

Teacher's Notes:

Bible Reading: The coming of the Holy Spirit (2) - John 14:15-17, 26; 1 Corinthians 2:10-16; Ephesians 4:30-32

Theme: Feelings

Pronunciation: /gr/ and /sk/

Grammar:

- contrasts
- "but"
- was/were review

Preparation:

- Pray
- Read John 14:15-17, 26; I Corinthians 2:10-16; Ephesians 4:30-32
- Preview slides and song
- Optional: Bring pictures that show feelings.



Pray, Review, and Preview

Bible Reading: The coming of the Holy Spirit (2) -John 14:15-17, 26; I Corinthians 2:10-16; Ephesians 4:30-32

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Pray

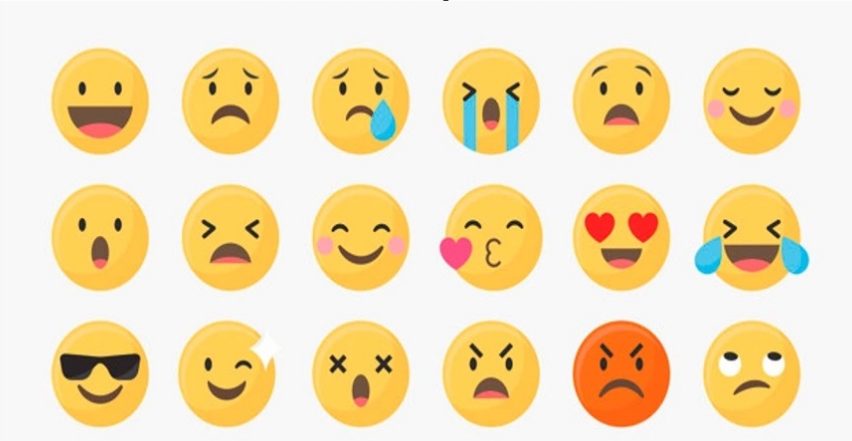
Pray for the class and you may want to thank the Lord for the Holy Spirit and feelings.

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read : John 14:15-17, 26; I Corinthians 2:10-16; Ephesians 4:30-32 in their native languages in preparation for the lesson.

Review the main points of the previous lesson and ask if there are any questions.

What do you see?



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The image shows a 3x6 grid of 18 emojis. The first row contains: a happy face with a wide smile, a sad face with a downturned mouth, a sad face with a single tear, a crying face with two tears, a surprised face with wide eyes and an open mouth, and a smiling face with closed eyes and rosy cheeks. The second row contains: a surprised face with wide eyes and an open mouth, a sad face with a downturned mouth and slanted eyes, a smiling face with closed eyes and rosy cheeks, a kissing face with a tongue sticking out and a heart, a smiling face with two red hearts for eyes, and a crying face with two tears. The third row contains: a smiling face with sunglasses, a smiling face with a wink, a surprised face with wide eyes and an open mouth, a sad face with a downturned mouth and slanted eyes, an angry face with a red face and furrowed brows, and a sad face with a downturned mouth and slanted eyes.

1A. Discuss Theme Picture

- Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.
- Repeat and write their words or show the words on the next slide.

Answers may include: [happy](#), [sad](#), [love](#), [angry](#), [smile](#), [cry](#), etc.

More advanced students can be encouraged to make complete sentences:

[There are many feelings. The first face is happy. I feel glad today.](#)

Feelings

1. happy 2. sad 3. calm

4. worried 5. to cry 6. to laugh

7. surprised 8. to love



9. angry

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1B. Show Words for Theme Picture

Please show the theme picture words to the students briefly.
These words can be studied for homework.
Practice of vocabulary begins with the following slide.

Listen and repeat.





1	2	3	4
			
happy	sad	angry	calm
She was happy.	But now she is sad.	He was angry.	But now he is calm.

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2A. Vocabulary

1. **Say the new words in a simple sentence:** "She was **happy.**" several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word several times**, as you indicate the object. For example, say: *happy, happy, happy*. Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "She was happy."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this angry?*

Listen and repeat.





5 	6 	7 	8 
in prison	free	hungry	full
He was in prison.	But now he is free.	She was hungry.	But now she is full.

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2B. Vocabulary

1. **Say the new words in a simple sentence: "He was in prison"** several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
2. **Say the word and the article that goes with it several times**, as you indicate the object. For example, say: *in prison, in prison, in prison*. Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "He was in prison."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is he free?*

Listen and repeat.

9	10	11	12
			
tired	energetic	bored	interested
He was tired.	But now he is energetic.	I am bored in math class.	I am interested in English class.

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2C. Vocabulary

- Say the new words in a simple sentence: "He was tired."** several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
- Say the word and the article that goes with it several times**, as you indicate the object. For example, say: *tired, tired, tired*. Have your students then repeat the word after you several times.
- Say the word in the same sentence again.** Have students repeat after you each time, "He was tired."
- Check students' comprehension by asking direct questions.** For example, *What is this? Is this energetic?*

Listen and repeat.

Was/Were	Question ?	Affirmative +	Negative -
Singular 1	Was she tired?	Yes, she was.	No, she was not. No, she wasn't.
Plural 2+	Were you asleep?	Yes, we were.	No, we were not. No, we weren't.

1. Was he bored? Yes, he was.

2. Were they tired? No, they weren't.



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2D. Grammar

Was indicates singular nouns.

Were indicates plural nouns.

Spoken English usually uses the contraction forms. Written English uses the full forms.

Model, Repeat and Solo the pronunciation of all forms shown on the chart.



Listen and repeat.



A: How are you today?

B: I'm good! I was **sad** and **worried** because my daughter was sick. She was **tired** and had a fever. But we prayed and today she feels better.

A: That's great! I'm so **happy** to hear that!


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3A. Conversation 1:

- 1. Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role play the parts to convey the meaning of the conversation. **Students are to watch and listen.**
- 2. Repeat: Say one line at a time and have students repeat until they can be understood.**
- 3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
- Once students can do both parts, **encourage free conversation** (students substitute the blue words with other feelings.)

Listen and repeat.



A: What's wrong?
B: I'm **tired**. I didn't sleep well last night.
A: I'm sorry to hear that. Can you take a nap? Sometimes it makes you feel more **energetic**.
B: No, thanks. I already took a nap but I'm still **tired**.


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3B. Conversation 2

- 1. Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role play the parts to convey the meaning of the conversation. **Students are to watch and listen.**
- 2. Repeat: Say one line at a time and have students repeat until they can be understood.**
- 3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
- Once students can do both parts, **encourage free conversation** substituting their own words for the blue words.

Listen and repeat.



1. /gr/	2. /-sk/	3. Challenge
grocery	ask	
angry	desk	
hungry	disk	
grandmother	mask	
grandfather	task	

A. Ask your grandmother if she is energetic.
B. I wore my mask to the grocery store.

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4A. Pronunciation- Sound and Spelling

1. Model: Say the sound several times while pointing to it. (For example, point to the **gr** and say /gr/ /gr/ /gr/. **Then say the sound and quickly read the entire list, pointing to each item as you read it** (/gr/ grocery, angry, hungry, grandmother, grandfather.) Students just watch and listen.

2. Repeat: Say the sound and each word several times, having students repeat each time after you in unison. Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom.

3. Solo: Call on individuals to say a sound and its word group. Give lots of praise.







4. Challenge: Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make

a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

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Listen and repeat.

A 	B  	C   
give	after	disciples
know	little	important
learn	other	remember
love	promise	together

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4B. Hum and clap the stress.


Begin by humming the stress of a column of words. Hum higher, longer and louder for big dashes, lower, shorter and quieter for small dashes.

You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

- 1. Model:** Hum and then say each word in the group several times. Students listen.
- 2. Repeat:** students repeat words after you in unison.
- 3. Solo:** call on individuals to read the entire group of words.

 **The Coming of the Holy Spirit (2)**
[John 14:15-17, 26](#); [1 Corinthians 2:10-16](#); [Ephesians 4:30-32](#)

Here are some important things to learn about the Holy Spirit.



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5. Read Story:

Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand.

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.



Jesus talked to his disciples before his death. Jesus said He would go away. But He promised to send the Holy Spirit to help his disciples.



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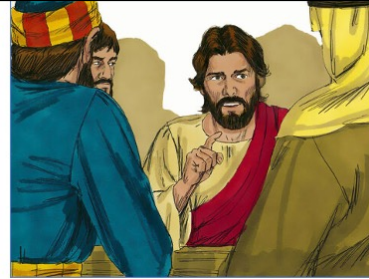
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5. Read Story:

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



Jesus said: "If you love me, you will do what I say. Then I will ask the Father to give you a Helper. He will be with you for all time. He is the Spirit of Truth. The unbelievers in this world cannot receive Him. They do not see Him or know Him. But you know Him. He lives within you and will be with you."



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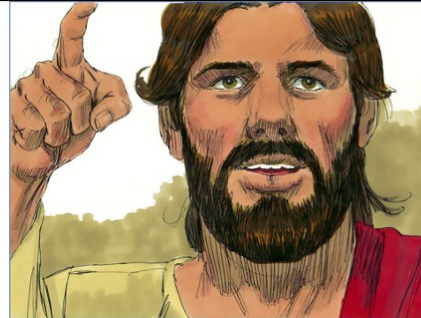
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5. Read Story:

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



Jesus also said: "Your Helper is the Holy Spirit. God, the Father, will send him to take my place. The Spirit will teach you all things. He will help you remember what I told you."



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5. Read Story:

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



The Holy Spirit helps us learn things from God. These things are found in His Word. This is why God gives the Holy Spirit to us. God wants us to remember the things He teaches us. His Spirit helps us. We can talk about these things. His Spirit gives us the right words to say when we speak about Jesus. The Holy Spirit is our Helper. We can talk to him at any time.



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5. Read Story:

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



We must not make the Holy Spirit sad. He is proof that we belong to God. We must stop doing bad things. We must not hurt other people. We must love them. We must forgive them as God forgives us.



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5. Read Story:

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.



The Holy Spirit will help us live good lives. This will make God, our Father, happy.



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5. Read Story:

- A. Read the story out loud to the class.
- B. Give simple definitions for words that students ask about.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. When finished with the story, ask if the learners have any questions or comments about it.

Next slide has story questions.

Answer the questions

1. What did Jesus promise to His disciples?
2. Who helps us to learn things from God?
3. Why can only those who believe in Jesus receive the Holy Spirit?



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5. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1, 2, 3 you may go back to the story to help them find the answer.

Answers:

1. He promised to send the Holy Spirit to help them.
2. The Holy Spirit.
3. Jesus will ask the Father to give the Holy Spirit only to those who believe in him, and unbelievers do not see him or know him.

Ask if they have any other questions or comments about the story.

Listen and fill in the blanks.

angry	hungry	grocery	ask	Grandma's
mask	desk	green	great	task

Attention all shoppers. Please wear a 1 when you shop in our 2 store. We want our customers to feel safe and healthy. If you do not have a mask, please 3 for one at the front 4. Also, if you are 5 we have free samples of 6 vegetables in aisle 3. Have a 7 day and thank you for shopping at 8 Grocery store!



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6A. Activities - Dictation of sound/spelling words

Read the announcement 3 times as students listen and fill in the words. They can write the answers 1-8 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

Script:

Attention all shoppers. Please wear a mask when you shop in our grocery store. We want our customers to feel safe and healthy. If you do not have a mask, please ask for one at the front desk. Also, if you are hungry we have free samples of green vegetables in aisle 3. Have a great day and thank you for shopping at Grandma's Grocery store!



Write questions and ask your partner.

Questions	Answers
1. Were you angry yesterday?	Yes, I was.
2. Were you _____ last week	
3. Were you _____ in the evening	
4. Are you _____ now	
5. Did you see the _____ woman	
6. Do you feel _____ now	

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6B. Activities

Pair work

First, ask student to complete writing the questions with their own words. Be sure they put a question mark at the end. Number 1 is an example.

Their questions will vary, but may include:

2. Were you worried last week?
3. Were you tired in the evening?
4. Are you hungry now?
5. Did you see the calm woman?
6. Do you feel energetic now?

Then ask students to interview a partner, and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.

Describe the people. How do they feel?

A B C D EF G HI J K L M

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6C. Activities

Pair work.

Ask the students to take turns asking and answering questions about the picture. Partner A can describe pictures A-F while partner B writes the sentences. Then switch, and partner B describes the pictures G-M while partner A writes the sentences.

Model by giving an example, "The man with the red hair is angry. The man in the red pants is bored."



Song: The Holy Spirit

I was blind but now I see.
I was in prison but now I'm free.
Since the Holy Spirit came into my life.



I was sad but now I sing.
I was sinful but now I'm clean.
Since the Holy Spirit came into my life.

I have peace like a river.
I have joy like a fountain.
With the help of the Spirit,
I can climb any mountain!



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7. Songs and Games

Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Give simple definitions for words that students ask about. Then sing it two or three times, as the students just listen.

2. Repeat: Sing the selection again, a line or sentence at a time, as students repeat after you. Then play the recording and sing the song together as a class in unison.

3. Solo: The student sings solo (or if shy, can just read the words aloud).



1 & 2 Homework

1. Read the next lesson's Bible verses: [Acts 6:8-15](#), [7:51-60](#) in your language.
2. Write 6 sentences about your feelings yesterday and now. You may use **was**, **were**, **but** and more.

- A. I was sad, but now I am happy.
- B.
- C.
- D.
- E.
- F.
- G.



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Homework 1, and 2 - Reading the next Bible Lesson in L1, and writing about self with new vocabulary













Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use ScriptureEarth.org or other Bible translation resources.

Model. Go over each of the homework assignments to be sure the student understands what to do.

Repeat. Encourage students to find someone with whom to practice conversing and reading the completed homework assignment. They may use a bilingual dictionary.

Solo. Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.

3. Write the words for each picture.

1 	2 	3 	4 	5 	6 
happy					
She was happy.					
7 	8 	9 	10 	11 	12 

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Homework 3 – Write the vocabulary words with the pictures.

This homework practices writing the vocabulary words. Number one is an example.

Answers

1. happy; She was happy.
2. sad; But now she is sad.
3. tired; He was tired.
4. energetic; But now he is energetic.
5. hungry; She was hungry.
6. full; But now she is full.
7. bored; I am bored in math class.
8. interested; I am interested in English class.
9. in prison; He was in prison.
10. free; But now he is free.
11. angry; He was angry.
12. calm; But now he is calm.

4. Mark the /sk/ and /gr/ sounds. Then write and say the sentences.

A. The disk was on the desk.	
B. The mask was over his mouth.	
C. Please ask the girl to help.	
D. I went to the grocery store.	
E. My grandmother is calm.	
F. The kids were hungry.	
G. My grandfather was angry.	


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Homework 4 – Write and say sentences with the new sounds.

This homework practices writing, spelling and pronouncing the /gr/ and /sk/ sounds.

- A. The disk was on the desk.
- B. The mask was over his mouth.
- C. Please ask the girl to help.
- D. I went to the grocery store.
- E. My grandmother is calm.
- F. The kids were hungry.
- G. My grandfather was angry.

 **5. Homework**

happy disciples learn angry

love sad Spirit of Truth

1. Jesus promised his _____ that the Holy Spirit would come.
2. He is the _____ who will be with you.
3. The Holy Spirit helps us _____ things from God.
4. We are not to make the Holy Spirit _____.
5. We must not get _____ at people, but we must show _____ to them.
6. This will make God _____.

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Homework 5 – Bible Story Review

Students may look back at the story to fill in the blanks.

Answers.

1. disciples
2. Spirit of Truth
3. learn
4. sad
5. angry; love
6. happy

6. Homework – Choose 1 Verse to Memorize

A

And don't make the Holy Spirit sad. God gave you his Spirit as proof that you belong to him and that he will keep you safe until the day he makes you free.

[Ephesians 4:30 ERV](#)

B

"If you love me, you will do what I command."

[John 14:15 ERV](#)

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Homework 6– Memorize a Verse

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

1. **Model.** Recite a verse from memory.
2. **Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.
3. **Solo.** Students will recite the verse from memory at the next class.

6. Homework – Choose 1 Verse to Memorize

C

You heard me say to you, 'I am leaving, but I will come back to you.' If you loved me, you would be happy that I am going back to the Father, because the Father is greater than I am.

[John 14:28](#) ERV

Homework 6 – Memorize a Verse

Learners get to choose A, B, (from previous slide) or C to memorize.



7. Homework

happy

free

sad

prison

full

was

were

calm

- A. Jesus said, "Now you are **sad**, but I will see you again, and you will be _____."
- B. Jesus said, "He sent me to tell people in **prison** that they are _____ and to tell the blind that they can see again."
- C. We _____ hungry but we ate lunch and now we are _____.
- D. She _____ angry but we talked and now she is _____.

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Homework 7 – Grammar Review

Use the words provided to fill in the blanks of the Bible verses.

Answers

- A. happy
B. free
C. were, full
D. was, calm

8. Homework

1. How did the woman feel before exercise?
2. How did she feel after exercise?
3. What should she eat to be energetic?
4. What food will make her feel tired?
5. Do you have a healthy lifestyle? Why?

EXERCISE / WEIGHTLOSS HEALTHY LIFESTYLE

Feel energetic and happy. Eat healthy foods and exercise. Don't eat junk food. Care for your body.

BEFORE

AFTER

No more junk food

Eat fruit and vegetables and be active.

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Homework 8– Everyday Reading and Writing.

The learners will read the article and answer the questions.

Answers:

1. Sad; tired
2. Happy; energetic
3. Fruit and vegetables
4. Junk food, pizza, burgers etc.
5. Answers will vary.



9. Homework- Write your answers

How do you feel?

- A. On holidays?
- B. When a friend is sick?
- C. In the summer?
- D. In the morning?
- E. In English class?

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Homework 9 – Writing about theme or Bible Story

Students will write sentences about how they feel.

Model. Write about how you feel. For example: I feel happy on holidays.

Answers will vary.



10. Homework - Now I Can...

- I can use **was** and **were** to ask and answer questions.
- I can understand, say, read, and write the 12 vocabulary words.
- I can talk about contrasts with **but**.
- I can talk about feelings.
- I understand that the Holy Spirit helps us.

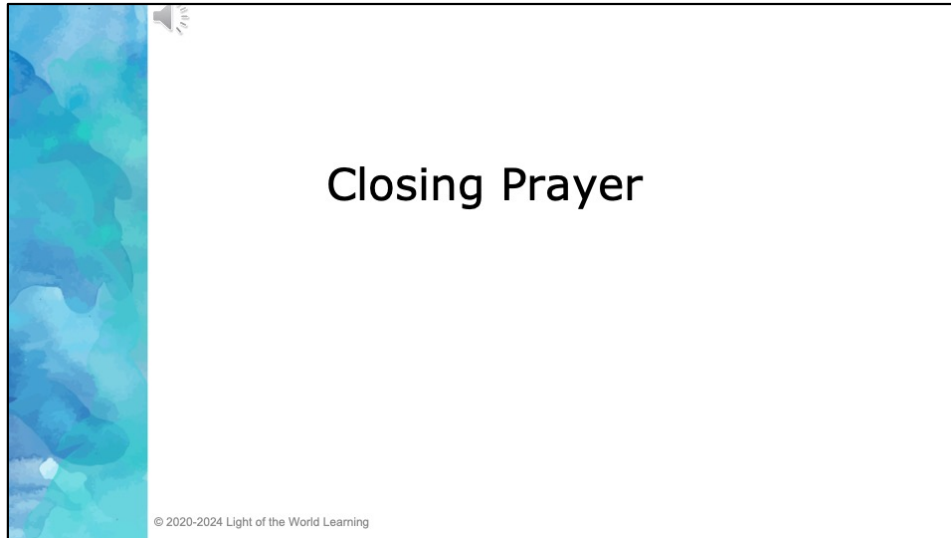
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Homework 10 – I can statements

The student must be able to achieve all of these skills before the next lesson. If not, the lesson can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



Pray

You may want to ask for any special prayer requests, then pray for your students and bless them.

Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

For more information, visit LightOfTheWorldLearning.org



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Appendix



- How to Use Lessons: bit.ly/UseLOTW
- Irregular Verb List: bit.ly/ListVerbs
- Lesson Downloads: LightOfTheWorldLearning.org
- Order Books: bit.ly/BooksLOTW
- Share Your Feedback: bit.ly/FeedbackLOTW
- Table of Contents: bit.ly/TocLOTW
- Video Channel: youtube.com/@LightOfTheWorldLearning
- Vocabulary List: bit.ly/VocabUS
- Website: LightOfTheWorldLearning.org

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Anonymous
Jean Ato
Larry Buell
Cindy Campbell
Nancy Cobb
Emily Cox
Marilyn Dano
EasyReadEnglish.com
Don Edic
MaryBeth Gahan
Melina Gallo
Alicia Gentile
Prakash Chandra Giri

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