

Teacher's Notes:

Bible Reading: God calls Moses [Exodus 1-4](#)

Theme: Feelings

Pronunciation: /E/ spelled ea and /ul/ spelled -le

Grammar: To be question words, yes/no, negatives

Preparation:

Pray

Read the Bible passages

Preview slides and game.

Optional: Bring pictures of emojis or people's faces showing different emotions.



Pray, Review, and Preview

Bible Reading: God calls Moses [Exodus 1-4](#)

Theme: Feelings

Pronunciation: /E/ spelled *ea*, and /ul/ spelled *-le*

Grammar: *To be* and *to feel* with questions

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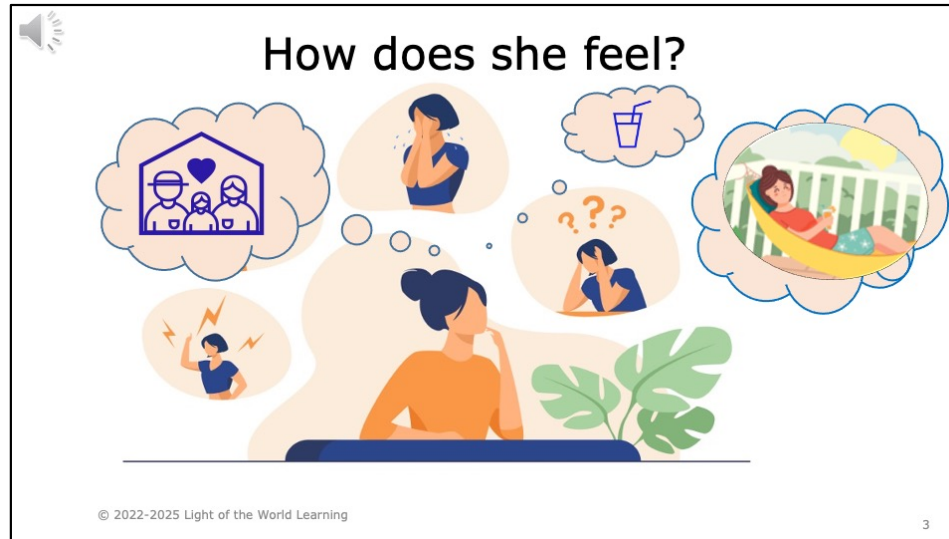
Pray

Pray for the class. You may want to thank the Lord for giving us feelings and that we can come to him with our feelings.

Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work.

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

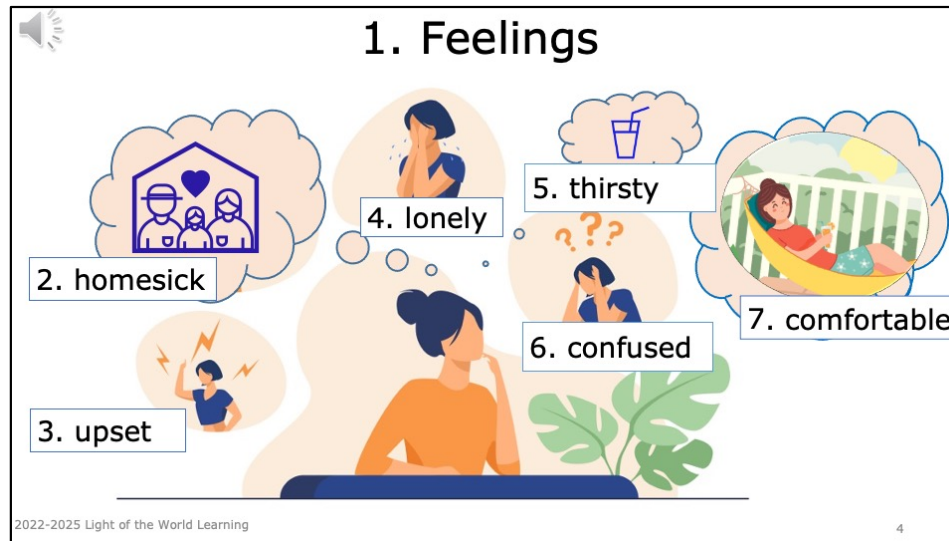


1A. Discuss Theme Picture

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

Answers may include: **homesick, upset, confused, lonely, comfortable, thirsty, angry, sad.**

More advanced students can be encouraged to make complete sentences:
She feels homesick. She is confused. She is upset. She is lonely. She is happy and comfortable.




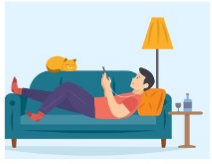


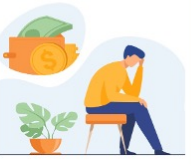
1B. Show Words for Theme Picture

Please show the names of the theme picture items 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 
comfortable	uncomfortable	lonely	worried
He is comfortable.	He is uncomfortable.	He feels lonely.	He is worried about money.

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2A. Vocabulary

Note: We can use the verb “to feel” or “to be” to talk about emotions and feelings. All 12 vocabulary words are adjectives. An adjective is a word that describes a noun.

1. Say the new words in a simple sentence: “He is comfortable.” 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: *comfortable, comfortable, comfortable.* Have your students then repeat the word after you several times.

3. Say the word in the written sentence. Have students repeat after you each time, “He is comfortable.”

4. Check students’ comprehension by asking direct questions.

For example, *How is he feeling? Why is he lonely? Who is worried?*

Listen and repeat.


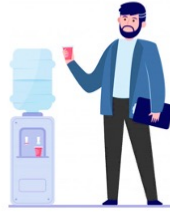


5	6	7	8
			
confused	excited	jealous	brave
They feel confused.	They all are excited.	She is jealous of her friend's new purse.	He is brave.

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2B. Vocabulary

- 1. Say the new words in a simple sentence:** "They feel confused." 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: *confused, confused, confused, confused*. 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, "They feel confused."
- 4. Check students' comprehension by asking direct questions.** For example, *Is he excited? Who is jealous? Is she confused?*

Listen and repeat.

9 	10 	11 	12 
surprised	thirsty	upset	homesick
She is surprised.	He is thirsty.	She feels upset.	She is homesick.

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2C. Vocabulary

1. Say the new words in a simple sentence: "She is surprised." 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: *surprised, surprised, surprised.* 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 is surprised."

4. Check students' comprehension by asking direct questions. For example, *Who is surprised? Is she hungry?*



Talking about feelings.

	Question ?	Positive +	Negative -
1	Is she upset?	Yes, she is.	No, she isn't.
2	Am I confused?	Yes, you _____.	No, you aren't.
3	Are they worried?	Yes, _____.	No, _____.
4	Do you feel surprised?	Yes, I _____.	No, _____.
5	Does he feel brave?	Yes, he _____.	No, he doesn't.
6	_____she_____thirsty?	_____.	_____.


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2D. Grammar - Questions with **to be** and **to feel**.

Note: We put the **to be** verb (am, is, are) BEFORE the subject when asking a question and AFTER the subject when making a statement. For regular verbs such as **feel**, we put **do** or **does** before the subject to ask a question, and after the subject to make a statement.

Model, Repeat, and Solo number one. Then ask students to say the rest of the questions and answers, inserting the correct words in the blanks.

2. Am I confused? Yes, you **are**. No, you aren't.
3. Are they worried? Yes, **they are**. No, **they are not/they aren't/they're not**.
4. Do you feel surprised? Yes, I **do**. No, **I don't**.
5. Does he feel brave? Yes, he **does**. No, he doesn't.
6. **Does** she **feel** thirsty? **Yes, she does. No, she does not/doesn't**.



Talk about your feelings.

Questions ?		Answers
1	Why am I so thirsty?	You're thirsty because you ate all the chips!
2	When are you excited?	
3	Where do you feel comfortable?	
4	What makes you feel confused?	
5	How do you feel now?	
6	Who do you think is brave?	
7	When are you worried?	

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2E. Grammar – Question words with **to be** and **to feel**.

Note: We put the **to be** verb (am, is, are) BEFORE the subject when asking a question and AFTER the subject when making a statement. For regular verbs such as **feel**, we put **do** or **does** before the subject to ask a question, and after the subject to make a statement.

Read number 1 as an example. Then ask students to answer questions 2-7 about themselves in pairs.

Answers will vary but must use the correct forms of **to be** and **to feel**.

2. I'm excited when ...
3. I feel comfortable ...
4. I feel confused ... OR _____ makes me feel confused.
5. I feel ...
6. I think _____ is brave.
7. I'm worried



Listen and repeat.



A: Hi, **Joe**. How do you feel today?

B: I feel **homesick** because **I can't visit my family for 6 months.**

A: That's **too bad.**

B: Yeah, but how about you? How are you doing today?

A: I feel **excited** because **I start a new job tomorrow.**

B: That's **great!**

A: Yes. So, are you **thirsty?**

B: Yes, let's get something **to drink!**

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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).

4. Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).



Listen and repeat.

1. /E/ spelled ea	2. /ul/ spelled -le	3. Challenge
seat	comfortable	
eat	uncomfortable	
repeat	table	
please	bottle	
season	people	

1. Please find a comfortable seat and then eat.
2. Those people put a bottle on the table.



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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 **ea** and say /E/ /E/ /E/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/E/ seat, eat, repeat, please, season). 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. Then read the sentences.

3. Solo: Call on individuals to say a sound and its word group. Give lots of praise. Then ask students to read the sentences.

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.



Listen and repeat.

A.	B.	C.
surprised	thirsty	December
confused	worried	excited
upset	jealous	museum
along	lonely	vacation

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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 and 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 column several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire column of words.

God Calls Moses:

[Exodus 1-4](#)

After Joseph died, all of his relatives stayed in Egypt. They and their descendants continued to live there for many years and had many children. They were called the Israelites.



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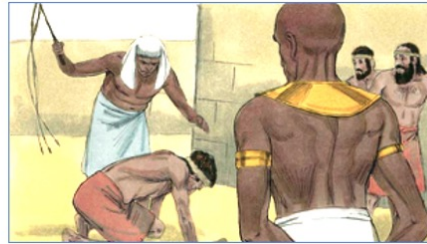
5A. Bible Reading

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. The hyperlinks of the Bible verses connect to <https://live.bible.is/> so students can read and hear the scripture in their own languages.

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- 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.



After hundreds of years, the number of Israelites had become very large. The Egyptians were no longer grateful that Joseph had done so much to help them. They became afraid of the Israelites because there were so many of them. So the Pharaoh, who was ruling Egypt at that time, made the Israelites slaves to the Egyptians.



5B. Bible Reading

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

The Egyptians forced the Israelites to build many buildings and even whole cities. The hard work made their lives difficult, but God blessed them, and they had even more children.



Pharaoh saw that the Israelites had many babies, so he ordered his people to kill all Israelite baby boys by throwing them into the Nile River.



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5C. Bible Reading

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



One Israelite woman gave birth to a beautiful baby boy. She hid the baby for as long as she could.

When the boy's mother could no longer hide him, she put him in a floating basket among the reeds along the edge of the Nile River in order to save him from being killed. His older sister watched to see what would happen to him.



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5D. Bible Reading

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



Pharaoh's daughter saw the basket and looked inside. When she saw the baby, she took him as her own son. She hired an Israelite woman to nurse him without realizing the woman was the baby's own mother.



When the child was old enough that he no longer needed his mother's milk, his mother returned him to Pharaoh's daughter. She named him Moses.

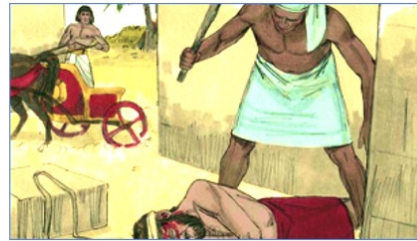
5E. Bible Reading

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



One day, when Moses had grown up, he saw an Egyptian beating an Israelite slave. Moses tried to save his fellow Israelite.

When Moses thought nobody would see, he killed the Egyptian and buried his body. But someone saw what Moses had done.



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5F. Bible Reading

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



Pharaoh learned what Moses had done. He tried to kill him, but Moses fled from Egypt into the wilderness. Pharaoh's soldiers could not find him there.



Moses became a shepherd in the wilderness far away from Egypt. He married a woman from that place and had two sons.





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5G. Bible Reading

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

 Moses was taking care of his father-in-law's flock of sheep. One day he saw a bush on fire, burning without being destroyed. He went close to the bush to look at it. When he was very close, God spoke to him.



God said, "Moses, take off your shoes. You are standing on holy ground." Then God said, "I see the suffering of my people. I will send you to Pharaoh so that you can bring the Israelites out of their slavery in Egypt. I will give them the land of Canaan, the land I promised to Abraham, Isaac, and Jacob."

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5H. Bible Reading

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



Moses asked, "What if the people want to know who sent me, what should I say?"

God said, "I AM WHO I AM. Tell them, 'I AM has sent me to you.' Also tell them, 'I am Yahweh, the God of your ancestors Abraham, Isaac, and Jacob.' This is my name forever."

Moses was afraid and did not want to go to Pharaoh because he could not speak well, so God sent Moses' brother, Aaron, to help him.



5I. Bible Reading

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



Answer the questions.

1. Why did Moses' mother put her baby in the river?
2. Who did Moses kill? Why?
3. How did Moses feel when God told him to go back to Egypt?
4. Why did God send Moses to the Israelites?
5. What did God say that his name is?
6. How does God talk to you?
7. How do you think God feels when you listen to him?

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5J. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1-5 you may go back to the story to help students find the answer.

Answers:

1. Because the Pharaoh wanted to kill all the male Israelite babies.
2. He killed an Egyptian because he was beating an Israelite slave.
3. Moses felt afraid because he could not speak well.
4. God told Moses to bring the Israelites out of slavery in Egypt and to lead them to the land of Canaan he promised to Abraham, Isaac and Jacob's descendants.
5. God told Moses that his name is I AM WHO I AM or I AM. He also said I am Yahweh.
6. Answers will vary.
7. Answers will vary.



Listen and answer the questions.

1. Where are the people talking?
2. Where can the customer sit?
3. Where is the menu?
4. Who is Jean?
5. What does the customer want to drink?
6. What does the customer want to eat?
7. What is this the best season for?



6A. Activities – Dictation of sound/spelling words

Read script below at least twice as students listen and answer the questions. The students should NOT look at the script.

A: Hello, welcome to the Purple Café. I'm Jean, I'll be your server today. Please take a seat at any open table and make yourself comfortable. Our menu is on the wall. I'll be back in a minute to take your order.

B: Thank you. Wow, there are a lot of people here!

A: Thanks for waiting. What can I get you to eat?

B: I want a bottle of orange juice and a vegetable sandwich, no meat, please.

A: I'm sorry, can you please repeat that?

B: I'd like a bottle of orange juice and a vegetable sandwich without meat.

A: Good choice! Right now is the best season for fresh vegetables. I'll be right back with your meal!

Answers:

1. The people are talking at a café./The Purple Café.

2. The customer can sit at any open table.
3. The menu is on the wall.
4. Jean is a server.
5. The customer wants a bottle of orange juice.
6. The customer wants a vegetable sandwich without meat.
7. It's the best season for fresh vegetables.

 A. How **does she** feel? Why?

B. **She** feels **upset** and **jealous** because **her friend is moving to a new city**.




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6B. Activities – Pair work


Have students take turns asking about the feelings in each of the pictures and talking about why they might feel that way.

Answers will vary but may include:

2. tired
3. sad/upset/lonely
4. confused
5. embarrassed/ uncomfortable/thirsty
6. excited
7. angry/mad/upset
8. surprised
9. comfortable,
10. happy/ comfortable/ in love

 **Game - Charades**

Act out the vocabulary words.



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7. Game

Charades: Each student takes turns acting out various vocabulary words. The person who guesses the most correctly is the winner.

Give each team a sheet of paper with 5 different vocabulary words selected from this lesson and previous lessons. If you are teaching via Zoom, use the chat box to send different vocabulary words to each student.

Words may include:

Jealous, Thirsty, Excited, Surprised, Worried, Lonely, Homesick, Comfortable, Uncomfortable, Brave, Upset, Confused






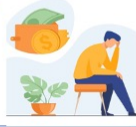
1. Model: Act out a couple of the vocabulary words and have the students guess the word.

2. Repeat: Students act out the gestures with you.

3. Solo: Have the students act out the words you have given them

and others guess what the words are.

1A. Homework – Write about the pictures.

1 	He is uncomfortable in the small space.	4 	
2 		5 	
3 		6 	

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Homework 1A. - Write sentences using the pictured vocabulary words as well as the grammar “to be” questions.

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

Repeat. Encourage students to practice speaking and reading the completed homework assignments with a friend. 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.





Number one is an example.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, and use the following words:

2. upset

3. jealous
4. brave
5. homesick
6. worried

1B. Homework – Write about the pictures.

7 		10 	
8 		11 	
9 		12 	

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Homework 1B. - Write sentences using the pictured vocabulary words.

Students will write a sentence for each picture to practice the lesson's vocabulary words.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, and use the following words:

7. comfortable
8. confused
9. excited
10. lonely
11. thirsty
12. surprised

2A. Write questions with to be and to feel.

1. Why does the woman feel upset? Is she lonely?

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____


8. _____

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Homework 2A. – Grammar and Vocabulary Review

Students will write questions about the pictures using **to be** and **to feel**. Answers will vary but must use correct sentence forms and end with a question mark.

Number 1 is an example.

 **3. Write questions and ask your partner.**

Questions	Answers
1. What do you drink <u>when you're thirsty</u> ?	I like to drink coffee.
2. When _____ confused	
3. Where _____ comfortable	
4. Why _____ worried	
5. Who _____ brave	
6. How _____ in English class	
7. What _____ when you're upset	

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Homework 3. – Conversations - Pair work


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.

Number 1 is an example.

Questions and answers will vary, but may include:

- 2. When do you feel confused?
- 3. Where do you feel most comfortable?
- 4. Why do you sometimes feel worried?
- 5. Who do you think is brave?
- 6. How do you feel in English class?
- 7. What do you do when you're upset?

 4. Answer and say the sentences. Mark the /E/ and /uI/ sounds.

A. When do you eat meat?	I never eat meat.
B. Do you always eat at a table?	
C. What do you drink from a bottle?	
D. Do you feel uncomfortable in the heat?	
E. What is your favorite season?	
F. When do you light a candle?	

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

This homework practices writing, spelling, and pronouncing the /E/ and /uI/ sounds.

Answers will vary. Learners should mark the following sounds:

- A. When do you **eat** meat? I never **eat meat**.
- B. Do you always **eat** at a table?
- C. What do you drink from a **bottle**?
- D. Do you feel uncomfortable**le** in the **heat**?
- E. What is your favorite **season**?
- F. When do you light a **candle**?

5. Homework

Put the sentences from the Bible story in order from 1-6.

___ Moses ran away after killing a man.

___ The Israelites lived in Egypt for a long time.

___ God spoke to Moses.

___ Pharaoh made the Israelites slaves.

___ Pharaoh had baby boys killed in the Nile River.

___ Pharaoh's daughter found a baby in a basket in the river.

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Homework 5. – Bible Reading Review

Students may look back at the story to number the sentences from 1 to 6.

Answers:

5 Moses ran away after killing a man.

1 The Israelites lived in Egypt for a long time.

6 God spoke to Moses.

2 Pharaoh made the Israelites slaves.

3 Pharaoh had baby boys killed in the Nile River.

4 Pharaoh's daughter found a baby in a basket in the river.

6A. Homework – Choose 1 Verse to Memorize

A

I will pour water for thirsty people, and streams will flow through the desert. I will pour my Spirit on your children, and I will bless your family. [Isaiah 44:3](#) ERV

B

Jesus said, “I have told you these things so that you can have peace in me. In this world you will have troubles. But be brave! I have defeated the world!” [John 16:33](#) ERV

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Homework 6A. – 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.

 **6B. Homework – Choose 1 verse to memorize and read the next verses.**

C

Then the LORD said, "I have seen the troubles my people have suffered in Egypt, and I have heard their cries when the Egyptians hurt them. I know about their pain. ⁸ Now I will go down and save my people from the Egyptians. I will take them from that land and lead them to a good land..." [Exodus 3:7-8a](#) ERV

- Read the next lesson's Bible verses: [Exodus 5-10](#) in your language.

Homework 6B. – Memorize a verse and read the next lesson's verses.

Learners get to choose A, B, or C to memorize.

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 Bible.IS or other Bible translation resources.

7A. Read and answer the questions

The book of Psalms in the Bible is a collection of songs. It helps us to bring our feelings to God. We can sing, read, or pray the Psalms. Here are examples of some feelings found in the Psalms:

Lonely - "I am hurt and lonely. Turn to me, and show me mercy."- [Psalm 25:16](#)

Confused - "Why am I so sad? Why am I so upset? I tell myself, "Wait for God's help!" - [Psalm 42:5](#)

Upset - "Tremble with fear, and stop sinning. Think about this when you go to bed, and calm down." - [Psalm 4:4](#)

Thirsty- "He satisfies those who are thirsty. He fills those who are hungry with good things." - [Psalm 107:9](#)

Worried - "I went to the Lord for help, and he listened. He saved me from all that I fear." - [Psalm 34:4](#)

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Homework 7A. – Everyday Reading and Writing

The learners can study this set of verses and understand in context in order to answer questions on the next slide.



7B. Answer the questions.

- A. What is the book of Psalms?
- B. What are some feelings described in the Psalms?
- C. What can we do when we feel confused in life?
- D. Who helps us when we are thirsty or hungry?
- E. Do you talk to God when you feel upset? Does he listen?

Homework 7B. – Everyday Reading and Writing

Answers:

- A. It is a collection of songs in the Bible.
- B. Lonely, confused, upset, thirsty, worried.
- C. We can pray to God, trust he will take care of us, and trust he is good.
- D. God provides for us when we are hungry or thirsty.
- E. Answers will vary.



8. Writing

Write a paragraph about ways that God protects or helps you.

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Homework 8. – Writing

Model. Write something about your own experience with how God has protected you or saved you. For example: *God protected me when I got into a car accident. My car was destroyed but I was not hurt.*

Answers will vary.



9. Homework – Now I Can...

- I can talk about feelings.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use **to be** and **to feel** in positive, negative and question forms.
- I can understand God is powerful and saves his people.

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Homework 9. – 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!



Closing Prayer

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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.

Contact us at: LightOfTheWorldLearning.org or Info@LOTWL.org



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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Bible story and pictures on slides 13-21 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>