

Teacher's Notes:

Bible Reading: [John 19:17-19](#), [25-30](#), [Luke 23:46-47](#), [Mark 15:39](#)

Theme: Geography

Pronunciation: /kr/ and /kl/

Grammar:

Questions

Which/why/how...?

Simple present tense

I live near...

Preparation

Pray

Read John 19:17-19, 25-30, Luke 23:46-47, Mark 15:39

Preview slides and song.

Optional: Bring a map, postcards, and pictures of different landscapes.



Pray, Review, and Preview

Bible Reading: Jesus Dies on the Cross

Theme: Geography

Pronunciation: /kr/ (cr) and /kl/ (cl)

Grammar:

Questions: Which/why/how...?

I live near...

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Pray

Pray for the class. You may want to thank the Lord for his beautiful creation and natural resources, as well as for eternal life!

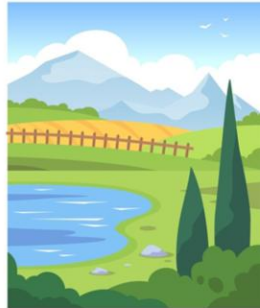
Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read [John 19:17-19](#), [25-30](#), [Luke 23:46-47](#), [Mark 15:39](#) 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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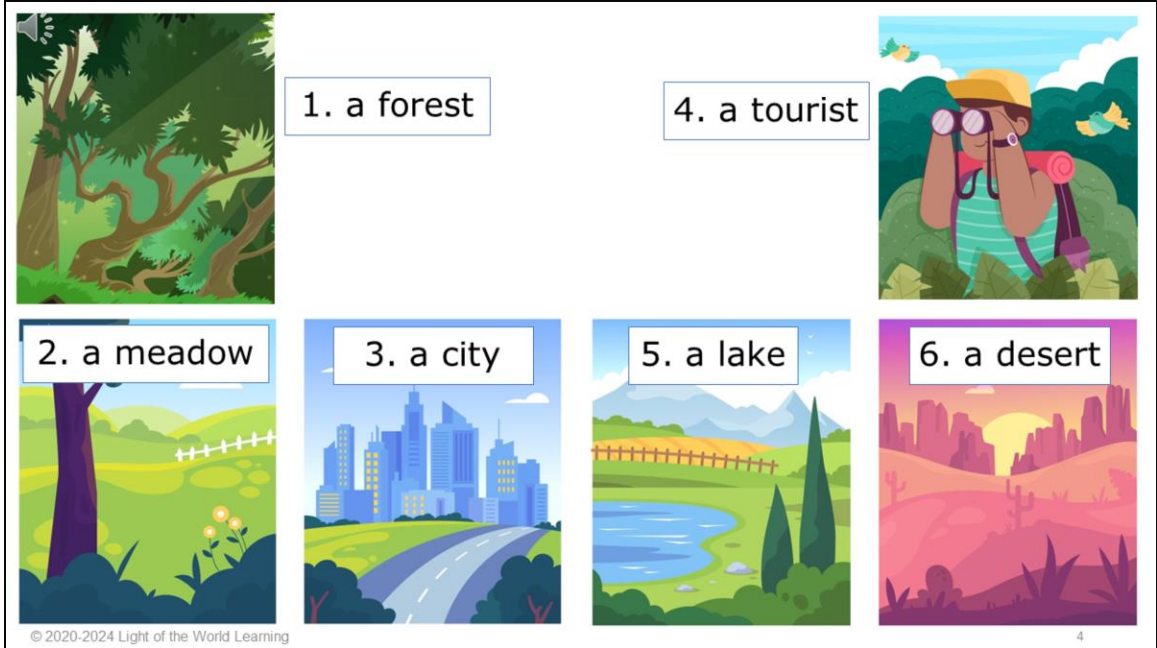
1A. Discuss Theme Picture

Ask, "What do you see?" and "What else?"
Repeat and write their words.

Answers may include: mountains, tourist, a lake, trees, city, desert, birds, binoculars, lake, forest, meadow, etc.

More advanced students can be encouraged to make complete sentences:

A tourist is looking at birds.



1B. Show the 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  |
| a lake | a mountain | a river | a valley |
| lakes | mountains | rivers | valleys |

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2A. Vocabulary

1. Say the new words in a simple sentence: *"I live near a lake."* 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: *a lake, a lake, a lake.* 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, *"I live near a lake."*

4. Check students' comprehension by asking direct questions. For example: *Where do you live? Who lives near a mountain? Is there a river near your place?*



Listen and repeat.

5



a forest

forests

6



a meadow

meadows

7



a desert

deserts

8



a beach

beaches

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2B. Vocabulary

1. Say the new words in a simple sentence: *"This is a forest."* 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: *a forest, a forest, a forest.* 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, *"This is a forest."*

4. Check students' comprehension by asking direct questions. For example: *Where do you live? Who lives near a beach. Is there a meadow near your place?*



Listen and repeat.

9



a city

cities

10



a hill

hills

11



a tourist

tourists

12



to climb

He climbs the hill.

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2C. Vocabulary

Note: In the word **CLIMB**, the **B** is silent.

1. Say the new words in a simple sentence: "I live in a city." 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: *a city, a city, a city*. 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, "I live in a city."

4. Check students' comprehension by asking direct questions. For example: *Where do you live? Who lives near a city? Is there a*

hill near your place?



Listen and repeat.

| Questions ? | | Answers |
|-------------|-----------------------------|---------------------------|
| Which | do you want, coffee or tea? | Tea, please. |
| Why | do you visit Nepal? | Because I like mountains. |
| How long | is your class? | It's 2 hours long. |
| How long | is the river? | It's 30 miles long. |
| How far | is the lake from here? | It's 15 miles from here. |
| How far | is the city from here? | It's a 10 minute walk. |

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2D. Grammar

Which is used for a situation with a few choices.

Why asks for a reason or purpose and is answered with **Because**.

How long is used for **time and distance**.

How far can be answered **by distance or travel time**.

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



Listen and repeat.

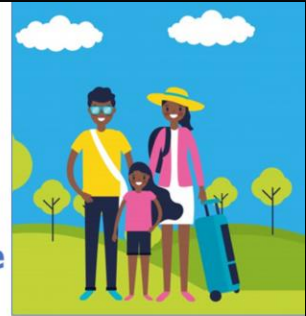
A: Which place do you want to visit today?

B: Let's go to the **beach**. We can **swim in the sea**.

A: I'd rather go to the **city**. We can **shop in the stores**.

B: Okay. Let's go to the **city** today. But let's go to the **beach** tomorrow. And we can **climb the mountain** the next day.

A. Great idea!



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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**, with students substituting their own words for the blue words.



Listen and repeat.

A: Where do you live?

B: I live near **the city of Chicago**.

A: Are there any **lakes** near **the city**?

B: Yes, and there are beautiful **rivers** and **meadows** as well.

A: I would love to visit your **city** one day.

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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).

4. Once students can do both parts, **encourage free conversation**, with students substituting their own words for the blue words.



Listen and repeat.

| 1. /kr/ spelled cr- | 2. /kl/ spelled cl- | 3. Challenge |
|---------------------|---------------------|--------------|
| cross | class | |
| create | clock | |
| across | close | |
| cry | climb | |
| crush | clean | |

- A. The class climbs the hill.
B. Jesus was killed on the cross.

4A. Pronunciation: Sound and Spelling

1. Model: Say the sound several times while pointing to it.

(For example, point to the **cr** and say /kr/ /kr/ /kr/ and point to **cl** and say /kl/ /kl/ /kl/.) **Then say the sound and quickly read the entire list, pointing to each item as you read it** (/kr/ *cross, create, across, cry, crush*). 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. _ — |
|-------|----------|---------|
| hill | city | across |
| lake | river | create |
| beach | mountain | obey |
| climb | desert | o'clock |

4B. Hum and clap the stress.

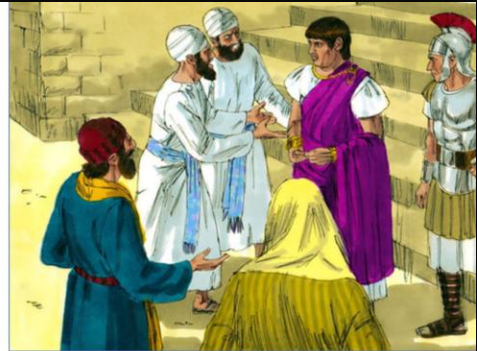
Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

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 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.

Jesus Dies on the Cross

[John 19:17-19, 25-30](#), [Luke 23:46-47](#), [Mark 15:39](#)



Many Jewish people liked Jesus.
But some of their leaders hated
him. They were jealous and afraid
of him.

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5A. 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.



The Jewish leaders wanted to kill Jesus. So they brought him to Pilate, the Roman governor. Pilate ruled over the Jewish people. He told the leaders they could kill Jesus on a cross. But Jesus was not guilty of anything bad.

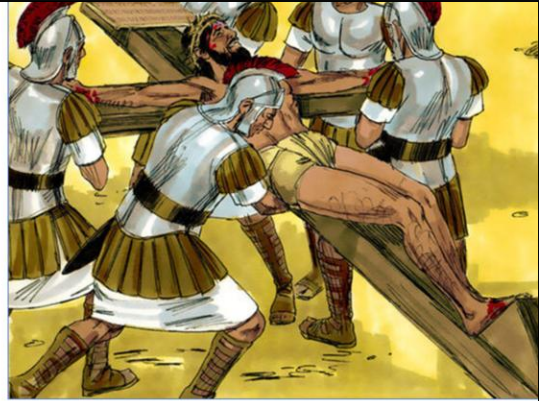


5B. Read Story

- 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 soldiers took Jesus to a hill near the city. There they nailed Jesus to the cross. Pilate put a sign on the cross over Jesus' head. The sign was in three languages. It said, "Jesus of Nazareth, King of the Jews."



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5C. 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 saw his mother near the cross. She was with John, one of the disciples. Jesus said to his mother, "Now John is your son." Then Jesus said to John, "Now she is your mother." From that day, John took care of Jesus' mother at his own home.



5D. 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 knew that his work was now finished. Everything about Jesus had happened as the Bible said. So Jesus said, "It is finished." Then he gave up his life and he died.



5E. 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.



A soldier near the cross saw what happened. He saw Jesus on the cross.

He saw Jesus die. The soldier said, "This was a good man. He was the Son of God."



5F. 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.



Answer the questions.

1. How did Jesus die?
2. After Jesus' death, what did the soldier say?
3. Why did Jesus have to die on the cross?
4. What does the death of Jesus mean to you?

5G. Story Questions

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

Answers:

1. He was nailed to the cross.
 2. "This was a good man. He was the Son of God."
- For questions 3 and 4, answers will vary.



Listen and fill in the blanks.

close

created

across

climb

cry

clean

clothes

crush

clock

class

Hi Sara, it's me! Thanks for helping me 1 the mountain on my trip to your country. When I'm in your country, I like to walk 2 the meadows that are 3 to the river. I also like your country's 4 and food. But there is one problem—the pollution is getting bad. God 5 a beautiful world. It makes me 6 to see it destroyed with garbage on the beach and in the rivers. I want to 7 up the pollution. I want to talk with you about this. Goodbye, and please call me soon.

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6A. Activities: Dictation of sound/spelling words

Read the phone message 3 times as students listen and fill in the words. They can write the answers 1-7 on paper or electronic devices.

For more advanced students, you can hide the sample word bank.

Hi Sara, it's me! Thanks for helping me climb the mountain on my trip to your country. When I'm in your country, I like to walk across the meadows that are close to the river. I also like your country's clothes and food. But there is one problem—the pollution is getting bad. God created a beautiful world. It makes me cry to see it destroyed with garbage on the beach and in the rivers. I want to clean up the pollution. I want to talk with you about this. Goodbye, and please call me soon.



Write questions and ask your partner.

| Questions | Answers |
|-------------------------------|--------------------|
| 1. Which city do you live in? | I live in Chicago. |
| 2. How long _____ | |
| 3. Is there _____ | |
| 4. Are there _____ | |
| 5. Which is _____ | |
| 6. How far _____ | |
| 7. Why _____ | |
| 8. Where _____ | |

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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. How long is our class?
3. Is there a desert near here?
4. Are there rivers or lakes near here?
5. Which is closer, the forest or the mountains?
6. How far is it to your city?
7. Why do people like the beach?
8. Where do tourists like to go?

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.



What can we do here?

1



Let's look at flowers in the meadow.

2



sit

3



listen

4



climb

5



find

6



pray

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6C. Activities: Pair work

Ask the students to describe a picture to their partner with a sentence using the given verb and the pictured place. Partner A asks questions.

Then switch, and partner B asks the questions and A answers for the pictures on the next slide.

Model by giving an example, "What can we do here?" "Let's look at flowers in the meadow."

Answers will vary but may include:

2. Let's sit on the beach.
3. Let's listen to the birds in the desert.
4. Let's climb the mountains.
5. Let's find the forest.
6. Let's pray at the lake.



What can we do here?

1



sing

2



study

3



climb

4



talk

5



buy

6



fish

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6D. Activities: Pair work

Ask the students to describe a picture to their partner with a sentence using the given verb and the pictured place. Partner B asks questions and partner A answers.

Answers will vary but may include:

1. Let's sing in the meadow/hills.
2. Let's study in the park.
3. Let's climb the hill.
4. Let's talk in the forest.
5. Let's buy food in the city.
6. Let's fish at the river/lake.



Song—Rivers, Clap Your Hands!

Psalm [96](#) & [98](#)

Sing a new song to the Lord,
For he does amazing things.
Let the forests shout for joy.
Let the earth and heavens sing!



Rivers, clap your hands.
Mountains, all sing out.
All together now,
Let us sing and shout! (x2)

All sea creatures, leap and dance.
Meadow flowers, praise our king.
Hills and valleys, jump with joy,
For our Lord made everything!

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7. Songs

Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits. Songs can be found at https://youtube.com/playlist?list=PLJng2ac_rjoEdxyTn1uS9oyX0iiD33VZQ

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Write words that students ask about on the board and give simple definitions. 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).



Homework 1 & 2

1. Read the next lesson's Bible verses: [Romans 5:6-11](#), [John 3:16-17](#)
2. Which places do you live near? Which places are far away?
 - A. mountain – [There are no mountains near my house. They are far away.](#)
 - B. city
 - C. lake
 - D. desert
 - E. meadow
 - F. forest
 - G. valley
 - H. river

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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 the pictures.

| | | | | | |
|---|---|---|--|---|--|
| 1  | 2  | 3  | 4  | 5  | 6  |
| a lake | | | | | |
| lakes | | | | | |
| 7  | 8  | 9  | 10  | 11  | 12  |
| | | | | | |
| | | | | | |

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Homework 3: Write the vocabulary words with the pictures

This homework practices writing the names of different places. Number one is an example.

Answers:

1. a lake; lakes
2. a hill; hills
3. a desert; deserts
4. a meadow; meadows
5. a beach; beaches
6. a valley; valleys
7. a forest; forests
8. a river; rivers
9. to climb; He climbs the hill.
10. a tourist; tourists
11. a mountain; mountains
12. a city; cities

4. Mark the **cl-** and **cr-** words. Then write and say the sentences.

| | |
|--------------------------------------|--|
| A. Christ died on the cr oss. | |
| B. God created the world. | |
| C. Can I cl imb the hill? | |
| D. Please close the door. | |
| E. His mother cleans the clothes. | |
| F. She began to cry. | |

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

This homework practices writing, spelling, and pronouncing the **cr** and **cl** sounds and spellings.

Answers:

- A. Christ died on the cross.
- B. God created the world.
- C. Can I climb the hill?
- D. Please close the door.
- E. His mother cleanes the clothes.
- F. She began to cry.



5. Homework

Put the following sentences in the right order from 1-7.

- _ A soldier near the cross saw what happened.
- _ Jesus said, "It is finished."
- _ Jesus asked John to take care of his mother.
- _ Pilate told the leaders that they could kill Jesus.
- 1** Many Jewish people liked Jesus.
- _ The Jewish leaders wanted to kill Jesus.
- _ They nailed Jesus to the cross.

Homework 5: Bible Story Review

Students may look back at the story to number the sentences from 1 to 7. Number 1 is the example.

Answers:

7. A soldier near the cross saw what happened.
6. Jesus said, "It is finished."
5. Jesus asked John to take care of his mother.
3. Pilate told the leaders that they could kill Jesus.
1. Many Jewish people liked Jesus.
2. The Jewish leaders wanted to kill Jesus.
4. They nailed Jesus to the cross.

6. Homework – Choose 1 Verse to Memorize

A

Even if I walk through a valley as dark as the grave, I will not be afraid of any danger, because you are with me. Your rod and staff comfort me.

[Psalm 23:4](#) ERV

B

The army officer who was standing there in front of the cross saw what happened when Jesus died. The officer said, "This man really was the Son of God!"

[Mark 15:39](#)

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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

When he tasted the wine, he said, "It is finished." Then he bowed his head and died.

[John 19:30](#) ERV



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Homework 6: Memorize a Verse

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



7. Homework – Fill in the blanks

river

tourist

valley

city

meadow

climb

beach

forest

hill

mountain

- A. A _____ is a place with a lot of grass.
- B. A _____ is a place where there are many buildings.
- C. A _____ is a place where fish live.
- D. A _____ is a place between hills or mountains.
- E. A _____ is a place with many trees.
- F. A _____ is a person who visits different places.

Homework 7: Fill in the Blanks

Answers:

- A. meadow
- B. city
- C. river/beach
- D. valley
- E. forest
- F. tourist

8. Homework – Read and answer.

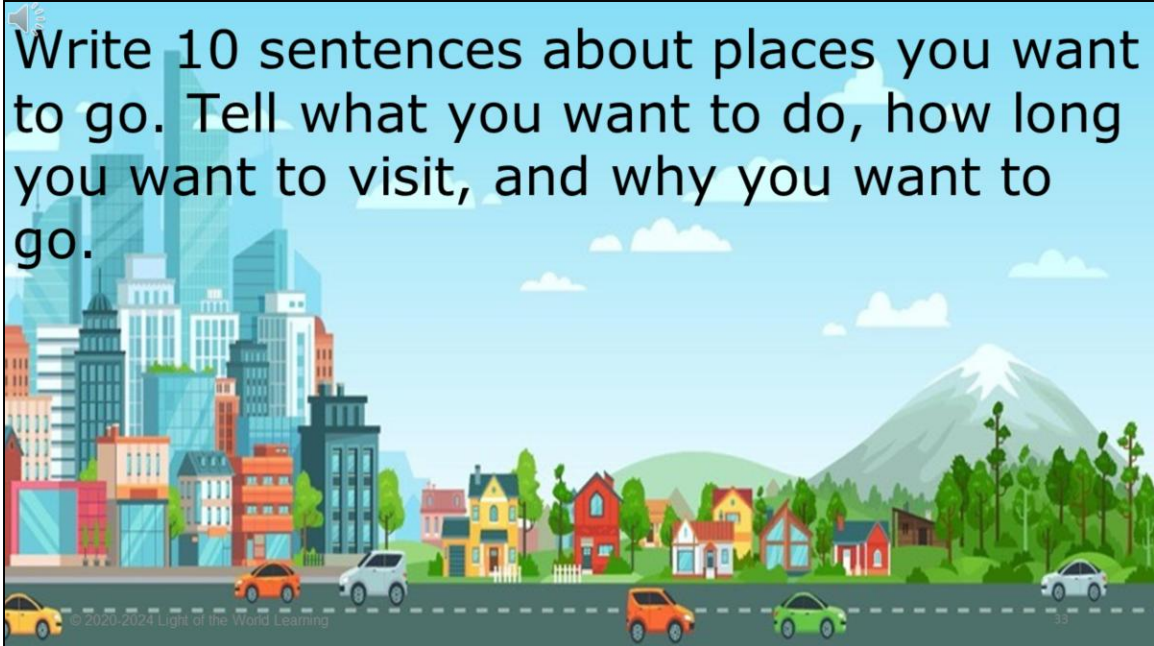
Many people around the world believe that Jesus is the son of God. People who live in mountains, cities, deserts, and valleys believe in him. They believe that he died for our sins and rose again. They believe that he is alive now and that we can have eternal life with him. These people love Jesus and trust him.

1. Who do many people believe Jesus is?
2. Where do they live?
3. What do they believe he did?
4. What do you believe?

Homework 8: Everyday Reading and Writing.

Answers:

1. The son of God
 2. In mountains, cities, deserts, and valleys
 3. Died for our sins and rose again
- For question 4, answers will vary.



Homework 9

Students are asked to write 10 sentences about places they want to go.

Model by telling about a place you want to go. For example: I want to go to Washington for 2 weeks to see the mountains and to kayak in the rivers. I want to visit my friends in Seattle and drink coffee there.



10. Homework - Now I Can...

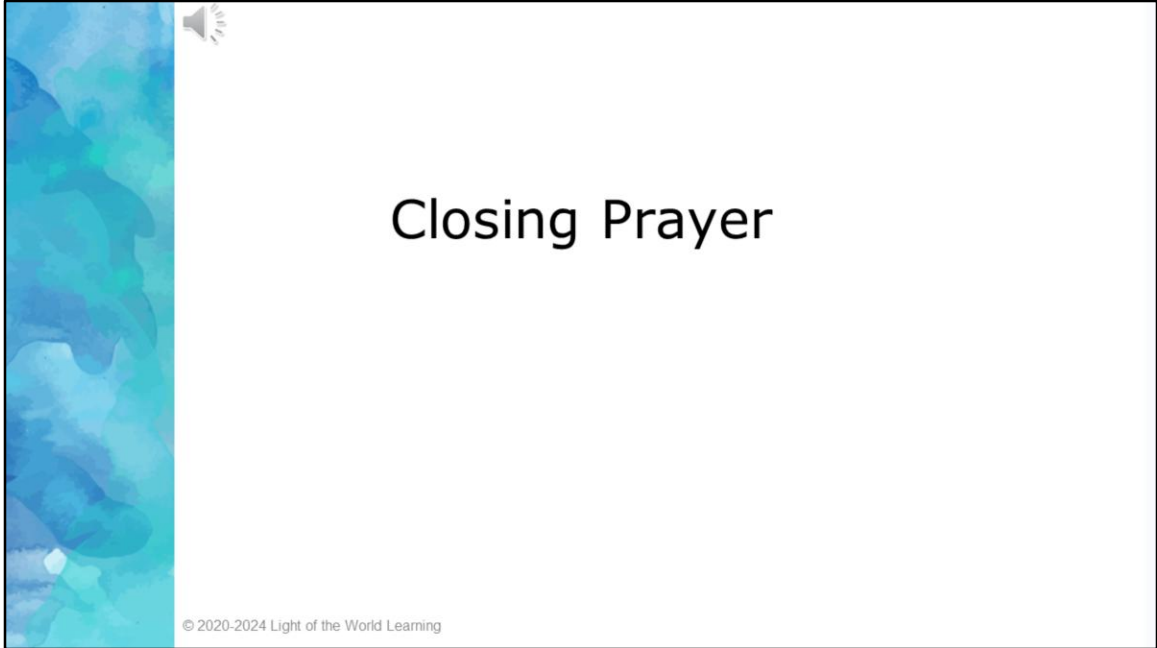
- I can talk about geography.
- I can understand, say, read, and write the 12 vocabulary words.
- I can ask questions with why, which, and how.
- I understand that Jesus died on a cross.

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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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