

Teacher's Notes:

Bible Reading: Jesus Gives the Greatest Law - [Mark 12:28-31](#)

Theme: Skills and abilities

Pronunciation: /br/ and /dr/

Grammar:

Can/can't

Ordinal numbers

Preparation:

- Pray
- Read [Mark 12:28-31](#)
- Preview slides and song
- Optional: Bring musical instruments.



Pray, Review, and Preview

Bible Reading: Jesus Gives the Greatest Law - [Mark 12:28-31](#); [John 13:34](#)

Theme: Abilities/Skills

Pronunciation: /br/ and /dr/

Grammar:

Can/Can't

Ordinal Numbers

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Pray

Pray for the class. You may want to thank the Lord for the abilities and gifts he gives us!

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 the Bible passages 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? Why can't he sleep?

2nd floor



1st floor

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1A. Discuss Theme Picture





- Ask “What do you see?” “Why can't he sleep?” and “What else do you see?”
- Repeat their answers and give encouragement.




Answers may include: neighbors, smoking, play, talk, sing, bathtub, fix, jump, neighbor, etc.

More advanced students can be encouraged to make complete sentences:

He can't sleep because the neighbors are noisy. He can't sleep because the baby is crying.


 A. He's smoking C. She's playing the piano
 B. They're jumping. D. She is bathing

2nd floor    

1st floor   

E. The baby is crying. F. He can't sleep. G. He is fixing the wall. H. They are neighbors.

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1B. Show the Theme Picture Words



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 
to cook	to paint	to drive	to plant
He can cook.	She can paint.	He can drive.	She can plant flowers.

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2A. Vocabulary

1. **Say the new words in a simple sentence:** "He can cook." 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 each verb several times,** as you indicate the picture. For example, say: *to cook, to cook, to cook*. 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 can cook."

4. **Check students' comprehension by asking direct questions.** For example, *What can he do? Can she plant flowers?*



Listen and repeat.

5 	6 	7 	8 
to draw	to fix	to run	a neighbor
He can draw a picture.	He can fix the tire.	They can run.	neighbors

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2B. Vocabulary

1. **Say the new words in a simple sentence:** "He can draw." 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 neighbor, a neighbor, a neighbor*. 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 can draw."

4. **Check students' comprehension by asking direct questions.** For example, *What can he do? Can she run?*



Listen and repeat.

9	10	11	12
			
to play	to jump	to carry	to swim
He can play the drums.	They can jump.	He can carry a box.	He can swim.

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2C. Vocabulary

1. **Say the new words in a simple sentence:** "He can swim." 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: *to swim, to swim, to swim*. 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 can swim."

4. **Check students' comprehension by asking direct questions.** For example, *What can he do? Can they jump?*



Listen and repeat.

	Question ?	Positive +	Negative -
2nd Person Singular	Can you...?	I can	I cannot I can't
3rd Person Singular	Can he...?	He can	He cannot He can't

1. Can you swim well? Yes, I can.

2. Can he run a mile? No, he cannot.



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2D. Grammar

Can is used to describe ability and make polite requests. **Cannot** is spelled as one word without a space.



Listen and repeat.

1st - first	6th - sixth	20th - twentieth
2nd - second	7th - seventh	21st - twenty-first
3rd - third	8th - eighth	22nd - twenty-second
4th - fourth	9th - ninth	30th - thirtieth
5th - fifth	10th - tenth	31st - thirty-first

- A. I live on the third floor.
- B. My son is in fourth grade.
- C. He won first place in the race.
- D. Her birthday is on May fifth.
- E. We celebrate our 25th anniversary this year.



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2E. Grammar and Vocabulary Practice

Note: Ordinal numbers are often used for dates, grades, floors in a building, and sequences.

Ordinal numbers 6-19 add "th" to the end of the number. Ninth drops the letter e. Numbers that end in y change the y to ie before the th (twentieth, fortieth).



Listen and repeat

A: Can you **play the piano**?

B: Yes, I can **play the piano**. Can you?

A: No, I can't **play the piano**. But I can **play the drums**.

B: That's great! Can we play together sometime?

A: Yes, that would be fun!

B: Great, I can't wait!



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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 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.

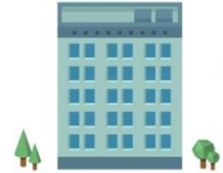
A: Hi. Can you please tell me, is the **dentist** on the **third** floor?

B: No, she's on the **fifth** floor.

A. Can she **fix my tooth** today?

B. No, I'm sorry. She's very busy. She can't **fix** it today. Can you come back on **April 7th**?

A. Yes, I can. Thank you.



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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 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. /br/	2. /dr/	3. Challenge
brave	draw	
bread	drink	
break	drip	
brother	drive	
bring	drop	

- A. I bring bread to my brother.
B. Don't drink and drive.

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4A. Pronunciation: Sound and Spelling – /br/ and /dr/

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

(For example, point to the **br** and say /br/ /br/ /br/.) Then say the sound and quickly read the entire list, pointing to each item as you read it (/br/ brave, bread, break, brother, bring). Point to the **dr** and say /dr/ /dr/ /dr/ draw, drink, drip, drive, drop. 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 below the chart.

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.



Listen and repeat.

Pronouncing Can and Can't

Written form	Can you play drums?	Yes, I can play drums.	No, I can't.
Pronunciation	C'n you play drums?	Yes, I c'n play drums.	No, I caaaaaaan't.

A. Can you please fix my car?

B. Yes, we can fix it, but we can't paint it.



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4B. Pronunciation: Sound and Spelling – Can and Can't

Note: Can and can't are often confusing because they sound alike. The word **can't** is usually stressed in sentences so it is louder, higher in pitch, and longer. The word **can** is usually unstressed, so it is softer, lower in pitch, and shorter.

1. Model: Say the sentence several times while pointing to it. Students just watch and listen.

2. Repeat: Have students repeat the sentences after you.

3. Solo: Call on individuals to say the sentences. Give lots of praise.



Listen and repeat.

A. —	B. —	C. — —
can	neighbor	disciples
fix	carry	piano
jump	teacher	important
draw	question	computer

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4C. 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.

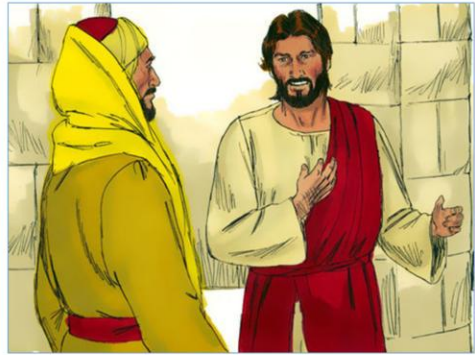
3. Solo: Call on individuals to read the entire group of words.



Jesus Gives the Greatest Law

[Mark 12:28-31](#); [John 13:34](#)

One day, a teacher of the law came to Jesus. He asked Jesus a question. The teacher asked, "Which law is the greatest of all?"



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5A. Read Story:

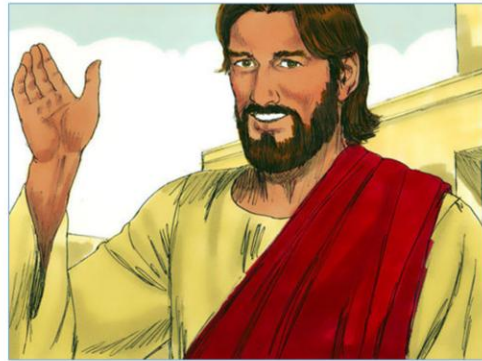
Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand.

- A. Read the story out loud to the class.
- B. Write words that students ask about and 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.



Jesus said, "The greatest law is this: Love God with all your heart. Love God with all your soul. Love him with all your mind. And love him with all your strength. This is the first law.

There is also a second law. You must love your neighbor as yourself. No other laws are greater than these."



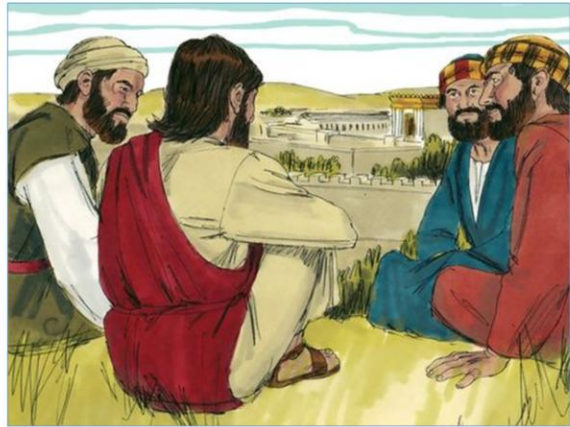
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5B. Read Story:

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



Jesus taught us some more about God's laws. He said this to His disciples: "I am giving you another law: Love each other. You must love each other as I have loved you. All people will know that you are my disciples if you love each other."



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5C. Read Story:

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



Answer the questions

1. What is the greatest law?
2. What is the second law?
3. What new law did Jesus give to all His disciples?
4. If we love each other, what will other people know about us?
5. How can you love God with all your heart, soul, mind and strength?

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5D: Bible Reading Questions

Ask the questions and discuss as a group. For questions 1-4, you may go back to the story to help students find the answer.

Answers:

1. To love God.
2. To love your neighbor.
3. Love one another.
4. They will know we are disciples of Jesus.

For question 5, answers will vary.

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



Listen and fill in the blanks.

brother

bread

Brazil

draw

drive

drinks

drop

drums

bring

brother's

Hi Joe, it's your father. Can you please 1 to your 2 apartment on May 8th and 3 him the sweet 4 and fruit 5 we made for his birthday party? You can carry the box up to the 5th floor. It's a surprise so you cannot tell him about it.

His neighbor on the 7th floor is an artist and likes to 6 and paint. His neighbor on the 10th floor is from 7 and can play the 8. I asked them if they can come to the party, too. Thank you! It will be fun! See you soon!

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6A. Activities – Dictation of sound/spelling words

Read the voicemail phone message 3 times as students listen and fill in the words. For more advanced students, you can hide the sample word bank.

"Hi Joe, it's your father. Can you please drive to your brother's apartment on May 8th and bring him the sweet bread and fruit drinks we made for his birthday party? You can carry the box up to the 5th floor. It's a surprise so you **cannot** tell him about it. His neighbor on the 7th floor is an artist and likes to draw and paint. His neighbor on the 10th floor is from Brazil and can play the drums. I asked them if they can come to the party, too. Thank you! It will be fun! See you soon!"



Write questions and ask your partner.

Questions	Answers
1. Can I <u>help you</u> ?	Yes, you can. Thanks.
2. Can you please _____	
3. Can I please _____	
4. Can you _____	
5. Can you _____	
6. Can you _____	
7. Can we _____	

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6B. Activities – Pair work

Use 'Can' for polite requests and abilities.

First, ask students 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:

1. Can I help you?
2. Can you please sit down?
3. Can I please have some more ice cream?
4. Can you pass me the paper?
5. Can you play a musical instrument?
6. Can you speak another language?
7. Can we practice more?






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.

Ask your partner questions to complete the grid.



Partner A

5th 	5th Liz
4th Mary	4th 
3rd Martha	3rd 
2nd Tim 	2nd Adam
1st 	1st Paul

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6C. Activities – Pair work

Each partner has a grid (this slide and the next slide) with incomplete information. Students ask their partner questions to complete the information on their grids without looking at their partner's grid.

Partner A: Ten people live in this apartment building. Ask your partner questions about this picture and write the name and action in each room.

Examples: Who plays piano on the 5th floor? Joe plays piano on the 5th floor.

What does Paul do on the 1st floor? Paul sleeps on the 1st floor.

Answers:

1st - Steve eats. Paul sleeps.

2nd - Tim sits. Adam writes.

3rd - Martha cooks. Mark reads.






4th - Mary showers. Lydia dances.

5th - Joe plays piano. Liz paints.

Ask your partner questions to complete the grid.



Partner B

5th Joe		5th	
4th		4th Lydia	
3rd		3rd Mark	
2nd Tim		2nd	
1st Steve		1st	

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6D. Activities – Pair work

Each partner has a grid with incomplete information. Students ask their partner questions to complete the information on their grids without looking at their partner's grid.

Partner B: Ten people live in this apartment building. Ask your partner questions about this picture and fill in the name and action in each room.

Examples: What does Joe do on the 5th floor? Joe plays piano on the 5th floor.

Who sleeps on the 1st floor? Paul sleeps on the 1st floor.

Answers:

1st - Steve eats. Paul sleeps.

2nd - Tim sits. Adam writes.

3rd - Martha cooks. Mark reads.

4th - Mary showers. Lydia dances.

5th - Joe plays piano. Liz paints.



Song: Love One Another

A new command I give to you:
Love one another.
As I have loved you so you must too
Love one another.
By this all people will know that you
Are my disciples.
If you
Love one another as I do.

Love your sister and your brother.
Love the stranger and the other.
Love your neighbor as yourself
And love your enemy.
Love the Lord your God with all
your soul, and strength, and mind.
Love them all as I love you
and let your love light shine!



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7. Song

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. 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).



1 & 2 Homework

1. Read the next lesson's Bible verses: [Acts 1:4-14](#) in your language.
2. Write about what people can and can't do.

- A. I can swim. My dad can't play guitar.
- 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 
to cook					
He can cook.					
7 	8 	9 	10 	11 	12 

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Homework 3 – Write the vocabulary words with the pictures

This homework practices using vocabulary words. Number one is an example.

1. to cook, He can cook.
2. to paint, She can paint.
3. to drive, He can drive.
4. to plant, She can plant flowers.
5. to draw. He can draw a picture.
6. to pray, She can pray.
7. to run, They can run.
8. a neighbor, neighbors.
9. to play, He can play the drums.
10. to fix, He can fix a tire.
11. to carry, He can carry the box.
12. to swim, He can swim.



4. Write and say the sentences

A. If you drop the glass, it will break.	
B. My brother will drive the car.	
C. She can draw a picture.	
D. I ate a piece of bread.	
E. I need a drink of water.	
F. Don't drip paint on the floor.	



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

This homework practices writing, spelling, and pronouncing the /br/ and /dr/ sounds.

- A. If you drop the glass, it will brek.
- B. My brother will drive the car.
- C. She can draw a picture.
- D. I ate a piece of bread.
- E. I need a drink of water.
- F. Don't drip paint on the floor.



5. Homework

Fill in the blanks from “Jesus Gives the Greatest Law”.

Jesus said:

1. Love ___ with all your heart, soul, mind, and strength.
2. There is also a ___ law.
3. Love your ___ as yourself.
4. Love each other as I have loved _____.
5. All ___ will know you are my disciples, if you love one another.

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Homework 5 – Bible Story Review

Answers:

1. Love God with all your heart, soul, mind, and strength.
2. There is also a second law.
3. Love your neighbor as yourself.
4. Love each other as I have loved you.
5. All people will know you are my disciples, if you love one another.

6. Homework – Choose 1 Verse to Memorize

A

Love the Lord your God with all your heart, all your soul, all your mind, and all your strength. [Mark 12:30](#)

B

Love your neighbor the same as you love yourself. [Mark 12:31](#)

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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.

6. Homework – Choose 1 Verse to Memorize

C

All people will know that you are my disciples, if you love each other. [John 13:35](#)

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Homework 6B – Memorize a Verse

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

7. Homework – Write Sentences



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Homework 7 – Grammar Review – Can/Can't

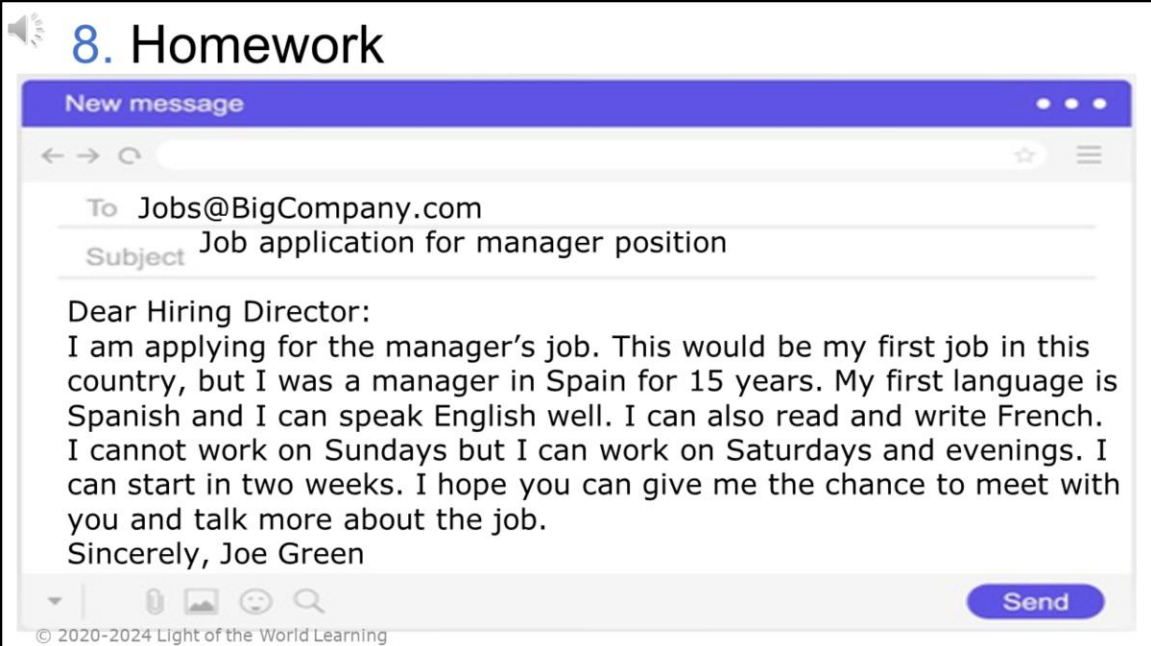
Students will write 10 sentences describing the pictures and their own abilities. Example: He can't cook, but I can cook.

Answers will vary.

1. He can't cook. He can't cook, but I can cook.
2. The woman can paint. The woman can paint, but I can't paint.
3. The boy can drive a car. The boy can drive a car, but I can't drive a car.
4. She can plant flowers. She can plant flowers, but I can't plant flowers.
5. The boy can draw. The boy can draw, but I can't draw.
6. They can run. They can run, but I can't run.
7. The mechanic can't fix the tire. The mechanic can't fix the tire, but I can fix a tire.
8. The kids can't jump on the bed. The kids can't jump on the bed and I can't jump on the bed.
9. The man can carry the box. The man can carry a box and I can

carry a box.

10. The boy can't swim. The boy can't swim, but I can swim.



Homework 8A – Everyday Reading and Writing.

The learners will read the email and answer the questions on the next slide.

8. Homework – Answer questions about Joe’s email

1. What languages does Joe know?
2. When can he start working?
3. What can’t he do?
4. What is his first language?
5. When can he work?
6. What days can’t he work?
7. What country did he work in?

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Homework 8B – Questions – Everyday Reading and Writing

The learners will read and answer the questions.

Answers:

1. Spanish, English, and French
2. in two weeks
3. work on Sundays
4. Spanish
5. Saturdays and evenings
6. Sundays
7. Spain



9. Homework – Writing

Write 10 sentences about how you can show love to your neighbors and God.

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Homework 9 – Writing about theme or Bible Story

Model. Write something about what you can do, and share it with the students. For example, “I can shovel the snow for my neighbors. I can sing a song to God. I can help my classmates with homework.”

Answers will vary.



10. Homework - Now I Can...

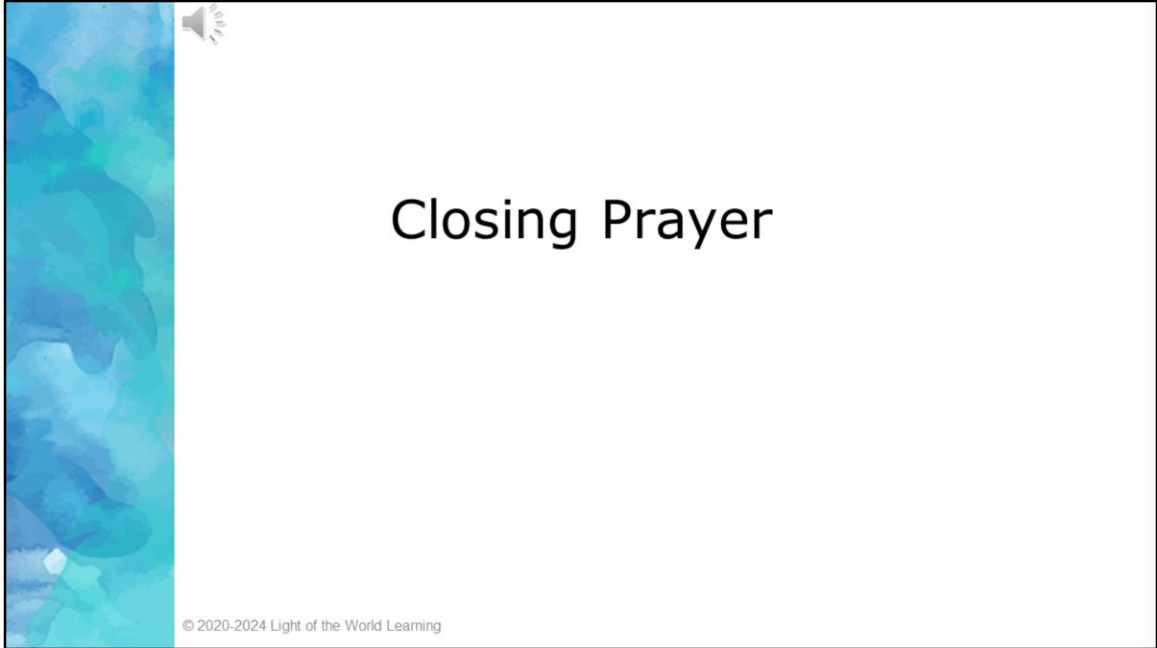
- I can describe abilities and skills using 'can' and 'can't'.
- I can understand, say, read, and write the 12 vocabulary words.
- I can give dates, grades, sequences using ordinal numbers
- I know the greatest law of God.

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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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