

**Teacher's Notes: Visit [LightOfTheWorldLearning.org](http://LightOfTheWorldLearning.org) for more resources.**

**Bible Reading:** God loves you. – Isaiah 54:10, Luke 15:20

- **Theme:** Greetings
- **Pronunciation:** /a/ and /yU/
- **Grammar:**
  - Hello my name is...
  - What is your name?
  - Nice to meet you.
  - How are you?
  - Fine, thank you.

**Preparation:**

- Pray
- Read Isaiah 54:10, Luke 15:20
- Preview slides and game
- Optional: Bring name tags or name cards for students and yourself.



## Pray, Review, and Preview

**Bible Reading:** God loves you. [Isaiah 54:10](#), [Luke 15:20](#)

**Theme:** Nice to meet you!

**Pronunciation:** /a/ and /yU/

**Grammar:**

- Hello my name is...
- What is your name?
- Nice to meet you.
- How are you?
- Fine, thank you.

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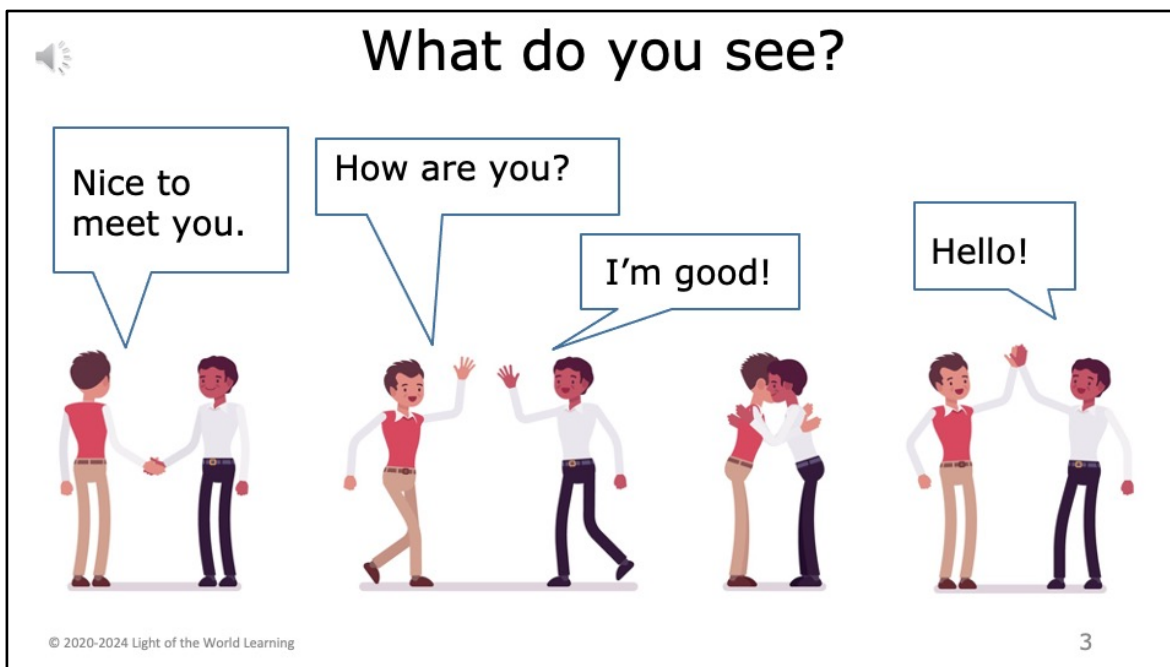
### Pray

Pray for the class, thanking God for the people he puts in our lives to meet and for his love.

### 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 Isaiah 54:10 and Luke 15:20 in their native languages in preparation for the lesson. The hyperlink of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses.

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



### 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: people, wave, hug, handshake, etc.

More advanced students can be encouraged to make complete sentences:

“The men say hello. They shake hands.”



# What do you see?

1

shake hands



2

wave



3

hug



4

high five







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## 1B. Show Words for the Theme Picture

Briefly show and demonstrate the words.

**Listen and repeat.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			
a name	a hand	hello	goodbye
names	hands	I say hello.	They say goodbye.

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## 2A. Vocabulary





1. **Say the new words in a simple sentence:** "This is a name" several times, while indicating the picture or your own name tag. 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 name, a name, a name*. 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 name."

4. **Check students' comprehension by asking direct questions.** For example, *What is this? (a name). Is this a hand?*

 Listen and repeat.

<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
			
bad	good	to meet	to hug
This is bad.	This is good.	Nice to meet you.	We hug.

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## 2B. Vocabulary

- Say the new words in a simple sentence:** "This is bad" 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: *bad, bad, bad.* 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, "This is bad."
- Check students' comprehension by asking direct questions.** For example, *What is bad? Is this good?*

 Listen and repeat.

<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
			
to wave	to shake hands	to love	to smile
Wave hello!	We shake hands.	God loves you.	I smile.

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## 2C. Vocabulary

- Say the new words in a simple sentence:** "Wave hello" 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 preposition that goes with it several times,** as you indicate the object. For example, say: *to wave, to wave, to wave*. 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, "Wave hello."
- Check students' comprehension by asking direct questions.** For example, *What is this? Is this to wave?"*



## Listen and repeat.

	Phrase	Response
1.	Hello, how are you?	I'm good, thanks. I'm fine, thank you.
2.	Nice to meet you!	Nice to meet you, too.
3.	Hi, my name is ____.	Hi, my name is ____.
4.	What is your name?	My name is ____.
5.	Goodbye.	Goodbye.

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### 2D. Grammar – Simple greetings and phrases.

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

You can explain that in informal speech people say "hi" and "I'm good," while in formal speech they say "hello" and "I am fine." Both are acceptable.



## Listen and repeat.

A: Hi, how are you?  
B: I'm good, thanks. And you?  
A: I'm good.



A: Hello, how are you?  
B: I am fine, thank you. And you?  
A: I'm fine.



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**3. Conversation** - These two conversations demonstrate the formal and informal greetings. You may also practice shaking hands and waving.

- 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.**



## Listen and repeat.

A: Hi, my name is **Paul**. What is your name?

B: I am **John**.

A: Nice to meet you, **John**!

B: Nice to meet you, too.

A: I need to go to class now. Goodbye!

B: Goodbye.



### **3. Conversation 2 - You may also practice shaking hands and waving.**

**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.**

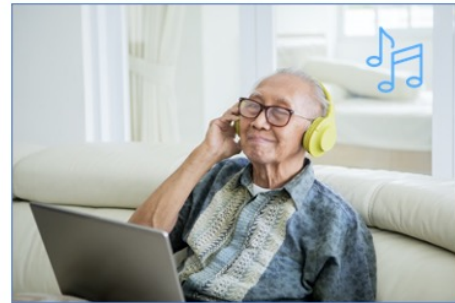
**3. Solo: You begin the conversation and call on individual students to respond.** First you will take the A part, then you will reverse the roles (students are A, you are B).

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



## Listen and repeat.

1. /a/	2. /yU/	3. Challenge
am	you	
bad	use	
man	computer	
hand	music	



1. You use a computer for music.
2. I am a man.

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### 4. Pronunciation- Sound and Spelling

1. **Model:** Say the sound several times while pointing to it. (For example, point to the **a** and say /a/ /a/ /a/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/a/ am, bad, man, hand). 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.
5. Read the sentences.



## Listen and repeat.

smile	listen	goodbye
you	seven	hello
meet	English	to meet
love	thank you	repeat

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### 4. 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.



## God loves you.

[Luke 15:20](#) ERV

While the son was still a long way off, his father saw him coming and felt sorry for him. So he ran to him and hugged and kissed him.



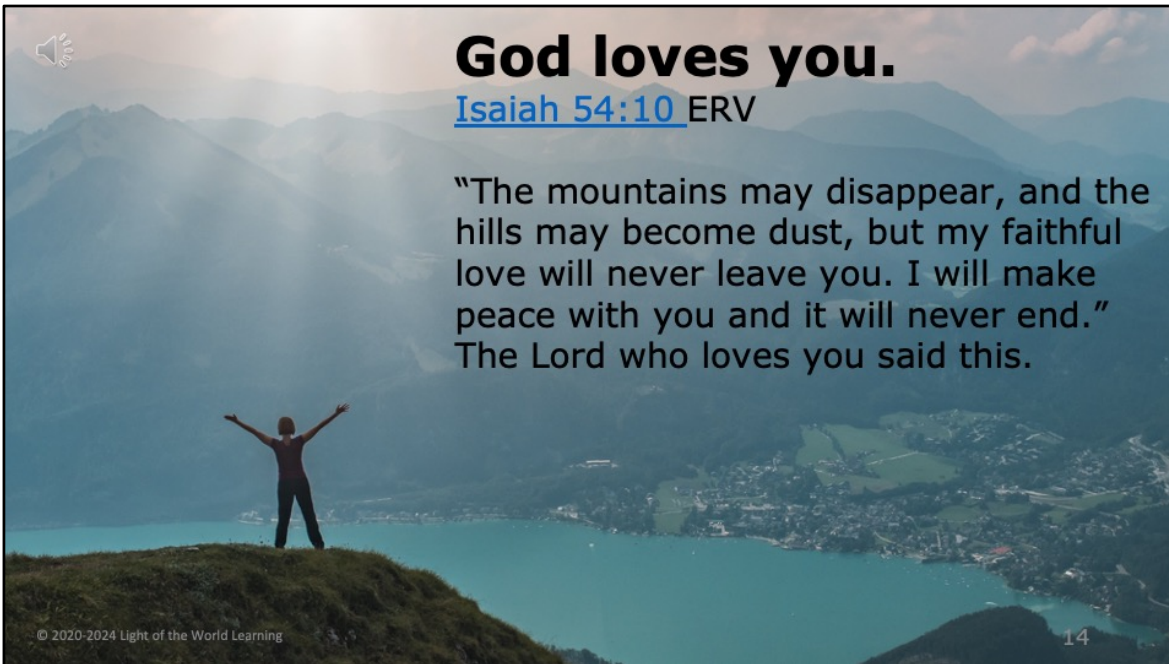
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### 5A. Bible Reading:

Be sure students have already read this verse 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 hyperlink of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses and watch the video. The pictures also help them to understand.

- A. Ask students to read the verse again in their language.
- B. Read the story out loud to the class in English.
- C. **Act out the story**, using gestures to express **saw, ran, hugged** and **kissed**.
- D. Write words that students ask about and give simple definitions.
- E. Ask if there are any questions or comments about the verse.



**God loves you.**  
[Isaiah 54:10](#) ERV

“The mountains may disappear, and the hills may become dust, but my faithful love will never leave you. I will make peace with you and it will never end.”  
The Lord who loves you said this.

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### 5B. Bible Reading:

Be sure students have already read this verse 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 hyperlink of the Bible verses will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses. The pictures also help them to understand.

- A. Ask students to read the verse again in their language.
- B. Read the verse out loud to the class in English.
- C. Write words that students ask about and give simple definitions.
- D. Ask if there are any questions or comments about the verse.



Listen and write one word per line.

1.

2.

3.

4.

5.

6.

music  
hand  
am  
computer  
you  
bad



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## 6A. Activities - Dictation of sound/spelling words

Read the words with a sample sentence and have students write just one word for each line. Check spelling.

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

1. am, am (I am fine.) am.
2. you, you, (God loves you.) you
3. music, music (The music is good.) music
4. computer, computer (I use a computer.) computer
5. bad, bad, (This is bad.) bad
6. hand, hand, (Wave your hand.) hand



## Ask your partner.

Questions	Answers
1. How are you?	
2. What is your name?	
3. How do you spell your name?	
4. What is your phone number?	

### 6B. Activities - 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, spelling, and punctuation.

Fill in the words and practice.

A B C

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### 6C. Activities - Pair work

Students fill in the speech bubbles with what the people say. Check answers for correct grammar, spelling, and punctuation. Answers will vary.

Give an example, "Hello, I'm Joe." "Nice, to meet you. I'm Sue."

Then partners act out the 3 conversations.



## 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.

- 1. Model:** Act out each of the vocabulary words: **wave, smile, love, good, bad,** etc. and have the students guess the word.
- 2. Repeat:** have the students do the acting out gestures with you.
- 3. Solo:** Have the students act out the words and guess what the words are.



## 1 & 2 Homework

1. Read the next lesson's Bible verses: [Matthew 6:9](#) and [John 4:14](#) in your language.
2. Fill in the words. Letter A is an example.
  - A. Hello, how are **you**?
  - B. \_\_\_ fine, thank you.
  - C. Nice to \_\_\_ you.
  - D. \_\_\_ to meet you, too.
  - E. What is your phone \_\_\_\_\_?
  - F. What is your \_\_\_?
  - G. God \_\_\_ you.

loves  
name  
meet  
I'm  
**you**  
number  
nice

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


Students will always read the Bible lesson in their first language before reading it in English the following lesson. Help them get a Bible in their own language. The hyperlink of the Bible verses will take you to <https://live.bible.is/> with over 1,000 languages to read and listen to the verses and watch the video.













**Model.** Go over each of the **homework assignments** to be sure the students understand what to do.

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

**Solo.** Students will share their homework when they are finished. Be sure to check it for correctness, including spelling. Explain mistakes, and give praise and encouragement.

**Answers #2** B. I'm fine, thank you. C. Nice to meet you. D. Nice to meet you, too. E. What is your phone number? F. What is your name? G. God loves you.

 **3. Write the words**

<b>1</b> 	<b>2</b> 	<b>3</b> 	<b>4</b> 	<b>5</b> 	<b>6</b> 
a hand					
hands					
<b>7</b> 	<b>8</b> 	<b>9</b> 	<b>10</b> 	<b>11</b> 	<b>12</b> 

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### Homework 3 – Write the vocabulary words with the pictures

This homework practices writing the new vocabulary words in singular and plural forms as well as the verbs in sentence form.

Answers: Number 1 is an example.

1. a hand, hands
2. hello, I say hello.
3. goodbye, They say goodbye.
4. a name, names
5. to meet, Nice to meet you.
6. a smile, smiles
7. to shake hands, We shake hands.
8. bad, This is bad.
9. good, This is good.
10. to love, God loves you.
11. to hug. We hug.
12. to wave. Wave hello.



## 4. Write and say the words

A. I am Adam. Nice to meet you.	
B. The man shakes hands.	
C. This is bad.	
D. You use the computer.	
E. God loves you.	
F. The music is good!	

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

This homework practices writing, spelling and pronouncing the **/a/** and **/yU/** sounds.

**5.** Write the Bible verses from the lesson.

Isaiah 54:10, ERV

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Luke 15:20, ERV

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**Homework 5 – Writing practice. Write the Bible verses from the lesson.**

Students may look back at the verses to copy them here.

## 6. Homework – Choose 1 Verse to Memorize

**A**

“The mountains may disappear, and the hills may become dust, but my faithful love will never leave you. I will make peace with you and it will never end.” The Lord who loves you said this.

[Isaiah 54:10](#), ERV

**B**

While the son was still a long way off, his father saw him coming and felt sorry for him. So he ran to him and hugged and kissed him. [Luke 15:20](#), ERV

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### Homework 6 – Memorize a Verse

Learners get to choose A or B 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.

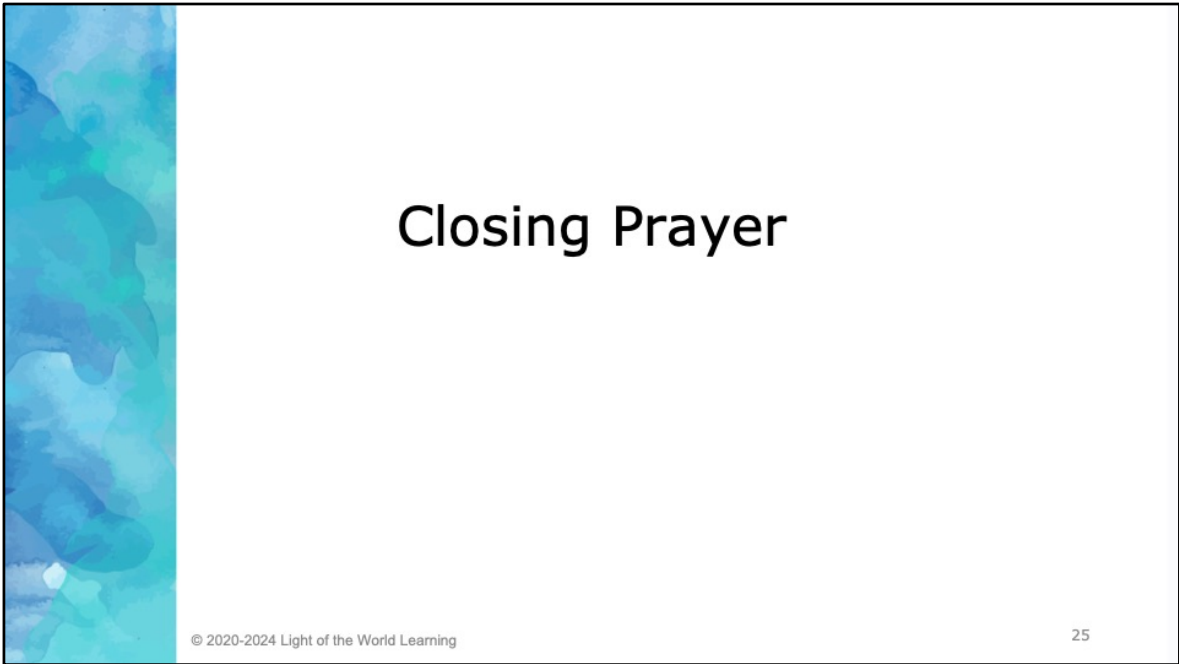


## 7. Homework - Now I Can...

- I can say **hello**, **goodbye** and **nice to meet you**.
- I can ask "How are you?" and answer "I am good/fine."
- I can read, write, say, and understand the 12 vocabulary words.
- I understand that God loves me.

### **Homework 7 – 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. 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](https://LightOfTheWorldLearning.org)



## Appendix



- How to Use Lessons: [bit.ly/UseLOTW](https://bit.ly/UseLOTW)
- Irregular Verb List: [bit.ly/ListVerbs](https://bit.ly/ListVerbs)
- Lesson Downloads: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)
- Order Books: [bit.ly/BooksLOTW](https://bit.ly/BooksLOTW)
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- Table of Contents: [bit.ly/TocLOTW](https://bit.ly/TocLOTW)
- Video Channel: [youtube.com/@LightOfTheWorldLearning](https://youtube.com/@LightOfTheWorldLearning)
- Vocabulary List: [bit.ly/VocabUS](https://bit.ly/VocabUS)
- Website: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)

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(continued on the next slide)

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