

### Teacher's Notes:

**Bible Reading:** God is Good - Psalm 116:5 and 147:1

**Theme:** Personal Information

**Pronunciation:** /d/ and /n/

#### **Grammar:**

- Am, is
- What's your \_\_\_?
- My, your, his, her

#### **Preparation:**

- Pray
- Read Psalm 116:5 and 147:1
- Preview slides
- Optional: Bring identification cards, addressed labels or envelopes, forms, birth certificates, etc.



## Pray, Review, and Preview

**Bible Reading:** God is Good - [Psalm 116:5](#) and [147:1](#)

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- Am, is
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### Pray

Pray for the class. You may want to thank the Lord for your unique students and for his goodness.

### 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 Psalm 116:5 and 147:1 in their native languages in preparation for the lesson. The hyperlinks 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.

## What do you see?



### Registration Form

First Name:	Birth Date:
Noah	06/09/1999
Middle Name:	Address:
Dan	123 New St.
Last Name:	Newton, NY 23574
Lee	Languages:
Email:	French, English, Ga
Lee@Dmail.com	Photo:
Phone Number:	
217-555-1234	

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3

### 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

Answers may include: name, email, address, ID card, etc.

More advanced students can be encouraged to make complete sentences:

This is a registration form for Noah Lee.

 **Listen and repeat.**

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Mr. Noah Dan Lee	Mr. Noah Dan Lee	Mr. Noah Dan Lee	123 New St. Newton, NY USA
a first name	a middle name	a last name	an address
first names	middle names	last names	addresses



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## 2A. Vocabulary

1. **Say the new words in a simple sentence:** "This is a first name." 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 first name, a first 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 first name."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Where's the last name? Is this an address?*



**Listen and repeat.**

<b>5</b> 	<b>6</b>  217-555-1234	<b>7</b> DOB: 06/09/1999 	<b>8</b> Lee@Dmail.com 
a phone	a phone number	a birthdate	an email
phones	phone numbers	birthdates	emails

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## 2B. Vocabulary





**Note:** The symbols in an email address are pronounced "at" for @ and "dot" for the period.  
DOB stands for Date of Birth.

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

**4. Check students' comprehension by asking direct questions.**

For example, *What is this? Where's the phone number? Is this an email?*

 Listen and repeat.

<b>9</b> 	<b>10</b> 	<b>11</b> 	<b>12</b> 
a language	a class	English	to write
languages	classes	I speak English.	Write your name.

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## 2C. Vocabulary

1. **Say the new words in a simple sentence:** “This is a **language.**” 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 language, a language.* 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 language.”
4. **Check students’ comprehension by asking direct questions.** For example, *What is this? Where’s a class? Is this a language?*



## Listen and repeat.

Question ?		Answer
	name?	Sara Smith
What is your	address?	321 Green Street, London
What's your	phone number?	708-487-9870
	birthdate?	May 1, 1999
	email?	Sara@Dmail.com
	first language?	French


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7

### 2D. Grammar

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

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

 Listen and repeat.

Possessive Adjective	Sentence
1. my	My name is ____.
2. your	Your name is ____.
 3. his	His name is Adam.
 4. her	Her name is Sara.

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## 2E. Grammar

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

**Model:** Gesture to yourself for “My name is \_\_\_\_” and gesture to your student for “Your name is \_\_\_\_.”  
Point to the man for “his” and to the woman for “her”.

**Repeat:** Have the student repeat the sentences but be sure they use their own name for 1 and your name for 2.

**Solo:** The student reads all sentences alone.



## Listen and repeat.

A: Welcome to English class! What's your name?

B: My name is **Joe**.

A: Hi **Joe**! What's your phone number?

B: My phone number is **312-555-2098**.

A: What's your birthdate?

B: My birthdate is **9-12-99**.



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9

### 3A. Conversation

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



## Listen and repeat.

1. /d/	2. /n/	3. Challenge
day	name	
date	number	
do	no	
birthdate	nice	
address	phone	

1. Your name is nice.
2. No, I do not need the address.

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10

### 4A. Pronunciation- Sound and Spelling

- 1. Model: Say the sound several times while pointing to it.** (For example, point to the **d** and say /d/ /d/ /d/. **Then say the sound and quickly read the entire list, pointing to each item as you read it** (/d/ day, date, do, birthdate, address). 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 at the 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. <span style="font-size: 1.2em;">—</span>	B. <span style="font-size: 1.2em;">—</span> <span style="font-size: 0.8em;">-</span>	C. <span style="font-size: 1.2em;">—</span> <span style="font-size: 0.8em;">--</span>
name	address	phone number
phone	number	addresses
last	email	languages
first	birthdate	middle name

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#### 4B. Hum and clap the stress.

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

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

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



## **God is Good** [Psalm 116:5](#) and [147:1](#)



The LORD is good and merciful; our God is so kind.  
Psalm 116:5 ERV

Praise the LORD because he is good. Sing praises to our God.  
It is good and pleasant to praise him.  
Psalm 147:1 ERV

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12

### **5. Bible Reading**

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

- A. Read the verses out loud to the class.
- B. Write on board words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud the verses.
- D. Ask questions if students' levels are high enough to understand:  
Who is good?  
Who is kind?

How can we praise him?

Ask if there are any questions or comments about the verses.



Listen and write one word per line.

1.
2.
3.
4.
5.
6.

name  
number  
no  
nice  
do  
date  
address

### 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. Name, name, What is your name? Name.
2. Address, address, What's your address? Address.
3. Do, do, Do you need help? Do.
4. Number, number, What's your number? Number
5. Nice, nice, Nice to meet you. Nice.
6. No, no, No, I don't need help. No.



## Say and write your partner's answers.

Questions	My partner's answers
1. What's your first name?	
2. What's your middle name?	
3. What's your last name?	
4. What's your email address?	
5. What's your phone number?	
6. What's your birthdate?	
7. What's your address?	

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14

### 6B. Activities - Pair work

1. Model question 1 as an example.
2. Have each student ask, and write answer their partners' answers. Then switch and the other partner will ask the questions.
3. Check answers.

I'm Eve!

543-321-2300

123 Main Street, Sydney

Adam@Dmail.com

1. What's his address?
2. What's her name?
3. What's his email?
4. What's her phone number?
5. What's your birthdate?
6. What's my name?

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### 6C. Activities – Pair work – My, Your, His, Her

**1. Model:** Ask students, “What’s **his** address? What’s **his** address?” Point to picture D to elicit the student response, “**His** address is 123 Main Street, Sydney.”

**2. Repeat:** Students ask question 1 and give answer D again.

**3. Solo:** One partner will ask the questions, and the other will give the answers according to the slide pictures. Then switch and the other person asks the questions.



## Song - God is so Good!

God is so good.  
God is so good.  
God is so good.  
He's so good to me!



God is so good.  
God is so good.  
God is so good.  
He's so good to me!

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16

### 7. Song

Students will learn the song and may also sing other songs, if time permits.

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

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

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



## 1 & 2 Homework

1. Read the next lesson's Bible verses: [Genesis 1:1-31](#) in your language.
2. Write 6 sentences. Use [name](#), [birthdate](#), [phone number](#), [email](#), [language](#), [my](#), [your](#), [last](#), [first](#), and more.
  - A. My first language is Mandarin.
  - B.
  - C.
  - D.
  - E.
  - F.
  - G.

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17

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





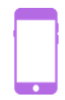


Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. The hyperlink of the Bible verse will take you to <https://live.bible.is/> where you can select from over 1,000 languages to read and listen to the verses.

**Model.** Go over each of the **8 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 Mr. Noah Dan Lee	2 Mr. Noah Dan Lee	3 Mr. Noah Dan Lee	4 123 New St. Newton, NY	5 	6 
a first name					
first names					
7  DOB:06/09/99	8 	9 	10  312-555-1212	11 Lee@Dmail.com	12 

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

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

1. a first name, first names
2. a last name, last names
3. a middle name, middle names
4. an address, addresses
5. a class, classes
6. English
7. a birthdate, birthdates
8. a language, languages
9. a phone, phones
10. a phone number, phone numbers
11. an email address, email addresses
12. to write, Write your name.



## 4. Write and say the sentences

A. Your name is nice.	
B. No, I do not need the address.	
C. Adam and Dan need food.	
D. My new number is 979-999-7979.	
E. The bread is bad.	
F. God is good.	

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

This homework practices writing, spelling, and pronouncing the /d/ and /n/ sounds.

## 5. Homework – Fill in the blanks.

God

good

good

good

God

1. The LORD is \_\_\_ and merciful; our \_\_\_ is so kind.  
Psalm 116:5 ERV

2. Praise the LORD because he is \_\_\_\_. Sing praises to  
our \_\_\_\_. It is \_\_\_ and pleasant to praise him.  
Psalm 147:1 ERV

### Homework 5 – Bible Reading Review

Students may look back at the Bible verses to answer the questions

#### Answers:

1. The LORD is **good** and merciful; our **God** is so kind.
2. Praise the LORD because he is **good**. Sing praises to our **God**. It is **good** and pleasant to praise him.

## 6. Homework – Choose 1 Verse to Memorize

**A**

The LORD is good and merciful; our God is so kind.  
[Psalm 116:5](#) ERV

**B**

Praise the LORD because he is good. Sing praises to our God. It is good and pleasant to praise him.  
[Psalm 147:1](#) ERV

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21

### 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**

Give thanks to the LORD because he is good.  
His faithful love will last forever.

[1 Chronicles 16:34](#) ERV

### Homework 6 – Memorize a Verse

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

## 7. Homework – Fill in the blanks

name	phone	last
email	address	number

- A. His first \_\_\_\_ is John.
- B. My \_\_\_\_ is Adam@Dmail.com.
- C. Her phone \_\_\_\_ is 312-588-2300.
- D. My \_\_\_\_ is 123 Main Street, Accra.
- E. What's your \_\_\_\_ number?
- F. What's her \_\_\_\_ name?

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23

### Homework 7 – Grammar Review

Use the words provided to fill in the blanks.

**Answers:**

- A. name
- B. email
- C. number
- D. address
- E. phone
- F. last

8. Homework- Answer questions about Mr. Green on the next slide.



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24

**Homework 8A. – Everyday Reading and Writing.**

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

## 8. Homework- Answer questions about Mr. Green.

1. What's his first name?	
2. What's his birthdate?	
3. What's his address?	
4. What's his last name?	
5. What's his middle name?	

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25

### Homework 8B. – Everyday Reading and Writing.

Students will read the driver license on the previous slide and answer the questions.

#### Answers:

1. Ben
2. 01-01-1984
3. 489 Good Street, Chicago, IL 60987
4. Green
5. James

## 9. Homework- Write and say your answers

What's your...?

1. first name?	
2. middle name?	
3. last name?	
4. phone number?	
5. birthdate?	
6. email address?	

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26

### Homework 9 – Writing about theme

Answers will vary.

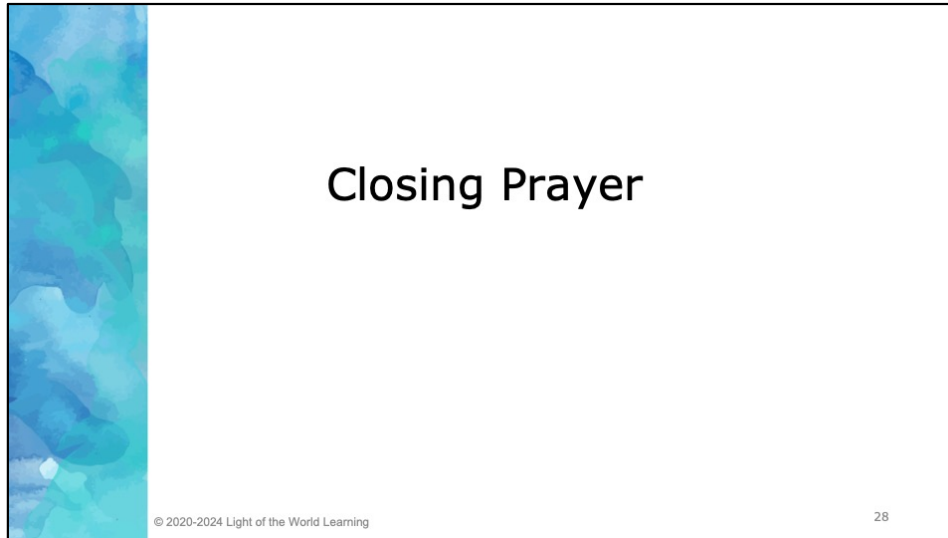


## 10. Homework - Now I Can...

- I can ask and answer personal information questions.
- I understand **my**, **your**, **his** and **her**.
- I can read, write, say, and understand the 12 vocabulary words.
- I understand that God is good.

### **Homework 10 – I Can Statements Checklist.**

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)
- Share Your Feedback: [bit.ly/FeedbackLOTW](https://bit.ly/FeedbackLOTW)
- 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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