

Teacher's Notes:

Bible Reading: God is our Creator. Genesis 1:1-31

Theme: People, man, woman, child

Pronunciation: /oo/ and /ch/

Grammar:

Am/is/are

Subject pronouns

Preparation:

Pray

Read Genesis 1:1-31

Preview slides and song

Optional: a chair, toy animals, and dolls



Pray, Review, and Preview

Bible Reading: God is our Creator. Genesis [1:1-31](#)

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Grammar:

- . Am/is/are
- . Subject pronouns

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Pray

Pray for the class. You may want to thank the Lord for people, animals, and his creation.

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 Genesis 1:1-31 in their native languages in preparation for the lesson.

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



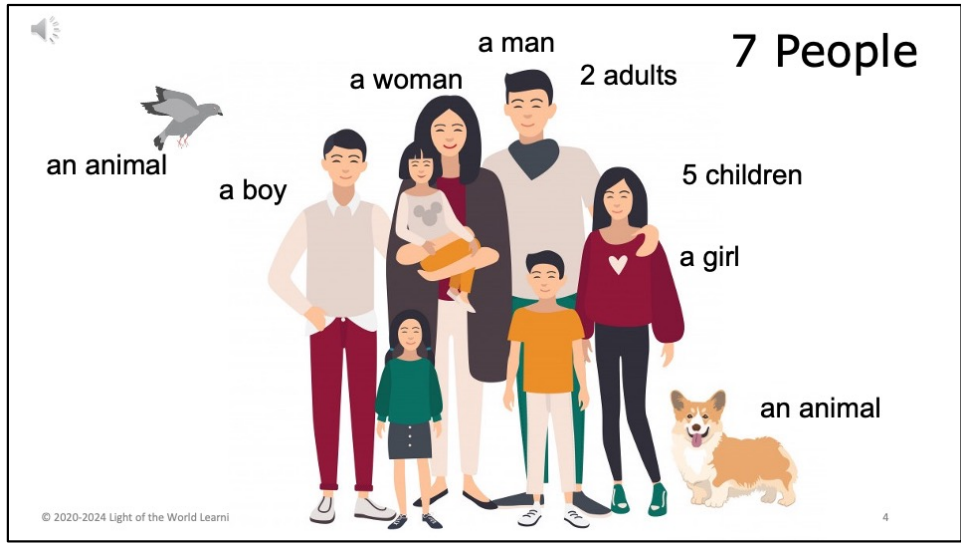
1A. Discuss Theme Picture

- 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, man, woman, girl, boy, children, animal**, which are vocabulary words. Students may already know **husband, wife, parents, kids, dog**. Family vocabulary is introduced in Lesson 23.

More advanced students can be encouraged to make complete sentences:





This is a man. This is a woman. These are children. There are two boys and three girls.



1B. Show Theme Picture Words

Briefly say the words shown. Vocabulary lesson begins on the next slide.

Listen and repeat.

1	2	3 ↓	4 ↓
			
a person	an animal	an adult	a child
people	animals	adults	children

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2A. Vocabulary

Note on Plurals: Usually plural nouns end in "s" or "es," but **person** changes to **people**. The plurals **men**, **women**, and **children** have irregular spelling and all end in "en" without an "s."

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




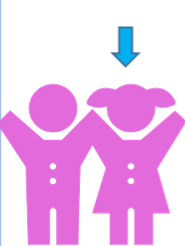
2. **Say the word and the article that goes with it several times**, as you indicate the object. For example, say: *a person, a person, a person*. Have your students then repeat the word after you several times.

3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is a person."

4. Check students' comprehension by asking direct questions.

For example, *What is this? Where's the animal? Is this a child?*

Listen and repeat.

5 	6 	7 	8 
a man	a woman	a boy	a girl
men	women	boys	girls





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2B. Vocabulary

Irregular Plurals: Usually plural nouns end in "s" or "es," but **men**, **women**, and **children** have irregular spelling and all end in "en" without an "s."

Note the pronunciation of **woman** (woo-mun) and **women** (wi-mun). Although the letter changes in the second syllable, the pronunciation changes in the first syllable.


Listen and repeat.


9	10	11	12
			
a friend	an enemy	a chair	to look
friends	enemies	chairs	He looks at the phone.

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2C. Vocabulary

1. **Say the new words in a simple sentence:** "They are friends." 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 friend, a friend, a friend*. Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "They are friends."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Where's the chair? Is this an enemy?*

 Look, listen, and repeat.



I am Joe. I am a man.



You are Liz. You are a woman.

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2D. Grammar: Subject Pronouns


Note: "You" can be singular or plural, but is always used with the plural verb form.

1. Model: Say each sentence several times. Students are to watch and listen. Also point to yourself and say your own name, e.g. "I am Mary. I am a woman."


2. Repeat: Say one line at a time and have students repeat until they can be understood.

3. Solo: Call on individual students to say the sentences.

Look, listen, and repeat.



She is Sue. She is a girl.




He is Jake. He is a boy.

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2D. Grammar: Subject Pronouns

- 1. Model:** Say each sentence several times. 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:** Call on individual students to say the sentences.

Look, listen, and repeat.



It is a chair.



We are people.

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2D. Grammar: Subject Pronouns

Note: The pronoun "it" is used for objects and animals, not for people.

- 1. Model:** Say each sentence several times. 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:** Call on individual students to say the sentences.

Look, listen, and repeat.



You are Liz, Sue and Jake. You are people.




They are Sue and Jake. They are children.

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2D. Grammar: Subject Pronouns

Note: "You" can be singular or plural, but is always used with the plural verb form.

- 1. Model:** Say each sentence several times. 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:** Call on individual students to say the sentences.

 Listen and repeat.

	Pronoun	To Be	Sentence
Singular 1	I	am	I am a person.
	you	are	You are a person.
	he she it	is	He is a man. She is a woman. It is an animal.
	Plural 2+	we you they	are

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2E. Grammar - Subject Pronouns and Am, Is, Are

Note:

- **Pronouns** are used instead of a noun when the subject is already known.
- **They** can refer to people or objects.

Model, Repeat and Solo the pronunciation of all forms shown on the chart. Discuss the sentences given as examples.

🔊 Describe the picture with pronouns.



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13

2F. Grammar and Vocabulary Practice

1. Describe the picture with simple sentences: **He is a man. She is a woman. They are children. They are adults. It is an animal.**
2. Ask the students to describe the picture to you.
3. Ask the students questions:

Is she a woman?
Is it a child?
Are they enemies?

Other words students may ask about are parents, grandparents, ages, family, baby, dog.



Listen and repeat.

A: Hi **Joe**. Look at my photo.

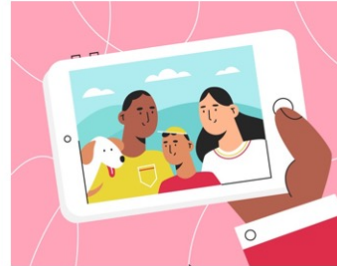
B: Nice! Who are they?

A: This is **Liz**. **She** is my friend.

B: Who is the **boy**?

A: He is **Adam**.

B: It is a good photo. Thank you!





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14

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 the blue words and answer truthfully). You may encourage students to show their own photos.

 Listen and repeat.



1. /oo/	2. /ch/	3. Challenge
look	chair	
good	church	
book	child	
woman	children	

1. The child is in the chair.
 2. The woman looks at a good book.










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4A. Pronunciation - Sound and Spelling

- 1. Model: Say the sound several times while pointing to it.**
 (For example, point to the "oo" and say /oo/ /oo/ /oo/. **Then say the sound and quickly read the entire list, pointing to each item as you read it** /oo/ look, good, book, woman). Students just watch and listen.
- 2. Repeat: Say the sound and each word several times, having students repeat each time after you in unison.** Be sure to use your normal voice and rate of speed. Do one column at a time, top to bottom. Then read the sentences.
- 3. Solo: Call on individuals to say a sound and its word group.** Give lots of praise.
- 4. Challenge:** Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make

a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

 Listen and repeat.

A. 	B.  	C.   
look	children	enemy
boy	woman	animal
girl	person	addresses
child	bathroom	languages

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4B. Hum and clap the stress.

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

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

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



God is our Creator.

Genesis [1:1](#)



God created the sky and the earth.

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17

5A. Bible Reading:

Be sure students have already read or listened to these verses in their native language, so the story will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. 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.

- A. Read the story out loud to the class from this slide and the next slide.
- B. Write words that students ask about and give simple definitions or translations.
- C. Ask for volunteers to read aloud sentences.
- D. Ask if there are any questions or comments about the story.

E. Ask simple questions: Who created the sky? Who created the earth? Who is our creator? What did God create?

God is our Creator.

Genesis [1:20-28](#)

God created animals. Last, he created people, as man and woman, to be like Him. He told them to have many children.



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5B. Bible Reading:

Be sure students have already read or listened to these verses in their native language, so the story will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. 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.

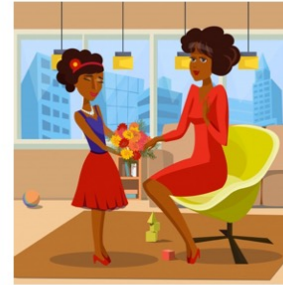
- A. Read the story out loud to the class from this slide and the next slide.
- B. Write words that students ask about and give simple definitions or translations.
- C. Ask for volunteers to read aloud sentences.
- D. Ask if there are any questions or comments about the story.

E. Ask simple questions: Who created animals? Who created people? Who was created like God? What did God create last? What did he tell them to do?

🔊 Listen and write one word per line.

1.
2.
3.
4.
5.
6.
7.

child
book
good
look
woman
children
church



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19

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. Child, child (The child is a girl.) child
2. Woman, woman (The woman sits in a chair.) woman
3. Book, book (The Bible is the good book.) book
4. Good, good. (You are a good student.) Good
5. Children, children (The children say goodbye.) children
6. Church, church (The boy goes to church.) church
7. Look, look (Look at the animal.) look

Say the Opposite

A. Words	Opposites	B. Words	Opposites
1. good	bad	8. children	adults
2. hello		9. women	
3. a man		10. animals	
4. an adult		11. an enemy	
5. a boy		12. goodbye	
6. a friend		13. bad	
7. a girl		14. boys	

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6B. Activities - Pair work

First explain opposites by giving examples. "Good (thumbs up), bad (thumbs down), are opposites. Hello (wave and move toward student) Goodbye (wave and move away) are opposites."


Partner A will read words 1-7 and Partner B will say the opposite. Then Partner B will read words 8-14 and Partner A will say the opposite. They may also write the opposites, depending on their skill level.

Answers

1. bad
2. goodbye
3. a woman
4. a child
5. a girl
6. an enemy
7. a boy

8. adults
9. men
10. people
11. a friend
12. hello
13. good
14. girls

1. What do you see at Zoo #1?

one		seven
two		six
three		are
four		is
five		am

A. Two children are at the zoo. E. ___ boy ___ at the zoo.
 B. ___ animals ___ at the zoo. F. ___ girl ___ at the zoo.
 C. ___ adults ___ at the zoo. G. ___ women ___ at the zoo.
 D. I ___ not at the zoo. H. ___ people ___ at the zoo.

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6C. Activities – Fill in the blanks and find the differences between two pictures.

1. One partner will look at **Zoo picture 1**, and the other partner will look at the following slide, **Zoo Picture 2**. Both partners will fill in the blanks for the correct answers for their own slide picture. They may help each other if needed.
2. Then partner 1 will read their answers aloud to partner 2. Partner 2 will say "Yes, two children are at the zoo." if their answer is the same. Partner 2 will say and write "No, six children are at the zoo." if their answer is different.
3. Then they will switch, and partner 2 will read their answers aloud while partner 1 agrees or disagrees.

Model by giving an example while showing the picture, **"Two children are at the zoo. Yes?"** "Yes, two children are at the zoo."

2. What do you see at Zoo #2?

one

two

three

four

five

seven

six

are

is

am

A. Two children are at the zoo. E. ___ boy ___ at the zoo.

B. ___ animals ___ at the zoo. F. ___ girl ___ at the zoo.

C. ___ adults ___ at the zoo. G. ___ women ___ at the zoo.

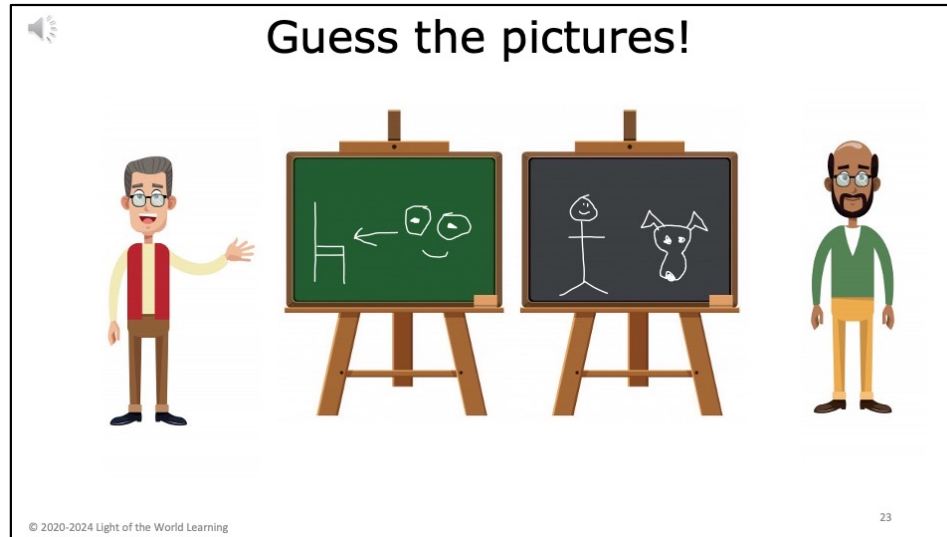
D. I ___ not at the zoo. H. ___ people ___ at the zoo.

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6C. Activities – Fill in the blanks and find the differences between two pictures.

1. One partner will look at **Zoo picture 1**, and the other partner will look at the following slide, **Zoo Picture 2**. Both partners will fill in the blanks for the correct answers for their own slide picture. They may help each other if needed.
2. Then partner 1 will read their answers aloud to partner 2. Partner 2 will agree and say "Yes, two children are at the zoo." if their answer is the same. Partner 2 will say and write "No, six children are at the zoo." if their answer is different.
3. Then they will switch, and partner 2 will read their answers aloud while partner 1 agrees or disagrees.

Model by giving an example while showing the picture, **"Two children are at the zoo. Yes?"** "Yes, two children are at the zoo."



7. Game – 5 minutes

Use paper, a board, or a virtual whiteboard to draw.

Students take turns making simple line drawings of vocabulary words from this lesson and previous lessons. You may give them a list of vocabulary words or flashcards to prompt them. Then other students will guess which words they are. The student that guesses the most words in 5 minutes wins.



1 & 2 Homework

1. Read the next lesson's Bible verse: 1 John [1:5](#) in your language.
2. Write sentences about your friends and other people. You can use: [girl](#), [boy](#), [man](#), [woman](#), [adult](#), [child](#), [I](#), [she](#), etc.
 - A. [Mary is a woman. She is an adult.](#)
 - B.
 - C.
 - D.
 - E.
 - F.

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24

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










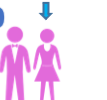


Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use Bible.is, ScriptureEarth.org, BibleGateway.com or other Bible translation resources.

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. Check homework, including spelling. Explain mistakes, and give praise and encouragement. Answers will vary.

3. Write the words for each picture.

1 	2 	3 	4 	5 	6 
a child					
children					
7 	8 	9 	10 	11 	12 

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Homework 3 – Write the vocabulary words with the pictures

Number one is an example.

1. a child, children
2. a girl, girls
3. a boy, boys
4. an adult, adults
5. to look, He looks at the phone.
6. a chair, chairs
7. an animal, animals
8. a person, people
9. a man, men
10. a woman, women
11. an enemy, enemies
12. a friend, friends

4. Mark the /oo/ and /ch/ sounds. Then write and say the sentences.

A. I look at the good book.	
B. She is a woman.	
C. The child looks at the book.	
D. We are good friends.	
E. They are children.	
F. People sit in chairs at church.	



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26

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

This homework practices writing, spelling and pronouncing the /oo/ and /ch/ sounds.

Answers:

- A. I look at the good book.
- B. She is a woman.
- C. The child looks at the book.
- D. We are good friends.
- E. They are children.
- F. People sit in chairs at church.

5. Homework – Fill in the blanks.

created created children created and and

God ___ the sky ___ the earth. God ___ animals. Last, he ___ people, as man ___ woman, to be like him. He told them to have many ___.

From Genesis 1

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27

Homework 5 – Bible Reading Review

Students may look back at the Bible reading to answer the questions.

Answers:

God created the sky and the earth. God created animals. Last, he created people, as man and woman, to be like him. He told them to have many children.

6. Homework—Choose 1 Verse to Memorize

A

God created the sky and the earth.

Genesis 1:1 ERV

B

So God created humans in his own image. He created them to be like himself. He created them male and female.

Genesis 1:27 ERV

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28

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

My help will come from the Lord, the Creator of heaven and earth.

Psalm 121:2 ERV



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29

Homework 6 – Memorize a Verse

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

7. Homework – Fill in the blanks.

am are is He I
It We They She You

- A. I ____ a person. G. ____ am an adult.
B. You ____ an adult. H. ____ is a woman.
C. It ____ an animal. I. ____ is a boy.
D. She ____ a friend. J. ____ is a man.
E. You ____ enemies. K. ____ is a chair.
F. They ____ children. L. They ____ animals.

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30

Homework 7 – Grammar Review

1. Use the words provided to fill in the blanks of the Bible verses. To model, write "I am a person."

Answers:

- A. Am
B. Are
C. Is
D. Is
E. are
F. are
G. I
H. She
I. He
J. He
K. It
L. are

8. Homework - Fill in the blanks

are am is Hello is Goodbye



← → ↻

To Jake@Jmail.org

Subject The beach is good!

1 Jake,
 I 2 at the beach with friends. The water 3 good.
 The food and drinks 4 good. My chair 5 good. We
 play ball. People smile and say hello. The children love the
 water.

6
 Liz

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Send

Homework 8. Everyday reading and writing

The learners will read the email and fill in the blanks.

Answers:

1. Hello
2. am
3. is
4. are
5. is
6. Goodbye

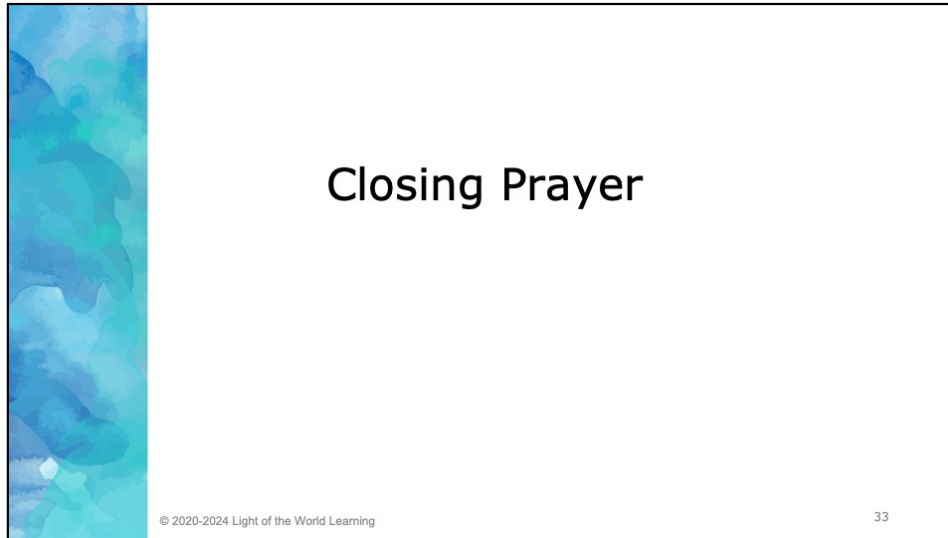


9. Homework - Now I Can...

- I can understand *I, you, he, she, it, we* and *they*.
- I can read, write, say, and understand the 12 vocabulary words.
- I understand opposites.
- I understand that God is our Creator.

Homework 9 – 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



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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