

Teacher's Notes:

Bible Reading: God is light - 1 John 1:5

Theme: Polite Language: Please, thank you, you're welcome

Pronunciation: /aw/ and /u/ schwa

Grammar: am, is, are, pronouns

Preparation:

- Pray
- Read 1 John 1:5
- Preview slides and game
- Optional: Bring a light to turn on and off, play money, school and office supplies



Pray, Review, and Preview

Bible Reading: God is light - 1 John [1:5](#)

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Grammar:

- am, is, are,
- pronouns

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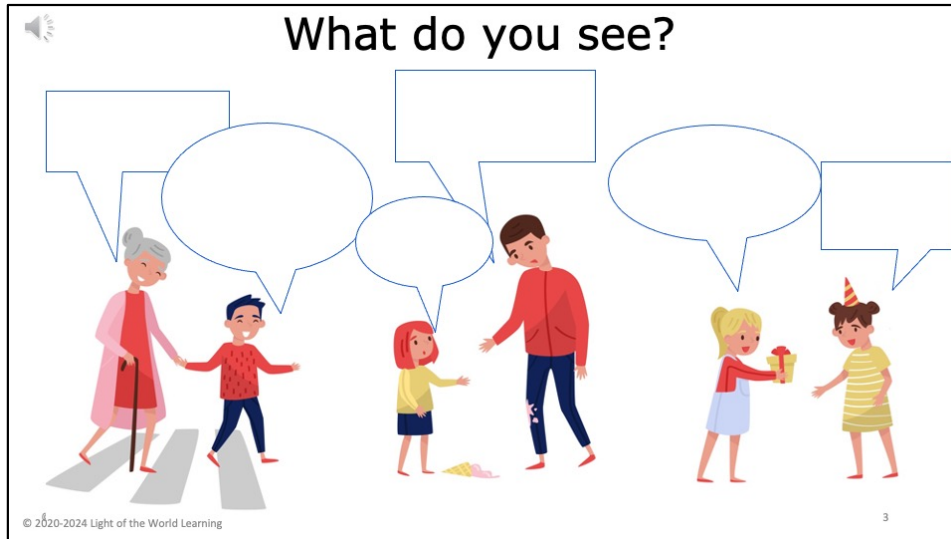
Pray

Pray for the class. You may want to thank the Lord for people who help 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 1 John 1:5 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, boy, girl, children, please, thank you, sorry, etc.

More advanced students can be encouraged to make complete sentences:

Thank you for your help. The girl says, "I'm sorry."







1B. Show Words for 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 dog	a church	a school	an office
dogs	churches	schools	offices

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2A. Vocabulary

1. **Say the new words in a simple sentence, such as** "This is a dog," 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 dog, a dog, a dog*. 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 dog."
4. **Check students' comprehension by asking direct questions**. For example, *What is this? Where's the church? Is this an office?*

Listen and repeat.




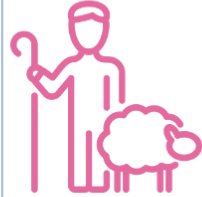
5	6	7	8
			
the world	money	light	dark/darkness
worlds			

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2B. Vocabulary

1. **Say the new words in a simple sentence, such as** "This is the world," 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: *the world, the world, the world*. 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 the world."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Where's the money? Is this light?*

Listen and repeat.

9	10	11	12
			
to turn on	to turn off	to lose	to find
Please turn on the light.	Please turn off the light.	He lost a sheep.	He found the sheep.

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2C. Vocabulary

1. **Say the new words in a simple sentence, such as** "This is to turn on," 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 turn on, to turn on, to turn on*. 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 to turn on."
4. **Check students' comprehension by asking direct questions**. For example, *What is this? Who lost a sheep? Who found the sheep?*



Listen and repeat.

Pronoun	To Be	Contraction	Negative -	Question ?
I	am	I'm	I'm not	Am I?
he she it	is	he's she's it's	he's not she's not it's not	Is he? Is she? Is it?
you we they	are	you're we're they're	you're not we're not they're not	Are you? Are we? Are they?

1. You're welcome.
2. I'm sorry.

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2D. Grammar

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

Note that the blue letters are replaced by apostrophes to form the contractions.

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

Describe with you're, he's, she's, it's, they're.



2E. Grammar and Vocabulary Practice

Students describe the pictures with simple sentences using contractions.

Answers may include:

1. It's a dog.
2. He's in a chair.
3. They're at the beach
4. He's lost.
5. They're at the office.
6. It's found. He found money.
7. It's the world.
8. They're happy.

 **Listen and repeat.**

A: Oh no! I lost **some money**. I need to find it

B: It's okay. I can help you look.

A: Thank you!

B: You're welcome. Is it at **school**?

A: Maybe. Let's look!



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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).
- Once students can do both parts, **encourage free conversation** (students substitute the blue words for other lost things: **phone, pen, dog, notebook**, etc.)



Listen and repeat.

A: Can you please **turn off the music**?

B: Sure, no problem.

A. Can you please **turn on the light**? Thank you.

B: You're welcome.



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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 just 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** substituting their own words for the blue words (**find, turn on, turn off, phone, faucet, TV, etc.**).



Listen and repeat.

1. /u/	2. /aw/	3. Challenge
sun	lost	
run	dog	
one	off	
money	office	
up	faucet	

- A. I lost my dog and my money.
B. Please turn off the faucet.



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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 **u** and say /u/ /u/ /u/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/u/ sun, run, one, money, up). 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.

A. 	B.  	C.   
light	office	It's a dog.
dark	faucet	I'm a man.
school	money	She's a girl.
church	welcome	They are friends.


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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 group of words.

 **God is light**
1 John [1:5](#)

We heard the true teaching from God. Now we tell it to you: God is light, and in him there is no darkness. ERV




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5. Bible Reading


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. 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 verse out loud to the class.
- B. Give simple definitions for words students ask about.
- C. Ask for volunteers to read aloud.
- D. Ask if there are any questions or comments about the story.
- E. Ask question: Who is light? Who is in the picture?

 Listen and write one word per line.

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

sun off
 church money
 lost office
 run up
 dog light
 one world
 school dark



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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. office, office (I'm in my office.) office
2. up, up (Get up!) up
3. one, one (I have one child.) one
4. off, off (Please turn off the light.) off
5. run, run (He likes to run.) run
6. dog, dog (This is a dog.) dog
7. money, money (It's my money.) money



Listen and circle the words you hear.

Questions	
1. turn on/turn off	8. sorry/school
2. Please/She's	9. okay/say
3. find/lose	10. light/father
4. thanks/thank you	11. darkness/welcome
5. we're/you're	12. off/on
6. school/church	13. birthdate/church
7. light/lost	14. lose/you

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6B. Activities – Listening

Students listen and circle the the words they hear.

Answers:

1. Please turn on the faucet.
2. Please turn off the light.
3. I'm sorry to lose the money.
4. Thank you for the office chair.
5. You're welcome. It's no problem.
6. I lost my notebook at school.
7. Did you find your lost dog?
8. I'm sorry I'm not at school.
9. No problem. It's okay.
10. God is light.
11. Darkness isn't in him.
12. The office is dark. Please turn on the lights.
13. It's my church.
14. Happy birthday to you!

 **Describe the pictures**

<p>1</p> 	<p>2</p> 	<p>3</p> 
<p>Is the light on or off?</p>	<p>Is the dog lost or found?</p>	<p>Is he in an office or a school?</p>
<p>4</p> 	<p>5</p> 	<p>6</p> 
<p>Is it a school or money?</p>	<p>Is it the world or a church?</p>	<p>Is she in the light or dark?</p>

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6C. Activities - Pair work.


Ask the students to describe a picture to their partner with a sentence. Partner A must ask the question and write the answer given in a sentence.

Then switch, and partner B must ask the question and write the answer given in a sentence.

Model by giving an example, "Is the light on? "The light is on." Or "It is on."

Game - Charades

Act out the vocabulary words.



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7. Game

Charades: Each student takes turns acting out various vocabulary words from the list of previous vocabulary (see appendix for list). The person who guesses the most correctly is the winner.

Give each student a sheet of paper with 5 different vocabulary words selected from this lesson and previous lessons. If you are teaching online, use the chat feature to send different vocabulary words to each student.

- 1. Model:** Act out each of the vocabulary words: **lose, find, dog, turn on, turn off**, 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: Genesis [1:1-2:25](#) in your language.
2. Write 6 sentences with contractions. Use: *I'm, you're, he's, she's, it's, we're, they're.*
 - A. *He's lost. It's dark.*
 - 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 Bible.is, ScriptureEarth.org, or other Bible translation resources. The hyperlink of the Bible verses connects to <https://live.bible.is> where students can select from over 1,000 languages to read and listen to the verses.













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 
a dog					
dogs					
7 	8 	9 	10 	11 	12 

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Homework 3 – Write the vocabulary words with the pictures

Number one is an example.

Answers:

1. a dog, dogs
2. an office, offices
3. light
4. the world, worlds
5. to lose, He lost a sheep.
6. to find, He found the sheep.
7. a school, schools
8. a church, churches
9. dark
10. money
11. to turn on, Please turn on the light.
12. to turn off, Please turn off the lights.



4. Write and say the sentences

A. They're not lost.	
B. We're in the office.	
C. The sun is up.	
D. It's your money.	
E. Please don't run.	
F. One of us will go.	



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

This homework practices writing, spelling, and pronouncing the /u/ and /aw/ sounds.



5. Homework

Fill in the blanks.

light

you

darkness

we

We heard the true teaching from God. Now ___ tell it to ___: God is ____, and in him there is no ____.

1 John 1:5 ERV

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Homework 5 – Bible Story Review

Fill in the blanks.

We heard the true teaching from God. Now we tell it to you: God is light, and in him there is no darkness.

6. Homework – Choose 1 Verse to Memorize

A

We heard the true teaching from God. Now we tell it to you: God is light, and in him there is no darkness.

[1 John 1:5](#) ERV

B

The light shines in the darkness, and the darkness has not defeated it.

[John 1:5](#) ERV

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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.

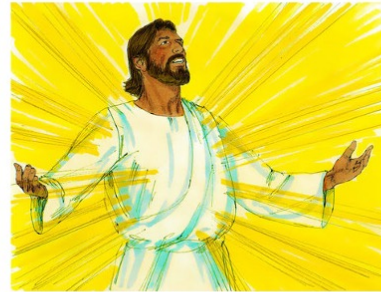


6. Homework – Choose 1 Verse to Memorize

C

Later, Jesus talked to the people again. He said, "I am the light of the world. Whoever follows me will never live in darkness. They will have the light that gives life."

[John 8:12](#) ERV



Homework 6 – Memorize a Verse

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

7. Homework

They're	We're	it's	She's
I'm	You're	He's	

- A. Jesus said, "I am (_____) the light of the world."
- B. He is (_____) a friend of God.
- C. We are (_____) the church of God.
- D. You are (_____) our God.
- E. She is (_____) a child of God.
- F. They are (_____) good people.

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Homework 7 – Grammar Review

Use the contractions to fill in the blanks of the Bible verses.

Answers:

A. I'm

John 8:12

B. He's

John 15:14

C. We're

1 Corinthians 3:16

D. You're

Jeremiah 3:22

E. She's

Romans 8:14

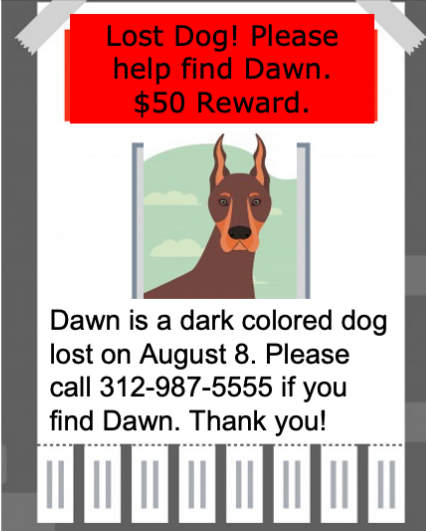
F. They're

Proverbs 19:17

8. Homework

A. What is lost?
B. What is its name?
C. What color is it?
D. What is the phone number?
E. How much money is the reward?
F. What date was the dog lost?

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Homework 8 – Everyday Reading and Writing.

The learners will read and answer the questions.

Answers:

- A. A dog.
- B. Dawn
- C. Dark colored
- D. 312-987-5555
- E. \$50
- F. August 8



9. Homework- Write sentences

What is your name, please?			
1. please	2. thank you	3. turn off	4. you're welcome
5. church	6. school	7. I'm sorry	8. no problem

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Homework 9 – Writing about theme or Bible Story

Model. Write a sentence using the phrases.

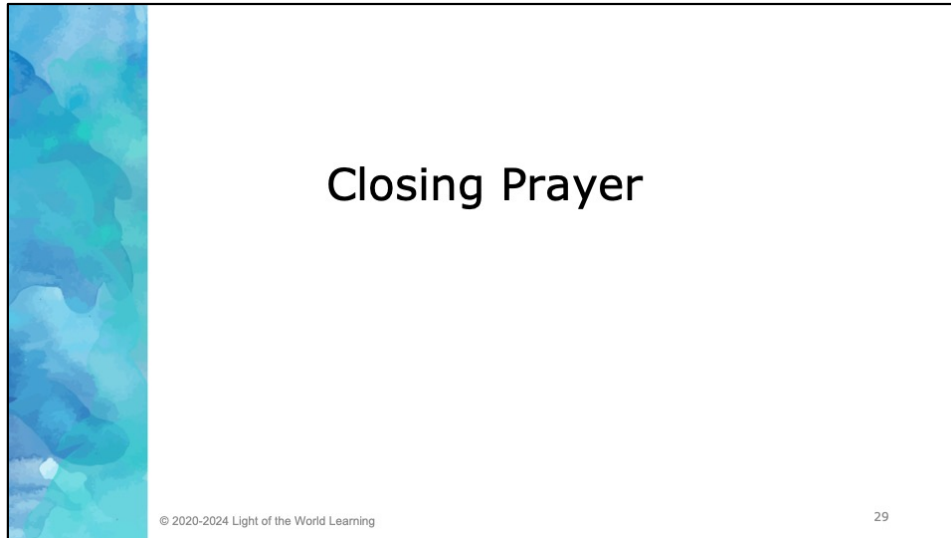


10. Homework - Now I Can...

- I can understand *I'm, you're, he's, she's, it's, we're, they're.*
- I can read, write, say, and understand the 12 vocabulary words.
- I can say *please, thank you, you're welcome, I'm sorry, that's okay, no problem.*

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. 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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