

### Teacher's Notes:

**Bible Reading:** People Need a Better Sacrifice [Ezekiel 36:22-27](#); [1 Samuel 15:22-23](#); [Hebrews 10:1-10](#)

**Theme:** Introductions, greetings, farewells

**Pronunciation:** /g/ and /er/

### Grammar:

See you later; Hi, nice to see you

### Preparation:

- Pray
- Read [Ezekiel 36:22-27](#); [1 Samuel 15:22-23](#); [Hebrews 10:1-10](#)
- Preview slides
- Optional: Bring some flashcards of greetings



## Pray, Review, and Preview

**Bible Reading:** People Need a Better Sacrifice - [Ezekiel 36:22-27](#); [1 Samuel 15:22-23](#); [Hebrews 10:1-10](#)

**Theme:** Introductions, greetings, farewells

**Pronunciation:** /g/ and /er/

**Grammar:** see you later, hi, nice to see you

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### Pray

Pray for the class. You may want to thank the Lord for the great day and that we can meet people.

### 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 [Ezekiel 36:22-27](#); [1 Samuel 15:22-23](#); [Hebrews 10:1-10](#) in their native languages in preparation for the lesson. The hyperlinks of the Bible verses connect to <https://live.bible.is> where students 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.



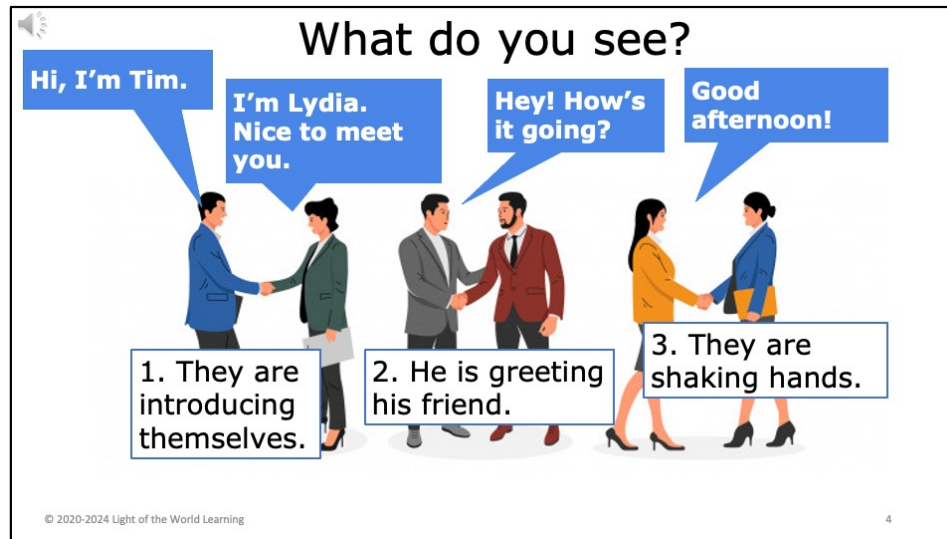
### 1A. Discuss Theme Picture

- Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.
- Repeat and write their words.

Answers may include: man, woman, greeting, hi, shaking hands, etc.

More **advanced students** can be encouraged to make complete sentences:

They are introducing themselves. The woman is saying, "Good afternoon!"







### 1B. Show Words for Theme Picture

Please show the names of the theme picture items to the students briefly.

Practice of vocabulary begins with the following slide.


**Listen and repeat.**





<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			
a morning	an afternoon	an evening	a fire
mornings	afternoons	evenings	fires

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## 2A. Vocabulary

1. **Say the new words in a simple sentence:** "This is a morning" 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 picture. For example, say: *a morning, a morning, a morning*. 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 morning."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this a fire?*

 Listen and repeat.





<b>5</b> 	<b>6</b> 	<b>7</b> 	<b>8</b> 
glasses	blood	a heart	to change
glasses	blood	hearts	The insect changes.

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## 2B. Vocabulary

1. **Say the new words in a simple sentence:** "These are glasses" 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 picture. For example, say: *a heart, a heart, a heart*. 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, "These are glasses."
4. **Check students' comprehension by asking direct questions.** For example, *What are these? Is this a heart?*

Listen and repeat.

9	10	11	12
			
to obey	to disobey	an entrance	an exit
She obeys her mother.	She disobeys her mother.	entrances	exits

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### 2C. Vocabulary

1. **Say the new words in a simple sentence:** "She obeys her mother" 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 word that goes with it several times,** as you indicate the picture. For example, say: *to obey, to obey, to obey*. 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, "She obeys her mother."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this an exit?*



## Listen and repeat.

Question		Answer
How	is it going? are you?	Good. Fine.
What's	up? new? happening? going on?	Not much. Nothing.

1. How's it going? Good!

2. What's up? Not much.


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### 2D. Grammar


These are common expressions used in greeting someone.

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

 **Listen and repeat.**

Ways to say hello	
Good	morning afternoon evening
Hello Hi Hey	

Ways to say goodbye	
Goodbye Bye See you later Good night	



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## 2E. Grammar

**Model, Repeat, and Solo** the pronunciation of all forms shown on the chart.  
You may pretend to enter or leave, waving to the students, to show the meaning of the phrases.



## Listen and repeat.

A: Good morning, **Joe**. This is my friend, **Ben**.

**Ben**, this is my friend **Joe**.

B: Nice to meet you, **Joe**.

C: Nice to meet you, **Ben**. How are you?

B: I'm fine, thanks. And you?

C: I'm good, but sorry, I'm in a hurry. I have to go to work now. I'll see you later.

B: Bye, **Joe**. See you later.



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### 3A. Conversation 1

- 1. Model: Say all parts of the conversation several times.** Use A, B, and C cards, stick figures, toys, or change your physical position to indicate the different 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 or C).
- Once students can do all parts, **encourage free conversation**, with students substituting their own words for the blue words.



## Listen and repeat.



A: Hello. This is 911. Can I help you?

B: Yes. We have a fire **in the kitchen!** Please send help!

A: What is the address?

B: **123 Main Street in Tulsa.**

A: Please exit the house. We'll send a fire truck right away.

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### 3B. Conversation 2

**Note:** In the USA, the phone number **911** is used for emergencies such as fire, accidents, illnesses, and crimes. It is important for students to know how to call for help in English.

- 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).
4. Students repeat the conversation replacing the blue words with

their own words and the address of their home or school.



## Listen and repeat.

1. /g/	2. /er/	3. Challenge
God	water	
good	later	
give	number	
August	afternoon	
go	person	

- A. God is good.  
B. My father will give us water later.

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### 4A. Pronunciation: Sound and Spelling






Point out that the letter G usually spells the /g/ sound, and the letters ER usually spell the /er/ sound.

- 1. Model: Say the sound several times while pointing to it.**  
(For example, point to the **g** and say /g/ /g/ /g/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/g/ God, good, give, August, go). 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.



## Listen and repeat.

A. 	B.  	C.  
name	morning	goodbye
friend	evening	forget
need	later	obey
like	promise	without

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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.



## People Need a Better Sacrifice

[Ezekiel 36:22-27](#);

[1 Samuel 15:22-23](#); [Hebrews 10:1-10](#)



Hundreds of years passed. The people of God did not obey the laws that Moses gave. God sent many teachers to preach his word. But the people still did not obey. So God let other nations defeat them.

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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 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.

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





But God did not forget his promise to Abraham. He told Abraham that his children would be a blessing to all the people on earth.



### 5B. Read Story

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



So God said, "I will gather people for Me from every nation. I will clean them from their sin. I will give them a new heart. I will put My Spirit in them so they will obey."



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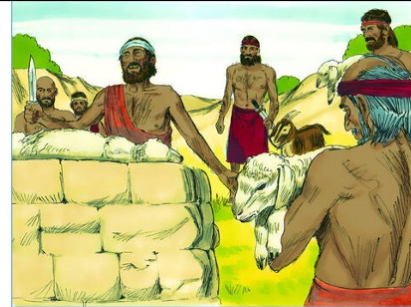
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### 5C. Read Story

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



Under Moses' law, people had to sacrifice animals for their sins. They had to make these sacrifices every year. The people made their sacrifices but they did not change their hearts.



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### 5D. Read Story

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



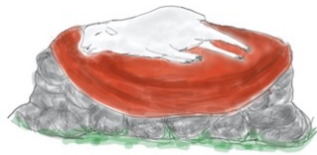

God said, "I do not need the blood of animals, but I need an obedient heart." So He said, "I will prepare a better sacrifice. It will only need to be made once, for all people."



### 5E. Read Story

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

**Questions**



1. Did God's people obey the laws?
2. What promises did God give Abraham and his children?
3. Why do you think God requires a sacrifice for sins?
4. What does God need instead of animal sacrifices?

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### 5F. Story Questions

Ask the questions and discuss as a group. You may go back to the story to help students find the answers to questions 1 and 2.

**Answers:**

1. The people of God did not obey the laws that Moses gave.
2. God told Abraham that his children would be a blessing to all the people on earth.

For questions 3 and 4, answers will vary.

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



Listen and write one word per line.

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

God	word
good	water
morning	give
afternoon	fire
forget	go
later	number
person	August

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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.

#### Answers:

1. God, God (God is good.), God
2. Water, water (Water is pure.), water
3. Give, give (Give me some milk.), give
4. Later, later (I will come later.), later
5. afternoon; afternoon (Good afternoon. Welcome to my home.), afternoon
6. August, August ( I was born in August.), August
7. go, go (Let's go home.), go

Listen and write the letter with the right picture

1 	2 	3 	4 	5 
6 	7 	8 	9 	10 

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### 6B. Activities: Listen

Ask the students to listen and write the letter of each sentence with the right picture. Answers are shown in parentheses.

- A. Help! There is a fire in the kitchen. (3)
- B. I wear glasses for reading. (4)
- C. He got blood at the hospital. (7)
- D. He needs a heart doctor. (9)
- E. Please go to the fire exit. (10)
- F. She makes lunch in the afternoon. (6)
- G. She changes his clothes after school. (8)
- H. I eat breakfast in the morning. (1)
- I. He goes to sleep at 9:00 in the evening. (2)
- J. She disobeys her mother. (5)



## Practice with your partner.

A	B
1. Hi! How are you?	Hi! I am fine.
2. Good _____. What's ____	
3. Good _____. What's ____	
4. Good _____. What's ____	
5. What is _____	
6. What is _____	
7. How is _____	

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### 6C. Activities: Pair work

First, ask students to complete writing all the questions with their own words. Number 1 is an example.

Their questions will vary, but may include:

1. Hi! How are you?
2. Good morning. What's up?
3. Good afternoon. What's new?
4. Good evening. What's happening?
5. What is new, happening, going on, up, your name?
6. What is new, happening, going on, up, your name?
7. How is it going?

Then they will ask the questions to their partners and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.



## 7. Games

Everyone stands up. The teacher says a phrase and the students must respond correctly. If their answer is correct, they can remain standing. If their answer is incorrect, they must sit down. The last student standing wins.

1. Hello
2. Good morning.
3. How's it going?
4. Goodbye.
5. What's up?
7. What's new?
8. What's going on?
9. What's happening?
10. See you later.
11. Good night.
12. How are you?
13. Good evening.

14. Bye.



## 1 & 2 Homework

1. Read the next lesson's Bible verses: [Isaiah 7:14](#); [9:6-7](#); [11:1-10](#); [42:1-7](#); [49:5-7, 53](#); [Psalm 16:10-11](#); [18:4-5](#); [22:1-21](#), [Daniel 7:13-14](#), [9:25](#).
2. Write 6 introductions, greetings and farewell phrases.
  - A. Hi, I am John, and this is Abe. It's nice to meet you.
  - 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. 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 vocabulary words					
1 	2 	3 	4 	5 	6 
a morning					
mornings					
7 	8 	9 	10 	11 	12 

**Homework 3: Write the vocabulary words with the pictures.**

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

1. A morning; mornings
2. An afternoon; afternoons
3. An evening; evenings
4. Fire; fires
5. Glasses; glasses
6. To change; The insect changes
7. A heart; hearts
8. Blood; blood
9. to obey; obeyed
10. to disobey; disobeyed
11. An entrance; entrances
12. An exit; exits

4. Circle the /g/ and /er/ sounds. Then write and say the sentences

A. God is good.	
B. Good afternoon, how are you?	
C. I obey God, my father.	
D. Give her some water later.	
E. He's a good person.	
F. I've got the girl's phone number.	

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**Homework 4: Write and say sentences with the new sounds.**

This homework practices writing, spelling, and pronouncing the /g/ and /er/ sounds.

**Answers:**

- A. God is good.
- B. Good afterernoon, how are you?
- C. I obey God, my fatherer.
- D. Give her some waterer laterer.
- E. He's a good person.
- F. I've got the girl's phone numberer.

## 5. Homework: Fill in the blanks

hearts

change

blood

nation

animals

Abraham

obey

- A. The people of God did not \_\_\_\_\_ the laws.
- B. God did not forget his promise to\_\_\_\_\_.
- C. God said, "I will gather people for me from every\_\_\_\_\_."
- D. The people made their sacrifices but they did not change their \_\_\_\_\_.
- E. God said, "I do not need the blood of \_\_\_\_\_."

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### Homework 5: Bible Story Review

Students may look back at the story to fill in the blanks from A to E.

#### Answers:

- A. obey  
B. Abraham  
C. nation  
D. hearts  
E. animals

## 6. Homework – Choose 1 Verse to Memorize

**A**

Then Jesus said to her, "Remember what I told you? I said that if you believed, you would see God's divine greatness."  
John 11:40 ERV

**B**

God said to your father Abraham, 'Every nation on earth will be blessed through your descendants.'  
Acts 3:25 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**

Thanks be to God for his gift that is too wonderful to describe.

2 Corinthians 9:15 ERV

### **Homework 6: Memorize a Verse**

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

## 7. Homework: Write the words

Good afternoon   See you later   Good morning   Hi  
Good night   Good evening   Hey   Bye

Ways to say hello	Ways to say goodbye

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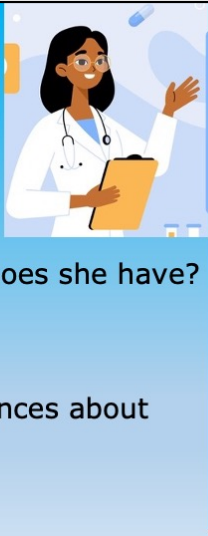
### Homework 7: Grammar Review

Write the words in the correct category.

**Answers:**

Ways to say hello: Good afternoon, Good morning , Hi, Good evening, Hey

Ways to say goodbye: Bye, See you later, Good night

<p><b>8. Homework</b></p> <ol style="list-style-type: none"><li>1. What is her name?</li><li>2. Where is she from?</li><li>3. How many children does she have?</li><li>4. What does she like?</li><li>5. Now, write 10 sentences about yourself.</li></ol> <p><small>© 2020-2024 Light of the World Learning</small></p>		<p><b>Let Me Introduce Myself</b></p> <p>Hello! I am Anna. I am from the USA. I am 30 years old. I am married. I have two children. I work as a heart doctor in a hospital. I wear glasses. My favorite drink is coffee. I like to go to the park with my kids and play soccer.</p>
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### Homework 8: Everyday Reading and Writing

The learners will read and answer the questions.

**Answers:**

1. Her name is Anna.
2. She is from the USA.
3. She has two children.
4. She likes coffee and to go to the park with her kids and play soccer.
5. Answers will vary.



## 9. Homework: Write your answers

- A. How are you?
- B. How's it going?
- C. What's up?
- D. What's new?
- E. What's happening?
- F. What's going on?
- G. How do you say hello in your country?
- H. How do you say goodbye in your country?



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### Homework 9: Writing about the theme

**Model.** Write something about the forms of greeting in your culture and share it with the students. For example, "In Nepal, the people join two hands and say 'Namaste' at the first visit to someone." Answers will vary.



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

- I can introduce and greet people.
- I can understand, say, read, and write the 12 vocabulary words.
- I can answer "How are you?"
- I understand that God does not need animal sacrifices.

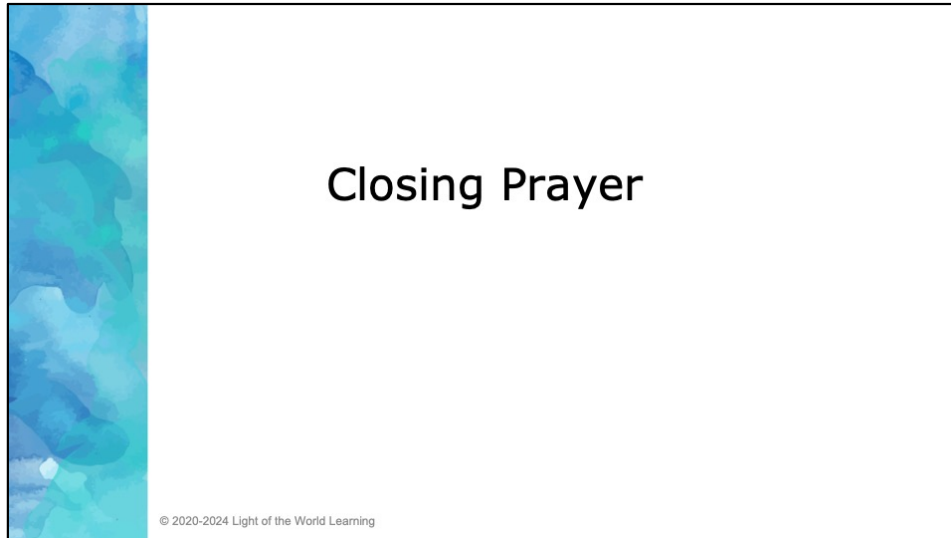
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### Homework 10 – I can statements

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](https://LightOfTheWorldLearning.org)



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## 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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