


LEARNING ENGLISH THROUGH THE BIBLE

# Teaching

## QUICK-START GUIDE

---

Teach English. Bring Light. Be Blessed.



# Welcome to our Teaching Guide


Teaching English through the Bible is a wonderful way to share God's love and light with people around the world. Light of the World Learning equips the worldwide Church to share the message of Jesus Christ through the gift of English language learning. We provide curriculum, training, and partnership.

English has become an international language with more than one billion souls worldwide now learning English as an additional language. Many of these learners have never heard the gospel message. Our materials provide practical English speaking, listening, reading, and writing skills along with sharing the story of God's love for us.

Our Bible-content English lessons are used by volunteers and professional teachers alike. All lessons have a simple standard format and detailed teaching notes. Each lesson takes about 2 hours to cover, depending on the size and abilities of the class, plus 1-2 hours of homework. Every 7th lesson is a review with a quiz, and lesson 50 has a final exam to assess progress.

Our levels correspond to the internationally recognized CEFR standards. Level A1 is for Beginner students and A2 is for High Beginners. There will be 50 lessons in each level. The Bible readings share God's story from Genesis to Revelation. See our [Table of Contents](#) for details. These free lessons are available on our [website](#) in PowerPoint, PDF, and video formats. You may also buy our paperback books on [Amazon](#).

To learn more, please join our online 40-hour teacher training course. You are also invited to our webinars which provide inspiration, tips, and encouragement for teachers around the globe. We hope to meet you soon!



# Quick-Start Guide for Teaching *Light of the World* Lessons



*Learning English through the Bible*

**Let's get started! The following pages will show you how to teach each of the 8 parts found a lesson. Click the buttons to view our videos:**

**01 Theme Picture** – A warm-up illustration to introduce the lesson subject.

[Introduction](#)

[Online Demonstration](#)

[Classroom demonstration](#)

**02 Vocabulary and Grammar** – The essential words and structures for the lesson.

[Introduction](#)

[Online Demonstration](#)

[Classroom demonstration](#)

**03 Conversations** - Practicing conversational skills.

[Introduction](#)

[Online Demonstration](#)

[Classroom demonstration](#)

**04 Pronunciation** – Focused study of sounds as well as stress, rhythm, and intonation patterns.

[Introduction](#)

[Online Demonstration](#)

[Classroom demonstration](#)

**05 Bible Reading** – Scripture and discussion questions.

[Introduction](#)

[Online Demonstration](#)

[Classroom demonstration](#)

**06 Activities** – Communicative activities to help students use the language.

[Introduction](#)

[Online Demonstration](#)

[Classroom demonstration](#)

**07 Songs & Games** – Fun ways to reinforce lesson themes, vocabulary, and structures.

[Introduction](#)

[Classroom demo song](#)

[Classroom demo game](#)

**08 Homework Assignments** – Activities for students to do between class sessions.

[Introduction](#)

[Classroom demonstration](#)



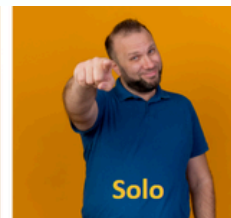
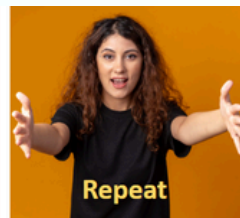
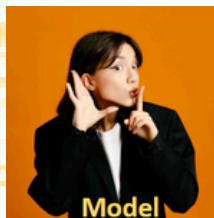
## Before you begin

Before you begin your class, you will prepare and “Set the Scene.”

Prepare for your lesson by **praying** for your students and your teaching. You will also want to **read the Bible verses, preview the slides, and bring objects or media** related to the lesson to share with your students.

When students enter the classroom (or virtual classroom), they should be able to guess the lesson theme by the pictures, objects, audio, and video resources they see and hear. Bring in *leaves, feathers, and stones* to teach those words. Try to set the scene in a way that will engage as many senses as possible, including touch and taste. For example, feeling different textures can quickly explain *smooth, rough, and sharp*. And how about something to taste when teaching *sour, sweet, salty, and spicy*? Be creative and have fun as you are preparing for your lesson!

## Model, Repeat, Solo



For teaching most of the lesson, the teacher uses the simple method of Model, Repeat, Solo (MRS) also known as **I say, We say, You say:**

**MODEL** — The teacher models the words and phrases with pictures, actions or objects, and says, “Please listen.” Students observe and listen.

**REPEAT** —The teacher says, “Please repeat.” and students repeat in unison after the teacher.

**SOLO** — The teacher says, “Please say.” and the students repeat individually.



# 01 Theme Picture

## Purpose and General Instructions:

The Theme Picture gives you an opportunity to observe what various students may or may not already know in English, while giving them an opportunity to “warm up” and switch their thinking to a new language or a new type of vocabulary. It takes a while to start thinking in a new language, so encourage “Only English” during most of the lesson. However, do allow the use of other languages before and after class, and during breaks.

## The Teaching Steps:

- 1. Ask learners to study the picture.** Do not rush them. Give them time to think about what is being taught in the picture, as well as time to think of what English words they can use to describe what they see.
- 2. Ask learners to tell you what they see.** Move your hand or cursor around the whole picture as you ask, “What do you see?” and “What else?” You may need to stress, “English only.” Accept single words and phrases from beginning students. More advanced students may be able to use complete sentences to describe it. If students cannot identify any object in the picture, that is fine. This is just an introduction to see what they already know. During the first few classes, students may be shy or feel they need to be called upon before they contribute. Encourage them to speak.
- 3. Show the theme picture with labels (Slide 4) to the students, having them repeat each item after you.** Have them repeat the words **in unison only** for now, rather than calling on individual students. Do not drill on pronunciation or have them write the list at this time. They will have a copy to review it later on their own.

# 02 Vocabulary and Grammar



## Purpose and General Instructions:

This section introduces essential concepts, words and phrases. Wherever possible, teach new words in groups or categories that “make sense” in English. For example, teach *husband* and *wife* together. Teach opposites together, also: *up, down*; *on, off*; *hot, cold*.

It is always better to use **real objects** and **real actions** to introduce and explain new words. Good illustrations are fine, too, as long as they clearly explain the concept. Be sure to have your students read both the singular and plural nouns under each picture in the vocabulary list. Nouns are shown in singular and plural forms. Verbs are shown in the infinitive form (to walk) and then used in a sentence (He walks.) Adjectives, prepositions and other forms are also shown with simple sentences. You may click the audio icon in the top left corner of the slides to play the narrator’s voice for your students.

**Listen and repeat.**

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

## The Teaching Steps:

**1. Say the new word or phrase in a simple sentence several times**, while indicating the object or action: “This is a person.” 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 (or just the phrase) 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. Have them also repeat in unison then individually.

**3. Again, say the word in the same sentence** as in step one. 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 is the person?” “Is this a man?”

**5. Introduce the grammar structures** by reading the grammar charts and practice using the vocabulary words in sentences. Model, Repeat, Solo. You do not need to explain the grammar to beginners, unless they ask questions. They will learn from hearing and saying the examples.

**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.
	we you they	are	We are people. You are people. They are people.



# 03 Conversations

## Purpose and General Instructions:

Be sure to teach conversations that students will actually hear in real life. Students need to be able both to understand and to be understood by English speakers. Feel free to add special conversations that your students need to have, such as, “How do I say such-and-such to my boss?” And be sure to change the conversation to fit the reality of your students!

**Listen and repeat.**

A: What **are you** wearing?  
B: I'm wearing a **red shirt** and **blue pants**.

A: What **is he** wearing?  
B: He's wearing a **white shirt** and **black shoes**.

1 2 3 4 5 6 7

## The Teaching Steps:

**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. Or play the audio narration 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.** Then teach the second line. Then the third line. **Do not change your voice intonation.** Do not skip this step! Before going to step three, role-play the entire conversation once again to help the students put the parts of the conversation together again.

**3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B). Practice the reversed roles with the same 3 steps: **Model, Repeat, Solo (MRS).**

Once students can do both parts of the conversation reasonably well, encourage free conversation (similar conversations, but students answer truthfully, according to their situation, interests, etc.) They may replace the blue words with their own words.



# 04 Pronunciation

## Purpose and General Instructions:

This step quickly helps students start to speak clearly and be understood. All words used in this step are words already introduced, or words that are very common. Therefore, do not take the time to explain the meaning of the words while teaching pronunciation. It is important to use natural pronunciation, tone of voice, and speed when teaching this step. You must sound confident of the sounds (whether you feel that way or not), so practice saying the words ahead of time, or use the recorded narration.

### ➤ 4A. Pronunciation - Sounds

Remember to say the **sound** of the letter rather than its name. The sounds are shown between two slashes: /w/. Capital letters indicate long vowel sounds: /A/ as in “ate.” Lower case vowels represent short sounds: /a/ as in “at.”

## Teaching steps:

Before you begin, be sure everyone can see the sound and example words to be practiced.

**1. Model: Say the sound several times while pointing to it.** For example, point to the **sl** and say: /sl/ /sl/ /sl/. **Then say the sound and quickly read the entire list,** pointing to each item as you read it: /sl/ *sleep, slow, slip, sleepy, slave*. 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.

**Challenge:** Choose another sound from the lesson that is challenging for your particular student to pronounce. Use words the student already knows to write a list of at least 3 words. You may repeat the same challenging sound in several lessons. Students will need a lot of practice on sounds that do not exist in their first language. Finally, practice the sentences which contain the target sounds.

### Listen and repeat.

1. /sl/	2. /th/ unvoiced	3. Challenge /w/
sleep	thirsty	weather
slow	Thursday	warm
slip	thank	wet
sleepy	think	wow
slave	thirty-three	

- A. Does he sleep until 3:30 on Thursdays?  
B. Do you feel sleepy or thirsty?



## ➤ 4B. Pronunciation - Hum the Stress

Listen and repeat.

A. —	B. — _	C. — _ _
floor	window	family
talk	open	animals
sing	rainbow	enemy
learn	listen	sharpeners

This step will help your students speak clearly. It is essential that you use natural stress, rhythm, and intonation patterns throughout. If you have fellow tutors as teammates, let them hum and clap together while you read the lists. Your goal is to have your students say the words with correct intonation and syllable stress, all the while having fun! If you prefer, listen to the audio narration.

**Remember, the stressed syllable is higher in pitch, longer in duration, and louder.** This exercise teaches only the primary stress on a word. (If the primary stresses are correct, students will be understood, whether or not their secondary or tertiary stresses are correct.) Each dash stands for a syllable. The large high dash marks the primary stress.

### The Teaching steps:

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 also use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder.** Invite your teaching team and students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin the teaching. 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.

# 05 Bible Reading

Then Noah worshipped God. God was happy with Noah. God promised Noah, “I will not destroy the earth again with a flood.” As a sign of His promise, God put a rainbow in the sky.

1. Why did God send a flood on earth?
2. Why did God save Noah?
3. What do you think of when you see a rainbow?



## Purpose and General Instructions:

This section introduces students to scripture verses and stories. **Students must always read or listen to the scripture passages in their first language before they read it in English.** This way they are already familiar with the content of the story and can more easily understand the new vocabulary. The Bible reading has links to [LiveBible.IS](https://www.LiveBible.IS) so students can read and listen to the passage in over 1,000 languages. They may even watch the gospel books (Matthew, Mark, Luke and John) in video. The questions are designed to check comprehension, as well as encouraging thinking about and applying scripture to their own lives.

## The Teaching Steps:

- 1. Model: Read the story to the class.** Read it clearly, with expression. Read it two or three times, as the students just listen. (Explain illustrations and give definitions as needed) .
- 2. Repeat: Read the selection again, a line or sentence at a time, as students repeat after you.** Then have students read the selection in unison with you.
- 3. Solo:** Ask for volunteers to read each section of the story aloud. Then discuss the story questions as a group.

## Teaching Hints:

Encourage students to confer with each other or use bilingual dictionaries to look up unknown words. Try going back over the story and covering the text so they can only see the pictures. Ask them to tell you the story again while looking only at the pictures.

Encourage questions and discussion. This is the most important part of the lesson, so take time to enjoy it. **If students ask a question about the Bible that you cannot answer, that is okay!** Just tell them “That is a good question, but I do not know the answer.” If it is a factual question (How old was Noah?) be sure to find out the answer to share with them at the next class. If it is an interpretation question (Why did God create so many kinds of animals?) you can ask the class what they think.

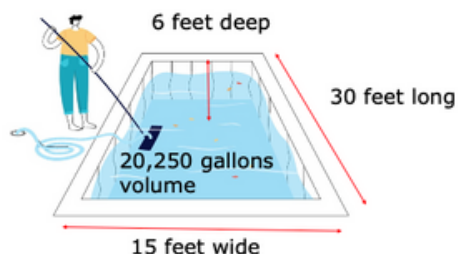


# Activities



## Role Play A - Customer

A: Hello, how much do you charge to clean a swimming pool?  
B: Well, it depends on the size. What's **the length**?



## Listen and answer the questions.

1. What is Joan making?
2. What are 3 of the ingredients?
3. How much honey does she use?
4. What is the first step?
5. What kind of pan does she use?
6. How long does it bake?
7. Why does everyone love this?



## Role Play B - Pool Cleaner

A: Hello, how much do you charge to clean a swimming pool?  
B: Well, it depends on the size. What's **the length**?

Pool Cleaning Estimate Form	
A	Customer name
B	Pool length
C	Pool width
D	Pool depth
E	Pool volume
F	Cleaning date
Total Cost (1 cent per gallon) \$	



## Write commands for the pictures.

1 	2 	3 	4 
Please sit. Please don't sit.			
5 	6 	7 	8 

## Purpose and General Instructions:

This step provides various communicative activities that will review and reinforce the main skills taught earlier in the lesson. It encourages students to use the language in realistic ways, by listening, solving problems, interviewing one another, and role-playing.

## The Teaching Steps:

**1.** Help students to read the instructions and selections. If necessary at first, explain the instructions in the learner's first language (or allow other learners to explain them to each other in their native languages). Then **Model** by reading aloud and then writing the answer.

**2.** Students **Repeat** by reading aloud and then writing the answer in their books or on a paper.

**3.** In the **Solo** step, students work together asking questions, and conversing. (Circulate among students, encouraging, asking questions, correcting, and praising.) Do not rush students. Do be sure that their answers are correct -- including spelling.



## 07 Songs & Games

How's the weather today?

It's rainy.

How's the weather today?

It's cool.

How's the weather today?

There's a big flood that has turned dry land into a pool!



### Purpose and General Instructions:

Songs and games are a fun way to reinforce the vocabulary, structures and themes that students are learning. They are a great way to repeat the information many times in a way that is entertaining. Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons. Each lesson will have one song or game. But if time permits, you may add another song or game.

### Songs

**1. Model:** Read the song lyrics out loud to the class. Ask if there are any questions. Write on board words that students ask about and give simple definitions. 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:** Of course, if no one wants to sing the song as a solo, that's OK -- but they still should be willing to solo by reading the words.

### Games

**Games are fun and active ways to practice language.** Charades, Simon Says, and Guess the Picture are common games we can use for learning.

**1. Model:** Demonstrate how to play the game.

**2. Repeat:** Have students repeat the basic steps.

**3. Solo:** Allow students to play together as teams or one-on-one. Circulate around the room to help them.



# Homework Assignments

## Homework: 1 & 2

1. Read the next lesson's Bible verses: Mark [8:31-38](#); [9:30-32](#); [10:32-34](#) in your language.

2. Write 6 instructions your teacher gives in class.

A. Please open your book.

B.  
C.  
D.  
E.  
F.  
G.



## 3. Write the words for each picture.

1 	2 	3 	4 	5 	6 
a window					
windows					
7 	8 	9 	10 	11 	12 

© 2020-2024 Light of the World Learning

## Purpose and General Instructions:

Each assignment is designed to help learners practice and **use** English between class sessions. There are several homework assignments for each lesson. Students will always read the Bible lesson in their first language that will be read in English the following lesson. It is recommended that students do ALL the homework in order to make progress.

Notice that there is memory work. There are many reasons for encouraging this skill. Please ask learners to memorize, beginning with the first lesson. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it. Also, please notice that learners get to choose which selection they will memorize. Students can write the homework in a notebook or on a lesson printout and show it to you in person, or send a photo of it to you online. They can also type their homework into the PowerPoint or an email or text message. You may also give students the link to the YouTube lesson videos at [youtube.com/@LightOfTheWorldLearning](https://youtube.com/@LightOfTheWorldLearning) so they can listen to them at home. The videos are also good for students who miss a class and want to catch up on their own.

## The Teaching Steps:

**1. Model.** For example, if the assignment is to "Write about your family" please write something about your own family and share it with the students. If it is to memorize something, recite a verse from memory.

**2. Repeat.** Encourage students to practice conversing and reading the completed homework assignment with a partner.

**3. Solo.** Students share their homework with the teacher. Be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement.



## Review Lessons, Assessments, and Final Exams

Every 7th lesson of LOTW (Lesson 7, 14, 21, 28, 35, 42, 49) is a review. No new material is introduced, but it reviews the previous 6 lessons and has quizzes to measure progress. **Lesson 50 has a final exam which covers the content of the entire level.** Learners must successfully pass these quizzes and final exam in order to advance.

Instructions on giving the quizzes are in the Teacher's Notes of these review lessons. First, there is a simple speaking, listening, and writing quiz which is scored by the teacher using the provided rubric. Then there is a multiple choice quiz which may be taken online and automatically scored through Google Forms, or printed, and manually scored by the teacher.

When students successfully complete each module of 7 lessons, it is fun to have a small celebration to encourage and reward them. At the end of all 50 lessons, be sure to have a graduation ceremony and party with certificates, food, and invited guests to celebrate their achievement!

**Please share your students' success stories with us at [Info@lotwl.org](mailto:Info@lotwl.org) We would love to hear from you!**

The Light of the World Learning Team