

## Teacher's Notes

**Bible Reading:** Jesus Died For All People – [Mark 8:31-38](#); [9:30-32](#); [10:32-34](#)

**Theme:** Nations and Nationalities

**Pronunciation:** /fr/ and /sw/

**Grammar:**

Are there any ...?

He's from ...

He's ...

He speaks ...language

**Preparation:**

Pray

Read [Mark 8:31-38](#); [9:30-32](#); [10:32-34](#)

Preview slides

Optional: Bring a globe, maps, chart of the nationalities and languages for your students.



## Pray, Review, and Preview

**Bible Reading:** Jesus Died For All People – [Mark 8:31-38](#); [9:30-32](#); [10:32-34](#)

**Theme:** Nations and Nationalities

**Pronunciation:** /fr/ and /sw/

**Grammar:**

Are there any ...?

He's from ...

He's ...

He speaks ...

### Pray

Pray for the class. You may want to thank the Lord for the beautiful countries and the different backgrounds of the people in the class, as well as for eternal life.

### 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 Mark 8:31-38; 9:30-32; 10:32-34 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?” and “What else?” and “Where are you from?”

Repeat and write their words.

Answers may include: **map, the world, continents, countries, Asia, Africa, South America, North America, Europe, Australia, China, Canada,** etc.

More advanced students can be encouraged to make complete sentences:

**“India is in Asia.”** or **“I am from Brazil.”**



## Listen and repeat.

1	2	3	4
			
Africa	Asia	Australia	Europe
African	Asian	Australian	European

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### 2A. Vocabulary

**Note:** Each picture shows a continent or country name on the top line and the adjective used for people from that place on the bottom line.

**1. Say the new words in a simple sentence,** such as, *"This is Africa. The people are African."* 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 several times,** as you indicate the object. For example, say: *Africa, Africa, Africa.* 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 Africa. The people are African."*

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

For example, *Where are you from? Are you from Australia? Is Australia a country?*



## Listen and repeat.

5	6	7	8
			
North America	South America	Ghana	Mexico
North American	South American	Ghanaian	Mexican

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### 2B. Vocabulary

**1. Say the new words in a simple sentence,** such as, *"This is North America. The people are North American."* 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 several times,** as you indicate the object. For example, say: *North America, North America, North America.* 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 North America. The people are North American."*

**4. Check students' comprehension by asking direct questions.** For example, *Where are you from? Are you from Mexico? Where is Ghana?*



## Listen and repeat.

<p><b>9</b></p> 	<p><b>10</b></p> 	<p><b>11</b></p> 	<p><b>12</b></p> 
<p>Nepal</p>	<p>France</p>	<p>Brazil</p>	<p>Switzerland</p>
<p>Nepali</p>	<p>French</p>	<p>Brazilian</p>	<p>Swiss</p>

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### 2C. Vocabulary

**1. Say the new words in a simple sentence,** such as, *"This is Nepal. The people are Nepali,"* 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 several times,** as you indicate the object. For example, say: *Nepal, Nepal, Nepal.* 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 Nepal. The people are Nepali,"*

**4. Check students' comprehension by asking direct questions.** For example, *Where are you from? Are you from Brazil? Is Switzerland a country?*



## Listen and repeat.

	Question ? Any	Positive + Some	Negative - Not Any
Plural Nouns	Are there any Brazilian students here?	Yes, there are some.	No, there aren't any.
Non-Count Nouns	Is there any Chinese food in the fridge?	Yes, there is some.	No, there isn't any.

- A. Are there any **Nepali teachers** here?  
B. No, there aren't any. But there are some **Swiss teachers**.

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## 2D. Grammar

We use **any** in questions with **is/are there**. We use **some** in positive sentences and **not any** in negative sentences.

We use **Is there any** for non-count nouns (water, rice, air).  
We use **are there any** for plural countable nouns (books, people, students).

**1. Model:** Say the question and answers for each form. (For example, *Are there any Brazilian students here? Yes, there are some.*)

**2. Repeat:** Ask students to repeat each question and answer after you in unison. Then practice the conversation below the chart.

**3. Solo:** Call on individuals to repeat the questions and the positive or negative answers.



## Listen and repeat.

Name	Country	Continent	Nationality	Language
Joe	The USA	North America	American	English
Mary	Ghana	Africa	Ghanaian	Ga
David	Switzerland	Europe	Swiss	German
Eve	Nepal	Asia	Nepali	Nepali
Isaac	Brazil	South America	Brazilian	Portuguese
Peter	Australia	Australia	Australian	English

A. What is **Joe's** nationality?

B. He's **American**. He's from **the USA** and speaks **English**.

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## 2E. Grammar

**Model, Repeat, and Solo** sentences using the information shown on the chart.



## Listen and repeat.

A: Hello, **Sara**. Where are you from?

B: I'm from **Ghana** in **Africa**, where the sun is very hot.

A: I am from **Switzerland** in **Europe**, where it gets very cold.

B: I would love to go there. Are there any other **Swiss** students in our class?

A. No, we don't have any other **Swiss** students. Just me!

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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 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. Once students can do both parts, **encourage free conversation**, with students substituting their own words for the blue words.



## Listen and repeat.

A: Hi, **Adam**. What's your nationality? Are you **Mexican**?

B: No, I am a **Brazilian** from **Brazil**. I speak **Portuguese**.

A: Oh! I want to visit your country. I hear that it is beautiful.

B: Yes. It is beautiful.

A: Is it true that **Brazilian** people like to play soccer?

B: Not all **Brazilians** play soccer. But I do. Let's play sometime.

A: That would be great!

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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 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. Once students can do both parts, **encourage free conversation**, with students substituting their own words for the blue words.



## Listen and repeat.

1. /fr/	2. /sw/	3. Challenge
France	Switzerland	
French	Swiss	
from	sweet	
friend	swim	
free	sweep	

- A. My friend from France speaks French.  
B. The Swiss make sweets in Switzerland.

### 4A. Pronunciation – Sound and Spelling

**1. Model:** Say the sound several times while pointing to it. (For example, point to the /fr/ and say /fr/ /fr/ /fr/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/fr/ France, French, from, friend, free). 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. --
Brazil	Asia	Switzerland
Nepal	Europe	Africa
himself	follow	African
away	thinking	Mexico

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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.



# Jesus Died For All People

[Mark 8:31-38](#); [9:30-32](#); [10:32-34](#)

Jesus taught his disciples what would happen. He said, "I will be given to my enemies. They will kill me. But I will rise to life three days later."



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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 pictures also help them to understand.

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





Peter said, "No, you must never be killed!" Jesus said to Peter, "Go away from me. You are thinking like a man. You are not thinking what God wants. You are thinking what Satan wants."

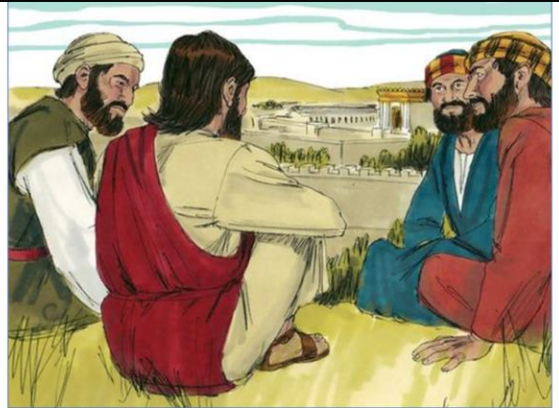


## 5B. Read Story

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



Then Jesus talked to his disciples and to the people. He said: "A person must forget about himself if he wants to be my follower."

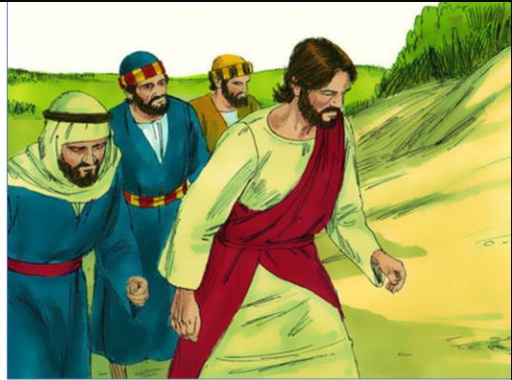


## 5C. Read Story

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



A person who loves his life will lose it one day. But any person will save his life if he gives it away for me and the gospel. Any person who wants to serve me must follow me. Then my Father will help him to be a good disciple.”

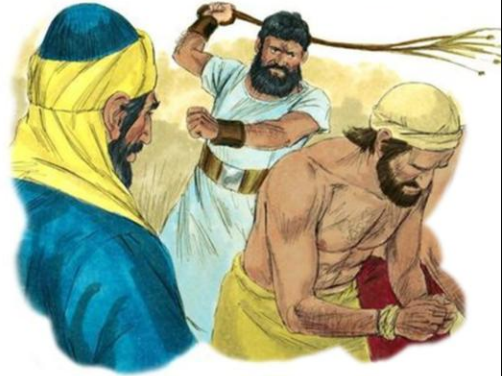


## 5D. Read Story

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



Jesus said this to his disciples many times. He said, "I will be given to those who hate me. I will suffer when they beat me. They will kill me. But I will come back to life three days later."



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## 5E. Read Story

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



## Answer the questions.

1. What did Jesus say about his death?
2. What must a person do to be a follower of Jesus?
3. What does it mean to follow Jesus?
4. What is Jesus asking you to do?

### 5F. Story Questions

Ask the questions and discuss as a group. For questions 1 and 2, you may go back to the story to help them find the answer.

#### **Answers**

1. He will be killed, but he will rise to life three days later.
2. A person must forget about himself/herself if he/she wants to be his follower.

For questions 3 and 4, answers will vary.



## Listen and fill in the blanks.

fresh

Swiss

from

Switzerland

fruit

frequent

swift

sweet

free

Mexican

France

friendly

May I have your attention, please. Flight 316 to Ghana, Africa and flight 489 to Mexico City will be one hour late. However, all flights 1 Europe, including 2 and 3, are scheduled to arrive on time. While waiting for your delayed Ghanaian or 4 flights, please enjoy some 5 oranges and other 6 as well as 7 cocoa, coffee, and tea, 8 of charge. If you are a 9 flyer, you may wait in our 10 and comfortable lounge area.



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### 6A. Activities – Dictation of sound/spelling words /sw/ and /fr/ (Easy Level)

**Note: This lesson has two dictation activities. Slide 20 is easier and Slide 21 is more challenging. You may do either one or both.**

Read the airport announcement 3 times as students listen and fill in the words. They can write the answers 1-10 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

#### Answers:

May I have your attention, please. Flight 316 to Ghana, Africa and flight 489 to Mexico City will be one hour late. However, all flights **from** Europe, including **France** and **Switzerland**, are scheduled to arrive on time. While waiting for your delayed Ghanaian or **Mexican** flights, please enjoy some **fresh** oranges and other **fruit**, as well as

**Swiss** cocoa, coffee, and tea, **free** of charge. If you are a **frequent** flyer, you may wait in our **friendly** and comfortable lounge area.



## Listen and fill in the blanks.

fragrant

freeze

Brazil

sweet

frozen

swallow

fruit

fresh

French

Spanish

John is a 1 chef from France who loves to cook. Good food matters to him. No 2 foods for him! Only fresh, 3 and flavorful vegetables enter his kitchen. He does not even like to 4 leftover foods, but always cooks 5 food.

Joe is a Portuguese-speaking baker from 6 who bakes delicious desserts. Every day he makes 7 cream cakes and fresh apple, pear, and cherry 8 pies. One sweet 9 or even one bite, and you will want more! Both chefs are amazing!

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### 6B. Activities – Dictation of sound/spelling words /fr/ and /sw/ (More advanced level)

Read the introduction to the TV show “Cooking Contest” three times as students listen and fill in the words. They can write the answers 1-9 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

#### Answers:

John is a **French** chef from France who loves to cook. Good food matters to him. No **frozen** foods for him! Only fresh, **fragrant** and flavorful vegetables enter his kitchen. He does not even like to **freeze** leftover foods, but always cooks **fresh** food.

Joe is a Portuguese-speaking baker from **Brazil** who bakes delicious desserts. Every day he makes **sweet** cream cakes and fresh apple, pear, and cherry **fruit** pies. One sweet **swallow** or even one bite, and you will want more! Both chefs are amazing!



## Write questions and ask your partner.

Questions	Answers
1. Where are <b>you from?</b>	I am from Africa.
2. What language _____	
3. What country _____	
4. What nationality _____	
5. What continent _____	
6. Is there any _____	
7. Are there any _____	

### 6C. Activities – Pair work

First, ask students to complete writing the questions with their own words. Be sure they put a question mark at the end. Number 1 is an example.

Their questions will vary, but may include:

2. What language do you speak?
3. What country do you live in?
4. What nationality is your teacher?
5. What continent do you want to visit?
6. Is there any snow in your country?
7. Are there any Nepali students here?

Then ask students to interview a partner and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.



Fill in the chart for people in your class.

Name	Country	Continent	Nationality	Language
Abe	France	Europe	French	French

A. What is your nationality?

B. I'm **French**. I'm from **France** in **Europe** and I speak **French**.

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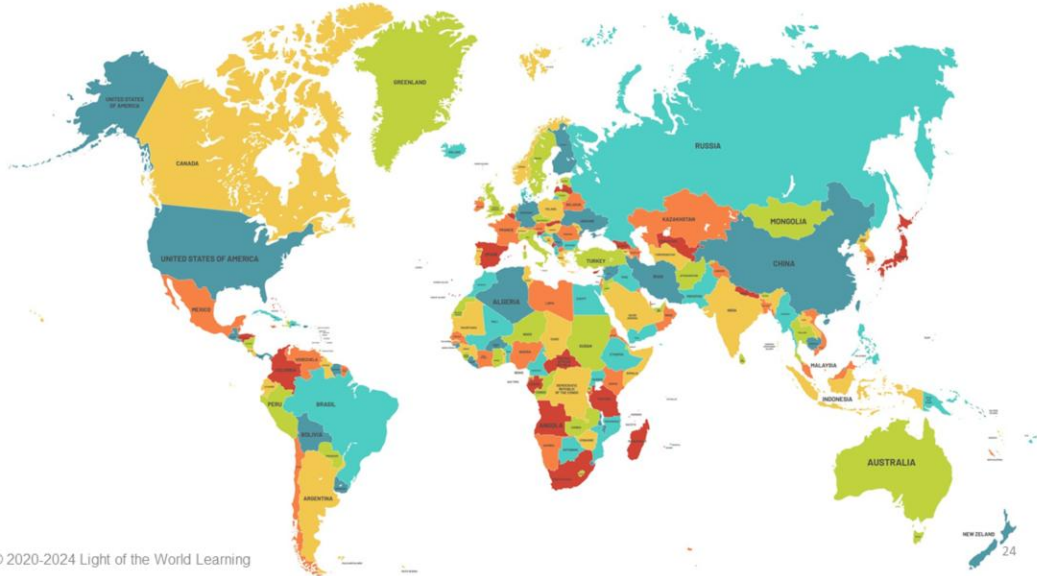
## 6D. Activity

Students will interview one another and their teacher to complete the chart.

**Or, if it is a small class, the teacher and students can pretend to be different famous people (I am Queen Elizabeth.) and the students will interview the famous people.**



## Game: 20 questions – Where am I?



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### 7A. Game

1. Divide students/class into pairs or 2 teams, A and B.
2. Student/team A will choose a country or continent from the vocabulary list, and student/team B will have an opportunity to ask a maximum of 20 questions to gain clues about the country or continent that student/team A has chosen. The answers to the questions must only be *yes/no*. Examples of questions include: *Is it a country? Is the country in Europe? Do the people speak French?* The student/team cannot ask directly whether it is a certain country or continent (*Is the country France?*) until they are ready to make their final guess.
3. Student B/Team B must try to guess the country or continent by the end of the 20th question.
4. Students/teams then switch roles, where student/team B chooses a country or continent and student/team A asks the questions.
5. The student/team with the most correct answers wins the game.

**1. Model:** Teacher asks students to choose a country or continent

and models the steps.

**2. Repeat:** The teachers and students practice together.

**3. Solo:** The students play in pairs/teams.



## 1 & 2 Homework

1. Read the next lesson's Bible verses: [John 19:17-19, 25-30](#)  
[Luke 23:46-47, Mark 15:39](#)
2. Write 6 sentences about your country.
  - A. My country plays soccer very well.
  - B. We love to cook pasta.
  - C.
  - D.
  - E.
  - F.
  - G.

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### **8A. 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 ScriptureEarth.org 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. 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 
Asia					
Asian					
7 	8 	9 	10 	11 	12 

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### 8B. Homework 3 – Write the vocabulary words with the pictures.

This homework practices writing the names of the countries and the nationalities. Number one is an example.

#### Answers:

1. Asia; Asian
2. Brazil; Brazilian
3. Switzerland; Swiss
4. Africa; African
5. Nepal; Nepali
6. North America; North American
7. France; French
8. Australia; Australian
9. South America; South American
10. Ghana; Ghanaian
11. Mexico; Mexican

## 12. Europe; European



#### 4. Mark the /fr/ and /sw/ sounds. Then write and say the sentences

A. My friend from France speaks French.	
B. The Swiss make tasty sweets.	
C. The dove flies high and free.	
D. Please sweep the front walk.	
E. He eats frozen food on Friday.	
F. She swerves past the swift car.	

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#### 8D. Homework 4 – Write and say sentences with the new sounds.

This homework practices writing, spelling and pronouncing the /fr/ and /sw/ sounds.

#### Answers:

- A. My **f**riend from **F**rance speaks **F**rench.
- B. The **S**wiss make tasty **s**wweets.
- C. The dove flies high and **f**ree.
- D. Please **s**wEEP the **f**ront walk.
- E. He eats **f**rozen food on **F**riday.
- F. She **s**werves past the **s**wift car.



## 5. Homework

Put the following sentences in the right order from 1-7 from the story of Jesus and his disciples.

- \_ Jesus said, "I will be given to my enemies."
- \_ "A person who loves his life will lose it one day."
- \_ "They will kill me."
- \_ "Any person who wants to serve me must follow me."
- 1** Jesus taught his disciples.
- \_ Jesus said to Peter, "Go away from me."
- \_ "But I will rise to life three days later."

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### 8E. Homework 5 – Bible Story Review

Students may look back at the story to number the sentences from 1 to 7. Number 1 is the example.

#### Answers:

2. Jesus said, "I will be given to my enemies."
6. "A person who loves his life will lose it one day."
3. "They will kill me."
7. "Any person who wants to serve me must follow me."
1. Jesus taught his disciples.
5. Jesus said to Peter, "Go away from me."
4. "But I will rise to life three days later."



## 6. Homework – Choose 1 Verse to Memorize

**A**

You are the light that shines for the world to see. You are like a city built on a hill that cannot be hidden.

[Matthew 5:14](#) ERV

**B**

The Lord is my shepherd. I will always have everything I need.

[Psalm 23:1](#) ERV

### 8F. Homework 6A – 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**

Yes, God loved the world so much that he gave his only Son, so that everyone who believes in him would not be lost but have eternal life.

[John 3:16](#) ERV

### **8G. Homework 6B – Memorize a verse**

Learners get to choose A, B, or C to memorize.

## Homework- Complete the conversation

yes is not no there are some any

- A. \_\_\_\_ Australian students in your class?  
B. No, \_\_\_\_\_. But we have \_\_\_\_\_ Swiss students.  
A. How many European students \_\_\_\_\_?  
B. \_\_\_\_\_ 3 European and 6 Asian students.  
A. \_\_\_\_\_ teachers who speak French?  
B. \_\_\_\_\_ and they are very good teachers!

### 8H. Homework 7 – Fill in the Blanks

Use the words provided to fill in the blanks.

#### Answers:

- A. **Are there any** Australian students in your class?  
B. No, **there are not**. But we have **some** Swiss students.  
A. How many European students **are there**?  
B. **There are** 3 European and 6 Asian students.  
A. **Are there any** teachers who speak French?  
B. **Yes, there are some**, and they are very good teachers!



## 8. Homework

- A. Name 3 countries that Ben visited.
- B. When did he visit Australia?
- C. Which is his favorite continent? Why?
- D. What is your favorite country? Why?

My name is Ben. I love to travel. Last year I visited Brazil, France, Nepal, Ghana, and Mexico. In 2019 I visited Australia and Switzerland. My favorite continent is North America because it is my home. I love to go to different places, but there is no place like home!



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

#### Answers:

- A. Brazil, France, Nepal, Ghana, Mexico (any 3).
- B. 2019
- C. North America because it is his home.
- D. Answers will vary.



## 9. Homework- Write your answers

Who visits your country every year? (Write any six nationalities and tell what language they speak.)

A. Many Americans visit Brazil. They speak English.

B.

C.

D.

E.

F.



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### 8J. Homework 9

Answers will vary. Model by telling about visitors to your country.

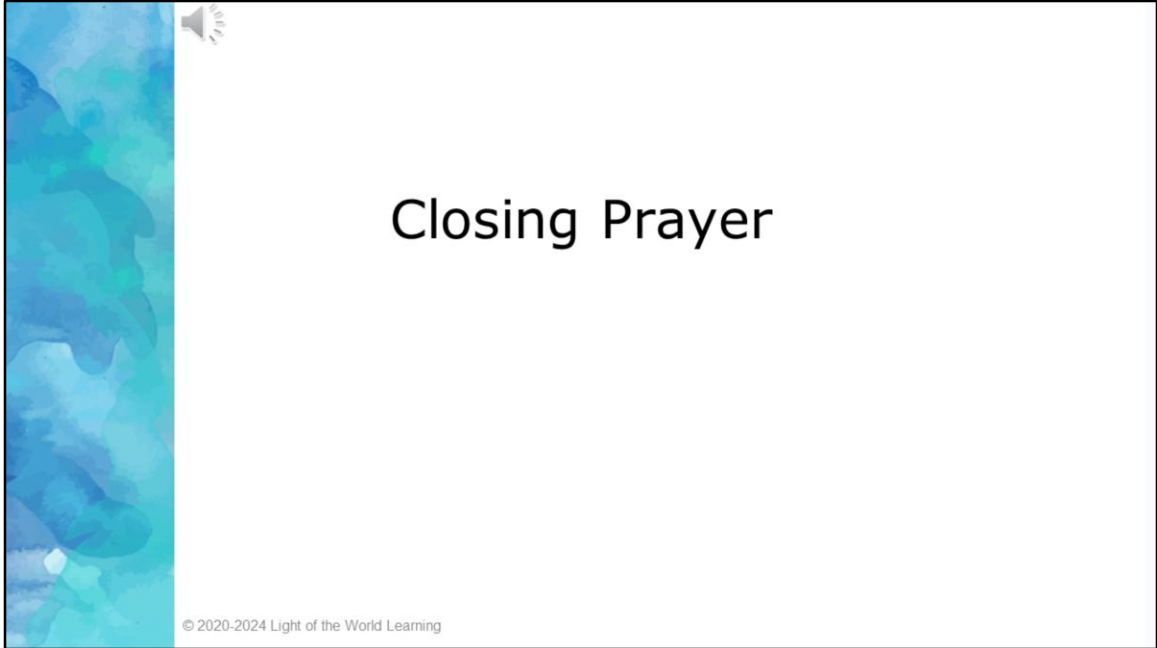
## 10. Homework - Now I Can...

- I can talk about nationalities and languages.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use some and any to ask and answer questions.
- I understand what it means to follow Jesus.

### 8K. 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)
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- Vocabulary List: [bit.ly/VocabUS](https://bit.ly/VocabUS)
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# Acknowledgements

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Anonymous  
Jean Ato  
Larry Buell  
Cindy Campbell  
Nancy Cobb  
Emily Cox  
Marilyn Dano  
EasyReadEnglish.com  
Don Edic  
MaryBeth Gahan  
Melina Gallo  
Alicia Gentile  
Prakash Chandra Giri

Ellenor Gopal  
Rachel Grijincu  
Carol Hale  
Emily Hamilton  
Patty Hickman  
Carey Jo Johnston  
Nancy Kingdon  
Dorothy Konadu  
Martha Lane  
Bruce Lewis  
Elena Lewis  
Ward Lewis  
Johnny Lukasevich

Gail MacMillan  
Ivan Mader  
Amy Martin  
Tracy Meddaugh  
Barbara Newsome  
Brenda Nielsen  
Deborah O'Donnell  
Georg Ort  
Martha Ort  
Joan Phelps  
Ellie Talalight  
Darrell Turner  
Graham Whitmore

Cheri Wilke  
Ted York  
Anita Zeifert

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