

Teacher's Notes:

Bible Reading: Jesus is baptized. [Matthew 3:13-17](#); [John 1:29-34](#)

Theme: Daily Routines

Pronunciation: /kw/ and /zh/

Grammar:

- Present Simple
- Spelling 3rd person with S or ES. Irregular: has, does, goes

Preparation:

- Pray
- Read Bible verses
- Preview slides and song
- Optional: Bring toothbrush, hairbrush, or other daily routine items.



Pray, Review, and Preview

Bible Reading: Jesus is baptized – [Matthew 3:13-17](#);
[John 1:29-34](#)

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Pray

Pray for the class. You may want to thank the Lord for baptism, and 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 [Matthew 3:13-17](#) and [John 1:29-34](#) 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 does he do every day?" "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: wakes up, bathes, walks, works, etc.

More advanced students can be encouraged to make complete sentences:

The man wakes up, shaves, and goes to work.





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
			
to brush	to watch	to work	to sleep
I brush my teeth.	They watch television.	He works every day.	He sleeps at night.

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2A. Vocabulary





1. **Say the new words in a simple sentence:** "I brush my teeth," 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: *to brush, to brush, to brush*. 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, "I brush my teeth."

4. **Check students' comprehension by asking direct questions.** For example, *What is this? Who watches television?*


Listen and repeat.

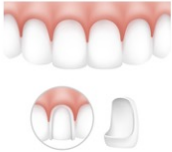



5	6	7	8
			
to wake up	to do	to make	a garage
She wakes up at 6:00.	I do my homework.	She makes breakfast.	garages

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2B. Vocabulary

- 1. Say the new words in a simple sentence:** "She wakes up at 6:00," 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 wake up, to wake up, to wake up*. 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 wakes up at 6:00."
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Where's a garage? Is this to make?*


 Listen and repeat.

9 	10 	11 	12 
a tooth	a television (TV)	loud	quiet
teeth	televisions (TVs)	The TV is loud.	Please be quiet.

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2C. Vocabulary

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



Simple Present Tense

Subject	Verb
I	wake up
You	make breakfast
We	work
They	brush
The kids	watch TV
He	wakes up
She	makes breakfast
It	works
John	brushes
The boy	watches TV

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2D. Grammar

Note: Verbs in the 3rd person (he, she, it) add an **s** at the end. If the word ends in **ch, sh, s, x, z** (a hissing sound) we add **-es** to the end of the word. This adds another syllable to the verb.

3rd person S can be a difficult form to learn. We introduce it here, but we will continue to practice it for many lessons.

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



3rd Person Present Irregular Verbs

Subject	Verb
I You We They	have lunch do homework go to bed.
He She It John The girl	has lunch. does homework. goes to bed.


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2E. Grammar

Note: Goes, Does, and Has are irregular 3rd person forms of the verbs Go, Do and Have. Note the spelling is NOT haves, dos, gos.

Verbs in the 3rd person (used with he, she, it, or the name for one person or one thing) have an **s** or **es** at the end.

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



Make and Do

Verb	Word partners	Sentences
Do	Dishes Laundry Work Homework	We do dishes. She does laundry. He does good work. You do homework.
Make	Types of food Types of drinks Mistakes Money	He makes lunch. I make rice. She makes coffee. I make tea. We make mistakes. They make money.

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2F. Grammar

Note: Make and **Do** partner with different words. These word partners are called “collocations” because they are located together. **Make** usually means to create something. **Do** often means to perform a task.

Use **DO** for actions, obligations, and repetitive tasks.

Use **MAKE** for creating or producing something, and for actions you choose to do.

DO generally refers to the action itself, and **MAKE** usually refers to the result.

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



Listen and repeat

A: What do you do first every morning?

B: I **wake up** and **eat**.

A: What do you do next?

B: I **brush my teeth**.

A: What do you do next?

B: I **go to work**.

A: Me, too!



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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).
- Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).



Listen and repeat.

A: What does your friend do every night?

B: She **does her homework.**

A: What does she do next?

B: She **watches television.**

A: What does she do next?

B: She **goes to sleep.**



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



Listen and repeat.

/kw/	/zh/	Challenge
quit	usual	
queen	measure	
quietly	television	
quickly	Asia	
quiet	garage	

- A. The queen quit quickly.
B. I measure the Asian television.

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4A. Pronunciation – Sound and Spelling


Point out that the letters QU usually spell the /kw/ sound, and the /zh/ sound may sometimes be spelled SU, SI, or (rarely) GE.




Note: Some dialects of English pronounce “garage” with a /j/ instead of /zh/ for the second G.

- 1. Model: Say the sound several times while pointing to it.**
(For example, point to the **kw** and say /kw/ /kw/ /kw/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/kw/ quit, queen, quietly, quickly, quiet). 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. - 
does	brushes	garage
goes	watches	TV
brush	quiet	a friend
watch	listen	a tooth


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4B. Hum and clap the stress.

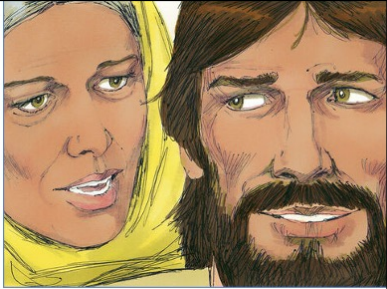
Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

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 is Baptized**

Matthew [3:13-17](#)
John [1:29-34](#)



Jesus grew up and became a man. He lived quietly with Mary and Joseph. The time came for Jesus to begin His work on earth. He was about thirty years old.

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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. Give simple definitions for words that students ask about.
- 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.



One day, Jesus went to see John the Baptist. John was preaching by a river. John baptized people with water who repented of their sins and turned to God. John saw Jesus coming.

John said, "Here is the Lamb of God. He will take away the sins of all people. He is greater than I am. He was with God before I was born."



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5B. Read Story

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



Jesus wanted John to baptize him. But John did not want to baptize Jesus because John knew that Jesus was the Son of God.

But Jesus said to John, "Please baptize me now. We must do what is right." Then John baptized Jesus.

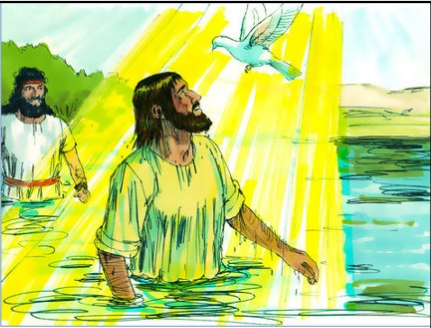
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5C. Read Story

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

Jesus came up quickly from the water. Then the heavens opened. The Spirit of God came down on Jesus. The Spirit looked like a dove.



Then the voice of God came from heaven: "This is my Son. I love him very much. I am very pleased with him."

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5D. Read Story

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



Answer the questions

1. What did John the Baptist say about Jesus?
2. What did the Spirit of God look like?
3. What did the voice of God from heaven say about Jesus?
4. Were you baptized?



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5E. Story Questions

Ask the questions and discuss as a group. For questions 1, 2, and 3 you may go back to the story to help them find the answer.

Answers:

1. Here is the Lamb of God. He will take away the sins of all people. He is greater than I am. He was with God before I was born.
2. Like a dove. A white bird.
3. "This is My Son. I love Him very much. I am very pleased with Him."
4. Answers will vary.

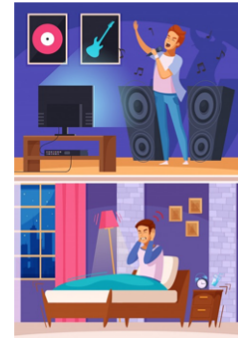
Ask if they have any other questions or comments about the story.



Listen and fill in the blanks.

garage	quiet	queen	televisions	usually
Asia	quit	quick	quietly	quickly

Attention all neighbors. Please be 1 when you leave the 2 at night. People need to sleep. They are 3 to complain when it is loud. Also, please keep your dogs, 4, and music quiet. Please close your door 5 and 6 when you come home. We know most of you are 7 polite and quiet. Thank you!




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6A. Activities – Dictation of sound/spelling words /kw/ and /zh/

Read the announcement 3 times as students listen and fill in the words. They can write the answers 1-7 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

Answers:

Attention all neighbors. Please be quiet when you leave the garage at night. People need to sleep. They are quick to complain when it is loud. Also, please keep your dogs, televisions, and music quiet. Please close your door quickly and quietly when you come home. We know most of you are usually polite and quiet. Thank you!

 **Ask questions of your partner.**

Questions	Answers
1. Does your brother have a TV?	Yes, he has a TV.
2. Does your teacher have _____	
3. Does your friend go _____	
4. _____ do you _____	
5. _____ television	
6. _____ make _____	
7. _____ quiet or loud	

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6B. 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. Does your teacher have a garage?
3. Does your friend go to work at 7:00?
4. When do you go to sleep?
5. What do you watch on television?
6. When do you make lunch?
7. Is your house quiet or loud?

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.

What does she do every day?

shower eat work go to work wake up

1. 2. 3. 4. 5.

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6C. Activities – Pair work

Ask the students to describe the pictures using the verbs provided in the 3rd person simple present form. Be sure they pronounce the final S on each verb. Student A will ask the question and student B will give the answers for this slide, then reverse roles for the next slide.

1. She wakes up.
2. She showers. or, She takes a shower.
3. She eats.
4. She goes to work.
5. She works.

What does she do every day?

brush watch shop exercise

1. 2. 3. 4.

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6D. Activities – Pair work

Ask the students to describe the pictures using the verbs provided in the 3rd person simple present form. Be sure they pronounce the final S on each verb. Student B will ask the question and student A will give the answers for this slide.

1. She shops. or, She goes shopping.
2. She exercises. or, She does exercises.
3. She watches TV/television.
4. She brushes her teeth.



Every Day Song

Every day, I wake up and eat.
I do the dishes
And I brush my teeth.
I work and study
And I go to sleep.
And Jesus is here with me.

Every day, she wakes up and eats.
She does the dishes
And she brushes her teeth
She works and studies
And she goes to sleep
And Jesus is here with her.

Every day, he wakes up and eats.
He does the dishes
And he brushes his teeth.
He works and studies
And he goes to sleep.
And Jesus is here with him.

Every day, we wake up and eat.
We do the dishes
And we brush our teeth.
We work and study
And we go to sleep
And Jesus is here with us.



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7A. Songs

Students will learn the new song for the lesson and may also request to sing favorite songs from previous lessons, if time permits.

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Define words that students ask about. 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: The student sings solo (or if shy, can just read the words aloud).



1 & 2 Homework

1. Read the next lesson's Bible passage Mark [1:29-45](#); [2:1-12](#) in your first language.
2. Write sentences about the first five things you do each day.
 - A. I wake up.
 - B.
 - C.
 - D.
 - E.
 - F.

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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 <http://www.bible.is/> or 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 
a tooth					
teeth					
7 	8 	9 	10 	11 	12 

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

This homework practices writing the vocabulary words with the pictures.

Answers:

1. a tooth; teeth
2. to watch; They watch television.
3. to work; He works every day.
4. to sleep; He sleeps at night.
5. to wake up; She wakes up at 6:00.
6. to do; I do my homework.
7. to make; She makes breakfast.
8. loud, The TV is loud.
9. to brush, I brush my teeth
10. quiet, Please be quiet.
11. a garage; garages
12. a television (TV); televisions (TVs)

4. Mark the /zh/ and /kw/ sounds. Then write and say the sentences



A. The queen eats toast and jam.	
B. The boy runs home quickly.	
C. She is speaking quietly.	
D. My car is in the garage.	
E. He watches television.	
F. He can measure with a ruler.	

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

This homework practices writing, spelling, and pronouncing the /kw/ and /zh/ voiced sounds.

Answers:

- A. The queen eats toast and jam.
- B. The boy runs home quickly.
- C. She is speaking quietly.
- D. My car is in the garage.
- E. He watches television.
- F. He can measure with a ruler.

5. Homework

Fill in the blanks from the Bible story.

1. Jesus was _____ years old when he started his work on earth.
2. John did not want to _____ Jesus.
3. The Spirit of God _____ on Jesus.
4. The Spirit looked like a _____.
5. God said, "This is my _____. I _____ him very much. I am very _____ with him."

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8D. Homework 5 – Bible Story Review

Fill in the blanks for the Bible story.

Answers:

1. Jesus was thirty years old when he started his work on earth.
2. John did not want to baptize Jesus
3. The Spirit of God came down on Jesus.
4. The Spirit looked like a dove.
5. God said, "This is my Son. I love him very much. I am very pleased with him."

6. Homework – Choose 1 Verse to Memorize

A

Jesus answered, "Let it be this way for now. We should do whatever God says is right." [Matthew 3:15](#) ERV

B

The next day John saw Jesus coming towards him and said, "Look, the Lamb of God. He takes away the sins of the World." [John 1:29](#) ERV



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8E. 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

I saw the Spirit come down from heaven like a dove and rest on this man. So this is what I tell people: 'He is the Son of God.'

[John 1:33-34](#) ERV



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8F. Homework 6 – Memorize a Verse

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



7. Homework

loves

comes

takes

baptizes

preaches



- A. John said, "Look, the Lamb of God. He _____ away the sins of the world."
- B. Jesus _____ up quickly out of the river.
- C. A dove _____ down on Jesus.
- D. John _____ by the river.
- E. God _____ Jesus

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8G. Homework 7 – Grammar Review

Use the words provided to fill in the blanks of the Bible verses. To model, review present tense actions, "He comes, They come."

Answers:

- A. takes John 1:29
B. comes Matthew 3:16
C. comes Matthew 3:16
D. preaches John 1:31
E. loves Matthew 3:17

8. Homework

- A. What can they clean?
- B. What do they wash?
- C. What else can they do?
- D. What is the name of the company?
- E. Do you like to clean?
- F. What do you like to do?

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Quick Cleaning Service
555-342-5679



We can clean your house and garage. We wash floors, windows, and more. We also do laundry, do shopping, and do dishes. Call us today!

8H. Homework 8 – Everyday Reading and Writing.

The learners will read the advertisement (ad) and answer the questions.

Answers may vary.

- A. Your house and garage.
- B. Floors, windows, and more.
- C. They can do laundry, shopping, and dishes.
- D. Quick Cleaning Service

Answers will vary for E and F.



9. Write at least 6 sentences about the baptism of Jesus.
Or write about the baptism of someone you know.



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8I. Homework 9 – Writing about theme

Model. Write something about baptism in **your** culture, and share it with the students. For example, “In the USA, we sometimes baptize people in a pool at a church.”

Answers will vary.



10. Homework - Now I Can...

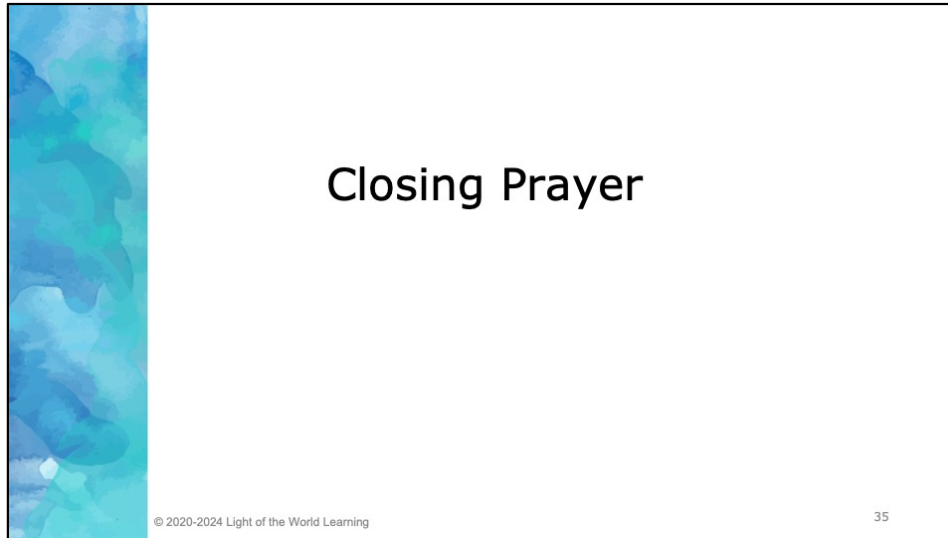
- I can talk about my daily routines.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use the 3rd person **S** and **has, does, goes**.
- I know that Jesus is God's son.

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8J. 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



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

Acknowledgements

We would like to thank the entire Light of the World volunteer team for their hard work and creativity in making this project possible. For all those around the world who prayed, wrote, edited, narrated, illustrated, sang, tested and gave generously for this curriculum, we appreciate you sharing the love of Jesus through the gift of English. Our team members include:

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
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Ted York
Anita Zeifert

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