

Teacher's Notes:

Bible Reading: Jesus Goes back to Heaven – [Acts 1:4-14](#)

Theme: Parts of the Body

Pronunciation: /sk/ spelled sc and sk

Grammar: Possessive pronouns and object pronouns

Preparation:

- Pray
- Read [Acts 1:4-14](#)
- Preview slides and song
- Optional: Bring dolls to demonstrate body parts.



Pray, Review, and Preview

Bible Reading: Jesus Goes Back to Heaven – [Acts 1:4-14](#)

Theme: Parts of the Body

Pronunciation: /sk/ spelled sk and sc

Grammar: Possessive adjectives and object pronouns

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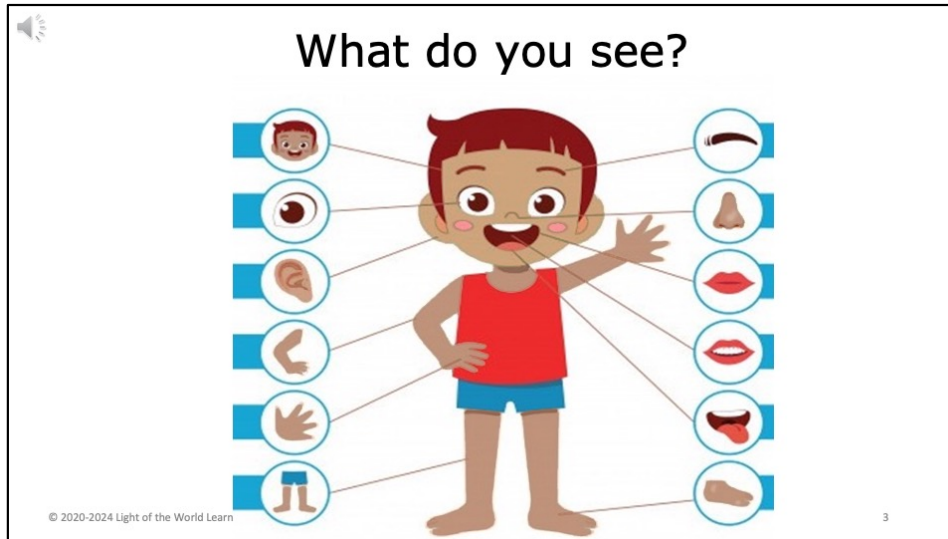
Pray.

Pray for the class for the day. Thank the Lord for our bodies, the functions of the different parts, and our functions in the body of Christ

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 Acts 1:4-14 in their native languages in preparation for the lesson.

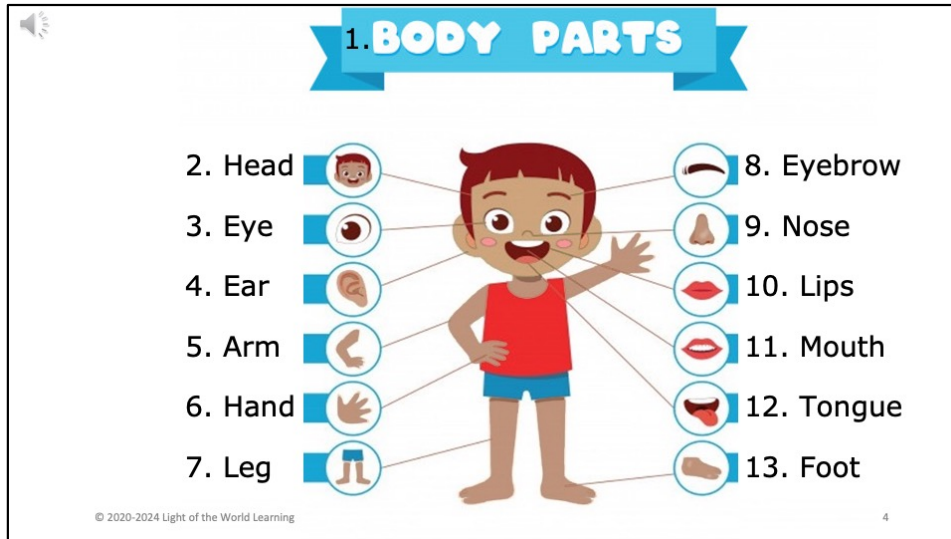
Review the main points of the previous lesson and ask if there are any questions.



1A. Discuss Theme Picture.

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

Answers may include: body, head, eye, ear, arm, hand, legs, eyebrow, nose, lips, mouth, tongue, foot, etc.







1B. Show Theme Picture Words.

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
			
an eye	an ear	a nose	a mouth
eyes	ears	noses	mouths

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2A. Vocabulary.





1. Say the new words in a simple sentence: *"This is an eye"* several times, while pointing at the picture. Learners 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 point at the object. For example, say: *an eye, an eye, an eye*. Have your learners then repeat the word after you several times.

3. Say the word in the same sentence again. Have learners repeat after you each time, *"This is an eye."*

4. Check learners' comprehension by asking direct questions. For example, *"What is this?" "Where is your nose?"*

Listen and repeat.





5		6		7		8	
	a leg		a knee		a foot		a toe
	legs		knees		feet		toes

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2B. Vocabulary.

- 1. Say the new words in a simple sentence:** *"This is a knee"* several times, while pointing at the picture. Learners 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 point at the object. For example, say: *a knee, a knee, a knee*. Have your learners then repeat the word after you several times.
- 3. Say the word in the same sentence again.** Have learners repeat after you each time, *"This is a knee."*
- 4. Check learners' comprehension by asking direct questions.** For example, *"What is this?" "Where is your knee?"*

Listen and repeat.

9 	10 	11 	12 
an arm	a back	a head	to wait
arms	backs	heads	I wait for the bus.

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2C. Vocabulary.

- 1. Say the new words in a simple sentence:** *"This is an arm"* several times, while pointing at the picture. Learners 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 point at the object. For example, say: *an arm, an arm, an arm*. Have your learners then repeat the word after you several times.
- 3. Say the word in the same sentence again.** Have learners repeat after you each time, *"This is an arm."*
- 4. Check learners' comprehension by asking direct questions.** For example, *"What is this?" "Is this an arm?" "Where is your back?"*

Subject Pronoun			Object Pronoun
I	I am a teacher.	Jesus loves me.	me
you	You are a student.	Jesus loves you.	you
he	He is old.	Jesus loves him.	him
she	She is young.	Jesus loves her.	her
it	It is the earth.	Jesus loves it.	it
we	We are sad.	Jesus loves us.	us
they	They are tired.	Jesus loves them.	them


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2D. Grammar.

Review the subject and object pronouns we have learned in previous lessons.

Subject pronouns often start sentences, **before** the verb.

Object pronouns are often at the end or middle of sentences **after** the verb. Object pronouns are used in place of the person or thing that is receiving the action in a sentence (Jesus loves **Steve**; Jesus loves **him**. I am talking to **Anna**; I am talking to **her**).

Subject Pronoun	Possessive Adjective	Sentence
I	my	I brush my teeth.
you	your	You close your eyes.
he	his	He opens his mouth.
she	her	She brushes her hair.
it	its	It moves its ears. 
we	our	We raise our hands.
they	their	They wash their feet.

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2E. Grammar.

Use the sentences to show the difference between the subject use and the possessive adjective.

Adjectives describe nouns and pronouns. Possessive adjectives tell who owns the noun or pronoun.

Note: **Its** and **it's** can be confusing. Remind students that **it's** is a contraction for **it is**. **Its** is a possessive adjective for **it**.



Listen and repeat.

A: How is **your** brother?

B: **He** hurt **his** arm but the doctor helped **him**.

A: I'm so glad **he** is okay now.

B: How are **your** boys?

A: **They** had **runny** noses and infections in **their** ears. But the medicine helped **them**.

B: I'm happy **they** are feeling better!



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. **Learners are to watch and listen.**

2. Repeat: Say one line at a time and have learners repeat until they can be understood.

3. Solo: You begin the conversation and call on individual learners to respond. Then reverse the roles (a learner plays A, you play B).

4. Once learners can do both parts, **encourage free conversation** (Let learners ask questions using possessive pronouns and the parts of the body).

Fill in the pronouns and practice.



A: I really like your shoes. Where did you get 1 ?

B: My mother bought 2 for 3. My feet feel great now.
And my legs and knees don't get tired when I work.

A: Your mom is so kind. I hope I can see 4 soon.

B: You can! I'm going to have dinner with 5 and my
brother tonight. Can you join 6 ?

A: Yes! I really like your brother, too. I can't wait to see
7.

B: Good. Meet 8 at 6:00 this evening at my house.

A: That's a good time for 9. See you then.

B: Bye!

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3B. Conversation 2

Ask students to fill in the correct object pronoun for each blank space. Then practice the conversation.


Answers:

1. them
2. them
3. me
4. her
5. her
6. us
7. him
8. us
9. me

1. Model: Say both parts of the conversation several times.
Learners are to watch and listen.

2. Repeat: Say one line at a time and have learners repeat until they can be understood.

3. **Solo:** You begin the conversation and call on individual learners to respond.
4. Once learners can do both parts, **encourage free conversation.**

 Listen and repeat /sk/.

1. sc	2. sk	3. Challenge
scale	sky	
scan	skin	
scoop	skirt	
scold	desk	
scout	ask	

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4A. Pronunciation - Sound and Spelling.

Point out that the /sk/ sound is usually spelled SC or SK. SC is pronounced /sk/ when followed by A, O, or U. SC is pronounced /s/ when followed by E or I (science, scene).

1. Model: Say the sound several times while pointing to it.

Then say the sound and quickly read the entire list, pointing to each item as you read it. Learners should just watch and listen.


2. Repeat: Say the sound and each word several times, having learners 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. - — -
arm	Jesus	communion
nose	noses	continue
knees	heaven	disciples
ear	people	discover

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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 learners 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. Learners listen.
- 2. Repeat:** Learners repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire group of words.



Jesus Goes Back to Heaven [Acts 1:4-14](#)

Forty days after Jesus rose from the dead, he met with his disciples for the last time. They were near Jerusalem.

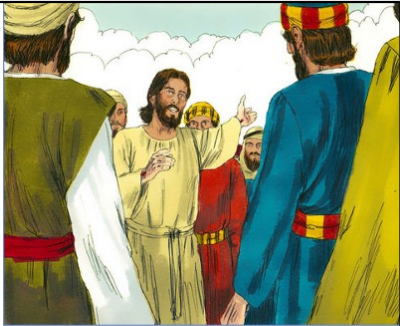


5A. Read Story:

Learners 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 learners 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 them as a group.

Jesus told them, "Do not leave Jerusalem. But wait there for what God has promised.




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5B. Read Story:

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

🔊

You will receive the Holy Spirit in a few days. You will receive power when the Holy Spirit comes. Then you will tell people about me. You will do this in Jerusalem. Then you will tell people all over the earth.”




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5C. Read Story:

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

After he said this, Jesus went up into heaven. The disciples watched him go. Then, a cloud hid him from their sight. The disciples stood looking up into the sky.

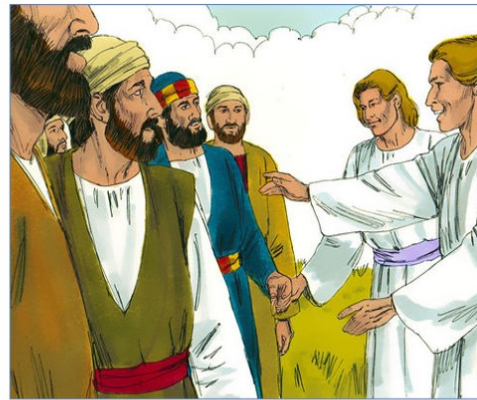


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5D. Read Story:

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

Suddenly, two angels dressed in white stood by them. They said, "Why do you stand here looking up into the sky? Jesus has gone to heaven. But one day he will come back. He will return in the same way that you saw him go."



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5E. Read Story:

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



The disciples went back to the city. They went to a house and stayed there. Some women, Mary the mother of Jesus, and his brothers were there with them. They waited and prayed.



They prepared themselves for the Holy Spirit.

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5F. Read Story:

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



Answer the questions.

1. What are Jesus' disciples to do when they receive power from the Holy Spirit?
2. What did the angels promise?
3. Why do you think Jesus went back to heaven?
4. How do you prepare yourself for the return of Jesus?



5G. 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. Tell people about Jesus in Jerusalem and all over the earth.
 2. Jesus will come again in the same manner they saw him go.
- For questions 3 and 4, answers will vary.

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

Listen and fill in the blanks.

sky	skirt	ask	skin	scan
scoop	Scout	ski	desk	scold



The Girl 1 looked at the clear 2 and felt the cool air on her 3. She thought that it was a beautiful day to 4. "I should 5 Mom," she said. However, Mom did not agree. She had plans to buy a plant to put on her 6 and then to visit the doctor for a knee 7. The Girl Scout sadly got dressed in her 8 and went with her mom.

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6A. Activities - Dictation of sound/spelling words /sc/ and /sk/

Read the short story 3 times as students listen and fill in the words. They can write the answers 1-8 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

Answers:

The Girl **Scout** looked at the clear **sky** and felt the cool air on her **skin**. She thought that it was a beautiful day to **ski**. "I should **ask** Mom," she said. However, Mom did not agree. She had plans to buy a plant to put on her **desk** and then to visit the doctor for a knee **scan**. The Girl Scout sadly got dressed in her **skirt** and went with her mom.



Write questions and ask your partner.

Questions	Answers
1. What color are your eyes?	My eyes are brown.
2. When do you brush ____	
3. Did you ever hurt ____	
4. What do you wear on ____	
5. What body parts ____ to pray	
6. What body parts ____ to dance	
7. What body parts ____ to work	
8. What do I wear on ____	

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6B. Activities – Pair work

First, ask learners to complete writing the questions with their own words. Be sure they put a question mark at the end.

Their questions will vary, but may include:

2. When do you brush your hair?
3. Did you ever hurt your eye?
4. What do you wear on your arms?
5. What body parts do you use to pray?
6. What body parts do you use to dance?
7. What body parts do you use to work?
8. What do I wear on my legs?

Then learners interview a partner using these questions and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.

🔊 **Role-play at the doctor's office.**



Doctor

1. How are you?
2. Where does it hurt?
3. When did the problem start?
4. Do you exercise?
5. Do you take medicine?
6. Do you eat healthy food?
7. How many hours do you sleep at night?

Patient

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

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6C. Activities – Pair work

One learner acts as a doctor asking questions, and the other is a sick patient answering. The doctor writes down the patient's answers. Then reverse roles.

Model by giving an example:

1. "I'm not doing well."
2. "My leg hurts."
3. "On Monday."
4. "Yes, I often exercise."
5. "No, I don't take medicine."
6. "I sometimes eat healthy food."
7. "I sleep 7 hours a night."



Song - Listen and repeat.

Head and shoulders knees and toes
Knees and toes
Head and shoulders knees and toes
Knees and toes
And eyes and ears and mouth and nose
Head and shoulders knees and toes
Knees and toes!



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7A. Songs and Games.

Learners will learn the new song for the lesson with the accompanying actions.

1. Model: Read the song lyrics out loud to the class. Point to your own body parts as you say each word. Ask if there are any questions. Write words that learners ask about on the board and give simple definitions. Then sing it two or three times, while they just listen. Point to your body parts as you sing the song.

2. Repeat: Sing the selection again, a line or sentence at a time, as learners repeat after you. Then play the recording and sing the song together as a class in unison.

3. Solo: The learner sings solo (or if shy, can just read the words aloud) with the accompanying actions.



1 & 2 Homework

1. Read the next lesson's Bible passage: [Acts 2:1-21](#) in your language.
2. Write 6 sentences using possessive adjectives, object pronouns, and body parts.
 - A. Her eyes are brown and her arms are strong.
 - B.
 - 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.













Learners should 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 learner understands what to do.

Repeat. Encourage learners to find someone with whom to practice conversing and reading the completed homework assignment. They may use a bilingual dictionary.

Solo. Learners will share their homework when they are finished. After they have shared their homework, be sure to check 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 nose					
noses					
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 parts of the body in singular and plural forms. Number one is an example.

1. a nose, noses
2. a knee, knees
3. a head, heads
4. a foot, feet
5. a mouth, mouths
6. an arm, arms
7. an eye, eyes
8. a back, backs
9. a toe, toes
10. to wait, I wait for the bus.
11. an ear, ears
12. a leg, legs

4. Mark the /sk/ sounds. Then write and say the sentences.



A. She has a <u>scar</u> on her knee.	
B. His English skills are very good.	
C. We wait for the scouts to come.	
D. Jesus will return from the sky.	
E. They wore long skirts.	
F. Don't put your feet on the desk.	

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

This homework practices writing, spelling, and pronouncing the /sc/ and /sk/ sounds.

Answers:

- A. She has a **scar** on her knee.
- B. His English **skills** are very good.
- C. We wait for the **scouts** to come.
- D. Jesus will return from the **sky**.
- E. They wore long **skirts**.
- F. Don't put your feet on the **desk**.

5. Homework – Put the sentences in order

- _ Jesus told the disciples to wait in Jerusalem.
- _ A cloud hid him from the sight of the disciples.
- _ They said, "He will return in the same way."
- _ Jesus went up into heaven.
- 1 Jesus met his disciples near Jerusalem.
- _ Two angels dressed in white stood by them.
- _ Jesus said, "Then you will tell people about me."

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8D. Homework 5 – Bible Story Review.

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

Answers:

2. Jesus told the disciples to wait in Jerusalem.
5. A cloud hid him from the sight of the disciples.
7. They said, "He will return in the same way."
4. Jesus went up into heaven.
1. Jesus met his disciples near Jerusalem.
6. Two angels dressed in white stood by them.
3. Jesus said, "Then you will tell people about me."

6. Homework – Choose 1 Verse to Memorize

A “But the Holy Spirit will come on you and give you power. You will be my witnesses. You will tell people everywhere about me—in Jerusalem, in the rest of Judea, in Samaria and every part of the world.”

[Acts 1:8 ERV](#)

B Then Jesus said again, “Peace be with you. It is the Father who sent me, and I am sending you in the same way.” Then he breathed on them and said, “Receive the Holy Spirit.”

[John 20:21-22 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

“And teach them to obey everything I have told you to do. And know this: I am always with you. I will be with you until the end of time.”

[Matthew 28:20 ERV](#)

8F. Homework 6 – Memorize a Verse.

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



7. Homework – Fill in the blanks.

his

her

us

him

they

their

me

them

our

my

- A. Joe is late. We have to wait for _____.
- B. He hurt _____ back and knee when he fell yesterday.
- C. They move _____ arms and legs when they dance.
- D. I can't wear these shoes. _____ are too big for _____ feet.
- E. We pray on _____ knees.
- F. God is our father. He loves _____.

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8G. Homework 7 – Fill in the Blanks.


Use the words provided to fill in the blanks.

Answers:

- A. him
- B. his
- C. their
- D. they; my
- E. our
- F. us

 **8. Homework**

Exercise Class



A. Where and when is the class?
B. What can you make stronger?
C. List some body parts that have pain.
D. Would you go to this class? Why?

Do you have a sore back, knees, or feet? Do you want to make your arms and legs stronger? Do you like praise music that is sweet for your ears to hear and for your mouth to sing? Then join our exercise class! You can relax and feel better. We meet Wednesdays at 8:00 PM at the church. All are welcome!

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8H. Homework 8 – Everyday Reading and Writing.

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

- Answers:
- A. Wednesdays at 8:00 PM at the church.
 - B. Your arms and legs.
 - C. Back, knees, and feet.
 - Answers will vary for D.



9. Homework – Write your answers

Choose one question and write your answer as a paragraph of 8 sentences.

- A. What do you wait for?
- B. What do you think about heaven?
- C. What parts of your body hurt sometimes?

8I. Homework 9 – Write your answers.

Model. Write a paragraph about one question. "I wait for the bus every day. I wait at the bus stop near my house. I wait when it rains or the sky is blue. Sometimes my feet hurt if I stand at the bus stop a long time. I am happy when the bus comes. I get on the bus and I go to work. I don't like to wait for the bus but I don't want to buy a car. Sometimes I meet nice people at the bus stop and we talk."

Answers will vary.



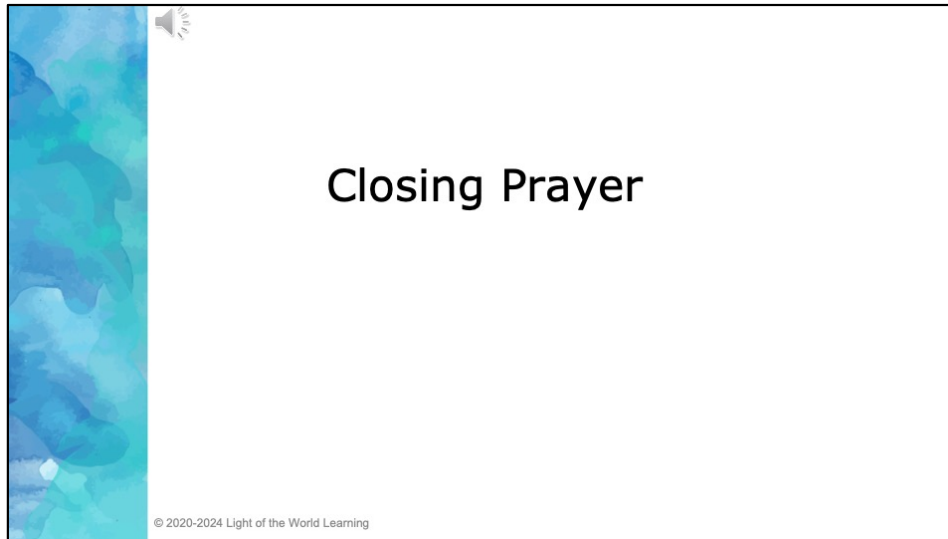
10. Homework – Now I Can...

- I know the parts of the body.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use subject pronouns and object pronouns.
- I understand that Jesus has gone to heaven and will come back.

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



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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
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- Website: LightOfTheWorldLearning.org

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