

Teacher's Notes:

Bible Reading: Jesus Raises the Dead (Lazarus) – [John 11:1-45](#)

Theme: Clothing and Colors

Pronunciation: /sh/ and voiced /th/

Grammar:

- Color + noun
- There is/ There are
- To be wearing

Preparation:

- Pray
- Read [John 11:1-45](#)
- Preview slides and song
- Optional: Bring shirts, pants, shorts, or other clothing items. There is a video for the Bible reading at <https://live.bible.is/bible/ENGESV/JHN/11>



Pray, Review, and Preview

Bible Reading: Jesus Raises the Dead – [John 11:1-45](#)

Theme: Clothing and Colors

Pronunciation: /sh/ and voiced /th/

Grammar:

- Color + noun
- There is/There are
- To be wearing

Pray

Pray for the class. You may want to thank the Lord for colors, clothing, and 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 read [John 11:1-45](#) in their native languages in preparation for the lesson.

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



What do you see?



© 2020-2024 Light of the World Learning

3

1A. Discuss Theme Picture

- Ask “What do you see in this picture?” and “What else?”
- Repeat and write their words.

Answers may include: clothes, clothing, hats, shirts, dresses, skirt, purse, backpack, tank top, t-shirt, shirts, shorts, colors, etc.

More advanced students can be encouraged to make complete sentences:

There are two hats. There is a blue and yellow shirt.



1B. Show Theme Picture Words

Briefly say the words shown. Vocabulary lesson begins on the next slide.



Listen and repeat.

1 	2 	3 	4 
a t-shirt	a dress	a skirt	a shoe
t-shirts	dresses	skirts	shoes

© 2020-2024 Light of the World Learning

5

2A. Vocabulary

1. **Say the new words in a simple sentence:** "This is a t-shirt" 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 t-shirt, a t-shirt, a t-shirt.* 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 t-shirt."

4. **Check students' comprehension by asking direct questions.** For example, *What is this? Where's the shoe? Is this a dress?*



Listen and repeat.

5	6	7	8
			
shorts	pants	a jacket	a black shirt
shorts	pants	jackets	black shirts

© 2020-2024 Light of the World Learning

6

2B. Vocabulary

Note: It is also correct to say “a pair of shorts” or “a pair of pants.” Usually a pair is two of the same things: a pair of shoes, a pair of socks. But in English some single objects with two parts are also called a pair: a pair of pants, shorts, glasses, scissors, pliers, etc.

Note: The color adjective comes before the noun and does not change for plural nouns.

Correct: black shirts

NOT: shirts blacks



Listen and repeat.

9	10	11	12
			
a white shirt	a red shirt	a yellow shirt	a blue shirt
white shirts	red shirts	yellow shirts	blue shirts

© 2020-2024 Light of the World Learning

7

2C. Vocabulary

Note: Only 5 colors are covered in this lesson. Students may ask about other colors such as **green, brown, orange, purple, and pink.**

There is no need to teach every color at this time. But you can tell your students a few other colors, if they want to know.



Listen and repeat.

	Question ?	Affirmative +	Negative -
1 Singular	Is there...?	There is There's	There is not There isn't
2+ Plural	Are there...?	There are	There are not There aren't

1. Is there a red t-shirt in the laundry? Yes, there is.
2. Are there black pants in the closet? No, there aren't.

2D. Grammar

There is and **there are** describe the location or existence of something.

There is indicates singular nouns (a shirt) or non-count nouns (water).

There are indicates plural nouns.

Some and **any** are also used with there is/are.

Any is used with questions and negatives. Are there any shirts? No, there aren't any.

Some is used with affirmative forms. There are some shirts in the closet.

Spoken English usually uses the contraction forms. Written English usually uses the full forms.

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

 Describe the closet with **There is/There are**.



© 2020-2024 Light of the World Learning

9

2E. Grammar and Vocabulary Practice

1. Describe the closet with simple sentences: There are 3 jackets.
There are some shoes. There are 8 shirts.
2. Ask the students to describe the picture to you.
3. Ask the students questions:

Are there any jackets? Yes, there are 3 jackets.

Are there any t-shirts? No, there aren't.

Is there a white shirt? Yes, there is.

Are there any blue shoes? Yes, there are.

Other words students may ask about are **hangers, shelves, drawers, boxes, boots**.



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**.



© 2020-2024 Light of the World Learning

10

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** (students substitute their own words for the blue words and answer truthfully, according to their clothing), using the 7 pictures to describe each outfit.



Listen and repeat.



A: I like your **white shoes**.

B: Thanks! **They are** my favorite **shoes**.

A: What are you wearing **to the party tonight**?

B. My **new shirt**. But I can't find it! Are there any clothes on the clothesline?

A: Yes, there are. I just washed them.

B: Oh, good! Thanks for your help.

© 2020-2024 Light of the World Learning

11

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. /sh/	2. /th/ voiced	3. Challenge
shoes	that	
shirt	there	
t-shirt	these	
she	those	
shorts	the	

- A. She shops for shirts.
- B. Then they were there.

© 2020-2024 Light of the World Learning

12

4A. Pronunciation – Sound and Spelling

Point out that the letters SH usually spell the /sh/ sound, and the letters TH usually spell the /th/ voiced or unvoiced sound (as in thy or thigh).

1. Model: Say the sound several times while pointing to it. (For example, point to the **sh** and say /sh/ /sh/ /sh/.) Then say the sound and quickly read the entire list, pointing to each item as you read it (/sh/, shoes, shirt, t-shirt, she, shorts). 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. — --
there	yellow	Lazarus
red	t-shirt	followers
black	wearing	family
cried	jacket	anyone

© 2020-2024 Light of the World Learning

13

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 Raised the Dead

[John 11:1-45](#)

Jesus had three friends named Mary, Martha, and Lazarus. One day, Lazarus got sick. Later, he died.



© 2020-2024 Light of the World Learning

14

5A. Read Story:

Be sure students have already read this story in their native language, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. The blue hyperlink of the Bible verse connects to a video of the scripture which can be viewed in many languages.

- A. Read the story out loud to the class.
- B. Write 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.



Jesus heard that Lazarus was sick. But he told his disciples, "Our friend is asleep. I will go and wake him." Jesus meant that Lazarus had died.

Jesus waited two more days. Then he and his disciples went to see his friends. Lazarus was dead.



5B. Read Story:

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



Martha said to Jesus,
“Lord, my brother would
not have died if you
were here.”

But Jesus said to her,
“Your brother will live
again.”



5C. Read Story:

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



Jesus said, "I am the one who raises people from death and gives them life again. Anyone who believes in me will live. They will never die. Do you believe this, Martha?"



She said, "Yes, Lord. I believe you are the Christ, the Son of God. I believe God sent you into the world."

5D. Read Story:

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




Then Mary went to Jesus. She also said, "Lord, my brother would not have died if you were here." She was crying. The people with her were crying.

Jesus was sad and he cried.



5E. Read Story:

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



Jesus went to the grave of Lazarus. Jesus looked to heaven and prayed, "Thank you, Father. You always hear me. Now, my followers will believe that you sent me."



5F. Read Story:

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



Jesus said in a loud voice, "Lazarus, come out!"

Then Lazarus came out of the tomb. All those people saw what Jesus did. Because of this, many of them believed in him.



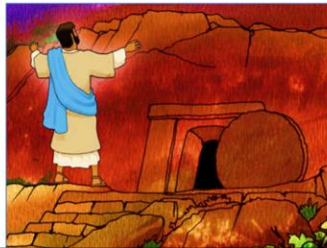
5G. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. **When finished with the story, ask if the learners have any questions or comments about it.**

Next slide has story questions.

Answer the questions

1. Who were Mary, Martha, and Lazarus?
2. What did Jesus tell Martha about himself?
3. What happened at the tomb of Lazarus?
4. Why did Jesus raise Lazarus from the dead?
5. What will happen to you, if you believe in Jesus?



© 2020-2024 Light of the World Learning

21

5H. 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. Friends of Jesus. A brother and two sisters.
2. Jesus said, "I am the one who raises people from death and gives them life again. Anyone who believes in me will live. They will never die. Do you believe this, Martha?"
3. Jesus prayed and said "Lazarus, come out." Lazarus came out of the grave.

For questions 4 and 5, answers will vary.

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



Listen and write one word per line.

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

the	they
there	sheep
then	this
shirt	these
shorts	those
choose	she
she's	shoes
shop	sure
ten	shirts

6A. Activities – Dictation of sound/spelling words

Read the words with a sample sentence and have students write just one word for each line. Check spelling.

For more advanced students, you can hide the sample word bank.

1. She, she (She is Mary.), she
2. Shirt, shirt (His shirt is blue.), shirt
3. Then, then (Then Lazarus came out of the tomb.), then
4. Shoes, shoes (I have two shoes.), shoes
5. The, the (The dress is red.), the
6. There, there (There are two sisters.), there
7. They, they (They waited for Jesus.), they



Write questions and ask your partner.

Questions	Answers
1. Is there a jacket in your room?	Yes, there is.
2. Is there _____	
3. Are there _____	
4. Are there any _____	
5. What is your favorite _____	
6. What color is _____	
7. What _____ wearing	

© 2020-2024 Light of the World Learning

23

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. Is there a shirt on the table?
3. Are there shoes on your feet?
4. Are there any books in your backpack?
5. What is your favorite song/color/food/Bible story?
6. What color is a banana/your shirt?
7. What is the teacher wearing?

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.

Describe the pictures with There is/There are.

A. Laundromat



© 2020-2024 Light of the World Learning

B. Tailor Shop



24

6C. Activities – Pair work

Ask the students to describe a picture to their partner with at least 3 sentences. The partner must write the sentences.

Then switch, and have partner B describe the picture while partner A writes the sentences.

Model by giving an example, "There are 5 people in the laundromat."

If needed, help by asking questions: "What colors do you see? What clothes do you see? What else do you see? Is there a woman wearing a yellow dress?"



His Time Song

There is one brother dying.
There are two sisters crying.
And Jesus is waiting for his
time.

Then the Lord looks up praying
Lazarus walks out obeying.
And Jesus has raised him in his
time!

There are many mourners
sighing.
There's the Lord Jesus crying.
And Jesus is waiting for his
time.

Our Lord Jesus is life-giving
He is loving and forgiving
Believe in him, he is eternal life.

© 2020-2024 Light of the World Learning

25

7. Song

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. Write words that students ask about on the board 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: The student sings solo (or if shy, can just read the words aloud).



1 & 2 Homework

1. Read the next lesson's Bible verses: [Mark 8:31-38; 9:30-32; 10:32-34](#) in your language.
2. Write 6 sentences about things you can see in your room. You may use [there is](#), [there are](#), [colors](#), [clothing](#) and more.
 - A. There are two white chairs.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.

© 2020-2024 Light of the World Learning

26

Homework 1 and 2 – Reading the next Bible Lesson in L1 and writing about self with new vocabulary

Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. The hyperlink of the Bible verses connects to BibleGateway where they may select many different languages. They may also use Bible.is, 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 names and colors of the clothes.

1		2		3		4		5		6	
a red dress											
red dresses											
7		8		9		10		11		12	

© 2020-2024 Light of the World Learning

27

Homework 3 – Write the vocabulary words with the pictures

This homework practices writing the names of the clothing in singular and plural forms with colors. Number one is an example.

Answers:

2. a blue t-shirt; blue t-shirts
3. a white jacket; white jackets
4. a yellow skirt; yellow skirts
5. a black shirt; black shirt
6. a black shoe; black shoes
7. a yellow shirt; yellow shirts
8. blue pants; blue pants
9. a red shirt; red shirts
10. a blue shirt; blue shirts
11. yellow shorts; yellow shorts
12. a white shirt; white shirts



4. Write and say the sentences

A. There are shirts in this shop.	
B. The mother brushes her hair.	
C. The father shops for shorts.	
D. The brother washes clothing.	
E. They shop for shoes.	
F. These shepherds shake hands.	



© 2020-2024 Light of the World Learning

28

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

This homework practices writing, spelling, and pronouncing the /sh/ and /th/ voiced sounds.

Answers:

- A. There are shirts in this shop.
- B. The mother brushes her hair.
- C. The father shops for shorts.
- D. The brother washes clothing.
- E. They shop for shoes.
- F. These shepherds shake hands.

5. Homework

Put the sentences in order from 1-7 from the story of Jesus and Lazarus.

- Jesus said "Lazarus, come out."
- Lazarus walked out of the tomb.
- Jesus said, "Anyone who believes in me will live."
- Jesus prayed.
- 1 Lazarus was sick.
- Lazarus died.
- Jesus cried.



© 2020-2024 Light of the World Learning

29

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:

- 6. Jesus said "Lazarus, come out."
- 7. Lazarus walked out of the tomb.
- 3. Jesus said, "Anyone who believes in me will live."
- 5. Jesus prayed.
- 1. Lazarus was sick.
- 2. Lazarus died.
- 4. Jesus cried.



6. Homework – Choose 1 Verse to Memorize

A

Jesus said to her, “I am the resurrection. I am life. Everyone who believes in me will have life, even if they die.”

John 11:25 ERV

B

Jesus said to his followers, “So I tell you, don’t worry about the things you need to live—what you will eat or what you will wear. Life is more important than food, and the body is more important than what you put on it.

Luke 12:22-23 ERV

© 2020-2024 Light of the World Learning

30

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

“Think about how the wildflowers grow. They don’t work or make clothes for themselves. But I tell you that even Solomon, the great and rich king, was not dressed as beautifully as one of these flowers.”

Luke 12:27 ERV



© 2020-2024 Light of the World Learning

31

Homework 6 – Memorize a Verse

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



7. Homework

Are there

There is

There are

Is there



- A. ____ such a big harvest of people to bring in.
- B. But ____ only a few workers to help harvest them.
- C. ____ a stone at the tomb?
- D. ____ twelve hours of light in the day?
- E. ____ no light at night.
- F. ____ many rooms in my Father's house.

© 2020-2024 Light of the World Learning

32

Homework 7 – Fill in the Blanks

Use the words provided to fill in the blanks of the Bible verses. For example, write "**There is** one teacher in this class. **Are there** ten students? No, **there aren't**. **There are** twelve students."

Answers:

- A. There is
- B. there are
- C. Is there
- D. Are there (or aren't there)
- E. There is
- F. There are



8. Homework

- A. What is the product?
- B. What does it do?
- C. How much is it?
- D. Who washes your clothes and where?

© 2020-2024 Light of the World Learning

Super Suds cleans white clothes fast!

Save money with this great product!

The best laundry detergent!
Now on sale for only \$3.99. Look good, smell fresh, and save time with Super Suds!

Fresh POWER 100%
Super Suds
ALTERNAT

Homework 8 – Everyday Reading and Writing.

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

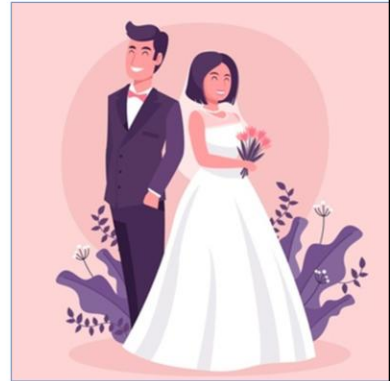
Answers:

- A. Super Suds laundry detergent.
- B. Cleans white clothes.
- C. \$3.99
- D. Answers will vary.

9. Homework- Write your answers

What clothes do people wear in your country...?

- A. At weddings?
- B. At funerals?
- C. On holidays?
- D. In the summer?
- E. In the winter?
- F. At school?



© 2020-2024 Light of the World Learning

34

Homework 9 – Writing about theme or Bible Story

Model. Write something about clothing in **your** culture and share it with the students. For example, "In the USA, brides wear long, white dresses for their wedding day."



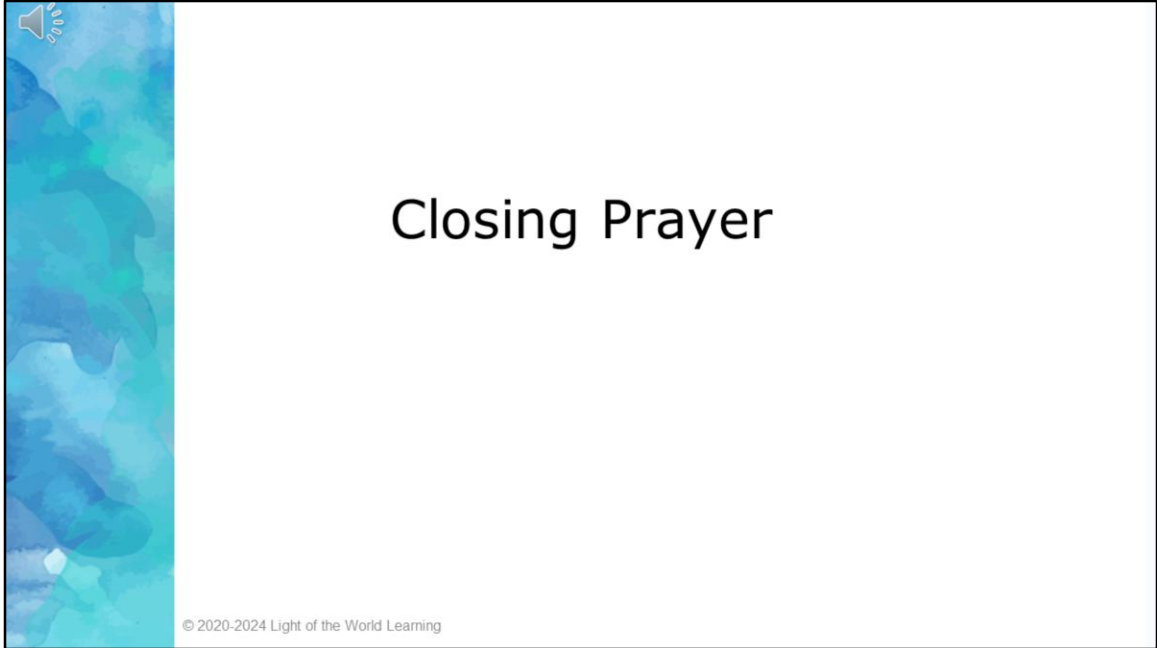
10. Homework - Now I Can...

- I can describe clothing and colors.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use **there is** and **there are**.
- I can talk about what people are wearing.
- I can understand that Jesus raised Lazarus from death.

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



© 2020-2024 Light of the World Learning

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
Rachael Braggs
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
Dorothy Konadu
Martha Lane
Bruce Lewis
Elena Lewis
Ward Lewis

Johnny Lukashevich
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

Images on slides 14-21 by
John Paul Stanley /
YoPlace.com /
FreeBibleImages.org