

Teacher's Notes:

Bible Reading: [Matthew 28:1-8](#), [John 20:1-29](#)

Theme: Common activities

Pronunciation: /bl-/ and /-ing/

Grammar: Present Continuous

Preparation:

Read [Matthew 28:1-8](#), [John 20:1-29](#).

Preview slides.

Optional: Share charts and pictures with daily activities like washing dishes, praying, shopping, etc.



Pray, Review, and Preview

Bible Reading: The Resurrection of Jesus (1)

Theme: Common activities

Pronunciation: /bl-/ and /-ing/

Grammar:

Present continuous - She is walking.

Pray.

Pray for the class. You may want to thank the Lord for the beautiful day that he has created and for his gift of eternal life to those who believe in Jesus.

Check homework and review.

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure that they have read [Matthew 28:1-8](#) and [John 20:1-29](#) 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?



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1A. Discuss theme picture.

Ask, "What do you see in this picture? What else?"

Repeat and write students' responses. Answers may include shopping, washing, walking, feeding a baby, celebrating a birthday, baking, ironing, etc.

Encourage students to make complete sentences if possible. The father and daughter are feeding the baby.



1B. Show the theme picture.

Briefly show the words for the theme picture. Note that Washing and Cleaning are synonyms.



Listen and repeat.

1 	2 	3 	4 
to feed	to shop	to go	to come
She is feeding the baby.	She is shopping.	He is going to work.	He is coming home.

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2A. Vocabulary

1. Say the new words in a simple sentence several times. (For example: She is feeding the baby.) while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, good rhythm and intonation.

2. Say the word and preposition that goes with it several times as you indicate the object. For example, say: to feed: She is feeding the baby. Have your students then repeat after you several times.

3. Check students' comprehension by asking questions. For example: What is she doing? What are they doing?



Listen and repeat.

5 	6 	7 	8 
to use	to give	to take	to get dressed
He is using a computer.	He is giving her flowers.	She is taking the flowers.	He is getting dressed.

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2B. Vocabulary

1. Say the new words in a simple sentence several times. (For example: He is using a computer.) while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, good rhythm and intonation.
2. Say the word and preposition that goes with it several times as you indicate the object. For example, say: to use, to use, to use. Have your students then repeat after you several times.
3. Check students' comprehension by asking questions. For example: What is she doing? What are they doing?



Listen and repeat.

9 	10 	11 	12 
to blow	to celebrate	to visit	to wash
The wind is blowing.	We are celebrating Easter.	I am visiting my friends.	She is washing her hands.

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2C. Vocabulary

1. Say the new words in a simple sentence several times. (For example: The wind is blowing.) while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, good rhythm and intonation.
2. Say the word and preposition that goes with it several times as you indicate the object. For example, say: to blow, to blow, to blow. Have your students then repeat after you.
3. Check students' comprehension by asking questions. For example: What is she doing? What are they doing?



Listen and repeat.

Subject	to be	verb +ing
I	am	washing my hair.
He/She/It	is	feeding the baby.
They/We/You	are	visiting friends.
John	is	taking a shower.
Ruth and David	are	celebrating Christmas.

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2D. Grammar and Pronunciation

The present continuous can be used for things happening right now or things planned in the near future.

1. Model: Say each sentence. (For example, I am washing my hair.)
2. Repeat: Ask students to repeat each form after you in unison.
3. Solo: Call on individuals to repeat the sentences.



Listen and repeat.



A: Hi! It's **John**. Can you talk now?

B: I'm sorry, I'm **feeding the baby** right now. Can I call you in 10 minutes?

A: No, sorry. I'm **going to the city**. We **are visiting my grandmother**. Can we talk tomorrow?

B: Tomorrow we **are celebrating my son's birthday** and **we're taking him to the zoo**.

A: Ok, let's talk on **Saturday**.

B: Perfect! I'm looking forward to it.



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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.
3. Solo: You begin the conversation (A) and call on individual students to respond (B). Then reverse the roles (Students are A; you are B).
4. Once students can do both parts, encourage conversation, (For example, students may substitute other words for the blue words.)



Listen and repeat.

1. /bl/	2. /ing/	3. Challenge
black	washing	
blow	going	
blind	shopping	
bless	using	
blue	visiting	

- A. A black bag is on the blue table.
B. She is using my car and going shopping.

4A. Pronunciation

1. Model: Say the sound several times while pointing to it. (For example, point to the /bl/ and say /bl/bl/bl/ and point to /-ing/ and say /ing/ing/ing/.) Then say the sound and quickly read the entire list. Students 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 or 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. <small>—</small>	B. <small>— —</small>	C. <small>— --</small>
use	feeding	studying
shop	shopping	visiting
wash	going	celebrate
blow	getting	English class

4B. Pronunciation

Begin by humming the stress for each 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.

The Resurrection of Jesus— Part 1

[Matthew 28:1-8](#), [John 20:1-29](#)

It was early on Sunday morning. This was the third day after Jesus died. The earth shook and an angel came down from heaven. The angel pushed the large stone away from the door of the grave.



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5A. Bible Reading

Students have already read this story in their native language as part of their homework so they will be familiar with it. The pictures will help them to understand the content.

- A. Read the story 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 for questions or comments about the story.
- E. Discuss the story with the group.



Mary Magdalene went to the grave where Jesus was buried. Another woman named Mary went with her.

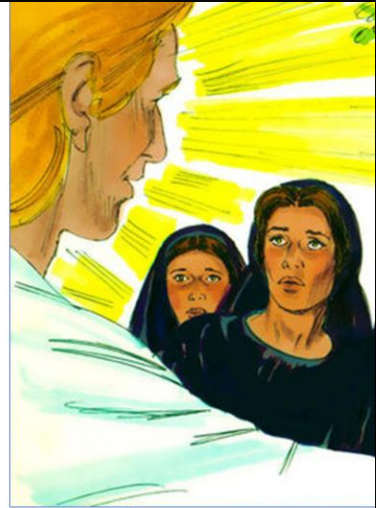


5B. Reading

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



The angel said to the women, "Do not be afraid. You are looking for Jesus. He is not here! He has risen from the dead." The angel told the women to go and tell the disciples.



5C. Reading

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



Later, Peter and John went to the grave. Jesus was not there. This was just as the women had told them. Jesus had risen from the dead.



5D. Reading

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



That evening, the disciples were meeting together. Jesus came into the locked room. He said, "Peace be with you." He showed them his hands and his side.



5E. Reading

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



The disciples saw where the nails had gone through his body. This showed that Jesus had risen from the dead. The disciples were very happy. They knew this was Jesus, their Lord.



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5F. Reading

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

But Thomas, one of the disciples, was not there. The disciples told Thomas they had seen Jesus. But he did not believe them. One week later, the disciples were meeting again. Jesus came into the room with them.



Thomas was there. Jesus said to Thomas, "Look at my hands and my side. Put your finger here and touch my hands and my side." Now Thomas knew that Jesus was really alive! All his doubt was gone. Thomas said, "You are my Lord and my God!"

5G. Reading

- 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. 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 announced that Jesus had risen from the dead?
2. How did the disciples know that Jesus was not a ghost?
3. Why did Thomas need to see the living Jesus to believe?
4. Do you believe Jesus rose from the dead? Why or why not?



5H. 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. The angel announced that Jesus had risen from the dead.
2. The disciples saw where the nails had gone through His body. This showed that Jesus had risen from the dead.
3. and 4. Answers may vary.



Listen and fill in the blanks.

black

washing

going

blow

baking

bless

shopping

using

blue

visiting

Hi Joe, it's Ben! I am ___1___ my friend on Saturday morning, so I am ___2___ my neighbor's car and ___3___ shopping for a ___4___ dress to give her. Also, I'm ___5___ a birthday cake with ___6___ candles for her to ___7___ out. Then at 5:00 I am coming to see you. God ___8___ you! See you tomorrow!

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6A. Activities - Dictation of sound/spelling words /bl/ and /ing/

Read the voice message 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.

Hi Joe, it's Ben! I am visiting my friend on Saturday morning, so I am using my neighbor's car and going shopping for a black dress to give her. Also, I'm baking a birthday cake with blue candles for her to blow out. Then at 5:00 I am coming to see you. God bless you! See you tomorrow!



Write questions and ask your partner.

Questions	Answers
1. Are you playing now?	No, I am studying.
2. When are you _____	
3. What are you _____	
4. Is he _____	
5. Are they _____	
6. Why is _____	
7. _____ tomorrow	

6B. Activities - Pair work

First, ask student 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. When are you coming to visit?
3. What are you doing on Sunday?
4. Is he using your computer?
5. Are they going to work tomorrow?
6. Why is the teacher smiling?
7. Who is coming to your house tomorrow?

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 are they doing?



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6C. Grammar and Vocabulary Practice - Pair work

Students work in pairs to ask and answer questions about the pictures using the present continuous. Give the example for number 1 "What is he doing? He is painting."

Answers

1. What is he doing? He is painting.
2. He is taking a shower.
3. She is feeding the dog.
4. She is cooking.
5. She is singing.
6. They are walking the dog.
7. He is reading/studying.
8. They are cleaning.
9. They are shopping.
10. They are eating.
11. They are dancing.
12. The kids are playing.



Song

Celebrating, celebrating, celebrating on your birthday
What are we doing?
We're celebrating on your birthday!

Eating, eating, eating some cake

Blowing, blowing, blowing out candles

Praising, praising, praising the Lord

Dancing, dancing, dancing together



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7. Song

Students will learn the new song and may also request to sing favorite songs from previous lessons, if time permits. Substitute the blue words with the new words for each song verse

1. Model: Read the song lyrics out loud to the class. Ask if there are any questions. Write on the board words that students ask about and give simple definitions. Then sing it two or three times while the students listen.
2. Repeat: Sing the song 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).



Homework 1 & 2

1. Read the next lesson's Bible verses: [I Corinthians 15:1-21](#), [36-58](#).
2. Write about your plans for tomorrow using the present continuous.
 - A. I am eating lunch at my office tomorrow.
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.













Homework 1 & 2. Reading the next Bible Lesson in L1, and writing with new verb form

Students will always read the Bible lesson in their first language (L1) before reading it in English. 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 reading the completed homework assignment. They may use a bilingual dictionary.

Solo: Students will share their completed homework. After sharing, be sure to check it for accuracy. Explain mistakes, while providing praise and encouragement..

3. Write the sentences for each picture.					
1 	2 	3 	4 	5 	6 
to wash					
She is washing her hands.					
7 	8 	9 	10 	11 	12 

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Homework 3 – Write the vocabulary words with the pictures

This homework practices writing the vocabulary words in the present continuous form. Number one is an example.

Answers:

1. to wash; She is washing her hands.
2. to use; He is using a computer.
3. to come; He is coming home.
4. to celebrate; We are celebrating Easter.
5. to get dressed; He is getting dressed.
6. to go; He is going to work.
7. to take; She is taking the flowers.
8. to shop; She is shopping.
9. to visit; I am visiting my friends.
10. to give; He is giving her flowers.
11. to blow; The wind is blowing.
12. to feed; She is feeding the baby.



4. Mark the /bl/ and /ing/ sounds. Then write and say the sentences.

A. A <u>b</u> lack bag is on the blue table.	
B. She is sing <u>ing</u> a song for a king.	
C. He is blowing out the candles.	
D. Jesus blesses us.	
E. He is the King of kings.	
F. Bring a blue book.	

Homework 4 - Write and read sentences with the new sounds.

This homework practices pronouncing and writing words with /bl-/ and /-ing/ sounds.

Answers:

- A. A black bag is on the blue table.
- B. She is singing a song for a king.
- C. He is blowing out the candles.
- D. Jesus blesses us.
- E. He is the King of kings.
- F. Bring a blue book.



5. Homework

Put the sentences in order from 1-6.

- _ Thomas said, "You are my Lord and my God!"
- _ Jesus showed his hands and side to Thomas.
- _ Later, Peter and John went to the grave.
- 1** It was early on Sunday morning.
- _ The earth shook and an angel came down from heaven.
- _ Mary Magdalene went to the grave.

Homework 5 - Bible story review

Students may look back at the story to complete the work. Number 1 is done.

Answers:

6. Thomas said, "You are my Lord and my God!"
5. Jesus showed his hands and side to Thomas.
4. Later, Peter and John went to the grave.
1. It was early on Sunday morning.
2. The earth shook and an angel came down from heaven.
3. Mary Magdalene went to the grave.

6. Homework – Choose one verse to memorize.

A. Jesus said to him, "You believe because you see me. Great blessings belong to the people who believe without seeing me!"

[John 20:29](#) ERV

B. Great blessings belong to those who suffer persecution for doing what is right. God's kingdom belongs to them.

[Matthew 5:10](#) ERV

Homework 6 - Memorize a verse.

Learners may choose A, B, or C to memorize. Please notice that the verses are 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 one verse to memorize.

C. Come through the gates to his temple giving thanks to him. Enter his courtyards with songs of praise. Honor him and bless his name.

[Psalm 100:4](#) ERV

Homework 6 – Memorize a verse.

Learners get to choose A , B or C to memorize. Please notice that the verses are 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.

7. Homework – Use verbs in present continuous forms to fill in the blanks

blow **visit** **come** **get** **shop** **go**

- A. He is blowing out the candles.
- B. Jesus _____ soon.
- C. The king _____ dressed in his new clothes.
- D. We are _____ to church on Sunday.
- E. I am _____ my friend.
- F. Martha _____ for shoes.

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Homework 7 – Grammar Review

Use the words provided in the present continuous form to fill in the blanks

Answers:

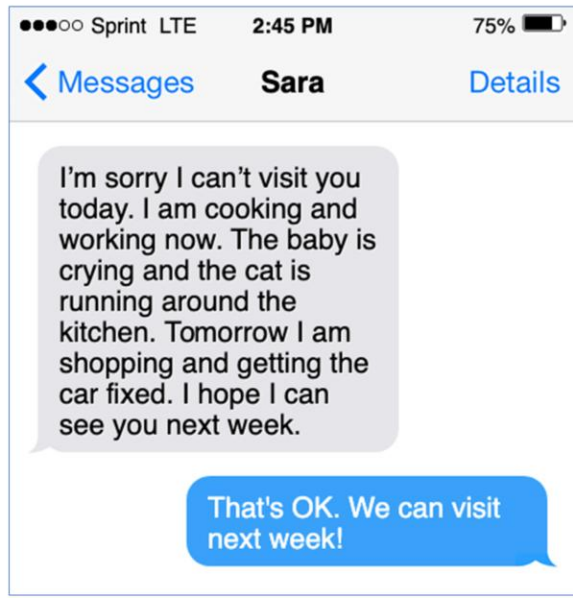
- A. He is blowing out the candles.
- B. Jesus is coming soon.
- C. The king is getting dressed in his new clothes.
- D. We are going to church on Sunday.
- E. I am visiting my friend.
- F. Martha is shopping for shoes.

8. Homework

- A. What is Sara doing today?
- B. What is she doing tomorrow?
- C. What is the baby doing?
- D. What are you doing today?



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Homework 8 - Everyday Reading and Writing.

Read the text message and answer the questions.

Answers:

- A. She is cooking and working.
- B. She shopping and getting the car fixed.
- C. The baby is crying.
- D. Answers will vary.

9. Describe the pictures using the present continuous with at least 8 sentences.



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Homework 9 – Describe a picture.

Students will write eight sentences describing the pictures.

Answers may vary.



10. Homework - Now I Can...

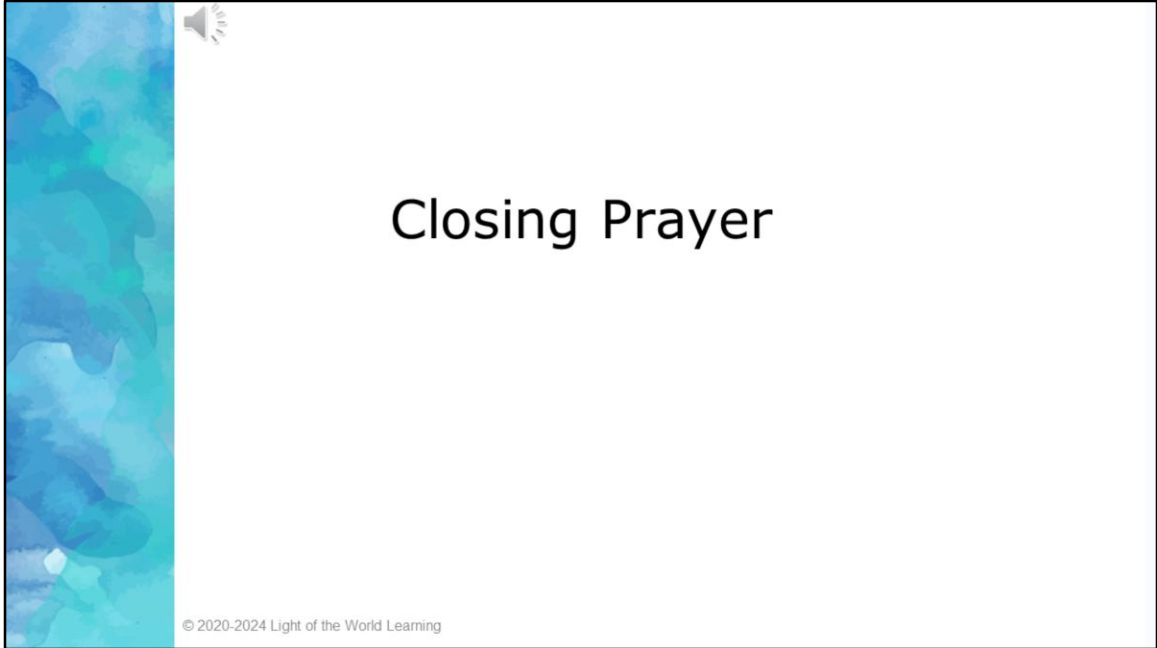
- I can talk about things happening now and in the near future.
- I can understand, say, read, and write the 12 vocabulary words.
- I can talk about common activities.
- I understand that Jesus rose from the dead.

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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
- Vocabulary List: bit.ly/VocabUS
- Website: LightOfTheWorldLearning.org

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