

Teacher's Notes:

Bible Reading: [I Corinthians 15:1-21, 36-58](#)

Theme: Worship

Pronunciation: /sm-/ and /sn-/

Grammar:

Present continuous negative and questions

Are they praying? No, they are not.

Preparation:

Pray

Read [I Corinthians 15:1-21, 36-58](#)

Preview slides

Optional: Bring some charts of people worshipping in different religious places, e.g., praying in a church, temple, etc.



Pray, Review, and Preview

Bible Reading: The Resurrection of Jesus (2) [I Cor 15:1-21, 36-58](#)

Theme: Worship

Pronunciation: /sm-/ and /sn-/

Grammar:

Present continuous negative and questions

Are they kneeling? No, they are not.

Pray

Pray for the class. You may want to thank the Lord for the beautiful lives that he has created 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 [I Corinthians 15:1-21, 36-58](#) 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?"
Repeat and write their words.

Answers may include: Praying, kneeling, worshipping, singing,
playing guitar, reading the Bible, taking communion, praising God.

More advanced students can be encouraged to make complete sentences:

People are praying and singing.







1B. Show Theme Picture Words

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.

<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
to worship	to confess	to cry	to dance
They are worshipping.	He is confessing.	He is crying.	We are dancing.

2A. Vocabulary

1. Say the new words in a simple sentence, such as “They are worshipping.” 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 worship, to worship, to worship*. 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, “They are worshipping.”

4. Check students’ comprehension by asking yes/no questions. For example, *Are they worshipping? Is he crying? Are we dancing?*



Listen and repeat.

5 	6 	7 	8 
to teach	to preach	to kneel	to donate
She is teaching.	He is preaching.	He is kneeling.	They are donating.

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2B. Vocabulary

Note: The word *kneel* has a silent K before the N. A few other words in English also have this spelling (know, knew, knock).

1. Say the new words in a simple sentence, such as “She is teaching.” 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 teach, to teach, to teach*. 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 is teaching.”

4. Check students’ comprehension by asking yes/no

questions. For example, *Is he preaching? Is she donating?*



Listen and repeat.

<p>9</p>	<p>10</p>	<p>11</p>	<p>12</p>
to praise	holy communion	to smell	to sneeze
She praises him.		He is smelling the flower.	He is sneezing.

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2C. Vocabulary

Note: *Praise* means to say good things about someone. We can praise God and teachers can praise their students.

Holy Communion has different names (the Lord's Supper, Eucharist, etc.) We use it in the singular form. "We take/have Holy Communion at church."

Tell students that when someone sneezes, it is polite to say to them "God bless you," and they can respond "Thank you."

1. Say the new words in a simple sentence, such as "She praises him." 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 praise, to praise, to praise*. 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 praises him."

4. Check students' comprehension by asking yes/no questions. For example, *Is he smelling? Is he sneezing?*



Listen and repeat.

Questions	Positive answers	Negative answers
Are they worshipping?	Yes, they are.	No, they aren't.
Is she praying?	Yes, she is.	No, she isn't.
Is he preaching?	Yes, he is.	No, he isn't.
Are we dancing?	Yes, we are.	No, we aren't.
Are you sneezing?	Yes, I am.	No, I am not.

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2D. Grammar

Ask the students to practice.

Model, repeat, and solo the pronunciation of all forms shown on the chart.



Listen and repeat.

A: Are you **worshipping** this week?

B: Yes, we're going to **church** to **sing and pray**.

A: Are you going to have **holy communion**?

B: No, we're not going to have **communion** this week.

A: Why not?

B: Because we have **communion once a month** at my **church**.

A: Oh, my **church** has **communion** every **Sunday**.

B: That's interesting. **Churches have different customs, but we all love Jesus!**

A: Yes, we do!

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3A. Conversation

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**, substituting their own words for the blue words.



Listen and repeat.

1. /sm-/	2. /sn-/	3. Challenge
smiling	sneezing	
smelling	sneaking	
smart	snack	
small	snail 	
smoking	snake	

- A. She smiles when she smells a snack.
B. A small boy is sneezing.

4A. Pronunciation - Sound and Spelling

Point out that the letters sm usually spell the /sm-/ sound, and the letters sn usually spell the /sn-/ sound. Some of the students may have difficulties and pronounce /i/ before /sm-/ and /sn-/, which is not correct.

1. Model: Say the sound several times while pointing to it. (For example, point to sm and say /sm/sm/sm/ and point to sn and say /sn/sn/sn/. **Then say the sound and quickly read the entire list, pointing to each item as you read it** (/sm/ smiling, smelling, smart, small, smoking). 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 they know to make a list 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. — —
cry	Holy	worshipping
dance	kneeling	donating
preach	smelling	family
praise	sneezing	government

4B. Hum and clap the stress.

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

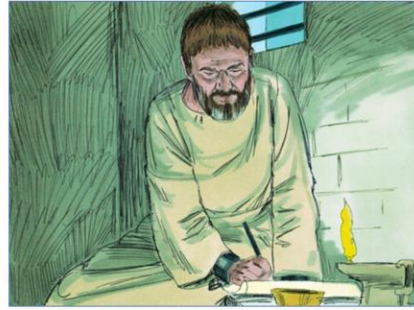
- 1. Model:** Hum and then say each word in the group several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire group of words.



The Resurrection of Jesus (2)

I Corinthians 15:1-21, 36-58

Paul wrote many letters to his friends in the new Christian churches. These letters are now part of the Bible. The letters tell the Good News about Jesus. The Good News is that Jesus died on the cross for all people and was raised to life by God's power.



5A. Read Story:

Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand.

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board 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 Christ died for our sins. He was buried. Then God raised Jesus back to life. His disciples saw him alive. More than 500 people also saw Jesus at one time. And Paul saw him, too. But some people did not believe that Jesus came back to life.



5B. Read Story:

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



It is important to believe that Jesus rose from the dead. Because Jesus lives today, we have real life. His death would mean nothing if he had not come back to life.



5C. Read Story:

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



We would still be dead in our sins. Jesus' death and resurrection mean that whoever believes this can be saved from sin. We can have eternal life through faith in Jesus.

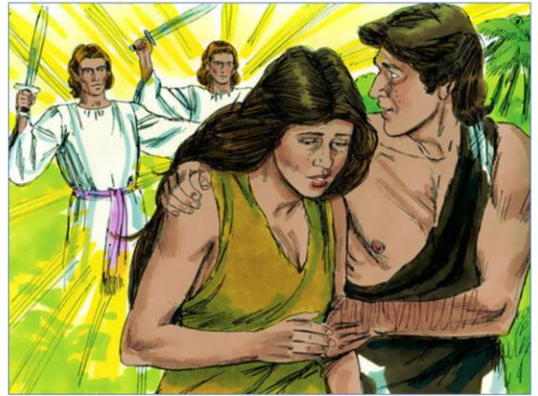


5D. Read Story:

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



Adam was the first man, but he sinned. Because he sinned, death came to the world. Because of Adam, all people are born in sin. All people die. But all believers in Christ will be raised to new life because he was raised to life.

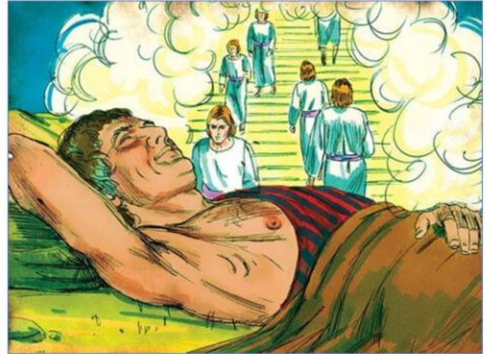


5E. Read Story:

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



We now live in human bodies. Our bodies will die. They will be buried. But we will not stay dead. We will be raised from the dead with a new body.



5F. Read Story:

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



In heaven, Christians will live with God forever. This is because Jesus died for us. He was raised to life again for us. We thank God for this.



5G. Read Story:

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board 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. What is the gospel (Good News) Paul preached?
2. Why did Jesus rise from the dead?
3. What does it mean that Christians will live with God forever?
4. How do you know that you will rise from the dead?



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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. Also, answers may vary slightly depending on students' ideas.

Answers:

1. The Good News is that Jesus died on the cross for all people and was raised to life by God's power.
 2. Because Jesus lives today, we have real life. His death would mean nothing if he had not come back to life. We would still be dead in our sins. Jesus' death and resurrection mean that whoever believes this can be saved from sin.
- Answers 3 and 4 may vary.

Listen and write one word per line.

smiling, sneezes, small, snails, snake,
smart, smoking, snack, sniffles, smell



There is a pleasant __1__ coming from the kitchen. Mom is cooking __2__ for lunch.

Jay is __3__. "I am going to have some of those snails for a __4__," he says. But then he __5__. "There's too much pepper in the food, Mom," he says as he __6__.

"I used only a __7__ amount of pepper," Mom replies, "Anyway, pepper is good for you. It will make you __8__ at school."

Dad says, "It is not good to tell lies, even if they are small lies. Pepper will not make you smart, Jay. You will have to study hard at school."

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6A. Activities - Dictation of sound/spelling words

Read the 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:

There is a pleasant smell coming from the kitchen. Mom is cooking snails for lunch.

Jay is smiling. "I am going to have some of those snails for a snack," he says. But then he sneezes. "There's too much pepper in the food, Mom," he says as he sniffles.

"I used only a small amount of pepper," Mom replies, "Anyway, pepper is good for you. It will make you smart at school."

Dad says, "It is not good to tell lies, even if they are small lies. Pepper will not make you smart, Jay. You will have to study hard at school."

Write questions and ask your partner.

Questions	Answers
1. Are you smiling right now?	Yes, I'm smiling.
2. _____ teaching next week	
3. Are they _____ or _____	
4. Is _____ praising _____	
5. Am I _____	
6. _____ Holy Communion	
7. _____ crying	
8. What is your favorite _____	

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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. Is Mr. Green teaching next week?
3. Are they kneeling or standing?
4. Is the teacher praising you?
5. Am I sneezing?
6. Are they having holy communion?
7. Is he crying?
8. What is your favorite worship song?

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 pictures with 'going to' or 'not going to.'

1 ? 	2 X 	3 ? 	4 X 	5 ? 	6 ? 
7 X 	8 ? 	9 X 	10 ? 	11 ? 	12 ? 

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6C. Grammar and Vocabulary Practice

Ask the students to describe the pictures with simple sentences using 'going to' (indicated with a question mark) or 'not going to' (indicated with an X).

Answers:

1. She is going to donate.
2. The baby is not going to cry.
3. They are going to dance.
4. He is not going to preach.
5. He is going to teach.
6. She is going to worship.
7. She is not going to smell the coffee.
8. He is going to pray.
9. She is not going to sneeze.
10. He is going to smoke.
11. They are going to have communion.
12. He is going to read a book.



Game – Charades

Act out the vocabulary words.



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7. Game

Charades: Each student takes turns acting out various vocabulary words. The person who guesses the most correctly is the winner.

Give each student a sheet of paper with 5 different vocabulary words selected from this lesson and previous lessons. If you are teaching online, use the chat box to send different vocabulary words to each student.

1. Model: Act out a couple of the vocabulary words and have the students guess the word.

2. Repeat: Students act out the gestures with you.

3. Solo: Have the students act out the words you have given them while the other students guess what the words are.



1 & 2 Homework

1. Read the next lesson's Bible verses: [Deuteronomy 6:5](#); [Leviticus 19:18](#); [Mark 12:28-31](#); [John 13:34-35](#)
2. Write 6 questions in the present continuous asking about activities you like to do.
 - A. [Are you playing football now?](#)
 - B.
 - C.
 - D.
 - E.
 - F.
 - G.

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Homework 1, and 2 - Reading the next Bible Lesson in L1, and writing about self with new vocabulary and sentences (simple).

Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson. Help them get a Bible in their own language if they don't have one. They may also use ScriptureEarth.org or other Bible translation resources.

Model. Go over each of the homework assignments to be sure the student understands what to do.

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

Solo. Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing

praise and encouragement. Answers will vary.

3. Write the words.					
1 	2 	3 	4 	5 	6 
to cry					
He is crying.					
7 	8 	9 	10 	11 	12 

Homework 3 – Write the vocabulary words with the pictures.

This homework practices writing the vocabulary words. Number one is an example.

Answers:

1. to cry; He is crying.
2. to smell; He is smelling the flower.
3. to sneeze; He is sneezing.
4. to dance; We are dancing.
5. to teach; She is teaching.
6. to preach; He is preaching.
7. to kneel; He is kneeling.
8. to donate; She is donating.
9. to confess; He is confessing.
10. to worship; They are worshipping.
11. to praise; She is praising.
12. holy communion



4. Mark the /sm/ and /sn/ sounds. Then write and say the sentences.

A. May the Lord smile down on you.	
B. She rubbed my feet with sweet-smelling oil.	
C. The child sneezed 7 times.	
D. We have 7 loaves of bread and a few small fish.	
E. The angel's clothes were as white as snow.	
F. Be smart like snakes and gentle like doves.	

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

This homework practices writing, spelling, and pronouncing the /sm- / and /sn-/ sounds.

Answers:

- A. May the Lord **sm**ile down on you.
- B. She rubbed my feet with sweet-**sm**elling oil.
- C. The child **sn**eezed 7 times.
- D. We have 7 loaves of bread and a few **sm**all fish.
- E. The angel's clothes were as white as **sn**ow.
- F. Be **sm**art like **sn**akes and gentle like doves.



5. Homework

Put the following sentences from the story of Jesus in the correct order from 1-6.

- The letters tell the Good News about Jesus.
- The Good News is that Jesus died on the cross for all people.
- Jesus Christ died for our sins.
- 1** Paul wrote many letters to his friends.
- It is important to believe that Jesus rose from the dead.
- We thank God for this.

Homework 5 – Bible Story Review

Students may look back at the story to number the sentences from 1 to 6. Number 1 is an example.

Answers:

2. The letters tell the Good News about Jesus.
3. The Good News is that Jesus died on the cross for all people.
4. Jesus Christ died for our sins.
1. Paul wrote many letters to his friends.
5. It is important to believe that Jesus rose from the dead.
6. We thank God for this.

6. Homework – Choose one Verse to Memorize

A When anyone is in Christ, it is a whole new world. The old things are gone; suddenly, everything is new!

[2 Corinthians 5:17 ERV](#)

B Be strong and be brave. Don't be afraid of those people because the Lord your God is with you. He will not fail you or leave you.

[Deuteronomy 31:6 ERV](#)

Homework 6 – Memorize a Verse

Learners get to choose A, B, or C 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 one Verse to Memorize

- C** Don't worry about anything, but pray and ask God for everything you need, always giving thanks for what you have.

[Philippians 4:6 ERV](#)

Homework 6 – Memorize a Verse

Learners get to choose A, B, or C 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.



7. Homework

Complete the questions and answers.

		am/is/are	pronoun		Answers
1.	Why	is	she	crying?	Because she is sad.
2.	When			dancing?	
3.	Why			sneezing?	
4.	Where			worshipping?	
5.	Why			kneeling?	
6.	What			smelling?	
7.	Who			praising?	
8.	What			donating?	

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Homework 7

This exercise will help students practice present continuous questions and affirmative or negative answers. Answers will vary.



8A. Read and answer the questions

Grace Church Bulletin

- ❖ This Sunday, Pastor Dan is preaching on love at the 9:30 AM and 11:00 AM services. We will also have Holy Communion at both services.
- ❖ We are collecting money, food, and clothing to help our neighbors hurt by the flood. A box for donations is near the front door of the church.
- ❖ Mrs. Green is teaching Sunday School for children under 6 years old at 9:30 AM in room 3.
- ❖ The praise and worship team is practicing the new songs on Friday at 6:30 PM.

Homework 8 – Everyday Reading

Students will read the church bulletin and answer the questions on the next slide.



8B. Answer the questions

1. What is the name of the church?
2. What is Pastor Dan preaching about on Sunday?
3. What can people donate to help the people hurt by the flood?
4. At what time is Mrs. Green teaching Sunday School?



Homework 8

Answers:

1. Grace Church
2. love
3. money, food, and clothing
4. 9:30 AM



9. Homework

Write sentences about what your family and neighbors are doing and about what they are *not* doing.

1. My father is not dancing. He is kneeling and praying.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Homework 9

Students are asked to write sentences.
Answers may vary.



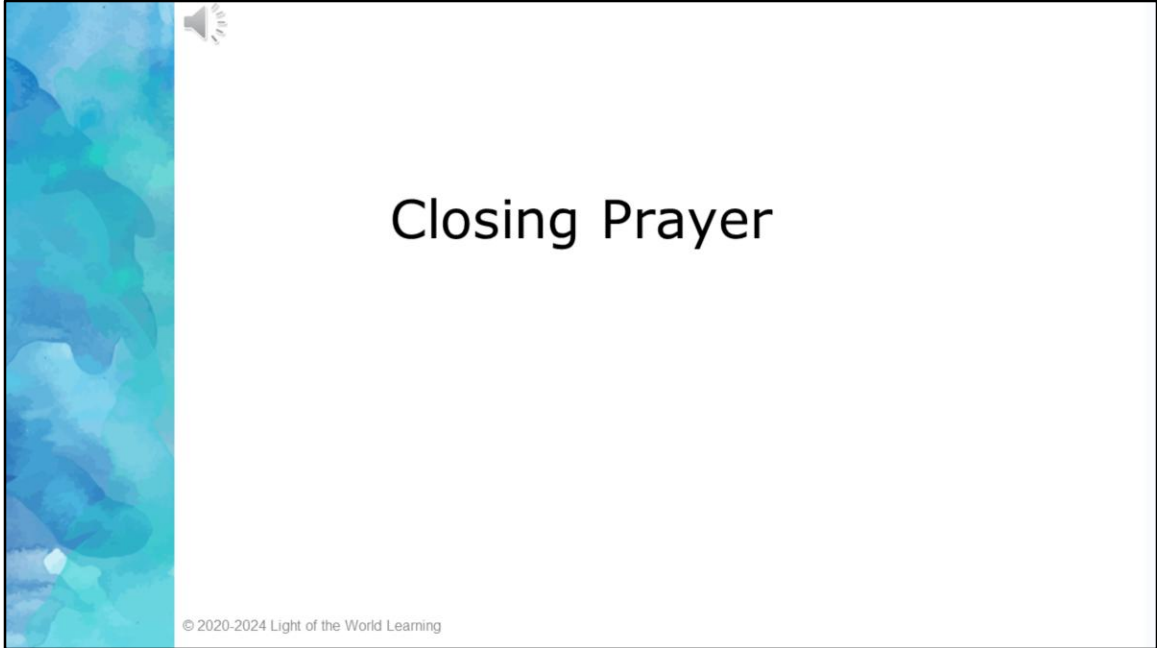
10. Homework – Now I Can...

- I can talk about worship.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use the present continuous verb tense.
- I understand that Jesus was raised from death and that I can have eternal life with him.

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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. 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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Ellenor Gopal
Rachel Grijincu
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Cheri Wilke
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