

**Teacher's Notes:**

**Bible Reading:** The Coming of the Holy Spirit (1) – [Acts 2:1-21, 37-41](#)

**Theme:** Health/Sickness

**Pronunciation:** /sp-/ /gl-/

**Grammar:**

- Describing illness or injury
- Responding to good and bad news
- More practice with subject, object, and possessive pronouns

**Preparation:**

- Pray
- Read [Acts 2:1-21, 37-41](#)
- Preview slides and game.
- Optional: bring bandages, X-rays, face masks, thermometer, etc.



## Pray, Review, and Preview

**Bible Reading:** The Coming of the Holy Spirit (1) – [Acts 2:1-21, 37-41](#)

**Theme:** Health/Sickness

**Pronunciation:** /sp/and /gl/

**Grammar:**

- Describing illness or injury
- Responding to good and bad news
- More practice with subject, object, and possessive pronouns

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### Pray

Pray for the class. You may want to thank the Lord for the Holy Spirit, good health, and long 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 [Acts 2:1-21, 37-41](#) in their native languages in preparation for the lesson.

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



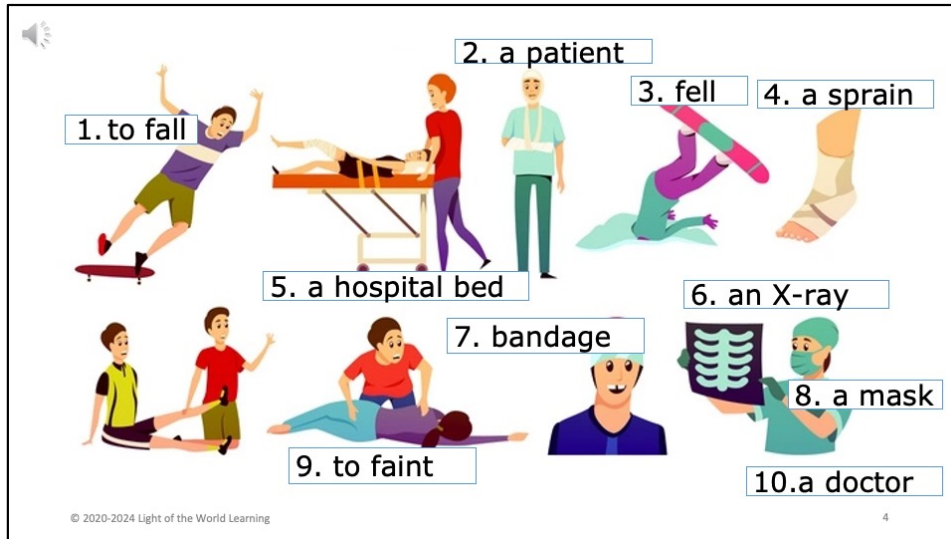
### 1A. Discuss Theme Picture

- 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: a boy, a doctor, a foot, a girl, mask, sprain, fell, etc.

More advanced students can be encouraged to make complete sentences:

There is one doctor. There is a girl on the floor.







### 1B. Show Words for Theme Picture

Please show the names of the theme picture items to the students briefly.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.

**Listen and repeat.**

<b>1</b> 	<b>2</b> 	<b>3</b> 	<b>4</b> 
a toothache	a stomachache	a headache	a backache
toothaches	stomachaches	headaches	backaches

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## 2A. Vocabulary

1. **Say the new words in a simple sentence:** "I have a toothache." 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 toothache, a toothache, a toothache*. Have your students then repeat the word after you several times.
3. **Say the word in the same sentence again.** Have students repeat after you each time, "I have a toothache."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this a headache?*

**Listen and repeat.**





<b>5</b> 	<b>6</b> 	<b>7</b> 	<b>8</b> 
a fever	a cold	healthy	to sprain
fevers	colds	She is healthy.	She sprained her ankle.

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## 2B. Vocabulary

- 1. Say the new words in a simple sentence:** "She has a fever." 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 fever, a fever, a fever*. 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 has a fever."
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Is this a cold?*

Listen and repeat.

9 	10 	11 	12 
to break	to fall	to cough	to cut
He broke his leg.	Yesterday he fell.	She coughs.	He cut his finger.

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## 2C. Vocabulary

1. **Say the new words in a simple sentence:** "He broke his leg." 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 break, to break, to break*. 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, "He broke his leg."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Did he fall?*



## Listen and repeat.

	<b>Good news</b>	<b>Response</b>
1.	I'm healthy!	That's wonderful!
2.	We feel better.	That's great!
3.	My friend is well now.	Praise the Lord!

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### 2D. Grammar

**Note: This chart shows appropriate responses to good news.**

**Act out the news and responses in pairs, with feeling!**

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



## Listen and repeat.

	<b>Bad news</b>	<b>Response</b>
1.	I have a headache.	I'm sorry to hear that.
2.	She has a broken arm.	That's awful. Can I help?
3.	My son has a fever.	That's too bad. Let's pray.

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### 2E. Grammar

**Note: This chart shows appropriate responses to bad news.**

**Act out the news and responses in pairs, with feeling!**

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



Listen and repeat.

Subject Pronoun	Object Pronoun	Possessive Adjective
I	me	my
you	you	your
he	him	his
she	her	her
it	it	its
we	us	our
they	them	their

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## 2F. Grammar

**Note: Review the pronouns. Possessive adjectives are often used with body parts.**

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



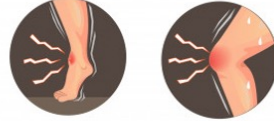
## Describe with possessive adjectives

1. I



I hurt **my** elbow!

2. He



3. We



A

B

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### 2G. Grammar and Vocabulary Practice

1. Describe the picture with simple sentences: I hurt my elbow. I hurt my wrist.
2. Ask the students to describe the picture to you using the given pronoun and correct adjective.

🔊 Describe pain with possessive adjectives

1. You



2. She



3. They



A

B

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## 2H. Grammar and Vocabulary Practice

1. Describe the pictures with simple sentences: You hurt your finger. You hurt your neck.
2. Ask the students to describe the picture to you using the given pronoun and correct adjective.



## Listen and repeat.

A: How do you feel today?

B: I don't feel well.

A: Oh no! What's wrong?

B: My **head** hurts. I have a **headache**.

A: **I'm sorry to hear that.** Do you need **aspirin**?

B. Yes, thank you!



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### 3A. Conversation 1:

- 1. Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. Students are to watch and listen.
- 2. Repeat: Say one line at a time and have students repeat until they can be understood.**
- 3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
- Once students can do both parts, **encourage free conversation** (students substitute the blue words with other illnesses or responses).



## Listen and repeat.

A: What is wrong with your **arm**?

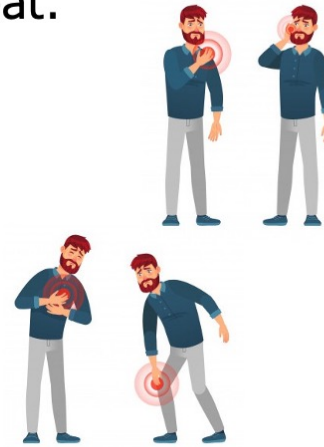
B: It is **broken**.

A: What happened?

B: I **fell** yesterday.

A. **That's awful**. Can I help you?

B. Thanks, but I'm okay.



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### 3B. Conversation 2

- 1. Model: Say both parts of the conversation several times.** Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role-play the parts to convey the meaning of the conversation. Students are to watch and listen.
- 2. Repeat: Say one line at a time and have students repeat until they can be understood.**
- 3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).
- Once students can do both parts, **encourage free conversation**, with students substituting their own words for the blue words.



## Listen and repeat.

1. /sp/	2. /gl/	3. Challenge
spend	glass	
speak	English	
spine	glory	
spoon	glue	
spell	glad	

- A. I'm glad to speak and spell English.  
B. He spends money on glasses and spoons.

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### 4A. Pronunciation – Sound and Spelling







- 1. Model: Say the sound several times while pointing to it.**  
(For example, point to the **sp** and say /sp/ /sp/ /sp/.) Then say the sound and quickly read the entire list, pointing to each item as you read it (/sp/ spend, speak, spine, spoon, spell). 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.

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## Listen and repeat.

A. 	B.  	C.   
fire	people	follower
place	listen	languages
praise	visions	actually
dreams	sorry	everything

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### 4B. Hum and clap the stress.

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

You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration, and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you say the words.

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



## The Coming of the Holy Spirit (1)

[Acts 2:1-21, 37-41](#)



The disciples were in the city. Other followers of Jesus were there, too. There were 120 people in all. They met and prayed in one place.

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### 5A. Read Story:

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

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

Then, the disciples heard a noise coming from the sky. It was like a strong wind. The noise filled the place.

Then they saw little flames of fire. The fire looked like it was burning on top of their heads.



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**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.



Next, they were all filled with the Holy Spirit. They began to talk in other languages.

The Holy Spirit helped them to praise God in these languages.

At that time there were a lot of people in the city.

They came from countries all over the world.

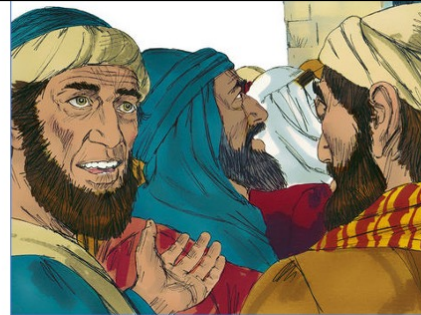


### 5C. Read Story:

- 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.



They also heard the loud noise and went to the place where the disciples were. They all listened. They were surprised. They said, "How can we all hear them talk in our own language?"




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#### **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 Peter stood up and said in a loud voice: "Let me tell you what all this means. The prophet said this would happen."



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**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.



He said, "God will send his Spirit on all people. Your sons and daughters will speak God's Word. Your young men will see visions. Your old men will have dreams. God will do great things and save all who ask for his help."

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### 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.



Then Peter said: "You must be sorry for your sins. You must turn back to God. Be baptized in the name of Jesus Christ. God will forgive your sins. Then you will be given the Holy Spirit."




"The Holy Spirit is for you and your children. It is for people all over the world."

### **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.

Many people believed in Jesus that day. They were all baptized. There were about 3,000 new believers.

An illustration showing Jesus, with a beard and long hair, wearing a green robe and a red sash, kneeling in a river. He is baptizing a man in a brown robe. Other people are visible in the background, some being baptized and others watching. The scene is set outdoors with a blue sky and green hills.

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**5H. 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. What were the disciples doing when the Holy Spirit came?
2. What happened when the disciples were filled with the Holy Spirit?
3. Why did Peter say the people must be sorry for their sins?
4. How can we receive the gift of the Holy Spirit?

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### 5I. 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. They were praying.
2. They began to talk in other languages.
3. God will forgive their sins.
4. We ask Jesus. 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.

spell  
spine  
spoon  
glue  
glory  
sorry

glass  
spend  
English  
glad  
speak  
praise

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### 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. spend, spend (I will not spend my money.), spend
2. glory, glory (Give God the glory.), glory
3. spoon, spoon (I eat rice with a spoon.), spoon
4. glad, glad (She was glad to read the good news.), glad
5. English, English (I love to learn English.), English
6. glass, glass (The glass is clean.), glass
7. spine, spine (His spine is broken.), spine



## Say to your partner.

Statement	Response
1. I feel great.	That's wonderful!
2. I feel sick.	
3. My brother broke his arm.	
4. My son is healthy now.	
5. Mom has a stomachache.	
6. My friend is well.	
7. I sprained my ankle.	

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### 6B. Activities – Pair work

Ask students to say the statement to a partner and write their partner's responses. Then they will switch roles.

Number 1 is an example.

Check answers for correct grammar and punctuation.

Responses will vary.

2. That's too bad. Let's pray.

3. That's awful.

4. Praise the Lord!

5. I am sorry to hear that.

6. That's great.

7. That's awful. Can I help?



## Role-Play

### Patient and receptionist at doctor's office

A: Hello, Dr. Paul's office, may I help you?

B: Yes, I need an appointment. I have a **backache**.

A: I'm sorry to hear that. Can you come in **Wednesday morning, at 9:00 AM**?

B: I have a lot of pain. Can I come in today?

### Doctor and patient

A: I have very bad **headaches**.

B: **Take two aspirin** and call me in the morning.



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### 6C. Activity

Students will work in pairs and role play. Examples are given.

**Encourage free conversation** (students substitute the blue words with other illnesses, times, and remedies).

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 greatest number correctly is the winner.



## 1 & 2 Homework

1. Read the next lesson's Bible verses: John [14:15-17, 26](#); I Corinthians [2:10-16](#); and Ephesians [4:30-32](#) in your language.
2. Write 6 sentences about illnesses and injuries. You may use pronouns - *their, your, them, they, her*, etc.
  - A. They have fevers.
  - 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

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 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 words for each picture.

1		2		3		4		5		6	
a fever											
fevers											
7		8		9		10		11		12	

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### Homework 3 – Write the vocabulary words with the pictures

This homework practices writing the names of the vocabulary words in singular and plural forms or using them in a sentence. Number one is an example.

#### Answers:

1. a fever, fevers
2. a toothache, toothaches
3. a stomachache, stomachaches
4. a cold, colds
5. healthy, She is healthy.
6. a backache, backaches
7. to cut, He cut his finger.
8. to break, He broke his leg.
9. a headache, headaches
10. to fall, He falls.
11. sprained, Her ankle is sprained.
12. to cough, She coughs.



## 4. Write and say the sentences

A. I speak English.	
B. He is glad to glue that spot.	
C. Her spine has spasms.	
D. We speak gladly of God's glory.	
E. There is a red spot in my eye.	
F. The spark glows.	

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

This homework practices writing, spelling, and pronouncing the /sp/ and /gl/ sounds.

- A. I speak English.
- B. He is glad to glue that spot.
- C. Her spine has spasms.
- D. We speak gladly of God's glory.
- E. There is a red spot in my eye.
- F. The spark glows.



## 5. Homework

Put the sentences in order from 1-7 from the story of the coming of the Holy Spirit.

- \_ Peter said, "Let me tell you what all this means."
- \_ They were all baptized.
- \_ The disciples heard a noise and saw flames of fire.
- \_ There were about 3,000 new believers that day.
- 1** The people met and prayed in one place.
- \_ They were filled with the Holy Spirit.
- \_ "The Holy Spirit is for you and your children."

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### 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:

4. Peter said, "Let me tell you what all this means."
6. They were all baptized.
2. The disciples heard a noise and saw flames of fire.
7. There were about 3,000 new believers that day.
1. The people met and prayed in one place.
3. They were filled with the Holy Spirit.
5. "The Holy Spirit is for you and your children."



## 6. Homework – Choose 1 Verse to Memorize

**A**

The Lord said to my lord, "Sit at my right side, while I put your enemies under your control."

Psalm 110:1 ERV

**B**

And everyone who trusts in the Lord will be saved.

Joel 2:32 ERV

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### 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**

Peter said to them, "Change your hearts and lives and be baptized, each one of you, in the name of Jesus Christ. Then God will forgive your sins, and you will receive the gift of the Holy Spirit."

Acts 2:38 ERV

### Homework 6 – Memorize a Verse

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



## 7. Homework

you	his	them	my	we
your	her	their	me	our

- A. They live in Rome. \_\_\_\_ house is big.
- B. You must be sorry for \_\_\_\_ sins.
- C. She has a headache. \_\_\_\_ head hurts.
- D. She has a brother. \_\_\_\_ name is Sam.
- E. We love God. He is \_\_\_\_ father in heaven.
- F. I am very happy because God is \_\_\_\_ savior.

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### Homework 7 – Grammar Review

Use the words provided to fill in the blanks.

#### Answers:

- A. They live in Rome. Their house is big.
- B. You must be sorry for your sins.
- C. She has a headache. Her head hurts.
- D. She has a brother. His name is Sam.
- E. We love God. He is our father in heaven.
- F. I am very happy because God is my savior. Luke 1:47 ERV

**8. Homework** **CORONAVIRUS PREVENTION**

1. What is the illness called?

2. What should you do when you cough?

3. What should you wear?

4. Do you know people who had Coronavirus?

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wear face mask    use alcohol-based hand sanitizer    wash hands often with soap and water    cover your cough or sneeze

avoid infected people    clean and disinfect surfaces    avoid touching eyes, nose or mouth    stay at home

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**Homework 8 – Everyday Reading and Writing.**

The learners will read and answer the questions.

**Answers:**

1. Coronavirus
2. Cover your cough. or, Cover your mouth.
3. Wear a face mask.
4. Answers may vary.



## 9. Homework – Write your answers.

Describe the injury or illness.



1



2



3



4



5



6



7



8



9



10



11



12

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### Homework 9 – Writing about theme

**Model.** Write sentences to describe the injury or illness. For example: 1. He has a headache.  
Answers will vary.

1. He has a headache.
2. He has a backache.
3. He sprained/hurt/broke his finger.
4. He sprained/hurt/broke his toe.
5. She has a cold.
6. She has a fever.
7. He hurt his foot.
8. He hurt his elbow/knee.
9. He sprained/hurt/broke his shoulder.
10. He cut his hand.
11. She has a stomachache.
12. She coughs.



## 10. Homework - Now I Can...

- I can describe accidents and illnesses.
- I can use possessive adjectives: **my, your, his, her, its, our, their.**
- I can understand, say, read, and write the 12 vocabulary words.
- I can make a doctor's appointment.
- I can report and respond to good and bad news.

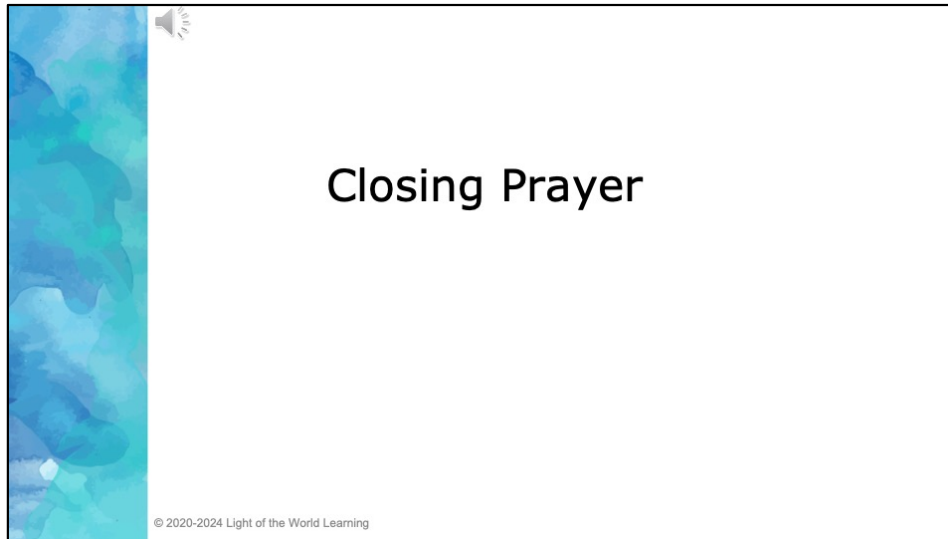
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### Homework 10 – I can statements

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.

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## Appendix



- How to Use Lessons: [bit.ly/UseLOTW](https://bit.ly/UseLOTW)
- Irregular Verb List: [bit.ly/ListVerbs](https://bit.ly/ListVerbs)
- Lesson Downloads: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)
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- Table of Contents: [bit.ly/TocLOTW](https://bit.ly/TocLOTW)
- Video Channel: [youtube.com/@LightOfTheWorldLearning](https://youtube.com/@LightOfTheWorldLearning)
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# 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:

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Images on slides 17-24 by  
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