



Teacher's Notes:

Bible Reading: The Birth of Jesus

Theme: Job skills and abilities

Pronunciation: /r/ spelled wr and /n/ spelled kn

Grammar: can/can't/could/couldn't

"Actually" to introduce surprising information.

"Of course" to introduce information that is not surprising.

Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring a broom, shovel, bilingual dictionary, or other objects related to vocabulary. Bring a nativity scene or other objects related to Christmas.



Pray, Review, and Preview

Bible Reading: The Birth of Jesus – [Matthew 1:18-24; 2:1-15](#) and [Luke 2:1-20](#)

Theme: Job Skills and Abilities

Pronunciation: /r/ spelled wr and /n/ spelled kn

Grammar: Can/Can't/Could/Couldn't
"Actually" to introduce surprising information, "Of course" to introduce information that is not surprising.

© 2022-2025 Light of the World Learning

2

Pray

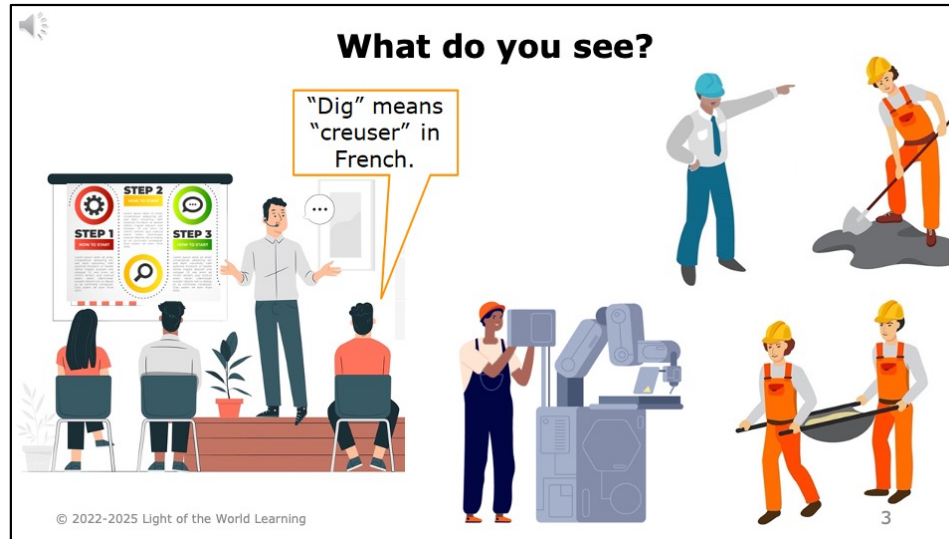
Pray for the class. You may want to thank the Lord for job skills and abilities.

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 the Bible reading in their native languages in preparation for the unit.

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



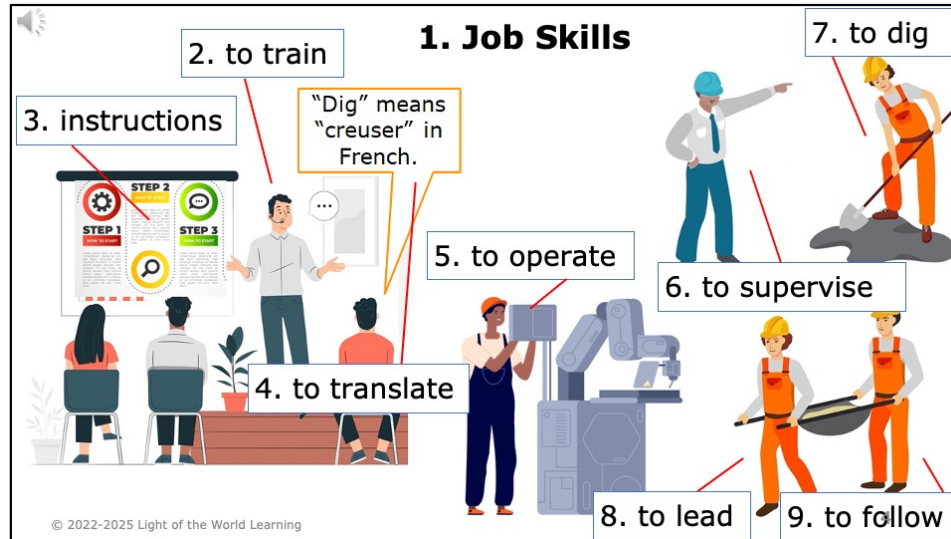
1A. Discuss Theme Picture

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

Answers may include: **Job skills, working, teaching, training, digging, leading, following, translating, instructions,** etc.

More advanced students can be encouraged to make complete sentences:

People are working. The man with the blue tie is supervising the worker. He is operating the machine.







1B. Discuss 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.

1	2	3	4
			
instructions	to translate	to supervise	to train
The doctor gave us instructions.	She can translate from English to Arabic.	She is supervising this project.	She trains the workers.
<small>© 2022-2025 Light of the World Learning</small>			<small>5</small>

2A. Vocabulary




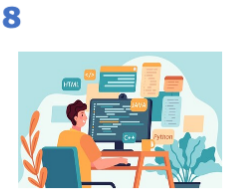
1. Say the new words in a simple sentence: "The doctor gave us instructions." several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice and good rhythm and intonation.

2. Say the word several times, as you indicate the object. For example, say: "instructions, instructions, instructions." Have your students then repeat the word after you several times.

3. Say the word in the written sentence again. Have students repeat after you each time, "The doctor gave us instructions."

4. Check students' comprehension by asking direct questions. For example, "What is this?" "What is she doing?" "Can you translate your language to English?"

Listen and repeat.

5	6	7	8
			
to lead	to follow	to whistle	to code / to program
He leads the people on his work team.	The people follow him.	He whistles when he's happy at work.	He can code websites and apps.

© 2022-2025 Light of the World Learning

2B. Vocabulary

Note: "Code" and "program" are taught as verbs here, but they can be either nouns or verbs. A person who is coding/programming (verb) is writing code (noun)/writing a program (noun). You can either say: "He is writing his code in C++" or "He is coding in C++."

1. Say the new words in a simple sentence: "He leads the people on his work team." 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.

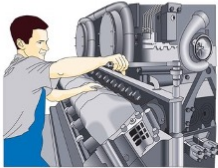



2. Say the word several times, as you indicate the picture. For example, say: "to lead, to lead, to lead." Have your students then repeat the word after you several times.

3. Say the word in the written sentence again. Have students repeat after you each time, "He leads the people on his work team."

4. Check students' comprehension by asking direct questions.

For example, "Who is leading the people?" "Can you whistle?" "Who do you follow?"

Listen and repeat.

9 	10 	11 	12 
to operate	to take care of	to dig	to sweep
Mr. Prakash can operate the machine.	Sara takes care of older adults.	He is digging a hole.	Could you please sweep the floor?

© 2022-2025 Light of the World Learning

2C. Vocabulary

- 1. Say the new words in a simple sentence:** "Mr. Prakash can operate the machine" several times, while indicating the picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.
- 2. Say the word several times,** as you indicate the picture. For example, say: "to operate, to operate, to operate." Have your students then repeat the word after you several times.
- 3. Say the word in the written sentence again.** Have students repeat after you each time, "Mr. Prakash can operate the machine."
- 4. Check students' comprehension by asking direct questions.** For example, "What is he doing?" "Who do you take care of?" "Is this person digging or sweeping?"

Can and Could for Ability	
Present - Can	Past - Could
1 I can speak English fluently.	I could speak French when I was young, but not now.
2 He cannot whistle at all.	I couldn't whistle until I was 25 years old.
3 I can't translate Chinese into English. Can you?	She _____ read Chinese when she was only five years old.
4 _____ you operate a sewing machine?	I couldn't operate the machine because it was broken.
5 Can she supervise all the workers in the factory?	She _____ supervise the team before she retired.
<small>© 2022-2025 Light of the World Learning</small>	
<small>8</small>	

2D. Grammar

Can/could—an ability to do something

Can is used for abilities that a person currently has (“He can play the piano.”), while **could** is used for abilities a person had in the past (“He could speak Chinese when he was a kid, but now he’s forgotten it.”)

When making requests, **could** is considered more polite/formal than **can** (“Could you help me with this?” vs. “Can you help me with this?”)

Note: “Could” is also used to talk about a possibility or suggestion that might happen: “She could become a doctor someday.” “We could go to church after breakfast.”

Model, Repeat, and Solo the pronunciation of rows 1 and 2 and allow students to complete rows 3-5 with assistance as needed.

Answers:

3. She **could** read Chinese when she was only five years old.
4. **Can** you operate a sewing machine?
5. She **could** supervise the team before she retired.

Can and Could for Requests	
Informal - Can	Formal/Polite - Could
1 Can I borrow a pencil?	Could I please borrow \$50 and pay you back next month?
2 Can't you stay for lunch?	Couldn't you join us for dinner?
3 Can you sweep the floor?	_____ you take care of my baby tonight?
4 _____ you pass me the salt?	_____ you please drive me to the airport at 4:00 AM on Friday?
<small>© 2022-2025 Light of the World Learning</small>	

2E. Grammar - Can/could for Requests.

When making requests, **could** is considered more polite/formal than **can** ("Could you help me with this?" vs. "Can you help me with this?")

Note: "Could" is also used to talk about a possibility or suggestion that might happen: "She could become a doctor someday." "We could go to church after breakfast."

Model, Repeat, and Solo the pronunciation of rows 1 and 2. Allow students to complete the sentences for rows 3 and 4 with assistance as needed.

Answers:

3. **Could** you take care of my baby tonight?

4. **Can** you pass me the salt? **Could** you please drive me to the airport at 4:00 AM on Friday?

Actually and Of Course		
	Actually introduces surprising information.	Of Course introduces known or not surprising information.
1	Actually, I can't dig because I hurt my back.	Of course, small children need help getting dressed.
2	Actually, an angel told Mary to name her son Jesus.	Of course, Tom won't be there. He doesn't like parties.
3	Actually, she lost her car keys so she can't drive today.	Of course, it's very cold in Antarctica.

© 2022-2025 Light of the World Learning 10

2F. Grammar – Actually and Of Course

Actually introduces information that is surprising or that the listener is not expected to know.

Of course introduces information that the speaker thinks is obvious and thus not surprising, or information that the speaker thinks is already known by the listener.

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



Listen and repeat.

A: Can I ask a question? What do you do at work?

B: **Actually, I'm not working now, I'm retired. I supervised and trained factory workers.** What about you?

A: **I translate instructions from English to Spanish.**

B: Wow! That sounds interesting. Do you like your job?

A: **Of course. I can work from home and I like my hours.**

B: That's great. Could you help me **translate my homework to Spanish?**

A: **Of course! I am happy to help.**

© 2022-2025 Light of the World Learning

11

3. 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** (students substitute their own words for the blue words).

Listen and repeat.

1. /r/ spelled wr	2. /n/ spelled kn	3. Challenge
write	knock	
wrong	know	
wrap	knife	
wrist	knot	
wreck	knee	

4. He hurt his knee in the car wreck.
 5. She wraps a bandage around her wrist.
 6. We use a knife to cut the knot.



© 2022-2025 Light of the World Learning

4A. Pronunciation – Sound and Spelling

Note: The W is silent in words beginning with WR. The K is silent in words beginning with KN.

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

(For example, point to the wr and say /r/ /r/ /r/.) Then say the sound and quickly read the entire list, pointing to each item as you read it (/r/ write, wrong, wrap, wrist, wreck). 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. Then read the sentences.




3. Solo: Call on individuals to say a sound and its word group.

Give lots of praise. Then ask students to read the sentences.

4. Challenge: Choose another sound from the unit that is

challenging for your particular students to pronounce. Use words from previous units and from parts 1 and 2 of this unit to make a group of 3-5 words. You may repeat the same challenging sounds in several units. Students need a lot of practice on sounds that do not exist in their first language.

 **Listen and repeat.**

A. 	B. 	C. 
program	take care of	supervise
leading	instructions	operate
translates	surprising	following
sweeping	of course not	actually

© 2022-2025 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 column several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire column of words.

The Birth of Jesus

[Matthew 1:18-24](#); [2:1-15](#) and [Luke 2:1-20](#)



Mary was engaged to a good man named Joseph. Joseph heard that Mary was pregnant. He knew it was not his baby. However, he did not want to shame Mary, so he decided to have mercy on her and to divorce her quietly. But before he could do that, an angel of God came to him in a dream and spoke to him. The angel said, "Joseph, do not be afraid to take Mary as your wife."

© 2022-2025 Light of the World Learning

14

5A. Bible Reading

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 hyperlinks of the Bible verses connect to <https://live.bible.is/> so students can read and hear the scripture in their own languages.

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud sentences or paragraphs from the story. Encourage them to act out the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.



Her baby is from the Holy Spirit. You will name him Jesus (which means 'Yahweh saves'), because he will save the people from their sins."

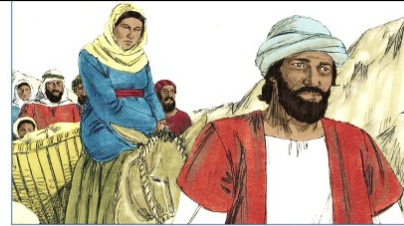


When Joseph woke up, he did what the Lord's angel had told him to do. He married Mary as his wife and took her to his home in Nazareth, a town in Galilee. However, he did not sleep with her until her son was born. And he named him Jesus.

5B. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud sentences or paragraphs from the story. Encourage them to act out the story.

When the time was near for Mary to give birth, she and Joseph made a long journey to the town of Bethlehem in Judea. They had to go there because the Roman officials wanted to count all the people in the land of Israel.



Everyone had to go to their own hometown where their ancestors had lived, to be counted. Joseph left Nazareth, a town in Galilee, and went to the town of Bethlehem in Judea. It was known as the town of David. King David was the ancestor of both Mary and Joseph.

© 2022-2025 Light of the World Learning

16

5C. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story. Encourage them to act out the story.

While Joseph and Mary were in Bethlehem, the time came for her to have the baby. She gave birth to her first son. She wrapped him up well and laid him in a box where cattle are fed. She put him there because the guest room was full.



That night, some shepherds were in the fields near Bethlehem watching their sheep. Suddenly, an angel of the Lord appeared to them. The shepherds were very afraid. The angel said, "Do not be afraid, because I have some good news for you -- news that will make all God's people happy."

17

5D. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story. Encourage them to act out the story.

Today our Savior is born in Bethlehem. He is the Messiah, the Lord. This is how you will know him: You will find a baby wrapped in pieces of cloth and lying in a feeding box."



Suddenly, angels praising God filled the sky. They said, "Praise God in heaven, and on earth let there be peace to the people who please him!"

Then the angels left. The shepherds said to each other, "Let's go to Bethlehem and see this great event the Lord has told us about." So they ran and found Mary and Joseph.

© 2022-2025 Light of the World Learning

18

5E. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story. Encourage them to act out the story.



And there was the baby, Jesus, lying in a feeding box. When they saw the baby, they told everyone what the angels had said about the child.



Everyone was surprised when they heard what the angels had told them. Mary kept thinking about these things, trying to understand them. Then the shepherds returned to their sheep. They were praising God and thanking Him for everything they had heard and seen. It was just as the angel had told them.

© 2022-2025 Light of the World Learning

19

5F. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story. Encourage them to act out the story.

There were some men in a country far to the east. They studied the stars and were very wise. They saw an unusual star in the sky. They said that it meant that a new king of the Jews had been born. So they decided to travel from their country to see the child.



After a long journey, they came to Bethlehem and followed the star to the house where Jesus was. When these men saw Jesus with his mother, they bowed down and worshiped him. They gave Jesus expensive gifts. Then they returned home.


© 2022-2025 Light of the World Learning

20

5G. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story. Encourage them to act out the story.

After the wise men left, an angel from the Lord came to Joseph in a dream. The angel said, "Get up! Take the child with his mother and escape to Egypt. Herod wants to kill the child and will soon start looking for him. Stay in Egypt until I tell you to come back."



So Joseph got ready and left for Egypt with Jesus and Mary. They left during the night. Joseph stayed in Egypt until King Herod died. Then an angel in another dream told him to return to Israel. This gave full meaning to what the Lord said through the prophet: "I called my son to come out of Egypt."

© 2022-2025 Light of the World Learning 21

5H. Bible Reading

- A. Read the story out loud to the class.
- B. If students ask about words, give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story. Encourage them to act out the story.



Answer the questions.



1. What does the name "Jesus" mean?
2. What did the angel say to the shepherds?
3. How did the wise men from the east find Jesus?
4. Why did Joseph take his family to Egypt?
5. Why do you think King Herod wanted to kill Jesus?
6. Why do you think Jesus was born as a poor baby?
7. What surprises you about the birth of Jesus? Why?

© 2022-2025 Light of the World Learning

22

5I. Bible Reading Questions

Ask the questions and discuss as a group. For questions 1-4, you may want to go back to the story to help students find the answer.

Answers:

1. Jesus means 'Yahweh Saves.'
2. The angel said, "Do not be afraid, because I have good news for you. Today your Savior is born in Bethlehem. He is the Messiah, the Lord."
3. They saw a star in the sky that meant a king of the Jews had been born. They followed the star to Jesus.
4. Because an angel in a dream told him to go because King Herod wanted to kill the child.

Answers will vary for questions 5-7.

Listen and answer the questions.



1. How did Matt get hurt when he was a kid?



2. How old was Matt when he started to write stories?
3. What did Matt write about?
4. What does Matt want to learn at university?
5. What time does Matt's class begin?
6. What does Matt's friend use to check the time?

© 2022-2025 Light of the World Learning

23

6A. Activities – Dictation of sound/spelling words /r/ spelled wr and /n/ spelled kn

Read the script below at least twice as students listen and answer the questions. The students should NOT look at the script.

A: So, Matt, this is your first year at the university. What is one thing you would like to learn at school this year?

B: I want to learn to write well, so I can become a good writer and maybe publish a book!

A: Nothing wrong with that. When did you start to write stories?

B: Oh, when I was a kid around ten years old. I got knocked off my skateboard and hurt my knee. I had to rest a lot while my knee was wrapped up and healing. While I rested on the sofa, I wrote all the time! That was when I knew I wanted to be a writer.

A: What did you write about?

B: Well, I wrote about people I knew and their lives. I don't know if I write very well.

A: I'm sure that the more you write, the better you'll get! Keep on trying!

B: Thanks, you're a good friend. Well, I need to get to my writing class. It starts at 10:00. I don't have a watch. Could you please tell me the time?

A: Let me check my phone... it's 9:35. You can make it if you hurry! Have a

blessed day!


B: You too, bye!

Answers: 1. Matt got **knocked** off his skateboard and hurt his **knee**. 2. Matt was about ten when he started to **write** stories. 3. Matt **wrote** about people he **knew** and their lives. 4. Matt would like to learn to **write** well/become a good **writer**. 5. Matt's **writing** class starts at 10:00. 6. Matt's friend uses a phone to tell the time.

Part A. Role Play - Job Counselor

1. Tell me about yourself. What work do you like to do?
2. What languages can you speak?
3. Can you translate instructions into other languages?
4. Can you clean and sweep?
5. Can you dig holes and build fences?
6. Can you program computers?
7. Can you lead and supervise a work team?
8. Can you take care of young children?
9. Can you train people to use a cash register?
10. Can you follow instructions in English?
11. Can you operate a sewing machine?

© 2022-2025 Light of the World Learning



6B. Activities – Pair work

A job counselor helps people find work. A job seeker is someone who wants to find a job. Partner A will play the part of a job counsellor helping a job seeker. Partner A will ask questions from this slide and write Partner B's answers.

Check answers for correct grammar and punctuation.

Part B. Role Play - Job Seeker



1. Could you please help me find a job?
2. Who could I talk to about jobs close to my home?
3. Where could I get an office job?
4. Could you help me fill out a job application?
5. Could you tell me where the best jobs are?
6. Could I work at night and go to school during the day?
7. Where could I get training to learn more job skills?
8. When my English is better, could I get a better job?
9. Could you show me how to apply online for jobs?
10. How much money could I make as a supervisor?
11. Could I come back next week to see you again?

© 2022-2025 Light of the World Learning

6C. Activities – Pair work

A job counselor helps people find work. A job seeker is someone who wants to find a job. Partner B will play the part of a job seeker. Partner B will ask questions from this slide and write Partner A's answers.

Check answers for correct grammar and punctuation.



Song – O Holy Night

O Holy Night!
The stars are brightly shining
It is the night of our dear Savior's birth!
Long lay the world in sin and error dying
Till he appeared and the soul felt its worth.
A thrill of hope, the weary soul rejoices
For yonder breaks a new and glorious morn!

Fall on your knees.
Oh hear the angel voices.
Oh night divine,
Oh night when Christ was born.
Oh night divine, Oh night divine.



© 2022-2025 Light of the World Learning

7. Song – O Holy Night, lyrics by John Sullivan Dwight, music written by Adolphe Adam in 1843







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. Highlight words that students ask about and give simple definitions. Then sing the song 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).

1A. Homework – Write about the pictures using can/can't/could/couldn't.

<p>1</p> 	<p>She can train our new employees to write accident reports.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	

© 2022-2025 Light of the World Learning 27

Homework 1A. – Write sentences using the pictured vocabulary words.

Note: Students may want to watch the lesson videos for homework at bit.ly/A2LessonVideos to practice listening and pronunciation.

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

Repeat. Encourage students to practice speaking and reading the completed homework assignments with a friend. 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.







Number one is an example.

Answers may vary, but will use can/can't/could/couldn't, start with

a capital letter, have a punctuation mark at the end, and use the following words:

1. train
2. take care of
3. translate
4. dig
5. follow
6. sweep

1B. Homework – Write about the pictures using of course or actually.

<p>7</p> 	<p>Actually, he doesn't like operating a machine.</p>	<p>10</p> 	
<p>8</p> 		<p>11</p> 	
<p>9</p> 		<p>12</p> 	

© 2022-2025 Light of the World Learning 28

Homework 1B. - Write sentences using the pictured vocabulary words.

Students will write a sentence for each picture to practice the lesson's vocabulary words.

Answers may vary, but they will use **actually/of course**, start with a capital letter, have a punctuation mark at the end, and use the following words:

- 7. operate
- 8. code/program
- 9. lead
- 10. instructions
- 11. whistle
- 12. supervise

 **2A. Match the definitions to the correct words.**

1. To walk or travel behind someone	A. sweep
2. To clean the floor with a broom	B. whistle
3. Teaching work skills	C. code
4. Blow air through your lips to make a sound	D. training
5. To write a computer program	E. follow
6. To make a hole with a shovel	F. actually
	G. wrap
	H. lead
	I. dig

Homework 2A. – Grammar and Vocabulary Review

Ask students to match the definitions to the correct words.

Answers:

1. E
2. A
3. D
4. B
5. C
6. I

2B. Fill in the blanks with can/can't/could/couldn't.

Formal Request	Informal Request
1. _____ we please leave early?	4. _____ you dig in a field?
2. _____ you lead our team?	5. _____ you sweep the floor?
3. _____ you tell me about Jesus?	6. _____ you translate this?
Present Ability	Past Ability
7. _____ he whistle a song?	10. No, actually I _____.
8. _____ she supervise a team?	11. Yes, of course I _____.
9. I'm sorry but I _____ help.	12. At age two, I _____ drive.

© 2022-2025 Light of the World Learning 30

Homework 2B. – Grammar and Vocabulary Review

Ask students to fill in the blanks with the correct word for each situation: can/can't/could/couldn't.

Answers:

1. Could
2. Could
3. Could
4. Can
5. Can
6. Can
7. Can
8. Can
9. can't
10. couldn't
11. could
12. couldn't

3. Write questions and ask your partner.	
Questions	Answers
1. Can you operate a tractor?	Of course! It's noisy, but it's fun to drive.
2. _____ translate _____	
3. _____ instructions _____	
4. Can't you _____	
5. _____ train _____	
6. Couldn't _____	

Homework 3. – Conversations - Pair work


First, students complete writing the questions with their own words. 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.

Number 1 is an example.

Questions and answers will vary, but may include:

2. When did you translate the homework?
3. What are some instructions for baking bread?
4. Can't you program a computer?
5. How do you train employees?
6. Couldn't you take care of someone who is sick?

4. Answer and say the sentences. Circle the /r/ and /n/ sounds.	
A. Can you write an application letter?	Of course, I can write one.
B. When do you knock on a door?	
C. What do you wrap?	
D. Are your wrists and knees strong?	
E. What's wrong with the world?	
F. Who wears a wristwatch? 	

© 2022-2025 Light of the World Learning

32

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

Ask students to practice writing, spelling, and pronouncing the /r/ spelled wr and /n/ spelled kn sounds.

Answers will vary. Learners should mark the following sounds:

- A. Can you **w**rite an application letter?
- B. When do you **k**nock on a door?
- C. What do you **w**rap?
- D. Are your **w**rists and **k**nees strong?
- E. What's **w**rong with the world?
- F. Who wears a **w**ristwatch?



5. Write about Jesus' birth.



Mary was pregnant through the Holy Spirit.

Joseph

In a dream, an angel told Joseph to

Mary and Joseph went

Mary wrapped the baby in

The shepherds in the fields saw

The angel told the shepherds

The shepherds ran

The wise men

King Herod

Joseph took his family to Egypt

© 2011 by Right of the World Learning

33

Homework 5. – Bible Reading Review

Students will use the prompts to help them write a one-paragraph summary of the Bible story.

Answers will vary. Possible answers may include:

Mary was pregnant through the Holy Spirit. Joseph was a good man who was engaged to Mary. He knew it was not his baby. In a dream, an angel told Joseph to marry her. Mary and Joseph went to Bethlehem to be counted. Mary wrapped the baby in pieces of cloth and laid him in a feeding box. The shepherds in the fields saw angels. The angel told the shepherds good news. The shepherds ran to find Jesus. The wise men followed a star and brought gifts to Jesus. King Herod wanted to kill Jesus. Joseph took his family to Egypt because an angel in a dream told him to go to escape King Herod.

6A. Choose 1 Verse to Memorize

A
Yes, God loved the world so much that he gave his only Son, so that everyone who believes in him would not be lost but have eternal life.
[John 3:16 ERV](#)

B
Praise God in heaven, and on earth let there be peace to the people who please him.
[Luke 2:14 ERV](#)

© 2022-2025 Light of the World Learning 34

Homework 6A. – 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.

 **6B. Choose 1 verse to memorize and read the next verses.**

C

Today your Savior was born in David's town. He is the Messiah, the Lord. [Luke 2:11 ERV](#)

- Read the next lesson's Bible verses: [Matthew 3:1-17;](#) and [John 1:19-34](#) in your language.

Homework 6B. – Memorize a verse and read the next unit's verses.

Learners get to choose A, B, or C to memorize.

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

7A. Read about Hard and Soft Job Skills

Bob Knox works fixing cars at Tulsa Auto Repair. Today, he won the “Best Employee of the Year” certificate. He got it because he is good at fixing cars and works well with other people. Bob has the two types of skills needed to be successful in a job: soft skills and hard skills.

Soft skills are social skills. For example, Bob gets along with all his coworkers. He treats his boss and all the customers with respect. He even helps to make peace when people fight or don’t get along. He also works hard and rarely arrives late. Of course, he is not perfect, but Bob is a friendly and reliable employee.



© 2022-2025 Light of the World Learning

Homework 7A. – Everyday Reading and Writing

The students will read the story in preparation for answering the questions afterward.

7B. Read about job skills.

Bob also has hard skills. These are the technical skills a person needs to do a job. Bob can repair cars, motorbikes, trucks, and buses. When Bob was young, his father trained him to repair cars. Bob could change a car's oil when he was only 12 years old. He also learned to operate machines and use computers in vocational school.

Soft and hard skills are both important, but hard skills are actually easier to teach than soft skills. When Bob was trained to fix motors, he learned facts about cars and tools. He took tests to show that he understood. However, it is not easy to teach people how to get along with others, how to lead, or how to be hardworking. These soft skills need lots of practice.

© 2022-2025 Light of the World Learning

37

Homework 7B. – Everyday Reading and Writing

The students will read the story in preparation for answering the questions afterward.



7C. Answer the questions about hard and soft skills.

- A. What does Bob do?
- B. Why did he get the employee of the year certificate?
- C. What is the difference between a soft skill and a hard skill?
- D. What are some of Bob's soft skills?
- E. What are some of Bob's hard skills?
- F. Which are easier to teach, hard skills or soft skills?
- G. What are some of your soft skills?
- H. What are some of your hard skills?

© 2022-2025 Light of the World Learning

38

Homework 7C. – Everyday Reading and Writing

After the students read the article, they will answer these questions.

Answers:

- A. He fixes cars at Tulsa Auto Repair.
- B. He is good at fixing cars and works well with other people.
- C. Soft skills are personal and social skills. Hard skills are technical skills.
- D. He gets along well with his coworkers/He works hard/He treats people with respect/He is rarely late to work.
- E. He can fix cars, use tools and operate machines.
- F. Hard skills are easier to teach, because people can learn facts and take tests to show that they learned a hard skill.
- G & H Answers will vary.

8A. Writing - Write about the workers in the photo on the next slide. Imagine what they like to do.

	Name	Job Skills	Best part of the job
1	Susan	Digging and gardening	She likes to see plants grow.
2			
3			
4			
5			

© 2022-2025 Light of the World Learning 39

Homework 8A. – Writing

Ask students to look at the photo on the following slide and write creatively about each of the workers. Number one is an example.

- Answers will vary but may include:
- 2. Bill. Sweeping and cleaning. He likes to make things neat and clean.
 - 3. James. Coding, programming, typing. He likes to create computer games.
 - 4. Tim. Supervising and training. He likes to give instructions.
 - 5. Betty. Translating and operating machines. She likes talking with her co-workers.





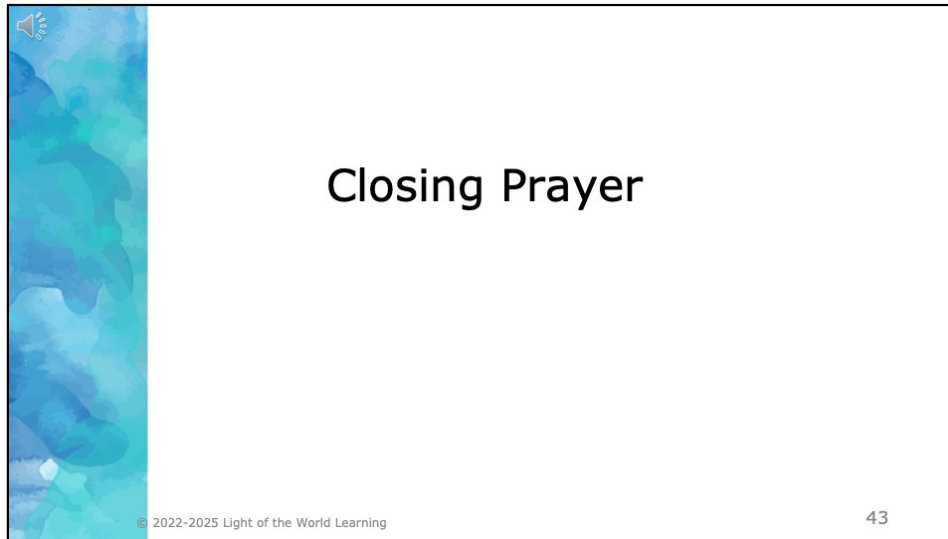
9. Homework - Now I can...

- I can talk about job skills and abilities.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use **can/can't** and **could/couldn't**.
- I can use **actually** and **of course**.
- I can understand that Jesus was born through the power of the Holy Spirit.

Homework 9. – I can statements

The student must be able to achieve all of these skills before the next unit. If not, the unit can be repeated or additional practice materials can be used.

Review all of the skills at the beginning of the next unit. 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.

Contact us at: LightOfTheWorldLearning.org or Info@LOTWL.org



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	EasyReadEnglish.com	Nancy Kingdon	Amy Martin	Ashlyn Shrimplin
Jean Ato	Don Edic	Dorothy Konadu	Diana Martz	Leah Sprague
Bradley Baurain	Peggy Fergus	Macy Lake	Christy McPherson	Macie Stuckman
Joshua Blake	MaryBeth Gahan	Martha Lane	Tracy Meddaugh	Carole Svensson
Rachael Braggs	Melina Gallo	Audrey Larsen	Barbara Newsome	Ellie Talalight
Larry Buell	Alicia Gentile	Tai Young Lee	Brenda Nielsen	Peter Talalight
Cindy Campbell	Prakash Chandra Giri	Aden Lewis	Danielle Nowe	Weston Talalight
Christian Cha	Ellenor Gopal	Bruce Lewis	Deborah O'Donnell	Rachel Tamang
Olivia Cheney	Jill Gramzow	Elena Lewis	Georg Ort	Darrell Turner
Hannah Clark	Rachel Grijinco	James Lewis	Martha Ort	Graham Whitmore
Nancy Cobb	Carol Hale	Micah Beth Lewis	Deb Payne	Cheri Wilke
Emily Cox	Emily Hamilton	Tim Lewis	Linda Petrie	Mackenzie Williams
Marilyn Dano	Patty Hickman	Ward Lewis	Joan Phelps	Muchun Yin
Susanna Diallo	Lyudmila Ivanyuk	Johnny Lukashevich	Sara Scazzero	Ted York
Alyssa Dokolas	Debbie Johnson	Gail MacMillan	Hannah Schmokel	Anita Zeifert
Hephzi Davidson	Carey Jo Johnston	Ivan Mader		

Bible story and pictures on slides 14-22 and 33 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>