

Teacher's Notes:

Bible Reading: John baptizes Jesus - [Matthew 3:1-17](#), [John 1:19-34](#)

Theme: Describing people

Pronunciation: /m/ spelled mb and /n/ spelled gn

Grammar: Be/Have/Wear in the simple past, present and future tenses

Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring pictures of people with different hairstyles, ages, facial expressions, and abilities.

Share the verse: I Sam 16:7 NIRV - But the LORD said to Samuel, "Do not consider how handsome or tall he is. I have not chosen him. The LORD does not look at the things people look at. People look at the outside of a person. But the LORD looks at what is in the heart."



Pray, Review, and Preview

Bible Reading: John baptizes Jesus - [Matthew 3:1-17](#), [John 1:19-34](#)

Theme: Describing people's personalities and appearances

Pronunciation: /m/ spelled mb and /n/ spelled gn

Grammar: Be/Have/Wear in the past, present and future.

Pray

Pray for the class. You may want to thank the Lord that he does not look at the things people look at. People look at the outside of a person. But the LORD looks at what is in the heart.

Check Homework and Review

Ask students to read aloud or recite their homework from the last class. Check written work.

Be sure they have read the Bible passages 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

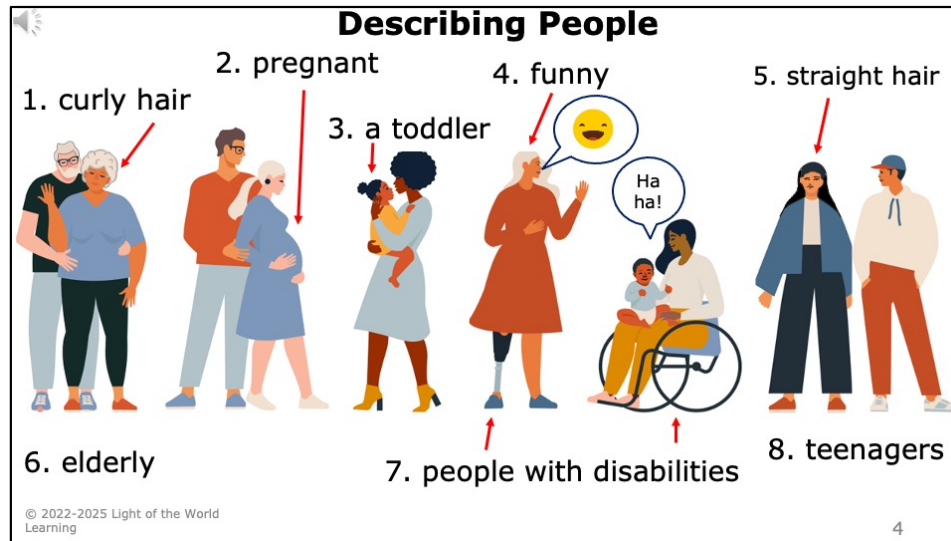
Note: It is important that we show respect for people of all ages, abilities and appearances in this lesson. We are all made in the image of God.

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: **baby, toddler, teenager, middle-aged, elderly, disability, curly hair, straight hair, etc.**

More advanced students can be encouraged to make complete sentences:

They are an elderly couple. The teenagers are standing together. The woman in the wheelchair has a disability and she is holding her child.







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.			
1 Age 1 - 3 	2 Age 13-19 	3 Age 40-60 	4 Age 60+ 
a toddler	a teenager	middle-aged	elderly
The toddler is learning to walk.	The teenager wears a blue cap.	The middle-aged woman is 45.	The elderly couple has gray hair.
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2A. Vocabulary

1. Say the new words in a simple sentence: "This is a toddler." 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: *a toddler, a toddler, a toddler*. Have your students then repeat the word after you several times.

3. Say the word in the written sentence. Have students repeat after you each time, "The toddler is learning to walk."

4. Check students' comprehension by asking direct questions. For example, *Who is this? Where's the middle-aged woman? Are you a teenager?*

Listen and repeat.			
5 	6 	7 	8 
curly	straight	humble	proud
He has curly brown hair.	She has straight red hair.	The humble man washes the guest's feet.	The proud man thinks he is great.
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2B. Vocabulary





1. Say the new words in a simple sentence: "He has curly brown hair." 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: *curly, curly, curly*. Have your students then repeat the word after you several times.

3. Say the word in the written sentence. Have students repeat after you each time, "He has curly brown hair."

4. Check students' comprehension by asking direct questions. For example, *Where is proud man? Do I have curly hair? Are you humble?*

Listen and repeat.

9	10	11	12
			
funny	serious	pregnant	a disability
The boy is very funny. He makes us laugh.	The young man is serious.	She is eight months pregnant.	She has a disability. She cannot see.

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2C. Vocabulary

Note: We can use **have** or **with** to talk about disabilities: *She **has** a disability. People **with** disabilities may need extra help.*


1. Say the new words in a simple sentence: "The boy is very funny." 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: *funny, funny, funny*. Have your students then repeat the word after you several times.

3. Say the word in the written sentence. Have students repeat after you each time, "The boy is very funny. He makes us laugh."

4. Check students' comprehension by asking direct questions. For example, *Which person is pregnant? Are you more serious or*

funny?


 **Match the description with the person.**

1. Sam is a teenager who loves to play video games and study English. He has large brown eyes and short hair. He is humble and smart.

2. Charles is middle-aged and very funny. He has dark hair and is the father of two toddlers. He works as an engineer at a plastics factory.

3. Joe is elderly and is very serious. He has blue eyes and straight hair. He wears glasses. He has a disability and uses a wheelchair.

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2D. Grammar – Be/Have/Wear


Ask students to read the descriptions and match them with the correct picture.

Answers:

1. Sam is in the bottom picture.
2. Charles is in the top picture.
3. Joe is in the middle picture.

Be, Have, and Wear			
	Attribute	Verb	Examples
1	age, height, weight, personality	be	Was he humble? They weren't tall. She will be a teenager soon.
2	hair, eyes, disability	have	She has brown hair, blue eyes and has a hearing disability. He had straight hair.
3	clothes, glasses	wear	She is wearing an orange shirt and sunglasses. We wore ties last night.

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2E. Grammar – Be/Have/Wear

We use the verbs Be, Have and Wear to describe people. This chart practices using the verbs in different tenses with the correct attributes.

Note: Was is used with singular subjects: I, he, she, it. **Were** is used with plural subjects and you: You, we, they.

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

 **Complete the sentences in the correct tense.**

	Simple Past	Simple Present	Future
1	I was serious.	I am serious. 	I will be serious.
2			He'll wear glasses.
3			We will be elderly.
4	She had curly hair.		
5		They wear boots. 	

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2F. Grammar – Past, Present and Future with Be/Have/Wear

Ask students to complete the sentences by changing the verb to the correct tense. Number 1 is an example.

Spoken English usually uses the contraction forms. Written English usually uses the full forms. Both forms are acceptable.

Answers

2. He wore glasses. He wears glasses.
3. We were elderly. We are (We're) elderly.
4. She has curly hair. She will (She'll) have curly hair.
5. They wore boots. They will (They'll) wear boots.

 Appearance: Look Like / Personality: Be Like	
Question	Sentence
1 What does he look like?	He is middle-aged and has brown eyes.
2 What is he like?	He is serious and quiet.
3 What did she look like?	She was young and had blond hair.
4 What was she like?	She was funny and kind.
5 What do you look like?	
6 What are you like?	

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2G. Grammar – Look Like vs. Be Like

Explain to students that we can ask about people’s personalities using BE LIKE. We can ask about people’s appearances using LOOK LIKE.

Ask students to read the questions and answers for 1-4. Then ask them to answer questions 5 and 6 about their own appearance and personality.

Listen and repeat.



A: Thanks for inviting me to this party! I want to meet your **brother**.

B: **He's** over there. **He's** the **middle-aged man wearing glasses**.

A: Which one? Does he have **curly** or **straight** hair?

B: He has **straight** hair and **he's** wearing **a blue shirt**.

A: I see **him** now. What's **he** like?

B: **He's** usually **very serious and quiet, just like me**.

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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. /m/ spelled mb	2. /n/ spelled gn	3. Challenge
lamb 	sign	
thumb	foreign	
climb	assignment	
comb 	gnat 	

A. When I climbed over the fence, a lamb bit my thumb!

B. Didn't you read the sign? It says, "Do not climb."

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
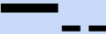
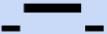
4A. Pronunciation - Sound and Spelling

Note: The letter **b** is usually silent in words containing **mb**. The letter **g** is usually silent in words containing **gn**.

- 1. Model: Say the sound several times while pointing to it.**
 (For example, point to the **m** and say /m/ /m/ /m/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/m/ *lamb, thumb, climb, comb*). 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 lesson that is

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

Listen and repeat.

A. 	B. 	C. 
pregnant	teenager	Messiah
humble	elderly	Describe her.
curly	serious	It's funny.
funny	baptism	We had them.
toddlers	sunglasses	She wore it.

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4B. Pronunciation - 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.

John baptizes Jesus.
[Matthew 3:1-17](#), [John 1:19-34](#)



John, the son of Zechariah and Elizabeth, grew up and became a prophet. He lived in the wilderness and ate wild honey and locusts. He wore clothes made from camel hair and a leather belt around his waist.

Many people came out to the desert to listen to John. He told them a message from God. John said, "Change your hearts and lives, because God's kingdom is now very near."

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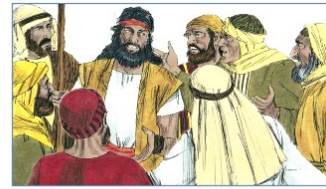
5A. Bible Reading

Students should have already read this story in their first language (L1) as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. However, if they have not yet read it in their L1, be sure they do so now before reading it in English. 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 students to read aloud. 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.

F. Optional - You may hide the words and ask students to tell the story again in their own words, using the pictures to help them.

John is the one Isaiah the prophet was talking about when he said, "There is someone shouting in the desert: 'Prepare the way for the Lord. Make the road straight for him.'"



When people heard John's message, many of them confessed the bad things they had done, and John baptized them in the Jordan River.

Many proud religious leaders also came to see John, but they did not change, confess, or repent. John said to them, "You are all snakes! Who warned you to run from God's judgment that is coming? Change your hearts! And show by the way you live that

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5B. Bible Reading

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



you have changed. God will cut down every tree that does not produce good fruit and he will throw them into the fire.”



Some religious leaders asked John if he was the Messiah. John replied, “I am not the Messiah, but he is coming after me. He is so great that I am not good enough to untie his sandals.

I baptize you with water to show that you have changed your hearts and lives. But he will baptize you with the Holy Spirit and with fire.”

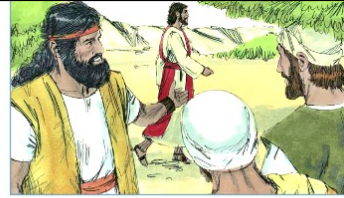
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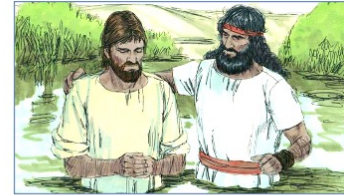
5C. Bible Reading

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

The next day, Jesus came for John to baptize him. When John saw Jesus, he said, "Look! There is the Lamb of God who will take away the sin of the world."



John said to Jesus, "I am not worthy to baptize you. You should baptize me instead."



But Jesus said, "You should baptize me, because it is the right thing to do." So John baptized Jesus.

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5D. Bible Reading

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

When Jesus came up out of the water after being baptized, the Spirit of God appeared in the form of a dove and came down and rested on him. At the same time, God spoke from heaven. God said,



“This is my Son. I love him, and I am very pleased with him.”

God had told John, “The Holy Spirit will come down and stay on someone you baptize. That person is the Son of God.”

There is only one God. But when John baptized Jesus, he heard God the Father speak, saw God the Son, who is Jesus, and he saw the Holy Spirit. John knew that Jesus is the Son of God.

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5E. Bible Reading

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



Answer the questions.



1. What message from God did John share with the people?
2. Where did John baptize people?
3. Why did John baptize people?
4. What did the voice of God say when Jesus was baptized?
5. Why do people need to change their hearts and lives?
6. Were you or anyone you know baptized? What do you think about baptism?

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5F. Bible Reading Questions

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

Answers:

1. "Change your hearts and lives, because God's kingdom is now very near."
2. John baptized people at the Jordan river.
3. He baptized them to show that they changed their hearts and lives.
4. "This is my Son. I love him, and I am very pleased with him."

Answers will vary for questions 5-6.



Listen and answer the questions.



1. Why can't the visitor read the sign?
2. What does the sign say?
3. Why does a thief climb the fence?
4. Why does the shepherd put oil on the sheep?
5. Who protects and feeds the sheep?
6. What do the sheep know?

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6A. Activities – Listening to sound/spelling words /m/ and /n/

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

A: Can you please help me? I'm a visitor and I can't read this sign because it's in a foreign language.

B: Oh yes, I can read it. It's in French. The sign says, "Do not climb the fence into the sheep pen."

A: Why does anyone want to climb over the fence?

B: Sometimes a thief will climb the fence to try to steal a little lamb or an adult sheep. If someone climbs the fence, we know that person is not the shepherd. The shepherd uses the gate to enter the pen, and he calls the sheep by name. The sheep know his voice, and they follow him. The thief comes only to steal and kill the sheep, but the shepherd takes good care of the sheep. He puts oil on their heads to keep the gnats away. He uses his stick to protect the sheep from wolves. He feeds the sheep and he knows each one by name. The sheep know they are safe with the shepherd. He takes care of them all the time. If one sheep wanders away, the shepherd goes and finds it and brings it back home.

A: He sounds like a very good shepherd!

B: Yes, he is.

Answers: 1. The sign is in a foreign language. 2. Do not climb the fence.
3. The thief climbs the fence to steal a lamb. 4. The shepherd puts oil on
the sheep to keep the gnats away. 5. The shepherd protects them. 6. The
sheep know the voice of the shepherd.

A. Complete the chart with your partner

A. Who's the girl with straight black hair and brown eyes?
 B. Her name is Lisa. What's her personality like?
 A. She is humble.

		Lisa is humble.

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6B. Activities – Pair work

Student A looks at this slide and student B looks at the next slide. Each slide has the same pictures but different information. Students may not look at each others' slides.

Students take turns asking and answering the questions to complete their charts with the names and personality traits of all the people.

Answers:

Lisa is humble. Esther is energetic. Susan is loud. Becky is brave. Jimmy is kind. Joseph is serious. Tom is proud. Elaine is funny. Ruth is quiet.

B. Complete the chart with your partner

A. Who is the girl with straight black hair and brown eyes?
 B. Her name is Lisa. What's her personality like?
 A. She is humble.

Lisa is humble.		

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6C. Activities – Pair work

Student B looks at this slide and student A looks at the previous slide. Each slide has the same pictures but different information. Students may not look at each others' slides.

Students take turns asking and answering the questions to complete their charts with the names and personality traits of all the people.

Answers: Lisa is humble, Esther is energetic, Jimmy is kind, Joseph is serious, Becky is brave, Elaine is funny, Ruth is quiet, Tom is proud, Susan is loud.

 **Song: This is My Son**

The crowd along the Jordan
Heard the prophet say,
"Repent. Come and wash your sins away."
But why was Jesus standing there,
The Holy, Righteous One?
"Let it be," He said "That righteousness be done."
He rose up from the water.
The heavens opened wide.
The Spirit descended.
The Voice from heaven cried:



"This is my Son, whom I love. With Him I'm well-pleased.
This is my Son, whom I love from all eternity.
For I am His Father; He is My Son.
This is my Son, whom I love for all eternity."

By Michael A. Schmid, TrueVineMusic.com

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7. Songs







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 two or three times, as the students just listen.

2. Repeat: Sing the selection again, a line or sentence at a time, as students repeat after you. Then play the recording and sing the song together as a class in unison.

3. Solo: The student sings solo (or if shy, can just read the words aloud).

1A. Homework – Write about the pictures with the **past simple** form of **Be, Have** or **Wear**.

1 	He was a teenager and he wore white shoes. He didn't have long hair.	4 	
2 		5 	
3 	© 2022-2025 Light of the World Learning	6 	25

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

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.

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.







Number one is an example.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, contain the simple past form of Be/Have/Wear, and use the following words:

2. elderly

3. disability
4. pregnant
5. middle-aged
6. curly

1B. Homework – Write **questions** about the pictures with the **present simple** form of **Be, Have** or **Wear**.

7 	Does she have straight hair? Is she a child?	10 	
8 		11 	
9 		12 	

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

Students will write sentences for each picture to practice the lesson's vocabulary words. Number 7 is an example.

Answers may vary, but will start with a capital letter, have a question mark at the end, contain the present simple form of Be/Have/Wear and use the following words:

- 8. funny
- 9. humble
- 10. serious
- 11. proud
- 12. toddler

2. Describe the people.

1 The baby wears a blue diaper and has very little hair. He sits on the floor.	5
2	6
3	7
4	8

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Homework 2A. – Grammar and Vocabulary Review

Ask students to write descriptions of the people. Number 1 is an example. Answers will vary but may include the following words:

- 2. toddler
- 3. boy, child
- 4. teenager
- 5. young adult, man
- 6. pregnant, woman
- 7. middle-aged, man
- 8. elderly, disability, woman



**2. Fill in the blanks with a form of
be/have/wear.**



- A. John _____ a leather belt and camel hair clothes.
- B. John didn't _____ fancy clothes or live in a fancy house.
- C. John _____ humble, he _____ proud.
- D. Many of the religious leaders John spoke to _____ proud.
- E. Tomorrow I _____ my new blue shirt to work.
- F. The elderly man usually _____ glasses to read.
- G. My son _____ curly hair when he was a toddler.

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Homework 2B. – Grammar and Vocabulary Review

Fill in the blanks to complete the sentences.

Answers:

- A. wore
- B. have/wear
- C. was, wasn't
- D. were
- E. will wear/am going to wear
- F. wears
- G. had

3. Ask your partner.

Questions	Answers
1. What is your father like?	He is serious and kind.
2. _____ teenagers _____	
3. _____ funny _____	
4. _____ elderly _____	
5. _____ you proud _____	
6. _____ look like	
7. _____ wearing _____	

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Homework 3. – Conversations - Pair work

Students interview a partner and write their partner's answers.
Check answers for correct grammar and punctuation.

Number 1 is an example.

Questions and answers will vary, but may include:

2. What do teenagers usually wear?
3. Who do you think is funny?
4. Do you have elderly friends?
5. Are you proud or humble?
6. What does your sister look like?
7. What are you wearing tomorrow?

4. Answer and say the sentences. Mark the /m/ and /n/ sounds.

A. Did you read the warning sign?	Yes, I always read the signs!
B. Is Jesus still in the tomb?	
C. A baby sheep is a lamb. What is your favorite baby animal?	
D. What is an easy assignment?	
E. Do you like to climb trees?	
F. Which foreign country would you like to visit? Why?	

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

This homework practices writing, spelling, and pronouncing the /m/ spelled mb and /n/ spelled gn sounds.

Answers will vary. Learners should mark the following sounds:

- A. Did you read the warning **sign**?
- B. Is Jesus still in the **tomb**?
- C. A baby sheep is a **lamb**. What is your favorite baby animal?
- D. What is an easy **assignment**?
- E. Do you like to **climb** trees?
- F. Which **foreign** country would you like to visit? Why?



5. Bible Reading Review



1. Who was John the Baptist? Who were his parents?
2. What did John say to the proud religious leaders?
3. John said, "God will cut down every tree that does not produce fruit." What do you think that means?
4. What did John say about Jesus?
5. What did you learn from the story?
6. How can you produce good fruit?

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Homework 5. – Bible Reading Review

Students may look back at the story to answer the questions.

Answers:

1. He was a prophet who prepared people for the Messiah. His parents were Zechariah and Elizabeth.
 2. He said, "You are all snakes! Change your hearts."
 3. Answers will vary.
 4. "Look! There is the Lamb of God who will take away the sin of the world." OR "He is so great that I am not good enough to untie his sandals."
- Answers will vary for 5 and 6

 **6A. Choose 1 verse to memorize.**

A

A proud person will soon be ruined, but a humble person will be honored.

[Proverbs 18:12 ERV](#)

B

The next day John saw Jesus coming toward him and said, "Look, the Lamb of God. He takes away the sins of the world!"

[John 1:29 ERV](#)


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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

As Jesus was coming up out of the water, he saw the sky torn open. The Spirit came down on him like a dove. A voice came from heaven and said, "You are my Son, the one I love. I am very pleased with you."

[Mark 1:10-11 ERV](#)

- Read the next lesson's Bible verses: [Matthew 4:1-11](#) and [Luke 4:1-13](#) in your language.

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

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

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 or other Bible translation resources.

7A. Read and answer the questions.

Joni Eareckson Tada



When Joni Eareckson Tada was a teenager, she went to a lake. She dove head first into the water, but it was not deep, and she hit her head on the bottom of the lake. She was underwater and could not get out. Finally, her sister pulled her out of the water. Joni could breathe, but she could not move her arms or legs.

At the hospital, doctors found that Joni's neck was broken. She was paralyzed and could not move her arms or legs. This disability would never change. She would need to use a wheelchair for the rest of her life. Joni was very sad and upset at this news. For several months, Joni was depressed and did not want to continue living.

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Homework 7A. – Everyday Reading and Writing

The learners will read the article and answer the questions.

Then, she remembered that before the accident, she had prayed that God would help her to become a better person. She began to study the Bible, and she read what God says about pain, suffering, and healing.

Although she could not move her arms or legs, Joni could hold a paintbrush in her mouth. She painted beautiful pictures. She also wrote books for children and adults. She started a ministry called Joni and Friends that helps people with disabilities in many countries. She also recorded songs and a radio program.

Now, Joni is elderly. In 2022 she turned 73 and is still helping people from her wheelchair. Joni says, "I have discovered that God can heal. He does heal. But he is not required to heal... He has shown me that my suffering is part of a better plan... For the weaker I am, the harder I must lean on God!"

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Homework 7B. – Everyday Reading and Writing

The learners will read the article and answer the questions on the next slide.

7B. Answer the questions about Joni.

1. How was Joni hurt?
2. What did she remember?
3. What skills did she have?
4. Besides pictures, what other things has Joni created?
5. What is the name of her ministry?
6. What does her ministry do?
7. What did God show Joni?
8. Who do you know that has a disability? How can you help?

Homework 7B. – Everyday Reading and Writing

Answers:

1. She hit her head on the bottom of a lake after diving into the water.
2. She remembered that she had prayed that God would help her to become a better person.
3. She was able to hold a paintbrush in her mouth.
4. Joni has written books for children and adults.
5. Her ministry is named Joni and Friends.
6. Her ministry helps people with disabilities in many countries.
7. God showed Joni that her suffering is part of a better plan.
8. Answers will vary

What other words can you use to describe people?

	Life Stage	Personality	Eyes	Hair
1	middle-aged	brave	brown	curly
2	young	proud	big	straight
3	a child	peaceful	round	black
4				
5				
6				
7				
8				

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Homework 8A. – Writing

Ask students to fill in the chart with additional words to describe people.

Answers will vary, but may include:

- Life Stage:** teenager, toddler, baby, adult, elderly
- Personality:** humble, loud, funny, energetic, serious, joyful
- Eyes:** blue, green, black, hazel, small, dark
- Hair:** thick, thin, soft, long, short, bald, blond, red, brown, braided, frizzy

8. Writing - Describe a person you admire.



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Homework 8B. – Writing

Model. Write a description of someone you admire and explain why.
For example: My mom is caring and funny. She is very generous and looks for ways to help others.



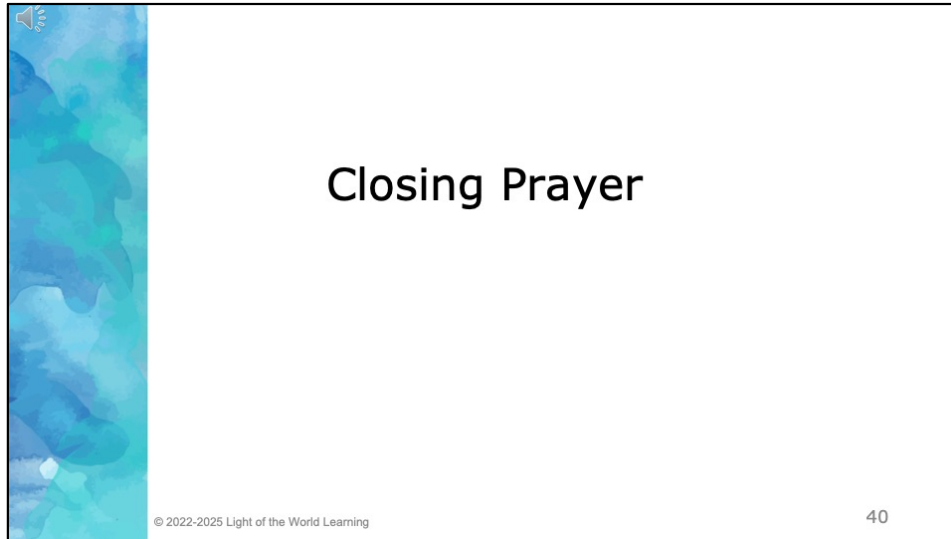
9. Now I Can...

- I can describe people.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use Be, Have, and Wear in the past, present and future tenses.
- I can understand what God said at Jesus' baptism.

Homework 9. – 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.

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

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Bible story and pictures on slides 15-20 and 28 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>