

Teacher's Notes:

Bible Reading: Jesus Starts His Ministry –Matthew 4:17-25; Luke 4:14-41

Theme: Healthcare

Pronunciation: /th/ voiced and unvoiced

Grammar: Time Expressions, Irregular Verbs 1-10


Preparation:

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring medical items such as a bandage, cane, or prescription.



Pray, Review, and Preview

Bible Reading: Jesus Starts His Ministry – [Matthew 4:17-25](#); [Luke 4:14-41](#)

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Pray

Pray for the class. You may want to thank the Lord for good health and protection from illness.

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 [Matthew 4:17-25](#) and [Luke 4:14-41](#) 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 happened?" and "What else?" to elicit vocabulary students already know. Repeat and write their words or show the words on the next slide.

Answers may include: **pain, a bandage, an accident, stitches, elbow**, etc.

More advanced students can be encouraged to make complete sentences:
The boy fell off his bicycle and was hurt. The doctor gave him stitches.



Theo's Accident

Last week, Theo had a bicycle **accident**. He fell off his bike and hurt his **elbow** and legs. He was in a lot of **pain**. His father took him to the hospital. The doctor took x-rays and said that nothing was broken. However, she needed to put four **stitches** in his leg to close the cut. She also wrapped a **bandage** around his **elbow** and gave him a tetanus **vaccine**.

Finally, the doctor wrote a **prescription** for **medicine** to prevent an infection. Theo was glad to leave the doctor's office. Next week he is going to have the **stitches** removed. He is looking forward to riding his bike again soon!




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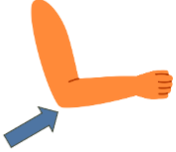



1B. Show Description of Theme Picture

Please read the description of the theme picture to the students and point to the pictured vocabulary.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.

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

			
1. an elbow	2. a cane	3. to breathe	4. a bandage

A. a strip of cloth or tape used to cover an injury
 B. the middle part of the arm which bends
 C. a stick used to help you walk
 D. to bring air in and out through your mouth or nose

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2A. Vocabulary

1. Say the word a few times, as you indicate the picture. For example, say, "an elbow, an elbow, an elbow." Have your students then repeat the word after you a few times.


2. Ask students to match the word to the correct definition and say the answer as a sentence. For example, "An elbow is the middle part of the arm which bends."





3. Check students' comprehension further by asking direct questions. For example, "Where is your elbow?" "Are you breathing now?"

Answers

1. B
2. C
3. D

4. A

 **Match the beginning and end of each sentence.**

5. She choked 	E. in his stomach.
6. A vaccine 	F. I take medicine . 
7. When I am sick	G. because she ate too fast.
8. He had pain 	H. may prevent an illness.

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2B. Vocabulary


1. Say the beginning of the sentence a few times, as you indicate the picture. For example, say, "She choked, she choked." Have your students then repeat the phrase after you a few times.





2. Ask students to match the beginning and end of each sentence and say the complete sentence. For example, "She choked because she ate too fast."

3. Check students' comprehension further by asking direct questions. For example, "Have you ever choked?"

Answers

- 5. G
- 6. H
- 7. F
- 8. E

 **Match the beginning and end of each sentence.**

9. The doctor wrote 	I. to fix her cut hand.
10. She got stitches 	J. a prescription for pills from the pharmacy.
11. He had an accident 	K. slipping on the wet floor.
12. She gave him CPR 	L. when his heart stopped.

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2C. Vocabulary

Note: CPR stands for cardiopulmonary resuscitation. It means pushing on someone's chest to help their heart beat and sometimes breathing into their mouth to help them breathe. People who are trained to do CPR can save lives.

1. Say the beginning of the sentence a few times, as you indicate the picture. For example, say, "The doctor wrote, the doctor wrote." Have your students then repeat the phrase after you a few times.

2. Ask students to match the beginning and end of each sentence and say the complete sentence. For example, "The doctor wrote a prescription for pills from the pharmacy."

3. Check students' comprehension further by asking direct questions. For example, "When have you had an accident?"

Answers:

9. J, 10. I, 11. K, 12. L



Time Expressions: Last, Yesterday, Ago

	Time	
last	night, Sunday, week, month, year, time	
yesterday	morning, afternoon, evening	
	1 week, 10 days, 3 months, 5 years	ago

A. I didn't see you in class **last night**. What happened?

B. I had an accident **yesterday afternoon** and I needed stitches. The last time I got hurt was **two years ago**.


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2D. Grammar

Note: This chart shows time expressions for past events and words that can be used with them. **Last** and **yesterday** are placed before the time. Periods of time with numbers are placed before **ago**.

Ask students to try to make some of their own phrases using **last**, **yesterday**, and **ago**.

 Ask & answer questions with irregular verbs.			
	Base	Simple Past	Sentence
1	be (am/is/are)	was / were	When were you in an accident? <u>We were in an accident last year.</u>
2	become	became	When did she become a doctor? <u>She became a doctor in 2022.</u>
3	begin	began	When did you begin English classes? _____
4	bring	brought	What did you bring for lunch? _____
5	buy	bought	When did you buy a gift? _____

2E. Grammar – Irregular Verbs


Note: Irregular verbs do not end in ED in the past and participle forms. Students must memorize these irregular forms. The charts on this slide and the next show the first ten common irregular verbs from the list in the appendix. Have students listen and repeat the words.

You may also listen and have students sing the irregular verb song, available at: <https://bit.ly/SongsLOTW>

Ask students to answer questions 3, 4, and 5 using the simple past tense.

Answer will vary but must include the correct verb forms:

3. began
4. brought
5. bought

 Ask & answer questions with irregular verbs.			
	Base	Simple Past	Sentence
6	choose	chose	Which Bible verse did you _____ to say? I <u>chose</u> John 3:16.
7	come	came	How _____ you _____ to class today? _____
8	do	did	What _____ you _____ a week ago? _____
9	drink	drank	When _____ you last _____ tea? _____
10	drive	drove	How well _____ you _____ a car last year? _____

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2F. Grammar – Irregular Verbs

Note: Irregular verbs do not end in ED in the past and participle forms. Students must memorize these irregular forms. The charts on this slide and the previous one show the first ten common irregular verbs from the list in the appendix. Have students listen and repeat the words.

Ask students to complete the questions and answers for 6-10 using the simple past tense.

Answer will vary but must include the correct verb forms:

6. choose
7. did/come/came
8. did/do/did
9. did/drink/drank
10. did/drive/drove

 **Listen and repeat.** 

A: Hello, this is the 911 operator. What is your emergency?
B: **My friend has pain in his chest and can't breathe well.**
A: What is the address where you are now?
B: The address is **333 Third Street.**
A: Thank you. Do you know how to **do CPR**?
B: **Yes, I do.**
A: **Start CPR right now** and the ambulance will be there soon.

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3. Conversation:

Note: Making an emergency call is an important skill. Be sure students know their local emergency number.

- 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. Unvoiced /th/	2. Voiced /th/	3. Challenge
thick	that	
thin	the	
Thursday	this	
think	father	
tooth	breathe	

4. The dentist fixed this tooth last Thursday.
5. My father thinks we need to slow down and breathe!

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4A. Pronunciation - Sound and Spelling


Note: The /th/ sound has two different forms, voiced and unvoiced. The voiced /th/ is made while vibrating the voice box. Ask students to hold their hands on their throats to feel the difference between the voiced and unvoiced sounds. Demonstrate with the words **thigh** (unvoiced) and **thy** (voiced). Be sure students can hear and feel the difference between the two sounds.

1. Model: Say the sound several times while pointing to it.
(For example, point to the unvoiced th and say /th/ /th/ /th/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/th/ thick, thin, Thursday, think, tooth). Students just watch and listen.

2. Repeat: Have students repeat after you in unison.

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

4. Challenge: Choose another sound from the lesson that is challenging for your particular students to pronounce. Make a list of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

 **Listen and repeat.**

A. -- ---	B. --- -	C. --- --
CPR	bandage	medicine
USA	choking	bandages
ABC	elbows	accident
999	stitches	ambulance
911	breathing	pharmacy

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4B. Pronunciation - Hum and clap the stress.

Note: Groups of three letters or three numbers are usually stressed on the final syllable.

999 and 911 are common emergency call numbers around the world. You may ask your students if they know their local emergency number.

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.

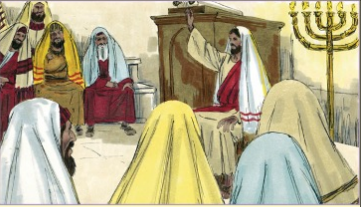
1. Model: Hum and then say each word in the column several

times. Students listen.

2. Repeat: Students repeat words after you in unison.

3. Solo: Call on individuals to read the entire column of words.

Jesus Starts His Ministry.
[Matthew 4:17-25](#); [Luke 4:14-41](#)



After Jesus refused Satan’s temptations, he returned to the region of Galilee with the power of the Spirit. This is where he lived.

Jesus went from place to place and taught people. Everyone said good things about him.

Jesus visited the town of Nazareth, where he grew up. On the Sabbath, he went to the synagogue as he always did.


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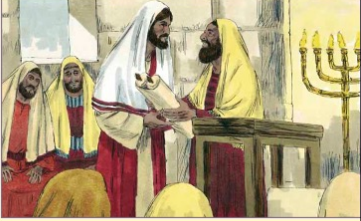
5A. Bible Reading

Be sure students have already read or listened to this story in their native language before reading it in English. This way the story 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. Encourage students to read aloud sentences from the story and act out the scenes.
- 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.

 The leaders handed him a scroll with the messages of the prophet Isaiah. They wanted him to read from it. So Jesus opened up the scroll and read this to the people:



“The Spirit of the Lord is on me so that I can proclaim good news to the poor. He has sent me to set prisoners free, to make the blind people see again, and to free those who are treated badly. This is the time when the Lord will be merciful to us and help us.”

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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. Encourage students to read aloud verses from the story and act out the scene.



Then Jesus sat down. Everybody was watching him closely. They knew the passage of Scripture that he had just read was about the Messiah. Jesus said, "The things I just read to you, are happening right now." All the people were amazed. "How is this possible? Isn't this Joseph's son?" they said.




Then Jesus said, "It is true that people never accept a prophet in his hometown. During the time of the prophet Elijah, there were many widows in Israel. But when it did not rain for three and a half years, God did not send Elijah to help a widow from Israel. Instead, he sent Elijah to a widow in a different nation." 16

5C. Bible Reading

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

Jesus continued, saying, "And during the time of the prophet Elisha, there were many people in Israel with skin diseases. But Elisha did not heal any of them. He only healed the skin disease of Naaman, a commander of Israel's enemies."



The people listening to Jesus were Jews. So when they heard him say this, they were furious at him. They grabbed Jesus and dragged him out of the place of worship. They took him to the edge of a cliff to throw him off of it in order to kill him. But Jesus walked through the crowd and left the town of Nazareth.

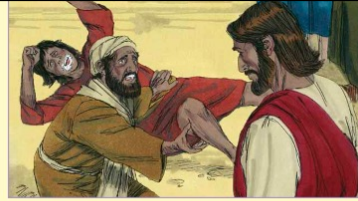
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5D. Bible Reading

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



Then Jesus went throughout the region of Galilee, and large crowds came to him. They brought many people who were sick or disabled. There were some who were blind, others who were crippled, deaf, or mute, and Jesus healed them.



Also, they brought many people who had demons in them to Jesus. Jesus commanded the demons to come out of them, so the demons came out. The demons often shouted, "You are the Son of God!"

But Jesus told the demons **not to speak.**

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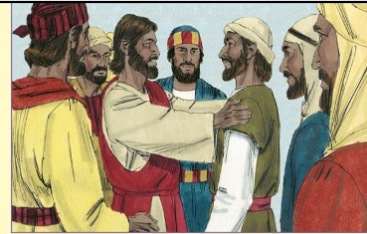
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5E. Bible Reading

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



The crowds of people were amazed, and they praised God. Many people followed Jesus everywhere he went. Some of them followed him faithfully. These were called disciples.



The time came when Jesus wanted a small group to work with. He chose twelve men from among his disciples to be his special representatives. He called them "apostles." These apostles traveled with Jesus and learned from him.

5F. Bible Reading

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



Answer the questions.

1. Name three miracles that Jesus performed.
2. Which prophet did Jesus read from?
3. In which town did the people try to kill Jesus?
4. Why did some people want to kill Jesus?
5. Why do you think many people followed Jesus?
6. What amazes you about Jesus?

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5G. Bible Reading Questions

Ask the questions and discuss as a group. Students may go back to the story to help find the answers.

Answers:

1. Healed the mute/ blind/deaf/cast out demons
2. Isaiah
3. Nazareth
4. Because they were angry about what he said.

Answers to 5 and 6 will vary



Listen and answer the questions.



1. What is the doctor's name?
2. Why did the patient go to see the doctor?
3. What did the doctor say to cover?
4. How often should she take a pill each day?
5. When can she pick up the prescription?
6. Who else in her house could get sick?


6A. Activities – Dictation with voiced and unvoiced /th/

Read the following script at least twice as students listen and write their answers to the questions. Students may NOT look at the script.

Hello, I'm Dr. Thin. I understand that you have a sore throat and a cough. Let me check your lungs. Breathe deeply. I think your lungs sound good. Are you in pain? Stick out your tongue. I see that your throat is red from all the coughing. Be sure to always cover your mouth when you cough, so other people don't get sick. I know the medicine that will help you. This prescription should be ready to pick up on Thursday at the pharmacy. You need to take a pill three times a day, for ten days. It is important that you finish the whole prescription. Otherwise, the infection could come back. If your mother or father start feeling sick, tell them to come in and get checked out. Many people are sick with this cough right now. You should drink plenty of water and try to get some rest. If you aren't better in ten days, I will need to see you again. Goodbye for now.

Answers

1. His name is Dr. **Thin**. 2. She had a cough and sore **throat**. 3. The doctor told the patient to cover her **mouth**. 4. She should take a pill **three** times each day **with** water. 5. She can pick up the prescription on **Thursday**. 6. Her **mother** and **father** could get sick.


 **A. Role Play: Doctor**

Questions	Answers
1. Your foot is cut. What happened?	
2. When did you have this accident?	
3. Are you taking pain medicine?	
4. Can you change the bandage every day alone, or do you need help?	
5. When did you last have a tetanus vaccine?	
6. What is your pain level from 1 to 10?	

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6B. Activities – Pair work

Student A practices being the doctor while student B is the patient. Partner A will ask questions from this slide and write Partner B’s answers. Check answers for correct grammar and punctuation.




B. Role Play: Patient	
Questions	Answers
1. How many stitches do I need?	
2. Do I need a prescription?	
3. Do I need to walk with a cane?	
4. Can I still go to class?	
5. Do I need to get extra rest?	
6. I also have a bad cough. What should I do?	
7. Do I need to wear a mask?	


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6C. Activities – Pair work

Student B practices being the patient while student A is the doctor. Partner B will ask questions from this slide and write Partner A's answers.

Check answers for correct grammar and punctuation.

 **Game – Talk for 90 seconds about health!**



Last year I was sick and I had to go to the doctor. I had a fever and pain in my stomach. I felt very weak. I did not want to eat anything. The doctor said that I had a stomach virus, and he gave me a prescription for some medicine to help me.

My friend, Thad, went to the pharmacy and picked up the medicine for me. Thad also prayed for me and fed me soup. After a few days I felt better and I went back to work. I'm so glad that God healed me and gave me good friends!







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7. Game – Talk for 90 Seconds

Give each student a health topic. They must talk about the topic for 90 seconds without stopping. If they are still talking when the timer goes off, they get 90 points. If they stop talking for more than 3 seconds they get zero points. The student with the most points wins.

Topics may include: **Healing, Accidents, Medicine, Hospitals, Exercise, Pharmacies, Illness, Vaccines, etc.**

1A. Homework – Write about the pictures using last or ago.

<p>1</p> 	<p>The boy had terrible pain one week ago.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	

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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. 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.



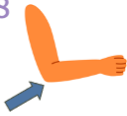



Number one is an example.

Answers may vary, but will start with a capital letter, have a punctuation mark at the end, and use the following words:

- 2. cane

3. medicine
4. prescription
5. bandage
6. accident

1B. Write about the pictures using yesterday or ago.

7 		10 	
8 		11 	
9 		12 	

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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 will start with a capital letter, have a punctuation mark at the end, use **yesterday** or **ago**, and use the following words:

- 7. stitches
- 8. elbow
- 9. vaccine
- 10. breathe
- 11. CPR
- 12. choke



2. Fill in the blanks using **last**, **ago**, **yesterday**, and **irregular verbs**.

1. What did you drink **last** night? I **drank hot milk with cinnamon.**
2. What did you bring to class two weeks _____? _____
3. When did you choose to study English? _____
4. When did you begin to study the Bible? _____
5. What did you do _____ Saturday? _____
6. What did you buy _____ morning? _____
7. How did you drive two years _____? _____
8. What did Jesus do 2,000 years _____? _____

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Homework 2. – Grammar Review

Irregular Verbs and Time Expressions

Students will fill in the blanks and answer the questions using the past tense irregular verbs. Number 1 is an example.

Answers will vary but must include an irregular verb:

2. What did you bring to class two weeks **ago**? I **brought** my books and pencils.
3. I **chose** to study English two years **ago**.
4. I **began** to study the Bible **last** year.
5. What did you do **last** Saturday? I **did** my homework and **flew** to Chicago.
6. What did you buy **yesterday** morning? I **bought** a train ticket.
7. How did you drive two years **ago**? I **drove** very well.
8. What did Jesus do 2,000 years **ago**? Jesus **did** many miracles 2,000 years ago.

 **3. Write questions and ask your partner.**

Questions	Answers
1. Why are you using a cane?	I broke my ankle.
2. _____ learn to do CPR	
3. _____ get a vaccine	
4. _____ someone is choking	
5. _____ stitches	
6. _____ medicine	
7. _____ an accident	

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Homework 3. – Conversations - Pair work

First, students complete writing the questions with their own words. Then 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. Would you like to learn to do CPR?
3. Have you ever had to get a vaccine?
4. What should you do if someone is choking?
5. Have you ever needed stitches?
6. Do you mind taking prescription medicine?
7. When did you have an accident?

4. Say and write the words in the correct columns.

Sabbath	thumb	Voiced /th/	Unvoiced /th/
that	breathe		Sabbath
birthdate	mother		
thirsty	the		
width	this		
south	truth		
Nazareth	these		
those	together		

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Homework 4. – Pronunciation

This homework practices pronouncing the voiced and unvoiced /th/ sounds.

Students will go through the list and say each word. Then they will write the verbs in the correct columns. The first word is shown as an example

Answers:

Voiced /th/: that, those, breathe, mother, the, this, these, together

Unvoiced /th/: sabbath, birthdate, thirsty, width, south, Nazareth, thumb, truth



5. Bible Reading Review –

Answer the questions using past tense verbs.

1. Where did Jesus begin his ministry?
2. Why did the crowd become angry at Jesus?
3. Why did sick people come to Jesus?
4. What did the demons say?
5. How many apostles did Jesus choose?
6. What would you like to ask Jesus?

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Homework 5. – Bible Reading Review

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

Answers will vary but may include:

1. He **began** his ministry in Galilee.
2. They **became** angry because of what he said.
3. They **came** because wanted to be healed.
4. They **said**, "You are the son of God."
5. He **chose** 12 apostles.
6. Answers will vary.

6A. Choose 1 verse to memorize.

A

"My true brother and sister and mother are those who do what God wants."

[Mark 3:35 ERV](#)

B

"May you and your family be well and all that you own be well."

[1 Samuel 25:6](#)

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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.

5B. Choose 1 verse to memorize and read the next verses.

C

“The only source of light for the body is the eye. If you look at people and want to help them, you will be full of light.”

[Matthew 6:22](#)

Read the next lesson’s Bible verses in your language:

[Luke 10:25-37](#); [Matthew 25:31-46](#); [Mark 12:28-34](#)

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.

How to Treat the Common Cold



If you have a sore throat, sneezing, and a cough you might have a common cold. Some other symptoms of a cold include watery eyes and a runny nose. Adults may get colds two to three times a year, and children can get them even more often! Colds are the biggest reason for missing school or work.

Usually you can treat a cold at home. Resting and drinking lots of liquids may help. These things help your body to fight off the cold. Some people also like to eat chicken soup, or drink tea with honey. You can also get medicine at a drugstore without a prescription to treat symptoms. For example, cough syrup or lozenges can sooth your throat.

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Homework 7A. – Everyday Reading and Writing

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



7B. How to Treat the Common Cold, continued.



However, if you have trouble breathing or have a bad fever, you may want to call your doctor. A doctor can test if you have something more serious than a cold and may want you to come to the office for a full exam. Then the doctor will ask you to breathe deeply and listen to your lungs. In addition, the doctor will take your blood pressure, and look into your mouth and throat. The doctor may also swab your nose or throat to see if you have an infection or virus.


If needed, your physician can also give you a prescription.
Hopefully, you will feel better soon!

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Homework 7B. – Everyday Reading and Writing

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

 **7C. Answer the questions.**




- A. How often do adults get colds?
- B. What are some ways to treat a common cold at home?
- C. What are some symptoms of a common cold?
- D. What does a doctor do during a full exam?
- E. Have you ever had to go to the doctor? Why?
- F. Have you ever had a cold? What did you do?

Homework 7C. – Everyday Reading and Writing

The learners will answer the questions about the article.

Answers:

- A. Two or three times a year.
 - B. A common cold may be treated at home by taking medicine, drinking lots of liquids, and getting lots of rest. Chicken soup and tea with honey can also be used.
 - C. Cough, sore throat, sneezing, runny nose and watery eyes are some symptoms of a common cold.
 - D. The doctor may ask you to breathe and listen to your lungs, take your blood pressure, and look into your mouth and throat.
- Answers will vary for E and F



9. Now I Can...

- I can talk about healthcare.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use **last**, **yesterday**, and **ago** to talk about the past.
- I can say and write the lesson's 10 irregular verbs.
- I can understand how Jesus started his ministry.

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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!

Closing Prayer

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Pray

You may want to ask for any special prayer requests, then pray for your students and bless them. Prayers may also be written here.

Help us share the Light of the World!

Thank you for using our materials. If these lessons are a blessing to you, please give or volunteer to help others learn English through the Bible.

For more information, visit LightOfTheWorldLearning.org



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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Anonymous	EasyReadEnglish.com	Nancy Kingdon	Amy Martin	Ashlyn Shrimplin
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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 14-19 adapted from the original work by unfoldingWord available from <https://openbiblestories.org>