

**Teacher's Notes:**

**Bible Reading:** The Good Samaritan – [Luke 10:25-37](#)

**Theme:** Make, cancel, and reschedule appointments

**Pronunciation:** /yU/ spelled open **u** and /A/ spelled open **a**

**Grammar:** Past simple negative; Irregular verbs 11-20


**Preparation:**

Pray.

Read the Bible passages.

Preview slides and game.

Optional: Bring objects related to an appointment, glasses, thermometer, calendar, insurance form, etc.



**Pray, Review, and Preview**

**Bible Reading:** The Good Samaritan- [Luke 10:25-37](#)

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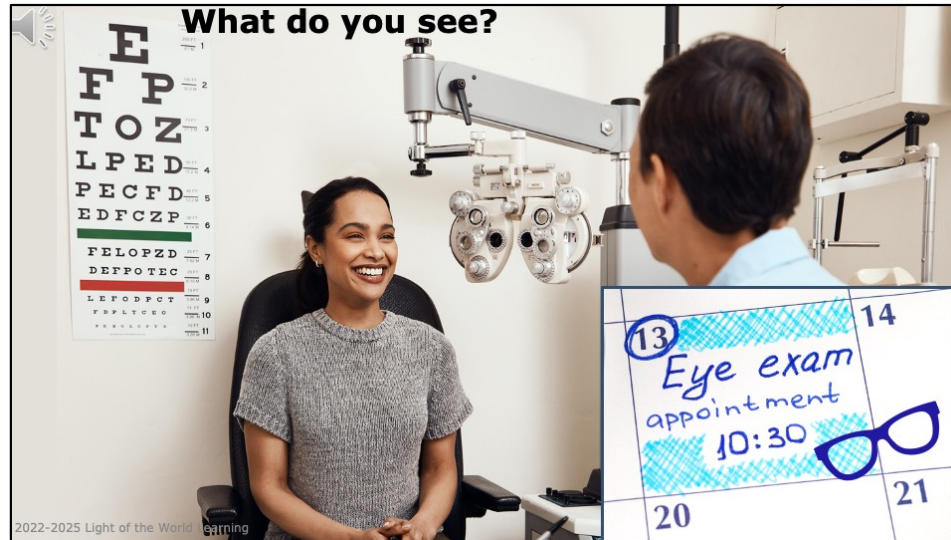
### Pray

Pray for the class. You may want to thank the Lord for divine appointments

### 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 [Luke 10:25-37](#) in their native languages in preparation for the lesson.

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



### 1A. Discuss Theme Picture

Ask "What do you see in this picture?" and "What else?" to elicit vocabulary they already know.

Repeat and write their words or show the words on the next slide.

Answers may include: **patient, appointment, eye chart**, etc.

More advanced students can be encouraged to make complete sentences:

**The patient saw the doctor to get new glasses. She didn't feel nervous. The doctor examined her eyes.**



## An Eye Exam

Ava had an **appointment** for an eye examination at 10:30 this morning. She had to wait three weeks for her **appointment** and had to **cancel** and reschedule twice with the **receptionist**. She is glad she didn't have to wait any longer.



Since she is a new **patient**, she had to fill out forms and show her insurance card at the office. The doctor **examined** her eyes and asked her to read the letters on the **eye chart**. Then he put different lenses in front of her eyes. Finally, he asked her to choose the frames she liked. She is thrilled to see clearly with new glasses now.



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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.

You may want to ask some discussion questions:

1. What appointments do you have? Is it easy to make an appointment?
2. Do you need glasses or contact lenses to see well?

These vocabulary words may be studied for homework. Vocabulary practice begins on the next slide.

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

			
1. an x-ray	2. a patient	3. an appointment	4. a receptionist

A. a person who works at the front desk of a business  
 B. someone who receives medical help  
 C. a time planned to meet with a professional  
 D. a photograph of the bones and internal parts of the body

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## 2A. Vocabulary

**1. Say the word a few times**, as you indicate the picture. For example, say, "an x-ray, an x-ray, an x-ray." 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 x-ray is a photograph of the bones and internal parts of the body."

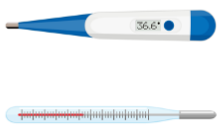



**3. Check students' comprehension further by asking direct questions.** For example, "Did you ever have an x-ray?" "When is your next appointment?"

### Answers

1. D
2. B
3. C

4. A

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

			
5. a thermometer	6. to increase	7. to decrease	8. an eye chart

E. a sign used to check how well you can see  
 F. a tool used to measure temperature  
 G. to grow greater in size or quantity  
 H. to reduce or get smaller

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## 2B. Vocabulary

**1. Say the word a few times**, as you indicate the picture. For example, say, "a thermometer, a thermometer." 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, "A thermometer is a tool used to measure temperature."





**3. Check students' comprehension further by asking direct questions.** For example, "Do you use a thermometer?" "What do you want to increase?"

### Answers

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

8. E

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

9. The doctor 	I. last month. 
10. My <b>blood pressure</b>	J. automobile, and home emergencies. 
11. I <b>cancelled</b> our visit	K. checked my hearing and <b>examined</b> my ears.
12. <b>Insurance</b> can help to pay for health,	L. is too high, so I don't feel well. 

### 2C. Vocabulary


**1. Say the beginning of the sentence a few times**, as you indicate the picture. For example, say, "The doctor, the doctor." 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 checked my hearing and examined my eyes."

**3. Check students' comprehension further by asking direct questions.** For example, "Do you have insurance?"

### Answers

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



Past Simple Negative: <b>Did Not / Didn't</b>	
1	My blood pressure <b>did not increase</b> last week.
2	The patient's temperature <b>didn't decrease</b> yet.
3	<b>Didn't</b> he <b>examine</b> the patient at 9:00 a.m.?
4	<b>Didn't</b> you <b>help</b> your neighbor when he fell?
5	(schedule)
6	(cancel)

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## 2D. Grammar – Simple Past tense negative

**Note:** Past simple tense verbs are used for a past action that is finished. The form is the same in all persons  
 Regular simple past verbs end in -ed. Irregular verbs do not end in -ed. They can be found on the list in the appendix and on the following slides.


We usually form the negative past tense by placing did not / didn't before the base form of the verb. It is not necessary to put -ed at the end of the verb. Negative questions are often used to express surprise or to confirm something we believe is true.

Spoken English usually uses the contraction forms. Written English usually uses the full forms.

Model, Repeat, and Solo sentences 1-4. Then ask students to write a sentence using the given words in rows 5 and 6, and using "did not" or "didn't."

Answers will vary, but may include:

5. I did not/didn't schedule an appointment with the receptionist.
6. We did not/didn't cancel class during the snowstorm.

 **Complete the sentences with irregular verbs.**

	Base	Past	Sentence
1	eat	ate	I didn't <b>eat</b> any candy, but I <b>ate</b> some cake two hours ago.
2	fall	fell	She <b>fell</b> off the bike a day ago, but she didn't _____.
3	feel	felt	He <b>felt</b> sad yesterday evening, but he usually _____.
4	find	found	They <b>found</b> the cat three years ago, but they can't _____.
5	fly	flew	I don't <b>fly</b> much now, but last year I often _____.

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**2E. Grammar**

Spoken English usually uses the contraction forms. Written English usually uses the full forms.

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

Answers may vary but should include the following:

- 2. fall
- 3. feels
- 4. find
- 5. flew

 **Complete the sentences with irregular verbs.**

	Base	Past	Sentence
6	forget	forgot	I forgot to do my homework, but I didn't _____.
7	get	got	I rarely get new glasses, but I _____.
8	give	gave	She gave me a gift yesterday so I will _____.
9	go	went	We didn't go to the mall but _____.
10	have	had	I had an appointment so I didn't _____.

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## 2F. Grammar

Spoken English usually uses the contraction forms. Written English usually uses the full forms.

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

Answers may vary but should include the following:

- 6. forget
- 7. got
- 8. give
- 9. went
- 10. have

← **Talk about what Amy did and didn't do yesterday.**

To Do List			
✓	Go shopping	✓	Eat fruit
☐	Bring flowers to Kay	✓	Find keys
☐	Cancel appointment	✓	Begin report
✓	Choose paint color	☐	Get mail
✓	Fly a kite with kids	☐	Buy stamps
☐	Have a talk with Jo	☐	Drive home
✓	Give a gift to Hugo	☐	Do dishes
☐	Decrease spending	✓	Have fun!

**Example:** She **went** shopping but she **didn't bring** flowers.



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**2G. Grammar: Simple Past Irregular Verbs**

Model using the example for the first two items on the list. Then ask students to speak about the other items on the list using the simple past tense. They may look at previous slides for the past forms if needed.

**Answers:**

She didn't cancel the appointment. She chose a paint color. She flew a kite with the kids. She didn't have a talk with Jo. She gave a gift to Hugo. She didn't decrease spending . She ate fruit. She found the keys. She began the report. She didn't get the mail. She didn't buy stamps. She didn't drive home. She didn't do the dishes. She had fun!



### Listen and repeat.

A. Hello. I'm calling from **Dr. Ada's office**. I'm sorry but I need to reschedule your appointment because **the doctor just had a baby**.

B. Wow! I **didn't even know she was pregnant**.

A. **We didn't expect the baby to arrive until next month, so it was a surprise for everyone**. Are you available **Wednesday at 3:30** to see **Dr. Hugo** instead?

B. No, I'm sorry. I **work in the afternoons**. Do you have anything open **in the morning**?

A. How about **Thursday at 9:00 AM**?

B. Perfect! See you then.

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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. /yU/	2. /A/	3. Challenge
musician	vacation	
computer	elevator	
January	baby	
university	April	
communion	patient	

- A. I hope to take a vacation in January or April.  
B. The patient is a computer instructor at the university.

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#### 4A. Pronunciation - Sound and Spelling - Long /yU/ spelled open u and long /A/ spelled open a

When a syllable ends in a vowel, it often makes the long vowel sound, e.g. (**pa/per, mu/sic, i/dol, go & we**). We call these "open syllable words", because the syllables are not closed by a consonant.

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


(For example, point to the **/yU/** and say /yU/ /yU/ /yU/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/yU/ musician, computer, January, university, communion). 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.

 **Listen and repeat.**

A. - - -	B. - -	C. - - - -
examined	patient	receptionist
insurance	x-ray	thermometer
appointment	pressure	insurance card
an eye chart	didn't	Samaritan
forgotten	cancelled	Jerusalem

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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.

## The Good Samaritan

Luke 10:25-37



One day, an expert in the Jewish law stood up to test Jesus. He said to

Jesus, "Teacher, what must I do to get eternal life?"

Jesus said to him, "What is written in God's law? What do you understand from it?"

The man answered, "It says, 'Love the Lord your God with all your heart, all your soul, all your strength, and all your mind. Also, 'Love your neighbor the same as you love yourself.'"

Jesus answered, "You are correct! Do this and you will have eternal life."

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### 5A. Bible Reading

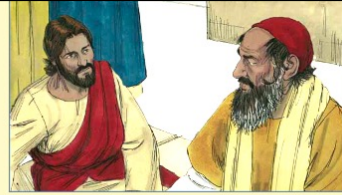
Students should have already read this story in their first language (L1) as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. However, if they have not yet read it in their L1, be sure they do so now before reading it in English. The hyperlinks of the Bible 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. Encourage students to read aloud paragraphs from the story.
- D. Ask if there are any questions or comments about the story.
- E. Ask the story questions and discuss as a group.

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.



But the law expert wanted to show that his way of living was correct. So he asked Jesus, "But, who is my neighbor?"



Jesus answered the law expert by telling a story. He said, "A man was going down the road from Jerusalem to Jericho. But some robbers saw him and attacked him. They tore off his clothes, took everything he had, and beat him until he was almost dead. Then they left him lying there on the ground and went away."

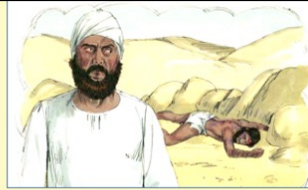
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### **5B. Bible Reading**

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

“Soon after that, a Jewish priest happened to walk down that same road. This priest saw that man lying in the road. When he saw him, he did not stop to help him. He moved to the other side of the road and kept on going. He completely ignored that man.”



“Not long after that, a Levite came down the road. (Levites were a tribe of Jews who helped the priests at the Temple.) The Levite also crossed over to the other side of the road. He also ignored that man and walked away.”



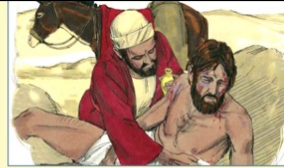
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### 5C. Bible Reading

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

"The next person to walk down that road was a Samaritan, a man from Samaria. (Samaritans and Jews hated each other.) The Samaritan saw the man in the road. He saw he was Jewish, but he still felt sorry for him and had strong compassion for him. So he went over to help him. He poured olive oil and wine on his wounds and bandaged them.



Then the Samaritan lifted the man onto his own donkey. He took him to an inn by the road. There he continued to take care of him."

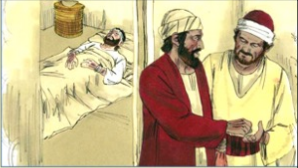
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### 5D. Bible Reading

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

“The next day, the Samaritan needed to continue his journey. He took out some money, two silver coins, and gave them to the person in charge of the inn. He said to him, ‘Take care of this hurt man. If you spend any more money on him, I will pay it back to you when I return.’”



Then Jesus asked the law expert, “What do you think? Which one of the three men was a neighbor to the man who was robbed and beaten?”

The teacher of the law answered, “The one who helped him.”

Jesus told him, “Then you go and do the same.”

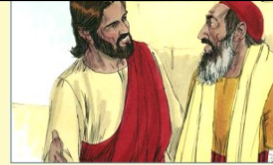
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**5E. Bible Reading**

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



### Answer the questions.



1. Who came to ask Jesus questions?
2. Who ignored the dying man?
3. Why did the Samaritan help the injured man?
4. List all the things the Samaritan did for the man:
  
5. Who is your neighbor?
6. How can you love the Lord with all your heart, soul, strength, and mind?

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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. An expert in the Jewish Law came.
  2. A Jewish Priest and a Levite ignored the man.
  3. He had compassion on him. He felt sorry for him.
  4. He poured olive oil and wine on his wounds. He bandaged them. He put the man on his own donkey. He took him to an inn. He continued to care for him. He gave money to the innkeeper to care for the man.
- Answers will vary for questions 5 and 6.



### Listen and answer the questions.

1. Why doesn't David feel good?
2. Why shouldn't David feel scared?
3. Who does Julie's dentist take care of?
4. When did Julie see her dentist?
5. Where is her dentist from?
6. When will David call the dentist?



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**6A. Activities – Dictation of sound/spelling words** long /yU/ and long /A/  
Read the script at least two times as students listen and answer the questions.  
Students should NOT read the script.

Julie: What's wrong with you, David?

David: Hi Julie, I have a toothache.

Julie: That's too bad. You should make an appointment with the dentist.

David: I'm a little scared. I think the dentist might hurt me.

Julie: You don't need to be scared. Jesus tells us, "Do not let your hearts be troubled and do not be afraid." He gives us peace.

David: That's true. Thank you for reminding me.

Julie: I will pray for you and I know a dentist who takes really good care of her patients. She's from the United Kingdom. I saw her in January, and she helped me with a sore tooth.

David: What did the dentist do?


Julie: First, she told me to open my mouth, and she looked at my teeth. She asked me which tooth hurt, and I told her.

David: Then what happened?

Julie: She gave me something that made my mouth feel numb. Then she removed the tooth. It didn't hurt, and the other teeth looked beautiful.

David: Thanks for telling me that. I will call the dentist today to make an appointment.

**Answers:** 1. David has a toothache. 2. Because Jesus gives us peace and tells us not to be afraid. 3. She takes care of her patients. 4. She saw her dentist in January. 5. She's from the United Kingdom. 6. He will call the dentist today.

 **Role Play: Patient making appointment**

- Hi, I'd like to make an appointment, because \_\_\_\_\_.
- Is Doctor Abel available on \_\_\_\_\_?
- Do you have any appointments sooner?

Time	Mon	Tue	Wed	Thu
9:00		Work		Class
10:00	Work	Work	Work	Class
11:00	Work		Work	
12:00	Work	Visiting friends		Work
1:00		Visiting friends	Class	Work
2:00	Class	Visiting friends	Class	
3:00	Class		Class	Work

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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 different information, and they may not look at each others' slides.

Students must ask and answer questions to fill in the missing information on their slides and find an available appointment time.

Model by giving an example, "I'd like to make an appointment because my blood pressure is increasing."

**Answer:**

Thursday at 11:00 is the only available appointment for the patient and doctor.

### 3. Role Play: Receptionist making appointment

1. What is your name?
2. When did you last visit the doctor?
3. Our next available appointment is on \_\_\_\_\_. Is that ok?

Time	Mon	Tue	Wed	Thu
9:00	Not working	Busy	Busy	Busy
10:00	Not working			Busy
11:00	Not working	Busy	Busy	
12:00			Lunch	Lunch
1:00	Busy	Conference		Busy
2:00		Conference	Busy	Busy
3:00	Busy	Conference	Busy	

### 6B. Activities – Pair work


Student A looks at the previous slide, and student B looks at this slide. Each slide has different information, and they may not look at each others' slides.

Students must ask and answer questions to fill in the missing information on their slides.

Model by giving an example, "I'd like to make an appointment because my blood pressure is increasing."

**Answer:**

Thursday at 11:00 is the only available appointment for the patient and doctor.

 **Song: Irregular Verbs (Part 1 of 2)** <https://bit.ly/SongsLOTW>

Write, wrote, written	Drive, drove, driven
Hide, hid, hidden	Give, gave, given
Sing, sang, sung	Think, thought, thought
Ring, rang, rung	Teach, taught, taught
Go, went, gone	Hit, hit, hit;
Have, had, had	Cut, cut, cut
See, saw, seen	Hurt, hurt, hurt;
Sit, sat, sat	Put, put, put
Know, knew, known	Do, did, done
Grow, grew, grown	Win, won, won

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### 7A. Song

This song teaches 40 common irregular verbs in the present, past and participle forms. The YouTube video has pictures to help learning: <https://bit.ly/SongsLOTW>

**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).

 **Song: Irregular Verbs (Part 2 of 2)**

Take, took, taken	Break, broke, broken
Shake, shook, shaken	Speak, spoke, spoken
Drink, drank, drunk	*Read (reed), <b>read</b> (red), <b>read</b> (red)
Sink, sank, sunk	Say, said, said
Make, made, made	Lose, lost, lost
Sell, sold, sold	Come, came, come
Pay, paid, paid	Stand, stood, stood
Tell, told, told	Run, ran, run
Fly, flew, flown	Wear, wore, worn
Show, showed, shown	Tear, tore, torn

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### 7B. Song

This song teaches 40 common irregular verbs in the present, past and participle forms. The YouTube video has pictures to help learning. <https://bit.ly/SongsLOTW>

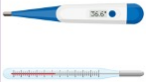





\*Note that the word "read" is pronounced differently in the present tense /rEd/ and past and participle forms /red/.

**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 using the negative simple past tense.**

<p>1</p> 	<p>I didn't take my temperature using a thermometer.</p>	<p>4</p> 	
<p>2</p> 		<p>5</p> 	
<p>3</p> 		<p>6</p> 	<p>26</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. increase

3. decrease
4. x-ray
5. receptionist
6. cancel

**B. Write questions using the past tense.**

<p>7</p> 		<p>10</p> 	
<p>8</p> 		<p>11</p> 	
<p>9</p> 		<p>12</p> 	

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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, and use the following words:

- 7. appointment
- 8. patient
- 9. blood pressure
- 10. eye chart
- 11. insurance
- 12. examine

### 2A. Fill in the blanks.

patient

didn't

gave

cancel

found

decrease

not

felt

examine

did

feel

In Jesus' story, the Samaritan man \_\_\_\_ \_\_\_\_ think he was too important to help a man he \_\_\_\_ lying in the road. He \_\_\_\_ sorry for the man and \_\_\_\_ him help and a place to stay. John the Baptist said of Jesus, "He must increase but I must \_\_\_\_." (John 3:30) John \_\_\_\_ want to be more important than Jesus, instead he wanted to point people to Jesus the Messiah. In the same way, we can \_\_\_\_ our own hearts to see if we like to make ourselves important or if Jesus and our neighbors are more important to us.

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### Homework 2A. – Grammar and Vocabulary Review

Fill in the blanks to complete the sentences.

#### Answers:

In Jesus' story, the Samaritan man **did not** think he was too important to help a man he **found** lying in the road. He **felt** sorry for the man and **gave** him help and a place to stay. John the Baptist said of Jesus, "He must increase but I must **decrease**." (John 3:30) John **didn't** want to be more important than Jesus, instead he wanted to point people to Jesus the Messiah. In the same way, we can **examine** our own hearts to see if we like to make ourselves important or if Jesus and our neighbors are more important to us.

 **B. Fill in the blanks.**

yesterday last ago not x-ray  
went forget had pressure forgot felt

Oh no! I \_\_\_\_\_ that I \_\_\_\_\_ an eye doctor appointment  
\_\_\_\_\_ afternoon! The receptionist called to remind me  
\_\_\_\_\_ Monday, but I did \_\_\_\_\_ put it on my calendar. My  
last eye exam was three years \_\_\_\_\_, and I really need new  
glasses! At least I didn't \_\_\_\_\_ to pick up my blood \_\_\_\_\_  
pills from the pharmacy. I \_\_\_\_\_ there \_\_\_\_\_ night.

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**Homework 2B. – Grammar and Vocabulary Review**

Fill in the blanks to complete the sentences.

Oh no! I **forgot** that I **had** an eye doctor appointment **yesterday**  
afternoon! The receptionist called to remind me **last** Monday, but I  
did **not** put it on my calendar. My last eye exam was three years  
**ago**, and I really need new glasses! At least I didn't **forget** to pick  
up my blood **pressure** pills from the pharmacy. I **went** there last  
night.

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

Questions	Answers
1. When did you visit <b>your doctor</b> ?	I visited my doctor two days ago.
2. _____ thermometer	
3. ____ did ____ increase _____	
4. When did you _____	
5. _____ fly _____	
6. _____ find _____	
7. _____ appointment	

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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. Can you use the thermometer?
3. What did you increase this year?
4. When did you go to the dentist?
5. Didn’t you fly to Florida in January?
6. Didn’t you find your insurance card?
7. When is your next appointment?

**4. Follow the /A/ sound words to exit the maze.**

**START**

potato →	table ↓	ago	cavity	examine	last
eternal	vacation	baby	exam	law	weird
about	arriving	same	card	calendar	vaccine
patient	neighbor	take	answered	foreign	cancel
weigh	chart	happen	translate	they	straight
elevator	April	plain	Asia	accident	eight
also	have	garden	negative	program	ache

**EXIT**

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#### Homework 4.

This homework practices recognizing and pronouncing the long /A/ sound. Students will make horizontal or vertical arrows (not diagonal) between adjacent words that contain the /A/ sound in order to reach the exit. The first three words are shown as an example.

#### Answers

Students should mark the following words to exit the maze:

potato, table, vacation, baby, same, take, neighbor, patient, weigh, elevator, April, plain, Asia, translate, they, straight, eight, ache



## 5. Bible Reading Review

1. What question did the Jewish law expert ask Jesus?
2. What answer did the Jewish law expert give to Jesus?
3. What happened to the traveler?
4. Why did Jesus use a story about a Samaritan helping a Jew?
5. How can you show love to your neighbors?
6. How do you practice loving the Lord?

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### Homework 5. – Bible Reading Review

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

#### Answers:

1. What must I do to inherit eternal life?
2. Love the Lord your God with all your heart, soul, strength, and mind. And love your neighbor as yourself.
3. He was beaten and left for dead by robbers.
4. To show that we have to love our 'enemies'

Answers will vary for 5 and 6

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

**A**

The man answered, "Love the Lord your God with all your heart, all your soul, all your strength, and all your mind.' Also, 'Love your neighbor the same as you love yourself."  
[Luke 10:27 ERV](#)

**B**

Jesus said, "Your answer is right. Do this and you will have eternal life." [Luke 10:28 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.

Bible verses taken from the HOLY BIBLE: EASY-TO-READ VERSION  
©2014 by Bible League International. Used by permission.

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

**C**

The LORD examines those who are good and those who are wicked; he hates those who enjoy hurting others.

[Psalm 11:5 ERV](#)

- Read the next lesson's Bible verses: [Matthew 19:16-30](#) 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.

Bible verses taken from the HOLY BIBLE: EASY-TO-READ VERSION  
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**7A. Read and answer the questions.**



**Abe's Appointment**

I had such a difficult time getting an appointment for my toothache. I called the dentist's office three weeks ago, but nobody answered. I decided to leave a voice message. I explained, "This is Abe Utely, and I have a terrible toothache. I need to see a dentist as soon as possible. Please call me back at 630-555-8822."

The next day, I got a call from the receptionist at the dentist's office. She said they didn't have any appointments open for two weeks so I booked the first one available. However, two days before my appointment, the receptionist called me and said, "I'm so sorry, Abe. The dentist has the flu so we need to reschedule the appointment for a different date. Are you available next week on Friday at 4:00?"

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**Homework 7A. – Everyday Reading and Writing**

The learners will read the story on this and the next slide and answer the questions on slide 37.



### **7A. Read and answer the questions (continued).**

I was so disappointed and asked if another dentist was available. The receptionist said that unfortunately there wasn't any other dentist in town. So I had to wait another week until the dentist felt better.

It's expensive to get dental care. I'm thankful that I have dental insurance to help pay for it. When I went to my appointment, I showed the receptionist my insurance card and then sat in the waiting room. I was nervous but I prayed and knew that the Lord would help me through the examination. When I finally sat in the dentist's reclining chair the dentist examined my teeth, and he gave me an x-ray. After this, he told me that I had a cavity, a small hole in my tooth.


The dentist used a drill to fix my cavity. It hurt a little, but he was quick to finish. As I left the office, I thanked the dentist and I thanked the Lord!

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### **Homework 7A. – Everyday Reading and Writing**

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

 **3. Answer the questions about Abe's appointment.**

- A. When and why did Abe call the dentist?
- B. Why did it take so long to get an appointment?
- C. How did Abe feel before the appointment?
- D. Why is it important to care for your teeth?
- E. What would you do if your tooth hurt?
- F. Do you ever go to the dentist? When was your last appointment?


**Homework 7B. – Everyday Reading and Writing**

The learners will read the story and answer the questions.

**Answers:**

- A. He called the dentist three weeks ago because he had a toothache.
- B. There were no opening for two weeks and then the dentist had the flu.
- C. He felt nervous, disappointed and in pain.
- D. Answers will vary.
- E. Answers will vary.
- F. Answers will vary.





**9. Now I Can...**

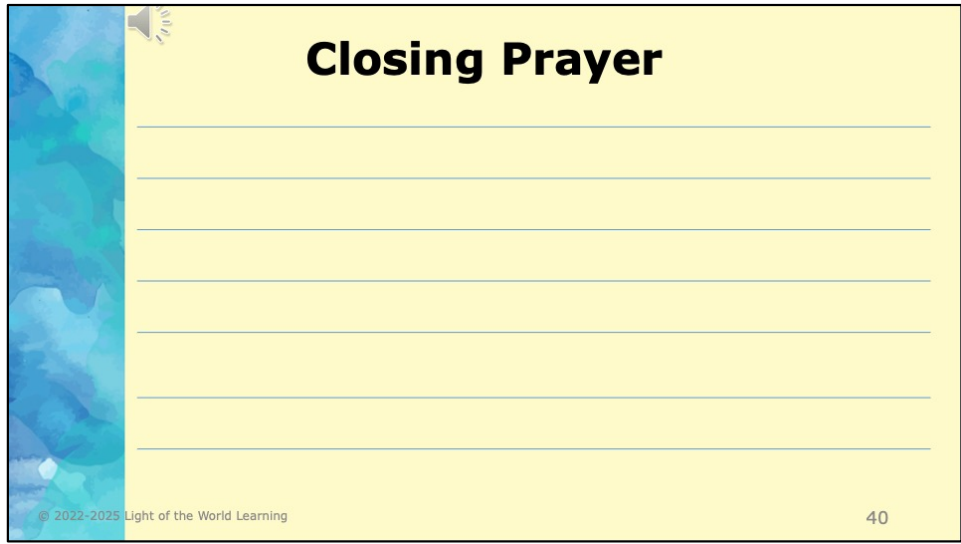
- I can make, cancel, and reschedule appointments.
- I can use new words including: \_\_\_\_\_  
\_\_\_\_\_
- I can use "didn't" to talk about the past.
- I can understand who my neighbor is.
- I can understand how to love my neighbor.

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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](https://LightOfTheWorldLearning.org)



## Appendix



- How to Use Lessons: [bit.ly/UseLOTW](https://bit.ly/UseLOTW)
- Irregular Verb List: [bit.ly/ListVerbs](https://bit.ly/ListVerbs)
- Lesson Downloads: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)
- Order Books: [bit.ly/BooksLOTW](https://bit.ly/BooksLOTW)
- Share Your Feedback: [bit.ly/FeedbackLOTW](https://bit.ly/FeedbackLOTW)
- Table of Contents: [bit.ly/TocLOTW](https://bit.ly/TocLOTW)
- Video Channel: [youtube.com/@LightOfTheWorldLearning](https://youtube.com/@LightOfTheWorldLearning)
- Vocabulary List: [bit.ly/VocabUS](https://bit.ly/VocabUS)
- Website: [LightOfTheWorldLearning.org](https://LightOfTheWorldLearning.org)

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

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