

## Teacher's Notes:

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**Bible Reading:** Jesus Healed Many People [Mark 1:29-45](#); [2:1-12](#)

**Theme:** Common Activities

**Pronunciation:** /s/ and unvoiced /th/

**Grammar:**

- Negative statements
- Questions

**Preparation:**

- Pray
- Read [Mark 1:29-45](#); [2:1-12](#)
- Preview slides and game.
- Optional: Bring candy and cleaning supplies.



## Pray, Review, and Preview

**Bible Reading:** Jesus Healed Many People [Mark 1:29-45](#);  
[2:1-12](#)

**Theme:** Common Activities

**Pronunciation:** /s/ and unvoiced /th/

**Grammar:**

- Negative statements "I don't..."
- Questions "Do you...?"

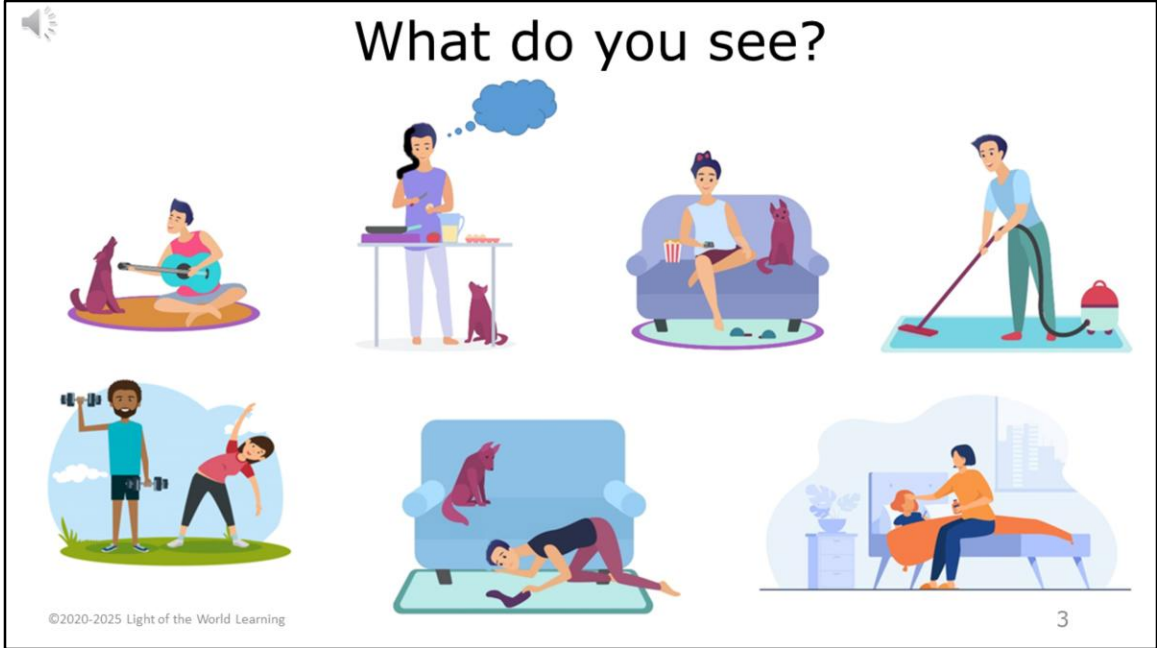
### Pray

Pray for the class. You may want to thank the Lord for forgiving us and healing us!

### Check Homework and Review

Ask each student to read aloud or recite their homework from the last class. Check written work. Be sure they have read [Mark 1:29-45](#) and [2:1-12](#) 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?”
- Repeat and write their words.

Answers may include: rest, play, think, clean, pick up, exercise, sick, well

More advanced students can be encouraged to make complete sentences: He cleans the house.

1. He plays guitar.	2. She thinks.	3. She rests.	4. He cleans.
			
			
5. They feel	6. He picks up a sock.	7. She feels sick.	

**1B. Show the Theme Picture Words**

Please show and say the names of the theme picture items to the students briefly.  
 These words can be studied for homework.  
 Practice of vocabulary begins with the following slide.



## Listen and repeat.

1 	2 	3 	4 
a house	candy	to heal	to forgive
houses		Jesus heals a man.	I forgive you.

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## 2A. Vocabulary

Note: Candy is a non-count noun. We often say **a piece of candy** or **pieces of candy**.

1. **Say the new words in a simple sentence:** "This is a house," several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.

2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say, *a house, a house, a house*. Have your students then repeat the word after you several times.

3. **Say the word in the same sentence again.** Have students repeat after you each time, "This is a house."

4. **Check students' comprehension by asking direct questions.**

For example, *What is this? Is this candy?*



## Listen and repeat.

5	6	7	8
			
to clean	to pick up	to rest	to think
I clean the house.	I pick up the box.	I rest on Sundays.	She thinks.

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### 2B. Vocabulary

1. **Say the new words in a simple sentence:** "I clean the house," several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, and good rhythm and intonation.

2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *to clean, to clean, to clean*. Have your students then repeat the word after you several times.

3. **Say the word in the same sentence again.** Have students repeat after you each time, "I clean the house."

4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this to rest?*



## Listen and repeat.

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fast

The rabbit is fast.

10



slow

The turtle is slow.

11



sick

He is sick.

12



well

She is well.

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## 2C. Vocabulary

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

2. **Say the word and the article that goes with it several times,** as you indicate the object. For example, say: *fast, fast, fast*. Have your students then repeat the word after you several times.

3. **Say the word in the same sentence again.** Have students repeat after you each time, "The rabbit is fast."

4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this slow?*



## Listen and repeat.

Do/Does	Subject	Verb	Positive Answer	Negative Answer
Do	I you we they	rest?	Yes, you do. Yes, I do. Yes, we do. Yes, they do.	No, you don't. No, I don't. No, we don't. No, they don't.
Does	he she it	clean?	Yes, he does. Yes, she does. Yes, it does.	No, he doesn't. No, she doesn't. No, it doesn't.

## 2D. Grammar

**Does** is followed by a third person singular subject pronoun. **Do** is followed by any other subject pronoun.

**Do/Does questions** are answered with a yes or no. In the examples, the answers include a tag sentence after the yes or no: "Yes, we do." Tag sentences are in the statement order of S/V.

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



## Listen and repeat.

A: I like to **clean** on Mondays. Do you like to **clean the house**?

B: No, I don't. But I do it anyway! When do you **rest**?

A: I like to **rest** on Sundays. Do you **pick up the kids from school** today?

B: Yes, I do. I **pick up the kids** at 3:15 PM every weekday.

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### 3A. Conversation 1

**1. Model: Say both parts of the conversation several times.**

Use A and B cards, stick figures, or change your physical position to indicate the dual parts. Role play the parts to convey the meaning of the conversation. Students are to watch and listen.

**2. Repeat: Say one line at a time and have students repeat until they can be understood.**

**3. Solo: You begin the conversation and call on individual students to respond.** Then reverse the roles (students are A, you are B).

4. Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words and answer truthfully, according to their preferences).



## Listen and repeat.



1. /sl/	2. /th/ unvoiced	3. Challenge
sleep	thirsty	
slow	Thursday	
slip	thank	
sleepy	think	
slave	thirty-three	

- A. Does he sleep until 3:30 on Thursdays?
- B. Do you feel sleepy or thirsty?
- C. Slow down! Don't slip on the wet floor!

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### 4A. Pronunciation – Sound and Spelling

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

(For example, point to the **sl** and say /sl/ /sl/ /sl/. Then say the sound and quickly read the entire list, pointing to each item as you read it (/sl/ sleep, slow, slip, sleepy, slave). 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 below the chart.

3. **Solo:** Call on individuals to say a sound and its word group. Give lots of praise.

4. **Challenge:** Choose another sound from the lesson that is challenging for your particular students to pronounce. Use words from Parts 1 and 2 of the lesson, and from previous lessons to make

a group of 3-5 words. You may repeat the same challenging sounds in several lessons. Students need a lot of practice on sounds that do not exist in their first language.

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## Listen and repeat.

A. <small>—</small>	B. <small>— —</small>	C. <small>—</small>
sick	brushes	forgive
well	candy	afraid
heal	doesn't	because
house	Jesus	about

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

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

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

**1. Model:** Hum and then say each word in the group several times. Students listen.

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

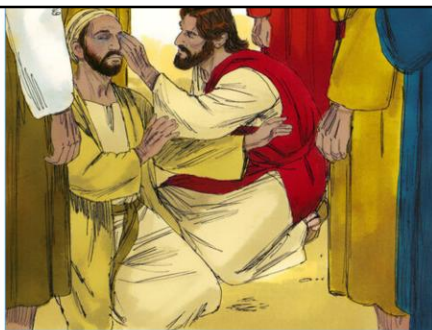
**3. Solo:** Call on individuals to read the entire group of words.



Read the verses in your language. Then read:

## **Jesus Healed Many People**

Mark [1:29-45](#); [2:1-12](#)



Jesus loves people and wants to help them. One way he helped people was to heal them. Jesus healed many sick people.

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### **5A. Read Story**

Students have already read this story in their native language as part of their homework, so it will be familiar even if they do not know all the vocabulary yet. The pictures also help them to understand. The hyperlinks go to Live.Bible.is and have videos of the stories in many languages.

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





One day, a woman was sick with a fever. She was so sick she could not leave her bed. Jesus went to her. He took her hand and helped her to get up. The fever stopped. Jesus made the woman well again.



## 5B. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



That night, many sick people came to Jesus. These people had many kinds of diseases. Jesus healed them.



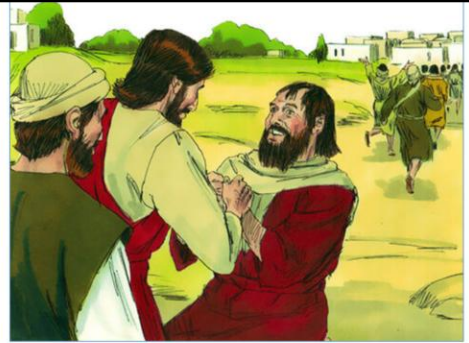
### 5C. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



One day, a man with a bad disease came to Jesus. He kneeled in front of Jesus.

He said, "Lord, I know You can heal me." Jesus was sorry for the man, so Jesus healed him. The bad disease was gone.



## 5D. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Later, Jesus was in another city. He was preaching in a house. In the house were many people. Four men brought a man who could not walk. They could not get into the house, so they went on the roof of the house. They made a hole in the roof.



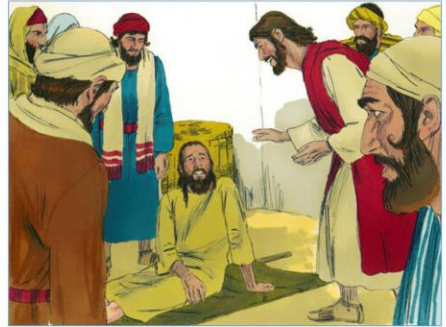
## 5E. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



The sick man was lying on a mat. They let him down through the roof into the house to the place where Jesus was.

Jesus was happy that these men believed in him. He said to the sick man, "I forgive your sins."



## 5F. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Some religious leaders were there. They thought, "Only God can forgive sins."

Jesus knew what they were thinking, so he said to them, "Why do you think this? I healed this man so you will know I can forgive sins."

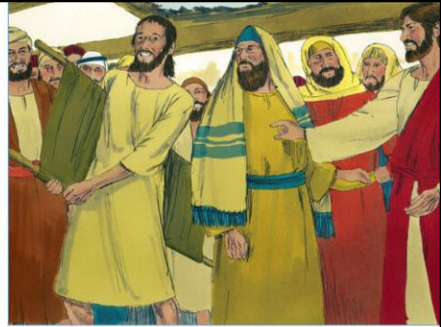


## 5G. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



Then Jesus said to the sick man, "Get up. Pick up your mat and walk." The man stood up and walked out of the house. All the people were surprised. They thanked God.



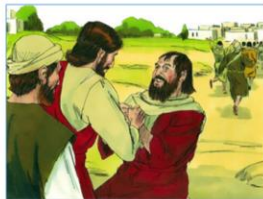
## 5H. Read Story

- A. Read the story out loud to the class.
- B. Write words that students ask about and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.



## Answer the questions

1. How did Jesus help people?
2. Why did the men make a hole in the roof?
3. What did Jesus do for the man who could not walk?
4. How has Jesus helped you or your friends?



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### 5I. Story Questions

Ask the questions and discuss as a group. For questions 1-3, you may go back to the story to help students find the answer.

#### **Answers:**

1. He healed them and he forgave their sins.
2. To help their friend get into the house with Jesus.
3. He forgave his sins. Then he healed the sick man so he could walk again.
4. Answers may vary.

Ask if they have any other questions or comments about the story.



## Listen and fill in the blanks.

sleep

slip

slow

south

sleeps

north

think

sleepy

three

thank

May I have your attention, please. We have a bad problem at work. Sometimes the workers 1 at work! 2 workers fell asleep in the 3 office last night. One worker sometimes 4 in the 5 office. If you feel 6 you should go home. Please rest at home so you can be fast at work. We do not pay you to rest. We pay you to work! Please 7 about this. We forgive these workers, but if it happens again, they can lose their jobs.  
8 you.

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### 6A. Activities – Dictation of sound/spelling words

Read the work announcement 3 times as students listen and fill in the words. They can write the answers 1-8 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

#### Answers:

May I have your attention please. We have a bad problem at work. Sometimes the workers **sleep** at work! **Three** workers fell asleep in the **north** office last night. One worker sometimes **sleeps** in the **south** office. If you feel **sleepy**, you should go home. Please rest at home so you can be fast at work. We do not pay you to rest. We pay you to work! Please **think** about this. We forgive these workers, but if it happens again, they can lose their jobs.

**Thank** you.

## Describe pictures with questions and negatives.

1  X	2  ?	3  X	4  ?	5  ?
6  ?	7  X	8  X	9  ?	10  X

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### 6B. Activities – Do/Don't/Does/Doesn't

Students will write 10 sentences describing the pictures and then their own actions using "I."

Answers will vary.

1. He doesn't clean the house. I don't clean the house.
2. Does Jesus heal people? Do I heal people?
3. He doesn't pick up the box. I pick up the box.
4. Does she rest? Do I rest?
5. Does she think? Do I think?
6. Do they have a house? Do I have a house?
7. We don't eat candy. I don't eat candy.
8. She doesn't sleep. I sleep.
9. Does she forgive him? Do I forgive him?
10. She doesn't read. I read.



## Talk about the pictures.

Ask, "Do/Does..." questions.



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### 6C. Activities - Pair work.

Ask the students to ask their partner at least 3 questions about the pictures starting with "Do" or "Does." The partner must answer the questions correctly.

Then switch, and partner B asks about the picture while partner A gives the answers.

Model by giving an example, "Does the girl in picture B have a vegetable?" "Yes, she does."



## Game – Charades

Act out the vocabulary words.



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### 7. Game

Charades: Each student takes turns acting out various vocabulary words. The person who guesses the most correctly is the winner.

Give each student a sheet of paper with 5 different vocabulary words selected from this lesson and previous lessons. If you are teaching via Zoom, use the chat box to send different vocabulary words to each student (use the direct or private message feature so only the student who will be acting out the words knows what they are).

**1. Model:** Act out a couple of the vocabulary words and have the students guess the words.

**2. Repeat:** Students act out the gestures with you.

**3. Solo:** Have the students act out the words you have given them and others guess what the words are.



## 1 & 2 Homework

1. Read the next lesson's Bible verses: [Mark 8:31-38](#); [9:30-32](#); [10:32-34](#) in your language.
2. Write about 5 activities you do or don't do every day.
  - A. I don't wake up at 6:00 every morning.
  - B.
  - C.
  - D.
  - E.
  - F.

### Homework 1 and 2 - Reading the next Bible Lesson in L1 and writing about self with new vocabulary

Students will always read the Bible lesson in their first language (L1) before reading it in English the following lesson.

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

**Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment. They may use a bilingual dictionary.

**Solo.** Students will share their homework when they are finished. After they have shared their homework, be sure to check it for correctness, including spelling. Explain mistakes, while providing praise and encouragement. Answers will vary.




3. Write the words.					
1 	2 	3 	4 	5 	6 
a house					
houses					
7 	8 	9 	10 	11 	12 
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### Homework 3: Write the vocabulary words with the pictures.

Number one is an example.

#### Answers:

2. candy; some candy
3. to heal; Jesus heals a man.
4. to forgive; I forgive you.
5. to clean; I clean the house.
6. to pick up; I pick up the box.
7. to rest; I rest on Sundays.
8. to think; She thinks.
9. fast; The rabbit is fast.
10. slow; The turtle is slow.
11. sick; He is sick.
12. well; She is well.

4.  Mark the /s/ and unvoiced /th/ sounds. Then write and say the sentences.

A. Joseph was a <u>s</u> lave.	
B. Please slow down and don't slip.	
C. I <u>th</u> ink she leaves at 3:30.	
D. Do you sleep late on Thursday?	
E. Thank you for thinking of me!	
F. The Earth turns slowly.	

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

This homework practices writing, spelling, and pronouncing the /s/ and unvoiced /th/ sounds.

#### Answers:

- A. Joseph was a slave.
- B. Please slow down and don't slip.
- C. I think she leaves at 3:30.
- D. Do you sleep late on Thursday?
- E. Thank you for thinking of me!
- F. The Th Earth turns slowly. (Note "The" has a voiced /th/ sound.)

## 5. Homework

Fill in the blanks for the Bible story.



1. Jesus \_\_\_\_\_ a woman who was sick with a fever.
2. A man with a bad disease \_\_\_\_\_ in front of Jesus.
3. They could not get into the house, so they \_\_\_\_\_ a hole in the roof.
4. Jesus said "Get up. \_\_\_\_\_ up your mat and walk."
5. After the man was healed, the people were surprised and \_\_\_\_\_ God.

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### Homework 5 – Bible Story Review

Students may look back at the story to fill in the blanks.

#### Answers:

1. healed
2. kneeled
3. made
4. pick
5. thanked

## 6. Homework – Choose 1 Verse to Memorize

**A**

Jesus healed many of those who had different kinds of sicknesses. [Mark 1:34](#) ERV

**B**

The next morning Jesus woke up very early. He left the house while it was still dark and went to a place where he could be alone and pray. [Mark 1:35](#) ERV



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### Homework 6 – Memorize a Verse

Learners get to choose A, B, or C (on the next slide) to memorize. Please notice that the memory work is not long. Everyone, regardless of skill level, should be able to do it.

1. **Model.** Recite a verse from memory.
2. **Repeat.** Encourage students to find someone with whom to practice conversing and reading the completed homework assignment.
3. **Solo.** Students will recite the verse from memory at the next class.

## 6. Homework – Choose 1 Verse to Memorize

**C**

When Jesus saw how much faith they had, he said to the paralyzed man, “Young man, your sins are forgiven.”

[Mark 2:5](#) ERV



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### Homework 6 – Memorize a Verse

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



## 7. Homework

Complete the questions and answers.

	Do / Does				Yes/ No		do/don't does/doesn't
1	Does	she	like	to rest?	Yes	she	does.
2		you	feel	sick?			
3		we	think	in English?			
4		they	forgive	me?			
5		it	run	fast?			
6		I	clean	the house?			
7		he	pick up	some candy?			
8		Jesus	heal	people?			

### Homework 7

This exercise will help students practice present tense questions and affirmative or negative answers.

**Answers for the first table are:**

1. Does
2. Do
3. Do
4. Do
5. Does
6. Do
7. Does
8. Does

**Answers will vary for the second table.**



8. Homework

A. What is the product?

B. What does it do?

C. How much does it cost?

D. What do you do when you have a fever?

**Fever-Gone is a new medicine to heal fevers.**

**Fever-Gone**

**The best medicine for a fever!  
Now on sale for only \$39.99.  
Feel better with Fever-Gone!**

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### Homework 8 – Everyday Reading and Writing.

The learners will read the advertisement (ad) and answer the questions.

**Answers:**

- A. Fever-Gone
- B. Heals your fever.
- C. \$39.99.
- D. Answers will vary.

## 9. Homework

Write about a time you or someone else was sick and got well. What helped you heal?



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### Homework 9 – Writing about theme or Bible Story

**Model.** Write a story as an example for the students about a time when you were sick and got better.



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

- I can use **do** and **don't**.
- I can understand, say, read, and write the 12 vocabulary words: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_
- I can talk about common activities.
- I know that Jesus healed many people.

### Homework 10 – I can statements

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

Review all of the skills at the beginning of the next lesson. Be sure to give lots of praise and encouragement!



# 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.

## 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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