

### Teacher's Notes:

**Bible Reading:** Stephen Dies for His Faith - [Acts 6:8-15, 7:51-60](#)

**Theme:** Life events

**Pronunciation:** /-ed/

**Grammar:** simple past regular -ed

**Preparation:**

- Pray
- Read [Acts 6:8-15, 7:51-60](#)
- Preview slides
- Optional: birth/marriage/education certificates/pictures; resumes, job advertisements, etc.



## Pray, Review, and Preview

**Bible Reading:** Stephen dies for his faith - [Acts 6:8-15, 7:51-60](#)

**Theme:** Life events

**Pronunciation:** /-ed/

**Grammar:** simple past regular -ed

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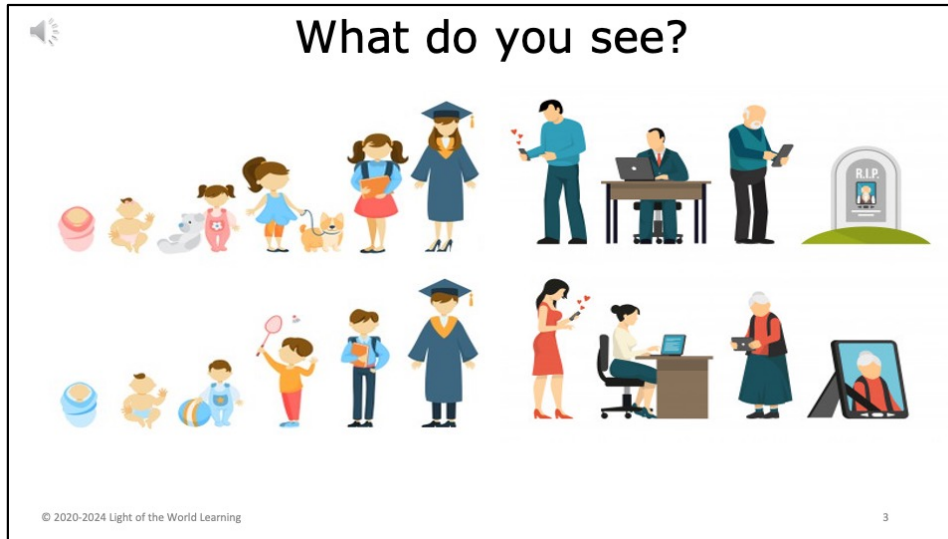
### Pray

Pray for the class. You may want to thank the Lord for life events.

### 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 [Acts 6:8-15, 7:51-60](#) in their native languages in preparation for the lesson.

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



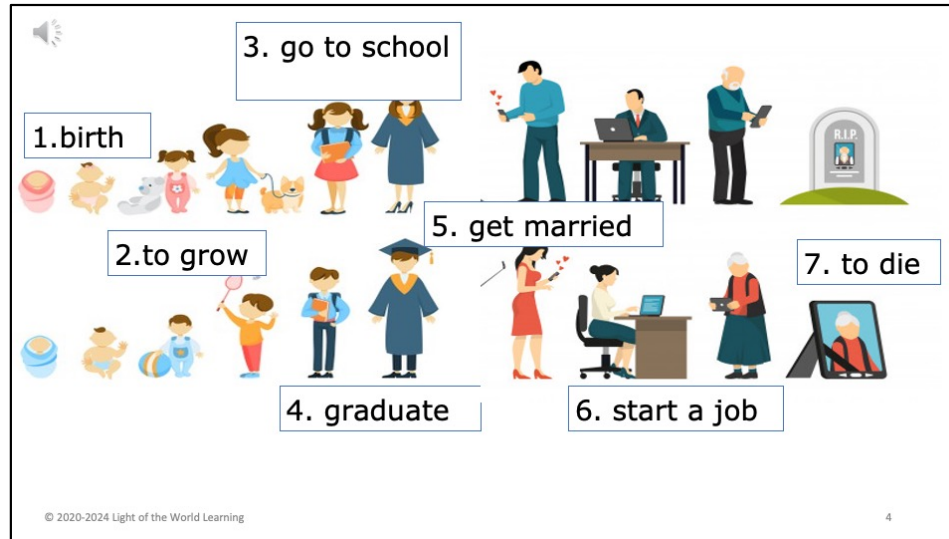
### 1A. Discuss Theme Picture

- 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: birth, grow, graduate, go to school, marry, die, work, job, etc.

More advanced students can be encouraged to make complete sentences:

The children went to school. The grandparents died.






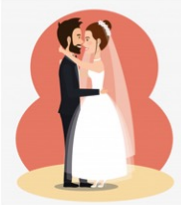
### 1B. Show Words for Theme Picture

Please show the names of the theme picture items to the students briefly.

These words can be studied for homework.

Practice of vocabulary begins with the following slide.

**Listen and repeat.**





<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
			
to get sick	to get well	to die	to get married
He got sick.	He got well.	She died.	They got married.

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## 2A. Vocabulary

1. **Say the new words in a simple sentence:** "He got sick." 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 get well, to get well, to get well*. 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, "He got sick."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Did he get well? Is this to die?*

**Listen and repeat.**




<b>5</b> 	<b>6</b> 	<b>7</b> 	<b>8</b> 
to divorce	to graduate	to serve	to start
They divorced.	They graduated.	He served in the military.	She started a new job.

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## 2B. Vocabulary

1. **Say the new words in a simple sentence:** "She started a new job." 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 start, to start, to start*. 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, "She started a new job."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? What did they do? Is this to divorce?*


Listen and repeat.

<b>9</b> 	<b>10</b> 	<b>11</b> 	<b>12</b> 
to leave	to pass	to join	to kill
He left the job.	I passed my English test.	She joined a team.	He killed a rabbit.

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## 2C. Vocabulary

1. **Say the new words in a simple sentence:** "He left the job." 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 leave, to leave, to leave.* 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, "He left the job."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? What did he leave? Is this to pass?*

 **Listen and repeat.**

	Question ?	Affirmative +	Negative -
Singular 1	Did he graduate?	He graduated.	He did not graduate. He didn't graduate.
Plural 2+	Did they graduate?	They graduated.	They did not graduate. They didn't graduate.

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## 2D. 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.

Describe using simple past.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

graduated was pregnant used a cane  
 died was born got a job left a job  
 got sick studied walked started school  
 crawled used a wheelchair stood ran

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## 2E. Grammar and Vocabulary Practice


1. **Model:** Describe the picture with simple sentences. For example, The mother was pregnant. The baby was born. The baby crawled. The baby stood. He walked. He ran. He started school. He studied at school. He graduated. He got a job. He left a job. He got sick. He used a cane. He used a wheelchair. He died.
2. **Repeat:** Students repeat after you.
3. **Solo:** Students describe the picture on their own.

Listen and repeat.

A: Did you **pass the test**?

B: Yes, I **passed the test**.

A: Congratulations!



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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).
- Once students can do both parts, **encourage free conversation** (students substitute their own words for the blue words).



## Listen and repeat.



A: Did you **get a job**?

B: Yes. I **got a job**.

A: That's great news! What kind of **job did you get**?

B. I **got a job as a cook**.

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### 3B. Conversation 2

- 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).
- Once students can do both parts, **encourage free conversation**, with students substituting their own words for the blue words.



## Listen and repeat.

1. /-ed/ pronounced /d/	2. /-ed/ pronounced /id/	3. Challenge
cleaned	ended	
closed	hated	
learned	needed	
loved	waited	
tried	wanted	

- A. My brother cleaned his shoes.  
B. She wanted to go shopping.

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### 4A. Pronunciation – Sound and Spelling







Note: if the word ends with -ted or -ded, the -ed is pronounced /id/. There is also a third way to pronounce -ed, -ed is pronounced as /t/ after unvoiced sound (e.g. walked). Students will learn this in the next level.

- 1. Model: Say the sound several times while pointing to it.** (For example, point to the **-ed** and say /-ed/ /-ed/ /-ed/.) Then say the sound and quickly read the entire list, pointing to each item as you read it (/ -ed/ cleaned, closed, learned, loved, tried.) 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.
- 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.

 Listen and repeat.

A. 	B.  	C.   
faith	Stephen	ancestors
works	angry	enemies
years	heaven	happening
right	spirit	prophecy

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

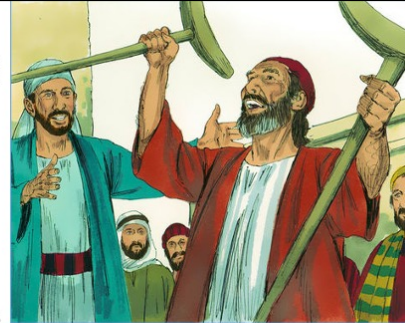
Begin by humming the stress of a column of words. Hum higher, longer, and louder for big dashes and lower, shorter, and quieter for small dashes.

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.

## **Stephen Dies for His Faith** - [Acts 6:8-15, 7:51-60](#)

Stephen was a faithful follower of Jesus. He was a man full of faith and good works. He did many great things among the 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.

- 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.



But some bad men did not like Stephen. They did not like what he taught about Jesus.

The Holy Spirit helped Stephen to speak the truth with wisdom and power. The enemies of Jesus were not able to say anything true about Stephen. So they told lies about him.



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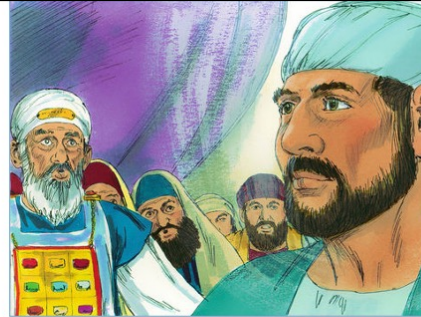
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### **5B. Read Story:**

- 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.



One day they caught him and took him to the religious leaders of the Jews. They all saw that his face looked like the face of an angel.



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### 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.



Stephen spoke to the religious leaders. He told them how God had helped their ancestors. God had helped these people for many years.

God helped them even though they often sinned against him.




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### **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.


Then Stephen said: "You do not love God with your hearts. You will not obey Him. You are always working against the Holy Spirit. Long ago your fathers hurt or killed the prophets. And you yourselves have killed Jesus. He came to make you right with God."




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**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 religious leaders listened to Stephen. But soon they became angry. They did not want to hear any more. Then Stephen said, “Look! I see heaven open. I see the Son of Man at the right side of God!”



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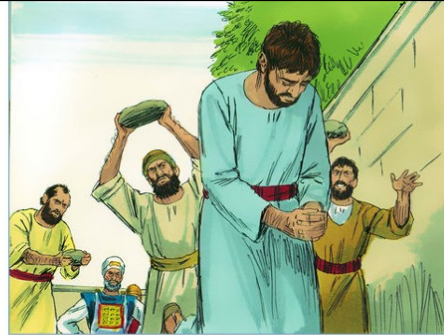
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**5F. Read Story:**

- 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.



Then these men became very angry. They took Stephen out of the city. They threw stones at him to kill him. While this was happening, Stephen prayed, "Lord Jesus, receive my spirit. Do not hold this sin against them."

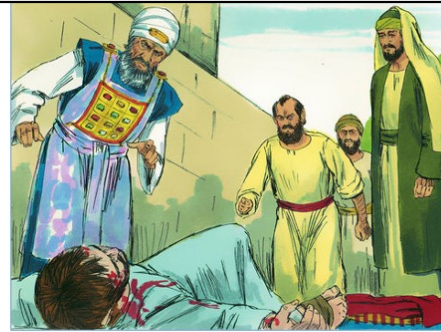


### 5G. Read Story:

- 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.



After he said this, he died.  
Stephen was the first person  
to be killed because of his  
faith in Jesus.



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### 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. What did Stephen tell the religious leaders?
2. What did Stephen see when he saw heaven open?
3. Why were the religious leaders angry with Stephen?
4. How can we follow Stephen's example?

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### 5I. Story Questions

Ask the questions and discuss as a group. For questions 1, 2, and 3, you may go back to the story to help them find the answer.

#### **Answers:**

1. He told them how God had helped their ancestors even though they sinned against him.
2. He saw the Son of Man at the right side of God.
3. They did not want to listen to Stephen any more.
4. Answers will vary.

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

 Listen and write one word per line.

1.
2.
3.
4.
5.
6.
7.

ended	learned
cleaned	loved
hated	wanted
closed	tried
needed	waited
joined	killed

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

Read the words with a sample sentence and have students write just one word for each line. Check spelling.

For more advanced students, you can hide the sample word bank.

1. learned, learned (The people learned about Jesus.), learned
2. hated, hated (The bad men hated Stephen.), hated
3. tried, tried (They tried to kill him.), tried
4. wanted, wanted (The leaders wanted him to die.), wanted
5. closed, closed (He closed his eyes.), closed
6. needed, needed (The people needed help.), needed
7. waited, waited (They waited for Jesus.), waited



## Write questions and ask your partner.

Questions	Answers
1. Did they <u>get married</u> ?	Yes, they got married.
2. Was he _____	
3. Are you _____	
4. What class did you _____	
5. Did you _____	
6. When did _____	
7. How did _____	

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### 6B. Activities – Pair work

First, ask students to complete writing the questions with their own words. Be sure they put a question mark at the end. Number 1 is an example.

Their questions will vary, but may include:

2. Was he killed?
3. Are you sick?
4. What class did you graduate?
5. Did you start a new job?
6. When did you serve in the military?
7. How did he die?

Then ask students to interview a partner and write their partner's answers. Then they will switch roles and answer their partner's questions.

Check answers for correct grammar and punctuation.



## Role-Play: A Job Interview.

1. When did you graduate?
2. Did you serve in the military?
3. How long did you work at your last job?
4. Why did you leave your last job?
5. Tell me about your personal life.



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### 6C. Activities

Pair work. Person A is the interviewer and Person B is applying for the job.


Ask the students to ask and answer the questions truthfully. The interviewer must write the answers.

Then switch and have partner B ask the questions while partner A answers the questions.

Model by giving an example, "I graduated from high school in 1985."

 **Game – Charades**

Act out the vocabulary words and other important events in your life.



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### 7. Game – Charades.

Charades: Have each student act out important events in his or her life. Ask the others to try to guess what the student is demonstrating. The person who guesses the greatest number 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 online, use the chat box to send different vocabulary words to each student.

- 1. Model:** Act out a couple of the vocabulary words and have the students guess the word.
- 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: [Acts 8:1-8, 26-40](#) in your language.

2. Write 6 sentences about your life events.

A. I served in the military in 2010.

B.

C.

D.

E.

F.

G.

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### 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. Help them get a Bible in their own language if they don't have one. They may also use ScriptureEarth.org or other Bible translation resources.













**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 for each picture.

1 	2 	3 	4 	5 	6 
to get well					
He got well.					
7 	8 	9 	10 	11 	12 

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**Homework 3 – Write the vocabulary words with the pictures**

This homework practices writing the verbs in simple past form. Number one is an example.

1. to get well; He got well.
2. to divorce; They divorced.
3. to leave; He left the job.
4. to die; He/She died.
5. to graduate; They graduated.
6. to pass; I passed my English test.
7. to serve; He served in the military.
8. to get sick; He/She got sick.
9. to join; She joined a team.
10. to get married; They got married.
11. to start; She started a new job.
12. to kill; He killed a rabbit.



#### 4. Write and say the sentences.

A. The store is closed.	
B. She waited for her friend at the library.	
C. I learned to drive.	
D. Mom needed eggs to bake a cake.	
E. I loved the food in France.	
F. He ended the call.	

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

This homework practices writing, spelling, and pronouncing the /-ed/ sound.

- A. The store is closed.
- B. She waited for her friend at the library.
- C. I learned to drive.
- D. Mom needed eggs to bake a cake.
- E. I loved the food in France.
- F. He ended the call.



## 5. Homework

Put the sentences in order from 1-6 from the story of Stephen dies for his faith.

- \_ Bad men took him to the religious leaders.
- \_ They became angry and stoned Stephen.
- \_ He was the first person to be killed because of his faith in Jesus.
- 1** Stephen was a follower of Jesus.
- \_ His face looked like the face of an angel.
- \_ Stephen said, "You yourselves have killed Jesus."

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### Homework 5 – Bible Story Review

Students may look back at the story to number the sentences from 1 to 6. Number 1 is the example.

#### Answers:

2. Bad men took him to the religious leaders.
5. They became angry and stoned Stephen.
6. He was the first person to be killed because of his faith in Jesus.
1. Stephen was a follower of Jesus.
3. His face looked like the face of an angel.
4. Stephen said, "You yourselves have killed Jesus."

 **6. Homework – Choose 1 Verse to Memorize**

**A**  
As they were throwing the stones at him, Stephen was praying. He said, “Lord Jesus, receive my spirit!”

Acts 7:59 ERV

**B**  
Very dear to the Lord are the lives of his followers.  
He cares when they face death.

Psalm 116:15 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 reading and memorizing 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**

“God has joined them together, so no one should separate them.”

Mark 10:9 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

killed

died

served

joined

started

left

- A. Many people \_\_\_\_\_ the followers of Jesus.
- B. Stephen \_\_\_\_\_ God.
- C. The angry men \_\_\_\_\_ Stephen with stones.
- D. The man \_\_\_\_\_ his father and mother and joined his wife.
- E. Jesus \_\_\_\_\_ for our sins.
- F. The men \_\_\_\_\_ to pray and sing.

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### Homework 7 – Grammar Review

Use the words provided to fill in the blanks of the Bible verses.

#### Answers:


- A. joined Acts 6:7
- B. served Acts 6:5
- C. killed Acts 7:59-60
- D. left Mark 10:7
- E. died 1 Peter 3:18
- F. started Acts 16:25

**8. Homework**

A. What is this for?  
B. Who is the party for?  
C. Which university did Hope go to?  
D. When is the party?  
E. How can you respond to the invitation?

**Join Us for a Graduation Party**  
In honor of Hope Peterson  
University of New York  
Saturday, June 15 at 2:30 PM  
The Peterson Residence  
181 Oak Street, Albany, NY  
Please RSVP by June 1st to  
[Michaelapeterson@AllMail.com](mailto:Michaelapeterson@AllMail.com)

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### Homework 8 – Everyday Reading and Writing.

The learners will read the invitation and answer the questions.

**Answers:**

- A. An invitation for a graduation party
- B. Hope Peterson
- C. University of New York
- D. Saturday, June 15<sup>th</sup> at 2:30 pm
- E. Answers will vary.



## 9. Homework – Write about your life.

I was born

\_\_\_\_\_.

I started my job

\_\_\_\_\_.

I went to school

\_\_\_\_\_.

I joined

\_\_\_\_\_.

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

**Model.** Write something about the timeline of **your** life and share it with the students. For example, "I was born on December 15, 1980. I went to school in Africa. I started my job when I was 18 years old, and I got married in 2000."

Answers will vary.



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

- I can talk about common life events.
- I can understand, say, read, and write the 12 vocabulary words.
- I can use the simple past tense with regular verbs.

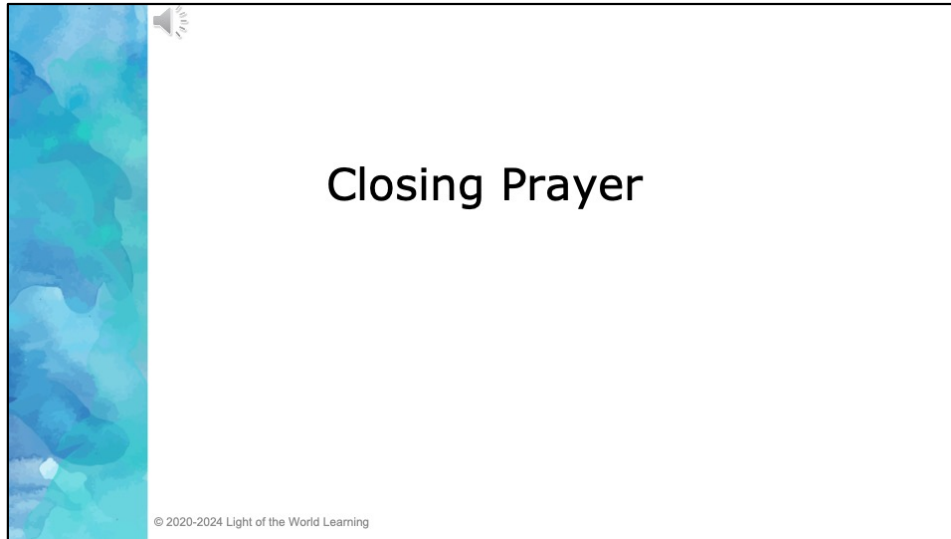
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### Homework 10 – I can statements

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!



### 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)



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## 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)
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- 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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