

### Teacher's Notes:

**Bible Reading:** Philip teaches about Jesus – [Acts 8:1-8, 26-40](#)

**Theme:** Opposite adjectives

**Pronunciation:** /-rd/ and /-rk/

**Grammar:**

Past tense irregular verbs:

bought, went, said, saw, had, did

**Preparation:**

- Pray
- Read [Acts 8:1-8, 26-40](#)
- Preview slides and song
- Optional: bring pictures/samples of opposites.



## Pray, Review, and Preview

### **Bible Reading:**

Philip teaches about Jesus - [Acts 8:1-8, 26-40](#)

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### **Grammar:**

Past tense irregular verbs:

bought, went, said, saw, had, did

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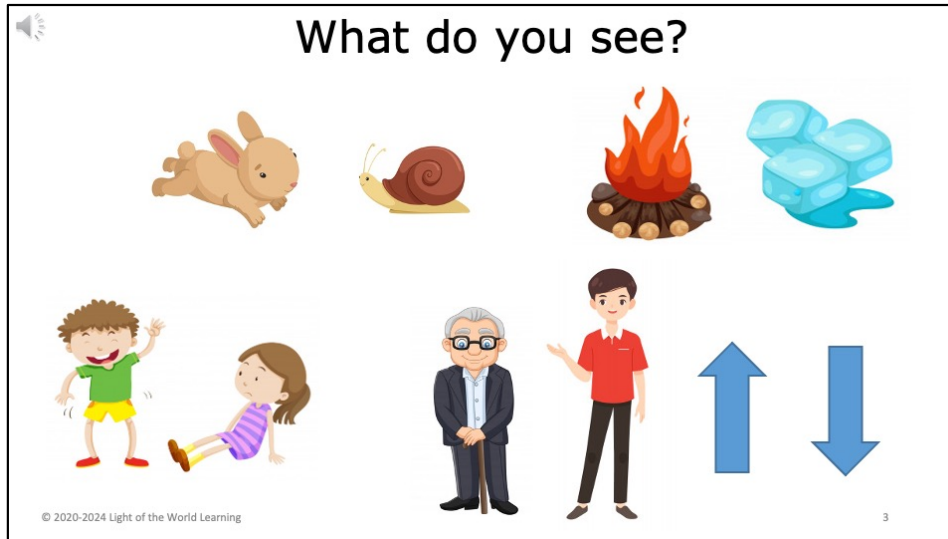
### **Pray**

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

### **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 8:1-8, 26-40](#) in their native languages in preparation for the lesson.

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



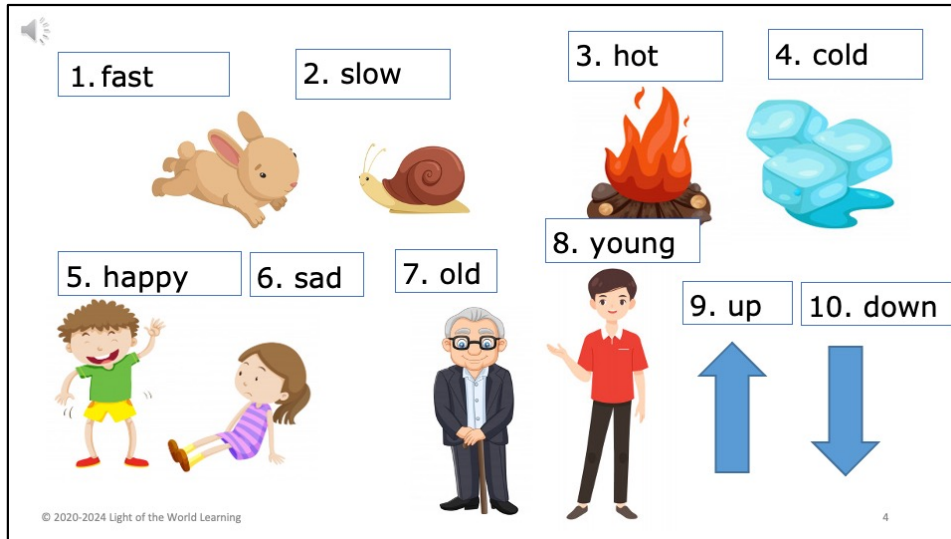
### 1A. Discuss theme picture

- 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: opposites, big, small, happy, sad, hot, cold, young, old, tall, short, up, down, etc.

More advanced students can be encouraged to make complete sentences:

The boy is happy. The girl is sad.







**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>
			
hard	soft	hot	cold
The rock is hard.	The pillow is soft.	The coffee is hot.	The iced tea is cold.

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## 2A. Vocabulary

1. **Say the new words in a simple sentence:** "The rock is hard." 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: *hard, hard, hard*. 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 rock is hard."
4. **Check students' comprehension by asking direct questions.** For example: *What is this? Is this soft?*

Listen and repeat.





5 	6 	7 	8 
tall	short	big	small
The tree is tall.	The bush is short.	The elephant is big.	The rat is small.

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## 2B. Vocabulary

- 1. Say the new words in a simple sentence:** "The tree is tall." several times, while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, 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: *tall, tall, tall.* 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 tree is tall."
- 4. Check students' comprehension by asking direct questions.** For example: *What is this? Is this big?*

**Listen and repeat.**

<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
			
old	young	up	down
The man is old.	The boy is young.	The sun is up in the sky.	The pencil is down on the floor.

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## 2C. Vocabulary

1. **Say the new words in a simple sentence:** "The man is old." several times while indicating the object or picture. Students just watch and listen. Be sure to use a natural speaking voice, 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: *old, old, old.* 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 man is old."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Is this young?*



## Irregular Verbs - Listen and repeat.

Base form	Simple past	Sentence
buy	bought	I bought two hot drinks.
do	did	We did a big job.
go	went	They went to the small house.
have	had	I had a big breakfast.
say	said	He said the cup was empty.
see	saw	We saw the soft sofa.

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### 2D. Grammar

Note: Most English verbs add -ed to the end to make them past tense. However, many of the common verbs have irregular forms and do not end in -ed.

These are called irregular verbs. Irregular verbs must be memorized. See the appendix for additional common irregular verbs.

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

**Listen and repeat.**


<b>Question ?</b>	<b>Negative -</b>	<b>Affirmative +</b>
Did you have a hot drink yesterday?	No, I didn't have a hot drink.	I had a cold drink.
Did he buy a big meal?	No, he didn't buy a big meal.	He bought a small meal.
Did they see an old man at the door?	No, they didn't see an old man.	They saw a young man.

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**2E. Grammar**

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

 Describe Sarah's day in the past tense.



1. What did she say?
2. What did she do?
3. What did she have?
4. What did she see?
5. Where did she go?
6. What did she buy?

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## 2F. Grammar and vocabulary practice

Describe the picture with simple sentences: Sarah has a small daughter and a big son.  
Ask the students to answer the questions using the past tense.

Answers may vary.

1. She said, "I love my family!"
2. She did the dishes.
3. She had a salad.
4. She saw her children.
5. She went to the grocery store.
6. She bought food.

 Listen and repeat.

A: What did you have to **drink** this morning?  
B: I **had hot coffee**. What did you **buy** yesterday?  
A: I **bought a soft pillow**.

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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: What did you **see in the park today?**

B: I **saw an old man with 3 dogs.** Did you **see him?**

A: No, I only **saw some small birds.**

B. What did you **do yesterday?**

A. I went to **the library and did homework.**

B. Good for you!



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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).

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



## Listen and repeat.

1. /-rd/	2. /-rk/	3. Challenge
bird	ark	
heard	bark	
third	cork	
board	fork	
word	work	

- A. She heard a bird on the tree.  
B. The worker bought a fork.

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### 4A. Pronunciation – sound and spelling

**Note that /-rd/ and /-rk/ occur at the end or middle of English words, never at the beginning.**

- 1. Model: Say the sound several times while pointing to it.**  
(For example, point to the **-rd** and say /-rd/ /-rd/ /-rd/.) Then say the sound and quickly read the entire list, pointing to each item as you read it (-rd/ bird, heard, third, board, word). 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. -  -
cart	listened	attention
help	nation	companion
man	Philip	important
towns	reading	wherever

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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.

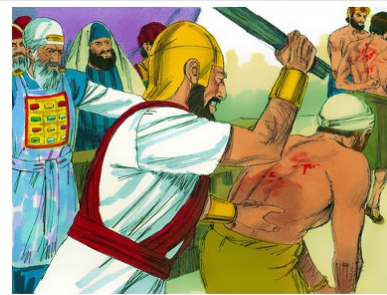
- 1. Model:** Hum and then say each word in the group several times. Students listen.
- 2. Repeat:** Students repeat words after you in unison.
- 3. Solo:** Call on individuals to read the entire group of words.

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.

## Philip teaches about Jesus

Acts 8:1-8, 26-40

Stephen was dead. The religious leaders of the Jews killed him. Now, they tried to hurt the church people in the city. They did not want more people to believe in Jesus.



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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 on the board 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.





A man named Philip was another believer. He preached about Jesus. Many people listened to him. He did great things for God.



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### 5B. Read story

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



One day, God told Philip to go to another place. Philip obeyed what God told him. He saw a man riding in a cart. The man was an important leader in an African country. He worshipped God in the city.



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### 5C. Read story

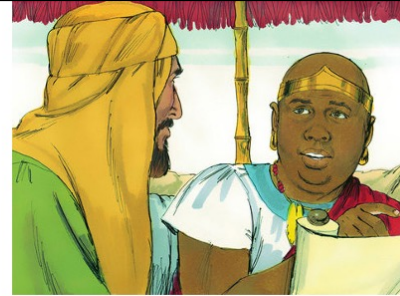
- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.

🔊 The Holy Spirit said to Philip, "Go help that man." Philip ran to the man. He saw the man reading the Word of God.

Philip asked the man, "Do you know what you are reading?"

The man said, "No, I don't. I don't have a teacher."

He asked Philip to sit with him in the cart.



### 5D. Read story

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



Then Philip began to teach the Word of God. He told the man all about Jesus. Later, they came to some water.

The man said, "Look! Here is some water. Will you baptize me?" So both men went into the water. There Philip baptized the man.



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### 5E. Read story

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



The important leader returned to his own country. He was happy and full of faith. This was because now he knew about Jesus.

Philip went to many other towns. He taught about Jesus wherever he went.



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### 5F. Read story

- A. Read the story out loud to the class.
- B. Write words that students ask about on the board and give simple definitions.
- C. Ask for volunteers to read aloud paragraphs from the story.
- D. **When finished with the story, ask if the learners have any questions or comments about it.**

Next slide has story questions.



## Answer the questions

1. What was the important leader doing when Philip saw him?
2. How did Philip help the important leader?
3. Why did the important leader ask to be baptized?
4. How can you be like Philip?
5. What do you like about this story?

### 5G. 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 students find the answers.

#### **Answers:**

1. He was riding a cart./He was reading the Word of God.
2. Philip taught him the Word of God.
3. Philip taught him about Jesus and asked to be baptized when he saw the water.
4. & 5. 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.

ark	third
work	word
fork	board
heard	bird
bark	cork
dark	hard
cord	yard
Lord	guard
Mark	shepherd

### 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. third, third (He lives on the third floor.), third
2. ark, ark (Noah built the ark.), ark
3. board, board (They draw on the board.), board
4. cork, cork (I can't get the cork out of the bottle!), cork
5. heard, heard (He heard the bird singing.), heard
6. work, work (It took hours to do the work.), work
7. fork, fork (She ate her food with a fork.), fork



## Write questions and ask your partner.

Questions	Answers
1. Was the <u>coffee cold</u> ?	No, the coffee was hot.
2. Did you buy _____	
3. Were they _____	
4. Is the _____	
5. Did you have _____	
6. How did _____	
7. Was there _____	

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### 6B. Activities

Pair work

First, ask students to complete writing the questions in 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 the coffee cold?
3. Did you buy a soft pillow?
5. Were they hot or cold?
6. How did they go to church?
7. Was there a big house on the farm?

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 the Bible story

### **Philip**

1. Do you know what you are reading?
2. Who are you?
3. Where are you going?
4. How do you feel?

### **Important Official**

1. Why are you running?
2. Can you please sit with me?
3. What does this mean?
4. What is your name?
5. Can you baptize me?

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## **6C. Activities**

Pair work

Ask the students to role play the parts of Philip and the Important Official by asking the questions to one another and answering according to the Bible Story.

Model by giving an example pretending to be Philip (while walking by): "Do you know what you are reading?"

If needed, help by giving the answers from the story.

 **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.

- 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 have others guess what the words are.



## 1 & 2 Homework

1. Read the next lesson's Bible verses: Acts 9:36-43 in your language.
2. Write 6 sentences using opposites and irregular past tense verbs.

A. I saw big animals and small fish in South America.

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. 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 a word and a sentence for each picture.					
1 	2 	3 	4 	5 	6 
hard					
The rock is hard.					
7 	8 	9 	10 	11 	12 

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

Number one is an example.

2. soft, The pillow is soft.
3. old, The man is old.
4. young, The boy is young.
5. tall, The tree is tall.
6. short, The bush is short.
7. hot, The coffee is hot.
8. cold, The iced tea is cold.
9. big, The elephant is big.
10. small, The rat is small.
11. up, The sun is up in the sky.
12. down, The pencil is down on the floor.



## 4. Write and say the sentences

A. I heard the dog bark.	
B. Don't say a word.	
C. I had an empty cup.	
D. She saw a small bird.	
E. The animals went into the ark.	
F. Mom bought a fork.	

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

This homework practices writing, spelling, and pronouncing the /-rd/ and /-rk/ voiced sounds.

- A. I heardrd the dog barkrk.
- B. Don't say a wordrd.
- C. I had an empty cup.
- D. She saw a small birdrd.
- E. The animals went into the arkrk.
- F. Mom bought a forkrk.



## 5. Homework

1. Put the sentences in order from 1-6 from the story Philip teaches about Jesus.
  - \_ Philip baptized the man.
  - \_ He saw a man riding a cart.
  - \_ God told Philip to go to another place.
  - 1 The believers went to other nations.
  - \_ The man was happy and full of faith.
  - \_ Philip began to teach him the Word of God.

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### Homework 5 – Bible story review

Students may look back at the story to number the sentences from 1 to 7. Number 1 is the example.

#### Answers:

5. Philip baptized the man.
3. He saw a man riding a cart.
2. God told Philip to go to another place.
1. The believers went to other nations.
6. The man was happy and full of faith.
4. Philip began to teach him the Word of God.

## 6. Homework – Choose 1 verse to memorize.

**A** Philip told the people the Good News about God’s kingdom and the power of Jesus Christ. Men and women believed Philip and were baptized.

Acts 8:12 ERV

**B** Philip began to speak. He started with this same Scripture and told the man the Good News about Jesus.

Acts 8:35 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** They were scattered everywhere, and in every place they went, they told people the Good News.  
Acts 8:4 ERV

### Homework 6 – Memorize a Verse

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



## 7. Homework

went	bought	said	killed
saw	had	did	were

- A. The believers \_\_\_\_\_ to other parts of the world.
- B. The religious leaders \_\_\_\_\_ Stephen .
- C. Philip \_\_\_\_\_ great things for God.
- D. He \_\_\_\_\_ the man reading the Word of God.
- E. The Holy Spirit \_\_\_\_\_, "Go help that man."
- F. You were \_\_\_\_\_ at a price.

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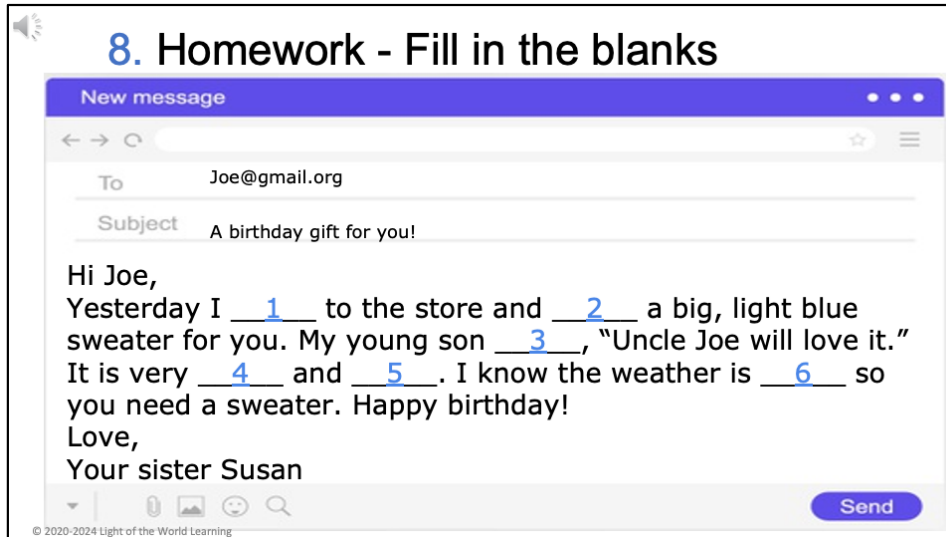
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### Homework 7 – Grammar review

#### Answers:

- A. went Acts 8:4
- B. killed Acts 7:60
- C. did Acts 8:12
- D. saw Acts 8:30
- E. said Acts 8:29
- F. bought 1 Cor 6:20

## 8. Homework - Fill in the blanks



The screenshot shows an email client interface. At the top, it says "New message" in a blue header. Below that, the "To" field contains "Joe@gmail.org" and the "Subject" field contains "A birthday gift for you!". The main body of the email contains the following text:

Hi Joe,  
Yesterday I   1   to the store and   2   a big, light blue sweater for you. My young son   3  , "Uncle Joe will love it."  
It is very   4   and   5  . I know the weather is   6   so you need a sweater. Happy birthday!  
Love,  
Your sister Susan

At the bottom of the email, there is a "Send" button and a copyright notice: "© 2020-2024 Light of the World Learning".

### Homework 8 – Everyday reading and writing

The learners will read the email and fill in the blanks. Answers may vary.

#### Answers:

1. went
2. bought
3. said
4. soft/big/small/warm
5. cold



## 9. Homework – Write your answers.

1. If you could ask Philip three questions about the Bible, what would you ask?

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

**Model.** Write a question about the Bible and share it with the students. For example, “What did Jesus say about baptism?” Answers will vary.



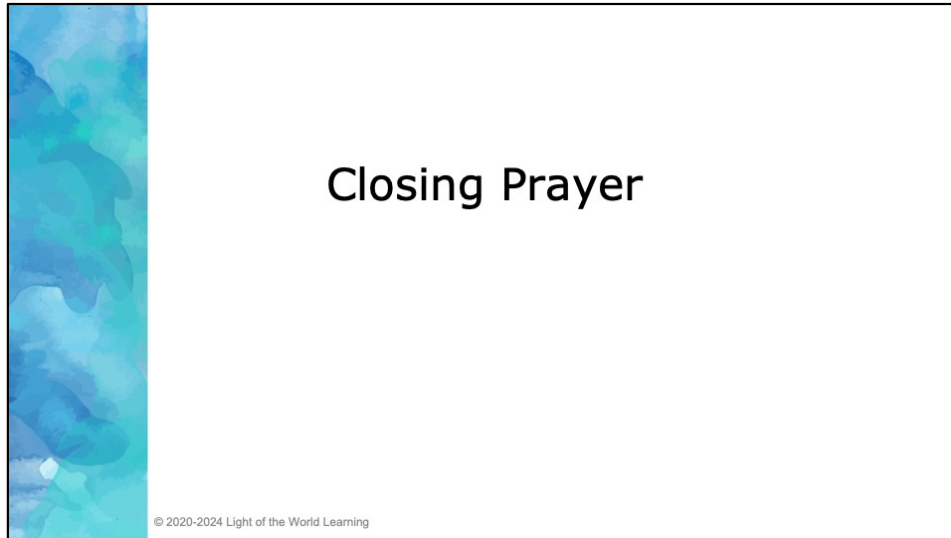
## 10. Homework - Now I Can...

- I can use past tense verbs **bought, went, said, saw, had, did**
- I can use opposite adjectives
- I can understand, say, read, and write the 12 vocabulary words.

### 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)
- 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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