

Teacher's Notes:

Bible Reading: Saul Becomes a Believer – [Acts 9:1-22](#)

Theme: Transportation

Pronunciation: /tr/ and /nk/

Grammar:

- I want to travel by bus to Rome. How much is the ticket?

Preparation:

- Pray
- Read [Acts 9](#)
- Preview slides and game
- Optional: Bring toys or pictures of various forms of transportation - bicycle, bus, car, motorcycle, train, airplane, boat, etc.



Pray, Review, and Preview

Bible Reading: Saul Becomes a Believer – [Acts 9:1-22](#)

Theme: Transportation

Pronunciation: /tr/ and /nk/

Grammar:

- Would like

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Pray

Pray for the class and you may want to thank the Lord for the hope that he gives to those who trust in him ([Romans 15:13](#)).

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 9:1-22](#) 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: *bicycle, people, truck, airplane, cars, trees,* etc.

More advanced students can be encouraged to make complete sentences:




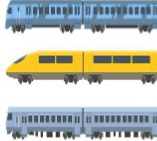
They are waiting for the bus. A girl is riding a bicycle.



1B. Show Theme Picture Words

Briefly show the words. Vocabulary practice begins on the next slide.

Listen and repeat.





1	2	3	4
			
a bicycle	a ticket	a car	a train
bicycles	tickets	cars	trains

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2A. Vocabulary

1. **Say the new words in a simple sentence:** "This is a **bicycle**" 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 bicycle, a bicycle, a bicycle*. 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 bicycle."
4. **Check students' comprehension by asking direct questions.** For example, *What is this? Where's the car? Is this a train?*

Listen and repeat.





5	6	7	8
			
a bus	a motorcycle	an airplane	to sail
buses	motorcycles	airplanes	He sails a boat to China.

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2B. Vocabulary

- 1. Say the new words in a simple sentence: "This is a bus."** 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 bus, a bus, a bus*. 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 bus."
- 4. Check students' comprehension by asking direct questions.** For example, *What is this? Where's the airplane? Is this a motorcycle?*

Listen and repeat.

9	10	11	12
			
to ride	to spend	to save	to travel
We ride the bus.	She spends money.	I save money.	He likes to travel.

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2C. Vocabulary

Note: The words **Spend** and **Save** are often used with **Money** and **Time**.

1. **Say the new words in a simple sentence:** "We ride the bus." 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 ride, to ride, to ride*. 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, "We ride the bus."
4. **Check students' comprehension by asking direct questions.**

For example, *What is this? Where's to save? Is this to travel.?*



Listen and repeat.

We use **would like** to be polite when we request or offer something.

The contraction for **would like** = **'d like**

Request	Offer
I would like a round-trip ticket.	Would you like a receipt?
He'd like a cup of coffee.	Would he like sugar?
We'd like to travel to Rome.	Would you like to go by bus or by train?
She'd like to wait for the next train.	Would she like to sit down?

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2D. Grammar/Structures Would Like

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



Note: Would like is more polite than **want**, but has the same meaning.

I want to buy a ticket = I would like to buy a ticket.

Do you want a receipt? = Would you like a receipt?

Listen and repeat.

Question	Positive	Negative
How would you like to travel?	I'd like to travel by bus.	I wouldn't like to travel by airplane.
Would he like a round-trip ticket?	Yes, he would.	No, he wouldn't.

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2E. Grammar/Structures

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



Listen and repeat.

A: Hi, can I help you?

B: Yes. I'd like to buy a **bus** ticket.

A: Where would you like to go?

B: I'd like to travel to **Rome**. How much is a one-way ticket?

A: The ticket costs **15 euros**.

B: Here you go.

A: Thank you. Would you like a receipt?

B: Yes, thank you.



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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 the blue words).



Listen and repeat.

A: How would you like to travel, by **bus** or by **airplane**?

B: I'd like to travel by **plane** because it is faster. What would you like?

A: I'd like to travel by **bus** because it is cheaper.

B: Let's travel by **motorcycle**. It's faster than a **bus** and it's cheaper than an **airplane**.

A: Good idea! We will save money and we can spend it on food at a nice restaurant.

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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** (students substitute the blue words).

Listen and repeat.

1. /tr/	2. /nk/	3. Challenge
tree	bank	
train	sink	
travel	drink	
truck	thank	
trip	think	

A. I want to take a trip on a train.
B. Do you think that he went to the bank?

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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 **tr** and say /tr/ /tr/ /tr/. **Then say the sound and quickly read the entire list, pointing to each item as you read it** (/tr/ tree, train, travel, truck, trip). 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
try	trying	traveling
Saul	people	powerful
bank	banking	difference
spent	sudden	suddenly

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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, lower, shorter and quieter for small dashes.

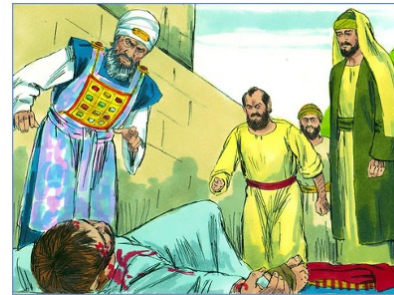
You may use hand gestures to indicate that **the stressed syllable is higher in pitch, longer in duration and louder**. Invite your students to join in humming the rhythm. Once the class is humming the rhythm in unison, you can begin saying the words. You may also wish to clap the syllables while you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



Saul Becomes a Believer [Acts 9:1-22](#)

Saul was one of the Jewish leaders who fought against the believers. Saul watched as his friends killed Stephen. He too did bad things to hurt believers. He wanted them to be afraid and leave their faith. He said he would kill them.



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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. Give simple definitions for words that students ask about.
- 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, Saul was traveling to the city of Damascus. Suddenly, he saw a bright light from the sky. He fell to the ground. He heard a voice say, "Saul, why are you trying to hurt Me?"



Saul asked, "Who are You, Lord?"
The voice said, "I am Jesus, the One you are trying to hurt. Get up and go into the city. You will be told what to do."

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5B. Read Story:

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



Then Saul got up but he could not see. The people with Saul took him to Damascus. Saul did not eat or drink for three days.




There was a believer named Ananias in that city. God told him to go to Saul. Ananias was afraid because he knew that Saul had come to hurt the believers. But God told him, "Go!"


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5C. Read Story:

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



Ananias went to the house where Saul was staying. Ananias put his hands on Saul and said, "Saul, Jesus has sent me to you. You will see again. You will also receive the Holy Spirit."



Immediately, Saul could see again. He got up and was baptized. Then he wanted to serve Jesus. His heart was completely changed! What a difference there was in his life!

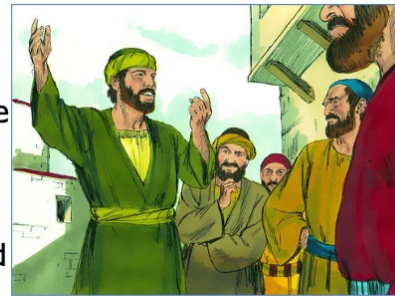
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5D. Read Story:

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



Saul began to preach that Jesus is the Son of God. All the people who heard him were surprised. They knew he was the man who used to hurt and kill believers. But now Saul preached the Good News with power.



His powerful words showed that Jesus was God's Son, our Savior. Because of Saul's preaching, many people believed in Jesus.

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5E. Read Story:

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

Later, Saul became known as Paul. He preached everywhere about Jesus. Paul spent his life going to many places in the world preaching and teaching. He also wrote many letters which are in the Bible.



Paul helped people know how to live and serve God.

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5F. Read Story:

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

Answer the questions

1. What happened to Saul on the way to Damascus?
2. How was Saul's life changed?
3. Why did Jesus want to save Saul who was so bad to believers?
4. How can believing in Jesus change your life?



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5G. Story Questions:

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

Answers:

1. Saul saw a bright light from the sky and he fell to the ground. He heard a voice say, "Saul, why are you trying to hurt Me?"
2. Instead of wanting to do bad things to hurt believers, Saul wanted to serve Jesus. His heart was completely changed. He began to preach the Good News of Jesus Christ to others

For questions 3 and 4, answers will vary.

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



Listen and fill in the blanks.

trucks

bank

drink

think

travel

tree

sink

thank

trip

train


It was a cloudy day. Joe sat under a 1, with a 2 in his hand. He began to 3 the Lord for all that he has done for him. He started to 4 about his 5 to Asia. It was his first time to 6 by 7. He liked the people and he liked to hear the horns of big 8 passing by. But now the trip was over and he had to go back to work at the 9. He would like to visit his Asian friends again soon.

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6A. Activities - Dictation of sound/spelling words /tr/ and /nk/

Read the story 3 times as students listen and fill in the words. They can write the answers 1-9 on paper or electronic devices. For more advanced students, you can hide the sample word bank.

It was a cloudy day. Joe sat under a tree, with a drink in his hand. He began to thank the Lord for all that he has done for him. He started to think about his trip to Asia. It was his first time to travel by train. He liked the people and he liked to hear the horns of big trucks passing by. But now the trip was over and he had to go back to work at the bank. He would like to visit his Asian friends again soon.

 **Write questions and ask your partner.**

Questions	Answers
1. Where would you like to drive?	I'd like to drive to the sea.
2. Would you _____	
3. _____ save or spend money?	
4. What wouldn't you _____	
5. _____ by train?	
6. _____ a bicycle?	
7. _____ ride a motorcycle?	

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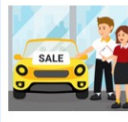
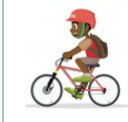
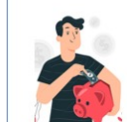





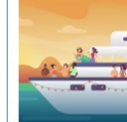

6B. Activities: Pair work

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

- Their questions will vary, but may include:
- 2. Would you like to travel by train?
 - 3. Would you like to save or spend money?
 - 4. What wouldn't you like to buy?
 - 5. Would you like to travel by train?
 - 6. Do you like to ride a bicycle?
 - 7. Do you ride a motorcycle?

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.

Describe pictures with questions and negatives.

1 ? 	2 X 	3 ? 	4 X 	5 ? 	6 ? 
7 X 	8 ? 	9 X 	10 ? 	11 ? 	12 ? 

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6C. Activities

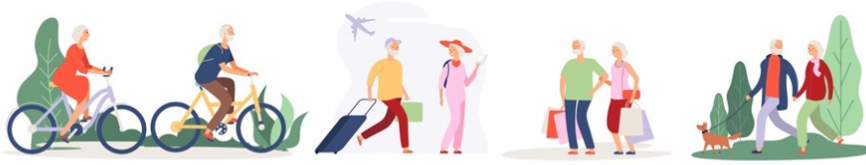
Describe each picture using **would like** or **wouldn't like**.

Answers may vary:

1. Would you like to travel by airplane?
2. He wouldn't like to ride a bus.
3. Would you like to buy this car?
4. He wouldn't like to use the bicycle.
5. Would you like to save money?
6. Would you like to ride on my motorcycle?
7. She wouldn't like to spend money/go shopping.
8. Would you like a round-trip ticket?
9. She wouldn't ride a train.
10. Would you like some coffee?
11. They would like to sail on a boat.
12. Would you like to go by car?

Game - Charades

Act out and guess the vocabulary words.



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7. Game

Charades: Each student takes turns acting out various vocabulary words. The person or team 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 others guess what the words are.



1 & 2 Homework

1. Read the next lesson's Bible passage: [Acts 10:1-48](#) in your first language.
2. Write five places you would like to visit and how you would like to travel.

A. I would like to sail to Europe by boat.

- B.
- C.
- D.
- E.
- F.



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Homework 1 and 2













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 
a bicycle					
bicycles					
7 	8 	9 	10 	11 	12 
					26

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Homework 3: Write the vocabulary words with the pictures.

2. a ticket; tickets
3. a car; cars
4. a train; trains
5. an airplane; airplanes
6. a motorcycle; motorcycles
7. a bus; buses
8. to sail; He sails a boat to China.
9. to ride; We ride a bus.
10. to spend; She spends money.
11. to save; I save money.
12. to travel; Saul likes to travel.

 **4. Mark the /tr/ and /nk/ sounds.
Then write and say the sentences**

A. He'd like to travel by train to Paris.	
B. I am trying to think.	
C. Will you buy a ticket for the bus trip?	
D. Thank you for helping me.	
E. I need to go to the bank.	
F. The wood is in the truck.	

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

This homework practices writing, spelling and pronouncing the /tr/ and /nk/ sounds.

Answers:

- A. He'd like to travel by train to Paris.
- B. I am trying to thnk.
- C. Will you buy a ticket for the bus trip?
- D. Thnk you for helping me.
- E. I need to go to the bnk.
- F. The wood is in the truck.



5. Homework

Put the sentences in order from 1-6 from the Bible story of Saul.



- _ Saul's heart was completely changed.
- _ Saul became known as Paul.
- 1** Saul did bad things to hurt believers.
- _ Paul went many places in the world preaching and teaching. He wrote many letters which are found in the Bible.
- _ Saul began to preach that Jesus is the Son of God.
- _ Saul saw a bright light from the sky and became blind.

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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.

3. Saul's heart was completely changed.
5. Saul became known as Paul.
1. Saul did bad things to hurt believers.
6. Paul went many places in the world preaching and teaching. He wrote many letters which are found in the Bible.
4. Saul began to preach that Jesus is the Son of God.
2. Saul saw a bright light from the sky and became blind.

6. Homework – Choose 1 verse to memorize

A

But the Lord Jesus said to Ananias, “Go! I have chosen Saul for an important work. I want him to tell other nations, their rulers, and the people of Israel about me.”

[Acts 9:15](#) ERV

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Homework 6 A– Memorize a Verse

Learners will get to choose A (from this slide) or B or C (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 the verses 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 verses from memory at the next class.

6. Homework – Choose 1 Verse to Memorize

B

[Jesus said:] “While I am in the world, I am the light of the world.”

[John 9:5 ERV](#)

C

Your love must be real. Hate what is evil. Do only what is good.

[Romans 12:9 ERV](#)

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Homework 6B – Memorize a Verse

Learners get to choose A (from previous slide) or B or C (this 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 the verses 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 verses from memory at the next class.



7. Homework

wouldn't

would

like

than

faster

- A. I ____ like to ride on a bus because it's ____ than walking.
B. ____ you like to save money or spend money?
C. He'd ____ to ride a bicycle because it's quieter ____ a bus.
D. We'd ____ a one-way ticket, please.
E. ____ she like to drive to the city?
F. I ____ like to sail, it makes me feel sick!




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Homework 7 – Fill in the Blank

Use the words provided to fill in the blanks of the sentences. For example, write **"I'd like to ride a bus."**

Answers

- A. I would like to ride on a bus because it's faster than walking.
B. Would you like to save money or spend money?
C. He'd like to ride a bicycle because it's quieter than a bus.
D. We'd like a one-way ticket, please.
E. Would/Wouldn't she like to drive to the city?
F. I wouldn't like to sail, it makes me feel sick!

<p> 8. Homework</p> <p>A. What is the name of the station?</p> <p>B. How can you travel at this station?</p> <p>C. Is the station open at 3:00 AM?</p> <p>D. Where can you buy tickets?</p> <p>E. When you travel to another city, would you like to take a train or a bus? Why?</p> <p><small>© 2020-2024 Light of the World Learning</small></p>	<p>Welcome to Union Station 255 South Canal Street Chicago, Illinois</p> <p>Open 7 days a week. We close daily from 1:00 AM-5:00 AM</p> <p>You may buy train and bus tickets at the counters, machines, or by mobile app. There is an extra \$2 charge for buying tickets on board the train or bus.</p>
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Homework 8– Everyday Reading and Writing.

1. The learners will answer the questions by looking at the picture.

Answers

A. Union station

B. By train or bus.

C. No. It's closed from 1:00 AM – 5:00 AM daily.

D. At the counters, machines, mobile app or on board the train or bus.

E. Answers will vary.



9. Writing Exercise

Write a paragraph of at least 8 sentences about a trip you would like to take. Share where, when, why and how you would like to travel. Example: **I would like to sail to Australia.**

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Homework 9 – Writing about theme

Model. Write a short story about a trip you would like to take and share it with the students.



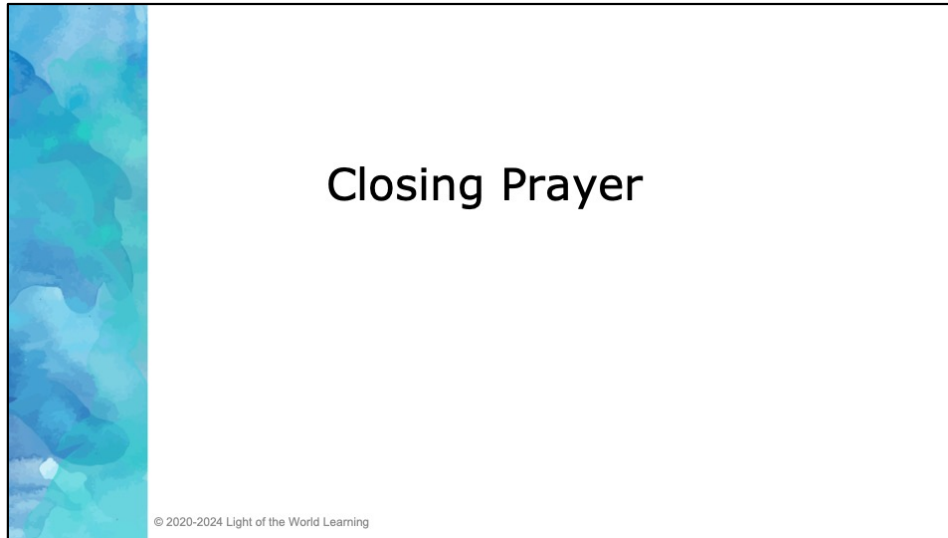
10. Now I can...

- I can talk about travel and transportation.
- I can understand, say, read, and write the 12 vocabulary words.
- I can ask and answer questions with 'would like'
- I understand that God can save anybody.

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Homework 10

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



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Appendix



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

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Marilyn Dano
EasyReadEnglish.com
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