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Stephen's Death & Saul's Conversion

Task	Title	Focus	Page
	<i>Introduction</i>		260
1	<i>Facing Persecution</i>	<i>Preparation</i>	264
2	<i>Opposition Arose</i>	<i>Listening</i>	268
3	<i>Persuasive</i>	<i>Learning Vocabulary</i>	276
4	<i>Stephen & Saul</i>	<i>Reading Comprehension</i>	292
5	<i>Blocked Air</i>	<i>Consonant Sounds</i>	300
6	<i>Authority & Authorization</i>	<i>Stress Changes</i>	324
7	<i>Who Are You?</i>	<i>Using Pronouns</i>	328
8	<i>Requesting Help</i>	<i>Asking for Assistance</i>	342
9	<i>In Damascus</i>	<i>Discussing the Meaning of the Text</i>	350
10	<i>In Other Words</i>	<i>Paraphrasing</i>	354
11	<i>Violence against Christians</i>	<i>Evaluating a Text</i>	358
12	<i>In Conclusion</i>	<i>Writing a Concluding Paragraph</i>	370

Introduction to Unit 3:

Stephen speaks with wisdom and performs miracles among the people and then is charged with blasphemy by the Jews. He is filled with the Holy Spirit as he proclaims Jesus' death and resurrection. He is stoned to death as Saul looks on. Through the persecution of the church, believers are scattered throughout Judea and Samaria. On his way to persecute Christ followers in Damascus, Saul is confronted by Jesus in a blinding light. Saul becomes a Christ follower and suffers persecution by the Jews.

Before teaching this unit...

- 1) Ask the learners if they have ever heard of Stephen or Saul, and if so, what they know about them. Do not give the learners a lot of information at this point. This question is merely to activate their prior knowledge.
- 2) Project the **Unit 3 Title Page SLIDE**. Draw the learner's attention to the title. Elicit from the learners what the title may be referring to.
- 3) Draw the learners' attention to the titles of each task. Explain to the learners that in this unit they will be studying the language needed to talk, read and write about the events surrounding Stephen's martyrdom and Saul's conversion.
- 4) Draw the learners' attention to the column entitled "Focus". Explain that here they can see the language focus for each task. For example, the focus of Task 3 is vocabulary; the focus of Task 4 is reading, the focus of Task 5 and 6 is pronunciation etc.
- 5) Attach the unit title page to a bulletin board in the classroom. Refer to it after completing each task and also at the end of the unit.

How it all ties together...

Meaning

1

Facing Persecution serves as an introduction to the unit in several ways. The People Bingo activity works as an icebreaker to promote cooperative relationships between the learners. It also activates learners' prior knowledge and attitudes about persecution and martyrdom— themes that arises out of this unit's text.

2

Opposition Rose introduces the main events of this unit's script. The learners review the events of unit 2 with summary statement cards. People and places pertaining to Unit 3 are elicited from the learners in order to activate their prior knowledge and to focus on while viewing. In this way, they are prepared for the listening/viewing task, in which they listen for people and places. The listening task is followed up with a sequencing task in which summary statements are ordered according to the events in the text. The learners receive the unit text and read in order to check the sequence of their summary statements. They retell the story in their own words.

3

Persuasive is a vocabulary task with a special focus on words from the Academic Word List (AWL). The task begins with a pre-assessment of the target words. A worksheet helps the learners learn the meaning of the words. A vocabulary review of the first three units is included. Learners focus on word families and the suffixes used to change forms of words. A focus on collocations with a Collocation Card activity follows. The task ends with a vocabulary learning strategy: Using your dictionary.

4

Stephen & Saul is a reading task that begins with a true and false worksheet. It focuses on the strategy: reading for meaning. An information gap map tasks allows the learners to practice map-reading and to correlate information from a written text to a map.

Form

5

Blocked Air begins the pronunciation lesson by focusing on the formation of consonants. To illustrate the importance of articulators for three characteristics, the learners distinguish between minimal pairs /p/ and /f/ with a back-and-forth sheet. The learners learn about the various air flow patterns in English consonants; they distinguish the /l/, /s/, /t/ and /n/ sounds with a pronunciation Bingo activity. The voiced and voiceless distinction is introduced and practiced with a pronunciation journey activity. Learners practice articulating consonants, focusing on place, air flow and voicing with a listening discrimination worksheet. The phonetic symbols of consonants are used.

6

Authority & Authorization introduces the learners to the concept that suffixes affect word stress patterns. A word family activity helps the learners practice the shifting of stress patterns. The task concludes with a dramatic reading of the text.

7

Who are you? is a grammar task that reviews pronouns, beginning with personal pronouns¹. In order to illustrate the cohesive nature of pronouns, learners draw lines from the pronouns to their antecedents. Demonstrative and compound pronouns are dealt with, as well as 'it' and 'there' as subjects.

8

Requesting Help is a task focusing on interpersonal grammar. The learners discover politeness forms that are used for varying degrees of formality and politeness. The learners find out about language for getting help such as asking for repetition, paraphrasing to confirm meaning, asking for a definition and checking spelling, pronunciation and grammar. Pair worksheets provide opportunity for practice.

¹ In this curriculum, grammar is dealt with at three levels as outlined by David Butt. Experiential grammar is dealt with in Task 7 and interpersonal and discourse grammar is dealt with in Task 8. (Butt, David et al. *Using Functional Grammar: An Explorer's Guide*. Sydney, NSW: National Center for English Language Teaching and Research, 2000.)

*Stephen's Death and Saul's Conversion***Use****9**

In Damascus gives the learners the opportunity to discuss questions regarding the story. They do this via a discussion board “Baskets and Ladders” to simulate Paul’s descent down the walls of Damascus in a basket. Questions become increasingly complex as they move down the wall.

10

In Other Words has a socio-cultural focus in which learners are guided into a deeper understanding of the meaning of text. The learners practice paraphrasing and drawing inferences as critical thinking strategies. Learners practice paraphrasing with a Gates of Damascus conversation board.

11

Violence Against Christians is a task where the learners read a contemporary text about persecution of Christians in India. This offers opportunity to learn how to respond to texts through reading response forms and practice retelling or summarizing a text. An option is given for practicing vocabulary strategies with words from the Academic Wordlist that occur in the text. The task concludes with a discussion related to religious persecution in which the learners practice language for leading a discussion.

12

In Conclusion begins with a review of the three parts of a five paragraph essay. The learners reassemble an essay puzzle. The learners are taught how to write a concluding paragraph. A review of the five writing stages follows. Choosing from an ideas bank, the learners proceed through the pre-writing and drafting steps in writing a five paragraph essay.

Stephen's Death and Saul's Conversion

Task 1

**Language Objectives:**

- ✚ to **learn** vocabulary related to persecution
- ✚ to **activate** prior knowledge about persecution and martyrdom

Approx Time: 30 minutes

Materials:

- ✚ **Stoning of Stephen SLIDE**
- ✚ **People Bingo worksheet** for each learner

Reference:

Acts 6:8-8:7; 9:1-31

**Instructions:**

Begin this unit by putting up the **Title Page SLIDE**. Point out the task titles and foci. You may ask the learners to make some predictions about the content from the picture.

1. Put up the Stoning Stephen SLIDE. Elicit from the learners what they see is happening in the picture.
2. Explain that this unit of study will be focusing on someone who was killed for their faith and someone who killed others because of their faith.
3. Introduce the topic of persecution and martyrdom by discussing the following questions with the whole class:
 - Do you know anyone who has been killed for a belief?
 - Do you know of areas in the world where people are killed for their beliefs?
 - Why would anyone kill people for their beliefs?
 - Elicit from the learners the meanings of the words: martyr, persecution, threaten, opposition
 - Add the following to their explanations.

Instructor Note:

- **martyr:** a person who suffers very much or is killed because of their political or religious beliefs, and is often admired because of it
- **persecution:** unfair or cruel treatment over a long period of time because of race, religion, or political beliefs
- **threaten:** to tell someone that you will kill or hurt them, or cause problems for them if they do not do what you want
- **opposition:** strong disagreement

The Stoning of Stephen



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Stoning of Stephen SLIDE

Stephen's Death and Saul's Conversion

4. Hand out a **People Bingo Worksheet** to each learner.
- Instruct the learners to circulate among their classmates to find out information about them.
 - They should ask the question to elicit a *yes* or *no* answer and write in the name of the person who answers **yes**.
 - Review orally with the learners how the question is formed for each square.
 - The object of the task is to get a BINGO – fill in a line vertically, horizontally or diagonally.

Instructor Note: Optional: for **advanced** proficiency learners they should get a full page BINGO and for **lower** proficiency learners they need to only get a limited number, perhaps 3.

5. When someone has a BINGO, lead a circle **drill**:
- Have the first learner ask the first question on the sheet to the learner next to him/her.
 - Have that learner answer *yes* or *no*.
 - If the responder answers *no, I don't* then the questioner should then ask, *Who does?*
 - The responder should then answer from their sheet or say, *I don't know*.
 - The responder then becomes the questioner of the person on his/her other side.

Stephen's Death and Saul's Conversion

Question: *Have you...?* *Do you...?* *Who does...?*

Answer: *Yes, I do.* *No, I don't, ...does.* *I don't know.*

<p>_____</p> <p>_____</p> <p>has been very angry.</p>	<p>_____</p> <p>_____</p> <p>has felt another person's anger.</p>	<p>_____</p> <p>_____</p> <p>knows someone who is blind.</p>
<p>_____</p> <p>_____</p> <p>knows someone who was killed for their beliefs.</p>	<p>_____</p> <p>_____</p> <p>has experienced persecution.</p>	<p>_____</p> <p>_____</p> <p>has seen a vision.</p>
<p>_____</p> <p>_____</p> <p>has made a major life change.</p>	<p>_____</p> <p>_____</p> <p>has experienced opposition.</p>	<p>_____</p> <p>_____</p> <p>has been threatened.</p>

Task 2



Language Objectives:

- ✿ to **listen** for main ideas, events, people, and places
- ✿ to **sequence** summary statements
- ✿ to **retell** the story
- ✿ to **read** the script while listening

Approx Time: 60 minutes

Materials:

- ✿ **Unit 3 Video/Audio**
- ✿ **Set A Summary Statements** for each pair
- ✿ **Set B Summary Statements** for each pair
- ✿ **Unit 3 Script** for each learner

Reference:

Acts 6:8-8:7; 9:1-31

Opposition Arose

Instructions:

Part A

1. Elicit from the learners what they remember of the main events of the text: *The Holy Spirit's Coming & Jewish Believers*.
2. Draw the learners' attention to the scrambled **Summary Statement Cards** from **Unit 2** on the wall.
3. Have the learners rearrange the cards in their proper order.

Answer Key:

1. On the day of Pentecost, all the believers were together in one place in Jerusalem when a sound like a violent wind came and tongues of fire rested upon them.
2. All of the believers were filled with the Holy Spirit and began to speak in other tongues.
3. God-fearing Jews from every nation under heaven in Jerusalem heard the speeches in their own language.
4. Peter explained about the miracles, crucifixion and resurrection of Jesus of Nazareth as the plan of God.
5. Three thousand people believed Peter's message, repented and were baptized.
6. All the believers were together had everything in common as they devoted themselves to the apostles' teaching, to the fellowship of breaking of bread, and to prayer.
7. The Grecian Jews complained against the Hebraic Jews because their widows were being overlooked in the daily distribution of food.
8. The believers chose seven men to care for the widows, including Stephen, a man full of faith and of the Holy Spirit, and Philip.
9. The word of God spread. The number of disciples in Jerusalem increased rapidly and a large number of priests became obedient to the faith.

*Stephen's Death and Saul's Conversion***Part B**

Instructor Note: Do this listening task in 2 sections: Scene One, then Scene Two

1. Lead a discussion with the learners as to what they expect to see in the visual presentation of in the next section of Acts: names of people, names of places, activities? Write the main words on the blackboard.
2. Have the learners watch **Scene One** which is embedded in the **Instructor Slides**. Instruct the learners to listen for people and places and events mentioned.
3. Elicit from the learners which names or places or activities were correctly predicted. Erase any that do not fit.
4. Hand out a **Set A Summary Statements** to each pair of learners. Ask them to sequence them in order of events.

Stephen, full of God's grace and power did great wonders among the people. ^{3a}	Opposition arose from members of the Synagogue and argued with Stephen. ^{3a}
The elders and teachers of the law seized Stephen and brought him before the Sanhedrin where false witnesses testified against him. ^{3a}	Stephen, with his face like a face of an angel, replied to them about their betrayal and murder of the Righteous One. ^{3a}
The people stoned Stephen to death while Stephen prayed for their forgiveness. ^{3a}	Saul gave approval to Stephen's death. ^{3a}

5. Play the **Unit 3 Scene One Audio** which is embedded in the **Instructor SLIDES**.
6. Have learners compare their answers with another pair of learners. Have them explain their ordering to each other and come to a common agreement.
7. Choose one pair and have them retell the story to the class.

Answer Key: Set A

1. Stephen, full of God's grace and power did great wonders among the people.
2. Opposition arose from members of the Synagogue and argued with Stephen.
3. The elders and teachers of the law seized Stephen and brought him before the Sanhedrin where false witnesses testified against him.
4. Stephen, with his face like a face of an angel, replied to them about their betrayal and murder of the Righteous One.
5. The people stoned Stephen to death while Stephen prayed for their forgiveness.
6. Saul gave approval to Stephen's death.

Unit 3

Stephen's Death and Saul's Conversion

WITNESSES TO ALL NATIONS

Part C

1. Lead a discussion with the learners as to what they expect to happen next in the visual presentation of the next section of Acts: names of people, names of places, activities? Write the main words on the blackboard.
2. Have the learners view **Scene Two** which is embedded in the **Instructor Slides**. Instruct the learners to listen for people and places and events mentioned.
3. Elicit from the learners which names or places or activities were correctly predicted. Erase any that do not fit.
4. Hand out a **Set B Summary Statements** to each pair of learners. Ask them to sequence them in order of events.

Saul began to destroy the church by dragging men and women to prison. ^{3b}	The Lord told Ananias, a disciple, to go to see Saul since God had chosen Saul to carry his name to the Gentiles. ^{3b}	Jews conspired to kill Saul but Saul was lowered in a basket through an opening in the wall. ^{3b}
Saul journeyed to Damascus to find followers of the Way to take to prison in Jerusalem. ^{3b}	Ananias placed his hands on Saul, and something like scales falls off his eyes. ^{3b}	Saul spoke boldly in Jerusalem until the brothers sent him back to Tarsus because the Grecian Jews were trying to kill him. ^{3b}
As he neared Damascus, Saul fell to the ground, blinded by a light from heaven. He heard the voice of Jesus ask why he was persecuting him. ^{3b}	Saul was baptized and then preached that Jesus is the Son of God, the Christ in Damascus. ^{3b}	The church throughout Judea, Galilee and Samaria enjoyed a time of peace and grew in numbers. ^{3b}

5. Play the **Unit 3 Scene Two Audio** which is embedded in the **Instructor SLIDES**.
6. Have learners compare their answers with another pair of learners. Have them explain their ordering each other and come to a common agreement.

Stephen's Death and Saul's Conversion

7. Choose one pair and have them retell the story to the class.

<i>Answer Key: Set B</i>
1. Saul began to destroy the church by dragging men and women to prison.
2. Saul journeyed to Damascus to find followers of the Way to take to prison in Jerusalem.
3. As he neared Damascus, Saul fell to the ground, blinded by a light from heaven. He heard the voice of Jesus ask why he was persecuting him.
4. The Lord told Ananias, a disciple, to go to see Saul since God had chosen Saul to carry his name to the Gentiles.
5. Ananias placed his hands on Saul, and something like scales falls off his eyes.
6. Saul was baptized and then preached that Jesus is the Son of God, the Christ in Damascus.
7. Jews conspired to kill Saul but Saul was lowered in a basket through an opening in the wall.
8. Saul spoke boldly in Jerusalem until the brothers sent him back to Tarsus because the Grecian Jews were trying to kill him.
9. The church throughout Judea, Galilee and Samaria enjoyed a time of peace and grew in numbers.

8. Hand out the **Unit 3 Script** to each learner. Have them check the sequencing of their statements.

Scene One: Stephen

Luke: Now Stephen, a man full of God's grace and power, did great wonders and miraculous signs among the people.

Luke 2: Opposition arose, however, from members of the Synagogue of the Freedmen (as it was called)—Jews of Cyrene and Alexandria as well as the provinces of Cilicia and Asia. These men began to argue with Stephen, but they could not stand up against his wisdom or the Spirit by whom he spoke. Then they secretly persuaded some men to say,

Man: We have heard Stephen speak words of blasphemy against Moses and against God.

Luke 2: So they stirred up the people and the elders and the teachers of the law. They seized Stephen and brought him before the Sanhedrin. They produced false witnesses, who testified:

False Witness One: This fellow never stops speaking against this holy place and against the law.

False Witness Two: For we have heard him say that this Jesus of Nazareth will destroy this place and change the customs Moses handed down to us.

Luke: All who were sitting in the Sanhedrin looked intently at Stephen, and they saw that his face was like the face of an angel.

High Priest: (*asking Stephen*) Are these charges true?

Stephen: (*replying to him*) Brothers and fathers, listen to me! . . . You are just like your fathers: You always resist the Holy Spirit! Was there ever a prophet your fathers did not persecute? They even killed those who predicted the coming of the Righteous One. And now you have betrayed and murdered him—you who have received the law that was put into effect through angels but have not obeyed it.

Luke: When they heard this, they were furious and gnashed their teeth at him.

Stephen's Death and Saul's Conversion

36 **Luke 2:** But Stephen, full of the Holy Spirit, looked up to heaven and saw the
glory of God, and Jesus standing at the right hand of God.

38 **Stephen:** Look, I see heaven open and the Son of Man standing at the right
hand of God.

40
42 **Luke:** At this they covered their ears and, yelling at the top of their voices,
they all rushed at him, dragged him out of the city and began to stone him.

44 **Luke 2:** Meanwhile, the witnesses laid their clothes at the feet of a young man
named Saul.

46
48 **Luke:** While they were stoning him, Stephen prayed.

50 **Stephen:** Lord Jesus, receive my spirit.

52 **Luke:** Then he fell on his knees and cried out.

54 **Stephen:** Lord, do not hold this sin against them.

56 **Luke:** When he had said this, he fell asleep.

58 **Luke 2:** And Saul was there, giving approval to his death. Godly men buried
Stephen and mourned deeply for him.

Scene Two: Saul

60 **Luke:** But Saul began to destroy the church. Going from house to house, he
dragged off men and women and put them in prison.

62 **Luke 2:** Saul was breathing out murderous threats against the Lord's
disciples. He went to the high priest and asked him for letters to the
64 synagogues in Damascus, so that if he found any there who belonged to the
Way, whether men or women, he might take them as prisoners to Jerusalem.

66
68 **Luke:** As he neared Damascus on his journey, suddenly a light from heaven
flashed around him. He fell to the ground and heard a voice.

Unit 3
Stephen's Death and Saul's Conversion

WITNESSES TO ALL NATIONS

The Lord: Saul, Saul, why do you persecute me?

Saul: Who are you, Lord?

The Lord: I am Jesus, whom you are persecuting. Now get up and go into the city, and you will be told what you must do.

Luke: The men traveling with Saul stood there speechless; they heard the sound but did not see anyone.

Luke 2: Saul got up from the ground, but when he opened his eyes he could see nothing. So they led him by the hand into Damascus. For three days he was blind and did not eat or drink anything.

Luke: In Damascus there was a disciple named Ananias. The Lord called to him in a vision.

The Lord: Ananias!

Ananias: Yes, Lord.

The Lord: Go to the house of Judas on Straight Street and ask for a man from Tarsus named Saul, for he is praying. In a vision he has seen a man named Ananias come and place his hands on him to restore his sight.

Ananias: Lord, I have heard many reports about this man and all the harm he has done to your saints in Jerusalem. And he has come here with authority from the chief priests to arrest all who call on your name.

The Lord: Go! This man is my chosen instrument to carry my name before the Gentiles and their kings and before the people of Israel. I will show him how much he must suffer for my name.

Luke: Then Ananias went to the house and entered it.

Ananias: (*placing his hands on Saul*) Brother Saul, the Lord—Jesus, who appeared to you on the road as you were coming here—has sent me so that you may see again and be filled with the Holy Spirit.

Stephen's Death and Saul's Conversion

106 **Luke:** Immediately, something like scales fell from Saul's eyes, and he could
108 see again. He got up and was baptized, and after taking some food, he regained his strength.

110 **Luke 2:** Saul spent several days with the disciples in Damascus. At once he
112 began to preach in the synagogues that Jesus is the Son of God. All those who heard him were astonished.

Damascan: Isn't he the man who raised havoc in Jerusalem among those who
114 call on this name? And hasn't he come here to take them as prisoners to the chief priests?

116 **Luke 2:** Saul grew more and more powerful and baffled the Jews living in
118 Damascus by proving that Jesus is the Christ.

120 **Luke:** After many days had gone by, the Jews conspired to kill him, but Saul
122 learned of their plan. Day and night, they kept close watch on the city gates in order to kill him. But his followers took him by night and lowered him in a basket through an opening in the wall.

124 **Luke 2:** When he came to Jerusalem, he tried to join the disciples, but they
126 were all afraid of him, not believing that he really was a disciple.

128 **Luke:** But Barnabas took him and brought him to the apostles. He told them
130 how Saul on his journey had seen the Lord and that the Lord had spoken to him, and how in Damascus he had preached fearlessly in the name of Jesus.

132 **Luke 2:** So Saul stayed with them and moved about freely in Jerusalem,
134 speaking boldly in the name of the Lord. He talked and debated with the Grecian Jews, but they tried to kill him. When the brothers learned of this, they took him down to Caesarea and sent him off to Tarsus.

136 **Luke:** Then the church throughout Judea, Galilee and Samaria enjoyed a time
138 of peace. It was strengthened; and encouraged by the Holy Spirit, it grew in numbers, living in the fear of the Lord.

Unit 3 Script Acts 6:8-8:7; 9:1-31

Task 3



Language Objectives:

- to **learn** the meanings, word families and collocations of vocabulary words
- to **use** a word wall as a vocabulary strategy

Approx Time: 75 minutes

Materials:

- Unit 3 Vocabulary Worksheet for each learner
- Target Words SLIDE
- Vocabulary Worksheet for each learner
- Definitions Activity Board & Target Vocabulary Worksheet for each group
- Word Families Worksheet for each learner
- Word Family Cards for each group
- Collocation Worksheet for each learner
- Front & Back Card SLIDES
- Collocation Cards for each group
- Using Your Dictionary Worksheet

Reference:

Acts 6:8-8:7; 9:1-31

Persuasive

Instructions:

Part A: *Assessing your vocabulary knowledge*

1. Ask the learners to fill out the second column of the **Unit 3 Vocabulary Chart**.

2. Explain the 1-4 scale and what the score means.

1. I don't know this word.
2. I have seen this word before, but I am not sure of the meaning.
3. I understand the word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
4. I know this word and can use it in my own speaking and writing.

3. To help them get a sense of an increasing knowledge of new words, have them fill out the third column at the end of the unit.

Unit 3 Vocabulary

A. Use the following scale to determine your knowledge of the words in the list:

1. I don't know this word.
2. I have seen this word before, but I am not sure of the meaning.
3. I understand the word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
4. I know this word and can use it in my own speaking and writing.

Words	Before Unit				After Unit			
predict	1	2	3	4	1	2	3	4
vision	1	2	3	4	1	2	3	4
restore	1	2	3	4	1	2	3	4
authority	1	2	3	4	1	2	3	4
debate	1	2	3	4	1	2	3	4
persuade	1	2	3	4	1	2	3	4
resist	1	2	3	4	1	2	3	4
witness	1	2	3	4	1	2	3	4
custom	1	2	3	4	1	2	3	4
approval	1	2	3	4	1	2	3	4
threat	1	2	3	4	1	2	3	4
instrument	1	2	3	4	1	2	3	4

B. After you finish the unit, score yourself again to check your improvement.

Unit 3
Stephen's Death & Saul's Conversion

WITNESSES TO ALL NATIONS

Part B: *Focus on meaning*

1. Put up the **Target Words SLIDE**.
2. Have the learners refer to the **Vocabulary Worksheet**.
3. Have the learners find the target words in the text and underline them.
4. Instruct the learners to read the row of words beside each numbered word. One word or phrase is **NOT** a synonym for the numbered word. Instruct the learners to cross out the word or phrase that is not a synonym.

<i>Answer Key:</i>			
1. predict (line 30)	a. describe beforehand b. foretell c. forecast d. begin first	7. resist (line 29)	a. oppose b. counteract c. take a stand d. see again
2. vision (line 90)	a. picture b. aspiration c. dream d. glasses	8. witness (line 15)	a. see b. proof c. one that gives evidence d. testimony
3. restore (line 91)	a. give back b. bring back into use c. buy again d. renew	9. custom (line 21)	a. a usage b. a practice c. clothing d. habit
4. authority (line 94)	a. convincing force b. an expert c. someone with power d. excellent	10. approval (line 57)	a. agreement b. prove c. good opinion d. acceptance
5. debate (line 133)	a. dialogue b. fishing gear c. discussion d. argument	11. threat (line 62)	a. coercion b. intent to harm c. sweet d. suggestion that something bad will happen
6. persuade (line 8)	a. a type of leather b. urge c. convince d. to advise	12. instrument (line 97)	a. tool b. work c. implement d. device used for something

**predict
vision
restore
authority
debate
persuade
resist
witness
custom
approval
threat
instrument**

Target Words SLIDE

Stephen's Death & Saul's Conversion

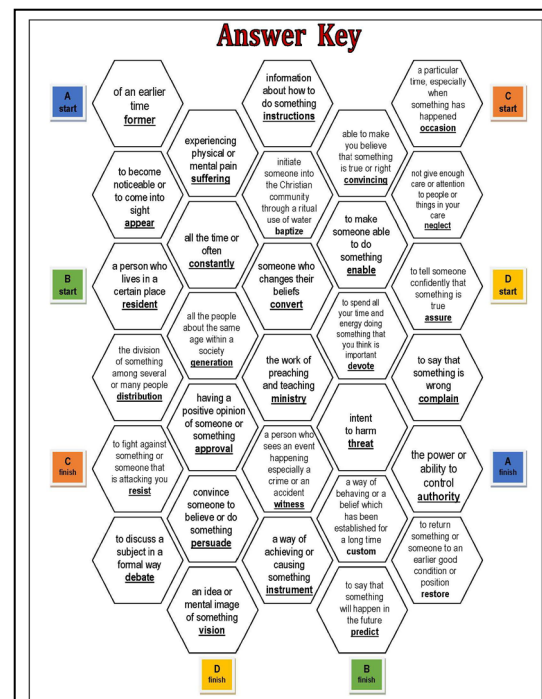
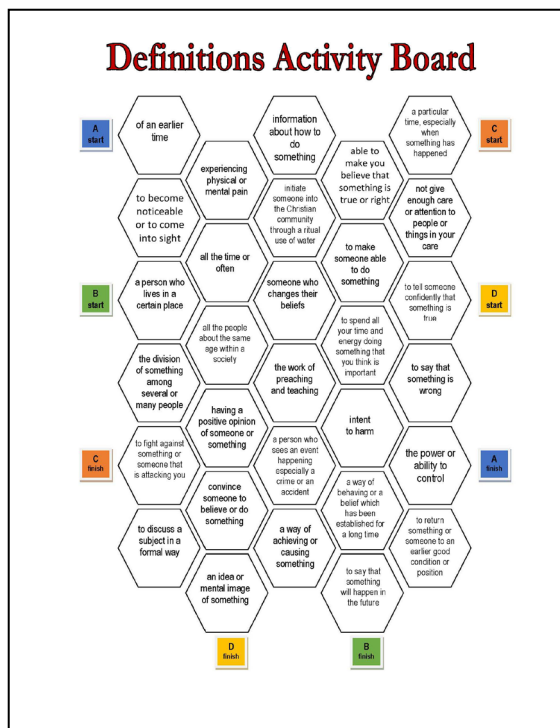
- Find the target words in the text and underline them.
- Read the row of words beside each numbered word. One word or phrase is NOT a synonym for the numbered word. Cross out the word or phrase. The first one has been done for you.

1. predict <i>(line 30)</i>	a. describe beforehand b. foretell c. forecast d. begin first	7. resist <i>(line 29)</i>	a. oppose b. counteract c. take a stand d. see again
2. vision <i>(line 90)</i>	a. picture b. aspiration c. dream d. glasses	8. witness <i>(line 15)</i>	a. see b. proof c. one that gives evidence d. testimony
3. restore <i>(line 91)</i>	a. give back b. bring back into use c. buy again d. renew	9. custom <i>(line 21)</i>	a. a usage b. a practice c. clothing d. habit
4. authority <i>(line 94)</i>	a. convincing force b. an expert c. someone with power d. excellent	10. approval <i>(line 57)</i>	a. agreement b. prove c. good opinion d. acceptance
5. debate <i>(line 133)</i>	a. dialogue b. fishing gear c. discussion d. argument	11. threat <i>(line 62)</i>	a. coercion b. intent to harm c. sweet d. suggestion that something bad will happen
6. persuade <i>(line 8)</i>	a. a type of leather b. urge c. convince d. to advise	12. instrument <i>(line 97)</i>	a. tool b. work c. implement d. device used for something

Vocabulary Worksheet

*Stephen's Death & Saul's Conversion***Part C:** *Meaning Review*

1. Explain to the learners that in this task we will be reviewing the meanings of vocabulary from Units 1, 2, and 3.
2. Put up the **Target Vocabulary Resource Sheet/SLIDE**.
3. Divide the learners into groups of four and give each group the **Definitions Activity Board**, the **Target Vocabulary Resource Sheet**, an **Answer Key** and movers. There will be three players and one monitor.



Stephen's Death & Saul's Conversion

4. Explain the rules of the activity:
 - a. Instruct each learner to place their mover on one of the coloured letters marked “start”
 - b. Explain that the aim of the activity is to move across the board to reach the same coloured letter marked ‘finished’.
 - c. The first player begins by choosing the block nearest to their letter and naming the word from the **Target Vocabulary Resource Sheet** that fits the definition. Have the learners stroke out the word on the **Target Vocabulary Resource Sheet** as it is used. A player may only move to this adjoining block if s/he can correctly name the word. **Note: not all words are used on the Definition Board**
 - d. Players take turns to play. They may move in any direction, but not move to a block if another player is there. If a player cannot say the word, they miss a turn.
 - e. **The monitor** (the fourth learner in each group) uses the **Answer Key** to check to make sure the answers are correct.
 - f. The first player to reach the coloured “finish” for their letter wins.

Unit 1	Unit 2	Unit 3
former	enable	predict
instructions	resident	vision
occasion	convert	restore
suffering	assure	authority
convincing	generation	debate
appear	devoted	persuade
baptize	distribution	resist
restore	ministry	witness
witness	complain	custom
intently	neglect	approval
authority	responsibility	threat
constantly	attention	instrument

Unit 3

Stephen's Death & Saul's Conversion

WITNESSES TO ALL NATIONS

Part D: *Focus on Form: Word Families*

1. Explain to the learners that each of the words can be changed to create different word classes. This involves adding suffixes.
2. Put up the **Word Families Worksheet /SLIDE** and read the samples of various suffixes that are used to create different word classes.
3. Draw the learners' attention to the **Word Families Worksheet**.
 - a) Point out that the words from the text are in the boxes.
 - b) Ask them to fill in as many other boxes as they are able.
 - c) Have them compare with another learner.
 - d) Read through the words with the whole class.
 - e) Have the learners circle the suffixes in each column.

<i>Suggested Answer Key: Not an exhaustive list</i>			
Noun	Verb	Adjective	Adverb
prediction predictability	predict	predictive predictable	predictably
vision	envision	envisioned visionary	visually
restoration	restore	restored	x
authority	authorize	authorized	x
debate	debate	debated	x
persuasion	persuade	persuasive	persuasively
resistance resistor	resist	resistible resistant	x
witness	witness	witnessed	x
custom	customize accustom	accustomed	x
approval	approve	approved approving approvable	approvingly approvably
threat	threaten	threatened threatening	threateningly
instrument	x	instrumental	instrumentally

Word Families

Noun-forming suffixes: **-tion, -sion, -ance, -ity, -ment, -al**

Verb-forming suffixes: **-ate, -ize**

Adjective-forming suffixes: **-ed, -ant, -ible, -ive, -al**

Adverb-forming suffixes: **-ly**

X indicates that there is no form

Noun	Verb	Adjective	Adverb
	predict		
vision			
	restore		X
authority			X
	debate		X
	persuade		
	resist		X
witness			X
custom			X
approval			
threat			
instrument	X		

Word Families Worksheet /SLIDE

Stephen's Death & Saul's Conversion

4. Have the learners form small groups of three or four learners. Give each group a set of **Word** and **Part of Speech Cards**.

<div>Word Card WANU3T3C</div>			<div>Part of Speech Card WANU3T3C</div>		
predict	vision	restore	noun	verb	adjective
approve	threat	instrument	adjective	noun	adverb
resist	witness	custom			
author	debate	persuade			

- each player picks up two **Word Cards** and one **Part of Speech Card** to make two new words
- The new word must be the part of speech that the **Part of Speech** indicates. E.g. If a learner picks up the **Word Cards**: *predict* and *resist* and the **Part of Speech Card**: *adjective* then the new words could be: *predictable* and *resistant*

Stephen's Death & Saul's Conversion

Part E: Focus on Use: Collocations

1. Have learners look at the **Target Words** in the text again and underline the words that come before and after each **Target Word**. Explain that in order to use the words correctly we need to know which words to use together with them. Because collocations are not based on grammar rules, you need to learn them one at a time.
2. Have the learners form groups of three or four. Hand out the **Collocation Cards** to each group.

Collocation Card WANU3T3E	reliably predict ◊ hard to predict ◊ experts predict ◊ able to predict	able to predict ◊ hard to predict ◊ experts predict ◊ reliably predict	experts predict ◊ hard to predict ◊ able to predict ◊ reliably predict	hard to predict ◊ experts predict ◊ able to predict ◊ reliably predict
	clear vision ◊ blurred vision ◊ lose the vision ◊ night vision	blurred vision ◊ clear vision ◊ lose the vision ◊ night vision	lose the vision ◊ clear vision ◊ blurred vision ◊ night vision	night vision ◊ clear vision ◊ blurred vision ◊ lose the vision
	with authority ◊ authority over ◊ in authority ◊ on authority	authority over ◊ with authority ◊ in authority ◊ on authority	in authority ◊ with authority ◊ authority over ◊ on authority	on authority ◊ with authority ◊ authority over ◊ in authority

public debate ◊ urgent debate ◊ heated debate ◊ open debate	urgent debate ◊ public debate ◊ heated debate ◊ open debate	heated debate ◊ public debate ◊ urgent debate ◊ open debate	open debate ◊ public debate ◊ urgent debate ◊ heated debate
persuade someone ◊ persuade the crowd ◊ persuade the voters ◊ persuade the people	persuade the crowd ◊ persuade someone ◊ persuade the voters ◊ persuade the people	persuade the voters ◊ persuade someone ◊ persuade the crowd ◊ persuade the people	persuade the people ◊ persuade someone ◊ persuade the crowd ◊ persuade the voters
resist his advances ◊ resist her charm ◊ resist efforts ◊ resist mounting pressure	resist her charm ◊ resist his advances ◊ resist efforts ◊ resist mounting pressure	resist efforts ◊ resist his advances ◊ resist her charm ◊ resist mounting pressure	resist mounting pressure ◊ resist his advances ◊ resist her charm ◊ resist efforts

military threat ◊ real threat ◊ genuine threat ◊ under threat	real threat ◊ military threat ◊ genuine threat ◊ under threat	genuine threat ◊ military threat ◊ real threat ◊ under threat	under threat ◊ military threat ◊ genuine threat ◊ real threat
musical instrument ◊ human instrument ◊ instrument of destruction ◊ chosen instrument	human instrument ◊ musical instrument ◊ instrument of destruction ◊ chosen instrument	instrument of destruction ◊ human instrument ◊ musical instrument ◊ chosen instrument	chosen instrument ◊ human instrument ◊ instrument of destruction ◊ musical instrument
restore someone's sight ◊ have one's health restored ◊ restore confidence ◊ restore order	have one's health restored ◊ restore someone's sight ◊ restore confidence ◊ restore order	restore confidence ◊ have one's health restored ◊ restore someone's sight ◊ restore order	restore order ◊ have one's health restored ◊ restore confidence ◊ restore someone's sight

witness stand ◊ silent witness ◊ eyewitness ◊ expert witness	silent witness ◊ witness stand ◊ eyewitness ◊ expert witness	eye witness ◊ witness stand ◊ silent witness ◊ expert witness	expert witness ◊ witness stand ◊ silent witness ◊ eyewitness
custom designed ◊ custom built ◊ custom clothing ◊ custom-made	custom built ◊ custom designed ◊ custom clothing ◊ custom-made	custom clothing ◊ custom designed ◊ custom built ◊ custom-made	custom-made ◊ custom designed ◊ custom clothing ◊ custom built
need approval ◊ win approval ◊ seal of approval ◊ official approval	official approval ◊ win approval ◊ seal of approval ◊ need approval	seal of approval ◊ win approval ◊ need approval ◊ official approval	win approval ◊ need approval ◊ seal of approval ◊ official approval

Unit 3

Stephen's Death & Saul's Conversion

WITNESSES TO ALL NATIONS

3. Have each group sort the cards into collocation groups i.e. groups of words that go together. There will be four cards per group.
4. Explain the following rules for the next activity:
 - a. The aim of the activity is for each player to collect complete sets of collocations such as: *musical instrument*, *instrument of destruction*, *human instrument*, *chosen as an instrument*

<i>musical instrument</i>	<i>human instrument</i>	<i>instrument of destruction</i>	<i>chosen instrument</i>
◇ human <u>instrument</u>	◇ musical <u>instrument</u>	◇ human <u>instrument</u>	◇ human <u>instrument</u>
◇ <u>instrument</u> of destruction	◇ <u>instrument</u> of destruction	◇ musical <u>instrument</u>	◇ <u>instrument</u> of destruction
◇ chosen <u>instrument</u>	◇ chosen <u>instrument</u>	◇ chosen <u>instrument</u>	◇ musical <u>instrument</u>

- b. Shuffle the cards. Five cards are dealt to each player. The rest are placed on a pile in the middle. Decide the order in which you are going to take turns
- c. Learners take turns to request cards from any of the other players.
 - They may only ask for cards from a set for which they already have one or more cards. *For example:* Tia, do you have 'musical instrument'?
 - If the player you ask has the collocation, they must give you the card.
 - You can then ask this player or any other player for another card.
 - If the player does not have the card, take a card from the pile in the middle.
 - It is now the next player's turn.
- d. When you have completed a set of four, put the cards face down on the table.
- e. The learner with the most collocation sets completed is the winner.

Stephen's Death & Saul's Conversion

Part F: *Vocabulary Strategies: Using your dictionary: Finding the right meaning.*

1. Hand out the **Using your Dictionary Worksheet**. Read through the instructions with the learners and have them complete the worksheet. Discuss the entries as a class.
2. Divide up the target words so that each learner takes one or two. Have them look their word up in a dictionary. Make sure to have dictionaries available.
3. Have them write their word on a 30 x 10 cm card in large letters.
4. Have them find the word in the text and locate the appropriate dictionary meaning and write it on another card.
5. Proceed with one of the following two options:

Option 1:

- Have them add the words and meanings to the **Word Wall** mixed up.
- Have the learners match up the words and their dictionary definitions.

Option 2:

If you do not have access to a wall on a permanent basis, distribute word and definition cards among the learners so that each learner gets one or two cards.

- Have all the learners walk around and find the matching words and definitions. e.g. The learners with the target words go around and ask: Do you have the definition of the word_____?
- Have the learners take the words and definitions and place them together on a table or on the floor.

Answer Key for Using your dictionary Worksheet

1. Which meaning matches the way **restore** is used in the text (91)? - *the first meaning*: If you restore a quality or ability that someone has not had for a long time, you make it possible for them to have that quality or ability again.
2. What clues helped you figure out the meaning of **restore** in the text?
The word 'sight'; Paul was blind and can see again.

Instructor Note: Have the learners to go back to **Part A** Assessing your Vocabulary Knowledge to check their improvement.

Instructor Note: Remind the learners that when we speak of vocabulary strategies we are talking about things that they can do on their own to improve their vocabulary. Encourage them to use these strategies outside of class.

Using your Dictionary

1. Making good use of your dictionary will help you to study and master the target words. In addition to giving information on word meanings, dictionaries also explain pronunciation, grammar, word families, usage and other information. If you do not have a dictionary, ask your teacher to recommend one.
2. Finding the right meaning. When you look up a word, you will often find that it has more than one meaning. In many dictionaries, the first meaning given is the most common one. However, you should read all the meanings just in case. To figure out which meaning is correct, think about the context in which the word appears. Look for clues to the correct meaning by checking the words and sentences surrounding the new word. Use the context clues to figure out which dictionary meaning fits.
3. Read the entry below from the Cambridge Advanced Learners Dictionary (<http://dictionary.cambridge.org>) Go back to the target word "restore" in the text (*line 84*) Use the dictionary entry and context clues to respond to the following questions.

Definition: **restore verb**

- If you restore a quality or ability that someone has not had for a long time, you make it possible for them to have that quality or ability again
Doctors have restored his sight.
*The government is trying to restore public **confidence** in its management of the economy.*
- to bring back into use something that has been absent for a period of time
Some people are in favour of restoring capital punishment for murderers.
- formal to give something that has been lost or stolen back to the person it belongs to
*The painting was restored **to** its **rightful** owner.*

4. Which meaning matches the way **restore** is used in the text (*line 84*) _____
5. What clues helped you figure out the meaning of **restore** in the text?

Task 4



Language Objectives:

- ✿ to **scan** for specific information
- ✿ to **read** for meaning
- ✿ to **practice** map-reading and **correlating** information from a written text to a map

Approx Time: 60 minutes

Materials:

- ✿ **Opposition Worksheet** for each learner
- ✿ **In Other Words Worksheet** for each learner
- ✿ **Mediterranean Map Worksheet and Place Description Cards** for each learner
- ✿ **People & Description Cards** for each pair

Reference:

Acts 6:8-8:7; 9:1-31

Stephen & Saul

Instructions:

Part A: Reading Strategy: Scanning

Reading Strategy: Scanning means to look quickly for information.

1. Explain to the learners that they will again be practicing the strategy of scanning for specific information.
2. Refer the learners to the **Opposition Worksheet**.
3. Instruct the learners to scan the text in order to decide if each of the statements is true (T) or false (F).
4. For those statements deemed false, have the learners change the statements to make them true either by negating them or restating them accurately.
5. When they have completed the worksheet, have them compare their answers with a partner. Take up any disagreements with the whole class.

Answer Key

2. Stephen speaks words of blasphemy against Moses and against God. **FALSE**
Correct Statement: Stephen did not speak words of blasphemy against Moses and against God. OR Stephen spoke with wisdom about Moses and God.
6. Saul defends Stephen and protects him from the mob. **FALSE**
Correct Statement: Saul did not defend Stephen nor protect him from the mob. OR Saul gave approval to Stephen's stoning.
7. Saul goes to Damascus to preach the gospel of Christ. **FALSE**
Correct Statement: Saul did not go to Damascus to preach the gospel of Christ. OR Saul goes to Damascus to persecute Christ followers.
9. Saul is blind for ten days. **FALSE**
Correct Statement: Saul is blind for three days.
11. Ananias refuses to help Saul. **FALSE**
Correct Statement: Ananias does not refuse to help. OR Ananias helps Saul.
13. The Jews in Damascus are joyful because of Saul's conversion. **FALSE**
Correct Statement: The Jews in Damascus are not joyful because of Saul's conversion. OR The Jews in Damascus seek to kill Paul.

*Stephen's Death & Saul's Conversion***Opposition**

Circle the appropriate letter T or F.

Reading Strategy: Scanning means to look quickly for information.
--

1. Members of the Synagogue oppose Stephen.	T	F
2. Stephen speaks words of blasphemy against Moses and against God.	T	F
3. Stephen accuses his accusers of resisting the Holy Spirit, persecuting prophets and murdering Jesus.	T	F
4. Stephen prays a prayer of forgiveness for his murderers as they stone him.	T	F
5. Stephen is killed by stoning.	T	F
6. Saul defends Stephen and protects him from the mob.	T	F
7. Saul goes to Damascus to preach the gospel of Christ.	T	F
8. Jesus confronts Saul on his way to Damascus.	T	F
9. Saul is blind for ten days.	T	F
10. The Lord appears to Ananias in a vision.	T	F
11. Ananias refuses to help Saul.	T	F
12. Saul becomes a Christ follower and is baptized.	T	F
13. The Jews in Damascus are joyful because of Saul's conversion.	T	F

Opposition Worksheet

Part B: *Reading Strategy: to read for meaning*

Reading Strategy: Reading for meaning means being able to identify the main ideas, key themes and important details.

1. Instruct the learners that they will read for meaning.
2. Refer the learners to the **In Other Words Worksheet**. Instruct them to find the sentences in the text that have the same meaning as the sentences on the worksheet.
3. When the learners have completed the **In Other Words Worksheet**, have them compare with a partner. Take up any disagreements with the whole class.

<i>Answer Key</i>	
Sentences	Line #
1. The Jews disputed Stephen's witness but they could not win the argument in light of his spiritual insight and inner strength. <i>Actual:</i> These men began to argue with Stephen, but they could not stand up against his wisdom or the Spirit by whom he spoke.	6-7
2. They spread rumors about Stephen in order to get the people and the leaders excited. <i>Actual:</i> We have heard Stephen speak words of blasphemy against Moses and against God. So they stirred up the people and the elders and the teachers of the law.	10-14
3. The men stoning Stephen gave their clothes to Saul for safekeeping. <i>Actual:</i> the witnesses laid their clothes at the feet of a young man named Saul.	44-45
4. Saul made plans to kill Christ followers. <i>Actual:</i> But Saul began to destroy the church.	59
5. I am Jesus whom you are maltreating and harassing. <i>Actual:</i> I am Jesus, whom you are persecuting.	73
6. Saul gained increasingly more influence and confused the Jews by arguing for Christ. <i>Actual:</i> Saul grew more and more powerful and baffled the Jews living in Damascus by proving that Jesus is the Christ.	117-118

*Stephen's Death & Saul's Conversion***In Other Words**

Find the sentences in the text that have the same meaning as the sentences below. Write the line number next to each sentence.

Reading Strategy: Reading for meaning means being able to identify the main ideas, key themes and important details.

Sentences	Line #
1. The Jews disputed Stephen's witness but they could not win the argument in light of his spiritual insight and inner strength.	
2. They spread rumors about Stephen in order to get the people and the leaders excited.	
3. The men stoning Stephen gave their clothes to Saul for safekeeping.	
4. Saul made plans to kill Christ followers.	
5. I am Jesus whom you are maltreating and harassing.	
6. Saul gained increasingly more influence and confused the Jews by arguing for Christ.	

In Other Words Worksheet










Unit 3

Stephen's Death & Saul's Conversion

WITNESSES TO ALL NATIONS

Part C: *Places (Where)*

1. Lead the learners in the following activity to familiarize them with the geography of the text.
2. The activity may be done with any number of learners. Give one **Mediterranean Map Worksheet** and one **Place Description Card** to each learner in the class.

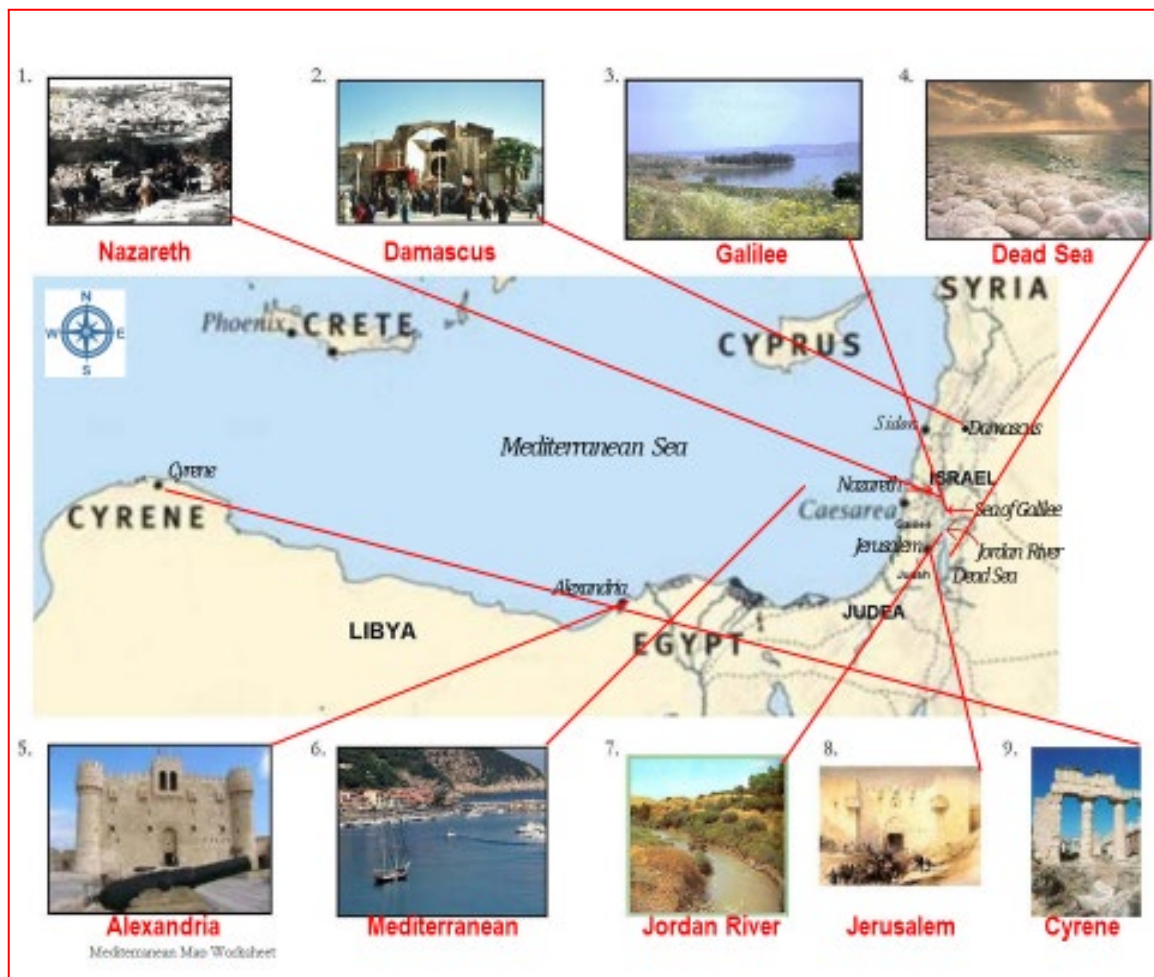
 <p>You are from Damascus, the capital city of Syria, northwest of the sea of Galilee. It was here that Paul intended to persecute Christians.</p>	 <p>You are from Nazareth, in the north of Israel and west of the Sea of Galilee, in a secluded valley of lower Galilee. This is the town that Joseph and Mary were from and the boyhood home of Jesus.</p>	 <p>You are the captain of a ship sailing on the Mediterranean Sea. You are just off the coast of Israel, across from Galilee.</p>	 <p>You are from Jerusalem a city in the hill country of Judah. This city is the religious centre of the Jews.</p>	 <p>You live by the Dead Sea. The Jordan River flows south into it but it has no outlet to any other body of water. It has very salty water.</p>	 <p>You live by the Jordan River that flows into the Dead Sea. It is here that John the Baptist baptized Jesus.</p>
 <p>You live beside the Sea of Galilee in the northern province of Galilee since you are a fisherman.</p>			 <p>You are a Jew from Alexandria, the capital of the Roman province of Egypt.</p>		 <p>Your hometown is Cyrene, Libya. Your city is also home to Simon of Cyrene, who assisted Christ in carrying his cross. Cyrene is west of Alexandria on the Mediterranean Sea.</p>

3. Ask the learners to read the place description and look at the map to decide which place it describes.
4. Instruct them to write the name of the place under the corresponding picture on the map and then draw a line to connect the picture to the place on the map.

Stephen's Death & Saul's Conversion

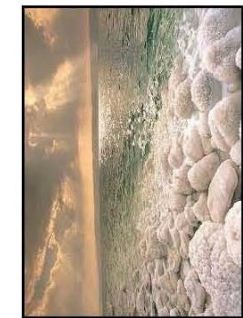
5. When the learners have finished, collect the place description cards. Tell them that they must now find out the names of the other places on the map, and decide which picture belongs to which place. They should write the names of the places under the picture.
6. **The object of the activity** is to identify the places from the maps and place descriptions. To do this they must ask learners where they come from, where their place is and what it is like.

Answer Key:



Unit 3
Stephen's Death & Saul's Conversion

WITNESSES TO ALL NATIONS



4.



3.



2.



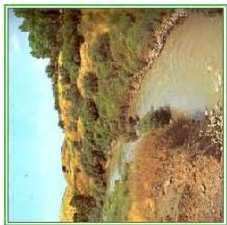
1.



9.



8.



7.



6.



5.

Mediterranean Map Worksheet

*Stephen's Death & Saul's Conversion***Part D:** *People*

1. Hand out the **People Cards** and **Description Cards** to each pair of learners. Have the learners match the **Description Cards** with the **Name Cards**.

Answer Key

Stephen	Jews	false witnesses
<ul style="list-style-type: none"> • a man full of God's grace and power • performed wonders and miraculous signs • full of the Holy Spirit 	<ul style="list-style-type: none"> • resisted the Holy Spirit • stoned Stephen 	<ul style="list-style-type: none"> • brought lies against Stephen
Saul	Jesus	men traveling with Saul
<ul style="list-style-type: none"> • guarded clothes during the stoning • planned murder for the Lord's disciples • met Jesus on the way to Damascus and became blind 	<ul style="list-style-type: none"> • met Saul on the way to Damascus • chose Saul to bring his name to the Gentiles • the Righteous One 	<ul style="list-style-type: none"> • went to Damascus • heard Jesus but saw nothing • accompanied Saul
Ananias	Judas	Gentiles
<ul style="list-style-type: none"> • saw a vision • disciple of Jesus • was instructed to seek out Saul 	<ul style="list-style-type: none"> • lived on Straight Street • hosted Saul after he is blinded 	<ul style="list-style-type: none"> • people of non-Jewish heritage

2. Explain to the learners that they now will each receive one name on their backs. Pin one **Name Card** on the back of each learner. They must ask other classmates about the name and try to guess it. Classmates may only answer *yes* or *no*.

*Stephen's Death & Saul's Conversion***Task 5****Language Objectives:**

- ✿ to **understand** and **use** the 21 consonants of English
- ✿ to **focus** on the 3 characteristics of consonants: blockage, air flow and voicing
- ✿ to **hear** and **produce** English consonants

Approx Time: 60 minutes

Materials:

- ✿ Mouth Diagram SLIDE, /f/ & /p/ SLIDE, 4 Sounds SLIDE
- ✿ Master List Bingo
- ✿ Bingo Sheets for each learner
- ✿ Consonants SLIDE, /k/ & /g/ SLIDE
- ✿ Pronunciation Journey Worksheet for each learner
- ✿ Contrasting SLIDE, Listening Discrimination Worksheet/SLIDE, Consonant Chart Resource Sheet/SLIDE
- ✿ Consonant Phonetic Symbol Cards
- ✿ Questions SLIDE

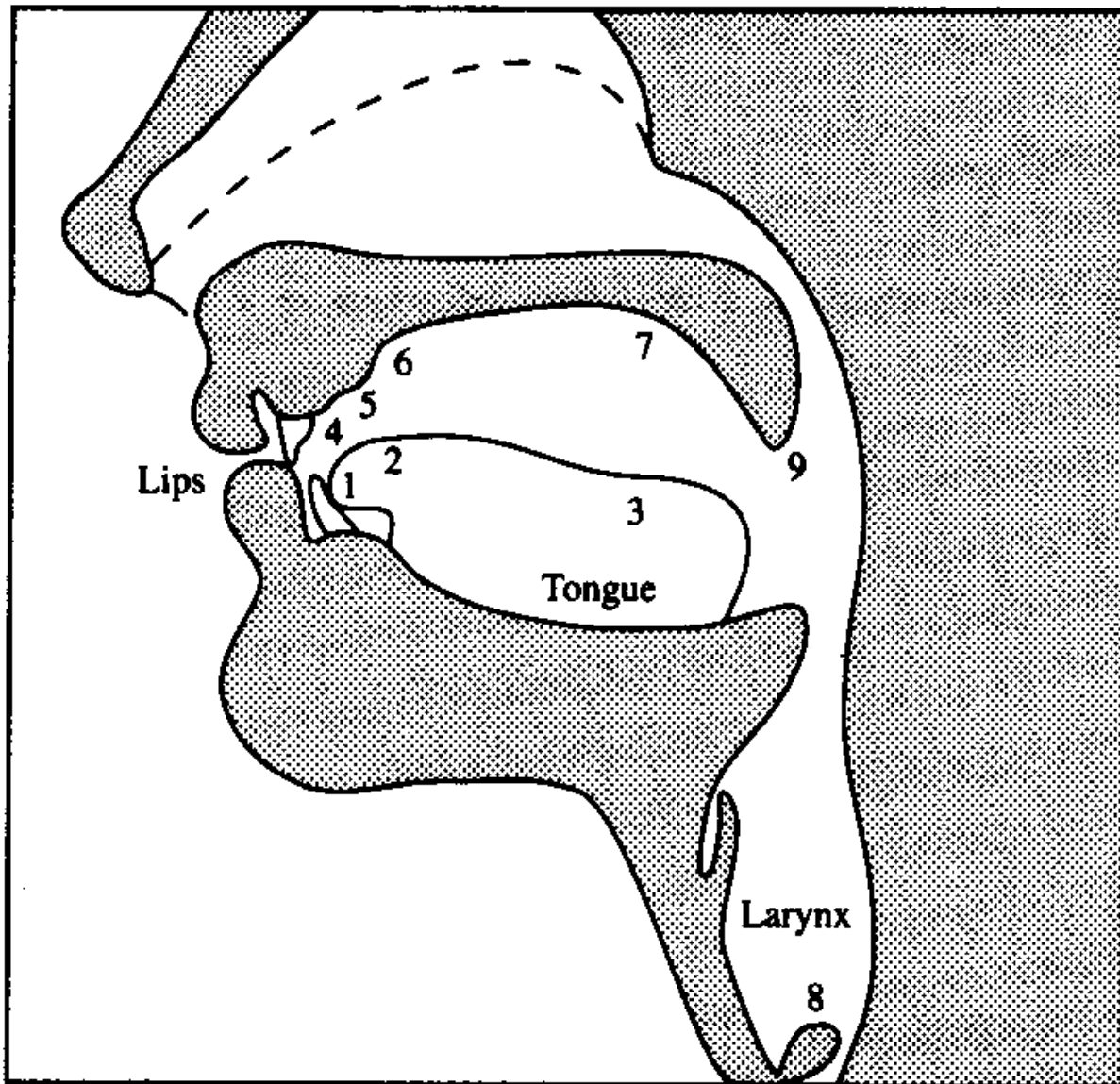
Reference:

Acts 6:8-8:7; 9:1-31

Blocked Air

Instructions:
Part A

1. Remind the learners that sounds of languages are made up of vowels and consonants. We have focussed on the 15 meaningful vowel sounds of English in previous units but will focus on the 21 meaningful consonant sounds of English in this unit.
2. Review that a consonant is a sound that is formed by blocking the air in some way as it passes through the mouth.
 - Therefore, we can describe each English consonant sound in terms of 3 particulars:
 - where and how the air is blocked in the mouth
 - what kind of air flow is used
 - whether the sound is voiced or voiceless.
3. Use the **Mouth Diagram SLIDE** to demonstrate the points of air blockage, point out:
 - the lips - upper and lower
 - upper teeth
 - tooth ridge - behind the upper teeth (very important for English consonants)
 - back of roof of mouth
 - the tongue
4. Have the learners touch these in their own mouths.

**Articulators**

1. Tip of tongue
2. Blade of tongue
3. Back of tongue

Places of Articulation

4. Teeth
5. Tooth (alveolar) ridge
6. Hard palate
7. Soft palate
8. Glottis
9. Uvula

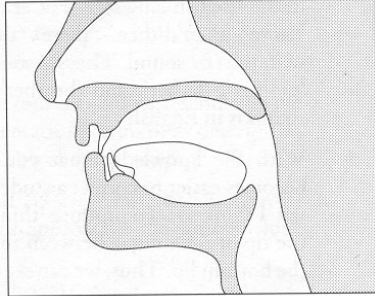
Avery, Peter and Susan Ehrlich, Teaching American English Pronunciation, Oxford University Press, 1994.

Mouth Diagram SLIDE

Part B: *Placement of Lips*

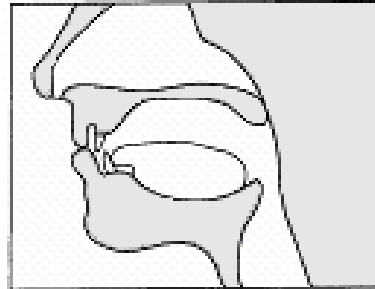
1. Illustrate the importance of placement by contrasting /f/ and /p/.
 - Use the /f/ & /p/ **SLIDE** to demonstrate the mouth placements to compare.
 - Point out the upper teeth on the bottom lip for the /f/ sound.
 - Contrast the closed 2 lips for /p/.
 - Read the words across while the learners listen to the contrast
 - Have the learners read the words with you.
2. Read one of the words from each pair and ask the learners to raise their left hand for the /f/ sound or right hand for the /p/ sound they hear.

/f/



full
face
profit
foot
feet
found
fray
flan
fear

/p/



pull
pace
prop it
put
Pete
pound
pray
plan
peer

/f/ & /p/SLIDE

3. Have the learners do the **Back and Forth Worksheet**.

- Fold the paper in half the long way.
- Partner 1 begins by reading the sentences 1-5.
- Partner 2 listens and marks the sentence.
- Partner 2 then reads sentences 6-10.
- Partner 1 listens and marks the sentence.

Instructor Note: the order on the answer portion of the worksheet is shuffled to encourage active listening.

Stephen's Death & Saul's Conversion

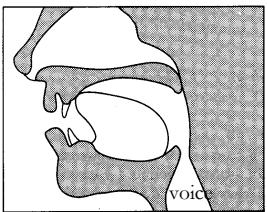
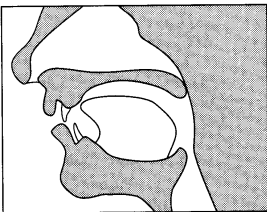
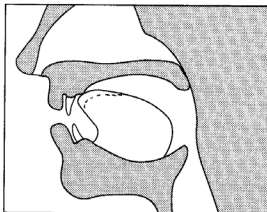
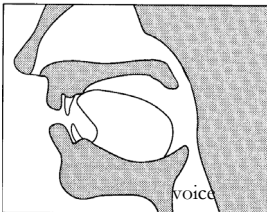
Partner 1: Read the sentences in bold .	Partner 2: Listen as your partner reads the sentences. Circle the sentence heard.
1. a) File the letters. b) Pile the letters.	1. a) Pile the letters b) File the letters.
2. a) Did you bring the plan? b) Did you bring the flan?	2. a) Did you bring the plan? b) Did you bring the flan?
3. a) I need a pill. b) I need a fill.	3. a) I need a fill. b) I need a pill.
4. a) He foot the bill there. b) He put the bill there.	4. a) He put the bill there. b) He foot the bill there.
5. a) Mary found the book. b) Mary pound the book.	5. a) Mary found the book. b) Mary pound the book.
Now switch roles for 6-10	
Partner 1: Listen as your partner reads the sentences. Circle the sentence heard.	Partner 2: Read the sentences in bold .
6. a) Is that your Pete? b) Is that your feet?	6. a) Is that your feet? b) Is that your Pete?
7. a) Pace the street. b) Face the street.	7. a) Pace the street. b) Face the street.
8. a) Do you want to prop it? b) Do you want to profit?	8. a) Do you want to profit? b) Do you want to prop it?
9. a) It is a pull wagon. b) It is a full wagon.	9. a) It is a full wagon. b) It is a pull wagon.
10. a) What does 'false' mean? b) What does 'pulse' mean?	10. a) What does 'pulse' mean? b) What does 'false' mean?

After you have finished, compare the two sides of the worksheet to see if you have made and heard the correct consonant sounds.

Back and Forth Worksheet

Part C: *Kind of Air Flow*

1. Point out that there are 4 kinds of air flow that distinguishes sounds in English:
 - oral- smooth /l/
 - rough /s/
 - stopped followed by puff of air /t/
 - nasal /n/
2. Use a tissue in front of your mouth to show the airflow especially the puff of air with /p/. Give out tissues to the learners to practice as well.
3. Illustrate the importance of the kind of air flow by contrasting /l/as in *lot*, /s/ as in *sought*, /t/as in *taught* and /n/ as in *not*. All these sounds block the air with the tongue at the tooth ridge but the different airflows make a meaningful contrast.
 - Use the **4 sounds SLIDE**. Read the words across while the learners listen to the contrast. Exaggerate the air flow for each sound. Have the learners read the words with you.
 - /l/ is a smooth air flow through the oral cavity
 - /s/ is a rough air flow
 - /t/ stops the air and then releases
 - /n/ is a smooth air flow through the nasal cavity
 - Read one of the words from each pair and ask the learners to raise the number of fingers for the column they hear the word from.

#1	#2	#3	#4
/l/	/s/	/t/	/n/
			
Lot	sought	taught	not
light	sight	tight	night
led	said	Ted	Ned
low	so	toe	no
all	Oz	ought	on
lit	sit	tit	knit
Lynn	sin	tin	nin

4 Sounds SLIDE

4. Lead a BINGO activity for listening discrimination practice:
- Hand out the **BINGO Sheets** to each learner. Explain the procedure.
 - You will pick a **Master List Word Card** and read it aloud.

all	knit	led	light
lit	Lot	low	Lynn
Ned	night	nin	no
not	on	ought	Oz
said	sit	sight	sin
sought	so	taught	Ted
tight	tin	tit	toe

- Ask the learners to use pencil to mark their **Bingo Sheet** for each word they hear. (The learners can choose to use more than one card on the sheets.)
- When someone gets 4 in a row, horizontally, vertically or diagonally, he/she should call out **BINGO**.
- Ask him/her to read and spell the words in the line; you check that they are the ones you read.
- If he/she has them all correct, he/she comes to the front and calls next.

Stephen's Death & Saul's Conversion

Card 1				Card 2			
Lot	led	Lynn	tight	on	Ned	sin	tin
knit	tin	sin	Oz	light	low	nin	toe
all	Ted	said	sought	taught	lit	led	sight
night	not	tit	ought	sit	so	not	tight

Card 3				Card 4			
sight	Lot	tight	Ned	tit	all	sit	taught
low	not	sit	nin	Oz	Ted	said	on
Lynn	night	sought	knit	toe	Lot	tight	lit
all	knit	led	ought	ought	Ned	sight	light

Unit 3
Stephen's Death & Saul's Conversion

WITNESSES TO ALL NATIONS

Card 5				Card 6			
light	sin	no	sight	Oz	on	all	so
low	night	knit	toe	said	Ted	ought	sit
lit	Ted	sit	tight	sought	taught	Lot	not
taught	Lot	so	Lynn	tit	low	led	Ned

Card 7				Card 8			
led	tit	ought	Oz	sin	no	so	knit
Ned	sight	Ted	said	night	tin	ought	toe
all	so	not	on	Lynn	sit	taught	light
sought	no	toe	taught	tight	not	lit	low

Part D: *Voiced or voiceless*

1. Explain that vibrating the vocal chords makes a voiced sound – all the vowel sounds in English are voiced.
2. However, there are 8 meaningful consonant sounds that are made by not vibrating the vocal chords. Use the **Consonants SLIDE** to illustrate.

/p/as in put

/t/ as in tongue

/k/as in can

/f/ as in fun

/θ/as in thirst

/s/ as in son

/ʃ/ as in shoe

/tʃ/ as in church

Consonants

Put your hand on the front of your neck.



When you sing you can feel your voice. You are using your voice.



The sound from your voice is coming through your mouth.



/p/ as in put

/t/ as in tongue

/k/ as in can

/f/ as in fun

/θ/ as in thirst

/s/ as in son

/ʃ/ as in shoe

/tʃ/ as in church

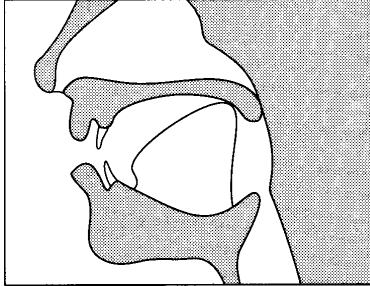
Consonants SLIDE

Stephen's Death & Saul's Conversion

3. Illustrate the meaning difference that is given between a voiced sound and a voiceless sound by contrasting: /k/as in *curl* and /g/ as in *girl*

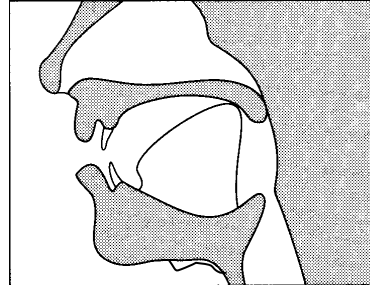
- Use the /k/ & /g/**SLIDE** of the 2 sounds.
- Read the words across while the learners listen to the contrast. Point out the vibrating vocal chords for the /g/ words.
- Have the learners read the words with you.
- Read one of the words from each pair and ask the learners to raise their left hand or right hand for which one they hear.

/k/



curl
cot
cod
cut
coal
dock
duck
slack
back
bicker

/g/



girl
got
God
gut
goal
dog
dug
slag
bag
bigger

- adapted from Teaching American English Pronunciation, Paul Avery and Susan Elrich. Oxford University Press, 1994.

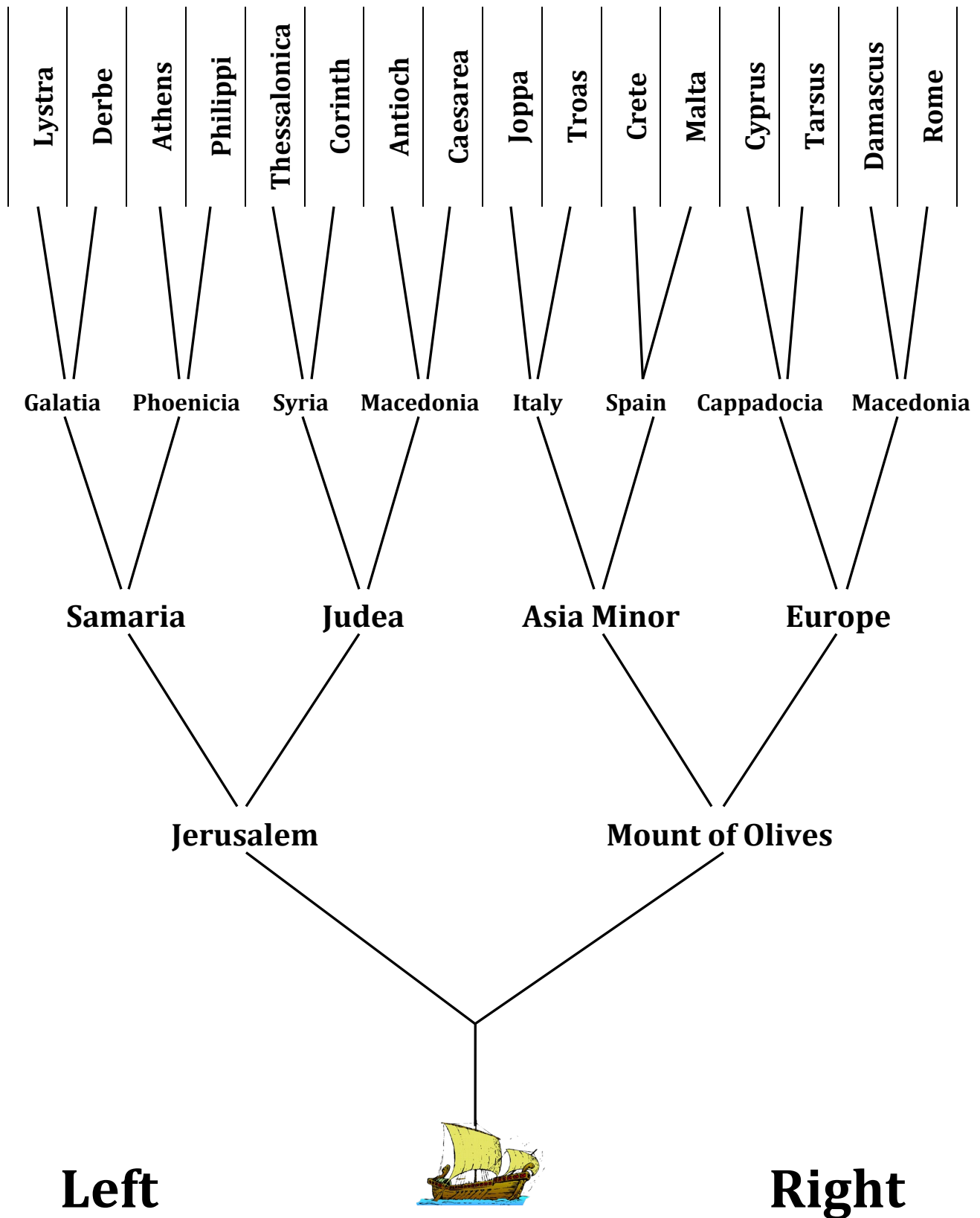
/k/ & /g/ SLIDE

Stephen's Death & Saul's Conversion

4. Do the **Pronunciation Journey** task with the learners using the words from the /k/ & /g/ SLIDE.
- everyone puts their finger on the ship at the bottom of their page
 - if a word with an /k/ **sound** is said, the finger should go left on the journey
 - if a word with an /g/ **sound** is said, the finger goes right
 - after four randomly chosen words have been said, the learners should check that they are in the same final destination as the caller intended

Unit 3
Stephen's Death & Saul's Conversion

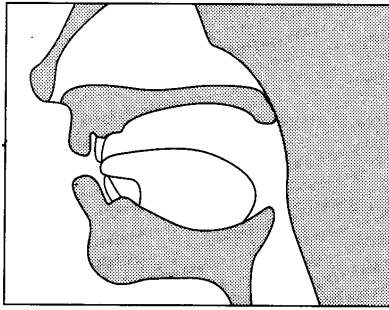
WITNESSES TO ALL NATIONS



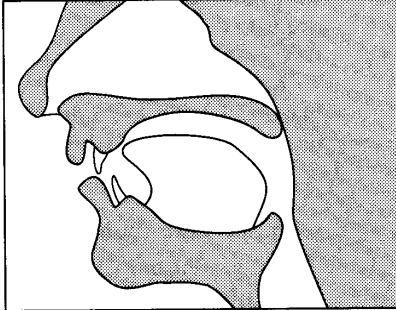
Pronunciation Journey Worksheet

*Stephen's Death & Saul's Conversion***Part E:** *Place & Air Flow & Voicing*

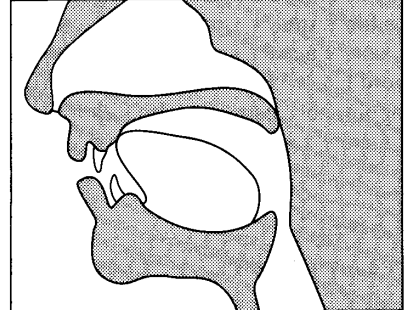
1. Illustrate the importance of the place of the blocked air and the air flow by contrasting /θ/ /ð/ and /s/ /z/ and /t/ /d/.
2. Demonstrate the difference by using the **Contrasting SLIDE** of the tongue formation and air flow for each sound.
 - Point out the placement of the articulators
 - Contrast the air flow – rough flow with stopped air
 - Point out the voicing differences
 - Have the learners repeat after you across each row
3. Use the **6 sounds SLIDE**. Read the words across while the learners listen to the contrast.
4. Have the learners read the words with you.
5. Read one of the words from each pair and ask the learners to raise the number of fingers for the column they hear the word from.



/θ/ /ð/



/s/ /z/



/t/ /d/

think

thank

rather

with

thin

then

than

they

sink

sank

razor

wisp

sin

Zen

zan

say

tink

tank

radar

wit

tin

den

Dan

day

6 Sounds SLIDE

Stephen's Death & Saul's Conversion

6. Do the **Listening Discrimination Worksheet** task: read one of the 3 words randomly for 10 times and have the learners mark which word they hear as you read them.

Instructor Note: Check off which words you read on the **Listening Discrimination Worksheet**.

7. Hand out the full **Consonant Chart Resource Sheet**. Explain that this is a **Resource Sheet** for them. Point out that the place of articulation is across the top, the air flow is down the left side column and the voiceless sounds are marked with an asterisk.
8. Distribute the **Phonetic Symbol Cards** among the learners.
- Have them describe the sounds as to place of articulation, manner of air flow, and voicing to the rest of the class. They may use the **Resource Sheet** to assist them.
 - Have them place these cards on a large laminated consonant wall chart as they describe the sound.

p	t	k	<u>b</u>
<u>d</u>	g	tʃ	dʒ
f	v	θ	ð
s	z	ʃ	ʒ
m	w	n	r
l	y	ŋ	h

Unit 3

WITNESSES TO ALL NATIONS

Stephen's Death & Saul's Conversion

A		1	2	3	4	5	6	7	8	9	10
	think										
	tink										
	sink										

B		1	2	3	4	5	6	7	8	9	10
	thank										
	sank										
	tank										

C		1	2	3	4	5	6	7	8	9	10
	rather										
	razor										
	radar										

D		1	2	3	4	5	6	7	8	9	10
	with										
	wisp										
	wit										

E		1	2	3	4	5	6	7	8	9	10
	thin										
	sin										
	tin										


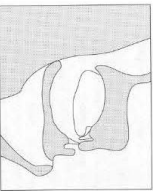




F		1	2	3	4	5	6	7	8	9	10
	then										
	Zen										
	den										

G		1	2	3	4	5	6	7	8	9	10
	than										
	zan										
	Dan										

H		1	2	3	4	5	6	7	8	9	10
	they										
	say										
	day										

Listening Discrimination Worksheet/SLIDE

Stephen's Death & Saul's Conversion

	two lips	top teeth on lower lip	tongue between teeth	tip of tongue on tooth ridge	blade of tongue approaching roof of mouth	back of tongue on back of roof of mouth
-adapted from Paul Avery and Susan Ehrlich, <i>Teaching American English Pronunciation</i> , Oxford University Press, 1994.						
	stops	vds p <i>put</i> b <i>boot</i>		t <i>tin</i> d <i>dive</i>		k <i>cape</i> g <i>gone</i>
fricatives (rough air)		f <i>foot</i> v <i>vote</i>	θ <i>think</i> ð <i>them</i>	s <i>sink</i> z <i>zoo</i>	ʃ <i>ship</i> ʒ <i>measure</i>	
	affricates (stop + rough air)				tʃ <i>choose</i> dʒ <i>gem</i>	
nasals	m <i>move</i>			n <i>nose</i> r <i>race</i> l <i>lose</i>		ŋ <i>sing</i>
retroflex						
lateral						
semi-vowels	w <i>win</i>				y <i>yes</i>	h <i>hat</i>

Consonant Chart Resource Sheet/SLIDE

Part F: *Consonant Recognition*

1. Put a different **Consonant Phonetic Symbol Card** on the back of each learner.
2. Have them circulate around the room asking the following questions of others and then figuring out what sound it is: Use the **Question SLIDE** for the learners to reference.
 - Where and how is the air blocked?
 - How does the air flow?
 - Is it voiceless?
 - Is it _____?
3. Have each learner report on the consonant sound, giving some sample words that contain that consonant sound.

**1. Where and how is
the air blocked?**

**2. How does the air
flow?**

3. Is it voiceless?

4. Is it _____?

Questions SLIDE

Stephen's Death & Saul's Conversion**Task 6****Language Objectives:**

- ✚ to **understand** that certain suffixes affect the placement of words
- ✚ to **use** the appropriate stress pattern with suffixes

Approx Time: 30 minutes

Materials:

- ✚ **Word Family Card** set for each group of learners
- ✚ **Word Family Answer Key SLIDE**

Reference:

Acts 6:8-8:7; 9:1-31

**Authority & Authorization****Instructions:****Part A**

1. Review with the class the principle of stressed syllables in words: one syllable's vowel is said louder, longer and clearer than the vowels in the other syllables. Demonstrate with Ananias' response to the Lord: Lord, I have heard many reports about this man and all the harm he has done to your saints in Jerusalem. And he has come here with authority from the chief priests to arrest all who call on your name
2. Explain that there is a pattern to stress placement in longer words, such as *authority*, that can be learned.
 - The pattern is related to the suffixes (endings) that are attached to derive or make a certain type of word. *e.g.* the adjective *civil* can be made into a noun by adding the suffix *ity*.
 - What is to be noted is that when the suffix *ity* is added to a root word the stress is placed on the syllable immediately before the suffix even though the root word had the stress on the first syllable.
3. List the following words on the board:

civilization generalization authorization

 - Read them, marking the stressed syllable with an underline.
 - Ask the learners to say what the pattern of stress placement is.

Answer: on the 'a' of the suffix

Stephen's Death & Saul's Conversion

4. Write these two word families on the board.

author authority authorize authorization
general generality generalize generalization

- Underline the stressed syllable in each word.

5. Draw attention to the stress patterns and their relationship with the suffixes. Then drill the pronunciation of the words in each family. Point out what parts of speech are formed by the addition of the suffixes.

Answer:

1st column – adjective

2nd column – noun

3rd column – noun

4th column – verb

Instructor Note: The stress pattern is totally regular for all the families in this task.

Instructor Note: Unlike the first words in the other families, *author* is a noun.

6. Hand out a set of **Word Family Cards** to each group of 4 or 5 learners.

author	authority	authorize	authorization
civil	civility	civilize	civilization
equal	equality	equalize	equalization

fertile	fertility	fertilize	fertilization
final	finality	finalize	finalization
general	generality	generalize	generalization

legal	legality	legalize	legalization
mobile	mobility	mobilize	mobilization
national	nationality	nationalize	nationalization

neutral	neutrality	neutralize	neutralization
real	reality	realize	realization
stable	stability	stabilize	stabilization

**Word
Family
Card**

WANU316A

<i>Answer Key</i>			
<u>a</u>uthor	au<u>th</u>ority	<u>a</u>uthorize	authori<u>z</u>ation
<u>c</u>ivil	ci<u>v</u>ility	<u>c</u>ivilize	civiliz<u>z</u>ation
<u>e</u>qual	equa<u>l</u>ity	<u>e</u>qualize	equaliz<u>z</u>ation
<u>f</u>ertile	ferti<u>l</u>ity	<u>f</u>ertilize	fertiliz<u>z</u>ation
<u>f</u>inal	fin<u>a</u>lity	<u>f</u>inalize	finaliz<u>z</u>ation
<u>g</u>eneral	genera<u>l</u>ity	<u>g</u>eneralize	generaliz<u>z</u>ation
<u>l</u>egal	lega<u>l</u>ity	<u>l</u>egalize	legaliz<u>z</u>ation
<u>m</u>obile	mob<u>i</u>lity	<u>m</u>obilize	mobiliz<u>z</u>ation
<u>n</u>ational	nationa<u>l</u>ity	<u>n</u>ationalize	nationaliz<u>z</u>ation
<u>n</u>eutral	neutra<u>l</u>ity	<u>n</u>eutralize	neutraliz<u>z</u>ation
<u>r</u>eal	re<u>a</u>lity	<u>r</u>ealize	realiz<u>z</u>ation
<u>s</u>table	stab<u>i</u>lity	<u>s</u>tabilize	stabiliz<u>z</u>ation

Stephen's Death & Saul's Conversion

7. The aim of the activity is for each player to collect complete Word Families such as: *civil - civility - civilize - civilization*
- The monitor deals out five cards to each player. Decide the order in which you are going to take turns.
 - Learners take turns to request cards from any of the other players. For example: *Murat, can I have 'civility' please?* If the player that you ask has the word, they must give you the card. You can then ask either this player or any other player for another card. If the player does not have the card, take another card from the monitor. It is now the next player's turn.
 - When you have a complete family, put the cards face down on the table.
 - The learner with most families when all the families are complete is the winner.
 - The job of the monitor is to make sure that players pronounce words correctly when they ask for them. If players do not pronounce words correctly, the monitor should ask them to repeat the word.

Instructor Note: The letters *ea* represent one vowel sound in *real* but two vowel sounds in *reality*.

(adapted from Hancock, Mark. *Pronunciation Games*. Cambridge University Press, 1995.)

Part B

1. Designate parts for each scene:

Scene One:	Luke False Witness One	Luke 2	Man False Witness Two
	High Priest		Steven
Scene Two:	Luke Saul	Luke 2 Ananias	The Lord Damascan

- Have the learners particularly note and practice the stress pattern for any longer words with suffixes. e.g. *opposition, miraculous, furious, murderous, authority, immediately*.
- Have the learners read the script as a dramatic reading.

Task 7



Language Objectives:

✿ to understand and use personal, demonstrative, compound and existential pronouns accurately and appropriately

Approx Time: 60 minutes

Materials:

✿ Personal Pronouns Resource Sheet/SLIDE for each learner
✿ Personal Pronouns Worksheet pg 1 & 2 for each learner
✿ Demonstrative SLIDE/Compound Pronouns SLIDE/Resource Sheets for each learner
✿ Titus' Story Worksheet for each learner

Reference:

Acts 6:8-8:7; 9:1-31

Who Are You?

Instructions:

Part A: *Instruction*

1. Review the use of pronouns. Remind the learners that pronouns take the place of the whole noun phrase: the noun, its determiner and all modifiers (its antecedent).
2. When we use pronouns, we are usually telling our readers or listeners to think of people or things that they know about already.

Part B: *Personal Pronouns*

1. Review personal pronouns as follows:

- Give an overview of them with the aid of the **Person Pronouns Resource Sheet/SLIDE**.
- Explain that English, like many other languages, has 3 basic sets of personal pronouns:
 - first person pronouns, which people use for referring to themselves
 - second person pronouns, which people use for referring to those they are speaking or writing to
 - third person pronouns for referring to other people or things
- Except for the second person pronouns, each set has both singular and plural forms.
- In addition the third person pronouns include masculine, feminine and neuter forms as well as an impersonal one.
- Each set of pronouns includes different forms for use in different positions in a sentence.
- There are 2 kinds of possessive pronouns for each person:
 - the first is used in the determiner position of a noun phrase
e.g. *my chariot, your book*
 - the second kind is used to replace a noun phrase that begins with possessive in the determiner position.
e.g. *That is mine*
- The intensive form is used immediately after a noun phrase e.g. *Paul himself came to the stoning.*
- The reflexive form is used in the object slot to refer back to the subject.
e.g. *Stephen could not save himself.*

Personal Pronouns

	subject	object	possessive determiner	possessive as noun phrase	reflexive/ intensive
1st Person					
<i>singular</i>	I	me	my	mine	myself
<i>plural</i>	we	us	our	ours	ourselves
2nd Person					
<i>singular</i>	you	you	your	yours	yourself
<i>plural</i>	you	you	your	yours	yourselves
3rd Person					
<i>sing masc</i>	he	him	his	his	himself
<i>sing fem</i>	she	her	her	hers	herself
<i>sing neuter</i>	it	it	its	-	itself
<i>impersonal</i>	one	one	one's	-	oneself
<i>plural</i>	they	them	their	theirs	themselves

Stephen's Death & Saul's Conversion

2. Ask the learners to turn to **Circle the Personal Pronouns Worksheet**. Circle all the personal pronouns and draw an arrow from each one to the noun phrase it refers to.

Answer Key

All this time Saul was breathing down the necks of the Master's disciples, out for the kill. (He) went to the Chief Priest and got arrest warrants to take to the meeting places in Damascus so that if (he) found anyone there belonging to the Way, whether men or women, (he) could arrest (them) and bring (them) to Jerusalem.

(He) set off. When (he) got to the outskirts of Damascus, (he) was suddenly dazed by a blinding flash of light. As (he) fell to the ground, (he) heard a voice: "Saul, Saul, why are (you) out to get (me)?"

(He) said, "Who are (you) Master?"

"I am Jesus, the One (you're) hunting down. (I) want (you) to get up and enter the city. In the city (you'll) be told what to do next."

(His) companions stood there dumbstruck—(they) could hear the sound, but couldn't see anyone—while Saul, picking (himself) up off the ground, found (himself) stone-blind. (They) had to take (him) by the hand and lead (him) into Damascus. (He) continued blind for three days. (He) ate nothing, drank nothing.

Circle the Personal Pronouns

Circle all the personal pronouns and draw an arrow from each one to the noun phrase it refers to.

All this time Saul was breathing down the necks of the Master's disciples, out for the kill. He went to the Chief Priest and got arrest warrants to take to the meeting places in Damascus so that if he found anyone there belonging to the Way, whether men or women, he could arrest them and bring them to Jerusalem.

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He said, "Who are you, Master?"

"I am Jesus, the One you're hunting down. I want you to get up and enter the city. In the city you'll be told what to do next."

His companions stood there dumbstruck—they could hear the sound, but couldn't see anyone—while Saul, picking himself up off the ground, found himself stone-blind. They had to take him by the hand and lead him into Damascus. He continued blind for three days. He ate nothing, drank nothing. *Peterson, Message*

Stephen's Death & Saul's Conversion

5. Ask the learners to do **Fill-in-the-Blanks Worksheet** by putting the appropriate personal pronoun in the blank space.

Answer Key:

There was a disciple in Damascus by the name of Ananias. The Master spoke to him in a vision: "Ananias." "Yes, Master?" he answered.

"Get up and go over to Straight Avenue. Ask at the house of Judas for a man from Tarsus. His name is Saul. He's there praying. He has just had a dream in which he saw a man named Ananias enter the house and lay hands on him so he could see again."

Ananias protested, "Master, you can't be serious. Everybody's talking about this man and the terrible things he's been doing, his reign of terror against your people in Jerusalem! And now he's shown up here with papers from the Chief Priest that give him license to do the same to us."

But the Master said, "Don't argue. Go! I have picked him as my personal representative to non-Jews and kings and Jews. And now I'm about to show him what he's in for—the hard suffering that goes with this job."

So Ananias went and found the house, placed his hands on blind Saul, and said, "Brother Saul, the Master sent me, the same Jesus you saw on your way here. He sent me so you could see again and be filled with the Holy Spirit." No sooner were the words out of his mouth than something like scales fell from Saul's eyes—he could see again! He got to his feet, was baptized, and sat down with them to a hearty meal.

Fill-in-the-Blanks

Fill the blank with the appropriate personal pronoun.

There was a disciple in Damascus by the name of Ananias. The Master spoke to _____ in a vision: "Ananias."

"Yes, Master?" _____ answered.

"Get up and go over to Straight Avenue. Ask at the house of Judas for a man from Tarsus. _____ name is Saul. _____'s there praying. _____ has just had a dream in which _____ saw a man named Ananias enter the house and lay hands on _____ so _____ could see again."

Ananias protested, "Master, _____ can't be serious. Everybody's talking about this man and the terrible things _____'s been doing, _____ reign of terror against _____ people in Jerusalem! And now _____'s shown up here with papers from the Chief Priest that give _____ license to do the same to _____."

But the Master said, "Don't argue. Go! _____ have picked _____ as _____ personal representative to non-Jews and kings and Jews. And now _____'m about to show _____ what _____'s in for—the hard suffering that goes with this job."

So Ananias went and found the house, placed _____ hands on blind Saul, and said, "Brother Saul, the Master sent _____, the same Jesus _____ saw on _____ way here. _____ sent _____ so _____ could see again and be filled with the Holy Spirit." No sooner were the words out of _____ mouth than something like scales fell from Saul's eyes—_____ could see again! _____ got to his feet, was baptized, and sat down with _____ to a hearty meal. *Peterson, Message*

Stephen's Death & Saul's Conversion

6. Point out that quite likely learners will hear native speakers of English using *me* and *us* in the subject position. e.g. *Me and my friends went to the movies last night.*
 - Using the pronouns in this way sounds natural and is perfectly comprehensible but it is not technically correct, and it is associated with the way children talk.
 - It should definitely be avoided in writing.
 - They will also sometimes hear native speakers using *I* in the object position: e.g. *The teacher didn't see my friend and I.* The sentence should be: *The teacher didn't see my friend and me.*
7. Clarify that *he, him, his & himself* refer to a person or animal that is male.
 - Until the 1980's, singular masculine pronouns were also regularly used to refer to people or animals whose sex was not specified.
e.g. *If a person uses time completely and well, he will be more successful than others.*
 - Nowadays, however, many people interpret masculine pronouns to exclude females, so they would understand the example above as applying to male persons.
 - In speech, you may hear the use of *he or she* or even *their*, a common practice in speech.

Part C: *Demonstrative Pronouns*

1. We have already seen that the determiner position of a noun phrase can be filled by a demonstrative - that is a word that you use to 'point' at something *e.g. this man, those books, that sermon, those ideas*. These words can also function as pronouns.
 - There are four demonstratives: *this, that, these, and those*.
 - Which of the four you should choose to use depends:
 - i. on whether the noun phrase it refers to is to be thought of as being nearby or relatively far away (physically and conceptually)
 - ii. whether the core noun is singular or plural.
2. *This, that* and sometimes *it* can also be used to stand for a verbal phrase, clause, sentence, or even paragraph, that is for an **idea** that the speaker or writer has just presented rather than a specifically named thing (noun phrase)
e.g. If one makes a crucial mistake, he or she would not survive in that field.
That *is one of the measurements of a professional.*

Instructor Note: When you use any of these words to refer to a whole sentence, clause, or verbal phrase, you can often make your writing clearer by using a noun phrase instead *e.g. this problem*.

Demonstrative Pronouns

	Singular	Plural
<i>near</i>	this	these
<i>far</i>	that	those

Part D: *Compound Pronouns*

1. Another set of pronouns is used in place of noun phrases to refer to unidentified people or things.
2. These pronouns are formed by combining a quantifier with *-one*, *-body*, or *thing*.
3. The meaning of each compound pronoun depends on the quantifier on which it is based, and the rules about when to use the pronoun are the same as the rules for the quantified.

Instructor Note:

Relative pronouns will be discussed further in the section on the formation of Adjective/Relative Clauses.

e.g. . . . *you who have received the law*

Interrogative pronouns will be addressed in the sections dealing with forming questions.

e.g. *Why do you persecute me? Who are you Lord?*

Compound Pronouns

	For People	For Things
<i>Definite</i>	everyone everybody	everything
<i>Indefinite</i>	anyone anybody	anything
	someone somebody	something
<i>Negative</i>	no one nobody	nothing

Part E: *'there' or 'it' as subject*

1. Often English speakers will introduce a new topic or emphasize a topic by using *there* as the subject.
 - e.g. In Damascus **there** was a disciple named Ananias
 - The complement element is usually a noun phrase.
 - Sentences that begin with *there* highlight the complement element, giving focus to that topic and emphasizing it .
 - The verb that follows it is singular or plural depending on the number of the complement.
- Instructor Note:** in speech, you will hear *there's* for both singular and plural.
2. Another common sentence pattern in English is the use of *it* as a subject.
 - One use of this pattern is for talking about the weather and the time
e.g. It is 10 o'clock.
 - This pattern is also used so that we can avoid have a complex grammatical unit as the subject. The topic is postponed to the end of the clause, after the other elements of the predicate.
 - Often the topic is a verbal phrase, a long noun phrase, or a clause.
e.g. It was a horrible experience to watch Stephen be stoned by the people.
 3. Ask the learners to fill in the appropriate pronoun in **Titus' Story**
Worksheet.

Answer Key

Titus' Story

I'm out of breath. I can hardly keep up. Barnabas said that we should ship south. Paul said, "No, we're going to walk."
Barnabas said, "Why?"
Paul said, "So as to talk to everyone on the way."
And that's what we've been doing. Hardly a day's break. No rest. It's the rainy season, but Paul wakes up before dawn and takes off running rain or shine. Or it seems to me it's running. We follow lickety-split. At noon he comes to a village where some believers live (how does he know where all the believers live?) and we go to their house. We eat a little lunch and Paul tells his story. I mean the story of meeting Jesus on the road to Damascus. The farther south we go, the more people who've never seen Paul face-to-face, so for them it's a wonderful tale. I hear it over and over.
Paul says, "I persecuted the church of God. I tried to destroy it." He says, 'I was so zealous for the traditions of the Jews that I advanced in religion past everyone my own age.'" Then he slaps the table or something, and he says, "But God set me apart before I was born! And when I was traveling on the road to Damascus, he revealed his Son to me. Jesus of Nazareth appeared to me and said, *Saul, Saul!* and called me to be an apostle to the Gentiles!" That's it. That's what Paul says wherever we stop.

Walter Wangerin Jr., Paul a Novel

*Stephen's Death & Saul's Conversion***Titus' Story**

I'm out of breath. ____ can hardly keep up. Barnabas said that ____ should ship south. Paul said, "No, ____'re going to walk." Barnabas said, "Why?" Paul said, "So as to talk to ____ on the way. " And ____'s what ____'ve been doing. Hardly a day's break. No rest. ____'s the rainy season, but Paul wakes up before dawn and takes off running rain or shine. Or ____ seems to ____'s running. ____ follow lickety-split. At noon ____ comes to a village where some believers live (how does ____ know where all the believers live?) and ____ go to their house. ____ eat a little lunch and Paul tells ____ story. ____ mean the story of meeting Jesus on the road to Damascus. The farther south ____ go, the more people who've never seen Paul face-to-face, so for ____'s a wonderful tale. ____ hear ____ over and over. Paul says, "____ persecuted the church of God. ____ tried to destroy ____." ____ says, '____ was so zealous for the traditions of the Jews that ____ advanced in religion past _____ my own age." Then ____ slaps the table or _____, and ____ says, "But God set ____ apart before ____ was born! And when ____ was traveling on the road to Damascus, ____ revealed ____ Son to _____. Jesus of Nazareth appeared to ____ and said, *Saul, Saul!* and called ____ to be an apostle to the Gentiles!" ____'s _____. ____'s what Paul says wherever ____ stop.

Walter Wangerin Jr., Paul a Novel

Titus' Story Worksheet

Task 8



Language Objectives:

- ✿ to **understand** and **use** polite forms for asking for assistance, clarification, and repetition
- ✿ to **understand** the way English forms polite requests and why

Approx Time: 45 minutes

Materials:

- ✿ Polite Cards for each group of learners
- ✿ Politeness Resource Sheet for each learner
- ✿ Language for Getting Information Resource Sheet/Slide for each learner
- ✿ About Stephen Worksheet A and B for each pair of learners

Reference:

Acts 6:8-8:7; 9:1-31



Requesting Help

Instructions:

Part A: Introduction to Politeness Forms

1. Explain to the learners that in order to make sure we understand information, it is necessary to:
 - ask clarifying questions
 - ask for repetition
 - paraphrase to confirm meaning
2. Asking for help can be done in varying degrees of formality and politeness depending on:
 - the situation
 - relationship between people
 - the size of the request
3. Give each group of 3 a set of **Polite Cards** to predict how an English speaker would order them. Have them order the cards from the least formal or least polite to the most formal or polite.

Answer Key

<p>Say Nothing Ryan looks puzzled. Helen, explains further.</p>
<p>Indicate the problem but not directly ask for help I don't understand. Hmm, I wonder what that means.</p>
<p>Imperative Repeat that. Say that again.</p>
<p>Insert filler: please Please explain further. Explain more, please.</p>
<p>Question Do you think you could define that?</p>
<p>Question + can or will Can you explain? Will you repeat that for me?</p>
<p>Insertion of filler please Can you explain please? Will you repeat that for me, please?</p>
<p>Question + could or would Could you expand on that? Would you say that again?</p>
<p>Insertion of filler please? Could you please expand on that? Would you please say that again?</p>
<p>Opener I am sorry to bother you, but could you say that in another way? Excuse me, would it be possible for you to repeat that again?</p>
<p>Reasons for request Excuse me, could you explain that again since I don't seem to understand fully?</p>













Stephen's Death & Saul's Conversion

4. Have the learners leave the cards in front of them while you present the following cultural information.
5. Explain that good communication in any language requires more than just grammar, pronunciation, and vocabulary. It also includes an understanding of the culture's 'politeness rules.' Each culture has different 'politeness rules' because the rules for politeness are socially prescribed.
6. Politeness makes the listener more comfortable; in English this is done by using softening words. The amount of softening depends on the situation, and every situation is different. The words and phrases used to 'soften' one's language have little meaning by themselves, but they feel soft and are easy to accept.
7. The most famous 'politeness' words are **please** and **thank you**.
8. The size of a politeness 'pillow' or additional words depends on the speaker's relationship to the person that is being addressed and the size of the impact (i.e. distant relationships and strong impacts require bigger pillows).
9. The cultural rules of North America that prescribe the use of politeness 'pillows' are on the **Politeness Resource Sheet**.
10. Ask the learners if they would rearrange the cards now.
11. Present the following order and the reasons for it.

Politeness Sheet

- #1: North Americans prefer choice. Personal freedom to express their individuality. So question form is used rather than imperatives.
- #2: North Americans value equality and use politeness even when there is a power difference. So politeness is used between all strata of society: presidents to janitors
- #3: North Americans mix politeness and friendly informality. Formality and politeness are **NOT** the same thing. So politeness is used even between strangers
- #4: North Americans often focus on impact more than target. The size of the request is more important than who you are asking it from.
- #5: North Americans prefer to be strange rather than rude (Strange - too large a politeness pillow, Rude - too small a politeness pillow). It is very important to not leave them out.
- #6: North Americans soften directness by using language 'politeness feathers.'

Feathers for Softening the Politeness Pillows

 1. Starters: <i>Sorry to bother you.</i>	 2. Modal Questions: <i>can, could, will would</i>
 3. Wondering: <i>I was wondering</i>	 4. Testers: <i>Are you busy? Do you have a minute?</i>
 5. Reasons: <i>I don't understand fully?</i>	 6. Solutions: <i>I will return it immediately</i>
 7. Alternatives: <i>Or would ... be better</i>	 8. Apologies: <i>I'm sorry to bother you</i>
 9. Thank you	 10. Compliments: <i>You have always been so helpful so. . .</i>
 11. Disarm: <i>I need your help.</i>	 12. Uncertainty: <i>I don't know if this is possible or not but ...</i>

Politeness Resource Sheet

Part B: *Language for Getting Help*

1. In North American academic circles it is appropriate to ask for help but it should be done with an appropriate amount of politeness.
2. There are certain phrases or openers that can be used. Read the **Language for Getting Information Resource Sheet** and discuss the openers, fillers and questions for each request.
3. Read the phrases and have the learners repeat after you.

Asking for Repetition

Could you repeat that, please?
Excuse me, could you please repeat that from the beginning?
Pardon me, could you please repeat that last sentence?
Could you speak more slowly please?

Paraphrasing to Confirm Meaning

Did you say....?
Do you mean...?
Are you saying that...?

Asking for a Definition

What does __ mean?
Excuse me, what is the meaning of ____?
I'm not sure what you mean.
I'm sorry, but I don't understand what you mean.
Could you explain what you mean by ____?
Could you give me an example?

Checking Spelling, pronunciation and grammar

Could you spell that, please?
Could you pronounce this word, please?
How do you spell that?
How do you pronounce this word?
What part of speech is that?

*Stephen's Death & Saul's Conversion***Part C:** *Asking for Help*

1. Have the learners form pairs. Hand out the Talking about Stephen Worksheets A & B.
2. Give the following instructions:
 - Each learner has a short passage from T.N Wright's commentary on Acts *Acts for Everyone*. Together, the two parts speak about Stephen and the kind of person he was.
 - Ask them to dictate the information to each other so that both have all the information.
 - Begin the activity by Learner A reading the passage to Learner B at normal speed.
 - Learner B should write down exactly what is said.
 - Learner B may interrupt to ask Learner A to repeat or give information.
 - The readers should not slow down unless the partner asks them to do so.
 - Do not repeat, spell a word, or provide a definition unless the partner asks.
 - Some words in the passage are written in bold and they are defined at the bottom of the page.
 - When the Learner A has finished, Learner B will read the second part.
 - Remember to use the **key language** at the bottom of the Worksheet.
 - When both have finished, compare passages and make any necessary corrections.

About Stephen

Learner A

A. Dictate the passage to Learner B. Give assistance when asked.

Luke tells us two things about Stephen. We already know he was a man of the spirit, faith and wisdom. Now we discover that this was **put to good effect** in debate, even when surrounded by **hostile** audiences: they were not able to **controvert** him, because he kept coming up with excellent arguments, with the **conviction** and power of the spirit, to support what he was saying.

Definitions:

put to good effect – apply in a practical way

hostile – unfriendly

controvert – overthrow by argument

conviction – with strong belief

B. Write the passage as Learner B reads it. Ask for assistance when you need it.

<u>Asking for a Definition</u> <i>What does ___ mean?</i> <i>Excuse me, what is the meaning of ____?</i> <i>I'm not sure what you mean.</i> <i>I'm sorry, but I don't understand what you mean.</i> <i>Could you explain what you mean by ____?</i> <i>Could you give me an example?</i>	<u>Checking Spelling, pronunciation and grammar</u> <i>Could you spell that, please?</i> <i>Could you pronounce this word, please?</i> <i>How do you spell that?</i> <i>How do you pronounce this word?</i> <i>What part of speech is that?</i>
<u>Asking for Repetition</u> <i>Could you repeat that, please?</i> <i>Excuse me, could you please repeat that from the beginning?</i> <i>Pardon me, could you please repeat that last sentence?</i> <i>Could you speak more slowly please?</i>	<u>Paraphrasing to confirm meaning</u> <i>Did you say....?</i> <i>Do you mean....?</i> <i>Are you saying that...?</i>

*Stephen's Death & Saul's Conversion***About Stephen****Learner B**

A. Write the passage as learner A reads it. Ask for assistance when you need it.

Asking for a Definition

What does __ mean?

Excuse me, what is the meaning of ____?

I'm not sure what you mean.

I'm sorry, but I don't understand what you mean.

Could you explain what you mean by ____?

Could you give me an example?

Checking Spelling, pronunciation and grammar

Could you spell that, please?

Could you pronounce this word, please?

How do you spell that?

How do you pronounce this word?

What part of speech is that?

Asking for Repetition

Could you repeat that, please?

Excuse me, could you please repeat that from the beginning?

Pardon me, could you please repeat that last sentence?

Could you speak more slowly please?

Paraphrasing to confirm meaning

Did you say....?

Do you mean....?

Are you saying that....?

B. Dictate the passage to Learner A. Give assistance when asked.

But the second thing was this. Stephen was **hauled** before the official assembly, the **top legal body** known as the Sanhedrin. But he seemed to have changed. They all stared at him. His face looked like the face of an angel. We are meant to understand that there was a kind of light, illuminating Stephen from the inside. A kind of **serenity**, humble and **unostentatious** but confident and assured.

Definitions:

hauled – dragged

top legal body – the most important and powerful group enforcing the law

serenity – a calm and unruffled presence

unostentatious -- Straightforward; frank or candid

About Stephen Worksheet B

Stephen's Death & Saul's Conversion**Task 9****Language Objectives:**

✚ to discuss the meaning of the text

Approx Time: 45 minutes

Materials:

✚ Language for Being a Group Leader Worksheet/SLIDE

✚ Baskets & Ladders Discussion Board, movers, and coin for each group of learners

✚ A set of Question Cards for each group

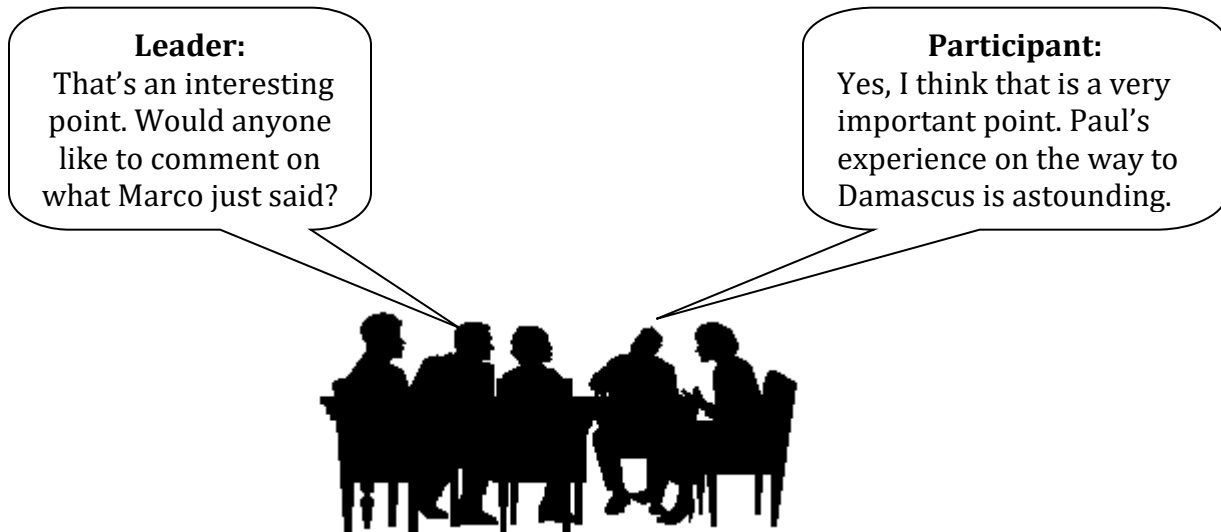
Reference:

Acts 6:8-8:7; 9:1-31

In Damascus**Instructions:****Part A:** Discussion Skills: Critical Thinking: Inferencing

1. Explain to the learners that in this task we will be discussing the text, however, before we will go into the discussion, we will do two things:
 - a) talk about a critical thinking strategy: drawing inferences
 - b) learning the language for being a group leader
- Critical Thinking Strategy: an inference is a reasonable conclusion based on evidence.
2. Write the word *inference* on the board and elicit from the learners what they think the word means.
 3. Explain that an inference is a reasonable conclusion based on evidence. e.g.
 - Evidence: boldly and without hindrance Stephen tells the high priest that the Jews are just like the Jews in the Old Testament who stoned prophets.
 - Inference: Stephen had a very different vision about God's kingdom than the high priests.
 4. Explain that writers often use details and examples to suggest what they mean rather than stating it directly. Readers must infer, or guess the meaning from the details and examples. Readers must draw logical conclusions based on the available information.
 5. Explain that before participating in this discussion, they will learn the language for being group leaders. Present Language for being a Group Leader using the **Language for Being a Group Leader Worksheet/Slide**. Explain the role and responsibility of a group leader.

Language for Being a Group Leader



Leader Role:

- To present the aim of the discussion
- To keep the group focused on the aim
- To keep the discussion going or moving
- To make sure that everyone is participating
- To bring the discussion to a conclusion

Introducing a Topic	Asking for Opinions	Responding
<ul style="list-style-type: none"> • Today we're going to discuss... • Our topic for today is... 	<ul style="list-style-type: none"> • What do you think (name)? • What about...? • What do you think about that? • Would anyone like to comment on what (name) said? • Does anyone have something else to add? • How about...? 	<ul style="list-style-type: none"> • That's an interesting point. • That's a good comment. • I hadn't thought of that. • So you mean/you're saying...

Language for Being a Group Leader Worksheet/Slide

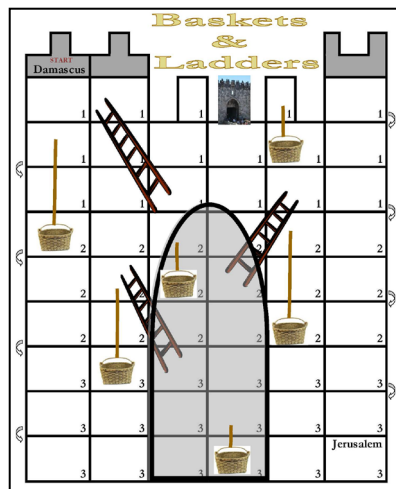
Unit 3

Stephen's Death & Saul's Conversion

WITNESSES TO ALL NATIONS

Part B: *Discussion: Baskets and Ladders*

1. Explain to the learners that we will be discussing the implication of the events of the text together. They will be conducting the discussion by moving on a board that shows the gates of Damascus.
2. Explain that they will be answering questions that require them to **draw inferences from the text**. The questions become increasingly complex as the learners move towards the finish.
3. Have the learners form groups of three or four. For each group hand out the **Baskets & Ladders Discussion Board**, movers, coin and three piles of cards (**#1 Cards**, **#2 Cards** and **#3 Cards each in separate piles**).



<div>Level</div> <div>1</div> <div>WANU3T9A</div>	
1. Why are Stephen's listeners so enraged?	2. Why is the Sanhedrin so set on getting rid of Stephen?
3. Why is Saul putting people into prison?	4. Describe what happened to Saul on his way to Damascus.
5. Compare Stephen and Saul. How are they different? How are they the same?	6. How do the people of Damascus respond to the converted Saul?

Stephen's Death & Saul's Conversion

<div style="text-align: center;"> Level <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; line-height: 30px; margin: 0 auto;">2</div> <small>WANU3T9A</small> </div>		<div style="text-align: center;"> Level <div style="border: 1px solid black; border-radius: 50%; width: 30px; height: 30px; line-height: 30px; margin: 0 auto;">3</div> <small>WANU3T9A</small> </div>	
1. What do you think Stephen was like?	2. How would you summarize the charges against Stephen?	1. If you were a judge in a court case against Stephen, what would you do?	2. In what ways could the charges made against Stephen be made against you?
3. How is the opposition to Stephen similar to the opposition the apostles faced in Unit 2?	4. What do you think Saul was thinking as Stephen was being stoned?	3. Why do you think God chose Saul to become a witness?	4. How do you think the chief priests in Jerusalem might respond to Saul's change of heart?
5. What do you think Saul was like? Before his conversion? After his conversion?	6. What role does the Holy Spirit have in Stephen's experience? In Saul's experience?	5. If you were a disciple in Jerusalem and the converted Saul tried to join your group, what would you do?	6. Reread lines 19-20 from Unit 1: You will receive power when the Holy Spirit comes on you; and you will be my witnesses in Jerusalem, and in all Judea and Samaria, and to the ends of the earth. What part of this text do you see coming true in this unit's text?
7. What role does Ananias have in Saul's experience?	8. What feelings and emotions do you think Ananias experienced throughout all this?		

4. Give the learners the following instructions:

- Place your movers on the square marked DAMASCUS.
- Each learner takes a turn throwing the coin (heads = one space forwards, tails = two spaces forward).
- Learners must pick up a card according to the number on the square.
e.g. if they land on a square marked "1", they must pick up a card from the Level 1 pile and answer the question.
- After they have answered the question, they must open it up to the group for discussion using the language for being a group leader by saying, "How about you, what do you think?"
- If they land on the bottom of a ladder they may move up the ladder and answer the question corresponding to the square at the top of the ladder. If they land on the top of a rope and basket, they must slide down and answer the question corresponding to the number on that square.
- Whoever gets to JERUSALEM first wins.

Stephen's Death & Saul's Conversion**Task 10****Language Objectives:**

✚ to write a paraphrase of various sections of text

Approx Time: 45 minutes

Materials:

✚ **Paraphrasing Worksheets** for each learner

Reference:

Acts 6:8-8:7; 9:1-31

In Other Words**Instructions:**

1. Explain to the learners that it is an important reading and writing strategy to be able to put ideas into your own words. This demonstrates that you have understood the text that you have read. In this task we will be practicing this strategy.
2. Explain that putting information into your own words is called paraphrasing. Hand out the **Paraphrasing Worksheet**.
3. Read the Acts text #1 on the **Paraphrasing Worksheet**. Then read the example of a paraphrase. Explain that the paraphrase is from *The Message* which is the Bible put into a man's (Eugene Peterson's) own words.
4. Read Acts Text #2 to the learners or have one of the learners read it.
5. Ask the learners to cover the text. Explain that covering up the text will help them to see if they can say it in their own words.
6. Have them write down the content of the text in their own words.
7. Invite the learners to each read their paraphrase.
8. Have the learners write paraphrases for the rest of the text excerpts.
9. Have the learners share their paraphrases with the rest of the class.

Paraphrasing

#1:

Opposition arose, however, from members of the Synagogue of the Freedmen (as it was called)—Jews of Cyrene and Alexandria as well as the provinces of Cilicia and Asia. These men began to argue with Stephen, but they could not stand up against his wisdom or the Spirit by whom he spoke. NIV

Sample Paraphrase of Acts text #1

Some Jews from the meeting place whose membership was made up of freed slaves, Cyrenians, Alexandrians, and some others from Cilicia and Asia, went up against him trying to argue him down. But they were no match for his wisdom and spirit when he spoke. [The Message]

#2:

Saul was breathing out murderous threats against the Lord's disciples. He went to the high priest and asked him for letters to the synagogues in Damascus, so that if he found any there who belonged to the Way, whether men or women, he might take them as prisoners to Jerusalem. NIV

Cover up text #2. Write your paraphrase.

3

The high priest asked Stephen, "Are these charges true?"

Stephen replied: "Brothers and fathers, listen to me! ...You are just like your fathers: You always resist the Holy Spirit! Was there ever a prophet your fathers did not persecute? They even killed those who predicted the coming of the Righteous One. And now you have betrayed and murdered him— you who have received the law that was put into effect through angels but have not obeyed it."

When they heard this, they were furious and gnashed their teeth at him.

Cover up text #3. Write your paraphrase.

4

Saul began to destroy the church. Going from house to house, he dragged off men and women and put them in prison. He was breathing out murderous threats against the Lord's disciples. He went to the high priest and asked him for letters to the synagogues in Damascus, so that if he found any there who belonged to the Way, whether men or women, he might take them as prisoners to Jerusalem.

Cover up text #4. Write your paraphrase.

*Stephen's Death & Saul's Conversion***# 5**

As Saul neared Damascus on his journey, suddenly a light from heaven flashed around him. He fell to the ground and heard a voice saying to him, "Saul, Saul, why do you persecute me?"

Who are you, Lord? Saul asked.

And the voice replied I am Jesus, whom you are persecuting. Now get up and go into the city, and you will be told what you must do.

The men traveling with Saul stood there speechless; they heard the sound but did not see anyone. Saul got up from the ground, but when he opened his eyes he could see nothing. So they led him by the hand into Damascus. For three days he was blind and did not eat or drink anything.

Cover up text #5. Write your paraphrase.

#6

Saul grew more and more powerful and baffled the Jews living in Damascus by proving that Jesus is the Christ. After many days had gone by, the Jews conspired to kill him, but Saul learned of their plan. Day and night they kept close watch on the city gates in order to kill him. But his followers took him by night and lowered him in a basket through an opening in the wall.

Cover up text #6. Write your paraphrase.

Stephen's Death & Saul's Conversion**Task 11****Violence against Christians****Language Objectives:**

- ✿ to **respond** to the text through reading response forms
- ✿ to **retell** or **summarize** a text
- ✿ to **practice** vocabulary strategies
- ✿ to **discuss** an article about violence against Christians(*sociology*)
- ✿ to **review** the language for being a group leader

Approx Time: 75 minutes

Materials:

- ✿ **India Braces for some Violence against Christians Article** for each learner
- ✿ **Reading Response Report** for each learner
- ✿ **Academic Vocabulary in "India Braces for Violence against Christians Worksheet"** for each learner
- ✿ **Mediterranean Map Discussion Board, movers, coin, Violence Cards** for each group

Reference:

Acts 6:8-8:7; 9:1-31

**Instructions:
Part A**

Responding to the text is a reading strategy in which you react to the text through retelling or summing up the meaning of a text and linking it to your own ideas. This can be done either orally or in written form. This reading strategy can be performed during reading.

1. Introduce this task by informing the learners that in this section they will be reading a text that builds on one of the ideas addressed in the biblical text.
 - The biblical text describes how Stephen was killed because of his faith and Paul, a persecutor of Christians, becomes a believer himself.
 - The reading for this task is an article about present-day violence against Christians in India.
2. Write the title of the article on the board: ***India Braces for more Violence against Christians.***
3. Elicit from the learners what they know about the topic of violence against people of a particular faith. Have them predict what the article will be about.
4. Hand out the article and instruct the learners that they will read the text silently and then share one idea from the text with a partner.

Instructor Note: For learners who have experienced the terrors of war and extreme violence, this task may hit too close to home. Use your discretion. You could also substitute the article with a different one on another topic that relates to the Bible text.

Stephen's Death & Saul's Conversion

India Braces for more Violence against Christians - OneNewsNow - 11/6/2008 1:20:00 PM
NEW DELHI – Terrified Christians already ravaged by more than two months of violence in Orissa state's Kandhamal district braced for more carnage ...

More than 500 people, mostly Christian, might have been killed in the past few months' violence in Kandhamal district, according to a report by a Communist Party fact-finding team. The report also suggested that the state government downplayed and covered up evidence of unreported deaths.

"The official figure for deaths has been reported to be 31, however, a senior government official on the condition of anonymity informed that he himself consigned two hundred dead bodies – found from the jungle – to flames after getting them collected in a tractor," said the report by the Communist Party of India-Marxist-Leninist (CPI-ML).

The unnamed official estimated that, based on the intensity and pace of killings, the number of those killed was more than 500, according to the report. The fact-finding team visited Kandhamal district on Oct. 15-16 and published its report in the Oct. 27 issue of the party's official publication, Liberation.

The report, signed by CPI-ML member J.P. Minz, also said that Hindu extremists might have used state government machinery to "minimize the evidence and possibly destroy dead bodies."

Dr. John Dayal, a member of the National Integration Council of the Government of India, told Compass the report was startling but not surprising.

"I have been tabulating the data from independent church groups," he said. "Even the Bishop's House in Bhubaneswar has maintained that tens of thousands of refugees are hiding in forests, many of them with injuries of various degrees of grievousness."

Dayal said that people must have been killed in the forests. "Even in villages, bodies have been discovered in neighboring fields," he added.

The fact-finding team reported that the numerous attacks, acts of vandalism and killings took place "in full view of police, and the police remained mute spectators." At least 200 Christian villages and 127 church and prayer halls were either destroyed or burned, it added.

Victims in numerous relief camps told the fact-finding team that the VHP and its youth wing, Bajrang Dal, were responsible for the tensions and violence.

"They used to organize meetings of the Kandha tribals and incite them to attack the Christian hamlets and also provided funds for doing this," the report said.

Dayal said the Supreme Court of India should act on the report's findings.

'Great Terror'

The CPI-ML reported that Christians continued to experience "great terror," and that Hindu nationalist groups were demanding the withdrawal of security personnel sent by the federal government to contain the violence.

"Riot victims are frightened to go back to their villages because they have been threatened that if they return they will be cut into pieces," said the report. "The rioters are also proclaiming that only Hindu converts will be allowed to return. On the other hand, those in charge of the relief camps are pressuring the riot victims to return to their villages, saying that the life has returned to normalcy and peace has returned." ...

There are 12,641 violence-affected people in seven relief camps in Kandhamal, according to the district authorities....

Note: This text has been shortened for the purposes of this task. For the complete article see:

<http://www.onenewsnow.com/Persecution/Default.aspx?id=312620> India Braces for some Violence Against Christians Article

Part B

1. Hand out the **Reading Response Report** form.
2. Explain to the learners that the strategy we will be working on in this task is responding to the text.
 - Point out the reading strategy box on the top of the page and have a learner read it out loud.
 - Explain that they will be responding to texts through a variety of reading response forms.
3. Have the learners fill out the information on the top of the form. Clarify any terms *e.g. fiction vs. nonfiction etc.*
4. Instruct the learners to write for 10 minutes, briefly summarizing the text (A on the worksheet).
5. In partners, have the learners share their summaries with one another.
6. Have the learners fill in questions B and C.
7. In partners, have the learners share their answers with one another.
8. Have the learners file the reading article and their **reading response** forms in their **Reading Portfolio**.

Stephen's Death & Saul's Conversion

Name: _____

Date _____

Reading Response: Report

Responding to the text is a reading strategy where you react to the text through retelling or summing up the meaning of a text and linking it to your own ideas. This can be done either orally or in written form. This reading strategy can be performed during reading.

Title of book or article: _____

Author: _____

Fiction: _____ Nonfiction: _____ Pages read: _____

A. Write a paragraph of 5-7 sentences that tells what this article is about.
(Write quickly - 10 minutes or less. It is okay to cross out.)

B. Did you find this article interesting? Why?
(Explain in 1-2 sentences)

C. Would you recommend this article to others? To whom? Why?
(Explain in 2-3 sentences)

Reading Response

Part C: *Homework or Optional Classroom Tasks*

Instructor Note: This section can be done in class or it can be given as homework. If learners do not have access to additional reading, you may need to bring additional texts.

1. Hand out the rest of the reading response forms:
 - a. **The Article and You**
 - b. **Reading Response Journal**
 - c. **Draw an illustration**
2. Explain that these are other forms which encourage a variety of ways to respond to a text. Invite the learners to use these response forms to respond to the biblical text for this unit. Invite them to find other articles or Easy Readers. Have the fill in one response form for each piece of reading.
3. Have the learners submit their reading response forms to you for feedback.
4. Have the learners file them in the reading section of their portfolio.

Stephen's Death & Saul's Conversion

Name: _____ Date _____

Reading Response:
The Article and You

Responding to the text is a reading strategy where you react to the text through retelling or summing up the meaning of a text and linking it to your own ideas. This can be done either orally or in written form. This reading strategy can be performed during reading.

Title of book or article: _____

Author: _____

Fiction: _____ Nonfiction: _____ Pages read: _____

A. Think about the article. What is it about? What is the same as your life? What is different?

The Article	My Life

B. Reaction Report: Your opinion. What did you think of the article? Why?**C. Evaluation: Check one: ☐ good ☐ average ☐ poor**

Reading Response pg 2

Unit 3
Stephen's Death & Saul's Conversion

WITNESSES TO ALL NATIONS

Name: _____ Date _____

Reading Response:
Journal

Responding to the text is a reading strategy where you react to the text through retelling or summing up the meaning of a text and linking it to your own ideas. This can be done either orally or in written form. This reading strategy can be performed during reading.

Title of book or article: _____

Author: _____

Fiction: _____ Nonfiction: _____ Pages read: _____

1. Make a brief summary of the reading.

2. What thoughts/ideas/questions does this text evoke in your mind?

3. How does this text relate to your life situation (personal, studies, work etc) now or in the future?

Reading Response pg 3

Stephen's Death & Saul's Conversion

Name: _____ Date _____

Reading Response:***Draw an illustration***

Responding to the text is a reading strategy where you react to the text through retelling or summing up the meaning of a text and linking it to your own ideas. This can be done either orally or in written form. This reading strategy can be performed during reading.

Title of book or article: _____

Author: _____

Fiction: _____ Nonfiction: _____ Pages read: _____

1. Draw an illustration for this article.**2. Explain your illustration. What does it show?****3. Your opinion. What did you think of the article?**

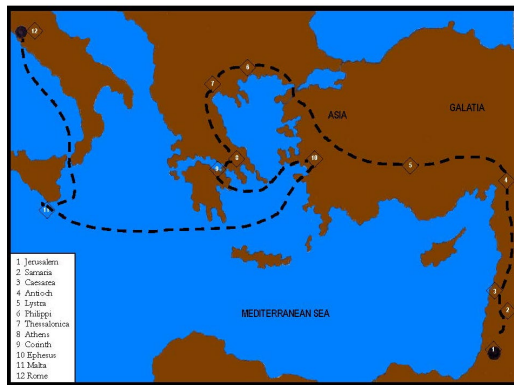
Evaluation: good ____ average ____ poor ____

Reading Response pg 4

Part D: *Discussion: Violence for Faith Reasons*

Reading Strategy: Discussions are a way to help learners relate the new material to their own lives, to others and to the world around them.

1. Explain that the learners are now invited to participate in a discussion. Explain that a discussion is a reading strategy that helps learners relate the new material to their own lives, to others and to the world around them.
2. Explain to the learners that in this discussion we will talk about a number of issues related to violence. Remind the learners about the meaning of the word
Violence = the actual or threatened use of physical, verbal, emotional or sexual power, intimidation or harassment by an individual or group which is harmful to the physical, psychological or social well-being of an individual or group. <http://www.sacsc.ca/upload/pdf/Stein%20English%20chocolate%20wars.pdf>
3. Explain that in this discussion, they will practice the language for being group leaders. Review the language for being a group leader using (**Unit 3 Task 9**).
4. Have the learners form groups of 3 or 4. Give each group a **Mediterranean Discussion Map**, a set of **Violence Discussion Cards**, movers and a coin. Explain to the learners that the **Map** is of the area around the Mediterranean Sea and the route they will follow is the route Paul took (described later in the book of Acts) eventually leading to Rome.
5. Give the learners the following instructions:
 - a. Place your movers on the square marked JERUSALEM.
 - b. Each learner takes a turn throwing the coin (heads = two space forwards, tails = one space back).
 - c. Learners must pick up a card according to the number on the location. They must match the numbers on the map with the locations on the cards. *e.g.* if they land on the number 2, they must pick up a card from the "Samaria" pile and facilitate a discussion using the Language for being a group leader.
 - d. Each learner takes a turn at leading a discussion.
 - e. Whoever gets to "ROME" first wins.



7. Thessalonica How should Christians around the globe respond to the kind of violence described in this article?	6. Philippi Someone has said, "There is a great streak of violence in every human being." Do you agree? Why or why not?	6. Philippi How do you think killers get power to kill without being punished?	6. Philippi Do you think Stephen's friends should have reported the killing to the police? What might have happened?
7	6	6	6

10. Ephesus Why do you think someone would treat Christians with such fierce violence?	9. Corinth What similarities do you see between the experiences of the Christians in this article and the experiences of Stephen?	9. Corinth Why do you think the police would not do anything to stop the violence against Christians? (both in the Acts text as well as in the text on Christians in India)	9. Corinth How do you think killers target their victims?
10	9	9	9

12. Rome What might be included in a workplace harassment policy concerning people's faith?	12. Rome How would you describe a 'zero tolerance' approach to violence in the home?	12. Rome What are some of the social problems people face today that contribute to treating others violently?	11. Malta What is the responsibility of bystanders who observe violence?
12	12	12	11

2	2	2	3
2. Samaria Do you know anyone who has been threatened because of their faith? If so, what happened?	2. Samaria In your opinion, at what age do people begin to act violently? Why do you think so?	2. Samaria Do you know of other places in the world where faith communities experience violence? Tell your group what you know about them.	3. Caesarea Is there a cure for violence? Why do you think so?

4. Antioch How do people of various religions live together in your community?	4. Antioch What can a government do to protect its citizens from religious persecution?	3. Caesarea Is it possible to tolerate another person's faith without agreeing with it? Why or why not?	3. Caesarea How should those who commit acts of violence be dealt with once they are caught?
4	4	3	3

5. Lystra How do you think those threatened by violence should respond?	5. Lystra Do people learn to be violent? Explain why you think so.	5. Lystra Do you think killers can change? Why or why not?	4. Antioch Has anyone ever threatened you or your family because of their faith? Tell about your experience.
5	5	5	4

8. Athens If you could talk to a killer, what would you say to him or her?	8. Athens What makes people violent?	8. Athens What do you think the police should do in each of these situations? (Stephen/Indian Christians)	7. Thessalonica Why do you think the Jews treated Stephen with violence?
8	8	8	7

11. Malta How does the media (TV, radio, internet) deal with violence against Christians or other faith groups?	11. Malta Think of a question you would like to discuss about the topic of violence.	10. Ephesus What are the responsibilities of employers to ensure that their employees are not treated badly because of their faith?	10. Ephesus Think of a question you would like to discuss about the topic of violence.
11	11	10	10

Part E: *Homework or Optional Task*

1. Hand out the Academic Vocabulary in **India Braces for More Violence against Christians Worksheet**.
2. Explain to the learners that this reading text also has a number of words from the **Academic Word List**: *team, evidence, estimate, intensity, publication, liberation, minimize, integration, data, maintained, injuries, tensions, funds, federal, security, converts, affected, authorities*
3. Encourage them to choose several strategies and apply them to the academic words from this text.

*Stephen's Death & Saul's Conversion***Academic Vocabulary in “India Braces for More Violence against Christians”:**

team, evidence, estimate, intensity, publication, liberation, minimize, integration, data, maintained, injuries, tensions, funds, federal, security, converts, affected, authorities

Choose several strategies and apply them to the academic words from this text: word families, word wall, assessing your vocabulary knowledge (before and after), matching words and definitions, finding collocations, word cards, using your dictionary, cracking your dictionary's code, using context clues, making word associations

Vocabulary Strategies to Apply:

1.

2.

3.

Task 12



Language Objectives:

- ✿ to **recognize** the sequence of paragraphs in a five-paragraph essay
- ✿ to **write** a concluding paragraph
- ✿ to **revise** an essay

Approx Time: 75 minutes

Materials:

- ✿ Essay Puzzle Cards for each pair
- ✿ Comparison Worksheet
- ✿ Worksheet for each learner
- ✿ Writing a Concluding Paragraph Worksheet for each learner
- ✿ Prewriting Worksheet for each learner
- ✿ Essay Outline Worksheet for each learner
- ✿ Drafting Essay Worksheet for each learner

Reference:

Acts 6:8-8:7; 9:1-31

In Conclusion

Instructions:
Part A

1. Review the three parts of an essay with the learners:
 - the introduction
 - the body (several paragraphs)
 - the conclusion
2. Explain to the learners that they are going to look at a whole essay with one introductory paragraph, three body paragraphs and one concluding paragraph; however, the essay has been cut up into several pieces.
3. Have the learners form pairs. Hand out the **Essay Puzzle Cards** and have the learners assemble it in a reasonable sequence. Adapted from *Balancing Acts: Reassessing Traditional Charismatic Theology of the Baptism of the Holy Spirit* by Andrew Micklefield
4. Have the learners compare with another pair. Invite the learners to explain their choice of sequence by describing the characteristics of each paragraph and why it fits into this sequence. (e.g. an introductory paragraph moves from general to more specific and ends with a thesis statement; each of the body paragraphs expand on one of the issues raised in the thesis statement etc.) Of course, the author not only presented the order in his introductory paragraph but also used sequencing discourse markers as well: central, second, third

*Stephen's Death & Saul's Conversion**Answer Key: Essay Puzzle Cards***Introductory Paragraph**

Acts is an unusual book not naturally given to logical analysis. But perhaps that is the point. Perhaps Acts should be analyzed less (though analysis can yield profound results) and experienced more; perhaps Acts is meant to tease us to pursue God and spreading the gospel, even when we don't always understand how He works. The goal here is not analysis for its own sake but in order to know and experience God. We are not theological scientists collecting data, but disciples desiring to know Christ in all his fullness. I hope the analysis that follows also communicates my own hunger for more of the Spirit in my life, church, nation and ministry. I will explore three themes tied to baptism of the Holy Spirit: individual vs group experiences of Spirit baptism, Spirit baptism and speech, and Spirit baptism's relationship to water baptism. Unambiguous patterns advocating the regularity of the baptism of the Holy Spirit are hard find because the gospel of the ascended Christ is the starting point for Spirit-life.

Body Paragraph #1

Central to my concern about charismatic views on the baptism of the Holy Spirit is that traditional arguments utilize just four of thirteen Spirit-filling episodes in Acts. A Spirit-filling motif is clearly present in Luke-Acts, but conclusions drawn from such a narrow sample are open to accusations of bias or self-authentication. Why, for example, is much made of the baptism of the Holy Spirit as an individual experience when in Acts, eight of the thirteen episodes happen to groups? We see in chapter 2 that "they were all filled with the Holy Spirit" (v4), the same phrase appears in 4.31, another group is filled in chapter eight, and other groups in 10.44, 13.52 and 19.6.

Body Paragraph #2

A second interesting but often omitted theme tied to the baptism of the Holy Spirit is speech. In fact, with only two possible exceptions, speech follows every Spirit filling episode in the New Testament. In Acts 2 they "began to speak in other tongues" (v4), and those around heard "them telling in their own tongues the mighty works of God" (v11), and all this is followed by Peter's preaching. In 4.31, "they were all filled with the Holy Spirit and continued to speak the word of God with boldness." In chapter 6 Stephen, after being described as "a man full of faith and of the Holy Spirit" (v5), is recorded as one of whom "they could not withstand the Spirit with which he was speaking" (v10); and in the next chapter Stephen preaches even as he is martyred (7.55). In chapter 9 Saul, after hearing from Ananias that he would "regain his sight and be filled with the Holy Spirit" (v17) immediately "proclaimed Jesus in the synagogues" (v20). ...

Body Paragraph #3

A third less noted connection lies between the baptism of the Holy Spirit and water baptism. Luke quotes Peter,

Repent and be baptized every one of you in the name of Jesus Christ for the forgiveness of your sins, and you will receive the gift of the Holy Spirit (Acts 2:38 ESV).

The link is recorded by Luke again in 8.15-17 and is the pattern in Saul's own conversion experience (9.17ff), and the Gentiles at Cornelius' home (10.44ff). In chapter 19, when Paul discovers the Ephesian Christians had "not even heard that there is a Holy Spirit" (v2) he asks "into what then were you baptized?" (19.3), revealing, in his own mind, a relationship between water and Spirit baptisms. Space does not permit further analysis of this link, but we must acknowledge it is there. At very least we should keep water baptism in view in our quest for Holy Spirit fullness.

Concluding Paragraph

Perhaps clear patterns advocating the normality of the baptism of the Holy Spirit are hard to pin down because they were never Luke's main concern. It seems to me that the oft quoted Spirit-filling episodes in chapters 2.1-13 (Jews), 8.14-19 (Samaritans), 10.22, 34-48 (Cornelius the God-fearer) and 19.1-6 (Ephesian Gentiles) don't lay out a pattern for receiving the Spirit as much as they prove the fulfillment of Jesus parting promise at the beginning of the book:

But you will receive power when the Holy Spirit has come upon you, and you will be my witnesses in Jerusalem and in all Judea and Samaria, and to the end of the earth. (Acts 1:8 ESV)

Having received the Spirit at Pentecost, the disciples now bring the gospel beyond Jerusalem, just as Jesus, and the Scriptures, had said. ...The Spirit's arrival for the spread of the gospel beyond Israel is arguably the theme of Acts, which ends with Paul imprisoned yet "proclaiming the kingdom of God and teaching about the Lord Jesus Christ with all boldness and without hindrance" (Acts 28:31). ... The priority is the gospel preached and received; other elements are clearly present, but gospel ministry and response are constant. The gospel of the ascended Christ (hence, Acts starts with chapter 1) is the starting point for Spirit-life. The Wait is over, the Christ has ascended and Pentecost is the result. The Spirit is now available to all who are thirsty.

Stephen's Death & Saul's Conversion**Part B: Concluding Paragraph**

1. Use the following notes to explain the nature of a concluding paragraph.
 - i. ... gives the reader a sense of completion. It shows that you have demonstrated your thesis statement.
 - ii. ... sometimes begins with transition words such as “in conclusion” or “thus” or “to sum it up”
 - iii. ... consists of a restatement of the thesis in different words (paraphrase)
 - iv. ... does not bring up a new topic.
2. Have the learners refer to the **Comparison Worksheet**. Invite the learners to highlight the similarities of these two paragraphs.

*Suggested Answer Key***Introductory Paragraph**

1) *Acts is an unusual book not naturally given to logical analysis.* But perhaps that is the point. Perhaps Acts should be analyzed less (though analysis can yield profound results) and experienced more; perhaps Acts is meant to tease us to pursue God and spreading the gospel, even when we don't always understand how He works. The goal here is not analysis for its own sake but in order to know and experience God. We are not theological scientists collecting data, but disciples desiring to know Christ in all his fullness. 2) *I hope the analysis that follows also communicates my own hunger for more of the Spirit in my life, church, nation and ministry.* I will explore three themes tied to baptism of the Holy Spirit: individual vs group experiences of Spirit baptism, Spirit baptism and speech, and Spirit baptism's relationship to water baptism. Unambiguous patterns advocating the regularity of the baptism of the Holy Spirit are hard find because 3) *the gospel of the ascended Christ is the starting point for Spirit-life.*

Concluding paragraph

Perhaps clear patterns advocating the normality of the baptism of the Holy Spirit 1) *are hard to pin down because they were never Luke's main concern.* It seems to me that the oft quoted Spirit-filling episodes in chapters 2.1-13 (Jews), 8.14-19 (Samaritans), 10.22, 34-48 (Cornelius the God-fearer) and 19.1-6 (Ephesian Gentiles) don't lay out a pattern for receiving the Spirit as much as they prove the fulfillment of Jesus parting promise at the beginning of the book:

But you will receive power when the Holy Spirit has come upon you, and you will be my witnesses in Jerusalem and in all Judea and Samaria, and to the end of the earth. (Acts 1:8 ESV)

Having received the Spirit at Pentecost, the disciples now bring the gospel beyond Jerusalem, just as Jesus, and the Scriptures, had said. ... The Spirit's arrival for the spread of the gospel beyond Israel is arguably the theme of Acts, which ends with Paul imprisoned yet “proclaiming the kingdom of God and teaching about the Lord Jesus Christ with all boldness and without hindrance” (Acts 28:31). ... The priority is the gospel preached and received; other elements are clearly present, but gospel ministry and response are constant. The gospel of the ascended Christ (hence, Acts starts with chapter 1) 3) *is the starting point for Spirit-life.* The Wait is over, the Christ has ascended and Pentecost is the result. 2) *The Spirit is now available to all who are thirsty.*

- a. e.g. the introductory paragraph begins with a general statement and becomes more specific.
- b. The introductory paragraph ends with a thesis statement.
- c. The concluding paragraph begins with a transition.
- d. The concluding paragraph paraphrases the thesis statement.

Stephen's Death & Saul's Conversion

Highlight the ideas that are similar in these two paragraphs.

Introductory Paragraph

Acts is an unusual book not naturally given to logical analysis. But perhaps that is the point. Perhaps Acts should be analyzed less (though analysis can yield profound results) and experienced more; perhaps Acts is meant to tease us to pursue God and spreading the gospel, even when we don't always understand how He works. The goal here is not analysis for its own sake but in order to know and experience God. We are not theological scientists collecting data, but disciples desiring to know Christ in all his fullness. I hope the analysis that follows also communicates my own hunger for more of the Spirit in my life, church, nation and ministry. I will explore three themes tied to baptism of the Holy Spirit: individual vs group experiences of Spirit baptism, Spirit baptism and speech, and Spirit baptism's relationship to water baptism. Unambiguous patterns advocating the regularity of the baptism of the Holy Spirit are hard find because the gospel of the ascended Christ is the starting point for Spirit-life.

Concluding paragraph

Perhaps clear patterns advocating the normality of the baptism of the Holy Spirit are hard to pin down because they were never Luke's main concern. It seems to me that the oft quoted Spirit-filling episodes in chapters 2.1-13 (Jews), 8.14-19 (Samaritans), 10.22, 34-48 (Cornelius the God-fearer) and 19.1-6 (Ephesian Gentiles) don't lay out a pattern for receiving the Spirit as much as they prove the fulfillment of Jesus parting promise at the beginning of the book:

But you will receive power when the Holy Spirit has come upon you,
and you will be my witnesses in Jerusalem and in all Judea and
Samaria, and to the end of the earth. (Acts 1:8 ESV)

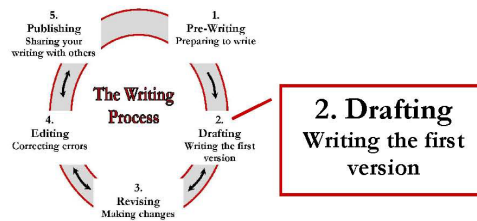
Having received the Spirit at Pentecost, the disciples now bring the gospel beyond Jerusalem, just as Jesus, and the Scriptures, had said. ...The Spirit's arrival for the spread of the gospel beyond Israel is arguably the theme of Acts, which ends with Paul imprisoned yet "proclaiming the kingdom of God and teaching about the Lord Jesus Christ with all boldness and without hindrance" (Acts 28:31). ... The priority is the gospel preached and received; other elements are clearly present, but gospel ministry and response are constant. The gospel of the ascended Christ (hence, Acts starts with chapter 1) is the starting point for Spirit-life. The Wait is over, the Christ has ascended and Pentecost is the result. The Spirit is now available to all who are thirsty.

Comparison Worksheet

Stephen's Death & Saul's Conversion

3. Hand out the **Writing a Concluding Paragraph Worksheet**.
 - Ask the learners to write their introductory paragraph for their Unit 2 Task 12 essay.
4. Ask them to write a concluding paragraph for the essay.
5. Have the learners read the introductory and concluding paragraphs to another learner. Have each partner listen for and give feedback on the criteria outlines on the **Writing a Concluding Paragraph Worksheet**.

Writing a Concluding Paragraph



1. Write in your introductory paragraph from your Unit 2 Task 12 essay..

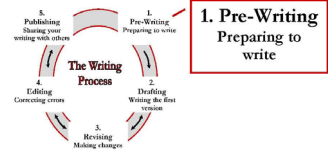
2. Write a concluding paragraph. Remember... the concluding paragraph:
 - gives the reader a sense of completion. It shows that you have demonstrated your thesis statement.
 - often begins with transition words such as “in conclusion” or “thus” or “to sum it up”
 - consists of a restatement of the thesis in different words (paraphrase)
 - does not bring up a new topic.

[illegible]

Part C: *Writing an Essay*

1. Handout the **Pre-writing Worksheet** and instruct the learners to choose one of the topics and use one of the pre-writing strategies to generate ideas - allow about 10-15 minutes.
2. Hand out the **Essay Outline** and have the learners outline their essay - allow about 10-15 minutes.

1. What role does the Holy Spirit have in Stephen's experience? In Saul's experience?
2. What role does Ananias have in Saul's experience?
3. If you were a judge in a court case against Stephen, what would you do?
4. Should governments protect people who are being persecuted because of their faith? Why or why not? If so, what should they do?
5. Write an essay about human rights: How should human rights be defined? What should be done to stop human rights abuses? How should governments respond to crimes against humanity?



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Essay Outline

Thesis statement:

Supporting details:

1.

2.

3.

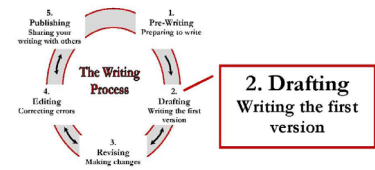
Conclusion:

Essay Outline Worksheet

Stephen's Death & Saul's Conversion

3. Hand out the **Drafting Essay Worksheet** and ask the learners to begin to draft their essay.
4. Instruct and guide the learners to draft an essay. Remind them that they must include:
 - a. An Introductory paragraph that contains their thesis statement
 - b. Body paragraphs with the supporting details
 - c. A concluding paragraph that links to the introduction
5. Remind the learners to file their drafts and papers in their **Writing Portfolio**.

Drafting an Essay



Introductory Paragraph

Body paragraphs

Concluding paragraph

Drafting Essay Worksheet