

HIGH BEGINNER

# ENGLISH

Ten Bible-based English lessons  
Volume 2

FOR LIFE

## Meet Jesus

*Written by Sarah Brown*

*Illustrations by Ivan Smith*



Anglicare



Bible Society

English for Life

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# Meet Jesus

Ten Bible-based English lessons

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## Volume 2 High Beginner

Written by Sarah Brown  
Illustrations by Ivan Smith

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Scripture quotations have been paraphrased for the purpose of these English lessons.

Image sources are listed on page 3.

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## Lesson components

Each lesson includes the following components:

### Part 1

#### Aim

To activate knowledge, generate interest, and build language and concepts relevant to the Bible text.

### Lesson stages

#### Activate knowledge

Introduce the topic, find out what your students already know, and build language.

#### Focus on language

Provide input related to the topic and focus on a specific aspect of language to help students improve and refine their skills.

## Part 2

### Aim

To focus on one aspect of Jesus' life through reading a series of short sentences with matching sketches.

## Lesson stages

The same procedure is followed in each lesson.



### Read for gist

Give students the opportunity to read the Bible text in their heart languages for context, then ask them to put the text away for the rest of the lesson.



### Read for detail

Read a series of simple sentences that summarise the Bible text and match them with corresponding sketches for each sentence.



### Reinforce the language

Support students as they sequence sketches and match these with corresponding sentences.

A gap-fill worksheet is also included with each lesson.

Part 2 of each lesson also asks you to reinforce language by choosing from a list of **Variations to activities**. These can be found on pages 4–5.

These variations are designed to help students remember the Bible text. Incorporate at least two or three of them into every lesson. Repetition is imperative.

## Equipment for each lesson

- Whiteboard and markers
- Large table for displaying resources
- The Bible text for the lesson in your students' heart languages (links to help you find Bible texts in more commonly used languages other than English can be found in the **Prepare lesson** section at the beginning of each lesson)
- If possible, extra copies of the Bible in an easy-to-read translation (NIRV or similar)

## A note about levels

A wide range of ability is reflected in a single level: High Beginner, Intermediate and High Intermediate

The broad categories allow scope for teachers to adapt lessons according to their context. Within any student group there is always a range of abilities.

Scripture in these lessons is simplified as much as possible while maintaining the integrity of the biblical text. Whenever possible, teachers are encouraged to provide students with the Bible text in their heart languages.

## Image sources

Photographic images used in this book were sourced from:

**Getty:** 49 (Imghortand); 50 (TeamDAF); 52 (StockPlanets); 84 (Liudmila Chernetska); 111 (fotosstorm); 205 (RainerFuhrmann); 206 (Dragos Condrea); 207 (lolostock); 269 (millefloreimages); 270 (krblokhin); 271 (Goodboy picture company); 272 (Nenad20Cavoski); 273 (Antonio\_Diaz); 274 (Shapecharge); 278 (peepo); 281 (Blinow61).

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**Noun Project:** 17 & 19 (clockwise from top left: Gan Koon Lay, Llisole, Edwin PM, lastspark, Chattapat, Azam Ishaq, Perlisima Shoeder, Victoruler, Vectors Market, Ocha visual); 112 (top left & centre: Fatahillah ID; middle right: Alina Oleynik; bottom right, bridge icon: Norbert Kucsera RO; bottom left: artworkbean); 311 (clockwise from top left: Olga,



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**Wikimedia Commons:** 276 (Dick DeMarsico); 277 (Joel Rouse); 279; 280 (Elliott and Fry).

## Variations to activities

When you come to **Reinforce the language** in each lesson, you are asked to choose from the following suggested variations.

The steps within each variation can be repeated several times by swapping students' sketches or sentences.

Consider your student numbers and modify the variations accordingly.

### Variation 1

Give one **Large sketch** to each student.

Invite students to position themselves in the correct order.

Display the **Large sentences** on a table.

Invite each student to find the sentence that matches their sketch.

### Variation 2

Give each student one **Large sketch** or one **Large sentence**, ensuring that for each student who has a sketch another student has the corresponding sentence.

Invite each student to find the person with the matching sketch or sentence.

### Variation 3

Display the **Large sketches** in the correct order on a table so that all students can see.

Read aloud the sentences in the incorrect order.

Invite students to point to the corresponding sketches as you read.

### Variation 4

Give each student or pair one **Large sketch**.

Read each sentence aloud.

Invite students to hold up their sketch when the corresponding sentence is read.

### Variation 5

Give each student one **Large sentence**.

Read each sentence aloud.

Invite students to hold up their sentence when they hear their sentence read.

### Variation 6

Read aloud from the **Gap-fill worksheet**, pausing at each missing word.

Invite students to tell you the missing word each time there is a pause.

## PowerPoint resources

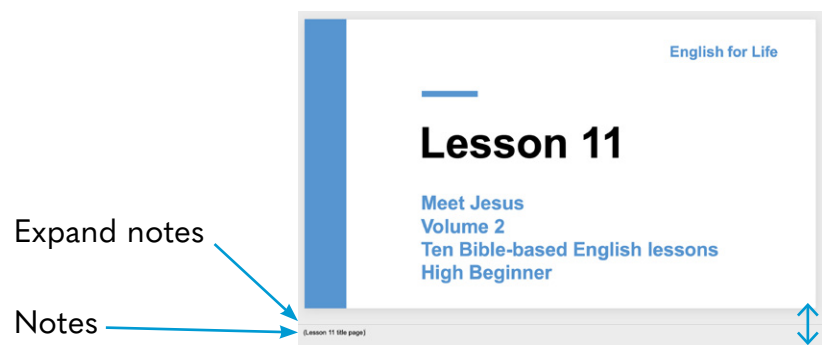
A PowerPoint presentation has been produced to accompany these lessons. The slides can be used alongside the lessons in this book to provide alternatives to handouts and board activities. You do not have to use this PowerPoint presentation. It is an additional resource for those who would like to use it.

Some of the activities described in this book are not practical in a PowerPoint presentation and have not been included. Other activities have been adapted to suit lesson delivery using a PowerPoint presentation.

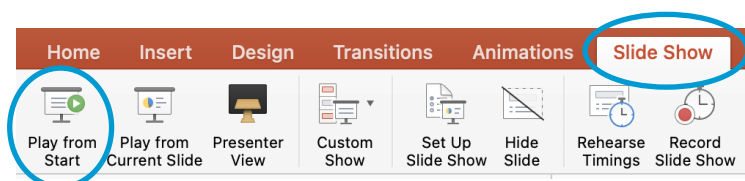
### Instructions

If you plan to use the PowerPoint presentation, prepare for your lesson by opening the PowerPoint file that matches the lesson and reading the teaching notes. These notes can be found underneath each individual slide.

To open the note box, click on the 'Notes' tab on the bar below each slide. The size of this box, and therefore how much text you can read, can be adjusted by moving the line at the top of the box up and down.



To familiarise yourself with the presentation, select the 'Slide Show' tab on the menu bar at the top of the PowerPoint window. Open 'Play from Beginning' and click through the slides (using the arrow button or your mouse).



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# Lesson 11

## **PART 1** (APPROX 1 HOUR):

### **Asking for help**

## **PART 2** (APPROX 1/2 HOUR):

### **Jesus heals an officer's servant Luke 7:1–10**

 **Prepare lesson**

## Part 1. Asking for help

### Print resources

- RESOURCE 11.1.1 – Matching images**  
Print one copy and cut up.
- RESOURCE 11.1.2 – Matching words**  
Print one copy and cut up.
- RESOURCE 11.2 – Problems worksheet**  
Print one copy per student.
- RESOURCE 11.3 – People who help worksheet**  
Print one copy per student.

## Part 2. Jesus heals an officer's servant

### Read scripture

- Luke 7:1–10 in Nlrv Bible  
(or another easy-to-read translation)

**Print resources** (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 11.4 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 11.5 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 11.6 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 11.7 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 11.8 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. Asking for help

### Activate knowledge

Write *I need help* on the board.

Display **RESOURCE 11.1.1 – Matching images** on a table.

Say 'I'm sick.'

Invite a student to find the image of the sick person on the table.

Say 'I can't swim.'

Invite a student to find the image of the drowning person on the table.

Repeat for the following statements:

- The tap's broken.
- The house is on fire.
- My dog's sick.
- My hair's long.
- The floor's wet.
- There's a problem with the electricity.
- I crashed my car.
- I can't do my homework.

### Focus on language

#### Activity 1: What is the problem?

Distribute a copy of **RESOURCE 11.2 – Problems worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together.

**RESOURCE 11.1.1 – Matching images**

Print one copy and cut up.

**RESOURCE 11.2 – Problems worksheet**

Print one copy per student.

**RESOURCE 11.1.2 –  
Matching words**

Print one copy and  
cut up.

**Activity 2: Who can help?**

Write *Who can help?* on the board.

Display images from **RESOURCE 11.1.1 – Matching images** on the table again.

Display cards with the words from **RESOURCE 11.1.2 – Matching words** on a different table.

Say 'I'm sick; who can help?'

Invite a volunteer to locate the 'doctor' word card and match it with the correct image on the table.

Write *A doctor can help.* on the board.

Say 'I'm drowning; who can help?'

Invite a volunteer to locate the 'lifeguard' word card and match it with the correct image on the table.

**Activity 3: Solving problems**

Distribute a copy of **RESOURCE 11.3 – People who help worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together.

**Activity 4: Speaking practice**

Write the following on the board:

- Student A: \_\_\_\_\_, who can help?
- Student B: Ask the \_\_\_\_\_ for help.

**RESOURCE 11.3 –  
People who help  
worksheet**

Print one copy per  
student.



**Model** the following question and answer with a confident volunteer or helper:

- Student A: I'm sick, who can help?
- Student B: Ask the doctor for help.

**Divide** students into pairs.

**Nominate** Student A and Student B in each pair.

**Invite** Student A to look at [RESOURCE 11.2 – Problems worksheet](#) and practise stating each of the problems (as in the example on the board).

**Invite** Student B to answer (as in the example on the board) without looking at the worksheet if possible.

**Swap** student roles and repeat.

## Part 2 – Jesus heals an officer's servant

### Luke 7:1–10

#### Read for gist

Hold up a hard copy of the Bible.

Say 'In the Bible story, a man asks Jesus to help.'

Distribute copies of Luke 7:1–10 in your students' heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

#### Read for detail

Display **RESOURCE 11.4 – Large sketches** in order.

Read the sentences below slowly, pointing to the corresponding sketches as you read.

#### Sentences:

1. An officer had a servant.
2. The servant was dying.
3. The officer heard about Jesus.
4. The officer asked Jesus for help.
5. The officer didn't want Jesus to enter his house.
6. The officer asked Jesus to heal his servant.
7. The servant was healed.

Re-read the sentences, placing the correct sentence from **RESOURCE 11.5 – Large sentences** near each sketch as you go.

Read the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 11.4 – Large sketches**  
Print one set of A4 sketches to display.

**RESOURCE 11.5 – Large sentences**  
Print one set of A4 sentences to display.

 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 11.6 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 11.7 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 11.8 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 11.6 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 11.7 –  
Small sentence strips**

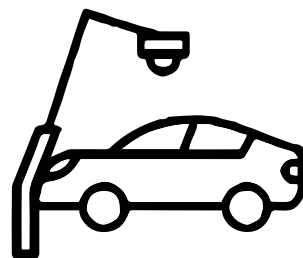
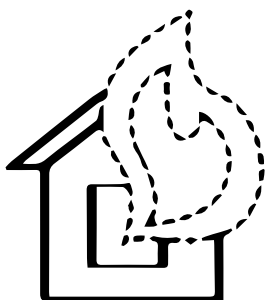
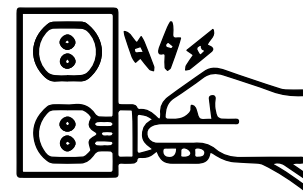
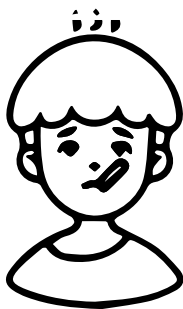
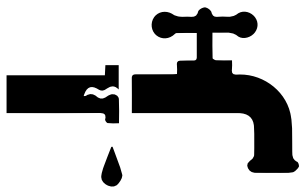
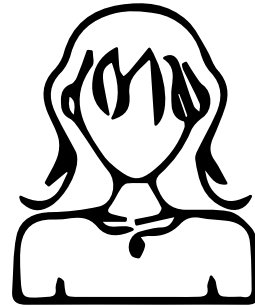
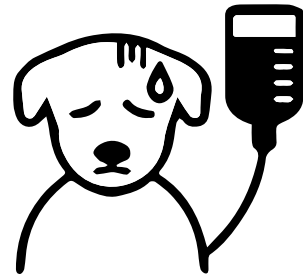
Print one copy per pair  
and cut up.

**RESOURCE 11.8 –  
Gap-fill worksheet**

Print one copy per  
student.

11.1.1 RESOURCE – Matching images

Lesson 11: Part 1. Asking for help  
Print one copy and cut up.





teacher

vet

lifeguard

hairstylist

plumber

cleaner

doctor

electrician

firefighter

police  
officer

## 11.2 RESOURCE – Problems worksheet

Lesson 11: Part 1. Asking for help  
Print one copy per student.

Write the description of the problem from the box on the line near the matching image.

The floor's wet.

I feel sick.

The tap's broken.

I can't do my homework.

My dog's sick.

There's a problem with  
the electricity.

The house is on fire.

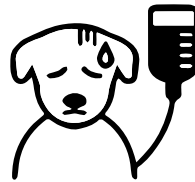
I crashed my car.

I can't swim.

My hair's long.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



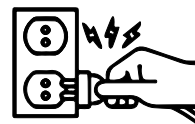
\_\_\_\_\_



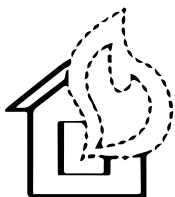
\_\_\_\_\_



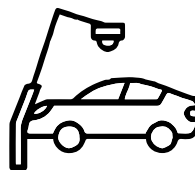
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

### 11.3 RESOURCE – People who help worksheet

Write the name of the person to ask for help on the lines below.

teacher	vet	electrician
lifeguard	hairdresser	police officer
doctor	cleaner	plumber
firefighter		

1. I can't do my homework.

\_\_\_\_\_

2. I can't swim.

\_\_\_\_\_

3. The tap's broken.

\_\_\_\_\_

4. I feel sick.

\_\_\_\_\_

5. The house is on fire.

\_\_\_\_\_

6. My dog's sick.

\_\_\_\_\_

7. My hair's long.

\_\_\_\_\_

8. The floor's wet.

\_\_\_\_\_

9. There's a problem with the electricity.

\_\_\_\_\_

10. I crashed my car.

\_\_\_\_\_

#### Extension:

1. The maths is difficult.

\_\_\_\_\_

2. I'm drowning.

\_\_\_\_\_

3. The toilet's blocked.

\_\_\_\_\_

4. I have a fever.

\_\_\_\_\_

5. There are flames coming out of the window.

\_\_\_\_\_

6. My dog won't eat his food.

\_\_\_\_\_

7. My hair's in my eyes.

\_\_\_\_\_

8. The building is in a mess.

\_\_\_\_\_

9. The power's out.

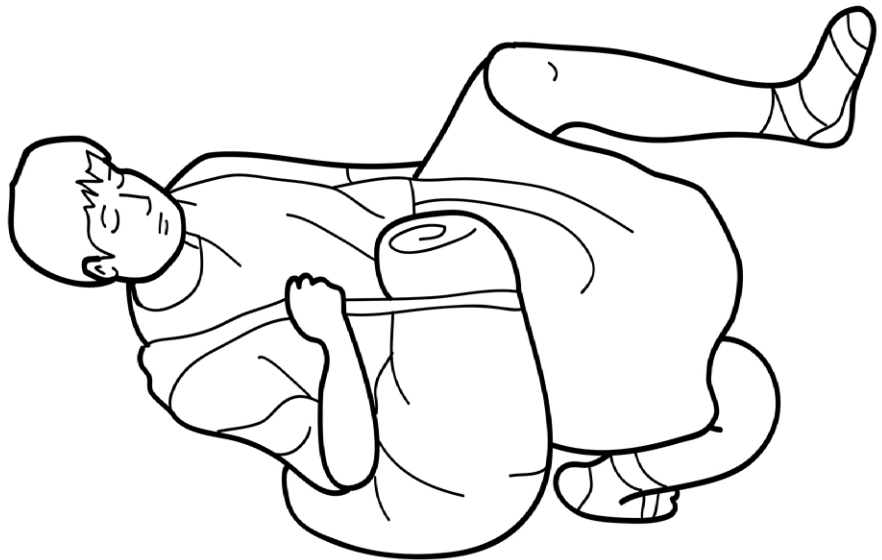
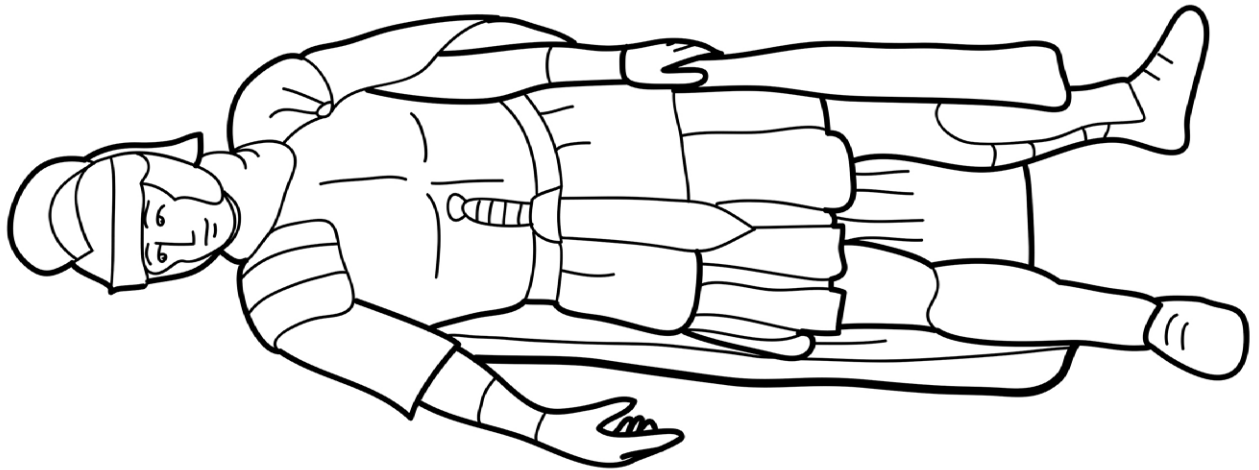
\_\_\_\_\_

10. My handbag was stolen.

\_\_\_\_\_

11.4 RESOURCE – Large sketches

Lesson 11: Part 2. Jesus heals an officer's servant – Luke 7:1-10  
Print one set of A4 sketches to display.





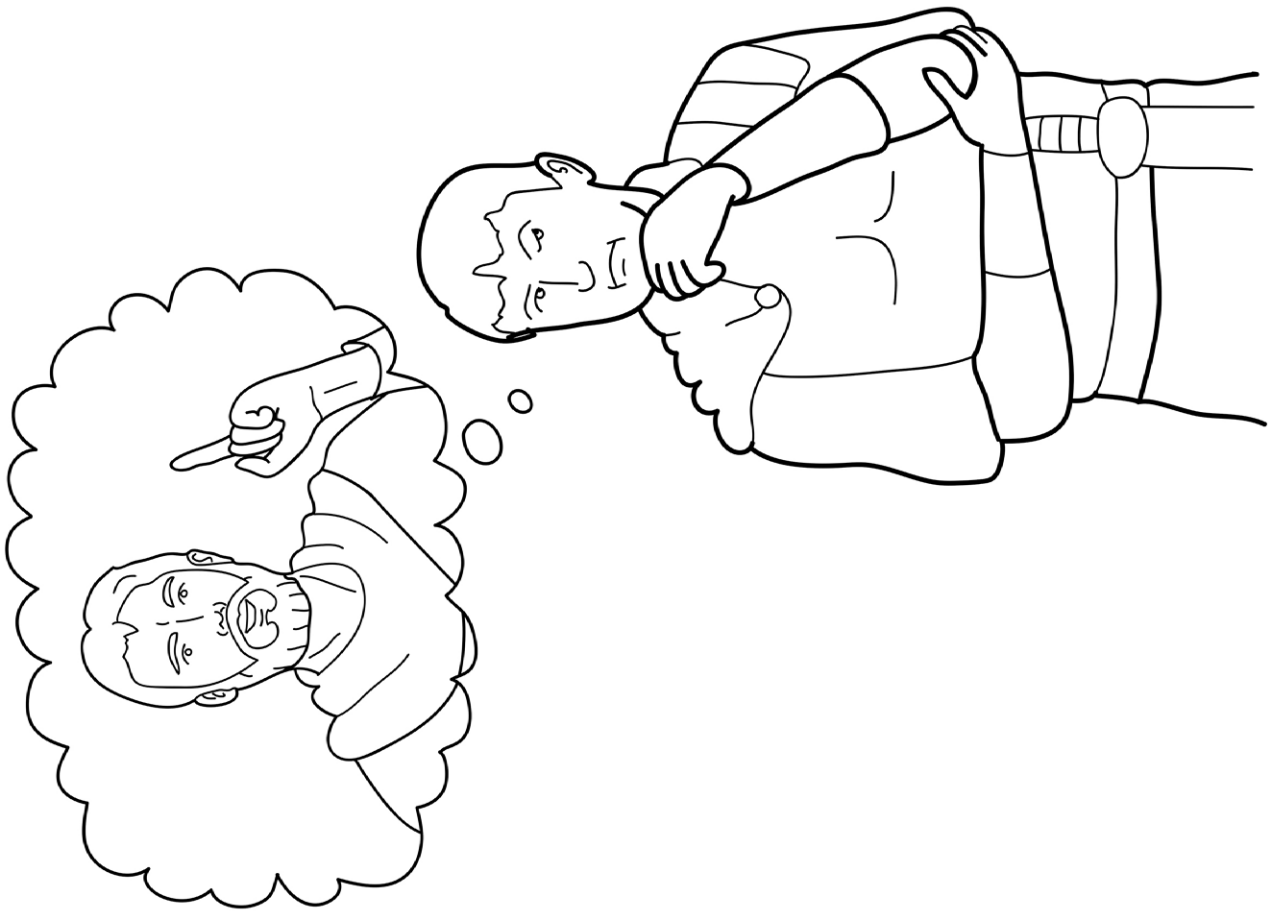
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Lesson 11: Part 2. Jesus heals an officer's servant – Luke 7:1-10  
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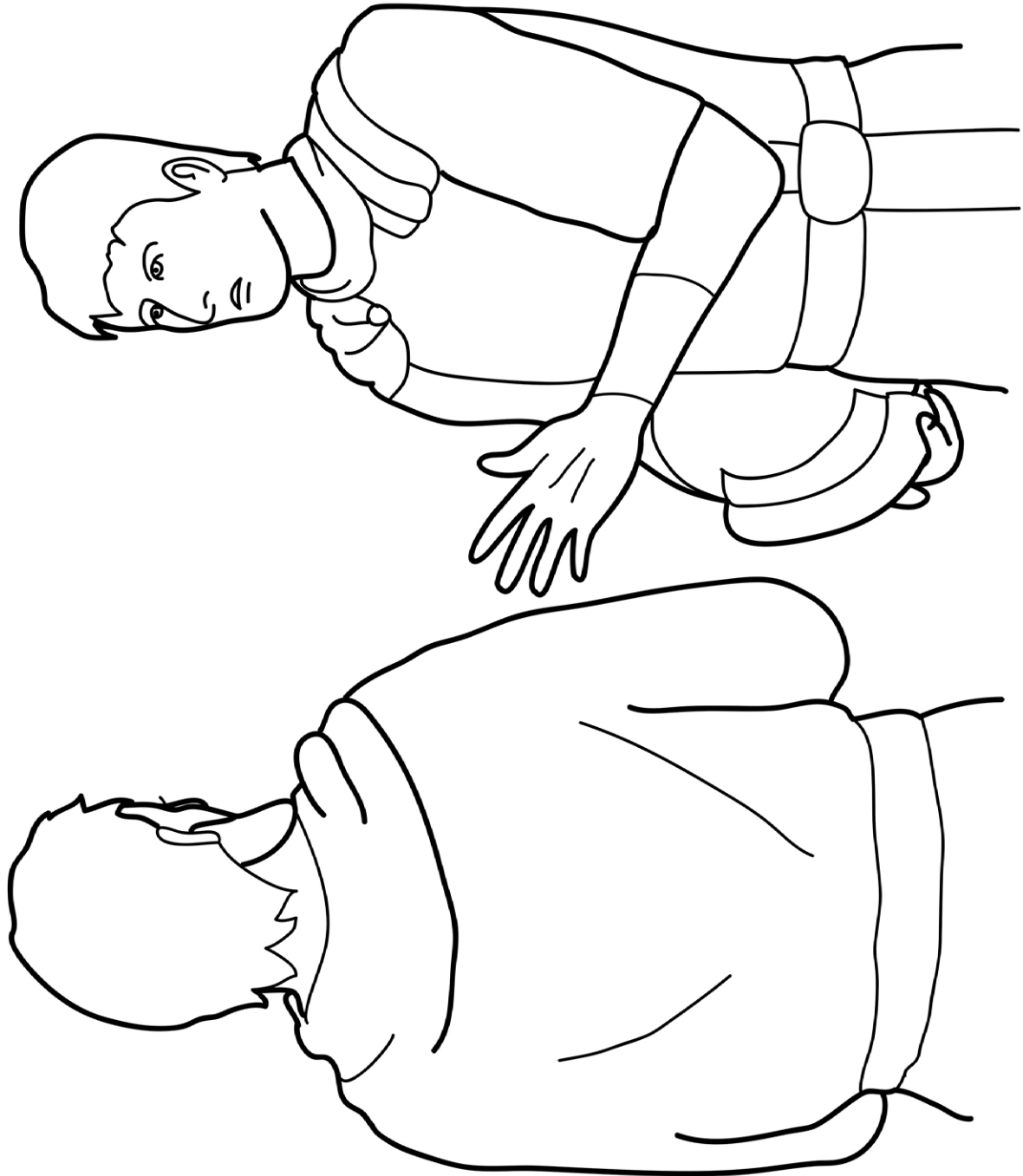
## 11.4 RESOURCE – Large sketches

Lesson 11: Part 2. Jesus heals an officer's servant – Luke 7:1-10  
Print one set of A4 sketches to display.



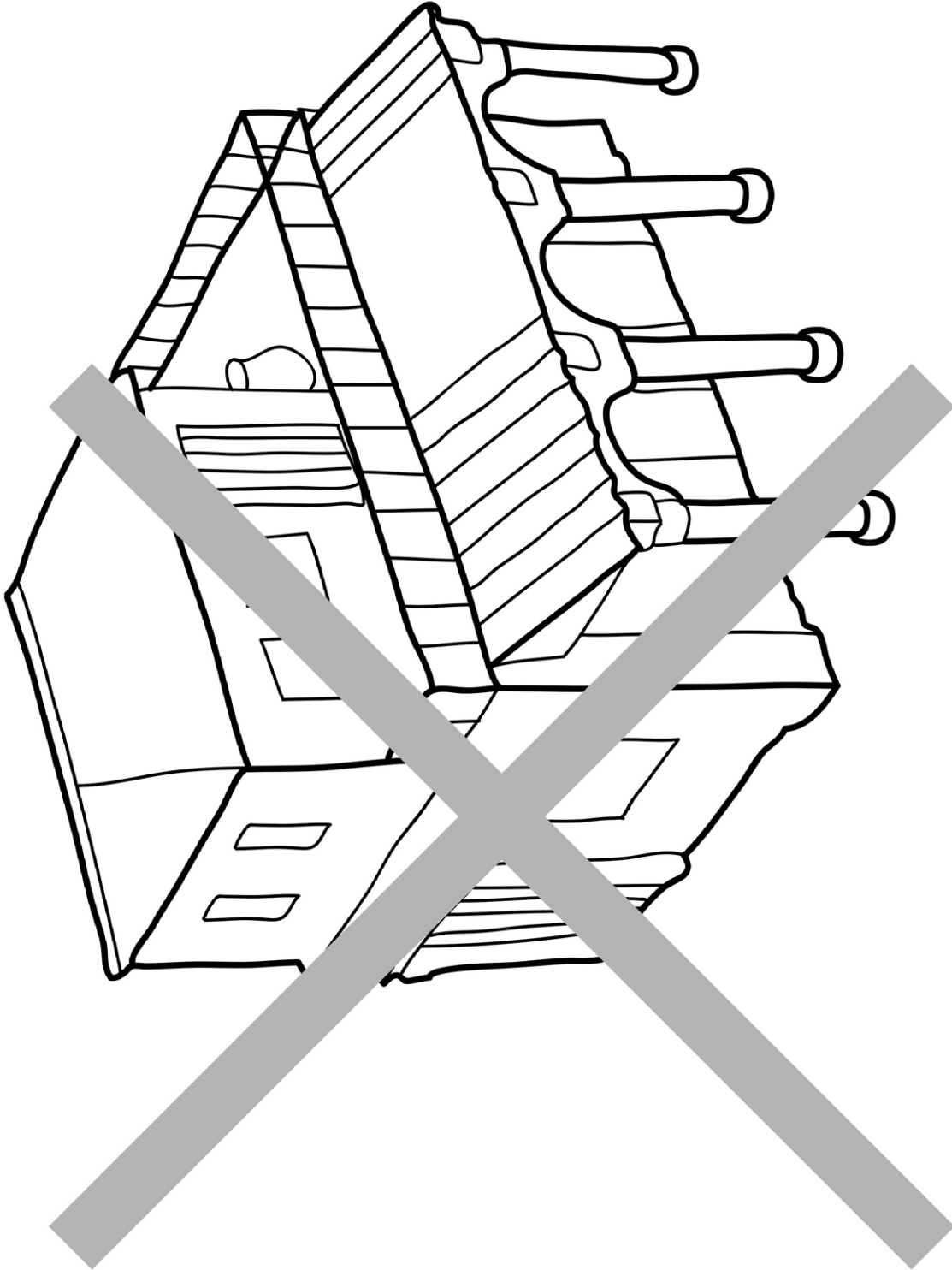
11.4 RESOURCE – Large sketches

Lesson 11: Part 2. Jesus heals an officer's servant – Luke 7:1-10  
Print one set of A4 sketches to display.



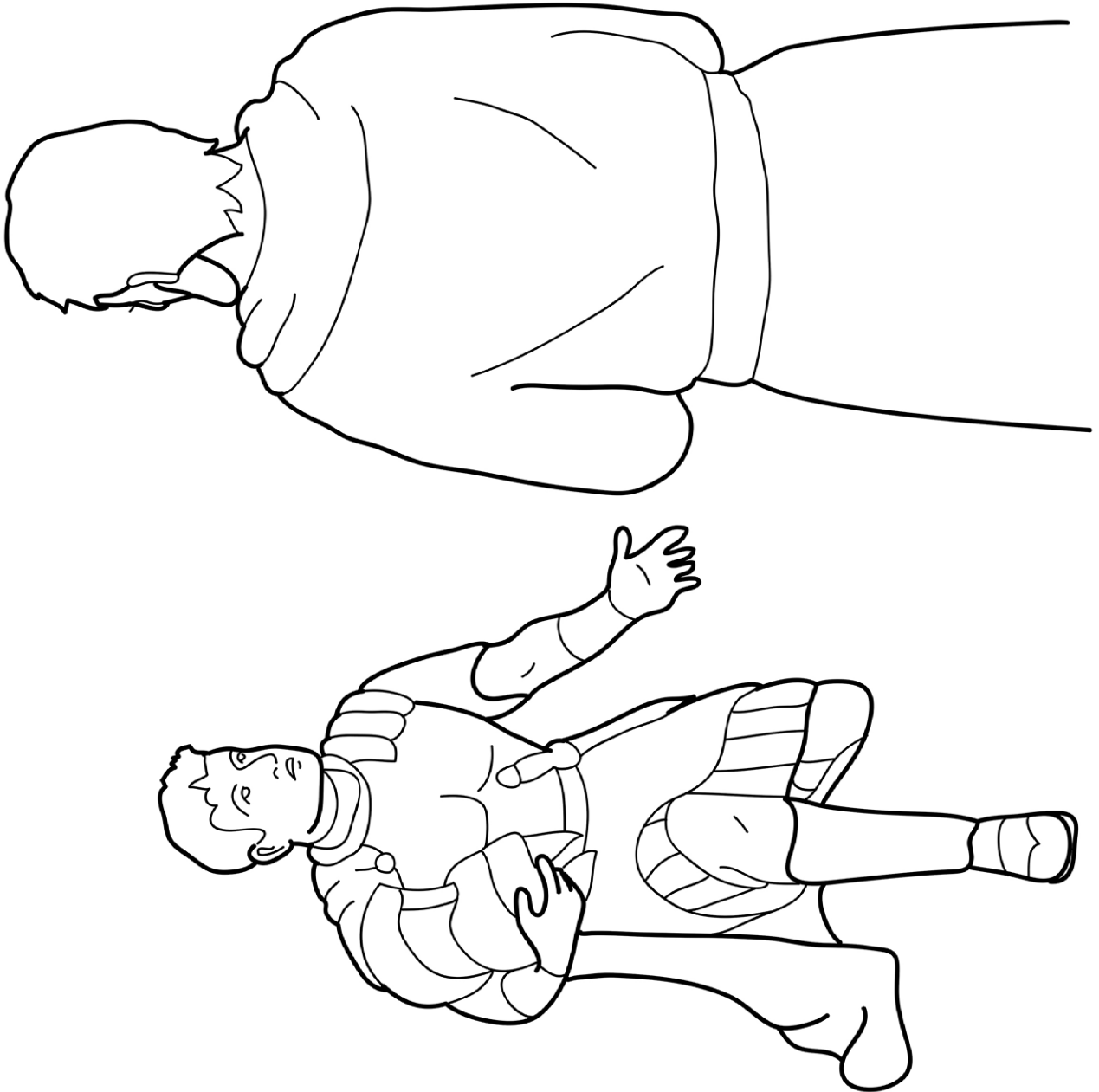
11.4 RESOURCE – Large sketches

Lesson 11: Part 2. Jesus heals an officer's servant – Luke 7:1-10  
Print one set of A4 sketches to display.



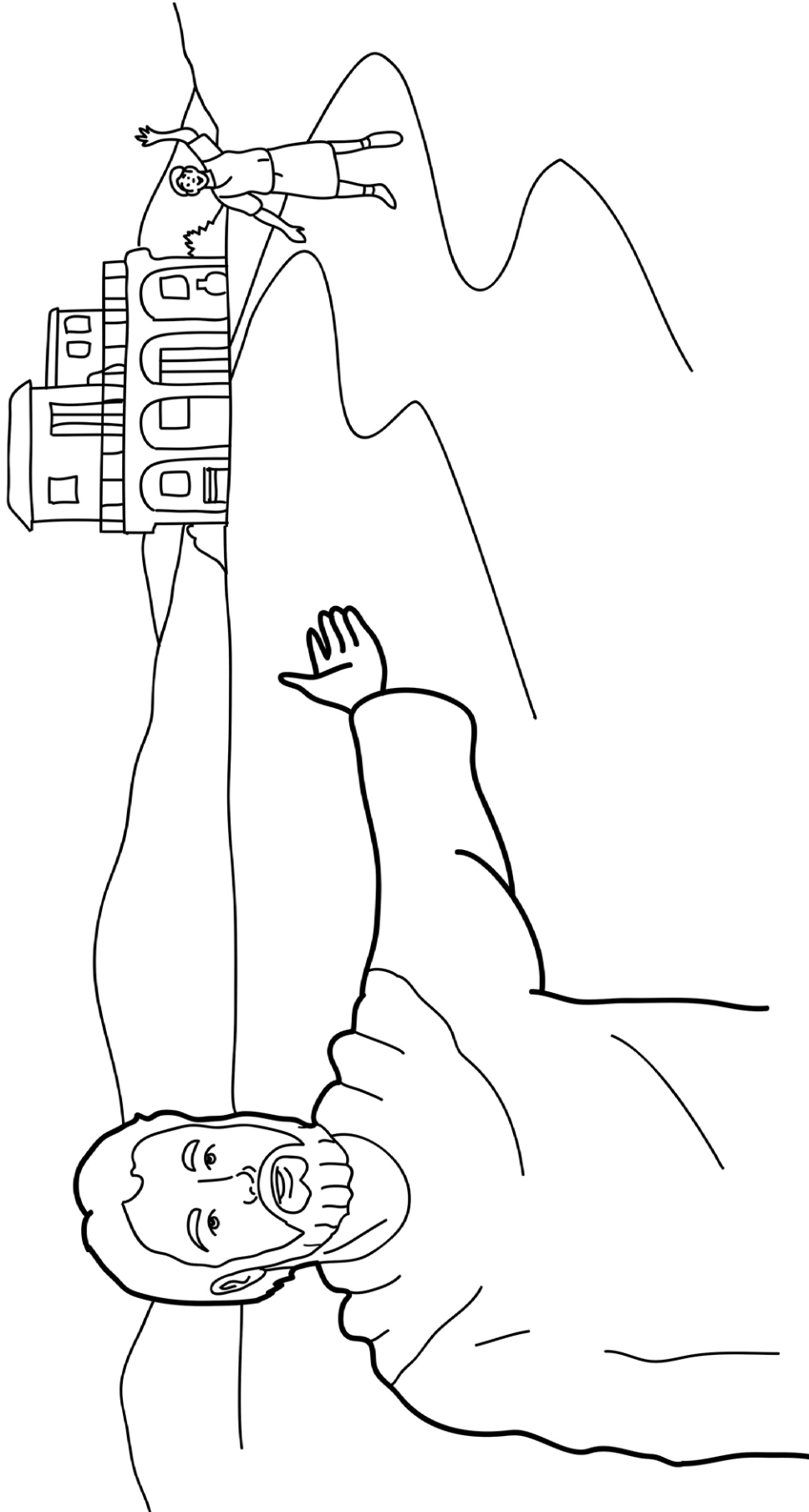
## 11.4 RESOURCE – Large sketches

Lesson 11: Part 2. Jesus heals an officer's servant – Luke 7:1-10  
Print one set of A4 sketches to display.



11.4 RESOURCE – Large sketches

Lesson 11: Part 2. Jesus heals an officer's servant – Luke 7:1-10  
Print one set of A4 sketches to display.



**An officer had  
a servant.**

**The servant  
was dying.**



**The officer  
heard about  
Jesus.**

**The officer  
asked Jesus  
for help.**

**The officer  
didn't want  
Jesus to enter  
his house.**

**The officer  
asked Jesus  
to heal his  
servant.**

**The servant  
was healed.**

# 11.6 RESOURCE – Small sketches

Lesson 11: Part 2. Jesus heals an officer's servant – Luke 7:1-10  
Print one copy per pair and cut up.



Meet Jesus.HB.11



Meet Jesus.HB.11



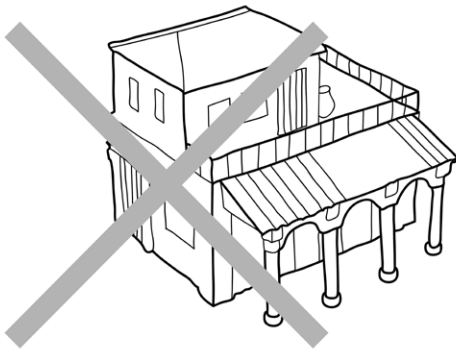
Meet Jesus.HB.11



Meet Jesus.HB.11



Meet Jesus.HB.11



Meet Jesus.HB.11



Meet Jesus.HB.11



## 11.7 RESOURCE – Small sentence strips



Meet Jesus.HB.11

An officer had a servant.

Meet Jesus.HB.11

The servant was dying.

Meet Jesus.HB.11

The officer heard about Jesus.

Meet Jesus.HB.11

The officer asked Jesus for help.

Meet Jesus.HB.11

The officer didn't want Jesus to enter his house.

Meet Jesus.HB.11

The officer asked Jesus to heal his servant.

Meet Jesus.HB.11

The servant was healed.

## 11.8 RESOURCE – Gap-fill worksheet

Fill in the missing words.

### Luke 7:1-10

1. An officer had a \_\_\_\_\_.
2. The servant was \_\_\_\_\_.
3. The officer heard about \_\_\_\_\_.
4. The officer asked Jesus for \_\_\_\_\_.
5. The officer didn't want Jesus to \_\_\_\_\_ his house.
6. The officer asked Jesus to \_\_\_\_\_ his servant.
7. The servant \_\_\_\_\_ healed.



---

# Lesson 12

## **PART 1** (APPROX 1 HOUR):

**Weather**

## **PART 2** (APPROX 1/2 HOUR):

**Jesus stops a storm**  
**Matthew 8:23–27**

 **Prepare lesson****Part 1. Weather****Print resources**

- RESOURCE 12.1 – Matching worksheet**  
Print one copy per student.
- RESOURCE 12.2 – Ten sentences**  
Print one copy and cut up.
- RESOURCE 12.3 – Five photos**  
Print one copy of each photo to display  
(or remove these pages from this book).

**Part 2. Jesus stops a storm****Read scripture**

- Matthew 8:23–27 in NIrV Bible  
(or another easy-to-read translation)

**Print resources** (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 12.4 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 12.5 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 12.6 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 12.7 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 12.8 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. Weather

### Activate knowledge

Say 'It's sunny.'

Invite a volunteer to draw a simple sketch on the board.

Repeat for the following statements:

- 'It's cloudy.'
- 'It's rainy.'
- 'It's stormy.'
- 'It's windy.'
- 'It's snowing.'
- 'There's a rainbow.'

### Focus on language

#### Activity 1: Describing weather

Distribute **RESOURCE 12.1 – Matching worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together.

#### Activity 2: Describing pictures

Display all sentences from **RESOURCE 12.2 – Ten sentences** on a table at the front of the room.

Display the first photo from **RESOURCE 12.3 – Five photos**.

Invite a volunteer to choose a sentence that describes the photo.

**RESOURCE 12.1 –  
Matching worksheet**

Print one copy per  
student.

**RESOURCE 12.2 –  
Ten sentences**

Print one copy and  
cut up.

**RESOURCE 12.3 –  
Five photos**

Print one copy of each  
photo to display (or  
remove these pages  
from this book).

Say 'Choose a sentence.'

**Repeat** with another photo from **RESOURCE 12.3 – Five photos**. (**Note:** some pictures will match with more than one sentence.)

**Display** all photos from **RESOURCE 12.3 – Five photos**.

**Repeat** for the remaining photos.

### Activity 3: Speaking practice

Write the following on the board:

- Student A: What's the weather like today?
- Student B: It's \_\_\_\_\_ and \_\_\_\_\_ . (E.g. 'sunny and windy'; 'rainy and cold'.)
- Student A: What will you wear?
- Student B: I'll wear \_\_\_\_\_ .

**Model** the questions and answers on the board with a helper, using the adjectives from **RESOURCE 12.1 – Matching worksheet**. Focus on pronunciation and expression as you do this.

**Repeat** these questions and answers in relation to each of the photos from **RESOURCE 12.3 – Five photos**, one at a time.

### Extension activity

**Invite** students to talk about a time when they were amazed by the weather.

## Part 2 – Jesus stops a storm Matthew 8:23–27

### Read for gist

**Hold up** a hard copy of the Bible.

**Say** ‘In the Bible story, the sea becomes calm.’

**Distribute** copies of Matthew 8:23–27 in your students’ heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

### Read for detail

**Display** [RESOURCE 12.4 – Large sketches](#) in order.

**Read** the sentences below slowly, pointing to the corresponding sketches as you read.

#### **Sentences:**

1. Jesus was asleep in a boat.
2. A storm came.
3. Jesus’ friends were scared.
4. They woke him up.
5. They said, ‘Save us!’
6. Jesus told the wind and waves to stop.
7. The sea became calm.
8. The friends were amazed.

**Re-read** the sentences, placing the correct sentence from [RESOURCE 12.5 – Large sentences](#) near each sketch as you go.

**Read** the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 12.4 –  
Large sketches**  
Print one set of A4  
sketches to display.

**RESOURCE 12.5 –  
Large sentences**  
Print one set of A4  
sentences to display.

 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 12.6 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 12.7 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 12.8 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 12.6 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 12.7 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 12.8 –  
Gap-fill worksheet**

Print one copy per  
student.

# 12.1 RESOURCE – Matching worksheet

Lesson 12: Part 1. Weather  
Print one copy per student.

Write the words from the box on the correct lines below.

It's rainy.

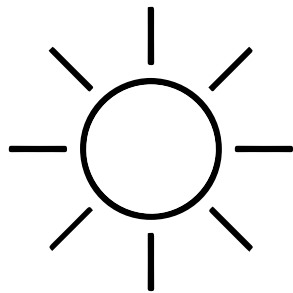
There's a rainbow.

It's stormy.

It's sunny.

It's cloudy.

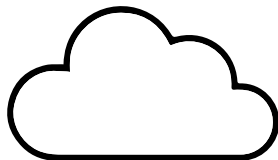
It's windy.



\_\_\_\_\_



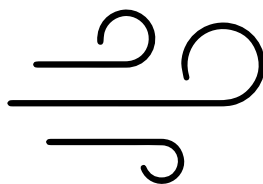
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





The sea's calm.

The children are  
jumping over the waves.

The sky's blue.

It's raining. There are  
many people.

There's a storm  
on the sea.

The people are carrying  
umbrellas.

There's lightning.

The wind's blowing  
the kite.

It's dark.

The girl's wearing  
pink clothes.

12.3 RESOURCE – Five photos

Lesson 12: Part 1. Weather  
Print one copy of each photo to display  
(or remove these pages from this book).



## 12.3 RESOURCE – Five photos

Lesson 12: Part 1. Weather  
Print one copy of each photo to display  
(or remove these pages from this book).



### 12.3 RESOURCE – Five photos

Lesson 12: Part 1. Weather  
Print one copy of each photo to display  
(or remove these pages from this book).



## 12.3 RESOURCE – Five photos

Lesson 12: Part 1. Weather  
Print one copy of each photo to display  
(or remove these pages from this book).



12.3 RESOURCE – Five photos

Lesson 12: Part 1. Weather  
Print one copy of each photo to display  
(or remove these pages from this book).



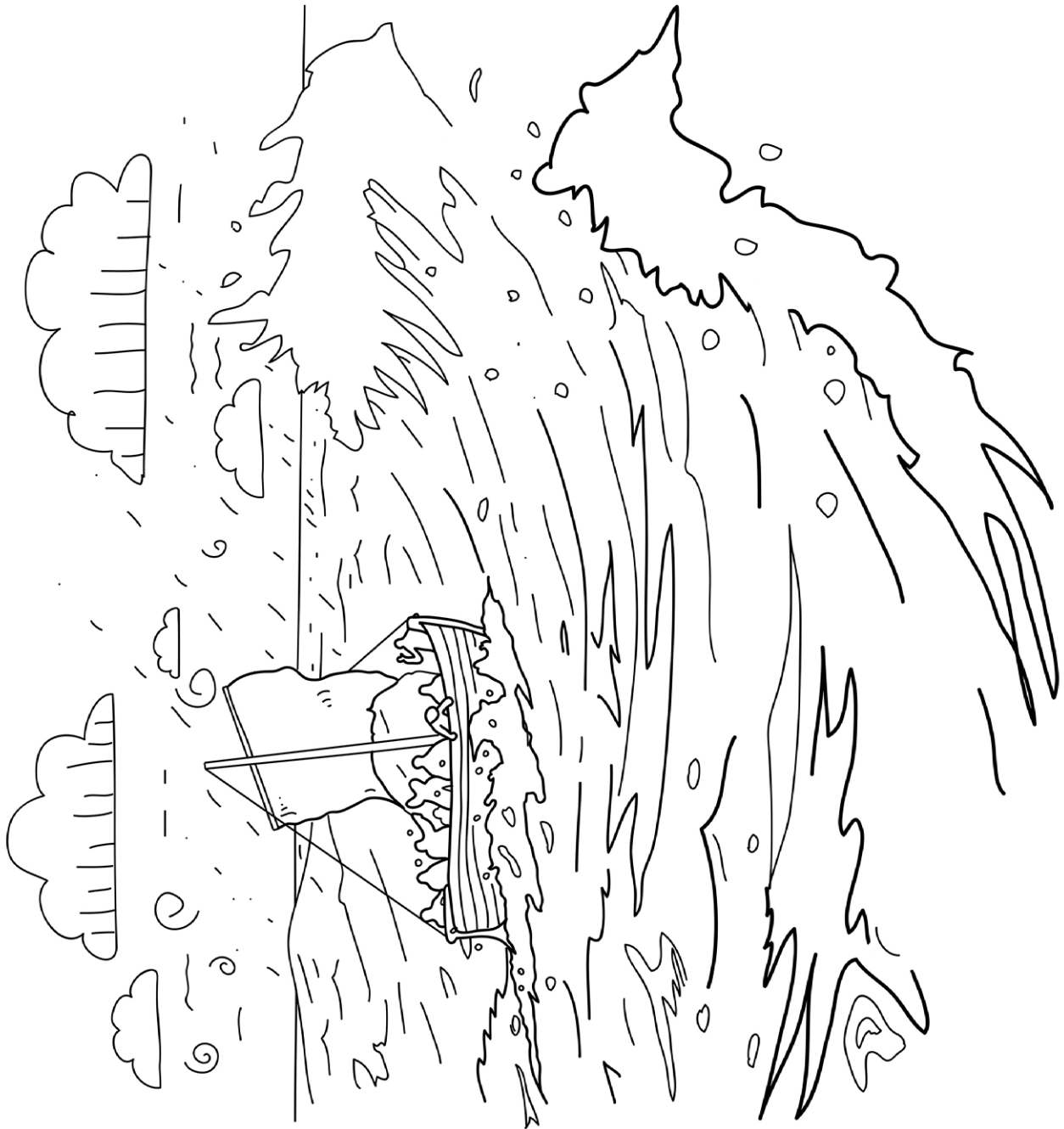
12.4 RESOURCE – Large sketches

Lesson 12: Part 2. Jesus stops a storm – Matthew 8:23-27  
Print one set of A4 sketches to display.



## 12.4 RESOURCE – Large sketches

Lesson 12: Part 2. Jesus stops a storm – Matthew 8:23–27  
Print one set of A4 sketches to display.





12.4 RESOURCE – Large sketches

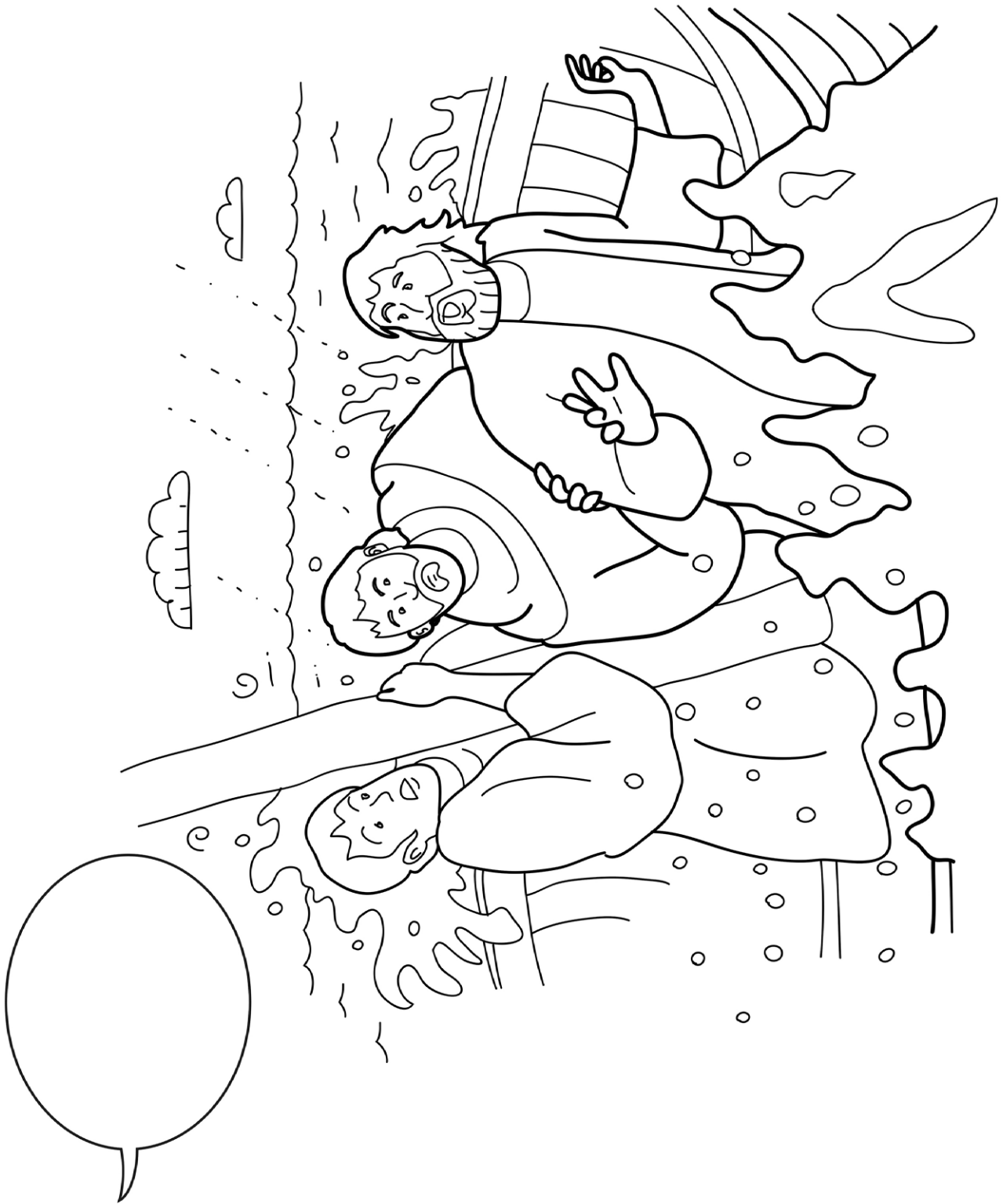
Lesson 12: Part 2. Jesus stops a storm – Matthew 8:23-27  
Print one set of A4 sketches to display.





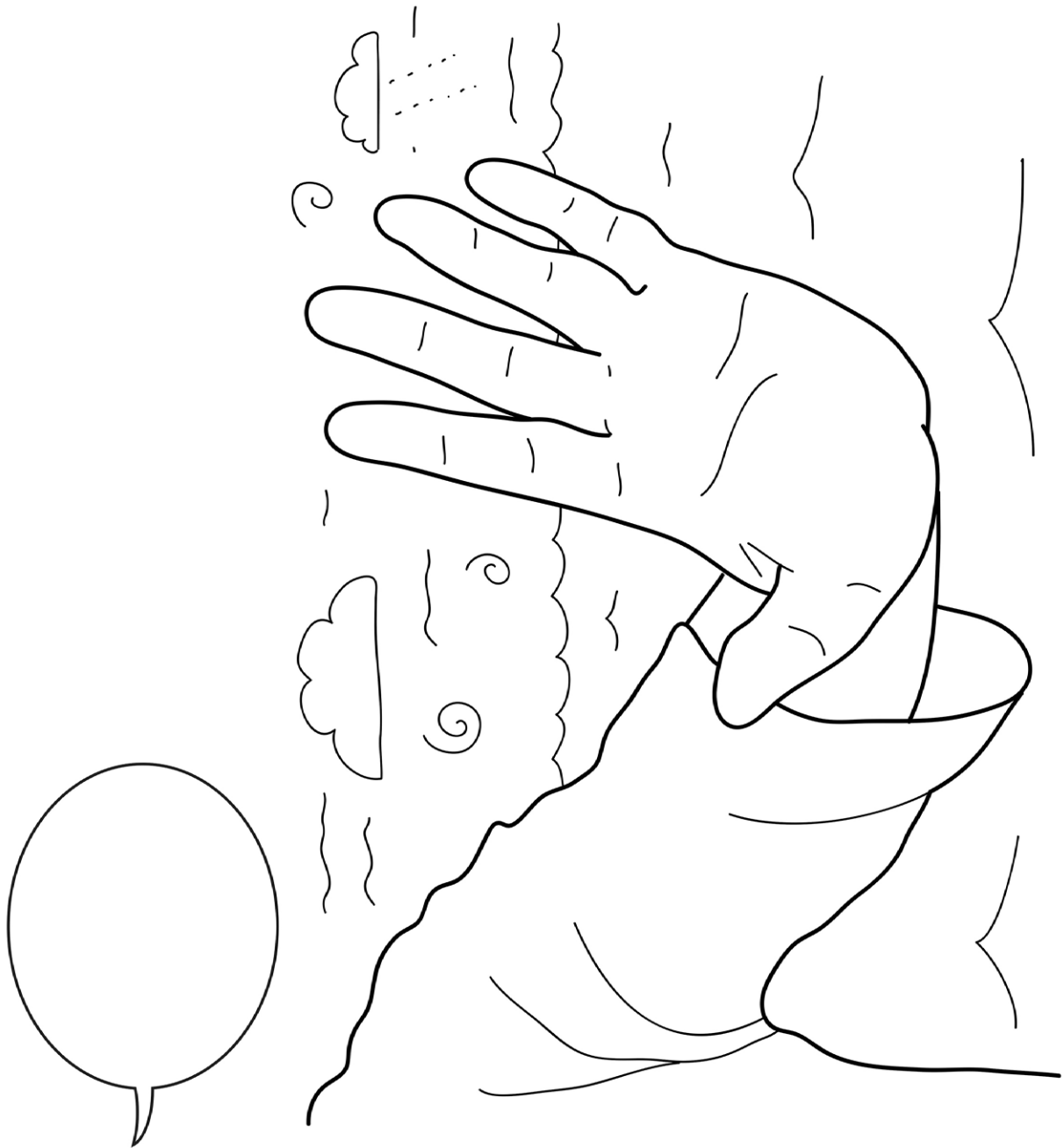
## 12.4 RESOURCE – Large sketches

Lesson 12: Part 2. Jesus stops a storm – Matthew 8:23–27  
Print one set of A4 sketches to display.



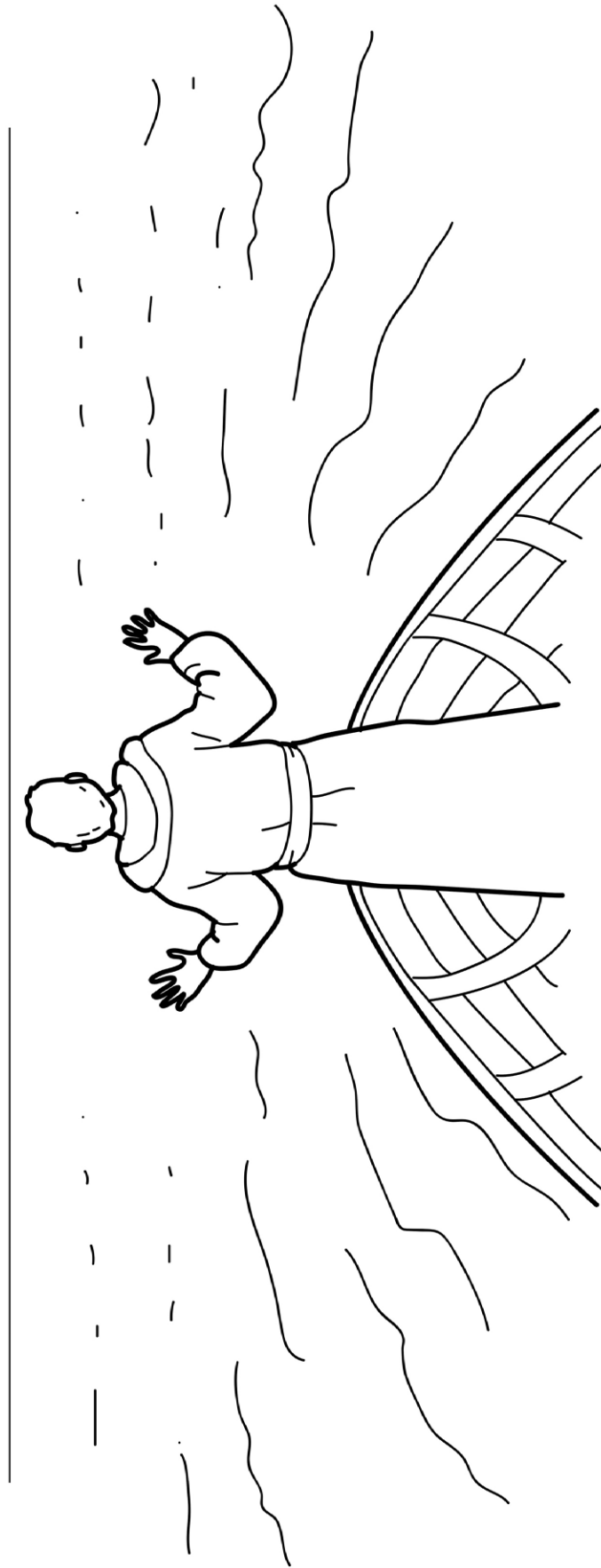
12.4 RESOURCE – Large sketches

Lesson 12: Part 2. Jesus stops a storm – Matthew 8:23-27  
Print one set of A4 sketches to display.



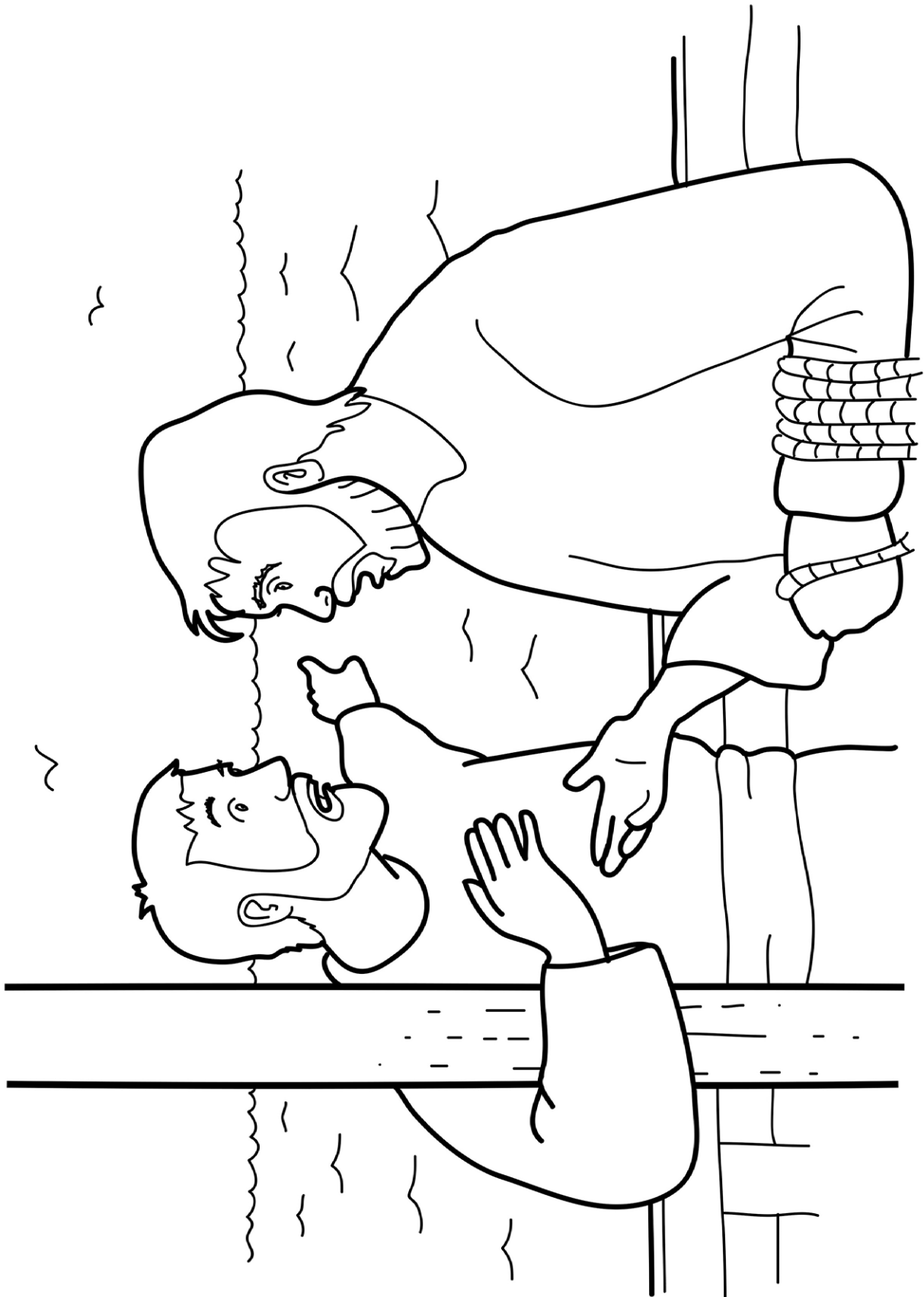
## 12.4 RESOURCE – Large sketches

Lesson 12: Part 2. Jesus stops a storm – Matthew 8:23–27  
Print one set of A4 sketches to display.



12.4 RESOURCE – Large sketches

Lesson 12: Part 2. Jesus stops a storm – Matthew 8:23-27  
Print one set of A4 sketches to display.



**Jesus was  
asleep in a  
boat.**

**A storm came.**



**Jesus' friends  
were scared.**

**They woke  
him up.**

**They said,  
'Save us!'**

**Jesus told the  
wind and waves  
to stop.**

**The sea  
became calm.**

**The friends  
were amazed.**

# 12.6 RESOURCE – Small sketches

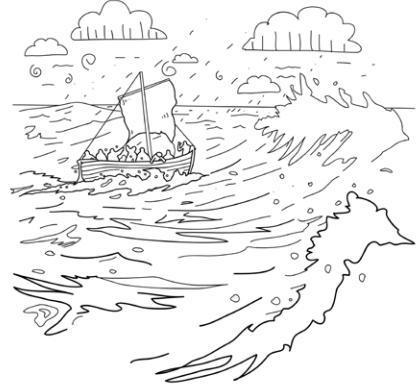
Lesson 12: Part 2. Jesus stops a storm – Matthew 8:23–27  
Print one copy per pair and cut up.



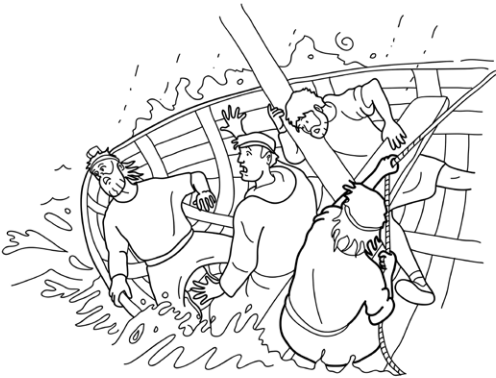
Meet Jesus.HB.12



Meet Jesus.HB.12



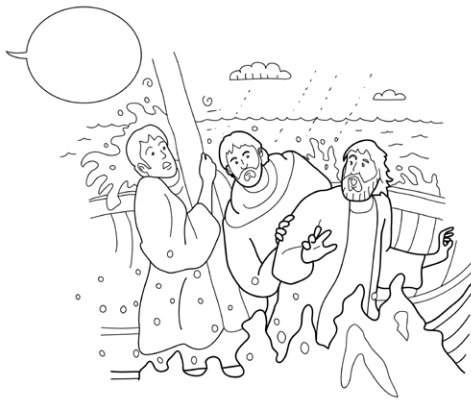
Meet Jesus.HB.12



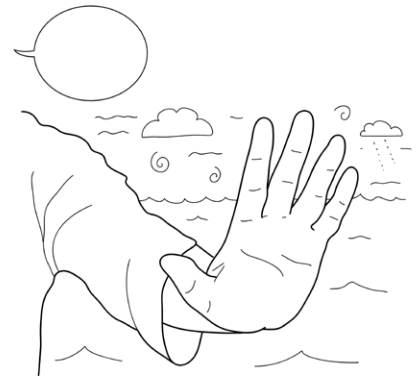
Meet Jesus.HB.12



Meet Jesus.HB.12



Meet Jesus.HB.12



Meet Jesus.HB.12



Meet Jesus.HB.12



## 12.7 RESOURCE – Small sentence strips

Lesson 12: Part 2. Jesus stops a storm – Matthew 8:23–27  
Print one copy per pair and cut up.



Meet Jesus.HB.12

Jesus was asleep in a boat.

Meet Jesus.HB.12

A storm came.

Meet Jesus.HB.12

Jesus' friends were scared.

Meet Jesus.HB.12

They woke him up.

Meet Jesus.HB.12

They said, 'Save us!'

Meet Jesus.HB.12

Jesus told the wind and waves to stop.

Meet Jesus.HB.12

The sea became calm.

Meet Jesus.HB.12

The friends were amazed.



Fill in the missing words.

**Matthew 8:23–27**

1. \_\_\_\_\_ was asleep in a boat.
2. A \_\_\_\_\_ came.
3. Jesus' friends were \_\_\_\_\_.
4. They \_\_\_\_\_ him up.
5. They said, ' \_\_\_\_\_ us!'
6. Jesus told the \_\_\_\_\_ and waves to stop.
7. The \_\_\_\_\_ became calm.
8. The friends were \_\_\_\_\_.

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# Lesson 13

## **PART 1** (APPROX 1 HOUR):

### **A picnic**

## **PART 2** (APPROX 1/2 HOUR):

### **Jesus feeds five thousand people John 6:1–13**

 **Prepare lesson**

## Part 1. A picnic

### Print resources

- RESOURCE 13.1 – Two photos**  
Print one copy of each photo to display or bookmark these pages.
- RESOURCE 13.2 – Picnic gap-fill worksheet**  
Print one copy per student.

### Additional equipment

- A basket/bag filled with picnic items (e.g. blanket, tablecloth, thermos, plates, cups, cutlery, napkins, etc.)
- An opened tin of fish (any type!) and a small loaf of bread – with each item separately concealed in its own fabric bag or pillowcase

## Part 2. Jesus feeds five thousand people

### Read scripture

- John 6:1–13 in NIV Bible  
(or another easy-to-read translation)

**Print resources** (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 13.3 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 13.4 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 13.5 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 13.6 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 13.7 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

**RESOURCE 13.1 –  
Two photos**

Print one copy of each photo to display or bookmark these pages.

## Part 1. A picnic

### Activate knowledge

**Display** the basket/bag brought from home filled with picnic items. (If you have not been able to bring items from home, display **RESOURCE 13.1 – Two photos** and invite volunteers to point to items in the photos as you name them: blanket, tablecloth, thermos, napkin, plate, etc.)

**Ask** ‘Where is the blanket?’

**Invite** volunteers to find the items – one at a time – packed in the basket/bag.

**Display** the items on a table or the floor as though you are having a picnic with your class.

**Invite** a volunteer to write the name of each item on the board.

**Repeat** several times to help students remember new words, focusing on pronunciation as you go.

**Invite** students to brainstorm other words about picnics.

### Focus on language

#### Activity 1: Picnic items

**Hold up** the loaf of bread concealed in its bag/pillowcase.

**Create** interest by passing the bag from student to student.

**Invite** students to feel the contents of the bag without speaking.

**Invite** students to describe the item (e.g. ‘It’s round’; ‘I eat it’).

**Write** suggested descriptions on the board.

**Invite** students to guess what the hidden item is.

**Hold up** the tinned fish concealed in its bag/pillowcase.

**Invite** students to smell the contents of the bag without speaking.

**Invite** students to guess what the hidden item is.

**Ask** 'Would you take a loaf of bread on a picnic?'

**Invite** responses.

**Ask** 'Would you take fish on a picnic?'

**Invite** responses. (**Note:** You may need to reassure students that there is no incorrect answer to the question.)

## Activity 2: Speaking practice

**Write** the following on the board:

○ *I went on a picnic and I took ...*

**Say** 'I went on a picnic and I took a [insert item].'

**Invite** students to share with the class one item that they would take on a picnic. It can be a different item or a favourite food that wasn't named in the previous activity.

**Write** the items that they name on the board.

**Encourage** all students to participate.

**Read** aloud what has been written on the board (e.g. 'I went on a picnic and I took a thermos, a blanket, a basket, a cake, a ball') until all students have contributed.

**Erase** the words from the board.

**Invite** students, one by one, to repeat what each student in the class took on the picnic.

**Repeat** until all students have attempted to remember what the other students took.

### Activity 3: Describing a picture of a picnic

**Display** the first photo from [RESOURCE 13.1 – Two photos](#).

**Ask** ‘What can you see?’

**Invite** responses.

**Write** answers on the board, correcting errors as you do this.

**Distribute** a copy of [RESOURCE 13.2 – Picnic gap-fill worksheet](#) to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 13.2 –  
Picnic gap-fill  
worksheet**

**Print one copy per  
student.**

## Part 2 – Jesus feeds five thousand people John 6:1–13

### Read for gist

**Hold up** a hard copy of the Bible.

**Say** ‘In the Bible story, there are fish and loaves of bread.’

**Distribute** copies of John 6:1–13 in your students’ heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

### Read for detail

**Display** **RESOURCE 13.3 – Large sketches** in order.

**Read** the sentences below slowly, pointing to the corresponding sketches as you read.

#### **Sentences:**

1. There were thousands of people.
2. A boy had five loaves of bread and two fish.
3. Jesus thanked God for the food.
4. Jesus shared the food with the people.
5. The leftover food filled 12 baskets.

**Re-read** the sentences, placing the correct sentence from **RESOURCE 13.4 – Large sentences** near each sketch as you go.

**Read** the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 13.3 –  
Large sketches**  
Print one set of A4  
sketches to display.

**RESOURCE 13.4 –  
Large sentences**  
Print one set of A4  
sentences to display.



 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 13.5 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 13.6 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 13.7 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 13.5 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 13.6 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 13.7 –  
Gap-fill worksheet**

Print one copy per  
student.

13.1 RESOURCE – Two photos

Lesson 13: Part 1. A picnic  
Print one copy of each photo to display  
or bookmark these pages.



13.1 RESOURCE – Two photos

Lesson 13: Part 1. A picnic  
Print one copy of each photo to display  
or bookmark these pages.



## 13.2 RESOURCE – Picnic gap-fill worksheet

Lesson 13: Part 1. A picnic  
Print one copy per student.

Write the missing words from the box on the correct lines below.

smiling	curly	white	yellow
---------	-------	-------	--------

1. The woman's wearing \_\_\_\_\_ shoes.
2. The woman's wearing a \_\_\_\_\_ cardigan.
3. The woman's \_\_\_\_\_.
4. The woman has \_\_\_\_\_ hair.

shorts	brown	beard	watch
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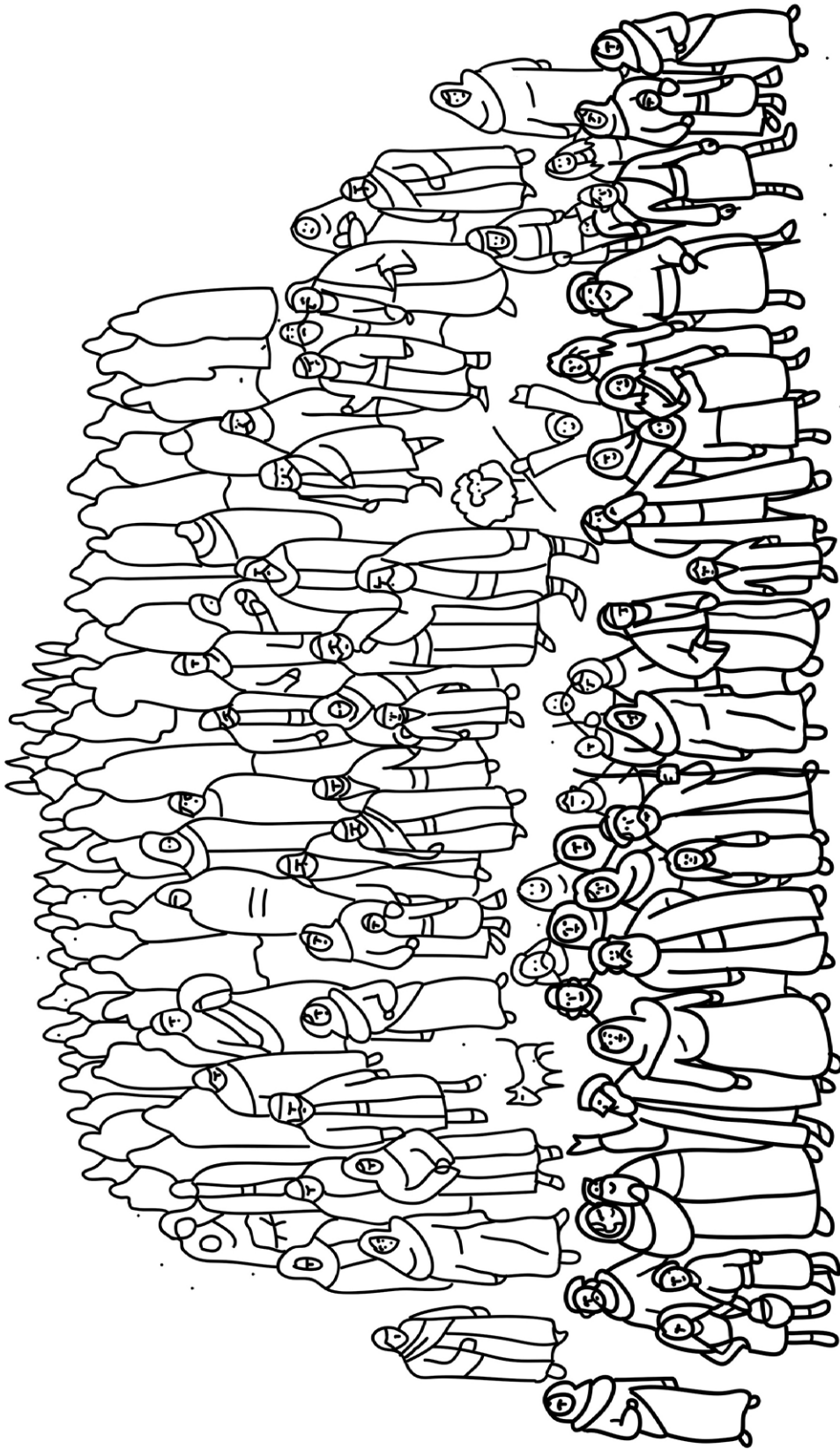
5. The man's wearing a \_\_\_\_\_.
6. The man's wearing \_\_\_\_\_.
7. The man's wearing a \_\_\_\_\_ shirt.
8. The man has a \_\_\_\_\_.

### Extension:

9. There's a silver \_\_\_\_\_.
10. There's a tartan \_\_\_\_\_.
11. There are \_\_\_\_\_ and \_\_\_\_\_ cups.
12. The family's eating \_\_\_\_\_.

13.3 RESOURCE –  
Large sketches

Lesson 13: Part 2. Jesus feeds five thousand people – John 6:1-13  
Print one set of A4 sketches to display.



13.3 RESOURCE –  
Large sketches

Lesson 13: Part 2. Jesus feeds five thousand people – John 6:1-13  
Print one set of A4 sketches to display.



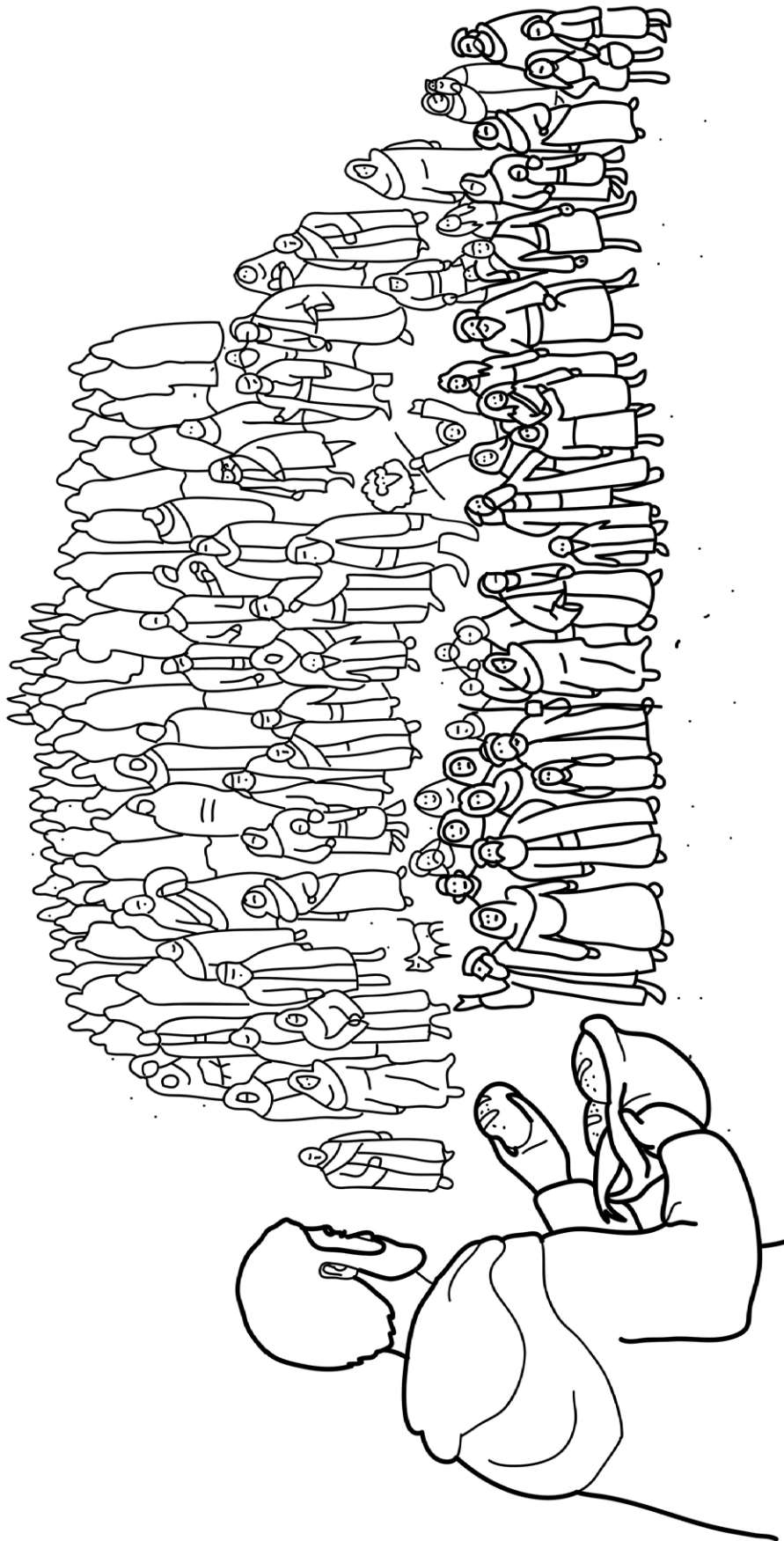
13.3 RESOURCE –  
Large sketches

Lesson 13: Part 2. Jesus feeds five thousand people – John 6:1-13  
Print one set of A4 sketches to display.



13.3 RESOURCE –  
Large sketches

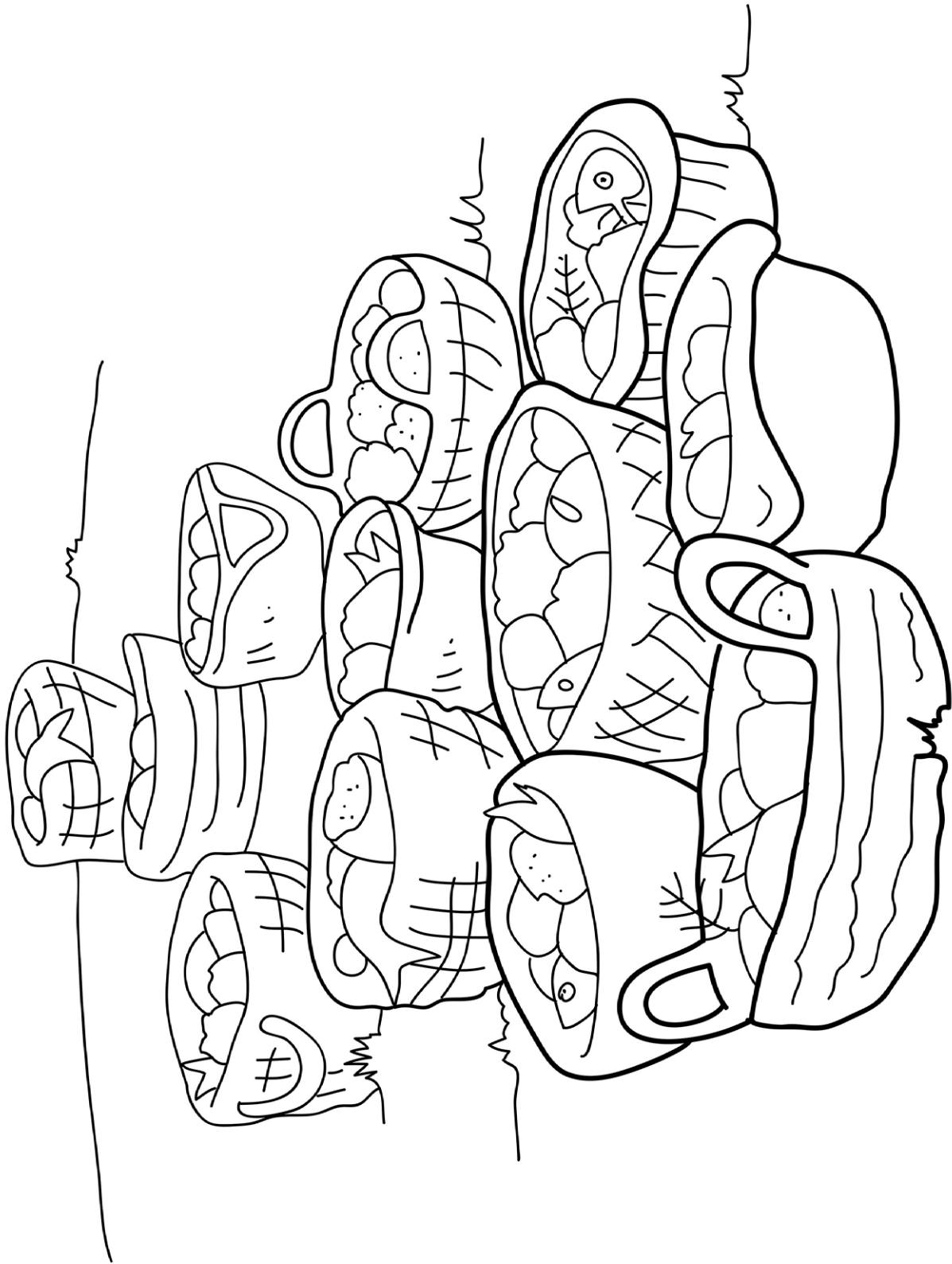
Lesson 13: Part 2. Jesus feeds five thousand people – John 6:1-13  
Print one set of A4 sketches to display.





13.3 RESOURCE –  
Large sketches

Lesson 13: Part 2. Jesus feeds five thousand people – John 6:1-13  
Print one set of A4 sketches to display.



**There were  
thousands of  
people.**

**A boy had five  
loaves of bread  
and two fish.**

**Jesus thanked  
God for the  
food.**

**Jesus shared  
the food with  
the people.**

**The leftover  
food filled  
12 baskets.**

13.5 RESOURCE –  
Small sketches

Lesson 13: Part 2. Jesus feeds five thousand people – John 6:1–13  
Print one copy per pair and cut up.



Meet Jesus.HB.13



Meet Jesus.HB.13



Meet Jesus.HB.13



Meet Jesus.HB.13



Meet Jesus.HB.13



**13.6 RESOURCE – Small sentence strips**

Lesson 13: Part 2. Jesus feeds five thousand people – John 6:1–13  
Print one copy per pair and cut up.



Meet Jesus.HB.13

There were thousands of people.

Meet Jesus.HB.13

A boy had five loaves of bread and two fish.

Meet Jesus.HB.13

Jesus thanked God for the food.

Meet Jesus.HB.13

Jesus shared the food with the people.

Meet Jesus.HB.13

The leftover food filled 12 baskets.



**13.7 RESOURCE –  
Gap-fill worksheet**

Lesson 13: Part 2. Jesus feeds five thousand people – John 6:1–13  
Print one copy per student.

Fill in the missing words.

**John 6:1–13**

1. There were \_\_\_\_\_ of people.
2. A boy had five \_\_\_\_\_ of bread and two fish.
3. Jesus \_\_\_\_\_ God for the food.
4. Jesus \_\_\_\_\_ the food with the people.
5. The leftover food filled 12 \_\_\_\_\_.

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# Lesson 14

## **PART 1** (APPROX 1 HOUR):

**Walking**

## **PART 2** (APPROX 1/2 HOUR):

**Jesus raises the dead**  
**John 11:17-44**

 **Prepare lesson**

## Part 1. Walking

### Print resources

- RESOURCE 14.1 – Five photos**  
Print one copy to display (or remove these pages from this book).
- RESOURCE 14.2 – Walking worksheet**  
Print one copy per student.
- RESOURCE 14.3 – Ordering sentence sections**  
Print one copy and cut up. Keep sentences separate from each other, but jumble the sections within each sentence. (**Note:** sentences are numbered so you can know which photo each sentence belongs with. Keep each number with its set of sentence sections.)

### Additional equipment

- An umbrella

## Part 2. Jesus raises the dead

### Read scripture

- John 11:17–44 in NIV Bible  
(or another easy-to-read translation)

### Print resources (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 14.4 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 14.5 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 14.6 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 14.7 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 14.8 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

**RESOURCE 14.1 –  
Five photos**

Print one copy of each photo to display (or remove these pages from this book).

## Part 1. Walking

### Activate knowledge

Display the first photo from **RESOURCE 14.1 – Five photos**.

Ask 'What can you see?'

Write suggestions on the board, correcting errors as you go.

Repeat for each of the other photos.

### Focus on language

#### Activity 1: Describing photos

Display all five photos **RESOURCE 14.1 – Five photos**.

Say 'A woman is walking into a house.'

Ask 'Which photo?'

Invite a student to point to the photo that the sentence describes.

Repeat for the following statements:

- 'A man and a woman are walking out of a building.'
- 'A child is walking between his parents.'
- 'A woman is walking under a bridge.'
- 'A woman is walking around a corner.'

#### Activity 2: Walking commands and actions

Place two chairs, a table and an open umbrella in the room.

**RESOURCE 14.2 –  
Walking worksheet**

Print one copy per student.

**RESOURCE 14.3 –  
Ordering sentence sections**

Print one copy and cut up. Keep sentences separate from each other, but jumble the sections within each sentence.

(Note: sentences are numbered so you can know which photo each sentence belongs with. Keep each number with its set of sentence sections.)

**Invite** helpers or volunteers to demonstrate the following:

- 'Walk out of the room.'
- 'Walk into the room.'
- 'Walk between the two chairs.'
- 'Walk under the umbrella.'
- 'Walk around the table.'

**Repeat** until all students are confident demonstrating the actions.

### Activity 3: Describing ways to walk

Distribute **RESOURCE 14.2 – Walking worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together.

### Activity 4: Reordering sentences

Display **RESOURCE 14.1 – Five photos** on five separate tables.

Place each cut-up sentence from **RESOURCE 14.3 – Ordering sentence sections** with the photo it describes. (Make sure sentence sections are jumbled.)

**Divide** students into five groups.

**Invite** each group to stand near a photo.

**Invite** students to work together to reorder the sections so that the sentence is correct.

**Invite** students to read the sentences to each other, focusing on pronunciation as they do so.

**Reallocate** groups so that each group reorders the sentence sections for all five photos.

## Part 2 – Jesus raises the dead John 11:17–44

### Read for gist

**Hold up** a hard copy of the Bible.

**Say** ‘In the Bible story, a man walks out of a tomb.’

**Distribute** copies of John 11:17–44 in your students’ heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

### Read for detail

**Display** [RESOURCE 14.4 – Large sketches](#) in order.

**Read** the sentences below slowly, pointing to the corresponding sketches as you read.

#### **Sentences:**

1. Jesus’ friend died.
2. The dead man’s sisters were sad.
3. The sisters went to Jesus.
4. Jesus wept.
5. Jesus went to the tomb.
6. Jesus said, ‘Take away the stone.’
7. He said, ‘Come out.’
8. The man walked out of the tomb.

**Re-read** the sentences, placing the correct sentence from [RESOURCE 14.5 – Large sentences](#) near each sketch as you go.

**Read** the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 14.4 –  
Large sketches**  
Print one set of A4  
sketches to display.

**RESOURCE 14.5 –  
Large sentences**  
Print one set of A4  
sentences to display.

 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 14.6 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 14.7 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 14.8 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 14.6 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 14.7 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 14.8 –  
Gap-fill worksheet**

Print one copy per  
student.



## 14.1 RESOURCE – Five photos

Lesson 14: Part 1. Walking  
Print one copy of each photo to display  
(or remove these pages from this book).

1



## 14.1 RESOURCE – Five photos

Lesson 14: Part 1. Walking  
Print one copy of each photo to display  
(or remove these pages from this book).



14.1 RESOURCE – Five photos

Lesson 14: Part 1. Walking  
Print one copy of each photo to display  
(or remove these pages from this book).

3



## 14.1 RESOURCE – Five photos

Lesson 14: Part 1. Walking  
Print one copy of each photo to display  
(or remove these pages from this book).

4



## 14.1 RESOURCE – Five photos

Lesson 14: Part 1. Walking  
Print one copy of each photo to display  
(or remove these pages from this book).



## 14.2 RESOURCE – Walking worksheet

Lesson 14: Part 1. Walking  
Print one copy per student.

Write the words from the box on the correct lines below.

walk up

walk under

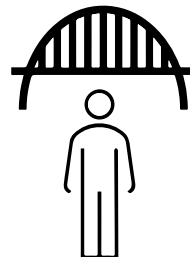
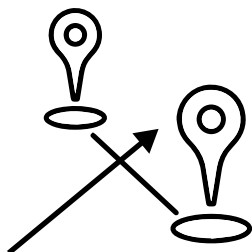
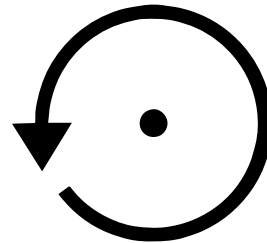
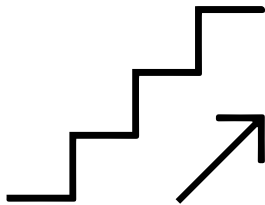
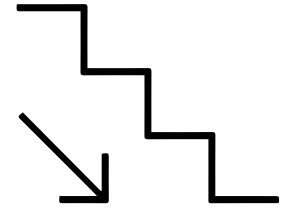
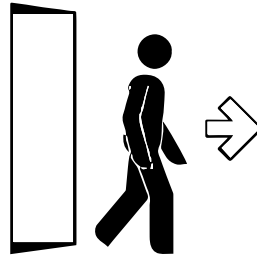
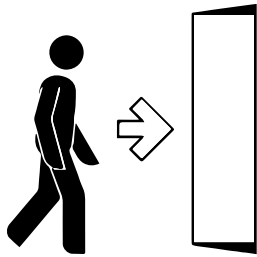
walk between

walk around

walk down

walk in

walk out



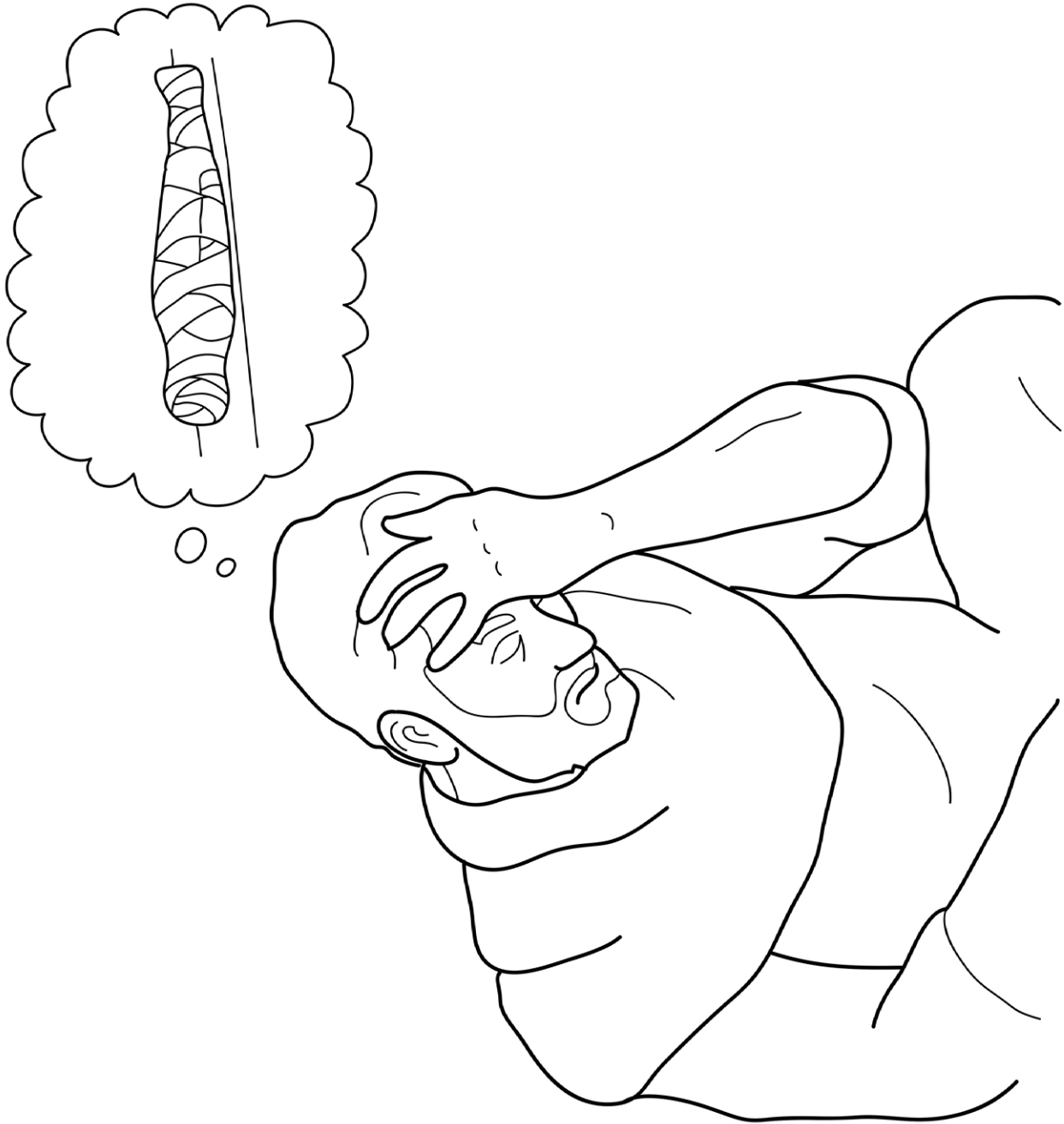
### 14.3 RESOURCE – Ordering sentences

Print one copy and cut up. Keep sentences separate from each other, but jumble the sections within each sentence.  
(Note: sentences are numbered so you can know which photo each sentence belongs with. Keep each number with its set of sentence sections.)

1.	A woman	is walking	into	a house.
2.	A man and a woman	are walking	out of	a building.
3.	A child	is walking	between	his parents.
4.	A woman	is walking	under	a bridge.
5.	A woman	is walking	around	a corner.

14.4 RESOURCE – Large sketches

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one set of A4 sketches to display.





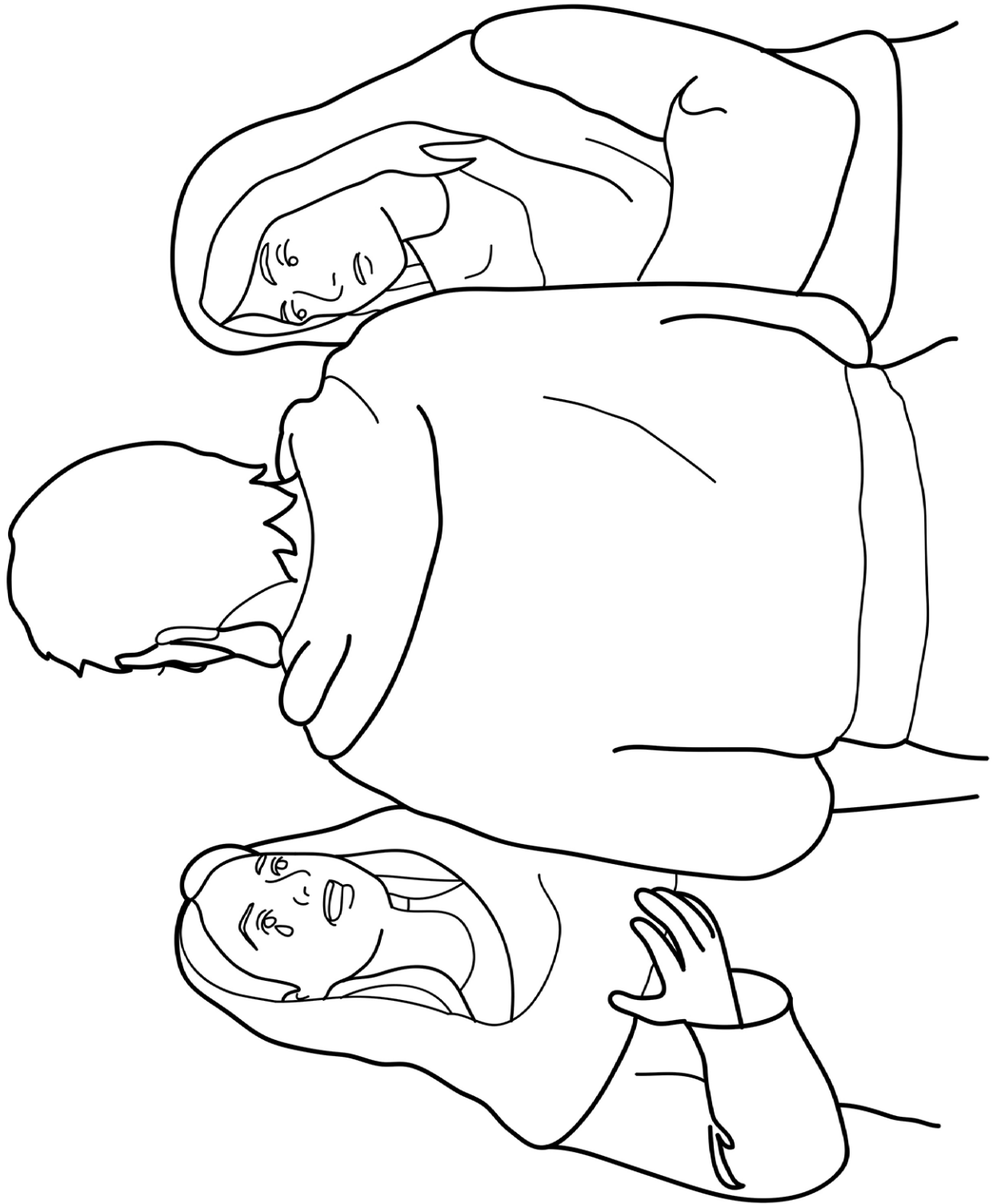
14.4 RESOURCE – Large sketches

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one set of A4 sketches to display.



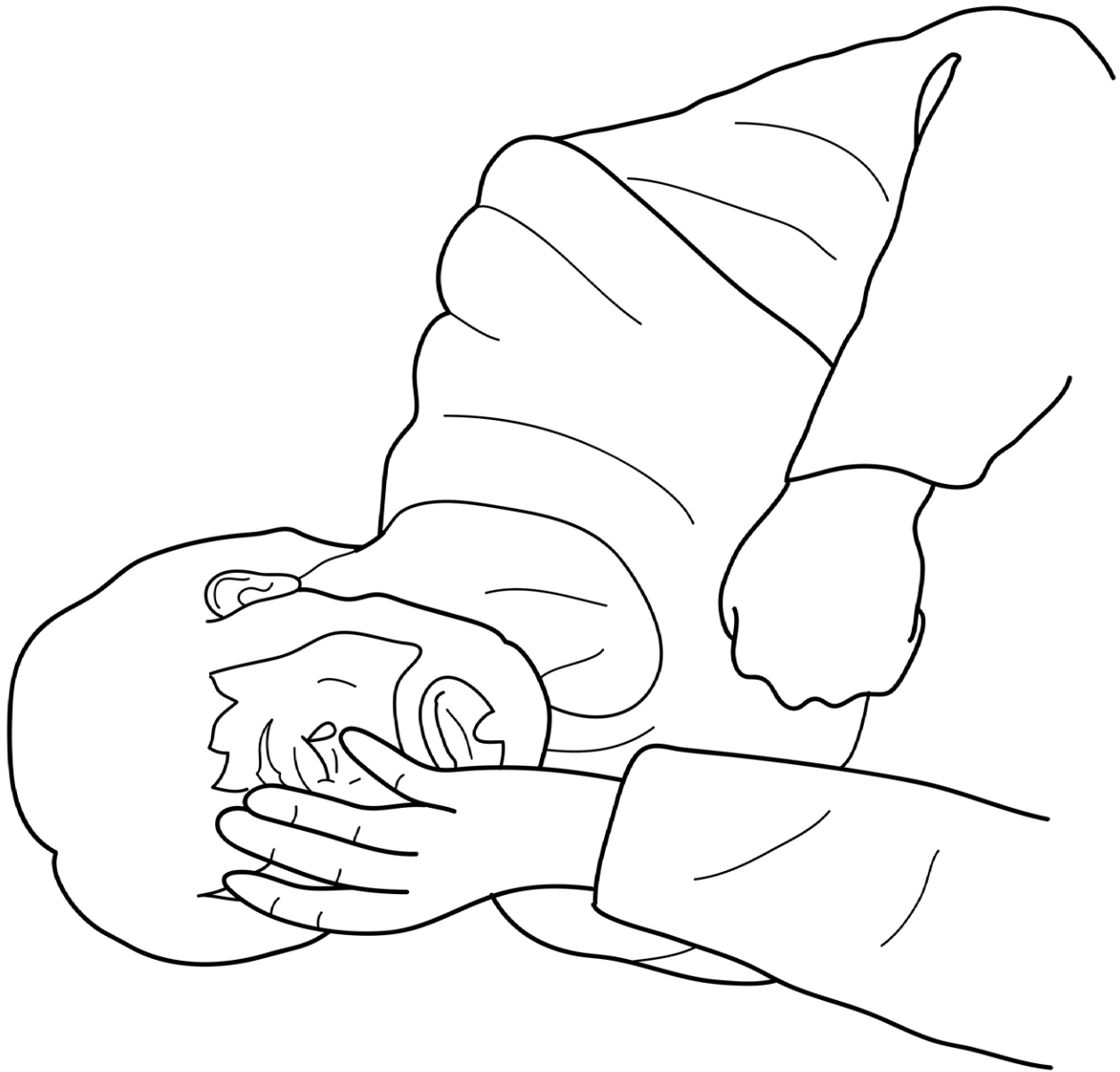
14.4 RESOURCE – Large sketches

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one set of A4 sketches to display.



14.4 RESOURCE – Large sketches

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one set of A4 sketches to display.



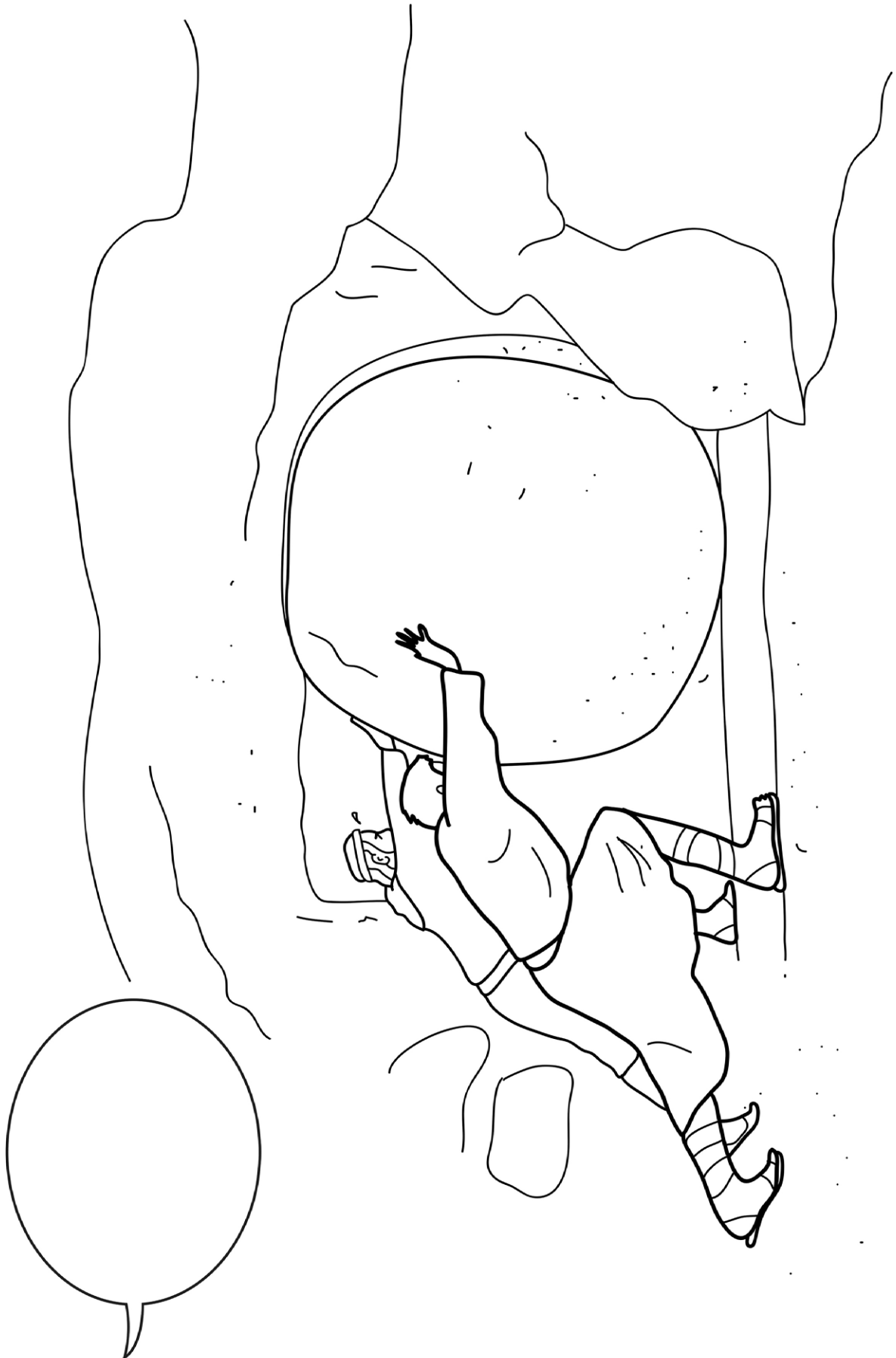
## 14.4 RESOURCE – Large sketches

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one set of A4 sketches to display.



14.4 RESOURCE – Large sketches

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one set of A4 sketches to display.



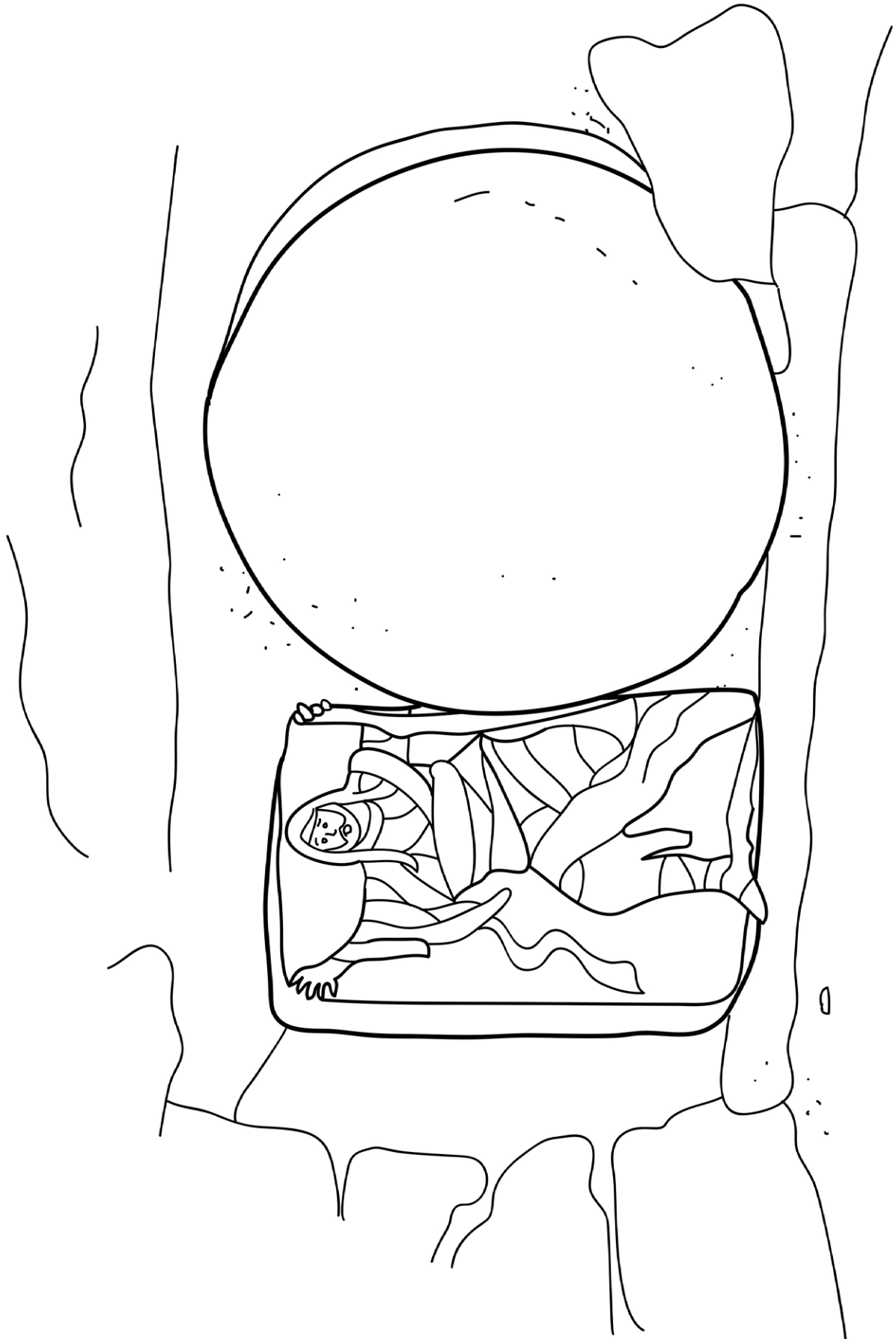
14.4 RESOURCE – Large sketches

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one set of A4 sketches to display.



14.4 RESOURCE – Large sketches

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one set of A4 sketches to display.



**Jesus' friend  
died.**



**The dead man's  
sisters were  
sad.**

**The sisters  
went to Jesus.**

**Jesus wept.**

**Jesus went to  
the tomb.**

**Jesus said,  
'Take away the  
stone!'**

**He said,  
'Come out!'**

**The man  
walked out of  
the tomb.**

14.6 RESOURCE – Small sketches

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one copy per pair and cut up.



Meet Jesus.HB.14



Meet Jesus.HB.14



Meet Jesus.HB.14



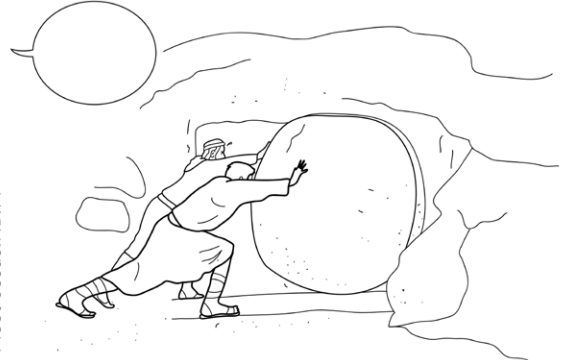
Meet Jesus.HB.14



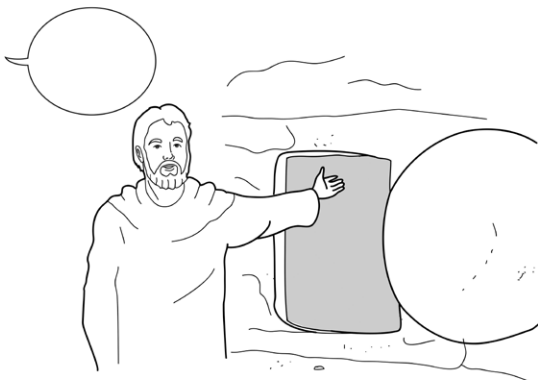
Meet Jesus.HB.14



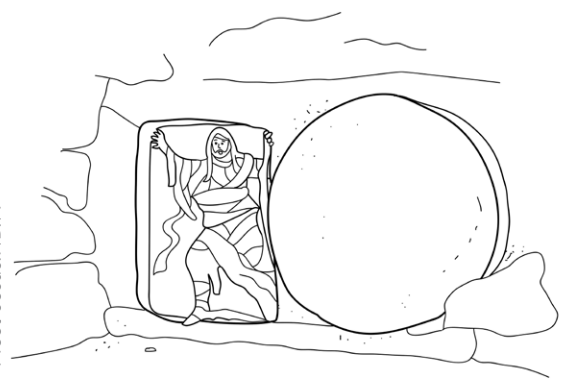
Meet Jesus.HB.14



Meet Jesus.HB.14



Meet Jesus.HB.14





## 14.7 RESOURCE – Small sentence strips

Lesson 14: Part 2. Jesus raises the dead – John 11:17-44  
Print one copy per pair and cut up.



Meet Jesus.HB.14

Jesus' friend died.

Meet Jesus.HB.14

The dead man's sisters were sad.

Meet Jesus.HB.14

The sisters went to Jesus.

Meet Jesus.HB.14

Jesus wept.

Meet Jesus.HB.14

Jesus went to the tomb.

Meet Jesus.HB.14

Jesus said, 'Take away the stone.'

Meet Jesus.HB.14

He said, 'Come out.'

Meet Jesus.HB.14

The man walked out of the tomb.

Fill in the missing words.

**John 11:17–44**

1. Jesus' friend \_\_\_\_\_.
2. The dead man's \_\_\_\_\_ were sad.
3. The sisters went to \_\_\_\_\_.
4. Jesus \_\_\_\_\_.
5. Jesus \_\_\_\_\_ to the tomb.
6. Jesus \_\_\_\_\_, 'Take away the stone.'
7. He said, 'Come \_\_\_\_\_.'
8. The man \_\_\_\_\_ out of the tomb.

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# Lesson 15

## **PART 1** (APPROX 1 HOUR):

**A common meal in Australia**

## **PART 2** (APPROX 1/2 HOUR):

**Jesus' last meal**

**Matthew 26:20–28**

 **Prepare lesson**

## Part 1. A common meal in Australia

### Print resources

- RESOURCE 15.1 – Recipe**  
Print one copy per student.
- RESOURCE 15.2 – Recipe sentences**  
Print one copy and cut up.

### Additional equipment

- Packet of spaghetti, beef mince, garlic, onion, olive oil, dried oregano, fresh parsley, tomato paste, red wine, beef stock cubes, tinned tomatoes, salt, pepper, parmesan cheese
- Optional:** You may also want to bring in items you would use to cook with (e.g. large saucepan, wooden spoon, chopping board)

## Part 2. Jesus' last meal

### Read scripture

- Matthew 26:20–28 in NIV Bible  
(or another easy-to-read translation)

**Print resources** (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 15.3 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 15.4 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 15.5 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 15.6 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 15.7 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. A common meal in Australia

### Activate knowledge

Write *Ingredients* at the top of the board.

**Display** the ingredients for spaghetti bolognaise on a table.

**Ask** 'Where's the spaghetti?'

**Invite** a volunteer to find the item.

**Invite** a volunteer to write *spaghetti* on the board.

**Repeat** for the remaining ingredients: beef mince, garlic, onion, olive oil, dried oregano, fresh parsley, tomato paste, red wine, beef stock cubes, tinned tomatoes, salt, pepper, parmesan cheese. (You may also want to include items you would use to cook with – for example, large saucepan, wooden spoon, chopping board. If you do this, write a second heading on the board: *Equipment*.)

**Practise** and repeat correct pronunciation with students as you complete this activity.

### Focus on language

#### Activity 1: Common meals

Write *spaghetti bolognaise* on the board.

**Say** 'These ingredients make spaghetti bolognaise. It's a common meal in Australia.'

**Invite** students to repeat after you, focusing on pronunciation as you do this.

**Divide** students into pairs. (If possible, place students from different cultural backgrounds together.)

Write the following on the board:

- Student A: What's a common meal in your home country?
- Student B: A common meal in \_\_\_\_\_ is \_\_\_\_\_. The main ingredients are \_\_\_\_\_.

Nominate Student A and Student B in each pair.

Invite students to practise the dialogue with their partners.

Swap student roles and repeat.

Write a list of common meals from students' home countries on the board.

### Activity 2: Identifying ingredients

Distribute one copy of **RESOURCE 15.1 – Recipe** to each student.

Invite students to work together to complete the activity.

Check answers together.

### Activity 3: Recipe steps

Divide students into nine pairs or groups if your class is large enough (if not, the activity can be completed by individuals or a mix of individuals and pairs).

Distribute one sentence from **RESOURCE 15.2 – Recipe sentences** to each student, pair or group.

Invite students to stand in a line so that the recipe steps are in the correct order.

### Extension activity: Cooking and/or eating together

Prepare a meal of spaghetti bolognese and eat it together. If this isn't possible, you could bring a pre-prepared batch of bolognese from home to share.

**RESOURCE 15.1 –  
Recipe**

Print one copy per  
student.

**RESOURCE 15.2 –  
Recipe sentences**

Print one copy and  
cut up.

## Part 2 – Jesus' last meal

### Matthew 26:20–28

#### Read for gist

**Hold up** a hard copy of the Bible.

**Say** 'In the Bible story, Jesus eats a meal with his friends.'

**Distribute** copies of Matthew 26:20–28 in your students' heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

#### Read for detail

**Display** [RESOURCE 15.3 – Large sketches](#) in order.

**Read** the sentences below slowly, pointing to the corresponding sketches as you read.

#### **Sentences:**

1. Jesus ate with his friends.
2. Jesus took bread and broke it.
3. Jesus thanked God for the bread.
4. He said, 'This is my body for you.'
5. Jesus took a cup of wine.
6. Jesus thanked God for the wine.
7. He said, 'This is my blood for you.'

**Re-read** the sentences, placing the correct sentence from [RESOURCE 15.4 – Large sentences](#) near each sketch as you go.

**Read** the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 15.3 –  
Large sketches**

**Print one set of A4  
sketches to display.**

**RESOURCE 15.4 –  
Large sentences**

**Print one set of A4  
sentences to display.**



 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 15.5 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 15.6 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 15.7 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 15.5 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 15.6 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 15.7 –  
Gap-fill worksheet**

Print one copy per  
student.

## 15.1 RESOURCE – Recipe

Lesson 15: Part 1. A common meal in Australia  
Print one copy per student.

### Ingredients:

2 tablespoons olive oil	1 beef stock cube
1 onion, finely chopped	400 gram tin chopped tomatoes
2 garlic cloves, finely chopped	Pinch of salt
500 grams beef mince	Pinch of freshly ground pepper
1 teaspoon dried oregano	400 grams spaghetti
2 tablespoons tomato paste	Fresh parsley, chopped
1 cup red wine	Shaved parmesan cheese

**Underline the ingredients in the recipe instructions below.**

Heat the olive oil in a large saucepan over medium heat. Add the onion and garlic and cook, stirring, for 2–3 minutes until the onion softens. Add the beef mince and cook, stirring, for 3–4 minutes until browned all over. Add the dried oregano and tomato paste and cook for a further one minute, then add the red wine and bring to the boil. Add the beef stock cube and chopped tomatoes then season to taste with salt and freshly ground pepper. Reduce the heat to low and simmer for 30 minutes until the bolognaise thickens.

Meanwhile, cook spaghetti in a saucepan of boiling salted water according to the packet instructions, then drain and set aside.

Add drained spaghetti and chopped parsley to the sauce and toss well to combine.

Divide spaghetti among bowls then serve topped with parmesan cheese.



Heat the olive oil in a large saucepan over medium heat.

Add the onion and garlic and cook, stirring,  
for 2–3 minutes until the onion softens.

Add the beef mince and cook, stirring,  
for 3–4 minutes until browned all over.

Add the dried oregano and tomato paste and cook for a further  
one minute, then add the red wine and bring to the boil.

Add the beef stock cube and chopped tomatoes then season  
to taste with salt and freshly ground pepper.

Reduce the heat to low and simmer for 30 minutes  
until the bolognese thickens.

Meanwhile, cook spaghetti in a saucepan of boiling salted water  
according to the packet instructions, then drain and set aside.

Add drained spaghetti and chopped parsley  
to the sauce and toss well to combine.

Divide spaghetti among bowls then serve  
topped with parmesan cheese.

### 15.3 RESOURCE – Large sketches

Lesson 15: Part 2. Jesus' last meal – Matthew 26:20–28  
Print one set of A4 sketches to display.



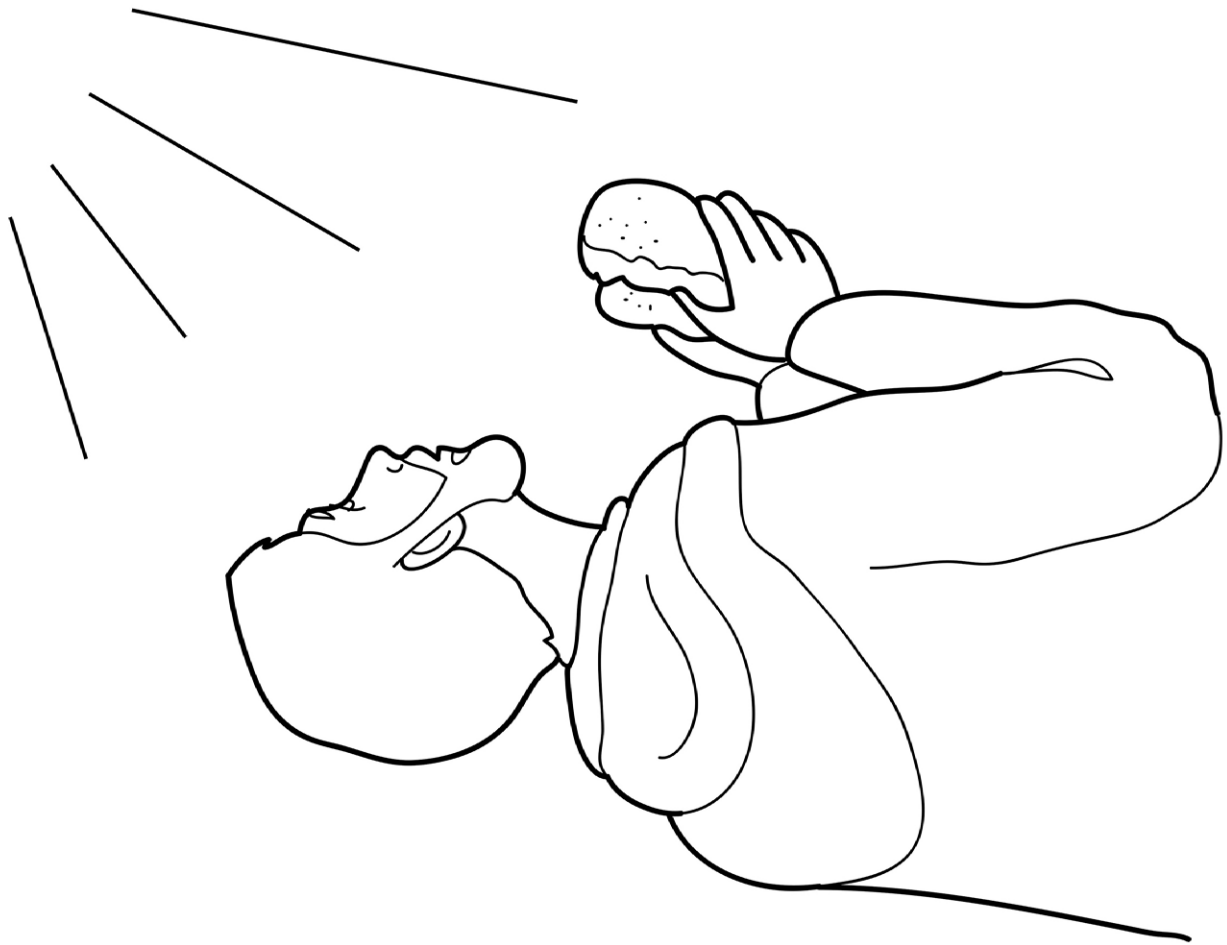
### 15.3 RESOURCE – Large sketches

Lesson 15: Part 2. Jesus' last meal – Matthew 26:20–28  
Print one set of A4 sketches to display.



### 15.3 RESOURCE – Large sketches

Lesson 15: Part 2. Jesus' last meal – Matthew 26:20–28  
Print one set of A4 sketches to display.



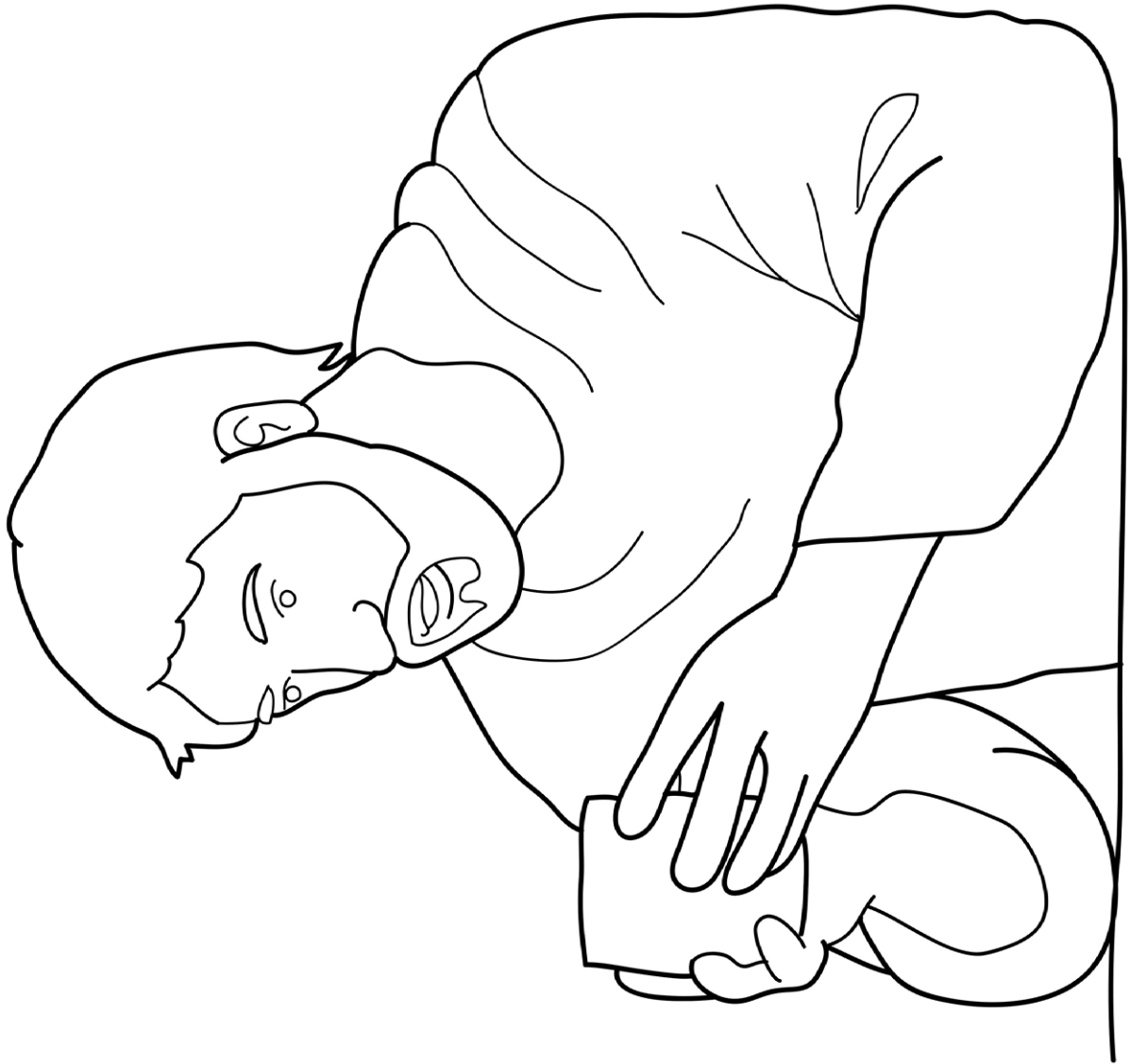
### 15.3 RESOURCE – Large sketches

Lesson 15: Part 2. Jesus' last meal – Matthew 26:20–28  
Print one set of A4 sketches to display.



### 15.3 RESOURCE – Large sketches

Lesson 15: Part 2. Jesus' last meal – Matthew 26:20–28  
Print one set of A4 sketches to display.





### 15.3 RESOURCE – Large sketches

Lesson 15: Part 2. Jesus' last meal – Matthew 26:20–28  
Print one set of A4 sketches to display.



### 15.3 RESOURCE – Large sketches

Lesson 15: Part 2. Jesus' last meal – Matthew 26:20–28  
Print one set of A4 sketches to display.



**Jesus ate with  
his friends.**

**Jesus took  
bread and  
broke it.**

**Jesus thanked  
God for the  
bread.**

**He said,  
'This is my  
body for you!'**

**Jesus took a  
cup of wine.**

**Jesus thanked  
God for the  
wine.**



**He said,  
'This is my  
blood for you!'**

15.5 RESOURCE – Small sketches

Lesson 15: Part 2. Jesus' last meal – Matthew 26:20–28  
Print one copy per pair and cut up.



Meet Jesus.HB.15



Meet Jesus.HB.15



Meet Jesus.HB.15



Meet Jesus.HB.15



Meet Jesus.HB.15



Meet Jesus.HB.15



Meet Jesus.HB.15



## 15.6 RESOURCE – Small sentence strips

Lesson 15: Part 2. Jesus' last meal – Matthew 26:20–28  
Print one copy per pair and cut up.



Meet Jesus.HB.15

Jesus ate with his friends.

Meet Jesus.HB.15

Jesus took bread and broke it.

Meet Jesus.HB.15

Jesus thanked God for the bread.

Meet Jesus.HB.15

He said, 'This is my body for you.'

Meet Jesus.HB.15

Jesus took a cup of wine.

Meet Jesus.HB.15

Jesus thanked God for the wine.

Meet Jesus.HB.15

He said, 'This is my blood for you.'

Fill in the missing words.

**Matthew 26:20–28**

1. Jesus \_\_\_\_\_ with his friends.
2. Jesus took \_\_\_\_\_ and broke it.
3. Jesus \_\_\_\_\_ God for the bread.
4. He said, 'This is my \_\_\_\_\_ for you.'
5. Jesus took a \_\_\_\_\_ of wine.
6. Jesus thanked \_\_\_\_\_ for the wine.
7. He said, 'This is my \_\_\_\_\_ for you.'

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# Lesson 16

## **PART 1** (APPROX 1 HOUR):

**Halving things**

## **PART 2** (APPROX 1/2 HOUR):

**Jesus dies on the cross**  
**Mark 15:24–39**

 **Prepare lesson**

## Part 1. Halving things

### Print resources

- RESOURCE 16.1 – Midday or midnight strips**  
Print one copy and cut up. Attach Blu Tack or similar product to back of each strip.
- RESOURCE 16.2 – Midday or midnight worksheet**  
Print one copy per student.
- RESOURCE 16.3 – Circle**  
Print one copy, or remove this page from this book and cut out the circle.
- RESOURCE 16.4 – Find the other half**  
Print one copy and cut up.

### Additional equipment

- Blu Tack or similar reusable adhesive
- Analog clock (if available)

## Part 2. Jesus dies on the cross

### Read scripture

- Mark 15:24–39 in NIV Bible  
(or another easy-to-read translation)

### Print resources (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 16.5 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 16.6 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 16.7 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 16.8 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 16.9 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. Halving things

### Activate knowledge

**Draw** a vertical line down the centre of the board.

**Write** *midday* at the top of the left side.

**Write** *midnight* at the top of the right column.

**Ask** 'What's midday?'

**Invite** responses.

**Ask** 'What's midnight?'

**Invite** responses.

**Distribute** one strip of paper (with Blu Tack on the back) from [RESOURCE 16.1 – Midday or midnight strips](#) to each student. (**Note:** some of these are easier than others. If possible, consider students' abilities/levels of experience when distributing.)

**Invite** each student to place their word in the correct column on the board underneath *midday* or *midnight*.

**Remove** the paper strips from the board before the next activity.

**RESOURCE 16.1 –  
Midday or midnight  
strips**

**Print one copy and cut  
up. Attach Blu Tack or  
similar product to back  
of each strip.**

### Focus on language

#### Activity 1: Midday or midnight?

**Distribute** [RESOURCE 16.2 – Midday or midnight worksheet](#) to each student.

**Encourage** students to work together to complete the worksheet.

**Check** the answers together by placing the strips from [RESOURCE 16.1 – Midday or midnight strips](#) in the correct columns on the board again.

**RESOURCE 16.2 –  
Midday or midnight  
worksheet**

**Print one copy per  
student.**



## Activity 2: Half past the hour

**Display** an analog clock if available or draw an analog clock without hands on the board. (Depending on the level of your students, you can draw 12 dots around the clock [not numbers] or just four dots in the 3, 6, 9 and 12 positions.)

**Ask** 'What is 12 o'clock?'

**Invite** a volunteer to correctly position the hands on the clock (either physically or by drawing on the board).

**Ask** 'What is half past 12?'

**Invite** a volunteer to correctly position the hands on the clock (either physically or by drawing on the board).

**Repeat** using different times until all students are confident with indicating half past the hour. (**Note:** You can extend this activity by introducing students to the concept of quarters, including a quarter past and a quarter to the hour.)

## Activity 3: Halving things

**Display** RESOURCE 16.3 – Circle.

**Say** 'Fold the circle in half.'

**Invite** a volunteer to demonstrate.

**Say** 'The circle was halved.'

**Write** the following on the board:

- half (noun)*
- halve (verb)*

**Practise** correct pronunciation together.

### RESOURCE 16.3 – Circle

Print one copy, or  
remove this page from  
this book and cut out  
the circle.

**RESOURCE 16.4 –  
Find the other half**

Print one copy and  
cut up.

**Activity 4: Find the other half**

**Distribute** cut-up halves from **RESOURCE 16.4 – Find the other half** among students – one half per student.

**Invite** students to find the person with the other half.

**Invite** the pairs that have formed to sit together and tell the class what item they have – for example, ‘I have half a band-aid’; ‘We have a button’.

**Invite** pairs to brainstorm the names of items that can be halved (e.g. consider food, numbers, shapes).

## Part 2 – Jesus dies on the cross

### Mark 15:24–39

#### Read for gist

**Hold up** a hard copy of the Bible.

**Say** ‘In the Bible story, a curtain tears in half.’

**Distribute** copies of Mark 15:24–39 in your students’ heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

#### Read for detail

**Display** [RESOURCE 16.5 – Large sketches](#) in order.

**Read** the sentences below slowly, pointing to the corresponding sketches as you read.

#### **Sentences:**

1. Jesus was nailed to a cross.
2. It was midday.
3. The sky was dark for three hours.
4. Jesus shouted, ‘God, why have you left me?’
5. Jesus died.
6. The curtain in the temple tore in half.
7. An officer said, ‘This man was God.’

**Re-read** the sentences, placing the correct sentence from [RESOURCE 16.6 – Large sentences](#) near each sketch as you go.

**Read** the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 16.5 –  
Large sketches**

**Print** one set of A4  
sketches to display.

**RESOURCE 16.6 –  
Large sentences**

**Print** one set of A4  
sentences to display.

 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 16.7 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 16.8 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 16.9 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 16.7 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 16.8 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 16.9 –  
Gap-fill worksheet**

Print one copy per  
student.

16.1 RESOURCE – Midday or midnight strips

Lesson 16: Part 1. Halving things  
Print one copy and cut up. Attach Blu Tack  
or similar product to back of each strip.

12 o'clock	12 o'clock
day	night
lunch time	sleep time
light	dark
12pm	12am
1200 hours	2400 hours
sun	moon and stars

## 16.2 RESOURCE – Midday or midnight worksheet

Lesson 16: Part 1. Halving things  
Print one copy per student.

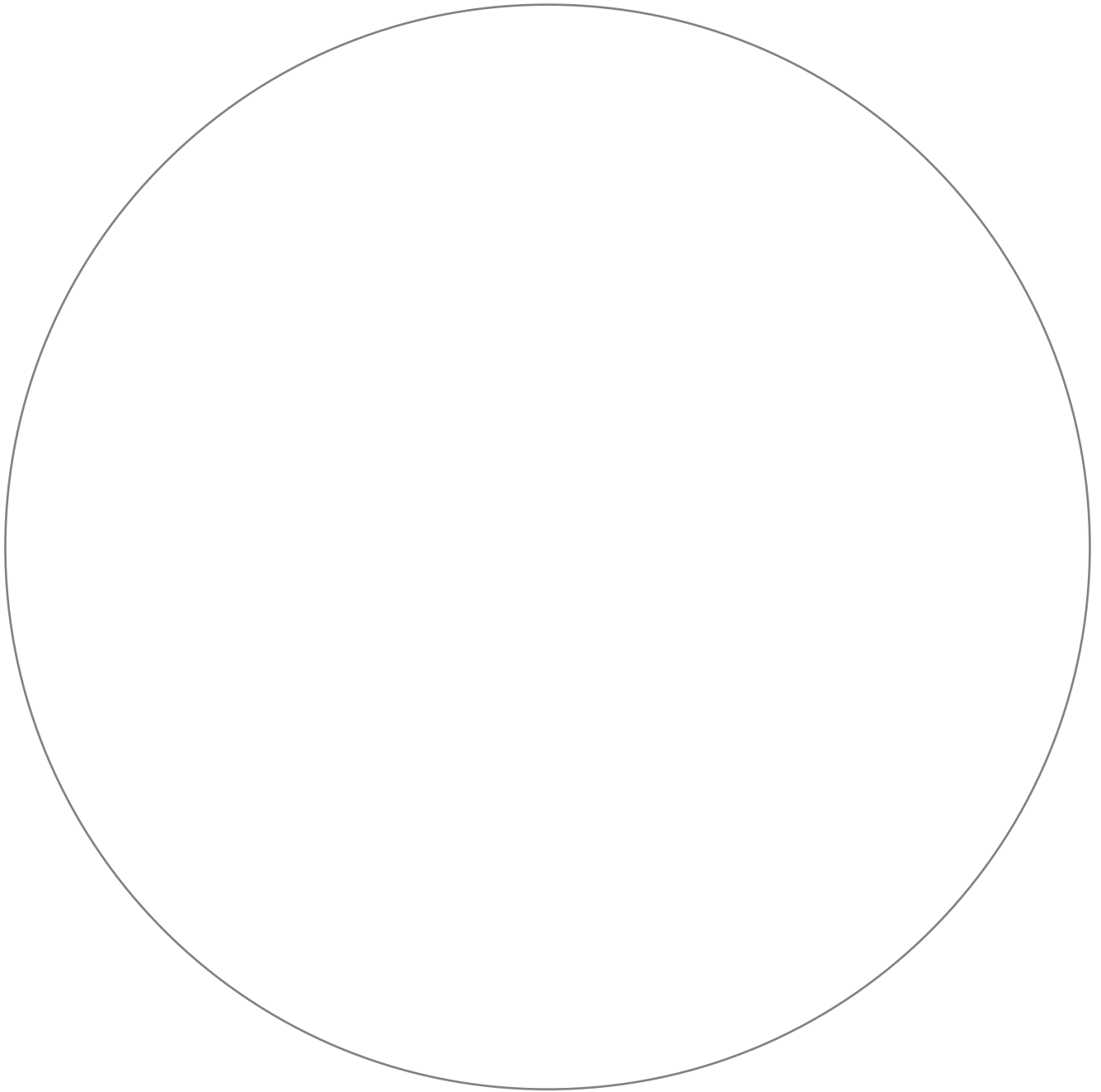
Write the words from the box in the correct columns in the table below.

2400 hours	12 o'clock	moon and stars
night	day	12 o'clock
12am	light	1200 hours
sun	sleep time	dark
12pm	lunch time	

Midday	Midnight

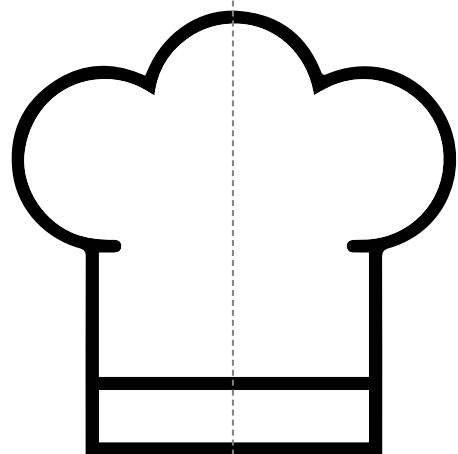
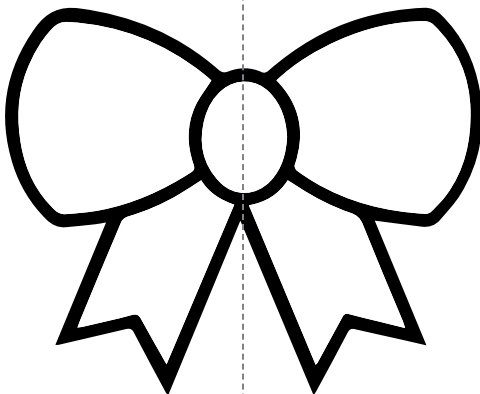
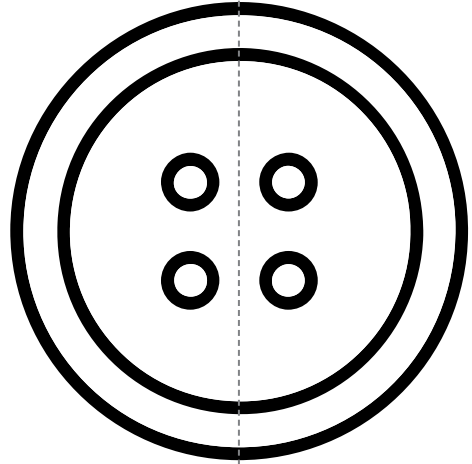
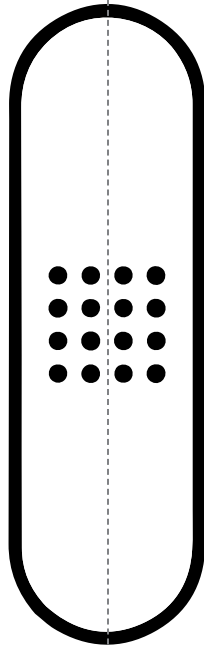
## 16.3 RESOURCE – Circle

Lesson 16: Part 1. Halving things  
Print one copy, or remove this page  
from the book and cut out the circle.



16.4 RESOURCE – Find the other half

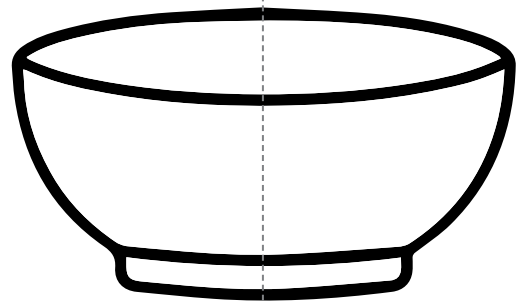
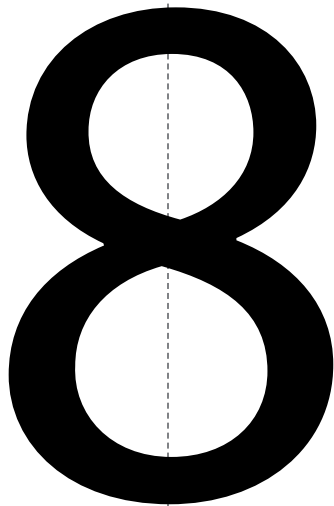
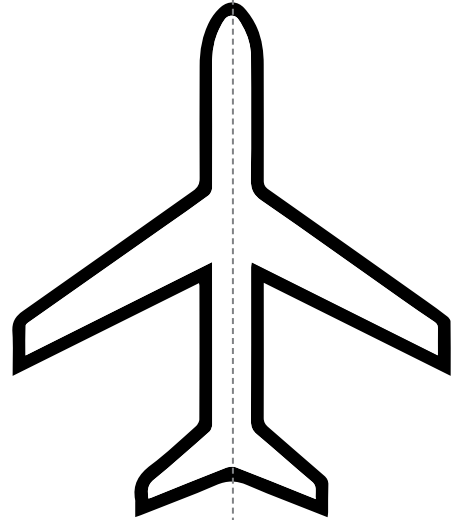
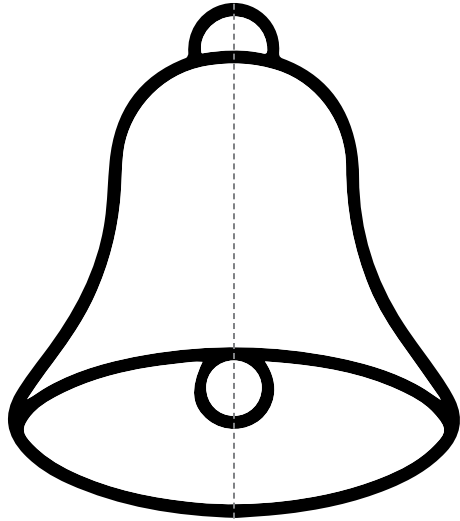
Lesson 16: Part 1. Halving things  
Print one copy and cut up.  
(Note: resource spans three pages.)





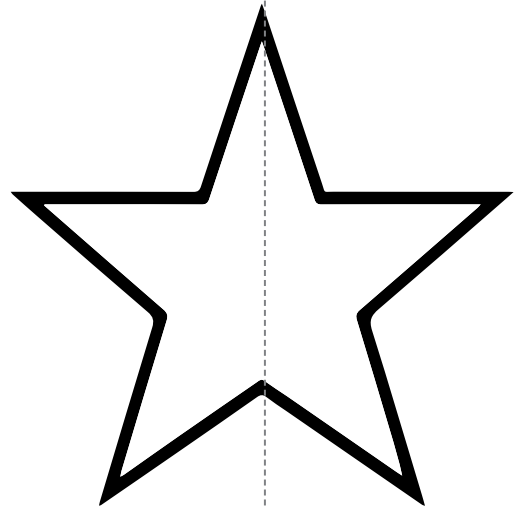
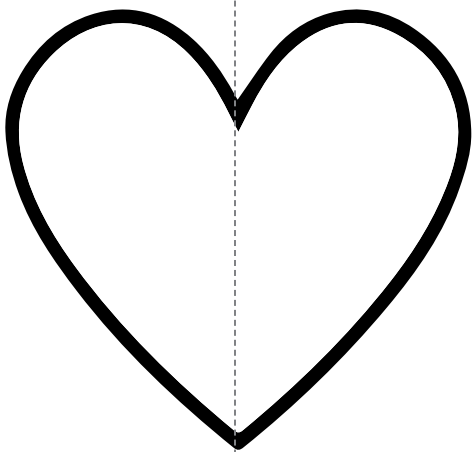
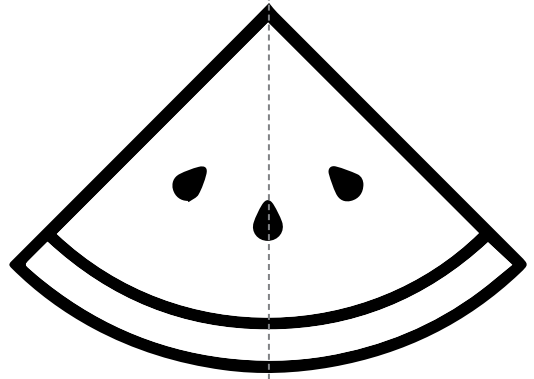
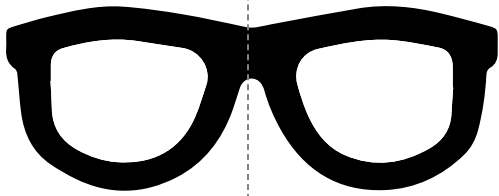
16.4 RESOURCE – Find the other half

Lesson 16: Part 1. Halving things  
Print one copy and cut up.  
(Note: resource spans three pages.)



16.4 RESOURCE – Find the other half

Lesson 16: Part 1. Halving things  
Print one copy and cut up.  
(Note: resource spans three pages.)



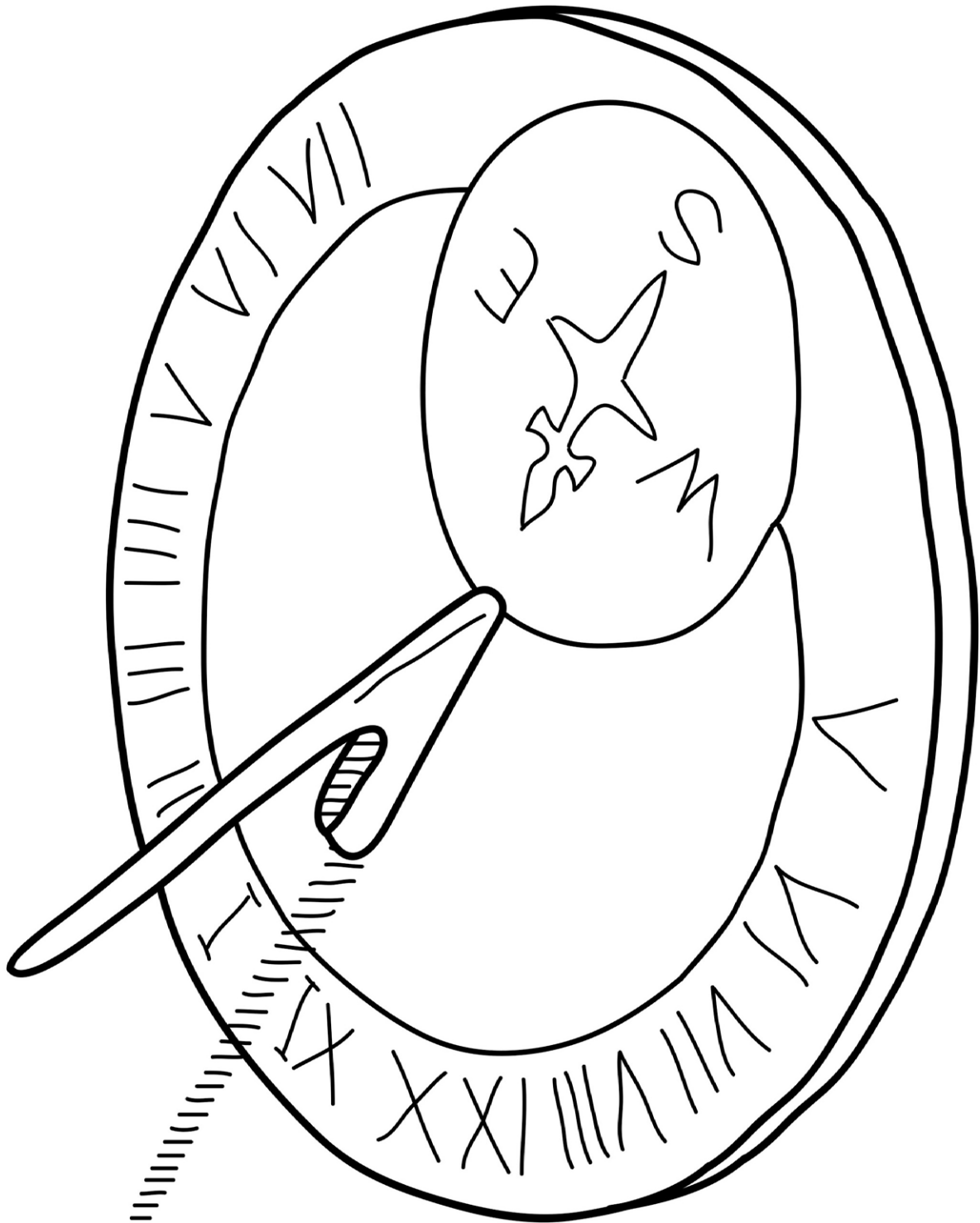
16.5 RESOURCE –  
Large sketches

Lesson 16: Part 2. Jesus dies on the cross – Mark 15:24–39  
Print one set of A4 sketches to display.



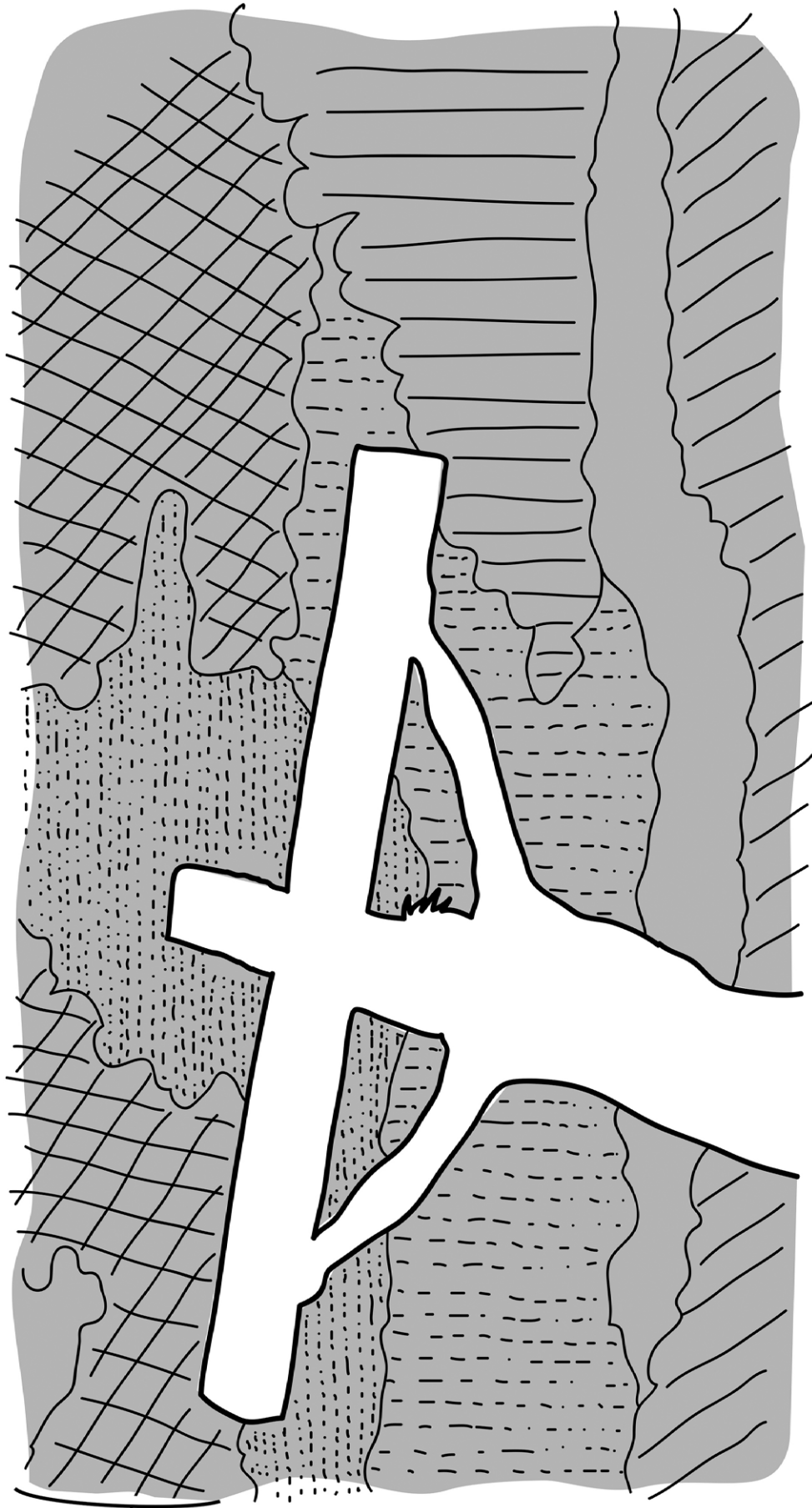
16.5 RESOURCE –  
Large sketches

Lesson 16: Part 2. Jesus dies on the cross – Mark 15:24-39  
Print one set of A4 sketches to display.



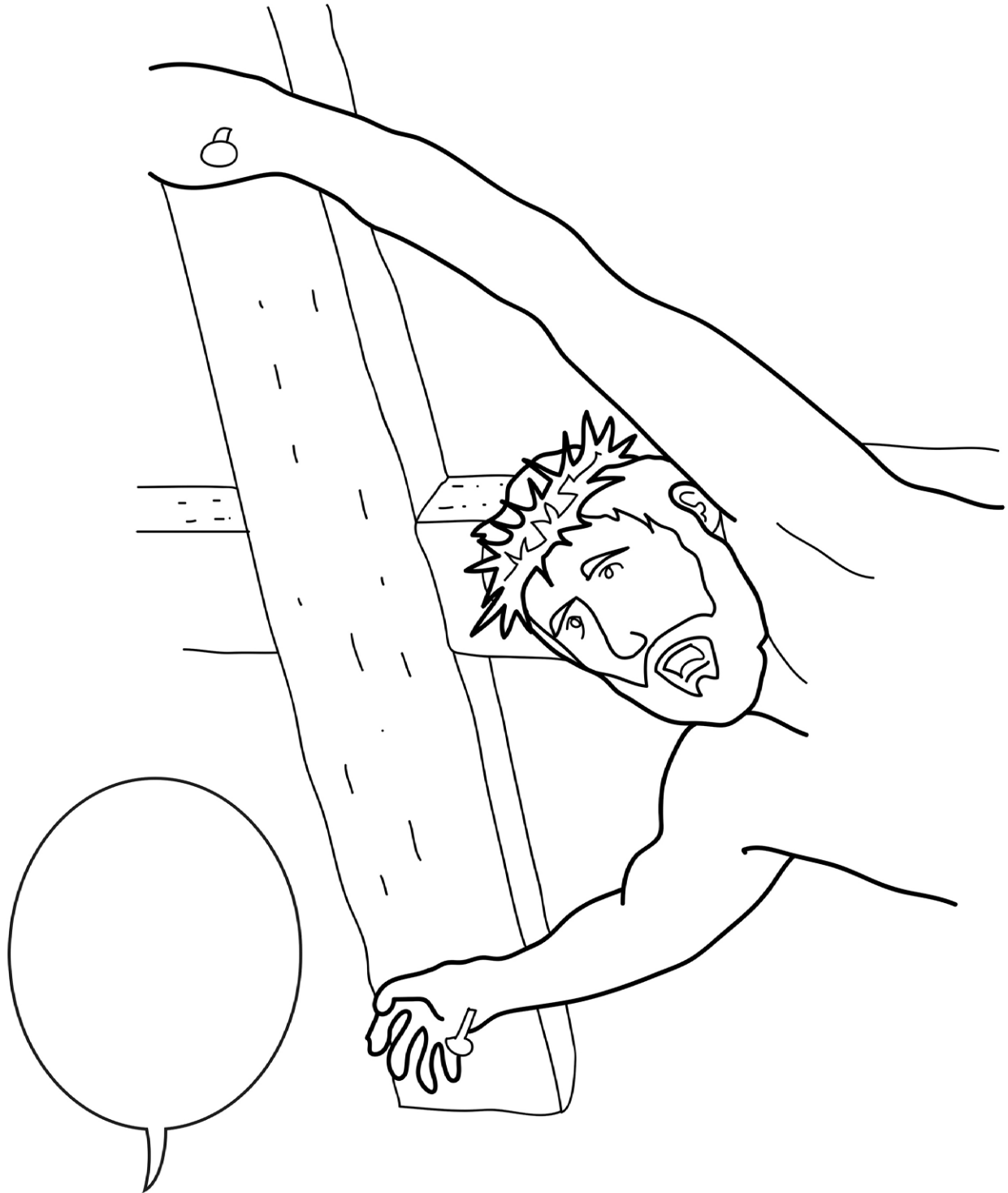
16.5 RESOURCE –  
Large sketches

Lesson 16: Part 2. Jesus dies on the cross – Mark 15:24–39  
Print one set of A4 sketches to display.



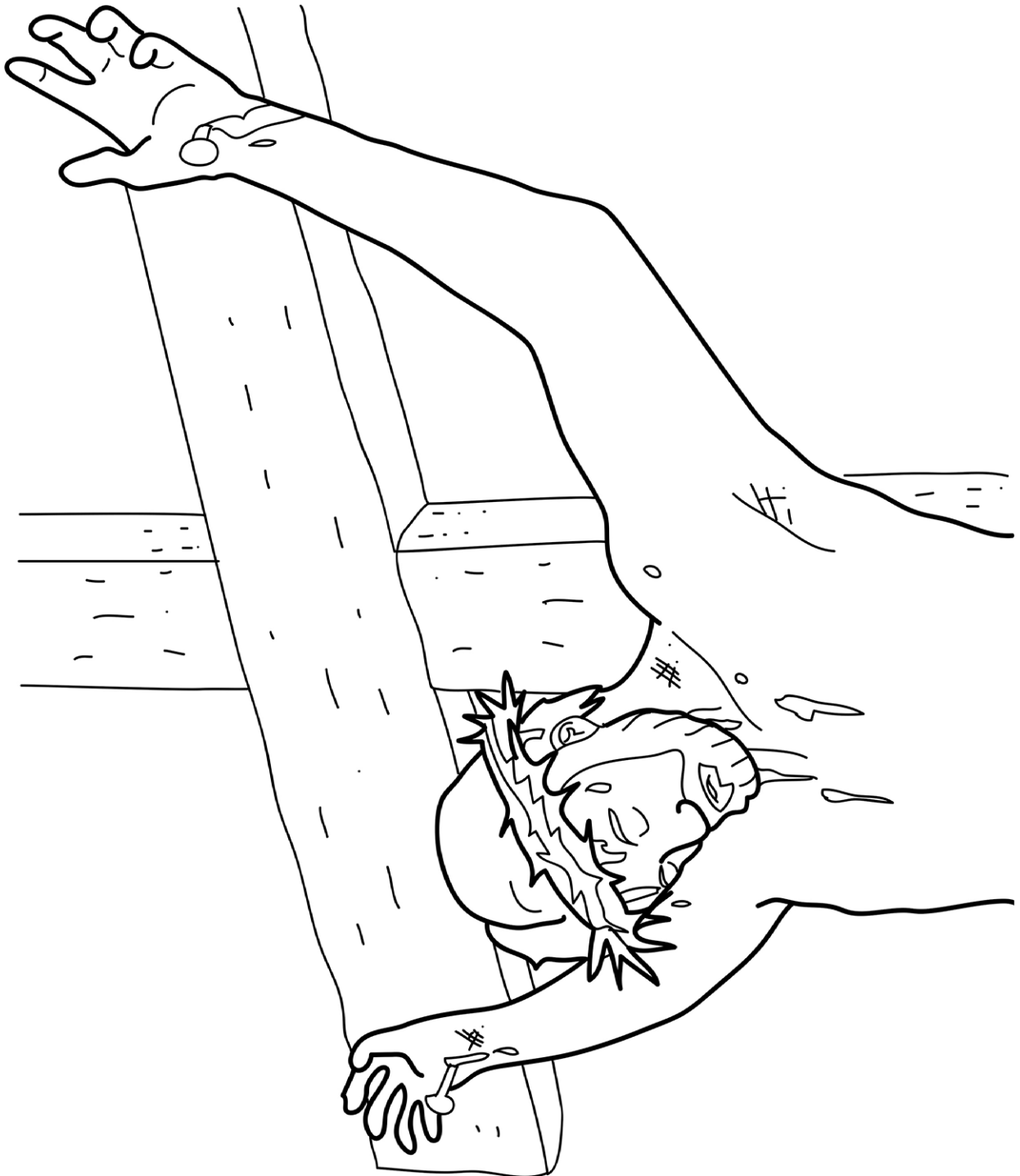
16.5 RESOURCE –  
Large sketches

Lesson 16: Part 2. Jesus dies on the cross – Mark 15:24–39  
Print one set of A4 sketches to display.



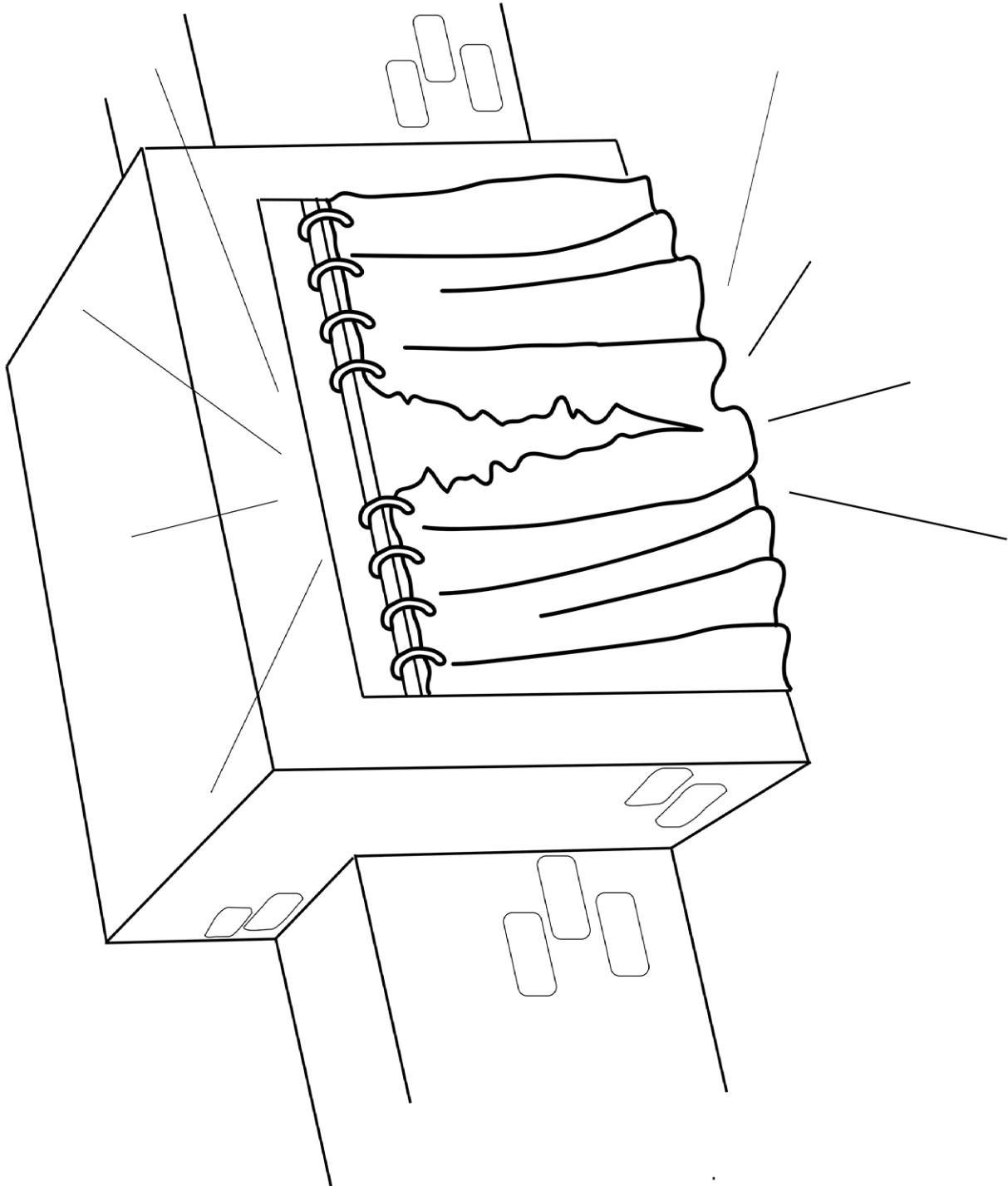
16.5 RESOURCE –  
Large sketches

Lesson 16: Part 2. Jesus dies on the cross – Mark 15:24–39  
Print one set of A4 sketches to display.



16.5 RESOURCE –  
Large sketches

Lesson 16: Part 2. Jesus dies on the cross – Mark 15:24–39  
Print one set of A4 sketches to display.





16.5 RESOURCE –  
Large sketches

Lesson 16: Part 2. Jesus dies on the cross – Mark 15:24–39  
Print one set of A4 sketches to display.



**Jesus was  
nailed to a  
cross.**

**It was midday.**

**The sky was  
dark for three  
hours.**

**Jesus shouted,  
'God, why  
have you left  
me?'**

**Jesus died.**

**The curtain in  
the temple tore  
in half.**

**An officer said,  
'This man was  
God!'**



16.7 RESOURCE –  
Small sketches

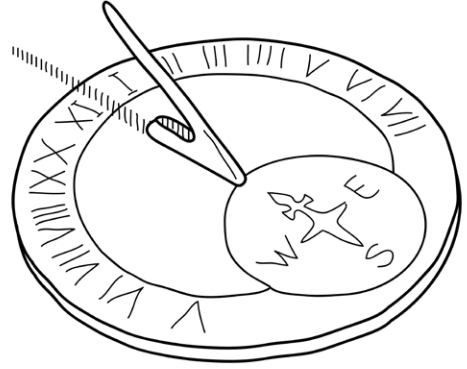
Lesson 16: Part 2. Jesus dies on the cross – Mark 15:24–39  
Print one copy per pair and cut up.



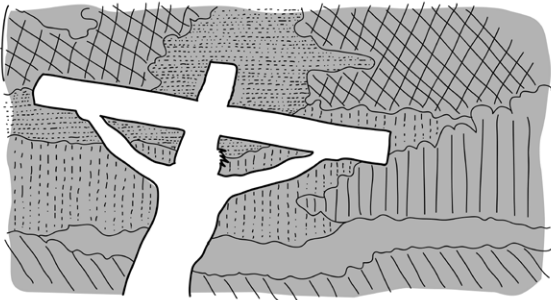
Meet Jesus.HB.16



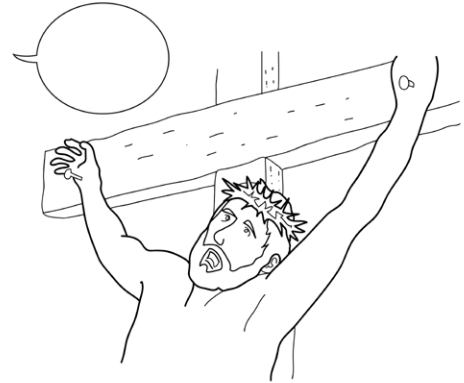
Meet Jesus.HB.16



Meet Jesus.HB.16



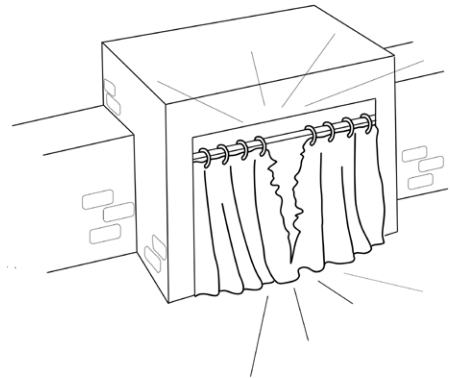
Meet Jesus.HB.16



Meet Jesus.HB.16



Meet Jesus.HB.16



Meet Jesus.HB.16



**16.8 RESOURCE – Small sentence strips**

Lesson 16: Part 2. Jesus dies on the cross – Mark 15:24–39  
Print one copy per pair and cut up.



Meet Jesus.HB.16

Jesus was nailed to a cross.

Meet Jesus.HB.16

It was midday.

Meet Jesus.HB.16

The sky was dark for three hours.

Meet Jesus.HB.16

Jesus shouted, 'God, why have you left me?'

Meet Jesus.HB.16

Jesus died.

Meet Jesus.HB.16

The curtain in the temple tore in half.

Meet Jesus.HB.16

An officer said, 'This man was God.'

Fill in the missing words.

**Mark 15:24–39**

1. Jesus was nailed to a \_\_\_\_\_.
2. It was \_\_\_\_\_.
3. The sky was \_\_\_\_\_ for three hours.
4. Jesus \_\_\_\_\_, 'God, why have you left me?'
5. Jesus \_\_\_\_\_.
6. The curtain in the temple tore in \_\_\_\_\_.
7. An officer said, 'This man was \_\_\_\_\_.'

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# Lesson 17

## **PART 1** (APPROX 1 HOUR):

### **Crimes**

## **PART 2** (APPROX 1/2 HOUR):

### **Jesus forgives a dying criminal** **Luke 23:32–43**

**Note:** This lesson contains content about domestic violence. Please treat with sensitivity and omit some activities if necessary.

 **Prepare lesson**

## Part 1. Crimes

**Note:** This lesson contains content about domestic violence. Please treat with sensitivity and omit some activities if necessary.

### Print resources

- RESOURCE 17.1 – Nine photos**  
Print one copy of each photo (or remove these pages from this book).
- RESOURCE 17.2 – Crime labels**  
Print one copy and cut up.
- RESOURCE 17.3 – Running dictation sentences**  
Print one copy of each selected sentence per pair. Cut up. (**Note:** Choose sentences best suited to your group; you won't have time for students to dictate them all during one lesson.)

### Additional equipment

- Plain A4 paper and pens
- Blu Tack (or similar reusable adhesive) to display sentences on wall

## Part 2. Jesus forgives a dying criminal

### Read scripture

- Luke 23:32–43 in NIV Bible  
(or another easy-to-read translation)

**Print resources** (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 17.4 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 17.5 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 17.6 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 17.7 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 17.8 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. Crimes

### Activate knowledge

Write \_ \_ \_ \_ \_ on the board.

Play a game of hangman for the word *crime*.

Ask 'What is the name of a person who commits a crime?'

Write *A criminal is a person who commits a crime.* on the board.

\*It may be helpful for students to use Google Translate here to find the words *crime* and *criminal* in their first language.

### Focus on language

#### Activity 1: Labelling crimes

Display photos **RESOURCE 17.1 – Nine photos** on tables at the front of the room.

Write *What is the crime?* on the board.

Distribute labels from **RESOURCE 17.2 – Crime labels** to nine volunteers.

Invite volunteers, one by one, to hold up the photo that their label describes.

#### Activity 2: Describing photos

Divide students into small groups of 3–4.

Distribute a photo from **RESOURCE 17.1 – Nine photos** to each group.

Invite groups to write words and sentences about the scene.

Repeat and rotate photos.

**RESOURCE 17.1 –  
Nine photos**

Print one copy of each photo (or remove these pages from this book).

**RESOURCE 17.2 –  
Crime labels**

Print one copy and cut up.

**Write** a complete class list for each of the photos on the board, correcting errors as you go.

### Activity 3: Running dictation

#### Note to teacher:

##### Instructions for running dictation

In this activity, one student from each pair is to 'run' and look at a sentence displayed on the wall, try to remember it, run back, and *quietly* dictate the sentence to their partner, who then writes it down.

The aim is to get the sentence written down in the shortest time possible without error. Students may go back and forth between the sentence and their partner as many times as they need to.

Ensure that there's an open area in which students can freely move back and forth between their partners and the wall where their sentences are displayed.

Choose the sentences best suited to the level of your students. Students will all dictate each selected sentence at the same time, so you will only be displaying sentences one at a time, but with multiple copies of the same sentence well-spaced so that they can be easily accessed.

##### Additional points

Correct capital letters and punctuation marks must be included for the dictation to be correct.

You may need to remind students periodically that the runner can spell aloud but must not write anything. You may also need to remind them to speak quietly!

When the first pair says they have completed the dictation, check their work for accuracy. It's rare for a pair to complete the dictation activity without error the first time. If you find errors, encourage them to keep going and move to the next pair who says they've finished, until you find a correct 'winner'. Once the winner is found, move to the next sentence and recommence the process.



**RESOURCE 17.3 –  
Running dictation  
sentences**

Print one copy of each selected sentence per pair. **Cut up.**

(**Note:** Choose sentences best suited to your group; you won't have time for students to dictate them all during one lesson.)

**Display** the first sentence strips (multiple copies of the same sentence, one per pair) from **RESOURCE 17.3 – Running dictation sentences** on the wall at some distance from where students are gathered.

**Divide** students into pairs.

**Nominate** a 'runner' and a 'writer' in each pair.

**Explain** how the activity is to work using the information in the 'Note to teacher' above. (Model the activity with a helper if necessary.)

**Invite** each pair to call out and notify the teacher when they think they have correctly dictated and written the sentence.

**Invite** writers to sit still with pen and paper.

**Invite** runners to move back and forth between the displayed sentence and their partners until they have dictated the sentence. Make sure they understand that they must whisper, not speak loudly or yell.

**Repeat** for as many sentences as you choose.

## Part 2 – Jesus forgives a dying criminal

### Luke 23:32–43

#### Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, Jesus forgives a criminal.’

Distribute copies of Luke 23:32–43 in your students’ heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

#### Read for detail

Display [RESOURCE 17.4 – Large sketches](#) in order.

Read the sentences below slowly, pointing to the corresponding sketches as you read.

#### Sentences:

1. Jesus was nailed to a cross.
2. Two criminals were with Jesus.
3. One criminal said, ‘Save yourself.’
4. The other criminal said, ‘We’re guilty.  
This man isn’t guilty.’
5. He said to Jesus, ‘Remember me in heaven.’
6. Jesus said, ‘You’ll be with me in heaven.’

Re-read the sentences, placing the correct sentence from [RESOURCE 17.5 – Large sentences](#) near each sketch as you go.

Read the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 17.4 –  
Large sketches**  
Print one set of A4  
sketches to display.

**RESOURCE 17.5 –  
Large sentences**  
Print one set of A4  
sentences to display.

 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 17.6 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 17.7 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 17.8 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 17.6 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 17.7 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 17.8 –  
Gap-fill worksheet**

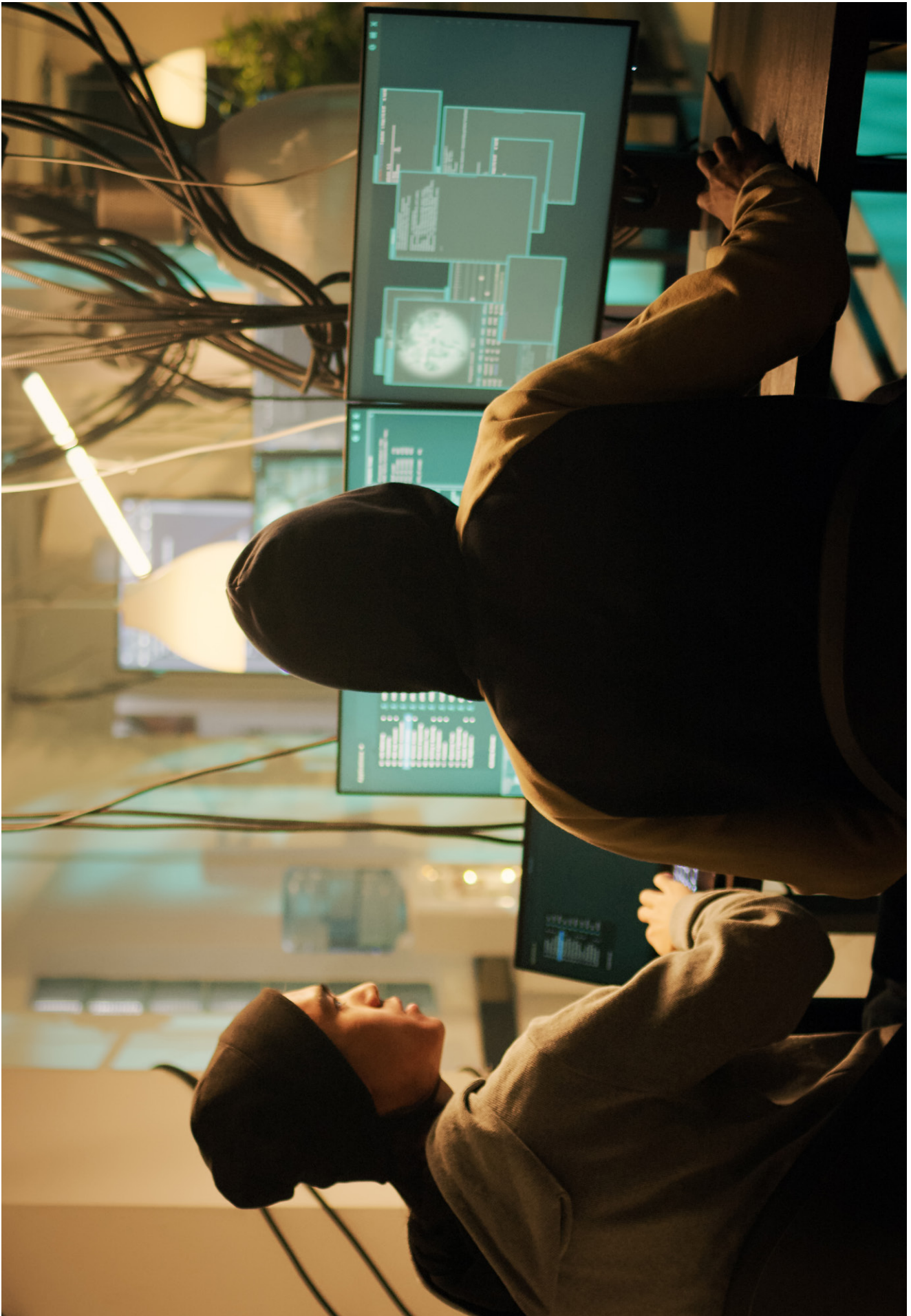
Print one copy per  
student.

17.1 RESOURCE – Nine photos

Lesson 17: Part 1. Crimes  
Print one copy of each photo to display  
(or remove these pages from this book).



17.1 RESOURCE – Nine photos



17.1 RESOURCE – Nine photos



17.1 RESOURCE – Nine photos

Lesson 17: Part 1. Crimes  
Print one copy of each photo to display  
(or remove these pages from this book).



17.1 RESOURCE – Nine photos





17.1 RESOURCE – Nine photos

Lesson 17: Part 1. Crimes  
Print one copy of each photo to display  
(or remove these pages from this book).



17.1 RESOURCE – Nine photos



17.1 RESOURCE – Nine photos



17.1 RESOURCE – Nine photos

Lesson 17: Part 1. Crimes  
Print one copy of each photo to display  
(or remove these pages from this book).





Cyber attack

Burglary

Speeding

Drink-driving

Arson

Pickpocketing

Domestic violence

Telephone scam

Drug trafficking

### 17.3 RESOURCE – Running dictation sentences

Lesson 17: Part 1. Crimes  
Print one copy of each selected  
sentence per pair. Cut up.

(Note: Choose sentences best suited to your group; you won't have time for students to dictate them all during one lesson.)



A cyber attack is an attempt to gain unauthorised access to a computer system with the intent to cause damage.

Burglary is the illegal entry of a building with intent to commit a crime, especially theft.

Speeding is driving a vehicle at a high speed, above the speed limit

Drink-driving is driving a vehicle with an excess of alcohol in the blood.

Arson is deliberately setting fire to property.

Pickpocketing is stealing from people's pockets.

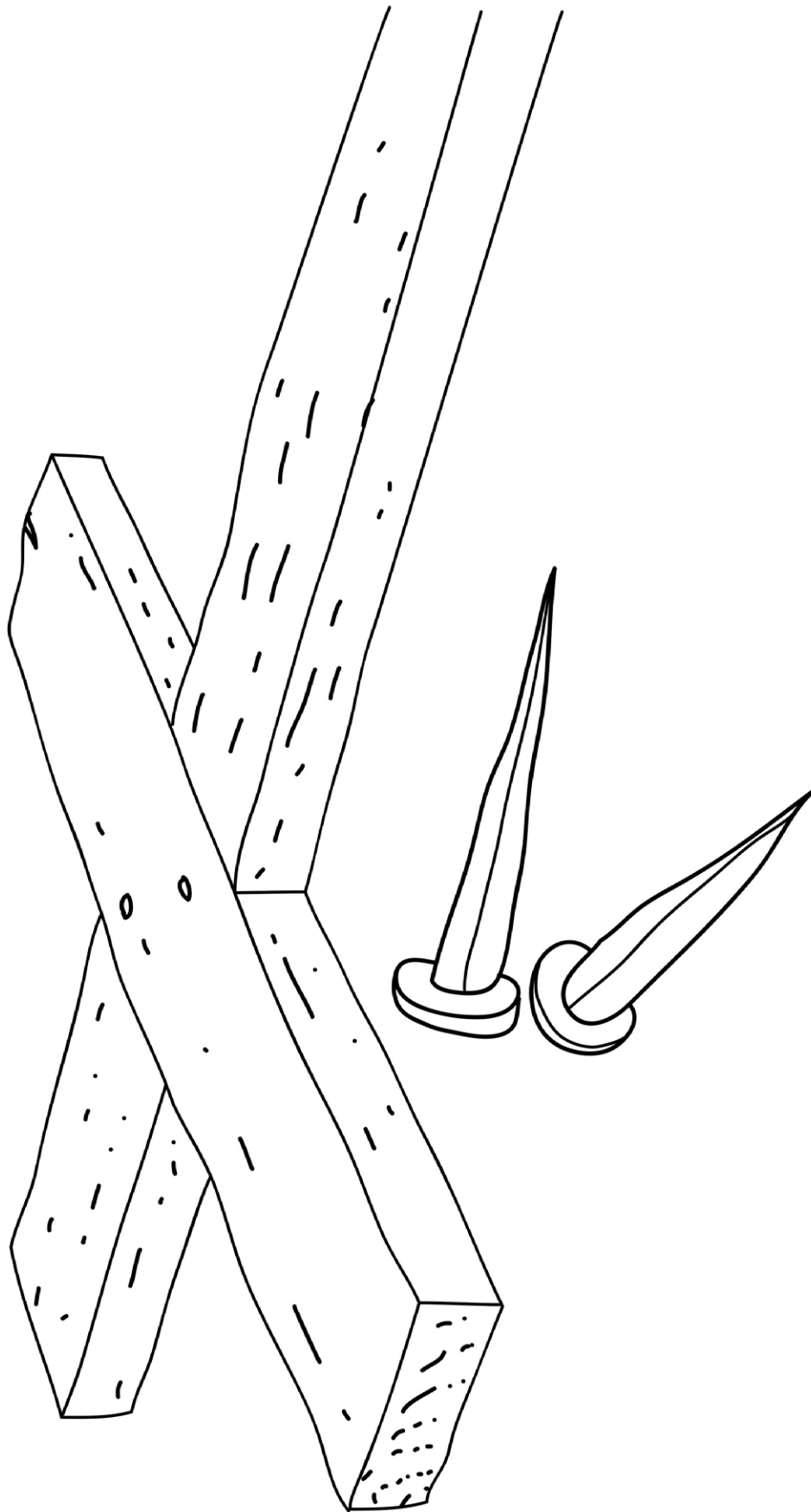
Domestic violence is a pattern of abusive behaviour that one person uses to control or dominate another person in a relationship. The abusive behaviour usually causes fear.

A telephone scam is when a phone caller tricks a person into giving money or revealing personal information.

Drug trafficking is the process by which people make and share illegal drugs throughout a country.

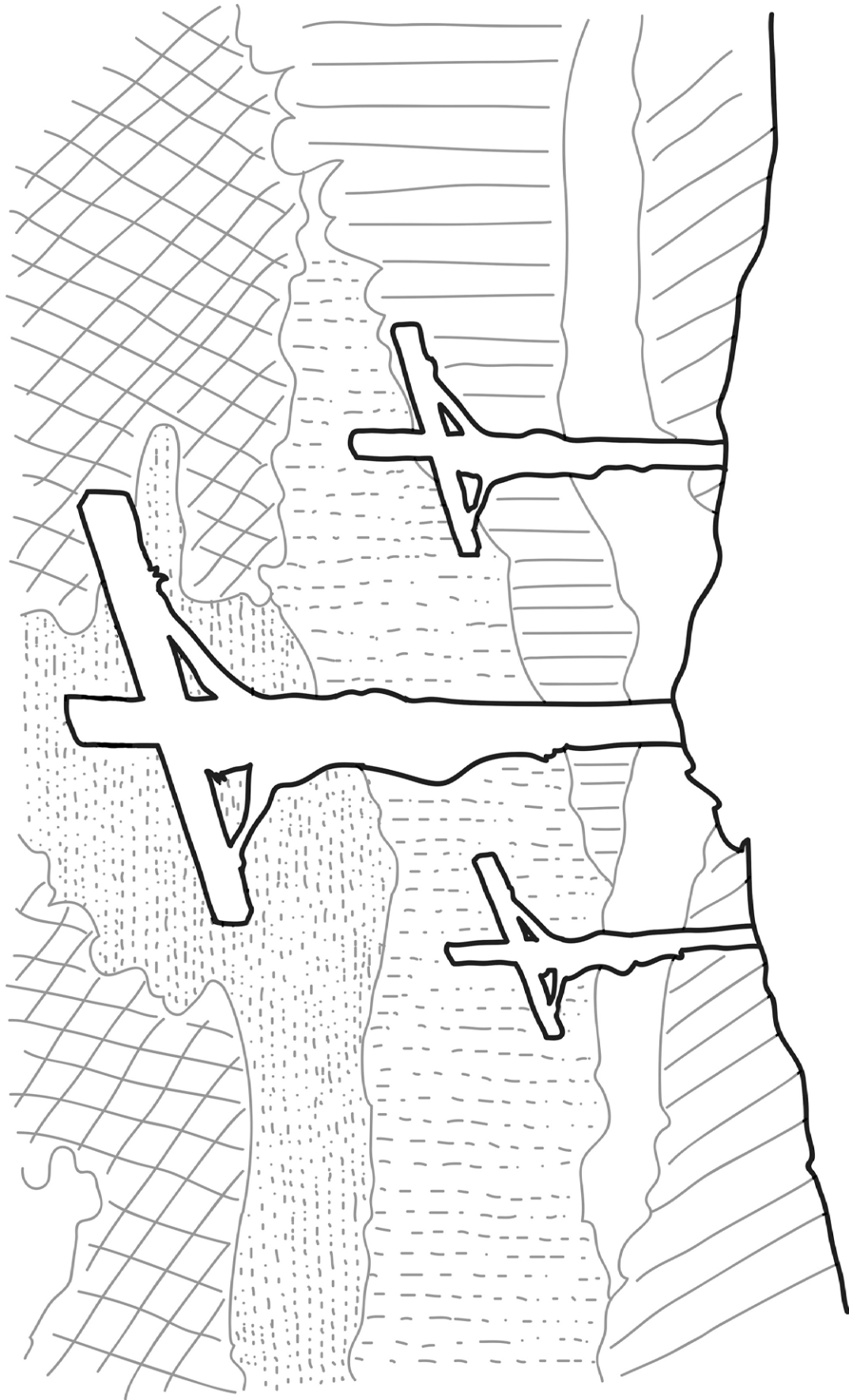
17.4 RESOURCE –  
Large sketches

Lesson 17: Part 2. Jesus forgives a dying criminal – Luke 23:32–43  
Print one set of A4 sketches to display.



17.4 RESOURCE –  
Large sketches

Lesson 17: Part 2. Jesus forgives a dying criminal – Luke 23:32–43  
Print one set of A4 sketches to display.





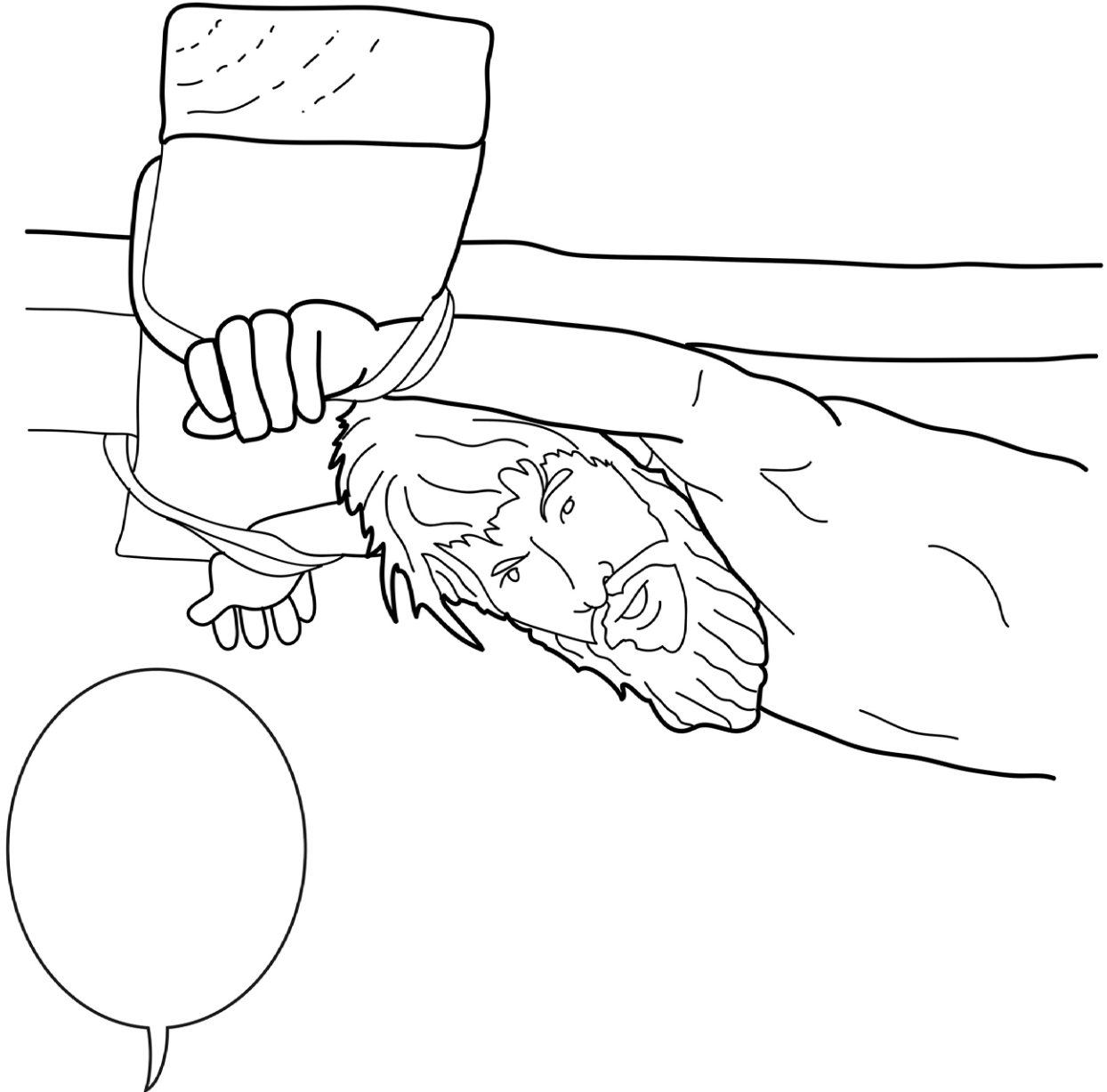
17.4 RESOURCE –  
Large sketches

Lesson 17: Part 2. Jesus forgives a dying criminal – Luke 23:32–43  
Print one set of A4 sketches to display.



17.4 RESOURCE –  
Large sketches

Lesson 17: Part 2. Jesus forgives a dying criminal – Luke 23:32–43  
Print one set of A4 sketches to display.



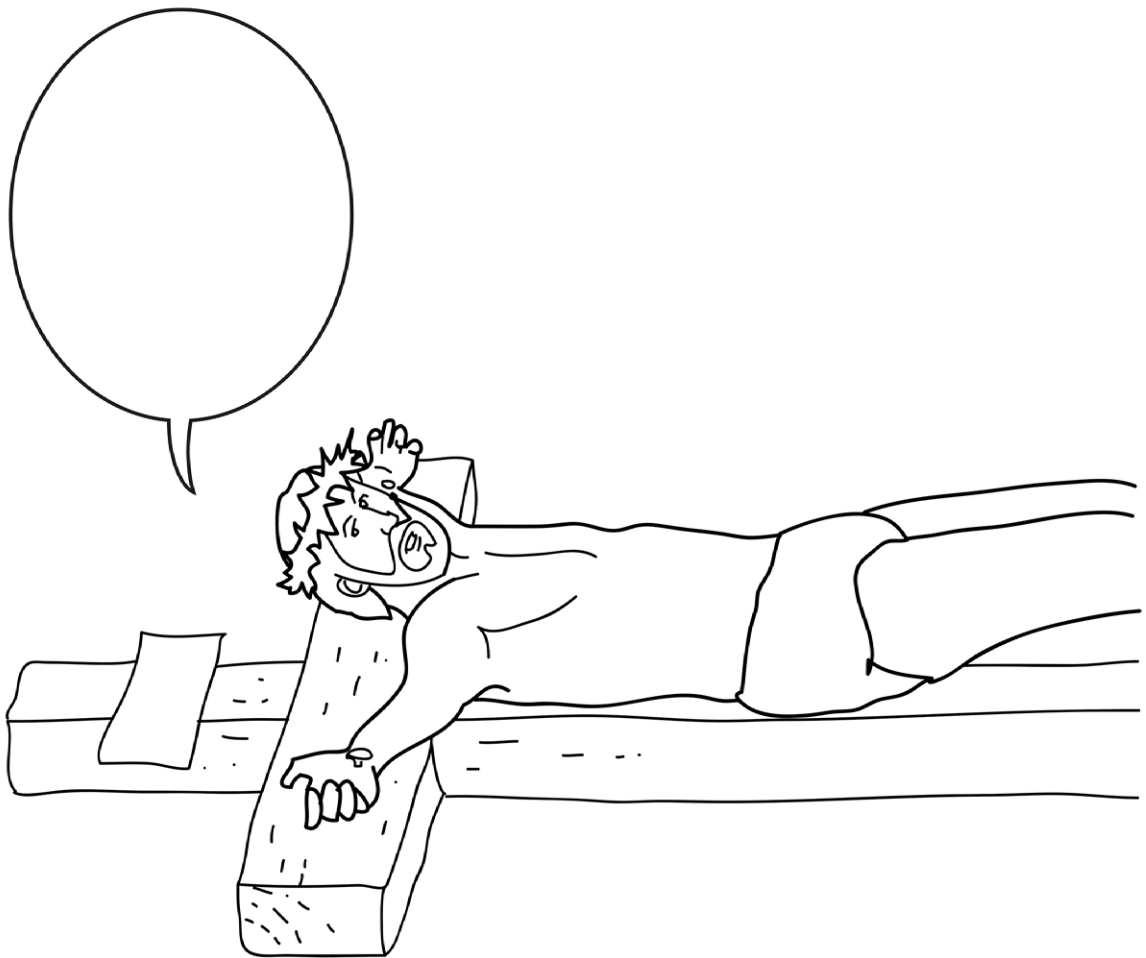
17.4 RESOURCE –  
Large sketches

Lesson 17: Part 2. Jesus forgives a dying criminal – Luke 23:32–43  
Print one set of A4 sketches to display.



17.4 RESOURCE –  
Large sketches

Lesson 17: Part 2. Jesus forgives a dying criminal – Luke 23:32–43  
Print one set of A4 sketches to display.



**Jesus was  
nailed to a  
cross.**

**Two criminals  
were with  
Jesus.**

**One criminal  
said, 'Save  
yourself!'**

**The other  
criminal said,  
'We're guilty.  
This man isn't  
guilty!'**



**He said to  
Jesus,  
'Remember me  
in heaven!'**

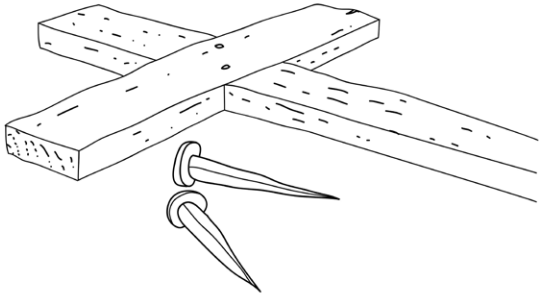
**Jesus said,  
'You'll be with  
me in heaven!'**

17.6 RESOURCE –  
Small sketches

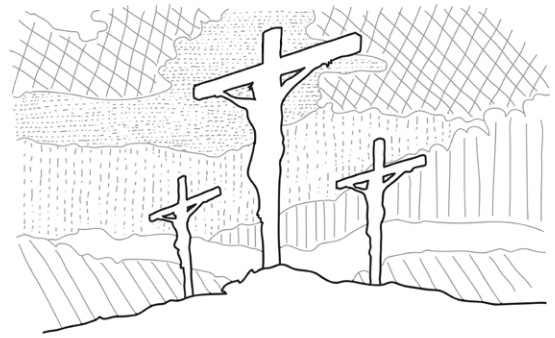
Lesson 17: Part 2. Jesus forgives a dying criminal – Luke 23:32–43  
Print one copy per pair and cut up.



Meet Jesus.HB.17



Meet Jesus.HB.17



Meet Jesus.HB.17



Meet Jesus.HB.17



Meet Jesus.HB.17



Meet Jesus.HB.17





Meet Jesus.HB.17

Jesus was nailed to a cross.

Meet Jesus.HB.17

Two criminals were with Jesus.

Meet Jesus.HB.17

One criminal said, 'Save yourself.'

Meet Jesus.HB.17

The other criminal said, 'We're guilty. This man isn't guilty.'

Meet Jesus.HB.17

He said to Jesus, 'Remember me in heaven.'

Meet Jesus.HB.17

Jesus said, 'You'll be with me in heaven.'

Fill in the missing words.

**Luke 23:32–43**

1. Jesus was nailed to a \_\_\_\_\_.
2. Two \_\_\_\_\_ were with Jesus.
3. One criminal said, '\_\_\_\_\_ yourself.'
4. The other criminal said, 'We're \_\_\_\_\_.  
This man isn't guilty.'
5. He said to Jesus, '\_\_\_\_\_ me in heaven.'
6. Jesus said, 'You'll be with me in \_\_\_\_\_.'

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# Lesson 18

## **PART 1** (APPROX 1 HOUR):

**Living things**

## **PART 2** (APPROX 1/2 HOUR):

**Jesus rises from the dead  
Matthew 27:57–28:10**

 **Prepare lesson**

## Part 1. Living things

### Print resources

- RESOURCE 18.1 – Is it alive?**  
Print one copy and cut up.
- RESOURCE 18.2 – Brainstorming**  
Print one copy per group.
- RESOURCE 18.3 – Running dictation texts**  
Print one copy of each selected text per pair.  
Cut up. (**Note:** Choose texts best suited to your group; you won't have time for students to dictate them all during one lesson.)

### Additional equipment

- Plain A4 paper and pens
- Blu Tack (or similar reusable adhesive) to display texts on wall

## Part 2. Jesus rises from the dead

### Read scripture

- Matthew 27:57–28:10 in Nlrv Bible  
(or another easy-to-read translation)

### Print resources (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 18.4 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 18.5 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 18.6 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 18.7 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 18.8 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)



## Part 1. Living things

### Activate knowledge

Distribute images from **RESOURCE 18.1 – Is it alive?** to volunteers.

Ask 'Is it alive?' as you do this.

Write the following two column headings on the board:

○ *Alive = Living Dead = Not living*

Invite a volunteer to name the item they have been given and place it in the correct column on the board – for example, 'It's a flower, it's alive, it's living'; 'It's food, it's not living'.

Repeat for the remaining seven items.

### Focus on language

#### Activity 1: Brainstorming

Divide students into groups of 3 to 4.

Give each group one copy of **RESOURCE 18.2 – Brainstorming**.

Invite students to list as many living and non-living things as they can.

List all the groups' words under the two column headings on the board.

#### Activity 2: Running dictation

**Note:** See 'Note to teacher' in Lesson 17 to remind you of how this activity works if necessary.

Display a text strip from **RESOURCE 18.3 – Running dictation texts** on the wall at some distance from where students are gathered.

**RESOURCE 18.1 –  
Is it alive?**

Print one copy and  
cut up.

**RESOURCE 18.2 –  
Brainstorming**

Print one copy per  
group.

**RESOURCE 18.3 –  
Running dictation texts**

Print one copy of each  
selected text per pair.  
Cut up.

(**Note:** Choose texts  
best suited to your  
group; you won't have  
time for students to  
dictate them all during  
one lesson.)

**Divide** students into pairs.

**Nominate** a 'runner' and a 'writer' in each pair.

**Explain** how the activity is to work using the information in the 'Note to teacher' in Lesson 17. (Model the activity with a helper if necessary – especially if some students were not present last time 'running dictation' was used.)

**Invite** each pair to call out and notify the teacher when they think they have correctly dictated and written the text.

**Invite** writers to sit still with pen and paper.

**Invite** runners to move back and forth between the displayed text and their partners until they have dictated the text. Make sure they understand that they must whisper, not speak loudly or yell.

**Repeat** for as many texts as you choose.

## Part 2 – Jesus rises from the dead

### Matthew 27:57–28:10

#### Read for gist

Hold up a hard copy of the Bible.

Say 'In the Bible story, Jesus is alive again.'

Distribute copies of Matthew 27:57–28:10 in your students' heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

#### Read for detail

Display [RESOURCE 18.4 – Large sketches](#) in order.

Read the sentences below slowly, pointing to the corresponding sketches as you read.

#### Sentences:

1. Jesus' body was in a tomb.
2. Two women visited the tomb.
3. There was an earthquake.
4. An angel appeared.
5. The women were frightened.
6. The angel said, 'Don't be frightened.'
7. The angel said, 'Jesus is alive.'
8. The women saw Jesus.

Re-read the sentences, placing the correct sentence from [RESOURCE 18.5 – Large sentences](#) near each sketch as you go.

Read the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 18.4 –**  
Large sketches  
Print one set of A4  
sketches to display.

**RESOURCE 18.5 –**  
Large sentences  
Print one set of A4  
sentences to display.

## Reinforce the language

**Divide** students into pairs.

**Distribute** **RESOURCE 18.6 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 18.7 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 18.8 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

### **RESOURCE 18.6 – Small sketches**

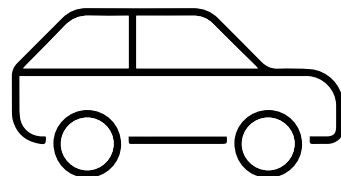
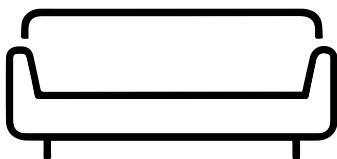
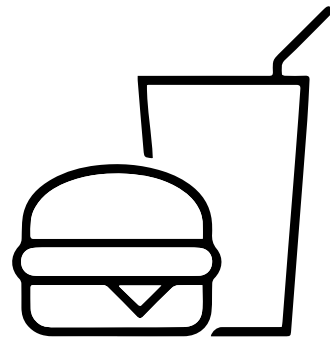
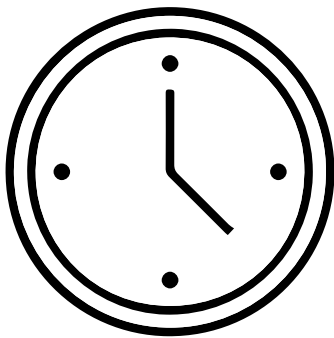
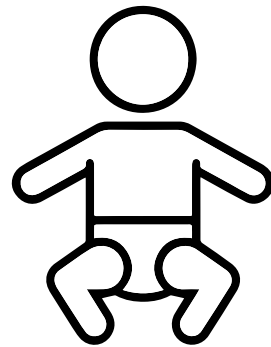
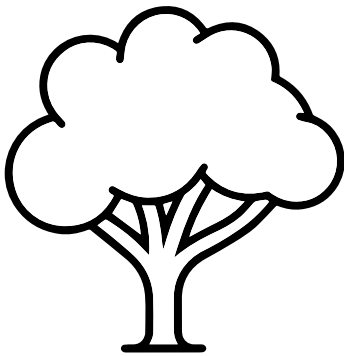
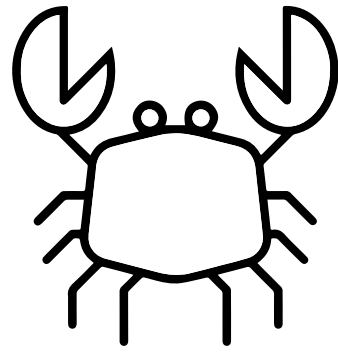
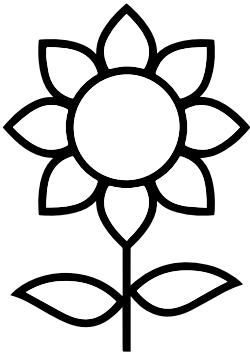
Print one copy per pair  
and cut up.

### **RESOURCE 18.7 – Small sentence strips**

Print one copy per pair  
and cut up.

### **RESOURCE 18.8 – Gap-fill worksheet**

Print one copy per  
student.



**18.2 RESOURCE – Brainstorming**

Lesson 18: Part 1. Living things  
Print one copy per group.

Living things	Non-living things

### 18.3 RESOURCE – Running dictation texts

Lesson 18: Part 1. Living things  
Print one copy of each selected text per pair. Cut up.

(Note: Choose texts best suited to your group; you won't have time for students to dictate them all during one lesson.)

---



The earth is made up of many things.  
These can be grouped into two different  
types – living and non-living things.  
Living things are alive. People, animals and  
plants are living things. Living things need  
air, water and food to stay alive.

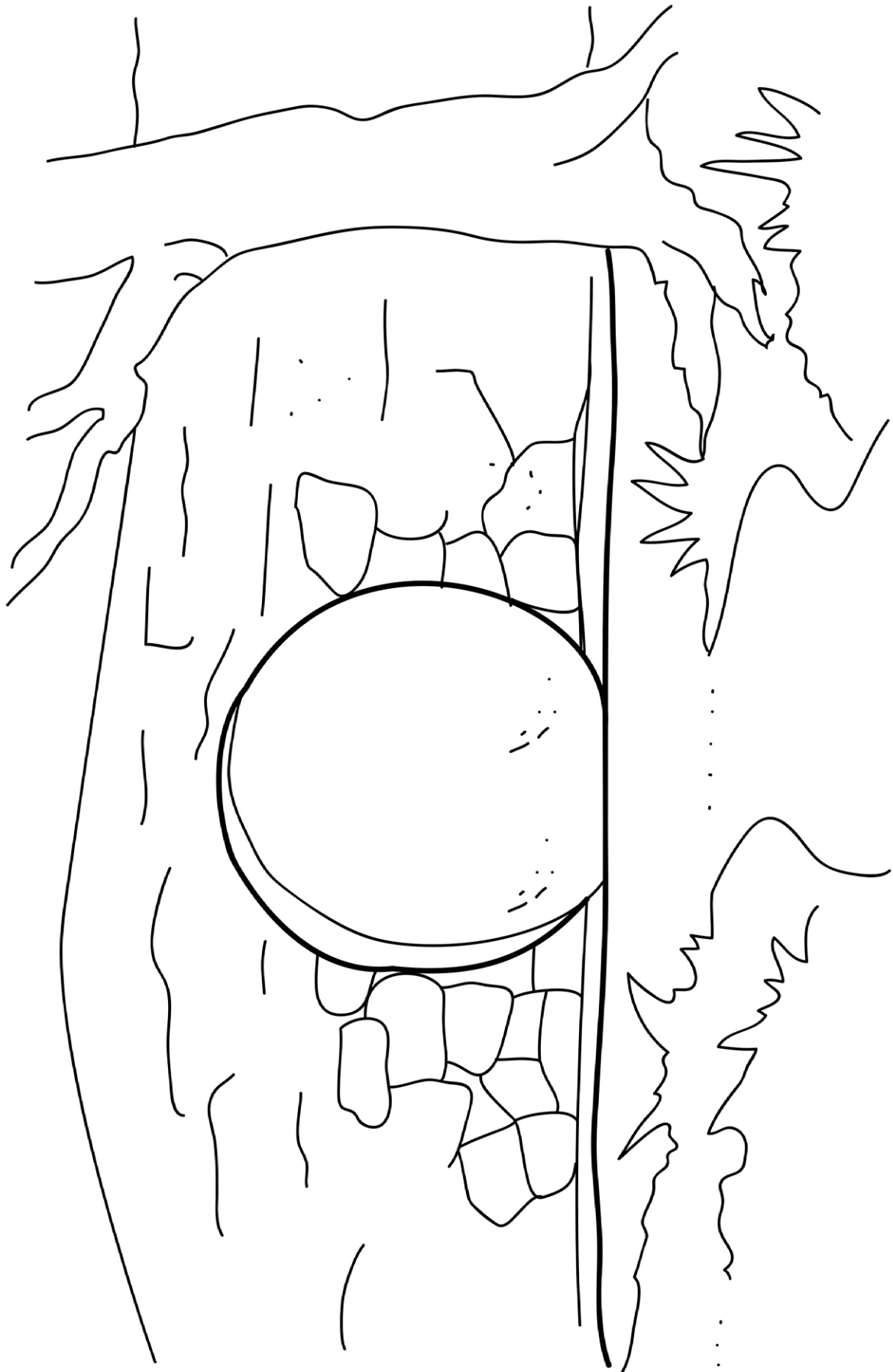
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Both animals and plants need water.  
Living things breathe, eat, move, grow and  
reproduce. Non-living things are not alive.  
They do not need air, food or water.  
Non-living things do not breathe, eat,  
move, grow and reproduce.

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18.4 RESOURCE –  
Large sketches

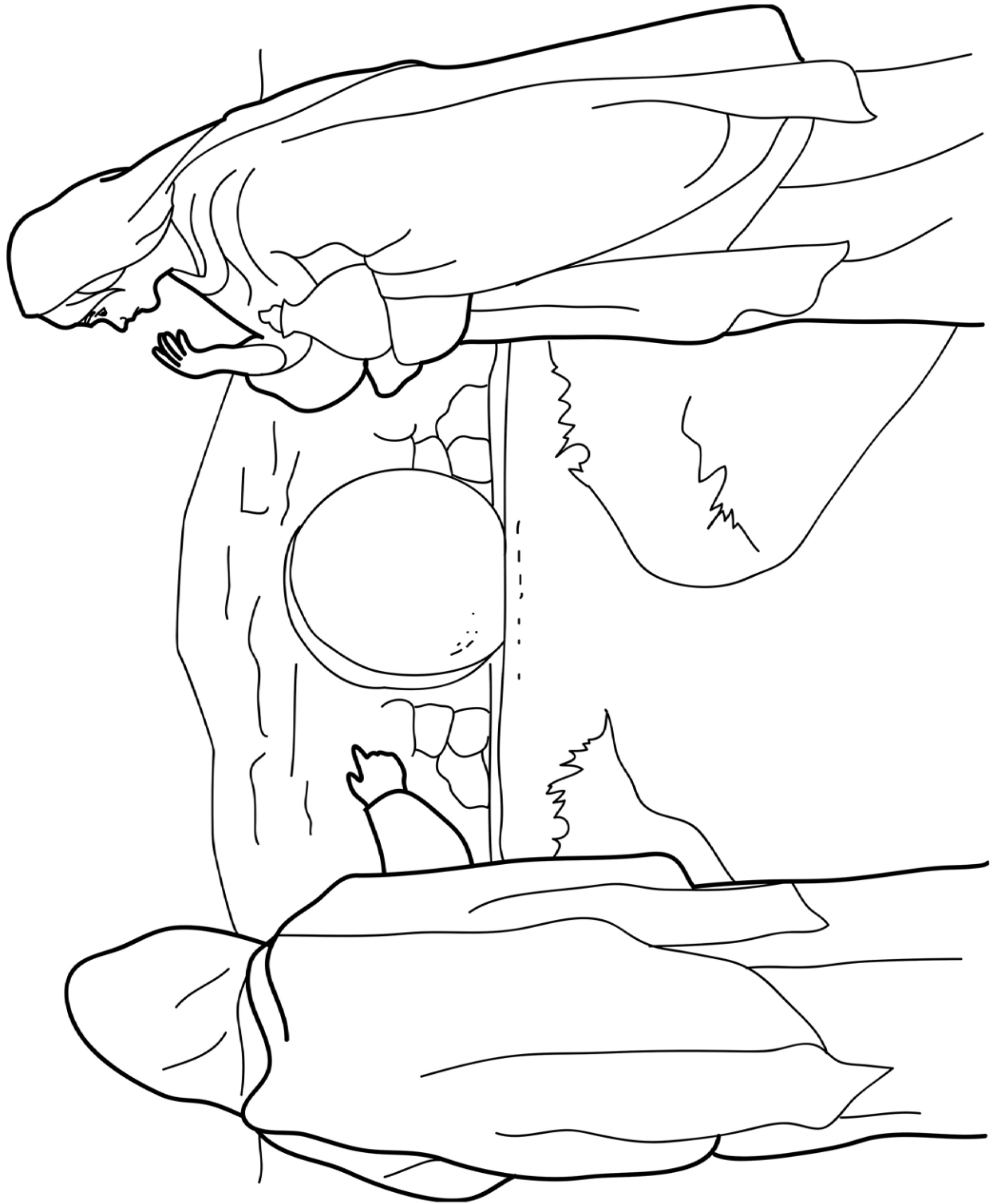
Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57-28:10  
Print one set of A4 sketches to display.





18.4 RESOURCE –  
Large sketches

Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57–28:10  
Print one set of A4 sketches to display.



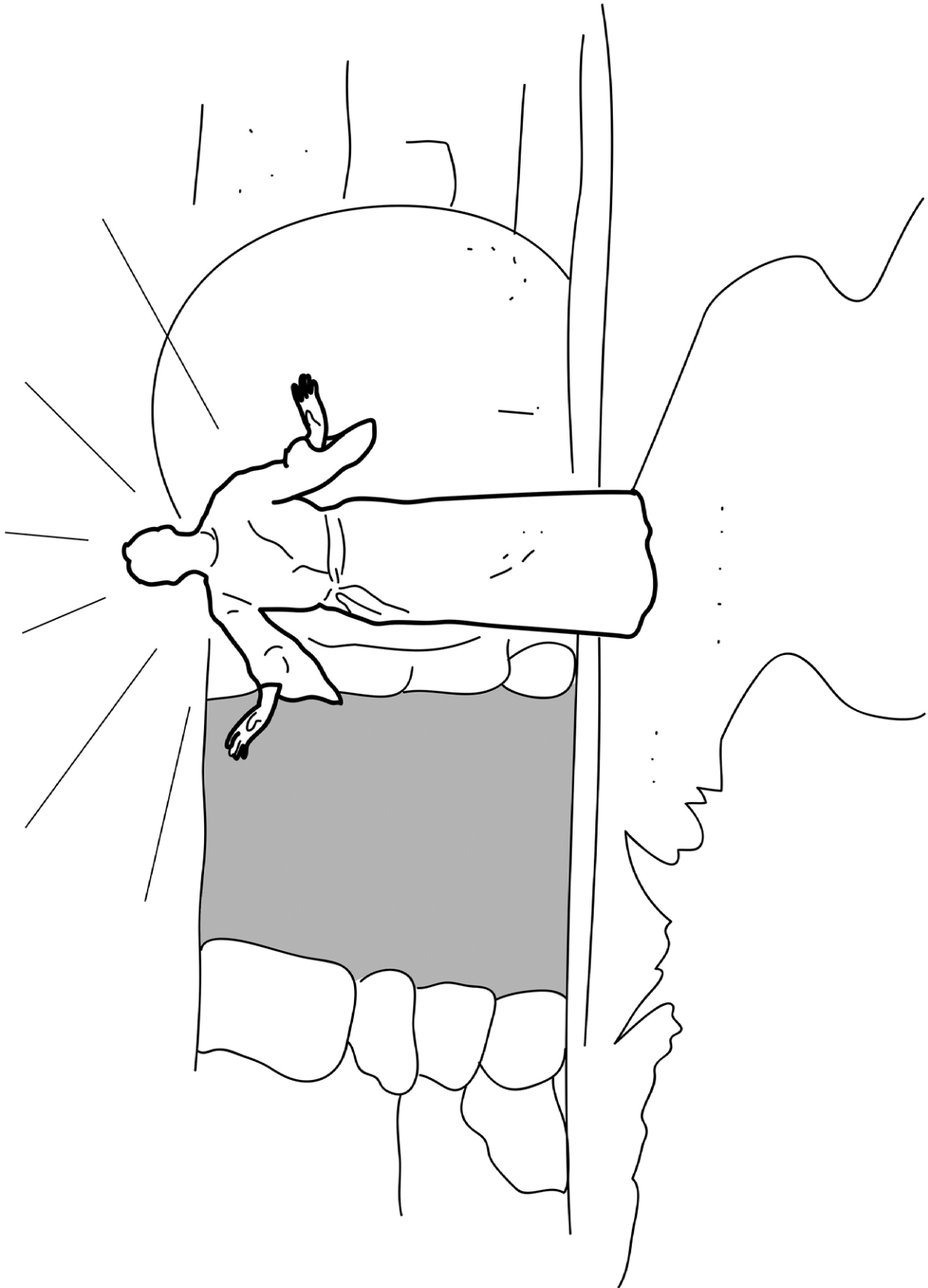
18.4 RESOURCE –  
Large sketches

Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57-28:10  
Print one set of A4 sketches to display.



18.4 RESOURCE –  
Large sketches

Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57–28:10  
Print one set of A4 sketches to display.



18.4 RESOURCE –  
Large sketches

Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57–28:10  
Print one set of A4 sketches to display.



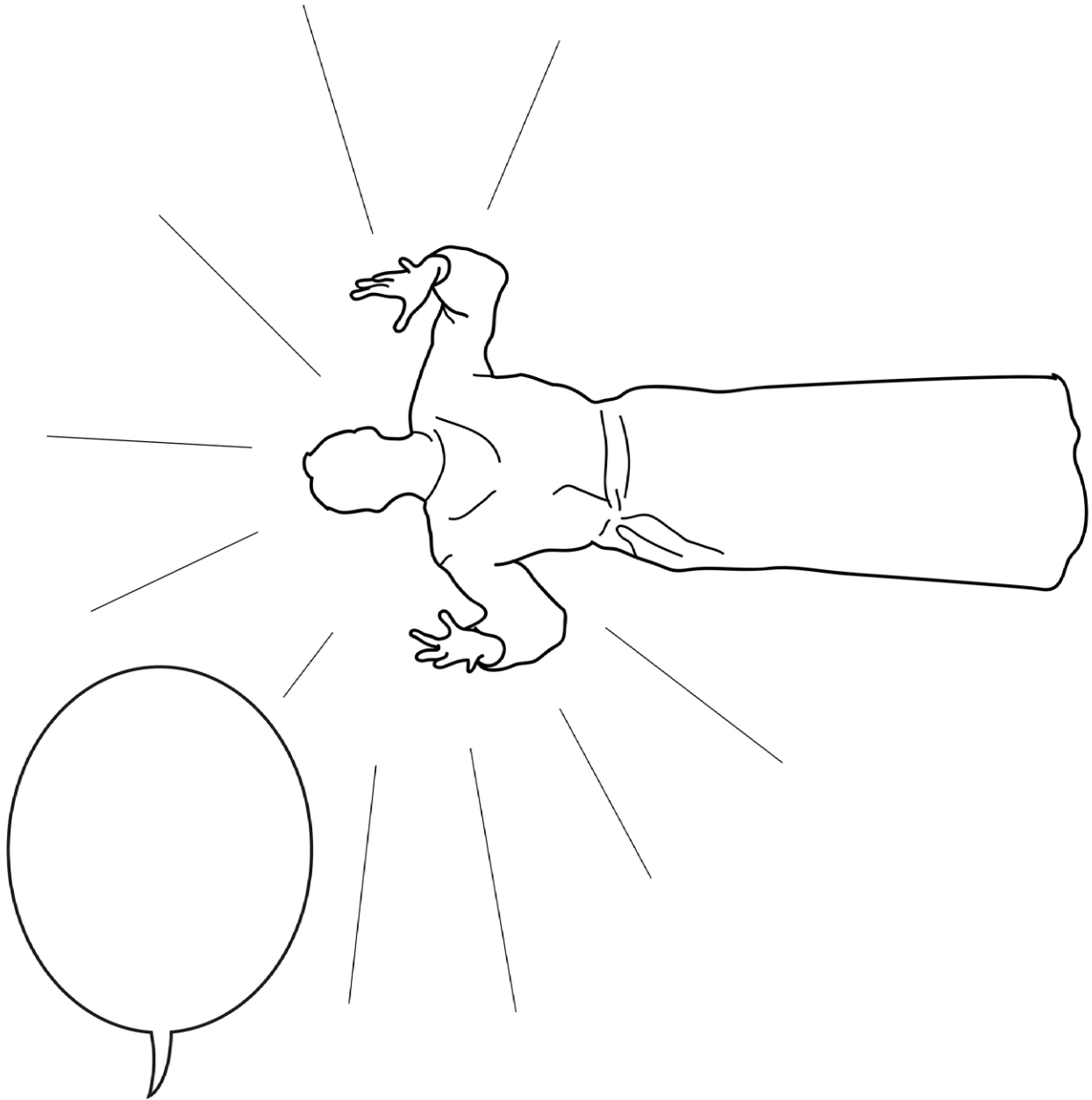
18.4 RESOURCE –  
Large sketches

Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57–28:10  
Print one set of A4 sketches to display.



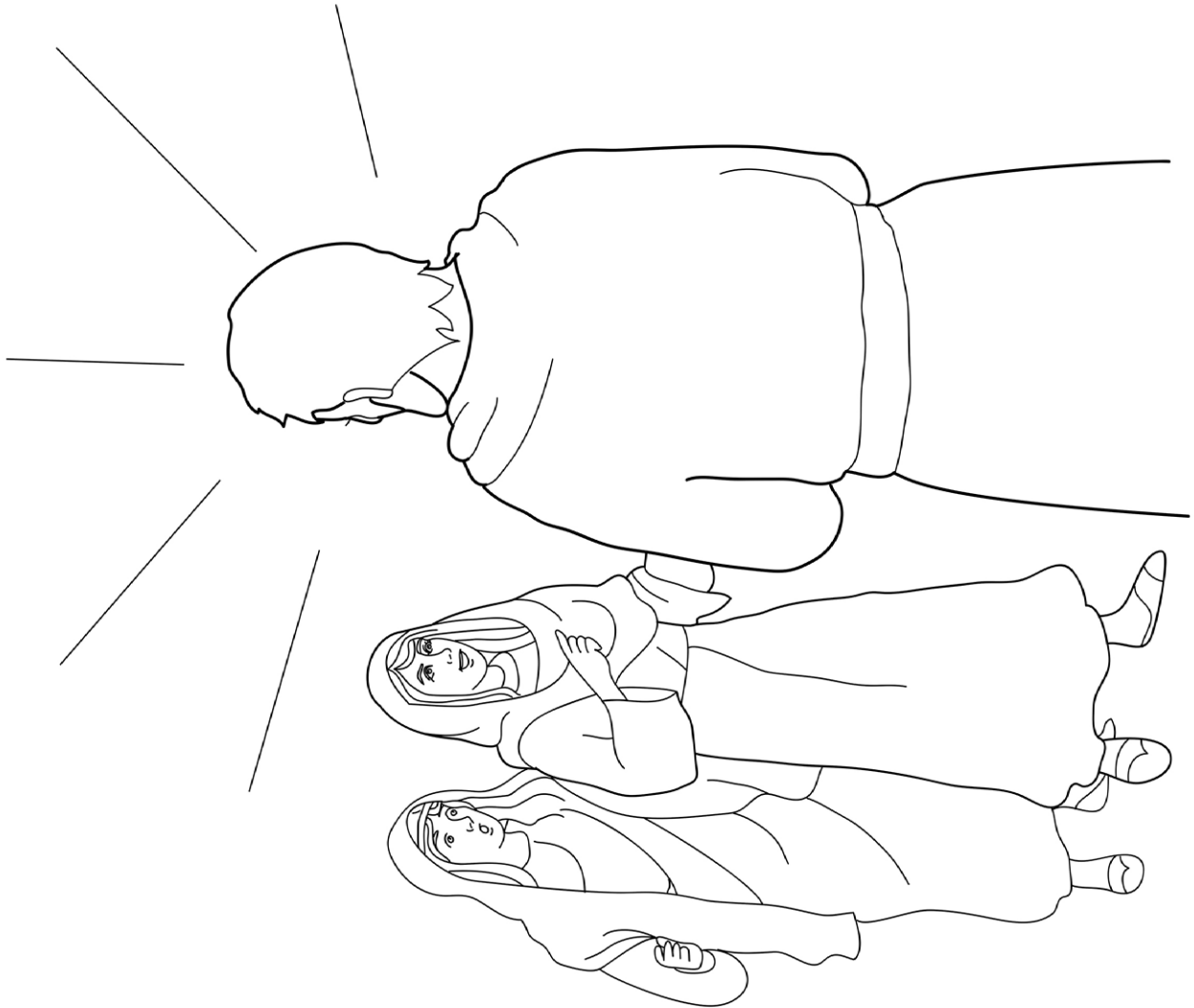
18.4 RESOURCE –  
Large sketches

Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57–28:10  
Print one set of A4 sketches to display.



18.4 RESOURCE –  
Large sketches

Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57–28:10  
Print one set of A4 sketches to display.



**Jesus' body  
was in a tomb.**



**Two women  
visited the  
tomb.**

**There was an  
earthquake.**

**An angel  
appeared.**

**The women  
were  
frightened.**

**The angel  
said, 'Don't be  
frightened!'**

**The angel said,  
'Jesus is alive!'**

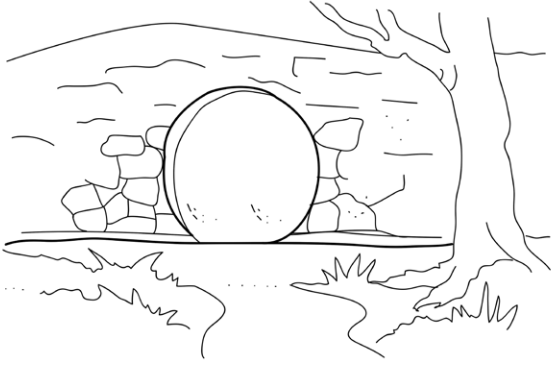
**The women  
saw Jesus.**

18.6 RESOURCE –  
Small sketches

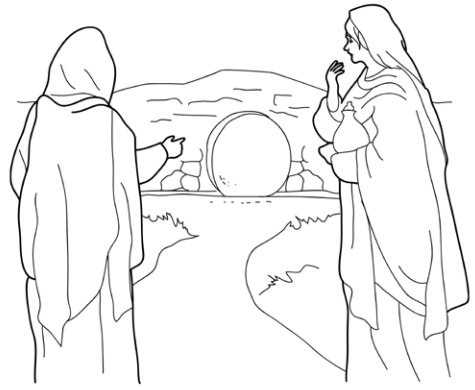
Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57–28:10  
Print one copy per pair and cut up.



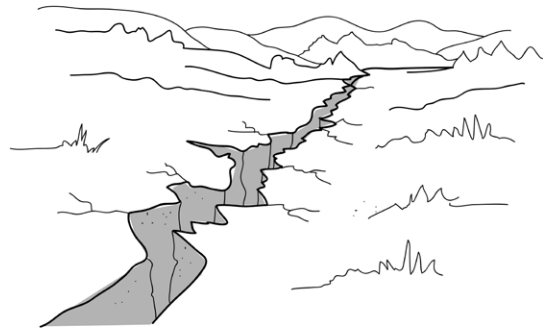
Meet Jesus.HB.18



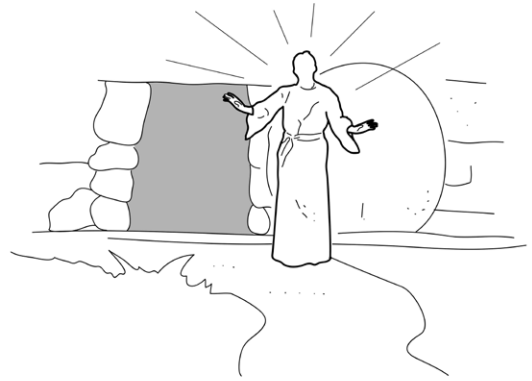
Meet Jesus.HB.18



Meet Jesus.HB.18



Meet Jesus.HB.18



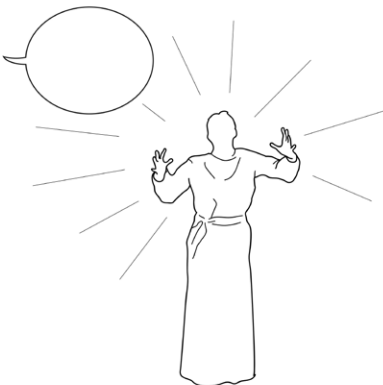
Meet Jesus.HB.18



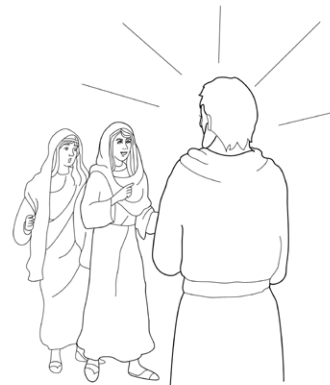
Meet Jesus.HB.18



Meet Jesus.HB.18



Meet Jesus.HB.18





**18.7 RESOURCE – Small sentence strips**

Lesson 18: Part 2. Jesus rises from the dead – Matthew 27:57–28:10  
Print one copy per pair and cut up.



Meet Jesus.HB.18

Jesus' body was in a tomb.

Meet Jesus.HB.18

Two women visited the tomb.

Meet Jesus.HB.18

There was an earthquake.

Meet Jesus.HB.18

An angel appeared.

Meet Jesus.HB.18

The women were frightened.

Meet Jesus.HB.18

The angel said, 'Don't be frightened.'

Meet Jesus.HB.18

The angel said, 'Jesus is alive.'

Meet Jesus.HB.18

The women saw Jesus.

Fill in the missing words.

**Matthew 27:57–28:10**

1. Jesus' \_\_\_\_\_ was in a tomb.
2. Two women \_\_\_\_\_ the tomb.
3. There was an \_\_\_\_\_.
4. An angel \_\_\_\_\_.
5. The women were \_\_\_\_\_.
6. The \_\_\_\_\_ said, 'Don't be frightened.'
7. The angel said, 'Jesus is \_\_\_\_\_.'
8. The women \_\_\_\_\_ Jesus.

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# Lesson 19

## **PART 1** (APPROX 1 HOUR):

### **Important words**

## **PART 2** (APPROX 1/2 HOUR):

### **The last command of Jesus Matthew 28:16–20**

 **Prepare lesson**

## Part 1. Important words

### Print resources

- RESOURCE 19.1 – Six photos**  
Print one copy of each photo to display  
OR bookmark these pages ready to hold up  
images in book.
- RESOURCE 19.2 – Important words**  
Print one copy (if necessary) and cut up.  
(Assess whether required for your class.)
- RESOURCE 19.3 – Six portrait photos**  
Print one copy of each photo to display  
OR bookmark these pages ready to hold up  
images in book.
- RESOURCE 19.4.1 – Important words worksheet**  
Print one copy per student.
- RESOURCE 19.4.2 – Important words worksheet  
answers**  
Bookmark this page in this book ready to check  
answers.

## Part 2. The last command of Jesus

### Read scripture

- Matthew 28:16–20 in NIV Bible  
(or another easy-to-read translation)

**Print resources** (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 19.5 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 19.6 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 19.7 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 19.8 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 19.9 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. Important words

### Activate knowledge

Write *Important words* on the board.

**Share** a time when you heard important words, using no more than 3–4 sentences – for example, ‘Last week I heard some important words. My daughter had a baby girl! Now I have four grandchildren.’

### Focus on language

#### Activity 1: What would he/she say?

**Display** the first photo from **RESOURCE 19.1 – Six photos**.

**Invite** volunteer(s) to guess the important words that people might speak in these situations. (**Note:** If this is too difficult for your students, invite a volunteer to choose one of the sentence strips from **RESOURCE 19.2 – Important words** that matches the photo. Some photos have more than one strip that can match them.)

**Write** responses on the board, correcting errors as you go.

**Repeat** for the remaining five photos.

#### Activity 2: Speaking practice

**Divide** students into pairs.

**Invite** students to tell their partners about a time when they heard some important words.

**Ensure** that both students have an opportunity to speak.

**Invite** volunteers to share their examples of important words with the whole class.

**Write** responses on the board, correcting errors as you go.

#### RESOURCE 19.1 – Six photos

Print one copy of each photo to display OR bookmark these pages ready to hold up images in book.

#### RESOURCE 19.2 – Important words

Print one copy (if necessary) and cut up. (Assess whether required for your class.)

**RESOURCE 19.3 –  
Six portrait photos**

Print one copy of each photo to display OR bookmark these pages ready to hold up images in book.

**RESOURCE 19.4.1 –  
Important words  
worksheet**

Print one copy per student.

**RESOURCE 19.4.2 –  
Important words  
worksheet answers**

Bookmark this page in this book ready to check answers.

**Activity 3: Famous words**

**Display** the first photo from **RESOURCE 19.3 – Six portrait photos**.

**Invite** volunteers to tell you what they know about this person.

**Write** any correct facts on the board.

**Repeat** for the remaining five portrait photos.

**Distribute** a copy of **RESOURCE 19.4.1 – Important words worksheet** to each student.

**Invite** students to work together to complete the worksheet.

**Check** answers together using **RESOURCE 19.4.2 – Important words worksheet answers** and focusing on correct pronunciation as you go.

## Part 2 – The last command of Jesus Matthew 28:16–20

### Read for gist

**Hold up** a hard copy of the Bible.

**Say** ‘In the Bible story, Jesus says some important words.’

**Distribute** copies of Matthew 28:16–20 in your students’ heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

### Read for detail

**Display** **RESOURCE 19.5 – Large sketches** in order.

**Read** the sentences below slowly, pointing to the corresponding sketches as you read.

#### **Sentences:**

1. Jesus’ friends went to a mountain.
2. They saw Jesus.
3. They worshipped him.
4. Some friends doubted.
5. Jesus said, ‘I am God.’
6. He said, ‘Tell everyone to follow me.’
7. He said, ‘I will be with you forever.’

**Re-read** the sentences, placing the correct sentence from **RESOURCE 19.6 – Large sentences** near each sketch as you go.

**Read** the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 19.5 –  
Large sketches**  
Print one set of A4  
sketches to display.

**RESOURCE 19.6 –  
Large sentences**  
Print one set of A4  
sentences to display.



 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 19.7 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 19.8 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 19.9 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 19.7 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 19.8 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 19.9 –  
Gap-fill worksheet**

Print one copy per  
student.

19.1 RESOURCE – Six photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display  
(or remove these pages from this book).



19.1 RESOURCE – Six photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display  
(or remove these pages from this book).



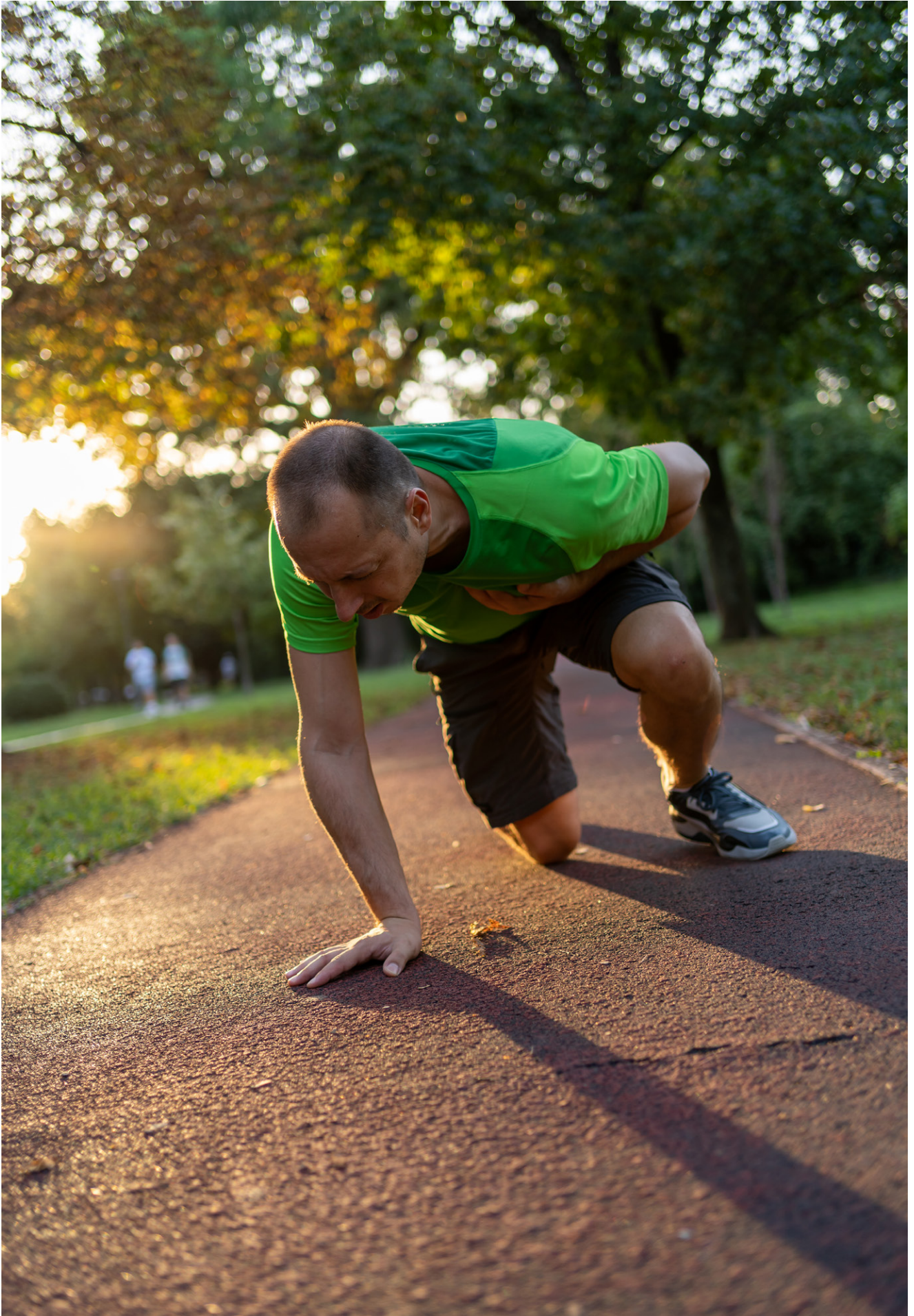
19.1 RESOURCE – Six photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display  
(or remove these pages from this book).



19.1 RESOURCE – Six photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display  
(or remove these pages from this book).



19.1 RESOURCE – Six photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display  
(or remove these pages from this book).



19.1 RESOURCE – Six photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display  
(or remove these pages from this book).





I'm pregnant.

I'm having a baby.

I can't breathe.

I've got chest pain.

I'm hungry.

I'm thirsty.

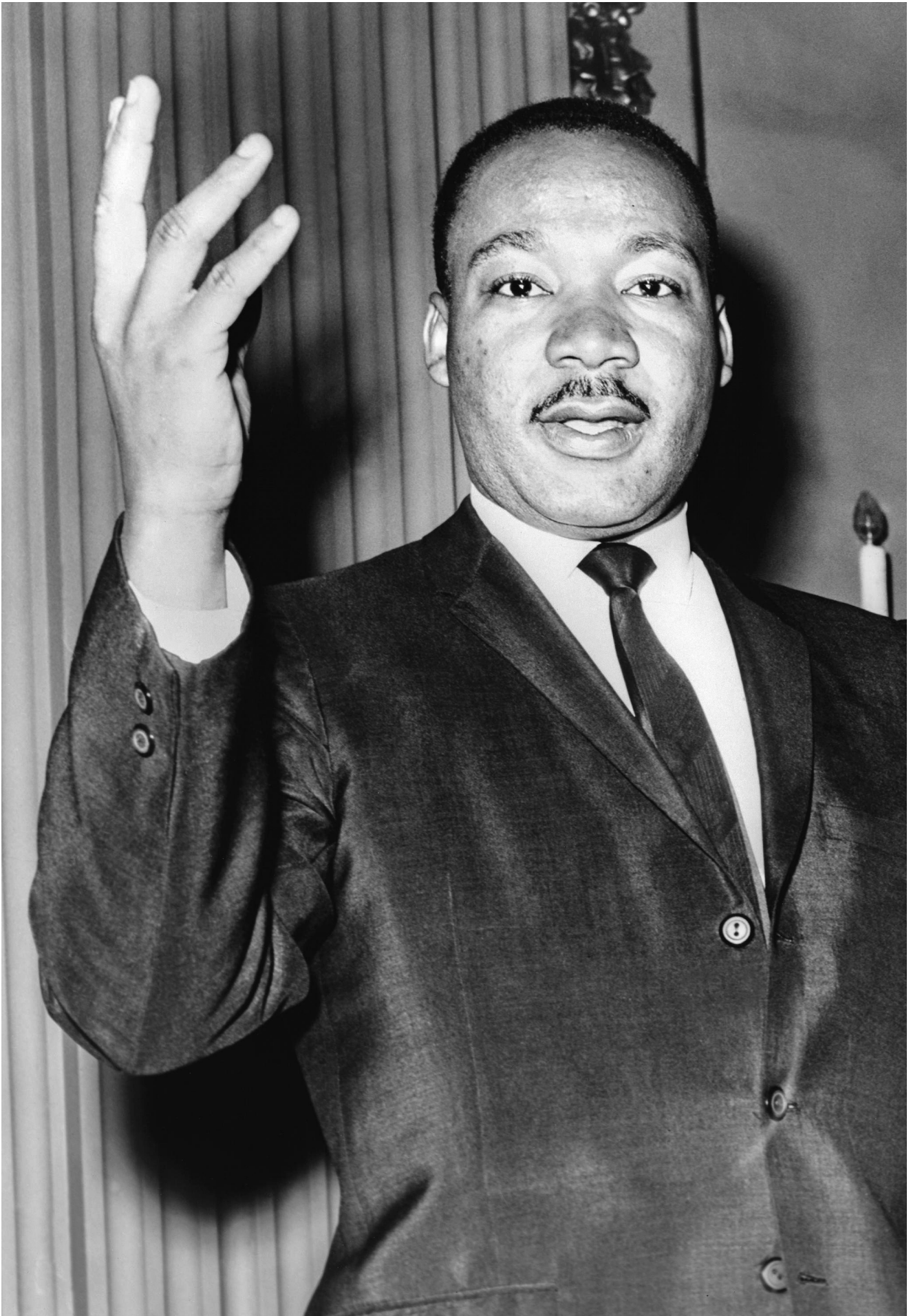
I'm engaged.

Will you marry me?



**19.3 RESOURCE – Six portrait photos**

Lesson 19: Part 1. Important words  
Print one copy of each photo to display OR  
bookmark these pages ready to hold up images in book



19.3 RESOURCE – Six portrait photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display OR  
bookmark these pages ready to hold up images in book



### 19.3 RESOURCE – Six portrait photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display OR  
bookmark these pages ready to hold up images in book



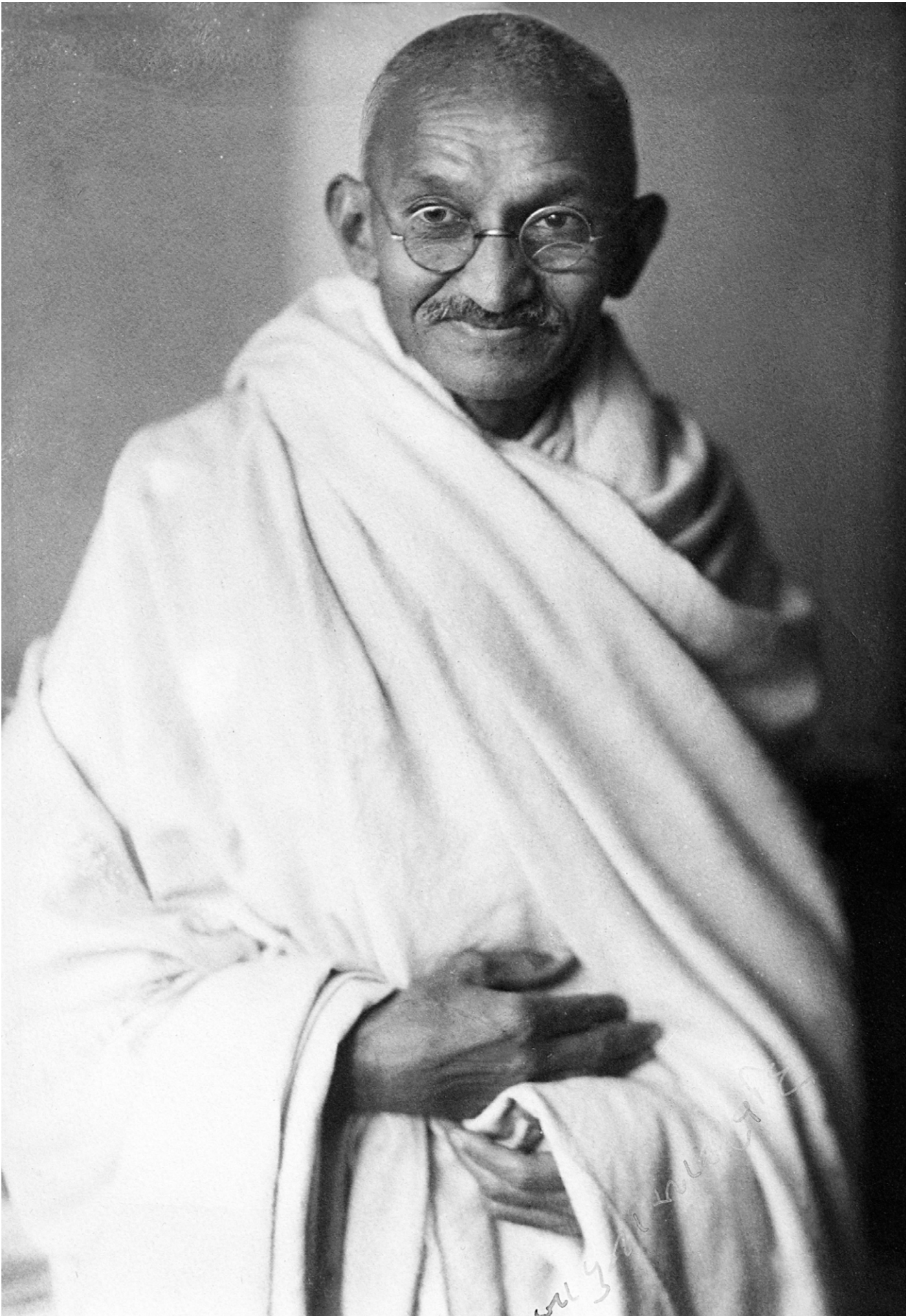
19.3 RESOURCE – Six portrait photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display OR  
bookmark these pages ready to hold up images in book



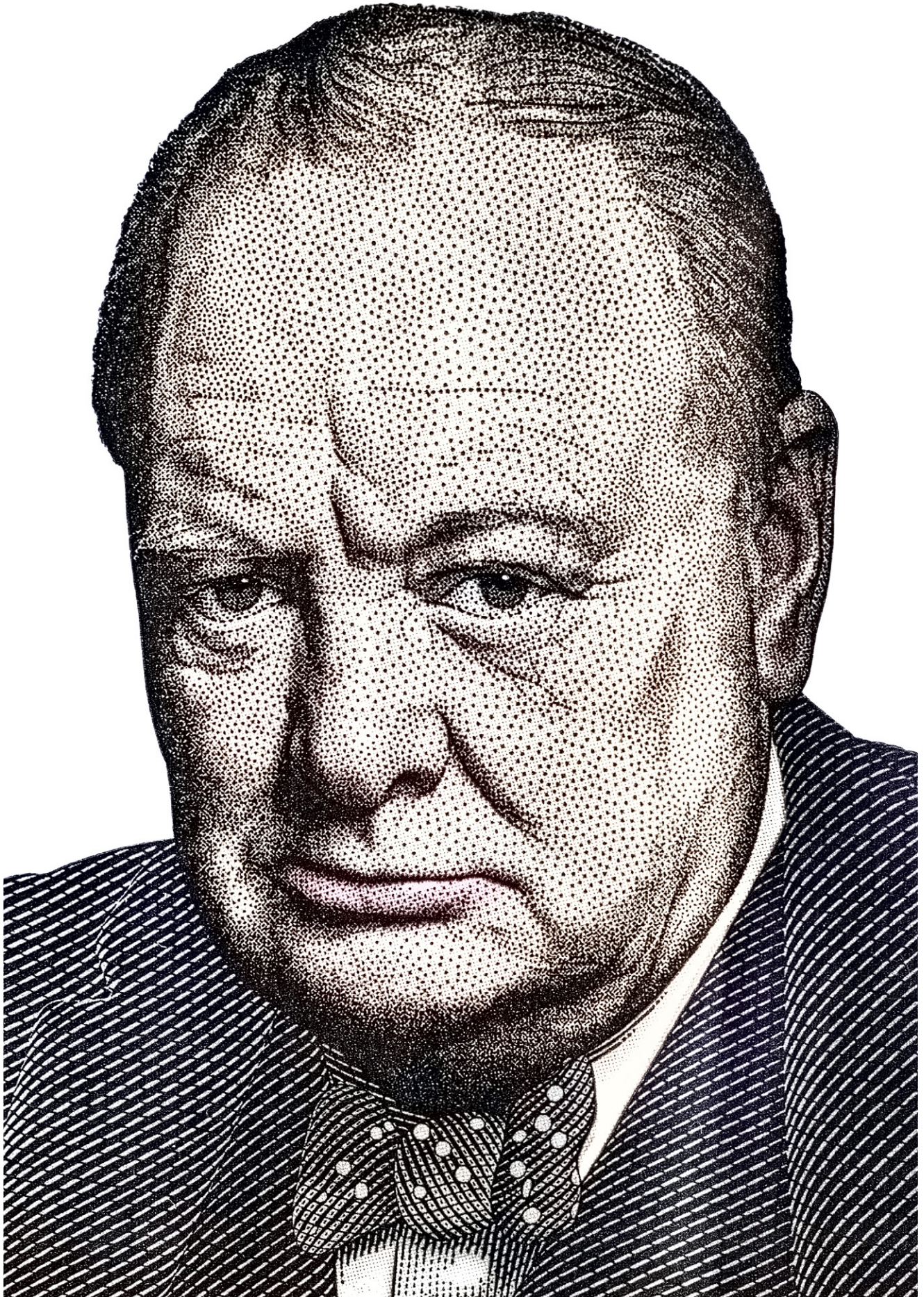
19.3 RESOURCE – Six portrait photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display OR  
bookmark these pages ready to hold up images in book



19.3 RESOURCE – Six portrait photos

Lesson 19: Part 1. Important words  
Print one copy of each photo to display OR  
bookmark these pages ready to hold up images in book



**19.4.1 RESOURCE – Important words worksheet**

(Note: resource includes this page and next page.)

Fill in the table using answers from the boxes on the next page.

Name	Why are they famous?	Where did they live?	What important words did they speak?	When did they live? speak?
Martin Luther King Jr				
Queen Elizabeth II				
Neil Armstrong				
Confucius				
Mahatma Gandhi				
Winston Churchill				

## 19.4.1 RESOURCE – Important words worksheet

### Why are they famous?

First man to walk on the moon

Philosopher and teacher

Prime Minister of the United Kingdom during World War II

Longest reigning monarch of the United Kingdom

Civil rights activist

Hindu thinker and social activist

### Where did they live?

India

United States of America (USA)

United Kingdom (UK)

United States of America (USA)

China

United Kingdom (UK)

### What important words did they speak?

'That's one small step for a man, one giant leap for mankind.'

'I have a dream.'

'It does not matter how slowly you go as long as you do not stop.'

'Nonviolence is a weapon of the strong.'

'Keep calm and carry on.'

'Good memories are our second chance at happiness.'

### When did they live?

1930–2012

1929–1968

1926–2022

1874–1965

1869–1948

Died 479 BC



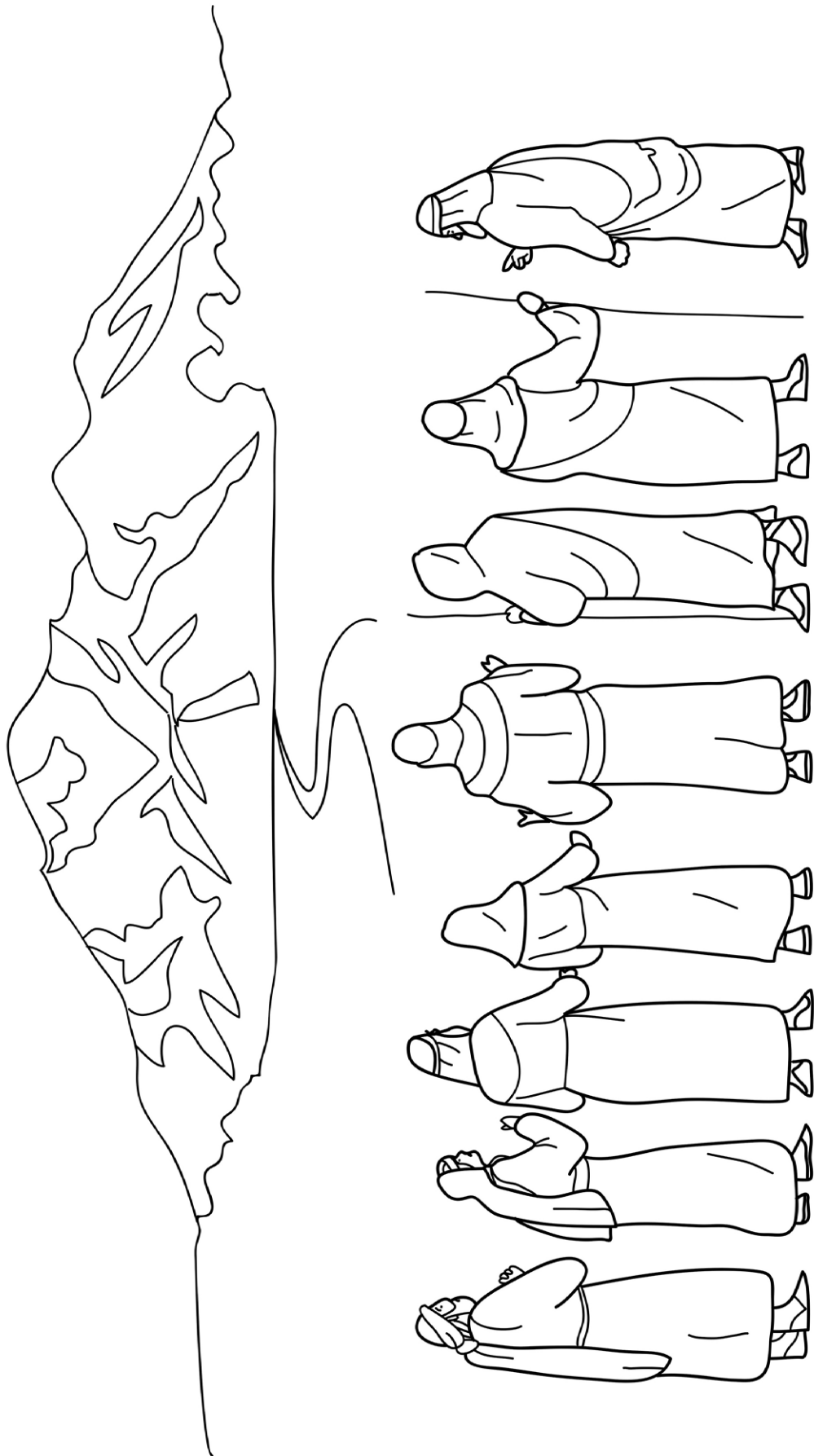
19.4.2 RESOURCE – Important words worksheet answers

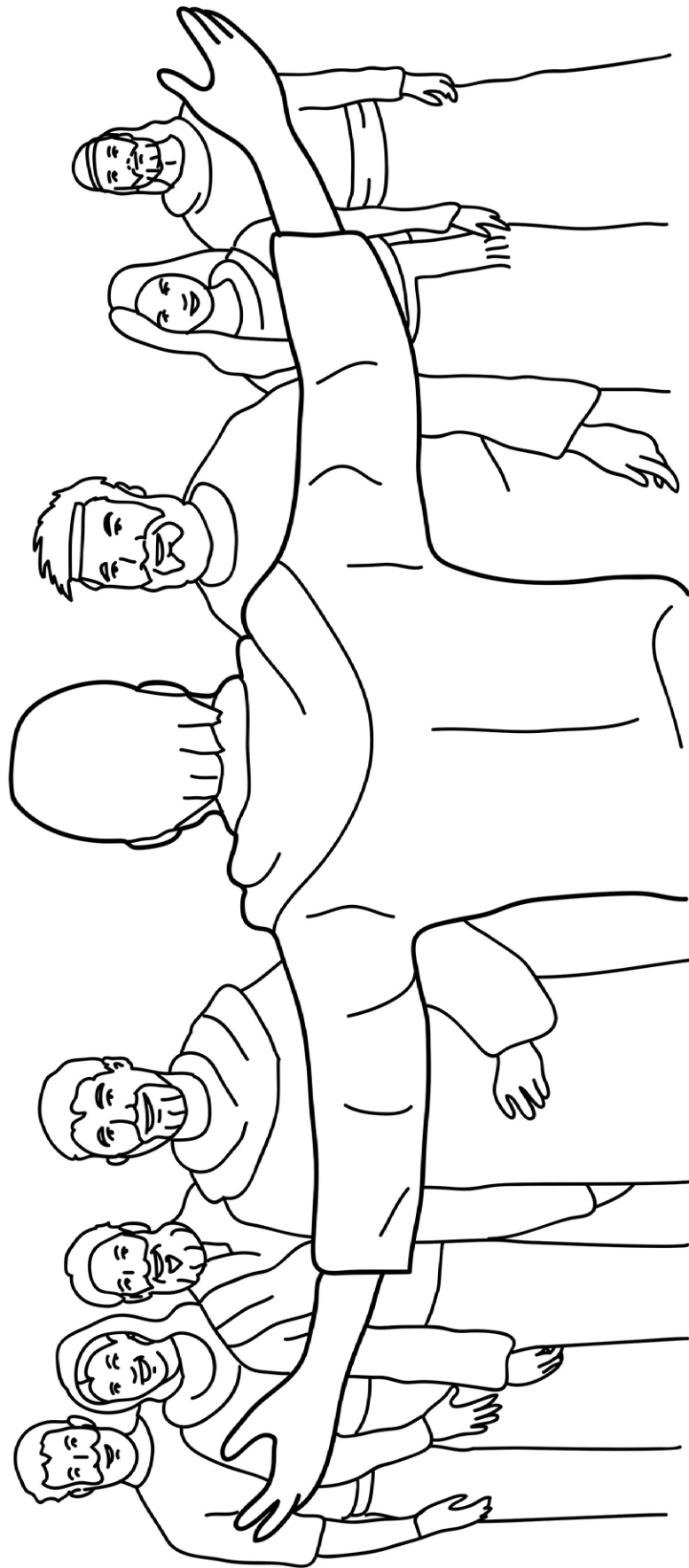
Fill in the table using answers from the boxes on the next page.

Name	Why are they famous?	Where did they live?	What important words did they speak?	When did they live? speak?
Martin Luther King Jr	Civil rights activist	United States of America (USA)	'I have a dream.'	1929–1968
Queen Elizabeth II	Longest reigning monarch of the United Kingdom	United Kingdom (UK)	'Good memories are our second chance at happiness.'	1926–2022
Neil Armstrong	First man to walk on the moon	United States of America (USA)	'That's one small step for a man, one giant leap for mankind.'	1930–2012
Confucius	Philosopher and teacher	China	'It does not matter how slowly you go as long as you do not stop.'	Died 479 BC
Mahatma Gandhi	Hindu thinker and social activist	India	'Nonviolence is a weapon of the strong.'	1869–1948
Winston Churchill	Prime Minister of the United Kingdom during World War II	United Kingdom (UK)	'Keep calm and carry on.'	1874–1965

19.5 RESOURCE –  
Large sketches

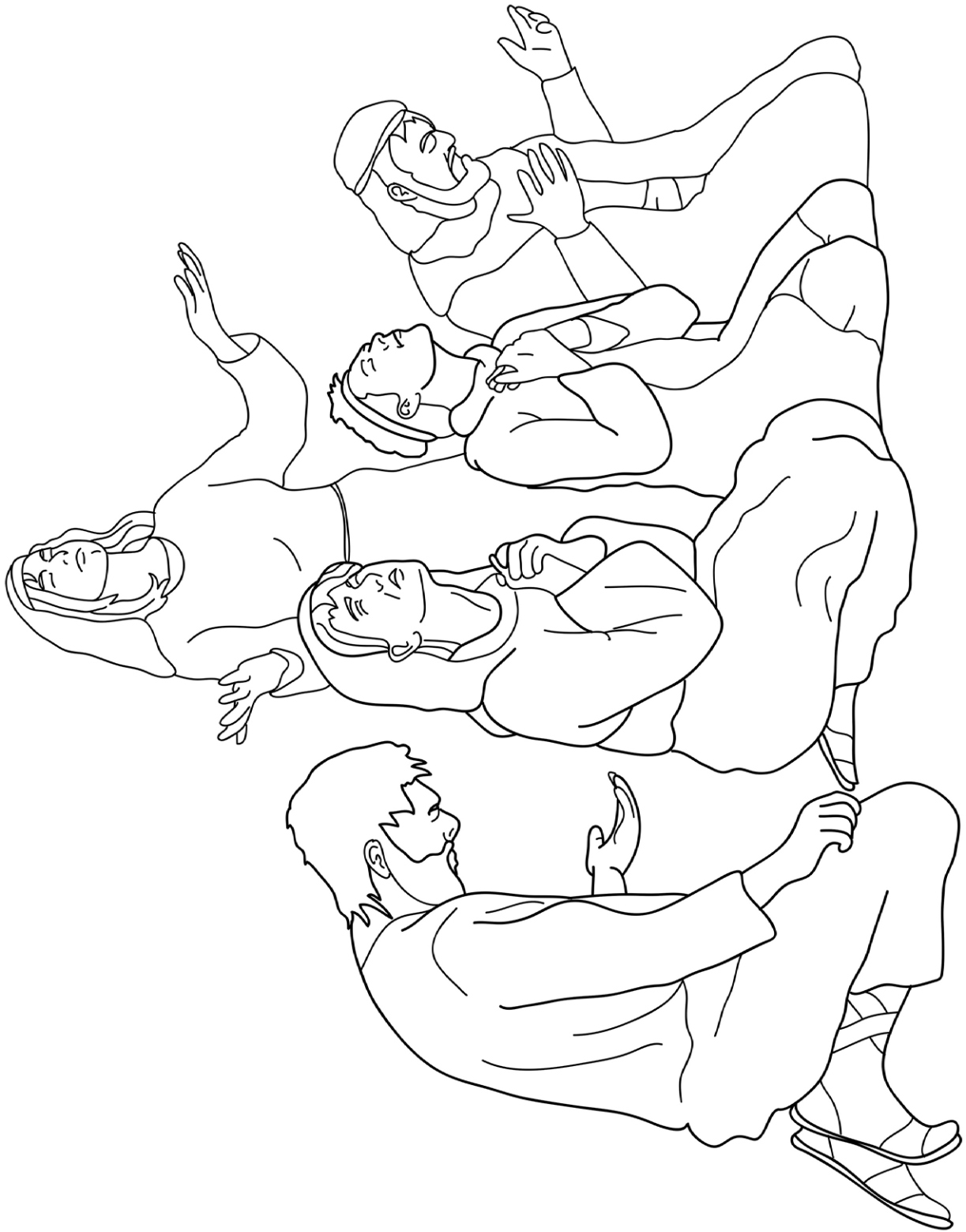
Lesson 19: Part 2. The last command of Jesus – Matthew 28:16–20  
Print one set of A4 sketches to display.

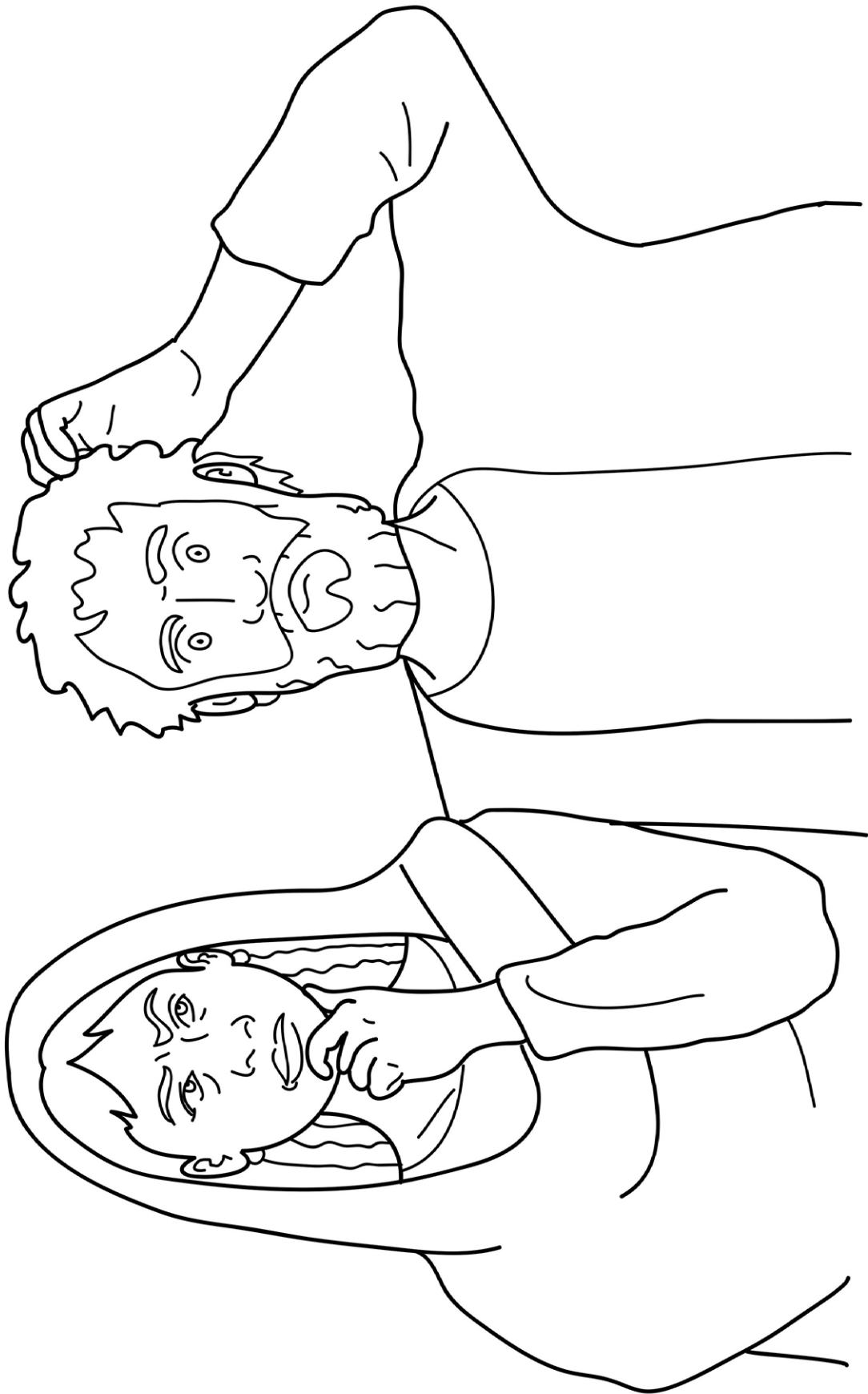




19.5 RESOURCE –  
Large sketches

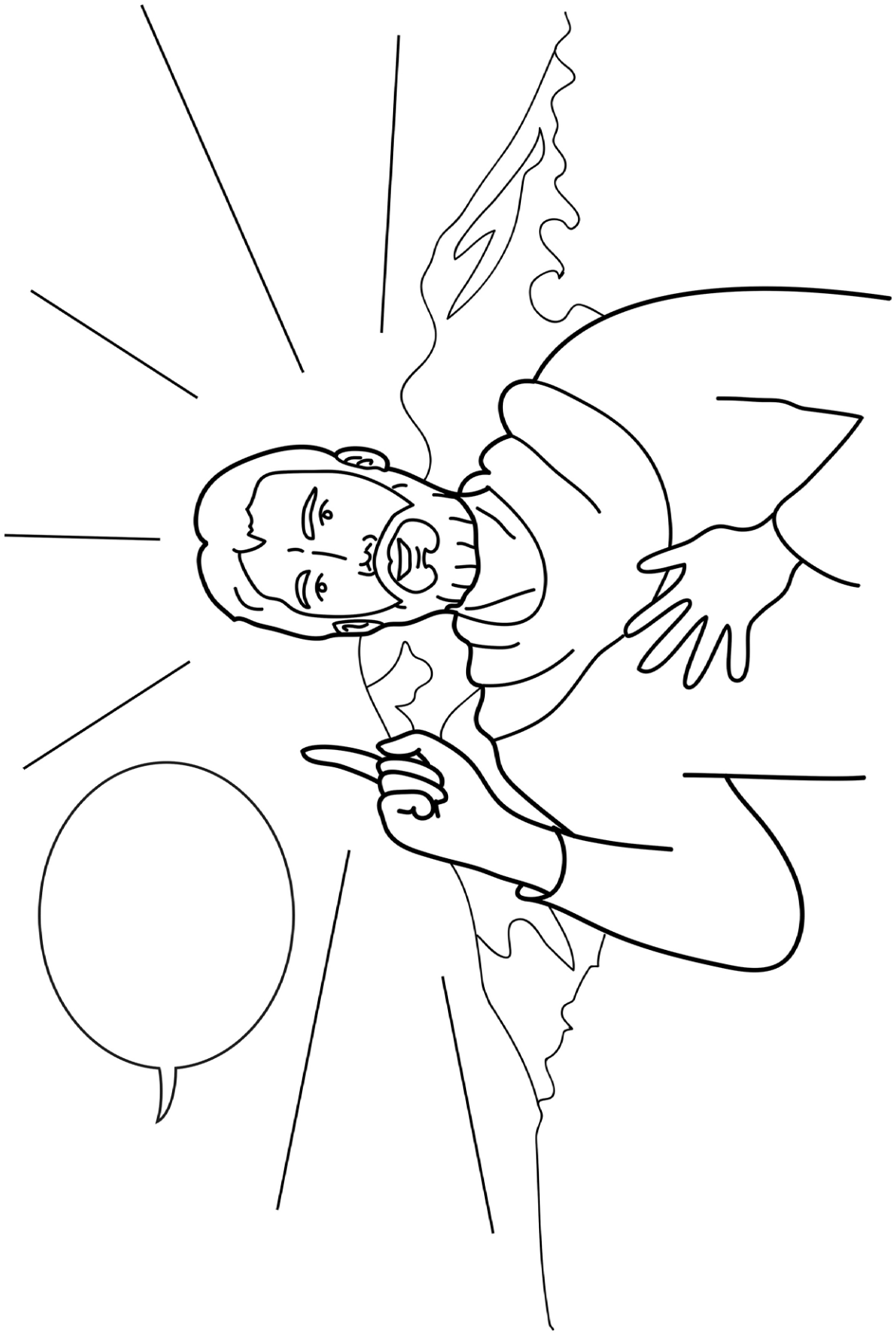
Lesson 19: Part 2. The last command of Jesus – Matthew 28:16–20  
Print one set of A4 sketches to display.





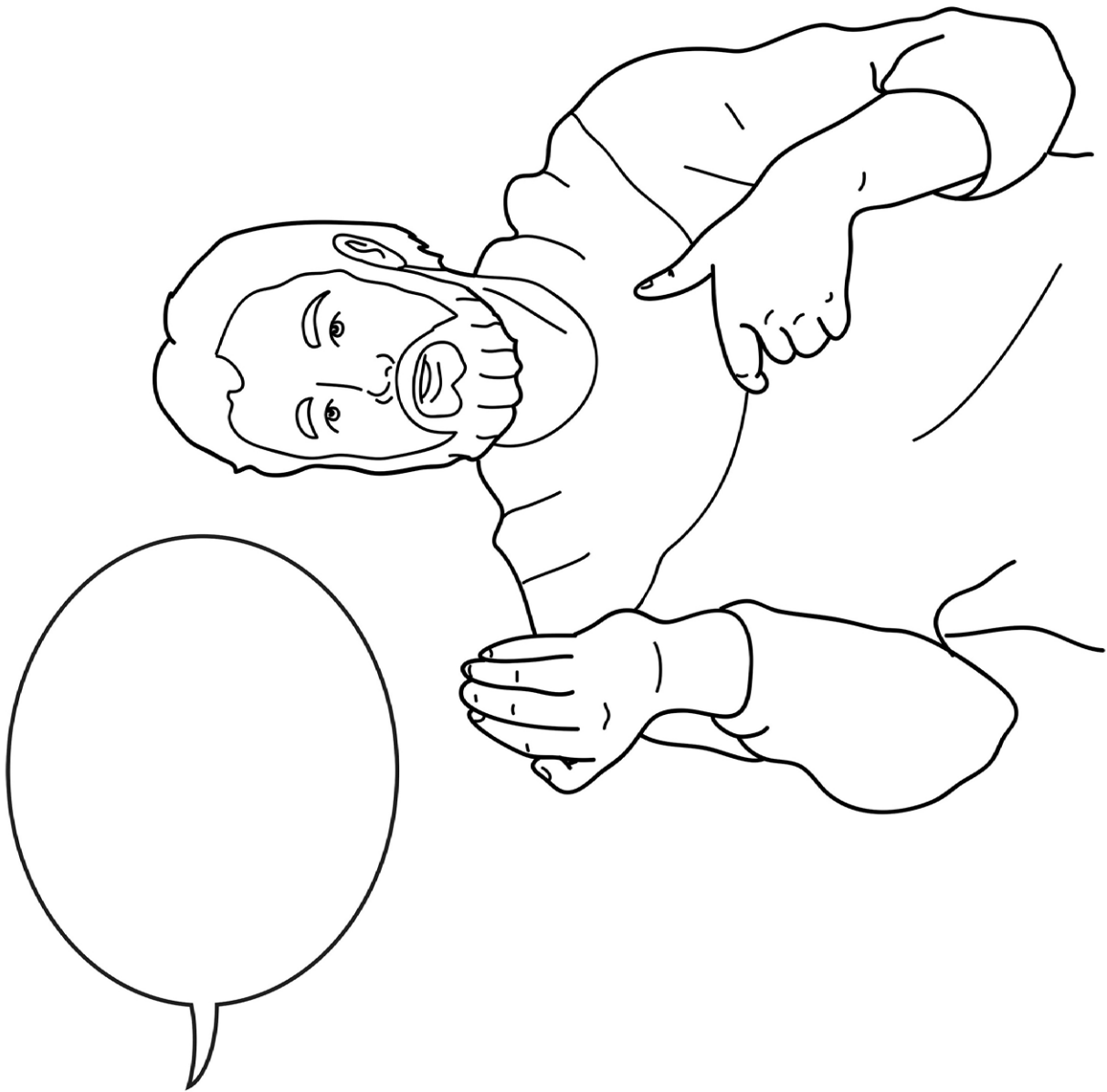
19.5 RESOURCE –  
Large sketches

Lesson 19: Part 2. The last command of Jesus – Matthew 28:16–20  
Print one set of A4 sketches to display.



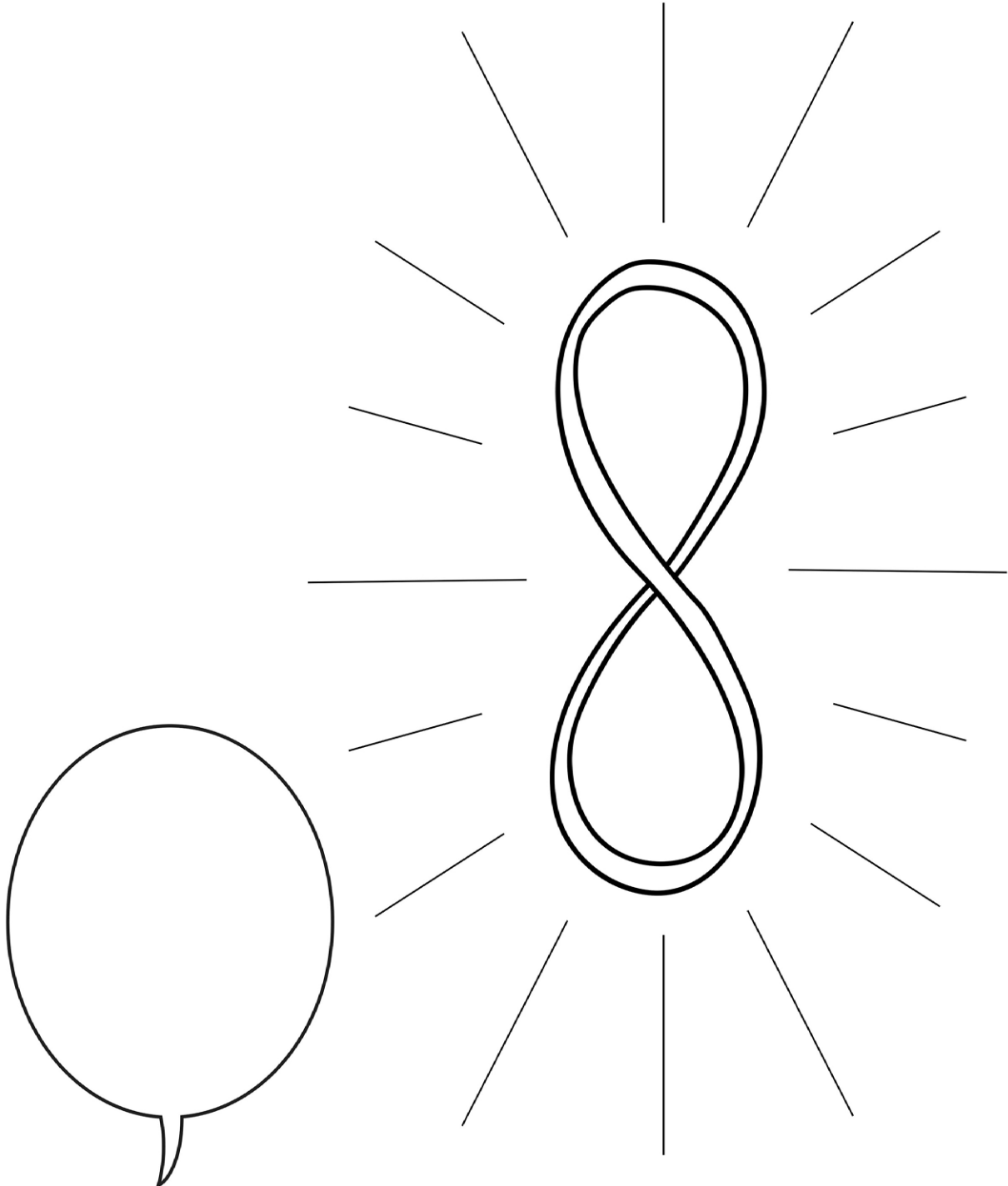
19.5 RESOURCE –  
Large sketches

Lesson 19: Part 2. The last command of Jesus – Matthew 28:16–20  
Print one set of A4 sketches to display.



19.5 RESOURCE –  
Large sketches

Lesson 19: Part 2. The last command of Jesus – Matthew 28:16–20  
Print one set of A4 sketches to display.





**Jesus' friends  
went to a  
mountain.**

**They saw  
Jesus.**

**They  
worshipped  
him.**

**Some friends  
doubted.**

**Jesus said,  
'I am God.'**

**He said,  
'Tell everyone  
to follow me!'**

**He said,  
'I will be with  
you forever!'**

19.7 RESOURCE –  
Small sketches

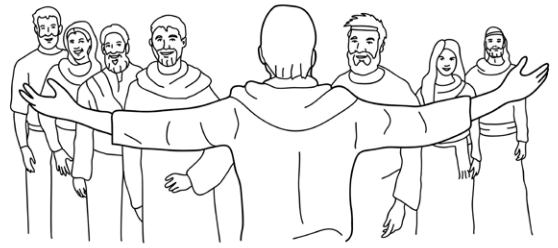
Lesson 19: Part 2. The last command of Jesus – Matthew 28:16–20  
Print one copy per pair and cut up.



Meet Jesus.HB.19



Meet Jesus.HB.19



Meet Jesus.HB.19



Meet Jesus.HB.19



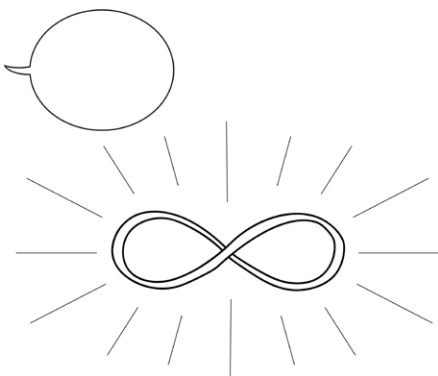
Meet Jesus.HB.19



Meet Jesus.HB.19



Meet Jesus.HB.19







Meet Jesus.HB.19

Jesus' friends went to a mountain.

Meet Jesus.HB.19

They saw Jesus.

Meet Jesus.HB.19

They worshipped him.

Meet Jesus.HB.19

Some friends doubted.

Meet Jesus.HB.19

Jesus said, 'I am God.'

Meet Jesus.HB.19

He said, 'Tell everyone to follow me.'

Meet Jesus.HB.19

He said, 'I will be with you forever.'

Fill in the missing words.

**Matthew 28:16–20**

1. Jesus' friends went to a \_\_\_\_\_.
2. They \_\_\_\_\_ Jesus.
3. They \_\_\_\_\_ him.
4. Some friends \_\_\_\_\_.
5. Jesus said, 'I \_\_\_\_\_ God.'
6. He said, 'Tell everyone to \_\_\_\_\_ me.'
7. He said, 'I will be with you \_\_\_\_\_.'

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# Lesson 20

## **PART 1** (APPROX 1 HOUR):

**Talking about the future**

## **PART 2** (APPROX 1/2 HOUR):

**Jesus is taken to heaven**  
**Acts 1:6–11**

 **Prepare lesson**

## Part 1. Talking about the future

### Print resources

- RESOURCE 20.1 – Weekend activities**  
Print one copy per group and cut up.
- RESOURCE 20.2 – Weekend words**  
Print one copy (if necessary) and cut up.  
(Assess whether required for your class.)

### Additional equipment

- Each group will need three sheets of A4 paper (each with a different heading written at the top); the three headings are to read:
  - Tonight I will ...*
  - Next week I will ...*
  - Next year I will ...*

## Part 2. Jesus is taken to heaven

### Read scripture

- Acts 1:6–11 in NIV Bible  
(or another easy-to-read translation)

**Print resources** (on the next page)

## Print resources

- Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- RESOURCE 20.3 – Large sketches**  
Print one set of A4 sketches to display.
- RESOURCE 20.4 – Large sentences**  
Print one set of A4 sentences to display.
- RESOURCE 20.5 – Small sketches**  
Print one copy per pair and cut up.
- RESOURCE 20.6 – Small sentence strips**  
Print one copy per pair and cut up.
- RESOURCE 20.7 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. Talking about the future

### Activate knowledge

Write the following on the board:

- The sun \_\_\_\_\_ set (go down) tonight.
- The sun \_\_\_\_\_ rise (come up) tomorrow.
- Next birthday, I \_\_\_\_\_ be [insert age] years old.

Say 'Today we are talking about the future.'

**Invite** a volunteer to write the missing words on the lines on the board.

**Divide** students into pairs.

**Invite** students to share the sentence about their next birthday with their partners.

### Focus on language

#### Activity 1: Brainstorming plans

**Divide** students into small groups of 3–4.

**Write** *Tonight I will \_\_\_\_\_* across the top of the board.

**Invite** a volunteer to complete the sentence.

**Give** each group one piece of A4 paper with *Tonight I will ...* written at the top.

**Invite** groups to discuss their plans for the evening – for example, 'cook dinner', 'brush my teeth', 'read a book'.

**Invite** students to complete the sentence with as many ideas as possible and write them on their piece of paper.

**Write** responses on the board, correcting errors as you go. (**Note:** If you have enough helpers, error correction can be done in small groups.)

**RESOURCE 20.1 –  
Weekend activities**

Print one copy per group and cut up.

**RESOURCE 20.2 –  
Weekend words**

Print one copy (if necessary) and cut up. (Assess whether required for your class.)

**Repeat** using the other two pieces of A4 paper which say *Next week I will ...* (e.g. 'go to the dentist', 'have a haircut') and *Next year I will ...* (e.g. 'visit Malaysia', 'be a grandmother').

**Activity 2: Matching activity**

**Distribute** one copy of **RESOURCE 20.1 – Weekend activities** to each group.

**Invite** students to name each of the activities.

**Practise** saying the names together focusing on pronunciation as you go.

**Distribute** **RESOURCE 20.2 – Weekend words** to each group. (**Note:** this step may only be necessary if students are not able to name all of the activities in **RESOURCE 20.1 – Weekend activities**. Assess whether your class needs to do this part of the activity.)

**Invite** students to match the words to the activities.

**Check** answers together focusing on pronunciation as you go.

**Activity 3: Speaking practice**

**Write** the following on the board:

○ *On a perfect weekend, I will \_\_\_\_\_,  
\_\_\_\_\_ and \_\_\_\_\_.*

**Invite** a volunteer to choose three preferred activities from **RESOURCE 20.1 – Weekend activities** and complete the sentence above.

**Reallocate** student groups.

**Invite** students to share the sentence with their group members. (Invite students to include activities not listed in **RESOURCE 20.1 – Weekend activities** if they wish.)

**Invite** volunteers to share their perfect weekend with the whole class.

**Write** sentences on the board, correcting errors as you go.

## Part 2 – Jesus is taken to heaven Acts 1:6–11

### Read for gist

**Hold up** a hard copy of the Bible.

**Say** ‘In the Bible story, Jesus talks about the future.’

**Distribute** copies of Acts 1:6–11 in your students’ heart languages and allow time for students to read silently for context, then ask them to put the text away for the rest of the lesson.

### Read for detail

**Display** **RESOURCE 20.3 – Large sketches** in order.

**Read** the sentences below slowly, pointing to the corresponding sketches as you read.

#### **Sentences:**

1. Jesus talked to his friends.
2. He said, ‘Don’t worry about the future.’
3. He said, ‘God’s Spirit will come.’
4. Jesus was taken to heaven.
5. Jesus’ friends looked up.
6. Two men appeared.
7. They said, ‘Jesus will return.’

**Re-read** the sentences, placing the correct sentence from **RESOURCE 20.4 – Large sentences** near each sketch as you go.

**Read** the sentences again and invite students to point to the corresponding sketches as you read.

**RESOURCE 20.3 –  
Large sketches**  
Print one set of A4  
sketches to display.

**RESOURCE 20.4 –  
Large sentences**  
Print one set of A4  
sentences to display.



 **Reinforce the language**

**Divide** students into pairs.

**Distribute** **RESOURCE 20.5 – Small sketches** to pairs.

**Invite** pairs to sequence the sketches in the correct order.

**Distribute** **RESOURCE 20.6 – Small sentence strips** to pairs.

**Invite** pairs to match the sentence strips to the corresponding sketches. (More advanced students can sequence the sentence strips without looking at the sketches.)

**Invite** students to retell the story to their partners.

**Invite** confident students to retell the story to the whole class using only the sketches.

**Reinforce** the text using some of the six **Variations to activities** on pages 4–5.

**Distribute** **RESOURCE 20.7 – Gap-fill worksheet** to each student.

**Encourage** students to work together to complete the worksheet.

**Check** answers together by reading slowly through the worksheet and writing the missing words on the board.

**RESOURCE 20.5 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 20.6 –  
Small sentence strips**

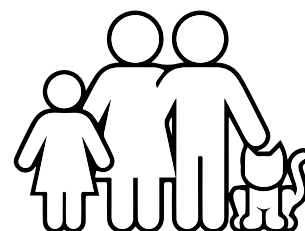
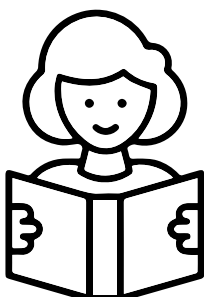
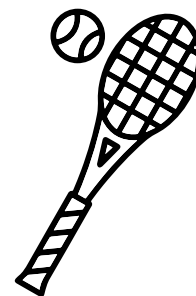
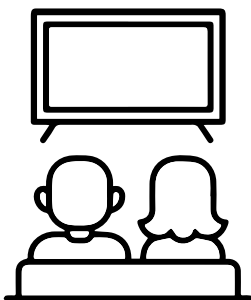
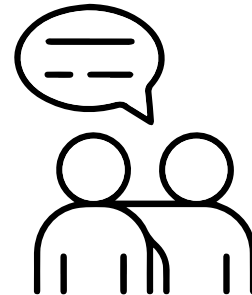
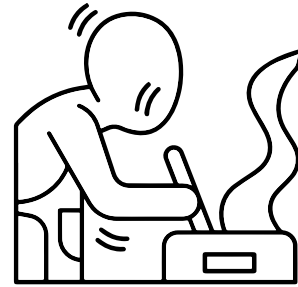
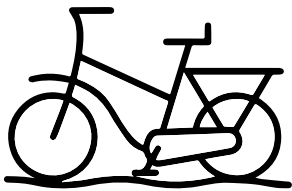
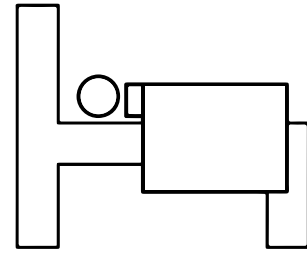
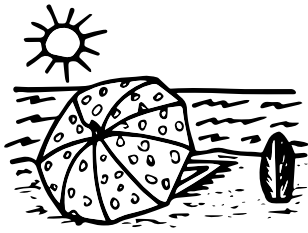
Print one copy per pair  
and cut up.

**RESOURCE 20.7 –  
Gap-fill worksheet**

Print one copy per  
student.

# 20.1 RESOURCE – Weekend activities

Lesson 20: Part 1. Talking about the future  
Print one copy per group and cut up.





Cook

Walk the dog

Talk to friends

Watch TV

Play tennis

Go to the beach

Sleep

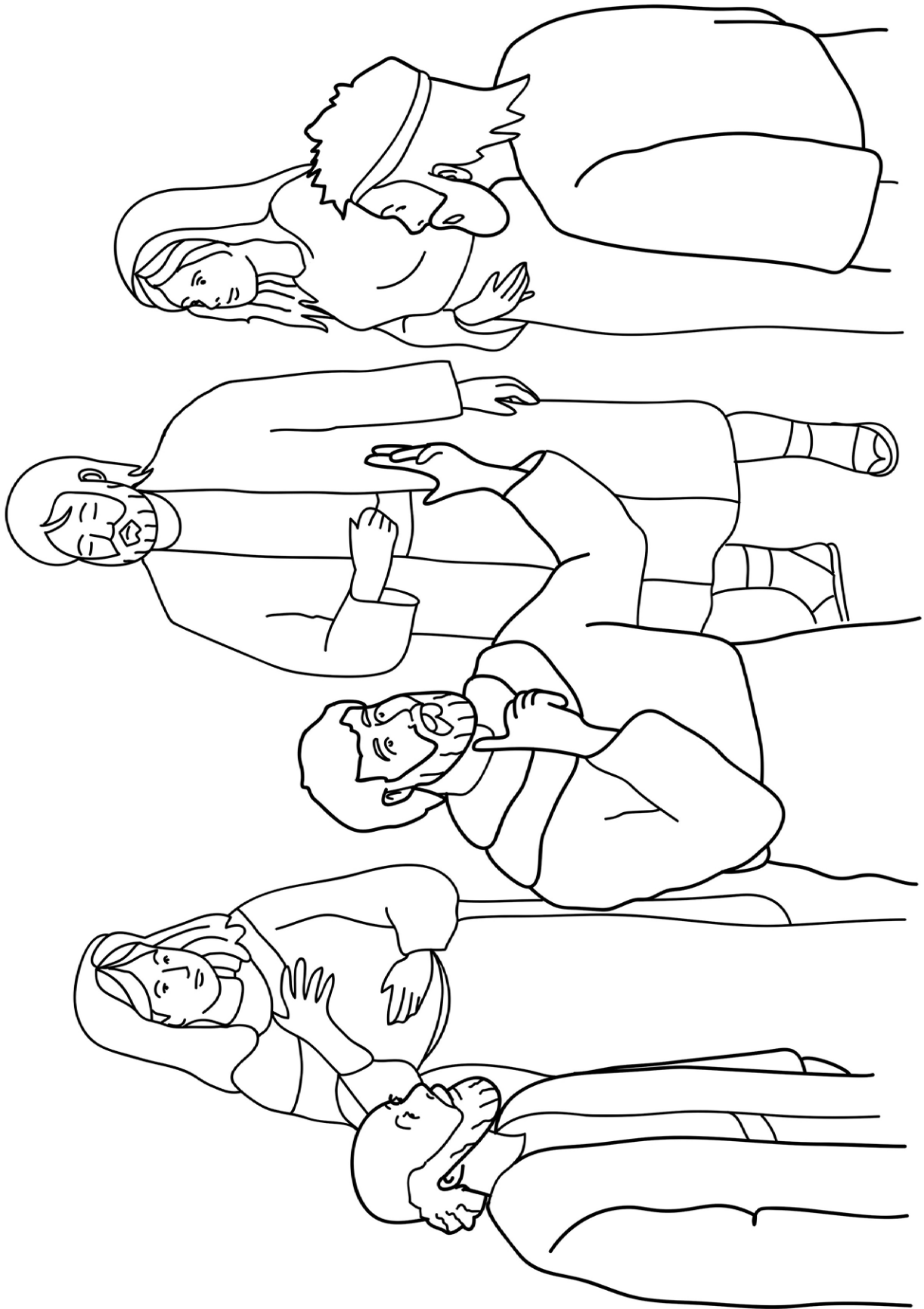
Go for a bike ride

Read a book

Spend time with family

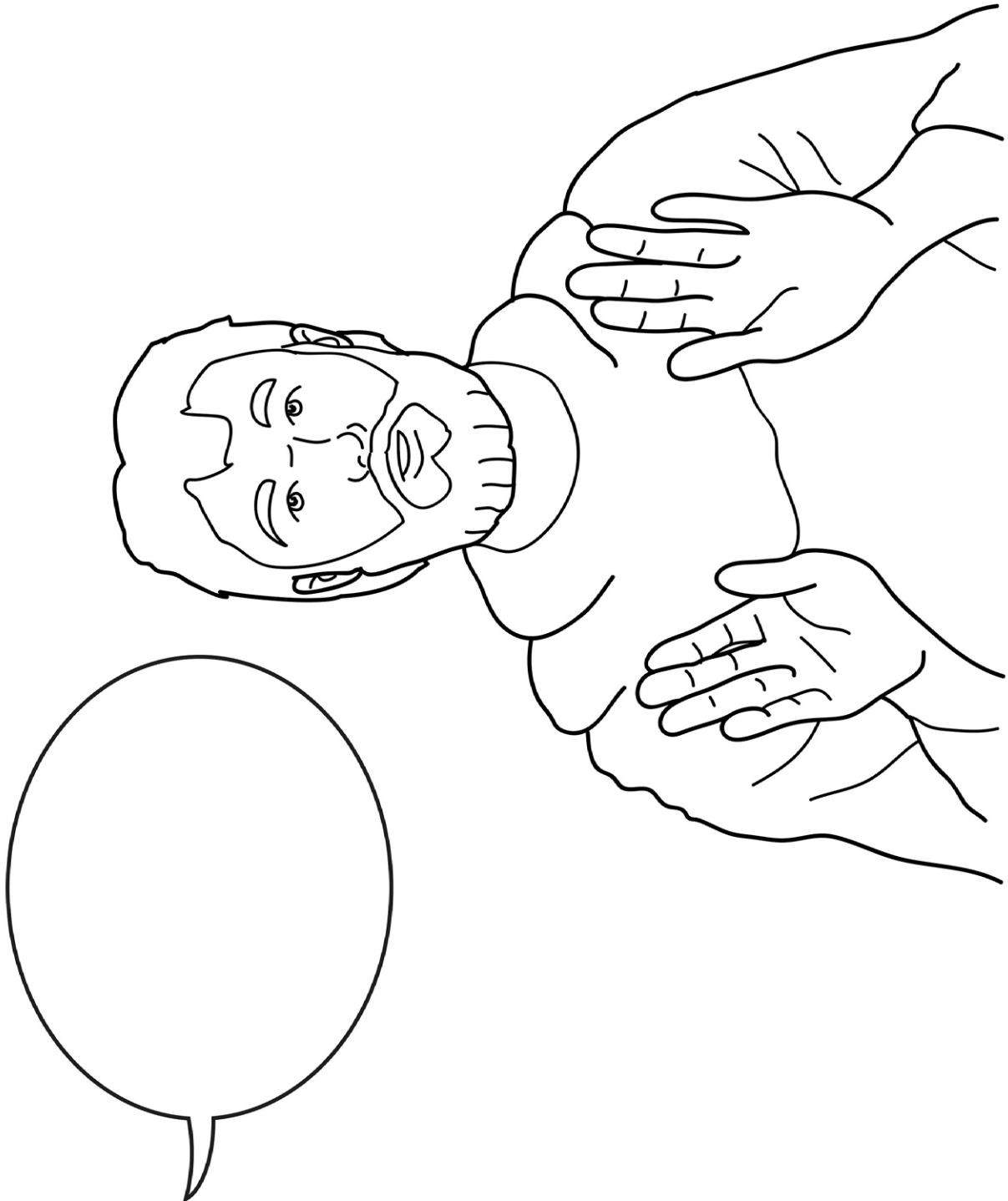
## 20.3 RESOURCE – Large sketches

Lesson 20: Part 2. Jesus is taken to heaven – Acts 1:6–11  
Print one set of A4 sketches to display.



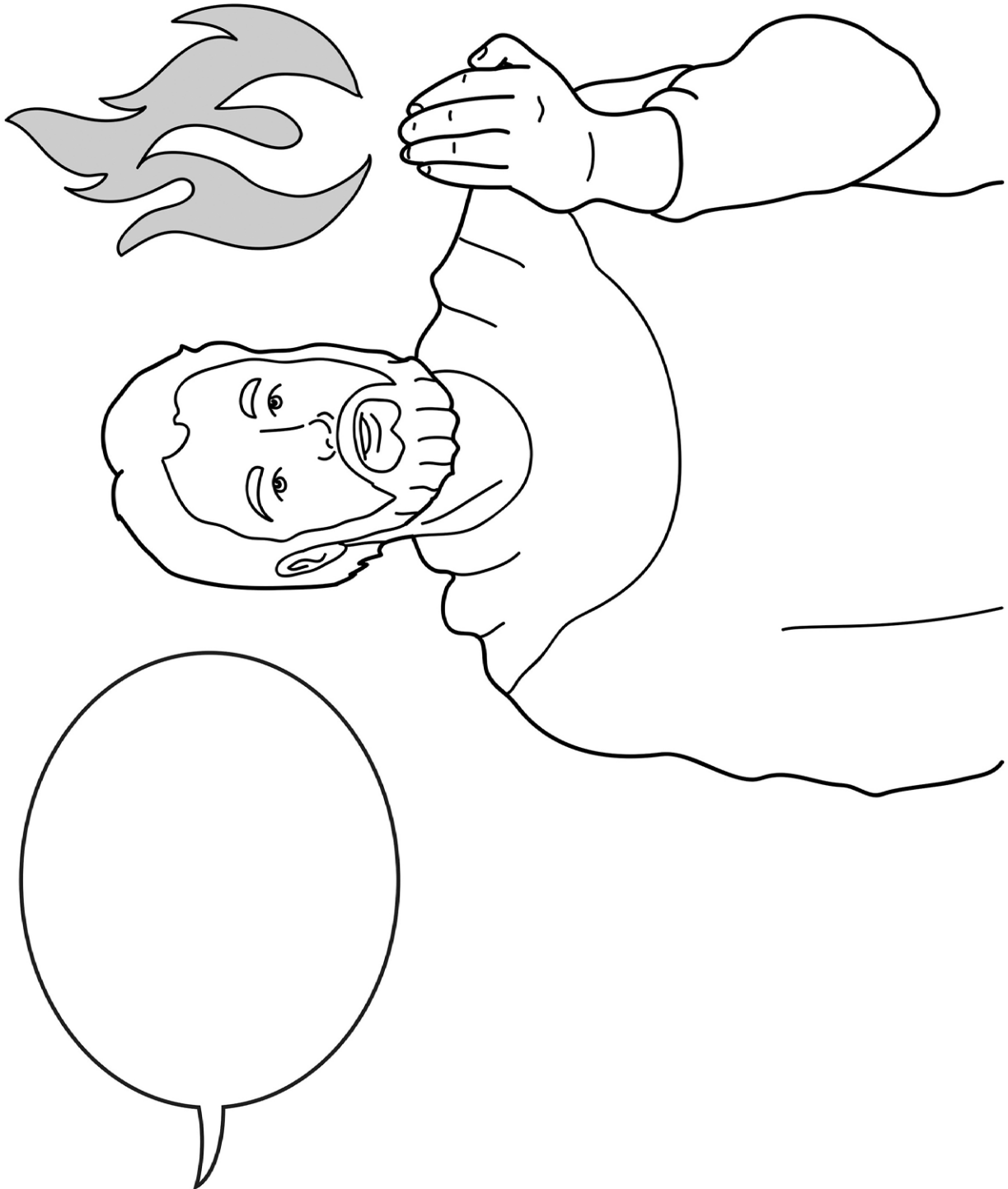
## 20.3 RESOURCE – Large sketches

Lesson 20: Part 2. Jesus is taken to heaven – Acts 1:6–11  
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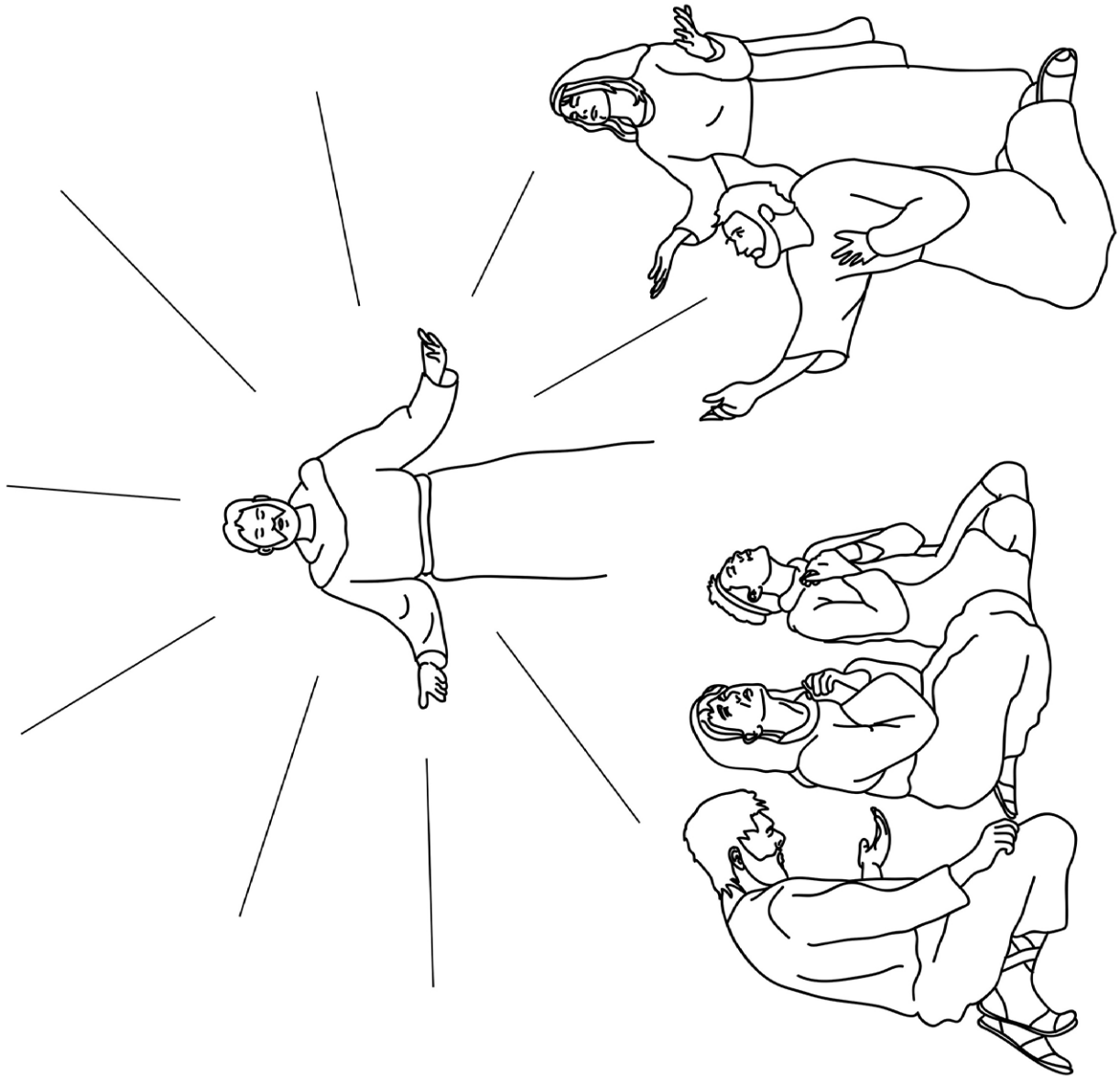
### 20.3 RESOURCE – Large sketches

Lesson 20: Part 2. Jesus is taken to heaven – Acts 1:6–11  
Print one set of A4 sketches to display.



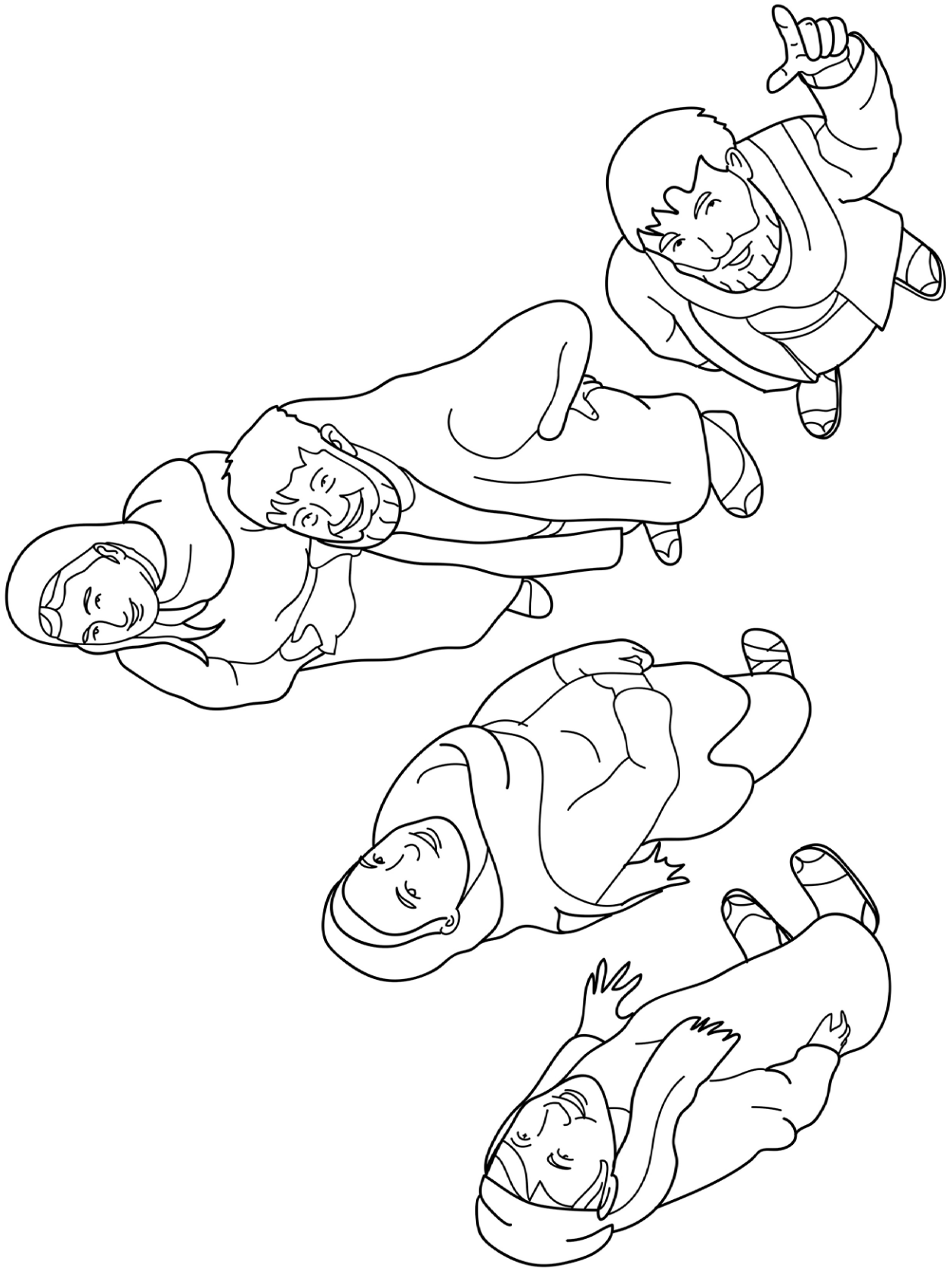
## 20.3 RESOURCE – Large sketches

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Print one set of A4 sketches to display.



## 20.3 RESOURCE – Large sketches

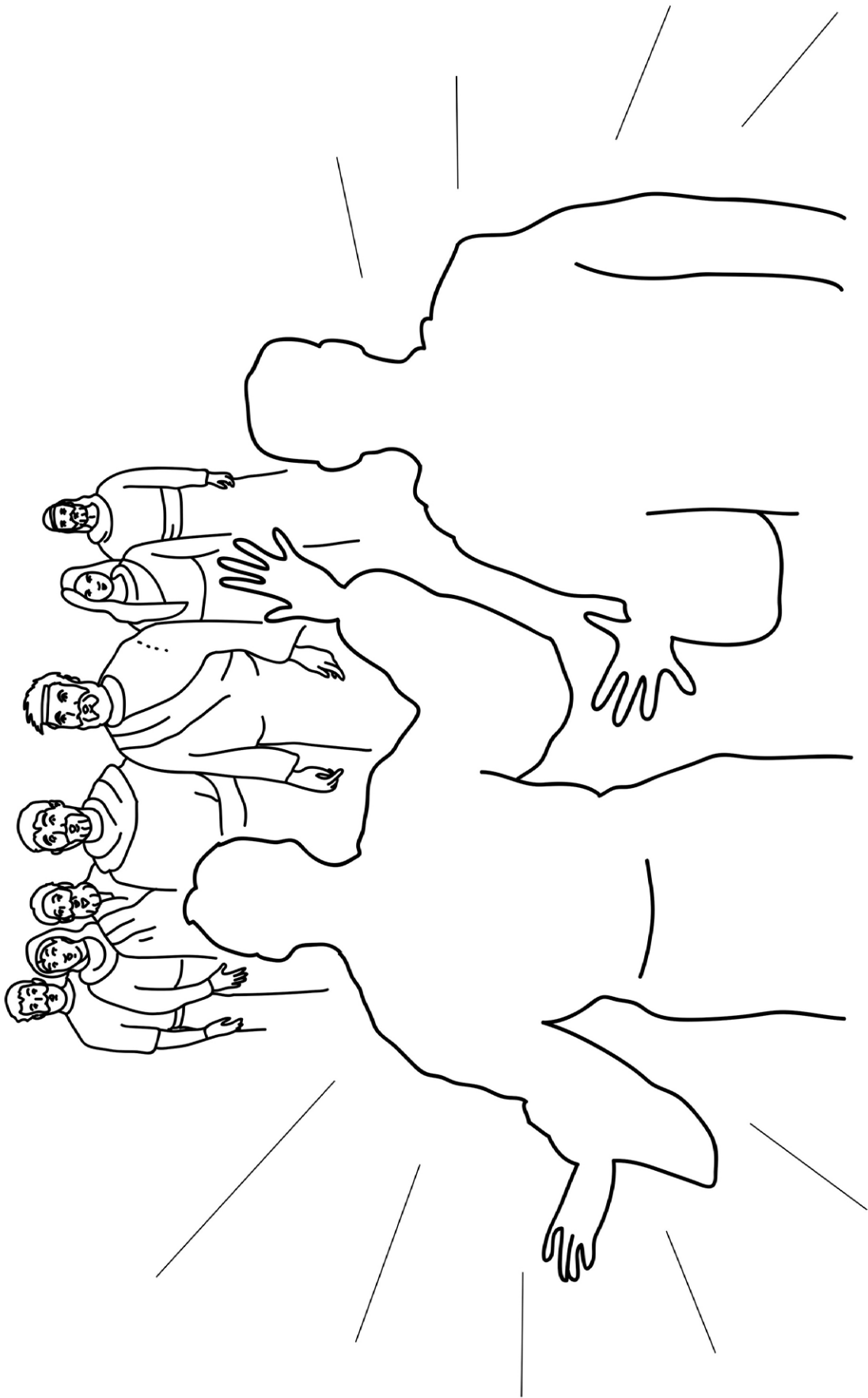
Lesson 20: Part 2. Jesus is taken to heaven – Acts 1:6–11  
Print one set of A4 sketches to display.





## 20.3 RESOURCE – Large sketches

Lesson 20: Part 2. Jesus is taken to heaven – Acts 1:6–11  
Print one set of A4 sketches to display.



## 20.3 RESOURCE – Large sketches

Lesson 20: Part 2. Jesus is taken to heaven – Acts 1:6–11  
Print one set of A4 sketches to display.



**Jesus talked to  
his friends.**

**He said, 'Don't  
worry about  
the future!'**

**He said,  
'God's Spirit  
will come.'**

**Jesus was taken  
to heaven.**

**Jesus' friends  
looked up.**

**Two men  
appeared.**



**They said,  
'Jesus will  
return.'**

# 20.5 RESOURCE – Small sentences

Lesson 20: Part 2. Jesus is taken to heaven – Acts 1:6–11  
Print one copy per pair and cut up.



Meet Jesus.HB.20



Meet Jesus.HB.20



Meet Jesus.HB.20



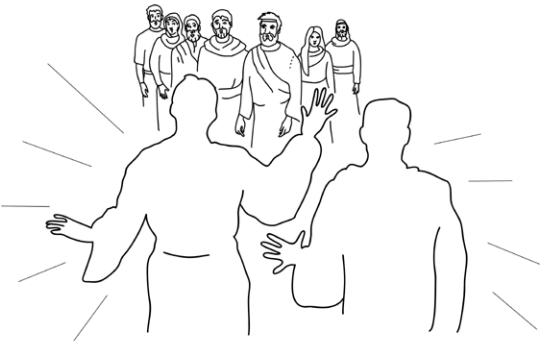
Meet Jesus.HB.20



Meet Jesus.HB.20



Meet Jesus.HB.20



Meet Jesus.HB.20



## 20.6 RESOURCE – Small sentence strips

Lesson 20: Part 2. Jesus is taken to heaven – Acts 1:6–11  
Print one copy per pair and cut up.



Meet Jesus.HB.20

Jesus talked to his friends.

Meet Jesus.HB.20

He said, 'Don't worry about the future.'

Meet Jesus.HB.20

He said, 'God's Spirit will come.'

Meet Jesus.HB.20

Jesus was taken to heaven.

Meet Jesus.HB.20

Jesus' friends looked up.

Meet Jesus.HB.20

Two men appeared.

Meet Jesus.HB.20

They said, 'Jesus will return.'

Fill in the missing words.

**Acts 1:6–11**

1. Jesus \_\_\_\_\_ to his friends.
2. He said, 'Don't worry about the \_\_\_\_\_.'
3. He said, 'God's Spirit \_\_\_\_\_ come.'
4. \_\_\_\_\_ was taken to heaven.
5. Jesus' \_\_\_\_\_ looked up.
6. Two men \_\_\_\_\_.
7. They said, 'Jesus \_\_\_\_\_ return.'

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