

English for Life

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# Meet Jesus

Ten Bible-based English lessons

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## Volume 2 High Beginner

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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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## Table of contents

Lesson components .....	1
Equipment for each lesson .....	3
A note about levels .....	3
Image sources .....	3
Variations to activities .....	4
PowerPoint resources .....	6
<b>1. Lesson 11</b> .....	<b>7</b>
Part 1. Asking for help	
Part 2. Jesus heals an officer's servant	
Luke 7:1–10	
<b>2. Lesson 12</b> .....	
Part 1. Weather	
Part 2. Jesus stops a storm	
Matthew 8:23–27	
<b>3. Lesson 13</b> .....	
Part 1. A picnic	
Part 2. Jesus feeds five thousand people	
John 6:1–13	
<b>4. Lesson 14</b> .....	
Part 1. Walking	
Part 2. Jesus raises the dead	
John 11:17–44	
<b>5. Lesson 15</b> .....	
Part 1. A common meal in Australia	
Part 2. Jesus' last meal	
Matthew 26:20–28	

**6. Lesson 16** .....

Part 1. Halving things  
Part 2. Jesus dies on the cross  
Mark 15:24–39

**7. Lesson 17** .....

Part 1. Crimes  
Part 2. Jesus forgives a dying criminal  
Luke 23:32–43

**8. Lesson 18** .....

Part 1. Living things  
Part 2. Jesus rises from the dead  
Matthew 27:57–28:10

**9. Lesson 19** .....

Part 1. Important words  
Part 2. The last command of Jesus  
Matthew 28:16–20

**10. Lesson 20** .....

Part 1. Talking about the future  
Part 2. Jesus is taken to heaven  
Acts 1:6–11

## 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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## 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

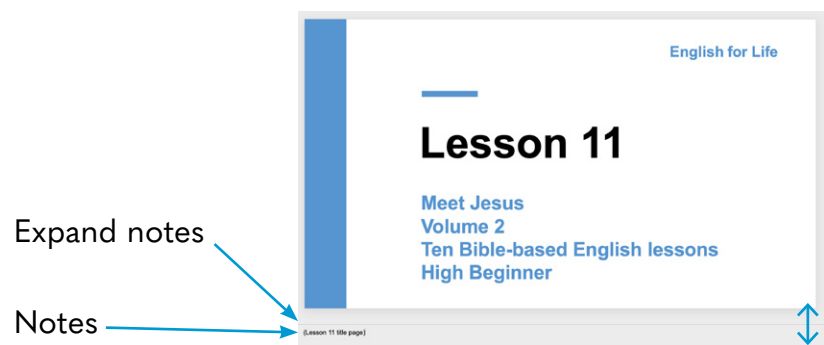
A PowerPoint presentation has been produced to accompany these lessons. The slides can be used alongside the lessons in this book to provide alternatives to handouts and board activities. You do not have to use this PowerPoint presentation. It is an additional resource for those who would like to use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

