

HIGH BEGINNER

ENGLISH

Ten Bible-based English lessons
Volume 1

FOR LIFE

Meet Jesus

Written by Sarah Brown
Illustrations by Ivan Smith



Anglicare



Bible Society

English for Life

Meet Jesus

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High Beginner

Written by Sarah Brown
Illustrations by Ivan Smith

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in partnership with Anglicare

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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: Beginner, High Beginner or 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:

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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

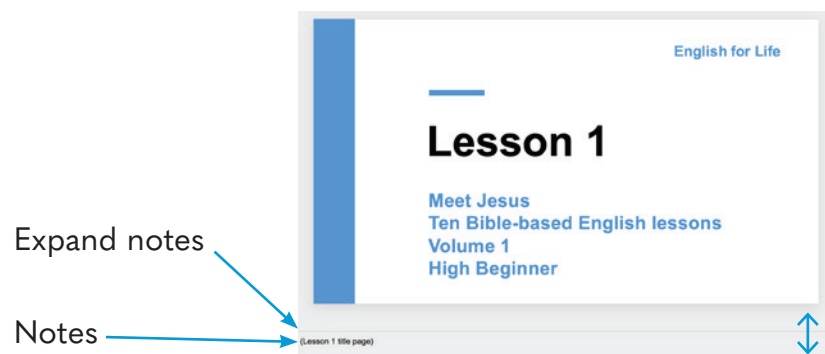
A PowerPoint presentation has been produced to accompany these lessons. The slides can be used alongside the lessons in this book to provide alternatives to handouts and board activities. You do not have to use this PowerPoint presentation. It is an additional resource for those who would like to use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

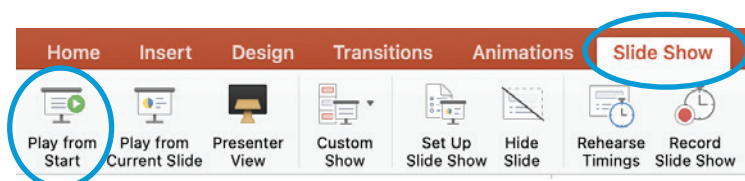
Instructions

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).



Lesson 1

PART 1 (APPROX 1 HOUR):

Babies

PART 2 (APPROX 1/2 HOUR):

The birth of Jesus

Luke 2:1-12

Prepare lesson

Part 1. Babies

Print resources

- RESOURCE 1.1.1 – Photo of pregnant woman**
Print one copy of each photo to display (or remove these pages from this book).
- RESOURCE 1.1.2 – Photo of hospital ward**
Print one copy of each photo to display (or remove these pages from this book).
- RESOURCE 1.1.3 – Photo of cot**
Print one copy of each photo to display (or remove these pages from this book).
- RESOURCE 1.2 – Birth story worksheet**
Print one copy per student.

Additional equipment

- Baby items (e.g. dummy, rattle, bib) brought from home
- One sheet of A4 paper per group of 3–4 students

Part 2. The birth of Jesus

Read scripture

- Luke 2:1–12 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 or biblegateway.com
- RESOURCE 1.3 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 1.4 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 1.5 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 1.6 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 1.7 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Babies

Activate knowledge

Display one or two baby items brought from home.

Invite students to feel the items and pass them to each other.

Invite students to tell you what they can see and feel.

Write suggestions on the board, correcting errors as you do this (e.g. *It's pink. It's for a baby. It's for the baby's mouth. It's soft.*).

Focus on language

Activity 1: Brainstorm

Divide students into groups of 3–4.

Give each group one A4 sheet of paper.

Invite one student to act as the writer for the group.

Invite students to write as many words as they know that are related to babies.

List all of the groups' words on the board.

Activity 2: Telling a birth story

Display **RESOURCE 1.1.1 – Photo of pregnant woman**.

Ask 'What can you see?'

Invite responses.

Say 'She's pregnant.'

**RESOURCE 1.1.1 –
Photo of pregnant
woman**

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

**RESOURCE 1.1.2 –
Photo of hospital ward**

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

**RESOURCE 1.1.3 –
Photo of cot**

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

Display **RESOURCE 1.1.2 – Photo of hospital ward.**

Ask 'What can you see?'

Invite responses.

Say 'It's in a hospital.'

Display **RESOURCE 1.1.3 – Photo of cot.**

Ask 'What can you see?'

Invite responses.

Say 'It's a cot.'

Write on the board (replace underlined words with your own details or a helper's details):

- Sarah was pregnant.
- Sarah went to hospital.
- Sarah had a baby.
- The baby's name was Hamish.
- Sarah put Hamish in a cot.

Model the following story using gestures/mime:

- _____ was pregnant.
(Gesture.)
- _____ went to hospital.
(Point to **RESOURCE 1.1.2 – Photo of hospital ward.**)
- _____ had a baby.
(Rock your arms pretending to hold a baby.)
- The baby's name was _____.
(Point to the baby in your arms saying the name as you do this.)
- _____ put _____ in a cot.
(Point to **RESOURCE 1.2.2 – Photo of cot.**)

Repeat the story, inserting details relevant to a helper/student.

**RESOURCE 1.2 –
Birth story worksheet**
Print one copy per
student.

Activity 3: Writing a birth story

Distribute **RESOURCE 1.2 – Birth story worksheet** to each student.

Invite students to fill in the blanks for themselves or someone they know.

Divide students into groups of 3–4.

Invite students to share their stories with each other.

Part 2 – The birth of Jesus

Luke 2:1–12

Read for gist

Hold up a hard copy of the Bible.

Say 'In the Bible story, the baby's name is Jesus.'

Distribute copies of Luke 2:1–12 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 1.3 – Large sketches** in order.

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

Sentences:

1. Mary and Joseph went to Bethlehem.
2. Mary was pregnant.
3. Bethlehem was crowded.
4. Mary had a baby.
5. The baby's name was Jesus.
6. Mary put Jesus in a feeding box for animals.

Re-read the sentences, placing the correct sentence from **RESOURCE 1.4 – 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 1.3 – Large sketches
Print one set of A4 sketches to display.

RESOURCE 1.4 – Large sentences
Print one set of A4 sentences to display.

 **Reinforce the language**

Divide students into pairs.

Distribute **RESOURCE 1.5 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 1.6 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 1.7 – 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 1.5 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 1.6 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 1.7 –
Gap-fill worksheet**

Print one copy per
student.

1.1.1 RESOURCE – Photo of pregnant woman



1.1.2 RESOURCE – Photo of hospital ward



1.1.3 RESOURCE – Photo of cot

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



1.2 RESOURCE – Birth story worksheet

Lesson 1: Part 1. Babies
Print one copy per student.

Fill in the blanks below to tell a birth story about you or someone you know.

_____ was pregnant.

_____ went to _____.

_____ had a baby.

The baby's name was _____.

_____ put _____ in a _____.



Fill in the blanks below to tell a birth story about you or someone you know.

_____ was pregnant.

_____ went to _____.

_____ had a baby.

The baby's name was _____.

_____ put _____ in a _____.



Fill in the blanks below to tell a birth story about you or someone you know.

_____ was pregnant.

_____ went to _____.

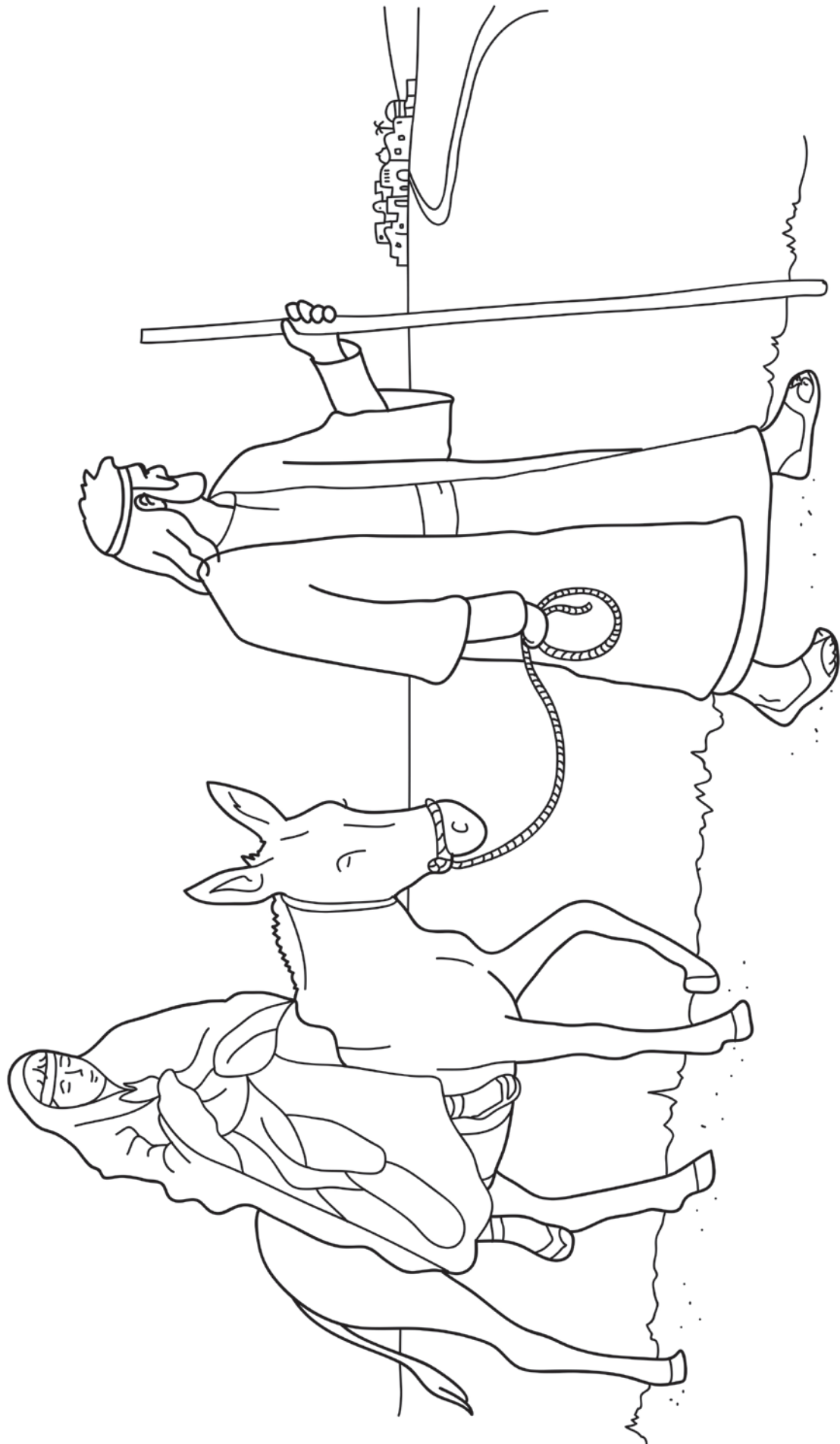
_____ had a baby.

The baby's name was _____.

_____ put _____ in a _____.

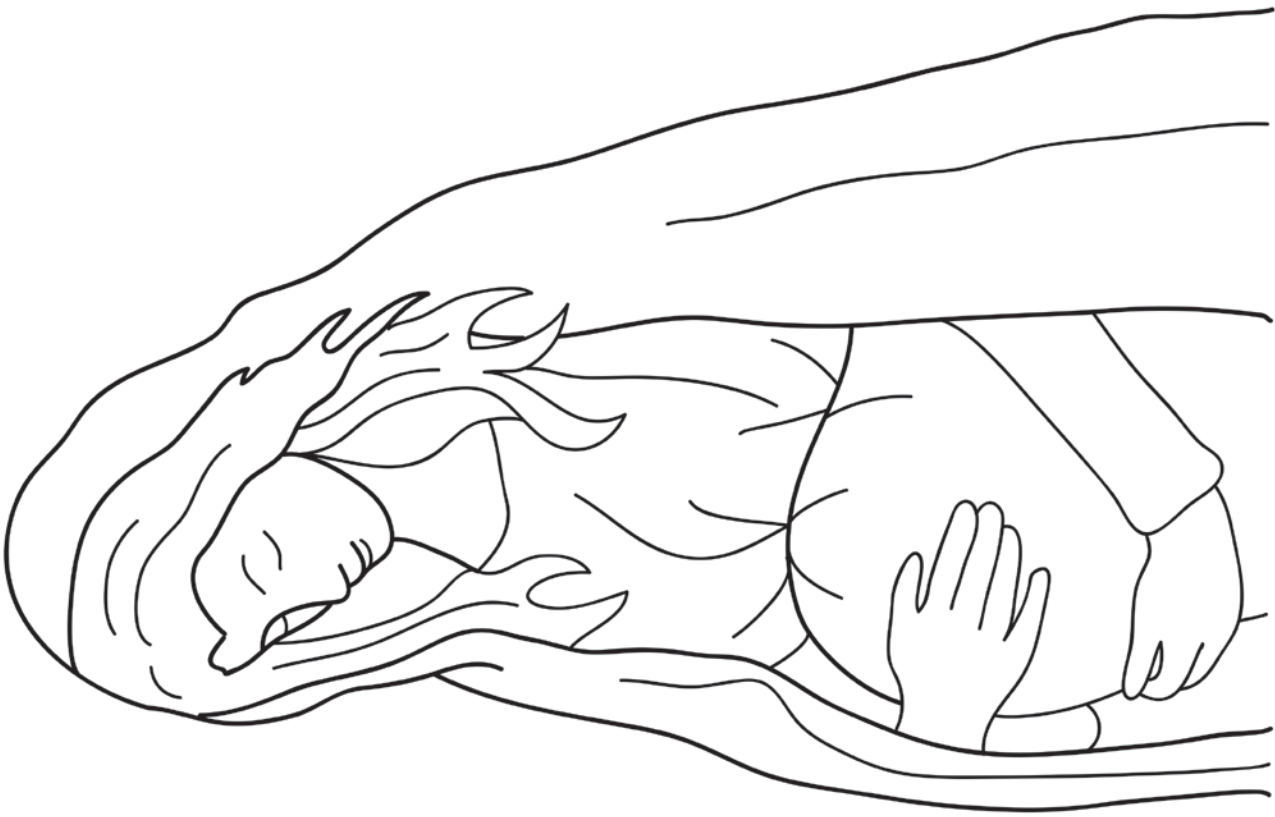
1.3 RESOURCE – Large sketches

Lesson 1: Part 2. The birth of Jesus – Luke 2:1-12
Print one set of A4 sketches to display.



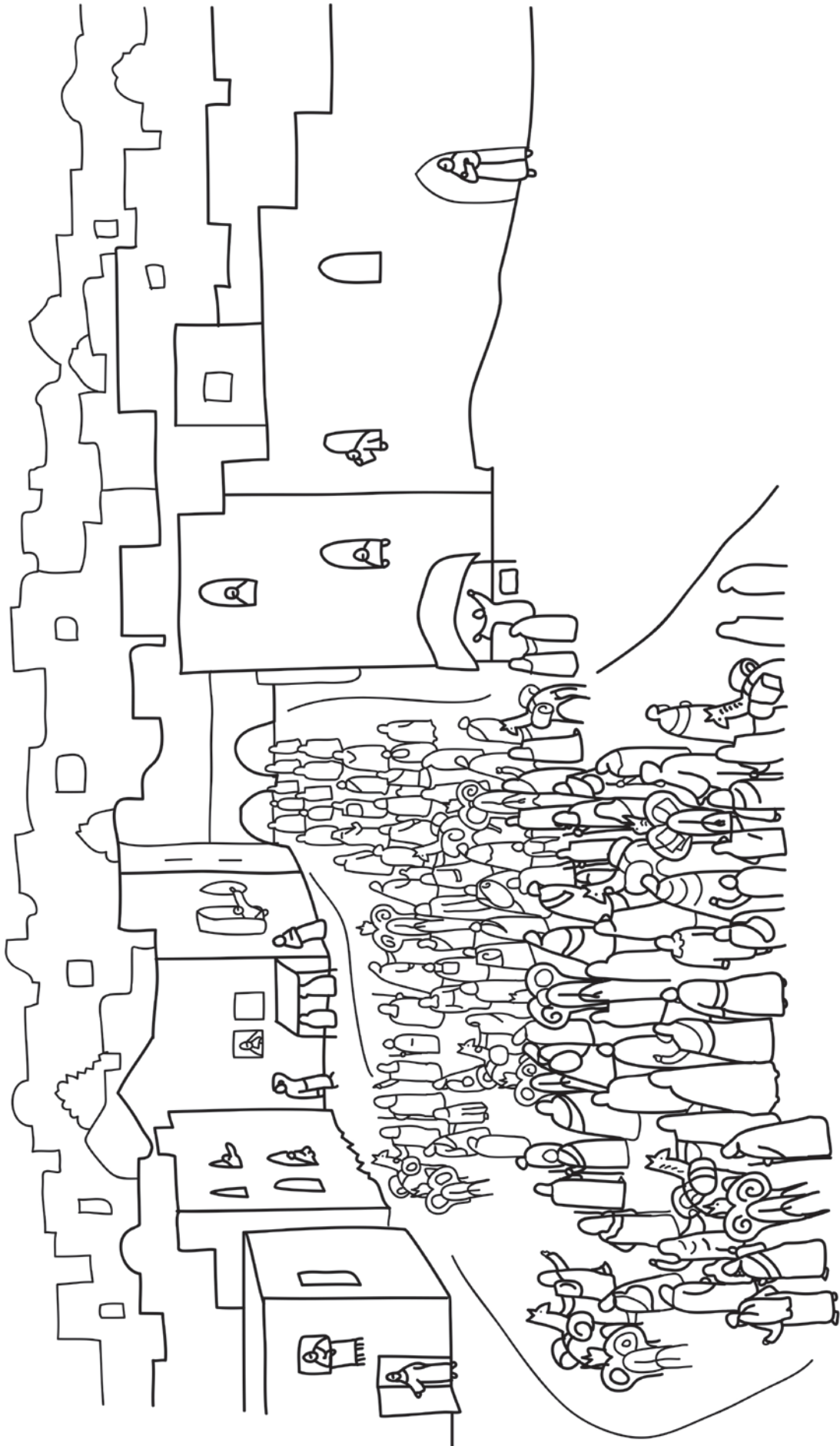
1.3 RESOURCE – Large sketches

Lesson 1: Part 2. The birth of Jesus – Luke 2:1-12
Print one set of A4 sketches to display.



1.3 RESOURCE – Large sketches

Lesson 1: Part 2. The birth of Jesus – Luke 2:1-12
Print one set of A4 sketches to display.



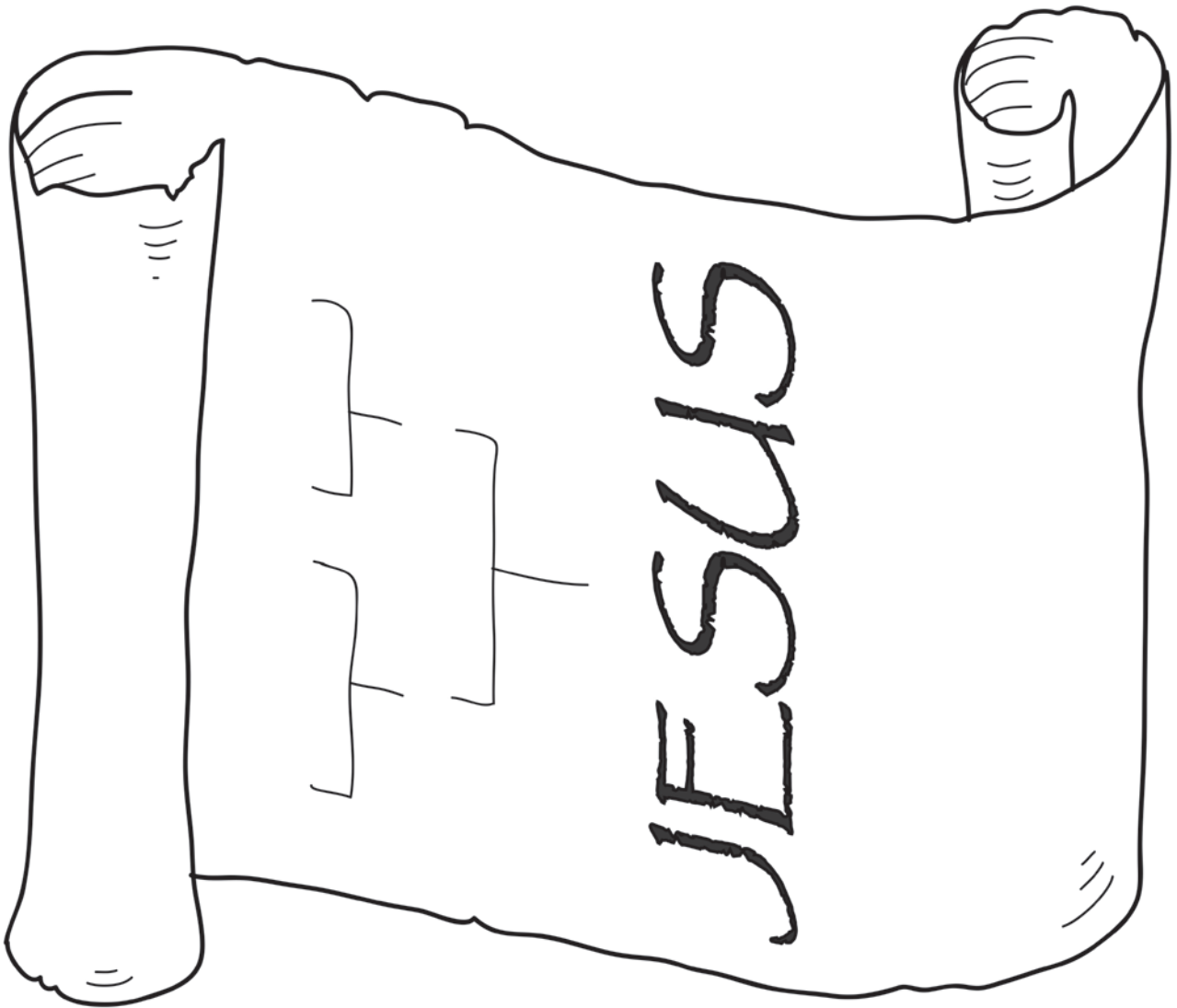
1.3 RESOURCE – Large sketches

Lesson 1: Part 2. The birth of Jesus – Luke 2:1-12
Print one set of A4 sketches to display.



1.3 RESOURCE – Large sketches

Lesson 1: Part 2. The birth of Jesus – Luke 2:1-12
Print one set of A4 sketches to display.



1.3 RESOURCE – Large sketches

Lesson 1: Part 2. The birth of Jesus – Luke 2:1-12
Print one set of A4 sketches to display.



**Mary and
Joseph went to
Bethlehem.**

**Mary was
pregnant.**

**Bethlehem was
crowded.**

**Mary had a
baby.**

**The baby's
name was
Jesus.**

**Mary put Jesus
in a feeding box
for animals.**

1.5 RESOURCE – Small sketches

Lesson 1: Part 2. The birth of Jesus – Luke 2:1-12
Print one copy per pair and cut up.



Meet Jesus.HB.1



Meet Jesus.HB.1



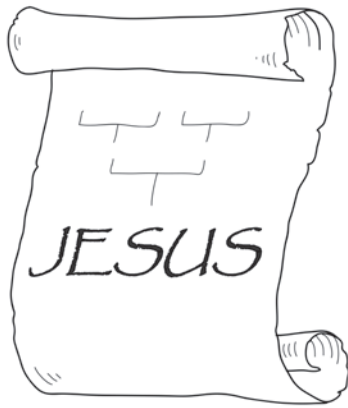
Meet Jesus.HB.1



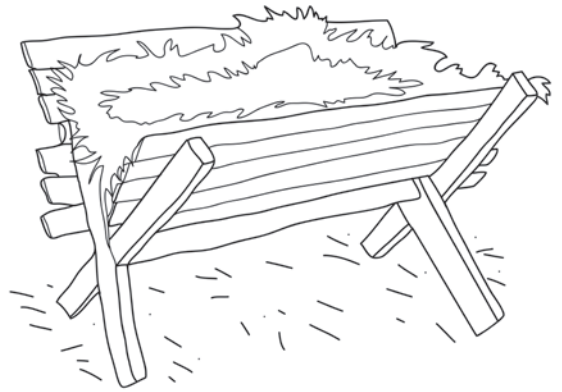
Meet Jesus.HB.1



Meet Jesus.HB.1



Meet Jesus.HB.1



1.6 RESOURCE – Small sentence strips

Lesson 1: Part 2. The birth of Jesus – Luke 2:1–12
Print one copy per pair and cut up.



Meet Jesus.HB.1

Mary and Joseph went to Bethlehem.

Meet Jesus.HB.1

Mary was pregnant.

Meet Jesus.HB.1

Bethlehem was crowded.

Meet Jesus.HB.1

Mary had a baby.

Meet Jesus.HB.1

The baby's name was Jesus.

Meet Jesus.HB.1

Mary put Jesus in a feeding box for animals.

1.7 RESOURCE – Gap-fill worksheet

Lesson 1: Part 2. The birth of Jesus – Luke 2:1-12
Print one copy per student.

Fill in the missing words.

Luke 2:1-12

1. _____ and Joseph went to Bethlehem.
2. Mary was _____.
3. Bethlehem was _____.
4. Mary had a _____.
5. The baby's _____ was Jesus.
6. Mary put _____ in a feeding box for animals.

Lesson 2

PART 1 (APPROX 1 HOUR):

Pointing

PART 2 (APPROX 1/2 HOUR):

The visit of the wise men Matthew 2:1-12

Prepare lesson

Part 1. Pointing

Print resources

- RESOURCE 2.1 – Eight photos**
Print one copy of each photo to display (or remove these pages from this book).
- RESOURCE 2.2 – Sentence unscramble worksheet**
Print one copy per student.
- RESOURCE 2.3 – Stars**
Print one copy and cut up.
- RESOURCE 2.4 – Describing worksheet**
Print one copy per student.

Additional equipment

- A star (Christmas decoration) concealed in a cloth bag/pillowcase.

Part 2. The visit of the wise men

Read scripture

- Matthew 2:1–12 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 or biblegateway.com
- RESOURCE 2.5 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 2.6 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 2.7 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 2.8 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 2.9 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Pointing

Activate knowledge

Write *Point to* _____ on the board.

Say 'Point to the table.'

Invite students to respond to the command by pointing.

Repeat for several items such as body parts, people in the room, objects and features of the room (e.g. your head, the teacher, the window, the bathroom).

Ensure that all students point correctly before giving the next command.

Focus on language

Activity 1: Completing the sentence

Write _____ *is/are pointing to the* _____ on the board.

Display Photo 1 from **RESOURCE 2.1 – Eight photos**.

Invite students to guess the words that belong on the blank lines on the board.

Write *The teacher and the whiteboard* on the blank lines on the board.

Invite students to say the sentence as you point to the words, ensuring correct pronunciation as you do this.

Erase the words you have written on the lines.

Repeat for the remaining 7 photos.

Invite confident students to write the correct words on the lines on the board.

Distribute **RESOURCE 2.2 – Sentence unscramble worksheet** to each student.

RESOURCE 2.1 – Eight photos

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

RESOURCE 2.2 – Sentence unscramble worksheet

Print one copy per student.

Invite students to work together to complete the worksheet.

Check answers together.

Activity 2: Speaking practice

Write the following on the board:

- What is/are the _____ pointing to?
- The _____ is/are pointing to the _____.

Display Photo 1 from **RESOURCE 2.1 – Eight photos** again.

Ask 'What is the teacher pointing to?'

Invite responses.

Say 'The teacher is pointing to the whiteboard.'

Write the missing words on the lines on the board.

Erase the words you have written on the lines.

Write *Student A* and *Student B* beside the lines on the board, as follows:

- Student A:* What is/are the _____ pointing to?
- Student B:* The _____ is/are pointing to the _____.

Divide students into pairs.

Nominate Student A and Student B in each pair.

Display all photos from **RESOURCE 2.1 – Eight photos**.

Invite students to practise the dialogue on the board using several different photos from **RESOURCE 2.1 – Eight photos**.

Swap student roles and repeat.

Activity 3: What's in the bag?

Hold up the cloth bag/pillowcase from home with the star concealed in it.

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 what the item feels like.

Invite students to guess what the hidden item is.

Write suggestions on the board.

Activity 4: Comparing stars

Display the three stars from [RESOURCE 2.3 – Stars](#).

Point to the first star (the smallest one) in [RESOURCE 2.3 – Stars](#).

Say 'It's a big star.'

Invite students to repeat after you.

Point to the second star (the middle-sized one) in [RESOURCE 2.3 – Stars](#).

Say 'It's a bigger star.'

Invite students to repeat after you.

Point to the third star (the biggest one) in [RESOURCE 2.3 – Stars](#).

Say 'It's the biggest star.'

Invite students to repeat after you.

Invite a student to place each of the three words from [RESOURCE 2.3 – Stars](#) next to the corresponding star.

Point to each of the three stars, prompting students to describe the stars again using the 'big, bigger, biggest' descriptions that you demonstrated earlier.

RESOURCE 2.3 – Stars
Print one copy and cut up.

**RESOURCE 2.4 –
Describing worksheet**

Print one copy per
student.

Distribute **RESOURCE 2.4 – Describing worksheet** to each student.

Invite students to work together to complete the worksheet. (Note: students may need your help with the words marked with asterisks.) Extra spaces are provided so more advanced students can add their own words.

Check answers together as a class.

Part 2 – The visit of the wise men

Matthew 2:1–12

Read for gist

Hold up a hard copy of the Bible.

Say 'In the Bible story, a star points to Jesus.'

Distribute copies of Matthew 2:1–12 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 2.5 – Large sketches** in order.

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

Sentences:

1. Jesus was born.
2. God created a special star.
3. The star pointed to Jesus.
4. Wise men followed the star.
5. Wise men gave Jesus gifts.
6. Wise men worshipped Jesus.

Re-read the sentences, placing the correct sentence from **RESOURCE 2.6 – 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 2.5 –
Large sketches**

Print one set of A4
sketches to display.

**RESOURCE 2.6 –
Large sentences**

Print one set of A4
sentences to display.

 **Reinforce the language**

Divide students into pairs.

Distribute **RESOURCE 2.7 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 2.8 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 2.9 – 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 2.7 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 2.8 –
Small sentence strips**

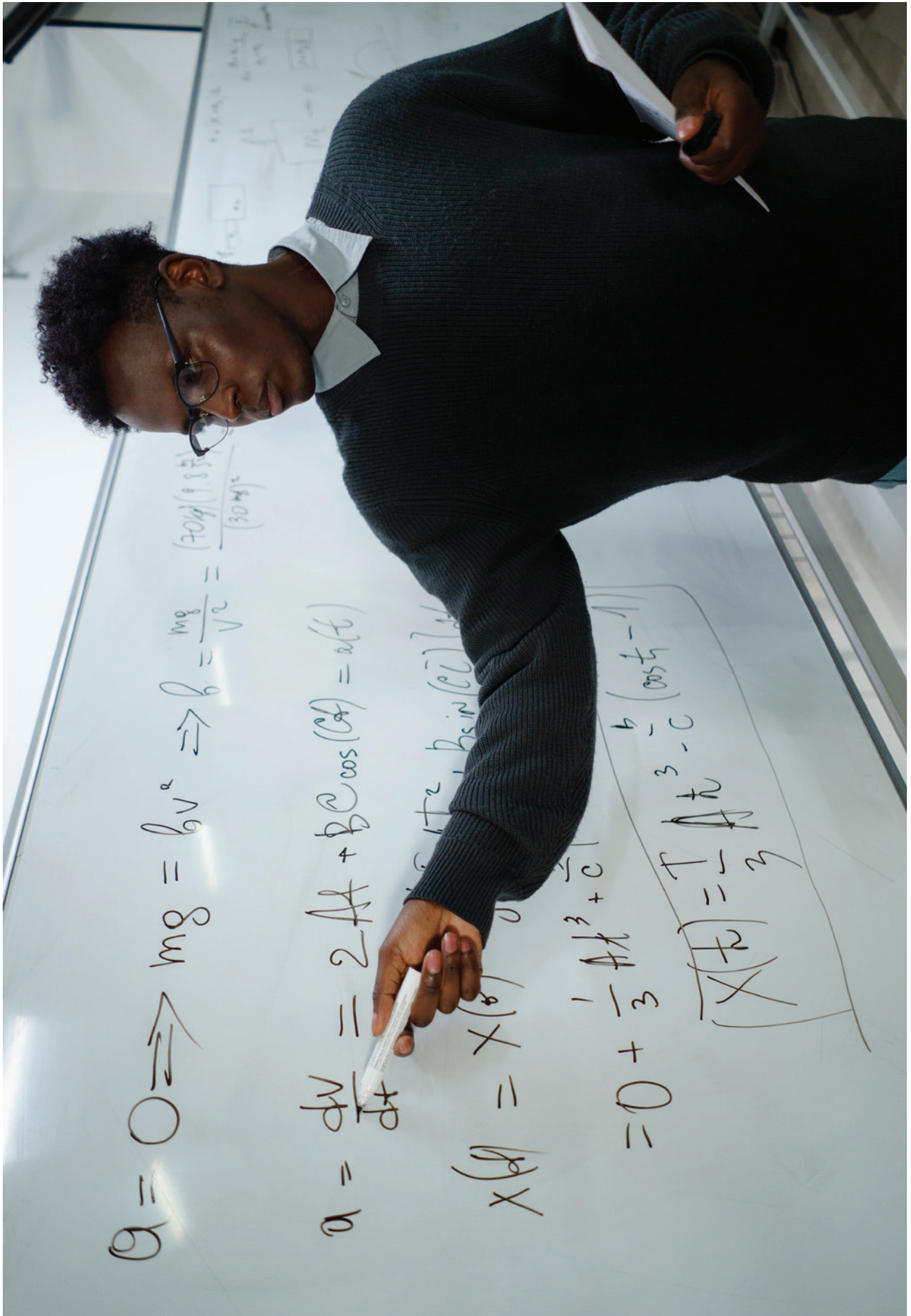
Print one copy per pair
and cut up.

**RESOURCE 2.9 –
Gap-fill worksheet**

Print one copy per
student.

2.1 RESOURCE – Eight photos

Lesson 2: Part 1. Pointing
 Print one copy of each photo to display
 (or remove these pages from this book).



2.1 RESOURCE – Eight photos

Lesson 2: Part 1. Pointing
Print one copy of each photo to display
(or remove these pages from this book).



2.1 RESOURCE – Eight photos

Lesson 2: Part 1. Pointing
Print one copy of each photo to display
(or remove these pages from this book).



2.1 RESOURCE – Eight photos

Lesson 2: Part 1. Pointing
Print one copy of each photo to display
(or remove these pages from this book).



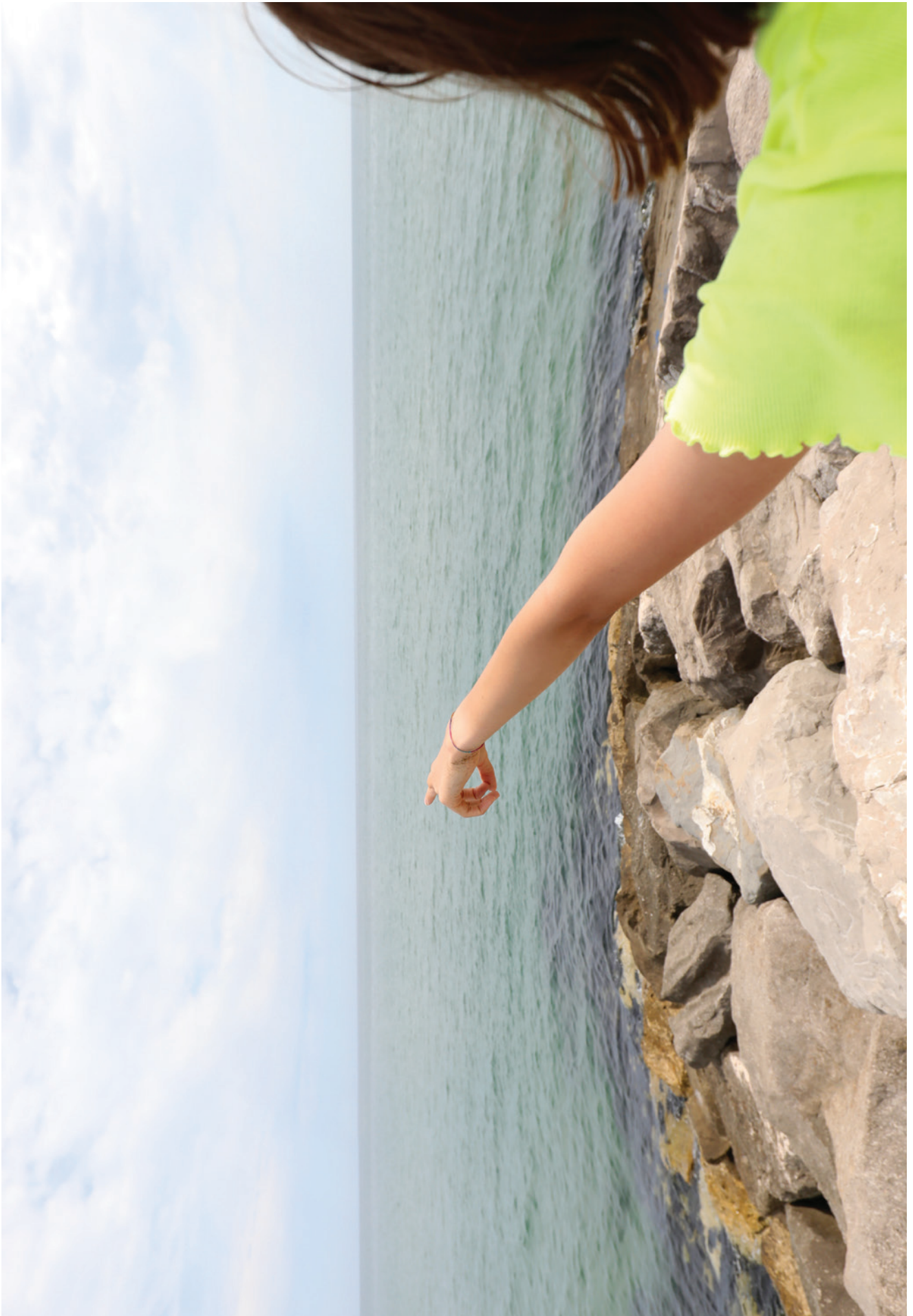
2.1 RESOURCE – Eight photos

Lesson 2: Part 1. Pointing
Print one copy of each photo to display
(or remove these pages from this book).



2.1 RESOURCE – Eight photos

Lesson 2: Part 1. Pointing
Print one copy of each photo to display
(or remove these pages from this book).



2.1 RESOURCE – Eight photos

Lesson 2: Part 1. Pointing
Print one copy of each photo to display
(or remove these pages from this book).



2.1 RESOURCE – Eight photos

Lesson 2: Part 1. Pointing
Print one copy of each photo to display
(or remove these pages from this book).



2.2 RESOURCE – Sentence unscramble worksheet

Lesson 2: Part 1. Pointing
Print one copy per student.

Write the words in the correct order on the lines provided.

The teacher / the / pointing to / whiteboard. / is

the book. / The women / are / pointing to

pointing to / is / the watch. / The man

boys / The / to the / mountains. / are pointing

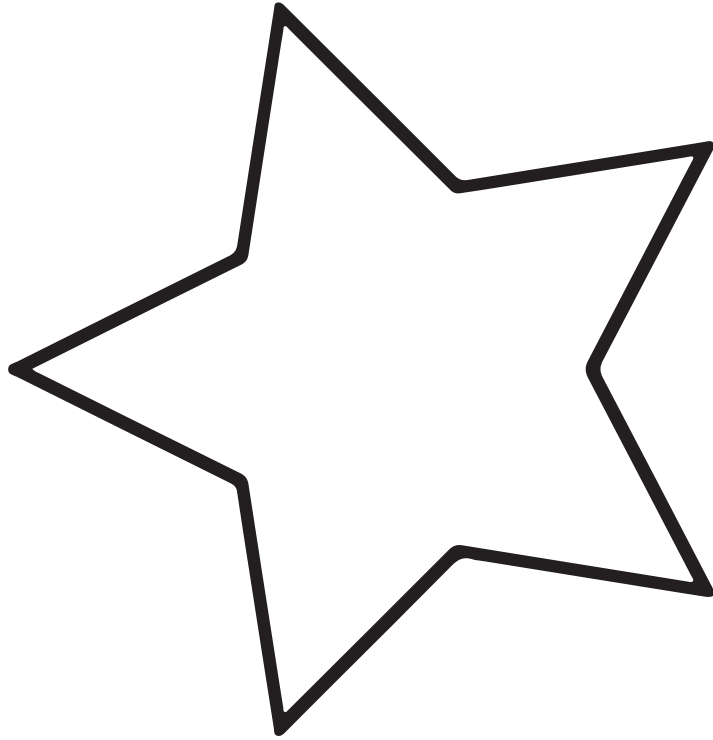
pen is / the computer. / pointing to / The

to / The girl / pointing / is / the water.

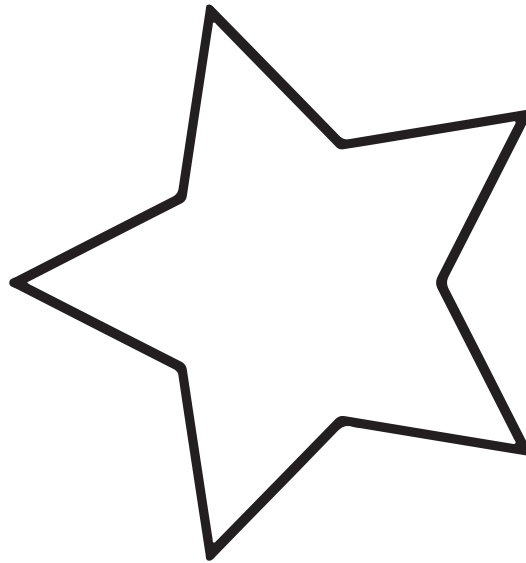
pointing to / the clock. / The hand is

is pointing / light. / to the / The father

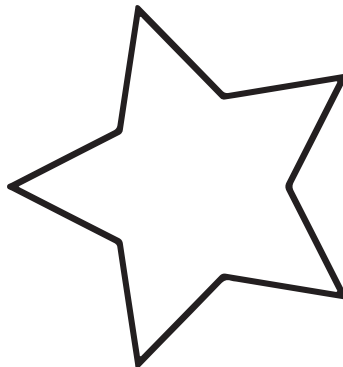
biggest



bigger



big



2.4 RESOURCE – Describing worksheet

Lesson 2: Part 1. Pointing
Print one copy per student.

Write the missing words in the table.

big	bigger	biggest
long		
small		
loud		
old		
short		
tall		
new		
*good	better	best
*bad		

2.5 RESOURCE – Large sketches

Lesson 2: Part 2. The visit of the wise men – Matthew 2:1-12
Print one set of A4 sketches to display.



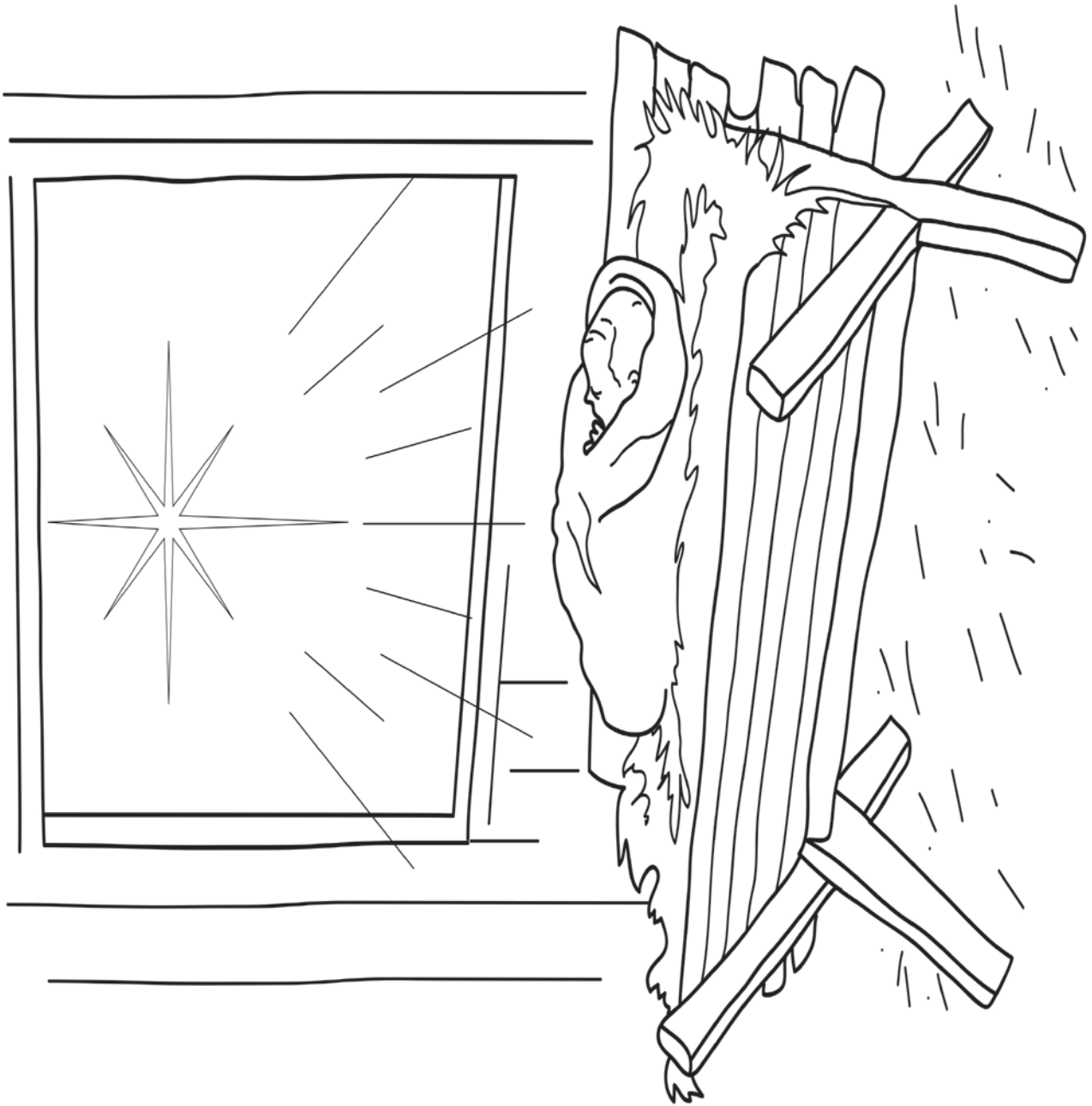
2.5 RESOURCE – Large sketches

Lesson 2: Part 2. The visit of the wise men – Matthew 2:1-12
Print one set of A4 sketches to display.



2.5 RESOURCE – Large sketches

Lesson 2: Part 2. The visit of the wise men – Matthew 2:1-12
Print one set of A4 sketches to display.



2.5 RESOURCE – Large sketches

Lesson 2: Part 2. The visit of the wise men – Matthew 2:1-12
Print one set of A4 sketches to display.



2.5 RESOURCE – Large sketches

Lesson 2: Part 2. The visit of the wise men – Matthew 2:1-12
Print one set of A4 sketches to display.



2.5 RESOURCE – Large sketches

Lesson 2: Part 2. The visit of the wise men – Matthew 2:1-12
Print one set of A4 sketches to display.



**Jesus was
born.**

**God created a
special star.**

**The star
pointed to
Jesus.**

**Wise men
followed the
star.**

**Wise men gave
Jesus gifts.**

**Wise men
worshipped
Jesus.**

2.7 RESOURCE – Small sketches

Lesson 2: Part 2. The visit of the wise men – Matthew 2:1-12
Print one copy per pair and cut up.



Meet Jesus.HB.2



Meet Jesus.HB.2



Meet Jesus.HB.2



Meet Jesus.HB.2



Meet Jesus.HB.2



Meet Jesus.HB.2



**2.8 RESOURCE –
Small sentence strips**

Lesson 2: Part 2. The visit of the wise men – Matthew 2:1–12
Print one copy per pair and cut up.



Meet Jesus.HB.2

Jesus was born.

Meet Jesus.HB.2

God created a special star.

Meet Jesus.HB.2

The star pointed to Jesus.

Meet Jesus.HB.2

Wise men followed the star.

Meet Jesus.HB.2

Wise men gave Jesus gifts.

Meet Jesus.HB.2

Wise men worshipped Jesus.

Fill in the missing words.

Matthew 2:1-12

1. _____ was born.
2. God created a special _____.
3. The star _____ to Jesus.
4. Wise men _____ the star.
5. Wise men gave Jesus _____.
6. Wise men _____ Jesus.

Lesson 3

PART 1 (APPROX 1 HOUR):

Washing

PART 2 (APPROX 1/2 HOUR):

The baptism of Jesus
Luke 3:16–22

 **Prepare lesson**

Part 1. Washing

Print resources

- RESOURCE 3.1 – Six photos**
Print one copy of each photo to display (or remove these pages from this book).
- RESOURCE 3.2 – Washing worksheet**
Print one copy per student.
- RESOURCE 3.3 – Washing our hands sentences**
Print one copy (or, if using **Extension activity**, one copy per pair) and cut up.
- RESOURCE 3.4 – Washing our hands matching worksheet**
Print one copy per student.

Additional equipment

- A selection of some of the following items from home: laundry powder/detergent, liquid soap dispenser, cake of soap, dishwashing detergent, sponge, bucket, cloth, rubber gloves, bottle of shampoo, paper towel/hand towel

Part 2. The baptism of Jesus

Read scripture

- Luke 3:16–22 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 or biblegateway.com
- RESOURCE 3.5 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 3.6 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 3.7 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 3.8 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 3.9 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Washing

Activate knowledge

Display laundry powder/detergent brought from home.

Brainstorm words and simple sentences about the displayed item.

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

Repeat for remaining items (e.g. liquid soap, cake of soap, dishwashing detergent, sponge, bucket, cloth, rubber gloves, shampoo, paper towel/hand towel).

Focus on language

Activity 1: Washing

Display photos from **RESOURCE 3.1 – Six photos**.

Write the following on the board:

I wash _____ with _____.

Ask ‘What do you wash your hands with?’

Point to the corresponding photo from **RESOURCE 3.1 – Six photos** as you do this.

Invite students to respond with complete sentences focusing on correct pronunciation.

Write the correct words on the lines on the board.

Erase the words from the lines on the board.

Repeat for the remaining 5 photos: your hair, the car, the dishes, clothes, fruit.

Distribute **RESOURCE 3.2 – Washing worksheet** to each student.

Invite students to work together to complete the worksheet.

RESOURCE 3.1 – Six photos

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

RESOURCE 3.2 – Washing worksheet

Print one copy per student.

Check answers together.

Activity 2: Speaking about washing

Write the following on the board:

- What do you wash _____ with? (Student A)
- I wash _____ with _____. (Student B)

Divide students into pairs.

Nominate Student A and Student B in each pair.

Invite students to use the prompts on the board and speak with each other about the displayed photos from [RESOURCE 3.1 – Six photos](#).

Encourage students to use complete sentences focusing on correct pronunciation.

Ensure that both students in each pair have an opportunity to ask and respond.

Swap student roles and repeat.

Activity 3: Washing our hands

Invite a volunteer to demonstrate the following activity in a kitchen/bathroom.

Display the commands from [RESOURCE 3.3 – Washing our hands sentences](#) on a table/bench nearby.

Say 'Turn on the tap.'

Pause to allow time for the volunteer to demonstrate.

Invite a different volunteer to point to the corresponding command from [RESOURCE 3.3 – Washing our hands sentences](#).

RESOURCE 3.3 – Washing our hands sentences

Print one copy
(or, if using **Extension
activity**, one copy per
pair) and cut up.

**RESOURCE 3.4 –
Washing our hands
matching worksheet**
Print one copy per
student.

Repeat* for the remaining six commands:

- 'Wet your hands.'
- 'Use soap.'
- 'Lather and rub.'
- 'Rinse your hands.'
- 'Turn off the tap.'
- 'Dry your hands.'

* Depending on the level of your students, you may want to repeat this whole activity several times.

Distribute **RESOURCE 3.4 – Washing our hands matching worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together.

Extension activity

Divide students into pairs.

Distribute a cut-up and shuffled set of the 7 commands from **RESOURCE 3.3 – Washing our hands sentences** to each pair.

Invite pairs to order them correctly.

Part 2 – The baptism of Jesus

Luke 3:16–22

Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, people are washed.’

Distribute copies of Luke 3:16–22 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 3.5 – Large sketches** in order.

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

Sentences:

1. John was a prophet.
2. John lived in the desert.
3. John told people about God.
4. John washed people.
5. John washed Jesus.
6. God said, ‘You are my Son. I love you.’

Re-read the sentences, placing the correct sentence from **RESOURCE 3.6 – 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 3.5 –
Large sketches**

Print one set of A4
sketches to display.

**RESOURCE 3.6 –
Large sentences**

Print one set of A4
sentences to display.

 **Reinforce the language**

Divide students into pairs.

Distribute **RESOURCE 3.7 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 3.8 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 3.9 – 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 3.7 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 3.8 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 3.9 –
Gap-fill worksheet**

Print one copy per
student.

3.1 RESOURCE – Six photos

Lesson 3: Part 1. Washing
Print one copy of each photo to display
(or remove these pages from this book).



3.1 RESOURCE – Six photos

Lesson 3: Part 1. Washing
Print one copy of each photo to display
(or remove these pages from this book).



3.1 RESOURCE – Six photos

Lesson 3: Part 1. Washing
Print one copy of each photo to display
(or remove these pages from this book).



3.1 RESOURCE – Six photos

Lesson 3: Part 1. Washing
Print one copy of each photo to display
(or remove these pages from this book).



3.1 RESOURCE – Six photos

Lesson 3: Part 1. Washing
Print one copy of each photo to display
(or remove these pages from this book).



3.1 RESOURCE – Six photos

Lesson 3: Part 1. Washing
Print one copy of each photo to display
(or remove these pages from this book).



3.2 RESOURCE – Washing worksheet

Lesson 3: Part 1. Washing
Print one copy per student.

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

dishwashing detergent	shampoo
laundry powder/detergent	soap
a sponge	water

1. I wash my hands with _____.

2. I wash my hair with _____.

3. I wash fruit with _____.

4. I wash the car with _____.

5. I wash the dishes with _____.

6. I wash clothes with _____.



Turn on the tap.

Wet your hands.

Use soap.

Lather and rub.

Rinse your hands.

Turn off the tap.

Dry your hands.

3.4 RESOURCE – Washing our hands matching worksheet

Lesson 3: Part 1. Washing
Print one copy per student.

Write the correct sentences from the box on the lines under the pictures.

Rinse your hands.	Dry your hands.	Turn off the tap.
Use soap.	Lather and rub.	Wet your hands.
Turn on the tap.		



_____.



_____.



_____.



_____.



_____.



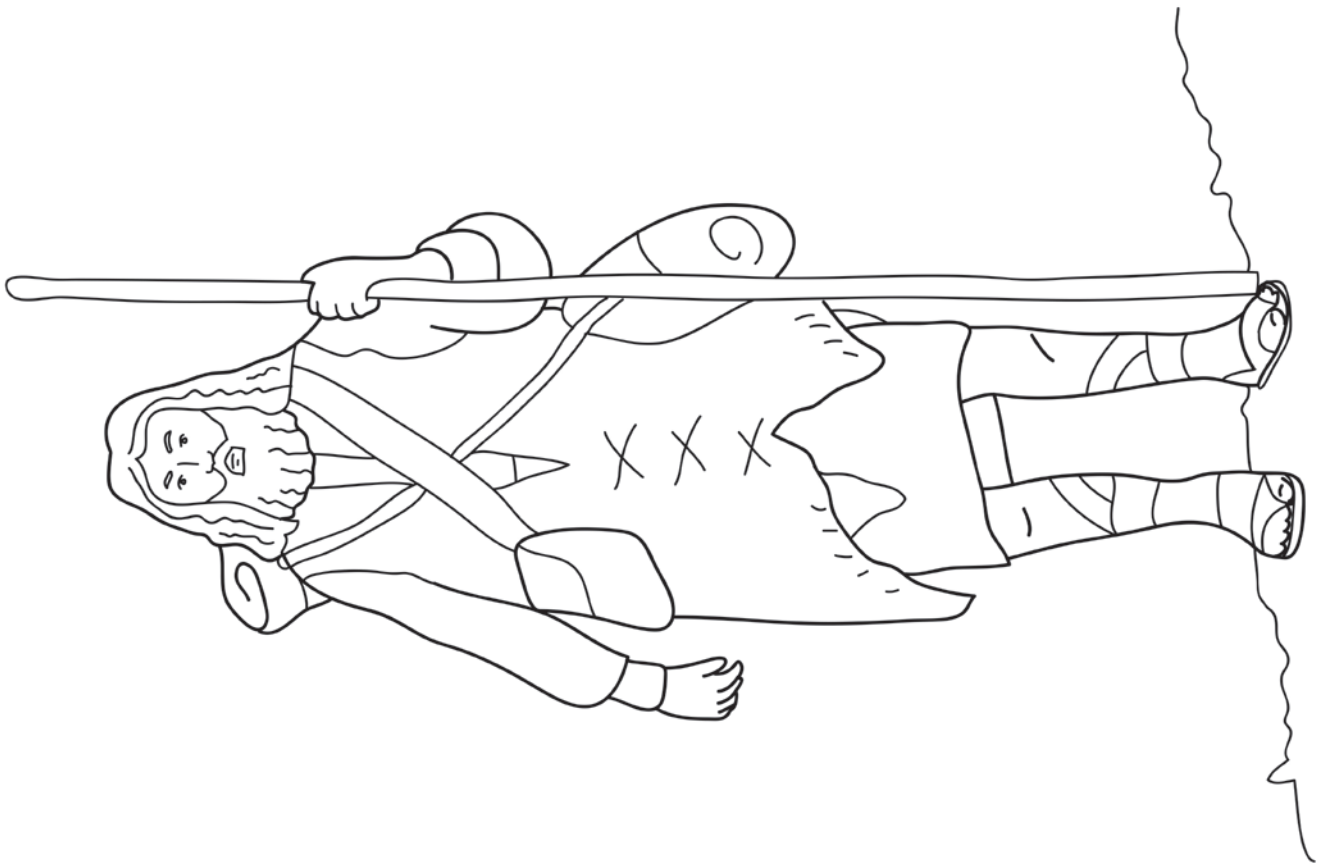
_____.



_____.

3.5 RESOURCE – Large sketches

Lesson 3: Part 2. The baptism of Jesus – Luke 3:16–22
Print one set of A4 sketches to display.



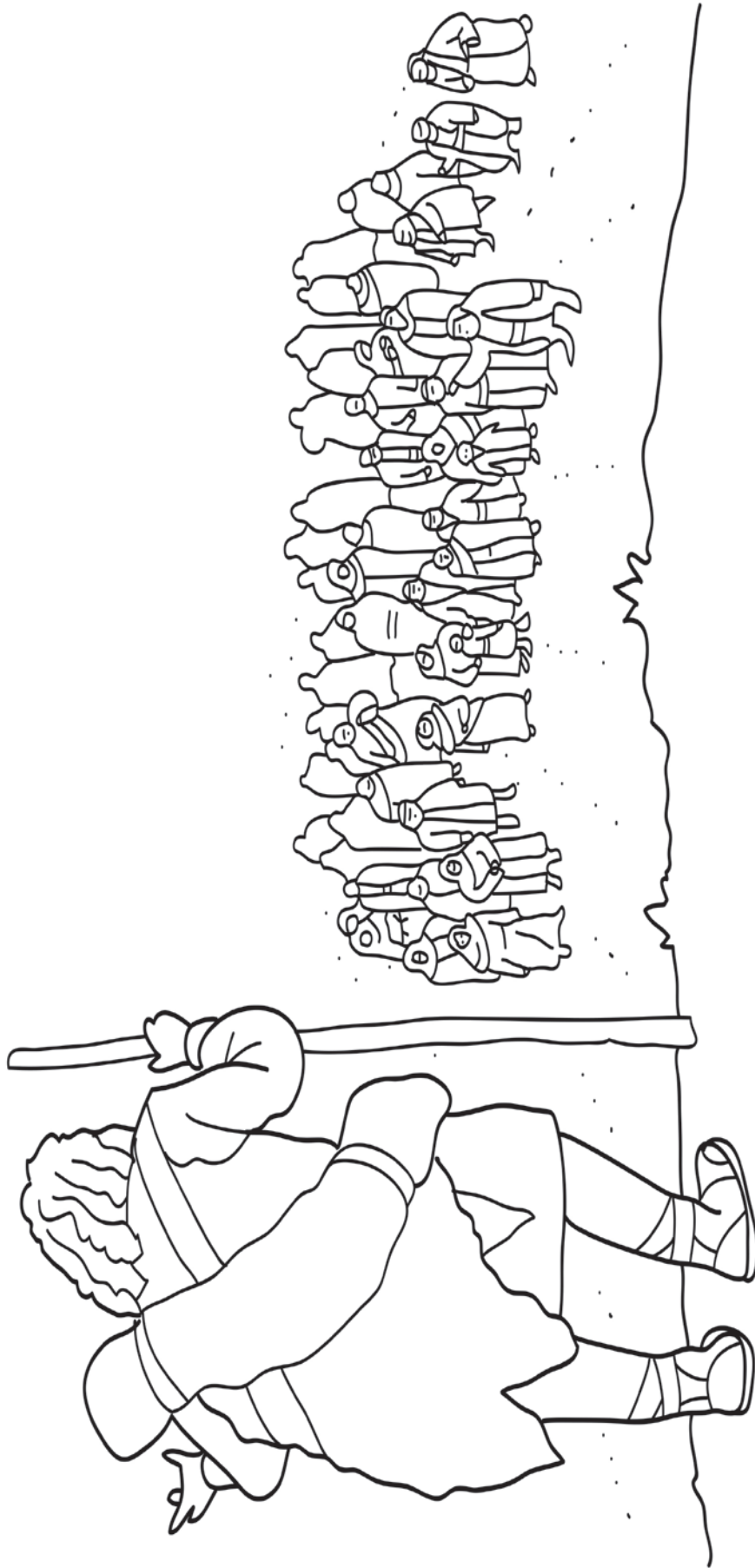
3.5 RESOURCE – Large sketches

Lesson 3: Part 2. The baptism of Jesus – Luke 3:16–22
Print one set of A4 sketches to display.



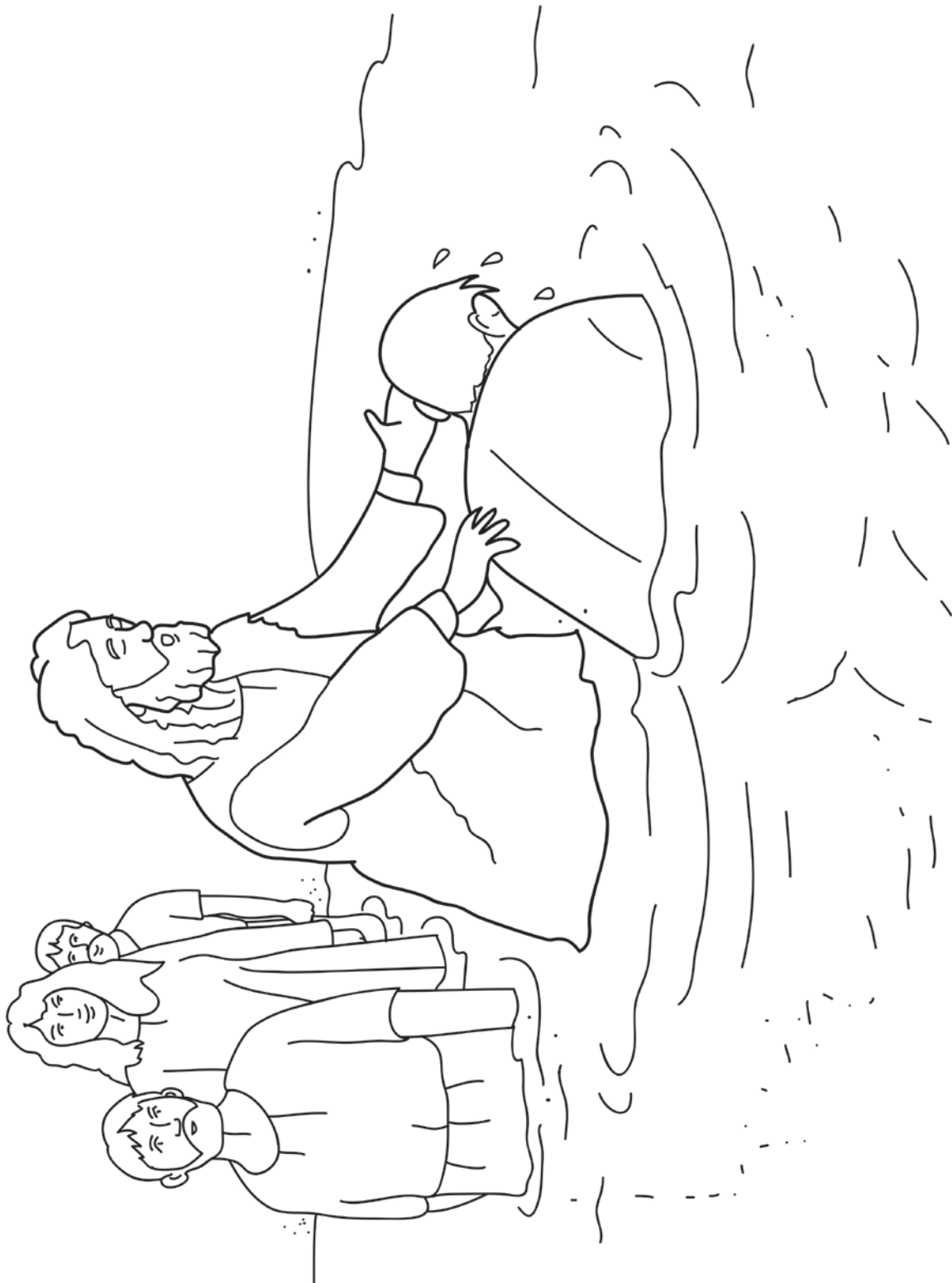
3.5 RESOURCE – Large sketches

Lesson 3: Part 2. The baptism of Jesus – Luke 3:16–22
Print one set of A4 sketches to display.



3.5 RESOURCE – Large sketches

Lesson 3: Part 2. The baptism of Jesus – Luke 3:16-22
Print one set of A4 sketches to display.



3.5 RESOURCE – Large sketches

Lesson 3: Part 2. The baptism of Jesus – Luke 3:16–22
Print one set of A4 sketches to display.



3.5 RESOURCE – Large sketches

Lesson 3: Part 2. The baptism of Jesus – Luke 3:16-22
Print one set of A4 sketches to display.



**John was a
prophet.**

**John lived in
the desert.**

**John told
people about
God.**

**John washed
people.**

**John washed
Jesus.**

**God said,
'You are my Son.
I love you.'**

3.7 RESOURCE – Small sketches

Lesson 3: Part 2. The baptism of Jesus – Luke 3:16–22
Print one copy per pair and cut up.

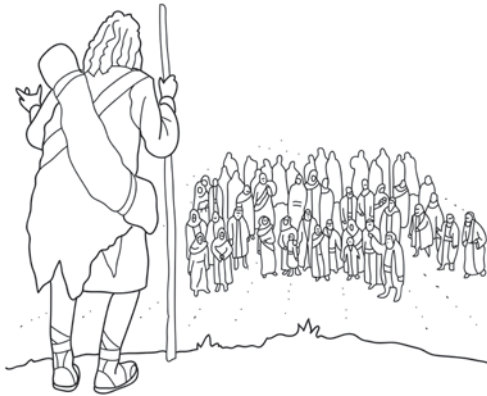
Meet Jesus.HB.3



Meet Jesus.HB.3



Meet Jesus.HB.3



Meet Jesus.HB.3



Meet Jesus.HB.3



Meet Jesus.HB.3



3.8 RESOURCE –
Small sentence strips

Lesson 3: Part 2. The baptism of Jesus – Luke 3:16–22
Print one copy per pair and cut up.



Meet Jesus.HB.3

John was a prophet.

Meet Jesus.HB.3

John lived in the desert.

Meet Jesus.HB.3

John told people about God.

Meet Jesus.HB.3

John washed people.

Meet Jesus.HB.3

John washed Jesus.

Meet Jesus.HB.3

God said, 'You are my Son. I love you.'

3.9 RESOURCE – Gap-fill worksheet

Lesson 3: Part 2. The baptism of Jesus – Luke 3:16–22
Print one copy per student.

Fill in the missing words.

Luke 3:16–22

1. John was a _____.
2. John lived in the _____.
3. John told people about _____.
4. John _____ people.
5. John washed _____.
6. God said, 'You are my Son. I _____ you.'

Lesson 4

PART 1 (APPROX 1 HOUR):

Directions

PART 2 (APPROX 1/2 HOUR):

Jesus begins his work Matthew 4:12–17

 **Prepare lesson**

Part 1. Directions

Print resources

- RESOURCE 4.1 – Directions worksheet**
Print one copy per student.

Additional equipment

- Downloaded compass app on smartphone (or bring a physical compass such as a plastic bushwalker's compass if you have one)
- Red whiteboard marker (in addition to the colour you usually use)

Part 2. Jesus begins his work

Read scripture

- Matthew 4:12–17 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 or biblegateway.com
- RESOURCE 4.2 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 4.3 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 4.4 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 4.5 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 4.6 – Gap-fill worksheet**
Print one copy per student.

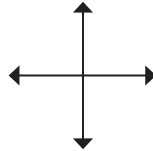
Select Variations to activities

(see pages 4–5)

Part 1. Directions

Activate knowledge

Draw the following symbol on the board:



Ask 'Where is north?'

Invite a student to write *north* near the corresponding arrow on the board.

Repeat for south, east and west.

Write *compass* on the board.

Ask 'What is a compass?'

Invite responses.

Say 'A compass gives direction.'

Invite students to open the compass app on their smartphones. (You may need to allow time for them to download a compass app if they don't have one. If this is not possible, they can look on with someone else or look at the plastic bushwalker's compass that you've brought from home.)

Ask 'Where is north?'

Invite students to stand and turn to face towards the north.

Repeat for south, east and west.

Erase the diagram from the board.

Focus on language

Activity 1: Turn

Invite all students to stand up.

Say 'Turn to your right.'

Ensure that all students respond correctly before moving on to the next instruction.

Say 'Turn to your right' again (which should result in all students facing the back of the room).

Say 'Turn to me' (which should result in all students facing the front of the room).

Say 'Turn to your left', wait, then say 'Turn to your left' again (which should result in all students facing the back of the room).

Say 'Turn to me' (which should result in all students facing the front of the room).

Repeat until all students can follow instructions.

Activity 2: Near

Write _____ *is near* _____ on the board.

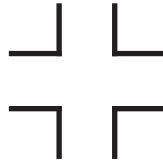
Point to items/people in the room, writing the words on the lines on the board as you go (e.g. *The bathroom is near the cleaning cupboard; Ahmed is near Hassan*).

Divide students into pairs.

Invite pairs to create sentences together using the prompt from the board.

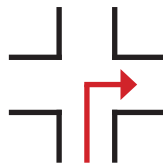
Activity 3: Following directions

Draw a simple crossroad diagram on the board as follows:



Say 'Turn right.'

Draw the red arrow on the road as you say this:



Erase the red arrow.

Say 'Turn right' again.

Invite a student to draw the red arrow turning right.

Erase the red arrow.

Say 'Turn left.'

Invite a different student to draw the red arrow turning left.

Activity 4: Following more directions

Distribute [RESOURCE 4.1 – Directions worksheet](#) to each student.

Invite students to work together to complete the worksheet.

Check answers together.

**RESOURCE 4.1 –
Directions worksheet**

Print one copy per
student.

Part 2 – Jesus begins his work

Matthew 4:12–17

Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, Jesus gives directions to people.’

Distribute copies of Matthew 4:12–17 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 4.2 – Large sketches** in order.

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

Sentences:

1. Jesus went to north Israel.
2. The people did not love God.
3. Jesus spoke God’s words.
4. Jesus said, ‘Turn to me.’
5. Jesus said, ‘My kingdom is near.’

Re-read the sentences, placing the correct sentence from **RESOURCE 4.3 – 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 4.2 – Large sketches
Print one set of A4 sketches to display.

RESOURCE 4.3 – Large sentences
Print one set of A4 sentences to display.

 **Reinforce the language**

Divide students into pairs.

Distribute **RESOURCE 4.4 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 4.5 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 4.6 – 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 4.4 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 4.5 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 4.6 –
Gap-fill worksheet**

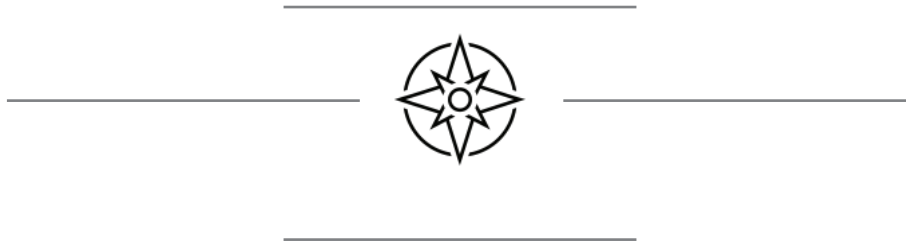
Print one copy per
student.

4.1 RESOURCE – Directions worksheet

Lesson 4: Part 1. Directions
Print one copy per student.

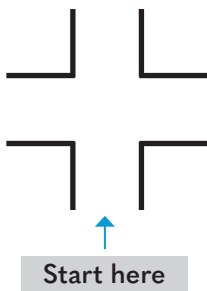
1. Write the words in the box on the correct lines below.

North	South	East	West
-------	-------	------	------

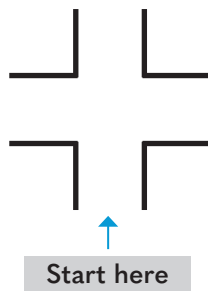


2. Draw arrows on the pictures below to match the given directions.

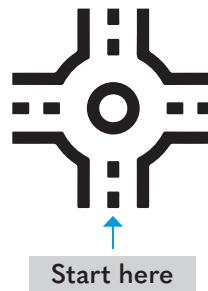
Turn right.



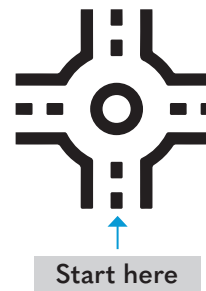
Turn left.



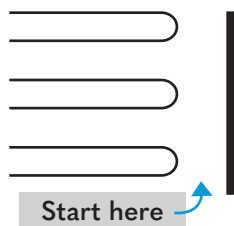
Turn left at the roundabout.



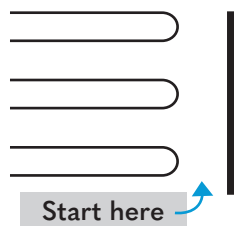
Turn right at the roundabout.



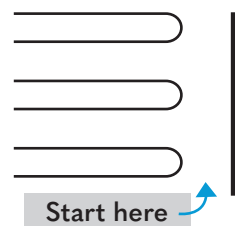
Take the first turn on the left.



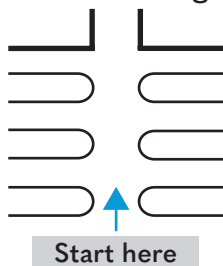
Take the second turn on the left.



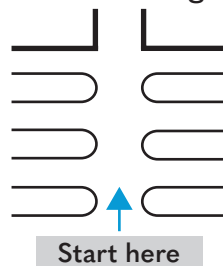
Take the third turn on the left.



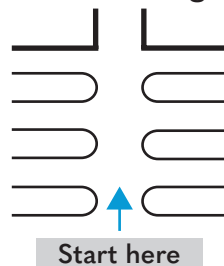
Take the first turn on the right.



Take the second turn on the right.

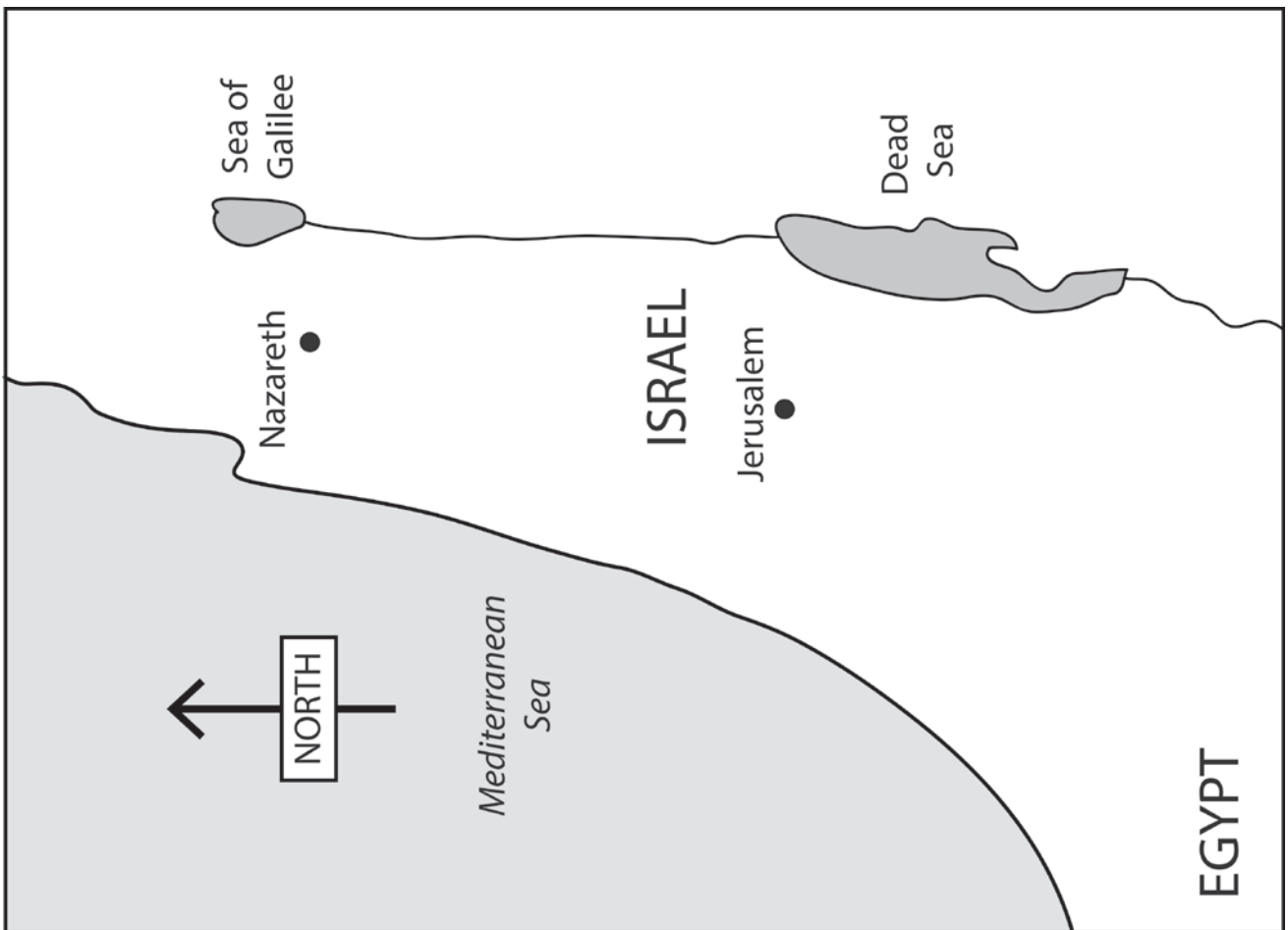


Take the third turn on the right.



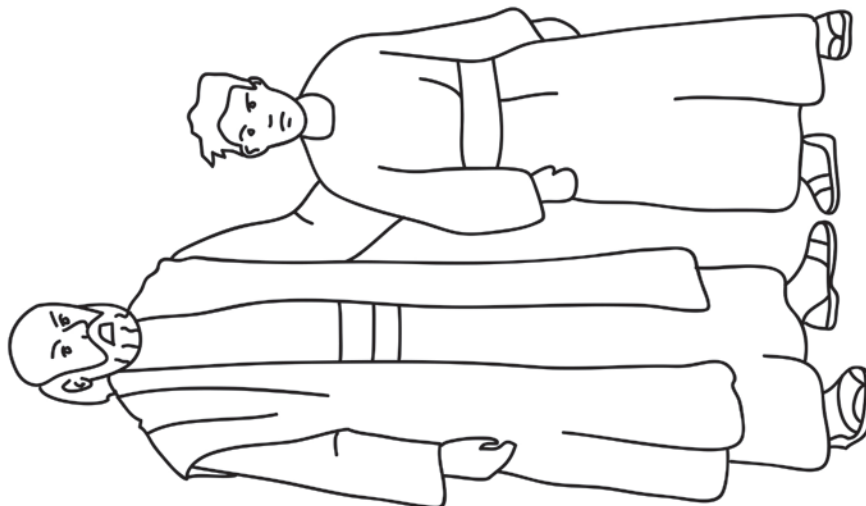
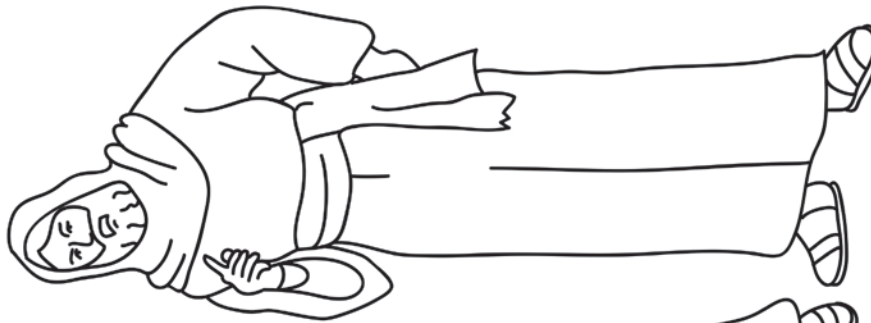
4.2 RESOURCE – Large sketches

Lesson 4: Part 2. Jesus begins his work – Matthew 4:12-17
Print one set of A4 sketches to display.



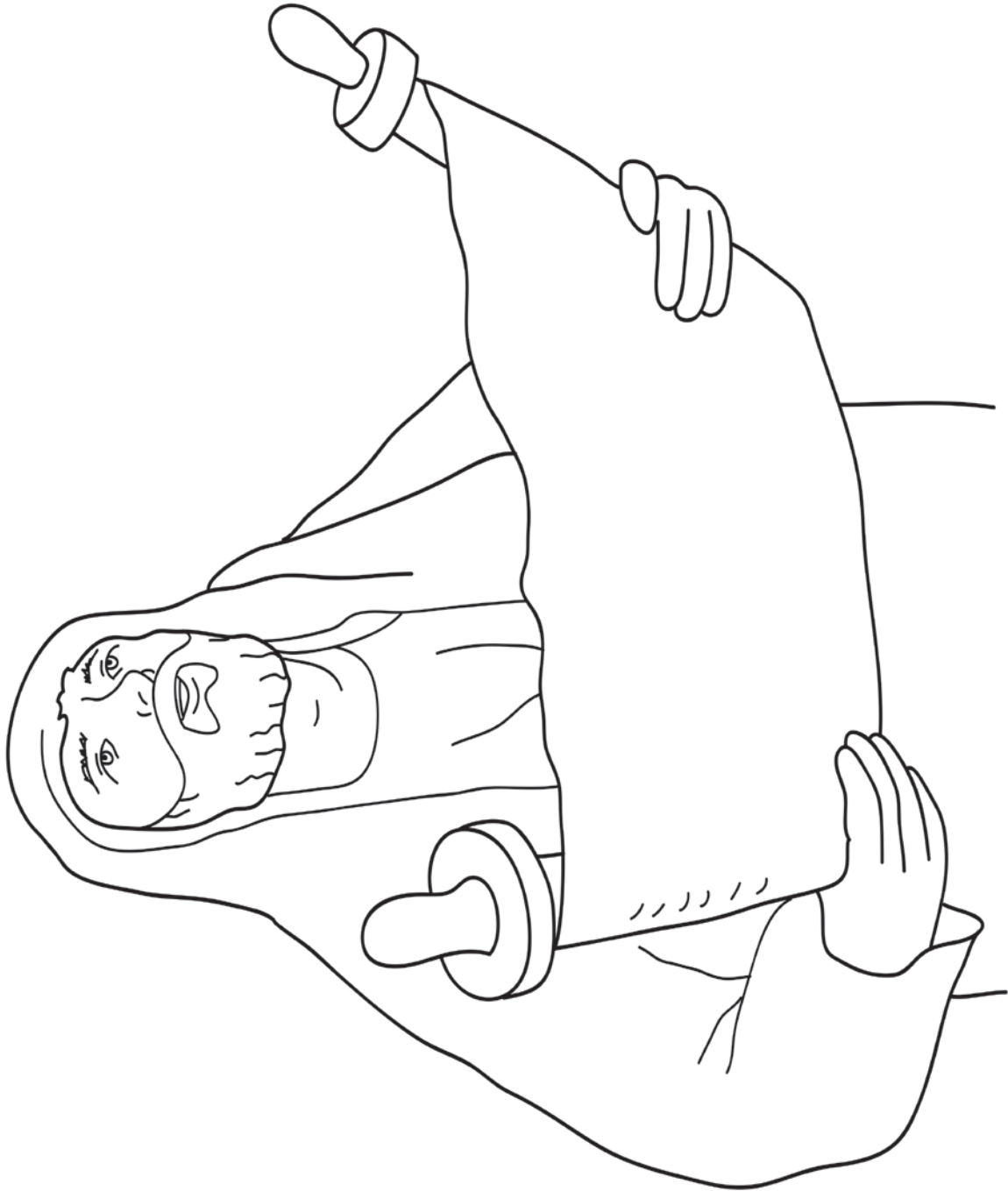
4.2 RESOURCE – Large sketches

Lesson 4: Part 2. Jesus begins his work – Matthew 4:12-17
Print one set of A4 sketches to display.



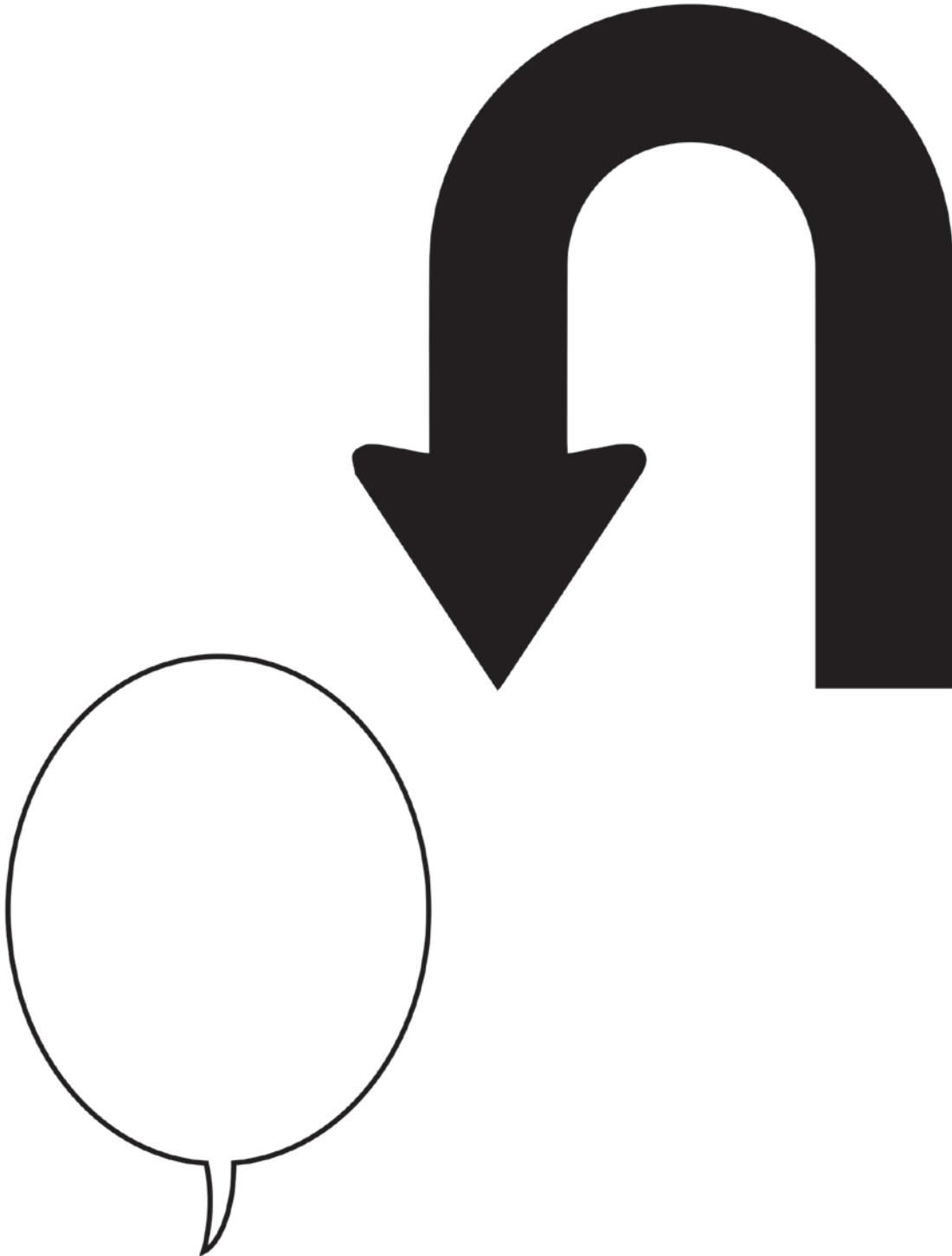
4.2 RESOURCE – Large sketches

Lesson 4: Part 2. Jesus begins his work – Matthew 4:12-17
Print one set of A4 sketches to display.



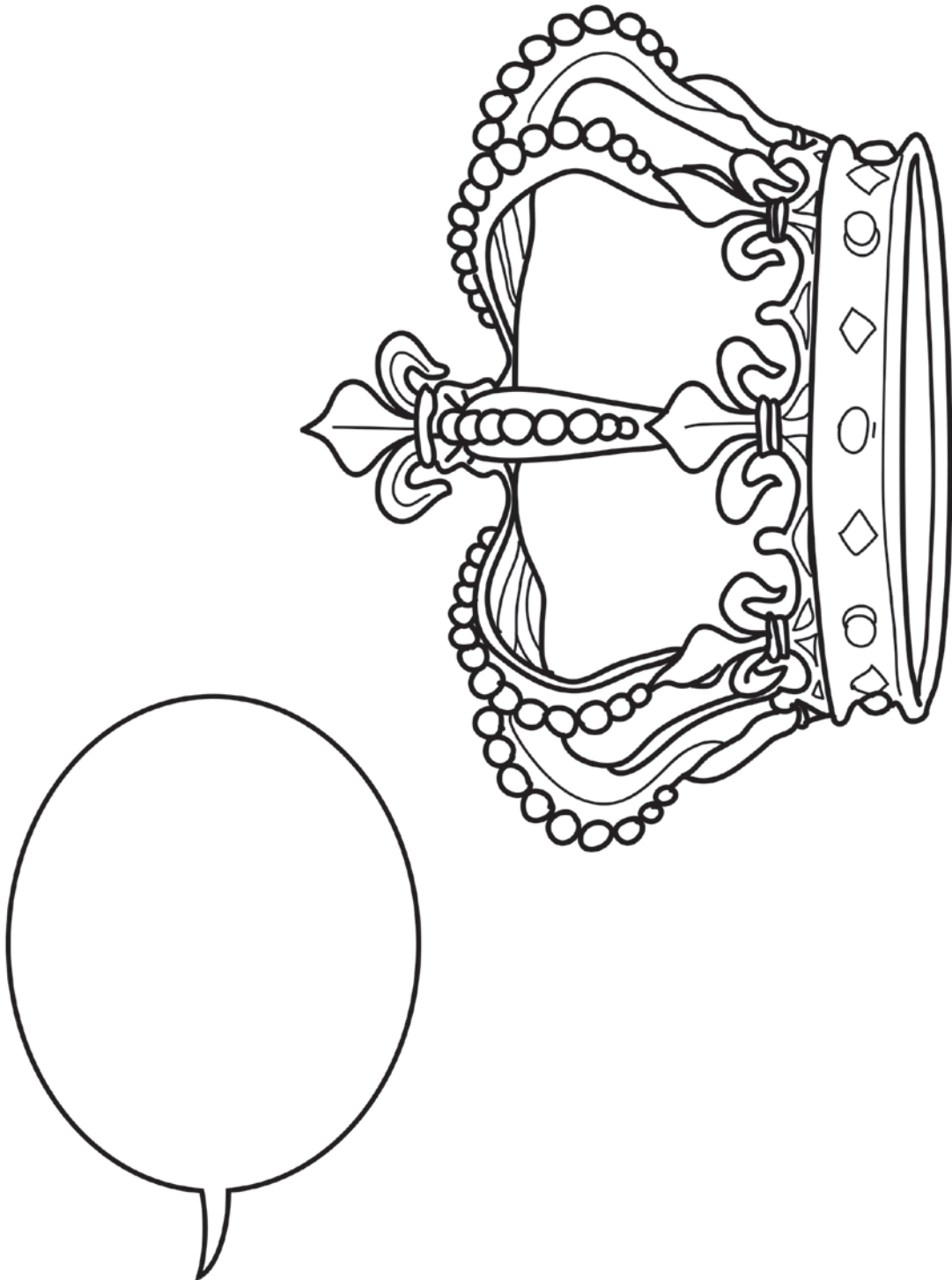
4.2 RESOURCE – Large sketches

Lesson 4: Part 2. Jesus begins his work – Matthew 4:12–17
Print one set of A4 sketches to display.



4.2 RESOURCE – Large sketches

Lesson 4: Part 2. Jesus begins his work – Matthew 4:12-17
Print one set of A4 sketches to display.



**Jesus went to
north Israel.**

**The people did
not love God.**

**Jesus spoke
God's words.**

**Jesus said,
'Turn to me.'**

**Jesus said,
'My kingdom
is near.'**

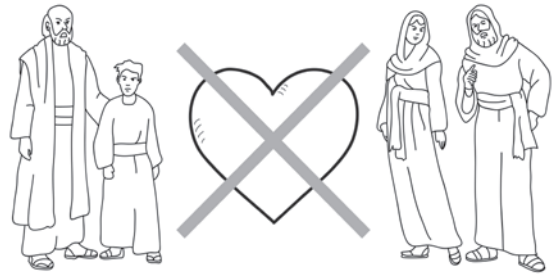
4.4 RESOURCE – Small sketches

Lesson 4: Part 2. Jesus begins his work – Matthew 4:12-17
Print one copy per pair and cut up.

Meet Jesus.HB.4



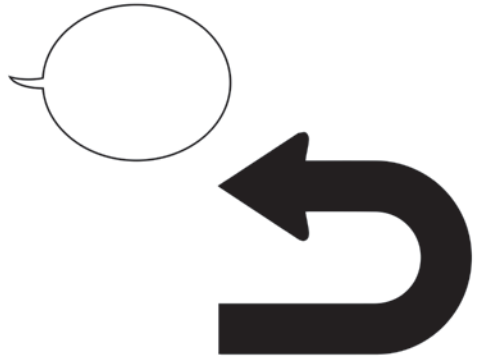
Meet Jesus.HB.4



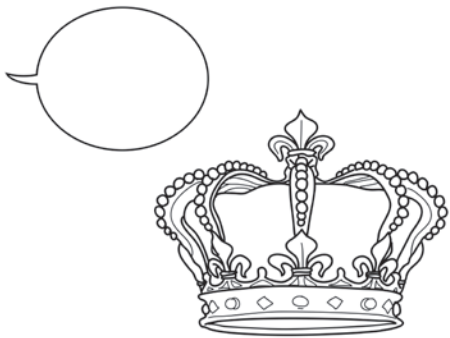
Meet Jesus.HB.4



Meet Jesus.HB.4



Meet Jesus.HB.4



4.5 RESOURCE – Small sentence strips

Lesson 4: Part 2. Jesus begins his work – Matthew 4:12–17
Print one copy per pair and cut up.



Meet Jesus.HB.4

Jesus went to north Israel.

Meet Jesus.HB.4

The people did not love God.

Meet Jesus.HB.4

Jesus spoke God's words.

Meet Jesus.HB.4

Jesus said, 'Turn to me.'

Meet Jesus.HB.4

Jesus said, 'My kingdom is near.'

4.6 RESOURCE – Gap-fill worksheet

Lesson 4: Part 2. Jesus begins his work – Matthew 4:12–17
Print one copy per student.

Fill in the missing words.

Matthew 4:12–17

1. Jesus went to _____ Israel.
2. The people did not love _____.
3. Jesus _____ God's words.
4. Jesus said, '_____ to me.'
5. Jesus said, 'My kingdom is _____.'

Lesson 5

PART 1 (APPROX 1 HOUR):

An invitation

PART 2 (APPROX 1/2 HOUR):

Jesus invites people to follow him Mark 2:13–17

 **Prepare lesson****Part 1. An invitation****Print resources**

- RESOURCE 5.1 – 18th birthday invitation**
Print one copy of each photo to display
(or remove these pages from this book).
- RESOURCE 5.2.1 – 18th birthday worksheet**
Print one copy per student.
- RESOURCE 5.2.2 – 50th birthday worksheet**
Print one copy per student.
- RESOURCE 5.3 – Invitation template**
Print one copy per student.

Additional equipment

- Birthday invitation from home (optional)

Part 2. Jesus invites people to follow him**Read scripture**

- Mark 2:13–17 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 or biblegateway.com
- RESOURCE 5.4 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 5.5 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 5.6 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 5.7 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 5.8 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. An invitation

Activate knowledge

Write the following words on the board:

- invitation (noun)*
- invite (verb)*

Display **RESOURCE 5.1 – 18th birthday invitation** or an invitation brought from home.

Say 'I have an invitation. I've been invited to a party.'

Ask 'Have you been invited to a party?'

Invite responses.

Brainstorm words and simple sentences about invitations and birthday parties.

Focus on language

Activity 1: Reading an invitation

Distribute **RESOURCE 5.2.1 – 18th birthday worksheet** to each student.

Say 'I have some questions.'

Ask 'Whose birthday is it?'

Invite responses.

Say 'Point to the name of the birthday girl.'

Invite responses and check to ensure that all students respond correctly before moving through the following:

- 'How old is Sarah? Point to Sarah's age.'
- 'When is the party? Point to the day of the party.'
- 'What time is the party? Point to the time of the party.'

RESOURCE 5.1 – 18th birthday invitation

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

RESOURCE 5.2.1 – 18th birthday worksheet

Print one copy per student.

RESOURCE 5.2.2
– 50th birthday
worksheet

Print one copy per
student.

RESOURCE 5.3 –
Invitation template

Print one copy per
student.

- 'Where is the party? Point to the address of the party.'

Invite students to work together to answer the questions on the worksheet.

Check answers together.

Distribute **RESOURCE 5.2.2 – 50th birthday worksheet**.

Talk through the questions as for the previous worksheet if necessary.

Invite students to work together to answer the questions on the worksheet.

Check answers together.

Activity 2: Creating an invitation

Distribute **RESOURCE 5.3 – Invitation template** to each student.

Invite students to complete the template for their birthday or the birthday of a family member.

Invite confident students to write the details of their parties on the board.

Ask 'Who will you invite to your party?'

Invite students to write a guest list.

Part 2 – Jesus invites people to follow him

Mark 2:13–17

Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, Jesus invites* everyone to follow him.’

* If necessary for your class, help students to understand that invitations are not always to parties: *Jesus’* invitation is for all people to follow him.

Distribute copies of Mark 2:13–17 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 5.4 – Large sketches](#) in order.

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

Sentences:

1. There was a crowd with Jesus.
2. Jesus saw a tax collector named Levi.
3. Jesus invited Levi to follow him.
4. Jesus ate dinner at Levi’s house.
5. Religious leaders said, ‘Jesus should not eat with tax collectors.’
6. Jesus said, ‘I invite sinners to follow me.’

**RESOURCE 5.4 –
Large sketches**

Print one set of A4 sketches to display.

**RESOURCE 5.5 –
Large sentences**

Print one set of A4 sentences to display.

**RESOURCE 5.6 –
Small sketches**

Print one copy per pair and cut up.

**RESOURCE 5.7 –
Small sentence strips**

Print one copy per pair and cut up.

**RESOURCE 5.8 –
Gap-fill worksheet**

Print one copy per student.

Re-read the sentences, placing the correct sentence from **RESOURCE 5.5 – Large sentences** near each sketch as you go.

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

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 5.6 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 5.7 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 5.8 – 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.

5.1 RESOURCE – 18th birthday invitation

Lesson 5: Part 1. An invitation
Print one copy to display OR bookmark
this page ready to hold up image in book.



Write the answers on the lines provided.



1. Who is the birthday girl?

2. How old is the birthday girl?

3. What day is the party?

4. What time is the party?

5. Where is the party? _____

6. Underline the name of the birthday girl.

7. Draw a circle around the age of the birthday girl.

8. Underline the day of the party.

9. Draw a circle around the time of the party.

10. Underline the address of the party.

Extension:

What should I bring? _____

Will there be food and drink served at the party? _____

What should I wear? _____

Write the answers on the lines provided.



1. Who is the birthday boy?

2. How old is the birthday boy?

3. What day is the party?

4. What time is the party?

5. Where is the party? _____

6. Underline the name of the birthday boy.

7. Draw a circle around the age of the birthday boy.

8. Underline the day of the party.

9. Draw a circle around the time of the party.

10. Underline the address of the party.

Extension:

What should guests bring? _____

Who should I tell if I am attending? _____

Will there be food or drink served at the party? _____

5.3 RESOURCE – Invitation template

Write the details of your party on the lines below.

_____ is turning _____ and you're invited to the party!

When: _____

(day)

(month)

(year)

Time: _____

Where: _____

(address)

(other useful information – e.g. what to bring, what to wear, RSVP)

Guest list:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5.4 RESOURCE –
Large sketches

Lesson 5: Part 2. Jesus invites people to follow him – Mark 2:13-17
Print one set of A4 sketches to display.



5.4 RESOURCE –
Large sketches

Lesson 5: Part 2. Jesus invites people to follow him – Mark 2:13–17
Print one set of A4 sketches to display.



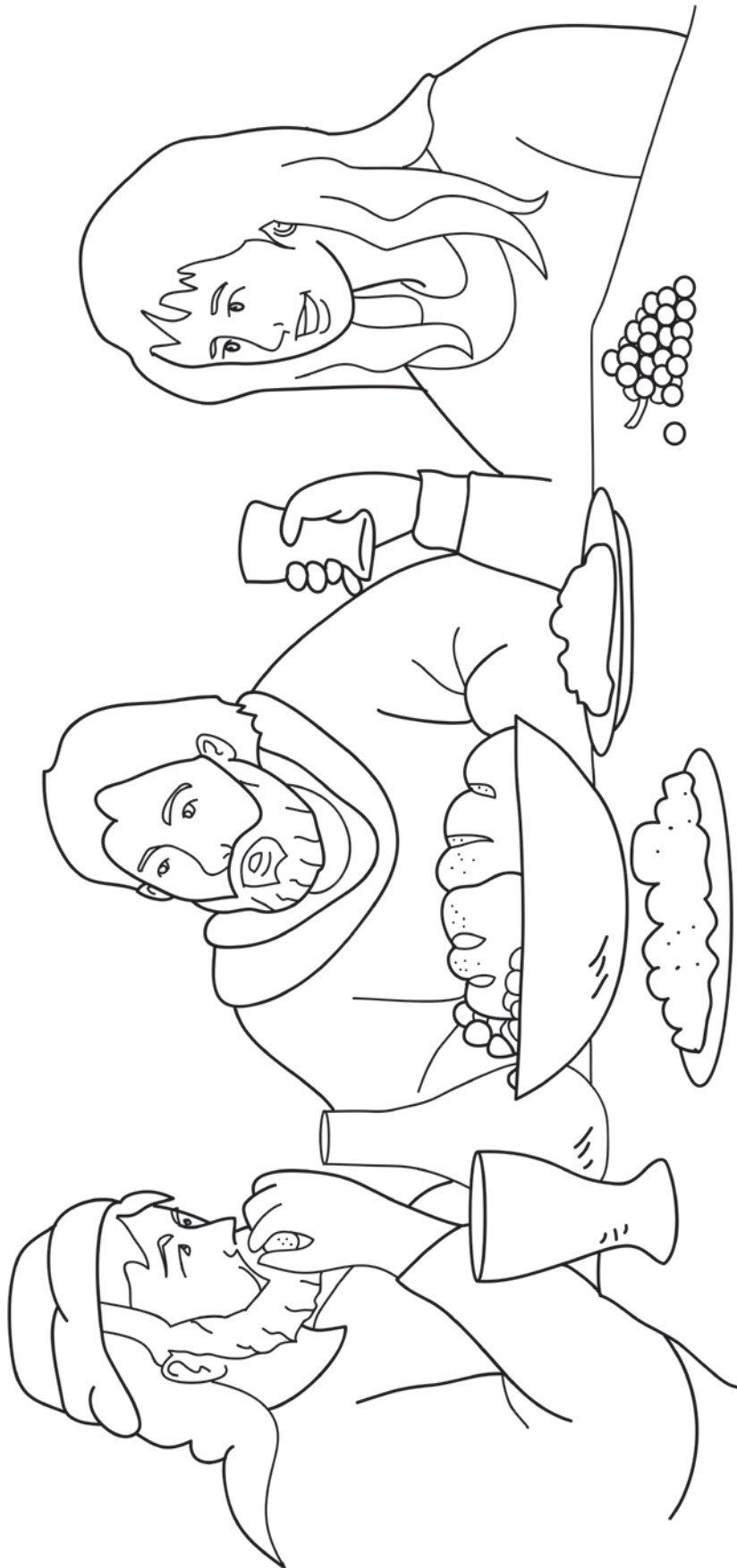
5.4 RESOURCE –
Large sketches

Lesson 5: Part 2. Jesus invites people to follow him – Mark 2:13–17
Print one set of A4 sketches to display.



5.4 RESOURCE –
Large sketches

Lesson 5: Part 2. Jesus invites people to follow him – Mark 2:13–17
Print one set of A4 sketches to display.



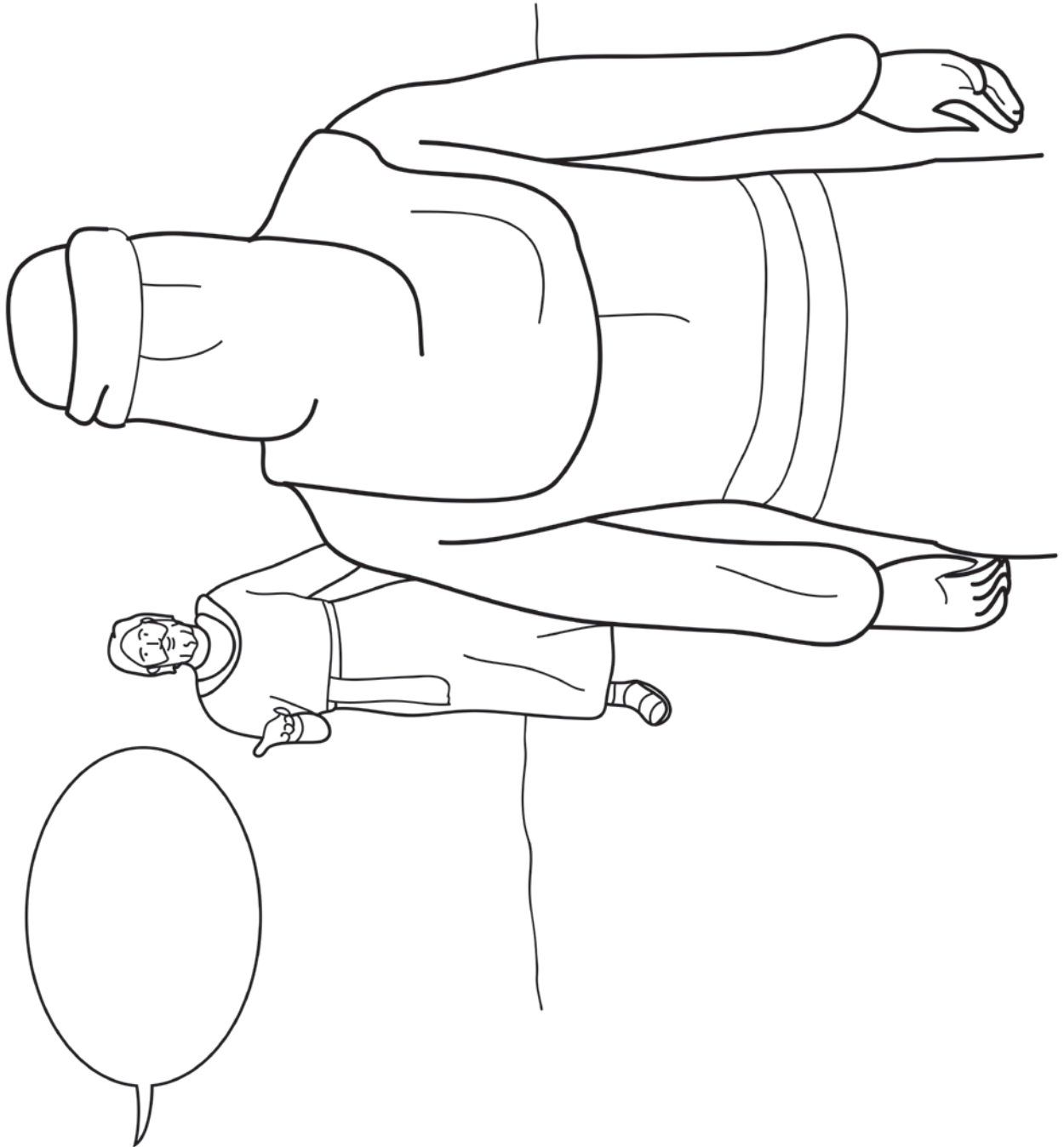
5.4 RESOURCE –
Large sketches

Lesson 5: Part 2. Jesus invites people to follow him – Mark 2:13-17
Print one set of A4 sketches to display.



5.4 RESOURCE –
Large sketches

Lesson 5: Part 2. Jesus invites people to follow him – Mark 2:13-17
Print one set of A4 sketches to display.



**There was a
crowd with
Jesus.**

**Jesus saw a
tax collector
named Levi.**

**Jesus invited
Levi to follow
him.**

**Jesus ate
dinner at
Levi's house.**

**Religious
leaders said,
'Jesus should
not eat with
tax collectors!'**

**Jesus said,
'I invite sinners
to follow me!'**

5.6 RESOURCE –
Small sketches

Lesson 5: Part 2. Jesus invites people to follow him – Mark 2:13–17
Print one copy per pair and cut up.

Meet Jesus.HB.5



Meet Jesus.HB.5



Meet Jesus.HB.5



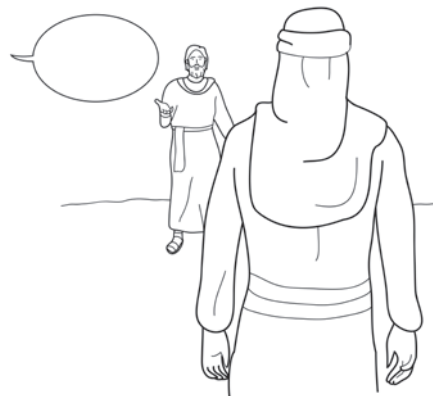
Meet Jesus.HB.5



Meet Jesus.HB.5



Meet Jesus.HB.5



5.7 RESOURCE –
Small sentence strips

Lesson 5: Part 2. Jesus invites people to follow him – Mark 2:13–17
Print one copy per pair and cut up.



Meet Jesus.HB.5

There was a crowd with Jesus.

Meet Jesus.HB.5

Jesus saw a tax collector named Levi.

Meet Jesus.HB.5

Jesus invited Levi to follow him.

Meet Jesus.HB.5

Jesus ate dinner at Levi's house.

Meet Jesus.HB.5

Religious leaders said, 'Jesus should not eat with tax collectors.'

Meet Jesus.HB.5

Jesus said, 'I invite sinners to follow me.'

5.8 RESOURCE –
Gap-fill worksheet

Lesson 5: Part 2. Jesus invites people to follow him – Mark 2:13–17
Print one copy per student.

Fill in the missing words.

Mark 2:13–17

1. There was a _____ with Jesus.
2. Jesus _____ a tax collector named Levi.
3. Jesus _____ Levi to follow him.
4. Jesus ate dinner at Levi's _____.
5. Religious _____ said, 'Jesus should not eat with tax collectors.'
6. Jesus said, 'I invite sinners to _____ me.'

Lesson 6

PART 1 (APPROX 1 HOUR):

Welcome

PART 2 (APPROX 1/2 HOUR):

The selfish son
Luke 15:11–24

 **Prepare lesson**

Part 1. Welcome

Print resources

- RESOURCE 6.1 – Welcome photos**
Print one copy of each photo to display (or remove these pages from this book).
- RESOURCE 6.2 – Sentences**
Print one copy (or two copies if you have more than 12 students) and cut up.
- RESOURCE 6.3 – Sentences worksheet**
Print one copy per student.
- RESOURCE 6.4 – Matching worksheet**
Print one copy per student.

Part 2. The selfish son

Read scripture

- Luke 15:11–24 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 or biblegateway.com
- RESOURCE 6.5 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 6.6 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 6.7 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 6.8 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 6.9 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Welcome

Activate knowledge

Display Photo 1 from [RESOURCE 6.1 – Welcome photos](#).

Ask 'What can you see?'

Write responses on board, correcting errors as you go.

Repeat for the remaining three photos.

Focus on language

Activity 1: Matching sentences

Display the four photos from [RESOURCE 6.1 – Welcome photos](#) around the room.

Give one sentence from [RESOURCE 6.2 – Sentences](#) to each student.

Invite students to stand next to the photo that their sentence describes.

Invite students to read their sentences to each other.

Leave the photos displayed in the room for the following two activities.

Activity 2: Correcting sentences

Distribute [RESOURCE 6.3 – Correcting sentences worksheet](#) to each student.

Invite students to work together to complete the worksheet.

Check answers together.

RESOURCE 6.1 – Welcome photos

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

RESOURCE 6.2 – Sentences

Print one copy (or two copies if you have more than 12 students) and cut up.

RESOURCE 6.3 – Sentences worksheet

Print one copy per student.

Activity 3: Welcoming others

Point to some of the smiling people in the photos from **RESOURCE 6.1 – Welcome photos**.

Say 'The people in the photos are smiling. I feel welcome when people smile.'

Write *I am welcome at _____* on the board.

Point to the sentence as you say this, ensuring that you are smiling!

Brainstorm ideas for places where students are welcome.

Distribute **RESOURCE 6.4 – Matching worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together.

**RESOURCE 6.4 –
Matching worksheet**

Print one copy per
student.

Part 2 – The selfish son

Luke 15:11–24

Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, a father welcomes his son.’

Distribute copies of Luke 15:11–24 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 6.5 – Large sketches** in order.

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

Sentences:

1. Jesus told this story:
2. A man had two sons.
3. The youngest son took his inheritance.
4. The son spent his inheritance.
5. The son worked with pigs.
6. The son was sorry.
7. The father welcomed the son.
8. God is like the father.

Re-read the sentences, placing the correct sentence from **RESOURCE 6.6 – Large sentences** near each sketch as you go.

**RESOURCE 6.5 –
Large sketches**

Print one set of A4
sketches to display.

**RESOURCE 6.6 –
Large sentences**

Print one set of A4
sentences to display.

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

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 6.7 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 6.8 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 6.9 – 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 6.7 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 6.8 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 6.9 –
Gap-fill worksheet**

Print one copy per
student.

6.1 RESOURCE – Welcome photos

Lesson 6: Part 1. Welcome
Print one copy of each photo to display
(or remove these pages from this book).



6.1 RESOURCE – Welcome photos



6.1 RESOURCE – Welcome photos

Lesson 6: Part 1. Welcome
Print one copy of each photo to display
(or remove these pages from this book).



6.1 RESOURCE – Welcome photos

Lesson 6: Part 1. Welcome
Print one copy of each photo to display
(or remove these pages from this book).





There are four people.

There are two men and two women.

The people are outside.

There are two people.

There is a woman and a boy.

Two people are inside.

There are six people.

There are two dogs.

There are two men and four women.

There are three people.

There is a father and two children.

There is a bag on the floor.

6.3 RESOURCE – Correcting sentences worksheet

1. Rewrite the sentences on the lines below so that they are in the correct order.

2. Write the number of the matching photo in each box.

There / three people. / are _____

1

a bag / There is / on the floor. _____

and four women. / two men / There are _____

and two children. / a father / There is _____

a woman / There is / and a boy. _____

are / There / six people. _____

four people. / There / are _____

are / There / two dogs. _____

inside. / Two people / are _____

people / The / are outside. _____

two people. / There / are _____

two women. / two men and / There are _____

6.4 RESOURCE – Matching worksheet

Lesson 6: Part 1. Welcome
Print one copy per student.

Write the correct words from the box on the lines.

the library	church	English class
home	the mosque	in Australia
the park	the hospital	the temple

I am welcome at _____.



I am welcome at _____.



I am welcome at _____.



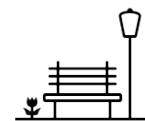
I am welcome at _____.



I am welcome at _____.



I am welcome at _____.



I am welcome at _____.



I am welcome at _____.



I am welcome in _____.



6.5 RESOURCE – Large sketches

Lesson 6: Part 2. The selfish son – Luke 15:11-24
Print one set of A4 sketches to display.



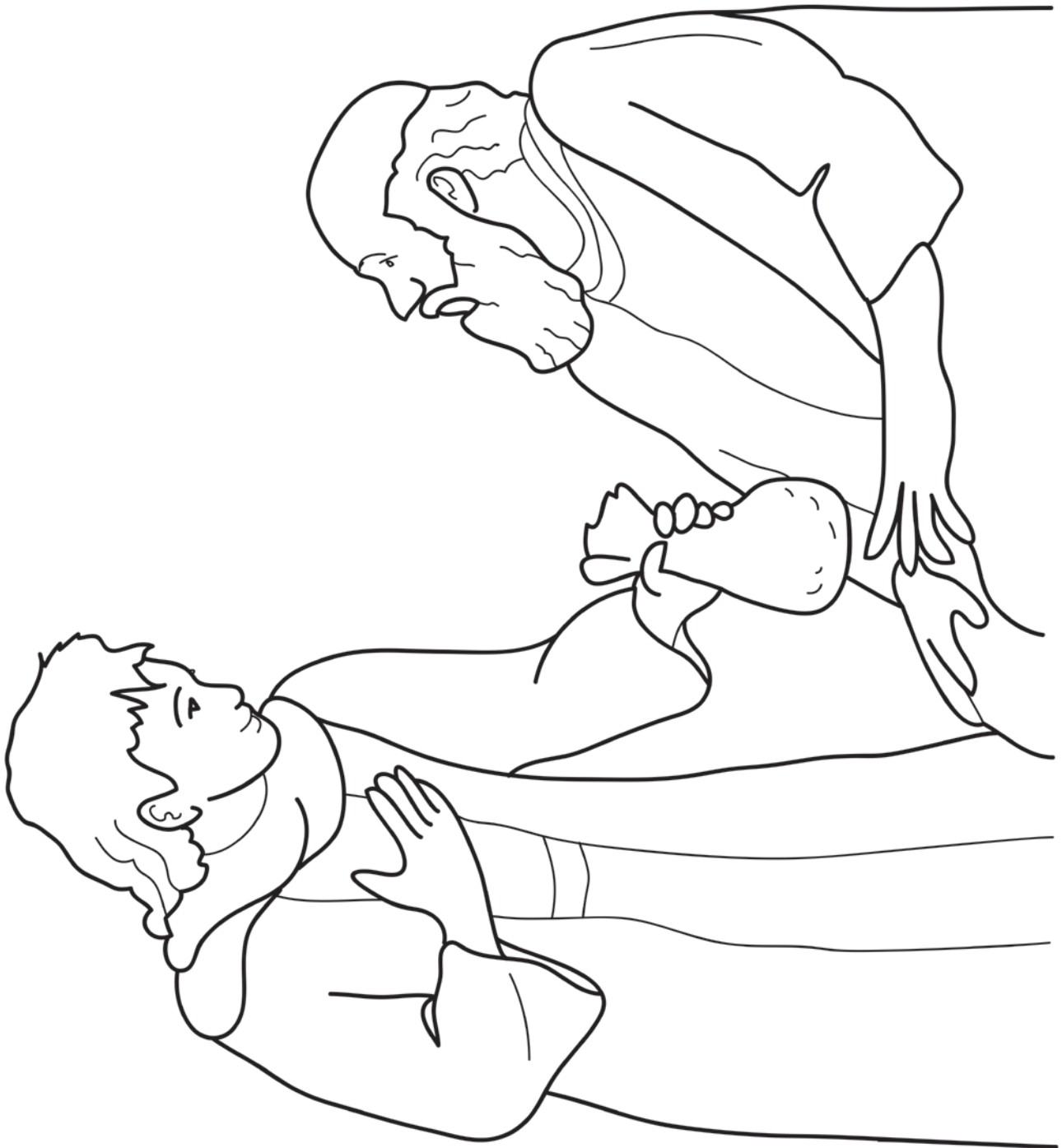
6.5 RESOURCE – Large sketches

Lesson 6: Part 2. The selfish son – Luke 15:11-24
Print one set of A4 sketches to display.



6.5 RESOURCE – Large sketches

Lesson 6: Part 2. The selfish son – Luke 15:11-24
Print one set of A4 sketches to display.



6.5 RESOURCE – Large sketches

Lesson 6: Part 2. The selfish son – Luke 15:11-24
Print one set of A4 sketches to display.



6.5 RESOURCE – Large sketches

Lesson 6: Part 2. The selfish son – Luke 15:11-24
Print one set of A4 sketches to display.



6.5 RESOURCE – Large sketches

Lesson 6: Part 2. The selfish son – Luke 15:11-24
Print one set of A4 sketches to display.



6.5 RESOURCE – Large sketches

Lesson 6: Part 2. The selfish son – Luke 15:11-24
Print one set of A4 sketches to display.



6.5 RESOURCE – Large sketches

Lesson 6: Part 2. The selfish son – Luke 15:11-24
Print one set of A4 sketches to display.



**Jesus told this
story:**

**A man had
two sons.**

**The youngest
son took his
inheritance.**

**The son spent
his inheritance.**

**The son
worked with
pigs.**

**The son was
sorry.**

**The father
welcomed the
son.**

**God is like the
father.**

6.7 RESOURCE – Small sketches

Lesson 6: Part 2. The selfish son – Luke 15:11-24
Print one copy per pair and cut up.



Meet Jesus.HB.6



Meet Jesus.HB.6



Meet Jesus.HB.6



Meet Jesus.HB.6



Meet Jesus.HB.6



Meet Jesus.HB.6



Meet Jesus.HB.6



Meet Jesus.HB.6



6.8 RESOURCE – Small sentence strips

Lesson 6: Part 2. The selfish son – Luke 15:11–24
Print one copy per pair and cut up.



Meet Jesus.HB.6

Jesus told this story:

Meet Jesus.HB.6

A man had two sons.

Meet Jesus.HB.6

The youngest son took his inheritance.

Meet Jesus.HB.6

The son spent his inheritance.

Meet Jesus.HB.6

The son worked with pigs.

Meet Jesus.HB.6

The son was sorry.

Meet Jesus.HB.6

The father welcomed the son.

Meet Jesus.HB.6

God is like the father.

Fill in the missing words.

Luke 15:11–24

1. _____ told this story:
2. A man had two _____.
3. The youngest son _____ his inheritance.
4. The son _____ his inheritance.
5. The son _____ with pigs.
6. The son was _____.
7. The father _____ the son.
8. God is like the _____.

Lesson 7

PART 1 (APPROX 1 HOUR):

Forgiveness

PART 2 (APPROX 1/2 HOUR):

The Pharisee and the tax collector **Luke 18:9-14**

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

- RESOURCE 7.1 – Two photos**
Print one copy of each photo to display
(or remove these pages from this book).
- RESOURCE 7.2 – Miming**
Print one copy and cut up.
- RESOURCE 7.3 – Matching worksheet**
Print one copy per student.

**Part 2. The Pharisee
and the tax collector****Read scripture**

- Luke 18:9–14 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 or biblegateway.com
- RESOURCE 7.4 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 7.5 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 7.6 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 7.7 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 7.8 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

**RESOURCE 7.1 –
Two photos**

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

Part 1. Forgiveness

Activate knowledge

Display Photo 1 from **RESOURCE 7.1 – Two photos**.

Ask ‘What can you see?’

Write responses on the board.

Invite students to create simple sentences about the scene.

Repeat for Photo 2.

Focus on language

Activity 1: Story of two women

Point to Photo 1 from **RESOURCE 7.1 – Two photos**.

Say the following:

- ‘There was a woman.’
(Point to the woman in the photo.)
- ‘She said hurtful things.’
(Gesture speaking.)
- ‘She hurt the man.’
(Place both hands on your heart.)
- ‘She didn’t say sorry.’
(Shake your head.)

Invite students to repeat the sentences after you.

Point to Photo 2 from **RESOURCE 7.1 – Two photos**.

Say the following:

- ‘There was another woman.’
(Point to the woman in the photo.)
- ‘She said hurtful things.’
(Gesture speaking.)

- 'She hurt the man.'
(Place both hands on your heart.)
- 'She said, "Please forgive me."'"
(Place your hands together to gesture pleading.)
- 'The man forgave the woman.'
(Nod your head.)

Invite students to repeat the sentences after you.

Activity 2: Speaking activity

Divide students into pairs.

Invite students to retell one or both of these stories to their partners.

Activity 3: Miming and completing sentences

Write *Please forgive me for* _____ = *I'm sorry for* _____ on the board.

Mime being angry (e.g. slam the door, throw papers onto a table).

Invite students to guess your actions (getting angry).

Write *getting angry* on both of the blank lines on the board.

Say 'Please forgive me for getting angry. I'm sorry for getting angry.'

Invite students to repeat the phrases after you, focusing on correct pronunciation and expression.

Erase *getting angry* from the lines on the board.

Repeat the activity, this time using *coughing* instead of *getting angry*.

Show the 'crashing the car' strip from **RESOURCE 7.2 – Miming** to two volunteers/helpers without showing the other students.

RESOURCE 7.2 – Miming
Print one copy and cut up.

Ensure that the volunteers don't speak.

Invite the volunteers to mime driving and then having a car crash.

Invite students to guess what has been mimed.

Write *crashing the car* on both of the lines on the board once the mime has been guessed correctly.

Say 'Please forgive me for crashing the car. I'm sorry for crashing the car.'

Invite students to repeat the phrases after you, focusing on correct pronunciation and expression.

Repeat the activity using the strips from **RESOURCE 7.2 – Miming** for the remaining 3 actions: spilling my drink, not listening, running late.

Activity 4: Matching worksheet

Distribute **RESOURCE 7.3 – Matching worksheet** to each student.

Encourage students to work together to complete the worksheet.

Check answers together.

Extension activity: Easy or difficult?

Invite students to keep their **RESOURCE 7.3 – Matching worksheet** in front of them.

Write the following on the board:

○ 1 = easy 7 = difficult

Ask 'How easy is it to forgive someone for coughing?'

Invite responses.

Say 'Write number 1 in the box next to coughing.'

**RESOURCE 7.3 –
Matching worksheet**

Print one copy per
student.

Ask 'How easy is it to forgive someone for crashing your car?'

Invite responses.

Say 'Write number 7 in the box next to the crashed car.'

Divide students into pairs.

Invite students to work together and allocate numbers from 1 to 7 to the remaining images according to how difficult they think each action is to forgive.

(Note: you may need to reassure students that there is no correct answer – this is just their opinion.)

Part 2 – The Pharisee and the tax collector

Luke 18:9-14

Read for gist

Hold up a hard copy of the Bible.

Say 'In the Bible story, God forgives a man.'

Distribute copies of Luke 18:9-14 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 7.4 – Large sketches](#) in order.

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

Sentences:

1. Jesus told this story:
2. Two men prayed to God.
3. One man was a religious leader.
4. The other man was a tax collector.
5. The religious leader prayed, 'I'm a good man.'
6. The tax collector prayed, 'I'm a bad man. Please forgive me.'
7. God forgave the tax collector.
8. God did not forgive the religious leader.

RESOURCE 7.4 – Large sketches

Print one set of A4 sketches to display.

**RESOURCE 7.5 –
Large sentences**
Print one set of A4
sentences to display.

**RESOURCE 7.6 –
Small sketches**
Print one copy per pair
and cut up.

**RESOURCE 7.7 –
Small sentence strips**
Print one copy per pair
and cut up.

**RESOURCE 7.8 –
Gap-fill worksheet**
Print one copy per
student.

Re-read the sentences, placing the correct sentence from **RESOURCE 7.5 – Large sentences** near each sketch as you go.

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

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 7.6 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 7.7 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 7.8 – 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.

7.1 RESOURCE – Two photos



7.1 RESOURCE – Two photos





Crashing the car



Spilling my drink



Not listening



Running late

7.3 RESOURCE – Matching worksheet

Write the words from the box that match each image in the spaces below.

(Note: The small boxes to the right are for the Extension activity only.)

spilling my drink	not listening	running late
getting angry	coughing	crashing the car



Please forgive me for _____.

I'm sorry for _____.



Please forgive me for _____.

I'm sorry for _____.



Please forgive me for _____.

I'm sorry for _____.



Please forgive me for _____.

I'm sorry for _____.



Please forgive me for _____.

I'm sorry for _____.



Please forgive me for _____.

I'm sorry for _____.

7.4 RESOURCE –
Large sketches

Lesson 7: Part 2. The Pharisee and the tax collector – Luke 18:9-14
Print one set of A4 sketches to display.



7.4 RESOURCE –
Large sketches

Lesson 7: Part 2. The Pharisee and the tax collector – Luke 18:9-14
Print one set of A4 sketches to display.



7.4 RESOURCE –
Large sketches

Lesson 7: Part 2. The Pharisee and the tax collector – Luke 18:9-14
Print one set of A4 sketches to display.



7.4 RESOURCE –
Large sketches

Lesson 7: Part 2. The Pharisee and the tax collector – Luke 18:9-14
Print one set of A4 sketches to display.



7.4 RESOURCE –
Large sketches

Lesson 7: Part 2. The Pharisee and the tax collector – Luke 18:9-14
Print one set of A4 sketches to display.



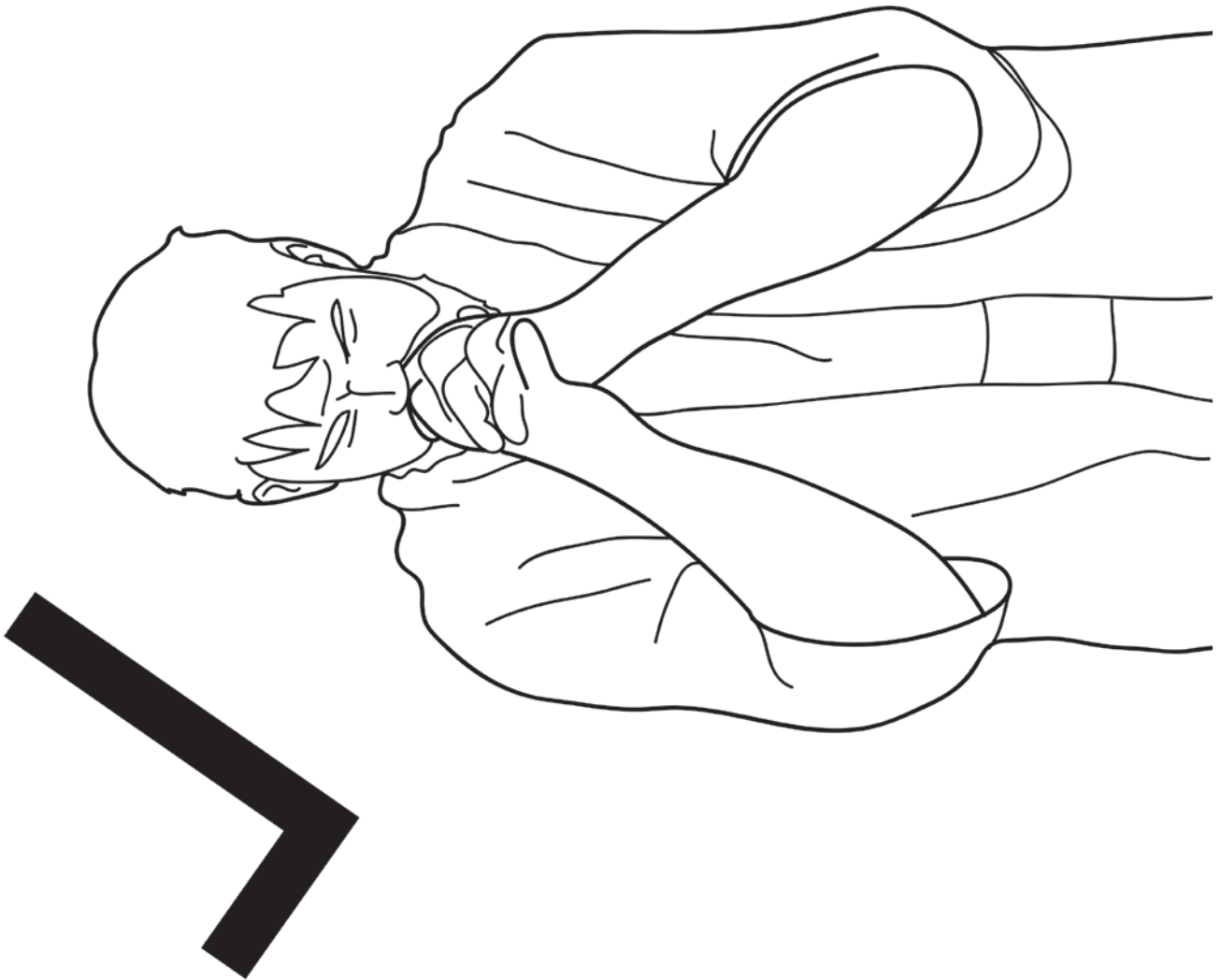
7.4 RESOURCE –
Large sketches

Lesson 7: Part 2. The Pharisee and the tax collector – Luke 18:9-14
Print one set of A4 sketches to display.



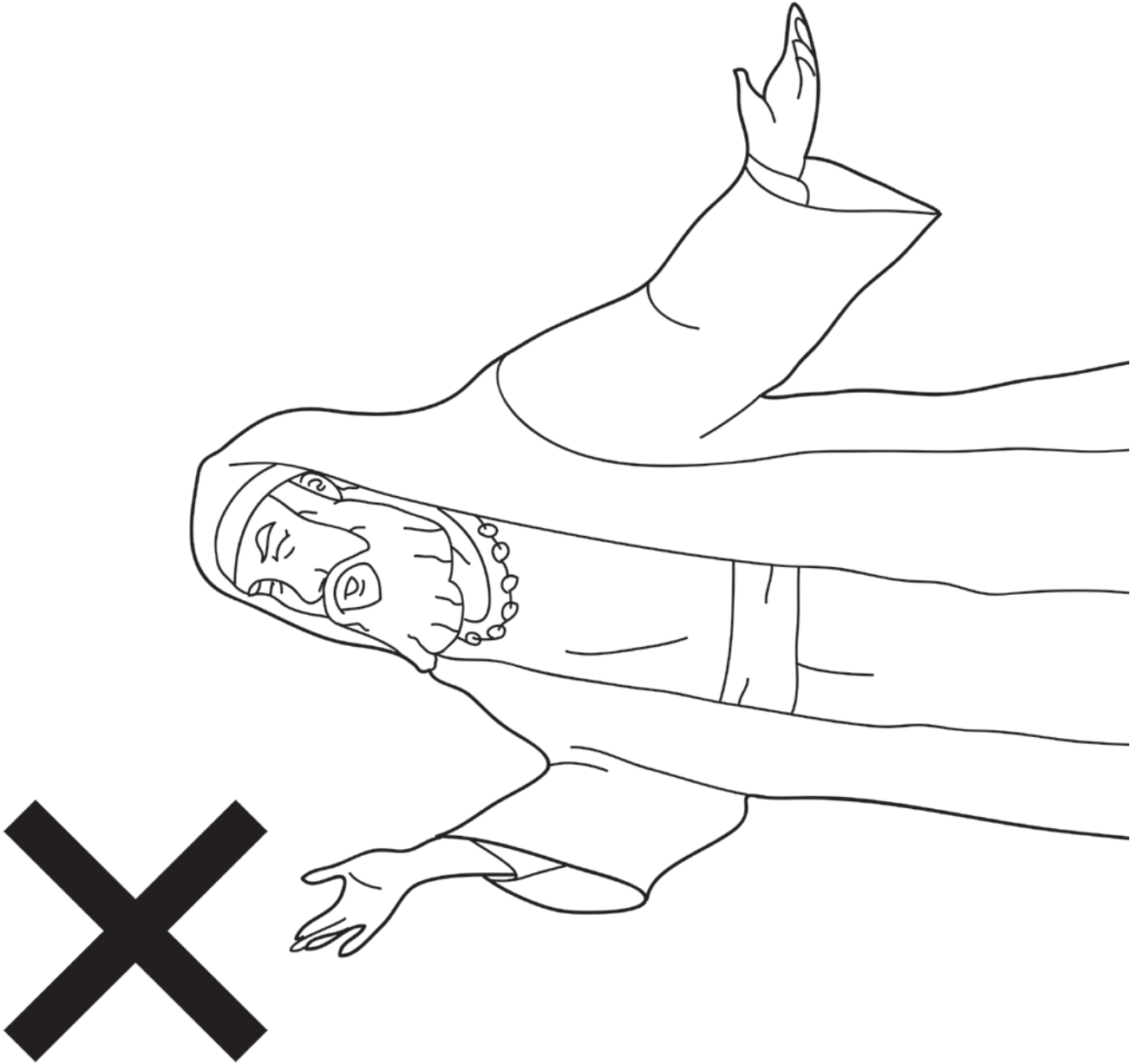
7.4 RESOURCE –
Large sketches

Lesson 7: Part 2. The Pharisee and the tax collector – Luke 18:9-14
Print one set of A4 sketches to display.



7.4 RESOURCE –
Large sketches

Lesson 7: Part 2. The Pharisee and the tax collector – Luke 18:9-14
Print one set of A4 sketches to display.



**Jesus told this
story:**

**Two men
prayed to God.**

**One man was
a religious
leader.**

**The other
man was a tax
collector.**

**The religious
leader prayed,
'I'm a good
man!'**

**The tax collector
prayed, 'I'm a
bad man. Please
forgive me!'**

**God forgave
the tax
collector.**

**God did not
forgive the
religious leader.**

7.6 RESOURCE –
Small sketches

Lesson 7: Part 2. The Pharisee and the tax collector – Luke 18:9-14
Print one copy per pair and cut up.



Meet Jesus.HB.7



Meet Jesus.HB.7



Meet Jesus.HB.7



Meet Jesus.HB.7



Meet Jesus.HB.7



Meet Jesus.HB.7



Meet Jesus.HB.7



Meet Jesus.HB.7





Meet Jesus.HB.7

Jesus told this story:

Meet Jesus.HB.7

Two men prayed to God.

Meet Jesus.HB.7

One man was a religious leader.

Meet Jesus.HB.7

The other man was a tax collector.

Meet Jesus.HB.7

The religious leader prayed, 'I'm a good man.'

Meet Jesus.HB.7

The tax collector prayed, 'I'm a bad man. Please forgive me.'

Meet Jesus.HB.7

God forgave the tax collector.

Meet Jesus.HB.7

God did not forgive the religious leader.

Fill in the missing words.

Luke 18:9–14

1. _____ told this story:
2. Two _____ prayed to God.
3. One man was a religious _____.
4. The other man was a tax _____.
5. The religious leader prayed, 'I'm a _____ man.'
6. The tax collector _____, 'I'm a bad man. Please forgive me.'
7. God _____ the tax collector.
8. God did not forgive the _____ leader.

Lesson 8

PART 1 (APPROX 1 HOUR):

Love and obey

PART 2 (APPROX 1/2 HOUR):

**The love command
John 15:9-14**

 **Prepare lesson****Part 1. Love and obey****Print resources**

- RESOURCE 8.1 – What is love? worksheet**
Print one copy per student.
- RESOURCE 8.2 – Obey photos**
Print one copy of each photo to display
(or remove these pages from this book).
- RESOURCE 8.3 – Obey sentences**
Print one copy (or more if you have more
than 10 students) and cut up.
- RESOURCE 8.4 – Completing sentences worksheet**
Print one copy per student.

Part 2. The love command**Read scripture**

- John 15:9–14 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 or biblegateway.com
- RESOURCE 8.5 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 8.6 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 8.7 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 8.8 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 8.9 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Love and obey

Activate knowledge

Say 'I love [insert person's name].'

Ask 'Who do you love?'

Invite students to share with the class the name of one person they love.

Write responses on the board, ensuring that each person has shared once.

Erase the names from the board.

Invite students to have a turn naming who each student loves (e.g. 'Fatima loves [name], Lily loves [name], Poh loves [name], etc.).

Focus on language

Activity 1: What is love?

Write the following on the board:

- I love Gareth. I wash his clothes.*
- I love my mum. I talk to her.*

Ask 'What is love?'

Brainstorm ideas about what love is. (Students may need prompting and support to create simple sentences – e.g. love is washing clothes; love is talking on the phone.)

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

Distribute **RESOURCE 8.1 – What is love? worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together.

**RESOURCE 8.1 –
What is love?
worksheet**

**Print one copy per
student.**

Activity 2: What is obey?

Play a game of hangman.

Write _ _ _ _ on the board.

Invite students to suggest letters until you complete the word o b e y.

Ask 'What is obey?'

Brainstorm responses.

Display the photos from **RESOURCE 8.2 – Obey photos** around the room.

Distribute at least one section from **RESOURCE 8.3 – Obey sentences** to each student.

Adjust distribution according to the number of students.

Invite students to stand near the picture that their paper describes.

Invite students to position themselves in the correct order so that the sentence structure is correct.

Invite one volunteer from each group to read their sentence to the remainder of the class.

Distribute **RESOURCE 8.4 – Completing sentences worksheet**.

Invite students to work together to complete the worksheet.

Check answers together.

RESOURCE 8.2 – Obey photos

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

RESOURCE 8.3 – Obey sentences

Print one copy (or more if you have more than 10 students) and cut up.

RESOURCE 8.4 – Completing sentences worksheet

Print one copy per student.

Part 2 – The love command

John 15:9-14

Read for gist

Hold up a hard copy of the Bible.

Say 'In the Bible story, we show love to God by obeying him.'

Distribute copies of John 15:9-14 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 8.5 – Large sketches](#) in order.

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

Sentences:

1. Jesus said:
2. God is my father.
3. God loves me.
4. I love you.
5. Love each other.
6. Obey my father.
7. You are my friends if you obey.

Re-read the sentences, placing the correct sentence from [RESOURCE 8.6 – 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 8.5 –
Large sketches**
Print one set of A4
sketches to display.

**RESOURCE 8.6 –
Large sentences**
Print one set of A4
sentences to display.

 **Reinforce the language**

Divide students into pairs.

Distribute **RESOURCE 8.7 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 8.8 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 8.9 – 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 8.7 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 8.8 –
Small sentence strips**

Print one copy per pair
and cut up.

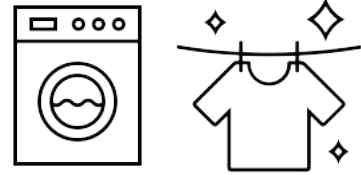
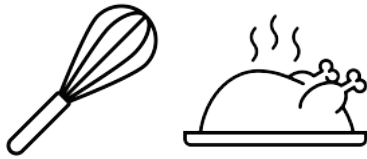
**RESOURCE 8.9 –
Gap-fill worksheet**

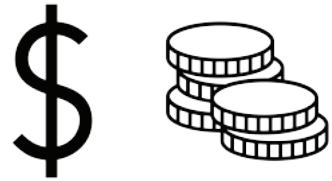
Print one copy per
student.

8.1 RESOURCE – What is love? worksheet

Write the correct words from the box on the lines underneath the pictures.

Cleaning	Cooking food	Giving flowers
Listening	Giving money	Praying
Talking on the phone	Washing clothes	









8.2 RESOURCE – Obey photos

Lesson 8: Part 1. Love and obey
Print one copy of each photo to display
(or remove these pages from this book).



8.2 RESOURCE – Obey photos

Lesson 8: Part 1. Love and obey
Print one copy of each photo to display
(or remove these pages from this book).



8.2 RESOURCE – Obey photos

Lesson 8: Part 1. Love and obey
Print one copy of each photo to display
(or remove these pages from this book).



8.2 RESOURCE – Obey photos

Lesson 8: Part 1. Love and obey
Print one copy of each photo to display
(or remove these pages from this book).



8.2 RESOURCE – Obey photos

Lesson 8: Part 1. Love and obey
Print one copy of each photo to display
(or remove these pages from this book).



8.3 RESOURCE – Obey sentences

Lesson 8: Part 1. Love and obey
Print one copy (or more if you have
more than 10 students) and cut up.

Drivers obey

the law.

Students obey

their teachers.

Children obey

their parents.

Dogs obey

their owners.

Swimmers obey

the lifeguards.

8.4 RESOURCE – Completing sentences worksheet

Lesson 8: Part 1. Love and obey
Print one copy per student.

Write the words from the box in the correct spaces to complete the sentences.

Dogs	Students	the law
Children	the lifeguards	their owners
Drivers	their parents	their teachers
Swimmers		

1. _____ obey _____.

2. _____ obey _____.

3. _____ obey _____.

4. _____ obey _____.

5. _____ obey _____.

8.5 RESOURCE – Large sketches

Lesson 8: Part 2. The love command – John 15:9-14
Print one set of A4 sketches to display.



8.5 RESOURCE – Large sketches

Lesson 8: Part 2. The love command – John 15:9-14
Print one set of A4 sketches to display.



8.5 RESOURCE – Large sketches

Lesson 8: Part 2. The love command – John 15:9-14
Print one set of A4 sketches to display.



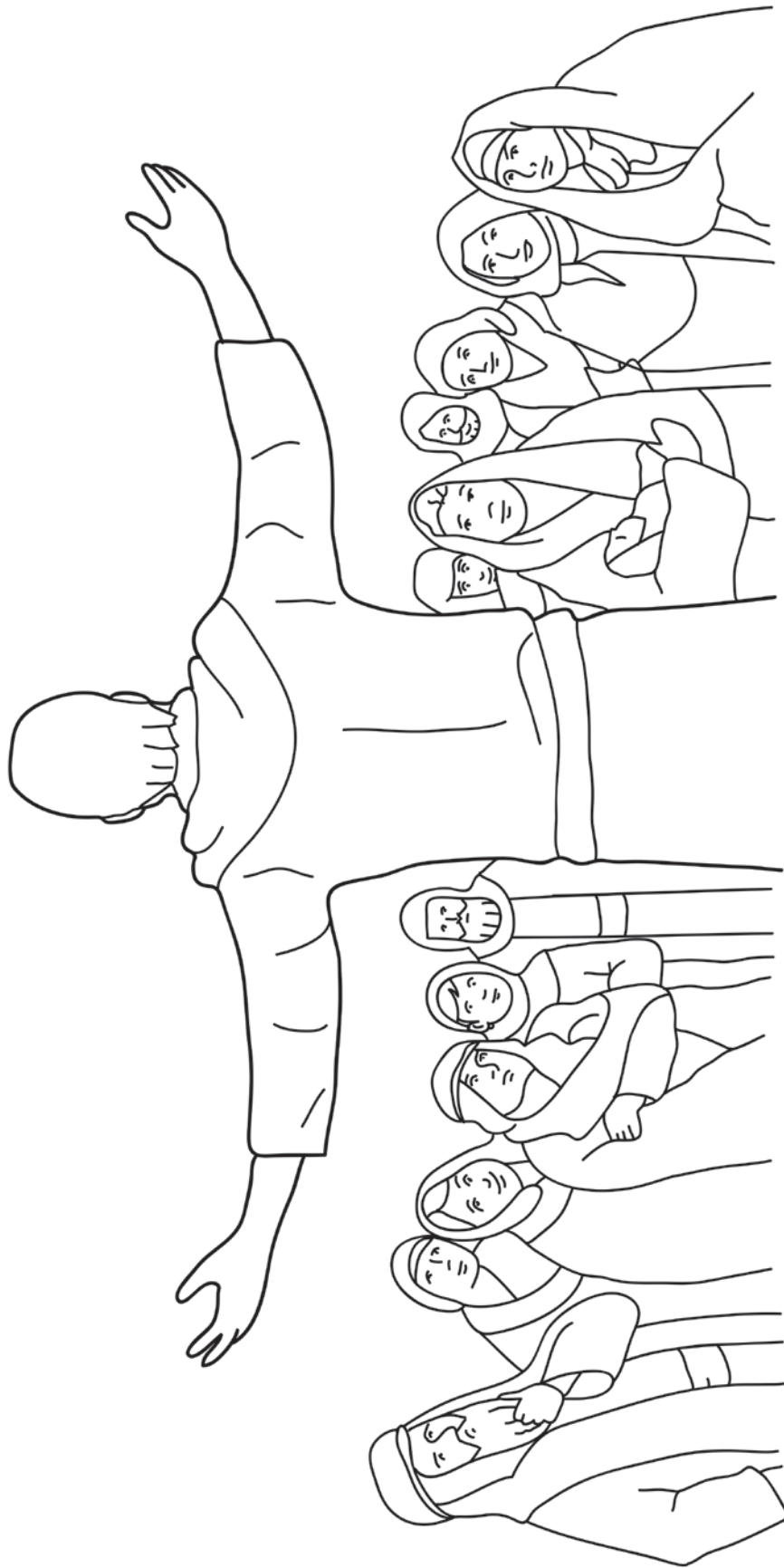
8.5 RESOURCE – Large sketches

Lesson 8: Part 2. The love command – John 15:9-14
Print one set of A4 sketches to display.



8.5 RESOURCE – Large sketches

Lesson 8: Part 2. The love command – John 15:9-14
Print one set of A4 sketches to display.



8.5 RESOURCE – Large sketches

Lesson 8: Part 2. The love command – John 15:9-14
Print one set of A4 sketches to display.



8.5 RESOURCE – Large sketches

Lesson 8: Part 2. The love command – John 15:9-14
Print one set of A4 sketches to display.



Jesus said:

**God is my
father.**

God loves me.

I love you.

**Love each
other.**

**Obey my
father.**

**You are my
friends if you
obey.**

8.7 RESOURCE – Small sketches

Lesson 8: Part 2. The love command – John 15:9-14
Print one copy per pair and cut up.



Meet Jesus.HB.8



Meet Jesus.HB.8



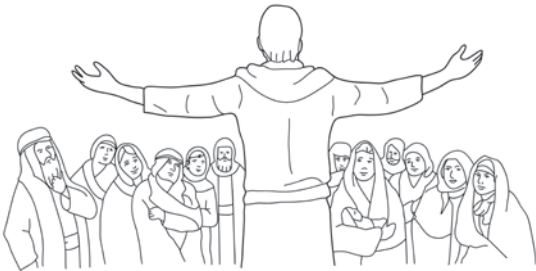
Meet Jesus.HB.8



Meet Jesus.HB.8



Meet Jesus.HB.8



Meet Jesus.HB.8



Meet Jesus.HB.8



8.8 RESOURCE – Small sentence strips

Lesson 8: Part 2. The love command – John 15:9-14
Print one copy per pair and cut up.



Meet Jesus.HB.8

Jesus said:

Meet Jesus.HB.8

God is my father.

Meet Jesus.HB.8

God loves me.

Meet Jesus.HB.8

I love you.

Meet Jesus.HB.8

Love each other.

Meet Jesus.HB.8

Obey my father.

Meet Jesus.HB.8

You are my friends if you obey.

Fill in the missing words.

John 15:9-14

1. _____ said:
2. God is my _____.
3. God loves _____.
4. I love _____.
5. _____ each other.
6. _____ my father.
7. You are my _____ if you obey.

Lesson 9

PART 1 (APPROX 1 HOUR):

Wise or foolish

PART 2 (APPROX 1/2 HOUR):

The two builders
Matthew 7:24–27

 **Prepare lesson**

Part 1. Wise or foolish

Print resources

- RESOURCE 9.1 – Ten photos**
Print one copy of each photo to display (or remove these pages from this book).
- RESOURCE 9.2 – Ten sentences**
Print one copy and cut up.
- RESOURCE 9.3 – Finishing sentences worksheet**
Print one copy per student.
- RESOURCE 9.4 – Reordering sentences**
Print one copy, cut up, and shuffle sections, ensuring that each shuffled sentence remains in its own separate pile.

Additional equipment

- Sunscreen, hat, long-sleeved shirt, sunglasses, fork, toaster

Part 2. The two builders

Read scripture

- Matthew 7:24–27 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 or biblegateway.com
- RESOURCE 9.5 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 9.6 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 9.7 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 9.8 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 9.9 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Wise or foolish

Activate knowledge

Write *wise* and *foolish* on the board.

Display sunscreen, hat, long-sleeved shirt and sunglasses.

Invite volunteer to put on hat, shirt and sunglasses.

Say 'You're wise.'

Ask 'Why is he/she wise?'

Invite responses.

Pretend to put a fork into the toaster brought from home or alternatively into a powerpoint in the room.

Say 'I'm foolish.'

Ask 'Why am I foolish?'

Invite responses.

Focus on language

Activity 1: Matching sentences to photos

Divide students into pairs – depending on how many students you have.

Display **RESOURCE 9.1 – Ten photos** on tables around the room.

Distribute one sentence from **RESOURCE 9.2 – Ten sentences** to each student or pair, depending on class size.

Invite students or pairs to locate the photo that their sentence describes and stand next to it.

Invite volunteers to read their sentences to each other.

RESOURCE 9.1 – Ten photos

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

RESOURCE 9.2 – Ten sentences

Print one copy and cut up.

**RESOURCE 9.3 –
Finishing sentences
worksheet**

Print one copy per
student.

**RESOURCE 9.4 –
Reordering sentences**

Print one copy, cut up,
and shuffle sections,
ensuring that each
shuffled sentence
remains in its own
separate pile.

Activity 2: Finishing sentences

Distribute **RESOURCE 9.3 – Finishing sentences worksheet** to each student.

Encourage students to work together to complete the worksheet.

Check answers together.

Activity 3: Reordering activity

Divide students into pairs, ensuring that all of the pictures from **RESOURCE 9.1 – Ten photos** are still displayed and visible to all students.

Distribute one cut up and shuffled sentence from **RESOURCE 9.4 – Reordering sentences** to each pair.

Invite pairs to order the words correctly by rearranging the sections.

Repeat the activity by exchanging the sentences between the pairs.

Extension activity

Remove all of the sentences about the pictures from **RESOURCE 9.1 – Ten photos** from student view.

Invite students to remember, construct and rewrite sentences about each photo.

Part 2 – The two builders

Matthew 7:24–27

Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, there’s a wise man and a foolish man.’

Distribute copies of Matthew 7:24–27 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 9.5 – Large sketches** in order.

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

Sentences:

1. Jesus said, ‘A wise man obeys my words.’
2. Jesus told this story:
3. A wise man built his house on rock.
4. The rain fell, the water rose, and the wind blew.
5. The house did not fall.
6. A foolish man built his house on sand.
7. The rain fell, the water rose, and the wind blew.
8. The house fell.

Re-read the sentences, placing the correct sentence from **RESOURCE 9.6 – Large sentences** near each sketch as you go.

**RESOURCE 9.5 –
Large sketches**
Print one set of A4
sketches to display.

**RESOURCE 9.6 –
Large sentences**
Print one set of A4
sentences to display.

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

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 9.7 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 9.8 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 9.9 – 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 9.7 – Small sketches

Print one copy per pair
and cut up.

RESOURCE 9.8 – Small sentence strips

Print one copy per pair
and cut up.

RESOURCE 9.9 – Gap-fill worksheet

Print one copy per
student.

9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).



9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).

2



9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).



9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).

4



9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).



9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).



6

9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).



9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).



9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).



9.1 RESOURCE – Ten photos

Lesson 9: Part 1. Wise or foolish
Print one copy of each photo to display
(or remove these pages from this book).





It's foolish to build a house on sand.

It's foolish to carry a lot of drinks.

It's foolish to sit on a train track.

It's foolish to hold a phone while driving.

It's foolish to put a fork in a toaster.

It's wise to brush your teeth.

It's wise to exercise.

It's wise to listen to your parents.

It's wise to obey police.

It's wise to read books.

9.3 RESOURCE – Finishing sentences worksheet

Complete the sentences by writing the correct words from the box on the lines.

Write the number of the photo that matches each sentence in the small box to the right.

brush your teeth	build a house on sand
carry a lot of drinks	exercise
hold a phone while driving	listen to your parents
obey police	put a fork in a toaster
read books	sit on a train track

- a. It's foolish to _____
- b. It's foolish to _____
- c. It's foolish to _____
- d. It's foolish to _____
- e. It's foolish to _____
- f. It's wise to _____
- g. It's wise to _____
- h. It's wise to _____
- i. It's wise to _____
- j. It's wise to _____

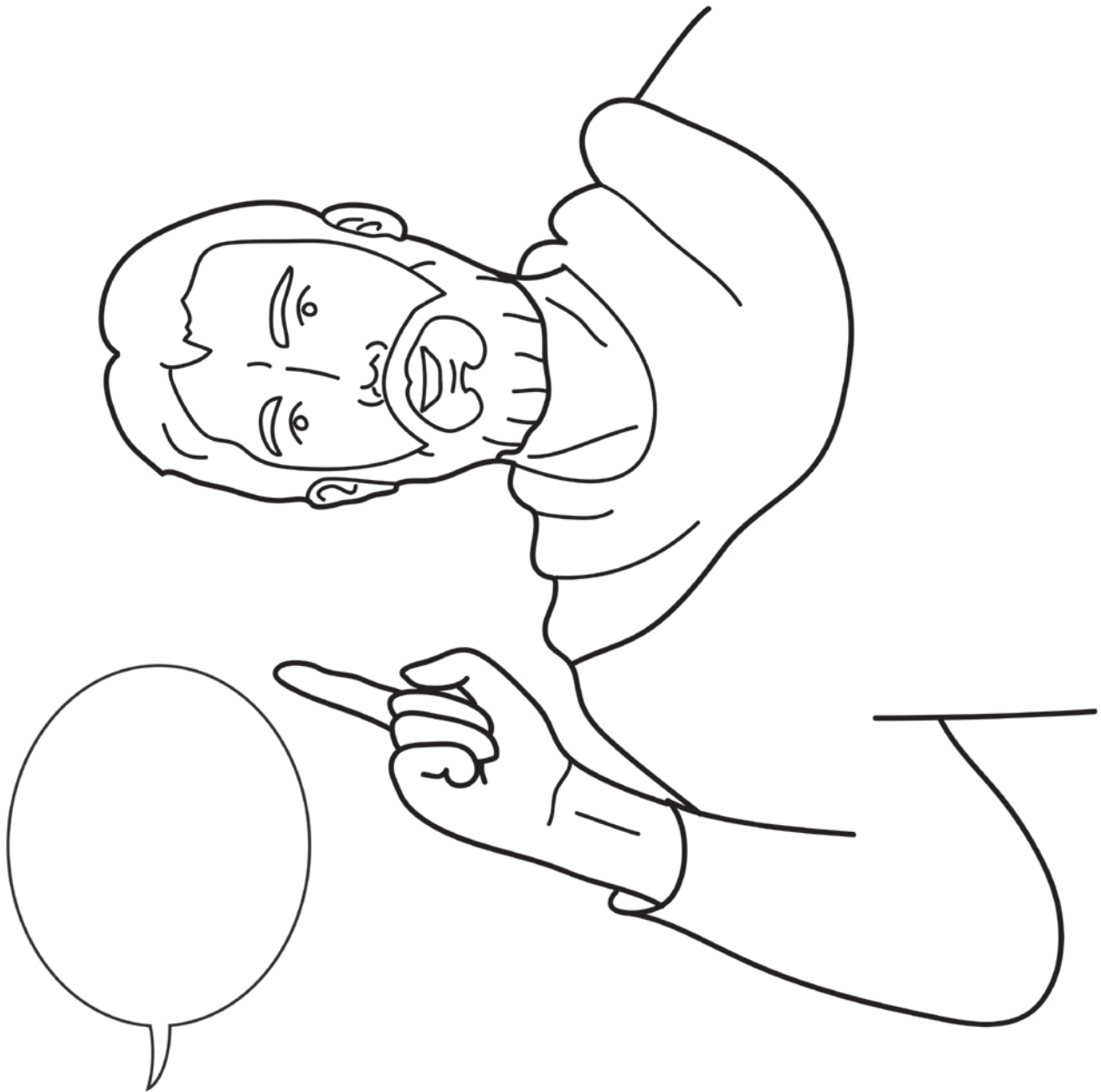
9.4 RESOURCE – Reordering a sentence

Print one copy, cut up, and shuffle sections, ensuring that each shuffled sentence remains in its own separate pile.

It's	foolish	to build	a house	on sand.
It's	foolish	to carry	a lot	of drinks.
It's	foolish	to sit	on	a train track.
It's	foolish	to hold	a phone	while driving.
It's	foolish	to put	a fork	in a toaster.
It's	wise	to brush	your	teeth.
It's	wise	to	exercise.	
It's	wise	to listen	to	your parents.
It's	wise	to	obey	police.
It's	wise	to	read	books.

9.5 RESOURCE – Large sketches

Lesson 9: Part 2. The two builders – Matthew 7:24-27
Print one set of A4 sketches to display.



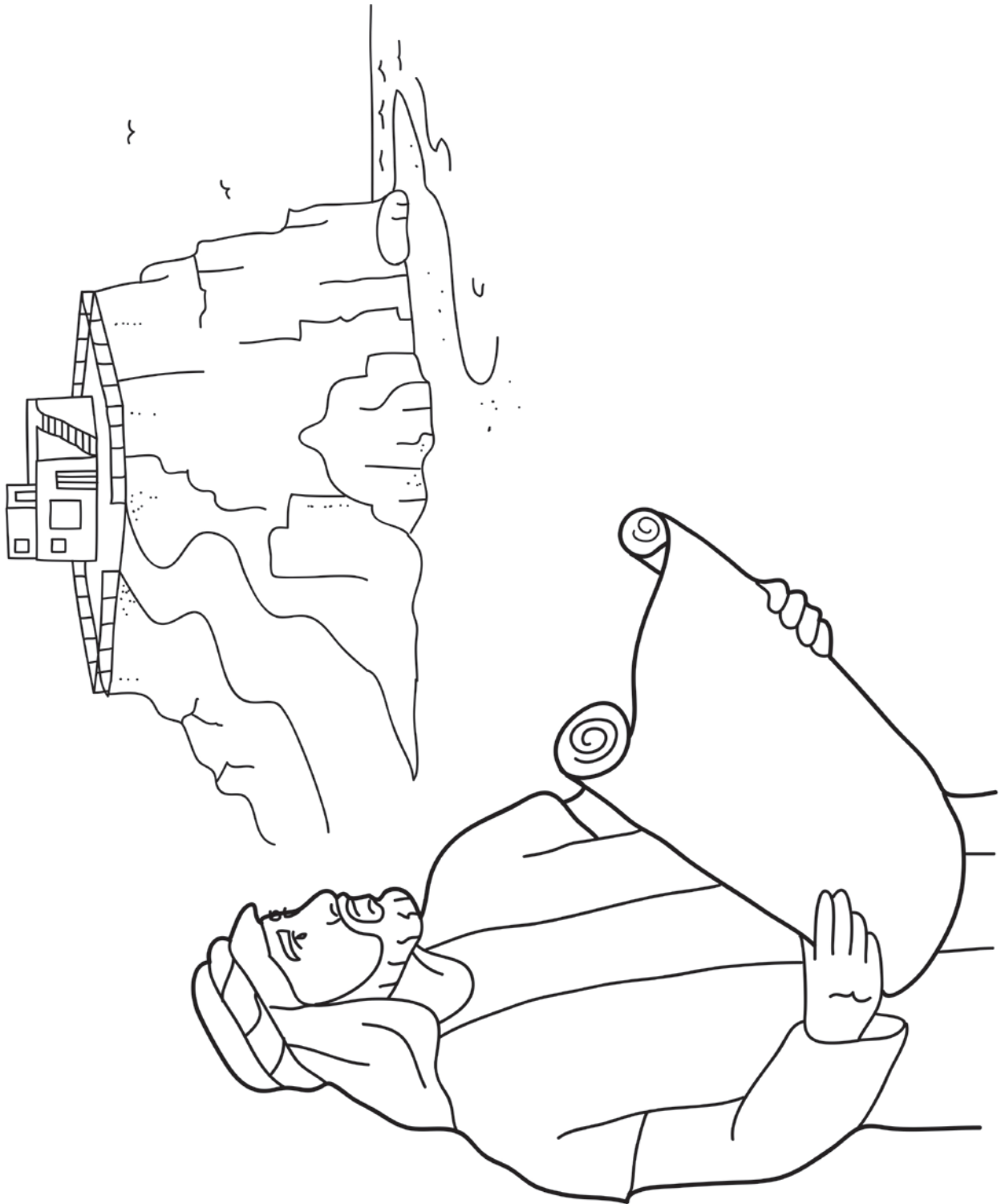
9.5 RESOURCE – Large sketches

Lesson 9: Part 2. The two builders – Matthew 7:24-27
Print one set of A4 sketches to display.



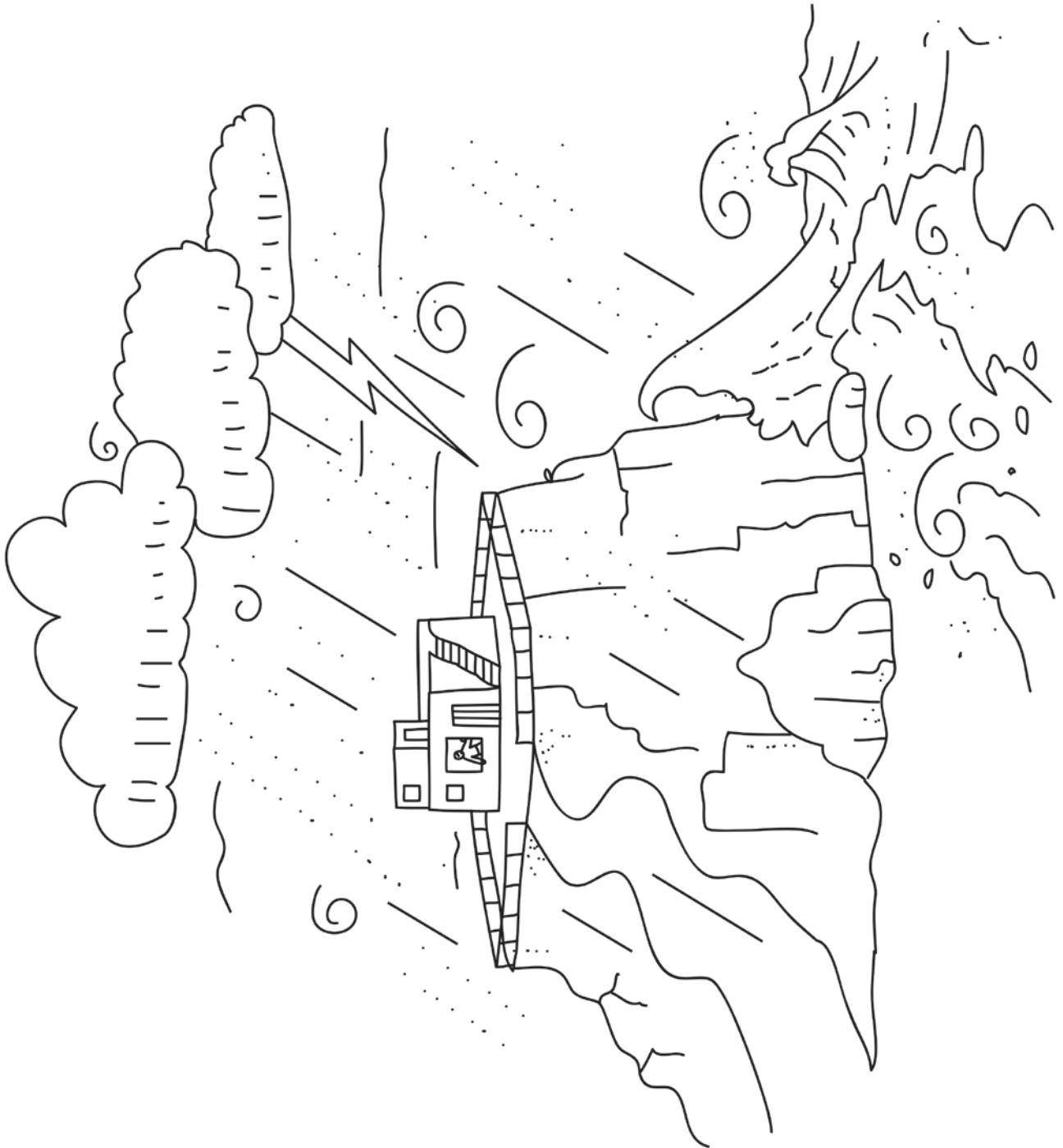
9.5 RESOURCE – Large sketches

Lesson 9: Part 2. The two builders – Matthew 7:24–27
Print one set of A4 sketches to display.



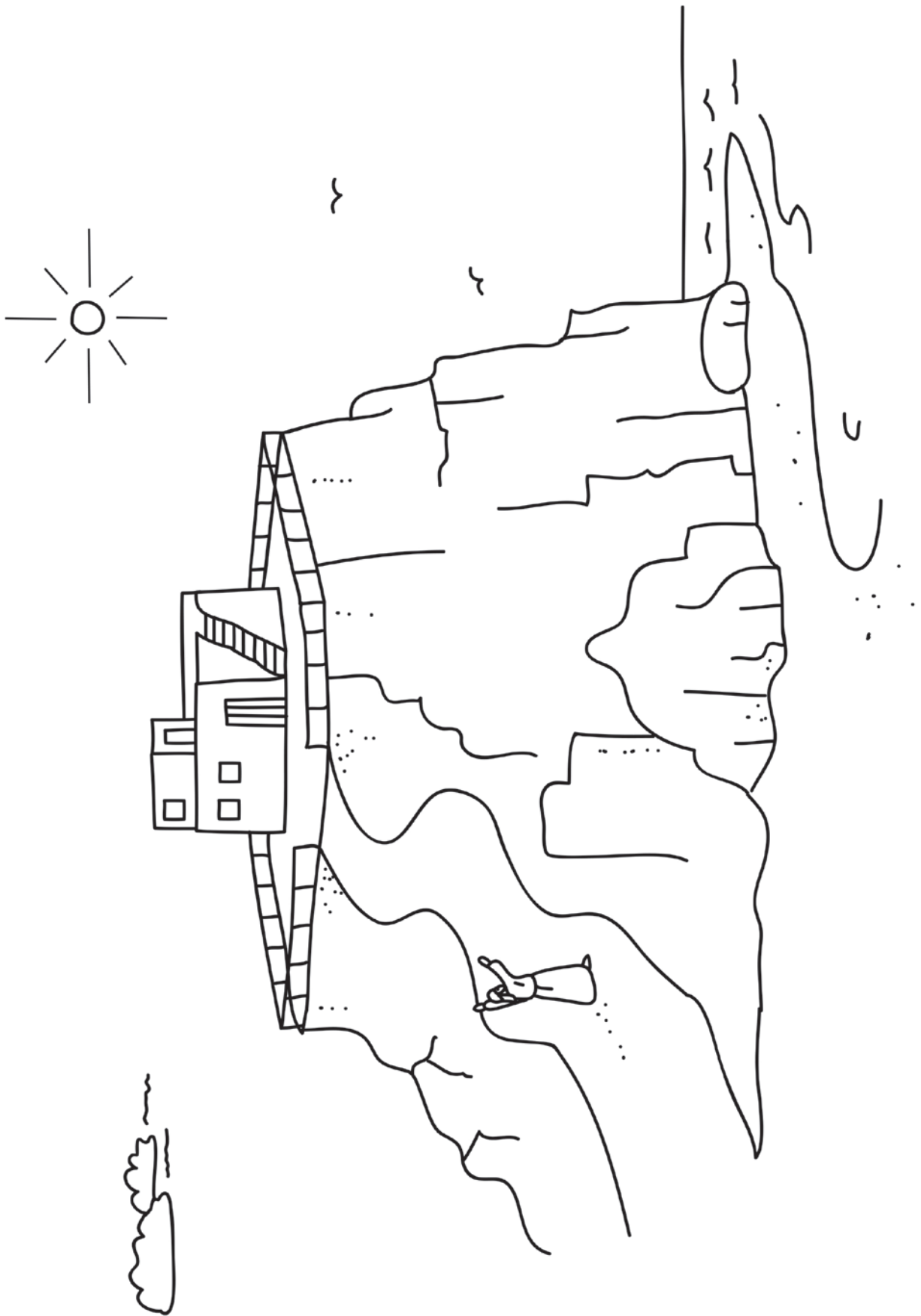
9.5 RESOURCE – Large sketches

Lesson 9: Part 2. The two builders – Matthew 7:24–27
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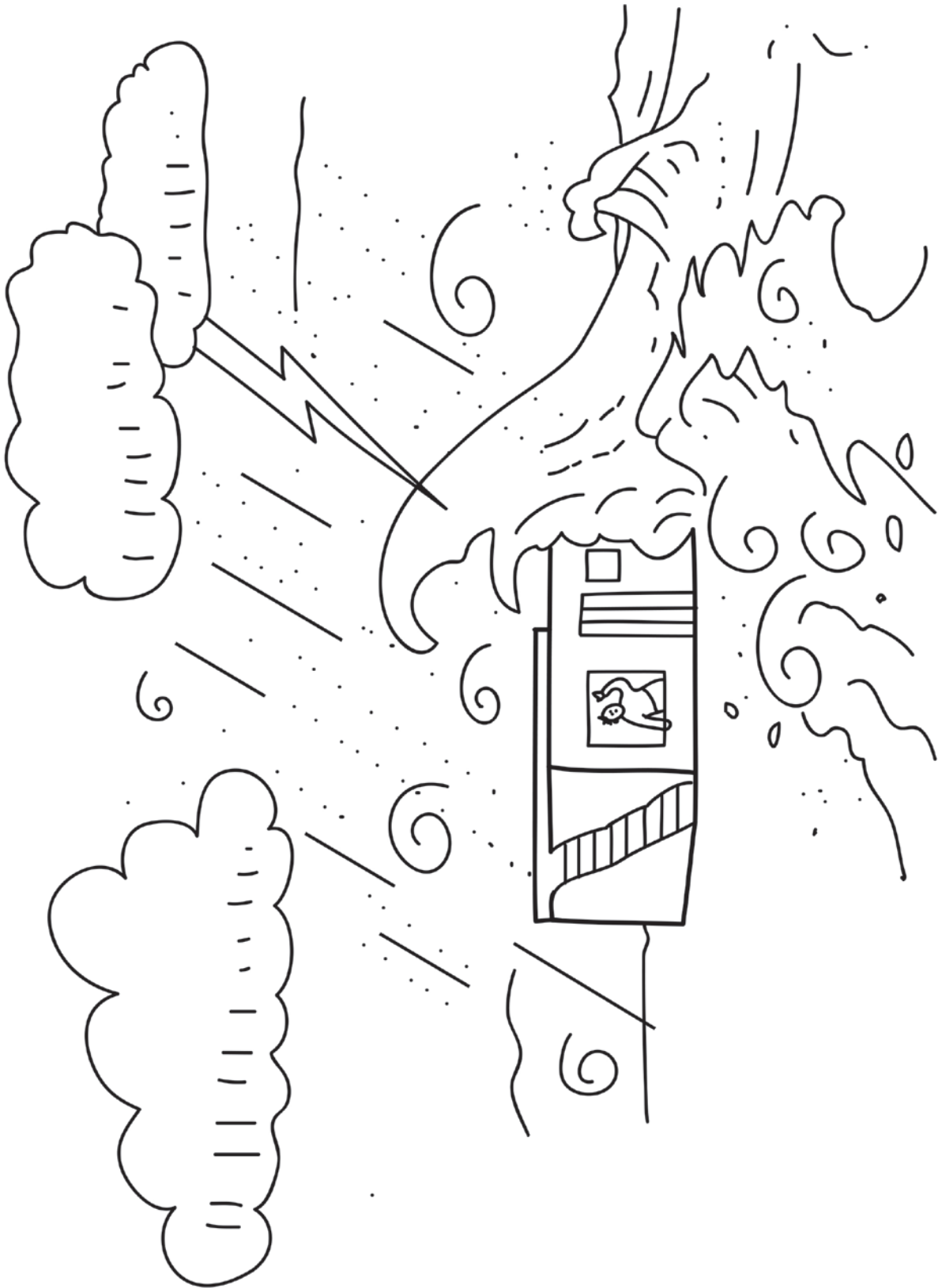
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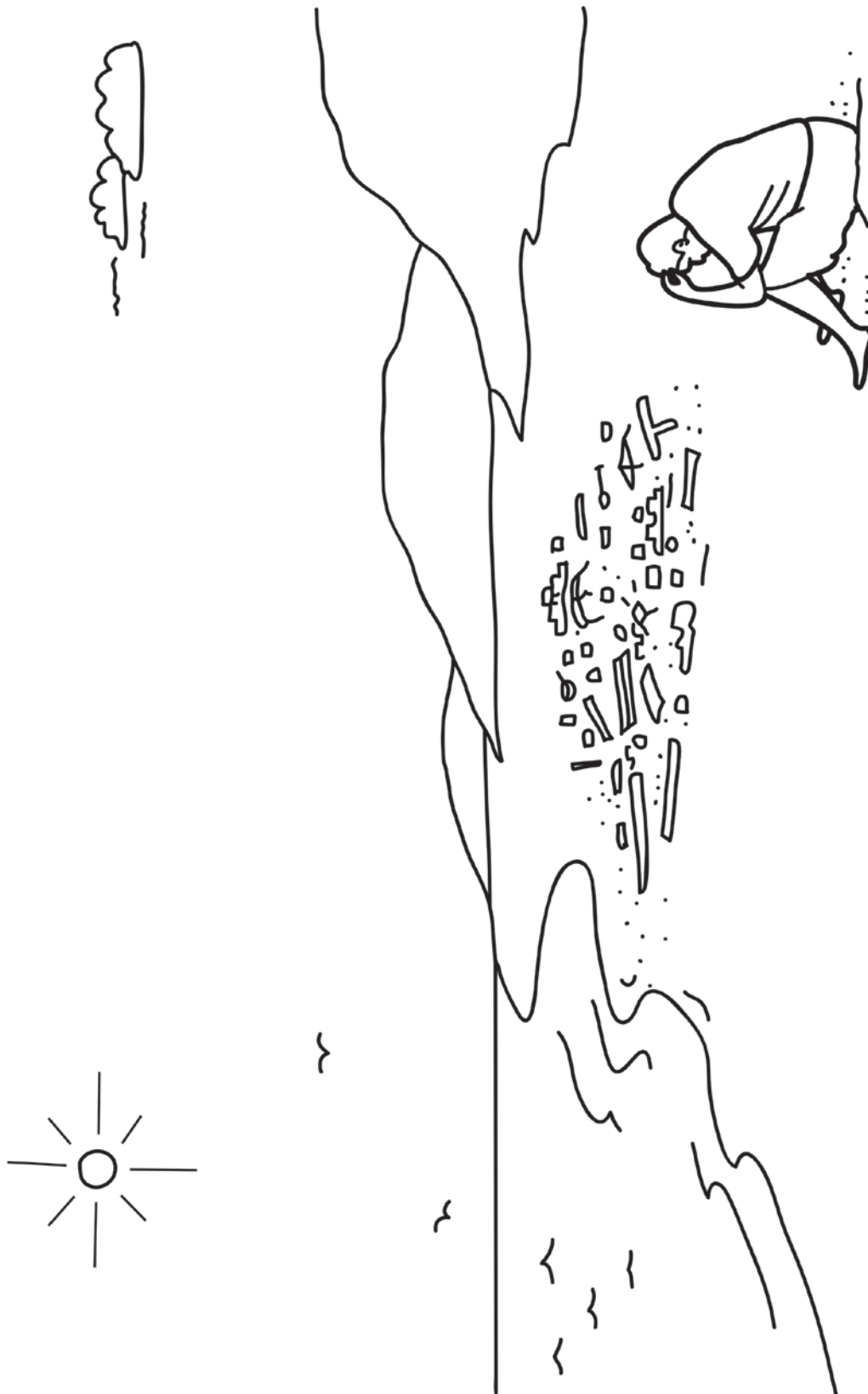
9.5 RESOURCE – Large sketches

Lesson 9: Part 2. The two builders – Matthew 7:24-27
Print one set of A4 sketches to display.



9.5 RESOURCE – Large sketches

Lesson 9: Part 2. The two builders – Matthew 7:24-27
Print one set of A4 sketches to display.



**Jesus said,
'A wise man
obeys my
words.'**

**Jesus told
this story:**

**A wise man
built his house
on rock.**

**The rain fell,
the water rose,
and the wind
blew.**

**The house did
not fall.**

**A foolish man
built his house
on sand.**

**The rain fell,
the water rose,
and the wind
blew.**

The house fell.

9.7 RESOURCE – Small sketches

Lesson 9: Part 2. The two builders – Matthew 7:24-27
Print one copy per pair and cut up.



Meet Jesus.HB.9



Meet Jesus.HB.9



Meet Jesus.HB.9



Meet Jesus.HB.9



Meet Jesus.HB.9



Meet Jesus.HB.9



Meet Jesus.HB.9



Meet Jesus.HB.9





Meet Jesus.HB.9

Jesus said, 'A wise man obeys my words.'

Meet Jesus.HB.9

Jesus told this story:

Meet Jesus.HB.9

A wise man built his house on rock.

Meet Jesus.HB.9

The rain fell, the water rose, and the wind blew.

Meet Jesus.HB.9

The house did not fall.

Meet Jesus.HB.9

A foolish man built his house on sand.

Meet Jesus.HB.9

The rain fell, the water rose, and the wind blew.

Meet Jesus.HB.9

The house fell.

Fill in the missing words.

Matthew 7:24–27

1. Jesus said, 'A wise man _____ my words.'

2. _____ told this story:

3. A _____ man built his house on rock.

4. The rain fell, the water rose, the _____ blew.

5. The _____ did not fall.

6. A _____ man built his house on sand.

7. The _____ fell, the water rose, the wind blew.

8. The house _____.

Lesson 10

PART 1 (APPROX 1 HOUR):

Using our voices

PART 2 (APPROX 1/2 HOUR):

Jesus tells a bad spirit to leave a man
Mark 1:21–28

 **Prepare lesson****Part 1. Using our voices****Print resources**

- RESOURCE 10.1.1 – Tenses worksheet**
Print one copy per student.
- RESOURCE 10.1.2 – Questions and answers worksheet**
Print one copy per student.
- RESOURCE 10.2 – Nine photos**
Print one copy of each photo to display (or remove these pages from this book).
- RESOURCE 10.3 – Shout or be quiet worksheet**
Print one copy per student.

Part 2. Jesus tells a bad spirit to leave a man**Read scripture**

- Mark 1:21–28 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 or biblegateway.com
- RESOURCE 10.4 – Large sketches**
Print one set of A4 sketches to display.
- RESOURCE 10.5 – Large sentences**
Print one set of A4 sentences to display.
- RESOURCE 10.6 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 10.7 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 10.8 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Using our voices

Activate knowledge

Play a game of hangman.

Write _ _ _ _ on the board.

Invite students to suggest letters to complete the word t a l k.

Ask 'What is the past tense of talk?'

Invite responses.

Write *talked* on the board.

Repeat for the following words: obey, teach, say, leave, have, shout.

Erase the words from the board before the next activity.

Focus on language

Activity 1: Past tense words

Distribute **RESOURCE 10.1.1 – Tenses worksheet** to each student.

Encourage students to work together to complete the worksheet.

Check answers together.

Write the list of extra verbs that the students have compiled on the board.

Activity 2: Speaking activity

Write *The past tense of _____ is _____* on the board.

Ask 'What's the past tense of talk?'

**RESOURCE 10.1.1 –
Tenses worksheet**

Print one copy per
student.

**RESOURCE 10.1.2 –
Questions and answers
worksheet**

Print one copy per
student.

Invite responses.

Say 'The past tense of talk is talked', focusing on pronunciation as you do this.

Divide students into pairs.

Nominate Student A and Student B in each pair.

Distribute **RESOURCE 10.1.2 – Question and answers** to each student.

Invite Student A to use a present tense verb from **RESOURCE 10.1.1 – Tenses worksheet** to ask Student B the question on **RESOURCE 10.1.2 – Question and answers**. (Ensure that Student B does not look at **RESOURCE 10.1.1 – Tenses worksheet** during the activity.)

Invite Student B to use a past tense verb from **RESOURCE 10.1.1 – Tenses worksheet** to ask Student A the question on **RESOURCE 10.1.2 – Question and answers**. (Ensure that Student A does not look at **RESOURCE 10.1.1 – Tenses worksheet** during the activity.)

Ensure that both students in each pair have an opportunity to ask and respond.

Encourage students to respond with complete sentences, focusing on correct pronunciation.

Swap student roles and repeat using different verbs.

Activity 3: Is shouting okay?

Write the following on the board:

- Is it okay to shout in/at a _____?*
- Yes, it's okay to shout at a _____.*
- No, I should be quiet in a _____.*

Display Photo 1 from **RESOURCE 10.2 – Nine photos**.

Ask 'Is it okay to shout at a beach?'

Say 'Yes. It's okay to shout at a beach.'

**RESOURCE 10.2 –
Nine photos**

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

**RESOURCE 10.3 –
Shout or be quiet
worksheet**

Print one copy per
student.

Underline *at*.

Display Photo 2 from **RESOURCE 10.2 – Nine photos**.

Ask 'Is it okay to shout in a church?'

Say 'No. I should be quiet in a church.'

Underline *in*.

Repeat for the remaining 7 photos, changing the prepositions as required.

Invite students to respond using complete sentences, focusing on correct pronunciation.

Distribute **RESOURCE 10.3 – Shout or be quiet worksheet**.

Invite students to work together to complete the worksheet.

Check answers together.

Leave question and answer prompts on the board for the next activity.

Activity 4: Speaking activity

Display **RESOURCE 10.2 – Nine photos** at the front of the room.

Write *Student A* next to the question on the board from the previous activity:

- Is it okay to shout in/at _____
_____? Student A*

Write *Student B* next to the responses on the board from the previous activity:

- Yes, it's okay to shout at a _____
_____. Student B*
- No, I should be quiet in a _____
_____. Student B*

Divide students into pairs.

Nominate Student A and Student B in each pair.

Encourage students to speak with each other about the photos using the prompts on the board.

Ensure that both students in each pair practise asking and responding.

Swap student roles and repeat.

Part 2 – Jesus tells a bad spirit to leave a man

Mark 1:21–28

Read for gist

Hold up a hard copy of the Bible.

Say 'In the Bible story, an evil spirit shouts at Jesus.'

Distribute copies of Mark 1:21–28 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 10.4 – Large sketches** in order.

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

Sentences:

1. Jesus taught people in the synagogue.
2. A man had an evil spirit.
3. The spirit shouted at Jesus.
4. Jesus said, 'Be quiet and come out!'
5. The spirit obeyed Jesus and left the man.
6. The people were amazed.
7. Many people talked about Jesus.

Re-read the sentences, placing the correct sentence from **RESOURCE 10.5 – Large sentences** near each sketch as you go.

**RESOURCE 10.4 –
Large sketches**

Print one set of A4
sketches to display.

**RESOURCE 10.5 –
Large sentences**

Print one set of A4
sentences to display.

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

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 10.6 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 10.7 – 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 6 **Variations to activities** on pages 4–5.

Distribute **RESOURCE 10.8 – 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 10.6 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 10.7 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 10.8 –
Gap-fill worksheet**

Print one copy per
student.

10.1.1 RESOURCE – Tenses worksheet

Lesson 10: Part 1. Using our voices
Print one copy per student.

Write the correct form of the verb in the spaces below.

Write other verbs that you know in the empty spaces at the bottom.

Present tense	Past tense
talk	
	obeyed
shout	
	taught
have	
say	
leave	

Student A

Use one of the **present tense** verbs from [RESOURCE 10.1.1 – Tenses worksheet](#) to ask your partner:

What's the past tense of _____?

Student B

The past tense of _____ is _____.

Student B

Use one of the **past tense** verbs from [RESOURCE 10.1.1 – Tenses worksheet](#) to ask your partner:

What's the present tense of _____?

Student A

The present tense of _____ is _____.

10.2 RESOURCE – Nine photos

Lesson 10: Part 1. Using our voices
Print one copy of each photo to display
(or remove these pages from this book).



10.2 RESOURCE – Nine photos

Lesson 10: Part 1. Using our voices
Print one copy of each photo to display
(or remove these pages from this book).



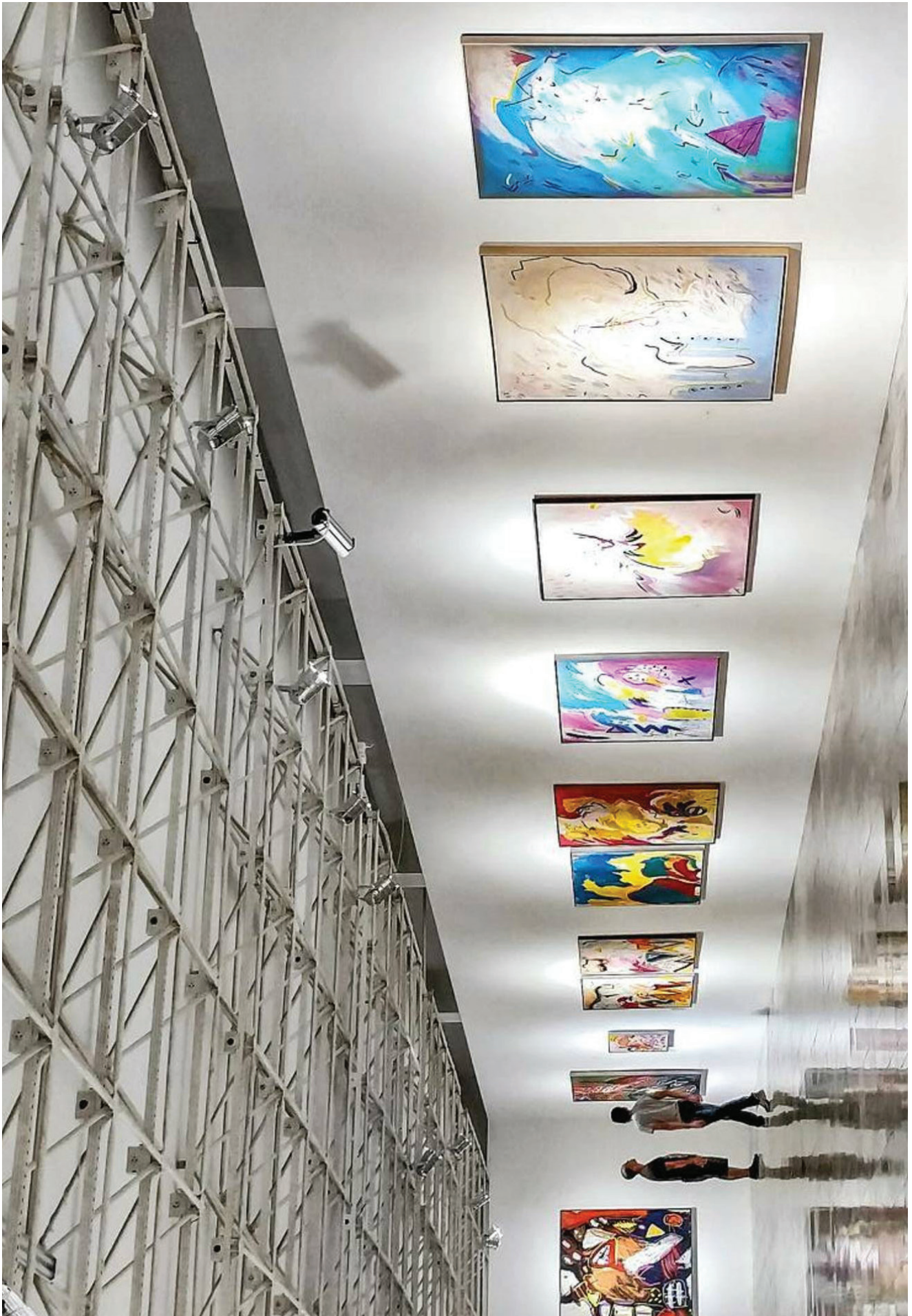
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10.2 RESOURCE – Nine photos

Lesson 10: Part 1. Using our voices
Print one copy of each photo to display
(or remove these pages from this book).



10.3 RESOURCE – Shout or be quiet worksheet

Lesson 10: Part 1. Using our voices
Print one copy per student.

Write the words from the box on the lines below.

sports stadium	church	gallery
library	beach	mosque
park	playground	swimming pool

It's okay to shout at a _____.

It's okay to shout at a _____.

It's okay to shout at a _____.

It's okay to shout at a _____.

It's okay to shout at a _____.

I should be quiet in a _____.

I should be quiet in a _____.

I should be quiet in a _____.

I should be quiet in a _____.

10.4 RESOURCE – Large sketches

Lesson 10: Part 2. Jesus tells a bad spirit to leave a man – Mark 1:21–28
Print one set of A4 sketches to display.



10.4 RESOURCE – Large sketches

Lesson 10: Part 2. Jesus tells a bad spirit to leave a man – Mark 1:21–28
Print one set of A4 sketches to display.



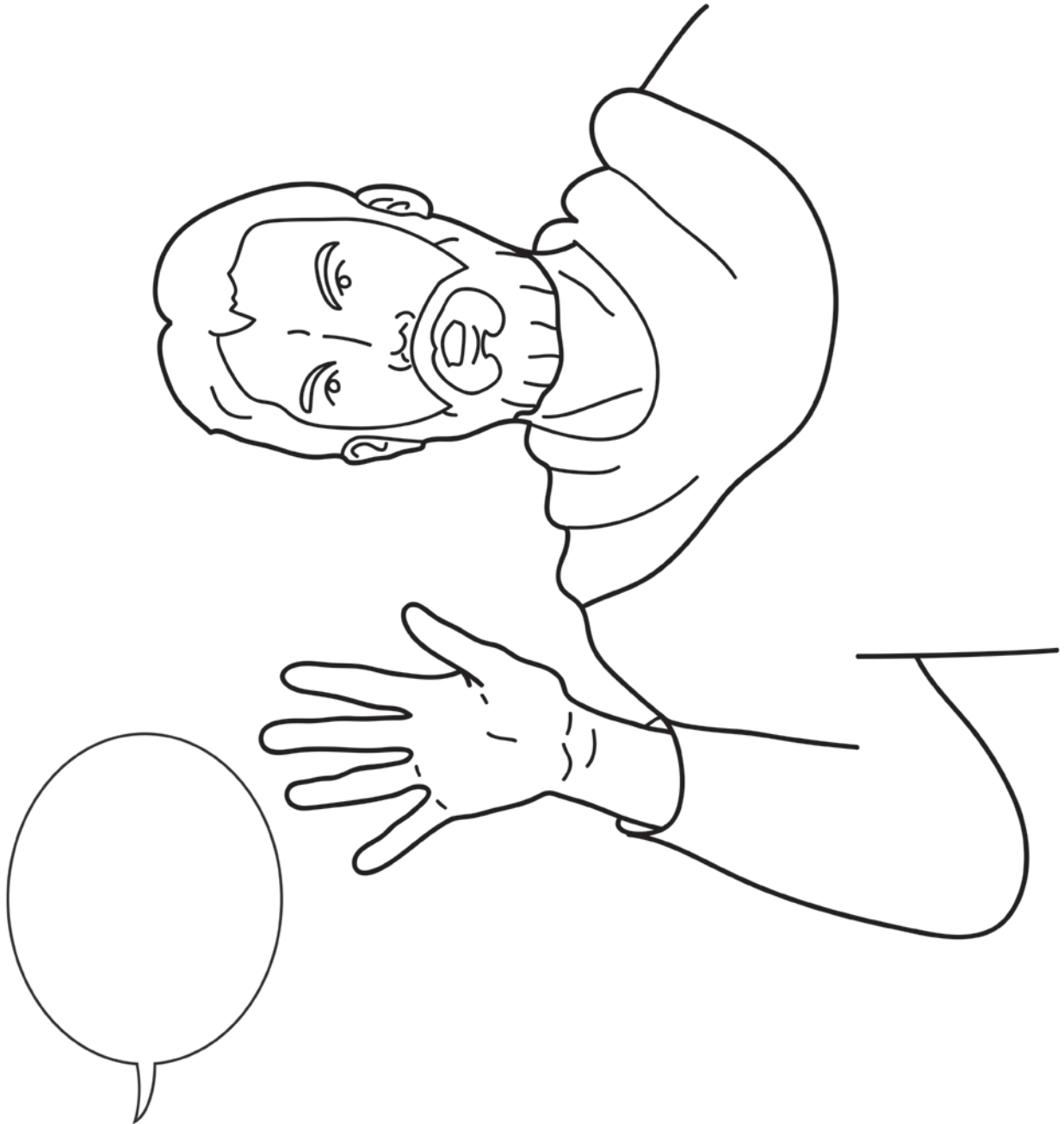
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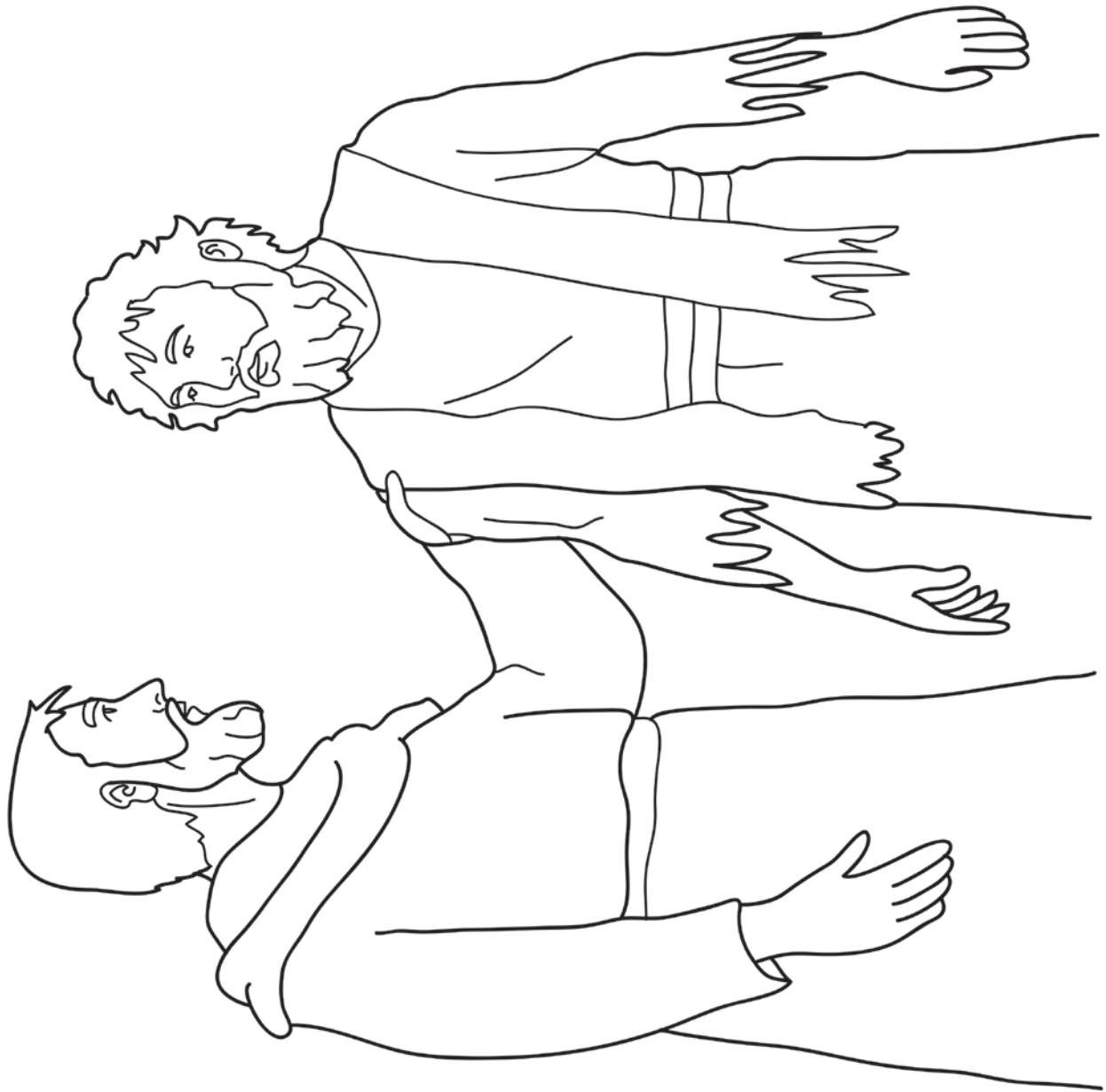
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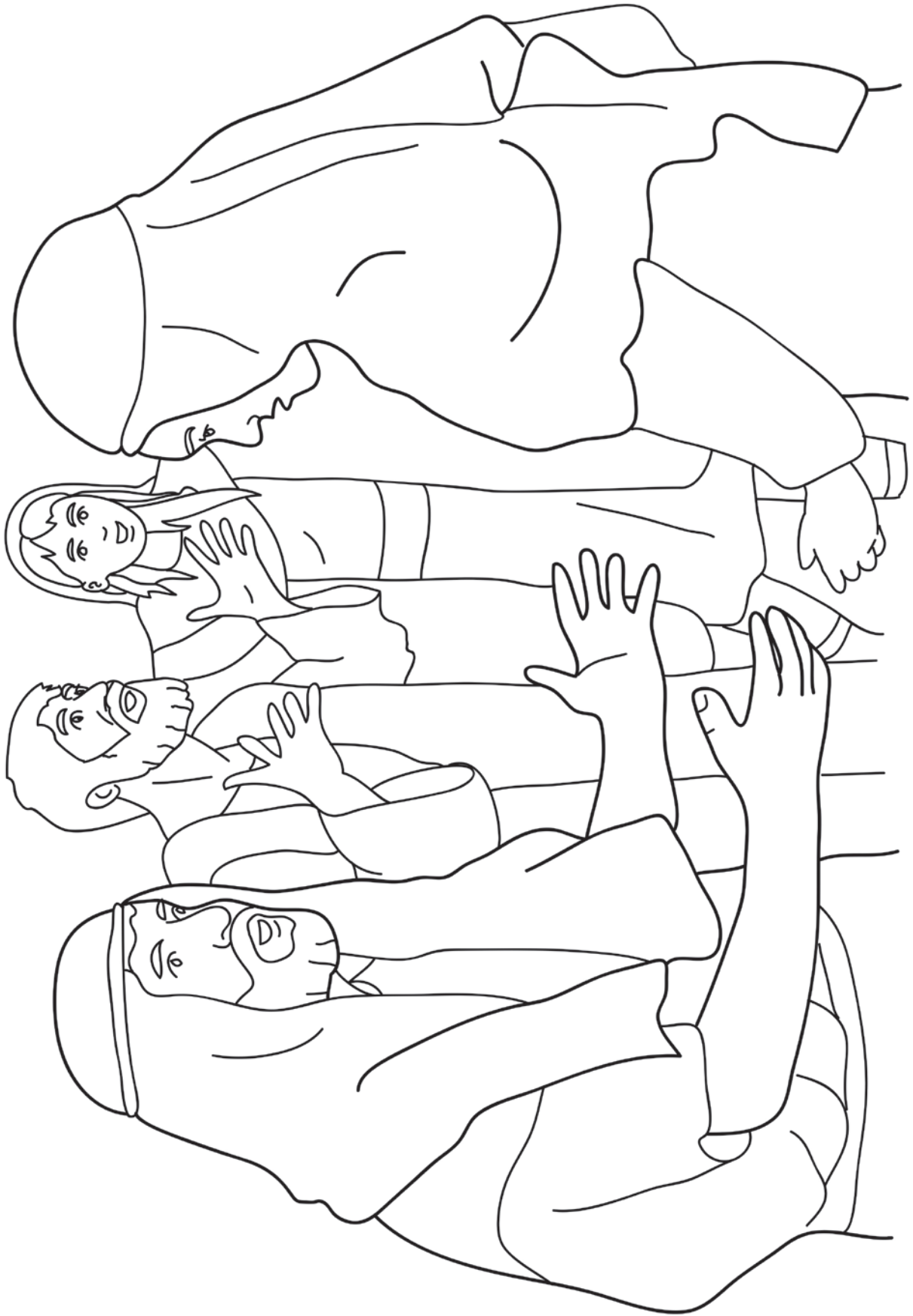
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Lesson 10: Part 2. Jesus tells a bad spirit to leave a man – Mark 1:21–28
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**Jesus taught
people in the
synagogue.**

**A man had an
evil spirit.**

**The spirit
shouted at
Jesus.**

**Jesus said,
'Be quiet and
come out!'**

**The spirit
obeyed Jesus
and left the
man.**

**The people
were amazed.**

**Many people
talked about
Jesus.**

10.6 RESOURCE – Small sketches

Lesson 10: Part 2. Jesus tells a bad spirit to leave a man – Mark 1:21–28
Print one copy per pair and cut up.



Meet Jesus.HB.10



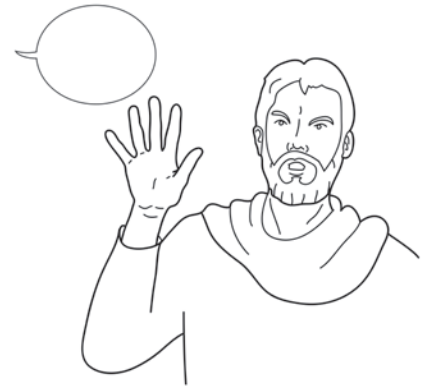
Meet Jesus.HB.10



Meet Jesus.HB.10



Meet Jesus.HB.10



Meet Jesus.HB.10



Meet Jesus.HB.10



Meet Jesus.HB.10



10.7 RESOURCE – Small sentence strips

Lesson 10: Part 2. Jesus tells a bad spirit to leave a man – Mark 1:21–28
Print one copy per pair and cut up.



Meet Jesus.HB.10

Jesus taught people in the synagogue.

Meet Jesus.HB.10

A man had an evil spirit.

Meet Jesus.HB.10

The spirit shouted at Jesus.

Meet Jesus.HB.10

Jesus said, 'Be quiet and come out!'

Meet Jesus.HB.10

The spirit obeyed Jesus and left the man.

Meet Jesus.HB.10

The people were amazed.

Meet Jesus.HB.10

Many people talked about Jesus.

10.8 RESOURCE – Gap-fill worksheet

Lesson 10: Part 2. Jesus tells a bad spirit to leave a man – Mark 1:21–28
Print one copy per student.

Fill in the missing words.

Mark 1:21–28

1. Jesus _____ people in the synagogue.
2. A man _____ an evil spirit.
3. The spirit _____ at Jesus.
4. Jesus said, 'Be _____ and come out!'
5. The spirit _____ Jesus and left the man.
6. People were _____.
7. Many people _____ about Jesus.

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