

English for Life

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# Bible Overview

Ten Bible-based English lessons

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## Beginner

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# Lesson 2

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

**When something breaks**

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

**People reject God**  
**Genesis 3:1–6, 13–19, 23**

### **BIG IDEA:**

People rejected God's rule and broke their friendship with him. God sent them out of the garden.

## Prepare lesson

### Part 1. When something breaks

#### Print resources

- RESOURCE 2.1 – X-ray of broken arm**  
Print one copy for display OR bookmark this page ready to hold up image in book.
- RESOURCE 2.2 – Matching worksheet**  
Print one copy per student.
- RESOURCE 2.3 – Photo**  
Print one copy for display OR bookmark this page ready to hold up image in book.
- RESOURCE 2.4 – I feel ... worksheet**  
Print one copy per student.

#### Additional equipment

- One raw egg (to break)
- Other items from home that show broken things (e.g. broken crockery, a broken toy, a picture of a broken glass, cracked phone screen or shattered window)

### Part 2. People reject God

#### Read scripture

- Genesis 3:1–6, 13–19, 23 in Nlrv Bible (or another easy-to-read translation)
- (Teacher to read all of Genesis 3:1–23)

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

## Print resources

- **Heart language Bible text**  
Print one text per student in relevant languages from [bible.com](http://bible.com) or [biblegateway.com](http://biblegateway.com)
- **RESOURCE 2.5 – Big idea sketch**  
Print one copy to display OR bookmark this page ready to hold up image in book.
- **RESOURCE 2.6 – Large sketches**  
Print one set of 8 A4 sketches to display.
- **RESOURCE 2.7 – Large sentences**  
Print one set of 8 A4 sentences to display.
- **RESOURCE 2.8 – Small sketches**  
Print one copy per pair and cut up.
- **RESOURCE 2.9 – Small sentence strips**  
Print one copy per pair and cut up.
- **RESOURCE 2.10 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. When something breaks

### Activate knowledge

Break an egg in front of the students.

Ask 'What happened?'

Invite responses.

Say 'I broke the egg.'

Write *I broke the egg* on the board.

Display **RESOURCE 2.1 – X-ray of broken arm** and the various broken items you have brought from home, one by one.

Ask 'What happened?' as you display each item.

Write complete sentences on the board (e.g. *I broke the plate. I broke my arm.*).

#### RESOURCE 2.1 – X-ray of broken arm

Print one copy for display OR bookmark this page ready to hold up image in book.

### Focus on language

#### Activity 1: Breaking things

Write *break = present* and *broke = past* on the board.

Say 'Break is present', pointing down at the floor as you do this.

Say 'Broke is past', pointing over your shoulder as you do this.

Write *I broke a \_\_\_\_\_* and *I broke my \_\_\_\_\_* on the board.

Invite students to write their responses on the board.

Provide support as students decide when to use *a* or *my*.

**RESOURCE 2.2 –  
Matching worksheet**

Print one copy per  
student.

## Activity 2: Breaking rules

Ask 'What else can we break?'

Invite responses.

Say 'We can break rules.'

Brainstorm rules that your students know.

Write responses on the board, correcting errors as you go (e.g. stop at a red light, wear a helmet).

Divide students into pairs.

Distribute **RESOURCE 2.2 – Matching worksheet** to each student.

Encourage students to work together to complete the worksheet.

Check answers together by writing them on the board.

## Activity 3: Breaking relationships

Say 'We can break eggs, plates and glasses. We can break rules. What else can break?'

Invite responses.

Say 'We can break relationships. We can have problems with our children, our friends, our parents, our husbands or our wives.'

Display the photo from **RESOURCE 2.3 – Photo**.

Ask 'How do the people in the photo feel?'

Write responses on the board.

Say 'We feel many emotions. What other emotions do people feel?'

Divide students into pairs.

**RESOURCE 2.3 –  
Photo**

Print one copy for  
display OR bookmark  
this page ready to hold  
up image in book.

**RESOURCE 2.4 –  
I feel ... worksheet**

Print one copy per  
student.

Distribute **RESOURCE 2.4 – I feel ... worksheet** to each student.

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

**Extension activity: Talking about feelings**

Write *I feel* \_\_\_\_\_ *because* \_\_\_\_\_  
on the board.

**Say** 'I feel [happy] because [I will see my daughter tonight]'  
(insert your own example/s).

**Invite** students to create sentences about how they are  
feeling today using the suggested format.

## Part 2 – People reject God

### Genesis 3:1–6, 13–19, 23

#### Activate knowledge

Display **RESOURCE 2.5 – Big idea sketch**.

Ask ‘What can you see?’

Write responses on the board.

#### Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, a relationship breaks.’

Distribute copies of Genesis 3:1–6, 13–19, 23 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 2.6 – Large sketches** in order.

Read the 8 sentences below slowly, pointing to the corresponding sketches as you read.

#### Sentences:

1. A snake spoke to the woman.
2. The snake said, ‘Eat the fruit and you will be like God.’
3. The woman ate the fruit.
4. The woman gave the fruit to the man.
5. The man ate the fruit.

#### **RESOURCE 2.5 – Big idea sketch**

Print one copy to display OR bookmark this page ready to hold up image in book.

#### **RESOURCE 2.6 – Large sketches**

Print one set of 8 A4 sketches to display.



**RESOURCE 2.7 –  
Large sentences**

Print one set of 8 A4 sentences to display.

**RESOURCE 2.8 –  
Small sketches**

Print one copy per pair and cut up.

**RESOURCE 2.9 –  
Small sentence strips**

Print one copy per pair and cut up.

**RESOURCE 2.10 –  
Gap-fill worksheet**

Print one copy per student.

6. The woman blamed the snake.
7. The man blamed the woman.
8. God sent them out of the garden.

**Re-read** the 8 sentences, placing the correct sentence from **RESOURCE 2.7 – Large sentences** near each sketch as you go.

**Read** the 8 sentences again and invite students to point to the corresponding sketches as you read.

## Reinforce the language

**Divide** students into pairs.

**Distribute** **RESOURCE 2.8 – Small sketches** to pairs.

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

**Distribute** **RESOURCE 2.9 – 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 2.10 – 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.

## 2.1 RESOURCE – X-ray of broken arm

Lesson 2: Part 1. When something breaks  
Print one copy for display OR bookmark  
this page ready to hold up image in book.



## 2.2 RESOURCE – Matching worksheet

Lesson 2: Part 1. When something breaks  
Print one copy per student.

Match the sentences to the images by writing the correct number under each picture.

1. Give way.
2. Stop.
3. Check in.
4. Wear a mask.
5. Wear a seatbelt.
6. Put rubbish in the bin.
7. Do not eat or drink.
8. Do not talk.
9. Do not swim.
10. Do not smoke.





## 2.3 RESOURCE – Photo

Lesson 2: Part 1. When something breaks  
Print one copy for display OR bookmark  
this page ready to hold up image in book.



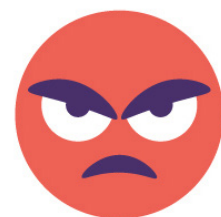
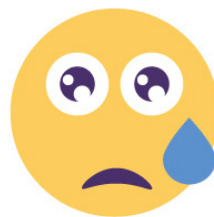
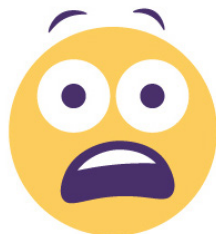
## 2.4 RESOURCE – I feel ... worksheet

Lesson 2: Part 1. When something breaks  
Print one copy per student.

Write the word for each emotion on the line under each picture.



\_\_\_\_\_



\_\_\_\_\_

happy

tired

sad

surprised

in love

worried

angry

frightened

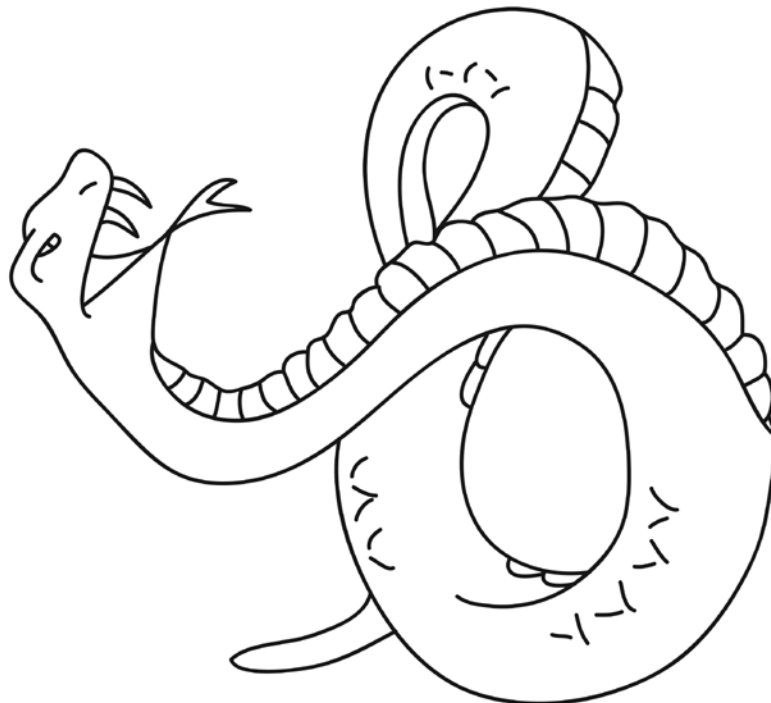
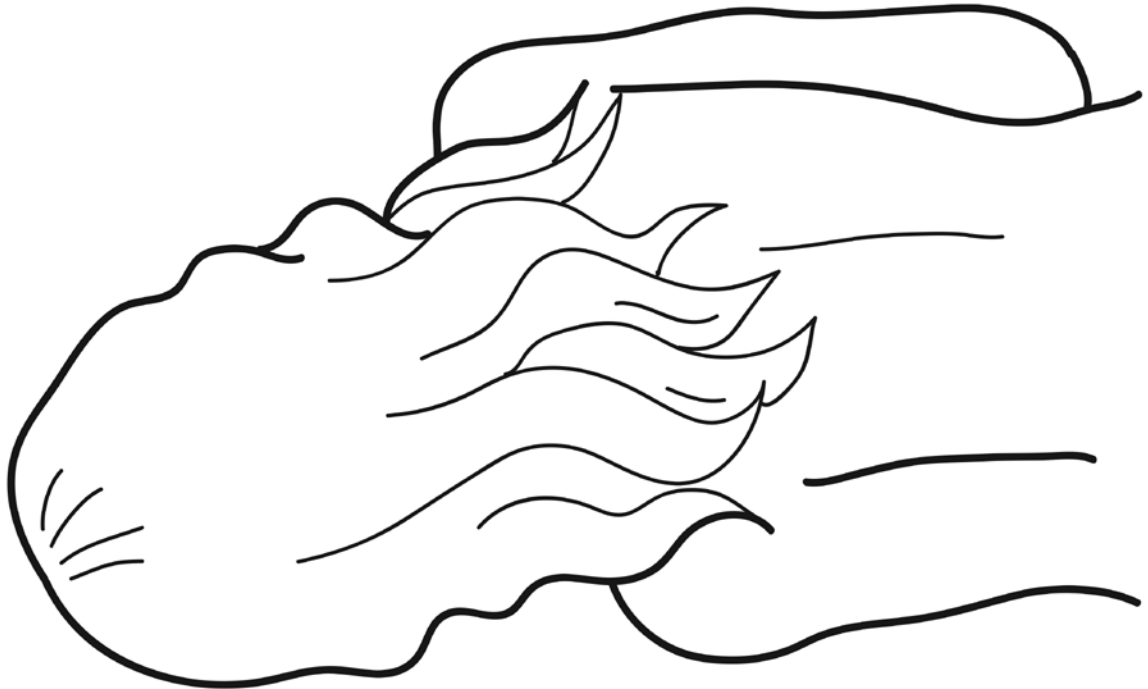
## 2.5 RESOURCE – Big idea sketch

Lesson 2: Part 2. People reject God – Genesis 3:1–6, 13–19, 23  
Print one copy to display OR bookmark  
this page ready to hold up image in book.



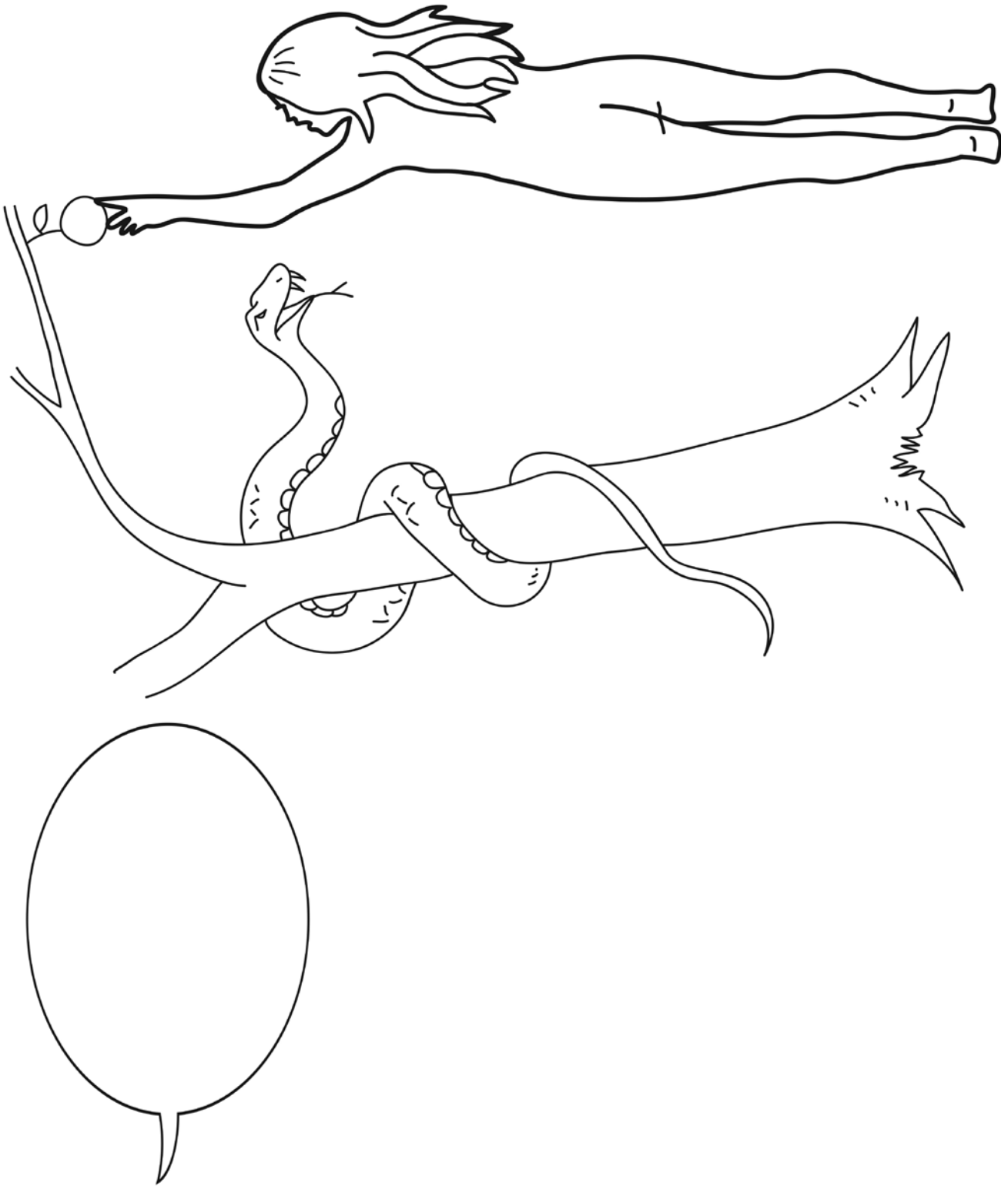
## 2.6 RESOURCE – Large sketches

Lesson 2: Part 2. People reject God – Genesis 3:1–6, 13–19, 23  
Print one set of 8 A4 sketches to display.



## 2.6 RESOURCE – Large sketches

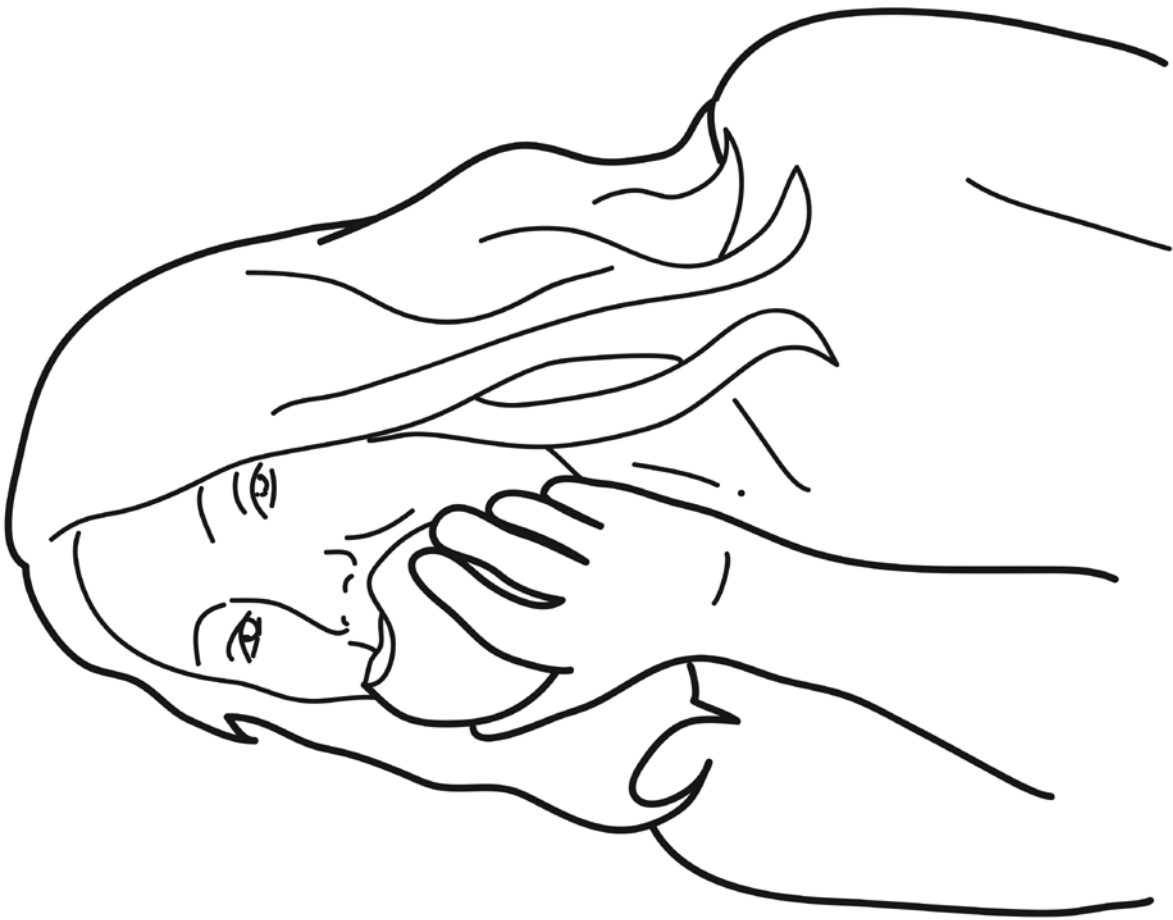
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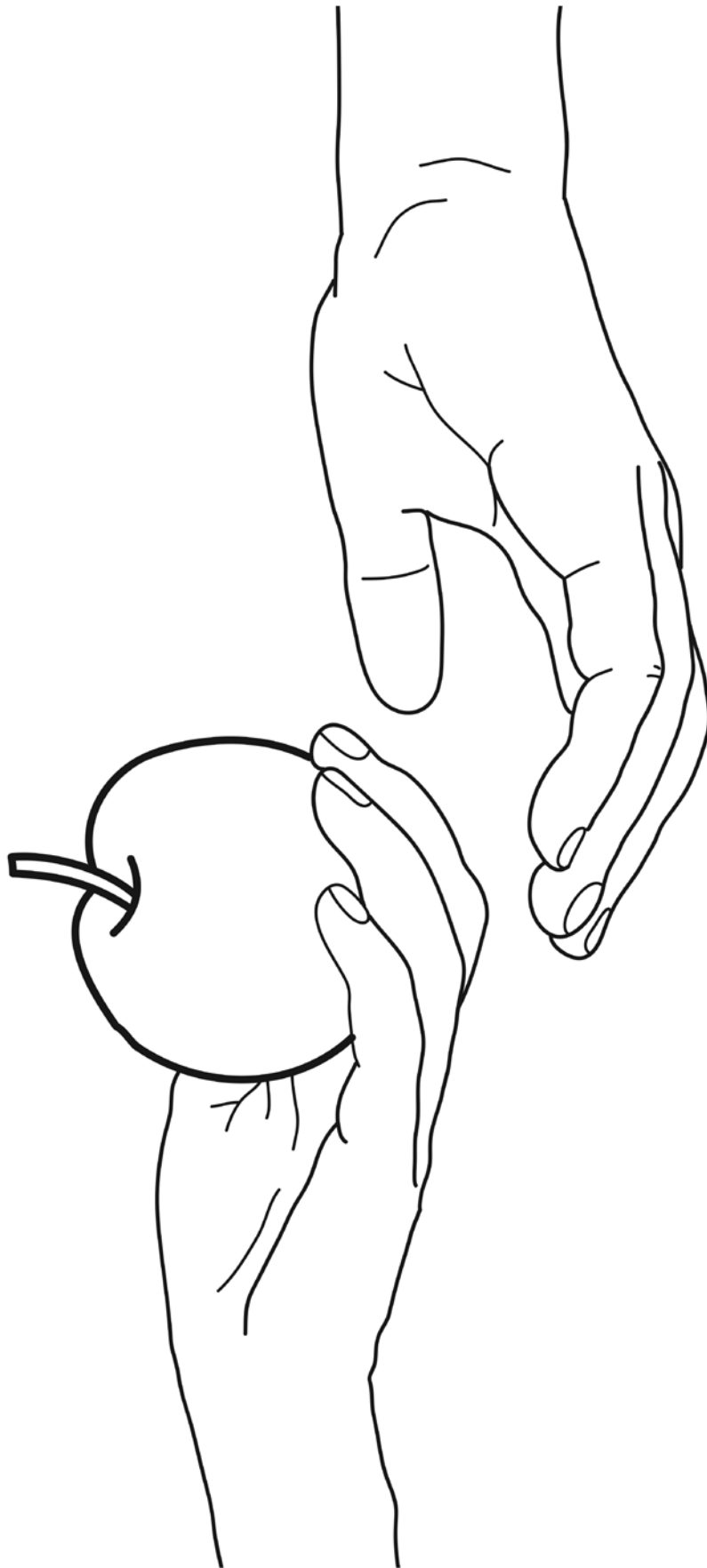
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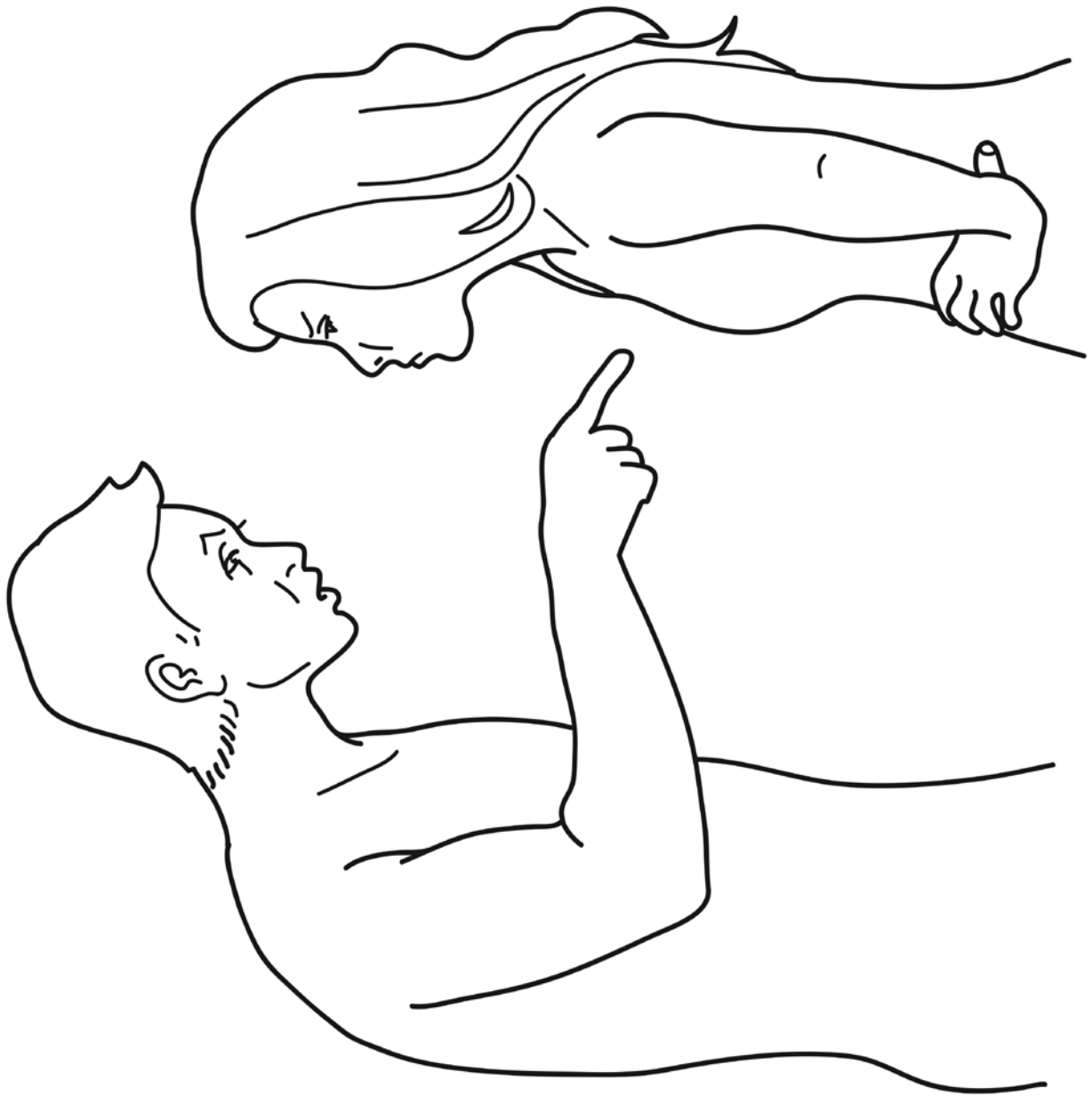
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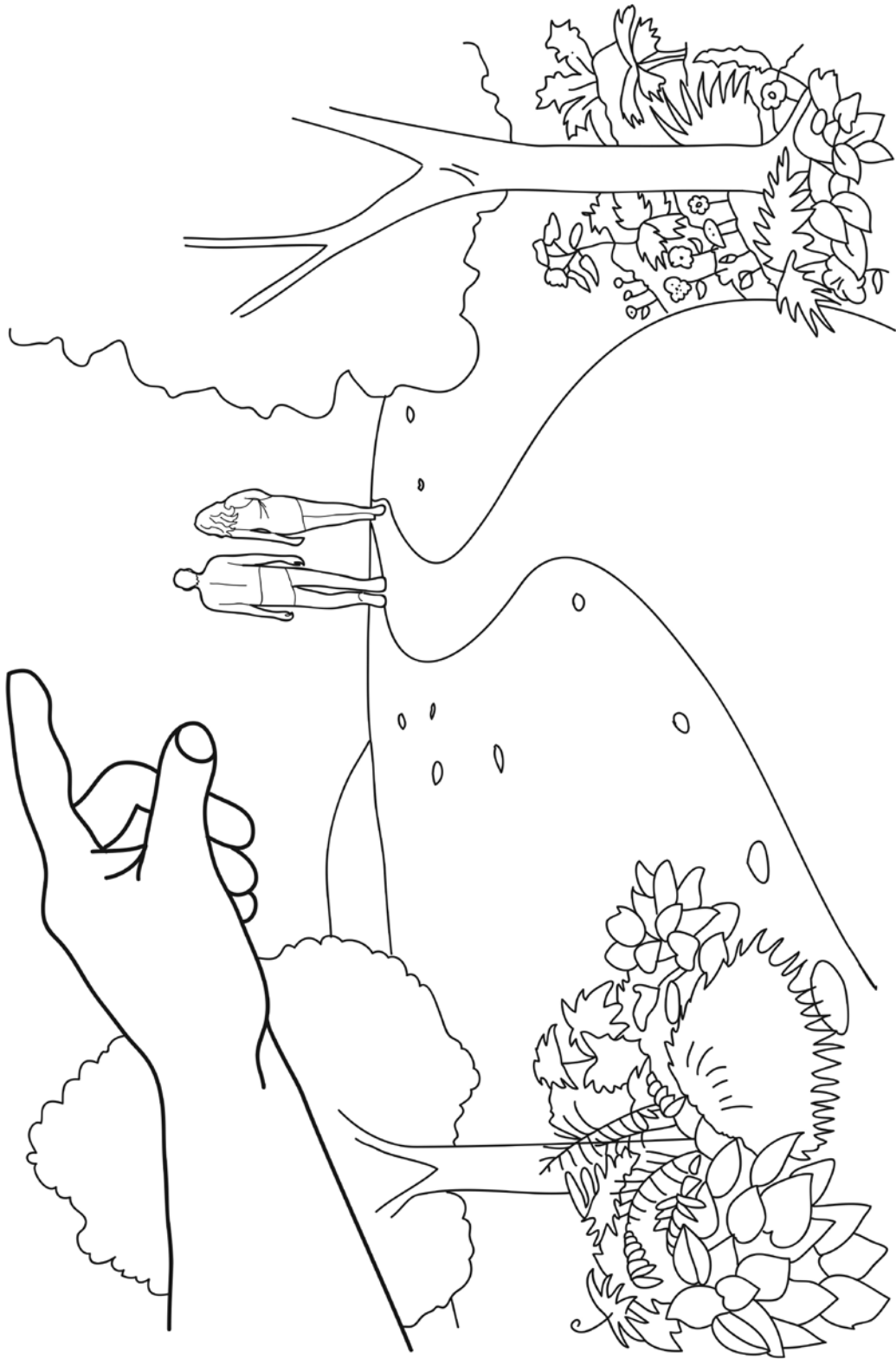
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Print one set of 8 A4 sketches to display.



## 2.6 RESOURCE – Large sketches

Lesson 2: Part 2. People reject God – Genesis 3:1–6, 13–19, 23  
Print one set of 8 A4 sketches to display.



**A snake spoke  
to the woman.**

**The snake said,  
'Eat the fruit  
and you will be  
like God!'**



**The woman ate  
the fruit.**

**The woman  
gave the fruit  
to the man.**

**The man ate  
the fruit.**

**The woman  
blamed the  
snake.**

**The man  
blamed the  
woman.**

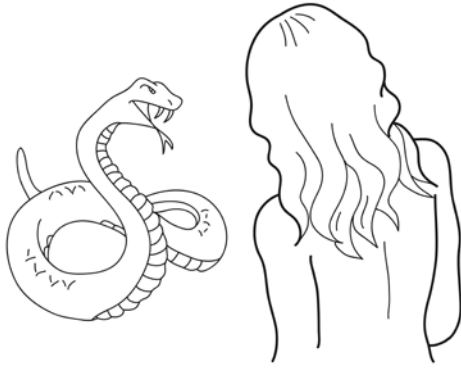
**God sent them  
out of the  
garden.**

## 2.8 RESOURCE – Small sketches

Lesson 2: Part 2. People reject God – Genesis 3:1–6, 13–19, 23  
Print one copy per pair and cut up.



Bible Overview.B.2



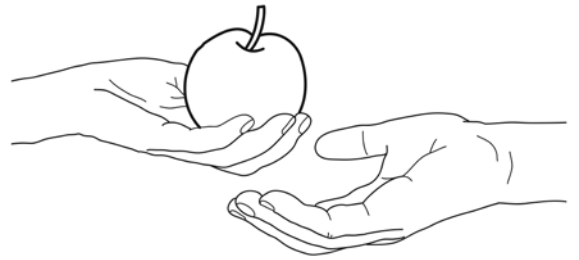
Bible Overview.B.2



Bible Overview.B.1



Bible Overview.B.2



Bible Overview.B.2



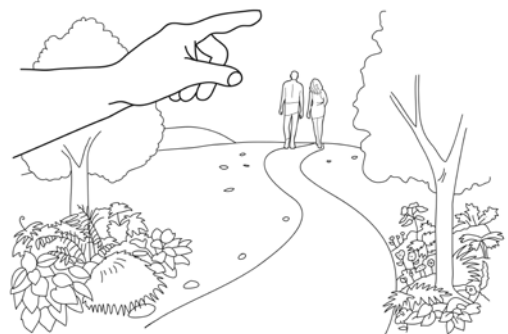
Bible Overview.B.2



Bible Overview.B.2



Bible Overview.B.2



**2.9 RESOURCE – Small sentence strips**

Lesson 2: Part 2. People reject God – Genesis 3:1–6, 13–19, 23  
Print one copy per pair and cut up.



Bible Overview.B.2

A snake spoke to the woman.

Bible Overview.B.2

The snake said, 'Eat the fruit and you will be like God.'

Bible Overview.B.2

The woman ate the fruit.

Bible Overview.B.2

The woman gave the fruit to the man.

Bible Overview.B.2

The man ate the fruit.

Bible Overview.B.2

The woman blamed the snake.

Bible Overview.B.2

The man blamed the woman.

Bible Overview.B.2

God sent them out of the garden.



Fill in the missing words.

**Genesis 3:1–6, 13–19, 23**

1. A snake \_\_\_\_\_ to the woman.
2. The snake said, 'Eat the fruit and you will be like \_\_\_\_\_.'
3. The woman \_\_\_\_\_ the fruit.
4. The woman gave the \_\_\_\_\_ to the man.
5. The man \_\_\_\_\_ the fruit.
6. The woman blamed the \_\_\_\_\_.
7. The man \_\_\_\_\_ the woman.
8. God \_\_\_\_\_ them out of the garden.