

English for Life

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# Bible Overview

Ten Bible-based English lessons

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## Beginner

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Illustrations by Ivan Smith

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# Lesson 1

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

### **A good world**

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

### **God creates the world**

### **Genesis 1:1, 26–31; 2:15–17**

#### **BIG IDEA:**

God made a good world and he rules over it. God made people to be his friends and rule the world under him.

 **Prepare lesson**

## Part 1. A good world

### Print resources

- RESOURCE 1.1- Photos**  
Print one copy of each photo to display.
- RESOURCE 1.2 – Sentence puzzles**  
Print one copy per pair and cut up.
- RESOURCE 1.3 – Good friends worksheet**  
Print one copy per student.

### Additional equipment

- Envelopes for **RESOURCE 1.2 – Sentence puzzles**

## Part 2. God creates the world

### Read scripture

- Genesis 1:1, 26–31; 2:15–17 in NIV Bible  
(or another easy-to-read translation)
- (Teacher to read all of Genesis 1 and 2.)

### 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 1.4 – Big idea sketch**  
Print one copy to display OR bookmark this page ready to hold up image in book.
- **RESOURCE 1.5 – Large sketches**  
Print one set of 8 A4 sketches to display.
- **RESOURCE 1.6 – Large sentences**  
Print one set of 8 A4 sentences to display.
- **RESOURCE 1.7 – Small sketches**  
Print one copy per pair and cut up.
- **RESOURCE 1.8 – Small sentence strips**  
Print one copy per pair and cut up.
- **RESOURCE 1.9 – Gap-fill worksheet**  
Print one copy per student.

## Select Variations to activities

(see pages 4–5)

## Part 1. A good world

### Activate knowledge

Display the first photo from [RESOURCE 1.1 – Photos](#).

Ask 'What can you see?'

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

Repeat for each of the photos.

### Focus on language

#### Activity 1: Matching sentences to photos

Say 'Mount Fuji is in Japan.'

Invite students to point to the corresponding photo.

Write *This is Mount Fuji in Japan* on the board.

Invite students to practise correct pronunciation.

Repeat for the other 4 sentences and photos (say sentence first, invite students to point to photo, write sentence on board):

- This is an important place in China.*
- These are zebras in Africa at sunset.*
- These are The Three Sisters in Australia.*
- These are large mountains in Iran.*

Erase sentences from the board before commencing Activity 2.

**RESOURCE 1.1 –  
Photos**

Print one copy of each  
photo to display.

**RESOURCE 1.2 –  
Sentence puzzles**

Print one copy per pair  
and cut up.

**Activity 2: Reconstructing sentences**

**Divide** students into pairs.

**Distribute** 5 envelopes to each pair, each envelope containing the words for one of the 5 sentences from **RESOURCE 1.2 – Sentence puzzles**.

**Invite** pairs to sequence the words to create the correct sentences.

**Check** answers together by inviting confident students to write the complete sentences on the board.

**Activity 3: My friend**

**Display** a photo of a friend of yours.

**Say** 'This is my friend. [Her/His] name is [Danielle]. [She/He] lives in [Lindfield]. [She/He] is a [teacher].'

**Write** the following sentences on the board:

- This my friend.*
- Her/His name is \_\_\_\_\_.*
- She/He lives in \_\_\_\_\_.*
- She/He is a \_\_\_\_\_.*

**Divide** students into pairs.

**Invite** students to share a photo of a friend on their phone.

**Invite** students to talk to each other about their friends using the sentences on the board.

**Activity 4: Matching sentences to icons**

**Distribute** **RESOURCE 1.3 – Good friends worksheet** to each student.

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

**Check** answers together.

**RESOURCE 1.3 –  
Good friends  
worksheet**

Print one copy per  
student.

### Activity 5: Class survey

**Invite** students to decide what they think is the most important thing a friend can do.

**Write** the numbers 1 to 8 in a column down the left side of the board.

**Ask** 'Who thinks "Number 1 – Friends listen to us" is the most important?'

**Count** the number of students who respond.

**Write** the total next to number 1 on the board.

**Repeat** for each of the activities listed on [RESOURCE 1.3 – Good friends worksheet](#).

**Tally** the most common student responses.

## Part 2 – God creates the world

### Genesis 1:1, 26–31; 2:15–17

#### Activate knowledge

Display **RESOURCE 1.4 – Big idea sketch**.

Ask ‘What can you see?’

Write responses on the board.

#### **RESOURCE 1.4 – Big idea sketch**

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

#### Read for gist

Hold up a hard copy of the Bible.

Say ‘In the Bible story, everything is good. The world is good, and our relationships are good.’

Distribute copies of Genesis 1:1, 26–31; 2:15–17 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 1.5 – Large sketches** in order.

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

#### Sentences:

1. God made the world.
2. God made people like him.
3. God said, ‘Rule the world.’
4. God said, ‘Care for the world.’
5. God said, ‘Fill the world.’

#### **RESOURCE 1.5 – Large sketches**

Print one set of 8 A4 sketches to display.



**RESOURCE 1.6 –  
Large sentences**

Print one set of 8 A4  
sentences to display.

**RESOURCE 1.7 –  
Small sketches**

Print one copy per pair  
and cut up.

**RESOURCE 1.8 –  
Small sentence strips**

Print one copy per pair  
and cut up.

**RESOURCE 1.9 –  
Gap-fill worksheet**

Print one copy per  
student.

6. Everything was good.
7. God said, 'Eat from the garden.'
8. God said, 'Do not eat from the tree of good and evil.'

**Re-read** the 8 sentences, placing the correct sentence from **RESOURCE 1.6 – 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 1.7 – Small sketches** to pairs.

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

**Distribute** **RESOURCE 1.8 – 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 1.9 – 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.

## 1.1 RESOURCE – Photos

Lesson 1: Part 1. A good world  
Print one copy of each photo to display.



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Lesson 1: Part 1. A good world  
Print one copy of each photo to display.



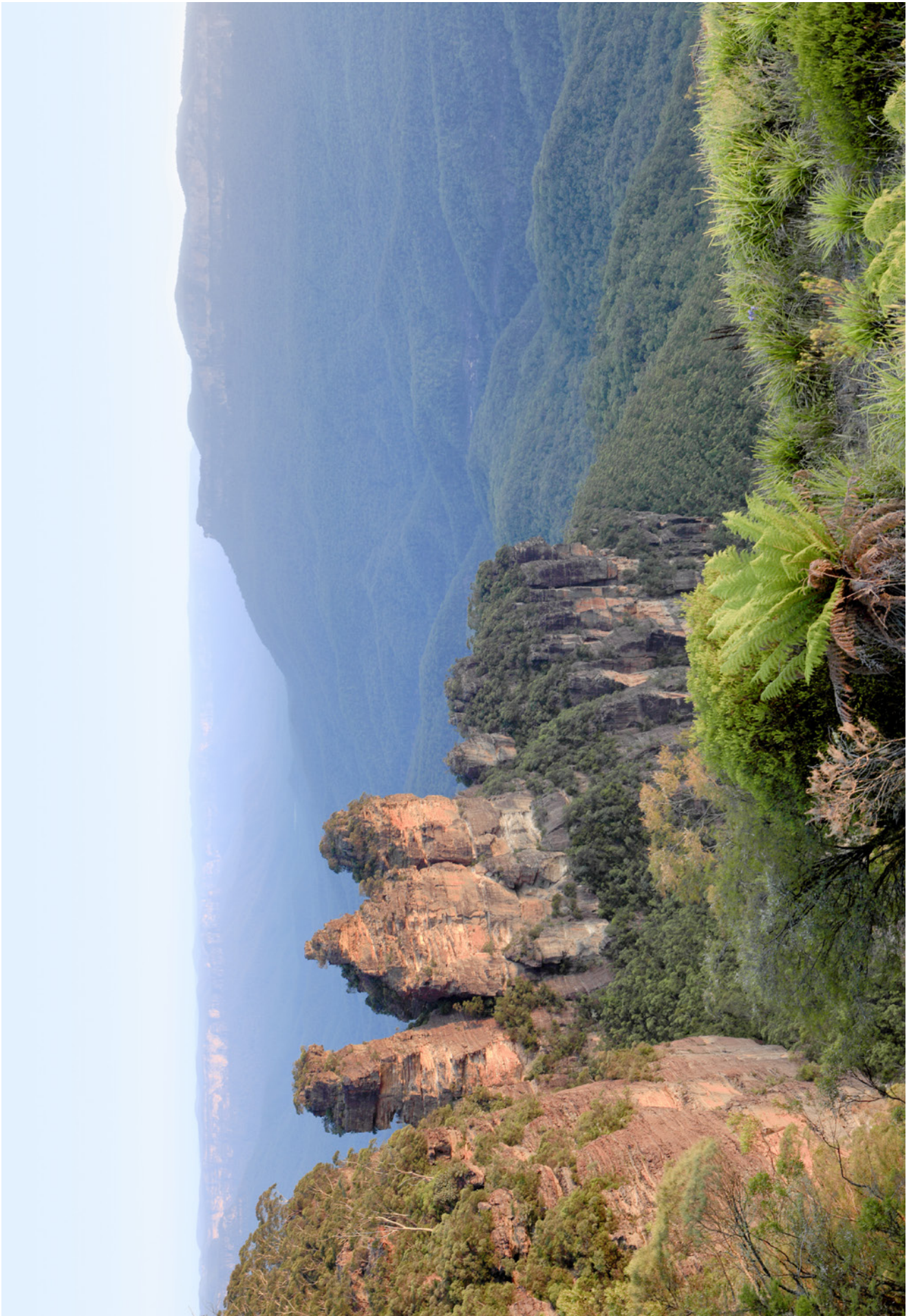
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## 1.2 RESOURCE – Sentence puzzles

Lesson 1: Part 1. A good world  
Print one copy per pair and cut up.



This is

Mount

Fuji

in Japan.

This is

an

important place

in China.

These are

zebras

at sunset

in Africa.

These are

the

Three Sisters

in Australia.

These are

large

mountains

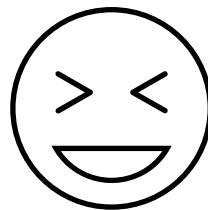
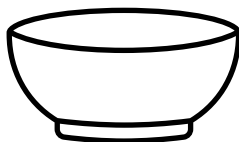
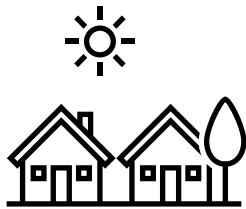
in Iran.

### 1.3 RESOURCE – Good friends worksheet

Write the matching number under the picture.

Good friends ...

1. ... listen to us
2. ... live near us
3. ... give gifts to us
4. ... remember our birthdays
5. ... laugh with us
6. ... cry with us
7. ... help with housework
8. ... bring food for us

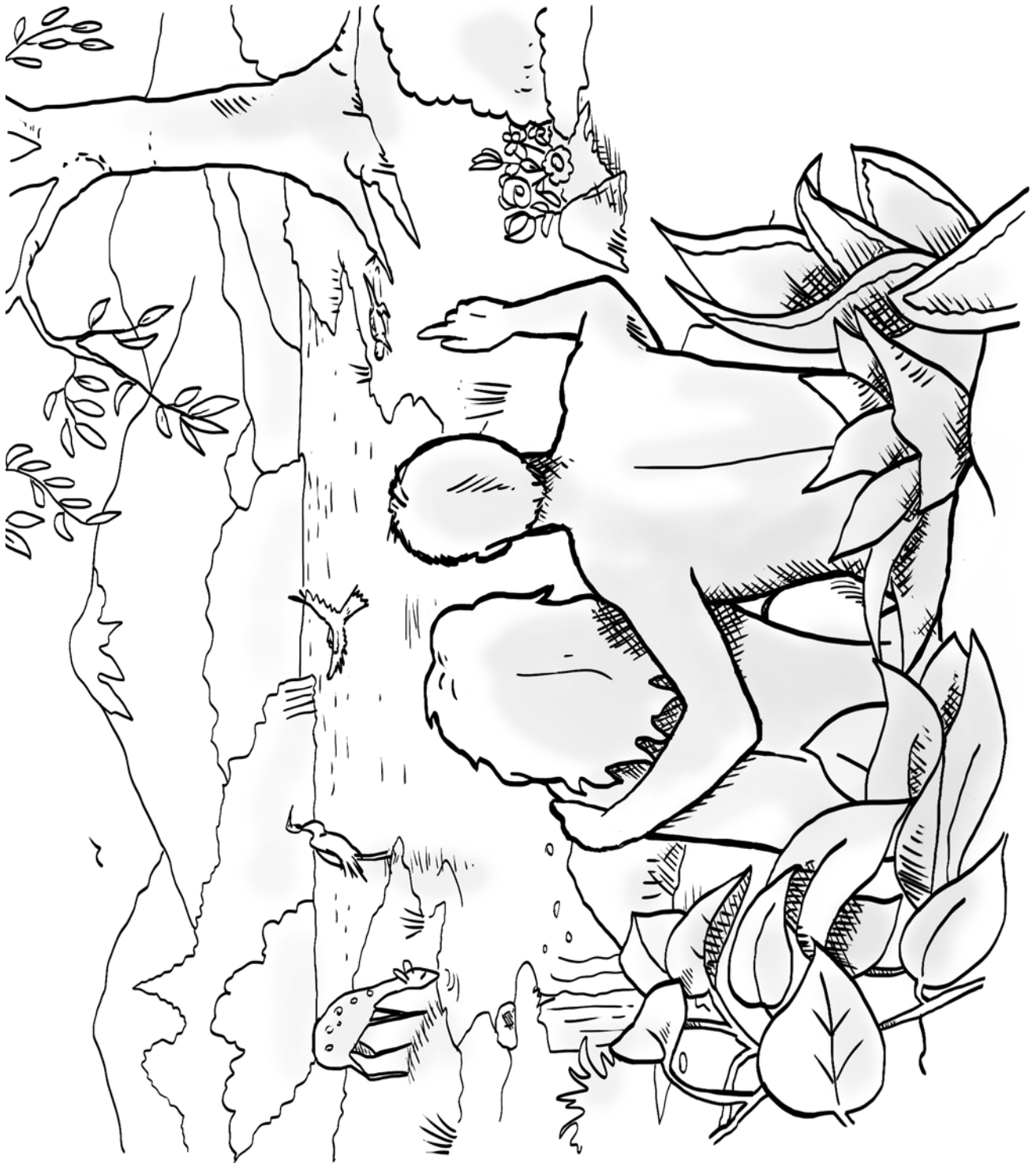




## 1.4 RESOURCE – Big idea sketch

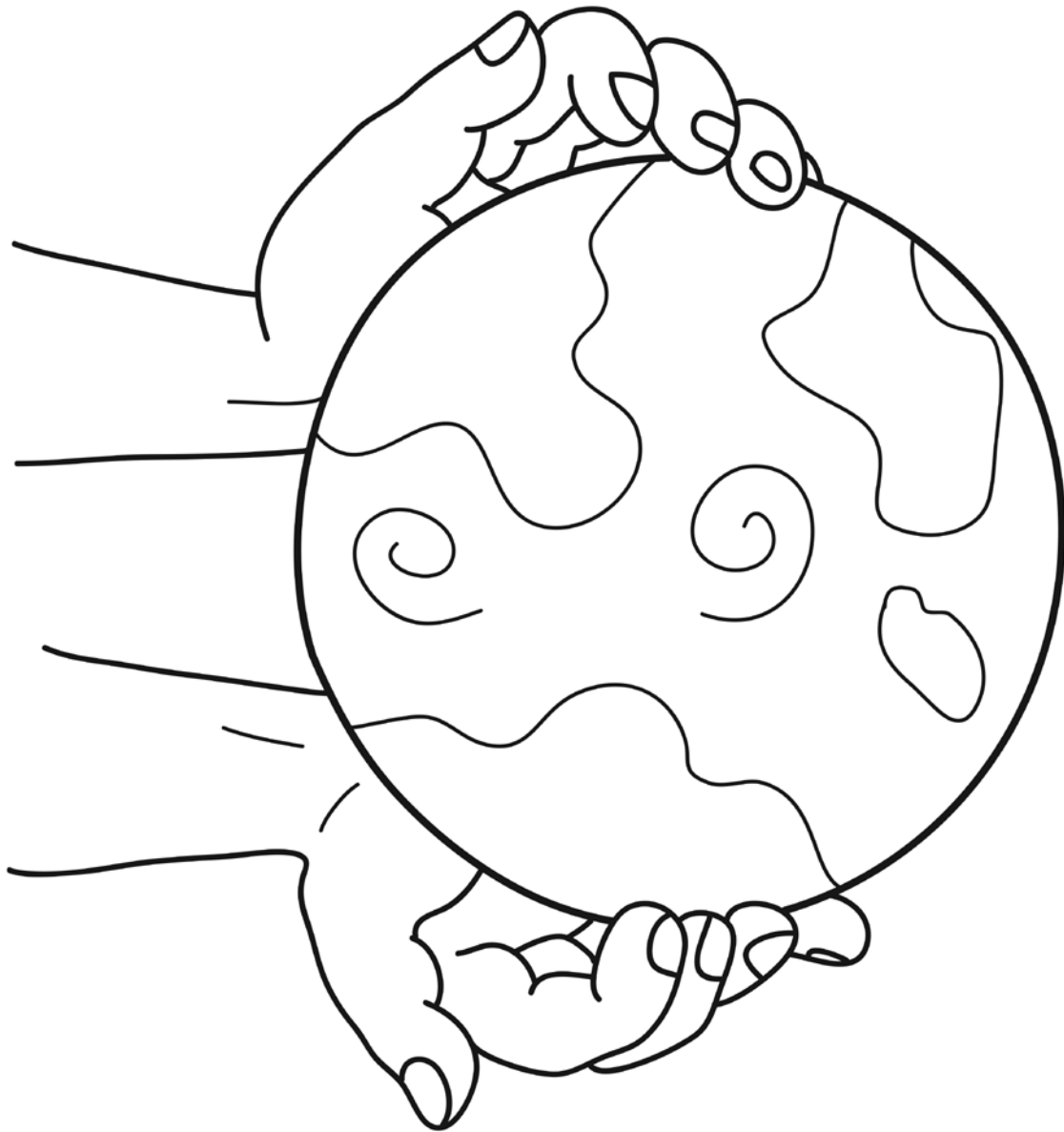
Lesson 1: Part 2. God creates the world  
Genesis 1:1, 26–31; 2:15–17

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



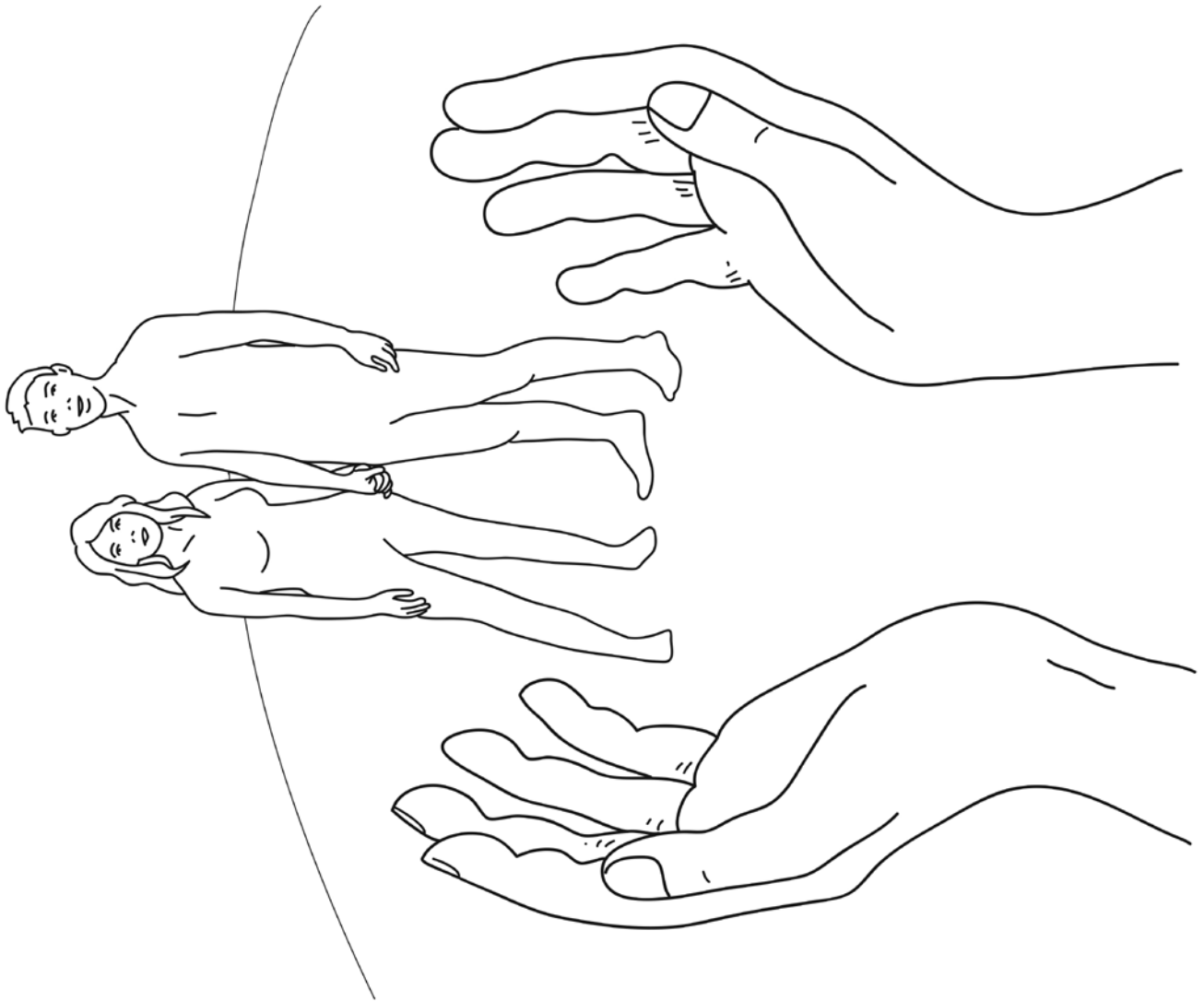
## 1.5 RESOURCE – Large sketches

Lesson 1: Part 2. God creates the world  
Genesis 1:1, 26–31; 2:15–17  
Print one set of 8 A4 sketches to display.



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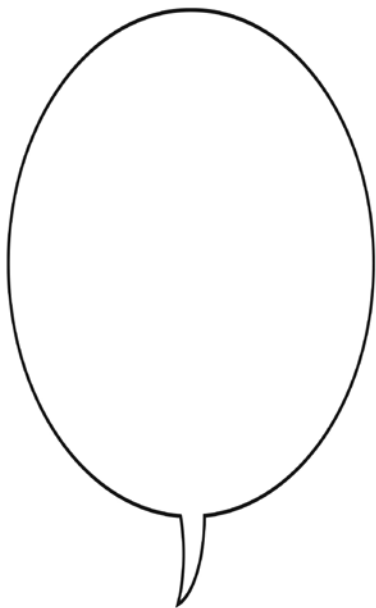
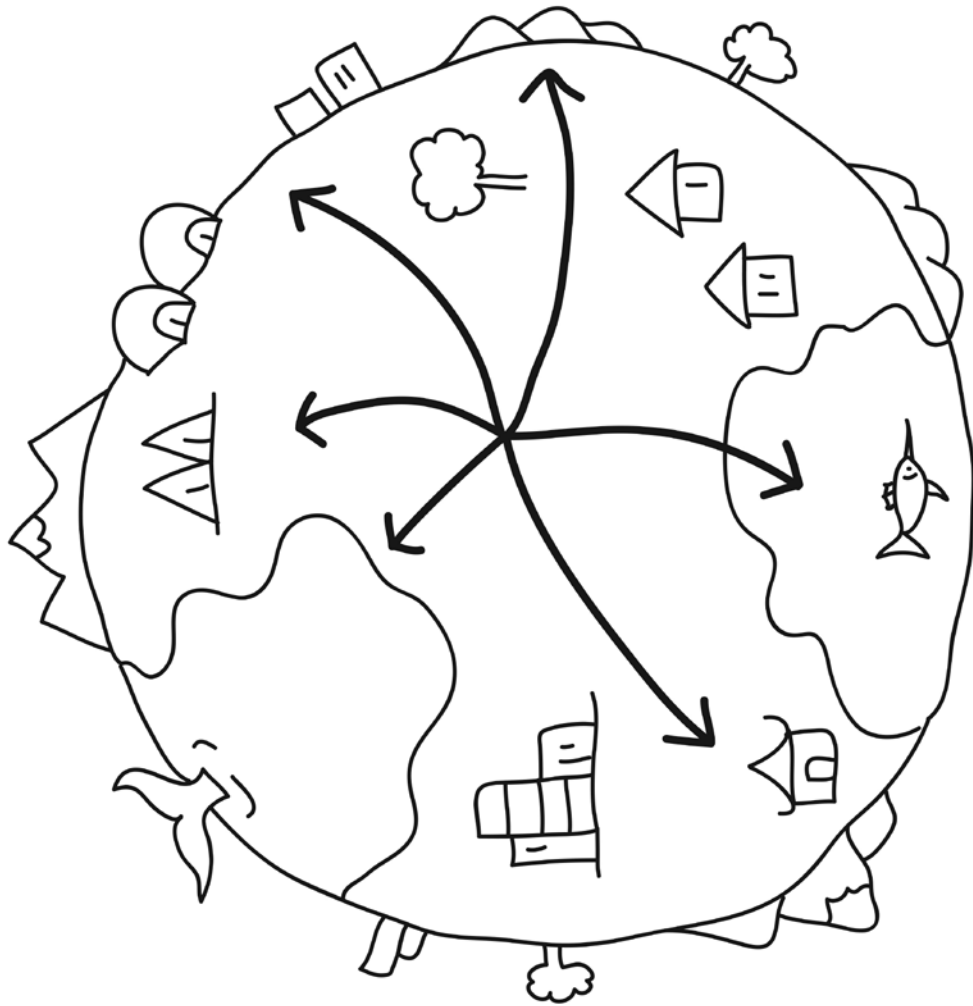
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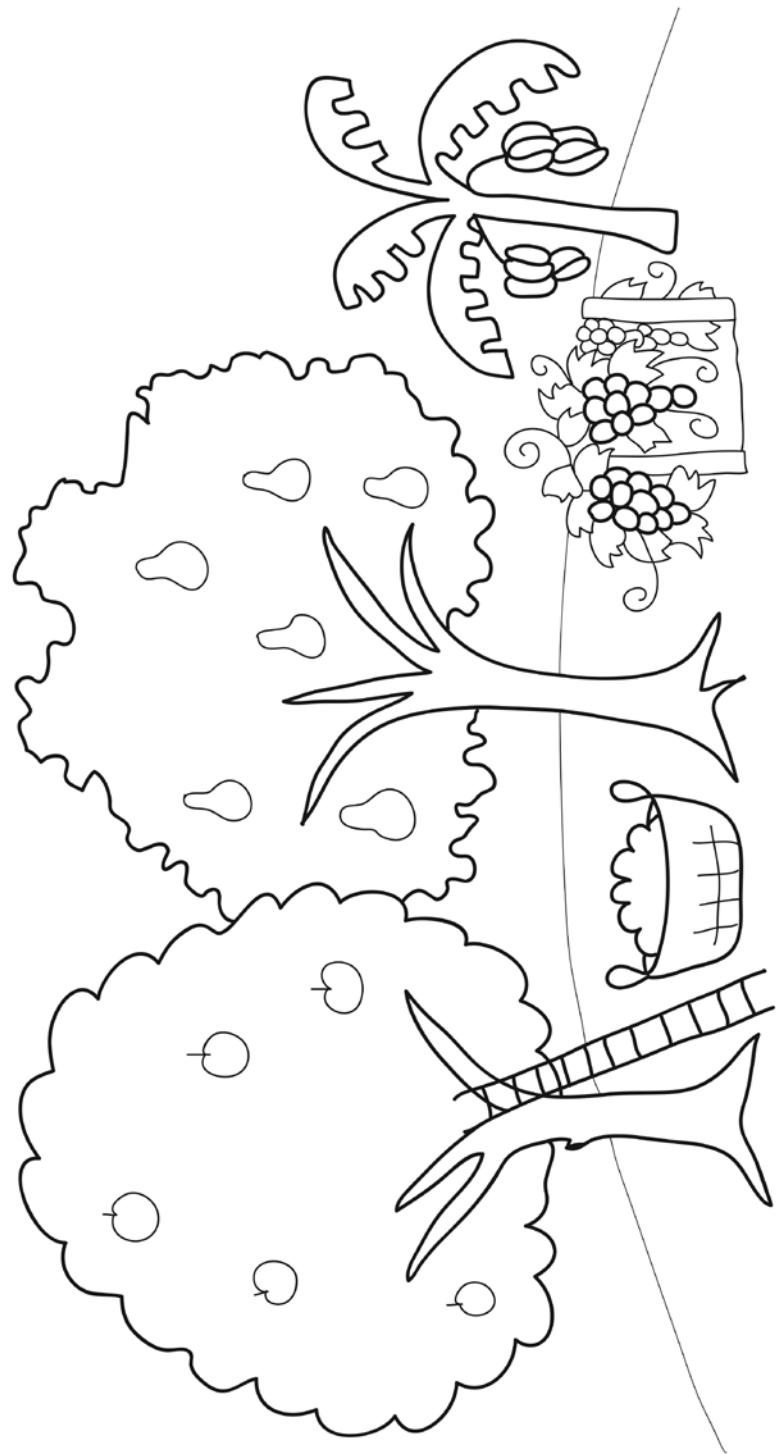
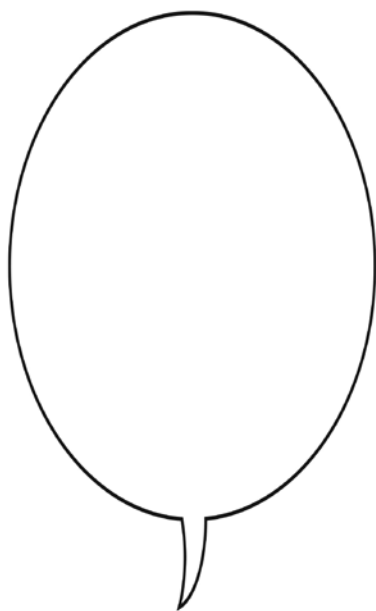
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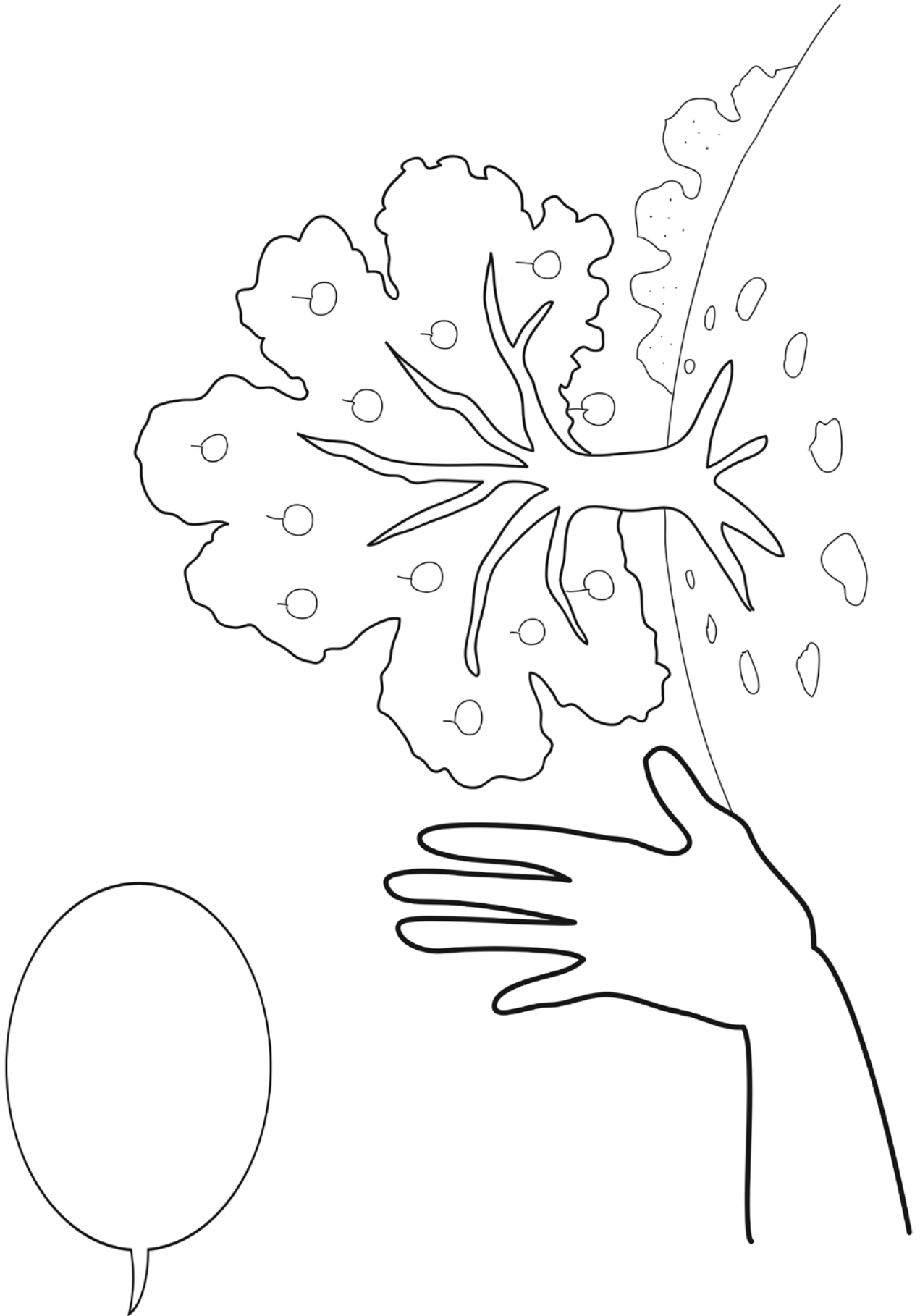
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# 1.5 RESOURCE – Large sketches

Lesson 1: Part 2. God creates the world  
Genesis 1:1, 26-31; 2:15-17  
Print one set of 8 A4 sketches to display.



**God made  
the world.**

**God made  
people like  
him.**

**God said,  
'Rule the  
world!'**

**God said,  
'Care for the  
world!'**

**God said,  
'Fill the world!'**

**Everything  
was good.**

**God said,  
'Eat from the  
garden!'**



**God said, 'Do  
not eat from  
the tree of  
good and evil!'**

# 1.7 RESOURCE – Small sketches

Lesson 1: Part 2. God creates the world  
Genesis 1:1, 26-31; 2:15-17  
Print one copy per pair and cut up.



Bible Overview.B.1



Bible Overview.B.1



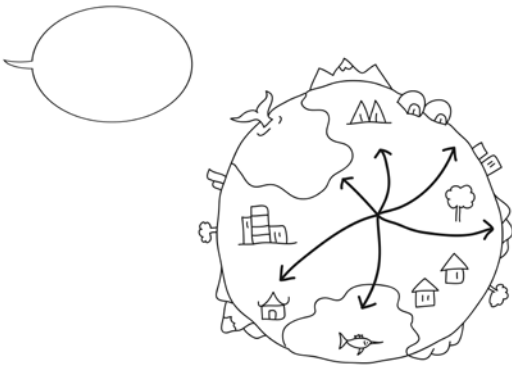
Bible Overview.B.1



Bible Overview.B.1



Bible Overview.B.1



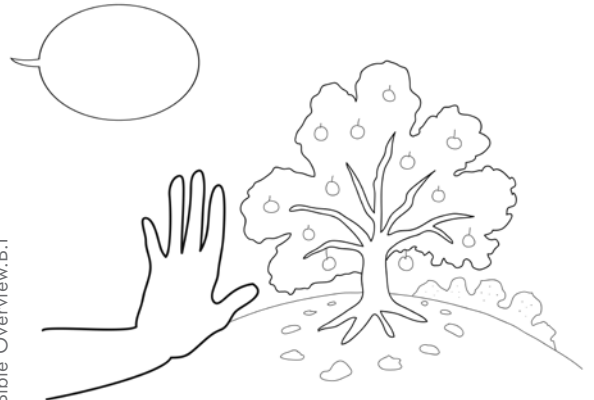
Bible Overview.B.1



Bible Overview.B.1



Bible Overview.B.1



## 1.8 RESOURCE – Small sentence strips

Lesson 1: Part 2. God creates the world  
Genesis 1:1, 26–31; 2:15–17  
Print one copy per pair and cut up.



Bible Overview.B.1

God made the world.

Bible Overview.B.1

God made people like him.

Bible Overview.B.1

God said, 'Rule the world.'

Bible Overview.B.1

God said, 'Care for the world.'

Bible Overview.B.1

God said, 'Fill the world.'

Bible Overview.B.1

Everything was good.

Bible Overview.B.1

God said, 'Eat from the garden.'

Bible Overview.B.1

God said, 'Do not eat from the tree of good and evil.'

## 1.9 RESOURCE – Gap-fill worksheet

Fill in the missing words.

### Genesis 1:1, 26–31; 2:15–17

1. God made the \_\_\_\_\_.
2. God made \_\_\_\_\_ like him.
3. God said, '\_\_\_\_\_ the world.'
4. God said, '\_\_\_\_\_ for the world.'
5. God said, '\_\_\_\_\_ the world.'
6. Everything was \_\_\_\_\_.
7. God said, 'Eat from the \_\_\_\_\_.'
8. God said, '\_\_\_\_\_ not eat from the tree of good and evil.'