

English for Life

Bible Overview

Ten Bible-based English lessons

Intermediate

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Lesson 1

PART 1 (APPROXIMATELY 1 HOUR):

A good world

PART 2 (APPROXIMATELY 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 – Nine natural wonders of the world picture set**
Print one A4 or A3 copy to display or one A4 copy per person.
- RESOURCE 1.2 – Adjective cards**
Print one copy on card and cut along lines.
- RESOURCE 1.3 – Family likeness picture set**
Print one A4 or A3 copy to display or one A4 copy per pair.

Part 2. God creates the world

Read scripture

- Genesis 1:1, 1:26–2:17 in your Bible
- Genesis 1:1, 26–31; 2:15–17 paraphrase on page 19

Print resources (on the next page)

HEART LANGUAGE

Optional: Print the passage in the students' heart languages for them to read or take home.

Visit bible.com or biblegateway.com to find a number of international translations.

Print resources

- Timeline with icons (page 6)**
Print and laminate one A4 or A3 copy to display and add to each lesson.
- RESOURCE 1.4 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 1.5 – Paraphrased Bible text**
Print one per person.
- RESOURCE 1.6 – Timeline**
Print one A4 or A3 copy on card.
Laminate for use in each lesson if possible.
- RESOURCE 1.7 – Lesson 1 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- Blu-Tack

Part 1. A good world

Activate knowledge

Invite students to show a picture of something from creation on their phone or device to the students around them.

Invite students to describe and discuss the pictures.

Invite students to share with the class about their favourite natural places.

Display **RESOURCE 1.1 – Nine natural wonders of the world picture set**.

Write *see think wonder* across the top of the board.

Ask 'What do you see?' (e.g. 'I see lights.').

Write responses on the board under *see*.

Ask 'What do you think?' (e.g. 'I think it is the northern lights.').

Write responses on the board under *think*.

Ask 'What do you wonder?' (e.g. 'I wonder where it is.').

Write responses on the board under *wonder*.

Distribute a copy of **RESOURCE 1.1 – Nine natural wonders of the world picture set** to each student.

Invite students to name the places pictured on the sheet.

Write the correct place names on the board as they are suggested (see below) and invite students to write each name under the corresponding picture. Prompt with clues to elicit answers if necessary.

(**Answers:** 1. Iguazu Falls, Argentina; 2. the Grand Canyon, USA; 3. the Great Barrier Reef, Australia; 4. Poás Volcano, Costa Rica; 5. Cappadocia, Turkey; 6. Mount Everest, Nepal/Tibet; 7. the northern lights/aurora borealis, Iceland; 8. Puerto Princesa Underground River, Philippines; 9. Ha Long Bay, Vietnam.)

**RESOURCE 1.1 –
Nine natural wonders
of the world picture set**
Print one A4 or A3
copy to display or one
A4 copy per person.

**RESOURCE 1.2 –
Adjective cards**

Print one copy on card
and cut along lines.

Focus on language

Place **RESOURCE 1.2 – Adjective cards** face down on a table.

Turn over one card, and model using the word in a sentence about something in one of the pictures (e.g. 'The waterfall is breathtaking.').

Invite students to take turns turning over the cards and using the word in a sentence about something in one of the pictures.

Clarify the meaning of the adjectives as you go.

Repeat this task until students have used each of the adjectives several times, and you are confident that they understand the word meanings.

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Group discussion about natural wonders

Divide the class into small groups.

Invite groups to talk about the places in **RESOURCE 1.1 – Nine natural wonders of the world picture set** and share what they know about them.

Encourage students to look up information on their devices if they want to find out more.

Point to each picture one at a time, say its name and ask students to tell you what they know, without repeating something another student has said.

**RESOURCE 1.3 –
Family likeness
picture set**

Print one A4 or A3
copy to display or one
A4 copy per pair.

Speaking task 2: Discussing family likeness

Say 'Families are also a natural wonder.'

Divide students into pairs.

Distribute **RESOURCE 1.3 – Family likeness picture set** to pairs.

Describe the pictures one at a time and invite students to point to the one you are describing.

Invite volunteers to describe the pictures for others to guess.

Invite pairs to brainstorm the ways parents and children can be alike (e.g. looks, personality, mannerisms, things they do).

Invite pairs to share their ideas with the class.

Speaking task 3: Brainstorming good family rules

Write *Good family rules* on the board.

Ask 'What are some good family rules?' (e.g. tell the truth; don't hit other people).

Accept responses and correct the English as you write them on the board.

Invite students to rank the rules from most important to least important.

Ask 'If you could only have one rule in your family, what would it be?'

Lead into Bible

Say 'Our Bible time is about a creator, his creation and his one rule.'

Part 2. God creates the world

Genesis 1:1, 26–31; 2:15–17 (paraphrase)

This Bible paraphrase will be referred to later in this lesson.

In the beginning, God created the heavens and the earth.

God said, 'Let us make humans so that they are like us. Let them rule over the fish in the sea, the birds in the sky, the wild animals, and the creatures that move along the ground.' So God created human beings in his image. He created them to be like him. He created them male and female.

God blessed them. He told them to fill the earth and bring it under their control. God said, 'I am giving you every plant on the earth for food.' God saw everything he had made, and it was very good. There was evening, and there was morning. God put the man in the Garden of Eden to take care of it. God said, 'You may eat fruit from any tree in the garden. But you must not eat fruit from the tree of the knowledge of good and evil. If you do, you will certainly die.'

Introduce the timeline

Display the completed timeline with icons on page 6.

Say 'The Bible is one story with one author, and one main subject – Jesus.'

(Move your finger along the timeline as you say the words below.)

Say 'This term we will start at creation and read about God's plans for his world throughout history and into the future. This story has changed the world and it has changed me. I'm looking forward to sharing it with you.'

Predict content

Ask 'What is the name we use for all of the animals, plants and people in our world?'

Introduce the word 'creation' if it isn't volunteered and write it on the board (you may wish to use a hangman activity).

Write the word stem *creat* down the board 5 times.

Invite students to suggest words beginning with the stem (e.g. **create**, **creat**ed, **creat**or, **creat**ive, **creat**ure).

Define these words together.

Display [RESOURCE 1.4 – Summary sketch](#).

Ask 'What do you think the Bible will say about how the world was made?'

Accept responses without correcting.

**RESOURCE 1.4 –
Summary sketch**
Print one A4 or A3
copy to display.

Read and comprehend

Activity 1: Read passage and define vocabulary

Distribute **RESOURCE 1.5 – Paraphrased Bible text**.

Read the Bible paraphrase aloud.

Divide students into pairs.

Invite students to re-read the paraphrase in pairs and circle new words.

Clarify vocabulary as a class.

Ask ‘What did God think of the creation he had made?’

Accept responses. (*It was very good.*)

Activity 2: Discuss ‘in his image’

Display **RESOURCE 1.3 – Family likeness picture set** again.

Invite pairs to look at the pictures and the Bible text and discuss what they think it means to be made in God’s image.

Invite pairs to share their thoughts with the class.

Write the following phrases on the board with lines for the missing letters (answers are provided in bold):

r _ _ _ _ v _ _ _ _ a _ _ _ _ n
(*rule over creation*)

_ _ k _ _ _ r _ _ f _ _ _ _ a _ _ _ _ n
(*take care of creation*)

l _ _ _ _ G _ _ _
(*like God*)

_ _ _ s _ _ f _ _ _ _ _ s _ _ _ _ _ h _ _ _ d
(*close friendship with God*)

_ _ _ s _ _ f _ _ _ _ _ s _ _ _ _ _ h _ _ _ _ _ l _ _
(*close friendship with people*)

**RESOURCE 1.5 –
Paraphrased Bible text**
Print one per person.

HEART LANGUAGE

Optional: Invite students to read Genesis 1:1, 26–31; 2:15–17 in their heart language.

Visit bible.com or biblegateway.com to find a number of international translations.

Invite students to suggest letters to complete the phrases.

Discuss what each phrase means in small groups or as a class.

Activity 3: Giving opinions

Ask ‘What was the one rule God had for the man and the woman?’

Note: ‘Rule’ is a noun here. You may wish to clarify the use of ‘rule’ as a verb and a noun with the following sentences:

- Let the king rule over his people (v).
- You must obey this rule (n).

Ask the following questions and invite students to share their opinions:

- ‘Is it okay for a creator to make rules about his or her creation? Why/why not?’
- ‘Is it okay for a parent to make rules that their children don’t like or completely understand? Why/why not?’

Invite curiosity

Ask ‘Do you have any questions or comments about the story?’

Accept responses and discuss.

! Timeline and summary statement

Display **RESOURCE 1.4 – Summary sketch** and invite a volunteer to summarise the text in their own words.

Display **RESOURCE 1.6 – Timeline**.

(**Note:** This timeline will be used each lesson, so print it on card or laminate it if possible. An A3 version may be helpful depending on the size of your class. The timeline spans from creation to new creation.)

Attach **RESOURCE 1.7 – Lesson 1 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide).

RESOURCE 1.6 – Timeline

Print one A4 or A3
copy on card.

Laminate for use in
each lesson if possible.

RESOURCE 1.7 – Lesson 1 icon

Print one A4 or A3
version to match your
timeline size.

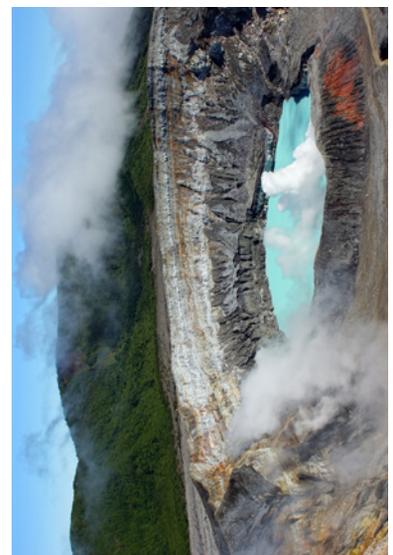
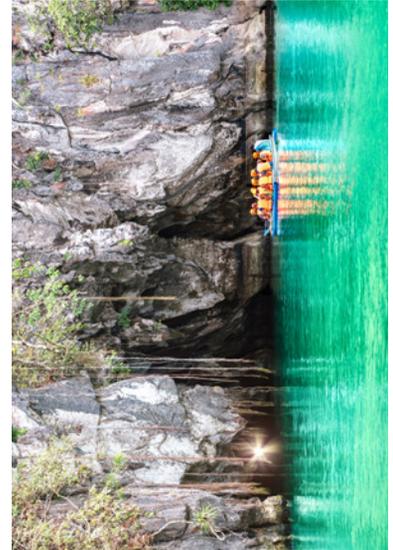
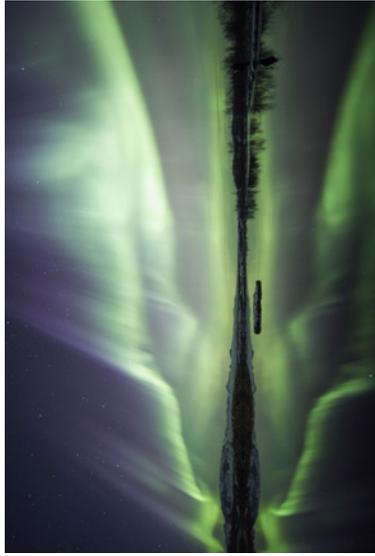
Place this icon at far left of timeline	Say
	'God made a good world, and he rules over it. God made people to be his friends and rule the world under him.'

! An important question

Ask 'Will this last?'

1.1 RESOURCE – Nine natural wonders of the world picture set

Lesson 1: Part 1. A good world
Print one A4 or A3 copy to display or
one A4 copy per person.



1.2 RESOURCE – Adjective cards

Lesson 1: Part 1. A good world
Print one copy on card and cut along lines.



Bible Overview.In.1

beautiful

Bible Overview.In.1

peaceful

Bible Overview.In.1

breathtaking

Bible Overview.In.1

picturesque

Bible Overview.In.1

colourful

Bible Overview.In.1

spectacular

Bible Overview.In.1

fascinating

Bible Overview.In.1

stunning

Bible Overview.In.1

incredible

Bible Overview.In.1

unique

Bible Overview.In.1

interesting

Bible Overview.In.1

huge

Bible Overview.In.1

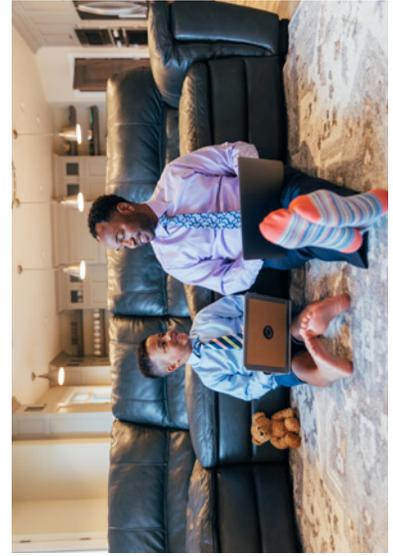
lovely

Bible Overview.In.1

amazing

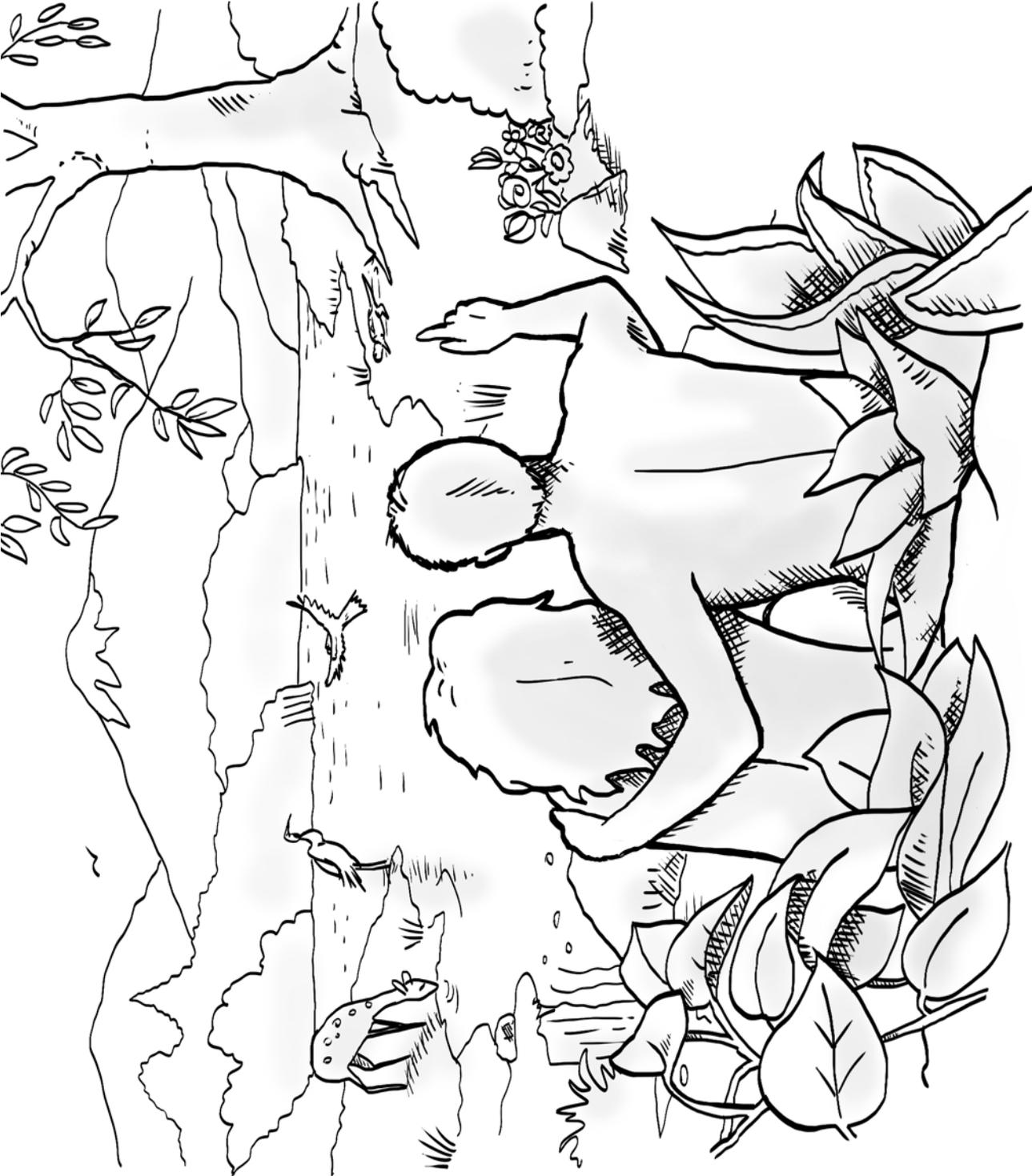
1.3 RESOURCE – Family likeness picture set

Lesson 1: Part 1. A good world
Print one A4 or A3 copy to display or
one A4 copy per person.



1.4 RESOURCE – Summary sketch

Lesson 1: Part 2. God creates the world
Genesis 1:1, 26-31; 2:15-17
Print one A4 or A3 copy to display.



Genesis 1:1, 26–31; 2:15–17

In the beginning, God created the heavens and the earth.

God said, 'Let us make humans so that they are like us. Let them rule over the fish in the sea, the birds in the sky, the wild animals, and the creatures that move along the ground.' So God created human beings in his image. He created them to be like him. He created them male and female.

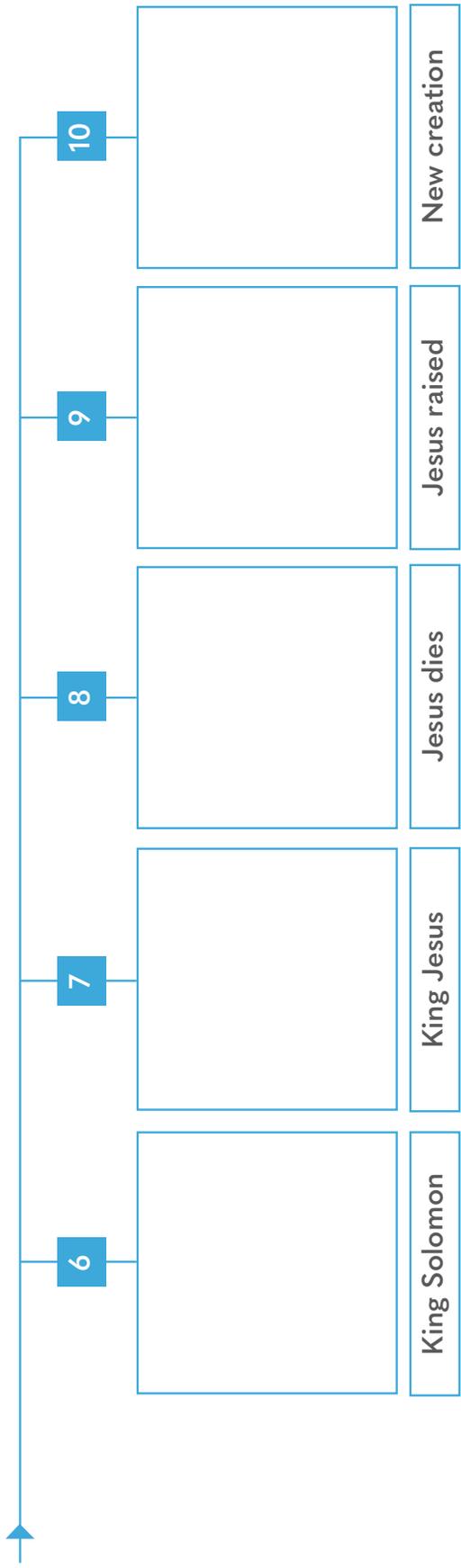
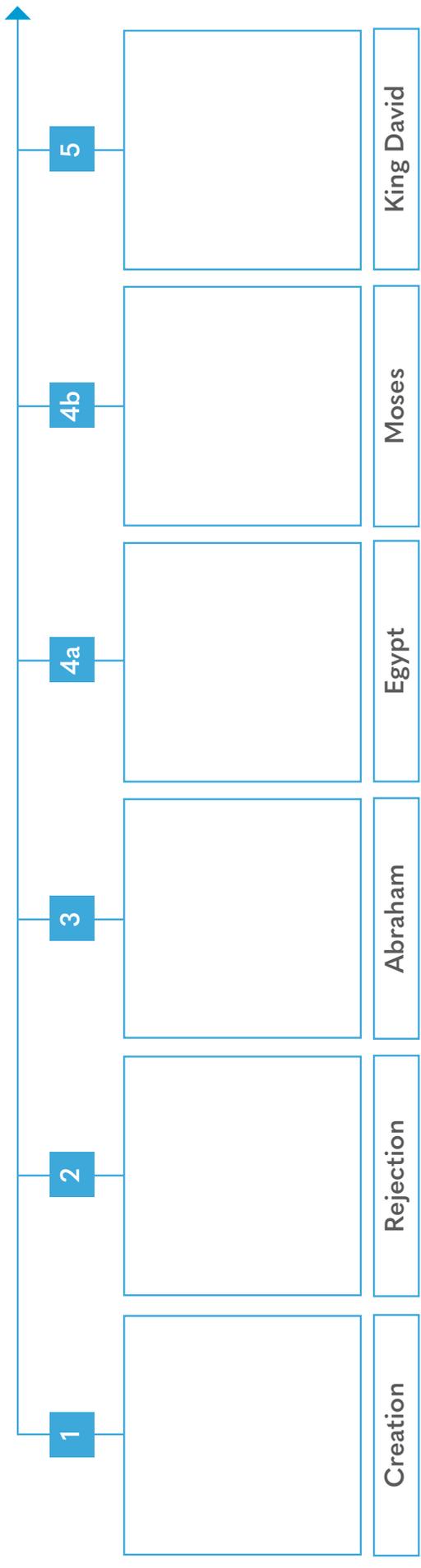
God blessed them. He told them to fill the earth and bring it under their control. God said, 'I am giving you every plant on the earth for food.' God saw everything he had made, and it was very good. There was evening, and there was morning. God put the man in the Garden of Eden to take care of it. God said, 'You may eat fruit from any tree in the garden. But you must not eat fruit from the tree of the knowledge of good and evil. If you do, you will certainly die.'

1.6 RESOURCE – Timeline

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

Print one A4 or A3 copy on card. Laminate for use in future lessons if possible.

Bible overview timeline



1.7 RESOURCE – Lesson 1 icon

Lesson 1: Part 2. God creates the world
Genesis 1:1, 26–31; 2:15–17
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version

