

English for Life

Bible Overview

Ten Bible-based English lessons

Intermediate

Written by Danielle McGregor

Illustrations by Ivan Smith

Lesson 2

PART 1 (APPROXIMATELY 1 HOUR):

Rules and consequences

PART 2 (APPROXIMATELY 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. Rules and consequences

Print resources

- RESOURCE 2.1 – Lolly pictures**
Print one copy of each picture to display.
- RESOURCE 2.2 – Picture of boy taking a lolly from a jar**
Print one A4 or A3 copy to display.
- RESOURCE 2.3 – Chant words**
Print one per person.
- RESOURCE 2.4 – Pair discussion questions**
Print one set of questions per pair.

Part 2. People reject God

Read scripture

- Genesis 3:1–23 in your Bible
- Genesis 3:1–6, 13–19, 23 paraphrase on page 39

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

- RESOURCE 2.5 – Summary sketch**
Print one A4 or A3 copy to display.
- RESOURCE 2.6 – Text strips**
Print and cut one set per pair.
- RESOURCE 2.7 – Paraphrased Bible**
Print one per person.
- RESOURCE 2.8 – Lesson 2 icon**
Print one A4 or A3 version to match your timeline size.

Additional equipment

- RESOURCE 1.6 – Timeline** with icon from the previous lesson attached
- Blu-Tack

**RESOURCE 2.1 –
Lolly pictures**

Print one copy of each picture to display.

**RESOURCE 2.2 –
Picture of boy taking a
lolly from a jar**

Print one A4 or A3 copy to display.

Part 1. Rules and consequences

Activate knowledge

Show the pictures in **RESOURCE 2.1 – Lolly pictures** one at a time.

Invite students to tell you what they see in each picture.

Elicit the words lolly, lolly jar and lolly snake.

Focus on language

Write *warn, touch, take, blame* and *punish* on the board.

Clarify word meanings through mime and discussion.

Invite students to give the past tense of each verb, and write it next to each word on the board.

Show **RESOURCE 2.2 – Picture of boy taking a lolly from a jar**.

Invite students to describe what they see.

Divide students into small groups.

Invite groups to compose a story about the picture using the past tense forms of the verbs on the board.

Invite groups to share their stories with the class.

Undertake speaking tasks

Choose one or more tasks to suit your context.

Speaking task 1: Play 'Who stole the lolly from the lolly jar?'

Invite students to sit on their chairs in a circle.

**RESOURCE 2.3 –
Chant words**
Print one per person.

Distribute **RESOURCE 2.3 – Chant words** to each student.

Read this chant with a helper or confident student:

- Teacher: Who took the lolly from the lolly jar?
[Name of Helper 1] took the lolly from the lolly jar.
- Helper 1: Who me?
- Teacher: Yes you!
- Helper 1: Not me (shake head).
- Teacher: Then who?
- Helper 1: [Name another helper or confident student] took the lolly from the lolly jar.
- Helper 2: Who me?
- Helper 1: Yes you!
- Helper 2: Not me (shake head).
- Helper 1: Then who?
- Helper 2: [Name a confident student] took the lolly from the lolly jar.

Invite students to read through the chant in unison (everyone reading all the words).

Clap your hands to the rhythm of the chant, and invite students to join you as they read the chant a few more times until they are confident.

Repeat the chant, now with students taking turns to say the different parts until all students have been accused of stealing the lolly and responded.

Display the lolly snake picture in **RESOURCE 2.1 – Lolly pictures** again.

Invite students to describe it and say what it is.

Repeat the chant game above, replacing the word 'lolly' with the word 'snake'.

Speaking task 2: Group discussion

Divide students into small groups.

Ask the questions below one by one and invite groups to discuss their opinions. (Optional: write the questions on the board.)

- 'What are some good family rules?'
- 'Why are these rules important?'
- 'What should happen if these rules are broken?'
- 'Must children always understand their parents' rules? Why/why not?'

Speaking task 3: Pair discussion

Divide students into pairs.

Distribute **RESOURCE 2.4 – Pair discussion questions** to pairs.

Invite students to take turns asking the questions of their partners.

Invite students to share some of their partners' answers with the class.

Write new words and expressions on the board as they are shared.

RESOURCE 2.4 – Pair discussion questions

Print one set of questions per pair.

Lead into Bible

Say 'Our Bible time is about one rule God made and what happened when Adam and Eve disobeyed it.'

Part 2. People reject God

Genesis 3:1–6, 13–19, 23 (paraphrase)

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

The snake was craftier than any of the animals God had made. The snake said to the woman, ‘Did God really say, “You must not eat fruit from any tree in the garden”?’

The woman said, ‘We may eat fruit from the trees in the garden, but God said, ‘You must not eat fruit from the tree in the middle of the garden. Do not even touch it. If you do, you will die.’

‘You will not die,’ the snake said to the woman. The woman saw that the fruit was good to eat and look at, so she took some and ate it. She gave some to her husband and he ate it. God said, ‘You ate fruit from the tree I warned you not to eat from.’ The man blamed the woman. The woman blamed the snake.

God said to the snake, ‘I will curse you.’ God said to the woman, ‘You will be in great pain when you have children.’ God said to the man, ‘You will work hard all your life to produce the food you eat. You were made from the ground. You will return to it when you die.’


So God sent them out of the Garden of Eden.

Review previous lessons

Display the timeline with the icon from the previous lesson attached.

Invite a volunteer to summarise the previous lesson as you point to the icon on the timeline.

Prompt if necessary.

TIMELINE AND ICON SUMMARY	
Point to icon on the timeline	Summary statements
	<p>God made a good world, and he rules over it. God made people to be his friends and rule the world under him.</p>

Predict content

Ask ‘Do you know what happens next?’

Accept responses.

Display [RESOURCE 2.5 – Summary sketch](#).

Ask ‘What do you see?’

Accept responses.

Read and comprehend

Activity 1: Sequencing the text

Read Genesis 3:1–6, 13–19, 23 aloud.

Invite students to share what they heard (words, phrases or ideas).

Divide students into pairs.

RESOURCE 2.5 –
Summary sketch

Print one A4 or A3
copy to display.

HEART LANGUAGE

Optional: Invite students to read Genesis 3:1–6, 13–19, 23 in their heart language.

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

**RESOURCE 2.6 –
Text strips**

Print and cut one set
per pair.

**RESOURCE 2.7 –
Paraphrased Bible text**

Print one per person.

Distribute a set of strips from **RESOURCE 2.6 – Text strips** to each pair.

Invite pairs to order their strips. (Walk around the class and help as needed.)

Distribute **RESOURCE 2.7 – Paraphrased Bible text** to each student.

Invite pairs to read the text and circle new words.

Invite students to share new words and define them as a class.

Activity 2: Composing and answering questions about the text

Invite each pair to write down 3 questions about the text.

Put 2 pairs together and invite them to ask their questions of each other.

Invite volunteers to ask one of their questions to the class and accept responses.

Activity 3: Class questions

Ask the following questions of the class and accept responses:

- 'How would you summarise God's instruction to Adam and Eve?'
- 'Should God be allowed to give instructions? Why/Why not?'
- 'How did Adam and Eve blame others?'

Invite curiosity

Ask 'Do you have any questions or comments about the text?'

Accept responses and discuss.


**RESOURCE 2.8 –
Lesson 2 icon**

Print A4 or A3 version
to match your timeline
size.

! Timeline and summary statement

Display **RESOURCE 2.5 – Summary sketch** and invite a volunteer to summarise the text in their own words.

Attach **RESOURCE 2.8 – Lesson 2 icon** to the timeline as you summarise the Bible text (use **Completed timeline** on page 6 as a guide):

Place this icon in next position on timeline	Say
<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #0070c0; color: white; padding: 5px; margin-right: 10px;">2</div>  </div>	<p>'People rejected God's rule and broke their friendship with him. God sent them out of the garden.'</p>

! An important question

Say 'After Adam and Eve leave the garden, things get worse. People keep disobeying God and more relationships are broken.'

Ask 'What do you think God will do now?'

2.1 RESOURCE – Lolly pictures

Lesson 2: Part 1. Rules and consequences
Print one copy of each picture to display.



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2.1 RESOURCE – Lolly pictures

Lesson 2: Part 1. Rules and consequences
Print one copy of each picture to display.



2.2 RESOURCE – Picture of boy taking a lolly from a jar

Lesson 2: Part 1. Rules and consequences
Print one A4 or A3 copy to display.



2.3 RESOURCE – Chant words

Lesson 2: Part 1. Rules and consequences
Print one per person.

'Who took the lolly from the lolly jar?' chant

Person 1: Who took the lolly from the lolly jar? [Name] took the lolly from the lolly jar.

Person 2: Who me?

Person 1: Yes you!

Person 2: Not me (shake head).

Person 1: Then who?

Person 2: [New name] took the lolly from the lolly jar.

Person 3: Who me?

Person 2: Yes you!

Person 3: Not me (shake head).

Person 2: Then who?

Person 3: [New name] took the lolly from the lolly jar.

2.4 RESOURCE – Pair discussion questions

Lesson 2: Part 1. Rules and consequences
Print one set of questions per pair.



Bible Overview.In.2

What are some good rules in a society?

Why are these rules important?

What should happen if these rules are broken?

Bible Overview.In.2

What are some good rules in a society?

Why are these rules important?

What should happen if these rules are broken?

Bible Overview.In.2

What are some good rules in a society?

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What are some good rules in a society?

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What should happen if these rules are broken?

2.5 RESOURCE – Summary sketch

Lesson 2: Part 2. People reject God
Genesis 3:1–6, 13–19, 23
Print one A4 or A3 copy to display.



2.6 RESOURCE – Text strips

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



Bible Overview
In.2

The snake was craftier than any of the animals God had made.
The snake said to the woman,

Bible Overview
In.2

‘Did God really say, “You must not eat fruit from any tree in the garden”?’

Bible Overview
In.2

The woman said, ‘We may eat fruit from the trees in the garden, but God said, ‘You must not eat fruit from the tree in the middle of the garden. Do not even touch it. If you do, you will die.’

Bible Overview
In.2

‘You will not die,’ the snake said to the woman.

Bible Overview
In.2

The woman saw that the fruit was good to eat and look at, so she took some and ate it. She gave some to her husband and he ate it.

Bible Overview
In.2

God said, ‘You ate fruit from the tree I warned you not to eat from.’ The man blamed the woman. The woman blamed the snake. God said to the snake,

Bible Overview
In.2

‘I will curse you.’ God said to the woman ‘You will be in great pain when you have children.’ God said to the man,

Bible Overview
In.2

‘You will work hard all your life to produce the food you eat. You were made from the ground. You will return to it when you die.’

Bible Overview
In.2

So God sent them out of the Garden of Eden.

Genesis 3:1–6, 13–19, 23

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God said to the snake, 'I will curse you.' God said to the woman, 'You will be in great pain when you have children.' God said to the man, 'You will work hard all your life to produce the food you eat. You were made from the ground. You will return to it when you die.'

So God sent them out of the Garden of Eden.

2.8 RESOURCE – Lesson 2 icon

Lesson 2: Part 2. People reject God
Genesis 3:1–6, 13–19, 23
Print one A4 or A3 version to match your timeline size.

A4 version



A3 version

