

BEGINNER

ENGLISH

Ten Bible-based English lessons **FOR LIFE**

BIBLE OVERVIEW

Written by Sarah Brown
Illustrations by Ivan Smith



Anglicare



Bible Society

English for Life

Bible Overview

Ten Bible-based English lessons

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.

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Table of contents

Lesson components	1
Equipment for each lesson	3
A note about levels	3
Variations to activities	4
PowerPoint resources	6
1. Lesson 1	7
Part 1. A good world	
Part 2. God creates the world	
Genesis 1:1, 26–31; 2:15–17	
2. Lesson 2	42
Part 1. When something breaks	
Part 2. People reject God	
Genesis 3:1–6, 13–19, 23	
3. Lesson 3	74
Part 1. Leaving for a new country	
Part 2. God makes promises to Abram	
Genesis 12:1–5	
4. Lesson 4	106
Part 1. People who rescue	
Part 2. God rescues and restores his people	
Exodus 3:4, 7–8a (before leaving Egypt);	
Exodus 19:4–8 (after leaving Egypt)	
5. Lesson 5	144
Part 1. Royalty	
Part 2. A king for God’s people	
2 Samuel 7:8–13	

6. Lesson 6	178
Part 1. Who or what do you follow?	
Part 2. Solomon disobeys and there are consequences 1 Kings 11:6–11	
7. Lesson 7	214
Part 1. Names	
Part 2. The coming of God’s king Luke 1:28–33	
8. Lesson 8	248
Part 1. Sending something	
Part 2. Death of the king Romans 5:6–9	
9. Lesson 9	280
Part 1. Change	
Part 2. The king is raised Acts 2:32–33a, 36–39a	
10. Lesson 10	322
Part 1. Opposites	
Part 2. Creation restored Revelation 21:1, 3–5a	

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 event in the overall message of redemption in the Bible through reading 8 short sentences with matching sketches.

Lesson stages

The same procedure is followed in each lesson.

Activate knowledge

Introduce the Bible text by either showing a sketch that illustrates the Bible text's 'big idea' or engaging in an activity as directed.

(**Note:** Each lesson's 'big idea' is stated on the lesson's title page to orient you to the main message of the Bible text.)

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 8 simple sentences that summarise the Bible text and match them with corresponding sketches for each sentence.

Reinforce the language

Support students as they sequence 8 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 2 or 3 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.

The Beginner level does not cater for absolute beginning speakers/readers of English. It 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.

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):

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 Nlrv 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 or 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)

**RESOURCE 1.1 –
Photos**

Print one copy of each
photo to display.

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 1.2 –
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.

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 1.4 –
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.

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.



1.1 RESOURCE – Photos

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



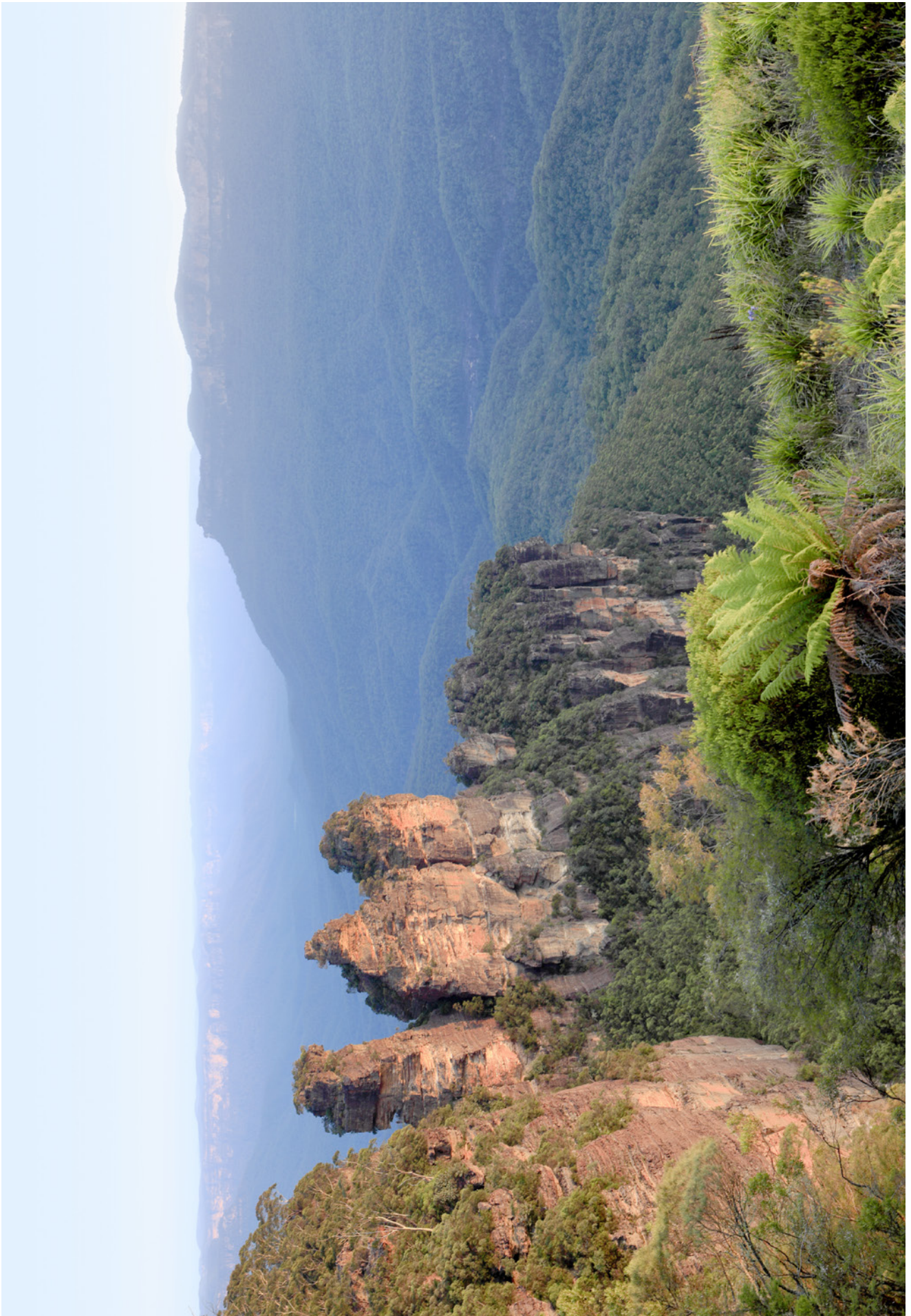
1.1 RESOURCE – Photos

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



1.1 RESOURCE – Photos

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



1.1 RESOURCE – Photos

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



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

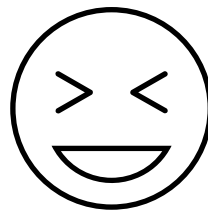
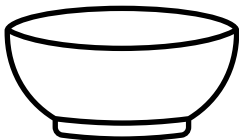
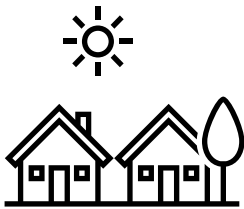
in Iran.

1.3 RESOURCE – Good friends worksheet

Write the matching number under the picture.

Good friends ...

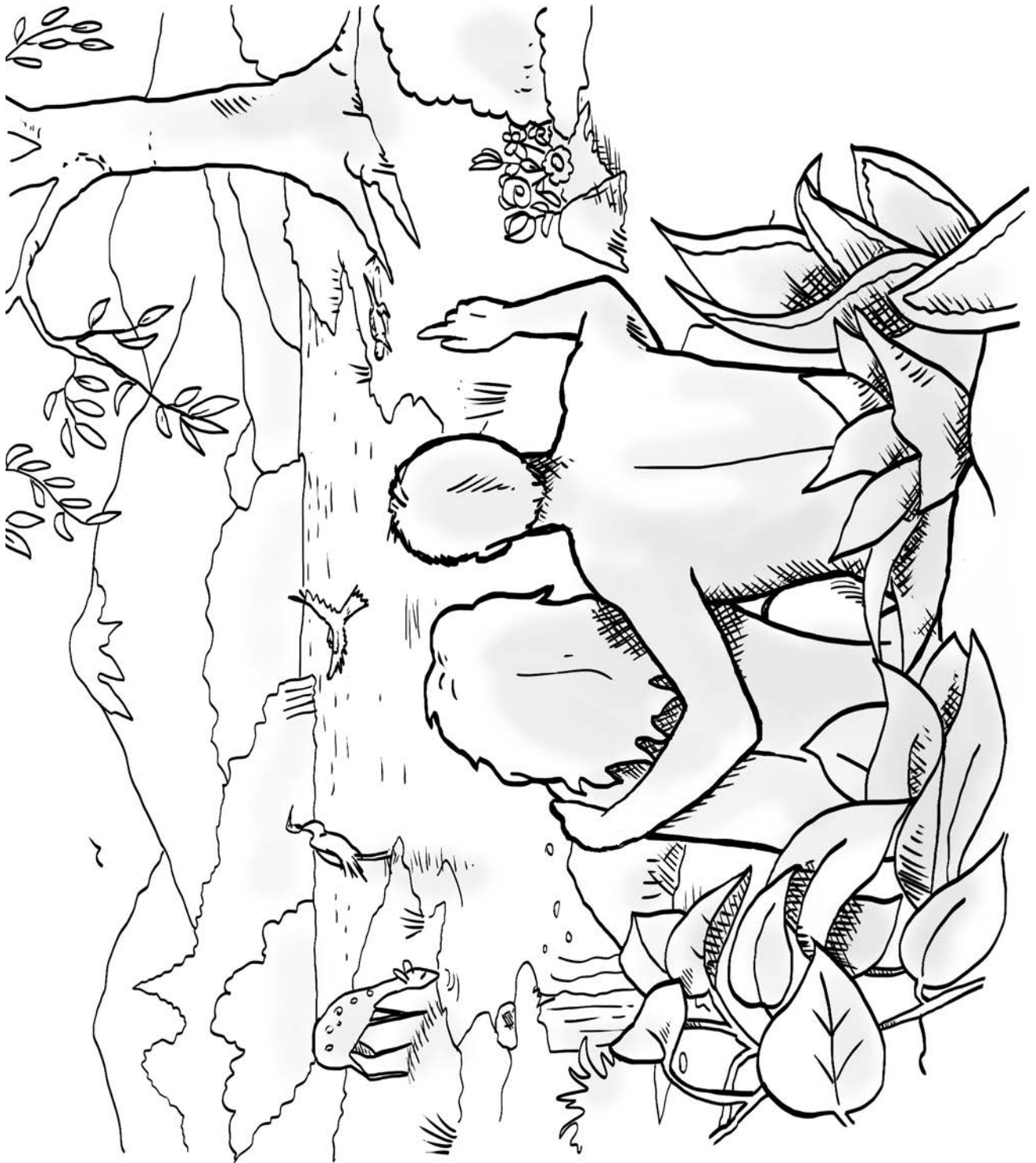
1. ... listen to us
2. ... live near us
3. ... give gifts to us
4. ... remember our birthdays
5. ... laugh with us
6. ... cry with us
7. ... help with housework
8. ... bring food for us



1.4 RESOURCE – Big idea sketch

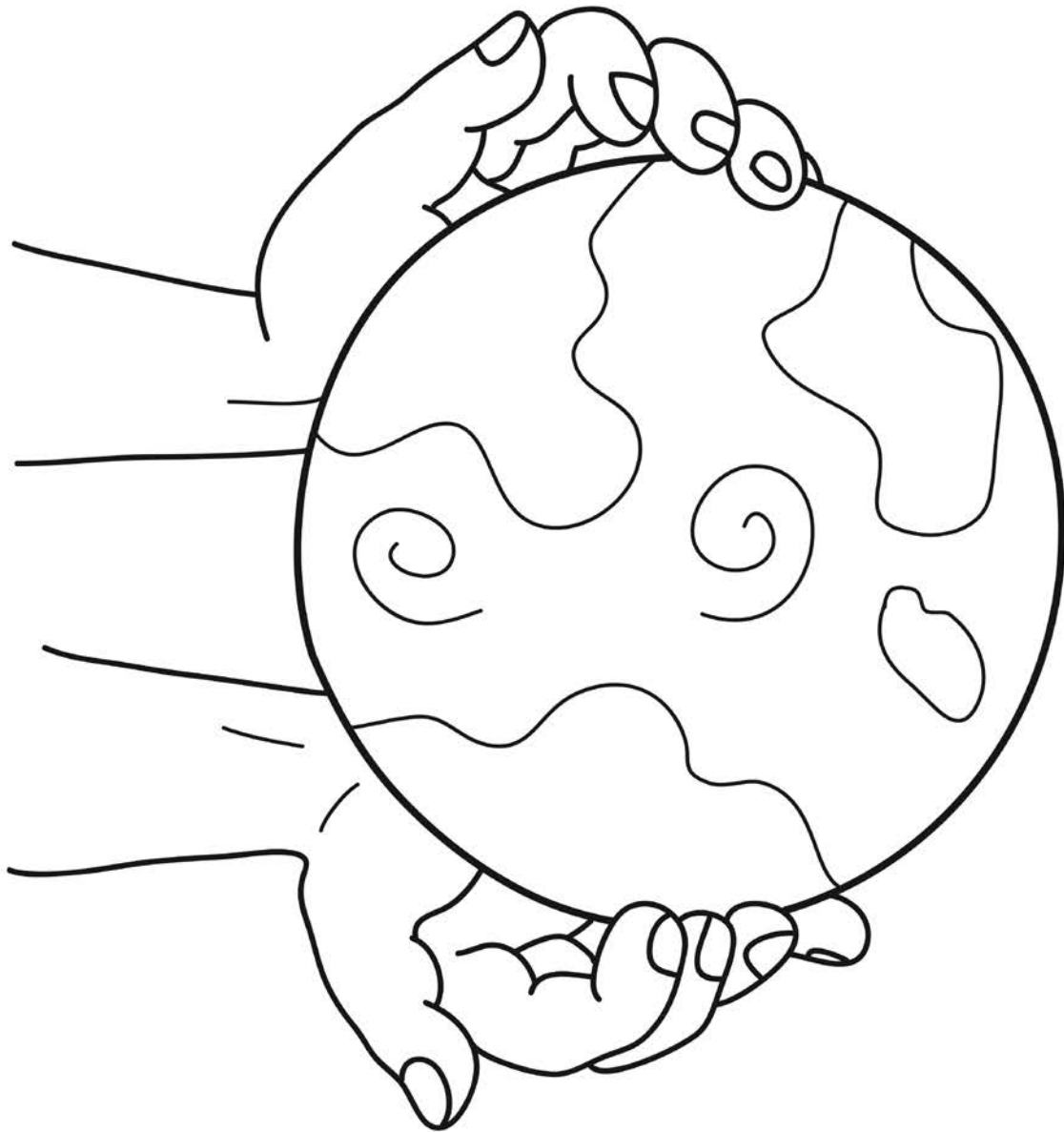
Lesson 1: Part 2. God creates the world
Genesis 1:1, 26–31; 2:15–17

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



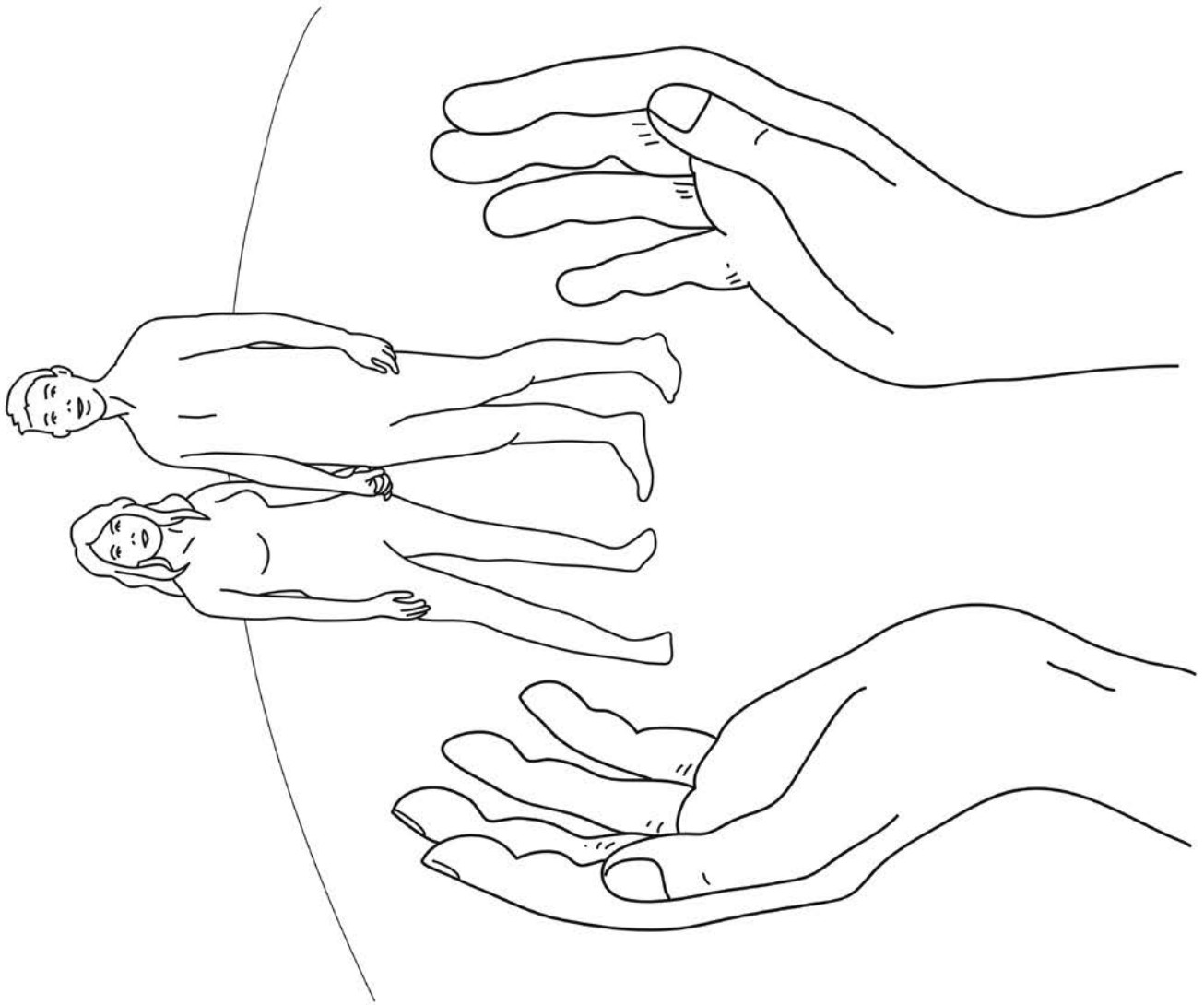
1.5 RESOURCE – Large sketches

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.



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.



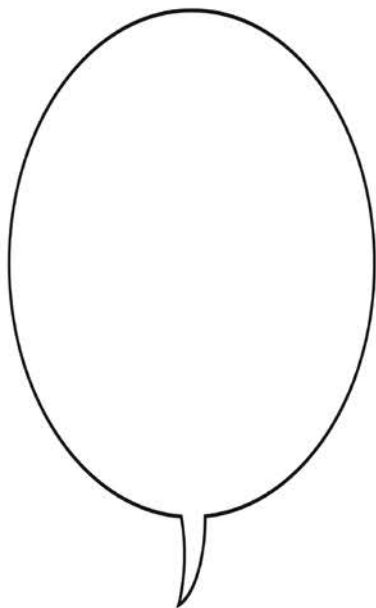
1.5 RESOURCE – Large sketches

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.



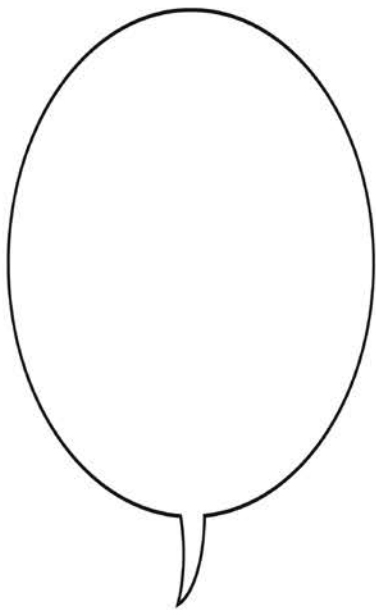
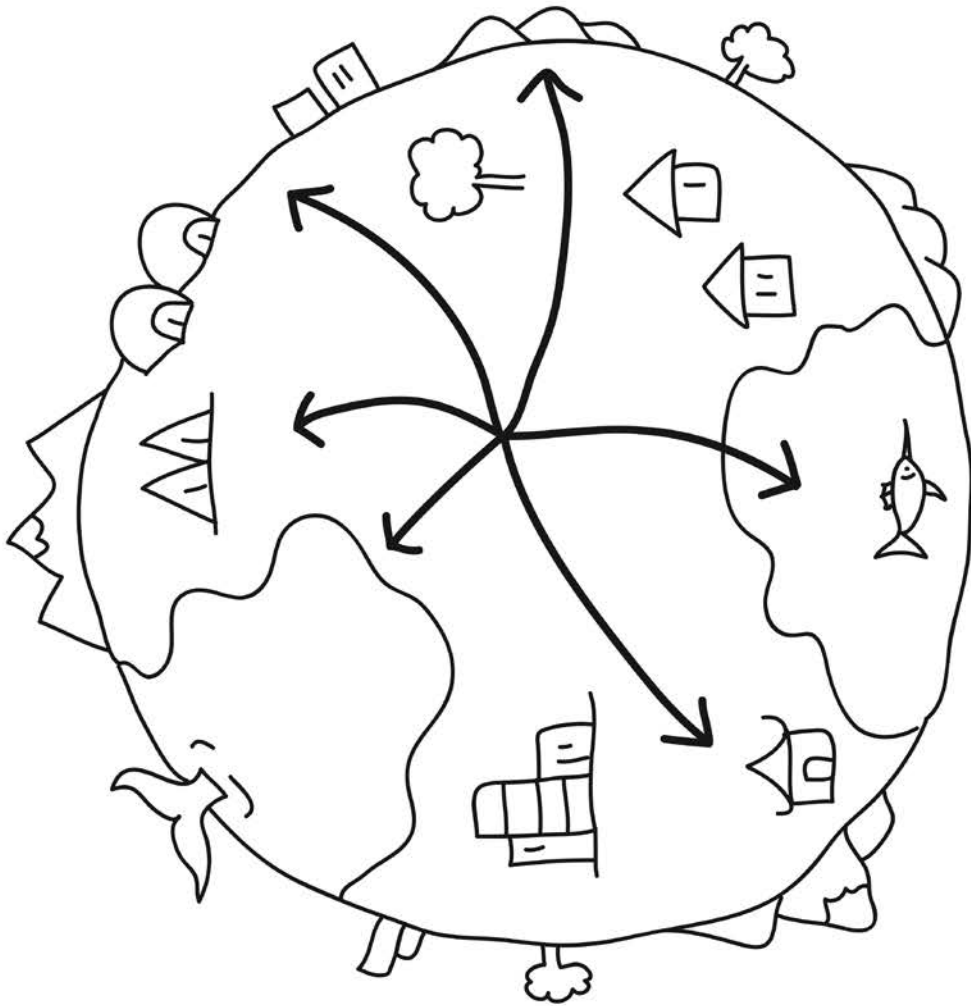
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Lesson 1: Part 2. God creates the world
Genesis 1:1, 26-31; 2:15-17
Print one set of 8 A4 sketches to display.



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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.



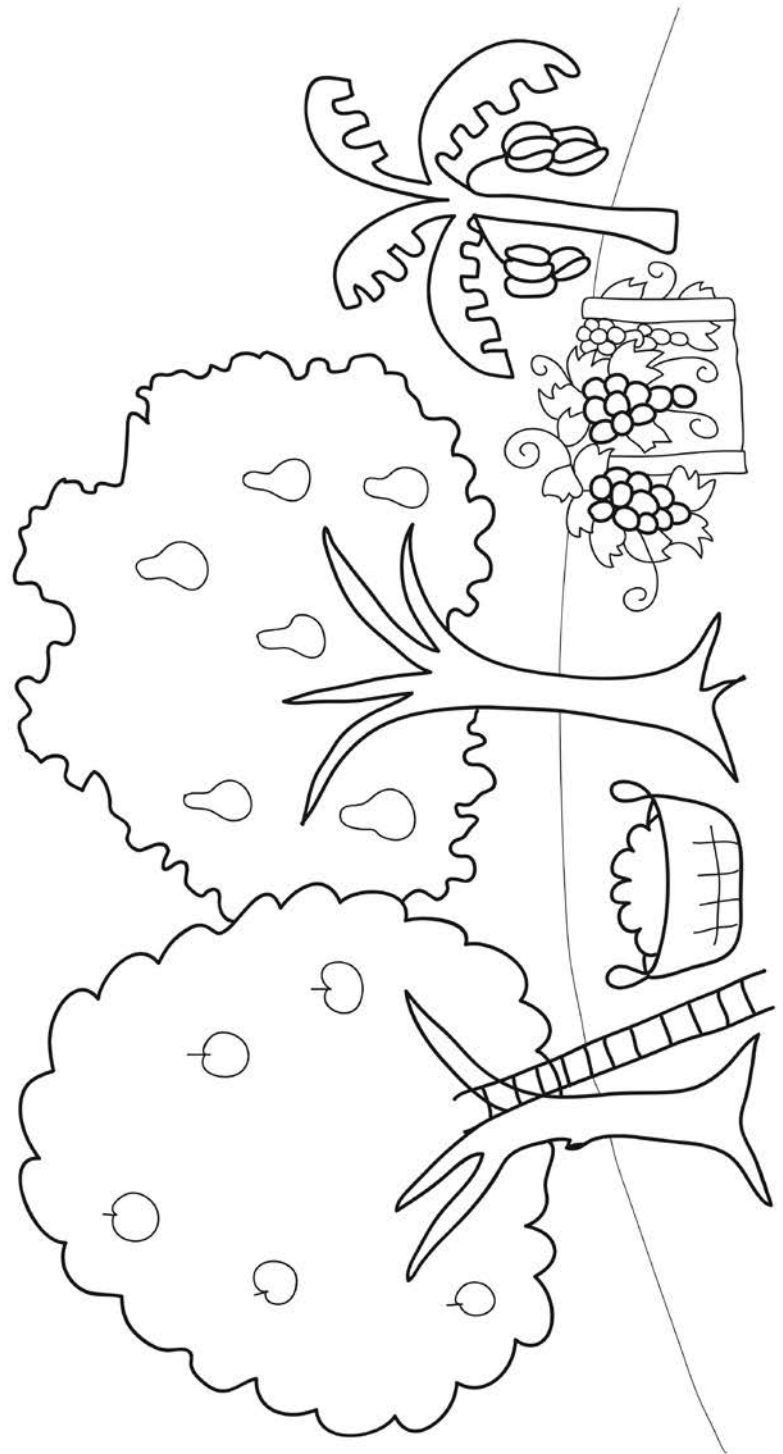
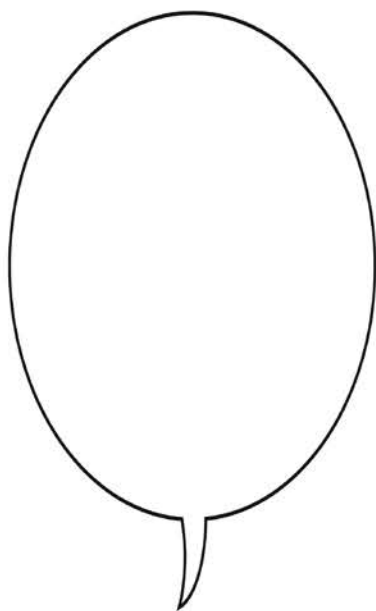
1.5 RESOURCE – Large sketches

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.



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.



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

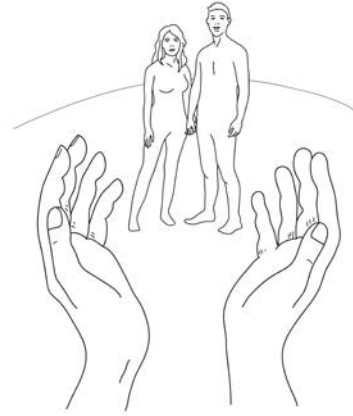
Lesson 1: Part 2. God creates the world
Genesis 1:1, 26-31; 2:15-17
Print one copy per pair and cut up.



Bible Overview.B.1



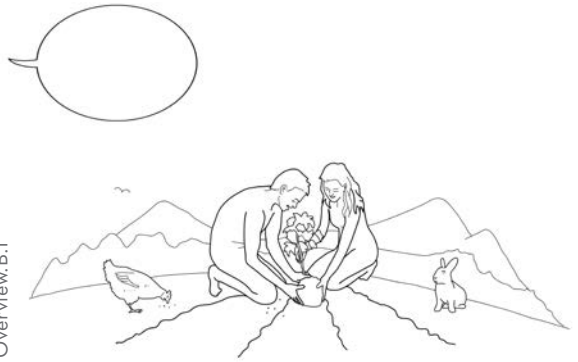
Bible Overview.B.1



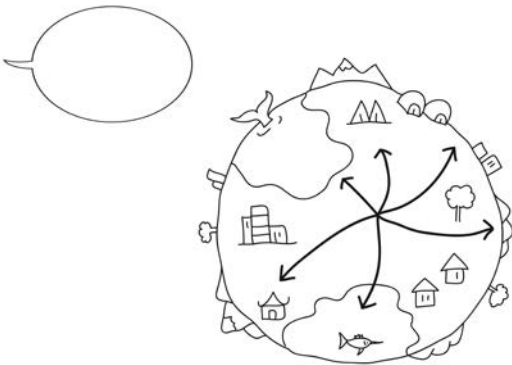
Bible Overview.B.1



Bible Overview.B.1



Bible Overview.B.1



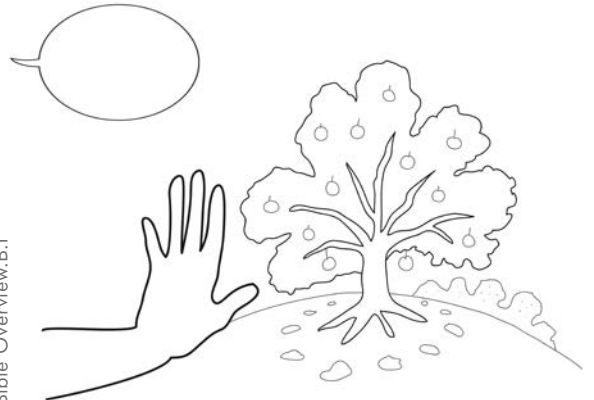
Bible Overview.B.1



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.'

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 or 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*.

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 2.2 – 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.

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

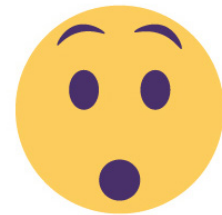
Lesson 2: Part 1. When something breaks
Print one copy for display OR bookmark
this page ready to hold up image in book.

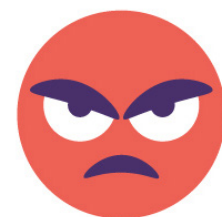
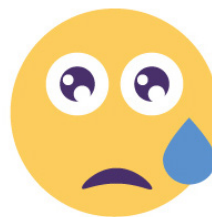
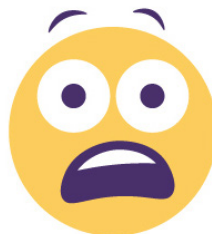
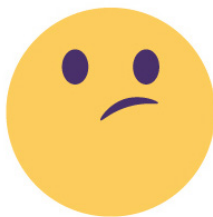


2.4 RESOURCE – I feel ... worksheet

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

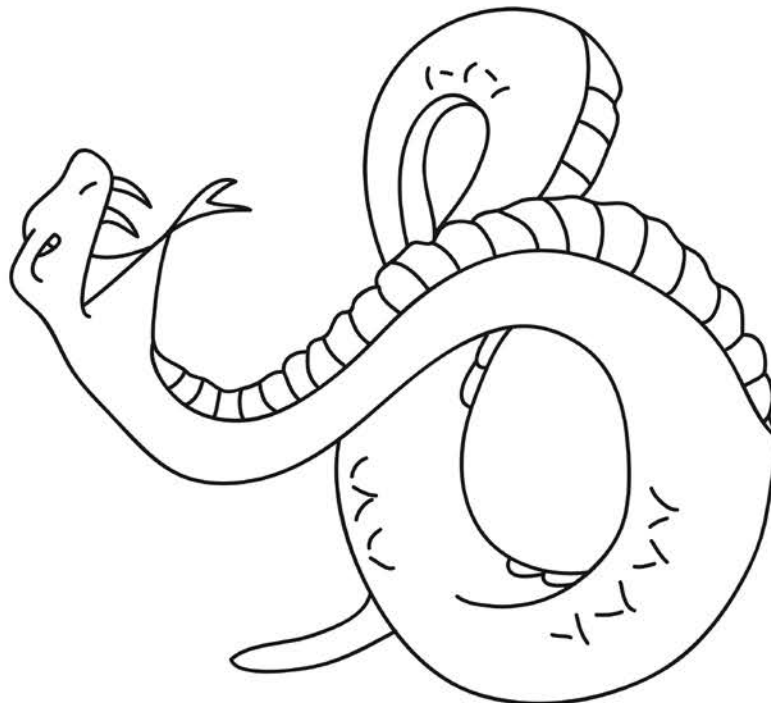
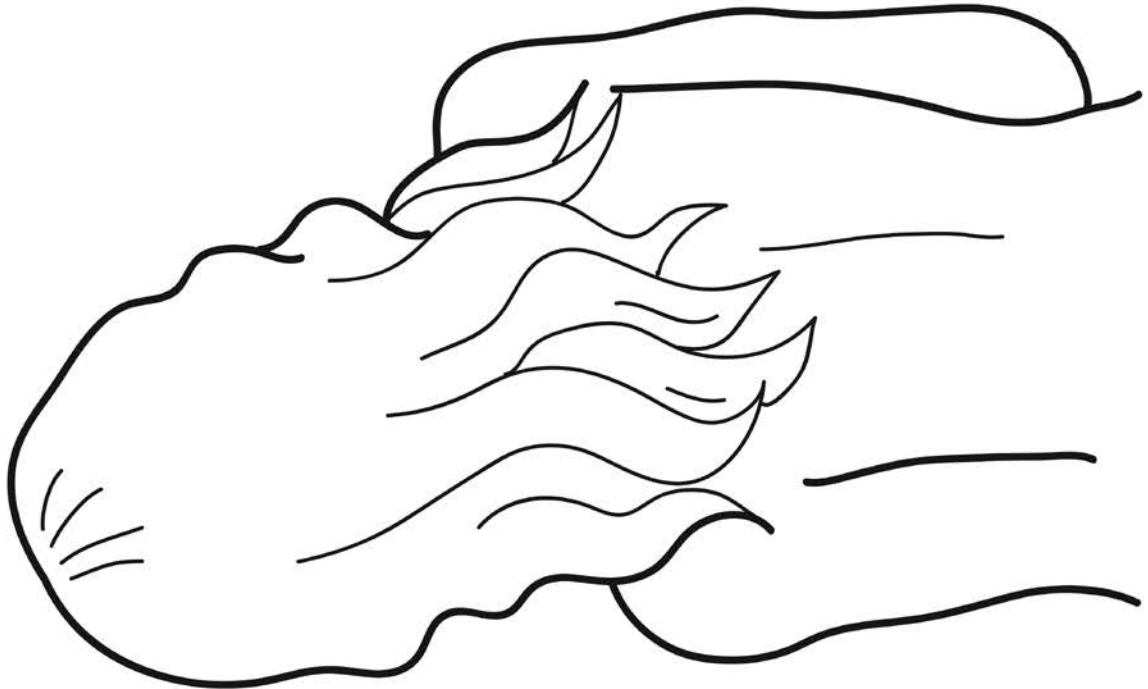
2.5 RESOURCE – Big idea sketch

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.



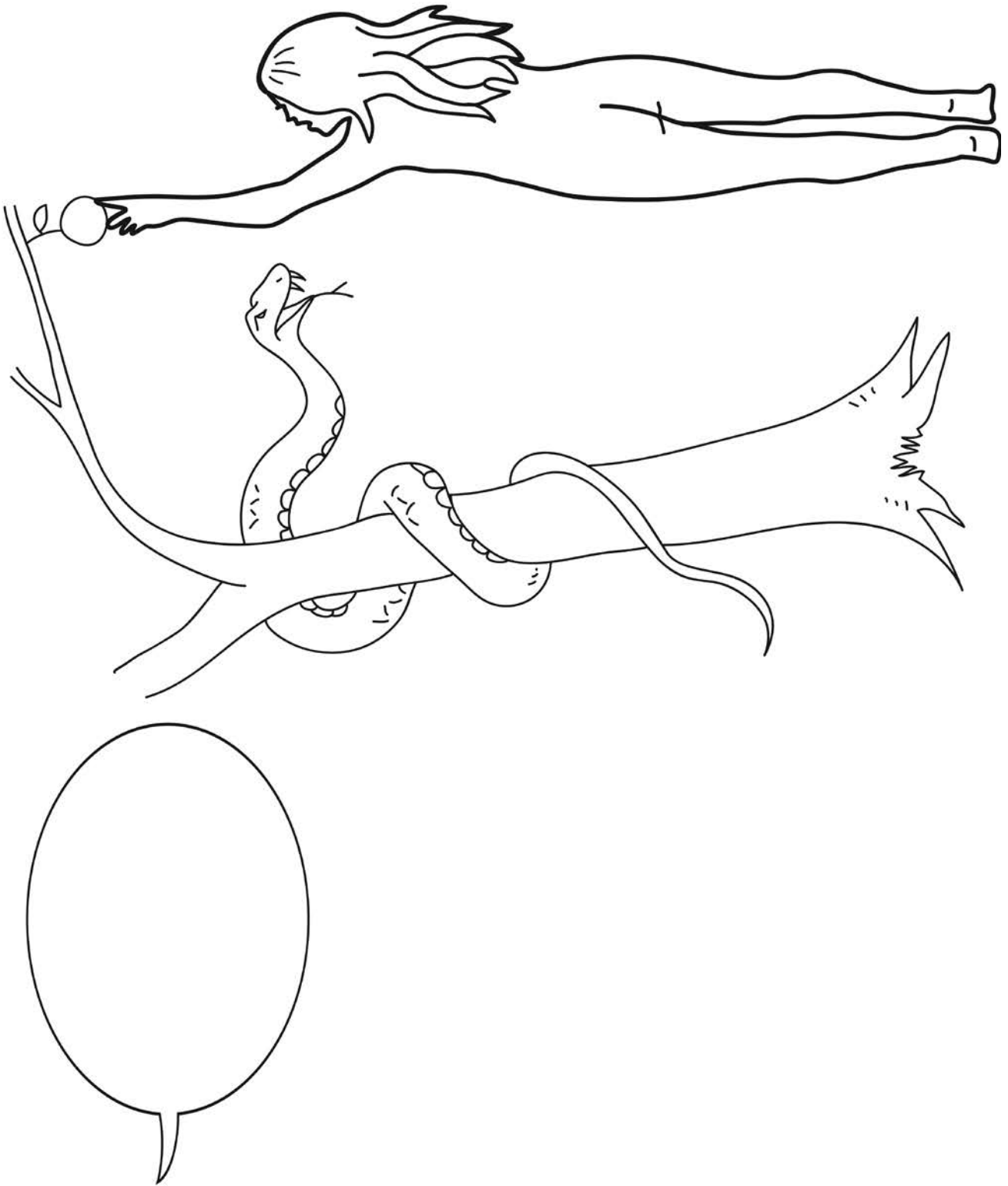
2.6 RESOURCE – Large sketches

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



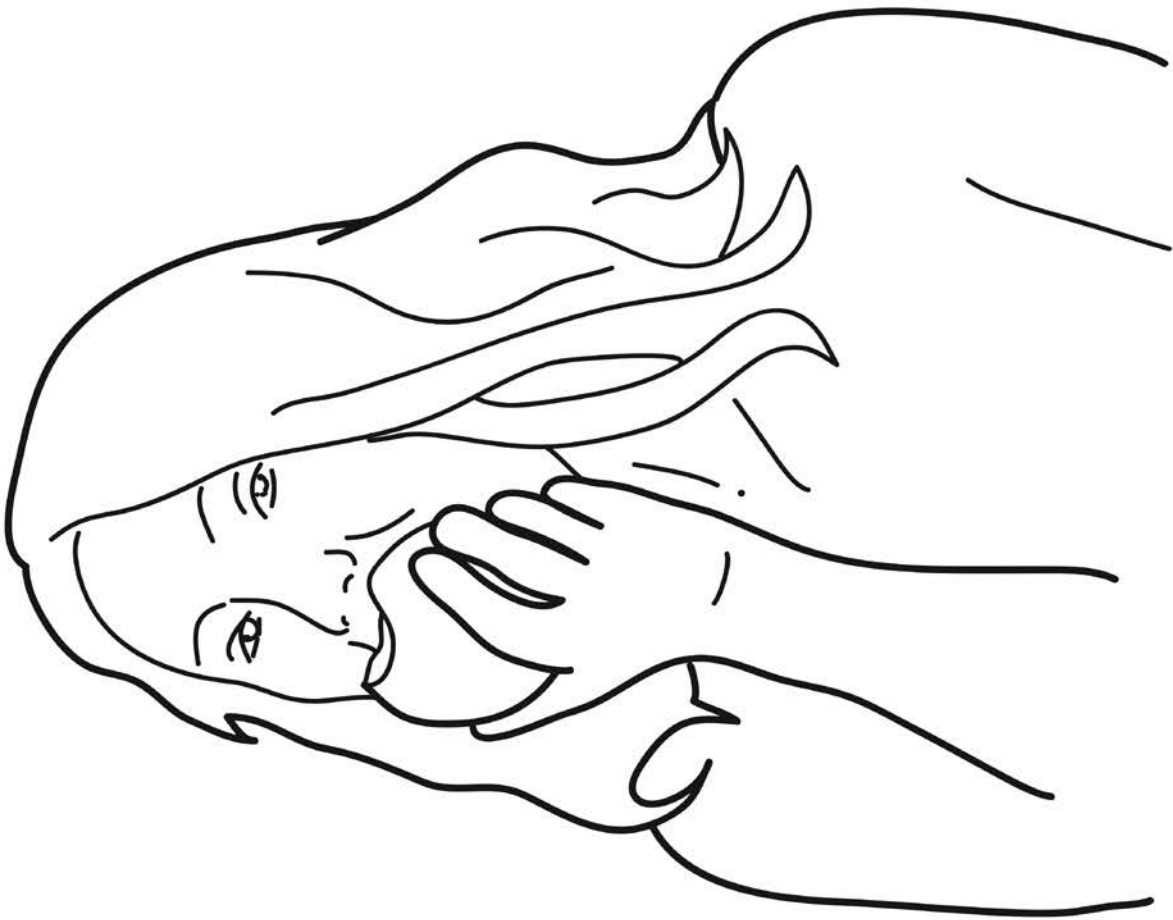
2.6 RESOURCE – Large sketches

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



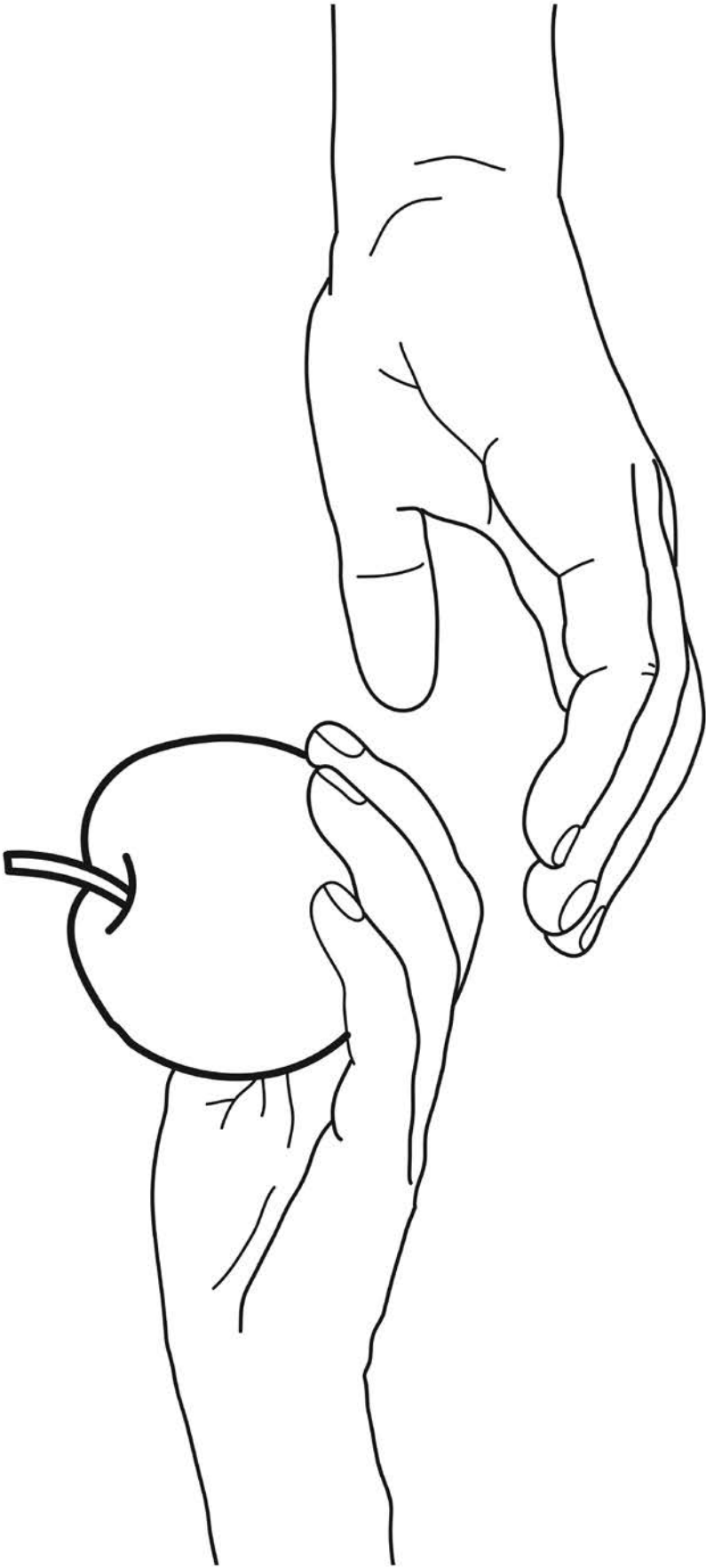
2.6 RESOURCE – Large sketches

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

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

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



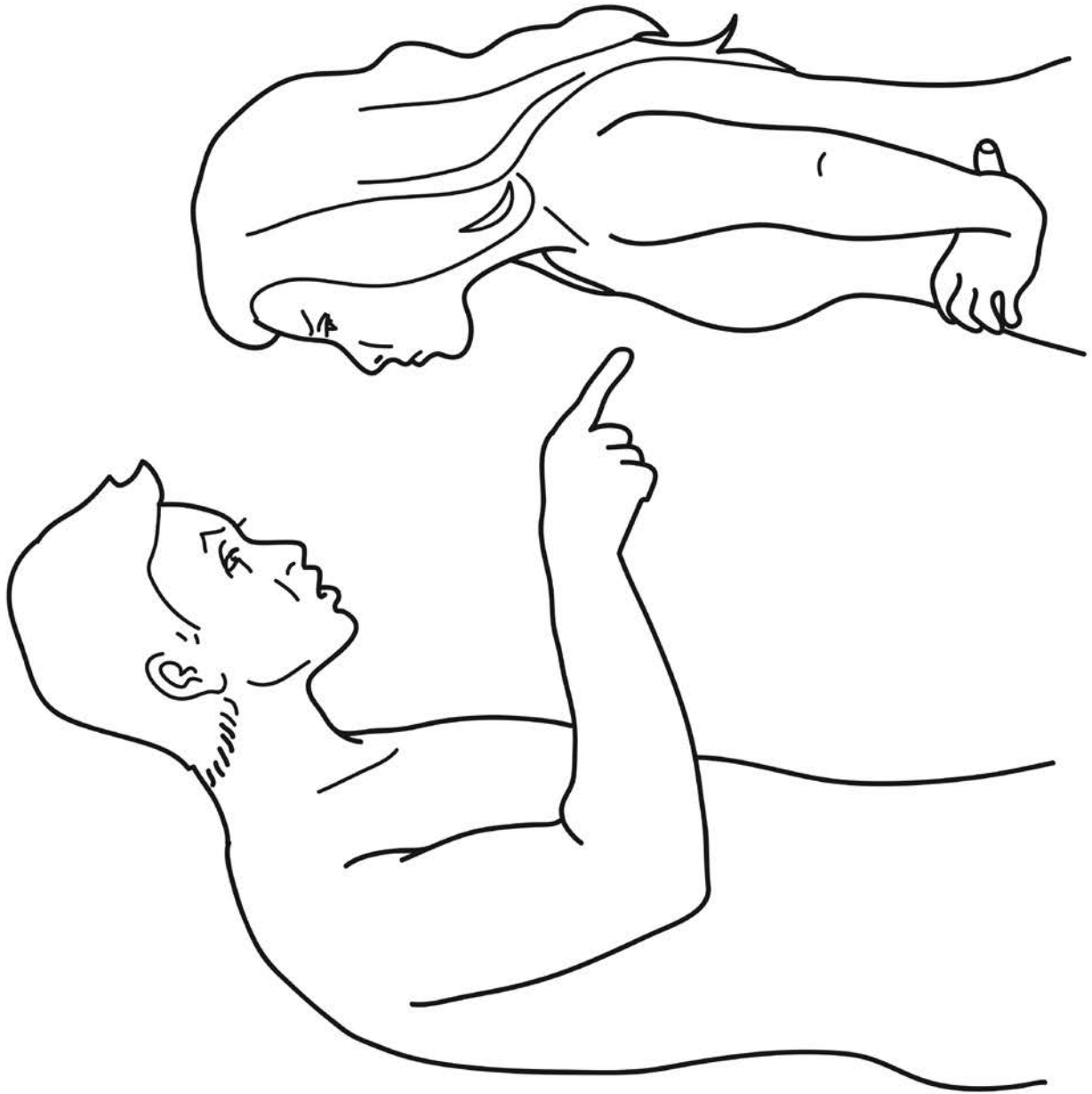
2.6 RESOURCE – Large sketches

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



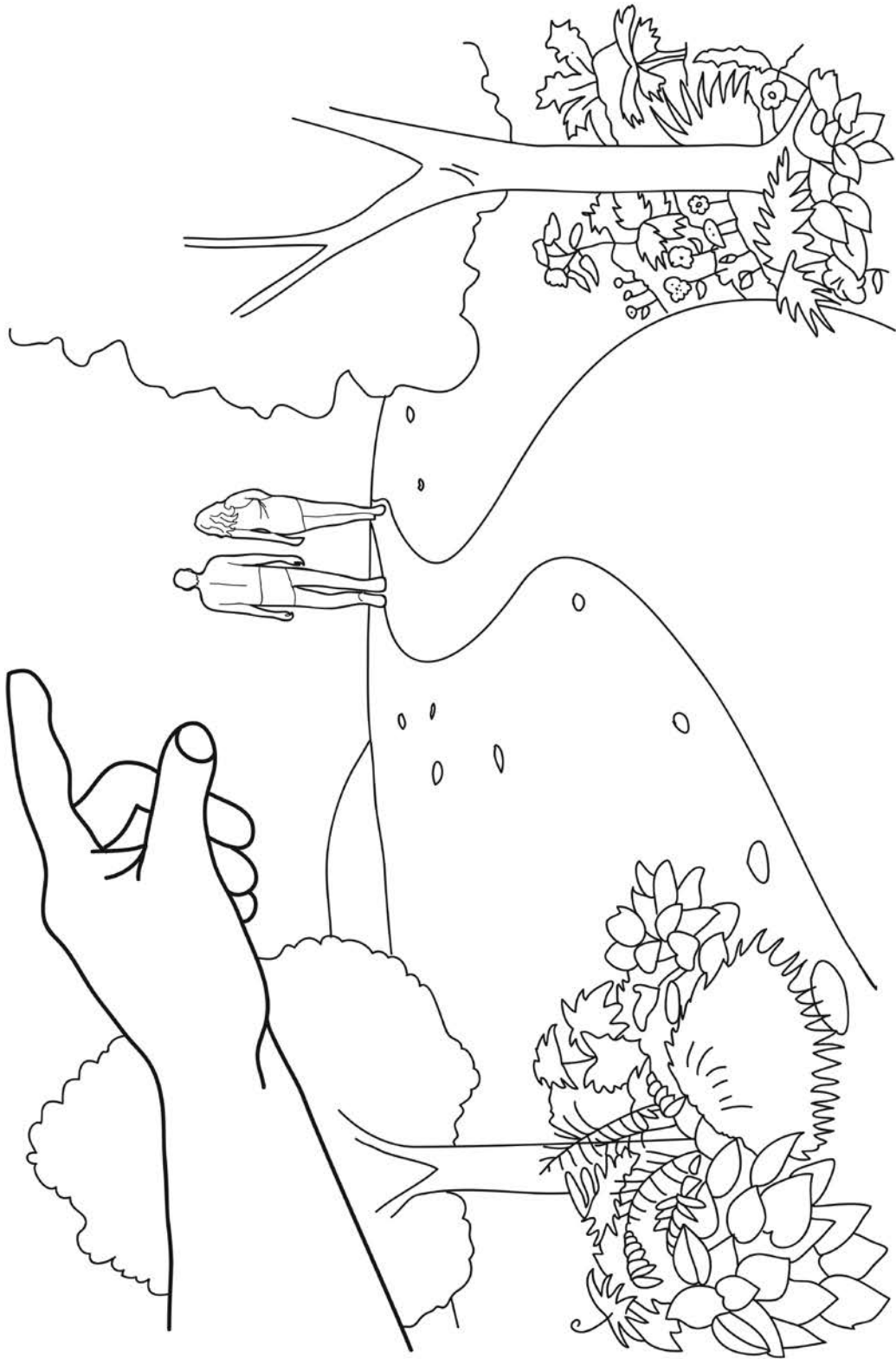
2.6 RESOURCE – Large sketches

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

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.**

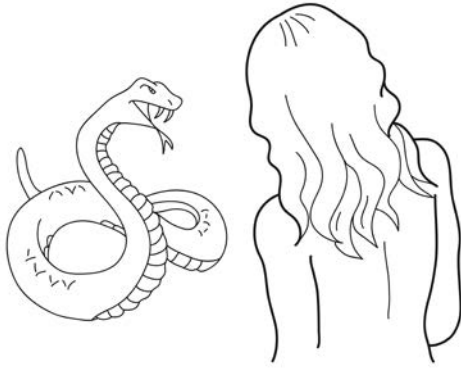
**God sent them
out of the
garden.**

2.8 RESOURCE – Small sketches

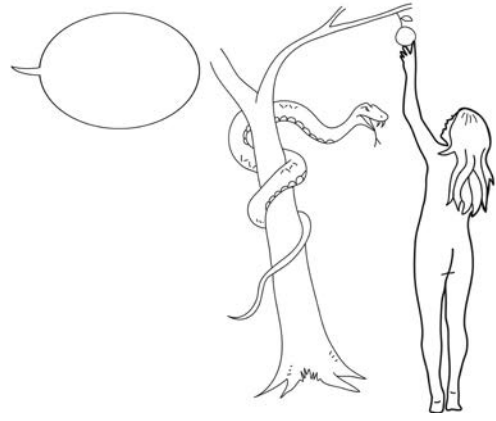
Lesson 2: Part 2. People reject God – Genesis 3:1–6, 13–19, 23
Print one copy per pair and cut up.



Bible Overview.B.2



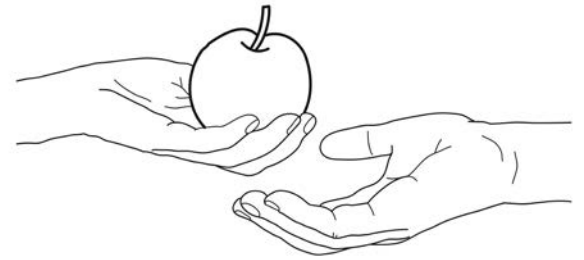
Bible Overview.B.2



Bible Overview.B.1



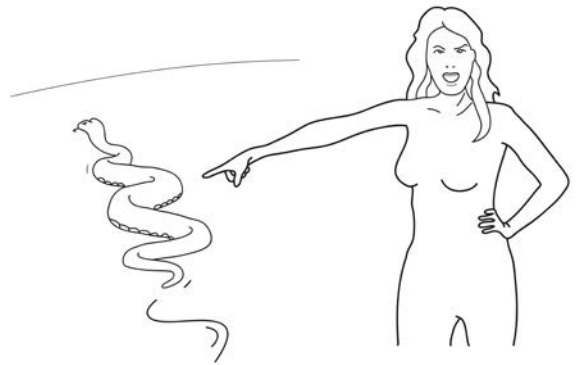
Bible Overview.B.2



Bible Overview.B.2



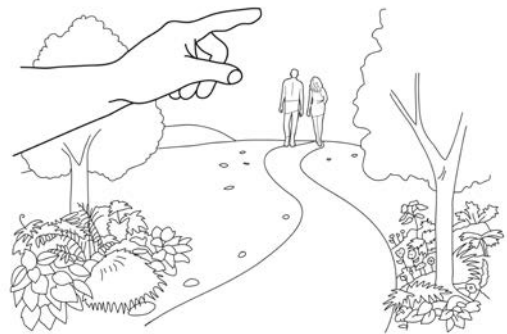
Bible Overview.B.2



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.

Lesson 3

PART 1 (APPROX 1 HOUR):

Leaving for a new country

PART 2 (APPROX 1/2 HOUR):

**God makes promises to Abram
Genesis 12:1–5**

BIG IDEA:

God chose a man and promised to bless his descendants with their own land under his rule. God promised to bless all people through them.

 **Prepare lesson**

Part 1. Leaving for a new country

Print resources

- RESOURCE 3.1 – World map**
Print one copy for display OR bookmark this page ready to hold up image in book (OR display a globe).
- RESOURCE 3.2 – Survey**
Print one copy per student.
- RESOURCE 3.3 – Photo of suitcase**
Print one copy for display OR bookmark this page ready to hold up image in book.
- RESOURCE 3.4 – Sentence unscramble worksheet**
Print one copy per student.

Additional equipment

- A globe or large map brought from home
- A suitcase containing items you take on a journey (e.g. socks, water bottle, medicine, passport, phone charger, toothbrush), with each item hidden inside a separate cloth bag/pillowcase before the class commences

Part 2. God makes promises to Abram

Read scripture

- Genesis 12:1–5 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 – Big idea sketch**
Print one copy to display OR bookmark this page ready to hold up image in book.
- **RESOURCE 3.6 – Large sketches**
Print one set of 8 A4 sketches to display.
- **RESOURCE 3.7 – Large sentences**
Print one set of 8 A4 sentences to display.
- **RESOURCE 3.8 – Small sketches**
Print one copy per pair and cut up.
- **RESOURCE 3.9 – Small sentence strips**
Print one copy per pair and cut up.
- **RESOURCE 3.10 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Leaving for a new country

Activate knowledge

RESOURCE 3.1 – World map

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

Display RESOURCE 3.1 – World map (or globe brought from home).

Invite one student to look closely at the map and point to their country of origin.

Write *I left* _____. *I came to Sydney in* _____ on the board.

Write *leave = present* and *left = past* on the board.

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

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

Choose a competent student to demonstrate first or model on behalf of a less confident student.

Invite responses using the format of the sentences on the board (e.g. 'I left Iraq. I came to Sydney in 2018.').

Repeat until all students have shared with each other, focusing on correct pronunciation as you do this.

Focus on language

Activity 1: Speaking task

Model the following questions and answers with a competent student or helper:

- 'What is your name?'
- 'Where do you come from?'
- 'When did you leave _____?'

RESOURCE 3.2 – Survey

Print one copy per student.

Invite students to respond saying complete sentences as follows:

My name is _____. I come from _____.
I left _____ in _____.

Distribute one copy of **RESOURCE 3.2 – Survey** to each student.

Invite students to ask a number of other students the questions on the worksheet and write the information in the table.

Activity 2: In my suitcase

Hold up the first hidden item you have brought from home, concealed in its bag/pillowcase.

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 the item (e.g. it is soft; it is round).

Write suggestions on the board, correcting errors as you do this.

Invite students to guess what the hidden item is.

Repeat for each hidden item until all items have been guessed correctly.

Activity 3: Restructuring sentences

Display **RESOURCE 3.3 – Photo of suitcase**.

Ask 'What can you see?'

Write responses on the board.

Write *sneakers. / white / There / are* on the board.

RESOURCE 3.3 – Photo of suitcase

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

**RESOURCE 3.4 –
Sentence unscramble
worksheet**

Print one copy per
student.

Invite students to help you reconstruct the sentence so that the words are in the correct order.

Distribute **RESOURCE 3.4 – Sentence unscramble worksheet** to each student.

Invite students to work together to complete the worksheet.

Check answers together.

Part 2 – God makes promises to Abram

Genesis 12:1–5

RESOURCE 3.5 – Big idea sketch

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

Activate knowledge

Display **RESOURCE 3.5 – 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 husband and wife leave their home.’

Distribute copies of Genesis 12:1–5 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 3.6 – Large sketches** in order.

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

Sentences:

1. God spoke to Abram.
2. God said, ‘Leave your country.’
3. God said, ‘I will show you where to go.’
4. God said, ‘I will give you many descendants.’

RESOURCE 3.6 – Large sketches

Print one set of 8 A4 sketches to display.

**RESOURCE 3.7 –
Large sentences**

Print one set of 8 A4 sentences to display.

**RESOURCE 3.8 –
Small sketches**

Print one copy per pair and cut up.

**RESOURCE 3.9 –
Small sentence strips**

Print one copy per pair and cut up.

**RESOURCE 3.10 –
Gap-fill worksheet**

Print one copy per student.

5. God said, 'I will make your name great.'
6. God said, 'I will bless you.'
7. God said, 'Everyone will be blessed because of you.'
8. Abram and his wife Sarai obeyed God.

Re-read the 8 sentences, placing the correct sentence from **RESOURCE 3.7 – 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 3.8 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 3.9 – 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.

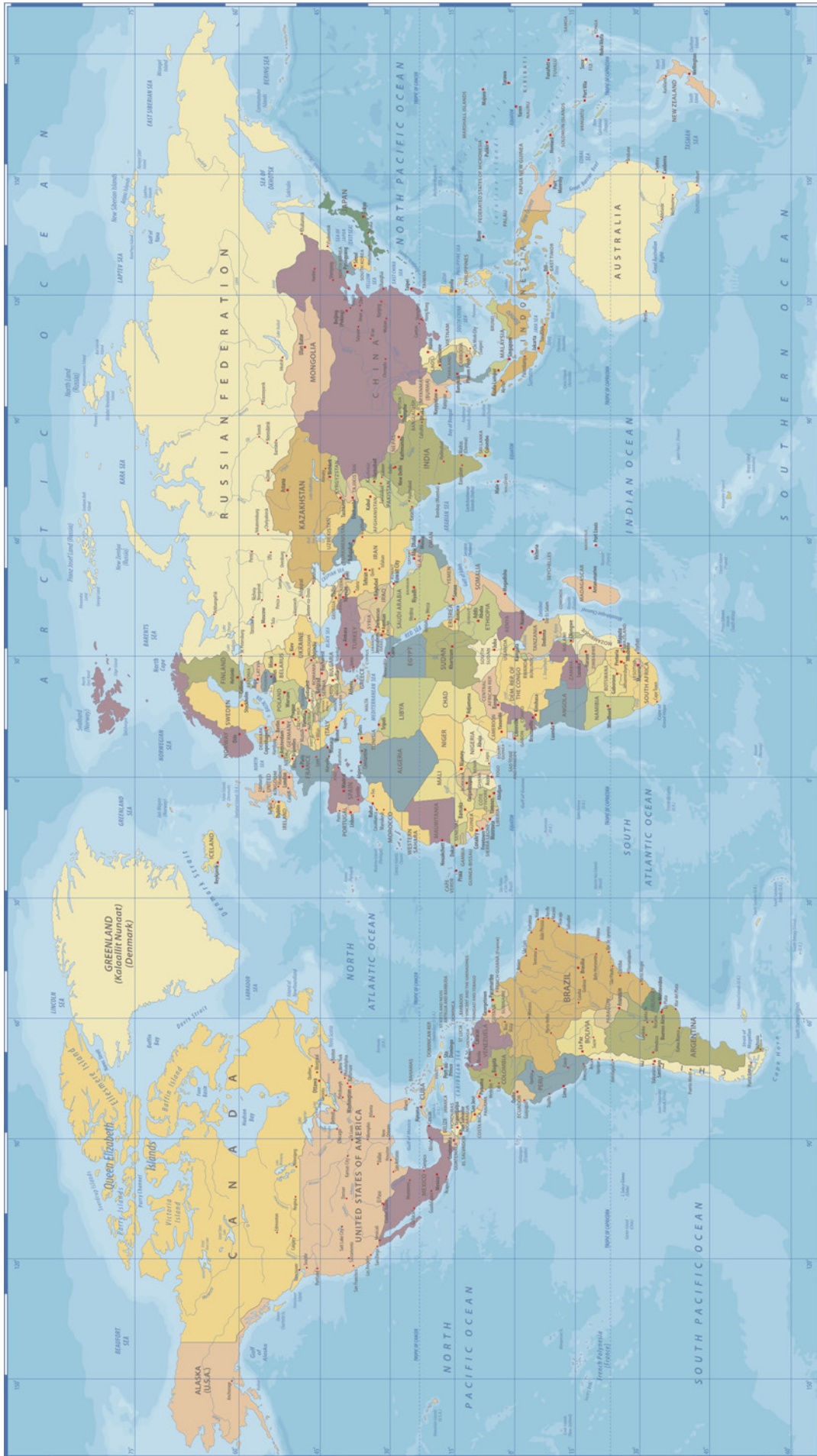
Distribute **RESOURCE 3.10 – Gap-fill worksheet** to each student.

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.

3.1 RESOURCE – World map

Lesson 3: Part 1. Leaving for a new country
Print one copy for display OR bookmark
this page ready to hold up image in book.



3.2 RESOURCE – Survey

Ask other students:

'What is your name?'

'Where do you come from?'

'When did you leave _____?'

Fill in the answers in the table.

Name	Country	Year

3.3 RESOURCE – Photo of suitcase

Lesson 3: Part 1. Leaving for a new country
Print one copy for display OR bookmark
this page ready to hold up image in book.



3.4 RESOURCE – Sentence unscramble worksheet

Write the words on the lines below to make correct sentences.

sneakers. / white / There are

belt. / a black / There is

a checked / There is / shirt.

headphones / a camera. / There are / and

a phone / a diary. / and / There is

a hat. / sunglasses / and / There are

full. / is / suitcase / The

the floor. / The / on / is / suitcase

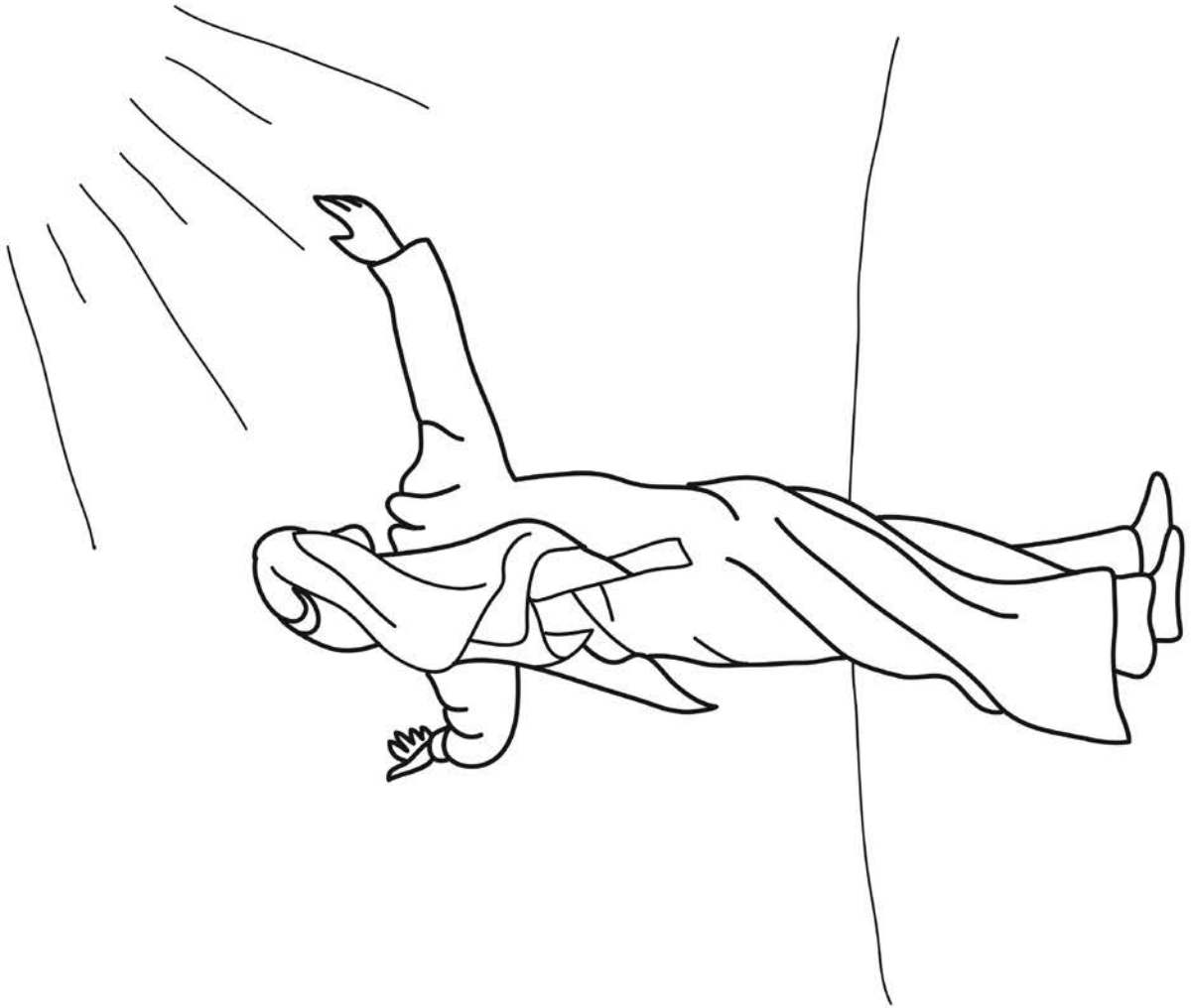
3.5 RESOURCE –
Big idea sketch

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1-5
Print one copy to display OR bookmark
this page ready to hold up image in book.



**3.6 RESOURCE –
Large sketches**

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1-5
Print one set of 8 A4 sketches to display.



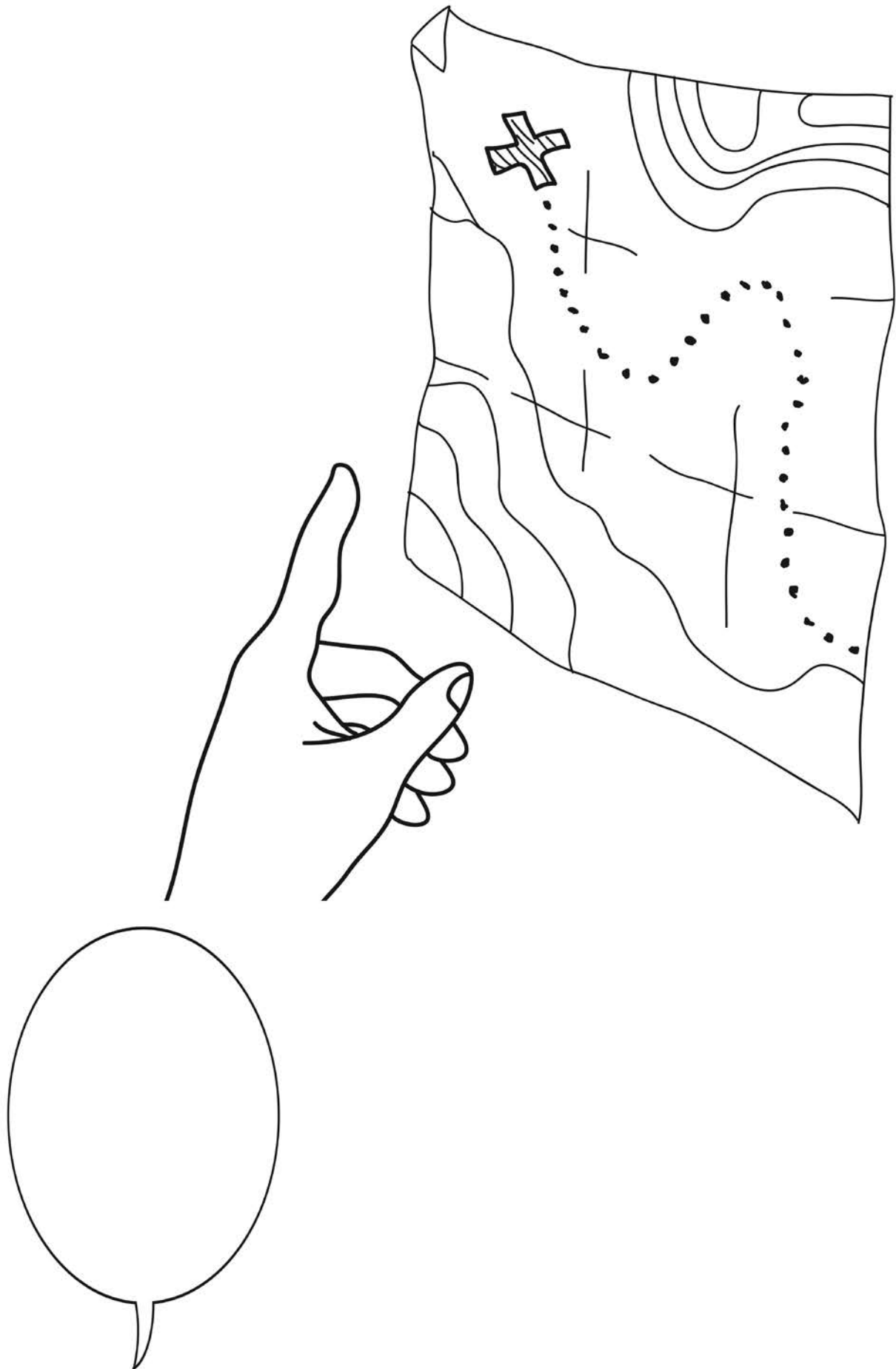
3.6 RESOURCE –
Large sketches

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1-5
Print one set of 8 A4 sketches to display.



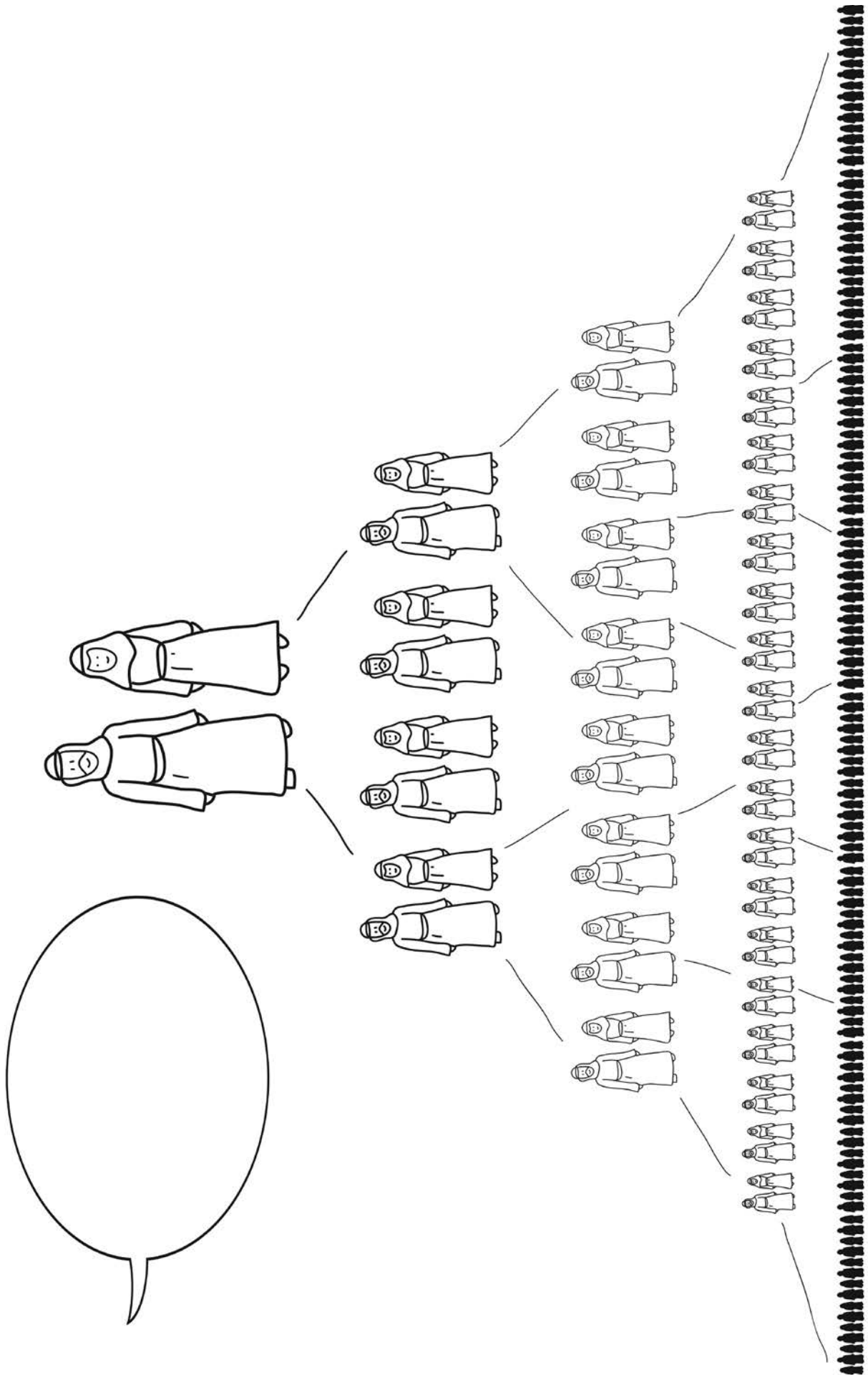
3.6 RESOURCE –
Large sketches

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1-5
Print one set of 8 A4 sketches to display.



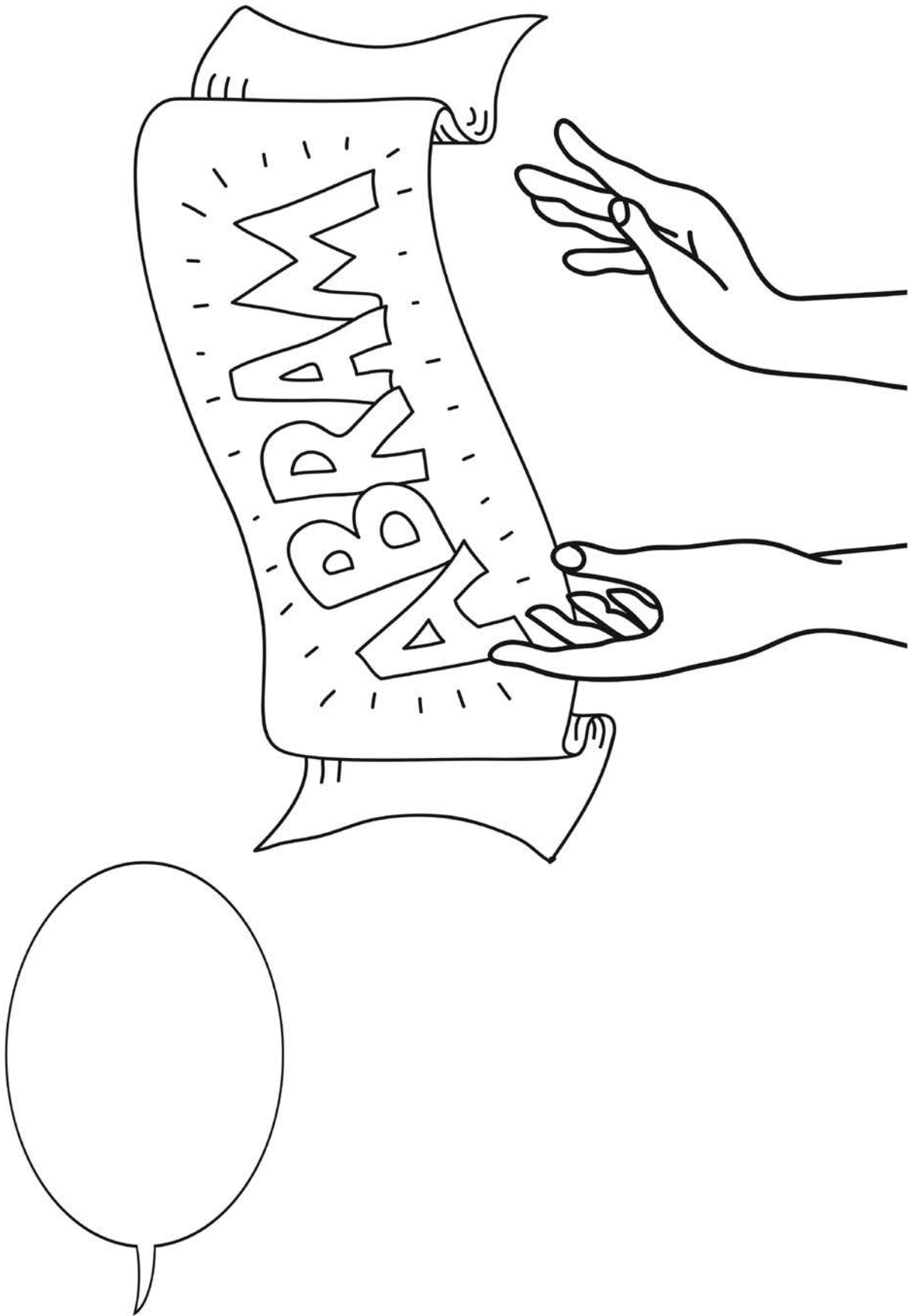
3.6 RESOURCE – Large sketches

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1-5
Print one set of 8 A4 sketches to display.



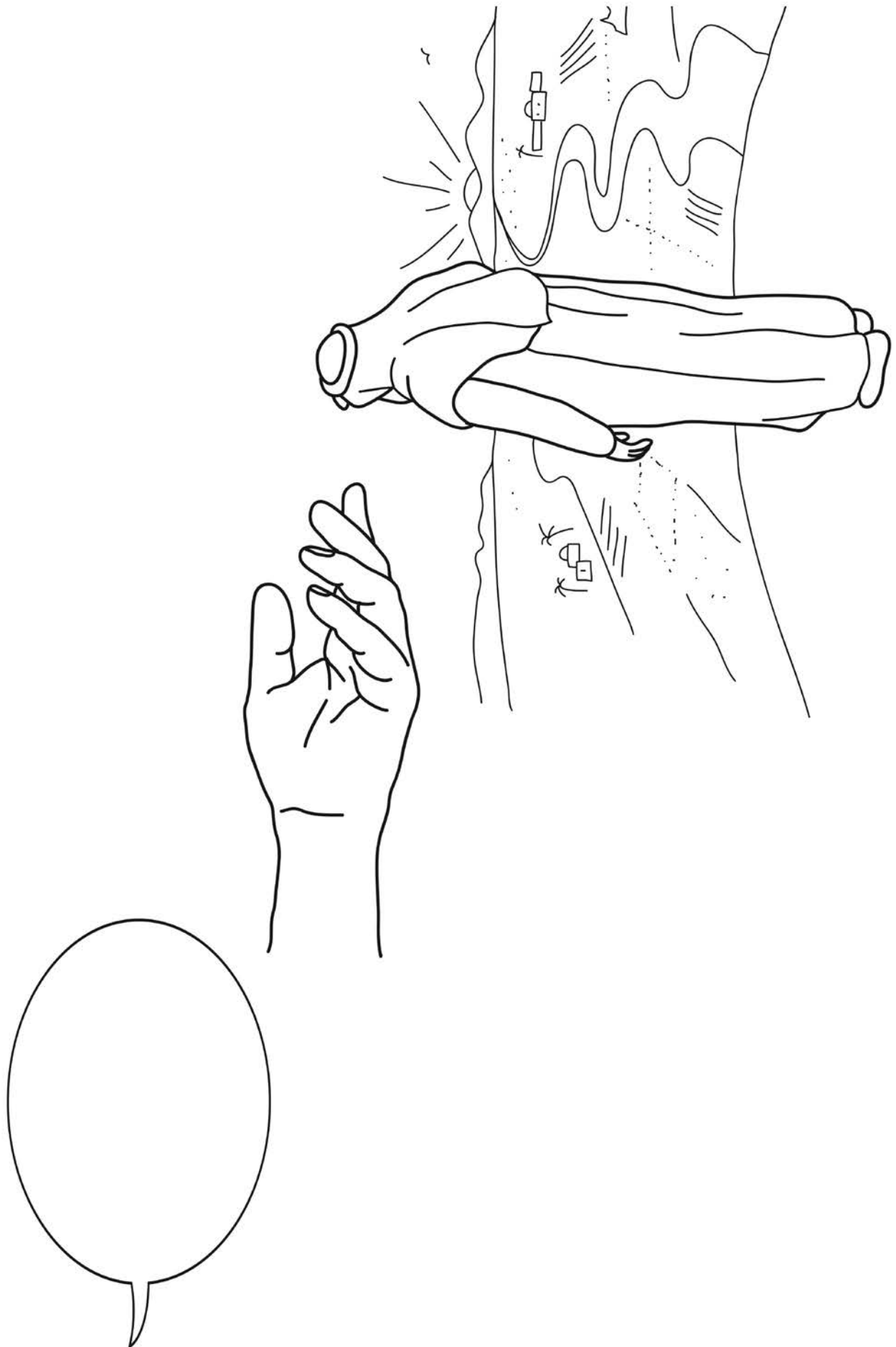
3.6 RESOURCE –
Large sketches

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1-5
Print one set of 8 A4 sketches to display.



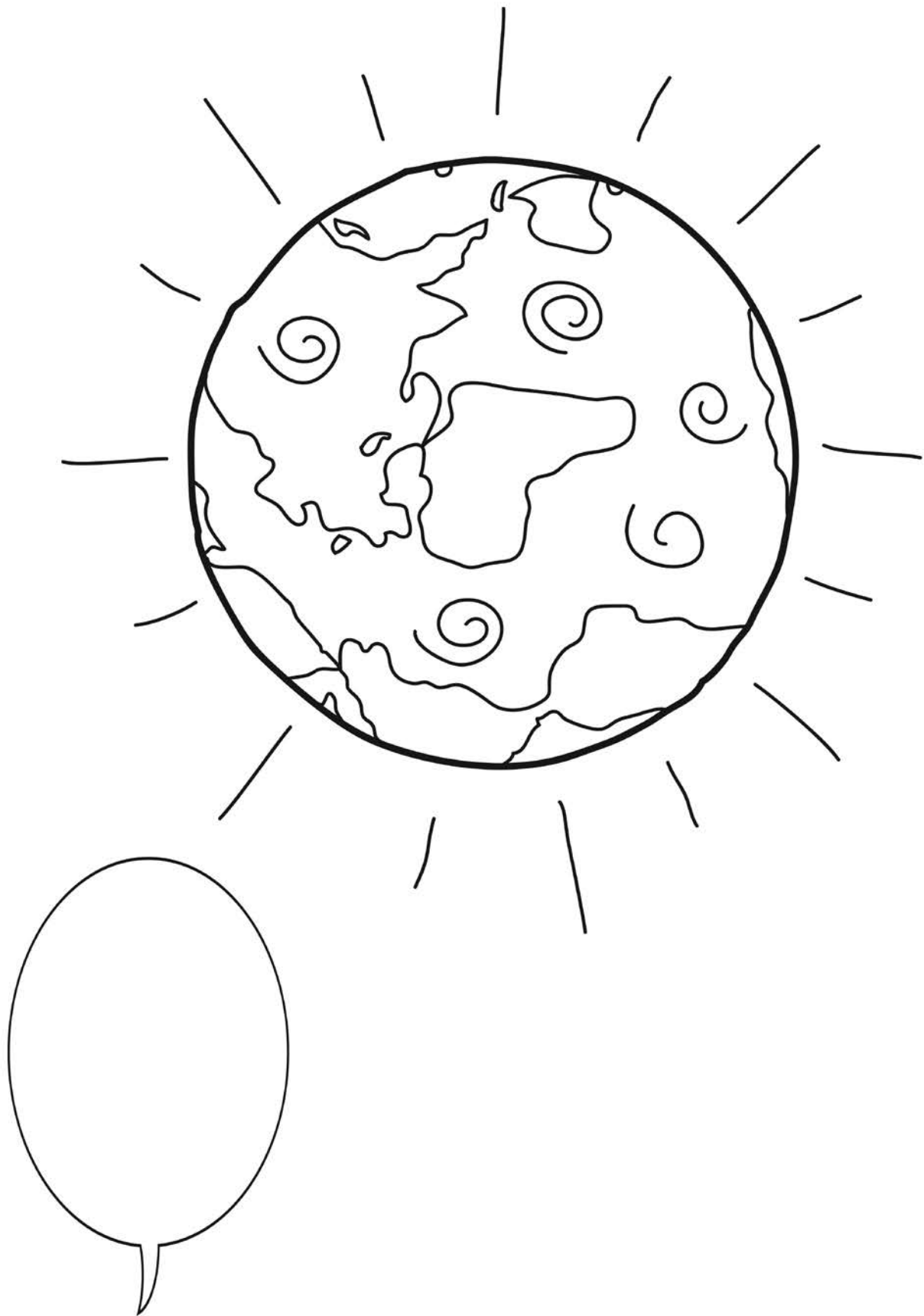
3.6 RESOURCE –
Large sketches

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1-5
Print one set of 8 A4 sketches to display.



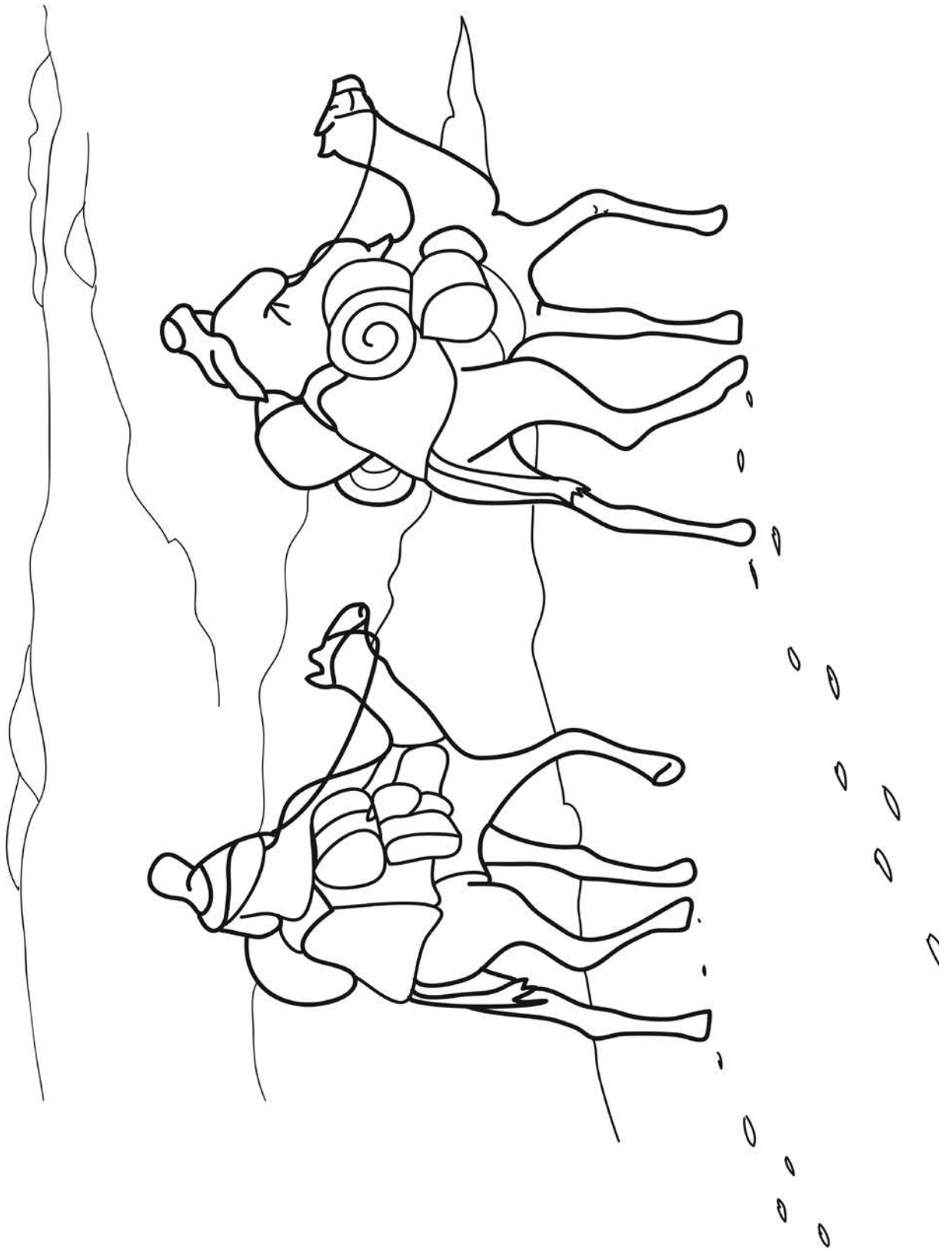
3.6 RESOURCE –
Large sketches

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1-5
Print one set of 8 A4 sketches to display.



3.6 RESOURCE –
Large sketches

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1–5
Print one set of 8 A4 sketches to display.



**God spoke to
Abram.**

**God said,
'Leave your
country.'**

**God said, 'I
will show you
where to go.'**

**God said, 'I will
give you many
descendants.'**

**God said, 'I
will make your
name great.'**

**God said, 'I will
bless you.'**

**God said,
'Everyone will
be blessed
because of you!'**

**Abram and
his wife Sarai
obeyed God.**

3.8 RESOURCE – Small sketches

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1-5
Print one copy per pair and cut up.



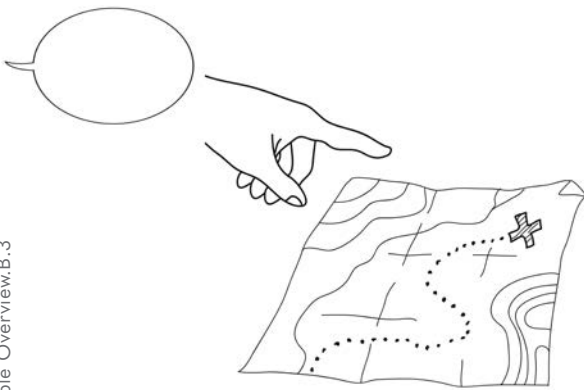
Bible Overview.B.3



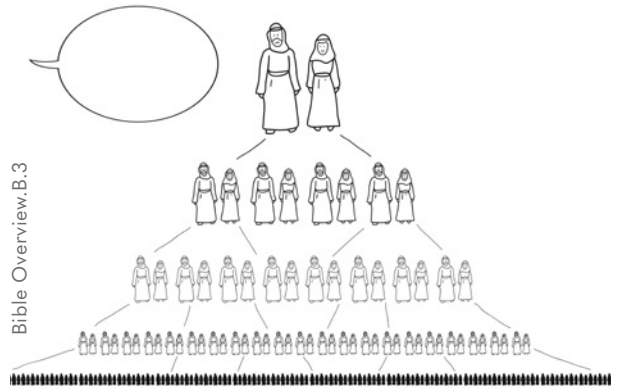
Bible Overview.B.3



Bible Overview.B.3



Bible Overview.B.3



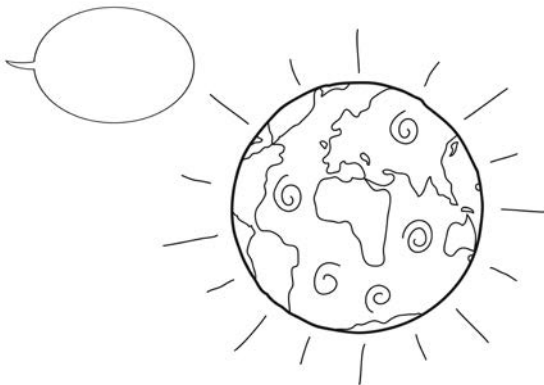
Bible Overview.B.3



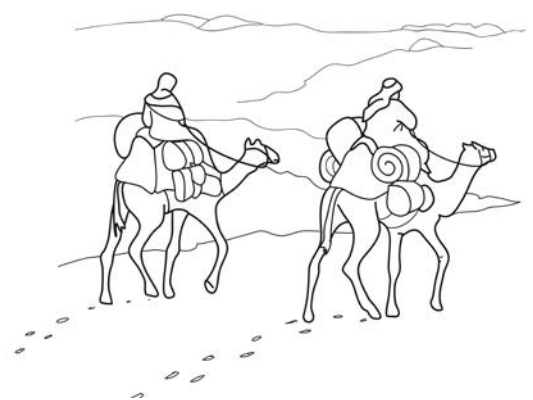
Bible Overview.B.3



Bible Overview.B.3



Bible Overview.B.3



3.9 RESOURCE – Small sentence strips

Lesson 3: Part 2. God makes promises to Abram – Genesis 12:1–5
Print one copy per pair and cut up.



Bible Overview.B.3

God spoke to Abram.

Bible Overview.B.3

God said, 'Leave your country.'

Bible Overview.B.3

God said, 'I will show you where to go.'

Bible Overview.B.3

God said, 'I will give you many descendants.'

Bible Overview.B.3

God said, 'I will make your name great.'

Bible Overview.B.3

God said, 'I will bless you.'

Bible Overview.B.3

God said, 'Everyone will be blessed because of you.'

Bible Overview.B.3

Abram and his wife Sarai obeyed God.

Fill in the missing words.

Genesis 12:1–5

1. God _____ to Abram.
2. God said, ' _____ your country.'
3. God said, 'I will _____ you where to go.'
4. God said, 'I will _____ you many descendants.'
5. God said, 'I will _____ your name great.'
6. God said, 'I will _____ you.'
7. _____ said, 'Everyone will be blessed because of you.'
8. Abram and his wife Sarai _____ God.

Lesson 4

PART 1 (APPROX 1 HOUR):

People who rescue

PART 2 (APPROX 1/2 HOUR):

God rescues and restores his people **Exodus 3:4, 7–8a (before leaving Egypt);** **Exodus 19:4–8 (after leaving Egypt)**

BIG IDEA:

God used Moses to rescue his people from slavery in Egypt and promised to give them their own land.

 **Prepare lesson**

Part 1. People who rescue

Note: This lesson needs to be treated with sensitivity. Be mindful of students who may have a history of trauma. Some of the photos may not be suitable for your group; choose accordingly.

Print resources

- RESOURCE 4.1 – Four scenes**
Print one copy for display OR bookmark these pages ready to hold up images in book.
- RESOURCE 4.2 – Rescue sentences**
Print one copy per pair.
- RESOURCE 4.3 – Five photos**
Print one copy for display OR bookmark these pages ready to hold up images in book.

Additional equipment

- Pieces of A4 paper folded into quarters

Part 2. God rescues and restores his people

Read scripture

- Exodus 3:4, 7–8a (before leaving Egypt) and 9:4–8 (after leaving Egypt) in NIV Bible (or another easy-to-read translation)
- (Teacher to read all of Exodus 3:1–8 and Exodus 19:4–8)

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 4.4 – Big idea sketch**
Print one copy to display OR bookmark this page ready to hold up image in book.
- **RESOURCE 4.5 – Large sketches**
Print one set of 8 A4 sketches to display.
- **RESOURCE 4.6 – Large sentences**
Print one set of 8 A4 sentences to display.
- **RESOURCE 4.7 – Small sketches**
Print one copy per pair and cut up.
- **RESOURCE 4.8 – Small sentence strips**
Print one copy per pair and cut up.
- **RESOURCE 4.9 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. People who rescue

Activate knowledge

Divide students into 4 groups.

Distribute one photo from **RESOURCE 4.1 – Four scenes** and one piece of A4 paper folded into quarters to each group.

Ask ‘What can you see? Make a list on one quarter of the page.’

Mime writing on one quarter of the paper.

Invite students to write their lists.

Reallocate photos.

Repeat until each group has written about all 4 photos, each on one quarter of their A4 paper.

Display the photos one at a time.

Invite students to tell you what they wrote for each photo.

Write a complete class list on the board.

Focus on language

Activity 1: Matching sentences to photos

Divide students into pairs.

Distribute one full set of cut-up sentences from **RESOURCE 4.2 – Rescue sentences** to each pair.

Display the first photo from **RESOURCE 4.3 – Five photos**.

Invite pairs to find the dark/purple sentence that matches the photo.

Repeat for the other 4 photos.

RESOURCE 4.1 – Four scenes

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

RESOURCE 4.2 – Rescue sentences

Print one copy per pair.

RESOURCE 4.3 – Five photos

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

Display the first photo from **RESOURCE 4.3 – Five photos** again.

Say 'The fisherman was in danger. What happened?'

Invite pairs to find the light/green sentence that correctly answers the question.

Repeat for the other 4 photos.

Activity 2: Pronunciation practice

Model the questions and answers from the previous activity with a helper or competent student.

Point to one of the photos.

Ask 'What happened?'

Accept responses and prompt if necessary to obtain the correct response (e.g. the koala was in danger, so the fire officer rescued it).

Repeat for the remaining photos.

Divide students into pairs.

Invite students to ask the questions to their partners, practising correct expression and pronunciation.

Repeat several times.

Part 2 – God rescues and restores his people

Exodus 3:4, 7–8a; 19:4–8

Note: This reading is composed of 2 separate sections: before leaving Egypt, and after leaving Egypt.

Activate knowledge

Display **RESOURCE 4.4 – 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, God rescues his people.’

Distribute copies of Exodus 3:4, 7–8a; 19:4–8 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 4.5 – Large sketches** in order.

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

**RESOURCE 4.4 –
Big idea sketch**

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

**RESOURCE 4.5 –
Large sketches**

Print one set of 8 A4 sketches to display.

Sentences:

1. God saw people suffering in Egypt.
2. God spoke to Moses.
3. God said, 'Lead my people out of Egypt to a good land.'
4. God said, 'I will be with you.'
5. Moses was scared.
6. Moses obeyed God.
7. God said to the people, 'You are special. Obey me.'
8. The people obeyed God.

Re-read the 8 sentences, placing the correct sentence from **RESOURCE 4.6 – 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.

RESOURCE 4.6 – Large sentences

Print one set of 8 A4 sentences to display.

RESOURCE 4.7 – Small sketches

Print one copy per pair and cut up.

RESOURCE 4.8 – Small sentence strips

Print one copy per pair and cut up.

Reinforce the language

Divide students into pairs.

Distribute **RESOURCE 4.7 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 4.8 – 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.

**RESOURCE 4.9 –
Gap-fill worksheet**

Print one copy per
student.

Reinforce the text using some of the 6 **Variations to activities** on pages 4-5.

Distribute **RESOURCE 4.9 – 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.

4.1 RESOURCE – Four scenes

Lesson 4: Part 1. People who rescue
Print one copy for display OR bookmark
this page ready to hold up image in book.



4.1 RESOURCE – Four scenes

Lesson 4: Part 1. People who rescue
Print one copy for display OR bookmark
this page ready to hold up image in book.



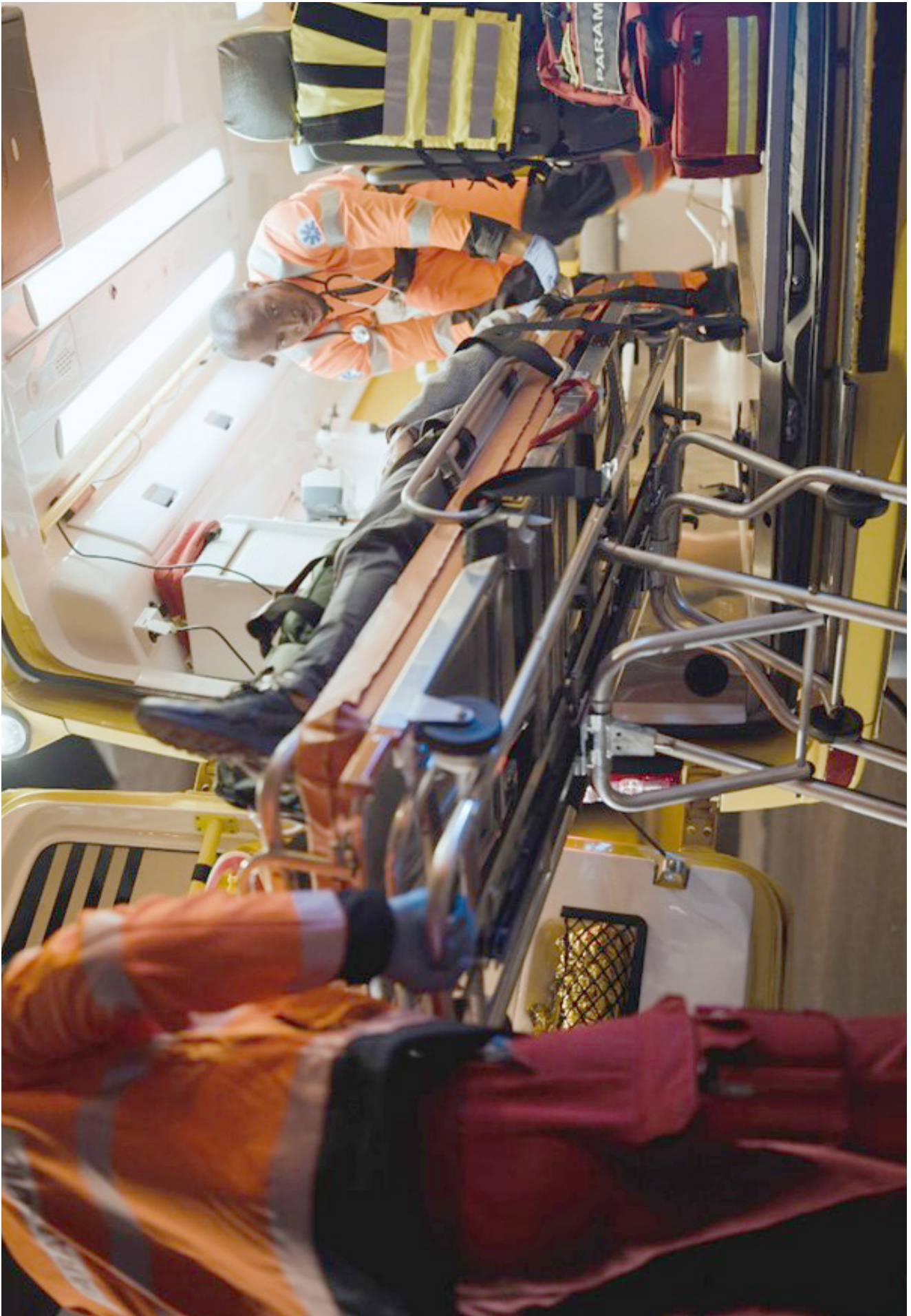
4.1 RESOURCE – Four scenes

Lesson 4: Part 1. People who rescue
Print one copy for display OR bookmark
this page ready to hold up image in book.



4.1 RESOURCE – Four scenes

Lesson 4: Part 1. People who rescue
Print one copy for display OR bookmark
this page ready to hold up image in book.





The cat was in danger.

The helicopter rescued him.

The fisherman was in danger.

The fire officer rescued it.

The swimmer was in danger.

The ambulance officer rescued him.

The sick person was in danger.

The lifesaver rescued her.

The koala was in danger.

The police officer rescued it.

4.3 RESOURCE – Five photos

Lesson 4: Part 1. People who rescue
Print one copy for display OR bookmark
this page ready to hold up image in book.



4.3 RESOURCE – Five photos

Lesson 4: Part 1. People who rescue
Print one copy for display OR bookmark
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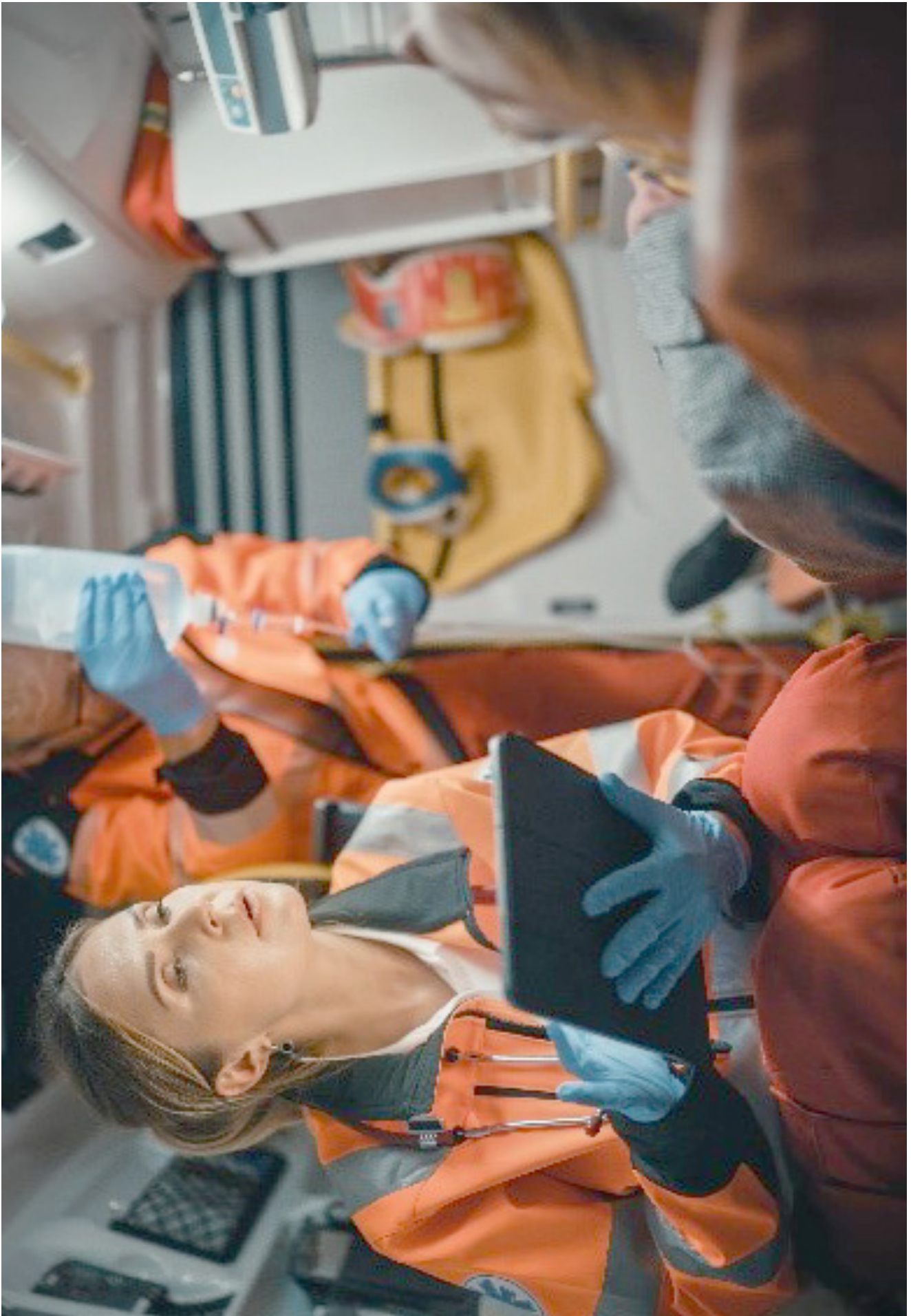
4.3 RESOURCE – Five photos

Lesson 4: Part 1. People who rescue
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4.3 RESOURCE – Five photos

Lesson 4: Part 1. People who rescue
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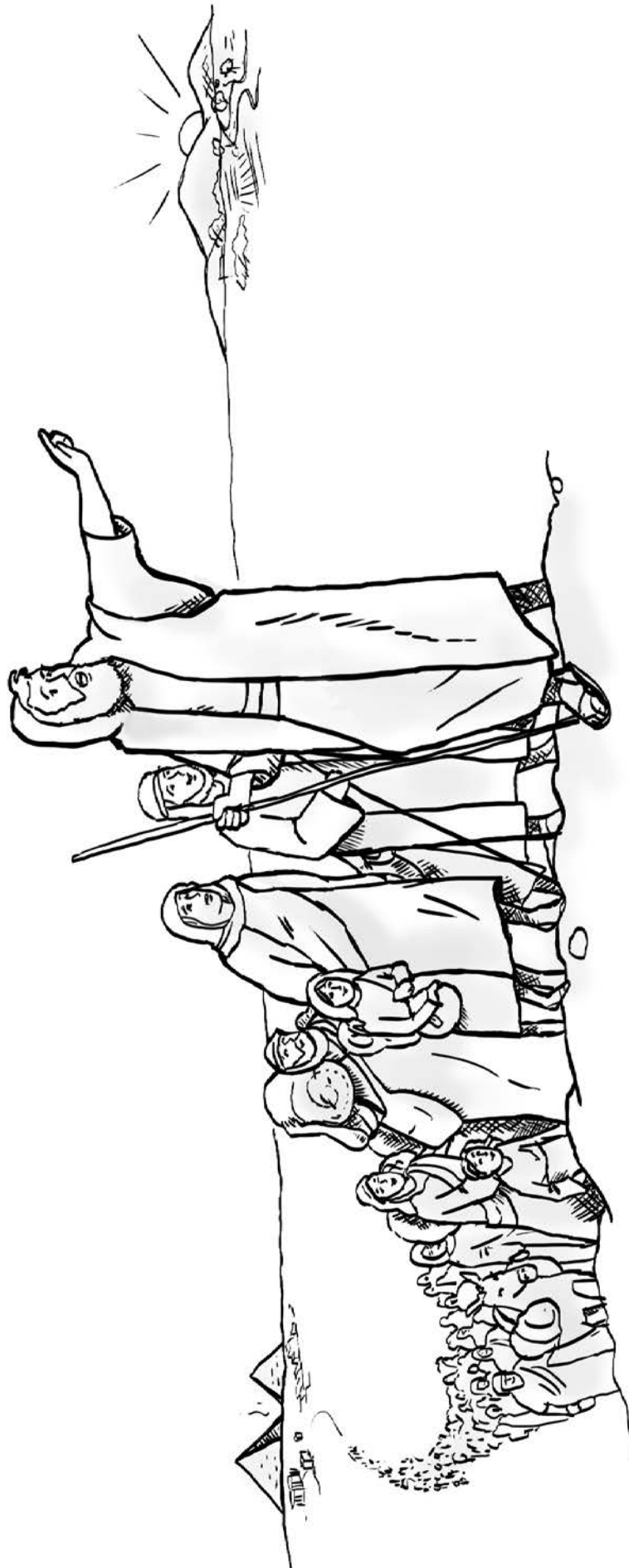


4.3 RESOURCE – Five photos

Lesson 4: Part 1. People who rescue
Print one copy for display OR bookmark
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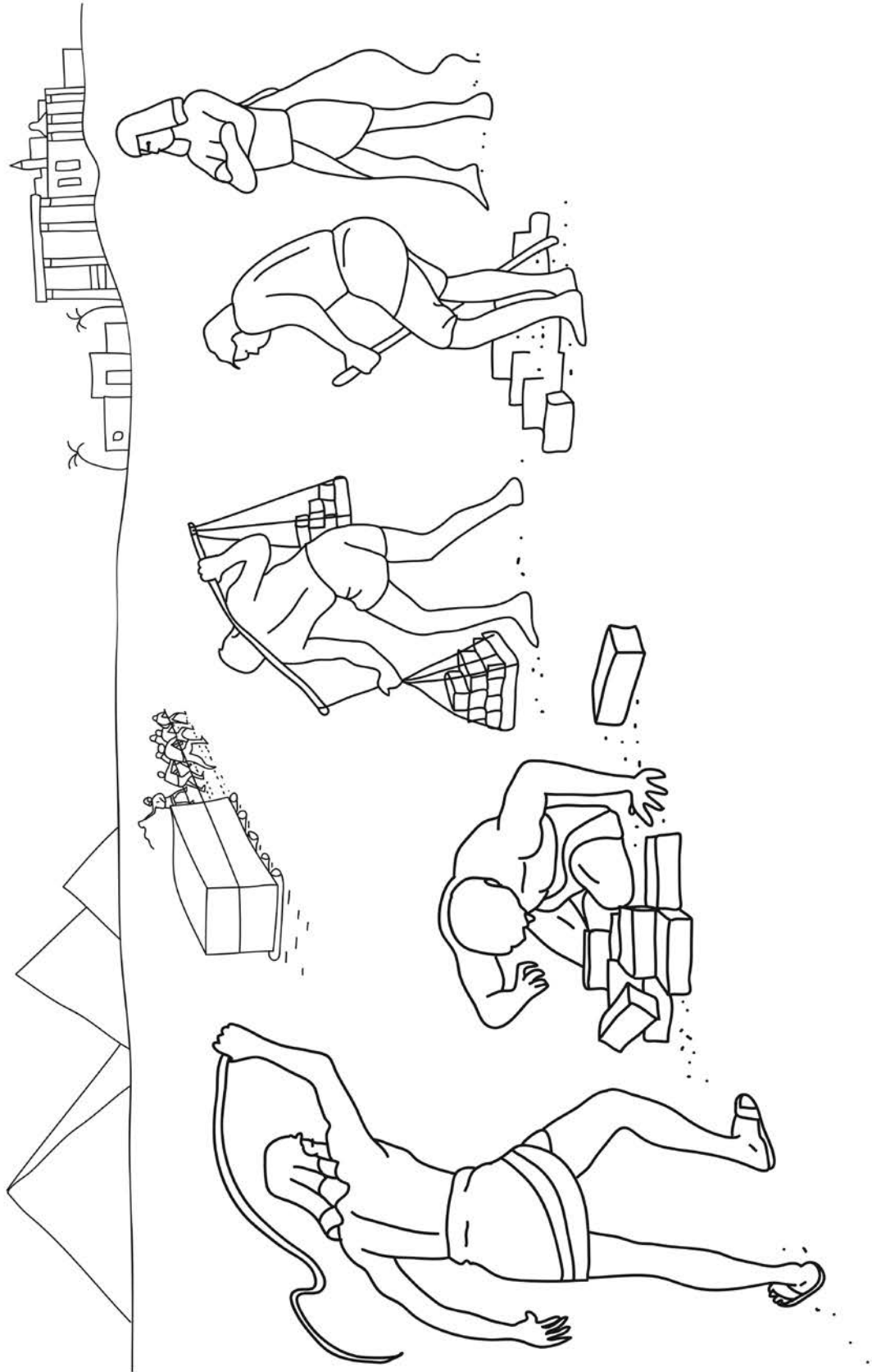


4.4 RESOURCE – Big idea sketch



4.5 RESOURCE – Large sketches

Lesson 4: Part 2. God rescues and restores his people
Exodus 3:4, 7-8a; 19:4-8
Print one set of 8 A4 sketches to display.



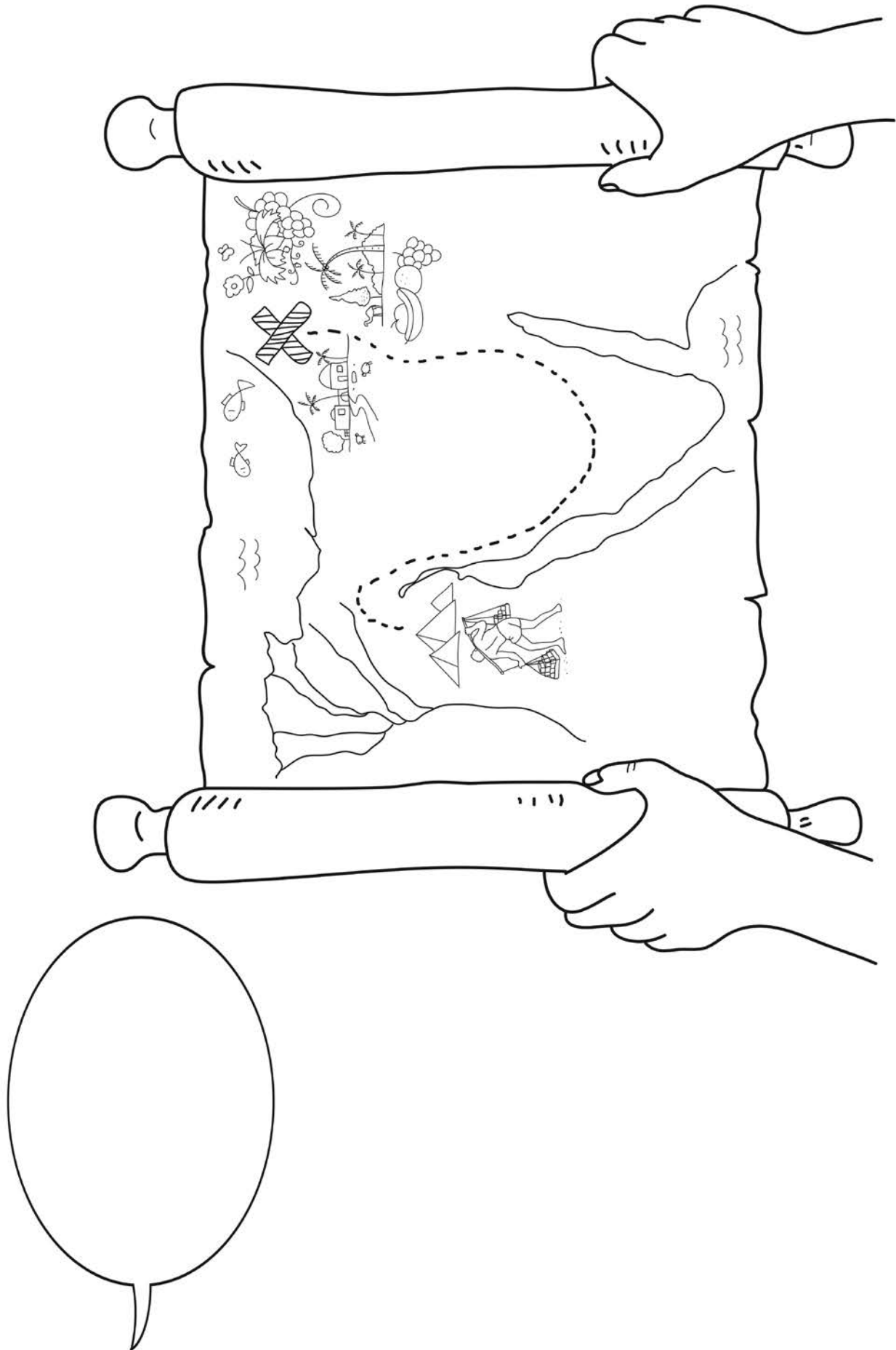
4.5 RESOURCE – Large sketches

Lesson 4: Part 2. God rescues and restores his people
Exodus 3:4, 7–8a; 19:4–8
Print one set of 8 A4 sketches to display.



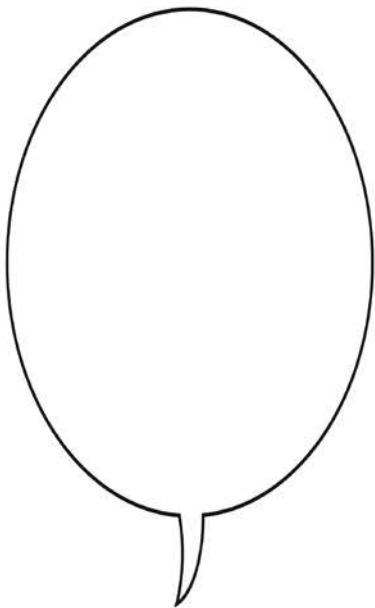
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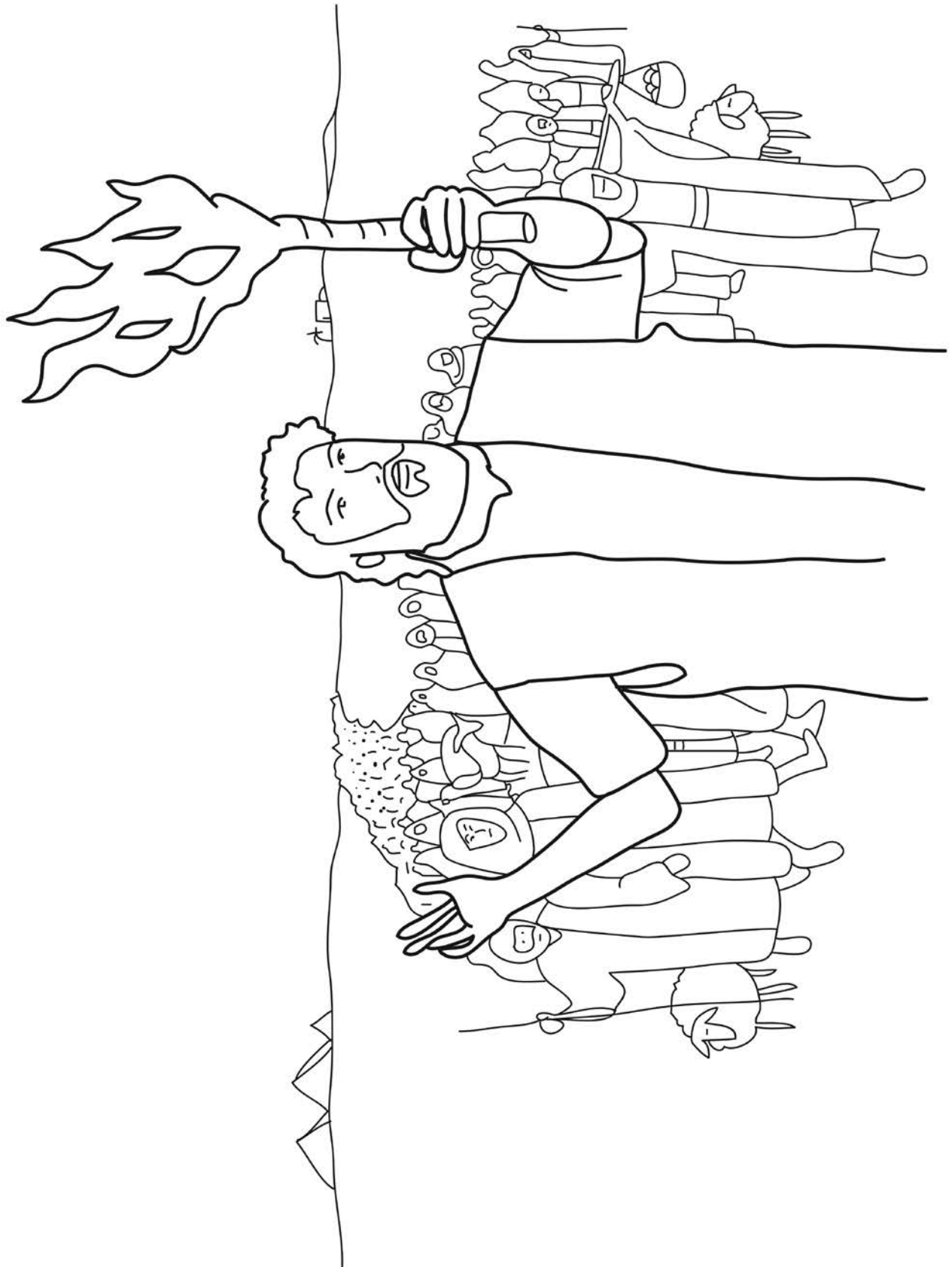
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Exodus 3:4, 7–8a; 19:4–8
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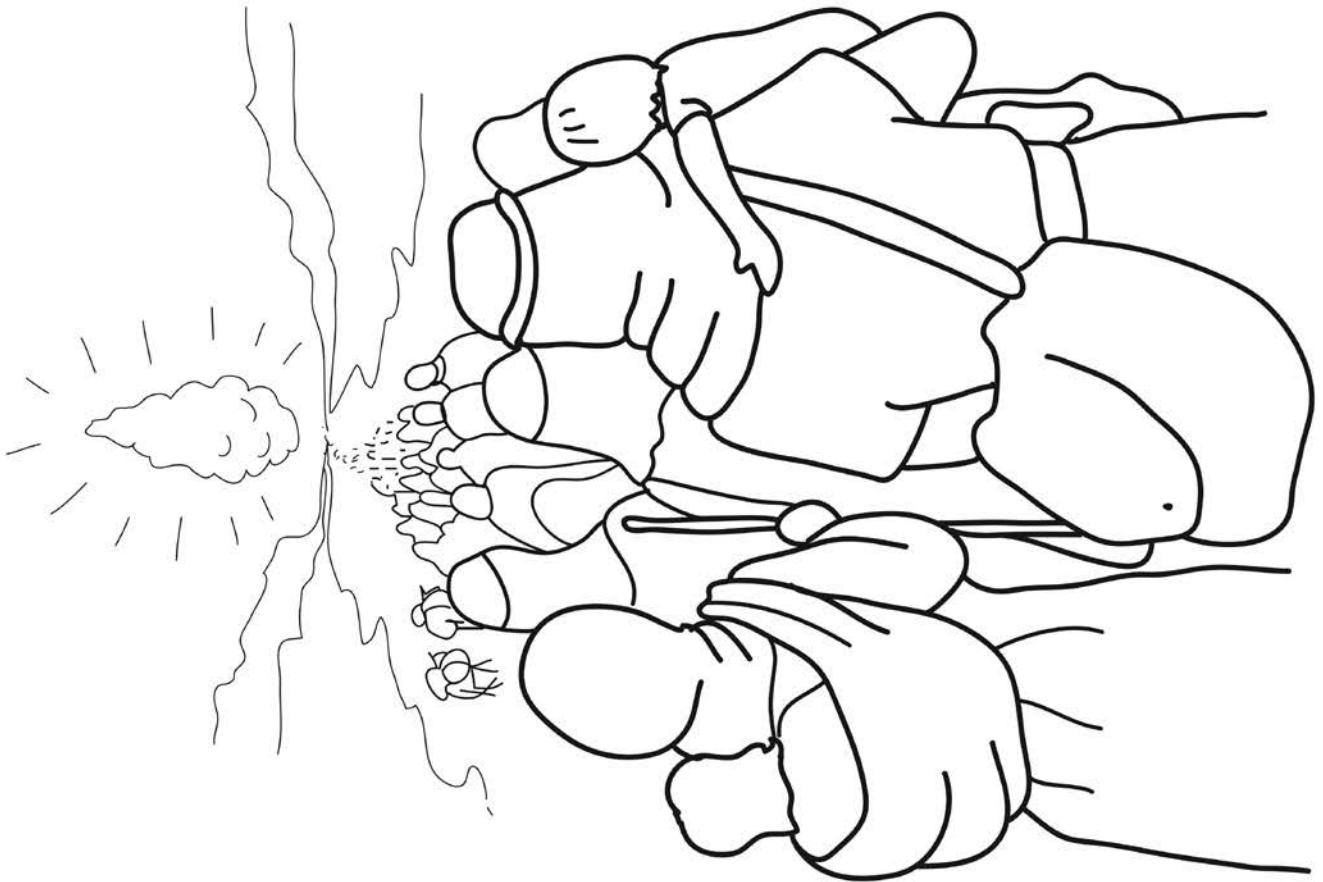
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4.5 RESOURCE – Large sketches

Lesson 4: Part 2. God rescues and restores his people
Exodus 3:4, 7-8a; 19:4-8
Print one set of 8 A4 sketches to display.



**God saw
people
suffering in
Egypt.**

**God spoke to
Moses.**

**God said, 'Lead
my people out
of Egypt to a
good land!'**

**God said,
'I will be with
you.'**

**Moses was
scared.**

**Moses obeyed
God.**

**God said to the
people, 'You
are special.
Obey me.'**

**The people
obeyed God.**

4.7 RESOURCE – Small sketches

Lesson 4: Part 2. God rescues and restores his people
Exodus 3:4, 7-8a; 19:4-8
Print one copy per pair and cut up.



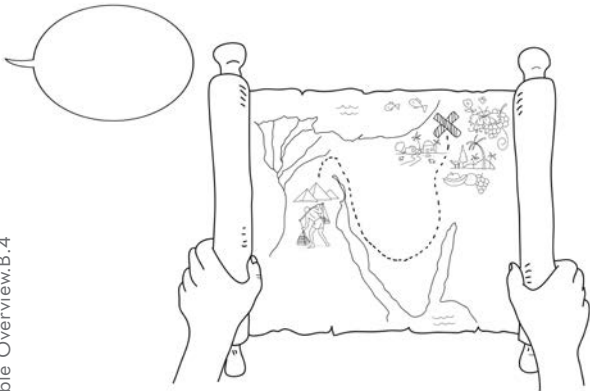
Bible Overview.B.4



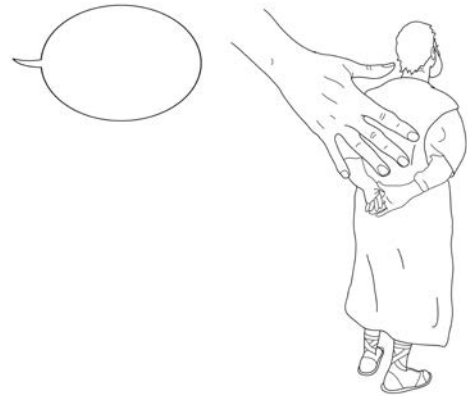
Bible Overview.B.4



Bible Overview.B.4



Bible Overview.B.4



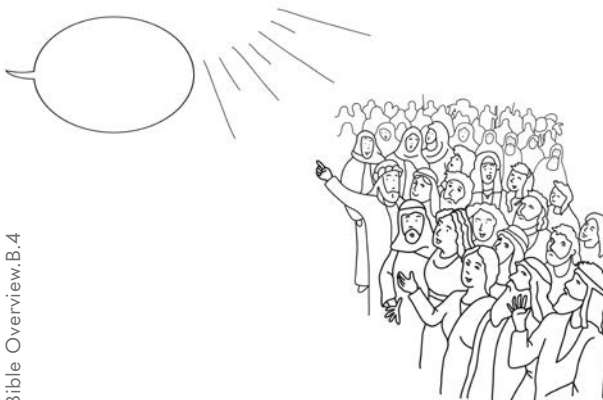
Bible Overview.B.4



Bible Overview.B.4



Bible Overview.B.4



Bible Overview.B.4



4.8 RESOURCE – Small sentence strips

Lesson 4: Part 2. God rescues and restores his people
Exodus 3:4, 7–8a; 19:4–8
Print one copy per pair and cut up.



Bible Overview.B.4

God saw people suffering in Egypt.

Bible Overview.B.4

God spoke to Moses.

Bible Overview.B.4

God said, 'Lead my people out of Egypt to a good land.'

Bible Overview.B.4

God said, 'I will be with you.'

Bible Overview.B.4

Moses was scared.

Bible Overview.B.4

Moses obeyed God.

Bible Overview.B.4

God said to the people, 'You are special. Obey me.'

Bible Overview.B.4

The people obeyed God.

4.9 RESOURCE – Gap-fill worksheet

Fill in the missing words.

Exodus 3:4, 7–8a; 19:4–8

1. God _____ people suffering in Egypt.
2. God _____ to Moses.
3. God _____, 'Lead my people out of Egypt to a good land.'
4. God said, 'I will be _____ you.'
5. Moses was _____.
6. Moses _____ God.
7. God said to the people, 'You are _____. Obey me.'
8. The people obeyed _____.

Lesson 5

PART 1 (APPROX 1 HOUR):

Royalty

PART 2 (APPROX 1/2 HOUR):

A king for God's people **2 Samuel 7:8–13**

BIG IDEA:

God gave the people a good king to rule them in their land. God promised that a descendant of King David would one day rule forever.

 **Prepare lesson**

Part 1. Royalty

Print resources

- RESOURCE 5.1 – Royal photo**
Print one copy for display OR bookmark this page ready to show to individual students.
- RESOURCE 5.2 – Royal items**
Print one copy for display OR bookmark this page ready to show to individual students.
- RESOURCE 5.3 – Labelling worksheet**
Print one copy per student.
- RESOURCE 5.4 – Royal pictures**
Print one copy for display.
- RESOURCE 5.5 – Fill in the missing words**
Print one copy per student.

Part 2. A king for God's people

Read scripture

- 2 Samuel 7:8–13 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 5.6 – Big idea sketch**
Print one copy to display OR bookmark this page ready to hold up image in book.
- **RESOURCE 5.7 – Large sketches**
Print one set of 8 A4 sketches to display.
- **RESOURCE 5.8 – Large sentences**
Print one set of 8 A4 sentences to display.
- **RESOURCE 5.9 – Small sketches**
Print one copy per pair and cut up.
- **RESOURCE 5.10 – Small sentence strips**
Print one copy per pair and cut up.
- **RESOURCE 5.11 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Royalty

Activate knowledge

Display **RESOURCE 5.1 – Royal photo**.

Say 'Elizabeth II is the Queen of England. She is also the Queen of Australia.'

Ask 'Does your home country have a king or queen?'

Invite responses: yes or no.

Write _____ *has a* _____ on the board.

Invite responses (if 'yes' to question above) – e.g. Thailand has a king.

Write _____ *does not have a king or queen* on the board.

Invite responses (if no to question above) – for example, China does not have a king or queen.

Focus on language

Activity 1: Drawing and guessing

Invite a confident student or helper to be a volunteer.

Show the volunteer the first picture from **RESOURCE 5.2 – Royal items**, ensuring that the other students do not see it.

Invite the volunteer to sketch an image of a crown on the board, ensuring that they remain silent.

Invite the remainder of the class to guess what the student is drawing.

Write c_ _ _ _ on the board once the word has been guessed or if students need additional support to guess correctly.

RESOURCE 5.1 – Royal photo

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

RESOURCE 5.2 – Royal items

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

**RESOURCE 5.3 –
Labelling worksheet**

Print one copy per
student.

**RESOURCE 5.4 –
Royal pictures**

Print one copy for
display.

Invite students to say the letters needed to correctly spell the item.

Repeat for the remaining images from **RESOURCE 5.2 – Royal items**: robe, throne, fireworks, stool, red carpet, flag, guard, carriage.

Activity 2: Labelling worksheet

Distribute **RESOURCE 5.3 – Labelling worksheet**.

Invite students to write the labels in the spaces.

Check answers by reading slowly through the worksheet together and writing the missing words on the board.

Activity 3: Matching sentences to images

Display the images from **RESOURCE 5.1 – Royal photo** and **RESOURCE 5.4 – Royal pictures** (3 pictures in total, in this order: Queen Elizabeth, then castle, then room inside castle) at the front of the room.

Say ‘The queen is wearing a pink hat.’

Invite students to raise 1, 2 or 3 fingers depending on which image they think the sentence describes.

Repeat for all sentences listed below, reading them aloud to the class in random order (answers are provided in bold):

- The sky is blue. **(2)**
- There is a pink door. **(2)**
- The guard is wearing a white glove. **(1)**
- There are three flags. **(2)**
- The crowns are yellow. **(3)**
- The guard is waving. **(1)**
- There are two stools. **(3)**
- The queen is smiling. **(1)**
- There is red carpet. **(3)**

- The king is wearing a yellow robe. (3)
- The guard is wearing a black hat. (1)
- There are fireworks. (2)
- The queen is wearing a green dress. (3)

Activity 4: Fill in the missing words

Distribute **RESOURCE 5.5 – Fill in the missing words.**

Invite students to fill in the missing words.

Check answers together.

**RESOURCE 5.5 –
Fill in the missing
words**

Print one copy per
student.

Part 2 – A king for God's people

2 Samuel 7:8–13

Activate knowledge

Display **RESOURCE 5.6 – Big idea sketch**.

Ask 'What can you see?'

Write responses on the board.

**RESOURCE 5.6 –
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, there is a special king.'

Distribute copies of 2 Samuel 7:8–13 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 5.7 – Large sketches** in order.

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

1. God sent a message to King David:
2. 'I made you king of Israel.'
3. 'I am always with you.'
4. 'I have destroyed your enemies.'
5. 'I will make your name great.'
6. 'Your people will live in safety.'

**RESOURCE 5.7 –
Large sketches**

Print one set of 8 A4 sketches to display.

**RESOURCE 5.8 –
Large sentences**

Print one set of 8 A4 sentences to display.

**RESOURCE 5.9 –
Small sketches**

Print one copy per pair and cut up.

**RESOURCE 5.10 –
Small sentence strips**

Print one copy per pair and cut up.

**RESOURCE 5.11 –
Gap-fill worksheet**

Print one copy per student.

7. 'Your descendant will be king.'

8. 'His kingdom will rule forever.'

Re-read the 8 sentences, placing the correct sentence from **RESOURCE 5.8 – 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 5.9 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 5.10 – 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 5.11 – 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.

Extend this activity by inviting students to create sentences about the clothes their classmates are wearing.

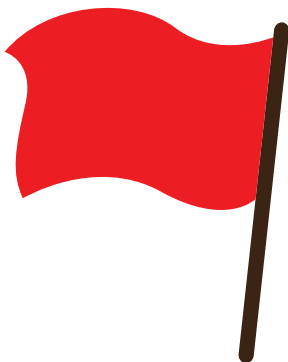
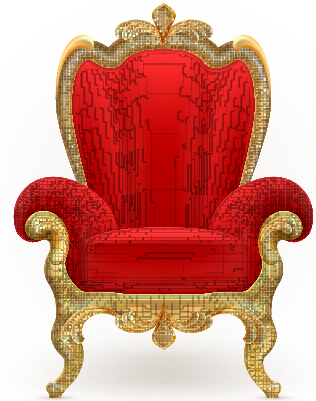
5.1 RESOURCE – Royal photo

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



5.2 RESOURCE – Royal items

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

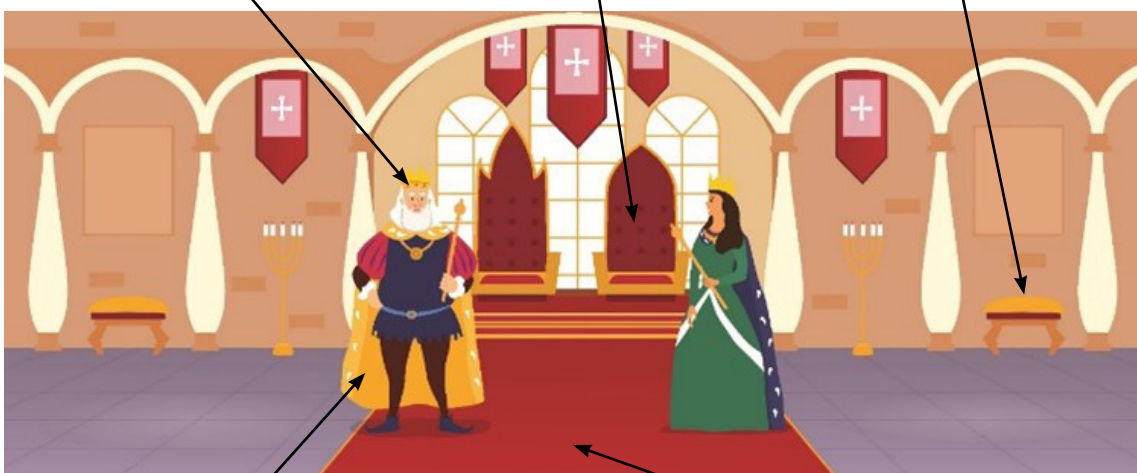


5.3 RESOURCE – Labelling worksheet

Write the names of the images on the lines.

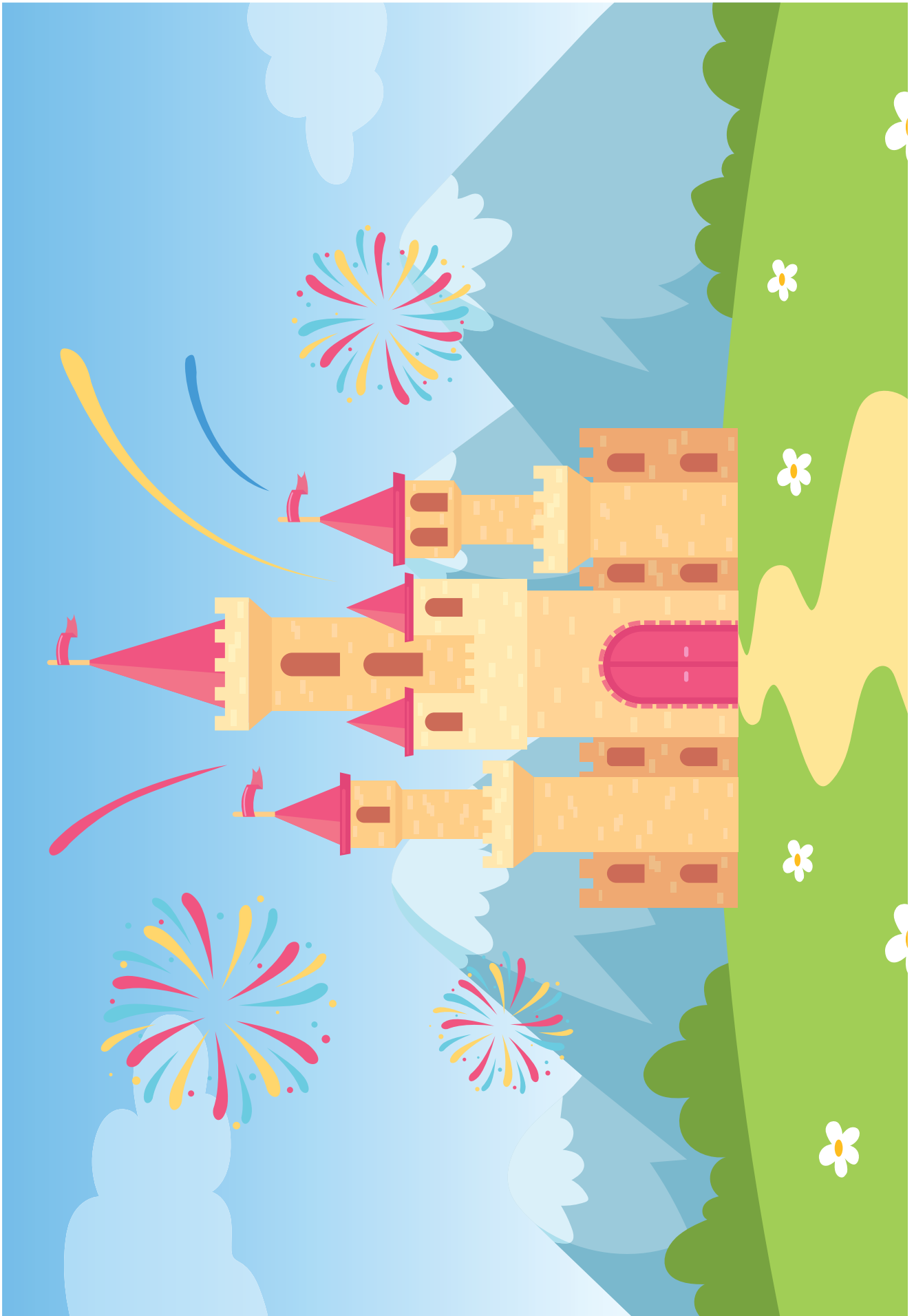


fireworks



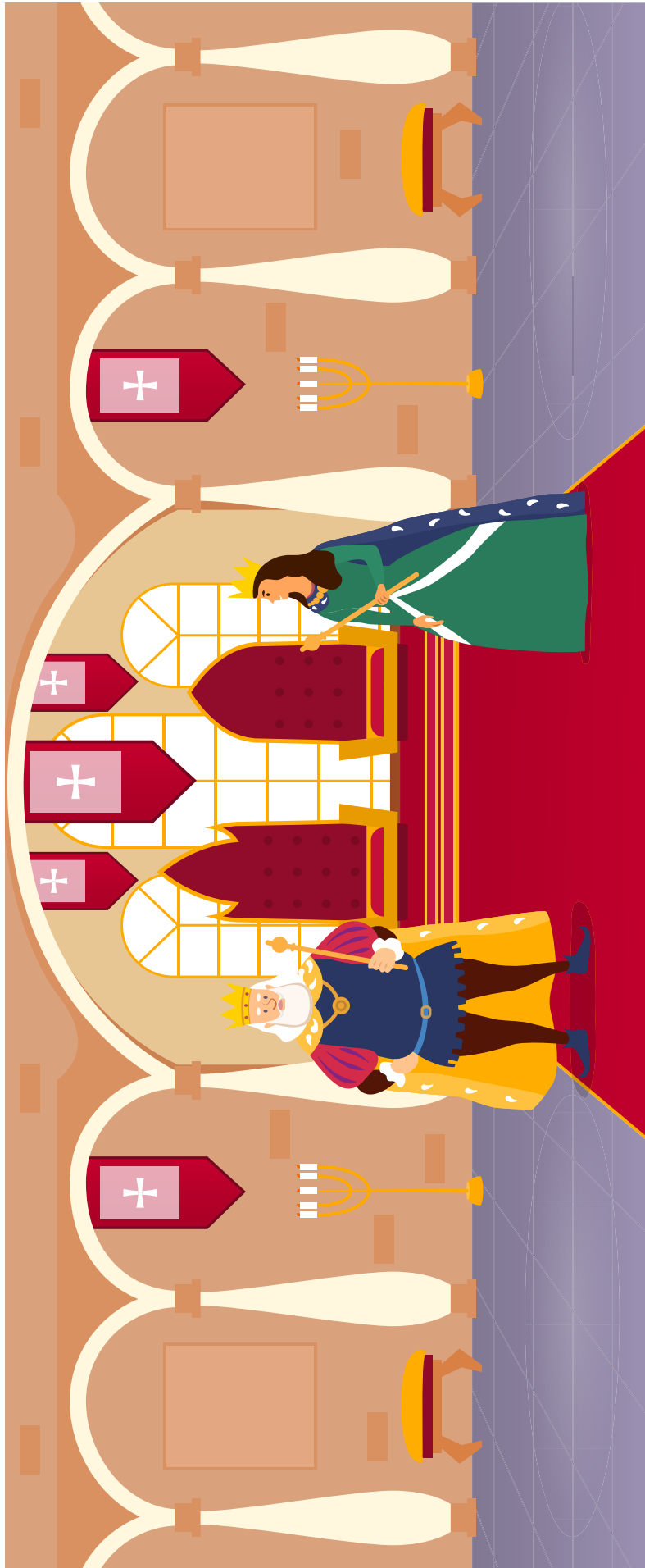
5.4 RESOURCE – Royal pictures

Lesson 5: Part 1. Royalty
Print one copy for display.



5.4 RESOURCE – Royal pictures

Lesson 5: Part 1. Royalty
Print one copy for display.



5.5 RESOURCE – Fill in the missing words

Lesson 5: Part 1. Royalty
Print one copy per student.

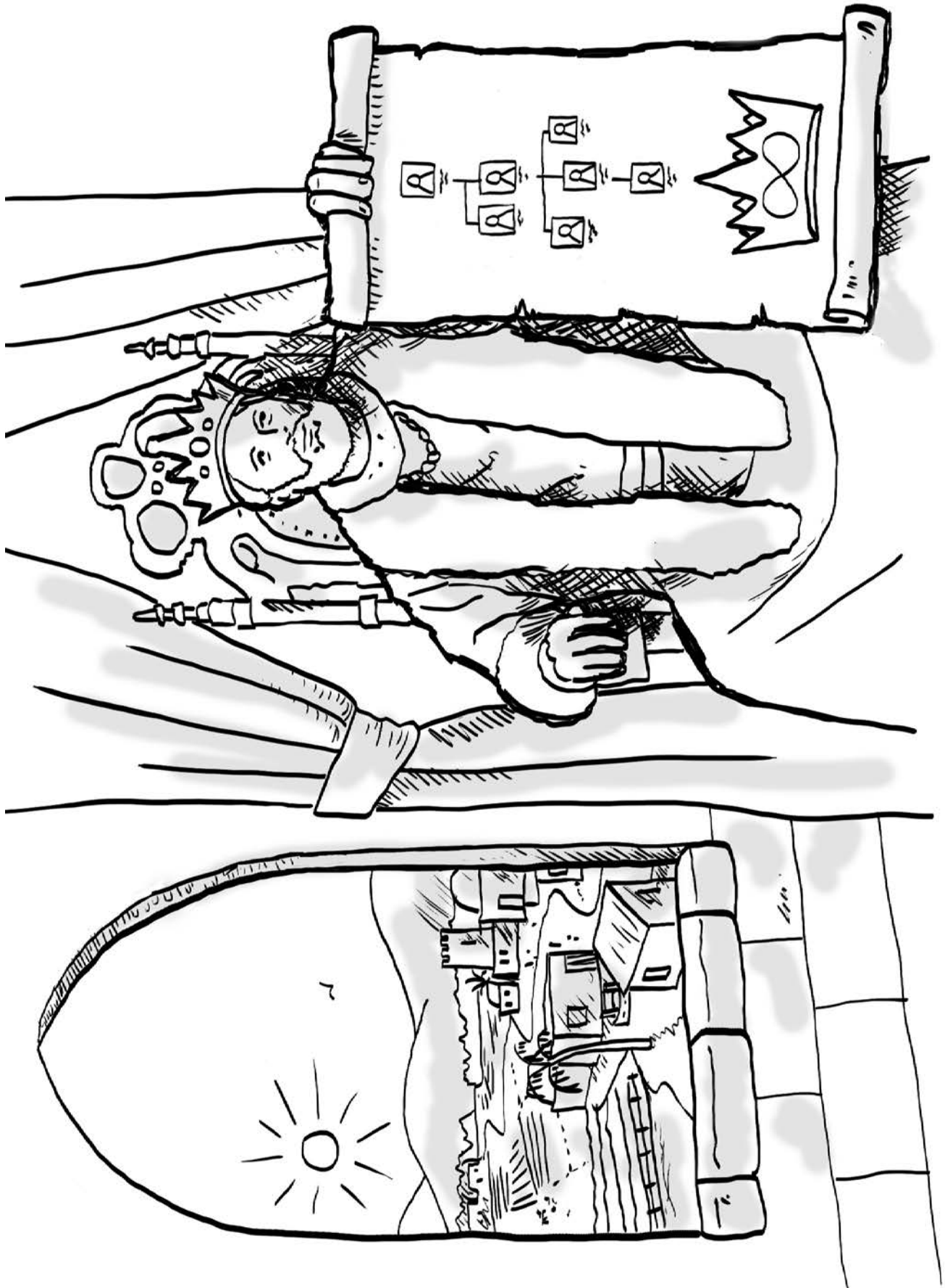
Insert the missing words from the box in the spaces below:

is	are	is wearing
----	-----	------------

1. There _____ a pink door.
2. There _____ many windows.
3. There _____ fireworks.
4. The sky _____ blue.
5. There _____ three flags.
6. The crowns _____ yellow.
7. There _____ two stools.
8. There _____ red carpet.
9. The queen _____ a pink hat.
10. The guard _____ a black hat.
11. The guard _____ a white glove.
12. The king _____ a yellow robe.
13. The queen _____ a green dress.

5.6 RESOURCE – Big idea sketch

Lesson 5: Part 2. A king for God's people – 2 Samuel 7:8-13
Print one copy to display OR bookmark
this page ready to hold up image in book.



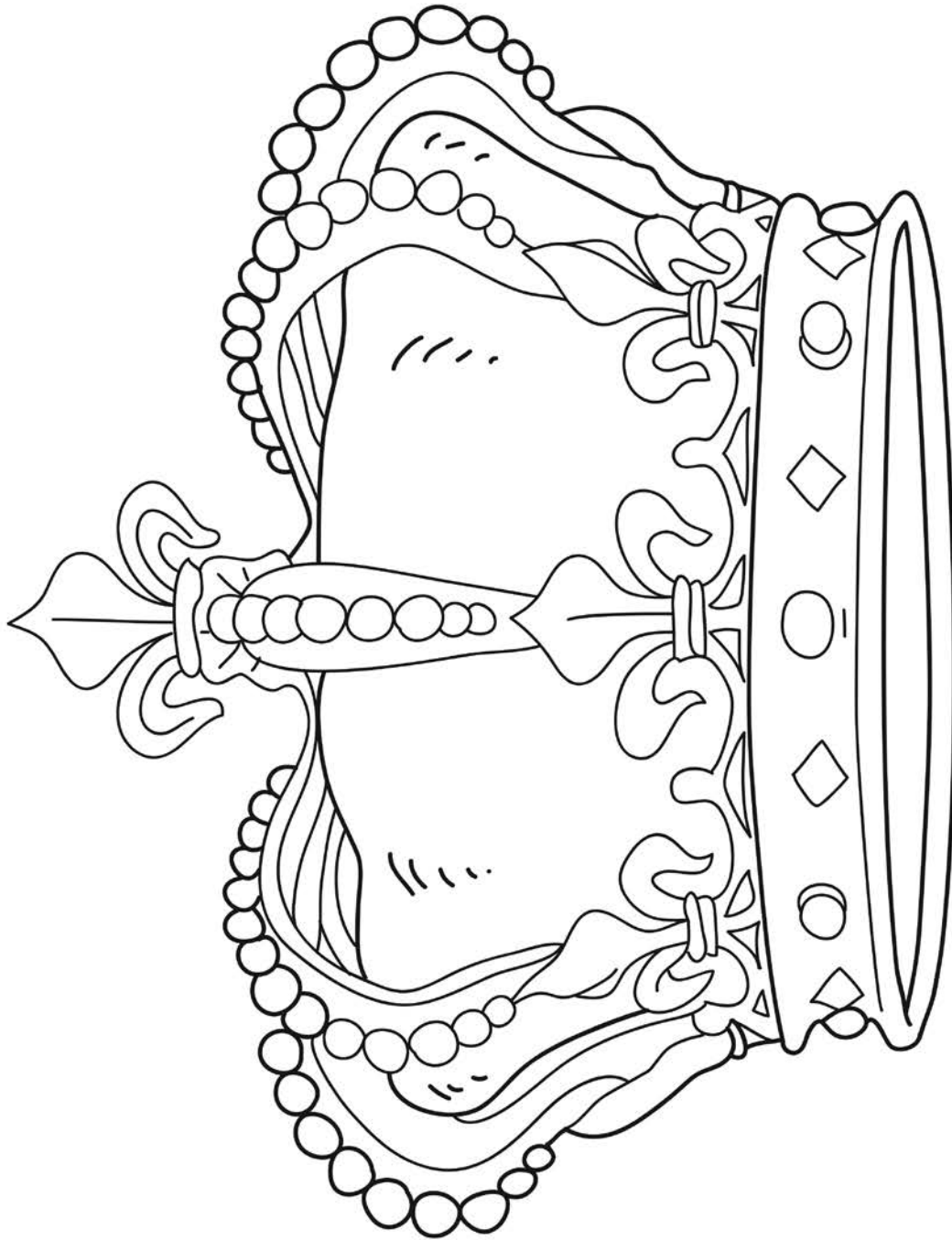
5.7 RESOURCE – Large sketches

Lesson 5: Part 2. A king for God's people – 2 Samuel 7:8-13
Print one set of 8 A4 sketches to display.



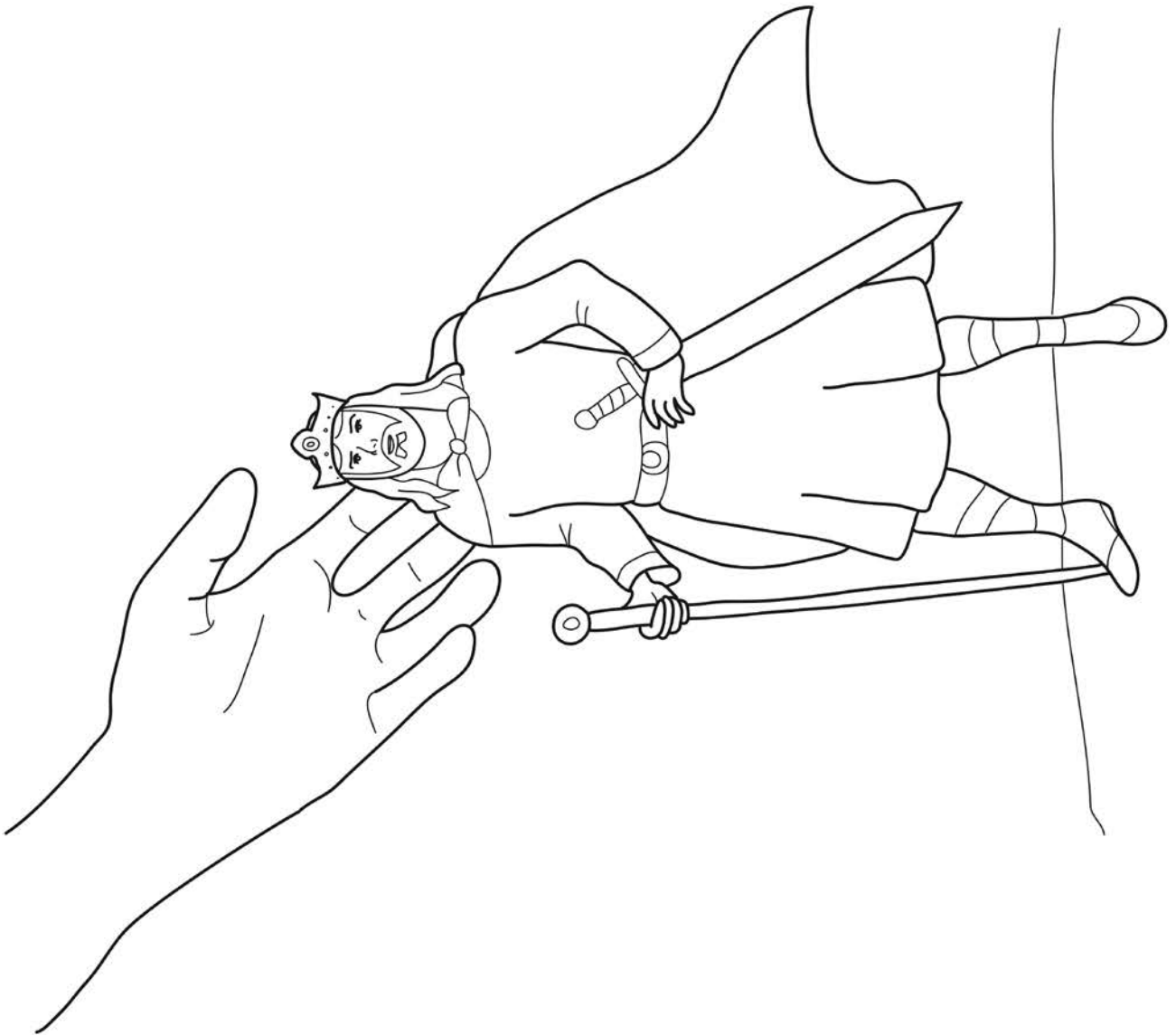
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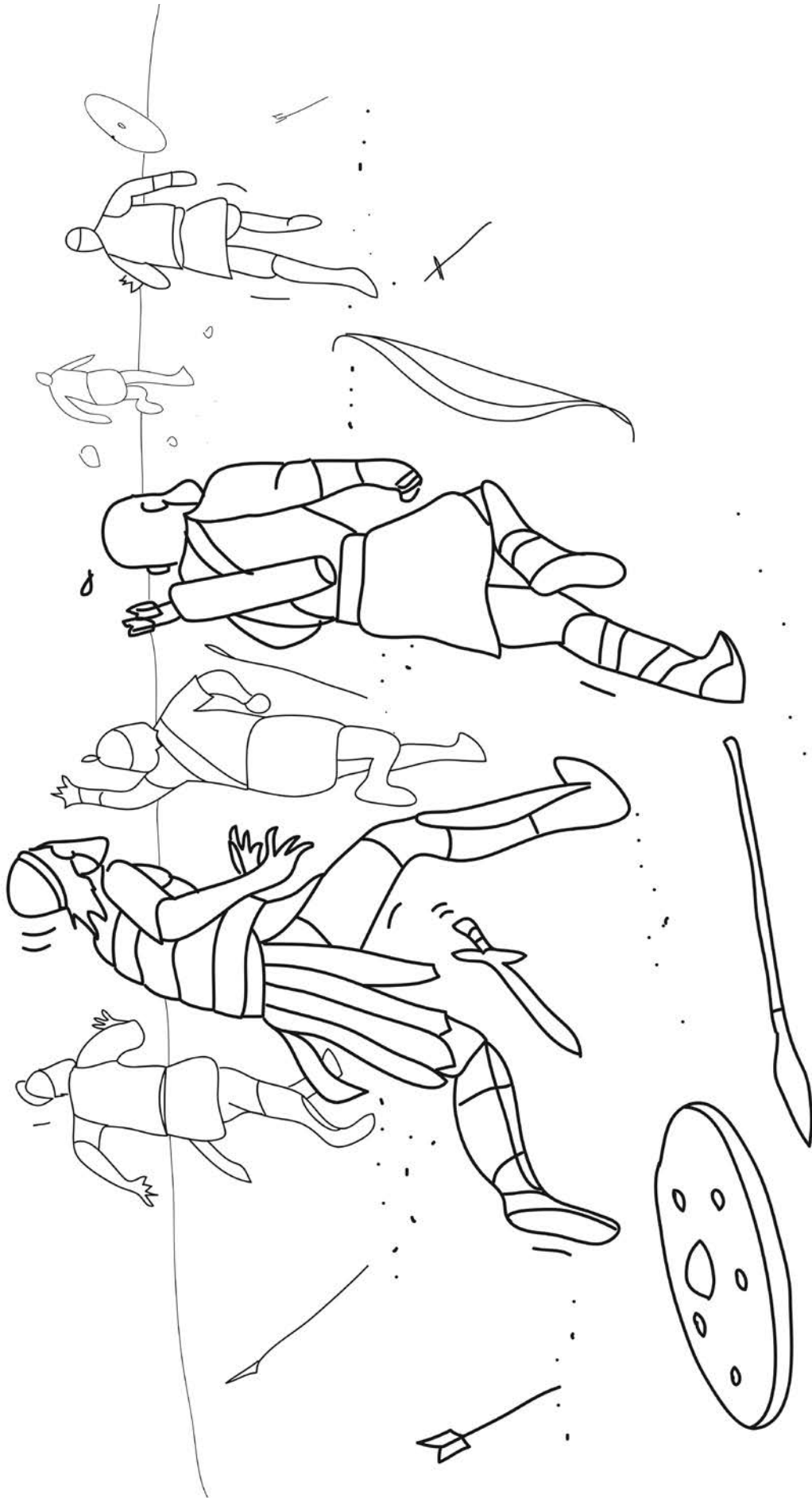
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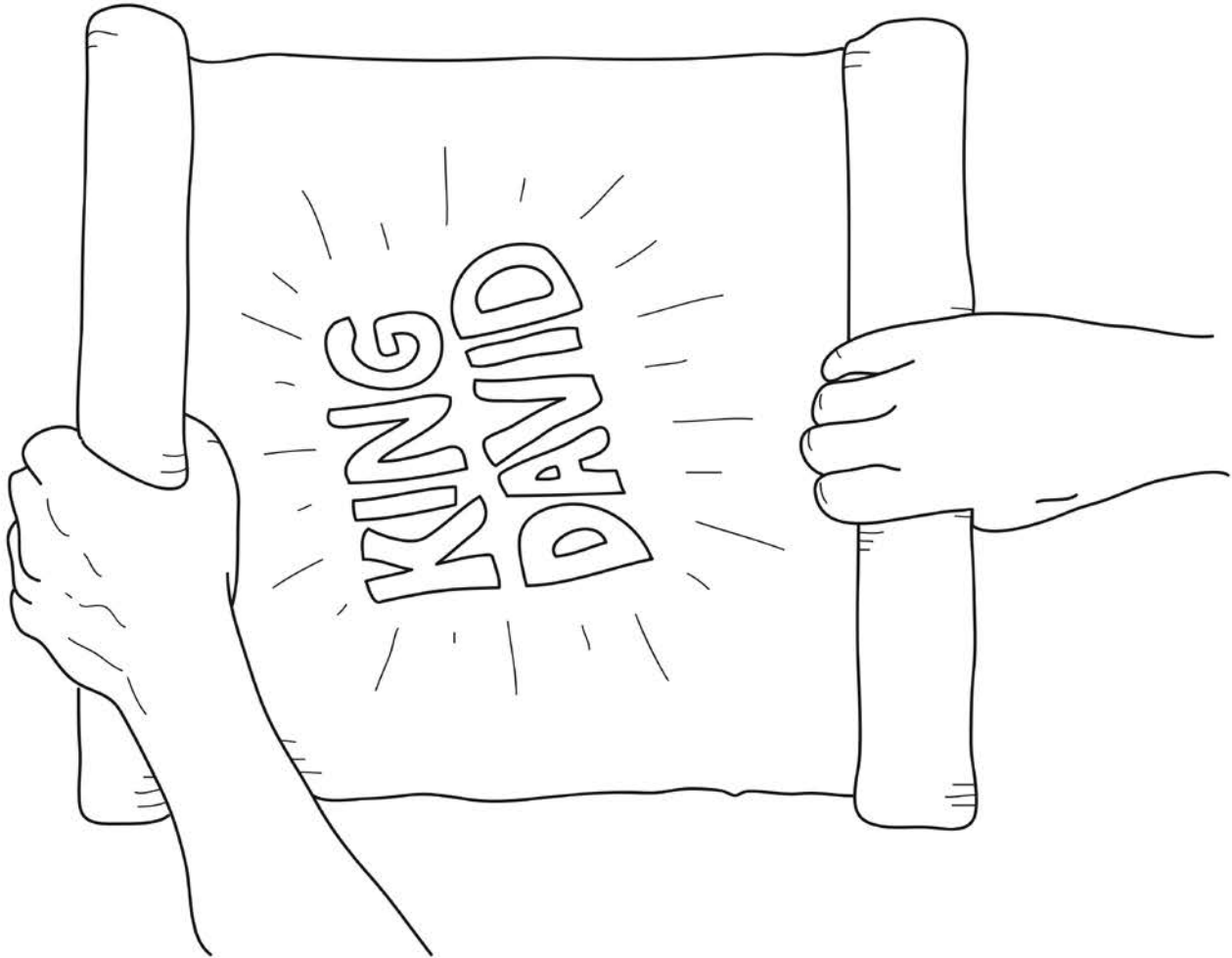
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Lesson 5: Part 2. A king for God's people – 2 Samuel 7:8-13
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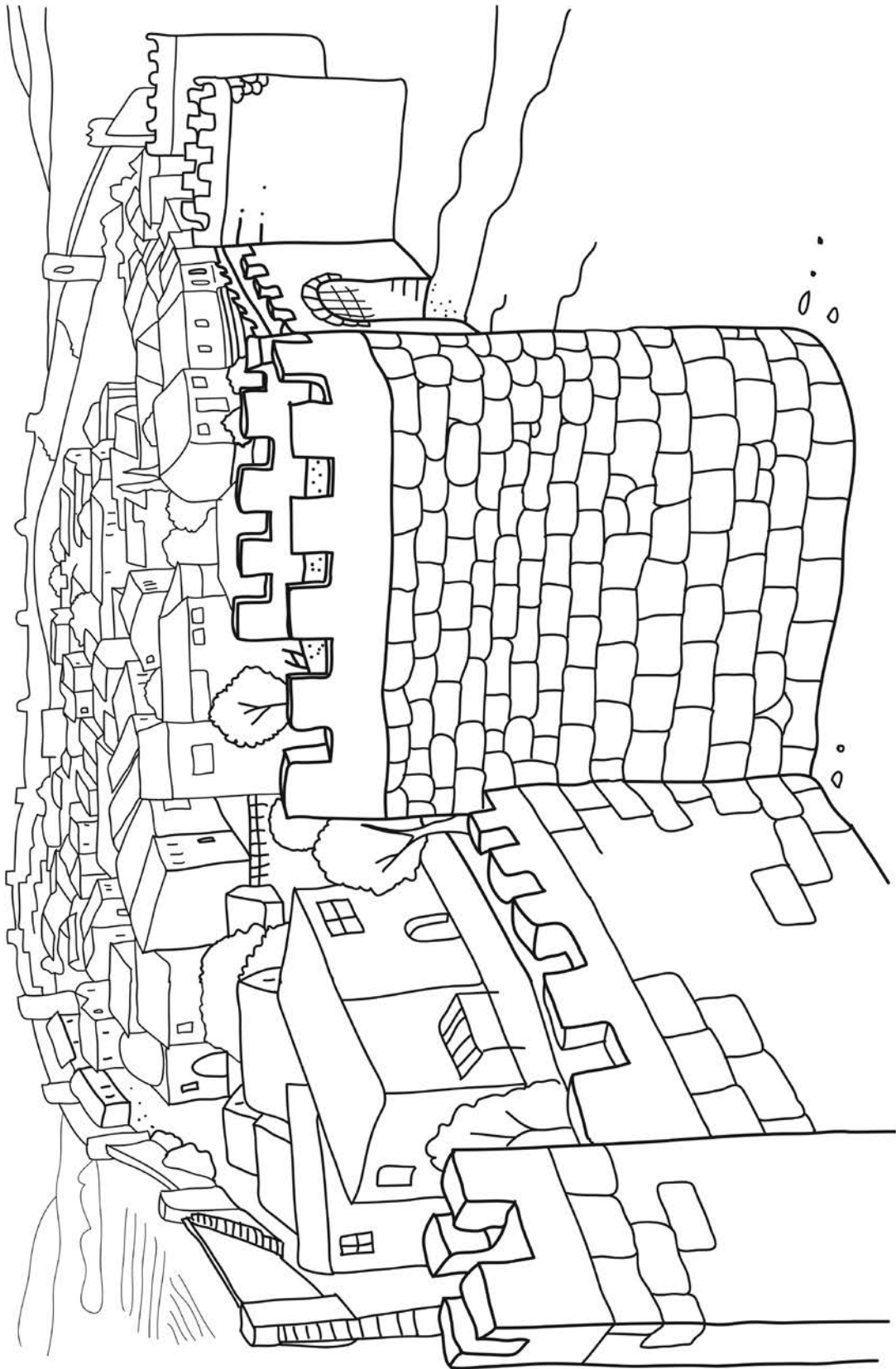
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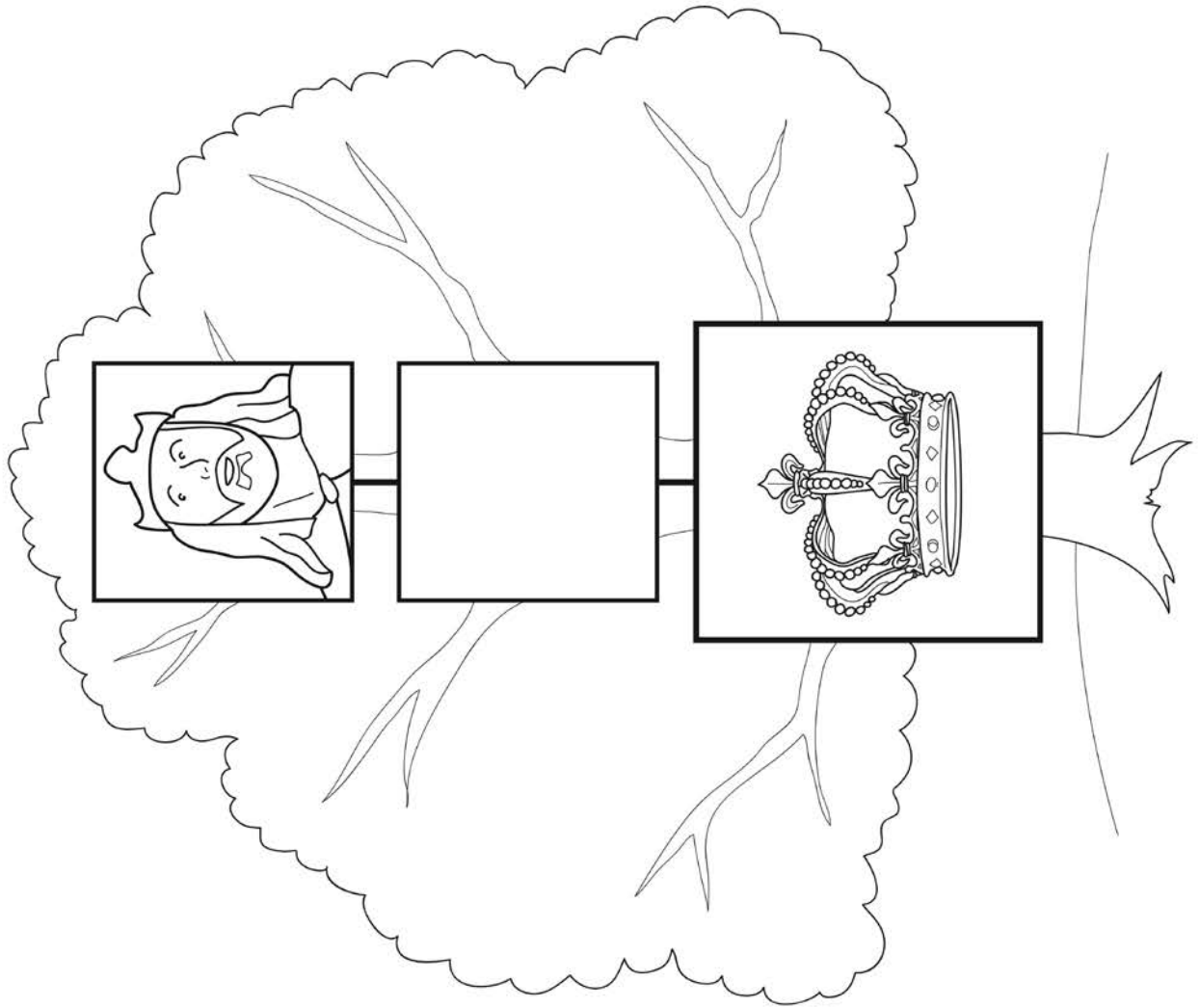
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Lesson 5: Part 2. A king for God's people – 2 Samuel 7:8-13
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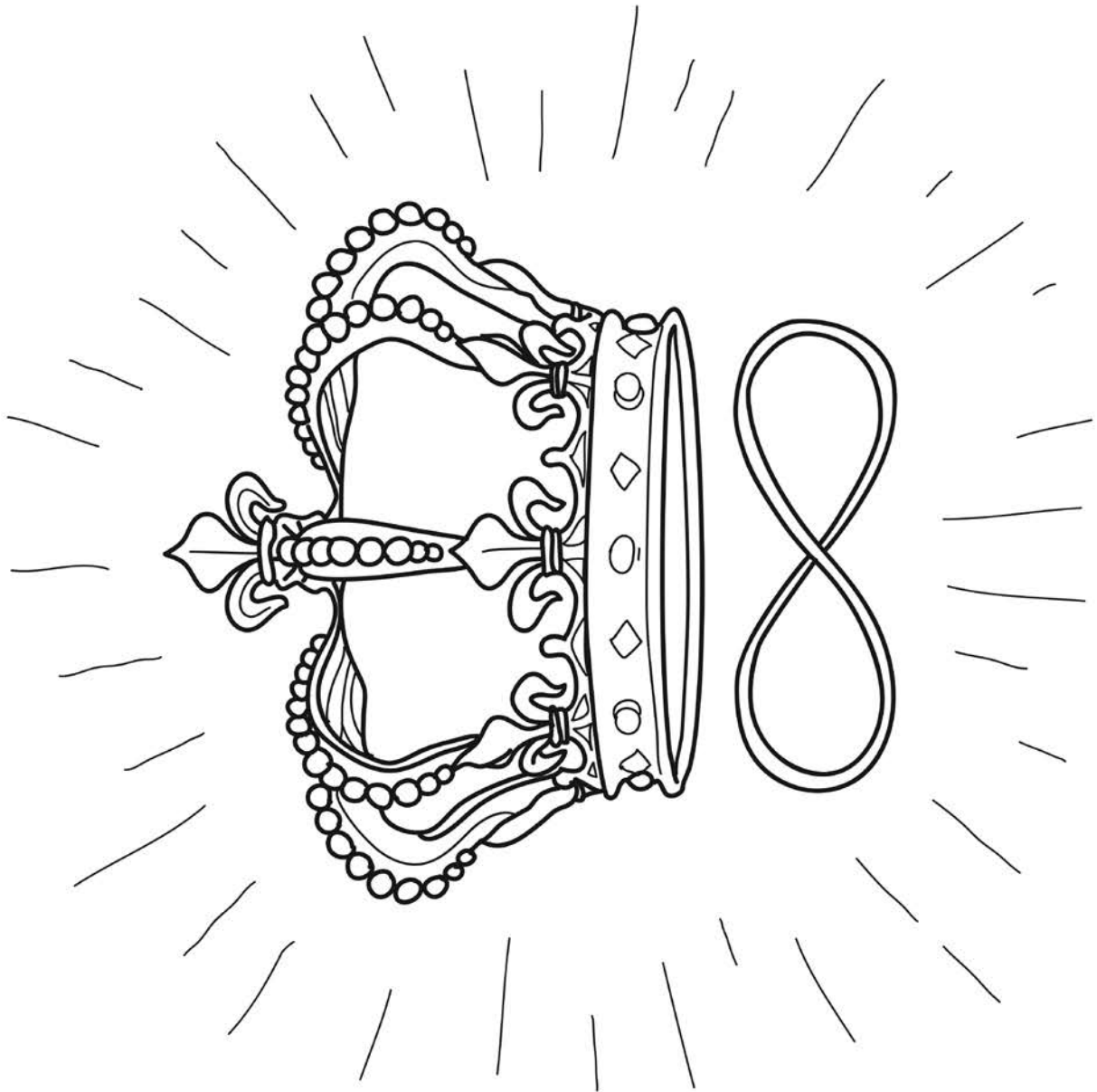
5.7 RESOURCE – Large sketches

Lesson 5: Part 2. A king for God's people – 2 Samuel 7:8-13
Print one set of 8 A4 sketches to display.



5.7 RESOURCE – Large sketches

Lesson 5: Part 2. A king for God's people – 2 Samuel 7:8–13
Print one set of 8 A4 sketches to display.



**God sent a
message to
King David:**

**'I made you
king of Israel!'**

**I am always
with you!**

**'I have
destroyed your
enemies!'**

**'I will make
your name
great.'**

**'Your people
will live in
safety!'**

**'Your
descendant
will be king!'**

**'His kingdom
will rule
forever!'**

5.9 RESOURCE – Small sketches

Lesson 5: Part 2. A king for God's people – 2 Samuel 7:8-13
Print one copy per pair and cut up.



Bible Overview.B.5



Bible Overview.B.5



Bible Overview.B.5



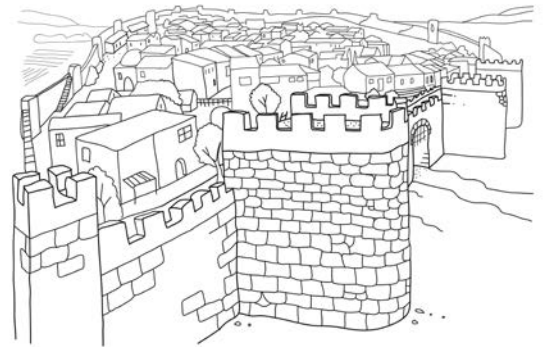
Bible Overview.B.5



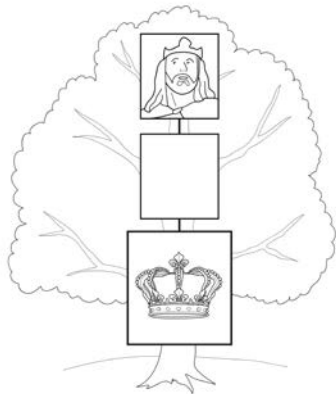
Bible Overview.B.5



Bible Overview.B.5



Bible Overview.B.5



Bible Overview.B.5





Bible Overview, B.5

God sent a message to King David:

Bible Overview, B.5

'I made you king of Israel.'

Bible Overview, B.5

'I am always with you.'

Bible Overview, B.5

'I have destroyed your enemies.'

Bible Overview, B.5

'I will make your name great.'

Bible Overview, B.5

'Your people will live in safety.'

Bible Overview, B.5

'Your descendant will be king.'

Bible Overview, B.5

'His kingdom will rule forever.'

Fill in the missing words.

2 Samuel 7:8–13

1. God sent a _____ to King David:
2. 'I made you _____ of Israel.'
3. 'I am always _____ you.'
4. 'I have destroyed your _____.'
5. 'I will make your name _____.'
6. 'Your people will live in _____.'
7. 'Your _____ will be king.'
8. 'His kingdom will rule _____.'

Lesson 6

PART 1 (APPROX 1 HOUR):

Who or what do you follow?

PART 2 (APPROX 1/2 HOUR):

Solomon disobeys and there are consequences
1 Kings 11:6–11

BIG IDEA:

David's son, King Solomon, disobeyed God. God took the kingdom from him and sent his people out of their land.

 **Prepare lesson**

Part 1. Who or what do you follow?

Print resources

- RESOURCE 6.1 – Photos**
Print one copy of each photo to display
OR bookmark these pages ready to hold up images in book.
- RESOURCE 6.2 – Sentences**
Print one copy per pair.

Part 2. Solomon disobeys and there are consequences

Read scripture

- I Kings 11:6–11 in Nlrv Bible
(or another easy-to-read translation)

Print resources

- Heart language Bible text**
Print one text per student in relevant languages from bible.com or biblegateway.com
- RESOURCE 6.3 – Big idea sketch**
Print one copy to display OR bookmark this page ready to hold up image in book.
- RESOURCE 6.4 – Large sketches**
Print one set of 8 A4 sketches to display.
- RESOURCE 6.5 – Large sentences**
Print one set of 8 A4 sentences to display.
- RESOURCE 6.6 – Small sketches**
Print one copy per pair and cut up.
- RESOURCE 6.7 – Small sentence strips**
Print one copy per pair and cut up.
- RESOURCE 6.8 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities (see pages 4–5)

Part 1. Who or what do you follow?

Activate knowledge

Say 'Follow the leader.'

Stand and prepare to demonstrate the actions while you give the following instructions. (**Note:** pause after each instruction, ensuring that all students have heard the command and are able to understand. You may need to repeat each command several times.)

Say 'Stand up. Clap your hands. Turn around. Touch your toes. Touch your nose. Pick up a pen. Put it on your head. Put it on the table. Shake your hands. Touch your knees. Wink. Sit down.'

Focus on language

Activity 1: Who or what?

Write *people* on the left side of the board and *things* on the right side of the board.

Say 'We can follow people or things.'

Ask 'Who do you follow?'

Point to *people* on the board as you do this.

Invite responses.

Prompt with an example if necessary (e.g. 'I follow Jesus.').

Ask 'What do you follow?'

Point to *things* on the board as you do this.

Invite responses.

Prompt with an example if necessary (e.g. 'I follow the football.').

Encourage students to answer using complete sentences (e.g. 'I follow _____').

Write responses on the left or right side of the board, as appropriate.

Activity 2: Matching sentences to photos

Divide students into pairs.

Display **RESOURCE 6.1 – Photos** on tables around the room.

Distribute one copy of **RESOURCE 6.2 – Sentences** to each pair.

Invite pairs to locate the corresponding photo for each sentence and write the number of the photo next to it.

Check answers together as a class.

Activity 3: People or things

Write 1. above *people* and 2. above *things* on the board.

Display photo 1 and read out the corresponding sentence from the worksheet.

Say 'Children follow their parents. Who or what?'

Say 'Who. Parents are people. We use who.'

Place the photo on the left side of the table/floor underneath *people* on the board.

Display photo 2 and read out the corresponding sentence from the worksheet.

Say 'Bike riders follow the track. Who or what?'

Say 'What. A track is a thing. We use what.'

Place the photo on the right side of the table/floor underneath *things* on the board.

RESOURCE 6.1 – Photos

Print one copy of each photo to display OR bookmark these pages ready to hold up images in book..

RESOURCE 6.2 – Sentences

Print one copy per pair.

Invite a student volunteer to show the next photo to the class and read out the corresponding sentence from the worksheet.

Invite the class to decide which side of the board the photo belongs on.

Repeat for the remaining photos and sentences.

Extension activity: Follow the leader

Finish this part of the lesson, if you wish, with another game of 'Follow the leader'. Choose a competent student to lead the class.

Part 2 – Solomon disobeys and there are consequences

1 Kings 11:6–11

RESOURCE 6.3 – Big idea sketch

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

Activate knowledge

Display **RESOURCE 6.3 – 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, the king follows other gods.’

Distribute copies of 1 Kings 11:6–11 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 6.4 – Large sketches** in order.

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

Sentences:

1. King David’s son was Solomon.
2. Solomon disobeyed God.
3. Solomon worshipped other gods.
4. Solomon married women who loved other gods.
5. God was angry.

RESOURCE 6.4 – Large sketches

Print one set of 8 A4
sketches to display.

**RESOURCE 6.5 –
Large sentences**

Print one set of 8 A4
sentences to display.

**RESOURCE 6.6 –
Small sketches**

Print one copy per pair
and cut up.

**RESOURCE 6.7 –
Small sentence strips**

Print one copy per pair
and cut up.

**RESOURCE 6.8 –
Gap-fill worksheet**

Print one copy per
student.

6. God said, 'Do not follow other gods.'
7. God said, 'I will take the kingdom from you.'
8. God said, 'I will give the kingdom to your servants.'

Re-read the 8 sentences, placing the correct sentence from **RESOURCE 6.5 – 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 6.6 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 6.7 – 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 6.8 – 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.

6.1 RESOURCE – Photos

Lesson 6: Part 1. Who or what do you follow?
Print one copy for display OR bookmark
this page ready to hold up image in book.



1

6.1 RESOURCE – Photos

Lesson 6: Part 1. Who or what do you follow?
Print one copy for display OR bookmark
this page ready to hold up image in book.



2

6.1 RESOURCE – Photos

Lesson 6: Part 1. Who or what do you follow?
Print one copy for display OR bookmark
this page ready to hold up image in book.



3

6.1 RESOURCE – Photos

Lesson 6: Part 1. Who or what do you follow?
Print one copy for display OR bookmark
this page ready to hold up image in book.



4

6.1 RESOURCE – Photos

Lesson 6: Part 1. Who or what do you follow?
Print one copy for display OR bookmark
this page ready to hold up image in book.



5

6.1 RESOURCE – Photos

Lesson 6: Part 1. Who or what do you follow?
Print one copy for display OR bookmark
this page ready to hold up image in book.



6

6.1 RESOURCE – Photos

Lesson 6: Part 1. Who or what do you follow?
Print one copy for display OR bookmark
this page ready to hold up image in book.



6.1 RESOURCE – Photos

Lesson 6: Part 1. Who or what do you follow?
Print one copy for display OR bookmark
this page ready to hold up image in book.

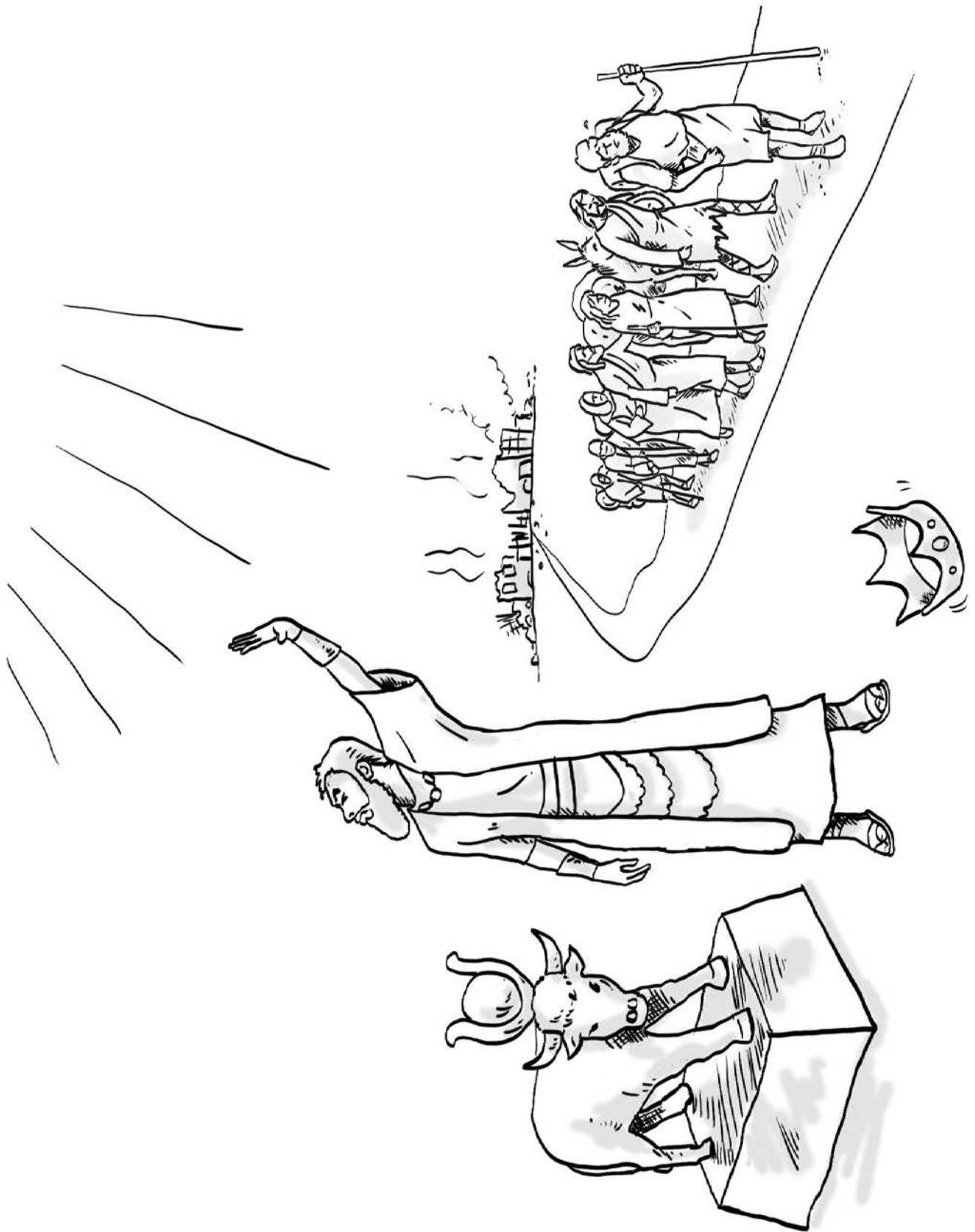


6.2 RESOURCE – Sentences

Write the number for the corresponding image in the square at the end of each sentence.

A boyfriend follows his girlfriend.	
Workers follow the boss.	
Bushwalkers follow the path.	
A boy follows his hero.	
Children follow their parents.	
A person follows the arrow.	
Bike riders follow the track.	
Students follow their teacher.	

6.3 RESOURCE – Big idea sketch

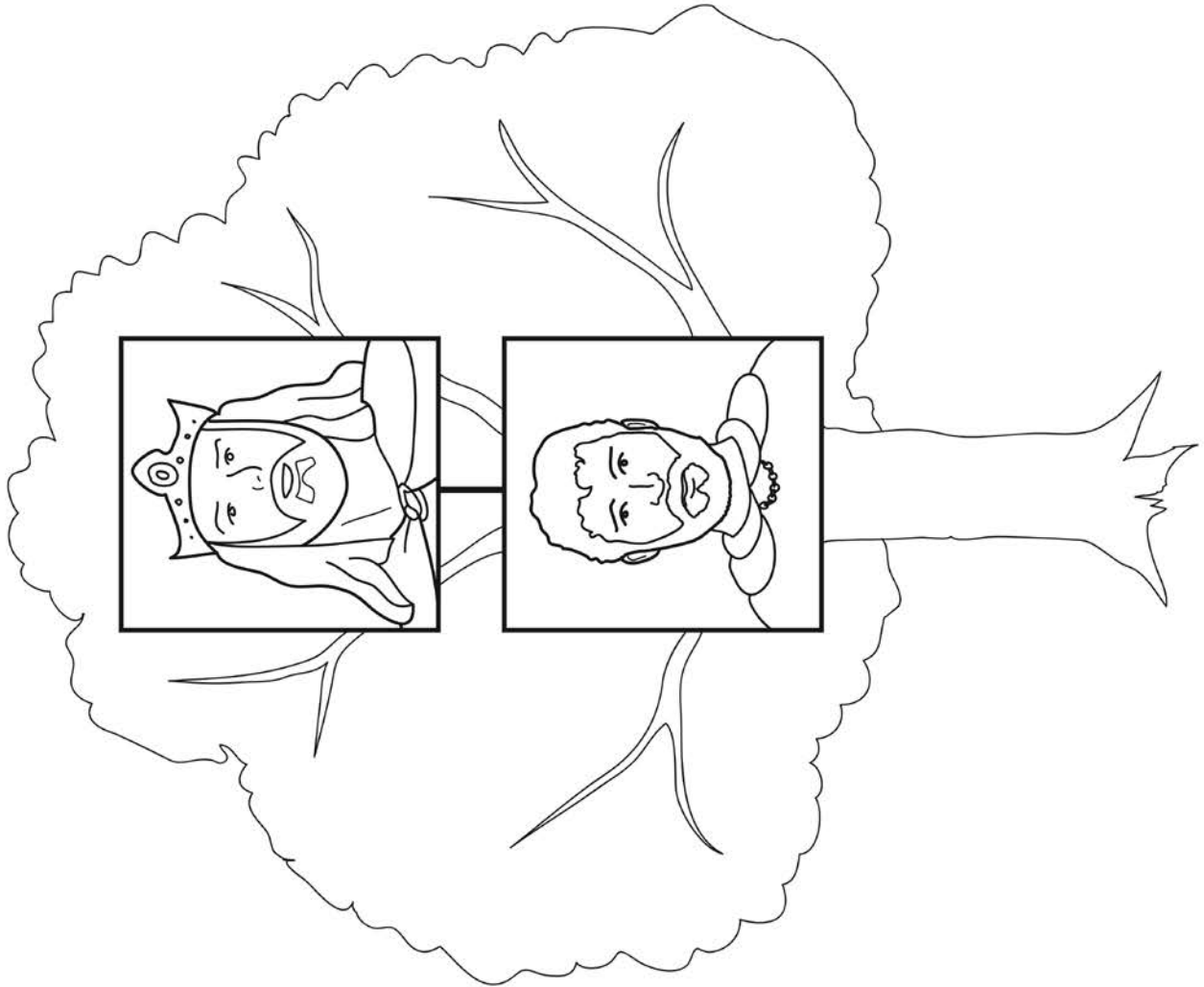


6.4 RESOURCE – Large sketches

Lesson 6: Part 2. Solomon disobeys and there are consequences

1 Kings 11:6–11

Print one set of 8 A4 sketches to display.



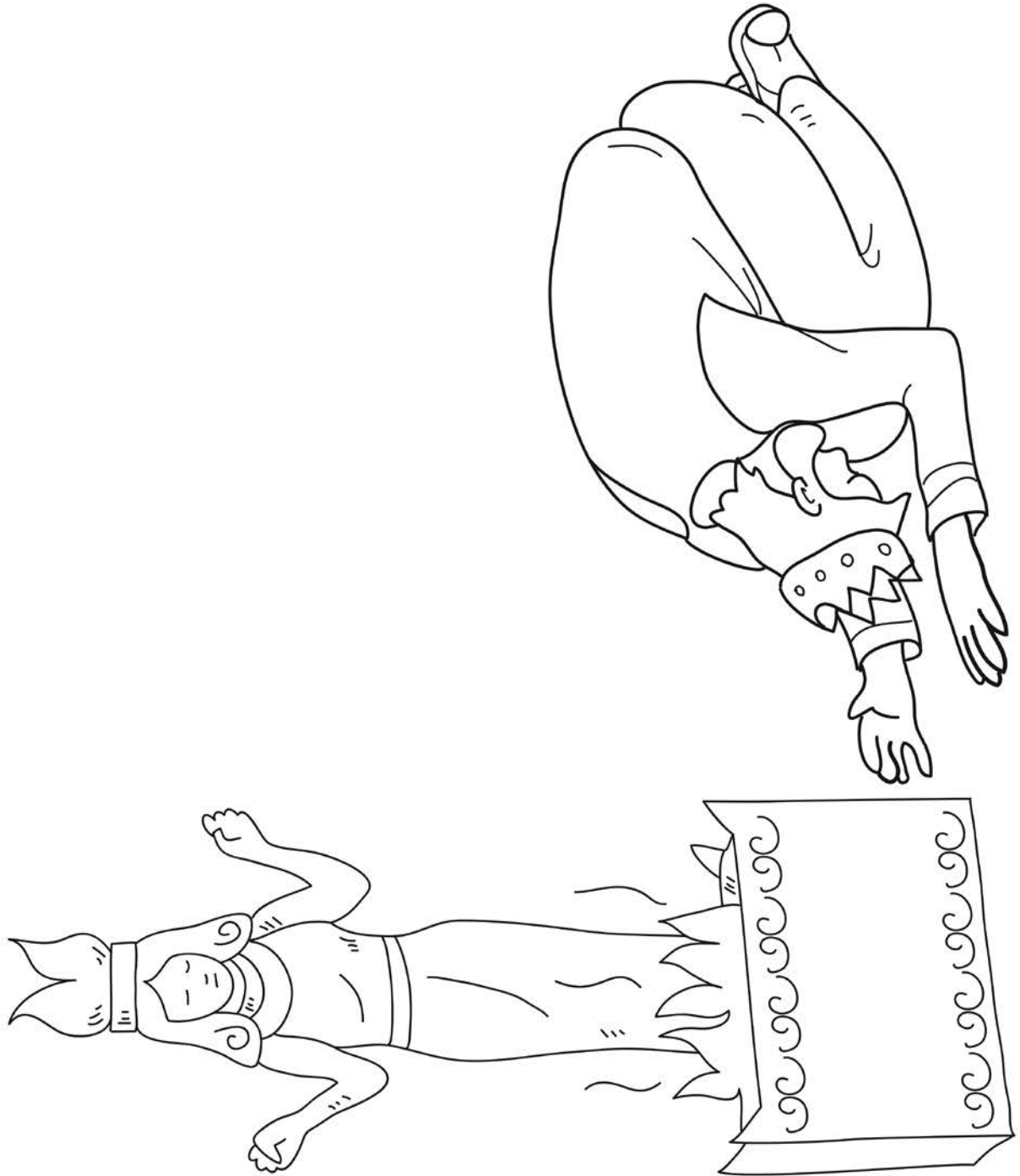
6.4 RESOURCE – Large sketches

Lesson 6: Part 2. Solomon disobeys and there are consequences
1 Kings 11:6–11
Print one set of 8 A4 sketches to display.



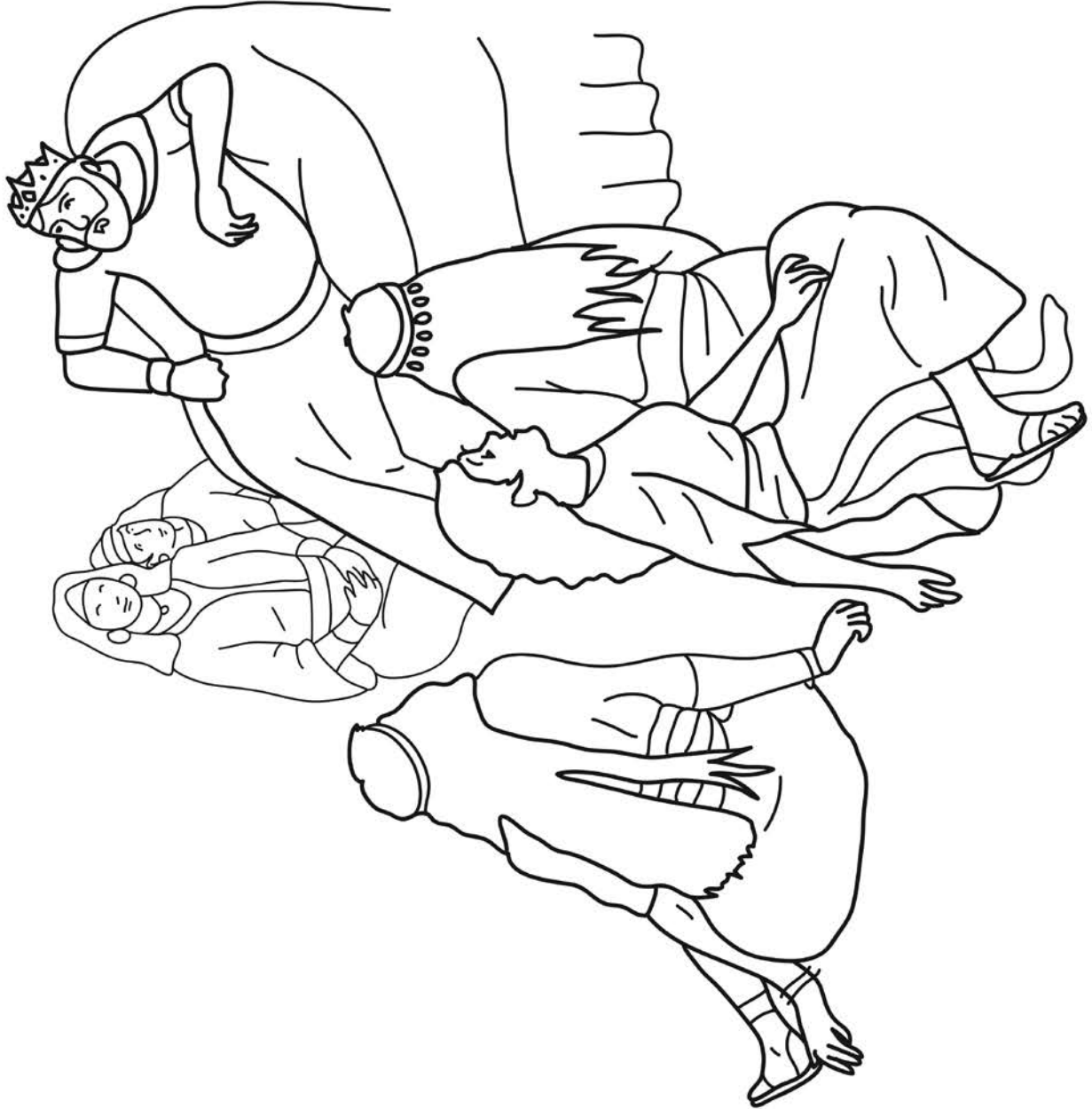
6.4 RESOURCE – Large sketches

Lesson 6: Part 2. Solomon disobeys and there are consequences
1 Kings 11:6-11
Print one set of 8 A4 sketches to display.



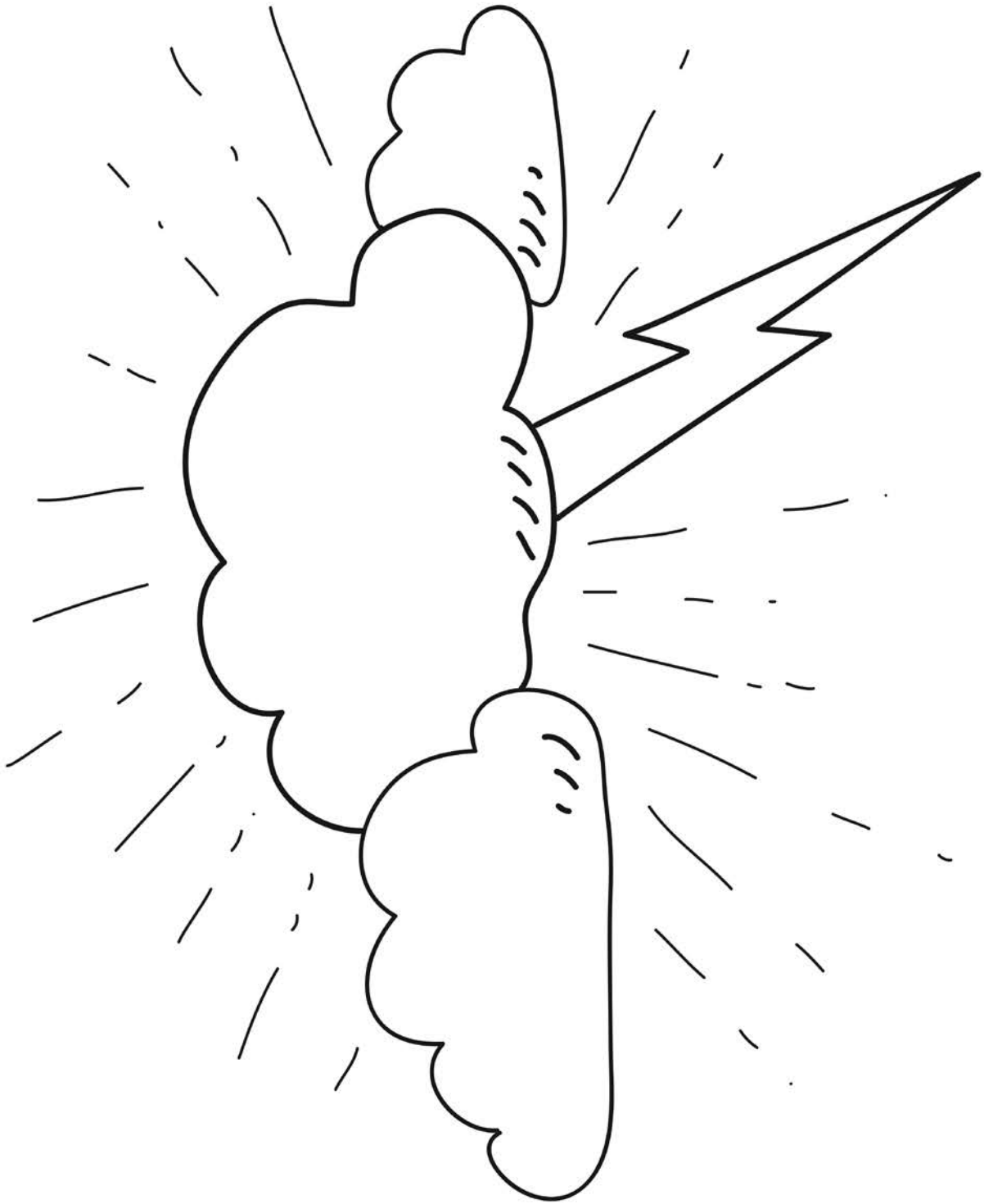
6.4 RESOURCE – Large sketches

Lesson 6: Part 2. Solomon disobeys and there are consequences
1 Kings 11:6–11
Print one set of 8 A4 sketches to display.



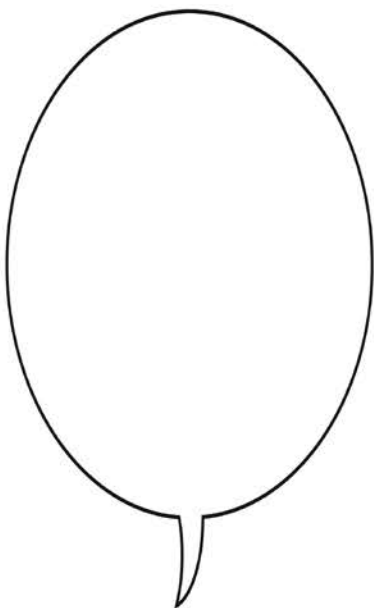
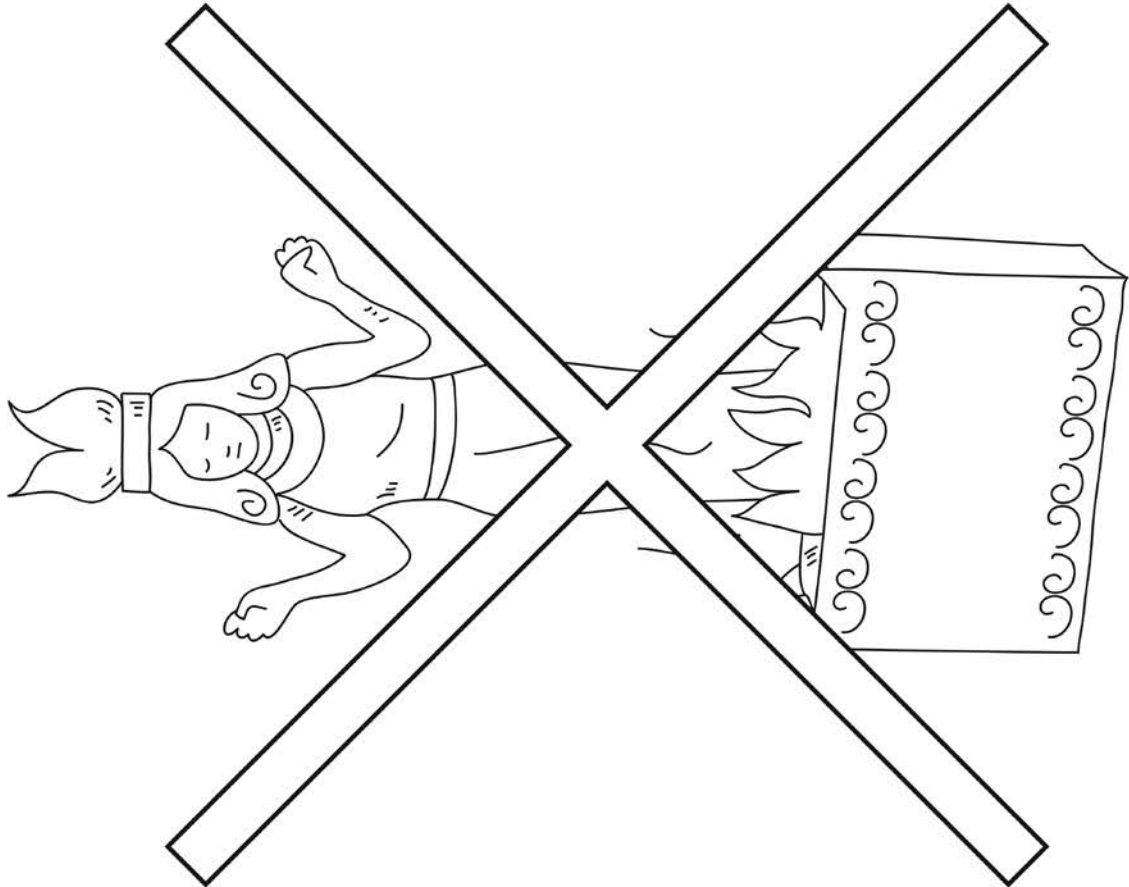
6.4 RESOURCE – Large sketches

Lesson 6: Part 2. Solomon disobeys and there are consequences
1 Kings 11:6-11
Print one set of 8 A4 sketches to display.



6.4 RESOURCE – Large sketches

Lesson 6: Part 2. Solomon disobeys and there are consequences
1 Kings 11:6-11
Print one set of 8 A4 sketches to display.

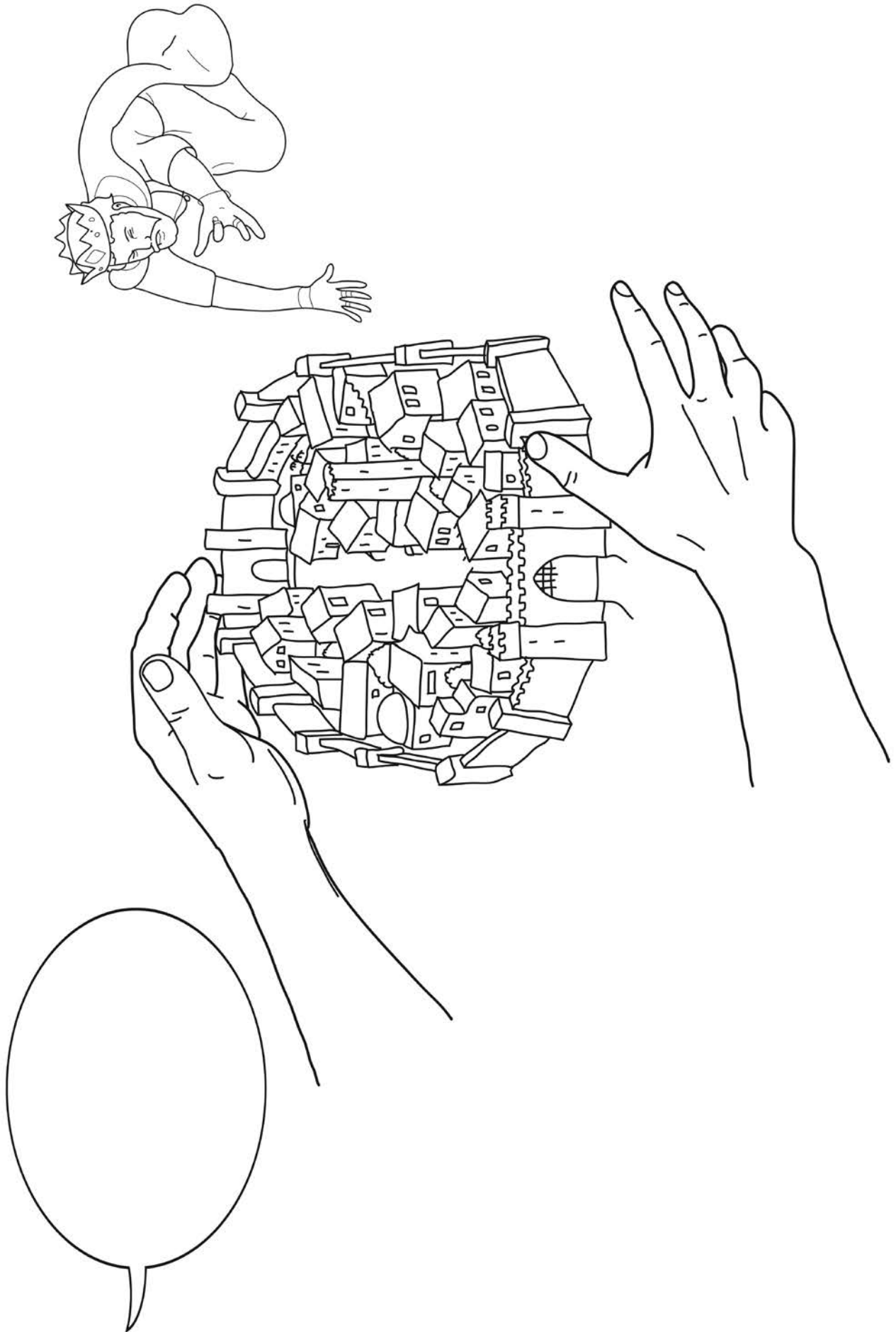


6.4 RESOURCE – Large sketches

Lesson 6: Part 2. Solomon disobeys and there are consequences

1 Kings 11:6-11

Print one set of 8 A4 sketches to display.

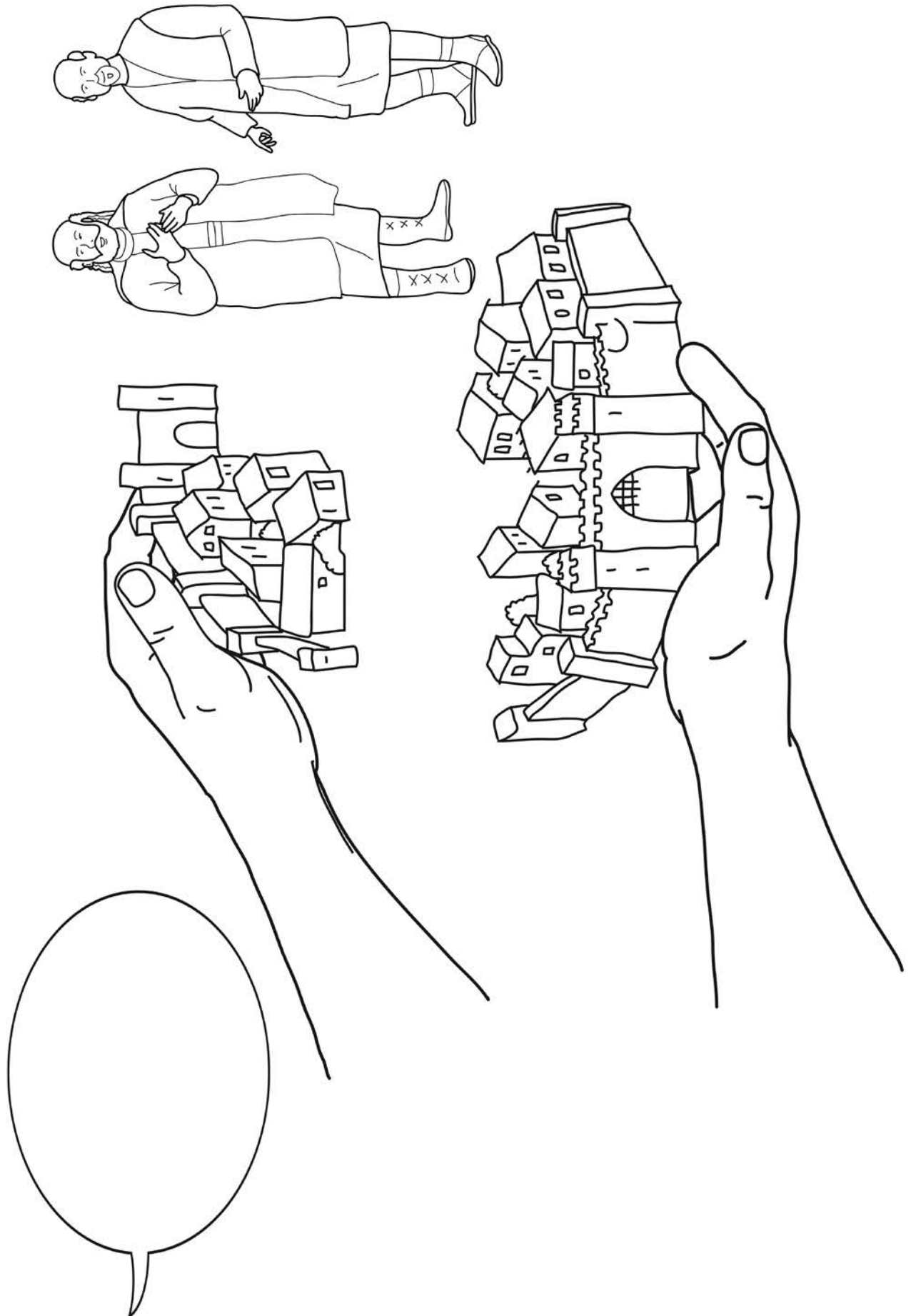


6.4 RESOURCE – Large sketches

Lesson 6: Part 2. Solomon disobeys and there are consequences

1 Kings 11:6–11

Print one set of 8 A4 sketches to display.



**King David's
son was
Solomon.**

**Solomon
disobeyed
God.**

**Solomon
worshipped
other goods.**

**Solomon
married women
who loved
other goods.**

**God was
angry.**

**God said, 'Do
not follow
other gods!'**

**God said,
'I will take the
kingdom from
you!'**

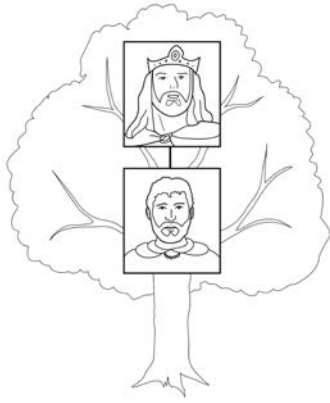
**God said, 'I
will give the
kingdom to
your servants!'**

6.6 RESOURCE – Small sketches

Lesson 6: Part 2. Solomon disobeys and there are consequences
1 Kings 11:6–11
Print one copy per pair and cut up.



Bible Overview.B.6



Bible Overview.B.6



Bible Overview.B.6



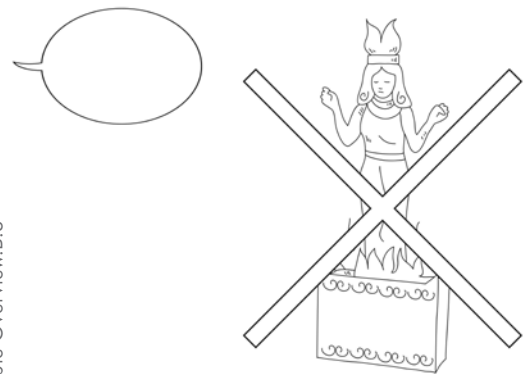
Bible Overview.B.6



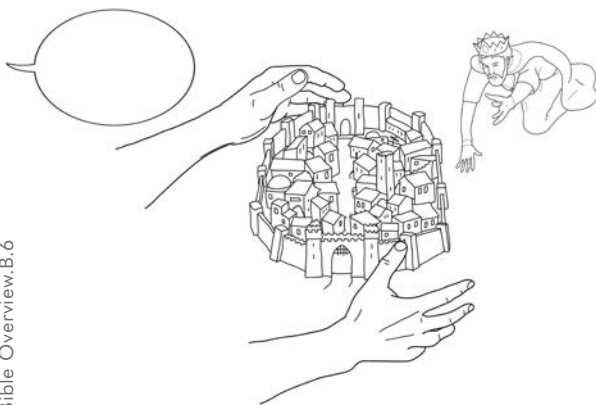
Bible Overview.B.6



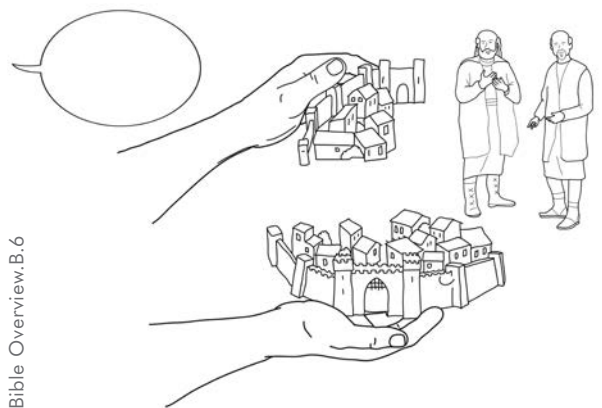
Bible Overview.B.6



Bible Overview.B.6



Bible Overview.B.6



6.7 RESOURCE –
Small sentence strips

Lesson 6: Part 2. Solomon disobeys and there are consequences
1 Kings 11:6–11
Print one copy per pair and cut up.



Bible Overview.B.6

King David's son was Solomon.

Bible Overview.B.6

Solomon disobeyed God.

Bible Overview.B.6

Solomon worshipped other gods.

Bible Overview.B.6

Solomon married women who loved other gods.

Bible Overview.B.6

God was angry.

Bible Overview.B.6

God said, 'Do not follow other gods.'

Bible Overview.B.6

God said, 'I will take the kingdom from you.'

Bible Overview.B.6

God said, 'I will give the kingdom to your servants.'

6.8 RESOURCE –
Gap-fill worksheet

Fill in the missing words.

1 Kings 11:6–11

1. King David's _____ was Solomon.
2. Solomon _____ God.
3. Solomon _____ other gods.
4. Solomon _____ women who loved other gods.
5. God _____ angry.
6. God said, 'Do not _____ other gods.'
7. God said, 'I will _____ the kingdom from you.'
8. God said, 'I will _____ the kingdom to your servants.'

Lesson 7

PART 1 (APPROX 1 HOUR):

Names

PART 2 (APPROX 1/2 HOUR):

The coming of God's king Luke 1:26–33

BIG IDEA:

God's promise to bless the whole world was fulfilled in King Jesus, a descendant of King David.

 **Prepare lesson**

Part 1. Names

Print resources

- [RESOURCE 7.1.1 – Person A, B, C](#)
Print one copy per student.
- [RESOURCE 7.1.2 – Names worksheet](#)
Print one copy per student.
- [RESOURCE 7.2 – Questions and answers](#)
Print one copy per student.
- [RESOURCE 7.3.1 – Faces](#)
Print one copy in colour and cut up.
- [RESOURCE 7.3.2 – Sentences](#)
Print one copy and cut up.
- [RESOURCE 7.3.3 – Teacher answer key](#)
Bookmark this page ready to use the answer key.

Part 2. The coming of God's king

Read scripture

- Luke 1:26–33 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 – Big idea sketch**
Print one copy to display OR bookmark this page ready to hold up image in book.
- **RESOURCE 7.5 – Large sketches**
Print one set of 8 A4 sketches to display.
- **RESOURCE 7.6 – Large sentences**
Print one set of 8 A4 sentences to display.
- **RESOURCE 7.7 – Small sketches**
Print one copy per pair and cut up.
- **RESOURCE 7.8 – Small sentence strips**
Print one copy per pair and cut up.
- **RESOURCE 7.9 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Names

Activate knowledge

Write your full name on the board: e.g. *Elizabeth Maria Johnson*.

Draw a circle above each syllable in the words, representing the stress in the word with a larger circle. For example:

o-O-o-o
Elizabeth

o-O-o
Maria

O-o
Johnson

Say 'My full name is _____.'

Invite students to repeat your name.

Invite each student to write their full name on the board.

Note: Students may have a different name in their country or origin. If possible, allow the opportunity for them to share this.

Invite all students to practise correct pronunciation of the other students' names.

Leave all names written on the board for the next activity.

Focus on language

Activity 1: Understanding names

Ask 'What's my surname?'

Invite a student to underline your surname on the board.

Ask 'What's my first name?'

Invite a student to draw a circle around your first name.

Repeat with the students' names on the board, inviting each student to ask the other students 'What's my surname?' and 'What's my first name?'

**RESOURCE 7.1.1 –
Person A, B, C**

Print one copy per student.

**RESOURCE 7.1.2 –
Names worksheet**

Print one copy per student.

**RESOURCE 7.2 –
Questions and answers**

Print one copy per student.

Distribute **RESOURCE 7.1.1 – Person A, B, C** to each student.

Give the following instructions, pausing to check that your students respond correctly each time:

- 'Point to Person A.'
- 'Point to the first name.'
- 'Point to the middle name.'
- 'Underline the surname.'
- 'Draw a circle around the first name.'
- 'Point to the person's suburb.'
- 'Point to the person's street name.'

Repeat for Person B and Person C.

Distribute **RESOURCE 7.1.2 – Names worksheet** to each student.

Invite students to work together to complete the worksheet about Person A, B and C.

Note: Students may need support with the questions marked with asterisks. Another way to say 'surname' is 'family name'. Another way to say 'first name' is 'given name'.

Activity 2: Speaking activity

Divide students into pairs.

Tell students that they will need to use the information from **RESOURCE 7.1.1 – Person A, B, C** and **RESOURCE 7.1.2 – Names worksheet** to complete this activity.

Distribute **RESOURCE 7.2 – Questions and answers** to each student.

Model with a competent student or helper some of the questions and answers on **RESOURCE 7.2 – Questions and answers**.

Nominate one student in each pair to be Person A.

Say 'Person A, your name is Jordan Dickson.' (Remind students if necessary that this is Person A from the worksheet they just completed.)

Invite the other student in each pair to ask the questions on [RESOURCE 7.2 – Questions and answers](#).

Invite Person A to answer the questions using the answer format on the worksheet.

Invite confident pairs to model the questions and answers in front of the class once all the students have finished.

Invite students to swap roles (the other student will now become Person B).

Say 'Person B, your name is Merrill Smith.'

Invite the other student in the pair to ask the questions.

Invite confident pairs to practise the questions and answers in front of the class once all the students have finished.

Reallocate pairs and repeat steps above for Person C if enough time.

Activity 3: Matching sentences

Display [RESOURCE 7.3.1 – Faces](#) around the room.

Give each student one sentence from [RESOURCE 7.3.2 – Sentences](#) and tell them the name of the person they are looking for from [RESOURCE 7.3.3 – Teacher answer key](#) (e.g. 'You are looking for Brian').

Invite students to find the face of the person their sentence describes, placing the sentence next to it when they have done so.

Note: This activity can be adjusted according to the number of students in the class (e.g. if 8 students, distribute the sentences numbered 1–8).

**RESOURCE 7.3.1 –
Faces**

Print one copy in
colour and cut up.

**RESOURCE 7.3.2 –
Sentences**

Print one copy and
cut up.

**RESOURCE 7.3.3 –
Teacher answer key**

Bookmark this page
ready to use the answer
key.

Part 2 – The coming of God's king

Luke 1:26–33

Activate knowledge

Display **RESOURCE 7.4 – Big idea sketch**.

Ask 'What can you see?'

Write responses on the board.

**RESOURCE 7.4 –
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, we hear an important name.'

Distribute copies of Luke 1:26–33 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 7.5 – Large sketches** in order.

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

1. God sent an angel to Mary.
2. The angel said, 'You are blessed.'
3. Mary was confused.
4. The angel said, 'Do not be scared.'
5. The angel said, 'You will have a son.
Name him Jesus.'
6. The angel said, 'He will be the Son of God.'

**RESOURCE 7.5 –
Large sketches**

Print one set of 8 A4
sketches to display.

**RESOURCE 7.6 –
Large sentences**

Print one set of 8 A4 sentences to display.

**RESOURCE 7.7 –
Small sketches**

Print one copy per pair and cut up.

**RESOURCE 7.8 –
Small sentence strips**

Print one copy per pair and cut up.

**RESOURCE 7.9 –
Gap-fill worksheet**

Print one copy per student.

7. The angel said, 'He will be a descendant of King David.'
8. The angel said, 'He will rule forever.'

Re-read the 8 sentences, placing the correct sentence from **RESOURCE 7.6 – 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 7.7 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 7.8 – 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 7.9 – 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.

Person A

Mr Jordan Peter Dickson

13 Stringybark Court

Forest Lake 2211

Person B

Mrs Merrill Worthington Smith

2/217 Village Crescent

New Gully 4209

Person C

Ms Charley Dale Bartlett

6A Chester Avenue

Lynwood 3165

Write the answers to the questions on the lines at the end of the sentences.

Person A

1. What is the person's first name? _____
2. What is their surname? _____
3. What is their middle name? _____
4. What is the name of the street where they live? _____
5. What is the name of their suburb? _____
6. Is the person a man or woman? _____

(Underline the word that gives you the answer to question 6.)

Person B

1. What is the person's first name? _____
2. What is their surname? _____
3. What is their middle name? _____
4. What is the name of the street where they live? _____
5. What is the name of their suburb? _____
6. Is the person a man or woman? _____

(Underline the word that gives you the answer to question 6.)

Person C

1. What is the person's first name? _____
2. What is their surname? _____
3. What is their middle name? _____
4. What is the name of the street where they live? _____
5. What is the name of their suburb? _____
6. Is the person a man or woman? _____

(Underline the word that gives you the answer to question 6.)

* 'surname' = _____

* 'first name' = _____

Questions

Ask your partner the following questions:

1. Are you a man or a woman?
2. What is your first name? _____
3. What is your surname? _____
4. What is your middle name? _____
5. What is the name of your street? _____
6. What is the name of your suburb? _____

Answers

Answer the questions, saying complete sentences:

1. I am a man/woman.
2. My first name is _____
3. My surname is _____
4. My middle name is _____
5. The name of my street is _____
6. The name of my suburb is _____

7.3.1 RESOURCE – Faces

Lesson 7: Part 1. Names
Print one copy in colour and cut up.





Brian has a beard.

Mary is wearing a black dress.

Adele has brown skin.

Clara is wearing a white shirt.

Farouk is wearing glasses.

Lisa has short brown hair.

David has a moustache.

Neville has white hair.

Josie is wearing glasses.

Miriam is wearing a blue shirt.

Rick has spiky hair.

Emma is wearing a striped top.

7.3.3 RESOURCE – Teacher answer key

Lesson 7: Part 1. Names
Bookmark this page ready to use the answer key.



Brian



Mary



Adele



Clara



Farouk



Lisa



David



Neville



Josie



Miriam



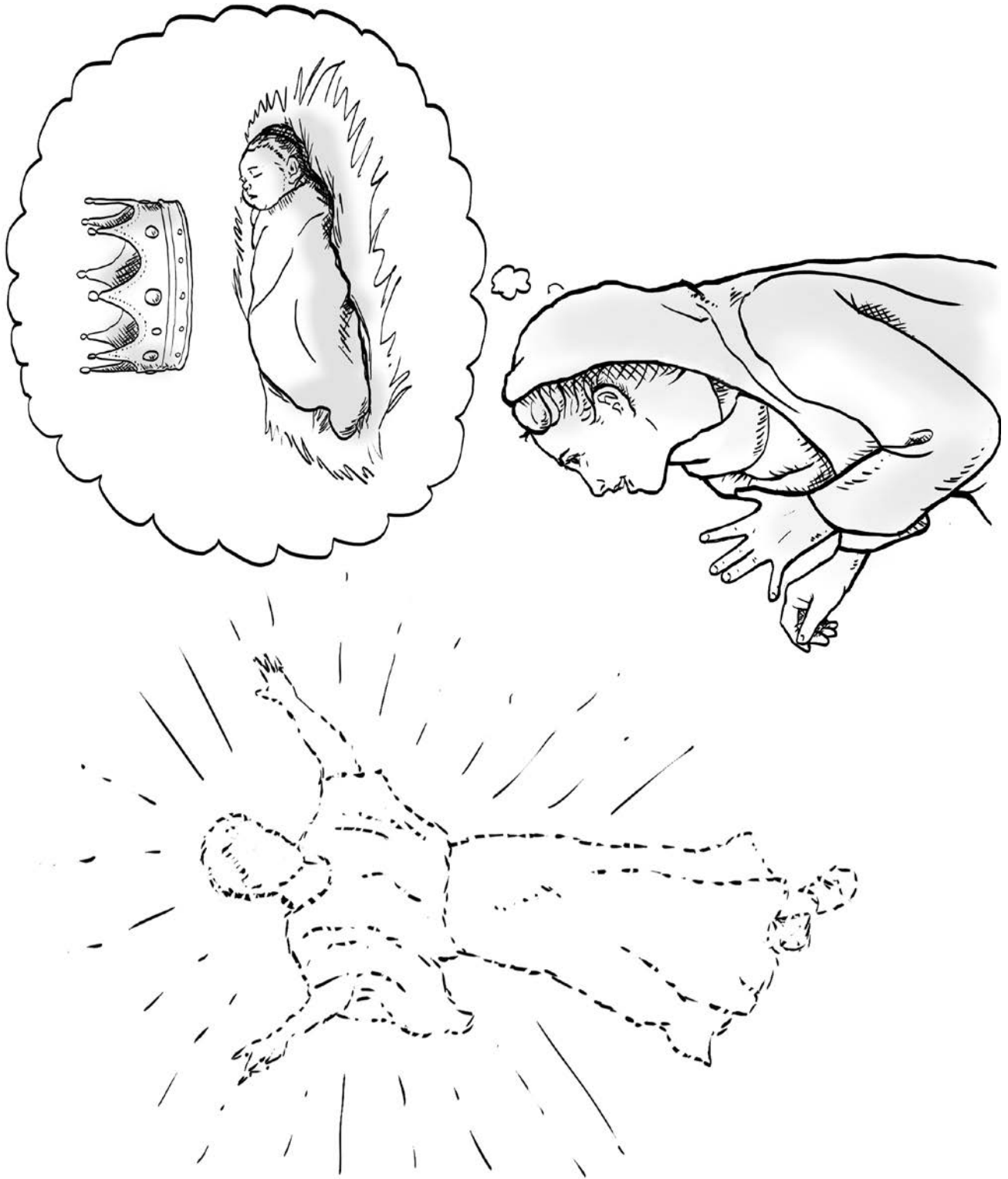
Rick



Emma

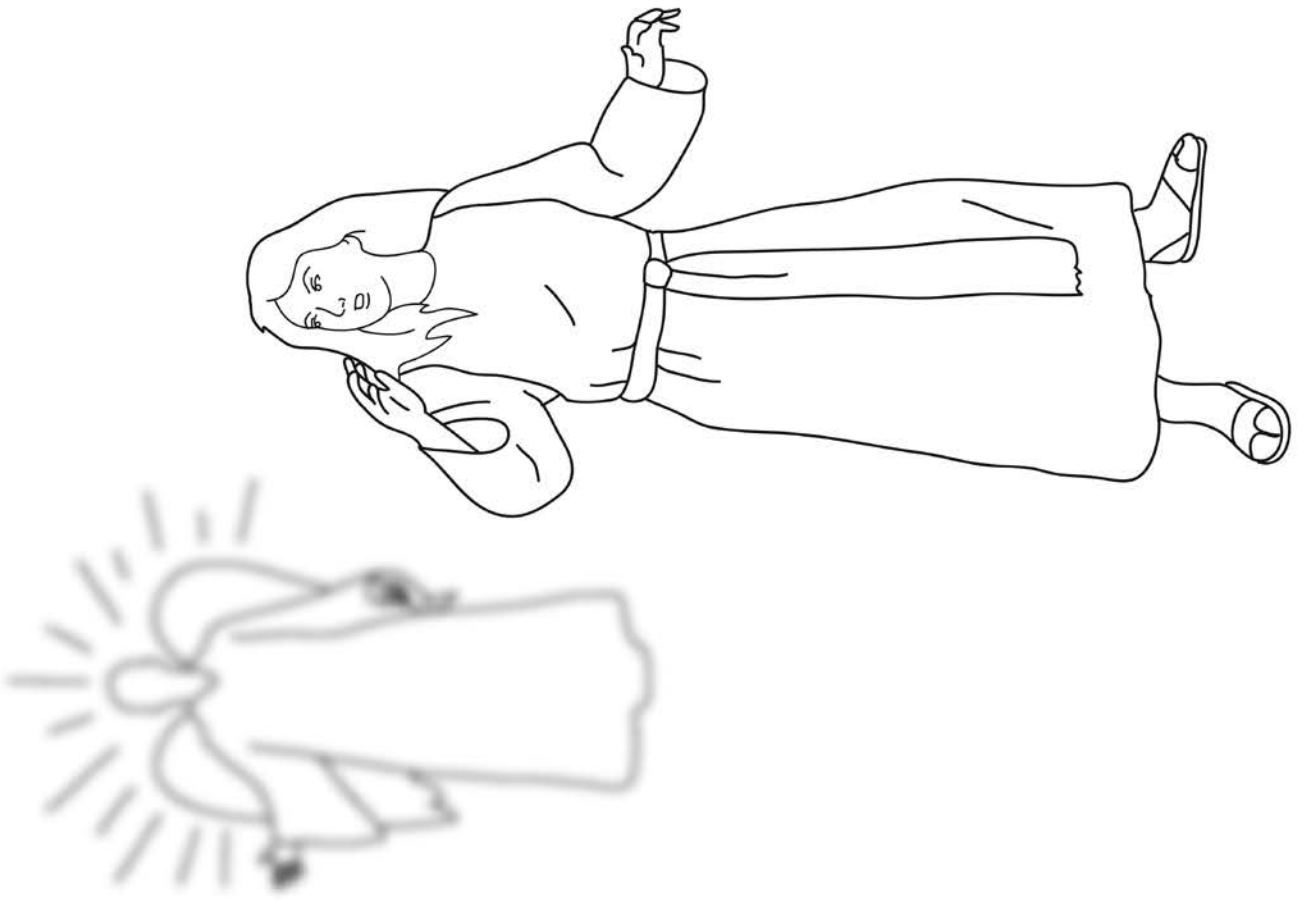
7.4 RESOURCE – Big idea sketch

Lesson 7: Part 2. The coming of God's king – Luke 1:26–33
Print one copy to display OR bookmark
this page ready to hold up image in book.



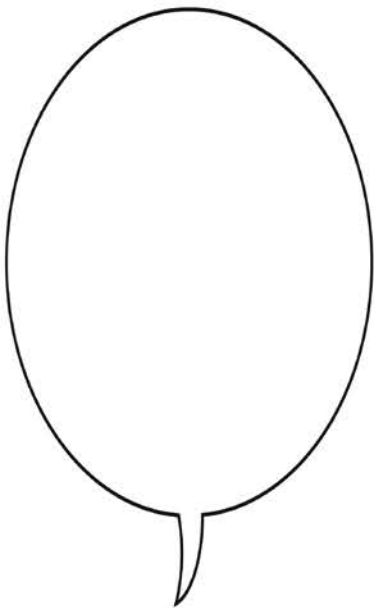
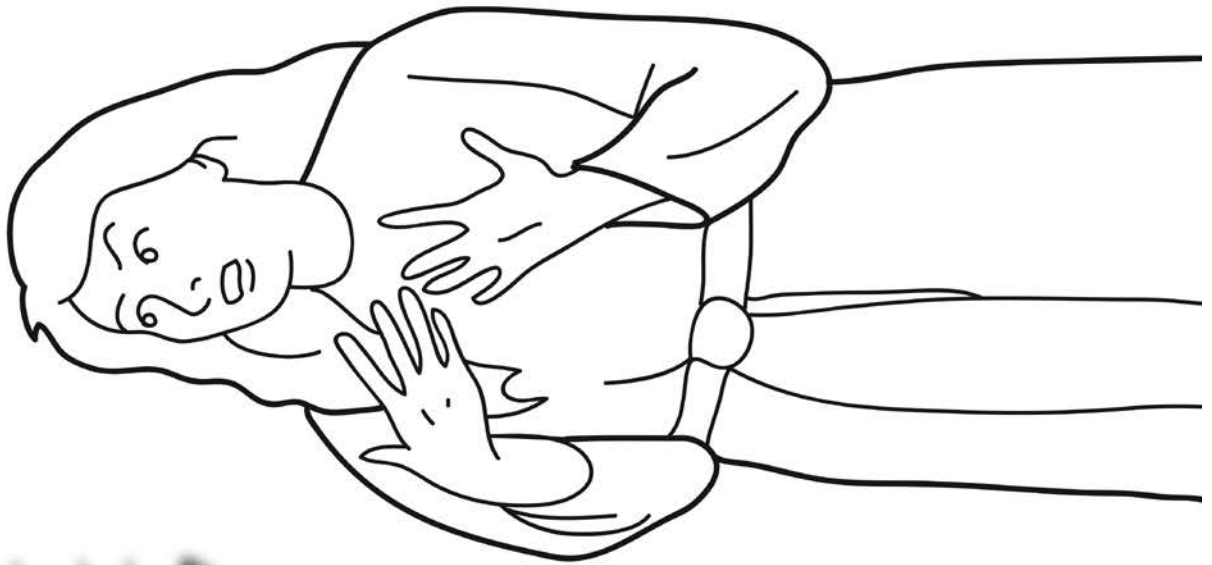
7.5 RESOURCE – Large sketches

Lesson 7: Part 2. The coming of God's king – Luke 1:26–33
Print one set of 8 A4 sketches to display.



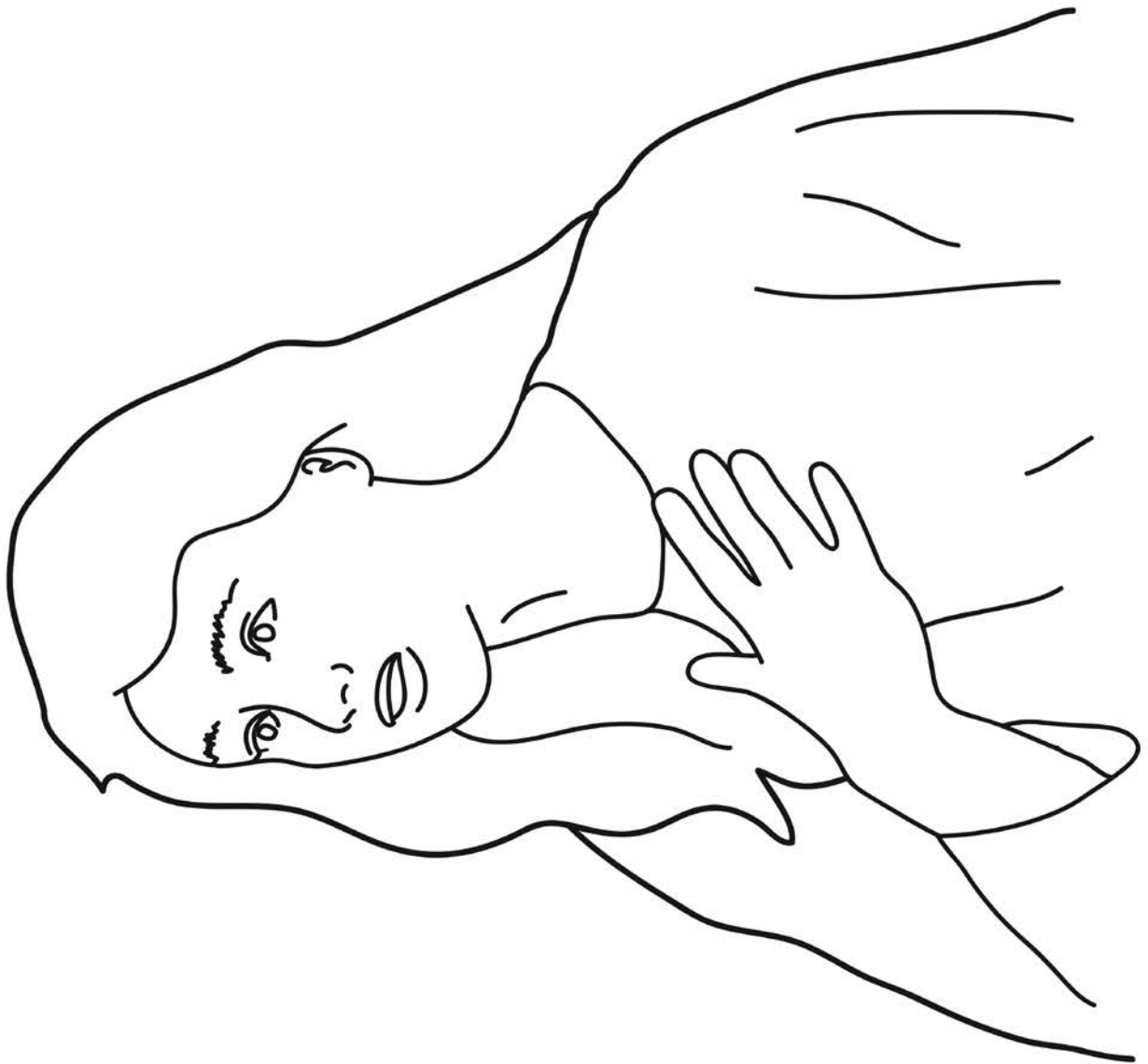
7.5 RESOURCE – Large sketches

Lesson 7: Part 2. The coming of God's king – Luke 1:26-33
Print one set of 8 A4 sketches to display.



7.5 RESOURCE – Large sketches

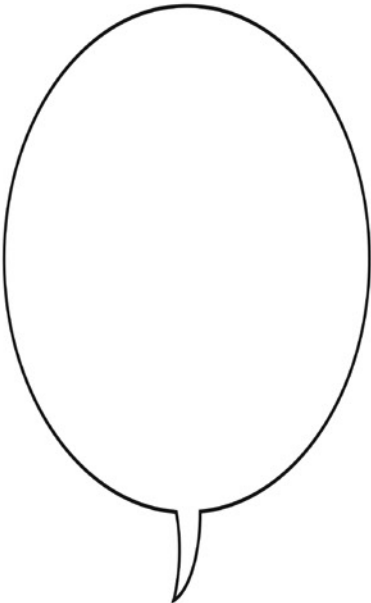
Lesson 7: Part 2. The coming of God's king – Luke 1:26–33
Print one set of 8 A4 sketches to display.



7.5 RESOURCE – Large sketches

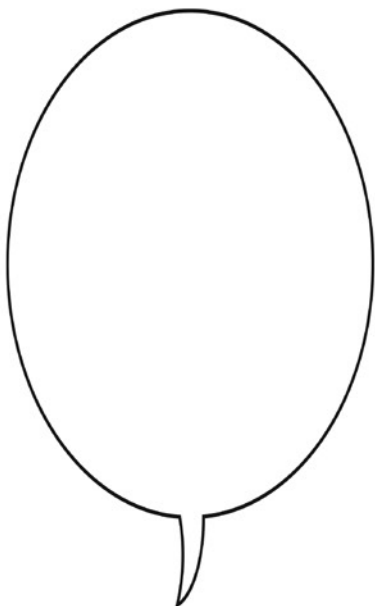
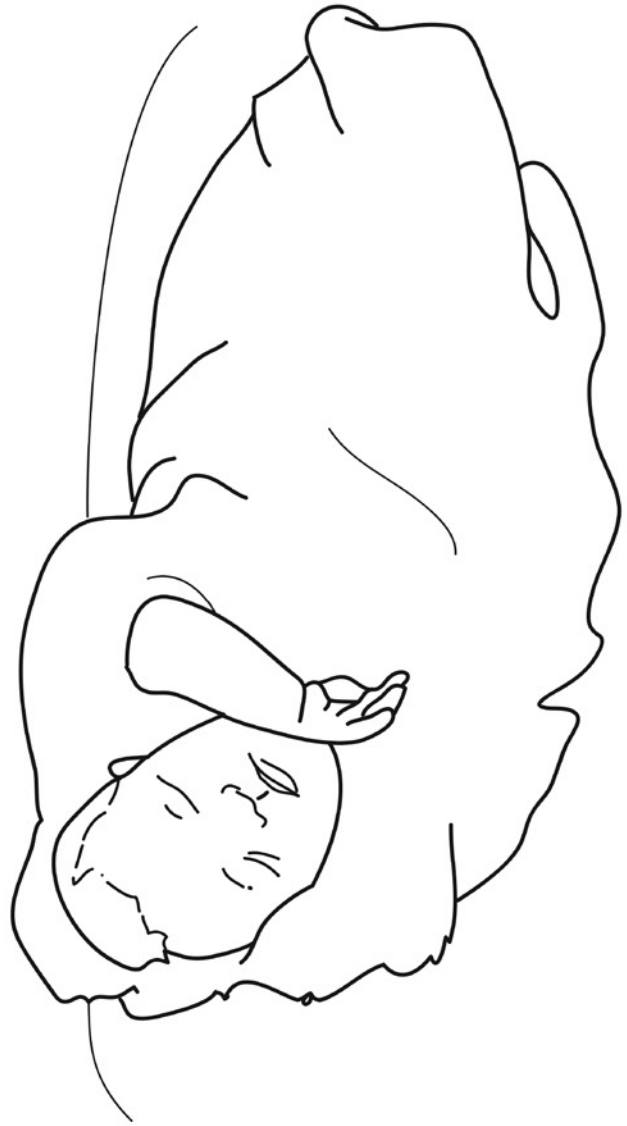
Lesson 7: Part 2. The coming of God's king – Luke 1:26-33

Print one set of 8 A4 sketches to display.



7.5 RESOURCE – Large sketches

Lesson 7: Part 2. The coming of God's king – Luke 1:26–33
Print one set of 8 A4 sketches to display.



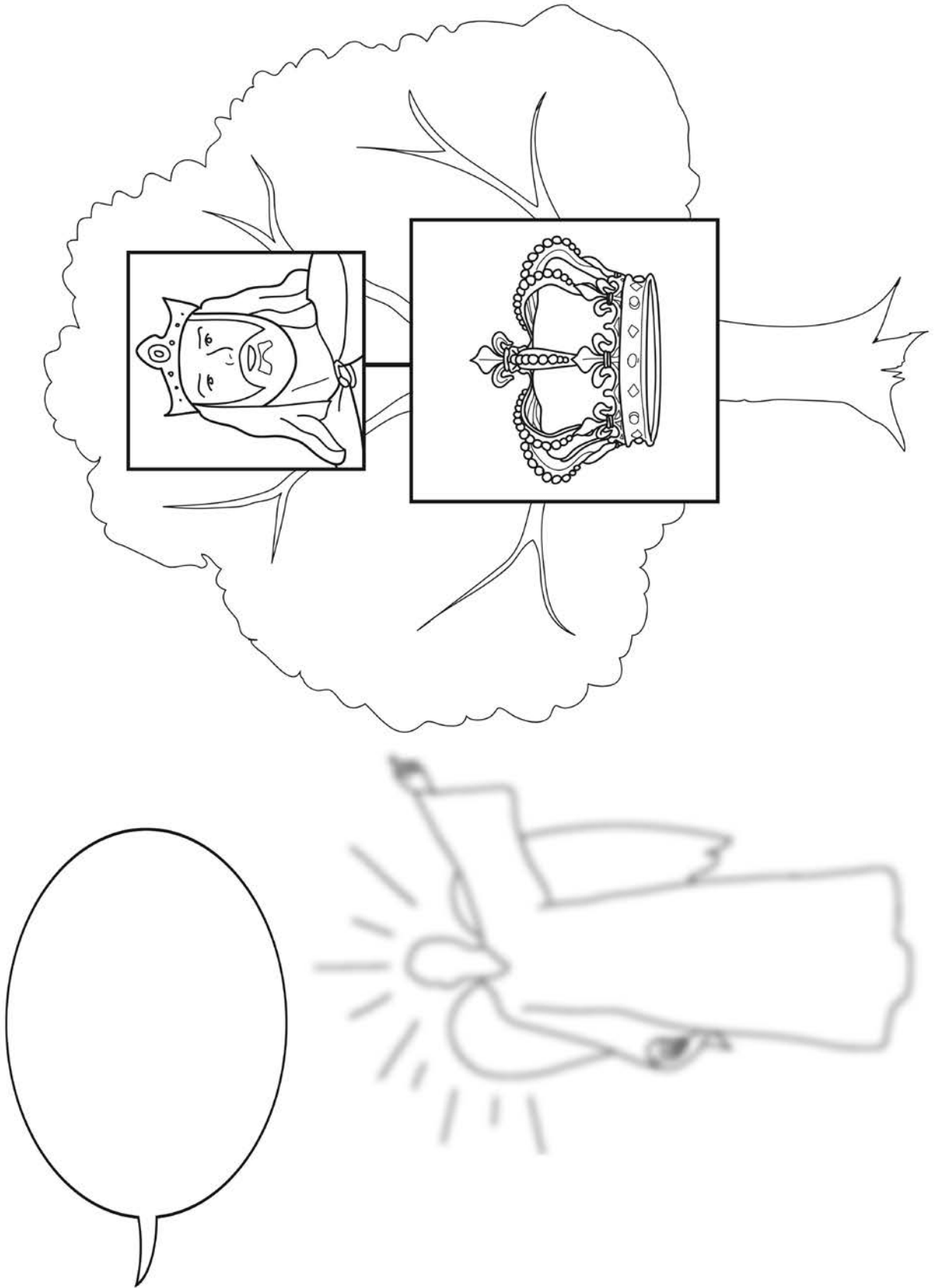
7.5 RESOURCE – Large sketches

Lesson 7: Part 2. The coming of God's king – Luke 1:26-33
Print one set of 8 A4 sketches to display.



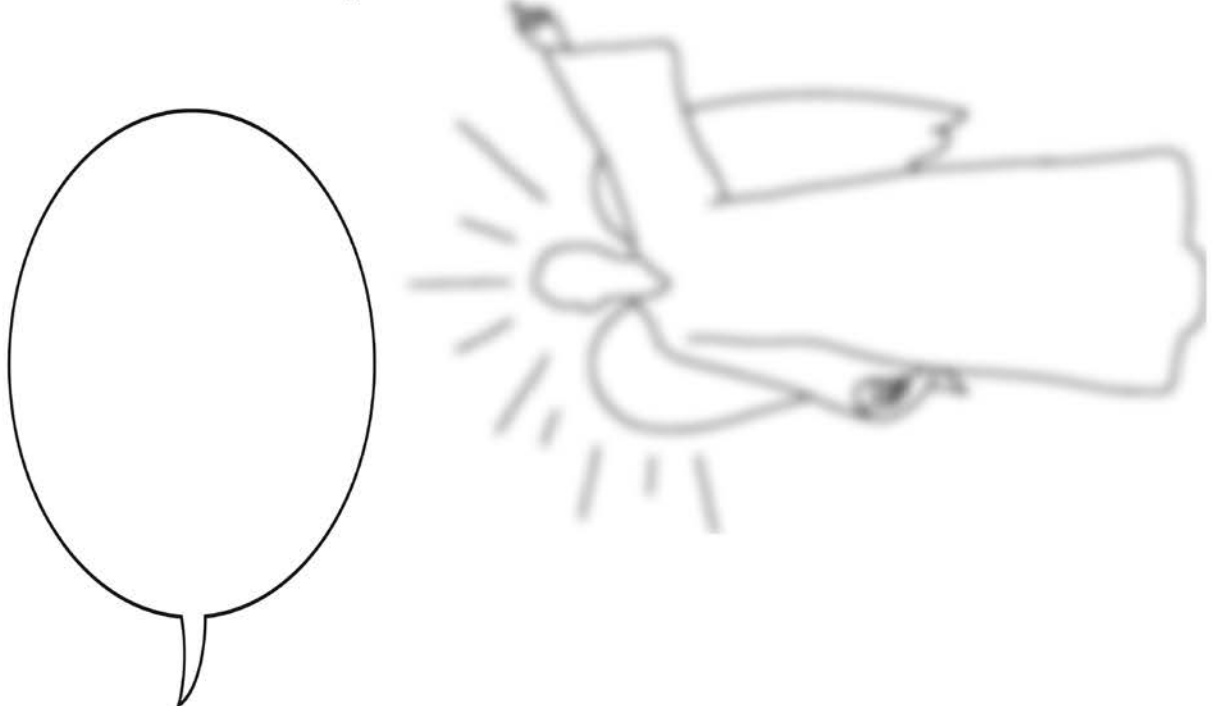
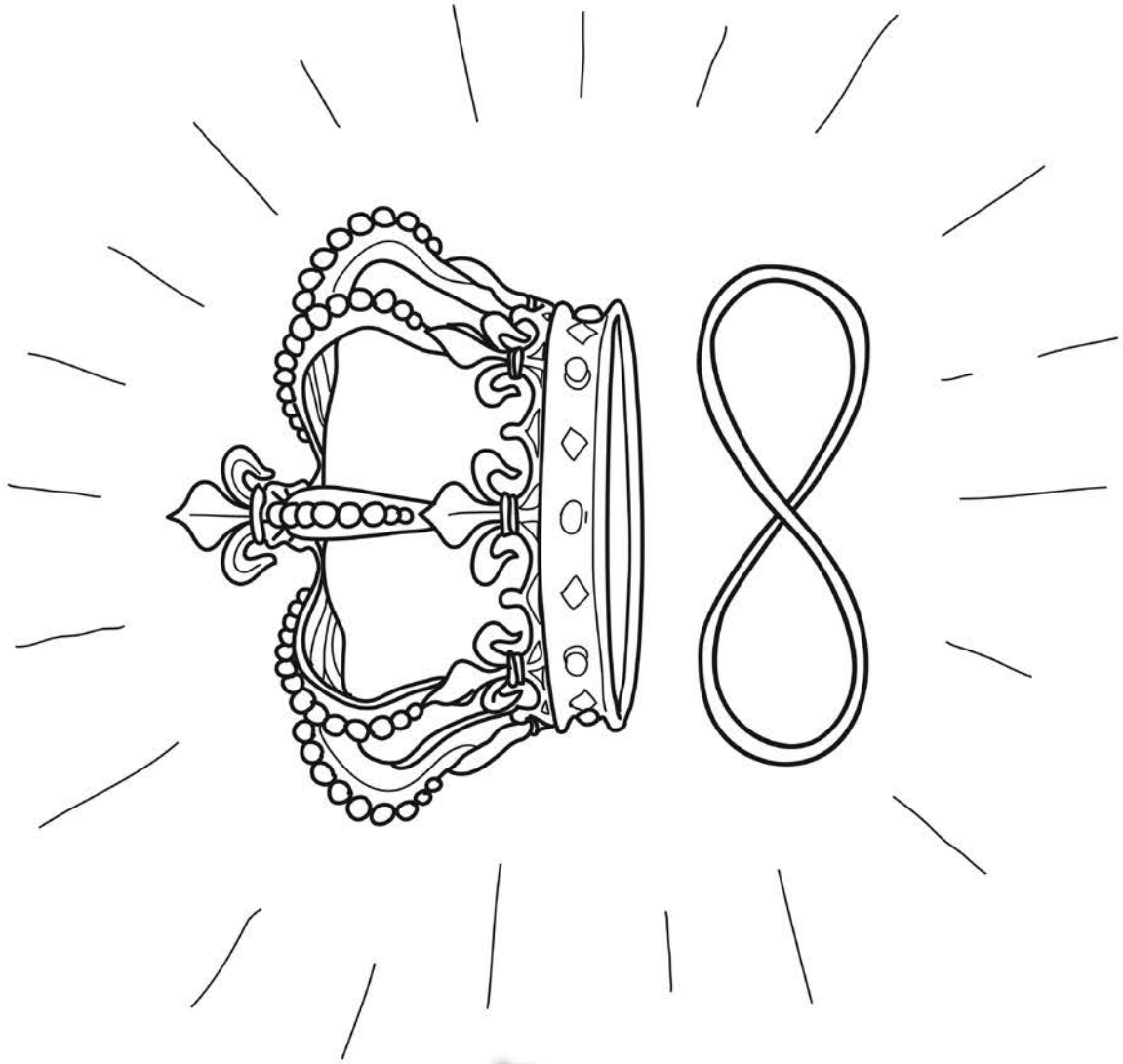
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Lesson 7: Part 2. The coming of God's king – Luke 1:26–33
Print one set of 8 A4 sketches to display.



7.5 RESOURCE – Large sketches

Lesson 7: Part 2. The coming of God's king – Luke 1:26-33
Print one set of 8 A4 sketches to display.



**God sent an
angel to Mary.**

**The angel
said, 'You are
blessed!'**

**Mary was
confused.**

**The angel said,
'Do not be
scared!'**

**The angel said,
'You will have
a son. Name
him Jesus.'**

**The angel said,
'He will be the
Son of God!'**

**The angel said,
'He will be a
descendant of
King David!'**

**The angel said,
'He will rule
forever!'**

7.7 RESOURCE – Small sketches

Lesson 7: Part 2. The coming of God's king – Luke 1:26–33
Print one copy per pair and cut up.



Bible Overview.B.7



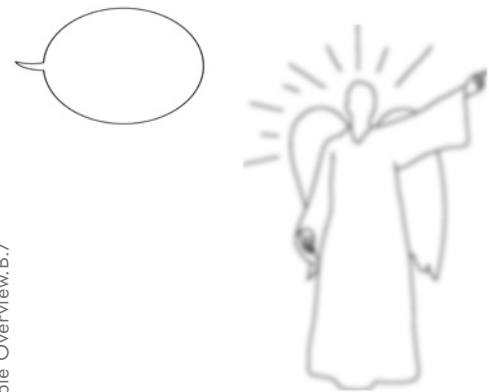
Bible Overview.B.7



Bible Overview.B.7



Bible Overview.B.7



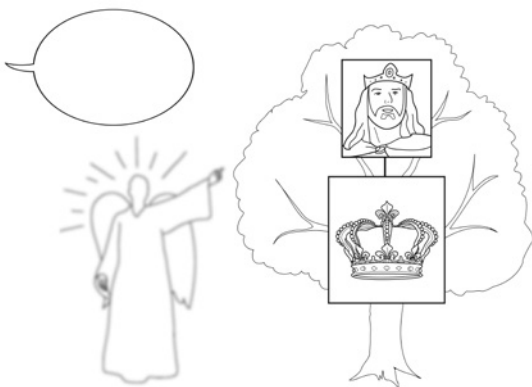
Bible Overview.B.7



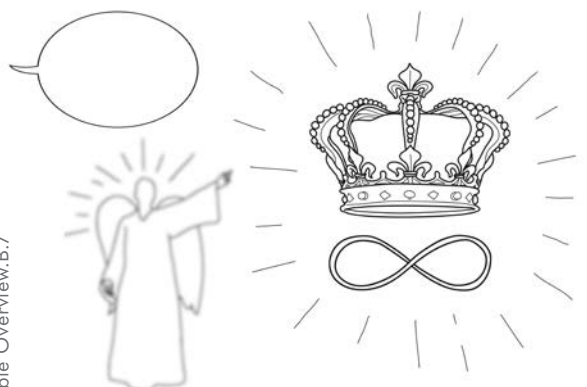
Bible Overview.B.7



Bible Overview.B.7



Bible Overview.B.7





Bible Overview.B.7

God sent an angel to Mary.

Bible Overview.B.7

The angel said, 'You are blessed.'

Bible Overview.B.7

Mary was confused.

Bible Overview.B.7

The angel said, 'Do not be scared.'

Bible Overview.B.7

The angel said, 'You will have a son. Name him Jesus.'

Bible Overview.B.7

The angel said, 'He will be the Son of God.'

Bible Overview.B.7

The angel said, 'He will be a descendant of King David.'

Bible Overview.B.7

The angel said, 'He will rule forever.'

Fill in the missing words.

Luke 1:26–33

1. God sent an angel to _____.
2. The angel said, 'You are _____.'
3. Mary was _____.
4. The angel said, 'Do not be _____.'
5. The angel said, 'You will have a son. Name him _____.'
6. The angel said, 'He will be the Son of _____.'
7. The angel said, 'He will be a descendant of _____ David.'
8. The angel said, 'He will rule _____.'

Lesson 8

PART 1 (APPROX 1 HOUR):

Sending something

PART 2 (APPROX 1/2 HOUR):

Death of the king Romans 5:6–9

BIG IDEA:

When Jesus died, he took our punishment for rejecting God so that we can be God's friends instead of his enemies.

 **Prepare lesson**

Part 1. Sending something

Print resources

- RESOURCE 8.1 – Photo**
Print one copy for display OR bookmark
this page ready to hold up image in book.
- RESOURCE 8.2 – Survey**
Print one copy per student.
- RESOURCE 8.3.1 – Sample email**
Print one copy per student.
- RESOURCE 8.3.2 – Email worksheet**
Print one copy per student.

Additional equipment

- An envelope ready to send with an address and stamp
- A birthday card
- A parcel (if available – otherwise use **RESOURCE 8.1 – Photo**)

Part 2. Death of the king

Read scripture

- Romans 5:6–9 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 8.4 – Big idea sketch**
Print one copy to display OR bookmark this page ready to hold up image in book.
- **RESOURCE 8.5 – Large sketches**
Print one set of 8 A4 sketches to display.
- **RESOURCE 8.6 – Large sentences**
Print one set of 8 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. Sending something

Activate knowledge

Display an envelope ready to send with an address and stamp.

Say 'I sent a letter.'

Display a birthday card.

Ask 'What did I send?'

Invite responses.

Say 'I sent a card.'

Display a parcel or **RESOURCE 8.1 – Photo**.

Ask 'What did I send?'

Invite responses.

Say 'I sent a parcel.'

Ask 'What else can I send?'

Write responses on the board.

Write *send = present* and *sent = past* on the board

Say 'Send is present. I send', pointing down at the floor as you do this.

Say 'Sent is past. I sent', pointing over your shoulder as you do this.

Write *I sent* _____ *to* _____
on the board.

Model a sentence (e.g. I sent flowers to my daughter. I sent a present to my grandson.).

Invite students to complete the sentence with different words.

Write responses on board, correcting errors as you go.

RESOURCE 8.1 – Photo

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

Focus on language

Activity 1: Sending an email

Ask 'Do you send emails?'

Write *I send emails to* _____ on the board.

Ask 'Who do you send emails to?'

Write responses on the board (e.g. I send emails to my sister.).

Invite students to practise the question and answer with another student.

Activity 2: Speaking activity

Model the following questions and answers with a helper or competent student.

1. What's your name?
My name is / name's _____
2. What's your email address?
My email address is _____
3. Have you sent an email?
Yes I have / No I haven't sent an email.
4. Did you send an email yesterday?
Yes / No I did/didn't send an email yesterday.

Distribute **RESOURCE 8.2 – Survey** to each student.

Invite students to ask each other the questions in the survey and write the answers in the table.

Note: Exercise discretion if your students are likely to have any privacy issues regarding this activity.

**RESOURCE 8.2 –
Survey**

Print one copy per
student.

**RESOURCE 8.3.1 –
Sample email**

Print one copy per
student.

**RESOURCE 8.3.2 –
Email worksheet**

Print one copy per
student.

Activity 3: Understanding email

Distribute **RESOURCE 8.3.1 – Sample email** to each student.

Invite students to follow the instructions, pausing to ensure that they are responding correctly before moving on to each new instruction:

- 'Point to Email 1.'
- 'Point to the email address.'
- 'Point to the subject of the email.'
- 'Point to the Send button.'

Ask 'Who sent the email?'

Invite responses, encouraging students to answer in complete sentences.

Say 'Sarah sent the email.'

Repeat for Email 2.

Distribute **RESOURCE 8.3.2 – Email worksheet** to each student.

Invite students to complete.

Check answers together.

Part 2 – Death of the king

Romans 5:6–9

Activate knowledge

Display **RESOURCE 8.4 – Big idea sketch**.

Ask ‘What can you see?’

Write responses on the board.

**RESOURCE 8.4 –
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, God sends his son king Jesus.’

Distribute copies of Romans 5:6–9 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 8 sentences below slowly, pointing to the corresponding sketches as you read.

1. We were helpless and disobedient.
2. But God loved us.
3. God sent King Jesus.
4. King Jesus died for us.
5. Now God accepts us.
6. God is not angry with us.

**RESOURCE 8.5 –
Large sketches**

Print one set of 8 A4 sketches to display.

**RESOURCE 8.6 –
Large sentences**

Print one set of 8 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.

7. God will not punish us.

8. We can be friends with God.

Re-read the 8 sentences, placing the correct sentence from **RESOURCE 8.6 – 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 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.

8.1 RESOURCE – Photo

Lesson 8: Part 1. Sending something
Print one copy for display OR bookmark
this page ready to hold up image in book.



8.2 RESOURCE – Survey

Lesson 8: Part 1. Sending something
Print one copy per student.



Talk to the other students and complete the table below.

What's your name?	What's your email address?	Have you sent an email?	Did you send an email yesterday?



8.3.1 RESOURCE – Sample email

Lesson 8: Part 1. Sending something
Print one copy per student.

Email 1

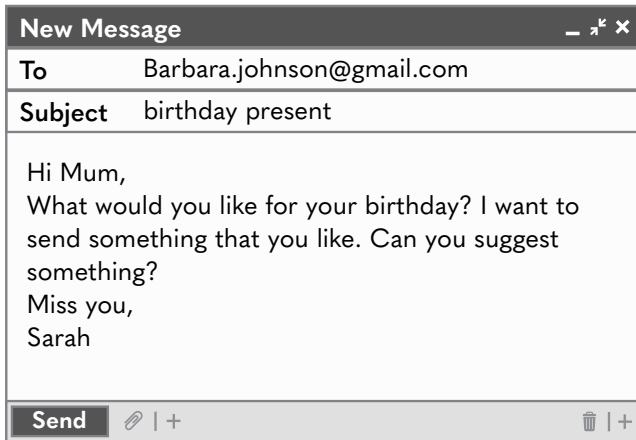
New Message		— ↗ ✕
To	Barbara.johnson@gmail.com	
Subject	birthday present	
<p>Hi Mum,</p> <p>What would you like for your birthday? I want to send something that you like. Can you suggest something?</p> <p>Miss you,</p> <p>Sarah</p>		
Send	 +	 +

Email 2

New Message		— ↗ ✕
To	d.jones@education.nsw.gov.au	
Subject	Amy Phong	
<p>Dear Mrs Jones,</p> <p>I won't send Amy to school today. She is sick.</p> <p>Kind regards,</p> <p>Viet Phong</p>		
Send	 +	 +

Answer the 7 questions about both emails.

Email 1



1. Draw a circle around the Send button.

2. Who sent the email?

3. Who was the email sent to?

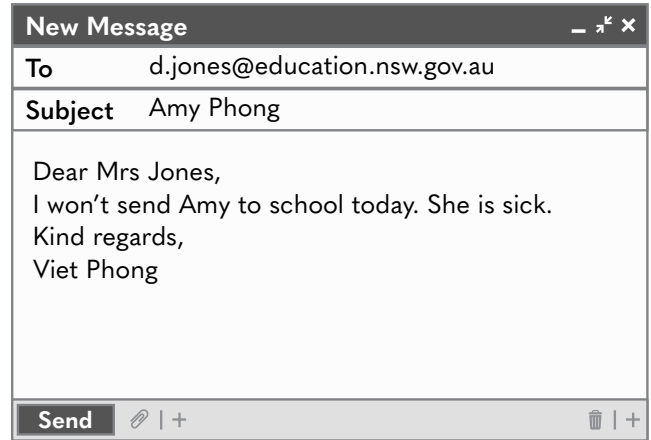
4. What is their email address?

5. What is the subject of the email?

6. Underline the words for hello.

7. Underline the words for goodbye.

Email 2



1. Draw a circle around the Send button.

2. Who sent the email?

3. Who was the email sent to?

4. What is their email address?

5. What is the subject of the email?

6. Underline the words for hello.

7. Underline the words for goodbye.

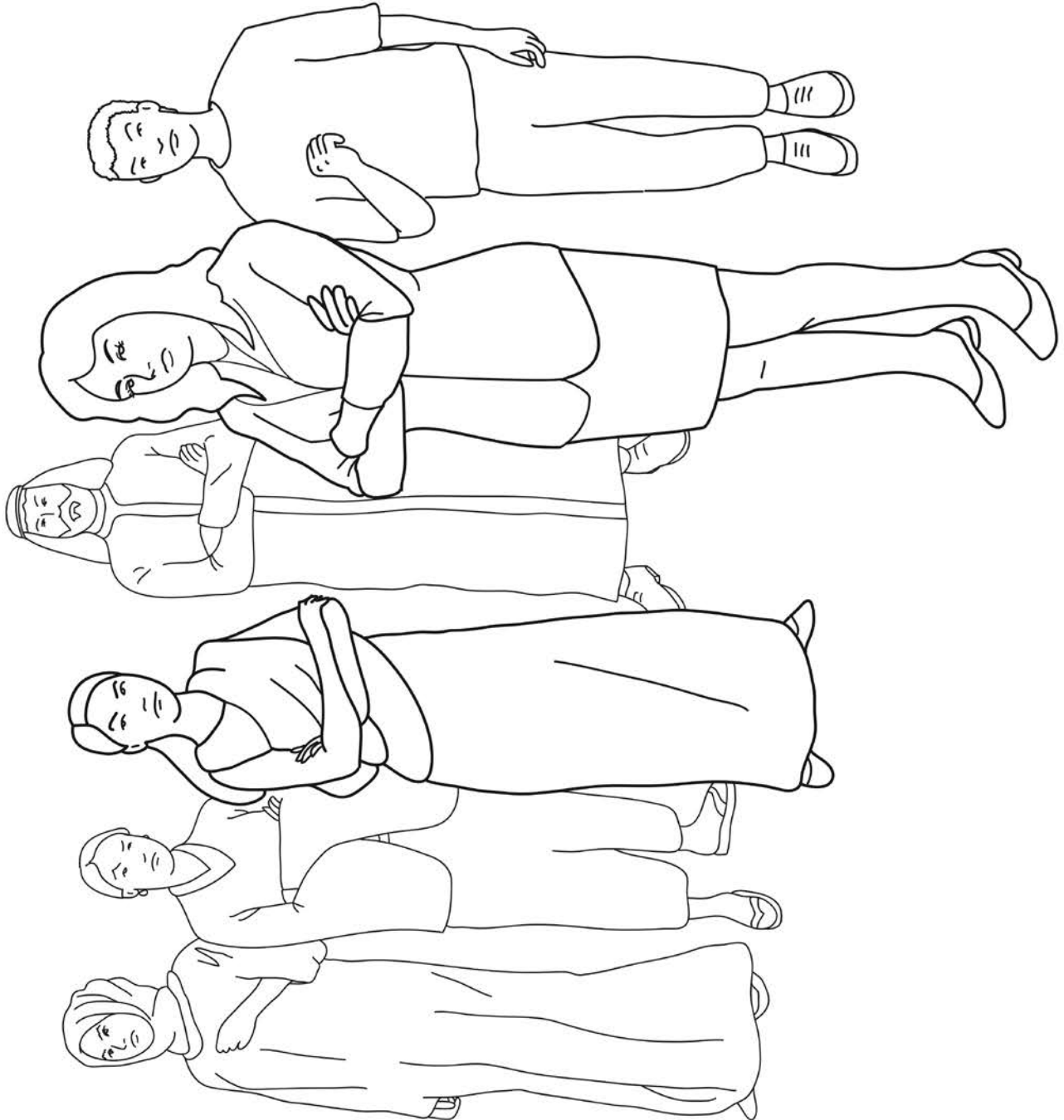
8.4 RESOURCE – Big idea sketch

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one copy to display OR bookmark
this page ready to hold up image in book.



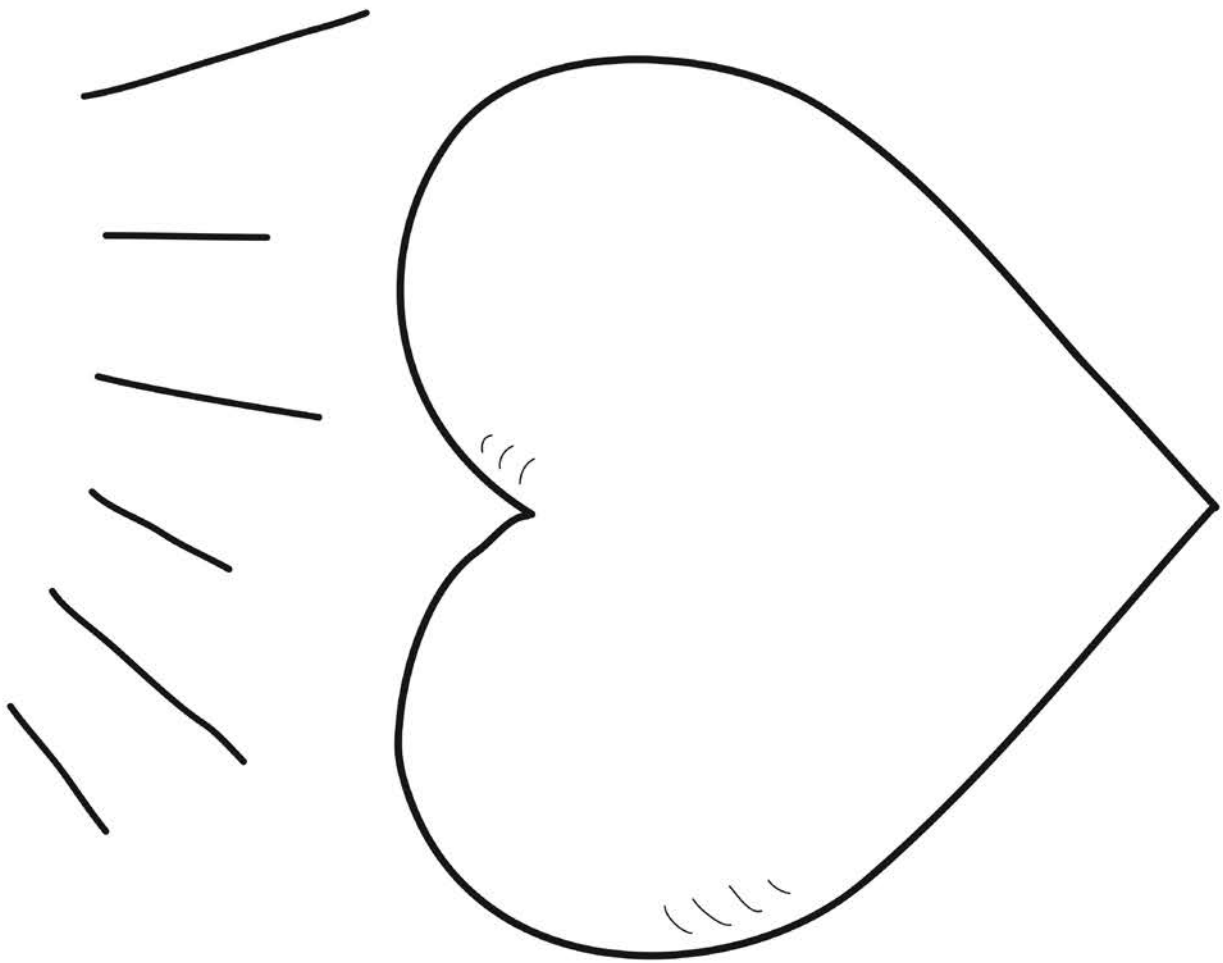
8.5 RESOURCE – Large sketches

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one set of 8 A4 sketches to display.



8.5 RESOURCE – Large sketches

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one set of 8 A4 sketches to display.



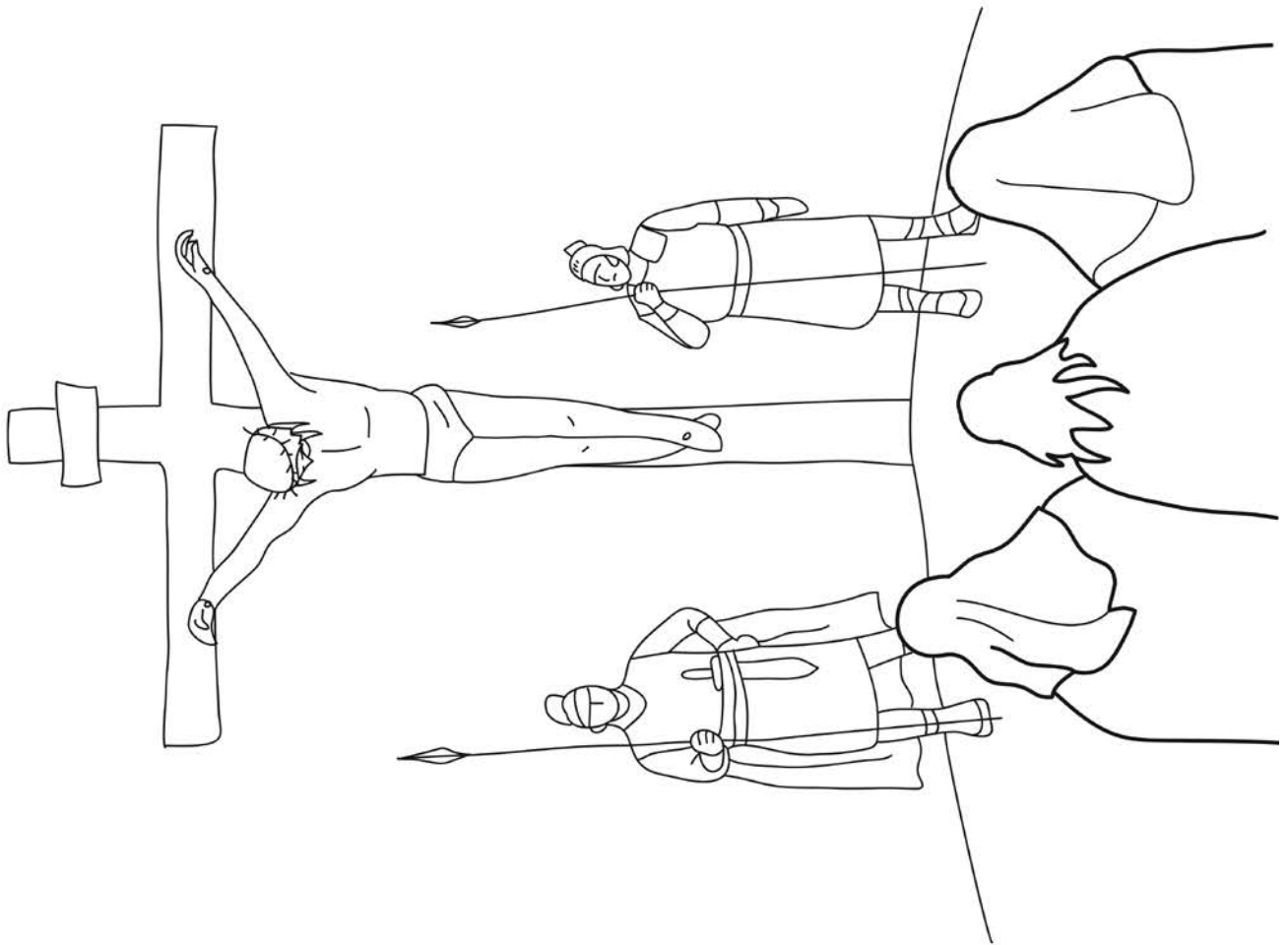
8.5 RESOURCE – Large sketches

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one set of 8 A4 sketches to display.



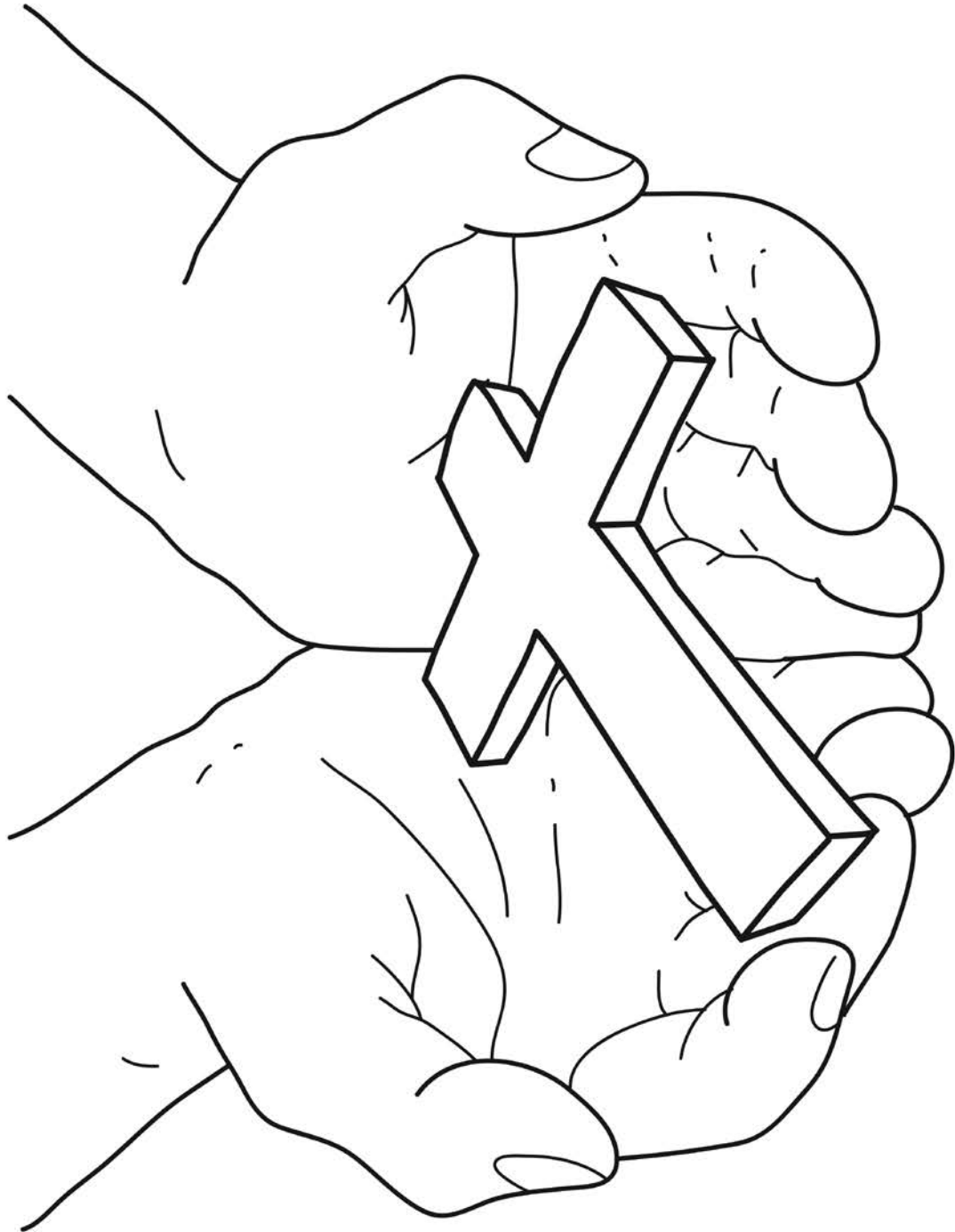
8.5 RESOURCE – Large sketches

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one set of 8 A4 sketches to display.



8.5 RESOURCE – Large sketches

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one set of 8 A4 sketches to display.



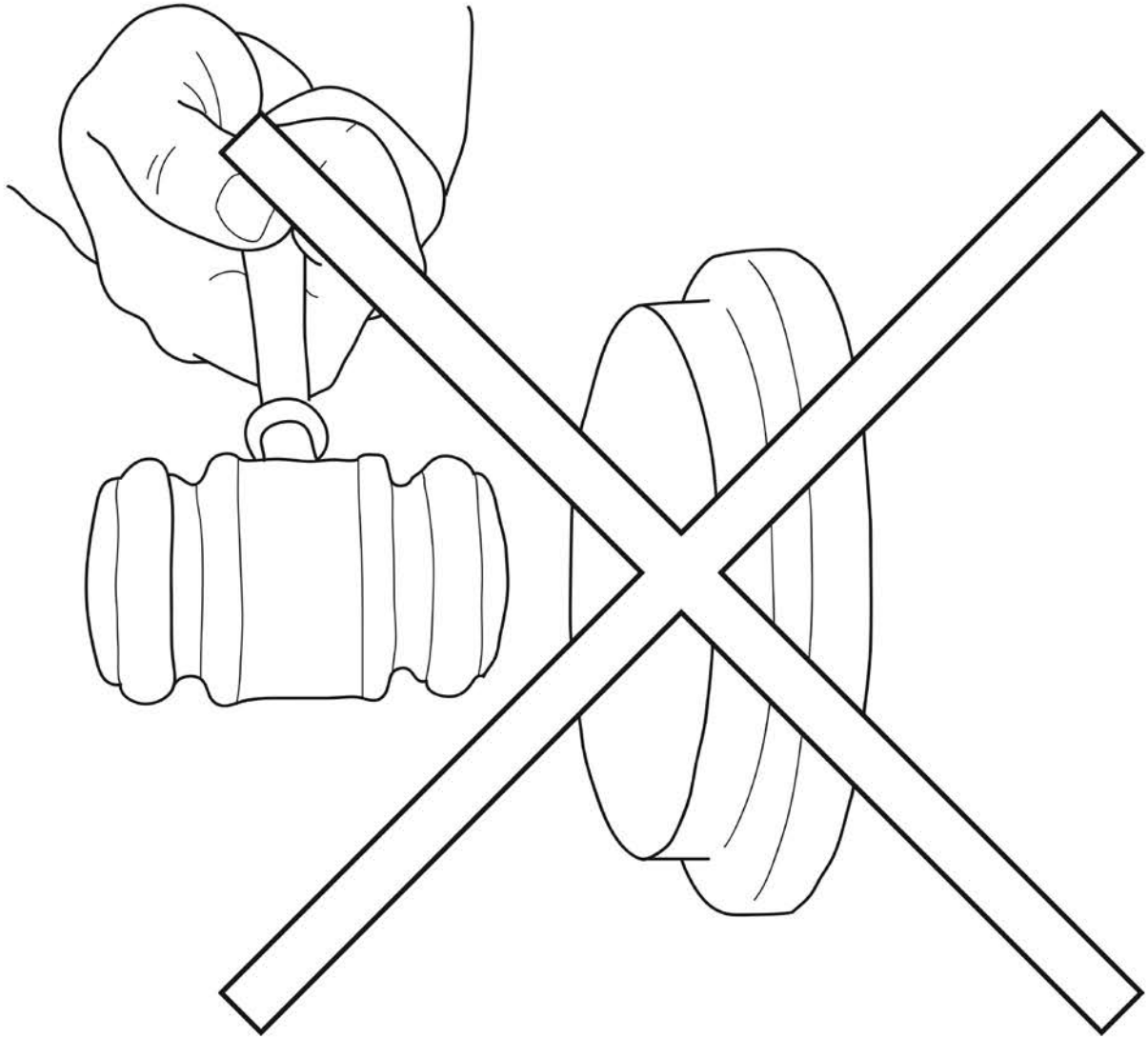
8.5 RESOURCE – Large sketches

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one set of 8 A4 sketches to display.



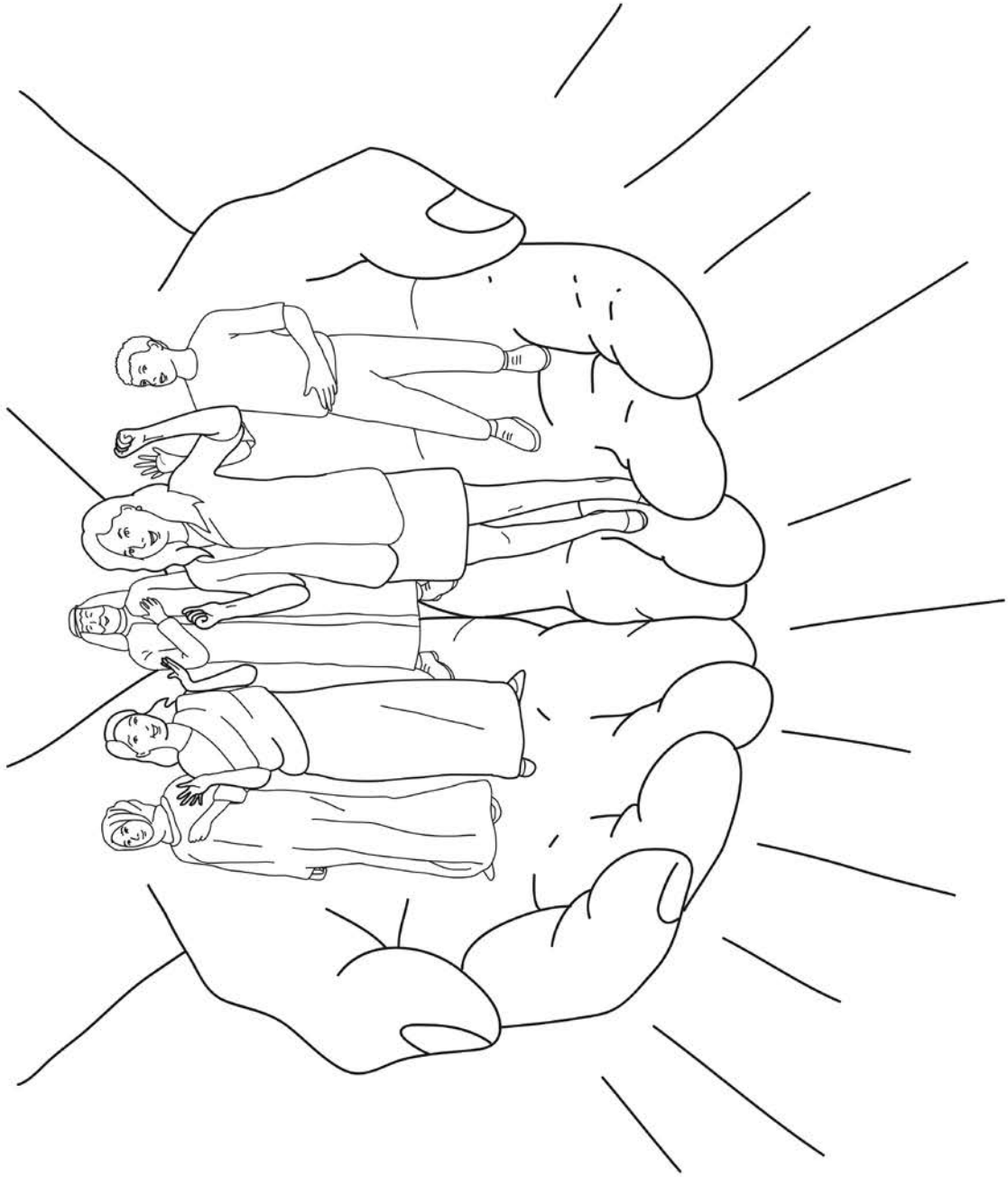
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Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one set of 8 A4 sketches to display.



8.5 RESOURCE – Large sketches

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one set of 8 A4 sketches to display.



**We were
helpless and
disobedient.**

**But God
loved us.**

**God sent
King Jesus.**

**King Jesus
died for us.**

**Now God
accepts us.**

**God is not
angry with us.**

**God will not
punish us.**

**We can be
friends with
God.**

8.7 RESOURCE – Small sketches

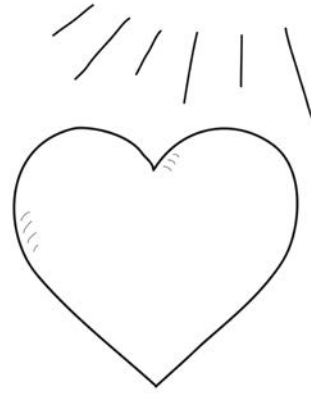
Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one copy per pair and cut up.



Bible Overview.B.8



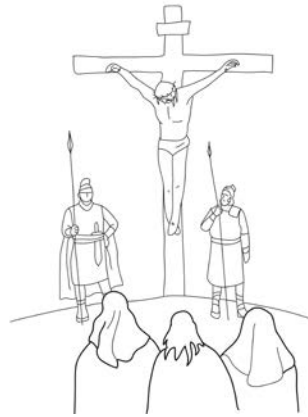
Bible Overview.B.8



Bible Overview.B.8



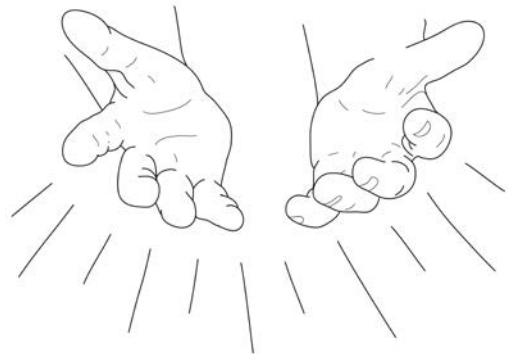
Bible Overview.B.8



Bible Overview.B.8



Bible Overview.B.8



Bible Overview.B.8



Bible Overview.B.8



8.8 RESOURCE –
Small sentence strips

Lesson 8: Part 2. Death of the king – Romans 5:6–9
Print one copy per pair and cut up.



Bible Overview.B.8

We were helpless and disobedient.

Bible Overview.B.8

But God loved us.

Bible Overview.B.8

God sent King Jesus.

Bible Overview.B.8

King Jesus died for us.

Bible Overview.B.8

Now God accepts us.

Bible Overview.B.8

God is not angry with us.

Bible Overview.B.8

God will not punish us.

Bible Overview.B.8

We can be friends with God.

Fill in the missing words.

Romans 5:6–9

1. We were _____ and disobedient.

2. But God _____ us.

3. God _____ King Jesus.

4. King Jesus _____ for us.

5. Now God _____ us.

6. God is not _____ with us.

7. God will not _____ us.

8. We can be _____ with God.

Lesson 9

PART 1 (APPROX 1 HOUR):

Change

PART 2 (APPROX 1/2 HOUR):

The king is raised

Acts 2:32–33a, 36–39a

BIG IDEA:

God raised Jesus from the dead and he rules forever. We can belong to Jesus' kingdom by trusting and obeying him.

 **Prepare lesson**

Part 1. Change

Print resources

- RESOURCE 9.1 – Photos**
Print one copy of each photo for display.
- RESOURCE 9.2 – Sentences**
Print one copy and cut up.

Additional equipment

- Old photo of yourself from long enough ago that changes are evident (it would be good if you are still recognisable in some way if possible).
- Pictures or objects from home to use in Activity 4 (e.g. 2 different items of clothing, 2 different books or movies, dark chocolate instead of milk chocolate).

Part 2. The king is raised

Read scripture

- Acts 2:32–33a, 36–39a 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 9.3 – Big idea sketch**
Print one copy to display OR bookmark this page ready to hold up image in book.
- **RESOURCE 9.4 – Large sketches**
Print one set of 8 A4 sketches to display.
- **RESOURCE 9.5 – Large sentences**
Print one set of 8 A4 sentences to display.
- **RESOURCE 9.6 – Small sketches**
Print one copy per pair and cut up.
- **RESOURCE 9.7 – Small sentence strips**
Print one copy per pair and cut up.
- **RESOURCE 9.8 – Gap-fill worksheet**
Print one copy per student.

Select Variations to activities

(see pages 4–5)

Part 1. Change

Activate knowledge

Display a photo of yourself from twenty years ago.

Ask 'What has changed?'

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

Create simple sentences with your students (e.g. 'My hair is shorter. I am older.').

Focus on language

Activity 1: Photos of change

Display all of the photos from [RESOURCE 9.1 – Photos](#) in random order at the front of the room.

Say 'Bikes have changed.'

Invite a student to choose the 2 photos that demonstrate this change.

Repeat for each of the following statements:

- 'Fashion has changed.'
- 'Telephones have changed.'
- 'Washing machines have changed.'
- 'Transport has changed.'
- 'Paying for things has changed.'

Activity 2: Brainstorming

Display the photo of the old bike from [RESOURCE 9.1 – Photos](#).

Invite students to brainstorm words about the image.

Write responses on the board.

**RESOURCE 9.1 –
Photos**

Print one copy of each
photo for display.

Display the photo of the new bike from **RESOURCE 9.1 – Photos**.

Invite students to brainstorm words about the image.

Write responses on the board.

Divide students into small groups.

Give each group a pair of photos from **RESOURCE 9.1 – Photos** (excluding the bikes). (The remaining paired photos are of washing machines, families wearing old-fashioned/modern clothing, telephones, transport and paying for things.)

Invite groups to brainstorm 2 lists of words about the 2 photos.

Reallocate photos.

Repeat until all groups have created lists for all 5 sets of photos.

Write a complete list of sentences on the board, correcting errors as you do this.

Activity 3: Matching sentences to photos

Read aloud one sentence from **RESOURCE 9.2 – Sentences** (listed below) to the group.

Invite students to point to the photo that the sentence describes.

Distribute one sentence from the remaining list to each student.

Read aloud in random order each sentence from **RESOURCE 9.2 – Sentences** (listed below) to the group.

Invite the student with the same sentence to place the sentence next to the photo it describes.

Note: This activity can be adjusted according to the number of students in the class (e.g. if 8 students, distribute 8 sentences). Give more difficult sentences to more competent students. It is possible to repeat the activity multiple times if a small group.

RESOURCE 9.2 – Sentences

Print one copy and cut up.

Here are the sentences, in random order:

- There is a wooden handle.
- There are many buttons.
- The boy is sitting on a chair.
- There is a wooden barrel.
- The woman is in the kitchen.
- There is a receipt.
- The wheels are wooden.
- There is a horse and carriage.
- The man is wearing black clothes.
- There is a black phone.
- There are many cars.
- The man is wearing a suit.
- There are cash and coins.
- The phone is yellow.
- There is an EFTPOS machine.
- The man is wearing white socks.
- There is a black cord.
- The phone is fragile.
- The man is wearing a backpack.
- The machine is white.
- There is a traffic jam.
- The family is smiling.
- The man is wearing a hat.
- The family is sitting on the floor.

Activity 4: Changing your mind

Say 'Things change, and people change.'

Point to **RESOURCE 9.1 – Photos** and the photo of yourself brought from home as you do this.

Point to your head as you say, 'Sometimes people change their minds.'

Say 'I used to like McDonald's but now I like salad.'

Say 'I changed my mind.'

Point to your head as you do this.

Write *I used to like _____ but now I like _____ on the board.*

Write *I changed my mind on the board.*

Repeat the sentence, inserting things that you have changed your mind about (e.g. walking instead of running, 2 different items of clothing, 2 different books or movies, dark chocolate instead of milk chocolate. (Try to use examples that you can illustrate with pictures or objects from home if possible.)

Invite students to share examples with the class.

Practise pronunciation and expression as they do this.

Part 2 – The king is raised

Acts 2:32–33a, 36–39a

Activate knowledge

Display **RESOURCE 9.3 – Big idea sketch**.

Ask ‘What can you see?’

Write responses on the board.

**RESOURCE 9.3 –
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, a man tells people to change their minds.’

Distribute copies of Acts 2:32–33a, 36–39a 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 9.4 – Large sketches** in order.

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

1. Peter spoke to the people.
2. Peter said, ‘You nailed Jesus to the cross.’
3. Peter said, ‘God made Jesus alive again.’
4. Peter said, ‘Jesus rules with God.’
5. The people were upset.
6. The people said, ‘What should we do?’

**RESOURCE 9.4 –
Large sketches**

Print one set of 8 A4 sketches to display.

**RESOURCE 9.5 –
Large sentences**

Print one set of 8 A4 sentences to display.

**RESOURCE 9.6 –
Small sketches**

Print one copy per pair and cut up.

**RESOURCE 9.7 –
Small sentence strips**

Print one copy per pair and cut up.

**RESOURCE 9.8 –
Gap-fill worksheet**

Print one copy per student.

7. Peter said, 'Change your mind and Jesus will forgive you.'

8. Peter said, 'The promise is for everyone.'

Re-read the 8 sentences, placing the correct sentence from **RESOURCE 9.5 – 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 9.6 – Small sketches** to pairs.

Invite pairs to sequence the sketches in the correct order.

Distribute **RESOURCE 9.7 – 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 9.8 – 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.







9.1 RESOURCE – Photos

Lesson 9: Part 1. Change
Print one copy of each photo for display.









9.1 RESOURCE – Photos

Lesson 9: Part 1. Change
Print one copy of each photo for display.

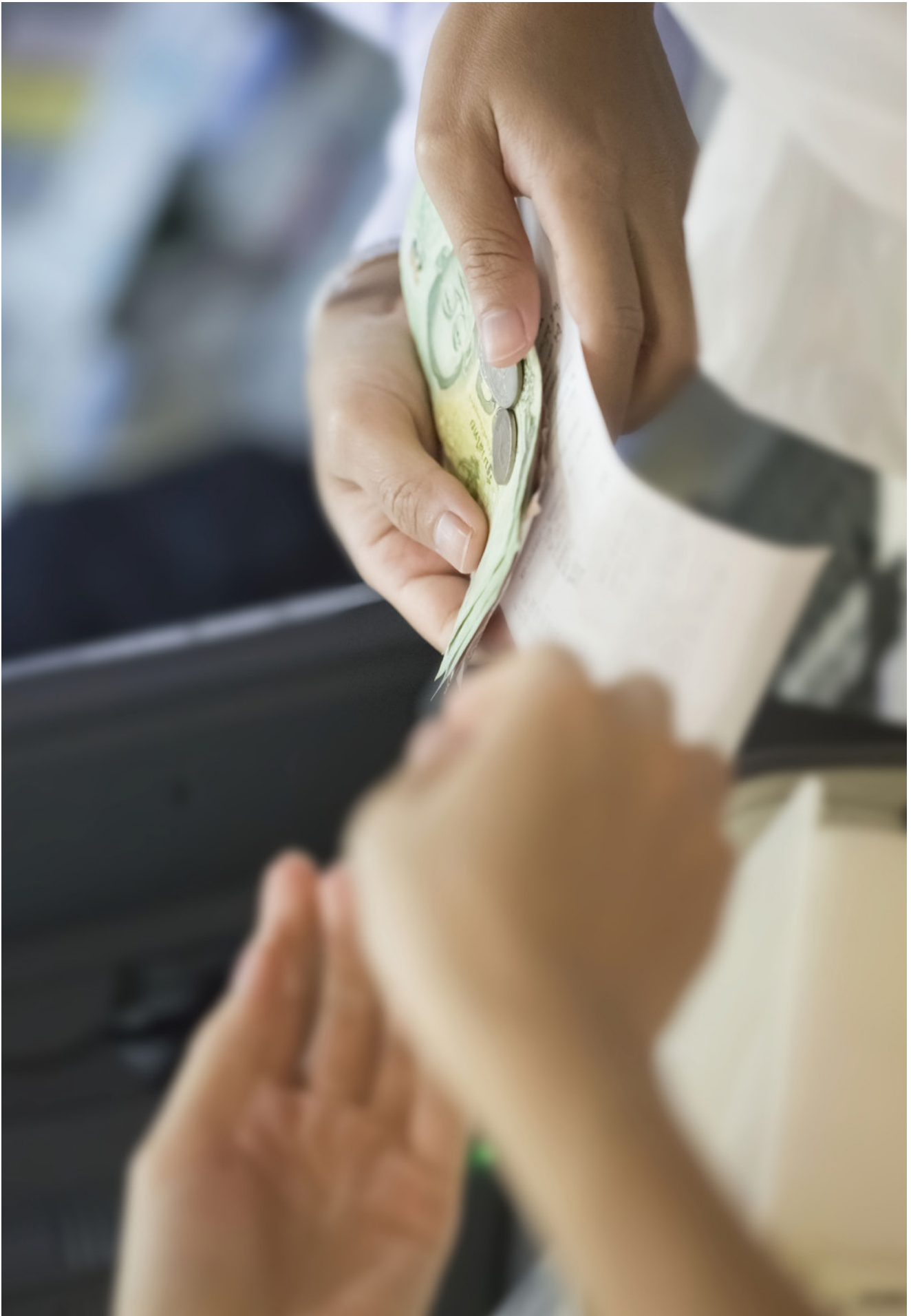






9.1 RESOURCE – Photos

Lesson 9: Part 1. Change
Print one copy of each photo for display.



9.1 RESOURCE – Photos

Lesson 9: Part 1. Change
Print one copy of each photo for display.



9.2 RESOURCE – Sentences

Lesson 9: Part 1. Change
Print one copy and cut up.



The man is wearing a hat.

The man is wearing white socks.

The man is wearing black clothes.

The man is wearing a backpack.

There is a wooden handle.

There is a wooden barrel.

The machine is white.

There are many buttons.

The boy is sitting on a chair.

The man is wearing a suit.

The family is sitting on the floor.

The family is smiling.

The phone is yellow.

There is a black cord.

The woman is in the kitchen.

The phone is fragile.

There is a horse and carriage.

The wheels are wooden.

There are many cars.

There is a traffic jam.

There are cash and coins.

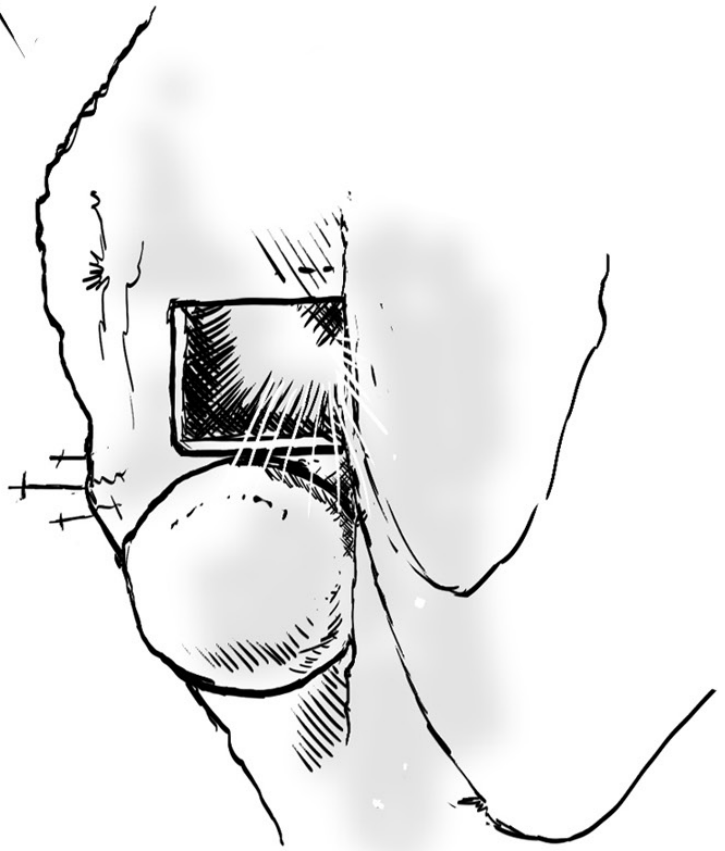
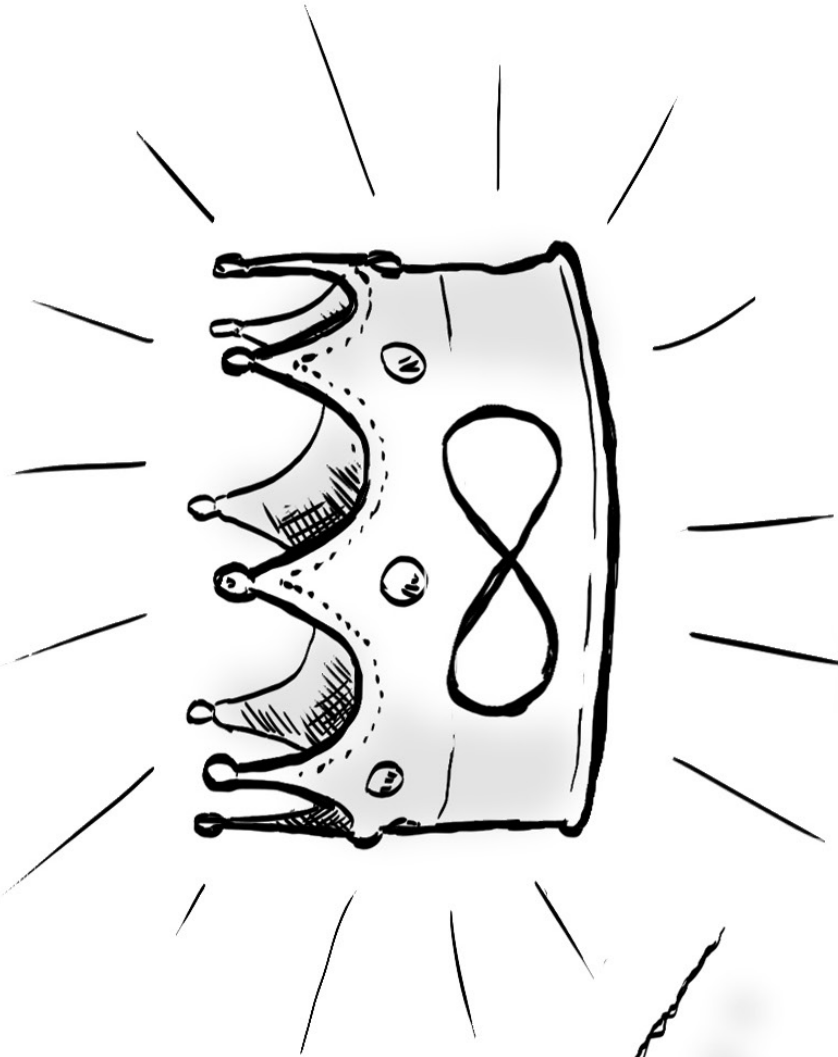
There is a receipt.

There is an EFTPOS machine.

There is a black phone.

9.3 RESOURCE – Big idea sketch

Lesson 9: Part 2. The king is raised – Acts 2:32-33a, 36-39a
Print one copy to display OR bookmark
this page ready to hold up image in book.



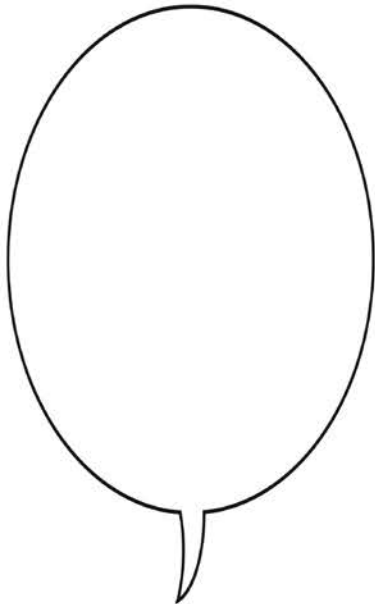
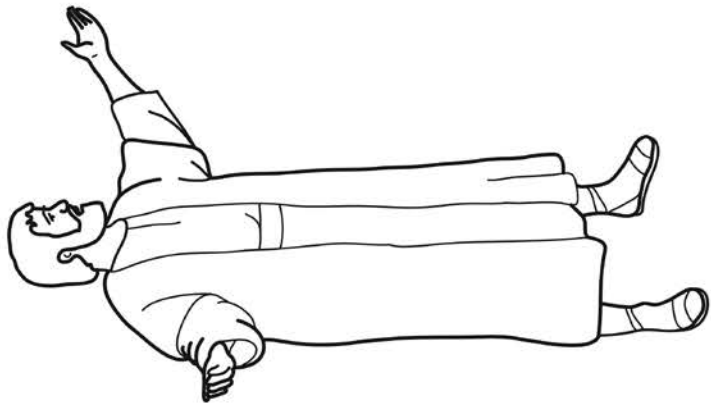
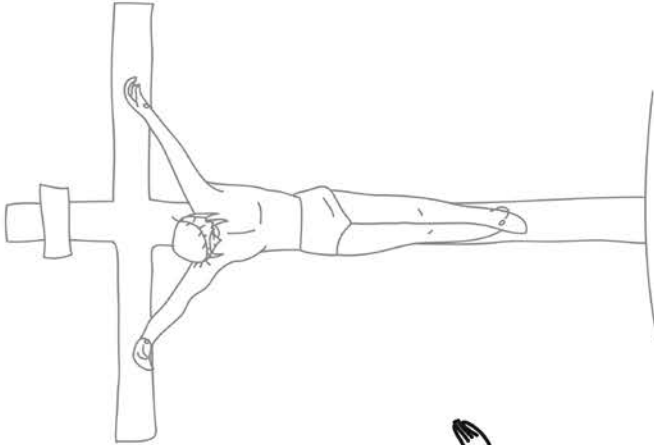
9.4 RESOURCE – Large sketches

Lesson 9: Part 2. The king is raised – Acts 2:32-33a, 36-39a
Print one set of 8 A4 sketches to display.



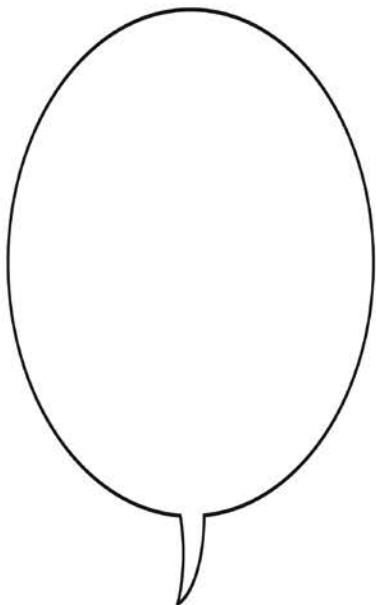
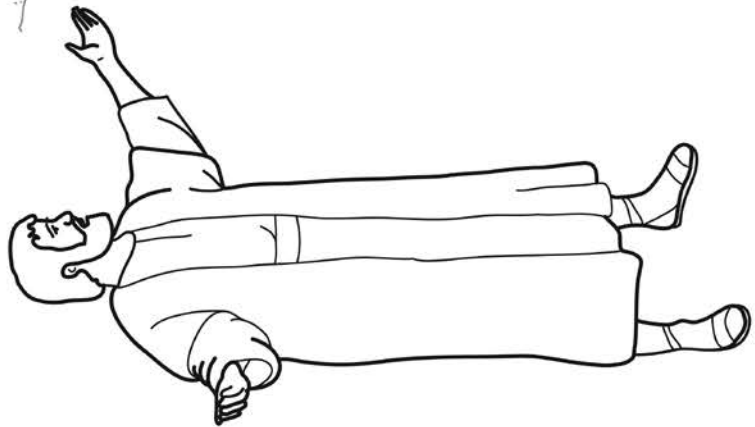
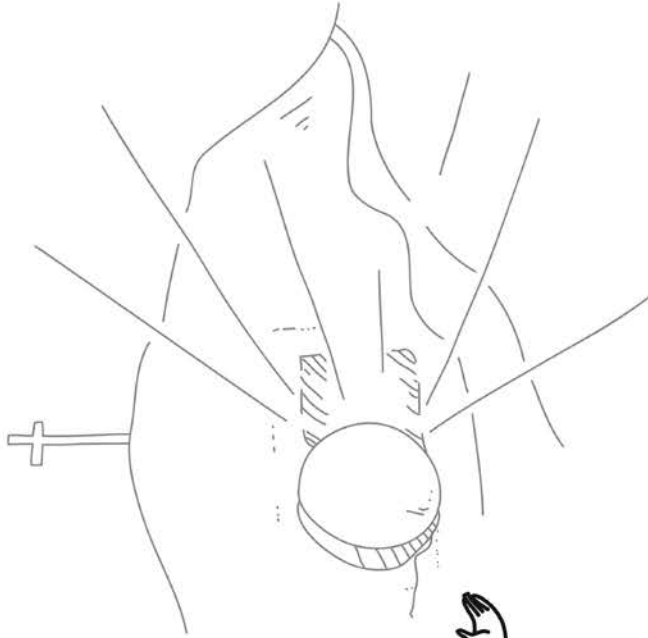
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Lesson 9: Part 2. The king is raised – Acts 2:32-33a, 36-39a
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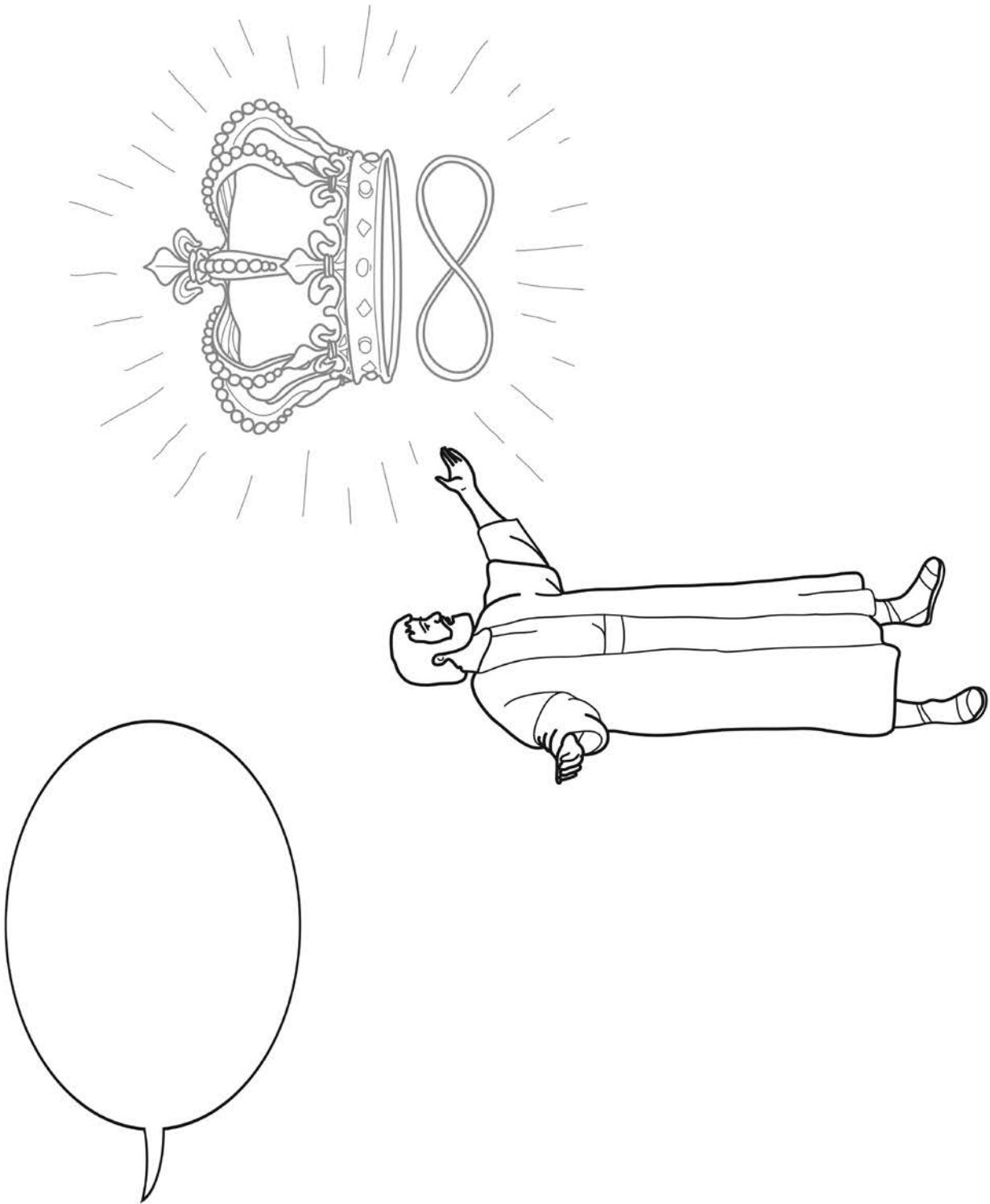
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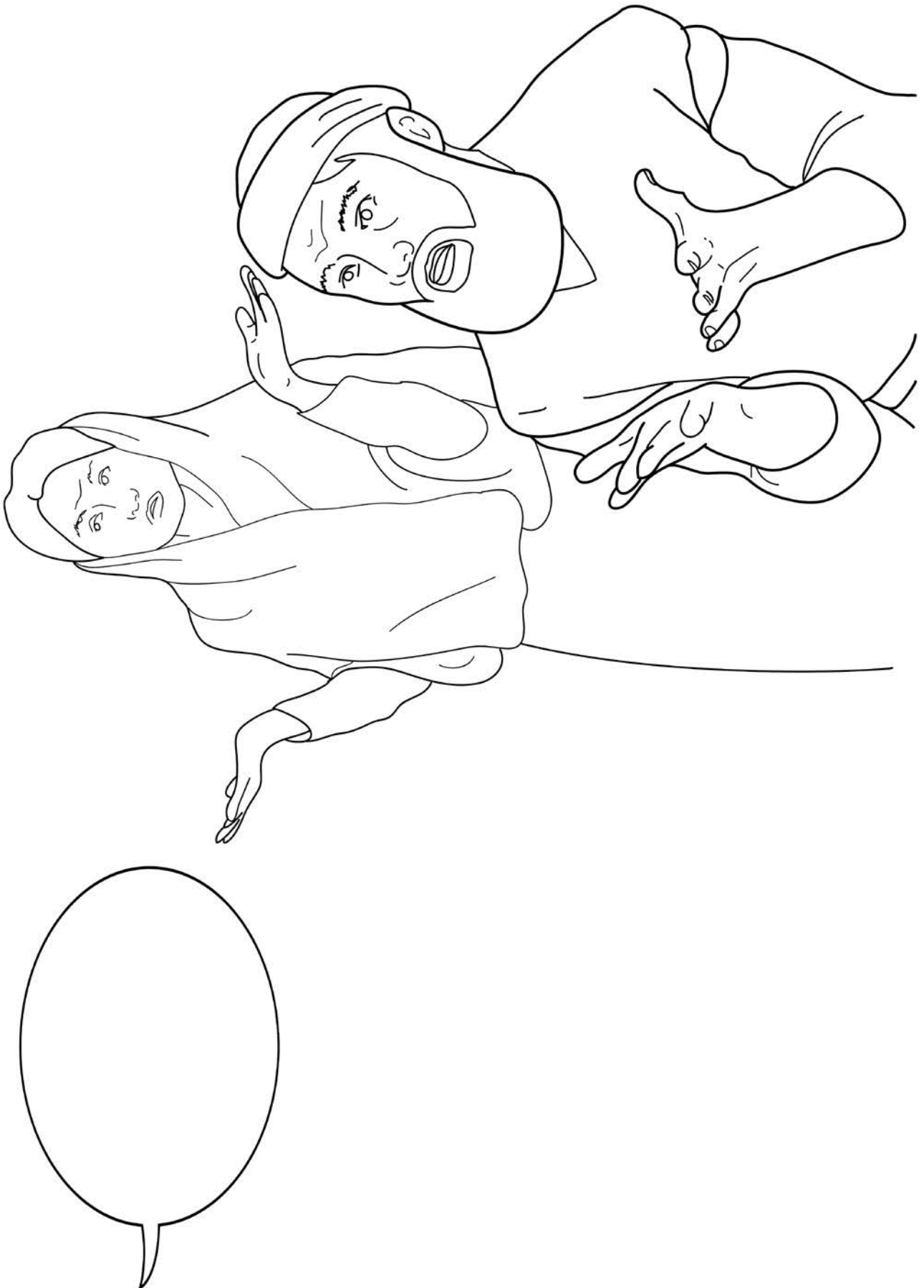
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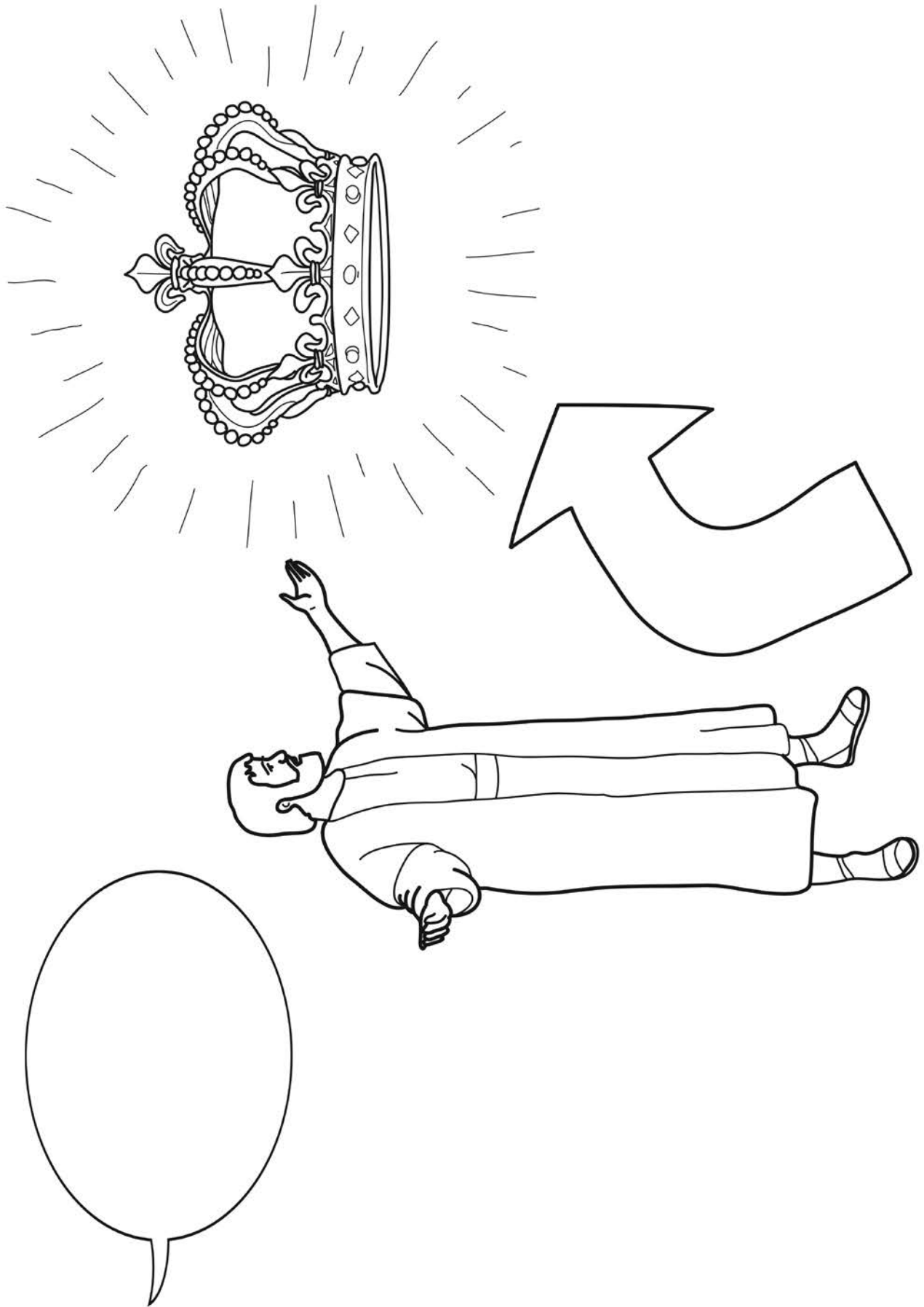
9.4 RESOURCE – Large sketches

Lesson 9: Part 2. The king is raised – Acts 2:32-33a, 36-39a
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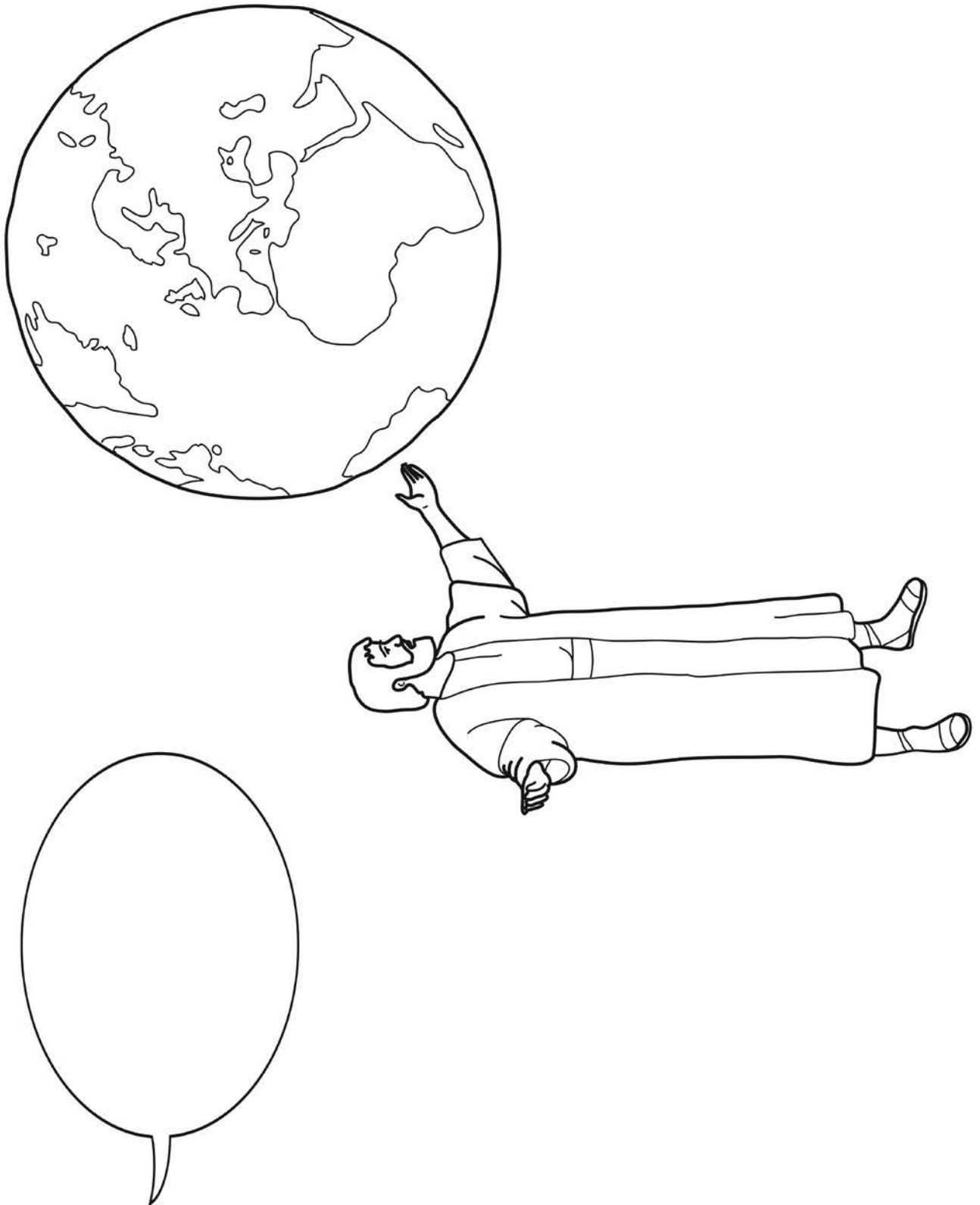
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Lesson 9: Part 2. The king is raised – Acts 2:32-33a, 36-39a
Print one set of 8 A4 sketches to display.



9.4 RESOURCE – Large sketches

Lesson 9: Part 2. The king is raised – Acts 2:32–33a, 36–39a
Print one set of 8 A4 sketches to display.



**Peter spoke to
the people.**

**Peter said,
'You nailed
Jesus to the
cross!'**

**Peter said,
'God made
Jesus alive
again!'**

**Peter said,
'Jesus rules
with God!'**

**The people
were upset.**

**The people
said, 'What
should we do?'**

**Peter said,
'Change your
mind and Jesus
will forgive you!'**

**Peter said,
'The promise is
for everyone.'**

9.6 RESOURCE – Small sketches

Lesson 9: Part 2. The king is raised – Acts 2:32-33a, 36-39a
Print one copy per pair and cut up.



Bible Overview.B.9



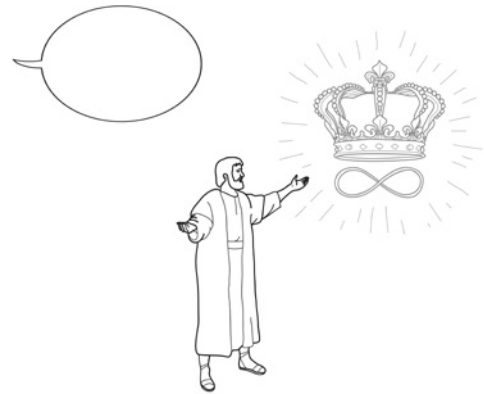
Bible Overview.B.9



Bible Overview.B.9



Bible Overview.B.9



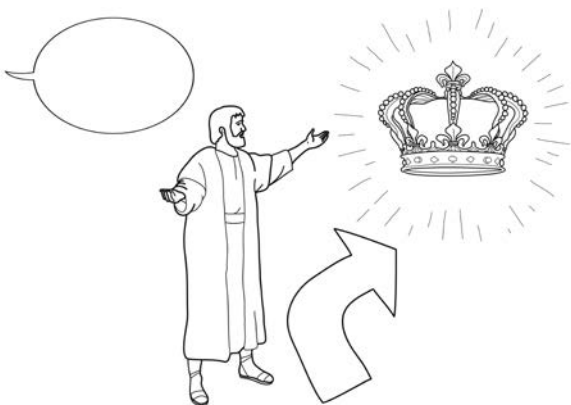
Bible Overview.B.9



Bible Overview.B.9



Bible Overview.B.9



Bible Overview.B.9



9.7 RESOURCE –
Small sentence strips

Lesson 9: Part 2. The king is raised – Acts 2:32–33a, 36–39a
Print one copy per pair and cut up.



Bible Overview.B.9

Peter spoke to the people.

Bible Overview.B.9

Peter said, 'You nailed Jesus to the cross.'

Bible Overview.B.9

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Bible Overview.B.9

Peter said, 'Jesus rules with God.'

Bible Overview.B.9

The people were upset.

Bible Overview.B.9

The people said, 'What should we do?'

Bible Overview.B.9

Peter said, 'Change your mind and Jesus will forgive you.'

Bible Overview.B.9

Peter said, 'The promise is for everyone.'

Fill in the missing words.

Acts 2:32–33a, 36–39a

1. Peter spoke to the _____.
2. Peter said, 'You nailed Jesus to the _____.'
3. Peter said, 'God made Jesus _____ again.'
4. Peter said, 'Jesus rules with _____.'
5. The people were _____.
6. The _____ said, 'What should we do?'
7. Peter said, 'Change your _____ and Jesus will forgive you.'
8. Peter said, 'The promise is for _____.'

Lesson 10

PART 1 (APPROX 1 HOUR):

Opposites

PART 2 (APPROX 1/2 HOUR):

Creation restored Revelation 21:1, 3–5a

BIG IDEA:

Everyone who follows Jesus will live as friends with God, under his perfect rule in his new creation.

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

- RESOURCE 10.1.1 – Opposites worksheet 1**
Print one copy for each student.
- RESOURCE 10.1.2 – Opposites worksheet 2**
Print one copy for each student.
- RESOURCE 10.2 – Sentences about opposites**
Print one copy for each student.

Part 2. Creation restored**Read scripture**

- Revelation 21:1, 3–5a in NIV Bible
(or another easy-to-read translation)
- (Teacher to read all of Revelation 21:1–5)

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 10.3 – Big idea sketch**
Print one copy to display OR bookmark this page ready to hold up image in book.
- **RESOURCE 10.4 – Large sketches**
Print one set of 8 A4 sketches to display.
- **RESOURCE 10.5 – Large sentences**
Print one set of 8 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. Opposites

Activate knowledge

Write *opposite* on the board.

Ask 'What's the opposite of left?'

Invite responses.

Ask 'What's the opposite of hot?'

Invite responses.

Invite students to brainstorm other opposites.

Write responses on the board.

Focus on language

Activity 1: Finding opposites

Distribute **RESOURCE 10.1.1 – Opposites worksheet 1** to each student.

Ask 'What can you see?'

Encourage students to work together to complete the worksheet.

Check answers together.

Distribute **RESOURCE 10.1.2 – Opposites worksheet 2** to each student.

Encourage students to work together to complete the worksheet.

Check answers together.

**RESOURCE 10.1.1 –
Opposites worksheet 1**

Print one copy for each student.

**RESOURCE 10.1.2 –
Opposites worksheet 2**

Print one copy for each student.

Activity 2: Opposites questions and answers

Model the following activity with a helper or competent student first.

Divide students into pairs.

Nominate Student A and Student B in each pair.

Invite Student A only to look at **RESOURCE 10.1.1 – Opposites worksheet 1**. Student B cannot look at either worksheet.

Invite Student A to question Student B by asking ‘What is the opposite of short?’ and so on.

Encourage Student B to answer saying complete sentences (e.g. The opposite of short is long).

Swap roles.

Invite Student B to question Student A by asking ‘What is the opposite of long?’

Reallocate pairs and repeat the activity if time allows.

Activity 3: Creating sentences

Divide students into small groups.

Invite groups to create simple sentences about the images from the worksheets (e.g. The cheetah is fast. The girl feels pain.).

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

Activity 4: Sentences about opposites

Distribute one copy of **RESOURCE 10.2 – Sentences about opposites** to each student.

Invite students to complete the worksheet.

Check answers together.

**RESOURCE 10.2 –
Sentences about
opposites**

Print one copy for each
student.

Part 2 – Creation restored

Revelation 21:1, 3–5a

Activate knowledge

Display **RESOURCE 10.3 – 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, God makes everything new.’

Distribute copies of Revelation 21:1, 3–5a 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 8 sentences below slowly, pointing to the corresponding sketches as you read.

1. John wrote about his vision.
2. John saw a new heaven and earth.
3. A loud voice from a throne said:
4. ‘God lives with his people.’
5. ‘God will wipe away their tears.’
6. ‘There will be no more death or pain.’

RESOURCE 10.3 – Big idea sketch

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

RESOURCE 10.4 – Large sketches

Print one set of 8 A4 sketches to display.

**RESOURCE 10.5 –
Large sentences**

Print one set of 8 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.

7. 'Everything will be new.'

8. 'These words are true.'

Re-read the 8 sentences, placing the correct sentence from **RESOURCE 10.5 – 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 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.

10.1.1 RESOURCE – Opposites worksheet 1

Lesson 10: Part 1. Opposites
Print one copy for each student.

Write the correct word from the box on the line under each picture.

short	difficult	slow	dirty
pain	tears	false	old

<p>1</p>  <p>_____</p>	<p>2</p>  <p>_____</p>
<p>3</p>  <p>_____</p>	<p>4</p>  <p>_____</p>
<p>5</p>  <p>_____</p>	<p>6</p>  <p>_____</p>
<p>7</p>  <p>_____</p>	<p>8</p>  <p>_____</p>

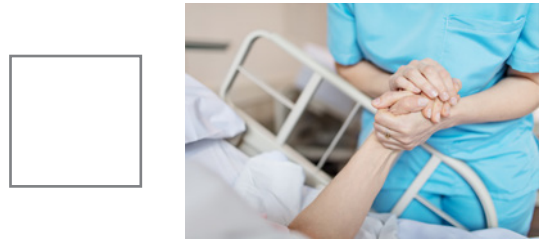
10.1.2 RESOURCE – Opposites worksheet 2

Lesson 10: Part 1. Opposites
Print one copy for each student.

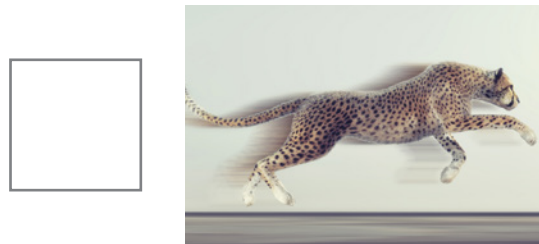
1. Write the correct word from the box on the line under each picture.
2. In the box next to each image, write the number of the opposite picture from Opposites worksheet 1.

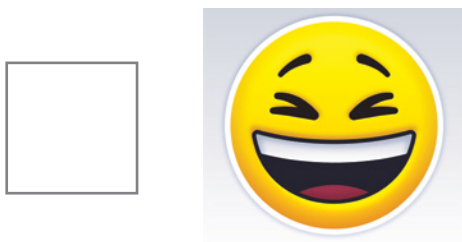
easy	laughter	comfort	new
fast	true	long	clean

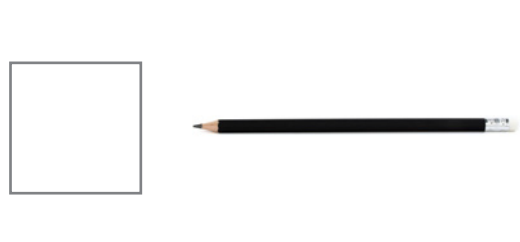
















10.2 RESOURCE – Sentences about opposites

Lesson 10: Part 1. Opposites
Print one copy for each student.

true	pain	laughter	dirty
tears	old	fast	difficult
slow	new	false	comfort
short	long	easy	clean

Write the correct words from the box above in the spaces provided.

1. University maths is d _ _ _ _ _ but primary school maths is e _ _ _ .
2. The patient was in p _ _ _ , so the nurse brought c _ _ _ _ _ .
3. My shoes were d _ _ _ _ , but now they are c _ _ _ _ .
4. The snail is s _ _ _ , but the cheetah is f _ _ _ .
5. Our o _ _ car broke down, so we need a n _ _ one.
6. I don't believe that is t _ _ _ .
7. He has a f _ _ _ _ passport.
8. His hair is l _ _ _ , but his legs are s _ _ _ _ .
9. She cried many t _ _ _ _ .
10. The girl's l _ _ _ _ _ was loud.

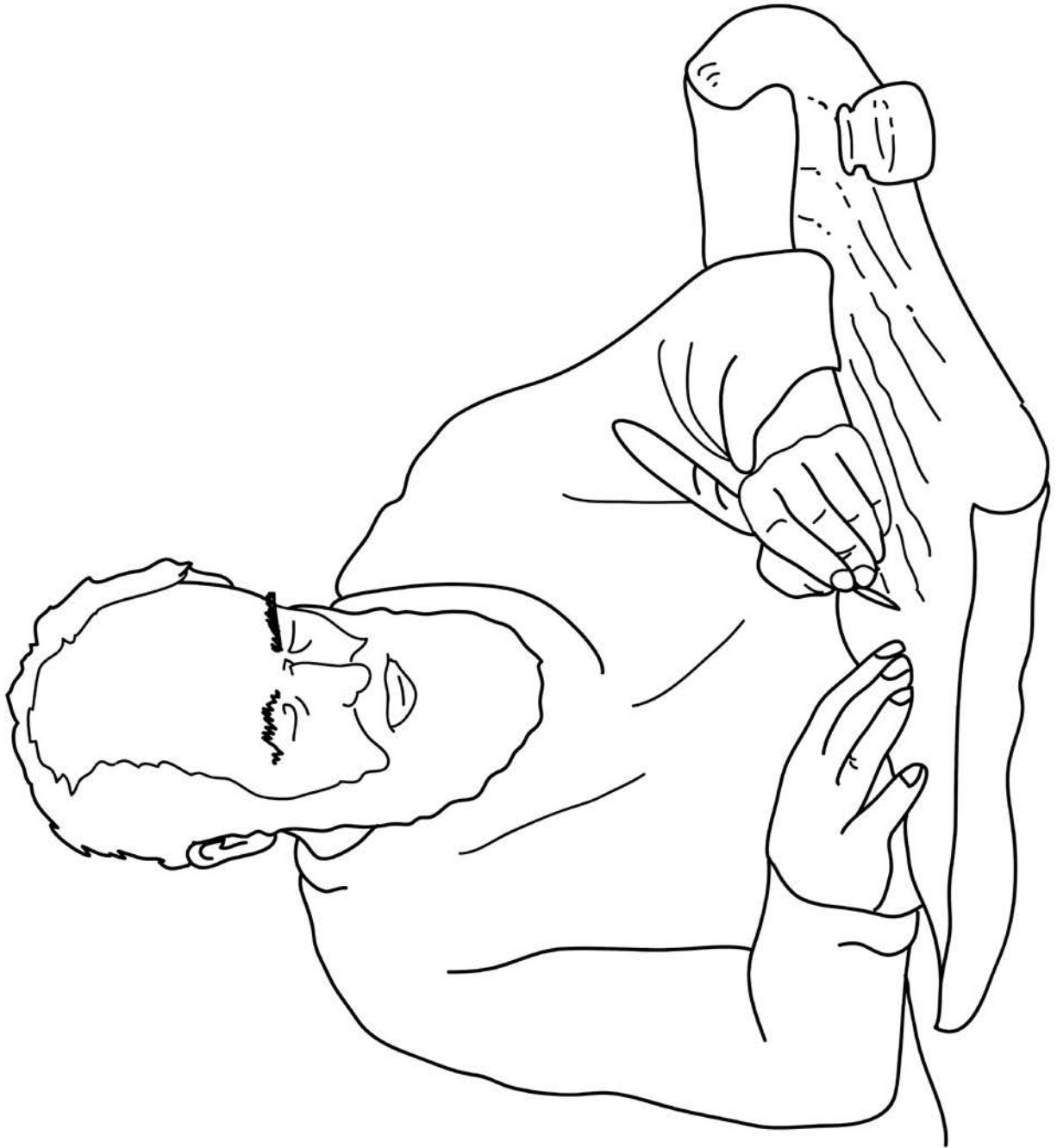
10.3 RESOURCE – Big idea sketch

Lesson 10: Part 2. Creation restored – Revelation 21:1, 3–5a
Print one copy to display OR bookmark
this page ready to hold up image in book.



10.4 RESOURCE – Large sketches

Lesson 10: Part 2. Creation restored – Revelation 21:1, 3–5a
Print one set of 8 A4 sketches to display.



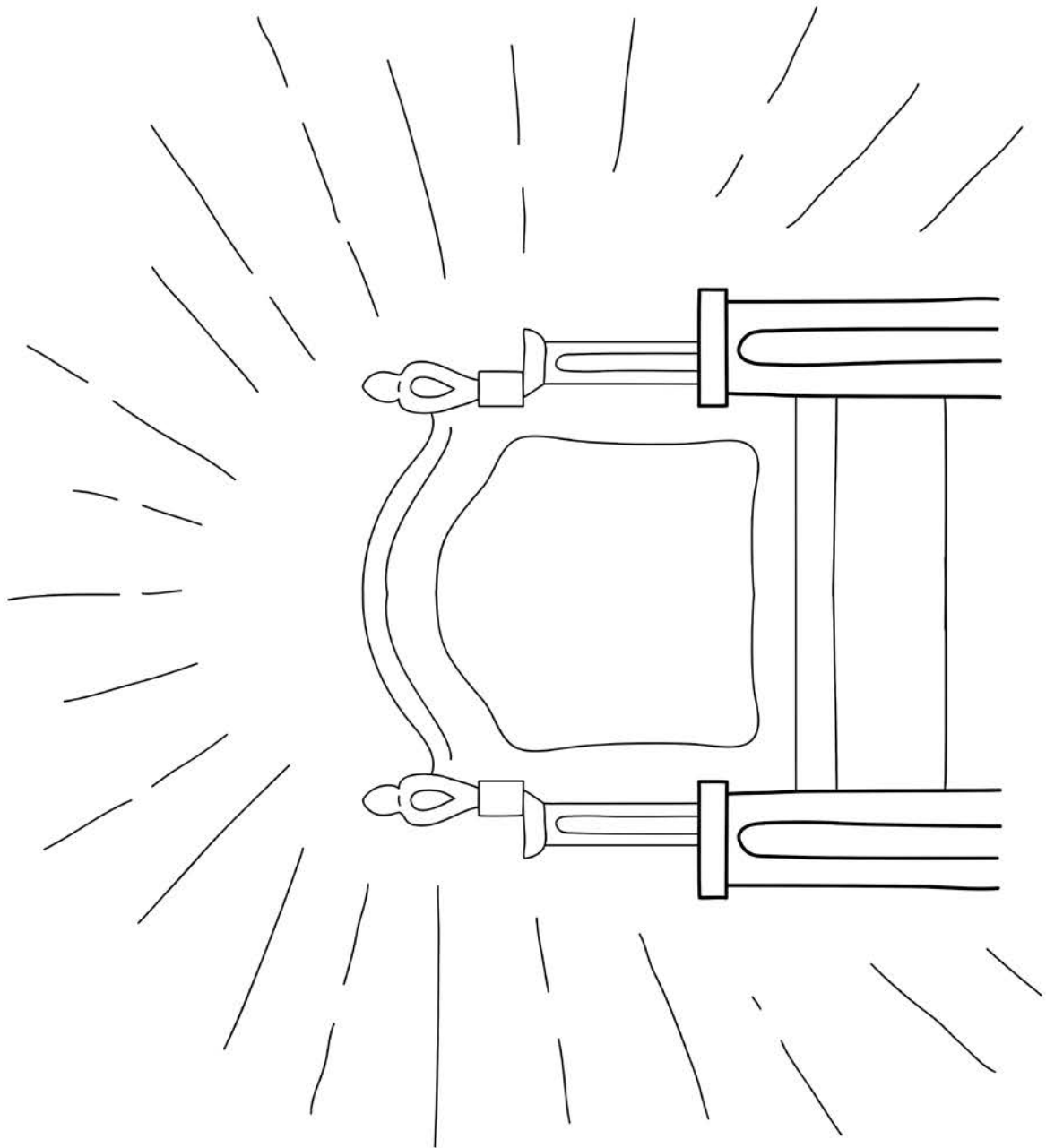
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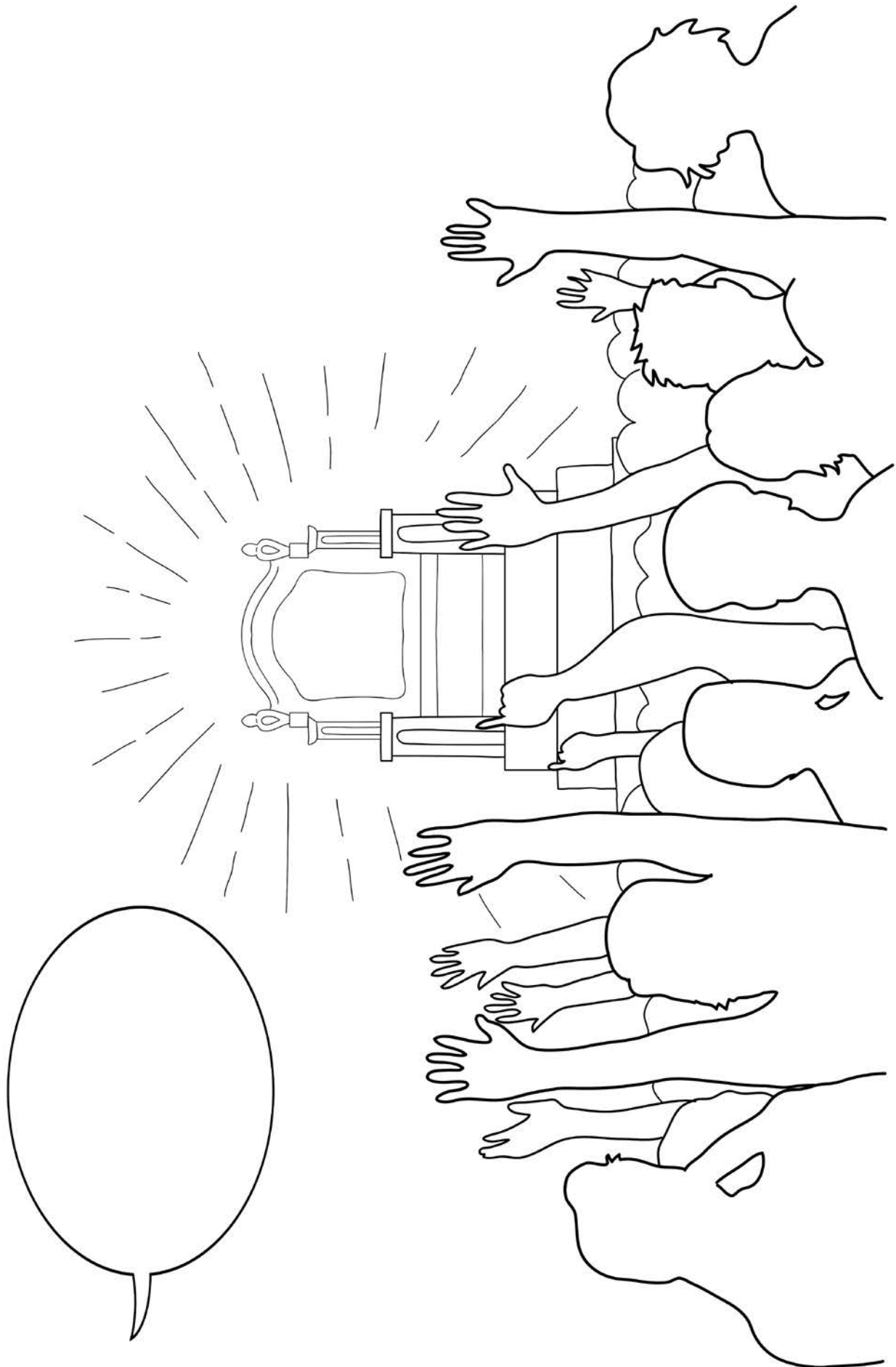
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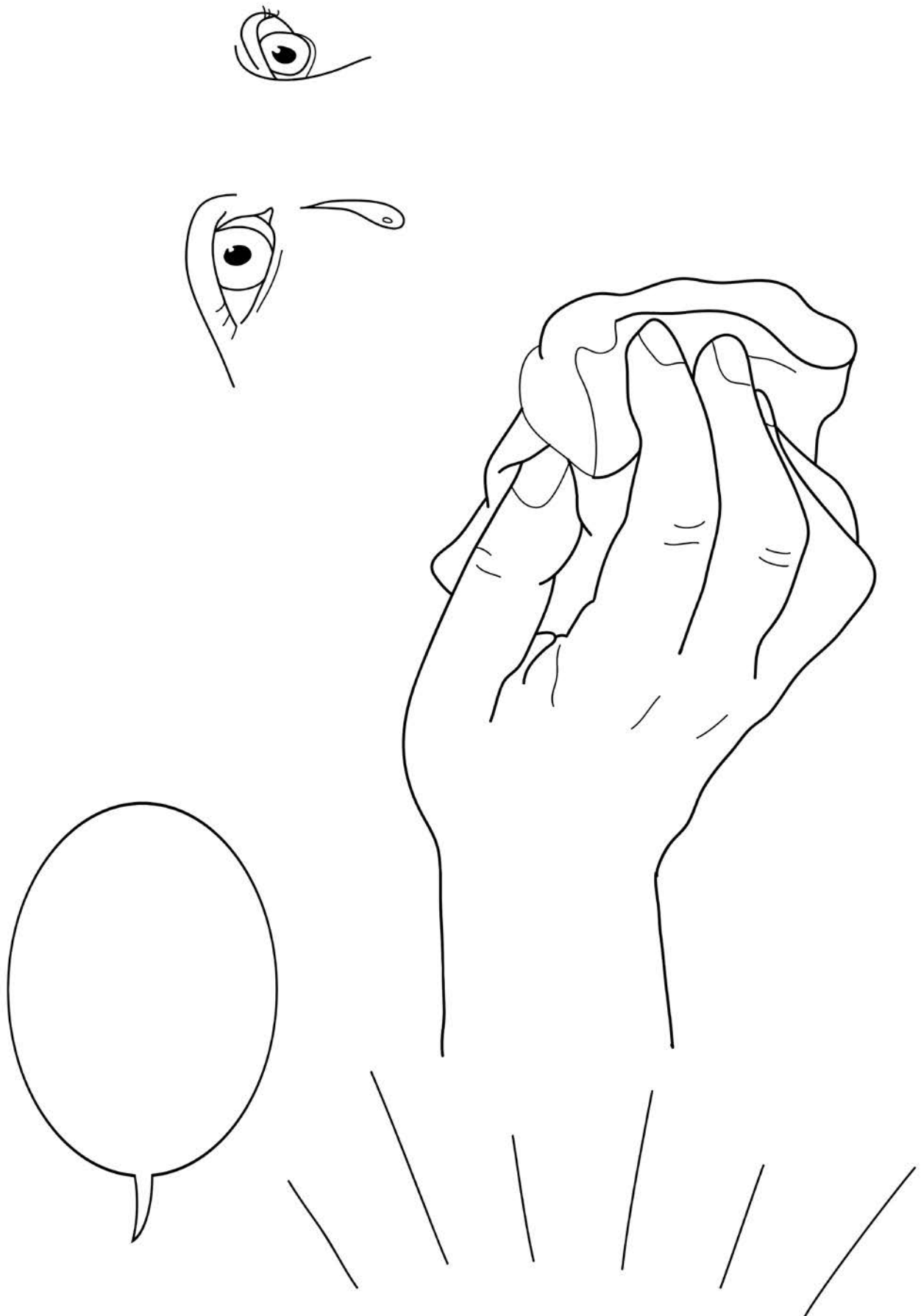
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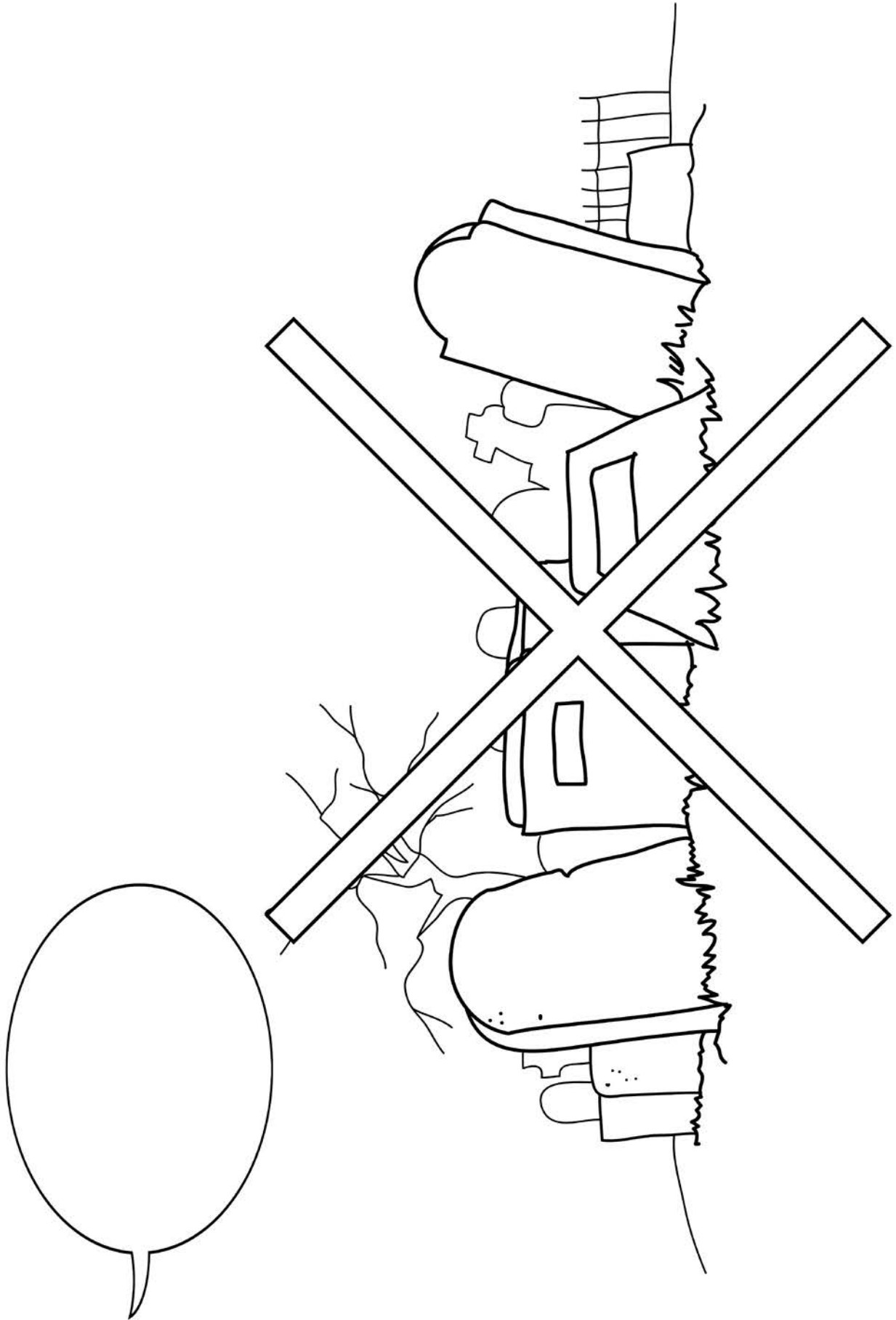
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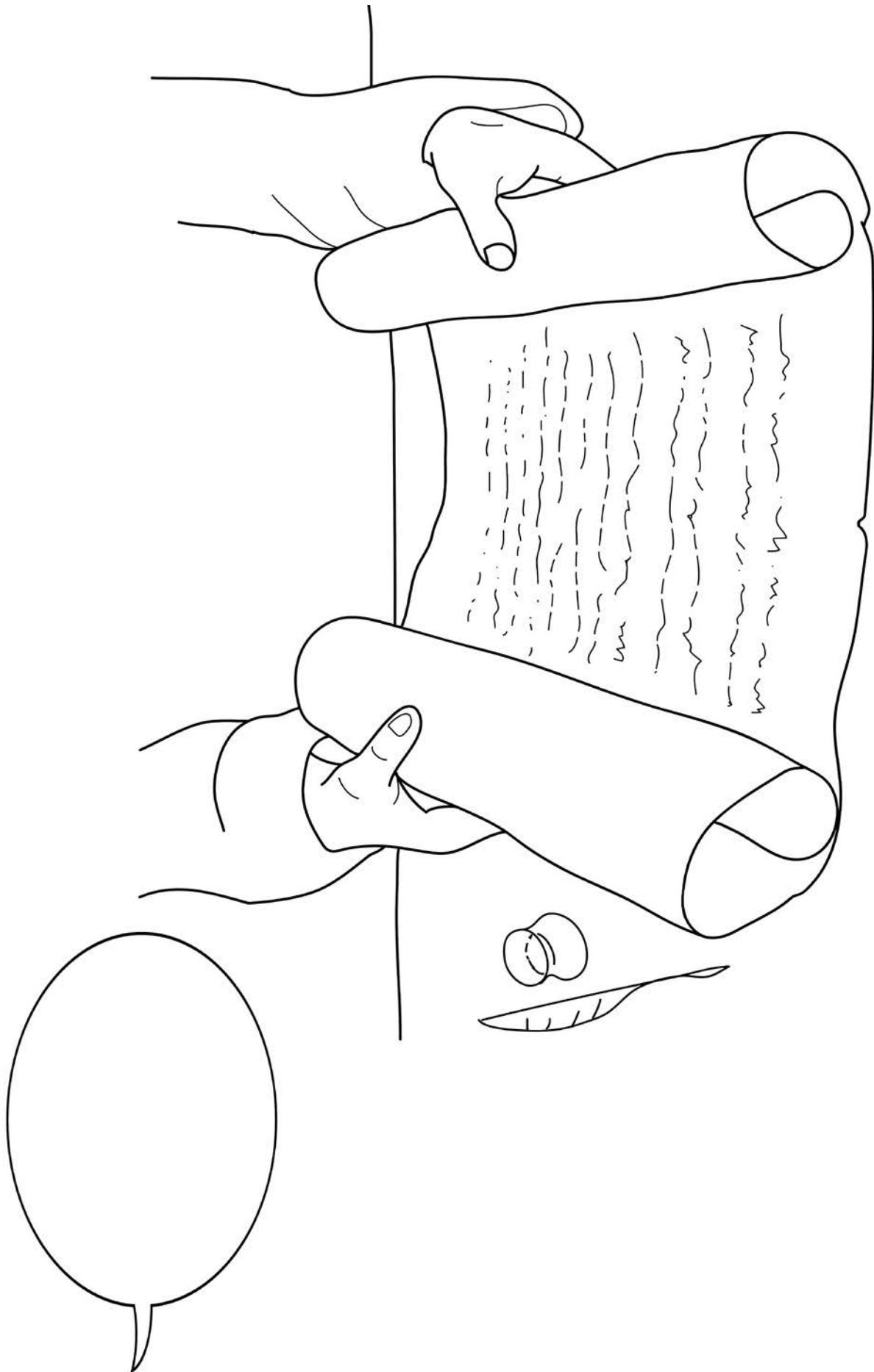
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10.4 RESOURCE – Large sketches

Lesson 10: Part 2. Creation restored – Revelation 21:1, 3-5a
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**John wrote
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**John saw a
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and earth.**

**A loud voice
from a throne
said:**

**'God lives with
his people!'**

**'God will wipe
away their
tears.'**

**'There will be
no more death
or pain!'**

**'Everything will
be new.'**

**'These words
are true!'**

10.6 RESOURCE – Small sketches

Lesson 10: Part 2. Creation restored – Revelation 21:1, 3–5a
Print one copy per pair and cut up.



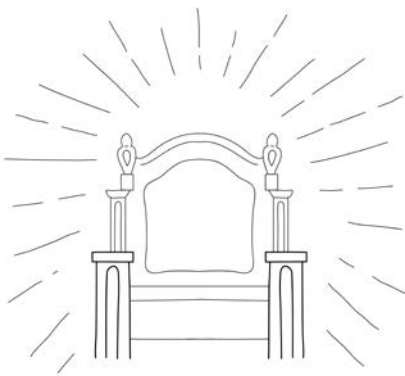
Bible Overview.B.10



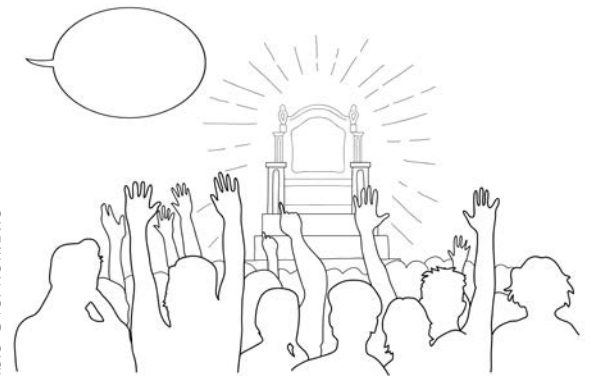
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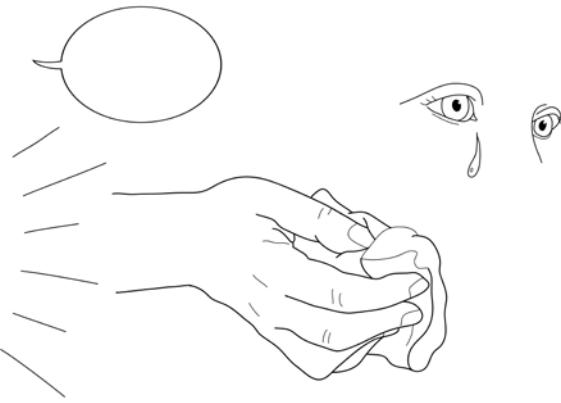
Bible Overview.B.10



Bible Overview.B.10



Bible Overview.B.10



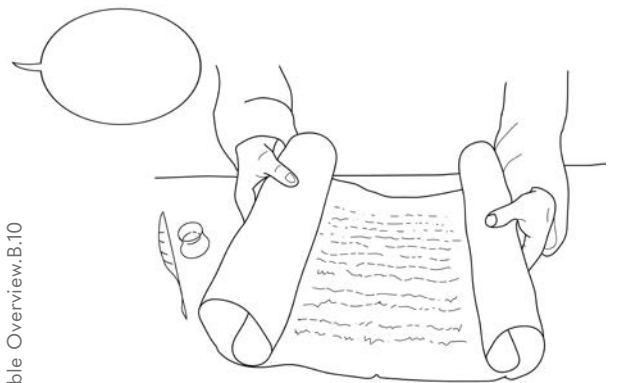
Bible Overview.B.10



Bible Overview.B.10



Bible Overview.B.10



10.7 **RESOURCE –**
Small sentence strips

Lesson 10: Part 2. Creation restored – Revelation 21:1, 3–5a
Print one copy per pair and cut up.



Bible Overview.B.10

John wrote about his vision.

Bible Overview.B.10

John saw a new heaven and earth.

Bible Overview.B.10

A loud voice from a throne said:

Bible Overview.B.10

‘God lives with his people.’

Bible Overview.B.10

‘God will wipe away their tears.’

Bible Overview.B.10

‘There will be no more death or pain.’

Bible Overview.B.10

‘Everything will be new.’

Bible Overview.B.10

‘These words are true.’

Fill in the missing words.

Revelation 21:1, 3–5a

1. John _____ about his vision.
2. John saw a new _____ and earth.
3. A loud voice from a _____ said:
4. 'God lives with his _____.'
5. 'God will wipe away their _____.'
6. 'There will be no more _____ or pain.'
7. 'Everything will be _____.'
8. 'These words are _____.'