

A Sample Lesson from

ADVENTURES in ENGLISH

Bible Reading and Conversation Lessons

The *Adventures in English Bible Reading and Conversation Lessons* are intended to accompany the *Adventures in English Multi-Level* and *Adventures in English Entry-Level* books. The 12 lesson themes in the Bible reading and conversation book correspond to themes in the 12 units/lessons in those books. But this book could also be used on its own.

The manual has reading lessons for two levels of reading ability. Each reading lesson includes whole-class reading activities, as well as comprehension and reinforcement activities, such as questions and puzzles. Reproducible activity pages are provided at the end of each lesson.

Each lesson also provides questions to promote spiritual discussion.

There are no student textbooks or workbooks, making the curriculum especially cost effective. For questions about this curriculum or other resources write esl@efca.org.

Adventures in English
Bible Reading and Conversation Lessons

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Printed in USA

Distributed by
NextStep Resources
Minneapolis, MN

(800) 444-2665
nextstep@nsresources.com

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Activity illustrations by Stanley Burke

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The Bible stories in the lessons correspond to the themes in the units and lessons in *Adventures in English Multi-level and Adventures in English Entry-level* books.

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The following are selected pages from Lesson 1.

LESSON 1 THE BIRTH OF JESUS

English Theme: Family

Reading: Luke 2:1-20

Biblical emphasis: *Jesus' miraculous birth is evidence that he is God. Jesus' coming to Earth is good news for all people.* The *Thinking About What We Have Read* questions in I.D, II.D and III.B directly relate to this truth.

BEFORE THE LESSON BEGINS

Reading lessons have two levels--beginning and advanced.

A. Discern Reading Level

It would be advisable to know your students' first language(s) and whether they can read in that language. It is also helpful to know their reading level in English. You could discreetly get this information as part of screening and placement. If beginning students have little or no experience reading in their own language, you will need to go more slowly with the lesson material. You may need to skip some activities.

B. For Beginning Level Students

If your students all share a common language other than English, consider finding a speaker of that language to read the Bible readings. If you have a diverse group, we recommend using a Bible translation app on a device.

Beginning level students will use the simplified English text provided in the lesson.

C. For Advanced Level Students

Advanced students will need copies of the *New Living Translation* version of the English New Testament. They would also benefit from having access to the scripture in their first language, either with a translator or a Bible app.

D. Materials Needed for Both Levels

- A map of First Century Israel found in the Appendix
- A world map
- *New Living Translation* of the English New Testament for each advanced student
- Whiteboard, markers, and eraser or chart paper
- Pencils or pens
- Blank paper for writing activities
- Photocopies of activities from Part IV
- Objects or pictures for teaching vocabulary words
- Student binders
- Hole punch for photocopied activities
- Glue sticks for Activity I.C-4 and II.C-5

I. Reading for Beginners

A. Warm Up

The Warm Up ties the Bible story lesson to the theme of the corresponding unit or lesson in the *Adventures in English Multi-level or Entry-level* books.

If you are also using the *Adventures in English Multi-Level* curriculum, remind your students that the theme for this lesson is *Family*.

1. If the class you are working with is a new group of students, spend a few minutes making introductions. Let students introduce themselves and tell how many people are in their families. (How many live in their homes?)
2. Introduce the reading by telling your students that during your reading times you will be reading about a man named Jesus. Today you will be reading about his birth.

Ask your students about their births. Ask different students where and when they were born – in what city? What are their birth dates? At what time were they born? How do they celebrate birthdays?
3. If culturally appropriate, ask students to describe how Christmas is celebrated in their country. How do they celebrate Christmas in their homes? If students are from a culture that does not celebrate Christmas, ask them what they know about Christmas celebrations.
4. Find a map of first century Israel to show or project. There is a map in the *Appendix* that could work for small classes. Show the location of the events of this story. Display the world map. Where is Israel in relation to your student’s country, or countries? How far away is it? How

far is Bethlehem from Jerusalem? How far is Bethlehem from Nazareth (Mary and Joseph's home)? How much time would be needed to walk from Nazareth to Bethlehem?

5. Vocabulary to teach before reading to aid comprehension:
count, birth, shepherd, thank, angel, Heaven.

B. Class Reading

1. If your students are all from the same language background, begin by having a translator or student read Luke 2:1-20 in their common language. If your students are from different language backgrounds, ask students to read the Bible passage in their own language on a Bible app.
2. Teach the story using the simplified text given below.

Suggested procedure:

- a. Before class, write the simplified text given below on your whiteboard. You will need this for several activities. The text is also available to photocopy at the end of this lesson labeled **I.B-2**. Students can each add a copy to their binders.
- b. Dramatize each sentence as you read it aloud in English.
- c. Read the sentence again with your students in unison.
- d. Repeat steps *b* and *c* with each sentence in the simplified text.
- e. After reading each sentence separately, read the entire simplified text together in unison with your students.

Note: *Use the sentence numbers only if you wish to assign sentences for individual students to read aloud. Do not read the numbers yourself or in unison when reading the sentences aloud since the text is a story.*

Young students at a camp would probably enjoy seeing their teachers “ham it up” while dramatizing the sentences – wearing a costume, using props, using simple actions, etc.

Simplified Text of Luke 2:1-20

The Bible story is in simplified text for beginning-level readers.

1. *Mary and Joseph went to Bethlehem*
2. *Mary gave birth to a baby boy.*
3. *Mary put the baby in the place where cows eat.*
4. *Shepherds watched their sheep.*
5. *An angel from Heaven said to the shepherds, “I bring you good news.”*
6. *The angel said, “Go see the baby Jesus.”*
7. *Many angels praised God.*

8. *The shepherds ran to see the baby.*
 9. *The shepherds saw Jesus in the place where cows eat.*
 10. *The shepherds went home full of joy.*
3. After teaching and acting out the sentences, you could assign students to play the various roles in the story while you read the simplified sentences. If possible, have costumes and props available for them.
 4. After your class has completed the drama, read the simplified text one more time in unison with your class.

C. Do You Know?

A variety of reinforcement activities help students review the reading text.

1. Which Came First?

Before class, make enough photocopies of the *Which Came First?* review found at the end of this lesson labeled **I.C-1** so that each student can have a copy.

Let students work in pairs to choose which event of each pair of sentences happened first. Mark that sentence with a *1*. Mark the sentence that comes second *2*.

2. Correct the Sentences

Give students the following sentences to correct. These sentences are also found in Part IV labeled **I.C-2** and may be photocopied. Write a sentence on your whiteboard. Then ask a student to read it aloud and make it the same as the sentences for the simplified text of Luke 2:1-20 they read previously. Students should do this without referring to their copy of the simplified text. If the student cannot correct it, can another student correct it? Several sentences have more than one mistake.

- a. *Joseph went to Bethlehem.*
- b. *Mark gave birth to a baby boy.*
- c. *Joseph put the baby where cows sleep.*
- d. *Angels walked their sheep.*
- e. *Two angels from Heaven said, "I bring you good food."*
- f. *The shepherd said, "Go see the baby Joseph."*
- g. *Many angels prayed to God.*
- h. *The angels ran to see the baby.*
- i. *The shepherds saw Joseph in the place where cows sleep.*
- j. *The shepherds went home full of food.*

- d. *Who talked to the shepherds?*
- e. *What did the angel say? (The angel made two statements in this narrative.)*
- f. *Who praised God?*
- g. *To where did the shepherds run?*
- h. *Where did the shepherds see Jesus?*
- i. *After they saw Jesus, where did the shepherds go?*

D. Thinking About What We Have Read Sections D and E draw out spiritual truths from the Bible reading.

Use this part to reinforce the objectives of the lesson: *Jesus' miraculous birth shows that he is God. Jesus' coming to Earth is good news for all people.*

1. Write this multiple-choice question and possible answers on your whiteboard (Correct answer is *a.*)

What does this reading teach us?

 - a. *Jesus' birth was good news.*
 - b. *Angels like to sing.*
 - c. *Shepherds watch sheep.*
 - d. *Shepherds like babies.*
 - e. *Angels sing to babies.*
2. Ask one or more of the following questions. Write them on your whiteboard. Use a translator if available.
 - a. *Why did angels say about the birth of Jesus?*
 - b. *Why did the angels praise God?*
 - c. *Why were the shepherds full of joy?*
3. For youth in a camp setting, this would be a good story to put into drama form and act out for another class or for an evening program. One student can be the narrator, reading the text as written. Other students can play various roles, making up dialog as they wish.

E. Questions to Go Deeper

Use these questions to focus student thinking on the application of the Reading/Bible lesson to their own lives: *Jesus' miraculous birth shows that he is God. Jesus' coming to Earth is good news for all people.*

- a. *Why did the shepherds go to see Jesus?*

- b. The angels said that Jesus' birth was good news for all people. Why was Jesus' birth *good news* for all people?
- c. Do you think God has a plan or purpose for your life like he did for Mary and Joseph?

II. Reading for Advanced Readers

A. Warm Up

The Warm Up ties the Bible story lesson to the theme of the corresponding unit in the *Adventures in English Multi-level* book.

If you are also using the *Adventures in English Multi-Level* curriculum, remind your students that the theme for this lesson is *Family*.

1. If the class you are working with is a new group of students, spend a few minutes making introductions. Let students introduce themselves and tell how many people are in their families. (How many live in their homes?)
2. Introduce the reading by telling your students that during your reading times you will be reading about a man named Jesus. (His name is not in the day's text.) Today we will be reading about his birth.
 - a. How are new babies celebrated in your country? In your home?
 - b. What do you know about the events related to your birth?
 - c. How are birthdays celebrated in your country?
 - d. If culturally appropriate, ask students to describe how Christmas is celebrated in their country. How do they celebrate Christmas in their homes? If students are from a culture that does not celebrate Christmas, ask them what they know about Christmas celebrations.
3. Prepare a map of the first century Israel to show or project. (There is a map the *Appendix* that could work for small classes.) Show the location of the events of this story. Display the world map. Where is Israel in relation to your student's country or countries? How far away is it? How far is Bethlehem from Jerusalem? How far is Bethlehem from Nazareth (Mary and Joseph's home)? How much time would be needed to walk from Nazareth to Bethlehem?

B. Class Reading - Luke 2:1-20

The Holy Bible, New Living Translation is recommended as the reading text. The lesson activities are based on that version.

Ask your students to open their New Testaments to Luke 2. Show them where today's reading lesson is located by giving them the page number. Read through the text in unison with the students. Ask students if there are words they do not understand. Since this is the first day of class, students may be hesitant to let you know that they do not understand. Ask different students if they can explain the more difficult words. As students respond, write the words and definitions on the whiteboard. Have students write the word and definitions on a paper to be included in their binder.

As you prepare to read the text a second time, tell your students that they will need to remember the correct order of events for the next activity. Read the text a second time. This time let each student take a turn reading a verse or sentence. While they are reading, you should pay attention to their reading ability so that you can be ready for part C.

C. Checking Comprehension

1. The Correct Order A variety of reinforcement activities help students review the reading text.

Form groups of two (ideally) or three students per group, all with similar reading ability. Direct each group to move to a place away from the rest of the class. Give each student a copy of the list events from the story labeled **II.C-1** at the end of this lesson. Give the groups a set amount of time to put the events in the correct order by numbering them.

After a group has shown you its completed order of events, do not tell them if their work is correct, but rather first let the students in the group use their New Testaments to check their work. After everyone is finished, bring the class back together and ask students about the order of events.

2. Run to the Wall Contest

Before class, find Luke 2:1-20 (NLT) online and print two copies. You may want some extra copies so you can replace the used copies partway through the contest. Pin or tape the two copies to a wall of your classroom a few feet away from each other, but close enough together so that you can see both at the same time.

Divide your class into two teams of equal size and English ability. Ask the teams to form two lines, standing 6-8 feet away from the copies of the text. Provide each team with a marker or pencil.

Explain the rules of this contest: “I will ask each question two times. When I say ‘Go’, the first person in each line will run to their copy of the text and circle only the part of the text that answers the question. Do not circle extra words. Your team gets two points for circling the correct answer first, one point for circling the correct answer second, and no points for getting it wrong.”

Each student moves to the back of the team’s line after their turn. Proceed with the contest until everyone has had at least one opportunity to answer a question. If you replace used text pages with new ones partway through the contest, you can ask the same questions again to different students.

Run to The Wall questions

- a. Who wanted a census to be taken?
- b. Who went to Bethlehem?
- c. Who glorified and praised God for all they had heard and seen?
- d. When did the shepherds tell what the angel said?

5. Lesson 1 Pictures

Make a complete set of the small drawings (about 2 in. by 2 in.) labeled **II.C-5** at the end of this lesson for each student. Ask students to put them in the correct order according to the reading. Ask different students to tell which picture is first, second, third, etc. and what is happening in the picture.

For youth, provide glue so students can glue the pictures in the correct order onto a blank sheet of paper to include in their binder. Ask students to write the appropriate sentence under each picture. Also label the various people, animals and other items named in the sentences.

6. Reproducible Beginner Activities

Your students might enjoy doing one of the beginner-level reading reproducible activities provided at the end of this lesson. Photocopy as needed for your class.

D. Thinking About What We Have Read Section D draws out spiritual truths from the Bible reading.

Use this part to reinforce the Biblical Emphasis: *Jesus' miraculous birth shows that he is God. Jesus' coming to earth is good news for all people.*

Be sure your class understands that his birth was not Jesus' beginning, only his beginning of life on Earth as a human person.

1. Ask one or more of the following questions. Write them on your whiteboard.
 - a. *How do you think Mary felt about giving birth to her first baby in a place where animals were fed, which may have been a cave? What concerns may she have had? (She may have been concerned about lack of medical help, cleanliness, too cold, etc.)*
 - b. *Why do you think God sent the angels to tell the shepherds first?*
 - c. *What was Mary thinking while the shepherds were telling what happened?*
2. For youth at camp: This would be a good story to put into drama form and act out for another class or for an evening program. One student can be the narrator, reading the text as written. Other students can play various roles, making up dialog as they wish.

III. Additional Discussion Questions

(Labeled by level for Beginner (**B**) and Advanced (**A**))

A. Births in Students' Home Countries

1. (**B, A**) Where in your country do people have babies? Go to a hospital? Stay at home? Somewhere else? How long do they stay? Or do other people come to the mother's home to help?
2. (**B, A**) How are births announced in your country? By telephone? Social media? Parties?

B. Bible Reading Follow-up Questions

Use these questions to help students apply the Biblical emphasis of the lesson to their own lives: *Jesus' miraculous birth shows that he is God. Jesus' coming to Earth is good news for all people.* As you share Bible truths with students, be sensitive to your students' backgrounds. Gently introduce the hope you have in God.

(B, A) Before you begin, determine if your students know who and what you mean by *God*. Depending on your students' backgrounds, God may be non-existent, an idol, or one of many forces with which they must contend. Explain the God of the Bible. You do not need a complicated definition. It can suffice to say, "God is the one who created everything."

Reword questions as needed. For non-believers, you could phrase questions in such a way that they are theoretical. For example, for Question C below: *If Jesus is God, what do you think his childhood was like?*

1. **(A)** What was it about the birth of Jesus that most excited the shepherds?
2. **(B, A)** Mary and Joseph thought their child was God. What kind of parents were Mary and Joseph? What do you think Jesus' childhood was like?
3. **(B, A)** How does Jesus' birth show that he is God?
4. **(B, A)** Why is it important that God (Jesus) came to Earth and lived as a person just like we live?
5. **(B, A)** The angels said that Jesus' birth was good news that would bring great joy to all people. Why was Jesus' birth 'Good News' for all people? (If you did not talk about Jesus' birth being 'Good News' in the Reading/Bible class, now is a good time to talk about it.)
6. **(B, A)** Do you think God has a plan or purpose for your life like he did for Mary and Joseph?

IV. Activities to Photocopy

The following pages are an example of the reproducible pages provided for each lesson.

How Part IV activities are numbered:

In the lesson activities are organized in outline form using Roman numerals, capital letters and numbers. The notations on each photocopyable activity below correspond directly to the lesson outline. For example, **I.B.1** would refer you Roman Numeral **I** (Beginning Readers) and under that, section **B**, point number **1**.

In addition, the lesson number and reading level (beginner or advanced) are also listed with each photocopyable activity. This makes it convenient for duplicating and filing activities in advance.

Simplified Text I.B-2 Lesson 1 for beginning readers

THE BIRTH OF JESUS

Lesson On Reading: Based on Luke 2:1-20

1. Mary and Joseph went to Bethlehem.
2. Mary gave birth to a baby boy.
3. Mary put the baby in the place where cows eat.
4. Shepherds watched their sheep.
5. An angel from Heaven said to the shepherds, "I bring you good news."
6. The angel said, "Go see the baby Jesus."
7. Many angels praised God.
8. The shepherds ran to see the baby.
9. The shepherds saw Jesus in the place where cows eat.
10. The shepherds went home full of joy.

Pictures I.C-4 Lesson 1 for beginning readers and II.C-5 for advanced readers

