

A Sample Lesson from



# *Exploring English*



**12** Multi-Level  
English Lessons

## ***Welcome to the sample lesson of Exploring English, teachers' curriculum.***

This ***Exploring English*** curriculum focuses on helping students improve their English conversation and reading comprehension abilities.

The curriculum is divided into two books: ***Exploring English*** multi-level conversation curriculum and ***Exploring English***, reading and discussion curriculum.

The first book contains twelve English conversation lessons, with each lesson focusing on a different theme (see the *Order of Curriculum* on p. 3 of this sample).

Each lesson includes vocabulary practice, American idioms, discussions, grammar practice, activities and a writing assignment. Based on the English ability of the students, the teacher can choose discussions and activities for beginner, intermediate or advanced levels of speaking ability.

The second book contains 12 reading lessons from the Old and New Testaments. These lessons are tied to the themes of the English lessons (see the *Order of Curriculum*). These are academic reading lessons: they are not Bible studies. This second book also contains outlines for 12 discussion times related to the reading lessons. In this class, using guided question-and-answer discussions, the teacher can make the spiritual application to the reading lesson.

Besides the multi-level curriculum, we also have an entry-level book for teachers of students with no, or very little previous English experience.

We can also provide you with other teachers' resources and student materials. See the pricelist on this website for a complete listing of materials available in this ***Exploring*** curriculum and our other series.

If you have questions about using this curriculum, our other resources, or the possibility of a Teacher-Training Weekend Workshop,

contact [OutreachEnglishClasses@efca.org](mailto:OutreachEnglishClasses@efca.org).

or

call 1-800-745-2202.

# ORDER OF CURRICULUM

*The opening pages of the English curriculum and reading book contain teaching guides for each part of the lesson as well as a brief review of English grammar.*

<b>LESSON 1</b> English Theme: Your Work	p.23
<b>Bible Reading Topic:</b> God Created The World    Genesis 1	
<b>LESSON 2</b> English Theme: Famous People	p.37
<b>Bible Reading Topic:</b> God Created People    Genesis 1 and 2	
<b>LESSON 3</b> English Theme: Agriculture	p.51
<b>Bible Reading Topic:</b> Sin Entered The World    Genesis 3	
<b>LESSON 4</b> English Theme: Your Home	p.67
<b>Bible Reading Topic:</b> The World Was Destroyed By A Flood    Genesis 6-9	
<b>LESSON 5</b> English Theme: Cultures	p.79
<b>Bible Reading Topic:</b> Abraham Was Made Right With God    Genesis 12, 15 and 17	
<b>LESSON 6</b> English Theme: Your Community	p.91
<b>Bible Reading Topic:</b> God Gave Ten Great Laws    Exodus 20	
<b>LESSON 7</b> English Theme: The Animal Kingdom	p.105
<b>Bible Reading Topic:</b> A Psalm Of King David    Psalm 23	
<b>LESSON 8</b> English Theme: Travel	p.121
<b>Bible Reading Topic:</b> Jonah Learned A Hard lesson    Jonah 1-4	
<b>LESSON 9</b> English Theme: Communication	p.135
<b>Bible Reading Topic:</b> Elijah Defeats the Men Of Baal    1 Kings 18	
<b>LESSON 10</b> English Theme: Family Life	p.151
<b>Bible Reading Topic:</b> A King has Come    John 1	
<b>LESSON 11</b> English Theme: Compassion And Care	p.161
<b>Bible Reading Topic:</b> The Crucifixion And Resurrection Of Jesus    Luke 23 and 24	
<b>LESSON 12</b> English Theme: Business	p.175
<b>Bible Reading Topic:</b> Jesus Will Return	

*English lessons introduce  
the  
reading lessons*

*A typical class-day includes two hours of conversational English class,  
a one-hour reading class and a one-hour discussion time.*

*Each English lesson begins with two pages for writing lessons plans for a two-hour  
English class. If less time is available, do fewer discussions or activities.*

# EXPLORING YOUR WORK

## Icebreaker

- (B, I) Introductions:** Begin this first day with introductions. Introduce yourself and show your class how introductions to strangers are done in the US.

Hello, my name is \_\_\_\_\_. What is your name?      My name is \_\_\_\_\_.

I am happy to meet you.

Thank you. I am happy to meet you, too.

Write this dialog on your white-board and ask students to introduce themselves to each other.

- (I, A) Why English?** Introduce yourself to your class. Include in your introduction a brief description of what you do (or did) to earn a living. Ask students to introduce themselves and tell briefly why they want to improve their ability to speak and understand English.

- (I, A) Occupations Concentration:** Before class, make at least 30 small cards (2" by 3") with one of the following 15 occupations and 15 places of work on the cards: pharmacist, pharmacy, mechanic, garage, florist, flower shop, jeweler, jewelry store, grocer, grocery store, baker, bakery, chemist, laboratory, secretary, office, beautician, beauty parlor, barber, barber shop, teacher, classroom, nurse, hospital, bus driver, bus, chef, restaurant, sailor, ship, pilot, airplane, chauffeur, limousine, life guard, beach.

Use the cards to play a 'Concentration' game. Cards are placed face down on a table in a 5 by 6 grid. Students take turns, turning over two cards, trying to match an occupation with its place of work. If a match is made the student keeps those cards and turns over two more cards. Make several sets if you have more than six students so that several games can proceed at the same time.

These words are reprinted at the end of this lesson for you to photocopy.

## Idioms

all work and no play  
jack-of-all-trades  
sell like hotcakes  
clock-watcher

all in a day's work  
back to the salt mines  
grin and bear it  
work like a dog

call it a day  
beyond the call of duty  
run a tight ship  
signed, sealed, and delivered

## Discussion Exercises

- I Am A... (B): Vocabulary – names of occupations relevant to your students, and actions related to those occupations**

Before class, photocopy and enlarge pictures of people at work. Look in the Picture Dictionary on pages 39, 42, 43, 46, 47, 82, 85, 86. There are other pages that also show people at work. Try to use pictures that will be relevant to your students.



Teach the names of several occupations for which you have pictures. Also teach vocabulary that describes what the people in these occupations do.

After teaching the names of occupations, place the pictures in the center of your table. Demonstrate for your students the following practice exercise. Choose a picture; show it to your students and say, "*I am a dentist (p.39). I fix teeth.*" Let each student choose a picture and identify him/herself with the picture and then tell the class one activity he or she does at that job.

**2. I use... (B): Vocabulary – names of occupations relevant to your students, and equipment related to those occupations**

Before class, photocopy and enlarge pictures of people at work. Look in the Picture Dictionary on pages 39, 42, 43, 46, 47, 82, 85, 86. There are many other pages that show people at work. Try to use pictures that will be relevant to your student.

Teach the names of several occupations for which you have pictures. Also teach vocabulary that describes the equipment used in these occupations.

After teaching the necessary vocabulary, place the pictures in the center of your table. Demonstrate for your students the following practice exercise. Choose a picture; show it to your students and say, "*I am a janitor. (p.85). I use a broom.*" Let each student choose a picture and identify him/herself with the picture and then tell the class one piece of equipment he or she uses at that job.

If you also used discussion exercise 1 you can combine the two into one review: "I am a dentist. I fix teeth. I use a drill."

**3. Better Or Worse (B): Vocabulary – names of occupations relevant to your students**

Before class, photocopy and enlarge pictures of people at work. Look in the Picture Dictionary on pages 83, 84, 85, 86. There are many other pages that show people at work; see p.39, 42, 43, 44-45, 46, 47, 82. Try to use pictures that will be relevant to your students.

After teaching the names of various occupations, ask students to choose which occupations are better than others. You can begin by choosing two pictures and in one sentence, using simple vocabulary, tell why you think the work in one picture is better than the work in the other: "I want to be a teacher not a car mechanic because mechanics get dirty."

Ask each student to choose two pictures and tell why one occupation is better than the other.

**4. Occupations (B): Vocabulary – secretary, waiter/waitress, doctor, dentist, librarian, carpenter, mechanic, teacher, driver, cook, salesperson**

Show pages 84-86 of your Picture Dictionary to your class. Another option is to make photocopies of these pages, one for each student before class. Write the occupations listed on your board as well as these three questions:

- a. Where do these people work?
- b. What do they do?
- c. What tools (equipment) do they use?

**5. Occupations (B): Vocabulary – driver, doctor, carpenter, mechanic, farmer, cook, salesperson**

One at a time, write these sentences on your white-board. Ask your students to complete them by choosing the correct occupation. Ask different students to read the completed sentence.

- a. I like to drive. I will be a \_\_\_\_\_.
- b. I like adventure and danger. I will be a \_\_\_\_\_.
- c. I like to help sick people. I will be a \_\_\_\_\_.
- d. I like to build houses. I will be a \_\_\_\_\_.
- e. I like to repair cars. I will be a \_\_\_\_\_.
- f. I like growing things. I will be a \_\_\_\_\_.
- g. I like to cook. I will be a \_\_\_\_\_.
- h. I like to sell things. I will be a \_\_\_\_\_.

Ask students if they can make up their own responses for other occupations.

**6. Woman's Work Or Men's Work? (B, I): Vocabulary – for B-level students teach names of occupations relevant to your students**

Before class, photocopy and enlarge pictures of people at work. Look in the Picture Dictionary on pages 83-86. There are many other pages that show people at work; see p.39, 42-47, 82. Try to use pictures that will be relevant to your students.

Show your students the pictures of different people at work and ask them to name the occupation. Your I-level students will already know the names of most of them; your B-level students may know a few. Teach your students the names of occupations they do not know.

Ask each student to make two lists in his/her notebook naming the occupations that are done by women and those that are done by men. After they have finished writing, make a chart on your white-board. Use two columns: one labeled 'Men's work'; the other labeled 'Women's work'. Ask different students to name an occupation that belongs in the men's column or the women's column. Ask others if they agree. Let students defend their choices.

**7. Entry-level Job Openings (I):** Ask your class some of the following questions:

- a. What kinds of entry-level jobs are available here?
- b. What was (or will be) your first job? What did you do?
- c. At what age do people usually begin to work in your country?
- d. How much do these jobs pay?
- e. How much education or training is necessary for these jobs?
- f. Does the employer give on-the-job training?
- g. Are there any jobs for unskilled labor?

**8. Jobs (I):** Ask your students to give you a list of different kinds of occupations and professions with which they are familiar. Some possible occupations are given below.

Ask the students to give a description of what each job requires the worker to do. Not all of the following occupations will be relevant to your students' home country. You can also ask students to list the qualifications a person must have to do these jobs.

Discussions are graded for (B) beginner, (I) intermediate and (A) advanced students

Example: A waiter/waitress in a restaurant must greet customers, hand out the menu, take orders, put food on tables, keep water glasses filled, and give the bill to the customer.

- a. Cashier at the grocery store
- b. Postal clerk at the post office
- c. Secretary in an office
- d. Librarian at the library
- e. Fireman
- f. Realtor for a rental agency
- g. Security guard for a store
- h. Minister, priest, monk, rabbi

**9. Headlines (I, A):** The following were real newspaper headlines. Write these on the white-board and ask the students to explain the literal meaning of the headlines and then the intended meaning. You may need to explain some vocabulary to your students.

- Miners refuse to work after death.
- Kids make nutritious snacks.
- Teacher strikes idle kids.
- Include your children when baking cookies.
- Red tape holds up new bridges.
- Juvenile court to try shooting defendant.

**10. True Axioms (I, A):** One at a time, write these business proverbs on your white-board. Discuss their meaning. Do your students agree with them? Do they know of similar ones in their own language?

- The customer is always right.
- No pain, no gain.
- The best things in life are free.
- If a job is worth doing, it's worth doing right.

**11. Numbers (I, A):** Begin by asking the class the following questions. You may wish to write the questions on the white-board.

- a. How many jobs have you had or do you think you will have by the time you are 40?
- b. When do you do your best work—morning, afternoon or evening?
- c. How much time does it take you to get to work or school?
- d. Who earns more money—men or women?
- e. How many hours are you at work or at school?
- f. Would women rather stay at home with their children or go to work?
- g. Do you (or your parents) have employment that interests you (is enjoyable)?

After discussing the above questions with the students, give them the following statistics about working people in America.

- a. An average worker in North America has held eight jobs by the age of 40.
- b. 60% of the workers say they work best before noon.
- c. 52% of the workers travel only 20 minutes or less to work.
- d. 20% of working women have higher salaries than their husbands' salaries (80% earned less).
- e. 88% of working women would like to stay home with the children rather than work.
- f. The average school day is six hours and average work-week is 40 hours.
- g. 72% of the workers surveyed say they DO NOT have an interesting job.

As you present each statistic ask your students if they think that is typical for their country or city.

- 12. Job Values: (I, A):** Ask your students to give you a list of different kinds of occupations and professions with which they are familiar. You can help them by beginning the list with some given below – try to get a list as varied as possible, including truck drivers and movie stars. List these occupations on your white-board. When you have list of 12 – 15 occupations, ask your students to list them in order of importance. Then ask your students which one (or ones) earns the most money. Which one should earn the most? Which ones would they like to do? Which one would they not like to do?

Policeman	News reporter	Truck driver
Farmer	Soldier	Singer
Teacher	Doctor	Nuclear physicist
Minister (or priest)	Coal miner	
Dentist	Secretary	

- 13. Want Ads/Employment Opportunities (I, A): Vocabulary – classified ad, want ad, shift, wages, blue/white collar worker, benefits, résumé, applicant.**

Show the class a page from the classified section of a newspaper and explain any abbreviations in the ads. Divide the class into groups of two. Give each group several ads for employment and let them choose an employment ad. Have them explain to the others about the job described. Remind the class that they are to tell about qualifications, experience, benefits, salary, full-time or part-time etc. This can be combined with activity number 4.

- 14. Work Questions (I, A):** Ask some of the following questions. Be sure all students get a chance to give their opinions.

- Do you think it is more important to make a lot of money or to enjoy your job?
- At what age do people usually retire in your country?
- Describe a typical day at your current job?
- Do women usually work after they get married in your country?
- Does your mother work outside of the house?
- Is it common for men and women to have the same jobs in your country?
- Do you think women and men should be paid the same for the same job?
- What are some common jobs for men in your country?
- What are some common jobs for women in your country?
- What are some jobs that children do?
- Do you think women are good bosses or work supervisors?
- Would you be upset if your boss was a woman?
- How have working conditions changed in recent years?
- How many days a week do you work? Is this typical?
- How many hours a week or day do you work? Is this typical?
- Would you like a job in which you traveled a lot?
- Is it common for people from your country to have one job for life?

## **Grammar Focus: Present Tense**

- 1. Simple Present Tense And Present Progressive Tense (B, I):**

We use the simple present tense to express activities we do on a regular or usual basis. *I eat breakfast. I drive a red car.* We use the present progressive tense to describe an activity that is occurring right now. *I am eating breakfast. I am driving my red car.*

*The grammar part of each lesson is very short – only ten minutes.*



- a. Ask different students to describe for the class what they usually do as they get up in the morning until they leave for school or work. Ask them to describe their actions in complete sentences. (*Teacher: As students tell about their actions, be sure they tell what they do [simple present tense], not what they did.*)

As a student talks, write on your white-board the verbs he/she uses. Show your class that these words describe daily habits and actions, not what the student is doing right now.

- b. Write the following charts on your white-board. Practice modeling the statements with the students. The simple present tense may include a description of the verb.

person	action	description of action (how, when, where)
I/ We You They	sleep eat cook	quickly in the bedroom at 12 o'clock in the kitchen.
He / She / It	sleeps eats	

Show your class that when using simple present tense verbs with *I*, *we*, *you* or *they* (the first and second person, and third person plural) the verbs do not end with an 's'. A verb with *he*, *she* and *it* (third person singular) has an 's' at the end. There are many exceptions to this general rule.

- c. Ask different students to perform simple actions: "Tom, stand up." Ask other students to tell in a complete sentence what he is doing: "Tom is standing." Other actions for students to perform: whistle, hum, look up, rub you hands, sit on the floor, look at your watch.

As students tell what others are doing, write on your white-board the appropriate verbs (*is standing*, *is whistling*). Show your class that these words describe what the student is doing right now.

- d. Write the following charts on your white-board. Practice modeling the statements with the students. Let the students practice using the present progressive tense contractions.

person + verb	action
I am (I'm)	working. teaching. eating. sleeping.
We are (We're)	
He is (He's) She is (She's) It is (It's)	
They are (They're)	

e. Practice sentences

Either write these sentences on your white-board or photocopy them before class. Let students complete them in their notebooks using either the simple present or present progressive tense as appropriate. Add more sentences related to today's topic.

1. (eat) The baby \_\_\_\_\_ now.
2. (eat) The baby \_\_\_\_\_ every day at 12:00 o'clock.
3. (sit) We \_\_\_\_\_ at our table now.
4. (sit) We \_\_\_\_\_ at this table every day.
5. (smile) When I am happy, I \_\_\_\_\_.
6. (smile) I \_\_\_\_\_ now because I am happy.

**2. Using Present Progressive And Simple Present To Express Future Time (I, A):**

You can use this exercise as part of this lesson or as part of lesson 3 (future tense).

The present progressive tense can be used to talk about a planned event occurring in the future. *We are meeting at the library this evening. We are going home on Friday.* We use the simple present tense to express future regularly scheduled events. *The train arrives at 10:00 this afternoon. The class begins on September first. Our class ends at 12:00.*

- a. Write the following charts on your white-board. Practice modeling the statements with the students.

person, thing	action	future time
He, She, It	ends	at 12:00.
I, You, We, They	arrive	this afternoon. tomorrow.

If the subject of the sentence is *he*, *she* or *it* (third person singular) the verb ends with an 's'.

person, thing	helping verb <i>am, is or are</i>	action+ing	future time
I	am	leaving coming	early today. in one hour. tomorrow.
I'm			
He, She, It	is		
He's, She's, It's			
We, You, They	are		
We're You're, They're			

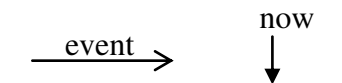
Note the change from 'am' to 'is' to 'are' depending first, second or third person.

- b. Ask students to answer these future tense questions with either the present progressive or simple present tense, whichever is appropriate. Add more questions and sentences related to today's topic.
1. Whom are you meeting this afternoon? (*I am meeting John this afternoon.*)
  2. What are we eating for dinner tonight?
  3. When does the bus arrive?
  4. When does the sun set?
  5. Are you flying to France next week?

### 3. The Present Perfect Tense (I, A):

This tense describes an event that started and was completed at an unspecified time before the present. (The word ‘perfect’ is an old English word that means complete.) If a particular time is named then the simple past tense is used. *I have moved to Paris. I moved to Paris last year.*

- a. Use this diagram to show the meaning of present perfect tense.



The event started at an unspecified time in the past.  
The event ended before now.

- b. Use this chart to show how to construct the present perfect tense.

person	have or has	action
I, We, You, They	have	slept. eaten.
I've, We've, etc.		
He, She, It	has	
He's, She's, It's		

The verb form used is the ‘past participle’.

- c. Practice sentences

Either write these sentences on your white-board or photocopy them before class. Using the word provided, let students complete them in their notebooks using the present perfect tense. Add more sentences related to today’s topic.

- (see) I \_\_\_\_\_ the Tower of London. (*have seen*)
- (know) I \_\_\_\_\_ Peter for many years. (*have known*)
- (give) The teacher \_\_\_\_\_ four tests this year. (*has given*)
- (fall, not hurt) They \_\_\_\_\_ but they \_\_\_\_\_ themselves badly.  
(*have fallen, have not hurt*)
- (wear) He \_\_\_\_\_ that shirt for four days. (*has worn*)

- d. Ask students to use the present perfect tense to tell the class about things they have done or places they have visited in the past. Ask student to complete the sentence, “In the past I have....” Or “In the past my family has....”

## Activities

- People At work (B):** Use this activity as a follow-up to discussions 1 and or 2. Place the work pictures used in discussions 1 and 2 face down on the table. Student 1 turns over the top picture and then states the name of the occupation shown, the name of the person with that occupation, what the person does and the tools used. (Ask for all four only if you did discussions 1 and 2.) Student 2 turns over the second picture describing that occupation and the occupation in the first picture. Other students must listen to be sure the descriptions are correct. Keep going until all students have had a chance to describe an occupation.

2. **What's My Job? (B):** Write different occupations from the day's vocabulary on pieces of paper and place them in a sack, box or hat. Students draw a strip and role-play the 'job'. The first person to correctly identify the job is the next actor.

3. **The Work World (B):** Write the following sentences on the white-board. Ask students to put them in the correct word order.

- Really boss like I my.
- He a for person to is good work.
- He with works all me day.
- He wage me week a good every pays.
- Do you a for bad a good work boss boss or?

4. **Which Doesn't Belong? (B, I):** Write each line of words on your white-board. Ask the students tell which word doesn't belong with the others. After a word is chosen ask students to explain why the word doesn't belong with the other words. Our choices are in bold, but students may see a different pattern of similarities.

- |                |                     |             |                  |
|----------------|---------------------|-------------|------------------|
| a. fax machine | <b>file cabinet</b> | computer    | printer          |
| b. interview   | hire                | fire        | <b>sell</b>      |
| c. cashier     | <b>telephone</b>    | salesperson | customer         |
| d. billboard   | newspaper           | TV/radio    | <b>salary</b>    |
| e. secretary   | cashier             | singer      | <b>applicant</b> |

**Activities are graded for student ability:  
Beginner, Intermediate, Advanced.**

5. **Want Ads (B, I):** Use this activity as a follow-up to discussion 12. Give each student or pair of students a copy of the form and ask them to make up a want ad for a job of their choice. You may need to provide a list of possible jobs. If so, use the list of occupations in the vocabulary list.

A larger reproducible copy is at the end of this lesson.

<b>WANTED:</b> _____
Duties: _____
_____
Exp: _____
Hrs: _____
Sal: _____
Benefits: _____
Qualifications: _____
_____

6. **Pictionary (B, I, A):** Before class, make a set of small cards with one work related word on each card. In class, divide the group into two teams of equal size and English ability. Place the cards face down on your table. One student of team 1 must choose the top card and draw a picture about the word on the card. The members of his team try to guess the word within the time limit of one minute. Then it is time for a person from team 2 to take the next card and draw a picture. Be sure you words appropriate to the English level of your students.

7. **At The Store (I, A):** Bring to the class several items such as a pair of shoes, a sweater, a calculator, a camera, etc. Ask your class what kind of information (such as price, quality, different sizes or colors available, name brands) they would want to know before they bought these products. Divide your students into groups of two, and give each group one of the items you brought with you. One student is the customer and the other is the salesperson. The customer is interested in buying, but needs to be convinced of its value.

Ex: Customer: Can you tell me what this bag is made of?  
 Salesperson: Yes, it's made of goat skin.  
 Customer: And where was it made?  
 Salesperson: It was made in China.

I-level students should have dialogs of at least four lines each; A-level students should have dialog should with at least six lines each.

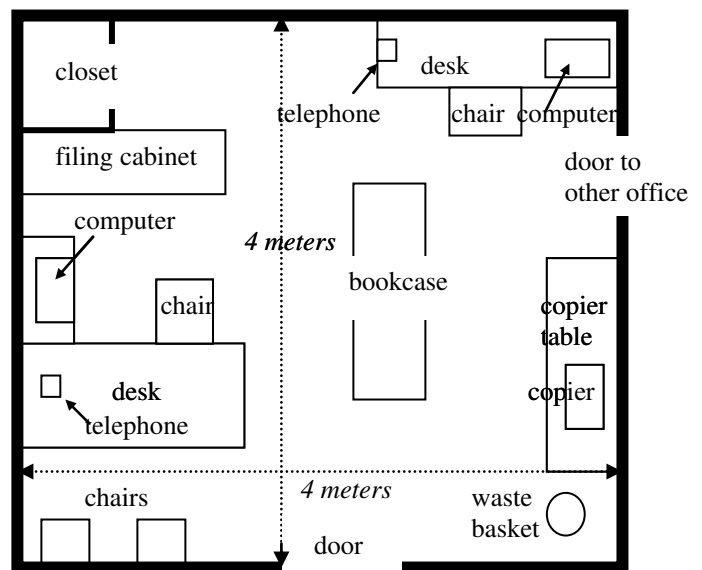
**8. Chain Story – I See A person At Work (I):** Before class photocopy and enlarge the pictures in the Picture Dictionary that show people at work. See p.82-86, also p.39, 42-47.

Begin by showing your students one of the pictures of a person at work. Ask your students to 1- name the person's occupation, 2- say where the person works, 3- what the person does and 4- what the person uses to accomplish his or her work. Write these four requirements on your white-board, then put them together into one or two sentences: "She is a secretary (p.83 of P.D.). She works in an office. She types on a typewriter.

Begin a chain story describing a person at work similar to the above sentence: "I saw a secretary in an office typing on a typewriter." Then ask a second student to repeat what you saw at work, choose a second picture and add a description of that person at work: "I saw a secretary in an office typing on a typewriter, and I saw a doorman at building opening a door." A third student repeats what has been said, chooses a third picture and adds another description. Continue until all have added to the descriptions.

**9. My Office (I):** Before class, make enough photocopies of this office floor-plan so that each pair of students can have one copy. A copy of this floor plan is at the end of this lesson.

Let pairs of students move away from others so their talking does not interfere with others. Ask the pairs to sit back-to-back, so one person cannot see what the other one is doing. Give one person in each pair a blank piece of paper; give the other a copy of the office floor-plan. One person describes the floor-plan to the other, who draws it according to the description given. When all have finished, collect the drawings and show all of them to the class. Let them decide whose drawing is the best copy of the original.



**10. Secretary At Work (I, A):** This activity is based on discussion 9. One student is the secretary and the other is the businessman/woman. The businessman/woman checks to see if the secretary has done certain tasks. You should have the dialog below already written out and duplicated for the class. Assign one student to take each part.



Ex: <u>Businessman/woman</u>	<u>Secretary</u>
* Have you called Mr. Jones?	Yes, I just talked to him.
* When is my appointment with him?	It is for 9 o'clock tomorrow morning
* Are my plane reservations made for next week?	No, sir, I will call this afternoon.

Divide the students into pairs. Each pair should make up a dialog of at least four (*I*-level class; six for an *A*-level class) questions and answers, which they will role-play for the class. After the dialog let the pair ask the rest of the class questions about what they said, such as, "When is my appointment with Mr. Jones?"

Suggested tasks for dialogs:

- make a hotel reservation
- type and mail letters
- finish typing a business contract
- fax information to a client and receive a response
- confirm a luncheon appointment
- telephone for a taxi

- 11. Describe It (I, A):** Before class, collect several objects that will fit into a bag (a big bag with big items can lead to lots of interesting descriptions). If possible, these objects should be ones that your students will not recognize just by touch.

In class, place one of the objects in the bag without letting students see what it is. Ask one student to come to the front of the class and put his or her hand into the bag to feel the object. The student must then describe the object to the class while everyone else guesses what it is.

- 12. Job Interview (A):** On your white-board make two columns labeled 'employer' and 'applicant'. Ask your class to for questions an employer might ask an applicant during a job-interview and for questions the applicant might ask. Write these questions in the appropriate columns as students give them to you. Be sure to ask those who are employed about the questions they were asked and questions they asked when applying for their jobs.

After you have a good list of questions, divide the class into two groups: workers and applicants seeking to find work. If possible, put those who are presently employed in the workers group and those not working in the applicants group.

With each group sitting on opposite sides of the classroom table, present this situation to the two groups: Each worker will be taking a long vacation and must hire someone to take his/her place at work. The workers must interview the applicants to determine which one is the best replacement.

The applicants must also determine which job they would like to have.

After several minutes of interview, ask each worker which applicant would be the best replacement. Also ask each applicant if he or she would like to have the job.

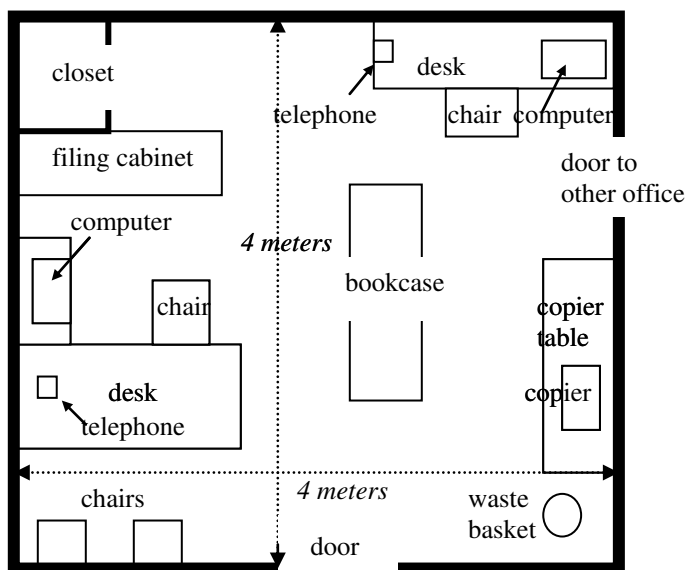
- 13. More ideas (B, I, A):** If you will not be using lesson 12 (Exploring Business), look there for more ideas.

## Writing Topics

1. **(B):** Finish these sentences:  
The work I like to do is \_\_\_\_\_.  
I do not like to work at \_\_\_\_\_.  
My father works at \_\_\_\_\_.  
My mother works at \_\_\_\_\_.
2. **(I):** What work do you think you will be (or are) good at doing?
3. **(I):** You are going to start a business of your own (or a store), what will you do, or make or sell? Explain.
4. **(I, A):** How will the ability to speak English help you in your work (or in school)?
5. **(A):** If you were hiring a salesperson for your store, what qualifications would you look for in the applicant?
6. **(A):** If you could have any profession or occupation, what would it be? Tell why.

---

Floor plan for activity 6 – My Office (I): Photocopy and enlarge as needed for your class.



<b>WANTED:</b>	_____
Duties:	_____
	_____
Exp:	_____
Hrs:	_____
Sal:	_____
Benefits:	_____
Qualifications:	_____
	_____

<b>WANTED:</b>	_____
Duties:	_____
	_____
Exp:	_____
Hrs:	_____
Sal:	_____
Benefits:	_____
Qualifications:	_____
	_____

<b>WANTED:</b>	_____
Duties:	_____
	_____
Exp:	_____
Hrs:	_____
Sal:	_____
Benefits:	_____
Qualifications:	_____
	_____

Occupations Concentration for Icebreaker 2: Write each word on a separate 2 x 3 card. Use about 30 card for each game. Be sure that in each game for each occupation there is a matching place of work

Pharmacist	Chemist	Bus driver
Pharmacy	Laboratory	Bus
Mechanic	Secretary	Chef
Garage	Office	Restaurant
Florist	Beautician	Sailor
Flower shop	Beauty parlor	Ship
Jeweler	Barber	Pilot
Jewelry store	Barbershop	Airplane
Grocer	Teacher	Chauffeur
Grocery store	Classroom	Limousine
Baker	Nurse	Lifeguard
Bakery	Hospital	Beach

# GOD CREATED THE WORLD

**English Theme:** Work

**Reading:** Selected sections of Genesis 1:1-31. The *italicized bold* text and questions are in the students' reading books.

**Objective:** God exists, and is the creator of all things.

Teacher: These lessons begin by introducing the existence of a personal God. Many students will come to your class with a pre-conceived idea about who and what God is, or isn't. Some religions claim that God is beyond our understanding and cannot be known. The atheist says that God does not exist and therefore can have no attributes.

Do not try to prove God's existence. It cannot be done. We, as well as your students, must accept his existence by faith (Hebrews 11:6). Your task is to convey the message of the Bible and let the Holy Spirit do his work.

Psalms 19 tells us that in creation we can see the glory of God and from that we accept his existence. This is the way to approach this first lesson and the ones that follow: "If God could do this, what must God be like?" You may have to answer the question yourself if your students are not able to make the logical connection, or if their English ability prevents a good response.

When did God create the heavens and the Earth? Old Earth people say the earth is about 4.6 billion years old, while the young Earth date is usually between 10,000 and 25,000 years ago. Not all evangelical Christians are 'young Earthers'. Bible scholars do not agree on what the Bible says about the subject. There is scientific evidence for both views and there are problems with both views.

The best way of handling the question, "When did the events of Genesis 1 happen?" is to say nobody knows for sure. The evidence is not all in yet. But knowing when it was done is not as important as recognizing that someone did it. As soon as we admit that there was a creator we must admit that we are responsible to him to accomplish the task for which he created the Earth, and us.

## I. Reading For Beginners

### A. Opening Discussion And Conversation

1. If the students in this class are not the same as your English class students spend a few minutes making introductions.
2. Today's reading lesson is about God making things. Introduce the reading by letting your students make something from a piece of paper. Show them how to fold paper to make a paper airplane, a paper hat, or some other simple object. Distribute paper to your students and let them know how to make something.
3. Some of the vocabulary in today's reading will be new to your students. To avoid confusion while reading, teach the meaning of these words by using the following activity. Write each sentence and possible answers on your white-board. This activity is also in your students' reading books.

Each reading lesson is at two levels or ability.



***Choose the best word to finish the sentence.***

- a. *I start at the \_\_\_\_\_. (1. end, 2. top, 3. beginning, 4. back)*
  - b. *I \_\_\_\_\_ an airplane. (1. eat, 2. make, 3. read, 4. one)*
  - c. *First - second - \_\_\_\_\_ - fourth. (1. third, 2. three, 3. five, 4. ten)*
  - d. *My hair \_\_\_\_\_ my head. (1. sees, 2. works, 3. eats, 4. covers)*
4. Spend a few minutes teaching the idea of first, second, third, etc. Be sure your students understand the difference between something being the third thing and having three things. Put several objects in a line, showing which one is first, second, third, etc. Put your students in a line, asking which one is first, second, third, etc.

**B. Class Reading**

1. Before class, photocopy and enlarge each of the drawings shown at the end of this lesson. Make the copies large enough so that all students can clearly see them. Also make large copies of each of the ten reading text sentences so you can easily display them with the appropriate pictures.
2. Let your translator translate all of the sentences of the reading text (shown below) into your students' first language. Do this without translation into English.
3. Using the enlarged photocopies of the drawings given at the end of this lesson, show each drawing, letting your translator translate the related English sentence into your students' first language. Do this without translation into English.
4. Now teach the English sentences one at a time.
  - a. Show the first picture and the first sentence of the simplified English text. Read the sentence in English, pointing to each word as you say it. Pin or tape the picture and sentence to a wall or bulletin board.
  - b. Let your translator or a student translate that sentence into your students' first language. This will be the third time students have heard the creation narrative in their language.
  - c. Read the sentence again in English. Ask students to repeat the English sentence in unison with you. Point to each word as you say it. Do this several times.
  - d. Ask individual students to repeat the sentence. Point to each word as the student says it.
  - e. Repeat the procedure with the next sentence. Review the previous sentences as you add the next.
  - f. Read all the sentences in unison with the class, then ask different students to each read a sentence.
  - g. Randomly point to different words asking students to read the words aloud.

Simplified text for *Genesis 1*.

1. *In the beginning God made the heavens and the Earth.*
2. *Water covered all the Earth.*
3. *On the first day God made light.*
4. *On the second day God made the sky and clouds.*
5. *On the third day God made the land above the water.*
6. *God made the plants on the land.*
7. *On the fourth day God made the sun and moon and stars.*

***Simple sentences for low-level readers.***

8. *On the fifth day God made birds and fish.*
9. *On the sixth day God made animals on the land.*
10. *God said, "It is good."*

5. After you have completed all ten sentences read them again in unison.

C. Do You Know?

1. Match Picture And Sentence

After the reading is complete, display the pictures and sentences used in part B in random order around your classroom. Point to a picture and ask a student to read the correct matching sentence. Or point to a sentence, asking a student to read it and pick the matching picture.

Make a complete set of small pictures (about 2 in. by 2 in.) for each student. Ask students to put them in the correct order to match the sentences in their reading books. Provide students with glue or tape so they can put the pictures in their reading books. Ask students to write a sentence describing each picture. Also ask them to label the objects in the pictures (water, sky, clouds, animals, etc.).

2. Correct The Sentences

Give students the following sentences to correct. One at a time, write each sentence on your white-board, asking a student read it aloud and correct it.

- a. In the beginning God made the heavens.
- b. The water was covered with earth.
- c. On the first day God made tea.
- d. On the second day God made the dark.
- e. On the third day God made the water above the land.
- f. God made plates on the land.
- g. On the fourth God made sand, mud and stars.
- h. On the fifth day God made bands and dish.
- i. On the sixth day God made animals on the last.
- j. God sang, "It is gold."

3. ***Crossword Puzzle***

Let students work in groups of two or three to complete the *Crossword Puzzle* review in their books. A copy is also at the end of this lesson. If you are not using student books, photocopy as necessary for your class.

4. ***Fill In the Blank***

Let students complete the *Fill In The Blank* review that is in their books. A copy is also at the end of this lesson. When all have finished filling in the blanks, ask students to number the sentences in the correct order. Ask different student to each read a completed sentence.

5. ***Questions***

One at a time, write the questions shown below on your white-board. Ask a student to read the question and answer it without looking at the text sentences. Ask other students if they agree with the answer, then check the text sentences to see if the answer is correct. These questions are also in your students' reading books. Let students write the answers in their books. Before you ask another question, all students must turn their books face down.

- a. ***When did God make the heavens and the Earth?***

- b. *In the beginning, what did the water cover?*
- c. *When did God make light?*
- d. *What did God make in the sky?*
- e. *When did God make the land come above the water?*
- f. *Where did God make the plants?*
- g. *What did God make on the fourth day?*
- h. *What did God make when he made birds?*
- i. *Animals on the land were made on what day?*
- j. *Did God like what he made?*

#### 6. *Compare Texts*

Let students compare their sentences with the events as given in Genesis 1 in their reading books. Ask them find the verses that tell of the same events as their sentences.

- 7. More ideas can be found on pages 5 and 7.

### D. Thinking About What We Have Read

Use this part to reinforce the lesson objective: *God exists, and is the creator of all things.*

#### 1. *What Does This Reading Teach Us?*

Write this question and possible answers on your white-board. The question is also in the students' reading books. Ask a student to read the question and answer it. All answers are correct.

- a. *God made water.*
- b. *God made birds.*
- c. *God made the Earth.*
- d. *God made light.*
- e. *God made fish.*

- 2. Ask students to finish these two sentences:

- a. If God made all things, then God is \_\_\_\_\_.
- b. If God made all things, then I \_\_\_\_\_

- 3. He's Got The Whole World

Teach the song 'He's Got the Whole World in His Hands' to your students. It has simple vocabulary, lots of repetition and good actions.

- 4. If you do not have a separate conversation class, use some of the follow-up questions to reinforce the objective of this lesson. The conversation class outline is at the end of this reading lesson.

## II. Reading For Advanced Readers

*Teacher: Read the introductory paragraphs at the beginning of this lesson.*

### A. Opening Discussion And Conversation

- 1. If the students in this class are not the same as your English class students spend a few minutes making introduction \_\_\_\_\_ students to complete the sentence, "My name is \_\_\_\_\_ and I like to make \_\_\_\_\_."
- 2. Today's reading lesson is about God making things. Introduce the reading by letting your students make something from a piece of paper. Show them how to

fold paper to make a paper airplane, or a paper hat, or some other simple object. Distribute paper to your students and let them show you how to make something.

3. Ask your students what the word 'God' means to them. Ask them to describe him or define the word 'God'. *(Teacher: Do not get into a discussion at this time about the existence of God. If a student says that God does not exist, ask that student to describe this God that he/she says does not exist.)*

#### B. Class Reading

Ask your students to open their reading books to today's lesson. Read through the text in unison with the students. The vocabulary in this reading is not difficult, but be sure to distinguish between the heavens (space) in paragraph 1 and heaven (sky) in paragraph 3.

As you prepare to read the text a second time, tell your students that they are going to 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 sentence or paragraph. While they are reading, you should be paying attention to their reading ability so that you can be ready for part B.

#### *Genesis 1:1-31*

***In the beginning God made from nothing the heavens and the Earth. The Earth was an empty waste and darkness was over the deep waters.***

***Then God said, "Let there be light," and there was light. God saw that the light was good. He divided the light from the darkness. Then God called the light day, and he called the darkness night. There was evening and there was morning, one day.***

***Then God said, "Let there be an open space between the waters." God made the open space, and divided the waters under the open space from the waters above the open space. Then God called the open space heaven. There was the second day.***

***Then God said, "Let the waters under the heavens be gathered into one place. Let the dry land be seen." Then God called the dry land earth. And God saw that it was good.***

***Then God said, "Let plants grow from the earth, plants that have seeds. Let fruit trees grow on the earth that bring their kind of fruit with their own seeds." And God saw that it was good. There was the third day.***

***Then God said, "Let there be lights in the open space of the heavens to divide day from night. Let them tell the days and years and times of the year. Let there be lights in the open space of the heavens to give light on the earth."***

***Then God made the two great lights, the brighter light to rule the day, and the smaller light to rule the night. He made the stars also. And God saw that it was good. There was the fourth day.***

***Then God said, "Let the waters be full of living things. Let birds fly above the earth." God made the big animals that live in the sea, and every living thing that moves through the waters and every bird. And God saw that it was good. There was the fifth day.***

***Then God said, "Let the earth bring into being living things: Cattle and things that move upon the ground, and wild animals of the earth." And God saw that it was good. There was the sixth day.***

### C. Test Your Understanding

#### 1. The Correct Order

Form groups of two or three students per group, placing readers of similar ability in the same group. Groups of two are best. There should not be more than three in a group – either one student will be left out, or the group will sub-divide itself into smaller groups. Let each group move to a place away from the rest of the class. Give each student a copy of the *Correct Order* review printed at the end of this lesson (photocopy as needed for your class). Give the groups several minutes to put the events in the correct order by numbering them. Groups should do this without using their books or Bibles. After a group has shown you their completed order of events let them use their reading books to check their work.

#### 2. Matching Halves

A matching halves review is in the students' reading books; a copy is also at the end of this lesson. If you are not using student reading books photocopy as needed for your class.

After students have completed matching sentence halves ask different students to each read a sentence. Ask the rest of the class if the match is correct.

#### 3. Crossword Puzzle

A *Crossword Puzzle* review is in the students' books. A copy is also available at the end of this lesson. If you are not using student books, photocopy as needed.

#### 4. Pictures

Make a complete set of small pictures (about 2 in. by 2 in.) of the drawings provided 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.

Provide your students with paste or tape so they can put the pictures into their books. Ask students to write a descriptive sentence under each picture. Also label the various people, animals and other items named in the sentences.

#### 5. Beginner Activities

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

#### 6. Questions

Ask the following questions. These questions are in the students' reading book.

- a. *What things did God use to make the heavens and the Earth?*
- b. *Did God create both light and darkness?*
- c. *When God created the Earth, where was the land?*
- d. *How are 'the heavens' in paragraph 1 different from 'heaven' in paragraph 3? Which one is meant in paragraph 6?*
- e. *What does this reading tell us about how God made everything?*
- f. *How many different kinds of lights did God make?*
- g. *God put lights in the sky for three purposes. What are these three?*
- h. *What is the difference between 'Earth' in paragraph 1 and 'earth' in paragraph 5? ('Earth' refers to the planet; 'earth' refers to the ground, dirt.)*
- i. *What three kinds of animals did God make on day six?*



- j. *What did God do so that dry land would appear?*
- k. *Paragraph 7 says the brighter light rules the day and the other light rules the night. What does that mean?*
- l. *What pattern of creation do you see between the first three days and days four through six?* (Compare the events of days one and four, days two and five, and days three and six. This has been described as ‘First God formed the world, then he filled the world.’)

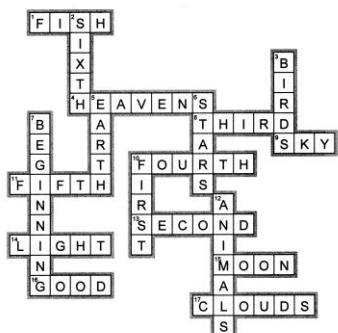
7. More ideas can be found on pages 5 and 7.

#### D. Thinking About What We Have Read

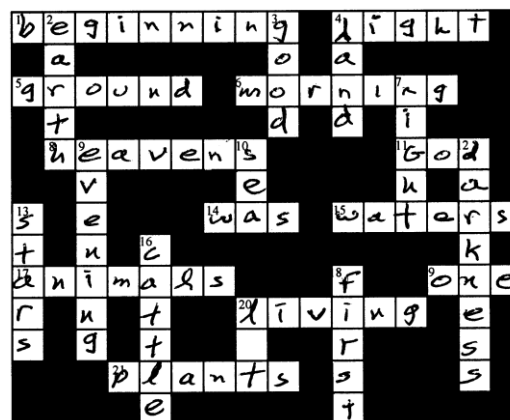
Use this part to reinforce the lesson objective: *God exists. He is a personal God, and is the creator of all things.*

1. Ask one or more of the following questions:
  - a. How is the way God made the Earth different from the way we make things? (*Teacher: Refer back to the things you made from paper to introduce this lesson.*)
  - b. Why do you think more time is spent telling us who made everything rather than how he did it?
  - c. Why do you think God created light first? Where did the light on the first day come from, if the sun was made on the fourth day? (*Teacher: This is a difficult question to answer, but by asking it you admit that you don't have all the answers.*)
  - d. The Bible is not very ‘scientific’ in its description of the plants and animals made on the different days. Why not? (*Teacher: You can point out that nothing is said about seedless plants, bacteria. The Bible also omits talking about the creation of comets and other planets.*)
  - e. Describe how you think the world looked after the sixth day. (*Teacher: You may need to suggest some adjectives: clean, no pollution, few animals, etc.*) How does that differ from today's world?
  - f. When God saw all that he had made, how did he describe it? What did God mean by saying it was good?
2. If you will not have a separate conversation class, use some of the conversation class follow-up questions to reinforce your lesson's objective. The conversation class outline is at the end of this reading lesson.

Solution to crossword puzzle for beginning readers, I-C, 3



Solution for crossword puzzle for advanced readers, II, C-3



**Crossword Puzzle** review for beginning readers, I-C, 3.

## ***God Created The World***

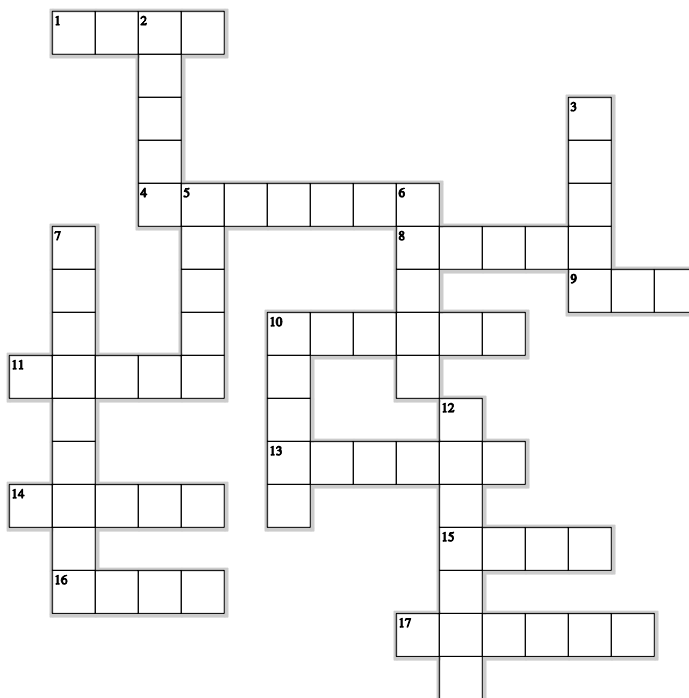
*Use these sentences to fill in the crossword puzzle.*

**Across**

1. *made on day 5*
4. *made in the beginning*
8. *second, \_\_\_\_ fourth*
9. *made on day 2*
10. *after third*
11. *after fourth*
13. *before third*
14. *made on first day*
15. *made on day 4*
16. *"It is \_\_\_\_."*
17. *made on day 2*

**Down**

2. *after fifth*
3. *made on day 5*
5. *made in the beginning*
6. *made on day 4*
7. *the start*
10. *before second*
12. *made on day 6*




---

**Fill In The Blank** review for beginning readers, I-C, 4.

## ***God Created The World***

*Put the right words in the blank spaces. When you are finished, number the sentences to put them in the right order.*

*number*

- \_\_\_\_ *Water \_\_\_\_\_ all the Earth.*
- \_\_\_\_ *In the \_\_\_\_\_ God made the heavens and the Earth*
- \_\_\_\_ *God said, "It is \_\_\_\_\_."*
- \_\_\_\_ *On the \_\_\_\_\_ day God made the sun and moon and \_\_\_\_\_.*
- \_\_\_\_ *On the \_\_\_\_\_ day God made animals on the \_\_\_\_\_.*
- \_\_\_\_ *God \_\_\_\_\_ the plants on the \_\_\_\_\_.*
- \_\_\_\_ *God made light on the first \_\_\_\_\_.*
- \_\_\_\_ *God made \_\_\_\_\_ that fly and \_\_\_\_\_ that swim on the fifth day.*
- \_\_\_\_ *On the third day God made the \_\_\_\_\_ above the water.*
- \_\_\_\_ *God made the \_\_\_\_\_ and clouds on the \_\_\_\_\_ day.*

**The Correct Order** for advanced readers, II-C, 1.

## **God Created The World**

Put these events in the correct order according to the text.

- a. \_\_\_\_ God said, "Let the earth bring into being living things: cattle and wild animals."
- b. \_\_\_\_ God made the stars also.
- c. 1 God made from nothing the heavens and the Earth.
- d. \_\_\_\_ God said, "Let there be light." There was light.
- e. \_\_\_\_ The Earth was an empty waste and darkness was over the deep waters.
- f. \_\_\_\_ God called the dry land earth.
- g. \_\_\_\_ God made the animals that live in the sea, and every living thing that moves through the waters and every bird.
- h. \_\_\_\_ God said, "Let there be an open space between the waters." God divided the waters under the open space from the waters above. There was the second day.
- i. \_\_\_\_ God said, "Let the waters under the heavens be gathered into one place. Let the dry land be seen."
- j. \_\_\_\_ God called the light day, and the darkness night. There was one day.
- k. \_\_\_\_ God made the two great lights, the brighter light to rule the day, and the smaller light to rule the night.
- l. \_\_\_\_ God said, "Let the waters be full of living things. Let birds fly above the earth."
- m. \_\_\_\_ God said, "Let plants grow from the earth," There was the third day.
- n. \_\_\_\_ God divided the light from the darkness.

Answers for **The Correct Order** review

a-12, b-11, c-1, d-3, e-2, f-8, g-13, h-6, i-7, j-5, k-10, l- 12, m-9, n-4

## God Created The World

Match the correct parts of each sentence. Write the letter for the correct second part after the first part.

- |   |  |
|---|--|
| 1. In the beginning God made from nothing ____      | a. to rule the day, and the night.       |
| 2. God said, ____                                   | b. from the earth.                       |
| 3. He divided the light ____                        | c. be gathered into one place.           |
| 4. God divided the waters under the open space ____ | d. from the darkness.                    |
| 5. Let there be lights in ____                      | e. the heavens and the Earth.            |
| 6. Let the waters under the heavens ____            | f. that live in the sea.                 |
| 7. Let the earth bring ____                         | g. the open space of the heavens.        |
| 8. Let plants grow ____                             | h. from the waters above the open space. |
| 9. God made the big animals ____                    | i. "Let there be light."                 |
| 10. God made the two great lights ____              | j. into being living things.             |
- 

Crossword puzzle review for advanced readers, II, C-3.

## God Created The World

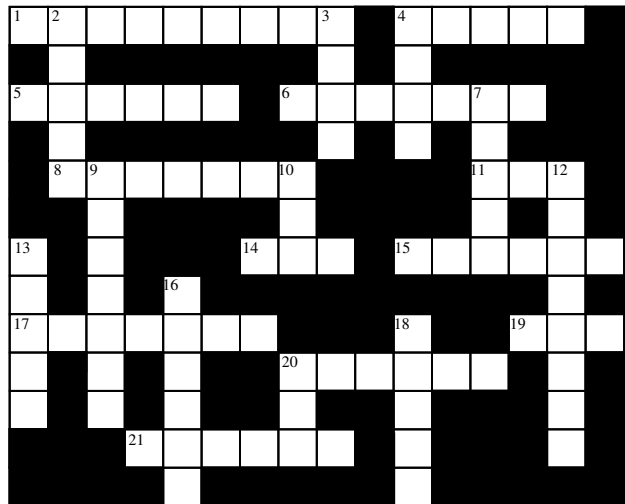
Use these clues to complete this crossword puzzle.

Across

1. In the \_\_\_\_ God made from nothing...
4. Let there be \_\_\_\_.
5. Cattle and things that move along the \_\_\_\_.
6. There was evening and there was \_\_\_\_.
8. God made the \_\_\_\_ and the earth.
11. In the beginning \_\_\_\_ made....
14. God saw that it \_\_\_\_ good.
15. Darkness was over the \_\_\_\_.
17. The big \_\_\_\_ that live in the sea.
19. There was evening and morning, \_\_\_\_ day.
20. Let the waters be full of \_\_\_\_ things.
21. Let \_\_\_\_ grow from the earth.

Down

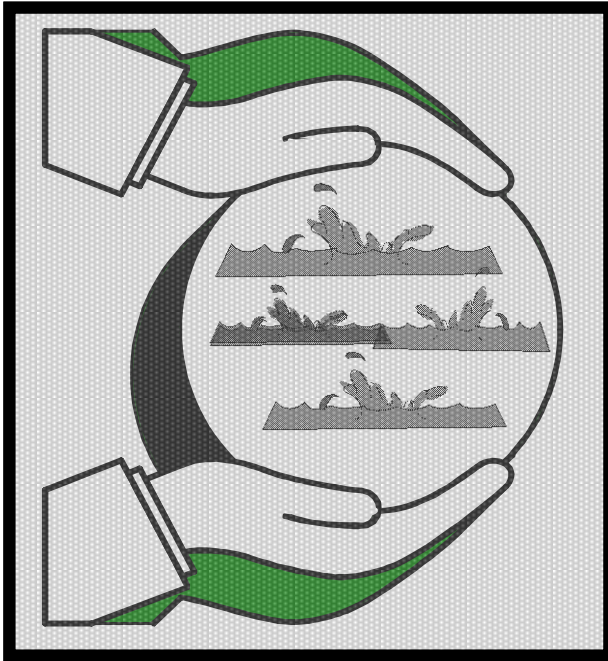
2. The heavens and the \_\_\_\_.
3. God saw that it was \_\_\_\_.
4. Let the dry \_\_\_\_ be seen.
7. He called the darkness \_\_\_\_.
9. There was \_\_\_\_ and morning.
10. Animals that live in the \_\_\_\_.



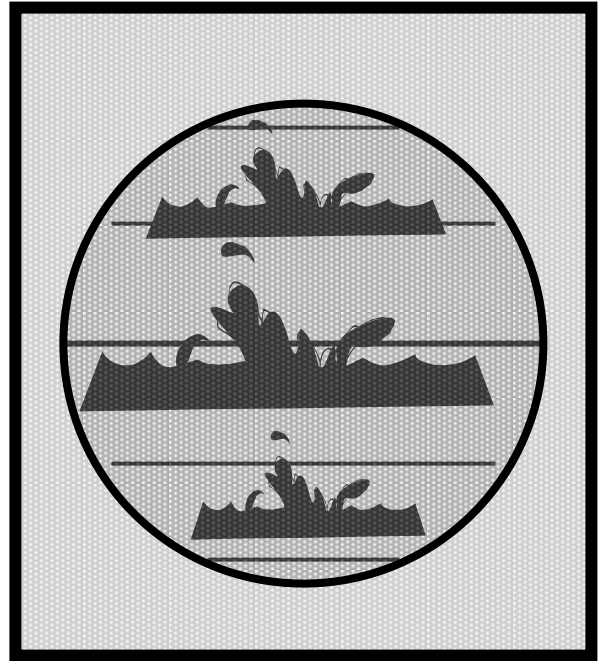
12. He divided the light from \_\_\_\_.
13. He made \_\_\_\_ also.
16. \_\_\_\_ and things that move on the ground.
18. There was evening and morning, the \_\_\_\_ day.
20. God said, "\_\_\_\_ there be light."

Pictures for beginning readers, I-B, and for advanced readers, II-C, 4.

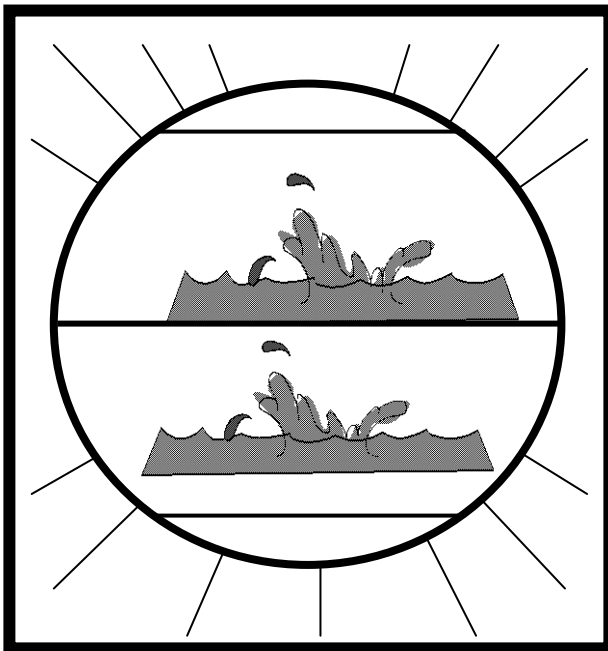
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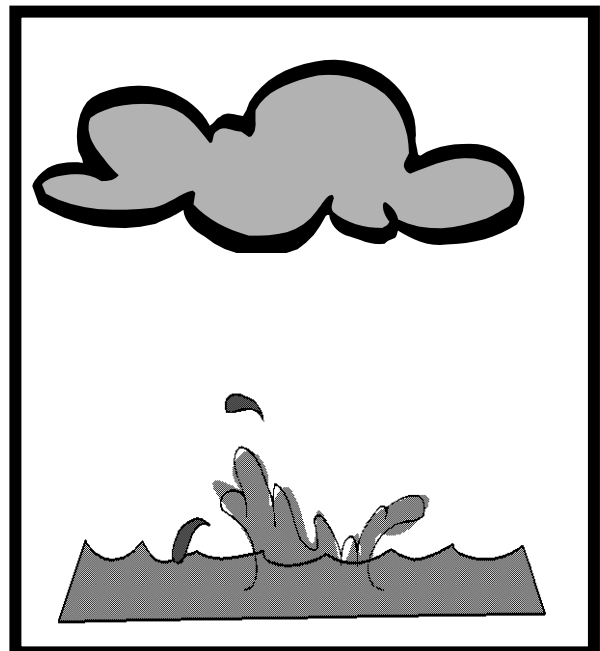
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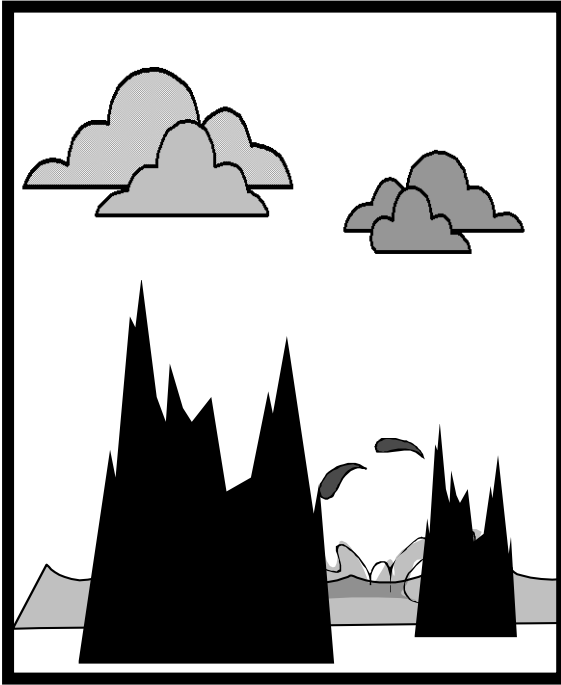
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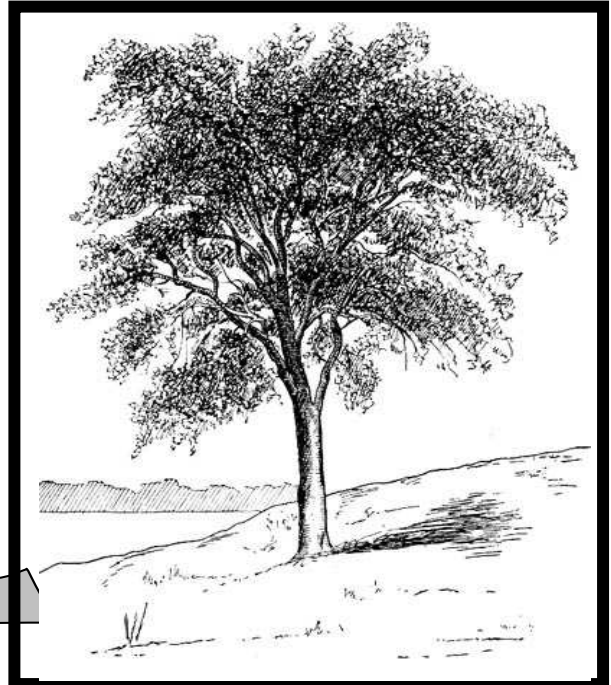
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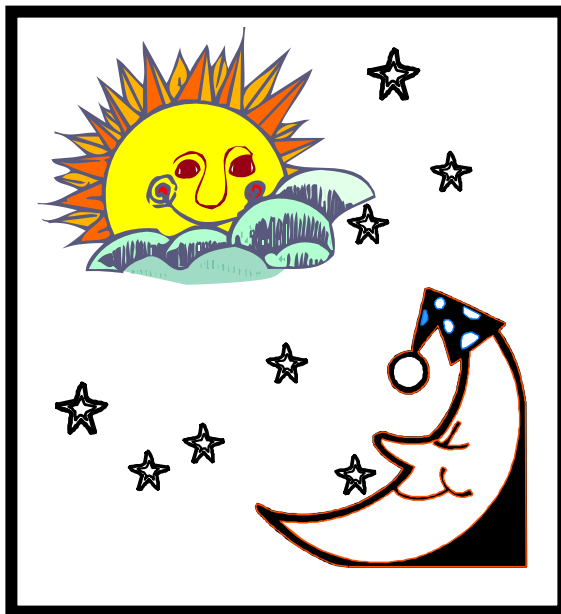
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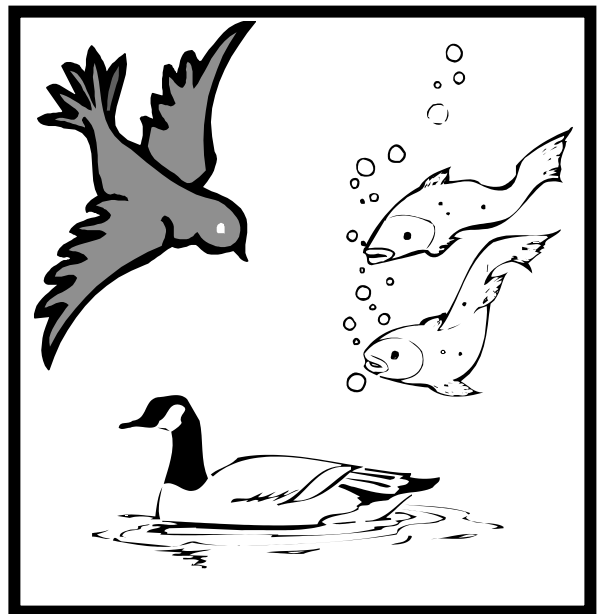
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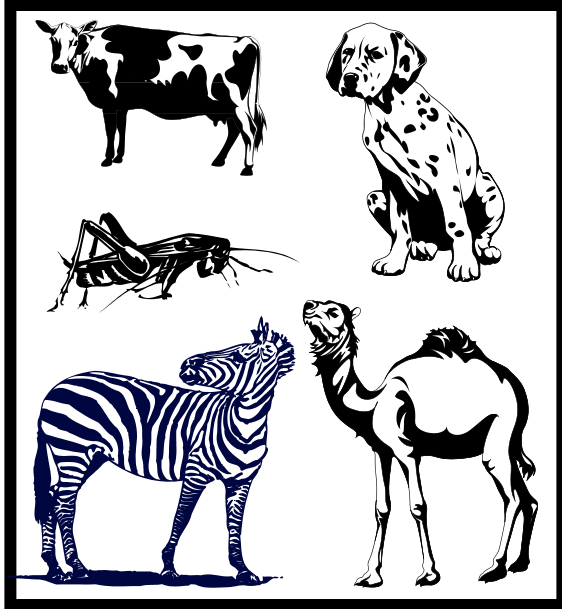


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## CONVERSATION FOR: GOD CREATED THE WORLD

### 1. Opening

**A. Let's Work Together:** Divide the class into groups of two. If you have an odd number of students, either you can participate or you can have one group of three students. One student in each group will be the designer; the other will be the builder. Place a screen or barrier between them so they cannot see each other, or arrange them back-to-back.

Provide equal building materials and/or tools for all the groups. (This could be building blocks, *Lincoln Logs*, *Legos*, or screws, toothpicks, index cards, scissors, glue, string, paper clips, geometric paper shapes, whatever). If you do not have 'building materials', the students could draw objects instead of build them. Using the materials available, the designer must build a structure or make something while giving precise directions for the builder to make the same picture.

When finished, remove the partitions between the groups. Let the class decide which pair built the most complicated, and at the same time the most similar two structures.

### B. Questions

Ask students the following questions to stimulate conversation.

- Why do you (or will you) work? To provide for yourself? Families? Parents? Personal fulfillment? Do you like to work? Do you enjoy your job?
- If you were rich and did not need to work, what would you do with your time?
- What kind of things do you like to make? What do these things say about you? (*Teacher: Let your students talk about the things they have done. These things may involve cooking, computer programming, carpentry work, etc.*)
- What kind of things would you like to be able to do or make?

### 2. Transition Questions

Use the following questions to move the opening discussion to conversation related to the Reading/Bible lesson, *God Created the World*.

- What do you think is the strangest looking of all the animals? (You may want to bring in some pictures of strange animals, such as the platypus or okapi.)
- What do you think is the most remarkable thing about this description of creation?
- Does the order of creation events seem logical? Was it logical to make light before plants and plants before animals?

### 3. Reading/Bible Follow-up Questions

Use these questions to focus student thinking on the application of the Reading/Bible lesson to their own lives: *God exists, and he is the creator of all things.*

- Today's reading said that God created our entire natural world. If God created all natural things, what can you learn about God from looking at nature?
- What cannot be learned about God through nature?
- God said that everything he had made was 'good'. Is everything still 'good'? (If not, why not?)

- d. If God is the creator of the world and everything in it, what responsibility does that put on us?
- e. According to the Bible, did the Earth and everything on it happen by accident or was it for a reason? What do you think was the reason?
- f. Ask students to finish these two sentences:
  - 1. If God made all things, then God is \_\_\_\_\_.
  - 2. If God made all things, then I \_\_\_\_\_

**4. He's Got The Whole World**

If you didn't teach the song 'He's Got the Whole World in His Hands' to your students in the reading class do it now. It has simple vocabulary, lots of repetition and good actions.