

# Questions in the Gospels

## Lesson 2

### *Ask, search, knock.*

#### *Ask, and receive an answer*

Learning Outcomes:

- Understand a range of simple questions and identify appropriate responses
- Make polite requests for everyday items
- Identify and record new vocabulary
- Know that when we ask in faith for what we need, God will answer

Session length: 2 hours

#### **Stage One: Lead-in/language activities**

Activity	Resources
Welcome the students and open in prayer.	
<p>Give out questions to half of the group and corresponding answers to the other half. Instruct those with the questions to move around, asking various people the questions that they have been given until they each find the person who has the answer.</p> <p>Once students have found their matching partners, instruct them to work together. Give them the remaining questions and answers, and direct them to match the Q and A pairs.</p> <p>Check students' work, and highlight that some of the answers are in natural speech, rather than grammatically correct English.</p>	Question and answer slips
<p>Ask students why we ask questions. Elicit answers such as: to get or receive something, i.e. information, an item, or a physical response. Ask for examples such as: personal details (information), 1 kg of apples from the market (an item) or someone coming to your house after you have invited them (physical response).</p> <p>Put students into pairs and ask them to make a joint list of things they need to buy. Help students with new vocabulary if necessary.</p> <p>Tell the class that they will be going to the market to buy the items they need. Ask the group what language they will need to ask for the items on their lists.</p> <p>Elicit and write a simple dialogue on the board, using two colours for the two people in the dialogue – customer and market stall owner. Ensure that the phrase 'Can I have.....?' is used and explain that 'I want' or 'Give me..' is not polite.</p> <p>Read through the dialogue with the group, checking that all students understand the meanings. Drill any difficult pronunciation. Give the</p>	<p>Paper and pens</p> <p>Whiteboard and pens</p>

<p>students an opportunity to practise the language with the person sitting next to them.</p> <p>Station helpers and stronger students around the room. Instruct the shoppers to take their lists and go shopping! Instruct the market stall owners to vary their responses to requests for items and to only respond to clear, polite requests for things. Tell the shoppers to tick off the items on their lists as they receive them.</p> <p>Ask students if they received all the items on their lists. Establish that if they asked, they received.</p> <p>Ask one or two more confident students to perform their role-play to the class.</p> <p>Use the whiteboard to highlight excellent language use and also to note errors that the group could then correct collectively.</p>	
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**Stage Two: Bible Study**

Activity	Resources
<p>Tell students that the Bible has something to say about asking God for things.</p> <p>Bible reading: Show the class where the passage is in the Bible.</p> <p>Read the passage, with the learners following on their sheet, marking any new words.</p> <p>Elicit which three key words can be found in the passage- ask, search, knock. Ensure that students understand the meanings of these words.</p> <p>Ask the group what the passage says about asking. Establish that if we ask God for what we need, we WILL receive, just like the two blind men who asked and received their sight.</p> <p>Elicit new/difficult words from the students and put them on the whiteboard. Ask the learners if anyone can explain the words, one at a time. If not, provide an explanation with examples/pictures/mime/ sound effects.</p> <p>When all the new words have been put on the board and the meanings are clear, elicit the syllable and stress pattern of each word and drill it chorally and individually as appropriate.</p>	<p>Bible passage: Matthew 7 v. 7-11</p>
<p>‘What is it?’ game: divide the group into two teams and invite students to take it in turns to draw an item on the whiteboard. Use words from the passage and other new vocabulary from this session.</p> <p>Direct the others to guess what item is being drawn on the whiteboard, shouting out as soon as they know what it is. Give points for teams/individuals and keep the pace moving quite quickly.</p>	<p>Whiteboard/s and pens</p>

Ten minute tea/coffee break	
<p>Group discussion. Divide the class into two groups as appropriate, each led by a helper. The passage can then be read again in the groups.</p> <p>The class discusses some or all of the following questions (written on the board):</p> <ol style="list-style-type: none"> <li>1. What should we do if we need something? Why do we need to do this if God knows all things?</li> <li>2. What will happen when we do this?</li> <li>3. Do you think we can ask God for anything we like? Look at 1 John 5 v.14-15</li> <li>4. What does this passage teach us about God the Father?</li> <li>5. What kind of gifts does God give? What gifts has He given to you?</li> <li>6. When have you experienced God answering your prayers? Did God answer immediately?</li> </ol> <p>Give students the time to ask any questions that they have. Invite other students to respond, but monitor what is said. Ensure that you speak words of faith, even if you are unable to give specific answers.</p> <p>Elicit group feedback. Establish that <i>asking</i> shows faith. You don't ask someone to do something if you think they won't do it. Jesus promises that EVERYONE who asks will receive. This is a great promise to believe and receive.</p> <p>Explain that when we ask for things that are in God's plan and promises, we can be confident and have faith (believe) that God will answer. If we do not know what His plan is, we need to ask Him so that we can pray what <i>He</i> wants us to pray. He wants us to know and pray about His plan, not just pray about something and then say 'if it's your plan, Lord'. He will lead us by His Holy Spirit and show us His plan and promises through His Word, so that then we can pray in faith. For example, the Word says that God wants all people to be saved, so we can pray for a friend to come into God's family and believe that God will answer. The Word says that Jesus took our sicknesses, so we can pray in faith for healing. You might not know, for example, if it is God's plan for you to get a particular job, so you need to ask God if it is His plan for you before you ask Him to give you the job.</p> <p>Make it clear that our Father is always good and generous. He gives good, 'advantageous' gifts (the original language says). God knows the things that will benefit us. With the job example, if God says 'no', it is because He has got a much better plan for you. <i>He</i> knows what is good for us.</p> <p>Encourage students by reminding them that we need to <i>search</i>. This can take time and we must not stop. The original language meaning is 'keep on' (continue) asking, searching, knocking. If you do this, you will receive an answer. This is because the people who keep on asking, even when they don't have the answer yet, are those who believe that God WILL answer: that is faith. If you stop asking (give up), that is not faith. Faith is being sure that God will answer, and God answers because we have faith.</p> <p>Invite students to give testimonies of answered prayer. It might be that in some cases they had to wait and keep praying before they received an answer.</p>	<p>Whiteboard and pens Bible passage Bibles</p>

<p>Explain that after asking God for something (according to His plan and promises), there is a time when we know inside (in our spirit), that we have received an answer. Then, we can thank God that we have the answer before we <i>see</i> it. If we believe, we WILL then see it with our eyes. 'Faith is being....certain of what we do not see.'</p>	
<p>A.S.K game: Draw a spiral track on the board, divided up into about 24 different squares. Write the letter 'A' on any 6 of the squares, 'S' on 6 of the other squares and 'K' on 6 of the other squares. Leave the other squares blank.</p> <p>Divide up the class into two or three teams. Explain and demonstrate the rules:</p> <ul style="list-style-type: none"> <li>- Teams take it in turns to move their counter/sticker around the board according to their throw of the die.</li> <li>- If they land on an 'A', they must pull out a question word from a pot and form a good oral sentence using the given word. If they do so successfully, they can move their counter on one place.</li> <li>- If the team lands on an 'S', they must pull a clue out of a pot. They must then find an item in the room which matches the clue. If they can guess the item being described after one or two attempts, the team can move on one space.</li> <li>- If the team lands on a 'K', a helper must pull the name of a famous person out of a pot. They must then act as that person. If the team can guess who the person is within two guesses, they can move on one space.</li> <li>- If students land on a blank square, they must move back two spaces and miss a turn.</li> <li>- The winning team arrives at the centre of the spiral first.</li> </ul>	<p>Whiteboard and pens                  Counters/stickers                  Dice                  Question cards                  Item clues                  Name cards                  Pots</p>
<p>Ask students if they have any needs that they would like God to answer. Lay hands on students and encourage other believers to pray for them (in their own languages), asking in faith for God to answer.</p> <p>Pray to close and invite students to come to the next session.</p>	

## Questions and answers slips

**What's your name?**

My name's Ali.

**Isn't it lovely weather today?**

Yes, it is.

**What's your favourite food?**

I really like roast chicken.

**Why do you want this job?**

I am interested in your company and I have much experience to offer.

**When are you getting married?**

Next June

**Who is the Prime Minister of this country?**

It's Gordon Brown.

**Which street do you live in?**

Broad Road, near the Post Office.

**Where do you come from?**

Ethiopia

**How do you know Peter?**

He was my teacher last year.

**How much sugar do you take in your coffee?** Three, please.

ASK- Question words

Who

What

Which

When

Where

How

Why

How much

How many

## SEARCH - clues

Find something made of wood.

Find something beginning with the letter 't'.

Find something older than you.

Find something useful.

Find something soft.

Find something round.

Find something that has the letters 'h' and 'd' in it.

## KNOCK - people

Gordon Brown

The Queen

Jesus

David Beckham

George Bush

Arnold Schwarzenegger

Teacher/helper