

## HOPE – Lesson 1 Teacher's Notes

Time: 90 mins

Level: Intermediate / Advanced

*Community Building – Life*

### **Warm-up 10**

- 1) How was your week? What was one special thing that happened?
- 2) Did you come across any difficult words, expressions or situations to do with English?
- 3) Review the homework from previous week.

*Life to Topic*

### **Definitions 20**

1) Write down “hope” in your first language in the first column. Write down as many words you can think of – they may have slightly different shades of meaning: e.g. hope, dream, wish, expectation. Then, think about how you would explain these shades of meaning in English and write the English words in the second column. (See Student Handout)

Ask a few students to come to the board to write “hope” in their language and explain to rest of class.

- 2) Ask students to write down their own definition of “hope” in English. Ask some to share. Then write the following dictionary definitions on the board and ask students to compare with their own. Do they add anything?

### **1. A wish or desire accompanied by confident expectation of its fulfillment**

<Dictionary.com. The American Heritage® Dictionary of the English Language, Fourth Edition. Houghton Mifflin Company, 2004. <http://dictionary.reference.com/browse/hope> (accessed: August 20, 2008)>.

### **2. the feeling that what is wanted can be had or that events will turn out for the best**

<Dictionary.com. Dictionary.com Unabridged (v 1.1). Random House, Inc. <http://dictionary.reference.com/browse/hope> (accessed: August 20, 2008)>.

*Topic*

### **Reading 30**

The Power of Hope: See Student Handout

Pre-reading questions:

- 1) Have you ever visited someone in hospital who is seriously ill?
- 2) Was it a positive or negative experience? Why?

Reading:

Ask students to read silently, underlining any unfamiliar words. Ask them to look at the comprehension questions also and be prepared to share the answers with the class. Then ask students to take turn to read aloud, with Teacher explaining any new words or grammar as necessary.

Comprehension questions for discussion:

- 1) What was the condition of the boy in hospital?
- 2) What did the volunteer do with the boy? Why?
- 3) What changes had the visit made to the boy? Why?
- 4) What is the story trying to tell us?

(Optional)

- 5) Circle all the 3-syllable words in the story. Then look at the stress pattern of each word. (Stressed syllables are louder, longer and have a pitch change. Teacher can say the word three times and have students indicate the stress.)

Find the words for the following:

- i) stress on first syllable: \_\_\_\_\_ (hospital, therapist)
- ii) stress on second syllable: \_\_\_\_\_ (specifically, instruction, condition, tremendous)
- iii) stress on third syllable: \_\_\_\_\_ (volunteer, understand, overwhelmed)

Try practicing the word 'deteriorating', which has a primary stress on the 2<sup>nd</sup> syllable and a secondary stress on the 5<sup>th</sup> syllable

*Topic to Life*

### **Class Discussion 30**

Post-reading questions:

- 1) Do you agree with the message of the story? Does the story seem true to you?
- 2) Have you seen a similar situation in your life?
- 3) In your opinion, in this story, is the boy's hope the same as optimism? Does his hope come from outside or inside?\*

Discuss the following quotes:

1. "When it is dark enough, you can see the stars". – Charles A. Beard
2. "Hope is the basic ingredient of all strength". – Erik Erikson
3. "Everything that is done in the world is done by hope". – Martin Luther
4. "But hope that is seen is no hope at all. Who hopes for what he already has?" (Romans 8:24b)
5. "Hope is a light we keep inside that no one can touch." -- Jermaine J. Evans
6. "Hope dies last but is first to be resurrected from the ashes." -- Leonid S. Sukhorukov

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\* If time is limited, the question with the asterisk is the priority one.

*Life*

**Homework 5**

A. Review the quotes on “Hope” and memorize one or two you like most.

B. This week, think about your life situations. Where would you like to have more hope? Complete the following sentences:

1. When I feel hopeless, I

2. \_\_\_\_\_ usually helps me to have more hope.

C. Continue to note down any difficulties you encounter with English in daily living.

**HOPE - Lesson 1**  
**Student Handout**

Write down “hope” in your first language in the first column. Write down as many words you can think of. Then, think about how you would explain these shades of meaning in English and write the English words in the second column.

First language	English words with similar meanings

Write your own definition of “hope” :

Copy the dictionary definitions from the board:

- 1.
- 2.

*The Power of Hope*

A woman volunteered with the school district in a large city. Specifically, she was helping tutor children who were forced to miss school due to illness. One day she was given a name and a hospital room number, with this written instruction from the teacher: “We’re studying nouns and adverbs in his class now, and I’d be grateful if you could help him understand them so he doesn’t fall too far behind.”

When the woman arrived at the hospital room, she found a young boy who had been badly burned that was lying in great pain in the bed. Overwhelmed by the sight of this boy, all she could do was blurt out, “I’ve been sent by your school to help you with nouns and adverbs.” After working with the child for a time, she left feeling foolish. What good were grammar lessons to a boy in his condition?

However, her visit had a tremendous impact on the boy. Before seeing the tutor, the boy had been slowly deteriorating. After her visit, he seemed to find his will to live, working with therapists, eating meals, responding to treatments.

Later the boy explained, "I had just about given up, assuming I was going to die. But when this teacher came, I realized that I was going to be all right. They wouldn't send someone to work on nouns and adverbs with a dying boy, would they?" What this woman shared about grammar was of relative benefit to the boy. But the hope that she brought to his life made all the difference. It saved his life.

*Adapted from "The Power of Hope" by Tim Archer, at [http://www.heartlight.org/articles/200807/20080716\\_hopepower.html](http://www.heartlight.org/articles/200807/20080716_hopepower.html)*

### Comprehension questions for discussion:

- 1.) What was the condition of the boy in hospital?
- 2.) What did the volunteer do with the boy? Why?
- 3.) What changes had the visit made to the boy? Why?
- 4.) What is the story trying to tell us?

### (Optional)

5.) Circle all the 3-syllable words in the story. Then look at the stress pattern of each word. Find the words for the following:

- i) stress on first syllable: \_\_\_\_\_
- ii) stress on second syllable: \_\_\_\_\_
- iii) stress on third syllable: \_\_\_\_\_

### Class Discussion:

- 1.) Do you agree with the message of the story? Is the story convincing to you?
- 2.) Have you seen a similar situation in your life?
- 3.) In your opinion, in this story, is the boy's hope the same as optimism? Does his hope come from outside or inside?

### Discuss the following quotes:

1. "When it is dark enough, you can see the stars." - Charles A. Beard
2. "Hope is the basic ingredient of all strength." - Erik Erikson
3. "Everything that is done in the world is done by hope." - Martin Luther
4. "But hope that is seen is no hope at all. Who hopes for what he already has?" (Romans 8:24b)
5. "Hope is a light we keep inside that no one can touch." -- Jermaine J. Evans
6. "Hope dies last but is first to be resurrected from the ashes." -- Leonid S. Sukhorukov

## Homework

A. Review the quotes on “Hope” and memorize one or two you like most.

B. This week, think about your life situations. Where would you like to have more hope? Complete the following sentences:

1. When I feel hopeless, I

\_\_\_\_\_.

2. \_\_\_\_\_ usually helps me to have more hope.

C. Continue to note down any difficulties you encounter with English in daily living.

## HOPE – Lesson 2

### Teacher's Notes

Time: 90 mins

Level: Intermediate / Advanced

*Community Building – Life*

#### **Warm-up 10**

- 1) Review the homework from previous week. Ask for quotes that were memorized, and sentences that were completed (homework #2).
- 2) Any PAN questions – questions you noted down in using English in daily life?

*Life to Topic*

#### **Class Discussion 15**

Discuss the following quote:

“In order to hope, one must first have a sense of captivity, of being caught by the human condition. The less life is felt as captivity, the less a person is susceptible to hoping...If reality does not first give us reasons for despairing, it cannot give us grounds for hoping.” – Paul Pruyser

Glossary:

Captivity = when one is kept somewhere and not allowed to leave

Susceptible = easily influenced or harmed by something

Despairing = having no hope

Grounds = reasons

Teacher asks:

- 1) Are there other words that you don't understand?
- 2) Do you understand the quote? Can you tell us in your own words?
- 3) Do you agree with the quote?

*Topic*

#### **Reading 35**

*The Jackdaw and the Fox AND The Peasant* (See Student Handout)

Before asking students to read, teacher tells them that most difficult vocabulary is explained in the form of footnotes.

Teacher writes on the board 2 questions:

In each story, what is the despairing situation?

In each story, is it possible to have “hope”?

Teacher asks students to read both stories silently, with the above questions in mind. When they finish, ask a few students to retell both stories in their own words.

Ask: are there any words or sentences you still don't understand?

*Post-reading:*

Write the answers in the space provided on Student Handout, then share with the class.

- 1) In each story, what is the despairing situation?
- 2) In your opinion, are the jackdaw and the peasant deceiving themselves, or are they hopeful? Why?

Optional question:

- 3) How would you react to the following idea: “Despair shortens the torment of man”?

*Topic to Life*

**Case study with personal reflection 25**

Teacher asks students to fill in the “curing despair” chart individually (see Student Handout).

Teacher reads out the following scenario. Teacher divides students into pairs, and ask them to tell their partner what they would do in this situation, expanding on the suggestions in the chart.

“You went to a foreign country to study on your own. You didn’t know any friends or relatives there, and you didn’t speak the language well. The classes were very different from the ones you were used to at home, and you were falling behind. Back home, you hadn’t had a good relationship with your spouse and it had seemed that your family was falling apart before you left to study.”Teacher asks a few students to share what they discussed with their partner.

*Life*

**Homework 5**

- 1) To “**hope against hope**” means to hope very strongly that something will happen, even though there seems little or no reason for hope. Which situations in your life ask you to hope against hope? This week, think about what makes it possible to hope against hope, instead of falling into despair.
- 2) Write an alternative ending for the story “The Peasant”, starting from the following sentence:

“The doorkeeper gives him a stool and lets him sit down at the side of the door.”



## HOPE - Lesson 2 Student Handout

### Class Discussion 15

Discuss the following quote:

“In order to hope, one must first have a sense of captivity, of being caught by the human condition. The less life is felt as captivity, the less a person is susceptible to hoping...If reality does not first give us reasons for despairing, it cannot give us grounds for hoping.” - Paul Pruyser

Glossary:

Captivity = when one is kept somewhere and not allowed to leave

Susceptible = easily influenced or harmed by something

Despairing = having no hope

Grounds = reasons

### Reading

#### **The Jackdaw and the Fox**

(from <http://www.aesopfables.com/cgi/aesop1.cgi?2&TheJackdawandtheFox>)

A half-famished<sup>1</sup> jackdaw<sup>2</sup> seated himself on a fig-tree, which had produced some fruit entirely out of season, and waited in the hope that the figs would ripen. A Fox seeing him sitting so long and learning the reason of his doing so, said to him, "You are indeed, sir, sadly deceiving yourself; you are indulging<sup>3</sup> a hope strong enough to cheat you, but which will never reward you with enjoyment."

**The Peasant** (excerpted and adapted from *The Trial* by Franz Kafka)

"Before the door stands a doorkeeper. To this doorkeeper there comes a man from the country who begs for admittance. But the doorkeeper says he cannot admit the man at the moment. The man asks if he will be allowed to enter later. 'It is possible,' answers the doorkeeper, 'but not at this moment. If you are so strongly tempted, try to get in without my permission. But note that I am powerful. And I am only the lowest doorkeeper. From hall to hall, keepers stand at every door, one more powerful than the other.

"The man looks closely at the doorkeeper in his furred robe, with his huge pointed nose and long thin Tartar beard, he decides that he'd better wait until he gets permission to enter. The doorkeeper gives him a stool and lets him sit down at the side of the door. There he sits and waits for days and years. As he

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<sup>1</sup> extremely hungry

<sup>2</sup> a black and grey bird of the crow family, which is known for liking to take bright objects back to its nest

<sup>3</sup> allowing yourself or another person to have something enjoyable, especially more than is good for you

grows old he mutters<sup>4</sup> to himself, he begs even the fleas<sup>5</sup> in the doorkeeper's fur collar to help him persuade a change of mind.

"Now his life is drawing to a close. Before he dies, all he has experienced condenses into one question. 'How does it come about then, that in all these years no one has come seeking admittance but me?' The keeper replies: 'No one but you could gain admittance through this door, since this door was intended for you. I am now going to shut it.'"

Write the answers in the space provided, then share with the class.

1) In each story, what is the despairing situation?

2) In your opinion, are the jackdaw and the peasant deceiving themselves, or are they hopeful? Why?

3) How would you react to the following idea: "Despair shortens the torment of man"?

### Case study with personal reflection

Which of these are most important to you for "curing" despair? Rank them in the order of importance (1= most important; 10=least important)

	action
	setting a realistic goal
	prayers
	faith in God
	optimistic attitude
	positive thinking
	something from beyond myself
	low expectations
	preparing for the worst
	love for another person

<sup>4</sup> speaks quietly and in a low voice, often when you are anxious or complaining about something

<sup>5</sup> a very small jumping insect which feeds on the blood of animals and humans

Consider this situation. Then look at your list. Tell your partner what you would do in this situation using the list. What is most important to you?

You went to a foreign country to study on your own. You didn't know any friends or relatives there, and you didn't speak the language well. The classes were very different from the ones you were used to at home, and you were falling behind. Back home, you hadn't had a good relationship with your spouse and it had seemed that your family was falling apart before you left to study.

### Homework

- 1) To “**hope against hope**” means to hope very strongly that something will happen, even though there seems little or no reason for hope. Which situations in your life ask you to hope against hope? This week, think about what makes it possible to hope against hope, instead of falling into despair.
- 2) Write an alternative ending for the story “The Peasant”, starting from the following sentence:

The doorkeeper gives him a stool and lets him sit down at the side of the door.

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## HOPE – Lesson 3 Teacher’s Notes

Time: 90 mins

Level: Intermediate / Advanced

*Community Building – Life*

### **Warm-up 5**

- 1) Discuss homework #1 from previous week. Collect any writing done for #2 to read and mark after class. (Focus on the ideas expressed. Give some general and encouraging feedback regarding language and content at the end. Do not correct every grammatical mistake, but focus rather on one or two mistakes that are repeated)
- 2) Any PAN questions – questions you noted down in using English in daily life?

*Life to Topic*

### **Class Discussion 15**

Teacher chooses and class discuss ONE of the two quotes (see Student Handout).

Teacher asks students to read the chosen quote silently. Then ask:

- 1) Which words are difficult?
- 2) Can you express the ideas in your own words?
- 3) Do you agree with the quote? Is this the meaning of “hope” in your culture?

*Topic*

### **Reading – OT: The Story of Job 30-40**

*Introduction:* Teacher: Today we are going to talk about Hope in the Bible. Christian hope contains ideas similar to the quote we looked at today. It is not a blind hope for heaven or an escape from reality. It is not an easy hope that is mere cheerfulness or optimism. It involves a choice to put our faith in God.

*Background:*

Teacher: Job is one of the oldest books in the Bible. It is about human suffering and the struggles to find God in suffering.

Teacher explains “Satan”. Teacher asks students to read the 3 paragraphs on “Background” silently (see Student Handout). When they are finished, ask: “What do we know about Job from these paragraphs?”

*Reading:* Job 14:7-10; 17:13-16; 19:8-12, 23-27 (NLT) (see Student Handout)  
Explain that this is poetry and encourage students to get the gist of the meaning. Teacher asks one student to read a section aloud. After each section, pause to ask these questions:

- 1) Are there any words or grammar that are difficult? Can you guess the meaning?

In groups of 2-3, ask students to go through the poem again and answer these questions:

2) What is the main idea of this section? What emotions are expressed? Is there hope?

3) Have you ever felt emotions like those? When?

Take up these questions in a class discussion. Ask students for any stories they might wish to share from #3.

*Topic to Life*

### **Class Discussion 35**

*Post-reading questions:*

- 1) How did Job face suffering? How would you describe his attitude?
- 2) Job knew that God had allowed him to suffer (see 19:8). Did he still trust in God?
- 3) What does “Redeemer” mean in 19:25? (saviour, someone who takes up his cause, someone who comes to rescue) . (‘Ransom’ and ‘hostage’ may be more modern examples. ‘Redeem’ is also the verb we use when paying to get a possession out of a pawn shop, or when using a coupon at the store. These might be modern concepts worth exploring.) In Job’s situation, who did this Redeemer need to be? (God)
- 4) Do you have situations in your life where you feel you need a Redeemer in order to have hope?

This would also be a good time for the teacher to share a real life story of a Christian who has suffered while holding on to faith and hope. Teacher prepares to respond to spiritual needs detected based on class atmosphere, students’ reactions etc. Pray together, as appropriate.

*Life*

### **Homework 5**

- 1) Read the summary of the ending of Job’s story (see Student Handout).
- 2) Memorize this verse from the Bible:  
Psalm 42:5 (see Student Handout)
- 3) In the Bible, “redeemer” means someone who pays the debt to set others free. The Bible teaches that Jesus is our redeemer. When he died for us, he freed us from the power of sin and death. The price for our freedom was Jesus’ death. Read and think about these Bible verses:

<sup>19</sup>You were rescued by the precious blood of Christ, that spotless and innocent lamb. <sup>20</sup>Christ was chosen even before the world was created, but because of you, he did not come until these last days. <sup>21</sup>And when he did come, it was to lead you to have faith in God, who raised him from death and honored him in a glorious way. That’s why you have put your faith and hope in God. (1 Peter 1: 19-21, CEV)

- 4) Make a list of all the new words you learnt this lesson. Review their meaning and pronunciation, and find out their parts of speech (noun, adjective etc.).

## HOPE - Lesson 3 Student Handout

### Class Discussion

Discuss ONE quote from the following:

1. “Hope is not blind optimism. It's not ignoring the enormity of the task ahead, or the roadblocks that stand in our path. It's not sitting on the sidelines or shirking from a fight. Hope is that thing inside us that insists, despite all the evidence to the contrary, that something better awaits us if we have the courage to reach for it, work for it, and fight for it.” - Barack Obama

OR

2. “... hope resembles courage more than cheerfulness. It involves a leap, much like faith... True hope is honest. It allows a person to believe that even when she falls down and the worst has happened, still she has not reached the end of the road... Realistic hope permits a dying person to confront reality, but at the same time gives strength to go on living.” - Philip Yancey

### Reading - The Story of Job

Background:

There was a man in the land of Uz whose name was Job. He was without sin and upright, fearing God and keeping himself far from evil. And he had seven sons and three daughters. And of cattle he had seven thousand sheep and goats, and three thousand camels, and a thousand oxen, and five hundred she-asses, and a very great number of servants. And the man was greater than any of the sons of the east. (Job 1:1-3 (BBE))

One day Satan spoke with God and asked to take away all that Job had. God gave him permission, except that he was not to take Job's life. Later, God gave Satan permission to strike Job's body, but he was not to kill him. Job was stripped of everything, and he suffered physical pain. He was in utter despair.

Three friends of Job came and talked to him. However, they added to Job's grief because they thought that Job must have done something wrong against God and he was being punished. Job knew that he had been blameless before God and this was not true.

*Reading:* Job 14:7-10; 17:13-16; 19:8-12, 23-27 (NLT)

7 “Even a tree has more hope!  
If it is cut down, it will sprout again  
and grow new branches.  
8 Though its roots have grown old in the earth  
and its stump decays,  
9 at the scent of water it will bud  
and sprout again like a new seedling.  
10 “But when people die, their strength is gone.  
They breathe their last, and then where are they?

13 What if I go to the grave  
and make my bed in darkness?  
14 What if I call the grave my father,  
and the maggot my mother or my sister?  
15 Where then is my hope?  
Can anyone find it?  
16 No, my hope will go down with me to the grave.  
We will rest together in the dust!”

8 God has blocked my way so I cannot move.  
He has plunged my path into darkness.  
9 He has stripped me of my honor  
and removed the crown from my head.  
10 He has demolished me on every side, and I am finished.  
He has uprooted my hope like a fallen tree.  
11 His fury burns against me;  
he counts me as an enemy.  
12 His troops advance.  
They build up roads to attack me.  
They camp all around my tent.

23 “Oh, that my words could be recorded.  
Oh, that they could be inscribed on a monument,  
24 carved with an iron chisel and filled with lead,  
engraved forever in the rock.

25 “But as for me, I know that my Redeemer lives,  
and he will stand upon the earth at last.  
26 And after my body has decayed,  
yet in my body I will see God!  
27 I will see him for myself.  
Yes, I will see him with my own eyes.  
I am overwhelmed at the thought!



## **Class Discussion**

- 1) How did Job face suffering? How would you describe his attitude?
- 2) Job knew that God had allowed him to suffer (see 19:8). Did he still trust in God?
- 3) What does “Redeemer” mean in 19:25? In Job’s situation, who did this Redeemer need to be?
- 4) Do you have situations in your life where you feel you need a Redeemer in order to have hope?

## **Homework**

1. Read the summary of the ending of Job’s story (see below).

### **The ending of Job’s story (a summary):**

In the end, God speaks to Job. He tells Job all about himself. He tells Job how he made the world and the stars. He tells Job about all the animals that he has made. He tells Job about the biggest animals in the world. Job could not catch such animals - but God made them.

There are so many things that God knows, But Job does not know these things. There are so many things that God can do. But Job cannot do any of these things. Everything that God says shows that only he is really wise. And only he is really powerful. And only he is always fair.

Job has heard God speak. Job has heard God speak about himself. And now Job sees that God’s wisdom is so much greater than Job’s wisdom. He sees that God’s power is so much greater than the power of any man. Job is now sorry about the things that he said. He is ready to believe God again.

At the end of the Book of Job, God speaks to Job’s three friends. He tells them that Job was right. And he tells them that they were wrong. But he asks Job to pray for them and he promises to forgive them. God is kind to Job after all his troubles. And he makes Job richer than he had been before.

(from <http://www.easyenglish.info/english-learners-bible/job-taw.htm>)

2. Memorize this verse from the Bible:

Psalm 42:5 (BBE) “Why are you crushed down, O my soul? and why are you troubled in me? Put your hope in God; for I will again give him praise who is my help and my God.”

3. In the Bible, “redeemer” means someone who pays the debt to set others free. The Bible teaches that Jesus is our redeemer. When he died for us, he freed us from the power of sin and death. The price for our freedom was Jesus’ death. Read and think about these Bible verses:

”<sup>19</sup>You were rescued by the precious blood of Christ, that spotless and innocent lamb. <sup>20</sup>Christ was chosen even before the world was created, but because of you, he did not come until these last days. <sup>21</sup>And when he did come, it was to lead you to have faith in God, who raised him from death and honored him in a glorious way. That’s why you have put your faith and hope in God. (1 Peter 1: 19-21, CEV)”

4. Make a list of all the new words you learnt this lesson. Review their meaning and pronunciation, and find out their parts of speech (noun, adjective etc.).

## HOPE – Lesson 4 Teacher’s Notes

Time: 90 mins

Level: Intermediate / Advanced

*Community Building – Life*

### **Warm-up 10**

- 1) Review the ending of Job. Clarify any questions.
- 2) Ask for the verse memorized. (Or, alternatively: Have the verse written on the board. Get the class to read it, but erase parts of it each time until they are repeating it from memory.)
- 3) Ask for unclear vocabulary from the previous lesson, and see if there is any PAN questions from this week.

*Life to Topic*

### **Modified “Find-Someone-Who” (dictation and speaking activity):15**

Materials needed: blank index cards (or blank 4”x6” pieces of paper), one per student.

Instructions:

Ask students to write on the card or paper **one line** about something they consider a miracle in their lives. Give an example like “I had a baby when I thought it wasn’t possible any more.”

Collect the papers from the students without their names. Read out the sentences slowly, one by one, in the manner of a dictation. Ask the students to write down and number the sentences. Pair up the students to check that their sentences are correct. Then ask the students to walk around the room and find out who wrote which sentence. Write their friends’ names against each sentence. Encourage them to talk with one another about that event in their lives.

*Topic*

### **Reading – NT: On the Emmaus Road 40**

*Introduction:* Teacher: The way Job’s life became prosperous again after his sufferings may be considered a miracle. However, Christian hope does not depend on the results. It is based on God’s promises in the Bible, and it is based on the historical fact of Jesus’ resurrection from the dead. Today we are going to read a story about Jesus meeting two of his followers after he rose from the dead.

*Background:* Two disciples were walking and talking on the road to Emmaus, a town seven miles from Jerusalem. It was the third day after Jesus had died on the cross. They had heard the reports from the women who saw that Jesus’ tomb was empty earlier that day. As we will see, they were still sad and confused.

*Luke 24:13-35 (Easy-to-Read Version) (See Student Handout) (Questions from <http://www.easyenglish.info/questions-about-the-bible/luke-qbw.htm>)*

After making sure that the students understand the background to the story, the teacher asks one or two students to read one section of the story aloud. Explain any unfamiliar words. Then ask the questions for that section. Go on to the next section when teacher feels that students are ready.

\* Focus on the bolded questions if time is too tight to cover all the questions.

## I. Luke 24:13-16

1. When were the two people walking to Emmaus? How far was Emmaus from Jerusalem?
- 2. What were they talking about?**
- 3. Who came and walked with them?**
- 4. What strange thing happened when they saw Jesus?**

## II. Luke 24: 17-24

1. What did Jesus ask them?
2. What did Cleopas ask Jesus?
- 3. Who did the two disciples think that Jesus was at this time?**
- 4. Who had the disciples hoped that Jesus had been? How long was it after the death of Jesus?**
- 5. What had the women seen when they went to the grave?**
6. Whom did the disciples who went to the tomb not see?

## III. Luke 24: 25-27

1. Who did Jesus say had spoken about him?
2. What must happen after Jesus had suffered?
- 3. What did Jesus explain to the disciples from what Moses and the Prophets had written (our Old Testament)?** (This would be a good time to explain what 'Christ'/'Messiah' means and how Israel had been waiting for fulfillment of prophecy.)

## IV. Luke 24: 28-32

- 1. What did Jesus pretend to do as they reached Emmaus?**
- 2. Why did the disciples urge Jesus to stay with them?**
- 3. What did Jesus do that helped the disciples to recognize him?**
4. What happened to Jesus when they recognized him?
- 5. How had they felt, as Jesus had taught them about himself?**

## V. Luke 24: 33-35

- 1. What did they do, as soon as Jesus disappeared?**
- 2. What did the other disciples tell them when they arrived?**

3. What did those from Emmaus tell the other disciples about?

*Topic to Life*

### **Class Discussion 20**

*Post-reading questions:*

1) Re-tell the story in your own words.

Optional: Act out the sequence of the story, but without using words (i.e. prepare a mime).

2) What caused the disciples to lose hope? What gave them hope?

3) How would you describe the change in the disciples before and after they recognized Jesus? Why do you think the change was so big?

4) What was the miracle in this story? (There may be more than one.)

Teacher (Give these main ideas in your own words): Jesus is alive today. He loves all of us and He deeply desires to walk and talk with all of us, just like He did with the disciples. We may be in despair because we do not yet recognize Jesus in our lives. Once our eyes are opened and we recognize Jesus, we begin to live in hope.

Further, the despairing situations in life bring us to a place where we realize we need a miracle and a Redeemer. Because Jesus has defeated death, we can hope against hope, and experience joy in our sufferings.

(This might be a good time for the teacher to give his/her personal testimony as to why he/she knows that Jesus is alive. OR, the teacher could drop a hint: "If you would like to hear about why I know Jesus is alive, I'd be happy to have coffee with you and talk about it.")

**Note:** Prayer support before, during (if possible), and after this lesson will be crucial.

*Life*

**Homework 5**

1) What does “living in hope” mean? Match the Bible verses with the statements about living in hope.

- |   |   |
|---|---|
| 1. God has great mercy, and because of his mercy he gave us a new life. This new life brings us a living hope through Jesus Christ’s resurrection from death. (1 Peter 1:3, ERV)              | A. Living in hope means having a peace about the future.  |
| 2. Don’t worry about anything, but pray and ask God for everything you need, always giving thanks for what you have. (Philippians 4:6, ERV)   | B. Living in hope means we are basing our hope on something sure that will not change: the death and resurrection of Jesus. |
| 3. This hope is like an anchor for us. It is strong and sure and keeps us safe. It goes behind the curtain. Jesus has already entered there and opened the way for us. (Hebrews 6:19-20, ERV) | C. Living in hope starts from having a faith in Jesus Christ who rose from the dead.  |
| 4. We gladly suffer, because we know that suffering helps us to endure. And endurance builds character, which gives us a hope that will never disappoint us. (Romans 5:3-5, CEV)              | D. Living in hope means we have the strength to overcome difficulties and sufferings.                                       |

2) Memorize one or two of the Bible verses above.

3) This week, if you feel you are losing hope, think about Jesus, the Emmaus story and what we learnt about hope from the Bible. Pray to Jesus and ask Him to walk with you in your life.

## HOPE - Lesson 4 Student Handout

### Reading - On the Emmaus Road

*Background:* Two disciples were walking and talking on the road to Emmaus, a town seven miles from Jerusalem. It was the third day after Jesus had died on the cross. They had heard the reports from the women who saw that Jesus' tomb was empty earlier that day. As we will see, they were still sad and confused.

#### **Luke 24:13-35 (Easy-to-Read Version)**

(Questions from <http://www.easyenglish.info/questions-about-the-bible/luke-qbw.htm>)

#### **I.**

<sup>13</sup>That same day two of Jesus' followers were going to a town named Emmaus. It is about seven miles from Jerusalem. <sup>14</sup>They were talking about everything that had happened. <sup>15</sup>While they were talking, discussing these things, Jesus himself came near and walked with them. <sup>16</sup>(But the two men were not allowed to recognize Jesus.)

1. When were the two people walking to Emmaus? How far was Emmaus from Jerusalem?
2. What were they talking about?
3. Who came and walked with them?
4. What strange thing happened when they saw Jesus?

#### **II.**

<sup>17</sup>He asked them, "What's this I hear you discussing with each other as you walk?"

The two men stopped, their faces looking very sad. <sup>18</sup>The one named Cleopas said, "You must be the only person in Jerusalem who doesn't know what has just happened there."

<sup>19</sup>Jesus said, "What are you talking about?"

They said, "It's about Jesus, the one from Nazareth. To God and to all the people he was a great prophet. He said and did many powerful things. <sup>20</sup>But our leaders and the leading priests handed him over to be judged and killed. They nailed him to a cross. <sup>21</sup>We were hoping that he would be the one to free Israel. But then all this happened.

"And now something else: It has been three days since he was killed, <sup>22</sup>but today some of our women told us an amazing thing. Early this morning they went to the tomb where the body of Jesus was laid. <sup>23</sup>But they did not find his body

there. They came and told us they had seen some angels in a vision. The angels told them Jesus was alive! <sup>24</sup>So some of our group went to the tomb too. It was just as the women said. They saw the tomb, but they did not see Jesus."

1. What did Jesus ask them?
2. What did Cleopas ask Jesus?
3. Who did the two disciples think that Jesus was at this time?
4. Who had the disciples hoped that Jesus had been? How long was it after the death of Jesus?
5. What had the women seen when they went to the grave?
6. Whom did the disciples who went to the tomb not see?

### III.

<sup>25</sup>Then Jesus said to the two men, "You are foolish and slow to realize what is true. You should believe everything the prophets said. <sup>26</sup>The prophets said the Christ must suffer these things before he begins his time of glory." <sup>27</sup>Then he began to explain everything that had been written about himself in the Scriptures. He started with the books of Moses and then he talked about what the prophets had said about him.

1. Who did Jesus say had spoken about him?
2. What must happen after Jesus had suffered?
3. What did Jesus explain to the disciples from what Moses and the Prophets had written (our Old Testament)?

### IV.

<sup>28</sup>They came near the town of Emmaus, and Jesus acted as if he did not plan to stop there. <sup>29</sup>But they wanted him to stay. They begged him, "Stay with us. It's almost night. There's hardly any daylight left." So he went in to stay with them. <sup>30</sup>Joining them at the supper table, Jesus took some bread and gave thanks. Then he broke some off and gave it to them. <sup>31</sup>Just then the men were allowed to recognize him. But when they saw who he was, he disappeared, <sup>32</sup>They said to each other, "When he talked to us on the road, it felt like a fire burning in us. How exciting it was when he explained to us the true meaning of the Scriptures!"

1. What did Jesus pretend to do as they reached Emmaus?



2. Why did the disciples urge Jesus to stay with them?
3. What did Jesus do that helped the disciples to recognize him?
4. What happened to Jesus when they recognized him?
5. How had they felt, as Jesus had taught them about himself?

## V.

<sup>33</sup>So the two men got up then and went back to Jerusalem. There they found the followers of Jesus meeting together. The eleven apostles and the people with them <sup>34</sup>said, "The Lord really has risen from death! He appeared to Simon."  
<sup>35</sup>Then the two men told what had happened on the road. They talked about how they recognized Jesus when he shared the bread with them.

1. What did they do, as soon as Jesus disappeared?
2. What did the other disciples tell them when they arrived?
3. What did those from Emmaus tell the other disciples about?

## Class Discussion

1. Re-tell the story in your own words.  
Optional: Act out the sequence of the story, but without using words (i.e. prepare a mime).
2. What caused the disciples to lose hope? What gave them hope?
3. How would you describe the change in the disciples before and after they recognized Jesus? Why do you think the change was so big?
4. What was the miracle in this story? (There may be more than one.)

## Homework

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4. \_\_\_\_\_

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