



**TEACHING ENGLISH AS  
A SECOND LANGUAGE**

USING THE GOSPEL OF JOHN

Copyright © 2021 Heritage College Press

All rights reserved

Lesson plans may be copied for classroom purposes

Heritage College & Seminary  
175 Holiday Inn Drive.,  
Cambridge, ON N3C 3T2, Canada



Contents

Introduction.....3  
John 1 .....5  
John 2 .....8  
John 3 .....15  
John 4 .....19  
John 5 & 6 .....24  
John 7 & 8 .....25  
John 10.....31  
John 13 & 18 .....35  
John 14.....40  
John 14 & 15 .....43  
John 17.....48  
John 18.....53  
John 19.....59  
John 20.....63  
John 21.....70  
John 21.....73  
John 21.....78  
Conclusion.....83

## Introduction

“Sometimes I just don’t know what to say.” That’s the struggle for many English as a Second Language (ESL) teachers who desire to use the tool of English for gospel purposes.

Perhaps you have a linguistic background from a university or college training. Perhaps all you have is love and a whole lot of heart - and no training at all. We know we want to get to the gospel, but we just don’t know how.

Recently, at Heritage College in Cambridge, Ontario, we tried something new. What if we paired a Conversation Guide with a reading from John’s gospel in the Bible? What if we used the actual Scripture as a text to draw out from it our grammar study focus, pronunciation, or reading comprehension? What if gently, and kindly, we introduced the Bible just as our reading for that day? What would happen?

### **The Time Frame**

We began to do this over the year of 2020-2021. If you know those dates, you know it was the start of a global pandemic, and all our classes were moved to Zoom. This, in the sovereignty of God, enhanced our ESL and John study. Whereas we had been previously limited in the libraries or a community centre, now we could say the words of the gospel.

Whether we are on Zoom or in person, we meet, laugh together, and keep each other in good spirits. While the governments decide to shut down or open up, we steadily carry on. Using the Share Screen feature on Zoom – we display the Scriptures right before all of us, allowing ourselves to be microfilmed into little squares, while God’s Word was magnified to Fullscreen proportions.

The following is a snapshot of our lesson plans. Because they were done by various leaders, we did not always keep the lessons as a whole. The Conversation portion was sent to the students, while the Scriptures were used on Screen Share. We have tried to piece back together the actual flow we followed – but some are edited here. If there are missing components, please add your own insights.

### **How do you use these lessons?**

Whether in person or online, the first step is always building relationships of trust. Begin with a cup of coffee or tea (on both sides of the screen or in person) and ask either “What did you do this week?” or a Warm-Up question. This builds rapport and is also a great chance to check the past tense or personal lives. Laugh with students. Take an interest in their lives. Make this a joyful time. Let all you do be done with love (1 Cor 16:14).

Then, introduce the Conversation Guide. For us, after collecting emails, we send to the students the “Conversation Guide.”<sup>1</sup> Due to COVID, we no longer make copies!

---

<sup>1</sup>These guides were written by Marion Chang for the Southern Ontario Cooperative ESL Ministries (SOCEM). Please see this website for more information, <https://eslministries.org/>, accessed October 13, 2021.

Then, we break into discussion groups, both in person or in Breakout Zoom groups. Both seem equally effective if the leader keeps the energy going and the personal interest high.

After 45-60 minutes, we'll say: "Go and get a cup of tea and be back at \_\_\_\_\_. In person, we provide that tea and allow conversations in their own heart languages with others.

When the group returns for the second hour, we overview the second hour: "Today, we will look at [prepositions], and then complete a reading where we look for prepositions. Then, Cassie has a game that will close off our time together." Again, we keep it upbeat.

We often toggle between moving directly to the Study Focus (grammar or pronunciation) or going directly to the Reading Comprehension from the book of John and then to our grammar focus. In the lessons that follow, you will see both patterns used.

As we begin to read the book of John, we read the section first just for comprehension. We then ask: "What is the main idea in this reading?" or "What is the significance of this reading? You will notice, such as in John 18, that we often put next to the English the "heart language" of the main group of students we had – in our case, Japanese.

We use the yellow highlighter in ScreenShare document to elicit from the students the Study Focus area such as pronouns, articles, or verb tenses that we have studied or will study.

I'll be honest – I like variety. So, we mix this up. We might complete the reading of John first, then noting within it the pronouns, verb tenses, etc – or complete the Study Focus on that particular linguistic structure and then review how it is used in John.

I believe from the growing and faithful attendance in the classes that there was a real interest in the Reading the book of John. There was also an appreciation for the time we took to analyze the language and to teach it carefully to them. I'll be honest, as an ESL teacher as well as a Bible study teacher, I saw things in the Bible that I had never noticed before! It enhanced my own love of Jesus.

We offer this to you as our living sacrifice. We are not perfect. These lessons are not perfect. But if they are useful to you, we would be so honoured to have you use them.

Linda Reed  
for the Heritage ESL Team



John 1

Level: Intermediates

Lesson Author: Dr. Linda Reed

**Warm Up:** Can you name someone who has significantly impacted your life?

**Conversation Guide:**

**Mentors<sup>2</sup>**

<p><i>“Follow my example, as I follow the example of Christ.” 1 Corinthians 11:1</i>Vocabulary and Expressions</p> <ul style="list-style-type: none"><li>• To mentor someone/be a mentor</li><li>• To lead by example</li><li>• To influence someone’s life</li><li>• To make a difference</li><li>• To be a role model</li><li>• To be teachable</li><li>• An authority figure</li><li>• A lone ranger</li><li>• To strike out on your own</li></ul>	<p>Mentors and You</p> <ul style="list-style-type: none"><li>• Have you ever had a mentor? If yes, who, and what did this person do for you?</li><li>• Have you ever been a mentor? If yes, what did you do for someone else?</li><li>• Parents: would you want your children to have a mentor? Why or why not?</li><li>• What are some of the greatest benefits of having a mentor?</li></ul>
<p>Investing Your Life</p> <ul style="list-style-type: none"><li>• Why does leadership involve investing in future leaders, besides the other responsibilities of leading?</li><li>• Think of an authority figure from your first country. In what ways did this person invest his/her time in training up leaders?</li><li>• How much time each week do you invest in passing on the skills, knowledge, wisdom, etc. that you have gained in your life to other people? Would you like to invest more, or less time in passing on such things?</li></ul>	<p>Mentoring as a Profession</p> <ul style="list-style-type: none"><li>• In what ways are teachers mentors to their students?</li><li>• In your job, or in your home, how are you a mentor to the people around you?</li><li>• Are there any professions which are like “professional mentors” – e.g. consultants? What do you have to have in order to work in the consulting profession?</li><li>• Would you like to work as a consultant? Why or why not?</li></ul>
<p>Difficult Parts of Mentoring</p> <ul style="list-style-type: none"><li>• How can you, as a mentor, tell someone something that is difficult for them to hear, and yet get them to accept it and change their behavior?</li><li>• What would you do if someone you were mentoring and had invested a lot of time in decided they didn’t want you to mentor them any longer?</li></ul>	<p>Jesus and Mentoring</p> <ul style="list-style-type: none"><li>• What are some different things Jesus did when “mentoring” the disciples?</li><li>• What do these different actions of Jesus teach you about leadership?</li><li>• In what ways could Jesus mentor you personally?</li></ul>

<sup>2</sup> SOCEM ESL Conversation Guide, 2016, pp. 237-238.

## Explanations

- To mentor someone/be a mentor – to help someone grow in his/her leadership or work abilities, or in some other area of life, through being a good example, meeting with him/her, and providing wisdom and advice.
- To lead by example – to live your life or to work in such a positive way that people can learn by watching and imitating
- To influence someone's life – to change someone's life. Usually in a positive sense
- To make a difference – to affect someone's life or the outcome of a situation, usually for the better.
- To be a role model – to be the kind of person or worker someone feels they want to model their own life after.
- To be teachable – to be willing to learn and accept advice and helpful criticism
- An authority figure – someone who is "in charge" or in leadership
- A lone ranger – someone who likes to work on his/her own, not in a team.
- To strike out on your own – after having been trained by another person, you now take responsibility for yourself and do things on your own.

## Role Play: Striking Out on His Own

Sterling: Hey, Flint, how's it going?

Flint: Not bad, Sterling, what's up with you?

Sterling: Nothing much. Say, Flint?

Flint: Yeah?

Sterling: I've been thinking. You know how we've been meeting every week to go over business principles?

Flint: Uh huh?

Sterling: Well, I think you're just about ready to **strike out on your own**. Today's going to be our last training session.

Flint: Really? I'm kind of used to having you around as my **role model**. You've really **made a difference** in my life.

Sterling: It's because I see the difference between your performance a few months ago, and your performance now, that I think you're ready to become **an authority figure** yourself!

Flint: I hope I don't have to work alone. I wouldn't like to be **a lone ranger**.

Sterling: I know – you're a real people person. That's a big reason why you're so **teachable**. I've found it really easy to pass on my skills and experience to you – and so I'm hoping you'll make a really good team leader.

Flint: It's a big challenge.

Sterling: But I think you're up to it!

Flint: Well, thanks for being my **mentor** in the business world. You've really **led me by example!**

Sterling: You're welcome! I've really enjoyed **having an influence on your life**.

*"Those who have insight among the people will give understanding to the many....[and] Those who have insight will shine brightly like the brightness of the stars of heaven, and those who lead the many to righteousness, like the stars forever and ever." Daniel 12:3*

**Take a Break:**

**Transition:** Today we are going to look at the life of wonderful mentor to many others.

**Reading Practice:** John 1:1-12 (on shared screen or typed up from Bible Gateway).

**What does this mean?**

John 1

<sup>1</sup>In the beginning was the Word,

and the Word was with God,

and the Word was God.

The Word = Jesus

<sup>2</sup>He existed in the beginning with God.

<sup>3</sup>God created everything through him,  
and nothing was created except through him.

<sup>4</sup>The Word gave life to everything that was created,  
and his life brought light to everyone.

Jesus = Light

<sup>5</sup>The light shines in the darkness,  
and the darkness can never extinguish it. The one who is the true light, who gives light to everyone, was coming into the world.

Light – darkness (evil)

True Light = Jesus

<sup>10</sup>He came into the very world he created, but the world didn't recognize him. <sup>11</sup>He came to his own people, and even they rejected him.

<sup>12</sup>But to all who believed him and accepted him, he gave the right to become children of God. <sup>13</sup>They are reborn—not with a physical birth resulting from human passion or plan, but a birth that comes from God. <sup>14</sup>So the Word became human and made his home among us. He was full of unfailing love and faithfulness. And we have seen his glory, the glory of the Father's one and only Son.

**Reading Comprehension:**

What does it mean: "the right to become children of God?"

How does someone become God's child (v. 12) (Believe Him/Accept Him)

**Comment:**

Jesus wanted to become a human being and a mentor to people.

**Grammar Analysis:**

Circle all the articles in the above writing. Articles are "a", "an" and "the."

In our next week's lesson, we will look more carefully at these articles.



John 2

Level: Intermediate

Lesson Author: Dr. Linda Reed

**Warm Up:** What memory do you have from a wedding that you'll never forget?

**Conversation Guide:**

**Marriage and Singleness**

*“To the unmarried and the widows I say that it is good for them to remain single as I am. But if they cannot exercise self-control, they should marry. For it is better to marry than to burn with passion.” 1 Corinthians 7: 8 – 9*

<p>Vocabulary and Expressions</p> <ul style="list-style-type: none"> <li>• a shotgun wedding</li> <li>• an old maid/ a spinster</li> <li>• a (confirmed) bachelor</li> <li>• to elope</li> <li>• to date</li> <li>• to court</li> <li>• to become engaged</li> <li>• to live common-law</li> <li>• separated vs. divorced</li> <li>• remarriage</li> </ul>	<p>Your Parents and You</p> <ul style="list-style-type: none"> <li>• What are some things you admired about the way your parents related to each other?</li> <li>• What are some things your parents did that made you think to yourself, “If I ever marry, I won’t do that”?</li> <li>• Did you ever ask your parents questions about their relationship? If yes, what did they say?</li> </ul>
<p>Singleness and Culture</p> <ul style="list-style-type: none"> <li>• In your first culture, is it considered to be a good thing to be single after a certain age – for instance, ages 27-30? Why or why not?</li> <li>• What are some ways in which your first culture encourages people to be married?</li> <li>• What are some ways in which your culture encourages people who are single?</li> <li>• How does this culture differ from your first culture in how it treats single people?</li> </ul>	<p>“If I Had To Do It Over Again...”</p> <ul style="list-style-type: none"> <li>• If you had to live the last 10 years of your life over again, what would you do differently in terms of your personal relationships – from friendships to work relationships to marriage?</li> <li>• Since you can’t do it over again – nobody gets two lives! – how are you going to live your life so that you make your relationships the best they can be?</li> <li>• Are you happy with the way you have lived your life? Do you have any regrets?</li> </ul>
<p>Benefits of Marriage vs. Singleness</p> <ul style="list-style-type: none"> <li>• What are some of the benefits of being married?</li> <li>• What are some of the benefits of being single?</li> <li>• What are some of the difficulties of being married? single?</li> <li>• What would you recommend to a married friend who was struggling with his/her relationship? To a single friend struggling with his/her singleness?</li> </ul>	<p>Jesus and Singleness</p> <ul style="list-style-type: none"> <li>• What are some ways Jesus created community around himself – so that he could have healthy friendships as a single man?</li> <li>• Did Jesus ever rely on other people to help him? If yes, who, and in what situations?</li> <li>• What can Jesus’ life tell us about singleness? About marriage?</li> </ul>

## Explanations

- a shotgun wedding – a wedding that is conducted very quickly and without a lot of long, detailed planning – usually because the bride is pregnant.
- an old maid/ a spinster – a woman who has grown to an age when most people think she will not get married. This is a very negative term
- a (confirmed) bachelor – a bachelor is an unmarried man. A confirmed bachelor is a man who is unlikely to get married
- to elope – to skip a formal wedding ceremony, just go and marry legally with no party.
- to date – to go out with someone in order to see if that person is someone you want to have a deeper relationship with and, eventually, to marry
- to court – different from dating in that courting recognizes that a relationship is serious and potentially leads to marriage
- to become engaged – to formally announce, and plan for, an upcoming marriage
- to live common-law – to live together and to have the same kind of relations that a husband and wife would have, but without the commitment of marriage
- separated vs. divorced – when a married couple live apart from each other without divorcing, we say they are separated. When a married couple formally divorce, they sign certain legal documents that state they are no longer married
- Remarriage – to marry again

## Role-play: To Date or Not To Date?

Amanda: Dad, I'd like **to date** Alfonso.

Dad: Amanda, I don't think you're old enough to date him. You're only fourteen:

Amanda: But, Dad, all my friends are dating already, and I'll be the only one who isn't dating anyone!

Dad: I know it's hard to wait when your friends are all doing something. But – I want to protect you. I think **courting** is a better idea – when you are older, you will have a better idea of what kind of person you want in a husband.

Amanda: I have a friend who's sixteen and she's already **engaged!**

Dad: I hope her parents know about it and tell her that she's really young to be considering such a big step!

Amanda: How old were you when you got married, Dad?

Dad: Well...I was 30 and your mother was 25.

Amanda: Really? But that's so far away!

Dad: It'll be worth the wait. You just see!

Amanda: If I don't date, I'll feel like an **old maid!**

Dad: I'd worry more about **shotgun weddings** than being an old maid, if I were in your shoes. Just be patient!

Amanda: Do you think it's okay for people in their 20's to **live common-law?**

Dad: That's sure not what I'd want for you – apart from it being something that displeases God, it means the person you're living with hasn't made a commitment to you, and that you're more likely to suffer the pain of breaking up with someone you've given everything to. I want the best for you, Amanda.

Amanda: Well, I guess I should say thanks for protecting me, Dad.

Dad: Someday, you'll understand.

**Transition:** Speaking of dating and weddings, today we are going to read a text about a wedding. It turned out very differently than the hosts imagined!

### Reading Practice: From John 1

#### The Wedding at Cana

1. On the third day, there was a wedding in Cana of Galilee, and the mother of Jesus was there.

And both Jesus and His disciples were invited to the wedding.

Jesus' mother was there, <sup>2</sup> and Jesus and his disciples were also invited to the celebration. <sup>3</sup> The wine supply ran out during the festivities, so Jesus' mother told him, "They have no more wine."

<sup>4</sup> "Dear woman, that's not our problem," Jesus replied. "My time has not yet come."

<sup>5</sup> But his mother told the servants, "Do whatever he tells you."

<sup>6</sup> Standing nearby were six stone water jars, used for Jewish ceremonial washing. Each could hold twenty to thirty gallons. <sup>7</sup> Jesus told the servants, "Fill the jars with water." When the jars had been filled, <sup>8</sup> he said, "Now dip some out, and take it to the master of ceremonies." So the servants followed his instructions.

<sup>9</sup> When the master of ceremonies tasted the water that was now wine, not knowing where it had come from (though, of course, the servants knew), he called the bridegroom over. <sup>10</sup> "A host always serves the best wine first," he said. "Then, when everyone has had a lot to drink, he brings out the less expensive wine. But you have kept the best until now!"

<sup>11</sup> This miraculous sign at Cana in Galilee was the first time Jesus revealed his glory. And his disciples believed in him.

**Reading Comprehension:** What happened at this wedding? Why?

## Study Focus: Indefinite and Definite Articles

Now, let's go back and circle the articles: "a" "an" and "the"

In the first sentence it mentions "a wedding." In the second, it uses "the wedding." Why does it change from "a" to "the"? When do we use different articles at different times?

Article	Usage	Examples
<p>The <b>definite</b> article "the" refers to a specific person, place or thing</p>	<p><b>Use before:</b>                      Important Titles                       Unique things or people                      Bodies of water (oceans, etc)                      Decades, centuries, historic periods                      Newspapers, buildings and hotels                      Non-count nouns that are described specifically</p>	<p>The Prime Minister of Canada, The Earth, the Cree                      The Word, The president                       The 1960's were turbulent.                       The Gazette, The Taj Mahal                       The coffee was great.                      They were invited to the wedding.</p>
<p>The Indefinite articles <b>/a/</b> and <b>/an/</b> refer to a general person, place or thing</p>	<p><b>Use /a/ with singular common noun that starts with a consonant sound</b>   <b>Use /an/ with a singular common noun that starts with a vowel sound</b>                      'u' starts with /y/ sound                      'h' often is silent so use vowel</p>	<p>She has a dog.                      There was a wedding in Cana.                       Do you want an apple?                       Is there a university there?                      That's an interesting piece.                      I'll be there in an hour.</p>
<p>Exceptions that use <b>No article</b></p>	<p><b>Do not use an article in front of any of these:</b>                      Non-specific plural nouns                       Sports                       Academic subjects                      Colours                      Meals                       Proper nouns, such as languages, people and place names</p>	<p>On our trip, we saw lakes, mountains, and beaches.                      The shop sells magazines and books.                      My favorite sport is hockey.                       I like math, and I don't like geography.                      I often wear red.                      I eat breakfast everyday.                      Sara is learning Japanese.                      I met Mari yesterday.                      My friends live in Brazil.                      I've climbed Mt. Rushmore.</p>

Articles are tricky, they can be hard to get right even after years of study.

## **The Indefinite Article: Refers to a general person, place or thing.**

1. 'A' or 'an' is used to refer to something generally. (Rather than specific)

Manuel works at a bank.

Do you have a job?

2. 'A or an' is used to state what a person is, or to describe it:

Toronto is a large city.

Tori is a student at Heritage, her brother is a dentist, and her sister, an engineer.

3. 'A or an' is used to indicate just one (in contrast to two or more)

I picked a bag of apples (not 3 or 4). I picked up a newspaper.

I have a ticket to go to the concert (not many tickets).

## **The definite article: Refers to a specific thing or person.**

Tom is the tallest person in his school.

My office is on the second floor.

Excuse me: What is the time, please?

“Specific” is often determined by previous or obvious information – from a previous conversation, story or context.

## **No Article: Mass nouns, plural count nouns (milk and cookies)**

Non-specific plural nouns

We saw lakes, mountains, beaches.

Sports

My favourite sport is soccer.

Academic subjects

I love mathematics.

Meals

I had breakfast at 9:00 a.m.

Proper nouns, languages, people

I'm learning Chinese<sup>3</sup>

## **Exceptions:**

I've got \_\_\_\_\_ flu, I've got \_\_\_\_\_ cold, I've got \_\_\_\_\_ malaria.<sup>4</sup>

Countries with “of” in their name – The United States of America

Countries formed by groups of Islands – The Canary Islands

Countries whose names include an institution – The United Kingdom

---

<sup>3</sup> This section on articles adapted from Alexandra Coutlee, Sophie Joannette, and Anita Romano, *The Grammar Guide: An English Grammar Reference* (Montreal: Pearson Education, 2013), 16-17.

<sup>4</sup> Other ideas from Carol Blake, TESOL course, Heritage College, 2019.

**Study Practice: Articles: write either, a, an, or the to complete each sentence**

1. Juanita is \_\_\_\_\_ tall girl, she is \_\_\_\_\_ tallest person in her grade.
2. Where is \_\_\_\_\_ nearest bank?
3. Don't forget to turn off \_\_\_\_\_ light when you leave.
4. Can you name \_\_\_\_\_ city in Canada?
5. Can you name \_\_\_\_\_ largest city in Canada?
6. It was \_\_\_\_\_ embarrassing moment for me!
7. I don't think I like \_\_\_\_\_ colour of this carpet.
8. I would not want to have \_\_\_\_\_ carpet in my bedroom.
9. I bought \_\_\_\_\_ jacket and \_\_\_\_\_ shirt. \_\_\_\_\_ jacket was expensive but \_\_\_\_\_ shirt was cheap.
10. You are tall. Can you touch \_\_\_\_\_ ceiling?<sup>5</sup>

**Error analysis: Circle the correct answer in each row.<sup>6</sup>**

He is an elf.	He is a elf.	He is elf.	
My dad is poor.	My dad is a poor.	My dad is the poor.	
I have exam in French today.	I have a exam in French today.	I have an exam in French today.	
I enjoy wrapping gifts.	I enjoy wrapping the gifts.	I enjoy wrapping some gifts.	
I need a good day.	I need good day.	I need some good day.	
The life is not always easy.	A life is not always easy.	Life is not always easy.	
Joy to a world!	Joy to the world!	Joy to world.	
Did you get invited to a wedding?	Did you get invited to the wedding?	Did you go to wedding?	

<sup>5</sup> Adapted from Carol Blake, Teaching on Articles, TESOL course, Heritage College, 2019.

<sup>6</sup> Adapted from teaching handout on Articles by Carol Blake, Heritage TESOL course, Fall 2019.

**Error Correction: Please rewrite the sentence correctly**

What is name of this song?

Christmas is best time of year.

I've got flu.

I've got the cold.

I've got the malaria.

Don't forget to turn off Christmas lights.

The sky is blue and sun is shining.

**Study Practice: Articles in review**

In the beginning was \_\_\_\_\_Word, and \_\_\_\_\_Word was with God, and \_\_\_\_\_Word was God. In Him was life, and \_\_\_\_\_life was \_\_\_\_\_Light of men. \_\_\_\_\_Light shines in \_\_\_\_\_Darkness, and \_\_\_\_\_darkness did not comprehend it. John 1:1-5.

Now let us watch and then read the full story in John 2:1-11. Fill in the articles:

On the third day, there was \_\_\_\_\_ wedding feast in Cana of Galilee, and \_\_\_\_\_ mother of Jesus was there.

And both Jesus and his disciples were invited to \_\_\_\_\_ wedding.

When \_\_\_\_\_wine ran out, \_\_\_\_\_mother of Jesus said to Him, "They have no wine."

Jesus said to her, woman, "what does that have to do with us? My hour has not yet come."

His mother said to \_\_\_\_\_servants, "Whatever he tells you to do, do it."

Now there were six stone waterpots set there for \_\_\_\_\_Jewish custom, containing twenty or thirty gallons each.

Jesus said to them, "Fill the waterpots with water." So they filled them up to \_\_\_\_\_brim.

And He said to them, "Draw some out now, and give it to the head waiter." So they did.

When \_\_\_\_\_head waiter tasted \_\_\_\_\_water than had become wine, and did not know where it had come from (but the servants knew),

He said, "Everyone serves the good wine first, and when the people have drunk freely, then he serves \_\_\_\_\_poor wine, but you have kept \_\_\_\_\_good wine until now.

This is \_\_\_\_\_beginning of His signs Jesus did in Galilee and shown His glory, and his disciples believed in Him. John 2:1-11

**Discussion Questions:**

1. Read the story above in John 2:1-11. Try to imagine what the scene must have been like. (Or watch just a small portion of the "water to wine" scene for The Chosen movie).
2. What was the burden that the wedding hosts had? What actions did Jesus take?
3. What was the host's response?
4. From this story, how would you describe Jesus? How does he relieve the burden of the wedding hosts?
5. Have you ever had a burden or problem that you did not know how to handle? How can we still take our problems or burdens to Jesus?

John 3

Level: Intermediates

Lesson Author: Dr. Linda Reed with Joehelen Ravelo

**Warm Up:** When you have questions or need wise counsel, to whom would you go?

**Conversation Guide:**

**Seeking Wise Counsel**

<p>“It is better to know some of the questions than to know all of the answers.” James Thurber</p> <p>Information Questions start with who/what/when/where/how. Here’s some:</p> <p>Where do you live?          What do you do?          Who is your favorite person?          When do you get up?          How do you eat dinner in your country?</p> <p>Now, ask 3 of your own:</p>	<p>Here’s some questions on your point of view:</p> <p>What’s the secret to a long life?</p> <p>Are people trustworthy? Explain your answer.</p> <p>Do you believe that, for the most part, people are basically good or bad. Explain.</p> <p>When is it OK to lie?</p> <p>Who has loved you more than anyone else?</p>
<p><i>Dr. Rick Reed often says: “You don’t need to learn how to talk to people – just ask them questions...and they will talk to you.”</i></p> <p>Here’s some interesting questions:</p> <p>Do you squeeze toothpaste or roll it?</p> <p>What’s one of your nicknames?</p> <p>What do you do more often: hum or whistle?</p> <p>Do you save old greeting cards and letters or throw them away? Why?</p> <p>On a scale of 1-10, how well do you sing?</p> <p>Would you eat a cup of dirt for a million dollars?</p>	<p>Wise Words:</p> <p>What does this quote mean: “He is no fool who gives what he cannot keep to gain what he cannot lose?”</p> <p>What does “eternal” or “eternity” mean? How do we get there?</p> <p>What does it mean to take a “leap of faith”? Would you do this or not?</p> <p>What is it about the Bible that most confuses you?</p> <p>What is your definition of a miracle?<sup>7</sup></p>
<p>What is truth – to you?</p>	<p>Which do you enjoy more: asking questions or giving the answers? Why?</p>

Transition: Today, we are going to look at someone who sought wise counsel by asking questions.

<sup>7</sup> Questions selected or adapted from Gary Poole, *The Complete Guide of Questions*.



## Study Focus: Asking Good Questions<sup>8</sup>

There are 3 main forms of questions in English:

### 1) Yes/No Questions

When to use it: When the answer you are looking for is a short statement starting with yes or no.

How to form it:

- Verb “to be” + subject + compliment  
Example: (Q) Is she on vacation?  
(A) No, she is not.
- Auxiliary “do” + subject + main verb + compliment  
Example: (Q) Does she like vacations?  
(A) Yes, she does.
- Modal Auxiliary + subject + main verb + compliment  
Example: (Q) Would she like a vacation?  
(A) Yes, she would.
- Auxiliary “have/had/has” + subject + past participle of main verb + compliment  
Example: (Q) Has she gone on vacation?  
(A) Yes, she has.
- Auxiliary “have/had/has” + subject + been + present participle of main verb + compliment  
Example: (Q) Has she been going on vacation?  
(A) Yes, she has.

### 2) Information Questions

When to use it: When you are asking for specific information. Information questions start with a question word (for example: who, what, where, when, why, and how).

How to form it:

- Question word “who” + verb + compliment  
Example: (Q) Who is at the door?
- Question word + verb “to be” + subject + compliment  
Example: (Q) Why are the students standing outside?
- Question word + verb “do” + subject + main verb + compliment  
Example: (Q) What do you like in your coffee?

---

<sup>8</sup> All material for this Study Focus was taken directly from Alexandra Coutlee, Sophie Joannette, and Anita Romano, *The Grammar Guide: An English Grammar Reference* (Montreal: Pearson Education, 2013), 58-64.

- Question word + modal auxiliary + subject + main verb + compliment  
Example: (Q) What can I get you to eat?
- Question word + auxiliary “have/had/has” + subject + past participle of main verb + compliment  
Example: (Q) Where have you been all day?
- Question word + auxiliary “have/had/has” + subject + been + past participle of main verb + compliment  
Example: (Q) What have you been doing all day?

### 3) Tag Questions

When to use it: When you are asking for confirmation of a statement.

How to form it: Begin the question by making a statement. Then, place a comma at the end of your statement to separate and add the question. Ways to do this are:

- Use the auxiliary verb and the pronoun from the statement.  
Example: **It's** hot in here, **isn't it**?
- Use “do” if the statement does not contain an auxiliary.  
Example: **Claire** likes ice cream, **doesn't she**?
- Conjugate the auxiliary verb in the same tense as the previous statement.  
Example: It **was** in June, **wasn't it**?

Positive statements will use a negative tag. Likewise, negative statements will use a positive tag.

Tag questions use contractions.

Tag questions use pronouns at the end, not nouns.

*Tip:* Think of the answer you would like. This will help you form your question. Do you want a *yes or no* answer? Are you looking for *specific information*? Are you looking for *confirmation* for something you would like to say?

**Reading Practice:** Read this for the first time to understand the meaning.

**John 3** There was a man named Nicodemus, a Jewish religious leader. <sup>2</sup> After dark one evening, he came to speak with Jesus. “Rabbi,” he said, “we all know that God has sent you to teach us. Your miraculous signs are evidence that God is with you.”

<sup>3</sup> Jesus replied, “I tell you the truth, unless you are born again, you cannot see the Kingdom of God.”

<sup>4</sup> “What do you mean?” exclaimed Nicodemus. “How can an old man go back into his mother’s womb and be born again?”

<sup>5</sup> Jesus replied, “I assure you, no one can enter the Kingdom of God without being born of water and the Spirit. <sup>6</sup> Humans can reproduce only human life, but the Holy Spirit gives birth to spiritual life. <sup>7</sup> So don’t be surprised when I say, ‘You must be born again.’ <sup>8</sup> The wind blows wherever it wants. Just as you can hear the wind but can’t tell where it comes from or where it is going, so you can’t explain how people are born of the Spirit.”

<sup>9</sup> “How are these things possible?” Nicodemus asked.

<sup>10</sup> Jesus replied, “You are a respected Jewish teacher, and yet you don’t understand these things? <sup>11</sup> I assure you, we tell you what we know and have seen, and yet you won’t believe our testimony. <sup>12</sup> But if you don’t believe me when I tell you about earthly things, how can you possibly believe if I tell you about heavenly things? <sup>13</sup> No one has ever gone to heaven and returned. But the Son of Man has come down from heaven. <sup>14</sup> And as Moses lifted up the bronze snake on a pole in the wilderness, so the Son of Man must be lifted up, <sup>15</sup> so that everyone who believes in him will have eternal life.

<sup>16</sup> “For this is how God loved the world: He gave his one and only Son, so that everyone who believes in him will not perish but have eternal life. <sup>17</sup> God sent his Son into the world not to judge the world, but to save the world through him.

**Reading Comprehension:** What is the main topic this reading is about?

**Study Focus:** Underline all the questions in this reading. (There are several).

What questions do you have in your mind after you read this?

**Final Question:** <sup>16</sup> “For this is how God loved the world: He gave his one and only Son, so that everyone who believes in him will not perish but have eternal life. <sup>17</sup> God sent his Son into the world not to judge the world, but to save the world through him.

What does this mean?

## John 4

Level: Intermediate

Lesson Author: Linda Reed with Noah Ecker

**Warm Up:** In your culture, what activities are only for women? Especially for men?

**Conversation Guide:**

### Gender<sup>9</sup>

“So God created man in his own image, in the image of God he created him; male and female he created them.” Genesis 1:27

<p>Vocabulary and Expressions</p> <ul style="list-style-type: none"><li>• Sexism</li><li>• Gender equality/inequality</li><li>• Feminine</li><li>• Masculine</li><li>• Feminist</li><li>• To take after one’s father</li><li>• To take after one’s mother</li><li>• Macho</li><li>• To look for one’s rib</li><li>• Submission</li><li>• Full of oneself (self-centred)</li></ul>	<p>Men and Women</p> <ul style="list-style-type: none"><li>• What are some qualities you think most men typically have? List 10 different qualities in your group.</li><li>• What are some qualities you think most women typically have? List 10 different qualities in your group.</li><li>• Do you know any good (not offensive) jokes about men/women? If you do, try to tell it to the group in English. What do these jokes tell us about how people view women/men?</li><li>• Are there differences between women’s and men’s roles in your country and Canada?</li></ul>
<p>Gender and Work</p> <ul style="list-style-type: none"><li>• Are there any jobs that are only appropriate for men to have? How about jobs that are only appropriate for women to have? What are these jobs and why are they inappropriate for the other sex to have?</li><li>• Why do you think some jobs, like teaching in elementary schools and daycare centers, are done mainly by women, and other jobs, like being in the army or police force, are done mainly by men?</li></ul>	<p>Gender Equality Movements</p> <ul style="list-style-type: none"><li>• What do you think a “feminist” is? Do you consider yourself a feminist? What is the difference between saying men and women are the same, versus saying men and women are equal, yet different?</li><li>• What are some special gifts or talents that each gender/sex seems to have?</li><li>• How do men and women complement (match) each other in terms of personality, roles in life, etc.?</li><li>• What are some ways in which the differences between men and women can cause tension in friendships, marriages, and work relationships?</li><li>• How can these tensions be resolved?</li></ul>
<p>Gender and Emotion</p> <p>* What are some different expectations people have of men and women in terms of emotions? For instance, is it okay in your culture for a man to cry, or for a woman to get angry? Where do you think our ideas about what is okay for men and women to express in public come from?</p>	

<sup>9</sup> SOCEM ESL Conversation Guide, 2016, p. 266.

## Reading Practice: John 4: Jesus and the Samaritan Woman

Today, we are reading an unusual interaction of Jesus with a woman from a different culture.

**4** Jesus knew the Pharisees had heard that he was baptizing and making more disciples than John <sup>3</sup> **So** he left Judea and returned to Galilee.

<sup>4</sup> He had to go through Samaria on the way, **So**, he came to the Samaritan village of Sychar. <sup>6</sup> Jacob's well was there; **and** Jesus, tired from the long walk, sat down beside the well about noon. <sup>7</sup> Soon a Samaritan woman came to draw water, **and** Jesus said to her, "Give me a drink." <sup>8</sup> He was alone at the time because his disciples had gone into the village to buy some food.

<sup>9</sup> The woman was surprised, **for** Jews refuse to have anything to do with Samaritans. She said to Jesus, "You are a Jew, and I am a Samaritan woman. Why are you asking me for a drink?"

<sup>10</sup> Jesus replied, "If you only knew the gift God has for you and who you are speaking to, you would ask me, and I would give you living water."

<sup>11</sup> "But sir, you don't have a rope or a bucket," she said, "and this well is very deep. Where would you get this living water?" <sup>12</sup> And besides, do you think you're greater than our ancestor Jacob, who gave us this well? How can you offer better water than he? <sup>13</sup> Jesus replied, "Anyone who drinks this water will soon become thirsty again. <sup>14</sup> But those who drink the water I give will never be thirsty again. It becomes a fresh, bubbling spring within them, giving them eternal life."

<sup>15</sup> "Please, sir," the woman said, "give me this water! Then I'll never be thirsty again, and I won't have to come here to get water."

<sup>16</sup> "Go and get your husband," Jesus told her. <sup>17</sup> "I don't have a husband," the woman replied. Jesus said, "You're right! You don't have a husband— <sup>18</sup> for you have had five husbands, and you aren't even married to the man you're living with now. You certainly spoke the truth!"

<sup>19</sup> "Sir," the woman said, "you must be a prophet."

<sup>25</sup> The woman said, "I know the Messiah is coming—the one who is called Christ. When he comes, he will explain everything to us." <sup>26</sup> Then Jesus told her, "I AM the Messiah!"<sup>[d]</sup>

<sup>27</sup> Just then his disciples came back. They were shocked to find him talking to a woman, but none of them had the nerve to ask, "What do you want with her?" or "Why are you talking to her?" <sup>28</sup> The woman left her water jar beside the well and ran back to the village, telling everyone, <sup>29</sup> "Come and see a man who told me everything I ever did! Could he possibly be the Messiah?" <sup>30</sup> So the people came streaming from the village to see him.

**Reading Comprehension:** What is this story about? What was the result?

## Study Focus: Conjunctions<sup>10</sup>

**What are Conjunctions?** Conjunctions are words that connect words, phrases, and clauses.

**When are coordinating Conjunctions used?**

- 1) **Words that have the same function, for example, two nouns, two verbs, two adjectives.**

Examples: My sister wants a doll **and** a truck for her birthday (Combining two nouns)

We can choose hiking **or** swimming for our afternoon activity (Combining two verbs)

I find her intelligent **but** unfriendly (Combining two adjectives)

- 2) **Two independent clauses in a compound sentence**

I can lend you money, **but** you must pay me back

Coordinating Conjunction	Function	Example
<b>and</b>	Introduces an addition	I'm going to bring bread <b>and</b> cheese to the party Chris goes to school, <b>and</b> he has a part-time job
<b>but</b>	Indicates contrast	He likes skiing <b>but</b> not snowboarding I'd like to go, <b>but</b> I have to work
<b>for</b>	Introduces a reason	My heart was broken, <b>for</b> she had refused my proposal
<b>nor</b>	Indicates a negative alternative	She doesn't ski, <b>nor</b> does she snowboard
<b>or</b>	Indicates an alternative	We can have fish or chicken for supper You can go fishing, <b>or</b> you can go hiking
<b>so</b>	Shows a result	He arrived late, <b>so</b> he missed the explanations
<b>yet</b>	Indicates contrast	She is quiet <b>yet</b> friendly He was nice to me, yet I know he doesn't like me

---

<sup>10</sup>Section formatted by Noah Ecker from Alexandra Coutlee, Sophie Joannette, and Anita Romano, *The Grammar Guide: An English Grammar Reference* (Montreal: Pearson Education, 2013), 102-103.

### Three rules

- 1) Make sure each clause of the sentence is independent.

Example: It was snowing heavy. School was cancelled for the day.

- 2) Place the coordinating conjunction in between the clauses.

It was snowing heavy, **so** school was cancelled for the day.

- 3) Use a comma before the conjunction.

It was snowing heavy,**,** so school was cancelled for the day

### Study Practice: Conjunctions Worksheet<sup>11</sup>

Fill in the blank with the Coordinating conjunctions: **and, but, so, yet, for, nor, or**

1. John doesn't like chicken. \_\_\_\_\_ does he like pork or burgers
2. Sheila works hard, \_\_\_\_\_ she doesn't make a lot of money
3. The sun is very strong, \_\_\_\_\_ Jacob still wont wear sunscreen
4. John works in a restaurant on weekends \_\_\_\_\_ during the week
5. The sun is shining brightly, \_\_\_\_\_ the picnic was still cancelled.
6. Rita is an excellent violinist, \_\_\_\_\_ she will probably be chosen for the orchestra
7. I will not go to the game, \_\_\_\_\_ I will watch it at home
8. Mary has six brothers \_\_\_\_\_ eleven cousins
9. I love you more than anything in the world, \_\_\_\_\_ you are sweet and kind.
10. Would you like coffee \_\_\_\_\_ tea? I prefer a cup of coffee.
11. I don't like pasta, \_\_\_\_\_ I do like pizza.
12. Max loves San Francisco, \_\_\_\_\_ he is thinking of moving there.

---

<sup>11</sup> ESL Library, "Conjunctions," <http://engwriting1.weebly.com/uploads/1/7/9/0/1790955/conjunctions.pdf>.

Now, let's go back through our Reading Practice of John 4 and circle all the conjunctions.

What do you notice?

For our final **Study Practice**:

**Coordinating Conjunctions Multiple Choice Exercise<sup>12</sup>**

- 1) **We can go out for dinner now \_\_\_\_\_ later**
  - a) Or
  - b) Yet
  - c) But
  
- 2) **John can't speak Japanese, \_\_\_\_\_ he can speak Spanish**
  - a) So
  - b) Nor
  - c) But
  
- 3) **I was late, \_\_\_\_\_ I decided to take a taxi to work**
  - a) For
  - b) Yet
  - c) So
  
- 4) **My classmate didn't study for the test, \_\_\_\_\_ she still passed**
  - a) Yet
  - b) Nor
  - c) Or
  
- 5) **In the end, the company didn't make money \_\_\_\_\_ did it lose money**
  - a) For
  - b) Nor
  - c) So
  
- 6) **My pet cat is cold and hungry \_\_\_\_\_ It didn't come back home last night.**
  - a) For
  - b) Or
  - c) Nor
  
- 7) **Seoul is a large city \_\_\_\_\_ it is located in Asia.**
  - a) But
  - b) And
  - c) So

---

<sup>12</sup>All Things Grammar, "Coordinating Conjunctions," <https://www.allthingsgrammar.com/uploads/2/3/2/9/23290220/atg-quiz-coordinating-conjunctions-a1-a2.pdf>.



## John 5 & 6

Level: All Levels

Author: Dr. Linda Reed

Have a social time with your students. Enjoy some good food. Eat together and explore one another's cultural differences.

After dinner or your dessert time,

Play some clips of the scenes in John 5 and John 6 from the Jesus movie or The Chosen (but please know, this one is much less accurate to Scripture).

The Chosen has the scene about the man healed by the Pool of Bethesda (John 5:1-17)

The Jesus Movie has clips on "The Feeding of the Five Thousand." (John 6:1-14)

Jesus walks on the water is also likely filmed in a movie (John 6:15-25).

You could also read one of these passages after dinner and ask the Discovery Bible Questions:

### **DISCOVERY BIBLE STUDY QUESTIONS:**

**READ** the passage 2 times, and then retell it

#### **DISCUSS**

1. What did I discover about God in this passage?
2. What did I discover about people in this passage?

#### **ACT**

3. If you believed this to be true, what would you do this week?

Or What will I commit to follow from this passage this week?

4. With whom will I share what I have learned from this passage?

**PRAY** for one another (if that is comfortable for your group).

John 7 & 8

Level: Mixed Intermediates - Advanced

Lesson Author: Tori Lesniara

**Warm-Up:** In your country, if you do not want to do something, what would you do or say?

**Conversation Guide:**

**Reluctance**<sup>13</sup>

*“Watch and pray so that you will not fall into temptation. The spirit is willing, but the body is weak.” Matthew 26:41*

<p>Vocabulary and Expressions</p> <ul style="list-style-type: none"> <li>• Procrastinate</li> <li>• I'll do it tomorrow/ put it off until tomorrow</li> <li>• A grudging acceptance of something</li> <li>• The spirit is willing, but the flesh is weak</li> <li>• Do I have to?</li> <li>• I wouldn't do it if you paid me!</li> <li>• Ready, willing, and able</li> <li>• Half-hearted</li> <li>• Lukewarm</li> </ul>	<p>Reluctance and You</p> <ul style="list-style-type: none"> <li>• What are some things people have asked you to do, but you're reluctant to do them?</li> <li>• Do you feel impatient with yourself when you procrastinate, or do you accept your procrastination without guilt?</li> <li>• Give an example of something you have accepted grudgingly – perhaps because everyone else agreed to it, and you felt like you didn't have a choice in accepting it.</li> </ul>
<p>Lukewarm and Half-Hearted</p> <ul style="list-style-type: none"> <li>• What are some things it can be dangerous to be lukewarm or half-hearted about?</li> <li>• If you were a boss, would you rather have staff who were lukewarm towards a project, or staff who were unwilling to do a project and just said, “No”? Give reasons for your answer.</li> <li>• What are some things you feel you could never be lukewarm or half-hearted about – they are just very important to you?</li> </ul>	<p>Weakness</p> <ul style="list-style-type: none"> <li>• What are some things in your life you really wanted to and intended to do, but never got around to doing? (“The spirit is willing, but the flesh [body] is weak”.)</li> <li>• Have you ever made a New Year's resolution? Did you keep your resolution?</li> <li>• What are some ways in which people can overcome their tendency to make promises and have good intentions, but never actually carry them out?</li> </ul>
<p>Kids and Reluctance</p> <ul style="list-style-type: none"> <li>• What are some times when your kids, or kids around you, have said, “Do I have to?”</li> <li>• What are some times when you have said, “Do I have to?”</li> <li>• What do these times have to teach us about the reasons why we are reluctant to do things? (For instance, one reason we are reluctant to do things is because we don't want to go through a difficult time – we tend to want things to be easy.)</li> </ul>	<p>Reluctance and God</p> <ul style="list-style-type: none"> <li>• What are some things you think God would be reluctant to do?</li> <li>• Do you think Jesus was reluctant to die on the cross? Why or why not?</li> <li>• In what ways can Jesus' example help us overcome our own reluctance to do difficult things?</li> </ul>

**Transition:** When we are reluctant to do something, we say that we *can't* do something. Today, we will look at various ways of expressing reluctance through putting short words together.

<sup>13</sup> SOCEM ESL Conversation Guide, 2016, p. 176.

## Study Focus: Contractions

### What is a contraction?

In the English language, contractions are the shortened form of a word (cannot = can't) or a group of words (he is = he's) that omit certain letters or sound (usually the ones at the end of the first word and the beginning of the second word). These missing letters are indicated with an apostrophe. The most common forms are made up of verbs, auxiliaries or modals, along with other words.<sup>14</sup>

Here's another way to think of it:

A contraction consists of two words that are combined to form one word. To "contract" means to "make smaller," and that is what we do when we form contractions: we take two longer words and contract them into one shorter word.<sup>15</sup>



Think of a rubber band expanding and then getting smaller. That's exactly what we do; Contractions are a type of shortcut.

The most common contractions are made with verbs, auxiliaries, or modals that are attached to other words. Some of the most common ones in English include:

- I have = I've.
- They are = They're
- I am = I'm.
- Is not = Isn't.
- Cannot = Can't.
- Should have = Should've.
- He would = He'd.
- Do not = Don't.

---

<sup>14</sup> ESL Speaking, <https://eslspeaking.org/teachingcontractions/#:~:text=There%20are%20a%20number%20of%20ways%20to%20teach%20contractions%20to,uncover%20the%20two%20combined%20words.>

<sup>15</sup> All About Learning Press Inc, "How to Teach Contractions," <https://blog.allaboutlearningpress.com/how-to-teach-contractions/>.

In English, you shouldn't (should not) use contractions in formal writing, but you can use them in most conversations.

### Study Practice: Contractions<sup>16</sup>

I am \_\_\_\_\_

You are \_\_\_\_\_

He is \_\_\_\_\_

She is \_\_\_\_\_

We are \_\_\_\_\_

They are \_\_\_\_\_

### Study Practice: Form these negative statements

I am not \_\_\_\_\_

You are not \_\_\_\_\_

He/She/It is not \_\_\_\_\_

We are not \_\_\_\_\_

They are not \_\_\_\_\_

---

<sup>16</sup> Adapted from ISL Collective, "Contractions, verb to be," <https://en.islcollective.com/english-esl-worksheets/grammar/contractions-short-forms/contractions-verb-be/41674>, metze2010, 2013.

## Yes/no questions and short answers

1. You are eleven years old.  
\_\_\_\_\_ ? No, \_\_\_\_\_
2. You are from Germany.  
\_\_\_\_\_ ? No, \_\_\_\_\_
3. Yoojeong loves to cook.  
\_\_\_\_\_ ? Yes, \_\_\_\_\_
4. Tori plays hockey.  
\_\_\_\_\_ ? No, \_\_\_\_\_
5. We are friends now.  
\_\_\_\_\_ ? Yes, \_\_\_\_\_
6. Grace loves to paint.  
\_\_\_\_\_ ? No, \_\_\_\_\_
7. Mariko is from Japan.  
\_\_\_\_\_ ? Yes, \_\_\_\_\_

### Reading Practice: Read the first time to understand the meaning.

#### Jesus and His Brothers (John 7)

<sup>7</sup> After this, Jesus traveled around Galilee. He wanted to stay out of Judea, where the Jewish leaders were plotting his death. <sup>2</sup> But soon it was time for the Jewish Festival of Shelters, <sup>3</sup> and Jesus' brothers said to him, "Leave here and go to Judea, where your followers can see your miracles! <sup>4</sup> You **can't** become famous if you hide like this! If you can do such wonderful things, show yourself to the world!" <sup>5</sup> For even his brothers **didn't** believe in him.

<sup>6</sup> Jesus replied, "Now is not the right time for me to go, but you can go anytime. <sup>7</sup> The world **can't** hate you, but it does hate me because I accuse it of doing evil. <sup>8</sup> You go on. I'm not going to this festival, because my time has not yet come." <sup>9</sup> After saying these things, Jesus remained in Galilee.

**Reading Review:** In what ways do you note "Reluctance" in this reading?

What contractions do you also notice? Circle them.

## **Now keep reading:**

### **Jesus Teaches Openly at the Temple**

<sup>10</sup> But after his brothers left for the festival, Jesus also went, though secretly, staying out of public view. <sup>11</sup> The Jewish leaders tried to find him at the festival and kept asking if anyone had seen him. <sup>12</sup> There was a lot of grumbling about him among the crowds. Some argued, "He's a good man," but others said, "He's nothing but a fraud who deceives the people." <sup>13</sup> But no one had the courage to speak favorably about him in public, for they were afraid of getting in trouble with the Jewish leaders.

<sup>14</sup> Then, midway through the festival, Jesus went up to the Temple and began to teach. <sup>15</sup> The people were surprised when they heard him.

<sup>31</sup> Many among the crowds at the Temple believed in him. "After all," they said, "would you expect the Messiah to do more miraculous signs than this man has done?"

### **Jesus Promises Living Water**

<sup>37</sup> On the last day, the climax of the festival, Jesus stood and shouted to the crowds, "Anyone who is thirsty may come to me! <sup>38</sup> Anyone who believes in me may come and drink! For the Scriptures declare, 'Rivers of living water will flow from his heart.'" <sup>39</sup> (When he said, "living water," he was speaking of the Spirit, who would be given to everyone believing in him. But the Spirit had not yet been given, because Jesus had not yet entered into his glory.)

### **John 8: A Woman Caught in Adultery**

**8** Jesus returned to the Mount of Olives, <sup>2</sup> but early the next morning he was back again at the Temple. A crowd soon gathered, and he sat down and taught them. <sup>3</sup> As he was speaking, the teachers of religious law and the Pharisees brought a woman who had been caught in the act of adultery. They put her in front of the crowd.

<sup>4</sup> "Teacher," they said to Jesus, "this woman was caught in the act of adultery. <sup>5</sup> The law of Moses says to stone her. What do you say?"

<sup>6</sup> They were trying to trap him into saying something they could use against him, but Jesus stooped down and wrote in the dust with his finger. <sup>7</sup> They kept demanding an answer, so he stood up again and said, "All right, but let the one who has never sinned throw the first stone!" <sup>8</sup> Then he stooped down again and wrote in the dust.

<sup>9</sup> When the accusers heard this, they slipped away one by one, beginning with the oldest, until only Jesus was left in the middle of the crowd with the woman. <sup>10</sup> Then Jesus stood up again and said to the woman, “Where are your accusers? Didn’t even one of them condemn you?”

<sup>11</sup> “No, Lord,” she said.

And Jesus said, “Neither do I. Go and sin no more.”

**Question:** Why were these people reluctant to throw stones at the woman?

### **Jesus, the Light of the World**

<sup>12</sup> Jesus spoke to the people once more and said, “I am the light of the world. If you follow me, you won’t have to walk in darkness, because you will have the light that leads to life.”

<sup>28</sup> So Jesus said, “When you have lifted up the Son of Man on the cross, then you will understand that I AM he. I do nothing on my own but say only what the Father taught me. <sup>29</sup> And the one who sent me is with me—he has not deserted me. For I always do what pleases him.” <sup>30</sup> Then many who heard him say these things believed in him.

John 10

Level: Mixed Intermediates - Advanced

Lesson Author: Ashley McGuire

**Warm-Up:** Do you enjoy speaking in front of people?

**Conversation Guide:**

**Leadership<sup>17</sup>**

*“Then Jesus said to his disciples, ‘If anyone would come after me, he must deny himself and take up his cross and follow me.’” Matthew 16:24*

<p>Vocabulary and Expressions</p> <ul style="list-style-type: none"><li>• to be a “team player”</li><li>• to stand out in a crowd</li><li>• leader of the pack</li><li>• follower</li><li>• to know one’s strengths and weaknesses</li><li>• to be one’s own boss</li><li>• to be a big fish in a small pond/small fish in a big pond</li></ul>	<p>Leadership and You</p> <ul style="list-style-type: none"><li>• What are some areas in your life in which you are a leader?</li><li>• What are some areas in your life in which you are a follower?</li><li>• What have you learned about yourself (your own personality) from being a leader? From being a follower?</li><li>• Do you have leadership qualities? List several qualities that make a leader and talk about which ones you have.</li><li>• What things have you done that show leadership?</li></ul>
<p>Leadership and Humility</p> <ul style="list-style-type: none"><li>• Is it important for a leader to be humble? Why or why not?</li><li>• In what ways can a leader show humility as a strength?</li><li>• Is it ever acceptable for a follower to show pride? In what situations?</li></ul>	<p>Leadership and Nations</p> <ul style="list-style-type: none"><li>• Who were some outstanding leaders in your country?</li><li>• What made these people leaders – circumstances, personal qualities, or a combination of both?</li><li>• What would you consider to be some essential components of leadership in a president or head of a country?</li></ul>
<p>Leadership and Jesus</p> <ul style="list-style-type: none"><li>• You may know a good deal about Jesus Christ or very little. Although he was born as a carpenter’s son in a small town, and he never traveled far or made much money, he is perhaps the most influential person today. Why do you think many people consider him to be their leader? What leadership qualities did Jesus possess, and what can we learn about leadership from Jesus?</li></ul>	

<sup>17</sup> SOCEM ESL Conversation Guide, 2016, pp. 235-236.



## Role-play: A Good Leader

Manager: Well, Tim, it's time for your yearly evaluation.

Tim: Sir, I'm a bit nervous about this. I know I've done my best this year, but I don't know what I've done to **stand out in a crowd.**

Manager: While that's true, your performance in this company has been solid, and you've gotten along well with your co-workers. I have no complaints about your performance to date – but it doesn't merit a promotion.

Tim: I've always been **a good “team player”.** Perhaps that's why I should stay on the level I'm at now.

Manager: Managers must also learn how to be good team players – and Tim, I would like to see you in management one day – but you need to be aware of some of your **personal strengths and weaknesses.** For instance, you tend to follow people without giving your own opinion or contributing any original opinions to the group. You have a creative mind and we need to hear your opinion, Tim.

Tim: Thank you, sir. I'll endeavour to do my best to speak up from here on.

Manager: Do you think you would rather **be a big fish in a small pond, or a small fish in a big pond?**

Tim: I've always liked a small pond, sir – it's more manageable.

Manager: I also think working with smaller groups is your strength. Perhaps you would do well as **“leader of the pack”** if I put you in charge of a small division. Let's see your performance in the coming year and then I may promote you.

Tim: Thank you, sir.

## Quick Definitions

1. **Team player** – someone who works well with other people, and rather than working alone, works with people as a “team”.
2. **To stand out in a crowd** – to have some characteristic or something noticeable that makes people look at you or see you're different.
3. **To be the leader of the pack** – just as a pack of wolves has a leader, so any group or team of people tends to have a leader.
4. **Follower-ship** – Every leader needs to have followers.
5. **To know one's strengths and weaknesses** – you need to know areas where you have difficulty in your life, and in your personality, and areas where you have no difficulty.
6. **To be one's own boss** – to manage your own time and/or company
7. **Big fish in a small pond/small fish in a big pond** – to be a leader in a small company or group, or a follower in a large company or group.

## Study Focus: Figures of Speech

### 1) Simile

“A simile makes a comparison between two items using the words **like** or **as**. The comparison makes a description more vivid or striking or easier to picture. A simile says to the listener that two things are similar. The key to recognizing a simile is identifying the word as or like in the comparison.”<sup>18</sup>

*For example:* She is as busy as a bee!

### 2) Metaphors

“Metaphors also make a comparison between two items, but they **do not** use as or like in the comparison. In a metaphor, one item is said to be something, that two items are equal, but this equality is not to be taken literally.”<sup>19</sup>

*For example:* She is a busy bee!

## Study Practice

Circle “M” for metaphor and “S” for simile. Below, write the meaning of the phrase.

A. Your hands are as cold as ice!

M

S

---

B. She has a heart of gold!

M

S

---

C. I slept like a baby last night.

M

S

---

D. Learning about figures of speech will help you to paint a picture with your words.

M

S

---

### Describe

1. How could you describe something very tall? As tall as a ....
2. How could you describe someone you know to us?
3. How could you describe the weather outside? As cold as ...
4. How could you describe how you are feeling today?

---

<sup>18</sup> Busy Teacher, “Figure Friendly,” <https://busyteacher.org/16977-how-to-teach-figurative-language-esl-students.html>.

<sup>19</sup> Ibid.

## Reading Practice

*As we read, underline the similes and metaphors.*

John 10:7-15 The Good Shepherd and His Sheep (NirV)

**7** So Jesus said again, “What I’m about to tell you is true. **I am like a gate for the sheep.** **8** All who have come before me are thieves and robbers. But the sheep have not listened to them. **9** I’m **like a gate.** Anyone who enters through me will be saved. They will come in and go out. And they will find plenty of food. **10** A thief comes only to steal and kill and destroy. I have come so they may have life. I want them to have it in the fullest possible way.

**11** “I am **the good shepherd.** The good shepherd gives his life for the sheep. **12** The hired man is not the shepherd and does not own the sheep. So when the hired man sees the wolf coming, he leaves the sheep and runs away. Then the wolf attacks the flock and scatters it. **13** The man runs away because he is a hired man. He does not care about the sheep.

**14** “I am the good shepherd. I know my sheep, and my sheep know me. **15** They know me just as the Father knows me and I know the Father. And I give my life for the sheep.

Isaiah 53:6-8 (NirV)

**6** All of us are **like sheep.** We have wandered away from God.  
All of us have turned to our own way.  
And the Lord has placed on his servant the  
sins of all of us.

**7** He was treated badly and made to suffer.  
But he didn’t open his mouth.  
He was led away like a lamb to be killed.  
Sheep are silent while their wool is being cut off. In  
the same way, he didn’t open his mouth.

**8** He was arrested and sentenced to death.  
Then he was taken away.  
He was cut off from this  
life.

He was punished for the sins of my people.

### Discussion:

1. Jesus says that he is the “good shepherd”. What does the good shepherd do?
2. Who are the “sheep”? What do the sheep do?
3. Jesus (the good shepherd) has come to give us (the sheep) life. He wants us to have life in the “fullest possible way”. What do you think this means?

John 13 & 18

Level: Mixed Intermediates - Advanced

Lesson Author: Tori Lesniara

**Warm-Up:** When was the last time you took a test?

**Conversation Guide:**

**Testing<sup>20</sup>**

*“Consider it pure joy, my brothers, whenever you face trials of many kinds, because you know that the testing of your faith develops perseverance. Perseverance must finish its work so that you may be mature and complete, not lacking anything.” Js 1:2-4*

<p>Vocabulary and Expressions</p> <ul style="list-style-type: none"> <li>to pass a test vs. to pass the test</li> <li>a trying situation</li> <li>to test someone’s patience/ (when your patience has been sorely tested)</li> <li>quiz, test, exam</li> <li>to quiz someone about something</li> <li>a fiery trial</li> <li>a pass/fail test</li> <li>a multiple choice test</li> <li>a test of character</li> </ul>	<p>Tests and You</p> <ul style="list-style-type: none"> <li>What was the hardest test in school you ever took? Did you pass?</li> <li>What was the hardest test life ever gave you? Do you think you passed this test? Why or why not?</li> <li>What are some ways in which school tests prepare you for tests in real life situations?</li> <li>What are some ways in which school test cannot prepare you for tests in real life situations?</li> </ul>
<p>Tests of Character</p> <ul style="list-style-type: none"> <li>What are some ways in which your patience has been sorely tested?</li> <li>What are some situations you can look back on and think, “Hmm...that was a test of character”?</li> <li>Have you ever been in a situation when you felt your character was being tested...and you didn’t pass the test? How did you feel and how did you react?</li> </ul>	<p>School Tests</p> <ul style="list-style-type: none"> <li>Have you ever taken the TOEFL or IELTS? What were some of the easiest things about it? What were some of the hardest things about it?</li> <li>If you had to improve these tests, how would you do so?</li> <li>Which one of the following would you prefer to take, and why? Multiple choice test, essay exam, fill-in-the-blanks, short answer exam.</li> </ul>
<p>Tests and Motivation</p> <ul style="list-style-type: none"> <li>What would school be like without tests? How could teachers motivate students without exams?</li> <li>Did you feel like you were just memorizing information and then forgetting it after the test in most of your school courses, or did you really remember the information you had learned in your courses?</li> <li>If you were a teacher, how would you construct a test that would really help students remember what they had learned long-term?</li> <li>Are short quizzes every few weeks more effective than an end-of-term test in motivating students to learn? Why or why not?</li> </ul>	<p>God and Testing</p> <ul style="list-style-type: none"> <li>Do you think God tests people? If so, how?</li> <li>If you think God tests people, what do you think He is looking for (what is His purpose in testing people?)</li> <li>Can we test God? If yes, should we – is it right to test God, and if so, in what situations should we test God?</li> </ul>

<sup>20</sup> SOCEM ESL Conversation Guide, 2016, p. 310.

## Explanations

- to pass a test – passes a test for a course or class
- to pass the test - succeed at something very difficult: a test of personality, skill, or character
- a trying situation – a difficult situation, often one in which people feel impatient
- to test someone's patience/ when your patience has been sorely tested – to make someone feel impatient because of something you are doing.
- quiz, test, exam – A quiz is a very short test, usually not worth a lot of marks. A test is longer than a quiz and is worth more marks. An exam is a very serious kind of test, and usually determines whether you pass or fail a course.
- to quiz someone about something – to ask someone to find out more information – especially used when you are concerned about something
- a fiery trial – very difficult and painful circumstances
- a pass/fail test – a test where you don't get a specific grade or mark
- a multiple-choice test – a test in which you must circle the answer you think is right from a number of choices.
- a test of character – usually a practical situation in which your honesty, faithfulness, kindness, etc. are tested.

## Roleplay: A Test of Character

- Marge: Joanne, look over here! I found the answers to Friday's final chemistry exam! They were on the professor's desk. I photocopied them, and now we can get perfect marks on the exam. I know how worried you are about it!
- Joanne: I'm not as worried about passing the chemistry exam as I am about the professor **quizzing us** about how we managed to get perfect marks in a course we're failing.
- Marge: Oh, come on! Nothing will happen. It's a **multiple-choice test**, after all – we just have to memorize the order of the letters and we'll be fine.
- Joanne: What you're offering me is a **test of character** – and I choose to say "no" to cheating and "yes" to studying hard – even if I fail, I'll be failing honestly.
- Marge: You're no fun, Joanne.
- Joanne: This isn't about fun. And you're beginning to **test my patience** – I thought you were my friend!
- Marge: Fine, then. I'll keep these answers – and you can sit there by yourself and try to figure things out. I hope it's a **trying situation** for you!
- Joanne: Why are you insisting I cheat with you? Why not keep the information to yourself? I'll just do my best on the exam and hope the prof **grades on a curve** if I fail! Then maybe I'll pass anyway!
- Marge: I really thought you would appreciate it. But, since you don't... (Marge leaves)
- Joanne: Phew! That really was a **trial by fire!** I'd love to have had those answers...but I really don't want to cheat either! I hope I **passed the test.**

## Study Focus: Negation



What is negation and how do we use it?

We use negation to state that a fact is not true (denying something), or making a positive statement into a negative one. This can be done by using any negative words, phrases or clauses (no, not, etc.). Negation refers to these negative words, phrases or clauses.<sup>22</sup>

Here's another way of thinking about it:

"To negate statements or questions, we typically insert the words no or not into the phrase or sentence."

For example, "The dog is playing" is an affirmative, or positive, statement.

"The dog is not playing" uses negation, which changes the meaning of the statement.

Negation can also occur with contractions. For example, can and not becomes can't, would and not becomes wouldn't, and have and not becomes haven't. Other negation contractions include don't, won't, shouldn't, couldn't, aren't, weren't, hadn't, hasn't, didn't, doesn't, and isn't. Other common words that show negation include nobody, never, nothing, none, no one, and nowhere."<sup>23</sup>

---

<sup>21</sup> BreakintoEnglish.com, Present Continuous Explained In Pictures, image, 2020, <https://englishclassviaskype.com/blog/how-to-learn-english/present-continuous-explained-in-pictures/>.

<sup>22</sup> Lear English, "Examples Of Negation | Learn English", <https://www.learngrammar.net/>, accessed 21 March 2021, <https://www.learngrammar.net/a/examples-of-negation>.

<sup>23</sup> Amber Hodgson, "Handy Handouts: Number 311 - Teaching Negation Should Not Cause Frustration!", Superduperinc.Com, Last modified 2011, <https://www.superduperinc.com/handouts/pdf/311%20Negation.pdf>.

**Note - Double Negation:**

We usually only use one negative word per idea/sentence. For example, if you use contractions to say a negative, we usually don't also use no or not. For example, you would not say "The dog isn't not playing" or "I don't want nothing." You also usually would not say "I do not want nothing" - instead you would say "I do not want anything."

**Negation Practice:** Make these positive sentences negative (not). Try using the contraction form too if you can.

It is summer.	It is not summer.
I love sports.	
Tori is seven feet tall.	
Mariko has four cats.	
Camila lives in Toronto.	
Grace wants to climb Mount Everest.	
Johanna's parents live at Heritage.	
We are listening to music.	
Yoojeong has five children.	
Is Winter done?	
Is Spring here?	

<p><b>Jesus Predicts Peter's Denial John 13</b></p> <p>This text is not here due to space. Please see John 18 for an example of how we combined Japanese and English.</p>	
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Transition: First, read for comprehension. Then, reread and underline all the negations.

## John 18:15-23

15 Simon Peter and another disciple were following Jesus. Because this disciple was known to the high priest, he went with Jesus into the high priest's courtyard, 16 but Peter had to wait outside at the door. The other disciple, who was known to the high priest, came back, spoke to the servant girl on duty there and brought Peter in.

17 "You **aren't** one of this man's disciples too, are you?" she asked Peter.

He replied, "**I am not.**"

18 It was cold, and the servants and officials stood around a fire they had made to keep warm. Peter also was standing with them, warming himself.

### *The High Priest Questions Jesus*

19 Meanwhile, the high priest questioned Jesus about his disciples and his teaching.

20 "I have spoken openly to the world," Jesus replied. "I always taught in synagogues or at the temple, where all the Jews come together. I said nothing in secret. 21 Why question me? Ask those who heard me. Surely they know what I said."

22 When Jesus said this, one of the officials nearby slapped him in the face. "Is this the way you answer the high priest?" he demanded.

23 "If I said something wrong," Jesus replied, "testify as to what is wrong. But if I spoke the truth, why did you strike me?"

## 18:15-23 Japanese Living Bible

15 シモン・ペテロは、もう一人の弟子（筆者の使徒ヨハネ）といっしょに、恐る恐るイエスについて行きました。その弟子は大祭司の知り合いだったので、イエスといっしょに中庭に入ることができました。16 ペテロはじりじりしながら門の外に立っていましたが、あの弟子が来て、

門番の女に頼み込んだので、入れてもらえることになりました。17 ところが、女はまじまじとペテロを見やり、「ねえ、ちょっと、あなた、イエスの弟子じゃない？」と聞くのです。「とんでもない、何を言うんだ。」そう言って、その場はなんとか切り抜けました。18 寒い日だったので、役人や召使たちは炭火をかこんで暖まっています。ペテロは何くわぬ顔で、いっしょに立って暖まっていた。

19 中ではいよいよ、大祭司がイエスに、弟子たちのことや教えの内容などについて尋問を始めたところです。20 イエスはお答えになりました。「わたしの教えはわかっているでしょう。いつも会堂や宮で語っていたので、ユダヤ人の指導者の皆さんも聞いておられたはずですよ。それ以外に、隠れて別のことを教えたことはありません。21 どうしてそんな質問をするのですか。そのようなことは、わたしの

話を聞いた人たちに尋ねればすむのに。ここにも何人かいるでしょう。わたしが何を言ったか、その人たちが一番よく知っています。」22 「無礼者！それが大祭司様に対する口のきき方か。」そばに立っていた役人の一人がどなりつけ、平手でイエスをたたきました。23 イエスはお答えになりました。「何かまちがったことでも言いましたか。だったら証拠を



John 14

Level: Beginner – Mixed Intermediates

Lesson Author: Dr. Linda Reed

**Warm-up:** What is your usual routine for exercise?

**Conversation Guide:**

**Everyday Activities<sup>24</sup>**

<p><b>Habits<sup>25</sup>:</b></p> <p>What sort of things do you do every morning?</p> <p>What is the first thing you do when you wake up? ...the last thing you do before you sleep?</p> <p>Do you have anything that you do every day (exercise, brush your teeth...)?</p>	<p><b>Routines<sup>26</sup>:</b></p> <p><u>Describe your weekly events -</u></p> <p>Mon. Tues. Wed. Thurs. Fri. Sat. Sun.</p> <p>classes? work? T.V.? people you see or talk to?</p> <p>How has COVID-19 changed your routine? What has been good about your routine since COVID?</p>
<p><b>Eating:</b></p> <p>What do you usually eat for breakfast?</p> <p>When do you usually eat meals or snacks? Do you always eat at the same time?</p> <p>Is there a specific food that you like to eat?</p>	<p><b>Is life BORING?</b></p> <p>What are some things you do to make life interesting? What do you really enjoy doing?</p> <p>What do you want to do more often?</p> <p>Has COVID-19 made your life more or less boring?</p>
<p><b>Chores:</b></p> <p>What do you have to keep clean? (dishes, clothes, rooms, yourself?)</p> <p>Describe the things you do to avoid dirt.</p>	<p><b>Preferences:</b></p> <p>What do you most like to do each day?</p> <p>What do you least like to do?</p> <p>What do you want to change about your day?</p> <p>What can you change now to make life less boring?</p>
<p><b>Travel:</b> (for when we can travel freely again)</p> <p>How much time do you spend each day going from one place to another?</p> <p>Do you always go the same way?</p>	<p><b>How many - How much? <u>Tell about one thing that you....</u></b></p> <ul style="list-style-type: none"> <li>- always do (100% of the time)- -</li> <li>- often do (70-90%)</li> <li>- frequently do (70-90%)</li> <li>- sometimes do (40 -60%)</li> <li>- seldom do (20-30%)</li> <li>- rarely do (1-10%)</li> </ul>

<sup>24</sup> SOCEM ESL Conversation Guide, 2016, p. 51.

<sup>25</sup> Habit: something that we do the same way every time. Example: Brushing your teeth is a good habit.

<sup>26</sup> Routine: a repeated set of habits

### **Study Focus: Pronunciation: L and R**

*Pronunciation – “If your tongue is in the right position, the right sound will come out.”*

*L and R are really difficult for some cultures to hear and say:*

*So be patient, and enjoy making these sounds:*

Pronounce these pairs carefully, going down each row:

fresh      French      frisk      fast      ring

flesh      flinch      flies      flash      fling

Say these, going down each row:

night      no      nine      connect      snow

light      low      line      collect      slow

right      row      rind      correct      sore

***What will you do this weekend? I will....***

## Reading Practice: John 14 New Living Translation (NLT)

### Jesus, the Way to God

**14** “Don’t let your hearts be troubled. Trust in God, and trust also in me. <sup>2</sup> There is more than enough room in my Father’s home.<sup>[a]</sup> If this were not so, would I have told you that I am going to prepare a place for you?<sup>[a]</sup> <sup>3</sup> When everything is ready, I will come and get you, so that you will always be with me where I am. <sup>4</sup> And you know the way to where I am going.”

<sup>5</sup> “No, we don’t know, Lord,” Thomas said. “We have no idea where you are going, so how can we know the way?”

<sup>6</sup> Jesus told him, “I am the way, the truth, and the life. No one can come to the Father except through me.

<sup>7</sup> If you had really known me, you would know who my Father is.<sup>[a]</sup> From now on, you do know him and have seen him!”

<sup>8</sup> Philip said, “Lord, show us the Father, and we will be satisfied.”

<sup>9</sup> Jesus replied, “Have I been with you all this time, Philip, and yet you still don’t know who I am? Anyone who has seen me has seen the Father!

- Summarize the first page in your own words. Say it aloud.
- Then, What do we learn about God?
- What do we learn about Jesus?
- What do we learn about people?
- Practice some of the L and R words.

ヨハネの福音書 14 Japanese Living Bible

**14** 「あなたがたは、どんなことがあっても、心配したりあわてたりしてはいけません。神を信じ、またわたしを信じなさい。 <sup>2</sup> 父の住んでおられる所には、家がたくさんあります。もしなかったら、はっきり言っておいたでしょう。わたしは、あなたがたを迎える家を準備しに行くのです。 <sup>3</sup> すっかり準備ができたなら迎えに来ます。わたしがいる所に、あなたがたもいられるようにするためです。 <sup>4</sup> これだけ言えば、わたしがどこへ行くか、どうしたらそこへ行けるか、もうわかったでしょう。」 <sup>5</sup> するとトマスが言いました。「いいえ、ちっともわかりません。先生がどこへおいでになるのか、まるで見当もつきません。ましてそこへ行く道など、どうしてわかりましょう。」 <sup>6</sup> イエスはトマスに言われました。「いいですか。わたしが道です。そして真理でもあり、いのちでもあります。わたしを通らなければ、だれ一人、父のところへは行けません。 <sup>7</sup> わたしがどういう者か知っているなら、わたしの父のこともわかったはずです。あなたがたは、今からはもう父を知っているし、すでに父を見ているのです。」 <sup>8</sup> 今度はピリポが口をはさみました。「先生。あなたのお父様を見せてください。それだけで十分ですから。」 <sup>9</sup> 「ピリポ。こんなに長くいっしょにいるのに、わたしがどういう者かまだわからないのですか。わたしを見た者は、父を見たのです。」

John 14 & 15

Level: Mixed Intermediates - Advanced

Lesson Author: Tori Lesniara

**Warm-Up:** Are you a busy person? Why or why not?

**Conversation Guide:**

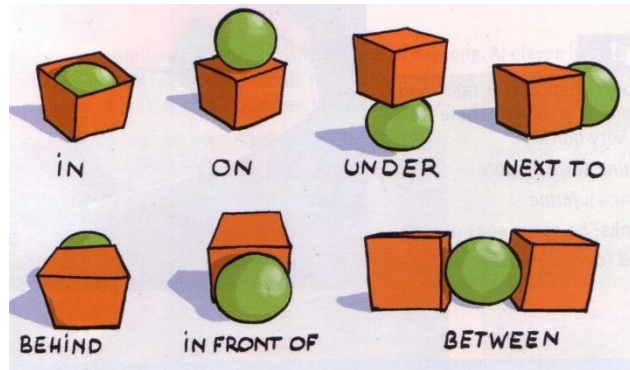
**Spare Time<sup>27</sup>**

*“A little sleep, a little slumber, a little folding of the hands to rest...and poverty will come upon you like a bandit, and scarcity like an armed man.” Proverbs 6:10-11*

<p>Vocabulary and Expressions</p> <ul style="list-style-type: none"> <li>• Spare time</li> <li>• Have some time to kill</li> <li>• Take a breather</li> <li>• Can you spare a moment?</li> <li>• Live for today</li> <li>• Have a day off</li> <li>• Free time</li> </ul>	<p>Your Own Spare Time</p> <ul style="list-style-type: none"> <li>• When do you usually have spare time?</li> <li>• How much spare time do you usually have?</li> <li>• What do you like to do during your spare time?</li> <li>• Do you prefer spending your spare time alone, or with family and friends? Why do you think you feel this way?</li> </ul>
<p>Questions To Ponder</p> <ul style="list-style-type: none"> <li>• If you had ten free hours tomorrow, and nothing to do, how would you spend them?</li> <li>• What would you do if you only had five spare minutes?</li> <li>• Married people: do you think you have a lot less spare time now than you did when you were single? What things do you need to do now, that you didn't when you were single?</li> <li>• Single people: do you enjoy having so much free time, or would you rather spend it with someone you loved, even if much of that time was spent doing chores? Do you think it's true that married people have far less spare time than single people do?</li> </ul>	<p>Children's Spare Time</p> <ul style="list-style-type: none"> <li>• What are some ways to deal with children who have too much spare time and are bored?</li> <li>• Do you ever feel bored when you have spare time? What do you do to entertain yourself?</li> <li>• Do you think children should be allowed to watch TV for several hours if they are on vacation? If you were taking care of a neighbour's children, how would you entertain them for a few hours?</li> <li>• Do people who have children ever really have spare time? Is there a particular age at which parents have more spare time than before? What is that age and why?</li> </ul>
<p>Society and Spare Time</p> <ul style="list-style-type: none"> <li>• Do you think that Canadians live in a society that is too rushed? How much spare time did you have in your first country, compared to now?</li> <li>• What are some favourite ways for people in your first country to spend their spare time? Are these ways different from how people in Canada spend their spare time?</li> <li>• Should people take at least one day of rest every week? Why, or why not?</li> </ul>	<p>Personality and Spare Time</p> <ul style="list-style-type: none"> <li>• Do you tend to over-commit yourself? What are some things that you would like to see dropped from your schedule so you could have more time to spend with your family?</li> <li>• What personality traits do you think people who are very busy tend to have?</li> <li>• Do you think it is polite to say “no” when someone asks you to do something you don't want to do? Tell stories about some situations when you either said no or felt you didn't dare to.</li> </ul>

<sup>27</sup> SOCEM ESL Conversation Guide, 2016, p. 185.

## Study Focus: Prepositions<sup>28</sup>



There are 3 kinds of prepositions: prepositions of place, time, and movement or direction<sup>29</sup>

### “Pre-position”

#### Time<sup>30</sup>

These answer the question *When?* Or *How long?*

At - ESL class is at 1 pm.

Before - Yoojeong lived in Korea before coming to

CanadaBy - School will finish by 2 pm.

During - Grace has been skating during  
the winter.

For - Tori has lived in  
Cambridge for 2 years.

In - Spring is in the air!

On - What day is your birthday on?

Since - The snow has been here since November.

To/until - The school year is from September to December and then until April

---

<sup>28</sup> Image from The Life and Times of Ben Weinberg, *Prepositions Teaching Graphic*, image, 2017, <https://benjweinberg.com/2017/11/06/english-corner-prepositions-of-place/>.

<sup>29</sup> Emmie Sahlan, "Dynamic Directions: Exciting Ways To Teach ESL Students Prepositions", *Fluentu English Educator Blog*, accessed 1 March 2021, <https://www.fluentu.com/blog/educator-english/teaching-prepositions-esl/>.

<sup>30</sup> Alexandra Coutlee, Sophie Joannette and Anita Romano, *The Grammar Guide: An English Grammar Reference* (Montreal, Quebec: Pearson Education, 2013), 94-97. The material for this Study Focus section is taken directly from *The Grammar Guide*.

These answer the question *Where?*

**The mouse goes \_\_\_ the box.**

Above	in/inside
Across	Into
Against	Near
At	On
Behind	Outside
Below	Over
Beneath	To
Between	Under
From	Underneath
Next to	up/down

### Travel and Movement

These answer the question *Where to/from? Or How?*

By - Mariko goes to the store by car. In/out of - Hiroe walks out of her house. Off - The dog jumps off of the couch.

On - The child puts gloves on her hands. Over - Camila steps over the puddle.

Through - The thread goes through the needle.

To - Teresa goes to work.

Toward - The ball flies toward Tori.

### Other Prepositions

About

By

Of

### Some prepositions can show BOTH time and place (At - In – On)

At 1 pm / At the door

In December / In Toronto

On the weekend / On Hespeler Road

**Careful!** Here are some common mistakes people make when using prepositions

At → to	She will go at/to the store.
To → at	He arrived to/at the hockey game on time.
For → of	He accused her for/of cheating.
From → of	They are scared from/of butterflies.
Against → with	She was unhappy against/with her child who refused to clean his room.

**Read for Comprehension. Then reread for prepositions of place.**

## **John 14**

**14** “Do not let your hearts be troubled. You believe **in** God; believe also **in** me. **2** My Father’s house has many rooms; if that were not so, would I have told you that I am going there to prepare a place for you? **3** And if I go and prepare a place for you, I will come back and take you to be with me that you also may be where I am. **4** You know the way to the place where I am going.”

### **Jesus the Way to the Father**

Thomas said to him, “Lord, we don’t know where you are going, so how can we know the way?”

**5** Jesus answered, “I am the way and the truth and the life. No one comes to the Father except through me. **7** If you really know me, you will know my Father as well. From now on, you do know him and have seen him.”

**8** Philip said, “Lord, show us the Father and that will be enough for us.”

### **Jesus Promises the Holy Spirit**

**15** “If you love me, keep my commands. **16** And I will ask the Father, and he will give you another advocate to help you and be with you forever— **17** the Spirit of truth. The world cannot accept him, because it neither sees him nor knows him. But you know him, for he lives with you and will be in you. **18** I will not leave you as orphans; I will come to you. **19** Before long, the world will not see me anymore, but you will see me. Because I live, you also will live. **20** **On** that day you will realize that I am in my Father, and you are **in** me, and I am **in** you. **21** Whoever has my commands and keeps them is the one who loves me. The one who loves me will be loved by my Father, and I too will love them and show myself to them.”

**22** Then Judas (not Judas Iscariot) said, “But, Lord, why do you intend to show yourself to us and not to the world?”

**23** Jesus replied, “Anyone who loves me will obey my teaching. My Father will love them, and we will come **to** them and make our home **with** them. **24** Anyone who does not love me will not obey my teaching. These words you hear are not my own; they belong to the Father who sent me.

**25** “All this I have spoken while still with you. **26** But the Advocate, the Holy Spirit, whom the Father will send in my name, will teach you all things and will remind you of everything I have said to you. **27** Peace I leave with you; my peace I give you. I do not give to you as the world gives. Do not let your hearts be troubled and do not be afraid.

**28** “You heard me say, ‘I am going away and I am coming back to you.’ If you loved me, you would be glad that I am going to the Father, for the Father is greater than I. **29** I have told you now before it happens, so that when it does happen you will believe. **30** I will not say much more to you, for the prince of this world is coming. He has no hold over me, **31** but he comes so that the world may learn that I love the Father and do exactly what my Father has commanded me.

### Study Focus: Prepositions of Place<sup>31</sup>



#### Study Practice: Fill in the blanks with the correct preposition of place:

- 1- There is an umbrella \_\_\_\_\_ the floor \_\_\_\_\_ the armchair.
- 2- There are three boxes \_\_\_\_\_ the cupboard.
- 3- The woman is \_\_\_\_\_ the armchair and \_\_\_\_\_ the man.
- 4- There is a notebook \_\_\_\_\_ the hat and the telephone.
- 5- There is a briefcase \_\_\_\_\_ the table.
- 6- There is a cat \_\_\_\_\_ the chair \_\_\_\_\_ the table.
- 7- There is a newspaper \_\_\_\_\_ the floor.
- 8- There is a desk \_\_\_\_\_ the room.
- 9- There is a garbage can \_\_\_\_\_ the desk and the cupboard.
- 10- There are papers \_\_\_\_\_ the telephone.
- 11- There are two people \_\_\_\_\_ the room.
- 12- There are two photos \_\_\_\_\_ the telephone and the book.
- 13- The man is \_\_\_\_\_ the window.
- 14- The newspaper is \_\_\_\_\_ the chair.
- 15- There are three pencils \_\_\_\_\_ the desk.

---

<sup>31</sup> Nanapetry, "Prepositions Of Place", En.Islcollective.Com, Last modified 2010, <https://en.islcollective.com/english-esl-worksheets/grammar/prepositions/prepositions-place/1722#>.



## John 17

Level: Mixed Intermediates - Advanced

Lesson Author: Ashley McGuire

**Warm Up:** What would you like to “get” for Christmas?

**Conversation Guide:**

### Gifts<sup>32</sup>

*“For God so loved the world, that he gave his only Son, Jesus, so that whoever believes in Jesus will not die, but instead have eternal life.” John 3:16, The Holy Bible*

<p>Vocabulary and Expressions</p> <ul style="list-style-type: none"><li>• It's the thought that counts</li><li>• A sacrificial gift</li><li>• To be “cheap”</li><li>• To be generous</li><li>• To give whole-heartedly</li><li>• Someone who is gifted (talented)</li><li>• A gift that keeps on giving</li></ul>	<p>Gifts and You</p> <ul style="list-style-type: none"><li>• What was the best gift you ever received? As a child? As an adult?</li><li>• What was the best gift you ever gave? As a child? As an adult?</li><li>• Were you ever jealous of a gift someone else received? Why?</li><li>• What's one gift you have always wanted but have never received?</li><li>• Do you like to put a lot of thought and time into buying gifts? Why or why not?</li></ul>
<p>Culture and Gifts</p> <ul style="list-style-type: none"><li>• When someone visits your home in your first culture, what kind of gift should they bring? Conversely, what do people bring to Western homes as a hospitality gift?</li><li>• Is it a big insult, or is it not important at all if someone forgets to bring a gift when visiting, or on an occasion like a holiday or birthday?</li><li>• What customs surround family events like weddings and the birth of babies in your first culture? What gifts do you give at such times? Who is expected to give gifts? Who is exempt?</li></ul>	<p>Gifts and Feelings</p> <ul style="list-style-type: none"><li>• What is one gift you felt very joyful and glad to give? Why?</li><li>• What is one gift you felt sad to give, and why did you give it?</li><li>• Did you ever give a gift you would rather have kept for yourself?</li><li>• How important are the reason and motive behind giving a gift, and why?</li><li>• Is it easy or difficult to tell how someone feels when they are giving you a gift, and why?</li></ul>
<p>Receiving Gifts</p> <ul style="list-style-type: none"><li>• Is there a polite way to receive a gift in your first culture? For instance, should you wait until your guest has gone before opening the gift? What are some reasons why your culture has these customs?</li><li>• “Sometimes the gracious way you receive a gift is as important as the gift given.” Do you agree? Why or why not?</li></ul>	<p>The Most Valuable Gift</p> <ul style="list-style-type: none"><li>• If you could receive one gift from God, what would it be and why?</li><li>• What is something, or someone, God has already given us?</li></ul> <p><i>(Group leaders: you may wish to talk about Jesus being the Gift of God, but like a gift, we must open the gift...receive it...and say thank you!)</i></p>

<sup>32</sup> SOCEM ESL Conversation Guide, 2016, pp. 268-269.

## Explanations

- **It's the thought that counts** – means that the important thing is not the actual gift but rather the fact that someone thought of and wanted to please you with the gift.
- **A sacrificial gift** – a gift that is hard to give, either in terms of how much it costs financially (money) or in terms of time, feelings, etc.
- **To be cheap** – different from something that is cheap, or inexpensive. A “cheap” person does not like to spend a lot of money on other people, especially when it comes to gifts or hospitality.
- **To be generous** – to give a lot or to give something valued.
- **To give whole-heartedly** – give a gift happily out of love.
- **Someone who is gifted (talented)** – someone with a special talent, such as art, music, or math.
- **A gift that keeps on giving** – a gift that makes people happy or is useful for a long time

## Roleplay: The Gift that Keeps on Giving

*Marg:* Ned, thank you so much for the music tapes you gave me. They really are **the gift that keeps on giving** – every time I listen to them I feel so happy and peaceful.

*Ned:* I'm glad you like them, Marg. You certainly gave me **a generous gift** as well on my birthday.

*Marg:* I'm glad you like the new puppy, too – I just hope he doesn't mess up your rug too much.

*Ned:* What I like best about the puppy is **he gives his love whole-heartedly**...every time I come in the door I can just tell by the thumping of his tail that he is very happy to see me.

*Marg:* I guess **he's gifted** in warm hospitality!

*Ned:* You could put it that way. I just think **he's gifted** in eating. I've never seen anyone with such talent. That dog can go through a whole bag of food in a week!

*Marg:* Now, don't tell me **you're being cheap** when it comes to dog food!

*Ned:* Oh, yes, **very cheap**. I buy the most inexpensive kind I can find.

*Marg:* Why don't you give the puppy some treats every now and then?

*Ned:* You said it yourself...because **I'm cheap**.

*Marg:* Oh, Ned. Now, surely a strip of bacon every now and then for the puppy isn't such a **sacrificial gift**.

*Ned:* Oh? Well, it is when I'd rather have it with two eggs at breakfast!

*Marg:* Now there, I can agree. Well, then, how about some leftover salami rinds?

*Ned:* Good idea – he'll love it. And, after all, it's the **thought that counts**.

*Marg:* It truly **is the thought that counts**.

## Study Focus: Get/Got<sup>33</sup>

### To acquire, or receive

Get = acquire, buy, come into the possession of something.

I got some clothes for Christmas.

They got a new pet.

I got a lot of mail!

### To become

Get = become, to change into a state, often used with adjectives.

He got annoyed when he heard the bad news.

The situation getting more serious.

Please don't get angry with me!

### To experience

Get = experience, undergo, of mental or physical states or experiences.

He got an idea.

I get tired if I stay up too late at night.

### To arrive

Get = arrive, reach a destination.

She got home at 7 o'clock.

I got to work late because of the weather.

I won't be able to get there until later.

How long will it take you to get home?

### To bring

Get = bring, fetch, go and bring or take back.

Get me those books over there, please.

Could you get the wine?

Let me get the shovel and we'll go to work.

I'll just get my phone and then we can leave.

### To make

Get = make, score, achieve a point or goal.

- The Brazilian team got 4 goals.
- She got a passing grade on her English test.

### To contract

Get = contract, take, be stricken by an illness, fall victim to an illness.

I don't want to get sick!

She got a cold from Tom.

- Unfortunately, I got ill from drinking the water while on vacation.

---

<sup>33</sup> ThoughtCo., "Top 10 Uses of Get," <https://www.thoughtco.com/top-ten-uses-of-get-1209004>.

## **Study Focus: Give/Gave/Given/Giving**

### **To give: an item, or time**

I gave my daughter a gift for her birthday!  
I'd like to give you a small gift before you leave!  
She gave me a card.  
I'm almost ready, could you give me a minute to finish up?  
The teacher gave the student an extra week to finish the assignment.

### **To give: talking**

My grandmother gave me some good advice.  
I have to give a presentation tomorrow.  
The prime minister gave a speech.

### **To give: actions**

I give my children a hug and a kiss before they go to sleep.  
I wish I could give you a hug!  
The baby gave us a big smile.

### **To give: abstract**

I'd like to give that a try.  
I didn't like that restaurant the first time we ate there, but I will give it a second chance.  
My car has been giving me a lot of trouble lately.  
Her kids have been giving her a hard time.  
I'll give that some thought.  
Have you given your doctor a call?  
I am going to stay home, I don't want to give you my cold!

### Reading Practice: John 17:1-8 (NirV)

After Jesus said this, he looked toward heaven and prayed. He said, "Father, the time has come. Bring glory to your Son. Then your Son will bring glory to you. **2** You **gave** him authority over all people. He **gives** eternal life to all those you have **given** him. **3** And what is eternal life? It is knowing you, the only true God, and Jesus Christ, whom you have sent. **4** I have brought you glory on earth. I have finished the work you gave me to do. **5** So now, Father, give glory to me in heaven where your throne is. Give me the glory I had with you before the world began.

**6** "I have shown you to the disciples you gave me out of the world. They were yours. You gave them to me. And they have obeyed your word. **7** Now they know that everything you **have given** me comes from you. **8** I **gave** them the words you gave me. And they accepted them. They knew for certain that I came from you. They believed that you sent me.

#### Reading Comprehension:

1. What did God (the Father) give to Jesus (the Son)?
2. What did Jesus (the Son) give to the disciples?
3. What does Jesus (the Son) give to us?
4. What is "eternal life"?

John 18

Level: Mixed Intermediates - Advanced

Lesson Author: Sara Anderson

**Warm Up:** What are some things that can make a person feel sad?

**Conversation Guide:**

**Grief**<sup>34</sup>

*“Even in laughter the heart may ache, and joy may end in grief.” Proverbs 14:13*

<p><b>Vocabulary and Expressions</b></p> <ul style="list-style-type: none"> <li>• To be racked with grief</li> <li>• A grievous offense</li> <li>• Inconsolable</li> <li>• Send condolences</li> <li>• A consolation</li> <li>• Sympathy vs. empathy</li> <li>• My thoughts/prayers are with you</li> <li>• The dark night of the soul</li> <li>• The winter of the heart</li> <li>• Wearing a mask (over your true feelings)</li> <li>• Mourning</li> <li>• Good grief!</li> <li>• Compassionate leave (from work)</li> </ul>	<p><b>Grief as Loss</b></p> <ul style="list-style-type: none"> <li>• What are some of the major losses in life that can cause grief? See if you can think of 5-10 major losses.</li> <li>• Can minor losses (e.g. someone steals your credit cards or wallet) make someone grieve?</li> <li>• What reactions, other than grief, might people have when they lose someone or something important?</li> <li>• If you have never gone through grief yourself, how do you feel towards others who have grieved someone or something? Is it easy for you to believe in your heart that you are safe from trouble? Why/why not?</li> </ul>
<p><b>Hiding Grief</b></p> <ul style="list-style-type: none"> <li>• Have you ever laughed when, underneath your smile, your heart was aching?</li> <li>• Does your first culture believe it is better to hide grief than to express it? Why do you think this is?</li> <li>• Do you agree with the statement, “You need to work through your grief, in order to be able to move on with your life one day”? Why or why not?</li> </ul>	<p><b>Coping With Grief</b></p> <ul style="list-style-type: none"> <li>• What are ways people in your first culture cope with grief?</li> <li>• What are ways you see people in Canada coping with grief?</li> <li>• How could you help a friend deal with his or her grief?</li> <li>• What are some places and people you could call if you were grieving and having trouble dealing with a loss?</li> <li>• Have you ever been through grief? How did you personally cope with it?</li> </ul>
<p><b>Tragedy and Grief</b></p> <ul style="list-style-type: none"> <li>• In what ways have you seen the world grieving over the past month?</li> <li>• Do you personally find tragedy and current world events frightening?</li> <li>• How can you deal with your own grief and fear, if these are your reactions?</li> <li>• What message of condolence would you like to send to a friend who has lost a family member?</li> </ul>	<p><b>The Other Side</b></p> <ul style="list-style-type: none"> <li>• Talk about the expression “there’s a light at the end of the tunnel” – Try using it in a sentence.</li> <li>• What do you think is most helpful for someone in the beginning stages of grief who can’t see this light at the end of the tunnel?</li> <li>• If you had to create a series of “stages” for grieving, what would they be?</li> </ul>

<sup>34</sup> SOCEM ESL Conversation Guide, 2016, pp. 268-269.

## Role-play: A Dark Night

Ron: Mary, you've really looked down for a while. And you've lost weight. What's the matter?

Mary: Oh, Ron, I'm just thinking about my house and all the things I lost when it burned down.

Ron: But – that was years ago. Why is it bothering you now?

Mary: Well, it's the anniversary of the house burning down. I can't sleep without remembering the smell of smoke, and seeing my wedding pictures on fire as I ran down the stairs.

Ron: What happened after? How did you deal with it?

Mary: Oh, the insurance company paid for the damage, and I got some **compassionate leave** from work. But that was a **small consolation**. I went back to work a few weeks later. But I just wasn't the same. I still don't feel right, somehow.

Ron: Maybe it's because you've been **wearing a mask** over your true feelings. You've never allowed yourself to really feel the grief of losing your home.

Mary: I couldn't afford to feel a lot of grief...I had my family to take care of, and then I had to get back to work. So I pushed it to the back of my mind.

Ron: I **sympathize** with you. Things today are so fast paced, nobody even has time to grieve. Have you thought of going to talk to your pastor?

Mary: You know, that's a good idea. I think that would help.

Ron: Did you know that there are many people in the Bible who went through a **dark night of the soul**? People grieved for their countries, their cities, their families, or their property. What strengthened them was knowing that God was there for them, and that He knew what suffering was like – He also suffered when He was here on earth.

Mary: I think I have some reading to do! Thanks for the idea.

Ron: In the meantime, **my prayers will be with you**. Let me know how it's going.

Mary: I will, thanks.

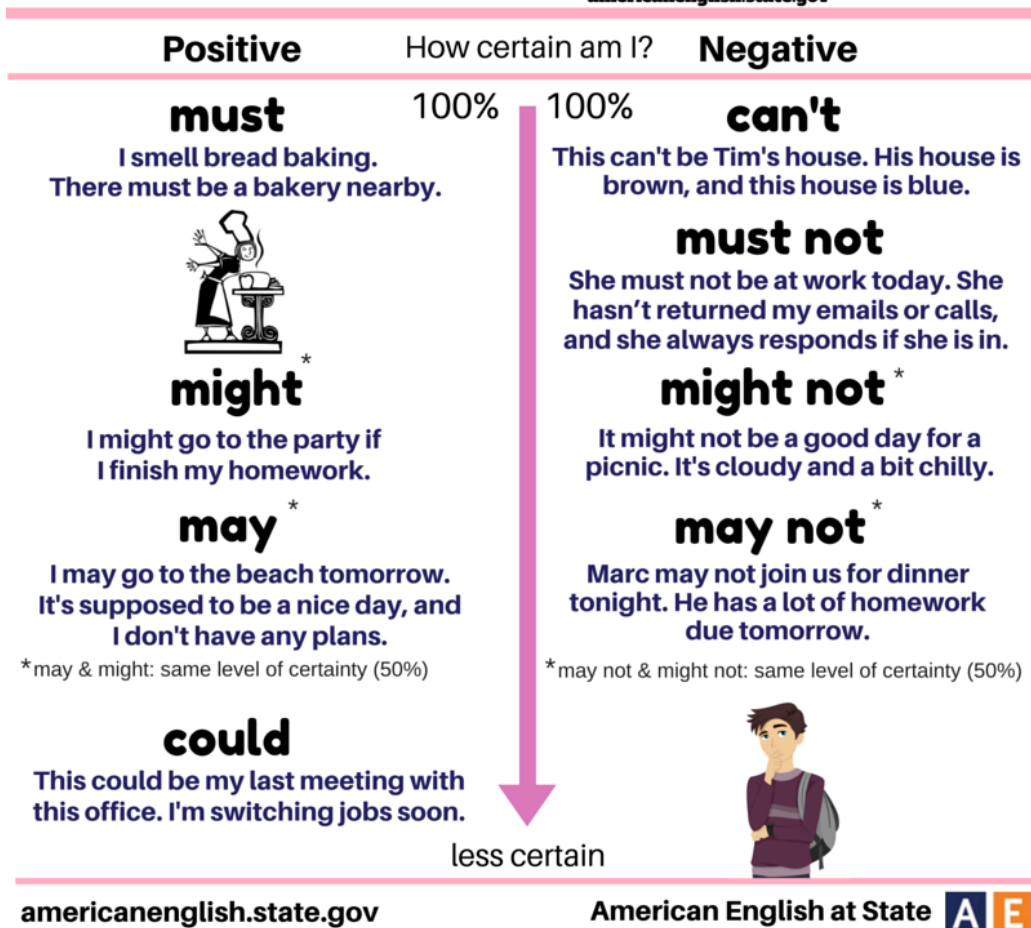
## Study Focus: Modal Verbs – How Certain Am I?

Modal verbs are sometimes helpful words when answering a question or making a statement. We use different ones depending on how certain (sure or unsure) we are about something.

Let's look at the chart and see how they work to make statements (something we know is true or we think is probably true).

# Modal Verbs: Probability

americanenglish.state.gov



americanenglish.state.gov

American English at State **A E**

Note that **may** and **might** are right in the middle and have the same level of certainty (50%). That means you can choose whichever one you like better and not worry about the % amount – it's the same!

**However, this is not an exact scale.** Unless they mean 100% Yes or 100% No, modal verbs can be pretty flexible.



Question: "Are you going hiking with us this weekend?"

Answer 1: "I **should** be able to go, but I **may** have to work."

(80% Yes)

(20% No)

Answer 2: "I **might** be able to go, but I **probably** have to work."

(10% Yes)

(90% No)

In both sentences, the percentages aren't that important. All you need to know is which one is higher, and which one is lower. Use them correctly, and your listener will understand what you mean.

The easiest way to understand modal verbs and probability is to remember that for any question, there are three basic answers:

**Yes, No, or Maybe.**

Question: "Can you come to my party this weekend?"

Answer 1: "I **can!**" -> (100% Yes)

Answer 2: "I **can't.**" -> (100% No)

Answer 3: "I **may** be able to go. I will check by schedule." -> (50% Yes / 50% No)

= Maybe

Answer 4: "I **should** be able to go, but I **might not** be able to." -> (80% Yes / 20% No)

= Maybe

But wait . . . What if we asked our question and got an answer like this?

Question: "Can you come to my party this weekend?"

Answer: "I **can if** I don't have to work." (? %)

**Can** still means 100% yes, but only **if** the person doesn't have to work. If they do have to work, then they 100% **can't** come.

Here are some more examples where the strong probability of something happening needs something else to happen **first**. If it doesn't, the opposite is more likely to happen instead.

"We **can** go to the park **if** the weather is nice."

"I **can't** do well on my test **if** I don't study hard."

"I **could** have helped her out **if** I'd known she was in trouble."

"You **would** be a great piano player **if** you only practiced more!"

"I **will** go **if** you go."

Let's practice together! Here are two situations where we can answer with different probabilities. Which modal verbs we can use for our different answers?

1. Your friend is wondering if you can buy her some groceries.

Answer 1: **(100 % Yes)**

Answer 2: **(100% Yes if)**

Answer 3: **(100% No)**

Answer 4: **(50% Maybe)**

Answer 5: **(80% Yes, 20% No)**

2. You want to go to Niagara Falls with your family this weekend.

Answer 1: **(100 % Yes)**

Answer 2: **(100% Yes if)**

Answer 3: **(100% No)**

Answer 4: **(50% Maybe)**

Answer 5: **(80% Yes, 20% No)**

## Reading Practice: Jesus and Grieving

**John 18** When Jesus had spoken these words, He went away with His disciples across the ravine of the Kidron, where there was a garden.

### Matthew 26:36-46

<sup>36</sup> Then Jesus \*came with them to a place called Gethsemane, and \*told His disciples, "Sit here while I go over there and pray." <sup>37</sup> And He took Peter and two disciples with Him, and began to be **grieved** and distressed. <sup>38</sup> Then He said to them, "My soul is deeply **grieved**, to the point of death; remain here with Me."

<sup>39</sup> And He went a little beyond *them*, and fell on His face and prayed, saying, "My Father, if it is possible, let this cup pass from Me; yet not as I will, but as You *will*." <sup>40</sup> And He \*came to the disciples and found them sleeping, and He \*said to Peter, "So, you *men* could not keep watch with Me for one hour? <sup>41</sup> Keep watching and praying, so that you **may not** come into temptation; the spirit is willing, but the flesh is weak."

<sup>42</sup> He went away again a second time and prayed, saying, "My Father, if this **cannot** pass away unless I drink *from* it, Your will be done." <sup>43</sup> Again He came and found them sleeping. <sup>44</sup> And He left them again, and went away and prayed a third time, saying the same thing once more. <sup>45</sup> Then He \*came to the disciples and \*said to them, "Are you still sleeping and resting? Behold, the hour is at hand and the Son of Man is being betrayed into the hands of sinners. <sup>46</sup> Get up, let's go; behold, the one who is betraying Me is near!"

### Back to John 18:

<sup>2</sup> Now Judas, who was betraying Him, also knew the place, because Jesus had often met there with His disciples. <sup>3</sup> So Judas, having obtained the *Roman* cohort and officers from the chief priests and the Pharisees, \*came there with lanterns, torches, and weapons. <sup>4</sup> Jesus therefore, knowing all the things that were coming upon Him, came out *into the open* and \*said to them, "Whom are you seeking?" <sup>5</sup> They answered Him, "Jesus the Nazarene."

Second reading: Circle all the modals found in the above passage.

**Warm-Up:** Can you think of a crazy excuse that people use?

**Conversation Guide:**

**Blame and Guilt**

<p><b>Definition: Blame (verb)</b> To assign responsibility for a fault, or wrong, or something bad to someone or something</p> <p><i>For example:</i> Something made a mess on our lawn, and I blame the neighbours' dog.</p> <p>I am to blame for arriving late- I lost track of the time.</p> <p>Don't blame me for your problems!</p>	<p><b>Definition: Guilt (noun)</b></p> <ol style="list-style-type: none"> <li>The fact of having committed a wrong, especially violating a law and involving a penalty <i>For example:</i> The thief was guilty of robbing the bank.</li> <li>A feeling of deserving blame for offences. <i>For example:</i> She felt guilty for not helping her mother last weekend.</li> </ol> <p><b>Guilt (verb) informal</b></p> <ol style="list-style-type: none"> <li>To make someone feel guilty, especially to get someone to do something. <i>For example:</i> His parents guilted him into going.</li> </ol>
<p><b>Common Phrases - "Blame"</b></p> <ul style="list-style-type: none"> <li>- the "blame game"</li> <li>- To be "in the wrong"</li> <li>- To be "at fault"</li> <li>- To blame something on someone else</li> <li>- "Don't blame me! It's not my fault!"</li> <li>- To accept (or take) responsibility</li> <li>- To "take the blame" for someone else</li> </ul>	<p><b>Common Phrases - "Guilt"</b></p> <ul style="list-style-type: none"> <li>- To "feel guilty"</li> <li>- The "guilty party"</li> <li>- To have a "guilty conscience" vs. To have a "clean (or clear) conscience"</li> <li>- A "guilt trip"</li> <li>- To guilt someone into doing something</li> </ul>
<ul style="list-style-type: none"> <li>• Have you known people who have blamed everyone else for their own bad choices?</li> <li>• Have you ever blamed someone else for something that was your fault? What happened?</li> <li>• Have you ever been in a situation where someone "took the blame" for you? Have you ever "taken the blame" for someone else?</li> <li>• What could cause a person to take the blame for someone else, when they have done nothing wrong?</li> </ul>	<ul style="list-style-type: none"> <li>• Have you ever had someone "guilt" you into doing something? Have you ever given someone else a "guilt trip"?</li> <li>• Have you ever felt guilty when you had done nothing wrong and you were not to blame? What made you feel that way?</li> <li>• How does it make us feel when we see someone who is guilty get away without any punishment?</li> <li>• Have you ever been in a situation when you were guilty and you deserved punishment, but you were not punished? How did you feel?</li> </ul>

At Easter, Christians are thankful for Jesus, who “took the blame” for us, even though he was not guilty.

*“But He was pierced because of our rebellion, crushed because of our iniquities; punishment for our peace was on Him, and we are healed by His wounds. We all went astray like sheep; we all have turned to our own way; And the Lord has punished Him for the iniquity of us all.” - Isaiah 53:5-6*

Because Jesus took our punishment, we are free from guilt. At Easter we also celebrate our new life!

*“Jesus said to her, “I am the resurrection and the life. The one who believes in me, even if he dies, will live.” - John 11:25*

### Study Focus: Negation Patterns<sup>35</sup>

#### A. be + not

I **am not** happy today.

She **was not** on time.

#### B. do + not + verb

You **do not like** coffee.

He **did not want** any breakfast.

#### C. aux\* + not + verb (+ verb)

They **have not been** to Europe.

We **will not be going** overseas this year.

### Quantifier - No<sup>36</sup>

Think of *no* as 0%. We use *no* in affirmative sentences, but note that the meaning is negative (i.e., we don't use *no* and *not* in the same sentence). *No* can be used with both count and non-count nouns. When it precedes a subject noun, the noun is usually plural and it takes a plural verb.

- No animals are sold at this zoo.
- We have no time to finish this project.

Can *no* be used with a singular noun? It's possible, especially in more formal language.

- No person can enter the premises after hours.

---

<sup>35</sup> ESL Library, “Negative Forms,” <https://esllibrary.com/blog/negative-forms>.

<sup>36</sup> ESL Library, “Tricky Quantifiers: Some, Any, Every, Each, and No,” <https://blog.esllibrary.com/2015/06/26/tricky-quantifiers-some-any-every-each-no/>.

## “No” and other quantifiers

The general rule is that we use **some** and **no** in positive (+) sentences and **any** in question (?) and negative (-) sentences.<sup>37</sup>

	<b>some</b>	<b>example situation</b>
+	I have <b>some</b> money.	I have \$10.
	I have <b>no</b> money.	I have \$0.
?	Do you have <b>any</b> money?	Do you have \$1 or \$10 or \$1,000,000?
-	I don't have <b>any</b> money.	I don't have \$1 and I don't have \$10 and I don't have \$1,000,000. I have \$0.

### Reading Practice: John 19:1-11

**19:1** Then Pilate took Jesus and had him whipped. **2** The soldiers twisted thorns together to make a crown. They put it on Jesus' head. Then they put a purple robe on him. **3** They went up to him again and again. They kept saying, "We honor you, king of the Jews!" And they slapped him in the face.

**4** Once more Pilate came out. He said to the Jews gathered there, "Look, I am bringing Jesus out to you. I want to let you know that I find **no** basis for a charge against him." **5** Jesus came out wearing the crown of thorns and the purple robe. Then Pilate said to them, "Here is the man!"

**6** As soon as the chief priests and their officials saw him, they shouted, "Crucify him! Crucify him!"

But Pilate answered, "You take him and crucify him. I myself find **no** basis for a charge against him."

**7** The Jewish leaders replied, "We have a law. That law says he must die. He claimed to be the Son of God."

**8** When Pilate heard that, he was even more afraid. **9** He went back inside the palace. "Where do you come from?" he asked Jesus. But Jesus did not answer him. **10** "Do you refuse to speak to me?" Pilate said. "Don't you understand? I have the power to set you free or to nail you to a cross."

**11** Jesus answered, "You were given power from heaven. If you weren't, you would have no power over me. So the one who handed me over to you is guilty of a greater sin."

<sup>37</sup> English Club, "Some, Any, No," <https://www.englishclub.com/grammar/determiners-quantifiers-some-any-no.htm>.

## Reading Practice: John 19:12-19

**12** From then on, Pilate tried to set Jesus free. But the Jewish leaders kept shouting, “If you let this man go, you are not Caesar’s friend! Anyone who claims to be a king is against Caesar!”

**13** When Pilate heard that, he brought Jesus out. Pilate sat down on the judge’s seat. It was at a place called the Stone Walkway. In the Aramaic language it was called Gabbatha. **14** It was about noon on Preparation Day in Passover Week. “Here is your king,” Pilate said to the Jews.

**15** But they shouted, “Take him away! Take him away! Crucify him!”  
“Should I crucify your king?” Pilate asked. “We have **no** king but Caesar,” the chief priests answered.

**16** Finally, Pilate handed Jesus over to them to be nailed to a cross.

### Jesus Is Nailed to a Cross

So the soldiers took charge of Jesus. **17** He had to carry his own cross. He went out to a place called the Skull. In the Aramaic language it was called Golgotha.

**18** There they nailed Jesus to the cross. Two other men were crucified with him. One was on each side of him. Jesus was in the middle.

**19** Pilate had a notice prepared. It was fastened to the cross. It read, “Jesus of Nazareth, the King of the Jews.”

**12** 何とかしてイエスを釈放しようと手を尽くすピラトに、ユダヤ人の指導者たちは激しく抵抗しました。「こいつを釈放なさるおつもりですか。そんなことをしたら、あなた様はカイザル（ローマ皇帝）の味方ではありません。だれであろうと、自分を王とする者は謀反人です。」 **13** こう言われて、ピラトはまたもやイエスを外に連れ出し、「敷石」〔ヘブル語で、ガバタ〕と呼ばれる場所で裁判の席に着きました。 **14** それはちょうど、過越の祭りの前日、正午ごろのことでした。「さあ、おまえたちの王だ。」 **15** 「殺せ、殺せ。十字架につけろ!」「なに? おまえたちの王をか?」「カイザルのほかに王はない!」祭司長たちは、むきになって叫び返します。 **16** これでは、しかたがありません。ついにピラトもあきらめ、十字架につけるため、イエスをユダヤ人に引き渡しました。

### 十字架につけられ、埋葬されるイエス

**17** ついにイエスはユダヤ人たちの手に渡されました。イエスは十字架を背負わされ、エルサレム市外の、「どくろ」〔ヘブル語で、ゴルゴタ〕という場所へ引かれて行きました。 **18** 人々はそこで、ほかの二人といっしょにイエスを十字架につけました。イエスは真ん中、二人はそれぞれその両側に。 **19** ピラトはイエスの頭上に、「ユダヤ人の王、ナザレのイエス」と書いた罪状書きを掲げました。

あり、イエスをその墓に納めました

John 20

Level: Mixed Intermediates - Advanced

Lesson Author: Tori Lesniara

**Warm-Up:** What are some things that you can't live without?

**Conversation Topic:**

**Sacrifice**<sup>38</sup>

*I will sacrifice a voluntary offering to you; I will praise your name, O Lord, for it is good."*

*Psalm 54: 6*

<p><b>Vocabulary and Expressions</b></p> <ul style="list-style-type: none"> <li>• To do something out of love</li> <li>• To sacrifice yourself for a particular person or cause</li> <li>• To make a personal sacrifice</li> <li>• To do the bare minimum</li> <li>• To overextend yourself</li> <li>• To go above and beyond the call of duty</li> <li>• To live up to your calling</li> <li>• To count the cost of doing something</li> </ul>	<p><b>Sacrifice and You</b></p> <ul style="list-style-type: none"> <li>• When have you personally sacrificed something?</li> <li>• What did you sacrifice, and why?</li> <li>• Were you glad you sacrificed, or not? Why or why not?</li> <li>• What is one sacrifice you would never want to make?</li> <li>• Is there anything in your life you would be willing to die for? If so, what?</li> <li>• Talk about a time when someone sacrificed something for you. What was it, and why did that person sacrifice for you? How did you feel afterwards?</li> </ul>
<p><b>Great Sacrifices of History</b></p> <ul style="list-style-type: none"> <li>• Talk about someone from your first culture who sacrificed a lot in order to serve his or her family, people or country. What motivated that person? How did his or her sacrifice "pay off" – for the person's own good, or for the good of his/her country/people?</li> <li>• What are some ways countries or people can sacrifice? (For instance, one country sends another country medical or food aid.)</li> <li>• What do you think the greatest sacrifice in history was?</li> </ul>	<p><b>Other Questions</b></p> <ul style="list-style-type: none"> <li>• Can anyone force someone else to sacrifice, or is sacrifice always done from a free will?</li> <li>• What are some different things that can be sacrificed?</li> <li>• What do you think is the most difficult thing to sacrifice, and why?</li> <li>• The Bible says we are to consider ourselves "a living sacrifice" (Romans 12:1) What do you think this means? How can we live our lives as "living sacrifices"?</li> </ul>
<p><b>Group Exercise</b></p> <ul style="list-style-type: none"> <li>• Can you think of poems or stories that talk about sacrifice? What lessons can you learn from these poems or stories?</li> <li>• From talking about these pieces of literature, what do you think the opposite of sacrifice is? Why might people choose NOT to sacrifice?</li> </ul>	

<sup>38</sup> SOCEM ESL Conversation Guide, 2016, p. 298.



## Role-play: All for Love

**Mike:** Fred, why didn't you come out with the guys last night for the game? Our team lost! Are you all right? You look terrible!

**Fred:** I couldn't join you, Mike. The baby was sick, and Minh needed a break. I was up all night with a screaming kid.

**Mike:** That's above and beyond the call of duty! That's the mother's job. Couldn't Minh have sacrificed herself a little for the love of her life? We only play once a month.

**Fred:** I may be the love of her life, but she's overextending herself already. She had gotten no sleep the previous two nights. If I only do the bare minimum as a father, she'll get sick, and then we're all in trouble. Besides, I was walking the floor with little Freddy out of love. Even when he's awake at 3:00 am, he's cute.

**Mike:** I'm not so sure I'd find anyone cute at 3:00 am! Being a parent sounds like a real personal sacrifice.

**Fred:** It is, but it's worth it. Before we married, I promised Minh to live up to the calling of a husband **and** a father, if God blessed us with children.

**Mike:** I know I'm not ready for that. I would count the cost very carefully before ever having children.

**Fred:** I agree you should, but in a few years, if you meet a special woman, you might change your mind.

## Study Focus: Have Vs. Had

<p>Present - To have</p> <p>I have he/she has They have</p> <p>Past - Had</p> <p>Past - Had</p> <p>I had he/she had They have</p>	<p>Past Perfect - Have</p> <p>I have been He/she has been They have been</p> <p>Past Perfect -Had</p> <p>I had been He/she had been They had been</p>
---------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------

The **past perfect**, also called the pluperfect, is a verb tense used to talk about actions that were completed before some point in the past.<sup>39</sup>

We were shocked to discover that someone **had graffitied** "Tootles was here" on our front door. We were relieved that Tootles **had used** washable paint.

The past perfect tense is for talking about **something that happened before something else**. Imagine waking up one morning and stepping outside to grab the newspaper. On your way back in, you notice a mysterious message scrawled across your front door: Tootles was here.

When you're telling this story to your friends later, how would you describe this moment? You might say something like:

I turned back to the house and saw that someone named Tootles **had defaced** my frontdoor!

In addition to feeling mad on your behalf, your friends will also be able to understand that Tootles graffitied the door at some point in the past *before* the moment this morning when you saw his handiwork, because you used the **past perfect** tense to describe the misdeed.

---

<sup>39</sup> The grammar portion of this lesson comes from "Past Perfect Tense", Past Perfect Tense—Grammar Rules, accessed 5 April 2021, <https://www.grammarly.com/blog/past-perfect/>.

## The Past Perfect Formula

The formula for the past perfect tense is **had + [past participle]**. It doesn't matter if the subject is singular or plural; the formula doesn't change.

## When to Use the Past Perfect

So what's the difference between past perfect and simple past? When you're talking about some point in the past and want to reference an event that happened even earlier, using the past perfect allows you to convey the sequence of the events. It's also clearer and more specific. Consider the difference between these two sentences:

We were relieved that Tootles **used** washable paint. We were relieved that Tootles **had used** washable paint.

It's a subtle difference, but the first sentence doesn't tie Tootles's act of using washable paint to any particular moment in time; readers might interpret it as "We were relieved that Tootles was in the habit of using washable paint." In the second sentence, the past perfect makes it clear that you're talking about a specific instance of using washable paint.

### Common Regular Verbs in the Past Perfect Tense

Infinitive	Past Perfect	Negative
to ask	had asked	had not asked
to work	had worked	had not worked
to call	had called	had not called
to use	had used	had not used

### Common Irregular Verbs in the Past Perfect Tense

Infinitive	Past Perfect	Negative
to be	had been	had not been
to have	had had	had not had
to do	had done	had not done
to say	had said	had not said
to get	had gotten*	had not gotten*
to make	had made	had not made
to go	had gone	had not gone
to take	had taken	had not taken
to see	had seen	had not seen
to come	had come	had not come

### When Not to Use the Past Perfect

Don't use the past perfect when you're not trying to convey some sequence of events. If your friends asked what you did after you discovered the graffiti, they would be confused if you said:

I **had cleaned** it off the door.

They'd likely be wondering **what happened next** because using the past perfect implies that your action of cleaning the door occurred *before* something else happened, but you don't say what that something else is. The "something else" doesn't always have to be explicitly mentioned, but context needs to make it clear. In this case there's no context, so the past perfect doesn't make sense.

## How to Make the Past Perfect Negative

Making the past perfect negative is simple! Just insert **not** between **had** and **[past participle]**.

We looked for witnesses, but the neighbors **had not seen** Tootles in the act. If Tootles **had not included** his own name in the message, we would have no idea who was behind it.

### Reading Practice: John 20

For the first reading, read for comprehension. What happens here?

For your second reading, circle all the present and past perfect verb tenses.

**20** Early on Sunday morning,<sup>[a]</sup> while it was still dark, Mary Magdalene came to the tomb and found that the stone **had been** rolled away from the entrance. <sup>2</sup> She ran and found Simon Peter and the other disciple, the one whom Jesus loved. She said, “They have taken the Lord’s body out of the tomb, and we don’t know where they have put him!”

<sup>3</sup> Peter and the other disciple started out for the tomb. <sup>4</sup> They were both running, but the other disciple outran Peter and reached the tomb first. <sup>5</sup> He stooped and looked in and saw the linen wrappings lying there, but he didn’t go in. <sup>6</sup> Then Simon Peter arrived and went inside. He also noticed the linen wrappings lying there, <sup>7</sup> while the cloth that **had covered** Jesus’ head was folded up and lying apart from the other wrappings. <sup>8</sup> Then the disciple who had reached the tomb first also went in, and he saw and believed— <sup>9</sup> for until then they still hadn’t understood the Scriptures that said Jesus must rise from the dead. <sup>10</sup> Then they went home.

**Questions:** What happened first? Then what? Then what?

### Jesus Appears to Mary Magdalene

<sup>11</sup> Mary was standing outside the tomb crying, and as she wept, she stooped and looked in. <sup>12</sup> She saw two white-robed angels, one sitting at the head and the other at the foot of the place where the body of Jesus had been lying. <sup>13</sup> “Dear woman, why are you crying?” the angels asked her.

“Because they have taken away my Lord,” she replied, “and I don’t know where they have put him.”

<sup>14</sup> She turned to leave and saw someone standing there. It was Jesus, but she didn’t recognize him. <sup>15</sup> “Dear woman, why are you crying?” Jesus asked her. “Who are you looking for?”

She thought he was the gardener. “Sir,” she said, “if you have taken him away, tell me where you have put him, and I will go and get him.”

<sup>16</sup> “Mary!” Jesus said.

She turned to him and cried out, “Rabboni!” (which is Hebrew for “Teacher”).

<sup>17</sup> “Don’t cling to me,” Jesus said, “for I haven’t yet ascended to the Father. But go find my brothers and tell them, ‘I am ascending to my Father and your Father, to my God and your God.’”

<sup>18</sup> Mary Magdalene found the disciples and told them, “I have seen the Lord!” Then she gave them his message.

### **Jesus Appears to His Disciples**

<sup>19</sup> That Sunday evening<sup>[b]</sup> the disciples were meeting behind locked doors because they were afraid of the Jewish leaders. Suddenly, Jesus was standing there among them! “Peace be with you,” he said. <sup>20</sup> As he spoke, he showed them the wounds in his hands and his side. They were filled with joy when they saw the Lord! <sup>21</sup> Again he said, “Peace be with you. As the Father has sent me, so I am sending you.” <sup>22</sup> Then he breathed on them and said, “Receive the Holy Spirit. <sup>23</sup> If you forgive anyone’s sins, they are forgiven. If you do not forgive them, they are not forgiven.”

### **Jesus Appears to Thomas**

<sup>24</sup> One of the twelve disciples, Thomas (nicknamed the Twin),<sup>[c]</sup> was not with the others when Jesus came. <sup>25</sup> They told him, “We have seen the Lord!”

But he replied, “I won’t believe it unless I see the nail wounds in his hands, put my fingers into them, and place my hand into the wound in his side.”

<sup>26</sup> Eight days later the disciples were together again, and this time Thomas was with them. The doors were locked; but suddenly, as before, Jesus was standing among them. “Peace be with you,” he said. <sup>27</sup> Then he said to Thomas, “Put your finger here, and look at my hands. Put your hand into the wound in my side. Don’t be faithless any longer. Believe!”

<sup>28</sup> “My Lord and my God!” Thomas exclaimed.

<sup>29</sup> Then Jesus told him, “You believe because you have seen me. Blessed are those who believe without seeing me.”

### **The Purpose of John’s Gospel**

<sup>30</sup> The disciples saw Jesus do many other miraculous signs in addition to the ones recorded in this book. <sup>31</sup> But these are written so that you may continue to believe<sup>[d]</sup> that Jesus is the Messiah, the Son of God, and that by believing in him you will have life by the power of his name.

What did you learn from this writing and reading exercise?

Where do you find the past perfect tense?

Where did you also see the present perfect verb tense?

John 21

Level: Mixed Intermediates - Advanced

Lesson Author: Dr. Linda Reed

**Warm Up:** Who was your best friend as a child? Why did you enjoy him or her?

**Conversation Guide:**

**Friendship<sup>40</sup>**

*“A man of many companions may come to ruin<sup>41</sup>, but there is a friend who sticks closer than a brother.” Proverbs 18:24*

Here are some sayings about friends. **Try to match the beginning on the right with the ending on the left.** (Answers are below) **Then decide if you think they are true.**

<p>A. “The poor man is disliked even by his neighbour,          B. Make new friends, but keep the old,          C. “A friend loves at all times,          D. There are three things that grow more precious with age:          E. Go often to the house of your friend,          F. “A real friend is one who walks in</p>	<p>1. old wood to burn, old books to read, and old friends to enjoy.          2. and a brother is born for <b>adversity</b> (hard times).” Prov. 17:17          3. for weeds soon choke up the unused path.          4. but the rich man has many friends.” Prov. 14:20          5. when the rest of the world walks out.” Walt Whitman          6. one is silver and the other is gold.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Here are some words that tell about good personal qualities.

**Circle the ones you know and explain a few to your group.**

**Think of friends that you have, and choose three words that describe them. (Use your dictionary if you have one.)**

- capable      creative      considerate      dependable      diplomatic
- easygoing      frank      flexible generous      humorous
- helpful      interesting      loyal      open-minded      perceptive
- practical      sensitive      selfless

***Who is your oldest friend? Who is your newest friend?***

***How did you meet them?***

***How has a friend helped you?***

***How have you helped a friend?***

***How can you keep old friends?***

“God evidently does not intend us all to be rich, or powerful, or great, but He does intend us all to be friends.” -- Ralph Waldo Emerson

<sup>40</sup> SOCEM ESL Conversation Guide, 2016, p. 78.

<sup>41</sup>Ruin: total loss

**Match answers: A. 4, B. 6, C. 2, D. 1, E. 3, F. 5**

### Study Focus: Comparatives

Old	Older than	The oldest
tall	Taller than	The tallest
If it ends in e, just add "r" Large Wise	Larger than Wiser than	The largest The wisest
If the adjective has only one syllable, double the final consonant, and added er or est Big, small,	Bigger than Thin Thinner than	The biggest The thinnest
With two syllables ending in y, change the y to i, and add er or est Easy Happy	easier than happier than	The easiest The happiest
With two syllabus "adjectives" (describing words), that end in er, est. le, or, or ow add er and est Narrow Simple	Narrower than Simpler than	The narrowest road you've ever been on The simplest <sup>42</sup>

Modern  
Peaceful

more modern than  
more peaceful than

the most modern  
the most peaceful

**These you can use either "er" and "est" or more and the most:**

Clever  
Friendly  
Gentle

more clever than  
more friendly than  
more gentle than  
Gentler than  
Tony is quieter than Nathan.

the most clever  
the most friendly  
the most gentle  
the gentlest  
Shobi is the quietest.  
\_\_\_\_\_ is the most quiet.

<sup>42</sup> Alexandra Coutlee, Sophie Joannette, and Anita Romano, *The Grammar Guide: An English Grammar Reference* (Montreal: Pearson Education, 2013), 74-76.



## Reading Practice: John 21

Afterward Jesus appeared again to his disciples, at the Sea of Galilee. It happened in this way: <sup>2</sup> Simon Peter, Thomas (also known as Didymus), Nathanael from Cana in Galilee, the sons of Zebedee, and two other disciples were together. <sup>3</sup> “I’m going out to fish,” Simon Peter told them, and they said, “We’ll go with you.” So they went out and got into the boat, but that night they caught nothing. (see also Luke 5:4-11)

<sup>4</sup> Early in the morning, Jesus stood on the shore, but the disciples did not realize that it was Jesus. <sup>5</sup> He called out to them, “Children, you do not have **any** fish, do you? “No,” they answered.

<sup>6</sup> He said, “Throw your net on the right side of the boat and you will find **some**.” When they did, they were unable to haul the net in because of the large number of fish.

<sup>7</sup> Then the disciple whom Jesus loved said to Peter, “It is the Lord!” As soon as Simon Peter heard him say, “It is the Lord,” he wrapped his outer garment around him (for he had taken it off) and jumped into the water.

<sup>8</sup> The other disciples followed in the boat, towing the net full of fish, for they were not far from shore, about a hundred yards. <sup>9</sup> When they landed, they saw a fire of burning coals there with fish on it, and **some** bread.

<sup>10</sup> Jesus said to them, “Bring **some** of the fish you have just caught.” <sup>11</sup> So Simon Peter climbed back into the boat and dragged the net ashore. It was full of large fish, 153, but even with so many the net was not torn.

<sup>12</sup> Jesus said to them, “Come and have breakfast.” None of the disciples dared ask him, “Who are you?” They knew it was the Lord.

<sup>13</sup> Jesus came, took the bread and gave it to them, and did the same with the fish. <sup>14</sup> This was now the third time Jesus appeared to his disciples after he was raised from the dead.

**Study Practice: Circle the words “some” and “any” in the above reading.**

How would you compare the amount of fish on the first night with the second day?

How would you compare Peter with the other disciples? (use comparatives)

How would you compare Jesus to any other person? Any other god?

## John 21

Level: Mixed Intermediates - Advanced

Lesson Author: Dr. Linda Reed

**Warm-Up:** What have you always wished you could do with your one life?

**Conversation Guide:**

### Making a Difference<sup>43</sup>

*“Religion that is pure and undefiled before God, the Father, is this: to visit orphans and widows in their affliction, and to keep oneself unstained from the world.” James 1:27*

<p>Vocabulary and Expressions (explained below)</p> <ul style="list-style-type: none"><li>• To make a difference</li><li>• To give it all you’ve got</li><li>• Community spirit</li><li>• To do something by rote</li><li>• To change something for the better</li><li>• The daily grind</li><li>• The rat race</li><li>• For something to be meaningful</li><li>• R.A.K. (Random Acts of Kindness)</li></ul>	<p>Volunteers and You</p> <ul style="list-style-type: none"><li>• What are some ways you have been helped by volunteers (those who serve for free)?</li><li>• Have you ever volunteered?</li><li>• What are some reasons you volunteered?</li><li>• What kind of opportunities are there to volunteer in your neighbourhood?</li><li>• Are there any requirements to get a volunteer job? (Example: some volunteer jobs require a ‘police check’.)</li></ul>
<p>Meaningful Work</p> <ul style="list-style-type: none"><li>• Do you ever feel like you are “caught in the daily grind”? What gives your life meaning?</li><li>• Do you feel your work makes a difference? If so, how?</li><li>• If you could choose a more “meaningful” job, what would it be?</li></ul>	<p>People Who Make A Difference</p> <ul style="list-style-type: none"><li>• Who are some famous people you know of who have made a difference?</li><li>• Is it ever too late in life to make a difference? Give some examples why or why not.</li><li>• Do people “caught in the rat race” make a difference? If yes, how, in what ways? If no, why not?</li></ul>
<p>God and Making A Difference</p> <ul style="list-style-type: none"><li>• In what ways can knowing God make a difference in your life?</li><li>• In what ways can knowing God encourage you to make a difference in the lives of others?</li></ul>	<p>This Week</p> <ul style="list-style-type: none"><li>• In your group, think of a way you can make a difference this week – then do it. Be ready to talk about what happened after you did it for next class.</li></ul>

### Explanations

- To make a difference – to change a situation or person’s life through something you do.
- To give it all you’ve got – to give a particular task or goal your complete focus and energy.
- Community spirit – the attitude of a group of people wanting to help their community, usually as part of a neighborhood or certain residential area

<sup>43</sup> SOCEM ESL Conversation Guide, 2016, pp. 275-276.

- To do something by rote – to do something without thinking about it, usually a task that one has learned very well and repeated many times. A similar English expression is, “I could do it in my sleep”, also meaning you don’t need to think about it.
- To change something for the better – to make a change to something, usually a situation or process, so that it becomes more positive, helpful, or otherwise improved
- The daily grind – usually meaning repetitive, daily work of some kind
- The rat race – life of competitive work, usually in business
- For something to be meaningful – not “rote”, makes a positive difference in life, bringing pleasure or meaning
- R.A.K. (Random Acts of Kindness) –doing something kind whenever you see an opportunity for a good action or word, just for the sake of being kind

### Role-play: Everyday Scene

Laura: I sure am tired this morning. I stayed up late last night reading, because I was really enjoying my book – but now it’s time to **join the rat race** again. I sure could use a coffee.

Martin: I know what you mean. I’m off to **the daily grind** as well – there’s kids’ school at home, my work at home, and all the virus situations. I wish staying at home was more interesting. Two years ago, when I was a new employee, I felt so excited -- like I would never understand all the different aspects of my job – but now **I do it by rote.**

Laura: Do you ever volunteer, Martin?

Martin: After all this time at home, I’m really tired. I sure don’t feel like I know what to do.

Laura: How about helping others?

Martin: I have been looking for something **meaningful** to do – I confess I don’t feel fulfilled in the job I am doing.

Laura: How about bringing food to someone in need? You could really **make a difference** there. You could also tutor someone else in English and **change the lives of some struggling students for the better.**

Martin: You’re right. Perhaps that will help lift my spirits.

Laura: It might also help you enjoy life more. Say, I’m going to watch a community service this weekend. Would you like to join in from your home?

Martin: Sounds good! I’ll ask my family to join in! We could use some **community spirit!**

Laura: Hey, thanks for this talk! I’m feeling better already. I see that we all need a purpose. I’m going to **give my work all I’ve got today.**

Martin: Me, too. Hey – there’s I’ve heard of a neighbour who is in need right now. I think we could bring her some groceries. I think I’m going to **practice a random act of kindness.**

Laura: Go for it!

## Study Focus: Prepositions of Place (Review)

### Above

The ceiling is above my head. The studies are over my head.

---

### Across

I will swim across the river. I will walk across the street. I will find Dwayne across the hall.

---

### Against

The table is against the wall.

---

### At

My husband/wife is at work right now.

---

### Behind

Simon is behind the building.

---

### Below

The birds fly below the trees.

---

### Beneath

The printer is beneath my desk

---

### Between

My house is between two buildings.

---

### By

I am sitting by my friends. I am sitting next to my friends. I am sitting beside my friends.

---

### From

There are vegetables from the garden. I have started to plant from seeds.

---

### In and inside

I am inside my room now.

---

**Near**

My house is near the lake. My house is near \_\_\_\_\_.

**On**

Is the remote on the TV?

My wife is on TV. My wife is watching TV.

Are you teaching on Facebook? Are you on TV? \_\_\_\_\_.

**Outside**

The barbeque is outside my house. \_\_\_\_\_.

**Over**

I put the hat over my head. \_\_\_\_\_.

**To**

Is someone coming to my house tonight? \_\_\_\_\_.

**Under or underneath**

The printer is under my desk.

I am wearing a shirt underneath my coat. \_\_\_\_\_.

**Up**

You can climb up to the roof and then climb down again.

He pulled up the nets and found nothing. \_\_\_\_\_.

**Reading Practice: John 21**

Now, let's review our reading from last week: Circle all the prepositions that you see in it:

Afterward Jesus appeared again **to** his disciples, **at** the Sea of Galilee. It happened **in** this way: <sup>2</sup> Simon Peter, Thomas (also known as Didymus), Nathanael from Cana in Galilee, the sons of Zebedee, and two other disciples were together. <sup>3</sup> "I'm going out to fish," Simon Peter told them, and they said, "We'll go with you." So they went out and got into the boat, but that night they caught nothing.

<sup>4</sup> Early in the morning, Jesus stood on the shore, but the disciples did not realize that it was Jesus. <sup>5</sup> He called out to them, "Children, you do not have any fish, do you? "No," they answered. <sup>6</sup> He said, "Throw your net on the right side of the boat and you will find some." When they did, they were unable to haul the net in because of the large number of fish.

<sup>7</sup> Then the disciple whom Jesus loved said to Peter, "It is the Lord!" As soon as Simon Peter heard him say, "It is the Lord," he wrapped his outer garment around him (for he had taken it off) and jumped **into** the water. <sup>8</sup> The other disciples followed in the boat, towing the net full of fish, for they were not far from shore, about a hundred yards.<sup>[a]</sup> <sup>9</sup> When they landed, they saw a fire of burning coals there with fish on it, and some bread.

<sup>10</sup> Jesus said to them, "Bring some of the fish you have just caught." <sup>11</sup> So Simon Peter climbed back into the boat and dragged the net ashore. It was full of large fish, 153, but even with so many the net was not torn.

## Study Practice: Review

Use the prepositions **into**, **like**, **near**, **next to**, and **of** to complete the sentences below. In some cases, there is more than one possible answer.<sup>44</sup>

Fill in each blank with the most appropriate of these prepositions.

1. Her apartment is \_\_\_\_\_ mine.
2. I love the taste \_\_\_\_\_ fresh fruit.
3. I wish you wouldn't always act \_\_\_\_\_ a clown at parties.
4. It's not \_\_\_\_\_ him to cause trouble.
5. Our anniversary is \_\_\_\_\_ the holiday.
6. She loves the music \_\_\_\_\_ the 1990's. I love the music \_\_\_\_\_.
7. The employees \_\_\_\_\_ that company have great benefits.
8. There is nothing like the excitement \_\_\_\_\_ a crowd.
9. They are losing money, and will soon go \_\_\_\_\_ a bankruptcy.
10. We were having lots of fun until you got \_\_\_\_\_ such a bad mood.

## Reading Practice: John 21 (continued)

Finally, in our reading, let's look at making a difference once again:

### Jesus wants Peter to make a difference

<sup>15</sup> When they had finished eating, Jesus said to Simon Peter, "Simon son of John, do you love me more than these?"

"Yes, Lord," he said, "you know that I love you."

Jesus said, "Feed my lambs."

<sup>16</sup> Again Jesus said, "Simon son of John, do you love me?"

He answered, "Yes, Lord, you know that I love you."

Jesus said, "Take care of my sheep."<sup>17</sup> The third time he said to him, "Simon son of John, do you love me?" Peter was hurt because Jesus asked him the third time, "Do you love me?" He said, "Lord, you know all things; you know that I love you."

Jesus said, "Feed my sheep. <sup>18</sup> Very truly I tell you, when you were younger you dressed yourself and went where you wanted; but when you are old you will stretch out your hands, and someone else will dress you and lead you where you do not want to go." <sup>19</sup> Jesus said this to indicate the kind of death by which Peter would glorify God. Then he said to him, "Follow me!"

---

<sup>44</sup> Jean Yates, *The Ins and Outs of Prepositions*, 2<sup>nd</sup> edition, (New York: Barron's Educational Services, 2011), 97.

John 21

Level: Mixed Intermediates - Advanced

Lesson Author: Dr. Linda Reed

**Warm-Up:** When were you last at a funeral? What were the circumstances?

**Conversation Guide:**

**Heaven and the After-life<sup>45</sup>**

*“He will wipe every tear from their eyes. There will be no more death or mourning or crying or pain, for the old order of things has passed away.” Revelation 21: 4*

**These are words we might use to talk about life after death.**

**Which are positive and which are negative?**

soul	spirit	purgatory	paradise	hell	angel
devil	damned	ghost	glory	bright	blissful
perfect	glorious	joyful	divine	infinite	harp
halo	shining				

<p><b>What</b></p> <ul style="list-style-type: none"> <li>• What is Heaven?</li> <li>• What do people think it is like?</li> <li>• What stories have you heard about what happens after we die?</li> <li>• Does your culture have a name for a place that is opposite to Heaven?</li> </ul>	<p><b>Who</b></p> <ul style="list-style-type: none"> <li>• Who lives in Heaven?</li> <li>• Whom would you most like to meet in Heaven?</li> </ul>
<p><b>How</b></p> <ul style="list-style-type: none"> <li>• How is it possible to reach Heaven in the after-life?</li> <li>• How do we know what will happen?</li> <li>• How do you feel about this topic?</li> </ul>	<p><b>Why</b></p> <ul style="list-style-type: none"> <li>• Why do you think many people believe in Heaven, but not in Hell?</li> <li>• Why do you believe the way you do about the after-life?</li> </ul>
<p><b>Where</b></p> <ul style="list-style-type: none"> <li>• Where do you think people go after this life on earth?</li> </ul>	<p><b>When</b></p> <ul style="list-style-type: none"> <li>• If you could, would you like to know how long you will live?</li> </ul>

<sup>45</sup> SOCEM ESL Conversation Guide, 2016, p. 111.

## Study Focus: The Preposition “OF”

This little word, also a preposition, has so many meanings!

Taken from “The Ins and Outs of Prepositions” by Jean Yates, PhD

Meaning of “Of”	Example phrase:	Pattern:	Now you Try:
<p><b>Of means FROM:</b> It indicates <b>connection</b></p> <p>Connection to a place</p> <p>Connection to a time</p> <p>Connection to a family</p>	<p>The pages of the book The leaves of the tree</p> <p>A native of Alaska The birds of Australia Sea of Tiberias Nathanael of Cana The music of the 80’s The first of July</p> <p>Simon, son of John The sons of Zebedee</p>	<p>Noun + of + the + noun</p> <p>_____</p> <p>_____</p>	<p>I am a citizen of _____.</p> <p>I was born _____.</p>
<p><b>Of means FROM:</b> What is <b>contained within a group</b></p> <p>What is special about an individual or special member in a group</p>	<p>The women of that family The people of that religion</p> <p>The president of the class. The student leaders of the HELP program. The students of the class.</p>	<p>Noun+ of + this/that + noun</p> <p>Often use city, club, company, race, religious, country, species, society</p> <p>Noun + of + the + non</p>	<p>My family is part of _____.</p>
<p><b>Of Means WHY:</b> It clarifies the <b>reason</b></p>	<p>They were not able to haul it in because of the great number of fish.</p>	<p>Because + of + reason</p>	
<p><b>Of means BY:</b> It identifies ideas/works by their author or composer</p>	<p>The works of Shakespeare The methods of the teacher</p>	<p>Noun + of + noun</p>	
<p><b>Of CLARIFIES:</b> A person’s occupation or area of specialty</p>	<p>A professor of theology Students of cardiology Doctor of medicine</p>	<p>=Theology professor _____</p> <p>=Cardiology students Medical doctor _____</p>	



<p><b>Of CLARIFIES:</b> The name of another noun</p>	<p>The Bay of Bengal I don't know the name of the school.</p>	<p>The + noun + of + noun</p>	
<p><b>Of CLARIFIES:</b> the specific location of a part.</p>	<p>In the middle of the book At the front of the steps</p>	<p>Preposition + the + noun + of + noun</p>	
<p><b>Of CLARIFIES:</b> further the category of description</p> <p>The Type of container/amount</p> <p>The Value</p> <p>The Measurement of height/length/weight</p>	<p>What kind of shoes are you looking for?</p> <p>A loaf of bread, This piece of pie The plate of cookies</p> <p>The price of the dress was outrageous! Do you know the length of the field? The weight of the suitcase?</p>	<p>Noun + of + noun</p> <hr/> <hr/>	
<p><b>Of CLARIFIES:</b> the number or proportion</p>	<p>None of the disciples dared to question him.</p> <p>Three of the girls are our daughters. I'll have 8 of those. There are plenty of them for everyone.</p> <p>Some of the hospitals are full.</p> <p>A little bit of that goes a long way.</p>	<p>Number/adjective of + plural noun.</p> <p>For all, little, much, some...</p>	
<p><b>Of CLARIFIES:</b> <b>the source.</b></p> <p>By their force</p> <p>By their sight</p> <p>By their sensation</p> <p><b>Expressions using "of"</b></p> <p>Words of love, sign of weakness, a method of teaching</p>	<p>I heard the cry of a baby.</p> <p>The gust of wind knocked me over. The blue of the sky is like her eyes. The touch of his hand was so kind. The texture of the cloth was rough. He shouted words of anger. Jesus said this to indicate the kind of death by which Peter would glorify God.</p>	<p>The + noun + of + noun</p>	

<b>Of CLARIFIES:</b> the material, or contents	My new purse is made of leather.  The water is composed of hydrogen and oxygen. He is sick of COVID.	Noun + be+ past participle + of + noun  Noun + of + noun	Use with metal, nylon, plastic, polyester, sand, silk, etc.
<b>Of CLARIFIES:</b> the purpose	The prince’s funeral had a moment of silence.  It was a national week of mourning.  This is a year of Zoom.	_____ _____	
<b>Of CLARIFIES:</b> one’s feelings:	I appreciate the pleasure of your company.  It was the desire of my heart. It was a time of sorrow.	Noun + of + [pronoun] + noun  No pronoun.	
<b>Of Describes:</b> behaviour	It was kind of her to come. It was rude of her to say it.	Be + adjective + of + noun	Use with bad, careless, responsible, rude...all adjectives
<b>Of Describes:</b> a quality	She is a woman of honour.	_____ _____	Use with dignity, few words, faith, integrity, high standards, wisdom, strength
<b>Other Expressions:</b> To get rid of  A change of scenery  The right of way	I want to get rid of an old table.  We hope to have a change of pace.		

## Reading Practice: John 21 (Review)

Now look back at John 21, as printed in these lessons for last week.

Circle the little word, “Of” in all of John 21 (print complete text; sample below).

What do you learn from observing this little word just in John 21?

Now, let us finish the book of John:

### John 21 (Final)

<sup>20</sup> Peter turned and saw that the disciple whom Jesus loved was following them. (This was the one who had leaned back against Jesus at the supper and had said, “Lord, who is going to betray you?”) <sup>21</sup> When Peter saw him, he asked, “Lord, what about him?”

<sup>22</sup> Jesus answered, “If I want him to remain alive until I return, what is that to you? You must follow me.” <sup>23</sup> Because of this, the rumor spread among the believers that this disciple would not die. But Jesus did not say that he would not die; he only said, “If I want him to remain alive until I return, what is that to you?”

<sup>24</sup> This is the disciple who testifies to these things and who wrote them down. We know that his testimony is true.<sup>25</sup> Jesus did many other things as well. If every one of them were written down, I suppose that even the whole world would not have room for the books that would be written.

1. After Peter asks Jesus, “what about him?” Jesus makes a strong response:

What is it to you? (v. 22).

Peter is comparing himself to John. Sometimes we want to compare our lives to other people. How could Jesus response to Peter also be true for us?

2. We also don’t want to die (v. 23). How can we be sure we have eternal life?

See the next pages on how to know you have eternal life.

## Conclusion

### How do I get to Heaven?

While sitting in an ESL class as snow fell heartily outside, a gracious young Columbian man simply said: "Prepare the die." I didn't understand, so he wrote those three words on the Conversation Guide, which was on "Burdens."

He tried in the best English he could muster to say that his greatest *burden* was not knowing what would happen when he died. That is a heavy burden for many of us, isn't it?

The book of John (above) records Jesus answering questions about this same thing. In John 3 and in John 14, you will notice that people ask Jesus these exact same questions: "How do we get to heaven" to which Jesus says, "you must be born again" (John 3). He clarifies that He has gone to heaven to prepare a place and will come again to take those who believe to be with Him.

John, the writer of this gospel, states that the purpose of His writing the book of John was "that you may believe that Jesus is the Christ, the Son of God, and that by believing you may have life in His name" (John 20:21). This life, he said, was going to be "abundant" (John 10:10).

But how exactly do we get there? What did I tell that young man on that snowy night at Clemens Mills Library who wanted to be prepared to die?

I told him the good news the Bible tells us on how we can experience fullness of life now and be prepared to die and go to heaven.

The Bible makes it clear that God loves us and wants each of us to experience peace and have eternal life. John 3:16 says, "For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life."

If that's the case, why is it that most people don't experience fullness of life now or have assurance of eternal life in heaven when they die?

The Bible explains that we all have a problem: whether we know it or not, we all begin life separated from God and the life He gives. You see each of us has gone our own way in life rather than following God's way. John 3:19 says, "And this is the judgment: the light (Jesus) has come into the world, and people loved the darkness rather than the light because their works were evil." So willful actions have separated us from God; our sins have created a gap between us and God that we cannot bridge.

The good news is that God bridged the gap and closed the separation by sending Jesus to die the death we deserved. Jesus died on the cross for the wrongs you and I have done. His cross became the bridge that can bring us back to God.

What God wants us to do is to turn from our sins. We must believe and receive Jesus as the only One who can forgive us and bring us home to God. Jesus himself said, "I am the way, and the truth and the life. No one comes to the Father except through me" (John 14:6).

So what's left for us to do? We must believe Jesus and receive the forgiveness and eternal life he offers to us as a gift. As John 1:12 says, "But to all who did receive him, who believed in his name, he gave the right to become children of God."

If you have never done this, you can do so today. Tell God that you know that you need Him and are sorry for sinning against Him. Tell him that you believe in Jesus as the One who died so you could have life now and forever.

Here is a simple prayer you can pray:

**Dear God, I know that I am a sinner. I want to turn from my sins, and I ask for Your forgiveness. I believe that Jesus Christ is Your Son. I believe He died for my sins and that You raised Him to life. I want Him to come into my heart and take control of my life. I want to trust Jesus as my Saviour and follow Him as my Lord from this day forward.**

**In Jesus name, Amen.**

If you decide to take this important step, please let us know.

Drs. Rick and Linda Reed

By the way, you can find out more about this good news by visiting this website:  
<https://stepstopeace.org/>