

- Song 101 and Prayer
- Opening Comments (1 min.)

TREASURES FROM GOD’S WORD

- **“All the Earth Continued to Be of One Language”:** (10 min.)
 Ge 11:1-4—Some decided to build a city and a tower in opposition to God’s will (*it-1 239; it-2 202 ¶2*)
 Ge 11:6-8—Jehovah confused their language (*it-2 202 ¶3*)
 Ge 11:9—The people abandoned their project and scattered (*it-2 472*)
- **Digging for Spiritual Gems:** (10 min.)
 Ge 9:20-22, 24, 25—Why might Noah have cursed Canaan instead of Ham? (*it-1 1023 ¶4*)

Ge 10:9, 10—How was Nimrod “a mighty hunter in opposition to Jehovah”? (*it-2 503*)

What spiritual gems from this week’s Bible reading would you like to share regarding Jehovah God, the field ministry, or something else?

- **Bible Reading:** (4 min. or less) Ge 10:6-32 (5)

APPLY YOURSELF TO THE FIELD MINISTRY

- **Second Return Visit Video:** (5 min.) Discussion. Play the video, and then ask the audience the following questions: What indicates that the publishers prepared for this return visit together? How did the brother introduce a publication from the Teaching Toolbox and start a Bible study?
- **Second Return Visit:** (3 min. or less) Use the sample conversation. (4)
- **Bible Study:** (5 min. or less) Begin with the second return visit sample conversation, and then start a Bible study using the *Teach Us* book. (2)

LIVING AS CHRISTIANS

- Song 60
- **“Be a Skilled Workman”:** (15 min.) Discussion by the service overseer.
- **Congregation Bible Study:** (30 min.) *jy* chap. 101
- Concluding Comments (3 min. or less)
- Song 56 and Prayer

GENESIS 9-11 | “All the Earth Continued to Be of One Language”

11:1-4, 6-9

At Babel, Jehovah scattered disobedient humans by confusing their language. Today he is gathering a great crowd out of all nations and tongues and giving them “a pure language” so that they “may call on the name of Jehovah, to serve him shoulder to shoulder.” (Zep 3:9; Re 7:9) This “pure language” is the truth about Jehovah and his purposes as found in the Scriptures.

Learning a new language takes more than just memorizing new words. It requires learning a new way of thinking, new thought patterns. Similarly, as we learn the pure language of truth, our minds are transformed. (Ro 12:2) This is a continuing process that results in unity among God’s people.—1Co 1:10.



Working Together in Unity

(Ephesians 4:3)

F F6/C Fma7 F/C F/A

From a world di - vid - ed and cold, God has
As we pray to be of one mind, Al - ways

A^b C7/G C7 B^b/C C7 C7/G B^b/C

brought us in - to his fold. U - ni - ty and
ten - der, lov - ing, and kind, Love will grow and

C7/G C7 B^b/C C7 C7/E B^b/D C7 Gm C7 F Gm11

peace we pos - sess, Bring - ing us hap - pi - ness.
praise will in - crease, Giv - ing us joy and peace.

F7/A E^b/G F7 B^b F/A Dm7 D^b7

U - ni - ty we cher - ish; Har - mo -
Peace is so re - fresh - ing, Bring - ing

Working Together in Unity

C7 Bb/C C7 Bb/C C7 F F6/C

ny is sweet. In God's work there's
such de - light. As we show true

Fma7 F/C F/A Ab° C7/G

much to be done. He di - rects us now through his
broth - er - ly love, God will grant us peace from a -

C7 Bb/C C7 C7/G Bb/C C7/G

Son. May we serve o - be - di - ent -
bove. With his help, u - nit - ed we'll

C7 Bb/C C7 Bb6 Dm/A Gm7 Bb/C C7 F Gm7/C F

ly, Work - ing in har - mo - ny.
be, Serv - ing him end - less - ly.

(See also Mic. 2:12; Zeph. 3:9; 1 Cor. 1:10.)

from the earth.^a **12** He waited still another seven days. Then he sent out the dove, but it did not return to him anymore.

13 Now in the 601st year,^b in the first month, on the first day of the month, the waters had drained from the earth; and Noah removed the covering of the ark and saw that the surface of the ground was drying. **14** In the second month, on the 27th day of the month, the earth had dried off.

15 God now said to Noah: **16** "Go out of the ark, you, your wife, your sons, and your sons' wives.^c **17** Bring out with you all the living creatures of every sort of flesh,^d of the flying creatures and of the animals and of all the creeping animals of the earth, that they may multiply* on the earth and be fruitful and become many on the earth."^e

18 So Noah went out, together with his sons,^f his wife, and his sons' wives. **19** Every living creature, every creeping animal and every flying creature, everything that moves on the earth, went out of the ark by families.^g **20** Then Noah built an altar^h to Jehovah and took some of all the clean animals and of all the clean flying creaturesⁱ and offered burnt offerings on the altar.^j **21** And Jehovah began to smell a pleasing* aroma. So Jehovah said in his heart: "Never again will I curse^k the ground^k on man's account, for the inclination of the heart of man is bad from his youth up;^l and never again will I strike down every living thing as I have done.^m **22** From now on, the earth will never cease to have seed-sowing and harvest, cold and heat, summer and winter, and day and night."ⁿ

8:17 *Or "swarm." 8:21 *Or "appeasing; soothing." Lit., "restful." ^aOr "call down evil upon."

CHAP. 8

- a Ge 7:20
- Ge 8:3
- b Ge 7:6, 11
- c Ge 7:7
- 1Pe 3:20
- 2Pe 2:5
- d Ge 6:19, 20
- Ge 7:14, 15
- e Ge 1:22
- f Ge 6:10
- g Ge 7:13, 14
- h Ge 12:7
- i Ge 7:2
- Le 20:25
- j De 27:6
- k Ge 3:17
- Ge 5:29
- l Ge 6:5
- Ec 7:20
- Mt 15:19
- m Ge 6:7, 17
- Ge 9:11
- Isa 54:9
- n Ge 1:14
- Ps 74:17
- Ec 1:4

Second Col.

CHAP. 9

- a Ge 1:28
- b Ge 1:26
- Jas 3:7
- c 1Ti 4:3
- d Ge 1:29
- e Le 17:11, 14
- f Le 3:17
- Le 7:26
- Le 17:10, 13
- De 12:16, 23
- Ac 15:20, 29
- Ac 21:25
- g Ge 4:8, 10
- Ex 21:12
- h Ex 20:13
- Nu 35:30
- Mt 26:52
- i Ge 1:27
- j Ge 1:28
- Ge 10:32
- k Ge 9:15
- Isa 54:9
- l Ge 8:17
- m Ge 8:21

9 God went on to bless Noah and his sons and to say to them: "Be fruitful and become many and fill the earth.^a **2** A fear of you and a terror of you will continue upon every living creature of the earth and upon every flying creature of the heavens, upon everything that moves on the ground and upon all the fish of the sea. They are now given into your hand.^{*b} **3** Every moving animal that is alive may serve as food for you.^c Just as I gave you the green vegetation, I give them all to you.^d **4** Only flesh with its life*—its blood^e—you must not eat.^f **5** Besides that, I will demand an accounting for your lifeblood.* I will demand an accounting from every living creature; and from each man I will demand an accounting for the life of his brother.^g **6** Anyone shedding man's blood, by man will his own blood be shed,^h for in God's image He made man.ⁱ **7** As for you, be fruitful and become many, and increase abundantly on the earth and multiply."^j

8 Then God said to Noah and to his sons with him: **9** "I am now establishing my covenant with you^k and with your offspring after you, **10** and with every living creature* that is with you, the birds, the animals, and all the living creatures of the earth with you, all those that came out of the ark—every living creature of the earth.^l **11** Yes, I establish my covenant with you: Never again will all flesh* be destroyed by the waters of a flood, and never again will a flood bring the earth to ruin."^m

12 And God added: "This is the sign of the covenant that I

9:2 *Or "given under your authority." 9:4, 10 *Or "soul." 9:5 *Or "the blood of your souls." 9:11 *Or "living things."

am making between me and you and every living creature* that is with you, for all future generations. **13** I put my rainbow in the cloud, and it will serve as a sign of the covenant between me and the earth. **14** Whenever I bring a cloud over the earth, then the rainbow will certainly appear in the cloud. **15** And I will certainly remember my covenant that I made between me and you and every living creature of every kind;* and never again will the waters become a flood to destroy all flesh.^a **16** And the rainbow will occur in the cloud, and I will certainly see it and remember the everlasting covenant between God and every living creature of every kind* on the earth.”

17 God repeated to Noah: “This is the sign of the covenant that I establish between me and all flesh that is on the earth.”^b

18 Noah's sons who came out of the ark were Shem, Ham, and Ja'pheth.^c Ham later became the father of Ca'naan.^d **19** These three were Noah's sons, and all the earth's population came from them and spread abroad.^e

20 Now Noah started off as a farmer, and he planted a vineyard. **21** When he drank of the wine, he became intoxicated, and he uncovered himself inside his tent. **22** Ham, the father of Ca'naan, saw his father's nakedness, and he told his two brothers outside. **23** So Shem and Ja'pheth took a garment and put it upon both their shoulders and walked in backward. Thus they covered their father's nakedness while their faces were turned away, and they did not see their father's nakedness.

24 When Noah woke up from his wine and learned what his

9:12 *Or “soul.” 9:15, 16 *Or “every living soul of all flesh.”

CHAP. 9

a Ge 8:21

b Ge 9:12, 13

c Ge 5:32

Ge 7:7

Ge 10:1

d Ge 10:6

e Ge 10:32

Second Col.

a De 7:1

b Jos 17:13

c Jg 1:28

d Ge 7:6

CHAP. 10

e Lu 3:23, 36

f Ge 9:18, 19

g Eze 38:6

h Eze 38:2

i Isa 66:19

Eze 27:13

j Ps 120:5

Eze 32:26

k 1Ch 1:5-7

l Jer 51:27

m Eze 27:14

Eze 38:6

n Eze 27:7

o Jon 1:3

p Isa 23:1

q Ge 50:11

r Jer 46:9

Na 3:9

s Nu 34:2

1Ch 1:8-10

t Ps 72:10

u Eze 27:22

youngest son had done to him, **25** he said:

“Cursed be Ca'naan.^a

Let him become the lowest slave to his brothers.”^b

26 And he added:

“Praised be Jehovah, the God of Shem,
And let Ca'naan become a slave to him.^c

27 Let God grant ample space to Ja'pheth,
And let him reside in the tents of Shem.
Let Ca'naan become a slave to him also.”

28 Noah continued to live for 350 years after the Flood.^d **29** So all the days of Noah amounted to 950 years, and he died.

10 This is the history of Noah's sons, Shem,^e Ham, and Ja'pheth.

Sons were born to them after the Flood.^f **2** The sons of Ja'pheth were Go'mer,^g Ma'gog,^h Ma'da-i, Ja'van, Tu'bal,ⁱ Me'shech,^j and Ti'ras.^k

3 The sons of Go'mer were Ash'ke-naz,^l Ri'phath, and To-gar'mah.^m

4 The sons of Ja'van were E-li'shah,ⁿ Tar'shish,^o Kit'tim,^p and Do'da-nim.

5 From these the inhabitants of the islands spread into their lands, according to their languages and their families and by their nations.

6 The sons of Ham were Cush, Miz'ra-im,^q Put,^r and Ca'naan.^s

7 The sons of Cush were Se'ba,^t Hav'i-lah, Sab'tah, Ra'a-mah,^u and Sab'te-ca.

The sons of Ra'a-mah were She'ba and De'dan.

8 Cush became father to Nim'rod. He was the first to become a mighty one on the

earth. **9** He became a mighty hunter in opposition to Jehovah. That is why there is a saying: "Just like Nim'rod, a mighty hunter in opposition to Jehovah." **10** The beginning of his kingdom was* Ba'bel,^a E'rech,^b Ac'cad, and Cal'neh, in the land of Shi'nar.^c **11** From that land he went into As-syr'i-a^d and built Nin'e-veh,^e Re-ho'both-Ir, Ca'lah, **12** and Re'sen, between Nin'e-veh and Ca'lah: This is the great city.*

13 Miz'ra-im became father to Lu'dim,^f An'a-mim, Le-ha'bim, Naph-tu'him,^g **14** Path-ru'sim,^h Cas-lu'him (from whom the Phi-lis'tinesⁱ came), and Caph-to-rim.^j

15 Ca'naan became father to Si'don,^k his firstborn, and Heth,^l **16** as well as the Jeb'u-site,^m the Am'or-ite,ⁿ the Gir-ga-shite, **17** the Hi'vite,^o the Ark'ite, the Si'nite, **18** the Ar'vad-ite,^p the Zem'a-rite, and the Ha'math-ite.^q Afterward, the families of the Ca'naan-ites were scattered. **19** So the boundary of the Ca'naan-ites was from Si'don as far as Ge'rar,^r near Gaz'a,^s as far as Sod'om, Go-mor'rah,^t Ad'mah, and Ze-boi'im,^u near La'sha. **20** These were the sons of Ham according to their families and their languages, by their lands and their nations.

21 Children were also born to Shem, the forefather of all the sons of E'ber^v and the brother of Ja'pheth the oldest.* **22** The sons of Shem were E'lam,^w As'shur,^x Ar-pach'shad,^y Lud, and A'ram.^z

23 The sons of A'ram were Uz, Hul, Ge'ther, and Mash.

10:10 *Or "The first cities of his kingdom were." **10:12** *Or possibly, "They form the great city." **10:21** *Or possibly, "and the older brother of Japheth."

CHAP. 10

- a Ge 11:9
- b Eze 4:9
- c Da 1:2
- d Mic 5:6
- e Jon 3:3
- Mt 12:41
- f Jer 46:9
- g 1Ch 1:11, 12
- h Eze 29:14
- i Jos 13:2, 3
- Jer 47:4
- j De 2:23
- k Jos 13:6
- Mr 7:24
- l Ge 25:10
- Ge 27:46
- 1Ch 1:13-16
- m Jg 1:21
- n Ge 15:16
- De 3:8
- o Jos 11:3
- p Eze 27:11
- q 1Ki 8:65
- r Ge 20:1
- s Jos 15:20, 47
- Ac 8:26
- t Ge 13:10
- Ge 19:24
- Jude 7
- u De 29:23
- v Ge 11:17
- w Eze 4:9
- Ac 2:8, 9
- x Eze 27:23
- y Ge 11:10
- z 1Ch 1:17

Second Col.

- a Ge 11:12
- Lu 3:23, 35
- b Ge 11:16
- c 1Ch 1:19
- d 1Ch 1:20-23
- e 1Ki 9:28
- 1Ki 10:11
- f Ge 10:5
- g Ge 9:7
- Ge 9:19
- Ac 17:26

CHAP. 11

- h Ge 10:9, 10
- Da 1:2
- i Ge 9:1

24 Ar-pach'shad became father to She'lah,^a and She'lah became father to E'ber.

25 Two sons were born to E'ber. The name of the one was Pe'leg,^b because in his lifetime the earth[#] was divided. The name of his brother was Jok'tan.^c

26 Jok'tan became father to Al-mo'dad, She'leph, Ha-zar-ma'veth, Je'rah,^d **27** Ha-do-ram, U'zal, Dik'lah, **28** O'bal, A-bim'a-el, She'ba, **29** O'phir,^e Hav'i-lah, and Jo'bab; all of these were the sons of Jok'tan.

30 Their place of dwelling extended from Me'sha as far as Se'phar, the mountainous region of the East.

31 These were the sons of Shem according to their families and their languages, by their lands and their nations.^f

32 These were the families of the sons of Noah according to their family lines and by their nations. From these the nations were spread abroad in the earth after the Flood.^g

11 Now all the earth continued to be of one language and of one set of words.* **2** As they traveled eastward, they discovered a valley plain in the land of Shi'nar,^h and they began dwelling there. **3** Then they said to one another: "Come! Let us make bricks and bake them with fire." So they used bricks instead of stone, and bitumen as mortar. **4** They now said: "Come! Let us build a city for ourselves and a tower with its top in the heavens, and let us make a celebrated name for ourselves, so that we will not be scattered over the entire face of the earth."ⁱ

10:25 *Meaning "Division." [#]Or "earth's population." **11:1** *Or "of one vocabulary."

5 Then Jehovah went down to see the city and the tower that the sons of men had built. 6 Jehovah then said: "Look! They are one people with one language,^a and this is what they have started to do. Now there is nothing that they may have in mind to do that will be impossible for them. 7 Come! Let us^b go down there and confuse their language in order that they may not understand one another's language." 8 So Jehovah scattered them from there over the entire face of the earth,^c and they gradually left off building the city. 9 That is why it was named Ba'bel,^{*d} because there Jehovah confused the language of all the earth, and Jehovah scattered them from there over the entire face of the earth.

10 This is the history of Shem.^e

Shem was 100 years old when he became father to Ar-pach'shad^f two years after the Flood. 11 After becoming father to Ar-pach'shad, Shem continued to live 500 years. And he became father to sons and daughters.^g

12 Ar-pach'shad lived for 35 years and then became father to She'lah.^h 13 After becoming father to She'lah, Ar-pach'shad continued to live 403 years. And he became father to sons and daughters.

14 She'lah lived for 30 years and then became father to E'ber.ⁱ 15 After becoming father to E'ber, She'lah continued to live 403 years. And he became father to sons and daughters.

16 E'ber lived for 34 years and then became father to Pe'-leg.^j 17 After becoming father to Pe'leg, E'ber continued to live 430 years. And he became father to sons and daughters.

18 Pe'leg lived for 30 years and then became father to Re'u.^k

11:9 *Meaning "Confusion."

CHAP. 11

a Ge 11:1

b Ge 1:26

c De 32:8

d Jer 50:1

e Ge 6:10
Lu 3:23, 36

f Ge 10:22
1Ch 1:17

g Ge 10:21

h Ge 10:24
1Ch 1:18
Lu 3:23, 35

i Ge 10:21
1Ch 1:18

j Ge 10:25
1Ch 1:19

k Lu 3:23, 35

Second Col.

a Ge 11:32
Lu 3:23, 34

b Ge 12:7
Ge 15:1, 6
Ge 17:5
Jas 2:23

c Jos 24:2

d Ge 12:4
Ge 19:1
2Pe 2:7

e Ge 15:7
Ne 9:7

f Ac 7:4

g Ge 12:11
Ge 17:15
Ge 20:12, 13
1Pe 3:6

h Ge 22:20
Ge 24:15

i Ge 16:1, 2
Ro 4:19
Heb 11:11

j Ge 11:27, 28

k Ge 10:19

l Ge 12:4
Ge 27:42, 43
Ac 7:2, 4

19 After becoming father to Re'u, Pe'leg continued to live 209 years. And he became father to sons and daughters.

20 Re'u lived for 32 years and then became father to Se'rug. 21 After becoming father to Se'rug, Re'u continued to live 207 years. And he became father to sons and daughters.

22 Se'rug lived for 30 years and then became father to Na'hor. 23 After becoming father to Na'hor, Se'rug continued to live 200 years. And he became father to sons and daughters.

24 Na'hor lived for 29 years and then became father to Te'rah.^a 25 After becoming father to Te'rah, Na'hor continued to live 119 years. And he became father to sons and daughters.

26 Te'rah lived for 70 years, after which he became father to A'bram,^b Na'hor,^c and Ha'ran.

27 This is the history of Te'rah.

Te'rah became father to A'bram, Na'hor, and Ha'ran; and Ha'ran became father to Lot.^d

28 While his father Te'rah was still alive, Ha'ran died in the land of his birth, in Ur^e of the Chal-de'ans.^f 29 A'bram and Na'hor took wives for themselves. The name of A'bram's wife was Sar'ai,^g and the name of Na'hor's wife was Mil'cah,^h the daughter of Ha'ran, the father of Mil'cah and Is'cah. 30 Now Sar'ai was barren;ⁱ she had no child.

31 Te'rah then took A'bram his son and Lot his grandson,^j the son of Ha'ran, and Sar'ai his daughter-in-law, the wife of A'bram his son, and they went with him out of Ur of the Chal-de'ans to go to the land of Ca'naan.^k In time they came to Ha'ran^l and began dwelling there. 32 The days of Te'rah were 205 years. Then Te'rah died in Ha'ran.

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What spiritual gems from this week’s Bible reading would you like to share regarding Jehovah God, the field ministry, or something else?

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11:1-4, 6-9

At Babel, Jehovah scattered disobedient humans by confusing their language. Today he is gathering a great crowd out of all nations and tongues and giving them “a pure language” so that they “may call on the name of Jehovah, to serve him shoulder to shoulder.” (Zep 3:9; Re 7:9) This “pure language” is the truth about Jehovah and his purposes as found in the Scriptures.

Learning a new language takes more than just memorizing new words. It requires learning a new way of thinking, new thought patterns. Similarly, as we learn the pure language of truth, our minds are transformed. (Ro 12:2) This is a continuing process that results in unity among God’s people.—1Co 1:10.



January 27–February 2 / Genesis 9-11

Treasures From God's Word

"All the Earth Continued to Be of One Language": (10 minutes)

Genesis 11:1-4, 6-9

At Babel, Jehovah scattered disobedient humans by confusing their language. Today he is gathering a great crowd out of all nations and tongues and giving them "a pure language" so that they "may call on the name of Jehovah, to serve him shoulder to shoulder." (Zephaniah 3:9; Revelation 7:9) This "pure language" is the truth about Jehovah and his purposes as found in the Scriptures.

Learning a new language takes more than just memorizing new words. It requires learning a new way of thinking, new thought patterns. Similarly, as we learn the pure language of truth, our minds are transformed. (Romans 12:2) This is a continuing process that results in unity among God's people.—1 Corinthians 1:10.

Genesis 11:1-4—Some decided to build a city and a tower in opposition to God's will

Genesis 11:1-4: Now all the earth continued to be of one language and of one set of words. As they traveled eastward, they discovered a valley plain in the land of Shinar, and they began dwelling there. Then they said to one another: "Come! Let us make bricks and bake them with fire." So they used bricks instead of stone, and bitumen as mortar. They now said: "Come! Let us build a city for ourselves and a tower with its top in the heavens, and let us make a celebrated name for ourselves, so that we will not be scattered over the entire face of the earth."

it-1 239

Characteristics of Ancient Babylon. The founding of the city of Babylon on the Plains of Shinar was concurrent with the attempt at building the Tower of Babel. (Genesis 11:2-9) The popular cause to be advanced by the tower and city construction was, not the exaltation of God's name, but that the builders might "make a celebrated name" for themselves. The ziggurat towers uncovered not only in the ruins of ancient Babylon but elsewhere in Mesopotamia would seem to confirm the essentially religious nature of the original tower, whatever its form or style. The decisive action taken by Jehovah God to overthrow the temple construction clearly condemns it as of a false religious origin. Whereas the Hebrew name given the city, Babel, means "Confusion," the Sumerian name (*Ka-dingir-ra*) and the

Akkadian name (*Bab-ilu*) both mean "Gate of God." Thus the remaining inhabitants of the city altered the form of its name to avoid the original condemnatory sense, but the new or substitute form still identified the city with religion.

it-2 202 paragraph 2

The Genesis account describes the uniting of some part of the post-Flood human family in a project that opposed God's will as stated to Noah and his sons. (Genesis 9:1) Instead of spreading out and 'filling the earth,' they determined to centralize human society, concentrating their residence on a site in what became known as the Plains of Shinar in Mesopotamia. Evidently this was also to become a religious center, with a religious tower.—Genesis 11:2-4.

Genesis 11:6-8—Jehovah confused their language

Genesis 11:6-8: Jehovah then said: "Look! They are one people with one language, and this is what they have started to do. Now there is nothing that they may have in mind to do that will be impossible for them. Come! Let us go down there and confuse their language in order that they may not understand one another's language." So Jehovah scattered them from there over the entire face of the earth, and they gradually left off building the city.

it-2 202 paragraph 3

Almighty God gave their presumptuous project a setback by breaking up their unity of action, accomplishing this by confusing their common language. This made impossible any coordinated work on their project and led to their scattering to all parts of the globe. The confusion of their language would also hinder or slow down future progress in a wrong direction, a God-defying direction, since it would limit mankind's ability to combine its intellectual and physical powers in ambitious schemes and also make it difficult to draw upon the accumulated knowledge of the different language groups formed—knowledge, not from God, but gained through human experience and research. (Compare Ecclesiastes 7:29; Deuteronomy 32:5.) So, while it introduced a major divisive factor into human society, the confusion of human speech actually benefited human society in retarding the attainment of dangerous and hurtful goals. (Genesis 11:5-9; compare Isaiah 8:9, 10.) One has only to consider certain developments in our own times, resulting from accumulated secular knowledge and man's misuse thereof, to realize what God foresaw long ago would develop if the effort at Babel were allowed to go unhindered.

Genesis 11:9—The people abandoned their project and scattered

Genesis 11:9: That is why it was named Babel, because there Jehovah confused the language of all the earth, and Jehovah scattered them from there over the entire face of the earth.

it-2 472

Separated now by communication barriers, each linguistic group developed its own culture, art, customs, traits, and religion—each its own ways of doing things. (Leviticus 18:3) Alienated from God, the various peoples contrived many idols of their mythical deities.—Deuteronomy 12:30; 2 Kings 17:29, 33.

Digging for Spiritual Gems

Genesis 9:20-22, 24, 25—Why might Noah have cursed Canaan instead of Ham?

Genesis 9:20-22: Now Noah started off as a farmer, and he planted a vineyard. When he drank of the wine, he became intoxicated, and he uncovered himself inside his tent. Ham, the father of Canaan, saw his father's nakedness, and he told his two brothers outside.

Genesis 9:24, 25: When Noah woke up from his wine and learned what his youngest son had done to him, he said: "Cursed be Canaan. Let him become the lowest slave to his brothers."

it-1 1023 paragraph 4

It is possible that Canaan himself had been involved directly in the incident and that his father Ham had failed to correct him. Or Noah, speaking prophetically by inspiration, foresaw that the bad tendency in Ham, perhaps already manifest in his son Canaan, would be inherited by Canaan's offspring. The curse was partly fulfilled when the Semitic Israelites subjugated the Canaanites. Those who were not destroyed (for example, the Gibeonites [Joshua 9]) were made slaves to Israel. Centuries later, the curse was further fulfilled when descendants of Ham's son Canaan came under the domination of the Japhetic world powers of Medo-Persia, Greece, and Rome.

Genesis 10:9, 10—How was Nimrod "a mighty hunter in opposition to Jehovah"?

Genesis 10:9, 10: He became a mighty hunter in opposition to Jehovah. That is why there is a saying: "Just like Nimrod, a mighty hunter in opposition to Jehovah." The beginning of his kingdom was Babel, Erech, Accad, and Calneh, in the land of Shinar.

it-2 503

The beginning of Nimrod's kingdom included the cities of Babel, Erech, Accad, and Calneh, all in the land of Shinar. (Genesis 10:10) Therefore it was likely under his direction that the building of Babel and its tower began. This conclusion is also in agreement with the traditional Jewish view. Wrote Josephus: "[Nimrod] little by little transformed the state of affairs into a tyranny, holding that the only way to detach men from the fear of God was by making them continuously dependent upon his own power. He threatened to have his revenge on God if He wished to inundate the earth again; for he would build a tower higher than the water could reach and avenge the destruction of their forefathers. The people were eager to follow this advice of [Nimrod], deeming it slavery to submit to God; so they set out to build the tower . . . and it rose with a speed beyond all expectation."—*Jewish Antiquities*, I, 114, 115 (iv, 2, 3).

What spiritual gems from this week's Bible reading would you like to share regarding Jehovah God, the field ministry, or something else?

Bible Reading: (4 minutes or less) Genesis 10:6-32 (*th* study 5)

- Song 101 and Prayer
- Opening Comments (1 min.)

TREASURES FROM GOD’S WORD

- **“All the Earth Continued to Be of One Language”:** (10 min.)
 Ge 11:1-4—Some decided to build a city and a tower in opposition to God’s will (*it-1 239; it-2 202 ¶2*)
 Ge 11:6-8—Jehovah confused their language (*it-2 202 ¶3*)
 Ge 11:9—The people abandoned their project and scattered (*it-2 472*)
- **Digging for Spiritual Gems:** (10 min.)
 Ge 9:20-22, 24, 25—Why might Noah have cursed Canaan instead of Ham? (*it-1 1023 ¶4*)

Ge 10:9, 10—How was Nimrod “a mighty hunter in opposition to Jehovah”? (*it-2 503*)

What spiritual gems from this week’s Bible reading would you like to share regarding Jehovah God, the field ministry, or something else?

- **Bible Reading:** (4 min. or less) Ge 10:6-32 (5)

APPLY YOURSELF TO THE FIELD MINISTRY

- **Second Return Visit Video:** (5 min.) Discussion. Play the video, and then ask the audience the following questions: What indicates that the publishers prepared for this return visit together? How did the brother introduce a publication from the Teaching Toolbox and start a Bible study?
- **Second Return Visit:** (3 min. or less) Use the sample conversation. (4)
- **Bible Study:** (5 min. or less) Begin with the second return visit sample conversation, and then start a Bible study using the *Teach Us* book. (2)

LIVING AS CHRISTIANS

- Song 60
- **“Be a Skilled Workman”:** (15 min.) Discussion by the service overseer.
- **Congregation Bible Study:** (30 min.) *jy* chap. 101
- Concluding Comments (3 min. or less)
- Song 56 and Prayer

GENESIS 9-11 | “All the Earth Continued to Be of One Language”

11:1-4, 6-9

At Babel, Jehovah scattered disobedient humans by confusing their language. Today he is gathering a great crowd out of all nations and tongues and giving them “a pure language” so that they “may call on the name of Jehovah, to serve him shoulder to shoulder.” (Zep 3:9; Re 7:9) This “pure language” is the truth about Jehovah and his purposes as found in the Scriptures.

Learning a new language takes more than just memorizing new words. It requires learning a new way of thinking, new thought patterns. Similarly, as we learn the pure language of truth, our minds are transformed. (Ro 12:2) This is a continuing process that results in unity among God’s people.—1Co 1:10.





APPLY YOURSELF TO THE FIELD MINISTRY

SAMPLE CONVERSATIONS

○ SECOND RETURN VISIT

● **Question:** How can you become God's friend?

Scripture: Joh 17:3

Link: Does Jehovah reveal what the future holds?

FIND THIS SCRIPTURE IN THE
TEACHING TOOLBOX:



- *bhs* 15 ¶19
- *fg* lesson 3

VIDEO TRANSCRIPTION

Kim (Publisher 1): Hi Lisa, you remember Jeff, right?

Lisa (Householder 1): Yes, it's nice to see you both, let me get Aaron.

(seconds later)

Lisa (Householder 1): This is my husband Aaron.

Jeff (Publisher 2): I'm Jeff, and this is Kim.

Aaron (Householder 2): Good to meet you.

Kim (Publisher 1): The last time I was here, I raised the question, how can you become God's friend? What do you both think?

Lisa (Householder 1): Hmm, I'm not really sure.

Aaron (Householder 2): I think we have to do what God tells us to do.

Jeff (Publisher 2): And that is important, of course, we obey policemen without becoming their friends. So how can our obedience to God be based on love and friendship rather than on-duty? What do we do if what to become friends with a workmate or neighbor?

Aaron (Householder 2): We have to spend time with them and get to know them.

Jeff (Publisher 2): Exactly, John 17:3 tells us to do something similar with God and his son. Kim, would you please read that for us?

Kim (Publisher 1): It says:

³ “This means everlasting life, they're coming to know you, the only true God and the one whom you sent Jesus Christ.”

Jeff (Publisher 2): Thanks, if we want to develop a close bond with Jehovah and his son so that our obedience is motivated by love, what must we do?

Lisa (Householder 1): Get to know them.

Kim (Publisher 1): Yes.

Jeff (Publisher 2): But how do we do that? This book can help you learn more about God and his word, the Bible. Please open to page 15 and look at paragraph 19 there's the question and the scripture that we've been discussing. Aaron, do you mind reading the rest of the paragraph?



Our Christian Life and Ministry

MEETING WORKBOOK

Sample Conversations

Noah and his family prepare to enter the ark

INITIAL CALL

Question: What is God's name?

Scripture: **Ps 83:18**

Link: What is Jehovah's main quality?

FIND THIS SCRIPTURE IN THE TEACHING TOOLBOX:



- *bhs 12 ¶14*
- *fg lesson 2*

FIRST RETURN VISIT

Question: What is Jehovah's main quality?

Scripture: **1Jo 4:8**

Link: How can you become God's friend?

FIND THIS SCRIPTURE IN THE TEACHING TOOLBOX:



- *bhs 11 ¶13*
- *ll 29*

SECOND RETURN VISIT

Question: How can you become God's friend?

Scripture: **Joh 17:3**

Link: Does Jehovah reveal what the future holds?

FIND THIS SCRIPTURE IN THE TEACHING TOOLBOX:



- *bhs 15 ¶19*
- *fg lesson 3*

It Means Their Life

(Ezekiel 3:17-19)

Verse 1

B \flat B \flat /A E \flat /G B \flat /F F B \flat E \flat /B \flat

In this year of good-will by our God, all need to hear

B \flat Dm B \flat /D E \flat B \flat /F Cm7/F

That the day of his an-ger will come, and it is

Chorus

B \flat B \flat sus4 B \flat F/A Gm7 Gm7/F

near. It means their life, but not just

E \flat E \flat /D Cm7 F7sus4 F7 B \flat add9 B \flat F/A

theirs; It means our own life as well. It means their

It Means Their Life

Gm7 Gm7/F Eb Eb/D Cm7 F7sus4 F7

life, but not just theirs; It means our own life as

Detailed description: This system contains the first two lines of music. The treble staff has a key signature of two flats and a 4/4 time signature. The first line of music has a Gm7 chord, followed by a Gm7/F chord, an Eb chord, an Eb/D chord, a Cm7 chord, an F7sus4 chord, and an F7 chord. The lyrics are: "life, but not just theirs; It means our own life as". The bass staff provides a simple accompaniment with a G bass note, a Bb bass note, an Eb bass note, and a G bass note.

Bbadd9 Bb F/A Gm Gm/F Eb

well. It means their life if they o - bey, So all the

Detailed description: This system contains the next two lines of music. The treble staff continues with a Bbadd9 chord, a Bb chord, an F/A chord, a Gm chord, a Gm/F chord, and an Eb chord. The lyrics are: "well. It means their life if they o - bey, So all the". The bass staff continues with a Bb bass note, an F bass note, a G bass note, a G bass note, and an Eb bass note.

Bb/D Ebadd9 Bb/F F7sus4 Bb Ebadd9/Bb Bbsus4 Bb *Bridge*

na - tions we must tell; We must tell. It's

Detailed description: This system contains the third and fourth lines of music. The treble staff has a Bb/D chord, an Ebadd9 chord, a Bb/F chord, an F7sus4 chord, a Bb chord, an Ebadd9/Bb chord, a Bbsus4 chord, and a Bb chord. The lyrics are: "na - tions we must tell; We must tell. It's". The bass staff continues with a Bb bass note, an F bass note, a G bass note, a G bass note, and an Eb bass note. The word "Bridge" is written above the final measure of the treble staff.

Ebadd9/Bb Bb Ebadd9/Bb Bb

ur - gent, it's im - por - tant, That peo - ple lis - ten, learn, and live. We

Detailed description: This system contains the final two lines of music. The treble staff has an Ebadd9/Bb chord, a Bb chord, an Ebadd9/Bb chord, and a Bb chord. The lyrics are: "ur - gent, it's im - por - tant, That peo - ple lis - ten, learn, and live. We". The bass staff continues with a Bb bass note, an F bass note, a G bass note, a G bass note, and an Eb bass note. The letters "R.H." are written above the first measure of the bass staff.

It Means Their Life

Ebadd9
Cm7
Bb/D
Ebadd9
Cm11

tell them, and we teach them; Life-giv-ing truth we free-ly

Dm7
Chorus
F/A
Gm7
Gm7/F
Eb
Eb/D

give. It means their life, but not just theirs; It means our

Cm7
F7sus4
F7
Bbadd9
Bb
F/A
Gm
Gm/F

own life as well. It means their life if they o-

Eb
Bb/D
Ebadd9
Bb/F
F7sus4
Bb

bey, So all the na-tions we must tell; We must tell.

R.H.

(See also 2 Chron. 36:15; Isa. 61:2; Ezek. 33:6; 2 Thess. 1:8.)

- Song 101 and Prayer
- Opening Comments (1 min.)

TREASURES FROM GOD’S WORD

- **“All the Earth Continued to Be of One Language”:** (10 min.)
 Ge 11:1-4—Some decided to build a city and a tower in opposition to God’s will (*it-1 239; it-2 202 ¶2*)
 Ge 11:6-8—Jehovah confused their language (*it-2 202 ¶3*)
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- **Digging for Spiritual Gems:** (10 min.)
 Ge 9:20-22, 24, 25—Why might Noah have cursed Canaan instead of Ham? (*it-1 1023 ¶4*)

Ge 10:9, 10—How was Nimrod “a mighty hunter in opposition to Jehovah”? (*it-2 503*)

What spiritual gems from this week’s Bible reading would you like to share regarding Jehovah God, the field ministry, or something else?

- **Bible Reading:** (4 min. or less) Ge 10:6-32 (5)

APPLY YOURSELF TO THE FIELD MINISTRY

- **Second Return Visit Video:** (5 min.) Discussion. Play the video, and then ask the audience the following questions: What indicates that the publishers prepared for this return visit together? How did the brother introduce a publication from the Teaching Toolbox and start a Bible study?
- **Second Return Visit:** (3 min. or less) Use the sample conversation. (4)
- **Bible Study:** (5 min. or less) Begin with the second return visit sample conversation, and then start a Bible study using the *Teach Us* book. (2)

LIVING AS CHRISTIANS

- Song 60
- **“Be a Skilled Workman”:** (15 min.) Discussion by the service overseer.
- **Congregation Bible Study:** (30 min.) *jy* chap. 101
- Concluding Comments (3 min. or less)
- Song 56 and Prayer

GENESIS 9-11 | “All the Earth Continued to Be of One Language”

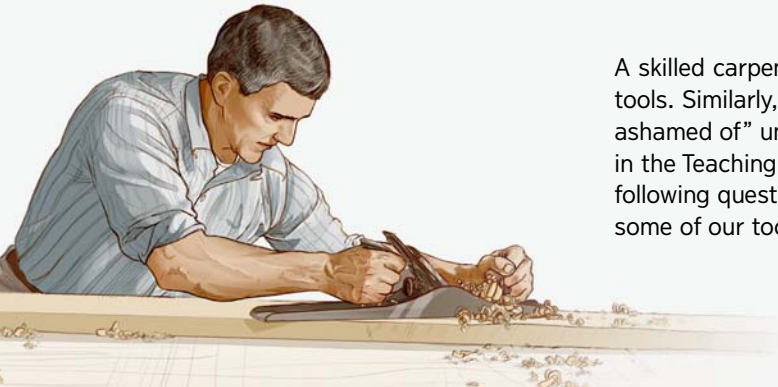
11:1-4, 6-9

At Babel, Jehovah scattered disobedient humans by confusing their language. Today he is gathering a great crowd out of all nations and tongues and giving them “a pure language” so that they “may call on the name of Jehovah, to serve him shoulder to shoulder.” (Zep 3:9; Re 7:9) This “pure language” is the truth about Jehovah and his purposes as found in the Scriptures.

Learning a new language takes more than just memorizing new words. It requires learning a new way of thinking, new thought patterns. Similarly, as we learn the pure language of truth, our minds are transformed. (Ro 12:2) This is a continuing process that results in unity among God’s people.—1Co 1:10.



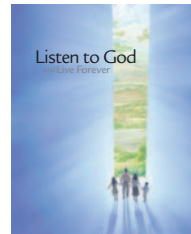
Be a Skilled Workman



A skilled carpenter knows how to use his tools. Similarly, “a workman with nothing to be ashamed of” understands how to use the tools in the Teaching Toolbox. (2Ti 2:15) Answer the following questions to see how well you know some of our tools for the ministry.

LISTEN TO GOD AND LIVE FOREVER

- For whom is this tool designed?—*mwb17.03* 5 ¶1-2
- How can you use it to conduct a Bible study?—*km* 7/12 3 ¶6
- What additional tool is needed to prepare your student for baptism?—*km* 7/12 3 ¶7



GOOD NEWS FROM GOD!

- How is this tool different from other study publications?—*km* 3/13 4-5 ¶3-5
- What should you try to do when you offer it?—*km* 9/15 3 ¶1
- How can you conduct a Bible study using this tool?—*mwb16.01* 8
- At what point should you switch to the book *What Can the Bible Teach Us*?—*km* 3/13 7 ¶10



WHAT CAN THE BIBLE TEACH US?

- How are the chapter summaries and endnotes designed to be used?—*mwb16.11* 5 ¶2-3



WHO ARE DOING JEHOVAH'S WILL TODAY?

- When should you use this tool?—*mwb17.03* 8 ¶1
- How is it designed to be discussed?—*mwb17.03* 8, box



Living as Christians

- Song 60
- **“Be a Skilled Workman”:** (15 minutes) Discussion by the service overseer.

A skilled carpenter knows how to use his tools. Similarly, “a workman with nothing to be ashamed of” understands how to use the tools in the Teaching Toolbox. (2 Timothy 2:15) Answer the following questions to see how well you know some of our tools for the ministry.

Listen to God and Live Forever

- **For whom is this tool designed?—mwb17.03 5 paragraphs 1-2**

The brochure *Listen to God* was designed to teach basic Bible truths visually to those who find it challenging to learn from text. Each two-page lesson features carefully prepared illustrations with arrows to guide the discussion from one illustration to the next.

The brochure *Listen to God and Live Forever* has the same illustrations as does *Listen to God*, but the former has more text and can be used by students who have some reading ability. Publishers often prefer to use it as a teacher’s copy when their student is using *Listen to God*. Many of the pages contain a box with additional information that could be discussed, depending on the ability of the student.

- **How can you use it to conduct a Bible study?—km 7/12 3 paragraph 6**

Since *Listen to God* does not have printed questions, the discussions will not be question-and-answer sessions such as you might normally have when studying out of the *Bible Teach* book. In every culture people enjoy hearing stories. So use the illustrations to tell the inspired stories that make up the Bible record. Explain what is being illustrated. Be enthusiastic. Invite the observations of the student. Read the scriptures at the bottom of the page, and reason with him on what they say. Ask questions to involve him in the discussion and to make sure he understands. If he is using *Listen to God and Live Forever*, read together the corresponding text and scriptures when discussing each illustration.

- **What additional tool is needed to prepare your student for baptism?—km 7/12 3 paragraph 7**

Help the Student to Progress: Hopefully, your discussion will awaken in your student a desire to learn how to read so that he can take in knowledge of Jehovah on his own. (Matthew 5:3; John 17:3)

Therefore, if the discussions are from *Listen to God*, in time perhaps you can offer to teach the student how to read, and you can transfer the study to *Listen to God and Live Forever*. Regardless of the brochure you use, the student will not be ready for baptism once the brochure has been completed. You should transfer the study to the *Bible Teach* book or another appropriate publication that will give him a more rounded-out understanding of the Bible.

Good News From God!

• How is this tool different from other study publications?—*km 3/13 4-5 paragraphs 3-5*

3 How It Is Designed: Many of our study publications are written so that a person can read it and understand the truth, even without help. This publication is different. It is written as a guide for Bible study *with an instructor*. Therefore, when offering it to someone, it is best to *discuss* a paragraph or two. The paragraphs are short, so they can even be considered at a person's doorstep or his place of business. While lesson 1 is a good place to begin, we can start a study almost anywhere in the brochure.

4 In many of our publications, the answers to the printed questions can be found in the paragraphs. However, in this publication, the answers are found mainly in the Bible. Most people want to learn from the Bible rather than from our literature. Therefore, almost none of the cited scriptures are quoted. They are to be read from the Bible itself. This helps students realize that what they are learning comes from God.—Isaiah 54:13.

5 The brochure does not explain all the scriptures. Why? It is designed to encourage the student to ask questions and to allow the instructor to use his teaching ability. Therefore, it is important to be well-prepared for each study period. A word of caution: Do not talk too much. We love to explain the Scriptures. But we often accomplish more by inviting the student to explain what he thinks the scripture means. By using questions tactfully, we can help him to reason out the meaning of each text.—Acts 17:2.

• What should you try to do when you offer it?—*km 9/15 3 paragraph 1*

As discussed in the July issue of *Our Kingdom Ministry*, one important tool in our teaching toolbox is the brochure *Good News From God!* Cited scriptures are not quoted so that householders can enjoy learning directly from the Bible itself. While many of our study publications are written in such a way that the reader can learn on his own, this publication was designed to be discussed with an instructor. Therefore, when we offer it, we should try to demonstrate the study so that the householder can see

how thrilling it is to learn good news from the Bible.—Matthew 13:44.

• **How can you conduct a Bible study using this tool?—mwb16.01 8**

How to Conduct a Study Using the *Good News* Brochure

1 Read the numbered question in bold print to help the householder focus on the main point.

2 Read the paragraph that follows.

3 Read the italicized scriptures, and use tactful questions to help the householder see how the scriptures answer the numbered question.

4 If there is another paragraph under the question, repeat steps 2 and 3. If there is a video on jw.org that corresponds with the numbered question, play it at some point during your discussion.

5 To make sure that the householder understands the main point, ask him to answer the numbered question.

• **At what point should you switch to the book *What Can the Bible Teach Us?*—km 3/13 7 paragraph 10**

When to Switch to the *Bible Teach* Book: After several discussions and once we have established a good routine, we can either switch to the *Bible Teach* book or continue in the *Good News* brochure until we have completed it. Publishers can use their judgment to decide when to switch. Once we switch to the *Bible Teach* book, must we start from the beginning? There are no rules on this. Each person is different. However, most students will benefit by going over the same subjects again in more detail in the *Bible Teach* book.

What Can the Bible Teach Us?

• **How are the chapter summaries and endnotes designed to be used?—mwb16.11 5 paragraphs 2-3**

Summary: For most people, our usual method of conducting a study by reading the paragraph in the *Bible Teach* book and then asking the question will serve quite well. Suppose, however, that the student is not very familiar with the language or does not read well. In that case, you may choose to use the *Teach Us* book. Then, the chapter summaries may be used as the basis for the study and the student may be encouraged to read the main text on his own. Each Bible truth can often be taught in

a study session that lasts about 15 minutes. Since the summaries do not include details found in the main text, the teacher must prepare well, keeping in mind the needs of the student. If the teacher conducts the study from the main text, the summaries can be used as a review.

Endnotes: The terms and concepts in the endnotes are in the order that they appear in the main text. The teacher may decide whether to discuss the endnotes in the *Teach Us* book during the study.

Who Are Doing Jehovah's Will Today?

• When should you use this tool?—*mwb17.03 8* paragraph 1

The brochure *Who Are Doing Jehovah's Will Today?* was designed to be considered with Bible students at the beginning or at the end of each study session. * Lessons 1 to 4 familiarize students with us as a people, lessons 5 to 14 help them learn about our activities, and lessons 15 to 28 show them our organization in action. It is generally best to consider the lessons in order unless a particular one deals with something of immediate interest. Each lesson is only a page long and can be discussed with most students in from five to ten minutes.

[Footnote.] * The online edition is the most up-to-date version of the brochure. [End of Footnote.]

• How is it designed to be discussed?—*mwb17.03 8*, box

[Box.] • Call attention to the question that is the title of the lesson

- Read the lesson together, either straight through or in sections
- Discuss what you just read. Make use of the questions at the bottom of the page and the pictures. Read and discuss the cited scriptures as appropriate. Highlight that the bold subheadings answer the title question
- If there is a "Find Out More" box, read it together and encourage your student to follow through on the suggestion [End of Box.]

• Congregation Bible Study: (30 minutes) *jy* chapter 101

- Concluding Comments (3 minutes or less)
- Song 56 and Prayer



SECTION

6

JESUS' FINAL MINISTRY

“YOUR KING IS
COMING TO YOU.”

—MATTHEW 21:5

A MEAL AT SIMON'S HOUSE IN BETHANY

MATTHEW 26:6-13 MARK 14:3-9 JOHN 11:55-12:11

Leaving Jericho, Jesus heads for Bethany. The trip involves a climb of some 12 miles over difficult terrain. Jericho is about 820 feet below sea level, and Bethany is about 2,000 feet above sea level. Lazarus and his two sisters live in the little village of Bethany, which is about two miles from Jerusalem and on the eastern slope of the Mount of Olives.

Many Jews have already arrived in Jerusalem for the Passover. They have come early “to cleanse themselves ceremonially” in case they have touched a dead body or done something else that makes them unclean. (John 11:55; Numbers 9:6-10) Some of these who arrive early gather at the temple. They speculate on whether Jesus will come to the Passover.—John 11:56.

There is great controversy regarding Jesus. Some religious leaders want to seize him to put him to death. In fact, they have ordered that if any learn of Jesus’ whereabouts, they are to report to them ‘so that they can seize him.’ (John 11:57) These leaders have already tried to kill Jesus after he resurrected Lazarus. (John 11:49-53) Understandably, some may doubt whether Jesus will appear in public at all.

Jesus arrives at Bethany on Friday, “six days before the Passover.” (John 12:1) A new day (Sabbath, Nisan 8) begins at sundown. Thus, he has completed the trip before the Sabbath. He could not have traveled from Jericho on the Sabbath—from sundown Friday to sundown Saturday—for such travel is restricted by Jewish law. Jesus probably goes to Lazarus’ home, as he has done before.

Simon, who also lives in Bethany, invites Jesus and his companions, including Lazarus, for a meal Saturday evening. Simon is called “the



leper,” perhaps being a former leper whom Jesus had at some point healed. Reflecting her industrious character, Martha ministers to the guests. Mary is particularly attentive to Jesus, this time in a way that stirs controversy.

Mary opens an alabaster case, or small flask, that holds about “a pound of perfumed oil, genuine nard.” (John 12:3) This oil is very precious, its value (300 denarii) being the equivalent of about a year’s wages! Mary pours the oil on Jesus’ head and on his feet and then wipes his feet with her hair. The aromatic scent fills the whole house.

The disciples are angry and ask: “Why has this perfumed oil been wasted?” (Mark 14:4) Judas Iscariot objects, saying: “Why was this perfumed oil not sold for 300 denarii and given to the poor?” (John 12:5) Judas is not really concerned about the poor. He has been steal-

ing from the money box he keeps for the disciples.

Jesus defends Mary, saying: “Why do you try to make trouble for the woman? She did a fine deed toward me. For you always have the poor with you, but you will not always have me. When she put this perfumed oil on my body, she did it to prepare me for burial. Truly I say to you, wherever this good news is preached in all the world, what this woman did will also be told in memory of her.”—Matthew 26:10-13.

He has now been in Bethany for more than a day, and word of Jesus’ presence has spread about. Many Jews come to Simon’s house not only to see Jesus but also to see Lazarus, “whom [Jesus] had raised up from the dead.” (John 12:9) The chief priests now take counsel to kill both Jesus and Lazarus. These religious leaders feel that Lazarus’ being alive again is the reason why many people are putting faith in Jesus. How wicked these religious leaders are!

- ◇ What are the Jews at the temple discussing?
- ◇ Why must Jesus have arrived in Bethany on Friday rather than on Saturday?
- ◇ What is Mary doing that stirs controversy, and how does Jesus defend her?
- ◇ What shows the great wickedness of the chief priests?

Make the Truth Your Own

(Proverbs 3:1, 2)

E \flat *B \flat 9*

The way of the truth is the best way of
 The effort you make and the time you are
 Com - pared with our God, we are all lit - tle

A \flat /E \flat *E \flat* *Gm/D* *Cm* *F7*

liv - ing, But no one can live your life
 spend - ing In ser - vice to God and his
 chil - dren And need his di - rec - tion and

B \flat 13sus4 *B \flat 9* *E \flat*

for you. So take the ad - vice that Je -
 King - dom Will yield rich re - sults and a
 coun - sel. So walk ev - 'ry day with our

B \flat 9 *A \flat /E \flat* *E \flat* *Gm/D* *Cm* *B \flat /C*

ho - vah is giv - ing; Be - lieve what he
 life that's un - end - ing; A - lieve full of
 Fa - ther in heav - en; Re - ceive his rich

Make the Truth Your Own

F7 Ab/Bb Bb7 Chorus Eb Ebma7/G Eb6/G

tells you is true.
good things to come.
bless - ing in full.

Make the truth your

Ab C7 Bb/D C7/E Fm Abma7/Eb Ab/Eb Bb/D Fm7/C

own.

Make it live, yes, make it real.

Bb7 Ebma7 Eb Ebadd9/G Bb/Ab Ab

And then feel the joy Je - ho - vah

Abm/F Eb/Bb Ab/Bb Bb7 Ab/Bb Eb

gives you When you make the truth your own.

(See also Ps. 26:3; Prov. 8:35; 15:31; John 8:31, 32.)

NOVEMBER 2019

THE WATCHTOWER

ANNOUNCING JEHOVAH'S KINGDOM



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DECEMBER 30, 2019–FEBRUARY 2, 2020

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35 "Make Sure of the More Important Things"

(Philippians 1:10)

D C#m11 F#7/C C7 Am/B B7

How great our need to - day for dis - cern - ment, To
 And what could be of great - er im - por - tance Than
 If we take care to do what's im - por - tant, Then

Em7 G/A A7 Dma7 Gma7 G

know the things that are true, To
 shar - ing King - dom good news, To
 true con - tent - ment we'll find. The

Em9/C# F#7 Em9/C# F#7

know which things have great - er im - por - tance, To
 search for those who hun - ger for truth And to
 peace sur - pass - ing all un - der - stand - ing Will

Chorus
 Bm Em/C# C#° F#/D Bm/D D#° Am7/E F#°

know which things we must do!
 help them God's way to choose? Love what is
 guard our heart and our mind.

“Make Sure of the More Important Things”

Em7 G/A F#m/A A7 Dma7 Gma7 G6 Gma7

good; Hate what is bad. Make God's heart

Em/C# Em/F# F#7+5 F#7 Bm9 Bm A/B D#° Am7/E F#°

glad; Oh, what rich bless - ings it brings when we

Em7 G/A F#m/A Em/G F#m7 B7b9 Am7/B B7b9

learn, When we dis - cern, And when we

Em7 F#m G6 Gma7/A A7b9 D

do the im - por - tant things!

(See also Ps. 97:10; John 21:15-17; Phil. 4:7.)

SONG 35

“Make Sure of the More Important Things”

PREVIEW

Do you regret some of the decisions you have made? Or do you sometimes struggle to make and implement good decisions? This article will help you to deal with those challenges and finish what you start.

“Complete What You Started to Do”

“Complete what you started to do.”—2 COR. 8:11.

JEHOVAH allows us to choose our course in life. He teaches us how to make good choices, and he helps us to succeed when we make decisions that please him. (Ps. 119:173) The more we apply the wisdom found in God’s Word, the better we become at making good decisions. —Heb. 5:14.

² Even when we make a wise decision, however, we may struggle to complete what we started. Consider some examples: A young brother decides to read the entire Bible. He does well for a few weeks but then stops for some reason. A sister decides to serve as a regular pioneer but keeps pushing back the date when she will begin. A body of elders makes a unanimous decision to be more involved in shepherding those in the congregation but after many months has not acted on it. These situations differ, but they have something in common. Those decisions were not fully implemented. First-century Christians in Corinth faced a similar challenge. Note what we can learn from them.

³ About 55 C.E., the Corinthians made an important decision. They learned that their brothers in Jerusalem and Judea were suffering hardships and poverty and that other congregations were collecting money to

1. What does Jehovah allow us to do?
2. What struggle may we face after we make a decision?
3. What decision did the Corinthians make, but what happened?

help them. Out of kindness and generosity, the Corinthians resolved to donate to this effort and asked the apostle Paul how they could help. He sent instructions to the congregation and appointed Titus to assist in the collection. (1 Cor. 16:1; 2 Cor. 8:6) A few months later, though, Paul learned that the Corinthians had not followed through. As a result, their gift would not likely be ready in time for it to be taken to Jerusalem along with the contributions from the other congregations.—2 Cor. 9:4, 5.

⁴ The Corinthians had made a good decision, and Paul commended them for their outstanding faith and their earnest desire to be generous. But he also had to encourage them to complete what they had started. (**Read 2 Corinthians 8:7, 10, 11.**) Their experience teaches us that even faithful Christians may struggle to implement a good decision.

⁵ Like the Corinthians, we may find it difficult to carry out our decisions. Why? Because of imperfection, we may simply procrastinate. Or unforeseen events might make it impossible for us to follow through on what we had decided to do. (Eccl. 9:11; Rom. 7:18) How can we review a decision and discern if we should adjust it? And how can we be more effective at completing what we start?

BEFORE MAKING A DECISION

⁶ Some important decisions we would never change. For example, we stick to our decision to serve Jehovah, and

4. As highlighted at 2 Corinthians 8:7, 10, 11, what did Paul encourage the Corinthians to do?

5. What questions will we answer?

6. When might we need to adjust a decision?

we are determined to be faithful to our marriage mate. (Matt. 16:24; 19:6) Other decisions, though, may need to be adjusted. Why? Because circumstances change. What steps can help us to make the best decisions possible?

⁷ **Pray for wisdom.** Jehovah inspired James to write: “If any one of you is lacking in wisdom, let him keep asking God, for he gives generously to all.” (Jas. 1:5) In some respects, we are all “lacking in wisdom.” So rely on Jehovah both when making a decision and when reviewing that decision. Jehovah will then help you to make wise choices.

⁸ **Do thorough research.** Consult God’s Word, read the publications of Jehovah’s organization, and talk to people whom you can trust. (Prov. 20:18) Such research is vital before making a decision to change jobs, to move, or to choose appropriate education to help you support your ministry.

⁹ **Analyze your motives.** Our motives matter to Jehovah. (Prov. 16:2) He wants us to be honest in all things. So when we make decisions, we too want to be honest with ourselves and with others about our motives. If we were not completely honest, we would likely have difficulty sticking to the decision. For example, a young brother may decide to become a regular pioneer. After some time, however, he struggles to fulfill the hour requirement and he finds little joy in his ministry. He may have thought

7. What should we pray for, and why?

8. What research should we do before making a decision?

9. How will we benefit if we are honest with ourselves?

BEFORE MAKING A DECISION

1. Pray for wisdom
2. Do thorough research
3. Analyze your motives
4. Be specific
5. Be realistic



AFTER MAKING A DECISION

1. Pray for strength
2. Create a plan
3. Exert yourself
4. Manage your time wisely
5. Focus on the outcome



that his main motive for pioneering was his desire to please Jehovah. Could it be, though, that he was primarily motivated by a desire to please his parents or some person he admired?

¹⁰ Consider the situation of a Bible student who decides to give up smoking. At first, he struggles, doing well for a week or two, but then he gives in to the urge to smoke. Finally, though, he is successful! His love for Jehovah and his desire to please Him have helped him to conquer the habit.—Col. 1:10; 3:23.

¹¹ **Be specific.** The more specific you are, the more likely you are to complete what you start. For example, you may have decided to read the Bible more often. But if you do not have a specific schedule in mind, you may not achieve your objective.* Or the elders in a congregation may decide to shepherd the flock more often, but after some time, they have not followed through on that decision. To be successful, they could ask such questions as these: “Have we identified the brothers and sisters who could especially benefit from more shepherding? Have we set a specific time to visit them?”

¹² **Be realistic.** None of us have the time, resources, or energy to do everything that we would like to do. So be realistic and reasonable. When necessary, you may need to change a decision that was beyond your ability to accomplish.

* To help you plan your personal Bible reading, you could use the “Schedule for Bible Reading” that is available on jw.org®.

10. What is needed to make changes?
11. Why must you have specific goals?
12. What might we need to do, and why?

(Eccl. 3:6) Suppose, though, that you reviewed your decision, adjusted it as needed, and feel that you can implement it. Consider five steps that can help you to finish what you start.

STEPS TO IMPLEMENT YOUR DECISIONS

¹³ **Pray for the strength to act.** God can give you “the power to act” and carry out your decision. (Phil. 2:13) So ask Jehovah for his holy spirit to give you the power you need. Continue praying even if an answer to your request seems to be delayed. As Jesus said: “Keep on asking, and it [holy spirit] will be given you.” —Luke 11:9, 13.

¹⁴ **Create a plan. (Read Proverbs 21:5.)** To complete any project you start, you need a plan. Then you need to work according to that plan. Likewise, when you make a decision, list the specific steps you intend to follow to implement that decision. Breaking larger jobs into smaller tasks can help you track your progress more easily. Paul encouraged the Corinthians to set something aside for their contribution “on the first day of every week” rather than wait and try to collect funds when he arrived. (1 Cor. 16:2) Breaking large jobs into small tasks can also keep you from feeling overwhelmed.

¹⁵ A clear plan that you put in writing can help you turn your decisions into action. (1 Cor. 14:40) For instance, bodies of elders are directed to assign an elder

13. How can you gain the strength you need to carry out a decision?
14. How can the principle stated at Proverbs 21:5 help you to implement your decision?
15. After making a plan, what can be done?

to record each decision of the body of elders, including who is assigned to follow through and the suggested date for completion. Elders who follow this direction are more likely to carry out their decisions. (1 Cor. 9:26) You could try to do something similar with your personal affairs. For example, you could prepare a daily to-do list and arrange the items in the order you intend to handle them. This can help you not only to complete what you start but also to get more done in less time.

¹⁶ **Exert yourself.** It takes effort to follow your plan and complete what you start. (Read Romans 12:11.) Paul told Timothy to “continue applying” himself and to “persevere” in becoming a better teacher. That advice applies equally to other spiritual goals.—1 Tim. 4:13, 16.

¹⁷ **Manage your time wisely.** (Read Ephesians 5:15, 16.) Choose a time to implement your decision and stick to it. Avoid waiting for the perfect time to act; the perfect time is not likely to come.

16. What is essential in order to implement your decision, and how does Romans 12:11 support this?

17. How can we apply Ephesians 5:15, 16 in carrying out a decision?

(Eccl. 11:4) Be careful not to allow less important things to consume your time and rob you of the energy you need for the more important things. (Phil. 1:10) If possible, set aside time during which you have few interruptions. Let others know that you need time to concentrate. Consider turning off your phone and checking your e-mail or social media at a later time.*

¹⁸ **Focus on the outcome.** The result, or outcome, of your decision is like the destination of a journey. If you really want to reach that destination, you will keep going even if a road is closed and you thus must change your route. In the same way, if we focus on the outcome of our decisions, we will not give up easily when we encounter setbacks or detours.—Gal. 6:9.

¹⁹ Making good decisions is difficult, and implementing them can be a challenge. But with Jehovah’s help, you can gain the wisdom and strength you need to complete what you start.

* For more suggestions on managing your time, see the article “20 Ways to Create More Time” in the April 2010 issue of *Awake!*

18-19. What can keep you from giving up on a good decision when you encounter setbacks?

HOW WOULD YOU ANSWER?

- What challenge do we face after we make a decision?
- What steps can we take to review a decision we have made?
- What steps can we take to be more effective at completing what we start?

Move Ahead!

(Hebrews 6:1)

C C7 F F/E Gm/D Bb/C C7 F Gm11 F/A

Move a - head, move a - head to ma - tu - ri - ty!
 Move a - head, move a - head, bold - ly wit - ness - ing!
 Move a - head, move a - head, al - ways fol - low through,

F/A C7/G F A/E Dm Dm/C G/B G7 C

Shine the light of the truth so that all may plain - ly see.
 Ev - er - last - ing good news to all sorts of peo - ple bring.
 And im - prove in your skills, for there's so much work to do.

C7 F F/E Bb6/D A/C# Dm Dm/C G7/B

Try your best to im - prove in your min - is - try;
 Join in praise to Je - ho - vah, our God and King,
 Let the spir - it of God keep on lead - ing you.

F/C C7sus4 C7 F

Trust in God for true suc - cess.
 As we preach from door to door.
 Find the joy that is di - vine.

Move Ahead!

Gm/C C7 C7/B \flat Am7 Dm7

There's a place in the ser - vice for all.
 Though op - pos - ers would like us to fear,
 Love the peo - ple you work hard to find.

Gm7 F/A Gm/B \flat G7/B C

It's the work Je - sus did, you'll re - call.
 Don't hold back, but let ev - 'ry - one hear.
 Keep re - turn - ing to reach heart and mind.

C7/E F F/E Gm/D B \flat /C C7 F F/E \flat B \flat /D

Look to God for sup - port that you may not fall,
 Tell the news that the King - dom of God is here.
 And as - sist them to grow and to be re - fined,

B \flat m/D \flat F/C C7sus4 C7 F

Stand - ing firm for righ - teous - ness.
 Teach the truth yet more truth and more.
 So the light of truth will shine.

(See also Phil. 1:27; 3:16; Heb. 10:39.)