

## CONTENTMENT – Lesson 1

### Teacher's Notes

Time: 90 mins

Level: Intermediate / Advanced

*Community Building – Life*

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

- 1) Small talk: how are you? How was your week?
- 2) Any PAN (Project Activities Notebook) questions – questions you noted down in using English in daily life?
- 3) Review the homework from previous week.

*Life to Topic*

#### **Class discussion 15**

- 1) What does “contentment” mean to you? What other words are similar in meaning? (Synonyms include content, contentedness, ease, equanimity, fulfillment, gladness, gratification, peace, pleasure, satisfaction, serenity, bliss)
- 2) What is the opposite of contentment? (discomfort, discontent, displeasure, dissatisfaction, misery, sadness, unhappiness)
- 3) Dictionary definitions (see Student Handout).
- 4) Ask students about the last time they felt contentment, with the teacher answering first. (real life examples may nail down the concept.)

Teacher clarifies the different parts of speech of “contentment”: verb=content; adjective=contented or content; adverb=contentedly

Clarify pronunciation – distinguish from “content” (as in Table of Contents) Note that syllable stress can change between verb and noun forms (e.g. object, subject, export, import, contract); note how the vowel sounds change as a syllable is reduced or stressed. (This can be expanded into a mini-pronunciation lesson that stands on its own.)

- 5) Why is contentment a virtue? Is it an important virtue in your culture?
- 6) Do you consider yourself a contented person? Why or why not?

*Topic*

#### **Reading 20**

*The Cock and the Jewel AND The Heron*: See Student Handout

- 1) Ask students to read both stories silently on their own.
- 2) Have them re-tell the stories in their own words to check for understanding. Encourage them to focus on meaning first before new words. They can re-tell the story sentence by sentence with one sentence per student.

- 3) Explain any difficult words, or have them guess the meaning of new/difficult words from the context. These words could be underlined in the text. You might assign a word to each pair of students, and have them give their best guess. They should explain why they made that educated guess i.e. 'scanty' means 'not very good', because the heron said it 'was not fit'.
- 4) Ask these questions:
  - a. What does each story say about contentment?
  - b. Which story do you like better? Why?
  - c. Explain what the "moral" of a fable is. Give some examples. Then, in small groups, ask them to come up with a moral for each story.

*Topic to Life*

**Vocabulary focus 25**

The chart below lists some adjectives and adverbs found in the two fables. Find them in the texts and underline them. Read the sentences that contain these words.

Fill in the missing parts of speech in the chart:

<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>
<b>busyness / business</b>	<b>busy</b>	busily
<b>cost</b>	costly	--
<b>sedation</b>	<b>sedate</b>	sedately
<b>clarity</b>	clear	<b>clearly</b>
<b>point</b>	pointed	<b>pointedly</b>
--	scanty / scant	<b>scantily</b>
<b>shallowness</b>	shallow	<b>shallowly</b>
<b>likeness</b>	likely	--
<b>hardness</b>	hard	<b>hard</b>

Go through the answers with the students (the answers are given in bold here). Point out that costly and likely are actually adjectives even though they end in "-ly". "Hard" is both adjective and adverb. Note how much the meaning can differ or remain the same as the word form changes: i.e. sedation is medication that make a person still, while 'sedate' means 'calm'. On the other hand, the meaning of 'clear', 'clarity', 'clearly' is very similar.

Use the words in the chart to fill in the blanks in these sentences. Make sure you use the right part of speech. (See Student Handout)  
 (Answers: 1. costly 2. clarity 3. pointed 4. busily 5. shallow 6. hard 7. sedate 8. likely)

Review the chart of adjectives that look like adverbs (see Student Handout). Give some examples of sentences using these adjectives. Ask the students to write 5 sentences. Assign as homework as appropriate; could also assign more difficult adjectives for students to look up in the dictionary at home.

**Class discussion 15**

*Proverbs from other cultures* – See Student Handout

- 1) Read the proverbs silently. Choose one or two that you like best. Prepare to tell the class why.
- 2) Which ones do you not understand?
- 3) Share with the class your favourite proverb. Can you give an example as to how it applies in your life?

*Life*

**Homework 5**

- 1) Memorize one or two proverbs from the list.
- 2) Review the list of adjectives and adverbs.
- 3) Think about this question and be prepared to share with the class next week:  
Which areas in life are you most contented with? Which areas are you most discontented with? Why?
- 4) Continue to note down any difficulties you encounter in English in your daily life.

## CONTENTMENT - Lesson 1

### Student Handout

#### Class discussion

- 1) What does “contentment” mean to you? What other words are similar in meaning?
- 2) What is the opposite of contentment?
- 3) Dictionary definitions:
  1. The state of being contented or satisfied; content.
  2. The act or process of contenting or satisfying
  3. Gratification; pleasure; satisfaction.

(Webster’s Revised Unabridged Dictionary. Retrieved November 18, 2008, from Dictionary.com website: <http://dictionary.reference.com/browse/contentment>)
- 4) When was the last time you felt contentment?
- 5) Why is contentment a virtue? Is it an important virtue in your culture?
- 6) Do you consider yourself a contented person? Why or why not?

#### Reading

##### A. The Cock and the Jewel

A cock was busily scratching and scraping about to find something to eat for himself and his family, when he happened to turn up a precious jewel that had been lost by its owner.

“Aha!” said the Cock. “No doubt you are very costly and he who lost you would give a great deal to find you. But as for me, I would choose a single grain of barleycorn before all the jewels in the world.”

##### B. The Heron

A Heron was walking sedately along the bank of a stream, his eyes on the clear water and his long neck and pointed bill ready to snap up a likely morsel for his breakfast. The clear water swarmed with fish; but Master Heron was hard to please that morning.

“No small fry for me,” he said. “Such scanty fare is not fit for a Heron.”

Now a fine young Perch swam near.

“No indeed,” said the Heron. “I wouldn’t even trouble to open my beak for anything like that!”

As the sun rose, the fish left the shallow water near the shore and swam below into the cool depths toward the middle. The Heron saw no more fish, and very glad was he at last to breakfast on a tiny Snail.

Questions:

1. What does each story say about contentment?
2. Which story do you like better? Why?
3. Explain what the “moral” of a fable is. Can you come up with a moral for each story?

### Vocabulary focus

The chart below lists some adjectives and adverbs found in the two fables. Find them in the texts and underline them. Read the sentences that contain these words.

Fill in the missing parts of speech in the chart:

<i>Noun</i>	<i>Adjective</i>	<i>Adverb</i>
		busily
	costly	----
		sedately
	clear	
	pointed	
----	scanty	
	shallow	
	likely	----
	hard	

Use the words in the chart to fill in the blanks in these sentences. Make sure you use the right part of speech.

1. Their dinner was \_\_\_\_\_ but delicious.
2. She speaks with great \_\_\_\_\_ on difficult matters.
3. She made \_\_\_\_\_ criticisms about her opponent's mistakes.
4. She is \_\_\_\_\_ getting things ready before the arrival of her guests.
5. No one wants to be seen as a \_\_\_\_\_ person.
6. “You should take a break after working for so many hours,” my brother said. “Don’t be too \_\_\_\_\_ on yourself.”
7. The fight has transformed a normally \_\_\_\_\_ village into a battleground.
8. Do remind me because I’m \_\_\_\_\_ to forget.

## Adjectives that look like adverbs\*

Here is a list of adjectives that end in -ly and sometimes get mistaken for adverbs:

Beastly	Brotherly	Costly
Cowardly	Daily (Can also be an adverb)	Deadly
Elderly	Fatherly	Fortnightly (Can also be an adverb)
Friendly	Gentlemanly	Gentlewomanly
Ghastly	Ghostly	Godly
Holy	Homely	Humanly
Kingly	Leisurely	Likely
Lively	Lonely	Lovely
Lowly	Manly	Masterly
Matronly	Miserly	Monthly (Can also be an adverb)
Motherly	Nightly	Priestly
Princely	Saintly	Scholarly
Shapely	Silly	Sisterly
Timely	Ugly	Ungainly
Unruly	Unsightly	Unseemly
Unworldly	Weekly (Can also be an adverb)	Womanly
Worldly	Yearly (Can also be an adverb)	

\* Adapted from <http://www.usingenglish.com/articles/adjectives-that-look-like-adverbs.html>

Make 5 sentences using the adjectives from the chart. Try to include some adjectives that are new to you.

- 1.
- 2.
- 3.
- 4.
- 5.

## **Class discussion**

### *Proverbs from other cultures*

- 1) Read the proverbs silently. Choose one or two that you like best. Prepare to tell the class why.
- 2) Which ones do you not understand?
- 3) Share with the class your favourite proverb. Can you give an example as to how it applies in your life?

1. If the Giver gives you a hill to plough, don't level it. -- Arabian Proverb
2. A contented heart is an even sea in the midst of all storms. -- Anonymous
3. Even though you have ten thousand fields, you can eat no more than one measure of rice a day. Even though your dwelling contains a hundred rooms, you can use but eight feet of space a night. -- Chinese Proverb
4. To know when you have enough is to be rich. -- Lao-tzu
5. When we cannot find contentment in ourselves, it is useless to seek it elsewhere. -- Francois La Rochefoucauld
6. A person whose heart is not content is like a snake that tries to swallow an elephant. -- Chinese Proverb

## **Homework**

- 1) Memorize one or two proverbs from the list.
- 2) Review the list of adjectives and adverbs, and the chart of adjectives.
- 3) Think about this question and be prepared to share with the class next week:  
Which areas in life are you most contented with? Which areas are you most discontented with? Why?
- 4) Continue to note down any difficulties you encounter in English in your daily life.

## CONTENTMENT – Lesson 2

### Teacher's Notes

Time: 90 mins

Level: Intermediate / Advanced

*Community Building – Life*

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

- 1) Small talk: how are you? How was your week?
- 2) Any PAN questions – questions you noted down in using English in daily life?
- 3) Review the homework from previous week. Any proverbs you memorized?  
Any questions from last lesson?

*Life to Topic*

#### **Class discussion 15**

- 1) Write on the board the question: “What makes a person rich?” Elicit class response generally, e.g. money, friendship, memories, passions. Ask students to write down their “top three” in the Student Handout. Then ask students to share them in pairs.
- 2) Ask students to read the quotes on “richness” silently (see Student Handout). If needed, explain “abundance”. Ask students to pick their favourite. Then ask a few from the class to share.
- 3) Ask: how do these quotes relate to “Contentment”?

*Topic*

#### **Reading 25**

*I am Rich Enough*: See Student Handout

- 1) Pre-teach the following vocabulary, if necessary: street vendor, peddler, popcorn stand, porch
- 2) Ask students to read the story silently. Then explain any unfamiliar vocabulary or grammar. As a class, practice the pronunciation of any words that might give students trouble.
- 3) Ask 3 students to read the story aloud, each taking up the role of the narrator, the businessman and the popcorn seller. Act out the story in front of the class, if possible.
- 4) Ask and discuss these questions:
  1. How would you describe the character of the businessman and the street vendor? Think of 3 adjectives to describe each of them.
  2. Whose point of view do you agree with more? The businessman's or the popcorn seller's? Why? Is there a third alternative?
  3. Is this story true to life? Have you met someone who is like the popcorn seller? Would you like to become more like him? Why or why not?
  4. Thinking back on our discussion on “richness”, in what areas of life are you “rich enough”, and in what areas do you want to get richer?



- Have the students make a list of words and phrases used to describe the two characters in this story. Discuss which words have similar meanings, and why those adjectives were chosen.

Businessman	Old street vendor
Man of commerce Well-dressed visitor	Seller Stand owner Spry old man Popcorn man

### *Topic to Life*

#### **Case study 20**

- Ask one student to read out the case study.
- Make sure the students understand the vocabulary and the situation.
- Discuss the four questions, as time allows. Question two would be a good one to answer in pairs or groups. Each group can write their answer on the board or chart paper, and the class can vote on the best step for the couple to take next.

#### **Idioms 15**

- Divide the students in pairs and ask them to match the idioms to their definitions together. Encourage them to discuss their guesses about the meanings of the idioms.
- Review the answers and clarify any difficulty in understanding.
- Ask students to fill in the correct idioms in the sentences. They can do this individually in class or as homework.

### *Life*

#### **Homework 5**

- Memorize your favourite quote from the list.
- Finish the idiom exercise.
- Write in your journal about the following:
- Are you content with life? If not, what will make you content? Is your life characterized by a peace that comes with contentment, or anxiety that comes with discontent?
- Continue to note down any difficulties you encounter in English in your daily life.

## CONTENTMENT - Lesson 2 Student Handout

### Class discussion

What makes a person rich? Write down your “top three”.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Read the following quotes on “richness”. Which one(s) do you agree with most? Why? Decide which one you like most and be prepared to share with the rest of the class.

1. “Not what we have, but what we enjoy, constitutes our abundance.”  
~Epicurus (Greek philosopher, BC 341-270)
2. “When you are grateful fear disappears and abundance appears.”  
~Anthony Robbins
3. “Not he who has much is rich, but he who gives much.” ~ Erich Fromm
4. “A man’s real possession is his memory. In nothing else is he rich, in nothing else is he poor.” ~Alexander Smith
5. “There are people who have money and people who are rich.” ~Coco Chanel

### Reading

#### I am Rich Enough

A businessman bought popcorn from an old street vendor each day after lunch. He once arrived to find the peddler closing up his stand at noon. “Is something wrong?” he asked.

A smile wrinkled the seller’s leathery face. “By no means. All is well.”

“Then why are you closing your popcorn stand?”

“So I can go to my house, sit on my porch, and sip tea with my wife.”

The man of commerce objected. “But the day is still young. You can still sell.”

“No need to,” the stand owner replied. “I’ve made enough money for today.”

“Enough? Absurd. You should keep working.”

The spry old man stopped and stared at his well-dressed visitor. “And why should I keep working?”

“To sell more popcorn.”

"And why sell more popcorn?"

"Because the more popcorn you sell, the more money you make. The more money you make, the richer you are. The richer you are, the more popcorn stands you can buy. The more popcorn stands you buy, the more peddlers sell your product, and the richer you become. And when you have enough, you can stop working, sell your popcorn stands, stay home, and sit on the porch with your wife and drink tea."

The popcorn man smiled. "I can do that today. I guess I have enough."

(From Cure for the Common Life, Copyright 2005, Max Lucado <http://www.maxlucado.com>)

**Questions for discussion:**

1. How would you describe the character of the businessman and the street vendor? Think of 3 adjectives to describe each of them.
2. Whose point of view do you agree with more? The businessman's or the popcorn seller's? Why? Is there a third alternative?
3. Is this story true to life? Have you met someone who is like the popcorn seller? Would you like to become more like him? Why or why not?
4. Thinking back on our discussion on "richness", in what areas of life are you "rich enough", and in what areas do you want to get richer?

In an English style of writing it is good form not to repeat words but to use different words that mean the same thing. This is also a good way to learn new words by understanding unknown words from the known ones. Make a list of words and phrases used for the two characters in this story:

Businessman	Old street vendor

## Case Study

Wilson and Ling are immigrants from China and have settled in Toronto for five years. They have a four-year-old son. Wilson has worked as an engineer in a car manufacturing company for the past two years and Ling has a part-time office job. They are expecting another child in five months and have bought a new house in a different area of the city, just before the economic crisis started. Two weeks ago Wilson's worst fear came true: the staff of the entire department in his plant was laid off due to downsizing. He was suddenly left without a job, with a reasonable compensation package.

- 1) How would you feel if you were Wilson? If you were Ling?
- 2) What would you do next, in these circumstances?
- 3) How do the quotes we looked at earlier apply? How does the story of the popcorn seller apply?
- 4) Is it possible to still be content? What does "contentment" mean here?

## Idioms to do with money

Match the following idioms with their meaning:

- |  |  |
|--|--|
| 1. All that glitters is not gold.            | A. To compete very strongly against someone who is expected to win a competition.        |
| 2. Feel the pinch                            | B. Something that a genuinely kind and caring person has.                                |
| 3. Give someone a run for their money        | C. Money that someone wants to spend quickly   |
| 4. Heart of gold                             | D. Appearances can be deceptive and things that look or sound valuable can be worthless. |
| 5. Make ends meet                            | E. What is useless to one person might be valuable to another.                           |
| 6. Money burns a hole in your pocket         | F. To describe someone who is short of money or feeling restricted in some other way.    |
| 7. One man's trash is another man's treasure | G. Accept the consequences of something that you have done wrong or badly.               |
| 8. Pay the piper                             | H. To earn enough income to pay for the basic things that you need                       |

Fill in the blanks with the appropriate idioms:

- 1) Let's go out and have some fun, I've got some money that is \_\_\_\_\_.
- 2) After fooling around for most of the semester, now he has to \_\_\_\_\_ and study over vacation.
- 3) The workers complained that on their present wages they could hardly \_\_\_\_\_, let alone enjoy any luxuries.
- 4) The organisation is starting to \_\_\_\_\_ as government funding has been substantially cut back for the past year.
- 5) Susan has a \_\_\_\_\_; she is always so loving towards others, especially to those in need.
- 6) I think only Liverpool will be able to \_\_\_\_\_ Manchester United \_\_\_\_\_ next season.
- 7) Don't assume that someone is living a fulfilling life simply because they live in a mansion. \_\_\_\_\_.

### Homework 5

- 1) Memorize your favourite quote from the list.
- 2) Finish the idiom exercise.
- 3) Write in your journal about the following:
- 4) Are you content with life? If not, what will make you content? Is your life characterized by a peace that comes with contentment, or anxiety that comes with discontent?
- 5) Continue to note down any difficulties you encounter in English in your daily life.

## CONTENTMENT – Lesson 3

### Teacher's Notes

Time: 90+ mins

Level: Intermediate / Advanced

*Community Building – Life*

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

- 1) Small talk: how are you? How was your week?
- 2) Any PAN questions – questions you noted down in using English in daily life?
- 3) Review the homework from previous week. What is the quote you memorized? Any questions from last lesson?

*Life to Topic*

#### **Class discussion 15**

- 1) Read the following Bible verses silently on your own. As you read, think about these questions:
  - a) What do they say about Contentment?
  - b) Do you agree with them? Which ones do you not agree with?
  - c) Which one touches your heart most?
- 2) Teacher asks some students to share their answers to these questions.

*Topic*

#### **Reading from the Bible 25**

*The Parable of the Rich Fool – Luke 12:13-23 (NLT) (See Student Handout)*

- 1) Ask students to read the parable on their own. When they finish, ask them to define the underlined words, then divide into pairs and ask them to take turns to ask each other the 8 questions. The aim is to make sure they understand the text. Try asking them what part of the story is the 'moral'.
- 2) Re-group as a class and clarify any remaining difficulties in comprehension. Ask one or two students to re-tell the story in their own words.
- 3) Teacher leads a discussion of the two "Class Discussion" questions. Allow different opinions but gently point towards the Biblical truths.

*Topic to Life*

#### **Listening 10**

- 1) Pre-teach difficult vocabulary in the listening passage before the listening exercise: e.g. diligently, whiplashes, shipwrecked, marooned, exposure. Teacher writes these questions on the board:
  - a) What kind of life has Paul had?
  - b) What are some examples of the hardship he went through?

Teacher reads the following passage twice to the students as a "biography" of the Apostle Paul. The first time students are to listen (without the text) for words that are still unfamiliar. The teacher can write those words on the board

and discuss the meaning. The second time they should listen with the above questions in mind.

Ask for the answers to the questions after students listen.

### 2 Corinthians 11:23-28

I'm a descendant of Abraham and Israel, so I'm as Jewish as these other people are. I've followed Jesus' example more diligently than they have and I've worked harder, spent more time in prison, been beaten and closer to death more often. The Jewish authorities have given me 39 whiplashes on five different occasions. I was beaten three times by the Romans, stoned once, shipwrecked three times, and marooned at sea for an entire day.

I've been on many journeys and faced a lot of dangerous situations in cities, in the desert and on the sea. I've encountered dangerous rivers, thieves, fellow Jews, non-Jews, and people who pretend to follow Jesus' example. I've endured hard labor, hunger, thirst, lack of sleep, and exposure to the cold. When the soldiers under the Roman leader Aretas tried to arrest me in Damascus, I escaped through a window and was lowered in a basket. Meanwhile, I've been deeply concerned about Jesus' followers everywhere. God knows this is all true.

(The Better Life Bible: [http://www.geocities.com/better\\_life\\_publications/betterlifebible.html](http://www.geocities.com/better_life_publications/betterlifebible.html))

### Reading and Discussion 30

2) Read Phil 4:11-12 together. Explain that this is Paul writing. Ask students what they think Paul's 'secret' for contentment is.

Some Biblical truths we can discuss with the students at this point, depending on their receptiveness and openness:

- i) Be thankful in all circumstances. (1 Thess 5:18)
- ii) It is God who gives us strength. (Phil 4:13; 2 Cor 12:9-10)
- iii) A rich relationship with God (e.g. Psalm 90:14, Ephesians 1:3 etc.)

### *Life*

#### **Homework 5**

- 1) Memorize at least one verse from the Bible mentioned in this lesson.
- 2) Read the following little story about a Quaker:

Leaning on his fence one day, a devout Quaker was watching a new neighbor move in next door. After all kinds of modern appliances, electronic gadgets, plush furniture, and costly wall hangings had been carried in, the onlooker called over, "If you find you're lacking anything, neighbor, let me know and I'll show you how to live without it." (Source Unknown; <http://www.sermonillustrations.com/a-z/c/contentment.htm>; 1/14/09).

- 3) Continue to note down any difficulties you encounter in English in your daily life.

## CONTENTMENT - Lesson 3

### Student Handout

#### Class discussion

Read the following Bible verses silently on your own. As you read, think about these questions:

1. What do they say about Contentment?
  2. Do you agree with them? Which ones do you not agree with?
  3. Which one touches your heart most?
- 
1. Rich and poor have this in common: The LORD is the Maker of them all. (Proverbs 22:2) Also: "...give me neither poverty nor riches; feed me with the food that is needful for me..." (Proverbs 30: 8-9)
  2. It is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God. (Mark 10:25)
  3. What good is it for a man to gain the whole world, and yet lose or forfeit his very self? (Luke 9:25)
  4. But godliness with contentment is great gain. For we brought nothing into the world, and we can take nothing out of it. But if we have food and clothing, we will be content with that. (1 Timothy 6:6-8)
  5. The sleep of a laborer is sweet, whether he eats little or much, but the abundance of a rich man permits him no sleep. (Ecclesiastes 5:12)

#### Readings from the Bible (Part I)

*The Parable of the Rich Fool - Luke 12:13-23*

13 Then someone called from the crowd, "Teacher, please tell my brother to divide our father's estate with me."

14 Jesus replied, "Friend, who made me a judge over you to decide such things as that?" 15 Then he said, "Beware! Guard against every kind of greed. Life is not measured by how much you own."

16 Then he told them a story: "A rich man had a fertile farm that produced fine crops. 17 He said to himself, 'What should I do? I don't have room for all my crops.' 18 Then he said, 'I know! I'll tear down my barns and build bigger ones. Then I'll have room enough to store all my wheat and other goods. 19 And I'll sit back and say to myself, "My friend, you have enough stored away for years to come. Now take it easy! Eat, drink, and be merry!"'

20 "But God said to him, 'You fool! You will die this very night. Then who will get everything you worked for?'

21 "Yes, a person is a fool to store up earthly wealth but not have a rich relationship with God."

22 Then, turning to his disciples, Jesus said, "That is why I tell you not to worry about everyday life—whether you have enough food to eat or enough clothes to wear. 23 For life is more than food, and your body more than clothing."



In pairs, take turn to ask each other these questions:

1. What did the man in the crowd want Jesus to do?
2. What does Jesus warn us not to do?
3. What kind of a crop did the rich man's land produce in the story?
4. What question did the man ask himself? What did he decide to do to keep his crops?
5. What did the rich man intend to do for the rest of his life?
6. What did God call the rich man?
7. What had the rich man done that was wrong?
8. What did Jesus say about food and clothing?

Class discussion:

1. Which Bible verses in the previous section are relevant to this story? How?
2. What do you think having "a rich relationship with God" means? How do you think this helps with contentment?

### **Readings from the Bible (Part II)**

Philippians 4:11-12

11 ...I have learned to be content whatever the circumstances. 12 I know what it is to be in need, and I know what it is to have plenty. I have learned the secret of being content in any and every situation, whether well fed or hungry, whether living in plenty or in want.

Discuss: What do you think the Apostle Paul's "secret" is?

### **Homework 5**

1. Memorize at least one verse from the Bible mentioned in this lesson.
2. Read the following little story about a Quaker:

Leaning on his fence one day, a devout Quaker was watching a new neighbor move in next door. After all kinds of modern appliances, electronic gadgets, plush furniture, and costly wall hangings had been carried in, the onlooker called over, "If you find you're lacking anything, neighbor, let me know and I'll show you how to live without it." (Source Unknown; <http://www.sermonillustrations.com/a-z/c/contentment.htm>; 1/14/09).

3. Continue to note down any difficulties you encounter in English in your daily life.

## CONTENTMENT – Lesson 4

### Teacher's Notes

Time: 90 mins

Level: Intermediate / Advanced

*Community Building – Life*

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

- 1) Small talk: how are you? How was your week?
- 2) Any PAN questions – questions you noted down in using English in daily life?
- 3) What is the Bible verse you memorized? Any questions from last lesson?

*Life to Topic*

#### **Class discussion 15**

- 1) Review the Quaker story from last week's "homework" section. Ask the students to re-tell the story.
- 2) What is the 'moral' of the story?
- 3) Who are you more similar to: the Quaker or his neighbour?

*Topic*

#### **Reading from the Bible 30**

*Excerpt from The Sermon on the Mount (The Message) (See Student Handout)*

Teacher asks: what is the meaning of the idiom 'at the end of your rope'?

Ask students to read silently.

In pairs or groups: find the contrasts in verses 3 and 4. (less of you vs more of God; what is most dear vs. the One most dear)

Discussion: What do you think?

v.3 What do you think: Is it possible to be blessed when you are in a helpless situation? Has this ever happened to you or someone you know?

v. 4 What do you think: Can losing something show you what is truly important? Who is 'the One'?

v. 5 What do you think? What is precious that cannot be bought?

v. 6 What do you think? We usually use the word 'appetite' to talk about wanting food. Is it possible to have an appetite for God?

*Topic to Life*

#### **Reading: Prayer of an Unknown Confederate Soldier 30**

Define: 'infirmity, despite' and use them in sentences.

Teacher reads the prayer through once.

Have the students list the contrasting words in each sentence, and make a list of them on the board: i.e. strength/weak; achieve/obey

Students read it together chorally; practice pronouncing difficult words and focus on the rhythm; note the intonation showing contrast.

Divide the class into two groups; one side reads the left portions, and the other the right.

Ask: Do you agree that the person was “most richly blessed”?

Final Wrap-up. Ask:

1. How do these readings illuminate us about Paul’s ‘secret of contentment’? (Teacher may need to remind students of Paul’s story from the previous lesson.)
2. What do they say about ‘having a rich relationship with God’?
3. Do you believe they can be true?

*Life*

### **Homework 5**

Write in your journal about the following:

- 1) What will make you really content with life? Are you happy with a simple life-style?
- 2) What does it mean to have a relationship with God? Is this something you have or would want?

## CONTENTMENT - Lesson 4 Student Handout

### Class discussion

- 1) Review the Quaker story from last week's "homework" section. Can you re-tell the story?
- 2) What is the 'moral' of the story?
- 3) Who are you more similar to: the Quaker or his neighbour?

### Excerpt from the Sermon on the Mount (Matthew 5) (The Message)

[Jesus said,] 3" You're blessed when you're at the end of your rope. With less of you there is more of God and his rule.

*What do you think:* Is it possible to be blessed when you are in a helpless situation? Has this ever happened to you or someone you know?

4" You're blessed when you feel you've lost what is most dear to you. Only then can you be embraced by the One most dear to you.

*What do you think:* Can losing something show you what is truly important? Who is 'the One'?

5" You're blessed when you're content with just who you are—no more, no less. That's the moment you find yourselves proud owners of everything that can't be bought.

*What do you think?* What is precious that cannot be bought?

6" You're blessed when you've worked up a good appetite for God. He's food and drink in the best meal you'll ever eat.

*What do you think?* We usually use the word 'appetite' to talk about wanting food. Is it possible to have an appetite for God?

## Prayer of an Unknown Confederate Soldier

I asked for strength that I might achieve;  
I was made weak that I might learn humbly to obey.  
I asked for health that I might do greater things;  
I was given infirmity that I might do better things.  
I asked for riches that I might be happy;  
I was given poverty that I might be wise.  
I asked for power that I might have the praise of men;  
I was given weakness that I might feel the need of God.  
I asked for all things that I might enjoy life;  
I was given life that I might enjoy all things.  
I got nothing that I had asked for,  
but everything that I had hoped for.  
Almost despite myself my unspoken prayers were answered;  
I am, among all men, most richly blessed.

- 1) How do these readings illuminate us about Paul's 'secret of contentment'?  
(Teacher may need to remind students of Paul's story from the previous lesson.)
- 2) What do they say about 'having a rich relationship with God'?
- 3) Do you believe they can be true?

## Homework

Write in your journal about the following:

- 1) What will make you really content with life? Are you happy with a simple life-style?
- 2) What does it mean to have a relationship with God? Is this something you have or would want?