

## HONESTY – 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) Did you have 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 “honesty” mean to you? What are some words that are related to it? (e.g. truthfulness, sincerity, frankness, candidness, authenticity, openness, integrity, transparency, vulnerability)
- 2) What is the word for “honesty” in your first language? Is there one word or more? Does it mean the same as the English word “honesty”?
- 3) What is the opposite of honesty? (e.g. dishonesty, hypocrisy, deceitful, crooked, fake)
- 4) Dictionary definitions (see Student Handout).

*Topic*

#### **Reading 25**

*Mercury and the Woodman*: See Student Handout

*Pre-reading:*

Class Discussion:

1. What did you learn as a child about honesty? Were there stories or tales about honesty that you grew up with?
2. Do you think it is important to teach our children to be honest? Why?

Teacher pre-teaches the following words: to fell a tree, contrived, dived

*Reading:*

Teacher explains that the story is taken from Aesop's Fables and is a simple story. Teacher also explains what a woodman does and that Mercury is a god from mythology. If appropriate for the level of the class, photocopy the story at the end of Teacher's Notes and cut it along the lines so that we can jumble the paragraphs. Give the jumbled paragraphs to the students, each set per pair, and ask them to re-construct the story together.

Teacher then refers students to the printed story on their Handout and reads it once. Explain any remaining vocabulary that is unfamiliar.

*Post-reading questions:*

1. What does the story say about honesty?

2. Explain what the “moral” of a fable is. Can you come up with a moral for this story?
3. Optional: Act out the story. Perhaps add more dialogue.
4. Is honesty always rewarded in this world?
5. Would you say you are an honest person? Why or why not?

*Topic to Life*

**Choose among the following to fit a 30-35 minute time frame:**

**I. Vocabulary – words that describe emotions, parts of speech**

**II. Vocabulary – participial adjectives: *interested vs. interesting; excited vs. exciting* etc.**

**III. Speaking – a Debate**

**Vocabulary 35**

- A. Find the following words that describe feelings or emotions in the story and make sure you know their meanings:

envy	lamenting	distress	disgusted
pleased	overjoyed		

Fill in the blanks with the correct forms of the above words (answers given here in bold):

1. The television reports about the famine were particularly **distressing**.
2. The freshness of the air outside is particularly **pleasing** after one has been in a stuffy room for a long time.
3. I **envy** her ability to talk to people she's never met before.
4. She was **disgusted** at the way they mistreated their children.
5. My grandmother **lamented** the decline in moral standards in today's society.

- B. Compare the following pairs of sentences. What part of speech are the italicized words? What accounts for the difference in their use?

1. a. We are *distressed* at our sister's condition.  
b. The situation of our sister is *distressing*.
2. a. I am *disgusted* at the rudeness of the telemarketer.  
b. Some people are so disrespectful that it is *disgusting*.

Fill in the correct form of the adjective:

1. The children were (fascinate)\_\_\_\_\_ by the animals in the zoo.
2. Sara was (bore) \_\_\_\_\_ at the movie.
3. Trying to learn another language can be (tire)\_\_\_\_\_ sometimes.
4. The news is very (surprise)\_\_\_\_\_ to me.
5. I get very (frustrate)\_\_\_\_\_ by traffic.

6. The performance of the team was very (disappoint)\_\_\_\_\_. They played much worse than expected.
7. A good, healthy meal is very (satisfy)\_\_\_\_\_.
8. I am very (confuse)\_\_\_\_\_. Could you explain it once more?

Do you know what the rule is with regard to using –ed and –ing adjectives? (The present participle (-ing) is used to describe how something is. The past participle (-ed) is used to describe how someone feels.)

Refer the students to the list of adjectives that follow this rule (see Student Handout).

### **Speaking 35**

Write the saying “**Honesty is the best policy**” on the board. With the whole class, discuss whether students think this statement is true or not. Ask for examples to support their points.

Divide the class into two teams. Assign one team “for” and the other “against” and prepare them for a debate on this statement. Tell students that it is not important that they personally agree with the assigned position. They should, instead, brainstorm among themselves reasons to support and refute, and be prepared to defend the position assigned to their team. Ask them to use the chart in the Student Handout to guide their discussion. Jot down the points. (If the students struggle with this, prompt the class to get at least one point on the board, for and against. Then challenge them to get three more points)

Teacher circulates to help. Ask for representatives to deliver particular points. Try to have different students speak for the team.

After about 10 mins, gather the teams together. Arrange the seats so that the two teams sit facing one another. Facilitate the debate. If possible, encourage rebuttals from the other team after delivery. In the end, provide comments and feedback and announce the winning team.

### *Life*

#### **Homework 5**

- 1) Read the following quotes about honesty and choose your favourite one. Prepare to share why you like it with the rest of the class next lesson.
  1. Lying is done with words and also with silence. ~Adrienne Rich
  2. If you add to the truth, you subtract from it. ~The Talmud
  3. Being entirely honest with oneself is a good exercise. ~Sigmund Freud
  4. A dying man discovers the honesty with which he was born. ~Japanese Proverb
  5. Go to the truth beyond the mind. Love is the bridge. ~Stephen Levine
- 2) Review the list of adjectives. Look up any words you don't know in the chart.
- 3) Continue to note down questions associated with English in your daily lives. Bring to class to ask or discuss.

Cut along the dotted lines. Mix up the paragraphs. Prepare as many sets as are needed (one set per pair of students).

A Woodman was felling a tree on the bank of a river, when his axe, glancing off the trunk, flew out of his hands and fell into the water. As he stood by the water's edge lamenting his loss, the god Mercury appeared and asked him the reason for his grief.

On learning what had happened, out of pity for his distress, Mercury dived into the river and, bringing up a golden axe, asked him if that was the one he had lost. The Woodman replied that it was not, and Mercury then dived a second time, and, bringing up a silver axe, asked if that was his. "No, that is not mine either," said the Woodman.

Once more Mercury dived into the river, and brought up the missing axe. The Woodman was overjoyed at recovering his property, and thanked his benefactor warmly; and the latter was so pleased with his honesty that he made him a present of the other two axes.

When the Woodman told the story to his companions, one of these was filled with envy of his good fortune and determined to try his luck for himself. So he went and began to fell a tree at the edge of the river, and presently contrived to let his axe drop into the water.

Mercury appeared as before, and, on learning that his axe had fallen in, he dived and brought up a golden axe, as he had done on the previous occasion. Without waiting to be asked whether it was his or not, the fellow cried, "That's mine, that's mine," and stretched out his hand eagerly for the prize.

Mercury was so disgusted at his dishonesty that he not only declined to give him the golden axe, but also refused to recover for him the one he had let fall into the stream.

## HONESTY - Lesson 1

### Student Handout

#### Class discussion

1. What does “honesty” mean to you? What are some words that are related to it?
2. What is the word for “honesty” in your first language? Is there one word or more? Does it mean the same as the English word “honesty”?
3. What is the opposite of honesty?
4. Dictionary definitions:

honesty:

1. the quality or fact of being honest; uprightness and fairness.
2. truthfulness, sincerity, or frankness.
3. freedom from deceit or fraud.

(“honesty.” Dictionary.com Unabridged (v 1.1). Random House, Inc. 10 Mar. 2009. <Dictionary.com <http://dictionary.reference.com/browse/honesty>>.)

#### Mercury and the Woodman

A Woodman was felling a tree on the bank of a river, when his axe, glancing off the trunk, flew out of his hands and fell into the water. As he stood by the water's edge lamenting his loss, the god Mercury appeared and asked him the reason for his grief.

On learning what had happened, out of pity for his distress, Mercury dived into the river and, bringing up a golden axe, asked him if that was the one he had lost. The Woodman replied that it was not, and Mercury then dived a second time, and, bringing up a silver axe, asked if that was his. "No, that is not mine either," said the Woodman.

Once more Mercury dived into the river, and brought up the missing axe. The Woodman was overjoyed at recovering his property, and thanked his benefactor warmly; and the latter was so pleased with his honesty that he made him a present of the other two axes.

When the Woodman told the story to his companions, one of these was filled with envy of his good fortune and determined to try his luck for himself. So he went and began to fell a tree at the edge of the river, and presently contrived to let his axe drop into the water.

Mercury appeared as before, and, on learning that his axe had fallen in, he dived and brought up a golden axe, as he had done on the previous occasion. Without waiting to be asked whether it was his or not, the fellow cried, "That's mine, that's mine," and stretched out his hand eagerly for the prize.

Mercury was so disgusted at his dishonesty that he not only declined to give him the golden axe, but also refused to recover for him the one he had let fall into the stream.

(Adapted from <http://aesopfables.com/cgi/aesop1.cgi?3&MercuryandtheWoodman>; accessed Feb 27, 2009)

- 1) What does the story say about honesty?
- 2) Explain what the “moral” of a fable is. Can you come up with a moral for this story?
- 3) Optional: Act out the story. Perhaps add more dialogue.
- 4) Is honesty always rewarded in this world?
- 5) Would you say you are an honest person? Why or why not?

### Vocabulary

- A. Find the following words that describe feelings or emotions in the story and make sure you know their meanings:

envy	lamenting	distress	disgusted
pleased	overjoyed		

Fill in the blanks with the correct forms of the above words:

1. The television reports about the famine were particularly \_\_\_\_\_.
2. The freshness of the air outside is particularly \_\_\_\_\_ after one has been in a stuffy room for a long time.
3. I \_\_\_\_\_ her ability to talk to people she's never met before.
4. She was \_\_\_\_\_ at the way they mistreated their children.
5. My grandmother \_\_\_\_\_ the decline in moral standards in today's society.

- B. Compare the following pairs of sentences. What part of speech are the italicized words? What accounts for the difference in their use?

1. a. We are *distressed* at our sister's condition.  
b. The situation of our sister is *distressing*.
2. a. I am *disgusted* at the rudeness of the telemarketer.  
b. Some people are so disrespectful that it is *disgusting*.

Fill in the correct form of the adjective:

1. The children were (fascinate)\_\_\_\_\_ by the animals in the zoo.
2. Sara was (bore) \_\_\_\_\_ at the movie.
3. Trying to learn another language can be (tire)\_\_\_\_\_ sometimes.
4. The news is very (surprise)\_\_\_\_\_ to me.
5. I get very (frustrate)\_\_\_\_\_ by traffic.

6. The performance of the team was very (disappoint)\_\_\_\_\_ . They played much worse than expected.
7. A good, healthy meal is very (satisfy) \_\_\_\_\_.
8. I am very (confuse) \_\_\_\_\_. Could you explain it once more?

Do you know what the rule is with regard to using -ed and -ing adjectives?

Something is...	Someone feels (is)...
alarming	alarmed
amusing	amused
annoying	annoyed
boring	bored
concerning	concerned
confusing	confused
disappointing	disappointed
embarrassing	embarrassed
encouraging	encouraged
energizing	energized
exciting	excited
exhausting	exhausted
fascinating	fascinated
frightening	frightened
frustrating	frustrated
humiliating	humiliated
interesting	interested
intriguing	intrigued
overwhelming	overwhelmed
perplexing	perplexed
pleasing	pleased
relaxing	relaxed
satisfying	satisfied
shocking	shocked
surprising	surprised
terrifying	terrified
tiring	tired

(Adapted from <http://www.grammar-quizzes.com/passive3a.html>, accessed March 10, 2009)

**Debate: Honesty is the best policy.**

Introduction	
Reasons to agree	Reasons to disagree
1.  Example:	1.  Example:
2.  Example:	2.  Example:
3.  Example:	3.  Example:
Summary / Conclusion:	

**Homework**

1. Read the following quotes about honesty and choose your favourite one. Prepare to share why you like it with the rest of the class next lesson.
  - 1) Lying is done with words and also with silence. ~Adrienne Rich
  - 2) If you add to the truth, you subtract from it. ~The Talmud
  - 3) Being entirely honest with oneself is a good exercise. ~Sigmund Freud
  - 4) A dying man discovers the honesty with which he was born. ~Japanese Proverb
  - 5) Go to the truth beyond the mind. Love is the bridge. ~Stephen Levine
2. Review the list of adjectives. Look up any words you don't know in the chart.
3. Continue to note down questions associated with English in your daily lives. Bring to class to ask or discuss.



## HONESTY – 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) Did you have questions you noted down in using English in daily life?
- 3) Review the homework from previous week: did you understand the quotes?  
Which one did you like best?

*Life to Topic*

#### **Class discussion 15**

Read the following quotes (see Student Handout) and prepare to share with the class the following:

- i) Do you agree with them?
- ii) How are they related to 'honesty'?
- iii) Which one do you like best? Why?

*Topic*

#### **Reading 30**

*Talk to Me, Grandpa*: See Student Handout

*Pre-reading*

Discussion questions:

- 1) Do you think children are more honest than adults? Why or why not?
- 2) How do you tell your children about 'the harsh facts of life': for example, serious illnesses, deaths, suffering and evil in this world? How honest will you be with them?

*Reading*

Students read the story silently and underline any unfamiliar words.

*Post-reading:*

- 1) What words or grammar might be difficult for the class?
- 2) Do you think Desiree's question to her Grandpa is a useful question? Why or why not?
- 3) Do you agree with the author's view that we can learn from Desiree's honesty and courage? Why or why not?
- 4) If you were one of the adults in the story, would you behave the same way? How would you behave differently?

### *Topic to Life*

#### **Speaking: Case Studies 30**

- 1) Divide the class into three groups. Assign a Case Study to each group. (See Student Handout for the Case Studies.)
- 2) Students in each group read the case study together and discuss the following questions. Be prepared to report back to the whole class.
  - i) What would you do in that situation?
  - ii) What would 'being honest' mean to you in that situation?
  - iii) How does your culture shape your response? Is there a better way?
- 3) Gather the groups together and each group takes turn to outline the scenario for the whole class and report on the result of their discussions.
- 4) If time allows, allow feedback from the other groups.

#### **Idioms 10**

- 1) In pairs, read the sentences with the idioms to do with honesty / dishonesty in them. Guess the meaning of the idioms from the context.
- 2) Based on what you have talked about, match the definitions to the correct idioms.
- 3) Go through the answers with the students and offer explanations (if they finish).

### *Life*

#### **Homework**

- 1) Memorize your favourite quote from today's lesson.
- 2) Make sentences with the list of idioms learnt in this lesson.
- 3) Think about the following and be prepared to discuss it next lesson. Perhaps write down your reflections in your journal.
  - i) Mother Teresa says, "Honesty and transparency make you vulnerable. Be honest and transparent anyway." Why?
  - ii) The word "honesty" has more to do with "honour" in the origin of the English word (see <http://www.etymonline.com/index.php?search=honesty&searchmode=none>) Do you think it is easy to "honour" someone close to you yet be "honest" with one another all the time? Why or why not?
- 4) Continue to note down any difficulties you encounter in English in your daily life.

## HONESTY - Lesson 2 Student Handout

### Class discussion

Read the following quotes and prepare to share with the class the following:

- i) Do you agree with them?
- ii) How are they related to 'honesty'?
- iii) Which one do you like best? Why?

### Quotes:

- 1) Our own life is the instrument with which we experiment with truth.  
~Thich Nhat Hanh
- 2) I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what light I have. ~Abraham Lincoln
- 3) Truth never damages a cause that is just. ~Mahatma Gandhi
- 4) People will do anything, no matter how absurd, in order to avoid facing their own soul. ~Carl Jung
- 5) The truth shall make you free. ~John 8:32

<http://www.thevirtues.org/site/03-Honesty.html> – accessed August 15, 2008

### Talk to Me, Grandpa

For several weeks after my father's stroke, we kept his only grandchild, my niece Desiree, from seeing him. She was only three. It was difficult, however, because Desiree and her grandfather had a very special relationship. She longed to see him; she missed laughing and dancing with him, and talking the way that only grandpas and granddaughters can.

Dad underwent weeks of intensive rehabilitation. Progress was slow as he relearned simple daily living skills. He was most anxious to regain his speech. Therapists worked with him daily, and after several weeks he was able to utter his first word, "Hi!" We were delighted at this hopeful sign and decided that Desiree could now see her Grandpa. Her mother had prepared her for the meeting. "Grandpa can't walk," she explained. "He has to use a wheelchair." Far more difficult, however, was explaining that Grandpa could no longer talk.

The day came. We wheeled Dad outside so we could gather in a comfortable spot. Desiree approached him like someone trying to catch a butterfly approaches the bush where it has lighted. With cautious excitement she walked up to Grandpa and hugged him as gently as she could, working around the wheelchair's appendages. Dad labored to lean toward Desiree and stuttered out his only word, "Hi!" We all exhaled in relief to see things going well.

Her natural curiosity guided Desiree as she studied her Grandpa and us. We all tried to act "normal" for both their sakes, though we were painfully aware that life would never be "normal" again. Then it happened: a sweet, innocent question that had to be asked. Desiree tiptoed up to her grandpa and softly pleaded, "Won't you talk with me, Grandpa?" She only wanted what they had once shared. We all only wanted what we once had. But only Desiree had the courage to ask the question that was in all our hearts. We quickly changed the subject, afraid to upset Grandpa and not knowing how to explain the situation further to Desiree.

After months of rehabilitation, Dad was finally able to come home. Though he had only a little movement in his right side, he had regained some speech. He searched for words, but once again he and his now five-year-old granddaughter could carry on special conversations.

Looking back, Desiree's boldness taught us how important it is to search honestly for answers to life's tragedies. Why should we not ask those burning questions? Instead of burying our fears in "appropriate behavior", why not speak of the pain from which such questions arise? If adults handled hardship with childlike vulnerability, we would work through our grief far more quickly. May the courageous innocence of children be our teacher.

(Source: Steven W. Vannoy, *The Greatest Gifts Our Children Give to Us: the Surprising Wisdom of Kids* (New York: Simon & Schuster, 1997) pp. 111-112. Story authored by Janet E. Smith, Greeley, Colorado.)

- 1) What words or grammar might be difficult for the class?
- 2) Do you think Desiree's question to her Grandpa is a useful question? Why or why not?
- 3) Do you agree with the author's view that we can learn from Desiree's honesty and courage? Why or why not?
- 4) If you were one of the adults in the story, would you behave the same way? How would you behave differently?

## Case Studies

In your own group, read the case study assigned and discuss the following questions. Be prepared to report back to the whole class.

- i) What would you do in that situation?
- ii) What would 'being honest' mean to you in that situation?
- iii) How does your culture shape your response? Is there a better way?

### Case A

You and your spouse are living in two different countries. You have moved to Canada while your spouse has remained in your home country to work. Your relationship is getting worse. Just now you had a really bad argument on the phone with your spouse. You were so angry that you hung up on your spouse.

Your son, who is living with you, comes and asks what happened. What do you say to him?

### Case B

You have a very good friend that you can always count on. You go out often and enjoy a rich friendship. A few days ago you called this friend and found out that he or she was no longer answering your calls. You have tried many times since then. You know that his/her circumstances have not changed, as you still hear about him/her from other friends. You are getting desperate. Suddenly you remember something you have said and the look on his/her face last time you met together. What will you do next?

### Case C

You are working as a graphic designer in a medium-sized, well-established publishing firm. You have been there for a year. You work with a team and there are always tight deadlines to meet. You find the job challenging, as you are not familiar with the way they do things here in Canada and your English is not good enough. Your team leader has talked to you a few times about how you can improve your work. However, you have been missing deadlines and the other people in the team are not helpful. In the annual performance appraisal last month, your manager gave you a warning about possible dismissal. You feel that your job is secure and cannot take the warning seriously. What will you say to your manager?

### Idioms

- 1) In pairs, read the sentences with the idioms to do with honesty / dishonesty in them. Guess the meaning of the idioms from the context.
  - 2) Based on what you have talked about, match the definitions to the correct idioms.
  - 3) Make additional sentences using the idioms.
- 
1. Although he found it hard to believe Peter's explanation, the teacher decided to give him the benefit of the doubt.
  2. Let's clear the air and put our cards on the table.
  3. We can only take his advice with a grain of salt. He is not an expert in this field!
  4. "I still haven't got a promotion. I think my boss is leading me up the garden path!"
  5. It was only when my neighbour was arrested for theft that the scales fell from my eyes and I realized where his money came from.
  6. His travel business was just a smokescreen for his political activities.

*Match with the correct definition:*

- |   |  |
|---|--|
| 1. to take something with a grain of salt   | A. an action or tactic intended to conceal or divert attention from your real intentions or activities                         |
| 2. smokescreen                              | B. you finally understand the truth about something  |
| 3. to lead somebody up the garden path      | C. to choose to believe that the person is innocent, honest or telling the truth, because there is no evidence to the contrary |
| 4. to put your cards on the table           | D. to accept it but to maintain a degree of skepticism about its truth   |
| 5. to give someone the benefit of the doubt | E. to deceive someone by making him or her believe something which is not true   |
| 6. Scales fall from your eyes               | F. to speak honestly and openly about your feelings and intentions   |

(Adapted from <http://www.learn-english-today.com/idioms/idiom-categories/honesty-dishonesty%20idioms.htm>)

## Homework

- 1) Memorize your favourite quote from today's lesson.
- 2) Think about the following and be prepared to discuss it next lesson. Perhaps write down your reflections in your journal.
  - i) Mother Teresa says, "Honesty and transparency make you vulnerable. Be honest and transparent anyway." Why?
  - ii) The word "honesty" has more to do with "honour" in the origin of the English word:  
(see <http://www.etymonline.com/index.php?search=honesty&searchmode=none>) Do you think it is easy to "honour" someone close to you yet be "honest" with one another all the time? Why or why not?
- 3) Continue to note down any difficulties you encounter in English in your daily life.

## HONESTY – 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) Did you have questions you noted down in using English in daily life?
- 3) Review the homework from previous week.

*Life to Topic*

#### **Class discussion 10**

How will you respond in the following situations? Can you share some examples from your life? Were you honest?

- 1) When someone calls and you do not want to talk to them (Time permitting, there could be a discussion on the verse, “Speak the truth in love”, concerning honesty versus saving face and preserving relationship)
- 2) When you are asked for your opinion and advice
- 3) When you are told a *rumour* (a story that may not be true and that sometimes could hurt someone)
- 4) When you are *held accountable* (blamed/ responsible) for something you know you did wrong

*Topic*

#### **Introduction (5 min):** King David

Teacher explains the following about King David to the students:

The biblical King David of Israel was known for his diverse skills as both a warrior and a writer of psalms. In his 40 years as ruler, between approximately 1010 and 970 B.C., he united the people of Israel, led them to victory in battle, conquered land and paved the way for his son, Solomon, to build the Holy Temple.

(From <http://www.jewishvirtuallibrary.org/jsource/biography/David.html> 05/12/09)

(It also might be relevant to explain that the previous King Saul had persecuted David for many years before David could rest secure in Jerusalem.)

#### **Listening (8 min):**

Listen to the story of David and Bathsheba. It provides the background to the reading text today. Look through the True or False questions before you listen. As you listen, decide whether the statements are true or false according to the story.

Teacher gives time for students to look through questions, then reads:

“David was a good king who followed after God’s own heart. God gave him many victories over their enemies. During one of the wars, however, David stayed behind in Jerusalem when his soldiers went off to fight.

As David walked on the roof of his house one evening, he saw a beautiful woman taking a bath. Someone told him she was Bathsheba, the wife of Uriah, a Hittite soldier off fighting with David’s army. David had Bathsheba brought to the palace and slept with her. Sometime later Bathsheba sent David word she was going to have his baby.

David brought Uriah home from the battlefield and let him visit his wife. But when Uriah came back to Jerusalem, he would not go home but slept with the king’s servants instead. He wouldn’t let himself enjoy being home with his wife while the other soldiers were having a hard time on the battlefield.

David then wrote to Joab, the leader of his army, commanding him, “Set Uriah in the forefront of the hottest battle, and retreat from him, that he may be struck down and die.” Then he had Uriah take the letter back with him.

Joab did as he was told. When David heard Uriah was dead he told Joab not to feel guilty. “The sword devours one as well as another.” David said, just as if Uriah’s death had been an ordinary casualty of war.

Uriah's wife heard about her husband’s death and sobbed. When her time of mourning was over, David had her brought to his house. She became his wife and had a son by him. But the Lord wasn't pleased with what David had done.”

(Adapted from [http://www.ebibleteacher.com/children/lessons/OT/unitedkingdom/Bathsheba\\_text.htm](http://www.ebibleteacher.com/children/lessons/OT/unitedkingdom/Bathsheba_text.htm); May 9, 2009)

Time permitting, have the students re-tell the story sentence by sentence after answering the T/F questions.

### **Reading (25 min)**

*The Story of David and Nathan:* See Student Handout

Pre-teach these vocabulary: prophet, worth, anointed

Ask students to read the story silently.

Discuss these questions:

- 1) Why was David angry about the rich man in Nathan’s story?
- 2) How did this story about the little lamb apply to David?
- 3) Why do you think Nathan used this indirect way of pointing out David’s sin initially?
- 4) How did David react to Nathan’s rebuke?
- 5) Do you think it was easy for David to confess his sins? Why or why not? How do you think David felt at that point?



6) How is honesty seen in this story? What was the result of David's honesty?

### *Topic to Life*

### **Speaking 25**

A. Read the following quote:

[There is] a necessary and basic dishonesty about oneself and one's whole situation. ... We don't want to admit that we are fundamentally\* dishonest about reality, that we do not really control our lives. ... [W]e always rely on something that transcends\* us, some system of ideas or powers in which we are embedded\* and which support us. ... [A human being] is driven away from himself, from self-knowledge, self-reflection. (From Ernest Becker, *The Denial of Death*, pp. 55, 56)

fundamentally = basically

transcends = goes beyond

embedded = to be a close and strong part of

- 1) Do you understand the quote?
- 2) In David's story, how had he been dishonest to himself about his situation?  
How was he honest, eventually?
- 3) What or who brought about this change?
- 4) Is there any lesson we can learn?

B. Read this prayer from the Bible. It was written by David, of whom we just read. Why is it important to pray like this?

Lord, you have seen what is in my heart.

You know all about me.

You know when I sit down and when I get up.

You know what I'm thinking even though you are far away.

How can I get away from your Spirit?

Where can I go to escape from you?

None of my bones was hidden from you

when you made me inside my mother's body.

God, see what is in my heart.

Know what is there.

Put me to the test.

Know what I'm thinking.

See if there's anything in my life you don't like.

Help me live in the way that is always right.

(Psalm 139: 1,2,7,15a, 23,24; NIV)

Is this a prayer that you could 'honestly' say yourself?

### *Life*

### **Homework**

- 1) Observe any honest or dishonest behaviour. How much of these has to do with honesty to oneself?
- 2) What would you like to be honest to God about? Perhaps write in your journal.
- 3) Continue to note down any difficulties you encounter in English in your daily life.

## HONESTY - Lesson 3

### Student Handout

#### Class discussion

How will you respond in the following situations? Can you share some examples from your life? Were you honest?

- 1) When someone calls and you do not want to talk to them
- 2) When you are asked for your opinion and advice
- 3) When you are told a rumour
- 4) When you are held accountable for something you know you did wrong

#### Reading: The Story of David and Nathan

##### Background

Listen to the story of David and Bathsheba. It provides the background to the reading text today. Look through the True or False questions before you listen. As you listen, decide whether the statements are true or false according to the story.

1. David stayed in Jerusalem while his army was fighting a war. \_\_\_\_\_
2. Bathsheba was the wife of a soldier in David's army. \_\_\_\_\_
3. Uriah, Bathsheba's husband, came back home to be with his wife. \_\_\_\_\_
4. David planned to cover up his sin. \_\_\_\_\_
5. David killed Uriah. \_\_\_\_\_
6. After that, David regretted what he had done. \_\_\_\_\_

##### 2 Samuel 12:1-14 NIV

1 The Lord sent the prophet Nathan to David. When Nathan came to him, he said, "Two men lived in the same town. One was rich. The other was poor. 2 The rich man had a very large number of sheep and cattle. 3 But all the poor man had was one little female lamb. He had bought it. He raised it. It grew up with him and his children. It shared his food. It drank from his cup. It even slept in his arms. It was just like a daughter to him.

4 "One day a traveler came to the rich man. The rich man wanted to prepare a meal for him. But he didn't want to kill one of his own sheep or cattle. Instead, he took the little female lamb that belonged to the poor man. Then he cooked it for the traveler who had come to him."

5 David burned with anger against the rich man. He said to Nathan, "The man who did that is worthy of death. And that's just as sure as the Lord is alive. 6 The man must pay back four times as much as that lamb was worth. How could he do such a thing? And he wasn't even sorry he had done it."

7 Then Nathan said to David, "You are the man! The Lord, the God of Israel, says, 'I anointed you king over Israel. I saved you from Saul's powerful hand. 8 I gave you everything that belonged to your master Saul. I even put his wives into your arms. I made you king over the people of Israel and Judah. And if all of that had not been enough for you, I would have given you even more.

9 " 'Why did you turn your back on what I told you to do? You did what is evil in my sight. You made sure that Uriah, the Hittite, would be killed in battle. You took his wife to be your own. You let the men of Ammon kill him with their swords.

10 " 'So time after time members of your own royal house will be killed with swords. That's because you turned your back on me. You took the wife of Uriah, the Hittite, to be your own.'

11 "The Lord also says, 'I am going to bring trouble on you. It will come from your own family. I will take your wives away. ...

13 Then David said to Nathan, "I have sinned against the Lord."

Nathan replied, "The Lord has taken away your sin. You aren't going to die. 14 But you have dared to make fun of the Lord. So the son who has been born to you will die."

### Discussion questions:

- 1) Why was David angry about the rich man in Nathan's story?
- 2) How did this story about the little lamb apply to David?
- 3) Why do you think Nathan used this indirect way of pointing out David's sin initially?
- 4) How did David react to Nathan's rebuke?
- 5) Do you think it was easy for David to confess his sins? Why or why not? How do you think David felt at that point?
- 6) How is honesty seen in this story? What was the result of David's honesty?

### Application

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