



Three Important Questions

LESSON PLAN

SPECIFIC OBJECTIVES

- Learning that the most important time is 'now'; the most significant person is the one in front of you; and the task at hand is the most important one
- Learning to understand and determine priorities in life and during each day
- Listening, reading, understanding and answering questions orally and in writing
- Grammar: Learning about direct speech and reported (indirect) speech
- Learning to converse

WARM UP

- The teacher can read out the question and guide students to discuss in the class.
- Ask the students to state what their priority would be if faced with the three given situations and why that would be their choice.
- Discuss if they have faced such situations when they had to choose or arrange different activities in the order of priority because all were to be done the same day.
- Jot down three or four activities on the board and let them select the way they would arrange them. Examples: do homework; study for class test; help your mother who is ill; water the plants; take your dog for a walk, etc.

Outcome: Learning to prioritise work.

READING

- Read the lesson aloud or ask the students to read parts of it.
- Explain that this story is written by Leo Tolstoy, one of the great Russian writers of short stories and novels, including 'War and Peace' and 'Anna Karenina'. His writing influenced the thinking of Mahatma Gandhi and Dr Martin Luther King, Jr because he advocated non-cooperation as a tool for fighting injustice.

- Explain the words and meaning. Reading creates familiarisation with words.
- Ask in-text questions like: Do you think the king's questions were important? Why? Are the questions relevant for your daily activities?
- Encourage the students to prioritise their day's work and organise their time well.

Outcome: Reading aloud, understanding words, meanings, spellings and pronunciation.

READ AND UNDERSTAND

- Let the students do Exercises A and B on their own. Announce the correct answers so that the students can check and correct their answers.
- Discuss Exercises C and D. Let the students answer. Write the correct answers on the blackboard and let the students transcribe them in their notebooks.
- Exercise E [Think and Answer]: Discuss with reference to the lesson. Students can suggest the answer. Choose the best answer and let the students write it down in their notebooks.

Outcome: Understanding and answering questions.

GRAMMAR IS FUN

- Use the blackboard and given examples to explain direct speech first.
- You can use your own examples also.
- Use the blackboard and given examples to explain indirect speech.
- Discuss Exercises F to I. When each correct answer emerges, write it down on the blackboard. Ask the students to transcribe it in their notebooks.

Outcome: Learning about direct and indirect speech and how to change one to the other.

LET'S SPELL

- Ask the students to do this exercise on their own.
- Announce the answers so that the students can check and correct their answers.

Outcome: Learning correct spellings, meanings and pronunciation.

WORD POWER

- The students can use a dictionary to do this exercise.
- Announce the answers so that the students can check and correct their answers.

Outcome: Learning idioms.

LET'S LISTEN

- Read the passage twice.
- Ask the questions one by one.
- Let the students answer orally.

Outcome: Listening attentively, understanding and answering questions.

LET'S SPEAK

- Read aloud the words.
- Let the students follow.
- Correct their pronunciation.

Outcome: Learning to pronounce words correctly with right stress.

CONVERSE AND CONNECT

- Select two students as Prashant and Vikky.
- Let them enact the conversation in the class.
- Involve the class in the assessment of the conversation.

Outcome: Learning to converse—pronunciation, pause, emphasis and inflexion correctly.

SPEAK AND EXPRESS

- Discuss the question in the class.
- Explain that everyone makes mistakes and it is important to forgive and forget.
- Encourage the students to speak freely and with confidence.

Outcome: Enhancement of self-confidence and speaking skills.

WRITE WELL

- Let the students go through the given specimens and then do Exercises P and Q.
- Learning that writing a diary and a message are very important writing skills.

Outcome: Learning how to write an entry in a diary and a message.

ACTIVITY/PROJECT

- Ask the groups of students to talk respectfully to the persons they are going to meet.

Outcome: Learning that everyone plays an important role in society.



Abou Ben Adhem

LESSON PLAN

This poem is based on old Arabic lore. It focuses on an event in the life of a Sufi saint Abou Ben Adhem. Ben Adhem encounters an angel who is writing a record of those who love God.

SPECIFIC OBJECTIVES

- Learning about the rewards of living a life of service to one's fellow-men and God.
- Reading and reciting the poem with the correct rhythm and emphasis.
- Answering questions on the poem.
- Learning words, meanings, spellings, pronunciation, rhymes.

READING

- This poem is written by Leigh Hunt, who wrote in the 19th century. It is based on old Arabic lore. It is said that once a year, God takes the golden book of mankind and selects those persons who are dear to him and who love him.
- Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- It is written in couplets – two rhyming lines in a set rhythm.
- Explain the poem so that the students understand how the poet talks about service to and love for one's fellow-men is the highest form of prayer and such persons are very dear to God.
- Explain the background of the poem clearly to the students. It reflects the divine conversation between an angel from God and a sufi saint, Abou Ben Adhem, who loves his fellow-men and serves them. In God's eyes, this is the greatest form of showing love for God.
- Explain phrases like: may his tribe increase [a commonly used blessing or greeting]; making it rich [enriched by the angel's presence and the light]; a book of gold [for judging men]; a great wakening light [not only waking Abou, but making him conscious of God's blessing]; and old words like 'writest', 'thou', 'nay', etc.; and simile: like a lily in bloom.

Outcome: Reading reciting and understanding the poem.

READ AND UNDERSTAND

- Discuss the exercises and ask the students to answer orally, before writing the answers down.

- Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.

Outcome: Answering questions on the poem.