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The Secret of Being Loved by All

SPECIFIC OBJECTIVES

- * Learning to change yourself into a better person.
- * Transforming your own habits and attitudes helps to improve life.
- * Avoiding bad company and doing something good for others consciously changes our life into something beautiful.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Active and passive voice; determiners and articles; their usage.
- * Words, meanings, usage; homophones and homonyms - understanding them and their usage; words pronounced with reference to phonetic symbols and stress.
- * Writing a paragraph and a diary entry; punctuation.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning about transforming yourself into a better person, becoming kinder and more considerate towards others; avoiding bad company.
- * Learning about active and passive voice; Determiners and articles - and their usage.
- * Speaking, conversing and writing correctly.

Get Set

- * The teacher can read out the question and guide the students to write the answers.
- * Ask the students at random to talk about their good deeds briefly. Encourage the quiet ones.

Read and Enjoy

- * Read the lesson aloud or ask the students to read parts of it.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Relate the theme of the lesson with the daily life of the students and in-text questions: Have you, or anyone you know, had issues about doing chores, being polite and kind, getting into bad company, etc.? How has it been dealt with by you/your friend/the family? Do you think the experiment in this lesson would work? Can you suggest any other?



- * Encourage the students to be observant and empathetic.
- * Discuss the questions in Exercises A-D and ask the students to answer orally first.
- * Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
- * They may then write down the answers of Exercises B-D.
- * HOTS: Read and discuss the questions in the class. Then ask the students to write down the answer. The teacher should check the answer of the students individually.

- * Explain active and passive voice.
- * Make two groups in the class. One group will say a sentence in the active voice and the other will change it to passive voice. Keep scores on the board. Correct them where necessary.
- * Then use the board to explain the concept using the given examples and also your own, and ask the students to think of examples too.
- * Explain the changes to be made in the sentences.
- * Do Exercises A and B orally and then ask the students to write down the answers in their notebooks.
- * Explain determiners - words used before nouns like adjectives, to modify or describe the nouns.
- * Then explain articles - indefinite and definite, and their usage. Brush up on 'a/an' being used with words beginning with consonant and vowel sounds respectively. 'The' - definite article.
- * Use the given examples as well as your own and use the board to explain them.
- * Discuss Exercises C and D; then the students can do them in the class.
- * Announce the answers aloud for Exercises A-D and let the partners check the work.

- * Getting to know new words.
- * Learn to recognise new words by selecting them from the Help Box and filling in the missing letters.
- * Learn their spellings and meanings.
- * Brush up on the use of the dictionary whenever possible.
- * Do Exercise A orally first. Then ask the students to write down the answers.

- * Learning about homonyms and homophones.
- * Explain the difference on the board, using the given examples.
- * Homonyms: same spelling/pronunciation - different meanings.
Homophones: only same pronunciation - spellings/meanings differ.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

- * It is essential to walk through the entire set of examples and reiterate what they are [homonyms or homophones] and what they mean. You can use your own examples too.
 - * Do Exercise A orally first, explaining each pair of words, because some of the students may not be familiar with them.
 - * Then the students can write the sentences in their books.
 - * The teacher must check individual work to ensure that the students have understood the words.
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- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
 - * The teacher can read the passage aloud or ask the students to take turns reading so they understand it well.
 - * Then ask the students to answer the questions orally.
 - * Check the students where necessary.

Converse and Connect

- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * Then ask pairs of students at random to enact the dialogue according to their own imagination.
- * Correct the students regarding content and pronunciation.

Pronunciation Practice

- * Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- * Let the students say each word aloud, keeping the phonetic spelling in view.
- * Ask them individually at random, correcting the pronunciation and stress where required.
- * Draw attention to the phonetic symbols.
- * Use the given words and any other examples you like or doubts that the students may have.
- * Write a word on the board using only phonetic symbols and ask the class to say the word. Repeat till the students become familiar with the symbols.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

Punctuation

- * Use the board to do this exercise.
- * Call random students to correct the sentences in the passage.
- * Once it is all written correctly on the board, ask them to write it down in their notebooks.
- * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

- * Exercise A: Read aloud the question, and clarify any queries that the students may have.
- * Ask the students to write a diary entry as directed. It should not be more than one page.
- * Exercise B: Students can do this on their own.
- * The teacher must correct the individual work of the students. Only then will they become independent in their writing.

- * Collect the material for the project as required.
- * Prepare the project and give it a suitable title.
- * Share the project in the class.

- * Exercise A. Read aloud the quotation.
- * Discuss it in class and ask the students what their observations are.
- * Exercise B: Link this with what they have learnt so far. Share with your partner.

Write Well

Project Work

Values and Life Skills

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.

Outcome

- * Serving one's fellow-men without any expectation of reward brings the blessings of the Lord.
- * Understanding the poem well.
- * Learning to pronounce perfectly by reciting the poem.

Read and Understand

- * 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.
- * Discuss the exercises and ask the students to answer them 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.

