CHAPTER: A LETTER TO GOD

Grade: **10**
Board: **CBSE**
Book: **First Flight, NCERT**

1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]

At the end of the chapter, the student should be able to:

- Recognise the various emotions portrayed in the chapter
- Explain how Lencho's faith helps him to cope with the situations in his life.
- Interpret the reactions of various characters in the story to Lencho's faith in God.
- Apply the knowledge of text to answer various questions set to it.

2.

VOCABULARY ENRICHMENT

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.

SUPPER

Meaning: When we want to talk about a light meal eaten in the evening, we use this word.
Sentence: We usually have our supper early.
Synonyms: dinner, feast, banquet.
Antonym: Not applicable.
Etymology of supper: From the old French word ‘soper’ which means ‘evening meal’.



Solitary

Meaning: to be all alone or to be the only person or thing in a place

Sentence: A solitary child stood outside the school watching the children run to their classes.

Synonyms: lonely, lone, only, one, single.

Antonym : accompanied, combined, together.

Etymology of solitary : From the Latin word ‘solus’ we got ‘solitarius’ and from that we got the English word ‘solitary’.

Heartily

Meaning: enthusiastically

Sentence: He heartily agreed to my proposal of building a night shelter for the homeless.

Synonyms : wholeheartedly, sincerely, completely.

Antonyms : sullenly, heavily, hardly, barely.

Affixed

Meaning: this word is used when we want to describe something as ‘attached’ or ‘fastened’ to something else.

S**entence:** He affixed his form to the file.

Synonyms : attached, fixed, posted.

Antonyms : unattached, detached, separate.

3.

TEACHING METHODS

While teaching this chapter, the teacher may employ the following methods

INTRODUCING THE CHAPTER : Class Discussion

Suggested Topic: 'Mankind's relationship with faith.

Broad instructions :

Discussion Points:

- Ask the students to explain the meaning of the word 'faith'. Accept the answer: *Complete trust or confidence in someone or something, strong belief in religion.*
- Introduce the topic through various examples like: How 'faith' helped famous people like Mother Teresa, Swami Vivekanand etc in their lifetime.

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts on relationship of man with faith.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.
- Do not allow them to discuss the various religions being followed in the world.
- Bulk of talking should be done by the students, and not the teacher.

Concluding the discussion:

- Conclude the discussion by saying the following sentences, "Now that we have discussed the various aspects of mankind's relationship with faith, let us read what G.I Fuentes has to tell us about Lencho's relationship with faith."

READING THE CHAPTER

- Ask students to take turns and read the text.
- To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
- Check for pronunciation and pauses.
- After reading of each paragraph, briefly explain the content.
- Allow students to express their own opinion.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
- Questions should be asked frequently to test their understanding of the text.
- Use simple vocabulary and also introduce students to new words listed above.

Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on ‘faith’ on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt

Literature section preparation:

Since this is a board class, the teacher must highlight the important points of the chapter such as:

1. Lencho's faith in God.
2. Details of how his harvest is destroyed.
3. His family shared his faith.
4. Intent behind the postmaster's action.
5. Irony at the end.

Worksheet 1 can be used for additional practise.

Concluding the chapter: Chart Making

The teacher can conclude the chapter in the form of a class activity. The students can be asked to express their thoughts in the form of a chart.

Instructions to teachers:

- Divide the students into groups of three or four.
- Explain to the students that they have to prepare a chart on the topic: **Importance of faith in a student's life.**
- Since there is lack of time in senior classes, don't allow the task to become too elaborate. It can be given as a home task or to be done in any free period during school hours.
- The charts can be displayed in the class.

Following instructions should be given to the students:

- The chart should be made with the available resources.
- It should clearly illustrate how faith helps a student.
- It can be in the form of a collage.
- The students must discuss among themselves and not quarrel.
- They must not focus only one aspect of chart i.e. written or pictures.
- Ensure that in a group every student has a task and the degree of difficulty is evenly distributed.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.

Conclusion:

Sum up the activity by discussing the social relevance of the task performed. It will help them explore their own relationship with ‘faith’.

Students may talk about how faith has helped their families in tough situations and generally maintained the confidence to carry on in life.

It helps students to cope with stress as well as faith makes them more disciplined.

Draw their attention to the words and expressions used. Praise the use of new techniques but at the same time have a positive feedback for each task performed.

4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.

WORKSHEET 1: LITERATURE

Reference to context.

1. "Now we're really going to get some water, woman."
    a. Who said the above words ?
    b. Why did he say these words?
    c. What is his occupation?
2. "It's really getting bad now," exclaimed the man.\
    a. Who is ' the man' ?
    b. What was getting bad?
    c. Give one word for the emotion expressed in the above line

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Short answer questions.

1. Where was Lencho's house ?
2. What were the older and younger children doing?
3. What did Lencho predict?
4. How much money did Lencho want from God ?

Long answer question.

1. Describe how the postmaster's reaction was different from that of the postman?

Brain Teaser Question

1. How do you think the postmaster would have reacted when he read Lencho's letter at the end of the story?

WORKSHEET 2: Vocabulary

Q.1. You have just read a story about a farmer. Here are some words associated with farming. Fill them in the blanks below. You may use a dictionary.

acre baler cultivator fallow mulch
produce scarecrow

a. Today, my brother and I made a _____ out of our father's old clothes. It is for our kitchen garden.
b. Some poor farmers have only one _____ to cultivate.
c. The _____ from my uncle's farm is rarely enough to support his family.
d. The invention of _____ has made life so much easier for farmers.
e. We can conserve the soil moisture and improve its fertility by applying a layer of _____.
f. The farm adjacent to ours has been lying _____ for a long time.
g. We have added a _____ to our farm implements.

WORKSHEET 2: Vocabulary

Q. 2. Here are some words from the chapter that you have just read. Choose the synonym from the options given.

(a) intimately

i. well ii. openly iii. publicly iv. Formally

(b) pleasure

i. gloom ii. happiness iii. worry iv. melancholy

(c) amiable

i. rude ii. unfriendly iii. gloomy iv. cheerful

(d) resolution

i. indecision ii. intent iii. weakness iv. compliance

WORKSHEET 3: Grammar

Q .1. Use your knowledge of Relative Pronouns and Relative Clauses and join the sentences given below using who, whom, whose or which.

a. This is the building. It was built in a single month.

b. Karim is always idle. He was punished.

c. He is a poet. His works are widely known.

d. The ladies have arrived. I was speaking of them.

e. I heard a song. The song pleased me.

Q .2. Match the Metaphors with their meanings:

A.	Fit as a fiddle.	Avoid judgement on face value.
B.	Time is money.	When you feel hopeless with no one to help you.
C.	Don't judge a book by its cover.	To be very healthy and strong.
D.	Elephant in the room.	Time is a valuable resource so don't waste it.
E.	Left high and dry.	Truths are being left unspoken as they cause tension

5.

SOLUTIONS

Provided below are the solutions to the worksheets.

WORKSHEET 1: LITERATURE

Reference to context.

1.

(a) Lencho.

(b) He said this because he thought it was going to rain.

(c) A farmer.

2.

(a) Lencho.

(b) The weather.

(c) Worry or tension or anxiety. (either would be correct)

Short answer questions.

1. It was on top of a hill.
2. The older children were working in the fields while the younger ones were playing near the house.
3. Lencho had predicted that it would rain.
4. Lencho wanted 100 pesos from God.

Long answer question.

The answer should cover the following points.

1.Postmaster- sympathetic, amiable, helpful.

2.Postman- lack of empathy, found someone's plight amusing.

3.Bring out the difference in their reactions and also their actions. One did nothing while other collected the money.

WORKSHEET 2: Vocabulary

Q.1.
(a) scarecrow
(b) acre
(c) produce
(d) baler
(e) mulch
(f) fallow
(g) cultivator

Q. 2.
(a) i.
(b) ii.
(c) iii.
(d) ii.

WORKSHEET 3: Grammar

Q. 1.

(a) This is the building which was built in a single month.

(b) Karim who is always idle was punished

(c) He is a poet whose works are widely known.

(d) The ladies whom I was speaking of have arrived.

Or

The ladies have arrived whom I was speaking of.

(e) I heard a song which pleased me.

Q. 2.

(a) To be very healthy and strong.

(b) Time is a very valuable resource so don't waste it.

(c) Avoid judgement based on face value

(d) Truths are being left unspoken as they cause tension.

(e) You feel hopeless with no one to help you.

5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand

Resource Books:

- Publications such as Madhuban and Oxford are recommended for this grade level. They can be suggested for extra practice to students as well as used by teachers for setting questions papers and assignments.
- Past five years board papers

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Websites:

Following websites can be used for getting information on grammar and sample exercises.

- www.excellup.com/classten/english/lettergod.aspx
- els.flx.edu/grammar/rules/relative.html
- https://en.wikipedia.org/wiki/Metaphor

Newspapers and Magazines:

- Suggest reading 'The Speaking Tree' published in The Times of India on the Editorial pages.
- Any article in magazines on 'Faith' and how it has helped man.

Reading List :

Read the story ' The Letter' by Dhumaketu.

Youtube Videos :

- · https://www.youtube.com/watch?v=ILkARyk4CTI
- · https://www.youtube.com/watch?v=eFgRj-5d5Ac