

**India Wins the T20 World Cup****SPECIFIC OBJECTIVES**

- ▶ Making the students understand the value of sports and games, through creative, study and art-related and social activities
- ▶ Understanding the need for team spirit, building confidence, leading the team, being cool and decisive, through friendly social interaction and collaboration, integrating discipline and communication
- ▶ Learning to appreciate physical activity and appreciating the capacity for interacting with each other in a harmonious manner
- ▶ Learning to be creative and make things of utility and value, while treating our teammates with respect
- ▶ In today's world, we are living in a competitive world, and very deeply influenced by technology. It will affect our health and our capacity to interact with other human beings with proper team spirit. This can be rectified by participation in sports and games.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Tenses of Verbs: Present [Simple, Progressive and Perfect]; Past [Simple, Progressive and Perfect] and Future [Simple, Continuous]
- ▶ Listening, understanding. Reading, speaking, pronouncing and writing correctly, informal letter
- ▶ Building a vocabulary, spellings, meaning, simile, metaphor, alliteration, oxymoron, crosswords, different pronunciation for words spelt with 'e'; punctuation
- ▶ Explain the layout of the lessons – this Unit has 2 lessons, one is prose and one is poetry.

- ✧ In some countries like India, Pakistan, Australia, England, West Indies, Bangladesh, Sri Lanka and South Africa, cricket is the favourite sport and the players are held in great regard. Other sports are favourites elsewhere, like baseball, soccer and basketball in the USA, rugby in England, football in many of the European and South American countries, etc.
- ✧ Ask the students to match the nicknames with the pictures. Then write down the correct answers.

**Get Going!**

<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the lesson or ask the students to read it in turns. Explain the lesson, or ask the students who will be quite involved in the cricket match! Familiarise those who are not clued up about cricket with the details of the game, asking the students themselves to clarify. They are sure to be able to clarify things.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Exercises A, B, C, D and E: Discuss in class and then ask the students to answer the questions on their own. It is advisable to check and assess their work individually.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Discuss in class and then ask the students to answer the question on their own. It is advisable to check and assess their work individually.</li> </ul>
<b>Grammar Spot</b>	<ul style="list-style-type: none"> <li>✧ Explain the forms of tenses as given in the instructions with examples from the book and your own.</li> <li>✧ Present Tense: Simple Present - when we state something that is happening now, or happens regularly [For example: Karen wakes up early. The Sun rises in the east. Birds fly.]</li> <li>✧ Present Progressive - where the action is continuing presently [For example: It is raining. The boys are playing. We are going out. They are having a party.]</li> <li>✧ Present Perfect - where action has just been completed in the immediate past [For example: The librarian has taken the book.], or past actions for which specific time is not given [For example: I have climbed the Malaygiri Hills.], or where action started in the past is continuing at present [For example: Jatin has been sleeping since two o'clock.], or their effect on the present [For example: Mama has baked a cake today.]</li> <li>✧ Past Tense: Simple Past - where action is over in the past [For example: The girls played well. I went to meet Indu.]</li> <li>✧ Past Progressive - where action was continued for sometime in the past [For example: Kitty was playing in the garden. George was studying hard.]</li> <li>✧ Past Perfect - where action has taken place before another action in the past [For example: They had eaten dinner before the power failure. The man had crossed the road just a moment before that car came rushing down.]</li> <li>✧ Exercise A: Ask the students to do the exercise on their own. Announce the answers aloud and let them check their work in pairs.</li> <li>✧ Future Tense: Simple Future - where an action will take place in the future [For example: Savita will play the violin at the programme. I will get a puppy soon.]</li> </ul>

<p>✧ Future Continuous - where we show an action that will be taking place some time in the future. [For example: Our neighbours will be going to Dharamsala in April. My colleague will be arriving tonight.]</p> <p>✧ Exercise B: Ask the students to do the exercise on their own. Announce the answers aloud and let them check their work in pairs.</p>	
<p>✧ Exercise A: Ask the students to work in pairs or groups of four to answer the crossword puzzle. Announce the answers aloud and let them check their work in pairs.</p> <p>✧ Exercise B: This can be done by the students individually. Ask them at random for sentences, correcting them where required. Let them check the usage in pairs. Answer and clarify doubts, if any.</p>	<b>Word Wise</b>
<p>✧ Exercise A: Read the passage at least twice, or ask the students to read it. Then ask the questions and tell the students to select the right options. Announce the answers aloud and let them check their own answers.</p>	<b>Listen and Learn</b>
<p>✧ Exercise A: Read out and explain the exercise. Ask partners to carry out the conversation given. Move around to guide and assess the conversation.</p>	<b>Converse and Connect</b>
<p>✧ Exercise A: Ask the students at random to attempt the speech. Encourage them to express what they would feel in the place of Joginder Sharma. Guide and assess the students.</p>	<b>Speak and Express</b>
<p>✧ Exercise A: Say each word aloud and ask the class to follow. Emphasise the difference in pronunciation of the words in the two columns, words spelt with an 'e' but pronounced differently. Ask them to learn the phonetic symbols.</p>	<b>Pronunciation Practice</b>
<p>✧ Exercise A: Ask the students to do the exercise on their own. Then write the correct answers on the blackboard and let them check their work in pairs.</p>	<b>Punctuation</b>
<p>✧ Exercise A: Explain the format of informal letters, using the blackboard. Give examples of the situations in which informal letters are written - to family, relatives, friends, etc. They can describe an event, incident, etc. invite someone informally, apologise, express gratitude, etc. Use the given instructions and example to explain how the letter is written.</p> <p>✧ Ask the students to write the letter on their own. It is advisable to check and assess their work individually.</p>	<b>Write Well</b>
<p>✧ Exercise A: Ask the students to do the exercise on their own. It is advisable to check and assess their work individually.</p>	<b>Dictionary Skills</b>

<b>Project Work</b>	✧ Exercise A: This can be done by the students on their own. Display in class.
<b>AIL Activity</b>	✧ Exercise A: Explain this game of French cricket. It will be good if it can be done outdoors. Use this for a fun session.
<b>Values and Life Skills</b>	✧ Exercise A: Explain the exercise, highlighting the moral/ethical dilemma and what is integrity. Ask the students to do the exercise on their own, and then check and assess their work individually. It will give you an insight into the students.