

7

Unit 6: Sports and Entertainment

Walt Disney—The Creative Genius

SPECIFIC OBJECTIVES

- ▶ Explain the layout of the lesson – this Unit has three lessons, two are prose and one is poetry. The answers are given separately for Lessons 7 and 8.
- ▶ Making the students understand the importance of creativity, innovation and imagination in life. We can see these values work their magic in Walt Disney’s life. Even then, the creative genius had to work very hard and face many failures before he could achieve success.
- ▶ Understanding the imagination and hard work that goes into the making of animated films and cartoons.
- ▶ Learning to appreciate sports as a way of life to stay fit and healthy. Learning about a sportsperson like P. V. Sindhu, whose single-minded dedication, focus, resilience and sportsmanship have helped her achieve great success in her chosen sport of badminton. Also, understanding that success never comes easily and requires years of hard work and sacrifice.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- ▶ Grammar: Adverbs; conditionals; prepositions; and conjunctions.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly.
- ▶ Building a vocabulary, spellings, confusing pairs of prepositions, sports and the places they are played, pronunciation, biographical sketch, qualities a sportsperson should possess, gap-filling, dictionary skills.

Get Going!	✧ Students can discuss the cartoon given and what they like about it. Move around to guide and assess the discussion.
Read and Enjoy	✧ Walt Disney (5 December 1901 – 15 December 1966) was an American entrepreneur, animator and film producer. He is best known for creating beloved characters such as Mickey Mouse, and for producing classic animated feature films such as ‘Snow White and the Seven Dwarfs’. He co-founded the Walt Disney Company, which has since become a global media conglomerate and one of the largest entertainment companies in the world. Disney’s legacy continues to inspire and delight people of all ages.

<p>✧ Read aloud the lesson or ask the students to read it in turns. Explain it as they read and ask some simple questions to keep them alert to what they are reading. [For example: What were the names of Disney’s parents? How many brothers and sisters did her have? Why was Disney rejected from the army? Who was Iwerks? Why was Disney forced to declare bankruptcy? What was special about the Disney’s ‘Snow White and the Seven Dwarfs’?]</p>	
<p>✧ Exercises A, B, C, D and E: Explain the exercises, clear doubts if any and ask the students to write the answers on their own. It is advisable to check and assess their work individually.</p>	Read and Understand
<p>✧ Exercise A: Read and explain the question and discuss it in class. Then ask the students to write the answer. Check and assess their work individually.</p>	Think and Answer
<p>✧ Use the blackboard to brush up on adverbs are – words that add something to the verbs. They answer the questions ‘how’, ‘where’ and ‘when’. For example: I go to school every day. She was walking slowly. I carried my umbrella with me when I went outside. I was completely satisfied with the end result. I take the metro daily.</p> <p>✧ Also, explain how adverb placement in a sentence depends on the type of adverb. For example:</p> <ul style="list-style-type: none"> (i) Adverbs of manner: They are usually placed after the main verb or the object. Example: She sang beautifully. (ii) Adverbs of frequency: They are usually placed before the main verb. Example: He always wears a hat. (iii) Adverbs of time: They are usually placed at the beginning or end of a sentence. Example: Yesterday, I went to the store. I went to the store yesterday. (iv) Adverbs of place: They are usually placed after the verb or the object. Example: She walked outside. (v) Adverbs of degree: They are usually placed before the adjective or adverb they modify. Example: He is very tall. <p>✧ Exercise A: Do the exercise orally first and then ask the students to write down the answers in their books/notebooks.</p> <p>✧ Announce the answers aloud and let the partners check.</p>	Grammar Spot

Word Wise	<p>✧ Explain how certain pairs of prepositions are easily confused. Give examples to illustrate the difference. For example: He is in the house. (Describes his position within the house); He walked into the house. (Describes the movement towards the inside of the house); The book is on the table. (Describes the position of the book on top of the table); He was appointed as the CEO, and upon his appointment, he made some changes. (Describes his higher or more formal position); The house is by the lake. (Describes the proximity of the house to the lake); The tree is beside the house. (Describes the position of the tree next to the house)</p> <p>✧ Exercise A: Let the students do the exercise on their own. Then announce the answers and let them check their work.</p>
Listen and Learn	<p>✧ Exercise A: Read the passage at least twice, or ask the students to read it. Then ask them to answer as true or false.</p>
Converse and Connect	<p>✧ Exercise A: Ask the students at random to enact the given conversation. Check them for correct presentation and pronunciation.</p>
Pronunciation Practice	<p>✧ Exercise A: Say each word aloud and ask the class to follow. Ensure the students pronounce the words correctly.</p>
Write Well	<p>✧ Explain what a biographical sketch is and the different elements it generally includes. A biographical sketch is a brief written account of a person's life. It highlights key events and experiences that have helped to shape the person's identity, accomplishments and contributions to society. It typically includes basic information such as birth and death dates, education, career, achievements and notable personal or professional relationships.</p> <p>✧ Exercise A: Let the students write the biographical sketch on their own. It is advisable to check and assess their work individually.</p>
Project Work	<p>✧ Give the students sufficient time and guide them on how to get the information required for the project. Then let them do the project on their own. Guide them if required. It is advisable to check and assess their work individually.</p>
AIL Activity (Experiential Learning)	<p>✧ Exercise A: Make sure the students have the required materials to make the sketch. They can use the Internet to find out more about the popular creations of Walt Disney.</p>

✧ Exercise A: Let the students read the question and the options on their own. Make sure they understand what is being asked. How does society view cartoon making? Some of us may think of it as something that is childish, but in fact it requires a high level of creativity and imagination. So anybody possessing this unique talent must be encouraged at all costs.	Values and Life Skills
---	-------------------------------