

SPECIFIC OBJECTIVES

- * Learning to be good at a sport or game and making it a career choice.
- * Making your country proud of you and your achievements.
- * Working and playing as a team.
- * Listening, reading, understanding and answering questions orally and in writing.
- * Grammar: Adverbs - their types and usage.
- * Words: Words spelt with 'oo' and 'u'; meanings, usage; dictionary skills and words spelt with 'e' and pronounced in different ways.
- * Understanding punctuation.
- * Learning to speak, converse and write correctly.

Outcome

- * Learning to work with dedication and commitment to achieve a worthwhile goal.
- * The significance of sports/games and national pride in achievement.
- * Learning about adverbs - their kinds and usage.
- * Understanding, speaking and writing correct English.

Get Set

- * Exercise A: Read aloud the question and discuss the pictures.
- * Talk about sports/games played nationally and internationally. What do the students like to play/participate in/watch?
- * Ask them if they like individual or team sports. Would any of them like to prepare for becoming a full-time sports person? Who are their sports role models?
- * Ask the students to look at the pictures and say who the sports persons shown in them are.
- * Write down the names of the three sports persons, all of whom are shooters.

Read and Enjoy

- * Read the lesson aloud, asking the students to read it in turns.
- * Explain the words and meaning. Reading creates familiarisation with words.
- * Talk about different kinds of sports/games - individual and team - played on court/field/track, etc.

- * Relate international sports events like the Commonwealth Games, Asian Games, Olympics, etc., to their daily life and ask in-text questions: Who is your sports icon? Which sport do you like? Which do you watch? etc.
- * Talk about the Arjuna/Dronacharya Awards; paralympic sports; what sports teach us – courage, dedication, training, perseverance, determination, hard work, national pride, discipline, fitness and health, etc.
- * Discuss the questions in Exercises A, B and C, 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 and C.
- * HOTS: Read and discuss the question in the class. Then ask the students to write down the answer.
- * Use the board to explain adverbs.
- * Adverbs add something to verbs – how/in what manner; where; when; how frequently; and to what degree some action was done/or what was or had.
- * Kinds of adverbs – manner, place, time, frequency and degree.
- * Ask questions apart from the examples to get answers from the students using adverbs – examples: happily; everywhere; daily; often; very; etc.
- * This kind of oral interaction will show them how they are already using adverbs.
- * Use the given examples and also your own, and ask the students to think of examples too and write them on the board.
- * Discuss Exercises A and B orally first and then the students can do them in the class.
- * Getting to know new words.
- * Learn to recognise new words by selecting them from the 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.
- * Words made by using ‘oo’ and ‘u’.
- * See the similarities and differences in pronunciation – sometimes long vowel sounds, sometimes short.

Read and Understand

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

- * Use the examples given and encourage the students to come up with words they are familiar with: door; spoon; book; dust; sun; bud, etc.
 - * Do Exercise A orally first, asking the students for answers at random.
 - * Then ask the students to write down the correct answers.
-
- * 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 that they understand it well.
 - * Then ask the students to answer the given 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.

Speak and Express

- * Exercise A: Read the question aloud.
- * Make sure they have understood what is required of them.
- * Then, make groups of 3 among the students and ask them to write down 3 points each as an answer.
- * Share these in class and discuss.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.
- * This will help them to be observant and to speak out their minds freely.

Pronunciation Practice

- * Let the students listen to the DigiDisc so that they are sure of the right way to speak.
- * Let the students say aloud the words, in a group and individually at random.
- * The two columns have words spelt with 'e' and pronounced differently.
- * Use the given words and any other examples you like or doubts that the students may have.
- * While explaining the correct pronunciation, show how these words are pronounced distinctly, and where stress is laid.
- * Exercise A should be done orally.
- * Ensure that the phonetic symbols for the sounds are understood by the students.

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

- * Ask the students to read through the exercise first.
- * A. They may write their own questions. Clues: age when he began playing; coaches; first time he played for India - where - what he felt; highest/lowest point in career; message to the students about sports/studies/life, etc.
- * B. Then ask them to fill in words/phrases, etc., of their own choice.
- * The teacher must correct individual work.

- * Ask the students to consult their dictionaries.
- * Walk them through the exercise and remind them how to use it by seeing the words at the top of each page - how they tell you the first and last words on the pages.
- * Ensure that every student in the class understands the correct way to use the dictionary.
- * Draw attention to the meanings and the pronunciation.
- * The students may write down the meanings on their own.
- * Then teacher may announce the meanings aloud and students may check their own work.

- * Make groups of five students.
- * Read aloud the questions.
- * Each group can have its own discussion and then have a class discussion.
- * The teacher can use the board to write down salient points.

- * A. Read aloud the quotation.
- * Discuss it and any related issues raised by the students.
- * B. Read aloud the questions. Allow each student to air his/her views and encourage the discussion.

Punctuation

Write Well

Dictionary Skills

Project Work

Values and Life Skills