



An Exciting Cricket Match

SPECIFIC OBJECTIVES

- * Learning about the spirit of sportsmanship – winning and losing and how to take both with dignity.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Prepositions [position words] and conjunctions [joining words] and their usage.
- * Words, meanings, dictionary skills, usage, punctuation, pronunciation of words with 'oo' and spoken with a short and long sound.
- * Learning to speak and converse correctly.

Outcome

- * Learning about the spirit of sportsmanship and how to take success and failure gracefully.
- * Prepositions and conjunctions and their usage.
- * Speaking and writing correctly.

Get Set

- * Ask the students to look at the pictures of famous cricketers and link them with the correct names.
- * Have a 'sports discussion' briefly: What sports/games they like; athletic activities; who are their sports heroes, etc.

Read and Enjoy

- * Ask the students to take turns to read the lesson aloud.
- * Explain the words and their meanings. Reading creates familiarisation with words.
- * There may be some students who are not interested or knowledgeable about cricket. Make sure that you are able to explain things to them too.
- * Have fun by asking one of the students to act as a commentator, and the rest as audience!

Read and Understand

- * Discuss the questions in Exercises A, B and C. Then ask the students to answer them 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 – Discuss the questions. Ask the students if they have seen the film ‘Chak De India!’ Ask them about good and bad sportsmanship as they have seen in the film. Then, ask why good sportsmanship is important on the sports field and in life; why it is important to lose with grace and win with dignity.
- * Use the board to explain prepositions or position words.
- * Explain how we use prepositions to show the relationship between words, especially nouns and pronouns and the actions they carry out. Example: A kettle is put on the gas plate. Here, ‘on’ shows the relationship between kettle and gas plate and ‘put’ is the action word.
- * Ask the students to name things and their positions at random, using prepositions like on/in/under/near/behind/through/at/for/from, etc.
- * Discuss Exercises A and B orally first; then the students can do them in the class.
- * Now explain conjunctions using the board. Show how they join words – nouns, pronouns, adjectives, etc. Examples: She plays the guitar but not the piano. Bella and Mary will play the match. Give them tea or coffee. He was caught in traffic and so was late, etc.
- * Discuss Exercise C orally first; then ask the students to write it down.
- * The students can exchange their notebooks with their partners to check each other’s work.
- * New words, their spellings and meanings.
- * Do Exercise A orally first, using the board if necessary. Then ask the students to write down the answers.
- * Finding the right words based on clues: How to place the words on a grid.
- * Do Exercise A orally first, using the board, if necessary.
- * Then ask the students to write the answers.
- * Teach the correct way of pronouncing these words.
- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- * A. Teacher can read the questions aloud or ask the students to take turns in answering them.
- * Ask them to write down the correct answers.
- * Check the students where necessary.
- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.

Grammar Spotlight

Spell Well

Word Power

Listen and Learn

Converse and Connect

Speak and Express

- * Ask the students to read aloud the conversation in Exercise A.
- * Check if the students understand the conversation well by asking them a few questions; explain where necessary.
- * Correct the students regarding the content and pronunciation.
- * Ask the students to look at the picture.
- * Ask them if they have watched the relay of matches or other sports/games on the TV.
- * Then ask them at random and give their views about the matches, and ask them to answer the questions at random. More than one student may be asked each question.
- * Correct them where required.
- * This will help the students to express what they want to say or explain.
- * Teach them to put their thoughts into words correctly and politely.
- * Teach them how to speak so as to be understood.

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 aloud the different words.
- * While explaining the correct pronunciation, draw attention to how these words are spelt with 'oo' but they are pronounced differently.
- * Do Exercise A orally once or twice so that they learn the right pronunciation.

Write Well

- * Exercise A: Ask the students to read the text first and write down in pencil the corrections to be made.
- * Then ask them at random to point out each correction and write the whole passage on the board. Make sure each student has understood the corrections.
- * Then ask them to write it down in their books.
- * Exercise B: Do the exercise orally first, and then ask them to write it down in their books.
- * Check the work of each child to ensure that every student has learnt how to write this.
- * Correct them where required.

Dictionary Skills

- * First, ask the students to find out one word at a time in their dictionaries.
- * Then ask 3-4 students at random the meaning of each word. Once you have ascertained that they have all got it right, write it down on the board and ask them to write it in their notebooks.

- * Then proceed to the next word in the same way.
- * The project can be done by the students at home.

- * Display their work in the class.

- * Exercise A: Read aloud the sentence and discuss.
- * Discuss why it is important to keep a balanced head when you win, and why we must not lose confidence, if we lose.
- * Exercise B: Discuss each of the options. Option 4 is correct.
- * If students suggest any other ways to react, listen patiently and discuss them as well.

Project Work

Values and Life Skills