



An Exciting Cricket Match

LEARNING OBJECTIVES

- Learning about the spirit of good sportsmanship and appreciating a good game.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Verbs – Present Tense, Simple Present and Present Continuous/ Progressive Tense and their usage.
- Words used in a sport or game; antonyms, compound words; homophones and their correct usage; dictionary skills; phonetic symbols; pronunciation.
- **Outcome:** Learning about sportsmanship and appreciation of a game.
- Understanding how Verbs tell us the time of action – Tense.
- Expanding our vocabulary.
- Speaking and conversing correctly.

<ul style="list-style-type: none"> ➤ Exercises A & B: Perhaps the students will be able to identify the cricketers without any help. But for those who are not so aware of them, guide the students suitably. ➤ Discuss what is inspiring about the cricketers. 	Get Set!
<ul style="list-style-type: none"> ➤ Ask the students to take turns to read the lesson aloud. Explain the difficult words and anything that the class may not be familiar with. ➤ Draw attention to the camaraderie and good sportsmanship shown in the lesson like Mohammad Shami clapping at David Warner's shot, or everyone rushing to help Aaron Finch. ➤ If you are not a cricket fan, familiarise yourself with the jargon of the game – fours, sixes, full toss, clean bowled, etc. ➤ Enjoy the excitement of the game with the class. ➤ Explain what Ravi and Krishnan learn from watching the game – team spirit; appreciating your opponents and treating them with respect; the strengths and weaknesses of the game; seeing the players helping an injured teammate. 	Read and Enjoy
<ul style="list-style-type: none"> ➤ Exercises A to D: Read out the exercises and explain what is required of the students. Do the exercises orally first and then ask them to write the answers in their notebooks. ➤ Check their answers individually. 	Read and Understand
<ul style="list-style-type: none"> ➤ Exercise A. 1. Discuss the question in class. Sportsman spirit needs to be cultivated – encouraging each other, trusting, caring for and being loyal to each other and the team. <p>It also requires appreciating one's opponent and learning to win or lose with grace.</p>	Think and Answer

	<p>2. The answer to this is available in the lesson. Draw attention to it.</p>
Grammar Spotlight	<p>Explain what Verbs are, drawing attention to what has been learnt about sentences – a group of words that make complete sense. Use the board to explain sentences being incomplete without a Verb, or with an incomplete Verb. [Example – The cat on the fence. He in the school.] To form a sentence, a Verb is essential. It shows what a Noun or Pronoun is, or is doing, or what is happening to it. [Example – The cat is grey. The cat is sitting on the fence. Billy put the cat on the fence.] Use the given examples and your own to explain. Verbs also tell us the time when something is happening.</p> <p>Present Tense: We use words like ‘is’, ‘am’, ‘are’, [which are Be verbs] to show that they are happening at the present time, the time when we are speaking about it. ‘Has’ and ‘have’ are also used to show what the noun/pronoun possesses. [Nina has a cat. Mayank and Radha have a dog.]</p> <p>Draw attention to the tips highlighted under the section ‘Remember’. [I + am; singular nouns/pronouns + is/has; Plural Nouns/Pronouns + are/have]</p> <p>Simple Present Tense: Verbs that show everyday actions, general truths [Birds fly. A bird flies]. Use the board to show more examples. [He comes home at six o’clock. The sun sets in the west. Mira likes pink roses.]</p> <p>Present Continuous/Progressive Tense: We use this when we show that the action is going on right now, as we are speaking about it. [Papa is washing the car. Manu is wearing his shoes. I am going to school. We are playing in the park.]</p> <p>Exercises A, B & C: Read the exercises and do them orally first. Then ask the students to write down the correct answers in their notebooks.</p>
Spell Well	<p>Exercise A: Ask the students to do this exercise using the words in the Help Box. Announce the answers.</p>
Word Power	<p>Exercise A: Read each clue and guide the students on how to find the word. See the starting or other letters and the number of letters in the word asked.</p> <p>See the meanings given in the clue and then refer to the lesson to see which word it could be.</p> <p>Ask them the word and write it down on the board to help them. They can write it in the crossword.</p>
Listen and Learn	<p>Exercise A: Ask the students to read each question. Then they should answer them correctly using complete sentences. Correct them where required.</p>
Converse and Connect	<p>Exercise A: Ask the students to take turns reading the conversation. Then pairs of students can have this or a similar conversation about watching a match, a game, something in the playground or park or at home.</p>
Speak and Express	<p>Exercise A: Make groups of four and ask the students to discuss the questions on the picture.</p>
Pronunciation Practice	<p>Exercise A: The two columns have words spelt with ‘oo’, but they are pronounced differently.</p>

<ul style="list-style-type: none"> Read each word aloud and ask the students to follow. Make a clear distinction between the short and long vowel sounds. Draw attention to the phonetic symbols. 	
<ul style="list-style-type: none"> Exercise A: Students can do this exercise on their own and can consult their partners. At the end, announce the correct punctuation or write it on the board and let the students check each other's work. 	Punctuation
<ul style="list-style-type: none"> Exercise A: Students can do this exercise on their own and can consult their partners. At the end, announce the correct answers. The students can check each other's work. 	Write Well
<ul style="list-style-type: none"> Exercise A: Ask the students to consult their dictionaries and write the answers. Some words can have more than one meaning. They should write each meaning down. At the end, announce the correct answers and explain where necessary. The students can check each other's work. 	Dictionary Skills
<ul style="list-style-type: none"> Exercises A & B: Read and explain the exercises. Make groups of four and ask the students to do the activity and the discussion as instructed in the exercises. 	Project Work/AIL Activity
<ul style="list-style-type: none"> Exercises A & B: Read out and discuss these ideas in class. Encourage the students to speak and express their views. 	Values and Life Skills
<ul style="list-style-type: none"> Exercise C: Discuss each option and ask the students why it is or is not appropriate. 	