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## 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"> <li>➤ Exercises A &amp; 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.</li> <li>➤ Discuss what is inspiring about the cricketers.</li> </ul>	<b>Get Set!</b>
<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ If you are not a cricket fan, familiarise yourself with the jargon of the game - fours, sixes, full toss, clean bowled, etc.</li> <li>➤ Enjoy the excitement of the game with the class.</li> <li>➤ 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.</li> </ul>	<b>Read and Enjoy</b>
<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Check their answers individually.</li> </ul>	<b>Read and Understand</b>
<ul style="list-style-type: none"> <li>➤ 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.  It also requires appreciating one's opponent and learning to win or lose with grace.</li> </ul>	<b>Think and Answer</b>

	<ul style="list-style-type: none"> <li>➤ 2. The answer to this is available in the lesson. Draw attention to it.</li> </ul>
<b>Grammar Spotlight</b>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.]</li> <li>➤ Draw attention to the tips highlighted under the section 'Remember'. [I + am; singular nouns/pronouns + is/has; Plural Nouns/Pronouns + are/have]</li> <li>➤ 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.]</li> <li>➤ 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.]</li> <li>➤ Exercises A, B &amp; C: Read the exercises and do them orally first. Then ask the students to write down the correct answers in their notebooks.</li> </ul>
<b>Spell Well</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: Ask the students to do this exercise using the words in the Help Box. Announce the answers.</li> </ul>
<b>Word Power</b>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ See the meanings given in the clue and then refer to the lesson to see which word it could be.</li> <li>➤ Ask them the word and write it down on the board to help them. They can write it in the crossword.</li> </ul>
<b>Listen and Learn</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: Ask the students to read each question. Then they should answer them correctly using complete sentences. Correct them where required.</li> </ul>
<b>Converse and Connect</b>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>
<b>Speak and Express</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: Make groups of four and ask the students to discuss the questions on the picture.</li> </ul>
<b>Pronunciation Practice</b>	<ul style="list-style-type: none"> <li>➤ Exercise A: The two columns have words spelt with 'oo', but they are pronounced differently.</li> </ul>

<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Exercise A: Students can do this exercise on their own and can consult their partners.</li> <li>➤ At the end, announce the correct punctuation or write it on the board and let the students check each other's work.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>➤ Exercise A: Ask the students to consult their dictionaries and write the answers.</li> <li>➤ Some words can have more than one meaning. They should write each meaning down.</li> <li>➤ At the end, announce the correct answers and explain where necessary.</li> <li>➤ The students can check each other's work.</li> </ul>	<b>Dictionary Skills</b>
<ul style="list-style-type: none"> <li>➤ Exercises A &amp; 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.</li> </ul>	<b>Project Work/AIL Activity</b>
<ul style="list-style-type: none"> <li>➤ Exercises A &amp; B: Read out and discuss these ideas in class. Encourage the students to speak and express their views.</li> </ul>	<b>Values and Life Skills</b>
<ul style="list-style-type: none"> <li>➤ Exercise C: Discuss each option and ask the students why it is or is not appropriate.</li> </ul>	