



Swimming to Win

LEARNING OBJECTIVES

- Learning that significance of honesty, fairness and teamwork in competition.
- Understanding the consequences of selfishness and betrayal in friendship.
- Listening, reading, understanding and answering questions orally and in writing.
- Grammar: Finite and non-finite verbs; infinitives; gerunds; participles.
- Words, meanings, usage, compound nouns, antonyms, dictionary work and pronouncing words spelt with 's' and 'sh', and understanding the phonetic symbols.
- Writing sentences a paragraph and a letter; punctuation and editing.
- Learning to speak, converse and write correctly.
- **Outcome:** Understanding the values of honesty and teamwork.
- Learning about finite and non-finite verbs; infinitives; gerunds; participles.
- Writing sentences and paragraphs; editing and punctuation.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> ➤ Exercise A: Make groups of four students each and let them look at the picture carefully. ➤ Discuss the picture and the event it shows. Then let them identify the players. ➤ Exercise B: Explain the exercise and then let the students do it on their own. ➤ Announce the answers and they can check their work. ➤ Exercise C: Have a discussion of the questions with the groups. ➤ Encourage the students to express themselves freely and confidently. 	Get Set!
<ul style="list-style-type: none"> ➤ Read the lesson aloud or ask the students to read parts of it. ➤ Explain the words and meaning. Reading creates familiarisation with words. ➤ Ask in-text questions like: Why did the Emperor decide to name the years after animals? How did the Cat and Rat plan to cross the river? Why was the Ox upset when the Rat won the race? 	Read and Enjoy
<ul style="list-style-type: none"> ➤ Discuss the questions in Exercises A-E 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 A-E. 	Read and Understand
<ul style="list-style-type: none"> ➤ Exercises And B: Read and discuss the questions in class. Then ask the students to write down the answers. The teacher can check the answers of the students individually. 	Think and Answer

Grammar Spotlight	<ul style="list-style-type: none"> ➤ Use the board to explain finite and non-finite verbs. ➤ Verbs are finite when they change according to the number, person and tense. They are non-finite if they remain unchanged wherever they are used. ➤ Use the board, and the given examples as well as your own examples, to explain the correct usage. ➤ Do Exercise A orally first and then let the students do it in their notebooks. ➤ The teacher can announce the answers and the partners can check the work. ➤ Using the board, now explain infinitives [to + verb] and their usage. Given examples and as the students for examples as well. ➤ In the same way, explain gerunds [verb + ing form used as a noun] and participles [present and past – used as adjectives]. ➤ Use the examples given as well as your own examples to explain them. ➤ Do Exercises B-D orally as well as first and then let the students do them in their notebooks. ➤ The teacher can announce the answers and the partners can check the work.
Spell Well	<ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Learn to recognise new words by selecting them from the Help 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.
Word Power	<ul style="list-style-type: none"> ➤ Formation and usage of compound nouns. ➤ Explain how they are written with or without a hyphen. As there are no specific rules, it is necessary to consult a dictionary. ➤ You can use your own examples and ask the students to suggest others. ➤ Do Exercise A orally first, asking the students the possible words. Discuss doubts raised by the students. ➤ Then the students can write the correct answers in their notebooks. ➤ Let the students do Exercise B on finding antonyms [opposites] from the word grid on their own. ➤ Then the teacher can announce answers of Exercises A and B and the partners can check the work.
Listen and Learn	<ul style="list-style-type: none"> ➤ Listen to the accent, stress and intonation in the Digital Content so that you can guide the students accordingly. ➤ The teacher can read the passage aloud or ask the students to take turns so that they understand it well. ➤ Teacher can then ask the students to answer the questions orally. ➤ Check the students where necessary.
Converse and Connect	<ul style="list-style-type: none"> ➤ Exercise A: Ask students narrate the fable in groups of three according to their own imagination. ➤ Correct the students regarding content and pronunciation.

<ul style="list-style-type: none"> Exercise B: Explain the exercise and help the students add dialogues and enact the story in the class. Students in the groups can do the role play of the different characters in the story. Correct the students regarding content and pronunciation. 	
<ul style="list-style-type: none"> Read aloud the question so that the students understand it well. Let the students express themselves freely. Correct them as and when required. 	Speak and Express
<ul style="list-style-type: none"> Let the students listen to the Digital Content so that they are sure of the right way to say the words. Let the students say aloud the given words. Draw attention to the phonetic symbols used to specify the correct pronunciations. Read each column aloud and ask the students to repeat in groups and individually. Correct them where necessary. Ensure that the phonetic symbols for the sounds are understood by the students. 	Pronunciation Practice
<ul style="list-style-type: none"> Use the board to do this exercise. Call random students to correct the sentences in the paragraph. Once it is all written correctly on the board, ask them to write it down in their notebooks. If the exercise is done by the students on their own, then announce the corrections and let the partners check the work. 	Punctuation
<ul style="list-style-type: none"> Ask the students to do Exercises A, B and C on their own. The teacher must correct the individual work of the students. Only then will they become independent in their writing. 	Write Well
<ul style="list-style-type: none"> These exercises may be done in the class by the students on their own or with their partners. Exercises A and B: Let them consult the dictionary in pairs and write the answers. The teacher can give the work of checking to another pair of partners, announcing the correct answers aloud. Any reasonable sentences are acceptable. 	Dictionary Skills
<ul style="list-style-type: none"> Make groups of four students and assign them this task. Give them time to collect the information from newspapers, magazines, the Internet, etc., and do the necessary research on the persons concerned. Explain the factors that are important in a team game. The students should focus on why or how team spirit contributes to the success of a team. Share their work in the class. 	Project Work/AIL Activity
<ul style="list-style-type: none"> Exercise A. Read aloud the quotation. Discuss it in class. Exercise B: The question may be asked in the class and discussed. Ask the students to explain their choice. 	Values and Life Skills