

3

Unit 3: Sports

Outstanding Sportswomen of Today

LEARNING OUTCOMES

- ▶ Making the students understand the significance of sports at school, home and friends through creative study and art-related and social activities
- ▶ Understanding the need for sportsmanship as friendly social interaction and collaboration, integrating discipline and communication at the school, at home and in various public places
- ▶ Learning to appreciate success and failure in sports, in academics and in any aspect of life
- ▶ Learning to be creative and make things of utility value and respect people who make such things
- ▶ In today's world, competition is a way of life and there is a tendency to applaud only success. Failure is considered unacceptable. It is necessary to encourage every person, regardless of success or failure in a particular field, because every person has some skill or the other. Secondly, it is necessary to control arrogance and pride, and teach children to show consideration and respect for those who have different skill sets.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Pronouns – personal and possessive; first, second and third person in personal pronouns; subject and object pronouns; forming adjectives by adding letters to words
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly; appreciating poetry
- ▶ Building a vocabulary, spellings, the same word with different meanings, the same word used as a noun and a verb; rhyming words, pronunciation: syllables, dictionary skills, writing a biography and a paragraph

Warm Up	<ul style="list-style-type: none"> ✧ Exercise A: Ask the students to identify the games depicted in the pictures. Perhaps all of them will recognise them. Guide them if required.
Read and Enjoy	<ul style="list-style-type: none"> ✧ Read aloud the lesson or ask the students to take turns reading it. Explain it and check pronunciation where required. ✧ Highlight the important features given in the lesson for a sportsperson – interest, commitment, encouragement from parents and school, need for coaching by a good coach or group, concentration and discipline for regular practice. The passion for a sport, as for any activity, must be there before one can build on it. Half-hearted or lukewarm interest and an indisciplined lifestyle do not help us achieve anything. Tell them about the saying: Genius is 10% inspiration and 90% perspiration. ✧ You can talk to them about other sportspersons, men and women who have achieved great success. Especially those who have fought against severe odds to reach the top, such as illness, poverty, etc. Give the names of Hima Das, Mary Kom, Major Dhyan Chand, Milkha Singh, etc.

Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B, C and D: Explain the exercises. Do them orally first. Then ask the students to write the answers in their notebooks. It is advisable to check and assess their work individually.
Think and Answer	<ul style="list-style-type: none"> ✧ Exercises A and B: Explain the exercises. Discuss the points given above in the Read and Enjoy section and do the exercises orally first. Then ask the students to write the answers in their notebooks. It is advisable to check and assess their work individually.
Grammar Spot	<ul style="list-style-type: none"> ✧ Explain what pronouns are, brushing up on what has been learnt in earlier classes – words used in place of nouns. ✧ Explain what personal pronouns are – used in place of the names of people, things, animals and places, etc. ✧ The usage of personal pronouns in conversation: Speaker [First Person – I, we], listener [Second Person – you] and the one spoken about [Third Person – he, she, they, it]. ✧ Placement of pronouns: (i) In place of the noun used as subject – it is a subject pronoun (ii) In place of a noun used as an object – it is an object pronoun. ✧ Exercise A: Do the exercise orally. Then ask the students to write the answers. Announce the answers aloud and let the students check their own work. ✧ Explain what possessive pronouns are – they show belonging, possession and ownership [mine, ours, yours, his, hers, theirs, its]. ✧ Exercises B and C: Do the exercises orally. Then ask the students to write the answers. Announce the answers aloud and let the students check their own work.
Word Wise	<ul style="list-style-type: none"> ✧ Exercise A: Explain this exercise that shows words with similar meanings or one word that replaces many. Use the given examples and you can add some of your own. For example: long for – desire; make – create; stop – halt; stout – plump; great – vast/large/high/ big; silent – quiet; story – tale; boast – brag; lost – misplaced. Do the exercise orally and then ask the students to write the answers. Announce the answers aloud and let them check their own work. ✧ Exercise B: Explain the various ways of forming adjectives by adding some letters as given. The letters -n, -y, -ly, -en, or -hood can be added to words to change them into adjectives. Use the examples given and add your own also. For example: German, crazy, worldly, graven, childhood, etc. Do the exercise orally and then ask the students to write the answers. Announce the answers aloud and let them check their own work.
Listen and Learn	<ul style="list-style-type: none"> ✧ Exercise A: Read aloud the passage twice and ask the students to draw and colour the pictures as directed. The details of the two pictures can be read out separately. Check the work of the students.
Converse and Connect	<ul style="list-style-type: none"> ✧ Exercise A: Make groups of four and ask the students to discuss the question as given. Read it out and explain. If the students are not familiar with football, ask them to discuss some other team game. Move around, guide and check their discussions.
Speak and Express	<ul style="list-style-type: none"> ✧ Exercise A: Read out and give the partners time to discuss. Then have an open discussion in class about (a) the pictures and (b) fitness.
Pronunciation	<ul style="list-style-type: none"> ✧ Explain what is meant by syllables by reading out the given instructions and examples. Add your own too. Use poems and rhymes, which will make it easier for the class to understand. For example: ho/li/day; ex/er/cise; grand/fa/ther; e/nough; wea/ther; bas/ket; fo/rest; pe/li/can; e/le/phat; ti/ger; pea/cock.

	Exercise A: Say the words aloud, breaking them into syllables, and ask the class to repeat. You can ask the students randomly to break any word into syllables.
Punctuation	✧ Exercise A: Ask the students to write this correctly in their books. Then write the passage with punctuation on the blackboard and have the partners check each other's work.
Write Well	✧ Explain what is a biography and read aloud the instructions and the example. Explain it. ✧ Exercise A: Ask the students to do this on their own as homework. Check and assess their work individually.
Dictionary Skills	✧ Exercise A: This can be done as homework and assessed along with the earlier exercises.
AIL Activity	✧ Exercise A: Read out the question and explain what a sports wall magazine is – a chart containing news items and pictures of sportspersons warming up, exercising and playing. Ask the students to bring pictures and news snippets. Make groups of eight and ask the students to make the wall magazine. Display them.
Values and Life Skills	✧ Exercise A: Read out and explain the question. The partners can pick up any game or sport. Walk around, guide and check their discussions.