

# 8 An Interview with P. V. Sindhu

<b>Get Going!</b>	<ul style="list-style-type: none"> <li>✧ Let the students discuss the question in the class. Explain how, in recent times, sports has become a viable career option for women in India. Some factors responsible for this include increasing opportunities for women in sports, changing social attitudes and greater financial rewards for successful athletes.</li> <li>✧ Move around to guide and assess the discussion to ensure that all important aspects of the question have been adequately covered.</li> </ul>
<b>Read and Enjoy</b>	<ul style="list-style-type: none"> <li>✧ Read aloud the lesson or ask the students to read it aloud. Explain it and discuss, asking small questions to assess the understanding of the class. [For example: Who are P. V. Sindhu's parents? How did Sindhu's coach, Pullela Gopichand, influence her career? How was Sindhu's gold medal at the BWF World Championship 2019 a historic one?]</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Exercises A, B, C, D and E: Explain the exercises and ask the students to write the answers on their own. It is advisable to check and assess their work individually.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Let the students discuss the question. For India to be a sports powerhouse, it needs to invest more in sports infrastructure, including training facilities; develop a strong grassroots sports programme; provide financial incentives for athletes; promote a culture of sports; focus on sports science and technology; host more international sporting events.</li> <li>✧ Ask the students to write the answers on their own. It is advisable to check and assess their work individually.</li> </ul>
<b>Grammar Spot</b>	<ul style="list-style-type: none"> <li>✧ Use the blackboard to explain what conditionals are. A conditional sentence is a complex sentence with two clauses, a main clause and a dependent clause.</li> <li>✧ Explain the four types of conditional sentences, with examples.</li> <li>✧ Exercise A: Do the exercise orally first. Then ask the students to write down the answers. Announce the answers and let them check their work.</li> <li>✧ Explain prepositions: words or group of words used before a noun, pronoun or noun phrase to show direction, time, place, location, etc. Some examples of prepositions are words like 'in', 'at', 'on', 'of' and 'to'.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Describe the classification of prepositions: position (on the table), time (at 7 a.m.), movement/direction (from home to office).</li> <li>✧ Also, explain the difference of a word when it is used as a preposition, an adverb and a conjunction. For example: I looked up the definition of the word in the dictionary. (preposition) I looked up when I heard the doorbell ring. (adverb) The store is open until midnight. (preposition) I will wait until you come back. (conjunction)</li> <li>✧ Exercises B and C: Do the exercises orally and then the students can do them in class.</li> <li>✧ Explain conjunctions - joining words used between words, phrases and clauses, and sentences.</li> <li>✧ Explain kinds of conjunctions: coordinating [joining independent words, phrases or clauses], subordinating [joining a main and a dependent clause] and correlative [when used in pairs to join them].</li> <li>✧ Exercises D and E: Do the exercises orally and then the students can write down the answers.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Announce the answers to Exercises A-E and the students can check their work.</li> <li>✧ Exercise A: Let the students do this exercise on their own. Announce the answers aloud and let them check their own work.</li> </ul>	<b>Word Wise</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Read the questions and ask the students to select the right options. Announce the answers and let them check their own work.</li> </ul>	<b>Listen and Learn</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Ask the students at random to enact the given conversation. Check them for correct presentation and pronunciation.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Ask the students at random to identify and speak about the sportsperson in the picture. Guide and assess the students.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Say each word aloud and ask the class to follow. Ensure the students pronounce the words correctly.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Ask the students to do the exercise on their own. Then announce the correct answers or write them on the blackboard and let them check their work in pairs.</li> </ul>	<b>Gap-Filling</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Explain the exercise and ask the students to write the qualities on their own. Then ask them to write a paragraph on the sportsperson. Check and assess their work individually.</li> </ul>	<b>Write Well</b>

<b>Dictionary Skills</b>	✧ Exercise A: Ask the students to do the exercise on their own. Then write the meanings and sentences of the words on the blackboard and let them check their work in pairs.
<b>Project Work</b>	✧ Exercise A: Make groups and explain the project work in detail. Then ask the groups to make a collage on their own. Check and assess their work individually.
<b>AIL Activity (Experiential Learning)</b>	✧ Exercise A: The students can do this on their own. Display their work in class.
<b>Values and Life Skills</b>	✧ Discuss the question so that the students understand the situation clearly. Then read out the options and let them choose. Ask the students to give reasons for their choice.