

## 8

## Outstanding Sportswomen

## SPECIFIC OBJECTIVES

- \* Learning to enjoy sports and to know their value for us in life.
- \* Learn what goes into the making of a successful sportsperson - passion, dedication, sincerity, hard work, discipline and training.
- \* Listening, reading, understanding and answering the questions orally and in writing.
- \* Grammar: Prepositions of place; prepositional phrases; difference in usage of prepositions and adverbs; conjunctions and their types: Coordinating, Subordinating and Correlative.
- \* Words and their meanings, usage; compound words; words associated with sports; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- \* Writing a descriptive paragraph, and words used in a character sketch.
- \* Learning to speak, converse and write correctly.

- \* Learning about sports - the enjoyment and the achievement.
- \* What makes a sportsperson successful.
- \* Learning about prepositions of place; prepositional phrases; differentiate between prepositions and adverbs; conjunctions - coordinating, subordinating and correlative.
- \* Speaking, conversing and writing correctly.
- \* Talk about: (a) Do you enjoy games and sports? (b) Which games/sports do you play or enjoy watching? (c) Why? (d) Do you know the qualities required to be a good sportsperson?
- \* Questions A-C: The teacher can read out the questions and ask the students to write their own answers.
- \* Question D: Ask the students to identify the games - talk about the variations in each, such as football, soccer, rugby, Test cricket T-20, one day cricket; field hockey, ice hockey, etc.
- \* Read the lesson aloud or ask the students to read parts of it.
- \* This is about finding out what really interests you and then taking it forward to achieve success in it.

## Outcome

## Get Set

## Read and Enjoy

## Read and Understand

- \* The qualities required to achieve success in sports: passion, dedication, sincerity, hard work, regular training, capacity to win and lose, physical fitness, competitiveness, etc.
- \* Explain words and phrases like ranking; earnestness; cover story; professional and amateur games; singles and doubles, etc.
- \* Sports help to build the body no doubt but they also help character development.
- \* Reading creates familiarisation with words.
- \* Relate the theme of the lesson with the daily life of the students and ask in-text questions: Is anyone in your family a sports enthusiast? Has watching TV made you a sports person or a couch potato?
- \* 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 B-E.
- \* HOTS: Read and discuss the question in the class. Then ask the students to write down the answer.

## Grammar Spotlight

- \* Use the board to brush up on prepositions, which are words that show a relationship or position of a noun or pronoun with other words.
- \* Use the board to explain different prepositions and their usage, especially prepositions of place - a particular position or point [at]; on a surface/place [on]; or in an area or space [at, in].
- \* Use the given examples and also your own, and ask the students to think of examples too.
- \* Do Exercise A orally and then let the students write the answers down.
- \* Explain prepositional phrases used in a sentence - explanations used in the text may be given, with more examples of your own.
- \* Do Exercises B and C orally and then let the students write down the answers.
- \* Use the given text to explain the difference in the usage of prepositions and adverbs: prepositions have an object, adverbs do not.
- \* Do Exercise D orally and then let the students write down the answers.
- \* Explain conjunctions - joining words used between words, phrases and clauses, and sentences.
- \* 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].
- \* Do Exercises E and F orally and then the students can write down the answers.

\* Announce the answers aloud for Exercises A-F and let the partners check the work.

\* Getting to know new words.

\* Learn to recognise new words by selecting them from the box and filling in the missing letters to complete them.

\* 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.

\* It is a good idea to make sentences orally with the newly-learned words.

\* Learning about compound words.

\* Compound words are two words combined to form a new word, which may have a meaning different from the two words. Examples: under means below something; stand is a verb meaning to be upright on your feet. But under + stand = understand, which means, to be able to comprehend something.

\* Use the given examples and your own to explain this on the board.

\* Do Exercise A orally first, then the students can write the correct answers in their notebooks.

\* Announce the answers to A and let the partners check.

\* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.

\* Teacher can read the questions aloud or ask students to take turns reading so they understand them well.

\* Then ask the students to answer the questions. They must be alert and listen carefully.

\* Check the students where necessary.

\* Read the question out and make sure the students have understood what is required of them.

\* Exercise A: Ask groups of five students to discuss their choices and jot down the name of the game and why they like it.

\* They can write down two or three points about how to keep fit.

\* Share with the class. Correct the students regarding content and pronunciation.

\* Read out the question.

\* Discuss in the class and ask the students to talk about the picture.

## Spell Well

## Word Power

## Listen and Learn

## Converse and Connect

## Speak and Express

### Write Well

- \* Also talk to them about fitness routines and qualities to become a great sportsperson.
- \* Correct them where necessary, but encourage their imagination and listen to their suggestions.
- \* Read out the questions and let the students do them on their own.
- \* Exercise A: Ask the students to write the paragraph on their own.
- \* They can research their selected sportsperson and do this as homework.
- \* Exercise B: This can be discussed in class and then the students can write their choice of qualities they observe in Shoma.
- \* The teacher must correct individual work to ensure that the students have written correctly and imaginatively.

### Dictionary Work

- \* Use of the dictionary for Exercise A.
- \* Making sentences with each word orally will help the students understand the meanings clearly.
- \* Ask the students at random to give the meanings and share with the class. The students may check their own work.

### Project Work

- \* Data and picture collection can be done by each student individually.
- \* Prepare the collage in groups of five in the class.
- \* Share the project with the class.

### Values and Life Skills

- \* Exercise A. Read aloud the question.
- \* Discuss it in the class and ask the students what they think is required to excel.
- \* Exercise B: Ask them what they learnt from the lesson. As they state their learning, jot down the points on the board, and discuss.
- \* Exercise C: Read the question and link this with what they have learnt so far. Give partners time to discuss and write down 2-3 points.
- \* Share with the class.

## SPECIFIC OBJECTIVES

- \* Learning to be sensitive about the loss of a parent or someone loved in the family and how the memory is cherished.
- \* Learning about the nurturing aspect of nature as a mother.
- \* Reading and reciting the poem with the correct rhythm and emphasis.
- \* Answering questions on the poem.
- \* Learning words and their meanings, spellings, pronunciation, rhymes.

- \* Learning to be sensitive about nature, loss, memories, etc.
- \* Understanding the poem well.
- \* Learning to pronounce perfectly by reciting the poem.

- \* This is a poem by Rabindranath Tagore, whose mother died when he was very small. He therefore writes that he cannot remember his mother. But every beautiful and gentle aspect of his life and nature that he sees reminds him of her and tells him how she must have loved him.
- \* When we are far away from someone we love or if someone very dear to us dies, we have memories to sustain us in our grief and loneliness and make us strong again.
- \* The poem has three stanzas and is written in free verse, that is, it has no rhyme scheme. In the first stanza, the poet recollects a faint memory of his mother's songs that seem to linger around his toys and playthings, a song that she sang while he slept in his cradle. It was perhaps a lullaby to help him sleep. In the second stanza, the poet's memory awakes one autumn morning, with the fragrance of shiuli flowers. He remembers the fragrance that comes to him from the temple where the morning service is being performed. Perhaps these were the flowers his mother used when she worshipped the deity at home. In the third stanza, the poet looks out of his bedroom window at the vast expanse of the still, blue sky and thinks that perhaps his mother must have gazed at him as still and tranquil as the sky gazes at the earth. Thus, although he cannot remember his mother distinctly, memories of her song, her fragrance or her gaze flash into his mind whenever he observes something beautiful.

## Outcome

## Read and Understand

- \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain the words and phrases like: a tune seems to hover over my playthings; the scent of the morning service; send my eyes, etc.
- \* Discuss the exercises and ask the students to answer them orally, before writing the answers down. Explain the context of the questions from the poem and ensure that the students understand it before they answer.
- \* Ask them to learn the poem and recite it correctly in turns in the class. Correct them where necessary.