



Reach for the Top

Activity – I: Pre-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

discuss their ideas in their groups and express them individually.

speak without a written text in hand.

understand the word 'idol', the importance of hard work and sacrifices required to become famous or the best in a field.

Time Required: One period

Procedure:

1. The teacher divides the class into groups of 5 students each.
2. She instructs them to think of one sporting idol and think of one sacrifice they may have made to reach the top.
3. The teacher may give clues such as:
 - a) Time spent with the family.
 - b) Diet
 - c) Entertainment
 - d) A picture
 - e) Education
4. The group leader represents the group.

Assessment Criteria:

Knowledge

Accuracy and fluency

Creativity



Feedback:

1. Collect interesting information on sporting icons (Sachin Tendulkar, P.T. Usha, Roger Federer, Vishwanathan Anand, Sania Mirza, Saina Nehwal).
2. Share it with students and ask them to write 80-100 word paragraph.
3. Have a class discussion on sacrifices made and challenges faced by some successful people in other fields.

Activity – II: Pre-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

 speak fluently and confidently.

 think logically and analytically.

Procedure:

1. The teacher directs students to look at the pictures.



(The teacher may collect pictures of different sports and games and use them for this activity.)

2. The students are asked to answer the following questions:
 - a) Which sport would you like to take up?
 - b) Why do you prefer the sport?
 - c) What equipment and facilities would you need for the sport?
3. The teacher holds an 'open house' and lead students to the theme of the unit.



Assessment:

- Content
- Accuracy and fluency of expression
- Convincing reasons

Feedback:

- Have a class discussion on the sports and games facilities available to students.
- Have a brief discussion on other areas that are open for children to excel in today's world.
- List some of the common errors made by the students on the board and guide the class in correcting them.

Activity – III: Post-Reading

SKILL AREA: THINKING/SPEAKING

Learning Outcomes: The students will be able to

- use the skill of prediction.
- speak without any written text in hand.

Procedure:

1. The teacher writes down the following on the board.
 - (a) Siberian born girl
 - (b) Started tennis lessons at the age of nine in the USA
 - (c) Separated from family
 - (d) Worked hard
 - (e) Took just four years to become the world number one in the sport.
2. The students identify the player.
3. The students speak briefly sentences using the given words / phrases (one minute).
4. The teacher displays the pictures of the player.
5. The teacher distributes the worksheet to the students for them to complete it.





Assessment Criteria:

- Relevance of ideas
- Linking of ideas
- Clarity of expression
- Appropriate response

Feedback:

Discuss and review the answers given by the students on the basis of their relevance and accuracy.

A few students may need to rewrite and submit their answers.

WORKSHEET

Choose the option that you consider correct to complete the sentences:

1. Maria Sharapova learnt 'that tennis excellence would only come at a price' when
 - a. she was denied her tenth birthday celebration.
 - b. her father had to leave for work to support her tennis-training.
 - c. she was separated from her mother.
 - d. she was forced to tidy up her room and clean it.
2. "When you come from nothing and you have nothing, then it makes you very hungry and determined". What this sentence means is that
 - a. only poor people can excel in sports and games
 - b. often difficult circumstances act as a motivation to excel in sports and games.
 - c. to succeed in sports and games one should go on a strict diet.
 - d. even if we are hungry, we should not lose our determination to excel.
3. Maria Sharapova did not mind tidying up the room and cleaning it because she
 - a. was very particular about cleanliness
 - b. used the experience to become tougher mentally
 - c. wanted to maintain good relations with her room mates.
 - d. was used to humiliation and insults.



4. 'Maria Sharapova cannot be pigeon - holed or categorized'. This statement implies that she
- is fond of pigeons and other birds.
 - is like a bird, wishing to fly to new heights.
 - is very strong willed and motivated, and has a distinct personality.
 - has different and often contrasting aspects to her personality.

Activity – IV: Post-Reading

SKILL AREA: WRITING/SPEAKING

Learning Outcomes: The students will be able to

identifying appropriate words/phrases and use them appropriately on their own.

Time Required: One period

Procedure:

- The teacher divides the students into group of four or five as per their seating arrangement.
- The teacher divides the board into the following columns:

SANTOSH YADAV

Her Family background	Her rebellion	Her education	Her mountaineering skills	Her achievements and awards

- The students are instructed to mark in their books or note down as many points as possible based on the above guidelines.
- After the clues are written on the board, students are asked questions such as:
 - Why was Santosh called a rebel?
 - How do you know Santosh had conservative parents?
- Scoreboard may be maintained to sustain students' interest.



Some Expected Answers:

Her Family background	Her rebellion	Her Education	Her Mountaineering skills	Her Achievements and awards
<p>Born in Joniyawas, Rewari, Haryana</p> <p>Parents were rich landowners.</p> <p>Followed village custom. Sent her to village school.</p> <p>Wanted her to marry at 16 .</p>	<p>Wore shorts, not Indian dresses.</p> <p>Quietly fought the system.</p> <p>Threatened parents. No education, no marriage.</p> <p>Left home.</p> <p>When parents refused money, she decided to work part time.</p>	<p>Enrolled in a Delhi school.</p> <p>Wishing always to study a bit more.</p> <p>Joined Maharani college, Jaipur. Stayed in Kasturba hostel</p> <p>Saved money and enrolled in a course at Uttarkashi Nehru institute of mountaineering</p>	<p>Remarkable resistance to cold and altitude.</p> <p>Iron will, physical toughness, an amazing mental toughness.</p> <p>Climbing skill, concern for others. Desire to work with others</p>	<p>1992 Everest mission, saved Mohan Singh by sharing oxygen. Youngest woman to climb the Everest.</p> <p>1993 Indo-Nepalese Women's Expedition. Only woman in the world to have climbed Everest twice.</p> <p>Awarded the Padmashree.</p>

Assessment Criteria:

Content

Fluency and accuracy of expression

Group work / Team spirit

Activity – V: Post-Reading

SKILL AREA: SPEAKING / RESEARCH

Learning Outcomes: The students will be able to
know about successful people.



Speak fluently and confidently.

Compile the data and draw conclusions.

Make a presentation in a concise and coherent manner.

Task: Group Work

Collect information about a sports icon and the challenges faced by him/her.

Subheads:

Name of the icon

Short biography

Achievements

Sacrifices made

Challenges faced

Procedure:

1. The teacher divides the class in groups of four or five.
2. Group leaders may distribute the work among themselves, each taking up one aspect of the project to work on, and then compile their work.
3. Students should be asked to select one sports icon and collect relevant information about him/her from various sources available.
4. Illustrations are encouraged.
5. The best project could be presented to the whole class.

Assessment Criteria:

Relevant content

Research

Organization- clear introduction, development of ideas and conclusion

Accuracy and fluency of expression

Accuracy of data

Feedback:

The teacher assists the students and assesses their projects.



Activity – VI: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

analyse content in their own posters and come up with perceptions.

develop sensitivity and awareness about pollution even on mountain peaks.

Task: Study the pictures.

Time Required: One period

Procedure:

1. The teacher displays the posters in the class.
2. The students discuss the given poster in pairs/groups.
3. The teacher instructs them to make a presentation on (take help from science teacher/ internet/library):
 - a) Garbage on the mountain is an environmental disaster.
 - b) Reasons for pollution on the Everest. Find out about the initiatives taken by various agencies to clean Mount Everest.
 - c) Conclusions and possible solutions.

MOUNT EVEREST : A GARBAGE DUMP ON TOP OF THE WORLD



source- www.blog.mtnspirit.orghttp://expedition.toptotop.org/archives/2010_04.html



source- summitmurderseries.blogspot.com



source www.explorehimalaya.com

Assessment Criteria:

- Understanding and clarity of the concept
- Participation and research
- Information collected
- Quality of suggestions
- Overall presentation

Feedback:

- The teacher encourages the students to keep their surrounding environment clean and pollution free.
- The common grammatical errors are discussed in detail after the evaluation of answers.