

NADIA AT THE OLYMPICS

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To infer that determination and hard work leads to success
- To note that Nadia was a gifted child
- To recognise the role played by coaches
- To deduce the meaning of words with the help of contextual-clues

Pre-reading



This focusses on assessment for learning. Students learn not only about different sports but that these are taken to a larger arena where the best are recognised awarded.

This section helps students understand the hard work that goes into becoming good at a particular sport.

Brainstorm with the class for the different kinds of sports that they know of. Let them state their preferred sport.

Let the students do the matching exercise and say which one they think could be the most difficult and state their reasons.

READING

Students read to comprehend, deduce, predict and analyse

Tell students that they will be reading about a famous gymnast called Nadia Comaneci and her incredible achievement in the world of sports.



In this unit, you may focus on vocabulary acquisition. This will help students acquire content-specific vocabulary and develop reading skills.

Ask students to bring their dictionaries a day prior to the reading session.

Tell students that they will be working in pairs to deduce the meaning of the target words through the course of the reading session.

Explain that the meaning of unknown words which they come across in their reading, can sometimes be ascertained by their surrounding words.

You can ask questions that are designed to focus attention on the unknown word and

the possible clues to its meaning, such as: *What are the surrounding words? How do they help guess the meaning of this word? What does this word mean in the context?*

Pair-work. Let students:




- read the sentence.
- share their thinking and discuss the meaning of the target word/s
- search for the words in dictionaries and confirm their thinking.

Draw a table with the given headings, on the board. Encourage students to fill in the details. Let students copy the table in their notebooks.

(Determine which student needs additional practice, and work with them individually or in small groups to reinforce understanding of the new vocabulary.)

Given below are some words. You may use your discretion and choose the words for the task. One of the words has been provided as an example.

leaping, confident, lightly on her feet, amazed, immediately, talented, confused, recognise

Word	leaping
Meaning (My guess)	jumping high up in the air
Surrounding words that help me guess the meaning	in the air
Part of speech (Noun/verb/adjective or describing word)	action word/verb
My sentence with the word	I saw a frog leaping into the pond
The meaning in the dictionary	jump or spring through the air/to spring through the air from one point to another
Was my guess right:	
almost right:	
incorrect:.....	

Play the audio / Read the text and pause at relevant points to explain / check comprehension.

- In 1976... waiting for it.

Talk to the class:

- about the *Olympic Games*. [The Olympic Games are considered the world's foremost sports competition with more than 200 nations participating in the games. The Olympic Games are held every four years]
- why it is important to train well before taking part in the Olympics.
- about Nadia and her sport.

Montreal is a city in
_ A _ D A (Canada)

Discuss the meaning of the phrase *prove themselves to the world*. Let students refer to the glossary and then come up with their own sentences using the target phrase.

Do you have a jungle gym in your playground? (Free response)

- When Nadia... Nadia had become a gymnast.

Ask students:

Who was Bela Karolyi and why had he come to the school? What did he notice about Nadia and why could he not trace her? How did he manage to find her? Why was he keen on Nadia and not on any other child?

- In the Olympic stadium... important her win was.

Tell students how:

- how practising for long hours made her confident.
- how she moved on the bars.
- about the scores of the earlier gymnasts and Nadia's score

What are some things Nadia might have had to give up because she trained for so many hours every day? (Suggested answer, please accept any logical response. Nadia might have had to give up a lot of her free time because she trained for so many hours every day. She might have had less time to spend with her friends, play by herself, read, etc.)

This will help students understand how an athlete or a gymnast is able to grasp the reactions of the spectators besides knowing how well they have performed.

Did Nadia think she had done well? (Suggested answer, please accept any logical response. Yes, Nadia did think she had done well. After her performance, she jumped off the lower bar, landed on her feet and smiled and waved to the crowd. She heard them clap and cheer loudly for her.)



Ask students:

How would you describe Nadia? (hardworking, determined, confident) She waved cheerfully even before the score was out— what does this tell you? (she knew that she had done extremely well.)

- *Nadia went...her country.*

Explain how the little girl went on to win more medals and lived up to her coach's expectations.

Do you think Béla was a good coach?

(Suggested answer, please accept any logical response) Yes, Béla Karolyi was a good coach. He found and trained Nadia well since she was a little child. He had seen a champion in her even when she was in kindergarten.)

Post-reading

Let students work in groups and prepare a chart on any famous sportsperson. Their chart should include images of the sportsperson, their achievements and a brief write-up of their personal background.

GRAMMAR

Pronouns

Tell students to stand up in their place and say: *I am a boy / I am a girl.*

Show pictures of a boy/girl/animal doing some actions. Point to the picture and ask:

What is she / he / it doing?

Encourage them to answer using the words *she / he / it (is swimming/standing/eating...)*

Explain:

- that a pronoun replaces the names of people, animals and things.
- *that They* is used for more than one.

Repeat the words as a choral drill.

Tell students:

- **Pronouns** are used in place of nouns.
- We use pronouns so that we do not have to repeat the nouns in the sentence.
- Pronouns can be singular (*I, you, he, she, it*) or plural (*we, you, they*).
- the pronoun *you* could be used both for singular and plural items.

Activity (optional)

Request a boy from the class to sit in a chair in one corner of the classroom. Instruct a girl to sit down, a little away from the boy. Call a few boys and girls and ask them to sit together in a group, visible to the whole class. Form another group with you in the middle.

Place some items on a table near the group. Conduct a choral drill while pointing to a particular student/thing. If yours is an only-boys/only-girls school you will have to ask some students to take the role of girls/boys using simple props.

He is a boy. **She** is a girl. **They** are boys and girls. **They** are children. **You** are a boy. **You** are a girl. **You** are children. **It** is a teddy bear/toy/pencil box...

While teaching the pronoun *We*, place your arms over the shoulders of the children near you and then practise the choral drill—*We are friends*.

Reinforce the concept with the input given in the Reader.

WRITING

Paragraph-writing

Follow the input given in the earlier units.



SPEAKING

Discussing with picture prompts

The speaking tasks focusses on *assessment as learning* because students learn how to deduce what an image displays. They analyse as they study the picture and help each other arrive at conclusions.

Let students answer the questions and discuss with each other.

Let them use polite words of disagreement if they do not agree with their partners.

The task helps develop analytical and communication skills.

PROJECT

The project work integrates with EVS/Soc Studies and focusses on a wide range of skills and abilities. Students develop kinaesthetic and linguistic intelligences while working on the project.

A. Seven-line poem

The poem is made of seven lines and includes a noun (1), adjectives (2), verbs (3), nouns (4), verbs (3), adjectives (2), noun (1), in the given order. The following are guidelines for the poem.

Line 1: Must be a noun (noun 1)

Line 2: Two adjectives that describe noun 1

Line 3: Three interesting *-ing* verbs that describe noun 1

Line 4: Four nouns about noun 1

Line 5: Three interesting *-ing* verbs that describe noun 1

Line 6: Two adjectives that describe noun 1

Line 7: Must be a noun

B. Let students draw the picture and write a few lines on the athlete. Encourage them to search on the internet for information about the athlete and work on the project.

STUDENTS' BOOK ANSWER KEY

Nadia at the Olympics

Pre-reading

- A. 1. gymnastics 2. karate 3. swimming 4. long jump

B. *Free response.*

Comprehension

- A. 1. a 2. c 3. b 4. b 5. c

- B. 1. a. Nadia came from Romania.
b. Nadia played gymnastics.
c. Germany and Russia were well known in gymnastics.
2. a. Béla came to Nadia's school to look for students to train in gymnastics.
b. When Béla came to the playground, he saw Nadia doing cartwheels.
c. Béla found Nadia by going from class to class looking for her and asking the students to do cartwheels. When he came to Nadia's class and asked the question, she raised her hand and did a cartwheel.
3. a. Nadia performed very well on the uneven bars. She ran forward, grabbed the bar with both hands and performed the moves she had practised. Nadia moved gracefully and never fell or lost her balance. After it was over, she jumped off the bar and landed lightly on her feet.
b. After Nadia's performance, the crowd clapped and cheered wildly.
4. a. Nadia's real score was 10.
b. When the real score was announced, everyone jumped to their feet and clapped for Nadia.
c. Before the judges' announcement, the scoreboard had shown a score of 1.00 for Nadia.
In the Olympics, the best gymnasts had never scored more than 9.9 before. So, the scoreboard-makers had made 9.9 the highest possible score on the board. This is why the scoreboard showed only 1.00 instead of 10.00 for Nadia.
- C. 1. (Suggested answer)
a. Nadia had performed with ease and so, she felt confident when she finished her performance. She smiled and waved to the crowd as she was not nervous.
b. Nadia must have felt shocked when she saw the score of 1.00 on the board because she had performed her routine gracefully and she had not fallen or lost her balance.
c. Nadia must have been happy and proud when the real score was announced. She had scored the first perfect 10.00 in gymnastics in the history of Olympics and made Béla proud.

2. hardworking talented determined brave

Grammar

- A. 1. They 2. He 3. It 4. We 5. She 6. You

- B.**
1. Seemant is good at sports. He plays basketball.
 2. Ridhi's best friend has moved to another town. She misses him.
 3. Parvez and his friends were in the market yesterday. Gina saw them there.
 4. We are going to the park in the evening.
 5. Sajesh hid the pen in the cupboard. Edith found it easily.
 6. Derek was looking for you. You must hide.

Vocabulary

1. Akash heard a sudden noise behind him. He turned to see what had made the noise.
2. The gap between the two rocks was large. Sheela was still able to leap from one rock to the other.
3. A bird perched itself on the windowsill, at the back of the classroom. Some of the students twisted in their seats to look at it.
4. Prakash didn't see the schoolbag lying on the floor and he tripped over it.
5. Rana sprinted across the hall to catch up to her friends.
6. Jatin strolled slowly along the beach to relax.

Listening

football figure-skating golf archery diving basketball hockey shooting

Writing

Suggested answer

I play football. My aunt teaches me how to play. At first, I only practiced running with the ball. Now I can pass the ball and also dribble it. My father bought me a football shirt and a ball. I practise with that ball. Every day I play with other children in my neighbourhood. We make teams and play against each other. I love playing football because I am good at it. My team has won most of our games. I want to be captain of my team one day.

Dictionary Work

Champion: a person or team that has won a competition
Saidul was the champion of the spelling contest.

Victory: success in a game, a war, a competition, etc
The captain led the team to victory.

Rival: a person playing against someone else in a sport or other competition
Atiya and Mahen are rivals in the hundred-metre race.

Skill: the ability to do something well
She had great skill at kite flying.

ANSWER KEY TO WORKSHEET 4

A. 1. We 2. I 3. him 4. She 5. They 6. her 7. me 8. us

B. 1. trip 2. leaped 3. turned 4. strolled 5. sprinted 6. twisted

C. 1. a. tired: weary and in need of rest
b. difficult: not easy to do
c. deaf: someone who cannot hear

2.
 - a. The frogs decided to have a race.
 - b. People said to the frogs, "Stop running! You'll never reach the top."
 - c. When the other frogs went to ask the winning frog how she completed such a difficult race, they found out that she could not hear. She was deaf.
3. Suggested answer (accept any logical answer)
If all the frogs were deaf, they would all have worked hard to finish the race without listening to the people who said that it was difficult.

QUESTION BANK

Nadia at the Olympics

A. Answer in brief.

What was special about the Summer Olympics held at Montreal in the year 1976?

Ans: A fourteen-year-old Romanian girl called Nadia Comaneci scored a perfect ten at the Women's Gymnastics event. No one before her had scored ten at the Olympics.

B. Answer in detail.

What was the first event of the *Women's Gymnastics*? How was it conducted?

Ans: The first event was called the 'Uneven Bars'. There were two bars—one higher than the other. The gymnasts had to swing from one bar to the other while twisting, turning and leaping in the air. Judges would mark them on their balance and their moves. The gymnasts lost points if they fell or tripped.

C. Read the lines and answer the questions.

Everyone was amazed when they realised what had happened. They jumped to their feet to clap for Nadia.

- a. Why was everyone amazed?
- b. What did the score board show?
- c. How many medals did Nadia win at that time?

Ans: a. Everyone was amazed because Nadia had scored 10. No one had ever scored 10 in the Olympics. b. The scoreboard showed the score as 1.00 c. Nadia won three gold medals, one silver and one bronze medal in the Olympics that year.