

A GOOD INNINGS

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

Learning Outcomes

- To appreciate the determination in the main character
- To recognise the hard work put in to receive high accolades
- To identify the main character as a role model
- To relate to the athlete's motivation
- To recognise the genre of an interview
- To engage in a range of collaborative discussions



Pre-reading

This section focuses on *assessment for learning* as it informs the reader that the text that follows is about what goes into making a person successful. It also indicates that the text is about the field of sports.

Whole class Activity

A. Ask students:

1. What does the title mean to you?

2. Name the players in the Indian Women's Cricket team and Women's football team. (*Most of them might not know the names of these players.*)
3. Who are the members of the men's cricket team? (*They would know most of the names.*)

B. Encourage students to do the Pre-reading section given in the Reader.

READING

Students comprehend the story, listen, communicate and answer questions

Read the text silently / Play the audio for the text and pause at relevant point to check the comprehension of students.

- *In 2021, Mithali Raj ...country in my own capacity.*

Ask students:

What do you think went into the making of the woman cricketer who achieved the title of being the second who scored 10,000 international runs in Women's cricket in the year 2021 woman? What do the opening lines of the interview tell the reader about the character in focus? (Confident, a renowned cricketer, well-planned) Mithali Raj says that she feels

fortunate 'to be playing in the current phase'. What does this tell you about her? (Humble) What else do you get to know about her? (She acknowledges her humble beginnings.) What propelled her to score runs? (What she was taught at a young age) What value did the Indian jersey have for her?

- *You are in the third decade ...helped in recent times.*

Was Women's cricket given importance when she started playing? How did the lack of organising International Women's Cricket every year affect her? Is it easy to play with a ligament tear? What helped her when she was both emotionally drained and had physical pain? (Regular trips to the National Cricket Academy and the support system)

In the last two paragraphs, Mithali sounds mostly proud / tired / grateful.

(Ans: grateful)

- *How did you keep ... to invest everything into it.*

Despite her physical pain, what motivated her to push on for two more years?

Why was it a special moment for Mithali when her father saw her play on TV?

(Ans: It was a special moment for Mithali because till then, her father had not seen her play for the country. When he saw her playing on TV, he was very happy, and his happiness made Mithali happy.)

How did she plan to train and how did this help her become mentally strong? How did her physical fitness trainer, Varun Shetty help her? What did he have to say about her quitting?

Read the last line. Why does Mithali use the words 'duty' and 'invest'?

(Ans: She uses the word 'duty' to explain that she felt that she should try to do her best. She uses the word 'invest' to explain that she needed to put in a lot of time and effort into her training.)

- *When you look back... a better captain.*

What did NCA teach the players? How did Mithali Raj's priorities change as a player, over the years?

- *As runners-up in 2017 ... international cricket.*

What, according to her, will give players confidence in the present scenario? What was her ultimate goal? Did she achieve it?

Do you know of any other milestone in Mithali's career? Tell the class.

(Ans: Free response)

Post-reading

Discuss:

- *What do we learn from the writer's record of her milestones? (We learn that at every step she set goals for the next and achieved them with dedication and hard work.)*
- *What does the way Mithali Raj train tell the reader about her?*
- *In what way has she inspired you?*

GRAMMAR

Adverb phrases. Adverb Clauses

Adverb Phrases

Write on the board:

1. My brother opened the door.
2. My friend and I looked at each other.
3. The boy ran.

Ask students:

What words could we add that tell more about how these things happened? You may use gestures to help students get the adverbs.

1. My brother opened the door _____. (quietly)
2. My friend and I looked at each other _____. (nervously)
3. The boy rushed _____. (hurriedly)

Ask students:

What phrases could we add that tell about where the action occurs?

1. My brother opened the door _____(of the study) quietly.
2. My friend and I hid nervously _____. (under the table)
3. The boy ran hurriedly _____. (into the balcony)

Ask students:

What phrases could we add that tell about the time of the action?

1. My brother opened the door of the study quietly **before we left**.
2. My friend and I hid nervously **just in time**.
3. The boy rushed hurriedly **before his father saw him**.

Put students in pairs/groups.

Ask them to fill in the table using adverb phrases, or as a class, brainstorm for more adverb phrases.

How?	Where?	When?	Why?
------	--------	-------	------

Adverb Clause

Tell students:

Adverb clauses respond to *when, where, why* and *how* actions are done.

I do my homework before going out to play.	time
I start jogging wherever I see a track.	place
I exercise before doing my homework, because it makes me feel energetic.	reason
I do my homework in the morning so that I could play in the evening.	purpose
I played the piano as though I could never play again.	manner
Although I did not complete my homework, I went out to play.	concession
Completing today's homework was not as easy as I thought.	comparison
I will go out to play only if I complete my homework.	condition

Activity

Put students in pairs. Give each pair an adverb. Tell them they have to frame a sentence with an adverb phrase using the adverb given. Tell students that they have to mime their sentence in front of the class for other pairs to guess.

Suggested adverbs: *calmly, lazily, fearfully, proudly, sleepily, secretly, silently, painfully, lightly, seriously, dramatically, gracefully, thoughtfully, worriedly.*

Repeat the mime using adverb clauses with the given situation.

e.g: (*One day... at the park, ... at the market, ... at the doctor's clinic.*)

VOCABULARY

Idiomatic expressions

An idiom

- is an expression which uses the language in a vibrant and interesting way.
- is an expression which refers to a figurative meaning as opposed to a literal meaning.
- is something which is embedded in the culture of a particular language.
- is something which is difficult to translate into other cultures. Example, *She is full of beans, hang one's head, round table conference*

Some idioms:

Across the board

Meaning: *equal for everyone*

Example: *Ten percent raises were given across the board.*

Get off the hook

Meaning: *escape, have responsibility removed*

Game: *fishing*

Example: *The boy got off the hook for stealing because the security camera was broken*

Group Activity – Pictionary

Preparation: Strips of paper with few words written on them.

Method: Tell groups to send a student up to the front of the class. The student picks up a piece of paper and draws the object given. The group guesses the idiom associated with it. Award extra points if the group can tell you the meaning for the idiom.

Words for Pictionary:

Lie (answer: lie low) Owl (a night owl)

Packing (Send someone packing) Ice (break the ice)

Snail (at snail's pace) Goose (wild goose chase)

Monster, green (green-eyed monster)

LISTENING

Post listening – talk

Tell students to listen to the speech on traditional Indian sports. Allow them time to read the sentences before listening to the audio. Play the recording.

Play the recording a second time and ask them to note any details they had missed out the first time. Now have them tick the statements they listened to in the speech. Check their answers.

SPEAKING

Debate

This task can be used for *assessment as learning* as students go through the points to discuss, build up on the points to support their ideas and think of possible ways they can refute opposing ideas. While expressing their strong viewpoints they communicate using the right words and expressions. They take learning into their hand and understand that this is a platform to express their views, but not to argue or fight.



A **debate** is a formal discussion on a particular subject, in which opposing arguments are put forward. It is not a platform to argue and fight with the opposing team, but a formal, organised structure to put forth views in a respectful, calm and assertive manner.

Share the sample debate and guidelines with them but encourage them to write down their thoughts and main ideas before they start the debate.

Why do you support this idea?

- to introduce the subject and my opinion
- to present various reasons for my opinion
- to refute the opposing view

Debate format

- Introduction. This is the main idea. Everything else you write should describe this.
- Argument 1. Specific: Give a reason to back this opinion. (Reason with example, incident)
- Argument 2. Specific: Give another reason to strengthen your stand. (Reason with quotation)
- Refute opposing view. Specific: Give a third reason that refutes the opposing view. (Reason with statistics)
- Conclusion. General: Summarise and reinforce your opinion on the topic. (You can begin or end with a humorous line)

WRITING

Narrative

Tell students:

- A first-person narrative is a story, real or imaginary, told by the narrator. The narrator is one of the characters in the story.
- Begin the paragraphs by writing about the characters. Introduce them by name.
- Describe the setting clearly. Use descriptions and contrast. Help the readers to visualise the place and feel the excitement.
- Add funny or interesting incidents. Help the readers feel the humour in the situation.
- Conclude by giving it a happy ending.

Sample:

Paragraph 1 – Introduction: (Explain the situation and your response to it) *I was quite excited as I entered the woods where Titania was sleeping and...*

Paragraph 2 – Body: (Describe the effect of your trickery, highlighting the humour.) *I noticed that...*

Paragraph 3 – Body: *Titania came that way and...*

Paragraph 4 – Conclusion: (Provide a 'job well done' kind of conclusion to show-off. Make it personal and informal.) *I... I can't tell you how much I enjoyed myself.*

STUDENTS' BOOK ANSWER KEY

A Good Innings

Pre-Reading

Free response

Comprehension

- A.**
1. every time she picked up the bat, she had to score runs (and those runs would make a difference)
 2. during the gap, Mithali/a player lost the momentum she would gain in a series
 3. go on playing for two more years so that he could see her play
 4. he would make sure she would not have to retire for lack of fitness
 5. how to prevent and treat injuries
 6. identify talented players and help and guide them to become even better
- B.**
1. The speaker, Mithali Raj, is referring here to wearing the Indian jersey and playing well. She means that if she plays well, scores a lot of runs and helps the Indian team to win or even gain respect as a good team in the international level, then she can feel that she has done some good work for the country in her own way.
 2.
 - a. The support of her coaches and parents helped Mithali to go on playing in spite of her painful injury.
 - b. Besides the physical injury, Mithali also felt emotionally tired every day for a period of time. When she had to keep playing while suffering a lot of pain, it made her mentally tired. She also found it difficult to perform her daily chores.
 - c. Mithali thinks that the pain made her stronger. She feels that she knows her body much better now.
 3.
 - a. The speaker is referring to the decision of playing for two more years.
 - b. When Mithali changed her mind about retiring and decided to go on playing for a few more years, she got back to understanding how she would like to train. She pushed herself in her preparation, in her training, the way she would do in matches, so that her pain threshold increased, her body was able to take that pain and she could still go out there and perform.
 4.
 - a. The 2022 World Cup in New Zealand.
 - b. It would have been difficult to get the team together because of the pandemic—the coronavirus disease, which in turn brought in quarantine and bio-bubbles. People were avoiding gatherings.
 - c. It was necessary to get the team together because it was important to have an environment where the players depended on each other for emotional support and everything else. They needed to feel like a family. If they had that environment, they felt more confident.
- C.**
1.
 - a.
 - i. 1990s
 - ii. captain; seniors; juniors
 - iii. pain; retiring
 - iv. training; fitness
 - v. 10,000; World Cup
 - b. This statement means that even though India did not win that World Cup, it did not cancel everything else that Mithali Raj had already achieved. A single match or tournament does not decide how good (or bad) a player is. If a player has

played well for several years, been an important part of the team, been a good captain, then that makes her a good player, all of which Mithali has done. On top of that, we know from this interview that she has overcome a lot of physical pain to go on playing, and that shows how hard-working and mentally tough she is, how much she cares about playing well.

2. a. Mithali appreciates everything that she has been able to achieve and enjoy. She is able to recognise her opportunities and be grateful for them.
- b. Mithali feels happy and proud to be able to play as an important part of the Indian team. She sees it as her way of doing something for her country.
- c. Mithali is conscious of her responsibility as a captain and as a senior player. She remembers that she is supposed to help and guide younger players and tries to do that.
- d. Mithali puts the Indian team's success above her own success. That is why she says that whatever she has achieved as an individual player are temporary happiness. She would be really happy if she could win the World Cup for India and make the whole country proud.

Grammar

A. Sample answers:

1. Has she written the message on the card neatly enough?
2. Rohit was driving the car quite dangerously.
3. My cousin's family will return home the day after tomorrow.
4. Sunny opened the biscuit tin as quietly as possible.
5. I will call the office in a few minutes.
6. Look around the corner and see if the bus is coming.

B. Sample answers:

- | | |
|--------------------------|--------------------------------|
| 1. the curtains went up | 2. I forgot about it |
| 3. we bought the tickets | 4. hard I try |
| 5. the rain stops | 6. she can get a new suit made |

Vocabulary

- | | | |
|-----------------------------|------------------------------|----------------------------------|
| 1. a piece of cake; b | 2. (be a) backseat driver; a | 3. pull someone's leg; b |
| 4. cost an arm and a leg; a | 5. sit on the fence; a | 6. bury your head in the sand; b |

Listening

Listening text:

Good morning, everyone. When I was told that I had to make a short speech on Sports Day, my mind immediately thought of all the wonderful achievements of sportspersons like Virat Kohli, Saina Nehwal, P V Sindhu and Sania Mirza. I even began writing my speech. But then, I started to wonder about the sports that people played long before there were racquets and basketballs, and I began to read up. So today, I'm going to talk about the traditional sports and games of India.

Our country has a history of many fascinating sports and games that are hardly known. In fact, a lot of the games we play at the national level today are versions of games that were played centuries ago—chess, kabbadi, kho-kho, wrestling, different forms of acrobatics

and the martial arts... There are variations of some of these games in other countries and at the international level too, like mallakhamb or pole-and-rope gymnastics, silambam or fencing, thoda or a form of archery, vallamkali or a kind of rowing...the list is endless.

These traditional sports and games build not only muscles, but also character. These games develop the different faculties of players—physical, mental, emotional, even spiritual. They teach discipline, concentration, agility, speed, balance, flexibility, team spirit, strategy, fair play, breath control—everything that we aspire to as modern sportspeople. Some of these can be played individually too, and by almost anyone, male or female, young or old. And none of them needs expensive or sophisticated equipment or elaborate settings!

Historically, sports and games had an important and interesting place in ancient India. Some sports were for fitness, some for fun and some for practical reasons. Men and women of a certain status were expected to be well-versed in hunting and warfare, which meant that they would train in archery, martial arts and so on. For example, some moves of kalaripayattu are used for healing, usually in combination with yoga, ayurveda or meditation.

Times have changed and most of us are either thinking of the Olympics or hooked onto video games. But all the games I mentioned have been a part of Indian history and culture, and can be relevant even today. Perhaps it's time that we stop focusing only on cricket, tennis and golf and explore traditional Indian sports. Let's get serious about preserving and promoting traditional sports in India.

Correct sentences: 2, 3, 4, 6 and 7

Writing

Free response

Dictionary Work

Suggested answers (different dictionaries may have different kinds of entries):

- | | | |
|-------------------|--------------|-----------------|
| 1. cricket | 2. copyright | 3. intelligible |
| 4. self-possessed | 5. scratch | 6. long |

ANSWER KEY TO WORKSHEET 4

- A.** 1. AVC; On his way to school, Ramesh bumped into an old friend.
2. AVP; After she had visited her aunt, Cathy decided to return to her home town.
3. AVC; Since shifting to Kolkata, Ravi's Bengali has improved.
4. AVP; Before school had begun, Arjun had finished reading the English book.
5. AVC; Wanting to buy a new dress, Keka went to the market.
6. AVC; While in London, Sushma visited the London Eye.
7. AVP; Vijay, who stood right beside the library, was waiting for Anand. / Vijay, who was waiting for Anand, stood right beside the library.
8. AVP; Although the odds were against us, we won each of the rounds of table tennis.
- B.** 1. see eye to eye 2. once in a blue moon 3. hit the nail on the head
4. let the grass grow under our feet 5. at the drop of a hat
6. keep his nose to the grindstone

- C.**
1.
 - a. (played) in a natural way, without any planning or force
 - b. get rid of; discontinue
 - c. great noise and disturbance
 2.
 - a. The passage describes a game called Harpastum, which was played on a rectangular field with clear markings, outlining the centre line and the playing area. Two teams passed the ball between themselves to reach the opposition's boundary line.
 - b. The ball game played in Britain in the past was spontaneous as it had no fixed number of players; it could involve whole villages. It had no defined playing area or even rules—kicking was allowed, for example.
 - c. Though common people in Britain loved mob-football, the Mayor of London banned football games in the city in 1314, due to the chaos they caused. Later, it was banned in Manchester because so many windows were smashed thanks to the game. Then, Kings Edward III, Richard II, Henry IV and Henry V made the game punishable by law, as did James I of Scotland.
 3. *Sample answer:* The game of football spread to Italy a long time ago. British rulers introduced it to their colonies and in their schools because they felt that the game helped to develop qualities like loyalty, cooperation and team spirit. That is how football became popular across the world.
 4. *Free response*

QUESTION BANK

A Good Innings

A. Answer in brief.

1. Why did Mithali Raj not see herself playing for long?

Ans: Mithali Raj did not see herself playing for long as, besides the physical injuries, she was also emotionally drained. She had a lot to endure at each and every match that she played.

B. Answer in detail.

1. What made Mithali Raj invest a lot in the game?

Ans: Her physical fitness trainer, Varun Shetty from Bengaluru encouraged her a lot. Even during the lockdown, he trained her online. After a month of training, he stated that she would not retire, because she was not fit. Rather, she would retire only when she did not have the desire to continue. Her trainer gave her so much of confidence that she felt it was her duty to put in her maximum into the game.

C. Choose the correct answer.

How did the National Cricket Academy help cricketers?

- a. It trained cricketers to excel in the game.
- b. It taught players how to deal with injuries.
- c. It advised players that skill and prevention of injuries were equally important.

Ans: c

D. Read the lines and answer the questions.

1. *"I played the 2005 World Cup with a ligament tear."*

- a. Who says this?
- b. What support did she get?
- c. What does it tell the reader about her?

Ans: a. Mithali Raj, the famous cricketer says this.

b. Her coaches and her parents encouraged her to play.

c. She was a determined and a committed player. She endured pain and continued the sport.

E. Answer in brief. (Think and Answer)

1. What value did the Indian jersey have for Mithali Raj?

Ans: Mithali Raj took great pride in playing for her country. She felt that wearing the Indian jersey and playing as best as she could for her country was like serving her country in her own capacity.

2. What, according to Mithali Raj, would give players confidence?

Ans: After the hardship faced during the pandemic, she realised that players had to deal with various emotions. She felt that providing emotional support for each other, like one does in a family, would help cricketers gain confidence.

F. Answer in detail. (Think and Answer)

How did her priorities as a player change over a period of time?

Ans: In 1999, when selected for the first time for the Indian team, Mithali Raj felt compelled to prove to teammates that she was a good player and deserved to belong to the team. Once she achieved this, she became a core member of the team and concentrated on good performance. When she achieved captaincy of her team at a young age, she had to captain players senior to her and players who were ex-captains. Later, she had players junior to her. At this point she felt she had to mentor her team members and identify talent and nurture it. Over the years, with her experience, she became a better player and a better captain.