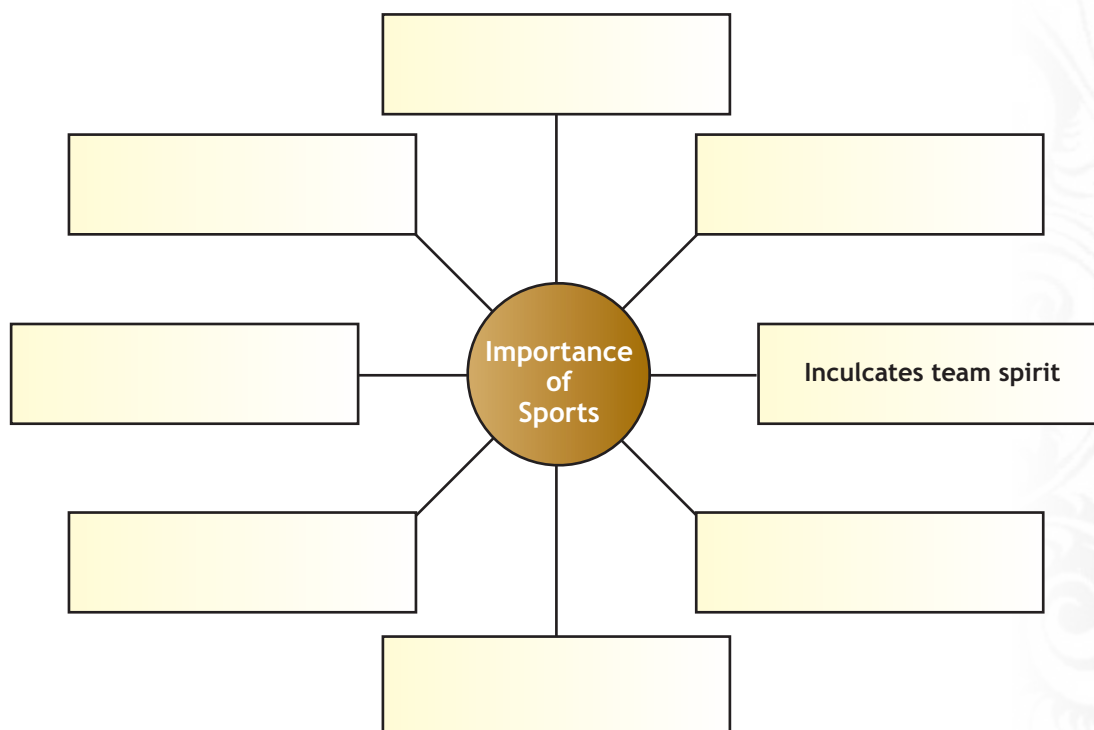


Unit - 1

Sports and Sportsmanship

Section - A The Perfect Play

1. (a) Sports involve physical exertion and skill which are governed by a set of rules and often undertaken competitively. Fill in this web chart to bring out the importance of sports in our lives.



- (b) Sports help us realise the importance of having a clear, single-minded vision of what we want and how we need to focus in order to achieve our goals and dreams in life. Bring out the similarities between playing on the field and living life. For example,
- (i) Team games help us understand the importance of collaboration in life
- (ii) (v)
- (iii) (vi)
- (iv) (vii)

READING

2. *According to the Cricket Legend Sunil Gavaskar, success in any vocation requires three Ds: (1) discipline, which is more mental than physical; (2) dedication to hours of practice; and (3) determination. At the Wharton India Economic Forum in Philadelphia, Gavaskar spoke with India Knowledge@Wharton about his career, how the business side of cricket has changed over the years, and what he has learned about teamwork and leadership along the way. Read the excerpt from the original interview.*

India Knowledge@Wharton: Well, let us start with a very basic question. How did you get interested in cricket? Was it because of your uncle, Madhav Mantri?

Sunil Gavaskar: Yes, that was a factor. When you have somebody in your family playing cricket at the highest level, then automatically you do get interested, but I would imagine that a lot of boys in Mumbai would take to cricket simply because cricket is *the* sport in Mumbai - like hockey in Punjab and maybe football, or soccer, in Kolkata, Goa and Kerala.

India Knowledge@Wharton: I do remember one of your records was that you scored 34 centuries in test cricket, and that record was not broken for more than 20 years. In order to have that kind of achievement, what kind of qualities and attributes do you need to cultivate within yourself?

Gavaskar: I think focus, determination and a fair amount of discipline - which is not the kind of discipline that is normally associated with having an early night, going to sleep at 10 o'clock and waking up at six. That kind of discipline is important as well, but the discipline to mould your game according to the needs of the situation - you need that kind of discipline. I would imagine that any vocation, any profession the three Ds that I believed in - discipline, dedication and determination.

India Knowledge@Wharton: So, explain how you did that in the case of developing your own ability in the cricket?

Gavaskar: Well, for example, as far as dedication was concerned, I would practice a lot. I would practice say, three hours in the morning, then go to school, then after school again practice for another two and a half, three hours. You needed to balance your studies, your education, along with the practice hours, simply because at the time during which I played, cricket was not a career option. It has become a very, very good career option now with the kind of money that has come into the sport.

So, you had to balance your studies as well as your cricket, your love for the game, which meant that you had to show dedication to practice the discipline to be able to go back to your books and to study. And to be able to do that at an early age, went a long way in helping me in my cricketing career.

India Knowledge@Wharton: And how do those attributes translate over from cricket to, say, business life?

Gavaskar: It is pretty much the same, in the sense that in business, you have to try and study what the situation is, study the opponent.... I would imagine that there has to be a bit of study, there has to be a lot of hard work involved, and you have to do a lot of preparation.

In cricket, for example, when you are batting and you know what the opposition bowling is going to be like, and you know what the pitch is likely to be and then you decide the range of your shots.

And I would imagine that is the same thing that you would want to do in business: have ambitions - definitely have ambitions - start slowly, and as you settle in, as you start to get the hang of business, then you try and expand....

India Knowledge@Wharton: Did you take a lot of risks in the way you played cricket?

Gavaskar: No, I do not think so because I was an opening batsman and we were brought up to eschew all risks to be able to play a risk-free cricket as much as possible and tire the bowlers out, so then the batsman coming down, the glamour boys, as they call them.

We were the plodders, you know, who did all the hard work - paved the road, as you can say, for the guys. We walked the road so that the others could drive a car on it.

India Knowledge@Wharton: The other thing that fascinates me about cricket is the fact that it's a team sport. What kind of lessons in teamwork did your years in cricket teach you?

Gavaskar: Well, first and foremost, as a batsman you cannot score runs, or cannot score a century, unless you have somebody batting at the other end for you, unless you have somebody who is taking the runs for you. Unless you have the confidence of somebody staying with you at the other end, you cannot get to a century. So, that is number one.

The other thing is that there will come a time, even during that innings when you are batting well, when the bowler is bowling so well that you might actually be better off being at the non-striker's end; and if you have a striker who is good enough to take on the load at that stage, then it helps you to tire that bowler out and maybe go on to get a 100.

Also, if you are a bowler, then you need the fielders to be able to take the catches, to be able to stop the runs being taken for you to take the wickets. So, it is in a sense a lot of teamwork. It also, in a way, reflects on how [well] you can possibly do in society, in the sense that the more talented batsman always looks after the lesser talented batsman in terms of trying to take more of the strike from a dangerous bowler. He is trying to take more of the strike, and maybe he will bat five balls out of the six-ball over, and maybe just give one ball to the lesser talented batsman.

So, you are looking after somebody slightly less talented, and I think that is probably what you want to do in society - that if you are [doing] well enough, you are trying to look after the less fortunate. It is a bit of teamwork.

India Knowledge@Wharton: As a result of your success as a player, you also became the captain of the team. What kind of leadership lessons did that teach you?

Gavaskar: Well, I was fortunate to have been playing under some very, very fine captains from the Ranji Trophy level - the state level to the international level - and you tended to sort of observe them, to pickup points from them.

If, for example, to pass a message across - a stern message.

So, Ajit Wadekar, who was my captain, would pass the message on by scolding the Mumbai guys, even if the Mumbai guys had done nothing. But it was his way of passing on a message to the others "to not do this; as a captain, I do not want that."

On the other hand, you had somebody like Tiger Pataudi, who was captain who pretty much let you do what you wanted. He believed in your abilities. So, he was not a guy with a hand on your shoulder. He would sort of let you run ... and if you made a mistake and if you came to him, then he was very happy to talk to you about it.

India Knowledge@Wharton: Last year at the Wharton India Economic Forum, we were fortunate to interview President APJ Abdul Kalam, and he mentioned that one of the most important qualities of a leader is to learn how to manage failure. I was wondering whether you learned any lessons from that time of your company which have stayed with you over the years?

Gavaskar: Yes, I think the main thing that you learn is never to lose heart - that it is a cycle. Sometimes, the opposition is simply better than you, and you have to give credit to the fact that they might have just played better than you. Then you try and analyze how you could have improved or bettered your performance, how you could have been more competitive, and when you do that, you tend to be able to find out where you went wrong.

One of the best [pieces of] advice that I ever received was from a former captain, who said to me that you must keep a diary of the days when you do well, when you bat well. His reasoning was very simple. When you, for example, took stance to bat, how did you feel? Obviously, it was not always easy to remember every little thing or every single thing. He said when you are going through a bad patch that is the time you read back on the day that you had scored well, and on the day that you had batted well, because that will then give you a fair comparison as to what you had been doing then, and maybe you should try and replicate that.

Also, when you are reading [about] when you have batted well, you start believing in yourself. You might not be getting any runs at all, but just reading about the good days when you did that will boost your confidence, and I thought that was fantastic advice.... It absolutely works.

India Knowledge@Wharton: You mentioned the fact that today, cricket is a career option, especially with the 20-20 and the formation of the IPL. How has the business side of the game changed, and do you think it has changed for the better or are there things that bother you?

Gavaskar: I think there are more pluses than minuses. Obviously, in any sport there will always be certain minuses, but I believe that with the advent of the Indian Premier League, the kind of money that is in the game now certainly is a big plus, because it has encouraged parents who were all the time pushing their talented kids only into education simply because they wanted a degree behind them so they would be able to get a decent job. Now, if they see that their kid has talent, they will say, "Okay, go and play, because there is no age limit for education, but there is age limit for sports."

That is what I told my son, Rohan, as well - that when he was starting to play, you play as much as you want; do not worry about anything else, because you can always study once you have finished with the game....

India Knowledge@Wharton: What is the biggest leadership challenge you have faced?

Gavaskar: Well, the biggest challenge is to be able to get the rest of the team to believe in itself, and I think it probably has something to do with the fact that we have had a system in our country - call it the caste system or the class system - whereby some people believe that they are not as good as others. To be able to make them believe in their ability - that their ability is what matters, not the class, not the caste that they come from. I think that has been the biggest challenge.

India Knowledge@Wharton: One last question. How do you define success?

Gavaskar: I would imagine that it is a feeling of satisfaction when you have done your job and the feeling of giving it your best, giving it everything, and to be able to put your head on the pillow and sleep peacefully, knowing that you have given it everything. At the end of the day, then, success and failure - as the world terms it - is in the hands of God, but the effort is in your hands.

3. Based on the reading of the interview, answer the following questions briefly:

- (a) What were the two chief reasons for Gavaskar's early interest in cricket?
- (b) What, according to Gavaskar, was his greatest achievement?
- (c) Mention the three D's that Gavaskar talks about? How did he incorporate them in his life?
- (d) What parallels are drawn between business and sports?
- (e) The risk-taking attitude has undergone a change. To what does Gavaskar attribute it?
- (f) Comment on how team spirit is enhanced in cricket.
- (g) Gavaskar became a good captain as he had examples to emulate. Cite them.
- (h) What does one learn from one's failure?
- (i) How has the attitude to cricket changed over the last few years?
- (j) What does success mean to Gavaskar?

VOCABULARY

4. Use the following sports idioms to complete the sentences given below.

barking up the wrong tree	the ball is in your court	front runner	go to bat for
blow the competition away	jumped the gun	long shot	call the shots

- (a) Rahul thinks he can top the university, but I think it's a _____.
- (b) Your parents have done all they could to give you a good education. Now _____.
- (c) You spent the entire week humouring Michael, but he is not the decision maker. You were _____.
- (d) You have been practising for eight hours every day. I'm sure you'll _____.
- (e) Everyone feels that the Principal is very strict, but it is the Director of the school who _____.

- (f) My sister is the _____ for the job of a trainer as she is the most qualified in the group.
- (g) My friend is asking for a year's leave, I'm going to _____ her if her company refuses.
- (h) I _____ when I booked the tickets for the cruise because the programme was cancelled just the next day.

WRITING

5. Based on the given inputs, write a bio-sketch of Bonnie Kathleen Blair in about 200 - 250 words.

- Born on March 18, 1964, in Cornwall, New York.
- Started skating in 1966; talented but could not go for international competition as the family lacked funds.
- Participated in 1982-1983 World Cup circuit, Olympic games in Sarajevo 1984, but failed to win a single medal.
- 1988 Winter Olympics held in Calgary, Alberta set a new record and bagged her first gold in the 500 meters race ; bronze in the 1000 meters race.
- 1992 at the Albertville games - another record in 500 meters and 1000 meters; first woman to achieve back-to-back gold medals in the same events.
- Lillehammer games in Norway - gold in the 500 meters race for the third time in a row; won the 1000 meters race with a margin of 1.38 seconds, the best in the history of the Olympic winter games. Also the first woman to win 5 gold medals and one bronze.
- 1992 -James E. Sullivan Award and first female to win the Oscar Mathisen Award.
- 1994- the best female athlete of the year by Associated Press Agency.
- 1995- set a new record in the American 1000 meters race and then she retired.
- She achieved glory, success and speed and did it all in just 12 years.
- 2004 inducted into the United States Hall of Fame

SPEAKING

6. Apanel discussion on the commercialisation of sports

Today, one can earn well as a sportsperson. It's not only about playing the sport, but also endorsing products, making guest appearances, writing for magazines and newspapers. Here are a few questions that can help the discussion.

- Have you bought a product just because your sports hero is its brand ambassador? Why?
- Would you like to see more of your sports stars endorsing products? Give reasons.
- Do you think, if such celebrities endorse a social cause such as blood donation, no smoking, paying taxes, protection of endangered wild life etc., it would have a better effect? Give reasons.

Section - B Games and Glory

READING

1. (a) The history of the World Cup Trophy.

1. It stands 36.8 centimetres high, weighs 6.1 kilograms, is made of solid, 18-carat gold – and it's one of the most sought-after prizes in all of sports. It's the FIFA World Cup Trophy.
2. First awarded in 1930 at the inaugural World Cup in Uruguay, the trophy has been on a wild ride in the 80 years since, travelling the world many times over and visiting almost every country on the planet.

It's important to know that the current World Cup trophy is the second incarnation of soccer's greatest prize.

3. The original statuette, named Victory, stood 35 centimetres tall and weighed 3.8 kilograms. The octagonal cup, held by a winged figure representing Nike – the ancient Greek goddess of victory – was the creation of French sculptor, Abel Lafleur.
4. From 1930 to 1970, the Jules Rimet Trophy was awarded to the winner of the World Cup of Football. Originally called "Victory", the trophy more commonly known as the 'World Cup' or 'Coupe du Monde' though it was renamed in 1946 after the FIFA president Jules Rimet, who organized the first tournament. This trophy was designed by a French sculptor, Abel Lafleur, as a Goddess of Victory holding an octagonal vessel in her outstretched hands. The trophy was created in gold with a base set on a piece of semi-precious stone.
5. To prevent the Nazis from confiscating the golden Jules Rimet Trophy, Dr. Ottorino Barassi, an Italian sports official, smuggled it from the bank in Rome, and hid it under his bed for most of the war time before the 1950 World Cup.

The Jules Rimet World Cup trophy was stolen while on exhibition in London just before kick-off of the 1966 finals. The name of the mongrel dog, who sniffed out the stolen trophy from its hiding place under a garden hedge in Norwood in South London, was called 'Pickles'. His owner, David Corbett, collected a GBP 6,000 reward, and the man who had demanded a GBP15,000 ransom for the return of the trophy, was jailed for two years.



6. After the Jules Rimet trophy was paraded by the Brazilian players after the 1970 final match, the top of the trophy disappeared. Brazilian Reserve Davio retrieved the valuable gold top from a young spectator at the stadium exit. As a result, the new trophy was designed to have no top!

The Jules Rimet trophy was awarded to but not kept by the winning team. The trophy was only permanently awarded if the team became 3-time champions. In 1970, Brazil's third victory in the tournament entitled them to keep the trophy permanently. This particular trophy, however, was stolen in 1983, and the current location of the trophy is unknown. The trophy was stolen from a display box in the headquarters of the Brazilian Football Association in Rio on 20 December 1983, and was probably melted down afterwards. A copy, made by a German goldsmith, was donated to the Brazilian Football Association by Kodak of Brazil.

7. After 1970, a new trophy, known as the FIFA World Cup Trophy, was designed. Constructed in 18-karat solid gold, the trophy is 36 centimeters tall, has two rings in malachite inlaid in the base, and weighs a total of 4,970 grams. The new trophy was designed by Silvio Gazzaniga (and submitted by Bertoni of Milan, Italy). Gazzaniga's design was chosen by FIFA from 53 other trophy models presented. Gazzaniga described his work by saying, "The lines spring out of the base, rising in spirals, stretching out to receive the world. From the remarkable dynamic tensions of the compact body of the sculpture rise the figures of two athletes at the stirring moment of victory." The new trophy is not awarded to the winning nation permanently, no matter how many World Cups they win. The original trophy remains in FIFA's possession, while the winning National Association receives a gold-plated replica. A new World Cup trophy will be required for 2042, as the name plaque at base of the current trophy is designed to be filled up by names of the 17 champions from 1974 to 2038. Therefore, in 2042, a new trophy will be used, and the old trophy will then be kept at the FIFA headquarters permanently.

(b) Fill in the details of the trophies

Features	Original	Current
Name		
Height		
Weight		
Material		
Design		
Designer/s		
More narrow		

(c) Based on your reading, answer briefly.

1. *The most coveted trophy has been on a wild ride.* What does this imply?
2. When was the first threat to the trophy perceived? What were the precautions taken to safeguard it?
3. A new 'topless' trophy was designed. Why?

WRITING

2. (a) Replica trophies were created to ensure that the original trophy is not stolen. Unfortunately, even in this situation, it still led to several thefts of the replicas. Read the newspaper report.

World Cup Trophy Replicas Stolen

June 29, 2010 Pretoria - South Africa's police commissioner says seven World Cup replica trophies have been stolen from FIFA headquarters in Johannesburg.

Gen. Bheki Cele said at a security briefing Tuesday, "We know that there was a burglary at the FIFA offices where they took seven replicas of the World Cup."

FIFA said the trophies were taken from a storage room, but there was no sign of a break-in. The trophies, which are usually used as gifts, are about 6 inches tall and worth \$256.

Cele added police were looking into the theft and suspected the people responsible were "very familiar with the environment in the FIFA offices."

FIFA's headquarters is in the high-class northern Johannesburg suburb of Sandton.

- (b) First, discuss in groups of four. If you were in charge of security of the World Cup Trophy, how would you ensure its safety? Create a fool-proof plan and describe it to the class.
- (c) Then, as a journalist, write a news report based on the clues given below, and the subsequent recovery of the trophy in about 150-200 words.

The mongrel, Pickles, that found the stolen trophy, acquired a celebrity status overnight.

Clues:

- Pickles starred in the 1966 film *The Spy With the Cold Nose*.
- Pickles died in 1967 and his collar is on display in the National Football Museum in Manchester.
- An entirely fictional version of the story was told in a 2006 ITV drama called *Pickles: The Dog that Won The World Cup*.



3. (a) Read the *Ten One-Line Poem about Sport* by Ian McMillan

Golf - That white moon in the blue sky, orbiting.

Cricket - Long late afternoon shadows as the bowler runs

Basketball - The clock runs down slower than the players.

Swimmers' - Moment of stillness before the start: water-mirror.

Snooker - The giant's necklace broke and the beads fell onto the grass.

Football - This net's for catching slippery goal fish!

Marathon - Last metre: the best and the worst.

Rugby - Flying Easter egg under the H.

High Jump - The air holds me like a hand, then lets me go.

Cycling - Here come the fastest paper boys and girls in the world!

(b) Answer the following briefly.

1. Explain the metaphors in
 - (a) Golf
 - (b) Snooker
 - (c) Football
 - (d) Cycling
2. Why in basketball, is the clock slower than the players?
3. What is H in Rugby?
4. Explain the simile in the High Jump event.

VOCABULARY

Many words and expressions have both a *sporting* meaning and a *non-sporting* meaning.

You could write: *In sport, the word..... means Outside sport, it is used to mean.....*

(a) In pairs, discuss and write both meanings.

(b) Name the sports where the words are used.

(c) Complete these statements by identifying the sports.

(i) bar, horse, landing, mat, ring, dismount: _____

(ii) birdie, driver, eagle, handicap, hazard, hole, iron, par, rough, slice, swing, wood: _____.

(iii) bowl, slip, duck, tea: _____

(iv) court, dribble, shoot, time out, basket, slam: _____

(v) diamond, base, strike, ball, steal, tag, walk: _____

- (vi) false start, flying start, lane, lap, track: _____
- (vii) strike, split, clear, lane, gutter: _____
- (viii) stroke, trunks, butterfly, crawl, length: _____
- (ix) table, cue, pot, chalk, pocket, spot, the D: _____
- (x) the pits, lap, pole position, retire: _____

SPEAKING

4. Bring out the humour in the comic strip. Share your ideas with the class.



Section - C Adventure Sports

1. Study the following pictures

- (a) (i) These are called **extreme sports**. Why do you think they are so called?
- (ii) To be an extreme sports star, what are the qualities that you should have?
- (iii) Why do you think people play such sports?



Crocodile Bungee is jumping into a body of water containing live crocodiles



Volcano Boarding is racing down an active 2,380 ft volcano at speeds of 50 mph with only a board for protection.



Slacklining utilizes nylon webbing stretched tight between two anchor points. It is distinct from tightrope walking in that the line is not held rigidly taut - it is instead dynamic, stretching and bouncing like a large rubber band.



Zorbing involves throwing yourself down a slope in a giant ball. This bizarre sport was invented in 2000.

(b) What are the following extreme sports called? Use the clues in the box to match and fill in the box.

sky diving	inline skating	bungee jumping	white water canoeing
wind surfing	limbo skating	air kicking	freestyle powerisers stilts

Description	Sports
Riding or performing stunts using shoes with a single row of small wheels underneath.	
Jumping off a high bridge or building with only a strong piece of elastic rope tied to you.	
Sailing while standing on a narrow board with a sail fixed to it.	
Jumping and running with elastic-like spring-loaded stilts	
Roller skating under cars.	
Travelling down fast-flowing rivers in a thin one-person boat using paddles.	
A human catapult launches individuals over 26 feet in the air into a swimming pool or foam pit	
Jumping out of a plane and falling without a parachute.	

READING

- 2 (a) **Extreme Sports represent the most striking example of acts that go against our natural human instincts which protect us from danger. This article from the *Psychology of Extreme Sports* by Joachim Vogt Isaksen, discusses what drives extreme sportsmen and sportswomen, towards high-risk behavior.**
1. On the 14th of October 2012 the Austrian, Felix Baumgartner set the world record for skydiving. The jump was performed from 39 kilometers above the earth, reaching an estimated speed of 1,342 kph. Baumgartner is also famous for the particularly dangerous nature of the stunts he has performed during his career. His latest jump, which was the last in his career, received massive media coverage, and is one of the most spectacular stunts throughout human history.
 2. Extreme sport participants are often portrayed in a negative way, for example as being unbalanced, with a need to take unnecessary risks, not caring for family and friends that are left back worrying. However, psychological research indicates that the popular perception of the mad extreme sport participant needs some corrections. This article will present some of the important research that has been done within the field, and will also discuss the motivation that drive people toward taking extreme risks.
 3. Who are the people involved in these dangerous activities? Do they display personality traits that are completely different from people who engage in more "normal" hobbies? In 2009, researchers Erik Brymer and Lindsay Oades did an interview study of 15 participants of leisure activities as B.A.S.E. jumping (building, antenna, span, earth), big wave surfing, extreme skiing, waterfall kayaking, extreme mountaineering, and solo roe-free climbing. The study explored what can be learned from extreme sports about courage and humility-two positive psychological constructs. One of their main findings were that extreme sport participants directly related their experience to personal transformations that in a positive way, were spilled over to other areas in life.
 4. Fear is a normal human emotional reaction; it is a built-in survival mechanism we are all equipped with. This emotion is a response to danger and serves a protective purpose, signaling to us of threats and preparing us to deal with it. From an evolutionary perspective, it seems illogical to take risks that may lead to death when there is no objective goal or anything to achieve from the activity a person displays. On the other hand it is sensible and logical to take risks if it serves the protection of oneself or ones' own group from external dangers such as intruders or predators.
 5. Extreme sport participants therefore to build down the natural reaction of fear, and go against their natural instincts. Repeated exposure to fearful situations, may lead to familiarity toward the danger, and gradually a more positive emotional response. After continuous exposure to new fearful experiences the fear response is reduced. This leads some people to seek ever new and bigger thrills.
 6. At an intellectual level extreme sport participants are of course fully aware that each

time they take part in these leisure activities death might be involved. Even if fear is hardwired into our genes, people who seek extreme sports perceive fear as something positive.

7. Despite the fact that evolutionary logic has designed us with mechanisms that prevent us from dangers, our brain is also equipped with reward mechanisms that are activated when we are subjected to extreme experiences. The neuropsychologists have a good understanding of how the reward systems in the brain respond to fear. These are deep structures that involve the nerve signal dopamine which is released in the brain following extreme experiences. The feeling of transformation the people reported in the interviews may stem from the release of this hormone that creates feelings of optimism and happiness.
8. Dopamine plays an important role in the reward- and motivational systems in the brain, and high levels of it leads to feelings of well-being. Therefore one may conclude that the effect of overcoming fear may lead to positive psychological outcomes. The experience of fear induced by risk may be compared to the response people have after surviving dramatic incidents such as serious illness, car accidents or traumas. People often report that these experiences change their lives. Such experiences may in the longer run lead to personal development and increased appreciation of life.
9. Dopamine is the most important nerve signal involved in drug experiences and its effect is desirable and addictive. Extreme experiences may in the same way trigger the reward system and people may feel that they are addicted to the experiences. The brain will not differentiate between the degrees of safety of the activities you perform, whether it is bungee jumping or whether it is the state of being in love. What is important is whether the activity results in the release of the nerve signals involved in the brain's reward system.
10. After all, the often negative popular view of the extreme sport participant needs some clarifications. The participants are well-trained with the aim of reducing the risk of the activity. One could assume that it is not the danger in itself that motivates the athletes, but instead it may be an addiction to the biochemical reaction within the brain that leads to the state of joy and well-being. One could therefore look at extreme sport participants as addicts to the body's natural drugs.
11. When extreme sport participants stop performing these activities the brain stops producing the drugs that make them feel good. The ultimate goal and motivation behind the activities is the "natural high" induced by the release of dopamine, whereas the risks involved might be considered negative side effects. Although, the positive bodily effects are so strong and longed for that they triumph the high risk of serious injury or death.

(b) Based on your reading, choose the most appropriate answer.

- (i) Felix Baumgartner shot to fame because
- | | |
|--------------------------------------|-------------------------------------|
| (a) he was a skydiver | (b) he could risk his life each day |
| (c) of his daredevilry as a stuntman | (d) all of these |

- (ii) Extreme sport participants are often criticised for their
 - (a) callousness (b) cruelty
 - (c) carelessness (d) stupidity
- (iii) The study on extreme sports turned out to be contrary in the sense that it
 - (a) promotes courage and humility (b) makes people cautious and humble
 - (c) encourages responsibility and maturity (d) makes people meek but positive
- (iv) Fear is referred to as 'a built-in survival mechanism' because it
 - (a) warns us of impending risk (b) helped human beings survive through the ages
 - (c) distinguishes man from beast (d) helps us make peace with people and situations
- (v) To participate in sports where risk is involved, one needs to
 - (a) hide one's fears from public (b) seek out causes that threaten us
 - (c) to make public display of fear (d) raise our threshold of fear
- (vi) People derive thrill out of participating in sports where risk is involved because
 - (a) others hero worship them (b) they know they are better than others
 - (c) of the bio-chemical secretions make one happy (d) all of these
- (vii) Dopamine is 'addictive' because
 - (a) sportspersons become addicted to praise and glory
 - (b) it makes sportspersons look down on those who do not take risks
 - (c) the sportsperson seeks out experience and the thrill of the same kind of experience
 - (d) the sportsperson is not able to differentiate between safety and danger
- (viii) The popular belief that extreme sport participant is dangerous is incorrect because
 - (a) they are well trained
 - (b) all of us take risks in our life
 - (c) a sportsperson should not be like the common man
 - (d) risks make us excel and progress in life

VOCABULARY

- (c) In the given passage, some words/phrases have been highlighted. Replace them with simpler words, without changing the meaning:

Many of us enjoy playing sports. Indoor sports, too, have their share of popularity. Infact

most of us (i) **get our kicks** even watching our sports stars perform. In the recent past extreme sports have gained a huge fan following. Extreme sports are about (ii) **exhilaration**, skill and danger. Most of them are individual sport and require a great deal of training and expertise to control the risks. But these athletes enjoy the feeling of an (iii) **adrenaline rush**. Extreme sports that require (iv) **physical agility** and often, risk are growing increasingly popular with television viewers. Traditional sports such as basketball, football, and baseball used to (v) **dominate the television ratings**, their players (vi) **alienating viewers** with big salaries and bad attitudes. However, some viewers think that extreme sports athletes take their sports more seriously because they do not participate in them just for money.

Unfortunately, a lot of money is spent (vii) **marketing alternative sports**. Some athletes feel the extreme advertising (viii) **takes away** from the actual sport.

GRAMMAR

3. Relative Clauses

(a) Read these sentences from the text. Note the highlighted words.

A *relative clause* is a subordinate clause that begins with a question word, e.g., who, which, where (or the word that). A relative clause modifies a noun or pronoun by providing extra information. Words like **who**, **that** and **when** are often referred to as relative pronouns when they are used to introduce relative clauses. You use:

- **who** for people, **which** for things, and **that** for both people and things.
- **whom** as the object of a relative clause (in more formal English), though it is increasingly common to replace it with **who**.
- **whose** to indicate possession, as a determiner before nouns.

(i) A **defining relative** clause is used to 'identify' or 'restrict the reference of a noun. This is not separated it from the rest of the sentence by commas.

- The student **who does brilliantly** will be awarded the Scholarship.
- The movie **that involved fighting and shooting** was banned.
- The house, **which is on the top of the hill**, is mine.

(ii) A **non-defining** relative clause is used to supply additional information about the noun

- Albert Einstein, **who put forward the theory of relativity**, is considered to be the most intelligent man.
- The house, **which is on the top of the hill**, is mine.

You should not use the relative pronoun 'that' in non-defining relative clauses.

(b) Join the sentences in column A appropriately to those given in column B. You may use *who*, *that* *which* or *where* to connect them.

	Column A		Column B
1	The story is about Medha Patkar	a	was awarded last year

2	Salma goes to a school	b	you can borrow books to read
3	It was Black Beauty, the horse	c	is behind her house
4	The police have caught the men	d	are badly behaved
5	A library is a place	e	had been abducted as a child
6	I can't tolerate children	f	sensed danger and refused to budge
7	I like holiday resorts	g	are built on peaceful locations
8	We know the writer	h	is an environment activist

(c) Complete the sentences with relative clauses in the simple present. Use *who* or *which*.

- This is the man (teach the under privileged children)

- The tree (grow in the garden) is a cherry tree.

- The man (does yoga in the park) is my Uncle.

- The elephants (live in Africa) have big ears.

- The red building, (be opposite) the museum, is the place where my office is.

(d) Combine the two sentences into one, using suitable relative pronouns.

- I am happy. My father has come back home.

- Anu apologised to the driver. She had hit his car.

- I love the country side. I grew up there.

- I've been to that cottage. Wordsworth wrote his poetry there.

- I have four sisters and a brother. All of them are elder to me.

4. WRITING

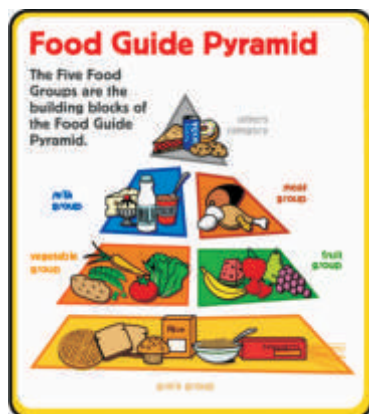
Madame Tussauds in London has branches in a number of major cities. It was founded by wax sculptor, Marie Tussaud. Madame Tussauds is a major tourist attraction, displaying waxworks of historical and royal figures, film stars, sports stars and famous murderers.

Madame Tussauds, London has invited nominations for the wax statute of a sports person. Suggest who you feel deserves the honour and why? Write a formal letter, building a case for the most deserving sports personality. Ensure that the wax statue of the person is not already displayed.

5. SPEAKING

Find out how good nutrition helps to build a good body and strong muscles. With your knowledge and the help of either one of the given visual inputs, deliver a two-minute speech.

ATHLETES ARE WHAT THEY EAT



Section - D The Superhumans

1. (a) Study the picture. What message does it convey?



The Paralympic Games are a major international multi-sport event where athletes with a physical disability compete; this includes athletes with mobility disabilities, amputations, blindness, and cerebral palsy. "Para" means "alongside" - so "parallel" to the Olympic Games. There are Winter and Summer Paralympic Games, which are held immediately following their respective Olympic Games. All Paralympic Games are governed by the International Paralympic Committee (IPC).

READING

(b) The First Paralympic Games

1. The Rome 1960 Paralympic Games was a tremendous step in sports for athletes with a physical impairment. The founder of the Paralympic Movement, Sir Ludwig Guttman, and the Director of the Spinal Centre in Rome, Antonia Maglio, started preparations for the games two years prior. It would be called the 9th Annual International Stoke Mandeville Games. Now regarded as the Rome 1960 Paralympic Games, the competition took place six days following the closing ceremony of the XVII Olympic Games and was supported by the Italian Olympic Committee and the Italian Institute for Disabled Workers (INAIL). A total of eight different sports debuted at the first-ever Paralympic Games, all of which were considered beneficial and suitable for athletes with spinal cord injuries: archery, IPC athletics, dart, snooker, IPC swimming, table tennis, wheelchair fencing, wheelchair basketball. The opening ceremony on 18 September garnered a crowd of 5,000 spectators, which greeted the wheelchair athletes during their colorful entry into Acqua Acetosa Stadium. The Italian Minister for Public Health at the time, officially declared the Games open to the world. In the debut of the Paralympic Games on the world stage, the host nation Italy finished atop the medal standings, as Great Britain, Germany, Austria and USA rounded out the top five with stellar performances. The closing ceremony on 25 September was held in the Palazzetto dello Sport in the Olympic Village in the presence of Sir Guttman, the Patron of the Games. Sir Guttman summed up the Games saying: "The vast majority of competitors and escorts have fully understood the meaning of the Rome Games as a new pattern of reintegration of the paralyzed into society, as well as the world of sport."

The opening and closing ceremonies of the London Paralympics 2012

2. In front of a packed Olympic Stadium, British *Tour de France* winner - and triple Olympic champion - Bradley Wiggins rang the largest harmonically tuned bell in the world to signal the start of the ceremony, which dazzled hundreds of millions of viewers around the world.

And in the spectacular finale, seven young torchbearers - each nominated by one of Britain's past Olympic greats - ignited the Olympic Cauldron, which was formed by 204 copper petals, representing the competing nations coming together at the Games.

The ceremony had begun with an idyllic countryside setting - representing Britain's "green and pleasant land", complete with farm animals and maypole dancers - but the stadium was soon transformed into a gritty industrial landscape as thousands of performers re-enacted the country's industrial revolution to a soundtrack of beating drums. As the scene reached its climax, a giant, glowing ring was 'forged' before being lifted into the air, where it joined with four others to create the Olympic rings, suspended high above the stadium.

Queen Elizabeth II then made a dramatic entrance - “parachuting” into the stadium with fictional secret agent, James Bond, after apparently flying to the stadium in a helicopter from Buckingham Palace.

3. Following the parade of nations, which saw athletes from 204 National Olympic Committees march into the stadium, Queen Elizabeth II officially declared the Games open before all attention moved outside the stadium, where five-time Olympic champion Steve Redgrave received the Olympic Torch from David Beckham and young footballer Jade Bailey, who arrived by speedboat after travelling along the Thames.

The group of aspiring sportsmen and women then headed to the centre of the arena, where they each lit one of the 204 copper petals, which are inscribed with the name of one of the competing nations.

4. As the cauldron's long stems rose elegantly from the ground, the petals merged to form one unified flame, which will burn for the duration of the games.

During his speech, IOC President, Jacques Rogge, said: "I congratulate all of the athletes who have earned a place at these Games. And to the athletes, I offer this thought: Your talent, your dedication and commitment brought you here. Now you have a chance to become true Olympians. That honour is determined not by whether you win, but by how you compete. Character counts far more than medals."

5. Seb Coe, London 2012 Chairman, said afterwards: "The athletes competing at the Olympic Games have arrived in London to give the performances of their lives. We wanted to provide a very British welcome for them and the rest of the world. Danny Boyle has created a show of memories and moments that will last a lifetime for people across the UK and the world."

The London 2012 Closing Ceremony

6. On August 12, the Olympic Stadium - which staged so many impressive sporting achievements during the Games - played host to a kaleidoscopic ceremony that celebrated the best of British music.

As the Olympic flag was lowered, President Rogge paid tribute to the London 2012 volunteers, as well as the enthusiastic support that fans offered throughout the Games.

"We will never forget the smiles, the kindness and the support of the wonderful volunteers, the much-needed heroes of these Games," he said.

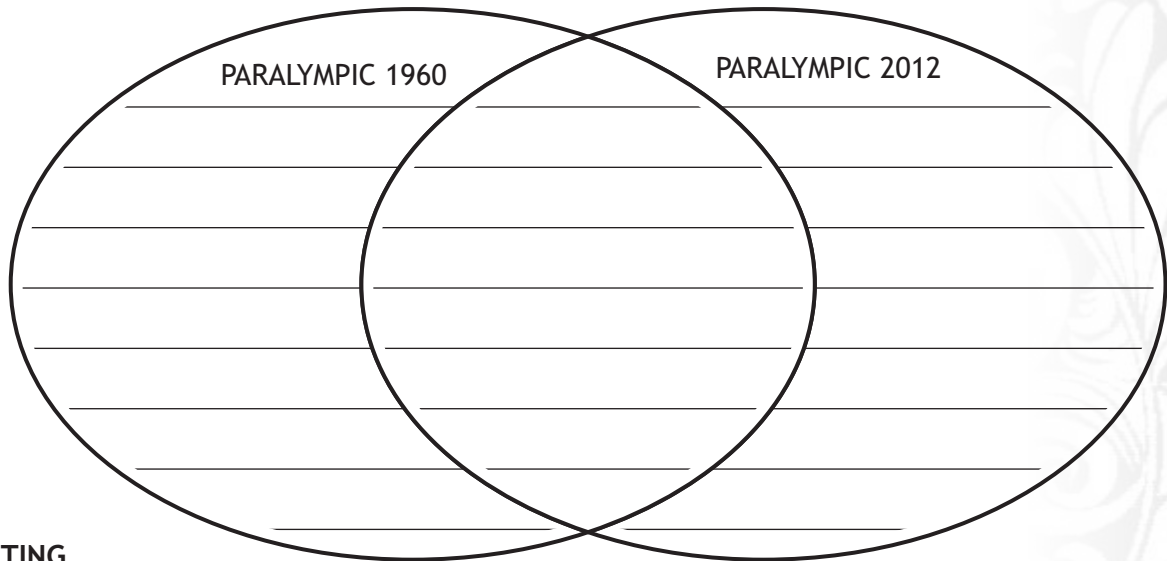
7. "You, the spectators and the public, provided the soundtrack for these Games. Your enthusiastic cheers energised the competitors and brought a festive spirit to every Olympic venue. You have shown the world the best of British hospitality."

London 2012 Chairman Seb Coe also thanked the British public for embracing the Games, saying: "We lit the flame and we lit up the world; we know more now, as individuals and as a nation, just what we are capable of."

8. The Olympic flame was then extinguished, bringing the London 2012 Olympic Games to a close as the band 'The Who' provided a fitting conclusion with their anthem "My Generation".

"This may be the end of these two glorious weeks in London," said Coe. "But what we have begun will not stop now. The spirit of these Olympic Games will inspire a generation."

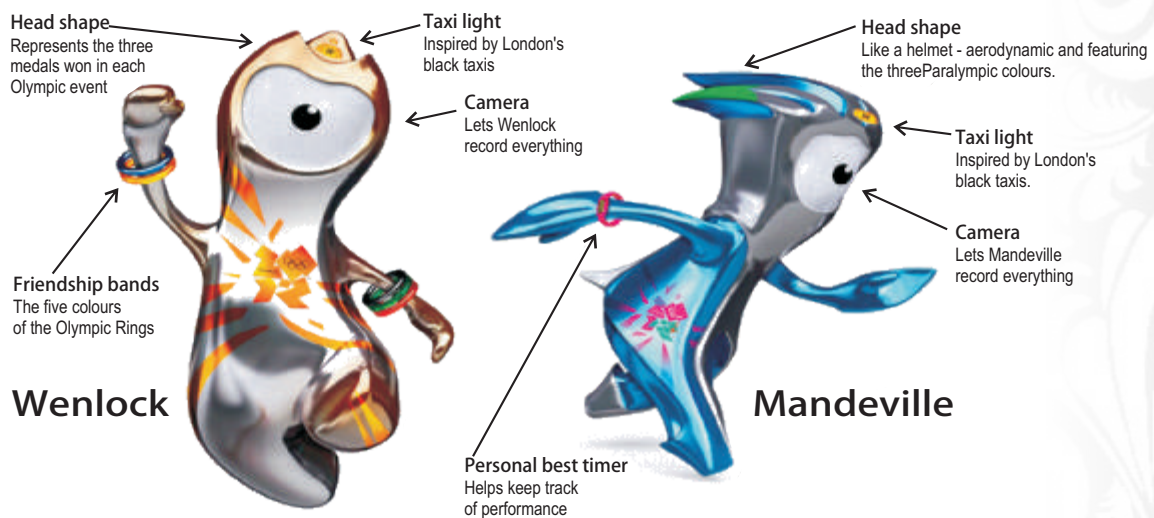
(c) Fill in the Venn diagram based on your understanding.



2. WRITING

- (a) Study the pictures of the paralympic mascot. First, discuss with your partner, design a paralympic mascot of your own and describe it in about 200 words.

Mascot design features



- (b) Using your knowledge of the Paralympic Games, create your own bronze, silver and gold medals and describe them.
- (c) Athletes practice and train for many years to compete in the Paralympic Games. Paralympic athletes need to be dedicated, hard-working, and talented to make their Paralympic dreams come true. Create your own Paralympic champion 'recipe' and share your ideas with the class in about 200 words in a sports journal.
- (d) *On the occasion of the inauguration of the Olympic Stadium of Rome, before the 1990 World Cup, Pope John Paul II said to football players: "Sportsmen all over the world are looking at you. Be conscious of your responsibility, not only to be the champion in the stadium, but also the man who, with his whole person, must become a model for millions of young people who have need of leaders, not of idols. They have need of men who are able to communicate to them a taste for the arduous, a sense of discipline, the value of honesty and the joy of altruism. Your testimony, coherent and generous, can stimulate them to face the problems of life with the same commitment and enthusiasm."*

As a well acclaimed sports star, you have been invited to a TV channel to address the students. What is the message that you would give? Write the a speech in about 200 word using your own ideas and ideas from the given extract.

3. SPEAKING

- (a) First, read the following news item.

Longest Limbo Skating-World Record Set

A six-year-old Indian boy, Aniket Ramesh Chindak, has set a new world record for the **longest limbo-skating** by squeezing himself under a row of 57 four-wheel drive cars in 45 seconds. Aniket decided to take up limbo skating two years ago after seeing it on television.



He had been roller skating since he was 18 months old, and wanted a new challenge. "It took three months before I could get my body in the right position," he said. "Since then I have skated under lots of cars and have never hurt myself."

Aniket said: "The hardest thing is to go fast enough before I bend down. That's how you can skate under so many cars at once."

A celebrity in his home-town Belgaum in Southern Karnataka state, Aniket has an extraordinary ability to perform what is known as 'limbo-skating'

- (b) You are a journalist who has been assigned a task to interview Aniket. Frame a set of questions for the interview. Also , write the answers you expect .

1.
Ans.
2.
Ans.
3.
Ans.
4.
Ans.
5.
Ans.

4. (a) Sports are a valuable metaphor for life. Read the poem given below:

In Sports as in Life

Francis Duggan

*The town decorated in the colours of the local football club for the weekend's big game
Suppose in sports as in life it is all about winning and fame
The local footballers are playing for renown
For the fans and love of self glory and love of the Hometown
And for love of the club colours they proudly do wear
The very thought of losing even seems hard to bear
To the uninterested 'tis just another game of football
But in sports as in life the winners seem to take all
Of the admiration and fame and of singing their praises their fans never tire
And even gallant losers so few seem to admire
To be graceful in defeat to little does amount
In sports as in life only winners seem to count
At the weekend they play for the trophy and their self glory and sporting renown
And for their sporting success hungry fans and for love of their hometown.*

- (b) Complete the following statements

- (i) The gaiety of the town is reflected in _____
(ii) The similarity in sports and life is the fact that both are _____

(iii) The sportspersons are playing for _____







(iv) The poet calls even the losers 'gallant' because _____

(v) The fans are besotted by the _____

5. LISTENING

(a) Listen to a passage about Natalia Partyk and complete the statements appropriately.

(i) Natalia Partyka is a true achiever because she is one of the five athletes to have _____ games.

(ii) To Natalia Partyka, disability was her _____

(iii) Natalia Partyka's role model was _____

(iv) She drew media attention in Sydney 2000 Paralympic Games because _____

(v) In Beijing, she was highly acclaimed because _____

(vi) Natalia feels playing at the Paralympics is tougher because _____

(vii) She feels she has learnt from losing a game because _____

(viii) Natalia's attitude will make her _____

(b) Complete the notes. You may listen to the script again to complete the work.

1. **Headline:** _____

(a) by Greeks/Romans to _____

(b) 19th Century _____

(c) In World War II to _____

2. **Modern times**

(a) _____

(b) _____

3. **UNESCO suggests**

(a) _____ to athletes

(b) _____

- (c) Curtail _____
- (d) _____
- (e) Support _____

Listening Script - 01

You possibly haven't heard of Natalia Partyka but you should have. She has done something which only five other athletes have managed in history - she has competed at both the Paralympic and the Olympic Games.

Natalia Partyka is a Polish table tennis player who was born without a right hand and forearm. She started playing table tennis when she was seven years old because she wanted to do the same as her older sister. She was motivated to practise hard because her sister was much better ... at first.

She obviously learnt her lesson well because she participated for the first time at the Paralympic Games when she was just 11 years old - the youngest athlete at the Sydney 2000 Paralympic Games. Since then she has competed at two more Paralympic Games, winning two gold and two silver medals. It was in Beijing 2008 that she joined the exclusive club of athletes who have competed at both Games. Beijing was her third Paralympic Games and her first Olympics.

So what's the difference between playing at the Paralympics and Olympics? According to Natalia, disabled players have to think more and find ways to win points because many of them can't move so fast. So it can actually be more difficult playing at the Paralympics.

Natalia has many good memories, such as the time she beat Li Jia Wei from Singapore, who was then ranked number 8 in the world. However, sometimes, she says, winning isn't the most important thing. Sometimes, Natalia says, the most important thing is losing, because "you learn a lot from your errors and so become a better player."

With an attitude like that she will continue to improve and continue to excel. Natalia Partyka is a clearly a name we will be hearing more about in the future.

Listening Script - 02

The use of **banned performance-enhancing drugs** in sports is commonly referred to as **doping**. This is a major problem for sports governing bodies. This, however, is not a new phenomenon.

Drugs have been used to enhance performance since ancient times. Greek and Roman civilisations used mushrooms and herbs to improve their performance. Later in the 19th century substances including alcohol, opium and caffeine were used.

The more recent forms of performance enhancing drugs have roots from World War II

where certain drugs were used by American soldiers to keep them alert.

However, a number of deaths and allegations of drug taking encouraged the International Olympic Committee (IOC) to set up a Medical Commission in 1967 which banned the use of drugs and other performance enhancing substances.

Small-scale testing was introduced at the 1968 Mexico Olympics, followed by a full-scale testing at the next games in Munich, 1972.

Following a large number of doping offences being committed in the mid-nineties, and the existence of several conflicting organisations, the World Conference on Doping was held in Switzerland in 1999. As a result, the World Anti-Doping Agency (WADA) was formed to promote and co-ordinate the fight against drug use in sport on an international level, across all sports.

By adopting the Convention on 19 October 2005, UNESCO responded to the calls from the international community. At the Third International Conference of Ministers and Senior Officials Responsible for Physical Education and Sport in December 1999, consideration was given to ethical values in sport. Ministers expressed concern over unethical behavior, in particular doping in sport, and urged all countries to take concerted action.

The Convention helps to formalize global anti-doping rules, policies and guidelines in order to provide an honest and equitable playing environment for all athletes.

It suggests that the governments are required to take specific action to:

- Restrict the availability of prohibited substances to athletes
- Facilitate doping controls and support national testing programmes
- Withhold financial support from athletes guilty of anti-doping rule violation
- Encourage labelling, marketing and distribution of products with prohibited substances;
- Support anti-doping education.

Entered into force on 1 February 2007, the convention became the most successful convention in the history of UNESCO. The Convention also provides a mechanism to assist to develop anti-doping education and prevention programmes through the Fund for the Elimination of Doping in Sport managed by UNESCO.