



Beehive



The Fun They Had

Activity – I: Pre-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

distinguish the characteristics of a human teacher and the virtual teacher.

increase their analytical skills.

write fluently and accurately.

Task: The students list out the characteristics of a human and a virtual teacher.

Time Required: One period

Procedure:

1. Compare and contrast a human and a virtual teacher.
2. After discussion, the students analyse the differences individually.
3. Then the students complete the following table.

Characteristics of a Human Teacher	Characteristics of a Virtual Teacher

The activity need not be graded.

Activity – II: Pre-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

familiarise themselves with the main theme and important ideas.



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FORMATIVE ASSESSMENT

Task: List the things which you like the most and those which you would like to change in school, giving reasons and suggestions.

Time Required: One period

Procedure:

1. Teacher instructs the students to discuss the task in pairs.
2. Then the students complete the following table:

Things I like themost	Why ?	Things I would like to change	How ?

3. Using the notes, they have prepared, the students present their views to the class. One student speaks on what he/ she likes the best and his/ her partner speaks on the changes suggested.

Assessment Criteria:

Content

Fluency and accuracy

Originality

Creativity

Feedback:

The teacher instructs the students to arrange the ideas in a logical sequence.

The teacher guides students to present their views in an analytical manner.

Activity – III: While-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

present their views and opinions clearly and persuasively.



exhibit leadership skills.

self-assess their presentation.

Task: Group Discussion

Technology in Education can never substitute/replace the teacher.

Time Required: One period

Procedure:

1. The teacher defines the topic by posting the following outline on the blackboard.
 - a. Use of technology in education
 - (i) Uses of computer, OHP, LCD Projector and other mechanical devices for learning.
 - (ii) Use VCDs and DVDs.
 - (iii) Use of softwares.
 - (iv) Education through internet (Online Education).
 - b. Role of Teacher
 - (i) A facilitator of learning.
 - (ii) Utilize the technology to make the learning process more authentic and result oriented.
 - (iii) Has a specific role in the education system.
2. The teacher provides the general information and does not try to impose own views or opinion.
3. The class is divided into groups of 5-10 students per group, subject to the strength of the class and seating capacity of the classroom.
4. The students discuss the topic within their group for five minutes. A group leader represents each group .
5. The teacher may shift the students to a room with round tables where all the participants can be accommodated facing one another or a suitable seating arrangement can be made within the classroom situation to create a conducive environment or for sharing of ideas.
6. Group leaders participate in the main group discussion.



7. During the discussion, the teacher monitors and observes the leaders' performance individually using the following checklist:-

(a) Does the student exhibit leadership quality?	Yes/ No
(b) Does the student exhibit communication ability?	Yes/ No
(c) Does the student have the knowledge of content?	Yes /No
(d) Does the student put forth views in an organized manner?	Yes/ No
(e) Does the student show respect to the peer group?	Yes/ No
(f) Does the student exhibit appropriate body language, gesture adequately while interacting?	Yes/ No
(g) Does the student raise relevant points?	Yes/ No

8. The teacher introduces the following phrases which are useful to present the argument in the group discussion –

- | |
|--|
| (a) 'Friends, May I please have your attention for a few seconds _____ I agree with _____' |
| (b) 'In my opinion' _____ |
| (c) 'I fail to understand why' _____ |
| (d) 'I whole heartedly support/oppose the view that' _____ |
| (e) 'My worthy friend has submitted that' _____ |
| (f) 'On the contrary' _____ |
| (g) 'I firmly reject' _____ |
| (h) 'I have a doubt' _____ |
| (i) 'Friends, I agree with the views expressed by' _____ |

Assessment Criteria:

Highly relevant content

Originality of ideas



Responding to situation appropriately

Effective use of language

Feedback:

The teacher guides students to present their views in an analytical manner and show their ability to motivate and influence others.

The teacher points out that group discussion is a type of debate on a particular topic. The participants should debate in a friendly manner without losing temper, shouting, condemning or using trite remarks.

Activity – IV: While-Reading

SKILL AREA: READING

Learning Outcomes: The students will be able to

comprehend the main points and central theme.

self assess on the basis of reading and comprehension.

Time Required: One period

Procedure:

1. The class is divided into groups of 5 students.
2. Each group is assigned one extract from the book for intensive reading 10 minutes.
3. Each student individually reads silently the assigned extract from the book.
4. The teacher allocates each group a set of MCQs based on the assigned extract.
5. Each group is given three minutes to discuss the possible answers.
6. Each student attempts the questions individually on the provided answer sheet.
7. The teacher monitors and observes whether all the individuals have answered all the MCQs.
8. All the groups are given the list of correct answers for self evaluation by student.
9. The leaders collect the self evaluated answer sheets hand them over to the teacher.
10. The teacher instructs the students to do all the worksheets on their own to ensure that the entire lesson is covered.



Assessment Criteria:

Correct answer

Peer assessment

Feedback:

The teacher guides students to identify the main points while reading.

Wherever students have difficulty in comprehension, the teacher could revisit those portions of the lesson briefly..

WORKSHEET - 1

GROUPS – 1 and 4

Reference to the context-

Margie even wrote....."School". (Pages 5 and 6)

- Q- 1. Margie's grandfather once said when he was a little boy, his grandfather had told him there was a time when
- (a) all stories were printed on paper.
 - (b) all stories were printed on plastic.
 - (c) all stories would flash on computer screen.
 - (d) there was no pen and paper.
- Q- 2. It was awfully funny to
- (a) read words printed in a book.
 - (b) read words on a screen.
 - (c) study.
 - (d) jump and play in the evening.
- Q- 3. About his television screen Tommy said that
- (a) there were more than a million movies to watch on it
 - (b) there were more than a million books on it.



- (c) it was too huge to manage.
- (d) it was full of knowledge.
- Q- 4. The book was about
- a television set.
 - an attic.
 - a printing press.
 - a school.
- Q-5. Tommy said "What a waste." He meant that
- printing a book was a costly affair as it contained many pages.
 - once we are through with a book, we throw it away.
 - a book does not include many stories or subjects.
 - a book cannot be reused.
- Q. 6. How old were Tommy's and Margie?
- 19 and 16 years respectively.
 - 14 and 12 years respectively.
 - 13 and 11 years respectively.
 - 16 and 12 years respectively.
- Q. 7. Margie wrote in her diary that
- a digital book is a real book.
 - Tommy found his computer.
 - Tommy found a real book.
 - Tommy found a story on the computer screen.
- Q. 8. A 'Real book' stands for
- the computer
 - a printed book
 - a digital diary
 - a television screen.



Answers: 1-a 2-a 3-b 4-d 5-b 6-c 7-c 8-b

WORKSHEET - 2

GROUPS 2 and 5

Reference to the context

Margie was----- they had a teacher (page no. 6&7).

- Q. 1. The county Inspector was a
- (a) robot
 - (b) round little man with a red face.
 - (c) teacher
 - (d) computer
- Q. 2. The country inspector had with him
- (a) some test papers
 - (b) a whole box of tools with dials and wires
 - (c) a computer with a big screen
 - (d) nothing
- Q. 3. What did the inspector do after he had finished his work?
- (a) took the teacher with him.
 - (b) was scornful and left the teacher as it was.
 - (c) smiled and patted Margie's head.
 - (d) took the money and went away.
- Q. 4. What did he say to Mrs. Jones?
- (a) He could not repair the teacher.
 - (b) It was Margie's fault.
 - (c) It was not the little girl's fault.
 - (d) He would have to take the teacher with him.



- Q. 5. How did Margie's progress?
- (a) Very badly (b) Very slowly
(c) Quite satisfactorily (d) Extremely well
- Q. 6. Margie was disappointed because she had been hoping that
- (a) the inspector would take the teacher away altogether.
(b) the inspector would not be able to put it together.
(c) the inspector would damage the teacher.
(d) she would have a new teacher.
- Q. 7. What part of the mechanical teacher did Margie hate the most?
- (a) the big screen
(b) the questions that it asked.
(c) the slot where she had to put home work and test papers
(d) Nothing
- Q. 8. He smiled at Margie and gave her an apple. It means that
- (a) the county inspector appreciated Margie.
(b) he had an apple orchard.
(c) he liked apples very much.
(d) he saw that Margie was hungry.

Answers: 1-b 2-b 3-c 4-c 5-c 6-a 7-c 8-a

WORKSHEET - 3

GROUPS No. 3 and 6

Reference to the Context-

But My Mother..... The Fun they had. (Page No. 8 and 9).

- Q. 1. "A teacher has to be adjusted to fit the mind of each boy and girl he teaches....". This means that



- (a) every individual has his own abilities and qualities.
 - (b) each boy and girl should be taught separately.
 - (c) a teacher should teach according to the ability of the child.
 - (d) a teacher should fit into the mind of the learner.
- Q. 2. When Margie was reminded of her school by her mother, why did she say, 'Not yet, Mamma'?
- (a) She wanted to read the book some more.
 - (b) She wanted to complete her home work.
 - (c) She wanted to rest.
 - (d) She wanted to go out with Tommy.
- Q. 3. 'Margie! School'. Here, Margie's mother reminded Margie that
- (a) the school bus had arrived.
 - (b) it was time for Margie to start her lessons.
 - (c) the mechanical teacher was waiting for Margie.
 - (d) the school was calling Margie.
- Q. 4. 'Can I read the book some more with you after school?' This shows that
- (a) Margie wanted to show the book to her friends.
 - (b) Margie was eager to know more about the schools in the olden time.
 - (c) reading a printed book was fun.
 - (d) Margie wanted to use the book to complete her homework.
- Q. 5. Where was Margie's school room?
- (a) near her house
 - (b) in her house, right next to her bedroom
 - (c) in the school building
 - (d) right Next to the kitchen.
- Q. 6. Did Margie have any classmates?
- (a) Yes. But very few



(b) Yes. Only two

(c) No. None

(d) Yes. Many

Q. 7. 'She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting, in the schoolyard.....'.

This shows that-

(a) Margie was happy not to have such a type of school.

(b) She was missing the fun in the company of classmates.

(c) She did not like to laugh and shout while in school.

(d) She thought that her grandfather's grandfather was unfortunate to study in such a school.

Q. 8. Who was waiting for Margie in her schoolroom?

(a) her mother

(b) her mechanical teacher

(c) her classmates

(d) Tommy

Answers: 1-c 2-a 3-b 4-b 5-b 6-c 7-b 8-b

Activity – V: Post-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

practice using interrogatives.

self assess their accuracy and fluency.

Task: Write the dialogues given in speech bubbles in informal language and present them, in pairs, in front of the class.



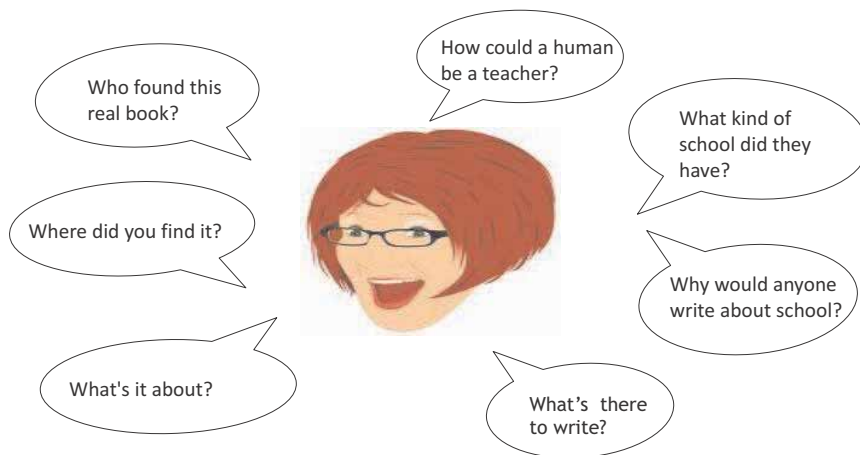
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FORMATIVE ASSESSMENT

Time Required: One period

Procedure:

1. The teacher writes the following dialogues, (picked from the text) on the blackboard in speech bubbles-



2. Students, in pairs, discuss the dialogues and rearrange them in a meaningful sequence. Then they rewrite it in informal language 5-8 minutes. They may refer to the text.





3. Each pair presents the conversation to the class in turns in a minute.
4. One student is Margie and the other, Tommy. They begin by greeting the class as:
 'Hello friends, I am Margie'.....
 'Hello friends, I am Tommy'.....
5. The teacher monitors and observes the students on the basis of the following checklist

(i) Does the student live up to the role assigned to her/him?	Yes/ No
(ii) Does the student have communication ability?	Yes/ No
(iii) Does the student use proper body language while interacting?	Yes/ No
(iv) Is the student fluent and spontaneous?	Yes/ No.

Assessment Criteria:

Relevant content

Accuracy and fluency and effectiveness

Appropriate body language, intonation and use of pause

Feedback:

The teacher guides students to speak with suitable pause, stress and intonation.

Activity – VI: Post-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

understand the different systems of education.

speak fluently and accurately.

compile the data and draw conclusions.

prepare a presentation in a concise and coherent manner.

Time Required: Two periods



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FORMATIVE ASSESSMENT

Task: Gather information about the education system in the 90's and compare it with the present education system.

Subheads:

Education system in the 90's and today.

Characteristic features.

Compare and contrast both the systems.

Procedure:

1. The teacher divides the class in groups
2. The group leaders distribute the work amongst themselves, each taking up one aspect of the project to work on and then compile their work.
3. The students are instructed to collect relevant information from various sources available.
4. Illustration is encouraged.
5. The best project is presented to the whole class.

This activity could be used for grading as part of portfolio.

Assessment Criteria:

Content

Research

Organization-clear introduction, development of ideas and conclusion

Accuracy

Feedback:

The teacher assists the students and assess their work.