



CHAPTER: The Fun They Had

Grade: 9

Board: **CBSE**

Book: **Beehive, NCERT**



1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]





At the end of the chapter, the student should be able to:

- Recognize the time-line of the story.
 - Explain the difference between the school in the story and a real school.
 - Use information given in the text to answer questions.
 - Apply the knowledge of adverbs and conditional sentences.
 - Write a letter.
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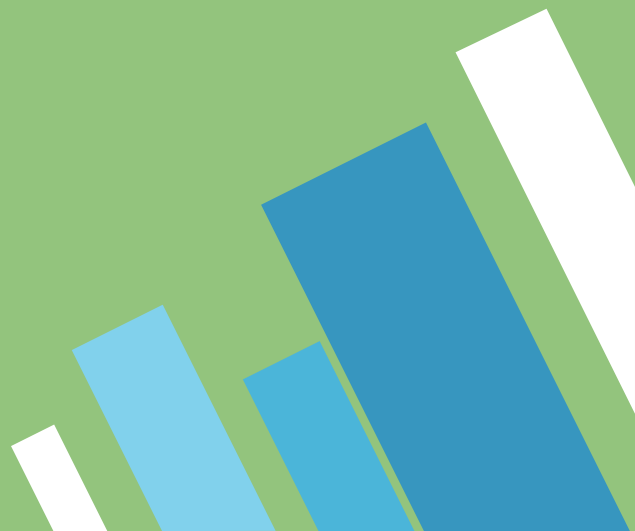


2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.





1. SORROWFULLY

Meaning: when one is feeling sad.

Sentence: I sorrowfully informed my father that we had lost the match.

Synonyms : depressed, unhappily, sadly.

Antonyms : joyfully, happily, delighted.

Etymology : German-sorge.

Sanskrit- surksati.





2. PROGRESS

Meaning: Is a forward or onward movement.

Sentence: One has to work hard in order to progress in life.

Synonyms : advance, growth, increase.

Antonyms : decline, decrease, retreat.

Etymology : Old French- progress.

Latin-progreseus.





3. SUPERIOR

Meaning: Something which is higher, better or greater.

Sentence: This TV is far more superior than the others in the market.

Synonyms : exceptional, finer, preferred.

Antonyms : below, inferior, lower, bad, poor.

Etymology : Modern French-superieur.

Latin-superiorem.





4. TUCKED

Meaning: Means to push, fold, turn or keep something underneath.

Sentence: I tucked the bedsheet under the mattress.

Synonym : make snug, enfold, insert, gather.

No antonyms.

Etymology : Old English-togean.

Middle Dutch-tucken.

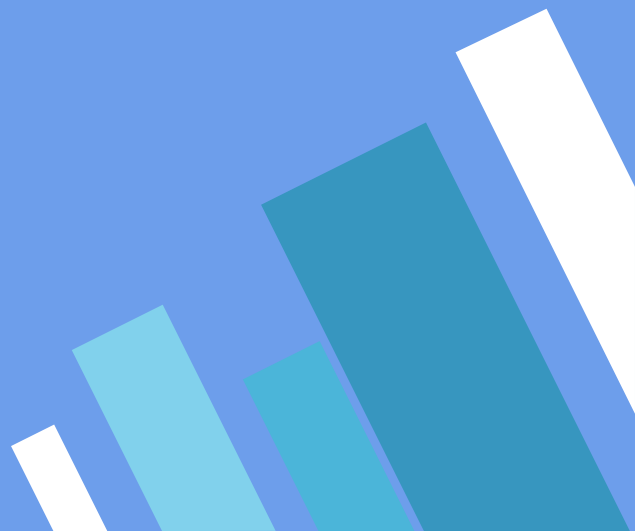




3.

TEACHING METHODS

While teaching this chapter, the teacher may employ the following methods



I. INTRODUCING THE POEM : Class Discussion

Suggested Topic: ' Science Fiction'.

Discussion Points:

- Ask the students what they understand by the word 'fiction'.
- Accept the answer : literature or writing that describes imaginary people and events.
- The next question "What is the meaning of 'Science Fiction' ?"
- Accept the answer : fiction based on imagined future scientific or technological advances.
- Then ask them to discuss difference between fiction and non-fiction.
- Accept the answer : writing that is informative or factual.
- From there to if they have seen any science fiction movies?
- Played any video games based on science fiction?
- Read any science fiction stories?

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts on science fiction.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

- Bulk of talking should be done by the students, and not the teacher.

Concluding the discussion:

Conclude your discussion with the following sentence:

Now let us read a story by a famous science fiction writer Issac Asimov.

II. READING THE CHAPTER

- Ask students to take turns and read the text.
 - To ensure every child gets to read, ask them roll number wise, alternating between top and bottom.
 - Check for pronunciation and pauses.
 - After reading of each paragraph, briefly explain the content.
 - Allow students to express their own opinion.
 - Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.
 - Questions should be asked frequently to test their understanding of the text.
 - The teacher can ask the following questions:
 1. What did the children find funny?
 2. What was Tommy's reaction to the book?
 3. Which part of the mechanical teacher did Margie hate?
 4. Why was Margie disappointed?
 5. What wasn't Margie prepared to dispute?
 6. What according to Margie was the advantage of learning the same thing?
- Use simple vocabulary and also introduce students to new words listed above.
 - Use the information provided on page 14 to discuss a debate.

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt

IV. Literature section preparation:

- The teacher must highlight the important points of the chapter such as:
 1. Date of Margie's dairy entry.
 2. Ages of Tommy and Margie.
 3. Their opinion about the book.
 4. Margie's feelings towards the mechanical teacher.
 5. Mother's thoughts on a teacher.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter: Chart Making

The teacher can conclude the chapter in the form of a class activity. The students can be asked to express their thoughts in a *one minute speech*.

Guidelines for the teachers:

- Ask the students to deliver a one minute speech on 'The World Hundred Years From Today'.
- Ask the students to use their imagination and predict what things would look like a hundred years from now. Environment, transport, schools, gadgets, food can be some prompts you can give them to think about.
- Every student has to take part.
- Instruct the students on the do's and don'ts.
- Tell them the importance of sticking to the time limit.
- Inform them that they have to memorize the speech.
- They cannot copy.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.

- The students must make an effort to do their best.
- They can remember the points covered in their speech instead of trying to memorize the entire speech.
- Listen carefully to others.
- Stand straight with a good posture.
- If feeling nervous look above the heads of your audience.

Conclusion:

Sum up the activity by discussing the social relevance of the task performed. It should make the students realize that certain things about the future they can control like their 'environment'.

Point out the words and expressions used.

Applaud the ones who have used their imagination well and encourage them to write short stories.



4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.



WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment

Reference to context:

Q.1. She said, "Where did you find it?"

- a. Who is she?
- b. Who is 'you' and what did he 'find'?
- c. What are the ages of 'she' and 'you'?

Q.2. "A man ? How could a man be a teacher?"

- a. Who spoke the above lines?
- b. What is strange about the above lines?
- c. Who was the teacher of the speaker?

Q.3. Margie did so with a sigh.

- a. What did Margie do?
- b. Why is Margie sighing?
- c. Who is making Margie sigh?

Short answer questions:

Q.1. How did Tommy treat Margie?

Q.2. What part of the mechanical teacher did Margie hate the most?

Q.3. Why did Margie feel hurt?

Q.4. What was being taught to Margie?

Q.5. What according to Margie was the advantage of learning the same thing?

Brain Teaser:

Q.1. Find words to describe all the characters in the story.

WORKSHEET 2: Vocabulary

Best used: Class work at the end or as a home work.

Q.1. Here are some words that you have come across in the story. Pick out their synonyms.

- a. Real.
fake ii. actual iii. untrue iv. false
- b. Still.
Calm ii. agitated iii. moving iv. Stirred
- c. Waste.
Hoarding ii. saving iii. develop iv. Misuse
- D Enough.
Inadequate ii. insufficient iii. ample iv. Meager
- E Fun.
Enjoyable ii. woeful iii. bad iv. sad

WORKSHEET 2: Vocabulary

Q.2. During class discussion you learnt about the difference between fiction and non-fiction. Given below are various forms of writing. Classify them under fiction and non-fiction.

drama, recipe, newspaper article, fairy tale, invitation, novel, legend, interview, fable, instructions, biography, short story, advertisement.

WORKSHEET 3: GRAMMAR

Best used: Class work or home work at the end.

Q.1. Fill in the blanks with appropriate Adverbs:

- a. During autumn, colorful leaves can be seen falling _____ from trees.
- b. The driver stopped the bus _____.
- c. After the party, paper plates were strewn _____.
- d. Its time to go _____.
- e. My grandmother always smiled _____.

Q.2. Complete the following conditional sentences. Use the correct form of the verb.

- a. If the weather improves, _____.
- b. Unless you start working hard, _____.
- c. If you don't stop playing inside the house immediately, _____.
- d. Unless he wakes up early, _____.
- e. If I were rich, _____.
- f. Unless we hurry, _____.

WORKSHEET 3: Writing Skills

Best used: Home work.

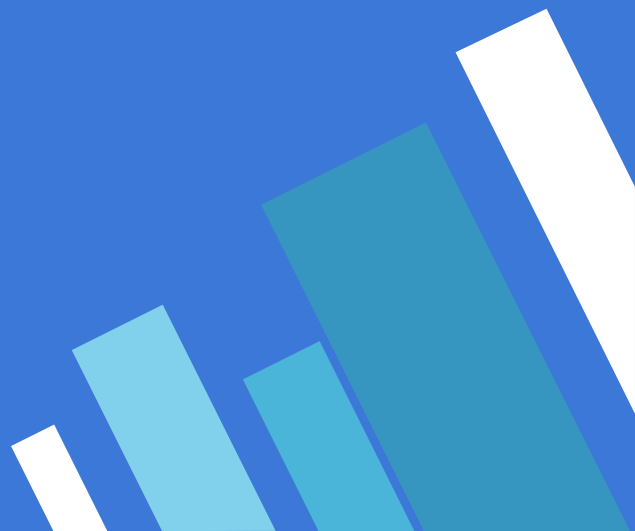
Q.1. Write a letter to your grandmother describing the story that you have read.



5.

SOLUTIONS

Provided below are the solutions to the worksheets.



WORKSHEET 1: LITERATURE

Reference to context:

Q.1. a. Margie.

b. Tommy, a book.

c. She-11, you-13.

Q.2. a. Margie.

b. It is strange because we only have teachers who are men/humans.

c. She had a mechanical teacher.

Q.3. a. Inserted her homework in the proper slot.

b. She was bored and hated school.

c. Her mechanical teacher.

Short answer questions:

Q.1. He treated her like a baby. With disdain and scorn. As if she didn't know or understand anything.

Q.2. The slot where she had to put in her homework.

Q.3. Tommy called her stupid and spoke to her scornfully.

Q.4. Addition of proper fractions.

Q.5. They could help each other and discuss too.

Brain teaser.

Q.1. Margie-unhappy, curious, restless, dreamer.

Tommy-arrogant, curious, condescending, impolite.

Mother-concerned, involved, caring, strict.

The inspector-friendly, compassionate, efficient, polite.

WORKSHEET 2: Vocabulary

- Q.1. a. ii. actual
b. i. calm
c. iv. misuse
d. iii. ample
e. i. enjoyable

Q.2. Fiction- drama, fairy tale, novel, legend, fable, short story.

Non-fiction- advertisement, biography, instructions, interview, invitation, newspaper article, recipe.

WORKSHEET 3: Grammar

- Q.1. a. gently
b. suddenly
c. everywhere
d. now
e. cheerfully

- Q.2. Depends on individual student.
The sentence should be a logical extension of the first half.
For ex, If the weather improves, we will go for a walk.

WORKSHEET 4 Writing Skills

Q.1. The answer must have:

- a. Correct format of an informal letter which is:

Heading: Sender's address.

Date:

Three paragraphs.

Name of the person writing the letter.

- b. The first paragraph should cover the following: how are you....I am fine etc.
- c. The second and third paragraph should describe the story in brief.



5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand



Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level.

Websites:

Following websites can be used:

- <https://www.grammarly.com/blog/conditionals-sentences/>
- <http://www.gingersoftware.com/content/grammar-rules/adverb/>

Reading List:

- Charlie and the Chocolate Factory by Roald Dahl.
- I, Robot by Issac Asimov.

Youtube videos :

- The movie 'ET' .