

# 4

## Unit 4: Mystery

# The Naughty Ghost

### SPECIFIC OBJECTIVES

- ▶ Making the school, home and friends fun and inviting through creative study and art-related and social activities
- ▶ Understanding the need for friendly social interaction and collaboration, integrating discipline and communication at school, at home and in various public places
- ▶ Learning to appreciate the love, work and contribution of parents, teachers, friends, peer groups and others to our experience and growth
- ▶ Learning to be creative and make things of utility and respect people who make such things
- ▶ Superstition and ignorance lead us to believe in many irrational things. It is not always ignorance or lack of education that is responsible for this; even well educated, rational people are superstitious at times. One such thing superstition or belief that people universally hold to be true is the existence of ghosts. In the present lesson, the author tells us in a humorous way not to fall prey to such things but to think things through instead. We should not blindly believe in everything we hear or what people tell us but use our own minds to think logically and rationally, because only then can we find the true explanation or solution to the mystery.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context
- ▶ Grammar: Subject-verb agreement, transitive and intransitive verbs, and the simple present tense
- ▶ Listening, understanding. Reading, speaking, pronouncing and writing correctly
- ▶ Building a vocabulary, spellings, different kind of noun endings, rhyming words, pronunciation, dictionary skills
- ▶ Explain the layout of the lessons - each Unit has two lessons, one is prose and one is poetry.

#### Fun Zone

✧ Talk about the titles: Mystery and magic. Mysteries are things for which we don't have ready answers. Life brings us several things which we cannot see or notice at once. Sometimes things are hidden and they are realised much later. Things happen to us which we believe are coincidences or miracles, good

<p>or bad. They appear to be mysteries or magical happenings. Some of these things can be very funny and sometimes they can be scary.</p> <ul style="list-style-type: none"> <li>✧ On the other hand, there are performers also who show us magic tricks, and we feel so surprised and wonderstruck. We find this to be magical because we do not see the trick being played on us.</li> <li>✧ Exercise A: Ask students to bring the materials or supply them from the school. They can work in pairs. Guide them.</li> <li>✧ Exercise B: Make groups of four. Ask students to discuss magic shows, etc. If they have not seen any, show them some on the internet. Check their discussions.</li> <li>✧ Exercise A: Ask students to bring the materials or supply them from the school. They can work in pairs. Guide them.</li> <li>✧ Exercise B: Make groups of four. Ask students to discuss magic shows etc. If they have not seen any, show them some on the Internet. Check their discussions.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Discuss the questions in class and enjoy sharing experiences and ideas about mystery and magic.</li> </ul>	<b>Get Going!</b>
<ul style="list-style-type: none"> <li>✧ Explain what a play is: It is a performance on the stage of a sequence of events that tell a story. Plays are written by a playwright, who tells us the location, time and characters of the play. This play is written by Madhulika Singh. Since different places and different time periods are to be depicted on one stage, plays are divided into scenes. [Longer plays are divided into Acts, and each Act is divided into scenes.] The scene has to be set in a particular time and place. So 'sets' are made. [Inside of a house, different rooms, streets; market, outdoors, parks, etc.] There is a narrator here who tells us the background. The play tells the story through the conversations of the various characters who interact with each other. Stage settings and directions, time, etc., are provided in the text, usually in italics.</li> <li>✧ The basic story is about a mystery in a town where things start vanishing. Clothes, <i>chapatis</i>, fruits and other things begin to vanish. Everyone is worried and thinks there must be a ghost who steals things, because no one ever sees the thief. The narrator introduces the story that is enacted in two scenes. The first scene is in the garden of a house, and the second one in the marketplace. The second scene covers a long period of time, two days or more. It is, therefore, split into three parts, with the narrator linking the different parts.</li> </ul>	<b>Read and Enjoy</b>

	<ul style="list-style-type: none"> <li>✧ In the first scene, we are introduced to the mystery by two ladies, Mandira and Shweta, discussing the vanishing clothes. It takes place in the morning. Scene 2 shifts to the marketplace and it is afternoon. There is a small eatery on one side, a fruit seller on the opposite side and some vendors on the road. It is a scene of busy activity. Among the people, we see three people, Amar, Naman and Vishnu. Amar seems to be the owner of the eatery, as he is upset about the stolen <i>chapatis</i> and asks the other two about them. It is learned that some fruits have also been stolen, particularly bananas. Several people come to know the mystery, like Suresh and Joginder.</li> <li>✧ The second part of scene 2 takes place next morning, when Shweta and Mandira share the news that they saw a ghost. Two more women get involved and have more information, about a broken mirror. The rumour grows widely.</li> <li>✧ In the third part of scene 2, Joginder and Sumer decide to lie in wait for the ghost and catch it. They decide to trap it using two bunches of bananas as bait. They wait for a long time and in the evening, as twilight falls, the 'ghost' comes to steal the bananas. It turns out to be a big red-faced monkey! The startled monkey runs, chased by Joginder and Sumer. That is the end of the 'ghost' and all the rumours.</li> <li>✧ Give each part to a student and involve the class as onlookers, shopkeepers and vendors, customers, etc. Read the play aloud, asking the students to express the emotions and have an enjoyable enactment in class. Guide them and explain where required.</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Exercises A, B, C: Read out and explain the exercises. Do them orally first. Then ask the students to write them down in their books. It is advisable to check and assess the work individually.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>✧ Exercises A and B: Read out and explain the exercises. Do them orally first. Then ask the students to write them down in their books. It is advisable to check and assess the work individually.</li> </ul>
<b>Grammar Spot</b>	<ul style="list-style-type: none"> <li>✧ Explain what subject-verb agreement is: singular and plural nouns and the verb formations used with them. A singular noun/pronoun takes a singular verb [that ends in -s or -es]. A plural noun/pronoun (I or you) takes a plural verb [that does not end in -s or -es].</li> <li>✧ Is, has: used with singular nouns/pronouns</li> <li>✧ Are, have: used with plural nouns/pronouns</li> <li>✧ Have: always used with I and you</li> <li>✧ Verbs have -ing added when an action is continuing.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Exercise A: Explain the exercise. Do it orally first. Then ask the students to write/mark the answers in their books. Announce the answers aloud and let them check their own work.</li> <li>✧ Explain transitive verbs – verbs with objects: Transitive verbs answer the questions – who, whom or what.</li> <li>✧ Explain intransitive verbs - verbs without objects.</li> <li>✧ Use the given examples and add your own. For example: Transitive: 1. Bala flew a kite. [Verb – flew; Object – kite] 2. He gave me a book. [Verb – gave; Object 1 – me; Object 2 – book]</li> <li>✧ Exercise B: Explain the exercise. Do it orally first. Then ask the students to write/mark the answers in their books. Announce the answers aloud and let them check their own work.</li> <li>✧ Explain the simple present tense – verbs in this tense show: <ul style="list-style-type: none"> <li>(i) Action taken regularly/often [going to school/office, etc.]</li> <li>(ii) Action that shows a habit [go by bus, etc.]</li> <li>(iii) General truths [the sun rises in the east, etc.]</li> <li>(iv) Future action planned in advance [train leaves at 5 p.m., etc.]</li> </ul> </li> <li>✧ Exercise C: Explain the exercise. Do it orally first. Then ask the students to write/mark the answers in their books. Announce the answers aloud and let them check their own work.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Explain what phrasal verbs are: when a verb is used with other words like a preposition, for example, the meaning changes. Use the given examples and add your own. For example: Make – make out: to understand; makeup: to become friends again; make up: to apply something to beautify the face, etc. Wear – wear out: get tired, get depleted or deteriorate Stand – stand up: support; stand out: be prominent Call – call on: visit; call up: phone someone; call out: bring out the truth</li> <li>✧ Exercises A and B: Explain the exercises. Do them orally first. Then ask the students to write/mark the answers in their books. Announce the answers aloud and let them check their own work.</li> <li>✧ Exercise C: Explain the exercise. Do it orally first. Then ask the students to write/mark the answers in their books. Announce the answers aloud and let them check their own work.</li> </ul>	<b>Word Wise</b>
<ul style="list-style-type: none"> <li>✧ Explain what are proverbs. Read aloud the passage and explain each proverb to the students. Use your own examples too to explain what proverbs are. For example: Look before you leap. Pride comes before a fall. You can take a horse to water, but you can't make it drink. The early bird catches the worm. Slow and steady wins the race. Try, try, try again and then you will succeed. Make hay while the sun shines. The grass is always greener on the other side of the fence. All that glitters is not gold.</li> </ul>	<b>Listen and Learn</b>

	<p>✧ Exercise A: Do it orally first. Then ask the students to write/mark the answers in their books. Announce the answers aloud and let them check their own work.</p>
<b>Converse and Connect</b>	<p>✧ Exercise A: Explain the exercise and ask the students to discuss with their partners. Ask them at random to share their discussions with the class. Check their work gently.</p>
<b>Speak and Express</b>	<p>✧ Exercise A: Ask the students to think carefully about the picture. Then call out students at random to describe the scene. Check them gently.</p>
<b>Pronunciation Practice</b>	<p>✧ Exercise A: Explain the difference in pronunciation of 's' and 'sh'. Familiarise the students with the phonetic symbols. Say the words aloud and ask the class [in small groups] to follow. Use your own examples also. For example: s - say, soap, soft, smile, speak, stop, seal, sew, most, roast, just, nest, west, vest, must, rusk, rust, list, etc. Sh - sharp, short, shampoo, sheer, sheet, show, shirt, ash, wash, mash, lash, push, brash, cash, wish, rush, posh, rash, gash, dash, etc.</p>
<b>Write Well</b>	<p>✧ Exercise A: Explain the exercise and ask the students to write the letter on their own. Check and assess their work individually.</p>
<b>Dictionary Skills</b>	<p>✧ Exercise A: Ask the students to do this on their own. Check and assess their work individually.</p>
<b>AIL Activity</b>	<p>✧ Exercise A: Make groups of four. Ask the students to bring the materials or supply them from the school. Explain and guide their work. Display in class.</p>
<b>Values and Life Skills</b>	<p>✧ Exercise A: Discuss in class, using examples of common superstitions. For example, it is considered unlucky: if a cat crosses our path; if we walk under a ladder; if we spill salt; if we sneeze when starting something new; if someone calls us back when we are leaving home; if we stub our toe when we are stepping out, etc.</p> <p>✧ Discuss what the class learned from Joginder and Sumer. Have a role play, and ask for inputs from the rest of the class also.</p>