

# 4

## Unit 4: Mystery and Deception

# The Face on the Wall

### SPECIFIC OBJECTIVES

- ▶ Explain the layout of the lesson – this Unit has three lessons, two are prose and one is poetry. The answers are given separately for Lessons 4 and 5.
- ▶ Making the students understand the values of mystery and deception, in real life and in imagination, through creative, study and art-related and social activities. We are often intrigued by mysterious people and events in our lives. There is also a dark fascination for deception, which we learn about innocently through harmless magic tricks, for example, or through a deliberate and wilful action of someone to cheat us of something of value to us.
- ▶ Understanding the appeal of mystery and deception through friendly social interaction and collaboration, integrating discipline and communication.
- ▶ Learning to appreciate the values of the mystery and deception in nature, in our lives and in the lives of the people we know.
- ▶ In today's world, we are living very busy lives, tied to our schedules and routines, and not thinking of things that fascinate and intrigue us. The world is full of mystery and wonder, which we must explore, using our imagination. Deception, too, is an integral part of the world we live in. In nature, deception is used as a survival tool.
- ▶ Comprehension: Learning to read and understand the lesson or any passage and answer questions on it, including reference to the context.
- ▶ Grammar: Pronouns and their kinds; the antecedents of pronouns; Transitive and intransitive verbs; Non-finites – infinitives, gerunds and participles.
- ▶ Listening, understanding, reading, speaking, pronouncing and writing correctly.
- ▶ Building a vocabulary, spellings, unscrambling words and finding them in a word grid, pronunciation, punctuation, resume writing, dictionary skills.

✧ Discuss the question in class and let the students share their experiences.	<b>Get Going!</b>
✧ 'The Face on the Wall' by E. V. Lucas narrates the experience of a guest staying in Great Ormond Street in an old house. During one such stay, he noticed the damp walls had discoloured patches on them. One particular patch resembled a human face. The guest becomes obsessed with the face.	<b>Read and Enjoy</b>

	<ul style="list-style-type: none"> <li>✧ It is only at the end of the story, in an interesting twist that we come to know about the truth behind the story told by the guest.</li> <li>✧ Read aloud or ask the students to take turns reading the lesson. Ask them in-text questions: Where was the narrator when he told his story? How did the patch on the wall affect the narrator? Why did he follow the taxi? What happened to the patch after Mr Ormond Wall's accident? Why?</li> </ul>
<b>Read and Understand</b>	<ul style="list-style-type: none"> <li>✧ Exercises A-E: Read out and explain the exercises. Do it orally first. Then ask the students to write down the answer in their books/notebooks. It is advisable to check and assess the work individually.</li> </ul>
<b>Think and Answer</b>	<ul style="list-style-type: none"> <li>✧ Exercise A: Read out and explain the question. Do it orally first. Then ask the students to write down the answer in their notebooks. 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 pronouns are, brushing up on what has been learnt in earlier classes – they are words used in place of nouns.</li> <li>✧ Also, use the board to explain the various types of pronouns – Personal pronouns (e.g., he, they, we); Demonstrative pronouns (e.g., this, that, these); Interrogative pronouns (e.g., which, who, whose); Possessive pronouns (e.g., his, yours, ours); Distributive pronouns (e.g., each, every, everybody, everyone, either, neither); Relative pronouns (e.g., which, who, that); Reflexive/Emphasising pronouns (e.g., itself, himself, ourselves).</li> <li>✧ Use the given examples as well as your own, and ask the students to think of examples too.</li> <li>✧ Exercises A, B and C: Do these orally first and then ask the students to write down the answers in their books/notebooks.</li> <li>✧ Explain antecedents of pronouns. A noun or noun substitute that a pronoun refers to is called its antecedent. For example, in the sentence – Vinod finished his homework, 'Vinod' is the antecedent and 'his' is the pronoun.</li> <li>✧ Pronouns should agree in number, person and gender with their antecedents. If the antecedent is singular, the pronoun should be singular. If the antecedent is plural, the pronoun should be plural.</li> <li>✧ Use the examples given and your own as well to explain.</li> <li>✧ Exercise D: Discuss the exercise first and then the students can do it in class.</li> </ul>

<ul style="list-style-type: none"> <li>✧ Announce the answers aloud for A-D and let the partners check.</li> </ul>	
<ul style="list-style-type: none"> <li>✧ Exercise A: Explain the exercise and then let the students find the words from the grid. Have the partners check the work.</li> </ul>	<b>Word Wise</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Read aloud the passage twice and ask the students to do the exercise as directed. The partners can check the work.</li> </ul>	<b>Listen and Learn</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Ask pairs of students at random to enact the conversation according to their own imagination.</li> <li>✧ Guide them, if required, and ensure they speak with correct pronunciation.</li> </ul>	<b>Converse and Connect</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Read out the question and give the students time to discuss in the class. Then, ask them at random to speak. Check them gently where required.</li> </ul>	<b>Speak and Express</b>
<ul style="list-style-type: none"> <li>✧ Read out each word clearly and the students will follow. Ensure correct pronunciation.</li> </ul>	<b>Pronunciation Practice</b>
<ul style="list-style-type: none"> <li>✧ Exercise A: Read aloud the passage twice and let the students read it as well. Then let them do the exercise on their own.</li> <li>✧ The teacher can write the passage correctly punctuated on the blackboard and the students can check their work.</li> </ul>	<b>Punctuation</b>
<ul style="list-style-type: none"> <li>✧ Explain what a resume or CV (Curriculum Vitae) is and why it is important. Explain that the students too would be required to make a resume when they apply for jobs later on in life.</li> <li>✧ Describe different formats of a resume, which type is suitable for which type of professional and the information they must have.</li> <li>✧ Read out and explain the information given in the book so that the students have a clear understanding of the different aspects that need to be taken into account while making a resume.</li> <li>✧ Exercise A: Let the students make a resume on their own. Guide them in filling in the details and clarify any questions they may have.</li> </ul>	<b>Write Well</b>
<ul style="list-style-type: none"> <li>✧ Familiarise the students about Edgar Alan Poe and his major works. Poe is considered to be one of the most famous authors and poets from the 19th century. His works involve dark themes of despair, murder and mystery. His tale 'The Murders in the Rue Morgue' (1841) is said to have initiated the modern detective story. 'The Raven' (1845) is among the best-known poems in English literature. Encourage the students to read some of his works.</li> </ul>	<b>Project Work</b>

	<p>✧ Exercise A: Let the students do the project on their own as homework. It is advisable to check and assess the work individually.</p>
<p><b>AIL Activity (Experiential Learning)</b></p>	<p>✧ Exercise A: This activity can be given as homework to the students. Guide them on how or from where they can get the required information.</p>
<p><b>Values and Life Skills</b></p>	<p>✧ Exercise A: Make sure the students understand the question and the given options. Let them answer on their own. Guide them, if required.</p>