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# The Adventure of the Blue Carbuncle

## SPECIFIC OBJECTIVES

- \* Enjoying good detective and mystery stories. We all enjoy to play as detectives with good powers of observation and deduction.
- \* Listening, reading, understanding and answering the questions orally and in writing.
- \* Grammar: Verbs and their tenses - simple, continuous, perfect, perfect continuous - and their usage.
- \* Words and their meanings, usage; antonyms; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- \* Writing an interview report, dialogues for a small play; punctuation and editing.
- \* Learning to speak, converse and write correctly.

- \* Understanding and enjoying good detective and mystery stories.
- \* Learning about verbs and their tenses - and their usage.
- \* Speaking, conversing and writing correctly.

- \* Talk about: (a) Good detective and mystery fiction: Agatha Christie, Arthur Conan Doyle, J.K. Rowling; Enid Blyton, etc. (b) What is required to be a good writer of such fiction? Observation; deduction; logic, etc. (c) Why do we enjoy unravelling mysteries? (d) Which storybook characters have the students read about? [Famous Five; Five Find-Outers; Secret Seven; Harry Potter; Sherlock Holmes; Hercule Poirot; Miss Marple; Feluda stories by Satyajit Ray, etc.]
- \* Exercise A: The teacher can read out the question and ask the students to respond; if they like the stories, they can explain why; if not, they can explain why not.
- \* Exercise B: Discuss various qualities based on their own understanding - observation; deduction; clues; judging people correctly; understanding body language, etc.

- \* Read the lesson aloud or ask the students to read parts of it.
- \* Follow the story and clues carefully. Write the names of the different persons in the story on the board.

**Outcome**

**Get Set**

**Read and Enjoy**

## Read and Understand

- \* Draw connecting lines between the characters and jot down important points next to the names. Example: Sherlock Holmes–Detective; Dr Watson–His friend; Peterson–Security guard–brings the goose and hat to Holmes, etc.
  - \* Write a list of clues and ask the students to solve the case, before you reach the end of the story.
  - \* Explain what is meant by observation and deduction, etc.
  - \* Reading creates familiarisation with words.
  - \* Relate the story with examples from the daily life of the students and ask in-text questions: Are we alert about people and events at home, in school, and in our neighbourhood? Do we watch and observe who are the regular people and who are the strangers? Do we recognise odd or suspicious behaviour?
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- \* Discuss the questions in Exercises A-D and ask the students to answer orally first.
  - \* Where necessary, write the answers on the board to help them in answering questions on the text, whether oral or written.
  - \* They may then write down the answers of Exercises B-D.
  - \* HOTS: Read and discuss the questions in the class. Then ask the students to write down the answers.

## Grammar Spotlight

- \* Use the board to explain tenses of the verb.
- \* Use the given examples and also your own, and ask the students to think of examples too.
- \* Draw a timeline to show the present, past and future tenses. Under each, write the four kinds: simple, continuous, perfect and perfect continuous. Then use one verb to explain the different forms and their usage, for example: walk, give, etc.
- \* Explain each tense using the given examples and ensure that the students have understood each segment before proceeding to the next.
- \* Do Exercises A-D orally and then let the students write down the answers.
- \* Announce the answers aloud for Exercises A-D and let the partners check. Wherever students have any doubts, explain and ensure they have understood the tenses and their usage.

## Spell Well

- \* Getting to know new words.

## Word Power

- \* Learning more about antonyms.
- \* Use the given examples and your own to explain antonyms. [The following words in the exercise should be underlined: 1. ascent 2. simple 3. divide 4. appeared 5. destroy]

- \* Do Exercise A orally first, explaining each word, because some of the students may not be familiar with them.
- \* Then the students can write the correct answers in their books.
- \* Ask the students at random to read out their answers and correct them, explaining the corrections to A and let the partners check.

- \* Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
- \* The teacher can read the poem aloud or ask the students to take turns reading so they understand it well.
- \* Since this is a poem, read it two or three times and explain.
- \* Then ask the students to answer the questions orally.
- \* Check the students where necessary.

- \* Read the question out and make sure the students have understood what is required of them.
- \* Then ask pairs of students at random to enact the dialogue according to their own imagination.
- \* Correct the students regarding content and pronunciation.

- \* Read out the question and make sure the students know what is required of them.
- \* Discuss the views of the students in the class.
- \* Correct them where necessary, but encourage their imagination and listen to their suggestions.

- \* Let the students listen to the DigiDisc so that they are sure of the right way to say the words.
- \* Let the students say aloud the given words. They can try to write the phonetic spelling on the board if time permits.
- \* Use the given words and any other examples you like or doubts that the students may have.
- \* Ensure that the phonetic symbols for the sounds are understood by the students.

- \* Exercise A: Ask the students to write the interview dialogue based on the guidelines given.
- \* Let the students clarify their doubts, as they write.
- \* Exercise B: The students can do this with their partners to make it livelier. Both can write down the dialogue.
- \* Correct individual work and then select the few best ones and share them in the class.

### **Listen and Learn**

### **Converse and Connect**

### **Speak and Express**

### **Pronunciation Practice**

### **Write Well**

### Dictionary Skills

- \* Ask the students to refer to their dictionaries and find the meanings of the given words.
- \* Ask the students at random for the answers.
- \* Correct them where necessary.
- \* Making sentences orally with the words will help the students to learn the correct usage.

### Project Work

- \* Make groups of five students and ask them to prepare the dialogue, and enact the parts, memorising the dialogues if possible.
- \* Enact the scene or read it aloud with expression in class.

### Values and Life Skills

- \* Exercise A: Read aloud the sentence.
- \* Discuss it in the class and ask students what their views are.
- \* Exercise B: Read the question and link this with what they have learnt so far. Then discuss what skills they need to become good detectives.

## SPECIFIC OBJECTIVES

- \* Learning about the beauty of nature even in the heart of a city.
- \* Learning to enjoy a few moments of peace and joy in a busy street or city.
- \* Reading and reciting the poem with the correct rhythm and emphasis.
- \* Answering questions on the poem.
- \* Learning words and their meanings, spellings, pronunciation, rhymes.

## Outcome

- \* Learning some more about lyrical poetry and the joy of nature.
- \* Understanding the poem well.
- \* Learning to pronounce perfectly by reciting the poem.

## Read and Understand

- \* This is another beautiful poem by William Wordsworth. This poem describes a scene in the city of London. As the sun rises at dawn, the poet watches it come up over the silent houses and buildings, before the busy city bursts into life. The golden dawn touches everything, including the river Thames that flows through it, and Wordsworth is struck by the silence and the calm that surrounds him.
- \* We have learnt a little about Wordsworth in the previous poem. Wordsworth, along with another poet, Samuel Taylor Coleridge, wrote a collection of poems called 'Lyrical Ballads' which marked a change in the way poetry was written, sometimes with rhymed verse and sometimes like spoken words. It was also marked a change in the use of imagination as the poets allowed their minds to wander beyond what they actually saw and wrote about many things that were imagined by them. This wide use of imagination or 'romance' gave this period of writing the name of the 'Romantic Age'.
- \* This poem once again tells us how much the poet enjoys nature and how it brings him joy and peace, even in a busy city. The few moments of peace and beauty that he observes at dawn, before the hustle and bustle of the city begins, are a great treasure for him. At the same time, he appreciates the 'mighty heart' of the city of London, which continues to beat even when the city is sleeping.

- \* In this poem, the poet has personified the city of London, the Thames and the houses and structures. Once again we see how the poet in his solitude enjoys the view of dawn over the city.
- \* Read aloud and enjoy the rhythm, rhyme and meaning of the poem.
- \* Explain that the fourteen-line poem has a rhyme scheme of abba, baab, cdcdcd.
- \* Discuss the exercises and ask the students to answer them orally, before writing the answers down. Explain the context of the questions from the poem and ensure that the students understand it before they answer.
- \* Reiterate the difference between a simile, metaphor and personification.
- \* Ask them to learn the poem and recite it correctly in turns in class. Correct them where necessary.