

9

The Case of the Missing Necklace

SPECIFIC OBJECTIVES

- * Learning to be alert about our surroundings and the people around us.
- * Develop presence of mind to deal with emergency situations involving risk, danger and suspicious circumstances.
- * Learning to be gender sensitive.
- * Listening, reading, understanding and answering the questions orally and in writing.
- * Grammar: Auxiliaries and modals and their usage.
- * Words and their meanings, usage; one word for a group of words; dictionary work and pronunciation of words with correct phonetic symbols and stress.
- * Writing a notice and a poster; punctuation and editing.
- * Learning to speak, converse and write correctly.

- * Learning about suspicious persons and circumstances around us - being alert and observant.
- * Having enough presence of mind to deal with emergent situations.
- * Becoming gender sensitive.
- * Learning about auxiliaries and modals and their usage.
- * Speaking, conversing and writing correctly.

- * Talk about: (a) Recognising and observing strangers (b) Being alert about any suspicious activity, objects, etc. (c) Why do we need to be alert and observe people and circumstances surrounding us? (d) How can we help prevent crime?
- * Questions A and B: The teacher can read out the questions and ask the students to write their own choices and then discuss.

- * Read the lesson aloud or ask the students to read parts of it.
- * This lesson is about focusing on our surroundings and being alert to any unusual activity or to suspicious behaviour of people around us.
- * The lesson also touches upon gender sensitivity - about girls and boys being equally good at doing things.

Outcome

Get Set

Read and Enjoy

Read and Understand

- * Talk about Shubham's attitude towards the girls – explain gender sensitisation. There are jobs that can be done by both boys and girls – military and medical personnel, pilots, DJs, VJs, dentists, pilots, engineers, scientists, politicians, writers, teachers, administrators, entrepreneurs, industrialists, sportspersons, drivers, detectives, police personnel, divers, chefs, dress designers, journalists, etc.
- * Explain words and phrases like: breaking news; remaining clueless; helpline; a curious cat; intercom, etc.
- * Reading creates familiarisation with words.
- * Relate the daily life of the students and ask in-text questions: Have you or any member of your family been through a similar experience? If you do see something like this, what would you do?
- * Ask the boys and girls gender – sensitive questions and about gender stereotyping – girls must play with dolls; boys are sissy if they like to cook; girls throw tantrums; boys don't cry, etc. Do they laugh at students who do things differently? Why?
- * Discuss the questions in Exercises A-C and ask 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-C.
- * HOTS: Read and discuss the question in the class. Then ask the students to write down the answer.

Grammar Spotlight

- * Use the board to explain auxiliaries and modals.
- * Explain the usage of auxiliaries independently and with other verbs. Examples: Hari was a good boy. Hari was going out.
- * Similarly, explain modal auxiliaries using the given examples as well as your own. Examples: May I go out? Yes, you may go.
- * Explain how the use of modals shows different purposes – seeking or giving permission, willingness, intention, insistence, obligation, possibility, capacity, ability, wish, etc.
- * Use the given examples as well as your own, and ask the students to think of examples too.
- * Do Exercises A and B orally and then let the students write down the answers.
- * Announce the answers aloud for Exercises A and B and let the partners check.

Word Power

- * Learning about single words that can be replaced by a group of words, and word meanings.
- * Do Exercises A and B orally first, then the students can write the correct answers in their notebooks.

- * Announce the answers to Exercises A and B 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 passage aloud or ask the students to take turns reading so they understand it well.
 - * Then ask the students to answer the questions orally. They must be alert and listen carefully.
 - * Check the students where necessary.
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- * Listen to the accent, stress and intonation on the DigiDisc so that you can guide the students accordingly.
 - * Ask the students to read aloud the conversation in Exercise A and then let them share it with their partners, asking for their opinion.
 - * Correct the students regarding the content and pronunciation.
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- * Let the students look at the picture carefully.
 - * Discuss in class and ask the students to talk about the picture.
 - * Correct them where necessary, but encourage their imagination as they speak.
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- * 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. See the way they are spelt in the first column and then see the phonetic spelling and pronunciation.
 - * Differentiate the way the words are pronounced. Draw attention to the phonetic symbols.
 - * 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.
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- * Use the board to do this exercise.
 - * Call random students to correct the sentences.
 - * Once it is all written correctly on the board, ask them to write it down in their notebooks.
 - * If the exercise is done by the students on their own, then announce the corrections and let the partners check the work.

Listen and Learn

Converse and Connect

Speak and Express

Pronunciation

Punctuation

Write Well

- * Read out the questions and let the students do them on their own.
- * Exercise A: Ask the students to write the notice on their own.
- * Then ask one of the students at random to write it on the board; call for comments/corrections from the class, and guide them to write it correctly.
- * Exercise B: This can be discussed in the class and then the students can make posters on their own.
- * Display the posters in the class.

Dictionary Work

- * Use of the dictionary for Exercise A.
- * Making sentences with each word orally will help the students to understand the meanings clearly.
- * Ask the students at random to give the meanings and share with the class. Students may check their own work.

Project Work

- * Data and picture collection of one case each can be done by each student individually.
- * Discuss in groups of five in class. Focus on the important points of investigation. From that, jot down what are the important points for preventing the crime.
- * Share the project with the class.

Values and Life Skills

- * Exercise A. Read the statement aloud.
- * Discuss it in the class and ask the student their views on it.
- * Exercise B: Ask the students to discuss the matter with their parents/grandparents and neighbours.
- * What have they learnt from the lesson and from their discussions about preventive measures to avoid theft, dacoity, etc.
- * Ask them to discuss with their partners. Then, as they state their learning, jot them down on the board, and discuss.
- * Share with the class.