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Mystery and Suspense

The Adventure of the Blue Carbuncle

LEARNING 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: Pronouns – types; personal, possessive, demonstrative, interrogative, reflexive and emphatic 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.
- **Outcome:** Understanding and enjoying good detective and mystery stories.
- Learning about pronouns and their types and usage.
- Speaking, conversing and writing correctly.

<ul style="list-style-type: none"> ➤ 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. 	<p>Get Set!</p>
<ul style="list-style-type: none"> ➤ 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. ➤ 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. 	<p>Read and Enjoy</p>

	<ul style="list-style-type: none"> ➤ 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 the regular people are and who the strangers are? Do we recognise odd or suspicious behaviour?
Read and Understand	<ul style="list-style-type: none"> ➤ 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 A-D.
Think and Answer	<ul style="list-style-type: none"> ➤ Read and discuss the questions in the class. Then ask the students to write down the answers. ➤ The teacher can check each student's answer individually.
Grammar Spotlight	<ul style="list-style-type: none"> ➤ Use the board to brush up on Pronouns – their kinds: personal, possessive, demonstrative, interrogative, distributive, relative, reflexive. ➤ Use the board to explain each of them and their usage, including first, second and third person in the case of personal pronouns: use the given examples as well as your own, and ask the students to think of examples too. ➤ Do Exercise A orally and then let the students write the answers down. ➤ Explain reflexive and emphatic adjectives – the difference, using the examples given. You can add your own examples on the board. ➤ Do Exercise B orally and then ask the students to write down the answers. ➤ Explain Indefinite and distributive adjectives – using the board and the examples given. You can add your own examples on the board. ➤ Do Exercise C and then the students can write the answers down. ➤ Announce the answers aloud for Exercises A-C and let the partners check.
Spell Well	<ul style="list-style-type: none"> ➤ Getting to know new words. ➤ Learn to recognise the new words by selecting them. ➤ Learn their spellings and meanings. ➤ Brush up on the use of the dictionary whenever possible. ➤ Do Exercise A orally first. Then ask the students to write the missing letters to complete the words.
Word Power	<ul style="list-style-type: none"> ➤ Learning more about antonyms. ➤ Use the given examples and your own to explain antonyms. ➤ 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 and Learn	<ul style="list-style-type: none"> ➤ Listen to the accent, stress and intonation in the Digital Content 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.

<ul style="list-style-type: none"> ☞ 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. 	
<ul style="list-style-type: none"> ☞ 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. 	Converse and Connect
<ul style="list-style-type: none"> ☞ 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. 	Speak and Express
<ul style="list-style-type: none"> ☞ Let the students listen to the Digital Content 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. 	Pronunciation Practice
<ul style="list-style-type: none"> ☞ 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. 	Write Well
<ul style="list-style-type: none"> ☞ 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. 	Dictionary Skills
<ul style="list-style-type: none"> ☞ 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. 	Project Work/ AIL Activity
<ul style="list-style-type: none"> ☞ 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. 	Values and Life Skills