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| **Topic** | The Adventure of the Dying Detective | **Week** | 6 |

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| **Class** | VIII | **Duration** | 80 min |

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| **Learning Outcomes** | Upon completion of this lesson, students will be able to:   * Identify elements of a mystery story * Develop character sketches of protagonist and antagonist * Use apostrophe correctly to show possession, contractions and plural nouns * Use punctuation and taglines correctly in direct speech * Change direct speech to indirect speech * Use tenses correctly in reported speech * Change indirect speech to direct speech * Write a diary entry |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **Day 1**  **5 mins** | **Pre-reading:** Ask students if they know about Sherlock Holmes and whether they have read any of his stories. Which ones? Have they read other works by Sir Arthur Conan Doyle?  *Today, we are going to read ‘The Adventure of the Dying Detective’. We will first go through the elements of a mystery story. We shall then identify elements of mystery in this story.* | Prior knowledge  Murder mystery |
| **10 min** | **Elements of mystery / murder mystery:**   * ***Characters***: *Protagonist* – good character; the one trying to solve a crime. *Antagonist* – the villain/criminal. *Suspects* – people who may be involved in the crime. *Detectives*/*Investigators* – try to solve a mystery. * ***Setting*:** Location of the crime/mystery. * ***Plot:*** sequence of events: problem/puzzle to solve; something that is missing and must be investigated; a secret; an unexplained event. * ***Suspense:*** The reader does not know the solution while reading the story. * ***Clues:*** hints that help detectives/readers solve the problem. These may include objects or things people say. * ***Red herrings:*** These are false clues/distractions that mislead the detective/reader from actual clues. They do not help solve a crime, only prolong a problem. * ***Structure:*** *Introduction* – problem, characters. *Body* – working to solve the mystery. *Conclusion* – mystery is solved. | Elements of mystery  Red herrings  Characters |
| **45 min** | **Mystery of The Dying Detective**:   * Students to go through **words to know** section. * Students will read the story individually and highlight ***elements of mystery***. * Ask these questions while-reading:   + *Which clues indicate that Culverton Smith may be the villain? (malicious smile)*   + *At which point do we know that Holmes and Smith may have a problem? (Smith killing his nephew)*   + *What was Holmes’ plan? [to fake illness and arrest the culprit]*   + *Why was Culverton Smith trying to kill Sherlock Holmes? [Sherlock suspected Smith for the death of Smith’s nephew. After that, Smith sought vengeance by sending Holmes’ the box which contained the fatal disease.]*   + *Explain what Holmes means by these lines: ‘The best way of successfully acting a part is to be it.’*   + *Explain in your own words how Holmes manages to get Smith arrested.*   + *What do we know about Culverton Smith by the end of the story?* * Develop a **character sketch** of the characters of Sherlock Holmes, Dr. Watson and Culverton Smith. Make a mind-map on the board and take feedback. Students may use thesaurus. Let students note in exercise books.   **Individual work –** Ex, A1 a-g. 1 h-k to be completed after **class discussion**. | Comprehension  Clues  Characters  Villain  Elements of mystery |
| **10 mins** | **Expressions –**  The italicized words in A2 are **expressions**.  **What is that expression –** Ask students to brainstorm any expressions, figurative language or idioms that they have read. Take feedback and correct wherever necessary.  **Exposition:** expressions are groups of words or phrases used to convey a meaning. Commonly used phrases are: *pass on, get off, set up, get back to, switch on, break a promise, break the ice, make a difference, make an effort, fed up, speak up, speak of the devil, once in a blue moon.*  The difference between **expressions** and **idioms** is that idioms do not have a literal meaning. They mean something other than what is said.  Write these expressions on the board and ask students to share their responses. Students to make their own sentences using an expression.  **Individual work** – Students will use a dictionary to note responses for Ex. A2. Then, they will use the given expressions in their own sentences. Take feedback. | Expressions  Idioms  Figurative language |
| **10 mins** | **Who said that? – Reference to context –**   * Discuss these points for A3 before students attempt it individually:   + *Explain the quote*   + *What circumstances caused the person to say this?*   + *Name the person and describe the situation*   + *Is there any hidden meaning? Read between the lines.*   + *Are there any literary devices?*   **AFL** – Recall the elements of mystery story. Have students read any other book with these elements? *Who were the protagonists/antagonists? What was the crime? How was it solved?* | Reference to context |
| **Day 2**  **35 mins** | **Dictionary work –**  Students to skim through the story of Sherlock Holmes and review **words to know** section. Next, they are to make sentences from words in the word bank on page 49.  **Warm-up** – students to recall usage of apostrophe and how they are added to words. Students to make up sentences using apostrophes. Write a few on the board. | Dictionary  Thesaurus |
| **45 mins** | **Rules of apostrophe** – *[teacher may provide a sheet of these rules or show a Powerpoint. Students should note.]*   * To show possession, we add ‘s to something or someone. Rida’s book. Alina’s house. Principal’s diary. * Used in contractions, to replace omitted word. Can’t, don’t, won’t, haven’t, wouldn’t. * Numbers may be shortened by adding apostrophe. E.g. Class of ’22. Events of the ‘80s. History of the 90s. Note that we don’t add apostrophe in 80s, 90s. Apostrophes are not required after time periods or numbers. * Apostrophes are not required after abbreviations: CDs, DVDs, PPTs. * Apostrophe may be used to form the plural of letters, numbers, signs, and words referring to words. E.g. The word assassination has four s’s. * In literary texts, apostrophe is sometimes used to shorten words, replacing omitted letters. E.g. nothin’ – nothing. ‘bout – about. Somethin’ – something. N’ – and.   Students to go through the text in B1, then scan the story of Sherlock Holmes for apostrophe usage. Examples to be noted down.  Ex. B2 to be completed individually.  **Read aloud**: Practice syllable stress in Ex. B3-4 as **whole-class** activity. | Apostrophe usage  Possession  Contraction  Omission |
| **Day 3**  **5 mins** | **Starter** – check students’ prior knowledge about direct and indirect speech. Can they recall the rules?  *Instructor may provide a sheet of rules for direct and indirect speech or display them on a Powerpoint.* | Direct and indirect speech |
| **45 mins** | **Direct speech**:   * Put within inverted commas. * Starts with a capital letter. * Separated by a comma from the reporting verb (said \_\_\_\_\_\_\_\_) * Refers to the exact words that a person says.   **Indirect speech**:   * Inverted commas are not used. * The comma is not used. * If the reporting verb is in past tense, indirect speech will be in past tense. If the reported verb is in present tense, indirect speech will be in present tense. Tense is not changed for present and future tense of reported verb. Simple present tense changes to simple past; present continuous changes to past continuous. *He said, “I am ill.” He said he was ill. She asked, “What is your name?” She asked what my name was. They cried, “We are lost!” They cried that they were lost. “We have found a way out,” they screamed. They screamed that they had found a way out*. *She says, “I am very busy with office work today.” She says she is very busy with office work today.* * Question and exclamation marks are not used. * Reporting verbs are changed: say, says – said; said, said to – asked, advised, ordered, requested, commanded, etc. * Time expressions are changed: *here – there; now – then; tomorrow – the next/following day; yesterday – the day before; this morning – that morning; last week – the previous week; last month – the previous month*.   Write these examples on the board and ask students to change them to indirect speech. You can add your own examples from the classroom.   * He asked, “Where do they live?” [He asked me where they lived.] * She said, “I am leaving for Australia next week.” [She said she was leaving for Australia next week.] * They say, “We will leave tomorrow.” [They say they will leave tomorrow.]   Using the above features and table C1 on pages 50-51, students will come up with their own examples – 10 sentences and share responses. Correct wherever necessary.  Ex. C2 is to be done as a whole-class activity. Students will note answers.  Individual work – Ex. 3. Take feedback to ensure that students have understood it.  **Brainstorming activity –** C4. Responses to be shared. | Rules of direct and indirect speech  Reporting verb  Time expressions in reported speech |
| **30 mins** | **Indirect speech using cue words – Listening and speaking activity:**   * Sort students into pairs for this exercise. * Write these cue words on the board: *may, can, today, would, shall, need, last year, yesterday, last month, two years ago, next year, now, here. [Instructor can add her own].* * Ask a student in each pair to make a sentence using the cue you give. His/Her partner will change it to indirect speech. The activity should be repeated vice versa. Correct wherever required.   **AFL** – Muddiest points: is there anything that the students do not understand? | Listening and speaking activity |
| **Days 4-5**  **20 mins** | **Starter**: ask students whether any one of them writes a diary. If yes, generally about what and how often. *[Provide a sheet containing features of diary writing and a few diary samples.]*  **Features of diary writing**:   * Narrate a personal experience in first-person; * Describe personal experience. Add suitable descriptive details. Describe their feelings and emotions. * Mention date of entry * Can be written in informal/conversational style. * Write in the correct order. Sequence events by what happened first, next, etc. * Write about events that involved them or their close friends.   Discuss purpose of writing a diary. Further elucidate that a diary/journal is used to express personal feelings, let out emotions/thoughts or give vent. It may be handy if you don’t feel like you can share your feelings with another person. In that case, a diary is a useful tool to give vent. Further points can be extracted from students.  Students will review the diary samples you have provided and discuss features of diary writing. | Diary entry  Summary  Transition words |
| **60 mins** | **Summary writing:**  Explain that in their diaries, students will summarize the events in short paragraphs. Summary means condensing information and using only the main points so that they are easy to understand for the reader. Summaries are useful when you attend meetings, when you need to tell someone what someone else said or what happened during the day, etc. When you need to talk about a book you read or movie you watched, you will obviously not go line by line of what happened. You will summarize the information – the main points.  **Features of summary writing** -   * Summary is a short description of a long text. * Read the text. Break the text into sections: Underline and make a list of main points. * Paraphrase the information. Use your own words. Plagiarism is a crime! * Rather than summarizing line by line, try summarizing paragraph by paragraph. * Omit unnecessary details. * Limit to 100 words.   Write this example summary of page 43 on the board:  *Dr. Watson found out that Sherlock Holmes had been terribly sick for days. The landlady informed Dr. Watson that Holmes had less time to live. He went to visit Holmes and saw that he was in a desperate condition. He was bed-ridden, his voice was raspy and there were dark spots on his face.*  Students will note down the above sentences. Inform them that using a thesaurus is handy to avoid plagiarism.  Now, they will scan the passage and pretend they are Inspector Morton. They will make a **rough draft** to summarize the main events for diary entry. Facilitate them.  **Transition words** **exposition**: these are words that help keep the text in flow. They demonstrate the sequence of events and the relationship between words and phrases. It is important to use the right transition words based on the context of your text. Common transition words are: *also, firstly, secondly, thirdly, fourthly, fifthly, in addition, plus, furthermore, moreover, next, afterwards, as a result, resultantly, consequently, as a consequence, for example, accordingly, additionally, finally, besides, to sum up, in the end, overall, to conclude, thus, in summary, etc.*  *[Teacher could provide a sheet including table of transition words sorted into different categories, which the students may use in writing.]*  Once their rough drafts are complete, they may begin diary entry. If class time ends, this work may be continued on Day 5. |  |

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| **ASSESSMENT** | **REFLECTION** |