

## THE MYSTERY OF THE MISSING RING

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

### Learning Outcomes

- To identify the genre of the text (Mystery)
- To map the sequence of events
- To observe how the mystery unfolds

### Pre-reading

Brainstorm for what the story could be about. Students will know from the title and the

warm up, that it is a mystery / detective story. Ask them to close their books.

## READING

*Students predict, scan, map out an ending for the story*

*Group work*

Now tell them that they will have to map out the story based on the text that they will be listening to.

Draw the given grid on the board with just the heading written in each segment. Ask the groups to do likewise in the books and fill in the relevant content as they listen to the text.

Divide the class into groups.

Play the audio track from the Smart Book / Read the text.

- *I am an observant man... Then suddenly, everything became clear to me.*

Tell them that they will have to solve the mystery and provide an ending of their own. The ending should be filled in the last segment.

Let each group map out the story and read their version to the class.

<b>Characters:</b>	Salesman (narrator), Regnier the owner, a male customer, a female customer
<b>Setting:</b>	A jewellery shop
<b>Plot build-up:</b>	A customer walks into a jewellery shop and asks to see some rings. One of the rings goes missing. The man is taken into the owner's shop for a search. A girl walks into the shop and drops her paper bag. The salesman bends down to pick it up ... (Here, the students provide their own ending)
<b>Resolution:</b>	Free response

Now, direct students to open their readers and read the remaining text silently/Play the audio for the remaining text. During the course of the reading exercise, let them compare their predictive writing.

Students can discuss and note how close/different each group is to/from the story in the text. (Each group's conclusion may vary as no inputs were given for this section.)

Test their understanding of the text with the following questions:

*What does the opening sentence mean?*

(The narrator is sharp in his observations and could be the key to solving the mystery.)

*Does the speaker's job present opportunities of observing people?*

This section focuses on *assessment for learning* as it indicates to the reader that the story is set in an antique jewellery shop and the assets required to work in a jewellery shop.

(Ans: Yes, as a salesperson at a jewellery shop he can observe the different people coming into the shop.)

*How is the girl introduced in the story? What is the significance of this introduction?*

(She is inspecting something that is of no interest. / Her presence there seems to hold some other purpose.)

*'His clothes were quiet.' What does 'quiet' mean?*  
(Not loud or bold/vibrant colours)

*How does the narrator handle the situation when he notices that the ring is missing?*

*Why is he tactful in his use of words?*

(He could be wrong and he cannot afford to lose a customer)

*How is the speaker being— a. alert and careful? b. tactful?*

(Ans: a. He is being alert by calling Ms Susskind so that he has help available.  
b. He is being tactful by not blaming the man directly for taking the ring but pretending as if he has selected it for buying.)

- *Despite suspecting the man, why did the narrator deny that he knew who the thief was?*

*How and why is Mr Regnier being tactful?*

(Ans: Mr Regnier is being tactful by saying that the search is for the report for the insurance company and he only has to make sure that the ring has not got into the man's clothes. He has to be tactful because until he has clear proof, he cannot blame the man for taking the ring.)

- *What made the narrator suspect the man?*

*How do we know that Regnier's did not sell modern jewellery?*

(Ans: We know this as Regnier's is said to be an antique jewellery shop.)

*How does the earlier observation about the girl help the narrator in solving the mystery?*

(The girl was standing opposite Regnier's without any purpose. Her entry into the shop after the ring went missing, alerts the narrator.)

- *What was the narrator's observation about the man?*

### Post-reading

Let students continue to work in groups. Instruct them to make a list of the observations made by the narrator and how each observation helped in unfolding the mystery.

## GRAMMAR

## Noun clauses and adjective clauses

### Noun clauses

Write the following sentences on the board:

1. Manish expected to get a prize.
2. Manish expected that he would get a prize.

Ask students to substitute the underlined words with a single word (*rains, Harish*). Elicit from them that they perform the function of a **noun**.

Review the differences between phrases and clauses. You may give a few examples or elicit the examples from the students. Draw their attention to sentence 1.

Ask students:

*Does sentence 1 have a subject and a predicate?*

*Does sentence 2 have a subject and a predicate?*

*Can you identify the connector?*

Explain that:

A group of words which functions both as a noun and a clause is **a noun clause** and the connector joins the two parts of the sentence.

The words that introduce a noun clause in a sentence are *who, whom, whose, which, that, if, whether, what, when, where, how, why*.

### **Adjective or relative clause**

Draw the picture of a girl on the board.

Write these sentences: *She is Rita. She is my friend. She lives next door. She is a doctor.*

Ask the students to combine the four sentences using *who*.

Help them with the sentence: *My friend Rita, who lives next door, is a doctor.*

Ask students to check the sentence and find out if all the details in the four sentences have been included. How many parts / clauses does this sentence contain?

Help them to identify the main clause and underline it. *What function does the other part perform? What does it describe? Which part of the sentence does it relate to / give additional information on?*

Tell them that **an adjective / a relative clause** is a part of the sentence that describes the person or thing we are talking about. Give them a few more sentences to combine, using *who, whom, which* and *where*.

## **VOCABULARY**

## **Binomial expressions**

Write the following words with blanks on the board. Ask students to guess the words. Fill in the correct words.

1. peace and \_\_\_\_\_

2. tried and \_\_\_\_\_

3. all in \_\_\_\_\_

4. now or \_\_\_\_\_

5. more or \_\_\_\_\_

1. quiet

2. tested

3. all

4. never

5. less

Explain that

- these are fixed expressions and are called **binomial expressions**.
- they are used in pairs.
- these cannot be changed and the word order cannot be reversed either.

Brainstorm for a few more binomial expressions.

A few examples: *back and forth, ups and downs, null and void, wait and see, odds and ends*

## LISTENING

### While-listening – account

Tell students to listen to an account of how the character of Sherlock Holmes was created. Allow them time to read the questions before hearing the audio.

Play the audio track and let students do the task.

Play the recording a second time so that students check their work / fill in the details they had missed out the first time.

Review the answers.

## SPEAKING

### Questioning claims made by an author

This task can be used for *assessment as learning* as students learn to question claims made by and author after reading the given text, and even suggest alternate views. It develops the *linguistic-verbal, logical, Interpersonal intelligences*.

The class assesses the students while they communicate using the right words and expressions.

Tell students:

Good arguments are actually *critical thinking*. A good argument is backed by reasons that are supported by evidence.

Claims are statements about what is true or good or about what should be done or believed. Different people have different claims, but the important thing is to support your claims with sufficient reason. It teaches students to think independently.

Keep in mind:

- Why do you say that?
- What reason can you give me to believe that?

Encourage students to challenge the views put forth in the given paragraph.

Monitor the activity.



## WRITING

## Informal Letter

*What is an informal letter?*

An informal letter is a letter you would write to a friend, a family member, or an acquaintance.

*Why do I write an informal letter?*

- to keep in touch with family and friends
- to share information / inquire about their health and well being
- to just chat

There are five main components of an informal letter:

- Date and place on the left side of the letter
- Greeting / Salutation: Dear
- Body: Main text or message using paragraphs. Keep it chatty and friendly
- Closing: Yours lovingly / your friend
- Signature – Just your name as this is an informal letter

## DICTIONARY WORK

## Domain-specific words (crime fiction)

This task can be used for *assessment as learning*. Students guess the meanings of specific words, and take control of their learning by checking their answers with a dictionary.

*Pair work*

Tell students this is a timed activity. Allow them time to make guesses, write it down and then refer to a dictionary. Get one pair to check the answers of another pair.

You can extend the activity by asking them to make meaningful sentences with the words. Monitor the activity.

## PROJECT

This task can be used for *assessment as learning*. Students develop *logical intelligence, visual-spatial intelligence, verbal intelligence and interpersonal Intelligences*.

Tell students to follow the instructions given in the Reader. Inform them that this is a timed activity.

Appreciate creative ideas and offer your suggestions, if required. Allot a time limit for each Presentation.

## STUDENTS' BOOK ANSWER KEY

### The Mystery of the Missing Ring

#### Comprehension

A. 1. b                      2. b                      3. a                      4. b                      5. a

- B.**
1.
    - a. This was strange because there was nothing to see in the window of the undertaker's shop other than two urns.
    - b. The girl was actually waiting till it was time for her to come inside the shop and take the ring away, as per their plan.
    - c. The speaker noticed that the girl was wearing a long yellow coat with black squares on it. She had long yellow hair, no hat and shoes with low heels.
  2. The three details that the speaker noticed about the man and which helped him to solve the case were: the man's clothes were quiet, except for a bright necktie (he would normally want something more modern than what *Regnier's* sold); he was chewing gum (he used the gum to stick and hide the ring later); he was left-handed (the girl later put her hand where the left-handed man had put his hand, when she was trying to take away the ring).
  3.
    - a. The girl in the yellow coat had kept a paper packet on the counter. Her bag touched the paper and it fell off on the speaker's side of the counter. That was the 'accident'.
    - b. It was done so that the speaker would try to pick up the paper; his attention would be on it and the girl would use that opportunity to take away the flower ring.
    - c. No, the plan did not work because the speaker realised what was happening and asked the girl in the yellow coat to give him the ring which she had kept in her pocket.
  4.
    - a. The speaker said this to the girl in the yellow coat.
    - b. The listener, that is the girl, had come into the shop and asked if they would mend a brooch of little value.
    - c. If the girl had refused to stop, the speaker could have pressed the alarm, called Mr Regnier and then the police; there could have been search and questioning; and other people may also have gathered around the shop to see what was going on. All of it would have been unpleasant.
  5. This was significant because he could not have swallowed the gum. He couldn't have dropped it on the floor. There was no waste bin. He had not moved from where he was standing. So he must have put it somewhere within reach. The speaker realised that there was nowhere he could have put it, except under the edge of the counter. That's where the speaker looked for the chewing gum, and found that the ring was pressed into it.

**C.** a, d, e, h, i, j

**Grammar**

**A.** 1. AC      2. NC      3. AC      4. NC      5. AC      6. NC      7. NC

**B.** *Sample answers:*

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1. he should wear                    | 2. the magician performed the trick   |
| 3. tried to sell the stolen necklace | 4. he had kept the keys               |
| 5. I have planted the seed           | 6. has built a nest in the mango tree |

## Vocabulary

- |                   |                  |                      |
|-------------------|------------------|----------------------|
| 1. back and forth | 2. odds and ends | 3. wear and tear     |
| 4. pros and cons  | 5. ups and downs | 6. hustle and bustle |

## Listening

Listening text:

When Arthur Conan Doyle was studying medicine at the University of Edinburgh, he had a teacher named Dr Joseph Bell. Besides asking his patients questions about their aches and pains, Dr Bell also observed them very carefully. He then worked out interesting facts about each of them.

When Conan Doyle studied under Dr Bell, he was always receiving practical lessons about observing little details to deduce new facts from what he noticed. As you can imagine, such a skill is invaluable to a doctor.

Later, when Conan Doyle waited for patients in his clinic, he found himself meditating on Dr Bell's techniques and the detective stories he had read. He decided to write a detective story in which the main character would be someone with Dr Bell's power of observing and deducing. So he wrote a story called *A Study in Scarlet*, and in it appeared an amateur detective called Sherlock Holmes.

Answers:

- |                      |              |             |             |                |
|----------------------|--------------|-------------|-------------|----------------|
| 1. studying medicine | 2. teacher   | 3. patients | 4. observed | 5. facts       |
| 6. practical         | 7. details   | 8. skill    | 9. clinic   | 10. techniques |
| 11. detective story  | 12. appeared |             |             |                |

## Writing

*Sample answer:*

T-12 Eastview Housing Complex  
Bengaluru – 560010

18<sup>th</sup> May, 2022

My dear Rajveer,

Something exciting happened at our housing complex recently. A few nights ago, sometime around 2 a.m. a slight sound woke up Mr Solanki, our neighbour. He opened his eyes and saw a figure moving silently inside his room, holding his laptop. Mr Solanki was sleeping with the door of his balcony open. That, and the fact that the lights at the complex gates were not working, must have encouraged the thief.

Anyway, Mr Solanki gave a shout, and that scared the thief. He ran towards the balcony and tried to climb down as quickly as he could. He dropped the laptop on his way. It will have to be repaired—it was damaged from the fall.

The thief, whoever he was, managed to run away. The security guard of the complex had gone inside for a few minutes to use the bathroom when all this happened.

I think Mr Solanki was rather brave. If I woke up in the middle of the night and saw a strange figure in my room, I would be quite scared. What do you think?

Yours lovingly,

Arjun

## Dictionary Work

1. alibi: proof that someone was in a different place when a crime was committed, and so cannot be guilty
2. motive: reason for doing something / committing a crime
3. page-turner: an exciting book that you would want to read quickly
4. red herring: something—an idea or a fact—that takes people’s attention away from the real or more important question
5. sleuth: detective or investigator
6. thriller: book, play or film about an exciting story, often about crimes or spies
7. twist: unexpected turn of events
8. whodunnit: a detective / mystery story or play (from ‘who done it’)

## ANSWER KEY TO WORKSHEET 7

- A.** 1. NC            2. AC            3. NC            4. AC            5. NC            6. AC

**B.** *Free response*

- C.** 1. Nobel: Nobel prize; no bell: prize for having no bell  
2. four seconds: unit in time; for seconds: to have more food  
3. pointless: the pencil’s point is broken; pointless: meaningless to write with a broken pencil  
4. struck: lightning struck me; struck: became clear all of a sudden  
5. stories: tales / a lot of books with stories; stories: floors / levels of buildings  
6. tense: the grammar topic which has past tense, present tense and future tense; tense: full of anxiety and nervousness

- D.** 1. a. get rid of; do away with  
b. sophistication; small details/changes that improve something; style  
c. shocking, exciting, unusual
2. a. The speaker says that it is not correct to think that detective stories are popular only because they do not have good literary quality and many people prefer to read books that do not have great literary quality.  
b. The speaker mentions a railway guide to explain that just because a book may not be of great literary value it does not mean that it will be read with great pleasure or widely enjoyed.  
c. According to the speaker, some people think that there is no such thing as a good detective story because detective stories talk about crime and to these people, writing about a crime is almost, in a way, close to committing the crime.
3. *Sample answer:* The speaker argues that those who think detective stories are popular only because they do not have great literary value are wrong. Many well-written books are popular and many badly written ones, unpopular. A well-written detective story would be more popular than a badly written one.

4. *Free response*



## QUESTION BANK

### The Mystery of the Missing Ring

#### A. Answer in brief.

1. What is the importance of the initial observation made by the salesman from Regnier's?

**Ans:** The salesman at Regnier's noticed a girl looking into the window of an undertaker's shop, although there was nothing other than two urns in the window. She appeared to be poor, and not in a position to make expensive purchases. He noticed that her entry into the shop was at an opportune moment, right after the disappearance of the ring.

2. How does the salesman at Regnier's handle the situation when he notices that the ring is missing? Why is he tactful in his use of words?

**Ans:** When the salesman notices that the ring is missing, he asks the customer if he has decided on buying it. He then politely requests the customer to give it to him so that he could find the right box for it. He shows this diplomacy as he could be wrong and he cannot afford to lose a customer.

#### B. Read the lines and answer the questions.

His face had gone very red and he had stopped chewing. (*The Mystery of the Missing Ring*)

- a. Whose face went red?
- b. Why did it go red?
- c. What was he chewing?

**Ans:** a. The customer's face went very red.  
b. He was asked to see if the ring was caught in his trousers.  
c. He was chewing gum.

#### C. Choose the correct answer.

*One morning, I noticed a girl looking into the window of the undertaker's shop outside Regnier's. What is the relevance of this statement?*

- a. She was inspecting something that is of no interest to her.
- b. There were only two urns that she could see in the window.
- c. It was unusual for a young girl to go to the undertaker's shop.

**Ans:** a

#### D. Answer in brief. (Think and answer)

Why was it necessary for the girl to bring the brooch for repair?

**Ans:** The girl had to bring the brooch for repair because she needed to show that she was there for a purpose. This way her entry would not arouse any suspicion and she would be able to carry on with her plan. The brooch was taken out from the paper packet which she tactfully dropped on the floor to divert the attention of the salesman.

#### E. Answer in detail. (Think and answer)

List out the observations made by the narrator that led to the discovery of the hidden ring.

**Ans:** The narrator made the following observations:

- A girl was pretending to be interested in the window of an undertaker's shop that had nothing but urns.

- The man who walked into the shop looked as if he would be interested in modern jewellery, but walked into *Regnier* which sold antique jewellery.
- The male customer was left-handed.
- The diamond-and-ruby flower ring disappeared just before he put the fourth tray on the counter.
- The customer had stopped chewing gum, which meant it was out somewhere within reach as a person cannot swallow gum.
- The next customer was the same girl who had been looking into the window of the undertaker's shop.
- The girl was pretending to be left-handed when she really was not.
- She placed her left hand just where the man had kept his.