UNIT 5

MYSTERY

SUMMARY

In this UNIT students will develop their

SECTION	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
Introduction	• Reading clues to complete a cross word puzzle	• Solving a cross- word	• Discussion individual responses		• Learning the meanings of words associated with the text
(A) Bermuda Triangle	• Consulting a dictionary • Recognizing organization of a text	• Filling in gaps to complete a short narrative • Writing a web chart • Writing an open ended question • Making a project	• Exchanging information in groups • Role-play	• Role play	• Learning words related to mystery

SUMMARY

In this UNIT students will develop their

SECTION	READING SKILLS	WRITING SKILLS	SPEAKING SKILLS	LISTENING SKILLS	VOCABULARY
(B) The Invisible Man	• Identifying main points • Analyzing interpreting, inferring, evaluating information • Selecting and extracting information	• Creative writing - Paragraph • Report completion • Writing a mystery story • Answering MCQs	• Narrating events in logical sequence • Group discussion - writing of a story		• Learning words related to suspense and mystery while describing people
(C) The Tragedy of Birlstone	• Recognizing the organization of a text • Identifying the difference in style of literature • Interpreting	• Writing an eye witness account. • Answering MCQS	• Class discussion based on the information deduced from a picture		• Learning words related to crime and tragedy
(D) Harry Potter	• Analysing inter prating and inferring information	• Completion of summary statements • Writing a film/ book revise.		• Listen to a conversation adapted from Harry Potter	

UNIT 5

MYSTERY

Introduction: Individual Work - Cross Word

A.   The Mystery of Bermuda

Across		Down	
1	Mystery	6	Clues
5	Investigate	2	solve
6	Crime-scene	3	motive
7	Detective	4	strange

A.1   Dictionary work to enhance word-attack and vocabulary skills.

A.2.   Application of word-attack skill (could be done as homework.)

(a)	Halloween	(b)	probe	(c)	abduction
(d)	vectors	(e)	ascent	(f)	rogered
(g)	crackle	(h)	erratically	(i)	phenomenon
(j)	time-warp	(k)	engulfed		

A.3.   Group work followed by class discussion.

A.4.   Individual work while students read the text.

A.5.   To read, comprehend and analyze the text. This can be done as a home task as the extracts are too long to be read in the class.

A.6   Web chart

(a)   Supernatural theories

    (i)   Presence of time warp

    (ii)   Sea monsters

    (iii)   Death rays from Atlantics

(b)   Scientific explanations

    (ii)   Unpredictable weather

    (iii)   Hurricanes

    (iv)   Formation of methane

A.7. Listening activity: Interview

Pilot: Yes, I was on board the plane & I rogered my position to the control room. But later on all of a sudden something strange happened. There was a lot of distance.

Interviewer: Did you try to contact the control room.

Pilot: I was trying to send SOS to the control room but there was just a crackle. I was surrounded by mist and cloud and something strange happened. I felt I was engulfed in a time-warp. I entered the cloud and then I stepped into the period of French Revolution.

Interviewer: You mean you travelled back in time to the French Revolution period.

Pilot: Exactly! I was perplexed.

Pilot: When I returned I tried to share it with my friends and other people, but they hardly believed me. Not exactly! I perfectly understand them. If I was in their shares I would exactly do the same.

A.8. **a)** **Prepare a questionnaire**

b) **Live interview. Encourage students to use their imagination and talk about the theories and myths they have read. The teacher can select two groups for presentation.**

A.9. **Power point presentation on the basis of research.**

B   The Invisible Man

B.1. **Individual work followed by whole class activity - Varied responses related to the theme of crime and mystery. Teacher can put up the list of words on the board.**

B.2. **Group work followed by class discussion**

B.3. **Individual work**

a.	shadows	b.	suspicious	c.	committing
d.	directly	e.	doubt	f.	chief
g.	broken	h.	arresting	i.	remain
j.	lawyer	k.	guilty	l.	court

B.4. **Individual work - creative writing. Encourage students to use their imagination.**

B.5. Loud reading as in a play - different students can read different characters.

B.6.   MCQ

     (a)   (ii)   a room with a fire and a good lock.

     (b)   (iii)   he kept his back turned towards Jimson at all times.

     (c)   (iv)   he stayed in his room and did not show his face to anyone.

     (d)   (i)   there were many robberies in the town.

     (e)   (iii)   the stranger is paying her a good amount of money for the room.

     (f)   (iii)   dishonest

B.7.   The teacher can discuss the different aspects of writing a story. Thereafter students can discuss in groups of four and complete the table before writing their own story.

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C.1.   Teacher elicits answers from the students and writes them on the board.

C.2.   Teacher has a discussion based on the questions in C2- a, b, c.

C.3.   Class discussion based on the input given.

C.4.   Part-A can be read silently by the students.

     Part -B : Two students can take the roles of Dr. Wood and Cecil Barker and read the conversation aloud.

C.5.   1a 2a 3a 4ab

C.6.   Individual work. Teacher can ask a few students to read out their account as Dr. Wood

D.1.   Listening input has to be included.

D.2.   Writing a review can be assigned as homework.