

Sequence 2:

## UNSOLVED MYSTERIES

Objectives:

1. To identify the linguistic elements that express time relations between the events mentioned in a text.
2. To infer the time relations between the events in a sentence.
3. To refute a series of hypotheses and to arrive at the corresponding conclusions.
4. To develop a research project using an outline, then searching for and selecting information.
5. To perform a radio interview by creating a dialogue and paying attention to the appropriate prosodic features.

Activities:

0. Introduction
  1. Guessing the mystery
  2. Listening for specific information ( Part I)
  3. Reading for specific information
4. Identifying temporal expressions and understanding their meaning within a text.
5. Understanding time relations – The Past Perfect
6. Completing other hypotheses then formulating your own
7. Refuting hypotheses using the facts at hand
8. Listening for specific information ( Part 2)
9. Analysing web-based information sources
10. Listening and noting down specific information, the suggesting a hypothesis
11. Watching a film clip and analysing web-based comments
12. Reading the steps in a checklist, for the Final Task
13. Asking hypothetical questions about specific mysteries
14. Choosing and researching basic facts about a mystery
15. Analysing the structure of a radio show, per section
16. Distributing roles for the Radio Show
17. Writing a draft introduction and ending to the show
18. Unscrambling question forms then reflecting on question formation
19. Writing draft questions and answers for the Radio Show
20. Checking and reviewing all the draft contents of the Radio Show
21. Writing the script
22. Rehearing and the performing the Radio Show
23. Listening and judging the radio shows using a set of assessment criteria

Production task: **Radio interview**

## 1. INTRODUCTION

This sequence deals with one of the main objectives in language teaching: the ability to engage in meaningful conversation. In order to “achieve” that goal, students will be performing a radio show or interview based on an unsolved mystery they’ll be researching.

Conversation is carried out in cooperation with others. That is, it requires at least two people who are willing to talk to each other, and who will therefore make some decisions cooperatively: they’ll establish the topic of the conversation, how and when to talk, whether to change topics, when and how to finish conversation, etc.

This is why students will be planning and performing this radio interview cooperatively. This project will require them not only to talk to each other continuously, but also to achieve the final task cooperating with each other.

Real cooperative work has the following characteristics:

- a. Student interdependence: students should be very clear about the fact that either they swim together or they drown together. Therefore, they’ll have to work together, since the final result will be everybody’s responsibility.
- b. Cooperative work requires constant dialogue among students: they’ll be required to share information, discuss ideas, make decisions, help other members of the group, etc.
- c. Cooperative work also requires that each student be responsible for his/her work, since it will affect other group member’s final performance.

This sequence will also work on temporal texts, which along with contrast-comparison texts (see previous sequence) and cause-consequence texts (see “Earthquakes and other natural disasters”) make up the main types of information texts that students will be facing in Social Sciences (in both DBH 3 and 4). This focus on temporal texts is the reason why most of the reflection on language will involve temporal expressions and the contrast between the past simple and the past perfect.

Finally, the sequence will also work on the steps or structure required by the scientific method (i.e. collecting data, stating hypotheses, drawing conclusions) since students will have to follow that thinking process in the research report at the end of the Social Science unit “Mankind shapes the earth”.

## 2. LINKS TO OTHER SUBJECTS

This sequence is linked to the first unit of DBH 3 Social Sciences “Mankind shapes the earth”.

- This sequence includes work on the comprehension and production of temporal texts, which along with contrast-comparison texts (see previous sequence) and cause-consequence texts (see “Earthquakes and other natural disasters”) make up the main types of information texts that students will be facing in Social Sciences (in both DBH 3 and 4). This focus on temporal texts is the reason why most of the reflection on

language will involve temporal expressions and the contrast between the past simple and the past perfect.

- There is also some work on the steps or structure required by the scientific method (i.e. collecting data, stating hypotheses, drawing conclusions) since students will have to follow that thinking process in the research report at the end of the Social Science unit “Mankind shapes the earth”.
- Through this school year, students will also be required to speculate and form a personal opinion on different topics, as well as refuting various sets of data. This sequence is also aimed at helping them cope with those requirements, and in that sense, it is linked to both SS units (“Mankind shapes the earth” & “One world?”).
- Since research skills are among the new SS procedures that will be stressed this school year, the English materials will involve the use of various information sources (dictionaries, internet, encyclopaedias, etc.). In this sequence, students will be using the Internet as their main information source with the help of specific activities created to guide them through that process.
- In terms of text production (oral or written) required by SS, students will be able to apply the planning and reviewing procedures and resources learnt in the English materials.

This sequence is also linked to the following “Ostadar-Euskara” unit that also includes work on radio interviews: Hitz eta pitz (DBH 1).

### 3. CONTENTS AND DIDACTIC OBJECTIVES

DIDACTIC OBJECTIVES	AK	CONTENTS		
		CONCEPTS	PROCEDURES	ATTITUDES
1. To identify the linguistic elements that express time relations between the events mentioned in a text.	A2/ C	<ul style="list-style-type: none"> <li>▪ <b>Temporal texts:</b> <ul style="list-style-type: none"> <li>○ General meaning of texts: topic, main ideas, links between ideas.</li> <li>○ Organisation of content:                             <ul style="list-style-type: none"> <li>– Temporal devices: Linkers and verb tenses</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Constructing the general meaning of the text:                             <ul style="list-style-type: none"> <li>○ Distinguishing main ideas</li> <li>○ Inferring links and hierarchy between ideas</li> </ul> </li> </ul>	
2. To infer the time relations between the events in a sentence.	A2/C	<p><i>Reflecting on language</i></p> <ul style="list-style-type: none"> <li>▪ Linkers:                             <ul style="list-style-type: none"> <li>○ Temporal</li> </ul> </li> <li>▪ Correlation between verb tenses:                             <ul style="list-style-type: none"> <li>○ Past simple, past perfect</li> </ul> </li> <li>▪ Complex sentences:                             <ul style="list-style-type: none"> <li>○ Temporal</li> </ul> </li> </ul>		
CONSTANTS:    A: COMPREHENSION A1: ORAL A2: WRITTEN		B: PRODUCTION B1: ORAL B2: WRITTEN	C: REFLECTING ON LANGUAGE	

DIDACTIC OBJECTIVES	AK	CONTENTS		
		CONCEPTS	PROCEDURES	ATTITUDES
3. To refute a series of given hypotheses and to arrive at the corresponding conclusions.  -----	A/ B	<u>Reflecting on language</u> <ul style="list-style-type: none"> <li>▪ Linkers:               <ul style="list-style-type: none"> <li>○ Consecutive</li> </ul> </li> <li>▪ Complex sentences:               <ul style="list-style-type: none"> <li>○ Conditionals</li> <li>○ Consecutive</li> </ul> </li> <li>▪ Speaker-writer's attitude:               <ul style="list-style-type: none"> <li>○ Adverbs of opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Synthesis:</b> <ul style="list-style-type: none"> <li>○ Identifying the main ideas and the key elements of the text</li> <li>○ Rewriting selected ideas</li> </ul> </li> </ul>	Autonomy  Team work
4. To develop a research project using an outline, then searching for and selecting information.  -----	A2/B2	<p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>▪ <b>Research report: structure</b> <ul style="list-style-type: none"> <li>○ Basic facts</li> <li>○ Hypotheses</li> <li>○ Conclusions</li> </ul> </li> </ul> <u>Reflecting on language</u> <ul style="list-style-type: none"> <li>▪ Linkers:               <ul style="list-style-type: none"> <li>○ Temporal</li> <li>○ Consecutive</li> </ul> </li> <li>▪ Verb tense:               <ul style="list-style-type: none"> <li>○ Past simple, past perfect</li> </ul> </li> <li>▪ Complex sentences:               <ul style="list-style-type: none"> <li>○ Temporal</li> <li>○ Conditionals</li> <li>○ Consecutive</li> </ul> </li> <li>▪ Speaker-writer's attitude:               <ul style="list-style-type: none"> <li>○ Adverbs of opinion</li> </ul> </li> </ul>	<p style="text-align: center;">-----</p> <ul style="list-style-type: none"> <li>▪ <b>Planning the text</b> <ul style="list-style-type: none"> <li>○ Choosing topic</li> <li>○ Searching for and collecting information from various sources</li> <li>○ Defining the communicative aim of the text and selecting appropriate information</li> <li>○ Organising information according to a given outline</li> </ul> </li> </ul>	Creativity
CONSTANTS:	A: COMPREHENSION A1: ORAL A2: WRITTEN	B: PRODUCTION B1: ORAL B2: WRITTEN	C: REFLECTING ON LANGUAGE	

DIDACTIC OBJECTIVES	AK	CONTENTS		
		CONCEPTS	PROCEDURES	ATTITUDES
5. To perform a radio interview by creating a dialogue and paying attention to the appropriate prosodic features.	A2 /C	<ul style="list-style-type: none"> <li>▪ <b>Radio interview</b> <ul style="list-style-type: none"> <li>○ Structure</li> <li>○ Script</li> </ul> </li> <li>▪ <u>Reflecting on language</u></li> <li>▪ Linkers: <ul style="list-style-type: none"> <li>○ Temporal</li> <li>○ Consecutive</li> </ul> </li> <li>▪ Verb tense: <ul style="list-style-type: none"> <li>○ Past simple, past perfect</li> </ul> </li> <li>▪ Simple sentences: <ul style="list-style-type: none"> <li>○ Question formation</li> </ul> </li> <li>▪ Complex sentences: <ul style="list-style-type: none"> <li>○ Temporal</li> <li>○ Conditionals</li> <li>○ Consecutive</li> </ul> </li> <li>▪ Speaker-writer's attitude: <ul style="list-style-type: none"> <li>○ Adverbs of opinion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Performing a radio interview</b> <ul style="list-style-type: none"> <li>○ Planning: <ul style="list-style-type: none"> <li>▪ Defining the communicative aim and the audience</li> <li>▪ Choosing characters</li> </ul> </li> <li>○ Textualisation <ul style="list-style-type: none"> <li>▪ Creating and organising ideas</li> </ul> </li> <li>○ Reviewing</li> <li>○ Performing</li> </ul> </li> </ul>	<p>Autonomy</p> <p>Team work</p> <p>Creativity</p>
CONSTANTS:	A: COMPREHENSION A1: ORAL A2: WRITTEN	B: PRODUCTION B1: ORAL B2: WRITTEN	C: REFLECTING ON LANGUAGE	

## 8. DESCRIPTION OF ACTIVITIES

### Cover page

The aim of the cover page, objectives and activity list is to give the students a basic idea of what they'll be studying through the sequence.

### Unsolved mysteries

### Activities

#### *Introduction*

ACTIVITY 0		INTRODUCTORY ACTIVITY			Pages 25-27
D.O.	AK A1/B1	DIFFICULTY 1	INTERACTION Whole class	EXTRA MATERIAL	

#### Specific objective:

- To introduce the sequence to the students.

#### Procedure:

- Ask students to turn to the cover page “Unsolved Mysteries” on page 25.
- Ask them what they think the unit will be about and what the final task might be about.
- Ask them if they identify any of the mysteries from the cover page: e.g. UFOs, Jack the Ripper etc and give them some time to think of some other mysteries: unexplained deaths, people missing, legends, ghosts, miracles,
- Then look at the structure of the unit with them (page 26): an introduction, different sequences of work, and a final task to retrieve the work done.
- Explain that with the work organised in such a way, we are working on certain objectives.
- Explain that the objectives provide the contents for the unit and the criteria for assessment. Show them the activity list (page 27) – but don't run through it, just show it.
- Tell students that in this sequence they'll prepare and perform a radio show called “Unsolved Mysteries” and explain the main sections of the sequence so they know what contents they'll be working on and why.

#### Comments:

- Students should also be told about the link between this sequence and SS.

ACTIVITY 1		GUESSING WHAT THE MYSTERY IS			Page 28
STEP 1.1	D.O.	AK B1	DIFFICULTY 1	INTERACTION Pairs / Whole class	EXTRA MATERIAL Internet to look for information. Teachers' extra handouts on the web.

### Specific objective:

- To introduce the sequence to the students.

### Procedure:

- Ask students if they can identify some of the pictures on page 28.
- Ask them to have a look at the pictures and to hypothesise on different aspects: what the mystery is called, when and where it happened, and what happened. Some of the squares are filled in to give some clues.
- The importance of this unit is speculation, so it's not a question of getting everything correct. That is impossible. What you want are intelligent guesses. The Bermuda Triangle, for example, must be 20<sup>th</sup> century because of the planes (and they look military. Why would 5 planes be flying in formation? Because it's wartime. And the ship in Picture 3 obviously isn't a modern one!
- Try to reach an agreement together. Elicit their answers buy modelling speculative scaffolds (*We think it might be/might have been....Maybe it was....*)
- If there is still time left in the class, ask them to confirm the details for homework, using search engines like Google. They must have the answers for the next lesson.
- Go on to the next activity (Step 2) if there is time left in the class.

### The mysteries:

1. The Bermuda Triangle: Flight 19 was the designation of five TBM Avenger torpedo bombers that disappeared on December 5, 1945, during a United States Navy-authorized overwater navigation training flight from Naval Air Station Fort Lauderdale, Florida.<sup>1</sup> Trouble of an unknown nature plagued the senior aviator designated to observe Flight 19 during this assignment; firstly with a late arrival requesting to be relieved, then later with complete confusion and irrational fears which further worsened the students' situation by mistakenly leading them away from land. All 14 airmen on the flight were lost, as well as 13 crew members of a PBM Mariner flying boat, which exploded in midair while searching for the flight. Navy investigators concluded that Flight 19 became disoriented and ditched in rough seas when the aircraft ran out of fuel, while the PBM was a victim of mechanical failure.
2. Lourdes : Our Lady of Lourdes is the name used to refer to the Marian apparition that is reported to have appeared first on 11 February 1858, when Bernadette Soubirous, a 14-year-old peasant girl from Lourdes admitted, when questioned by her mother, that she had seen a "lady" in the cave of Massabielle, about a mile from the town, while she was gathering firewood with her sister and a friend.



3. Mary Celeste: was a brigantine merchant ship famously discovered in December 1872 in the Atlantic Ocean unmanned and apparently abandoned, despite the fact that the weather was fine and her crew had been experienced and able seamen. The *Mary Celeste* was in perfect condition and still under full sail heading towards the Straits of Gibraltar. The ship had been at sea for a month and had over six months of food and water on board. The crew was never seen or heard from again, and what happened to them is often cited as the greatest maritime mystery of all time.
4. Crashed UFO: The story first appeared on 19th April 1897, and claimed that a strange airship had appeared over the town of Aurora, Texas. The craft then apparently crashed into a windmill tower and exploded. Some of the material recovered had strange hieroglyphic symbols on it.
5. Bigfoot: The Patterson-Gimlin film is a short motion picture of an unidentified subject filmed on October 20, 1967 by Roger Patterson and Robert **Gimlin** who claimed the film was a genuine recording of a Bigfoot. (See Activity 11)
6. The Loch Ness Monster: is a creature reputed to inhabit Loch Ness in the Scottish Highlands. It is the most famous of the supposed lake monsters reported throughout Scotland and elsewhere. This photo is called The "Surgeon's photo" taken in (1934), later revealed as a hoax.

Comments:

ACTIVITY 1		GUESSING WHAT THE MYSTERY IS (2)			Page 29
STEP	D.O.	AK	DIFFICULTY	INTERACTION	EXTRA MATERIAL
1.2		B1	1	Pairs / Whole class	Internet to look for information.

Specific objective:

To brainstorm more unsolved mysteries.

Procedure:

- Ask them if they know any other unsolved mystery apart from the ones worked on page 28.
- Tell them to fill in the box with as much information as they know. Tell them that it does not matter if they do not know all the details.
- Ask them to look for more details at home and add the details in the boxes.
- Share the information with your classmates and use the internet if needed to see photos and videos of the mysteries mentioned.
- They could present some of these (informally) the next class, after the definitive answers for Step 1 have been cleared up.

<b>ACTIVITY 2</b>		<b>THE MYSTERY OF ROANOKE ISLAND</b>			Page 30
<b>STEP</b>	<b>D.O.</b> 1	<b>AK</b> A1/B2	<b>DIFFICULTY</b> 2	<b>INTERACTION</b> Individual	<b>EXTRA MATERIAL</b> - Listening from the web. - Text at end of this Guide

Specific objective:

- To introduce students to both the text-type they'll be working on (i.e. radio show or interview) and also to the mystery of Roanoke Island, which is the topic of the next few activities.

Procedure:

- You'll need to photocopy the script (Part One) at the end of this guide
- Before doing the listening, write down the name of Roanoke Island and ask students to speculate on where it is and what might have happened there.
- Then, go through the handout on page 30, read the questions and ask students to listen to the radio and answer the questions.
- Put students in pairs and ask them to compare answers.
- Then, ask students to give you some facts or answers they're sure about and then move on to the most difficult or dubious ones.
- Play it again if you think it's necessary but don't give the right answers yet.
- Give out the text to pairs from the end of this guide (only Part One)
- Move around the pairs to check their work and make the necessary comments.

Key:

*Where is RI?* The coast of North Carolina (USA).  
*What happened there?* All the people from RI, the first British colony, disappeared.  
*When did it happen?* 16<sup>th</sup> century, 1584 (approx.)  
*Who realised ...?* John White. He had to leave the colony and go back to England for food; when he came back to Roanoke there was nobody there; his family was among the missing colonists.  
*What do you think?* Let students speculate based on what they know.

Comments:

- The radio show has been recorded as one single unit so you'll have to stop the cassette at the right place. The "second part" of the radio show will be used in Act. 8. (Script also at end of Guide)

<b>ACTIVITY 3</b>		<b>FACT FILE</b>			Page 31
<b>D.O.</b> 1	<b>AK</b> A2	<b>DIFFICULTY</b> 1	<b>INTERACTION</b> Individual	<b>EXTRA MATERIAL</b> Map	

Specific objective:

- To read for specific information

Procedure:

- Tell students that during the next activities they'll be learning more about this mystery and that first of all they'll be finding out more about Roanoke Island itself.
- Allow them some time to fill in the card using the information in the text.
- Elicit answers and make the necessary comments.

Key

Location: on the coast of North Carolina (USA),

Size: Roanoke Island is about 12 miles long and 3 miles wide

Natural Borders: it lies between the mainland and the barrier islands, with Albemarle Sound on its north, and Pamlico Sound on its south

Main city: Manteo

Population: 6,000

Main Economic Sector(s): Agriculture & Fishing (Primary Sector), some packing (2° sector) Tourism (3°)

Historical significance: Manteo was named after a 400 year-old Native American who assisted the original colonists when the British first arrived in Roanoke Island in the 16<sup>th</sup> century. In fact, Roanoke hosted the first British colony in the new world; a colony surrounded by a mystery that still challenges historians and archaeologists

Comments:

- It is not a well-known place so it might be a good idea to make students locate the place on a map (more or less).