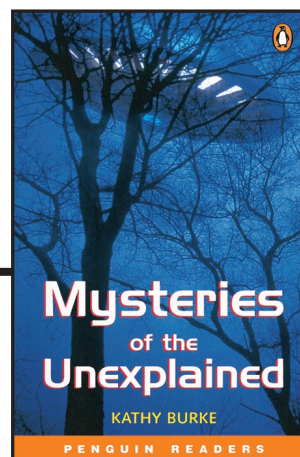


Penguin Readers Factsheets

Teacher's Notes

Mysteries of the Unexplained

by Kathy Burke



Level 3 – Pre-Intermediate
Mysteries of the Unexplained

Summary

People who live today are lucky to have a better understanding of things that happen around us, than people who lived many years ago, because science can help to explain things. We expect to know what is happening around us, on earth and even in space. This makes it more surprising when things happen for which scientists can offer no explanation. We expect to have answers to things that are strange. *Mysteries of the Unexplained* is about some of these strange things that scientists can not explain.

Mysteries of the Unexplained covers many topics: there are articles on spaceships and aliens from another world. In the chapter called 'Strange Disappearances', you can read about how people have disappeared in the Bermuda Triangle, that strange part of the Atlantic Ocean where not only people, but ships and planes disappear and no one knows how to explain what has happened. Read too about animal monsters in 'Mysterious Monsters', including the famous Scottish Loch Ness Monster. There are mysterious land animals too, which some people say they have seen, but no one knows what they are. Other people say they can not be real. Are they real or not? Who knows?

There are mysteries across time, in the chapter on Ancient Worlds, for example, there are the buildings of the Pyramids in Egypt. How were they built? They are so high and wide. There are many mysteries about the huge stones of Stonehenge in England: how were they made and why? The same question is asked of the statues on Easter Island.

People contain mysteries too: no one really knows how the mind works, and funny things can happen. Uri Geller is famous for being able to bend spoons just by thinking about them! Do you have extra sensory powers? You can find out with a quiz.

In the chapter called 'Ghosts and Past Lives' it asks: Do you believe in ghosts? Ghosts are people who, having died, are seen again. How do they come back after they have died? It is almost always at night and in the dark. If you see one you have to believe in them, but what is really happening? No one knows. There are stories of ghosts from all round the world.

There are the strange stories of people who seem to have lived more than one life. They live at different times and have memories about their other life.

Finally, in the chapter 'Earth Mysteries', there are unexplained mysteries of the earth itself. Every summer in England there are reports in the newspapers about crop circles in the farmers' fields. Who makes them and why? Rain falls all over the world, but sometimes it brings down fish, frogs and sand from thousands of miles away. It can even rain fire too.

Background and themes

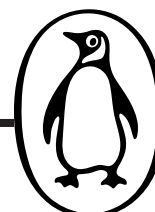
Believing: many of the things in the book (for example spaceships and ghosts) we know about because some people tell us about them. Belief can be very strong. What does it feel like to tell someone you have seen a ghost or a spaceship, or an alien, but no one believes you? It is true for you, but not for everyone? It is true for you, but is it real?

Science: science is the method by which we try and make sense of what is around us. Scientists ask questions, try and find answers then they develop theories. When science has answers it sometimes leads to more questions.

Magic: mysteries are not always frightening (monsters or aliens) or scary things, they can be interesting, (corn circles) or beautiful (Stonehenge). Is the world a more interesting place when not everything can be explained?

History: many mysteries are from many years ago, when events were not recorded. Only the stones or buildings are left. There are no history books telling us how the pyramids were built. It suggests that people who lived in those times thought very differently about the world around them. However, one day people who study history may discover what happened. Somewhere, someone may discover a record of what happened.

Life and Death: many mysteries are about our bodies and minds, about life and death and about the world around us. What happens after death for example? The pyramids were built for kings who had died, to give them an 'afterlife'. Ghosts are people who lived before and have come back to earth.



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Teacher's Notes

Communicative activities

The following teacher-led activities cover the same sections of text as the exercises in the back of the Reader and supplement those exercises. Further supplementary exercises, covering shorter sections of the book, can be found on the photocopiable Student's Activities pages of this Factsheet. These are primarily for use with class Readers, and, with the exception of pair/groupwork questions, can also be used by students working alone in a self-access center.

ACTIVITIES BEFORE READING THE BOOK

- 1 What films have the students seen about outer space, ancient Egypt or monsters? For example, *The Mummy*, (Egypt) *Jaws*, (about the sea) *Close Encounters of the Third Kind*, *ET*, *X-Files* (outer space and aliens). Were they good? How real did they seem?
- 2 Looking at the Contents page, ask the class which topics interest them the most: aliens, ancient worlds, the mind, or ghosts? Make a survey on the board. Which topics can the students believe in? Which not?
- 3 Can cameras tell lies? Look at the photos on pages 3, 12, and 17 and answer the question.
- 4 Ask the class to look up the word 'supernatural'. Discuss the question: Can everything be explained by science? How important is belief in a discussion about the supernatural.

ACTIVITIES AFTER READING A SECTION

Pages 1–11

- 1 Students work in pairs. They answer the questions below.
 - (a) What are the other worlds?
 - (b) What do the letters UFO stand for?
 - (c) What is an alien?
 - (d) Where is the Bermuda Triangle?
 - (e) What is the name of the famous ghost ship?
- 2 Choose the right words to complete the sentences and make a story.
 - (a) I was walking alone with my dog at night/midday.
 - (b) Suddenly there was a bright light/spaceship.
 - (c) Some little green robots/ aliens came out of the ship.
 - (d) I ran away/went up to them.
 - (e) They took my hand/dog into the spaceship.
 - (f) Three days before/after my dog came home again.
- 3 There are three mistakes in each of the sentences below. What are they and what are the right facts?
 - (a) Socorro: Farmer Lonnie Zamora was driving to work when he saw a spaceship in the hills.
 - (b) Valensole: Policeman Maurice Masse saw three large men getting out of a machine. They pointed a gun at him.
 - (c) In 1900, two children were found. They were blue all over and ate only meat.

Pages 12–23

- 4 Students work in pairs. They answer the questions below.
 - (a) What is a loch?
 - (b) In which country is Loch Ness?
 - (c) Where does the Yeti walk?
 - (d) What does the photo on page 17 show?
 - (e) How old is Stonehenge?
 - (f) How many stone statues are there on Easter Island?

5 Students work in small groups. Each group imagines they work for a newspaper. They go to Scotland for photos of the Loch Ness monster. How do they get them? Say to them:

First you will need a boat. Do you go at night? Will you take some food that the monster might like? How will you look after yourselves if the monster is dangerous?

Pages 24–41

- 6 Students work in pairs. They answer the questions below.
 - (a) What is the name of the man who is famous because he can bend spoons?
 - (b) What is ESP?
 - (c) Why has the ghost of the Brown Lady been given this name?
 - (d) In which country do they believe in the *domovik*?
 - (e) In which country are there crop circles?
- 7 Match the part of the body with the sense.

(a) Eye	(i) taste
(b) Ear	(ii) smell
(c) Hand	(iii) sight
(d) Nose	(iv) touch
(e) Tongue	(v) hearing

ACTIVITIES AFTER READING THE BOOK

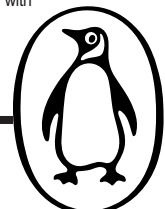
- 1 In pairs: One partner reads out the quiz questions on page 7. The partner answers 'yes' or 'no'. Then the partners change over. Count the number of 'yes's and 'no's and decide if either of you has been taken away.
- 2 There are 'hard' facts about some mysteries and 'soft' facts about others. For example, photos and stories are 'soft'. For example, hard facts about the ancient past are pyramids, because they are and there and we can see them. Eg Stonehenge and Nazca Lines are examples of 'hard' facts; Aliens, Atlantis and the yeti are soft. Divide the class into halves. Each half takes a chapter. They run through the pages in a timed exercise (say 5 minutes) and make a list of 'evidence' for their chapter. After 5 minutes write the lists on the board.

In pairs or the same groups, students talk together and then write down briefly which of the two lists, they think is the most interesting, in their opinion, and why?

Glossary

It will be useful for your students to know the following new words. They are practised in the 'Before Your Read' sections of exercises in the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

Alien (n) a person from outer space	Monster (n) a large, ugly frightening creature
Ancient (adj) very old, many centuries ago	Poltergeist (n) a ghost that moves things round and makes strange noises
Civilization (n) a society that is well organized	Power (n) control over people or events
Crop (n) a plant which is grown to be eaten	Predict (v) say that something will happen
ESP (n) short for Extra Sensory Perception, a sixth sense after taste, sight, hearing, touch and smell	Pyramid (n) Egyptian triangular building for bodies of kings
Expert (n) a person with special skills or knowledge	Squid (n) a sea animal with very long legs and a soft body
Frog (n) a small animal that lives near water and has long legs	Statue (n) an object that looks like a person, usually made of stone
Ghost (n) spirit of a dead person that someone sees or hears	Whole (n) all of something
Giant (n) a very large being	Triangle (n) a shape with three sides
Military (n,adj) the army, navy or to do with the war	UFO (n) Unidentified Flying Object

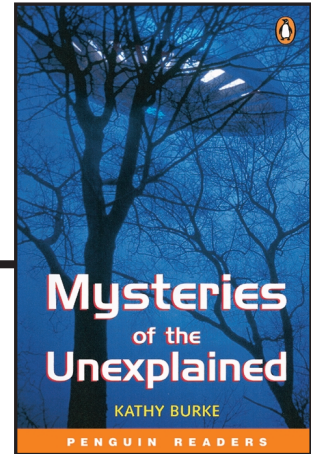


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Student's activities

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by Kathy Burke



Level 3 – Pre-Intermediate
Mysteries of the Unexplained
Photocopiable

These activities can be done alone or with one or more other students. Pair/group-only activities are marked.

ACTIVITIES BEFORE READING THE BOOK

- 1 Look at the cover. Is the photo of a real event? Write down why you think it is/isn't.
- 2 Put the following words into one of the three circles, Past, Present and Future
ghosts, pyramids, Stonehenge, crop circles, Bermuda triangle, Uri Geller, ESP, Nostradamus, dreams

ACTIVITIES WHILE READING THE BOOK

Pages 1–11

- 1 Are these sentences definitely right, possible or wrong? Put a tick, question mark or cross next to each sentence.
 - (a) People say they have seen aliens.
 - (b) There are aliens.
 - (c) Neil Armstrong and Buzz Aldrin landed on the moon.
 - (d) Mr and Mrs Trent saw a flying saucer in the sky.
 - (e) Mr and Mrs Trent took a photo of what they saw in the sky.
 - (f) The Roswell crash is about a plane crash.
 - (g) Betty and Barney Hill went into a UFO.
 - (h) The Bermuda Triangle is in the Pacific Ocean
- 2 Choose the right word to fit in the gaps.
Policeman, farmer, scientist, newspaper reporter, doctor
 - (a) The _____ looked at the body.
 - (b) The _____ was checking his fields one night.
 - (c) The _____ looked at pieces of metal from a plane crash.
 - (d) The _____ tried to find answers to their questions.
 - (e) The _____ wrote a story about the unexplained light in the sky.

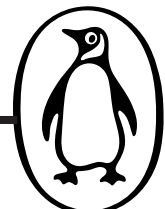
Pages 12–23

- 1 Put these sentences in the same order as the story.
 - (a) Since 1930, over 3,000 people have said they have seen the monster.
 - (b) The most famous photograph was taken in 1934.
 - (c) The first description of a monster in Loch Ness was 400 years ago.
 - (d) The first newspaper report was in 1933.
 - (e) The first colour photo came out in 1977.
- 2 Find the odd one out
 - (a) Whale, squid, lobster, crops
 - (b) Scotland, South Africa, Canada, Egypt, Belgium
 - (c) 5,000 years, 300 statues, 228 metres, 500 square metres

- (d) Great Sphinx, Atlantis, King Tutankhamen, Giza pyramids
- 3 (a) Read the dates and write them in numbers.
 - (i) Nineteen thirty-three.
 - (ii) Four hundred.
 - (iii) Three thousand.
 - (iv) Nineteen seventy-seven.
 - (v) Nineteen twenty-three.
 - (vi) Nineteen twenty-two.
 - (b) These numbers are in the text, between pages 13–15. What are they numbers of?

Pages 24–41

- 1 Find the opposites.
Machine body sky science
 - (a) Mind and _____
 - (b) Man and _____
 - (c) Earth and _____
 - (d) Art and _____
- 2 Join the beginnings (a)–(e) and ends (i)–(v) of the sentences.
 - (a) Uri Geller can
 - (b) Nostradamus was able to
 - (c) Why can some people see
 - (d) How can a man cross
 - (e) When the lady was sleeping
 - (i) a blue light came from her body.
 - (ii) the future in their dreams?
 - (iii) predict the future.
 - (iv) bend spoons.
 - (v) burning coals?
- 3 Where are they?
 - (a) Match the name and the place
David Booth, John Snell, Nostradamus, Dr Bentley, the light woman, the fire walker
France, Chicago, Poole, Pennsylvania, Pirano, Sri Lanka New York
 - (b) Which places are in
 - (i) Europe?
 - (ii) USA?
 - (iii) Italy
 - (iv) England?
 - (v) Near India?



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Student's activities

4 Make a newspaper report for the following story.

A woman is screaming. Her small child is running across the road. A car hits him. He is trapped under a wheel. She lifts the car up and saves him. What do the other people say who are watching?

ACTIVITIES AFTER READING THE BOOK

- 1 Imagine you have lived another life. You were a famous person. Who do you want to be?
- 2 In pairs, take turns to be an alien. Take the alien
 - (a) round your house and point out what is in it.
 - (b) round your college and point out what is in it.
- 3 You are in a time machine. Where will you go? What questions do you want to ask the builders about for either
 - (a) the pyramids
 - (b) Stonehenge
 - (c) Peru
- 4 Write a ghost story. You are in a dark castle at midnight. What do you see? What do you feel? What happens?

