



The Inexplicable Appearances on Nolan Island

Author **David Fernández Sifres** / Illustrations **Albertoyos** / 164 pages / Book Series **Avante, School of Detectives**

Objectives

- To encourage students to **enjoy reading stories and using their imagination.**
- To build students' confidence in **understanding a story** in English.
- To provide students with **new lexical items within the context** of a story.
- To give students the opportunity to **both read and listen to a story.**
- To encourage students to use their **deduction skills.**

Word bank

Key vocabulary

Words related to art: gallery, temporary / permanent exhibition, brush, easel, canvas

Words related to special equipment: diving helmet, suit, ladder, subaquarail

Key structures

Utterances describing actions taking place at the moment of speaking: "We are now closing the boarding hatches.", "We are now going to dive."

Modals of possibility: "it might be true that she can't stand sailing", "I suppose it could be"; "This can't be happening to me."

Tips and ideas

Before reading

- Encourage the students to look at the front cover and the title of the book and to make guesses about the story, setting and characters.
- Brainstorm the names of some islands they know - where are these islands in the world? Have they ever visited an island? How did they get there? Point out the illustration of the subaquarail and ask them to suggest what it might be.
- Encourage lower level thinking skills by asking your students what they remember about the characters from Avante, and higher level skills by asking them to imagine more about their backgrounds and the relationships within the group.

During reading

- Give small groups of students a character - Mr. Rawson, Armand, etc., or the museum or the island itself - and get them to note down any information they learn as the story progresses, to share at the end of the reading.
- After every couple of chapters, have a short whole-class discussion about the lies, clues and mysteries encountered by Nautilus.

- Use a visual organiser such as a timeline to help students with the flashbacks at the beginning of the book, so they are clear about what is happening and when.

After reading

- Review the information the groups have gathered during the reading and complete with suggestions and ideas volunteered by other students. They can write a summary sentence for their focal point, or a fact file, depending on their skills. Give model fact files or sentence starters to guide their writing.
- Ask individuals, then pairs, then the whole class to list the clues which led Nautilus to discover the mystery of the appearances.
- Pick out the sentence from Chapter 14, 'Like in football,' said Ciro. 'If one player scores a goal, the entire team wins.' As a whole group, ask your students what they understand by this and if they agree.
- Divide the class into three and give each group a character - Armand, Jacob or Martha. Get them to draw up a profile of each and to describe their role in the "appearances". What does each of them do? (You can work with the outcome in the Theatre activity).

Teacher support activities

Great Games: Kim's Game

The Anglo-Indian author Rudyard Kipling wrote a story called "Kim" in 1901, about a boy who was taught to be a spy. One of the games his instructor made him play has since become a popular game, played by scouts, soldiers and at children's parties. The game trains the power of observation - a useful skill for a detective!

In the original story, Kim was shown a tray covered with jewels, or different objects or photos of different people. The tray was then covered and he had to make a list of everything he could remember of the contents of the tray.

- Put 10/15 random objects on a tray and cover with a cloth.
- Display the objects to the class for 1 minute then cover them again.
- Students write lists (or draw if they don't know the name in English!) of what they remember and the winner is the first person to remember the full list.

If your class is too large for students to see objects on a tray, simply project an image of 10/15 random objects on a single slide, and flash it up for a minute.

CLIL Link: Escape

Ask small groups to put the word "escape" in their search engine and find different uses of the word.

e.g.

- The etymology of the word (ex-capra from Latin, similar words in other languages)
- Escape artists (Houdini, David Blaine)
- Prison escapes (Alcatraz, El Chapo, Fortnite)
- Escape rooms, breakouts
- Esc key on computer keyboards
- Song lyrics ("I want to break free", Queen)

Get them to choose one and make a small poster or infographic of their findings to display and explain it to the rest of the class, for example as a Gallery Walk activity.

English Theatre: The Inexplicable Appearances

Using the ideas gathered in the post-reading activity, divide the class into groups of 4 - Armand, Jacob, Martha and a narrator - and ask them to act out exactly how the "robberies" took place.

- What did each character do (mime) and say (short utterances)?
- What did they do first, next, after that (the narrator can signpost the order of events)?

Either film each group and watch the performances as a whole class, or ask each group in turn to come to the front of the class and act out their "take" on the procedure.

Put together a class rubric for evaluating the performances, eliciting, for example, intonation, clarity of speech, body language and the quality of the ideas. Ask the rest of the class to give points to their peers as they watch the performances.