

Mystery and Suspense

key stage 3

Aims and Objectives

This is a short unit which aims to explore the elements of a traditional mystery story using pre 19th Century texts and create a traditional mystery story which builds up suspense. It can be developed using modern mystery stories, readily available in any stock cupboard or library! Another good source of resources is the internet (sites such as mysterynet.com and thecase.com) where entire texts are available for downloading and various activities can be found.

1. Introduction : A Tale of Terror	Resources
<ul style="list-style-type: none">▪ Read the first page of the story. Produce a flow diagram of events so far on the board.▪ Predictions exercise: pairs suggest possible endings by extending the flow diagram.▪ Read the rest of the story and compare versions. Introduce the narrator – what has happened? How do we know? Discuss cliff-hanger endings and suspense.▪ Focus on suspense by asking small groups to prepare a reading of the story, stopping at points which will leave the listeners in suspense. Feedback. Where did you pause? Why?▪ Ask students to complete the story themselves.	<ul style="list-style-type: none">▪ <i>A TALE OF TERROR</i>▪ (+ DIFFERENTIATED VERSION) <p data-bbox="1203 837 1503 884">Outcomes</p> <ul style="list-style-type: none">▪ flow diagrams▪ group reading▪ complete the story
2. Sherlock Holmes: The Speckled Band	Resources
<ul style="list-style-type: none">▪ Read the story as a class▪ During reading, ask students to make a list of clues and suspects (red herrings) examples of clues may include - whistle, clanging sound, the speckled band, match and matchbox, ventilator, rope, saucer of milk, bed fastened to floor. examples of suspects may include - Dr Grimesby, gypsies, housekeeper, baboon, cheetah▪ Feedback▪ Introduce the idea of ‘a story within a story’ which forms the centre of the tale.▪ Focus on building up suspense by looking at Miss Stoner’s speech in detail, particularly the noises she describes. Ask class to highlight / identify the various noises in the speech. This could be reinforced by a dramatic group reading of this section for a radio programme, using pauses, intonation, sound effects etc.	<ul style="list-style-type: none">▪ <i>The Speckled Band</i>▪ <i>MISS STONER’S SPEECH</i> <p data-bbox="1203 1514 1503 1561">Outcomes</p> <ul style="list-style-type: none">▪ clues and suspects lists▪ dramatic reading for radio

3. Write a mystery story!

- Recap elements of a mystery story
- Use *MYSTERY STORY* to focus on careful and detailed planning and drafting
- Write the story!

Resources

- *MYSTERY STORY*

Outcomes

- **A mystery story**