

2

It's a mystery

Unit objectives

To make deductions and guesses based on present evidence; to talk about using our senses

Target language: *It may be a piano. He must be a painter.*

It looks old. It sounds like a musical instrument.

Grammar: modals of deduction: present tense; *It looks/feels/smells/tastes/sounds + adjective or like + noun*

Materials: several pictures of classroom objects taken from unusual angles or close-up, transferred to the computer if possible; a selection of objects from your home that pupils can use to make deductions about you and your life: a book of recipes, a family picture, a pair of old worn trainers, a TV remote control, a needle and thread ...

Lesson 1

Grammar start Pupil's Book, pages 10–11

Warm up

- Write on the board the names of some musical instruments, with the vowels removed: *drms / gtr / sxphn / flt / rcrdr / trmbn*. Pupils have two minutes to see how many musical instruments they can write by adding vowels (*drums / guitar / saxophone / flute / recorder / trombone*). Drill to correct any pronunciation problems.

1  Read and label the picture with the underlined words.

- Pupils look at the picture and discuss what they can see.
- Ask pupils to read the dialogue and decide where the children are, what they are discussing and what problem they have. If necessary, play Track 4 for additional support while pupils follow in their books.
- Invite answers from the class (*in an art gallery, a picture, what's in the picture*).
- Pupils read the dialogue again (or play Track 4 again if you prefer) and label the picture with the underlined words.
- Check answers. Ask: *Do you like the painting. Why / why not?*

 Track 4

See Pupil's Book, page 10, activity 1

Answers

- | | |
|--------------|--------------|
| a keyboard | c headphones |
| b microphone | d guitar |

2 Read and complete the grammar box.

- Pupils look at the dialogue again and find examples where the speakers are not sure about what they are looking at. Invite volunteers to read out sentences from the text which contain *may*, *might* or *could*: *It may be a piano. Ask: Are you sure what the instrument is? (no) What word tells us this? (may)*. Repeat for the other sentences using *might* and *could*.
- Pupils look again at the dialogue and find examples where they are more certain about what they can see. Volunteers read out sentences from the text which contain *must* and *can't*: *The black and white stripes must be a keyboard. Ask: Are you sure what the instrument is? (yes) What word tells us this? (must)*. Repeat for the other sentences using *can't*.
- Ask pupils why they are not sure sometimes, but are more sure other times (because there is less evidence sometimes, and better evidence other times).
- Read out the introduction to the grammar box and elicit what the speakers in activity 1 are doing in the dialogue (making deductions, guessing).
- Volunteers read out the sentences in the grammar box. Each time ask pupils: *How probable is it? 1 per cent? 50 per cent? 99 per cent?*
- Elicit what comes after the modals (infinitive verb). Ask if we can use other verbs or just *be* (all verbs are possible) and if we can use other subjects or just *it* (all subjects are possible to talk about all people and things).

Answers

could, not

In many languages, the equivalent verbs to English modal verbs are inflected – they change according to the person. Modal verbs in English do not change, but sometimes pupils try to apply knowledge of the 3rd person *s* to modal verbs. This sentence may help pupils to learn this: *Modal verbs should never, can never, will never change!*

3 Circle the correct option. If both are possible, circle both.

- Draw attention to the sample answer. Elicit why *must be* is the correct answer (the speaker is sure they are flowers – they have petals).
- Pupils complete the activity individually.
- Read out the next sentence. Pupils raise their hands when you read the option they chose. This way, you get a good impression of how well the class has grasped the concept.
- Invite volunteers to read out the rest of the sentences and the other pupils raise their hand for the option they chose. Confirm the answer each time.

Answers

- | | |
|---------------------------|-----------------------------------|
| a must be | f could be, might be |
| b could be | g may not be, might not be |
| c could be, may be | h could be |
| d could be | i can't be |
| e may not | |

EXTRA ACTIVITY Pupils role-play the dialogue – first with the dialogue in front of them, and then with the dialogue covered and just the picture visible. Point out to pupils that they don't have to remember the exact words, but encourage them to try and include similar ideas using the modal verbs.

EXTENSION Show pupils your pictures (see Materials). Do this on a projector if possible. For each picture, encourage pupils to make deductions or guess what the objects are. Invite some suggestions and encourage the use of the target language (*It may be a radiator. It can't be a musical instrument!*).

Lesson 2

Grammar practice Pupil's Book, pages 12–13

Warm up

- Ask pupils: *What's this?* Mime playing a musical instrument (one from Pupil's Book page 10). When pupils raise their hand to answer, ask them *Are you sure?* and encourage them to phrase their answer using a modal verb of deduction. Pupils can now take over the miming. If you have a small group, this can be done in open class. If you have a larger group, divide pupils into smaller groups and pupils mime playing a musical instrument one at a time while the others guess. Monitor and encourage the use of modals.

1 Listen and circle the things that support the deductions.

- Pupils look at the picture and name all the things they can see. Use the picture to introduce or check the words *painting, portrait, hole, successful, skyscraper, shelf*.
- Explain that pupils will hear two people talking about the picture and the man, and that they are making deductions and guesses about him, using different parts of the picture as evidence. Play Track 5 and pause as soon as you come to *he has paint on his hands*. Ask: *What is the evidence? (paint on his hands)*. Draw attention to the circle around his hands in the picture. Play the rest of the track and ask pupils to circle all the things mentioned in the dialogue.
- Play Track 5 again if necessary.
- Volunteers raise their hand to say items that they circled in the picture. Ask the rest of the class if they agree.

Track 5

A: *What job do you think this man does?*

B: *He must be a painter. He has paint on his hands.*

A: *Oh yes. He must be an artist.*

B: *How do you know he's an artist? He might paint and decorate houses.*

A: *Look at the painting on the right. It's a face. He's painting a portrait so he must be an artist.*

B: *Hmm. Do you think he's a successful artist?*

A: *No. Look at the room. Look at the sofa. It's old and broken. And look at his sweater. It has holes in it. He can't be successful. He can't have much money.*

B: *What else?*

A: *Well, he obviously lives in a city.*

B: *How do you know that?*

A: *Easy! Look at the window. There are skyscrapers. He must live in New York!*

B: *Why do you say that? He might not live in New York! Lots of other cities have skyscrapers. He could live in London, Singapore, Buenos Aires, Tokyo ... He might live in any big city in the world.*

A: *OK, I agree. But he must love Picasso. That's for sure.*

B: *Picasso? Why?*

A: *Look at all those books on the shelf. Every one is about Picasso!*

Answers

Circled: paint on hands, painting in corner, the face in the painting, broken sofa, holes in sweater, skyscrapers seen through window, books on shelf

2 Listen again and complete the deductions.

- Read out the first sentence and elicit how sure pupils are that the man is a painter (very sure, 99 per cent).
- Divide the class into pairs. Play Track 5 for pupils to complete the deductions.
- Invite volunteers to say an answer each for the rest of the class to check and correct as necessary.

MIXED ABILITY If pupils need more support, write the options on the board: *must* x 3, *can't* x 1, *may not/might not* x 1, *may/might/could* x 1. With this, they can eliminate some possibilities and have fewer obstacles. Encourage more confident pupils to try to make other deductions about the man and the house by giving some prompts: *What's his favourite colour? / Is he rich? / Does he eat a lot? / Does he smoke?* Encourage them to use their imagination and logic.

Answers

- | | |
|----------------|----------------------------|
| a must | d may not/might not |
| b must | e may/might/could |
| c can't | f must |

3 Look and complete with affirmative or negative deductions.



This activity promotes thinking skills by getting pupils to consider evidence and infer information in order to make deductions about a person.

- Pupils look at the picture and make some deductions about the woman and her home. For now, do not confirm any of the deductions, but encourage the use of modals and ask pupils to justify their deductions.
- Draw attention to the first sentence. Ask why the answer is *could be* (the speaker isn't completely sure, because many people have pianos but are not professional musicians).
- Pupils complete the activity individually. Divide the class into pairs to compare answers.
- Invite volunteers to read out a sentence each. The rest of the class agrees or corrects as necessary.

Answers

- a** could be
- b** may not/might not play
- c** must play
- d** must enjoy
- e** can't live
- f** may/might/could have
- g** may/might/could belong



Praise pupils for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

4 Complete with a modal and suitable verb.

- Pupils look at the pictures. They cover the text and call out words they think will be in the dialogue. Write ten of their suggestions on the board. Pupils read quickly through the text and see if they were correct.
- Draw attention to the first sentence. Ask why the answer is *must be* (the speaker is sure because the pictures are good).
- Pupils do the activity individually. Check answers as a class.

Answers

- a** must be
- b** must play
- c** might not/may not play
- d** can't be
- e** might/may/could be
- f** might not/may not be
- g** might/may/could be

MIXED ABILITY If pupils need more support, write the modals and verbs on the board for them to choose from. More confident pupils who finish faster can try to make deductions about the other things in the picture.

5 Work with a partner. Make five deductions and give reasons.

- Draw attention to the first sentence. What information does it give? (the deduction and a reason).
- Divide the class into pairs. Pupils work together to make more deductions about Jane and write sentences with the deduction and the reason.

EXTRA ACTIVITY Pupils compare with another pair and see if they have the same ideas. They report back to the class at the end. What did they agree on? What different ideas did they have?

EXTENSION Ask pupils to imagine that the police have found a bag on a bus and want to return it to the owner. They think of five items that could be inside the bag which might help the police discover something about the owner. They draw the items on a separate piece of paper and pass it to a partner to write deductions. Write prompts on the board to help pupils who need a little more support, such as something to indicate their profession (a stethoscope), a hobby (a set of paintbrushes), a place they have been to recently (a cinema ticket), something they like (a CD by a particular band), an animal they have (a dog lead) ...



Praise pupils for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

Lesson 3

Grammar goal Pupil's Book, pages 14–15

Warm up

- Use a selection of personal objects (see Materials). Show each one to pupils and help them make deductions about the person the objects belong to. For example, a book of recipes could lead to the deduction: *This person must like cooking* and the running shoes: *This person might do a lot of exercise*. Then see if pupils can guess that the person is you!

1 Read the dialogue. What are they looking at?

- Pupils look at the picture and guess what it might be. They read the dialogue and confirm their guesses (*a rattle – a percussion instrument*).
- Ask: *How did the girl and the boy make their guesses about the object?* (from what they felt, saw and heard – their senses) *What verbs indicate this?* (*feels, looks, sounds*) *What senses didn't they use?* (*taste and smell*).

Grammar box

- Invite a volunteer to read out the information in the grammar box.
- Ask what comes after the sense verbs in the dialogue (*feels + adjective, looks + like + noun, sounds + like + noun*).

- Check the meaning of the sense verbs: *What verb do you use for something you can see?* (*look*) *For something you can hear?* (*sound*) *For something you can touch?* (*feel*) *For something you can sense with your nose?* (*smell*) *For something you can sense with your mouth or tongue?* (*taste*).
- Refer pupils to the Grammar reference, page 85, to review and consolidate the use of sense verbs.

2 Complete the sentences with the correct sense verbs.

- Draw attention to the first sentence. Elicit why *sounds* is correct (the doorbell is something we hear).
- Pupils complete the activity individually.
- Read out the second sentence, pausing for pupils to call out the correct sense verb. You can help by pointing to your ears, eyes, fingers, nose and mouth as appropriate. Continue with pupils reading out the other sentences for their classmates to complete.

Answers

- | | |
|----------|----------|
| a sounds | d looks |
| b tastes | e smells |
| c feels | f feels |

3 Complete with a sense verb. Add *like* where necessary. Listen and check.

- Pupils look at the pictures of the objects and say which sense verb they think is the best for talking about each one. Accept any reasonable answer, though if a pupil gives a very unusual answer, e.g. *taste* for a *ukulele*, it may indicate a misunderstanding of the verb and need correction.
- Draw attention to the sample answer. Elicit why *feels* and *looks like* are correct (*feels* because the adjective *hard* has to do with *touch*, *looks* because we're talking about its appearance and *like* because it's followed by a noun).
- Divide the class into pairs. Pupils work together to complete the sentences.
- Invite pupils to the board to write the complete sentences. Ask for agreement and elicit any corrections necessary.
- Play Track 6 for pupils to check their answers.

 Track 6

- a It feels hard. It looks like a snail.
- b It tastes sour. It looks like a lemon.
- c It sounds like the sea. It looks colourful.
- d It looks like a small guitar. It sounds beautiful.
- e It tastes sweet. It looks soft.
- f It smells like grass. It feels like a feather.

Answers

- | | |
|-----------------------|----------------------------|
| a feels / looks like | d looks like / sounds |
| b tastes / looks like | e tastes / looks |
| c sounds like / looks | f smells like / feels like |

4 Choose four objects. Write two sentences to describe each. Use some of the adjectives in the box.



This activity promotes lifelong learning by encouraging pupils to use all their senses to be able to describe something fully and expressively.

- Pupils look at the pictures and name the objects. Ask pupils to name something which the adjectives in the word box can describe. Accept all reasonable suggestions: *hard – a desk, soft – a jumper, cold – ice, smooth – our skin, rough – a rock, salty – sea water, wet – rain, expensive – a computer, loud – rock music.*
- Draw attention to the sample answers. Ask what they think is being described (*the perfume*).
- Pupils write two sentences for each object they choose – one using an adjective, the other from their own imagination. Remind pupils to use *like* before nouns.

MIXED ABILITY For this challenging activity, you may want to pair pupils so that those needing more support have a more confident pupil to guide them.

5 Read your descriptions to a partner. Can they guess the object?

- Divide the class into pairs. Pupils read their descriptions to a partner (or another pair if they worked in mixed ability pairs). Their partner tries to guess the object.
- Invite some pupils to read their descriptions for the whole class to guess.

EXTENSION Choose a selection of classroom objects, including any food items that may be in the class – but not ones that might fall apart! If you have a large group, you will need a selection of objects for each group, but not necessarily the same for all groups. Let pupils see all the objects. Ask one pupil to cover their eyes and choose *feel, sound or smell*. Then, depending on their choice, wave the object very fast next to their ears, pass it below their nose and tell them to smell it, or put it into their hands. If they can't guess what it is with one sense, they can choose another sense to use. They say what the object sounds, smells or feels like, and then uncover their eyes to see if they were correct.



Praise pupils for their work and tell them they have now finished the unit and earned a gold medal.

Review 1

Lesson objectives

To review and consolidate target language from Units 1 and 2

Exam practice: Cambridge English: Key for Schools, Reading and Writing paper, Part 3

Language review: *Have you ever heard of Kira Salak? When did he climb it? He must be somewhere very cold.*

What does it sound like? It looks like a guitar.

Materials: pictures from the internet of unusual objects, e.g. a loom (for making cloth), a zither (middle European instrument), head calipers (for measuring people's heads)

Lesson 1

Grammar review Pupil's Book, page 16

1 Read and circle the correct words.

- Pupils look at the picture of Ranulph Fiennes and guess his profession, what he is doing and where he might be. Remind pupils that if they are not sure, they can use *may*, *might* or *could*. If they are sure, they can use *can't* or *must*.
- Draw attention to the sample answer and elicit why the answer is correct (the person speaking makes a deduction they are sure about, because of the evidence in the picture).
- Pupils do the activity individually. Divide the class into pairs to compare answers. If they have different answers, they should say why they chose their answer.
- Pupils read the dialogue around the class, one sentence each, for the class to check. Elicit the reason why answers are correct.

Answers

- | | |
|--------------------|-----------------------|
| a must be | f has explored |
| b must feel | g went |
| c may be | h crossed |
| d could be | i did he climb |
| e has been | |

2 Complete with the correct form of the verbs or a modal of deduction.

- Ask pupils if they would like to be an explorer. Why or why not? Draw attention to the picture of Kira Salak and explain that she is also an explorer.

- Pupils read activity 2 quickly without completing the blanks and decide if they would like her life. Why or why not?
- Draw attention to the first sentence. Elicit why it is the correct answer (it is a question about life experience, which uses the present perfect, often with *ever*).
- Do question i together as a class so pupils understand what to do in spaces with no verb in brackets. Point out that they can use *must*, *can't* or *might/may/could*.
- Pupils do the activity individually. Divide the class into pairs to compare answers.
- Invite volunteers to read out the complete answer each time for the class to check.

Answers

- | | |
|---------------------------|--------------------------------|
| a Have you / heard | g must |
| b has been | h can't |
| c has / gone | i could/might/may |
| d has travelled | j could/might/may/ must |
| e Has / been | |
| f crossed | |

EXTENSION Pupils write questions for Kira Salak and role-play an interview with her in pairs. Remind pupils of the use of *Have you ever ...?* for questions about her experience, and that they can use *It must/can't be ...!* for their answers to show interest: 'Have you ever travelled across the desert?' 'Yes, I have. I travelled across the desert on a camel in 1998.' 'It can't be!'

Lesson 2

Exam goal Pupil's Book, page 17

3 Complete the dialogue. What does Jack say to Elena? For each question, write the correct letter (A–H).

This activity practises Part 3 of the Reading and Writing paper from Cambridge English: Key for Schools.

- Ask pupils if they have ever seen an instrument like the one in the picture. Ask: *What is it called? Is it modern or old?* Pupils quickly read the dialogue and sentences below to confirm their answers (*It's a harpolyre. It's old.*).
- Draw attention to the sample answer. Elicit what the *B* refers to (the letter of the correct sentence from below to complete this part of the dialogue) and why it is the correct answer (*Look at this*

picture – *Wow! What is it?* is a logical sequence). Point out there are two sentences which they do not need to use.

- Pupils do the activity individually. Divide the class into pairs to compare answers. They then practise the dialogue to see if it sounds correct and logical.
- Volunteer pairs read out the dialogue for the class to check.

Answers

1 A 2 D 3 H 4 C 5 F

EXTENSION Show pupils the object pictures (see Materials). Ask if they can guess the name and the use. Tell them the answers if they can't guess. Divide the class into pairs to write a new dialogue similar to the one in activity 3 about one of the objects. Encourage them to include: *Have you ever ...? It looks/sounds (like) ...* They practise the dialogue in their pairs. Invite confident pupils to perform their dialogue for the rest of the class.

What can you do? Circle a medal.

This activity encourages pupils to reflect on their progress and achievement in the previous two units, developing learner autonomy.

- Read the three statements. Elicit the grammar pupils need to use for each one (1: present perfect *She has been to the space station* and past simple *Curiosity made an exciting discovery*. 2: modal verbs *must / may / might / could / can't*. *It might be an organ*. *He must like Picasso*. 3: *It feels smooth*. *It looks like a toy*.) Refer them to the grammar boxes if necessary.
- Pupils circle a medal for each statement according to how confident they feel about using the language correctly. For example, if they feel they still need support, they circle bronze; if they are fairly confident but need further practice, they circle silver; if they are confident and can use the language with few mistakes, they circle gold. Point out that they can refer back to their medal later and see if their evaluation has changed.
- Encourage pupils to discuss which unit and topic they liked most and which activities they enjoyed.