

Energy 4 Unit 5 It might have been ...

Teacher's Notes

Time	30–40 minutes
Interaction	Small groups
Preparation	Prepare enough bags containing 'evidence' (see below for details) to have one for each group of 4 students
Aim	To give practice of modals used for deduction about past events; to provide speaking practice through a 'detective' problem-solving game

How to make up the bags of 'evidence'

Each 'bag of evidence' should contain a range of the following items. The idea is to give students enough 'information' about the murdered person to put together a theory about who they were and what had happened to them before the murder took place. You will need to collect together this 'evidence' over a few days or weeks – you could ask the students or another class to assist you with this.

tickets (bus, train, tram) foreign coins and/or notes business cards
newspaper/magazine (or cuttings/adverts from these) appointment cards
(doctor)
receipts (food, drinks, petrol) miscellaneous objects (paper clip, blutak, pen)
maps/tourist information leaflets

Procedure

- Tell students that a murder took place last night in their town. Tell them that the victim had no identity card on them, so the students have to establish who the victim was from clues found on or near the victim. They also have to try to work out what may have happened in the hours before the murder and what can't have happened.
- Put students into small groups (between 3–6). Hold up one of the evidence bags and take out one or two objects, for example a map and a bus ticket. Ask the students to try and say what they think must/ might or can't have been the case.

For example:

*The victim must have travelled by bus recently.
He or she might have lived nearby..
He or she can't have known this town very well.
He or she might have got lost.*

You will probably need to give help when eliciting the deductive statements. Recap on meaning by asking, *Are we sure it happened? Are we sure it wasn't true?*

- Give each student their bag of evidence and set a time limit of 10–15 minutes to do the task. Monitor and assist – encourage students to make lots of guesses and say what they are sure is true and what they are uncertain about and why. Half way through the time, tell students to start making guesses about what

might/must/can't have happened in the hours before the murder if they haven't started doing this.

- Whole class stage: ask each group to appoint a spokesperson. They are going to report to the class what they have established. Tell the other students to listen and think of questions they have about the group's theories. After the presentation of the theories, the other students ask their questions, for example, *how do you know it can't have been someone from this town? They might have had a map to give to a visitor.*