

## IT'S A MYSTERY.

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**Aim:** Give Ss practice offering explanations using past modals for degrees of certainty.

**Preparation:** Make one copy of the worksheet for every S.

**Materials:** None

### Plan

- Give each S a worksheet.
- Focus Ss' attention on the pictures. Elicit information.
- As a class, brainstorm other mysteries (e.g., *The Mary Celeste*, *Atlantis*, *mental telepathy*, *the Loch Ness Monster*).

### Present

- Have groups share their findings with the class. Groups describe the mystery and the explanations. Encourage them to use degrees of certainty to express their opinions.

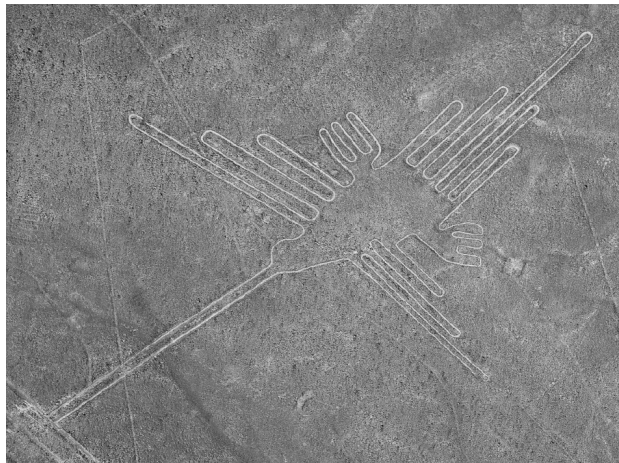
### Prepare

- Divide the class into small groups.
- Explain the task. Groups choose a mystery and research explanations. Ss can research in class if computers are available or do the research as homework.
- Ask Ss to compare their information and decide whether each explanation is almost certain, possible, or not possible.

## IT'S A MYSTERY.

### Plan

Look at the pictures. What do you know about these things? Think of other mysteries that scientists and experts have not been able to explain.



The Nazca Lines



The Bermuda Triangle

### Prepare

**GROUP WORK** Research the existing explanations for one well-known mystery. Then share the information with your group. Decide whether each explanation is almost certain, possible, or not possible.

### Present

**CLASS ACTIVITY** Describe the mystery and some explanations. Then share your opinions with the class.



Stonehenge