

Before you watch

Work with a partner. Look at the picture and discuss the questions.



- 1 What do you think it might be?
- 2 How do you think it could have been made?

While you watch**1 Introduction**

a Complete the direct questions Rebecca asks.

- 1 How
- 2 What

b Now change the questions to make indirect questions.

- 1 We'd like to know
- 2 People wonder

2 At the museum

a Complete the sentences with the correct form of the verbs in the box.

fill be want make

- 1 We think members of a prehistoric tribe it.
- 2 They to show that this was their territory.
- 3 Archaeologists think that the tribe dug trenches. They up to one metre deep.
- 4 Then they the trenches with crushed white chalk.

b What do you think? Do you agree with Sharon? Do you think there might be any other possible explanations? Discuss your ideas with a partner.

3

Pronunciation

have in *must have* / *might have* / *could have*

Listen and repeat the sentences in Exercise 2. Try to pronounce *have* in the same way as Sharon.

4

Local myths

Listen to Sharon talking about local myths. Mark the statements *T* (true) or *F* (false). Correct the false statements.

- 1 There are a few local myths about the White Horse. ☐
- 2 The horse leaves the hillside in winter. ☐
- 3 'The Manger' is a dry valley where the horse feeds. ☐
- 4 Some people think the horse belonged to a saint. ☐
- 5 Saint George killed a lion. ☐
- 6 Some people believe the horse has special powers. ☐

5

Mystical powers

a Complete the sentences with the correct answer.

- 1 Some people think the *eye* / *head* of the horse has special powers.
- 2 Flowers are left to *bring good luck* / *protect the village from evil*.
- 3 People turn around in the centre of the horse to *wish* / *get good health*.

b What do you think about the myths? Do you believe them? Do you have any local myths?

After you watch

Imagine your local town council wants to put an image on a hill near where you live. Work with a partner and design a modern-day hilltop image. How are you going to make it? Draw your design and explain it to the rest of the class.

6

The Mag: The White Horse

Programme overview

SUMMARY

In this programme the presenters of *The Mag*, Rebecca and Anand, find out about the history of the White Horse of Uffington. It is one of several white horses that can be found on hillsides in Britain. The history of these and other hillside carvings remains a mystery. To find out more about the White Horse of Uffington, there are several sites you can visit, for example: <http://www.mysteriousbritain.co.uk/majorsites/uffington.html>

LANGUAGE

This programme corresponds to Units 9 and 10 of *English in Mind* Second edition Level 3.

Grammar: Modal verbs for deduction – present and past (Units 9 and 10)
Indirect questions (Unit 10)

Pronunciation: *have* in *must have* / *might have* / *could have* (Unit 10.3)

Before you watch

Ask students to look at the photo and discuss the questions with a partner. Encourage them to use modals of deduction to say what it could/might be.
At the end of the task, ask a few pairs to feedback.

While you watch

1 Introduction

- a** Watch Section 1 and get students to complete Rebecca's direct questions.

To extend the task, ask students to guess the answers. At the end of the programme, ask them if they managed to answer the questions (there is no clear answer to either of them, which is why the horse is a mystery).

Answers 1 How did it get here? 2 What is it for?

- b** Ask students to rewrite the questions using indirect question forms.

Answers 1 how it got here 2 what it is for

2 At the museum

- a** Watch Section 2 and ask students to complete the sentences with the correct form of the verbs in the box.

Answers 1 *must have made* 2 *might have wanted*
3 *could have been* 4 *must have filled*

- b** Put students in pairs to discuss the questions. Encourage students to use modals of deduction. At the end of the task, ask a few students to feedback.

Answers Students' own answers.

3 Pronunciation

Watch Section 2 and ask students to repeat the sentences from Exercise 2.

Point out that *have* in these sentences is in the weak form.

4 Local myths

Watch Section 3 and ask students to mark the sentences true or false. Students should then correct the false sentences.

Answers 1 F (There are a lot of local myths about the White Horse.)

2 F (The horse leaves the hillside at night.) 3 T 4 T

5 F (Saint George killed a dragon.) 6 T

5 Mystical powers

- a** Watch Section 4 and get students to complete the sentences with the correct answer. To extend this task, ask students why Anand doesn't tell Rebecca his wish (because he thinks it won't come true if he does).

Answers 1 eye 2 bring good luck 3 wish

- b** Put students in pairs to discuss the questions. Encourage students to talk about their own local myths.

Answers Students' own answers.

After you watch

Tell students that your local town council wants to put an image on a hill or field near where you live. Students should design a modern-day hilltop image and decide how it will be made. It should be representative of something connected to your area. Ask students to show their completed designs to the class and explain them.