

SENSE	TITLE	TIMING
	Smell Detectives: The Invisible Story	 45 minutes
AUTHORS	KEY WORDS	LANGUAGE
Manuel Díaz	Smell, scent, odour, fragrance, aroma, perfume, stink, fresh, musty, sweet-smelling, pungent	English
LEVEL	TARGET GROUP	AGE
B1+	Secondary Students	14 - 16

COMPETENCES			
☐	Global	☒	Oral Production
☐	Oral Comprehension	☒	Written Expression
☒	Oral Expression	☒	Written Comprehension

OBJECTIVES	
COMMUNICATIVE	- Interpret information from smell clues. - Share ideas and opinions. - Build a story collaboratively. - Explain and justify ideas. - Ask and answer questions. - Present ideas orally.
FUNCTIONAL	- Describe smells, places and situations. - Express speculation (<i>might, must, can't</i>). - Give reasons and justify opinions. - Negotiate ideas in groups. - Ask for clarification. - Reflect on learning.
CULTURAL	- Respect different interpretations and opinions. - Develop creativity through storytelling. - Promote teamwork and cooperation. - Use English as a tool for communication and shared understanding.

METHODOLOGY	- Communicative Language Teaching (CLT) - Task-Based Learning (TBL) - Collaborative learning - Student-centred approach - Oral interaction and mediation
TECHNIQUES	- Group discussion - Cooperative storytelling - Scaffolding (functional language support) - Oral presentations - Peer questioning - Oral Corrective Feedback (OCFB)
RESOURCES	- Smell clue cards (printed or projected) - Student worksheet - Whiteboard
ICT TOOL	Interactive Whiteboard

DESCRIPTION OF ACTIVITIES		
Starter	5'	Activity 1 Teacher asks (whole class): "If you walk into a room and smell something strange...what is the first thing you do?" Students respond freely. Teacher writes verbs on the board: "notice, guess, associate, remember, imagine". No vocabulary explanation yet.
		Activity 2 - Smell Clue Cards Students are divided into groups of 3–4. Each group receives 4 SMELL CLUE CARDS, for example: • "A strong smell of bleach" • "Cold air mixed with wet clothes" • "Sweet vanilla and warm sugar" • "Petrol and burned rubber" Each card includes: • the smell • the place where it appears • no explanation Students must discuss: • Where could this be? • What is happening? • Who might be there? Teacher provides functional language on the board: • It might be... • It smells like... so maybe... • This could suggest that...
Salad	10'	Activity 3 - Task Each group must: 1. Connect the 4 smells 2. Create a logical sequence 3. Invent: • the place • the characters • the situation Rules: • Every smell must appear in the story • Students must use at least 5 smell adjectives • One sentence must include speculation (might / must / can't) They write a short outline, not a full text.
		Activity 4 - Mediation & Speaking Groups take turns presenting: "We think this story happens in... because it smells like..." The rest of the class listens and: • Asks one clarification question • Votes for: ○ Most logical story ○ Most original story ○ Best use of smell vocabulary Teacher reformulates language naturally (OCFB).
Main Dish	15'	
Dessert	5'	Activity 5 - Exit Ticket Students individually answer (oral or written): • Did smells help you imagine the story? Why? • Which smell was the strongest clue? Optional exit ticket: "One word I learned / used today related to smell."

ASSESSMENT

Direct observation



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ANNEXES

ANNEX 1 - SMELL CARDS

SMELL DETECTIVES – MATERIALS

PART 1. SMELL CLUE CARDS (Teacher Material)

Instructions for the teacher: Print and cut the cards, or project them on the screen. Give 4 random cards to each group. Students must not see other groups' cards.

SMELL CARD 1

Smell: Strong bleach and chemicals

Intensity: Sharp / overpowering

Associated places: Bathroom, hospital, school, laboratory

SMELL CARD 2

Smell: Warm bread and yeast

Intensity: Soft but comforting

Associated places: Bakery, kitchen, early morning street

SMELL CARD 3

Smell: Petrol and burned rubber

Intensity: Heavy and unpleasant

Associated places: Road, garage, accident site

SMELL CARD 4

Smell: Sweet vanilla and sugar

Intensity: Warm and pleasant

Associated places: Cake shop, birthday party, home

SMELL CARD 5

Smell: Wet clothes and cold air

Intensity: Weak but uncomfortable

Associated places: Basement, rainy street, abandoned house

SMELL CARD 6

Smell: Fresh grass and soil

Intensity: Clean and natural

Associated places: Park, countryside, football field

 SMELL CARD 7

Smell: Old books and dust

Intensity: Dry and nostalgic

Associated places: Library, attic, old classroom

 SMELL CARD 8

Smell: Strong perfume mixed with sweat

Intensity: Overwhelming

Associated places: Bus, club, crowded room



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ANNEX 2 - SMELL CARDS

SMELL DETECTIVES – MATERIALS

PART 2. STUDENT WORKSHEET

Smell Detectives - Group Work

Group members: _____

1. OUR SMELL CLUES

Write down the smells your group received.

Card	Smell description	Adjectives
1		
2		
3		
4		

2. WHAT COULD BE HAPPENING?

Discuss and complete:

- Possible place(s): _____
- Who might be there?: _____
- What is happening?: _____

Use these structures:

- It might be...
- It smells like... so maybe...
- This could suggest that...

3. BUILD THE STORY (Outline only)

Create a short logical sequence using all the smells.

1. First, _____
2. Then, _____
3. After that, _____
4. Finally, _____

Use at least 5 smell adjectives.

4. SPECULATION SENTENCE

Write one sentence using might / must / can't:

5. ORAL PRESENTATION NOTES

Prepare to explain your story to the class:

- Why these smells are connected.
- Which smell is the most important clue:.

ANNEX 3 -

EXIT REFLECTION (INDIVIDUAL)

Complete:

- One new word I learned today: _____
- One smell I found interesting: _____
- Today I learned that smells can... _____

Optional extension: Rewrite the story as a short paragraph (80–100 words).



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