



When you arrive at work today, there are papers all over the floor in your office.

Your wife usually finishes work at 8.00 pm. You hear her arrive home at 7.30 pm.

You're a university professor and one day none of your students come to class.

You've just noticed that your car has a dent in the side.

Your favourite mug is missing from the cupboard.

You see your friend looking very cheerful.

You're camping in a remote area and you suddenly see a light in the sky.

Your daughter has never been a very good student, but this term her marks are much better than usual.

You see a woman leaving a restaurant and then a minute later a waiter runs out and chases after her.

Your workmate used to have long hair, but this week she cut it very short.

Your neighbours are having a huge celebration, but you don't know why.

You're a detective and you couldn't find a single fingerprint at the scene of a crime.

You sent a text message to a close friend last weekend, but he still hasn't responded.

You're the editor of a newspaper. A reporter has just given you an article full of typos and other simple mistakes.

You see a man in the street dressed as a chicken.

You're home alone and sitting in the living room. You hear footsteps upstairs in the bedroom.

Your boss is listening to music loudly in her office.

Your best employee came to work two hours late.

You can't find your cat, who normally never leaves the house.

You see a young boy with his arm in a plaster.

Activity

Group work: speaking

Aim

To practise using modal verbs for speculation and deduction

Grammar

Modal verbs

Preparation

Make one photocopy of the worksheet for each group of four students. Cut up the cards.

Time

20–25 minutes

Lesson link

Unit 9, pages 130

Teaching notes

Procedure

- › Tell the students they will be doing an activity to practise modals for speculation and deduction. Choose one of the situations on the cards and write or project it on the board, for example: *Your neighbours are having a huge celebration, but you don't know why.* Elicit some ideas from the students about why the neighbours are celebrating, such as: *Their daughter might have graduated from university. They must have spent a long time planning such a big event.* Remind the students that we use *must* or *can't* when we have good reason to believe something is true or untrue, whereas *might*, *may* and *could* are used when we are not certain about something but we think it's possible.
- › Pre-teach *dent*, *mug*, *fingerprint* and *typo*.
- › Organise the students into groups of four. Divide each group into Team A and Team B. Hand out the cards to each group.
- › Explain the rules: Team A takes one of the cards, which are lying face down on the desk, and together the students in Team A have one minute to make as many sentences as possible about the situation on the card using modals for speculation and deduction. Team B keeps the time and decides how many of Team A's sentences are grammatically correct and appropriate to the context. Each correct sentence is worth one point. After Team A's points are counted, it is Team B's turn. The team with the most points at the end of the game is the winner.
- › While the students do the activity, circulate and provide support as necessary, intervening if a student is not using the grammar successfully. Make a note of any errors you would like to address later.

Extension

For homework, or in class, the students could write their own cards, which could be used to play the game again for further revision or consolidation of the grammar.