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The resources for teaching English helped my students progress in grammar, vocabulary, writing and comprehension. They also helped me a lot to guide my students to learn in a practical way." English Instructor, United States "Thank you for providing these incredible resources. Teach-This.com is always my go-to site for class activities, and I recommend it often. I love how it is organized. I can find resources for a specific grammar concept or language function by level and type of activity. Every time I visit your site, I discover a new classroom interaction strategy that's perfect for teaching the concept I'm focusing on! When I return after the holidays, yours will be the first subscription I restart." ESOL Teacher, United Kingdom "I am an ESOL teacher, and the resources have helped my classes enormously. In particular, the speaking activities were a great help for my intermediate students before their exam. The website is user-friendly, and I will continue to utilise the resources - next term is reading and comprehension, so I will be looking for more resources from you. Thank you for such helpful activities and worksheets. They save me a lot of time in class preparation." ESL Teacher, France "Teach This is an absolutely brilliant website, offering a vast amount of high-quality content, much of it free. Everyone involved in its creation deserves commendation. The leadership's vision has my deepest respect and gratitude. It's undoubtedly the best resource for English teachers, with its clear layout, easy navigation, concise messaging, and lack of invasive advertising - rare qualities that Teach This has perfected." English Teacher, Laos "When I need to add or change an activity from my school's curriculum, I always turn to TeachThis. While our curriculum is usually very good, it sometimes doesn't fit well with my students. With TeachThis, I can easily find activities that match my topic and level, and the resources make my classes more interesting and varied. I look forward to the monthly newsletter and exploring new materials for inspiration. Please keep it up!" English Tutor, Australia "I like the efficiency and organization of the website. The resources cater to various levels with topic-based options for higher levels. The worksheets are very engaging and the answer keys are particularly helpful for teacher. The resources are also highly specific to levels and outcomes, making planning much easier. Finding what I need is simple and time-saving with the keyword search feature. Everything is clear and straightforward." ESL Teacher, Switzerland "The easy and ready-to-go materials have helped me a lot during the last few years. Most of all I like the grammar games that activate my pupils and keep them engaged. My lessons have become way more playful and varied. Additionally, I like the grammar worksheets which I use to consolidate what I have worked on during class. The website is very user-friendly, and I have never had any difficulties finding what I was looking for." Business English Teacher, Canada "A friend told me about the site, and it's awesome. I have found the Business English resources especially engaging and relevant for my students as the materials help them understand business writing and terms. My teaching experience has also improved from using the games on the site as they allow me to teach in a fun way. The user experience is outstanding. Great job!" English Teacher, Mexico "I found Teach-This a long time ago when I started teaching. It's always had great resources. I really appreciate the grammar materials, board games, and group activities. They've saved me lots of time on lesson planning. The materials are easy to use and understand, making my job much simpler. The best thing is that many resources can be downloaded for free. I've used it for around 8 years, and it consistently offers great content." Primary School Teacher, United Kingdom "I use the resources from the Games Section as part of my daily 30-minute morning warm-up activities, and I've received rave reviews for using them. The games help me maintain student interest and participation and leave the students feeling happy and awake. I like everything about the site, and customer support is very effective as they respond in time." EFL Teacher, Argentina "Teach-This is one of the best EFL websites I've found. It's extremely user-friendly, and I always find what I need quickly. I like the design, and the content is fun, engaging and original. I am very thankful for all your work and generosity by making some resources free. I always recommend this website to my fellow teachers. Your work is really helpful, and I value it enormously." Language School Teacher, Czechia "I like the grammar-focused resources the most as they save me time. The resources also inspire me. If I see an interesting grammar activity, I often rework it for other grammar rules. I like the fact that I simply pay a flat fee, and I can download whatever I want. Teach-This really is a great timesaver. I know that if I am in need of resources for my students, I can go to Teach-This and find something interesting." English Teacher, Kenya "Getting familiar with the site and how to use the resources is not difficult. I found the writing skills resources to be the most valuable as they have enhanced my teaching of this skill. The website is elaborate and full of all types of resources to help me teach English. When I contacted customer support, they were super-fast to deal with my enquiry. So overall, I recommend it." ESL Teacher, Morocco "I have found the grammar and vocabulary resources the most valuable. They have improved my teaching experience because they are easy to use and well-organized. The materials are very engaging for my students. The website is also very user-friendly. The best thing about Teach-This is that it offers ready-made worksheets for busy teachers, and the content is well-organized and full of information." High School Teacher, Kurdistan "I'm really glad I found the Teach-This website. The materials in the General English section have proven to be really helpful and made my classes more engaging. The materials are well-structured and cover a wide range of topics, making it easy to keep my students interested and motivated. Overall, my experience using your resources has been great." EFL Teacher, Yemen "My first impression of the website was that it was amazing. The games and activities have really improved my teaching. The resources are engaging and relevant to my students' needs, and I find the website easy to use and navigate. Thanks." English Teacher, India "I would like to thank you for making a fantastic website. I particularly enjoy teaching the functional language materials, which have been very helpful in my classes. The resources have significantly improved my students' communication skills in daily life, so it was rewarding to see them benefit in this way. It feels great to be able to make a difference in my students' lives. Please keep up the good work." Academic English Coordinator, Spain "I've been teaching Academic English for over eight years, and Teach-This.com has become my go-to resource for university preparation classes. The academic vocabulary exercises and speaking test preparation activities are exceptionally well-designed for advanced learners. My students particularly appreciate the study skills resources and paragraph writing materials, which have significantly boosted their confidence and exam scores." 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This cookie is essential for the proper functioning and security of the site and cannot be disabled.AdvertisementIf you accept, the ads on the page will be adapted to your preferences.SaveESL resourcesmodals of deductionfunctions:General use of modal verbs of deductionWe can use certain modal auxiliary verbs to make deductions, i.e. to make guesses based on known facts. We can make deductions about the present : 'Where's Joanna?' 'She's not here. She must be in the kitchen.' We can also make deductions about the past :...Read more B1-B229-30 minsgroups: 3-4Set of 12 matching dominoes for possibility in the present: must, may, might, couldB1-B2Letter. Students read and make guesses about sender and recipient.B1-B2Cut up strips. Ss read out problems. Others in group respond with a 'must have' 'could have' etc explanationB1-B2Dominoes game revising modals for degrees of certainty in the past, present and future.B1-B2Cross table with simple rules for use of modals for certaintyB1-B2Matching an analysis of possible modals for expressing degrees of certainty in the futureB1-B2Dominoes game revising modals for degrees of certainty in the past and present. Inside Out Student's Book Upper IntermediateUnit 14 Review 2Page 132Unit 10 GeniusPages 92- 93Modals of deduction in present and past: describing and interpreting paintings. Advanced Communication Games22 Elementary, my dear WatsonPage 22Students read clue cards and make deductions to solve a murder Grammar Activities Two - Upper Intermediate39 - 40 Modal verbs - deduction present and pastPages 39- 40(39) Gap fill. Deductions about pictures showing places (40) Gap fill. Deductions based on given information. Intermediate Communication Games29 - Detective workPage 29Card game. Small groups. Past perfect Past simple Language for making deductions. Murder-solving game with clue cards.30 - Suggestive shapesPage 30Picture ordering game. Deductions; Looks like. Students describe and makes guesses about abstract shapes. Play Games with English Book Two Close-ups 2 page 26Page 26Close up pictures of everyday objects. Objects listed below.Ss must say.'It could be a light bulb' etc. (Rather too easy to match the objects negating the need for deduction lanauge) Detective page 42Page 42A painting has been stolen from a gallery. Ss look at picture of the room and make deductions. 'He must have escaped through the window' etc. Reward Intermediate Resource Pack18a and 18b He looks nicePage 18Must, can't might and could for deductions about the present. Students match pictures (line drawings) with jobs.38 SpeculationPage 38Deductions about present and past. 8 picture cards. Ss make deductions : (smiling woman holding letter - 'She must have had some good news' etc.) Reward Upper-intermediate Resource Pack19b & c Unsolved mysteriesPage 19(19b) Students read out short texts about five unsolved mysteries and speculate about possible explanations. (19c) Read and match explanations with mysteries. This is a game that helps students practice and produce past modals in a fun context and encourages them to be creative.The plan below includes detailed instructions and the game cards. It was made for a group of B1+ students who were familiar with modals from previous lessons. The mystery cards can be downloaded by clicking here. Cut up enough cards for one for every student.IntroductionI write the following on the board: A man arrives at work an hour late.I ask the class why he might be late and we discuss it for a minute coming up with various suggestions, while I keep a mental note of some of the suggestions. One of the students said woke up late? So I ask her again while writing the following on the board:He might... up late.I elicit the correct sentence, with a little support if necessary, so that we have:He might have woken up late.I then write a short guide in the top right of the board (see below) and go back to other students who made suggestions and write additional sentences on the board. I also include any examples that students call out that are in the present tense, but write them to the side and ask them to explain the difference (its easier for students to see the difference between the past and present modals side by side).After a short feedback, with help where required for vocabulary and to correct sentences, the board should look like this:Next we remove the sentences in the present tense, explaining that we want to know what event happened before he arrived. We also take this opportunity to clarify the difference between might and must, since its too soon to make any conclusions about what must have happened.Part one: with the whole classI write the next clue on the board: His clothes are damaged and he looks hurt.Students discuss possible reasons in pairs and write a sentence using the form on the board. I monitor and early finishers are asked to think of some more ideas. When every pair has written at least one sentence we have feedback as a class, only writing sentences on the board if students need help.Then students are given the last clue: He doesnt have his wallet or phone.We repeat the last exercise but this time students are encouraged to reach a conclusion and use must. Most students produce He must have been robbed/mugged or another variation, but any logical answer is accepted.Part two: mingleStudents are each given a card from the game and asked to read their own clues. Students mingle, taking turns in reading their clues to a partner. After each clue they should give their partner time to think of a suitable sentence. A typical exchange should be as follows:A: A man is uncomfortable and walking slowly.B: He might have hurt his leg.A: He is holding his stomach.B: He might have been punched.A: He spent a lot of money at a restaurant.B: He must have eaten a lot.A: Yes, he must have had a very big lunch.The cards are numbered and students should try to talk to as many people as possible with different cards. Once everyone has spoken to at least five people you can end the task.Rather than a mingle you could also use these cards in small groups, where one player takes a card, reads out the clues, and the group work together to think of possible sentences. This is less demanding on individuals but allows some students to let others take the lead instead of thinking of answers for themselves.After either task students are asked to remember sentences which people said when they were guessing what was on their card and write them down. Feedback in pairs and then as a class, asking students to say which sentences they think were the best.Part three: the students turnIn pairs students make their own mystery cards. They can write two or three clues for each one. Monitor to ensure students understand the task and are writing logical clues. Students then mingle with their own cards.The sentences that students were able to produce showed a lot of creativity and the class produced a lot of memorable, and often quite funny, sentences that used the structure. For follow up you could ask students to illustrate their clues and the sentences in a comic.Additional optionsA quick activity is to get one student to leave the class for a minute while another student changes something in the room. When the student gets back they have to guess what happened using the target language:Mark must have moved my bag. Sarah might have taken my pencil.You can find more resources on this grammar point here: EFL Magazine Modals of deduction. Thanks for reading!You can follow the site by clicking the box below the comments, find me on Facebook and follow me on Twitter.Check out the front page, or use the search bar, to find dozens of games and activities on the site. Welcome to ESL Printables, the website where English Language teachers exchange resources: worksheets, lesson plans, activities, etc. Our collection is growing every day with the help of many teachers. If you want to download you have to send your own contributions. 0 ratings0% found this document useful (0 votes)18 viewsThe document outlines an ESL/EFL activity called 'The Deductions Game' that focuses on past modals of deduction. Students play a pelmanism game in groups, matching sentence cards with speculSaveSave The Deductions Game- Intermediate (B1) - For Later0%0% found this document useful, undefined0 ratings0% found this document useful (0 votes)18 viewsThe document outlines an ESL/EFL activity called 'The Deductions Game' that focuses on past modals of deduction. Students play a pelmanism game in groups, matching sentence cards with speculReading, matching, listening and speaking activity, group work Past modals of deduction: must, could, might, can't To play a pelmanism game where you speculate on situations using past modals of deduction and try to match cards together. Make one copy of the sentence cards and speculation cards for each group of three or four and cut as indicated. Keep the two sets of cards separate. In this past modals activity, students play a pelmanism game where they speculate on situations using past modals of deduction and try to match cards together. Divide the students into groups of three or four. Give each group a set of numbered sentence cards and a set of lettered speculation cards.Tell the students to shue each set of cards and spread them out face down on the table in two sets.Explain that there is one speculation card that matches with each sentence and that each time a student turns over a sentence card they must speculate on the situation using a past modal of deduction before trying to nd the matching card.The students then take it in turns to turn over a sentence card, e.g. 'Oh no! Where's my car?'The student reads the sentence aloud and then speculates on the situation using a past modal of deduction (must, could, might, can't + perfect imitative), e.g. 'It might have been towed away'.The student then turns over a speculation card. If the two cards match (e.g. 'Someone must have stolen it.'), the student keeps the two cards and has another turn. If not, the two cards are turned back over, keeping them in the same place. It's then the next student's turn to play. If students are unsure whether two cards match, they can ask you to adjudicate.The students try to remember the position of the cards and continue playing until all the cards have been matched.The student with the most pairs of matching cards at the end of the game is the winner.Afterwards, review the correct answers with the class by reading each sentence aloud and seeing if the students can remember the correct response.Answer key1 p 5 c 9 o 13 e2 i 6 m 10 a 14 13 d 7 h 11 f 15 n4 k 8 b 12 j 16 g Note: This is an editable PDF. To edit the document, select the Edit PDF tool in Acrobat.Teach-This.com 2019 Permission granted to reproduce for classroom use. 1. Look at her diamond ring.2. Jane is looking very happy.3. I went skydiving at the weekend.4. Logan was in a serious car accident, but he's OK.5. Harry has bought a new computer.6. Max has got paint on his hands.7. Although the English test was easy, Isabella failed it.8. Oh no! Where's my car?9. Emma arrived late for work again yesterday.10. I think Craig stole some money from the safe.11. Jennifer left the cinema crying.12. Look! Tom's T-shirt is inside out.13. Do you know who sent me these 14. I saw Ava in the mall yesterday.15. Liam hasn't been answering his phone all day.16. Katie looks very tired.a. It can't have been him. He doesn't know the combination.b. Someone must have stolen it.c. He must have received a pay rise at work.d. That must have been very exciting.e. It must have been Elijah. He told me he has a crush on you.f. She might have g. She must have had a hard day.h. She can't have studied very hard.i. She must have had some good news.j. He might have been in a hurry.k. That's lucky. He could have been killed.l. It can't have been her. She's on holiday in Italy at the moment.m. He might have been redecorating his house.n. He might have left it at home.o. Her boss can't have been very happy.p. It must have cost a fortune. 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