Deductions

1
Complete each of the second sentences so they mean the same as the first using *must/ might/ can’t have done.*

1 I don’t think she’s written the whole essay out by hand. It’d be too time-consuming.
She ______________________________________________ (write)

2 There’s a possibility that this cake is home-made.
This ______________________________________________ (be)

3 I’m sure that they booked their holiday at the last-minute.
They _____________________________________________ (book)

4 It’s not possible that she accepted to work part-time.
She _____________________________________________ (accept)

5 There’s a chance she bought second-hand trainers and not brand-new trainers to save money.
She _______________________________________________ (buy)

6 I have no doubt that he only bought a one-way ticket.
He ________________________________________________ (buy)

2 Read the following three scenarios and write three sentences for each one speculating on what *might, must* and *can’t have happened.*

(a) The car was parked opposite a house with two cars parked in the driveway. Later in the morning, the owner of the car noticed that someone had reversed into the side of her car and smashed the window and dented the door very badly.

(b) They left their picnic basket, towels and umbrellas on the beach whilst they went into the sea and had a great swim. When they came back, the picnic basket was completely empty but their towels and umbrellas were still there. Their wallets and handbags were also untouched.

(c) They arrived back at their house to find footprints up to the front door and then round the back of the house. The doors had not been opened but one window was open. They went into the house and noticed that the kettle had just boiled and the biscuit tin was empty. All their valuables were still there.
**Deductions**

**TEACHER'S NOTES:**

**Aim:** to provide further practice of past modals of deduction and the can do statement; speculate about past events. This worksheet is designed to be used in conjunction with unit 9.2.

**Time:** 40 minutes

**Materials:** photocopies of the worksheet for each student

1. Students rewrite the second sentence to make it mean the same as the first. Elicit students’ answers and encourage peer correction.

   **Answers:** 1 She can’t have written the whole essay out by hand. 2 This cake might have been home-made. 3 They must have booked their holiday at the last-minute. 4 She can’t have accepted to work part-time. 5 She might have bought second-hand trainers and not brand-new trainers to save money. 6 He must have bought a one-way ticket.

2. Students read each of the scenarios and write at least three sentences for each scenario using *must, might* and *can’t have*. Monitor whilst they are writing their sentences to check they make sense and are grammatically correct. Students compare their answers with each other at the end. Ask for class feedback if there’s time.

   **Possible answers:** (a) Someone from the house opposite might have reversed into the owner’s car. The person who reversed into the car can’t have looked back before reversing. The owner of the car must have been very upset. (b) The thief must have been hungry. Maybe someone they knew might have taken some food. If it was a thief, he/she can’t have been desperate for money. (c) The intruder can’t have got in through the doors. The intruder might have just wanted a cup of tea and a biscuit! The intruder must have entered the house through the window.