

This is a net for a dice.
Print it out and then stick it onto thin card. Cut it out and then score along the lines and fold them. Stick together with small amounts of glue.

I go swimming.

My brother watches *The Simpsons*.

My mum wears a clown's nose.

Polar bears are found at the North Pole.

I go to bed before 11pm.

I am at school on Saturday.

My teacher loses his/her pen.

Paintings come to life.

We have temperatures above 30°C in the UK.

There is an earthquake in Britain.

I eat cabbage.

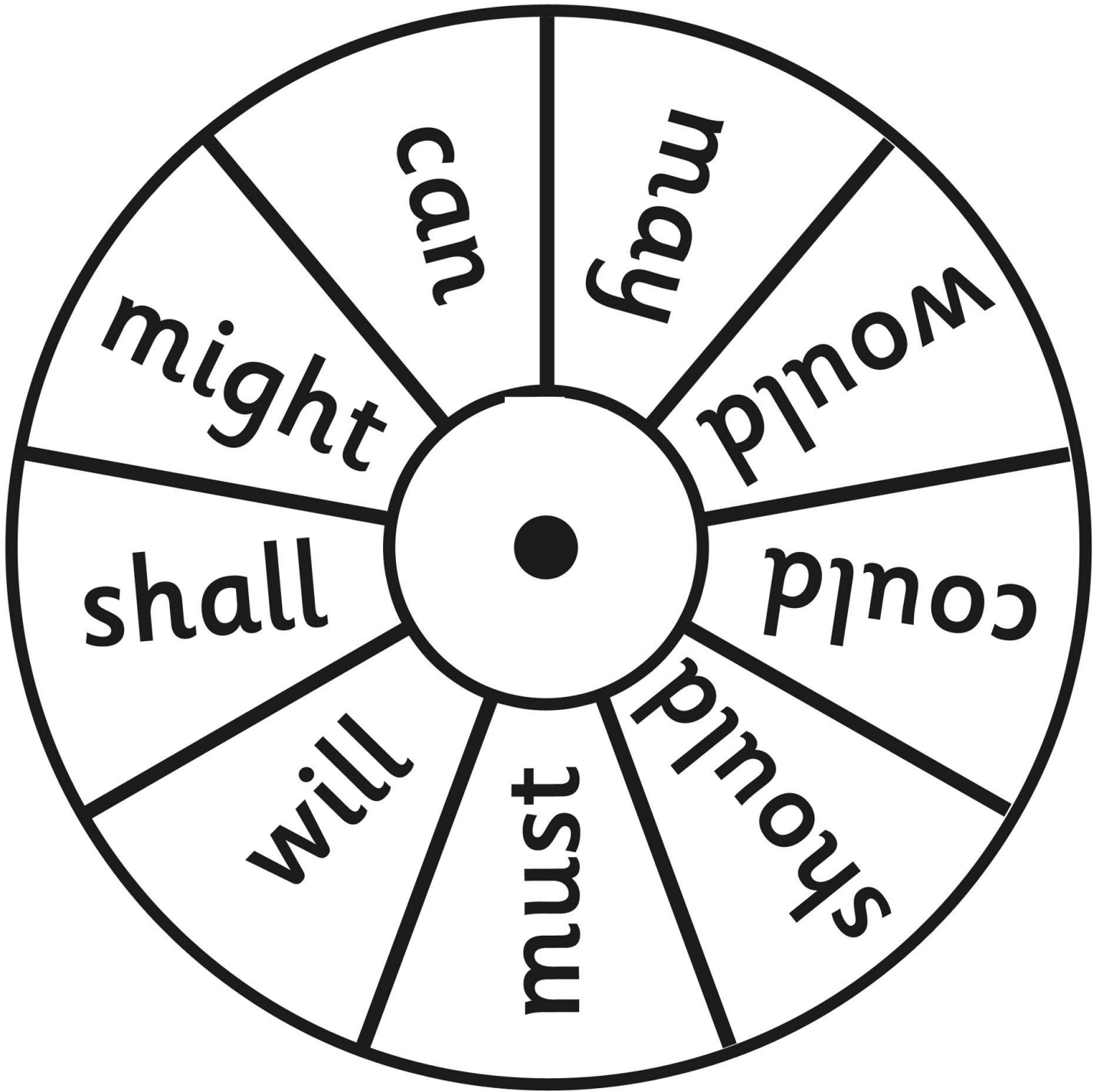
The teacher talks in another language.

I wear clothes out of doors.

Break time feels too short.

It rains here in winter.

I have school dinners.



Date _____

Name _____

What might have been (using modal verbs)

Do this activity with a partner or in a group.

Choose a modal verb sentence from the pile and read it out loud.

All these sentences are about events which might have happened in the past, but didn't actually happen the way you expected.

Your job is to think of a good reason, or say what happened instead. Who can think of the best/funniest/most unusual



e.g. I **could** have had my birthday party at the cinema...
... but I decided to go paintballing instead.
... although there wasn't really a film I wanted to see.

e.g. I **shouldn't** have eaten all that cake...
... even though mum warned me not to.
... because now I feel sick!



Date _____

Name _____

I might have been named Albert/Anastasia...

They should have locked all of the windows...

Our dog could have eaten all the sausages...

The teacher would have marked our books...

You ought to have done your homework last week...

I might have got totally soaked in all that rain...

We shouldn't have turned left at that roundabout...

She couldn't have finished the race without her friends' support...

Peter wouldn't have fallen in the river...

They ought not to have pitched their tent in such a muddy field...

We could have gone to the seaside...

Shulia would have worn her new dress to the party...

Twenty Questions Game

Place the noun cards face down on the table.

The first player chooses a noun but doesn't let the others see.

Each person in turn asks what this object, person or animal can do.

The player with the card answers "Yes he/she/it can." or "No he/she/it can't."

Can you find out what the noun is in fewer than twenty questions?



e.g. Can it swim?

Yes it can!

Can it drive a car?

No it can't!

a horse

our
teacher

a car

an
elephant

a
laptop

Choose a girl in your class.

Choose a boy in your class.

the
queen

a spider

a cat

a police
officer

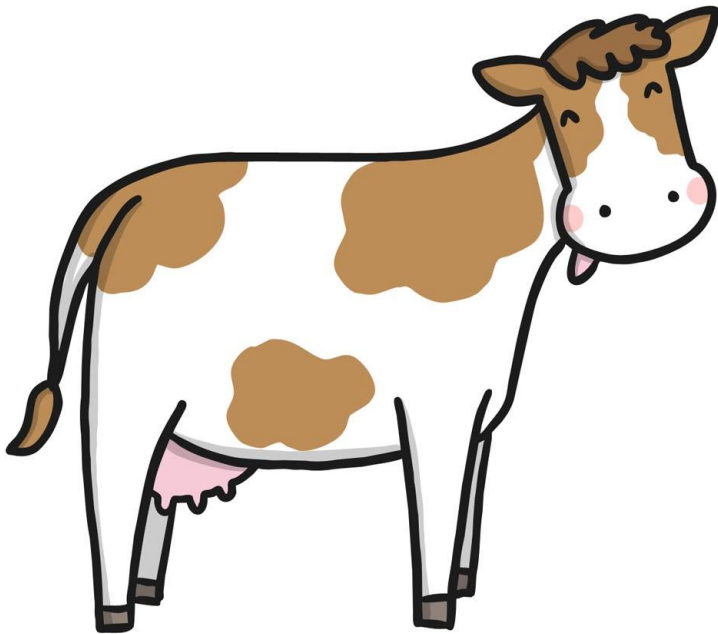
a teddy

Desert Island

You are shipwrecked on a desert island but you and the other survivors have found all sorts of interesting things lying around.

If you can think of a good use for each one, you can keep it. Be as crazy or as inventive as you like!

e.g. A cow...

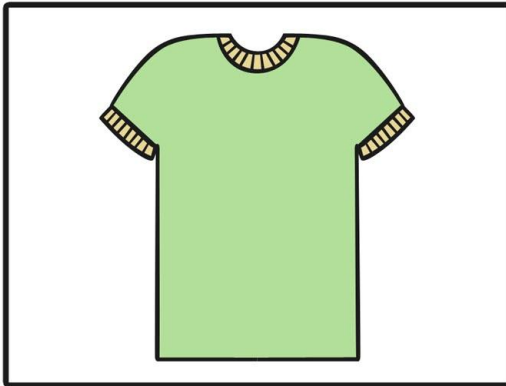
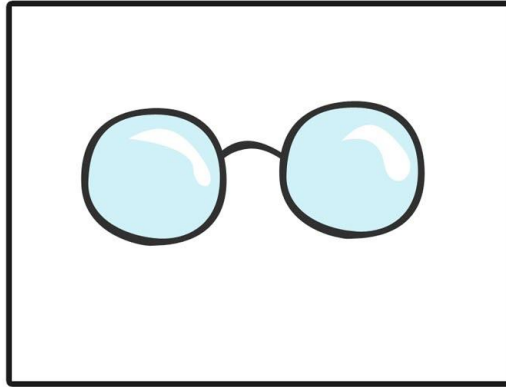
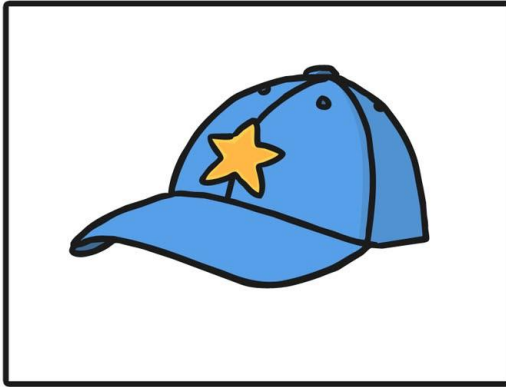
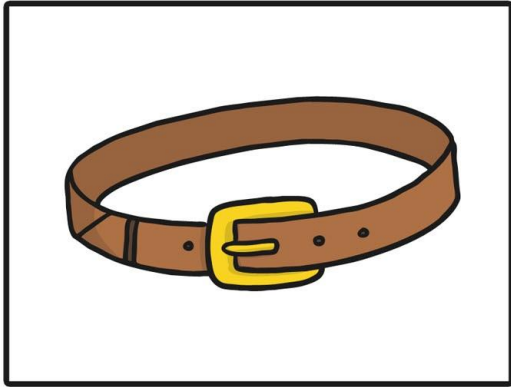
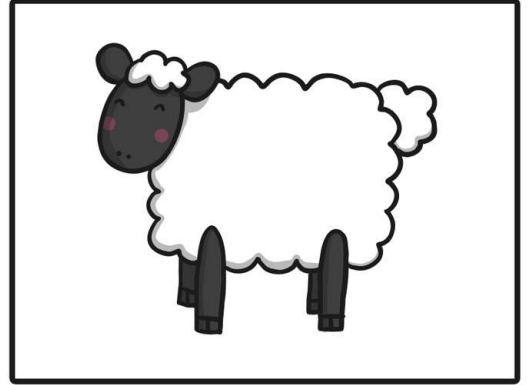
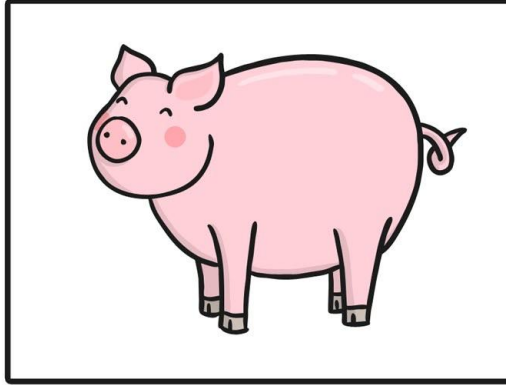
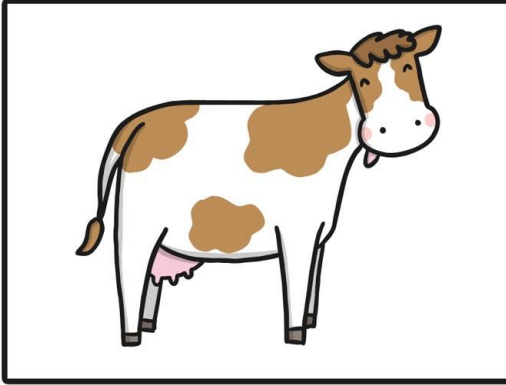
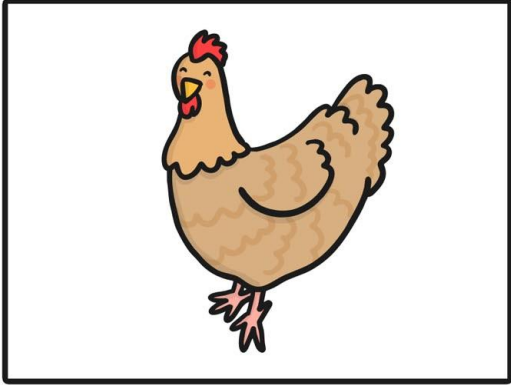


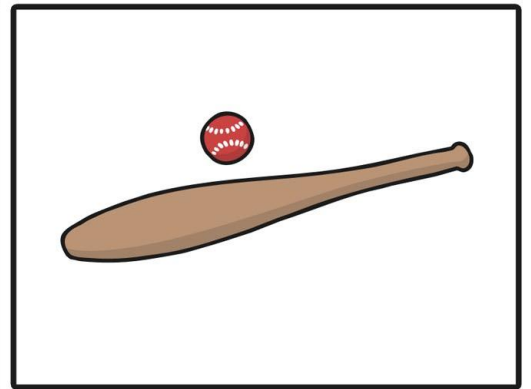
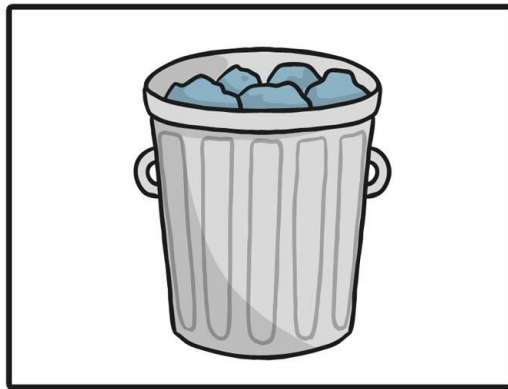
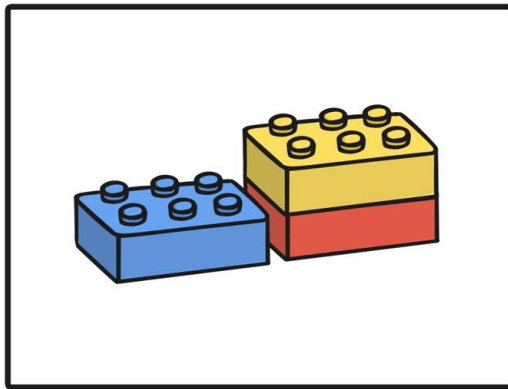
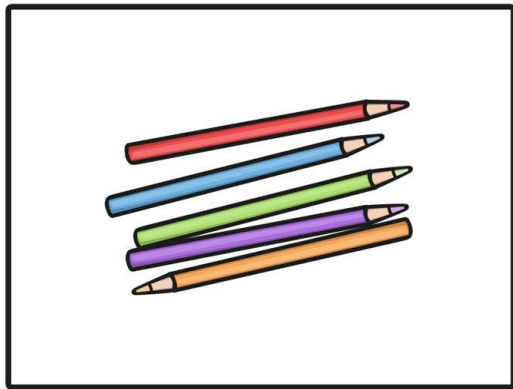
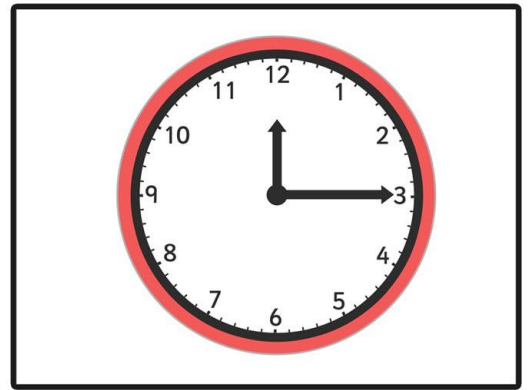
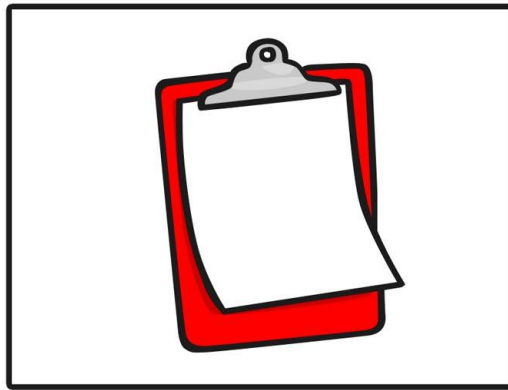
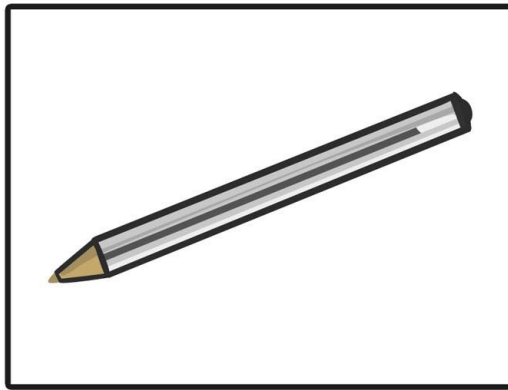
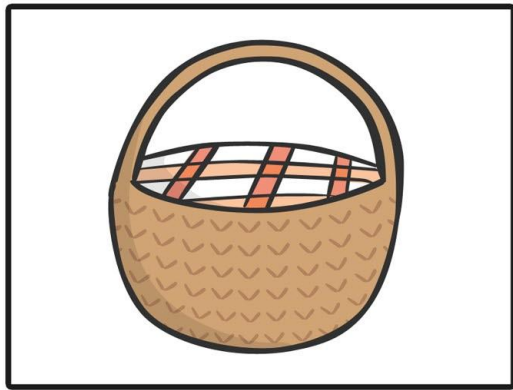
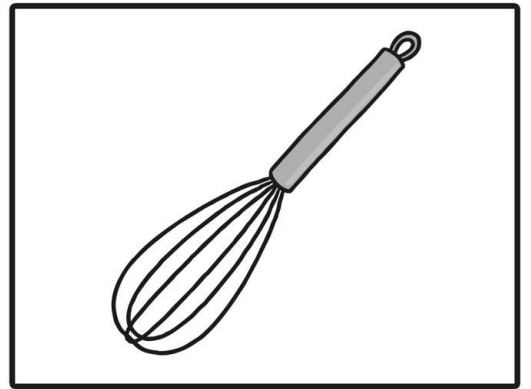
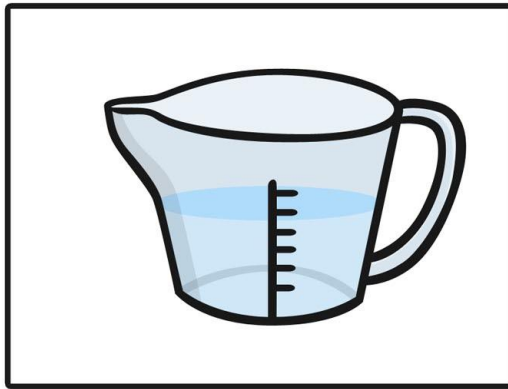
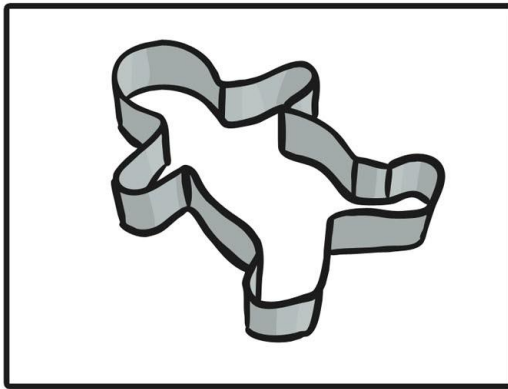
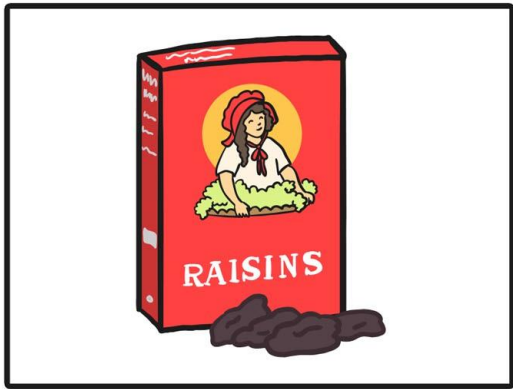
We **can** get milk from it when we want a drink.

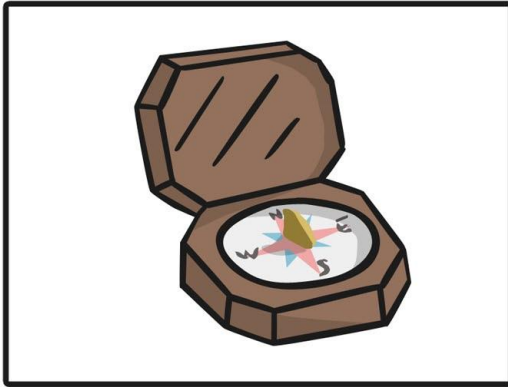
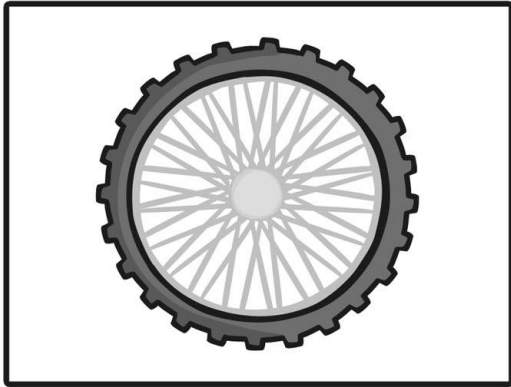
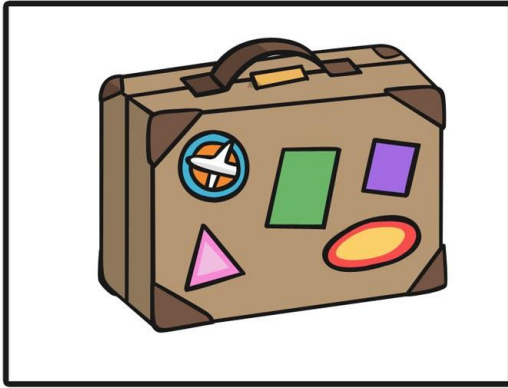
It **could** be a pet to talk to if I get lonely.

We **might** be able to train it like a horse.

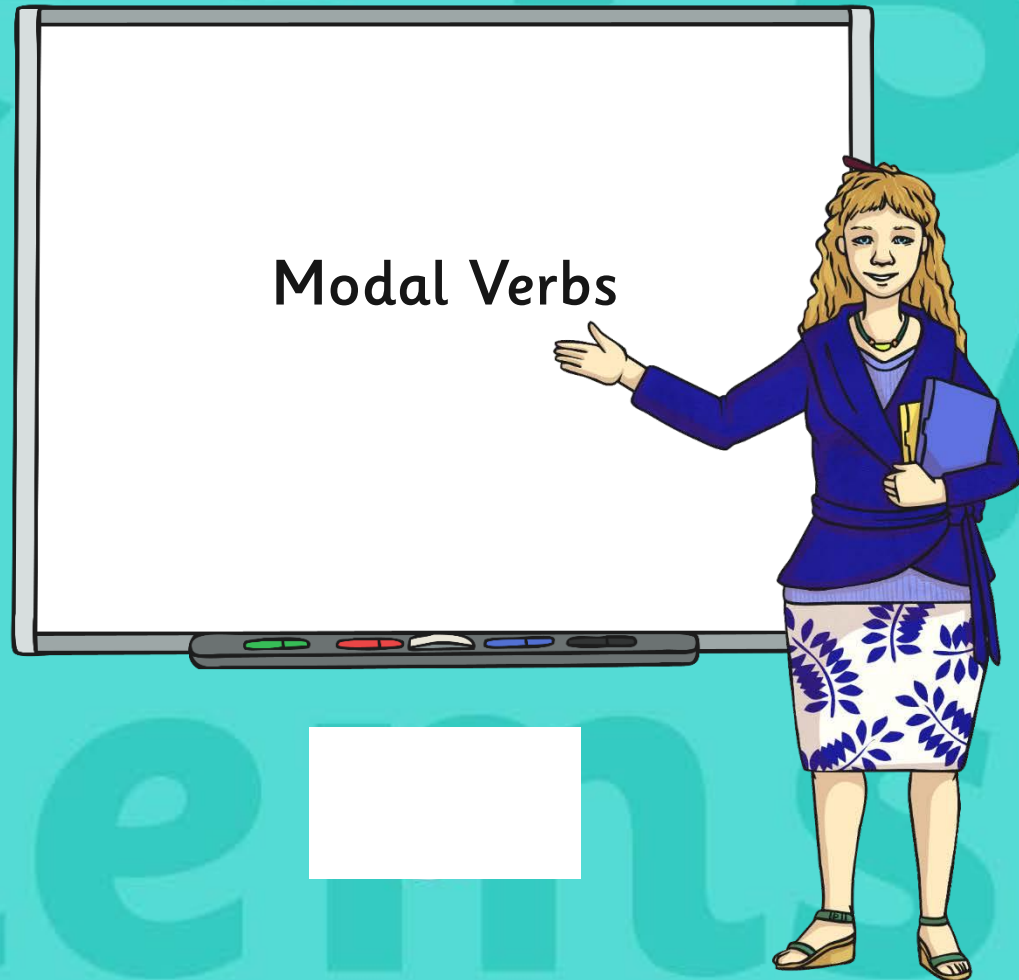
You **could** stand on its back to reach the coconuts in the trees.







Grammar Revision

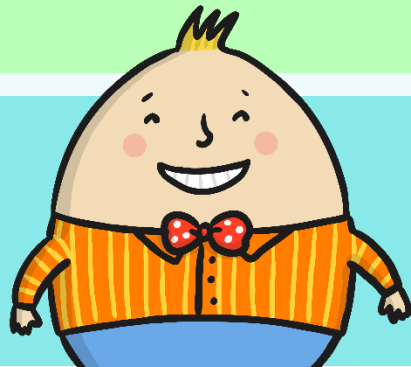


Modal Verbs for Possibility: The Rules

Modal verbs can have many uses. They are sometimes known as ‘**modal auxiliary verbs**’ or just as ‘**modals**’. In most cases, they work with another verb to describe the **possibility** of something happening or to describe to what degree of **certainty** something is known.

Look at these sentences that contain modal verbs:

The rounders team **could** win the tournament.



Humpty Dumpty **will** fall off the wall.

Modal Verbs for Possibility: The Rules

Here are the most common modal verbs:

might

could

would

must

may

will

ought

can

should

shall

You could also use the negative forms of these words as modal verbs, e.g.

The frog **might not** become a prince.



Modal Verbs for Possibility: The Rules

Modal verbs usually **come before a verb** in its **infinitive form**.

If I work hard, when I grow up I could be a doctor.

↓
'could' is the **modal verb**.

'be' is the **infinitive form** of the verb 'to be'. Infinitive means in its most basic form.

In a few years, I shall earn a university degree.

↓
'shall' is the modal verb.

'earn' is the infinitive form of the verb 'to earn'.



Modal Verbs for Commands : The Rules

Modal verbs can also **express commands** or the **obligation** for someone to do something.

You **must** come back home now.

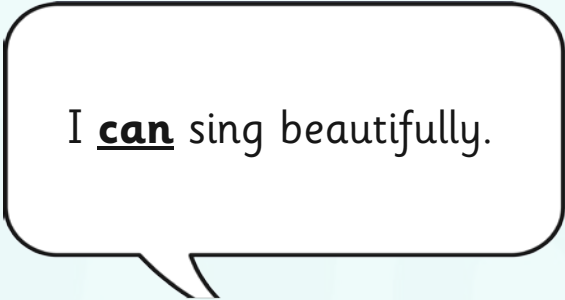
You **must not** do that ever again.

You **will** tidy your room.

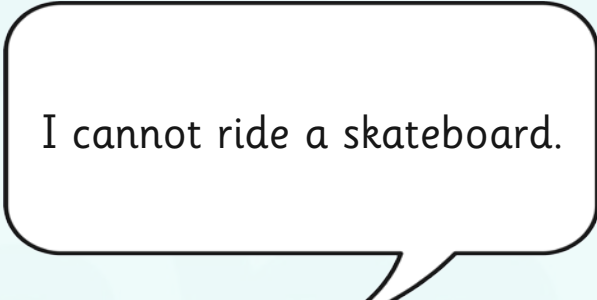


Modal Verbs for Ability : The Rules

Modal verbs can also **express an ability** to do another verb.



I can sing beautifully.



I cannot ride a skateboard.



Modal Verbs : The Tricky Bit

Modal verbs can also sometimes **ask for permission**. Here the **main verb doesn't always follow the modal verb**.

Can I leave the table please?



Could I take your photograph?



Modal Verbs – Quiz Question 1

Underline the modal verbs in these sentences.

I shall catch the bus to your house

If she trains hard, Joanne should
win the competition.

We will not be visiting Cornwall this year.

Can you tidy your room now?

Modal Verbs – Quiz Question 2

Which event is most likely to happen?

We could go out for lunch today.

This afternoon, Josie might play tennis.

The sun will come out tomorrow.

Michael should get a shower tonight.

Modal Verbs – Quiz Question 3

Tick one box in each row to show how the modal verb affects the meaning of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
Ferrari might win the drivers' championship this season.		✓
Lily can ride her bike without stabilisers.	✓	
It will snow this winter.	✓	

Are you feeling confident
with modal verbs?



Grammar Revision

Modal Verbs

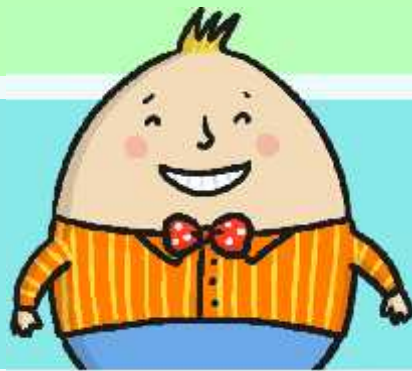


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Title: UKS2 – use modal verbs or adverbs to indicate degrees of possibility

Idea

Differentiation

Link this to your data handling maths – levels of probability. Roll our **frequency adverb die (1)** to find out ‘How often?’ Match up the probability with an activity of the same frequency/likelihood. Encourage children to justify their choices (e.g. *I go flying.* would probably be a ‘never’ for most of them, but someone might say “My mum is a flying instructor, so I *sometimes* go up with her.”)

HAPs can make up their own activities
LAPs may need some guidance or prompts – **use these sentences (2).**

Develop possibility sentences by attaching conditional phrases. Give a simple sentence (e.g. *I go swimming.*) and choose a modal verb using one of our **modal verb spinners (3)**. Children expand the sentence with a conditional (e.g. *I **might** go swimming **if** it’s not too cold. I **can’t** go swimming **even though** my ear infection has gone now. I **must** go swimming **whether** I want to or not because I’m in a competition this weekend.*)

Support LAPs to add the detail – ask questions such as *Why **might** you go swimming?*

HAPs can take this even further by playing **What might have been...(4)** Given a 3rd conditional clause (modal verb + present perfect = past possibility that didn’t happen) such as *I **could** have had my birthday party at the cinema,...* they add their own contrasting connective clause to explain why it didn’t happen e.g. *... **but** I decided to go paint-balling instead.*

To support learning about conditional sentences, try our fun [PowerPoint quiz \(7\)](#) on using conditional connectives.

Play **twenty questions (5)**. This is a variation on the normal yes/no game. One child chooses an object, animal or person well-known to the class and the others ask *Can he/she/it...? / Could it...?* questions to narrow down the answers. Discuss beforehand what might be helpful questions to ask, so they don’t get too many “I don’t know!” answers.

For LAPs, reduce the choices so they are only asking about animals or people, as inanimate objects might prove too hard to think of *Can* questions.

Desert Island Equipment (6). Explain to the class that they are shipwrecked on a desert island and they have to gather as much equipment as possible. Give each group a pile of small pictures of objects. They may keep each one if they can think of a good use for it, e.g. a cow – *We **could** milk it for something to drink.* A shirt – *It **should** protect us from sunburn and we **could** wave it like a flag.*

For children struggling with ideas, prompt them with suggestions or questions such as *Is there anything here you **could** use to signal for help? What about when it gets too hot; what **might** you need?*

For HAPs, give them different roles in the survivors’ group (e.g. cook, farmer, first aider, etc.) so they have to be more inventive with their ideas for the objects

Dilemmas. As a class, generate a range of dilemmas (serious or silly) and record them to the whiteboard (e.g. *I find it hard to get my homework done on time.* Or *My little sister is always borrowing my pencils.*) Children take turns in their group to have the role of agony aunt/uncle and give suggestions for dealing with

You could suggest different contexts for the dilemmas (e.g. a nurse in the hospital, walking your dog in the park, making a meal for your parents) if children struggle to think of problems.

Encourage HAPs to extend the activity by answering

the problem. (E.g. *You could try doing each piece of homework the night your teacher gives it to you. You should put your pencil case somewhere too high for her to reach.*)

the advice with a “Yes, but what if...?” question to elicit extra solutions.

Deductions. Give out photos showing people in a range of different situations. Children look closely at the details of the picture and make statements based on the evidence (e.g. *She **must** be really hot – look how red her face is! That **can’t** be your little sister; she looks nothing like you! I think this picture **might** have been taken in Disneyland, because I recognise that pink castle.*)

To make the activity more personal, ask the class to bring in pictures of themselves/family. With a LAP group, ask questions about specific points on the picture to encourage deductions.

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