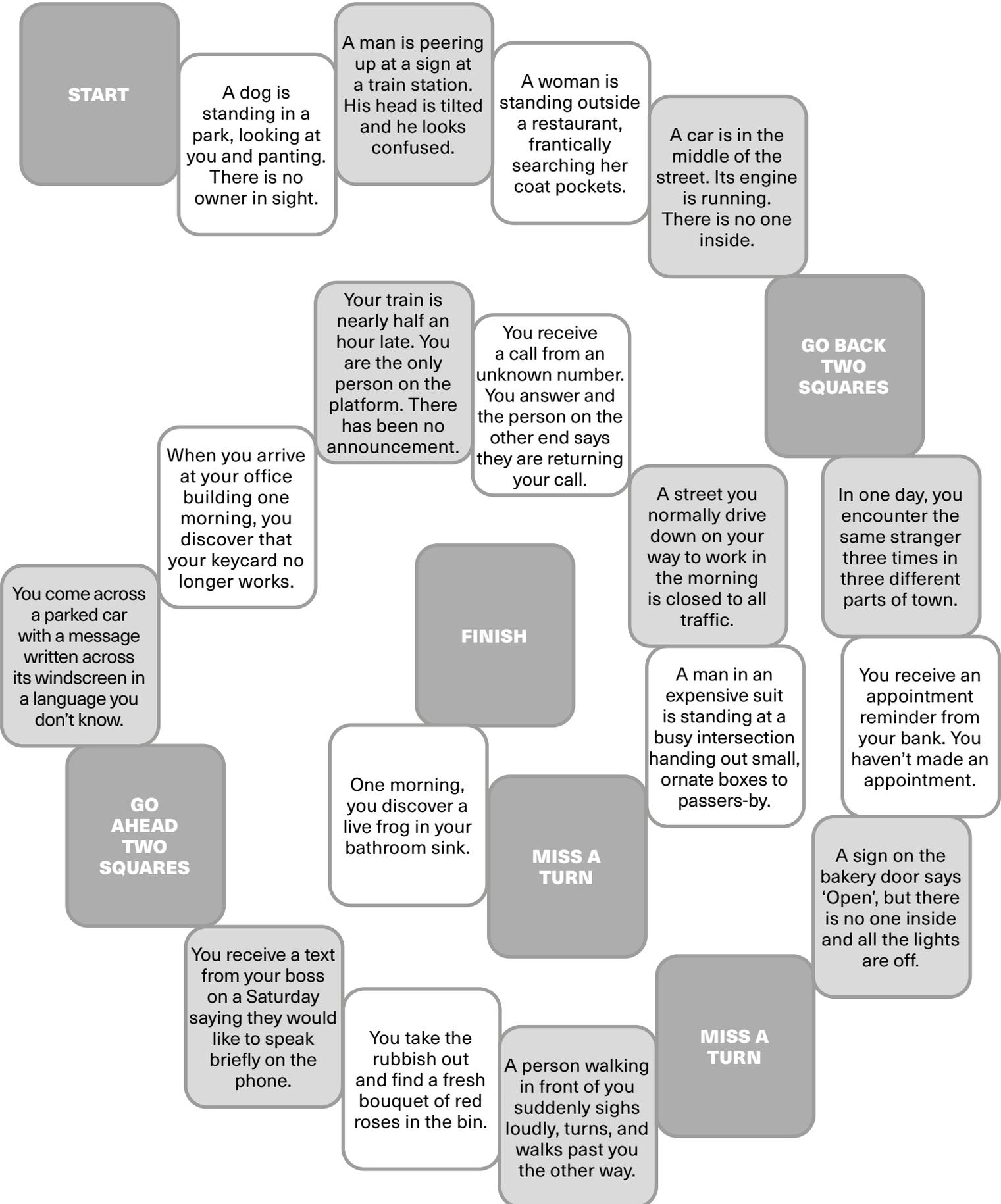


Unit 7 What's going on?

When you land on a square describing a situation, express a possibility, make a deduction, or draw a conclusion using *may*, *might*, *could*, *can't*, *couldn't* or *must*. If you don't use one of these modal verbs, you lose a turn!



Unit 7 What's going on?

Activity

Pair work: reading and speaking

Aim

To practise using modal verbs to express possibilities, make deductions, and draw conclusions

Language focus

Modal verbs: *may, might, could, can't, couldn't* and *must*

Preparation

Make one copy of the worksheet for each pair and provide each pair with a coin to toss.

Time

15 minutes

Teaching notes

Procedure

- › Tell your students that they will be playing a board game which will require them to use modal verbs.
- › Explain that on each square of the game board, a different situation is described. When a student lands on a square, they must either express a possibility, make a deduction, or draw a conclusion using *may, might, could, can't, couldn't* or *must*. If they do not use one of these verbs, they miss a turn. The player who reaches the final square first is the winner.
- › As an example, project or write the following on the board: *There are only a few people on the bus you take to work every morning. Normally every seat is taken and a dozen people are standing.* Elicit ideas from a few students about what *may, might, could, can't, couldn't* or *must* be happening. As a further example, project or write the following on the board: *A work colleague you don't know very well emails you to congratulate you on your promotion. You have not been promoted.* Again, elicit ideas from a few students about the situation.
- › Divide the students into pairs and give each pair a worksheet and a coin. Tell your students that if they toss the coin and it comes up heads, they can move two squares; if it comes up tails, they can move one. Make sure that it is clear which side is heads and which is tails. Explain that if a player lands on a square that has previously been landed on by their opponent, they must provide a different possibility, deduction or conclusion, although they may use the same modal verbs.
- › Ask your students if they have any questions and then start the game. While they play, circulate and provide support, and ensure that students are using the modal verbs. You should also take note of any common mistakes for feedback later.
- › After all the teams have finished, elicit some of the possibilities, deductions and conclusions the players came up with. Then provide feedback, offering both examples of correct usage that are especially strong and examples of mistakes, particularly ones you heard repeatedly.