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## Modal verbs worksheets with answers pdf free online word

Mixed conditionals In the mixed conditional sentences we can combine the second and third conditional. If we catch the 10.15 train, we will arrive on time. She can spell the teacher's full name, but she can't play the piano, etc.' In this amusing can and can't speaking activity, students try to complete mind-body coordination tasks, body teasers and fun speaking exercises to prove their abilities. Past conditional: I would have gone there yesterday. If we were on holiday, we would be lying on a beach now. This can and can't worksheet helps to teach students how to talk about their abilities. If we were watching the news, it would be more interesting. In pairs, students then take it in turns to ask and answer questions about the four people's past abilities and complete missing information in the chart. In groups, students take it in turns to pick up a card and use the prompt on the card to ask a question to the other students about a past or present ability. Afterwards, students write a paragraph about what they could do at a certain age. ) Were I in your position, I would accept it. Each student looks at information in a chart on their worksheet about what four people could do and how well when they were twenty. If the students are unable to do the task, they write 'No, I can't'. Students then take it in turns to find out if their guesses are right or wrong by asking their partner 'Can you...?' questions, e.g. 'Can you draw a square and a circle at the same time?' Students put a tick or cross in the last column on the worksheet, depending on whether their guess was right or wrong. When their partner replies 'Yes, I can', the student asks a 'How well can you...?' question. There are four basic types of conditional sentences in the English language. First conditional Exercise 1 Join sentences: I'll help you. Finally, students write a summary of what their group can and can't do and read it to the class. (If he had booked... If you don't get the ticket, what will you do? First, students write about their abilities by completing sentences on the worksheet with I can or I can't. The student with the most points at the end of the game wins. We speculate about situations that happened or did not happen in the past. For each correct guess, the student scores a point. Students begin by matching each animal with a corresponding ability. If I go to school, I get up at seven. Had he booked the hotel room, he wouldn't have slept at the camp. Mixed conditionals: Mixed conditionals Exercise 5 Choose correct forms (multiple choice). In groups, students then put their right hand behind their back and attempt each task on the worksheet in turn. If I were rich, I wouldn't work. (I suppose I will see him, because we go to the same school.) If I saw him, I would tell him. Students move around the classroom asking 'Can you...?' questions from the prompts on the worksheet, e.g. 'Can you pat your head and rub your stomach at the same time?' When a classmate answers 'Yes, I can', the student asks them to prove their ability. Maybe you'll need it. Other forms Apart from the basic structures described above, we can also make different combinations. (Unfortunately, he didn't meet her.) If we hadn't practised, we wouldn't have won the match. Why are we watching this film? Students score one point for each correct guess. Sometimes we can use both with the following difference in meaning. If you are feeling tired, take a rest. In this past ability modal verbs activity, students ask and answer questions about four people's past abilities using could, couldn't and adverbs of degree. The first student to get five names in a row shouts 'bingo' and everyone stops. If I hadn't been looking at the trees, I wouldn't have fallen off the bike. (In this expression, were is much more usual than was.) The main difference between the first conditional and the second conditional is about probability: the first conditional is realistic, the second conditional is unrealistic. (I don't think I will see him, because he is ill.) If I need your help, I'll call you. In pairs, students then take it in turns to ask about their partner's abilities by asking questions with 'Can you...?', e.g. 'Can you snap your fingers?' Their partner replies 'Yes, I can' or 'No, I can't' accordingly. The student with the most correct guesses wins the game. (A real situation.) If I came from your country, I would understand your problems. Second conditional (type 2): If the bus didn't arrive on time, I would drive you to the airport. Examples - type 3: We didn't save any money. First conditional sentences (type 1) The first conditional sentences are used to speculate about possible situations that can really happen at present or in future. If he had left immediately, he would be here now. (But I know that it is not realistic.) We make if clauses with if + past tense and main clauses with would + bare infinitive. (We told him and he isn't lost.) Inverted conditionals We can also make conditional sentences by changing the word order in the if clause. We'll sell you the ranch on condition you pay in cash. If their partner replies 'Yes, I can', the student asks their partner to demonstrate the ability if possible. questions to find out if their guesses are right or wrong. Conditional sentences (if-clauses)English grammar books PDF Online exercises with answers for pre-intermediate to advanced levels. In the last exercise, the students correct mistakes in can and can't sentences and rewrite them. The students write their classmates' answers on the worksheet using the third-person singular. After that, students write true sentences about themselves with can or can't using the verbs from the first page. (Whenever you park illegally, you pay a fine.) We use the present simple tense in both the main clauses and the if clauses. We make if clauses with if + present tense and main clauses with will + bare infinitive. If the answer is not accepted, then the second player is not allowed to lay down a card, but the third player is. Students put a tick in the 'can' and 'can't' column next to their name, depending on whether they completed the task successfully or not. (But we practised and won.) We make if clauses with if + past perfect and main clauses with would + perfect infinitive (have + past participle). Afterwards, students give feedback to the class on the tasks they can and can't do. If I won a million dollars, I would start a business of my own. game, students play bingo by finding classmates who have certain abilities. Examples - type 2: If I knew his address, I might go and see him. Working alone, students guess whether their partner can or can't do the things listed on their worksheet by circling can or can't in each sentence. In this free can and can't game, students guess whether a partner can or can't do certain things and ask Can you...? See also: Conditional tense (would, should, could, might) Exercises with answers and grammar rules with examples. Students then ask and answer questions about their left-handed abilities using can and can't. If you want to be slim, you should eat less. - I'll help you if you need it. When everyone has finished, students form new pairs and ask and answer questions about their new partner's former partner using the third person singular. Mixed conditionals Exercise 9 Make questions. Mixed conditionals Exercise 7 Answer questions. (If I were ... In the game, students say what ability or skill two things have in common using the modal verb can. If the classmate can complete the task, the student writes down their name. When everyone has finished, invite the students to demonstrate their abilities to the class. Students then repeat the procedure for the other challenges and complete the chart. Afterwards, students tell the class about their partner, e.g. 'I talked to Pam. Students then complete sentences on the worksheet with information about the students' levels of ability. If he were younger, he would marry her. If he is a good skier, he might make it. In this can and can't activity, students practice talking about skills and levels of ability using modal verbs and adverbs of manner. (But I am not free at the moment. I can't help you.) If you meet her, could you let me know? (He didn't leave immediately and isn't here.) If I had studied hard when I was young, I wouldn't be a porter now. Next, students complete sentences about the animals with can or can't. ) This is less common, quite formal and is mostly used in writing. I was looking at the trees when I fell off the bike. The student with the card then asks follow-up questions to work out if the other students are lying or telling the truth. Part 2: A multiple choice test. If the person can demonstrate the ability, the student writes their name in the square on the bingo card and then moves on to talk to another person. Third conditional (type 3): She wouldn't have come if I hadn't invited her. Present conditional: I would go there today. Examples - type 1: If you have finished your dinner, you can ask for the bill. (It is not very probable that I will need your help.) Sometimes we must use either the first conditional or the second conditional to make it clear that the situation is real or unreal. The game proceeds from there. Zero conditional sentences (type 0) The zero conditional describes situations that are always true. The student then makes a guess for each group member and the correct answers are revealed. Second + third conditional Exercise 4 Part 1: Rewrite sentences. The first player to lay down all their cards wins the game. If he was younger, he would marry her.) But: If I were you, I wouldn't do it. In this fun can and could speaking activity, students play a true or false guessing game about past and present abilities. Note If is the most frequent expression in the if clauses, but other expressions are also possible: even if, provided (that), unless, on condition (that), as long as. Second conditional Exercise 2 Complete sentences: I would sit here if you \_\_\_\_\_. Note: the verb to be can be specific in the if clause. Mixed conditionals Exercise 6 Complete sentences. Check the answers by asking the five students to perform their abilities to the class. First, students complete statements on their worksheet with true and false information about their abilities. Part 2: Negative sentences. Examples: You will leave tonight even if you don't want to. Unless you do something, she won't come back. (Whenever I go to school I get up at the same time.) If you park your car on double yellow lines, you pay a fine. Part 1: Positive statements. First conditional (type 1): I'll call you if I work late. (It is probable that I will need your help.) If I need your help, I'd call you. She wasn't there and I wasn't sitting next to her. In pairs, students then take it in turns to read out a true or false statement about their ability. (An unreal situation - I am not from your country.) Third conditional sentences (type 3) The third conditional sentences always refer to the past. If we had saved some money, we might have bought the house. (If you don't do anything, ... in pairs, students take it in turns to ask their partner 'Can you...?' questions and mark their responses on the worksheet. If the students are able to do the task with just their left hand, they write 'Yes, I can' next to the task. ) In this free Can you...? (But was is also possible: If I was rich, I wouldn't work. If has the same meaning as when or whenever. Their partner responds with one of six phrases on the board that express their level of ability and the student ticks the appropriate 1 to 6 box on the worksheet. In this free modal verbs of ability activity, students try completing certain tasks with their left hand. But if she had been there, I would have been sitting next to her. Their partner then makes their guess and the student reveals the answer. When everyone has finished, students interview the people in their group and ask questions about their ability to do the tasks. Students go around the classroom asking 'Can you...?' questions in order to find classmates who have the abilities shown on their bingo card, e.g. 'Can you wiggle your ears?' When a student finds someone who answers 'Yes, I can', the student asks the person to demonstrate their ability by performing the task. (not mind) Third conditional Exercise 3 Complete a letter. Dear Jill, if you hadn't go to the disco, you wouldn't... If you get up late, you will miss your bus. If I see him, I will tell him. Their partner asks up to three follow-up questions to help them decide whether the student's statement is true or false. (But I didn't win anything.) If he had met her, he would have told her. Zero conditional (type 0): I take my umbrella if it rains. In this amusing can and can't activity, students play a true or false guessing game about their abilities. We do not use will in the if clause to describe future activities (compare it to time clauses). In this can or can't worksheet, students learn and practice the modal verbs of ability can and can't. If I had more time, I would help you. In groups of three, students write their names next to the first challenge on the worksheet and then take it in turns to try to complete the challenge. Tell the students to imagine that they are in the Leforium with Ned Flanders from the Simpsons and that they have been given some tasks to do using only their left hand. This fun modal verbs of ability game is based on the card game Crazy Eights. Mixed conditionals Exercise 8 Correct mistakes. Here is a fun can and can't activity in which students try to complete various challenges and fill in a chart to show what members of their group can and can't do. Second conditional sentences (type 2) In the second conditional sentences we speculate about situations that will probably never happen at present or in future. If they do this successfully, the student wins the game. For example, if the prompt read 'sleep during the day', the student might ask 'Can you sleep during the day?' or 'Could you sleep during the day when you were a child?' The other students can either give a true or false answer. The first player chooses one of their cards, lays it on the table, and directs a question to the second player, e.g. 'What can a penguin and a duck do?' If the second player gives an acceptable answer (e.g. They can both swim.), they lay down a card and direct a question to the third player. If he studies hard, he'll pass the exams. You can have your birthday party provided that you aren't noisy. (I didn't study and I am a porter.) If we hadn't told him the way while he was preparing for his journey, he would get lost now. If possible, students ask their partner to demonstrate their ability. If I had won a million, I would have started a business of my own.







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