

# Modal Auxiliary Words

express meanings with **can**, **may**, and **must**



# Lesson Outline



- What are modals?
- Modal: Can
- Modal: May
- Modal: Must
- Practice using modals



# Guess the occupation!

- You must take care of students.
- You mustn't be late for class.
- You may read and write a lot.

- You can treat injuries.
- You may work in the morning or at night.
- You must take care of the patients.





# Guess the occupation!

- You must take care of students.
- You mustn't be late for class.
- You may read and write a lot.



- You can treat injuries.
- You may work in the morning or at night.
- You must take care of the patients.



Can you describe other occupations  
using the following prompts?

**You must ...**

**You can ...**

**You may ...**



# Modals

- The words "can," "must," and "may" are common auxiliary verbs used to express a speaker's attitudes and opinions that include:

**permission**

**possibility or impossibility**

**necessity or lack of**

**ability or inability**

**desire**

**obligation or lack of**

Auxiliary verbs are also called helping verbs.  
They are always paired with another verb.

# What do all modal verbs have in common?

1. Modal verbs don't add -s for the third-person singular, so the form is always the same.

She **can** swim.

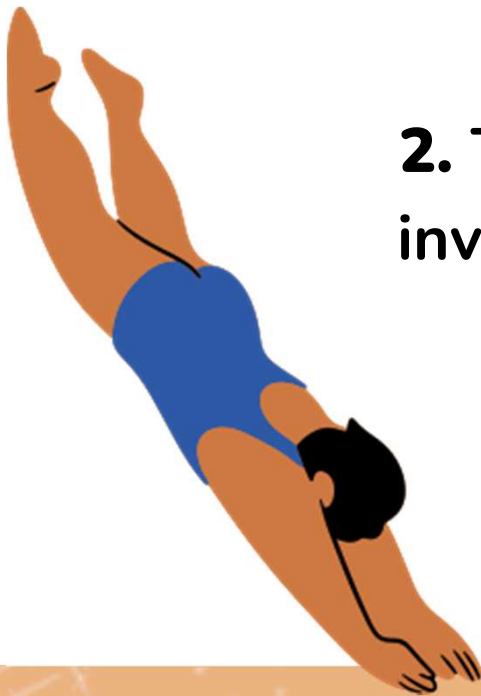




# What do all modal verbs have in common?

2. The question form is created by inverting the subject and the verb.

**Can you dive?**





# What do all modal verbs have in common?



3. We make the negative form by adding “not.”

They **must not** swim at the lake.

# What do all modal verbs have in common?

4. They are followed by a verb without “not.”

They **must bring** their own tent at the camping site.



# Can



## **Ability/Inability**

I **can** speak different languages.



## **Permission**

**Can** I borrow a dictionary?



## **Possibility**

Anyone **can** become multilingual.

# May



## **Possibility**

She **may** be at home.



## **Permission**

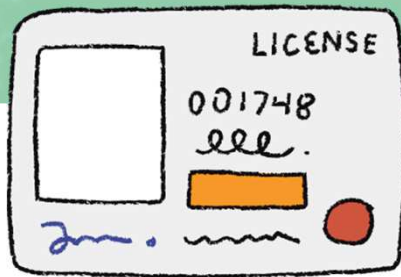
**May** I take a break?



## **Possibility**

**May** I have some coffee?

# Must



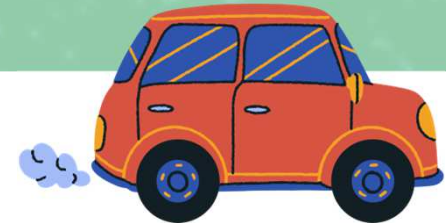
## Obligation

You **must** get the driver's license before I buy you a car.



## Possibility

They **must** be at home; their car is parked at the garage.



## Prohibition

You **must not** drive fast.

# Types of Modals



## Ability

- I **can** pay you next week.

## Possibility

- She **can't** be his daughter.
- My wallet is gone! Someone **must** have stolen it.
- I **may** see you tomorrow.

## Request

- **Could** you pass me the salt?

## Permission

- **Can** I sit down?
- **May** I go after dinner?

## Obligation

- You **must** see a doctor.

# Let's Practice

Identify the modal used in each sentence and its corresponding function.

**Ability**    **Permission**    **Possibility**    **Request**    **Obligation**

1. Alden can't play the piano today.
2. He must be sick.
3. You must take your medicine.
4. Can I watch tv to relax?
5. Could you buy me some milk at the store?





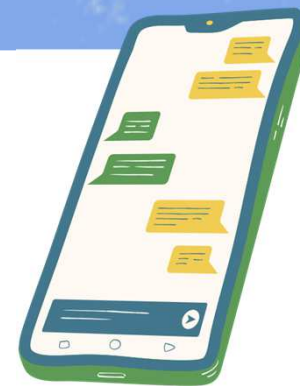
# Let's Practice

Identify the modal used in each sentence and its corresponding function.

1. Alden can't play the piano today. **Ability**
2. He must be sick. **Possibility**
3. You must take your medicine. **Obligation**
4. Can I watch tv to relax? **Permission**
5. Could you buy me some milk at the store? **Request**

# Let's Try This

Switch the modals between the following sentences.  
How will the meaning change?



The device **must not** be  
used underwater.

Hugo's cat **may** be  
hiding under the bed.

She **can** cook  
flavorful meals.



# Let's Try This



**The device may not be used underwater.**

*This reminder sounds less strict than when "must" was used.*

**Hugo's cat can be hiding under the bed.**

*It seems more certain that the cat is under the bed.*

**She must cook flavorful meals.**

*Good cooking becomes a requirement for the person.*



# Summary



**as helping verbs,**  
**modals** do not take  
the -s form and are  
always paired with  
the base form of  
the main verb

**modals express**  
**different meanings**  
**such as:** ability,  
possibility,  
permission, and  
obligation

**common**  
**examples of**  
**modals are:**  
must, can, may

# Signs & Symbols

Look around and take pictures of the signs you see in school, at home, or in your neighborhood. Describe those signs using modals.



For example, "You **can't** enter here."

# References

Add your references here.



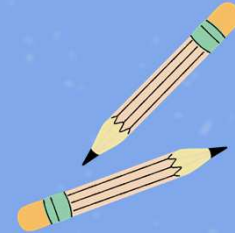
# Resource Page





Try this background for online class.

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**Press these  
keys while  
on Present  
mode!**



**B for blur**

**D for a drumroll**

**O for bubbles**

**U for unveil**

**C for confetti**

**M for mic drop**

**Q for quiet**

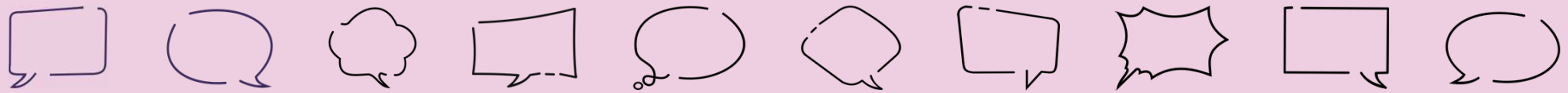
**Any number from  
0-9 for a timer**



Grammar Handbook

# Parts of Speech

English Language Arts 7



# Lesson 1

Understanding the different parts of speech is essential for building strong sentences.

In this lesson, we will explore the eight parts of speech.

**nouns**

**pronouns**

**verbs**

**adjectives**

**adverbs**

**prepositions**

**interjections**

**conjunctions**



## nouns

A noun is a person, place, thing, or idea.

For example, in the sentence “The dog barked loudly,” the word “dog” is a noun because it is a thing.



## pronouns

A pronoun replaces a noun.

For example, in the sentence “She loves to read,” the word “she” is a pronoun that replaces a specific person’s name.





## verbs

A verb shows action or a state a being.

For example, in the sentence “She ran to the store,” the word “ran” is a verb because it shows action.



## adjectives

An adjective modifies a noun or pronoun.

For example, in the sentence “The blue sky is beautiful,” the word “blue” describes the noun “sky.”

quickly



below



**adverbs**

An adverb modifies a verb, adjective, or another adverb.

In the sentence "The bird sang beautifully," the word "beautifully" is an adverb describing how the bird sang.



**prepositions**

A preposition shows the relationship between a noun and another word.

In the sentence "The bug is under the table," the word "under" is the preposition showing where the bug is in relation to the table.





## interjections

An interjection is a word or phrase used to express emotion.

For example, in the sentence “Wow! I can’t believe I won the race,” the word “wow” is an interjection because it expresses sudden emotion.





## conjunctions

A conjunction connects words, phrases, or clauses.

For example, in the sentence “I wanted ice cream, but I had cake instead,” the word “but” is a conjunction connecting two clauses.

You can remember conjunctions by using the mnemonic device FANBOYS.

F or

A nd

N or

B ut

O r

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# Parts of Speech



## nouns

A noun is a person, place, thing, or idea.



## pronouns

A pronoun replaces a noun.



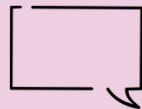
## verbs

A verb shows action or a state a being.



## adjectives

An adjective modifies a noun or pronoun.



# Parts of Speech



## adverbs

An adverb modifies a verb, adjective, or another adverb.



## prepositions

A preposition shows the relationship between a noun and another word



## interjections

An interjection is a word or phrase used to express emotion.



## conjunctions

A conjunction connects words, phrases, or clauses.



# Let's Practice

Identify the parts of speech of each underlined word.

1. Oh, that is a surprise.
2. My uncle's car is in the shop, so can your mom pick me up?
3. The campfire blazed brightly.
4. Theo left his history book on his desk.
5. A pretty dog was running through the park.
6. She bought a new jacket at the store.
7. The volleyball team won their match.
8. My favorite place to visit is the bookstore.
9. The dog hid behind the girl.
10. Jill quickly swam to shore.



# Let's Practice- Answers

Identify the parts of speech of each underlined word.

1. Oh, that is a surprise. – **interjection**
2. My uncle's car is in the shop, so can your mom pick me up? – **conjunction**
3. The campfire blazed brightly. – **adverb**
4. Theo left his history book on his desk. – **preposition**
5. A pretty dog was running through the park. – **adjective**
6. She bought a new jacket at the store. – **pronoun**
7. The volleyball team won their match. – **verb**
8. My favorite place to visit is the bookstore. – **noun**
9. The dog hid behind the girl. – **preposition**
10. Jill quickly swam to shore. – **verb**



# Lesson 1 Recap

There are eight major parts of speech that make up sentences.

Understanding the different parts of speech is essential for building strong sentences.

nouns

pronouns

verbs

adjectives

adverbs

prepositions

interjections

conjunctions



# Understanding the Verb 'To Be' in English

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A beginner-friendly guide to one of the most  
important verbs in English grammar.

# Objectives

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- By the end of this lecture, students will be able to:
- -Identify the different forms of the verb 'to be.'
- -Use the verb 'to be' in present, past, and future tenses.
- -Create affirmative, negative, and question sentences using 'to be.'



# What is the Verb 'To Be?'

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- The verb 'to be' is an important and irregular verb in English.
- It is used to:
  - -Describe people or things: 'He is tall'.
  - -Talk about conditions or states: 'I am tired'.
  - -Show existence: 'There are three cats'.
  - -Talk about locations: 'The book is on the table'.

# Present Tense Forms

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- I → am
- You → are
- He/She/It → is
- We → are
- They → are
  
- Examples:
  - -I am a student.
  - -You are happy.
  - -She is a doctor.



# Negative Sentences

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- Use 'not' after the verb:
- -I am not tired.
- -He is not (isn't) ready.
- -They are not (aren't) here.

# Questions

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- Change the order: Verb + Subject
- -Am I late?
- -Is he your brother?
- -Are they ready?



# Past Tense Forms

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- I / He / She / It → was
- You / We / They → were
- Examples:
  - -I was tired yesterday.
  - -They were at school.
  - -She was a nurse.

# Future Tense (Using 'Will')

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- Use 'will be' for all subjects:
- -I will be there.
- -They will be happy.
- -It will be easy.



# Practice Activity

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- Fill in the blanks:
- .1I \_\_\_\_ a teacher. (am(
- .2They \_\_\_\_ not at home. (are(
- \_\_\_\_ .3she your sister? (Is(
- .4He \_\_\_\_ a student last year. (was(
- .5We \_\_\_\_ at the park tomorrow. (will be(

# Summary

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- -The verb 'to be' changes with the subject and tense.
- -It is used for identity, state, location, and existence.
- -Learn and practice its different forms often!



# Mastering the Verb 'To Do' in English

A basic guide to using 'do,' 'does,' and 'did.'

# Objectives

- ▶ By the end of this lecture, students will be able to:
- ▶ -Understand the different uses of the verb 'to do'
- ▶ -Use 'do,' 'does,' and 'did' correctly
- ▶ -Form affirmative, negative, and question sentences using 'to do'

# What is the Verb 'To Do?'

- ▶ The verb 'to do' can be an action verb or a helping verb.
- ▶ As an Action Verb:
  - ▶ ' -I do my homework every day'.
- ▶ As a Helping Verb:
  - ▶ ' -Do you like pizza?'
  - ▶ ' -She does not eat meat'.

# Present Tense Forms

- ▶ I / You / We / They → do
- ▶ He / She / It → does
- ▶ Examples:
  - ▶ -I do my chores.
  - ▶ -He does his homework.
  - ▶ -We do yoga every morning.

# Negative Sentences

- ▶ Use 'do/does + not' before the base verb:
- ▶ -I do not (don't) like math.
- ▶ -She does not (doesn't) eat fish.
- ▶ -They do not (don't) watch TV.



# Questions

- ▶ Form: Do/Does + subject + base verb
- ▶ -Do you play guitar?
- ▶ -Does he work here?
- ▶ -Do they study English?



# Past Tense: 'Did'

- ▶ All Subjects → did
- ▶ Examples:
  - ▶ -I did my homework yesterday.
  - ▶ -They did not (didn't) call you.
  - ▶ -Did she visit you?

# Practice Activity

- ▶ Fill in the blanks:
- ▶ .1He \_\_\_\_ his homework every day. (does(
- ▶ \_\_\_\_ .2they like coffee? (Do(
- ▶ .3We \_\_\_\_ not know the answer. (do(
- ▶ .4She \_\_\_\_ not eat meat. (does(
- ▶ \_\_\_\_ .5you see that movie? (Did(

# Summary

- ▶ ' -Do,' 'does,' and 'did' are used to form questions and negatives.
- ▶ ' -To do' can also show action.
- ▶ -Practice helps you recognize when to use each form correctly.

The background is a dark teal color. It features several large, overlapping circles in a lighter teal shade. In the top right corner, there is a small red rectangle. The title text is centered and written in a white, sans-serif font.

# The Verb 'To Have'

AN ENGAGING GUIDE TO ONE OF THE MOST  
IMPORTANT VERBS IN ENGLISH.



# Objectives

- ▶ By the end of this lesson, students will be able to:
- ▶ -Use 'to have' in different tenses
- ▶ -Distinguish between possessive and auxiliary uses
- ▶ -Form affirmative, negative, and question sentences with 'have'

# What Does 'To Have' Mean?

- ▶ Two main roles:
- ▶ A. Possession (ownership):(
  - ▶ ' -I have a car'.
  - ▶ ' -She has two brothers'.
- ▶ B. Auxiliary Verb (Perfect Tense:)(
  - ▶ ' -He has eaten lunch'.
  - ▶ ' -We have finished our homework'.

# Present Simple Forms

- ▶ I / You / We / They → have
- ▶ He / She / It → has

- ▶ Examples:
- ▶ -I have a pet cat.
- ▶ -She has a lovely smile.
- ▶ -They have many books.



# Negative Sentences

- ▶ A. Possession:
  - ▶ -I do not have a car.
  - ▶ -He does not have a bike.
- ▶ B. Auxiliary:
  - ▶ -She has not eaten breakfast.
  - ▶ -We have not seen the movie.



# Asking Questions

- ▶ A. Possession:
  - ▶ -Do you have a pen?
  - ▶ -Does she have a job?
- ▶ B. Perfect Tense:
  - ▶ -Have you finished your work?
  - ▶ -Has he ever been to Paris?

# Past Tense: 'Had'

- ▶ Same form for all subjects: had
- ▶ Examples:
  - ▶ -I had a cold last week.
  - ▶ -They had a big house.
  - ▶ -She had already left when I arrived.

# Common Expressions with 'Have'

- ▶ -Have a good time: 'We had a good time'.
- ▶ -Have breakfast/lunch/dinner: 'I have coffee for breakfast'.
- ▶ -Have fun: 'Let's have fun at the beach'!
- ▶ -Have a look: 'Can I have a look at your notes'?



# Practice Activity

- ▶ Fill in the blanks:
- ▶ .1She \_\_\_ a red bag. (has(
- ▶ .2I \_\_\_ a sandwich for lunch yesterday. (had(
- ▶ \_\_\_ .3you ever been to London? (Have(
- ▶ .4We \_\_\_ not seen that film. (have(
- ▶ \_\_\_ .5he have a pet? (Does(

# Summary

- ▶ '-To have' = possession + perfect tenses
- ▶ -Present: have/has | Past: had
- ▶ -Auxiliary use is key in perfect tenses
- ▶ -Common expressions make it fun and useful!

# Exercises

Part 1: Fill in the blanks with the correct form of "have" (have, has, or had)

1. I \_\_\_\_\_ a new backpack.

2. She \_\_\_\_\_ a great idea for the project.

3. They \_\_\_\_\_ breakfast at 7 AM every day.

4. He \_\_\_\_\_ a dog when he was a child.

5. We \_\_\_\_\_ a lot of fun at the amusement park last weekend.



# Exercises

Part 2: Rewrite the sentences in the negative form

I have a headache. →

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She has a lot of homework. →

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We had a meeting yesterday. →

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# Exercises

**Part 3:** Make questions from these sentences

You have a brother. →

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She has a driving license. →

---

They had a barbecue. →

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