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Modality - Year 3

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MODALITY FORCE METER

How strongly does the speaker mean it?

LOW FORCE

could • might •
may • perhaps •
maybe

It **might** rain.

MEDIUM FORCE

should • would •
can • likely •
probably

It **will** rain.

HIGH FORCE

must • will •
have to • definitely •
certainly

Choose modal language to
match your audience and purpose.

MODALITY QUICK GUIDE



Modality shows how strongly a speaker or writer means something.



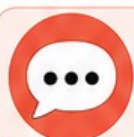
LOW FORCE

could • might • may • perhaps • maybe



MEDIUM FORCE

should • would • can • likely • probably



HIGH FORCE

must • will • have to • definitely • certainly



Ask yourself: Who is my audience? What is my purpose?

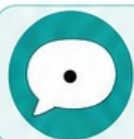


Example: We might tidy the room. → We must tidy the room.

MODALITY QUICK GUIDE



Modality shows how strongly a speaker or writer means something.



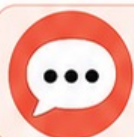
LOW FORCE

could • might • may • perhaps • maybe



MEDIUM FORCE

should • would • can • likely • probably



HIGH FORCE

must • will • have to • definitely • certainly



Ask yourself: Who is my audience? What is my purpose?

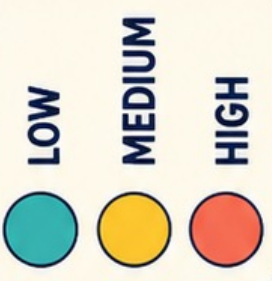


Example: We might tidy the room. → We must tidy the room.

MODALITY MISSION

How to play

1. Roll a die and move.
2. Pick a card that matches the space.
3. Say or write a sentence using suitable modal language.
4. Explain whether the language is low, medium or high force.



LOW



Say a gentle possibility about tomorrow.

MEDIUM



Give friendly advice to a classmate.

HIGH



State an important safety rule.

AUDIENCE



Ask the principal for new sports equipment.

PURPOSE



Persuade your class to try a new book.

SWITCH IT



Change “We might help” to high force.

LOW



Make a soft suggestion for the weekend.

MEDIUM



Explain what someone should do next.

HIGH



Give a firm instruction for an emergency.

AUDIENCE



Ask a younger student to pack up.

PURPOSE



Show that you feel certain about an idea.

SWITCH IT



Change “You must listen” to low force.



FORCEFUL OR FLEXIBLE?



Sort each card by how strongly the speaker or writer means it.

LOW FORCE

gentle possibility or suggestion



MEDIUM FORCE

probability or likely action



HIGH FORCE

firm certainty, rule or obligation



PREVIEW



**We might
visit the
museum.**



**Perhaps the
game will
finish early.**



**Could we
read
outside?**



**You should
bring a hat.**



**The bus will
probably
arrive soon.**



**It can carry
the box.**



**You must
wear a
helmet.**



**We will
begin at nine.**



**Students have
to return
library books.**



**Maybe the
puppy is
hungry.**



**You would
enjoy this
story.**



**That is
definitely the
safest choice.**

Name: _____

Date: _____



SPOT THE MODAL CLUES



PAGE 1

Circle the modal word or phrase in each sentence. Then tick L, M or H to show low, medium or high force.

1. We might build a bird feeder on Friday. L ☐ M ☐ H ☐
2. You must stay behind the safety line. L ☐ M ☐ H ☐
3. I can help carry the art supplies. L ☐ M ☐ H ☐
4. Perhaps the library is still open. L ☐ M ☐ H ☐
5. Our team will definitely practise after school. L ☐ M ☐ H ☐
6. You should bring your reading folder. L ☐ M ☐ H ☐
7. Could we choose a different game? L ☐ M ☐ H ☐
8. Everyone has to return the equipment. L ☐ M ☐ H ☐

Which sentence sounds the most forceful? Explain why.

Name: **ANSWERS**

Date: _____



SPOT THE MODAL CLUES



PAGE 1

Circle the modal word or phrase in each sentence. Then tick L, M or H to show low, medium or high force.

1. We might build a bird feeder on Friday. L ☒ M ☐ H ☐
2. You must stay behind the safety line. L ☐ M ☐ H ☒
3. I can help carry the art supplies. L ☐ M ☒ H ☐
4. Perhaps the library is still open. ☒ ☐ M ☐ H ☐
5. Our team will definitely practise after school. L ☐ M ☐ H ☒
6. You should bring your reading folder. L ☐ M ☒ H ☐
7. Could we choose a different game? ☒ ☐ M ☐ H ☐
8. Everyone has to return the equipment. L ☐ M ☐ H ☒

Which sentence sounds the most forceful? Explain why.

Sentence 2 sounds most forceful because must expresses a firm safety rule.

SPOT THE MODAL CLUES

PAGE 2



Name: _____

Date: _____

PART A — COMPARE

Circle the more forceful sentence in each pair. Underline the modal language.

1A. We might begin now.	1B. We must begin now.
2A. Perhaps that is unfair.	2B. That is definitely unfair.
3A. Could you close the gate?	3B. You have to close the gate.

PART B — CREATE

Write three sentences about borrowing a library book. Change the modality each time.



LOW FORCE



MEDIUM FORCE



HIGH FORCE

How did your word choices change the message?



TURN THE MODALITY DIAL



PAGE 1

Name: _____

Date: _____

Use each choice once. Write the best modal word or phrase in the blank. Then tick its force.

WORD BANK

might

should

must

could

will

have to

1. SMALL CHANCE

It _____ rain later.

LOW ☐ MEDIUM ☐ HIGH ☐

2. FRIENDLY ADVICE

You _____ bring a sunhat.

LOW ☐ MEDIUM ☐ HIGH ☐

3. FIRM SAFETY RULE

You _____ stay with the group.

LOW ☐ MEDIUM ☐ HIGH ☐

4. POLITE REQUEST

_____ you please pass the glue?

LOW ☐ MEDIUM ☐ HIGH ☐

5. CERTAIN PLAN

Our excursion _____ begin at 9:00 am.

LOW ☐ MEDIUM ☐ HIGH ☐

6. REQUIRED ACTION

Students _____ wear closed shoes in the science lab.

LOW ☐ MEDIUM ☐ HIGH ☐

Which modal choice makes the strongest demand? _____



TURN THE MODALITY DIAL



PAGE 1

Name: ANSWERS

Date: _____

Use each choice once. Write the best modal word or phrase in the blank. Then tick its force.

WORD BANK

might

should

must

could

will

have to

1. SMALL CHANCE

It might rain later.

LOW ☒

MEDIUM ☐

HIGH ☐

2. FRIENDLY ADVICE

You should bring a sunhat.

LOW ☐

MEDIUM ☒

HIGH ☐

3. FIRM SAFETY RULE

You must stay with the group.

LOW ☐

MEDIUM ☐

HIGH ☒

4. POLITE REQUEST

Could you please pass the glue?

LOW ☒

MEDIUM ☐

HIGH ☐

5. CERTAIN PLAN

Our excursion will begin at 9:00 am.

LOW ☐

MEDIUM ☐

HIGH ☒

6. REQUIRED ACTION

Students have to wear closed shoes in the science lab.

LOW ☐

MEDIUM ☐

HIGH ☒

Which modal choice makes the strongest demand? must

TURN THE MODALITY DIAL

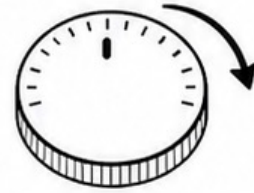
PAGE 2

Name: _____

Date: _____

PART A — SWITCH THE FORCE

Rewrite each message to match the new force.



1. Make this more forceful: The class could be quiet.

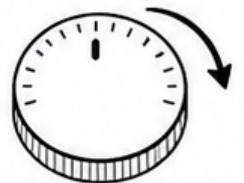
2. Make this less forceful: You must bring a pencil.

3. Make this medium force: I might join the team.

4. Make this high-force evaluation: I think that idea is helpful.

PART B — BUILD A CONTINUUM

Write three messages about keeping the playground tidy. Use different modality each time.



LOW FORCE

MEDIUM FORCE

HIGH FORCE

Circle the modal language in each sentence you wrote.

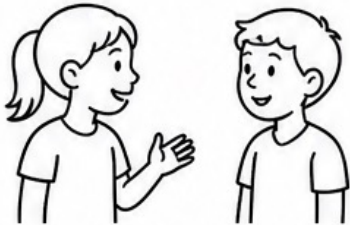
CHOOSE FOR THE CONTEXT

PAGE 1

Name: _____

Date: _____

Circle the sentence that best suits each audience or purpose.



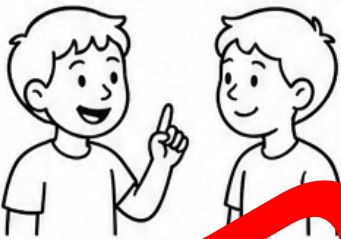
1. POLITE REQUEST TO A CLASSMATE

- ☐ A. Could I borrow your ruler?
- ☐ B. I must borrow your ruler.
- ☐ C. Perhaps your ruler.



2. IMPORTANT SCIENCE SAFETY RULE

- ☐ A. You might wear goggles.
- ☐ B. You must wear goggles.
- ☐ C. Perhaps wear goggles.



3. FRIENDLY ADVICE TO A FRIEND

- ☐ A. You should rest.
- ☐ B. You must rest.
- ☐ C. You definitely rest.



4. UNCERTAIN WEATHER FORECAST

- ☐ A. It must rain later.
- ☐ B. It might rain later.
- ☐ C. It has to rain later.



5. CERTAIN TIMETABLE INFORMATION

- ☐ A. The bus will leave at three.
- ☐ B. The bus might leave at three.
- ☐ C. Perhaps the bus leaves at three.



6. SOFT SUGGESTION TO A TEACHER

- ☐ A. We could read outside.
- ☐ B. We have to read outside.
- ☐ C. We will definitely read outside.

What clues helped you choose? _____

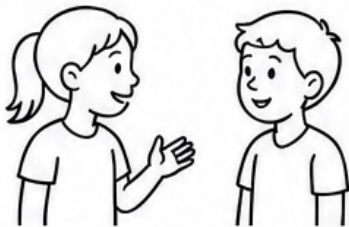
CHOOSE FOR THE CONTEXT

PAGE 1

Name: ANSWERS

Date: _____

Circle the sentence that best suits each audience or purpose.



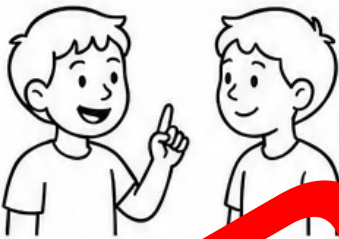
1. POLITE REQUEST TO A CLASSMATE

- ☒ A. Could I borrow your ruler?
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☐ C. Perhaps your ruler.



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- ☐ A. You might wear goggles.
☒ B. You must wear goggles.
☐ C. Perhaps wear goggles.



3. FRIENDLY ADVICE TO A FRIEND

- ☒ A. You should rest.
☐ B. You must rest.
☐ C. You definitely rest.



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☒ B. It might rain later.
☐ C. It has to rain later.



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- ☒ A. The bus will leave at three.
☐ B. The bus might leave at three.
☐ C. Perhaps the bus leaves at three.



6. SOFT SUGGESTION TO A TEACHER

- ☒ A. We could read outside.
☐ B. We have to read outside.
☐ C. We will definitely read outside.

What clues helped you choose? The audience, purpose and level of certainty.

CHOOSE FOR THE CONTEXT

PAGE 2

Name: _____

Date: _____

Write a message that suits the audience, purpose and target force. Circle your modal language.

1. MUSEUM VISIT



AUDIENCE: classmates

PURPOSE: give a safety rule

TARGET FORCE: high

2. WEEKEND INVITATION



AUDIENCE: a friend

PURPOSE: make a gentle suggestion

TARGET FORCE: low

3. CLASS PRESENTATION



AUDIENCE: the class

PURPOSE: show certainty
about your opinion

TARGET FORCE: high

4. PACKING UP



AUDIENCE: a younger student

PURPOSE: give friendly advice

TARGET FORCE: medium

REFLECTION

Which message would change most if the audience changed? Explain.



STRENGTHEN THE MESSAGE

PAGE 1



Name: _____

Date: _____

Read the proposal. Circle all the modal words and phrases.

A GARDEN FOR OUR SCHOOL

Our school might start a lunchtime garden. It could give students a calm place to work. Perhaps each class may care for one garden bed. Families might donate seeds. The project could make our school greener.



Rewrite each sentence using the stronger modal language in brackets.

1. Our school might start a lunchtime garden. (will)

2. It could give students a calm place to work. (will definitely)

3. Perhaps each class may care for one garden bed. (must)

4. Families might donate seeds. (should)

5. The project could make our school greener. (will)

REFLECTION

How did the stronger modality change the proposal?





STRENGTHEN THE MESSAGE



PAGE 1

Name: **ANSWERS**

Date: _____

Read the proposal. Circle all the modal words and phrases.

A GARDEN FOR OUR SCHOOL

Our school **might** start a lunchtime garden. It **could** give students a calm place to work. **Perhaps** each class **may** care for one garden bed. Families **might** donate seeds. The project **could** make our school greener.



Rewrite each sentence using the stronger modal language in brackets.

1. Our school might start a lunchtime garden. (will)

Our school will start a lunchtime garden.

2. It could give students a calm place to work. (will definitely)

It will definitely give students a calm place to work.

3. Perhaps each class may care for one garden bed. (must)

Each class must care for one garden bed.

4. Families might donate seeds. (should)

Families should donate seeds.

5. The project could make our school greener. (will)

The project will make our school greener.

REFLECTION

How did the stronger modality change the proposal?



The proposal became more certain, confident and persuasive.

STRENGTHEN THE MESSAGE

PAGE 2

Name: _____

Date: _____



THE QUIET READING CORNER

Your class wants a quiet reading corner in the playground. Write a persuasive message to the principal.



MODALITY WORD BANK

could might should must will have to definitely certainly

PLAN

Opening opinion:

Reason 1:

Reason 2:

Call to action:

WRITE

Include at least five modal words/phrases. Use at least three high-force choices. Underline your modal language.

☐ clear opinion

☐ reasons

☐ strong modality

☐ audience considered

MODAL SENTENCE WORKSHOP

PAGE 1

Name: _____

Date: _____

Complete each sentence with one modal adverb from the word bank.
Use each choice once. Then tick its force.

WORD BANK

maybe

perhaps

possibly

probably

definitely

certainly



1. The team will _____ finish before lunch.

LOW ☐

MEDIUM ☐

HIGH ☐

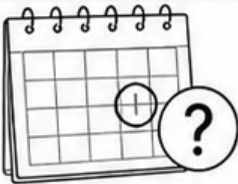


2. _____ the puppy feels nervous.

LOW ☐

MEDIUM ☐

HIGH ☐



3. The excursion could _____ be postponed.

LOW ☐

MEDIUM ☐

HIGH ☐



4. The ending is _____ surprising.

LOW ☐

MEDIUM ☐

HIGH ☐



5. _____ this is the fairest solution.

LOW ☐

MEDIUM ☐

HIGH ☐



6. Our design will _____ impress the judges.

LOW ☐

MEDIUM ☐

HIGH ☐

What do modal adverbs add to a message?

MODAL SENTENCE WORKSHOP

PAGE 1

Name: ANSWERS

Date: _____

Complete each sentence with one modal adverb from the word bank.
Use each choice once. Then tick its force.

WORD BANK

maybe perhaps possibly probably definitely certainly



1. The team will probably finish before lunch.

LOW ☐

MEDIUM ☒

HIGH ☐

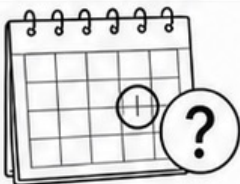


2. Maybe the puppy feels nervous.

LOW ☒

MEDIUM ☐

HIGH ☐



3. The excursion could possibly be postponed.

LOW ☒

MEDIUM ☐

HIGH ☐



4. The ending is definitely surprising.

LOW ☐

MEDIUM ☐

HIGH ☒



5. Perhaps this is the fairest solution.

LOW ☒

MEDIUM ☐

HIGH ☐



6. Our design will certainly impress the judges.

LOW ☐

MEDIUM ☐

HIGH ☒

What do modal adverbs add to a message?

They show how certain or forceful the message is.

MODAL SENTENCE WORKSHOP

PAGE 2

Name: _____

Date: _____

PART A — BUILD THE SENTENCE

Choose one modal verb and one modal adverb for each sentence. Write the verb first, then the adverb. Circle the modal verb and underline the modal adverb.

MODAL VERBS

could might should will must

MODAL ADVERBS

perhaps possibly probably definitely certainly

1. Our class _____ finish the project today.

2. The puppy _____ be hiding under the bench.

3. You _____ bring a water bottle.

4. The team _____ win the final.



PART B — CREATING SENTENCES

Write one low-force, one medium-force and one high-force sentence about a school concert. Use a modal verb and a modal adverb in each sentence.

LOW FORCE

MEDIUM FORCE

HIGH FORCE

How did the modal verb and modal adverb work together?

THE PLAYGROUND PROPOSAL

ASSESSMENT — PAGE 1



Name: _____ Date: _____



YOUR CHALLENGE

Our school can make one improvement to the playground. Choose a shade sail, friendship bench, garden, games area or your own idea. You will write a persuasive proposal to the principal.

PART A — ANALYSE MODALITY

Underline the modal language in each sentence. Then tick LOW, MEDIUM or HIGH to show its force.

1. A shade sail might keep the area cooler.	LOW ☐	MEDIUM ☐	HIGH ☐
2. Students should have a calm place to sit.	LOW ☐	MEDIUM ☐	HIGH ☐
3. The school must choose a safe improvement.	LOW ☐	MEDIUM ☐	HIGH ☐
4. Our idea will definitely help many students.	LOW ☐	MEDIUM ☐	HIGH ☐

PART B — PLAN YOUR PROPOSAL

My improvement: _____

My opinion: _____

Reason 1: _____

Reason 2: _____

Audience: the principal _____

Purpose: to persuade _____

BEFORE PAGE 2

- ☐ I have chosen one clear improvement.
- ☐ I have planned two strong reasons.
- ☐ I know who my audience is.
- ☐ I am ready to vary the force of my modal language.

THE PLAYGROUND PROPOSAL

ASSESSMENT — PAGE 1



Name: **ANSWERS** Date: _____



YOUR CHALLENGE

Our school can make one improvement to the playground. Choose a shade sail, friendship bench, garden, games area or your own idea. You will write a persuasive proposal to the principal.

PART A — ANALYSE MODALITY

Underline the modal language in each sentence. Then tick LOW, MEDIUM or HIGH to show its force.

1. A shade sail <u>might</u> keep the area cooler.	LOW ☒	MEDIUM ☐	HIGH ☐
2. Students <u>should</u> have a calm place to sit.	LOW ☐	MEDIUM ☒	HIGH ☐
3. The school <u>must</u> choose a safe improvement.	LOW ☐	MEDIUM ☐	HIGH ☒
4. Our idea <u>will</u> <u>definitely</u> help many students.	LOW ☐	MEDIUM ☐	HIGH ☒

PART B — PLAN YOUR PROPOSAL

My improvement: _____

My opinion: _____

Reason 1: _____

Reason 2: _____

Audience: the principal _____

Purpose: to persuade _____

BEFORE PAGE 2

- ☐ I have chosen one clear improvement.
- ☐ I have planned two strong reasons.
- ☐ I know who my audience is.
- ☐ I am ready to vary the force of my modal language.

THE PLAYGROUND PROPOSAL

ASSESSMENT — PAGE 2

Name: _____

Date: _____

PART C — WRITE YOUR PROPOSAL



Write a persuasive proposal to the principal. State your improvement, give at least two reasons and finish with a strong conclusion.

Use at least five modal words or phrases. Include at least one low-force choice, one medium-force choice and two high-force choices.

Dear Principal,

From, _____

PART D — REVIEW

- ☐ I circled at least five modal words or phrases.
- ☐ I used low, medium and high force.
- ☐ My strongest modal choice suits the principal.
- ☐ I checked my spelling and punctuation.

My strongest modal choice was _____ because

MODALITY YR 3 RUBRIC

Student: _____

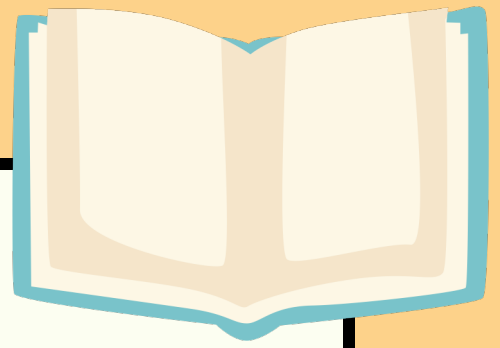
Date: _____



CRITERIA	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Identifies modal language 	Finds modal words with support.	Finds some modal verbs and adverbs.	Identifies modal verbs and adverbs accurately.	Identifies varied modal language accurately.	Identifies and groups varied modal language precisely.
Explains force and effect 	Names low, medium or high with support.	Labels force for familiar examples.	Explains how force changes a message.	Compares force and explains its effect.	Explains subtle shifts in force and effect.
Chooses for audience and purpose 	Makes a choice with support.	Chooses suitable modality sometimes.	Chooses suitable modality for audience and purpose.	Adjusts modality deliberately for audience and purpose.	Controls modality precisely across contexts.
Applies modality in writing 	Uses one modal word with support.	Uses some modal words in writing.	Uses a range of modal words with high force in writing.	Varies modal language to strengthen persuasion.	Uses nuanced modality to shape a convincing voice.
Communicates and edits clearly 	Shares a simple idea with support.	Organises ideas and checks some conventions.	Organises ideas and checks spelling and punctuation.	Writes cohesively and edits accurately.	Creates polished persuasive writing with precise control.
Teacher feedback and next step: _____					

**MODALITY
YEAR 3**





LEARNING GOAL

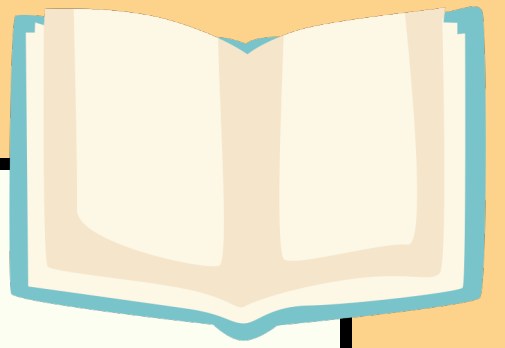
We are learning to choose modal verbs and modals that make a message more or less forceful.

By the end, I can:

- identify modality in a sentence.
- describe low, medium and high force.
- match modality to audience and purpose.

Curriculum Connection: AC9E3LA02





WORD WARM-UP

Read the sentence:

The team will probably finish today.

- will is a modal verb.
- probably is a modal adverb.
- Together they show uncertainty.

Try and talk. Which word could make the sentence less certain?





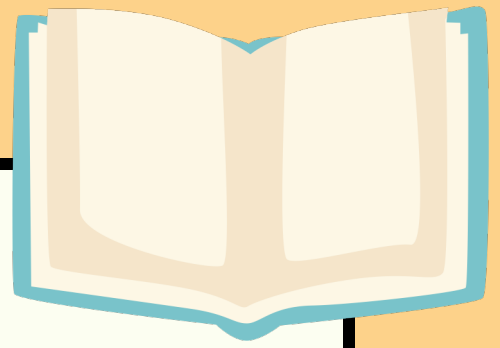
WHAT IS MODALITY?

Modality is language that shows how certain, possible, necessary or forceful a message is.

It can show:

- possibility — might
- likelihood — probably
- obligation — should or must
- certainty — will or definitely





MODALITY FORCE

Low-force choices include might, could, perhaps, and possibly.

Medium-force choices include should, would, and probably.

High-force choices include will, must, definitely, and certainly.

Force is a continuum. Context can make one choice feel stronger or softer.





SAME IDEA, DIFFERENT FORCE

Read each version aloud:

We might win the game.

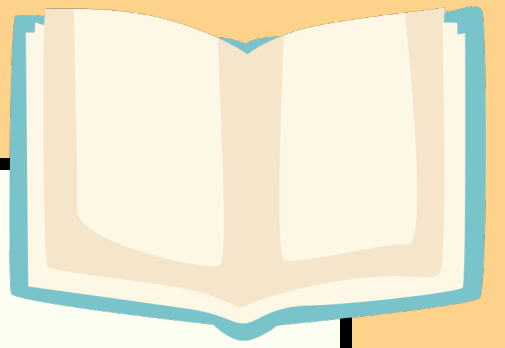
We should win the game.

We will definitely win the game.

The idea stays the same, but the speaker sounds increasingly certain.

Which might be the low force version be the best choice?





VERBS AND ADVERBS

Modal verbs sit before a base verb:

We might visit. You should listen. They must leave.

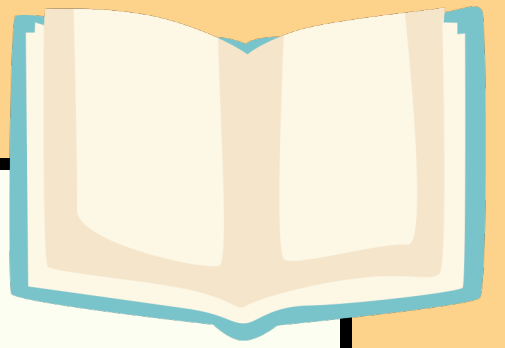
Modal adverbs add another shade of force:

Perhaps we will visit. We will probably visit. We will definitely visit.

A sentence can use both:

We might possibly visit.





PUT WORDS IN ORDER

A useful pattern is:

subject + modal verb + modal adverb + base verb

Our class + could + probably + finish

Correct: Our class could probably finish today.

Not correct: Our class probably could finishes today.

The puppy might possibly hide





MODALITY AND NEGATIVES

Negatives change meaning and force

You must attend. = strong requirement

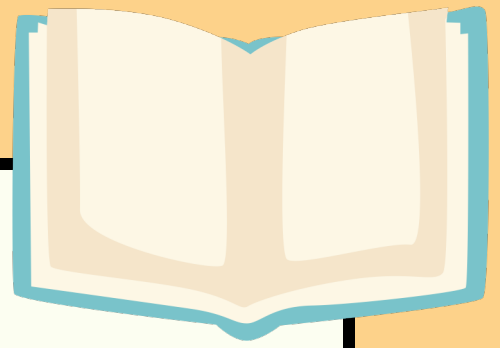
You must not attend. = strong prohibition

You might attend. = low-force possibility

You might not attend. = low-force possibility of absence

Be careful! negatives not automatically make a sentence less forceful.





MATCH THE AUDIENCE

Choose force to suit who will receive the message and why.

To a friend: We could play near the library.

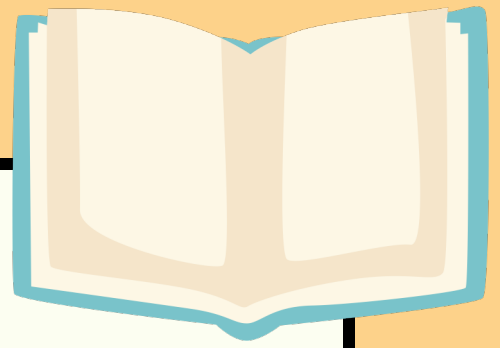
To a principal: We should create a quiet reading area.

In a safety rule: Students must wait near the stairs.

The strongest words are not always the most suitable.

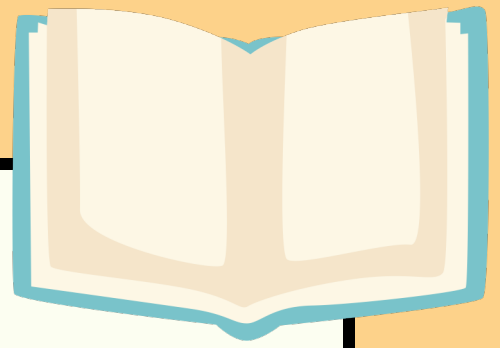


EVALUATION AND EMOTION



Modality can show evaluation and emotion
That might be helpful. = cautious evaluation
That will be wonderful = confident positive emotion
You must stop! = urgent emotion and strong obligation
What feeling or judgement does each modal choice add?



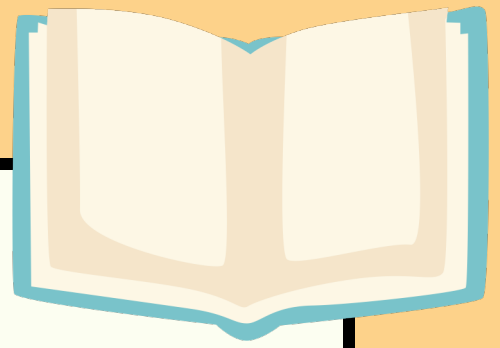


SORT THE FORCE

Say low, medium or high for each sentence.

1. We might visit the museum.
 2. You should pack a hat.
 3. Everyone must know the safety rules.
 4. Perhaps the rain will stop.
 5. Our team will definitely be ready.
- Explain each choice using certain or forceful.





CHOOSE FOR THE CONTEXT

Which message best suits a polite request for a favour?

A. You must help me now.

B. Could you please help me?

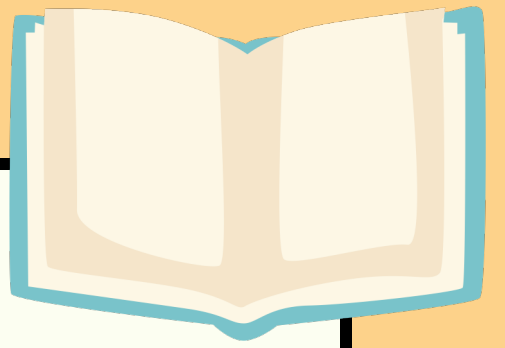
C. You will help me.

Best choice: B. It is polite and suitably low force.

No invent high-force message for a safety rule.



STRENGTHEN PERSUASION



Weak proposal:

A shade sail could be useful.

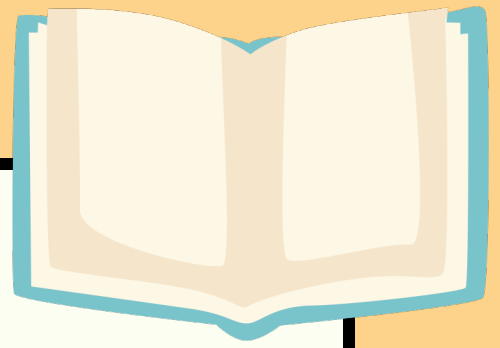
Stronger proposal:

A shade sail will definitely make the playground safer and cooler.

The stronger version sounds more certain.

Proposal: A friendship bench might help some students.





SOFTEN A REQUEST

Forceful request:

You must move your bag.

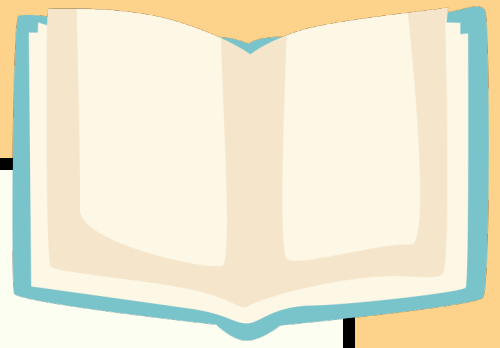
Softer, respectful request:

Could you please move your bag?

Softening can make a message more suitable for its audience.

Polite: You will give me the answer.





FIND MODALITY IN A TEXT

Our class should create a garden. It will probably attract insects, and it might make the area calmer. Everyone must use tools safely.

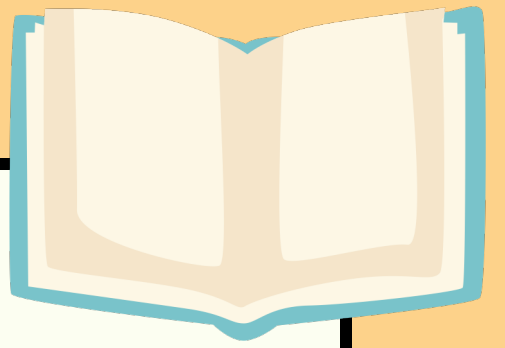
Find:

- one low-force choice
- two medium-force choices
- one high-force choice

What effects do each choice have?



PARTNER CHALLENGE



Take turns saying a sentence about the school challenge.

Round 1: use low force.

Round 2: use medium force.

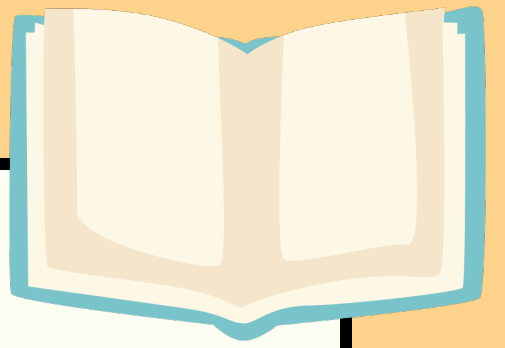
Round 3: use high force.

Your partner identifies the modal language and explains its effect.

Bonus: combine a modal verb and a modal adverb.

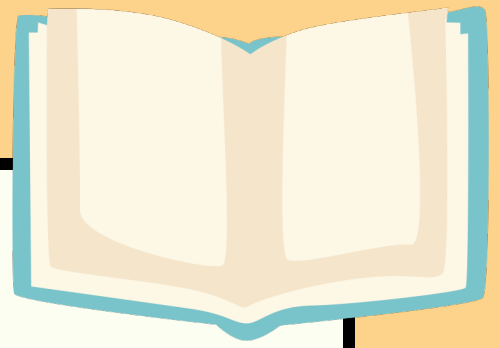


REVIEW THE BIG IDEAS



- Modality shows possibility, likelihood or certainty.
- Modal verbs include might, could, should, and must.
- Modal adverbs include perhaps, probably, definitely and certainly.
- Force can be low, medium or high.
- Effective writers adapt modality to audience and purpose.





EXIT CHECK

Write one sentence about improving the program.

1. Use a modal verb.
2. Add a modal adverb.
3. Label its force: low, medium or high.
4. Explain why this improves the program.

Example statement: Our school should probably ...





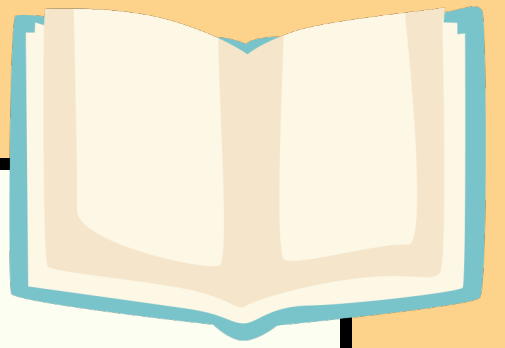
PREVIEW

WELL DONE!



MODALITY QUIZ YEAR 3





QUESTION 1

Which word is the modal verb in this sentence?

Our class might visit the garden.

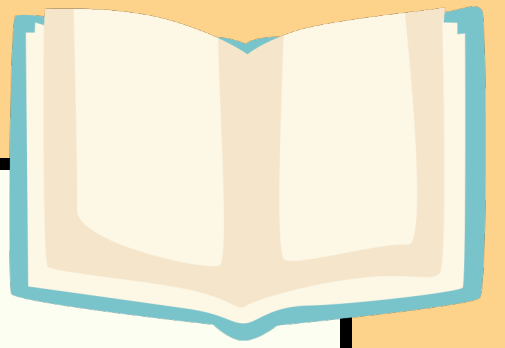
A. garden

B. might

C. visit

D. class





ANSWER 1

Correct answer: B — might

Might is a modal verb. It comes before the base verb and shows low-force possibility.



QUESTION 2

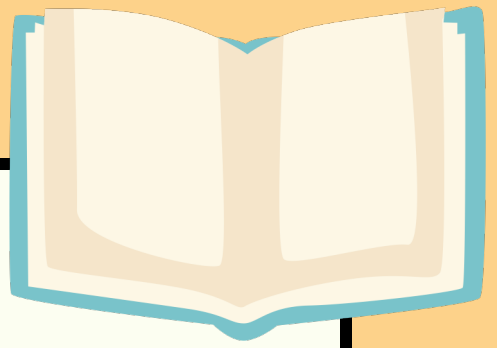
Which modal adverb makes the message most clear?

A. perhaps

B. possibly

C. probably

D. definitely



ANSWER 2



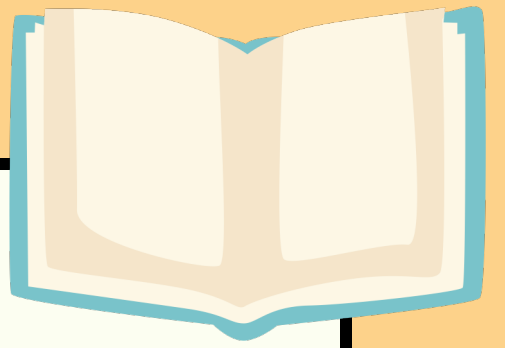
Correct answer: D — definitely

Definitely expresses high certainty, so it is more forceful than perhaps, possibly or probably.



PREVIEW

QUESTION 3



True or false?

You must wear a helmet.

This sentence uses high force modality.

A. True

B. False



ANSWER 3

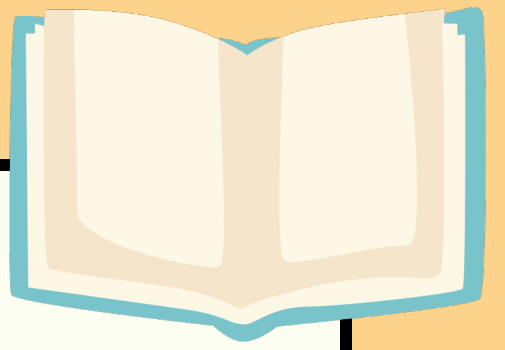


Correct answer: A — True

Must expresses a strong requirement to the person who has enough force.



PREVIEW



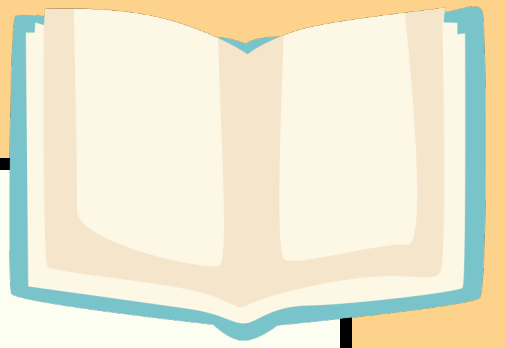
QUESTION 4

Which sentence is the most suitable polite request to a teacher?

- A. You must explain that again.
- B. You will explain that again.
- C. Could you please explain that again?
- D. Explain that again.



ANSWER 4



Correct answer: C

Could create a respectful low-force question that suits the audience and purpose.





QUESTION 5

Short answer

Rewrite this sentence to make it sound more certain.

The team might win.

Use a modal verb or modal adverb in each.



ANSWER 5



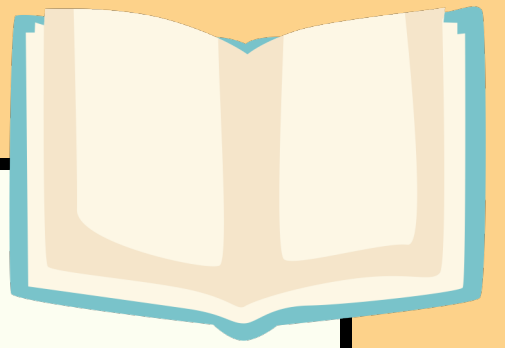
Sample answer:

The team will definitely win.

Will and definitely create high force of certainty. Other accurate high-force rewrites may also be accepted.



QUESTION 6



Which word is the modal verb?
We should probably leave soon.

- A. should
- B. probably
- C. leave
- D. soon



PREVIEW

ANSWER 6

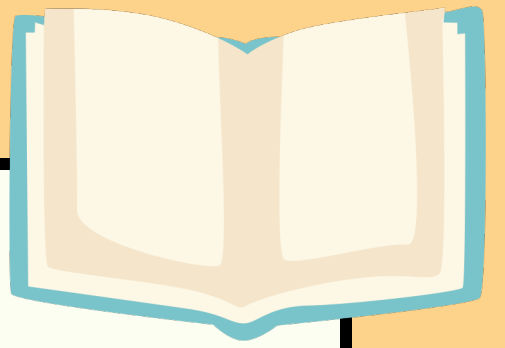


Correct answer: A — should

Should is the modal verb. Probably it is more advanced than shoulds medium-force likelihood.



QUESTION 7



True or false?

Adding not always makes a sentence less forceful.

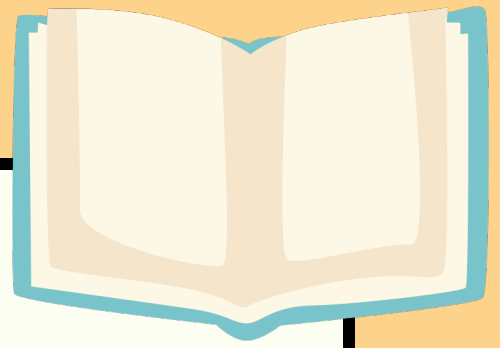
A. True

B. False



PREVIEW

ANSWER 7

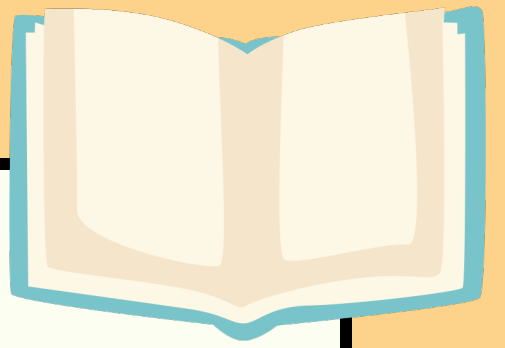


Correct answer: B — False

Not changes meaning, but a sentence can still be helpful: You must not enter.



PREVIEW



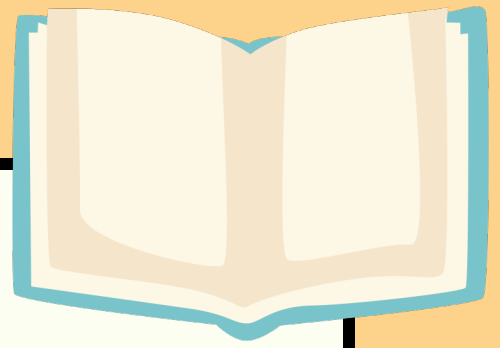
QUESTION 8

Which sentence best suits an important safety notice?

- A. You could walk near the stairs.
- B. You might walk near the stairs.
- C. You must walk near the stairs.
- D. Perhaps you will walk near the stairs.



ANSWER 8



Correct answer: C

Must creates the strong obligation needed in a clear safety rule.





QUESTION 9

Short answer

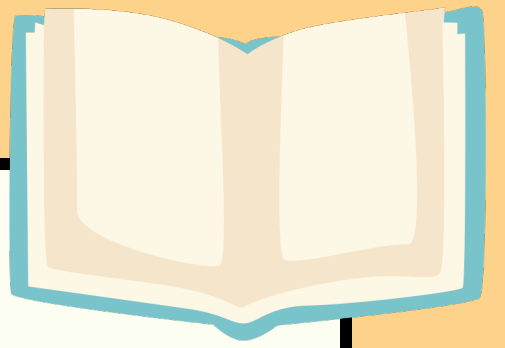
Identify the two modal words in this sentence: 'Nancy said: "Our class will definitely finish this project by Friday."'

Our class will definitely finish this project by Friday.



PREVIEW

ANSWER 9

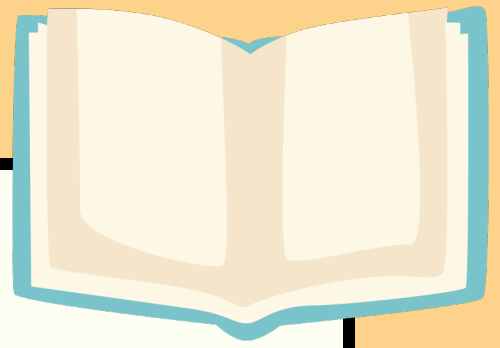


Will is a modal verb.

Definitely is a modal adverb.

Together, they create a highly certain and forceful message.





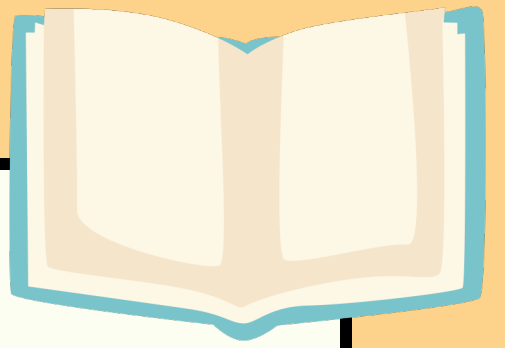
QUESTION 10

Which sentence is the strongest persuasive choice for a proposal to the principal?

- A. A friendship bench might help.
- B. A friendship bench could possibly help.
- C. A friendship bench should help.
- D. A friendship bench will definitely support students.



ANSWER 10



Correct answer: D

Will definitely creates the strongest commitment and support for confident persuasive proposal.



PREVIEW



PREVIEW

WELL DONE!

