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## CHAPTER SUMMARY

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**OBJECTIVE:** To review basic modal forms and gain mastery of their more advanced forms, meanings, and uses.

**APPROACH:** Modal auxiliaries are used to express attitudes, give advice, and indicate politeness. Mistakes with modals can result in bad feelings or misunderstandings between the speaker and the listener. Because of this, it is very important to stress that using certain modals connotes a certain degree of respect and politeness. Instruct students that a minor change in modal usage can signal a big difference in meaning and understanding and thus, it is important they use the right modal for each situation.

Students using this textbook are probably already familiar with the most common meanings of the modal auxiliaries. The focus at the beginning of the chapter is on the basic modal forms. The remainder of the chapter takes a semantic approach, grouping together modals and other expressions that have similar meanings so that students can learn them systematically. Matters of pronunciation, spoken versus written usage, and formal versus informal registers are noted in the charts.

The charts in this chapter and in Chapter 10 demonstrate that modals have many meanings and uses, depending on the specifics of the situation they are used in. Rather than presenting a full summary of all uses of modals, the text splits the study of modals into two chapters. Remind students that the end of the following chapter includes a complete summary chart, which will prove a useful reference once they have studied all the uses and forms.

If students want to get an idea of how varied the meanings and uses of modals are, refer them to any standard dictionary and ask them to look up the meanings of *can*, *could*, *may*, etc. Tell students that the lengthy and varied definitions are presented clearly in the chart at the end of the Chapter 10.

**TERMINOLOGY:** The terms “modal” and “modal auxiliary” are both used throughout this chapter and Chapter 10. Most modal auxiliaries are single words (*must*, *should*) though some are longer phrases (*had better*, *ought to*). Many modal auxiliaries consist of two- or three-word phrases with similar meanings (*have to*, *be supposed to*), and these are called “phrasal modals” in some texts. Some grammar books also call these longer modal phrases “periphrastic modals,” but it is important to help students recognize them as modals, whatever term is used.

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**PRETEST.** What do I already know? Page 161.  
Time: 5–10 minutes

- Give students time to complete the task alone as seatwork.
- Remind students that they may immediately realize that a particular phrase is wrong without fully understanding why. This is a good thing!
- Ask students to tell you as best they can why certain sentences are incorrect and/or correct.

► **EXERCISE 1.** Warm-up. Page 161.  
Time: 5–10 minutes

Take advantage of every exercise in this text to get students speaking as often, as spontaneously, and as naturally as they can. By presenting simple questions as student polls and writing on the board, you can engage students more fully in topics and encourage them to speak more willingly. Even brief warm-ups such as this one can provide opportunities for students to speak.

- Ask students to take turns reading the sentences aloud.
- Ask students to decide whether the grammar of each sentence is correct and also if they agree with the content of each sentence.
- Put an impromptu poll on the board for the topics you find most compelling so that students will have a chance to discuss the topics naturally (and need to use modals to do so).
- Correct students clearly and overtly when they make a mistake in their attempts at modals, but encourage them by reminding them of what they do already know. For example:

*Schools should get rid of grades. Do you agree or disagree? Why?*

*Agree?*

*Students should study just to learn.*

*When people study just for grades, they forget what they learn.*

*Disagree?*

*Grades should motivate students.*

*Students can feel proud of their grades, and this pride should make them want to study more.*

**CHART 9-1.** Basic Modal Introduction.  
Page 162. Time: 15–20 minutes

Because most students are familiar with most modals, you do not need to give them a detailed introduction to each one at this time. The best way to engage everyone in the grammar topic is to provide a general overview and, as much as possible, ask students to show you what they already know about modals in general. Focus on basic meaning and use at this introductory stage.

It will help your students if you highlight some important points.

1) Modals allow for differences in degrees of politeness. *Can you open the door for me?* is a request that you would make to a peer or equal. *Could you open the door for me?* is a more polite form of the same request.

2) Use of modals sometimes indicates the specific social status of the speaker and the listener. For example, *You had better open the door* is something a person in a position of authority may say to someone younger or dependent on them, such as a parent speaking to a child.

3) There may be differences in levels of formality (for example *may* vs. *can* as used for permission).

The chart explains that each modal has more than one meaning and more than one use. This is critical for students to remember in order to grasp the scope of modals. The uses and meanings are presented throughout Chapters 9 and 10 and are summarized in Chart 10-11, which students will want to refer to often. Point out this reference chart to students now so that, if they wish to, they can look ahead and begin using it before they have even encountered all the modal uses included in these two chapters. This chart is presented in Chapter 10 and not at the beginning of Chapter 9 because some students may find it a bit intimidating. Reminding students that all the modals are spread out over two chapters may make the task of learning modals less daunting.

To give students an idea of how varied the meanings and uses of modals are, ask them to look up the meanings of *can*, *could*, *may*, *might*, or any other modal in a standard dictionary. Point out that the kind of information included with the dictionary definition is included more systematically in Chapters 9 and 10, and the summary chart included will be, again, very useful.

Students are often unaware that *shall* and *should* have meanings as separate modals and are not simply the present and past forms of one modal. Be ready to explain that *should* + simple form has a present / future meaning. Only in rare instances in the sequence of tenses of noun clauses does *should* represent the past form of *shall*. (Some dictionaries only define *should* as the past of *shall*, though this use is quite uncommon.)

- Use your students' names to make specific modal requests of them and as related to the classroom.
- Write these sentences on the board, and ask students to go up to the board and underline the modal.
- Ask students to paraphrase the function of the modal. Is it asking for permission, expressing a suggestion, etc.?
- Have students explain how polite they think the request is. Compare their impression with the chart information. For example:

*Would you open the door, Sinam?*

(Elicit from students that *would* indicates a polite request.)

*You should open the door, Nicola. That way, people will know they can come in.*

(Elicit from students that *should* expresses advice or an instruction.)

*You may open the door, Chinami. Thank you for asking.*

(Elicit from students that *may* expresses that permission is given.)

*You could open the door, Mee-Ho.*

(Elicit from students that *could* shows a possibility or an opportunity but not instruction in the indicative voice.)

*You'd better open the door, Hassan.*

(Elicit from students that *had better* shows urgent advice or instruction from a person in a position of authority to someone younger or dependent.)

- After demonstrating the uses of the modals included in the chart, explain that modals are never conjugated. This means that no final *-s*, etc., is ever added to the modal form. Modals are followed by the simple form of the verb except in the case of *ought*, which is followed by an infinitive.
- Review the phrasal modals at the bottom of the chart, and discuss their familiarity with your group of students.

► **EXERCISE 2.** Looking at grammar. Page 162.  
Time: 10 minutes

- Have students read through the conversation, taking turns to decide whether a *to* is required or not.
- When students stumble over a particularly challenging item, write the whole sentence on the board and refer back to the chart. Point out that *to* is required if the modal in question is a phrasal modal or *ought*.

► **EXERCISE 3.** Warm-up. Page 163.  
Time: 5–10 minutes

- Read the direction line aloud.
- Ask students to be as specific and creative as possible when imagining the contexts for each conversation. For example:

*I've got to go is quite informal and could be said to a friend that you have been chatting with. You would not end a business meeting or first social encounter with someone new this way.*

**CHART 9-2.** Expressing Necessity: *Must, Have To, Have Got To*. Page 163.

Time: 15–20 minutes

This chart contains information about pronunciation, formal / informal usage, spoken / written forms, and one past form. Students should note and discuss these points.

Note especially that *must* is used primarily with a forceful meaning. *Have to* and *have got to* are much more frequently used in everyday English than *must* is.

Students should become familiar with and practice the conversational pronunciation of *have to* and *have got to*. Because most students don't know the International Phonetic Alphabet, it is more useful to write the sound in the actual alphabet.

*have to* = /haeftuh/

*has to* = /haestuh/

*got to* = /gduh/

Make sure that students know the difference between *have got to* to show possession and *have got to* to show necessity.

- Write the heading *Must / Have To = Necessity* on the board.
- Using your students' names and experiences and the context of your classroom, create meaningful example sentences and write them on the board, showing that *must* and *have to* can be used interchangeably.
- Underline the modals in each example. For example:  
*In order to learn English well, students must speak the language as much as possible.*  
*In order to learn English well, students have to use the language as often as they can.*
- Explain that *must* sounds both more formal and more urgent to most American English speakers and that *have to* is a more common way of expressing necessity.
- Tell students that *must* is seen more frequently in writing than heard in speaking but that it is often seen in legal documents and literature.
- Demonstrate the difference between *must* and *have to* by writing sentences of more and less formal registers on the board. Underline the modals.  
*Augusto has to get his license renewed before he drives to Montreal.*  
*All foreign drivers must carry valid identification and an international driver's license.*
- Introduce *have got to* as an informal variation of *have to*. Explain that in some cases, the use of *have got to* (rather than simply *have to*) emphasizes necessity and is often stressed in speaking.  
*Noha has got to remember to bring her cell phone with her. Her husband has been trying to reach her for days now!*
- Explain that *had to* expresses past necessity for all of the following expressions: *have to, have got to, and must*.

- Stress that there is no past form of *must* other than *had to*. *Musted* and *had must* don't exist.
- Go through the chart examples by having students read sentences aloud, reiterating or writing on the board the explanatory notes for each example.

► **EXERCISE 4.** Looking at grammar. Page 163.  
Time: 5–10 minutes

- Have students work with partners to decide which sentence is more appropriate based on its modal and the context of each situation.
- Ask students to explain their decisions. Ask them which specific words in each pair of sentences show the level of formality and urgency to require *must*.

► **EXERCISE 5.** Looking at grammar. Page 164.  
Time: 5–10 minutes

- Ask students to work through this exercise as seatwork.
- Students can read their completions aloud, and other students can explain why the modal chosen is the appropriate one.

► **EXERCISE 6.** Grammar and speaking.  
Page 164. Time: 5–10 minutes

- Have students first write questions for each prompt.
- Ask students to stand up with their books and questions and circulate around the room, learning what their classmates *have to* do or *must* do.
- Have students share what they learned with the class, and write some of their sentences on the board. For example:

*After class, Mahmoud has to go to the bank to get money for his subway pass. He must buy the monthly pass today, or he will have to pay a daily rate.*

*Students in our class have to pay attention to phrasal verbs and prepositions.*

*Every morning, rain or shine, Marina has to run at least six miles. She is training for a marathon.*

**Expansion**

Before class, write the names of certain occupations on different index cards. Give each student an index card with the name of their "new" occupation or profession on it. Tell students that they need to get their classmates to guess what their profession is by explaining what they *have to* do or *must* do. For example:

*I have to get up very early every morning.*

*I have to get to work before 5:00 A.M.*

*I have to wear a uniform.*

*I have to drive people to work.*

*I have to deal with bad weather and often, the bad moods of the people I pick up.*

*I have to make many stops.*

*I must make sure everyone pays his or her fare.*

*Who am I? (bus / subway driver or conductor)*

Sample occupations could include:

<i>acupuncturist</i>	<i>mechanic</i>
<i>animal trainer / caregiver</i>	<i>nurse</i>
<i>artist</i>	<i>physical therapist</i>
<i>bank teller</i>	<i>pilot</i>
<i>bus / subway driver or conductor</i>	<i>plumber</i>
<i>car salesperson</i>	<i>police officer</i>
<i>carpenter</i>	<i>politician</i>
<i>chef</i>	<i>professional athlete</i>
<i>child-care provider</i>	<i>retail worker</i>
<i>cleaner</i>	<i>salesperson</i>
<i>dentist</i>	<i>scientist</i>
<i>doctor</i>	<i>server (food industry)</i>
<i>driver</i>	<i>singer / musician</i>
<i>farmer</i>	<i>soldier</i>
<i>firefighter</i>	<i>stock trader</i>
<i>judge</i>	<i>surgeon</i>
<i>lawyer</i>	<i>teacher</i>

► **EXERCISE 7.** Warm-up. Page 165.

Time: 5–10 minutes

- Ask one student to be Speaker A and one to be Speaker B.
- Discuss why choice a. is wrong.
- Have students explain in their own words the difference between the three choices.
- Write their contributions on the board.

*Must not* means “not allowed to”; *don’t have to* means “not necessary to”

**CHART 9-3.** Lack of Necessity (*Not Have To*) and Prohibition (*Must Not*). Page 165.

Time: 15–20 minutes

- Write the headings *Lack of Necessity* and *Prohibition* on the board.
- Ask students to explain, in their own words, what each phrase means, and then ask for personal examples of both things they don’t have to do and things they are prohibited from doing. If you are in a mixed nationality class, encourage students to give examples that are specific to life in their respective countries. You can also encourage students to think of examples related to class rules and practices either in your language program or in schools in general. For example:

<u><i>Lack of Necessity</i></u>	<u><i>Prohibition</i></u>
<i>Men and women don’t have to do military service.</i>	<i>People must not buy alcohol for those under 18.</i>
<i>Citizens don’t have to vote.</i>	<i>Citizens must not drive before they are 16.</i>
<i>Students don’t have to wear uniforms.</i>	<i>Students must not pull the fire alarm unless there is a fire.</i>
<i>Students don’t have to attend every class.</i>	<i>Students must not miss more than 25% of their classes.</i>

- Review the rest of the chart by having students take turns reading sentences aloud.
- Rewrite examples, using specific students’ names and writing explanatory notes for reinforcement.

► **EXERCISE 8.** Looking at grammar. Page 165.

Time: 5–10 minutes

- Go over the example.
- Give students time to think of the best word to complete each item and then which negative modal to use.
- Have students review by reading their completions aloud and explaining which words helped them decide the main verb and modal required.

► **EXERCISE 9.** Looking at grammar. Page 166.

Time: 5–10 minutes

- Give students time to complete using the appropriate modals.
- Have students take turns reading their completions aloud.
- Write any challenging items on the board.

**Optional Vocabulary**

unexcused	encounter
absences	fulfilling

► **EXERCISE 10.** Let’s talk. Page 166.

Time: 5–10 minutes

- Write the term *effective leader* on the board, and discuss which qualities are necessary, which are desirable, and which don’t matter, using *must / must not* and *has to / doesn’t have to*.
- Review as a class, discussing any points of disagreement.
- Have a student choose a different profession or role (*teacher, parent, doctor, etc.*).
- Using the same qualities described in the exercise, have students decide again what is required for other professions and what is not.
- Encourage and facilitate any discussion that can be held using the target grammar. Review the structures utilized before moving on.

**Optional Vocabulary**

flexible	financial gain
spouse	ignore

► **EXERCISE 11.** Warm-up. Page 167.

Time: 5–10 minutes

- Engage students in the topic by writing related vocabulary on the board and asking students to explain the following words and phrases:

<i>cavity</i>	<i>extraction</i>
<i>dental hygiene</i>	<i>toothache</i>

- Ask students further questions to help them give advice regarding Amir’s toothache. If helpful, write the following discussion questions on the board and call on specific students by name to respond: For example:

How often do you go to the dentist in your country?  
Once a year? Only if you need to? Twice a year?  
Many people get nervous when they have to go the  
dentist. Do you?  
Have you ever had a toothache? How painful was it?  
Did you have to have your tooth extracted or pulled?  
Why is a toothache a somewhat urgent situation? What  
could go wrong if a toothache is not treated right away?

- Ask students to decide which piece of advice from the list they would give Amir.
- Discuss possible advice as well as advice not included in the book. Decide as a group the best advice, given the situation.

**CHART 9-4.** Advisability/Suggestions: *Should, Ought To, Had Better, Could.* Page 167.  
Time: 15–20 minutes

Advice or a suggestion is usually friendly. It is often given by a parent, friend, co-worker, teacher, mentor, or supervisor and sometimes by complete strangers. Advisability is not as forceful as necessity, and it is also not as urgent, in general. (Advice can also be not-so-friendly, depending on the speaker's tone of voice and attitude.)

Note the special meaning of *had better*. *Had better* is used to show that the advice should be followed in order to avoid negative consequences. It is used to give advice to a peer or to a subordinate, but it is not used to give advice to someone in a superior position or a position of authority.

- Write the heading *Advisability* on the board and list under it *should* and *ought to*.
- Explain that *should* and *ought to* can be used interchangeably and can show a range of strength, from a simple suggestion to a statement about another's responsibility.
- With your students, select a situation for which advice is needed. Pick a probable situation for a student in your class.
- Together, with your students' participation, write sentences advising the person in need of advice. It may be easiest to give advice in the second person.
- Possible situations could include:

*You are homesick in the U.S.*

*You need more ways to practice your English outside of class.*

*You haven't managed to meet any native speakers of English.*

*You have a crush on a classmate.*

For example:

Situation

*A student has a crush on someone in the class.*

Advice

*He / she / you should find out if the person has a boyfriend or girlfriend.*

*He / she / you ought to sit near the person in class.*

*He / she / you ought to introduce himself / herself / yourself to the person.*

*He / she / you should offer to help the person with homework.*

- Write *had better* under the *Advisability* heading on the board.
- Explain that *had better* shows both urgency and strength of the suggestion made.
- Stress that *had better* is not used toward someone who is in position of authority or is a superior in rank.
- Explain that *had better* is used when the negative consequences of not taking advice given are clear.
- Invent a situation in which there are obvious and negative consequences of not acting soon to remedy a problem.
- As a class, come up with *had better* sentences to suit the situation, and write them on the board.
- Possible situations could include:

*You are failing a class but need to turn in an assignment late.*

*Your roommate is very angry that you borrowed his bike without asking.*

*You fell on some ice and twisted your ankle, which is now starting to swell.*

*You lost your passport, and you need to travel internationally in just a week's time.*

- Possible *had better* sentences could include:

*You had better speak to your teacher or professor and explain why you will need to turn in the assignment later than the due date.*

*You had better apologize and explain why you borrowed his bike without even asking.*

*You had better go to a clinic or emergency room to make sure your ankle isn't broken.*

*You had better call the consulate right away and ask them to help you get a new passport.*

- Review the chart, having students take turns reading sentences aloud.
- Reiterate and rewrite explanatory notes as needed.

► **EXERCISE 12.** Looking at grammar.  
Page 167. Time: 10 minutes

- Have a student read the direction line aloud.
- Give students time to complete the exercise as seatwork.
- Correct by having students take turns reading their completions aloud and discussing why they chose the modal they did (i.e., what context cues made them decide on *should*, *ought to*, or *had better*).
- Correct pronunciation and production carefully, quickly, and overtly.

#### Optional Vocabulary

killing my feet

rotten

hiccups

chills

► **EXERCISE 13.** Looking at grammar.  
Page 168. Time: 10 minutes

- Read the direction line aloud and have students work with partners.
- Discuss the use of *could* in both situations with students, and explain that *could* is less definite than *should* or *ought to*.
- Encourage students to provide alternative advice for each situation.

**Optional Vocabulary**

urgent care  
postpone  
shuttle

► **EXERCISE 14.** Let's talk: pairwork. Page 169.  
Time: 10 minutes

- Have students continue to work with partners.
- Circulate while students are working, facilitating as effectively as possible by providing vocabulary help and questions that keep the conversation flowing.

**Expansion**

Have students continue to work in pairs. They should come up with a problem that requires advice and the advice that is most useful. Then pairs act out their conversation for the class while the class guesses what the original situation or problem is.

► **EXERCISE 15.** Looking at grammar.  
Page 169. Time: 10 minutes

- Ask students to complete the cloze independently as seatwork.
- Review as a class, providing quick and clear correction after students have taken turns reading completions aloud.

► **EXERCISE 16.** Reading, speaking, and writing. Page 170. Time: 15–20 minutes

- Read the direction line aloud and ensure students (in pairs) know what to do first.
- Have students read and discuss the emails included in the exercise before attempting to write their own.
- Then instruct each pair to provide advice for another pair's problem. Discuss the problems and suggestions as a class.
- Put key vocabulary words and correct use of modals on the board.
- Students can vote on which advice was most helpful, specific, and grammatically correct.

► **EXERCISE 17.** Looking at grammar.  
Page 171. Time: 10 minutes

- Lead this exercise.
- Have students take turns reading the initial sentence in each item and deciding which answer (a. or b.) best paraphrases it.

- In the case where both options make sense, have students explain why by describing the specific differences and what the initial sentence meant.

**Optional Vocabulary**

sums of money  
boarding passes

► **EXERCISE 18.** Warm-up. Page 171.  
Time: 10 minutes

This warm-up provides an ideal opportunity for students to share and compare cultural and procedural expectations. If all students in the class are from one country, ask them if they know countries in which, for example, people are expected to remove their shoes before entering a home. Encourage students to share their experiences of others' cultural expectations.

- Give students a few minutes to respond to each item.
- Discuss as a class.
- When appropriate, discuss the origin of certain cultural expectations.

**CHART 9-5.** Expectation: *Be Supposed To/Should*. Page 171. Time: 15–20 minutes

While necessity and obligation can both originate from the speaker, generally, expectations are made of a person from the outside world. The phrase *be supposed to* and, in some cases, the modal *should*, can be used to show external expectations. Such expectations are often well-known cultural expectations or procedures (e.g., *A man is supposed to take off his hat when he enters a church.*) as well as simply meeting an agreed-upon schedule (e.g., *We are supposed to be at the airport two hours earlier than our international flight.*)

In prior editions of this text, *be supposed to* was described as an obligation; however, expectation better shows that someone (other than the subject) has set the expectation (*be supposed to* can be replaced by the passive voice phrase *is expected to*). Also in previous editions, this text has included *be to* (e.g., *I am to attend three more lectures before I take the exam.*) as another way to express an external expectation. Depending on the level of your students, you can choose to introduce this use or not. If you do teach *be to* to show expectation, be sure to inform your students that this use is growing increasingly uncommon.

- Write the heading *Expectation* on the board.
- Ask students to think about the expectations that others have of them, whether in their family, work, or social lives. Model on a board sentences related to what your students know of your life as a teacher. For example:  
*As your teacher, I am supposed to start your classes on time.*  
*I am supposed to know the grammar you are learning very well.*

- Then elicit student-generated examples:

Juan: *I am supposed to present a report on my academic research in front of the heads of my department.*

Asha: *I am supposed to call my brother and sister-in-law once per week.*

Jung Seol: *I am supposed to score a 90 on the iBT in order to prepare my law school application.*

- Explain that to discuss past obligations, only the verb *be* changes. *Supposed to* is already a past participle form.
- Ask students if they have failed to carry out any obligations or expectations in the last week and to formulate sentences from their experiences. These sentences can also be about their expectations of others. For example:

Sasha: *I was supposed to email my sister about my travel plans, but I forgot. She became very worried.*

- Ask students to take turns reading the chart example items and explanatory notes aloud.
- Discuss how *should be* is used for expectations as well.

### ► EXERCISE 19. Let's talk. Page 172.

Time: 10 minutes

- Have students work in pairs.
- With a student, practice the speaker roles by asking and answering the example in the text.
- While students are working in pairs, walk around the room facilitating the pairwork.
- Review the items and discuss the questions and responses with the group.

### ► EXERCISE 20. Looking at grammar.

Page 172. Time: 5–10 minutes

- Read the direction line aloud.
- Give students a few minutes to complete this as seatwork.
- Correct by having students read their completions aloud.

### ► EXERCISE 21. Speaking or writing. Page 172.

Time: 10–15 minutes

When students are doing a particular task to use a structure, be sure to allow for natural discussions that may arise. In this exercise, if students can discuss differing opinions and back up their viewpoint, they will gain more from the practice than simply creating modal sentences about the occupations in the text.

- Ask students to work in pairs.
- Have students write down as many sentences as they can about each occupation, and review as a group.
- Review as a class, giving ample time and attention to any tangents that arise.

#### Expansion

A useful technique for engaging students in a language task is to have students rank terms by a

particular quality and then defend their ranking to other students who may not agree. Ask students to rank the occupations in this exercise in terms of their difficulties and challenges and then compare this ranking with other students. They will use modals to justify their choices.

You can discuss this ranking in class and then assign part of the ranking for written homework. For example:

*I think a taxi driver is the most challenging job because you are supposed to know how to get to every part of a city. You have to be patient even when many of the people who ride in your taxi are impatient and/or impolite. You are not supposed to be rude to your customers even if they are very rude to you.*

### ► EXERCISE 22. Looking at grammar.

Page 173. Time: 10–15 minutes

- Ask students to compare the sets of sentences while reading through them.
- After each set of sentences is read aloud, students (either individually or as a group) decide which of each pair is stronger.

#### Optional Vocabulary

flashing

blaring

### ► EXERCISE 23. Warm-up. Page 173.

Time: 10 minutes

To engage students in the topic, ask them to think about the differences between a physical ability and a learned skill. Even if it seems a bit repetitive or obvious, encourage students to explain their rationale.

- Give students a few minutes to decide whether abilities or learned skills are required for each item.
- Ask students to explain their responses. For example:

You: *Reem, you said that playing chess is a skill. Can you tell us more about that?*

Reem: *No one is born knowing how to play chess. You have to learn to play it.*

### CHART 9-6. Ability: Can, Know How To, and Be Able To. Page 173. Time: 15–20 minutes

Begin by asking students to think about their own abilities and skills. Ask them to be prepared to discuss things that they can do that others cannot, and also ask students to talk about whether their abilities are something they were born able to do or represent skills they have learned.

Be ready to explain the different pronunciations of *can* and *can't*. *Can't* has two acceptable pronunciations.

Most people in most places in the U.S. pronounce *can't* as /kænt/. Along the northern Atlantic coast, the pronunciation may be more similar to that of the word in British English, /kant/.

*Can* also has two pronunciations. Before a verb, the sound is short as in /kən/. In a short answer (Yes, I *can*.), the pronunciation is longer as in /kæn/.

In typical intonation, *can't* is stressed and *can* is not stressed.

*Could* as it is used for possibility will be discussed at length in the following chapter, but while presenting this chart, it is helpful to let students know that they will have to be careful not to confuse the modal *could* for future possibility with *could* for past ability / past possibility.

- Write the heading *Ability* on the board.
- Ask students to tell you some of their or their classmates' abilities, and write the information on the board in sentence form. For example:

*Paulo can juggle four oranges or juggling balls at a time. Paulo can also ride a unicycle.*

*Martine can touch her foot to the back of her head. She is extremely flexible.*

*Jean is from Haiti. He can speak Creole and French, and he can also speak English.*

- Ask students to decide which of the abilities listed represent physical abilities and which represent learned skills.
- Have students take turns reading the example sentences (a)–(e) aloud while also referring to the explanatory notes.
- Introduce *know how to* and *be able to* in sentences (f)–(j). Explain that *know how to* very clearly indicates a learned skill and that *be able to* is used for raw, physical ability.

► **EXERCISE 24.** Looking at grammar. Page 173. Time: 10 minutes

**Part I**

- Have students rewrite each sentence using *be able to*.

**Part II**

- Ask students to identify which sentences can be rewritten using *know how to*, and then have them read the sentences aloud.

► **EXERCISE 25.** Let's talk. Page 174. Time: 10 minutes

This set of questions serves as a great example of how to get students to use discussion questions to practice a particular target grammar point. These questions are very specific by design. Students can readily respond to specific questions. It can be hard to talk about a topic without specific and personal questions to engage students.

- Have students get up out of their seats and move around the classroom to discuss the questions with other students.
- Circulate around the classroom and facilitate ongoing discussion among students.
- Regroup as a class and have students share the responses of their classmates as a class.
- Write vocabulary on the board and write some class statistics on the board. For example:

*Most students in this class sleep about seven or eight hours a night.*

*Almost every student in this class looks at a screen before going to sleep.*

► **EXERCISE 26.** Listening. Page 174. Time: 10 minutes

**Part I**

- Be provisioned with the audio ready before you turn students' attention to the exercise.
- Have students repeat the pronunciation of *can* and *can't*.

**Part II**

- Play the audio and have students complete the sentences with the words they hear.
- Review as a class, correcting immediately and overtly.

► **EXERCISE 27.** Warm-up. Page 175. Time: 10 minutes

- Write the phrase *general possibility* on the board and discuss its meaning with your students.
- Have students decide and discuss which of the sentences are "general possibilities."

**CHART 9-7.** Possibility: *Can, May, Might*. Page 175. Time: 15–20 minutes

This chart focuses on present possibility and future possibility using common modals. You will need to remind students about the impersonal use of *you* included in this chart. Students should understand that this impersonal use of *you* and the *general possibility* expressed by using *can* are common and comprise one way of talking about all possible scenarios for a given situation. It will help your students to understand how this form of *can* is used by giving them many examples related to their current situation.

- Write the term *Possibility* on the board.
- Ask students to think of all the possibilities they have because they speak English.
- Ask them to share these with you, and explain that together, you will write these possibilities in sentences using *can*.



- Stress that these sentences with *can* describe things that are possible in the present because of students' current level of English. For example:

*Bengt can travel anywhere more confidently because he speaks English.*

*Hyo-Shin can apply for a job in another Asian country because he speaks English.*

*Catalina can talk to her husband's parents because she speaks English.*

- Next, explain that *may* and *might* show future possibility. Because they are in the future, their degree of possibility is less than something that is possible right now. If students have a hard time grasping this concept, simply point out that there are more variables in future possibilities than current ones (as the variables in current possibilities are known). Stress that *might* and *may* indicate that there is a chance, but nothing is certain.
- Ask students to think of things they *might* or *may* be able to do in the future because they have learned English.
- Write these future possibilities on the board, assisting students in forming the sentences correctly.

*Jan might be promoted because he speaks English.*

*Mei-Wen might receive a raise because she speaks English.*

*Sultan may receive a scholarship because he speaks English.*

- Ask students to take turns reading through items (a)–(d) in the chart aloud.
- Reiterate the explanatory notes and write more examples on the board.
- Stress that *may* / *might* are for further into the future and less certain than *can*.

► **EXERCISE 28.** Looking at grammar.  
Page 175. Time: 10 minutes

An important skill for students to develop is the sense that a construction simply sounds wrong. This type of exercise can help students hone that skill. Items 2b and 4a should strike students as wrong even if they cannot fully explain why.

- Give students a few minutes to complete the exercise as seatwork.
- Have students cite all items that are correct.
- Encourage students to explain why items 2b and 4a are wrong, but confirm that simply “hearing” that they are incorrect is valid.
- Explain that the reason items 2b and 4a sound wrong is that *may* / *might* are used for future, whereas *can* is only for present and very near future possibilities.

► **EXERCISE 29.** Speaking and writing.  
Page 175. Time: 10–15 minutes

- Have students work in groups.
- Ask each member of the group to provide an oral completion to each sentence.

- Then have each group member write one new sentence.
- Give students board markers to write new sentences on the board (1 per student).
- Students at their seats correct the written sentences on the board.
- Discuss any challenging items as a class.

**Expansion**

Prepare index cards or slips of paper with problematic scenarios on them. Distribute one to each student. Students come up with present possible solutions using *can* and future possible solutions using *may* / *might* and write 4–5 solutions down. They then present their solutions to the class, and the class has to guess (from the solutions offered) what the original problem was.

An example problematic scenario and list of student-generated solutions are included below, along with a list of similar situations to copy onto index cards and give to students.

*Problematic Scenario*

*Nina is very homesick.*

*Solutions*

*Present / Near Possibility Using Can*

*She can call her parents and family later.*

*She can distract herself by going out with her new friends.*

*Future Possibility Using May / Might*

*She might return to her country earlier than she had planned.*

*She may arrange for her sister to visit her here.*

*Problematic Scenarios*

*A student wants to get in shape for a hiking vacation.*

*A student's roommate has been borrowing his things without asking.*

*A student wants to practice his English with native speakers and outside of class.*

*A student has a toothache, but she does not have a dentist in this country.*

*A student is worried his friend is depressed.*

*A student wants to attend a fancy wedding but doesn't own any appropriate clothing.*

► **EXERCISE 30.** Warm-up. Page 176.  
Time: 10–15 minutes

- As with the last warm-up, encourage students to consider what simply sounds wrong.
- As a class, discuss which combinations are not grammatically possible.

**CHART 9-8.** Requests and Responses with Modals. Page 176. Time: 15–20 minutes

Because students will have been using modals to make and respond to requests since early on during their English studies, you should not need to spend

too much time on each part of this chart. However, as much as possible, and because this is review, ask students to explain the modals included here to you and their peers.

General points to reiterate are:

Different modals signify different degrees of politeness. For example: *Can you open the door for me?* is different from *Could you open the door for me?*

As students have already discussed in this chapter, the use of modals sometimes depends on the relationship between the speaker and the listener. For example, *had better* is something said by older people or those in a position of authority when speaking to those whom they have authority over. It is appropriate for a parent to tell a child *You had better call me right away*, but it would not seem normal for a child to say this to her parent.

There are differences in level of formality as well as politeness. This is best illustrated by the difference that exists between *may* and *could*.

This chart and the ones that have preceded it in this chapter demonstrate that modals have many meanings, depending on the specifics of the situation they are used in. Rather than presenting the full summary of all uses of modals, the text splits modals into two chapters. Remind students that the end of the following chapter includes a complete summary chart, which will prove a useful reference once they have studied all the uses and forms.

Because Chart 9-8 is review for students, and they do have experience using modals, ask students to share how using *please* and/or a polite modal (*could* rather than *can*, for example) does have the desired effect of making people want to help you or meet a request you have made of them. Ask students to share their own experiences of this. Also, ask students to share what they usually hear as a common response to polite requests, e.g., *OK. Sure. No problem. I'd be happy to. My pleasure. etc.*

Chart 9-8 presents requests and responses with modals, first with *I* as the subject and then with *you*. In order to engage students, use their names and the common context of the classroom to create sentences using *I* as the subject and then sentences using *you*. Create relevant sentences to model the different modals and write these on the board. For example:

*May I have your email, Shiko?*

*Could I please have your email, Amal?*

*Can I have your email, Rolf?*

Discuss the relative formality and politeness of these three requests, and have students respond with an appropriate answer. Make sure students know that *may* is not only very polite, but it is also very formal and is not commonly used.

Next, discuss modal requests in which *you* are the subject. Explain that *may* is not used with the pronoun *you*. Stress that both *could* and *would* are considered very polite. Invent sentences that reflect the level of politeness and relationship between speaker and listener. Write these on the board.

For example:

Could / Would you please lend me your book, Alessandra?

Can you lend me your book, Alessandra?

Have students take turns reading items (a)–(g) aloud, and reiterate the explanatory notes.

► **EXERCISE 31.** Looking at grammar. Page 176. Time: 10 minutes

- Read the direction line aloud to students.
- Have students provide you with all possible modals that can correctly complete the requests.
- Correct as a class.

► **EXERCISE 32.** Let's talk. Page 177. Time: 10–15 minutes

- Have students work in pairs.
- Remind students that the key to their conversations will be the relative roles of both speakers in each scenario.
- Go around the room while students are working with one another, and provide encouragement and correction.
- Have various pairs “perform” their conversation for the class.

► **EXERCISE 33.** Warm-up. Page 177. Time: 5 minutes

- Ask students to read the two conversations aloud.
- Have students decide who is going to do the action discussed, and ask them to tell you which words in each conversations provided them this information.

**CHART 9-9.** Polite Requests with *Would You Mind*. Page 177. Time: 15 minutes

Explain to your students that *Would you mind* is a common alternative to *Do you mind*. It is considered very polite but not too formal, and students have probably already heard it many times.

In casual conversation, the auxiliary and subject pronoun are often omitted, and a present tense (not past tense) verb is used: *Mind if I close the door? I am freezing.*

Another informal response is: *No. Go ahead.* Sometimes, people respond without realizing they are responding to *Would you mind*, and so you may hear the seemingly illogical and affirmative: *Sure. Go ahead.* Note that both responses share the meaning of “You have my permission to do that.”

Note that a *No* response given to *Would you mind* is positive. It means “I don’t mind. It’s not a problem.”

In (e), a gerund is used following *Would you mind*. Gerunds are presented later in this text, but students at the target level should have some experience of them. Be prepared to remind students that gerunds are the *-ing* form of a verb and that they are used as nouns.

Occasionally, students might hear the form *Would you mind my leaving early?* This has exactly the same meaning as *Would you mind if I left early?* but it is much less common. Point this out to your students.

- Write the following two headings on the board:

<i>Asking Permission to Do Something</i>	<i>Asking Someone to Do Something</i>
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- Stress that when asking permission to do something, *I* is the subject and the verb used with *I* is in the past tense.
- Explain that when asking someone else to do something, *you* is the implied subject though the pronoun *you* is not used.
- Give students cues to help them ask one another for permission to do something, and write the actual questions they produce on the board. For example:

<u><i>Asking Permission to Do Something (Yourself)</i></u> ( <i>Fernanda is too hot, but Alana is closer to the window.</i> ) Fernanda: <i>Would you mind if I opened the window?</i> ( <i>Hsien forgot her book. She wants to borrow Alain’s.</i> ) Hsien: <i>Alain, would you mind if I borrowed your book?</i>	<u><i>Asking Someone Else to Do Something</i></u> ( <i>Fernanda is too hot, but Alana is closer to the window.</i> ) Fernanda: <i>Would you mind opening the window, Alana?</i> ( <i>Hsien forgot her book. She wants to borrow Alain’s.</i> ) Hsien: <i>Alain, would you mind lending me your book?</i>
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- This chart also provides an ideal opportunity to teach the differences among *lend*, *loan*, and *borrow*.
- After you have modeled requests for each category and ensured students know how they are related, ask students to take turns reading items (a)–(d) aloud and then (e)–(f).

- Review the explanatory notes and create more examples and responses as needed.

► **EXERCISE 34.** Looking at grammar. Page 178. Time: 10 minutes

- Do this exercise with your students.
- Write the appropriate requests on the board, and have students also supply appropriate responses.

► **EXERCISE 35.** Looking at grammar. Page 178. Time: 10 minutes

- Read the direction line aloud to your students, and emphasize that more than one form is possible in some sentences, but the meaning of each will be different. Ask students to provide all possible forms.
- Give students time to do the exercise as seatwork.
- Correct as a class, putting any challenging items on the board.

► **EXERCISE 36.** Listening. Page 178. Time: 10 minutes

- Be provisioned with the audio and listening script ready to go.
- Tell students that their main task is to identify whether the speaker wants to do something him or herself or if the speaker wants someone else to do something.
- Model the relaxed pronunciation students may hear by reading the example item aloud.
- Correct as a class.

► **EXERCISE 37.** Let’s talk: pairwork. Page 179. Time: 10 minutes

- Have students work with partners.
- Walk around the room helping students as needed.
- Review possible conversations as a class and compare them.

► **EXERCISE 38.** Warm-up. Page 179. Time: 5 minutes

- Most students are probably familiar with the phrases for making suggestions used here.
- Have students discuss which activities are the most appealing to them.
- Engage students further in the activity by teaching the phrases *spontaneous*, *spur of the moment*, and *planned*. Ask students how they like to treat a scheduled day off. Do they prefer to be spontaneous, or do they prefer to plan something in advance?

**CHART 9-10.** Making Suggestions: *Let's, Why Don't, Shall I / We.* Page 180.  
Time: 15 minutes

The three phrases in this chart are followed by the simple form (i.e., base form of the verb). For example:

*Let's be careful with that.*

*Why don't you come over at 6:00 P.M.?*

*Shall we go to the party together?*

*Shall* is only used with first person singular or plural, so only with *I* and *we*. It is not very common, and students should know that *shall* cannot be used with second and third person pronouns.

These suggestions are similar to polite requests and also may include both the speaker and the listener in the suggested activity.

In informal British usage, *Don't let's* is a possible affirmative form of *Let's not*. *Don't let's* is occasionally heard in American English, but it is rare and nonstandard.

- Write the heading *Making Suggestions* on the board.
- Explain that *Let's / Let's not* and *Why don't* + base forms of verbs are common ways of making suggestions for a plan or activity for the speakers and listeners present.
- Write the following formula on the board:

*Let's / Let's not* + base form of verb

*Why don't* + subject + base form of verb

- With your students and using the context of your actual class (location, season, sights to see, events to participate in), create suggestions for a class trip this coming weekend using the target phrases.
- Write sentences on the board. For example:  
*Let's go skating. The pond should be frozen.*  
*Why don't we meet downtown and go to the movies?*  
*Let's not go to the movies. It's supposed to be sunny.*  
*Why don't we go for a walk or bike ride or do something outside?*
- Remind students that *shall* is only used with first person pronouns and is quite formal. Make appropriate suggestions with *shall* and write them on the board.  
*Shall I wait for you here?*  
*Shall we meet later today?*
- Have students take turns reading the example sentences (a)–(i) aloud while you reiterate the explanatory notes.

► **EXERCISE 39.** Let's talk. Page 180.  
Time: 10 minutes

- Have students complete the conversations autonomously as seatwork.
- Walk around the room helping students as needed.
- Review possible conversations by having students read their completions aloud.
- Provide immediate and overt correction, and write examples on the board as needed.

► **EXERCISE 40.** Reading and speaking.  
Page 181. Time: 15–20 minutes

### Part I

It can be useful for students to read aloud as they gain experience and confidence managing unknown vocabulary, and hearing themselves helps students auto-correct pronunciation. However, when you use this approach, be sure to give every student just a few sentences to read, and ask students to explain vocabulary and paraphrase sentences often.

- Have students take turns reading aloud.
- Ask frequent vocabulary and comprehension questions.

### Part II

- Have students work in small groups.
- Walk around the room to assist with vocabulary and keep the discussion lively and engaging.
- Ask students to regroup and have students talk about the responses of others in their small group.
- Ask students to put time-management suggestions on the board and vote on which they think would be most effective.

### Optional Vocabulary

incoming	hefty
freshman	extra-curricular
challenging	distractions
involves	grades may suffer
structured / unstructured	manage time
attendance	the key
assignments	effectively
blocks (of time)	resources
stretches (of time)	

► **EXERCISE 41.** Writing or speaking.  
Page 182. Time: 15–20 minutes

These prompts can be used for either speaking or writing. What often works best is to assign one in class as a speaking exercise and one for written homework.

- Have students work with partners or in groups.
- Ask students to read through the example and then choose one option to work on with their partner.
- Students can either perform for the class or “speak” their sentences aloud while classmates decide which scenario they are providing information about.
- Students can choose one of the remaining scenarios for written homework.

### Optional Vocabulary

renting	customs
regulations	expectations

► **EXERCISE 42.** Check your knowledge.  
Page 182. Time: 10 minutes

- Give students time to complete the exercise as seatwork, identifying and correcting errors.
- Students read the corrected sentence aloud and describe why the original was wrong.

► **EXERCISE 43.** Reading and writing.  
Page 183. Time: 10 minutes

**Part I**

- Have students follow the direction line independently, underlining modals.

**Part II**

- Ask students to respond to one of the questions in writing either briefly in class or for homework.

**Part III**

- If students are comfortable with peer editing, have them use the checklist included to edit and improve another student's work. Alternatively, students can use the checklist to edit their own work.

**Optional Vocabulary**

anxiety  
blank mind  
racing thoughts  
symptoms  
nervous  
retrieve  
nausea

cramping  
severe  
relaxed  
preparation  
atmosphere  
communicate