

## Chapter 10: MODALS, PART 2

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
Degrees of certainty	10-1 → 10-4	Ex. 1 → 14	Pr. 1 → 2
Progressive and past modals	10-5	Ex. 15 → 17	Pr. 3
Cumulative review		Ex. 18 → 20	
Ability: <i>can</i> and <i>could</i>	10-6	Ex. 21 → 23	Pr. 4
<i>Would</i> for repeated actions	10-7	Ex. 24	Pr. 5
<i>Would rather</i>	10-8	Ex. 25 → 26	Pr. 6
Combining modals with phrasal modals	10-9	Ex. 27	
Summary chart of modals and similar expressions	10-10	Ex. 28 → 32	Pr. 7 → 8
<i>Review of verb forms</i>		Ex. 33 → 34	

### General Notes on Chapter 10

- **OBJECTIVE:** Continuing from Chapter 9, students will learn additional uses and forms of modal auxiliaries.
- **APPROACH:** The first half of this chapter concentrates on using modals to express suppositions and logical conclusions, and relates the modals to matters of time and duration. Then attention is paid to a few additional modal usages. The chapter leads to a summary chart of the information presented in Chapters 9 and 10 and review exercises on modal usage.
- **TERMINOLOGY:** The term “degrees of certainty” is used with those modals that express the strength of a speaker’s belief in the sureness of what s/he is saying. In other grammars, terms such as “logical possibility” or “degree of probability” are used in discussions of these modal usages.

### **EXERCISE 1, p. 174. Preview. (Chapter 10)**

This exercise previews modals used to express degrees of certainty (items 1–11) and progressive and past modals (items 12–14). Item 5 makes the point that if one is sure, no modal is needed; the modals are used when one is not 100 percent sure.

Students should discuss their choices and their reasoning process. In item 1, the speaker is expressing a logical conclusion based upon the evidence available (i.e., that Jeff was offered a scholarship); the speaker is saying that s/he believes Jeff is a good student—but does not know that with 100 percent sureness.

ANSWERS: 2. B [not sure; is mentioning one possibility] 3. A [logical conclusion, but not 100% sure] 4. B [not sure; is mentioning one possibility] 5. C [100% sure; no modal needed. Note: Speaker could be wrong. The chicken may turn out NOT to be in the freezer, but that doesn't affect the speaker's verb choice. The speaker uses the modal that expresses his belief in his sureness.] 6. B [possibility] 7. A [logical conclusion, but not 100% sure] 8. B [possibility] 9. C [100% sure] 10. A [logical conclusion, but not 100% sure] 11. B [possibility] 12. B [right now] 13. B [earlier] 14. C [in progress at a past time when another past event (hearing the doorbell) occurred]

### CHART 10-1: DEGREES OF CERTAINTY: PRESENT TIME

- The percentages are, of course, not exact. They show the relative strength of one's certainty.
- Call students' attention to the note about *maybe* and *may be*; confusing the two is a common written error (for native speakers too).

#### □ EXERCISE 2, p. 176. Degrees of certainty: present time. (Chart 10-1)

This exercise can be teacher-led as a quick followup to the discussion of Chart 10-1. It presents simple, everyday situations in which to practice using *must* to express logical conclusions.

If you wish, have a student pantomime the action in an item. For example, in item 1:

SPEAKER A (you): Oscar, please yawn.

SPEAKER B (Oscar): (*yawns*)

SPEAKER A (you): Oscar is yawning. Why do you suppose that is, Abdul?

SPEAKER C (Abdul): He must be sleepy.

EXPECTED RESPONSES: 1. (. . .) must be tired / must be sleepy / must need sleep. 2. (. . .) must have a cold / must be sick / must not feel well. 3. (. . .) must be married. 4. (. . .) must be cold. 5. (. . .) must be hungry / (. . .)'s stomach must be empty. 6. (. . .) must have an itch / must have an insect bite. 7. (. . .) must be thirsty. 8. (. . .) must be happy / must have heard some good news / must be feeling good. 9. (. . .) must be sad. 10. The food there must be very good. 11. The battery must be dead. 12. The movie must be very popular / must be really good. 13. It must be (around 10:35).

#### □ EXERCISE 3, p. 177. Degrees of certainty: present time. (Chart 10-1)

Point out that the answers in this exercise express less certainty than the answers in Exercise 2.

You could be Speaker A, asking questions of the class.

POSSIBLE RESPONSES: 1. I don't know. S/he may/might be at home. 2. I don't know. S/he may/might/could live in an apartment near school. 3. I don't know. You may/might/could have a ballpoint pen. 4. I don't know. It may/might/could be a Seiko watch. 5. I don't know. It may/might/could have fallen under your chair. 6. I don't know how old Queen Elizabeth is. She may/might/could be 70 or 75.

□ **EXERCISE 4, p. 177. Degrees of certainty: present time. (Chart 10-1)**

Give students time to complete most of this exercise as seatwork. Then lead a discussion of their answers. Emphasize that students can use their own words if they wish.

EXPECTED COMPLETIONS: 2. must be rich. 3. must be crazy. 4. may/might/could be at a meeting 5. must have the wrong number. 6. must be very proud. 7. must feel terrible. 8. may/might/could fit Jimmy. 9. must miss them very much. 10. must be about ten.

**CHART 10-2: DEGREES OF CERTAINTY: PRESENT TIME NEGATIVE**

- The percentages are not exact; they show only relative certainty.
- Note that while *could* indicates less than 50 percent certainty (Chart 10-1), *couldn't* indicates 99 percent certainty. Tell your students they are right if they complain that language is not always a logical structure!

□ **EXERCISES 5–7, p. 179. Degrees of certainty: present time. (Charts 10-1 and 10-2)**

In Exercise 5, compare *must not* with simple present verbs (*she must not study* vs. *she doesn't study*).

In Exercise 6, compare *can't/couldn't* with simple present verbs (*it couldn't be Mary* vs. *it isn't Mary*).

In Exercise 7, elicit from the students probable/possible reasons for the speakers' verb choices.

EX. 5 POSSIBLE RESPONSES: 2. be at home [Compare: *He isn't at home.* = The speaker knows this for sure; the speaker, for example, knows that Tarek is in another city visiting his sister.] 3. be thirsty [Compare: *She isn't thirsty.* = The speaker knows this for sure because Rosa told the speaker so.] 4. like nuts [Compare: *He doesn't like nuts.* = The speaker knows this for sure because Mr. Chang has told the speaker he doesn't like nuts.] 5. have many friends [Compare: *She doesn't have any friends.* = The speaker knows Rosa well and knows for a fact that she doesn't have friends.]

EX. 6 POSSIBLE RESPONSES: 2. Alex wasn't here today. / Alex never wears a hat. [Compare: *It doesn't belong to him.* = The speaker knows who it belongs to.] 3. I just saw her yesterday. / She was in class with me last night. [Compare: *She isn't in Norway.* = The speaker knows where she is right now or just saw her recently.] 4. There aren't any wolves here. [Compare: *It isn't a wolf.* = The speaker knows it's a dog and is making a statement of fact rather than discussing the impossibility of the notion that the big animal is a wolf.] 5. She loves her job. / She needs her job. [Compare: *That's not true.* = The speaker knows for a certainty that Marie still has her job.]

□ **EXERCISE 8, p. 180. Degrees of certainty: present time. (Charts 10-1 and 10-2)**

This exercise can be done in pairs, then performed and compared.

### CHART 10-3: DEGREES OF CERTAINTY: PAST TIME

- Note the parallels between the affirmative expressions in this chart and in Chart 10-1.
- Then note the parallels between the negative expressions here and in Chart 10-2.
- Point out to students that modal auxiliaries are very useful in communicating how one perceives situations for which 100 percent sure facts are not available. Other languages may use very different kinds of expressions for these ideas, so English modals can be difficult to learn.

#### □ EXERCISE 9, p. 181. Degrees of certainty: past time. (Chart 10-3)

If you lead this exercise, take an active role, helping each dialogue develop in a fairly natural way:

- a. Say the first line to the class, using the name of a student.
- b. Wait for several students to give some good guesses.
- c. Then pose the *What if*-question and wait for new responses.

#### □ EXERCISE 10, p. 182. Degrees of certainty: present time. (Chart 10-3)

This exercise refers to a game called “Clue” that is often played in the United States. The players are given clues to a murder mystery, then they try to solve the mystery and identify the criminal.

Clarify for the students that they are to assign themselves roles as A, B, C, D, and E, and then complete the conversation on p. 183, using both the information on p. 182 and information they invent.

ERRATUM: On p. 183, the first five speakers in the CONVERSATION should be A, B, A, B, then C (not A). This is corrected in subsequent printings.

The outline given for the conversation doesn’t need to be followed exactly; it can be viewed as suggestions for talking points. The main purpose of this exercise is communicative practice; so as long as the students are explaining things to each other and figuring things out, all is well. This is not a tightly constructed exercise with “correct” answers; there are no built-in clues as to the certain identity of the murderer. Students need to use both the given information and their own imaginations to create a scenario. Their five-person conversation can take any direction they wish.

POSSIBLE CONJECTURES:

B: It might have been Colonel Mustard because he has a gun, had an argument with Mrs. Peacock, was angry, was unaccompanied by his wife. [His having asthma and a gray mustache are “red herrings” (irrelevant leads).]

C: It could have been Mrs. White because she has a motive (jealousy) and was awake at ten o’clock.

D: [This speaker knows the facts about Colonel Mustard and Mrs. White.] It couldn’t have been Colonel Mustard because he went to bed early. It can’t have been Mrs. White because she was in the living room playing cards at 10 o’clock last night.

A: It must have been Miss Scarlet because she was deeply in debt and needed Mrs. Peacock’s money, which she would have inherited upon Mrs. Peacock’s death as her only living relative.

E: It wasn’t Miss Scarlet, Colonel Mustard, or Mrs. White because I know who did it.

Then Speaker E makes up the solution to the murder mystery from his/her own imagination.

Note for students that the pronunciation of *Colonel* is the same as *kernel*.

□ **EXERCISE 11, p. 183. Degrees of certainty. (Charts 10-1 → 10-3)**

Assign speaker roles and ask students to present the dialogues without looking at their texts.

ANSWERS: 2. must not like 3. must have been 4. must be 5. must have forgotten 6. must not speak 7. must have left 8. must be 9. must have hurt 10. must mean 11. must have been 12. must have misunderstood

**CHART 10-4: DEGREES OF CERTAINTY: FUTURE TIME**

- Of course, no one can be 100 percent sure about future events. But we can make promises with *will* and confident predictions (as in Chart 4-2 using *will*).
- This chart is titled “future time,” but for convenience in section (b), the past forms *should have* and *ought to have* are included.
- Compare *should have* meaning “unfulfilled expectation” with *should have* in Chart 9-11 meaning “hindsight advice.” The forms are identical, but the contexts modify the meanings.

□ **EXERCISE 12, p. 185. Degrees of certainty. (Charts 4-2, 10-1, and 10-4)**

Discuss the fine line between *will* and *should/ought to* to express future certainty, as in item 2. (Learners may sometimes sound more assertive than they intend if they use *will* instead of other “softer” modals.)

ANSWERS: 3. must 4. should / ought to [also possible: *will*] 5. should 6. will  
7. should / ought to 8. will 9. must 10. should / ought to / will 11. should / ought to 12. should / ought to 13. should / ought to 14. must 15. should have / ought to have 16. must have

□ **EXERCISE 13, p. 186. Degrees of certainty. (Charts 10-1 → 10-4)**

ANSWERS:

2. a. Jane 3. a. a rat 4. a. Mark 5. a. Janet  
b. Ron b. a cat b. my neighbor b. Sally  
c. Sue c. a mouse c. Carol c. Bob  
d. Ann d. Andy

□ **EXERCISE 14, p. 187. Degrees of certainty. (Charts 10-1 → 10-4)**

Assign only one dialogue to each pair. Some students may want to choose their own situations for dialogue construction. Have the pairs (all or only some) perform their dialogues with or without their “scripts.”

## CHART 10-5: PROGRESSIVE FORMS OF MODALS

- You could elicit more examples. Tell the students: “( . . . ) is at home / in the next classroom / in the school office / at the park right now.” Then ask them to describe ( . . . )’s possible activities at the present moment.

Use the same situations but in a past context to elicit past progressive modals: what ( . . . ) could/may/might have been doing.

- Every progressive form must contain both a form of **be** and a *verb + -ing*.
- Point out similarities and differences with other progressive verb forms:  
Chart 2-2: Present progressive (*is sleeping* vs. *might be sleeping*)  
Chart 2-10: Past progressive (*was sleeping* vs. *might have been sleeping*)

### □ EXERCISE 15, p. 189. Progressive forms of modals. (Chart 10-5)

Call students’ attention to the situations, reminding them that the progressive is necessary for actions that are in progress “right now” or were in progress at a specific point in the past.

ANSWERS: 3. must be burning 4. may/might/could be talking . . . may/might/could be talking 5. must be playing 6. may/might/could be staying . . . may/might/could be staying 7. should be studying 8. must be kidding 9. may/might/could have been kidding [*kidding* = joking] 10. must have been kidding

### □ EXERCISE 16, p. 190. Progressive forms of modals. (Chart 10-5)

POSSIBLE RESPONSES:

The students should be inside the bus, sitting in their seats.

This (pointing at the picture) student shouldn’t be throwing a book out the window.

. . . shouldn’t be hanging outside the window.

. . . shouldn’t be riding on top of the bus.

. . . shouldn’t be running in the aisle.

. . . shouldn’t be flying a kite out the window.

. . . shouldn’t be riding on his skateboard behind the bus.

. . . shouldn’t be cutting the skateboarder’s rope.

. . . shouldn’t be throwing a rock at the skateboarder.

### □ EXERCISE 17, p. 190. Progressive and past forms of modals. (Charts 9-8 and 10-1 → 10-5)

ANSWERS: 2. must be waiting 3. shouldn’t have left 4. might have borrowed  
5. must have been watching . . . must have forgotten 6. may have been attending [also possible: *may have attended*] 7. might have been washing 8. must have left 9. might be traveling 10. must not have been expecting 11. must have been daydreaming . . . should have been paying . . . shouldn’t have been staring 12. A: should have taken B: must be walking A: might have decided . . . could be working . . . may have called

□ **EXERCISE 18, p. 192. Degrees of certainty. (Charts 10-1 → 10-5)**

Encourage the class to actually go to a public place (though they can, of course, visit that place in their imaginations to complete the assignment). Perhaps the whole class could go together to a zoo or public square.

As an alternative, show a videotape to the class. You could turn off the sound and have the class guess what the people on the tape are talking about and doing. Or you could show several minutes from the middle of a movie or TV show and have the students guess about the characters and the story.

As another alternative, you could supply pictures such as news photos or posters depicting people and activities for the students to write about. It can be fun for you to supply snapshots of your family and friends for the students to make guesses about.

□ **EXERCISE 19, p. 192. Degrees of certainty. (Charts 10-1 → 10-5)**

You may be surprised at how many different conjectures your class can have about this picture. Let them study it for a moment, then ask leading questions, e.g., “What’s your guess about the man at the front of the line? What is he doing? What’s inside the envelope? Why is it so large? Do you think he’s employed? Why is he at the post office at 3:00? What would you guess about his occupation from the clothes he’s wearing?” Etc.

□ **EXERCISE 20, p. 193. Degrees of certainty. (Charts 10-1 → 10-5)**

Perhaps two students could perform this dialogue in front of the class, using some dramatic expression. Then the discussion will probably be more lively.

## CHART 10-6: ABILITY: CAN AND COULD

- In (b): a common use of *can* is with stative verbs of sense perceptions (see Chart 2-3, p. 15) that are not used in progressive tenses to express the idea of “in progress right now.”

Compare:

CORRECT: *I can't hear (right now) the lecture.*

INCORRECT: *I am not hearing. I don't hear.*

- Pronunciation notes:

*Can't* has two acceptable pronunciations. Most Americans say /kænt/. But along the northern Atlantic coast, the pronunciation is similar to the British /kant/.

*Can* also has two pronunciations. Before a verb, it is usually /kən/. In a short answer (“Yes, I can”) it is /kæn/.

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

- The modal “could” can be confusing. It has many uses, most of which are close in meaning. Compare the following:

*I could run fast if I wanted to.* (present/future contrary-to-fact conditional)

*I could run fast when I was young.* (past ability, meaning “used to be able to”)

*I could run or I could walk.* (50–50 possibility, present/future)

*You could run to improve your physical condition.* (present/future suggestion)

- To further complicate things, *could* meaning “past ability/possibility” occurs mostly in the negative:

*I couldn't go to the meeting yesterday afternoon. I had a doctor's appointment.*

However, one does not normally use *could* in the affirmative to indicate past ability:

INCORRECT: *I could go to the meeting yesterday afternoon. I'm glad I didn't miss it.*

Rather, one would use *be able to*, *managed to*, or the simple past:

*I was able to go to the meeting yesterday afternoon.*

In sum, if the speaker is talking about an ability to perform an act at one particular time in the past, *could* is NOT usually used in affirmative sentences. Compare:

INCORRECT: *Did you read about the mountain climbers? They could reach the top of Mt. Everest yesterday.*

CORRECT: *They were able to reach the top yesterday.*

*They managed to reach the top yesterday.*

*They reached the top yesterday.*

In negative sentences, however, there is no difference between using *could* and *was/were able to*:

*They couldn't reach/weren't able to reach the top yesterday.*

For an idea of how complicated *could* is, look it up in a dictionary such as the *Collins COBUILD English Language Dictionary*. *Could* in all its aspects can be difficult to explain to learners, and doing so (for most learners) is not necessary.

### □ EXERCISE 21, p. 194. CAN and COULD. (Chart 10-6)

Read the sentences aloud, choosing *can* or *can't* at random. (Try not to move your head!) Then ask the students to tell you what you said.

### □ EXERCISE 22, p. 194. CAN and COULD. (Chart 10-6)

This exercise is a general review of uses of *can* and *could*, comparing them with other modals.



□ **EXERCISE 23, p. 195. Degrees of certainty; ability. (Charts 10-1 → 10-6)**

Prior to having students read this passage, ask them for a show of hands: “How many of you can dance? sing? draw?” Compare the results with those in the passage.

Note how the definition of *can* changes with the age groups in the passage. The college students can, in the literal sense, dance, sing, and draw (just as small children can), but not many define *can* as having a special skill rather than simply an innate ability. The point is that *can* has a wide range of meanings.

There is no “correct” answer to the discussion question. Responses will probably mention that children are less self-conscious than adults and more able to express themselves naturally through their bodies.

You might also discuss how our innate artistic abilities to express ourselves may become suppressed as we get older. This might be because we become sensitive to the judgments of others. It may be because we set new standards for ourselves based on comparisons with others or adopted societal standards. Etc.

This exercise is intended as a short communicative opportunity. It’s not necessary to put a great deal of emphasis on modal usage. If good modal usage occurs naturally and appropriately, that’s great, but it shouldn’t be required or forced.

**CHART 10-7: USING WOULD TO EXPRESS A REPEATED ACTION IN THE PAST**

- Compared to *used to*, “habitual *would*” is somewhat more formal. *Would* is often preferred in writing, whereas *used to* may be preferred in speech.
- Note the important limitation on *would*: it cannot express a situation, only an action.
- This use of *would* is unusual in British English.

□ **EXERCISE 24, p. 195. Using WOULD and USED TO. (Chart 10-7)**

ANSWERS: 2. would give 3. used to be 4. used to be . . . would start 5. used to be . . . would get . . . would spend . . . would find . . . would gather 6. used to ask . . . would never let 7. would make . . . would put 8. would wake . . . would hike . . . would see 9. used to take 10. would be sitting . . . would always smile . . . would stand . . . (would) clear

**CHART 10-8: EXPRESSING PREFERENCE: WOULD RATHER**

- In a question, either the word “or” or the word “than” can follow *would rather*:  
*Would you rather eat fruit or candy?*  
*Would you rather eat fruit than candy?*
- In a negative question, only the word “than” is possible for a preference:  
*Wouldn’t you rather eat fruit than candy?*

□ **EXERCISE 25, p. 197. Expressing preference: WOULD RATHER. (Chart 10-8)**

Encourage students to use contractions in their spoken answers. The contraction *'d* is often difficult to hear and may be difficult to pronounce for some learners. Sometimes students omit it because they don't hear it.

*SAMPLE RESPONSES:* 1. would rather stay home and watch the ball game on TV.  
2. would rather have been catching up on my sleep. 3. would rather be riding my bike.  
4. would rather not. 5. A: I would rather read . . . do anything else I can think of. B: would rather eat . . . do anything else I can think of.

□ **EXERCISE 26, p. 197. Expressing preference: WOULD RATHER. (Chart 10-8)**

You might try a round-robin sequence like this:

TEACHER TO A: *What would you rather do than go to class?*  
SPEAKER A: *I'd rather go bowling than go to class.*  
TEACHER TO B: *What would you rather do than go bowling?*  
SPEAKER B: *I'd rather play chess than go bowling.*  
TEACHER TO C: *What would you rather do than play chess?*

*SAMPLE RESPONSES:* 1. I would rather be in Italy than in the United States. 2. I would rather go to a movie than go to class. 3. Last night I stayed home. I would rather have gone to the concert downtown. 4. Right now I am doing a grammar exercise. I would rather be watching TV. 5. No, I'd rather stay home and watch TV than go to a movie. No, I'd rather rent a movie than go to a concert. No, I'd rather play tennis tomorrow than go to the zoo. 6. No, I would rather get on the Internet than play tennis this afternoon. No, I'd rather go bike riding than go bowling. No, I'd rather take a short hike in the woods than shoot pool. 7. No, I would rather eat at McDonald's than (at) the cafeteria. No, I'd rather eat at a Thai restaurant than (at) a Chinese restaurant. 8. No, I would rather live in Seoul than Singapore.

**CHART 10-9: COMBINING MODALS WITH PHRASAL MODALS**

- Some other possible sequences in (c), with a phrasal modal combined with another phrasal modal: *be supposed to be able to, have (got) to be able to, used to have to, used to be able to, didn't use to be able to, be going to have to, be supposed to have to.*

□ **EXERCISE 27, p. 198. Combining modals with BE ABLE TO and HAVE TO. (Chart 10-9)**

This exercise shows common combinations of both modals and phrasal modals with the two phrasal modals *be able to* and *have to*.

*SAMPLE COMPLETIONS:* 1. Roy might not be able to finish writing his report before lunch.  
2. He is going to have to finish the rest of it later this afternoon. 3. You have to be able to pass a written driver's test before you can get your driver's license. 4. I shouldn't have to go to the dentist again for another year. 5. Sam lost his apartment; he must not have been able to pay his rent. 6. I would rather not have to take another English course, but it may be required. 7. I'm sorry, but I'm not going to be able to accept your invitation. 8. Tarek didn't get home at the usual time tonight; he may have had to work late.

## CHART 10-10: SUMMARY CHART OF MODALS AND SIMILAR EXPRESSIONS

- By the time the students reach this chart, they should be familiar with its contents. It summarizes for them what they have been learning since the beginning of Chapter 9.
- The term “similar expressions” in the chart title refers to phrasal modals.

### □ EXERCISE 28, p. 201. Review: modals and similar expressions. (Chapters 9 and 10)

Ask leading questions to elicit student interpretations of meaning. In addition to a review of grammar, this kind of exercise provides the students with the opportunity to develop their speaking skills by explaining something they already know and understand. It challenges them to express their understandings in spoken English. Encourage them to invent possible contexts as a way of explaining differences in meaning.

In some items there is no difference in meaning; in other items there are distinct differences in meaning. In still other items, there might be a subtle difference in politeness or in forcefulness.

All of the sentences in this exercise are grammatically correct.

#### DISCUSSION:

1. a. is a formal, very polite request; b. and c. are informal and much more familiar.
2. a. through c. express increasing degrees of necessity: a. and b. are advice; c. states a fact; d. states an absolute requirement.
3. Again, degrees of necessity: a. is advice; b. is even stronger (the cut seems to definitely need treatment); c. is the strongest possible (the cut looks like it might be infected).
4. a. states prohibition; b. means you can use the door, but there's another possibility as well.
5. a. is a promise; b. is a guess at the time I expect to arrive.
6. a. through c. are all suggestions or possibilities; d. is definite.
7. All are degrees of negative possibility: a. is a suggestion; b. is a stronger negative; c. is 100 percent negative.
8. a. is a possibility; b. is a conclusion; c. is a definite statement.
9. a. is advice; b. is a requirement.
10. a. is a suggestion; b. is advice.
11. a. and b. are the same degree of necessity; c. through e. state the advisability of my going; f. states a preference: it could mean “I'd rather go than stay” or “It's better that I go than you go.”
12. a. is hindsight advice; b. is merely another possibility in hindsight.
13. a. and b. mean the same thing: habitual activity.

□ **EXERCISE 29, p. 202. Review: modals and similar expressions. (Chapters 9 and 10)**

The students have to think of only one possible answer, not all of the possibilities. In the following section, the most likely answers are given first and others are in parentheses.

ANSWERS:

1. had better shut (should / ought to / have to / must shut)
2. could / would you hand (can / will you hand)
3. don't / won't have to go
4. can already say (is already able to say)
5. must / have to attend
6. had to wait
7. could / might go
8. would rather go
9. must not have seen
10. had better clean (should / ought to / must / have to clean)
11. can't / couldn't be (must not be) . . . may / might / could belong (must belong)
12. cannot go (must not / may not go)
13. should not have laughed
14. May / Can / Could I speak . . . can't come . . . May / Can I take
15. should / ought to take (could take) . . . can get
16. had to study . . . should have come
17. had better answer (should / ought to / have to answer) . . . might / could / may be
18. should have been / was supposed to be
19. could / might / may be
20. must have been daydreaming

□ **EXERCISE 30, p. 204. Error analysis: modals. (Chapters 9 and 10)**

ANSWERS:

1. If you have a car, you can travel around the United States.
2. During class, the students must ~~to~~ sit quietly. When the students have questions, they must ~~to~~ raise their hands.
3. When you send for the brochure, you should include a self-addressed, stamped envelope.
4. A film director must have control over every aspect of a movie.
5. When I was a child, I ~~can~~ could / would go to the roof of my house and see all the other houses and streets.
6. When I was worked in the fields, my son would bring me oranges or candy.
7. I broke my leg in a soccer game three months ago.
8. Will / Would / Could you please help me with this?
9. Many students would rather ~~to~~ study on their own than go to class.
10. We are supposed to bring our books to class every day.
11. You can have a very good time as a tourist in my country. My country has many different weather areas, [also possible: *different climates*,] so you had better plan ahead before you come.
12. When you visit big cities in my country, you must ~~to be~~ pay attention to your wallet when you are in a crowded place because there are a lot of thieves.

□ **EXERCISE 31, p. 204. Activity: modals. (Chapters 9 and 10)**

Students might work in pairs to complete the dialogues, with one student completing A's sentences and the other completing B's. The completed dialogues can be performed, discussed by the whole class, and/or written out and handed in. (See the *Introduction*, p. xiv for suggestions for using completion exercises.)

□ **EXERCISE 32, p. 205. Activity: modals. (Chapters 9 and 10)**

You may need to set a time limit for these discussions. Sometimes students get rather excited about the topics and don't want to stop. The given ideas are, for the most part, overstated generalizations of opinion that need to be qualified, explained, and supported. So, to conclude the exercise, you might ask the students to rewrite or expand on a sentence given in the textbook so that all members of the group agree with the idea.

If these topics are unfamiliar or uncomfortable for your students, you might add some others that are closer to their immediate interests. Topics about their school, sports, clothing fashions, etc., may be productive.

These topics can also be used for writing.

□ **EXERCISE 33, p. 206. Review of verb forms. (Chapters 1 → 5, 9, and 10)**

This entire exercise is a dialogue between two people, so you could choose two good speakers to read it (after everyone has independently completed it by writing in their books). The other students should listen carefully and offer corrections or alternative answers, if appropriate.

*ANSWERS:* 1. had 2. happened 3. was driving 4. broke 5. did you do 6. pulled 7. got 8. started 9. should not have done 10. should have stayed 11. are probably 12. started 13. have been walking / had walked 14. went 15. discovered 16. didn't have 17. can think 18. could / might have gone 19. could / might have tried 20. could / might have asked 21. asked 22. told 23. was 24. allowed 25. drove 26. must have felt 27. took 28. took 29. might get / might have gotten 30. will know 31. must / have to / should leave 32. have to / must be 33. May / Could / Can I use 34. need 35. don't have 36. will / can take

□ **EXERCISE 34, p. 207. Writing: modals. (Chapters 9 and 10)**

A "short paragraph" is usually about five to eight sentences long. You might want to set a limit for your students.

In marking their papers, focus on modals and verb tenses. Reward them for correct use of these forms.