



Chapter 9

Modals, Part 1

CHAPTER SUMMARY

OBJECTIVE: To review basic modal forms and gain mastery of the more advanced modal forms and meanings.

APPROACH: Modal auxiliaries are used in English to express attitudes, give advice, and indicate politeness. Mistakes with modal auxiliaries can, therefore, sometimes cause bad feelings or misunderstandings between speaker and listener. Students should become aware that a small change in a modal auxiliary can signal a large difference in attitudes and meanings.

Students using this textbook are probably familiar with the most common meanings of the modal auxiliaries. The focus at the beginning of the chapter is on the basic forms, and Exercise 1 calls attention to errors in form that should be avoided. The rest of the chapter takes a semantic approach, grouping together modals and other expressions that have similar meanings. Matters of pronunciation, spoken / written usages, and formal / informal registers are noted in the charts.

TERMINOLOGY: The terms “modal auxiliary” and “modal” are both used. Most modal auxiliaries are single words (for example: *must*, *should*); the exceptions are *ought to* and *had better*. Many have two- or three-word phrases with similar meanings (for example: *have to*, *be supposed to*) called “phrasal modals.” Phrasal modals are also called “periphrastic modals” in some grammar books.

CHART 9-1. Basic Modal Introduction.

Page 157

Time: 15–20 minutes

A detailed discussion of the meaning of each modal is not necessary at this point since students should already know enough about modals to understand their basic meaning and use. Some general points you could make include:

1. There are differences in degrees of politeness (for example: *Can you open the door for me?* vs. *Could you open the door for me?*).
2. Use of modals sometimes depends on the relationship between the speaker and the listener (for example: the use of *had better* may indicate the speaker has a social role that is considered “above” or superior to that of the listener, such as a parent speaking to a child).

3. There may be differences in levels of formality / informality (for example, *may* vs. *can* for permission).

The chart mentions that each modal auxiliary has more than one meaning or use. These are presented throughout Chapters 9 and 10 and are summarized in Chart 10-10 (pp. 204–205). This may be a good time to point out this reference chart to the students. The text itself does not present this chart at the beginning of modal study for fear it will seem too intimidating; however, if students know they have two chapters to learn what’s in the summary chart of modals, the task should seem less daunting.

If students want to get an idea of how varied the meanings of modals are, refer them to any standard dictionary and ask them to look up the meanings of *can*, *could*, *may*, or any of the others. Perhaps point out that this kind of information found in a dictionary is what their grammar text presents more fully and summarizes in Chart 10-10.

Students are sometimes not aware that *shall* and *should* have meanings as separate modals and are not simply the present and past forms of one modal.

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* (which makes it curious that in some dictionaries, the first definition of *should* is as the past form of *shall*).

- Personalize and tailor the sentences below as much as possible and write them on the board. Underline the modal in each sentence, and ask students to paraphrase the modal’s function.

Would you open the door, Makiko?

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

You should open the door, Pedro.

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

You may open the door, Byung Jin.

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

You could open the door, Miriam.

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

You’d better open the door, Karim.

(Elicit from students that *you’d better* shows urgent advice or instruction.)

CHARTS 9-2 and 9-3. Pages 158 and 159

The grammar in these two charts may be quite familiar to your students and can probably be covered quickly.

Before covering the charts, you may want to discuss how polite requests allow the speaker to show respect for the listener. A person who says *Give me your pencil* or *Pass the salt* seems to be too abrupt, aggressive, or unfriendly.

Point out the levels of formality and politeness in this chart and how modals express such subtleties. For example, a change from *may* to *can* usually signals a difference in the relationship between the people who are conversing.

The word *please* is frequently used in conversation. Using *please* is another way to show respect and friendliness.

Typical responses to requests, especially in informal American English are: *Okay*, *Sure*, and *No problem*.

CHART 9-2. Polite Requests with “I” as the Subject. Page 158

Time: 10–15 minutes

- Ask students to close their books for the following presentation so that they are not distracted by reading ahead.
- In order to introduce the various degrees of politeness, write three sentences on the left-hand side of the board.

May I borrow \$5.00?

Can I borrow \$5.00?

Could I borrow \$5.00?

- Tell students that the person asking each of these questions is a 21-year-old student. This same person is asking three different people the same question — his brother, his new roommate, and his supervisor at work.
- Ask students to decide which question goes with which listener and then have one student write his / her opinion on the board by writing either *brother*, *new roommate*, or *supervisor* to the left of each of the three sentences.
- Explain to students that different modals express different degrees of formality and politeness.
- Go over Chart 9-2 and review typical responses. Emphasize the differences in formality and politeness.

CHART 9-3. Polite Requests with “You” as the Subject. Page 159

Time: 10–15 minutes

- Ask students to do some simple tasks around the classroom, and write the requests on the board.
- Use students’ names to personalize these requests. For example:

Bertrand, can you open the door?

Fernanda, will you tell me what time it is?

Marta, would you put your textbook on my desk?

Baek Eun, could you erase the board?

- Correct and refine your students’ answers so that they are natural and represent typical responses.
- Have your students rank the above requests in order of politeness. As *would* and *could* are considered equally polite, students should rank these as a tie.
- As you work through Chart 9-3, be sure to provide typical affirmative and negative replies.

EXERCISE 3. Let’s talk. Page 159

Time: 10–15 minutes

- Model the example with a student, making sure his / her book is closed.
- Then have students work through the scenarios in pairs. If need be, elaborate on the roles and scenarios described in the book to ensure that students can easily imagine which modals are appropriate.
- As a review, ask particularly lively or amusing pairs to act out their scenario for the entire class.

CHART 9-4. Polite Requests with *Would You Mind*. Page 160

Time: 10–15 minutes

An alternative way of asking permission is *Do you mind if I close the window?* Using *would* is a bit more formal or polite than using *do*.

In casual conversation, the auxiliary and subject pronoun are often omitted and a present — not past verb is used: *Mind if I sit here?*

Another informal response is: *No. Go ahead*, or sometimes (somewhat illogically) even a positive response: *Sure. Go ahead*. Both mean “You have my permission to proceed.”

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

In (c): A gerund is used following *Would you mind*. Gerunds are not presented until Chapter 14. You may need to explain briefly that a gerund is the *-ing* form of a verb used as a noun.

Occasionally, one hears the form *Would you mind my asking a question?* This has the same meaning as “if I asked.”

- Write the two headings from the chart on the board. The first heading on the left should read *Asking Permission*, and *Asking Someone to Do Something* should be on the right.
- Write the first target structure on the board:
Would you mind + if I ____ -ed?
- Ask a few students permission by using the target grammar presented in the chart.

- Personalize the example requests, and underline the target grammar. For example:
Chieko, would you mind if I borrowed your cell phone?
Bruno, would you mind if I moved my desk closer to yours?
Felicie, would you mind if I put my papers on your desk?
- Now move on to the second heading, *Asking Someone to Do Something*.
- Write the target grammar beneath this heading:
Would you mind + ____ -ing?
- Model the target grammar with two or three personalized examples. For example:
Yi-Feng, would you mind putting away your cell phone?
Mikal, would you mind reading aloud the first example in the chart?
- You can even include a request to stop doing something, with *not*.
Soo-Young, would you mind not tapping your pen on the desk?
- Once you have modeled the two target grammar categories, read through the rest of the chart and discuss the appropriate responses, as outlined under (b) and (d).

□ EXERCISE 5. Looking at grammar.

Page 160

Time: 5 minutes

This is essentially an exercise on verb forms. It also gives examples of typical situations in which *would you mind* is used.

- Explain that requests for permission start with *I want to* and that asking someone to do something starts with *I want you to*, etc.
- Have students write the correct transformations on the board, and correct these as a class.

□ EXERCISE 6. Looking at grammar.

Page 161

Time: 10 minutes

Optional Vocabulary

personal question

It depends.

I didn't catch what you said.

□ EXERCISE 7. Listening. Page 161

Time: 10 minutes

Because students may not be used to the relaxed pronunciation they will hear in the audio, it is important to model it first.

- Read the example sentence using the relaxed speech pronunciation “ju” or “juh” in *would you*.
- Write on the board the relaxed speech pronunciation of you: *ju* or *juh*.
- Using this relaxed pronunciation, ask your students a few questions. For example:
Would “juh” open your books, please?
Would “juh” keep your cell phone off in class?
- Play the audio once through without stopping. Play it again and stop after each item. Review students' responses.
- Please see the front of this text for further suggestions on using listening exercises in class.

□ EXERCISE 9. Looking at grammar.

Page 162

Time: 10 minutes

These controlled-completion dialogues are a preparation for Exercise 10, where the students make up their own dialogues.

□ EXERCISE 10. Let's talk: pairwork.

Page 163

Time: 10–15 minutes

You may not want every pair of students to work on every item, so decide how to divide up the items before assigning pairs.

- Assign pairs or groups.
- Give each pair one or two items to prepare in a time limit of five to eight minutes.
- Ask each group or pair to “perform” its best dialogue for the other students.
- In discussion, ask the class to identify which modals were used and to comment on how appropriately and idiomatically they were used.

Expansion: You may turn this into a writing exercise for homework by asking students to choose one of the four situations presented to expand on. You may also provide additional scenarios and have students write a scripted dialogue for homework.

Additional scenarios include:

1. Bob's car battery has died while he is at a crowded shopping area. In order to start his car, he needs a battery “jump” from the driver of the car parked next to his, whose name is Marcia.
2. Bertrand has just arrived at your school and does not know how to register for classes. He asks Lara, who has been studying at your school for several months, how to enroll.

3. Xiao Min has never used a laundromat before coming to the United States. He asks his roommate, Juan, how to go about doing this and if Juan could help him carry his laundry to the laundromat.
4. Flora is sitting next to Xavier on a long-distance flight. Xavier keeps absentmindedly using Flora's headset to enjoy the in-flight entertainment.
5. Mikael has never used the type of computers that your school has in its computer lab before. He asks Julian, who has been using this type of computer for several months, how to start using email and save his documents to a file.

Alternatively, you can ask students to both come up with a situation and write the dialogue for it as homework. At the next class meeting, they can read or perform just the dialogue aloud, and classmates can guess the original situation from the actual spoken words.

□ EXERCISE 11. Let's talk. Page 163

Time: 5 minutes

- To get students started on this exercise, have the class brainstorm two or three items, trying to think of as many requests as possible.
- Have pairs make up dialogues accordingly, and encourage students to take risks with vocabulary and idioms.

Expansion: You may want to assign roles to students and have them make up a dialogue extemporaneously. For example, for item 1, Student A is the teacher and Student B is a student. You could ask them what polite questions the teacher of this class has asked the students, what polite questions the students have asked their teacher, and what their typical responses have been.

You can expand on this exercise further by assigning your students to write down any requests that they hear — polite or not — during the coming week. Also, you can suggest that they write down any requests that they themselves make. At the end of the week, use the students' papers for discussion.

Additional locations include:

in a bookstore	in a library
in a bank	in the school office
at a post office	at a doctor's or dentist's office

CHART 9-5. Expressing Necessity: *Must*, *Have To*, *Have Got To*. Page 164

Time: 10–15 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.

Encourage students to practice (but not to force) conversational pronunciations. These are the most natural and frequent forms in spoken English. The phonetic representations of these pronunciations follow:

have to = /haeftə/ or /haeftu/

has to = /haestə/ or /haestu/

got to = /gadə/ or /gotə/

Have got to (necessity) is *not* the same as *have got* (possession). For example:

I've got to get some money. (I need money.)

I've got some money. (I have some money.)

- Write on the board the title *Must / Have To — Necessity*
- Under this, write example sentences using first *must* and then *have to*. Underline the modals in each example, and model sentences that relate to students and their lives. For example:
 - In order to learn English, students must practice speaking as much as possible.*
 - In order to learn English, students have to practice speaking as much as possible.*
- Tell students that *must* sounds both more formal and more urgent to most American English speakers, so *have to* is more commonly used.
- Explain that *must* is not often heard in spoken English but is found in written English, particularly in legal contracts, etc.
- Write examples on the board that are obviously more and less formal, respectively. Underline the modals. For example:
 - Jin Ho has to get to the airport early since he is flying standby.*
 - All residents of the dormitory must return their keys to the manager in order to receive their housing deposits back.*
- Introduce *have got to* as an informal variation of *have to*. Explain to students that in some cases, the use of *got* in this phrase exaggerates the necessity and is sometimes emphasized in speech.
- Write an appropriate example with *have got to* on the board and underline the modal phrase. For example:
 - Marietta has got to remember to call her parents. If she doesn't, they will be very worried.*
- Explain that *had to* expresses past necessity for all of the following expressions: *have to*, *have got to*, and *must*. Explain that there is no past form of *must*.

□ **EXERCISE 13.** Let's talk. Page 164
Time: 10 minutes

The directions ask the students to practice usual spoken forms. Reinforce that it is by no means necessary for students to use contracted spoken English; clear enunciation of full forms is always good. Contracted speech can be practiced, but it doesn't need to be forced.

If you prefer not to put the emphasis on spoken forms (which you model), this exercise could be used for pairwork.

CHART 9-6. Lack of Necessity and Prohibition: *Have To* and *Must* in the Negative. Page 165
Time: 10 minutes

Need not (principally British) and *don't need to* are similar in meaning to *don't have to*.

- Write the headings *Lack of Necessity* and *Prohibition* on the board and underline them:
- Ask students to explain, in their own words, what each phrase means and write their explanations underneath each heading. Their explanations may take the following forms, but write whatever is closest in meaning:

<u>Lack of Necessity</u>	<u>Prohibition</u>
<i>don't have to do something</i>	<i>you can't do something</i>
<i>your choice whether or not to do something is not needed</i>	<i>something is forbidden</i>
	<i>something is not permitted</i>

- Once you are sure that these two concepts are very clear to students, explain that *don't have to* is used to show lack of necessity while *must not* shows prohibition.
- To illustrate this, discuss with students the rules that organize your school or program.
- As a class, come up with sentences that fall under the *Lack of Necessity* heading and use *don't have to* to express these.
- Then come up with a few sentences that show prohibition, and write them under the *Prohibition* heading, using *must not*.
- You can encourage the use of either third person plural (*Students*) or first person plural (*We*) as a subject. For example:

<u>Lack of Necessity</u>	<u>Prohibition</u>
<i>Students don't have to wear uniforms.</i>	<i>Students must not behave violently.</i>
<i>We don't have to use English names.</i>	<i>We must not pull the fire alarm unless there is a fire.</i>

- Review the remainder of the chart.

□ **EXERCISE 15.** Looking at grammar. Page 165
Time: 10 minutes

- Allow time for students to think about the meaning of each item.
- As the context determines which answer is appropriate, help students understand the situational context of each item, perhaps by means of role-playing and discussion.

Optional Vocabulary

encounter sense
growling

CHART 9-7. Advisability: *Should*, *Ought To*, *Had Better*. Page 167
Time: 10–15 minutes

Advice or a suggestion is usually friendly. It is often given by one's supervisor, parent, or friend. It is not as forceful as necessity. (Advice can also, of course, be not-so-friendly, depending upon the speaker's tone of voice and attitude.)

Note the special meaning of *had better*. It is used to give advice to a peer or to a subordinate but not to a superior.

- Write the heading *Advisability* on the board.
- Write *should* and *ought to* beneath the heading.
- Explain that *should* and *ought to* can be used interchangeably and can indicate a range of strength, from a simple opinion or suggestion to a statement about another's responsibility.
- With students, select a situation about which someone may need advice and co-create sentences advising the person with the dilemma. It may be easiest to use the second person singular (*You*) to address the advice to.

Possible situations include:

you are homesick in the United States
you want to find ways to practice your English outside of class

- Write the advice the class provides on the board, using both *should* and *ought to*. For example: You have a crush on a classmate . . .

You should find out if the person has a boyfriend or girlfriend.

You should sit next to him or her in class.

You ought to offer to help him or her with homework assignments.

You ought to introduce yourself to him or her.

- Now introduce *had better* under the heading of *Advisability*, but explain that this phrase shows more strength and urgency and is not used with someone in a superior position (e.g., a parent, boss, or teacher).
- Invent a situation in which there are negative consequences of a failure to act soon, and create *had better* sentences as a class. Write these on the board.

Possible situations:

You are failing a class and need to turn in another assignment late.

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

You have twisted your ankle, and it is starting to swell up.

Possible *had better* sentences:

You had better talk to your teacher and explain the situation.

You had better apologize.

You had better go to the doctor right away.

- Go over the remainder of the chart.

□ EXERCISE 20. Let's talk: pairwork.

Page 168

Time: 10 minutes

The intention of this exercise is to give short examples of situations in which modals of advice are frequently used, but expanding the examples can certainly be helpful. In later exercises, students are given fuller contexts as well as real-life contexts in which to practice giving advice.

Using this as a teacher-led exercise enables you to take advantage of the opportunities for leading a spontaneous discussion of the topics in some of the items.

If this exercise is teacher-led rather than done as pairwork, your book is open and the students' books are closed. You are Speaker A, in which case students probably would not want to use *had better* in some of the situations. An alternative to this teacher-led approach would be for one student to be the "teacher" and lead the exercise, or for several students to each present four or five items.

- Discuss who might be talking to whom when *had better* is used.
- Contextualize each item for the class by inventing who is talking to whom and embellishing the situation.
- Ask for two students to role-play each situation, with one of them saying the words in the text.

□ EXERCISE 23. Looking at grammar.

Page 169

Time: 10 minutes

Students can write their answers as seat work, then discuss them in small groups or as a class. Your role is to ensure that students are engaged in discussion and to resolve disagreements.

Some of the items have fine distinctions in meaning which may be confusing for some students. Sometimes there is only a fine line between *should* and *must/have to*, but students should understand that the line does exist. In none of the items is the same meaning conveyed when both *should* and *must/have to* are used to complete the sentences.

CHART 9-8. The Past Form of *Should*.

Page 170

Time: 10 minutes

Sometimes students confuse the past form of modals with the present perfect tense because the form of the main verb is the same (**have** + *past participle*). If students ask about "tense," tell them that **have** + *past participle* here doesn't carry the same meaning as the present perfect tense; it simply indicates past time.

The information in Chart 9-12, example (f), page 178, says that the past form of *should* is also used to give "hindsight advice." Here you may want to introduce the concept of viewing something in hindsight: We use *should have done something* when we look at the past (for example, we look at something in hindsight), decide that what was done in the past was a mistake, and agree that it would have been better if the opposite had been done. Another way to introduce this concept is to talk about regrets.

The short answer to a question with the past form of *should* is simply *I should've* (British: *I should've done*). Note the pronunciation of *should've*, which is exactly like *should* + *of*. In fact, some people (native speakers and second language learners alike) mistakenly spell the contraction as if it were made from the words *should of*.

Also, students should be reminded to pronounce *should* like *good*, with no sound for the letter "l."

- Write the chart title on the board: *Past Form of Should*.
- Now write the word *regret* near the heading and discuss its meaning with students.
- You may want to model some of your own regrets, keeping the tone light but clearly explaining actions you should have taken. Write some of these on the board:

I should have learned a second language thoroughly.

I should have studied harder when I was in college.

- Using the example sentences, students should be able to create related sentences. Write each one on the board, directly beneath the regret expressed with *should have*.

*I should have learned a second language thoroughly.
(You didn't learn a second language thoroughly.)*

*I should have studied harder when I was in college.
(You didn't study hard enough when you were in college.)*

- Now go through Chart 9-8 with students, explaining the finer points as needed.

□ EXERCISE 27. Let's talk. Page 171

Time: 10 minutes

- Have students work quickly in pairs since these items are straightforward and uncomplicated.
- Alternatively, have a student with clear pronunciation read the situation aloud (to the whole class or to other members of a small group). Then another student can give an opinion about it, using the past form of *should*.
- You may also choose to ask for volunteer responses and run through these items quickly as an extension of your presentation of the information in Chart 9-8.

□ EXERCISE 28. Let's talk: pairwork.

Page 171

Time: 10–15 minutes

- With an advanced group, follow the direction line as presented in the text. With a less advanced group or if you sense students will struggle with this, instruct Speakers B to keep their books open.

□ EXERCISE 29. Let's talk or write. Page 172

Time: 10–15 minutes

There are several options for effectively using this exercise, and it can be expanded into a writing assignment for homework. No matter what methodology you use, support students as they discuss what the various characters in each situation *should have done* differently. Help students be creative in their responses and also help them to employ passive vocabulary.

- If you want to work through this exercise quickly, lead it yourself and have students call out their responses. With an advanced group, students can keep their books closed.
- In pairs or small groups, have students discuss their opinions about each situation.
- If you want to include writing in the in-class part of the exercise, one person in each group can record the others' responses, and another person in each group can then read these aloud to the whole class, or you can ask that these be handed in.

CHART 9-9. Obligation: *Be Supposed To*.

Page 173

Time: 10–15 minutes

The important difference between obligation and necessity (Chart 9-5: *must, have to, have got to*) is that the notion of necessity can sometimes originate within oneself. Obligations, as the term is used here, come from outside, from other people; therefore, *be supposed to* is similar to passive verb phrases with no agent. *He is supposed to come* means "He is expected (by someone) to come."

An expression similar to *be supposed to* is *be to*. *Be to* has been included in previous editions of this text but is omitted here due to its relative infrequency of occurrence. (*Be supposed to*, by comparison, is a phrase every learner will need to know and use.) You may wish to introduce students to *be to* at this juncture. If alert students ever come across it, perhaps on standardized proficiency tests, they will find this structure curious. *Be to* is close in meaning to *must* but includes the idea of expectation, the idea that someone else strongly expects, demands, or orders this behavior. For example, if *be to* were used in example (c) — *I am to be at the meeting* — it would convey the idea that *My boss ordered me to be there. He will accept no excuses for my absence.*

- Write the heading *Obligation* on the board.
- Ask students to think about expectations that others have of them, whether in their family, work, or student lives. Model a sentence related to what they know of your life as their teacher on the board. For example:
As your teacher, I am supposed to start my 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 an ad campaign in English when I return to my job in Mexico next month.*
Miyako: *I am supposed to phone my parents every Sunday morning.*
Ivan: *I am supposed to get a 200 on the TOEFL test before I complete my Ph.D. application.*
- Now explain that to discuss past obligations, only the verb *be* changes, as *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:
Maria: *I was supposed to email my sister about my travel plans.*
Yao: *My friends were supposed to have sent me the photos from my going-away party, but I haven't received them.*

□ **EXERCISE 31.** Let's talk. Page 173
Time: 10 minutes

Remind students that there are many things that we "are supposed to do" or "are not supposed to do" in everyday life.

Optional Vocabulary

prior to
blaring

□ **EXERCISE 32.** Looking at grammar.
Page 174
Time: 5–10 minutes

This exercise compares the modal auxiliaries from Charts 9-5 through 9-9 and serves as a good way to review these charts.

Expansion: Have students create a context for each item and decide who the speakers are. For example, items 1–3 involve people who are riding in an airplane or automobile; they might be father and son, flight attendant and passenger, two business partners, etc. While students discuss and decide which sentence is stronger, they should also discuss the appropriateness for the context they have created. Some statements are naturally too strong between people of equal status and could cause the listener to become angry. Discussing the created context and the appropriateness of each statement enriches students' understanding of the subtleties of modal usage.

□ **EXERCISE 33.** Let's talk or write. Page 174
Time: 10–15 minutes

- Have students make sentences about one or more of the occupations listed, using the various modals presented.

Expansion: Ask students to rank these occupations in terms of their difficulties and challenges and then discuss their rankings with other students, using modals in their justifications. 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 get in your taxi aren't. You are not supposed to be rude to your customers, but they may sometimes be rude to you.

□ **EXERCISE 34.** Let's write or talk. Page 174
Time: 10–20 minutes

Students need to use their imagination in this exercise; most of them probably haven't had any experience in the roles described in the given situations. You could suggest other, more familiar roles of authority (for example, the teacher of this class), or students could invent their own authority roles.

- Discuss item 1 with the whole class. Have them contribute other answers, using all of the rest of the modals and similar expressions on the list.
- Assign students one, two, or all of the other topics to discuss, role-play, or write about.

Expansion: If you assign this as written work, have students write about one of the given situations as well as one of their own devising. They can try to disguise the authority role of their own devising and then read their sentences aloud, encouraging other class members to guess what the original authority role was.

CHART 9-10. Unfulfilled Intentions:
Was/Were Going To. Page 176
Time: 10 minutes

Be sure students understand the meaning of the word *intention*.

The important difference here between the future and the past use of *be + going to* is that the future indicates a strong possibility the action will be completed. In contrast, the past usually indicates that the action did not happen.

- Write the heading *Unfulfilled Intentions* on the board, and have students discuss the meanings of both words.
- Elicit as many related words and phrases as you can from students, and write these beneath the heading.
- Give students help in coming up with other descriptors of *unfulfilled*, such as *unrealized, unreal, never happened, unmet, failed, changed (his/her) mind, etc.*
- Lead students to think about *intentions* simply as plans, and write *plans* beneath the heading.
- Give students an example of your own unfulfilled intentions and write it on the board. For example:
Last weekend, I was going to take a long bike ride, but it rained all day Saturday and Sunday.
- Elicit examples of unfulfilled intentions from students and write these on the board, underlining or highlighting the *was/were going to* part.

□ **EXERCISE 36.** Looking at grammar.
Page 176
Time: 5–10 minutes

- Since these can be tricky, put students in pairs to work on them together.
- Ask three different pairs of students to write their sentences on the board, and discuss as a class.

CHART 9-11. Making Suggestions: *Let's, Why Don't, Shall I / We.* Page 177
Time: 10–15 minutes

These three expressions are followed by the simple (i.e., base) form of the main verb. For example: *Let's **be** careful: Why don't you **come** at six?, Shall I **be** your partner in this game?*

Shall is used only with *I* or *we*. It is not appropriate to ask, *Shall he, Shall you, etc.*

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

In informal British usage, *Don't let's* is a possible alternative form of *Let's not*. *Don't let's* is also heard in American English but is considered nonstandard.

- Write the title *Making Suggestions* on the board.
- Explain that *Let's / Let's not* and *Why don't + base form of the verbs* are common ways of making suggestions for a plan or activity for the speaker and listeners present.
- Write the following formulas on the board:
Let's / Let's not + base form of verb
Why don't + subject + base form of verb
- With your students, make suggestions for the coming weekend and a hypothetical class outing or weekend trip. Tell students that money is no object and that they should call out any suggestions they have.
- Write the suggestions that you and your class co-create on the board. For example:
Let's fly to Bali and learn to surf.
Let's go to Vegas and stay at Caesar's Palace.
Let's book cruises on the Queen Elizabeth and travel to the Canary Islands.
Why don't we take the train to New York?
Why don't we go on safari in Kenya?
Why don't we see a Broadway musical?
- Now explain that *Shall I / Shall We* are considered slightly formal and old-fashioned and are used primarily as rhetorical devices in everyday speech. Explain that when *shall* is used, agreement is expected.
- Model a few *Shall I / Shall we* questions and write these on the board. For example:
Shall I continue with the grammar lesson?
Shall we become even better at using modals?
- Go over the remainder of the chart.

CHART 9-12. Making Suggestions: *Could vs. Should.* Page 178
Time: 10–15 minutes

Make sure that students understand that *could* refers to a present or future time here. Sometimes learners mistakenly think of *could* only as the past tense of *can*, but *could* has many uses and meanings. (See Chart 10-10, page 205, for a summary of other uses of *could*.)

Could is used to make suggestions when there are several good alternatives. It often occurs with *or*, as in *You could do this, or you could try that.*

- Explain to students that *could* is used when there are a number of suggestions, while *should* is used to give advice.
- Write two headings on the board: *Could vs. Should*
- Ask students for fun extracurricular suggestions to give a new student to the school, and write these under *Could*. For example:
If you are in Boston, you could . . .
A new student could rent a bike and ride by the Charles River.
She could go to Cape Cod for the weekend.
She could explore Boston by following the Freedom Trail.
- Now ask students to pick the one thing they recommend most for a new student at your school. Explain that because you have asked them to give you their strongest or main suggestion, it is strengthened by the use of *should*.
- Write students' *should* suggestions on the board under the appropriate heading.
She should see a Red Sox game.
She should go to Faneuil Hall.
She should go on a whale watch.
- Finally, explain that *could have + past participle* is a past possibility, whereas *should have + past participle* expresses a regret about a past mistake.
- Model the differences with examples on the board:
I could have visited Rome when I was in Italy. (I could have visited Rome among other Italian cities I did visit, such as Venice and Milan.)
I should have studied harder in college. (I didn't study hard, and this was a mistake.)
- Review the remainder of the chart and answer any remaining questions.

□ **EXERCISE 41.** Looking at grammar.
Page 179
Time: 15–30 minutes

The purpose of this type of exercise is to give additional examples of the structure for students to discuss and explore.

- Give students ample time to read through each of the three dialogues and understand the situation.
- Help students articulate that Speaker B is giving one piece of definitive advice (or hindsight advice), whereas Speaker C is simply listing alternatives.

□ **EXERCISE 42.** Let's write: pairwork.

Page 179

Time: 15–30 minutes

- Explain the format and purpose of an advice column. Encourage students to include imagination and good humor in their letters.

- Have students brainstorm together in small groups and perhaps co-author a short sample letter before working on their own.
- To help students take imaginative risks and try out their passive vocabulary, tell them that they will only be graded on their use of modals and that you want them to be as playful as possible.

Expansion: Bring in newspaper or magazine advice columns. Have students read these in order to become familiar with the general format, typical phrases, terms of address, etc. You can collect the “advice” from the classroom columnists and read these aloud to the group. Students should then guess what specific complaints or problems provoked these particular responses.