

# CHAPTER 10

## Modals, Part 2

### CHAPTER SUMMARY

**OBJECTIVE:** To learn additional uses of modal auxiliaries, as a continuation of Chapter 9.

**APPROACH:** The first third of this chapter focuses on modals used to express past habits, past certainty, advisability, necessity, and ability. The second third of the chapter explores degrees of certainty in both present and future, and the final third covers progressive forms, expressing preferences, and reviews all the modals studied to date. The summary chart provides a comprehensive resource for students so they can compare forms and solidify their understanding.

**TERMINOLOGY:** The term “degrees of certainty” is used with those modals that show the strength of the speaker’s belief in the likelihood of what he/she is saying. In some grammar books, terms such as “logical possibility” or “degree of likelihood / possibility” are used to explain modal use.

### PRETEST. What do I already know?

Page 184. Time: 5 minutes

- Give students a few minutes to read the direction line and identify which modal constructions are correct.
- Review as a class and discuss meaning.

#### Optional Vocabulary

blanket	drop off
expired	daydream
renewed	

### ► EXERCISE 1. Warm-up. Page 184.

Time: 5 minutes

- In order to engage students, ask them what they used to do or would do as children (that they no longer do now).
- Discuss which form is more commonly heard.

### CHART 10-1. Using *Would* to Express a Repeated Action in the Past. Page 185.

Time: 10–15 minutes

Compared to *used to*, “habitual” *would* is somewhat more formal and uncommon. *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 or be used with *be*. It can only express a situation and not an action.

The use of “habitual” *would* is rare in British English.

- Write the following heading on the board:

*Would (Instead of Used to) for Habitual Past Action*

- Ask a couple of students to tell you something they used to do as children. It may help to specify a particular time in childhood (elementary school years, teen years, etc.) For example:

You: *Pablo, what did you used to do after school when you were 14?*

Pablo: *I used to play football after school.*

You: *How about you, Aisha? What did you used to do after school?*

Aisha: *I sang in the school choir and I also used to play chess.*

You: *OK, because we can use would in place of used to, how can we rephrase these sentences?*

Thiago: *Pablo would play football after school.*

Kyoko: *Aisha would sing in her school choir and play chess.*

- Review the chart with your students, having a student read example sentences (a)–(c) aloud, and reiterate the explanatory notes.

### ► EXERCISE 2. Looking at grammar.

Page 185. Time: 10 minutes

- Have students work with a partner.
- Review as a class after students have had a chance to decide which sentence is incorrect.
- Have students explain why the incorrect sentence is ungrammatical.

### ► EXERCISE 3. Looking at grammar.

Page 185. Time: 10 minutes

- Ask a student to read the example item aloud.
- Give students a chance to complete the exercise as seatwork.

- Review by having students read their completions aloud, and ensure students can identify which phrases describe condition and which are past actions.

► **EXERCISE 4.** Looking at grammar. Page 186. Time: 10 minutes

- Have students complete this exercise on sight, reading answers aloud as you call on them.
- After the exercise has been completed, ask students which targeted verbs express states but not actions.

**Optional Vocabulary**

anthropology major  
archeological expedition  
arrowhead

► **EXERCISE 5.** Warm-up. Page 186. Time: 10 minutes

Students will most likely be able to identify the correct sentence in each pair. Remind students that much of their understanding of grammar comes from their experience and ability to know what sounds right and what sounds wrong. This skill is very important to students' language acquisition, and you should exploit it as much as possible.

- Ask students to take turns reading each pair.
- Discuss students' immediate responses, and decide which sentence is correct.

**CHART 10-2.** Expressing the Past: Necessity, Advisability, Expectation. Page 187. Time: 15–20 minutes

This chart is particularly important because modals in the past have specific structures that are not consistent with other modal usage. Emphasize that students need to learn the past forms in a somewhat rote manner and then listen for their use in actual speech (past modals are needed and common) and correct themselves immediately when trying to produce them.

- Ask your students to tell you things they had to do in order to travel or have some other relatively common young adult / adult experience.
- Tailor the question asked to the students' situations. For example:  
You: *What did you have to do before you came to the U.S. to study English?*
- Encourage students to respond in an abbreviated / phrase form (they don't have to give complete-sentence answers).

Ideas include:

*book a ticket*  
*buy luggage*  
*choose a course*  
*decide where to live*  
*get a passport*  
*get a visa*  
*get my first credit card*  
*save money*  
*see my doctor*  
*take a formal leave of absence from my job*

- Ask students the ways in which such a necessity or obligation can be expressed in present tense. They should offer:

*have to*  
*have got to*  
*must*

- Explain that the past of all modals for necessity is simply *had to*. Write the following on the board:

<u>Present Modal: Necessity</u>	<u>Past Modal: Necessity</u>
<i>have to</i>	
<i>have got to</i>	<i>had to</i>
<i>must</i>	

- Ask students to now make sentences with *had to* to describe what they needed to do before coming to the U.S. to study. Write the complete sentences made with *had to* on the board:

*Ahmed had to get a student visa and a passport.*  
*Liliana had to take a formal leave of absence from her job.*  
*Hsien-Chung had to save money and choose a course.*

- Ask students to take turns reading examples (a)–(d) aloud, and review the explanatory notes.
- Next, present past advisability by reminding students of the future perfect tense, which is similar to past advisability.
- Remind students that future perfect looks at the past as though from a point in the future.
- Write the word *regret* on the board.
- Explain that regret is the feeling you have when you wish for a different past; you wish you had done something differently from what you actually did.
- Next, write a sentence expressing a regret that you have. For example:

*In 1991, I will have taught English for 40 years.*

- Explain that in a similar way (and with a similar structure) past advisability is for what would have been advisable from a point in the future.
- Write the word *regret* on the board.
- Explain that regret is the feeling you have when you wish for a different past; you wish you had done something differently from what you actually did.
- Next, write a sentence expressing a regret that you have. For example:

*In 1991, I was offered a job in Thailand. I did not take the job. I should have taken the job.*



► **EXERCISE 12.** Looking at grammar.

Page 190. Time: 10 minutes

- Ask a student to read the example aloud.
- Have students complete the exercise on their own, responding with the past form of *be supposed to*.
- Correct as a class.

► **EXERCISE 13.** Looking at grammar.

Page 190. Time: 10 minutes

- Ask a student to read the example aloud.
- Complete the exercise by having students read the sentences on sight with completions.
- Encourage students to pronounce the past participle clearly as they give their completions.

► **EXERCISE 14.** Warm-up. Page 190.

Time: 5 minutes

- To engage students in the topic, ask them if they can sleep on planes and/or whether they like to fly.
- Have students read the question and decide which answers are possible.
- Ask students to think about their most recent air travel experience, and pose the same question to them:

*Did you sleep during the flight?*

- Share students' responses by writing them on the board and using their names. For example:

*Hiroko was able to sleep on her last flight from Tokyo because she was very tired.*

*Roberto couldn't sleep because he was nervous about his presentation.*

*Noha couldn't sleep because the person next to her was snoring.*

- Highlight for students that the one form that is not possible is *could* in the affirmative.

**CHART 10-3.** Expressing Past Ability.

Page 191. Time: 10–15 minutes

The main point of this chart is that *was / wasn't able* and *couldn't* are all possible when discussing past ability. While *could* is used for certain past abilities (with sense verbs), it is not used for a single affirmative action (possibilities) in the past. This is because it is easily confused with *could* to express possibility.

- Ask students about abilities they had when they were younger.
- Write student-generated sentences on the board:  
*When she was younger, Sophia could walk on her hands.*  
*Nestor was able to visit a different museum every day when he lived in Paris.*
- Ask students to take turns reading examples (a)–(d) aloud.

- Have another student read (e) aloud. Stress again that *could* is not used in the affirmative to show a single action possibility because it doesn't clearly show past time.

- Write a few examples of the wrong use of *could*, and highlight why it is ambiguous. For example:

*was able to*

*I ~~could~~ order take-out food from a nearby restaurant.*

*was able to*

*I ~~could~~ buy a new bike helmet on sale.*

- Stress that the time frame of *could* for these single actions is not clear, and that is why *be able to* is used.

► **EXERCISE 15.** Looking at grammar.

Page 191. Time: 10 minutes

**Part I**

- Have students read through the exercise and tell you which sentences describe an action in the past.
- Ask students to tell you which key words indicate one action in the past, as opposed to a past habit.

**Part II**

- Have students rewrite the sentences as directed.

► **EXERCISE 16.** Looking at grammar.

Page 191. Time: 10 minutes

- Give students time to complete this on their own as seatwork.
- Review as a group, having students read their answers aloud.

► **EXERCISE 17.** Warm-up. Page 192.

Time: 5–10 minutes

- Ask a student to read the situation aloud.
- As a class, read items 1–3 aloud and decide which sentence on the right best matches each description.
- Discuss the meaning of the word *certainty*. Use actual classroom situations to further engage students. For example:

*Monica told us she had a doctor's appointment today.*

*She is not in class today.*

*She must be at her doctor's appointment.*

**CHART 10-4.** Degrees of Certainty: Present

Time. Page 192. Time: 10–15 minutes

The percentages presented are, of course, not exact. They show the relative strength of one's certainty and can be very helpful to students.

Be sure to call students' attention to the note about *maybe* and *may be*; confusing the two is a common written error for both native and non-native speakers.

- Using the name of a student in your class, especially if someone happens to be absent, write on the board an example similar to the one in the chart.
- Ask students to make guesses about where their missing classmate may be and/or why their missing classmate is not present.
- Write students' guesses on the board, using appropriate modals and underlining modals in each sentence. For example:

*Mi-Hong is a good student who comes to class regularly. Today she is not in class. No one knows where she is.*

*Mi-Hong must have a good reason.. (95% certainty)  
(We think she has a good reason that she is not in class because she is a good student.)*

*Mi-Hong may be sick today.*

*Mi-Hong might be in another city. (50% certainty)*

*Mi-Hong could be at home studying for the TOEFL test.  
(We really don't know why she isn't in class today, so the three previous sentences express a weak degree of certainty.)*

- Go over the rest of the chart with students and discuss the explanatory notes.

► **EXERCISE 18.** Looking at grammar.  
Page 192. Time: 5–10 minutes

- Have students complete the exercise using appropriate modals.
- Ask students to read the completed sentences aloud, and provide immediate and overt corrections.

► **EXERCISE 19.** Let's talk: pairwork. Page 193.  
Time: 5–10 minutes

- Have students work in pairs.
- Circulate and assist students in using modals to make assumptions about why the subjects may be doing what they are doing.
- Review as a class.

► **EXERCISE 20.** Let's talk: pairwork. Page 193.  
Time: 5–10 minutes

- Have students continue working with their partners.
- Encourage students to be creative with their responses and walk around the class, helping students discuss the situations.

**Optional Vocabulary**

blushing

growling

► **EXERCISE 21.** Warm-up. Page 193.  
Time: 5–10 minutes

- Have students read the situation and decide on the relative certainty of each sentence.
- Discuss as a class.

**CHART 10-5.** Degree of Certainty: Present  
Time Negative. Page 194. Time: 10–15 minutes

Typically, when learning about degrees of certainty, students ask about percentages of certainty. The text does provide percentages to help students better understand the concepts, these percentages are not exact and show relative certainty.

Note that while *could* indicates less than 50% certainty, *couldn't* indicates 99% uncertainty. This is a good time to sympathize with your students' frustration with English. Language is not always logical and/or predictable. Grammar notices and explains patterns, but structures themselves evolved, as in any language, and so English has plenty of frustrating inconsistencies.

- Write four categories and their explanations on the board:

*100% sure = fact (no modals needed)*

*99% sure = couldn't / can't (speaker has a lot of evidence but is not 100% sure)*

*95% sure = must not (speaker has significant evidence but is less than 99% sure)*

*50% sure = may / might not (speaker doesn't have evidence—all possibilities have equal likelihood)*

- Now using information about students and their lives, create sentences with your class to illustrate each of the above categories.
- Underline the modal used in each case. For example:

*There is an unpleasant ringing noise that everyone in class can hear.*

*It isn't a fire alarm because the fire alarm is much louder.*

*It couldn't be someone's cell phone because the noise is constant.*

*It must not be a watch because a watch's noise is too faint.*

*It may not be an alarm on someone's laptop, but it could be for a tablet.*

- Review the chart with students.

► **EXERCISE 22.** Let's talk: pairwork.  
Page 194. Time: 5–10 minutes

- Ask two students to read the example exchange between A and B.
- Have students work through the items in pairs, giving reasons tailored to each situation.

► **EXERCISE 23.** Looking at grammar.  
Page 194. Time: 5–10 minutes

- Have a student read the given example aloud.
- Have students work through the items independently as seatwork.
- Review as a class by having students read their completions aloud, and provide immediate correction.

► **EXERCISE 24.** Let's talk: pairwork.

Page 195. Time: 10–15 minutes

- Read and explain the direction aloud.
- Have students choose partners, and spend time with each pair as they create sentences appropriate to the situation.

**Expansion**

Prepare index cards or papers describing situations similar to the one in the exercise. Have students choose one situation to create a conversation around using modals. Students then “perform” their situation without describing it for their classmates to guess what the original situation was.

Possible situations could include:

*You are on the subway or train when it stops completely. The lights do not go out, but there is no announcement made.*

*You arrive in your grammar class and no one is there other than you.*

*When you get home to your apartment, the door is wide open but you cannot find your housemates.*

*Your phone dies but when you try to charge it, it does not charge.*

► **EXERCISE 25.** Warm-up. Page 195.

Time: 10 minutes

- Have students read the situation.
- Discuss as a class which modals can be used, which one cannot, and which one is best for each sentence.
- Review and put examples on the board as needed.

**CHART 10-6.** Degrees of Certainty: Past

Time. Page 196. Time: 10–15 minutes

Note the parallels between the affirmative expressions in this chart and those in Chart 10-4.

Then note the parallels between the negative expressions here and in Chart 10-5.

Point out to students that modal auxiliaries are very useful in communicating how one perceives situations for which 100% certain facts are not available. Other languages may use different kinds of expressions for these ideas, so English modals can be difficult to learn.

Again, because students have already explored degrees of certainty in Charts 10-4 and 10-5, they should be able to participate fully and give you example sentences.

- Write two main headings on the board:  
*Past Time: Affirmative*                      *Past Time: Negative*
- Under *Past Time: Affirmative*, write three degrees of certainty on the board:  
*100% sure = fact = was*  
*95% = must have been*  
*50% = may / might / could have been*

- Explain that the only difference in this modal form is that it is past, and that the modal itself is followed by *have been* + base verb.

- Write an example of 100% certainty on the board, and have students tell you what the corresponding 95% and 50% modals should be. For example, write:

*Pablo wasn't in class yesterday. The day before yesterday he was complaining of allergies.*

You: *If I know for a fact that the reason Pablo wasn't here was his allergies, what can I say?*

Students: *Pablo was sick.*

- Write this on the board, underlining the verb, and then continue to elicit from the class.

You: *Right, but if I am only 95% sure?*

Students: *Pablo must have been sick.*

- Write this on the board as above:

You: *Right, and what options do I have if I am really not sure why Pablo was out, and I hadn't overheard him complaining about allergies the last time he was in class? What can I say about Pablo's absence with 50% or less certainty?*

Students: *Pablo may have been sick.*

*Pablo might have been sick.*

*Pablo could have been sick.*

- Write all these options on the board.

► **EXERCISE 26.** Looking at grammar.

Page 196. Time: 10 minutes

- Give students a chance to complete the exercise as seatwork.
- Have students then take turns reading completions aloud.
- Correct immediately and overtly, writing on the board as necessary.

► **EXERCISE 27.** Let's talk. Page 196.

Time: 15–20 minutes

To get students talking about the topic, ask them to explain how couples decide to get married in their countries.

Though this topic may not readily elicit targeted modal usage, it is one that usually interests students. As a 10-minute discussion, it can provide a much-needed break from degrees of certainty and modal usage, which students can find too abstract and challenging.

- Write the following questions on the board and have students discuss with partners.  
*Do couples live with one another before they get married?*  
*At what ages do people from your country usually get married? Is it common for the woman to be older or the man to be older?*  
*How do couples decide to get married, and when do they involve their respective families?*  
*Does a person need permission from elders in the family to marry? Are marriages ever arranged by families?*

Do couples become “engaged” before getting married? Does engagement include a diamond ring, a “proposal” or other traditions? How long do couples stay engaged before actually marrying?

- Work through the exercise by having students take turns reading sentences aloud.
- Decide who is most likely to be engaged.

► **EXERCISE 28.** Let’s talk. Page 197.

Time: 10 minutes

- Have students work in pairs.
- Ask a student to read the direction line aloud.
- Review the example conversation.
- Once pairs have completed sentences and practiced the conversation with one another, go over as a class.

► **EXERCISE 29.** Looking at grammar.

Page 197. Time: 15 minutes

- Give students time to complete the sentences.
- Have students read their completions aloud.
- Write any challenging items on the board.

► **EXERCISE 30.** Listening. Page 198.

Time: 10 minutes

- Be provisioned for the listening task with the audio ready to play and the listening script ready to refer to.
- Inform and remind students how reduced speech sounds, and explain that their task is to write the complete modal verb.
- Correct by having students read their completions aloud.
- You can ask students to write answers on the board and have others correct their work.

► **EXERCISE 31.** Warm-up. Page 199.

Time: 5–10 minutes

- Before looking at the chart, have students decide which statement is described by which percentage.
- Ask students what the words *prediction* and *forecast* mean and how these words relate to weather.

**CHART 10-7.** Degrees of Certainty: Future

Time. Page 199. Time: 10–15 minutes

As your students will readily understand, no one can be 100% sure about future events. However, much of our language is devoted to discussing past events and future probability. We make promises and confident predictions with *will* while modals allow us to discuss how likely it is that future events will occur.

- Using the context of your classroom and events going on in your city and school, create predictions using modals with your students’ names.

*Many students are going to take the Institutional TOEFL on Wednesday.*

The students in this class should do well on the test. They have practiced exercises based on the TOEFL before.

Sook Min ought to do very well. She received a very high score on the TOEFL last time.

The students in lower-level classes might do well, but they don’t have as much experience.

- Rewrite the contents of the chart on the board, and ask a few students to make predictions about their own actions over the next few weeks.

- Write students’ predictions on the board. For example:

*Marcello should succeed on his final exams. He has studied very hard all term.*

*Noha might take her first yoga class next week. She has a cold right now, but she has been talking about trying yoga for some time now.*

► **EXERCISE 32.** Looking at grammar.

Page 199. Time: 5–10 minutes

- Ask students to complete the exercise.
- Compare and correct completions.

► **EXERCISE 33.** Looking at grammar.

Page 199. Time: 5–10 minutes

- Read the direction line aloud.
- Remind students that more than one answer may be possible. They will need to explain their choices.
- Give students time to complete independently as seatwork.
- Correct as a class.

**Optional Vocabulary**

convey	yawning
niece	rubbing her eyes

► **EXERCISE 34.** Looking at grammar.

Page 200. Time: 10–15 minutes

- Have students work with partners.
- Go around the room as partners discuss and complete the prompts for each situation.
- Take notes on commonly heard mistakes, misuses, and mispronunciations, whether these occur in relation to target grammar or other aspects.
- Come together to review and correct each response.
- Share errors overheard and corrections on the board.

**Optional Vocabulary**

ran into	piece (piano)
dent	instrument

► **EXERCISE 35.** Warm-up. Page 201.

Time: 5 minutes

Before having students read through the warm-up, ask a student to remind everyone why/how present progressive is used. It is used to describe an action currently taking place. When used with a future modal, it describes an action that is possibly taking place, to different degrees of certainty.





► **EXERCISE 41.** Warm-up. Page 205.  
Time: 5 minutes

Students will most likely be able to hear which sentences are incorrect. Remind them that such instincts are very valuable.

- Have students read each sentence aloud.
- Decide as a class which items are incorrect.

**CHART 10-9.** Combining Modals with Phrasal Modals. Page 205. Time: 10–15 minutes

After you have explained the chart and students feel comfortable with modals being followed by modal phrases, introduce the following:

*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*

- Explain that though the above phrases may seem long and cumbersome, there are certain situations that require one of these phrases. For example:

*When she was little, she used to have to walk two miles to school.*

This was an obligatory habit, in the past.

- Write the heading of the chart on the board.
- Explain to students that a modal cannot immediately be followed by another modal, and write on the board the incorrect example included in the top of Chart 10-9.
- You can also make up an incorrect sentence following one modal directly with another. Write it on the board. For example:  
*Stavros will can help us after school.*
- Dramatically cross out what is incorrect and leave only an accurate sentence.  
*Stavros ~~will~~ can help us after school.*
- Review the chart with students, having them take turns reading the example sentences and discussing the explanatory notes.

► **EXERCISE 42.** Looking at grammar.  
Page 206. Time: 10 minutes

- Have students complete the sentences with the phrases in the box.
- Ask students to read the completed answers aloud, and provide immediate correction.

**Optional Vocabulary**

comfortable      supervisor      previews  
upset              raise              freezing

► **EXERCISE 43.** Speaking or writing.  
Page 206. Time: 10 minutes

- Have students work on this independently as seatwork.
- After they have created sentences using the targeted grammar in relation to the photo, have them work with partners to create and enact full conversations.

► **EXERCISE 44.** Warm-up. Page 206.  
Time: 10 minutes

- Give students time to answer each question as specifically as possible.
- Have students write completed responses on the board, compare them with others' answers, and correct grammatical form.

**CHART 10-10.** Expressing Preference: *Would Rather*. Page 207. Time: 10–15 minutes

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?*

- Write the title of the chart on the board as a heading.
- Begin by asking students what activities they prefer or like better. For example:

*Would you rather study modals or math?*

*Would you rather go out for dinner than make dinner at home?*

- Write students' answers on the board.  
*Vincenzo would rather study modals than math.*  
*Fatimah would rather go out than eat at home.*
- In a similar fashion, illustrate the past (*would rather have + past participle*) and progressive (*would rather + be + \_\_\_\_-ing*) form by using student-generated information.

► **EXERCISE 45.** Looking at grammar.  
Page 207. Time: 10 minutes

- Have students complete the sentences as directed.
- Review as a class, correcting after students read their contributions aloud.

► **EXERCISE 46.** Let's talk: interview.  
Page 207. Time: 10 minutes

- Ask students to get up, move around, and ask other students the questions.
- Tell students to take notes, as they will report on the preferences of their classmates.
- Review as a class and discuss peoples' preferences while correcting for accuracy.

**CHART 10-11.** Summary Chart of Modals and Similar Expressions. Page 208. Time: Varies

By the time students reach this chart, most will be very familiar and comfortable with its contents. The chart summarizes what they have been studying since Chapter 9, and it is largely used for reference.

The term *similar expressions* in the chart title indicates phrasal modals.

- Explain that students should use this chart for their own reference and that they should certainly ask if they have specific questions about any one item.

► **EXERCISE 47.** Let's talk. Page 210. Time: 10–20 minutes

In addition to providing a review of grammar, this kind of exercise gives students the opportunity to develop their speaking skills by explaining grammar rules they already know and understand. This challenges students to express themselves in spoken English. Encourage students 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 may be subtle differences in politeness or forcefulness.

- Stress to students that all the sentences are correct; they just describe different situations.
- Ask leading questions to elicit student interpretation of meaning. Be prepared to rephrase your questions in many ways in order to prompt student responses.

► **EXERCISE 48.** Looking at grammar. Page 211. Time: 10–15 minutes

- Give students time to complete the items as seatwork.
- Correct and discuss as a class.

► **EXERCISE 49.** Listening. Page 212. Time: 10 minutes

- Have the audio and listening script ready to use.
- Read the direction line and make sure students understand that in some cases, both answers may be possible.
- Play the audio while students select the most appropriate statement.
- Review and correct as a class, using the listening script as needed for clarification.

► **EXERCISE 50.** Let's talk. Page 212. Time: 10 minutes

- Have students put themselves in groups and select topics to debate.

- Have students take notes as they debate, and circulate to help keep the conversations lively.
- As a class, discuss each topic and allow a natural class discussion to take place if it presents itself.
- Have students write their key points on the board for each topic.

► **EXERCISE 51.** Check your knowledge. Page 212. Time: 10 minutes

- Have students read and correct sentences.
- Ask students to explain their corrections.

► **EXERCISE 52.** Reading and writing. Page 213. Time: 15–20 minutes

**Part I**

- Have students read the passage to themselves making notes as they do so.
- If it seems more suitable for your group, ask students to take turns reading aloud, and pose frequent comprehension questions.

**Part II**

- Ask students to discuss in groups and write questions to help review the content.

**Optional Vocabulary**

common practice	graphs
highlighting	road map
passive skill	high blood pressure
effective	specific focus
interact	annotation
techniques	margin
efficiently	summarize
material	key concepts
headings / subheadings	method
charts	

► **EXERCISE 53.** Reading and writing. Page 213. Time: 10–15 minutes

**Part I**

- Have students read the summary that synthesizes the previous reading and comment on it.
- Invite students to critique it and discuss what could be improved.

**Part II**

- Assist students in locating “how-to” information in prose form.
- For homework, have them make notes and then write a summary of their own, providing source material.
- Ask students to refer to the writing tips to improve and edit their writing.

**Optional Vocabulary**

compulsory	annuals
chaperone	perennials