



# Chapter 7

## Modal Auxiliaries

### CHAPTER SUMMARY

**OBJECTIVE:** The goal of this chapter is to help students gain mastery of modal auxiliaries. Familiarity with the meanings of modal auxiliaries is extremely important to a student's autonomy in English because these words communicate small but important differences in the user's attitudes and feelings. Misuse of modal auxiliaries can result in confusion and even anger among people who are trying to communicate in either speech or writing.

**APPROACH:** This chapter is organized on the basis of lexical meanings. The format progresses from presentation to controlled practice to more open practice. Most exercises are interactive and emphasize conversational forms.

**TERMINOLOGY:** To keep terminology simplified for student purposes, the text uses the term "modal auxiliary" for both single-word (for example, *must*) and periphrastic or multiple-word (for example, *have to*) modals. The term "helping verb" is mentioned in the first chart as synonymous with "auxiliary."

□ **EXERCISE 1.** Warm-up. Page 178  
Time: 5 minutes

Students will naturally identify at least some of the incorrect sentences. Point out how skilled they are becoming at recognizing and hearing sentences that don't quite seem right. Remind them that this is a sign of just how much their English skills are improving.

**CHART 7-1.** The Form of Modal Auxiliaries.  
Page 178  
Time: 10–15 minutes

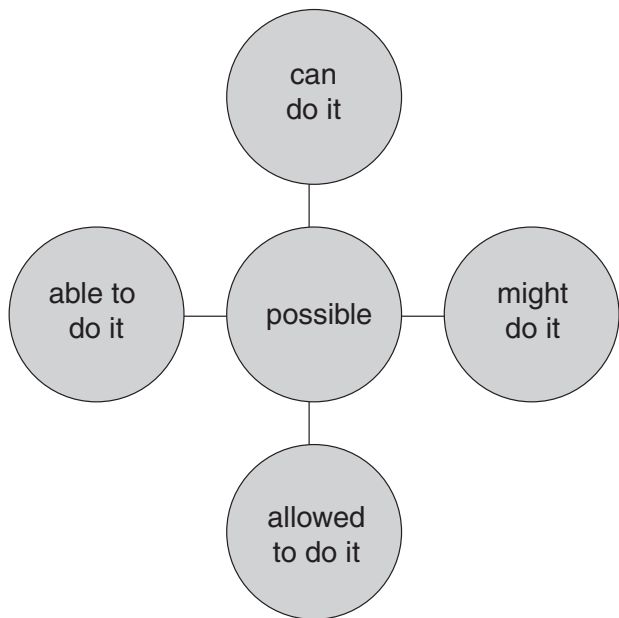
This chart is simply an introduction to terminology and form. Subsequent charts in this chapter explain the expressions and their use in detail.

Be sure to discuss the meanings of the example sentences. Modals have a variety of meanings, as any glance at their definitions in a dictionary tells us. Mention that modals can have different meanings that may illustrate different tenses, moods, or intentions.

For example, in the sentence, *I could meet you for coffee after class*, *could* indicates future possibility, whereas in example (b) in the chart, *could* expresses past ability. In example (c), *It may rain tomorrow*, *may* expresses possibility, but in the sentence *You may pay by credit card but not by personal check*, *may* expresses permission.

Point out for (j) and (k) that *study* is the main verb. The word *have* in *have to* and *have got to* is inflected or changed for number and tense (**has to**, **had to**, etc.). The main verb is never inflected after a modal. This can be especially confusing for learners when the main verb is also *have*. Examples: *He **ought to have** more patience.* *She **has to have** a new dress for graduation.* *Mr. Smith **had to have** his car repaired yesterday.*

- Explain that modal auxiliaries are used to express a number of meanings, which, in the most general terms, have to do with possible actions.
- Write *possible* on the board and ask students to give you a loose definition of it. Write their ideas around it in a word web (see example). It doesn't matter what words students come up with, but it is likely they will give you back a modal auxiliary in response to this prompt. For example:



- Write *modal auxiliaries* on the board and explain that modal auxiliaries are followed by the simple form of the verb:

**Modal Auxiliaries**

*can, could, may, might, should, had better, must, will, would*

- Underline any modals in the student responses.
- Point out that students already know some modals, and that now they are going to study modals in depth.
- Explain some of the rules of modals.

*Not followed by to.*

*Don't put -s after main verbs.*

*Don't put -ed after main verb.*

*Don't put -ing after main verb.*

- Have students read through the example sentences (a)–(i). Explain the meaning of each one. When feasible, have students try the modals out in sentences they create on the spot.
- Tell students that there are also some auxiliaries that have **to** as their last part, but that they are complete phrases and all parts must be included.
- Write the following on the board:

**Modal Auxiliaries—Complete Phrases**

*have to, have got to, be able to, ought to*

- Emphasize that the modal auxiliaries included in (j)–(m) are different. They are complete phrases and must be kept together.

□ **EXERCISE 3.** Listening. Page 179

Time: 10 minutes

This is an exercise in form, but you should discuss meaning as you go along. Paraphrase the sentences for the students as a way of introducing them to the content of this chapter.

□ **EXERCISE 4.** Warm-up. Page 179

Time: 5–10 minutes

- Instruct students to circle the best completion. Review as a class.
- Encourage students to talk about themselves and the topic, in general.
- Write students' sentences on the board and underline the modal auxiliaries. For example:

*Taka could walk when he was only nine months old.*

*Maria's son could crawl when he was seven months old, but her daughter couldn't crawl at that age.*

**CHART 7-2.** Expressing Ability: *Can* and *Could*. Page 180

Time: 10–15 minutes

*Can* is presented as expressing ability, but it is richer than that. Usually it expresses a subtle combination of ability and possibility. In this text, however, the term “possibility” is reserved for *may / might / could* (see Charts 7-3 and 7-4).

It is not easy to define modals. The text seeks principally to give the students a general notion of their meaning and then provide, through the exercises, numerous situations in which they are used so that students may become familiar with the range of meanings and nuances they can express.

Explain that the “i” in *could, would, and should* is not pronounced.

- Ask students to tell you some of their abilities. Write these on the board, in complete sentences.
- If students are reluctant, ask them if they can do certain things. The more outlandish or specialized these “skills,” the more they stress “ability” as opposed to mere “possibility.” For example, ask:

*Junko, can you juggle?*

*Faisal, can you ride a unicycle?*

*Lily, can you snowboard?*

*Viktor, can you cook gourmet food?*

Then write complete related sentences on the board, expanding on them with extra information as it arises.

*Junko can't juggle, but she can wiggle her ears.*

*Faisal can't ride a unicycle, but he can surf.*

*Lily can snowboard.*

- Have students read example sentences (a)–(d) aloud.
- Explain to students that it can be extremely hard for non-native speakers to both produce and comprehend *can* as distinct from *can't*.
- Model the pronunciation of both *can* and *can't* and ask students to repeat after you.
- Explain to students that if *can't* continues to give them problems, they can choose to use the uncontracted *cannot*.
- Review the stresses in (e) and (f) and again, model these distinctions for your students, and ask them to repeat after you.
- Explain that the past of *can* to express ability is *could*.
- Look at the student-related sentences above and, with help from students, transform them into the past.
- Ask students to first highlight the use of *can* and then create new sentences using *could* or *couldn't*, referring to when the students were young. Make sure that the new sentences truly make sense. For example:

*Junko can't juggle, but she can wiggle her ears.*

*Junko couldn't juggle when she was younger, and she still can't now. She could wiggle her ears, though.*

Faisal can't ride a unicycle, but he can surf.  
Faisal couldn't ride a unicycle when he was young, and he also couldn't surf.  
Lily can snowboard.  
Lily could snowboard as a child.

- Explain that *can* / *could* can be replaced by *is able to* / *was* / *were able to*.
- Together, change one of the past sentences on the board by using *able to*:  
*Junko isn't able to juggle, but she is able to wiggle her ears.*
- Read (i)–(l) with students and answer any questions students have.

### □ EXERCISE 6. Let's talk: interview.

Page 180

Time: 10–15 minutes

One of the purposes of this practice is to provide relaxed time for directed conversation. The end result should be eight written sentences containing the target structure, which students will then share with the class. Of course, you don't need to follow the directions in the book. You can simply lead a discussion with your class based on the given items.

Model the pronunciation of *can* and *can't*. *Can* is reduced to /kn/, spoken with a low tone and no stress. *Can't* is produced with a full vowel but not a strong final "t": /kæn/. However, in short answers they both receive full pronunciation and stress: *Yes, I can. No, I can't.*

Try to give the students a feel for the idea that *can* expresses a combination of ability and possibility.

**Expansion:** Distribute index cards, one to each student. Ask students to write a special skill or ability they have, that they think no one else in the class has. Tell them not to include their names. Collect the cards and shuffle them. Either read the skills aloud (using the target structures) or redistribute the index cards, making sure that no student receives his/her original one. If you are reading the skills aloud, students should guess who has the special skill discussed. If students have others' cards, they should walk around and ask questions using the target structure until they discover whose skill they have. If appropriate, students can model some of their skills in class.

### □ EXERCISE 7. Listening. Page 181

Time: 10 minutes

Students often struggle with comprehending *can* and *can't*. Be prepared to spend additional time ensuring students can both produce and understand these reductions.

### □ EXERCISE 8. Let's talk. Page 181

Time: 10 minutes

**Expansion:** Ask students to think about their own past abilities and create sentences about things they used to be able to do but can no longer manage. Write some of their sentences on the board. For example:

*When Diego was a child, he could sleep in the car, but now he can't.*

*Five years ago, Sunny could still speak Thai with a perfect accent, but now she can't.*

### □ EXERCISE 9. Warm-up. Page 182

Time: 5 minutes

Encourage students to think of other predictable conditions (for example: the relative toughness of an exam, quality of a sequel movie, mood of a friend or family member). After students have looked at the first three items, ask them to make other predictions.

### CHART 7-3. Expressing Possibility: *May, Might,* and *Maybe*; Expressing Permission: *May* and *Can*. Page 182

Time: 10–15 minutes

Review Chapter 3 by comparing *may/might* to *will*: *It will rain tomorrow* = The speaker is as close as possible to being 100% certain that it will rain. *It may/might rain* = The speaker gives it a 50% chance.

The difference between the adverb *maybe* and the verb *may* should be clarified for the class through several additional examples. Emphasize that the adverb *maybe* usually comes at the beginning of a sentence, while the verb *may be* comes in the main verb position following a subject.

Make it clear that two meanings of *may* are being presented in this chart: possibility and permission. Listeners can ascertain the meaning from the speaking context.

*Can* is regularly and correctly used to ask for and permission, and it has been used that way for centuries. Using *may* for permission, however, communicates a certain tone of propriety and formality that may be absent from *can*.

The negative contractions for *may* and *might* are *mayn't* and *mighn't*. They are rarely used.

- Ask students what the top headline in international news will be in the coming days, and write this question on the board.  
*What will the top headline news be tomorrow?*
- Because students cannot know for sure, they should be encouraged to tell you their opinions. Some may automatically use *may* or *might*, though some may use the qualifying introduction, *I think . . .*

- Write students' ideas on the board. For example:  
*Lena thinks the top news will be the election in Europe.*  
*Ming-Hsieh thinks it will be the economy.*
- Tell students that *may* and *might* are used to express possibility for both present and future. Ask students to restate the example sentence on the board with *may* and *might*. For example:  
*It might be the election in Europe.*  
*It may be the economy.*
- Ask students to take turns reading sentences (a)–(e). Discuss the notes.
- Expand on the idea of *may be* by asking students what kind of weather there will be one week from the current date.
- Write the following question on the board, along with the words *may be*.  
*What will the weather be one week from today?*  
*Use "may be."*
- Tell students that because the weather prediction for one week's time is of course far less than certain, this question provides a natural opportunity for additional practice with *may be*.
- Write student-generated possibilities on the board:  
*The weather may be windy because it is often windy at this time of year.*  
*The weather may be rainy, or it may be sunny. It is too early to predict.*
- Now explain to students that *maybe* is an adverb, and it can also be used to make sentences less certain.
- Explain that *maybe* is an adverb in the same way that *possibly* is.
- Warn students not to confuse *may be* (a modal + verb be) with *maybe*, an adverb.
- Tell students that they can place *maybe* in front of a sentence and that by doing so they will make a sentence less certain.
- Tell students you are going to give them an opportunity to practice using *maybe* and that the first step in this practice is to tell you what they *will* do right after class.
- Write a few student-generated sentences on the board, for example:  
*Jeong will check her phone for messages.*  
*Eyad will do his homework.*
- Instruct students to add *maybe* at the beginning of each sentence, in order to make the plan less certain.  
*Maybe Jeong will check her phone for messages.*  
*Maybe Eyad will do his homework.*
- Ask students how the new sentences with *maybe* are different than the original versions with *will*, above.
- Tell students to consider that the use of *will* made the sentences 100% certain.
- Explain that by using the adverb *maybe*, the above sentences are only 50–60% certain, which is not very certain at all.
- Ask students to take turns reading sentences (f)–(h). Review the notes.

- Make sure that students have a strong grasp on *may / might* for possibility before moving onto the more limited use of *may* for permission.
- Read through sample sentences (i)–(k) with students and review the grammar notes.

□ **EXERCISE 10.** Looking at grammar.

Page 183

Time: 5–10 minutes

**Expansion:** Discuss the topic with students and have them compare traffic fines and legal procedures in their countries with those described here.

□ **EXERCISE 12.** Let's talk. Page 184

Time: 10–15 minutes

You may want to include *will* and *be going to* in the discussion to distinguish between degrees of certainty. For example, compare *I will / am going to go downtown* to *I may / might go downtown*.

**CHART 7-4.** Using *Could* to Express Possibility.

Page 184

Time: 10–15 minutes

*Could* is a complex modal, with several meanings and many nuances. Questions that students may ask about *could* are not as easy to answer as the charts may make it seem. Sometimes *could* is interchangeable with *may / might* for possibility, and sometimes it is not. The text seeks to minimize confusion by presenting *could* separately from *may / might*.

When *could* is used in the negative to express possibility, it takes on the meaning of "99% impossible." For example:

*That could be true.* = Maybe it is true and maybe it isn't.

*That couldn't be true!* = I think it is impossible for that to be true. (COMPARE: The speaker would say, *That isn't true* to express 100% certainty about impossibility.)

The use of *couldn't* to express impossibility is not presented in this text but is covered in *Understanding and Using English Grammar*.

Let students know that, as with much of English grammar, their ability to sense correct usage is every bit as helpful to them as being able to explain it. As they grow in confidence, they will become more comfortable with those distinctions that are hard to articulate.

- Ask students, *Is there anything you can't do now, because you are too big, that you could do when you were a child?*
- You can also ask them, *What can you do now that you couldn't do when you were younger?*
- Start by using your own experiences and write a sample sentence on the board:

*When I was a child, I could hide inside my toy chest. I was much smaller than now, so my whole body could fit.*  
*When I was a child I could understand French well because my family lived in Quebec. Now, I can only understand a few simple words.*

- Write students' answers to this question on the board and compare students' responses. For example:  
*Mario could speak both Italian and Portuguese when he was a child. Now he can only speak Italian fluently.*  
*Oleg couldn't ride a bicycle when he was a boy. Now, he rides competitively!*  
*Junko could do a triple backflip off the diving board when she was ten.*
- Explain that another use of *could* is for possibility, both in the present and in the future.
- Tell students that *could* is often used when discussing future plans, especially when people are thinking aloud about possibilities.
- Tell students that this use of *could* comes in handy when making social plans, and so you would like them to think about activities that the class *could* do instead of studying grammar.
- Put one of your own ideas on the board, and ask students to add theirs. For example:  
*We could leave class and go to the beach.*  
*We could take a plane to Paris.*  
*We could go to lunch at a fancy restaurant.*
- Ask students to take turns reading sentences (a)–(c).
- Discuss these examples as a class.

□ **EXERCISE 15.** Looking at grammar.  
 Page 185  
 Time: 10–15 minutes

The purpose of this exercise is to distinguish between two meanings of *could* by relying on context. It should be noted that a context in which grammar is presented does not need to be long and involved. The dictum to teach “grammar in context” does not require long paragraphs of dialogues. Indeed, clear but brief contexts often enhance students' ability to understand and learn aspects of English by allowing them to focus on particular forms and meanings without distraction. Concentrating on smaller contexts is an efficient language-learning device that leads to increased understanding and usage ability in larger contexts.

**Expansion:** Ask each student to write his/her own sentence using *could* as a modal auxiliary on an index card. Instruct students to exchange index cards and ask them to take turns reading the sentence on their card aloud and deciding as a class what the function of *could* is and what time frame it reflects (past, present, future).

□ **EXERCISE 16.** Let's talk. Page 185  
 Time: 10–15 minutes

- If you do this exercise as a class, instruct students to close their books.
- Read the situation and then invite students to give you answers, which you will then write on the board.
- Once all their answers are on the board, read the situation again.
- Ask students to decide which suggested solution is most useful.
- If you decide to have students work through this exercise in groups or pairs, make sure to circulate and discuss suggestions with each group.
- If students are working in groups, call everyone together at the end of the exercise to discuss the likely success or failure of given suggestions.

**CHART 7-5.** Polite Questions: *May I, Could I, Can I.* Page 187  
 Time: 10–15 minutes

Modal auxiliaries allow the speaker to show politeness. Discuss the difference between *Give me your pen* vs. *May I please borrow your pen?* The imperative *Give me your pen* can sound rude and aggressive. Because imperative commands are reserved for certain work / direction situations and imply that the speaker feels superior to or has authority over the listener, students should learn to use modals appropriately. The use of modals allows the speaker to show respect for the listener.

Compare the meanings of *could* that the text presents:

***I could run fast when I was younger.*** = past ability (Chart 7-2)

***Could I help you?*** = polite question (Charts 7-4 and 7-5)

***It could start raining any minute.*** = possibility (Chart 7-4)

Contrary to what some of us were taught as children, the use of *can* to request permission is both common and acceptable, as any dictionary reveals. The use of *can* instead of *may* does, however, signal a subtle difference in the relationship between the speaker and the listener. *Can* may signal familiarity and equality while *may* keeps a polite distance. *Can* is less formal than *may*.

- In order to help get started, ask the following question:  
*Do you use the exact same question form in your native language when you ask a favor of a boss as when you ask a favor of a friend or a sibling?*

- Most students will say *no* and may describe the difference as indicated in person or some other inflection. Put students' responses on the board, along with the name of the language, as an informal survey. For example:

| <u>Language</u> | <u>How To Make Request More Polite</u>  |
|-----------------|---|
| French          | Use different form of verb              |
| Egyptian Arabic | Add in additional words, "kindly," etc. |
| Chinese         | Start question with "May I trouble you" |
| Spanish         | Use different form of verb              |

- Have your students look at the chart and begin reading through the polite questions (a)–(e).
- Ask students to whom they imagine each question is addressed and write the question on the board, next to their responses. For example:

|  |   |
|--|---|
| <i>May I please borrow your pen?</i>   | boss, government official                   |
| <i>Could I please borrow your pen?</i> | teacher, someone giving you job application |
| <i>Can I please borrow your pen?</i>   | classmate, coworker                         |
| <i>Can I borrow your pen?</i>          | sibling, good friend                        |

- Spend ample time reviewing the notes on the right-hand side of the chart and stress that appropriate modal use will make students' interactions with native speakers much more pleasant.

### □ EXERCISE 19. Looking at grammar.

Page 187

Time: 10–15 minutes

You may want to take the role of Speaker A, the person who answers the phone.

- Choose different students to play the role of Speaker B in each item.
- Ask students to respond to the cues given in the role-play on sight, and correct these as a class.
- Write requests on the board for additional clarification.

#### Optional Vocabulary

transfer  
appointment desk

**Expansion:** After discussing the exercise in class, set up additional phone role-plays. For example: Assign Speaker A to place a call to Speaker B, but actually talk to Speaker C (Speaker B's roommate). Tell Speaker A to call a school office for certain information and have Speaker B play the role of the school's secretary, who must look up the information and call back later.

You can prepare such role-plays beforehand and write the scenario up on index cards, creating a separate set of instructions for each speaker. Walk around the room and assist students in creating the right register and tone through their modal choices.

### CHART 7-6. Polite Questions: *Would You, Could You, Will You, Can You.* Page 189

Time: 10–15 minutes

The use of *may* is an occasional problem with this pattern, as noted at the bottom of the chart. Be prepared to remind students that *may* shows politeness when it refers to the first-person subject.

If you want to assign "degrees of politeness," *would* and *could* could be called the most polite. *Will* is a bit less polite, and *would* is a softer version of *will*. *Can* loses a slight degree of politeness by signaling familiarity rather than respectful distance. For the students' purposes, however, any of these modals will allow them to show appropriate politeness when making a request as compared to an imperative, such as *Open the door*.

Be sure to point out that even polite modals can be made threatening or angry by the speaker's tone of voice.

- Ask students to take turns reading through sentences (a)–(d).
- As with the last chart, ask students to suggest who the listener may be in each case.
- Emphasize that it is often wise to default to the politest forms, as the others can sound more abrupt than intended.
- Review the notes on the right-hand side of the chart and ensure that students don't use *may* when *you* is the verb's subject.

### □ EXERCISE 23. Let's talk: pairwork.

Page 189

Time: 10–15 minutes

Pairs can create short dialogues for each of the items. These can be very short role-plays. If time permits, students can use the situations and characters to create "dramas."

**Expansion:** If students don't easily come up with creative ideas on their own, expand the situations by giving more detailed directions. For example, in item 1, instruct Speaker A that he/she is an impatient clerk and that Speaker B is a customer who can't make up his/her mind. In item 2, tell "Mr. Jenkins" that he is an unreasonable and unsympathetic boss speaking to a persistent and ill employee.

#### Optional Vocabulary

catch server's eye                      clerk  
approaches                                slight  
on second thought

### □ EXERCISE 24. Warm-up. Page 190

Time: 5 minutes

- Discuss why certain pieces of advice included (items 3 and 4) may or may not be useful.

- Ask students if they feel that the tone of *should* differs from that of *ought to*.

**CHART 7-7.** Expressing Advice: *Should* and *Ought To*. Page 190  
Time: 10 minutes

When advice is given with these modal expressions, they indicate that results usually implied rather than stated will occur if a certain course of action is taken. These results may be good or bad.

*Ought to* is often pronounced /ədə/ or /atə/.

*Should* can also be used to express expectations. (For example: *Mary left at 10:00. She should arrive by 10:30.*) This usage is not introduced in this text but is discussed in *Understanding and Using English Grammar*.

- Introduce modals for advice by asking students what advice they would give to a new student planning on studying English.
- Explain to students that they can use the modals *should* and *ought to* in their advice.
- Write students' pieces of advice on the board. For example:  
*What advice would you give new students of English?*  
*They should read books in English every day.*  
*They should not live with people who also speak their language.*  
*They ought to have a language partner to help them practice outside of class.*  
*They ought to study in an English-speaking country.*  
*They should watch television in English every day.*
- Ask students to read through example sentences (a)–(e) and review the explanatory notes with students.
- Explain how using *maybe* softens the advice given and can help the listener be more receptive of it. Call on different students and ask them to add *maybe* to the example sentences on the board.

□ **EXERCISE 25.** Let's talk: pairwork.  
Page 191  
Time: 5–10 minutes

- Put students in pairs and instruct them to give their partners the best advice they can think of.
- Walk around the room, taking notes on the pieces of advice you hear and recording any mistakes with the target structure that students will need help with.
- Review by asking the class for advice for each item.
- Then put some of the samples you overheard on the board and correct them as a class.

**Optional Vocabulary**

throat                      bent  
hiccups                    lunge  
frames

□ **EXERCISE 26.** Warm-up. Page 191  
Time: 5 minutes

Point out to students that the more “urgent”-sounding pieces of advice also include the more extreme responses to the situation.

**CHART 7-8.** Expressing Advice: *Had Better*.  
Page 191  
Time: 5–10 minutes

*Had better* is a little stronger than either *should* or *ought to*. In the negative, *had better not* usually communicates a threat of bad results. The affirmative use of *had better* also implies a warning that is not implied with the use of *should* or *ought to*.

*Had better* is also commonly used simply to give friendly advice among peers. *Had better* is not used to give advice to a superior, but *should* and *ought to* maintain a polite enough distance and can be used when giving advice to bosses, teachers, professors, etc. For example, one might say to one's boss, *I think you should consider Mr. Loo for that project.* One would not say to one's boss, *I think you'd better consider Mr. Loo for that project.*

- Explain to students that *had better* implies some sort of warning or urgency, which is not included in *should* or *ought to*.
- Tell students that they will hear and use *had better* in situations where taking action quickly is important.
- As a class, think of some situations where *had better* would be used, and write these on the board. For example:  
*Obey the speed limit*  
*Study for a test*  
*Apply for a job*  
*Get to the airport on time*
- Then have students make complete sentences with *had better*. Remind them that these should sound stern.
- Ask students to take turns reading through sentences (a)–(d).
- Review the notes and use the board to discuss any more challenging examples.

□ **EXERCISE 27.** Looking at grammar.  
Page 192  
Time: 5–10 minutes

**Expansion:** Write various pieces of advice using *should*, *ought to*, and *had better* on index cards. Distribute these cards to students so that each has one piece of advice. Looking at the piece of advice only, students must come up with a situation that could have reasonably prompted the advice. Remind students that *had better* is most appropriate when a situation appears more urgent and time is of the

essence. Once students have written situations to match the advice they received, discuss their answers as a class. Possible pieces of advice (to call forth various scenarios or problems):

*You should take a picture of it and ask everyone in the neighborhood if they know whose it is.*

*(A lost pet has arrived on your doorstep.)*

*You had better call a plumber before the entire bathroom floods.*

*(The bathtub faucet can't be turned off.)*

*You had better call the airline immediately to see if the flight is leaving on time and what other options there are.*

*(You are stuck in traffic and about to miss your flight.)*

*You ought to keep a food diary and track everything you eat.*

*(You want to lose five pounds.)*

*You ought to set aside an amount of money from your paycheck and put it into a savings account.*

*(You want to save money for a trip to Europe.)*

**EXERCISE 29.** Let's talk. Page 192  
Time: 10–15 minutes

In this exercise, students do all the talking and the teacher is silent, unless giving directions or answering a question. You may want to walk around the room and join some groups, answering questions when they arise. You can write down any common mistakes and use them for later review as a class.

**EXERCISE 30.** Warm-up. Page 193  
Time: 5–10 minutes

Be sure to tell students what information is standard on a résumé in the United States, especially that personal information is not included. You can then start a mini-discussion of what is true in each country represented.

**CHART 7-9.** Expressing Necessity: *Have to*, *Have Got to*, *Must*. Page 193  
Time: 10–15 minutes

Students may be inclined to use *must* more than is natural. However, *must* generally carries a forceful meaning, and is often too forceful to use in everyday conversation about everyday affairs. In these cases, *have to* and *have got to* are usually used to convey the notion of necessity. The text emphasizes the use of *have to* and *have got to* for necessity.

Model the usual pronunciation of *have to* and *have got to* and let students experiment producing it. Don't insist that students use contracted forms right away.

Contracted speech develops as students become aware of it and gain experience with English.

Emphasize that the past form of *must* is also *had to*.

- Ask students to read through example sentences (a)–(e).
- Review notes at the right and make sure that students know that native speakers reserve *must* for written rules or regulations, and that *must* is not common in every day speech.
- Write the question forms of (f) and (g) on the board and ask students to repeat the question forms aloud.
- Take time to write on the board that the past of *must* is also *had to*.
- Pronounce the contracted forms (i)–(k) for students and tell them that these will become more natural for them as they get used to the target forms in general.

**EXERCISE 31.** Let's talk. Page 194  
Time: 10–15 minutes

This exercise is meant to be a teaching springboard for questions, practice, and discussion. Elicit several responses for each item. Expand the items with leading questions of your own. Model spoken forms. Distinguish between *should* (advisability) and *must / have to / have got to* (necessity).

**EXERCISE 33.** Let's read and talk.  
Page 195  
Time: 10–15 minutes

This exercise is intended for group discussion but works equally well as a writing assignment. If done as group work, the group could prepare written advice together. You might want to ask them to underline the modals they use.

Discuss how typical Mark Hill's behavior is of teens, in general.

- Ask various students to read the passage in turn, and ask them to paraphrase meaning as they go along.
- Ask students to identify the problems. Write students' collective advice on the board.
- Underline the modals used and discuss alternative ways to give advice.



**CHART 7-10.** Expressing Lack of Necessity: *Do Not Have To*; Expressing Prohibition: *Must Not*. Page 195  
Time: 10 minutes

Use gestures and tone of voice to reinforce the distinction between these two forms. For *do not have to*, shrug your shoulders and look nonchalant and unconcerned. For *must not*, use facial expressions and gestures to show sternness. For example, English speakers often shake their head from side to side or shake their index finger up and down (mostly to small children) to gesture *must not*.

- Ask students to suggest actions that new students don't have to take when learning English for the first time. Write students' suggestions on the board. For example:  
*They don't have to buy an electronic dictionary.*  
*They don't have to worry about having a strong accent.*
- Now have students advise international travelers about behavior that is prohibited on airplanes.
- Underline target structures in both sets of sentences. For example:  
*They must not lose their passports.*  
*They must not bring illegal items on the plane.*  
*They must not use their cell phones during takeoff or landing.*
- Ask students to read example sentences (a)–(d).
- Review all the notes on the right-hand side of the chart.
- Highlight the correct pronunciation of *mustn't* in (e) and point out that *mustn't* is most often used when speaking to children, and is not appropriate for use with adults.

**CHART 7-11.** Making Logical Conclusions: *Must*. Page 197  
Time: 10 minutes

Compare: *She must be sleepy* = The speaker is 95–99% sure.  
*She is sleepy* = The speaker is 100% sure.

Point out that this chart has three different meanings of *must*: logical conclusion, necessity, and prohibition.

- Write the words *educated guess* on the board and ask students what they think it means.
- If they have difficulty, break the word down by asking what *educated* means (possible answers: smart, intelligent, knows a lot), and then ask them what *guess* means (think, idea, maybe).
- Explain that *educated guess* is another way to say *logical conclusion*, and add this to the board:  
*Educated guess = logical conclusion*

- Next, use the class as the topic for logical conclusion sentences. Some topics could be:

*If someone always does well on tests*  
*If someone is absent*  
*If someone is sleepy*  
*If someone sneezes, coughs, laughs, etc.*

*Lee always gets 100% on tests.*

*He must study a lot.*

*Max is absent.*

*He must be sick.*

- Explain that *must* can also be used in the negative for logical conclusions, but that the reason (the conclusion) has to change. For example:

*Max must be sick. → Max must not feel well.*

- Ask various students to change the *must* sentences above to *must not* sentences. Remind them that they will need to change the reason in order for the sentence to make sense.
- Next, write the following on the board:

Positive—*Must*

1. Logical Conclusion

*Lee always gets 100% on tests.*

*He must study a lot.*

Negative—*Must not*

1. Logical Conclusion

*Mari is sleepy.*

*She must not have slept very much last night.*

- Explain that *must* and *must not* each have another use. In the appropriate columns, write the following on the board:

2. Necessity

*If you want to pass the class, you must study every day.*

2. Prohibition

*Pilots must not fly when they are sleepy.*

- Ask students if they can explain the difference between the two new sentences above. Write their responses in the appropriate column.

2. Necessity

*If you want to pass the class, you must study every day.*

*good idea, need to, necessary, important, etc.*

2. Prohibition

*Pilots must not fly when they are sleepy.*

*bad idea, very important NOT to do it, dangerous, etc.*

- Review the chart as a class and answer any remaining questions.

□ **EXERCISE 41.** Warm-up. Page 199  
Time: 5–10 minutes

- Ask students what they already know about using tag questions.
- Write their responses on the board. For example:

*Tag Questions*

*short questions*

*end of sentence*

*use negative if statement part is affirmative*

*use affirmative if statement part is negative*

- Complete the Warm-up exercise and discuss.

**CHART 7-12.** Tag Questions with Modal Auxiliaries. Page 199  
Time: 10 minutes

Tag questions are especially common with requests and thus, modals. Though it may take some time for your students to produce these tag questions on their own, they will certainly hear these in every day speech.

Focus students' attention on the fact that these tag questions are formed in just the same way tag questions are formed with simpler verb structures.

- Ask students for two sentences, one using *can*, *would*, *will*, or *should*, and one using *have to*, *has to*, or *had to*. For example:

*Lena can sing well, can't she?*

*Marcus has to go early, doesn't he?*

- Ask students what the modals are in these sentences and underline them as they are called out.
- Now ask students how the two sentences are different. They should come up with answers such as:

*One has two modals and the other only has one.*

*The first sentence uses the same modal.*

*The second sentence has **do** at the end.*

- Have students make the sentences on the board negative and write their answers on the board.

*Lena can sing well, can't she?*

*Lena can't sing well, can she?*

*Marcus has to go early, doesn't he?*

*Marcus doesn't have to go early, does he?*

- Then have students open their books. Review the chart together.

**CHART 7-13.** Giving Instructions: Imperative Sentences. Page 200  
Time: 10–15 minutes

Discuss the form of imperative sentences. Explain the concept of the “understood *you*” as the subject of an imperative verb, with *you* being the listener(s). For example, in (a): *Open the door!* = *You*, (the listener the speaker is addressing) *open the door*.

The addition of *please* and a pleasant tone of voice can make an imperative sentence quite polite, as in *Please open the door*. When making a polite request, however, the students can be assured they are using a high level of politeness if they use *would* or *could* (for example: *Could you please open the door?*) *Please open the door* in the wrong tone of voice can seem inappropriate, unfriendly, or haughty.

Demonstrate various tones of voice that can be used with imperative sentences, from barking out an order to making a polite request.

- Read through example sentences (a)–(c) aloud and exaggerate the tone of voice.
- Explain the difference between an order and a request.

- Ask students to give you examples of the kinds of situations where orders are expected and tolerated. Some ideas include:

*In the military*

*On a team*

*A parent to a child*

*During an emergency*

*Talking with the police*

- Read through example sentences (d)–(i) and exaggerate using tones of voice to both soften and strengthen the orders and requests.

□ **EXERCISE 44.** Let's talk. Page 201  
Time: 10–15 minutes

**Part I**

- Explain that instructions (as in a recipe) are usually written in the imperative form.
- Put students in pairs or small groups and have them choose the correct order for each step.
- As a class, read the chronologically ordered recipe aloud.

**Part II**

- Encourage students to write the directions for cooking something simple but representative of their culture's cooking.
- You may want to have students work in pairs or small groups of the same nationality. This allows students to help each other with vocabulary and techniques unique to their cultural cooking.
- Exchange “recipes” and discuss whether the completed dishes are similar to those from other countries.

□ **EXERCISE 45.** Listening. Page 201  
Time: 10 minutes

This number puzzle is intended for fun and variety. In Part II, have students work in groups to encourage as much discussion as possible.

**Part I**

- Instruct students that they will complete the directions as a listening cloze (fill-in-the-blank) exercise.
- Write the symbols for *add*, *subtract*, and *multiply* on the board and have students explain their functions.

**Part II**

- Students can perform the puzzle's directions in groups.
- If students don't get the predicted answer, have them re-read the imperative statements given in the listening and work through the math again.

## □ EXERCISE 46. Reading and writing.

Page 202

Time: 15–25 minutes

### Part I

- It may be that there are no suggestions that don't apply in another country. If this is the case, simply have students add to the list of suggestions.
- Discuss all the suggestions given and share your own experiences with students.

### Optional Vocabulary

|            |             |
|------------|-------------|
| impression | eye contact |
| flip-flops | confidence  |
| punctual   | research    |
| references |             |

## CHART 7-14. Making Suggestions: *Let's* and *Why Don't*. Page 203

Time: 10 minutes

Relate *let's* and *why don't* to *should*. In (a) and (b), the speaker is saying "We should go to the beach. Going to the beach is a good idea."

The speaker isn't using *why* to ask for a reason. The listener would not respond to any of these suggestions by giving a reason. *Why don't* is an idiomatic use of *why*.

Model intonation with *Why don't* sentences: The intonation usually falls instead of rises as is normal with questions. *Why don't* sentences are suggestions, not actual questions.

- Ask students to make suggestions for a class outing.
- Write their suggestions on the board, just as they are given. For example:  
*We should go to New York City as a class.*  
*We should cancel class today and go white-water rafting instead.*
- Ask students to rephrase the above suggestions using *Let's* and / or *Why don't*.
- Write the new suggestions on the board. For example:  
*Let's go to New York City as a class.*  
*Why don't we cancel class and go white-water rafting instead?*

## CHART 7-15. Stating Preferences: *Prefer*, *Like . . . Better*, *Would Rather*. Page 204

Time: 10–15 minutes

The forms of these patterns need special attention when the chart is presented in class. Take time and ask pointed questions to make sure that students understand these target structures clearly. Elicit additional examples from the class and write them on the board, pointing out the characteristics of each pattern.

*Would rather* may be new to some students. Perhaps lead a chain exercise to introduce the pattern orally:

Teacher: *What would you rather do than study?*

Student: *I'd rather watch TV than study.*

Teacher: *What would you rather do than watch TV?*

Student: *I'd rather read a book than watch TV.*

The *-ing* verb referred to in the explanation in this chart is a gerund. It is also possible to use an infinitive after *like*; the text presents only the gerund pattern here. Using an infinitive with *like . . . better than* can lead to awkward sentences and confusion with placement of the *to*. Native speakers would be likely to avoid such structures and, therefore, they aren't presented here.

- Write the following notes on the board so that students can refer to them throughout the presentation of the chart.

*prefer X to Y*

*like X better than Y*

*would rather have X than Y*

- Invite students to read sentences (a)–(b) aloud. Review the accompanying notes.
- Ask students to help you create new examples using *prefer + -ing* form.
- Write these student-generated preferences on the board. For example:  
*Matteo prefers playing soccer to watching it.*  
*Jeong Sun and Ariana prefer cooking their own meals to dining out.*
- Ask other students to read example sentences (c) and (d) aloud. Highlight the form notes to the right.
- Using the student-generated sentences on the board, ask students to attempt transformation to the *like . . . better* forms. Write these on the board. For example:  
*Matteo likes playing soccer better than watching it.*  
*Jeong Sun and Ariana like cooking their own meals better than dining out.*
- Ask other students to read (e)–(h) aloud and warn students about the incorrect forms presented in (h).
- Have students transform the sentences on the board to *would rather* forms. Write the resulting sentences on the board. For example:  
*Matteo would rather play soccer than watch it.*  
*Jeong Sun and Ariana would rather cook their own meals than dine out.*

## □ EXERCISE 53. Let's talk: pairwork.

Page 205

Time: 10–15 minutes

In this exercise, students use the target structures while speaking about their personal preferences.

- Pair students up with partners, preferably with students they don't always work with.

- Ask students to not only ask and answer the questions given, but also to expand on the questions with related small talk.
- Review all the questions as a class and compare students' responses.

□ **EXERCISE 54.** Let's talk: interview.

Page 205

Time: 10 minutes

**Expansion:** Make up silly questions tailored to your class, its demographics, and what you know about them. Ask these additional questions and take a poll among your students. For example:

*Would you rather be a jock or a nerd?*

*Would you rather be a zombie or a vampire?*

*Would you rather use a Mac or a PC?*

*Would you rather have no homework today or less homework each day for the rest of the week?*

□ **EXERCISE 55.** Looking at grammar.

Page 206

Time: 10–15 minutes

Multiple-choice tests are simply other kinds of exercises. If you want to give students practice in taking multiple-choice tests, make this a timed exercise and allow 30 seconds per item.

- Explain that this exercise allows students to review all the target structures in Chapter 7.
- Give students time to complete this exercise independently as seatwork.
- By way of review, have students read their completions aloud and correct pronunciation as well as grammar. Ask students to explain their choices. Offer alternatives not shown.

**Optional Vocabulary**

|            |            |
|------------|------------|
| upset      | denim      |
| promotion  | chores     |
| wrestling  | shift      |
| conference | skateboard |
| supervisor | helmet     |