



CHAPTER 12

Modals, Part 1: Expressing Ability

□ EXERCISE 1. Let's talk: class activity.

Directions: Answer your teacher's questions. Close your book for this activity.

Example:

TEACHER: Can you sing?

SPEAKER: Yes, I can sing. OR No, I can't sing.

1. Can you speak (*a language*)?
2. Can you play (*a musical instrument*)?
3. Can you lift your desk?
4. Can you touch the ceiling?
5. Can you count to five in (*a language*)?
6. Can you walk to the back of the room with your eyes closed? Who would like to try?

12-1 USING CAN

(a) I have some money. I can buy a book. (b) We have time and money. We can go to a movie. (c) Tom is strong. He can lift the heavy box.	<i>Can</i> expresses <i>ability</i> and <i>possibility</i> .
(d) CORRECT: Yuko can speak English.	The simple form of the main verb follows can . In (d): <i>speak</i> is the main verb.
(e) INCORRECT: Yuko can to speak English.	An infinitive with to does NOT follow can . In (e): <i>to speak</i> is incorrect.
(f) INCORRECT: Yuko can speaks English.	A main verb following can does not have a final -s . In (f): <i>speaks</i> is incorrect.
(g) Alice can not come. Alice cannot come. Alice can't come.	NEGATIVE can + not = can not OR cannot CONTRACTION can + not = can't

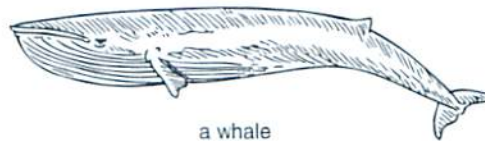
□ EXERCISE 4. Game: small group activity.

Directions: Work in small groups. Discuss each statement. Then circle *yes* or *no*. When you are finished, check your answers with your teacher. The group with the most correct answers wins.

- | | | |
|--|-----|----|
| 1. Some birds can't fly. | yes | no |
| 2. Elephants can jump. | yes | no |
| 3. Tigers can't swim. | yes | no |
| 4. An octopus can change colors. | yes | no |
| 5. Kangaroos can walk. | yes | no |
| 6. A baby kangaroo lives in its mother's pouch for a short time. | yes | no |
| 7. Some fish can climb trees. | yes | no |
| 8. Horses can't sleep when they stand up. | yes | no |
| 9. Turtles can't live more than 100 years. | yes | no |
| 10. Whales can hold their breath underwater. | yes | no |



an octopus



a whale

12-2 PRONUNCIATION OF CAN AND CAN'T

- (a) Rick *can come* to the meeting.
 (b) Mike *can't come* to the meeting.

Can is usually pronounced "kun"—/kən/.
Can't is usually pronounced with the same vowel sound as "ant"—/kænt/.
 *Native speakers usually drop the /t/.

*Sometimes native speakers also have trouble hearing the difference between *can* and *can't*.

□ EXERCISE 5. Listening.



Directions: Listen to each sentence. Circle the word you hear.

- | | |
|---------------------|--------------------|
| 1. <u>can</u> can't | 6. can can't |
| 2. can can't | 7. can can't |
| 3. can can't | 8. can can't |
| 4. can can't | 9. can can't |
| 5. can can't | 10. can can't |

□ EXERCISE 6. Listening.



Directions: Read the want ad. Then listen to John talk about his job skills. Last, circle the answer to the question.

Job opening at small, international hotel. Need person with the following: good typing and word-processing skills, excellent knowledge of English, friendly manner on the phone. Also needs to help guests with their suitcases and be available weekends.

QUESTION:

Is John a good person for this job? yes no

12-3 USING CAN: QUESTIONS

(QUESTION + CAN + SUBJECT + MAIN VERB WORD)	ANSWER
(a) <i>Can</i> <i>you</i> <i>speak</i> Arabic?	→ <i>Yes, I can.</i> → <i>No, I can't.</i>
(b) <i>Can</i> <i>Rosa</i> <i>come</i> to the party?	→ <i>Yes, she can.</i> → <i>No, she can't.</i>
(c) <i>Where</i> <i>can</i> <i>I</i> <i>buy</i> a hammer?	→ <i>At a hardware store.</i>
(d) <i>When</i> <i>can</i> <i>you</i> <i>help</i> me?	→ <i>Tomorrow afternoon.</i>

□ EXERCISE 7. Question practice.

Directions: Make yes/no questions. Give short answers.

1. A: Can Jean speak English?

B: Yes, she can. (Jean can speak English.)

2. A: Can you speak French?

B: No, I can't. (I can't speak French.)

3. A: _____

B: _____ (Jim can't play the piano.)

□ EXERCISE 10. Listening.



Directions: Listen to the conversations. Write the words you hear.

1. A: Hello?

B: _____ speak to Mr. Jones, please?

A: I'm sorry. _____ to the phone right now.

_____ take a message? _____ return your call in about a half-hour.

B: Yes. Please tell him Bob Anderson called.

2. A: _____ me lift this box?

B: It looks very heavy. _____ to help you, but I think we need a third person.

A: No, I'm very strong. I think _____ it together.

3. A: _____ the TV. _____ turn it up?

B: _____ turn it up. I'm doing my homework. If I turn it up, I _____ concentrate.

A: _____ your homework in another room?

B: Oh, all right.

12-4 USING *KNOW HOW TO*

(a) I can swim.

(b) I *know how to swim*.

(c) Can you cook?

(d) *Do you know how to cook?*

(a) and (b) have basically the same meaning. *Know how to* expresses ability.

(c) and (d) have basically the same meaning.

□ EXERCISE 11. Let's talk: pairwork.

Directions: Work with a partner.

Partner A: Ask a question. Use *know how to* in your question. Your book is open.

Partner B: Answer the question. Your book is closed.

□ EXERCISE 13. Let's write: small groups.

Directions: Work in small groups. Complete the sentences as a group. Use a separate sheet of paper. Share some of your completions with the class.

1. Babies know how to
2. Babies don't know how to
3. Birds know how to
4. Birds don't know how to
5. I know how to
6. I don't know how to
7. (*name of a classmate*) knows how to
8. Our teacher doesn't know how to
9. Do you know how to . . . ?


12-5 USING *COULD*: PAST OF *CAN*

(a) I am in Hawaii. I can go to the beach every day. (b) I was in Hawaii last month . I could go to the beach every day when I was there.	could = the past form of can
(c) I can't go to the movie today. I have to study. (d) I { couldn't go } { could not go } to the movie last night . I had to study.	NEGATIVE could + not = couldn't
(e) Could you speak English before you came here?	QUESTION could + subject + main verb

□ EXERCISE 14. Let's talk: pairwork.

Directions: Work with a partner. Circle the answers that describe your childhood. Then tell your partner what you could and couldn't do when you were a child.

When I was a child,

- | | | | |
|--|-----|----|--|
| 1. I could stand on my head. | yes | no |  <p>a cartwheel</p> |
| 2. I could ride a bike with no hands. | yes | no | |
| 3. I could sing in another language. | yes | no | |
| 4. I could tell time before the age of five. | yes | no | |
| 5. I could do cartwheels. | yes | no | |
| 6. I could read before the age of five. | yes | no | |
| 7. I could hold my breath underwater for one minute. | yes | no | |
| 8. I could (<i>complete the sentence with your own words</i>). | yes | no | |

5. When Ernesto arrived at the airport last Tuesday, he can't find the right gate.
6. Mr. Lo was born in Hong Kong, but now he lives in Canada. He cannot understand spoken English before he moved to Canada, but now he speak and understand English very well.

12-6 USING *BE ABLE TO*

PRESENT	(a) I <i>am able to touch</i> my toes. (b) I <i>can touch</i> my toes.	(a) and (b) have basically the same meaning.
FUTURE	(c) I <i>will be able to go</i> shopping tomorrow. (d) I <i>can go</i> shopping tomorrow.	(c) and (d) have basically the same meaning.
PAST	(e) I <i>wasn't able to finish</i> my homework last night. (f) I <i>couldn't finish</i> my homework last night.	(e) and (f) have basically the same meaning.

□ EXERCISE 19. Sentence practice.

Directions: On a separate sheet of paper, make sentences with the same meaning. Use ***be able to***.

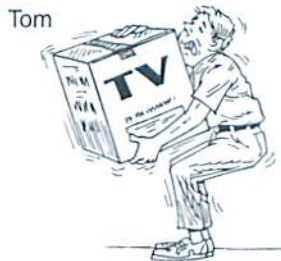
1. I can be here tomorrow at ten o'clock.
→ *I'll (I will) be able to be here tomorrow at ten o'clock.*
2. Two students couldn't finish the test.
→ *Two students weren't able to finish the test.*
3. Mark is bilingual. He can speak two languages.
4. Sue can get her own apartment next year.
5. Animals can't speak.
6. Can you touch your toes without bending your knees?
7. Jack couldn't describe the thief.
8. Could you do the homework?
9. I couldn't sleep last night because my apartment was too hot.
10. My roommate can speak four languages. He's multilingual.
11. I'm sorry that I couldn't call you last night.

12-7 USING *VERY* AND *TOO* + ADJECTIVE

- (a) The box is *very heavy*, but Tom *can lift* it.
 (b) The box is *too heavy*. Bob *can't lift* it.
 (c) The coffee is *very hot*, but I *can drink* it.
 (d) The coffee is *too hot*. I *can't drink* it.

Very and *too* come in front of adjectives; *heavy* and *hot* are adjectives.

Very and *too* do NOT have the same meaning.
 In (a): *very heavy* = It is difficult but possible for Tom to lift the box.
 In (b): *too heavy* = It is impossible for Bob to lift the box.



- (e) The coffee is *too hot*.
 NEGATIVE RESULT: I can't drink it.
 (f) The weather is *too cold*.
 NEGATIVE RESULT: We can't go to the beach.

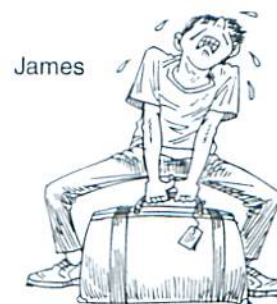
In the speaker's mind, the use of *too* implies a negative result.

□ EXERCISE 22. Class activity.

Directions: Make sentences for each picture. Use *very* or *too* and *can* or *can't* to describe the pictures.

Example: suitcase \ heavy \ lift

- › The suitcase is very heavy, but Mark can lift it.
- › The suitcase is too heavy. James can't lift it.



12-8 USING *TWO, TOO, AND TO*

TWO	(a) I have <i>two</i> children.	<i>Two, too,</i> and <i>to</i> have the same pronunciation. In (a): <i>two</i> = a number.
TOO	(b) Timmy is <i>too</i> young. He can't read. (c) Ann saw the movie. I saw the movie <i>too</i> .	In (b): <i>too young</i> = <i>impossible to do because of his youth</i> . In (c): <i>too</i> = <i>also</i> .
TO	(d) I talked <i>to</i> Jim. (e) I want <i>to</i> watch television.	In (d): <i>to</i> = a preposition. In (e): <i>to</i> = part of an infinitive.

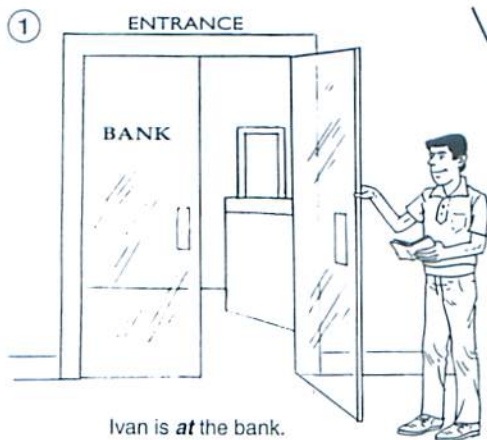
□ EXERCISE 26. Sentence practice.

Directions: Complete the sentences. Use *two, too,* or *to*.

- I'd like a cup of coffee. Bob would like a cup *too* .
- I had cups of coffee yesterday.
- I can't drink my coffee. It's hot. The coffee is hot for me drink.
- I talked Jim. Jane wants talk Jim .
- I walked school today. Alex walked school today .
- I'm going take the bus school tomorrow.
- Shh. I want listen the news broadcast.
- I can't study. The music is loud.
- The weather is cold for us go the beach.
- I have apples. Ken wants have apples .

12-9 MORE ABOUT PREPOSITIONS: AT AND IN FOR PLACE

<p>(a) Olga is at home. Ivan is at work. Yoko is at school.</p>	<p>In (a): at is used with <i>home, work, and school</i>.*</p>
<p>(b) Sue is in bed. Tom is in class. Paul is in jail/prison.</p>	<p>In (b): in is used with <i>bed, class, and jail/prison</i>.*</p>
<p>(c) Mr. Lee is in the hospital.</p>	<p>In (c): in is used with <i>the hospital</i>. Note: American English = <i>in the hospital</i>. British English = <i>in hospital</i>.</p>
<p>(d) Ahmed is in the kitchen.</p>	<p>In (d): in is used with rooms: <i>in the kitchen, in the classroom, in the hall, in my bedroom, etc.</i></p>
<p>(e) David is in Mexico City.</p>	<p>In (e): in is used with cities, states/provinces, countries, and continents: <i>in Mexico City, in Florida, in Italy, in Asia, etc.</i></p>
<p>(f) A: Where's Ivan? B: He isn't here. He's at the bank.</p>	<p>In (f): at is usually used with locations in a city: <i>at the post office, at the bank, at the library, at the bookstore, at the park, at the theater, at the restaurant, at the football stadium, etc.</i></p>
<p>COMPARE (g) In Picture 2, Ivan is in the bank. He is not outside the bank.</p>	<p>In (g): A speaker uses in with a building only when it is important to say that someone is inside, not outside, the building. Usually a speaker uses at with a building. <i>in the bank</i> = inside the bank building.</p>



*Notice: In these common expressions of place, *the* is not used in front of *home, work, school, bed, class, jail/prison*.