

CHAPTER 13

Modals, Part 2: Advice, Necessity, Requests, Suggestions

13-1 USING SHOULD

<p>(a) My clothes are dirty. I should wash them. (b) Tom is sleepy. He should go to bed. (c) You're sick. You should see a doctor.</p>	<p>Should means "This is a good idea. This is good advice."</p>
<p>(d) <i>I</i> <i>You</i> <i>She</i> <i>He</i> <i>It</i> <i>We</i> <i>They</i> } should go.</p>	<p>Should is followed by the simple form of a verb. INCORRECT: <i>He should goes.</i> INCORRECT: <i>He should to go.</i></p>
<p>(e) You should not leave your grammar book at home. You need it in class. (f) You shouldn't leave your grammar book at home.</p>	<p>NEGATIVE: <i>should not</i> CONTRACTION: <i>should + not = shouldn't</i></p>

□ EXERCISE 1. Sentence practice.

Directions: Complete the conversations. Begin the sentences with **You should**. Use the expressions in the list or your own words.

<i>buy a new pair of shoes</i>	<i>✓ go to the post office</i>
<i>call the manager</i>	<i>go to bed and take a nap</i>
<i>go to the bank</i>	<i>see a dentist</i>
<i>go to the immigration office</i>	<i>study harder</i>

1. A: I want to mail a package.

B: _____ *You should go to the post office.*

□ EXERCISE 5. Listening.



Directions: Listen to each sentence and circle the verb you hear. After you check your answers, listen again. If you agree, circle *yes*. If you don't, circle *no*.

DO YOU AGREE?

1. should	shouldn't	yes	no
2. should	shouldn't	yes	no
3. should	shouldn't	yes	no
4. should	shouldn't	yes	no
5. should	shouldn't	yes	no
6. should	shouldn't	yes	no
7. should	shouldn't	yes	no
8. should	shouldn't	yes	no

□ EXERCISE 6. Writing.

Directions: Write a paragraph about your hometown on a separate piece of paper. Include answers to the tourist's questions.

I'm a tourist. I'm going to visit your hometown. Is your hometown a good place for a tourist to visit? Why? What should I do when I'm there? Where should I go? What should I see? What shouldn't I do? Are there places I shouldn't visit? Will I enjoy my visit?

13-2 USING HAVE + INFINITIVE (HAVE TO / HAS TO)

(a) People need to eat food. (b) People have to eat food. (c) Jack needs to study for his test. (d) Jack has to study for his test.	(a) and (b) have basically the same meaning. (c) and (d) have basically the same meaning. Have + infinitive has a special meaning: it expresses the same idea as need .
(e) I had to study last night.	PAST FORM: had + infinitive .
(f) Do you have to leave now? (g) What time does Jim have to leave ? (h) Why did they have to leave yesterday?	QUESTION FORM: do, does, or did is used in questions with have to .
(i) I don't have to study tonight. (j) The concert was free. We didn't have to buy tickets.	NEGATIVE FORM: don't, doesn't, or didn't is used with have to .

13-3 USING MUST

<p>(a) People need food. People have to eat food. (b) People need food. People must eat food.</p>	<p>(a) and (b) have the same meaning: <i>must eat = have to eat.</i></p>
<p>(c) <i>I</i> } <i>You</i> } <i>She</i> } <i>He</i> } must work. <i>It</i> } <i>We</i> } <i>They</i> }</p>	<p>Must is followed by the simple form of a verb.</p> <p><i>INCORRECT: He must works.</i> <i>INCORRECT: He must to work.</i></p>
<p>(d) You must not be late for work if you want to keep your job.</p>	<p>must not = Don't do this! You don't have a choice.</p>
<p>(e) You don't have to go to the movie with us if you don't want to.</p>	<p>don't have to = It's not necessary; you have a choice.</p>
<p>Compare the following examples. Notice the difference between must and should.</p>	
<p style="text-align: center;">MUST</p> <p>SOMETHING IS VERY IMPORTANT. SOMETHING IS NECESSARY. YOU DO NOT HAVE A CHOICE.</p> <p>(f) I must study tonight. I'm going to take a very important test tomorrow.</p> <p>(h) You must take an English course. You cannot graduate without it.</p> <p>(j) Johnny, this is your mother speaking. You must eat your vegetables. You can't leave the table until you eat your vegetables.</p>	<p style="text-align: center;">SHOULD</p> <p>SOMETHING IS A GOOD IDEA, BUT YOU HAVE A CHOICE.</p> <p>(g) I should study tonight. I have some homework to do, but I'm tired. I'll study tomorrow morning. I'm going to go to bed now.</p> <p>(i) You should take an English course. It will help you.</p> <p>(k) Johnny, you should eat your vegetables. They're good for you. You'll grow up to be strong and healthy.</p>

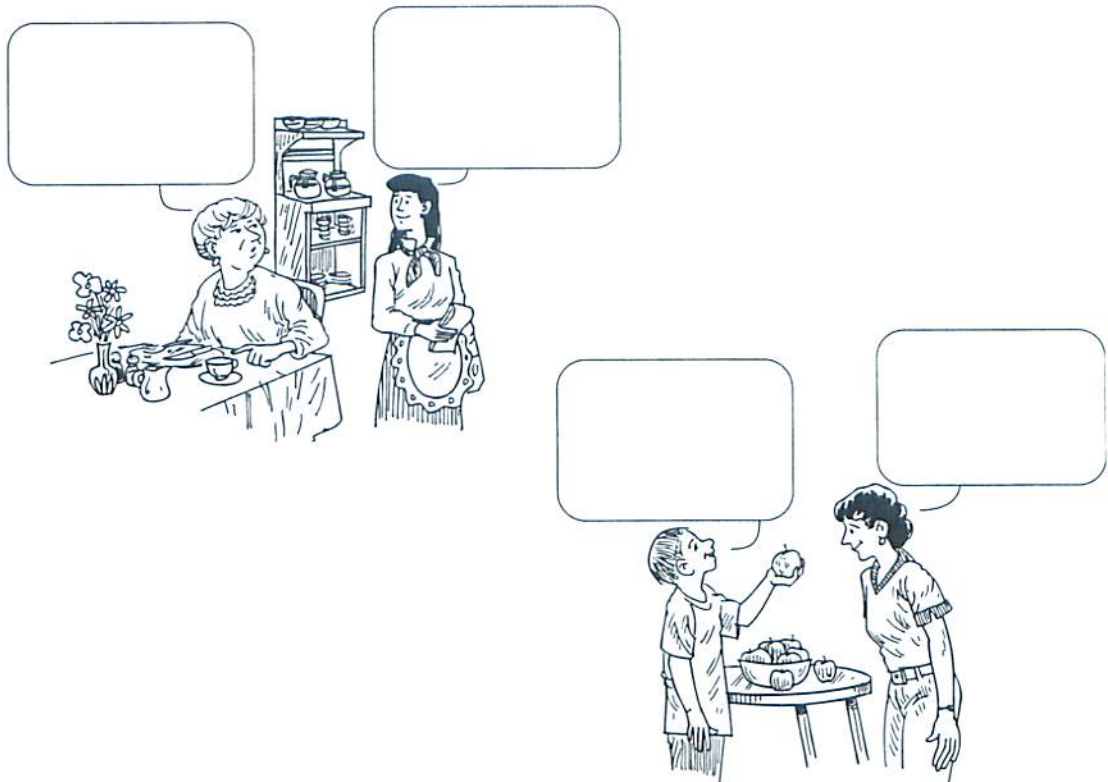
13-4 POLITE QUESTIONS: *MAY I*, *COULD I*, AND *CAN I*

(a) <i>May I borrow</i> your pen? (b) <i>Could I borrow</i> your pen? (c) <i>Can I borrow</i> your pen?	(a), (b), and (c) have the same meaning: I want to borrow your pen. I am asking politely to borrow your pen.
(d) <i>May I please borrow</i> your pen? (e) <i>Could I please borrow</i> your pen? (f) <i>Can I please borrow</i> your pen?	<i>Please</i> is often used in polite questions.
TYPICAL RESPONSES (g) <i>Yes, of course.</i> (h) <i>Of course.</i> (i) <i>Certainly.</i> (j) <i>Sure.</i> (informal)* (k) <i>No problem.</i> (informal)*	TYPICAL CONVERSATION A: <i>May I please borrow your pen?</i> B: <i>Yes, of course. Here it is.</i> A: <i>Thank you. / Thanks.</i>

*Informal English is typically used between friends and family members.

□ EXERCISE 16. Let's talk: pairwork.

Directions: Work with a partner. Look at the pictures. Make conversations. Use *May I*, *Can I*, or *Could I* and typical responses.



13-5 POLITE QUESTIONS: *COULD YOU AND WOULD YOU*

- (a) *Could you (please) open* the door?
- (b) *Would you (please) open* the door?

(a) and (b) have the same meaning: I want you to open the door. I am asking you politely to open the door.

TYPICAL RESPONSES

- (c) *Yes, of course.*
- (d) *Certainly.*
- (e) *I'd be glad to.*
- (f) *I'd be happy to.*
- (g) *Sure.* (informal)
- (h) *No problem.* (informal)

A TYPICAL CONVERSATION

- A: *Could you please open the door?*
- B: *I'd be glad to.*
- A: *Thank you. / Thanks.*

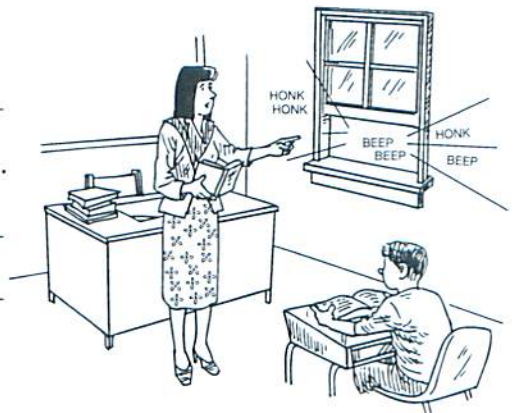
EXERCISE 18. Let's talk: pairwork.

Directions: Work with a partner to complete the conversations. Use **Could you** or **Would you** and give typical responses. Then write them down and discuss them with the rest of the class.



1. A: Excuse me, sir. _____
- B: _____
- A: _____

2. A: _____
- B: Excuse me? I didn't understand what you said.
- A: _____
- B: _____



13-6 IMPERATIVE SENTENCES

(a) " Close the door , Jimmy. It's cold outside." "Okay, Mom."	In (a): Close the door is an <i>imperative sentence</i> . The sentence means "Jimmy, I want you to close the door. I am telling you to close the door."
(b) Sit down. (c) Be careful!	An imperative sentence uses the simple form of a verb (<i>close, sit, be, etc.</i>).
(d) Don't open the window. (e) Don't be late.	NEGATIVE don't + the simple form of a verb
(f) ORDERS: Stop , thief! (g) DIRECTIONS: Open your books to page 24. (h) ADVICE: Don't worry . (i) REQUESTS: Please close the door.	Imperative sentences give orders, directions, and advice. With the addition of please , as in (i), imperative sentences are used to make polite requests.

□ EXERCISE 21. Sentence practice.

Directions: Underline the imperative verbs in the conversations.

1. CINDY: We're leaving.
BETH: Wait for me!
CINDY: Hurry up! We'll be late.
BETH: Okay. Okay. I'm ready. Let's go.
2. TOM: What's the matter?
JIM: I have the hiccups.
TOM: Hold your breath.
BOB: Drink some water.
JOE: Breathe into a paper bag.
KEN: Eat a piece of bread.
JIM: It's okay. The hiccups are gone.
3. MARY: We need to leave soon.
IVAN: I'm ready.
MARY: Don't forget your house key.
IVAN: I have it.
MARY: Okay.

5. (. . .) is going to cook rice for the first time this evening. Tell him/her how to cook rice.
6. (. . .) is going to visit your country for the first time next month. Tell him/her what to do and what to see as a tourist in your country.

13-7 MODAL AUXILIARIES

(a) Anita $\left\{ \begin{array}{l} \textit{can} \\ \textit{could} \\ \textit{may} \\ \textit{might} \\ \textit{must} \\ \textit{should} \\ \textit{will} \end{array} \right\}$ go to class.	An auxiliary is a helping verb. It comes in front of the simple form of a main verb. The following helping verbs are called "modal auxiliaries": <i>can, could, may, might, must, should, will, would.</i>
(b) Anita $\left\{ \begin{array}{l} \textit{is able to} \\ \textit{is going to} \\ \textit{has to} \end{array} \right\}$ go to class.	Expressions that are similar to modal auxiliaries are <i>be able to, be going to, have to.</i>

□ EXERCISE 24. Review: verb forms.

Directions: Add *to* where necessary. If *to* is not necessary, write "X."

1. My sister can X play the guitar very well.
2. We have to pay our rent on the first of the month.
3. Could you please open the window? Thanks.
4. I wasn't able visit my friends yesterday because I was busy.
5. You shouldn't drink twenty cups of coffee a day.
6. Will you be at the meeting tomorrow?
7. Does everyone have be at the meeting?
8. You must not miss the meeting. It's important.
9. Jennifer might not be there tomorrow.
10. May I use your telephone?
11. We couldn't go to the concert last night because we didn't have tickets.

12. Can you _____ play a musical instrument?
13. What time are you going _____ arrive?
14. It may _____ be too cold for us to go swimming tomorrow.

13-8 SUMMARY CHART: MODAL AUXILIARIES AND SIMILAR EXPRESSIONS

AUXILIARY*	MEANING	EXAMPLE
(a) <i>can</i>	ability	I <i>can</i> sing.
	polite question	<i>Can</i> you please help me?
(b) <i>could</i>	past ability	I <i>couldn't</i> go to class yesterday.
	polite question	<i>Could</i> you please help me?
(c) <i>may</i>	possibility	It <i>may</i> rain tomorrow.
	polite question	<i>May</i> I help you?
(d) <i>might</i>	possibility	It <i>might</i> rain tomorrow.
(e) <i>must</i>	necessity	You <i>must</i> have a passport.
(f) <i>should</i>	advisability	You <i>should</i> see a doctor.
(g) <i>will</i>	future happening	My sister <i>will</i> meet us at the airport.
(h) <i>would</i>	polite question	<i>Would</i> you please open the door?
(i) <i>be able to</i>	ability	I <i>wasn't able to</i> attend the meeting.
(j) <i>be going to</i>	future happening	Tina <i>is going to</i> meet us at the airport.
(k) <i>have to/has to</i>	necessity	I <i>have to</i> study tonight.
(l) <i>had to</i>	past necessity	I <i>had to</i> study last night too.

*See the following charts for more information: *can*, Chart 12-1, p. 354, and Chart 12-3, p. 357; *could*, Chart 12-5, p. 362; *may* and *might*, Chart 11-1, p. 325; *must*, Chart 13-3, p. 387; *should*, Chart 13-1, p. 379; *will*, Chart 10-6, p. 310, Chart 10-7, p. 312, and Chart 11-1, p. 325; *would*, Chart 13-5, p. 393; *be able to*, Chart 12-6, p. 365; *be going to*, Chart 10-1, p. 294; *have/has/had to*, Chart 13-2, p. 383.

7. a. We couldn't help.
 b. We didn't need to help.
 c. We weren't able to help.
8. a. I didn't want to go to school.
 b. I didn't have to go to school.
 c. I wasn't able to go to school.

13-9 USING LET'S

(a) Bob: What should we do tonight?

Ann: **Let's go to a movie.**

Bob: Okay.

(b) Sue: I'm tired.

Ted: I'm tired too. **Let's take a break.**

Sue: That's a good idea!

Let's (do something) = I have a suggestion for you and me. (let's = let us)

In (a): Let's go to a movie. = I think we should go to a movie. Do you want to go to a movie?

□ EXERCISE 28. Sentence practice.

Directions: Complete the conversations with **let's**. Use the words in the list or your own words.

eat

get a cup of coffee

go dancing

go to Florida

go to a movie

go to a seafood restaurant

go to the zoo

✓ leave at six-thirty

walk

1. A: What time should we leave for the airport?

B: Let's leave at six-thirty.

A: Okay.

2. A: Where should we go for our vacation?

B: _____

A: That's a good idea.

3. A: Where do you want to go for dinner tonight?

B: _____