



CHAPTER 13

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

Overview

English uses the verb system in complex ways. Some verbs have special meanings that give force to a sentence, such as giving advice (*should*), requiring necessary action (*have to, must*), making a request (*could, would*), or making a suggestion (*let's*). This chapter introduces all of these and revisits those presented in the previous chapter. *Could, can,* and *may* have already been introduced with other meanings. They now return in polite questions and requests. Another structure introduced in this chapter is imperative sentences, also called “commands.”

CHART 13-1: USING *SHOULD*

- This chapter adds *should, let's, have to,* and *must* to the modals and similar expressions already presented in the text: *will, be going to, can, could, be able to, may,* and *might*.
- The text presents only present/future *should*. The past form is *should have* + past participle: *I should have finished my homework*. You may not want to mention the past form to your class since it involves past participles, which aren't taught at this level.
- Ask the class what they notice about the examples before looking at the right side of this chart. You might use this approach throughout the chapter.
- **WORKBOOK:** For additional exercises based on Chart 13-1, see *Workbook* Practices 1–4.

□ EXERCISE 1, p. 379. Sentence practice. (Chart 13-1)

TEACHING SUGGESTIONS: Discuss the meaning of the sentences. Encourage students to use their own words to complete the sentences as well as to find the proper completion from the list. You could work through a few of the items with your class and assign the rest as homework. Discuss new vocabulary in the list.

the manager = the person in charge of running a rental building (repairs and renters).
the immigration office = the government office that issues visas and passports.
take a nap = sleep for a short time during the day.

ANSWERS: 2. You should go to bed and take a nap. 3. You should go to the bank.
4. You should see a dentist. 5. You should study harder. 6. You should call the manager.
7. You should go to the immigration office. 8. You should buy a new pair of shoes.

□ EXERCISE 2, p. 380. Let's talk: small groups. (Chart 13-1)

Answers will vary; in fact, interesting cultural issues may arise. Allow enough time for students to discuss the reasons for their answers.

□ EXERCISE 3, p. 381. Sentence practice. (Chart 13-1)

This exercise checks how well students understand the meaning of *should* and *shouldn't* in typical contexts. It can be done in class or assigned as homework. Discuss new vocabulary.

In item 10, *jaywalk* = cross a street at a place other than at a marked crossing, or walk against the traffic light.

EXPANSION: Give students a chance to discuss their opinions, either as a class or in small groups.

ANSWERS: 3. shouldn't 4. should 5. shouldn't 6. shouldn't
7. should 8. shouldn't 9. shouldn't 10. should . . . shouldn't
11. should 12. shouldn't 13. should 14. shouldn't

□ EXERCISE 4, p. 382. Let's talk: small groups. (Chart 13-1)

Divide the class into groups of three or four students each.

TEACHING SUGGESTION: Each student in a group reads one item, and the others give advice. Encourage them to be helpful. Discuss new vocabulary.

In item 3, a *newcomer* = someone who has come to live in a place for the first time.

□ EXERCISE 5, p. 383. Listening. (Chart 13-1)

TEACHING SUGGESTION: Play the audio twice. The first time, students circle *should* or *shouldn't*. The second time, they decide if they agree (*yes*) or disagree (*no*) with the sentences they hear. Some of their answers may lead to interesting cultural discussions.

ANSWERS: 1. should 2. should 3. shouldn't 4. should 5. should
6. shouldn't 7. should 8. shouldn't

□ EXERCISE 6, p. 383. Writing. (Chart 13-1)

The questions are only suggestions; they do not have to be answered in the exact order given here. The writers should respond to the topic with natural sentences that make an interesting paragraph.

NOTE: Students don't need to use *should/shouldn't* in every sentence.

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

- *Have to* is common and useful. Most of your students are probably already familiar with it.
- This modal verb has a special pronunciation:
have to = /hæftə/
has to = /hæstə/
- **WORKBOOK:** For additional exercises based on Chart 13-2, see *Workbook* Practices 5–10.

□ EXERCISE 7, p. 384. Let's talk: class activity. (Chart 13-2)

This is a teacher-led activity.

TEACHING SUGGESTIONS: Tell students to use the same verb in their responses that is used in the question. This means that not every answer will use *has/have to* (which is at times contrasted with *want to*). Keep the pace natural, and show interest in students' answers. Add a comment if you wish. If time is short, you may want to omit some items.

□ EXERCISE 8, p. 384. Let's talk: class activity. (Chart 13-2)

TEACHING SUGGESTION: Lead students through the example before they close their books. Give them time to think before they respond. Practicing *because*-clauses is just as important as practicing *have to* in this exercise.

□ EXERCISE 9, p. 385. Sentence practice. (Chart 13-2)

This exercise reviews the various forms of *have to*: singular, plural, past, negative, and question. You may want to work through a few of the items in class and assign the rest as homework.

ANSWERS:

- | | |
|-------------------------------------|---|
| 2. A: do you have to go | 6. she had to study |
| B: I have to find | 7. do you have to be |
| 3. A: does Sue have to leave for | 8. Does Tom have to find |
| B: She has to be | 9. A: Yoko doesn't have to take |
| 4. B: I had to buy | B: Do you have to take |
| A: did you have to buy | 10. He had to stay . . . He had to finish |
| 5. I have to go . . . I have to get | |

□ EXERCISE 10, p. 386. Listening. (Chart 13-2)

TEACHING SUGGESTION: Model “hafta” and “hasta” for students before playing the audio. Remind students that they do not need to speak this way; it is more important that they simply understand these words in common speech.

- ANSWERS:* 2. have to 3. have to 4. has to 5. have to 6. have to
7. have to 8. has to 9. has to 10. have to

CHART 13-3: USING *MUST*

- Point out that *have to* occurs with much greater frequency than *must* in everyday usage.
- *Must* is much stronger than *have to*, but the meaning is essentially the same in the affirmative. Indeed, the past form of *must* (meaning “necessity” as it does in this chart) is *had to*. You may want to mention this to your students.
- In the negative, the meanings of *must* and *have to* are different, as pointed out in examples (d) and (e).
- The differences between *must* and *should* are sometimes difficult to explain. Expand upon the contrastive examples in the chart to give students a clear understanding of the differences in meaning.
- **WORKBOOK:** For additional exercises based on Chart 13-3, see *Workbook* Practices 11–13.

□ EXERCISE 11, p. 388. Sentence practice. (Chart 13-3)

This exercise gives further examples of typical uses of *must*. You may want to work through it with your class.

TEACHING SUGGESTIONS: Some students may be tempted to use *should*. Point out that even though *should* is grammatically correct, its meaning isn't strong enough; thus, *must* is required. Discuss new vocabulary in the list.

Close the door behind you. = As you go out of the room, you should close the door.

a library card = a card that permits you to borrow books from a library.

an income tax = payment to the government of a percentage of the money that you earn in one year.

a tablet = medicine in the form of a pill.

ANSWERS: 2. must stop. 3. must have a library card. 4. must pay an income tax. 5. must study harder. 6. must listen to English on the radio and TV. OR must make new friends who speak English. OR must read English newspapers and magazines. OR must speak English outside of class every day. OR must study harder. OR must talk to myself in English. 7. must have a passport. 8. must go to medical school. 9. must close the door behind you. 10. must take one tablet every six hours.

□ EXERCISE 12, p. 389. Sentence practice. (Chart 13-3)

TEACHING SUGGESTION: You may want students to brainstorm in small groups before they give their answers. These questions might produce some interesting responses and discussion. Encourage students to use *must* or *have to*.

□ EXERCISE 13, p. 389. Sentence practice. (Chart 13-3)

This exercise could be used as a quiz. Students need to pay attention to the difference between *must* and *have to* in the negative as well as their singular and plural forms.

ANSWERS: 2. B 3. B 4. A 5. C 6. A 7. B 8. A

□ EXERCISE 14, p. 390. Let's talk: small groups. (Chart 13-3)

You may find that students come up with differences in the *should* and *have to* responses, and interesting discussions could arise.

□ EXERCISE 15, p. 390. Listening. (Chart 13-3)

Although this looks like a simple exercise, different laws and customs could trigger a lively discussion when you go over the answers in class.

ANSWERS: (Answers may vary.)

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

- This chart explains the language functions of asking and giving permission.
- You may wish to discuss the notion of politeness and informality. The ranges and uses of such forms are different in many cultures; discussing them can be very interesting and useful to students of English.
- Some people consider requests with *Can I* to be informal or too direct. Many people use *Can I* in most situations, adding *please* to be more polite.
- WORKBOOK: For additional exercises based on Chart 13-4, see *Workbook Practice 14*.

EXERCISE 16, p. 391. Let's talk: pairwork. (Chart 13-4)

TEACHING SUGGESTION: The pictures give a different kind of cue — visual instead of written. Students can work in pairs to construct the dialogues. You might ask them to stand up and perform the parts in the pictures.

SAMPLE DIALOGUES: (top to bottom)

May I please have another cup of coffee? Certainly.

Can I have this apple? Yes.

Could I make an appointment to see you outside of class? Of course.

May I come in? Yes, of course.

EXERCISE 17, p. 392. Let's talk: pairwork. (Chart 13-4)

TEACHING SUGGESTIONS: Lead students through the example. Indicate who you are talking to and who you are talking about. Divide the class into pairs; then move around the classroom listening to your students' conversations.

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

- The word *please* is optional but frequently used in such requests. (Some learners feel that speakers of English use *please* and *thank you* too much!)
- *I'd be glad to* = I would be happy to do what you asked.
- *Could you* is used more often than *Would you* in requests.
- WORKBOOK: For additional exercises based on Chart 13-5, see *Workbook Practice 15*.

EXERCISE 18, p. 393. Let's talk: pairwork. (Chart 13-5)

Note that *sir* in item 1 is used only in speaking to a male person; for females the polite word, although not often used, is *ma'am* /mæm/ or *miss* /mɪs/.

In item 2, *Excuse me?* is spoken with rising intonation as is the word *Pardon?*. These questions are different in meaning from the sentences *Excuse me, sir* in item 1 and *Pardon me, sir*, which are ways to catch someone's attention.

SAMPLE COMPLETIONS:

1. A: Excuse me, sir. Could you please open the door for me?
B: Of course. I'd be happy to.
2. A: Would you please shut the window?
B: Excuse me? I didn't understand what you said.
A: I said, "Would you please shut the window?"
[Note: Some students might spontaneously use an infinitive in reported speech: "I asked you to shut the window."]
B: Certainly. I'd be glad to.

EXERCISE 19, p. 394. Let's talk: pairwork. (Chart 13-5)

TEACHING SUGGESTIONS: Lead the class through the example. Substitute Partner B's name in the parentheses when Partner A speaks. When most pairs are finished, ask for volunteers to perform some of the exchanges.

EXERCISE 20, p. 394. Let's talk: pairwork. (Chart 13-5)

TEACHING SUGGESTIONS: Students can use their imagination here, especially if you ask them to perform their dialogues for the class. Lead them through the examples; then give them time to work out the conversations. In the first example, (*knock, knock*) indicates that the student should make the sound of someone knocking on a door, perhaps by knocking on a desk top with his/her knuckles. Other appropriate sound effects could be added to the dialogues. If you are short on time, assign just one or two dialogues to each pair.

CHART 13-6: IMPERATIVE SENTENCES

- Imperative sentences make much stronger requests than the polite questions in Charts 13-4 and 13-5, pp. 391 and 393, in the student book. The sound of the speaker's voice can make an imperative either a very strong order or a softer request. Also, as in (i), the use of *please* will soften the imperative. Imperative sentences have several uses. Discuss the different effects of (f)–(i). Students might be able to compare the English variants with how their own language expresses them.
- Point out the negative examples (d) and (e). The meaning of *don't* is "you must not."
- The "understood subject" of an imperative sentence is *you*. The speaker directs an imperative sentence to a second person or persons. Some students may want to use *you*, and they need to know that this is incorrect.
- **WORKBOOK:** For additional exercises based on Chart 13-6, see *Workbook* Practices 16–19.

EXERCISE 21, p. 395. Sentence practice. (Chart 13-6)

This exercise gives contextualized examples of imperative sentences for you to discuss in class. You might ask students to identify which type of imperative meaning is used in each dialogue — orders, directions, requests, or advice.

In item 1, *wait for me* is probably more of a request than an order; *hurry up* is advice. *Let's*, which is presented in Chart 13-9, p. 402, in the student book, could probably be analyzed as a type of imperative sentence. If students identify it as such, tell them it's actually a type of modal with a meaning close to *shall* when used in a question, such as *Shall we go?*

IMPERATIVES: 1. (Wait) . . . (Hurry) . . . Let's 2. Hold . . . Drink . . . Breathe . . . Eat [*hiccups* (also spelled: *hiccoughs*) = a series of uncontrollable gulps that the body makes to get air into the lungs. (The speakers are giving Jim some traditional advice on how to cure the hiccups. You might ask your students what techniques they use.)] 3. Don't forget 4. Walk . . . turn . . . Go . . . turn 5. Wait . . . Do (it) . . . Hang (up) . . . Make . . . Put . . . Empty

EXERCISE 22, p. 396. Sentence practice. (Chart 13-6)

Students should be able to offer answers quickly without writing them down. Discuss alternatives. You may want to brainstorm the first one as a class.

SAMPLE COMPLETIONS: 1. Watch out! / Look out! 2. Open wide. / Open your mouth wide, please. 3. Stop! Don't eat that dirt! 4. Come here. OR Here, boy/girl!

EXERCISE 23, p. 397. Let's talk: class activity. (Chart 13-6)

This is a teacher-led activity. Have different students volunteer responses for each situation. Books should be closed.

SAMPLE RESPONSES: 1. Study Chart 7-16 before you come to class. (Please) do Exercise 37. 2. Hold your breath. Blow into a paper bag. 3. Come straight home after school. Put on your jacket. 4. Get more exercise. Eat healthful foods. 5. Use 1 cup of rice and 2 cups of water. Add a little salt to the water. Bring the water to a boil, then turn the heat down. Etc. 6. Visit the (. . .). Go downtown and see (. . .). Eat at (. . .).

CHART 13-7: MODAL AUXILIARIES

- The text has been presenting modals throughout. This chart provides a grammar label and explains the term “modal auxiliary” /*ˈmɒdəl ɔkzɪljəri*/.
- One common mistake for learners is adding the word *to* after every modal auxiliary (e.g., **He can to play the piano. You must to be careful.*). This chart shows clearly that only a few expressions require *to*. (The expressions in example (b) are called “modal auxiliaries” by some; others call them “periphrastic modals.” This text calls them “similar expressions.”)
- **WORKBOOK:** For additional exercises based on Chart 13-7, see *Workbook Practice 20*.

EXERCISE 24, p. 398. Sentence practice. (Chart 13-7)

This exercise helps learners focus on the use of *to*.

TEACHING SUGGESTION: You might lead students through the exercise, asking them to read an item and raise their right hands if they think *to* is required. This helps them use caution and judgment before automatically including *to* in a sentence. Exercises like this are intended to encourage students' self-monitoring; these structures are often the source of common and frequent errors.

ANSWERS: 3. X 4. to 5. X 6. X 7. to 8. X 9. X 10. X
11. X 12. X 13. to 14. X

CHART 13-8: SUMMARY CHART: MODAL AUXILIARIES AND SIMILAR EXPRESSIONS

- By now, students should know the meaning of each auxiliary in this chart. They should be impressed by how much they already know about modal auxiliaries in English!
- This is by no means an exhaustive presentation of these auxiliaries. There are other meanings and uses of many of these expressions; students will expand their understanding of modals in subsequent texts in this grammar series.
- **WORKBOOK:** For additional exercises based on Chart 13-8, see *Workbook* Practice 21.

□ EXERCISE 25, p. 400. Let's talk: small groups. (Chart 13-8)

TEACHING SUGGESTION: Lead the class through the example; then divide students into small groups to continue. Give them a time limit for completing the exercise. Ask for volunteers to share answers. Groups that finish sooner can continue to the next exercise.

□ EXERCISE 26, p. 400. Sentence practice. (Chart 13-8)

This exercise is a review of singular/plural, verb tenses, and some modal auxiliaries. You might want to use it as a quiz.

ANSWERS: 2. C 3. C 4. C 5. A 6. C 7. C 8. A 9. B
10. B

□ EXERCISE 27, p. 401. Listening. (Chart 13-8)

This exercise may be difficult for students. Play each sentence at least twice, and leave enough time for your students to examine each option. When going over the answers, be prepared to explain the meanings of the incorrect options as well as those that are correct.

ANSWERS: 2. b 3. a 4. b 5. c 6. b 7. b 8. c

CHART 13-9: USING *LET'S*

- Often a suggestion with *let's* (*let us*) is followed by a tag question.
Very formal: *Let's go, shall we?*
More usual: *Let's go, okay?*
- Another verb *let/lets* means "to permit or allow something." This verb is never the first word in a sentence, and it never has an apostrophe. For example:
Mrs. Smith lets her children stay up late on Saturday night.
- **WORKBOOK:** For additional exercises based on Chart 13-9, see *Workbook* Practice 22.

□ EXERCISE 28, p. 402. Sentence practice. (Chart 13-9)

TEACHING SUGGESTIONS: For each item, talk to one student as if you were having a conversation. Encourage students to respond with some expression of interest or feeling, as they would in a conversation with a friend. Preview the vocabulary in the list.

go dancing (note that no preposition is used)

a seafood restaurant = one that specializes in fish and other seafood.

the zoo /zu/ = an animal park.

EXPANSION: Have students work in pairs, completing the conversations again but using words not in the list.

SAMPLE COMPLETIONS: 2. Let's go to Florida. 3. Let's go to a seafood restaurant. 4. Let's go to the zoo. 5. Let's go to a movie. 6. Let's walk. 7. Let's eat. 8. Let's go dancing. 9. Let's get a cup of coffee.

□ EXERCISE 29, p. 403. Let's talk: pairwork. (Chart 13-9)

Lead the class through the instructions and the example. Tell them to substitute their own words for the words in parentheses.

□ EXERCISE 30, p. 404. Review: Chapters 12 and 13.

TEACHING SUGGESTION: You may want to use this exercise as a game. See Chapter 12, Exercise 31, of this *Teacher's Guide* for further information.

ANSWERS: 1. Would you please ~~to~~ help me? 2. I will ~~can~~ go to the meeting tomorrow. OR I ~~will~~ can go to the meeting tomorrow. 3. My brother wasn't able to call me last night. 4. Ken should write us a letter. 5. I had to go to the store yesterday. 6. Susie! You must not ~~to~~ play with matches! 7. Would / Could / Can you please hand me that book? 8. Ann couldn't answer my question. 9. Shelley can't go to the concert tomorrow. 10. Let's go to a movie tonight. 11. Don't ~~to~~ interrupt. It's not polite. 12. Can you ~~to~~ stand on your head? 13. I saw a beautiful dress at a store yesterday, but I couldn't buy it. 14. Close the door, please. Thank you. 15. May I please ~~to~~ borrow your dictionary? Thank you.