

# Teaching Modals Across the Levels

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# The Plan

1. Getting to know you
2. Warm-up (quiz)
3. Why are modals so tricky?
4. Basic Principles of Modals (Form, Meaning, Use)
5. Leveling Modals
6. Wrap-up
7. Q & A
8. Information about *Elements for Success*

# Please tell us a bit about yourself.

## **Where are you located?**

in the United States

In another English-speaking country

In a country where English is not spoken

# Please tell us a bit about yourself.

## **How do you teach grammar?**

as a stand-alone subject

as part of another ESOL course (e.g. writing, reading, oral communication)

integrated into content-based instruction

# Please tell us a bit about yourself.

**What age group do you mainly teach, administer, or research?**

children  
teenagers  
adults

# Please tell us a bit about yourself.

**What level of ESL/EFL do you teach?**

Beginning

Intermediate

Advanced

Multiple levels

# Before we get started...

You might want to prepare a notebook or piece of paper for writing down:

- Your answers on some interactive questions
- Notes on points that you find helpful
- Questions you might like to ask at the end of the presentation

# Warming up...

## True or False?

1. Modals are one of the most difficult grammatical concepts to teach. T/F

# Warming up...

## True or False?

2. Modals naturally collocate with other words. T/F

# Warming up...

## True or False?

3. We tend to reduce modals when speaking. T/F

# Warming up...

## Multiple Choice

4. The most frequent modal used to hedge is...
  - a. may
  - b. might
  - c. could

# Warming up...

## True or False?

5. Certain modals are more commonly found in academic writing. T/F

# Warming up...

## True or False?

6. “Modal” and “modality” mean the same thing. T/F

# Why are modals so tricky for students?

- **Modals have unique rules for form.**

	Modals are invariant...	...unlike other verbs.
<b>no –s for 3<sup>rd</sup> person singular</b>	I <b>could</b> solve those math problems easily.  He <b>could</b> solve those math problems easily.	I <b>solve</b> math problems easily.  He <b>solves</b> math problems easily.
<b>no past forms</b>	As a child, I <b>could</b> solve math problems easily.	As a child, I <b>solved</b> math problems easily.

## Why are modals so tricky for students?

- **Phrasal modals present a further complication, as...**

some are invariant, like modals...	...but some change, like other verbs.
He <b>ought to</b> speak to them. We <b>ought to</b> speak to them.	He <b>has to</b> speak to them. We <b>have to</b> speak to them.

## Why are modals so tricky for students?

- **Each modal has various uses**, which makes modals difficult to learn and can result in ambiguities.

CAN	
request for permission, general request, suggestion	Can we leave early today?
possibility, ability, request	Can you fit this in your car?
offer, ability	Can I do that for you?
possibility, ability, suggestion	We can give him the job.

## Why are modals so tricky for students?

- **Each modal has various uses**, which makes modals difficult to learn and can result in ambiguities.

WOULD	
past habit	When I was a kid, we'd get a ton of snow every winter.
request	Would you look this over for me?
advice	I wouldn't tell them yet if I were you.
intent	If you need help, let me know. I'd do it for you.
intent, contrary to fact	I'd do it for you if I weren't so busy.

## Why are modals so tricky for students?

- And **each general modal meaning can be expressed by various modals**, with subtle, context-influenced differences in meaning and use.

Expressing OBLIGATION			
If you want to be in the group, you	must	participate.	more like a rule?
	have to 've got to		the most neutral? same meaning?
	'd better		more like a threat?
	will		also a threat?

## Why are modals so tricky for students?

- With each modal having various uses, **modals interchangeable in one use might not be in another...**

REQUESTING PERMISSION	
Can	I go with you?
Could	
May	
?Might	



GIVING PERMISSION	
Of course, you	can.
	may.
	<del>could.</del>
	<del>might.</del>

# FORM

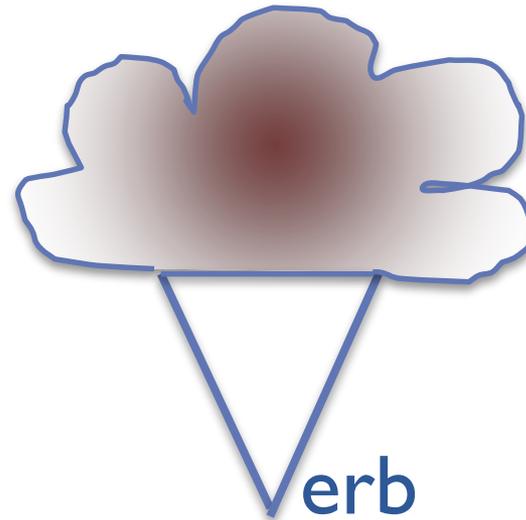
- Modals rarely follow the rules of other verbs.
- Modals carry different forms (present, perfect, progressive, negative).

# Pure modals

Verb elements in the verb phrase	
<b>modal</b>	<b>might</b> do
<b>progressive modal</b>	<b>might</b> <b>be</b> doing
<b>perfect modal</b>	<b>might</b> <b>have</b> done
<b>perfect progressive modal</b>	<b>might</b> <b>have</b> <b>been</b> doing
<b>passive modals</b>	<b>might</b> <b>be</b> done <b>might</b> <b>have</b> <b>been</b> done

# MEANING

- Modals have different meanings
  - \*often seem contradictory
- Modal sets express different shades of meaning
- Modals express “flavors of the verb”



# USE

- Not all modals are interchangeable.
- Responses to modals vary (not always another modal).

# USE

- Modals collocate with vocabulary.

Can you **please**....

**Perhaps** I can...

I'll **probably**....tomorrow.

**I think that** you should...

**If** I could,...I would **really**...

I can't play music **at all**.

# USE

- Modality includes more than just modals.

<b>Adverbs</b>	She <u>definitely</u> knows the answer. <u>Maybe</u> they took the bus. The research was <u>somewhat</u> flawed.
<b>Linking Verbs</b>	He <u>seems</u> tired. He keeps making mistakes. This <u>looks</u> like a good idea. I think we should try it. It <u>sounds</u> like you really like your new job.
<b>Prepositional Phrases</b>	<u>In some ways</u> , I understand their decision. <u>In a sense</u> , he hasn't changed at all. <u>According to</u> the author, .....

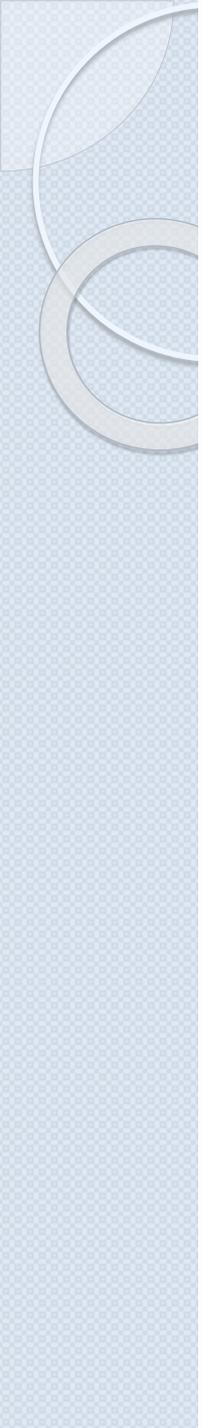
# USE

- Modals are highly dependent on:
  - genre/context
  - register

*“(Writers’) choices of grammar, vocabulary, content, and organization...depend on the situations in which they are writing.”*

-Ken Hyland

*Genre and Second Language Writing*



# Leveling Modals

At what level should \_\_\_\_\_ be taught?  
(poll)

## 1. Using *could* for past ability

→ *As a young boy, I could run very fast.*

beginning to intermediate  
high-intermediate to advanced

At what level should \_\_\_\_\_ be taught?  
(poll)

## 2. Using *might* to hedge

→ *In the future, education might be valued for its own sake.*

beginning to intermediate  
high-intermediate to advanced

At what level should \_\_\_\_\_ be taught?  
(poll)

### 3. Practicing the reduction of *could you*

→ *Coudja open the window?*

beginning to intermediate  
high-intermediate to advanced

At what level should \_\_\_\_\_ be taught?  
(poll)

#### 4. Practicing the reduction of *would have*

→ *I'da gone with you, but you never asked.*

beginning to intermediate  
high-intermediate to advanced

# Modals on a spectrum

**Globally**

Less ambiguous



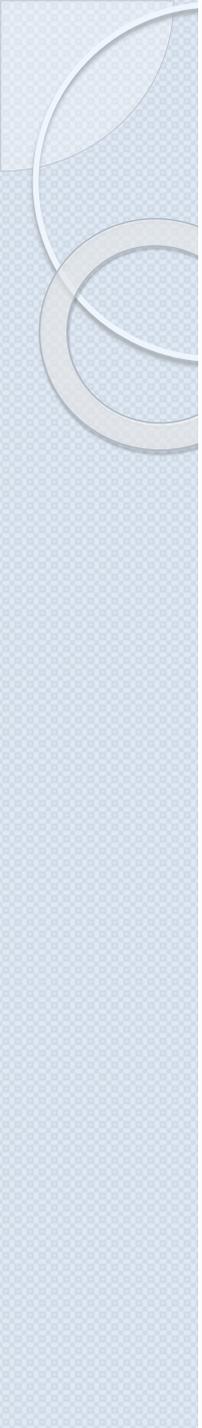
More ambiguous

**Locally**

More controlled



Less controlled



**Modals at the  
beginning level.**

# Preparing students for the form (the future)

## 10.7 Statements with Will

Another form we use to talk about the future is **will**. We use **will** + the **base form of a verb**.

### POSITIVE STATEMENTS

subject	will	base form verb	
I / You / We / They / He / She / It	will 'll	be	there in five minutes.

A

1

2 I'll **pick** you up after work.

3 Scientists **will discover** another planet soon.

4 The weather **will be** nice next week.

↑  
In speaking and informal writing, we usually use the contraction 'll.

### NEGATIVE STATEMENTS

subject	will + not	base form verb	
I / You / We / They / He / She / It	will not won't	leave	without you.

B

5

6 We **won't stay** very long.

7 I promise I **won't leave!**

8 We **won't get** there on time.

↑  
In speaking and informal writing, we usually use the contraction *won't*.

# More controlled to begin with...

**20 | Forming Statements with Will** Complete these sentences with *will* and the verbs in parentheses. Do you think the predictions will happen? Check (✓) *Likely* or *Not Likely*. **10.7 A**

## Predictions in Science and Technology

Here are some predictions from scientists and technology experts<sup>8</sup>:

- |  | LIKELY                   | NOT<br>LIKELY            |
|--|--------------------------|--------------------------|
| 1. Computers _____ a sense of smell. (have)                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. People _____ their thoughts into a computer. (upload <sup>9</sup> ) | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. People _____ all of their conversations. (record)                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. We _____ to computers directly from our brains. (connect)           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. People _____ on vacations in space. (go)                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Cars _____ without human drivers. (drive)                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Many people _____ for 150 years or more. (live)                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Airplanes _____ without pilots. (fly)                               | <input type="checkbox"/> | <input type="checkbox"/> |

# More controlled to begin with...

**27 | Asking and Answering Questions with Will** Use the words in parentheses to write *yes/no* and *wh-* questions with *will*. **10.8 A-B**

## What will your life be like in the future?

Imagine your life in 5 years and in 20 years. Think about these questions.

1. (you/own a house)

*Will you own a house?*

\_\_\_\_\_

2. (where/you/live)

\_\_\_\_\_

3. (who/you/live/with)

\_\_\_\_\_

4. (what/job/you/have)

\_\_\_\_\_

5. (you/have/children)

\_\_\_\_\_

6. (how many/children/you/have)

\_\_\_\_\_

7. (what/you/do/for fun)

\_\_\_\_\_

8. (you/have/a pet)

\_\_\_\_\_

9. (you/be/in school)

\_\_\_\_\_

10. (what/you/look like)

\_\_\_\_\_

Who  
What  
When  
Where  
How



will



you



base

# Requiring a little more from students

1 | **Using Can** Complete the sentences below with *can* + a base form verb from the box. **11.1 A**

## OLYMPIC ATHLETES



a ski jumper



a weightlifter



a shot putter



a downhill skier



a speed skater



an archer



a luge racer



a figure skater

1. Olympic runners can run a marathon<sup>1</sup> in 2 hours and 18 minutes.
2. Olympic swimmers \_\_\_\_\_ 100 meters (109.4 yards) in 48.82 seconds.
3. Olympic ski jumpers \_\_\_\_\_ over 200 meters (218.7 yards).
4. Some Olympic weightlifters \_\_\_\_\_ over 200 kilograms (440 pounds).

jump  
lift  
run  
swim

# Less controlled use

**Talk about It** Tell a partner about yourself and the things you can do. Use ideas from this box or your own ideas.

draw    speak in public<sup>6</sup>    type    work with children

*A: I can't draw at all.*

*B: I can draw pretty well, but I can't type very well.*

**Write about It** Choose three of the jobs from this box. Write about what people with those jobs can do well.

astronomer    counselor    engineer    manager    server  
cashier    designer    journalist    nurse    teacher

*A nurse can read a medical chart.*

Keep a grammar  
journal.

# Adding awareness of collocations

## 2 | Usage Note: *Very Well, Pretty Well, and Not at All* Read the note. Then do Activity 3.

We can use these expressions to show degree in statements with **can**:



1 I **can't** cook **at all**. (= I don't know how to cook.)

3 I can play the guitar **pretty well**.

2 She **can't** skate **very well**.

4 He can sing **very well**.

**GRAMMAR TERM:** Here, *well* is an **adverb**.

## 3 | Using *Can* and *Can't* How well can you do the things in this chart? Check (✓) the box that describes your ability. Then write a sentence on page 282 for each item. **11.1 A**

### JOB SKILLS SURVEY

	VERY WELL	PRETTY WELL	NOT VERY WELL	NOT AT ALL
1. work with others				
2. work independently				
3. learn new things				
4. solve problems				

# Collocations with modals

## 4 | Usage Note: *I (Don't) Think* and *Maybe* in Statements with *Should* Read the note. Then do Activity 5.

We can use *I think* or *maybe* in sentences with *should* to make our opinions softer (less strong).

### *I THINK... SHOULD*

1 *I think* you *should talk* to your teacher.

### *I DON'T THINK... SHOULD*

3 *I don't think* you *should give* him the answers.

4 *I don't think* she *should come* in tomorrow.

Sometimes we use *I think* and *maybe* together.

7 *I think maybe* we *should leave*.

### *MAYBE... SHOULD*

2 *Maybe* he *should wait* for a couple of days.

### *MAYBE... SHOULDN'T*

5 *Maybe* we *shouldn't eat* here.

6 *Maybe* we *shouldn't leave* now.

## 5 | Using *I (Don't) Think* or *Maybe + Should* Read each situation. Choose two of the phrases in the box. Write advice with *I (don't) think* or *maybe*. **12.1 A**

### WHAT SHOULD THEY DO?

1. John's co-worker steals office supplies.

*I think John should tell his boss.*

*Maybe he shouldn't tell his other co-workers.*

tell his boss

talk to his co-worker

tell his other co-workers

ignore<sup>s</sup> it

2. Someone hit a parked car and drove away.  
Marta saw him.

call the police

ignore it

chase the car

# Adding pronunciation awareness

## 4 | **Pronunciation Note: Can vs. Can't** Listen to the note. Then do Activity 5.

We usually do not stress *can*. We stress the **main verb**, and we pronounce *can* as /kn/.

1 I **can** WORK tomorrow.

2 We **can** HELP you with that.

In sentences with *can't*, we often stress both **can't** and the **main verb**. We pronounce *can't* with a clear “a” sound (/æ/), as in *man*.

3 I **CAN'T** WORK tomorrow.

4 We **CAN'T** HELP you with that.

Sometimes we stress the word *can* to disagree or show a contrast.

5 A: Did you say you **CAN** or you **CAN'T** help me?

B: I **CAN** help you. I'm happy to do that.

## 5 | **Listening for Can and Can't** Listen to these sentences. Circle the word you hear. Then listen again and repeat the sentences. **11.1 A**

### SCHEDULES

1. I (can / can't) get to school early tomorrow.

2. I (can / can't) go out to dinner tonight.

3. I (can / can't) meet at lunchtime tomorrow.

4. I (can / can't) pick you up from the airport on Wednesday.

5. I (can / can't) go home before 4:00.

6. I (can / can't) call you in the morning.

7. I (can / can't) come to class next week.

8. I (can / can't) study over the weekend.

9. I (can / can't) stay late today.

10. I (can / can't) watch TV tonight.

11. I (can / can't) study in the library tonight.

12. I (can / can't) take some time off this week.

13. I (can / can't) go to a movie tomorrow night.

14. I (can / can't) sleep late tomorrow morning.

# Pictures as cognitive hooks

**IN THIS UNIT, WE USE** modals to talk about:

## Ability and possibility

1. I **can** play the piano.



2. My great-grandfather **could** fix cars.



3. We **won't be able to** go swimming today.



4. She **can't** see the board.



**Think about It** Read these sentences. Check (✓) *True* or *False*.

1. I can play the piano.

TRUE FALSE

2. I can fix cars.

# Cognitive hooks and Genre

**17** | **Noticing *Must* and *Must Not*** Complete these signs with *must* or *must not*. Underline the main verb.

12.6 A-B



1.



2.



3.



4.

# Extension Activity: Modal Scavenger Hunt

## Library Use Guidelines

- Food is not allowed.
- Cell phones should be turned off.
- Quiet voices are appreciated.
- Drinks must be in spillproof containers.

**Think that email is legit?  
It may be a trick.  
Protect YOUR identity!**

- Vehicles must be registered with LSCS to receive a valid parking permit and be eligible to park in designated LSCS lots.
- Vehicles without permits parked in LSCS lots will receive citations.

# Taking it one layer at a time

## 12.4 Necessity with *Have To* and *Need To*

### POSITIVE STATEMENTS

We can use *have to* or *need to* to say that something is necessary or required.

- 1 There's no food in the house.  
I **have to go** shopping.

- 2 School is starting next month.  
Julie **needs to register** for classes.

A

	subject	have to / need to	base form verb	
3	I You We They	<b>have to need to</b>	<b>do</b>	the laundry.

	subject	has to / needs to	base form verb	
4	He She Julie	<b>has to needs to</b>	<b>buy</b>	the course book.

Notice: *Have to* is a **phrasal modal**. It must agree with the subject. We often use *need to* like we use *have to*.

### NEGATIVE STATEMENTS

We can use *do / does + not + have to / need to* to say that something is NOT necessary or required.

- 5 There's a lot of food in the house.  
We **don't have to go** shopping.

- 6 Paul **doesn't need to work** today.  
It's his day off.

B

	subject	do + not	have to / need to	base form verb
7	I You We They	<b>do not don't</b>	<b>have to need to</b>	<b>leave.</b>

	subject	does + not	has to / needs to	base form verb	
8	He She Julie	<b>does not doesn't</b>	<b>have to need to</b>	<b>work</b>	today.

We usually use the contractions **don't** and **doesn't** in conversation.

# Taking it one layer at a time

## 12.5 Questions with *Have To* and *Need To*

A

### YES/NO QUESTIONS

*do / does*    subject    *have to / need to*    base form verb

1	Do	I / you / we / they	have to	leave	now?
2	Does	he / she / Maria	need to	work	today?

### SHORT ANSWERS

Yes,	you / I /	do.
No,	we / they	don't.
Yes,	he / she	does.
No,		doesn't.

B

### WH- QUESTIONS

*wh- word*    *do / does*    subject    *have to / need to*    base form verb

3	What time When	do	we	need to	get	there?
4	How long Why Where	does	he	have to	wait?	

# Contrasting at the beginner level

## 12.3 Suggestions with *Why Don't You / We*

We can use *why don't you* or *why don't we* to make a suggestion.

base form verb

1	Why don't you	sit	down?
2	Why don't we	go	somewhere?

A

3 A: You look tired. *Why don't you sit* down?  
B: Good idea. I think I will.

4 A: I'm bored. *Why don't we go* somewhere?  
B: Sure. Where should we go?

*Why don't you* has a softer meaning than *should*.

STRONGER, MORE DIRECT MEANING

5 A: I want to go out, but I have a test tomorrow.  
B: You *should* stay home and study. You can go out tomorrow.



SOFTER, LESS DIRECT MEANING

6 A: *Why don't you* get some rest? You'll feel better.  
B: Thanks. That's a good idea.



B

# Pulling it all together

## WRAP-UP

**A | GRAMMAR IN READING** Read this article. Underline the forms of *should*, *have to*, *need to*, *can*, and *must*.

### Tips for Travelers

#### 1. Packing

Are you traveling to several places? You don't want to carry a heavy suitcase around, so you should plan your trip carefully. Maybe you don't really have to take that winter coat. Sometimes it's better to take two sweaters. Do you really need that fancy dress? Maybe you can just bring a simple dress and a nice piece of jewelry. And you definitely don't have to carry your heavy guidebook<sup>26</sup>. Read it *before* you go. Then photocopy the important pages.



#### 2. Airplane comfort

Airplanes are noisy, crowded, and uncomfortable, but you don't have to suffer<sup>27</sup> on your trip. A pair of good headphones will reduce the noise so you can enjoy your music and videos.

You don't have to eat the terrible airplane food. Bring your own food. Or order the vegetarian choice. It won't be as heavy, and you'll feel better. You should wear comfortable shoes, but don't wear sandals on the plane. They won't protect your feet.



# Pulling it all together

**Write about It** Complete these statements about the article on page 329. There are many possible answers. Compare your sentences with a partner.

ACCORDING TO THE WRITER . . .

1. Sometimes travelers have to take public transportation in a strange city.
2. Travelers shouldn't \_\_\_\_\_.
3. Travelers don't have to \_\_\_\_\_.
4. Travelers should \_\_\_\_\_.

**B | GRAMMAR IN SPEAKING** Work with a partner. Complete this chart with your partner's responses.

TRAVEL ADVICE	
When I travel . . .	My partner's name: _____
1. What should I bring on the airplane?	
2. What should I always pack?	
3. What shouldn't I bring?	
4. What should I do in a new city?	
Complete these sentences about your native country.	Native country: _____
5. Visitors should . . .	
6. Foreign visitors have to . . .	

# Putting it all together

## 11.8 Summary of Modals I

### OVERVIEW OF MODAL USES

		CAN	COULD	BEABLE TO	MAY	WOULD	WOULD LIKE
ABILITY / POSSIBILITY	PAST	—	✓	✓	—	—	—
	PRESENT	✓	—	✓	—	—	—
	FUTURE	✓	—	✓	—	—	—
ASKING PERMISSION		✓	✓	—	✓	—	—
REQUESTS		✓	✓	—	—	✓	—
DESIRES, OFFERS, AND INVITATIONS		—	—	—	—	—	✓

You will learn more uses of modals in Unit 12.

MODALS	USES	EXAMPLES
CAN	Ability / Possibility	Can you swim? I can't see you. She can visit tomorrow.
	Asking Permission	Can I sit here?
	Requests	Can you call me later? Can they take me home? Can she bring her parents?
COULD	Past Ability	My grandfather could play the piano. Could you hear him? I couldn't come to class yesterday.
	Asking Permission	Could I have the car keys?
	Requests	Could you help me with this?
MAY	Asking Permission	May I ask a question?
WOULD	Requests	Would you say that again?
WOULD YOU LIKE (TO)	Offers and Invitations	Would you like a cup of tea? Would you like to call back later?
BEABLE TO	Present Ability	I'm able to open my files. She's able to understand me. They're able to attend the meetings. He isn't able to be here. We aren't able to help you.
	Past Ability	He was able to fix my car. They were able to finish on time. I wasn't able to call you. We weren't able to start.
	Future Ability	I'll be able to do this later. He'll be able to talk to you. They won't be able to work on Tuesday.

## Extension Activity: Wall of Fame

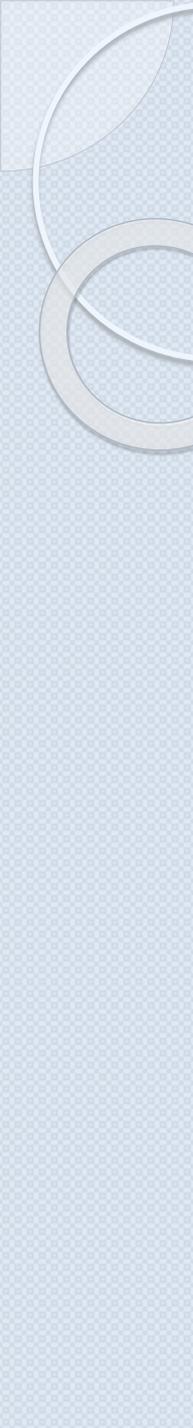
CAN

We especially can't afford the  
Prices at the Café. (Yolani)

Aflac can pay you claim  
the next day. (Nhu)

Every<sup>one</sup> knows parrots can talk. (Thuy)

As you can see, the average  
age of first-time brides and grooms  
declined from 1890 to about 1950 (Vy)



# Modals at the intermediate level.

# Noticing through text / Simple analysis

## WARM-UP

**A** | Read these conversations. Where does each one take place? Tell your classmates.

### Overheard Conversations

1. A: **May** I help you with something?  
B: Yeah. Where **can** I find the laundry detergent?  
A: It's in Aisle 5.  
B: **Could** you check for me? I looked, but I **can't** find it anywhere.
2. A: I'm sorry, but you **can't** bring that bag on board.  
B: OK. So what **should** I do?  
A: You **can** give it to me. I'll check it for you.
3. A: That doesn't look right on him.  
B: He **might** want to try a smaller size.  
A: **Would** you grab one for us?  
B: Of course.

**B** | Answer these questions about the conversations above.

1. The words in **blue** are modals. What verb form comes after a modal?
2. How do you form a negative statement with a modal?
3. How do you form a question with a modal?
4. Is there a different form of the modal for a third-person singular subject?
5. Are these statements about the past, present, or future?

# Help students notice genre



**5 | Giving and Refusing Permission with *Can* and *Can't*** Complete these statements with *can* or *can't* and a verb from the box. (More than one answer may be possible.) **6.3 A**

## THE PERSON IN CHARGE<sup>5</sup>

### Bus driver to passenger

1. Please move back behind the line. You \_\_\_\_\_ *can't stand* \_\_\_\_\_ in this area.
2. Keep your transfer<sup>6</sup>. You \_\_\_\_\_ it again.

### Boss to employee

3. You \_\_\_\_\_ home a little early today. We're not busy.
4. You \_\_\_\_\_ personal calls during work hours.

### Security guard to amusement park guest

5. This area is full right now. You \_\_\_\_\_ a new line over there along the fence.
6. I'm sorry. You \_\_\_\_\_ your food on the ride. The trash cans are over there.

### Police officer to driver

7. You \_\_\_\_\_ this way. We're closing the street.
8. You \_\_\_\_\_ your car over there. See where the other cars are?

### Parent to child

9. You \_\_\_\_\_ whatever you want. It's your money.
10. You \_\_\_\_\_ candy every day. It'll ruin<sup>7</sup> your teeth.

bring  
buy  
come  
eat  
go  
make  
park  
stand  
start  
use

bring  
buy  
come  
eat  
go  
make  
park  
stand  
start  
use

# What would you say?

**52 | Asking for a Favor** Write a request for a favor for each situation. Use *can*, *could*, or *may* and a *to-* infinitive. Then compare ideas with a partner. **6.11 B**

1. Your professor is speaking very fast.

*I'm sorry. Can I ask you to speak more slowly?*

2. You are leaving a restaurant. You drop your keys and they land under someone else's table.

3. You are trying to study in the library and someone is humming.

4. You meet an author and you want him to sign your book.

5. You are trying to hear a lecture, and someone near you is making a lot of noise.

6. You are at a movie and someone sits down in front of you. She is wearing a large hat.

7. Someone calls you when you are very busy.

8. You want to eat lunch at a table in the cafeteria. Someone has spread books and papers all over the table.

9. You want something at the market that is on a high shelf. There's a tall person standing next to you.

10. You forgot your glasses and can't see from the back of the classroom. All of the seats in front are taken.

# Go deeper into shades of meaning and use

## 6.8 Advice with *Should*, *Ought To*, and *Had Better*

A	<p>1 You <b>should try</b> the new café. It's fantastic.</p> <p>2 It's nice to see you. We <b>ought to visit</b> more often.</p> <p>3 You'd <b>better hurry</b>. You're going to miss the meeting.</p>	<p>We make suggestions or give advice with <b>should</b>, <b>ought to</b>, and <b>had better</b>, as in 1 – 3.</p> <p>Notice: We usually shorten <i>had better</i> to 'd better, as in 3, especially in speaking.</p>
B	<p><b>SHOULD</b></p> <p>4 You <b>should call</b> your mother. She's lonely.</p> <p>5 You <b>shouldn't drink</b> so much soda. It's bad for you.</p> <p>6 <b>Should I apply</b> for this scholarship?</p> <p>7 What <b>should I take</b> for a sore throat?</p> <p><b>OUGHT TO</b></p> <p>8 You <b>ought to try</b> these strawberries. They're fantastic.</p>	<p>We use <i>should (not)</i> to give advice or to say that something is a good idea, as in 4 – 5. We also use <i>should</i> to ask for advice, as in 6 – 7.</p> <p><i>Ought to</i> is similar to <i>should</i>, but we use it much less often, as in 8. Notice:</p> <p><b>ought to</b> + the base form of a verb</p> <p><b>WARNING!</b> We do not usually use <i>ought to</i> in negative statements or questions.</p>
C	<p><b>ADVERBS FOR SOFTENING ADVICE</b></p> <p>9 You <b>should probably call</b> him tomorrow.</p> <p>10 You <b>probably ought to read</b> the instructions.</p> <p>11 <b>Maybe</b> you <b>should take</b> the other class.</p> <p>12 <b>Perhaps</b> you <b>should call</b> a lawyer.</p>	<p>We sometimes use the adverbs <b>probably</b>, <b>maybe</b>, and <b>perhaps</b> to soften advice we give. Notice:</p> <ul style="list-style-type: none"> <li>• We can use <b>probably</b> after <i>should</i>, as in 9.</li> <li>• We can use <b>probably</b> before <i>ought to</i>, as in 10.</li> <li>• We can use <b>maybe</b> and <b>perhaps</b> at the beginning of a sentence, as in 11 – 12.</li> </ul> <p><i>Perhaps</i> is less common and sounds more formal.</p>
D	<p><b>HAD BETTER</b></p> <p>13 Mother to son: You <b>had better be</b> home by 11. (= If you aren't home by 11, you're going to get in trouble.)</p> <p>14 They'd <b>better finish</b> the roof soon. It's going to rain next week.</p> <p>15 I'd <b>better not stay</b> any longer. I'm going to be late!</p>	<p>We use <i>had better (not)</i> to give strong advice, as in 13 – 15.</p> <p>We often use <i>had better</i> to emphasize that something needs to happen soon. It often suggests that if the person doesn't follow the advice, something bad will happen.</p> <p><b>WARNING!</b> <i>Had better</i> does not refer to the past, even though it uses <i>had</i> (the past of <i>have</i>).</p>

# Teaching natural responses

## 6.4 Offers with Can, Could, May, and 'll

<p><b>STATEMENTS</b></p> <p><b>A</b></p> <p>1 A: I <b>can take</b> you to the airport. B: Great! Thanks!</p> <p>2 A: I <b>could make</b> those calls if you want. B: Thanks so much! I really appreciate that.</p> <p>3 A: I'm going to be late for work. B: I'<b>ll give</b> you a ride. My car is right outside.</p>	<p>We often use statements with <b>can</b> and <b>could</b> to make offers, as in 1 – 2.</p> <p>We also make offers with <b>will</b> using the contraction <b>'ll</b>, as in 3.</p>			
<p><b>QUESTIONS</b></p> <p><b>B</b></p> <p>4 A: <b>Can I open</b> the door for you? B: Please!</p> <p>5 A: <b>Could we help</b> you with that? B: That's OK. I've got it.</p> <p>6 A: <b>May I take</b> your jacket? B: Thank you.</p> <p>7 Store clerk: <b>How may I help</b> you?</p>	<p>We also use questions with <b>can</b>, <b>could</b>, and <b>may</b> to make offers, as in 4 – 6. Notice:</p> <p style="text-align: center;">← MORE POLITE →</p> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">can</td> <td style="padding: 5px;">could</td> <td style="padding: 5px;">may</td> </tr> </table> <p>Store clerks often use <b>how</b> with offers of help, as in 7.</p>	can	could	may
can	could	may		

### POSITIVE RESPONSES

Positive responses can be less formal, as in 8 – 9, or more formal, as in 10 – 11.

- 8 A: I'll lend you my notes.  
B: Thanks!
- 9 A: May I help you put things away?  
B: Yes, please.
- 10 A: I could come in early tomorrow.  
B: Great. It's so nice of you to offer.
- 11 A: Could I get you a cup of coffee?  
B: Thanks. I really appreciate that.

### NEGATIVE RESPONSES

For negative responses, it sounds impolite to just say no. Instead, we usually use an expression like the ones in 12 – 15.

- 12 A: Can I take you home?  
B: That's all right.
- 13 A: I can pay for the tickets.  
B: That's OK, but thanks for offering.
- 14 A: Could I get you a pillow?  
B: That won't be necessary. Thanks.
- 15 A: Can I call someone for you?  
B: No, but thanks anyway.

# Practicing longer responses

 **14 | Usage Note: Using Several Responses** Listen to the note. Then do Activities 15 and 16.

When responding to an offer, we often use several expressions to give a longer (and more polite) response.

A: Can I help you with that?

B: Thanks. I appreciate that. It's so nice of you to offer.

A: Can I help you with that?

B: That's all right, but thanks anyway. I'm OK.

 **15 | Identifying Responses** Listen to the offers and responses. Check (✓) *Yes* for positive responses and *No* for negative responses. Then listen again and write each response. Practice the conversations with a partner. **6.4 C**

- |  | YES                                 | NO                       |
|--|-------------------------------------|--------------------------|
| 1. A: Can I get the door for you?<br>B: <i>Thank you. That would be great.</i> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. A: Could I help you with that?<br>B: _____                                  | <input type="checkbox"/>            | <input type="checkbox"/> |

# Teaching modality

## Adverbs

### 9.8 Expressing Certainty with Adverbs

Another way to express certainty is with **adverbs**. Different adverbs express different degrees of certainty.

**definitely / clearly** = I am certain.

**apparently** = I'm almost certain. The evidence suggests this is true.

**probably** = This is very possible.

**maybe / perhaps** = This is possible.

Notice the placement of adverbs, as in 1 – 8.

#### SENTENCES WITH A SIMPLE VERB

	subject	adverb	main verb	
1	My sister	probably	knows	the answer.
2	She	apparently	works	for that company.

#### SENTENCES WITH *BE* AS A MAIN OR HELPING VERB

	subject	be	adverb	
3	We	are	definitely	going to change our plans.
4	This	is	clearly	very important.

#### NEGATIVE SENTENCES

	subject	adverb	negative verb	
5	Sam	probably	won't be	home tonight.
6	The discussion	clearly	isn't going	well.

#### SENTENCES WITH *MAYBE / PERHAPS*

	adverb	subject	verb	
7	Maybe	they	took	the bus.
8	Perhaps	Lela	isn't	interested.

A

# Teaching modality

## Adverbs

**31 | Adding Adverbs** Read the first sentence of each pair. Add *clearly, apparently, probably, definitely,* or *maybe* to the second sentence. (More than one answer may be possible.) **9.8 A**

1. The student is failing his classes. He doesn't understand the material.  
probably  
^
2. They took a popular dish off the menu. There are going to be a lot of complaints.
3. Pablo has a lot of soccer trophies<sup>23</sup>. He's a good player.
4. The students finished the test in ten minutes. It was too easy.
5. The children left most of their food on the plates. They didn't like it.
6. I'm not sure where she is. She went to the store.
7. The audience is laughing and cheering. They love the show.
8. That coffee shop has opened five new stores in this area. It is doing very well.
9. Everyone is reading that book lately. It is a big seller.

**Think about It** Take turns reading your sentences above aloud with a partner. If your adverb choices are different, discuss whether they both make sense.

# Teaching modality

## Linking Verbs

### 9.7 Expressing Certainty with Linking Verbs

#### SEEM, LOOK, AND SOUND

- A**
- 1a He **must be** tired. He keeps making mistakes.  
1b He **seems** tired. He keeps making mistakes.
- 2 A: Did you like the cake? It **looked** delicious.   
B: It was!
- 3 A: I'm afraid to take that class. It **sounds** really difficult.  
B: Really? I think it **sounds** interesting.

Sometimes we use the linking verbs **seem**, **look**, and **sound** to express fairly strong certainty, as in 1a – 1b. This is similar to a **modal** meaning.

We usually use:

- **look** for things we can see, as in 2
- **sound** for things we have heard or read about, as in 3

Notice: We usually use adjectives after linking verbs.

#### LOOK LIKE AND SOUND LIKE

- B**
- 4 This **looks like** a good idea. I think we should try it.  
5 The new plan **sounds like** an answer to our problems.  
6 They're ahead by two goals. It **looks like** they are going to win.  
7 It **sounds like** you'll really enjoy it. 

We can also use **look like** and **sound like** to express certainty. These expressions are often followed by:

- a **noun phrase**, as in 4 – 5
- a **clause**, as in 6 – 7

# Genre: Speaking vs. Writing

## 6.12 Contrasting Modals in Speaking and Writing

The uses of the modals described in this unit are more common in speaking than in writing.

In everyday conversation, we often choose more informal modals or similar expressions, as in 1a – 4a.

A

	MORE INFORMAL
1a	I <b>want to inquire</b> about the receptionist job.
2a	<b>Can</b> you please <b>send</b> me the form?
3a	<b>Can</b> you <b>help</b> me? 
4a	Please call me at 401-555-0134.

When we do use the modals from this unit in writing, we often choose a more polite form, as in 1b – 4b.

	MORE POLITE
1b	I <b>would like to inquire</b> about the receptionist job.
2b	<b>Could</b> you please <b>send</b> me the form?
3b	I <b>would appreciate</b> your help. 
4b	<b>Could</b> you please <b>call</b> me at 401-555-0134?

B

### USING *MAY* FOR PERMISSION IN WRITING

- 5 Passengers **may use** the bike rack on the back of the bus.  
6 Passengers **may not bring** bicycles onto the bus.

We rarely use **may** for permission in speaking. When we do, it usually sounds very formal and unnatural. However, we do use *may* in writing to give and refuse permission, as in 5 – 6.



**54 | Making Requests in Writing** Rewrite these sentences so that they are appropriate for more formal writing. **6.12 A**

### WRITTEN CORRESPONDENCE

1. Please let us use your letter in our advertising.  
*Would you please let us use your letter in our advertising?*
2. I want to meet with you about a possible salary increase.
3. Can I return this item?
4. I want to ask about any internship possibilities.
5. Please reply as soon as possible.
6. Will you call me at your earliest convenience?



# Genre: Academic Writing

The academic use of “can” and “may”

The academic use of “would” for “used to”

## 9.11 Using Modals in Writing

### CAN AND MAY FOR POSSIBILITY

- A**
- 1 February **can be** very cold in this area. Temperatures often **drop** below zero. (= Perhaps not every day in February is cold.)
  - 2 Active worker bees only **live** for a few weeks, but the queen bee **may live** for a year or more. (= Not every queen bee lives more than one year.)
  - 3 Many visitors **come** through the museum's doors, but they **may not see** all of the exhibits.

We usually use the **simple present** to talk about facts and make general statements. However, we sometimes use the modals **may** and **can** to make our writing more exact, as in 1 – 2. With the modal, the statement describes what happens some of the time (not always).

We also use the negative form of *may* this way, as in 3.

### WOULD FOR PAST HABITS

- B**
- 4 When I was young, I **would fall** asleep on the sofa and wake up in my bed.
  - 5 In my old neighborhood, the kids **would play** in the street until sunset.
  - 6 My father **used to work** until 7 or 8 in the evening. We **would** always **wait** until he got home to eat dinner. I **used to get** so hungry! But Mom **wouldn't let** us eat dinner until he got there.

We sometimes use **would** in writing to describe past habits and things we often did. However, we usually introduce the past time before using *would*. For example:

- In 4 – 5, **When I was young** and **In my old neighborhood** introduce the past context.
- In 6, the first sentence with **used to** tells us that we are talking about the past.

It is very common to use *used to*, *would*, and the simple past together.

**WARNING!** We cannot use *would* to describe a past state. *He used to live in Miami.* (NOT: ~~He would live in Miami.~~)

# Would vs. Used to

**46 | Using *Would*** Read these sentences. Rewrite six of the sentences with *would* instead of *used to*. Two of the sentences would not be correct with *would*. **9.11 B**

## Ancient Rome

1. Much of western and central Europe used to be part of the Roman Empire.
2. The Romans used to build roads to the areas they conquered.
3. They used to bring their advanced plumbing technology with them.
4. They used to fight huge battles with thousands of soldiers.
5. Rich Romans used to eat food imported from Asia and other parts of Europe.
6. They used to lie on couches while they ate.
7. They used to decorate their houses with colorful mosaics<sup>25</sup>.
8. Rome used to be the center of power in the Western world.



mosaic

## Mini-lessons in a Writing Class

Do a mini-lesson on *used to* and *would* in a writing class just before students turn in their second drafts.

- Have students underline uses of *used to*. Ask them to see if they can replace any with *would*.

# Practice, practice, practice

## Open-ended activities

**D | ROLE-PLAY** Work with a partner. Write a conversation for each picture. Use the modals from this unit. Include five or six lines in each conversation.



# Scaffolding with flow charts

## Scaffolding with flow charts

**24 | Using *Would Like* + Noun Phrase + *To-* Infinitive** Write ten sentences using information from this chart and your own ideas. **6.6 A**

I'd like	movie theaters my friend radio stations textbook writers the administration the cafeteria the management the new student the teacher	to begin . . . to bring . . . to explain . . . to help . . . to make . . . to offer . . . to open . . . to play . . . to prepare . . . to show . . .
----------	--	---

*I'd like the administration to explain the new schedule.*

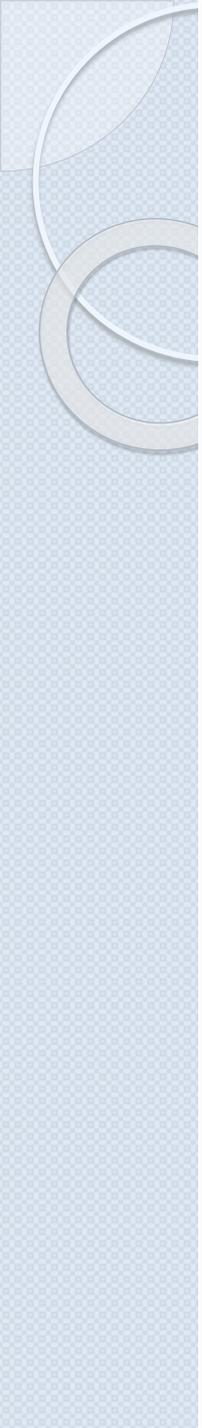
Grammar Journal

## Extension Activity: Collocations

Use the phrases below for your next grammar journal. Add words *before* and *after* the phrase.

1. can certainly be
2. can often feel
3. can't stand waiting
4. can't imagine why
5. can't believe that
6. can't afford to buy
7. so that we can deal with

- English can certainly be challenging.
- I can't stand waiting in line.
- I can't believe that you're in love with him!
- I can't afford to buy a new car.
- We need to talk so that we can deal with the problem.



**Modals at the high-  
intermediate level.**

# Past modals

## 3.5 Past Certainty

We can use **modal + have + the past participle of a main verb** to express probability in the past, as in 1 – 8. As with present and future modals, we often give evidence or a reason for our degree of certainty.

		POSITIVE	NEGATIVE
STRONGER CERTAINTY	<i>must have/ must not have*</i>	1 They <b>must have seen</b> us. We were only a few feet away from them.	2 She's not up yet. She <b>must not have set</b> her alarm clock.
	<i>couldn't have</i>	—	3 It was the first time you met her. You <b>couldn't have known</b> about her problems.
WEAKER CERTAINTY	<i>may have/ may not have*</i>	4 I'm not sure why he went home early. He <b>may have been</b> tired.	7 She <b>may not have noticed</b> the stop sign. It was very dark.
	<i>might have/ might not have*</i>	5 You <b>might have seen</b> him. Did you notice a guy in a blue jacket?	8 They didn't do the project correctly. They <b>might not have understood</b> the directions.
	<i>could have</i>	6 The temperature differences <b>could have affected</b> the data, but we're not sure if they did.	—

\*We don't usually contract *must not*, *may not*, and *might not*.



## 20 | Identifying Time Frames Circle the modal forms. Then check (✓) the time frame. 3.5 A

GLOBAL WARMING	PAST	PRESENT	FUTURE
1. We <b>might see</b> more extreme weather in the coming years.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The earth's temperature may have risen too much to stop the effects of climate change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Past human activity must have helped change the climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Natural weather cycles could also have contributed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The Arctic ice should continue to melt at the same speed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. New energy policies could affect the speed of global warming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Although the earth is warmer, the weather can be colder in particular areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Climate may be difficult to predict, so scientists have developed complicated models to help them with predictions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Think about It** What kinds of information in each sentence above helped you identify the time frame?

# Tying time frames and meaning together

## Time frames and meaning

- 12** **Using Will, Would, or Would Have** Complete the conversations below with *will*, *would*, or *would have* and the correct form of a verb from the box. Use contractions where you can. (More than one answer is possible.) Then practice with a partner. **3.2A-C**

be    call    come back    eat    have    like    pay    stay

### CAFÉ CONVERSATIONS

- A: Sorry I'm late. I would have called you, but my phone is dead.  
B: That's OK.
- A: So what are you getting?  
B: I think I \_\_\_\_\_ the garden salad.
- A: This place is kind of expensive.  
B: Don't worry. I \_\_\_\_\_ for this.
- A: Are you leaving already?  
B: I \_\_\_\_\_, but I have a class in 15 minutes.
- A: This place is fantastic.  
B: Yeah, I know I didn't know about it or I \_\_\_\_\_ here before.
- A: Could you excuse me for a moment? I \_\_\_\_\_ right back.  
B: Of course.
- A: So what did you think of this place?  
B: It was great. I \_\_\_\_\_ absolutely \_\_\_\_\_ again.
- A: I think I'll get dessert.  
B: I \_\_\_\_\_ some pie, but I don't have time.



**Think about It** What helped you choose between *will*, *would*, and *would have* in the conversations above? Share ideas with your classmates.

# Level-appropriate pronunciation practice

## Pronunciation of modal + *have*

 **33 | Pronunciation Note: Modal + *Have*** Listen to the note. Then do Activity 34.

When we use *have* after a modal, we usually pronounce it as /əv / or /ə/.  
*have* /əv/      *have* /ə/

- |                                    |                    |                                 |    |                                 |
|------------------------------------|--------------------|---------------------------------|----|---------------------------------|
| 1 She couldn't have known.         | <i>sounds like</i> | "She couldn'tuv known."         | or | "She couldn'tuh known."         |
| 2 They should have called earlier. | <i>sounds like</i> | "They shoulduv called earlier." | or | "They shoulduh called earlier." |
| 3 I would have told him.           | <i>sounds like</i> | "I woulduv told him."           | or | "I woulduh told him."           |

You don't have to use the reduced form, but you need to understand it in conversation.

 **34 | Using *Could Have*, *Would Have*, and *Should Have*** Listen and write the complete verb for each sentence. Then listen again and repeat. **3.6 B**

- |  |                                |
|--|--------------------------------|
| 1. Marcia <u>should have come</u> to dinner with us. | 4. You _____ out for the team. |
| 2. She _____ enough money.                           | 5. They _____ ready.           |
| 3. I _____ with you.                                 | 6. He _____ that.              |

# Adding a new form

## Progressive Modals

### 3.9 Modals with Progressive Verb Forms

A

#### MODALS OF CERTAINTY OR PROBABILITY

- 1 The medical treatment **must be working**.  
She's getting better.
- 2 This is an old address. He **may not be living**  
there anymore.
- 3 It **might be confusing** at first, but you'll get it eventually.
- 4 The company is going bankrupt. Thousands of  
employees **could be losing** their jobs soon.
- 5 She didn't hear the phone ring. She **might have  
been sleeping**.
- 6 The government shut that company down. It **must have  
been operating** illegally.
- 7 He **must know** that already. (NOT: ~~He must be knowing...~~)

We can use **progressive verb forms with modals** to express degrees of certainty, as in 1 – 6. This form is more common in speaking than in writing. For present forms, we use:

modal + (not) + be + the -ing form of the main verb

For past forms, we use:

modal + (not) + have been + the -ing form of the main verb

We don't usually use non-action verbs such as *believe*, *own*, and *know* in the progressive, as in 7.

B

#### MODALS OF ADVISABILITY

- 8 You **should be spending** more time on your work.
- 9 I don't know why they're upset. They **ought to  
be celebrating**.
- 10 You **should have been listening** while the teacher was talking!

We can also use the progressive verb forms with *should* and *ought to* when we are:

- giving advice or making recommendations in the present, as in 8 – 9
- making past counterfactual statements, as in 10

# Adding a new layer

## Combining simple modals and phrasal modals

### 3.8 Combining Modals

#### SIMPLE MODAL + PHRASAL MODAL

- A**
- 1 I **would be willing to pay** for better service.
  - 2 We **may be able to develop** strategies to overcome this problem.
  - 3 Students **should be allowed to form** their own groups.
  - 4 Have you called your cousin? He **might be able to fix** that computer for you.
  - 5 Physicians **must be permitted to practice** medicine the way they choose.
  - 6 City workers **will have to wait** until next year for a salary increase.

We generally do not use two simple modals together. However, we can use most **simple modals** together with a **phrasal modal**, as in 1 – 6.

SIMPLE MODALS		PHRASAL MODALS
can	could	be able to
may	might	be allowed to
will	would	be permitted to
—	should	be required to
must	—	be willing to
		have to

**WARNING!** We do not usually combine *can/could* with *be able to* or *can* with *have to*.

# The flavors of *could*

## 22 | Usage Note: Different Uses of *Could* and *Could Have* Read the note. Then do Activity 23.

We can use **could (not)** and **could (not) have** to express many different present, past, or future meanings.

### PRESENT OR FUTURE TIME

- A Possibility: This class **could** really **help** you with your writing.
- B Weaker certainty: He **could be** at work now, but it's pretty early. He's probably still at home.
- C Strong negative certainty: She **couldn't be** the manager. She's too young!

### PAST TIME

- D General ability: When I was a kid, I **could understand** Spanish.
- E Possibility (counterfactual): We **could have visited** my parents but we didn't have time.
- F Weak certainty: I don't know how many people were at the lecture. There **could have been** 20 or 30 maybe.
- G Strong negative certainty: They **couldn't have fit** more people in the lecture hall. It was really crowded.

## 23 | Identifying Meanings of *Could* Label each sentence A, B, C, D, E, F, or G according to the meanings in Activity 22. **3.5 A**

1. I guess I didn't study enough. I could have passed that test easily. E
2. They say it could snow tomorrow. \_\_\_\_
3. I don't see the dictionary. Malai could have taken it to school. \_\_\_\_
4. He could lift a hundred pounds easily when he was younger. \_\_\_\_
5. I'm not sure who ate the cookies. It could have been my brother. \_\_\_\_
6. Don't eat that. It could be spoiled. \_\_\_\_
7. I could start working tomorrow. \_\_\_\_
8. She could have a lot of money in the bank, but I doubt it. \_\_\_\_
9. In those days, you could travel many miles without seeing a city. \_\_\_\_
10. She's exhausted. She couldn't have worked any harder last night. \_\_\_\_
11. She couldn't have written that. That's not even her handwriting. \_\_\_\_
12. That looks like my sister, but it couldn't be her. She doesn't even live in



I didn't study enough.

# Mini-lessons before the first draft

....so that I can.....  
...so that you can...

Use “so that I can” to show your purpose or intention for doing something. Use “so that you can” to show the importance or result of your suggestion.

## EXAMPLES:

I need to speak English *so that I can continue my education.*

I'm getting a BA in business administration *so that I can find a better job.*

You should try to make friends *so that you can feel more comfortable in America.*

## A. Finish these sentences with your own ideas. Use *so that I/you can* + verb.

1. I'm taking classes at North Harris *so that I can improve my English.*
2. I want to open my own small grocery store
3. I will work hard and persevere
4. When you make cheating notes, use small paper
5. You need to adapt to American culture

## B. Now write a sentence for your essay below. Use *so that I/you can*. Use this sentence in your essay and underline it.

---

---

## Mini-lessons before the first draft

analysts which encourages me to achieve my great

dream career when I get stressed. Furthermore,

I want to participate in some finance clubs so

that I can improve my knowledge of finance

and leadership skills easily

Goal

<sup>well</sup>  
<sup>panel</sup>  
Career door. I will have to complete

all the generalist doctor classes with excellent

grade so that it will be easy for me to ✓

get a job. Medical career has a lot of job

opportunities and demands so the employer do not

just look for people degree but they also check

their grades. yes!

# Error correction: Form & Meaning

**5 | Error Correction** Correct any errors in these sentences. (Some sentences may not have any errors.)

## 3.1 A

1. You must to think about that a little more carefully.  
*You must think about that a little more carefully.*
2. Sal should calls the office in the morning.
3. When do I should place the order?
4. They can to see both sides of the argument.
5. I think the corporations should trying a little harder to solve this problem.
6. Passengers don't must stand near the doors when they are opening and closing.
7. Do students supposed to eat and drink in the library?

**25 | Error Correction** Correct the errors with modals in these sentences. Some sentences have errors in form, and some have errors in meaning.

1. They might go to the celebration last night, but I didn't see them there.
2. He could have gone to work tomorrow. He's not very sick at all.
3. I don't know where your keys are. They must be in the kitchen.
4. It's a good thing she raised so much money. Otherwise, she could lost the election.
5. It's 9 a.m. The store can be open, but I'm not sure.
6. This book is torn. The baby could do it. He was looking at it this morning.
7. We saw someone who looked like you on Friday, but we knew it can't be you.
8. They may not had enough time to finish yesterday.

# Grammar Throwdowns

1. Social friends can easy to find.
2. The government should to help those who are illiterate and poor.
3. In high school, I could have an honest friend. I always felt comfortable around her.
4. They able to accept feedback from other people and act upon it.
5. When I was a child, I would live in Mexico and play with my friends.

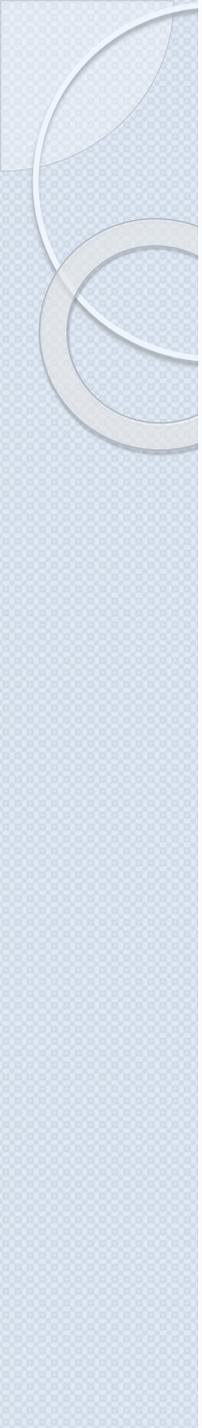
1. Social friends **can easy** to find.
2. The government **should to help** those who are illiterate and poor.
3. In high school, I **could** have an honest friend. I always felt comfortable around her.
4. They **y a** able to accept feedback from other people and act upon it.
5. When I was a child, I **would** live in Mexico and play with my friends.

# Extension Activity: Key Sentences

## Key Sentences – Modals

Directions: Use the chart below to collect examples with the modals in the left column. Use examples that help YOU remember how to use them.

Certainty	
will	I <u>will</u> always love you.
must	You <u>must</u> be joking!
can't	This <u>can't</u> be the right place. I think we're lost.
couldn't	Is that Brad Pitt in the hallway? It <u>couldn't</u> be!
may	I <u>may</u> get a degree in engineering. I'm not sure.
might	My family <u>might</u> travel to Costa Rica this summer.
Advisability	



# Modals at the advanced level.

**1**

**Narrating and Describing**

**5**

**Softening or Strengthening  
a Position**



# What is hedging?

*“Hedging has been...used to refer to devices which qualify the writer's expression. Essentially it represents an absence of certainty and is used here to describe any linguistic item or strategy employed to indicate...a lack of commitment to the truth value of an accompanying proposition or a desire not to express that commitment categorically.”*

-Ken Hyland

# Not limited to persuasive essays

## Introduction from a process essay:

### **Releasing Stress**

Moving to America from a foreign country can be a stressful experience. I am not the exception. I moved to Houston by myself six years ago without my parents' support. Sometimes, I felt like giving up and wanted to go back to my country. I did not have

## Body paragraph from a classification essay:

High class people are a wealthy group of people. They live in posh areas. They are able to live in these areas because they may be celebrities, politicians or business executives. They usually have their own security system in their luxurious houses and vehicles. In addition, their mentalities are

# Not limited to persuasive essays

## Conclusion from a cause-effect essay:

Many Spaniards, after have reached a comfortable and easy life in the U.S., decide to go back to Spain for three main reasons such as missing their culture, being with their family and being able to obtain great jobs in their country. This can be surprising, but in fact, it isn't so strange. In general, people are used to surround themselves with people who are similar to them, and this is easier between people with the same nationality. In addition, family is very important to Spaniards, so being far from them is a heavy load that is more and more heavy with time. Maybe Spaniards are silly by deciding to return to Spain where they will never have the same professional success possibilities as in America or maybe they are only looking for their happiness.

# Modals for Hedging

Despite this range of structures for hedging, modals are a particularly important kind of hedge:

- Hedging is the main function of modals in academic writing.
- Corpus studies which modals are among the most frequent hedges.

## RESEARCH SAYS...

The modals *may*,  
*could*, *might*, and *would*  
are among the most  
common hedges in  
academic writing.



# The challenge for non-native speakers

*“Foreign students find the expression of commitment and detachment to their propositions notoriously problematic and a failure to hedge statements adequately is a common feature of L2 writers, even those who have a good control of English grammar and lexis.”*

-Ken Hyland

# Show how we hedge

## 5.1 Overview of Softening or Strengthening a Position

### USING HEDGES TO SOFTEN A POSITION

In academic writing, accuracy is important. We therefore use **hedges**—words and phrases that soften or limit statements—to help make sure that our statements are not inaccurate. Hedges help us avoid being too general or broad and in this way enable us to express our claims more precisely. Compare:

#### STATEMENT WITH A HEDGE

1a "Individualistic" cultures **tend to** emphasize personal responsibility. 

#### STATEMENT WITHOUT A HEDGE

1b "Individualistic" cultures emphasize personal responsibility.

A

- 2 The test **appears to be somewhat too difficult** for students at that level. Of the 137 students who took the test, 36 (or 26 percent) failed.
- 3 Rock formations that **seem to have been shaped by flowing water** suggest that Mars **may** once **have been** much warmer than it is today.
- 4 **In some studies**, chemicals in the water were linked to bee deaths.
- 5 It **is often** a good thing that people say exactly what they think online, especially about injustice that they see around them.
- 6 **Most patients** with severe depression have responded to psychotherapy. 

Hedges can soften statements in various ways, including by:

- using words that express possibility (rather than certainty), such as *appears* in 2 and *seem*, *suggest*, and *may* in 3.
- saying that our evidence is in some way limited, as in 4.
- saying that the situation is not true all the time, as in 5.
- saying that the situation is not true for everyone or everything, as in 6.

Notice: We can use several hedges in a sentence, as in 2 (two hedges) and 3 (three hedges).

# Show how we hedge

## 5.2 Hedging with Modals

**Modals** may be the most common type of hedge in academic writing. They are useful as hedges because they can express different degrees of belief, probability, and possibility.

### MAY, MIGHT, CAN, COULD

We often use *may*, *might*, *can*, and *could* to express the idea that a situation is only probable or possible, as in 1 – 11.

<i>may, might, can, could</i>	1 Prekindergarten programs <b>may be</b> especially beneficial for children from low-income families.
	2 In the future, education <b>might be valued</b> for its own sake.
	3 These early childhood factors <b>might explain</b> the children's later difficulties.
	4 When blood is prevented from reaching the heart, a heart attack <b>can result</b> .
	5 These new technologies <b>could increase</b> health-care costs without significantly improving the quality of care.

In **negative sentences**, we use *may* or *might* + **not**, as in 6 – 7.

<i>may not, might not</i>	6 The fight for an ethical Internet <b>may not yet be</b> a lost cause.
	7 The increased number of applicants <b>might not result in</b> higher enrollments.

A

In past real conditionals and other statements about **possible situations in the past**, we use *may have*, *might have*, or *could have* + **past participle**, as in 8 – 9.

<i>may have, might have, could have</i>	8 The twentieth century <b>may have been</b> the bloodiest century in history.
	9 If different species of early humans used the same kinds of tools, they <b>could have used</b> them in different ways.

In **past unreal conditionals**—conditionals about imaginary situations in the past—we use *might have* or *could have* + **past participle**, as in 10 – 11.

<i>might have, could have</i>	10 If the Archduke Franz Ferdinand had not been assassinated in 1914, World War I <b>might have been avoided</b> . . . The Austro-Hungarian Empire <b>might not have collapsed</b> .
	11 If he had not gotten medical treatment in time, he <b>could have lost</b> his eyesight.

# Getting students to notice

**5 | Noticing Hedging with Modals** Underline the modal hedges (modal + main verb) in these passages. **5.2 A-B**

1. A wild grizzly bear<sup>14</sup> was spotted in the Bitterroot area of Montana and Idaho, suggesting that a viable<sup>15</sup> population of grizzlies might still exist there. If confirmed, this discovery would mean a lot more protection for the area under the Endangered Species Act.
2. A number of people believe that Titan, Saturn's largest moon, might have an environment that is suitable for life but where life has not yet started. So Titan can give us a glimpse of what our planet might have looked like a few billion years ago before life began. In that sense, it might even tell us what our roots are and how we came about.
3. In the Guanajuato region of Mexico, an increase in soil erosion in the second half of the eighteenth century could have been directly associated with an expansion of agriculture. It could be, then, that an increase in flooding at this time was an indirect result of the increased population in the area. Silver mining activities also may have contributed to flooding. Indeed, the devastating 1760 flood in Guanajuato may have been associated with intense mining around that city, though it appears that a severe storm event may have been a direct cause of this flood.

## RESEARCH SAYS...

The modals *may*, *could*, *might*, and *would* are among the most common hedges in academic writing.



# Scaffolding accuracy

**6 | Hedging with Modals** Rewrite these statements, using the modals in parentheses to hedge the statements. Make any necessary changes. **5.2 A–B**

## ILLEGAL DOWNLOADING OF INTELLECTUAL PROPERTY<sup>19</sup> (MUSIC, MOVIES, BOOKS, ETC.)

1. Technology is advancing far too quickly for intellectual property law to keep up. (might)
2. According to pessimists<sup>20</sup>, the idea of intellectual property has come to an end because of new technologies and near-universal Internet access. (may)
3. The introduction of peer-to-peer<sup>21</sup> file sharing—for example, with Napster in 1999—has been a particularly important technological change. (might)
4. For young people today, file sharing seems like simply a usual way of obtaining movies, music, books, and other material. (can)
5. Many young people—and others—don't see it as wrong to download a movie for free rather than pay for it on Netflix. (might)
6. We are not able to clearly analyze the effects of technological changes so far. (may)
7. As a result of illegal downloading, musicians have experienced a decrease in income. (may)
8. Now that the technology of streaming is more common, the frequency of illegal downloading has declined. (might)
9. Illegal downloading actually helps musicians by giving them more exposure. (could)
10. To combat<sup>22</sup> illegal downloading, one option is to establish educational programs in the field of ethics<sup>23</sup> and intellectual property. (would)
11. By discussing ethical issues, students will gain an awareness of the consequences of illegal downloading. (should)
12. However, the ethical issues, like the effects of the changes, are not as clear as some believe. (might)

### GET READY TO READ

You are going to read an article about the ethics of illegal downloading.

# Grammar for Essay Writing

## FINAL WRITING ASSIGNMENT

### Write a Proposal Argument Essay

#### Your Task

Illegal downloading raises many issues, as you saw in the article at the beginning of the unit, including, for example, the issues of being able to share materials on the Internet and of fair payment to artists and companies. What should be done to address illegal downloading generally or some issues that it raises? Ideas about a solution depend in part on your views on the ethics of illegal downloading. Write a five-paragraph proposal argument essay. In your essay, argue that illegal downloading or some aspect of illegal downloading is right or wrong, and argue against the opposing position. Incorporate the ideas of one or more of the philosophers in your argument, either as support for your argument or as ideas that you are arguing against. Then, based on your argument about ethics, propose a solution to illegal downloading generally or to some issues it raises.

#### Alternative Task

Write a five-paragraph proposal argument essay on an ethical issue and a possible solution for addressing the issue. You might write about an ethical issue involving the Internet or about any other ethical issue that interests you. In your essay, present your position on the ethical issue and at least one argument against an opposing position. Incorporate the ideas of the philosophers, either as support for your position or as ideas you argue against. Then, based on your argument about ethics, propose a solution to the ethical issue in general or to some important aspects of the issue.



Go to the Online Writing Tutor for a writing model and to write your assignment.

**A | Planning** Reread the paragraphs that you wrote for Writing Assignments I and III. Think about what your position on the ethics of illegal downloading is. Then complete this chart.

My position on the ethics of illegal downloading	
Reasons that I could give in support of my position (including philosophers' ideas)	
Reasons that someone else might give against my position (including	

# Remind students

## **E** | **Writing Note: The Language of Argument** Read the note. Then do Activity F.

Language that is common in strong argument essays includes the following:

- **Hedges** (See Charts 5.2–5.3.) Hedges help writers to show readers that they are being accurate and that they are expressing the strength of their claims appropriately.
- **Boosters** (See Chart 5.3.) Through boosters, writers strengthen their arguments by, for example, making clear to readers that the writer's points are important or that the writer holds a position strongly.
- **Signposting words that involve readers** By using imperatives and other words that address the reader, writers can keep readers engaged in their argument.  
e.g., *Note that, Consider, Think about*
- **Signposting words that show the argument structure** These words help readers to follow your argument by showing them how you have organized it.  
e.g., *First, Second, Finally, One reason, Another reason, For example, To summarize, In conclusion*
- **Introducing a source** By connecting your claims to particular experts or research evidence, these phrases serve to both boost and hedge.  
e.g., *According to \_\_\_\_\_, As \_\_\_\_\_ says, \_\_\_\_\_ argues that*
- **Introducing a concession**  
e.g., *It is true that, It is highly likely that, I agree that, I would acknowledge that*
- **Introducing a point you will refute and your refutation**  
e.g., *It has been said that, It might be thought that, However, Although it has been said that \_\_\_\_\_, I would argue that*
- **Repeating key words** also helps show argument structure and increase coherence.

# Targeted Peer Review

## 5.6 Summary Chart for Proofreading

### SOME COMMON HEDGES

may, might, could  
suggest, tend  
seem, appear  
think, assume  
some, many  
sometimes  
possible, possibly  
possibility

### SOME COMMON BOOSTERS

will, must  
show  
all, no  
always  
certain, certainly  
clear, clearly  
obvious, obviously  
actually  
the fact that

### PROOFREADING QUESTIONS

Are **hedges** and **boosters** used where appropriate and not overused?

Do **hedges** make your claims more precise and accurate?

Do **boosters** express certainty and help emphasize important points?

### EXAMPLES

1 (from the conclusion of a study of the costs of illegal downloading) Calculations of the costs of illegal downloading that don't also consider the benefits will **probably** be inaccurate. Furthermore, a policy of labeling as criminal an entire generation of young Internet users **may** itself have **significant** costs in the long run.

2 (from an argument against illegal downloading) While downloading one song **may** not feel like that serious a crime, the cumulative impact of millions of songs downloaded illegally—and **without any** compensation to **all** the people who helped to create that song and bring it to fans—**is devastating**.

Do you use the **passive** and **empty it** to improve cohesion, to focus and emphasize elements, and to move long clauses to the end of sentences?

3 Social scientists can promote this policy by addressing several specific issues. First, it is important to identify individuals most at risk as well as explanations.

4 Regular participation in aerobic exercise **has been shown** to decrease overall levels of tension, elevate and stabilize mood, improve sleep, and improve self-esteem. About five minutes of aerobic exercise can begin to stimulate anti-anxiety effects.

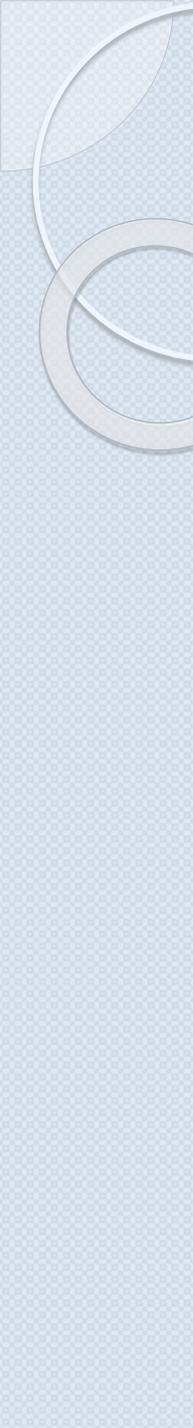
## Extension Activity: Analyze Outside Sources

- Have students **collect examples** of modals from **outside sources** to share and analyze.
  - What is the context?
  - What do these examples have in common?
  - Which meaning of “could” is this?
  - What is another way the writer/speaker could have said this? How would it change the meaning?

# Wrap-Up: Check your understanding

Take the quiz again: True or False?

1. Modals naturally collocate with other words.
2. Certain modals are more commonly found in writing.
3. “Modal” and “modality” mean the same thing.
4. I said the word “modal” more than 150 times during this webinar.



# Do you have any questions?

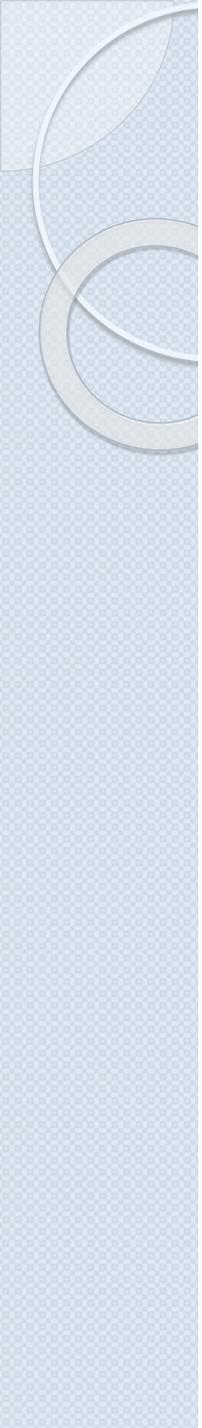
At the end of this webinar, we will have a little time for questions.

Please feel free to write down/type in any questions you may have.

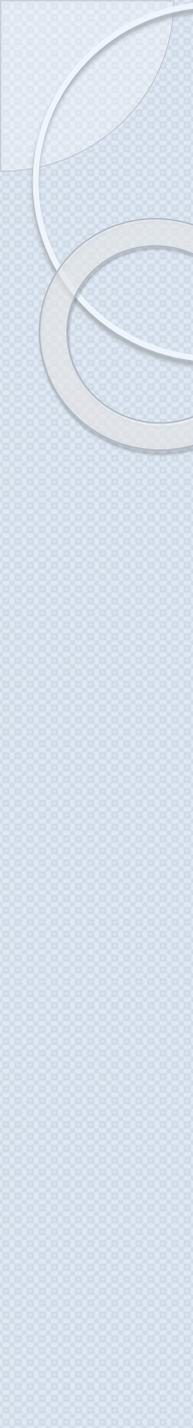
# Handout for this Webinar

Please feel free to download the handouts provided with this Webinar for the following information:

- A review of Form, Meaning and Use principles from this presentation
- Links to websites for English collocations
- A review of the extension activities
- An example grammar mini-lesson
- References cited in this webinar



Your questions...



Thank you for your  
kind attention!

Blog – *English Endeavors*

<http://englishendeavors.org>

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