

CHAPTER

10

Modals

10.1 MODALS

- Dialogue Advice
- Line-Ups
- What Can I Do with It? (Using *can*)
- Are You the One? (Using *can*)
- Stop Me, Please!
- Role Play
- Class Rules

10.2 PAST PROGRESSIVE MODALS

- Knock at the Door

10.3 REVIEW

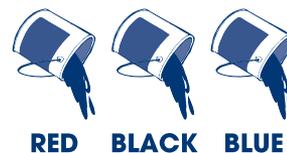
- Board Game
- Riddles
- Modal Madness

1. DIALOGUE ADVICE

Materials: None

Dynamic: Teams

Time: 10 minutes



- Procedure:**
1. Divide the class in half, and have the students form two lines on either side of the classroom. The first student in each line then comes to the center of the room.
 2. The two students converse with each other as in the examples, with one student stating a problem, and the other giving advice.

Examples:

Student A: What's wrong?

Student B: I have a headache.

Student A: You should go home and take some aspirin.

Student A: What's the matter?

Student B: I have to take my driver's license test, but my car isn't working.

Student A: You should try to postpone the test.

4. The two students then go to the ends of their respective lines, and the next two students converse. Continue the play until all students have had a chance, or until you reach a certain time limit.

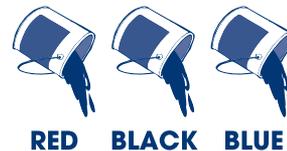
NOTE: *You may want to give the class a topic, such as health, family matters, or transportation, or leave the conversation open-ended.*

2. LINE-UPS

Materials: Worksheet 61

Dynamic: Whole class

Time: 20 minutes



- Procedure:**
1. Copy the worksheets (using two colors of paper) and cut them into individual cards so that you have one card for each student, or make your own 3" x 5" cards in two colors. (Using two colors makes it easier to give directions and see that everyone is where he/she should be.) You will need only one worksheet if you have 12 or fewer students.

2. Call all students holding one color card to the front of the class and have them form a line. This is the question line. The other students come forward and stand in front of a student in the question line.
3. The students in the question line read the questions on their cards to the classmates in front of them. The students in the answer line must give advice. After answering a question, the students in the answer line move to the next position. The students in the question line do not move. Continue until the students in the answer line are back where they started (they have given advice to all the students in the question line). Now the students change positions. The students who answered questions are now the question line. They take out their cards to ask questions, and the opposite students answer.
4. As a follow-up, ask each student to summarize the kind of advice he/she received. In a lower class, you might just ask each student for one piece of advice he/she received.

3. WHAT CAN I DO WITH IT? (Using *can*)

Materials: None

Dynamic: Whole class

Time: 10 minutes



- Procedure:**
1. Explain that a volunteer will leave the room. While this student is gone, you will give the class a word. When the volunteer returns, he/she will try to guess the word from class clues. The students will give clues using “can.”
 2. When everyone understands the game, ask for a volunteer to leave. Write a word on the board and solicit clues from the class.

Example: **Word:** eggs
 Clues: You can find them on a farm.
 You can cook them.
 They can break if you drop them.

If you want, go over strategy, such as using more general clues first and saving very specific ones (such as “They can be found under chickens”) until last.

3. When you have solicited approximately five clues, erase the words on the board and call the volunteer back in. The class members take turns giving their “can” clues. The volunteer tries to beat the class by guessing the word before all the clues are given.

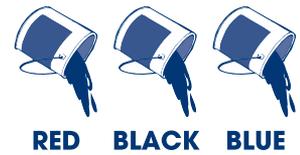
SUGGESTED WORDS: *eggs, fish, aspirin, gloves, paper clips, bicycle, thermometer, turn signal*

4. ARE YOU THE ONE? (Using *can*)

Materials: Worksheet 62

Dynamic: Whole class

Time: 20 minutes



- Procedure:**
1. Give every student a copy of the worksheet.
 2. The object is for students to find someone who can give them a *yes* answer to each question. When they get a *yes* they write that student's name in the space. If they get a *no* answer, they continue to search for someone who will say *yes*.
 3. Go over some of the answers as a closure.

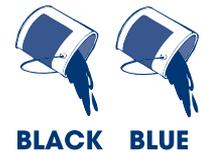
NOTE: *This same idea can be used with **Human Bingo**. See Chapter Five for sample worksheets of both **Are You the One?** and **Human Bingo**.*

5. STOP ME, PLEASE!

Materials: Bottles to use as props

Dynamic: Whole class

Time: 10 minutes



NOTE: *This short warm-up or review activity involves the entire class, but takes only 5–10 minutes.*

- Procedure:**
1. Begin by telling the class they can speak to you using negative modals only. On the board, list several possibilities, such as
You don't have to . . .
You must not . . .
You don't need to . . .
You should not . . .
 2. Set up a group of small bottles in front of you. On one, attach a skull and crossbones picture, or write the word *poison* on an easy-to-see label.
 3. Tell the students that you need to put eyedrops in your eye (or take some aspirin, etc.), but you don't have your contact lenses in, so you can't see very well.
 4. Pick up the bottle with the poison label, saying "This must be the right bottle!" and act as if you are going to use it. If no one tries to stop you, draw out the activity a little longer before finally asking if anyone has something to say to you. (You might say "Is this the right bottle?" "Can anyone help me? I can't read the label." or "Do you think this is the right one?")

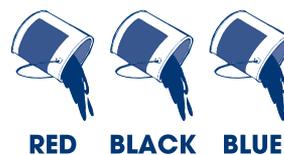
6. ROLE PLAY

Materials: Worksheet 63

Dynamic: Pairs

Time: 20 minutes

- Procedure:**
1. Put students into pairs, and give each pair a card from the cut-up worksheet.
 2. The pairs read their situation and plan a role play. They must use some modals in their role play, but are not limited to any in particular.
 3. Check with the pairs to see how they are doing. When everyone is prepared, the pairs come to the front and role play their situations. The class states what situation is being portrayed.



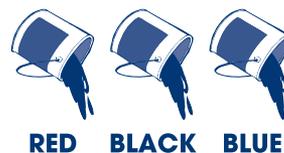
7. CLASS RULES

Materials: None

Dynamic: Small groups

Time: 10 minutes

- Procedure:**
1. Divide the class into groups of three or four.
 2. The groups are to make a list of rules for the class that are fair for both students and teacher. Encourage them to use modals and the future.
 3. A member of each group writes the group's rules on the board. As a class, decide which rules they would all accept.



10.2

PAST PROGRESSIVE MODALS

1. KNOCK AT THE DOOR

Materials: 3" x 5" cards

Dynamic: Pairs

Time: 20 minutes

- Procedure:**
1. Model two or three **Knock at the Door** situations.



Examples:

Teacher: I knocked at my friend's door at 6:30 this morning. He came to the door with a razor in his hand, wearing half a beard and half a mustache.

Student: He must have been shaving.

Teacher: I knocked at my friend's door at 10:30 last night. She came to the door with the TV remote control in her hand, and I could hear loud music in the background.

Student: She must not have been studying for the big grammar test we have today.

- Put students in pairs and have each pair write 3–5 **Knock at the Door** situations on their index cards.
- Circulate and circle the two best situations on each card. Have the student pairs share them with the class.

SUGGESTION: *Instead of step 3, the pairs can pick their two favorite situations to share with the class.*

10.3

REVIEW

1. BOARD GAME

Materials: Worksheets 64A, 64B, and 64C
One die per group, one marker per student

Dynamic: Groups

Time: 20 minutes

- Procedure:**
- Divide the class into groups of approximately four. Give each group a copy of the worksheet appropriate to the class level and a die, plus one marker for each student in the group.
 - The students take turns rolling the die and moving the indicated number of spaces. They follow the directions on the space they land on. If they land on a blank space, they stop and wait for their next turn.
 - The first student in each group to reach the end is the winner.

NOTE: *Instead of using the worksheets, you may want to make your own to review the forms you have covered in class.*



2. RIDDLES

Materials: None

Dynamic: Pairs

Time: 15 minutes



- Procedure:**
1. After working with modals of advice, possibility, and obligation, write the following riddle on the board and see if students can answer the question.

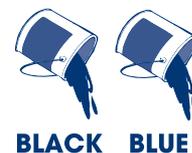
She can listen to music or watch a movie.
She must have a ticket.
She doesn't have to stay in her seat.
She must not smoke.
She should relax and enjoy herself.
Where is she? *In an airplane.*
 2. Have the students work in pairs and use the above structure to make riddles of their own. They can conclude with the questions *Where is she/he?* or *Who is she/he?* (with professions).
 3. You can use the completed riddles in several ways.
 - a. Collect the riddles, check for mistakes, and redistribute them to new pairs. The pairs discuss the riddle and write their answer on the paper before checking with the writers.
 - b. Have each pair read their riddle aloud, and have the whole class guess the answer.
 - c. Have each pair write their riddle on the board or tape it to the wall. The other students circulate, read, and write their guesses.
 4. The riddles can then lead into a discussion of errors or of the different answers that came up as a result of the activity.

3. MODAL MADNESS

Materials: Worksheets 65A, 65B, and 65C
Dice and markers

Dynamic: Small groups

Time: 45 minutes



- Procedure:**
1. Arrange students in groups of three or four. Give each group a game board, situation sheets, answer key, and die, plus one marker per student.
 2. The first student rolls the die, moves his/her marker the appropriate number of spaces, and reads aloud the situation from Worksheet 65C that corresponds to the numbered space.

3. The student then follows the directions, using an appropriate modal.

Example:

Student A lands on block 14. The instructions read:

One of your partners is homesick. Make a possible suggestion to help him/her.

Student A replies: You could call your family more often.

4. Other students in the group check the answer key to see if the modal used is acceptable. If it was correct, the student waits for his/her next turn, then goes again. If it was incorrect, the student misses his/her next turn.
5. If a student lands on a number that has already been done, he/she automatically advances to the next “new” (previously unused) number.
6. If a student lands on FREE CHOICE, he/she can choose any situation number.
7. The winning student or team is the first one to land on MODAL HEAVEN. (The numbers on the playing board are repeated to provide for maximum practice.)



Worksheet 61: LINE-UPS



<p>My girlfriend/boyfriend is going to make dinner for me, and she/he is an awful cook! What should I say?</p>	<p>There's some money left on a table after everyone leaves class. What should I do?</p>
<p>If I arrive at class 30 minutes late, should I go in?</p>	<p>I just met my sister's new boyfriend. He's very impolite, and I don't like him. What should I say to her?</p>
<p>I didn't pass my test today. What should I do?</p>	<p>My boyfriend/girlfriend just broke up with me. What should I do?</p>
<p>It's very cold today. What should I wear?</p>	<p>I want a pet, but I don't know what kind to get. What kind of pet do you recommend?</p>
<p>I didn't have time to eat breakfast this morning. Now I'm in class, and my stomach is growling. What should I do?</p>	<p>My friend wants me to go to a party, but I'm very tired and I don't know the other guests. Should I go?</p>
<p>I just won a lot of money in Las Vegas! How should I spend my money?</p>	<p>My car always breaks down on the highway. What should I do?</p>

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Worksheet 61: (CONTINUED)



I feel sick, but we are about to take a test. What should I do?

I have a headache. What should I take?

I left my books on the bus. What should I do?

I did my homework, but my dog chewed it up. I don't think the teacher will believe me. What should I do?

I lost a library book. What should I do?

I feel very sick, but I don't have a doctor. What should I do?

I have a toothache. What should I do?

I ruined my sister's favorite shirt by getting ink on it. Should I tell her?

Your sister tells you she just had a fight with her husband and asks for your advice. What should you say?

You forgot your boyfriend/girlfriend's birthday, and now he/she is outside your door. What should you do?

You are having lunch with an old friend from school when your jealous boyfriend/girlfriend walks in. What should you do?

Your car runs out of gas at 2:00 A.M., and you have no money with you. What should you do?



Worksheet 62: ARE YOU THE ONE?

Make questions of the phrases, using can. If a student answers yes, write his/her name on the line. If a student answers no, continue looking for a yes answer.

1. play the piano _____
2. use chopsticks _____
3. identify the president of the
United States _____
4. snowski _____
5. make a strawberry shortcake _____
6. speak Japanese _____
7. use a computer _____
8. arrange flowers _____
9. sing your national anthem _____
10. give directions to the library _____



Worksheet 63: ROLE PLAY



Book a room in a hotel.

Ask someone to go on a date with you.

Persuade someone to lend you money.

Ask someone to return something he/she has taken.

Get a noisy neighbor to be quiet.

Ask for directions to somewhere.

Explain to a police officer why you were speeding.

Explain to one of your parents how the big dent got on the family car.

Convince your friend to go to the movie you have chosen.

Explain to the teacher why you don't have your homework.

Make a reservation for a large group at an expensive restaurant.

Explain how you want your hair cut.



Worksheet 64A: BOARD GAME (LOW LEVEL)

START →		Talk about something you can do well.	What is something you could do when you were little that you can't do now?	ROLL AGAIN	GO BACK 4 SPACES ↓
Describe something you know how to do that your partners do not. ↓	LOSE A TURN		What should you do this weekend?	What do adults have to do that children do not have to do?	←
→		What did your parents tell you that you must do?	GO AHEAD 3 SPACES	What must you do to get a driver's license?	What would you like to see in the United States? ↓
What kind of weather might we have tomorrow? ↓	ROLL AGAIN		What must you do to get into a university?	What will you do after class?	What can a millionaire do that you cannot do? ←
→	What might you do when you finish this English program?	LOSE A TURN	What can you do that a family member cannot do?		GO AHEAD 1 SPACE ↓
What should you stop doing? ↓		Where would you like to have lunch today?		ROLL AGAIN	←
→	What do students have to do?	What are you going to be able to do next year?	LOSE A TURN	What can a magician do?	YOU WIN!!!!

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Worksheet 64B: BOARD GAME (INTERMEDIATE LEVEL)

START →	What is something a parent ought to tell a child?	ROLL AGAIN		Describe some activity that you can do well.	What is something you had better do tonight? ↓
LOSE A TURN ↓		What can you find in a deli?	What could you do in your country but not here?	GO BACK 4 SPACES	What is something you must not say in class? ←
→	GO AHEAD 2 SPACES	What could you do if you had a car?		Discuss something you have got to do soon.	↓
↓	What might you do if a dog starts to chase you?	What must you do to get a good grade?	ROLL AGAIN	What is something children must not do?	←
→	GO BACK 2 SPACES	What will you do next summer?	What does a teacher not have to do?	LOSE A TURN	What is something a millionaire does not have to do? ↓
↓	What is something you must not ask an American?	What can you do very well?	What should you do to lose weight?	What can you do to avoid a traffic ticket?	←
→	GO BACK 5 SPACES	What shouldn't you eat?	ROLL AGAIN	How many countries can you name?	YOU WIN!!!!



Worksheet 64C: BOARD GAME (HIGH LEVEL)

START →		What may I borrow from you?	What are you supposed to do for your family?	ROLL AGAIN	What can you do by yourself? ↓
What are you used to doing? ↓	LOSE A TURN	What could you do if you do not understand your teacher?	What is something you might do if it rains?		Where are you to be at 8:00 tomorrow? ←
GO AHEAD 3 SPACES →	What would you rather do than study?			What did you use to do as a child?	GO BACK 2 SPACES ↓
↓	What must your best friend be doing right now?	What is something you must not talk about?	LOSE A TURN		What is something you might not do ever? ←
GO AHEAD 4 SPACES →			What must a doctor have?		How many languages can you speak? ↓
↓	What is an adult supposed to do?	What does a pet owner have to do?	ROLL AGAIN	GO AHEAD 2 SPACES	What can you tell your best friend but no one else? ←
GO AHEAD 4 SPACES →	Whose advice should you listen to?	Where can you find people to speak English?	How much money have you been able to save this year?	What must a person bring to your country?	↓
YOU WIN!!!!		GO BACK 4 SPACES		What is something a person ought to know before visiting your country?	Would you rather see a movie or watch a video? ←

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Worksheet 65A: MODAL MADNESS (REVIEW)

ANSWER KEY:

1. would, will, could, can
2. may, could, can, would you mind
3. would, will, could, can, would you mind
4. must, have to, have got to
5. must not
6. do not have to
7. should, ought to, had better
8. had better
9. should have (or should not have) + past participle
10. should have (or should not have) + past participle
11. be supposed to
12. be supposed to, be to
13. let's, why don't, shall I/we
14. could
15. must be
16. may be, might be, could be
17. had to
18. can, be able to
19. could, was able to
20. couldn't be, can't be
21. must not be
22. may not be, might not be
- 23a. must have + past participle
- 23b. may have, might have, could have + past participle
24. must have + past participle
25. may have, might have, could have + past participle
26. should, ought to
27. may, might, could
28. used to + verb
29. be used to
30. would
31. would rather



Worksheet 65B: MODAL MADNESS (REVIEW)

START	FREE CHOICE	5	4	3	FREE CHOICE
1	6		FINISH!		2
2	7		MODAL HEAVEN		1
3	8		28		31
4	9		27		30
5	10		26		29
6	11		25		28
7	12		24		27
8	13		23		26
9	14		22		25
10	15		21		24
11	16		20		23
12	17		19		22
13	FREE CHOICE		18		FREE CHOICE
14				20	
FREE CHOICE	15	16	17	18	19
					FREE CHOICE

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Worksheet 65C: MODAL MADNESS (REVIEW)

Situations

1. Invite one of your partners to go to a specific restaurant for lunch.
2. Make a polite request to take an extra turn in this game. Use “I” as the subject.
3. Politely request that one of your partners run to a nearby coffee shop to get you a cup of coffee.
4. Tell one of your partners three things that are necessary for you to do.
5. Prohibit one of your partners from cheating in this game.
6. Tell all of your partners that it’s not necessary to stand and applaud when your grammar teacher enters the room. (But if they want to get an A, it’s a good idea.)
7. Give one of your partners some advice: he/she has been invited on a date by a teacher of the opposite sex. (The teacher is attractive, and your partner likes him/her.)
8. Give one of your partners some very strong advice: if he/she doesn’t like grammar class, but likes the rest of the program, . . .
9. One of your partners didn’t go to bed early enough last night because he/she went to a disco. He/She is yawning in class today. Tell him/her that it was a mistake to go to bed so late.
10. One of your partners went jogging on the beach and lost his/her car keys. Tell him/her it was a mistake to have the keys in his/her pocket.
11. In North American classrooms, students are expected to actively participate. Tell your partners this.
12. The teacher strongly expects the students to arrive for class on time, with their homework finished. Tell your partners.
13. Suggest to your partners that you all play hockey from your next class.
14. One of your partners is homesick. Make a possible suggestion to help him/her.
15. Your favorite classmate isn’t in class today. You are 95 percent sure you know the reason. Tell your partners.
16. What time is it in your home country? Tell your partners what your family/friends are perhaps doing right now. (You are less than 50 percent certain.)



Worksheet 65C: MODAL MADNESS (REVIEW) (CONTINUED)

17. Tell three things that were necessary for you to do before you left your hometown.
18. Tell three things you have the ability to do well.
19. Tell three things you had the ability to do well when you were younger.
20. Tell what you think one of the people you live with is *not* doing right now. You are 99 percent sure.
21. Same as #20, but you are 95 percent certain.
22. Same as #20, but you are less than 50 percent certain.
23. Bad luck! You have to follow both these instructions to continue the game:
 - Your classmate had a car accident last week. Why do you think it happened?
 - You are 95 percent sure.
 - You are less than 50 percent certain.
24. Your teacher was 45 minutes late for class yesterday. Why? (You are 95 percent certain.)
25. Same as #24, but you are less than 50 percent sure.
26. You are 90 percent sure your friend will do well on the midterm exam. Tell him/her.
27. You are less than 50 percent sure that you will win money when you gamble in Las Vegas next weekend. Tell your partners.
28. One of your classmates came to class late every day for the first four weeks of class, but now he/she is always on time. Tell your partners about this past activity that is no longer true.
29. Tell what people in your family are accustomed to eating for breakfast.
30. Before you came to this school, you went dancing every weekend with your friends. Tell your partners about this repeated action from the past.
31. Tell your partners which you prefer: coming to grammar class to see your wonderful, charming teacher or going to the beach to watch the sunset with your friends.