

# Unit 5

## More on modals

*Should* I have a hot dog or a salad? I *may* get both! Eh, Miss Liu goes on and on ... I wonder if I *might* borrow your notes.

Could you stop talking? We'd *better* listen to the teacher.



### Grammar in Context

Theme: Respect for others

Words by Theme



Read the following page in a brochure and answer the questions.

### Be Respectful<sup>1</sup> Online

A message from your Netiquette<sup>2</sup> Ambassador

① We can become good digital citizens by being more thoughtful<sup>3</sup>. To start with, here are some questions to ask yourself.

#### Do I show respect for others?

You should put yourself in other people's shoes<sup>4</sup>. Your message should be friendly and respectful. Before sending a message, you could first imagine how the recipient might feel. ② Ask yourself if it could hurt to receive such a message.

#### Do I respect others' privacy?

③ You must refrain<sup>5</sup> from prying into others' private lives. Respecting others online means you respect their opinions and privacy. ④ You ought to know the boundaries<sup>6</sup> and limits. However, you need not agree with everything they say.



#### Am I open-minded<sup>7</sup> enough?

The online world is a marketplace of ideas. You might think differently from other users. When facing disagreement, you could invite comments. ⑤ For example, 'Would you care to explain?'

Read sentences ① – ⑤. What do the modals express?

|                   | Ability | Request | Possibility | Necessity | Advice |
|-------------------|---------|---------|-------------|-----------|--------|
| ① <i>can</i>      | ●       | ○       | ○           | ○         | ○      |
| ② <i>could</i>    | ○       | ○       | ○           | ○         | ○      |
| ③ <i>must</i>     | ○       | ○       | ○           | ○         | ○      |
| ④ <i>ought to</i> | ○       | ○       | ○           | ○         | ○      |
| ⑤ <i>would</i>    | ○       | ○       | ○           | ○         | ○      |

## PART 1 Review of modals

We can use modals for different purposes. Refer to p.194 for a detailed summary chart.

| Ideas                   | Modals / Verbs | Examples   |
|-------------------------|----------------|--|
| Ability                 | can            | <ul style="list-style-type: none"> <li>I <b>can</b> do card tricks. (present ability)</li> <li>By the end of the course, you will find that you <b>can</b> cook like a chef. (future ability)</li> </ul> |
|                         | could          | Could he sing before his voice cracked? (past ability)   |
| Permission and requests | can            | Can I ask you a personal question? } <b>Could is politer than can.</b>   |
|                         | could          | Could I have the bill, please? }   |
|                         | may            | You <b>may not</b> leave until the exam has ended.   |
|                         | would          | Would you stand in the queue for a little while for me?  |
| Possibility             | can            | The Wi-Fi connection <b>can</b> fail at times. } <b>Could is less certain than can.</b>  |
|                         | could          | He <b>could</b> come by taxi or bus. }   |
| Rules and necessity     | must           | We <b>must</b> submit all the documents within a month.  |
|                         | have to        | We <b>don't have to</b> leave a tip in countries like Denmark and Iceland.   |



DRILL

### Exercise 1.1

Circle the correct modals or verbs. Complete the responses using the correct form of the given words.

- A: I can't focus. B: You could go \_\_\_\_\_ to the library. could / would—you-go
- A: How good is your Korean? B: \_\_\_\_\_ myself fluently. can / could—I-introduce
- A: Someone is at the door. B: \_\_\_\_\_ it, please? would / have to—you-answer
- A: Could you pull over here? B: Sorry, \_\_\_\_\_ the traffic rules. must / can—I-obey
- A: Oh, I made a mistake. B: \_\_\_\_\_ it? could / must—you-revise
- A: Latte art is easy to learn. B: Right. \_\_\_\_\_ too tricky. can / can't—it-be
- A: I'm not sleepy yet. B: But \_\_\_\_\_ early. have to / may—you-get up
- A: Is it OK to borrow your chair? B: \_\_\_\_\_ so if you want. may / would—you-do
- A: Was he able to sketch? B: \_\_\_\_\_ that well. would / could—he-do
- A: Do you need help? B: Yes. \_\_\_\_\_ for me when I'm on vacation?  
can / have to—you-cover



Level Up

### Exercise 1.2

Eric is writing an article. Complete the article by writing the letters (A–K) in the spaces provided.

- |                   |                          |                  |
|-------------------|--------------------------|------------------|
| A. have to decide | E. can speed up          | I. can help      |
| B. can pick up    | F. would you please show | J. can I stay    |
| C. could not give | G. must practise         | K. cannot muster |
| D. can record     | H. have to ask           |                  |



#### More to take away

cover (v.) = to do someone else's job when they are absent

## First steps in learning a new language with ease

Learning a language takes much time and effort. Therefore, many people (1)     **K** the energy to do so. I once asked my French teacher, 'Miss Laurent, (2)     me how I can improve my French in a short time?' She (3)     me an answer.

Of course, you (4)    , but practice itself does not make perfect. Language learners (5)     what they want to achieve first. For those who want to read widely, they (6)     the learning process by focusing on reading first. Similarly, travel lovers (7)     a spoken language by interacting with the locals. Also, you (8)     yourself: How (9)     motivated and keep learning? You (10)     a short presentation on a particular topic. Then ask your language teachers to comment on it. The feedback received (11)     you improve and achieve more.

## PART 2 Other uses of modals

Refer to p.194 for a detailed summary chart.

| Ideas       | Modals / Verbs    |                               | Examples  |
|-------------|-------------------|-------------------------------|---|
| Advice      | <i>should</i>     | less strong<br>↓<br>stronger  | <i>Should I study Chemistry for the next three years?</i>     |
|             | <i>ought to</i>   |                               | <i>You ought not (oughtn't) to pick your nose in public.</i>  |
|             | <i>had better</i> |                               | <i>You'd better apologise to Gloria as soon as you could.</i> |
| Suggestions | <i>could</i>      | more polite or<br>less direct | <i>We could take the shortcut to the shopping mall.</i>       |
|             | <i>might</i>      |                               | <i>You might want to reconsider the decision.</i>             |
| Possibility | <i>could</i>      | lower possibility<br>↓        | <i>Some allergic reactions could be fatal.</i>                |
|             | <i>might</i>      |                               | <i>There might be some changes in our work plan.</i>          |
|             | <i>may</i>        | higher possibility            | <i>You may catch a cold staying outside this late.</i>        |

### Reminder

We can use *may / might / could + have + past participle* to show how certain we are about the possibility of past events.

- *Ken is late. He may / might / could have missed the bus.* (It is possible that he has missed the bus.)
- *I thought I saw Ava this morning but it couldn't have been her—she has been out of town.* (It is NOT possible that the girl I saw was Ava.)

### Error Diagnosis

We always say *had better*, but not *have better*.

We ve better go now. ✗

We'd better go now. ✓

We use *had better* for advice, not for rules or necessity.


You'd better wear a seat belt. ✗

You must / have to wear a seat belt. ✓

Do not mix up *may be* and *maybe*.

He may be busy. ✓ (modal + verb to be)

Maybe he is busy. ✓ (adverb meaning perhaps)


**Exercise 2**

Circle the correct words for the following sentences. Write A, S or P in the boxes.

A: advice

S: suggestion

P: possibility

- This tiny tree ( mightn't / couldn't ) be the one we planted ten years ago.
- You ( would / could ) try the shop around the corner if you like bubble tea.
- My tutor ( may be / maybe ) very disappointed if I tell her the truth.
- You ( may / 'd better ) finish packing now. We're leaving in a minute.
- Tina ( ought to / may ) take a rest and drink some water if she wants to.
- ( Should / Ought to ) I invite Harold in? He's been waiting for a while.
- I ( could not / must not ) have any more cake. I am too full.
- Ray ( may / ought to ) take care of his health. He nearly fainted just now.
- She ( might oversleep / might have overslept ) this morning. She didn't answer my call.
- Perhaps you ( should / 'd better ) listen to your coach. He's more experienced.

P

**PART 3** Semi-modals

*Dare* and *need* are verbs, but they are grammatically identical to modals when used in questions and negative statements.

|             | Meaning                     | Examples   |
|-------------|-----------------------------|--|
| <i>dare</i> | having the courage to ...   | <i>Dare</i> you tell Margaret the truth? It may trouble her.<br>Little Louis <i>dare not</i> ( <i>daren't</i> ) sleep without the lights on. |
| <i>need</i> | having the necessity to ... | <i>Need</i> such a simple thing be repeated so many times?<br>You <i>need not</i> ( <i>needn't</i> ) speak so loudly. I can hear you.        |


**Exercise 3**

Jane and her dad are talking. Complete their conversation by underlining the best answers.

(1) ( Could / May ) you tell me where you're going?

You've just turned 14!

I (2) ( had better not / needn't ) let you know. I'm a grown-up.

I (3) ( daren't / don't have to ) tell you the truth.  
You (4) ( may / ought to ) go crazy.

Try. I (5) ( must / could ) be sensible.

I'm going to BTX's concert.

How (6) ( need / dare ) you keep that from me?  
I love them so much! May I go with you?

You (7) ( needn't / daren't ) do that if you're busy. But you (8) ( 've better / 'd better ) pay for my ticket!

## Grammar Wrap-up

Edmond is reading an advice column. Complete the column using the given words.

### ASK Aunt Lucy

Problems? Write to Aunt Lucy, P.O. Box 1234, Aberdeen Post Office



#### The Beginning of Wisdom: To Embrace Yourself and Others

dare not    may    ~~may not~~  
should    would

+

have    I-report    make  
you-please advise    speak up

**Q** I am studying abroad. My classmates sometimes make fun of my ethnicity and accent. They (1) \_\_\_\_\_ may not have \_\_\_\_\_ bad intentions, but I feel hurt and belittled. I

(2) \_\_\_\_\_ because this (3) \_\_\_\_\_ things worse.

(4) \_\_\_\_\_ the case? (5) \_\_\_\_\_ on this matter?

—ANGUISHED TEENAGER

cannot    might not    must  
need not    ought to

+

know    lose    report  
sympathise    talk

**A** You (6) \_\_\_\_\_ to your classmates about it first. They (7) \_\_\_\_\_ how badly you feel about their casual jokes. Without knowing, they (8) \_\_\_\_\_ with you. You (9) \_\_\_\_\_ heart. But when situations escalate, you (10) \_\_\_\_\_ the case.

dare not    had better  
could

+

clean up    he-have  
talk

**Q** My brother is criticising me all the time. He says I never do chores at home. Yesterday, he said that I (11) \_\_\_\_\_ my mess. I (12) \_\_\_\_\_ to anyone in such a bad manner. How (13) \_\_\_\_\_ the right to give orders to his elder sister?

—ANNOYED SISTER

can    have to    might  
could    should not

+

earn    be    want  
keep    have forgotten

**A** You (14) \_\_\_\_\_ calm and set an example for your younger brother. Was your brother really insulting you? He was just pointing out your mistake. He (15) \_\_\_\_\_ his manners since he is close to you. You (16) \_\_\_\_\_ mad at him. You (17) \_\_\_\_\_ to take his advice so that you (18) \_\_\_\_\_ his respect.



#### Brain Breaks

**Husband:** You should learn to embrace your mistakes.  
**Wife:** (gives him a long, big hug)

# Grammar in Pre-DSE Text Type

Theme: Respect for others

You are reading some guidelines prepared by a travel agency. Complete the guidelines by circling the best modals and filling in the blanks using the correct form of the given verbs.

appear   ask   assume   cause   conduct   educate   find   make  
panic   play   offend   show   speak   use   take

Words by  
Theme



## How to Behave<sup>1</sup> when Travelling Abroad: A Guide for the Perplexed<sup>2</sup>

When in a foreign country, you **(1)** ( must / may ) \_\_\_\_\_ show \_\_\_\_\_ respect for the locals. Reckless<sup>3</sup> disregard<sup>4</sup> for their way of life **(2)** ( has to / can ) \_\_\_\_\_ serious misunderstandings<sup>5</sup>—even if it **(3)** ( had better / may ) \_\_\_\_\_ unimportant from your point of view. However, you **(4)** ( needn't / can't ) \_\_\_\_\_ whenever you leap into the unknown. Here are some basic tips for being a respectful tourist.

### Preparations

A good traveller **(5)** ( ought to / dare ) \_\_\_\_\_ themselves. That means you **(6)** ( need / have to ) \_\_\_\_\_ information about your destination. You **(7)** ( must / could ) \_\_\_\_\_ simple research on the internet before the trip. A guidebook is another option. It usually includes the dos and don'ts at the destination.

### Travel etiquette<sup>6</sup>

Inexperienced tourists **(8)** ( dare / may ) \_\_\_\_\_ that they **(9)** ( can / might ) \_\_\_\_\_ photos of the locals without asking. But you **(10)** ( 've better / 'd better ) \_\_\_\_\_ safe. Once, a tourist snapped photos of the local diners in a restaurant. He **(11)** ( should / could ) \_\_\_\_\_ them without knowing.

### Language barriers

Do learn a few common phrases of the local language. You **(12)** ( have to / could ) \_\_\_\_\_ an online translation tool too. Be polite<sup>7</sup> when talking with the locals. For example, use **(13)** ( Would / Might ) you \_\_\_\_\_ louder?' when you miss something in a conversation. When you **(14)** ( needn't / daren't ) \_\_\_\_\_ strangers for directions, just think that you **(15)** ( might / had better ) even \_\_\_\_\_ new friends by interacting with them.



More to take away

etiquette (n.) = the standard set of rules about polite behaviour in a society, profession or social circle

We use modals or semi-modals to modify verbs to express the notions below:

- I **can** respect others' opinions. (ability)
- Sue **might** have left town. (possibility)
- You **ought to** listen to others. (advice)
- We **must** carry our ID cards. (rule)
- We **could** go for a walk. (suggestion)
- You **have to** knock first. (necessity)
- **May** I be excused? (permission)
- You **need not** worry. (necessity)
- **Would** you wait for a moment? (request)
- How **dare** you say that? (courage)

## Version 1

You are listening to a speech. Read the speech and pay attention to the underlined parts.

Good afternoon and thank you for joining the workshop.

As the chairperson of the Music Club, I'd like to show you how to comment on the works of the other members. **(1)** My suggestion is to review others' works respectfully.

The first thing to remember is that you're critiquing the works of other musicians. **(2)** Their tastes in music are likely to be vastly different from yours. So, the first step is to get to know the piece, such as its genre and theme. Politely ask the artist to explain. If you notice any inconsistencies between what the artist says and what the music sounds to you, just point them out tactfully. **(3)** A few blind spots are unavoidable.

Next, avoid making hasty judgements. Study the whole piece of music or song. **(4)** It is possible that the artist has evolved from an earlier style. **(5)** It is a good idea to learn about the background of the artist. In addition, **(6)** you're likely to miss out the artist's intent the first time you listen to the work. If the music has a rich texture, listen multiple times.

You might have a lot of ideas, **(7)** but it's impossible for you to cover everything in a short critique. Therefore, rather than the small details, focus on the big picture, such as your overall impression. **(8)** Also, you're welcome to give reasons for your compliments. For example, the singer performs well as he or she hits the high notes naturally.

Lastly, give positive feedback and constructive criticism. **(9)** Hearing only negative remarks without any suggestions for improvement is discouraging.

That's all for now. **(10)** The vice-chairperson is going to share his thoughts. Thank you.



## Version 2

Rewrite Version 1. There is ONE wrong modal or verb in each question. Cross out the wrong modals or verbs in brackets and complete the sentences.

Good afternoon and thank you for joining the workshop.

As the chairperson of the Music Club, I'd like to show you how to comment on the works of the other members. **(1)** You ( ~~must~~ / should / ought to ) review others' works respectfully \_\_\_\_\_.

The first thing to remember is that you're critiquing the works of other musicians. **(2)** Their tastes in music ( had better / may / can ) \_\_\_\_\_  
\_\_\_\_\_. So, the first step is to get to know the piece, such as its genre and theme. Politely ask the artist to explain. If you notice any inconsistencies between what the artist says and what the music sounds to you, just point them out tactfully. **(3)** There ( could / can / would ) \_\_\_\_\_.

Next, avoid making hasty judgements. Study the whole piece of music or song. **(4)** The artist ( may / might / should ) \_\_\_\_\_.  
**(5)** You ( should / must / had better ) \_\_\_\_\_  
\_\_\_\_\_. In addition, **(6)** you ( might / have to / can ) \_\_\_\_\_  
\_\_\_\_\_. If the music has a rich texture, listen multiple times.

You might have a lot of ideas, **(7)** but you ( needn't / don't have to / daren't ) \_\_\_\_\_  
\_\_\_\_\_. Therefore, rather than the small details, focus on the big picture, such as your overall impression. **(8)** Also, you ( could / might / should ) \_\_\_\_\_  
\_\_\_\_\_. For example, the singer performs well as he or she hits the high notes naturally.

Lastly, give positive feedback and constructive criticism. **(9)** It ( can / ought to / may ) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

That's all for now. **(10)** ( Might / Would / Should ) \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_? Thank you.

