

PART 6

Modal Auxiliaries

INTRODUCTION TO PART 6

In English, modal auxiliaries are used to add meaning to a verb. The following are the modal auxiliaries in English.

<i>can</i>	<i>may</i>	<i>must</i>	<i>shall</i>	<i>will</i>
<i>could</i>	<i>might</i>	<i>ought to</i>	<i>should</i>	<i>would</i>

A modal auxiliary is used mainly to show the speaker's attitude to what he or she is saying. For example, a modal auxiliary can express possibility or impossibility.

We could leave right now. (possibility)

The dog might have gone upstairs. (possibility)

That can't be their house. Their house is gray, not brown. (impossibility)

That can't have been Michelle in the car. She's away on vacation. (impossibility)

Modal auxiliaries often indicate time, but their main job is to denote different shades of meaning. The grammatical construction of each of these sentences is the same. Are the meanings the same?

I will go with you.

I might go with you.

I can go with you.

I should go with you.

I must go with you.

As the speaker or writer, only you know the meaning you want to express based on a particular situation, your knowledge about it, and your feelings toward it.

As students learning to speak English, you must learn the many different meanings that the modals express. In some instances the differences in meaning are easy to understand; in other instances the differences are very subtle. Nevertheless, it is important for you to learn these meanings because they will enable you to express precisely what you are thinking and feeling. They will help you to communicate what you mean.

In this part, you will practice using some of the meanings of modal auxiliaries; you will also practice using the modal auxiliaries to refer to the past, present, and future. For a summary of the meanings of the modal auxiliaries, see Appendix 2 on page 300.

LESSON TWELVE

12-1 ADVISABILITY VS. NECESSITY

■ Advisability ■

- A *My grandmother hasn't been feeling well. She should go to see her doctor.*
My grandmother hasn't been feeling well. She ought to go to see her doctor.
- B *My grandmother should be living closer to her children.*
My grandmother ought to be living closer to her children.
- C *My grandmother shouldn't spend so much time alone in her home.*
- D *My grandmother shouldn't be living alone.*
- E *Should we stop by my grandmother's place and say "hello"?*

- The modals *should* and *ought to* express advisability. When giving advice, the speaker is expressing an opinion as to what to do or what not to do. (It is not necessary to follow the advice, however.)
- The modals *should* and *ought to* are similar in meaning, but *ought to* is less common and is rarely used in negative and question forms.
- To make a statement about an event in progress, *should/ought to + be + present participle* is often used. (See sentences B and D.)
- In indirect speech, *should* does not change.
She says, "You should go home and rest."
She told me that I should go home and rest.

■ Moral Obligation ■

The modals *should* and *ought to* express obligation. The obligation is usually a moral one; it is the right or wrong thing to do.

- Every society should take care of its senior citizens.*
Every society ought to take care of its senior citizens.
People shouldn't ignore the senior citizens in their midst.

R: A: Aren't you living in the same place any more?

R: No, we _____ because my wife changed job.

■ Necessity: *Must, Have to* ■

My grandmother must take several kinds of medicine.

My grandmother has to take several kinds of medicine.

My grandmother will have to move into a home for senior citizens when she is no longer able to take care of herself.

My grandmother had to spend a week in the hospital last year when she had pneumonia.

■ Absence of Necessity ■

I don't have to visit my grandmother often, but I like to spend time with her.

My grandmother won't have to take a taxi to the doctor's office next week because I'm going to take her.

My grandmother didn't have to work when she was younger because my grandfather had a well-paying job.

1. The modal *must* is used to express necessity.

I'm afraid I must work late tomorrow.

Soldiers must obey army regulations. (They have no choice.)

2. *Have to* is also used to express necessity. (*Have to* is actually not a modal auxiliary because it changes form—I *have to*, She *has to*, You *don't have to*, He *doesn't have to*, etc.)

I'm afraid I have to work late tomorrow.

3. *Must* and *have to* are similar in meaning. *Have to* is more common in American English and is more informal in tone.

4. Be careful not to confuse *should/ought to* and *must/have to*. *Should/ought to* implies that there is a choice; *must/have to* implies that there is no choice.

I should go to bed. I'm really tired. (It's a good idea for the speaker to go to bed. Maybe the speaker will; maybe the speaker won't.)

Children, you must go to bed right now. (A mother or father is sending the children to bed. They do not have a choice.)

Shouldn't implies that it is not a good idea to do something or that it is the wrong thing to do. *Don't/doesn't have to* means that it is not necessary to do something.

You shouldn't get up early tomorrow if you don't feel well. (It's not a good idea for you to get up early.)

You don't have to get up early tomorrow. It's a holiday. (It's not necessary to get up early tomorrow.)

5. *Don't have to*, not *must not*, expresses a lack of necessity.

Correct: *We don't have to do any homework because the teacher is absent.*

Incorrect: *We mustn't do any homework because the teacher is absent.*

Mustn't expresses prohibition. A prohibition is an order or a law against doing something.

You mustn't eat or drink in the language lab.

6. *Had to*, not *must*, expresses necessity in the past.

Correct: *When I was in the army, I had to obey all regulations.*

Incorrect: *When I was in the army, I must obey all regulations.*

Exercise 1

Complete each dialog with the correct form of *have to* and a verb from the box. Add *not* where necessary.

<i>be</i>	<i>come</i>	<i>give</i>	<i>pay</i>
<i>bring</i>	<i>exchange</i>	<i>move</i>	<i>work</i>

- A: Lesley, you missed the party.
 B: I know. I'm sorry, but I _____ late.
- A: These flowers are for you.
 B: They're beautiful, but you know you _____ anything.
- A: Is Ms. Sacco in?
 B: No, I'm sorry she's not. You _____ back later.
- A: Here are the nails you asked for.
 B: Oh, they're not the right ones. You _____ them.
- A: How was your oral report?
 B: I was lucky. I _____ it. The school lost electrical power, and everyone was sent home early.
- A: Look at this parking ticket I got! Well, they'll get their money when I'm good and ready.
 B: You know if you don't pay it on time, you _____ a penalty.
- A: Why are you leaving for the airport now? You _____ there so early for a domestic flight.
 B: I know, but I don't want to rush at the last minute.
- A: Aren't you living in the same place any more?
 B: No, we _____ because my wife changed jobs.

Exercise 2 ■ ■ Complete the sentences, using *should* or *must*. In some sentences both *should* and *must* are possible.

1. A father _____ take care of his family.
2. Parents _____ teach their children right from wrong.
3. Sylvia _____ visit her grandmother more often.
4. In the United States you _____ be at least 18 years of age in order to vote.
5. If you don't feel well, you _____ lie down.
6. If you want to become a lawyer, you _____ go to law school.
7. You _____ boil water if you want to make tea.
8. You _____ read this book. It's great.
9. It is unfortunate that teachers _____ give tests.
10. Foreigners visiting the United States _____ have a visa.

Exercise 3 ■ ■ What might an English instructor say to his or her students at some point during a course? With another student, make sentences using *shouldn't* or *don't have to*.

1. open your books during the test
2. do every exercise in the book
3. talk in your own language in class
4. look at the answer key when doing your homework
5. ask for permission to go to the restroom
6. arrive late to class
7. daydream in class
8. get my permission to stay home when you're sick
9. stand up when I walk into the room
10. forget to do your homework
11. write a 20-page paper
12. be rude to the other students in class
13. interrupt each other
14. raise your hand before speaking

Exercise 4 ■ ■ ■ With another student, make a list of at least six obligations that the members of a society have toward each other.

Example: Every society should take care of its senior citizens.

Exercise 5 ■ ■ ■ With another student, make a list of the advice you would give the following people. When you finish, compare lists with other students.

1. Someone who's going to come to the United States to study English
2. Someone who's planning to take the TOEFL
3. Someone who's going to get a roommate to share an apartment
4. Someone who's going to live with an American family
5. Someone who's planning to visit your country for a two-week vacation
6. Someone who's going to your country for a couple of years to teach English

Exercise 6 ■ ■ ■ In a group of three or four, discuss the advantages and disadvantages of each job—or of any other job you would like to discuss. Use (not) have to, and do not discuss money.

- | | |
|----------------------|------------------------|
| 1. surgeon | 6. taxi driver |
| 2. college professor | 7. construction worker |
| 3. politician | 8. journalist |
| 4. police officer | 9. fashion model |
| 5. salesperson | 10. pilot |

12-2 PAST REGRETS AND CRITICISMS: *Should*, *Ought To*

- A** I told you that we *should have turned left*.
I told you that we *ought to have turned left*.
- B** You *should have been paying attention to the street signs*.
You *ought to have been paying attention to the street signs*.
- C** We *shouldn't have gotten off the highway at exit 22*.

1. *Should/ought to + have + past participle* is used to talk about past regrets or to criticize past actions. It is used to say that someone did the wrong thing and to state the opposite of what was done.
I should have left earlier. (But I didn't.)
I shouldn't have waited for the bus. (But I did.)
2. *Should/ought to + have been + present participle* is used to talk about an event in progress. It is used to say that someone was doing the wrong thing, an action lasting for a period of time.
I shouldn't have been talking during the test. (But I was.)
3. The modals *should* and *ought to* are similar in meaning, but *ought to* is less common and is rarely used in negative and question forms.

Exercise 7 ■■

Amanda had a terrible day yesterday. Make sentences about her problems using should or ought to.

1. She overslept because she went to a party the night before and stayed up late.
2. She missed the bus because she had to go to a store to get exact change.
3. When she got to work, she realized that she didn't have her keys and couldn't get into her office.
4. Her boss got angry when he saw that she was still working on the report he had asked her for the day before.
5. She made a date to meet her friend at noon for lunch. When she got to the office, she found she had an eleven o'clock meeting. Her friend was angry when she showed up late for lunch.
6. She bought a new pair of jeans. When she got home, she tried them on and found that they were too tight.
7. While she was cooking dinner, she was talking on the phone with her sister. The potatoes burned.
8. She went out after dinner and left the windows open. There was a bad storm.
9. She was in a hurry to get home and was driving around 75 miles per hour when she was stopped by a police car. She got a speeding ticket.
10. In the afternoon, she had received notification in the mail that her power was going to be shut off because she had not paid her electric bill. When she got home last night, there was no power.

Exercise 8

What are the following people probably saying to themselves? With another student, write at least two regrets for each person, one with *should* and one with *shouldn't*.

1. A teenager who has been grounded for a month by his parents
2. A job applicant who has found out that she didn't get a job
3. A high-school graduate who didn't get into the three colleges he had applied to
4. A couple who have just come out of a casino after losing \$500
5. An Olympic track star who came in second in the 500-meter race
6. A politician who lost an election

Exercise 9

In a group of three or four, discuss each moral dilemma.

1. A baby was born to a single woman. She put the baby up for adoption, and the baby was adopted by a childless couple. A year later the woman was reconciled with her boyfriend and told him about the baby. The couple married, and the father went to court to get the baby back. Now the child is three years old, and the judge has to decide whether the child should remain with the adoptive parents, the only parents the child has ever known, or be returned to the birth parents. What do you think the judge should do?
2. A terminally ill patient was in great pain and asked his young doctor to help him to die. At first the doctor was strongly against doing so, believing it was her duty to help patients get better, not to help them die. But as her patient's suffering became worse, she gave in to his wishes and gave him a lethal injection. The patient died peacefully. What do you think the doctor should have done?
3. A couple with ten-year-old identical twin daughters filed for divorce. The children, who were very close to each other and to both parents, were very upset. Both parents filed for custody of the twins. Because both parents were professionals and had very busy working lives, the judge tried to persuade the couple to accept joint custody. Nevertheless, each parent insisted on full custody of both children. At first, the judge ordered a six-month trial period in which one child went to live with her mother and the other child went to live with her father. After the trial period was over, the judge made a final custody decision. What do you think the judge should have done?

Well, how many times has she...
forget to pay her phone bill, and the phone company cut off...
Or you must tell her that I've been complaining that she never writes

12-3 LOGICAL CONCLUSION VS. EXPECTATION

■ Logical Conclusion: *Must* ■ ■ Expectation: *Should* ■

Present Time

Lee isn't home. He **must** be on his way.

Lee doesn't live far away. He **should** be here soon.

It's taking Lee a long time to get here. He **must** be walking.

I told Lee that he was the only person we invited for lunch. He **should** be coming alone.

Past Time

I wonder why Lee isn't here yet. He **must** have decided to walk.

Where is Lee? He **should** have gotten here by now.

I tried to call him, but his line was busy. His roommate **must** have been talking.

- Both *must* for assumption and *should* for expectation involve making an intelligent guess. In sentences that refer to present or past time or to a present or past condition, either *must* or *should* is possible. However, *must* expresses a greater degree of certainty.

My wallet should be on the dresser. (I usually put it there.)

My wallet must be on the dresser. (I always put it there.)

My wallet should have been on the dresser. (I usually put it there.)

My wallet must have been on the dresser. (Did you look carefully?)

- To make an intelligent guess about the future, only *should* can be used.

The check from my parents should arrive tomorrow. It was sent a few days ago.

Must means necessity when it refers to a future time.

The check from my parents must arrive tomorrow. I really need some money.

- To make a logical assumption about an event in progress, *must* + *be* + present participle is often used.

I don't hear any noise in the children's room. They must be sleeping.

To talk about an expectation of an event in progress, *should/ought to* + *be* + present participle is often used.

The train is scheduled to arrive at 11:00, and it's 10:58 now. The train should be arriving any minute now.

4. To make a logical assumption about a past event, *must + have + past participle* or *must + have been + present participle* is used.

Linda wasn't on the five o'clock train. She must have decided to take a later one.

To talk about an expectation in the past, *should/ought to + have + past participle* or *should/ought to + have been + present participle* is used.

The train should have arrived by now. Where is it?

Exercise 10

With another student, discuss the difference in meaning between Kurt's and Tina's responses.

- Adam:** My roommate left Denver for Colorado Springs at 6:00. It's 7:00 now, and it takes only an hour to drive from Denver to Colorado Springs.

Kurt: He should be in Colorado Springs now.

Tina: He must be in Colorado Springs now.
- Adam:** Antonio studied for six straight hours last night. That's a long time to study without a break.

Kurt: He must have been tired when he went to bed.

Tina: He should have been tired when he went to bed.
- Adam:** During the summer months, it gets dark after 8:30 P.M.

Kurt: It should be around 9:00 now because it's almost dark outside.

Tina: It must be around 9:00 now because it's dark outside.
- Adam:** Cathy studied in France for three years. She has always enjoyed learning languages, and she learns them easily.

Kurt: She must speak French very well.

Tina: She should speak French very well.
- Adam:** Al has already drunk six cans of soda and eaten three hamburgers and two pieces of cherry pie.

Kurt: He must have had very little to eat in the past few days.

Tina: He should have had enough by now.

Exercise 11

Find and correct the eight mistakes with the form of must in the dialog.

- Fay:** Where's the mail?
- Leo:** Here it is. This letter must be from Flori. This is her handwriting, isn't it?
- Fay:** Leo, really. Do you have to ask about your own daughter's handwriting?
- Leo:** Well, how many times has she written us? She usually calls. She must forget to pay her phone bill, and the phone company cut off her phone. Or you must tell her that I've been complaining that she never writes.

- Fay:** No, I never said a thing. Besides, she knows you always complain. No, she must learn how to use her new computer these days. Actually, she says she's writing because she tried calling last Monday, but the line was busy for more than two hours.
- Leo:** Joey must talk to his girlfriend. I remember telling him to get off the phone at least five times last Monday. Anyway, what else does she say?
- Fay:** Well, she must have a great time because she says she's always going out.
- Leo:** Then she must make a lot of new friends since she arrived because you know that she never likes to go anywhere alone.
- Fay:** If she's going out a lot, she must need more money. Should we send her some?
- Leo:** I don't think so. She must earn enough money from her job last summer to keep her going for another month or so. Besides, I think we should be more concerned about her studies than her bank account. She must not study very much these days if she's going out all the time.
- Fay:** I wouldn't worry about her studies. She must know how to organize her studies. She's always gotten good grades.

Exercise 12 ■■■ Complete the dialogs, using the correct form of *must* and *have to* and the verbs in parentheses.

- A:** Why did Roseanne pay in cash? She _____ (not pay) in cash.

B: She _____ (not know) that. She probably thought she couldn't pay by check.
- A:** Sorry I wasn't in when you called this morning. I _____ (go) to the dentist.

B: That _____ (not be) fun.
- A:** You got home late from the party last night. You _____ (have) a good time.

B: I had a great time, but that's not why I came home so late. I _____ (help) Marsha clean up. Her place was a mess!
- A:** Nina _____ (work) late last night because her boss gave her some extra work to do at the last minute.

B: She _____ (be) upset. I know she was planning to go to her son's basketball game right after work.

5. A: You look terrible. The test _____ (last) a long time.
 B: It sure did. It was more than three hours long, and we all _____ (stay) until the end, even if we finished early.
6. A: We were lucky when we went to the theater. We _____ (not wait) a long time for tickets.
 B: You _____ (get) there early because by the time I arrived, there was a very long line.

Exercise 13 ■ ■ ■

Respond to the sentences, using *must* and the tense indicated in parentheses.

Example: My brother was a star soccer player in high school.

(present) He must still be a good player.

(past) He must have started playing when he was very young.

- Two 747 airplanes crashed last week, and two hundred people died.
 (present) Their families _____
 (past) The pilots _____
- The men in the controller's tower were responsible for the crash.
 (present) Today, those men _____
 (past) At the time of the accident, they _____
- My friend's parents were aboard the plane, but they survived.
 (present) Today they _____
 (past) When the accident occurred, they _____
- My sister who is a stewardess was supposed to work that flight, but she was sick, so another flight attendant substituted for her.
 (present) Your sister _____
 (past) When your sister heard about the crash, _____
- The two captains were not aware of each other on their radar screens; nevertheless, both of them survived the crash.
 (present) Now, every time they fly, they _____
 (past) Their equipment _____

Exercise 14

Complete the sentence in each dialog, using *should* and the correct form of the verb in parentheses. Add *not* where necessary.

1. A: Are the kids in their rooms?

B: I hope so. They _____ (do) their homework. Why don't you go and check?

2. A: Do you want to go by car?

B: No, let's walk. It _____ (take) too long.

3. A: I had to pay the dry cleaner with a credit card because the cleaning bill totaled more than \$50. I didn't have that much money.

B: That's strange. It _____ (cost) that much. Let me see the bill.

4. A: Where's Charlene? Didn't you pick her up?

B: No, she _____ (wait) in front of her office building, but she wasn't there.

5. A: Do you have a copy of Mr. Murphy's schedule? I want to see if he's available at 2:00 this afternoon.

B: I don't think he is. He _____ (hold) a meeting with the assistant directors at that time, but let me check his schedule.

6. A: Hasn't the check arrived yet?

B: No. I'm going to call the company because we _____ (receive) the check by now.

7. A: Carol isn't back from class yet, is she?

B: No. She _____ (finish) an hour ago. Maybe she went out for coffee with some of her classmates.

8. A: Did Mel Neville play in last night's game?

B: Yeah. He _____ (play) because of his sore arm, but he was put in the game at the last minute.

9. A: The electricity's been cut off in the Rangers' apartment.

B: That's strange. It _____ (be cut off). I'm sure they paid their bill.

10. A: Shall I go to the store and get some more flour?

B: Don't bother. I have half a bag of flour. That _____ (be) enough.

Exercise 15

Complete the sentences with *should* or *must*. Each speaker's reaction is included in the response. Be careful of the time response, and add *not* where necessary.

1. A: I haven't eaten any sweets for two weeks.
 B: You _____ be on a diet, or you would not be giving up sweets.
 C: You _____ lose a lot of weight because sweets contain many calories.

2. A: I took two aspirins a half hour ago.
 B: Then your headache _____ go away soon because that brand of aspirin is very effective.
 C: (A half hour later) You _____ need something else beside aspirin if you're still in pain.

3. A: Look at the sky tonight. It's full of stars.
 B: We _____ have a beautiful day tomorrow because it's clear tonight.

4. A: Mansour is trying to sell his car.
 B: He _____ get a lot of money for it because it's in excellent condition.
 C: I wonder why he wants to sell it. It _____ be giving him a lot of trouble.
 D: It isn't, so he _____ seen another car that he liked better.

5. A: Pierre was elected president of the International Student's Organization.
 B: He _____ know a lot of people at the university because he received the largest number of votes.
 C: He _____ make a good president because he's very intelligent; also, he understands the concerns of foreign students.
 D: He _____ be an excellent student, too, because you have to have an "A" average to be a candidate for president.

6. A: I haven't received my parents' check for next quarter's tuition.
 B: Don't worry. It _____ arrive soon. Your parents have never been late with your tuition money.
 C: Your parents _____ have a lot of money. My parents don't, so I have to work and pay my own tuition.

7. A: I've been trying to solve this statistics problem for four hours.
 B: It _____ be very complicated; otherwise, it would not take so long to solve.
 C: The answer _____ be in the back of the book. Most statistics books contain the answers to the exercises.
 D: It _____ be in the back of the book. All statistics books contain the answers to the exercises.
8. A: Ali's best friend is a German student who doesn't speak English or Arabic, and Ali doesn't speak German.
 B: You're kidding! Then both of them _____ speak another language; otherwise, they couldn't communicate with one another.

Exercise 16

Complete the sentences, using *must* or *should* and the correct form of the verbs in parentheses. In some sentences, either *must* or *should* is possible; in other sentences, only one can be used.

1. Lin: I have only two more weeks of classes.
 Tom: You _____ (be) very happy. Will you have a final?
 Lin: Unfortunately, yes. We're going to have a two-hour grammar final, and the final _____ (be) difficult. A few students failed the grammar test last quarter.
 Tom: That final _____ (be) difficult. Has your teacher already written the final?
 Lin: Probably, but she wouldn't leave it at school. She _____ (take) it home.
 Tom: What's the test going to be like?
 Lin: Part I of the test is true/false, so it _____ (be) very easy. I wish I were as good a student as Maria. She has gotten an "A" on every test so far.
 Tom: Then she _____ (get) an "A" on the final.
 Lin: At least all of us understand adjective clauses now.
 Tom: Then everyone _____ (do) well on that part of the test.

2. **Keiko:** It's 9:20, and our teacher hasn't arrived yet.

Krean: I'm a little worried. She's never late. She _____ (have) an accident.

Carlo: Stop worrying. She _____ (be) here in a few minutes.

Celia: She was sick yesterday afternoon, so she _____ (decide) to stay home today.

3. **Helen:** A fire engine is stopping in front of our building.

Lucy: I smell smoke! There _____ (be) a fire somewhere in the building.

Patty: Don't worry. These firefighters are experienced. They _____ (have) everything under control in a little while.

Helen: The smoke is coming from the third floor. The fire _____ (start) there.

Lucy: But I don't hear the fire alarm. It _____ (not work).

Exercise 17 ■ ■ ■

With another student, decide on a logical conclusion for each situation. Use must. When you finish, compare logical conclusions with other students.

1. When Georgia died, her lawyer informed her relatives that Georgia had left her ten-room house and all her money to her five dogs and ten cats.
2. Matthew was in the hospital for almost a month. Now he's recuperating at home.
3. The automobile company had to recall all of its 1996 SX cars.
4. An hour ago Meg was bothering all the people in the office, asking if they had seen her glasses. Now she's wearing her glasses.
5. Susan doesn't usually mind hot weather, but last night even she had difficulty sleeping.
6. Mark was home fifteen minutes ago, but now nobody answers the doorbell and his car isn't in the driveway.
7. Nathan's very upset. His credit cards and money are missing from his wallet.
8. Lydia won more than \$100,000 in last week's lottery!
9. Mimi's grandfather died many years ago, but she still thinks about him often. When she does, tears come to her eyes.
10. Daphne and Doug went to a party last night, and even at 3 A.M. they didn't want to leave.

Exercise 18 ■ ■ ■ With another student, answer each question, using *should*.

Example: Harris went to see a movie that all his friends had recommended. Why was he disappointed at the end of the movie?

The movie should have been good, but it wasn't.

1. When Debbie accepted a job offer as an assistant manager with a computer software company, she expected to have a great career with the company. But after seven years with the company, her job was exactly the same as it had been when she first started working there. Why did she quit?
2. Ari worked very hard on his term paper. He thought it was very good. When he got his paper back, however, he saw that his grade was a "C+". Why was he disappointed?
3. Elisa bought a new TV, but she had nothing but trouble with it soon after she took it home. Why was she so annoyed about having to take the TV back to the store again and again for repairs?
4. Mr. and Mrs. Morales boarded an airplane for a flight to Madrid an hour and a half ago, but the plane is still on the ground. Why are they and all the other passengers so annoyed?
5. When Tess graduated from college last year, she hoped to find a great job and a place of her own to live in. It is unfortunate that things haven't worked out as she had hoped. She's had to move back home with her parents, and her parents are supporting her. Why is she disappointed?
6. When Miguel registered for a beginner's English class, he planned to enroll at a Canadian university in two years. It is now three years later, and Miguel's English still isn't good enough for him to begin his academic studies. Why is he disappointed?
7. Sandra told her elderly father that she would be taking her children to visit him this afternoon. She said she was leaving at 11:00. Sandra's home is a 45-minute drive from her father's place. It's 1:00 now, and they still haven't arrived. Why is Sandra's father worried?

12-4 SUGGESTIONS: Could

1. *Could* + verb is used to make suggestions about the present or future.

A: *I don't want to stay home tonight.*

B: *Well, we could go to the movies.*

A: *I don't have any money.*

B: *You could borrow some from your roommate.*

2. The expressions *why don't you*, *why don't we*, and *let's* are also used to express suggestions.

Why don't we go to the movies?

Let's go to the movies.

Note that *why don't we* and *let's* include the person making the suggestion.

Exercise 19 ■ ■ ■ *With another student, take turns giving each other suggestions, using could.*

1. I don't know what to do this weekend.
2. I can't decide where to go on my next vacation.
3. I never have enough money.
4. I don't like where I'm living.
5. I sometimes have a hard time understanding people when they speak to me in English.
6. I'm having a hard time understanding how to use all these modal auxiliaries correctly.
7. A friend from home is coming to spend two weeks with me. I'm not sure how to entertain my visitor during that time.
8. I want to get a birthday present for the teacher.

Exercise 20 ■ ■ ■ *Read the situation. In a group of three or four, make suggestions for a friend who is planning to get married in the near future.*

Over the past few years, many marriage ceremonies in the United States have become less and less traditional. Newspapers frequently report on couples who have said their marriage vows while riding motorcycles, deep-sea diving, dancing, or jumping out of airplanes. Although many marriages still take place in the traditional settings of the church and home, some couples prefer to plan their own personal ceremonies to reflect their personalities and the nature of their relationship. Such ceremonies are neither very different nor very traditional.

1. I don't want to get married in a formal ceremony because large, expensive weddings are a waste of money. Suggestion:
2. My fiancé and I have decided not to send out expensive wedding invitations, but we want our friends and relatives to know that we are getting married.

3. We do not feel that an expensive honeymoon is necessary, but we would like to go somewhere and be alone for a week. We both enjoy the outdoors.
4. We really do not want our friends and relatives to give us expensive gifts that we will never use.
5. We do not know what to serve during the party after the wedding, but we want to keep the menu simple.
6. I think my parents are going to ignore our preferences and plan a big wedding for us.
7. My fiancé's cousin wants to sing at our wedding, but she has a terrible voice.
8. You know, I'm not really sure that I'm ready for marriage.

12-5 POSSIBILITIES: *May, Might, Could*

Present and Future Time

- A *That woman may know where the building is. Why don't you ask her?*
- B *The building might be on the next block, but I'm not sure.
could be*
- C *The line's busy. The manager may be calling our office to find out where we are.
might be calling
could be calling*

Past Time

- D *The repairman may have gotten lost.
might have gotten
could have gotten*
- E *The repairman may have been talking about our other office.
might have been talking
could have been talking*
- F *The repairman could have asked me for directions. I would have been happy to tell him how to get here.*

1. The modal auxiliaries *may, might, and could* all refer to possibility, that is, that something is happening or that something will happen. Sometimes the three modals are interchangeable, but usually they are different in meaning. *May* refers to a possibility that is more likely to happen. Compare:

It may snow tomorrow. (I haven't listened to the weather report yet, but the air feels cold, and the sky looks the way it always looks before it snows.)

It might snow tomorrow. (But I don't think it will.)

It could snow tomorrow. (But I don't think it will.)

2. *May/might/could* + verb is used to talk about possibilities referring to present conditions or to future action. *May/might/could* + *be* + present participle is used to talk about an action in progress at the time of speaking. (See sentence C.)
3. *May/might/could* + *have* + past participle is used to talk about past possibilities, that is, that something happened, but one cannot be sure. For example, in sentence D, it is possible that the repairman got lost, but the speaker is not sure.
4. However, *could* + *have* + past participle can also be used to talk about past actions that were possible but did not happen. For example, in sentence F, it was possible for the repairman to ask me for directions, but he didn't. Compare:
Matt's sister may have helped him with his report. (Maybe Matt's sister helped him; maybe she didn't. The speaker doesn't know for sure if.)
Matt's sister could have helped him, but he didn't want her help. (It was possible for Matt's sister to help him, but Matt refused her offer.)
5. *May/might/could* + *have been* + present participle is used to talk about a possible event in progress at a specific time in the past. (See sentence E.)
6. *Might* is used as the past of *may* in indirect speech.
Stan said, "We may get married soon."
Stan said they might get married soon.

Exercise 21

Complete the dialog, using *could* and the correct form of the verbs in parentheses.

Bob: Where's Pete? He wanted me to give him a ride home.

Sue: I don't know for sure, but he wanted to talk to Professor Ray about his grades so far, so he could be talking (talk) to her right now.

Bob: You're probably right. He's probably talking about his lateness, too.

Sue: I know. He doesn't have to come to class late every morning. He _____ (come) to class on time if he tried.

Bob: Why was he late this morning?

Sue: Don't ask me. He _____ (stay) up late last night to study.

Bob: Or he _____ (go) to a party.

Sue: He has passed only one test so far this quarter. He _____ (fail) this course if he doesn't get serious.

- Bob:** Professor Ray _____ (tell) him that right now.
- Sue:** You're his best friend. You _____ (talk) with him and see if he has any big problems.
- Bob:** That's a good suggestion. Pete _____ (have) trouble with his girlfriend this quarter.
- Sue:** That's right. They _____ (have) an argument last night.
- Bob:** They _____ (plan) to break up soon.
- Sue:** They _____ (discuss) this all last night.
- Bob:** Well, whatever the problem is, I'll talk to him.
- Sue:** Good. Who knows? Just your concern _____ (make) him feel better.
- Bob:** I _____ (say) something to him earlier, but I have been so busy during the past few weeks.
- Sue:** Well, better late than never.

Exercise 22

Restate the underlined part of each sentence, using may, might, or could.

- It was possible for Cindy to come, but she didn't want to.
- Perhaps Cindy came, but I'll check with her secretary to find out for sure.
- It's possible Cindy arrived late, but if she did, nobody noticed.
- It was possible for Cindy to call, but she didn't think it was necessary.
- Maybe Cindy called, but her secretary forgot to tell us.
- It was possible for Cindy to attend the meeting, but she thought it would bore her, so she decided not to come.

Exercise 23

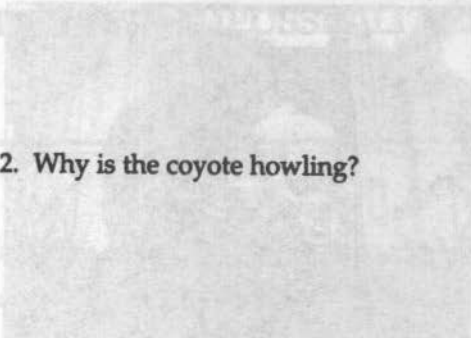
With another student, answer the questions. Give at least two possible explanations for each picture, using may or might.

- Why is the baby crying?





2. Why is the coyote howling?

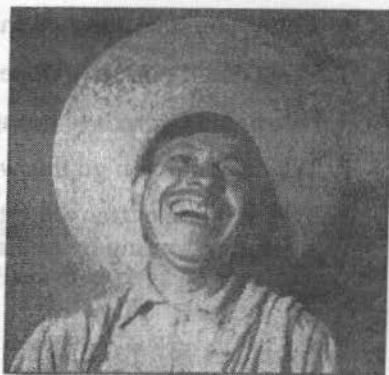


3. Why is the woman tired?



4. Why did the building collapse?

5. Why is the man happy?





6. Why is the man being arrested?

7. Why is the woman frightened?



Exercise 24 ■ ■ ■ *With another student, take turns asking and answering the questions.*

1. What could you be doing right now if you were not in class?
2. When was the last time you saw a terrible movie? What could you have done instead?
3. What could you be doing these days if you weren't studying English?
4. Could you take a test on this lesson tomorrow and pass it with a high grade?
5. What could you have done to get a higher grade on the last test?
6. What could you have been doing last week if you hadn't had to come to class?
7. Where could you go this weekend if you had the time and the money?
8. Which mode of transportation could you have used to come to the United States instead of coming by airplane?

12-6 NEGATIVE POSSIBILITIES AND IMPOSSIBILITIES

■ Negative Possibilities ■

Present and Future Time

- A *The baby may not have a temperature, but there's definitely something wrong with her.*
 B *The baby might not be better by tomorrow, so I may have to stay home.*
 C *The baby might not be sleeping. Why don't you check?*

Past Time

- D *The baby might not have had enough to eat. See if she wants some more.*
 E *The baby may not have been feeling well.*

1. *May/might + not + verb* is used to say that it is possible that something in the present is not the case or that something in the future will not happen. (See sentences A and B.) *May/might + not + be + present participle* is used to say that it is possible that something in progress at the time of speaking is not the case. (See sentence C.)
2. *May/might + not + have + past participle* is used to say that it is possible that something in the past did not happen or was not the case. (See sentence D.)
3. *May/might + not + have been + present participle* is used to say that it is possible that something in progress at a specific time in the past did not happen or was not the case. (See sentence E.)
4. *May not* and *might not* cannot be contracted.

■ Impossibilities ■

Present Time

- A *That can't be Rebecca. Rebecca isn't so tall.*
 B *Rebecca couldn't be here yet. Her classes don't finish for another half hour or so.*

Past Time

- C *Rebecca couldn't have driven that car. She doesn't know how to drive a stick shift.*
 D *That can't have been Rebecca at the store. Rebecca went away for the weekend.*

- Can/could + not + verb* is used to say that it is impossible for something to be the case. *Can/could + not + be + present participle* is used to say that it is impossible for something in progress at the time of speaking to be the case. (See sentences A and B.)
- Can/could + not + have + past participle* is used to say that it was impossible for something in the past to have happened or to have been the case. (See sentence C.)
- Can/could + not + have been + present participle* is used to say that it is impossible for something in progress at a specific time in the past to have happened. (See sentence D.)
- Be careful not to confuse *can/could + not* and *may/might + not*. Compare:
Jerry might not have done the report. He wasn't sure he would have the time. (It's possible Jerry didn't do the report, but the speaker isn't sure.)
Jerry couldn't have done the report. He wasn't in the office all week. (It was impossible for Jerry to have done the report.)

Exercise 25

Circle the words that make the best completion for each sentence.

- He _____ the doctor. He's only 20 years old.
 - can't be
 - might not be
- The woman _____ the crime. She has an alibi.
 - couldn't have committed
 - may not have committed
- William's wife didn't tell me why he wouldn't go to Disney World, but he _____ to go to such a crowded place.
 - can't have wanted
 - may not have wanted
- I don't know why the children overslept, but I guess their alarm clock _____.
 - couldn't have gone off
 - might not have gone off
- The elderly man _____ of natural causes. The police are looking into the matter.
 - can't have died
 - may not have died

6. Henry _____ such a delicious meal. He doesn't even know how to boil an egg.
 - a. can't have made
 - b. might not have made
7. What she said _____ true. I just don't believe it!
 - a. can't be
 - b. might not be
8. You _____ new brakes. I'll let you know after I've had a chance to look at the car.
 - a. can't have to get
 - b. may not have to get
9. The dog _____ hungry again. She just ate half an hour ago.
 - a. couldn't be
 - b. might not be
10. Rosa _____ to school today. School's closed.
 - a. can't have gone
 - b. might not have gone

Exercise 26 ■■

With another student, read the sentences and cross out any that are true about your teacher. Then make complete sentences, using *can't* or *couldn't*, about why it is impossible for the remaining sentences to be true.

Example: Someone heard your teacher holding a conversation in your language.

My teacher couldn't have been holding a conversation in my language because she (or he) doesn't speak my language.

1. Somebody saw your teacher on the island of Jamaica the day before yesterday.
2. Somebody saw your teacher driving a Rolls Royce a couple of days ago.
3. Somebody says that your teacher spoke to your mother on the phone a couple of days ago.
4. Somebody saw your teacher in a news report on TV last night.
5. Somebody says that your teacher won a million dollars in the lottery last week.
6. Somebody heard that your teacher quit working last week.
7. Somebody saw your teacher talking to the president of the United States.
8. Somebody says that your teacher wrote this book.

Exercise 27

With another student, answer the questions about other people in the class. If you are not sure of the answers, be sure to use *may* or *might*.

1. Who didn't want to come to class today?
2. Who didn't do all the homework?
3. Who sometimes played hooky from class as a high school student?
4. Who had a hard time learning how to drive?
5. Who didn't wear jeans in high school?
6. Who didn't like to go to parties in high school?
7. Who in the class was the first to go out on a date?
8. Who was naughty as a child?
9. Who got into a lot of fights as a child?
10. Who wasn't good at sports as a child?

12-7 DEGREES OF CERTAINTY

	Affirmative	Negative
Present Time		
A 100% sure	<i>Eve is upset.</i>	<i>Eve isn't upset.</i>
B 99% sure	xxxxxxxxxxxxxxxx	<i>Eve can't be upset.</i>
C 95% sure	<i>Eve must be upset.</i>	<i>Eve mustn't be upset.</i>
D 50% sure	<i>Eve may be upset.</i> <i>Eve might be upset.</i> <i>Eve could be upset.</i>	<i>Eve may not be upset.</i> <i>Eve might not be upset.</i> <i>Eve couldn't be upset.</i>
Past Time		
A 100% sure	<i>Eve was upset.</i>	<i>Eve wasn't upset.</i>
B 99% sure	xxxxxxxxxxxxxxxx	<i>Eve can't have been upset.</i>
C 95% sure	<i>Eve must have been upset.</i>	<i>Eve mustn't have been upset.</i>
D 50% sure	<i>Eve may have been upset.</i> <i>Eve might have been upset.</i> <i>Eve could have been upset.</i>	<i>Eve may not have been upset.</i> <i>Eve might not have been upset.</i> <i>Eve couldn't have been upset.</i>

1. In sentence A, the speaker is sure. The speaker is stating a fact.
2. In sentence B, the speaker is stating a strong probability.
3. In sentence C, the speaker is stating a logical conclusion.
4. In sentence D, the speaker is stating a possibility.

Exercise 28

Complete the dialogs, using *might* or *must* according to how certain the speakers are and the correct form of the verbs in parentheses.

1. A: Look how late it is. Warren and Cheryl were supposed to be here more than an hour ago. Something _____ (happen). They _____ (have) a car accident.

B: Or they _____ (leave) their place late. Stop worrying!

2. A: How do you think the burglars got in?

B: I don't know. They _____ (make) a special key.

A: Don't be ridiculous! Such things only happen on TV. I'm going to check the basement. (*Several minutes later*) Come on down and see. They _____ (come) in through the basement window. It's wide open.

B: But we've never been able to open that window.

A: Then they _____ (have) some special tools.

3. A: How was your daughter's graduation ceremony?

B: It was wonderful. She won several awards.

A: You _____ (be) very proud of her.

B: We were.

4. A: Why isn't the telephone working?

B: Do you need to ask? You _____ (forgot) to pay the bill—again.

A: No, you're wrong. I paid it in plenty of time. Do you want to see the canceled check?

B: No, I believe you. I guess I should go to a pay phone and call the telephone company to find out what has happened.

A: Wait a minute. Let me go upstairs and check the phone in the bedroom. One of the kids _____ (leave) the phone off the hook.

5. A: Gee, Lieutenant, it doesn't look like anybody's been here for a while. We _____ (come) to the wrong house.

B: Sergeant, don't be so quick to jump to conclusions. Have a look around the house.

A: Hey, lieutenant, look here in the kitchen! The coffee machine's warm. Someone _____ (be) here just a short time ago.

B: You're right. Let's check the rest of the house. Check everything, even the closets.

A: Yes, sir.

Exercise 29

With one or two other students, decide on at least two explanations for the news in each headline. Use could, may, might, or must according to how certain you are.

1.

PRESIDENT WINS RE-ELECTION

[Faded text columns and a small image of a person]

2.

FIRE DESTROYS APARTMENT
Family Left Homeless

[Faded text columns and a small image of a fire]

3.

TRAGIC ACCIDENT ON ROUTE 108
Truck Crashes Into Car

[Faded text columns and a small image of a truck]

4.

FAMOUS ACTOR FOUND DEAD
Police Conduct Investigation

[Faded text columns and a small image of a person]

5. **Thelma Myers Breaks World Long-Jump Record**

Thelma Myers, a 35-year-old woman from the United States, has broken the world record for the long jump. She jumped 20 feet, 10 inches, breaking the previous record of 19 feet, 10 inches, set by another American, Betty Cuthbert, in 1955.

The jump took place at the World Championships in Mexico City. Myers had to wait for a long time before she was allowed to jump. She was the only woman to attempt the jump in the final round.

Myers' jump was a surprise to everyone. She had never jumped more than 18 feet before. She had been training for the event for several months.

The jump was a record for a woman. It was also a record for the United States. Myers is the first American woman to break the world record in the long jump.



6. **WITNESS IN MURDER TRIAL DISAPPEARS**
Police in Nationwide Search

A witness in a murder trial has disappeared. Police are searching for him nationwide. The witness, who is a man in his late 20s, was last seen in the city of New York. He is believed to have fled the country.

The witness was seen by police officers in the city of New York. He was seen walking alone in a park. He was wearing a dark jacket and a hat. He was seen walking away from the police officers.

The witness is believed to have fled the country. He is believed to have gone to another country. He is believed to have gone to a country in South America.

Police are searching for him nationwide. They are searching for him in all parts of the country. They are searching for him in all major cities.

7. **POLICE NAB MAJOR DRUG DEALER**

Police have nabbed a major drug dealer. The dealer, who is a man in his late 30s, was seen in the city of New York. He was seen walking alone in a park. He was wearing a dark jacket and a hat. He was seen walking away from the police officers.

The dealer was seen by police officers in the city of New York. He was seen walking alone in a park. He was wearing a dark jacket and a hat. He was seen walking away from the police officers.

The dealer is believed to be a major drug dealer. He is believed to be selling drugs in the city of New York. He is believed to be selling drugs to a large number of people.

Police are searching for him nationwide. They are searching for him in all parts of the country. They are searching for him in all major cities.

8. **VAN GOGH AT RECORD PRICE**
Painting Sold for \$20 Million

A painting by Vincent van Gogh has been sold for a record price of \$20 million. The painting, which is a self-portrait, was sold at an auction in New York. The painting was sold to a private collector.

The painting was sold at an auction in New York. The painting was sold to a private collector. The painting was sold for a record price of \$20 million.

The painting is a self-portrait. It is a painting of a man with a beard and a hat. It is a painting of a man with a beard and a hat.

The painting is a self-portrait. It is a painting of a man with a beard and a hat. It is a painting of a man with a beard and a hat.

Practice Exam

SECTION 1

Identify the meaning of each modal in the sentences. The meanings are listed in the box.

- | | | | |
|------------|-------------|-------------|------------|
| advice | criticism | necessity | suggestion |
| assumption | expectation | possibility | |

1. You should have put snow tires on your car last week.
2. Snow tires aren't cheap, but they shouldn't be very expensive.
3. If new tires are very expensive, and you don't have enough money, you could buy a set of used tires.

4. I saw several accidents on the freeway yesterday. Many people must not have had snow tires on their cars.
5. My next-door neighbor is coming over in a few minutes to help me put on my new snow tires. Someone's at the door now. It must be my neighbor.
6. Driving in the snow is very dangerous. You must get some new snow tires before the next storm.
7. You should buy your tires at the discount store. It has good tires that are not very expensive.
8. That store might be having a sale on tires now.
9. You could call to see if it is having a sale.
10. The store ought to be open now.

SECTION 2

Respond to each statement as indicated in parentheses.

Example: The sky is very dark.

(State a possibility about a future action.)

It might rain this afternoon.

(Give some advice.)

You should roll up your car windows.

(Make a suggestion.)

We could go to the museum instead of the park.

1. The director doesn't seem to be in a good mood this morning.
 - a. (State a possibility.)
 - b. (Make an assumption about the past.)
 - c. (Give another student some advice.)
2. The leader of any country has many responsibilities.
 - a. (State an obligation.)
 - b. (State a necessity.)
 - c. (Make an assumption.)
3. Tetsuo is more than six feet tall.
 - a. (Make an assumption about Tetsuo when he was in high school.)
 - b. (Give Tetsuo some advice.)
 - c. (State a possibility about his future.)
4. Rosa's brother has just entered the army for three years.
 - a. (State an obligation.)
 - b. (State an expectation.)
 - c. (Make an assumption.)
 - d. (Give some advice for Rosa's brother.)

5. Margaret suddenly decided not to finish her Master's degree.
 - a. (State a possibility about a present condition.)
 - b. (State a possibility about a future action.)
 - c. (State an expectation.)
 - d. (Make an assumption.)
6. Our teacher is twenty-five minutes late this morning.
 - a. (Make a statement of assumption about the past.)
 - b. (Make a statement of expectation.)
 - c. (Make a statement of possibility about the past.)
 - d. (Make a suggestion to the other students.)

SECTION 3

Write two paragraphs. In the first, tell about a correct decision you made in the past. Tell some things you could have done, and then tell why you did not do them. In a separate paragraph, tell about a decision you made in the past that you now regret. Tell what you should have done instead. Before you begin, read these student paragraphs.

1. In 1991, I graduated from high school. I decided to register at the College of Engineering. I could have registered at the Medical College, but I like the subjects that depend on mathematics. The first two years I took general engineering courses. In the beginning of the third year, I could have studied electrical engineering, but I preferred mechanical engineering because I like thermodynamics and the strength of material subjects. In the summer of 1994, I worked with the Royal Saudi Air Force, and I could have worked there the next summer, but I worked with an oil company to get different knowledge.
 After graduation, I could have worked at a research center in Saudi Arabia, but I worked at the University of Riyadh because they give students a chance to continue studying after graduation. I could have gone to England for my Master's and Ph.D., but I preferred American universities because they are on the credited course system. I could have gone to Oklahoma to study English, but I came to Denver because it is a nice place.
2. Last Friday night, I went to the movies with my friend. I think we should have gone to the movies in the afternoon instead of at night. Because neither I nor my friend had a car, we had to take a bus to go to and return from the theater. After we had waited twenty minutes, the bus came. We should have known the bus schedule before we left. When we reached the theater, the movie had started. We should have had time to spare. The movie was over at 11:30, and it was snowing outside. It was too cold to stand at the bus stop; so we dropped into a coffee shop and drank a cup of coffee. We should not have taken that break. After we had waited thirty minutes, we started to walk home. It took about thirty minutes, and I caught a cold. Now, my friend and I are talking about last Friday. We agree that we should not have gone to the movies at night, and we should have learned the bus schedule before we left.

SECTION 4

Complete the dialog, using the modals and the correct form of the verbs in parentheses.

Ray: This quarter is almost finished, and I'm really disgusted with myself.

Mia: Why do you say that?

Ray: I _____₁ (could, study) much harder than I did.

Mia: I agree _____₂ (should, pass) the last two tests.

You _____₃ (must, feel) very bad right now about all the time you wasted.

Ray: I do feel bad. I _____₄ (should, look forward to) the break right now, like everyone else. Instead, I'm worrying about my grades.

Mia: Don't give up yet. Who knows? You _____₅ (might, pass) all your courses.

Ray: There's always a chance, I guess. I probably _____₆ (should, attend) all the review lectures.

Mia: SHOULD? You _____₇ (must, attend) all the review lectures. That's your only hope. If you want, you can study with me and my roommate tonight. We can help you prepare for the review lectures.

Ray: That's impossible tonight. I have a date.

Mia: You have a WHAT! You _____₈ (must, be) crazy!

Ray: Why do you say that?

Mia: You _____₉ (should not, think) about dates right now. You _____₁₀ (should, plan) to use your time for studying.

Ray: I _____₁₁ (could, get) better grades on the last two tests if the chemistry professor liked me.

Mia: That's a poor excuse. You were always late, and you never studied for the tests. For example, three weeks ago you _____₁₂ (must, be) crazy to come to the test thirty-five minutes late.

Ray: I'll tell you what happened on that day.

Mia: Don't bother. I'm going to the library now. See you later.

SECTION 5

Complete the dialog, using appropriate modals and the correct form of the verbs in parentheses.

Son: Mom, do you mind if I use the car tonight?

Mother: I don't know. I _____¹ (let) you use it. I'm not sure. After all, last week the police gave you a ticket for speeding. And you were lucky you didn't lose your driver's license. You _____² (lose) it, you know.

Son: It won't happen again. I realize now that I _____³ (drive) more carefully last week.

Mother: Last week? You _____⁴ (drive) carefully every week, every day, and every minute. A car is not a toy. Do you understand?

Son: Yes, Mom, I do.

Mother: Okay. Take the car, and leave now before I change my mind.

Son: Thanks, Mom. Oh, by the way, Mom, I need the car keys and some money for gas.

Mother: I don't have my handbag with me. It _____⁵ (be) in the bedroom on the dresser. Get it and bring it to me.

Son: Mom, it's not in the bedroom.

Mother: Then I _____⁶ (leave) it in the kitchen. Go look there.

Son: Here it is.

Mother: Here's ten dollars. You _____⁷ (pay) me back by next week.

Son: But Mom, I lost my part-time job, so I _____⁸ (be able to) pay you back by next week.

Mother: Then you _____⁹ (take) a bus tonight instead of the car. It's a beautiful evening.

Son: But, Mom, my date hates buses. You don't want her not to like me, do you?

Mother: That's not my problem. You _____¹⁰ (think) about that before you lost your job. A car doesn't run on soda pop, you know. It uses gas, and gas costs money.