PART 3

Modals

CHAPTER 7

Modals of Possibility

A. GRAMMAR IN DISCOURSE: Doctor Fran's Fitness Forum .................................................. 146

B. FORM: Modals of Present and Future Possibility .......... 148
   Present Modals
   He may/might/could/should/must be home.
   Future Modals
   He may/might/could/should/will be home soon.
   Present Phrasal Modals
   He ought to be home.
   She has to/has got to be jogging in the park.
   Future Phrasal Modals
   He ought to be home soon.
   She has to/has got to be coming home soon.

C. MEANING AND USE 1: Modals of Present Possibility ...... 153
   Overview
   Guessing with Could, Might, and May
   Expectations with Should and Ought To
   Strong Certainty and Understanding with Must, Have To,
   and Have Got To
   Strong Certainty with Can't and Couldn’t

D. MEANING AND USE 2: Modals of Future Possibility ...... 160
   Overview
   Guessing with Could, Might, and May
   Expectations with Should and Ought To
   Strong Certainty with Will and Won’t

WRITING: Write an Article for Your School’s Online Newspaper ........................................... 165

145
A1 **Before You Read**

Discuss these questions.

What do you and your friends do to stay fit? What benefits can you get from regular exercise? Do you think exercise could be bad for you?

A2 **Read**

Read this post from an online fitness forum to find out about a fitness expert’s perspective on the possible dangers of overexercising.

**Doctor Fran’s Fitness Forum**

**TODAY’S TOPIC:**

**Could Too Much Exercise Hurt You?**

**Q:** Is it possible to exercise too much? My sister runs several marathons a year. She should be the healthiest person I know, but she isn’t. Almost every time she takes part in an event, she gets sick with a cold or virus or respiratory infection. I’m starting to think that there might be a link between her training and her illnesses.

*Carol from Portland*

**A:** You’re right, Carol. Too much exercise could have harmful effects. Your sister may be showing the effects of what the experts call overtraining. All that physical stress on her body might be having a negative effect on her immune system. A recent study of 2,000 runners in the Los Angeles Marathon showed that 13% of the runners became ill the following week. Researchers concluded that marathon runners are six times more likely to get sick after a race and their immune systems may take longer to recover than non-runners. According to experts, moderate exercise should normally strengthen our immune systems but too much exercise could have the opposite effect. It may be hard to believe, but a number of studies on physical education teachers and on former high-school, college, and professional athletes have shown that too much of certain
kinds of exercise might lead to painful and potentially disabling conditions. These, in turn, could result in hip and knee replacements, not to mention broken bones and years of discomfort.

But, while excessive amounts of exercise and sports may turn out to be bad for you, most experts agree on one thing. No exercise at all could prove to be even more harmful in the long run.

---

**excessive:** more than is necessary or normal  
**immune system:** system of the body that helps you fight against infection and disease  
**in the long run:** over a long period of time  
**moderate:** not too much or too little, average  
**potentially:** likely to be or develop in the future  
**respiratory:** of or related to the organs of breathing

---

**A3 After You Read**

Choose the answer that best completes each sentence.

1. Carol suspects that her sister’s frequent illnesses are caused by _________.
   a. the environment  
   b. her lack of exercise  
   c. training

2. Doctor Fran suggests that overtraining may have a bad effect on _________.
   a. mental readiness  
   b. endurance  
   c. the immune system

3. Research shows that marathon runners often ________ right after a race.
   a. have heart attacks  
   b. become ill  
   c. break bones

4. Moderate exercise normally has ________ effect on the immune system.
   a. a positive  
   b. a negative  
   c. no

5. Studies show that, over time, excessive exercise can lead to _________.
   a. bone and joint problems  
   b. stronger bones and joints  
   c. early retirement

6. Doctor Fran believes that getting no exercise is ________ excessive exercise.
   a. even more harmful than  
   b. not as harmful as  
   c. equally as harmful as
**Modals of Present and Future Possibility**

**Think Critically About Form**

A. Look back at the article on page 146 and complete the tasks below.

1. **Identify** Look at the three underlined examples of modals of present and future possibility. Find six more examples.

2. **Categorize** Sort your examples into modals followed by:
   a. be  
   b. be + verb + -ing  
   c. a different main verb

B. Discuss your answers with the class and read the Form charts to check them.

### Present Modals

<table>
<thead>
<tr>
<th>AFFIRMATIVE STATEMENTS</th>
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<tbody>
<tr>
<td>SUBJECT</td>
<td>MODAL</td>
<td>MAIN VERB OR BE (+ VERB + -ING)</td>
</tr>
<tr>
<td>He</td>
<td>may</td>
<td>have</td>
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<td></td>
<td>might</td>
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<tr>
<td>She</td>
<td>could</td>
<td>be meeting</td>
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<td>They</td>
<td>should</td>
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<tbody>
<tr>
<td>SUBJECT</td>
<td>MODAL + NOT</td>
<td>MAIN VERB OR BE (+ VERB + -ING)</td>
</tr>
<tr>
<td>He</td>
<td>may not</td>
<td>have</td>
</tr>
<tr>
<td></td>
<td>might not</td>
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<tr>
<td>She</td>
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<tr>
<td>They</td>
<td>shouldn't</td>
<td>must not</td>
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</tbody>
</table>

### Future Modals

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<th>AFFIRMATIVE STATEMENTS</th>
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<tbody>
<tr>
<td>SUBJECT</td>
<td>MODAL</td>
<td>MAIN VERB OR BE (+ VERB + -ING)</td>
</tr>
<tr>
<td>He</td>
<td>may</td>
<td>get</td>
</tr>
<tr>
<td></td>
<td>might</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>could</td>
<td>be meeting</td>
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<tr>
<td>They</td>
<td>should</td>
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<th>NEGATIVE STATEMENTS</th>
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<td>She</td>
<td>couldn't</td>
<td>be meeting</td>
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<td></td>
<td>can't</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>shouldn't</td>
<td>won't</td>
</tr>
</tbody>
</table>
Modals of Present Possibility

- Modals have only one form with all subjects.
- *Must not, may not, and might not* have no contracted forms as modals of possibility.

![Tip]

Do not confuse the two words *may be* (modal + *be*) with *maybe*, a one-word adverb that often begins a sentence.

He may be late. Maybe he’s late.

- *Could* and *can* are used to ask questions about present possibility. *Might* is very uncommon. Use *be* in short answers to questions containing *be*.

  A: Could he be sleeping? A: Can it be true?
  B: He might be.  B: It must not be.

- See Appendix 14 for contractions with *should, could, and can*.

Modals of Future Possibility

- *Must (not), can’t, and couldn’t* are not usually used to express future possibility unless they are combined with the continuous.

  She must not be getting a new car next month.

- *Could* may be used to ask questions about future possibility. Notice the short answers.

  A: Could he arrive before we get home? B: Yes, he might. / No, he won’t.

- See Appendix 14 for contractions with *will*.

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**Present Phrasal Modals**

<table>
<thead>
<tr>
<th>AFFIRMATIVE STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT</strong></td>
</tr>
<tr>
<td>He</td>
</tr>
<tr>
<td>She</td>
</tr>
<tr>
<td>They</td>
</tr>
</tbody>
</table>

**CONTRACTIONS**

| She’s | got to | have | a car. |
| They’ve | got to | to be coming | home soon. |

**Future Phrasal Modals**

<table>
<thead>
<tr>
<th>AFFIRMATIVE STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT</strong></td>
</tr>
<tr>
<td>He</td>
</tr>
<tr>
<td>She</td>
</tr>
<tr>
<td>They</td>
</tr>
</tbody>
</table>

**CONTRACTIONS**

| She’s | got to | to be coming | home soon. |
| They’ve | got to | to be coming | home soon. |

(Continued on page 150)
Phrasal Modals of Present Possibility

- The phrasal modal *ought to* has one form with all subjects. The phrasal modals *have to* and *have got to* have different third-person singular forms.
- None of these phrasal modals is used in the negative to express possibility.
- *Have got to* has contracted forms. *Ought to* and *have to* do not.

Phrasal Modals of Future Possibility

- *Have to* and *have got to* are only used to express future possibility with the continuous. They’ve *got to be arriving* soon.

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B1 Listening for Form

Listen to this story and write the modals or phrasal modals you hear. Use contractions if you hear them.

The Abominable Snowman of the Himalayas and the Loch Ness Monster of Scotland are two creatures that

1. **may** or
2. **may not** be real—that depends on your beliefs. If you ask someone about them, they
3. **may** respond, “That
4. **may** be true,” or they
5. **may** respond, “That
6. **may** be true.” Over the years, it has been difficult to separate fact from fiction as stories about these creatures continue.

7. **may** it be true that an ape-like creature with long hair lives high in the Himalayas?
8. **may** the large footprints found there belong to such a creature? While many scientists say this
9. **may** be a myth, others claim that there
10. **may** be some kind of creature out there. But no one knows for sure.
In Scotland, there really be a mysterious water monster with a long neck and a large body like a brontosaurus? Many claim that there be some truth to this story that’s been around since the fifteenth century. Just ask the two million tourists who visit the area each year, hoping to see the monster.

B2 Completing Conversations with Modals

Work with a partner. Complete the conversations with the words in parentheses. Use contractions when possible. Then practice the conversations.

Conversation 1
A: That number may not be (be/not/may) right.
B: Don’t worry. It (be/not/can) wrong. The computer doesn’t make mistakes!

Conversation 2
A: They (arrive/should) soon.
B: I doubt it. They probably (arrive/not/will) until later.
A: No, I spoke to them a half hour ago. They (be/ought to) here in 20 minutes.

Conversation 3
A: This (be/have to) a mistake. My phone bill (be/not/could) $300 for just one month!
B: Don’t worry about it. Just call up the phone company. There (be/must) an explanation.

Conversation 4
A: Why isn’t Sasha home yet? The movie (be/have got to) over by now.
B: Actually, it just ended. He (be/should) here soon.
B3 Using Short Answers with Modals

Work with a partner. Switch roles for each question.

Student A: Ask a question about healthy living.

Student B: Answer the question with your beliefs. Use positive or negative short answers with may, might, must, or could. Use be where necessary.

1. Do carrots improve your eyesight?
   A: Do carrots improve your eyesight?
   B: They may. or They may not.

2. Is moderate exercise good for everyone?
   A: Is moderate exercise good for everyone?
   B: It must be. or It couldn't be.

3. Do eggs cause heart disease?

4. Is coffee good for your memory?

5. Do cell phones cause cancer?

6. Are microwave ovens bad for you?

7. Does table salt lower your blood pressure?

8. Are full-time jobs bad for you?

B4 Building Sentences with Modals

Build as many meaningful sentences as possible. Use an item from each column. Punctuate your sentences correctly.

John must be sleeping.

<table>
<thead>
<tr>
<th>John</th>
<th>must</th>
<th>be</th>
<th>sleeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>might</td>
<td>true</td>
<td>broken</td>
</tr>
<tr>
<td>can't</td>
<td>have</td>
<td>a</td>
<td></td>
</tr>
<tr>
<td>has to</td>
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</table>

B5 Writing Your Own Sentences with Modals

Think about a distant city where you have relatives or friends. Use modals of present possibility to do the tasks below.

1. Write three sentences about the weather in the city you are thinking about.
   It must be raining in Rio.
   It may be cool...

2. Write three sentences describing what you think your friends or relatives are doing right now.
   Carla must be traveling.
   Marco might be teaching a class, or he could be...
Modals of Present Possibility

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.
   a. He must be telling the truth. He never lies.
   b. He may be telling the truth. I’m not sure.
   c. He can’t be telling the truth. His story doesn’t make sense.
   d. He could be telling the truth. It’s possible, I guess.
   e. He might be telling the truth. I don’t know.
   f. He should be telling the truth. He usually does.

1. ANALYZE In which sentences is the speaker more certain?
2. ANALYZE In which sentences is the speaker less certain?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

Overview

1. Modals and phrasal modals of possibility are used to express guesses, expectations, or inferences about present situations. The modal you choose shows how certain you are that something is true.

<table>
<thead>
<tr>
<th>Less Certain</th>
<th>More Certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>• could, might, might not</td>
<td>Jim could be upstairs, or he might be outside.</td>
</tr>
<tr>
<td>• may, may not</td>
<td>He may not be awake yet. I’m not sure.</td>
</tr>
<tr>
<td>• should, shouldn’t, ought to</td>
<td>Jim should be upstairs. I saw him go up a few minutes ago.</td>
</tr>
<tr>
<td>• must, must not, have to, have got to</td>
<td>I don’t see Jim. He must not be feeling well. He has to be upstairs.</td>
</tr>
<tr>
<td>• can’t, couldn’t</td>
<td>Jim couldn’t be upstairs. I saw him go out.</td>
</tr>
</tbody>
</table>

(Continued on page 154)
Guessing with *Could, Might, and May*

- **2** Use *could, might (not)*, and *may (not)* to guess about a present situation when you don't have much proof. *Could* and *might* sometimes show less certainty than *may*, especially when they express more than one possibility.

  **More Certain**
  A: Where's Jim?
  B: He **may be** upstairs.

  **Less Certain**
  A: Where's Jim?
  B: He **could be** upstairs, or he **might be** outside.

Expectations with *Should* and *Ought To*

- **3** Use *should*(*n't*) and *ought to* when you have an expectation about a present situation based on proof or experience.

  A: Where's Jim?
  B: He **should be** upstairs. I saw him go up a few minutes ago.

  - Expectations expressed with *should* and *ought to* may be confused with the meanings of advisability and necessity that are also expressed by these modals. To make the meaning clear, the context must be stated or understood.
  
  Jim **ought to be** in bed. I thought I saw him go upstairs before. (*ought to = expectation*)
  
  Jim **ought to be** in bed. He looks very sick. (*ought to = advisability*)

Strong Certainty and Understanding with *Must, Have To, and Have Got To*

- **4A** Use *must (not)*, *have to*, and *have got to* to draw conclusions when you are certain of something, and you believe there is only one logical explanation.

  A: We can't find Jim.
  
  B: He
  
  
  - **must**
  - **has to** be upstairs. We've looked everywhere else.
  - **has got to**

- **4B** In conversation, *must be* or *must feel* with an adjective often show understanding of someone's feelings.

  A: I hardly slept at all last night. My neighbors had a party.
  
  B: You **must be** very annoyed at them.
  
  C: You **must feel** tired. Do you still want to go out later?
Strong Certainty with *Can't* and *Couldn't*

- **5A** Use *can't* and *couldn't* when you are certain something is unlikely or impossible. Notice that in the affirmative, however, *could* expresses less certainty.
  
  A: I think Jim is upstairs.
  B: He *couldn't* be upstairs. I saw him go out. (*couldn't* = strong certainty)
  A: Well, I *could* be wrong. (*could* = less certainty)

- **5B** *Can't* and *couldn't* sometimes express surprise or disbelief.
  
  A: I heard that you're going to be promoted.
  B: That *can't* be true. The boss doesn't like me. (*can't* = disbelief)

C1 Listening for Meaning and Use

Listen to each situation. Is the speaker expressing less certainty or more certainty about the situation? Check (✓) the correct column.

<table>
<thead>
<tr>
<th>LESS CERTAINTY</th>
<th>MORE CERTAINTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ✓</td>
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<td>2.</td>
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<td>7.</td>
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<td>8.</td>
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</table>
C2 Expressing Degrees of Certainty

Work with a partner. Read each question and the two responses. Then complete each response with a modal that expresses the appropriate degree of certainty. More than one answer may be possible for each item.

Conversation 1
A: What’s wrong with Alice? She has been looking strange ever since class ended.
B: She ___ might ___ be upset. I don’t think she did very well on the exam.
C: She ___ must ___ be upset. I saw her exam. She got a very low grade.

Conversation 2
A: Are the clothes dry yet?
B: They ___ be dry by now. They usually take 45 minutes to dry, and they’ve been in the dryer almost 40 minutes.
C: They ___ be dry by now. They usually take 45 minutes, and they’ve been in the dryer for almost an hour.

Conversation 3
A: Do you think they’ve finished repairing your car by now?
B: It ___ be ready. It’s 2:00 p.m., and they said it’d be ready at noon.
C: It ___ be ready. It’s noon. They said it would probably be ready by noon.

Conversation 4
A: Whose black jacket is this? Someone forgot to take it after the meeting.
B: It ___ be Diane’s. I saw her wearing a black jacket earlier.
C: It ___ be Diane’s. She wears a lot of black.

Conversation 5
A: It’s 10:30 p.m. Who could be calling so late?
B: It ___ be Chris. She said she wanted to talk to me today.
C: It ___ be Chris. She said she was going to call after ten o’clock.
C3 Guessing with Could, Might, and May

Work in small groups. Describe what you think the people in the pictures are doing. Use could, might, and may to make as many guesses as you can.

They could be watching a car show.
They might be looking at...

C4 Making Guesses and Drawing Conclusions

Work in small groups. Write guesses and conclusions about each situation below. Use could, must, may, might, has to, and has got to. Add one or two more sentences to explain what you mean. Discuss your answers.

1. The teacher is absent today.
   She must be sick. She wasn’t feeling well yesterday. OR
   She might be out of town, or she could be sick. Nobody knows. OR
   She might not be feeling well again. She was sick a few weeks ago.

2. The fire alarm is ringing.

3. Your new neighbor never smiles.

4. Everyone’s eating chocolate cake for dessert except Tina.

5. You’ve been sneezing all morning.

6. Your sister has just received a dozen long-stemmed roses with no card.

7. Jenny isn’t answering the telephone.

8. Sam always looks tired.
C5 Stating Expectations and Drawing Conclusions

Work with a partner. Terry is a nurse. Read Terry’s work schedule and complete each sentence below. Give your conclusions or expectations using must be or should be + a continuous verb or a time of day.

<table>
<thead>
<tr>
<th>Day Shift Schedule</th>
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<tbody>
<tr>
<td>6:45 A.M.</td>
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<tr>
<td>7:15 A.M.</td>
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<tr>
<td>7:45 A.M.</td>
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<tr>
<td>8:30 A.M.</td>
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<tr>
<td>10:00 A.M.</td>
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<td>11:00 A.M.</td>
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<td>12:30 P.M.</td>
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<tr>
<td>1:00 P.M.</td>
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<tr>
<td>2:45 P.M.</td>
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<tr>
<td>4:30 P.M.</td>
</tr>
</tbody>
</table>

1. If it’s 7:20, **Terry must be checking the patients’ vital signs.**
   OR **Terry should be checking the patients’ vital signs.**

2. If Terry is meeting with the doctors, **it must be 7:45.** OR **it should be 7:45.**

3. If it’s 1:10, ________________

4. If Terry is going home, ________________

5. If it’s 8:30, ________________

6. If it’s 11:00, ________________

7. If it’s 6:50, ________________

8. If Terry is writing notes on charts, ________________

9. If Terry is taking a break, ________________

10. If it’s 12:30, ________________

Expressing Understanding

Work with a partner. Take turns reading these statements. Answer with *you must be* or *you must feel* + an adjective to show your understanding of each situation.

1. I studied all night for my exam.
   
   *You must be exhausted.* OR *You must feel tired.*

2. I didn’t eat breakfast or lunch today.

3. Tomorrow is my first job interview.

4. My English teacher canceled our midterm exam.

5. My friends are going to visit me next week. I haven’t seen them for six months.

6. My car broke down again. I just spent $300 on it last week.

7. I didn’t get accepted to graduate school.

8. My parents are going to go on a cruise next month.

Expressing Strong Certainty and Disbelief

A. Work with a partner. Write a dialogue in which the speakers express strong certainty and surprise or disbelief about one of the topics below. Use some of these modals: *can’t, couldn’t, must, have to, have got to.*

1. A young person is trying to make excuses to his or her parents about not doing well in school.
   
   *Young person:* There’s got to be a mistake. My grades can’t be that bad.
   
   *Parent:* You must be kidding! What about the homework that you didn’t do, and the classes that you missed?
   
   *Young person:* Well,...

2. Two friends are discussing the surprising behavior of a mutual friend.

3. Two co-workers are discussing some rumors that are going around the office.

4. Two teachers are discussing a student’s work, which has suddenly improved.

B. Practice your dialogue. Be prepared to present it to the class.
Modals of Future Possibility

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.
   a. The plane might be on time. It’s not clear yet.
   b. The plane should be on time. It left on time.
   c. The plane could be on time. They sometimes make up time in the air.
   d. The plane will be on time. They just announced it.

1. ANALYZE In which sentences is the speaker less certain?
2. ANALYZE In which sentences is the speaker more certain?
3. INTERPRET Which sentences have about the same meaning?

B. Discuss your answers with the class and read the Meaning and Use Notes to check them.

Meaning and Use Notes

Overview

1. Modals and phrasal modals of possibility are used to make predictions about the future. The modal you choose can make your sentence sound more or less certain.

Less Certain
- could, might, might not
- may, may not
- should, shouldn’t, ought to

More Certain
- will, won’t

The plane could arrive soon.
The plane may arrive soon.
The plane should arrive soon.
The plane will arrive soon.

Must (not), can’t, couldn’t, have to, and have got to are not usually used to express beliefs about the future unless they are combined with the continuous. They are used to express certainty about the present.

They must be coming home soon.

X They must not be home later. (INCORRECT)
Guessing with *Could, Might, and May*

2 Use *could, might (not)*, and *may (not)* to guess about a future situation when you don’t have much proof. *Could* and *might* sometimes show less certainty than *may*, especially when they are used to express more than one possibility.

<table>
<thead>
<tr>
<th>More Certain</th>
<th>Less Certain</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: When is Liz arriving?</td>
<td>A: When is Liz arriving?</td>
</tr>
<tr>
<td>B: She <em>may be</em> arriving soon.</td>
<td>B: She <em>could</em> arrive at 7:30, but she <em>might be</em> late.</td>
</tr>
</tbody>
</table>

Expectations with *Should* and *Ought To*

3 Use *should(n’t)* and *ought to* when you have an expectation about a future situation based on proof or experience. *Should* and *ought to* are used to indicate future expectations more frequently than present expectations.

A: When is she coming?
B: She *should be* here at 7:30. That’s what she told me yesterday.

*Expectations expressed by should and ought to can become confused with the meanings of advisability and necessity that are also expressed by these modals. To make the meaning clear, the context must be stated or understood.*

Liz *ought to be* here on Monday. She said she’s coming. (*ought to = possibility*)
Liz *ought to be* here on Monday. I told her to come. (*ought to = advisability*)

Strong Certainty with *Will* and *Won’t*

4A Use *will* and *won’t* to express strong certainty about the future.

She’ll *come* soon. I’m not worried. (*very likely*)
She won’t *be coming*. (*very unlikely*)

4B *Will* is often weakened with adverbs of possibility such as *maybe, perhaps,* and *probably*. *Probably* is the strongest of these adverbs, although it still expresses a small amount of doubt.

Maybe she’ll *come*. (= She *might* *come.*)
Perhaps she’ll *come*. (= She *might* *come.*)
She’ll *probably* *come*. (= She *should be coming.*)
D1  Listening for Meaning and Use

Listen to each situation. Is the speaker expressing less certainty or more certainty about the future situation? Check (✓) the correct column.

<table>
<thead>
<tr>
<th>LESS CERTAINTY</th>
<th>MORE CERTAINTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

D2  Expressing Degrees of Certainty

Rewrite each sentence using a modal to express the appropriate degree of certainty about the future. More than one answer may be possible for each item.

1. I expect the exam to be easy.
   
   The exam should be easy.

2. Maybe we'll come later.

3. The flight definitely arrives at 8:10.

4. There's a small chance of rain this afternoon.

5. I don't expect it to be cold tonight.

6. There's a good possibility that he'll get the job.

7. It's possible that video exercise games will become more challenging.

8. Perhaps he's taking the express train this evening.

9. I'm certain that the class meets on Thursdays next semester.

10. She's probably in Miami for the winter.
D3 Making Predictions About the Weather

Work in small groups. Look at the four-day weather forecast and describe the weather for each day. Use affirmative or negative modals, and adverbs of possibility.

**TONIGHT**

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>34°F</td>
<td>30°F</td>
</tr>
</tbody>
</table>

Travel advisory: definite snowfall, heavy at times, and 5 to 8 inches expected by tomorrow morning.

1. **There will be heavy snow tonight.**
   
2. **We should have five to eight inches by morning.** OR
   
   **There will probably be five to eight inches by morning.**

**TOMORROW**

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>38°F</td>
<td>32°F</td>
</tr>
</tbody>
</table>

Increasing chance of clouds, 30% chance of sleet in the afternoon. Rain likely overnight.

3. __________________________
   
4. __________________________
   
5. __________________________
   
6. __________________________

**SATURDAY**

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>40°F</td>
<td>35°F</td>
</tr>
</tbody>
</table>

80% chance of rain accompanied by strong winds. Partial cleaning in the afternoon, but returning clouds in the evening with a 50% chance of rain. Possibility of flooding.

3. __________________________
   
4. __________________________
   
5. __________________________
   
6. __________________________

**SUNDAY**

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>45°F</td>
<td>39°F</td>
</tr>
</tbody>
</table>

Sunshine followed by partly cloudy skies late in the afternoon. A slight chance of snow in the evening. Thickening clouds, but snow very unlikely after midnight.

3. __________________________
   
4. __________________________
   
5. __________________________
   
6. __________________________
D4 Making Predictions About Your Lifetime

A. Complete each sentence with an affirmative or negative modal to make a prediction about your lifetime.

1. During my lifetime, more people _______ will _______ live to the age of 100.
2. People _______ may not _______ visit other planets.
3. Researchers _______ find a cure for cancer.
4. Astronomers _______ solve the mysteries of the universe.
5. People _______ live on Mars.
6. I _______ ride in a spaceship.
7. Robots _______ do all of our housework.
8. Countries _______ stop producing nuclear weapons.
9. Scientists _______ find ways to predict earthquakes.
10. There _______ be another world war.

B. Now write five more predictions about things that could, might, may, or will happen in your lifetime. Use adverbs of possibility in at least two of your sentences.

In the future, robots may assist the elderly with all of their household chores.
Maybe everyone will be driving electric cars.
My country will probably host the Olympics.

C. Follow these steps to write a paragraph about one of your predictions from parts A or B.

1. Write down some details about the prediction.
2. Use the prediction to write a clear introductory sentence and a paragraph explaining what might or might not happen.
3. Make sure to use various modals and adverbs of possibility, but don’t use them in every sentence.

   During my lifetime, people may not visit other planets, but unmanned space vehicles will certainly continue to visit them. People might be able to…
Think Critically About Meaning and Use

A. Work with a partner. Read each situation. Choose the sentence that is the most certain.

1. The key is missing.
   a. It may be on the table.
   b. It must be on the table.
   c. It ought to be on the table.

4. The answer is 25.
   a. That may not be right.
   b. That couldn’t be right.
   c. That might not be right.

2. A letter has just arrived.
   a. It can’t be from Mary.
   b. It must not be from Mary.
   c. It might not be from Mary.

5. The doorbell is ringing.
   a. It has to be the mail carrier.
   b. It should be the mail carrier.
   c. It ought to be the mail carrier.

3. Thomas is doing his homework.
   a. He might finish by four o’clock.
   b. He could finish by four o’clock.
   c. He won’t finish by four o’clock.

6. My car is at the service station.
   a. It won’t be ready soon.
   b. It will probably be ready soon.
   c. It ought to be ready soon.

B. Discuss these questions in small groups.

1. GENERATE Look at sentence 1. Imagine you know for sure that the key is not on the table. What two modal forms could you use to replace must be?

2. PREDICT Look at sentence 6a. What might the speaker say next to support the idea?

Edit

Find the errors in this paragraph and correct them.

A migraine is a severe headache that can affect your quality of life. Migraine sufferers often experience symptoms such as zigzag flashing lights or blind spots in their vision. However, there are other symptoms that could signaling that a migraine is coming. You may be sensitive to light, sound, or smells, or you might be feel overly tired. The good news is that treatment must often relieve the pain and symptoms and prevent further attacks.
Write

Imagine that you are the health editor of your school’s online newspaper. Write an article discussing ways that students might stay fit while they are studying at your school. Use modals and phrasal modals of present and future possibility.

1. **Brainstorm** Think about all the problems that students face and the solutions that you might include. Use these categories to help you organize your ideas into three or four paragraphs.
   - **Problems**: Why might students find it difficult to stay fit while they are studying (e.g., sitting for too many hours, study/sleep habits, food)?
   - **Solutions/Advice**: What are some of the things that students might do to stay fit (e.g., exercise, eat properly, get enough sleep)?
   - **Conclusion**: What may happen if they don’t follow your advice? What benefits might they experience if they follow your suggestions?

2. **Write a First Draft** Before you write your first draft, read the checklist below and look at the examples on pages 146–147. Write your draft using modals of possibility.

3. **Edit** Read your work and check it against the checklist below. Circle grammar, spelling, and punctuation errors.

<table>
<thead>
<tr>
<th>DO I ...</th>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>give my article a title?</td>
<td></td>
</tr>
<tr>
<td>organize my ideas into paragraphs?</td>
<td></td>
</tr>
<tr>
<td>use a variety of modals of possibility to speculate about the problems students may be facing now and the solutions they might consider in the near future?</td>
<td></td>
</tr>
<tr>
<td>use adverbs such as maybe, perhaps, and probably to soften my ideas?</td>
<td></td>
</tr>
</tbody>
</table>

4. **Peer Review** Work with a partner to help you decide how to fix your errors and improve the content. Use the checklist above.

5. **Rewrite Your Draft** Using the comments from your partner, write a final draft.

---

**Student Health Line**

**Don’t just sit there!**

Let’s face it! If you’re a serious student, you’re probably doing a lot of sitting—in class, in the library, in your room. You might also be living away from home for the first time, so you may not be thinking about good nutrition or your sleep habits...