CHAPTER

8

Past Modals

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I may/might/could/should/must have passed the test.

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He ought to have come.
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A new theory explains how the first feathered creatures to fly may have gotten off the ground. Researchers believe that a prehistoric bird that descended from dinosaurs, archaeopteryx (pronounced "ar-kee-ope-te-riks"), had a good wingspan for a half-pound bird—more than 20 inches. That has to have been enough to enable the crow-sized bird to fly, or at least glide, through the Jurassic skies. But the toughest part of flying is the takeoff. And the first birds and their dinosaur ancestors just didn’t have the same specialized muscle power for liftoff that their modern descendants do. It’s a question that scientists have been arguing about for more than 200 years. How did the first fliers get into the air? A study in the journal Nature shows how it could have happened.

**Fly or die?** According to this popular theory, a tree-dwelling prehistoric bird could have launched itself—or could have fallen—from its perch and managed to stay up by flapping its wings. That solves the gravity issue, but Luis Chiappe, a palaeontologist at the Natural History Museum of Los Angeles County, points out a problem. “We don’t know of any bird ancestors that lived in trees.”

A **running start?** This could have helped a bird like archaeopteryx into
the air, but the ancient bird’s estimated speed wasn’t fast enough for liftoff. Chiappe worked with an expert in aerodynamics, Phillip Burgers, to simulate the takeoff of the archaeopteryx. They found that the bird’s wings were able to rotate in a way that may have provided the extra burst of speed needed to outrun a hungry predator or catch a quick-running lizard. And, the new calculations show, the wing flapping could have generated sufficient speed for takeoff. During the early phase of liftoff, archaeopteryx’s wings must have acted more like an airplane’s engines, providing extra speed. Then, when the archaeopteryx was in the air, it must have rotated its wings back to horizontal position, to maintain altitude.

Modern birds do exactly the same thing, so why hasn’t anyone noticed until now? Experts have been fascinated by lift, probably because it’s something humans can’t do. Chiappe and Burgers have shown that the archaeopteryx could have taken off from the ground, but whether or not it actually did may never be known. According to the researchers, the answer to this question is not really important. Rather, the importance of their discovery is that the wings could have helped the archaeopteryx gain speed. Flying might have developed as the archaeopteryx ran faster and faster while flapping its wings, not by falling out of trees. Perhaps flying is just the continuation of running by other means.

Adapted from Newsweek

**aerodynamics**: the science that studies forces that act on things moving through air

**altitude**: height in the air

**Jurassic**: the time period when dinosaurs and the earliest birds lived

**paleontologist**: a scientist who studies fossils to learn about the history of life on earth

**predator**: an animal that lives by killing and eating other animals

**wingspan**: measurement across the wings when the wings are extended

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A3 After You Read

Check (✓) the facts that scientists who study prehistoric birds are certain about.

___ 1. They had feathers.

___ 2. They descended from dinosaurs.

___ 3. They had wings.

___ 4. They were much smaller than modern birds.

___ 5. They could fly.

___ 6. They lived in trees.
Past Modals

Think Critically About Form

A. Look back at the article on page 168 and complete the tasks below.

1. **IDENTIFY** An example of a past modal is underlined. Find six more examples.

2. **COMPARE AND CONTRAST** Find two past modals with singular subjects and two with plural subjects. Is there any difference in form between them?

3. **EVALUATE** What auxiliary follows the modals? What is the form of the main verbs?

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

## Past Modals

<table>
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<tr>
<th>AFFIRMATIVE STATEMENTS</th>
<th>NEGATIVE STATEMENTS</th>
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<tr>
<td><strong>SUBJECT</strong></td>
<td><strong>MODAL</strong></td>
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- Past modals have only one form with all subjects.
- Past modals have two auxiliary verbs: a modal and *have*. Only the modal forms contractions.
- *May not have, might not have, and must not have* have no contracted forms as past modals.
- *Could have* and *should have* may be used to ask questions with past modals. Notice that short answers contain modal + *have* and optional main verb *be* if appropriate.
  
  A: *Could* they have called?  
  B: No, they *must not have*.
  
  A: *Should* she have been at the meeting?  
  B: Yes, she *should have been*.

- See Appendix 14 for contractions with *can, could,* and *should.*
- See Appendix 6 for irregular verbs and their past participles.
Past Phrasal Modals

<table>
<thead>
<tr>
<th>AFFIRMATIVE STATEMENTS</th>
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<td>SUBJECT</td>
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<td>He</td>
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<td>You</td>
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<table>
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<tr>
<th>NEGATIVE STATEMENTS</th>
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<tbody>
<tr>
<td>SUBJECT</td>
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<tr>
<td>He</td>
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</tbody>
</table>

**CONTRACTIONS**

She's got to
You've got to

- Ought to have has only one form. Have to have and have got to have have different third-person singular forms.
- Ought to have can be used in the affirmative or negative. Have to have and have got to have are used only in the affirmative.
- Have got to have has contracted forms. Have to have and ought to have do not.
- Had to have + past participle can often replace have to have + past participle.

You

\[ \begin{align*}
\text{had to have} & \\
\text{have to have} & \\
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known the answer.
Most scientists now agree that an asteroid collision or a similar event
must have been responsible for starting the mass extinction of dinosaurs
and other animals about 65 million years ago. But there is still disagreement about
another wave of extinction that occurred more recently, just 13,000 years ago. That’s
when great woolly mammoths, mastodons, saber-tooth tigers, and other large animals
known as megafauna died off in northern Eurasia and the Americas.

What caused the disappearance of these great beasts? Some say that human colonizers from Siberia done the damage over a
period of a thousand years. But others disagree. In their opinion, a relatively small
group of hunters killed off so many animals across three whole
continents. As one researcher told me, “We found evidence of
such overhunting, but we haven’t. So humans been the cause.”

Others think it been climate change. Scientists know that
there was a cold snap that led to a partial return to Ice Age conditions between 12,900
and 11,500 years ago, and some believe that this put stress on
the megafauna. Again, for the theory to be true, they found
proof, but so far they haven’t.

The most recent theory is that a major cosmic catastrophe such as an airburst or
impact from a comet caused the extinctions. Evidence to
support this already been found in soil samples at more than
50 sites across North America, and glacier scientists think they found signs in the Greenland ice sheet as well.
B2 Completing Conversations

Work with a partner. Complete these conversations using the past modal form of the words in parentheses. Then practice the conversations using contractions where appropriate.

Conversation 1

A: I _______ could have gone _______ (could/go) to the movies with you, but I decided to study instead.

B: You didn’t miss anything. You _______ might/not/like _______ it anyway. There _______ must/be _______ ten different violent scenes!

Conversation 2

A: I _______ should/not/drive _______ to work this morning. There was so much traffic.

B: You _______ should/take _______ the bus. It was empty.

Conversation 3

A: She _______ could/not/leave _______ yet. We’re not that late.

B: But she _______ might/forget _______ to wait for us.

Conversation 4

A: You _______ must/not/got _______ much sleep last night.

B: You’re right. I was up coughing and sneezing most of the night. I _______ should/go _______ to the doctor yesterday, He _______ could/write _______ me a prescription for some cold medicine.

Conversation 5

A: I lost my keys last night. I _______ might/leave _______ them at your house.

B: No, you _______ could/not _______ (could/not). You drove home with them.

A: That’s right. Then I _______ must/drop _______ them after I parked the car.

B: You _______ might/lock _______ them in your car. Have you checked?
B3 Asking and Answering Questions with Past Modals

Work with a partner. Switch roles for each question.

Student A: Ask a question about prehistoric birds. Use the words below with could have.

Student B: Answer the question in your own opinion. Use short answers with modals.

1. have feathers
   A: Could prehistoric birds have had feathers?  
   B: Yes, they could have. OR They must have.

2. descend from dinosaurs
   A: Could prehistoric birds have descended from dinosaurs?  
   B: No, they couldn't have.

3. have wings
4. jump from trees
5. run fast
6. live on the ground
7. eat smaller animals
8. eat seeds

B4 Forming Past Modals

Rewrite these sentences. Change the modals to past modals.

1. The researchers might be wrong. There may be some data they ignored.
   The researchers might have been wrong. There may have been some data they ignored.

2. The report should be available on April 12.
3. He ought to study more for the test.
4. I could work harder.
5. She has to be home.
6. I should do things differently. I should exercise more. I know I could find the time.
7. I should relax more. Perhaps I could learn yoga.
8. I shouldn't worry so much. Worrying couldn't be good for my health.
Reducing Past Modals

Look at the cartoon and listen to the conversation. How is each underlined form in the cartoon different from what you hear?

In informal speech, affirmative and negative past modals are often reduced. Have may sound like /əv/. If it is reduced even more, it sounds like /ə/.

<table>
<thead>
<tr>
<th>Standard Form</th>
<th>What You Might Hear</th>
</tr>
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<tbody>
<tr>
<td>I could have come.</td>
<td>&quot;I /kədəv/ come.&quot; OR &quot;I /kəda/ come.&quot;</td>
</tr>
<tr>
<td>They must have come.</td>
<td>&quot;They /məstəv/ come.&quot; OR &quot;They /mestə/ come.&quot;</td>
</tr>
<tr>
<td>He may not have come.</td>
<td>&quot;He /miənətəv/ come.&quot; OR &quot;He /miənədə/ come.&quot;</td>
</tr>
<tr>
<td>We should not have come.</td>
<td>&quot;We /ʃʊdntəv/ come.&quot; OR &quot;We /ʃʊndə/ come.&quot;</td>
</tr>
</tbody>
</table>

**B5 Understanding Informal Speech**

Listen and write the standard form of the words you hear.

A: I'm sorry I'm late. I _______ called you. Then you _______ met me downtown.

B: That _______ worked anyway. I didn't get out of work until six. And then there _______ been fifty people waiting for the elevator. It took me ten minutes to get out of the building.

A: So where's Linda? She _______ been here by now. She _______ forgotten.

B: I doubt that. She _______ gotten stuck in traffic, or she _______ left work late, too. Let's sit down over there and wait for her.
Modals of Past Possibility

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.
   a. Prehistoric birds must have been able to fly. They had wings.
   b. Prehistoric birds could have been able to fly. They were small.
   c. Prehistoric birds might have been able to fly. They were light enough.
   d. Prehistoric birds couldn’t have been able to fly. They had no way of getting into the air.

1. **Evaluate** In which sentences is the speaker more certain?
2. **Evaluate** 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 of past possibility are used to make guesses or inferences about the past. The modal you choose shows how certain you are that something was true.

   - **Less Certain**
     - might have, might not have, could have
     - may have, may not have
     - must have, must not have, have to have, have got to have

   - **More Certain**
     - can’t have, couldn’t have

   A: Where was Jim this morning?
   B: He **might have been** outside. I’m not sure.
   C: He **may not have been** awake yet.
   D: He **must have been** in bed. He never gets up before noon.
   E: He **can’t have been** upstairs. He wasn’t home.

### Guessing with May Have, Might Have, and Could Have

2. Use *may (not) have, might (not) have, and could have* to guess about a past situation when you don’t have much proof.

   Dinosaurs *may have perished* because of a climate change, or they *might have perished* because of disease. Some people think they *could have perished* because a large meteor hit Earth.
Strong Certainty with Must Have, Have to Have, and Have Got to Have

3 Use must (not) have, have to have, and have got to have to draw conclusions about the past when you are certain of something, and you believe there is only one logical explanation.

Problem: Someone stole the money from the drawer. No one was in the room except Sally.

Conclusion: Sally must have taken it.
Sally has (got) to have taken it.

Strong Certainty with Can't Have and Couldn't Have

4A Use can't have and couldn't have when you are certain something was unlikely or impossible.

No one believes him. He can't have been home at the time of the crime. The police have evidence that he was at the crime scene.

4B Can't have and couldn't have sometimes express surprise or disbelief about the past.

A: You got an A on the exam.
B: I couldn't have gotten an A! That's impossible. Didn’t I get the last question wrong?

C1 Listening for Meaning and Use

Listen to the different opinions among archaeologists about Neanderthals. Is each speaker expressing less certainty or more certainty? Check (√) the correct column.

<table>
<thead>
<tr>
<th>LESS CERTAINTY</th>
<th>MORE CERTAINTY</th>
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<tbody>
<tr>
<td>1.</td>
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C2 Understanding Degrees of Certainty

Work with a partner. Read what two different archaeologists (A and B) have said about the “Iceman,” a 5,000-year-old frozen mummy that was discovered in 1991 in the Alps. Rewrite their opinions with modals of possibility.

1. A: Maybe the Iceman was a shepherd.
   B: We don’t believe he was a shepherd.
   A: *The Iceman may have been a shepherd.*
   B: *He couldn’t have been a shepherd.*

2. A: It was impossible for him to build a fire.
   B: Perhaps he built a fire.

3. A: It is possible he froze to death.
   B: He almost certainly froze to death.

4. A: We can conclude that he lived in a valley.
   B: It’s not likely he lived in a valley.

5. A: Perhaps he wasn’t older than 25.
   B: We can assume he wasn’t older than 25.

C3 Making Guesses and Drawing Conclusions

Work in small groups. Read about a mysterious incident and discuss what might have happened. Use different affirmative and negative past modals.

*Unfriendly Native Americans may have killed the first group.*

*The Croatoans were friendly. They can’t have killed the second group.*

The “Lost Colony of Roanoke” is one of the great mysteries of early American history. When John White and a group of English settlers arrived on Roanoke Island in July 1587, the only sign they found of the previous colonists were some bones. What happened is still a mystery. White quickly established good relations with the Native Americans on the nearby island of Croatoan, but a second group remained unfriendly. The settlers convinced White to sail back to England to arrange for food and supplies, but war with Spain delayed him. When he arrived three years later, in August 1590, there was no sign of the 118 settlers. Even their homes had disappeared. The only clue was the word “Croatoan” carved into a post of the fort and “Cro” carved into a tree.

Many questions remain. What happened to the first settlers? Did the second group go to live with the Croatoans? Did unfriendly natives kill them? Did they die of disease? Why was there no sign of their houses? Did they split up and go off to live in different areas?
C4 Expressing Impossibility and Disbelief

Work with a partner. Switch roles for each statement.

Student A: Read a statement.

Student B: Express disbelief with couldn't have. Give a reason for your disbelief.

1. You just won the game.
   
   A: You just won the game.
   
   B: I couldn't have won the game. I didn't even buy a ticket.

2. Your great-great-grandfather sent you a letter.

3. Your Rolls Royce ran out of gas.

4. You grew three inches taller this week.

5. You lost a million dollars yesterday.

6. You swam the English Channel last week.

C5 Writing About Impossibility and Disbelief

A. Do you believe everything you read in the news or on the Internet? Make a list of events or situations that you have read about that seem unbelievable. Why do you think they are unbelievable?

B. Choose one of your events or situations from part A. Write a paragraph expressing your disbelief. Tell why you think the incident couldn't have happened the way it was described. Describe what you think must have happened instead.

   I found a website about the “Lost Colony of Roanoke” on the Internet yesterday. It said the colonists may have died of starvation, but I don’t think this could have happened. Many historians say that the island must have had a lot of wild game, seafood, and edible plants in the late 1500s. With so much food around, the colonists couldn't have gone hungry...
Other Functions of Past Modals

Think Critically About Meaning and Use

A. Read the sentences and answer the questions below.
   a. Paul lived near his office. He could walk there every morning.
      He liked the exercise.
   b. Paul lived near his office. He could have walked there every morning,
      but he broke his leg.
   c. Paul lived near his office. He should have walked there every morning,
      but he was too lazy.

1. EVALUATE Which sentences suggest that Paul didn’t walk to work every day?
2. EVALUATE Which one suggests that he did?
3. EVALUATE Which sentence expresses the speaker’s opinion and advice about
   a past situation?

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

Meaning and Use Notes

Past Ability and Opportunity

Could have suggests that a person had the ability or opportunity to do something in
the past but did not do it. Could suggests that a person had the ability or opportunity
to do something and was able to or did do it.

Could Have (Did Not Do It)
I could have walked to school, but I got a ride instead. (I didn’t walk to school.)
You could have spoken French with her, but you were too shy. (You didn’t speak French
with her.)

Could (Did It)
I lived near the school, so I could walk there. (I walked to school.)
You could speak French at an early age. (You spoke French at an early age.)
Advice, Obligations, and Regrets About the Past

2A     Should(n't) have expresses advice about past situations. Should(n't) have and ought (not) to have express past obligations (what you were or were not supposed to do). Compare the actions that the speakers actually did do and the actions that the speakers did not do.

Did Not Do It
You should have asked for help. (Asking for help was a good idea, but you didn't do it.)
She ought to have registered on Monday. (She was supposed to register on Monday, but she didn't.)
He should have visited his aunt in the hospital. (Visiting his aunt was the right thing to do, but he didn't do it.)

Did It
You shouldn't have driven in bad weather. (It was a bad idea to drive, but you did it anyway.)
He shouldn't have taken the money. It's illegal. (He wasn't allowed to take the money, but he did it anyway.)

2B     In the first person, should(n't) have shows regret. It means that you think that something you did or did not do was a mistake.

Did Not Do It
I should have accepted the job offer. (I didn't accept the job. Now I am sorry.)

Did It
I shouldn't have lost my temper. (I lost my temper. It was a mistake.)

Past Permission and Necessity

3     May (not) for expressing permission and must for expressing necessity do not have past modal forms. Several different past expressions are used instead.

Present Modals          Past Expressions
Seniors may have cars.   Seniors were permitted to have cars.
Freshmen may not have cars. Freshmen were not permitted to have cars.
All visitors must register. All visitors were required to register.
D1 Listening for Meaning and Use

Listen to the statements. Choose the sentence that best expresses the meaning of the situation that you hear.

1. a. John should have applied for the scholarship.
   b. John must have applied for the scholarship.

2. a. John could have left early.
   b. John should have left early.

3. a. John shouldn't have asked for help.
   b. John ought to have asked for help.

4. a. John must have taken two English courses.
   b. John had to take two English courses.

5. a. John may have registered late.
   b. John was permitted to register late.

6. a. John shouldn't have called his parents yesterday.
   b. John was supposed to call his parents yesterday.

7. a. John had to work in a department store.
   b. John could have worked in a bank.

8. a. I should have called John last night.
   b. I shouldn't have called John last night.

D2 Contrasting Could and Could Have

Read each situation. Choose could + verb or could have + verb.

1. When I worked downtown, I (could buy / could have bought) fresh coffee on my way to the office, so I never made any at home in the morning.

2. I (could ride / could have ridden) my bicycle to school every day, but I never did because I was afraid of the traffic.

3. We always knew when my father got off the bus because we (could see / could have seen) the bus stop from our window.

4. Why didn’t anyone tell me? I (could take / could have taken) my vacation last week.

5. You (could call / could have called) me when the car broke down. Why did you leave the car on the side of the road instead?
**D3 Talking About Past Opportunities**

A. Work with a partner. Make up sentences about each situation using could have and the expressions that follow to express the different opportunities that were available to the person. Then think of one more opportunity for each situation.

**Situation 1**
Paul went to college. He majored in biology and education. He became a teacher, but there were other possibilities that he considered.

1. work in a lab  
   *He could have worked in a lab.*
2. go to medical school
3. teach science in a high school

**Situation 2**
Lee went to cooking school. He became a chef on a cruise ship after he considered several other careers.

1. become a cook in a restaurant
2. open a restaurant
3. work in a hotel

**Situation 3**
Ella majored in English. She became an editor after she considered some other choices.

1. be a fiction writer
2. go to law school
3. work for a newspaper

**Situation 4**
Ed majored in art. He thought about other careers before he decided to paint on his own.

1. become an art teacher
2. get a job in advertising
3. do graphic design

B. On your own, think about some opportunities you had for jobs, schools, or places to live. What did you decide to do? Write four sentences describing what you could have done and a description of what you decided to do instead.

*I could have lived in London, but I decided to move to New York instead.*

C. Tell the class about one of your opportunities.
D4 Talking About Advice in the Past

Work in small groups. Ask questions about each situation using should have and the possibilities that follow. Then give short answers with should have or shouldn't have. You can also use could have to express other possibilities. Explain your answers and discuss any differences in opinion you may have.

Situation 1
Ko is a foreign student who recently arrived in the United States. Last night he was invited to an American friend's house for dinner. He didn't know what to bring.

1. flowers
   A: Should he have brought flowers?  
   B: Yes, he should have. It's polite. OR He could have. Flowers are always nice.

2. an expensive gift
3. a traditional food from his country
4. five friends with him

Situation 2
At the dinner table, he started eating before the host sat down. Then he ate his food quickly and he was still hungry.

1. wait for the host
2. eat more slowly
3. ask for more
4. wait for someone to offer him more

Situation 3
In a restaurant a few days later, Ko wanted to speak to his waiter. He didn't know how to get the waiter's attention.

1. whistle
2. snap his fingers
3. clap loudly
4. raise his hand when the waiter was looking at him

Situation 4
There was a mistake on Ko's bill at the restaurant. He didn't know what to do.

1. ignore it
2. tell the waiter
3. call the manager immediately
4. shout at the waiter
D5 Expressing Regret

Work with a partner. Imagine that you each made these mistakes. Take turns making sentences using should have and shouldn’t have to express your regret.

1. You didn’t go to the movies with your friends. Everyone enjoyed the film.
   
   I should have gone to the movies with my friends.
   I shouldn’t have stayed home last night.

2. You cooked the rice too long. It burned.

3. You left your car windows open during a rainstorm.

4. You were in a hurry at the post office. You sent an expensive birthday gift to your aunt. She never received it, and you did not insure it.

5. You didn’t apply for a summer job. Now it’s too late.

6. You drove over the speed limit. You got a traffic ticket.

D6 Writing About Regrets

A. Work in small groups. Read this list of the top ten regrets that many people have. Do you agree with the list? What other regrets would you add to the list?

B. Make a list of your biggest regrets. Then write a paragraph describing a few things you think you should have done differently and tell why you feel that way. Remember to begin your paragraph with a clear topic sentence.

   My biggest regrets are all related to the fact that I moved so far away from my family. Because of the distance, I often missed holiday gatherings and last-minute lunches I could have had with my sisters. I should have stayed closer to home, and I should have visited more often. I shouldn’t have...

<table>
<thead>
<tr>
<th>Life’s Top Ten Regrets</th>
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<tbody>
<tr>
<td>1. Not apologizing when you’ve done something wrong</td>
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<tr>
<td>2. Not traveling enough</td>
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<tr>
<td>3. Losing touch with good friends from childhood</td>
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<td>4. Not taking time to exercise and keep fit</td>
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<td>5. Not saving enough money for the future</td>
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<td>6. Taking a job you knew wasn’t right for you</td>
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<td>7. Not being self-disciplined</td>
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<tr>
<td>8. Not taking your education more seriously</td>
</tr>
<tr>
<td>9. Moving away from your hometown</td>
</tr>
<tr>
<td>10. Not being more active in your town’s community</td>
</tr>
</tbody>
</table>
Think Critically About Meaning and Use

A. Work with a partner. Read each sentence and the statements that follow. Write T if the statement is true or F if it is false.

1. I shouldn't have gone to the movies.
   ___ a. I didn't go to the movies.
   ___ T  b. I am sorry that I went to the movies.

2. He couldn't have been at work.
   ___ a. I don't believe that he was at work.
   ___ b. It's very unlikely that he was at work.

3. She ought to have called first.
   ___ a. She called first.
   ___ b. She should have called first.

4. Students may not chew gum in class.
   ___ a. Students are not allowed to chew gum in class.
   ___ b. Students were allowed to chew gum in class.

5. I should have told you.
   ___ a. I think I made a mistake.
   ___ b. I'm sorry that I didn't tell you.

6. There is only one flight from Centerville per day. They have got to be on that plane.
   ___ a. They can't be on the plane.
   ___ b. They must be on the plane.

7. I couldn't have passed my driver’s test. I didn’t practice at all!
   ___ a. I’m surprised that I passed.
   ___ b. I didn’t pass.

8. I could go to the beach every day when I lived in Florida.
   ___ a. I wanted to go to the beach, but I didn’t do it.
   ___ b. I went to the beach a lot.
B. Discuss these questions in small groups.
   1. **EVALUATE** Which sentence expresses strong possibility?
   2. **ANALYZE** Look at 2 and 7. Which expresses disbelief? Which expresses impossibility?

**Edit**

Find the errors in these sentences and correct them.

1. They may not have called yet.
2. When he could have called?
3. He might a been late.
4. I ought to visited him at the hospital.
5. May he have taken the train instead of the bus?
6. She must have a cold yesterday.
7. I should have asked him. I’m sorry that I did.
8. He should have taking the exam.
9. You could of called me. I was home.
10. She have to have arrived yesterday.
11. The letter might arrived this afternoon.
12. He must had a cold yesterday.
Write

Write a review of a movie, a TV show, or a short story. Briefly summarize it and say what you liked about it. Then use past modals to discuss what you think could have or should have happened differently.

1. **Brainstorm** Use these categories to help you organize your ideas into three paragraphs.
   - **Summary**: What was it about? What were the important events?
   - **Strong Points**: What did you like about it?
   - **Critique**: What do you think could have or should have happened differently?
     What should the characters/author/producer have done differently?

2. **Write a First Draft** Before you write your first draft, read the checklist below. Write your draft using past modals.

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>organize my ideas into paragraphs?</td>
<td></td>
</tr>
<tr>
<td>use the simple past and other past forms, as appropriate, to summarize the story and say what I liked about it?</td>
<td></td>
</tr>
<tr>
<td>use past modals to speculate about what could have happened or been done differently?</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.

Last night I watched a fascinating documentary on TV about the disappearance of mammoths and other megafauna in the Americas about 13,000 years ago. The show focused on four different theories about how the extinction might have occurred...