

MODAL AUXILIARIES 1

GENERAL REMARKS

When the three auxiliary verbs *be*, *have* and *do* are used to make tenses, passives and questions, they have important grammatical functions but no real "dictionary meaning". There is another group of auxiliary verbs which generally have more "dictionary meaning". They are *may*, *might*, *can*, *could*, *must*, *will*, *would*, *shall*, *should*, *ought* and *need*. These verbs are often called *modal auxiliaries*. They have several points in common which make them quite different from other verbs.

1. They are not used (except sometimes in the negative) to talk about things which are definitely happening, or have definitely happened.

I can't swim.

*She **could be** ill in London or Paris or Tokio -nobody knows.*

*I **may come** tomorrow if I have time.*

*You **might have told** me Frances was ill.*

*What **would** you **do** if you had a free year?*

*I think they **should have consulted** a doctor earlier.*

2. Modal verbs have no -s on the third person singular; questions and negatives are made without *do*; they are followed by the *infinitive without to* of other verbs (except *ought*).

*You **needn't look** at me like that.*

***Can** your mother **drive**?*

*He **must be** here by nine o'clock.*

*That **ought to be** enough.*

3. Modal verbs have no infinitives, and other expressions are used instead, when necessary.

*I'd like to be able to skate. (Not *...to can skate.).*

*You're going to have to work harder. (Not *...to must work harder.).*

4. Modal verbs have no past forms. *Could* and *would* are used with past meanings in some cases (but never to say that particular events actually happened on definite occasions).

*After climbing for six hours, we **managed to** reach the top. (not could)*

*I **had to** go to Chester yesterday.*

5. Modal verbs can be used with perfect infinitives to talk about things which did not happen, or which we are not sure about, in the past.

*You **should have told** me at once.
Her car **may have broken** down.*

Some modal verbs have weak pronunciations. *Will, shall, would* and *should* have contracted forms, and all modal verbs can have contracted negative forms.

*I'd **keep** quiet if I were you.
You **can't help** liking her.
You **shouldn't be** so pessimistic.
It **won't make** much difference if we're late.*

MAY/MIGHT

1. MEANINGS.

The commonest uses of MAY and MIGHT are to talk about possibility, and to ask for (and give) permission.

*We may be moving to London next year.
You know, I think it may rain.
May I have some more wine? Yes, of course, you may.
I wonder if I might ask you a favour.*

2. PERMISSION.

a. MAY and MIGHT are both used to ask for permission. They are rather formal; MIGHT carries the idea of being tentative or hesitant, and is not very common.

*May I put the television on?
I wonder if I might have a little more cheese.*

MAY (not MIGHT) is also used to give permission; MAY NOT is used to refuse or forbid it.

Yes, of course you may.

Students may not stay out after midnight.

b. MAY and MIGHT can only normally be used to request, give and refuse permission. They are not usual when we talk about permission in other ways. Instead we use CAN and COULD.

These days, children can do what they like (not MAY).

When I was ten, I could watch more TV programmes if I asked my parents first (not MIGHT).

c. MIGHT does not normally have a past sense, only as the past tense of MAY in indirect speech to report the giving of permission.

What are you doing here? The manager said I might look round.

3. POSSIBILITY.

a. MAY and MIGHT are often used to talk about the possibility that something will happen, or is happening. MIGHT is not the past of MAY; it suggests a smaller (present or future) probability than MAY.

We may go climbing in the Alps next summer.

I wonder where Emma is. She may be with Nelly, I suppose.

Peter might phone. If he does, could you ask him to ring later?

I might get a job soon.

MAY is not used interrogatively in questions about possibility:

Is it likely to rain?

Do you think she's with Nelly?

b. MIGHT can have a conditional use.

If you took some exercise, you might not be so fat.

c. Both MAY and MIGHT can be used with perfect infinitives to talk about the possibility that past events happened.

Polly's very late. She may have missed her train.

What do you think that noise was? It might have been a cat.

MIGHT can also be used in this structure to say that a past event was possible, but didn't happen.

You were stupid to try climbing up there. You might have killed yourself.

EXERCISES

Fill the spaces by inserting a correct form of MAY.

1. It _____ rain, you'd better take a coat.
2. He said that it _____ rain.
3. We _____ as well stay here till the weather improves.
4. _____ I borrow your umbrella?
5. You _____ tell me! (I think we have the right to know)
6. Candidates _____ not bring textbooks into the examination room.
7. If we wave to him he _____ give us a lift.
8. If he knew our address he _____ come and see us.
9. _____ I come in?
10. We must all work hard so that our country _____ be prosperous
11. I think I left my glasses in your office. You _____ ask your secretary to look for them for me.
12. _____ all your wishes come true!
13. I _____ never see you again.
14. He _____ be on the next train. We _____ as well wait.
15. If we got there early we _____ get a good seat.
16. _____ I give you some advice?
17. You ought to buy now; prices _____ go up.
18. I'll wait a week so that he _____ have time to think it over.
19. He isn't going to eat it; I _____ as well give it to the dog.
20. They sacrificed their lives so that we _____ live.
21. You _____ have written. (I am annoyed that you didn't)
22. We'd better be early; there _____ be a crowd.
23. Nobody knows how people first came to these islands. They _____ have sailed from South America on rafts.
24. I can't think what to do. _____ I make a suggestion?
25. He said that we _____ use his flat whenever we liked.
26. I don't think I'll succeed but I _____ as well try.
27. You ought to go to his lectures, you _____ learn something.
28. If we can give him a blood transfusion we _____ be able to save his life.
29. Two parallel white lines in the middle of the road mean that you _____ not overtake.
30. If I bought a lottery ticket I _____ win , 1000

31. If you said that, he _____ be very offended.
 32. I wonder why they didn't go. The weather _____ have been too bad.
 33. They used to hang criminals in public so that everyone _____ see the reward for crime.
 34. He has refused, but he _____ change his mind if you asked him again.
 35. _____ I see your passport, please?
 36. You _____ be right but I don't think you are.

OTHER ACTIVITIES

YOUR LATEST TRICK (Dire Straits)

All the late night bargains have been struck
 between the satin beaus and their belles,
 prehistoric garbage trucks
 have their city for themselves.
 Echoes, roars, dinosaurs
 they are all doing the monster mash
 and most of the taxis, most of the whores
 are only taking calls for cash.
 I don't know how it happened,
 it all took place so quick.
 But all I can do is hand it to you
 and your latest trick.
 My door was standing open,
 security was laid back and lax
 but it was only my heart got it broken,
 you must have had a pass key made out of wax.
 You played robbery with insolence
 and I played the blues in twelve bars down Lover's Lane
 and you never did have the intelligence to use
 the twelve keys hanging off my chain.
 I don't know how it happened
 it all took place so quick.
 But all I can do is hand it to you
 and your latest trick.
 Now it's past last call for alcohol
 past recall has been here and gone.
 The landlord he finally paid us all,
 the satin jazzmen have put away their horns
 and we're standing outside of this wonderland

looking so bereaved and so bereft
 like a Bowery bum when he finally understands
 the bottle's empty and there's nothing left.
 I don't know how it happened.
 It was faster than any eye could flick.
 But all I can do is hand it to you
 and your latest trick.

Main features.

Idioms.
 Irregular verbs.
 Vocabulary.
 Mixture between present simple and present perfect.

PHONETICS

Not everybody can speak English or "American" like in Oxford or New York and pronunciation is almost always the handicap. Just like what happened to an Italian guy while in America:

One a day imma go to Chicago to a bigga hotel. I go to eat brakfast. I tolla the waitress I wanna two pisses of tost.

She bring only one piss. I tella her I wanna two piss. She say go to toilet. I say you no understand. I wanna two piss on my plate. She say you better no piss on the plate, you sonna ma bitch. I do not even know the lady and she call me a sonna ma bitch. Later I go to eat lunch in a bigga restaurant. The waitress brings me a spun and nife, but no fock. I tell her I wannafock. She tellsa me -everybody wanna fock. I tella her -you no understand- I wanna fock on the table. She say to me -you better no fock on the table, you sonna my bitch. So I go back to my room inna hotel, and there is no shit on my bed. I calla manager and tellim I wanna shit. He tella me to go to toilet. So I say, you no understand. I wanna shit on my bed. He say -you better no shit on the bed, you sonnama bitch. I go check to go out and say men at desk me: peace to you and I say -piss onna you to, sonna bitch and go bac to Italy.

THE SIMPLE PRESENT AND PRESENT CONTINUOUS.

The Simple Present Tense.

The simple present tense is used for:

1. General statements which do not refer specifically to the present moment but are timeless:

Water boils at 100 degrees centigrade.

Lions are very fierce.

Plants need water and light.

This is sometimes referred to as the *neutral present*. Spanish also uses the simple present tense in these contexts.

2. Statements which express a repeated action or habit. Often frequency adverbs are included.

We always get up at 8 o'clock.

He often has a drink before he goes to bed.

We watch the television before we go to bed.

We go to Spain for our holiday every year.

The use of the present tense is sometimes called *iterative present*. It is also used in Spanish.

3. Descriptions of something that is occurring at the present moment. It is called the *actual present* or the *instantaneous simple present*. It is used in several ways:

- X Commentaries (e.g. radio commentaries describing something the listener cannot see)

Now Davies prepares to serve, he hits the ball and it goes right over the net.

Williams tries to pass the ball to Martin but Smith intercepts.

- X Demonstrations. In these situations the demonstrator describes his actions to an audience who can see what he is doing (e.g. and electric appliance demonstration) but he reports it to make sure they understand:

Before adding the detergent I take out the filter and clean it, then I put the dirty clothes in the machine.

First I set the dial at number seven, then I put the cake on the top shelf.

- X Other statements describing what is happening:

I now pronounce you man and wife.

I name this ship...

I declare the fair open.

I regret to inform you...

- X Exclamations:

Up she goes!
Here they come at last!

4. Verbs of statement:
I say it=s shocking.
I call it a shame.
I think it=s disgusting.
5. Stage directions (similar to commentary):
The butler enters and picks up the telephone.
6. Contrast between a past activity and a present one; neither activity need be habitual.
Yesterday she said she was coming and today she says she is not.
7. Expression of the future:
The plane leaves for London at six o=clock.
The boat arrives tomorrow.
He reads the paper to the Conference on Saturday.
She plays the violin in the school concert next week.
8. Expression of the past; the historic or dramatic present expresses a past event vividly:
Just at that moment in comes my father and tells him to leave immediately.
9. With verbs of communication (tell, hear, learn, write, etc.) to express past time:
I hear the boss is leaving (i.e. I have heard)

The Present Progressive.

The difference between the simple present and the present progressive (continuous) is one of *aspect*. The progressive tenses usually indicate duration and express an action or event *in progress* rather than a state or completed event:

John plays the piano/ John is playing the piano.

A distinction is made in English between dynamic and stative verbs. Many grammatical adjustments depend on whether a verb belongs to one group or another, including whether the verb can be conjugated in the progressive or not, although in some cases a stative verb (which normally cannot form the progressive) may be used dynamically, *have* and *be* may be used either as dynamic or stative verbs

Dynamic verbs include a number of verbs which express activities such as *work, play, drink, eat*, etc, ones which indicate processes (*deteriorate, grow, mature*, etc.), sensations (*hurt, ache*), transitions (*die, arrive, leave*) and verbs such as *hit, kick, knock*, which when used in the progressive suggest a repeated action.

He hit the donkey. (once)

He was hitting the donkey. (several times)

These are the kind of verbs usually found in the progressive aspect.

The present progressive is used more frequently than the simple present to refer to present activity. The progressive is associated with *duration* and the duration of the action is expressed by means of adverbials such as: *constantly, perpetually, continually, for a long time, etc.*

The progressive is used in several ways to express present situations:

1. Temporary action. This expresses an action that is going on at the moment: *Mary is watering the plants (at the moment)/Mary waters the plants everyday.*

2. Special circumstances. This expresses an action which is repeated due to certain circumstances but which is not habitual: *John is doing the shopping (whilst his wife is ill)/John always does the shopping.*

3. Habitual activity. This is expressed with adverbials such as *always, continually, etc.* The statement is more subjective than if a simple present were used: *My mother is always telling me to come home early (suggestion of annoyance)/My mother always tells me to come home early. (lack of emotional overtones)*

Adverbials such as *for ever, always, everlastingly* are often used with the progressive to express something which happens more than once. There is a suggestion of annoyance or disapproval: *She=s for ever failing her exams/He=s everlasting complaining about his wife.*

4. Unfinished activity. This indicates that the action is not completed: *I am reading an exciting novel (but I haven=t finished yet)/He is writing a book (but he has not finished it).*

5. State of increasing or decreasing. The progressive is used with adverbials and adjectivals such as *more and more, less and less, faster and faster, slower and slower, etc.* to denote that an action or state is in the process of increasing or decreasing: *He is getting lazier and lazier./More and more people are buying Daz.*

Put the verbs in brackets into the simple present or present continuous tense.

1. What Tom (think)_____ of the Budget? He (think)_____ it most unfair. I (agree)_____ with him.
2. What this one (cost)_____? It (cost)_____ forty pence.
3. You (hear)_____ the wind? It (blow)_____ very strongly tonight.
4. You (see)_____ my car keys anywhere? No, I (look)_____ for them but I (not see)_____ them.
5. He never (listen)_____ to what you say. He always (think)_____ about something else.

6. This book is about a man who (desert)_____ his family and (go)_____ to live on a Pacific island.
7. You (understand)_____ what the lecturer is saying? No, I (not understand)_____ him at all.
8. What you (have)_____ for breakfast usually? I usually (eat)_____ a carrot and (drink)_____ a glass of cold water.
9. When the curtain (rise)_____ we (see)_____ a group of workers. They (picket)_____ a factory gate.
10. Why you (walk)_____ so fast today? You usually (walk)_____ quite slowly. I (hurry)_____ because I (meet)_____ my mother at 4 o'clock and she (not like)_____ to be kept waiting.
11. I (wish)_____ that dog would lie down. He (keep)_____ jumping up on my lap. I (think)_____ he (want)_____ to go for a walk.
12. You (recognize)_____ that man? I (think)_____ that I have seen him before but I (not remember)_____ his name.
13. My mother hopes that Jack (not come)_____ to the party because he always (get)_____ drunk.
14. This telegram has just arrived and the man (wait)_____ in case you (want)_____ to send a reply.
15. Stop! You (not see)_____ the notice? I (see)_____ it but I can't read it because I (not wear)_____ my glasses. What it (say)_____? It (say)_____ "These premises are patrolled by guard dogs".
16. She always (borrow)_____ from me and never (remember)_____ to pay me back.
17. You (need)_____ another blanket or you (feel)_____ warm enough?
18. It (save)_____ time if you (take)_____ the path through the wood? No, it (not matter)_____ which path you take.
19. I (save)_____ up because I (go)_____ abroad in July.
20. I (think)_____ it is a pity you don't take more exercise. You (get)_____ fat.
21. The plane that you (look)_____ at now just (take)_____ off for Paris.
22. Tom never (do)_____ any work in the garden; he always (work)_____ on his car.
23. What he (do)_____ to his car now? I (think)_____ he (polish)_____ it.
24. That film (come)_____ to the local cinema next week. You (want)_____ to see it?
25. How Peter (get)_____ on at school? Very well. He (seem)_____ to like the life.
26. Why Mrs Pitt (look)_____ so angry? Mr Pitt (smoke)_____ a cigarette and (drop)_____ the ash on the carpet.
27. This is our itinerary. We (leave)_____ home on the 8th, (arrive)_____ in Paris on the 9th, (spend)_____ the day in Paris, and (set)_____ out

- that night for Venice. That (sound)_____ most interesting. You must tell me all about it when you (get)_____ back.
28. This story is about a boy who (make)_____ friends with a snake which he (find)_____ in his garden. Then he (go)_____ away but he (not forget) _____ the snake and some years later he (return)_____ and (look)_____ for it.

CHILDREN AND PLAY.

Most people agree that childhood is playhood, yet what do we do about it? We ignore the fact, we forget all about it, because play, to us, is a waste of time. And so we erect a large city school with many rooms and expensive apparatus for teaching, but all we offer to the play instinct is a small concrete space with not a single object that suggests play of any kind. I am not taking into account playing fields and organized games, for I am thinking of play in terms of fantasy and not in terms of football or hockey. Organized games involve skill, competition, team work, but child play usually requires no skill, little competition and hardly any team work. True, small children will play gangster games with shooting or sword play, often inspired by a visit to the cinema, yet long before the film era children played gang games -tig, touch, etc. Stories and films will give a direction to some kind of play, but the fundamentals are in the heart of all children of all races. What final effect on play the dangerous, sadistic American comics will have, I tremble to contemplate.



Summerhill might be defined as a school in which play is of the greatest importance. Some children play all day, especially when the sun is shining. Their play is generally noisy.

From *The free Child*
by A.S. Neill.

PART ONE.

Answer these questions in your own words.

1. a. What is child play in the author's opinion?
- b. To what extent does the cinema influence child fantasy according to the author?
2. Do you think child play is a waste of time? Reason your answer.

3. What are the advantages and disadvantages of comics?

PART TWO.

1. Give a synonym or explain the following words and expressions as used in the passage.

- a. Erect
- b. Small concrete space.
- c. Skill
- d. Hardly.
- e. Gang games.

2. In the text there is a **RELATIVE CLAUSE**. Explain the difference in meaning between these two sentences which contain a relative clause.

- a. Students of the 3rd Form, who want to play football, can go to the football ground.
- b. Students of the 3rd Form who want to play football can go to the football ground.

SIGMUND FREUD.

Sigmund Freud was born in Moravia but moved to Vienna with his parents at the age of four. He is known as the inventor of psychoanalysis, that is to say, a method of treating people with mental or nervous illnesses. During the treatment the patient is made to examine everything he can remember about his past life -often going back to childhood- which may have caused the illness. Freud's theory was that these past experiences have been repressed or held back in the unconscious mind.

One way of explaining the concept of the conscious and the un-, or subconscious mind, is to think of an iceberg, one tenth of which is visible on the surface of sea, but the remaining nine tenths lie hidden in the deep dark waters.

By bringing the sublimate experiences to the surface and out into the conscious mind, the patient and therapist can analyze all the different parts which make up the present psychological situation. In other words, they analyze or examine any anxiety complexes, phobias or obsessions that the patient may have. This deep analysis of past experiences, Freud believed, would help to cure the patient.

*Freud's major work is called **The interpretation of dreams**, a book which has had a revolutionary influence on the 20th. century ideas. In it Freud expresses the theory that the unconscious mind tries to reach consciousness during sleep, through the process of dreaming. Through symbols and images, almost like a film, dreams realize or give vent to our unconscious fears and desires. Freud believed that the analysis of dreams could help us to understand our waking lives.*

QUESTIONS.

1. Make a short general account out of the passage. (5 or 6 lines)

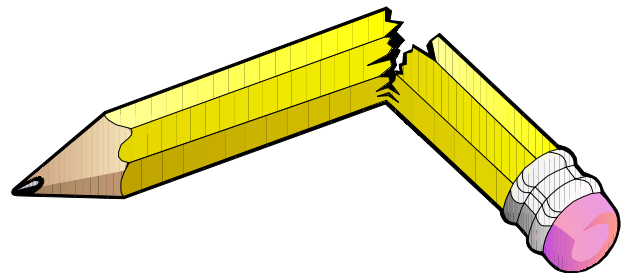
2. What does psychoanalysis consist of?
3. Does Freud confer an important role on our unconscious mind? to what extent?
4. Give synonyms or explain in English:

Method	Examine
Major	Iceberg
Desires	Remaining
5. Do you find it easy to discover the links between your dreams and your waking life?

Some people never read books. When I say books, I mean real books, what people call literature. They prefer magazines or comic strips. Some people have books only because they look nice on shelves in the living-room, but it's television that really matters to them, and they devote most of their free-time to watching films or serials.

Reading a good book is not always that easy. It requires effort, concentration and patience. But the pleasure that one may derive from reading is worth the time spent. Books provide information on all sort of subjects, most of them have an educational purpose and they are so numerous that one can easily choose the book that is suitable to one's personality and tastes. One actually learns things from them. But many other books are just "somebody else's mind opened up" for the readers to engage in private communication with the writers, a sort of privileged relationship, purely mental and intellectual.

When people read books, they become more mature, their imagination broadens, their intelligence sharpens. They feel happier and more fulfilled. I personally think I couldn't live without books, they are part of my life, of my balance.



SECTION A.

1. Summarize in your own words the main points raised in the passage. Do not use more than 90 words.

SECTION B.

Answer the following questions using your own words as far as possible.

2. Give some of the reasons why people buy books.
3. Why do people prefer watching television and reading magazines to reading literature?
4. Do you agree with the narrator's opinion about reading books? Give your reasons.

SECTION C

5. Give synonyms, antonyms or explain in English the meaning of the following words:

Provide:

Numerous:

Broadens:

Rewrite the following sentences from the text in such a way that the second sentence means exactly the same as the first.

Reading a book is not always that easy.

It.....

Books provide information on all sorts of subjects.

Information.....

Most of them have an educational purpose.

The purpose of.....