

GRAMMAR



This section covers modals and modal perfects and the expression *had better*.

Remind students to prepare for this lesson in advance by watching the Grammar video at home using *Outlook 2 Interactive Student (IS)*. If you are using *Outlook 2 Interactive Classroom (IC)*, you may wish to show students the Grammar video at the start of the lesson.

MODALS AND MODAL PERFECTS: HAD BETTER

Tell students to read the sentences that people are saying at a Zoom meeting and answer the questions.

ANSWERS

- 1 **give a warning:** *had better*
- 2 **contain modals:** *must be, should start, can't do, has to show, won't be able to join, will have to stop*
- 3 **contain modal perfects:** *might have forgotten, should have let us know, must have happened*
- 4 **refer to the past:** *modal perfects (see answers to no. 3 above)*

For more information and practice of modals, modal perfects and *had better*, refer students to **Grammar Basics: Rules and Basic Practice, Student's Book page 103**.

For additional information, refer students to **pages 95-97 of the Grammar Appendix in the Workbook**.

- 1 Tell students to complete the mini-dialogues with the modals listed. Check students' understanding of *move our clocks forward* (mini-dialogue 3).

ANSWERS

- | | |
|--------------------|--------------------|
| 1 A: don't have to | 3 A: will have to |
| B: might | B: will be able to |
| 2 A: can't | 4 A: must |
| B: shouldn't | B: ought to |

- 2 Tell students to complete the sentences using the modal perfect form of the listed modals, affirmative or negative.

ANSWERS

- | | |
|-----------------|------------------|
| 1 should have | 4 shouldn't have |
| 2 couldn't have | 5 needn't have |
| 3 would have | 6 might not have |

- 3 Tell students to write a logical sentence to follow each of the listed sentences. Remind them to use a suitable modal perfect and the verbs in brackets.

ANSWERS

- 1 It must have been on silent.
- 2 I shouldn't have lifted that heavy box.
- 3 He might / may have gone home.
- 4 I would have given you some suggestions.
- 5 He can't / couldn't have made this delicious quiche.

- 4 Tell students to complete the passage, *Good to be Late*, by choosing the correct answer.

ANSWERS

- 1 couldn't drive
- 2 had to
- 3 could have taken
- 4 have to take
- 5 shouldn't have missed
- 6 would have been

GRAMMAR IN CONTEXT

5 Tell students to complete the passage *A Song about Time* with the correct form of the words in brackets using modals or modal perfects. Then, tell students to listen (Class CD 2, Track 15) and check their answers.

ANSWERS

- 1 must have been
- 2 couldn't have known
- 3 have to find
- 4 aren't able to reunite
- 5 shouldn't have gone
- 6 ought to have done



**YOUR OUTLOOK
CRITICAL THINKING**

Ask students why they think that the people in the song needed to find another planet to live on.

POSSIBLE ANSWER

They probably believed that our planet would be destroyed because of war or pollution.

Ask students if they think this may really happen one day.

ANSWERS

Accept all logical and grammatically correct answers.

6 Tell students to complete the sentences using *had better* or *should*, affirmative or negative, and the verbs listed. You may want to remind them that *had better* and *should* are used in a similar way to express advice (i.e. they are followed by the base form of the verb), but *had better* expresses stronger warning or advice.

ANSWERS

- 1 had better / should finish
- 2 had better not / should not make
- 3 should try
- 4 should wait
- 5 had better / should hurry

7 Tell students to complete the sentences using the words listed. Remind them that they must not change the original meaning.

ANSWERS

- 1 I borrow your watch
- 2 have forgotten your birthday
- 3 be true
- 4 not be late
- 5 have taken the time into account
- 6 have brought us a present
- 7 have been upset when she didn't reply

GRAMMAR IN USE

8 Tell students to work with their partner and speculate about the picture. Encourage them to tell their partner about each one of the ideas listed or use their own ideas. You may want to read through the speech bubble with the class.

POSSIBLE ANSWERS

- 1 She must have lost her ticket.
- 2 She shouldn't have arrived at the last minute.
- 3 She should have arrived much earlier.
- 4 She must feel disappointed.
- 5 She might buy another ticket.
- 6 She'd better check what time the next train leaves.

OPTIONAL ACTIVITY: ERROR CORRECTION

Write the following sentences on the board and tell students to identify and correct the mistakes:

- 1 This noise may drives you mad.
- 2 They could haven't finished the job on time.
- 3 I think they will can understand your problem.
- 4 They would had liked to chat with you, but they were in a hurry.
- 5 I'm afraid that we haven't could put off the exam.
- 6 You'd better don't arrive late again.

ANSWERS

- 1 This noise may **drive** you mad.
- 2 They **couldn't have** finished the job on time.
- 3 I think they will **be able to** understand your problem. / I think they **can** understand your problem.
- 4 They would **have** liked to chat with you, but they were in a hurry.
- 5 I'm afraid that we haven't **been able to** put off the exam. / I'm afraid that we **couldn't** put off the exam.
- 6 You'd better **not** arrive late again.

[] **Workbook:** pages 42-43

[] **Teacher's All-in-One Pack:**
More Practice, page 177
Extension, page 189

For extra grammar exercises, refer students to:

