

**High School.** Colegio Patriarca San Jose.

**Teacher:** Lic. Roberto Bolaños Quesada.

**Subject:** Listening/Speaking

**Level:** 9<sup>th</sup> Grade

## Self-Study Guide.

### UNIT 6

## Listening Strategy: Modal Verbs

In listening passages, it is important to understand the intention of the speaker. Modal verbs can indicate what the speaker wants or intends. A modal verb is a helper verb that can give extra meaning. They are used to express suggestions, requests, and permission. Recognizing modal verbs is most important in Parts 2 and 3 of the TOEIC® test.

### Some Common Modal Verbs:

Of Suggestion	Of Request	Of Permission
had better (strong) should (moderate) could (weak)	would could can (less formal)	could may can (less formal)

### Helpful Hints:

Pronouns and nouns can help you decide the meaning of the modal.

*"Could I..."* is more likely to be asking permission. *"Could you..."* is more likely to be a request.

**Note** *"Would you mind if"* is a phrase of permission, but *"would you mind -ing"* is a phrase of request.

Could →  
suggestion,  
request, or  
permission possible

Read the following examples:

**Ex1** Listen to the question and choose the correct response.

Could I use your bathroom?

(A) I'll get it for you.

→ unrelated to any modal question

(B) No, it's all finished.

→ unrelated to any modal question

**(C) Of course. It's down the hallway.**

→ giving permission to do

*(correct answer)*

"I" → more likely permission

**Ex2** Listen to the conversation and choose the best answer.

M: What's going on?

W: There's water everywhere!

M: There must be a plumbing problem. You had better call a plumber.

W: But it's Sunday. No one works on Sundays.

M: Could I try doing something? I'm good at fixing things.

"had better" → strong suggestion

Could & I →  
most likely  
permission

What does the man suggest?

(A) Working on Sunday

→ not about the topic of plumbing

**(B) Calling a plumber**

→ matches "had better call a plumber"

*(correct answer)*

(C) Fixing it herself

→ the man asks for permission to try to fix it

(D) Going somewhere else

→ not mentioned

A. **Practice.** Listen to the following questions or statements.

How was the modal used?

Choose the correct answer.

- |               |         |            |
|---------------|---------|------------|
| 1. suggestion | request | permission |
| 2. suggestion | request | permission |
| 3. suggestion | request | permission |
| 4. suggestion | request | permission |
| 5. suggestion | request | permission |
| 6. suggestion | request | permission |
| 7. suggestion | request | permission |
| 8. suggestion | request | permission |

**B. Listen to the following questions or statements. Choose the best response.**

- |   |  |
|---|--|
| 1. (A) OK, I'll do that.<br>(B) Great idea!       | 4. (A) I'm not sure.<br>(B) Sure, it's cold in here.   |
| 2. (A) Sure, sorry.<br>(B) Go ahead.              | 5. (A) But I like literature!<br>(B) I practice a lot. |
| 3. (A) It works well.<br>(B) Sorry, I'm using it. | 6. (A) When you have the time.<br>(B) Go ahead.        |

**“Self- assessment of my performance”**

**Al terminar por completo el trabajo, autoevalúo el nivel de desempeño alcanzado.**

I type an (X) in the level that best represents my obtained performance in each indicator.

Indicators of Learning	Performance Levels		
	<b><i>To achieved:</i></b> <b><i>(Beginner)</i></b> Learner is in process to achieve the task. Learner presents some issues	<b><i>In progress:</i></b> <b><i>(Intermediate)</i></b> Learner can achieve the task with some difficulty and needs improvement	<b><i>Achieved:</i></b> <b><i>(Advanced)</i></b> Learner can achieve the task without any difficulty.
The student recognizes modals in listening contexts in order to solve some multiple choice tasks.			