

High School. Colegio Patriarca San Jose.
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Subject: Listening/Speaking
Level: 9th 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.
(B) Great idea! | 4. (A) I'm not sure.
(B) Sure, it's cold in here. |
| 2. (A) Sure, sorry.
(B) Go ahead. | 5. (A) But I like literature!
(B) I practice a lot. |
| 3. (A) It works well.
(B) Sorry, I'm using it. | 6. (A) When you have the time.
(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		
	<i>To achieved:</i> <i>(Beginner)</i> Learner is in process to achieve the task. Learner presents some issues	<i>In progress:</i> <i>(Intermediate)</i> Learner can achieve the task with some difficulty and needs improvement	<i>Achieved:</i> <i>(Advanced)</i> Learner can achieve the task without any difficulty.
The student recognizes modals in listening contexts in order to solve some multiple choice tasks.			