

## Section: Modals

# Canned Bingo

### Language Focus

*Can* and *can't* used for ability.

### Summary of Game

Students circulate, asking about the abilities of other students in order to fill in a **Bingo Card**.

### Number of Players

Any number.

### Preparation by Teacher

#### *Before Class*

Make a copy of one of the **Bingo Cards** for each student.

#### *In Class*

Distribute the copies.

### Directions to Students

1. You each have a **Bingo Card**.
2. Walk around the classroom and ask classmates if they can do the things mentioned on the **Bingo Card**. Ask yes/no questions using *can*—for example:

**“Can you fly an airplane?”**

3. For boxes with *can*, find a classmate who answers “yes.” Write that person’s name in the appropriate box.
4. For boxes with *can't*, find a classmate who answers “no.” Write that person’s name in the appropriate box.
5. The first student to have five names in a row, vertically, horizontally, or diagonally, wins.

Can ride a skateboard	Can wiggle his/her ears	Can't speak 3 languages	Can play a stringed instrument	Can ice skate
Can bake a cake	Can't say a tongue twister	Can ride a horse	Can tell a joke in English	Can't swim
Can't eat with chopsticks	Can't play golf	Can spell the teacher's last name	Can't hold his/her breath for 45 seconds	Can hop backwards on one foot
Can stand on his/her head	Can make an origami bird	Can't spell the capital of Thailand	Can't name 3 countries in South America	Can play chess
Can't play pool	Can run 100 meters in 15 seconds	Can't name 5 states in the U.S. Midwest	Can name the last 3 presidents of the U.S.A.	Can cook homemade lasagne

*Canned  
Bingo!*



Can't play checkers	Can eat with chopsticks	Can't name the last 3 presidents of the U.S.A.	Can swim	Can dive off a high board
Can't whistle the Happy Birthday song	Can't cook homemade lasagne	Can spell the teacher's first name	Can spell the capital of Thailand	Can name 4 states in the U.S. South
Can say a tongue twister	Can play golf	Can't wiggle his/her ears	Can't bake a cake	Can't stand on his/her head
Can't play a wind instrument	Can't tell a joke in English	Can't ski	Can't make an origami bird	Can't ride a snowboard
Can play poker	Can't ride a horse	Can name 3 countries in Africa	Can hold his/her breath for 45 seconds	Can speak 3 languages

*Canned  
Bingo!*



## Section: Modals

# Sharing Should

### Language Focus

*Should* and *shouldn't* used for obligation and prohibition.

### Summary of Game

Students circulate, asking for classmates' opinions on what people should and shouldn't do, and fill in a **Survey** with the results..

### Number of Players

Any number.

### Preparation by Teacher

#### *Before Class*

Make a copy of the **Survey** for each student.

#### *In Class*

Distribute the copies.

### Directions to Students

Using the **Survey** you've been given, circulate and ask yes/no questions with *should*—for example:

**“Should all of the countries in the world belong to the United Nations?”**

#### *Notes*

You might want to set a time limit (for example, 20 minutes) and also to limit the number of times a student can use the same classmate's name.



# SURVEY



FIND SOMEONE IN CLASS WHO BELIEVES ... NAME \_\_\_\_\_

1. men shouldn't cry. \_\_\_\_\_
2. a person shouldn't lie to a friend even if the truth hurts the friend's feelings. \_\_\_\_\_
3. a man and a woman should live together before they marry. \_\_\_\_\_
4. people should be 21 years old before they're allowed to drive. \_\_\_\_\_
5. young people should be at least 17 years old before they're allowed to date. \_\_\_\_\_
6. young people should live with their parents until they marry. \_\_\_\_\_
7. people over 70 years old shouldn't be allowed to drive. \_\_\_\_\_
8. a person shouldn't borrow money from friends. \_\_\_\_\_
9. you should get revenge if someone hurts a member of your family. \_\_\_\_\_
10. people should be allowed to carry guns for self-protection. \_\_\_\_\_
11. gambling should be legal. \_\_\_\_\_



12. a woman should keep her family name when she marries.

\_\_\_\_\_

13. a man should be present when his wife gives birth.

\_\_\_\_\_

14. people shouldn't eat meat.

\_\_\_\_\_

15. mothers of young children shouldn't work outside the home.

\_\_\_\_\_

16. teenaged boys and girls should go to separate schools.

\_\_\_\_\_

17. you should tell the teacher if your friend is cheating on a test.

\_\_\_\_\_

18. you should let your friend copy your homework if your friend needs to.

\_\_\_\_\_

19. people who are dying shouldn't be free to take their own lives with the help of a doctor.

\_\_\_\_\_

20. teens shouldn't have their own telephones.

\_\_\_\_\_

21. students should be allowed to choose their own courses in high school.

\_\_\_\_\_

22. schools should have a dress code.

\_\_\_\_\_

23. a nation's government should be allowed to make laws limiting the number of children a couple may have.

\_\_\_\_\_

**Survey at least four other students to get their opinions on the following questions:**



1. How should parents punish a child if they find out the child has stolen a video game from a store?

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2. How many hours a day should a child watch TV?

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3. How much homework (in minutes or hours) should a teacher give?

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4. What punishment should drivers get if they're caught driving drunk?

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# The Great Modal Race



## Language Focus

### **Prediction**

*Might, might not, will probably, probably won't, may, may not, am definitely going to, and am definitely not going to.*

### **Obligation**

*Must, must not, have to, don't have to, have got to, don't need to.*

## Summary of Game

Students, working in teams, construct sentences using modals of prediction and obligation. For each correct sentence, they extend a line indicating their race from city to city across a map.

## Number of Players

Any number up to 40.

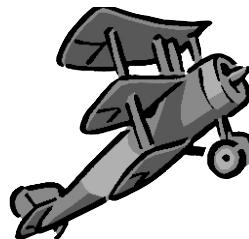
## Preparation by Teacher

### **Before Class**

1. Make two copies of the **Sentence Fragments** sheet. Cut along the lines so that you have two separate sets of 30 slips each.
2. Make two copies each of the **Obligation Tickets** and **Prediction Tickets**, one of each for each team. You may cut the tickets apart, or let the students drop pebble or coin markers onto the sheets and use the modals on which the markers land. The directions below assume that the tickets are cut apart.

### **In Class**

1. Divide the class into two teams.
2. Give each team a map.



## Directions to Students

1. Each team has a map on which 20 locations are marked. Your trip will be a race from the start to the finish.
2. Two of you from each team will stand up and take a slip of paper with two sets of sentence fragments on it. One of you will take a **Prediction Ticket**; the other will take an **Obligation Ticket**.
3. The two players from each team will make up sentences using the fragments and the modals on the tickets. They have about 20 seconds to discuss their sentences together before saying them to the class. For example, the fragments might be *go to the movies/my friend Maria* and *lots of money/because*. The tickets might be *will probably* and *need to*. Correct sentences might be "I'll probably go to the movies with my friend Maria" and "You're going to need to bring lots of money, because Maria will want to go out for dinner after the movie."

If the class agrees that the players' sentences are correct, one of the players can draw a line on the map moving their team ahead in the race. Whenever a team gets one set of correct sentences, one more pair of players from that team gets a turn and a chance to move ahead; after a team has had two turns, they have to let the other team have a turn. If the first pair of players does not make correct sentences, they lose their turn to the other team.

4. The first team to reach the finish line after getting 20 correct sentences wins The Great Modal Race.



## Sentence Fragments for The Great Modal Race

1. Student A: buy a Honda / a lot of power Student B: to drive carefully / children	16. Student A: sick / healthy Student B: health insurance / costs a lot
2. Student A: a fine French restaurant Student B: mother-in-law / hungry	17. Student A: catch a bus / Orlando Student B: pickpocket / broke
3. Student A: climb Pike's Peak / car Student B: climbing gear / safety	18. Student A: plant tomatoes / spring Student B: pick / ripe
4. Student A: course in zoology / Lyons Student B: lab work / monster textbook	19. Student A: leave my car / parking lot Student B: lock / stereo
5. Student A: skiing at night / no wind Student B: pay full price / stars / beautiful	20. Student A: get pregnant / want to Student B: Dr. Chang / care
6. Student A: win the marathon / April Student B: training / eating	21. Student A: write to Aunt Sally / invite Student B: ask / Uncle Karl / ill
7. Student A: arrange / flowers Student B: help / party	22. Student A: dishes / dishwasher Student B: break / expensive
8. Student A: roast a pig / party Student B: burn / well done / raw	23. Student A: surf / Internet Student B: homework / big exam
9. Student A: Italian / Florence Student B: waste / shopping	24. Student A: invite / Paul and Rosa Student B: vacuum / filthy
10. Student A: haircut / Joe the Barber Student B: forty bucks / Magic Mirror	25. Student A: trip / seashore Student B: map / lost
11. Student A: lobsters and steamed clams Student B: try / afraid	26. Student A: arrest / burglar Student B: insurance / gone
12. Student A: fight / World Heavyweight Student B: enjoy / violence	27. Student A: pet hamster / Harry Student B: cat / disappear
13. Student A: English 601 / Shakespeare Student B: understand the language	28. Student A: fast / late at night Student B: ticket / license
14. Student A: enjoy a rich dessert Student B: loose weight / tomorrow	29. Student A: new bathroom / colors Student B: wallpaper / expensive
15. Student A: paint a picture / grandson Student B: show / angry	30. Student A: Delta / LA / Atlanta Student B: late / miss

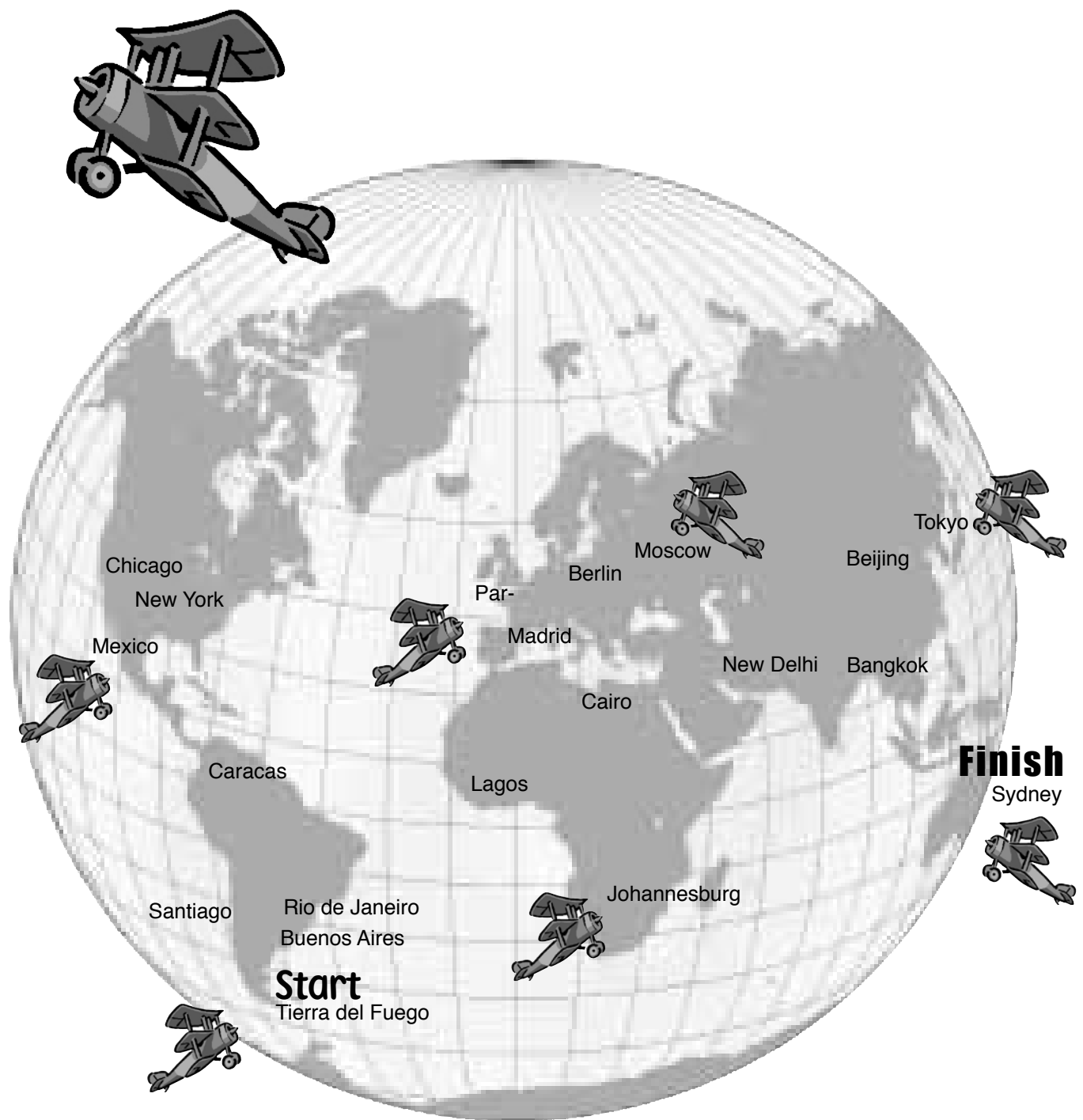
**The Great Modal Race Prediction Tickets**  
 using *might*, *might not*, *will probably*, *probably won't*, *may*, *may not*,  
*am definitely going to*, and *am definitely not going to*

<i>might</i>	<i>may</i>	<i>might</i>	<i>will probably</i>
<i>will probably</i>	<i>am definitely not going to</i>	<i>may not</i>	<i>are definitely not going to</i>
<i>may not</i>	<i>probably won't</i>	<i>are definitely going to</i>	<i>may</i>
<i>probably won't</i>	<i>am definitely not going to</i>	<i>might not</i>	<i>might</i>
<i>am definitely not going to</i>	<i>may not</i>	<i>probably won't</i>	<i>are definitely going to</i>
<i>may</i>	<i>might not</i>	<i>might</i>	<i>may not</i>
<i>might not</i>	<i>am definitely going to</i>	<i>may</i>	<i>will probably</i>
<i>am definitely going to</i>	<i>might not</i>	<i>will probably</i>	<i>probably won't</i>
<i>will probably</i>	<i>may</i>	<i>are definitely not going to</i>	<i>might not</i>

## The Great Modal Race Obligation Tickets

using *must*, *must not*, *have to*, *don't have to*,  
*have got to*, *need to*, and *don't need to*

<i>must</i>	<i>need to</i>	<i>have to</i>	<i>have got to</i>
<i>don't have to</i>	<i>have to</i>	<i>must</i>	<i>don't need to</i>
<i>have to</i>	<i>mustn't</i>	<i>don't have to</i>	<i>must</i>
<i>have got to</i>	<i>need to</i>	<i>must not</i>	<i>do not have to</i>
<i>must</i>	<i>have got to</i>	<i>mustn't</i>	<i>have to</i>
<i>don't have to</i>	<i>have to</i>	<i>have got to</i>	<i>must</i>
<i>have got to</i>	<i>doesn't have to</i>	<i>need to</i>	<i>have got to</i>
<i>need to</i>	<i>mustn't</i>	<i>have to</i>	<i>mustn't</i>
<i>mustn't</i>	<i>must</i>	<i>don't have to</i>	<i>need to</i>



# The Great Modal Race Around The World





# The Great Modal Race Around North America

## *Section: Modals*

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# Job Skills

### Language Focus

*Necessity: Have to, have got to, and need to.*

### Summary of Game

Students figure out classmates' assumed occupations by asking questions about qualifications and skills necessary for each job.

### Number of Players

4–22.

### Preparation by Teacher

#### *Before Class*

1. Make a copy of the **Occupations** sheet. Cut out the 22 separate slips.
2. Make a copy of the **Skills** sheet for each student.

#### *In Class*

1. Give one **Occupation** slip to each student. Tell students not to let anyone else know what is written on their slips.
2. Give each student a copy of the **Skills** sheet.

### Directions to Students

1. Each of you has been assigned one of the **Occupations** listed on the **Skills** sheet. Your task is to discover which classmate has which occupation by asking questions about the qualifications and skills necessary for that job.
2. Typical questions might be:

**“Do you have to have strong calf muscles for your job?”**

**“Do you need to be athletic?”**

**“Do you have to read music for your profession?”**

**“Have you got to change your appearance for your job?”**

**“To be safe, do you need to disguise yourself in your job?”**

3. You must not ask directly, “Are you a telephone operator?” or “Are you a basketball coach?”
4. When time is called, the student who has correctly identified the professions of the largest number of classmates wins.

#### *Note*

You also may want to introduce the longer phrase “Is it necessary to ...” The modal *must* is grammatically correct when used in this context—for example, “Must I wear a tie in the office?” However, it is not current colloquial American usage. You might want to introduce *must* for necessity, but tell the students that it is not normally used and will probably sound “stuffy” to most Americans.

## Occupations Sheet for Job Skills

<b>airline pilot</b>	<b>plastic surgeon</b>
<b>ballet dancer</b>	<b>wrestler</b>
<b>aerobics instructor</b>	<b>trumpet player</b>
<b>driving instructor</b>	<b>basketball coach</b>
<b>animal trainer</b>	<b>truck driver</b>
<b>kindergarten teacher</b>	<b>funeral director</b>
<b>auto mechanic</b>	<b>nurse</b>
<b>ice cream taste tester</b>	<b>landscape architect</b>
<b>race car driver</b>	<b>actor</b>
<b>telephone operator</b>	<b>juggler</b>
<b>novelist</b>	<b>pastry chef</b>
<b>bank robber</b>	<b>caterer</b>

# SKILLS

OCCUPATION

NAME

<b>airline pilot</b>	_____
<b>ballet dancer</b>	_____
<b>aerobics instructor</b>	_____
<b>driving instructor</b>	_____
<b>animal trainer</b>	_____
<b>kindergarten teacher</b>	_____
<b>auto mechanic</b>	_____
<b>ice cream taste tester</b>	_____
<b>race car driver</b>	_____
<b>telephone operator</b>	_____
<b>novelist</b>	_____
<b>bank robber</b>	_____
<b>plastic surgeon</b>	_____
<b>wrestler</b>	_____
<b>trumpet player</b>	_____
<b>basketball coach</b>	_____
<b>truck driver</b>	_____
<b>funeral director</b>	_____
<b>nurse</b>	_____
<b>landscape architect</b>	_____
<b>actor</b>	_____
<b>juggler</b>	_____
<b>pastry chef</b>	_____
<b>caterer</b>	_____