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Teaching the Modal Auxiliary Verbs Focusing on Those Used for Suggestion and Advice

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TEACHING THE MODAL AUXILIARY VERBS

Focusing on Those Used for Suggestion and Advice

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ABSTRACT

Modal auxiliary verbs are a neglected group in the lexicon, especially in the EFL classroom. Due to the nature of the nuances they are used to convey, their misuse can cause not just misinformation but also subtle tones that create unpleasant discord in the flow of communication. Modals are easy sources of errors for students of EFL because they follow no readily discernible patterns. Structurally there are six points explained here which can confuse students and cause modals to change their function. There are two main categories of functions: social interaction, which includes advice, suggestion, obligation, social expectation; and logical probability, which includes inference and probability. I maintain that presenting modals within the function is best for students. Introducing only two modals at a time, in contrast, and function-by-function in a real situation, is a more viable way to help students learn to use modals appropriately in conversation. After giving a brief analysis of all modals, both structurally and functionally, I have chosen to focus on two functions: advice and suggestion. The development of my lesson plans is reviewed and my final plan is presented as a model for the effective teaching of modals in the ESL/EFL classroom.

ERIC descriptors: Second Language Instruction, Verbs.

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"Can you eat raw fish? You'd better try to eat it." I was asked this while sitting in a sushi shop with a Japanese friend my first year in Japan, my second year, my third, and every year thereafter. I have cringed inwardly every time I have heard those or similar phrases. Of course I eat it. I just do not happen to like that particular type of fish, I say to myself. Why had I better eat it? What is going to happen to me if I don't? Will my life be forever unfulfilled? Will I starve to death? Does that fish contain nutrients found nowhere else which will give me eternally beautiful skin? No, none of the above are true. Calm down and remember that this friend is just thinking in Japanese and the translation is not quite accurate.

The misused words in the first two sentences uttered by my Japanese friend are <u>can</u> and <u>had better</u>. Both of them fall into the grammatical category of modal auxiliary verbs. Confusing and ambiguous to even quite fluent non-native speakers of English, modal auxiliaries are the root of much miscommunication. In this paper I will define modals and periphrastic modals, describing both their functions and how they are used structurally. I will then

focus on the modals used for suggestion and advice. Finally I will give some suggestions for teaching them in the ESL/EFL classroom.

AUXILIARY VERBS: AN OVERVIEW

The term auxiliary verb may be familiar, or you may remember them as "helping verbs." As explained by Stageberg and others there are three types: primary, modal, and periphrastic modals.[1] The primary auxiliaries include have, do, and be. Do is used when making questions, e.g., Did you eat yet? and in the formation of some negatives: I do not like it. The have (plus past participle) in We have eaten lunch already forms the perfective aspect (the 'perfect tense') and be (plus present participle) forms the progressive aspect (the 'past' and 'present progressive tenses') in She is talking on the phone. I will not deal with primary auxiliaries any further in this paper, but will concentrate on the modals and the periphrastic modals (PM).

The second group of auxiliaries are the "true" modals, which according to Stageberg traditionally include may, might, can, could, shall, should, will, would, and must.[2] Close and some others include ought, need, and dare in this group but I prefer not to.[3] Instead, I will include ought to, as do many grammarians in the third group of auxiliaries, the periphrastic modals.

Periphrastic simply means two or more words which have

the same function as a single word or an inflected word. Mr. Sands' sister is the inflected form of the sister of Mr. Sands, which is therefore periphrastic. In the same way, be supposed to has a similar function to should, as have to has a similar function to must. There is a difference of opinion among traditional grammarians and transformationalists concerning ought to versus ought. Traditional grammarians diagram the sentence I ought to go as though to go is the infinitive and ought is the auxiliary (e.g., Close), but transformationalists look at ought to as the auxiliary and go as the verb. I chose to use the latter definition because it makes explaining these forms to students easier. Still other grammarians group the PM together with the modals, as Hooper does.[4] However, I will list the PM as follows: ought to, be able to, be going to, be allowed to, have to, used to, be supposed to, and had better. There are also some periphrastic modal-like forms which function similarly to modals but do not have even a loose modal equivalent in meaning: would like, would prefer, and would rather. Finally, I should mention dare and need to, which are traditionally classified as modals. Because the former is archaic and the latter's usage shifts between being a lexical verb and a modal, I will not include them in this discussion.[5] The following chart of modals and their approximate corresponding PM adapted by Graves from The Grammar Book should make the classifications clear:[6]

MODAL AUXILIARY VERBS

MODALS	PERIPHRASTIC MODALS	PM-LIKE FORMS
may	be allowed to	
might		
can, could	be able to	
	be to, be supposed to	
should, (shall)	ought to, had better	
will	be going to, be about to	
would	used to	
must	have to, have got to	
		would like
		would prefer
		would rather

Both modals and periphrastic modals enhance the meaning of a verb by defining several possible modes relating to the function of the verb. Mode is defined in The American Heritage Dictionary, New College Edition, as the "manner, way, or method of doing or acting" that which is expressed by the verb. Mode pertains to mood, which "indicates the speaker's attitude toward the factuality or likelihood of the action or condition expressed." For example, I eat lunch every day expresses a basic attribute, which is that I eat lunch. I might not eat lunch tomorrow describes the mood or the likelihood of eating or not eating lunch tomorrow. I should eat lunch relates the advisability of eating. I can't eat lunch shows the impossibility of eating, whereas, I can eat lunch describes the possibility.

I will (not) eat lunch shows the consistent truth or falseness of the statement. A modal, therefore, as defined in the Random House College Dictionary, "relates the mode of a thing as distinguished from one of its basic attributes or from its substance or matter." In philosophy too, modality conveys whether things are consistently true or false, possible, impossible, or even necessary, as the examples above show. James Joyce speaks of "the ineluctable (inescapable) modality of the visible: at least that if no more, thought through my eyes." in Ulysses.[7] Indeed, we could not indicate our attitude toward what was happening without modals, a rather esoteric label for some very common words.

STRUCTURES

There are six points concerning structure which it would be helpful for the teacher to know when dealing with modals and PM in the classroom. (See Table 1 for an overview.) First, neither the modals nor the PM can function as full verbs by themselves. There can be no modality if there is no action or state of being. *I could yesterday is not a sentence but is often heard in conversation when both speakers know to which verb they are referring. *I could...yesterday can become a sentence if a verb is inserted into the blank as in I could see Mt. Fuji yesterday.

Second, modals precede an infinitive form of a lexical (main) verb without the to, e.g., He started to go but He must go. Students who have diligently learned to use the to

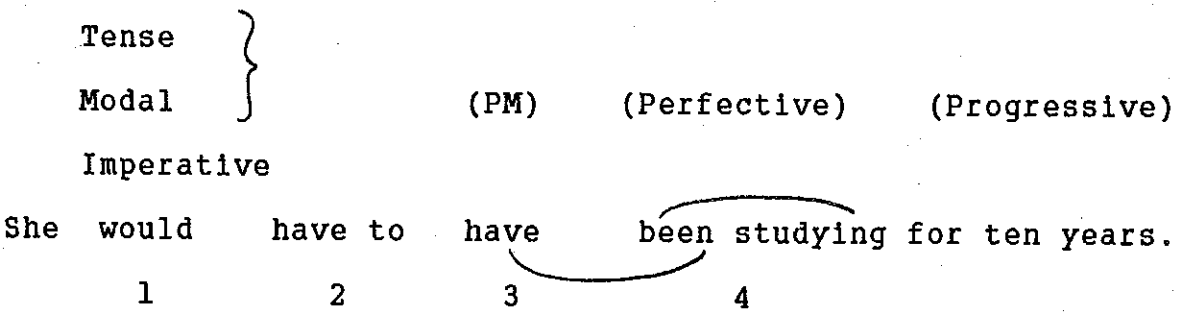
often produce utterances like *He must to go. However, teachers should be careful to make the distinction that most PM contain a to which looks like an infinitive before the main verb, e.g., I have to get a job. The exceptions are two of the modal-like forms, would prefer and would like, which need the complete infinitive as in I would prefer to go.

Third, when modals appear with the -ing form of a verb, called present participle, be must be inserted, e.g., He must be going. True verbs appearing with an -ing form which is a gerund do not need the be form, as in He started going.

Fourth, true modals are not conjugated, that is, there is no subject-verb agreement: She should get new glasses and I should get new glasses. However, the periphrastic modals which start with be as well as have to are conjugated so we have She has to pick strawberries tomorrow and I have to pick strawberries tomorrow, I am supposed to go dancing and She is supposed to go dancing. Ought to and used to are not conjugated.

Fifth, it is possible for one sentence to contain both a modal and a PM but the modal will always precede the PM. For example, He should be able to sleep contains should as the modal and be able to as the PM. Actually, the verb phrase can contain up to four auxiliaries, which can be confusing to students. In the example She would have to have been taking medicine every day, would is the modal, have to the PM, have-en is the perfect and be-taking is the progressive form of the verb take. The Grammar Book

presents a basic pattern of formation:[8]



Finally, in the formation of the negative, the not is inserted after the auxiliary and before the lexical verb, as it is with primary auxiliaries, e.g., He did not go and He should not go. The be...to PM take not after the be form as in, She is not going to come or We were not able to go. The negation of ought to is heard both as You ought not (to) eat so much in British English and You ought (to) not eat so much in American English, which is elided to You oughta not eat so much in speech. Since the PM have to is conjugated, it also requires the help of do when forming the negative: You do not have to go yet or She does not have to leave. The modal-like forms had better, would rather, and would prefer are negated like the true modals, with the not inserted between the modal and the lexical verb, for example, You had better not do that or I would rather not go. Occasionally the dialectical form You hadn't better go is heard. However, it is quite normal for would like to be negated in this way: I would not like to try that. The negative not is usually contracted into the preceding auxiliary in conversation, unless the phrase has already

been contracted. Examples include: He shouldn't go, She couldn't go, She isn't going to come, She's not going to come, You'd better not go, and I don't have to go. If there is both a modal and a PM in one sentence, not is inserted after the first modal, as in He must not be able to sleep.

TENSES

Traditional grammars take the stance that modal auxiliaries have tense, as in:

PRESENT	PAST
can	could
may	might
will	would
shall	should

However, the preceding chart is true in only one case, when can and could are used to denote ability, as in, I can sing well now but I couldn't when I was a child. Stageberg's attitude that modals "are said to have tense," is much more appropriate,[9] as is Cook's, who says that modals have "past tense forms (but) they also have present meanings... in present time contexts."[10] For example, It might be Jane on the phone is a past tense form in the present or You could call again tomorrow is a past tense form in the future. Because this is true, there is no point in calling them "tense forms:" the label is not clear. Larsen-Freeman and Celce-Murcia state quite directly that modals are tenseless and I agree.[11] I may go jogging today (present tense) certainly does not become, *I might go

jogging yesterday in the past tense. One could argue that modals have tense because they sometimes follow the same rules as verbs for indirect or reported speech. For example, I will go becomes I said I would go in reported speech. However, if you follow this rule for may when it is used to give permission, the resulting meaning contains the nuance of possibility, as in, She said, "You may go," (present tense) and She said you might go (past tense). In order to retain the original meaning of permission in this case it would usually be reported as She said you could go. Therefore, because modals often do not follow a pattern in reported speech, and the forms can actually be used in any tense or aspect, I conclude that it is less confusing for the ESL student to consider the modals tenseless. Moreover, owing to all the possible differences in time, I also believe that each modal should be considered separately in its own right, and not, as some texts do, in pairs of present and past forms.

MEANINGS OF MODALS

One might think that after coming to an understanding of the structure of modals and PMs and the way they work in the tense-aspect system, an ESL teacher would be able to teach these words modal-by-modal, just running down the list. This is not the case. Let me explain the major reason why. The meaning of a single modal often changes according to the context. Look at the following two sentences: That must be Mary and You must go to school tomorrow. The modal must

here has two very different meanings. In the first sentence, the meaning of must concerns the probability of the person at the door being Mary. Since Mary is expected at 11:30 and it is now 11:32, all logical probability points to the fact that Mary is at the door now. In the second sentence, You must go to school tomorrow, must does not show probability at all but rather signals that going to school is a necessity or obligation, a completely different meaning of the word must. These two different meanings make must very confusing to students.

Furthermore, negation can affect the meaning of a sentence containing a modal in an unnatural way. Usually negation evokes the opposite meaning of the original sentence, as in, I went to the bank and I didn't go to the bank. However, That dress can't be new and That dress can be new do not have opposite meanings. That dress can't be new means that the speaker is almost 100% sure that the dress is not new. Contrarily, That dress can be new does not mean the opposite; it means that it is possible that the dress is new, and in my experience most native speakers would use the modal could instead of can. This can be very confusing for non-native speakers of English. A teacher must know that in this case, in order to create the opposite meaning of the original sentence That dress can't be new, one needs to use the modal must: That dress must be new, which means that the speaker is almost 100% certain that the dress is new.

In questions too, modals do some tricky things. Usually

questions and answers use the same auxiliary, e.g., Did you call your friend? Yes, I did. Unfortunately for students, in conversation if one hopes to receive permission by asking, Could I borrow your book? the answer is not Yes, you could, unless the speaker is putting some condition on it, like, Yes, you could borrow it if I had it, but I've already lent it to someone else. A more common answer would be, Yes, you can, which is a change of auxiliary.

One other factor which makes modals difficult is register or degrees of politeness. For example, if one teaches modal-by-modal, students might learn that must is used for social expectations as in You must not smoke here, but if they do not realize how strong and impolite this sounds, they will not make many friends. A better word is should, which should be said in a suitable tone of voice. Only by comparison of should and must in social expectation can students learn this difference.

Due to the quirks in usage and fluctuations in meaning as the situation changes, I maintain that it is inefficient to look at or teach modals and PM modal-by-modal. A much more practical way is to look at them in the ways in which they function.

FUNCTIONS OF MODALS

Here I will give an overview of the functions of modals which is largely drawn from The Grammar Book, the most clear and concise explanation that I have found.[12] The situations in which modals are used in English discourse are

divided into two main classifications, those of social interaction (modals used in these functions are traditionally called root modals) and logical probability (modals functioning in this way are traditionally called epistemic modals). This latter category, also called logical expectation, includes inference, as in That should be Mary at the door, and prediction, as in, I might get that new job. Close considers this the secondary function of modals which allows the speaker to give his evaluation of the truth of the statement he is making. "Their primary function," he says, is to "express some degree of freedom, or lack of freedom to act--from complete liberty to inescapable prohibition; (which) can apply to the speaker, or to the person(s) he is addressing, or to some person(s) to whom he is referring."[13] Close's use of the word function however, is a bit different from the way it is used by ESL teachers. Usually instructors who use functional-notional texts think of functions in terms of specifics like making a request or thanking someone or giving permission, which are actually situations in which the words function for some purpose. On the other hand, Close's definition of the 'primary function' relates to the category of social expectation, whose modals serve to make requests, as in May I have some tea? and to give permission, Yes, you may. They are also used to make suggestions, e.g., You could go to Guam on your vacation; to give advice and show concern e.g., You should go to the dentist about your tooth; to show obligation, e.g., You must go to school

tomorrow.; for social expectations, as in You must use your spoon to eat your soup; and for invitations, as in Shall we have dinner?. Not included in either category are the notions of ability, e.g., I can type; desire, as in I would like to go to Thailand; offering, as in Would you like some toast? (a frozen formula); and preference, e.g., I would prefer to have an apple. (See Table 2 for a summary of these functions.)

It would be helpful for teachers to note that different grammarians use different labels for the various categories, but if you look carefully, you see that they coincide. For example, probability, possibility, prediction, and expectation are different labels for similar ideas. Some texts never mention suggestions or advice but include them in the category of obligation. One could argue that an offer is nearly the same as an invitation, and indeed most texts make no distinction between them. "Would you like" is used for both, but there is a difference between Would you like some coffee? and Would you like to have dinner? Inference is labeled "stating a conclusion" in some texts. The sentence It might be worth a try could be considered acceptance of a suggestion, or prediction. Therefore, when teaching modals it is important to look at each example carefully and be aware of possible dissimilar labels for the same function or similar labels for very different functions so as not to confuse students who may have already studied the same function under a different label.

In support of my belief in a function-by-function

approach to teaching modals, I would like to give an example of the opposite view, which I feel is an awkward way of looking at them. Some teachers feel that in order to understand the meaning of modals, students must analyze the sentences in which they occur, rather than directly looking at the context. For example, Cook says that it is necessary to determine whether the modal is a root or epistemic modal.[14] He states that epistemic modals (those used for logical probability) are used with action, state-of-being, and process verbs; whereas root modals (used for social interaction) normally occur with action verbs. However, please examine the following sentence, which can actually be classified in two ways: She should be downtown at 10:00. Cook would look at the verb be to determine whether the modal is root or epistemic and therefore find the meaning. Be is a state-of-being verb, which often occurs with epistemic modals; therefore, Cook would say that the sentence must be one of logical probability, as it is in the following context: It is 9:00. " I need to get a hold of Jane. How can I get in touch with her?" "Well, she should be downtown at 10:00 (because she has an appointment at her office). Try calling her there." However, suppose this is the context: It's 9:30. "Where is Susan? I hope she is not late. She should be downtown at 10:00 (in order to meet the minister to plan her wedding)." This latter is not a case of logical probability, but one of social expectation, which would make should a root modal. There is no way to determine the real meaning in this case except to look at

the context. In order to allow for this exception to the rule, Cook says that although action verbs usually occur with root modals for social interaction, some state-of-being verbs occur with "action adverbs" (for example, She can be very kind) and can therefore function with root modals. However, it seems much more logical and practical to simply look directly at the situation in which the discourse occurs.

If language student has to understand the terms "epistemic" or "root" modal or "action adverb", the student may be a long way from using the language communicatively. A teacher and his student need to know that a single modal like might has several widely varying meanings since You might get a new car can mean either that it is possible for you to get a new car (logical probability) or that I think your life would be much easier if you had a new car (social concern or sug- gestion). They need to know that even though She has to go and She must go mean the same thing, She doesn't have to go and She mustn't go do not. Gaining a firm understanding of the use and function of the modals rather than trying to understand rules which have many qualifiers and exceptions is a much more useful activity for students and teachers.

In order to fully grasp the ways in which modals are used, therefore, one must look at their uses, which can be divided into different categories. The two categories as described here are logical probability, which includes inference and prediction, and social interaction, which

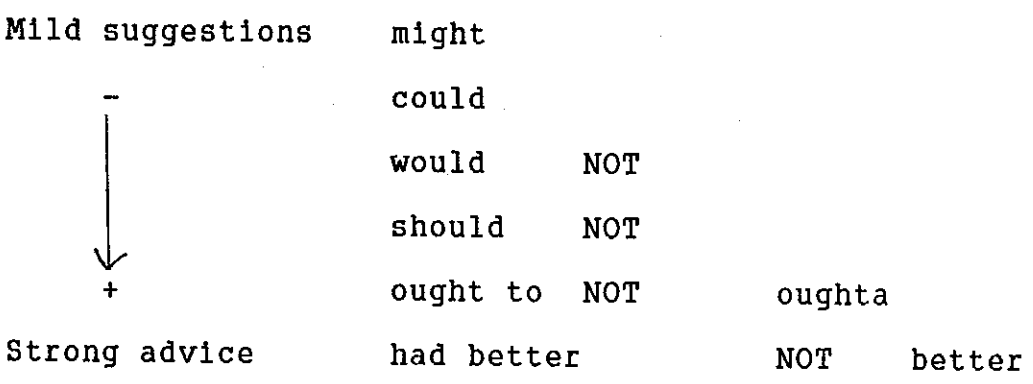
includes advice, suggestion, concern, obligation, requests, and permission. A complete description and analysis of all the functions named above would be the subject of a paper of greater range than this. Due to this large scale, and in order to do an in-depth study of how to better teach modals, I have chosen to concentrate on only two uses, those of advice and suggestion, which I hope will serve as a model for teaching the other uses. Since advice and suggestion are two large topics which are covered, if at all, only very superficially in texts, I have decided to focus on them. They also include the PM had better, which is a particular problem in Japan and has been an object of my attention. I will therefore now give a complete analysis of the range of modals used for advice and suggestion and the teaching suggestions that I have developed which can be applied to any modals. Hopefully after looking at the outcome of my research, readers will be able to apply some ideas to their own teaching situations and modals will become more accessible for all English language learners.

MODALS FOR SUGGESTION AND ADVICE

I would like to begin by explaining the distinction between the two functions of advice and suggestion. The simplest way to do so is as follows: although either one may be solicited, the speaker cares more if his advice is followed than he does if his suggestion if followed. The speaker has more emotion and more concern invested in his advice. One can give many suggestions but advice is more

precise and pointed. My analysis of the modals used for advice and suggestion should make this distinction clear although of course there is a grey zone in the middle of the gradual flow. From mild suggestion to strong advice, the changes from modal to modal are due to the strength of the message. The following chart is a summary of this flow:

Modals and PM for Suggestion and Advice



As Fowler so charmingly put it, "It will therefore be assumed here that the reader is aware of the normal usage so far as abstract statement can bring it home to him; & the object will be to make the dry bones live by exhibiting groups of sentences, all from newspapers of the better sort, in which one or other principle of idiom has been outraged."[15] However, Fowler only gave examples of misuse, whereas I will give examples of common usage for the modals used for advice and suggestion, including both the effects of negation and question forms, following the flow of the chart above.

MIGHT-COULD

First I would like to give examples of the use of modals

for mild suggestions. In order to elicit mild suggestions, a formal request would be something like, What would you suggest? However, native speakers would usually use the modal should in an informal situation, as in What should we do on Saturday night? They would not use might or could, the modals they would expect in the response, in their question. Therefore, the question What should we do on Saturday night? might bring forth responses like Well, we could go to a movie, or We might try that new restaurant on Fifth Street. Both might and could are used to offer mild suggestions.

A person offering a mild suggestion does not want to take too much responsibility for the suggestion, either, because the new restaurant might be terrible or the speaker might not know the tastes or real desires of the person asking for the suggestion. Some people who ask for suggestions have actually already decided what they want to do and are not really seeking a suggestion at all; they are just being polite. The person offering a mild suggestion can also be showing deference to the other party. However, if one wanted to suggest not going to the new restaurant on Fifth St., You might not go to the new restaurant would not work, for then the meaning would be one of possibility. You couldn't go to that new restaurant would not work either since could not usually refers to past ability (you couldn't go last year but you can now) or inference (it couldn't be that new restaurant you're talking about). In order to offer a mild negative suggestion, the modal would change and

be used this way: I don't think we ought to go to that new restaurant or I don't think we should go to the movies.

WOULD

Moving on from mild suggestion into the grayer area of distinction between suggestion and advice, we meet the modal would. The only use of would for a suggestion is in the conditional, which Allsop calls the Type II conditional which is, If I did X, then Y would be the result.[16] If I were you, I would get more exercise and If you saved money, you could take a holiday make statements about situations which are not known to be true and are a means of giving indirect advice or suggestion. This form is in the grey area because it can function as a suggestion or advice, depending on the tone of voice of the speaker, the more forceful tone being stronger advice. The would is usually contracted into the preceding pronoun in conversation as in, If I were you, I'd buy a laser disc player. The negative form is also common, e.g., I wouldn't buy a car if I were you.

SHOULD-OUGHT TO

Unlike the rather cut and dried use of would for suggestion, much has been written and some interesting ideas have been presented about the modals should and ought to. Copperud reports in his American Consensus that they are quite equal, only depending on mood and tone of voice.[17] Allsop, who is British, and may reflect British usage, gives

this example: If a woman thinks to herself, "I should lose weight," the should reflects that is is her own idea, whereas if she says, "I ought to lose weight," the feeling is that it is bad to be fat and that someone other than herself such as her doctor (an authoritarian figure) thinks she ought to lose weight. The word ought to comes from owe, as when you owe something to yourself or others or when you have not done your duty. Allsop views ought to as a moral obligation or an obligation from the outside, e.g., They ought to have no-smoking cars on trains, or You ought to have your eyes checked every year.[18] Contrarily, Barbieri, who is American, states that ought to is used to suggest that the listener overcome hesitation, as in You ought to try it (don't be shy, you owe it to yourself).[19] He explains that ought to does not sound as generally truthful as should, nor does it have as much moral weight, because should is from shall which is used in the Bible when the speaker speaks with great authority: "Thou shalt...." Maclin agrees that should is used for general truths, as in "Children should be respectful to adults,"[20] or as Miss Manners says, "Visits to sick patients should last no more than half an hour, and 20 minutes is 10 minutes better."[21]

Ought to, therefore, does seem to be more friendly in American English and is used for a recommendation that is good for the listener, showing concern, as in, You ought to take a nap. My analysis is that it depends on the region(s) where one was brought up, one's tone of voice, one's belief in one's advice, and the situation at hand. Ought to

follows the tendency of periphrastic modals to reflect a more informal register, especially when spoken in the reduced form you oughta.

For negative advice, sometimes called prohibition, should is commonly used as in, You should not stand so close to the fire, or You should not go out tonight. However, ought to is not regularly negated in modern American English. According to Hooper, it is usually as a bare infinitive as in, You ought not drink that as opposed to, You ought not to drink that.[22] Although Copperud states that no dictionary examples omit the to, and further reports that Evans "regards retention as preferable" and that Follett deplores the omission of to, in my own experience it is often omitted in America.[23] Copperud also states that ought to with an auxiliary is not standard, but Stageberg admits that You hadn't ought to do that is a form found in the northern U.S.[24] In all the negative forms, not is often contracted into the preceding modal, e.g., shouldn't, oughtn't, and couldn't. Lack of contraction often adds emphasis, for example, You should NOT drive after drinking. Finally, in a bit of good advice, Cassell's Students' English Grammar suggests to students that they use should instead of ought to when in doubt, and I agree.[25]

As noted earlier, not all of the modals and PM used for suggestion and advice are used when requesting advice. Should is most often heard: What should I do? However, What can I do?, What do you think I ought to (should) do? and What shall I do? are also common, the latter being more

British than American. Furthermore, teachers should note that the subject is inverted with the first auxiliary when there are two auxiliaries in one question, e.g., What should she be allowed to do?

PERFECTIVE ASPECT

All of the modals under discussion can be used in the perfective aspect, although should is the most common. Consider the following examples:

Q: What else could I have done?

A: Well, you could've looked at it from this perspective.
You might have tried it this way.
You mightn't have done it so quickly.

Q: The interview was terrible. What should I have done differently?

A: You ought to have been more polite.
Maybe you oughtn't to have told those jokes.
You should have worn a more business-like suit.
You shouldn't have been late.

Could have and might have are generally softer forms of advice that came too late, but they can easily indicate sarcasm, resentment, or criticism when said with the appropriate tone of voice. Positive modal perfects occur with unfulfilled events (you should have worn a different suit but you didn't) but contrarily, as Bowen and McCreary point out, negative modal perfects can only be found with

events that did happen (you shouldn't have been late but you were).[26] Mightn't have and oughtn't to have are infrequent in American English. Only could have and should have are used in questions.

HAD BETTER

Reaching the bottom of the chart, the strong advice function, we find had better. Interestingly, the periphrastic modal had better, which is heard the most in Japan, is discussed the least in grammar books. It is usually not mentioned at all; Praninskas considers it an idiom.[27] Fowler speaks of the "peculiar nature of the phrase 'had better'." He states that had is a true verb meaning "find", not just an auxiliary of mood. Therefore, "You had better do it.=You would find to-do-it better.; You had better have done it.=You would find to -have-done-it better."[28] We must remember, however, that Fowler was writing in 1926, sixty years ago. In modern American English, the use of had better communicates very strong advice and concern, rather like a warning: if you do not do it, something unfavorable may happen, as in You'd better take care of your cold (or it may get worse and you won't be able to play your part in the drama). A mother might use the negative form to her child: You'd better not jump on the furniture (or I'm going to give you a spanking), a very strong warning. However, You'd better try to eat raw fish sounds offensive because it implies that something bad may happen to me if I do not eat the fish. (That would be

true only if I were facing starvation.)

It would be helpful for anyone who teaches English in Japan to be aware of the reasons for the common misuse of had better. The Japanese language has one basic structure for suggestion/advice: hoo ga ii desu. If Japanese students of English want to give a mild suggestion, they simply make this one form more polite, using distancing. Strong advice would use an informal, more direct form. Unfortunately, this basic pattern is translated in every dictionary as had better. Because the literal translation is "this way is better," to the grammarian who has never lived abroad, they must seem very similar. Since there are no Japanese-English dictionaries published anywhere but in Japan, no one seems to have caught this misunderstanding. It occurs to me that modern dictionaries are based on earlier editions which reflect the usage described by Fowler and others early in this century and recent editions have not kept up with current usage. Therefore, Japanese English speakers usually give much stronger advice than they really want to and often cause strong reactions of irritation in native speakers who think, "What right do you have to tell me...?"

Because had better is usually heard in the contracted form, you'd better, which makes it easy to also drop the d in rapid speech, the use of better has become common in American English even though, as Copperud notes, better is considered "an incipient idiom...unacceptable in writing," and at best, "informal."[29] However, at Christmas time, many children hear the phrases, "You better watch out, you

better not cry..." in the song "Santa Claus Is Coming To Town"; a direct warning to behave well or else Santa won't bring you any presents.[30] The negative form of better is often used as just noted.

Neither had better nor better is commonly used in questions.

In the perfective aspect, had better have is also heard; however, its meaning has also changed since 1926 from to have done it would have been better, which was mild advice which should have come sooner, to a threat, You'd better have done it (or you're going to be very sorry). Also we often use this form when thinking to ourselves as in, I'd better have turned off the heat under the soup this morning (or the house might catch on fire).

DEVELOPMENT OF TEACHING TECHNIQUES

Having examined the use and structure of the six modals and PM used for suggestion and advice, we now face the situation of how to help students use them correctly and appropriately. Stageberg says that "the meanings expressed are many and subtly shaded and you are lucky that, as a native speaker, you are already in command of them."[31] The teacher who can not only use them but understands what happens as he does is already halfway towards helping students. The teacher's purpose is to make modals accessible, and further, as Bowen and McCreary noted, to make the meaning inescapable to the learner.[32]

This task seemed all the more feasible when considering who my target students were. From junior high school up, Japanese are required to study English on which they are tested in high school and college entrance exams. They are usually taught through the grammar-translation approach, which includes little listening or speaking. Therefore, none of my learners were being exposed to English grammar for the first time. Unfortunately, probably the only English they had ever spoken was into a tape recorder. However, I assumed that as the facts had already been "learned", it appeared to be only a matter of presenting them in an organized fashion, thereby helping students manipulate the modals. I assumed that they knew that might, should, ought to, and had better were used to give advice but that they had had no practice in using them.

Thus, when I first thought about how to teach lessons on modals to Japanese university students or business people, my objectives were to plan lessons which would draw out the grammar and information concerning modals they had already learned and organize it into a self-revealing pattern which would become usable bits of appropriate spoken English. My first lesson plans were written, therefore, for students who had a solid intermediate level of proficiency and adequate vocabulary. In no time, I imagined, I would have erased all offending had betters and should would find its proper place. That was not to be the case.

FIRST PLAN

At first, I searched textbooks for suggestions on how to

teach modals; however, although notional-functional texts sprinkle modals throughout, I could not find anything really satisfactory. Then I looked again, since texts provide many stories with characters whom I thought could be used in advice-giving situations. Unfortunately, both characters and situations are unreal and often irrelevant or inappropriate to the students' lives, as texts do not know anything about one's particular students. Therefore, rather than using an abstract text, I decided to present a fairly realistic situation in which students would be asked to give advice.

Giving advice is certainly a necessary language function since life bursts with daily decisions and conflicts as people are confronted with new choices ranging from the selection of a coffee shop for the next thirty minutes, to decisions on employment for a lifetime. For many of these decisions, people either ask for advice or receive it unsolicited. Because students bring many varied experiences from their lives to class each week, and because everyone makes different daily decisions, I planned to focus on a shared situational experience so that each student could concentrate on the same topic for pedagogical purposes. Furthermore, I wanted it to be non-threatening enough for even the shyest. Japanese students tend to be rather shy since they are encouraged to be passive listeners rather than assertive students who take responsibility for their own learning. I aimed to create a practical, relevant, appropriate learning experience by charting the focus

structure clearly and using examples that students had suggested.

Because I had decided that available texts were inadequate and that students should have a shared experience in the classroom, I looked for something that would not be too personal or threatening for my shy Japanese students, and found it in a 'story square' developed originally by Ruth Sasaki in which students had to solve the puzzle of the plot and the characters' relationships by asking questions.[33] Since the story is like a soap opera, there were many unresolved problems at the end. I thought that it would be an appropriate vehicle for sparking impersonal but student-generated advice for the story's characters. It proved unsatisfactory, but I could identify only one reason at the time. The students were too far removed from the story to identify with the characters or the plot line, which was culturally very American, and so found it difficult to give advice or even suggestions. Even though I had used role play cards (see Role Plays) after the story square, it was difficult to make the transition when the base had not been solid enough initially. I concluded that although this type of story could be used to develop fluency after all the modals had been presented, in the introductory stages a REAL situation which relates directly to the students should be used.

The use of examples produced by the students and situations which are based on their own experience as opposed to using a text, can be very exciting. The material

thus produced is often referred to as 'student generated material' (SGM). The basic premise is that the teacher draws out and builds upon what the students already know, whether it be English structures specifically or their wealth of life experience in general. This way of working also allows for students to use their native language if necessary to generate the material. In that case either the teacher or another student would put what the student wants to say into the target language. It often happens that because the students have invested themselves in the production of the material, they will be more involved with it and therefore retain what they learn so that they truly know it. For that reason, in all of the following techniques for teaching modals, I have tried to use SGM as much as possible.

SECOND PLAN

Therefore, I next had to find a concrete common denominator situation in which students could find themselves. Since I had decided to review all modals at once, which I felt was appropriate for intermediate students, I chose a class of 35 second-year junior college women for the revised plan. Since it was the beginning of the school year, and their first-year counterparts were just beginning their college careers, I decided to present the selected modals in the context of suggestion and advice from the second-year women to the first-year women. My basic plan was as follows:

First I asked the second-year students to think back to the year before and to remember how they had felt when they first entered college. I asked them if there were any things that they wished they had been told or had known at this time a year ago. I asked them to think about how the first year students felt now, and write their suggestions as though they were talking to first year students. My basic SGM sequence asked students to THINK, WRITE NOTES, and then SPEAK. After the students had thought and written, I asked for their advice, which I then put on the board in the following way:

*You had better speak English as many as possible.

*You should not late for the classes.

The above were written on the board as follows:

(in pink chalk)	(in yellow chalk)
You had better	speak English as much as possible
You should	not be late for classes.

As we were dealing with modals, highlighting them in a different color chalk make the emphasis clear. After listing about ten pieces of advice, the following six modals had been elicited and written in pink: <u>had better</u>, <u>should</u>, <u>must</u>, <u>will</u>, <u>may</u>, and <u>ought to</u>. Since I had also wanted to include <u>could</u> and <u>might</u>, I added them.

Next, I asked the students to rank the 'words written in pink' from mild to strong (I did not use the words <u>modal</u> or <u>auxiliary verb</u> although I was prepared to explain them if anyone had asked). I asked for ranking as a means of assessing and later building on what the students already

knew. I was surprised that had better was ranked as mild advice, and that should was considered very strong. At that time, I included must and will in the advice category, although now I categorize and teach obligation separately.

After the students and I had ranked the modals from strong to mild, first by their system and then by mine, I asked them which phrases should be with which modals, according to the importance of each piece of advice. In this manner, had better was put with not be late for classes and should was matched with speak English as much as possible. (The sentences generated can be found in Table 4.)

Having finished this basic review of the modals, my goal was to have students practice using them conversationally in twos and threes. As a follow-up activity, the students practiced with the 'role play' cards, a complete description of which follows the notes on this lesson. For homework, I requested students to write a letter to a first-year student (names were passed out), welcoming her to the school and giving advice about college life.

Unfortunately, the problems had not yet been solved. The subject, giving advice and writing a letter to a first-year student, although real, was still too complex. I had not concretely specified whether I was eliciting suggestions for "how to improve your English," "how to make the most of college," or "how to best survive in the class." Nor had I specified the recipient of the suggestions, so the students were throwing advice out into the air at unknown faces. The result was a mishmash of

advice that did not sound like real language. Both the request for advice and who was doing the requesting should have been crystal clear.

More important, I eventually realized that I was trying to bring out too much material at once. There was too wide a range of possible advice. All the pertinent modals, their degree of strength, negative usage, question forms and levels of formality were being studied at the same time. Even though the students had studied auxiliaries before, it did not mean that they had the knowledge needed to grasp all the information that I was trying to get across. The students had never actually learned the modals in junior or senior high school, so what they needed was not a review, but a presentation from the beginning. It was simply too much to grasp, and the result was nearly total confusion on the part of the students. When I asked them for suggestions later, they still did not have a command of the modals in question. Japanese students are, after all, actually "false beginners." It is possible that the students had not had enough of what Krashen calls comprehensible input; they had indeed studied the structures but the input had not been comprehensible.[34] Whatever explanations concerning modals had been made to them were probably neither relevant nor placed in relation to a comprehensible situation, and so they had no concept at all of what modals do. I had further compounded the problem by giving them too much input (my organization of advice and suggestion and the modals to be used for those functions) which was not comprehensible in an

unclear situation. The conclusion was finally driven home to me: in the basic classroom, for the purposes of adequate contrast and good recall, two modals are usually enough at one time.

SPECIFIC SITUATION/TWO TARGET MODALS

There are two factors, then, that need to be considered when devising a lesson plan for modals: use a very specific situation and only two target modals to elicit and contrast the point.

My experience has shown that in choosing a suitable situation in which to have students give advice, a teacher should have an idea what the students do outside of class and what they are interested in. About what would the students really give each other advice or suggestions? If they are businessmen, suggestions about how to find a job would be inappropriate because they already have positions and would not naturally give each other suggestions of that nature. However, if the students are in university, those suggestions would be very useful. It would be better to have the businessmen give the teacher or other students suggestions about good places to have coffee near the school if they come from several different companies, or near their office if they are in the same company. Furthermore, the university students could give each other advice about which movies to see, music to listen to, or things to do during spring vacation.

Choosing suitable situations is not limited to the

teaching of modals for advice and suggestion. To teach modals used for logical expectation, a teacher could focus on the weather, e.g., It might be sunny on Saturday or It should be sunny on Saturday, which is certainly a topic that anyone and everyone talks about. Or you could have students consider a forthcoming political election, or the outcome of a baseball game, depending on interests. To present obligation, the class could generate material on anything from weddings to getting a driver's license. Just consider the students' interests, and the modals to be targeted and their negatives, questions, register, and the possibility of the perfect aspect, always making the contrast and relation of the modals in focus clear.

I would like to elaborate on the presentation of two modals at a time by explaining how it can be done for the advice and suggestion modals. Contrasts are generally easier to see and retain, so I would suggest contrasting one mild suggestion with a bit of stronger advice. We know that might and could are rather similar in meaning for suggestions and that neither takes the negative, so there is no point in presenting them together. Should and ought to do take the negative and can be used similarly also, so it would make sense to contrast might with should, or could with ought to. For example, You might go to an art gallery could be contrasted with You should go to the movies. Moreover, when only two are presented at a time, students of any level can be involved. I had originally taught modals only to intermediate level learners because I felt that they

were too difficult for beginners, an assumption which has since proved to be erroneous. Students who have only studied the imperative, as in Go to the door, will be able to give each other advice if someone knocks on the door, e.g., You should go to the door. Fellow MAT students Redmond, et.al., suggest that beginning students be taught might and should first, and later could and ought to. Intermediate students could be taught If I were you, I would... and had better. Modal perfectives should probably be saved for advanced students along with other more indirect and polite forms.[35]

ROLE PLAYS

Initially I had used role play cards after the first lesson using Sasaki's story square, and had thought that since the situations seemed difficult to follow, that that was the reason the students had had a lot of trouble. Therefore, I revised the cards for the follow-up activity after the lesson on advice for first-year students. They still gave the students a lot of difficulty, however, probably because I was expecting them to be able to manipulate so many modals at once. I did, however, try to make the cards as pertinent and real as possible.

First I would like to define role plays as I see them. I believe there are two perceptions of role playing; in one, many teachers feel that when you play a role, you are acting artificially as another person, wearing a mask which is not part of your personality. However, my perception is based

on Richard Via's method of teaching English through drama, which incorporated the Stanislavski system of acting whereby the actors use personal life experiences to bring the characters in the role plays out of themselves rather than putting on masks.[36] This latter definition encompasses the principle of SGM since the character in the role play is generated out of the students. The students are, therefore, not play-acting but are simply exploring other aspects of their personalities.

Doing a role play is very useful in class for several reasons. In classes of 35 nineteen-year old females, there is little chance to talk to older or younger people or those of the opposite sex. Since life outside the class includes all sorts of characters of varied professions in many social situations, role plays are a good way to bring lots of people and places into the classroom. They also aid in developing ability to use degrees of register (politeness), tone of voice, intonation, and pronunciation. Via further notes that it is good to include conflict in the situation, and I agree, but because I was perhaps overly conscious of focusing on the modals, I tried to keep the situations clear and possibly too simple.[37]

Since modals by definition describe modes and manner, they need to be used in as many situations as possible. Role plays are the perfect solution. A teacher could also write dialogs with the modals to be added. I have made a list of situations which I have written on cards and passed out to pairs of students which can be used as a basis for a

conversation. There are two cards for each situation, so each student receives a card. For example, card no. 11:

Your colleague wants to go to Guam. Give her/him some suggestions.	You want to go to Guam but don't have enough money. Ask your colleague for some suggestions.

(The role play cards are presented in Table 5.)

These role plays can be done while students are at their desks or in front of the class. They should be reminded to think about WHO they are, WHERE they are, WHAT they are doing, WHEN it is, WHY they are asking for or giving the suggestion or advice and HOW they feel about it. Students can write down what they are going to say first, or speak impromptu. Students need to believe in what they are doing or it will be a case of just wearing a mask. The more they believe, the more real it will be and the more transference there will be to other situations. If students do role plays at their desks, it is helpful for the teacher to encourage questions when they are unsure. Role plays in front of the class should be corrected, I feel, after the scene is finished. Depending on how comfortable the students feel, you could correct them in front of everyone, or privately, and then play the scene again.

A WORKABLE LESSON PLAN

I have explained above my first two plans for teaching

modals and my view of role plays in relation to them, and delineated the two main problems, i.e., I tried to present too much material at once to students who really did not understand modal usage and I used situations that were a bit unfeasible. Now I would like to present the lesson plan that developed out of those learning experiences.

While preparing the lesson plan that follows, I focused on the two key points mentioned above: present only two modals in contrast at a time and use a situation which is relevant to the students. It was prepared for first-year college students in their second semester of a beginning conversation class. As a word of explanation, college courses in Japan last an entire academic year, from April to January, and consist of approximately 25 classes which meet for 90 minutes once a week. Class size ranges from ten to one hundred. First I chose the modals on which I wanted to focus, then the two separate and very likely-to-happen situations to be presented by the teacher. The plan consists of three main parts: the two situations in which students give the teacher advice about where to eat lunch and what do during the winter holiday, student-to-student conversations on the same topics, and role plays. The focus is on <u>could</u> and <u>should</u>. The teacher was to be a facilitator, a director: presenting the situation of seeking advice, writing the examples on the blackboard, and directing attention on the modals. All sentences were to be student generated. This lesson plan proved to be quite workable and effective and is presented here in its entirety.

LESSON PLAN FOR BEGINNERS

Goal: the use of could for suggestion in contrast to should for advice.

1. Present the situation. "I want to go to eat lunch in Kokubunji (location of the college) but I don't know any good, inexpensive restaurants. Do you have any ideas? Do you know any good places to eat lunch?"
2. Put the students (Ss) in groups so that each group can come up with a suggestion (this class was large and does not volunteer well singly). "Get into groups of 3-4 and think of a place for me. You have about three minutes."
3. Elicit the suggestions from the Ss and write them on the blackboard (BB) as they are given. "OK, please give me your ideas."
4. Separate the suggestion from the modal or whatever the Ss use at the beginning of the sentence. For example, in Why don't you go to Chatnoir for coffee?, Why don't you is written on the left side of the BB and go to Chatnoir for coffee on the right. Correct the grammar before writing sentences on the board.

The following sentences were proposed:

Why don't you	go to Honen-ya for noodles.
You had better	go to Suirin for Chinese food.
You ought to	go to Assan for tea.
You have to	go to Terakoya for coffee and drinks.
You must	go to Chatnoir for coffee.
You would	go to the cafeteria at college.
If I were you, I would	go to Beehive to drink.

You should go to Central Park in Kichijoji.

5. If could is not among the words on the left hand side, add it.
6. Remind Ss of the situation. "In this case, remember that I am your teacher and you are giving me ideas about where to go to eat."
7. Ask Ss: "What is the best word to use in this situation?" If they do not know, point out could. Replace the modals on the blackboard with could.
8. "Any questions?" Be prepared to answer questions about any of the modals or other words that they had used originally.
9. Help Ss find new partners to practice the same style suggestion. "Find someone who you don't know very well and ask them to recommend a place to eat. You can say, 'I want to eat noodles. Do you know any good places?' or 'Do you know any good places to eat lunch?' You have three minutes." Focus on use of could. Ask students to change partners.
10. Bridge into the next part of the lesson: "I want to have a good time during winter vacation but I don't know what to do. Could you give me some suggestions? Please write down about five ideas for me." Note: This could be done as homework if you need to divide the lesson into two parts. Otherwise, give students 5-10 minutes.
11. "Please compare your suggestions with your neighbor's." Walk around the room and check to see if Ss are on the right track.

12. "Please read some of your suggestions so that I can write them on the board." Write sentences on the board. All of them should use could.

13. "Now, which of these things do you think is really important for me to do? Who gave me a suggestion that they think is very good? Look at your list and choose the suggestion which you feel is the best." Either underline a suggestion already on the board or add another one that a students suggests. Erase could and write should in front of the most important suggestion.

The following sentences were proposed:

You could	go to a shrine.
You could	go on a hot spring tour of Japan.
You could	go skating with your friends.
You should	clean your house.
You could	go to the shore and see the first sunrise on January first.
You should	see "Gremlins" or "Ghostbusters".
You could	send a Christmas card to your boyfriend.

14. It may be necessary to expand an example, e.g., You should see "Gremlins" or "Ghostbusters". "Have you seen 'Ghostbusters' yet? Yes? Did you like it? Do you think I would like it? OK, then you can use should. Did you see 'Gremlins'? No? Then how can you recommend it, if you haven't seen it yet? Could is better in that case."

15. Have students ask for suggestions abut winter vacation or something similar. "Please get into pairs or threes and ask for some suggestions like this, 'What should I do during winter vacation?' Be careful of how you use could and should." Students may need help, so have sample suggestion-soliciting questions (role play cards) ready. The role play cards in Table 5 would need to be edited or added to for each particular class.

NOTES ON THE LESSON

First of all, regarding correction of errors in SGM, I would like to point out that I edited and corrected the suggestions as they were given by the students because I wanted to focus on modals, not other grammatical points. However, student correction of their own material works well when the class is small or if that is the focus.

As I had expected, the students were surprised that had better did not work in this situation. Since they asked about it, I answered honestly, acting out rather dramatically how I feel when someone tells me that I had better go to Suirin for Chinese food. Since the students don't know if I even like Chinese food or not, they probably are not advising me to go to Suirin in order to not miss the best Chinese food around, and therefore had better is inappropriate. Furthermore, since by nature suggestions are not usually negative, the examples containing should were not negative. Therefore, in order to give students practice with negative suggestions, in the paired role plays

activity, it would be practical and helpful to include situations where use of the negative will be elicited. I did not need to use role play cards as this class was rather imaginative.

This lesson worked much better than the previous ones because I had finally pared it all down to the essentials. Everyone understood the need for recommending a restaurant or giving suggestions for holiday time. It was something I would really ask them and something about which they had knowledge. When I later asked this class for suggestions for next year, there were no had betters and lots of coulds and shoulds, and the papers of those who had been absent stood out.

In addition, teachers who have no special lesson plan for teaching modals but who understand their mysteries will find modals very suitable for the "teachable moment". Like all structures, modals need not be taught as the main target of the lesson. For example, I often start classes by asking, "What's new?" Since they know that this question is likely to come, some students prepare for it in writing and then we correct certain errors in class. One typical evening, at a company class, a young woman came in with a story about buying new glasses, mentioning that her mother had told her she "had better buy them." I asked her questions to find out how her mother really felt about the glasses; were her eyes in such danger that new glasses were necessary? I found out that there had been no prescription change, that it had been just a suggestion to change her

frames. I then told the class that had better was used in warnings and asked if they had any ideas for substitutes for it. We finally settled on should. Three weeks later a similar situation arose in the same class with a man who had been absent previously. A student who had been present remembered the story about the glasses very well, and was able to explain that he really wanted to say, You should take your family to Disneyland, not You'd better.

CONCLUSION

In this paper I have outlined my concept of the classification of modal auxiliary verbs, periphrastic modals and some modal-like forms, focusing in detail on those used for suggestion and advice. I have explained why I feel that modals should be presented in situations, function-by-function, and not modal-by-modal, and offered a basic lesson plan for teaching the modals and forms described. This basic plan can be adapted to fit any function or class if one can set up a situation that reflects the language and its meaning clearly. And no matter how beautiful a lesson plan a teacher prepares, there will always be that 'teachable moment' which a prepared teacher can take advantage of.

It would be helpful if teachers of EFL/ESL remember the peculiar attributes of these auxiliaries: modals change their meaning with context, with negatives, and in questions, and they surpass the boundaries of normal tense. The functions and uses of modals, like all language, will

always be changing. However, whatever is presented to students must be clear, succinct and current. After deciding upon which function and which two modals within that function to examine, the example situation should be well thought out and precisely fit both the target modals and the students. In addition, as student generated examples of usage are more readily remembered, the initial situation should be one in which the students would actually find themselves. Role plays can give students a chance to practice the language in a greater number and variety of situations which might occur outside the classroom. However, the students' understanding starts with the teacher's clear grasp of the modals.

A non-native speaker of English might survive without using modals, but not without understanding them. The lesson ideas presented above could be adapted to any classroom, with just a dash of confidence and creativity on the part of the teacher.

Table 1

MODALS/PM STRUCTURES CHECK LIST

	Modals	PM
1) MUST BE FOLLOWED BY A VERB		
	*I could.	*I am supposed to.
	I could laugh.	I am supposed to laugh.
(Both * phrases are acceptable as answers in conversation.)		
2) No 'TO'		
	*She should to go.	She is supposed to go.
	She should laugh.	She had better laugh.
3) ADD "BE"		
	*She should laughing.	*She is supposed to laughing.
	She should be laughing.	She is supposed to be laughing.
		She had better be laughing.
4)	NO CONJUGATION	CONJUGATION
	I should laugh.	She is supposed to laugh.
	She should laugh.	I am supposed to laugh.
	*She shoulds laugh.	Exception: She ought to go.
		She had better go.
5) MODALS PRECEDE PM		
	She must be able to go.	
6) NEGATION		
	She should NOT go.	She had better NOT go.
		I am NOT supposed to go.
		I do NOT have to go.
		She ought NOT (to) go.
		She ought (to) NOT go.

Table 2

MODALS FOR LOGICAL PROBABILITY

	Prediction			Inference	
I	might could may should will	get a bonus.	That	might could may should would must will	be Mary.

Others

Ability	I can (not) read.
Desire	I would (not) like some juice.
Offers	Would you like some juice?
Preference	I would prefer juice. I would rather (not) have juice.

Table 3

MODALS FOR SOCIAL INTERACTION

Requests

May Might Can Could	I have a drink?	Will Would Can Could	you help me?

Permission/Prohibition

You	may (not). can (not).	

Social Expectation

You	should must	thank the hostess.
You	shouldn't mustn't	slurp your soup.

Invitations

Shall	we have dinner?
Would	you like to have dinner?

Suggestions

You	might could	buy her a sweater.
	Shall	we go out?

Advice/concern

I	would (not)	sit down if I were you.
You	should (not)	take a walk.

Obligation

You	must (not) will (not)	go to the doctor.

Table 4

STUDENT GENERATED SENTENCES

1. You will attend class every week.
2. You must not forget your homework.
3. You have to attend your classes.
4. You had better not be late for classes.
5. You better try to do as many things as possible because you have only two years at this college.
6. You should try to speak English as much as you can.
7. You ought to try to understand what the teacher said without asking your friend.
8. You could try to speak with your English teacher.
9. You could listen to NHK (radio/TV station) conversation every day.
10. You might try to read a newspaper every day.

Table 5

ROLE PLAY CARDS

	STUDENT A	STUDENT B
1.	You are over-worked and depressed. Ask your colleague for some advice.	Give your colleague some advice.
2.	Your feet hurt. Ask your clerk for some advice.	Give your boss some advice.
3.	You are studying for college entrance exams. Ask your mother/father for advice.	Give your daughter/son some advice.
4.	You want to take your friend out to dinner but don't know where to go. Ask your friend for some suggestions.	Give your friend some suggestions.
5.	You don't know how to look for a job. Ask the employment counselor for help.	You are an employment counselor. Give the student some advice.
6.	You want to lose weight. Ask your sister/brother for advice.	Give your sister/brother some advice.
7.	You have a date at 7:00. It's 6:45 now but you are not in a hurry.	Your sister has a date at 7:00. It is now 6:45. Her friend gets angry if she is late. Give her a warning.
8.	You want to wear a pink shirt with orange slacks but you are not sure if it looks good. Ask your friend for her/his opinion.	Your friend wants to wear pink and orange but it looks terrible. Give him/her some advice.
9.	You are going to Hawaii for the first time. Ask your younger acquaintance for suggestions.	You went to Hawaii last year. Give your older acquaintance some suggestions.

Table 5 continued

10. Guests are coming to a party at your apartment. Ask your friend for suggestions.	Give your friend suggestions about the party.
11. Your colleague wants to go Guam. Give her/him some suggestions.	You want to go to Guam but don't have enough money. Ask your colleague for some suggestions
12. There is a bargain sale at a department store next week. Give your friend a suggestion.	You want to buy new clothes but don't have very much money. Tell your friend the situation.
13. Give your teacher some advice about earthquakes.	You are a teacher from America and you are afraid of earthquakes. Ask your student what to do if there is a big one.
14. You have a terrible cold. Ask your aunt/uncle for some advice.	Give your niece/nephew some advice for his/her cold.
15. You want to improve your English. Ask your teacher for suggestions/advice.	You are an English teacher. Give your student some suggestions/advice.

Notes

[1] An Introductory English Grammar, (Tokyo: Holt Saunders, 1982), p. 175.

[2] Stageberg, p. 175.

[3] Close, English as a Foreign Language, (London: Allen & Unwin, 1981), p. 110.

[4] Hooper, A Quick English Reference, (Tokyo: Oxford, 1980), p. 54.

[5] Celce-Murcia and Larsen-Freeman (C-M and L-F), The Grammar Book, (Rowley, Mass.: Newbury House, 1983), p. 89.

[6] Graves, "Modals," Handout, School for International Training, 1984.

[7] Ulysses, (New York: Random House, 1914), p. 38.

[8] C-M and L-F, p. 80.

[9] Stageberg, p. 175.

[10] "Semantic Structure of English Modals," TESOL Quarterly, 12, No. 1, (Mar. 1978), 10.

[11] C-M and L-F, p. 81.

[12] C-M and L-F, p. 83.

[13] English as a Foreign Language, p. 114.

[14] "Semantic Structure of English Modals," p. 14.

[15] A Dictionary of Modern English Usage, (Oxford: Clarendon, 1926), p. 526.

[16] Cassell's Students' English Grammar, p. 206.

[17] American Usage and Style: The Consensus, (New York: Van Nostrand Reinhold, 1980), p. 346.

[18] Cassell's Students' English Grammar, (East Sussex, England: Cassell, 1983), p. 200.

[19] Fool's Dance, (Aomori, Japan: Mikuni, 1984). p. 7.

[20] Reference Guide to English: Handbook, (San Francisco: Holt, 1981), p. 197.

[21] Judith Martin, Guide to Excruciatingly Correct Behavior, (New York: Warner, 1982), p. 242.

[22] A Quick English Reference, p. 61.

[23] Copperud, American Usage and Style: The Consensus, p. 281.

[24] An Introductory English Grammar, p. 175.

[25] Allsop, p. 200.

[26] "Teaching the English Modal Perfects," TESOL Quarterly, 11, No. 3, (Sept. 1977), 296.

[27] Rapid Review of English Grammar, (Englewood Cliffs, New Jersey: Prentice-Hall, 1975), p. 241.

[28] A Dictionary of Modern English Usage, p. 225.

[29] American Usage and Style: The Consensus, p. 47.

[30] John Frederick Coots , "Santa Claus Is Coming To Town," score. Lyrics unknown. (U.S.A.: n.p., n.d.).

[31] An Introductory English Grammar, p. 176.

[32] "Teaching the English Perfect Modals," p. 290.

[33] "Expanding the Use of Picture Squares in the Classroom," Cross Currents, IV, No. 2, (1977), 11-12.

[34] "Theory Versus Practice in Language Training," in Innovative Approaches to Language Teaching, ed. Robert Blair, (Rowley, Mass.: Newbury House, 1982), p. 23.

[35] Mary K. Redmond, Margery Gardow, Sarah Shaw, and Walter Carroll, "Modals-Suggestion/Advice Function," Project, School for International Training, 1984.

[36] English In Three Acts, (Hawaii: Univ. Press of Hawaii, 1976), p. 18.

[37] English In Three Acts, p. 26.

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