



METAS DE APRENDIZAJE / COMPETENCIAS A DESARROLLAR

- ❖ Reconoce la importancia del periodismo en la transmisión de la información.
- ❖ Evidencia compromiso, y dedicación durante la preparación de las actividades programadas para el periodo.

## Project: Journalism



ENGAGE - WARM UP

VOCABULARY IN CONTEXT

TELLING THE NEWS

Click on **PLAY** (▶) and watch the following video in which two people exchange information (link given in **RESOURCE 1**).

RESOURCE 1



Buscar



Modal Verbs Conversation



# INSTITUTO UNIVERSITARIO DE CALDAS

"Dignificando la escuela transformamos el mundo"

## GUÍA DE TRABAJO VIRTUAL

### STUDY 1 - PRESENTATION

### MODAL VERBS

#### CHART 1

#### MAY - MIGHT

**should + verb \***

\* The base form of the infinitive = **to go, to study, to speak**, etc.

- I **might** *watch* another episode.
- You **may** *bring* a partner to our event.
- He **may** *have* been nervous.
- She **might** *tell* us what happened if we ask her.
- It **might** *rain* this afternoon.
- We **may** *be* invited but I'm not sure.
- They **might** *go* to the beach this weekend.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

#### CHART 2

#### SHOULD

**should + verb \***

\* The base form of the infinitive = **to go, to study, to speak**, etc.

- I **should** *eat* more vegetables.
- You **should** *take* an umbrella.
- He **should** *go* to the doctor.
- She **should** *apply* for the job.
- It **should** *be* fine.
- We **should** *study* more.
- They **should** *wait* until tomorrow.

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#### Modal Verbs

#### May - Might

Uses of May and Might:

##### Possibility

- It **might** rain later so take an umbrella.
- I **may** watch a movie tonight.

##### Give permission (Only MAY)

- You **may** have another cookie if you like.
- You **may** open the window if you want.

##### Ask for permission

- **May** I borrow your pen please?
- **May** I have some water please?

##### Express wishes (Only MAY)

- **May** you both live a long and happy life.
- **May** the New Year bring you happiness.

##### Happens in certain situations

- These tablets **may** produce side effects.
- Kids **may** be scared by these images.

##### Speculate about past actions

- She is late. She **may** have missed her plane.
- Your comment **may** have offended people.

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##### May or Might?

**May** and **Might** can normally be interchanged without a significant difference in meaning. However, **Might** often implies a smaller chance of something happening (when expressing possibility).

- It **may** rain. (70% chance)
- It **might** rain. (40% chance)

When expressing wishes or giving permission, only **May** is used.

**May not** can be used to NOT give permission or to PROHIBIT someone from doing something.

- You **may not** take photos inside the museum.

#### Modal Verbs

#### Should

Uses of Should:

##### Advice or Suggestion

- Your hair is too long. You **should** get a haircut.

##### Situation likely in the present

- Mary **should** be at home now. Give her a call.

##### Likely in the future (prediction)

- They **should** win tonight, they're a better team.

##### Should + have + past participle

- Meaning: The subject did not fulfill their obligation in the past or did not act responsibly.
- You **should have given** your boss the report yesterday when he asked for it.

##### Should + be + verb-ing

- Meaning: The subject is not fulfilling their obligation now or is not acting sensibly.
- You **should be wearing** your seatbelt.
  - We **should be studying** for the test right now.

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##### SHOULD vs. OUGHT TO

**Should** can be replaced by **ought to** without a change in meaning.

- You **ought to** study more. =
- You **should** study more.

Note: **ought to** sounds more formal than **should** and is used less frequently.

We use **SHOULDN'T** to advise not to do something, usually because it is bad or wrong.

- You **shouldn't** throw your litter onto the street.
- He **shouldn't** play with those wires if he doesn't know what he is doing.
- You **shouldn't** work so much.

#### CHART 3

#### CAN - CANNOT

USES OF CAN

Simple Present Tense

##### 1. ability or possibility

- I **can** swim.

##### 2. permission

- You **can** use my pen.

CAN + VERB \* \* Base form of the infinitive

He **can** speak English. ✓

He **can** speak English. ✗ No S

He **can** to speak English. ✗ No TO

AFFIRMATIVE

NEGATIVE

SINGULAR

- I **can** speak English.
- You **can** ride a bike.
- He **can** drive a car.
- She **can** play the guitar.
- It **can** swim.

- I **can't** speak French.
- You **can't** ride a horse.
- He **can't** drive a truck.
- She **can't** play the piano.
- It **can't** fly.

PLURAL

- We **can** play football.
- You **can** see the stars.
- They **can** dance.

- We **can't** play tennis.
- You **can't** see germs.
- They **can't** sing.

QUESTIONS

+ Affirmative They **can** speak Spanish.

? Question **Can** they speak Spanish?

Short Answer Yes, they can. / No, they can't.

CONTRACTION

**can't** = cannot

He **can't** sing.

= He **cannot** sing.

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#### CAN - CAN'T

QUESTIONS

- Can** you swim? Yes, I can. / No, I can't.
- Where can** you swim? In a swimming pool.
- When can** you swim? I can swim after work.

- What can** we do tonight? We can watch a movie.
- When can** I see you again? You can see me tomorrow.
- Where can** you buy a book? At a bookstore.

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#### CAN - CAN'T

USES OF CAN IN QUESTIONS

**Do you have the ability?** (Is it possible?)

- Can you speak Italian?

**To make an offer**

- Can I help you?

**To ask for permission**

- Can we go home now?

**Instructions / Requests** (Could is more polite)

- Can you open the window please?



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## GUÍA DE TRABAJO VIRTUAL

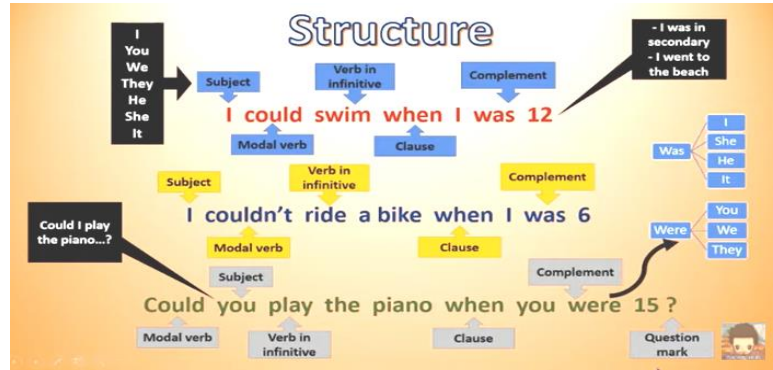
### CHART 4

## Could-Couldn't

It's a modal verb that describes **past** abilities or skills.

For example:

- I can swim → I **could** swim
- I can't ride a bike → I **couldn't** ride a bike
- Can you play the piano? → **Could** you play the piano?



### CHART 5

## MUST vs. HAVE TO

To express obligation, responsibility or necessity.

### MUST

The speaker decides that something is necessary.

I **must** write a letter to John.

I decided to write a letter. Nobody else told me to write it. I think it is necessary.

### HAVE TO

Someone else other than the speaker has made the decision.

I **have to** write a letter to John.

I didn't decide to write a letter. Someone else told me to write it.

## MUST vs. HAVE TO

### MODAL VERBS

### MUST

The speaker thinks it is necessary. Personal opinion. Written rules/instructions.

The teacher is giving the students an obligation / instructions.

TEACHER: You **must** complete the essay by Friday.

STUDENT: We **have to** complete the essay by Friday.

The teacher has given us the obligation / instructions.

We use **Had to** instead of **Must** in the past tense.

- I **had to** pay my speeding ticket yesterday.

### HAVE TO

Another person thinks it is necessary. External obligation. Facts, not opinions.

**Have to** is more common than **Must** in questions.

- When do you **have to** finish the report?

### CHART 6

## Formulation

Like all modal verbs, 'will', 'shall' and 'would'

→ do not need auxiliaries. They take direct negative and question forms:

will not (won't), would not (wouldn't), shall not (shan't)

Will you? Would you? Shall we?

→ never combine with another modal verb:

I will-can ... → I will be able to ...

I would-must ... → I would have to ...

## Usage - Shall

1. Formulation of the Future Simple Tense **with the pronouns 'I' and 'we'**

→ If we have some time, we **shall** come and see you.



Sue wants to speak to you.



O.K. I **shall** give her a call.

3. Making a suggestion/asking for a suggestion **with the pronoun 'we' in the question form**

→ It looks nice outside. **Shall** we go for a walk?

→ Where **shall** we go for our next holiday?

2. Offering to do something **with the pronoun 'I' in the question form**

→ You look cold. **Shall** I put the heater on?

→ What **shall** I bring you, tea or coffee?

4. The Future Tense in official documents and contracts

→ The tenant **shall** pay for all damages caused to the property.

→ The buyer **shall** not seek any compensation in this case.



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### Usage -Would

1. Formulation of conditional 2 and conditional 3 sentences

- If we had time, we **would** come and see you.
- If we had had time, we **would** have come and seen you.

2. Habit in the past (similar to 'used to')

- When I lived in the city, I **would** walk everywhere.
- When she was at school, she **would** play the guitar every day.

3. Making a request **with the pronoun 'you' in the question form** (alternative to 'could')

- **Would** you turn the TV down please?
- **Would** you give me a hand please?

4. In polite expressions:

- What **would** you (=do you) like / prefer / recommend?
- I **would** like (=I want) a glass of wine please?
- **Would** you be prepared (=are you prepared) to do this?

### Usage -Will

1. Formulation of the Future Simple Tense **with ALL pronouns**

- John **will** probably call you.
- If we have some time, we **will** (we'll) come and see you.



Sue wants to speak to you.



O.K. I'll give her a call.

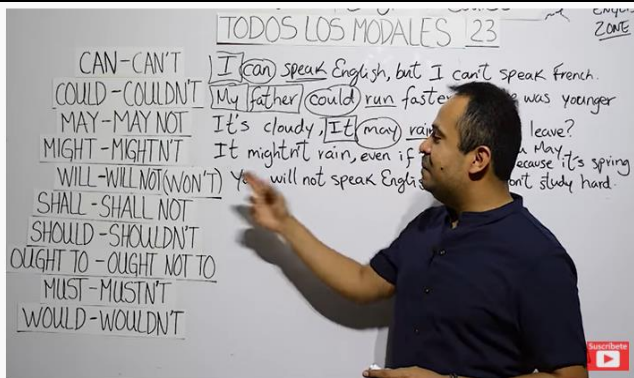
2. Making a request **with the pronoun 'you' in the question form** (informal alternative to 'could')

- **Will** you turn the TV down please?
- **Will** you give me a hand please?

Adapted from: <https://www.woodwardenglish.com/> and <https://www.youtube.com>

Click on PLAY (▶) and watch the following videos in which you will find further explanation on how to use the modal verbs (links given in RESOURCE 2 and RESOURCE 3).

#### RESOURCE 2



Todos Los Verbos Modales En INGLES EN 15 Minutos | LECCIÓN 24

#### RESOURCE 3



#mmmEnglish #EnglishModalVerbs #EnglishGrammar  
How to use English Modal Verbs | Possibility & Probability



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## GUÍA DE TRABAJO VIRTUAL

### STUDY 2 - PRACTICE

a) Read the sentences and choose the modal verb that best completes each one of them. Take into account the information given in CHART 1, CHART 2, CHART 3, CHART 4, CHART 5 and CHART 6.

|   |   |
|---|---|
| <p><b>Example:</b><br/>0. This _____ be Jamie's coat. He's tall and this is tiny.</p> <p>a.) could<br/><b>b.) can't</b></p> | <p>3. We _____ get to the meeting on time yesterday, because the train was delayed by one hour.</p> <p>a.) shouldn't<br/>b.) couldn't</p> |
| <p>1. The museum is free. You _____ pay to get in.</p> <p>a.) can't<br/>b.) don't have to</p>                               | <p>4. He's amazing, he _____ speak five languages, including Chinese.</p> <p>a.) can<br/>b.) should</p>                                   |
| <p>2. _____ you swim when you were 10?</p> <p>a.) Could<br/>b.) Shall</p>   | <p>5. This bill _____ be right! £50 for two cups of coffee! That's too much!</p> <p>a.) will<br/>b.) can't</p>                            |

b) Read the following sentences and write the option (modal verb in the box) that best completes each one of them. Take into account the information given in CHART 1, CHART 2, CHART 3, CHART 4, CHART 5 and CHART 6.

|   |
|---|
| <p>can    couldn't    have to    might    must    shouldn't</p> |
|---|

**Example: 0.** You don't have to pick me up at the station. I can get a taxi.

1. It's very cold today. Do you think it \_\_\_\_\_ snow later?
2. Jim \_\_\_\_\_ have seen me because he walked past without saying 'Hello'.
3. You \_\_\_\_\_ leave your door unlocked when you go out.
4. This is impossible, it \_\_\_\_\_ be a mistake!
5. Mum says we \_\_\_\_\_ watch TV after we finish our homework.

### RESOURCES

#### RESOURCE 1

"Modal Verbs Conversation" video: <https://www.youtube.com/watch?v=2oumWdjA9hM>

#### RESOURCE 2

"Todos Los Verbos Modales En INGLES EN 15 Minutos | LECCIÓN 24" video:

[https://www.youtube.com/watch?v=IT\\_V4wPx5Wo](https://www.youtube.com/watch?v=IT_V4wPx5Wo)



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## GUÍA DE TRABAJO VIRTUAL

### RESOURCE 3

"How to use English Modal Verbs | Possibility & Probability" video:

<https://www.youtube.com/watch?v=skqj4jOSQU4>

### ACTIVATE - PRODUCTION

#### ACTIVITY 1

VIRTUAL SYNCHRONIC SESSION: In this session, the topic and the exercises will be explained.



1. Download and open the app in your computer or cellphone <https://zoom.us/download>
2. You **MUST** enter the session on time with your real name and camera on. Otherwise, you **WILL NOT** be allowed to enter

**NOTE:** This session is **MANDATORY!** Your attendance and participation in it will be taken into consideration for your final grade this term.

Wednesday, July 14<sup>th</sup>, 2021 at 1:00 PM

#### ACTIVITY 2

- a) Read the following text about a deadline. Complete it using the following modal verbs (some options have to be used more than once, as indicated in parentheses):

|                 |                      |             |               |                |                 |              |                        |                      |
|-----------------|----------------------|-------------|---------------|----------------|-----------------|--------------|------------------------|----------------------|
| <u>can</u> (x6) | <u>have to</u> (x 2) | <u>must</u> | <u>should</u> | <u>mustn't</u> | <u>couldn't</u> | <u>shall</u> | <u>doesn't have to</u> | <u>don't have to</u> |
|-----------------|----------------------|-------------|---------------|----------------|-----------------|--------------|------------------------|----------------------|

## The deadline

Maggie: Hi Tom, have you finished your homework?

Tom: Oh hi Maggie. No, I haven't.

Maggie: The deadline is tomorrow, you know, so you **0. have to** submit it tomorrow.

Tom: Oh dear! I haven't even started it yet. **1. \_\_\_\_\_** we hand it in next week?

Maggie: I don't know. You'll have to ask Mrs. Robinson about that. I think you **2. \_\_\_\_\_** finish it by tomorrow. She probably won't accept projects after tomorrow.

Tom: I've had so many other things to do. I **3. \_\_\_\_\_** even start it. I don't know what to do.

Maggie: Don't worry. I'll help you. It's not very difficult. I finished it in one day.

Tom: Really? Great!

Maggie: First, you **4. \_\_\_\_\_** read the article that Mrs. Robinson gave us. It's about the Mohican Civilization. Then, you **5. \_\_\_\_\_** design a poster for a play about them – the Mohicans – for the theatre.

Tom: Yeah I know but it looks a bit difficult...

Maggie: Not at all. You **6. \_\_\_\_\_** make the poster from scratch and it **7. \_\_\_\_\_** be a work of art. There are lots of templates on the internet. You **8. \_\_\_\_\_** just use one of those designs to make your own poster.

Tom: Well, I think I **9. \_\_\_\_\_** do it. What title **10. \_\_\_\_\_** I use? **11. \_\_\_\_\_** you help me?

Maggie: Yeah, I **12. \_\_\_\_\_** give you some suggestions but you **13. \_\_\_\_\_** use the same title as anyone else in our class.

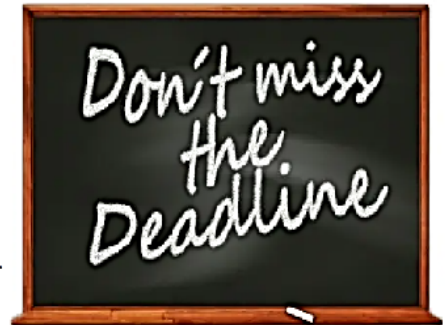
You **14. \_\_\_\_\_** create your own title.

Tom: Okay, I **15. \_\_\_\_\_** come up with something I guess.

Maggie: Alright?

Tom: Yeah, I've got to go now and make a start on it. I'll follow the project guidelines like you said. Thanks, Maggie.

Maggie: No problem. Good luck!





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b) Read the text again. Decide if the following statements are True or False according to what you read.

|   |   |
|---|---|
| <b>Example:</b><br>0. Maggie has completed her project.                         | <input checked="" type="checkbox"/> True <input type="checkbox"/> False |
| 1. Tom has submitted his project.   | <input type="checkbox"/> True <input type="checkbox"/> False            |
| 2. Tom must ask Mrs. Robinson if he can hand in the project after the deadline. | <input type="checkbox"/> True <input type="checkbox"/> False            |
| 3. The poster must look great when it's finished.                               | <input type="checkbox"/> True <input type="checkbox"/> False            |
| 4. Tom must design the entire poster by himself                                 | <input type="checkbox"/> True <input type="checkbox"/> False            |
| 5. Maggie can't help Tom with the poster in any way.                            | <input type="checkbox"/> True <input type="checkbox"/> False            |

### ASSESSMENT

#### ASSESSMENT 1

Active participation in our virtual session (ACTIVITY 1).

#### ASSESSMENT 2

Solve this worksheet in <https://www.liveworksheets.com>

### CRITERIOS DE EVALUACIÓN Y PLAZOS DE ENTREGA

1. Active participation in the synchronic sessions (ZOOM), following the instructions given in ACTIVITY 1
2. ACTIVITY 2 (workshop) fully and correctly done before Friday, July 16th at 6:00 pm.
3. Use of English to communicate with the teacher and classmates in chats and in class, while avoiding the use of translators as much as possible.

### INFORMACIÓN DE CONTACTO

#### TEACHER 1

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- \* Zoom meeting ID: 943 996 6261
- \* Passcode: BBp1u2