



# UNIVERSIDAD AUTÓNOMA DEL ESTADO DE HIDALGO

**Instituto de Ciencias Económico  
Administrativas**





- Área Académica: Coordinación de Inglés
- Tema: Modals
- Profesor(a):
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- Periodo: Enero Junio 2018



# Objetivo general de la asignatura

- Fortalecer el perfil de los estudiantes de nivel superior que han demostrado habilidades comunicativas superiores del idioma inglés a través de la impartición de un curso de nivel B2 integrado por contenidos, orientación didáctica y de evaluación.



# Objetivo de la unidad de trabajo

- Parafrasear opiniones, historias u ordenes con palabras propias.



# Modals

- Do you usually take a lunch break?



# Healthy eating

- Healthy eating is not about sticking to a strict regime or denying yourself some of the foods you love. It's about having more energy and keeping yourself healthy by fueling your body with nutritious foods. It's about 'eating to live' not 'living to eat'.



# In pairs comment the following information

## HEALTHY LIVING

*made simple*

### DO

### DON'T

- |                                       |    |   |
|---------------------------------------|----|---|
| <b>eat fresh</b>                      | 1  | <b>skip rest days</b>                   |
| <b>make a plan</b>                    | 2  | <b>take the easy way</b>                |
| <b>cook for yourself</b>              | 3  | <b>get down on yourself</b>             |
| <b>enjoy your fitness</b>             | 4  | <b>forget to reward yourself</b>        |
| <b>be kind to yourself</b>            | 5  | <b>treat health like a quick fix</b>    |
| <b>enjoy your meal plan</b>           | 6  | <b>sacrifice a full night of sleep</b>  |
| <b>balance food &amp; fitness</b>     | 7  | <b>take emotion out on your body</b>    |
| <b>drink 8-10 cups of water</b>       | 8  | <b>get bogged down with numbers</b>     |
| <b>focus on lifestyle changes</b>     | 9  | <b>rely on packaged processed foods</b> |
| <b>fill your diet with vegetables</b> | 10 | <b>give up – ever!</b>                  |

*Piecesinprogress.tumblr.com*



# Answer the following questions:

- Do you usually have breakfast?
- Do you eat vegetables?
- Do you drink water?
- Do you consume alcohol?







## Modal verbs



### Obligation/prohibition

**MUST** Obligation. Personal opinion. You decide.  
 \*I **must** study more. You **must** clean the car.  
**MUSTN'T** Prohibition. Don't do it.  
 \*You **mustn't** eat in the classroom.  
**HAVE TO**: Obligation. Law or rules.  
 \*I **have to** wear a uniform. (3<sup>rd</sup> person: has to)  
**DON'T HAVE TO**: It's not necessary.  
 \*I **don't have to** work on Sundays.  
**Don't have to** means the same as **NEEDN'T**.  
**PAST**: I **had to**. **FUTURE**: I **will have to**.

### Ability and permission

**ABILITY: CAN**  
**Present**: Mary **can** drive.  
**Past**: Mary **couldn't** drive when she was 12.  
**Future**: Mary **will be able to** drive next year.  
**PERMISSION MAY/MIGHT CAN COULD**  
**Asking for permission**:  
**May/can/could** I sit here, please?  
**Giving permission**: You **can/may** use my phone.  
**Refusing permission**: You **can't/may not** use it.  
**Request**: **Can/Could** you pass the water, please?

### Advice

**Asking for advice. SHOULD**  
 Should is not as strong as **must** or **have to**.  
**Should** I buy this dress? What do you think?

**Giving advice. SHOULD / OUGHT TO**  
**Affirmative**: You **should** help your mother.  
**Affirmative**: You **ought to** help your mother.  
**Negative**: You **shouldn't** eat unhealthy food.  
**Negative**: You **ought not to** eat unhealthy food.

### Deduction

**Possibilities for the future: MAY/MIGHT/COULD**  
 It **may/might/could** rain tomorrow.  
 I **may/might/could** go to Paris next month. (not sure)  
**Possible explanations: MAY/MIGHT/COULD**  
 Judging by her accent she **may/might/could** be American but I am not sure.  
**Certainty: CAN'T/COULDN'T/MUST**  
 Her French is bad. She **can't** be French.  
 He drives a Ferrari. He **must** be rich.

## Modals of deduction and speculation with past participle

**MUST HAVE**-Deduction about something that has happened. You **must have** left your book in the classroom, you haven't been anywhere else and it's not in the car.  
**CAN'T HAVE**-Deduction about something that didn't happen in the past based on present evidence. \*You **can't have seen** Mark's sister. She lives in Canada and hasn't been to England for ages.  
**SHOULD HAVE**-Something was desirable or needed but didn't happen. \*I **should have called** you but I forgot.  
**NEEDN'T HAVE**-Opposite to 'should have'. Something not necessary was done. You **needn't have bought** more potatoes. We've got plenty.  
**MIGHT/MAY/COULD HAVE**-Something was possible in the past but we're not sure. \*I think I saw your sister at the cinema last night but I **may/might/could be** wrong because it was very dark.

## The perfect infinitive with modals

MODAL VERB + PERFECT INFINITIVE ((TO) HAVE + PAST PARTICIPLE)

The perfect infinitive is often used after the modal auxiliary verbs to talk about unreal situations

**COULD HAVE**: I **could have bought** a nice house if I had saved enough money.  
**SHOULD HAVE**: You **should have told** me that before but you didn't. You **shouldn't have kept** the secret.  
**WOULD HAVE**: I **would have gone** to that private university if I had had enough money.  
**NEEDN'T HAVE**: We **needn't have waited** for him (but we did).

Sometimes the perfect infinitive can express certainty.

\*She **should have arrived** home by now.      \*They **will have arrived** home by now. They left so long ago.

## What you should do...

By using the modal verbs and the do's and don't's information, create a poster with some ideas about how to improve my eating habits.

Students read the following article:

<http://inlife.co.nz/simple-tips-for-eating-healthy/>



# Show and explain your poster

## 1. Take into account the rubric.

CATEGORY	4	3	2	1
<b>Required Elements</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
<b>Labels</b>	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	Labels are too small to view OR no important items were labeled.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Grammar</b>	There are no grammatical/mechanical mistakes on the poster.	There are 1-2 grammatical/mechanical mistakes on the poster.	There are 3-4 grammatical/mechanical mistakes on the poster.	There are more than 4 grammatical/mechanical mistakes on the poster





# Must/mustn't

**Must**

I must drink water.

**Mustn't**

I mustn't skip breakfast



# Referencias Bibliográficas

- [http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric\\_id=1357669&](http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=1357669)
- <http://inlife.co.nz/simple-tips-for-eating-healthy/>

