

Chapter 7

Modal Auxiliary Verbs and Related Structures

Abstract This chapter focuses on modal auxiliary verbs and related structures. The chapter is divided into two sections: The first section examines modals, both “pure” modals and related structures. The second section focuses on one particular modal with many uses, *would*, and includes an introduction to the conditional, which we will explore in greater depth in Chap. 9.

Keywords pure modals • structures related to modals • semantic meanings of modals • time and modals • negation and modals

7.1 Introduction

In Chap. 5 we introduced the concept of auxiliary verbs and examined the three primary auxiliary verbs, *be*, *have*, and *do*. Chapter 6 explored how *be* and *have* act as helping verbs in forming different verb tenses and how *do* acts as a helping verb to form questions and negatives in present and past tense. This chapter examines another type of auxiliary verb, the modal auxiliaries, referred to as *modal auxiliary verbs*, *modal auxiliaries*, or simply *modals*. Modals affect the meaning of the main verb in many different ways. Modals are used to make requests, ask for permission, offer suggestions, give advice, make logical deductions, and to fulfill many other social functions. Also included in our discussion are structures closely related to the modals.

7.2 Section 1: Meanings and Use

How do the modal auxiliaries differ from the primary auxiliaries?

Like the three primary auxiliary verbs, the modals must accompany a main verb. Unlike the primary auxiliary verbs, the modal auxiliaries *should*, *must*, *can*, *could*, *would*, *may*, *might*, *will*, and *would* do not change form or inflect for tense or person. They have only one form that generally does not change. When modal

auxiliaries do change, they may have a different meaning or use. For example, *can* changes to the past form *could* but only when *can* is used in the sense of “ability.”

A significant difference between the primary auxiliaries and the modal auxiliaries is that the primary auxiliaries add grammatical information. You will recall, for instance, that *was* or *were* together with a present participle indicates a past ongoing action or event. The past form of *be* tells us time and the *-ing* tells us that something is continuous. Modals, on the other hand, do not give us grammatical information. Instead, they convey semantic and what we call *pragmatic* information. Consider the difference between these sentences:

Could you pass the salt, please?
Pass the salt, please.

Chances are, you will have noted something along the line that the first sentence is more polite and less direct or abrupt than the second sentence. Why is this so? The answer lies in the choice of the modal *could* + *you* versus the imperative or command form *Pass*. We can say *could* conveys a different intended meaning than *pass*. This difference in speaker intent is what we mean by *pragmatic* information. This pragmatic information is what modals convey. The modal auxiliaries suggest possibility; grant permission; make deductions, judgments, and assessments; indicate obligation, necessity and ability; advise; and express speakers’ attitudes.

The modals differ from the primary auxiliaries in other ways. The modals do not always have parallel meanings either for negation or tense. By this we mean that the meaning of a modal can change when it is used with *not*. What exactly this means will become clearer as we delve into the different modals. The meaning of a modal may also change with a different time reference. While the modals themselves do not inflect for tense, they can have different time references. For these different time references, we use modals together with the primary auxiliaries, *have* or *be*:

I **should** *be doing* my homework.

Here the modal *should* is followed by the auxiliary *be* + present participle. In this sentence, *should* is conveying semantic and pragmatic information. *Be doing* is conveying what action *should* is referring to and the time reference. We can think of the meaning this sentence conveys as:

I am not doing my homework at this time.
I am supposed to be doing my homework now.
A strong suggestion for me is to do my homework now.

As you see from these sentences, *should be doing* is conveying a great deal of information that is not necessarily immediately obvious to ESL/EFL learners.

In this section, we will examine the modals based on their semantic meaning. We will also explore semi-modals and structures with related semantic meanings and/or function where appropriate.

The “Pure” Modals							
can	could	may	might	must	should	would	will

These modals are often referred to as “pure” modals because they consist of only one word and generally one form. Other constructions function similarly but are not considered “pure” modals. For example, *ought to* is very similar in meaning to *should*, but is not considered a “pure” modal because it consists of two words (*ought + to*) and is referred to as a “semi-modal.” As we will see in our exploration of the “pure” modals, there are various structures that are generally discussed together with these modals because they are closely related in meaning and/or structure.

The modals and related structures are some of the most difficult for ESL/EFL learners to master because of their varied meanings and uses. To help learners understand and use the modals, semi-modals, and related structures, it is important that teachers themselves are clearly aware of the different meanings these can convey and how these meanings may change according to context.

7.2.1 Ability

7.2.1.1 Modals

could	can
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One of the first modals introduced to learners of English is *can* in the sense of expressing either present or future ability and its past tense counterpart *could*.

Since *can* and *could* are modal auxiliaries, we follow our first auxiliary rule introduced previously. We make negative statements by adding *not* after *can/could* and form questions by inverting the subject and *can/could*.

The negative of *can* and *could* is parallel in meaning to affirmative statements with *can* and *could*. In other words, when *can* and *could* are used with *not*, they mean the opposite of what they mean in affirmative statements. As we will observe later, this is sometimes not the case with other modals where adding *not* to a modal may give it an entirely different meaning.

Do these sentences mean the same thing: I can go and I’m able to go?

7.2.1.2 Related Structure

be able to

Be able to is a non-modal counterpart of *can/could* in the sense of “ability.” *Be able to* is not considered a modal because *be* inflects for person and tense.

At lower levels of proficiency, ESL/EFL students are generally taught that *can/could* and *be able to* are identical in meaning. Although these structures are often interchangeable, there are some differences in use.

Can/could versus be able to	
Can/could or be able to	only be able to
“general ability” She <i>could</i> read at an early age. She <i>was able to</i> read at an early age.	“ability for single action or event” She <i>was able to</i> get tickets yesterday for the show.

Can/could and *be able to* are interchangeable when we refer to a general ability. When we refer to a single action or event, we use only *be able to*. We do not say **She could get us tickets yesterday for the show.*

• *Learner difficulties*

As learners of English become more proficient, they are generally introduced to the concept that *can/could* and *be able to* are not always identical in all cases. Nevertheless, even at higher levels of proficiency, learners may confuse the use of *can/could* and *be able to*.

Try Discovery Activity 1 to see how well you do in finding *can/could* and *be able to*. If you feel confident in your knowledge of these two structures, you may choose to continue on without completing this activity. The answers to this Discover Activities are in the Answer Key.

Discovery Activity 1: Can, Could, Be able to

Look at the following excerpts.

1. Underline the verb phrases containing *can*, *could*, and *be able to*. Be sure to underline the entire verb phrase, not just the modal or related structure.
2. Decide whether or not another one of the verbs above could be substituted with no change in meaning.

A.

I went a couple miles out of my way, but I was able to reach Pancek’s house without running into Morelli. [Evanovich, J. (2004). *Ten big ones* (p.146). New York: St. Martin’s Press.]

B.

“It was only after her marriage to this Englishman that I was able to find out where she was. I lived in that farm, where I had a room down below, and could get in and out every night and no one the wise.” [Doyle, S. C. (1959). The adventure of the dancing men. In G. Bennet (Ed.), *Great tales of action and adventure* (pp. 150–151). New York: Dell.]

7.2.2 Permission and Polite Requests

may	can	could	would
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Is it May I leave? or Can I leave?

There are three modals that are used in asking for permission: *may*, *could*, and *can*. Of the three, *may* is the most formal and, among traditional prescriptive grammarians, is considered the correct form to use when asking for permission. From this traditional point of view, *can* refers to ability rather than permission; only *may* should be used when asking for permission and not *can*. Nevertheless, *can* has increasingly become the preferred form over *may*.

How do I explain the difference between Could you help me? and Can you help me? And what about Would you help me?

In spoken American English, *can* is more commonly used, especially between people who know each other. *Could* and *would* are considered identical in terms of politeness, but *can* is considered somewhat less polite.
May, *could*, *can*, and *would* all refer to present or future time when used to ask for permission or to make a polite request. Note that *may* is only used with *I* or *we*. You will also notice that these polite requests all follow our first auxiliary rule where we invert the subject and verb to form a question.

Although earlier we discussed *could* as being the past form of *can*, this is only true when it is used in the sense of ability. When *could* is used in asking for permission or in making a request, it is a polite form and not considered a past form. Often *could* and *would* used in the sense of permission or request are referred to as conditional forms.

<i>May, Can, Could, Would</i>		
	meaning	time reference
May I leave, please?	permission	present
Could I leave, please?		or
Can I leave, please?		
Could you pass the salt, please?	polite request	future time
Can you pass the salt, please?		
Would you pass the salt, please?		

• *Learner difficulties*

A common problem among learners of English is the overuse of *can* in making requests. In many situations, native speakers find *could* or *would* to be less abrupt and more appropriate than *can*.

7.2.3 *Possibility or Probability Present Time*

may	might	could	must
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Speakers use these modals to indicate their level of certainty about something. These modal meanings range from slight possibility (*may, might, could*) to a high degree of certainty (*must*). A good way to help learners visualize the difference in probability reflected by these modals is to use a scale:

Present Situation	Speaker A: Brian is always in class, but he's not here today.
low certainty ↓ high certainty	Speaker B: He <i>may be</i> sick. OR He <i>might be</i> sick. OR He <i>could be</i> sick.
	Speaker C: He <i>must be</i> sick.
Future Situation	Speaker A: It's the end of October, but it's going to be a beautiful sunny and warm weekend.
low certainty ↓ high certainty (logical deduction)	Speaker B We <i>may drive</i> to the country. OR We <i>might drive</i> to the country. OR We <i>could drive</i> to the country. ¹
	Speaker C It <i>must be</i> Indian summer.

¹Although the context will usually indicate whether the speaker means possibility or ability, the distinction between the two meanings is not always clear-cut

The use of *must* to indicate degree of probability is often discussed in terms of a **logical deduction**. The speaker is making an inference with a high degree of certainty about a situation or event.

What about referring to past situations?

7.2.4 Possibility or Probability Past Time

In referring to **past possibility**, *may*, *might*, *could*, and *must* are followed by *have* + the past participle of the main verb. This is the same way the present perfect is formed, but with a modal verb, there is no “perfect” meaning.

Past Situation	Speaker A: Brian is always in class, but he didn't come yesterday.
low certainty ↓ high certainty (logical deduction)	Speaker B: He <i>may have been</i> sick. OR He <i>might have been</i> sick. OR He <i>could have been</i> sick.
	Speaker C: He <i>must have been</i> sick.

When *may* and *might* are used with *not*, they mean negative possibility:

Alex *may be* sick. He *may not come* to school.

Alex *might be* sick. He *might not come* to school.

Does could not refer to negative past possibility?

When *not* is added to *could*, *could not* refers to lack of possibility. It often includes an element of surprise or disbelief or something contrary to fact. When there is this element of surprise or disbelief, *couldn't* generally receives stress in the sentence.

He couldn't come because he was sick.	lack of ability
He couldn't be sick! I just saw him.	negative possibility

Although you may think this next Discovery Activity is somewhat long, you will see that each excerpt has different modals. Be sure you can find and explain all of modals before going on to the next section. For this Discovery Activity, the discussion follows the excerpts.

Discovery Activity 2: *May, Might, Might, Have, Can, Could, Could have*

Look at the following excerpts.

1. Underline the modal verb phrase. Be sure to underline the entire verb phrase, not just the modal.
2. Explain the meaning and time reference of the modal verb phrase. Is it possibility, ability, or a logical deduction? Is it past or present time?
3. Decide whether or not one of the above modals could be substituted with no change in meaning.

A.

Before your next long run, you might fuel up by toasting a few frozen waffles. You might also pack an energy bar if you're going especially far. [Fuel. (2005, January), *Runner's World*, p. 47.]

B.

These hieroglyphics have evidently a meaning. If it is a purely arbitrary one, it may be impossible for us to solve it. This particular sample is so short that I can do nothing and the facts which you brought me are so indefinite that we have no basis for an investigation . . . [Doyle, S. C. (1959). The adventure of the dancing men. In G. Bennet (Ed.), *Great tales of action and adventure* (p. 124). New York: Dell.]

C.

“Why, Mr. Holmes, the crime was only committed at three this morning. How could you hear of it in London and get to the spot as soon as I?”

“I anticipated it. I came in the hope of preventing it.”

“Then you must have important evidence, of which we are ignorant.” [Doyle, S. C. (1959). *The adventure of the dancing men*. In G. Bennet (Ed.), *Great tales of action and adventure* (pp. 137–138). New York: Dell.]

D.

Of course, the uptick in productivity growth might have been just another bubble. With the end of the bull market and the economic expansion of the 1990s, the end of the productivity miracle may be near as well. [Gerseman, O. (2004). *Cowboy capitalism* (pp. 34–35). Washington, DC: Cato Institute.]

E.

“No one remembers seeing him at the briefing,” Collins continued, “but he could have been listening outside of the tent.” [Brockmann, S. (2004). *Hot target* (p. 11). New York: Ballantine.]

At the end of Excerpt D, we saw a sentence that ended with “the end of the productivity miracle may be near as well.” Do ESL/EFL learners confuse may be and maybe?

- ***Learner difficulties***

A common problem, even among more advanced learners of English, is distinguishing between *may + be* and *maybe*. While both express possibility, *maybe* is an adverb. *May + be* is the modal *may* and the simple form of the main verb *be*. Because *may + be* and *maybe* belong to different word classes, they function differently in sentences:

Maybe we’ll go to the beach tomorrow.

We *may be* at the beach tomorrow.

Maybe is an adverb and comes before the subject and verb phrase (*we + will + go*). *May be* is the verb phrase of the sentence and follows the subject (*we*).

In spoken English, there is also a difference in pronunciation. The adverb *maybe* is pronounced together as one word, with stress upon the first syllable, *may*. In the verb phrase *may + be*, the modal *may* receives stress and is spoken as a separate word unit from *be*.

Why haven’t you mentioned must not have? Is it different?

When *not* is added to *must have*, where *have* is an auxiliary verb and refers to past time, it implies a negative high certainty or logical deduction:

Jack didn't pass the course. He <i>must not have studied</i> .	negative high probability/logical deduction
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Must not have also has another meaning, which we will explore later.

7.2.5 *Necessity or Obligation*

7.2.5.1 **Modal**

must

Another use of *must*, in addition to that of logical deduction, is to express **necessity** and **obligation**. When *must* is used in this meaning, there are two related structures that convey this same meaning, *have to* and *have got to*. All three structures express necessity, but only *must* is a modal.

Must expresses necessity in present and future. There is **no past form** of *must* in the sense of necessity. We use *had to* when referring to past necessity. There is also no negative form for this meaning of *must*. In other words, adding *not* does not convey lack of necessity or obligation. *Must not* refers to a logical deduction or high probability, as we discussed previously. *Must not* can also be used to convey the meaning of prohibition, which we will investigate shortly.

7.2.5.2 **Related Structures**

have to	have got to
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Have to and *have got to* are idiomatic structures that express necessity. They are not modals but convey the same or similar meaning as *must* in the sense of necessity or obligation. In *have to* and *have got*, *have* is a main verb. Both *have to* and *have got to* inflect for person and time.

We form questions in simple present and simple past by inserting the *do* auxiliary. We form the negative of *have to* by using the *do* auxiliary and *not*. In Standard American English, we do not use *don't have got to*, although it is found in

some dialects. *Have got to* is used only in the present and future. It is generally a spoken, informal form and usually contracts. *Have to* is used in any tense and does not contract.

<i>Must, Have to, Have Got To</i>		
meaning: necessity	structure	time reference
She <i>must</i> pay her bills	modal <i>must</i>	
She <i>has to</i> pay her bills.	<i>have to</i> , no contraction possible	present or future
She <i>has got to</i> pay her bills.	<i>have got to</i> , contraction possible	
She <i>had to</i> pay her bills.	<i>have to (had)</i> no contraction possible	past
meaning: lack of necessity	structure	time reference
She <i>doesn't have to</i> pay her bills.	<i>do</i> auxiliary (<i>does</i>) for negation of <i>have to</i> (present form)	present or future
She <i>didn't have to</i> pay her bills.	<i>do</i> auxiliary (<i>did</i>) for negation of <i>have to</i>	past

Only *must* and *have to* are used in questions, although in informal spoken English speakers will ask questions such as *You gotta¹ go right now?* relying upon intonation to convey the question. For questions, *must* inverts with the subject and *have to* uses the *do* auxiliary, in accordance with our first auxiliary rule:

Must drivers *renew* their licenses every six years?

Do drivers *have to renew* their licenses every six years?

Are must and have to interchangeable?

In general, *must* is considered stronger than *have to*. Grammar books often attempt to distinguish between the two by citing the difference as “external” versus “internal obligations.” External obligation refers to regulations, conventions, conditions, rules, laws, and so forth imposed by someone or something. Internal obligation refers to something imposed by speakers themselves.

Drivers <i>must obey</i> traffic laws.	external
I <i>have to</i> get my oil changed.	internal

In reality, this distinction is not always maintained, particularly in spoken American English. In spoken English, speakers will generally use *have to* or *have got to* more frequently than *must*, even when there are external obligations. Here is an example of when a speaker would likely use *must*:

¹Spoken form of *got to*.

Jason: I *have to go*.

Graduate advisor: Before you leave this office, you *must complete* this form. You've got to listen to me about this. You don't want to lose your fellowship.

The graduate advisor is using *must complete* in this instance to emphasize the importance of Jason completing the form now.

Speakers may use additional stress on *have* in the verb phrase *have to* or *got* in the verb phrase *have got to* to emphasize the importance or necessity of a particular action. In the examples below, the slash mark indicates what is receiving the stress in the sentence.

/

You ***have*** *to* complete this form.

/

You've ***got*** *to* complete this form.

When we speak, we don't usually enunciate the have in have to and have got to, do we?

In spoken English *have to* is often reduced to *hafta*. *Has to* often sounds like *hasta*. *Have got to* is often reduced to *gotta* and in dialogues may be written as such to reflect the spoken form.

- *Learner difficulties*

Since *have to* and *have got to* are very reduced in spoken speech, ESL/EFL learners may have difficulty recognizing and understanding these forms. Inexperienced native speakers and ESL/EFL students exposed to informal English frequently need to be taught that *gotta* is actually the spoken form of *have got to* and that they should avoid writing *gotta* in place of *have got to*.

Don't we sometimes use should when we mean necessity or obligation?

7.2.5.3 Modal with Related Meaning of Necessity or Obligation

should

In certain contexts, *should* conveys the notion of necessity or obligation. It is usually substituted for *must* to soften a demand or requirement but, as with *must*, there is no choice involved as shown in the following excerpt:

All submissions to *TQ* **should** conform to the requirements of the *Publication Manual of the American Psychological Association* (6th ed.), which can be obtained from the American Psychological Association. [*TESOL Quarterly* Submission Guidelines. Retrieved from: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1545-7249/homepage/ForAuthors.html](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1545-7249/homepage/ForAuthors.html)]

7.2.6 Prohibition

must not

In Standard American English *must not* to mean prohibition is considered formal. Speakers will generally use other structures to convey the notion of prohibition:

You <i>must not</i> drink and drive.	<i>must + not</i>
No drinking and driving.	alternatives
Drinking and driving is illegal.	Drinking and driving is against the law.

Must not meaning prohibition versus *must not* meaning logical deduction or inference is differentiated based on the context in which the modal verb phrase occurs. To help clarify the meaning of *must not* versus *must*, *have to*, and *have got to*, consider the table below. This table summarizes the different uses of *must not*, *must*, *have to*, and *have got to* and their related meanings. Remember that “related” does not mean “identical,” and that the use of each structure does differ. Keep in mind also that adding *not* **significantly alters** the meaning of *must*. Note also that this chart does not include other meanings and forms of *must*.

<i>Must, Must Not, Have To, Have Got To</i>			
	Meaning	Time reference	Sentence type
We <i>must obey</i> the law.	necessity	present	statement
We <i>have to obey</i> the law. We <i>’ve got to obey</i> the law.	necessity	present	statement
We <i>had to come</i> .	necessity	past (<i>must not</i> possible here for this meaning)	statement
<i>Must</i> we <i>obey</i> the law? <i>Do</i> we <i>have to obey</i> the law?	necessity	present	question
They <i>must not open</i> that door.	prohibition	present/future	negative statement
They <i>do not have to</i> come.	lack of necessity	present (<i>must not</i> possible here for this meaning)	negative statement

The next Discovery Activity provides practice in identifying and ascertaining the meaning of *must*, *must have*, *have to*, and *have got to*. After you have completed the activity, check your answers with those in the Answer Key.

Discovery Activity 3: *Must, Must Have, Have To, Have Got To*

Look at the following excerpts.

1. Underline the modal verb phrase. Be sure to underline the entire verb phrase, not just the modal.
2. Explain the meaning of the modal verb phrase (e.g., is it necessity or logical deduction?).

A.

Mack had the *Atlantic Ranger's* engine running and was perched on the bench in front of the wheel, putting on his shoes. He must have sprinted barefoot to reach the water before Anna. [Barr, N. (2003). *Flashback* (p. 42). New York: G.P. Putnam's Sons.]

B.

"My condolences," I said. He frowned at me. "What?" "It must be difficult never being able to tell the truth. [Hamilton, L. K. (2003). *Cerulean sins* (p. 5). New York: Berkely Books.]

C.

Right now she even had to stay in character here, in her upstairs private office. Jane had to take Robins' advice and turn this fiasco into free publicity for *American Hero*. [Brockmann, S. (2004). *Hot target* (p. 36). New York: Ballantine.]

D.

You must submit evidence that lists you as the parent of the child applying for a passport. Some documents, like a U.S. birth certificate, provide both evidence of citizenship and evidence of parental relationship. If you're submitting one or more of the documents below as evidence of U.S. citizenship too, you must submit a certified copy. [U.S. Passports & International Travel. Retrieved from <http://travel.state.gov/content/passports/en/passports/under-16.html>]

E.

"Does that mean that you're not coming over to my place for cider and doughnuts?". "No, Mrs. Zimmerman. but right now I've got to go up to my room and finish one of John L. Stoddard's books. I've gotten to the exciting part." [Bellairs, J. (1993). *The house with a clock in its walls* (p. 71). New York: Puffin.]

F.

How did you know her?” He must have known her well, to see her in my face, which is paler than hers, the eyes blue instead of dark brown. [Roth, V. (2013). The transfer: A divergent story. Kindle iPad version. Retrieved from Amazon.com]

G.

I notice that the Dauntless-borns, usually so quick to comment on everything, are silent. That must mean that what I’m feeling is correct—that Eric is someone to watch out for. [Roth, V. (2013). The transfer: A divergent story. Kindle iPad version. Retrieved from Amazon.com]

7.2.7 Advice or Suggestion

7.2.7.1 Modals

should	ought to
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Should and *ought to* both express advisability or suggestion, and the two are interchangeable in meaning. Some grammarians consider only *should* a pure modal and argue that *ought to* be classified as a related structure. Regardless of how they are classified, *should* and *ought to* are closely related semantically and generally taught together in ESL/EFL texts. *Ought to* occurs less frequently in Standard American English than *should*, although there are regional variations. *Should* and *ought to* refer to present or future advice or suggestions.

Kyle *should clean* his room.
We *ought to get* gas before we leave.

Questions and negatives with *should* and *ought to* follow the first auxiliary rule. In Standard American English, *not* is rarely used with *ought to*, nor is *ought to* generally used in questions.

In spoken speech, *ought to* is generally reduced and sounds like *outta* or *oughta*. In its reduced form *ought to* (*outta/oughta*) is considered informal and colloquial. *Outta/oughta* may appear in dialogues to reflect spoken speech:

Florida trailed them, kicking at rocks and tree trunks as she went. “*Oughta* just run away right now,” Florida mumbled. “*Oughta* just bury us alive.” [Creech, S. (2002). *Ruby Holler* (p. 84). New York: HarperCollins.]

7.2.7.2 Related Structure

had better

Had better is an idiomatic, fixed form. In Standard American English *had better* is considered somewhat stronger than *should* and *ought to*. It implies very strong advice, a warning, a threat, or the expectation that the action will occur. Although *had better* looks like a past time form, it is used only for present and future time reference. Since *had better* is a fixed structure, *not* comes after both words and before the main verb.

You *had better* come now.

You *had better* **not** forget this appointment.

- **Learner difficulties**

In spoken English, the *had* in *had better* is often contracted and reduced, which makes it difficult for learners of English to distinguish:

You'd better come now.

You'd better not be late.

Furthermore, speakers often drop the *had* altogether in spoken English:

Oh! You better watch out,

You better not cry,

You better not pout,

I'm telling you why:

Santa Claus is coming to town!

(refrain from the Christmas song, *Santa Claus Is Coming to Town*)

Discovery Activity 4 asks you to identify *should*, *ought to*, and *had better*. Note that the last excerpt is long but provides an interesting contrast in the use of two of the modal verb phrases. You can find the answers for this activity in the Answer Key at the end of this chapter.

Discovery Activity 4: *Should, Ought To, Had Better*

Look at the following excerpts.

1. Underline the modal verb phrase. Be sure to underline the entire verb phrase, not just the modal.

2. Explain the meaning of the modal verb phrase (i.e., is it obligation or advice)?

A.

[Tiller] eyed the dark storm clouds in the distance. “We’d better get that tent up or we’re going to get soaked tonight,” Tiller said. [Creech, S. (2002). *Ruby Holler* (pp. 207–208). New York: Harper Collins.]

B.

“You know I’m hypoglycemic. The doctor says I shouldn’t go more than two hours without eating.” [Grafton, S. (2004). *R is for ricochet* (p. 51). New York: G. P. Putnam’s Sons.]

C.

“. If you give me some basic supplies, I’m sure I can build some glasses myself.” “No, no,” the foreman said, his surgical mask curling into a frown. “You’d better leave optometry to the experts.” [Snicket, L. (2000). *The miserable mill* (p. 101). New York: HarperCollins.]

D.

“... I designed that game myself, Pete..”
“But look—I’ve figured out a way to beat it. I thought you ought to know.” [Heinlein, R. (1942/1997). *Beyond this horizon* (p. 39). New York: Penguin.]

E.

A central element of any program to develop the private sector is that the government should transfer commercial activities now carried out by state-owned enterprises or government agencies to the private sector... The vast literature on privatization gives little guidance to countries on what the objectives ought to be. However, it is recognized that countries should specify their objectives and then design a privatization program to achieve those objectives. [Anderson, R. (2004). *Just get out of the way: How government can help business in poor countries* (pp. 87–88). Washington, DC: Cato Institute.]

7.2.8 *Expectation*

should	ought to
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“I can go and nose around, see if I can pick up any sense of what kind of security they have... It *shouldn’t* take long.” [Smith, T. (2006). *Slim to none* (p. 96). Ontario Canada: Mira.]

In this excerpt, shouldn't doesn't mean "advice" or "suggestion," does it?

Should/ought to can also mean expectation or a high degree of certainty, similar to *must* in the sense of logical deduction. The degree of certainty is not, however, as strong as with *must*. In Standard American English, *ought to* is not used as often as *should* in this sense, although, again, there are regional variations.

It's late. Helen *should be* here by now.

You *ought to receive* your paycheck by the first of the month.

When adding *not*, the meaning is simply negative without a change in meaning or use, as we can see in the excerpt above. Both *should* and *ought to* have only present or future meaning when used in the sense of expectation.

7.2.9 Unfulfilled Expectation, Mistake

7.2.9.1 Modals

should have	ought to have
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Should and *ought to* can refer to past time by adding *have* + past participle of the main verb. However, when *should* and *ought to* are used in **past** time reference, **the meaning** of these modals **is different** from their meaning than when used in present or future time reference.

Should/ought to have + past participle conveys the meaning of a comment on or evaluation of an action or event that was a mistake or that did not meet expectations.

I knew what was happening. I *should have done* something... I *shouldn't have let* it go on so long. [Shayne, M. (1993). *Reckless angel* (p. 15). New York: Silhouette.]

Depending on the context, *should/ought to have* + past participle may convey a reprimand or implied criticism. The *Pulptastic* website, for instance, offers a page titled "24 Headlines That Should Never Have Been Written" [<http://pulptastic.com/24-headlines-never-written/>]. Different songwriters have also written songs with a variety of lyrics entitled "I Should Have Known Better" (e.g., The Beatles, Richard Marx, Jim Diamond).

The table below summarizes the different uses of *should*, *ought to*, and *had better* and their related meanings. Remember again that "related" does not mean "identical," and that the use of each structure may differ in different contexts.

<i>Should, Ought To, Had Better</i>		
	Meaning	Time reference
She needs to be ready before class starts, so she <i>should come</i> early. She needs to be ready before class starts, so she <i>ought to come</i> early.	advice or suggestion	present/future
She needs to be ready before class starts, so she <i>had better come</i> early.	strong advice or suggestion	present/future
It's late. She <i>should be</i> here by now. She <i>ought to be</i> here by now.	expectation or high certainty	present/future ¹
She's not ready. She <i>should have come</i> earlier. She <i>ought to have come</i> earlier.	unfulfilled expectation or reprimand; unheeded, ignored past advice	past

¹As in, for example, When is Margo coming? She should be here by tomorrow

Complete Discovery Activity 5, which contrasts *should* and *should have*. This Discovery Activity should help clarify the meaning and use of these modals.

Discovery Activity 5: *Should, Should Have*

Look at the following excerpts.

1. Underline the modal verb phrase. Be sure to underline the entire verb phrase, not just the modal.
2. Explain the meaning of the modal verb phrase (i.e., is it possibility, advice, or unfulfilled expectation/obligation)?
3. Explain what time the modal verb phrase is referring to.

A.

“Threw my back out,” he said by way of explanation. “I was moving boxes last week. I guess I should have done like Mother taught me and lifted with my knees.” [Grafton, S. (2003). *Q is for quarry* (p. 29). New York: G.P. Putnam’s Sons.]

B.

“What you’re saying is true and you’re entirely correct. Grand should have come down here. She should have sent word, but I think she was afraid to face you.” [Grafton, S. (2003). *Q is for quarry* (p. 149). New York: G.P. Putnam’s Sons.]

C.

Although experts agree that young children shouldn’t take cough medicine, they’re OK for most older children and adults... That said, anyone with a medical condition—like heart disease or high blood pressure—should check with a doctor before using any cold medicine. [WebMD. (n.d.). Cough medicine: should you or shouldn’t you? Retrieved from <http://www.webmd.com/cold-and-flu/features/cough-medicine-should-you-shouldnt-you?page=2>]

7.3 Section 2: *Would* and the Conditional

7.3.1 *Would*

Would is a modal that has many different uses. For one, *would* + main verb can be used to express past custom or habit, that is, something that happened repeatedly in the past as show in this excerpt:

Two years later, her grandfather had died of a sudden heart attack, but she *would* always *treasure* the solitary time she to got spend with him that summer... [Smith, T. (2006). *Slim to none* (p. 162). Ontario Canada: Mira.]

Would is also used to refer to the **future in the past**:

Before he made any decisions, he *would make* a few more inquiries. Then, he *would consider* his options. [Smith, T. (2006). *Slim to none* (p. 304). Ontario Canada: Mira.]

Would is used for future time reference when there is a sense of possibility or capability. It is generally regarded as a weaker alternative to *will* when used in this sense:

The President is proposing a new bill that *would* significantly *change* Social Security.

Would have + past participle can refer to past time in the sense of possibility or capability.

She felt a twinge of regret for not publishing it on her blog—that *would have been* some serious advertising coin. [Doctorow, C. (2010). *Makers*. Kindle iPad Version. Retrieved from Amazon.com.]

Would is also used to express wishes or conditions in present or future:

I wish he *would be* less critical of my housework...
 I wish he *would spend* more time considering what is important to me...
 I wish he *would speak* more kindly to me. [Chapman, G. (2011). *Happily ever-after: Six secrets to a successful marriage*. Kindle iPad Version. Retrieved from Amazon.com.]

Would have + past participle is used to express wishes or conditions in the past.

She thought her friends *would have written* more often.

Isn't would the past form of will?

7.3.2 *Will*

In previous chapters, we have discussed *will* as being an auxiliary to mark future time. While we can say that *would* is the past of *will*, it more complicated than simply saying that *walked* is the past of *walk*, as you see from the discussion of the many uses of *would*. In addition to future time reference, *will* is used to indicate a present and future ongoing custom, habit, or fact:

Susan and Jason *will* always *be* there to help their mother out as long as she needs them.

This sentence conveys the idea that *helping their mother out* is something that Susan and Jason are committed to and will continue to do for the foreseeable future.

Will also occurs in real or true conditional sentences, which we examine in greater detail in Chap. 9.

7.3.3 *Would* and the Conditional

Would, along with *could*, and sometimes *might*, is used in the sentences above, is commonly associated with what we call the *conditional*.

What is the conditional?

The conditional means something that refers to a hypothetical state of affairs or an event or fact that is contrary to fact. These clauses are also referred to as hypothetical *if* clauses:

Violet... tried to imagine what Klaus *would have said* if he had been there, un hypnotized, in the library with his sisters. [Snicket, L. (2000). *The miserable mill* (p. 14). New York: HarperCollins.]

If I hadn't waited, if I had just clicked the link, I *could have found out* more. [Riker, G. 2015. *Reality heist*. Retrieved from <http://www.bookrix.com/books/science-fiction,id:58,page:2.html>]

Although conditional clauses will be examined in greater detail in Chap. 9, it is appropriate to introduce the conditional in this chapter on modals because of the use of *would*, *could*, and sometimes *might*.

7.3.3.1 *Would* and *if* Clauses

The conditional consists of two clauses: an *if* clause and a main clause. In the **present conditional**, the *if* clause consists of *if* + simple past and the main clause consists of *would/could/might* + simple verb. The **past conditional** consists of *if* + past perfect. The main clause consists of *would/could/might* + *have* + past participle, as in the examples above.

Conditional: <i>if</i> Clause: Initial Position		
	Main clause	Time reference
If I <i>had</i> the time,	I <i>would study</i> more.	present
If they <i>had studied</i> more,	they <i>could have passed</i> the course.	past

The order of the *if* clause and the main clause may vary without a change in meaning.

Conditional: <i>if</i> Clause: Second Position		
	Main clause	Time reference
I <i>would</i> study more,	if I <i>had</i> the time.	present
They <i>could</i> have passed the course,	if they <i>had</i> studied more.	past

In the main clause, speakers will use either *would*, *could*, or sometimes *might*. *Would* implies an intended or desired action or event; *could* and *might* imply a possibility or possible option. *Would* occurs more frequently than *could* or *might* in conditional sentences.

The conditional use of *would*, *could*, and *might* must be understood from their occurrence in discourse. Like all modals, *would* and *could/might* have different meanings and functions, depending on the structure of the sentence and the context in which they are used.

Discovery Activity 6 focuses on identifying the different uses of *would*.

Discovery Activity 6: Different Meanings of *Would*

Look at the following excerpts.

1. Underline the *would* modal verb phrase. Be sure to underline the entire verb phrase, not just the modal.
2. Explain each meaning of *would* (i.e., Is it a polite request? Does it refer to something hypothetical (conditional)? Is it a repeated action in the past?).

A.

When the three children lived in the Baudelaire home, there was a huge dictionary in their parents' library, and Klaus would often use it to help him with difficult books. [Snicket, L. (2000). *The miserable mill* (p. 123). New York: HarperCollins.]

B.

"Can I get you a cup of coffee? Would you like to use the shower or anything?" [Doctorow, C. (2010). *Makers*. Kindle iPad Version. Retrieved from Amazon.com.]

C.

The bank officer would prepare the CTR as required and place a copy in the files, only instead of shipping the original to the IRS, he'd run it through a shredder... [Grafton, S. (2004). *R is for ricochet* (p. 90). New York: G.P. Putnam's Sons.]

D.

"... If I'd suspected who he was at Baskul, of course, I'd have tried to get in touch with Delhi about him—it would have been merely a public duty." [Hilton, J. (1933/1971). *Lost horizon* (p. 118). New York: Pocket Books.]

- Overall, do ESL/EFL learners find the modal auxiliaries difficult?*
- *Learner difficulties*

ESL/EFL learners have numerous problems with the modal auxiliaries. For one, they have problems with form. For example, ESL/EFL learners may add *to* + verb after a modal:

*We must to go.

Or, they may string more than one modal together:

*We will can go.

And they may inflect the main verb:

*We could went early.

ESL/EFL learners also be confused by English using both *must* and *have to* for present and future necessity but only *had to* for past necessity:

You *must* fill out this form.
or
You *have to* fill out this form
but only:
You *had to* fill out this form.

In addition, ESL/EFL learners have trouble when a modal changes its meaning with a change in time reference. *Should* and *must*, for instance, mean something different when used for present versus past time reference:

You should do your homework.	present, advice
You should have done your homework.	past, reprimand
You must pay your taxes by April 15.	present, necessity, obligation
He must have forgotten to pay his bill because he got an overdue notice.	past, high certainty/logical deduction

The pronunciation of modals also causes problems. In spoken English, the modals are pronounced in a reduced form; therefore, learners may have difficulties in hearing and identifying them. Remember that by “reduced” we mean that a word does not receive stress in a sentence. For example, in the sentence, *I can pick up the kids from school for you*, learners may not hear the *can* in the sentence because this word does not receive stress. They may then misinterpret the statement as: *I pick up the kids from school for you*—a sentence that by its structure conveys a statement of fact rather than ability.

When *should*, *would*, and *could* are followed by *have* + past participle, the *have* is frequently reduced to sound like *of*. Both inexperienced native speakers of English and learners of English need practice in identifying this reduced *have* as *have* and not *of*:

I should've known better.
*I should of known better.

In spoken English, *would* is generally contracted. In written dialogues, *would* is also frequently written as a contraction. Learners may confuse this contracted *would* ('*d*) with the past perfect, as in Excerpt D in Discovery Activity 6:

If I'd (*had*) suspected who he was at Baskul, of course, I'd (*would*) have tried to get in touch with Delhi about him—it would have been merely a public duty.

Given the many difficulties learners have in recognizing, understanding, and producing appropriate modals, semi-modals, and related structures, it is essential that learners have numerous opportunities to practice identifying meaning and use of modals in a variety of contexts, both written and oral.

7.4 Summary

Auxiliary Verbs: Primary versus Modal	
Primary auxiliary verbs	Modal auxiliary verbs
<i>be, have, do</i>	<i>can, could may, might, must, should, ought to, will, would</i>
help the main verb by providing grammatical information	nuance the main verb by providing semantic information
- inflect for time and number - precede a present or past participle	- invariable - convey past time reference through <i>modal + have + past participle</i>, except for <i>could</i> in the sense of ability - precede a simple verb
Examples	
I <i>am</i> running. <i>am</i> is part of verb phrase, <i>be</i> + present participle (present progressive) Ellie <i>has</i> run. <i>has</i> is part of verb phrase, <i>have</i> + present participle (present perfect)	I <i>can</i> run. <i>can</i> conveys semantic meaning of <i>ability</i> I <i>should</i> have run yesterday, but I didn't. <i>should</i> conveys semantic meaning of something not done. <i>should + have + run</i> conveys past time reference.

Modal Auxiliaries

- consist of a number of words that are considered “pure” modals and other related structures.
- have multiple of meanings
- do not have parallel meanings between
 - their affirmative and negative forms
 - past and present time reference
- *would, could, might* are modals and conditional forms.
 - As conditionals, they form *if* clauses.
 - *if* clauses refer to something hypothetical, unreal, contrary-to-fact, or untrue.
- may have related structures that convey similar meanings that
 - may inflect for person and time.
 - may be used only for specific time reference.
 - may be more informal than their modal counterpart(s).

Modals and Related Structures¹

can, could <i>related structure</i> : be able to	ability Jane can drive. Jane is able to drive. Jane could drive when she was 16.
can, may	permission You can go. You may go.
can, could, would	polite request Can you pass the salt? Could you pass the salt? Would you pass the salt?
may, might, could	possibility, probability We may go to Venice next year. We might go to Venice next year. We could go to Venice some time.
must <i>related structures</i> : have to, have got to	necessity, obligation You must have a license to drive. You have to have a license to drive. You have got to have a license to drive.
must	logical deduction The doorbell is ringing. It must be Tanya.
must not	prohibition You must not drive without a license.
should, ought to <i>related structure</i> : had better	advice, suggestion You should listen to your mother. You ought to listen to your mother. You had better listen to your mother.
should have, ought to have	unfilled expectation, mistake Speaker A: “Tyler, you’re late.” You should have left earlier.” Speaker B: “Tyler’s right. You ought to have left earlier to get here on time.”
will, would	habit, custom, fact Accidents will happen. She would always drive to work.
would	present/future conditional Adam would leave if he could.
would	past conditional If Taylor had studied more, she would have earned a better grade.

¹This is a general summary that does not necessarily include all the modals in all their possible meanings or communicative functions

7.5 Practice Activities

Activity 1: Polite Requests

1. Soften the following commands by using different modals.
2. Discuss how the different modals change the intensity or directness of the command.
3. Would you add any other word(s)? Why or why not?

Example:

Help me do my homework.

Could you help me do my homework?

- (a) Get me a pen!
- (b) Stop talking!
- (c) Come on time!
- (d) Lend me your notes!

Activity 2: Semantic Meanings

1. Look at the following groups of sentences.
2. Explain the differences in meaning between the sentences in each group.
 - (1a) I should talk to the teacher about my grade.
 - (1b) I should have talked to the teacher about my grade.
 - (2a) Jean must have the receipt.
 - (2b) Jean must have lost the receipt.
 - (3a) Jason could help you with your homework.
 - (3b) Jason could have helped you with your homework.
 - (4a) Jin can speak English.
 - (4b) Jin couldn't speak English until he was a teenager.
 - (5a) You had better get your license renewed soon.
 - (5b) You should get your license renewed.
 - (6a) I was able to study abroad in college.
 - (6b) I could have studied abroad in college.
 - (6c) I should have studied abroad.

Activity 3: Can and May

1. Read the following excerpt.
2. Discuss what the author is trying to convey by using *may* versus *can*.

... for years and years Danny has been begging his father to let him run the locomotive some night. For years and years, his father has been saying no. Then, finally, the night comes. "Can I run the engine tonight, Daddy?" asks Danny, who is too young to know about "can" and "may." [Kaufman, G. (1957/2001). Annoy Kaufman, Inc. In D. Remnick & H. Finder (Eds.), *Fierce pajamas: An anthology of humor writing from the New Yorker* (p. 294). New York: Random House.]

Activity 4: Modals and Related Structures

1. Read the following excerpts.
2. Identify the modal verb phrases.
3. Explain the meaning and function of each modal verb phrase.

A.

Should I tell Reba what was going on or should I not? More important, should I bring her father into the loop?... if I told her about Beck and Onni, what would she do?... And if I *didn't* tell her and she somehow got wind of it... much crashing and burning would ensue anyway... [Grafton, S. (2004). *R is for ricochet* (p. 104). New York: G.P. Putnam's Sons.]

B.

I told her to take her time thinking about the situation before she decided what to do. Vince Turner might be in a hurry, but he was asking a lot and, one way or the other, she'd better be convinced. [Grafton, S. (2004). *R is for ricochet* (p. 138). New York: G.P. Putnam's Sons.]

C.

He held the city now. Nothing could threaten that... Sileria's ancient capital must be brought to its knees. (Resnick, L. (2004). *The white dragon: In fire forged, part one* (pp. 318–319). New York: Tor.)

D.

"You should have kept your court date," I said to Cantell. "You might have only gotten community service."

"I didn't have anything to wear," she wailed. "Look at me. I'm a house!..."

"You're not as big as me," Lula said... "You just gotta know how to shop. We should go out shopping together someday." [Evanovich, J. (2004). *The big ones* (p. 18). New York: St. Martin's Press.]

E.

There was no real need for Mma. Makutsi to feel like this. She might have had difficulties in her life until now—certainly one should not underestimate what it must be like to grow up in Bobonong... [McCall Smith, A. (2002). *The Kalahari typing school for men* (p. 14). New York: Pantheon Books.]

F.

"We probably should have told you."

"No call to do that," Sairy said... "Kids ought to have a little choice, that's what I think. They ought to be able to do stuff without someone watching over their shoulders every minute." [Creech, S. (2002). *Ruby Holler* (p. 153). New York: HarperCollins.]

Activity 5: Would, Could, Might

1. Underline the different modal verb phrases with *would*, *could*, and *might*. Be sure to underline the entire verb phrase and not just the modal.
2. Explain the different meanings and uses of these three modals in this excerpt.

- There is also the idiomatic structure *used to* in this excerpt. Could you substitute *would* here and keep the same meaning?

Mr. Preble was a plump middle-aged lawyer... He used to kid with his stenographer about running away with him. "Let's run away together," he would say...

"All righty," she would say.

One rainy Monday afternoon, Mr. Preble was more serious about it than usual...

"My wife would be glad to get rid of me," he said.

"Would she give you a divorce?" asked the stenographer.

"I don't suppose so," he said.

"You'd have to get rid of your wife," she said.

Mr. Preble was unusually silent at dinner that night. About half an hour after coffee, he spoke... "Let's go down in the cellar," Mr. Preble said to his wife.

"What for?" she said... "We never did go down in the cellar that I remember..."

"Supposing I said it meant a whole lot to me," began Mr. Preble... "We could pick up pieces of coal... We might get up some kind of a game with pieces of coal." [Thurber, J. (1935/2001). Mr. Preble gets rid of his wife. In D. Remnick & H. Finder (Eds.), *Fierce pajamas: An anthology of humor writing from the New Yorker* (pp. 133-134). New York: Random House.]

Activity 6: Finding and Analyzing Modals and Related Structures

1. Find two to three excerpts from any source, either digital or print, with examples of the modals and semi-modals discussed in this chapter.
2. Prepare four to six copies of your excerpt to share.
3. Form small groups of four to six participants, and share your copies.
4. After each participant has received a copy of each excerpt from the other members of the group, work individually, examine the excerpts, and:
 - identify the modals and semi-modals.
 - consider the meaning of each.
 - discuss whether you all identified the same structures; if there is disagreement, consider why.
 - compare the meanings each member suggested for the modals and semi-modals; if there is disagreement, consider why.

Activity 7: Error Analysis

The following excerpts were written by ESL/EFL learners. There are errors in modal verb choices and forms. **Ignore any other errors.**

1. Underline each error in modal verb phrase form and choice you find. Remember to **focus only on modal errors**.

2. For each error in modal choice:

- Discuss which modal the writer probably intended.
- Provide the correct modal verb phrase and discuss why the learner may have made the error.

A.

I can swim very good. My brother cans swim very good too. We learn to can swim together. My uncle can swims very good. He teaches us to can swim.

B.

If I were a giant, I will be bored. Because I think I can't to do anything! I can't to study because books can to be small and I can't to see. Because I'm too big I can't to do anything!

C.

I think that students need to study different things. I support that all students should taking art and music class. If school has art or music class for everybody, students will can learn those skills easier than outside school. Schools might to provide students with good instruction, art materials, or music instruments. I think that schools should giving the opportunity to each student to study both academic subjects and art and music. I would rather students should be playing and creating than studying all the time.

D.

If I win the lottery, I would can give my parents new house. They will be very happy if I gave them a big new house with beautiful garden. If I had much money, I would could do much travel. If I had time, I would may go around the world. I could study anywhere. If I went to France, I would can learn French very well.

E.

When I graduated, I was hoping that I could became a business lawyer. After seven years as business lawyer, I would decided that I would became a real estate person.

F.

In the morning, I was working with my mother at home. She sold sweet rolls to the stores and I must to help her. I must to put the sweet rolls in groups of five, and then, I put them into a plastic bag. Later when I was a student, I had a part-time job as a secretary. I must got at the office at 7:00 a.m.

G.

Can women successfully combine family and career? Everything must changed in this world. What is the goal of woman's life? What can to make her happy and successful?

7.6 Answer Key

Discussion: Discovery Activity 1

<i>Excerpt A</i>	
I was able to reach	single past ability; substitution with <i>could</i> not possible
<i>Excerpt B</i>	
I was able to find out	single past ability; substitution with <i>could</i> not possible
could get in and out	repeated or general past ability; substitution with <i>be able to</i> possible, but awkward and wordy here

Discussion: Discovery Activity 2

<i>Excerpt A</i>	
might fuel up, might (also) pack	future possibility; substitution with <i>may</i> possible with no change in meaning; substitution with <i>could</i> also possible with no change in meaning
<i>Excerpt B</i>	
may be	present/future possibility
can do	present ability; substitution with <i>be able to</i> possible without change in meaning
<i>Excerpt C</i>	
could (you) hear	past ability; substitution with <i>be able to</i> possible without change in meaning
must have	present strong probability or logical deduction; <i>have</i> main verb <i>have</i> indicating possession
<i>Excerpt D</i>	
might have been	past possibility; <i>have</i> is part of the modal verb phrase indicating past time reference; substitution with <i>may have been</i> or <i>could have been</i> possible without change in meaning
may be	future possibility; substitution with <i>might be</i> possible without change in meaning
<i>Excerpt E</i>	
could have been listening	past possibility; substitution with <i>be able to</i> not possible; past progressive modal verb phrase: <i>could</i> + <i>have</i> + <i>been</i> + present participle

Discussion: Discovery Activity 3

<i>Excerpt A</i>	
must have sprinted	past high certainty/logical deduction
<i>Excerpt B</i>	
must be	present high certainty/logical deduction
<i>Excerpt C</i>	
had to stay, had to take	past necessity; only past form of <i>must</i> in sense of necessity
<i>Excerpt D</i>	
must submit, must submit (appears twice)	present requirements or laws
<i>Excerpt E</i>	
I've got to go	present necessity; <i>I've gotten</i> in next sentence looks similar but is present perfect form of <i>get</i> in sense of "reach"
<i>Excerpt F</i>	
must have known	past high certainty/logical deduction
<i>Excerpt G</i>	
must mean	present high certainty/logical deduction

Discussion: Discovery Activity 4

<i>Excerpt A</i>	
had better	strong advice/suggestion; followed by transitive separable phrasal verb <i>get up</i>
<i>Excerpt B</i>	
shouldn't go	present advice
<i>Excerpt C</i>	
can	present/future ability
You'd better	strong advice/suggestion; contracted form of <i>had better</i>
<i>Excerpt D</i>	
ought to know	present suggestion
<i>Excerpt E</i>	
should transfer, ought to be, should specify	advice/suggestion

Discussion: Discovery Activity 5

<i>Excerpt A</i>	
should have done	unheeded, ignored past advice
<i>Excerpt B</i>	
should have come down, should have sent	past, unfulfilled obligations
<i>Excerpt C</i>	
shouldn't take, should check	present, advice

Discussion: Discovery Activity 6

<i>Excerpt A</i>	
would (often) use	past habitual or repeated action
<i>Excerpt B</i>	
Would you like	polite question
<i>Excerpt C</i>	
would prepare, he'd run	past repeated or habitual action; 2nd instance is contracted form
<i>Excerpt D</i>	
I'd have tried	past contrary-to-fact
I'd suspected	contraction of past perfect form <i>I had suspected</i> , not to be confused with <i>would</i> contraction
would have been	past possibility; part of conditional <i>if</i> clause beginning with <i>If I'd suspected</i>