CHAPTER SUMMARY

OBJECTIVE: To learn additional uses of modal auxiliaries, as a continuation of Chapter 9.

APPROACH: The first third of this chapter focuses on modals used to express past habits, past certainty, advisability, necessity, and ability. The second third of the chapter explores degrees of certainty in both present and future, and the final third covers progressive forms, expressing preferences, and reviews all the modals studied to date. The summary chart provides a comprehensive resource for students so they can compare forms and solidify their understanding.

TERMINOLOGY: The term “degrees of certainty” is used with those modals that show the strength of the speaker’s belief in the likelihood of what he/she is saying. In some grammar books, terms such as “logical possibility” or “degree of likelihood / possibility” are used to explain modal use.

PRETEST. What do I already know? Page 184. Time: 5 minutes
- Give students a few minutes to read the direction line and identify which modal constructions are correct.
- Review as a class and discuss meaning.

Optional Vocabulary
- blanket
- expired
- renewed
- drop off
- daydream

EXERCISE 1. Warm-up. Page 184. Time: 5 minutes
- In order to engage students, ask them what they used to do or would do as children (that they no longer do now).
- Discuss which form is more commonly heard.


Note the important limitation on would: it cannot express a situation or be used with be. It can only express a situation and not an action.

The use of “habitual” would is rare in British English.

- Write the following heading on the board:
  Would (Instead of Used to) for Habitual Past Action
- Ask a couple of students to tell you something they used to do as children. It may help to specify a particular time in childhood (elementary school years, teen years, etc.) For example:
  - You: Pablo, what did you used to do after school when you were 14?
  - Pablo: I used to play football after school.
  - You: How about you, Aisha? What did you used to do after school?
  - Aisha: I sang in the school choir and I also used to play chess.
  - You: OK, because we can use would in place of used to, how can we rephrase these sentences?
  - Thiago: Pablo would play football after school.
  - Kyoko: Aisha would sing in her school choir and play chess.
- Review the chart with your students, having a student read example sentences (a)–(c) aloud, and reiterate the explanatory notes.

EXERCISE 2. Looking at grammar. Page 185. Time: 10 minutes
- Have students work with a partner.
- Review as a class after students have had a chance to decide which sentence is incorrect.
- Have students explain why the incorrect sentence is ungrammatical.

EXERCISE 3. Looking at grammar. Page 185. Time: 10 minutes
- Ask a student to read the example item aloud.
- Give students a chance to complete the exercise as seatwork.
Ideas include:
- book a ticket
- buy luggage
- choose a course
- decide where to live
- get a passport
- get a visa
- get my first credit card
- save money
- see my doctor
- take a formal leave of absence from my job

Optional Vocabulary
- anthropology major
- archeological expedition
- arrowhead

EXERCISE 4. Looking at grammar. Page 186. Time: 10 minutes
- Have students complete this exercise on sight, reading answers aloud as you call on them.
- After the exercise has been completed, ask students which targeted verbs express states but not actions.

EXERCISE 5. Warm-up. Page 186. Time: 10 minutes
- Ask students to take turns reading each pair.
- Discuss students’ immediate responses, and decide which sentence is correct.

- Ask your students to tell you things they had to do in order to travel or have some other relatively common young adult / adult experience.
- Tailor the question asked to the students’ situations. For example:
  You: What did you have to do before you came to the U.S. to study English?
- Encourage students to respond in an abbreviated / phrase form (they don’t have to give complete-sentence answers).
• Ask students to recall how past advisability is formed, and write should / shouldn’t have + past participle on the board.  
• Work through this exercise on sight, having students provide the appropriate completions while taking turns.

EXERCISE 9. Let’s talk.  Page 189.  Time:  10 minutes  
• Have students work in small groups.  
• Ask a student to read the situation aloud.  
• Have students begin deciding appropriate answers (using the correct form for past advisability) to critique the behavior of all three participants in this situation (Tom, the teacher, the school).  
• Walk around the classroom, facilitating discussion with each group of students.  
• Have students go to the board and write sentences on the board.  
• Students who haven’t written their sentences on the board should correct the grammar, and these sentences can lead to further discussion of the situation.

EXERCISE 10. Listening.  Page 189.  Time:  10 minutes  
• Be sure to be provisioned for listening by having the audio cued and the listening script on hand.  
• Read through the example with students.  
• Play the audio and have students pick the appropriate statement.  
• Review the answers as a class, and refer to the listening script to clarify any challenging items.

EXERCISE 11. Looking at grammar.  Page 189.  Time:  10 minutes  
• Ask students to work through this exercise choosing the best item from the column on the right.  
• Read the correct completions aloud.  
• Discuss any alternative responses as a class.

Optional Vocabulary  
late fee reservations research paper

EXERCISE 8. Looking at grammar.  Page 188.  Time:  10 minutes  
• Ask students to recall how past advisability is formed, and write should / shouldn’t have + past participle on the board.  
• Work through this exercise on sight, having students provide the appropriate completions while taking turns.

• Have students complete this exercise on their own as seatwork.  
• Give students plenty of time to refer to the chart above as needed while they are working.  
• Ask students to take turns reading their full responses aloud.  
• Provide immediate correction and clarification, and write any challenging items on the board.

EXERCISE 7. Looking at grammar.  Page 188.  Time:  10 minutes  
• Give students time to continue working autonomously.  
• Have students read their completions aloud and paraphrase each situation.  
• Put any challenging items on the board.

EXERCISE 11. Looking at grammar.  Page 189.  Time:  10 minutes  
• Ask students to work through this exercise choosing the best item from the column on the right.  
• Read the correct completions aloud.  
• Discuss any alternative responses as a class.

Optional Vocabulary  
delay promotion panicked failed panicked warned suspended cheating
« EXERCISE 12. » Looking at grammar.  
Page 190. Time: 10 minutes
• Ask a student to read the example aloud.
• Have students complete the exercise on their own, responding with the past form of be supposed to.
• Correct as a class.

« EXERCISE 13. » Looking at grammar.  
Page 190. Time: 10 minutes
• Ask a student to read the example aloud.
• Complete the exercise by having students read the sentences on sight with completions.
• Encourage students to pronounce the past participle clearly as they give their completions.

Time: 5 minutes
• To engage students in the topic, ask them if they can sleep on planes and/or whether they like to fly.
• Have students read the question and decide which answers are possible.
• Ask students to think about their most recent air travel experience, and pose the same question to them:
  Did you sleep during the flight?
• Share students’ responses by writing them on the board and using their names. For example:
  Hiroko was able to sleep on her last flight from Tokyo because she was very tired.
  Roberto couldn’t sleep because he was nervous about his presentation.
  Noha couldn’t sleep because the person next to her was snoring.
• Highlight for students that the one form that is not possible is could in the affirmative.

« CHART 10-3. » Expressing Past Ability.  
Page 191. Time: 10–15 minutes
The main point of this chart is that was / wasn’t able and couldn’t are all possible when discussing past ability. While could is used for certain past abilities (with sense verbs), it is not used for a single affirmative action (possibilities) in the past. This is because it is easily confused with could to express possibility.
• Ask students about abilities they had when they were younger.
• Write student-generated sentences on the board:
  When she was younger, Sophia could walk on her hands.
  Nestor was able to visit a different museum every day when he lived in Paris.
• Ask students to take turns reading examples (a)–(d) aloud.
• Have another student read (e) aloud. Stress again that could is not used in the affirmative to show a single action possibility because it doesn’t clearly show past time.
• Write a few examples of the wrong use of could, and highlight why it is ambiguous. For example:
  was able to
  I could order take-out food from a nearby restaurant.
  was able to
  I could buy a new bike helmet on sale.
• Stress that the time frame of could for these single actions is not clear, and that is why be able to is used.

« EXERCISE 15. » Looking at grammar.  
Page 191. Time: 10 minutes
Part I
• Have students read through the exercise and tell you which sentences describe an action in the past.
• Ask students to tell you which key words indicate one action in the past, as opposed to a past habit.
Part II
• Have students rewrite the sentences as directed.

« EXERCISE 16. » Looking at grammar.  
Page 191. Time: 10 minutes
• Give students time to complete this on their own as seatwork.
• Review as a group, having students read their answers aloud.

Time: 5–10 minutes
• To engage students in the topic, ask them if they can sleep on planes and/or whether they like to fly.
• Have students read the question and decide which answers are possible.
• Ask students to think about their most recent air travel experience, and pose the same question to them:
  Did you sleep during the flight?
• Share students’ responses by writing them on the board and using their names. For example:
  Hiroko was able to sleep on her last flight from Tokyo because she was very tired.
  Roberto couldn’t sleep because he was nervous about his presentation.
  Noha couldn’t sleep because the person next to her was snoring.
• Highlight for students that the one form that is not possible is could in the affirmative.

« CHART 10-4. » Degrees of Certainty: Present  
Time. Page 192. Time: 10–15 minutes
The percentages presented are, of course, not exact. They show the relative strength of one’s certainty and can be very helpful to students.
Be sure to call students’ attention to the note about maybe and may be; confusing the two is a common written error for both native and non-native speakers.
Typically, when learning about degrees of certainty, students ask about percentages of certainty. The text does provide percentages to help students better understand the concepts, these percentages are not exact and show relative certainty.

Note that while could indicates less than 50% certainty, couldn't indicates 99% uncertainty. This is a good time to sympathize with your students’ frustration with English. Language is not always logical and/or predictable. Grammar notices and explains patterns, but structures themselves evolved, as in any language, and so English has plenty of frustrating inconsistencies.

• Write four categories and their explanations on the board:

  100% sure = fact (no modals needed)
  99% sure = couldn’t / can’t (speaker has a lot of evidence but is not 100% sure)
  95% sure = must not (speaker has significant evidence but is less than 99% sure)
  50% sure = may / might not (speaker doesn’t have evidence—all possibilities have equal likelihood)

• Now using information about students and their lives, create sentences with your class to illustrate each of the above categories.

• Underline the modal used in each case. For example:

  There is an unpleasant ringing noise that everyone in class can hear.
  It isn’t a fire alarm because the fire alarm is much louder.
  It couldn’t be someone’s cell phone because the noise is constant.
  It must not be a watch because a watch’s noise is too faint.
  It may not be an alarm on someone’s laptop, but it could be for a tablet.

• Review the chart with students.

Optional Vocabulary
blushing    growling
• Explain that the only difference in this modal form is that it is past, and that the modal itself is followed by have been + base verb.
• Write an example of 100% certainty on the board, and have students tell you what the corresponding 95% and 50% modals should be. For example, write:
  
Pablo wasn’t in class yesterday. The day before yesterday he was complaining of allergies.
  
You: If I know for a fact that the reason Pablo wasn’t here was his allergies, what can I say?
  
Students: Pablo was sick.
• Write this on the board, underlining the verb, and then continue to elicit from the class.
  
You: Right, but if I am only 95% sure?
  
Students: Pablo must have been sick.
• Write this on the board as above:
  
You: Right, and what options do I have if I am really not sure why Pablo was out, and I hadn’t overheard him complaining about allergies the last time he was in class? What can I say about Pablo’s absence with 50% or less certainty?
  
Students: Pablo may have been sick.
  
Pablo might have been sick.
  
Pablo could have been sick.
• Write all these options on the board.

Time: 10 minutes
• Have students read the situation.
• Discuss as a class which modals can be used, which one cannot, and which one is best for each sentence.
• Review and put examples on the board as needed.


Note the parallels between the affirmative expressions in this chart and those in Chart 10-4.
Then note the parallels between the negative expressions here and in Chart 10-5.
Point out to students that modal auxiliaries are very useful in communicating how one perceives situations for which 100% certain facts are not available. Other languages may use different kinds of expressions for these ideas, so English modals can be difficult to learn.
Again, because students have already explored degrees of certainty in Charts 10-4 and 10-5, they should be able to participate fully and give you example sentences.

• Write two main headings on the board:
  Past Time: Affirmative Past Time: Negative
• Under Past Time: Affirmative, write three degrees of certainty on the board:
  100% sure = fact = was
  95% = must have been
  50% = may / might / could have been

EXERCISE 26. Looking at grammar. Page 196. Time: 10 minutes
• Give students a chance to complete the exercise as seatwork.
• Have students then take turns reading completions aloud.
• Correct immediately and overtly, writing on the board as necessary.

EXERCISE 27. Let’s talk. Page 196.
Time: 15–20 minutes

To get students talking about the topic, ask them to explain how couples decide to get married in their countries.
Though this topic may not readily elicit targeted modal usage, it is one that usually interests students. As a 10-minute discussion, it can provide a much-needed break from degrees of certainty and modal usage, which students can find too abstract and challenging.

• Write the following questions on the board and have students discuss with partners.
  Do couples live with one another before they get married?
  At what ages do people from your country usually get married? Is it common for the woman to be older or the man to be older?
  How do couples decide to get married, and when do they involve their respective families?
  Does a person need permission from elders in the family to marry? Are marriages ever arranged by families?
Do couples become “engaged” before getting married? Does engagement include a diamond ring, a “proposal” or other traditions? How long do couples stay engaged before actually marrying?

- Work through the exercise by having students take turns reading sentences aloud.
- Decide who is most likely to be engaged.

**EXERCISE 28.** Let’s talk. Page 197. Time: 10 minutes
- Have students work in pairs.
- Ask a student to read the direction line aloud.
- Review the example conversation.
- Once pairs have completed sentences and practiced the conversation with one another, go over as a class.

**EXERCISE 29.** Looking at grammar. Page 197. Time: 15 minutes
- Give students time to complete the sentences.
- Have students read their completions aloud.
- Write any challenging items on the board.

**EXERCISE 30.** Listening. Page 198. Time: 10 minutes
- Be provisioned for the listening task with the audio ready to play and the listening script ready to refer to.
- Inform and remind students how reduced speech sounds, and explain that their task is to write the complete modal verb.
- Correct by having students read their completions aloud.
- You can ask students to write answers on the board and have others correct their work.

**EXERCISE 31.** Warm-up. Page 199. Time: 5–10 minutes
- Before looking at the chart, have students decide which statement is described by which percentage.
- Ask students what the words *prediction* and *forecast* mean and how these words relate to weather.

**CHART 10-7.** Degrees of Certainty: Future Time. Page 199. Time: 10–15 minutes

As your students will readily understand, no one can be 100% sure about future events. However, much of our language is devoted to discussing past events and future probability. We make promises and confident predictions with *will* while modals allow us to discuss how likely it is that future events will occur.

- Using the context of your classroom and events going on in your city and school, create predictions using modals with your students’ names. *Many students are going to take the Institutional TOEFL on Wednesday.*

The students in this class *should* do well on the test. They have practiced exercises based on the TOEFL before.

Sook Min *ought to* do very well. She received a very high score on the TOEFL last time.

The students in lower-level classes *might* do well, but they don’t have as much experience.

- Rewrite the contents of the chart on the board, and ask a few students to make predictions about their own actions over the next few weeks.
- Write students’ predictions on the board. For example: *Marcello should succeed on his final exams. He has studied very hard all term.*

*Noha might take her first yoga class next week. She has a cold right now, but she has been talking about trying yoga for some time now.*

**EXERCISE 32.** Looking at grammar. Page 199. Time: 5–10 minutes
- Ask students to complete the exercise.
- Compare and correct completions.

**EXERCISE 33.** Looking at grammar. Page 199. Time: 5–10 minutes
- Read the direction line aloud.
- Remind students that more than one answer may be possible. They will need to explain their choices.
- Give students time to complete independently as seatwork.
- Correct as a class.

Optional Vocabulary
- convey
- yawning
- niece
- rubbing her eyes

**EXERCISE 34.** Let’s talk. Page 197. Time: 10 minutes
- Have students work in pairs.
- Ask a student to read the direction line aloud.
- Review the example conversation.
- Once pairs have completed sentences and practiced the conversation with one another, go over as a class.

**EXERCISE 35.** Warm-up. Page 200. Time: 5 minutes
- Before having students read through the warm-up, ask a student to remind everyone why/how present progressive is used. It is used to describe an action currently taking place. When used with a future modal, it describes an action that is possibly taking place, to different degrees of certainty.

**EXERCISE 36.** Listening. Page 198. Time: 10 minutes
- Be provisioned for the listening task with the audio ready to play and the listening script ready to refer to.
- Inform and remind students how reduced speech sounds, and explain that their task is to write the complete modal verb.
- Correct by having students read their completions aloud.

Optional Vocabulary
- ran into
- piece (piano)
- dent
- instrument
• Read the options with students and decide which may be in progress.

**CHART 10-8. Progressive Forms of Modals.**
Page 201. Time: 10–15 minutes

Every progressive form must contain both a form of be and a verb + -ing. Point out the similarities and differences with other progressive verb forms. Refer back to the charts on present and past progressive for clarity.

• Have students think of someone in their personal or professional lives who is not in class with them at the moment. Possible examples could include a student’s parent, child, spouse, partner, boss, or friend.
• If you like, you can pick one well-known celebrity for the whole class to discuss.
• Possible options are a famous movie star, political figure, athlete, or newsmaker.
• Ask students to imagine what their chosen person may be doing or must be doing at the moment.
• Explain to students that if they have enough evidence, they can increase their level of certainty from may / might / could + be + -ing to must + be + -ing.
• Lead students through creating such sentences by setting the situation. For example:
  
  You: It is morning here in the U.S. Think of a friend or family member who is in your country right now and imagine what that person is doing. Decide whether to use may / might / could or must be + -ing.

  • Next, invite students to come to the board to write their example sentences. They should be prepared to also give context and explanation for their sentences. For example:
    
    Marta: It is 10:00 A.M. in Boston, but it is 4:00 P.M. in Spain. My father could be drinking coffee and my mother may be reading.
    
    Bo Sung: It is after midnight in Korea now, and my father goes to bed at about 11:00 P.M. He must be sleeping now.

  • Have more students write sentences on the board and underline the progressive modals used.
  • Using the same approach, change the time from right now to a time in the recent past (for example, the previous day, at 5:00 P.M).
  • Explain that instead of using may / might / could be + -ing, students now need to use the following form may / might / could / should + have been + -ing.
  • Explain that this form shows a degree of certainty about an action that was in progress in the past.
  • Ask students to make similar sentences using may / might / could / should + have been + -ing, and have students write these on the board.

  Kiri: When it was 5:00 P.M. yesterday in Boston, it was already 4:00 A.M. in Bangkok. My boyfriend must have been sleeping at that time because he wakes up at 6:00 A.M.

  Mustafa: When it was 5:00 P.M. yesterday in Boston, it was 10:00 P.M. in Paris. My friends must have been closing up their café and going home.

  • Have students take turns reading examples (a)–(b) and then (c)–(d) from the chart.
  • Discuss the explanatory notes.

**EXERCISE 36. Looking at grammar.**
Page 201. Time: 10–15 minutes

• Give students time to work through the exercise on their own as seatwork.
• Review as a class, having students read completions aloud.
• Put any particularly challenging items on the board.

**Optional Vocabulary**
burn
herd
hitchhiking

**EXERCISE 37. Let’s talk.** Page 202. Time: 10 minutes

• Put students into small groups.
• Write the term distracted driver on the board, and ask students if they have heard the term and know what it means.
• Circulate to facilitate discussion, and provide immediate correction and feedback.
• Go through questions as a group, encouraging as many students to speak as possible.
• Write on the board vocabulary and ideas that arise for later review, and summarize class input after discussing each item.

**Optional Vocabulary**
handle
statistics
distracted driving

**EXERCISE 38. Looking at grammar.**
Page 203. Time: 10 minutes

• Have students complete the items autonomously as seatwork.
• Ask students to take turns reading completions aloud.
• Correct immediately and put any challenging items on the board.

**EXERCISE 39. Let’s talk.** Page 204. Time: 10 minutes

• Put students in either pairs or small groups.
• Go around the room assisting pairs and groups with the questions.
• Review as a class.

**EXERCISE 40. Looking at grammar.**
Page 204. Time: 10 minutes

• Lead this class from the center, calling on students to choose the right completion.
• Ask students to supply an explanation for their responses.
• Write any challenging items on the board for further discussion.
EXERCISE 41. Warm-up. Page 205. Time: 5 minutes
Students will most likely be able to hear which sentences are incorrect. Remind them that such instincts are very valuable.

- Have students read each sentence aloud.
- Decide as a class which items are incorrect.

After you have explained the chart and students feel comfortable with modals being followed by modal phrases, introduce the following:
- be supposed to be able to
- have got to be able to
- used to have to
- used to be able to
- didn’t use to be able to
- be going to have to
- be supposed to have to

- Explain that though the above phrases may seem long and cumbersome, there are certain situations that require one of these phrases. For example:
  When she was little, she used to have to walk two miles to school.
  This was an obligation in the past.

- Write the heading of the chart on the board.
- Explain to students that a modal cannot immediately be followed by another modal, and write on the board the incorrect example included in the top of Chart 10-9.
- You can also make up an incorrect sentence following one modal directly with another. Write it on the board. For example:
  Stavros will can help us after school.

- Dramatically cross out what is incorrect and leave only an accurate sentence.
  Stavros will help us after school.

- Review the chart with students, having them take turns reading the example sentences and discussing the explanatory notes.

EXERCISE 42. Looking at grammar. Page 206. Time: 10 minutes
- Have students complete the sentences with the phrases in the box.
- Ask students to read the completed answers aloud, and provide immediate correction.

Optional Vocabulary
comfortable supervisor previews
upset raise freezing

EXERCISE 43. Speaking or writing. Page 206. Time: 10 minutes
- Have students work on this independently as seatwork.
- After they have created sentences using the targeted grammar in relation to the photo, have them work with partners to create and enact full conversations.

EXERCISE 44. Warm-up. Page 206. Time: 10 minutes
- Give students time to answer each question as specifically as possible.
- Have students write completed responses on the board, compare them with others’ answers, and correct grammatical form.

In a question, either the word or or the word than can follow would rather.
Would you rather eat fruit or candy?
Would you rather eat fruit than candy?

In a negative question, only the word than is possible for a preference.
Wouldn’t you rather eat fruit than candy?

- Write the title of the chart on the board as a heading.
- Begin by asking students what activities they prefer or like better. For example:
  Would you rather study modals or math?
  Would you rather go out for dinner than make dinner at home?
- Write students’ answers on the board.
  Vincenzo would rather study modals than math.
  Fatimah would rather go out than eat at home.

- In a similar fashion, illustrate the past (would rather have + past participle) and progressive (would rather be + -ing) form by using student-generated information.

EXERCISE 45. Looking at grammar. Page 207. Time: 10 minutes
- Have students complete the sentences as directed.
- Review as a class, correcting after students read their contributions aloud.

EXERCISE 46. Let’s talk: interview. Page 207. Time: 10 minutes
- Ask students to get up, move around, and ask other students the questions.
- Tell students to take notes, as they will report on the preferences of their classmates.
- Review as a class and discuss peoples’ preferences while correcting for accuracy.

By the time students reach this chart, most will be very familiar and comfortable with its contents. The chart summarizes what they have been studying since Chapter 9, and it is largely used for reference.

The term *similar expressions* in the chart title indicates phrasal modals.

- Explain that students should use this chart for their own reference and that they should certainly ask if they have specific questions about any one item.

**EXERCISE 47.** Let’s talk. Page 210. Time: 10–20 minutes

In addition to providing a review of grammar, this kind of exercise gives students the opportunity to develop their speaking skills by explaining grammar rules they already know and understand. This challenges students to express themselves in spoken English. Encourage students to invent possible contexts as a way of explaining differences in meaning. In some items, there is no difference in meaning; in other items, there are distinct differences in meaning. In still other items, there may be subtle differences in politeness or forcefulness.

- Stress to students that all the sentences are correct; they just describe different situations.
- Ask leading questions to elicit student interpretation of meaning. Be prepared to rephrase your questions in many ways in order to prompt student responses.

**EXERCISE 48.** Looking at grammar. Page 211. Time: 10–15 minutes

- Give students time to complete the items as seatwork.
- Correct and discuss as a class.

**EXERCISE 49.** Listening. Page 212. Time: 10 minutes

- Have the audio and listening script ready to use.
- Read the direction line and make sure students understand that in some cases, both answers may be possible.
- Play the audio while students select the most appropriate statement.
- Review and correct as a class, using the listening script as needed for clarification.

**EXERCISE 50.** Let’s talk. Page 212. Time: 10 minutes

- Have students put themselves in groups and select topics to debate.
- Have students take notes as they debate, and circulate to help keep the conversations lively.
- As a class, discuss each topic and allow a natural class discussion to take place if it presents itself.
- Have students write their key points on the board for each topic.

**EXERCISE 51.** Check your knowledge. Page 212. Time: 10 minutes

- Have students read and correct sentences.
- Ask students to explain their corrections.

**EXERCISE 52.** Reading and writing. Page 213. Time: 15–20 minutes

**Part I**

- Have students read the passage to themselves making notes as they do so.
- If it seems more suitable for your group, ask students to take turns reading aloud, and pose frequent comprehension questions.

**Part II**

- Ask students to discuss in groups and write questions to help review the content.

**Optional Vocabulary**

- common practice
- highlighting
- passive skill
- effective
- interact
- techniques
- efficiently
- material
- headings / subheadings
- charts
- graphs
- road map
- high blood pressure
- specific focus
- annotation
- margin
- summarize
- key concepts
- method

**EXERCISE 53.** Reading and writing. Page 213. Time: 10–15 minutes

**Part I**

- Have students read the passage to themselves making notes as they do so.
- If it seems more suitable for your group, ask students to take turns reading aloud, and pose frequent comprehension questions.

**Part II**

- Ask students to discuss in groups and write questions to help review the content.

**Optional Vocabulary**

- compulsory
- chaperone
- annuals
- perennials