INSTRUCTIONAL MATERIAL ON
CONVENTIONAL TEACHING STRATEGY
IN ENGLISH GRAMMAR

DEVELOPED BY
(INVESTIGATOR)

DEPARTMENT OF EDUCATION
PANJAB UNIVERSITY
CHANDIGARH
Objectives of the Lesson: 1. To describe the concept of modals and auxiliaries.
2. To describe the different modals form.
3. To tell the rules of modals.
4. To give examples of different form of modals

Instructional Aids:
Chalk, duster, blackboard, table charts, examples from surroundings

Previous Knowledge Assumed:
Students know how to frame sentences.

Unit I Recalling the definition through previous knowledge testing
You must have known in earlier classes, how to frame a simple sentence. You see the making of some simple sentences as
1. I am a boy.
2. You are a boy.
3. Ram is a boy.

Here in these sentences you can see that there is a definite connection between a subject or a verb. You can observe that is, are, am, was, were, do, does are the helping verbs that helps us in framing correct sentences. When they change according to the particular subjects, they are known as primary auxiliaries. For example:
1. They will go to market.
2. I can sing well.
In these sentences one can easily observe a pattern i.e. the helping verbs ‘can, will,’ do not change with the changing subjects. These are interchangeable. Such helping verbs, which do not change with the subjects, are known as modals. Modals do not change with the change of Subjects.

Announcement of Topic
Investigator told the students that they are going to learn about modals and auxiliaries.

Contents of module
This module has been divided into three units, each of which is presented in a separate section. The subparts of this unit are as follow:
Unit I Recalling the definition through previous knowledge testing
Unit II Defining the modals and auxiliaries
Unit III Various uses of modals

By the end of this unit, you will be able to use the modals in the basic structure of grammatical items.
Unit II  Defining the modals and auxiliaries

Helping verbs in English are of two types- Primary auxiliaries and Modals.

**Primary auxiliaries:** There are three major types of Primary Auxiliaries: Be, Have, Do. They change their forms according to the person and number of subjects. These types have following forms:

<table>
<thead>
<tr>
<th>BE</th>
<th>HAVE</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>Has</td>
<td>Does</td>
</tr>
<tr>
<td>Is</td>
<td>Had</td>
<td>Did</td>
</tr>
<tr>
<td>Are</td>
<td>Having</td>
<td>Done</td>
</tr>
<tr>
<td>Was</td>
<td></td>
<td>Doing</td>
</tr>
<tr>
<td>Were</td>
<td></td>
<td></td>
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<tr>
<td>Been</td>
<td></td>
<td></td>
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<tr>
<td>Being</td>
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</tbody>
</table>

**Modals:** Modals are those which together with the main verbs express the mode or manner of the action denoted by the verbs. They express the ideas such as ability, requests, offers, necessity, obligation, permission, probability, advisability etc. They are also called Modals auxiliaries or modal verbs. A modal hardly has a meaning of its own. In fact it gets its meaning in the manner we use it. For example when we show respect to elders it shows some obligation towards our elders. The modals are a set of 13 helping verbs-

<table>
<thead>
<tr>
<th>Affirmative Form</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can</td>
<td>Can’t</td>
</tr>
<tr>
<td>Could</td>
<td>Couldn’t</td>
</tr>
<tr>
<td>Shall</td>
<td>Shan’t</td>
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<tr>
<td>Should</td>
<td>Shouldn’t</td>
</tr>
<tr>
<td>Will</td>
<td>Won’t</td>
</tr>
<tr>
<td>Would</td>
<td>Wouldn’t</td>
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<tr>
<td>May</td>
<td>Mayn’t</td>
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<tr>
<td>Might</td>
<td>Mightn’t</td>
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<tr>
<td>Must</td>
<td>Mustn’t</td>
</tr>
<tr>
<td>Dare</td>
<td>Daren’t</td>
</tr>
<tr>
<td>Need</td>
<td>Needn’t</td>
</tr>
<tr>
<td>Used</td>
<td>Usedn’t</td>
</tr>
<tr>
<td>Ought</td>
<td>Oughtn’t</td>
</tr>
</tbody>
</table>

Unit III  Various uses of modals

Modals express themselves in different ways:
1. Modals of ability
2. Modals of request and offers
3. Modals of necessity
4. Modals of probability
5. Mixed modals

(A) **Ability:** The words that denote ability or power to do something: can, be able, could, was able, shall/will be able. For example:

- I can speak English.
- When I was ten, I could write poems.
- Will you come tomorrow?

(B) **Modals of request and offers:** We use could, will, would to make a request and would, could, shall, can to make an offer or an invitation. For example:

- Could/would you tell me the time?
- Would/could you have dinner with me?

(C) **Necessities and Obligations:** Must, have to, need to, ought to, should are used to express necessity and obligation. We use must to urge someone to do something or to say that something is required by a rule or law. For example:

- Students must work hard.
- I have to leave at once.

Need as a modal is used to denote necessity or obligation only in questions and negative sentences and as a full verb means ‘require’ or ‘be’ in need of. For example: You needn’t see him today.

- I need your help

Ought to/should is used to express the subject’s obligation or duty or to indicate a correct or sensible action. For example:

- We ought to do our work regularly.
- Students should obey their teachers

(D) **Modals of probability:** A number of modals are used to indicate probability. Probability deals with remotest uncertainty to the greatest uncertainty. For example: It will be Peter.

- Shows probability: It must be Peter.
- Less probable: It should be Peter.
- Strongly probable: It might be Peter.

(E) **Mixed modals:** So far we have made use of different modal or its forms under separate heads like request, offer, obligation, permission and probability. Now we will mix up all these forms to better understand the meaning that each modal conveys. For example:

- I can take my teacher’s advice. Shows necessary
- I could take my teacher’s advice. Shows advice
- I may take my teacher’s advice. Shows obligation
- I must take my teacher’s advice. Shows ability
- I ought take my teacher’s advice. Shows compulsory
Recaptulation

FILL IN THE BLANKS WITH APPROPRIATE MODAL

1. ....... I come in?
2. He........ not ask for a rise, for fear of losing the job.
3. Play well so that you ....... win the match.
4. You....... light a match; the room is full of gas.
5. It’s almost time for train. I ..... leave.
6. It got so dark we......... not see path.
7. ...........you, please, stop talking?
8. ...........you like to have lunch now?
9. No one ....... avoid death.
10. You ........ be mad to achieve this.
11. I still remember my childhood. I........play hockey then.
12. It ........rain soon.