

MODALS

Part 1

EXPRESSING ABILITY

LARISA

School of Language



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Tarifa is smart.
She can speak five languages.





a) Tarifa is smart.

She **can speak** five languages.

(b) I have some money.

I **can buy** a present for my mom.

(c) You are smart. You **can fix** cars.

can



ability



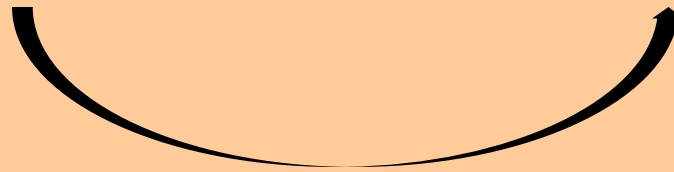
possibility



(d) CORRECT: Thelma *can ride* a bike.

can

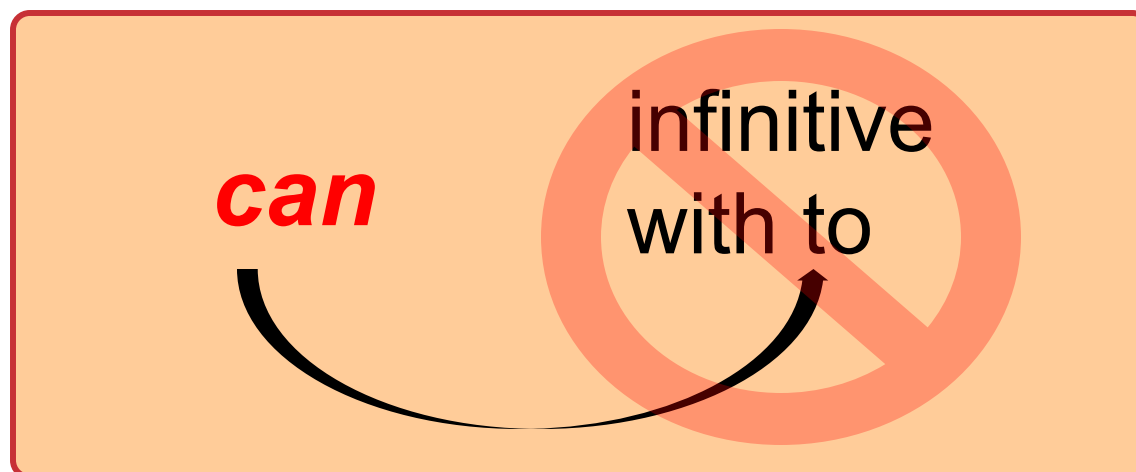
simple form
of main verb





(d) CORRECT: Thelma **can ride** a bike.

(e) INCORRECT: Thelma *can to ride* a bike.





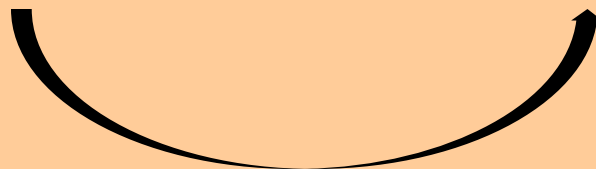
(d) CORRECT: Thelma **can ride** a bike.

(e) INCORRECT: Thelma *can to ride* a bike.

(f) INCORRECT: Thelma *can rides* a bike.

can

main verb – final -s





(g) Rajiv **can not** snowboard.

Rajiv **cannot** snowboard.

Rajiv **can't** snowboard.



NEGATIVE:

can + not = can not or cannot

CONTRACTION:

can + not = can't



A dog can swim.

can
can't





A kitten ~~can't~~
read.

can
can't





can
can't

A butterfly can
dance.



Jonas can come to school with us.





PRONUNCIATION OF CAN AND CAN'T

(a) Jonas **can come** to school with us.

Can – pronounced “kun” /kən/

(b) Liv **can't come** to school with us.

Can't – pronounced as “ant” /kænt/



can
can't

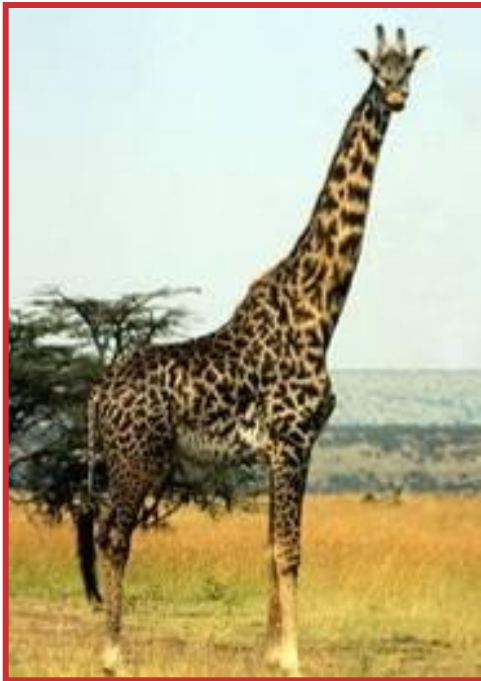
Fish can swim.

Fish can't fly.





Giraffes can't
roar.



can
can't

Lions can
roar.





Alia can speak Farsi.
Can you speak Farsi?





USING CAN: QUESTIONS

CAN + SUBJECT + MAIN
VERB

(a) **Can** *you* **speak** Farsi?

Yes, I can.

No, I can't.

(b) **Can** *Ida* **drive**?

Yes, she can.

No, she can't.



USING CAN: QUESTIONS

QUESTION + CAN + SUBJECT + MAIN
WORD VERB

(c) **Where** **can** **I** **walk** my dog?

In the park.

(d) **When** **can** **we** **bake** cookies?

On Saturday.



Inga can jump rope.

Can Inga
jump rope?

Yes, she can.





Ari can't play the violin.

Can Ari play
the violin ?

No, he can't .





I can bake a cake.

Can you bake
a cake _____ ?

Yes, I can _____ .





They know how to dance very well.





(a) They can dance.

(b) They ***know how to dance***.

same
meaning

(c) Can you dance?

(d) ***Do*** you ***know how to dance***?

same
meaning

know how to expresses ability



Yes, I
do.

Do you know how
to knit ?



**know how to
knit**



Do you know how
to play golf ?

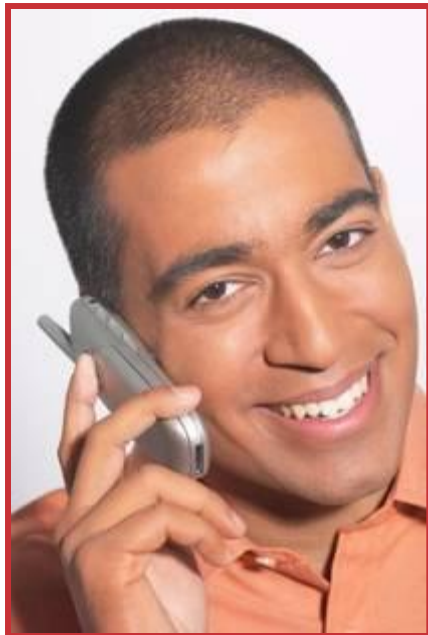
Yes,
I do.



play golf



Do you know
how to get to the
library ?



get to the library

No,
I don't.





I was in Maine last summer.
I could eat lobster every day.





(a) I am in Maine.

I **can eat** lobster every day.

(b) I was in Maine ***last year***.

I **could eat** lobster every day when I was there.

could = past form of ***can***



(c) I **can't watch** TV this afternoon.

I have to do my laundry.

(d) I **could not watch** TV **last Friday**.

I **couldn't watch** TV **last Friday**.

NEGATIVE

could + not = couldn't





(e) ***Could*** *you get* to class before 9:00?

QUESTION

could + *subject* + *main verb*



could couldn't

Last year we went to Thailand.
We could go swimming every day





**could
couldn't**

I couldn't fix the
heater because I didn't
have the right tools.





could couldn't

I couldn't use the blue blanket because it was dirty.





I am able to read very fast.





PRESENT

(a) I *am able to read* very fast.

(b) I *can read* very fast.

same
meaning



FUTURE

(c) You ***will be able to go*** home Monday.

(d) You ***can go*** home Monday.

same
meaning





PAST

(e) I ***wasn't able to watch*** a movie last Saturday.

(f) I ***couldn't watch*** a movie last Saturday.

same
meaning



Jen is deaf.
She can use sign language.

be able to

Jen is deaf.
She is able to use sign language.



He couldn't finish his work.

**be able to
not**

He wasn't able to finish his work.



Goldfish can't sing.

**be able to
not**

aren't able to

Goldfish _____ sing.





USING *VERY* AND *TOO* + ADJECTIVE

The homework is very long,
but you can do it.





USING *VERY* AND *TOO* + ADJECTIVE

- (a) The paper is **very** *long*, but you ***can*** do it.
- (b) The paper is **too** *long*. You ***can't*** do it.
- (c) The line is **very** *long*, but I ***can*** wait.
- (d) The line is **too** *long*. I ***can't*** wait.

very \neq **too**

very *long* = difficult but possible

too *long* = impossible



USING *VERY* AND *TOO* + ADJECTIVE

(e) The line is **too** long.

NEGATIVE RESULT:
I can't wait.





USING *VERY* AND *TOO* + ADJECTIVE

(f) These pants are **too** tight.

NEGATIVE RESULT:
I can't wear them.





too very



That mountain
is too high. He
can't climb it.



The mountain is
very high, but he
can climb it.



**too
very**

The race is very
long, but he can
finish it.



The race is too
long. He can't
finish it.



**too
very**

**can't
can**



The homework is too difficult. She can't do it.

The homework is very difficult, but she can do it.



USING *TWO*, *TOO*, AND *TO*

They have two pets.





TWO (a) They have *two* pets.

TWO

TOO

TO

same
pronunciation

TWO = a number



USING TWO, TOO, AND TO

TWO (a) They have *two* pets.

TOO (b) Ralph is *too* short to reach that.

too short = impossible to reach
because of height

(c) Ada likes music. I like it *too*.

too = *also*



USING *TWO*, *TOO*, AND *TO*

TWO (a) They have *two* pets.

TOO (b) Ralph is *too* short to reach that.

(c) Ada likes music. I like it *too*.

TO (d) I ran *to* school.

(e) They want *to* go to Africa.

to ~~to~~ part of prepositional



They are walking to school.



two
too
to



We have ~~two~~ teenagers.

Kristie is going ~~to~~ college.

Ben is going ~~to~~ college ~~too~~.



two
too
to



My grandmother is ~~too~~ old
~~to~~ ski. My ~~two~~ aunts will
stay home with her.

two
too
to



Rhea is at work.





MORE ABOUT PREPOSITIONS: *AT* AND *IN* FOR PLACE

(a) Rhea is *at* work.





(a) Rhea is ***at*** work.
Anna is ***at*** home.





(a) Rhea is ***at*** work.

Anna is ***at*** home.

Yumi is ***at*** school.





MORE ABOUT PREPOSITIONS: *AT* AND *IN* FOR PLACE

(a) Rhea is ***at*** *work*.

Anna is ***at*** *home*.

Yumi is ***at*** *school*.

at

+

home

work

school



(b) Ruth is *in* bed.





(b) Ruth is *in* bed.
Jim is *in* class.





(b) Ruth is *in* bed.
Jim is *in* class.
Ralph is *in* jail.





- (b) Ruth is *in* *bed*.
Jim is *in* *class*.
Ralph is *in* *jail*.

in +

bed
class
jail/prison



(c) Ms. Kim is *in* the hospital.





(c) Ms. Kim is *in the hospital*.

American English = *in the hospital*

British English = *in hospital*



(d) Roger is *in* the kitchen.





(d) Roger is *in* *the kitchen*.

in +

the kitchen
the classroom
the hall
my bedroom



(e) Nathan is *in* *Athens*.

in +

cities
states/provinces
countries
continents

in Athens

in Vermont

in Spain

in Europe



MORE ABOUT PREPOSITIONS: *AT* AND *IN* FOR PLACE

(f) A: Where's Inga?

B: She isn't here. She's **at** *the library*.

usually **at** used with

the post office
the bank
the bookstore

the theater

the restaurant

the park

the football stadium



MORE ABOUT PREPOSITIONS: *AT* AND *IN* FOR PLACE

(g) Len is **at** *the store*. Bea is **in** *the store*.





at
in

Is Len here?

No, he's at the store.





at
in

Where's
Cindy?
She's in the garage.





at
in

Is Lynn okay?

No, she's in the hospital.

