

OXFORD

COMMUNICATING WITH
GRAMMAR 3
Skills for Life

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INTRODUCTION

Welcome to Communicating with Grammar!

Communicating with Grammar: Skills for Life is a Canadian series for ESL and EFL students looking to improve their understanding of English grammar. Offering grammar instruction through the use of the four skills—reading, writing, listening, and speaking—the series helps students internalize concepts for better use in all their communication. Students improve their command of English grammar through a broad spectrum of activities that set them up for further study or work in an English-speaking environment.

The *Communicating with Grammar* series employs a task-based and communicative methodology. Using a “learn–practise–use in context” approach, the books deliver the essential grammar concepts via practical exercises and activities, helping learners become functional in English as quickly and efficiently as possible. The communicative activities then help students internalize the grammar in context.

Series Features

This Canadian series guides student learning by combining a communicative task-based approach with discrete grammar instruction using traditional exercises. It provides warm-up activities, explicit grammar teaching, considerable use of practical example sentences, and a combination of mechanical and interactive exercises. The more traditional exercises allow students to practise each concept, while engaging communicative activities further reinforce the grammar being studied. Moreover, the target grammar is embedded in the reading, listening, and writing sections that follow, facilitating further grammar use in context. Additionally, review units provide, at regular intervals, an opportunity for students to practise the material and solidify the key aspects of their learning. The books have the additional advantage of providing flexibility for those learners who thrive on extra challenge while maintaining the intended level of the target material.

Chapter Structure

Chapters are logically organized into an overview, a series of grammar topics with practice, a cumulative section incorporating all four skill areas, and a summary. Grammar is treated as a necessary component of all four skill areas, and students are encouraged to use the focal grammar topic with each of these skills in every chapter.

Overview

Each chapter opens with a very brief explanation of the chapter's grammar topic, followed by a **Warm-up** activity that engages students and provides an opportunity to start thinking about and using the target grammar in context. Given a real-life task, students are encouraged to use the new grammar concept to communicate with their classmates.

Grammar

The chapter's target grammar is divided into logical and manageable parts, each of which uses a learn–practice–use in context approach.

The grammar instruction starts with a **Formation** (learn) section that offers a clear explanation of the grammar topic, often by using tables and charts, and illustrates the mechanics in context.

Exercises (practice) follow the grammar explanation. A series of traditional drills gives students controlled exposure to the language structures and deals with common difficulties faced by most learners. The exercises are varied and include sentence completion, sentence construction, matching, ordering, error correction, transformation, multiple choice, fill in the blanks, and more.

Further practice through interactive **Communicative Activities** (use in context) allows students to apply the new grammar topic in a practical manner. These engaging tasks, which include class, pair, and group activities, enable learners to communicate in an authentic way by using the grammar they have learned.

Bringing It All Together

This key section at the heart of the chapter provides an opportunity for students to bring together all the chapter's grammar parts and apply them in a more authentic context. It includes a number of additional **Communicative Activities** that challenge students to incorporate all aspects of the chapter's grammar. The **Reading** section contains both a reading passage and comprehension questions, requiring students to apply the chapter's grammar points. The audio clips and comprehension questions in the **Listening** section again facilitate input and output of the target grammatical structures. In the **Writing** section, students are provided with another productive opportunity to apply the grammar, this time in a longer piece of writing.

Chapter Review

Each chapter's review section opens with a helpful **Summary** of all aspects of the grammar taught in the chapter; students can check their learning through a complete and convenient chapter grammar reference. The traditional **Exercises** that follow are designed to give additional straightforward practice for students to work on independently in class or for homework.

Appendices and Glossary

To supplement and support the learning, each book ends with quick-reference appendices, with additional information on grammar points or usage, and a glossary of all key vocabulary from the chapters' Readings.

Three Levels

Level 1 is designed for students with basic English who still need to build a solid foundation of the major verb tenses and sentence structure. Students learn to formulate more accurate sentences and questions through the grammar lessons and exercises. They expand their English vocabulary through the Reading and Listening components. This level also focuses on targeting the common basic grammatical errors students may still need to learn how to correct.

Level 2 is designed for students who have completed Level 1 or who have enough grammar and a basic understanding of the four skills to formulate questions in English and construct more-complex sentences. At the entry into this level, students can usually clearly communicate their intentions to others but still make frequent errors in structure, tense, and usage that may slow comprehension. Level 2 focuses on improving grammar in the four skills areas to an exit level at which students will have more fluency, a larger vocabulary, and the ability to express themselves by using more complicated sentence structures.

Level 3 is the bridging level to fluency in English usage. This level completes all the perfect verb tenses and has chapters on the active and passive voice and reported speech. It further develops students' ability to construct more-complex sentences with the study of clauses. Reading and Listening components are from authentic sources, preparing students for real-world communication. At the completion of this level, students will have the confidence to communicate with native speakers academically or professionally.

Additional Series Components

- Class audio is available for each level in the series. It contains either authentic or constructed listening clips, depending on the level and grammar topic.
- The **online Teacher Resource** contains teaching notes and aids, additional communicative activities and exercises to be used as practice or in a test setting, audio transcripts, and an answer key for the exercises and the reading and listening comprehension questions.

5

Perfect Modals

PART 1

- 1 REVIEW OF VERB TENSES
- 2 PERFECT VERB TENSES
- 3 GERUNDS AND INFINITIVES
- 4 MODALS
- 5 PERFECT MODALS
- 6 ACTIVE AND PASSIVE 1
- 7 ACTIVE AND PASSIVE 2—COMPLEX STRUCTURES

OVERVIEW

- We use perfect modals to change simple modals of advisability (*should / ought to*), degrees of possibility or certainty (*must, can, could, may, might*), and willingness (*will, would*) into past forms (e.g., *should have, could have, would have*).
- We use perfect progressive modals to change present progressive modals (e.g., *should be going*) into past forms (e.g., *should have been going*).
- Perfect modals can be used for both possible and unreal situations.
- For extensive use of perfect modals in past unreal conditionals, see Chapter 12.

Warm-up

Work in pairs. All the sentences on the left are in the past tense. Read each sentence on the left and fill in the blanks on the right with the correct modal + verb combination to make a similar sentence in the present.

He shouldn't have told her the truth. → He shouldn't tell her the truth.

Past	Present
He must have been at home then, right?	He _____ at home now, right?
He should have done his homework last night.	He _____ his homework tonight.
He can't have done it.	He _____ it.
I'm pretty sure! He must have been eating then.	I'm pretty sure! He _____ now.
He may have broken the world record yesterday.	He _____ the world record tonight.
He was so hungry he could have eaten a cow.	He is so hungry he _____ a cow.

Now read the sentences on the left again, and decide if the action happened or not.

For example, when we say, "He shouldn't have told her the truth," did he tell her the truth or not?

Discuss your answers with the rest of the class.

PERFECT MODALS

Formation

Perfect modals are formed by adding *have* and the past participle of the verb to the modal as in *may have gone*, *should have talked*, *could have been*, and so on.

Positive	Negative	Question
I should have sent it.	I shouldn't have sent it.	Should I have sent it?
You must have sent it.	You mustn't have sent it.	Must he have sent it?
He may have sent it.	He may not have sent it.	May he have sent it?
She might have sent it.	She might not have sent it.	Might she have sent it?
We could have sent it.	We couldn't have sent it.	Could we have sent it?
They would have sent it.	They wouldn't have sent it.	Would they have sent it?

EXERCISE 1

Make perfect modals out of the simple modal sentences on the left.

She ought to go. → She ought to have gone.

Present	Past
1. He must be tired.	
2. Might she do it?	
3. He shouldn't speak.	
4. Couldn't we listen to them?	
5. They may leave.	
6. She wouldn't know.	

USE AND MEANING

As you might have noticed during the Warm-up and Exercise 1, perfect modals change the present tense simple modals into the **past tense**, usually with the same meaning that the modal had in the present tense (a present modal showing certainty changes to a past modal of certainty). The other modals that can be turned into perfect form are modals of advisability (*should / ought to*), possibility (*must, can, could, may, might*), and willingness (*will, would*).

He must be home. (certainty) → **He must have been home.** (certainty in the past)

He must go home. (necessity) → ~~**He must have gone home.**~~ (incorrect in the past with a perfect modal. Correct past tense: **He had to go home.**)

Perfect modals can be used to describe what happened (**possible** or **real** situations) or describe the opposite of what really happened (**unreal** situations).

Possible

Look at how these sentences change to the past tense:

He must be home now. (I'm pretty sure he **is** home now.)

He must have been home last night. (I'm pretty sure he **was** home last night.)

He may be tired now. (It is possible that he **is** tired now.)

He may have been tired yesterday. (It is possible that he **was** tired yesterday.)

He could / couldn't be the killer. (I'm pretty sure he **is** / **isn't** the killer.)

He could / couldn't have been the killer. (I'm pretty sure he **was** / **wasn't** the killer.)

You might notice the difference between simple and perfect modals. (It's possible that you **notice**.)

You might have noticed the difference between simple and perfect modals.

(It's possible that you **noticed**.)

Unreal

All the examples above are possible (they could happen). We can also use some perfect modals to talk about **unreal situations**, situations in which **the opposite of what was expected** happened.

The perfect modals *should have* / *ought to have*, *might have*, *could have*, and *would have* can be used in this way. Look at these examples:

You should study harder. (It is a good idea that you do.)

You should have studied harder. (It was a good idea, but you didn't do it.)

You might cut yourself with that knife. (It's possible that you will cut yourself.)

You might have cut yourself with that knife. (It was possible for you to cut yourself, but fortunately you didn't.)

You could tell her the truth! (Telling her the truth is a good idea.)

You could have told her the truth! (It was possible for you to have told her the truth. Why didn't you tell her the truth?)

I will lend you my car. (I will do it.)

I would have lent you my car if you had asked. (You didn't ask me, so I didn't give you the car.)

Note: For more information on *would* and *would have*, as well as the other unreal perfect modals, refer to Chapter 12 (Adverb Clauses of Condition).

EXERCISE 2

Circle the sentence that best describes each situation, depending on whether the perfect modal refers to a possible or an unreal situation.

He ought to have gone home.

a. He went home.

b. He didn't go home. (B is correct.)



1. We should have closed the door.

a. We closed the door.

b. We didn't close the door.

2. They must have gone there.
 - a. They went there.
 - b. They didn't go there.
3. She shouldn't have done that.
 - a. She did it.
 - b. She didn't do it.
4. I don't know whether he's guilty or not. He could have done it.
 - a. It's possible he did it.
 - b. It's not possible he did it.
5. You're stupid. You could have told them the truth.
 - a. You told them.
 - b. You didn't tell them.
6. He might have gone to school for all I know!
 - a. It's possible he went to school.
 - b. It's not possible he went to school.
7. He is so reckless. He might have broken his neck.
 - a. He broke his neck.
 - b. He didn't break his neck.
8. It couldn't have been better.
 - a. It was very good.
 - b. It was very bad.

EXERCISE 3

Write a sentence to complete the situations below by using the modal given in parentheses. Use either a positive or a negative statement.

I did not graduate from university and get my degree. I started working instead. Now I have been refused a promotion because I do not have my degree.

(should) I should not have started working without my degree. OR I should have graduated from university.

1. I forgot to call my sister to wish her a happy birthday. Now she is upset.
(ought to) _____
2. He drove the car without checking the oil. Now the engine has seized.
(could) _____
3. Anna did not buy milk yesterday. Now she cannot have cereal for breakfast.
(should) _____
4. I wanted to return your garden tools yesterday, but my roommate was using my car.
(would) _____

5. André ate the entire bag of chips. Now he feels sick.

(should) _____

6. Sue was late for class again today. Her car is broken.

(ought to) _____

7. He ran five kilometres yesterday without stretching before and after. Today his legs are very sore.

(should) _____



COMMUNICATIVE ACTIVITY 1

Be the Detective

Work in pairs. Together, write four positive or negative deductions or conclusions about the following situations. Then discuss what the person should or should not have done differently.

Celeste returned home from class yesterday. She went to her room, closed the door, and stayed there until this morning.

She might have had a lot of homework.

She could not have had a date.

She may have been tired.

Could she have had a headache?

I think she should have talked to someone about her problem.

1. Brian and Sue are married. Sue lost her job. She found another job but it does not pay as well. They are having problems paying their bills. For the last month, Brian was not home on the weekends.

2. David always sits at the back of the class. For the last month, he has had headaches and his eyes feel tired.

3. Karen graduated in June. She has not found a job. Her resumé and her cover letter have not been updated. She has had four job interviews, and she was late for all of them.

4. Constable Gauthier arrived at the store. The front door had a broken lock. The cash register was empty. There was no one in the store.

PERFECT PROGRESSIVE MODALS

Perfect progressive modals are formed by adding *have been* and the *-ing* form of the verb to the modal, as in *may have been going*, *should have been talking*, *could have been sleeping*, and so on.

The progressive tenses are not usually used with verbs describing beliefs, knowledge, emotions, the senses, possession, or existence. Review the chart of stative verbs in Appendix A.

Formation

Positive	Negative	Question
I should have been doing it.	I shouldn't have been doing it.	Should I have been doing it?
You must have been doing it.	You mustn't have been doing it.	Must you have been doing it?
He may have been doing it.	He may not have been doing it.	May he have been doing it?
She might have been doing it.	She might not have been doing it.	Might she have been doing it?
We could have been doing it.	We couldn't have been doing it.	Could we have been doing it?
They would have been doing it.	They wouldn't have been doing it.	Would they have been doing it?



EXERCISE 4

Change the following statements with modals into Wh- questions (information questions). Some sentences contain perfect modals, and others contain perfect progressive modals. The information you want to ask about is underlined and in **bold**.

The victims **may have been exposed to radiation**.

What may the victims have been exposed to?

1. She could have known about **the robbery at the bank**.

2. Slinger might have been working on a new story **right before he died**.

3. We must have been sleeping **upstairs** when you arrived last night.

4. **My sister** should have been finishing her project instead of spending time on Facebook.

5. He ought to have verified his facts **because he is now liable** for the expenses.

USE AND MEANING

Perfect progressive modals are the past tense equivalent of present progressive modals. Progressive modals talk about a situation that is in progress right now. The perfect progressive modals talk about a situation that was in progress at a specific time in the past or at the same time that something else was happening.

He must be sleeping now. (action in progress now)

He must have been sleeping at midnight. (action in progress at specific time in the past)

He must have been sleeping when you called him at midnight. (action in progress at the time of the second action: the call)

EXERCISE 5

Fill in the blanks on the right to finish the sentence. For each, make a perfect progressive modal sentence out of the simple progressive modal sentence on the left.

She ought to be going. → She ought to have been going.

Present	Past
1. He must be thinking right now.	He _____ right then.
2. Might she be doing it now?	_____ it last night?
3. You shouldn't be laughing when she is falling.	You _____ when she was falling.
4. Why couldn't we be doing something exciting at this party?	Why _____ something exciting at that party?
5. They may be leaving.	They _____.
6. She wouldn't be singing.	She _____.

EXERCISE 6

Read each group of words and phrases, and then rearrange them into a sentence. Do not add, change, or delete words.

the weather forecast / on vacation / they / before leaving / should have checked

They should have checked the weather forecast before leaving on vacation.

1. last night / might have been singing / rang / in the shower / she / when the phone

2. before / ought to have returned / the school / Sam / the books / he left / to the library

3. he / the clerk / the packing slip / sent the order / before / should have checked

4. the phone / James / when / must not have been sleeping / rang
-

5. he / his tuition / because / Joe / has not paid / financial problems / might have been having
-



COMMUNICATIVE ACTIVITY 2

Difficult Situations

Work in pairs. Discuss the situations below by using positive and negative sentences. Use both perfect modals and perfect progressive modals. Work on a separate sheet of paper, and write four sentences for each situation by using the modals provided.

Situation: Mrs. Wilson was in the hospital. She had to get out of bed. She did not use the call button. She fell and broke her hip. (**must, should, could, would**)

1. Mrs. Wilson mustn't have wanted to use the call button.
2. She should have used the call button.
3. She couldn't have gotten out of bed without help.
4. She wouldn't have broken her hip if she had used the call button.

Situation 1: Robert got his learner's permit last week, but he needs to drive with a licensed driver. Yesterday, Joelle, Robert's girlfriend, called from the mall and wanted him to pick her up. She had spent all of her money and did not have money for the bus. He took his father's car and went to the mall to get her. He hit a parked car when he was leaving. (**should, might, could, would**)

Situation 2: Isabelle worked at the bank. Her mother was very sick and needed medication that she could not pay for. Isabelle took money from people's accounts to pay for the medication. After a month, Isabelle tried to put the money back but her supervisor asked her what she was doing. Isabelle was frightened and lied to her supervisor. The supervisor told the bank manager. The manager called the police. Isabelle was arrested. (**might, should, ought to, could**)

Situation 3: Danny and Sophie got married last year and moved from Toronto to Ottawa. Danny was transferred back to Toronto six months ago. Danny wanted Sophie to quit her job and come to Toronto with him but Sophie wanted to stay in Ottawa. She said she would see him once a month. Last month, Danny ran into an ex-girlfriend. They realized they were still in love with each other. Danny called Sophie and told her he wanted a divorce. (**ought to, could, should, would**)

BRINGING IT ALL TOGETHER

COMMUNICATIVE ACTIVITY 3

Past Mistakes

Work in pairs. Listen to your partner talk about what mistakes he or she has made in life. As you are listening, try to formulate questions, suggestions, advice, and guesses by using perfect and perfect progressive modals. Discuss your thoughts, and see what she or she says. Switch roles and repeat the exercise.

Do you think you could have . . . ?

What would you have done if . . . ?

You should / shouldn't have . . .

I think you may have . . .

Couldn't you have . . .

Maybe you should have been doing . . . when . . .

I know how you must have . . .

COMMUNICATIVE ACTIVITY 4

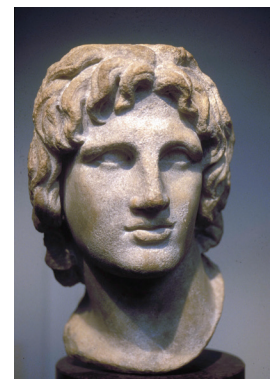
World-Class Mistakes

Work in pairs. Read each anecdote below and discuss how the world would have been different without these mistakes. Guess what must have / might have / may have been going on in the minds of those involved when they made the bad decision.

What might have / could have / should have the people involved done differently?

What couldn't have been done differently? Do you think a similar incident might/could happen today?

1. Alexander of Macedon, perhaps the greatest general of ancient times, tried to be the greatest emperor of the largest empire ever seen. But you'll never find a record of the "Alexandrian Empire." This is because Alexander refused, even when suffering from an extended illness, to name an heir. The story is that when his general pressed the dying Alexander for a choice he answered, "to the strongest." More likely he said nothing, dooming his son and empire. After Alexander's death, the empire was divided, resulting in two centuries of war. What may have been the first and greatest opportunity to join the cultures of East and West into a peaceful whole was lost.





2. Christopher Columbus reached America in 1492. However, the profitable discovery that allowed Spain, England, and France to colonize the rich Americas was the result of a mathematical mistake. Columbus had been hoping to reach China and India, and he believed that those countries could be reached by sailing west across the Atlantic. Before leaving, he consulted the best scholars of his time who were mostly Muslims. They gave him the accurate distance to India in the Persian unit *farsang*, equal to three Hashemite miles, which happen to be much longer than the European mile. Columbus converted the numbers to European miles by mistake and concluded that India was much closer. This is why, of course, he called the Indigenous population of America *Indians*.

3. In the early twentieth century, Coca Cola's biggest rival, Pepsi, was close to bankruptcy. Coca Cola was given the chance to buy the company at least three times—but never did. Pepsi has since grown into a serious force in the cola market.

Adapted from Bill Fawcett, "10 of the Greatest Leadership Mistakes in History," *Huffington Post* article and "History's Great Mistakes," *The Telegraph*.

Reading

Read the passage and discuss the questions that follow.

NO MORE REGRETS

Got regrets?

Don't let your busy schedule run your life.

Most of us have regrets. But none of us want to have more of them. Think about how many times you've said (or thought to yourself): "I work way too much . . .," "I should have followed my heart . . .," "I really need to keep in better touch with my friends . . .," "I wish I could take back what I said . . ."

While we can't erase our regrets from the past, we CAN learn how to abolish regret from our lives in the future. This doesn't mean that we won't make mistakes, but instead that we'll be better able to live with the decisions that we make. For instance, one morning last week before leaving for school my son asked me if I would play basketball with him when I got home from work. This couldn't have come at a worse time—I had two pressing deadlines, back-to-back conference calls that would go into the evening, and ten things on my to-do list that were still hanging over my head. Couldn't he see how busy I was? My first inclination was to tell him that we'd have to find another time. But when I looked into his eyes, what I saw was a little boy

who just wanted to spend some quality time with his dad and now I was going to turn him away. What was I thinking? It wasn't his fault that I had so much on my plate.

With a little creativity, I worked my schedule around and had a basketball in hand when my son came down to greet me as I walked through the front door. His face lit up as we headed out to the driveway, which doubled as a makeshift half-court. We played "horse" and it was clear my son had been practicing. Although it was a little embarrassing to get beaten three times in a row by an 11-year-old, it was probably the most fun I've had in over a month.

To avoid the regret of not spending enough meaningful time with the people you care about most in your life, consider the following:

- Strive to balance the priorities that compete for your time.
- Get creative in how you schedule your day.
- Block out "quality time" and stick to those commitments.

While you can't always put life on hold, don't lose hold of what—and who—matters most to you.

Now it's your turn: think of a time when you've regretted not spending quality time with someone important in your life. What was the impact on your relationship with this individual? How did you work through this regret, if at all? What will you do differently or better to avoid this regret going forward?

Source: Marc Muchnick, PhD, "No More Regrets!" *Psychology Today*

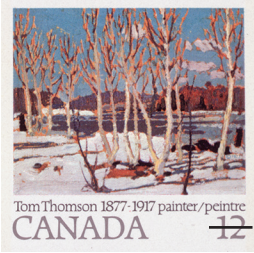
DISCUSSION

Write down four things that you do to maintain balance in your life. In a group of four, discuss your ideas. How close do you come to maintaining a good balance in your life compared with the other three people in the group? Did anyone have ideas similar to yours? Did anyone have ideas that you would like to try? Take notes from your discussion.

COMMUNICATIVE ACTIVITY 5

My Regrets

Reread the last paragraph of the reading passage. The author asks four questions. Think about them, and write a short composition (200 words) discussing your past regrets about how you handled a relationship. Refer to your notes from the group discussion. Use different perfect modals in your writing.



Listening

 Track 05

THE DEATH OF TOM THOMSON—STILL A MYSTERY?

Listen to the audio. In this clip, you will hear an interview conducted by Steve Paikin with Roy MacGregor about the death of Canadian artist Tom Thomson. As you listen to the clip, take notes, and answer the following questions.

COMPREHENSION

1. How old was Tom Thomson when he died?

2. Was Thomson a member of the Group of Seven? (short answer)

3. Where was Thomson's body found?

4. What were the mysterious circumstances surrounding his death?

5. According to Roy MacGregor, how did Thomson get the mark on the left side of his head?

6. What does Roy MacGregor hope for regarding Tom Thomson and the mystery surrounding his death?

DISCUSSION

Work in pairs. Together, review the theories outlined in the audio for how Tom Thomson died. Then, one-by-one, take the theories and write them as complete sentences by using perfect modals, perfect progressive modals, or any of the alternative expressions for perfect modals. Exchange your work with your partner and edit the work for mistakes.

Writing

Write a short composition about something that you did in your life that you did not want to do. Were there options or alternatives from which you could choose? Why did you do it? What would you have done differently? What should you have done? Your composition should be 200–300 words long.

CHAPTER REVIEW

Summary

Modals used with the perfect and perfect progressive tenses can express possibility, certainty, advisability, or willingness.

- To form perfect modals, add *have* and the past participle of the verb to the modal.
He could have talked.
- To form perfect progressive modals, add *have been* and the *-ing* form of the verb to the modal.
He could have been talking.
- To change these forms into negative, just as with simple modals, add *not* right after the modal.
He could not have talked
He could not have been talking.
- To change these forms into questions, just as with simple modals, invert the subject and the verb.
He could have talked. → Could he have talked?
He could have been talking. → Could he have been talking?
- Perfect modal forms can refer to something that was possible (it could have happened), or they can refer to an unreal situation.
He must have gone. (He most probably went.)
He should have gone. (He certainly didn't go)

EXERCISE 1

Correct the formation errors in the following sentences. All sentences are wrong.

1. You should had included more information about your project.
2. The class would have been studied the assignment during the day.
3. They could be waiting for the train when you saw them.
4. She might have forgot about our lunch date today.
5. They might have been misunderstanding the instructions.

EXERCISE 2

Correct the usage errors (wrong modal verb used) in the following sentences. All sentences are logically wrong.

1. I told him to feed the dog, but he didn't. He must have listened to me.
2. I'm pretty sure she closed the door. She may have closed it.
3. This is impossible! An ordinary man might not have lifted such a weight.
4. I'm pretty sure she was at home yesterday. She should have been home.
5. If I had locked the door, the thief won't have taken my laptop.

EXERCISE 3

Complete each sentence with the appropriate modal and verb tense (simple, present progressive, perfect, or perfect progressive). There might be more than one correct answer for some blanks.

1. You _____ (work) hard if you want to succeed.
2. Honey! _____ you _____ (study) for the test now instead of playing games?
3. Sandra _____ (take) the bus to the airport last night. I'm not really sure.
4. We _____ (give) you a call when we get back. Who knows?
5. At least you _____ (mention) that you were bringing friends home!
6. He _____ (drive, negative) the getaway car at the time of the robbery because he was giving me driving lessons then.
7. I'm sorry! I _____ (write) to you sooner.
8. Look! Everywhere is wet. It _____ (rain).
9. What's that awful smell coming from the kitchen? Something _____ (burn).
10. I'm not sure but he _____ (drink) when I called him. He was babbling nonsense and he didn't make sense at all.