Module 1:

Understanding Professional Language

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Module	1 – Understanding Professional Language
Module Learning Outcomes	
By the end of this module students will be able to:	
1. Interpret professional language [CLO 1, 2] 2. Comprehend the use of syntax and vocabulary [CLO 1, 2] 3. Comprehend modal verbs in an engineering context. [CLO 1, 2] 4. Comprehend language chunks (ie: no more than, exclusive of, inclusive of, etc.) [CLO 1, 2] 5. Interpret expectations from the professional language used. [CLO 1, 2] 6. Interpret context from the professional language used. [CLO 1, 2]	

Resources (Bank)	
Item	**Description of how to be used**
Example Assignment 1	Used in workshop
Example Assignment 2	Used in workshop
Example Assignment 3	Use in workshop
Modal verbs exercise & key	Used by students on their own who show uncertainty with modal verb choices
Preposition exercise & key	Used by students on their own who show uncertainty with preposition use choices

Face to Face Workshop Plan	
Description of Workshop	This workshop/session provides students with an opportunity to read and extract important information from assignment instructions while attending to the language patterns and the uses specific to professional engineering language.
Time for Completion	1-2 hours depending on total pages in assignment instructions
Materials	Hard copy of assignment instructions (one for each student) Multicolored pens or highlighters Projection device (if available) Chart paper and tape

Workshop Preparation Instructions	You must select an assignment that all students will have in common and facilitators may do this in one of two ways. An instructor may choose to use assignment instructions that students have been given in one of their courses that they all have in common. If this is not possible, instructors may use one of the sets of instructions from the provided bank of materials. Once 'content' (the assignment instructions) has been chosen, the facilitator needs to read through and mark in the assignment engineering specific vocabulary (e.g. stakeholder, constraints, objectives, procedure, protocol, etc.) The instructor should note not only the individual vocabulary words but the phrases in which they are used, (the collocations). Most of the words will occur in the same or similar phrases whenever they are used. The same should be done with document specific terminology (e.g. executive summary, recommendation, requirements, etc.), qualifiers such as exclusive of, including, excluding, no later than, by 22:00, not before, no more than, no less/fewer than, etc. The instructor should also identify uses of the modal verbs shall, must, should/should not, must not as these words are used with specific meanings in engineering. (See RFC 2119, https://www.ietf.org/rfc/rfc2119.txt) The session will require students to skim the assignment multiple times to identify specific collocations and professional vocabulary, so it is important that the instructor will have identified the occurrences of the material in order to help students who do not find these words/phrases salient.

Procedure	*Facilitator Notes:* Steps 1-4 should be given no more than 10 minutes in total to complete. Assure the students that they may miss something, but that only by forcing themselves to read under time pressure will they break the habit of reading word-by-word and begin to read as they do in their dominant language, in chunks. No one expects them to extract or understand everything from a single pass through. Step 1: (Suggested time for reading: 1 minute per page) Distribute the hardcopies of the instructions and different colour pens or highlighters if students do not have any. Instruct the students to skim through the instructions and mark anything they understand to be an absolute requirement for the assignment. This means they must mark instructions, that if not followed, will result in failing the assignment. They must read this quickly (suggest one minute per page). *Facilitator Notes:* The focus on reading quickly is important here. Many students, especially those students who are reading in their additional language, often read single words rather than phrases or chunks. One of the skills engineering students need is to be able to read something quickly and take advantage of several quick reads to extract relevant information. An enforced time limit helps them to break the reading word-by-word habit. Step 2: (Suggested time for reading: 1 minute per page) Repeat the reading process with a different colour pen to highlight/underline anything that would be beneficial to include in the assignment but is not required. Step 3: (Suggested time for reading: 1 minute per page) Repeat the reading process with a different colour pen to highlight/underline anything that students must not do as per the assignment instructions. Step 4: (Suggested time for reading: 1 minute per page) Repeat the reading process with a different colour pen to highlight/underline anything that is explanatory or provides information about the expected content. Step 5: **(Approximately 20 minutes)** Put students in groups of 2-4 (proximal is usually best so time is not wasted in moving around). Ask students to produce three lists on a large sheet of paper using their underlined/highlighted instructions as the

	source. Provide 1 piece of chart paper for each group, and have students make 3 lists on this page as shown below: List 1 - Assignment requirements (what MUST be done) List 2 - What must NOT be done List 3 - What would be nice but is not required Step 6: (~10-15 minutes) Bring student attention back to the whole group. Using the lists from the groups, construct a shared Checklist. Instruct students to write a copy of this checklist down in order to use for future reference. *Facilitator Notes:* This is where the instructor can model the expected outcome/deliverable for the activity, which is a checklist that the student can use to plan and check that they have completed the assignments according to the requirements. This is also the time as the instructor moves through the list to ask students why they interpret something as a requirement, as beneficial to have, or as explanatory information. It is also when the instructor can draw attention to engineering specific use of certain words — changing them from everyday words to engineering words and the subsequent changes/shifts in meaning. This also facilitates discussion of the characteristics of engineering language (precision, directness, a level of formality or maybe even the equivalent of business casual). Analysis of the language used facilitates noticing of specific vocabulary, collocations and how they are used. Students should be encouraged to look for these same patterns in other sets of instructions as they will help them predict what the expectations are. Noticing language patterns in order to predict expectations is a generalizable skill that evolves as students move into junior positions and part time jobs.

Supplemental Materials	If throughout this module it becomes evident that students are having difficulty with vocabulary and grammar, then you will need to provide them with some supplemental material to help them overcome those issues. There is a great chance that there will be students who will struggle with prepositions and the use of modal verbs. If you identify difficulty with prepositions, please use the Prepositions Resource that explains the use of each preposition, gives examples for each preposition. Instruct the students to study that document thoroughly. Then have them complete the Exercises on Prepositions. Students will need to check their answers against the provided answer sheet, and if they have more than 40% wrong, they will need to practice more until they reach the point that there are no more than 1-2 errors per exercise. If you identify difficulties with modal auxiliary verbs such as can, could, may, might, shall, should, will, would, must and ought to, please assign the Exercises on Modal Verbs. Follow the same steps as the ones described above for prepositions.

Resources

Assignment: Project Requirements (PR)

Due date: must be submitted electronically by 6 p.m. the day of your tutorial in Week 6 (Oct. 10-14). Google Docs and Turnitin submissions are due at the same time.

This team assignment will serve as a contract between you and your client. The document must give a complete solution-independent engineering definition of the project for which you will be designing a solution. The document must include value- added information beyond that in the client statement, including information gathered from sources other than your client and your own critical thinking on the project.

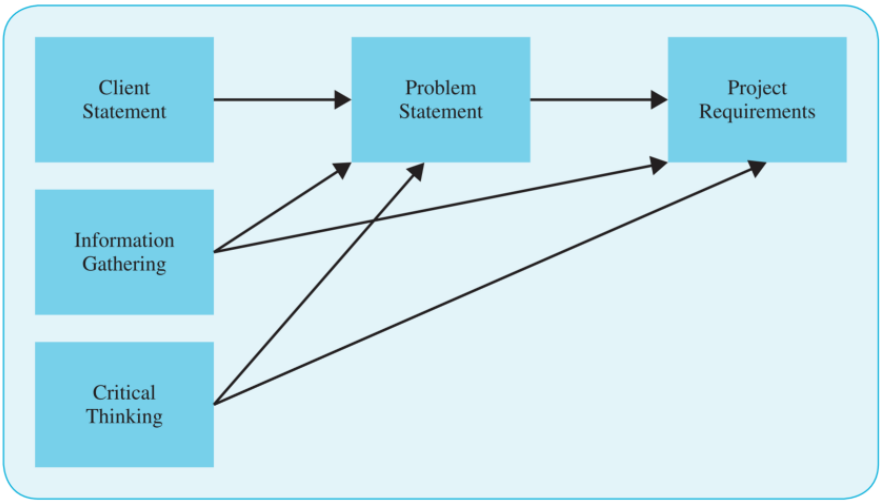

Figure 1: Moving from a client statement to requirements requires gathering more information about the problem and critical thinking.

Required Content for PR

Only one assignment is required per team. Each assignment must include:

- Cover Page (posted template)
- Executive Summary (start on new page after cover page)

1. Project Requirements (start on new page after Executive Summary)
   1.1. Problem Statement
   1.2. Stakeholders
   1.3. Functions
   1.4. Objectives
   1.5. Constraints
   1.6. Service Environment
2. Conclusion
3. Reference List (IEEE format)

- Appendices

- Attribution Table: In addition to the required content for the PR, a hard copy of the attribution table must be completed and signed by ALL team members. This attribution table must be submitted to the Teaching Assistant (TA) in the tutorial of the assignment deadline. This does not need to be submitted digitally.

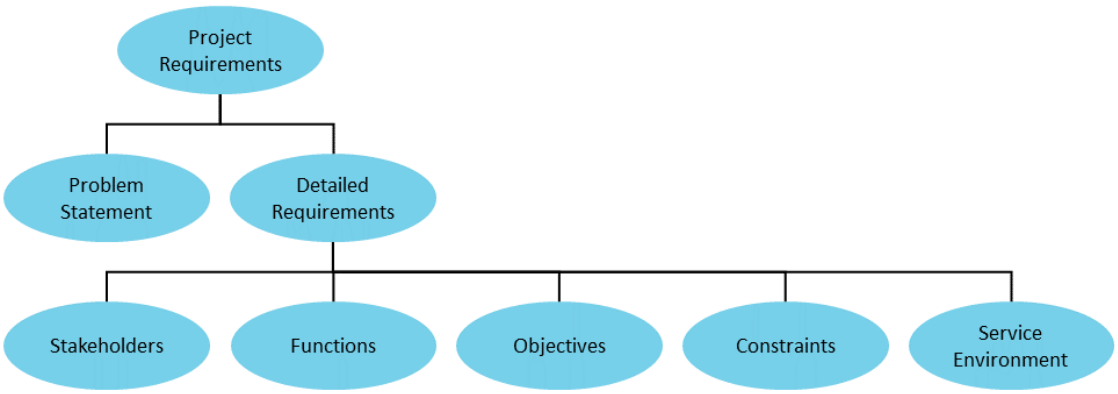

Figure 2: There are many components of the Project Requirements

Format:

- **No less than 1200 words** and **no more** than **1500 words** excluding the Cover Page, Executive Summary, Reference List, and Appendices. Any words beyond the limit will be crossed out and will not be considered as part of the document.
- Formatting **must** follow "Document Style Requirements" in *Communication in ESP* in Course Information posted on Blackboard.
- Figures and tables, with descriptive labels, should be included within the text, where appropriate.

Optional Draft Submission

If a team wishes to receive ungraded feedback from the TA on their team assignment prior to the assignment deadline so that they can correct important errors before grading, the team can submit one draft to the TA four days before the assignment deadline. The TA will only be checking the draft for major errors – the TA will not read or comment on everything. The TA may instruct teams to submit a draft by a certain time. Submitting a draft is optional.

Requirements for submitting Final Draft for grading

Write and submit your assignment in a single Google Doc file shared with your TA, Communications Instructor (CI).

I. Create this file by opening the link to the cover page posted in Blackboard. You will not be able to edit this file.

II. Under File select Make a Copy to make a copy in your home Google Drive folder for which you are the owner and can edit.

III. Rename this file using this **strict** naming scheme:
Tut## - Team number – Team leader name - PR – Draft
I.E. Tut10 – Team 02 - Lee Logan – PR – Draft

IV. Share this file with your TA and CI and give them permission to edit.

V. **To officially submit,** rename the assignment file in Google Docs by changing the word "Draft" to "Final," but keeping all the other identifying parts of the file name. By the same deadline a PDF version exported from your Google Docs document ***must be*** submitted to Turnitin. Instructions for enrolling in Turnitin will be posted in Blackboard in advance of the assignment deadline. If your Google Docs or Turnitin submission is late, then standard late penalties apply (see below – Late Penalty).

There is no hard copy submission of the PR. The required content must be submitted to your TA as a single shared Google Docs document before the deadline**.** Other forms of submissions, hardcopy or digital, will not be accepted.

Only this single file will be graded. Students are NOT allowed to work offline or save the document to their desktop and work on it. Everything has to be online so that the TA can review the revisions and changes you make.

Any variance from this process will result in an incomplete submission; so be sure to get the syntax of the name right. Be sure to get the correct Google Account address from your TA and CI (their Google Account address might be different from their contact email address).

Late Penalty

For each portion of 24 hour period past the deadline there is a 10-mark (out of 100) penalty on that assignment. Late assignments will not be accepted beyond 72 hours past the deadline. After that point, a grade of "zero" will be assigned.

The assignment will not be considered submitted, and will accrue standard course late penalties, until the document:

- is shared with both the TA and CI in Google Docs,
- is named in the required syntax,
- is in a single file,
- is submitted to Turnitin,
- contains all required components.

Personal Design Decision

Overview

This document defines the scope and structure of the Personal Design Decision (PDD) assignment. The PDD requires that you develop a detail-level, selection-style[1] design decision that pertains to your own life experience. The primary goal of the assignment is to practice bringing engineering rigour and an engineering mentality to your everyday activities.

Stakeholders

- You, a student engineer who needs to practice applying an engineering mentality and bringing engineering rigour to different types of design activities.
- Your Phase II – and future – engineering design teams who will benefit from having members with greater skill at making engineering design decisions.
- The Teaching Team, who are responsible for providing you with support and who expect their students to demonstrate both engineering rigour and an engineering mentality.
- Other Engineering students, who may also need to make a similar decision and who could benefit from your investigation and recommendation.
- Your PDD assessor, who has between 20 and 30 minutes to both assess and evaluate your submission.

Requirements

Objectives

The high-level objective of the PDD is to have you practice each element of an engineering design activity (framing, diverging, and converging) by making a detail-level, selection-style design decision. To enact this high-level objective, and to provide you with some additional guidance[2], the assignment has the following detailed objectives:

1. Select an opportunity with personal relevance that can be framed as a selection-style design decision.
2. Frame an opportunity as a design decision that has a set of requirements, including appropriate objectives, metrics, criteria, constraints.
3. Diverge in order to generate a viable set of candidate alternatives.
4. Converge to a single alternative by assessing the candidate alternatives against the requirements to determine the "best" one.
5. Recommend a single alternative that resolves the opportunity.
6. Support your recommendation with research that is both credibly-used and credible.
7. Communicate clearly in all aspects of your PDD, but with specific focus on the framing and recommendation.

[1] These descriptions will be introduced in Lecture 13.

[2] As discussed in Lecture 01, completing an engineering design activity usually involves practicing each of the different elements of design (framing, diverging, converging) multiple times and in no specific order. The list of detailed objectives in this assignment presents a highly idealized, unrealistic model of engineering design because of the linear limitations of textual lists. You should expect to (re)frame, (re)diverge, and (re)converge multiple times before reaching a single recommended alternative – with appropriate supporting documentation.

Constraints

The PDD must meet the following constraints[3]:

1. It **should not** exceed (≤) five (5) pages, including figures but excluding references.
2. Relevant extracts from any used references **must** be included in an Appendix titled "Source Extracts".
3. It **must** be structured as a Design Report
4. It **should not** be more than (≤) 1200 words of text, excluding references.
5. It **should** be formatted with 11-point font, 1.25 spacing, and one-inch margins on standard letter-sized paper.
6. It **must** be submitted as a single PDF file.
7. The submission **must** have a file name that describes the decision opportunity but **must not** include the final decision (such that (e.g.) a classmate could quickly scan a list of titles and identify interesting or relevant PDDs).
8. The author's name **must** be included; other identifying information about the author **must not** be included.
9. It **must** include quantitative metrics and **should** include qualitative ("rubric style") metrics
10. It **should** include both continuous (e.g. "{ more, less } is preferred") and discrete (e.g. "rubric style" or "past this point there is no difference") criteria

Criteria

Criteria are used to determine "better". Unless otherwise stated, "more" of a given criterion is considered better. The metrics associated with the criteria can be found on the Independent Assessment Tool (IAT) available on the course downloads site.

1. Legitimacy of the opportunity (that is being resolved through a selection-style design activity).
2. Quality of the requirements that frame the opportunity.
3. Quality, legitimacy, and credibility of candidate alternatives

   The number of candidate alternatives considered will be interpreted as one aspect of "quality". When selecting from a set of alternatives, a common approach is to designate one alternative as the "reference" against which the other alternatives are compared. As such students should expect to identify at least four (≥4) alternatives – one (1) to use as a reference and at least three (≥3) that are viable alternatives. This requirement is a criterion, not a constraint, so that students can limit the time they spend searching for (potentially non-existent) alternatives.
4. Quality of the decision-making process.
5. Quality of the justification for the recommendation.
6. The quality, credibility, and structure of your engineering arguments, including their basis in appropriate used and credible engineering evidence.
7. The quality of the design of your report, including appropriate use of structure and introduction.
8. The coherence and clarity of your English written and visual communication.

[3] Unlike in industry, or in other academic contexts, violating a constraint on this assignment will **not** result in the assignment being excluded from future considerations (e.g. not being assessed or evaluated and instead considered not to have been submitted). Instead an appropriate penalty will be applied to the final evaluation.

Guidance and Guidelines

About Metrics

As this represents a beginning (individual) attempt to develop a set of requirements, we want to acknowledge that metrics are particularly challenging. We accept that in this assignment you are going to exercise a degree of common sense in establishing metrics, particularly because the design decision in this case is "personal".

Where possible look for metrics that allow you to measure or quantify an assessment – this could be size, time, etc. Qualitative metrics, in rubric form, are also appropriate where quantification is not feasible or tractable.

Above all try to develop metrics that are practically useful (e.g. that you actually use to evaluate the candidate alternatives) as opposed to metrics that are theoretically applicable (e.g. that you cannot use given the time and equipment available to you).

About Constraints

Developing constraints can be an extremely time consuming process. The PDD assignment is intended to provide you with practice on all aspects of selection-style engineering design. Therefore assuming quality metrics, it is more important that your constraints be useful and within an approximate order of magnitude of the "true" value (e.g. accurate) than that they be correct down to the decimal place (e.g. precise).

Above all avoid "overreaching" by stating requirements as constraints when there is insufficient justification for a hard limit.

Format

A formal design report should include an engineering introduction, structured headings indicating sections, and a brief conclusion. The introduction should provide the framing, purpose, and overview of the report. The internal structure of the report, as indicated by headings (and subheadings, where necessary) should be governed by the content of the report. Any headings should be informative in nature (rather than generic). The conclusion can provide a summary **or** simply present the report's conclusion. Aside from these requirements, the format, structure and writing of the report are design decisions you need to consider, with the objective of the coherent and clear communication to your primary stakeholders, the teaching team.

Prepositions

Prepositions are short words (on, in, to) that usually stand in front of nouns (sometimes also in front of gerund verbs).

Even advanced learners of English find prepositions difficult, as a 1:1 translation is usually not possible. One preposition in your native language might have several translations depending on the situation.

There are hardly any rules as to when to use which preposition. The only way to learn prepositions is looking them up in a dictionary, reading a lot in English (literature) and learning useful phrases off by heart (study tips).

The following table contains rules for some of the most frequently used prepositions in English:

Prepositions – Time

English	Usage	Example
• on	• days of the week	• on Monday
• in	• months / seasons • time of day • year • after a certain period of time (when?)	• in August / in winter • in the morning • in 2006 • in an hour
• at	• for night • for weekend • a certain point of time (when?)	• at night • at the weekend • at half past nine
• since	• from a certain point of time (past till now)	• since 1980
• for	• over a certain period of time (past till now)	• for 2 years
• ago	• a certain time in the past	• 2 years ago
• before	• earlier than a certain point of time	• before 2004
• to	• telling the time	• ten to six (5:50)

• past	• telling the time	• ten past six (6:10)
• to / till / until	• marking the beginning and end of a period of time	• from Monday to/till Friday
• till / until	• in the sense of how long something is going to last	• He is on holiday until Friday.
• by	• in the sense of at the latest • up to a certain time	• I will be back by 6 o'clock. • By 11 o'clock, I had read five pages.

Prepositions – Place (Position and Direction)

English	Usage	Example
• in	• room, building, street, town, country • book, paper etc. • car, taxi • picture, world	• in the kitchen, in London • in the book • in the car, in a taxi • in the picture, in the world
• at	• meaning next to, by an object • for table • for events • place where you are to do something typical (watch a film, study, work)	• at the door, at the station • at the table • at a concert, at the party • at the cinema, at school, at work
• on	• attached • for a place with a river • being on a surface • for a certain side (left, right) • for a floor in a house • for public transport • for television, radio	• the picture on the wall • London lies on the Thames. • on the table • on the left • on the first floor • on the bus, on a plane • on TV, on the radio
• by, next to, beside	• left or right of somebody or something	• Jane is standing by / next to / beside the car.

English	Usage	Example
• under	• on the ground, lower than (or covered by) something else	• the bag is under the table
• below	• lower than something else but above ground	• the fish are below the surface
• over	• covered by something else • meaning more than • getting to the other side (also across) • overcoming an obstacle	• put a jacket over your shirt • over 16 years of age • walk over the bridge • climb over the wall
• above	• higher than something else, but not directly over it	• a path above the lake
• across	• getting to the other side (also over) • getting to the other side	• walk across the bridge • swim across the lake
• through	• something with limits on top, bottom and the sides	• drive through the tunnel
• to	• movement to person or building • movement to a place or country • for bed	• go to the cinema • go to London / Ireland • go to bed
• into	• enter a room / a building	• go into the kitchen / the house
• towards	• movement in the direction of something (but not directly to it)	• go 5 steps towards the house
• onto	• movement to the top of something	• jump onto the table
• from	• in the sense of where from	• a flower from the garden

Other important Prepositions

English	Usage	Example
• from	• who gave it	• a present from Jane
• of	• who/what does it belong to • what does it show	• a page of the book • the picture of a palace
• by	• who made it	• a book by Mark Twain
• on	• walking or riding on horseback • entering a public transport vehicle	• on foot, on horseback • get on the bus
• in	• entering a car / Taxi	• get in the car
• off	• leaving a public transport vehicle	• get off the train
• out of	• leaving a car / Taxi	• get out of the taxi
• by	• rise or fall of something • travelling (other than walking or horse-riding)	• prices have risen by 10 percent • by car, by bus
• at	• for age	• she learned Russian at 45
• about	• for topics, meaning what about	• we were talking about you

PREPOSITIONS

This worksheet is designed to build your skills in using correct prepositions.

EXERCISE 1

Fill in the missing word buy using the correct preposition to finish the sentence.

1. Uluru is located ___ central Australia.
2. The large sandstone rock formation is also known ___ Ayers Rock ___ honour ___ Sir Henry Ayers, who was a Premier ___ South Australia ___ 1873.
3. Uluru is listed ___ a World Heritage Area ___ both its natural and cultural values.
4. It is sacred ___ the Aboriginal people ___ the area.
5. ___ different times ___ the day, Uluru seems to change colour.
6. The sandstone is infused ___ minerals that reflect the red light ___ sunrise and sunset.

EXERCISE 2

Fill in the missing word buy using the correct preposition to finish the sentence.

1. The first McDonald's restaurant was opened ___ Dick and Mac McDonald ___ the 15th ___ May 1940.
2. The best-selling products ___ their restaurants were hamburgers.
3. So, the McDonald brothers thought ___ a way to produce hamburgers more quickly.
4. This was introduced ___ 1948 and became known ___ the Speedee Service System.
5. The first franchised McDonald's restaurant was opened ___ 1953, and today you can find McDonald's restaurants ___ more than 100 countries.
6. The meats ___ the burgers vary ___ the culture ___ the country.
7. Franchisees and the future managers ___ McDonald's restaurants are trained ___ Hamburger University, which is located ___ Oak Brook, a suburb ___ Chicago.
8. McDonald's is also known ___ its sponsorship ___ various international sport events.

EXERCISE 3

Fill in the missing word by using the correct preposition to finish the sentence.

1. Henry Ford was born ___ the 30th ___ July 1863.
2. He made his first car, the Quadricycle, ___ June 1896.
3. ___ 1903, he founded the Ford Motor Company.

4. Modern mass production ___ cars were developed ___ him ___ 1913.
5. Ford's Model T could then be assembled ___ just 93 minutes.
6. ___ 1927, 15 million Model T cars had been manufactured ___ the Ford Motor Company.
7. Henry Ford became one ___ the richest and best-known people ___ the world.

EXERCISE 4

Fill in the missing word by using the correct preposition to finish the sentence.

1. George Washington was born ___ Virginia ___ 1732.
2. ___ the American Revolutionary War (___ 1775 and 1783) he was the Commander-in-Chief ___ the American Forces.
3. Washington played an important role ___ the founding ___ the United States.
4. He became the first President ___ the United States.
5. He was President ___ 1789 ___ 1797.
6. George Washington died ___ the age ___ 67, ___ the 14th ___ December 1799.
7. The capital ___ the United States and one federal state are named ___ George Washington.

PREPOSITIONS

EXERCISE 1 – ANSWERS

1. Uluru is located **in** central Australia.
2. The large sandstone rock formation is also known **as** Ayers Rock **in** honour **of** Sir Henry Ayers, who was a Premier **of** South Australia **in** 1873.
3. Uluru is listed **as** a World Heritage Area **for** both its natural and cultural values.
4. It is sacred **to** the Aboriginal people **of** the area.
5. **At** different times **of** the day, Uluru seems to change colour.
6. The sandstone is infused **with** minerals that reflect the red light **of** sunrise and sunset.

EXERCISE 2 - ANSWERS

1. The first McDonald's restaurant was opened **by** Dick and Mac McDonald **on** the 15th **of** May 1940.
2. The best-selling products **at** their restaurants were hamburgers.
3. So, the McDonald brothers thought **of** a way to produce hamburgers more quickly.
4. This was introduced **in** 1948 and became known **as** the Speedee Service System.
5. The first franchised McDonald's restaurant was opened **in** 1953, and today you can find McDonald's restaurants **in** more than 100 countries.
6. The meats **for** the burgers vary **with** the culture of the country.
7. Franchisees and the future managers **of** McDonald's restaurants are trained at Hamburger University, which is located **in** Oak Brook, a suburb **of** Chicago.
8. McDonald's is also known **for** its sponsorship **in** various international sport events.

EXERCISE 3 - ANSWERS

1. Henry Ford was born **on** the 30th **of** July 1863.
2. He made his first car, the Quadricycle, **in** June 1896.
3. **In** 1903, he founded the Ford Motor Company.
4. Modern mass production **of** cars were developed **by** him **in** 1913.
5. Ford's Model T could then be assembled **in** just 93 minutes.
6. **By** 1927, 15 million Model T cars had been manufactured **in** the Ford Motor Company.
7. Henry Ford became one **of** the richest and best-known people **in** the world.

EXERCISE 4 - ANSWERS

1. George Washington was born **in** Virginia in 1732.
2. **In** the American Revolutionary War (**between** 1775 and 1783) he was the Commander-in-Chief **of** the American Forces.
3. Washington played an important role **in** the founding **of** the United States.
4. He became the first President **of** the United States.
5. He was President **from** 1789 **to** 1797.
6. George Washington died **at** the age **of** 67, **on** the 14th **of** December 1799.
7. The capital **of** the United States and one federal state are named **after** George Washington.

MODAL VERBS

This worksheet is designed to improve your skill in the use of auxiliary verbs. The modal auxiliary verbs are ***can, could may, might, shall, should, will, would, must*** and ***ought to***. They are used before other verbs, in tags and in short answers.

For example: "I must cook dinner for everyone tonight."

EXERCISE 1

In each sentence, identify and correct the mistakes by rewriting the sentence.

1. I don't can ride a bicycle.
2. I would like to can travel more.
3. He should to work harder.
4. I must work last Saturday and Sunday.
5. Could you telling me how to get to the bank?

EXERCISE 2

Identify and select the correct modal auxiliary verb to compete the sentence.

1. They ___ be on holiday, but I'm not sure.
    - can
    - may
2. You ___ be right, but I'd still like to check.
    - can
    - could
3. ___ you turn it down a bit please?
    - Can
    - May
4. It's OK, you ___ go when you've finished.
    - may
    - might
5. Ask any questions now as you ___ not talk during the test.
    - may
    - could
6. You ___ smoke in the cinema
    - can't

- might not

7. From the way he speaks, he ___ be from London.
   - can
   - could
8. It's impossible, they ___ have finished it already!
   - can't
   - mustn't
9. The weather ___ be better tomorrow.
   - can
   - may
10. ___ you speak Japanese?
    - Can
    - May

MODAL VERBS

EXERCISE 1 - ANSWERS

1. I can't ride a bicycle.
2. I would like to travel more.
3. He should work harder.
4. I had to work last Saturday and Sunday.
5. Could you tell me how to get to the bank?

EXERCISE 2 - ANSWERS

1. They may be on holiday.
2. You could be right, but I'd still like to check.
3. Can you turn it down a bit please?
4. It's OK, you may go when you've finished.
5. Ask any questions now as you may not talk during the test.
6. You can't smoke in the cinema.
7. From the way he speaks, he could be from London.
8. It's impossible, they can't have finished it already!
9. The weather may be better tomorrow.
10. Can you speak Japanese?