So, too, neither, or not either: short responses
Use so, too, neither, or not either in short responses to express agreement.
A: I can’t stand smoking.    B: I can’t either. / Neither can I.    NOT I can’t stand either. / Neither can I stand.

In English, it is common to express agreement with me too or me neither.
A: I can’t stand smoking.    B: Me neither.

C
Agree with each statement. Use short responses with so, too, neither, or not either.
1. A: I’ve never been to Ulan Bator.    B: I haven’t either. / Neither have I. / Me neither.
2. A: I can’t figure this out.    B: I can’t either. / Neither can I. / Me neither.
3. A: I loved going there!    B: So did I. / I did too. / Me too.
4. A: I have to get some cash.    B: So do I. / I do too. / Me too.
5. A: I’m getting really tired.    B: So am I. / I am too. / Me too.
6. A: I used to travel more.    B: So will I. / I will too. / Me too.
7. A: I’ll call her tomorrow.    B: I’m not either. / Neither am I. / Me neither.
8. A: I’m not going to tell her she’s late.    B: I’m not either. / Neither am I. / Me neither.

Unit 6

Modals and modal-like expressions: summary

Make polite requests
Could I get your phone number?
Can my son have just one more cookie?
Would you please hold this for a second? (with you only)
May I have a cup of coffee? (with I or we only, formal)

Express preferences
I would like to see that movie.
Would you like to go running?
I’d rather not see a movie.
I would rather have left earlier.

Give or ask for permission
You can open the window if you want.
Can I leave this here?
You may leave early if you need to.
May I leave my coat here? (with I or we only, formal)

Express ability or lack of ability
He can complete the job for you in an hour.
Can you write well in English?
We couldn’t finish the report yesterday.
Couldn’t you find the restaurant?
My grandmother isn’t able to walk any more.
Is she able to take care of herself?
She was able to do a lot more when she was younger.

Express possibility
It may rain this afternoon.
He may not be able to come this morning.
She may have forgotten to lock the door.
She may not have remembered.
It might be noisy at that restaurant.
She might not want to eat anything.
He might have gone home already.
He might not have paid yet.

Draw conclusions
Your father must be very smart.
She must not think it’s important.
They must have been exhausted when they got home.
He must not have seen it.

Suggest alternatives
You could take the next train.
She could have bought it for less.

Give suggestions
They really should think about staying longer.
He shouldn’t have waited to make a reservation.
They should have called first.
You shouldn’t stay at that hotel.
They really ought to think about staying longer.
They ought to have called first.
Should we have called first?

NOTE: Ought to is not usually used in negative statements or questions. Use shouldn’t or should instead.
So, too, neither, or not either: short responses

- Have a volunteer read the first explanation and examples out loud.
- Point out the subject-verb inversion with so (So do I) and neither (Neither can I) in the examples.
- Also point out that main verbs that are not be (for example, hate, like) are not used in short responses, and the verb be, auxiliary verbs, and modals are used. For example, A: I'm tired. B: So am I.
- To provide practice, address different students and have them agree with the statements you say. For example, I can speak two languages. (So can I; I can too.) I got up late this morning. (So did I; I did too.) I'm giving a party this Friday. (So am I; I am too.) I don't like horror films. (Neither do I; I don't either.) I've never been to Sweden. (Neither have I; I haven't either.)
- Have a volunteer read the second explanation and examples out loud.
- To provide practice, address different students, and have them agree with the statements you say. You can use the same statements as above or your own.

C Agree with each statement …

- Model the first item with the class. Elicit all possible answers for item 1. (I haven't either; Neither have I; Me neither.)
- Point out that students should agree with each of the statements, even if the information is not true for them.
- Point out that there are three correct answers for each statement. You may want to have students write all three possible responses.
- Review as a class. Read each statement out loud and call on students to agree with you.

Challenge: On the board write:

IDEAS
- Activities you do on the weekends
- Things you like / dislike
- Things you are good at
- Things you could do when you were small
- Things you were never able to do
- Things you would like to do

In pairs, have students find things they have in common. They can use the ideas on the board or their own ideas. As students talk, encourage them to use so, too, neither, or not either in short responses. Model the activity with a more confident student. For example, I clean my room on the weekends. Student: I do too. / So do I. / Me too. / I don't. Then have students share some of the things they have in common with their partners, with the class.

Unit 6

Modals and modal-like expressions: summary

- Have volunteers read the uses of modals/modal-like expressions and examples out loud.
- After the group of examples for each use, have a volunteer give his/her own example.
- To review modals, ask students the following questions and write answers on the board as students respond:
  - How do we form negative modals? (modal + not + verb)
  - How do we form yes / no questions with modals? (modal + subject + verb )
  - How do we form information questions with modals? (question word + modal + subject + verb)

Remind students that in information and yes / no questions with have to, we have to add do / does before the subject. You may want to refer students to the Grammar box on page 64.

- Have pairs find an example for each item on the board, in the Grammar box.
Modals and modal-like expressions: summary (continued)

- Have volunteers read the uses of modals/modal-like expressions and examples out loud.
- After the group of examples for each use, have a volunteer give his/her own example.
- In pairs, have students think of possible situations in which they would use these modals/modal-like expressions and write an example for each use. You may want to model the first one for the class. For example, (for Give a warning) A mother warning her child: “You’d better do your homework!”

Option: On the board, write the twelve categories in the Grammar box (Make polite requests, Express preferences, etc.). In pairs, have students take turns reading sentences from the Grammar box and saying what category they fall under. Have one student read a sentence from the Grammar box while the other student (with his/her book closed) names the category.

Challenge: In pairs, have students choose four sentences from the Grammar box and put them in context in short conversations. Students can make any necessary variations. Model a conversation for the class. For example, A: My father is the CEO of a big company. B: He must be very smart! Circulate to offer help as needed. To finish, call on pairs to share one of their conversations with the class.

A Cross out the one modal...

- Model the first item with the class. Have a volunteer name the category from the Grammar box that it falls under (Make polite requests) and explain why may is not possible. (Because may can only be used with I or we in polite requests.)
- Have students first choose the category each item falls under and then cross out the incorrect modal. Point out that some items might fall under more than one category.
- Have students discuss their choices with a partner. Review as a class and have students explain their choices.

B Circle the one modal...

- Model the first item with the class. Have a volunteer explain why had to is correct. (Because the statement is about what happened last night, so a modal with past meaning is necessary)
- Have students discuss their choices with a partner. Review as a class and have students explain their choices.
Give a warning
Your mother had better see a doctor right away.
You had better not forget about your appointment.
He had better have called this morning.
They had better not have hurt any animals when they made that movie.

NOTE: Had better is generally not used in questions. In spoken English, the contraction 'd better is almost always used.

Express lack of necessity
You don't have to have a passport.
She didn't have to pay a late fee.

Express prohibition or deny permission
New employees shouldn't park their cars in the garage.
New employees cannot park their cars in the garage.
New employees must not park their cars in the garage. [formal]
New employees may not park their cars in the garage. [formal]

NOTE: In questions, have to is generally used.

Questions with must are very formal and not very common. Past necessity is expressed with had to.
Does everyone have to take the test?
Must everyone take the test?
All students had to take the test.

Cross out the one modal that cannot be used in each sentence or question.

1. (May / Can / Could) your mother please call me tonight?
2. I (wasn't able to / couldn't / shouldn't) get there on time because the traffic was so bad.
3. She (may / had better / can) be able to complete the job by tomorrow.
4. (Can / Should / Ought to) my students listen in while you practice?
5. Shoppers (may / have to / must) not load their cars in front of the main entrance.
6. Thank goodness she (doesn't have to / must not / was able to) renew her passport for another five years.
7. You (could / had better / should) let his assistant know you won't be able to make it on time, or you may not get the job.
8. This restaurant is so good we (ought to / might / would rather) come here more often.

Circle the one modal that best completes each conversation.

1. A: Why didn't you come to the party last night?
   B: I (had to / have to / must / have got to) study for a test.
2. A: You really (can't / should / mustn't / are able to) call more often.
   B: You're right. I'm sorry.
3. A: She (d better not have / should have / had to have / must have) forgotten the tickets!
   B: Uh-oh. I hate to tell you this, but I think she did.
4. A: Do you think I (I'm able to / must / would /(could) get your phone number?
   B: Sure.
5. A: Did you get to go to the movies?
   B: Yeah. But I (must have /d rather have / should not have / would have) stayed at home.
6. A: Unfortunately, the doctor (shouldn't / has to / won't be able to / had better) see you until tomorrow.
   B: That's OK. No problem.
7. A: What do you think happened to Judy?
   B: She (must not have / shouldn't have / isn't able to / didn't have to) known we were starting so early.