Language Management

Ponemos el mundo en tus manos...

UNIT 2.
HEALTH MATTERS

TOP NOTCH 3. REVIEW AND EXTRA PRACTICE

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DEGREES OF CERTAINTY: PRESENT TIME

—*Why isn't John in class?*
    100% sure: He *is* sick.
 	
    95% sure: He *must be* sick.
 	
less than 50% sure: { He *may be* sick.
                        He *might be* sick.
                        He *could be* sick.
	"Degree of certainty" refers to how sure we are—what we think the chances are—that something is true.
	
	If we are sure something is true in the present, we don't need to use a modal. For example, if I say, "John is sick," I am sure; I am stating a fact that I am sure is true. My degree of certainty is 100%.

—*Why isn't John in class?* (a) He *must be* sick. (Usually he is in class every day, but when I saw him last night, he wasn't feeling good. So my best guess is that he is sick today. I can't think of another possibility.)	*Must* expresses a strong degree of certainty about a present situation, but the degree of certainty is still less than 100%. In (a): The speaker is saying, "Probably John is sick. I have evidence to make me believe that he is sick. That is my logical conclusion, but I do not know for certain."
—*Why isn't John in class?* (b) He *may be* sick. (c) He *might be* sick. (d) He *could be* sick. (I don't really know. He may be at home watching TV. He might be at the library. He could be out of town.)	*May*, *might*, and *could* express a weak degree of certainty. In (b), (c), and (d): The speaker is saying, "Perhaps, maybe,* possibly John is sick. I am only making a guess. I can think of other possibilities." (b), (c), and (d) have the same meaning.

*Maybe (one word) is an adverb: ***Maybe*** *he is sick.*
 May be (two words) is a verb form: *He **may be** sick.*

DEGREES OF CERTAINTY: PRESENT TIME NEGATIVE

100% sure:	Sam *isn't* hungry.
99% sure:	Sam *couldn't be* hungry. Sam *can't be* hungry.
95% sure:	Sam *must not be* hungry.
less than 50% sure:	Sam *may not be* hungry. Sam *might not be* hungry.

(a) Sam doesn't want anything to eat. He *isn't* hungry. He told me his stomach is full. I heard him say that he isn't hungry. I believe him.	In (a): The speaker is sure that Sam is not hungry.
(b) Sam *couldn't/can't be* hungry! That's impossible! I just saw him eat a huge meal. He has already eaten enough to fill two grown men. Did he really say he'd like something to eat? I don't believe it.	In (b): The speaker believes that there is no possibility that Sam is hungry (but the speaker is not 100% sure). When used in the negative to show degree of certainty, *couldn't* and *can't* forcefully express the idea that the speaker believes something is impossible.
(c) Sam isn't eating his food. He *must not be* hungry. That's the only reason I can think of.	In (c): The speaker is expressing a logical conclusion, a "best guess."
(d) I don't know why Sam isn't eating his food. He *may not/might not be* hungry right now. Or maybe he doesn't feel well. Or perhaps he ate just before he got here. Who knows?	In (d): The speaker uses *may not/might not* to mention a possibility.

DEGREES OF CERTAINTY: FUTURE TIME

100% sure:	Kay *will do* well on the test.	→ The speaker feels sure.
90% sure:	Kay *should do* well on the test. Kay *ought to do* well on the test.	→ The speaker is almost sure.
less than 50% sure:	She *may do* well on the test. She *might do* well on the test. She *could do* well on the test.	→ The speaker is guessing.

(a) Kay has been studying hard. She *should do / ought to do* well on the test tomorrow.	*Should / ought to* can be used to express expectations about future events. In (a): The speaker is saying, "Kay will probably do well on the test. I expect her to do well. That is what I think will happen."
(b) I wonder why Sue hasn't written us. We *should have heard / ought to have heard* from her last week.	The past form of *should / ought to* is used to mean that the speaker expected something that did not occur.

OTHER WAYS TO DRAW CONCLUSIONS: PROBABLY; MOST LIKELY

Other ways to draw conclusions: probably; most likely

Two other ways to draw conclusions are with **probably** and **most likely**. These indicate less certainty than **must**.

Probably frequently occurs after the verb **be** or when **be** is part of a verb phrase.
> They're **probably** at the dentist's office.
> It's **probably** going to rain.

Use **probably** before **isn't** or **aren't**. With **is not** or **are not**, use **probably** before **not**.
> She **probably** isn't feeling well.
> She's **probably** not feeling well.

Use **probably** before other verbs.
> He **probably** forgot about the appointment.
> The dentist **probably** doesn't have time to see a new patient.

Be careful! Don't use **probably** after verbs other than **be**.
Don't say: He ~~forgot probably~~ about the appointment.

You can also use **Probably** or **Most likely** at the beginning of a sentence to draw a conclusion.
> **Probably** she's a teacher. / **Most likely** she's a teacher.
> **Probably** he forgot about the appointment. / **Most likely** he forgot about the appointment.

EXPRESSING POSSIBILITY WITH MAYBE

Expressing possibility with *maybe*

Maybe most frequently occurs at the beginning of a sentence.

Maybe he needs an X-ray. (= He may need an X-ray.)

Be careful! Don't confuse <u>maybe</u> and <u>may</u> <u>be</u>.

She **may be** a doctor.
NOT She ~~maybe~~ a doctor.

Maybe she's a doctor.
NOT ~~May be~~ she's a doctor.

WRITING: COMPARISONS

COMPARISONS: Use this language to compare two things:

To introduce similarities

- **be alike**
  Herbal medicine and homeopathy **are alike** in some ways.
- **be similar to**
  Homeopathy **is similar to** conventional medicine in some ways.

To provide details

- **both**
  Both herbal medicine and homeopathy are based on plants. / Herbal medicine and homeopathy are **both** based on plants.
- **and . . . too**
  Herbal medicine is based on plants **and** homeopathy is **too**.
- **and . . . (not) either**
  Herbal medicine doesn't use medications **and** homeopathy **doesn't either**.
- **also**
  Many of the medications in conventional medicine **also** come from plants.
- **as well**
  Many of the medications in conventional medicine come from plants **as well**.
- **Likewise,**
  Herbs offer an alternative to conventional medications. **Likewise,** homeopathy offers a different approach.
- **Similarly,**
  Similarly, homeopathy offers a different approach.

WRITING: CONTRASTS

CONTRASTS: Use this language to contrast two things:

To introduce differences

- **be different from**
  Conventional medicine is **different from** acupuncture in a number of ways.

To provide details

- **but**
  Herbal medicine treats illness with herbs, **but** acupuncture mainly treats illness with needles.
- **while / whereas**
  Herbal medicine treats illness with herbs **while** (or **whereas**) acupuncture treats illness with needles. OR **While** (or **Whereas**) herbal medicine treats illness with herbs, acupuncture treats illness with needles.
- **unlike**
  Spiritual healing involves taking responsibility for one's own healing, **unlike** conventional medicine. OR **Unlike** conventional medicine, spiritual healing involves taking responsibility for one's own healing.
- **However,**
  Conventional doctors routinely treat heart disease with bypass surgery. **However,** acupuncturists take a different approach.
- **In contrast,**
  Herbal doctors treat illnesses with teas made from plants. **In contrast,** conventional doctors use medicines and surgery.
- **On the other hand,**
  Conventional medicine is based on modern scientific research. **On the other hand,** herbal therapy is based on centuries of common knowledge.

PRACTICE

Degrees of Certainty

Exercise 1

Exercise 2

Exercise 3

Exercise 4

Exercise 5

Exercise 6

Exercise 7

Exercise 8

Comparison & Contrast

Exercise 1

Exercise 2

Exercise 3