

## 《高中英语（上外版）》必修第三册 第四单元

### Life and Technology

#### 第2课时学案（教师版）

课题： Grammar in Use: Perfect Modals

课时学习目标：

- 能通过阅读有关科学研发的报道，理解情态动词完成式的形式与语义功能；
- 能准确理解语境并运用情态动词完成式进行表达；
- 能对不同现象做出正确的判断，并会运用情态动词完成式表达观点；

#### Learning Procedure

##### Activity 1

1. Read the passage and underline all the modal verbs in the passage.

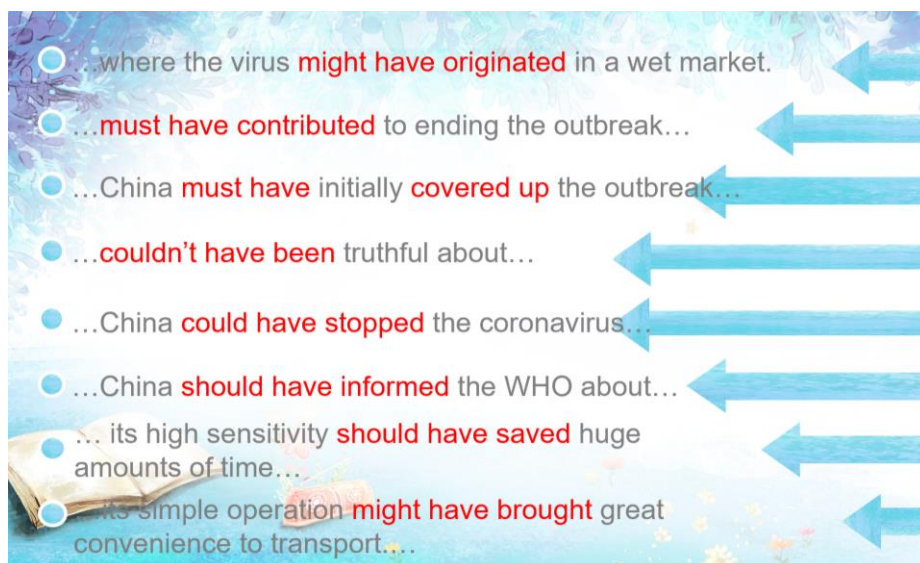
It is widely acknowledged that the Chinese government has spared no effort to stop the coronavirus from further spread. The official coronavirus statistics for China include more than 84,600 infections and over 4,600 deaths. The majority of both are in Hubei province, where the virus might have originated in a wet market. Strict lockdown measures and great dedication to the development of rapid test kits must have contributed to ending the outbreak in China, so that life is returning to normal even in Wuhan itself.

However, since the outbreak of the pandemic, U.S. President Trump has kept searching for parties to blame, who firmly believes that China must have initially covered up the outbreak and couldn't have been truthful about the scope of the epidemic. He has said several times that China could have stopped the coronavirus before it swept the globe. He pointed out that China should have informed the World Health Organization about the new virus earlier.

Despite all these groundless accusations, experts in China have already taken the lead in developing a rapid nucleic test kit for the virus in the city of Wuxi. The newly developed kit can detect the virus within 8 to 15 minutes, according to the city bureau of science and technology. It is believed that its high sensitivity should have saved huge amounts of time previously wasted in identifying the novel type of the virus and its simple operation might have brought great convenience to transport.

The kit was the joint work of experts from the National Institute for Viral Disease Control and Prevention and a Wuxi-based high-tech company. The company received a notice to develop the kit which on Jan. 20, and it is now undergoing mass production. The company has confirmed that it can produce kits for 4,000 people a day, and the city government is helping the company expand production.

2. List all the sentences with the modal verbs and tell what the modal verbs in the passage have in common.



modal verb + have done

What does “modal verb + have done” express?

To express sth in the past.

### 3. Paraphrase the sentences to understand the meaning.

- ...It was possible that the virus originated in a wet market...
- ...Strict lockdown measures were sure to have contributed to ending the outbreak in China...
- President Trump feels sure that China covered up the outbreak at the very beginning...
- ...it was impossible that China was truthful about the scope of the epidemic...
- ...it was possible for China to stop the coronavirus before it swept the globe but it didn't happen...
- ...China was supposed to inform the WHO about the new virus earlier but China didn't do that...
- ...it was possible that U.S. army brought the epidemic to Wuhan...
- ...both parties allowed such theories to spread widely but that was not supposed to happen...

### 4. Match each of the perfect modals with its meaning.

### ○ Perfect Modals

| may/might have done  | must have done  | can't/couldn't have done  |
|--|---|---|
| To express <u>sth</u> was desirable but it didn't take place | To express that <u>sth</u> was possible in the past                 | To express that the speaker feels sure that <u>sth</u> was true in the past |
| To express <u>sth</u> was not possible in the past           | To express <u>sth</u> was possible in the past but it didn't happen | To express that <u>sth</u> actually happened but was not supposed to happen |

may / might have done: to express that sth was possible in the past  
 must have done: to express that the speaker feels sure that sth was true in the past  
 can't / couldn't have done: to express sth was not possible in the past

### ○ Perfect Modals

| could have done  | should have done  | shouldn't have done   |
|--|---|---|
| To express <u>sth</u> was desirable but it didn't take place | To express that <u>sth</u> was possible in the past                 | To express that the speaker feels sure that <u>sth</u> was true in the past |
| To express <u>sth</u> was not possible in the past           | To express <u>sth</u> was possible in the past but it didn't happen | To express that <u>sth</u> actually happened but was not supposed to happen |

could have done: to express sth was possible in the past but it didn't happen  
 should have done: to express sth was desirable but it didn't take place  
 shouldn't have done: to express that sth actually happened but was not supposed to happen

5. Do some exercises on perfect modals.

○ Rewrite each sentence using a perfect modal. You may need to use the negative.

- 1 I didn't bring my laptop, and I can't work now.  
I should have brought my laptop. I can't work now.
- 2 It is impossible that he forgot to shut down the engine last night.  
He couldn't have forgotten to shut down the engine last night.
- 3 Olivia was wrong to read the e-mail Max sent me.  
Olivia shouldn't have read the e-mail Max sent me.

○ Fill in the blanks using the perfect modals of the given verbs.

- 1 —You know that you were driving 100 km an hour, don't you?  
—No officer, I couldn't have been (be). This car doesn't do more than 80.
- 2 —Did you visit the famous museum?  
—No, we could have visited (visit) it, but we spent too much time shopping.
- 3 He was taken away by the police. He must have been mistaken (mistake) for a robber.

○ Fill in the blanks using the perfect modals of the given verbs.

- 4 She shouldn't have left (leave) the hospital so soon, for she has not yet recovered.
- 5 — Why hasn't the speaker turned up?  
— He might have missed (miss) the flight. I'll find it out at once.
- 6 It was playing computer games that cost the boy a lot of time that he should have spent (spend) doing his lessons.



Complete the conversation with the perfect modals of the given verbs. You may need to use the negative.

A: I wonder what I've done with my e-reader. I can't find it.  
 B: Isn't it in your schoolbag?  
 A: I couldn't have put (put) it in my schoolbag, because it wasn't there when I got home.  
 B: Where could it be?  
 A: I was reading it on the subway. I must have left (leave) it there! It's the only explanation I can think of.  
 B: Did you check your bag when you got off the subway?  
 A: No, I didn't. I shouldn't have been (be) so careless.  
 B: I suppose some kind person might have found (find) it and handed it to the lost and found office.  
 A: I hope so. Let's go there and check it out.

6. Read the passage again and make comments on some of the information you have learned from the passage using perfect modals.

**Perfect Modals**

- ✓ Read the passage again.
- ✓ Make your own comments on some of the information you have learned from the article.
- ✳ Remember to use perfect modals once or twice in your comments.
- ✓ Share with your group members to see whether they agree with you.

## Activity 2

1. Read the given comics.
2. Talk about what happens in the comics with at least five sentences. Remember to use perfect modals at least once.

**Perfect Modals**

**Story Time**

我画(AH + A)

**Homework:**

Write down your comments on the reading material about the breakthrough in the development of the testing kit. Remember to use perfect modals in your comments.

SCRELE