

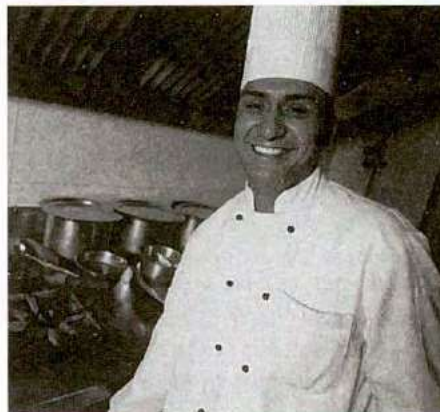
11

Modals (1)

Use of modals; rules and obligation; necessity

A Context listening

1 You are going to hear a conversation between a man called Krish and a boy called Ahmed. Look at the picture of Krish. What can you guess about his daily routine?



2 ▶ 15 Listen and check if you were right.

3 ▶ 15 Listen again and answer these questions.

- 1 Why isn't Ahmed at school? Because he's left school.
- 2 How many rich and famous people does Krish meet? _____
- 3 Why isn't Krish at work today? _____
- 4 How is this job different from Krish's last job? _____
- 5 What does Krish offer to do? _____

4 ▶ 15 Listen again and match the beginnings and endings of these sentences. Stop the recording when you need to.

- | | |
|------------------|---|
| 1 You need | A think about the hotel kitchen today. |
| 2 Chefs have | B to work every day except Monday. |
| 3 I needn't | C to spend their time in the kitchen. |
| 4 You don't have | D come to the hotel one day. |
| 5 I need | E to talk to me if you want to know what the job is like. |
| 6 I have | F to work longer hours. |
| 7 I had | G to work all day. |
| 8 I'll have | H go now. |
| 9 I must | I to get up early. |
| 10 You must | J to stay until all the food is cooked and served. |

5 Look at your answers to Exercise 4. Which verbs in 1–10 are not followed by *to*?

B Grammar

1 Use of modals

The modal verbs *can*, *could*, *may*, *might*, *must*, *ought to*, *shall*, *should*, *will* and *would*:

- are always used before another verb:
*He **can** swim.*
- never change – they do not add -s or -ed or -ing.
- are followed by a verb in its infinitive form without to:
*You **should** get up earlier. (not ~~You should to get up~~)*
except for *ought* which must be followed by to:
*You **ought to** get up earlier.*
- are immediately followed by *not* in the negative:
*You **should not** / **shouldn't** be late for college.*
*You **ought not to** be late for college.*
- go immediately before the subject in a question:
***Could** you wake me up?*

2 Rules and obligation

must and **have to**

+	must + verb	<i>We must leave now.</i>
?	must ... + verb?	<i>Must we leave now?</i>
+	have to / has to + verb	<i>He has to leave now.</i>
?	do / does ... + have to + verb?	<i>Do we have to leave now?</i>

For obligation, we can often use either **must** or **have to**:

*I **must** go now or I'll miss the bus. or I **have to** go now or I'll miss the bus.*

We use **must** to give orders, for written notices or for strong advice, including to ourselves:

*You **must** tell me everything. (= I feel strongly about this)*

*Lucia **must** be home by midnight. (= these are my instructions)*

*You **must** come to the hotel one day. (= I strongly advise you to)*

*I **must** go now. (= I have decided to do this, or it's important for me to do this)*

When the obligation does not come from the speaker, **must** is possible but **have to** is more usual:

*You **have to** pay to park your car here. (= the local council has made this rule)*

*I **have to** stay until the food is cooked. (= this is part of my job)*

We usually use **have to** for habits:

*I **have to** get up early to cook breakfast.*

*Franco **has to** practise the piano for twenty minutes a day.*

We only use **must** in one form and it refers only to the present or future. For other verb forms, we use **have to**:

*I **had to** work every day. (past simple)*

*I'll (will) **have to** work longer hours. (future)*

*I avoided **having to** speak to him by crossing the street. (verb + -ing)*

*If I got the job, I'd (would) **have to** buy a car. (conditional)*

mustn't and don't have to

<i>must not + verb</i>	<i>We mustn't be late.</i>
<i>do/does not have to + verb</i>	<i>We don't have to be early.</i>

⚠ Although *must* and *have to* both express obligation, *mustn't* and *don't have to* have different meanings.

Mustn't means 'don't do it' and *don't have to* means 'it's not necessary to do it':

*We **mustn't** make a lot of noise.* (= it is wrong to do this, it isn't allowed)

*You **don't have to** stay at school until you're 18.* (= you are not obliged to but you can if you want)

have/has got to

In speech and informal writing, we often use *have/has got to* instead of *have/has to*. *Have/has got to* normally refers to a particular action rather than a general situation. We can say:

*We **have to** work very hard this afternoon.* or *We've **got to** work very hard this afternoon.*

***Don't** you **have to** finish that essay today?* or ***Haven't** you **got to** finish that essay today?*

*Teachers **have to** work very long hours in my country.* (~~not Teachers **have got to** work very long hours~~)

⚠ When we refer to the past we use *had to*.

*I **had to** get up early when I was your age.* (~~not I'd **got to** get up~~)

should

When we are talking about the right thing to do, we use *should*:

*Adam **should** take more care when he's cycling.* (= it's the right thing to do but he doesn't do it)

*I **shouldn't** spend so much time watching TV.* (= it's the wrong thing to do but I still do it)

To talk about the past, we use *should have* + past participle:

*I **should have told** the truth.* (= this was the right thing to do but I didn't do it)

*We **shouldn't have lent** her that money.* (= this wasn't the right thing to do but we did it)

It is also possible to use *ought to* or *ought to have* in these sentences, but it is less common.

(➤ See Unit 13, B5 for more on the modal verbs in this section.)

3 Necessity

We can use *need* (+ *to* infinitive) as a normal main verb in all the tenses, but it also has a modal form in the negative. We can say:

*She **doesn't need to** come.* or *She **needn't** come.* (= she doesn't have to come – it's not necessary)

In positive statements, we say:

*She **needs to** come.* (~~not She **need** come~~)

To talk about the past, we say:

*Oliver **needed to** buy a computer.* (= it was necessary because he didn't have one)

*Oliver **didn't need to** buy a computer.* (= it wasn't necessary because he already had one)

Needn't have has a different meaning:

*Oliver **needn't have bought** a computer.* (= he bought a computer but his parents gave him one so now he has two!)

Grammar exercises

1 Fill in the gaps with the correct form of *have to* or *must*. Where can you use *have got to*?

- Most students in Britain have to pay to go to university.
- Joe _____ get up early on Fridays as he has no lectures in the morning.
- You _____ talk during the film because other people will get annoyed.
- My library books are overdue so I _____ pay a fine when I return them.
- Luke _____ drive to work these days because the buses don't start early enough any more.
- Because Sue could play the guitar, she _____ practise much when she took up the ukulele.
- You _____ borrow this film – you'll enjoy watching it.
- _____ (you) work every Saturday in your new job?
- Non-swimmers _____ go into the deep end of the pool.
- You _____ come to the rehearsal with me tomorrow if you want to be in the play.
- When I was a child, I _____ keep changing schools because my parents moved house a lot.
- We've moved into a smaller flat and I _____ share a room with my sister.
- I _____ stop eating so much chocolate or none of my clothes will fit.
- They provide towels at the pool so I _____ take one.

2 Match the beginnings and endings of these sentences.

- | | |
|-----------------|--|
| 1 I shouldn't | A wear a helmet when he's cycling on a busy road. |
| 2 Do I need to | B to take any money for the funfair or is it free? |
| 3 We don't need | C to ask his boss before he leaves the office. |
| 4 They needn't | D take sandwiches with them because Jenny's cooking lunch. |
| 5 Konrad should | E to send them our new address because they already have it. |
| 6 Should you | F fill in my application form now? I'm busy at the moment. |
| 7 Lewis needs | G spend so much time playing computer games. |
| 8 Do they need | H carry that suitcase with your bad back? |

3 Alex has made some silly mistakes recently, but he's decided to tell his parents and ask for help. Write what he says, using *should/shouldn't have* and the past participle of the verbs in the box.

ask keep lie lock revise

- He lost his expensive new phone.
I should have kept it somewhere safe.
- He didn't look after his bike carefully and someone stole it.
I _____ it.
- He borrowed some money from a schoolfriend.
I _____ you for money.
- He made up a story about why he hadn't done his homework.
I _____ about my homework.
- He didn't prepare for his exams and he failed.
I _____ thoroughly.
I'll do better in future, I promise. Please can I have a new phone and a new bike?

4 Read this article about a pop star. Complete the sentences below.

The diary column

Pop star Lee Divine travelled from London to New York yesterday by plane.

Lee had visited his hairdresser before he went to the airport and wore his latest designer clothes, as he likes to look his best in photos. Press photographers usually follow him wherever he goes but the weather was very bad yesterday and, to Lee's obvious disappointment, there were no photographers at the airport.

Because he is famous, he didn't stand in the queue and his bodyguard carried his luggage for him. Although most people have to walk from the car park, Lee has a driver who drove him right to the door. Even this did not seem to make him happy. Lee got angry with his driver on the way because he said she wasn't driving fast enough. Of course, they arrived at the airport in plenty of time.



- | | |
|--|----------------------------|
| 1 He needn't have <u>visited his hairdresser</u> . | 4 He didn't need to _____. |
| 2 He needn't have _____. | 5 He didn't need to _____. |
| 3 He didn't need to _____. | 6 He needn't have _____. |

5 Rewrite these sentences using the correct form of *must*, *need*, *should* or *have to*.

- 1 It's her fault that she's lost her watch because she didn't look after it.
She should have looked after her watch.
- 2 I don't expect you to phone me before you come.
You _____.
- 3 It is essential for students to buy a good dictionary.
Students _____.
- 4 It was wrong of you to take money from my purse without asking.
You _____.
- 5 I was getting ready to drive to the station to pick up my sister when she arrived in a taxi.
I _____.
- 6 It's not fair that I do the washing-up on my own.
You _____.
- 7 Students aren't allowed to use their phones during classes.
Students _____.
- 8 She turned the music down to avoid disturbing her neighbours but they'd gone out.
She _____.
- 9 I think she's wrong to make promises which she doesn't keep.
She _____.
- 10 You can give the tour guide a tip but it is not necessary.
You _____.

Exam practice

Reading and Use of English Part 6

You are going to read a magazine article about schools. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

Find your energy again

Even the best designed of today's schools and colleges represent artificial environments where it can be difficult to stay positive and bursting with energy. Complaints about feeling tired or ill or having no energy are commonplace.

Students and teachers often say that health problems are the inevitable consequences of being in a school all day long. **1** While there may be little you can do about the noise or the behaviour of those around you, you don't have to feel unwell. There is plenty you can do to restore those energy levels and feelings of well-being.

The first thing you must address is tiredness. If at the weekend you stay up late with your friends, going to parties or playing games online, and then sleep all the following morning, you can't expect your body to adjust on a Monday morning to a completely different routine. **2** For most of us, however, it's a very bad idea.

Our diets are another way we mistreat ourselves. Many teachers, and even some children, say they don't have breakfast – but you really should eat something, however small, before you leave home. And if you don't eat a proper lunch, or worse, you skip it altogether because you're busy, you will get to the evening and suddenly realise how hungry you are. **3** The sooner you do, the better because nothing is more important than eating and drinking regularly.

You should also take exercise regularly in the evenings. **4** Recent American research has established that frequent, vigorous exercise is a good way of improving your mood and that the effects last far longer than the session itself. It has to be vigorous, though – walking or tennis have to be kept up for at least an hour to have a positive effect.

All the advice on exercise says you should choose something you like doing. **5** If you don't want to fall into the same trap, you need to keep reminding yourself of the advantages. You should also spend as much time as possible in daylight – advice which is often ignored. We now know that lack of sunlight can cause depression. Time spent out of doors, even if it's only a few minutes, is never wasted.

You may be bothered by some of your friends' or classmates' negative attitudes towards staying healthy. Take a few moments to think about how they affect your own state of mind. **6** You are much more likely to enjoy your free time if you leave school feeling positive and it's the same for your friends. Take steps to make sure school is a place where you look forward to going. You will spend many hours of your life there!

Exam practice

- A Most people start off with good intentions but soon lose interest.
- B This is, of course, a disastrous way for anyone to run their life and you need to realise that.
- C Always remember that you don't need to behave in the same way.
- D That solution to the problem may not work for everyone.
- E However, this is not the case.
- F This will help you to get to sleep later that night and wake up refreshed.
- G Some people seem to be able to keep this up without any negative effects on their health.



Exam tip

If you think two sentences fit in a gap, leave it and continue with the other questions. Then go back and fill in the ones you are unsure about.

Grammar focus task

Look at these sentences and find expressions in the text (including sentences A–G) which mean the same.

- 1 It is not necessary for you to feel ill.
You don't have to feel unwell.
- 2 It is essential first of all for you to deal with tiredness.

- 3 It is important that you exercise regularly after school.

- 4 It is essential that the exercise you take is vigorous.

- 5 It is essential to walk or play tennis for at least an hour.

- 6 It is important that you do a form of exercise that you enjoy.

- 7 It is necessary that you don't forget the positive things.

- 8 It is not necessary for you to behave like them.

Permission; requests; offers; suggestions; orders; advice

A Context listening

A cartoon illustration of a woman with short brown hair sitting at a desk, typing on a keyboard. She is wearing a blue long-sleeved shirt and black pants. A man with dark hair, wearing a blue t-shirt and grey pants, stands behind her, gesturing with his right hand towards the desk. On the desk, there is a computer monitor, a desk lamp, and a keyboard. To the left of the desk, there is a stack of papers and a small white box. To the right, there is a stack of papers and a small white box. The background is a plain light blue wall.

Sophie says:

1	Will you lend me ten pounds?	✓
2		
3		
4		
5		

4 **17** Listen again. Sophie asks her mother two things for a second time at the end of the conversation. What does she say? Why does she ask differently the second time?

B Grammar

1 Asking for and giving permission

We can ask for permission by saying *Can I?* *Could I?* or *May I?*:

Can I leave my bag here while I look round the museum? (= a simple request which expects the answer yes)

Could I borrow your car for a few days? (= more polite or a request which is less sure of the answer being yes)

May I sit here? (= a more formal request, particularly to a stranger)

We usually answer by saying:

Of course (you can). / *OK.* / *Certainly.*

I'm afraid not. (= polite) / *No, you can't.* (= not very polite)

May is often used in written notices to say what is or is not allowed:

*You **may** borrow six books from the library.*

*You **may not** keep any book for longer than three weeks.*

2 Making requests

We use *Can you?*, *Will you?*, *Could you?*, *Do you think you could?*, *Would you?* *Would you mind?* to ask someone else to do something.

We often use *Can you?* or *Will you?*, especially in informal conversation:

Can you pass me the bread?

Will you get me some stamps from the post office?

To be more polite, we use *Could you?* and *Would you?*:

Could you tell me where the station is?

Would you lend me your camera?

We usually answer by saying:

(Yes) of course (I can/will). or *OK.* or *Maybe.*

I'm sorry, I'm afraid I can't. (**not** *No, I won't*, which sounds rude)

We often use *Do you think you could?* (**not** *Do you think you can?*) to make requests:

Do you think you could move your things off the table?

▲ We never use *May you?* to ask someone to do something.

(**not** *May you give me a lift?*)

We use *Would you mind (not) -ing?* when we want to be very polite:

Would you mind moving to another seat?

Would you mind not talking so loudly?

▲ The reply to a question with *Would you mind?* is negative:

Not at all. (= I don't mind moving to another seat. / We don't mind talking more quietly.)

3 Making offers

There are several ways of offering help to someone:

Can I/we help you to cook dinner?

Shall I/we clean the car for you?

I can / I could / I'll lend you some money.

Why don't I carry that bag for you?

Would you like me to do the washing up?

4 Making suggestions

To make a suggestion, we can use all the following expressions:

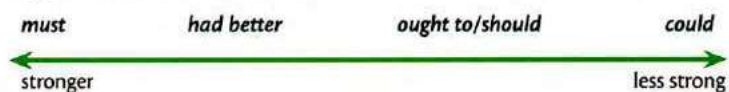
Let's	<i>drive to the city centre today.</i>
Shall I/we Why don't I/we/you	<i>drive to the city centre today?</i>
How about What about	<i>driving to the city centre today?</i>

If we are less sure of what we are suggesting, we can say:

I/We/You could drive to the city centre today.

5 Giving orders and advice

To give orders and advice, we use:



*You really **must** start looking for a job.* (= an order – I am telling you to do this, or this is my opinion which I feel very strongly about)

*You'd **better** start looking for a job.* (= advice – otherwise you may regret it)

*You **should** / **ought to** start looking for a job.* (= advice)

*You **could** start looking for a job.* (= this is only a suggestion)

For the negative we normally use *had better not* or *shouldn't*. *Ought not to* is also possible but less common:

*You'd **better not** forget to send that application form.*

*You **shouldn't** / **ought not to** wear those clothes for the interview.*

⚠ We don't use *mustn't* or *couldn't* when giving advice.

To talk about the past we say:

*You **should have** / **ought to have** accepted that job.* (= it was a good idea to accept it but you didn't)

For the negative we say:

*You **shouldn't have** worn those clothes.* (= you wore them but it wasn't a good idea)

We can use all these verbs to talk about the right thing to do:

*I **must** try harder not to be late.*

*She **should** / **ought to** be more thoughtful.*

*He'd **better** go and say sorry.*

*I'd **better not** upset her today.*

*They **shouldn't** / **ought not to** talk so much.*

To talk about the right thing to do in the past we say:

*They **shouldn't have** talked so much.*

(➤ See also Unit 11, B2 for more on these modal verbs)

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Modals (2)

C Grammar exercises

1 Mark the sentences on the left A (advice/warning), O (offer), P (asking permission), R (request) or S (suggestion). Then match them with the replies on the right.

- | | |
|--|---|
| 1 May I check my email on your laptop? <u>P</u> | a Yes, let's. This one isn't very good. |
| 2 Would you mind buying me a sandwich? _____ | b Of course. Let me just save this document first. |
| 3 Shall I make you a copy of my notes? _____ | c Of course not. What sort would you like? |
| 4 How about going out for a coffee? _____ | d Oh thanks, that'll save me a long walk. |
| 5 You ought to buy a new dress for your cousin's engagement party. _____ | e OK, I could do with a break. |
| 6 Can you text me after the exam? _____ | f Well, I just can't afford one. |
| 7 I can give you a lift in my car if you need one. _____ | g I'm afraid not, I forgot to charge it. |
| 8 Could I use your phone to make a call, please? _____ | h OK, I won't. |
| 9 You'd better not touch anything on the desk. _____ | i I'm sorry, I can't. We're not allowed to take phones with us. |
| 10 Why don't we try a different website? _____ | j No, it's OK. I've got all the information I need. |

2 Choose the correct words in these sentences.

- Students *ought* / *may* not use phones in any part of the library.
- Why don't you *send* / *sending* me a text when you finish your class?
- Please *may* / *can* you cut me another slice of bread?
- How about *spend* / *spending* the weekend at my parents' beach house?
- We shouldn't have *given* / *gave* our address to that salesman.
- Your brother really *shouldn't* / *ought not* to eat so much ice cream!
- Shall* / *Could* they meet us on the beach, or is that too far from their house?
- I knew I *should* / *better* have brought a warmer coat with me – I'm freezing!

3 Fill in the gaps in these sentences. There is more than one possible answer for most of these.

- Can I leave my scooter in your garage?
- I'm sorry to bother you. _____ I look at your timetable, please?
- _____ cycling to town today for a change? It will be good for us.
- We _____ ask Paula if she'd like to come riding with us. What do you think? I think she'd enjoy it.
- _____ you get that tin down from the shelf for me, Dad? I can't quite reach.
- I _____ post your parcel on my way to work if you want.
- _____ we go sailing at the weekend? The weather's going to be fine.
- Excuse me, _____ you tell me where the nearest tube station is?
- Passenger:* _____ I take this bottle onto the plane?
Security officer: No, I'm afraid not.
- _____ turning that television down? I need to use the phone.

4 Complete the dialogue with the phrases in the box.

Can I do Can I help Could I see I'm afraid Shall I ask Would you exchange You can't have
You could give You'd better not You should ask You shouldn't have done

- Assistant: (1) Can I help you?
 Laura: I'd like to get a refund on these headphones. (2) _____ that at this checkout?
 Assistant: Yes, you can. (3) _____ the receipt, please?
 Laura: (4) _____ not. I haven't got one, you see, because they were a present.
 Assistant: Sorry. (5) _____ a refund without the receipt.
 Laura: (6) _____ them for something else, then?
 Assistant: What brand are they? Oh, but you've taken them out of their box.
 Laura: (7) _____ that if you wanted to return them.
 Assistant: Christabel did that before she gave them to me.
 Laura: Did you say Christabel? Does she work here at weekends?
 Assistant: I don't know. She's got dark hair and glasses.
 Laura: (8) _____ her where she got them. She was probably given them free because they haven't got a price on them. (9) _____ the manager what he thinks?
 Assistant: (10) _____ do that. I don't want to get Christabel into trouble.
 Assistant: (11) _____ them to someone else for their birthday or something, I suppose.



5 What would you say in the following situations? Write sentences using the words in brackets.

- You have just started work in a new office and you want to know how the coffee machine works. Ask someone.
(could) Could you tell me how the coffee machine works, please?
- Your sister has just moved into a new flat and you offer to help her clean it.
(shall) _____
- Your friend is trying to decide what to buy her mother for her birthday. Suggest she buys her some perfume.
(what about) _____
- Your brother puts lots of salt on his food. Advise him not to use so much.
(ought) _____
- You want a book which you can't find in your local bookshop. Ask the assistant to order it for you.
(could) _____
- You are buying something in a market and you want to pay by credit card. Ask the assistant if this is possible.
(can) _____
- Your friend is always missing calls because he forgets to charge his phone. Advise him to charge it every night.
(should) _____
- You've been at a party at a friend's house and the kitchen is in a terrible mess. Offer to help clear up.
(would / like) _____
- Your sister is going shopping. You need a tube of sun cream. Ask her to get some for you.
(can) _____
- You need a lift home. Your friend has a car but lives in the other direction. Ask him politely for a lift.
(would / mind) _____

Exam practice

Listening Part 3

▶ 18 You will hear five short extracts in which people are talking about advice they received. For questions 1–5, choose from the list (A–H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

A I didn't listen carefully enough to the advice.

B I received advice I didn't ask for.

Speaker 1 1

C It was a mistake to follow the advice.

Speaker 2 2

D I didn't get the advice I'd hoped for.

Speaker 3 3

E I wish I'd taken the advice.

Speaker 4 4

F The advice was too confusing.

G I was given the advice too late.

Speaker 5 5

H The advice wasn't relevant to me.



Exam tip

Read the options before you listen.

Grammar focus task

▶ 18 What advice were the people on the recording given? Rewrite the sentences below using the words given. Listen again to check whether your new sentence is the same as what the speaker said.

1 What about going skiing in Whistler?

(really should) You really should go skiing in Whistler.

2 Why not go hiking in Cape Breton?

(could) _____

3 I advise you not to do that course.

(shouldn't) _____

4 It's not a good idea to cycle along those roads.

(better not) _____

5 I suggest you take these tracks across the fields instead.

(don't) _____

6 That was the wrong thing to do.

(have) _____

7 It is essential that you wear your life jacket.

(must) _____

14 Modals (3)

Ability; deduction; certainty and possibility; expectations

A Context listening

1 You are going to hear two college students called Clare and Fiona. They're on their way to college when they see someone sitting in a café. Before you listen, look at the picture. Do you think the man is with his sister, his friend or his mother?



2 ▶ 19 Listen and check if you were right.

3 ▶ 19 Listen again and answer these questions.

- 1 Who does Clare think Danni is with at first? _____
- 2 Fiona doesn't agree. Why not? _____
- 3 What do the two girls decide to do? _____
- 4 What does Clare want to get? _____
- 5 Why doesn't Fiona want to? _____
- 6 What does Fiona want to sell? _____
- 7 What is Clare's opinion of Fiona's idea? _____

4 ▶ 19 Listen again and fill in the gaps.

- 1 Clare: It might be Danni.
- 2 Clare: She _____ his mother.
- 3 Fiona: She _____ his mother.
- 4 Fiona: He _____ me on my own.
- 5 Fiona: She _____ his friend.
- 6 Fiona: It _____ him after all.

5 Look at the sentences in Exercise 4. In which sentences does the speaker:

- 1 seem sure that something is true? _____
- 2 think something is possible, but isn't sure? _____

14 Modals (3)

B Grammar

1 Ability

can and be able to – present forms

+	can + verb	<i>I can swim.</i>
–	can't + verb	<i>She can't swim.</i>
?	can ... + verb?	<i>Can you swim?</i>

+	am/is/are able to + verb	<i>I'm able to swim.</i>
–	am/is/are not able to + verb	<i>He's not able to swim.</i>
?	am/is/are ... able to + verb?	<i>Are you able to swim?</i>

We use *can* or *be able to* to say that someone has the ability to do something. *Can* is more common than *be able to* in the present.

We usually use *can*:

- to talk about an ability in a general way:
*James **can** play chess, although he's only six years old.*
*Humans **can't** see very well in the dark.*
- to talk about a situation which makes someone able to do something. This may refer to the future as well as the present:
*The manager **can't** see you right now – she's in a meeting.*
*You **can** get tickets to the festival on this website.*
*I **can** meet you tomorrow because I have a day off.*

can and be able to – past forms

+	could + verb	<i>I could swim.</i>
–	couldn't + verb	<i>She couldn't swim.</i>
?	could ... + verb?	<i>Could you swim?</i>

+	was/were able to + verb	<i>I was able to swim.</i>
–	was/were not able to + verb	<i>I wasn't able to swim.</i>
?	was/were ... able to + verb?	<i>Were you able to swim?</i>

We use *could* or *was/were able to*:

- to talk about someone's ability in the past:
*He **could** / **was able to** read when he was three but he **couldn't** / **wasn't able to** catch a ball when he started school.*
- to talk about a situation which made someone able to do something:
*I **was able to** meet them yesterday because I had a day off.*

▲ We do not use *could* to talk about one situation in the past, but we can use *couldn't*:

*She **was able to** (not **could**) come to the meeting but she **couldn't** / **wasn't able to** stay for lunch.*

*They **were able to** (not **could**) see the match because they had a day off.*

be able to – other tenses

For ability and situations which makes someone able to do something, *can* is only used in the present tense and *could* is only used in the past. In all other tenses we use *be able to*:

*We'll **be able to** sell the photo to a newspaper. (will future)*

*They **haven't been able to** contact Mary because of the storms. (present perfect)*

*If you saved enough money, you **would be able to** visit me in New Zealand. (conditional)*

*They hope **to be able to** visit me next year. (infinitive)*

2 Deduction: certainty and possibility

Talking about the present

Certainty

We use:

- **must** when we are sure something is true:
*It **must be** from Steven because he's in Australia.*
(= I'm certain it's from Steven)
- **can't/couldn't** when we are sure something is not true:
*It **can't be** / **couldn't be** from Steven because that's not his writing.* (= I'm certain it's not from Steven)



Possibility

To talk about possibility, we can use **may**, **might** or **could**. The meaning is usually the same, but **might** sounds a little less certain than **may** or **could**.

*She **may be** his sister.* (= I think there's a good possibility that she is his sister)

*They **might have** some money.* (= I think there's a slight possibility that they have some money)

We use:

- **may**, **might** or **could** when we think something is possibly true:
*The parcel **may be** / **might be** / **could be** from Dad's friend Tony, because he moved to Australia recently.*
(= it is possible, not certain, that the parcel is from him)
- **may not** / **might not** (but not ~~could not~~) when we think something is possibly not true:
*It **may not be** / **might not be** from someone we know.* (= it is possible that it is not)

Present	True	Not true
Certainty	<i>must + infinitive without to</i>	<i>can't/couldn't + infinitive without to</i>
Possibility	<i>might/may/could + infinitive without to</i>	<i>might not/may not + infinitive without to</i>

▲ Notice that **could** means the same as **might** and **may**, but **couldn't** is different from **might not** and **may not**.

All the verbs in the table above can also be followed by **be + verb + -ing** for a situation which we think is happening now:

*Steven **might be travelling** home at this moment.*

*He **must be looking forward to** seeing his friends and family.*

Talking about the past

Certainty

We use:

- **must have + past participle** when we are sure something is true:
*Steven **must have arrived** in Perth by now.* (= I'm certain he has arrived)
- **can't/couldn't have + past participle** when we are sure something is not true:
*He **can't/couldn't have got** there yet because it will take at least two weeks.* (= I'm certain he hasn't got there)



14

Modals (3)

Possibility

We use:

- **might have / may have / could have** when we think something is possibly true:
He **might/may/could have stopped** for a few days on the way. (= it is possible that he stopped)
- **might not have / may not have** when we think something is possibly not true:
He **might/may not have had** time to do everything he wanted. (= it is possible he didn't have time)

Past	True	Not true
Certainty	must have + past participle	can't have / couldn't have + past participle
Possibility	might have / may have / could have + past participle	might not have / may not have + past participle

▲ Notice that **could have** means the same as **might have** and **may have**, but **couldn't have** is different from **might not have** and **may not have**.

Talking about the future

We also use **might (not)**, **may (not)** and **could** (but not ~~could not~~) when we are talking about a possibility in the future:

James **may go** out to see Steven in Australia next month.

We **might get** into a lot of trouble, in my opinion.

I think there **could be** a storm tonight.

Should we get a bigger bag for the potatoes? This one **might/may not be** strong enough. (not ~~could not be~~)

3 Expectations

When we expect something will happen, we can use **should (not) + infinitive** without **to**:

Steven **should email** us soon. (= I expect he will email)

It **shouldn't be** too long before we hear from Steven. (= I expect it will not be too long)

We also use **should** when we discover that a situation is not as we expected:

This email from Steven says he's in Melbourne but he **should be** in Sydney this week. (= I'm surprised because I expected him to be in Sydney)

When we talk about a past situation, we use **should (not) have + past participle**:

He **should have left** Alice Springs several days ago. (= I expect he left Alice Springs)

He **shouldn't have had** any trouble finding places to stay. (= I expect he didn't have any trouble)

C Grammar exercises

1 Complete the article with *can*, *can't*, *could*, *couldn't* or the correct form of *be able to*. Sometimes there are two possible answers.



THE MATHS GENIUS

Rhiannon Kennedy speaks to Nick Evans about her amazing talent.

'One day when I was four years old, my father was telling my mother how much money he'd spent and while he was talking I added it all up. They didn't believe that I (1) could do that because I (2) _____ read or write. I'm now at university and I (3) _____ still add up

complicated sums in my head. I did a maths exam once which I finished so quickly that I (4) _____ eat a meal in the canteen before the others had finished.

'Next year we have to write essays and I'm not sure whether I (5) _____ do that because I (6) _____ (*never*) spell very well. I would like (7) _____ use my mathematical skill in a job but I haven't decided what yet. I (8) _____ be a maths teacher – I'd enjoy the maths but I'm not sure about the children! I entered a maths quiz show on TV once but when they asked me the questions I (9) _____ think of the answers because I was just too nervous. So I (10) _____ imagine myself as a TV star. I (11) _____ always get work in a supermarket when the tills break down, I suppose!'

2 Read about what has happened on a camping trip.

Two teenage boys are camping with their families near a lake. One day they find an old boat and decide to row out to an uninhabited island. They explore the island until suddenly they realise it's getting dark. They run to find the boat, but it's gone.

Here are some of the things their families say when they don't come back. Decide if each sentence refers to the present, past or future.

- 1 There can't be much to eat on the island. present
- 2 People may have seen them rowing across the lake. _____
- 3 They could be stuck there for days. _____
- 4 Someone in a fishing boat might see them. _____
- 5 They must have forgotten how late it was. _____
- 6 They must be getting scared. _____
- 7 There may be a cave or hut they can shelter in. _____
- 8 The boat could have sunk. _____
- 9 Someone may have taken the boat. _____
- 10 They can't have tied the boat up properly. _____



Now write the number of each sentence next to the correct meaning, A or B.

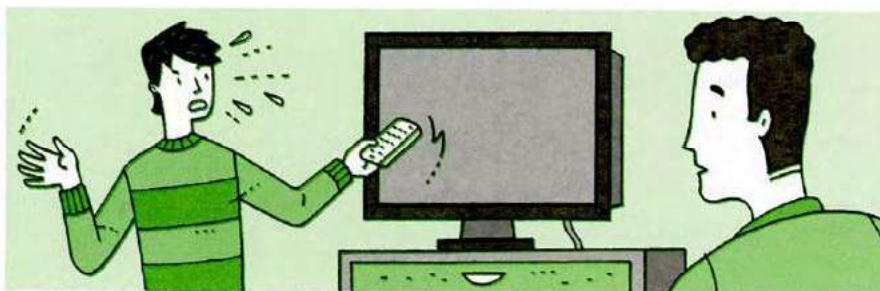
- A I feel certain about this. 1 _____ B I think this is possible. _____

14 Modals (3)

3 Complete these sentences with a modal verb and the correct form of the verb in brackets.

- Jenny's brother can't be (be) a doctor because he's only 18.
- Samantha said she'd go for a swim as soon as she reached the seaside so she is swimming (swim) in the sea right now.
- I can't think what's happened to Annie. She left home hours ago so she isn't here (be) here by now.
- These football boots don't fit me any more. My feet are growing (grow).
- My neighbour remembers when there were fields here instead of houses so he is (be) very old.
- Alan is forgetting (forget) that it was my birthday yesterday because it's the same as his!

4 Complete these dialogues with a modal verb and the correct form of the verb in brackets.



- A: I can't get the TV to record any programmes.

B: You must be doing (do) something wrong.

A: OK. Where are the instructions?
- A: I don't seem to have my wallet.

B: Did you forget to bring it?

A: No, I left it (leave) at home because I had it when I paid for my train ticket.
- A: I sent Camilla a text an hour ago but she hasn't got back to me yet.

B: She isn't seeing (not see) it if she's at work today.
- A: I found this watch in the changing rooms.

B: It isn't (be) Peter's. I think he's got one like that.
- A: I don't really like James. Why did you invite him?

B: Well, you don't have to talk to him and he isn't coming (not come) anyway. He said he wasn't sure what his plans were.
- A: Did your team win their match yesterday?

B: Yes, we did! We lost (lose) really, but their best player hurt herself in the first five minutes so they only had ten players. She is (be) furious with herself!

A: That was lucky for you, though.

5 Read this police report about a stolen painting.

Crime report

Theft:

The Celebration by James Patrone – a 17th century painting, 15 x 20 centimetres, worth £150,000

Location:

Sidcombe Art Gallery

Time:

between 6.00 and 7.30 on Friday evening

Suspects (all have keys to the art gallery):

The caretaker, Sam Willis

Sam, who has worked at the gallery for 32 years, locked up at 6.30 as usual after the cleaners had left.

A cleaner, Sandra Thompson

Sandra cleaned the offices and the galleries with two other cleaners. They finished at 6.00 and had a chat in the cloakroom before leaving together at 6.15. She says the picture was still there at 6.00.

The shop manager, Sophie Christie

Sophie closed the museum shop at 5.30, but had to stay and wait for a delivery. The driver got delayed in the traffic and arrived at 6.05. He left straight away and Sophie said she left at about 6.15 but nobody saw her leave the building.

The director, William Rees

William was on the phone in his office between 6.00 and 7.00. He says he left the gallery at 7.15 but nobody saw him leave.

A research student, Daniel Foreman

When the gallery shut at 5.30 Daniel begged the caretaker to let him stay a bit longer to finish his work. The caretaker saw him coming out of the toilets at 6.30 and told him to leave. He bought an expensive car on Saturday.

The cloakroom attendant, Josie McCartney

The cloakroom closed at 5.30 and Josie tidied up. She was just leaving when the cleaners arrived and she stopped to have a chat with them. They all left together at 6.15.

Who had the opportunity to steal the painting? Complete these sentences using *must have*, *can't have*, *couldn't have*, *might have*, *may have* and *could have*. Use each structure once.

- 1 Sam Willis might have stolen the painting because he was there until 6.30.
- 2 Sandra Thompson _____ the painting because _____.
- 3 Sophie Christie _____ the painting because _____.
- 4 William Rees _____ the painting because _____.
- 5 Daniel Foreman _____ the painting because _____.
- 6 Josie McCartney _____ the painting because _____.

Exam practice

Reading and Use and English Part 3

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The woman on the hill

A (0) mysterious woman has lived completely alone in a large house on a hill in north Yorkshire for the last fifty years. She (1) _____ visits the nearby village to buy fruit. She walks (2) _____ down the main street but she only speaks briefly to one shop assistant. She doesn't (3) _____ with anyone at all and no one has ever been to visit her. Local people say that she receives (4) _____ of food and fuel but they assume she makes all her orders and (5) _____ online, so they don't even know her name.

She gives the (6) _____ from the way she behaves that she might once have been famous. She must have been very (7) _____ when she was young but she appears to be well over 70 now. Nobody in the village knows who she is and they are (8) _____ ever to find out.

MYSTERY
OCCASION
CONFIDENCE

SOCIAL
DELIVER
PAY

IMPRESS
ATTRACT

LIKE

Grammar focus task

What do you think the villagers say about the woman on the hill? Complete the sentences using *must*, *might (not)*, *may (not)*, *could(n't)* or *can't*.

- 1 I'm sure she isn't happy. = She can't be happy.
- 2 I think perhaps she's shy. = She _____ shy.
- 3 I strongly believe she's lonely. = She _____ lonely.
- 4 It's not possible that she has any family nearby. = She _____ any family nearby.
- 5 No doubt she moved there when she was very young. = She _____ here when she was very young.
- 6 She probably has an interesting background. = She _____ an interesting background.

Answer key

- 5 We had a great trip to ~~the~~ France last weekend. We went to ~~the~~ little hotel that you recommended and it was very pleasant. ~~Foods~~ The food at the hotel ~~weren't~~ wasn't so good, as you warned us, but we strolled down to ~~the~~ city centre on Saturday evening and had a lovely meal there. In fact, we ate so much for ~~the~~ dinner that we didn't want a breakfast on Sunday! Thanks again for the advice. ~~The~~ Wikipedia gave us some good ~~informations~~ information about the town, but your local knowledge really helped. Now I must unpack and do the ~~washings~~ washing. Here is a photo of the hotel to remind you. (➤ B1-3)

- 6 2 – 3 shopping 4 information 5 furniture 6 – (➤ B1-2)

Exam practice

Reading and Use of English Part 4

- 1 takes (great) pleasure in buying / gets (great) pleasure from buying
2 gave me (some) advice about/on
3 will have been waiting (for)
4 but/although/though he hardly ever
5 the exact sum/amount of money
6 item of news was/news item was / item on the news was

Grammar focus task

- 2 B 3 U 4 C 5 B 6 U 7 C 8 U

Unit 11

A: Context listening

- 2 Suggested answer: He starts work early every morning and he has to stay until all the food is cooked and served in the evening.
3 2 hardly any 3 Because it's his day off. 4 He has two days off every week instead of one. 5 He offers to show Ahmed the kitchen.
4 2 C 3 A 4 C 5 I 6 J 7 B 8 F 9 H 10 D
5 needn't, must

C: Grammar exercises

- 1 2 doesn't have to / hasn't got to 3 mustn't 4 'll (will) have to 5 has to / has got to 6 didn't have to 7 must 8 Do you have to / Have you got to 9 mustn't 10 must / 'll (will) have to 11 had to 12 have to / 've got to 13 must 14 don't have to / haven't got to (➤ B1-2)
2 2 F 3 E 4 D 5 A 6 H 7 C 8 B (➤ B2-3)
3 2 should have locked it 3 should have asked 4 shouldn't have lied 5 should have revised (➤ B2)
4 2 worn his latest designer clothes 3 stand in the queue 4 carry his luggage 5 walk from the car park 6 got angry with his driver (➤ B3)
5 2 needn't / don't need to / don't have to phone me before you come
3 must / need to buy a good dictionary
4 shouldn't have taken money from my purse without asking

- 5 didn't need to / didn't have to drive to the station to pick up my sister
6 should help me (to) do the washing-up
7 mustn't use their phones during classes
8 needn't have turned the music down
9 shouldn't make promises which she doesn't keep
10 don't have to / don't need to / needn't give the tour guide a tip (➤ B1-3)

Exam practice

Reading and Use of English Part 6

- 1 E 2 G 3 B 4 F 5 A 6 C

Grammar focus task

- 2 The first thing you must address is tiredness.
3 You should also take exercise regularly in the evenings.
4 It (The exercise) has to be vigorous.
5 Walking or tennis have to be kept up for at least an hour.
6 You should choose something you like doing.
7 You need to keep reminding yourself of the advantages.
8 You don't need to behave in the same way.

Unit 12

A: Context listening

- 2 1 She went to the beach last year (photo A).
2 He would prefer the quiet mountain holiday (photo C).
3 2 myself, of mine 3 Neither 4 by myself 5 each other
6 somewhere 7 None

C: Grammar exercises

- 1 2 there is 3 It is 4 there are 5 There are 6 there are 7 It is
8 It is 9 there is 10 it is (➤ B5)
2 2 b 3 a 4 a 5 b (➤ B1-3)
3 2 each other 3 every 4 Each 5 everyone 6 Everyone
7 all the 8 each other 9 The whole 10 nobody (➤ B4, B6-8)
4 2 each 3 all 4 none 5 every 6 some 7 most 8 no (➤ B7-8)
5 2 Both John and Rob have an earring.
3 Neither Pete nor John has a moustache.
4 All of them have short hair / wear glasses.
5 They all have short hair / wear glasses.
6 None of them has/have a beard. (➤ B7, B9)
6 2 mine my own 3 us each other 4 There it 5 feel-myself feel
6 It There (➤ B2-5)

Exam practice

Reading and Use of English Part 2

- 1 everyone/everybody 2 own 3 there 4 mine 5 else
6 mine/it 7 Neither 8 both

Grammar focus task

- 2 their own names 3 a close friend of mine 4 somebody else
5 neither of them appeared to mind 6 they both agreed

Unit 13

A: Context listening

- 2 2 Can you lend me your new jacket?
3 Can you give me a lift to town now?
4 Will you get me some shampoo later?
5 Can you collect me from the city centre at midnight tonight?
3 2 X 3 X 4 X 5 ✓
4 Would you please give me a lift? Could you collect me?
She asks differently because she wants to be more polite.

C: Grammar exercises

- 1 2 R 3 O 4 S 5 A 6 R 7 O 8 P 9 A 10 S
2 c 3 j 4 e 5 f 6 i 7 d 8 g 9 h 10 a (➤ B1-5)
2 send 3 can 4 spending 5 given 6 ought not 7 Could
8 should (➤ B1-5)
3 2 May/Could 3 How/What about 4 could 5 Will/Can/
Would/Could (*Would* and *Could* are more formal, less likely
for a simple request to a family member.) 6 can/could/'ll
(will) 7 Shall / Why don't 8 could/would/can (*Can* is less
polite, so less suitable when speaking to a stranger.)
9 Can/May 10 Would you mind (➤ B1-4)
4 2 Can I do 3 Could I see 4 I'm afraid 5 You can't have
6 Would you exchange 7 You shouldn't have done
8 You should ask 9 Shall I ask 10 You'd better not
11 You could give (➤ B1-5)
5 2 Shall I help you clean your new flat?
3 What about buying her some perfume?
4 You ought not to put so much salt on your food.
5 Could you order the book for me?
6 Can I pay by credit card?
7 You should charge it every night.
8 Would you like me to help you clear up?
9 Can you get me a tube of sun cream?
10 Would you mind giving me a lift home? (➤ B1-5)

Exam practice

Listening Part 3

1 D 2 B 3 C 4 G 5 E

Grammar focus task

- 2 You could go hiking in Cape Breton.
3 You shouldn't do that course.
4 You'd better not cycle along those roads.
5 Why don't you take these tracks across the fields instead?
6 You shouldn't have done that.
7 You must wear your life jacket.

Unit 14

A: Context listening

- 2 The woman isn't his mother, but she could be his sister or
his friend – Clare and Fiona aren't sure.
3 1 his mother
2 The woman can't be his mother because she's much
too young.
3 to walk across together and pretend they're looking
in the shop window
4 Danni's autograph
5 Because the young woman could be Danni's friend.
6 a photo of Danni
7 She thinks they might get into a lot of trouble.
4 2 must be 3 can't be 4 might notice 5 could be 6 can't be
5 1 sentences 2, 3 and 6 2 sentences 1, 4 and 5

C: Grammar exercises

- 1 2 couldn't / wasn't able to 3 can 4 was able to 5 'll (will) be
able to 6 've (have) never been able to 7 to be able to
8 could 9 couldn't / wasn't able to 10 can't 11 could/can
(➤ B1-2)
2 2 past 3 future 4 future 5 past 6 present 7 present 8 past
9 past 10 past
A 5, 6, 10 B 2, 3, 4, 7, 8, 9 (➤ B2)
3 2 should/must be swimming 3 should be 4 must have grown
5 must be 6 can't have forgotten (*shouldn't have forgotten* is
also possible, but with a different meaning: see Unit 13.)
(➤ B2-3)
4 2 can't/couldn't have left 3 might not / may not have seen
4 might/may/could be 5 might not / may not come
6 should have lost, must have been (➤ B2-3)
5 Sample answers:
2 can't have stolen, she was with the other cleaners after 6.00.
3 may/might/could have stolen, she was alone there between
6.05 and 6.15 and nobody saw her leave.
4 could/may/might have stolen, he was there until 7.15 and
was alone after his phone call.
5 must have stolen, he stayed after the gallery was shut and
he bought an expensive car.
6 couldn't have stolen, she was with the cleaners and they
left together. (➤ B2)

Exam practice

Reading and Use of English Part 3

- 1 occasionally 2 confidently 3 socialise 4 deliveries 5 payments
6 impression 7 attractive 8 unlikely

Grammar focus task

- 2 might/may/could be 3 must be 4 can't have 5 must have
moved 6 might/may/could have