

QUICK REVIEW Phrasal verbs Write six phrasal verbs. Work in pairs. Compare verbs. Then take turns to say a sentence with each verb.

- 1 a** Write the names of two friends from different times in your life. When did you last see them? What did you do together?
- b** Work in pairs. Tell your partner about your friends and the last time you saw them.

- 2 VIDEO 9 CD3 8** Look at the photos. Then watch or listen to two conversations. Answer these questions.

- 1 When are Carol and Matt having people round for dinner?
- 2 Can Juliet and Ben come for dinner?
- 3 What do Matt and Ben arrange to do?



Juliet

Carol



Ben

Matt

- 3 a** Work in pairs. Try to find six mistakes in this paragraph.

Carol last saw Juliet at a party nearly three years ago. Juliet is going round to Matt and Carol's for dinner and might bring her husband. Ben can't come because he's going to London to see his sister. Matt and Ben arrange to meet after work on Tuesday. They're going to meet in a restaurant on Market Road at 7.30.

- b VIDEO 9 CD3 8** Watch or listen again. Check your answers to **3a**. How many did you get right?

REAL WORLD

Invitations and making arrangements

- 4 a** Match a–d to sentences 1–12.

- a asking about people's arrangements
- b inviting someone to do something
- c saying yes or no
- d arranging a time and place

- 1 Are you doing anything on Saturday? a
- 2 Would you like to come round for a meal? b
- 3 Yes, I'd love to. c
- 4 What time shall I come round? d
- 5 I'd love to, but I can't, sorry. c
- 6 Why don't we go for a drink next week? b
- 7 Yes, that'd be great. c
- 8 Are you free on Tuesday evening? a
- 9 What are you doing on Wednesday? a
- 10 Where/What time shall we meet? d
- 11 Let's meet at the Red Lion. d
- 12 How about 6.30? d

- b** Answer these questions.

- 1 Look at sentences 1 and 9. Which verb form do we use to ask about people's arrangements?
- 2 Look at sentence 2. Which verb form comes after *Would you like ...* ?
- 3 Look at sentences 4, 6, 10 and 11. Which verb form comes after *Where/What time shall we ...* ?, *Why don't we ...* ? and *Let's ...* ?

TIP • If we have no plans, we can answer questions 1 and 9 with: *Nothing special.*

- c** Check in **REAL WORLD 9.1** p146.

HELP WITH LISTENING Intonation (2)

- Remember: we know if people are interested by how much their voices move up and down.

5 **CD3** 9 Listen to six sentences said twice. Which person sounds interested, a or b?

- 1 (a) b 3 a b 5 a b
2 a b 4 a b 6 a b

6 **CD3** 10 **PRONUNCIATION** Listen and practise the sentences in 4a. Copy the stress and polite intonation.

Are you doing anything on Saturday?

7 a Kevin is another of Matt's friends. Look at his diary for next week. What arrangements does he have?



Mon	cinema - Bill
Tues	meet Fran 1 p.m.
Wed	
Thurs	tennis - Eve 6.30
Fri	
Sat	party - Ali's house
Sun	

b Matt phones Kevin to invite him to dinner. Work in pairs and write their conversation. Use sentences from 4a, the notes in Kevin's diary and your own ideas.

c Work in the same pairs. Practise the conversation until you remember it.

d Work with another pair. Take turns to role-play your conversation. Is Kevin coming to dinner? If not, why not?

8 a Draw your own diary page for next week. Write four of your arrangements. Write notes, not complete sentences. If you don't have any arrangements, invent them!

b Think of three more things you would like to do next week. Don't write them in your diary.

c Work in groups or with the whole class. Invite other students to do the things from 8b. If they say yes, arrange a day/time/place to meet. Write the new arrangements in your diary.

d Work in pairs. Take turns to tell your partner what you are doing next week. Who is busier?

HELP WITH PRONUNCIATION

Long vowel sounds: /ɜ:/, /a:/ and /ɔ:/

1 **CD3** 11 Listen to these sounds and words. Listen again and practise.

- 1 /ɜ:/ earth journey university
2 /a:/ cards start calm
3 /ɔ:/ small record talk

2 a Work in pairs. Look at the letters in bold in these words. Match the words to sounds 1-3 in 1.

work 1 art walk Thursday before
perfume war cartoon purple sauna
car park drama birthday abroad dance
fourth bar emergency services garden
floor bored large shirt guitar always

b **CD3** 12 Listen and check. Listen again and practise.

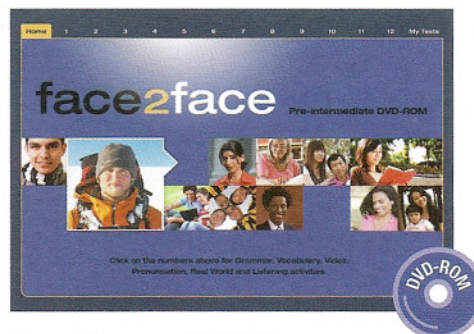
3 Work in pairs. Take turns to say these sentences. Check your partner's pronunciation.

- 1 I **w**ork for the **e**mergency **s**ervices on **Th**ursdays.
2 We **a**lways **w**alk to the **s**auna on the **f**ourth **f**loor.
3 He likes **a**rt, **d**rama, **d**ance, **c**artoons - and **g**uitars!
4 I got **p**erfume and a **p**urple shirt for my **b**irthday.
5 The **b**ar near the **c**ar **p**ark has a **l**arge **g**arden.
6 He was **b**ored when he lived **a**broad **b**efore the **w**ar.

continue2learn

Vocabulary, Grammar and Real World

- Extra Practice 9 and Progress Portfolio 9 p123
- Language Summary 9 p145
- 9A-D Workbook p45
- Self-study DVD-ROM 9 with Review Video



Reading and Writing

- Portfolio 9 Getting advice Workbook p80
Reading a personal email asking for advice
Writing paragraphs; expressing sympathy and giving advice; an email (2)

Invitations and making arrangements REAL WORLD 9.1

1 a Make questions with these words.

1 meet / we / Where / shall ?

Where shall we meet?

2 you / tonight / Are / free ?

3 time / What / come / I / shall ?

4 Tuesday / you / on / What / doing / are ?

5 on / you / Are / anything / Friday / doing ?

6 you / Saturday / come / like / to / dinner / to / Would / on ?

b Complete these conversations with the sentences in 1a.

1 A Where shall we meet?

B What about at your house?

2 A _____

B How about between 8 and 8.30?

3 A _____

B Nothing. Why?

4 A _____

B Yes, that'd be great.

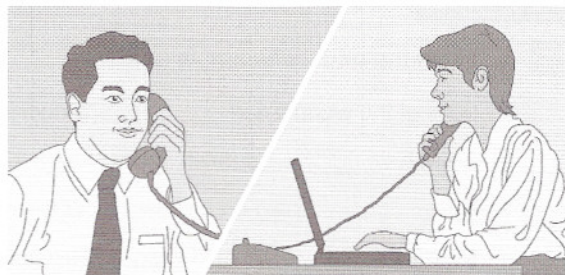
5 A _____

B Yes. Why?

6 A _____

B No, I don't think so. Why?

2 Complete the conversations with these phrases.



How about Would you like to
Are you doing anything What time shall we

VIV Hi, Doug. How are you?

DOUG I'm fine. ¹ _____ on
Tuesday?

VIV I don't think so. Why?

DOUG ² _____ go out for a meal?

VIV Yes, I'd love to. ³ _____ meet?

DOUG ⁴ _____ seven? We can have
a drink and then find a restaurant.

VIV Yes, that's fine.

DOUG Right. I'll see you in the bar next to the
cinema. Bye!

What about what are you doing
Yes, that'd be great Nothing special

LAUREN Joey, ⁵ _____ on
Wednesday?

JOEY ⁶ _____. Why?

LAUREN We're going to see the new Spielberg
film. Would you like to come?

JOEY ⁷ _____. Where are you
going to see it?

LAUREN I'm not sure. I don't like the cinema on
Park Street. It's too big.

JOEY I know what you mean.

⁸ _____ the one near the post
office?

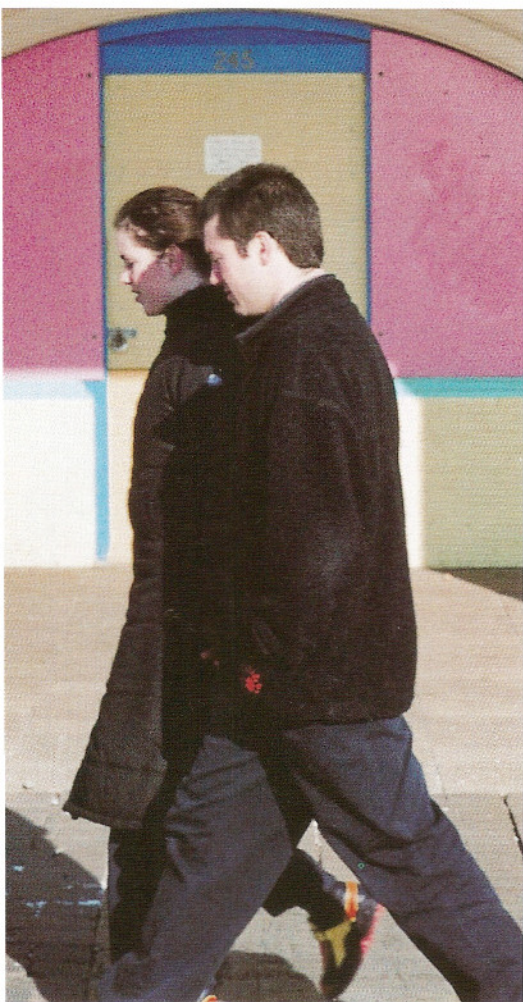
LAUREN Yes. That's better. I'll tell the others.

2 Before you listen

T8 Dan and Helena have only just started going out together. They are not finding it easy to decide what to do with their evening. As you listen, try and decide which statement is most accurate:

1. They have nothing in common.
2. They have lots in common.
3. They have less in common than they think!

Listen again and fill in the gaps in the conversation.



3 Talking point

Do you and your friends ever have problems trying to decide what to do in the evenings? At what age are you too old to go clubbing? 25? 30? 40? Never?

So what shall we do tonight?

- Dan: So what do you feel like doing tonight? Any ideas?
- Helena: Well, I'd quite like to see a film, or, I don't know, see if there's any good bands around, if you're into bands.
- Dan: Yes, that's an idea. music do you like, then?
- Helena: Oh, all sorts, really, you know, a lot of pop and I quite like blues and jazz and
- Dan: Oh, really? I'm more into dance music myself, so maybe ...
- Helena: Well, ..., we could always go and see a film. I like really scary things.
- Dan: What? You mean like *Halloween*?
- Helena: Yes, that kind of thing, and I also action movies, you know, car chases, guns, bombs, anything that's fast and exciting.
- Dan: Oh, right. To be honest with you, I'm not really violent films.
- Helena: You're kidding! And I thought this was going to be the perfect relationship!
- Dan:! But it doesn't sound like we've got all that much in common, really, does it?
- Helena: Oh come on, there must be something we can do!
- Dan: Let me think. Well, I suppose we go clubbing.
- Helena: What? Somewhere like Paradox?
- Dan: Is that the new place that's just opened?
- Helena: Yes, just last week. Right, so going clubbing, then?
- Dan: OK. Why not? Do you go much yourself?
- Helena: No, ..., actually. A couple of times a year, I guess.
- Dan: Oh, me too now, but I a lot more when I was younger – almost every weekend. The thing was, though, it just got to me after a while, staying out dancing all night and then having to go to work in the morning. I'm getting a bit too old for it now.
- Helena: Oh, well, that's that off the menu then! So, what shall we do then?
- Dan: I don't know. get a video, and a curry, and have a nice quiet evening in in front of the telly?
- Helena: Oh, you've got to be joking! We're not in our graves yet. I mean, that's the kind of thing my parents are probably doing! Look, it's not what I'd normally do on a Monday night, but let's give clubbing a go! It might be a laugh.

Real English: The thing was . . .

This is a natural way to add extra details or an explanation. *The thing is* . . . introduces a problem, an excuse, or a difficulty of some kind.

LIFE DVD

How big is the rain forest in the Congo Basin ?

What does Michael Fay's expedition hope to document ?

What are the Kongou Chutes ?

How long did it take to cross them ?

How long did the expedition last ?

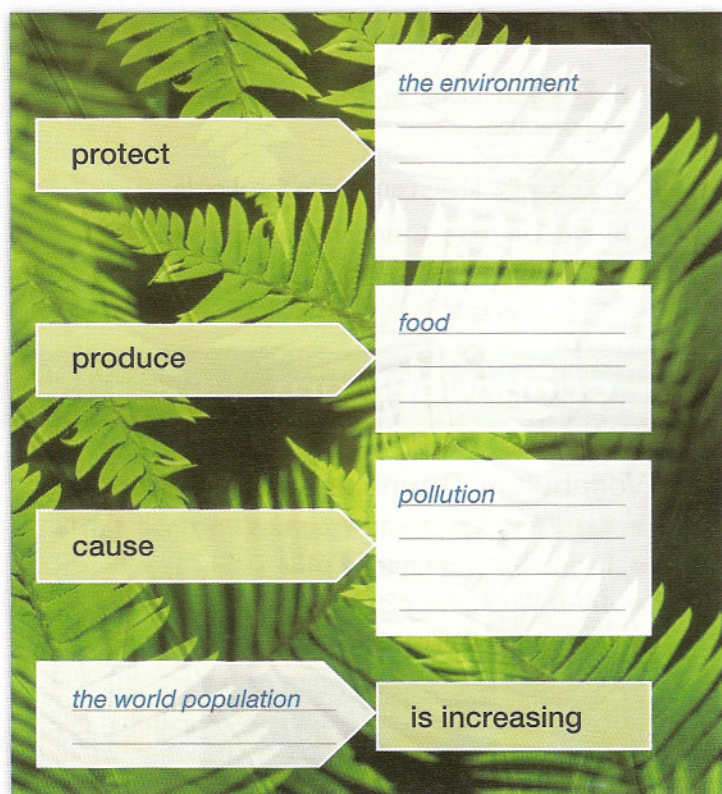
QUICK REVIEW Present Perfect Work in pairs. Ask questions with *Have you ever ... ?* and find three things you've done in your life that your partner hasn't done. Ask follow-up questions if possible.

Vocabulary and Speaking The environment

- 1 Work in pairs. Fill in the gaps in the diagram with these words/phrases about the environment. Check in

VOCABULARY 5.1 p136.

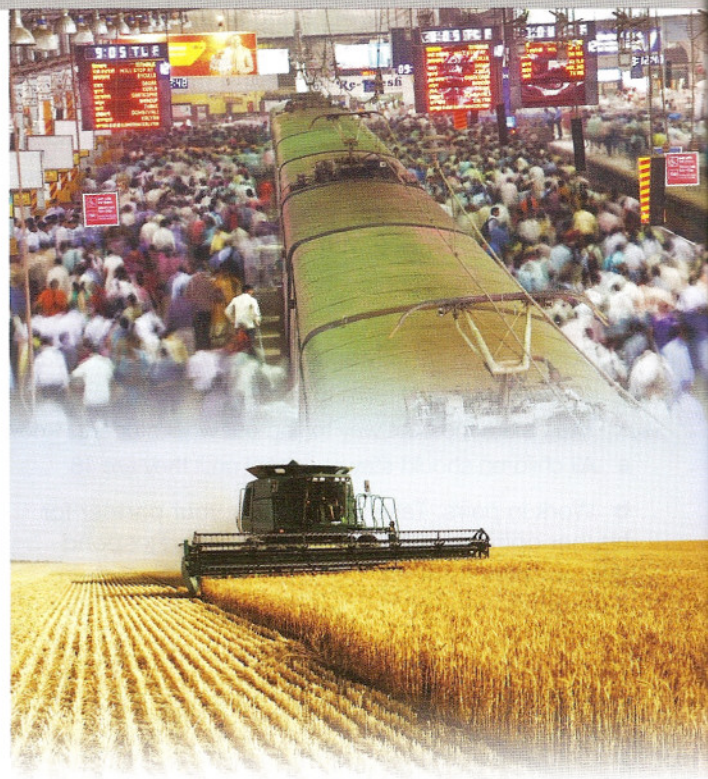
the environment the world population food
pollution rainforests the cost of living oil and gas
floods green energy wildlife global warming
the planet climate change the Earth



- 2 a Look at these sentences. Tick the ones that you think are true for your country.

- 1 The cost of living is increasing.
- 2 There is more pollution than there was 10 years ago.
- 3 Most people want to protect wildlife and the environment.
- 4 My country produces most of its own food.
- 5 There are more floods than there were 10 years ago.
- 6 Our country produces more green energy than it did 10 years ago.

b Work in groups. Discuss the sentences in 2a.



Listening and Speaking

- 3 a CD2 1 Listen to an interview with Dr Andrew Scott, an expert on the environment. Tick the things he talks about.

- the world population in 2030
- the world population in 1930
- the number of people over 65
- cities in the future
- food and water
- global warming and climate change
- green energy
- protecting wildlife
- protecting rainforests

b Listen again. Which of these sentences does Dr Scott think are true about the year 2030? Correct the false sentences.

- 1 The planet will be very crowded.
- 2 There will be about 8.2 billion people on the planet.
- 3 China will have a bigger population than India.
- 4 We might have 10 cities with populations of over 20 million.
- 5 It won't be easy to produce food for everybody.
- 6 Green energy will be very important.

c Work in pairs. Do you agree with Dr Scott's predictions? Why?/Why not?



HELP WITH GRAMMAR

will for prediction; *might*

- 4 a Look again at the sentences in 3b. Then answer the questions.

- Do we use *will* to predict the future or talk about personal plans?
- Which verb form comes after *will*?
- What is the negative form of *will*?
- Which verb do we use to say *will possibly*?

b Make questions with these words. What are the positive and negative short answers to these questions?

- use / more people / green energy / Will ?
- more people / Do you think / green energy / use / will ?

c Check in GRAMMAR 5.1 p137.

- 5 a Look at these other ideas about the year 2030. Write sentences you think are true. Use *will*, *won't* or *might*.

- water / be more expensive than oil
I (don't) think water will be more expensive than oil.
Water won't/might be more expensive than oil.
- most people / live in cities
- all our homes / use green energy
- most people in the world / speak Chinese
- children / have all their lessons online
- people / have computers inside their heads
- air travel / be too expensive for most people
- most people / have 3D TVs in their homes

b Work in pairs. Compare sentences. Give reasons for your ideas if possible.

- 6 Work in new pairs. Student A p105. Student B p111.

HELP WITH LISTENING 'll and won't

- 7 a CD2 2 Listen to how we say these phrases. Notice the difference.

- | | |
|-------------|--------------|
| 1 I stay | I'll stay |
| 2 you have | you'll have |
| 3 we go | we'll go |
| 4 they have | they'll have |
| 5 I want | I won't |

b CD2 3 Listen to these sentences. Circle the words you hear.

- I/(I'll) stay at home all day.
- They/They'll have their own families.
- We/We'll have two children.
- I/I'll speak English fluently.
- We want to/won't be in England.
- I want to/won't have children.

- 8 a CD2 4 Listen to some people talking about life in the year 2030. Match conversations 1–4 to the things they talk about a–d.

- | | |
|--------------------|-------------------------|
| a work and studies | c his/her future family |
| b living abroad | d age and appearance |

b Listen again. Make notes on what each person says.

c Work in pairs. Compare notes. Do you have the same information?

- 9 CD2 5 PRONUNCIATION Listen and practise. Copy the contractions (I'll, etc.).

I'll /aɪ/ stay at home all day.

Get ready ... Get it right!

- 10 Write five sentences with *will*, *won't* or *might* about you or your family's life in 2030. Use these ideas or your own.

- | | | |
|-----------|---------------------|--------------|
| ● job | ● home | ● appearance |
| ● retired | ● married or single | ● English |
| ● money | ● children | ● free time |

- 11 a Work in groups. Compare sentences. Are any the same?

b Tell the class two of your group's predictions.

The environment VOCABULARY 5.1

1 Read the article. Fill in the gaps with the words/phrases.

What worries you most of all about the **environment**? We asked four people from different continents.

cause wildlife pollution protect

Well, I'm worried about everything that
1 _____ 2 _____, but we also
need to 3 _____ 4 _____
- animals, plants, everything.

Gabriel, Chile



food produce increase
world population

There are too many people. The 5 _____
will 6 _____ to 9 billion by 2045. This
is twice as many people as there were in 1980!
It won't be possible to 7 _____ enough
8 _____ for everyone to eat.

Bibi, Holland



increasing oil produce
The cost of living green energy

For me, it's about money. 9 _____ is
10 _____ too quickly. And the problem
is energy. We need to 11 _____
12 _____ from the sun or wind instead
of trying to find more 13 _____ and gas.

Mike, Singapore



environment global warming
causing rainforests protect

We need to start doing something about all
the things that are 14 _____
15 _____. This isn't only about using
less oil. We need to 16 _____ the
17 _____ too. Trees and plants
are important for the 18 _____.

Diane, Gabon



will for prediction; might GRAMMAR 5.1

2 a Make sentences about the future.

1 buses / electricity / will / Cars and / only use .

2 floods are / mean / will / a common problem /
Global warming .

3 will / Many more / work / people / at home .

4 too many / There / be / people / will .

b Fill in the gaps with *won't* and these verbs.

exist be live have

a Petrol stations _____ .

b There _____ enough food for everyone.

c People _____ near rivers and seas.

d Some companies _____ offices.

c Match the sentences in 2a and 2b.

1 _____ 2 _____ 3 _____ 4 _____

3 a Fill in the gaps with *will/won't* and the verbs in brackets.

A By 2030 there 1 _____ (be) any more tigers.

B 2 _____ we still _____ (have) them in zoos?

A In 80 years, there 3 _____ (be) any more oil.

B 4 _____ we _____ (use) public transport
more often?

A In 100 years, people 5 _____ (live) in cities
because they'll be too crowded.

B Do you think people 6 _____ (live) on other
planets?

A In 150 years, many beaches 7 _____. (exist)

B 8 _____ they _____ (be) under water?

b Write short answers to the questions in 3a.

1 No, we won't . 3 No, I _____ .

2 Yes, we _____ . 4 Yes, they _____ .

UNIT 8: ORGANIZING A WWF CHARITY EVENT

Characters: *Liam (Irish)*

Natalia (Spanish)

Carol (Blonde)

David (the Boss)

1) What kind of animal will the event raise money for ?

2) Who will organize the tickets ?

3) How many tickets will there be ?

4) How much will the tickets cost ?

5) Who will make the posters ?

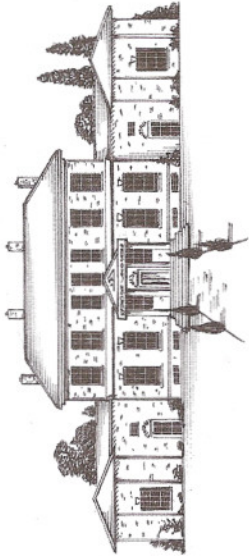
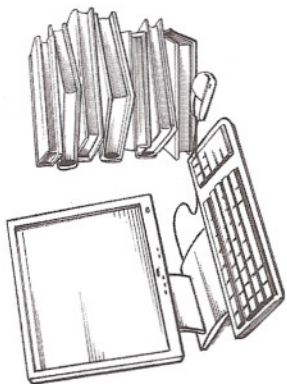
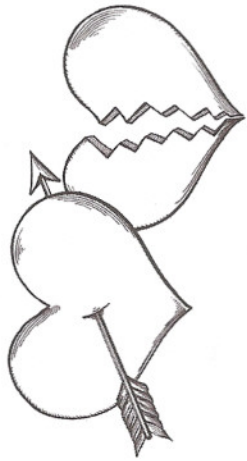
6) Who will provide the tables and chairs ?

7) How much will they cost ?

8) What kind of music will they have at the event ?

9) Who will write the questions for the quiz ?

10) Who will be the quiz master ?



love

job/study

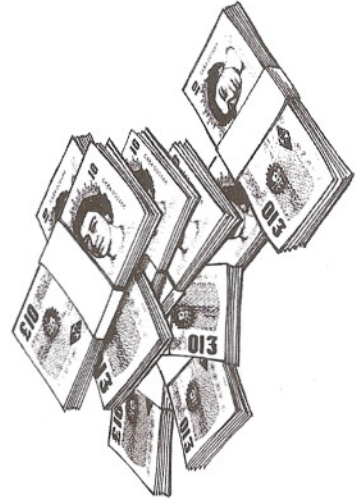
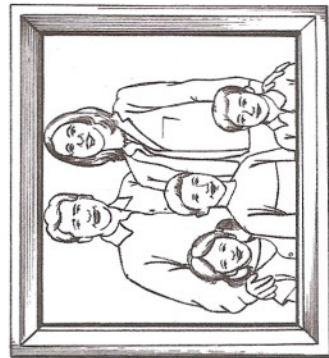
home

family

money



travel





Exercise 4 C D E F

George is visiting Fernando in São Paulo. Complete the dialogue with the phrases from the list below.

~~Let me~~ shall we I should would you like would you like to would you like me to do you mind
would you mind I don't mind of course of course not I'd appreciate that

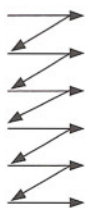
- FERNANDO: Please, come in. (1) Let me take your coat. It's good to see you!
- GEORGE: It's very nice to be here in São Paulo. Thank you so much for your invitation to come and see your company. It was very kind.
- FERNANDO: Not at all. It's my pleasure. (2) some coffee? Or mineral water perhaps?
- GEORGE: I'd prefer mineral water, please.
- FERNANDO: Still or sparkling?
- GEORGE: Oh, (3) , either would be fine. (4) if I just make a quick call – I didn't get a chance earlier.
- FERNANDO: (5) Go right ahead.
- GEORGE: Oh, there's no signal. Never mind. Um, you have a wonderful building here. It looks really impressive from the outside.
- FERNANDO: It's very new – we only moved in last year. It's designed by one of our most famous architects, Cesar Pelli. (6) show you around later?
- GEORGE: Thanks. (7)
- FERNANDO: Now then, (8) get down to business? (9) telling me a little about your interest in our market? What exactly are your long-term objectives here in Brazil?
- GEORGE: Er, perhaps (10) begin by explaining a little about the history of our company. I have a short presentation on my laptop. (11) see it?
- FERNANDO: (12)

Exercise 5 B C D E

Read the following impolite dialogue between a hotel receptionist and a guest.

Receptionist

- 1 Give me your name.
- 3 Spell it.
- 5 Leave your passport.
- 7 Of course.
- 9 It's from seven thirty until ten.
- 11 Do you want a pen?



Guest

- 2 It's Jessop.
- 4 It's J-E-S-S-O-P.
- 6 OK. I want an early morning call.
- 8 When is breakfast?
- 10 Also, I must leave a message for a colleague.
- 12 Thank you.

Now rewrite the following lines from the dialogue. The words in brackets will help you.

- Line 1 (May/have/name please) May I have your name, please?
- Line 3 (Could/spell/that/me please)
- Line 5 (Would/mind/your passport)
- Line 6 (Do/think/book me/early morning)
-
- Line 8 (I wonder/you/tell me when)
-
- Line 10 (Would/mind if I/message/colleague)
-
- Line 11 (Would/like me/lend/a pen)
-

14 Practice

Exercise 1 B C D E F

Underline the correct words.

- 1 I'm very busy. Would you mind *to give/giving* me a hand?
- 2 *Would you/Should you* help me carry these boxes, please?
- 3 *Do you like/Would you like* some more soup?
- 4 *May I/Would I* ask you a personal question?
- 5 How about we *talk/talking* to another supplier?
- 6 Are you having problems? *Will I/Shall I* help you?
- 7 Are you having problems? *Let me/I shall* help you.
- 8 *Would I/Could I* borrow your copy of the FT?
- 9 I think *you should/you can* spend less time playing golf.
- 10 Excuse me, *could you/may you* tell me which street this is?
- 11 Do you think *could I/I could* open the window?
- 12 Do you mind if I *open/opened* the window?
- 13 Would you mind if I *open/opened* the window?
- 14 *Would you sign/Please to sign* your name here?

Exercise 2 E

Match the forms 1–3 with the uses a)–c).

- | | | |
|-----------------------------|--------------------------|--------------------------------------|
| 1 Would you like a/some ... | ☐ | a) offering help |
| 2 Would you like to ... | ☐ | b) offering something |
| 3 Would you like me to ... | ☐ | c) inviting somebody to do something |

Exercise 3 B D E F

Match situations 1–6 with questions a)–f).

- | | | |
|-------------------------|---------------------------------------|---|
| 1 Making a request | ☒ d | a) Would you like a coffee? |
| 2 Asking for permission | ☐ | b) Would you like me to carry your coffee for you? |
| 3 Offering help | ☐ | c) Would you like to come with us for a coffee? |
| 4 Offering something | ☐ | d) Could you get me a cup of coffee from the canteen? |
| 5 Inviting somebody | ☐ | e) Shall we break for coffee now? |
| 6 Making a suggestion | ☐ | f) Is it all right if I help myself to coffee? |

Now match situations 7–13 with replies g)–m). You can look back at the questions in the previous part to help you.

- | | | |
|-------------------------------|--------------------------|---|
| 7 Agreeing to a request | ☐ | g) Actually, I think I'd rather have water if you don't mind. |
| 8 Refusing a request | ☐ | h) Of course, no problem. |
| 9 Expressing a preference | ☐ | i) Actually, I'm really busy at the moment. |
| 10 Accepting an offer of help | ☐ | j) I'm not sure that's a good idea. |
| 11 Accepting a suggestion | ☐ | k) OK, let's do that. |
| 12 Rejecting an offer of help | ☐ | l) Thanks, I'd really appreciate that. |
| 13 Rejecting a suggestion | ☐ | m) Thanks, but I can manage. |

Dear _____

Thank you for your letter telling me what time your train is due to arrive in _____
I'll be there to meet you.

I'm looking forward to showing you where I live.

As soon as you arrive we _____

When we've done that we _____

When we're hungry we _____

After we've had lunch we _____

In the evening we _____

I hope you'll enjoy your day - see you soon.

Love, _____

PS The weather is likely to be _____,
so you'd better wear _____

MODAL VERBS

Introduction

Modal verbs can be divided into two basic groups:

- i) Central Modals: *can, could, will, would, shall, should, may, might, must, ought to.*
- ii) Semi-Auxiliaries: *have to, have got to, tend to, need to, to be able to, be allowed to, to be supposed to.*

Central Modals behave as follows:

- + I can / you can / he can / she can / it can... etc.
- I can't / you can't / he can't / she can't / it can't... etc.
- ? Can I ? can you ? can he ? can she ? can it ? ... etc.

Semi-Auxiliaries, by contrast, usually act like this,

- + I have to / You have to / He, she, it has to... etc.
- I don't have to / You don't have to / He, she, it doesn't have to... etc.
- ? Do I have to ? Do you have to ? Does he / she / it have to ? ... etc.

Or like this,

- + I am allowed to / You are allowed to / He, she, it is allowed to... etc.
- I am not allowed to / You are not allowed to / He, she, it is not allowed to... etc.
- ? Am I allowed to ? / Are you allowed to ? / Is he, she, it allowed to ? etc.

Modal verbs are always followed by the infinitive (without 'to').

Central modal verbs do not have infinitives, past forms, present or past participles or an -s ending in the third person singular.

Semi-auxiliaries are sometimes used to supply their past or future forms, as here:

PAST	PRESENT	FUTURE
Could	Can	Will be able to
Had to	Must	Will have to
Might	May	
Should		Shall
Would		Will

All modal verbs have at least two meanings. These can be grouped into categories such as *Ability, Permission, Obligation* etc..

1) Ability: can, could, be able to.

i) We use Can, Could and Be able to to talk about the ability to do something, e.g.

"Now I *can* play the piano. I *couldn't* when I was nine years old."

"When I was nine years old, I *couldn't* drive; now I *can*."

"When I leave university, I *will be able to*..."

ii) We also use Can and Could with verbs of perception, e.g.

"I *can* hear someone coming", "I *can't* see a thing", "They *could* smell gas", "She *couldn't* taste any sugar."

iii) The difference between 'I could' and 'I was able to' is that 'I could' indicates that you had the ability to do something,

e.g. 'I knew that, if necessary, I *could* swim to safety from the sinking ship', although you did not necessarily do it in reality.

'I was able to', by contrast, indicates that you succeeded in doing so, e.g. 'I *was able to* swim to safety from the sinking ship.'

Now talk about your present, past and future abilities using modal verbs.

2) Permission: can, may, be allowed to

i) Can, May and Be allowed to are used to talk about permission, e.g. "You *aren't allowed to* smoke in here", "We *were allowed to* take photographs", "The prisoner *will be allowed to* see his lawyer for about half an hour".

ii) Can and May are used for asking for and receiving permission: e.g. "Can I come in ?", "May I sit down ?"

Can is more direct, May is more formal, e.g. "May I use your phone ?", "Can I borrow your pen ?", "Yes, you *may*.", "No, you *can't*."

Now complete this sentence using modal verbs: When I go to my grandparents' house, I *can / can't / am (not) allowed to*..."

3) Obligation: *must, should, ought to, needn't, have to, be supposed to*

Must	—	it is necessary that you do something.
Mustn't	—	it is necessary that you <u>do not</u> do something.
Have to / Have got to	—	it is necessary that you do something.
Don't have to / Haven't got to	—	it is not necessary but you can if you want to.
Needn't	—	it is not necessary but you can if you want to.
Should	—	it is the correct thing to do.
Ought to	—	it is the correct thing to do.
To be supposed to	—	it is the expected thing.

Permission and Obligation: what *can / can't / must / mustn't / needn't* you do at the following ages ?

6 14 16 18 21 25 65

4) Possibility: *can, could, may, might*

Can indicates a 100% possibility in the present or the future

e.g. 'Yes, I *can* do that for you immediately.'

Could indicates a 50% possibility in the present or the future

e.g. 'If she doesn't study harder, she *could* fail the exam.'

May indicates a 30% possibility in the present or the future

e.g. 'The weather is getting colder. It *may* snow tomorrow.'

Might indicates a 10% possibility in the present or the future

e.g. 'If they're very lucky, England *might* win the World Cup.'

5) Probability: *must, could, may, might, can't*

It must be true - 90% probability

e.g. Michelle Hunziker *must* be the most famous woman in Switzerland.

It could be true - 50% probability

e.g. Madonna *could* be the most famous woman in the world.

It may be true - 30% probability

e.g. There *may* be a general election next year.

It might be true - 10% probability

e.g. Amy Winehouse and Michael Jackson *might* still be alive.

It can't be true - 1% probability

e.g. It *can't* be true that over a million Americans have been abducted by aliens.

Now read the sentences below:

a) Amanda Knox is innocent.

b) There is a monster in Loch Ness.

c) About 1,000,000,000 people around the world can speak English.

d) Prince William will be the next king of England.

e) Most English people dream about the Queen at least once in their lives.

f) Most Italian people dream about their Prime Minister at least once in their lives.

None of the above can be proved 100% true or false. The speaker therefore has to estimate the probability of each statement.

Now comment upon them using Must, Could, May, Might or Can't, e.g. "It *must* be true", "It *can't* be true", "It *might* be true".

6) Predictions: *will / won't / shall / shan't / should / shouldn't*

i) We use Will / Won't / Should and Shouldn't to make predictions or logical deductions about the future based on what we know, not what we can see happening in the present, e.g.

a) He left half an hour ago, so he'll be home by now.

b) It's nearly Christmas, so the shops *will* be crowded.

c) We *shall* be on holiday in August so I'm afraid I *shan't* be available.

d) She is convinced that she *won't* pass her driving test.

e) San Marino *won't* win the match against Brazil.

f) He has studied hard, so he *should* pass the exam.

g) She *shouldn't* have any trouble at the job interview.

ii) The use of Should / Shouldn't indicates that we approve of the action, state or event, e.g. "In 2100, we *should* have a cure for AIDS and there *shouldn't* be a housing problem" whereas Will / Won't is neutral, e.g. "In 2100, tigers *will* probably be extinct and there *won't* be any rain forests left."

Now make some predictions of your own:

"By the year 2024, I *will / should*" / "By the year 2050, Italy *will / should*"

7) Other Uses of Will/Won't & Shall/Shan't:

We can also use Will / Won't for,

- i) Instant decisions, e.g. "We'll have red wine", "I'll have white wine", "I'll have chicken", "I'll have fish", "OK, I'll see what I can do."
- ii) Promises, e.g. "I'll buy you a bicycle for your birthday", "I'll let you know immediately", "I won't forget to write to you."
- iii) Refusals, e.g. "I won't come to work tomorrow", "They won't do their homework", "We won't do it and that's final!"
- iv) Orders, e.g. "You will come to work tomorrow or you'll be fired!", "You will do your homework", "You will do exactly as I tell you!"
- v) Requests, e.g. "Will you please be quiet!", "Will you please sit down", "Will someone please close the door?"
- vi) Invitations, e.g. "Will you come to my party?", "Will you have a drink with us later on?", "Will you have a cup of tea?"
- vii) In Conditional Sentences, e.g. "If it rains tomorrow, I won't go to Rome", "I shall let you know if the meeting finishes early."

NB. Shall/Shan't can only be used with 'I' and 'We' when making predictions. Other possible uses of Shall / Shan't include,

- i) Promises, e.g. "I shall buy you a bicycle for your birthday", "I shall let you know immediately", "We shan't forget to write to you".
- ii) Suggestions/proposals, e.g. "Shall we go out tonight?", "Shall I pick you up after work?", "Shall I get a DVD?", "Shall we dance?"
- iii) The formal future, especially with regard to legal or contractual obligations, e.g. All invoices shall be paid within 90 days, Helmets shall be worn at all times, The client shall meet all reasonable travel expenses, i.e. it is mandatory.

8) Speculation About Hypothetical Situations: would

We use Would/Wouldn't to speculate about hypothetical situations in the present and/or the future, e.g.

- a) "What would you do if you lost your job?" - "I think I would leave Italy, I certainly wouldn't stay where I am now."
- b) "Would you prefer to live in New York or Los Angeles?" - "Actually, I think Miami would be the best place for me."
- c) "I would love to own a sports car but I wouldn't be able to afford to run it."
- d) "What would you say if I asked you to marry me?"

Now, in pairs or groups, try to imagine,

- 1) The holiday of my dreams (e.g. a week on a desert island with Johnny Depp / Belen Rodriguez)
- 2) The holiday of my nightmares (e.g. a week on a desert island with Hannibal Lecter)

9) Other Uses of Would:

We also use Would/Wouldn't,

- i) In Conditional Sentences, e.g. "I wouldn't buy an i-pad if I were you", "If I could speak Chinese, I would work in Hong Kong."
- ii) To make requests, e.g. "I would like a double room", "Would you fill in this form", "Would you sign here, please."
- iii) To express wishes, e.g. "Frankly, I would like to resign", "I wish it would snow", "No, I wouldn't like to visit Alaska."
- iv) To make invitations, e.g. "Would you care to join us?", "Would you like to come to the cinema?", "Would you like to dance?"
- v) To express a preference, e.g. "I'd rather stay at home", "We'd rather you didn't contact us again", "He'd rather you left now."

10) Practice Test: Now fill in each of the gaps below using the appropriate form of a modal verb.

- 1) You be mad if you think I'm going to lend you any more money.
- 2) I want to go out tonight. we go to the cinema ?
- 3) I ask you a personal question ? Are you married ?
- 4) This company needs a secretary who speak English, French and German.
- 5) It isn't obligatory to have a biometric passport now but you have one in order to visit the USA by 2020.
- 6) If you want to go abroad, I bother buying travellers cheques, if I were you, just use your debit card when you get there. If your card is stolen, however, you tell your bank as soon as possible so that they cancel the old one and issue you with a new one. Remember that the local branch not be open on Saturdays so, before you go, you telephone them to check whether anyone be there. You inform the police but I think it be a good idea to do so. I remember when an Italian friend of mine had his wallet, tickets and passport stolen in London. He to wait for nearly a week before he was to return home to Italy.