

B Circle the correct word or phrase. If both options are correct, circle both.

- 1 Hello. **Could / Can** I speak to Mrs Johnson, please?
- 2 We **could / were allowed to** go home early yesterday because our teacher was ill.
- 3 The head teacher said we **could / were allowed to** go home.
- 4 Do you think I **should / could** be worried about these spots on my forehead?
- 5 You **ought to / should** enter that talent contest!
- 6 You **couldn't / shouldn't** talk to people like that! It's rude!
- 7 Alan should **write / have written** two essays in the exam yesterday, not one!
- 8 No, you **may / should** not go out tonight. You know you're grounded!
- 9 Diana should have **waited / been waiting** for me at the corner. I wonder where she went.
- 10 What were you doing in the park? You ought to have **done / been doing** your homework then!
- 11 Yes, of course you **can / are able to** open the window if you're too hot!

E Use the words in the box only once to complete the sentences in Table A. The meaning of the sentences in Table B will help you.

**able • cannot • could • had • have • might • must
needn't • mustn't • ought • should • will**

Table A	Table B
1 I have left my bag on the bus.	<i>expressing certainty</i>
2 In a few months, I'll be to buy a car.	<i>expressing future ability</i>
3 I drive when I was thirteen years old!	<i>expressing past ability</i>
4 No, you have any more pocket money!	<i>refusing a request</i>
5 I think you consider a career in the armed forces.	<i>giving advice</i>
6 I forget to phone Julie tonight!	<i>expressing personal obligation</i>
7 I to have a filling at the dentist's.	<i>expressing external obligation in the past</i>
8 You don't to do Exercise D for homework.	<i>expressing a lack of obligation</i>
9 You have to work a lot harder if you want to get a good report.	<i>expressing future obligation</i>
10 They to arrive at about 8.	<i>expressing probability</i>
11 Sean have got stuck in traffic.	<i>expressing possibility</i>
12 I have worried so much about Jan's present. She loved it!	<i>expressing a lack of past obligation</i>

Signposting

1) Match the phrases with functions 1-5:

For instance As you can see So moving on to look at Next I'd like to look at

In my presentation today I'm going to look at OK, that was For example

I'll then move on to look at firstly ..., and secondly ... So if we look at the slide

- | | |
|--|-----------------------------|
| 1. Introducing the structure of the presentation | 3. Referring to a visual |
| 2. Introducing new point | 4. Moving on to a new point |
| | 5. Giving an example |

2) You are going to prepare a group presentation on possible solutions to the future problem of finding additional sources of energy. Work in pairs and discuss the following:

1. Which countries are the biggest consumers of energy used in the world today?
2. Which countries are likely to be the main consumers in the future?
3. What does this mean for world energy supplies?

3) Read the text and complete the notes relating to the **situation** and **problems**.

Situation:

- Current global energy consumption: 3 CMO per year, of which:
 - o 1.0 CMO from oil, 0.8 from _____, _____
- USA has 1/20th of world's population, but uses _____
- Global energy demand _____

Problems:

- Expected annual global demand for energy in 2050 is _____
- _____

4) Work in groups and discuss the following:

- a) What did you find interesting or surprising in the text?
- b) What is your evaluation of the main problem?
- c) According to the text, what needs to happen in order to provide a solution to the problem?
- d) What is likely to happen if the problem is not dealt with? Consider this question from some of the following perspectives: economics, society, health, the environment, politics

Wh- clauses (structures beginning with **what, why, where, how, etc.**) are often used at the start of a sentence to introduce or draw attention to specific information. This can then be introduced in the second half of the sentence with **is/are**.

- a. **What we** want to do is to show that there are concerns about ...
- b. **Where the wind turbines** are located is important.
- c. **How this can be achieved** is still not clear.

As they clearly signal new information for the listeners, sentences starting with **wh- clauses** are well suited to spoken presentations.

5) Rewrite the following sentences so that they start with a **wh- clause**.

- A) I'm saying that environment and economic considerations need to be balanced.
- B) It's now possible, but expensive, to capture and store CO₂.
- C) I'd like to emphasize the difficulties involved in dealing with nuclear waste.
- D) It's hard to see where 1,200 new wind turbines a week can be situated.