

Language development 1

Permission and necessity: present

- 1 We're *not allowed* to smoke, are we?
- 2 You *don't have to* give them a tip.
- 3 I'm afraid you *can't* sit there – it's reserved.
- 4 You're *allowed* to smoke in this area.
- 5 Excuse me, sir, children over 12 *mustn't* use the play area.
- 6 Steve, you're *not supposed* to use your mobile phone here. Turn it off.
- 7 I'm sorry, but you *have to* wear a tie to eat here.
- 8 I *must* try one of the desserts – they look delicious.
- 9 You *can* choose any table on this side, madam.
- 10 I think we *are supposed to* leave a tip.

1 a Look at these comments made in a restaurant. Which ones are more likely to be made by a waiter, and which ones by a customer?



b Write the words and phrases in italics 1–10 in the correct place in the table below.

Function	Example
A Giving permission	1 2
B Prohibiting	1 2 3 4
C Expressing obligation	
• the speaker feels it's necessary	1
• the rules or situation make it necessary	2 3
D Expressing lack of necessity

► Grammar reference pages 200–201

2 a Complete the sentences with the correct form of the words in brackets. You may need to make the verb negative.

- 1 They're very busy at the weekend, so we (*must/book*) a table.
- 2 It's a formal dinner. You (*can/wear*) jeans.
- 3 Lorna's a club member. Of course she (*allow/come*) in!
- 4 I think we (*suppose/wait*) for a waiter to show us to our table.
- 5 You (*have to/have*) a starter if you don't want one.
- 6 You (*must/bring*) your own food or drink to this restaurant!
- 7 Children under 16 (*allow/drink*) alcohol; they're too young.
- 8 You (*can/pay*) by cash, cheque or credit card.

b What rules are there in a café or restaurant that you know?

Permission and necessity: past

3 a Read the extract from a letter about a new restaurant and answer the questions.

- 1 Was it necessary to wear a suit?
- 2 What was the worst thing about the restaurant?

We went to that new restaurant yesterday. It's very big, so we didn't have to book a table. John wore a suit because he thought it would be very formal, but in fact it wasn't, so he needn't have dressed so smartly. Of course, the children couldn't play in the restaurant but they were allowed to use the play area outside. The meal was very expensive though – we had to pay by credit card because we didn't have enough money with us. And worst of all, I wasn't allowed to smoke!

b Complete the table with examples from the letter.

Meaning	Example
It was permitted.
It was prohibited.	1 2
It was necessary.
It wasn't necessary.
It was done but it wasn't necessary.

► Grammar reference pages 190–191

4 a Mark the correct forms in each pair.

When I was a student I worked as a waiter during the holidays. The best thing was that I (1) *needn't have paid / didn't have to pay* for my meals, as they were all free. We (2) *were allowed to / had to* eat as much as we wanted during breaks, but the work was tiring because we (3) *could / had to* work long hours. And although customers (4) *had to / could* give us tips, we (5) *couldn't have kept / couldn't keep* the money – we (6) *had to / were allowed to* share it with the other staff. I was nervous when I started because they said that sometimes I would (7) *need to have cooked / have to cook* the food, but I (8) *couldn't worry / needn't have worried* because I (9) *was allowed to / didn't have to* cook at all while I worked there.

b What rules about food and eating did your family have when you were a child?

Advice and recommendation

5 Find and correct the mistakes in these sentences.

- 1 You ought complain about that soup – it's cold.
- 2 You shouldn't having a dessert if you're full up.
- 3 If you don't like pasta, you'd better to have a pizza.
- 4 You must have try that new restaurant in Castle Street.

► Grammar reference page 191

6 Replace the words in *italics* in the letter below with words from the list in the correct form.

- can must have to had better

Dear Melanie,

Thanks for agreeing to look after our house while we're away. Just a few things to remember:

Be careful with the front door lock. *It's necessary to* (1)..... pull it up before turning it. But *it's very important not to* (2)..... force the key or it'll break!

Please feed the cat twice a day. You *are allowed to* (3)..... give him anything from the bottom shelf.

It's not necessary for you to (4)..... pay us to use the phone, and the kids *are permitted to* (5)..... use the PlayStation. *We strongly recommend you* (6)..... try the local restaurant. *It's a good idea to* (7)..... book though.

Have fun,
Louise

7 Complete these sentences about yourself.

- 1 This year I really must ... but I mustn't ...
- 2 At college / work we have to ... but we don't have to ...
- 3 When I was younger I could ... but I wasn't allowed to ... I had to ... but I didn't have to ...

Language development 1

Passives

1 a What type of holiday accommodation do you prefer? For example, a hotel, a self-catering apartment or a campsite? Why?

b Read the text and answer the questions.

- 1 What are the advantages of these self-catering apartments?
- 2 What possible disadvantages are there?



These high-quality self-catering apartments are grouped around a central garden. They were built in traditional Ottoman style by a team of highly skilled workers and have been designed to stay cool in summer. The rooms have all been decorated to a very high standard. A buffet breakfast is served around the pool for a small charge, and a patio barbecue area is now being constructed. This will soon be completed and available for use by guests. Shops can be found within ten minutes' walk. We are sure you will have a wonderful holiday.

c Mark examples of the passive in the text. Why is the passive used here?

d Complete the table with examples from the text.

Passive form	Examples
Present simple	1
	2
Present perfect	3
	4
Past simple	5
Present continuous	6
will future	7
Modal	8

► Grammar reference page 193.

2 a Correct the mistakes in the text below.

Our apartments (1) *be situated* on the Bosphorus and have excellent views. Last winter they (2) *was redecorated*. Internet facilities (3) *can been supplied* by our local representative on request and fire safety equipment (4) *have be installed* by the time you arrive.

Smaller apartments (5) *are been built* at the moment and will be available next year. Also, permission (6) *has be given* to build two all-weather tennis courts.

Availability (7) *must checked* with our Booking Service before making a reservation and guests (8) *will asked* to pay a deposit.

b Rewrite the sentences below to make them more formal, beginning with the words and phrases in *italics*.

- 1 We are always improving *our facilities*.
- 2 We have modernised *all our flats* in the last two years.
- 3 We have equipped *our kitchens* to the highest standards.
- 4 Maids will make *the beds* daily.
- 5 You can find *the holiday village* 2 kilometres outside the town.
- 6 The village offers *a full programme of sports activities*.
- 7 We received *very few complaints* last year.
- 8 Guests may accommodate *extra people* on the sofa beds.
- 9 Our brochure indicates *the maximum number of people allowed in each caravan*.
- 10 You must return *keys* to reception on departure.

3 Read the information in the box and answer the questions.

A The passive is sometimes used to put new information at the end of the sentence for emphasis. Mark the correct form:
*The telescope is very useful. It was invented **by / from** Galileo.*

B Some verbs (e.g. *give, lend, send, show, promise*) can have two objects – a person and a thing.
Active: *The rest of the class gave **Tania a present**.*
 Which passive structure below do you think is more common, 1 or 2?
Passive:
 1 ***Tania was given a present** by the rest of the class.*
 2 ***A present was given to Tania** by the rest of the class.*

C In news reports, passive structures are often used with *say/believe/consider/think*, etc. Complete these sentences with an appropriate verb.
 1 *We think Filton is planning ten new hotels.* (active)
*Filton is **to be planning** ten new hotels.* (passive + infinitive)
 2 *Analysts say that SkyFly's profits are up.* (active)
*It is **that** SkyFly's profits are up.* (passive + *that* clause)

D Some verbs are followed by an infinitive without *to* when active but an infinitive with *to* when passive. Mark the correct forms.
Active: *They heard the crowd cheer a long way away.*
Passive: *The crowd was heard **cheer / to cheer** a long way away.*
Active: *They made me empty all my bags at Customs.*
Passive: *I was made **empty / to empty** all my bags at Customs.*

► Grammar reference page 193

4 Complete the responses. Put the verbs in the most appropriate passive form.

- 1 A: Did Mozart compose the *Unfinished Symphony*?
 B: No, I think (*Schubert / compose*)

- 2 A: Why was there so much confusion?
 B: Some people (*give / two tickets*)
 by mistake.
- 3 A: Why has that man been arrested?
 B: I think he (*see / steal*)
 some things.
- 4 A: When's the next election?
 B: It (*believe / Prime Minister / call*)
 one soon.

- 5 A: What's Megan doing next year?
 B: She (*promise / place*)
 at university.
- 6 A: Didn't Marie Curie discover penicillin?
 B: No, I'm pretty sure (*Fleming / discover*)

- 7 A: Do the police know how the burglar got in?
 B: Yes, he (*think / hide*)
 in the museum during the day.
- 8 A: What a lovely antique shop. Oh, no, I've broken a vase!
 B: Oh dear, I think you (*make / pay*)
 for that!

5 a Rewrite the text below to make it more formal, in the style of a report, using passives where appropriate.

The town has changed a lot in the last 30 years. They have pulled down all the old factories and replaced them with hi-tech science parks. Many of the residents feel it's unfortunate that they have also demolished one of the older schools, as they will have to send their children by bus to the next town. Some people say that they will build a brand new school in the town in the next few years when the Government provides extra funding. The newer residents in particular will appreciate that.

b What changes have happened in your town? What changes are planned for the future?



14 Passives

In passive sentences, the action, event or process is more important than who or what does the action:

Fruit is picked in the autumn.

If we want to mention the 'person doing the action', we use *by*:

I was robbed last night by a man in a dark jacket.

A Forms

	to be	+ past participle
present simple	is	
present continuous	is being	
past simple	was	
past continuous	was being	
present perfect	has been	
past perfect	had been	made in Taiwan.
It be going to	is going to be	
will	will be	
future perfect	will have been	
present/future modal	may be	
past modal	must have been	

Negative: *It wasn't made in Europe.*

Question: *Was it made in Taiwan?*

Note: verbs that do not take an object (e.g. *arrive*) do not have a passive form: (NOT *She was arrived.*)

B Sentence structure

- 1 In an active sentence the subject is the person/thing that does the action. In a passive sentence the subject is the person/thing to which something happens:

Active: subject	active verb	object
<i>Tracey Emin</i>	<i>won</i>	<i>the prize.</i>
Passive: subject	passive verb	agent
<i>The prize</i>	<i>was won</i>	<i>by Tracey Emin.</i>

- 2 In a sentence with two objects there are two possible sentence structures, but usually we make the person the subject of the passive sentence:

Active: subject	active verb	indirect object	+ direct object
<i>He</i>	<i>gave</i>	<i>Sue</i>	<i>a CD.</i>

Passive: *Sue was given a CD.*

(*A CD was given to Sue* is possible but less likely.)

- 3 We can use the passive with 'reporting verbs' (e.g. *say, expect, suppose, agree, know, think, understand, claim*) to talk about an opinion held by some people/a lot of people/experts, etc. The following patterns can be used:
- | | | | | |
|-----------------|---|------------------------|---|---|
| • subject | + | passive | + | to-infinitive: |
| <i>Our team</i> | | <i>was expected</i> | | <i>to do well.</i> |
| <i>It</i> | | <i>is supposed</i> | | <i>to be a fine day tomorrow.</i> |
| • <i>It</i> | + | passive | + | <i>that</i> |
| <i>It</i> | | <i>has been agreed</i> | | <i>that we have to make improvements.</i> |

- 4 Some verbs (*see, hear, make, help, know*) are followed by an infinitive (without *to*) when they are active, but a *to*-infinitive when passive:

They heard him shout. > *He was heard to shout.*

C Use of passives

- Passives are more often used in written language (e.g. newspapers, reports, scientific writing, notices and announcements). They can often sound formal and impersonal:
Customers are requested not to leave their bags unattended.
- Passives can be used to take personal responsibility away from the speaker:
Income tax will be increased next year.
- We sometimes use passives to continue the theme of what is being talked about. In the following sentence the new information – *Beethoven* – is put at the end for emphasis:
This is a marvellous symphony. It was written by Beethoven.
- Passives are also used when information about who does something is expressed in a long phrase:
He was given a box of chocolates by a woman wearing a dark coat and black boots.
- In informal English we can sometimes use *get* + past participle with a passive meaning, for things that happen by accident or unexpectedly:
The postman got bitten by a dog. (= was bitten)
How did your car get damaged? (= who/what was it damaged by?)

15 Reported speech

'I want to give you something,' he said. (direct speech)
He said (that) he wanted to give me something. (reported speech.)

A Reporting statements

- 1 To report something said in the past, we normally change forms one step back in time. This is sometimes called 'backshift':

Direct speech **Reported speech**

Present:

I don't like you. > *She said she didn't like me.*
What are you doing? > *He wanted to know what I was doing.*

Present perfect:

I've never been to China. > *He said he had never been to China.*

Past:

I saw him. > *He said he had seen him.*
I was having lunch. > *He said he'd been having lunch.*

Future:

I'll help you. > *She said she would help me.*
We're going out. > *They said they were going out.*

Some modals:

I can't read it. > *He said he couldn't read it.*
We must go. > *They said they had to go.*
I may be late. > *She said she might be late.*

*That looks heavy. **Shall** I help you?/I'll help you.
It's cold in here. **Will** you close the door? (request)
I **won't** lend her any money. She never pays it back.*

4 Predictions

- *be going to* is used when we notice something in the present which will make something happen:
*I feel ill. I think I'm **going to** be sick.
It's very cloudy. I'm sure it's **going to** rain.*
- we use *will/ll* when we expect something to happen – it is our opinion based on experience/knowledge:
*We'll be there/We **won't** be there before midnight.
The sun **will** rise at 6:30 a.m. tomorrow.*
- To show how sure we are about something we use phrases like:
*I expect/I'm sure/I think/I don't think (we'll be late).
or modals (► page 103):
We **may/might/could** be there before midnight.*

5 For events close to happening we can use *about to* or *on the point of*:

*She's **about to** burst into tears.
She's **on the point of** bursting into tears
We can use *due to* for more planned events:
*The bus **is due to** arrive at nine o'clock tomorrow.**

6 The future continuous is used for action in progress at a fixed time in the future:

*I'll **be lying** on a beach when you get this card.*

7 The future perfect is used for something completed before a specific time in the future:

*We'll **have finished** before you get back.
(OR We **may have finished** ... if it is less sure.)*

8 We use the future perfect continuous for something that may not be completed/may be ongoing at a specific time in the future:

*I'll **have been learning** English for five years by the time I take the exam.*

9 Future in the past: sometimes when we are talking about the past, we want to refer to something that was in the future at that point in the past. We use the same structures that we use for talking about the future, but change the verb forms:

*I **was going to** come but I changed my mind.
We arrived at the building where the interview **was to** take place.*

10 The present simple is used in time clauses with future meaning and Type 1 conditional clauses:

*When you **see** Tom, give him a big kiss for me. (time clause)
If the Beach Café **is** full, we'll go to Maxim's instead. (Type 1 conditional)*

12 Modals

Modals express our attitudes and emotions to an event or situation. The modal auxiliary verbs are: *can, could, may, might, must, will, would, shall, should, ought to* and *need*.

There are other non-modal verbs and expressions (e.g. *be able to, have to, allow*) which we can sometimes use instead of modal verbs.

A Form

Present time:

modal + infinitive
You **can** go.

Past time:

modal + *have* + past participle
You **could** *have* gone.

Notes:

- *he/she/it can go* (there is no change in the third person)
- modal verbs have no infinitive form

B Permission

1 *Can, could* and *may* are used to talk about permission:

- *can*:
***Can** I go out? Is that all right?* (asking for permission)
*He **can** go to the cinema on his own. That's OK.* (giving permission)
- *could*:
***Could** I borrow some money?* (asking for permission – more polite than *Can I...?*)
*She said that I **could** go to the party.* (reporting permission)
- *may*:
***May** I leave class early today? I've got a job interview.* (asking for permission – for more formal situations)

2 Other non-modal verbs and expressions can be used to talk about permission:

- *let* + object + infinitive
*My parents **let me go** to concerts with my friends.*
Note: *let* does not have a passive form.
- *allow* (to)
*They **allow her to watch** TV. (allow + object + to-infinitive)
I **was allowed to leave** class early today. (passive + to-infinitive)*
Note: in a sentence like this, where the permission resulted in an action, we can't use *could* (NOT *I ~~could~~ leave the class early today*).
- *permit* (to)
*You **are permitted to smoke** only in the designated areas.
Smoking **is permitted** only in the designated areas. (rules made by someone else – more formal than *allow*)*

C Prohibition

1 *Can't, couldn't, mustn't* and *may not* are used to talk about prohibition:

- *can't*:
*He **can't** go to a nightclub. He's too young.* (prohibition)
- *couldn't* (past form of *can*):
*He said I **couldn't** use it. (he refused permission)*
- *mustn't*:
*You **mustn't** talk in the library. Please be quiet!* (direct order)
Note: the past form of this sentence is :
*I **wasn't allowed to** talk in the library.*

- *may not*:
Candidates **may not** leave the room during the exam.
(prohibition)
- 2 Other non-modal expressions can be used to talk about prohibition and rules that are made by someone else:
- *not supposed (to)*
You're **not supposed to** park here.
 - *allow (to)*
My manager **won't allow me to take** the day off.
You're **not allowed to take** photographs here.
 - *permit (to)*
You **are not permitted to smoke** in here.
Smoking is **not permitted** here. (more formal than *allow*)
 - *forbid/ban*
Cars are **forbidden/banned** in the town centre.
(prohibition – very strong)
Note: *forbid* is more likely to be used in formal notices than when speaking.

D Obligation and necessity

- 1 We use *must/mustn't* to express strong obligation or necessity:
- *must* (stronger than *should/had better*):
I **must** post the letter straightaway. (I, personally, feel it is necessary)
Note: For the future of *must* we use *will/'ll have to* and for the past we use *had to*:
I'll **have to** hurry or I'll miss the last bus.
She **had to** go home because she felt ill.
 - *mustn't* (stronger than *shouldn't*):
You **mustn't** forget your keys. (an obligation NOT to do something)
- 2 Other non-modal verbs can be used to talk about strong obligation and necessity:
- *have (got) to* is used when the situation or someone else (not the speaker) makes it necessary:
I **have to** work late tonight. My boss says so.
We'll **have to** invite my mother next time. (the situation makes it necessary)
I **had to** go to the doctor's yesterday. (past time – it was necessary)
 - *make* is used for a strong obligation imposed by someone else:
Her parents **make** her wash the dishes. (*make* + object + infinitive)
She **is made to** wash the dishes. (passive + *to*-infinitive)
- 3 *Should/shouldn't, ought to/ought not to* are used to express a slightly less strong obligation or a duty/responsibility:
You **should/ought to** phone and let them know you'll be late.
They **shouldn't** leave without permission.
- 4 *Should have/ought to have* is used when something was the right thing to do, but you didn't do it:
You **should have/ought to have** had an early night last night. You look tired. (you didn't go to bed early)
Note: *shouldn't have* is commonly used, but *ought not to have* is rare.

- 5 *Supposed to* is a non-modal expression we use to talk about our responsibilities and the correct way of doing things:
What time **are we supposed to** be at the office?

E Lack of obligation/necessity

- 1 We use *don't have to/haven't got to, needn't/don't need to, needn't have* and *didn't need to* to express lack of obligation or necessity:
- *don't have to/haven't got to*
You **don't have to** wash those dishes. They're clean. (it's not necessary)
Note: *have got to* is more informal than *have to*. We use *didn't have to* as the past form of both *don't have to* and *haven't got to*:
I **didn't have to** go to the doctor's yesterday. (it wasn't necessary)
 - *needn't/don't need to*
You **needn't/don't need to** wash those dishes. They're clean. (it's not necessary)
Note: *need* can be a modal verb (negative = *needn't*) or an ordinary verb (negative = *don't need*).
 - We use both *needn't have* (modal verb) and *didn't need to* (ordinary verb) when we talk about past time, but they have different meanings:
There were plenty of seats on the train. We **didn't need to** stand. (It wasn't necessary.)
There were plenty of seats on the train. We **needn't have** stood. (It wasn't necessary, but we did stand.)

F Advice and recommendation

- 1 *Should(n't)/should have, ought to/ought to have* are used to give advice and recommendations. (*Ought to* is less commonly used than *should*.)
You **should** see it – it's a great film. (recommendation)
You **shouldn't/ought not to** go to work today – you really don't look well. (advice)
Note: the past forms *should have/shouldn't have* suggest criticism:
You **should have** told me you weren't coming. I waited for ages.
He **shouldn't have** shouted at me.
- 2 The non-modal expression *had better (not)* is stronger than *should/shouldn't*:
It's cold. You'd **better** wear a coat. (it's the best thing to do)
Hurry up! We'd **better not** be late.
- page 103 for modals of speculation and deduction.
► page 118 for modals of ability.

13 Conditionals

We can categorise conditionals into three main groups:

- likely or real events/situations:
If you go out later, can you please turn out the light?
- unlikely (or imaginary) events/situations:
If I had four million euros, I'd buy a big house in Spain.
- unreal events/situations in the past
If I'd arrived late again, my boss would have been furious.

Photocopiable activity

Photocopiable activity 7B (p. 153) could be used here. It is a pairwork activity that gives further practice of this language.

► **Student's Resource Book page 64**

Writing pp.98–99

- 1 First get students to look at the photo of the cruise boat, asking them what type of boat it is, where you would find one and what people do on them. Then they discuss the questions in the book.
- 2 Remind students that the transactional letter/email in Paper 2 Part 1 is compulsory. It is important to understand the task fully and then to select all the information to be included.
- 4c When students have matched the expressions to the functions, elicit which function is needed in each of the four points to be covered in the email. E.g.:
Directions – referring to questions; No time – apologising.
- 4d Elicit ways to finish each of the phrases, e.g. *I'm afraid there won't be enough time for a walk as the trip takes two hours.*
- 4e First think about what to include in the final concluding paragraph: *We are all looking forward to meeting you next month.* Then establish how students should open the email. It is a reply, so we know the name of the person we are writing to, but it should be formal, e.g. *Dear Ms/Miss/Mrs + name.* From this, elicit a suitable closing, i.e. *Yours sincerely.*
- 5 The email can now be written in class or for homework. Suggest a time limit of 15 minutes.
- 6 Remind students to use the checklist in the Writing reference on page 196.

LANGUAGE SPOT: giving directions

- a Prepositions of place and direction, although often considered quite basic, still cause problems for students at FCE level.

► **Student's Resource Book page 65**

Module 7A Key

Reading pp.94–95

- 3a
- 1 B *Unlikely as it might seem, this tiny woman ...*
 - 2 A *she found a channel for the competitiveness that had always ...*
 - 3 C *For pre-event training ... trains by expanding his stomach ...*
 - 4 C *put away* here means eat (40 crab cakes)
 - 5 B *there have been instances in Japan of people choking while speed eating*
 - 6 D *The majority of people I spoke to regarded it as a sign of the decay of society*
 - 7 A *her dream of buying a franchise for her own fast food outlet*
 - 8 D *straightfaced* – to say something funny without laughing

Language development 1 pp.96–97

- 1a
- 1 customer – we = customer
 - 2 customer – them = staff
 - 3 waiter – you = customers
 - 4 waiter or customer
 - 5 waiter
 - 6 customer
 - 7 waiter
 - 8 customer
 - 9 waiter
 - 10 customer
- 1b **Giving permission:**
- 1 You're allowed to smoke in this area.
 - 2 You can choose any table on this side, madam.
- Prohibiting:**
- 1 We're not allowed to smoke, are we?
 - 2 I'm afraid you can't sit there – it's reserved.
 - 3 Children over 12 mustn't use the play area.
 - 4 You're not supposed to use your mobile phone here.
- Expressing obligation:**
- The speaker feels it's necessary:**
- 1 I must try one of those desserts.
- The rules or situation make it necessary:**
- 2 I'm sorry, but you have to wear a tie to eat here.
 - 3 I think we're supposed to leave a tip.
- Expressing lack of necessity:**
- You don't have to give them a tip.
- 2a
- 1 must book
 - 2 can't wear
 - 3 's/is allowed to come
 - 4 're/are supposed to wait
 - 5 don't have to have
 - 6 mustn't bring
 - 7 aren't allowed to drink
 - 8 can pay

- 3a** 1 No.
 2 He/She wasn't allowed to smoke/Smoking wasn't allowed/They couldn't smoke/They weren't allowed to smoke. But not They mustn't smoke as *must* is not used in the past.

- 3b** **It was permitted:**
 They were allowed to use the play area.
It was prohibited:
 1 The children couldn't play in the restaurant.
 2 I wasn't allowed to smoke.

It was necessary:
 We had to pay by credit card.

It wasn't necessary:
 We didn't have to book a table.

It was done but it wasn't necessary:
 He needn't have dressed so smartly.

- 4a** 1 didn't have to pay – not necessary and not done
 2 were allowed to – permission not obligation
 3 had to – obligation not permission
 4 could – permission not obligation
 5 couldn't keep – prohibited
 6 had to – obligation not permission
 7 have to cook – obligation
 8 needn't have worried – 'not necessary but done' – not prohibition
 9 didn't have to – not necessary and not done

- 5** 1 You ought *to* complain about that soup – it's cold.
 2 You shouldn't ~~having~~ *have* a dessert if you're full up.
 3 If you don't like pasta, you'd better ~~to~~ have a pizza.
 4 You must ~~have~~ try that new restaurant in Castle Street.
- 6** 1 You have to; 2 you mustn't; 3 can; 4 You don't have to; 5 can; 6 You must; 7 You'd better

Writing pp.98–99

- 2** 1 Who are you writing to? The leader of a group of students coming to your school.
 2 What is the purpose of the letter? To reply and to give information requested.
 3 How many pieces of information should you include? four: directions, there is no time for a walk, they can get the 14:45 coach to London, and you will check about the vegetarian option.
 4 What style are you going to use? – Quite formal but friendly. The group leader is important and you probably have not met her before.

- 3a/b** The letter could have five paragraphs:
 1 Response to the leader's letter
 2 Directions
 3 Time – no time for a walk; coach stops at pier so can catch the 14.45
 4 Will check vegetarian option
 5 Conclusion

4a Thank you very much for your letter. Here are the answers to your questions/queries.

- 4b** First go straight ahead.
 When you get to ...
 Go round ...
 Take the ... turning on the ...
 Follow the road until ...
 Keep going until ...

4c **Referring to questions:**
 You asked about ...
 You wanted to know whether ...

Talking about possibilities:

We should manage to ...
 We might be able to ...

Apologising:

I'm afraid there won't be ...
 Unfortunately, I don't think ...

5 **Sample answer:**

Dear Ms Sato

Thank you very much for your recent letter. Here are the answers to your questions.

You asked about directions to the pier from the town centre. I have enclosed a simple map showing the best route.

As for getting off for a walk at Tower Island, I am afraid that, there won't be enough time. However, there will be plenty of time to get the 14.45 coach to London as it stops to pick passengers up at the pier.

You wanted to know whether the meal includes a vegetarian option. At present, I don't know but I am going to check with the cruise boat company on Monday.

If you have any other questions please do not hesitate to contact me. We all look forward to meeting you next month and hope that you will enjoy the cruise.

Yours sincerely
 Aldo Addler

(143 words)

LANGUAGE SPOT: giving directions

- a** 1 on – outside
 2 at – location point in the city
 3 to – next to
 4 past – beyond

- 2a** This exercise focuses mainly on forming the passive. Get students to work together identifying the correct tense in each case and establishing how to form that tense correctly.
- 2b** Here, students have to think about both form and use, changing the sentences from active to passive to make them more formal. You could do the first one or two together as an example.
- 3** Start by writing two sentences on the board:
Fleming discovered penicillin. It is an important medicine. Ask students to rewrite the sentences, emphasising the medicine: *Penicillin is an important medicine. It was discovered by Fleming.* Students then read the information in the box and answer the questions.
- 5** Point out that reports are often more formal and less personal, and consequently often contain a lot of passive forms.

Photocopiable activity

Photocopiable activity 10B (pp. 163–164) would work well here. Students write travel-related news stories based on notes.

► Student's Resource Book page 94

Writing pp.140–141

- 1** Students' experiences of group travel could be on language and educational trips as well as sports trips.
- 2** This exercise focuses on task completion, style and effect on the reader, which all contribute towards the general impression mark in the exam.
- 3a** Elicit the two problems mentioned in the task, the location and the organisation. Get students to look at the examples under these two headings, and ask them what other things they could say, e.g. hotel far from ski lifts, small village – no nightlife, hotel not expecting everyone, no meals booked. Then get them to think about possible solutions for each problem, e.g. change location, arrange more lessons, etc.
- 3b** Remind students to use all seven pieces of advice, and that some go with more than one paragraph.
- 3c** Once students have matched their notes to the paragraphs, point out that they now have the basic structure of the report. Explain that they don't have to come up with a lot of complex ideas in the exam – just clear, well-organised points.
- 3d** Encourage students to discuss the strengths and weaknesses of each of the three subject headings before deciding on the best.

- 3e** Explain that the paragraph headings should be short but should say clearly what the paragraph is about.
- 4a** Elicit what a topic sentence is – one sentence which summarises the main point.
- 4b** Point out that the expressions in the table are useful for any report, but obviously it is important to use them correctly.
- 4c** Do this with the whole class as a quick check.
- 5/6** Give students 20 minutes to write their report and 10 minutes to check it. They could check each other's reports, to see if they find it easier to spot other people's mistakes than their own. This may help them to look at their own writing more objectively.

LANGUAGE SPOT: passive report structures

This focuses on different ways of using passive structures to add emphasis when writing a report. Point out that *be supposed to* here means *be generally said to*.

► Student's Resource Book page 95

Module 10A Key

Reading pp.136–137

- 2** Toronto, New York, Miami, Los Angeles, Atlanta, New Orleans
- 3**
 - 1 B** – *All around me New Yorkers rushed from destination to destination as ...*
 - 2 C** – *only flirted with the US, just visiting the cosmopolitan cities around her edges.*
 - 3 A** – *the only city in the world where ...*
 - 4 C** – *such familiar places to me through a thousand and one films and TV shows*
 - 5 B** – *a stretch limo, a famous hotel*
 - 6 A** – *but the can-do American attitude to life was in full-swing*
 - 7 C** – refers back to: *only 20% of the population in possession of a passport.*
 - 8 D** – *it'll take you a lifetime to discover your own country*
- 5** 1C sweet tooth; 2E sharp suits; 3F tasteless neon lights; 4D clear sky; 5B trembling steps; 6A broad smiles

Language development 1 pp.138–139

- 1b**
 - 1** They stay cool, they are well decorated, there is a buffet breakfast, a barbecue area is being constructed.
 - 2** You have to share facilities with others, the shops are not very close, breakfast is not included, and it could get too hot.

- a** Complete the sentences by putting the verbs into the correct passive tense.
- 1 Three men were arrested this evening and will be questioned by police tomorrow morning. (**question**)
 - 2 Oh no. My car isn't here! It must _____. (**steal**)
 - 3 At the moment the hostages _____ to remain in the plane. (**force**)
 - 4 The accident happened because the car _____ at 180 kph. (**drive**)
 - 5 The drugs _____ when the lorry _____ at the border. (**discover, stop**)
 - 6 Strong measures must _____ to reduce the number of knife crimes. (**take**)
 - 7 People who _____ shoplifting often turn out to have some kind of psychological problem. (**catch**)
 - 8 The graffiti is particularly annoying as it is the third time the building _____ so far this year. (**vandalize**)
 - 9 As soon as we got home we could see that the front door _____ open and that there were two men in the living room. (**leave**)
 - 10 _____ is a deeply unpleasant experience. (**burgle**)
 - 11 Sarah used _____ to her room without food when she really naughty. (**send**)

- b** Complete the police officer's statement with the verbs in brackets in the passive. Add any other necessary words.



Ladies and gentlemen, I can now confirm that two dangerous criminals, Roberto Floriano and Walter Hacker, have escaped from Florida State Prison. Security arrangements at the prison are being investigated to find out exactly how they escaped, but they ¹ are thought to (**think**) have escaped through the air-conditioning system. Floriano ² _____ (**understand**) be one of the engineers who installed the air-conditioning system five years ago. This afternoon a semi-automatic rifle was stolen from a pet shop near the main highway, so I must warn members of the public not to approach these men, as it ³ _____ (**believe**) they are armed. According to witnesses the two men ⁴ _____ (**reported**) be still wearing prison clothes. It ⁵ _____ (**think**) they are heading in the direction of the Everglades swamp to make it harder for tracker dogs to find them. The public should not panic – it ⁶ _____ (**expect**) these two dangerous men will be recaptured within the next 24 hours.

Thank you, ladies and gentlemen.

GRAMMAR ACTIVITY ANSWERS

Introduction

2 decided to move 3 is five / five years old 4 who are
5 the oldest / eldest child 6 He used to be 7 in charge of
8 to meet 9 I've been learning 10 went to 11 as a
waiter 12 very hard work / a very hard job 13 had
improved 14 to be able to speak 15 good at reading
16 is good enough 17 have very little 18 I'd learn

1A question formation

- a 1 Who paid for it?
2 Do you know who that man is over there?
3 Where are they going on their honeymoon? How long
are they going for?
4 Who did James come with? Why did she leave him?
5 How long have Matt and Claire known each other?
Where did they meet? Who told you that?
- b 2 Do you know why Sarah didn't come to the wedding?
3 Do you know if/whether that tall woman over there is
Claire's mother?
4 Do you remember what Molly's husband does?
5 Do you have any idea if/whether I can get a taxi after
midnight?
6 Do you remember if/whether Claire's sister got
married here?
7 Do you think they'll be happy?
8 Do you know where they put our coats?

1B auxiliary verbs

2 do 3 isn't 4 Do 5 aren't 6 do 7 aren't 8 are
9 do 10 would 11 am 12 are 13 do 14 Did
15 did 16 do 17 didn't 18 was 19 Couldn't
20 aren't 21 will

1C present perfect simple and continuous

- a 2 Have you been eating 3 haven't had 4 haven't
wanted 5 Have you had / Have you been having
6 've taken 7 Have you been working 8 have been
9 've been getting 10 haven't been sleeping / haven't
slept 11 've been overworking 12 've just been
promoted
- b 2 have you been waiting 3 have you known 4 have you
had 5 have you been learning 6 have you been
coming

2A adjectives

- a 2 the long one or the short one 3 The Irish 4 homeless
people 5 Japanese man / woman 6 ✓ 7 the poor/
poor people 8 the dead 9 ✓ 10 rich / a rich man
- b 2 blue denim 3 awful gold 4 big dark 5 long black
silk 6 beautiful old wooden 7 small black leather
8 delicious spicy Thai 9 short brown curly
10 new blue and white striped

2B narrative tenses

- a 1 hadn't noticed, had stopped
2 had been (carefully) saving, had been concentrating,
had been watching, had (only) been looking
3 was leaving, was happening, were looking

- b 2 asked 3 mentioned 4 had been looking
5 had accused / accused 6 had searched / searched
7 made 8 had said 9 jumped up 10 made
11 had never seen 12 drove 13 parked 14 had taken
place 15 came 16 started 17 had never stolen
18 made 19 found 20 had stopped
21 were watching

2C adverbs

- a 2 Do you really mean that; their defence was absolutely
awful 3 played well 4 Unfortunately England never
play well 5 were incredibly lucky 6 do you ever
have 7 To be honest England were quite lucky
8 were extremely lucky 9 Personally I thought both
teams defended badly; England were a bit better,
especially in attack
- b 2 slowly 3 quickly 4 already 5 before 6 obviously
7 actually 8 angrily 9 nearly 10 just 11 badly
12 just 13 always 14 well 15 naturally

3A passive

- a 2 have been stolen 3 are being forced 4 was being
driven 5 were discovered, was stopped 6 be taken
7 are caught 8 has been vandalized 9 had been
left 10 Being burgled 11 to be sent
- b 2 is understood to 3 is believed (that) 4 are reported
to 5 is thought (that) 6 is expected (that)

3B future perfect and future continuous

2 'll (still) be working 3 'll have been promoted
4 'll be earning 5 'll have found 6 'll have beaten
7 'll have equalled 8 won't be playing 9 won't be
watching 10 'll be lying 11 won't have arrived
12 'll have just got off 13 'll be driving 14 'll have
gone 15 won't have finished 16 'll be watching
17 'll be using 18 'll be arriving 19 'll have finished

3C conditionals and future time clauses

2 a and b 3 a 4 b 5 b and c 6 c 7 a and c 8 b
9 a 10 c 11 c 12 a and c 13 b and c 14 a and b
15 c

4A unreal conditionals

2 hadn't been 3 were 4 would kill 5 didn't give
6 hadn't found 7 would have eaten 8 hadn't been
9 would have died 10 would have been
11 would you do 12 would have given

4B past modals

- a 2 might have been expecting 3 must have just come
back 4 can't have been 5 must have heard
6 might not have known 7 might have been surprised
8 must have known 9 can't have been 10 might have
wanted
- b 2 shouldn't have used 3 shouldn't have broken up
4 should have come 5 should have waited
6 shouldn't have worn 7 should have told
8 shouldn't have bought

Language development 2

► Grammar reference page 174

Passive forms

- 1 Why is the passive used in the following examples?
- 1 I was told that if I didn't slow down in future, I would be stopped and charged with dangerous driving.
 - 2 The fire was started deliberately and spread very quickly.
 - 3 I realise that you were overcharged, but nothing can be done about it without a receipt.
 - 4 All visitors must be given an identity badge.
 - 5 The publicity was excellent. The posters were made by Mr Williams.
 - 6 The results will be sent out to candidates in six to eight weeks.
 - 7 He is said to be the greatest drummer alive.
- 2 Which sentence is more appropriate in each pair?
- 1 In a letter from a credit-card company:
 - a We must receive your payment within 14 days.
 - b Your payment must be received within 14 days.
 - 2 In a note to a friend:
 - a Don't forget to bring the book back when you've finished it.
 - b Please ensure that the book is brought back when it has been finished.
 - 3 In a company report:
 - a We interviewed 1,000 clients and analysed the replies.
 - b One thousand clients were interviewed and the replies were analysed.
 - 4 In an advert:
 - a You should buy one of these now before it's too late.
 - b One of these should be bought by you now before it's too late.

Register

- 3 Decide if the following statements are *True* or *False*.
More formal texts tend to
- 1 use more passive forms.
 - 2 be more emotional.
 - 3 have more phrasal verbs.
 - 4 use longer, more complex words.
 - 5 use more paraphrases.
- 4 a Look at these examples from the *Use of English* sentences opposite. Which one is more formal?
- 1 Your interviews will take it for granted that ...
 - 2 It will be assumed by your interviewers that ...

- b Match the words in column A with the more formal words with the same meaning in column B.

A	B
1 places	a guarantee
2 expect	b organise
3 let down	c satisfactory
4 book	d anticipate
5 promise	e reserve
6 reply (<i>n.</i>)	f sufficient
7 run	g enclose
8 enough	h destinations
9 OK	i disappoint
10 put in	j response

- c Complete the second sentence in each pair with words from Exercise 4b, so that it means the same as the first sentence but is more formal.

Dear Sir/Madam,

Thank you for your enquiry about our organised tours.

- 1 a We run trips to the following places.
b We excursions to the following
- 2 a In this company, we promise that we will not let you down.
b We that you will not be
- 3 a I have put in prices until the end of the year and I hope that is OK.
b I have prices until the end of the year and trust that is
- 4 a We expect to get a lot of replies to the advertisement.
b We a huge to the advertisement.
- 5 a Therefore we suggest you book now while there are still enough places.
b Customers are therefore advised to a place now while there are places available.

Yours faithfully

- 5 Rewrite these sentences with a paraphrase to make them less formal.
- 1 The tours are extremely popular.
 - 2 Notice of seat numbers will be given one week in advance.
 - 3 Reductions are available for children under the age of five.
 - 4 In the event of cancellation, all fares will be reimbursed in full.
- 6 Rewrite these sentences to make them more formal.
- 1 On some trips, we will ask you to show how old you are.
 - 2 We are sorry to say that we can't get a guide today.
 - 3 The cheap hotel room was fine and what we expected.
 - 4 Not enough people wanted to go on the trip, so we cancelled it.

2 The passive (page 19)

A Use

- We use a passive construction when:
 - the 'doer' (agent) of an action is not known:
Our office was broken into last night.
 - it is obvious who the agent is or it is not important at the time of speaking:
I was given a new contract yesterday. (obviously by my employer)
 - we don't want to say who the agent is:
Some mistakes were made in the preparation of the report. (We don't want to say who made the mistakes – possibly to protect them or ourselves!)
- When we wish to focus on the agent, we use *by* + agent:
My husband was badly injured by a lorry. (The new information (a lorry) is brought into focus by putting it at the end of the sentence.)
- The passive is more common in writing than speaking and can sound formal and impersonal. It is often used:
 - in orders and rules:
All money must be paid by the end of the week.
 - to talk about events and achievements:
The company was founded in 1912.
 - to talk about processes:
First, strips of wood are put through the machine.

It is often used in academic and scientific English.

Note

The passive cannot be used with:

- intransitive verbs (verbs with no direct object):
It was arrived.
- state verbs (e.g. *be, have, seem*): *A bath is being had by Jane.*

B Form

1 Active versus passive forms

	Active	Passive
modal verb (present) → modal verb + <i>be</i> + past participle	<i>All students must take an entrance exam.</i>	<i>An entrance exam must be taken by all students.</i>
modal verb (past) → modal verb + <i>have been</i> + past participle	<i>They should not have elected him.</i>	<i>He should not have been elected.</i>
<i>make, see, hear, help</i> → <i>be</i> + past participle + <i>to</i> -infinitive	<i>They made me do it.</i> <i>They heard him shout.</i>	<i>I was made to do it.</i> <i>He was heard to shout.</i>
<i>let</i> → no passive form	<i>They don't let candidates use dictionaries.</i>	<i>Candidates are not allowed/permitted to use dictionaries.</i>

2 Passive *-ing* forms and infinitives

When verbs are followed by an *-ing* or infinitive form, these forms can be made passive:

- verb + passive infinitive
The film star agreed to be photographed.
 - verb + *-ing* form
I'm tired of being lied to.
- 3 *need* + *-ing* can have a passive meaning
The cups need washing. = *The cups need to be washed.*

C Impersonal passive structures

The following structures can be used with reporting verbs:

- subject + passive verb + *to*-infinitive
He is claimed/said/thought to be the greatest composer ever.
They are believed/reported/thought to have become extinct.
- It* + passive verb + *that* clause
It is thought/expected/said/understood that the weather will get worse.
- There* + passive verb + *to be*
There are thought/expected/said/known to be huge food shortages.

D *have/get* + object + past participle

We can use this structure:

- to talk about something which someone else does for us because we asked them to (*get* is more informal than *have*):
Have you had your hair cut?
I want to get the house redecorated.
- like a passive, for things that happened by accident or unexpectedly, usually something unpleasant; it is fairly informal:
How did your car get damaged? I've had my bike stolen.

Language development 2

► Grammar reference page 177

Necessity, prohibition, advice, permission

1 a Rewrite the sentences using modal or semi-modal verbs.

- 1 You are not allowed to demonstrate here.
- 2 I think the best thing for you to do is to go on strike.
- 3 It's essential that we have a vote before we call a strike.
- 4 It's not essential to send all these letters today.
- 5 I think it's too late to protest now – why didn't you protest before?

b Complete the second sentence so it means the same as the first.

- 1 I can't give you my decision until I have spoken to the staff.
I to the staff before I give you my decision.
- 2 You can go on strike even if you are not in a union.
You to go on strike.
- 3 The only way to show we were serious was to go on strike.
We in order to show we were serious.
- 4 The police closed the road, even though it wasn't necessary.
The police the road, but they did anyway.
- 5 I joined the protest because I had a day off that day.
I to work that day so I joined the protest.
- 6 The police told us to move on, but we decided to ignore their orders.
We, but we decided to ignore the orders of the police.
- 7 I expected Gary to be back hours ago.
Gary hours ago.

c Answer these questions.

- 1 What things do you have to do every day in your studies or work? Which things do you most/least enjoy doing?
- 2 Is there anything you should have done this week but haven't? Explain why not.

Ability, possibility/probability, deduction

2 Find and correct the mistakes in the following sentences.

- 1 Harry started collecting last year, and so far he can raise £10,000 for charity.

- 2 We couldn't get to meet the minister yesterday, but eventually we could speak to him on the phone.
- 3 Jack could photocopy the leaflets at the office yesterday, but he forgot.
- 4 They say there can be nearly half a million people on the march tomorrow.
- 5 Why not come with us on the demo? You could enjoy it.
- 6 The damage might be caused by the people who were demonstrating.
- 7 You must know there was going to be trouble when you saw the crowds.

Intention, willingness, characteristics

3 Complete the sentences using *will*, *won't*, *would* or *shall*.

- 1 The new stadium hold at least 50,000 spectators.
- 2 When I was at school, my friends and I often hang out in the school playground until it was dark.
- 3 I don't know what's wrong with the car. It just start.
- 4 It start raining just as we're about to go out, it?
- 5 I'll pick you up at eight o'clock, I?
- 6 you mind giving me a hand with my homework?
- 7 What's the matter? Why you talk to me?
- 8 She insist on wearing the most outrageous clothes. I think she does it to annoy her parents.
- 9 I have thought you'd be pleased that I've bought a new car!
- 10 You do as I say, whether you like it or not!

Alternatives to modals

4 Rewrite the following sentences using one of the structures below. Which structures are formal?

<i>be required to</i>	<i>be + to-infinitive</i>	<i>had better</i>
<i>be under no obligation to</i>	<i>be advisable to</i>	
<i>feel obliged to</i>	<i>be forbidden to</i>	

- 1 Visitors must report to reception on arrival.
- 2 You don't have to answer the following questions.
- 3 I should phone home and tell them that I'm going to be late.
- 4 I thought I had to invite my cousins to our wedding.
- 5 All library books must be returned by the end of term.
- 6 Mobile phones must not be used in this area.
- 7 You should take out insurance when travelling abroad.

Module 3

Modals and semi-modals (page 50)

A Obligation and necessity: *must/have (got) to, need to*

1 *must/mustn't*

- Used to express strong obligation when we impose this on ourselves:

I must go to the doctor's.

I mustn't forget to take out insurance.

- Used to express a strong opinion:

We must all do our bit for the environment.

- Used to give instructions, usually in writing:

This appliance must be earthed.

2 *have to or need to* for an obligation imposed by someone else

This report has to/needs to be finished by Monday.

3 *must, have to and need to* express general necessity

Everyone needs to take a holiday at least once a year.

4 Other ways of expressing obligation and necessity

- be required to* + infinitive:

You are required by law to wear a seat belt.

- be to* + infinitive:

We are all to report to the Principal's office.

- had better* + infinitive:

We had better leave before it gets dark.

- feel/be obliged* + to-infinitive:

Many parents feel obliged to support their children.

You are obliged to report to the police once a week.

B Lack of necessity

1 *not have to, need not, not need to*

You don't have to/needn't/don't need to get up early today.

(It's not necessary.)

Note

Need has two past forms with different meanings:

She didn't need to take a coat. It wasn't cold. (We don't know if she took a coat or not.)

She needn't have taken a coat. (She took one, but it wasn't necessary.)

2 Other expressions

be under no obligation to

You are under no obligation to buy anything.

C Prohibition and criticism: *mustn't, shouldn't, can't, couldn't, may not, should(n't) have*

1 *mustn't or shouldn't*

- Used for prohibition imposed by the speaker:

You mustn't start a fight! (strong prohibition)

You shouldn't be so thoughtless! (weaker prohibition)

2 *can't or may not*

- Used for prohibition imposed by someone else:

You can't drive a car yet, you're too young.

Candidates may not leave the room during the exam. (formal)

3 *couldn't*

- Used for prohibition in the past:

As children, we couldn't stay up later than 10 p.m. (= were not allowed to)

4 *should(n't) have* + past participle

- Used to express regret or criticism of a past action:

I should have become a doctor, but I didn't. I wish I had. (regret)

You shouldn't have done that. (criticism)

5 Other ways of expressing prohibition

Smoking is forbidden/not permitted here.

D Advice, recommendation: *must, should, ought to, had better*

1 *must* for strong advice and recommendations:

You must visit the castle.

2 *should/ought to* when the advice is less strong:

You should/ought to protest.

You shouldn't go on strike.

Note

We rarely use *ought to* in questions and negative statements.

3 *had better (not)*

I'd better go and get ready.

You had better not tell your mother. (= It is not a good idea.)

E Permission: *can, could, may, might*

'Can I use your car?' 'Yes, you can.' / 'No, you can't!'

Could I ask you to do me a favour? (tentative, polite)

'May I leave the office early today?' (more formal)

'Yes, you may.' / 'No, you may not.'

I wonder if I might have a word with you? (formal, polite)

F Ability: *can, can't, could, might, be able to*

- 1 *can/can't* for general ability in the present and future:
I can sing. I can't come tomorrow.
- 2 *could* for general ability in the past:
I could play the piano when I was six.
- 3 *was able to* for ability in a specific situation in the past:
I was finally able to pass my driving test last week.
- 4 *wasn't able to* or *couldn't* for negative general and specific ability in the past:
They couldn't/weren't able to make the wedding on time.
- 5 *could/might + have + past participle* for a past ability or opportunity not used:
He could have gone to college, but decided against it.
- 6 Other ways of expressing ability:
I managed to (was able to) *raise some money for charity last week.* (suggests success in the face of difficulty)
Scientists have not yet succeeded in finding a cure for cancer.

G Possibility, probability: *can, could, may, might, should*

- 1 *can, could, may* for things that are theoretically possible and happen sometimes:
Temperatures can reach -20° at night in the desert.
These chemicals could/may cause cancer.
- 2 *could, may, might* for possibility in the present or future:
It could be weeks before he returns.
There may well be a strike next week.
I might be late for the meeting.
- 3 *could* for theoretical possibility in the past:
My father could be really strict with me when I was young.
- 4 *can, could, may, might + have + past participle* for specific past possibilities:
She may/might/could have been held up in the traffic. (It's possible she was.)
- 5 *could/might (+ have + past participle)* to express criticism/annoyance:
You might at least say 'thank you'!
They could/might have let us know they weren't coming!
- 6 *may, might (well)* to acknowledge something is true, before introducing a contrast:
He might (well) be a good actor, but he can't sing.
- 7 *should/shouldn't* for probability:
It should be a nice day tomorrow.
Peter should be arriving any moment now.
It shouldn't be too difficult to find the way.

H Deduction: *must, can't, couldn't*

- 1 *must* for something we are sure about because of evidence:
He must be a vegetarian. He doesn't eat meat.
- 2 *must + have + past participle* to express a deduction about the past:
There are a lot of broken windows. There must have been a riot.

- 3 *can't/couldn't, not mustn't*, in negative sentences:
He can't/couldn't be her father. He looks too young.
He can't/couldn't have phoned. I've been in all evening.

I Uses of *will, won't, would*

1 Intentions, predictions, certainty

- Intentions:
I will pass that exam!
- Predictions about the future:
Sue and Anna won't arrive until this evening. They will be tired.
- Predictions made in the past:
He said he would/wouldn't be late.
- Certainty about the present based on knowledge or expectations:
'I heard a knock at the door.' 'That will be the postman.'
As you will have realised, we are behind schedule.
They only left two hours ago, so they won't be home yet.
- Certainty or deductions about the past:
I became an apprentice when I left school. I would have been 14.

2 Frequency, habits, characteristics

- Habits and typical behaviour in the present:
Accidents will happen.
As soon as the illusion fades, the public will turn on their idols.
This car will do 0 to 60 in ten seconds.
- Past habits:
He would sit for hours watching the birds.
- To express annoyance:
She will play music at full volume.

3 Willingness and refusal

- The doctor will see you now.*
He won't talk to me!
They wouldn't let us into the country. (past)

J Offers, promises, suggestions, requests, orders: *can, could, may, might, will, shall, would*

1 Offers and promises

- Can/May I help you?*
I'll come with you if you like.
Shall I carry that for you?
Would you like a cup of tea?

2 Suggestions

- You could join a club.*
You might think of taking a gift.
We can/could get a takeaway.

3 Requests

- Can/Could you help me?*
What shall I bring? (asking for advice)
You wouldn't lend me £10, would you?

4 Orders

- All payments shall be made in cash.*
Passengers will please proceed to the gate.

Note

In question tags, *shall* is preferred to *will* in first person singular tags:

I'll do that, shall I?