

|                              |             |   |                              |  |
|------------------------------|-------------|---|------------------------------|--|
| He<br>She<br>Tom<br>I<br>you | has<br>have | nothing<br>not anything<br>something<br>little<br>a lot<br>very much<br>very little<br>not much |                              | to be worried about<br>to be surprised at<br>to be afraid of<br>to be proud of<br>to be happy about<br>to be embarrassed by<br>to be upset about |
| There<br>is                  |             |   | for him<br>for me<br>for her |  |

7. Make affirmative and negative sentences using the table

### Speech Patterns

|                        |                  |   |  |  |
|------------------------|------------------|---|--|--|
| We<br>He / She<br>They | I<br>have<br>has | nowhere<br>not anywhere<br>somebody<br>nobody<br>not anybody<br>something<br>nothing<br>not anything<br>a lot<br>not much<br>little |  | to go.<br>to do.<br>to eat.<br>to drink.<br>to play with.<br>to stay with/to stay the night.<br>to talk to.<br>to have fun with.<br>to ask for help.<br>to go to with this problem.<br>to e-mail to<br>to text to.<br>to spend a holiday with.<br>to rely on.<br>to worry about.<br>to show (you)<br>to wash.<br>to discuss (it with).<br>to say about it. |
| There is               |                  |   | for him<br>for me<br>for her<br>for us<br>for them |  |

8. Practice the speech patterns through response. Respond to each sentence in as many ways as you can.

*Model 1:* S1: I'm a stranger in this city.

S2: So am I. There isn't anybody for me to stay with. I have nobody to go sightseeing with.

*Model 2:* S1: Let's do the washing, shall we?

S2: But there is nothing (for us) to wash.

1. I'm really into cooking for my friends. 2. I am hungry. 3. I want a glass of wine. 4. I'm so lonely. 5. I'm all alone. 6. I'm so upset about my holiday. 7. Let's go for a walk around the city, shall we? 8. Let's do the washing now, shall we? 9. Let's have a discussion about the plans for the next year, shall we? 10. 11. I am so bored. 11. Let's have a talk about that, shall we? 12. *Your variant.*

### § 147. Modal Verbs. Basic and Phrasal Modals

The modal verbs in English are used to express modality, or attitudes (that is, asserting (or denying) possibility, likelihood, ability, permission, obligation, or future intention, giving advice, and indicating politeness). Each modal has more than one meaning or use.

Modals do not take a final -s, even when the subject is he, she or it. Questions, negatives, tags and short answers are made without do or other auxiliaries.

After modals we use the infinitive without **to** of other verbs. (There are a few exceptions: *He ought to go to the meeting. I need to do the washing up. We have to do it.*)

Modal verbs do not have infinitives or participles, and they do not normally have past forms (though **would**, **could**, **should** and **might** can sometimes be used as past tenses of **will**, **can**, **shall** and **may**). However, certain past ideas can be expressed by a modal verb followed by a perfect infinitive (have + past participle): *I think I may have annoyed Aunt Mary.*

Most modal auxiliaries are single words (should, must etc.). Many have two or three-word phrases. They are called phrasal modals.

| Basic Modals |           |        |
|--------------|-----------|--------|
| I            | can       | do it. |
| You          | could     |        |
| He           | may       |        |
| She          | might     |        |
| It           | must      |        |
| We           | ought to  |        |
| You          | need (to) |        |
| The          | shall     |        |
| y            | should    |        |
|              | will      |        |
|              | would     |        |

| Phrasal Modals |                          |        |
|----------------|--------------------------|--------|
|                | be going to              | do it. |
| You            | be able to               |        |
| He             | have to                  |        |
| She            | have got to              |        |
| It             | would like to            |        |
| We             | (to be) to               |        |
| You            | be allowed to            |        |
| The            | be supposed to           |        |
| y              | had better ('d better)   |        |
|                | would rather ('d rather) |        |

1. Ω GC5 Unit 9 Listen and practice the chant.

### § 148. Functions of Basic Modals

| Modal | Function(s)   | Examples   |
|-------|---|--|
| Can   | is used to talk about general ability/inability, also about future actions based on the present ability<br>NOTE Can often means "know how to" | <i>Can you drive? He can't swim. She can win the race tomorrow if she really tries. Can you cook? (=Do you know how to cook?)</i>            |
|       | is used to talk about ability in the present situation  | <i>Look, I can do a backflip!</i>  |
|       | is used to give a kind of present progressive meaning (with <b>see</b> , <b>hear</b> and some other verbs)                                    | <i>I can hear the sea. Can you see that bird over there?</i>   |
|       | is used for making requests, suggestions  | <i>Can you make a little less noise, please? When you've finished the washing-up you can clean the kitchen.</i>                              |
|       | is used to talk about 'general' possibility (used to say that   | <i>She's lived in Italy; that's why (it's possible that) she can speak Italian. (NOT ... that's why she may speak Italian.) These tulips</i> |

|       |   |   |
|-------|---|---|
|       | things are possible in general or to describe common or typical state of things)  | <del>can grow anywhere.</del> (NOT <del>These tulips may grow anywhere.</del> ) <i>Can gases freeze?</i> (NOT <del>May gases freeze?</del> ) <i>Scotland can be very warm in September.</i>   |
|       | is used to talk about possibility in the situation, due to circumstances  | <i>You can buy CDs from a music shop. I can go to Paris this weekend, because I don't have to work. Anybody who wants to can join the club.</i>   |
|       | is used to express uncertainty, doubt<br><u>NOTE</u> In this meaning <b>can</b> is found only in interrogative sentences (yes/no questions) | <i>Can it be true?</i>  |
|       | is used to express improbability  | <i>It can't be true.</i>  |
|       | is used to make offers  | <i>Can I help you with those bags?</i>  |
|       | is used to ask for permission/giving permission (more common than <b>could</b> , <b>may</b> and <b>might</b> )                              | <i>Can I sit here? Can I make a suggestion? You can stop work today. You can use my mobile if you like. Can I have some more cake?~ No, I'm afraid you can't.</i>   |
|       | is used to talk about decisions and future arrangements   | <i>The doctor can see you next Monday. (= The doctor is able to see you next Monday.)</i>   |
| Can't | is used to talk about negative certainty (can't means 'it is certain that ... not ...')   | <i>It can't be Mike. He's in Italy now. It can't/couldn't possibly rain tomorrow. (= It will certainly not rain.) Compare: It may not be true. (= Perhaps it is not true.) It can't be true. (= It is certainly not true.)</i>  |
|       | is used to talk about prohibition/refusing permission<br><u>NOTE</u> <b>Can't</b> tells us that something is against the rules.             | <i>You can't come in here. You can't park here. You can't keep a cat in these apartments.</i>   |
| Could | general ability in the past (not on one occasion)   | <i>In those days, everybody could find a job. (NOT ... everybody might find a job.) Ann could play the piano when she was three. But: I managed to buy a really nice coat yesterday (= on one occasion*).</i><br>* - there are exceptions to this rule, see <b>couldn't</b> . |
|       | is used to ask for permission (more polite than <b>can</b> , more common than <b>may</b> and <b>might</b> )                                 | <i>Could I speak to Mr Devis, please? Could I ask you something? Yes, of course you can.</i>  |
|       | is used to talk about   | <i>When I was a child, I could do basically</i>   |

|          |  |  |
|----------|--|--|
|          | permission in the past   | anything that I wanted to do.  |
|          | is used to make offers (less definite than can)  | <i>I could mend your bicycle for you, if that would help.</i>  |
|          | is used for making requests, suggestions (more polite than can)  | <i>Could I have some more tea? If you haven't got anything to do you could sort out your photos.</i>   |
|          | is used to talk about probability  | <i>It could rain this afternoon.</i>   |
|          | is used to talk about possibility in the situation (used to suggest a less strong possibility, 'softer' than can)  | <i>If we don't hurry we could be late. (= Perhaps/Maybe we will be late) It might/could rain this evening, but I think it probably won't.</i>  |
|          | is used to talk about past ability   | <i>I could run very fast when I was a boy.</i>   |
|          | is used for criticism (reproach)   | <i>You could ask before you borrow my car.</i>   |
| Couldn't | is used to talk about negative certainty (can't means 'it is certain that ... not ...')  | <i>It can't be Mike. He's in Italy now. It can't/couldn't possibly rain tomorrow. (= It will certainly not rain.)</i>  |
| May      | is used to ask for permission (used mostly in a formal style, more formal than can or could)   | <i>Yes, you may take a sample of the product.</i>  |
|          | is used to talk about a weak possibility, the chances that something is true or will happen; in negative sentences <b>may/might not</b> means 'perhaps ... not ...'  | <i>I may see you at the conference later. Where's Sarah? ~ She may be with Joe. (NOT <del>She can be ...</del>) We may go to the Alps next summer. (NOT <del>We can go to the Alps next summer.</del>) <b>May</b> is not used in direct questions with this meaning: <i>Do you think you'll go to the Alps?</i> (NOT <i>May you go ...?</i>) <i>It may/might not rain tomorrow.</i> (= Perhaps it will not rain.) <i>It may not be true.</i> (= Perhaps it is not true.)</i> |
|          | is used to talk about prohibition  | <i>Books may not be taken out of the library.</i>  |
| Might    | is used to talk about a weak possibility in the situation, the chance that something will happen, or is happening (used to suggest a less strong possibility, 'softer' than can); in negative sentences <b>may/might not</b> means 'perhaps ... not ...' | <i>It might/could rain this evening, but I think it probably won't. Do you think I might be fired? Where's Sarah? ~ She might be with Joe. (NOT <del>She can be ...</del>) Phone Mr Cook later, he might not be free now.</i>  |

|         |   |  |
|---------|---|--|
|         | is used to express reproach   | <i>You might know your boss by sight.</i>  |
|         | is used for recommendation  | <i>You might see what John thinks.</i>   |
|         | is used to ask for permission (mostly in a formal style, less common than <b>can</b> or <b>could</b> )  | <i>Might I ask a question?</i>   |
|         | to introduce a statement that is contrary to or different from a second statement later in the sentence.  | <i>Our organization might be very small, but we provide a unique, tailored service to our clientele.</i>   |
|         | <b>might as well</b> is used to make an unenthusiastic suggestion; Russian equivalents: “уж лучше...”, “впору и...”, “можно (уже) и...”, “с таким же успехом можно было бы...”, “   | <i>We might as well go home now. I don't think he will come. (Можно уже и домой поїму. Не думаю, что он придет.) If my parents think I'm a loser, then I might as well start being a loser! (Если мои родители считают меня неудачником, впору и впрямь начать быть неудачником.) You might as well throw your money away. (Вы могли бы с таким же успехом просто выкинуть свои деньги.)</i> |
| Must    | is used to talk about probability or complete certainty   | <i>Fred has been working all day. He must be tired.</i>  |
|         | is used to give orders or strong advice to ourselves and other people<br><u>NOTE</u> In this function <b>must</b> is less common than <b>have to</b> as it contains some suggestion of superiority or personal authority) | <i>I really must give up smoking. If the pain returns, you must go to the doctor and get it checked out.</i>   |
|         | is used to talk about necessity   | <i>Why must you always leave the door open?<br/>Must I clean all the rooms?</i>  |
|         | is used to talk about strong obligation<br><u>NOTE</u> <b>Must</b> shows us that the obligation comes from the speaker. It isn't a law or a rule.   | <i>All passengers must wear seatbelts. You must be at the office by 8.30. Students must register in the first week of term. I must call my dad tonight. You must hand in your homework on Tuesday or your mark will be zero.<br/>You must come and visit us the next time you come to London.</i>  |
| Mustn't | is used to talk about prohibition<br><u>NOTE</u> <b>Mustn't</b> is  | <i>Students must not use the staff car park.</i>   |

|  |   |   |
|--|---|---|
|  | usually used when the obligation comes from the person who is speaking. Compare with <b>can't</b> .   |   |
| Should<br>Ought to   | is used to talk about duty (less strong than must)  | <i>She ought to/should tell her boss about this!</i>  |
|  | is used to talk about weak obligation, advisability   | <i>That carpet should be cleaned.</i>   |
|  | is used for giving advice, expressing personal opinion  | <i>You should try to work harder. You ought to/should take a day off. She really ought to wash her hair.</i>  |
|  | is used for seeking advice, asking for someone's opinion  | <i>What should we do now? Should I wear a tie? Should I enrol for the workshop? Should I quit my job?</i>   |
|  | is used to talk about something expected or correct   | <i>Everybody should arrive by 6 pm. She shouldn't talk to people like that.</i>   |
|  | is used to talk about probability or deduction; saying that something is logical or normal) <b>should</b> is used with this meaning only in BrE | <i>'What's the capital of India?' 'Ask Tom. He ought to know.' It oughtn't to/shouldn't rain today (BrE). But: It's not supposed to rain (AmE).</i> |
|  | Shall<br>(not used very much in modern English)   | is used to make suggestions, invitations  |
| is used to ask for instructions, or to seek suggestions                                    |   | <i>What time shall we come and see you? What on earth shall we do? Which venue shall we choose for the wedding?</i>                                 |
| is used to make offers of help   |   | <i>Shall I contact Mr Parker? Shall I help you? Shall I cook supper?</i>  |
| is used to talk about obligation (in legal documents or in rules and regulations)          |   | <i>The contractor shall provide the service in time.</i>  |
| is used to make promises, express determination, threat (as an intensifier of "will") etc. |   | <i>You shall be the first one to know. You shall regret this. They shall pay dearly.</i>  |
| is used to express complete certainty (positive or negative)                               |   | <i>I shall be away tomorrow. I shan't arrive unless I'm invited. (=Я там не появлюсь, пока вы меня не пригласите.)</i>                              |
| Will   |   | is used to make requests  |
|  | is used to make offers  | <i>If you will come this way ... Will (won't you)* you come in?<br/>()* - more polite</i>   |



|   |  |  |
|---|--|--|
|   | is used to express strong obligation   | <i>All sales staff will arrive for work by 8.40 a.m.</i>   |
|   | is used to express willingness, volunteering, resolving, decision made at the moment of speaking | <i>I'll pay for the drinks. I'll definitely work harder next term.</i>   |
|   | is used to refer to something that always or usually happens                                     | <i>She will keep interrupting people.</i>  |
|   | complete certainty (positive or negative)  | <i>There's the phone. That'll be Tony.</i>   |
| Would in the structure <b>Would you like</b>  | offer  | <i>Would you like a cup of coffee?</i>   |
| Would in the following structures:<br><b>Do you mind+verb+ing,</b><br><b>Do you mind+object+verb+ing</b><br><b>Would you mind+verb+ing</b><br>(more polite)<br><b>I would like;</b><br><b>I wouldn't say no to ...</b> (less direct): | polite request   | <i>Do you mind turning off the music? Do you mind my turning down the player? Would you mind closing the door? I would like another drink please. I wouldn't say no to a cup of tea.</i> |
| Need (semi-modal)   | strong advice  | <i>You need to study hard if you don't want to lag behind.</i>   |
|   | strong obligation  | <i>Need I get/Do I need to get a visa for Hungary? Need we attend/Do we need to attend all the lectures, practicals and tutorials?</i>   |
|   | necessity based on circumstances   | <i>I need to go. I have a lot of things to do.</i>   |
|   | <b>needn't</b> — (lack of) immediate necessity   | <i>It's OK- You needn't pay for that phone call. You needn't work this Saturday. That must be a fox. ~ It needn't be – it could be a dog.</i>  |
| Dare (semi-modal)   | lack of courage  | <i>He wanted to ask her, but he didn't dare.</i>   |
|   | challenge  | <i>Go on, I dare you.</i>  |
|   | outrage  | <i>Well, how dare you lie to me?</i>   |
|   | courage (rare use)   | <i>He dared to enter the cage of lions.</i>  |

#### NOTE **Speaker's and Hearer's Point of View**

Obligation, permission etc are usually seen from the speaker's point of view in statements and the hearer's in questions. Compare: *You must go and see Ann.* (I think it is necessary.)

*Must you go and see Ann?* (Do you think it is necessary?) *You can borrow my car.* (I give permission.) *Can I borrow your car?* (Will you give permission?)

1. Ω GC1 Unit 10 Listen and practice the chant following the intonation patterns.

2. Define the function of the modal verb in each sentence.

c) Harry travels a lot. He can speak five languages. 2. You don't have to work such long hours. You won't earn any more. 3. I can't see you on Friday, but I can meet you on Saturday morning. 4. 'Are you in a hurry?' 'No, I've got plenty of time. I can wait.' 5. You don't have to leave the office last. You can do it when you're ready. 6. You don't have to attend the meeting. It's not very important. 7. That restaurant must be very good. It's always full of people. 8. That restaurant can't be very good. It's always empty. 9. She couldn't draw or paint when she was a little girl. 10. I would like some help with my math homework please. 11. Can I borrow your bike? 13. You can borrow my bike if you want. 12. Shall I read the exercise out or to myself? 13. Jim is putting on his sweater. He must be cold. 14. In my opinion, we should book another hotel. 15. The student shall pass all courses attempted and not be absent more than 10 school days each semester. 16. May I ask you a question? 17. You needn't bring anything to the party. We've bought a lot of food. 18. Let's ask Jessica. She must know the meaning of this word. 19. Would you like to have a sandwich? 20. The telephone is out of order. I cannot hear anything. 21. Will you hold the door open for me, please? 22. David is coming this Friday. You must be very pleased. 23. George and Bess always travel business class. They must be short of money. 24. (*the doorbell rings*) I wonder who that is. It can't be Charlotte. She is still at work at this time. 25. 'Could you do the shopping now?' 'Sorry, I am very tired. I'll do it in the evening.' 26. I am afraid I can't come to your party next week. 27. I can't find Sandra's address. Will you call her and ask again? 28. Can I look at your paper? 29. Excuse me, may I look at your newspaper for a moment? 30. Ted isn't at work today. He must be ill. 31. I'd like to go to university here but can only afford it if I get a grant.

3. Work in pairs. Give negative replies to the following questions. Use *No, you mustn't*, *No, you needn't* or *I'm afraid not*.

1. 'May I go out and play in the street?' '... It's dangerous to play in the street.' 2. 'May I open the window?' '... It's cold outside.' 3. 'Must he come here today?' '... He may come tomorrow.' 4. 'May I take your textbook for a moment?' '... I must finish the exercise.' 5. 'Must I bring the ear-phones?' '... It is the monitor's task.' 6. 'Can I see the Dean?' '... He is busy at the moment.' 7. 'Must we all come to the meeting at 12?' '... You may come half an hour later.' 8. 'Can I use your pencil?' '... It is broken.' 9. 'May I take this book home?' '... These books are only to be read here.' 10. 'Can I speak to the secretary?' '... He is out.'

4. Change sentences as in the model.

*Model:* S1: I like fruit. → I would like some fruit now. / I wouldn't say no to some fruit now.

1. I like cucumbers. 2. I'm a fan of chops and mashed potatoes. 3. I adore water-melons. 4. I like jam very much. 5. I'm fond of sugar. 6. I'm keen on bacon and eggs. 7. I'm a great fan of marmalade. 8. I really like coffee. 9. I'm a fan of icecream. 10. I'm fond of chicken. 11. I adore bananas. 12. I very much like sausage. 13. *Your choice*.

5. Change sentences as in the model.

*Model:* Begin reading. → Shall I begin reading?

1. Do it at once. 5. Repeat this poem. 6. Learn it by heart. 7. Clear the table. 8. Answer my question. 9. Lay the table. 10. Make tea for us. 11. Look in your bag. 12. Wear your red scarf. 13. Look under the bed. 14. Look behind the door. 15. Pick up your phone. 16. Answer the phone. 17. Have breakfast early. 18. Meet the guests at the airport. 19. Give me a sandwich. 20. Make a new hairstyle. 21. Get on the train. 22. Go to the supermarket. 23. Meet me at the café. 24. Go there. 25. Speak English. 26. Open the window.

6. Respond to the following sentences where shall is used to offer help.



Model 2: S1: I don't see what's wrong here.

S2: Shall I show you?

1. I don't know where the residence hall is located. 2. I'm hungry. 3. This exercise is hard. 4. I have a headache. 5. I left my wallet at home. 6. I need that photo urgently. 7. These bags are heavy. 8. I don't know where my ball-pen is. 9. I don't know what form Jeremy's in. 10. I don't know what I should specialise in. 11. I want to be more independent of my parents. 12. I'm thirsty. 13. I don't want to share a room with that girl. 14. I want to do this intensive training course. 15. I can't understand spoken English very well. 16. I can't find my mobile phone. 17. I don't know this expression. 18. I can't see what is written on the blackboard. 19. I can't swim. 20. I can't hear you. 21. I don't remember this word. 22. I don't know London well. 23. It's cold in here. 24. I want to have conversation lessons with a native-speaker of English.

7. Choose the proper word from brackets. Explain your choice. In some situations both variants are possible, explain the difference in meaning.

1. You look tired. You (need, ought to) take a holiday. 2. (May, Will) you come in? 3. I think she (can, shall) do the work herself. 4. You really (may, must) give up smoking. 5. (Can, Might) I have another cup of tea? 6. (Can, may) you play the piano? 7. You (need to, should) study hard if you want to pass your exam. 8. You (can, may) take the book home. 9. (Can, may) I leave my bag with you? 10. You (mustn't, needn't) do your homework now. We (may, could) take a walk. 11. I (may not, cannot) believe that. 12. Anyone (could, can) become rich and famous if they know the right people. 13. Learning a language (might, can) be a real challenge. 14. I (could, would) like rice with my chicken. 15. I (wouldn't say no to, would like) another Coke please. 16. It (may not, can't) cost more than a dollar or two. 17. (Can, may) Benny watch TV before going to bed? 18. You (can, should) stay a little longer if you like. 19. I (cannot, may not) hear you. Speak louder, please. 20. (Could you, Do you mind, Would you mind) turning off the music? 21. Any child (can, should) grow up to be President. 22. You (mustn't, can't) be 35! I thought you were about twenty something years old.

8. Match the pairs of sentences which are the closest in meaning.

- 1) You don't have to tell the boss about it.
- 2) You don't have to leave.
- 3) You mustn't leave.
- 4) Must you go?
- 5) You mustn't tell the boss about it.
- 6) We must go.
- 7) You mustn't go.
- 8) We have to leave.
- 9) Don't go.
- 10) You can stay if you like.
- 11) You have to stay.
- 12) You can tell the boss about it or not, as you like.
- 13) Do you have to go?
- 14) You definitely shouldn't tell the boss about it.

9. Work in pairs. Read the text and fill in the phrases from the box.

|   |
|---|
| a) could even put, b) was able to keep up, c) was able to overcome, d) was unable to play, e) must have been, f) could say, g) must say, h) be able to see and hear, i) could neither see nor hear, j) was able to speak, k) the child who could neither hear, l) must have, m) should address, n) could not hear, o) was able to say words, p) did everything she could, q) were able to talk, r) was able to walk, s) would like you to, t) could send, u) could do |
|---|

## The Story of Helen Keller

I 1) ... know the story of Helen Keller, who 2) ... from the time she was a baby. Yet the brilliant girl 3) ... all those handicaps, to graduate from a college with honors and become a useful citizen.

I 4) ... there was nothing wrong with Helen Keller when she was born. Her father and mother were very proud of their pretty baby, who tried to say “pa-pa” and “ma-ma”.

For nineteen months Helen grew bigger and stronger. She 5) ... when she was a year old; she 6) ... a few words.

But one day the child fell ill. She 7) ... very ill. For days she was laid up with a high fever and soon the parents learned that their darling would never 8) ... .

The little child was now doomed to a life of silence and darkness. She 9) ... what was said to her and did not know how to talk, she 10) ... with other children.

When Helen was 6 years old her parents took her to Baltimore and then to Washington to famous doctors to find out if they could do something to make her hear and see again, but the doctors 11) ... nothing. The child was hopelessly deaf. Dr. Bell said the Kellers 12) ... the Perkins Institution for the blind in Boston and ask if they 13) ... someone to help the child.

It was a wonderful day for Helen Keller when Ann Sullivan arrived in March 1887 to take charge of 14) the child who ... nor speak. Helen was nearly seven, Ann Sullivan was past twenty.

Ann Sullivan found a way to make herself understood. She gave the child a doll, and taking Helen Keller’s hand she slowly spelled out "d-o-l-l". The child learnt for the first time that things 15) ... names.

When Miss Sullivan later spelled into the little girl’s hand the word “w-a-t-e-r” and then let the water from the pumps run over her hand, a new light seemed to brighten the face of the child. During the next 3 months, she learned 300 words and 16) ... some of them into sentences.

Miss Sullivan loved her pupil who was so quick to learn. She lived with Helen, played with her and worked with her every hour of the day. By means of the hand language, Helen and her teacher 17) ... to each other.

Helen learned to read books that were printed for the blind with raised letters. She also learned to use the typewriter to write what she wanted to say. When Helen was 10 she was determined that she would learn to speak. At first she learned only the sounds of the letters of the alphabet, but soon she 18) ... and sentences.

In the story of her life Helen Keller writes, “I shall never forget the surprise and delight I felt when I uttered my first connected sentence: “It is warm.”

At first she had much difficulty with her speech, but Ann Sullivan understood what Helen trying to say. Helen practised speaking day after day until at last she developed a clear voice. Later she 19) ... before large crowds which came to hear her whenever she lectured.

At the age of 20 Helen Keller passed all the difficult entrance examinations to Radcliffe College. Helen did extremely well in her classes and 20) ... with the other students. Helen wrote “The Story of My Life” while she was in college. In her writings and lectures Helen 21) ... to help and encourage others who were blind.

*(From "Short Stories of Famous Women", 2008)*

10. Translate into English using modal verbs. Use alternative variants and explain the difference, if any. Say the sentences using proper intonation patterns.

1. Чем могу быть вам полезен? — Вы не могли бы помочь мне поставить эту коробку на верхнюю полку? — Конечно. 2. Вы не против, если я сяду на это место? — Нет, но если вы сюда сядете, Вы ничего не увидите. 3. Какой-то человек хочет вас видеть. — Можете попросить его сюда. 4. Мне обязательно уплатить вам сейчас же? — Нет, не нужно; я могу подождать до пятницы. 5. Вам необходимо подписать письмо и поставить дату, 6. Все студенты должны быть в университете в 13.00. 7. Могу я повидать

доктора Брауни? — Да, он в кабинете. Пройдите сюда, за мной, пожалуйста. 8. Я был бы не против досмотреть эту программу, но детям нужно идти спать. 9. Можешь пока положить книги на этот стол. 10. Ты мог бы и повторить материал для приближающегося экзамена. 11. Вы не возражаете, если я выключу кондиционер. В комнате уже довольно прохладно. 12. Мне нужно будет встать рано. Мы в 6 утра. 13. Сын Джейн умеет говорить по-французски? — Немного. 14. Можно Джиму поиграть с этой игрушкой? — Конечно. 15. Мне нужно остаться в университете после занятий. Хочу доделать кое-какую работу. 16. Нам обязательно нужно посещать этот семинар? — 17. Не может быть, чтобы Тим был в спортзале. Он всегда в это время в библиотеке. 18. Нам необязательно делать эти упражнения письменно, можно сделать их устно. 19. Он в эти дни занят подготовкой к экзамену. 20. Как по-английски будет «выполнять упражнения»? — Спроси Чарли, он должен знать. 21. Можно мне воспользоваться твоей ручкой? — Да, конечно. 22. Джон, ты мог бы и одолжить нам свою флешку. — Мне жаль, но я не могу. Мне она самому нужна. 23. Вам нужно сделать упражнение номер двенадцать на странице двадцать два. 24. Сожалею, но я не могу ответить на ваш вопрос сразу. Я должен немного подумать. 25. Вы можете прийти в два? — Да. — Отлично. 26. Ваш ребёнок умеет говорить? — Нет, пока не умеет. 27. Вы можете сказать это по-шведски? — Я не умею говорить по-шведски. 28. Вам необходимо запомнить адрес и пойти туда сейчас же. Вы не должны опаздывать. 29. Можно задать вам вопрос? — Пожалуйста.

## § 149. Functions of Phrasal Modals

1. Study the table.

| Phrasal Modal               | Function(s)  | Examples  |
|-----------------------------|--|---|
| <b>to be going to</b>       | is used to talk about plans decided before the moment of speaking; it puts an extra emphasis on the idea of intention; used to talk about events outside people's control                              | <i>I am going to get a new job.</i> (= I intend to get a job.) <i>It is going to snow before long.</i> (about an event outside people's control)  |
| <b>to be able to</b>        | is used to talk about general ability (but <b>can</b> is more common).   | <i>Are you able to ride a motorbike?</i> (=Can you ride a motorbike?)   |
|                             | is used to talk about possibility because of a situation (more formal than <b>can</b> )  | <i>Are you able to cook for our friends on Saturday?</i> (= Do you have time to cook?) <i>Are you able to come tomorrow?</i> (more formal than 'Can you come tomorrow?')  |
|                             | is used to talk about a future skill or ability that you don't have yet, but you will have in the future.<br><u>NOTE</u> We never use <b>can</b> for an ability that you will only have in the future. | <i>When I finish training I will be able to run a 5 minute mile.</i> ( <del><i>NOT When I finish training I can run a 5 minute mile.</i></del> ) <i>I will be able to see better when I get new glasses.</i> ( <del><i>NOT I can see better when I get new glasses.</i></del> ) |
|                             | is used to talk about decisions and future arrangements  | The doctor is able to see you next Monday. (=The doctor can see you next Monday.)   |
| <b>have to/ have got to</b> | used to express obligation<br><u>NOTE</u> <b>Have to/have got to</b> and <b>must</b> are both used to express  | <i>Do you have to wear a uniform at your school? Donald can't come because he has to work</i>   |

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|  | obligation. There is a slight difference between the way they are used. <b>Have to</b> shows us that the obligation comes from somebody else. It's a law or a rule and the speaker can't change it.   | <i>tomorrow. In Britain you have to buy a TV licence every year.</i>   |
| <b>don't need to</b><br><b>don't have to</b> | lack of necessity (either immediate or habitual, general necessity)   | <i>It's OK. You needn't/ don't need to pay for that phone call. (immediate necessity)</i>  |
| <b>needn't</b>                               | used only for lack of immediate necessity   | <i>You don't need to pay for emergency calls in most countries. (habitual, general necessity)</i>  |
| <b>be to</b>                                 | “be +to+ infinitive” is often used to talk about plans which have been already made for the future.<br><u>NOTE 1</u> We use the structure “be +to+infinitive” as a shortened form of the future “to be going to”.<br><u>NOTE 2</u> We often use this in news titles, such as “The leaders are to meet in Geneva”. In fact, some newspapers make the sentence even shorter! They do this by omitting the articles and the verb “to be”, for example: “Queen to visit Canada” or “Leaders to meet in Geneva”. | <i>The Queen is to visit Canada. (=The Queen is going to visit Canada.) She was to come here at ten.</i>   |
|  | is used when giving orders and instructions.<br>NOTE For all these instructions, it is also possible to use the modal verb “must” instead of “be +to+infinitive”.   | <i>Nobody is to leave the room. (=Nobody must leave the room.) The gifts are not to be opened until Christmas Day.(= The gifts must not be opened until Christmas Day.)</i>  |
|  | is used to refer to the idea of destiny.  | <i>Those were to be his last words as president. She was to become a medical physician to help people; she was to become the best she could be in the field of medicine.</i> |

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| <b>be allowed to</b>  | is used when we talk about general permission in the present, past (like <b>can or could</b> ) or future.   | <i>Students are allowed to choose any topic for their project. (=Students can choose any topic for their project.) We are not allowed to eat in the library. (=We can't eat in the library.) Are we allowed to smoke in this restaurant? (= Can we smoke in this restaurant?) When I was a child, I was allowed to do basically anything that I wanted to do. (=When I was a child, I could do basically anything that I wanted to do.) Will journalists be allowed to ask questions?</i> |
|   | is used when we talk about permission in a particular situation in the past.<br>NOTE <b>Could</b> can only be used to express general permission in the past, but when we talk about a particular action which was permitted and performed, we use <b>was/were allowed to</b> .   | <i>Although I was underage, I was allowed to enter the race.</i>  |
| <b>be supposed to</b>   | is used to talk about obligation  | <i>I am supposed to be home by midnight or my coach will turn into a pumpkin. (=I have to be home by midnight or my coach will turn into a pumpkin.)</i>  |
|   | is used to indicate what a person (or thing) is likely to do or is reputed to do.   | <i>It's not supposed to rain. (=It oughtn't to/shouldn't rain today (only BrE)). She is supposed to be the best poodle breeder in town.</i>   |
| <b>had better</b><br><u>Synonyms:</u> <b>ought to do something/should do something.</b> | expresses strong advice and means 'would find it wise, good or suitable'.<br>NOTE 1: The contracted form 'd is very common.<br>NOTE 2: The negative form 'hadn't better' is used mainly in questions:<br>NOTE 3: In negative structures, <b>better</b> comes before <b>not</b> .<br>NOTE 4 'Had' is sometimes dropped in very informal speech.<br>E. g.: <i>You better go now. I better try again later.</i> stating preference | <i>You had better go now (=it would be good, wise or suitable for you to go now). Hadn't we better try again later? You had better not go out because it is raining.</i>  |

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| <p><b>would rather/sooner</b></p> <p><b>(I) would rather (you) didn't</b> (two subjects, used with the present or future meaning)</p> <p><b>(I) would rather (you) hadn't</b> (two subjects, used for past actions)</p> | <p>'Would rather' expresses choice and means 'would prefer to do something'.</p> <p>NOTE 1 When there are two subjects, the past simple is used with the present or future meaning.</p> <p>NOTE 2 To talk about past actions the past perfect is used.</p> | <p><i>'Who told you this?' 'I'd rather not say.'</i></p> <p><i>I can come today but I would rather come tomorrow. I would rather you didn't help them (=I would prefer it if you didn't help them). I'd rather you hadn't done that.</i></p> |
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1. Fill in the blanks with suitable phrasal modals from the table. In some cases two or more variants are possible. Explain your choice.

1. You ... do this exercise in writing. You ... do it orally.
2. This ... fun, not a competition.
3. You ... give up smoking for your health.
4. "We ... you not say that!"
5. ... I ... be back here tonight at about six?
6. We ... drive fast; we have plenty of time.
7. Sorry but we ... you left.
8. You ... see a doctor; it may not be just a cold.
9. You ... not tell Elizabeth about the broken glass – she'll go crazy!
10. You ... to turn in your essays on Friday.
11. Were we ... be here so early?
12. I don't feel well and ... stay at home today.
13. In fact, no one said much at all, and when they did, he ... they hadn't.
14. Don't come tomorrow. I ... you came next weekend.
15. You ... not go there again.
16. I ... go to the shops today. There is plenty of food in the house.
17. This country ... safe.
18. You ... ring the bell, I have a key.
19. He wasn't overly happy with her having a career – he'd never said it in so many words, but she knew he ... she stayed at home, raised the children and concerned herself with charity work.
20. What ... it ... mean?
21. Whom ... I ... do this with?
22. We ... you didn't smoke here.
23. Anna has said she ... stay home with the girls.
23. You ... turn on the light; I can see quite well.
24. I ... you went home now. Your mother is waiting for you.
25. You ... have your car washed.
26. This year I ... be studying for the most important exam of my life.
27. They were so in love that they ... die than live apart.
27. We ... you had stayed at our place than in a hotel.
28. You ... turn that music down before your dad gets angry.

2. Read and memorize the following patterns.

**Had better:** 1. We had better take an umbrella. It may rain. (We'd better...) 2. He'd better stop and have a rest if he feels tired. 3. You'd better go on the excursion. 4. You had better not eat so much. (You'd better...) 5. Hadn't you better hurry if you want to catch the eight o'clock train? What had I better put on for the party?

**Would rather:** 1. I would rather stay at home than go to the cinema. It's raining. 2. 'How about a drink?' – 'I'd (1) rather have something to eat.' 3. I'd rather take a taxi than walk home (it's too late). 4. The children would rather play in the garden than go to bed. 5. Would you rather write a composition or a dictation? 6. Would he rather read J. Galsworthy or W. Faulkner?

3. Work in pairs. Think of the situations in which the sentences from the exercise above would be appropriate. Make exchanges on the situations.

*Model:*

S1: Well, I guess we're ready for our getaway. All the food has been packed and the warm clothes in case it gets cold.

S2: We had better take an umbrella. It may rain.



## § 150. Past Modals

Past modal verbs are used hypothetically, to talk about things that didn't really happen in the past.

| <b>Modal</b>                        | <b>Function</b>  | <b>Example</b>  |
|-------------------------------------|--|---|
| Must have done                      | Past certainty   | <i>Oh no! Where's my car? Someone must have stolen it!</i>  |
| Can't have done                     | Past certainty (negative)  | <i>She can't have left the house yet because her car is still outside.</i>  |
| Should have done                    | Regret (about the past) past actions)<br>Criticism (of some past actions)  | <i>I should have gone to bed early (= I didn't go to bed early and now I'm tired). You shouldn't have eaten so much last night.</i>     |
|                                     | Expectation  | <i>The parcel should have arrived by now.</i>   |
|                                     | a polite expression of thanks on receiving a gift or a favour (The intonation should be friendly, as this is not a criticism.) | <i>I've done the washing up for you. - Oh, you really shouldn't have!</i>   |
| Could have done                     | Past possibility   | <i>They could have worked late.</i>   |
|                                     | Ability in the past  | <i>David could have won the race if he had tried.</i>   |
|                                     | Uncertainty about the past   | <i>It could have been Sue, I suppose.</i>   |
|                                     | Unwillingness in the past  | <i>She could have gone to the party with her friends, (but she didn't)<br/>We couldn't have left the dog on its own. (so we didn't)</i> |
| Might have done                     | Past possibility (which did not happen)  | <i>You might have drowned!</i>  |
|                                     | Uncertainty about the past   | <i>She might have gone to the shops. He might not have finished his exams yet.</i>  |
|                                     | Reproach, adding angry emphasis (annoyance at someone's failure to do something in the past)                                   | <i>"You might have told me that you didn't want a party before I spent all this time and effort organizing one!"</i>                    |
|                                     | is used to express ironically that an action was typical of someone else   | <i>I might have known that he would be late.</i>  |
| Wouldn't                            | unwillingness in the past  | <i>Everyone was angry because Sam wouldn't turn off the television.</i>   |
| Would have been                     | Assumptions about the past   | <i>A: Someone called after you left.<br/>B: That would have been Sally, probably.</i>   |
| Had to<br>(the past form of 'must') | Past obligation  | <i>Sorry, I am late, I had to do some work.</i>   |
| Didn't have to                      | Absence of past obligation   | <i>We didn't have to go to school on Saturdays.</i>   |
| Didn't need to                      | is used to refer to an unnecessary action that was not done  | <i>I didn't need to go to the dentist again, luckily.</i>   |

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| Needn't have done | is used to refer to an unnecessary action that was actually done | <i>You needn't have paid all at once, (you did pay)</i> |
|-------------------|--|---|

1. Read the situations and choose the most logical option or options. There may be 1, 2, 3, or 4 correct answers. You have to choose all possible options.

1) Donald didn't come to the club. It's a pity, because I ... to see him.

- A. Could have liked
- B. Should have liked
- C. Would have liked
- D. Will have liked

2) So where do we go now? I told you we ... Google Maps.

- A. Can have used
- B. Could have used
- C. Should have used
- D. Might have used

3) I can't find my wallet! It ... out of my bag when I was getting out of the car.

- A. Should have fallen
- B. Must have fallen
- C. Might have fallen
- D. Had to fall

4) I'm reading a murder mystery story. You have to guess who killed the actress. From what I have read, she ... killed by the chambermaid, but you never know.....

- A. Can have been
- B. Can't have been
- C. Must have been
- D. Mustn't have been

5) I didn't know they had divorced! I spent 5 minutes telling Helen how lucky she was to have a husband like David. You ... me!

- A. Could have told
- B. Should have told
- C. Ought to have told
- D. Had to tell

6) England ... the match if the referee hadn't been so obviously on Germany's side!

- A. Could have won
- B. Should have won
- C. Might have won
- D. Would have won

7) 'How was your holiday?' 'Different! It was sunny during the first week, but then there was a cold spell for three days, and we couldn't go to the beach.' 'Oh! That ... disappointing!'

- A. Should have been
- B. Might have been
- C. Must have been
- D. Can't have been

8) 'No, Simon didn't want to take me to the interview, so I went by train.' 'That's not fair! He ... you anyway, because he had to look after Granny.'

- A. Couldn't have taken
- B. Can't have taken
- C. Might not have taken
- D. Shouldn't have taken

9) 'I haven't seen Rob. Hasn't he come today?' 'No, he hasn't. He \_\_\_\_\_ told to work late.'

- A. Could have been
- B. Might have been
- C. May have been
- D. Must have been

2. Translate from Russian into English using past modals and the vocabulary "Children in the Family"

- 1) Кто тебе только что звонил? — Понятия не имею, я была в ванной. Возможно, ошиблись номером. Или, может, это была Лиза. Это точно не мог быть Джон, он сейчас на занятиях в университете.
- 2) Мне пришлось тащить эти две тяжелые сумки из магазина. Ты мог бы встретить меня и помочь мне. — Не будь такой агрессивной. Просто не нужно было закупать столько продуктов.
- 3) Не мог бы ты принести торт из холодильника? — Не могу, я его съел. — Ты не мог съесть весь торт один! Ты же не единственный ребёнок в семье. Нужно было поделиться с младшими братьями и сёстрами!
- 4) Тебе обязательно нужно было помочь брату написать сочинение. Ему, наверное, уже поставили плохую оценку за это сочинение. — Я мог бы помочь ему, но думаю, он должен учиться писать эссе сам.
- 5) Твоя сестра, должно быть, ревновала Джона к Эмили на вечеринке. — Почему ты так решил? — Она просто не могла контролировать свои эмоции при Эмили, что редко с ней случается. — Да, должно быть, она хотела получить максимум внимания от Джона. Думаю, ей следует перестать сражаться с Эмили за него. Она может стать авторитарной женой, если Джон женится на ней, разумеется. В этом случае они могут быстро развестись.
- 6) Не нужно было тебе мыть посуду самой. Мы могли бы сделать это вместе. — Возможно, это было моей ошибкой.
- 7) Ты выглядишь уверенной в себе. Ты, должно быть, росла единственным ребёнком в семье, это отразилось на твоём характере, поэтому ты и привыкла быть независимой, полагаться на себя и делать всё самой. — Возможно. Но обратная сторона медали в том, что иногда нужно, чтобы кто-то был рядом с тобой, всегда готовый помочь и успокоить тебя.
- 8) Нам, к счастью, не пришлось приходить в офис велосипедного клуба. Можно было заполнить форму на сайте. На следующий день мы уже смогли выйти на велосипедах.

3. Make an exercise on the use of past modals and do a five-minute-teaching for your classmates.

4. Write a story in any genre of fiction (a drama, romance, action-adventure, science fiction, comedy, horror etc.) using past modals (no fewer than 10).