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«Гомельский государственный университет
имени Франциска Скорины»

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**КОММУНИКАТИВНАЯ ГРАММАТИКА.
МОДАЛЬНЫЕ ГЛАГОЛЫ**

**COMMUNICATIVE GRAMMAR.
MODAL VERBS**

Практическое пособие

для студентов специальностей
1-23 01 02 «Лингвистическое обеспечение
межкультурных коммуникаций (по направлениям)»,
1-23 01 02-02 «Лингвистическое обеспечение
межкультурных коммуникаций (международный туризм)»

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Практическое пособие направлено на развитие и совершенствование у студентов-переводчиков навыков использования модальных глаголов в ситуациях межкультурного общения. Издание состоит из четырёх разделов, каждый из которых включает аутентичный аудиоматериал, объяснение грамматических конструкций с употреблением модальных глаголов и их эквивалентов с предоставлением примеров и последующих упражнений по тренировке, закреплению и коммуникативное применение модального значения в контексте.

Адресовано студентам специальностей 1-23 01 02 «Лингвистическое обеспечение межкультурных коммуникаций (по направлениям)», 1-23 01 02-02 «Лингвистическое обеспечение межкультурных коммуникаций (международный туризм)».

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ПРЕДИСЛОВИЕ

Целью практического пособия является формирование у студентов грамматических навыков употребления модальных глаголов и их эквивалентов в различных дискурсах.

Пособие включает 4 раздела. Каждый раздел способствует развитию у студентов навыков грамотного употребления правильного модального значения глаголов, уместного в конкретной речевой ситуации. Аутентичные аудиозаписи и тексты помогают изучить формальные и функциональные особенности модальных глаголов. Модальность используется для обозначения отношения субъекта к действительности и используется для выражения предположения, удовлетворения, сожаления, сомнения, возможности, необходимости, долженствования, желания.

Условно-речевые и речевые упражнения способствуют закреплению модального значения глаголов в контексте.

Коммуникативные задания предназначены для аудиторной работы студентов на занятиях и в качестве домашних заданий.

UNIT 1

ABILITY, POSSIBILITY, DEDUCTION AND SPECULATION

1.1 Context listening

1. Listen to the mp3 recording № 1. You are going to hear two doctors discussing a patient. Before you listen look at the newspaper headline (picture 1) and guess how it relates to the patient. Does anyone know who this man is?



Picture 1 – The Morning Herald

2. Listen again and correct the sentences that are false.

1. The patient could remember all his personal details.
2. The patient definitely came from Yorkshire.
3. The patient could speak French and Italian.
4. Joe thinks that the patient might have been running away from something.
5. Joe thinks that the patient was definitely unmarried.
6. The patient has been unable to make contact with anyone he knows.
7. Deborah thinks that the patient can't have hit his head.
8. Deborah thinks that the patient will never recover his memory.

1.2 Grammar focus

Modal verbs can be used in different meanings.

Table 1 – Modal verbs with the meaning of ability

Modal verbs	Meaning	Tense	Examples
1	2	3	4
can	describe an ability (cannot or can't to describe a lack of ability) in the present	Present	<i>She can speak Spanish but she can't speak Italian.</i>
is / are able to	present ability is surprising or involves overcoming some difficulty	Present	<i>Despite his handicap he is able to drive a car.</i> We cannot usually use be able to with a passive (<i>This book is able to be used by complete beginners. This book can be used by complete beginners.</i>).
manage to succeed in + -ing (formal)	emphasize the difficulty or to suggest a great effort	Present, Past or Future	<i>Do you think she'll manage to get a visa? The army succeeded in defeating their enemy.</i>
will be able to	describe a future ability	Future Perfect aspect -ing forms and infinitives	<i>Will I be able to speak fluently by the end of the course?</i> <i>I haven't been able to drive since I dislocated my wrist.</i> <i>We love being able to talk the local language.</i>
could	describe the possession of an ability in the past in questions, in sentences with limiting adverbs such as <i>only</i> or <i>hardly</i>	Past Present	<i>Mozart could play the piano at the age of five.</i> <i>"Could you fix the computer yourself?" "No, I could only back up the key files." She was so exhausted she could hardly speak.</i>
couldn't	describe a lack of ability or success	Past	<i>Despite being a mechanic, Mike couldn't fix his car when it broke down yesterday.</i>

The ending of the table 1

1	2	3	4
was / were able to	describe the successful use of an ability on a specific occasion	Past	<i>Mike's car broke down but fortunately he was able to repair it.</i>
could / might have + past participle	describe a past ability which wasn't used or a past opportunity which wasn't taken. The meaning is similar to "would have been able to"	Past	<i>She could have paid by credit card but she preferred to use cash. (= She had the ability to pay by credit card but she didn't use it.)</i> <i>I might have gone to university after leaving school but I chose to get a job instead. (= I had the opportunity to go, but I didn't take it.)</i>
	make a criticism	Past	<i>You might/could have told me about the party! (= You had the chance to tell me but you didn't.)</i>
couldn't have + past participle + comparative adjective	emphasize a past action or feeling	Past	<i>They couldn't have tried harder to make me feel welcome. (= They tried very hard.)</i> <i>I couldn't have been more pleased when I heard about your results – congratulations! (= I was very pleased.)</i>

Next modal verbs are used in the meaning of possibility, deduction and speculation.

Table 2 – Modal verbs with the meaning of possibility, deduction and speculation

Modal verbs	Meaning	Tense	Examples
1	2	3	4
can	describe things which are generally possible (we know they sometimes happen)	Present	<i>Drinks in restaurants can be very expensive. (= Drinks are sometimes expensive.)</i>
may	scientific and academic English, describe things which	Present	<i>Over-prescribing of antibiotics may lead to the rapid</i>

	are generally possible (we know they sometimes happen)		<i>development of resistant strains.</i>
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The continuation of the table 2

1	2	3	4
may. might, could	<p>talk about specific possibilities, meaning is similar to “perhaps” or “maybe”.</p> <p>make a deduction based on evidence or on our experience</p> <p>describe possibilities which depend on certain conditions we use could or might</p>	Present	<p><i>There may be life on Mars.</i> (= Perhaps there is life on Mars.)</p> <p><i>The rash could be a symptom of something more serious.</i> (= Maybe it is a symptom ...)</p> <p><i>He always wears smart suits. He could be a businessman.</i></p> <p><i>“Why isn’t she here yet?”</i> <i>“I don’t know. The train may be running late.”</i></p> <p><i>She could learn much more quickly if she paid attention.</i> (= She would be able to learn more quickly if she paid attention.)</p>
can, could	talk about specific possibilities in wh-questions or with adverbs such as <i>only</i> or <i>hardly</i>	Present	<p><i>Who can / could that be at this time of night?</i></p> <p><i>It can / could hardly be the postman, he only comes in the morning.</i></p>
might	a more tentative (less direct) question	Present	<i>Might the losses be due to currency fluctuations?</i>
can’t, couldn’t	<p>things which we know are impossible and to make negative deductions</p> <p>say that something is impossible because we are unwilling to do it</p>	Present	<p><i>You can’t get blood out of a stone.</i> (I’m sure about this, it’s impossible.)</p> <p><i>He couldn’t be a doctor, he isn’t wearing a white coat.</i> (I’m certain he isn’t ...)</p> <p><i>I couldn’t pick up a spider, they terrify me.</i></p>
may not, might not	when we think that something is possibly not the case	Present	<i>The shops may not /might not be open today; it’s a bank holiday.</i> (Perhaps they are

			not open.)
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The ending of the table 2

1	2	3	4
could	talk about general possibility in the past (things which sometimes happened)	Past	<i>Teachers could be very strict at my old school. (Sometimes they were strict.)</i>
could / might have	a specific past possibility	Past	<i>She might have done it; she had the opportunity and the motive. (Perhaps she did it ...)</i> <i>John could have posted the letter. (I'm not sure whether he did or not.)</i>
might have + past participle	a past opportunity which we know was not taken	Past	<i>I might have gone to drama school, but my parents wouldn't let me. (I had the opportunity but I didn't go.)</i>
can't / couldn't have + past participle	express a negative deduction about the past express surprise or disbelief	Past	<i>She can't have fixed the computer, It's still not working properly. (I'm sure she didn't fix it.)</i> <i>She couldn't have done it; she's such a nice woman.</i>
will / won't be able to	something is possible or impossible in the future	Future	<i>We'll be able to travel to the moon, but we won't be able to travel to Mars.</i>
may, might or could	for predictions which are less certain	Future	<i>You never know, she could meet someone suitable tomorrow. (it's possible, but unlikely.)</i>
may / might have + past participle	talk about a possible action by a time in the future	Future	<i>Call me next Tuesday; I might have finished the project by then.</i>
certainly, probably, possibly, perhaps, maybe	express similar meanings	Present, Past, Future	<i>It is possible that the train will be late. (= the train might be late)</i>

The ways of expressing morality of probability can be different.

Table 3 – Modal verbs with the meaning of probability

Modal verbs	Meaning	Tense	Examples
must	for something that we believe to be true because of evidence (making a logical deduction)	Present	<i>I thought the eclipse was today, but it must be happening tomorrow.</i>
must have + past participle	express a logical deduction about the past	Past	<i>The Corrs' new single has been played non-stop. You must have heard it! (deduction)</i>
should / ought to shouldn't / oughtn't	for probability for improbability the statement to be true because of our prior knowledge, experience or present evidence	Present	<i>The plane should be landing about now. There shouldn't be problems with traffic at that time of the evening.</i>
will	predict a negative (unpleasant) situation	Future	<i>There'll be problems with traffic at that time. The roads will be awful.</i>
should (not) / ought (not) to + have + past participle	talk about the probability of an action in the past	Past	<i>I don't know where our main speaker can be. He should have arrived hours ago.</i>

1.3 Presentation and practice

1. Choose a suitable form of can, could, be able to, manage to or succeed in to complete the sentences below.

1. The manager of the shop was a bit reluctant but in the end I... get a refund.

2. It was really annoying: ...get on to any of the websites you recommended.

3. What's her phone number? I... remember it.

4. Although Stephanie is deaf and mute she... communicate with the and of a special computer.

5. They finish the new motorway next month so we... get to the coast much more quickly.

6. Most of the big hotels were full, but we... find a room in one of those small guesthouses near the station.

7. Would you speak more slowly? ...follow what you're saying.

8. I really appreciate... speak to you so frankly about this.

9. After I move to the country I'm not going to... visit you so often.

10. Over the last few months the government's fuel tax levy... generating over a billion pounds in revenue.

11. This new mobile phone is fantastic. It... be used anywhere in the world.

12. The shopping channel is a real boon for Liz; she adores... buy clothes at any time of day or night!

13. I... walk properly since I had that skiing accident.

14. Sadly, many of the indigenous people... resist the diseases brought by the European settlers.

15. The non-fiction section... be found on the third floor of the library.

2. Match the situations (A–D) with the sentences (1–4).

A. Samantha is going to work at a ticket agency next year.

B. Judy went to the theatre yesterday and told the box office clerk that she was a theatre critic.

C. Liz went to the theatre yesterday to buy some tickets, They didn't tell her about the special free ticket offer.

D. Carol works at a ticket agency.

1. She was able to get free tickets.

3. She will be able to get free tickets.

2. She can get free tickets.

4. She could have got free tickets.

3. Match the two parts (A–D and 1–4) to form sentences.

A. He had plenty of opportunity.

B. He wasn't even in the country.

C. He seems a very capable person.

D. He doesn't look old enough.

1. He could do it

2. He couldn't do it

3. He might have done it

4. He can't have done it

4. Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence printed before it. You must use a suitable form of can, could, may or might in each sentence.

1. I'm very angry with you - you knew I was having problems with the car and you didn't bother to help me.

You...

2. Twenty years ago my neighbour offered me his apartment for \$30,000 but I didn't buy it.

Twenty years ago...

3. It would be possible for us to issue the tickets today if you gave us your credit card number.

We...

4. The service in British restaurants is sometimes quite surly.

The service...

5. Might the disparity in the figures be due to a computer error?

Is it...

6. Don't worry, they'll probably be on the next train.

They...

7. I'm certain he isn't responsible for the error; he looks too experienced.

He...

8. Perhaps the shuttle bus isn't working at the moment – it is the low season.

The shuttle bus...

9. It's so annoying. You knew their phone number but you didn't give it to me!

You...

10. I'm afraid it isn't possible to grow bananas in the British climate.

Unfortunately, you...

11. Given some luck, our team has a good chance of winning the championship next month.

With any luck...

12. Perhaps Jim took it; he was in the office all day yesterday.

Jim...

13. It's possible that the results will have arrived by tomorrow lunchtime.

The results...

14. Who do you think is making all that noise next door?

Who...

15. Perhaps there are other intelligent life-forms in the universe.

There...

16. Thanks to satellite technology, it is now possible to predict hurricanes quite accurately.

We...

17. The lights are off so maybe he isn't at home.

He...

18. With a little bit of luck my sister has the potential to be a huge star.

My sister...

19. They offered Carle a job in New York, but she didn't want to work there.

Carrie...

20. I would never be able to live in a house without a garden.

I...

5. Complete the following article by writing the missing words. Use no more than two words for each space.

The worst experience of my life? I could remember it as if it were yesterday.

I was staying at a beautiful hotel on the coast. My room was on the second floor. It was about two o'clock on my first night when I suddenly woke up. There was a very strong smell of burning but I (1)... tell where it was coming from. I jumped out of bed, ran to the door and opened it. I (2)... saw smoke coming from the staircase. I suppose I (3)... tried to run down the stairs, but I knew I wouldn't have made it. It was impossible, the smoke was too dense, I (4)... got further than the first landing before choking.

I went back into my room, slammed the door behind me and ran to the window. I had to escape, I (5)... jumped out of the window but I felt too scared, it was too high, I needed something to climb down. Suddenly I had a brainwave and ran over to the bed. By tying the bedsheets together I (6)... made a kind of ladder. I tied one end of the sheets to the foot of the bed and I threw the other end out of the opened window. Despite my fear of heights I (7)... climbed out onto the window ledge. A small group of people had gathered on the ground and were shouting encouragement to me.

"Come on," they said, "you (8)... do it". I was shaking with fear, but by refusing to look down and concentrating on the rope in my hands I eventually (9)... lowered myself from the ledge, very slowly, patting one hand below the other, I (10)... climbed down the bedsheet rope to safety.

6. Here are some tips but modal verbs are missing. Discuss them with your partner. Don't forget to use proper modal verbs.

When you listen and repeat from tapes, it is very important to experiment and find out what will make your speech clear and understandable. You (1)... also find numerous samples of spoken English on the Internet. If you visit sites like You Tube, it is possible to download videos on just about any subject. Some video producers (2)... even have content available that shows you the proper lip and tongue positions to form specific sounds. You (3)... also select materials that match a hobby or other personal interest, and gain the benefit of hearing a native English speaker at the same time.

At some point, you will want to gain steady practice in conversational English. If your computer is equipped with a sound card and microphone, you (4)... be able to find Internet chat rooms that also support voice chat. That said, you (5)... not find this of much help if your internet connection is too slow.

Unfortunately, learning to verbalize in English will be very difficult if you do not actually speak out loud. If you (6)... not find someone to practice with, you can still use a tape recorder, or practice with videos. On the other hand, if your computer has the necessary hardware, you (7)... find that you have unlimited opportunities to carry on conversations with native English speakers from all over the world.

7. Tell your partner what can be done in order to master the English language. Add some more tips for successful language learning using modal verbs.

8. Work in pairs. Discuss the given items using proper modal verbs to express ability, possibility and certainty.

1. There are no classes tomorrow. What can you do tomorrow? What may / might you do tomorrow?

2. Compare the abilities of people and animals, adults and children, women and men.

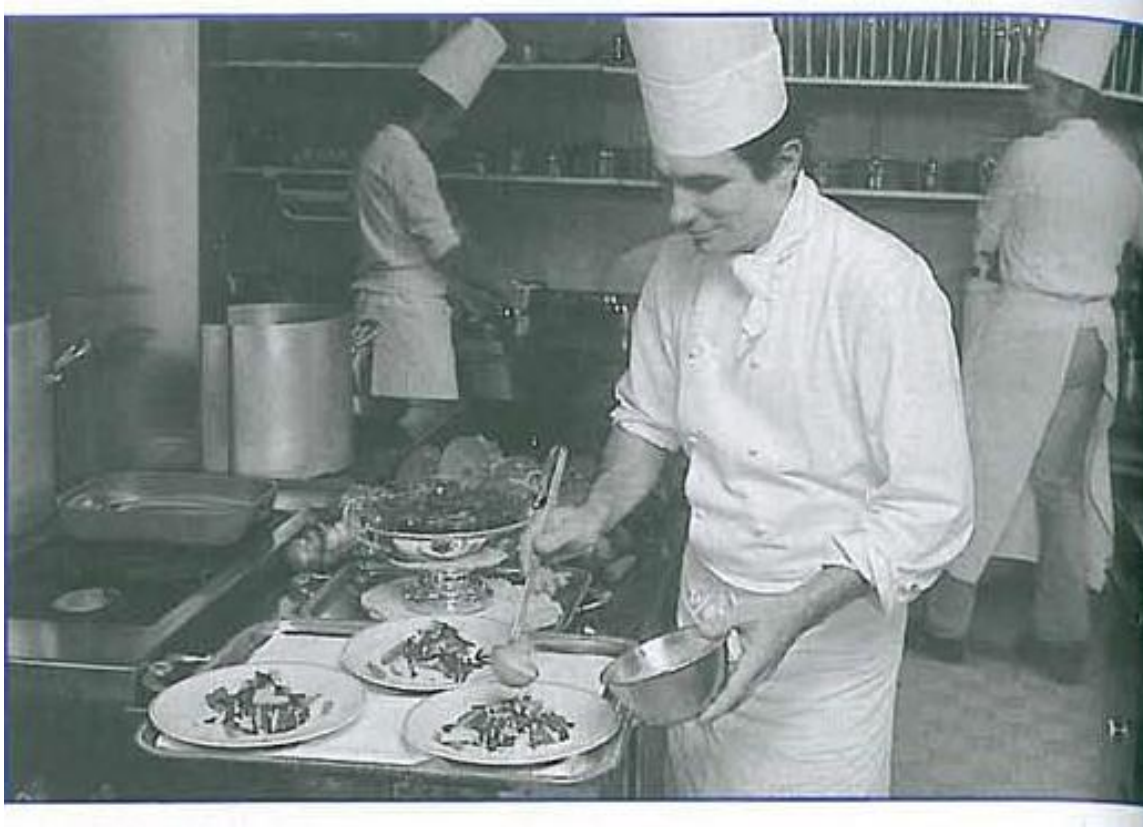
3. What is something you could do as a child that you can't do now?

UNIT 2

OBLIGATION, NECESSITY, PROHIBITION, CRITICISM

2.1 Context listening

1. You are going to hear a conversation between Chris and a girl called Alice. Look at the picture 2 of Chris. What is his job? ...



Picture 2 – Being a cook

2. Answer these questions.

1. Why isn't Alice at school? She's left... .
2. How many rich and famous people does Chris meet?
3. Why isn't Chris at work today? ...
4. How is this job different from Chris's last job?
5. What does Chris offer to do?

2.2 Grammar focus

The express the modal meanings of obligation and necessity we can use different modal verbs.

Table 4 – Modal verbs with the meaning of obligation and necessity

Modal verbs	Meaning	Tense	Examples
1	2	3	4
must	express an obligation imposed by the speaker give a strong personal opinion impose an obligation on oneself give instructions	Present	<i>You must arrive in good time for the meeting tomorrow. The MD will be there.</i> <i>I must get up earlier – I waste so much time in the mornings.</i> <i>I believe people must vote at elections.</i> <i>I really must lose some weight.</i> <i>The electricity must always be switched off before repairs are attempted. (In giving instructions, must is often used with a passive verb.)</i>
have to	express an obligation we see as outside our control, e.g. rules imposed by an authority	Present	<i>Everyone has to register their name and address in order to be able to vote.</i> <i>Students have to wear school uniforms in the sixth form.</i>
should / ought to	express a subjective (often moral) obligation felt by the speaker, but the obligation is weaker than with must	Present	<i>You should treat your neighbours with more respect.</i>
need to	express external obligation, particularly in the future	Future	<i>We'll need to get our visas sorted out or we won't be able to stop over in the States.</i>
should / ought to + have + past participle	an unfulfilled obligation	Past	<i>You really should have / ought to have registered before term started.</i>
need to, must and have to	express necessity (a requirement that results from things other than just	Present	<i>All living beings need to / must / have to take in sustenance in order to live.</i>

	commands, rules or laws)		<i>I really need to / must / have to get some more sleep. I'm always exhausted.</i>
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The ending of the table 4

1	2	3	4
need + -ing form	express a necessity without suggesting who should deal with it	Present	<i>That poor bird – his cage really needs cleaning.</i>
need + passive infinitive	express a necessity without suggesting who should deal with it	Present	<i>That poor bird – his cage really needs to be cleaned.</i>
be to	for an order from a person in authority	Present	<i>The members of the jury are to report to the judge's chambers</i>
be obliged to / required to	obligation in formal contexts	Present, Past, Future	<i>We're obliged to contribute twenty-five per cent of the costs of the repairs.</i>
be supposed to	a lesser obligation and one that is frequently ignored	Present, Past, Future	<i>We're supposed to leave our textbooks at school, but we often take them home.</i>
be liable to	for obligation (often in a legal context)	Present, Past, Future	<i>Anyone causing damage will be liable to pay for all necessary repairs.</i>

Prohibition and criticism can be expressed differently.

Table 5 – Modal verbs with the meaning of prohibition and criticism

Modal verbs	Meaning	Tense	Meanings
mustn't	express a prohibition (an obligation not to do something) imposed by the speaker or writer	Present	<i>You mustn't touch that kettle, It's hot!</i>
shouldn't / oughtn't to	express a weaker, often moral prohibition	Present	<i>You really shouldn't / oughtn't to speak to your mother like that!</i>
may not / can't / be not allowed to	express prohibition by an external authority	Present	<i>Guests may not use the pool after 11 p.m. (formal) Women can't / aren't allowed to drive in some Arab countries.</i>
couldn't / wasn't – weren't	for prohibition in the past	Past	<i>Journalists were shown the disused buildings but they</i>

allowed to			<i>weren't allowed to enter them.</i>
won't be allowed / can't	for prohibition in the future	Future	<i>Let's eat before we go. We won't be allowed to / can't take food into the auditorium.</i>

The absence of obligation and necessity is mostly represented by using don't have to, don't need to.

Table 6 – Modal verbs with the meaning of absence of obligation or necessity

Modal verbs	Meaning	Tense	Examples
don't have to / don't need to	express a lack of external obligation	Present	<i>You don't have / need to pay to visit most museums in Britain. (Entrance is free.)</i>
don't need to / needn't	for absence of necessity felt by the speaker Needn't tends to express the speaker's personal opinion more	Present	<i>We needn't / don't need to put the heating on yet, it's not cooked enough.</i>
didn't have to / didn't need to	for absence of obligation in the past	Past	<i>You didn't have to / didn't need to finish the washing-up. I could have done it.</i>
didn't need to / needn't have done	didn't need to is used when we don't know if the action happened or not needn't have + past participle when the action happened but was unnecessary	Past	<i>We didn't need to take warm sweaters, as the weather was so good. (We don't know if the speaker took warm sweaters or not.) We needn't have taken warm sweaters. We could have used the space in our luggage for more books! (We know that the speaker took warm sweaters.)</i>
won't have to, won't need to or needn't	for absence of obligation in the future	Future	<i>With one of the new generation of food processors, cooks won't have to / won't need to / needn't peel or chop any more.</i>

2.3 Presentation and practice

1. Complete the dialogue with the best following words or phrases: do I have to, need to, needs, had to, obliged to, has to, should, have to, having to, supposed to, must, will have to. Use each word or phrase once only.

Beth: Hello. Reception said that you wanted a word with me.

Lisa: That's right. I'm interested in joining your gym. What (1)... do?

Beth: Take a seat. First, you (2)... fill in this form. It asks for details about you and your state of health. We want to be sure that you're fit enough to use the gym.

Lisa: OK... I have a slight problem with one knee. I twisted it a few weeks ago.

Beth: Well, you really (3)... tell the instructor about that, then he'll make sure that your fitness programme takes account of it.

Lisa: Fitness programme?

Beth: Yes. If you join, you (4)... have an induction session with one of our fitness instructors. He'll design a programme suited to your level of fitness.

Lisa: Oh, that's good, Now, it's £30 a month, isn't it?

Beth: Well, yes, but that's the special rate if you take out an annual subscription, so you're (5)... join for the whole year to get that rate. Otherwise it's £40 a month.

Lisa: I see. Yes, I think I'll join for the year. Is there anything else I should know?

Beth: Let's see... there are some rules, but they're pretty obvious. Of course, everyone (6)... wear appropriate clothes and footwear. There are lockers outside the gym, so you're not (7)... take anything in with you, but we don't apply that rule very strictly. You'll probably want to take a towel and a bottle of water in with you anyway: you (8)... drink plenty of water while you're exercising, to prevent dehydration.

Lisa: Yes... are there any restrictions, like (9)... book time ahead in the evenings?

Beth: No. You can use the gym whenever it's open. Obviously, if you think a piece of equipment isn't working properly and (10)... mending, tell an instructor. Also, for your own good, you (11)... tell us if you feel unsure about how to use a particular machine.

Lisa: Of course. Now, the receptionist said (12)... provide a photo for the membership card, but I'm afraid I don't have one on me.

Beth: That's OK. Bring it next time you come. Until then you can use your receipt as proof of membership.

2. For each of the sentences below, write a new sentence as similar in meaning as possible to the original sentence, but using the words given. The word(s) must not be altered in any way.

1. I strongly recommend you to try this sundried tomato bread.

must

2. There is no obligation to get an international driving license for this country.

have

3. It was stupid of the government to try to break the strike.

should

4. I warn you not to chat up my girlfriends again!

had

5. We didn't book the table but it didn't matter as there was hardly anyone in the restaurant anyway.

need

6. My hair's much too long, I'll have to get it cut soon.

cutting

7. It is essential that you disconnect the gas supply before removing the boiler.

be disconnected

8. The management will not permit latecomers to enter the theatre until there is a suitable break.

allowed

9. Why do we have to state ethnic origin on official forms these days?

required

10. There can be no doubt that the solicitor has received the information by now.

must

11. It probably won't be difficult to get tickets for the first night.

should

12. It is essential that patients have not eaten or drunk anything for three hours before the operation.

must

3. Answer the questions and share your answers with your group mates. Don't forget to use proper modal verbs.

1. What are some things you have to do after class today?

2. Think about everyday life. What are some things you must have in order to survive?

3. Think about your plans for the next week. What are some things you have to do?

4. Think about your activities last week. What were some things you had to do?

5. Think of the job of the doctor. What kinds of things must a doctor know

about? What are some things a doctor has to do every day?

4. What do you look for in a leader? What qualities do you think a leader needs in order to be effective? Complete the sentences with must, must not, has to, doesn't have to. Discuss your answers.

An effective leader of a country...

1. ...be well educated.

2. ...be flexible and open to new ideas.

3. ...be wealthy.

4. ...have a family (spouse and children).

5. ...have a military background.

6. ...use his or her power for personal financial gain.

7. ...ignore the wishes of the majority of the people.

8. ...be a good public speaker.

5. Imagine yourself in the given situations. Write what you would say using proper modal verbs.

1. Your friend wants to pay for your dinner. You tell her it's not necessary.

2. You are going on holiday. Your sister wants to take so many pairs of shoes that her suitcase won't fasten. You ask if it is necessary.

6. Pretend that you are a supervisor of a café and you are talking to two new employees. You want to acquaint them with their jobs and your expectations. Use proper modal verbs.

7. Pretend that you are instructing the person who will watch your three young children while you are out for the evening. They hadn't had dinner, and they don't like to go to bed when they are told to.

8. What are the "rules" about arresting people in your country? Speak about things travelers must do and must not do while visiting your country.

9. Describe your daily obligations when you are a student.

UNIT 3

PERMISSION, REQUEST, OFFER, ORDER

3.1 Context listening

1. You are going to hear a teenage girl called Sophie asking her mother to do five things for her. What do you think Sophie might ask? Look at the picture 3 and guess. Listen and write Sophie's questions. Were any of your guesses right?



Picture 3 – A busy day

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

3.2 Grammar focus

Modal verbs can, could, be able to, might are used to express permission, request, offer and order.

Table 7 – Modal verbs with the meaning of permission, request, offer and order

Modal verbs	Meaning	Tense	Examples
1	2	3	4
can, could, be able to	describe possible arrangements for a time in the future	Future	<i>The doctor could see you at six; he can't see you before then as he's too busy. I'll be able to see you after the lesson.</i>
may, might	the arrangement is uncertain	Future	<i>The dentist might be free to see you immediately after lunch; I'll have to check the diary. I'm not sure if I'm available; I may be working that weekend.</i>
can, could, may, might	the choice of modal verb for suggestions, offers and requests depends on the formality of the situation. May and might tend to be more formal and tentative than can and could	Present	<i>Can I help you? Could you pass me the salt, please? You might give John a ring.</i>
can, can't (less formal) may, may not (formal) could, might	for permission granted or refused by the person being asked and for permission subject to some external authority such as the law ask for permission in a more tentative way (might is very formal)	Present	<i>You can't smoke on the underground. (The law doesn't allow you to do this.) Candidates may not bring calculators into the examination room. Excuse me, could I leave my coat here? Might I ask the court for an adjournment at this point?</i>
could, couldn't	describe general permission in the past	Past	<i>In the 1950s British children could leave school at the age of fourteen.</i>
was / were allowed to	talk about permission on a specific occasion in the	Past	<i>I was allowed to leave early yesterday.</i>

1	2	3	4
will, shall	make offers, both to make offers to do something ourselves and on behalf of other people for orders and formal instructions	Future	<i>Sit down, I'll wash up this evening.</i> <i>You will / shall all stay behind for thirty minutes and clean this room.</i>
shall	in questions to make more tentative offers than with will in the affirmative in questions with we to make suggestions for suggestions or advice	Future	<i>Shall I wash up this evening?</i> <i>Shall we go out for a curry tonight? (= Why don't we ...? / How about ...?)</i> <i>What shall we do about Tom if he doesn't get into a university?</i>
will	make promises make requests, these requests are informal and we usually use them only with people we know quite well make a request more insistent by using will you as a question tag	Future	<i>My government will turn round the economy and reduce unemployment.</i> <i>Will you give me a call when you get to the hotel?</i> <i>Come and look at this, will you?</i>
would, will or won't	offer something to another person	Present, Future	<i>Would you have / like some more of the pie? (neutral)</i> <i>Will you have some more of the pie? (neutral)</i> <i>Won't you have some more of the pie? (more encouraging)</i>
would	in suggestions or responding to invitations if we want to be more tentative or distant make requests more	Future	<i>It would be a good idea to get together one evening.</i> <i>Would you lend me the car</i>

The continuation of the table 7

	tentative or polite, or to request things of people we do not know so well		<i>tomorrow night, Dad?</i>
--	----------------------------------------------------------------------------	--	-----------------------------

The ending of the table 7

1	2	3	4
	use would / wouldn't to show disagreement in a polite way		<i>I wouldn't say that. I wouldn't go that far.</i>

3.3 Presentation and practice

1. Choose the correct description, A or B.

1. They allowed me to bring my dog.

A. They usually allow dogs.

B. They don't usually allow dogs.

2. The doctor could see you at eleven.

A. I'm not sure if she's free at eleven.

B. I'm suggesting a time for an appointment.

3. Might I borrow your calculator for a moment?

A. Talking to your best friend.

B. Talking to a clerk at the bank.

4. Well, we could always go on the bus.

A. I don't really mind how we get there.

B. I really want to go on the bus.

5. I could wear anything I liked.

A. When I worked as a secretary.

B. On the day I took my secretarial exams.

6. We can have a look at the shops.

A. I'm making a suggestion.

B. I'm describing a future ability.

7. May I interrupt?

A. At a formal business meeting.

B. At a family lunch.

8. You may not bring drinks into the auditorium during the performance.

A. It's up to you to decide.

B. It's forbidden.

9. I might see you after the show

A. I probably will see you.

B. I'm not sure if I'll see you or not

10. We might as well go straight home.

A. There's nothing better to do.

B. I really want to go home.

2. What do you usually do when you have a headache? Role-play the following dialogue using the correct modal verbs.

Husband: I've got a splitting headache.

Wife: Why don't you go and lie down?

Husband: Yes, I think I will. (1) ...you bring me some aspirin?

Wife: Yes, of course I will. (2) ...I call the doctor?

Husband: No. I'll wait and see how I feel later.

Wife: (3) ...I give you a glass of water?

Husband: Yes, please. (4) ...you also telephone the office to say I'm ill?

Wife: Yes. (5) ...you tell me where to find the number?

Husband: How about looking in the address book by the phone?

Wife: (6) ...I say you will be in the office this afternoon?

Husband: Yes, you (7) ...say I'll be in about 2 hours, I should be all right by then.

3. Imagine yourself in the given situations. Speak about the situation using proper modal verbs.

1. A student has just come into the class and left the door open. It is noisy outside. You say to him: ...

2. You have opened the window to let in some fresh air. Your sister, who was recovering from bad cold, comes in. You say to her: ...

3. Your grandmother has been watching too much TV, which is bad for her eyes. You say to her: ...

4. Your best friend fancies going abroad but hasn't decided yet where to go. You say to her: ...

5. Your little sister misbehaves in the theatre. You say to her: ...

6. Your friend has had a toothache for two weeks already. You say to her:

...

7. Your mum has been experiencing some discomfort in her stomach. You say to her: ...

4. Ask people to do the following things.

1. You are buying a coat. Ask the assistant for a receipt.

2. You want to know the time. Ask someone in the street.

3. You need someone to help you. Ask a friend.

4. You have bought some food, but you haven't got a bag. Ask the assistant.

5. You are carrying a tray. Ask someone to clear a space on the table.

6. You are on the phone. You want to speak to the manager.

5. Think of some things that you can and can't do in the following place:

a) church;

b) a hospital;

c) a museum;

d) a swimming pool;

f) a park.

6. Imagine yourselves in the given situations. With your partner make up a short dialogue using the correct modal verbs expressing permission, request and offer.

Example: Janet and Sarah are roommates and good friends. Janet doesn't have enough money to go to a movie tonight. She wants to borrow some from Sara.

Janet: There's a movie I really want to see tonight, but I am running a little low on money right now. Could I borrow a few dollars? I'll pay you back Friday.

Sara: Sure. No problem. How much do you need?

1. You are walking down the hall of your office building, You need to know what time it is. You ask Kate, a co-worker you've seen before but have never met.

2. You are trying to study. Your roommate is playing a CD very loudly. This is bothering you. You are trying to be polite though you feel frustrated and a little hungry.

3. You are in the middle of the city. You are lost. You are trying to find the bus station. You stop a friendly-looking stranger in the street to ask for directions.

4. You've just arrived at work and remembered that you left the stove on in your apartment. Your neighbor Mrs. Brown has a key to the front door, and you know that Mrs. Brown hasn't left for work yet. Anxiously, you telephone Min Brown for help.

7. Imagine that you want to visit a museum with your group. Write a polite letter to the museum director. In your letter, make requests and ask permission to do the following things, or make your own requests.

You want to see a special collection or department – for example, the dinosaurs.

You want permission to take photographs.

You want the director to arrange a museum tour with a guide for two hours.

You want to know the cost of the tour for a group of thirty students.

You want to make a visit without a teacher.

You would like to take food and drinks with you.

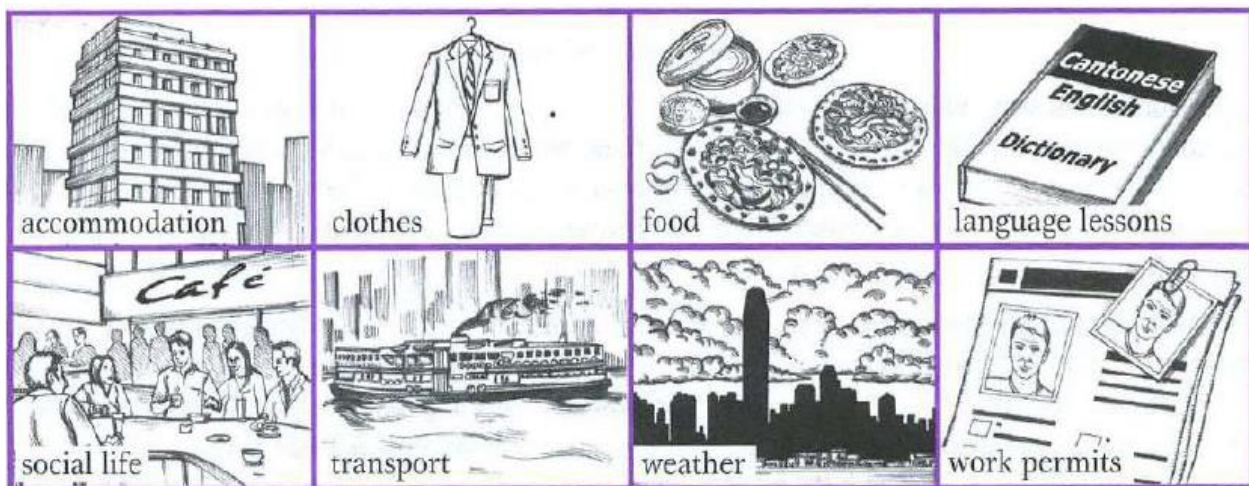
8. What are the most common exam regulations at your university? Share the information with your group.

UNIT 4

RECOMMENDATION AND ADVICE

4.1 Context listening

1. You are going to hear a man asking a colleague for advice about living in Hong Kong. Before you listen, look at the picture 4 and guess which of these topics they talk about.



Picture 4 – Life in Hong Kong

2. Now listen again and fill in the gaps in the colleague's advice.

1. You... a few days to recover from jet lag.
2. You... the underground system as much as possible.
3. You... some Cantonese to travel on the public light buses.
4. You... loose change on the ferries and the buses.
5. You... to speak Cantonese in some market stalls.
6. You... a work permit before you go.
7. You... too casually for work.
8. You... any guide books in England.
9. You... lots of passport photos with you.

4.2 Grammar focus

Recommendation and advice can be expressed by must, should, ought to.

Table 8 – Modal verbs with the meaning of recommendation and advice

Modal verbs	Meaning	Tense	Examples
must	for strong recommendations and advice	Present, Future	<i>You really must read Sebastian Faulks latest book. It's stunning!</i> <i>You must do something about that cough. Please go and see the doctor.</i>
should / ought to	for recommendations and advice (less emphatic)	Present, Future	<i>Even people as young as twenty-five should consider a personal pension.</i> <i>Children ought not to spend long periods in front of a computer screen.</i>
had better (not)	express the best thing to do in a particular situation. It often has sense of urgency and can be a warning or a threat	Present, Future	<i>If the burglars took your legs, you'd better change the locks in case they came back.</i> <i>Your dog had better not dig up my rose bush again.</i>

4.3 Presentation and practice

1. Complete texts A–C with an appropriate verb or expression. Use the information in the table 2 to help you.

Table 9 – Requirements of the course

Course	Important	Advisable	Unnecessary
A	keyboarding skills	access to a computer	prior publishing experience
B	previous experience	keyboarding skills	own computer
C	three GCSEs	good level of English	prior publishing experience / computer skills

A. DESK-TOP PUBLISHING

Ten-week intensive course for people interested in producing small-scale publications. Applicants for this course must have good keyboarding skills but are not (1)... to have prior publishing experience. If possible,

applicants (2) ...have access to a computer and Microsoft Publisher, but there are a limited number of machines available at the college.

B. DESK-TOP PUBLISHING

Learn how to self-publish from the professionals! We offer Desk-top Publishing courses to suit all schedules and budgets, from five-week intensive courses to year-long evening courses. You (3)... have your own computer (on our full-time courses) but you (4)... have some previous experience in publishing. You (5)... be able to use a keyboard. Call us on 01202 867349

C. DESK-TOP PUBLISHING

One-year course. Applicants (6)... have previous experience in publishing, as part of the course involves work experience with a local printing company. Equally, you are not (7)... to have good computer skills as all basic training is provided. A minimum of three GCSEs is (8)... and applicants (9)... have a good level of English.

2. Read the story concerning a woman who found herself in rather dubious circumstances. Mark out modal verbs and define their meanings. What can you advise Janet to do in such circumstances? Can you guess what will happen to Janet?

Janet was employed as a graphic designer at a very successful advertising company. She had worked there for two years, when she was offered a promotion to become head of the graphic solutions department. She was obviously very happy when she heard of her promotion. However, she was also rather concerned as she had also recently found out that she was pregnant. In the past, other women who had had children had found it difficult to continue working full time. Later that day, she asked her husband what he thought she should do. He felt that she should first accept the promotion and then, a few months later, tell her employers about her pregnancy. In this way, her husband felt, she would not jeopardize her promotion. Janet wasn't so sure this was a good suggestion, as she felt that it might be dishonest of her to not let her employers know about the change in her he telephoned her best friend, who had also had the same problem previously and asked for her advice. Cheryl, her best friend, asked her if she felt that she would be able to continue working as hard after the birth of her child as she had been working up to that point in time. Janet assured her that this was the case and so her friend told her to trust her husband's judgment.

3. Look through the end of the story. Discuss what may have happened to Janet if she had told the truth. What should Janet have done to escape such consequences? Have you ever heard of or been involved in the similar situation?

A few months later, Janet told her employers about her pregnancy. At first, they congratulated her on her pregnancy and wished her all the best. Over the next few weeks, she felt that her workload was slowly increasing to the point that she could not handle the amount of work required of her. She scheduled an appointment with her boss, and presented her dilemma to him. He said that he felt for her, but that, because of a recent increase in sales accounts, he could do nothing about the increased workload. Disappointed, Janet went back to work and did her absolute best to keep up with the work. Unfortunately, the workload just continued to grow. Later that month, she received a call from the personnel department and was told to come to speak to the personnel director. The personnel director told her that, due to her inability to keep up with the demands of her job, they were going to have to let her go. Janet couldn't believe what she was hearing. She asked him why, if a few months earlier they had promoted her for her excellence, they had now decided to let her go. It seemed ridiculous. He said that he was truly sorry, but that they had no other choice and asked her to gather her things and leave.

4. Work with your partner. Role play the given situation using your own words.

1. A: Oops! I spilled...

B: You'd better...

2. A: My doctor said I should..., but I...

B: Well, I think you'd better...

3. A: I've been studying for three days straight.

B: I know. You should...

4. A: Do you think I ought to... or...

B: I think you'd better... . If you don't... .

5. A: Lately I can't seem to concentrate on anything. I feel....

B: Maybe you should... . Or have you thought about... .

5. Here are some facts about scientists. Comment on the situation saying what the person should have done or shouldn't have done. Use the verb in brackets.

1. The ancient Greek philosopher Aristotle said that a heavy object always falls faster than a light object, but he didn't conduct an experiment to prove it, and in fact he was wrong. (conduct)...

2. The English scientist Francis Bacon wanted to find out whether snow would preserve a dead chicken. He spent a long time in the cold doing this, and then died of a chill. (wear)...

3. Scientist often test things on themselves or their students. In the case of von Liebig, a German chemist, he dropped acid onto the arms of his students to see what would happen. Unfortunately the acid burnt their skin very badly. (test)...

4. Other scientists injure themselves by accident, Pierre Curie carried radioactive substances in his trouser pockets. This burnt holes in his pockets and injured his legs. (carry)...

5. Another problem is that of fame. In some cases, scientists have their work done for them by other. The astronomer William Herschel made many important discoveries, but he was helped a lot by his sister Caroline. Unfortunately, he didn't mention this to other scientists. (told people)...

6. Other scientists get into political trouble. The French chemist Lavoisier discovered how oxygen is used in burning, and in rusting. However, the French revolutionary authorities arrested him because he was also a tax collector, and in 1794 he was executed. (execute)...

6. Imagine yourself in the given situations. Write what you would say using proper modal verbs.

1. Tom was driving fast when he accidentally went off the road. Fortunately no one was killed or injured. You say to him: ...

2. Your friend failed his exam. He hadn't revised at all. You say to him: ...

7. What types of problems teenagers may typically have? What should be done to help teenagers solve their problems? Read the following stories. Think what might / must have happened to the teenagers. Why might / must he or she have this problem? Tell the teenagers what they should do and how they can solve their problems.

Should I Marry Him?

I have been with my fiancé for almost four years, We are going to get married next year but, there are a couple of concerns I have: one is the fact that he never talks about his feelings, he keeps everything inside of him. He sometimes has trouble with expressing his excitement about things also. He

never buys me flowers or takes me out to dinner. He says that he doesn't know why, but he never thinks of things like that. I don't know if this is a side affect of depression or, maybe, he is sick of me. He says that he loves me and that he wants to marry me. If this is true, what is his problem?

For Friendship or Love?

I'm one of those guys who have "the quite normal" problem: I'm in love with a girl, but I don't know what to do. I have already had a crush on some girls, never with any success, but this is something different. My problem is actually that I'm too cowardly to tell her anything. I know that she likes me and we're very, very good friends. We've known each other for about three years, and our friendship has constantly become better. We often get into quarrels, but we always make up. Another problem is that we often talk about problems with each other, and so I know she is having problems with her boyfriend (who I think is no good for her). We meet almost every day. We always have very much fun together, but is it really so difficult to love someone who has been a good chum to you until now?

8. Speak about one embarrassing incident in your life. What could, should or might you have done to avoid it?

9. Choose one of the environmental problems we face today. What should or must be done to solve this problem?

10. Pretend that you are a travel agent and you are helping two students who are travelling abroad for a vacation. You want them to understand the travel arrangements you have made, and you want to explain some of the local customs of the countries they will be visiting.

11. In small groups debate the given statements.

1. Violence on TV influences people to act violently.
2. Cigarette smoking should be banned from all public places.
3. People of different religious should not marry.
4. All people of the world should speak the same language.
5. News should be censored by the government agencies.

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МОДАЛЬНЫЕ ГЛАГОЛЫ**

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MODAL VERBS**

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