

A Context listening

1 You are going to hear two college students called Clare and Fiona. They're on their way to college when they see someone sitting in a café. Before you listen, look at the picture. Do you think the man is with his sister, his girlfriend or his mother?



2 ▶ 19 Listen and check if you were right.

3 ▶ 19 Listen again and answer these questions.

- 1 Who does Clare think Danni is with at first? _____
- 2 Fiona doesn't agree. Why not? _____
- 3 What do the two girls decide to do? _____
- 4 What does Clare want to get? _____
- 5 Why doesn't Fiona want to? _____
- 6 What does Fiona want to sell? _____
- 7 What is Clare's opinion of Fiona's idea? _____

4 ▶ 19 Listen again and fill in the gaps.

- 1 Clare: It might be Danni.
- 2 Clare: She _____ his mother.
- 3 Fiona: She _____ his mother.
- 4 Fiona: He _____ me on my own.
- 5 Fiona: She _____ his girlfriend.
- 6 Fiona: It _____ him after all.

5 Look at the sentences in Exercise 4. In which sentences does the speaker:

- 1 seem sure that something is true? _____
- 2 think something is possible, but isn't sure? _____

1 Ability

can and be able to – present forms

| | | |
|---|-----------------|------------------------|
| + | can + verb | <i>I can swim.</i> |
| - | can't + verb | <i>She can't swim.</i> |
| ? | can ... + verb? | <i>Can you swim?</i> |

| | | |
|---|-------------------------------|-------------------------------|
| + | am/is/are able to + verb | <i>I'm able to swim.</i> |
| - | am/is/are not able to + verb | <i>He's not able to swim.</i> |
| ? | am/is/are ... able to + verb? | <i>Are you able to swim?</i> |

We use *can* or *be able to* to say that someone has the ability to do something. *Can* is more common than *be able to* in the present.

We usually use *can*:

- to talk about an ability in a general way:
James can play chess, although he's only six years old.
Humans can't see very well in the dark.
- to talk about a situation which makes someone able to do something. This may refer to the future as well as the present:
The manager can't see you right now – she's in a meeting.
You can get tickets to the festival on this website.
I can meet you tomorrow because I have a day off.

can and be able to – past forms

| | | |
|---|-------------------|---------------------------|
| + | could + verb | <i>I could swim.</i> |
| - | couldn't + verb | <i>She couldn't swim.</i> |
| ? | could ... + verb? | <i>Could you swim?</i> |

| | | |
|---|------------------------------|-------------------------------|
| + | was/were able to + verb | <i>I was able to swim.</i> |
| - | was/were not able to + verb | <i>I wasn't able to swim.</i> |
| ? | was/were ... able to + verb? | <i>Were you able to swim?</i> |

We use *could* or *was/were able to*:

- to talk about someone's ability in the past:
He could / was able to read when he was three but he couldn't / wasn't able to catch a ball when he started school.
- to talk about a situation which made someone able to do something:
I was able to meet them yesterday because I had a day off.

⚠ We do not use *could* to talk about one situation in the past, but we can use *couldn't*:
She was able to (not could) come to the meeting but she couldn't / wasn't able to stay for lunch.
They were able to (not could) see the match because they had a day off.

be able to – other tenses

For ability and situations which makes someone able to do something, *can* is only used in the present tense and *could* is only used in the past. In all other tenses we use *be able to*:

We'll be able to sell the photo to a newspaper. (will future)

They haven't been able to contact Mary because of the storms. (present perfect)

If you saved enough money, you would be able to visit me in New Zealand. (conditional)

They hope to be able to visit me next year. (infinitive)

2 Deduction: certainty and possibility

Talking about the present

Certainty

We use:

- *must* when we are sure something is true:
It must be from Steven because he's in Australia.
(= I'm certain it's from Steven)
- *can't/couldn't* when we are sure something is not true:
It can't be / couldn't be from Steven because that's not his writing. (= I'm certain it's not from Steven)



Possibility

To talk about possibility, we can use *may*, *might* or *could*. The meaning is usually the same, but *might* sounds a little less certain than *may* or *could*.

She may be his sister. (= I think there's a good possibility that she is his sister)

They might have some money. (= I think there's a slight possibility that they have some money)

We use:

- *may*, *might* or *could* when we think something is possibly true:
The parcel may be / might be / could be from Dad's friend Tony, because he moved to Australia recently.
(= it is possible, not certain, that the parcel is from him)
- *may not / might not* (but not ~~*could not*~~) when we think something is possibly not true:
It may not be / might not be from someone we know. (= it is possible that it is not)

| Present | True | Not true |
|-------------|---|---|
| Certainty | <i>must</i> + infinitive without <i>to</i> | <i>can't/couldn't</i> + infinitive without <i>to</i> |
| Possibility | <i>might/may/could</i> + infinitive without <i>to</i> | <i>might not/may not</i> + infinitive without <i>to</i> |

⚠ Notice that *could* means the same as *might* and *may*, but *couldn't* is different from *might not* and *may not*.

All the verbs in the table above can also be followed by *be* + verb + *-ing* for a situation which we think is happening now:

Steven might be travelling home at this moment.

He must be looking forward to seeing his friends and family.

Talking about the past

Certainty

We use:

- *must have* + past participle when we are sure something is true:
Steven must have arrived in Perth by now. (= I'm certain he has arrived)
- *can't/couldn't have* + past participle when we are sure something is not true:
He can't/couldn't have got there yet because it will take at least two weeks. (= I'm certain he hasn't got there)



Possibility

We use:

- *might have / may have / could have* when we think something is possibly true:
He might/may/could have stopped for a few days on the way. (= it is possible that he stopped)
- *might not have / may not have* when we think something is possibly not true:
He might/may not have had time to do everything he wanted. (= it is possible he didn't have time)

| Past | True | Not true |
|-------------|---|--|
| Certainty | <i>must have</i> + past participle | <i>can't have / couldn't have</i> + past participle |
| Possibility | <i>might have / may have / could have</i> + past participle | <i>might not have / may not have</i> + past participle |

⚠ Notice that *could have* means the same as *might have* and *may have*, but *couldn't have* is different from *might not have* and *may not have*.

Talking about the future

We also use *might (not)*, *may (not)* and *could* (but not ~~*could not*~~) when we are talking about a possibility in the future:

James may go out to see Steven in Australia next month.

We might get into a lot of trouble, in my opinion.

I think there could be a storm tonight.

Should we get a bigger bag for the potatoes? This one might/may not be strong enough. (not ~~could not be~~)

3 Expectations

When we expect something will happen, we can use *should (not)* + infinitive without *to*:

Steven should email us soon. (= I expect he will email)

It shouldn't be too long before we hear from Steven. (= I expect it will not be too long)

We also use *should* when we discover that a situation is not as we expected:

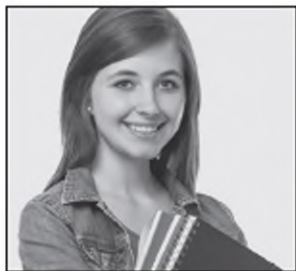
This email from Steven says he's in Melbourne but he should be in Sydney this week. (= I'm surprised because I expected him to be in Sydney)

When we talk about a past situation, we use *should (not) have* + past participle:

He should have left Alice Springs several days ago. (= I expect he left Alice Springs)

He shouldn't have had any trouble finding places to stay. (= I expect he didn't have any trouble)

1 Complete the article with *can*, *can't*, *could*, *couldn't* or the correct form of *be able to*. Sometimes there are two possible answers.



THE MATHS GENIUS

Rhiannon Kennedy speaks to Nick Evans about her amazing talent.

'One day when I was four years old, my father was telling my mother how much money he'd spent and while he was talking I added it all up. They didn't believe that I (1) could do that because I (2) _____ read or write. I'm now at university and I (3) _____ still add up complicated sums in my head. I did a maths exam once which I finished so quickly that I (4) _____ eat a meal in the canteen before the others had finished.

'Next year we have to write essays and I'm not sure whether I (5) _____ do that because I (6) _____ (*never*) spell very well. I would like (7) _____ use my mathematical skill in a job but I haven't decided what yet. I (8) _____ be a maths teacher – I'd enjoy the maths but I'm not sure about the children! I entered a maths quiz show on TV once but when they asked me the questions I (9) _____ think of the answers because I was just too nervous. So I (10) _____ imagine myself as a TV star. I (11) _____ always get work in a supermarket when the tills break down, I suppose!'

2 Read about what has happened on a camping trip.

Two teenage boys are camping with their families near a lake. One day they find an old boat and decide to row out to an uninhabited island. They explore the island until suddenly they realise it's getting dark. They run to find the boat, but it's gone.

Here are some of the things their families say when they don't come back. Decide if each sentence refers to the present, past or future.

- 1 There can't be much to eat on the island. present
- 2 People may have seen them rowing across the lake. _____
- 3 They could be stuck there for days. _____
- 4 Someone in a fishing boat might see them. _____
- 5 They must have forgotten how late it was. _____
- 6 They must be getting scared. _____
- 7 There may be a cave or hut they can shelter in. _____
- 8 The boat could have sunk. _____
- 9 Someone may have taken the boat. _____
- 10 They can't have tied the boat up properly. _____



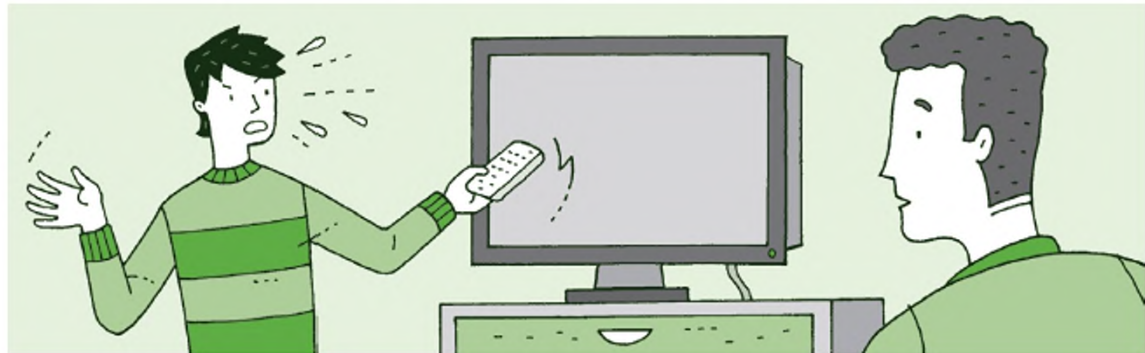
Now write the number of each sentence next to the correct meaning, A or B.

- A I feel certain about this. 1, _____ B I think this is possible. _____

3 Complete these sentences with a modal verb and the correct form of the verb in brackets.

- 1 Jenny's brother can't be (be) a doctor because he's only 18.
- 2 Samantha said she'd go for a swim as soon as she reached the seaside so she is swimming (swim) in the sea right now.
- 3 I can't think what's happened to Annie. She left home hours ago so she isn't (be) here by now.
- 4 These football boots don't fit me any more. My feet are growing (grow).
- 5 My neighbour remembers when there were fields here instead of houses so he is (be) very old.
- 6 Alan forgot (forget) that it was my birthday yesterday because it's the same as his!

4 Complete these dialogues with a modal verb and the correct form of the verb in brackets.



- 1 A: I can't get the TV to record any programmes.
B: You must be doing (do) something wrong.
A: OK. Where are the instructions?
- 2 A: I don't seem to have my wallet.
B: Did you forget to bring it?
A: No, I left (leave) it at home because I had it when I paid for my train ticket.
- 3 A: I sent Camilla a text an hour ago but she hasn't got back to me yet.
B: She isn't seeing (not see) it if she's at work today.
- 4 A: I found this watch in the changing rooms.
B: It is (be) Peter's. I think he's got one like that.
- 5 A: I don't really like James. Why did you invite him?
B: Well, you don't have to talk to him and he isn't coming (not come) anyway. He said he wasn't sure what his plans were.
- 6 A: Did your team win their match yesterday?
B: Yes, we did! We lost (lose) really, but their best player hurt herself in the first five minutes so they only had ten players. She is (be) furious with herself!
A: That was lucky for you, though.

Crime report

Theft:

The Celebration by James Patrone – a 17th century painting, 15 x 20 centimetres, worth £150,000

Location:

Sidcombe Art Gallery

Time:

between 6.00 and 7.30 on Friday evening

Suspects (all have keys to the art gallery):

The caretaker, Sam Willis

Sam, who has worked at the gallery for 32 years, locked up at 6.30 as usual after the cleaners had left.

A cleaner, Sandra Thompson

Sandra cleaned the offices and the galleries with two other cleaners. They finished at 6.00 and had a chat in the cloakroom before leaving together at 6.15. She says the picture was still there at 6.00.

The shop manager, Sophie Christie

Sophie closed the museum shop at 5.30, but had to stay and wait for a delivery. The driver got delayed in the traffic and arrived at 6.05. He left straight away and Sophie said she left at about 6.15 but nobody saw her leave the building.

The director, William Rees

William was on the phone in his office between 6.00 and 7.00. He says he left the gallery at 7.15 but nobody saw him leave.

A research student, Daniel Foreman

When the gallery shut at 5.30 Daniel begged the caretaker to let him stay a bit longer to finish his work. The caretaker saw him coming out of the toilets at 6.30 and told him to leave. He bought an expensive car on Saturday.

The cloakroom attendant, Josie McCartney

The cloakroom closed at 5.30 and Josie tidied up. She was just leaving when the cleaners arrived and she stopped to have a chat with them. They all left together at 6.15.

Who had the opportunity to steal the painting? Complete these sentences using *must have*, *can't have*, *couldn't have*, *might have*, *may have* and *could have*. Use each structure once.

- Sam Willis might have stolen the painting because he was there until 6.30.
- Sandra Thompson _____ the painting because _____.
- Sophie Christie _____ the painting because _____.
- William Rees _____ the painting because _____.
- Daniel Foreman _____ the painting because _____.
- Josie McCartney _____ the painting because _____.

Reading and Use and English Part 3

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The woman on the hill

A (0) mysterious woman has lived completely alone in a large house on a hill in north Yorkshire for the last fifty years. She (1) _____ visits the nearby village to buy fruit. She walks (2) _____ down the main street but she only speaks briefly to one shop assistant. She doesn't (3) _____ with anyone at all and no one has ever been to visit her. Local people say that she receives (4) _____ of food and fuel but they assume she makes all her orders and (5) _____ online, so they don't even know her name.

She gives the (6) _____ from the way she behaves that she might once have been famous. She must have been very (7) _____ when she was young but she appears to be well over 70 now. Nobody in the village knows who she is and they are (8) _____ ever to find out.

MYSTERY
OCCASION
CONFIDENCE

SOCIAL
DELIVER
PAY

IMPRESS
ATTRACT

LIKE

Grammar focus task

What do you think the villagers say about the woman on the hill? Complete the sentences using *must*, *might (not)*, *may (not)*, *could(n't)* or *can't*.

- 1 I'm sure she isn't happy. = She can't be happy.
- 2 I think perhaps she's shy. = She _____ shy.
- 3 I strongly believe she's lonely. = She _____ lonely.
- 4 It's not possible that she has any family nearby. = She _____ any family nearby.
- 5 No doubt she moved there when she was very young. = She _____ here when she was very young.
- 6 She probably has an interesting background. = She _____ an interesting background.