

## APPENDIX 2: MODAL VERBS

**Introduction:** Modal verbs can be divided into two basic groups:

- i) Central Modals: *can, could, will, would, shall, should, may, might, must, ought to.*
- ii) Semi-Auxiliaries: *have to, have got to, tend to, need to, to be able to, to be allowed to, to be supposed to.*

Central Modals behave as follows:

- + I can / you can / he can / she can / it can... etc.
- I can't / you can't / he can't / she can't / it can't... etc.
- ? Can I ? / Can you ? / Can he ? / Can she ? / Can it ? ... etc.

Semi-Auxiliaries, by contrast, usually act like this:

- + I have to / You have to / He, she, it has to... etc.
- I don't have to / You don't have to / He, she, it doesn't have to... etc.
- ? Do I have to ? / Do you have to ? / Does he / she / it have to ? ... etc.

Or like this:

- + I am allowed to / You are allowed to / He, she, it is allowed to... etc.
- I am not allowed to / You are not allowed to / He, she, it is not allowed to... etc.
- ? Am I allowed to ? / Are you allowed to ? / Is he, she, it allowed to ? etc.

Modal verbs are always followed by the infinitive without 'to'.

Central modal verbs do not have infinitives, past forms, present or past participles or an -s ending in the third person singular. Semi-auxiliaries are sometimes used to supply their past or future forms, as here:

PAST	PRESENT	FUTURE
Could	Can	Will be able to
Had to	Must	Will have to
Might	May	
Should		Shall
Would		Will

All modal verbs have at least two meanings. These can be grouped into categories such as *Ability, Permission, Obligation, Possibility, Probability* etc.

1) **Ability:** *can, could, be able to.*

i) We use Can, Could and Be Able To to talk about the ability to do something, e.g.

"Now I *can* play the piano. I *couldn't* when I was nine years old."

"When I was nine years old, I *couldn't* drive. Now I *can*."

"When I leave university, I *will be able to*..."

ii) We also use Can and Could with verbs of perception, e.g. "I *can* hear someone coming", "I *can't* see a thing", "They *could* smell gas", "She *couldn't* taste any sugar."

iii) The difference between 'I could' and 'I was able to' is that 'I could' indicates that you had the ability to do something, e.g. 'I knew that, if necessary, I *could* swim to safety from the sinking ship', although you did not necessarily do it in reality. 'I was able to', by contrast, indicates that you succeeded in doing so, e.g. 'I *was able to* swim to safety.'

Now talk about your present, past and future abilities using modal verbs.

## 2) **Permission:** *can, may, be allowed to*

i) Can, May and Be Allowed To are used to talk about permission, e.g. "You *aren't allowed to* smoke in here", "We *were allowed to* take photographs", "The prisoner *will be allowed to* see his lawyer for about half an hour".

ii) Can and May are used for asking for and receiving permission: e.g. "Can I come in ?", "May I sit down ?"

Can is more direct, May is more formal, e.g. "May I use your phone ?", "Can I borrow your pen ?", "Yes, you *may*.", "No, you *can't*."

Now complete this sentence using modal verbs: When I go to my grandparents' house, I *can / can't / am (not) allowed to*...

## 3) **Obligation:** *must, should, ought to, needn't, have to, be supposed to*

Must	—	it is necessary that you do something.
Mustn't	—	it is necessary that you <u>do not</u> do something.
Have to / Have got to	—	it is necessary that you do something.
Don't have to / Haven't got to	—	it is not necessary but you can if you want to.
Needn't	—	it is not necessary but you can if you want to.
Should	—	it is the correct thing to do.
Ought to	—	it is the correct thing to do.
To be supposed to	—	it is the expected thing.

Permission and Obligation: what *can / can't / must / mustn't / needn't* you do at the following ages ?

6      14      16      18      68

## 4) **Possibility:** *can, could, may, might*

Can indicates a 100% possibility in the present or the future

e.g. 'Yes, I *can* do that for you immediately.'

Could indicates a 50% possibility in the present or the future

e.g. 'She *could* go to Oxford or Cambridge.'

May indicates a 30% possibility in the present or the future

e.g. 'The weather is very cold. It *may* snow.'

Might indicates a 10% possibility in the present or the future

e.g. 'If we're lucky, it *might* be sunny all day.'

## 5) **Probability:** *must, could, may, might, can't*

It must be true    90% probability

e.g. The Eiffel Tower *must* be the most famous landmark in Europe.

It could be true    50% probability

e.g. Van Gogh *could* be the most popular artist in the world.

It may be true    30% probability

e.g. There *may* be a general election next year.

It might be true    10% probability

e.g. NASA *might* send a man to Mars in 2035.

It can't be true    1% probability

e.g. No, Elvis, Michael Jackson and Amy Winehouse *can't* still be alive.

Now read the sentences below:

a) It will rain this weekend.

b) There is a monster in Loch Ness.

c) About 1,000,000,000 people around the world can speak English.

d) Prince William will be the next king of England.

e) Most English people dream about the monarch at least once in their lives.

f) Most Italian people dream about their Prime Minister at least once in their lives.

None of the above can be proved 100% true or false. The speaker therefore has to estimate the probability of each statement. Now comment upon them using Must, Could, May, Might or Can't, e.g. "It *must* be true", "It *can't* be true", "It *might* be true".

## 6) Predictions: *will / won't / shall / shan't / should / shouldn't*

i) We use Will / Won't / Should and Shouldn't to make predictions or logical deductions about the future based on what we know, not what we can see happening in the present , e.g.

- a) He left half an hour ago, so he'll be home by now.
- b) It's nearly Christmas, so the shops *will* be crowded.
- c) We *shall* be on holiday in New Zealand in August so I'm afraid I *shan't* be able to come to your party.
- d) She is convinced that she *won't* pass her driving test.
- e) San Marino *won't* win the match against Brazil.
- f) He has studied hard, so he *should* pass the exam.
- g) She *shouldn't* have any trouble at the job interview.

ii) The use of Should / Shouldn't indicates that we approve of the action, state or event, e.g. "In 2100, we *should* have a cure for AIDS and there *shouldn't* be a housing problem" whereas Will/Won't is neutral, e.g. "In 2100, tigers *will* probably be extinct and there *won't* be any rain forests left."

Now make some predictions of your own:

"By the year 2030, I *will / should* ....." / "By the year 2050, Italy *will / should* ....."

## 7) Other Uses of Will/Won't & Shall/Shan't:

We can also use Will / Won't for,

- i) Instant decisions, e.g. "I'll have white wine", "I'll have chicken", "I'll have fish", "OK, I'll see what I can do."
- ii) Promises, e.g. "I'll buy you a bicycle", "I'll let you know immediately", "I *won't* forget to write to you."
- iii) Refusals, e.g. "I *won't* come to work tomorrow", "He *won't* do his homework", "They *won't* listen to me."
- iv) Orders, e.g. "You *will* come to work tomorrow or you'll be fired !", "You *will* do exactly as I tell you !"
- v) Requests, e.g. "Will you please be quiet !", "Will you please sit down", "Will you please close the door ?"
- vi) Invitations, e.g. "Will you come to my party ?", "Will you have a drink with us later on ?"
- vii) In Conditional Sentences, e.g. "I *shall* let you know if the meeting finishes early", "If it rains tomorrow, I *won't* go to Rome",

NB. Shall/Shan't can only be used with 'I' and 'We' when making predictions. Other uses include,

- i) Promises, e.g. "I *shall* buy you a bicycle", "I *shall* let you know immediately", "We *shan't* forget to write".
- ii) Suggestions/Proposals, e.g. "Shall we go out tonight ?", "Shall I pick you up later on ?", "Shall we dance ?"
- iii) The formal future, especially with regard to legal or contractual obligations, e.g. All invoices *shall* be paid within 90 days, Helmets *shall* be worn at all times, The client *shall* meet all reasonable travel expenses, i.e. it is mandatory.

## 8) Speculation About Hypothetical Situations: *would*

We use Would/Wouldn't to speculate about hypothetical situations in the present and/or the future, e.g.

- a) "What would you do if you lost your job ?" - "I think I would leave Italy, I certainly wouldn't stay where I am."
- b) "Would you prefer to live in New York or Los Angeles ?" – "Actually, I think Miami would be the best place."
- c) "I would love to own a sports car but I wouldn't be able to afford to run it."
- d) "What would you say if I asked you to marry me ?"

Now, in pairs or groups, try to imagine: (i) The holiday of my dreams; (ii) The holiday of my nightmares.

### 9) Other Uses of Would:

We also use Would/Wouldn't,

- i) In Conditional Sentences, e.g. "I *wouldn't* buy a Smartwatch if I were you",  
"If I could speak French, I *would* work in Paris."
- ii) To make requests, e.g. "I *would* like a ticket", "Would you fill in this form", "Would you sign here, please."
- iii) To make invitations, e.g. "Would you care to join us ?", "Would you like to come to the cinema ?",  
"Would you like to dance ?"
- iv) To express wishes, e.g. "No, I *wouldn't* like to dance", "Frankly, I *would* like to resign", "I wish it *would* snow."
- v) To express a preference, e.g. "I'd *rather* stay at home", "We'd *rather* you didn't contact us again",  
"He'd *rather* you left now."

10) **Practice Test:** Now fill in each of the gaps below using the appropriate form of a modal verb.

- 1) You ..... be mad if you think I'm going to lend you any more money.
- 2) I want to go out tonight. .... we go to the cinema ?
- 3) ..... I ask you a personal question ? Are you married ?
- 4) This company needs a secretary who ..... speak English, French and German.
- 5) It isn't obligatory to have a biometric passport now but you ..... have one in order to visit the USA by 2030.
  
- 6) If you want to go abroad, I ..... bother buying traveller's cheques, if I were you, just use your debit card when you get there. If your card is stolen, however, you ..... tell your bank as soon as possible so that they ..... cancel the old one and issue you with a new one. Remember that the local branch ..... not be open on Saturdays so, before you go, you ..... telephone them to check whether anyone ..... be there. You ..... inform the police but I think it ..... be a good idea to do so. I remember when an Italian friend of mine had his wallet, tickets and passport stolen in London. He ..... to wait for nearly a week before he was ..... to return home to Italy.

Find this website:

<https://www.tesla.com/cybertruck>

What can the Tesla cyber-truck do?

## be allowed to and have to

Complete this article about learning to drive in Britain. Put in a positive or negative form of *be allowed to* or *have to*.

In Britain you ... drive a car when you're seventeen. You ... get a special two-year driving licence before you can start. When you're learning, someone with a full licence always ... be in the car with you because you ... take the car on the road alone. You ... go to a driving school — a friend can teach you. The person with you ... take money for the lesson unless he's got a teacher's licence.

Before you ... have a full licence, you ... take a driving test. You can take a test in your own car, but it ... be fit for the road. In the test you ... drive round for about half an hour and then answer a few questions. If you don't pass the test, you ... take it again a few weeks later if you want to. In 1970 a woman passed her fortieth test after 212 driving lessons! When you've passed your test, you ... take it again, and you ... go on driving as long as you like, provided you are fit. Britain's oldest driver was a Norfolk man who drove in 1974 at the age of 100.

Before 1904 everyone ... drive, even children. Then from 1904 motorists ... have a licence. But they ... take a test until 1935. In the early days of motoring, before 1878, cars ... go faster than four miles an hour, and someone ... walk in front of the car with a red flag.

## must and mustn't

Do you know what these signs mean? Use *You must ...* and *You mustn't ...* with these words: *turn round, go straight on, overtake, put some money in, smoke, stop, take photos, turn left, turn right, go faster than.*

### Examples



*You must put some money in.*



*You mustn't turn left.*



1



2



3



4



5



6



7



8



9

## must, needn't and mustn't

Helen isn't very well today. She's in bed. She's been sick, and she's quite hot. The doctor has come to see her. Complete what the doctor says. Put in *must*, *mustn't* or *needn't*.

**Doctor** Well, I'm going to give you some medicine. You ... take it four times a day before meals. And go on taking it even if you feel better. You ... stop taking it until you've finished the bottle. You ... drink all of it. Now, you ... stay in bed today. It's the best place for you at the moment. You can get up tomorrow if you like. You ... stay in bed all the time when you start to feel better. But you ... go outside this week. It's too cold. And you really ... do any work at all. You need absolute rest. You ... just relax for a few days. You can eat a little if you like, but you ... if you don't want to. But don't forget to keep drinking. You ... drink as much water as you can. You'll probably be all right again next week, so you ... call me again unless you feel worse. But I'm sure the worst is over.

### Activity

Imagine that your partner has a bad cold. What would you recommend him/her to do?



## Match Online Profile

**Name** Jackie

**Location** Bristol

**Age** 31

**Height** 169 cm

**Relationship status** Single

**Job** Restaurant manager

**Looking for** Friendship and maybe more

**Wants children** Ask me later!

### About me

When I'm not working, I really enjoy going out and meeting people. But I also like staying at home and cooking dinner for my friends. I love tennis and I do judo. I'm fun-loving and I'm generally happy with my life, but I would like to share it with someone special.

### My ideal match

He's got an interesting job, but life isn't only about work – he has time to play too. He's between 28 and 38 years old. He enjoys eating good food and having fun. He lives in or near Bristol.

## BLIND DATE

Face2Face Pre-Intermediate: Unit 3

Jackie is going on a blind date. Watch what happens.

1) Jackie & Damon

[https://www.youtube.com/watch?v=3DrxMHAj\\_Wc](https://www.youtube.com/watch?v=3DrxMHAj_Wc)

2) Jackie & Kevin

[https://www.youtube.com/watch?v=\\_Di\\_kdXJfUk](https://www.youtube.com/watch?v=_Di_kdXJfUk)

Make notes about Damon and Kevin. Who do you think Jackie should meet again?



## QUICK REVIEW ●●●

Choose a partner, but don't talk to him/her yet. Write four things you think you know about your partner. Work in pairs. Ask questions to check your information is correct: *You studied here last year, didn't you?* Ask follow-up questions: *Where did you study before that?*

## Vocabulary Work collocations

1 a) Choose the correct verbs in these phrases. Check in V2.1 p116.

- 1 take/be work home
- 2 be/have time to relax
- 3 get/work long hours
- 4 work/spend overtime
- 5 get/be a workaholic
- 6 meet/take deadlines
- 7 take/be time off work
- 8 have/be under pressure at work
- 9 leave/spend a lot of time at work
- 10 have/be good working conditions

b) Think of three people you know who have jobs. Choose two phrases from 1a) for each person.

c) Work in pairs. Tell your partner about the people you chose. Which person works the hardest?

## Listening and Grammar

2 a) Look at the photo and the cartoon. What is the book about and what is happening in the cartoon, do you think?

b) R2.1 Listen to the beginning of a radio programme. Two journalists, Kim and Rob, are discussing *In Praise of Slow* by Carl Honoré. Check your answers to 2a).

3 a) Work in pairs. Try to fill in the gaps in sentences 1–6 with these countries. Use one country twice.

the USA   France   Japan   Germany   the UK

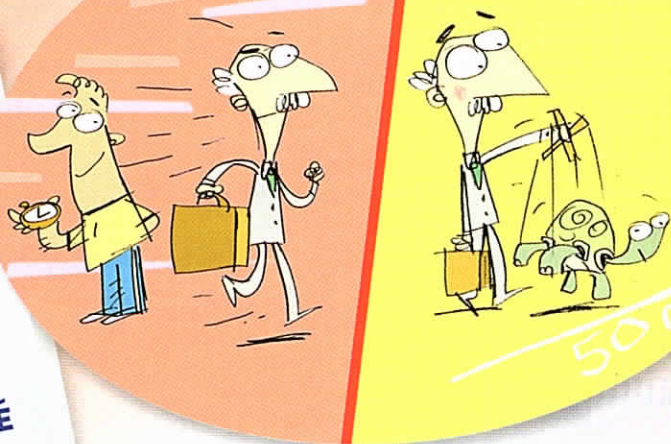
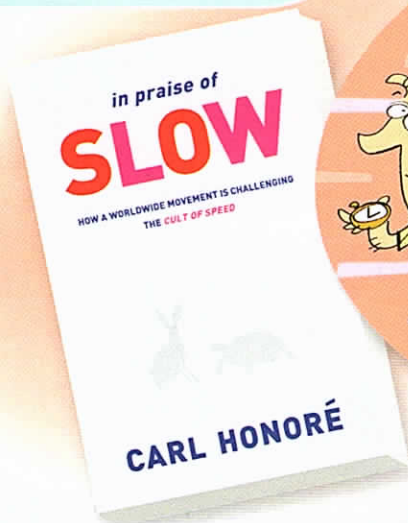
- 1 Some companies in ..... give their employees three days off at the weekend.
- 2 People in ..... spend 15% less time at work now than they did in 1980.
- 3 In ..... 20% of people work more than 60 hours a week.
- 4 60% of people in ..... said they didn't take all their paid holiday.
- 5 In ..... 20% of people don't take time off when they're ill.
- 6 In ..... they have a word that means 'death from working too hard'.

b) R2.2 Listen to the second part of the radio programme. Check your answers to 3a).

Vocabulary work collocations

Grammar modal verbs (1); *be able to*, *be allowed to*, *be supposed to*

Review question tags

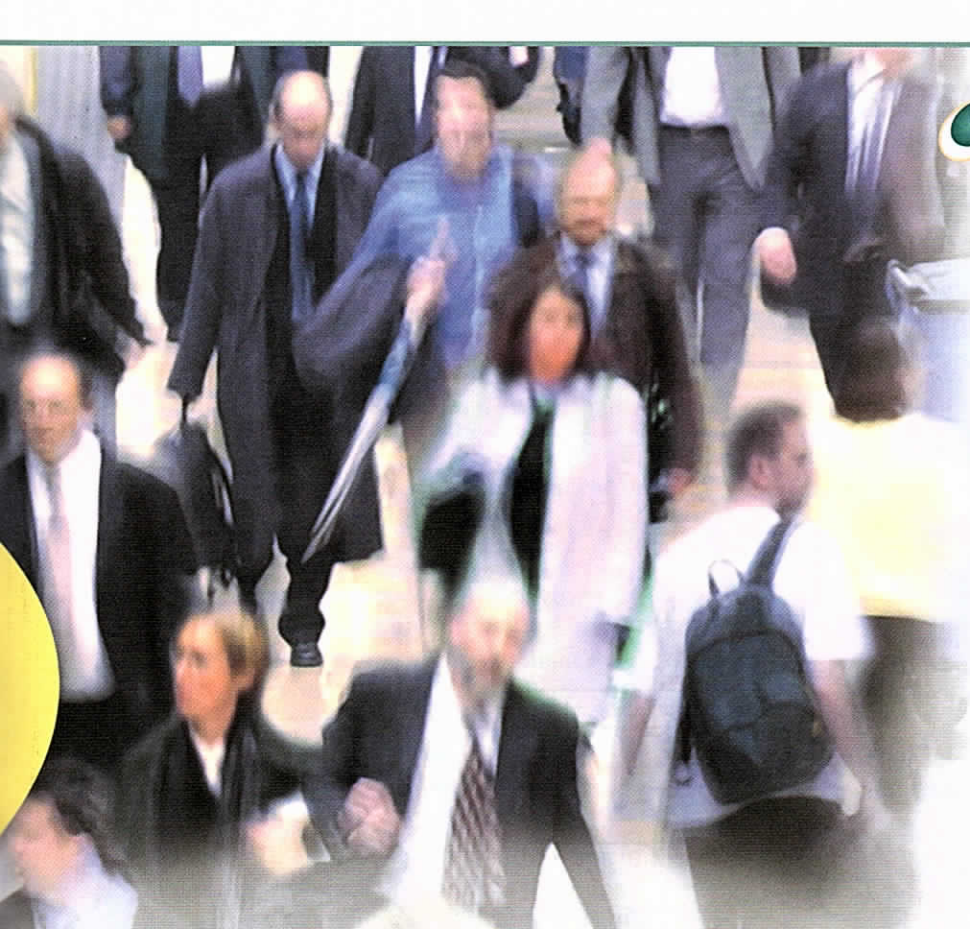


4 a) R2.2 Listen to the second part of the radio programme again. Fill in the gaps with one or two words.

- 1 Rob says he **must** take more time off work.
- 2 Honoré thinks people **should** only work ..... hours a week.
- 3 Some French employees **are allowed to** begin their weekend at ..... on Thursday.
- 4 Honoré says we **ought to** spend more time relaxing with .....
- 5 People **can** get their best ..... when they're doing nothing.
- 6 In some American companies, employees **can** ..... whenever they want.
- 7 In the UK people **are supposed to** have a break every .....
- 8 Kim says that lots of people **have to** take .....
- 9 Rob says that we're **able to** continue working when we're .....

b) Do you agree with Carl Honoré's ideas? Why?/Why not?





Help with Grammar Modal verbs (1); *be able to*, *be allowed to*, *be supposed to*

5 a) Look at the sentences in 4a). Then complete the rules with the verb forms in **bold**. Use the infinitive form if necessary.

- We use *be supposed to* to say a person is expected to do something.
- We use *can* and ..... to talk about ability or possibility.
- We use *must* and ..... to say something is necessary.
- We use ..... and ..... to give advice.
- We use ..... and ..... to say we have permission to do something.

b) Look again at the verb forms in **bold** in 4a). Answer these questions.

- 1 Do we use the infinitive or *verb+ing* after these verb forms?
- 2 Which verb forms include *to*?
- 3 How do we make these verb forms negative?
- 4 How do we make questions with these verb forms?

c) Look at these sentences. Then complete the rules with *mustn't* or *don't have to*.

*You **mustn't** send personal emails from the office. You can only send work emails.*

*You **don't have to** wear a suit to work, but you can if you want to.*

- We use ..... to say something isn't necessary.
- We use ..... to say something is not allowed.

d) Check in G2.1 p117.

6 a) Kim and Rob are talking after the radio programme. Read their conversation and choose the correct verb forms. Who has the best working conditions?

KIM So, do you think you <sup>1</sup>***should***/are allowed to relax more?

ROB Absolutely! I <sup>2</sup>***am able to/must*** try to slow down a bit.

KIM <sup>3</sup>***Are you able to/Should you*** start work when you want?

ROB <sup>4</sup>***I'm supposed to/I can*** be in the office at eight. What about you?

KIM I <sup>5</sup>***don't have to/mustn't*** be at work until ten.

ROB Lucky you. <sup>6</sup>***Are you allowed to/Should you*** work at home?

KIM Yes, we <sup>7</sup>***ought to/can*** work at home two days a week.

ROB Oh, we <sup>8</sup>***have to/are able to*** be in the office every day.

KIM Perhaps you <sup>9</sup>***ought to/are supposed to*** look for another job.

ROB Yes, maybe. Anyway, I <sup>10</sup>***have to/can*** go. I <sup>11</sup>***mustn't/don't have to*** be late for my next meeting. Bye!

b) R2.3 Listen and check.

c) R2.4 P Listen and practise the sentences in 6a).

*Do you /dʒə/ think you should relax more?*

## Get ready ... Get it right!

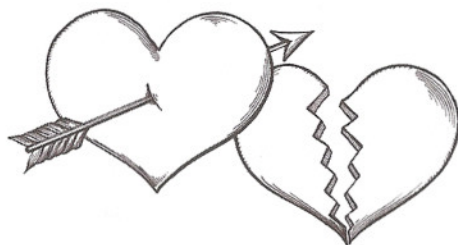
7 Work in groups. You run a company with good working conditions. Make notes on the important things about your company. Use these ideas.

- the name of the company
- what your company does
- the number of employees
- working hours and overtime
- what employees can wear
- breaks and holidays
- any other interesting information

8 a) Work with students from different groups. Take turns to describe your companies. Ask questions to find out more information. Which is the best company to work for? Why?

b) Tell the class which company you think is the best to work for. Which is the most popular company in the class?





love

job/study

home

family

money

travel





**QUICK REVIEW Phrasal verbs** Write six phrasal verbs. Work in pairs. Compare verbs. Then take turns to say a sentence with each verb.

- 1 a Write the names of two friends from different times in your life. When did you last see them? What did you do together?  
b Work in pairs. Tell your partner about your friends and the last time you saw them.
- 2 **VIDEO 9** **CD3 8** Look at the photos. Then watch or listen to two conversations. Answer these questions.
  - 1 When are Carol and Matt having people round for dinner?
  - 2 Can Juliet and Ben come for dinner?
  - 3 What do Matt and Ben arrange to do?



Juliet

Carol



Ben

Matt

- 3 a Work in pairs. Try to find six mistakes in this paragraph.

Carol last saw Juliet at a party nearly three years ago. Juliet is going round to Matt and Carol's for dinner and might bring her husband. Ben can't come because he's going to London to see his sister. Matt and Ben arrange to meet after work on Tuesday. They're going to meet in a restaurant on Market Road at 7.30.

- b **VIDEO 9** **CD3 8** Watch or listen again. Check your answers to 3a. How many did you get right?

## REAL WORLD

### Invitations and making arrangements

- 4 a Match a–d to sentences 1–12.

- a asking about people's arrangements
- b inviting someone to do something
- c saying yes or no
- d arranging a time and place

- 1 Are you doing anything on Saturday? a
- 2 Would you like to come round for a meal?
- 3 Yes, I'd love to.
- 4 What time shall I come round?
- 5 I'd love to, but I can't, sorry.
- 6 Why don't we go for a drink next week?
- 7 Yes, that'd be great.
- 8 Are you free on Tuesday evening?
- 9 What are you doing on Wednesday?
- 10 Where/What time shall we meet?
- 11 Let's meet at the Red Lion.
- 12 How about 6.30?

- b Answer these questions.

- 1 Look at sentences 1 and 9. Which verb form do we use to ask about people's arrangements?
- 2 Look at sentence 2. Which verb form comes after *Would you like ...* ?
- 3 Look at sentences 4, 6, 10 and 11. Which verb form comes after *Where/What time shall we ...* ?, *Why don't we ...* ? and *Let's ...* ?

**TIP** • If we have no plans, we can answer questions 1 and 9 with: *Nothing special.*

- c Check in **REAL WORLD 9.1** p146.



## HELP WITH LISTENING Intonation (2)

- Remember: we know if people are interested by how much their voices move up and down.

5 **CD3** 9 Listen to six sentences said twice. Which person sounds interested, a or b?

- 1 (a) b      3 a b      5 a b  
2 a b      4 a b      6 a b

6 **CD3** 10 **PRONUNCIATION** Listen and practise the sentences in 4a. Copy the stress and polite intonation.

*Are you doing anything on Saturday?*

7 a Kevin is another of Matt's friends. Look at his diary for next week. What arrangements does he have?



Mon	cinema - Bill
Tues	meet Fran 1 p.m.
Wed	
Thurs	tennis - Eve 6.30
Fri	
Sat	party - Ali's house
Sun	

b Matt phones Kevin to invite him to dinner. Work in pairs and write their conversation. Use sentences from 4a, the notes in Kevin's diary and your own ideas.

c Work in the same pairs. Practise the conversation until you remember it.

d Work with another pair. Take turns to role-play your conversation. Is Kevin coming to dinner? If not, why not?

8 a Draw your own diary page for next week. Write four of your arrangements. Write notes, not complete sentences. If you don't have any arrangements, invent them!

b Think of three more things you would like to do next week. Don't write them in your diary.

c Work in groups or with the whole class. Invite other students to do the things from 8b. If they say yes, arrange a day/time/place to meet. Write the new arrangements in your diary.

d Work in pairs. Take turns to tell your partner what you are doing next week. Who is busier?

## HELP WITH PRONUNCIATION

Long vowel sounds: /ɜ:/, /a:/ and /ɔ:/

1 **CD3** 11 Listen to these sounds and words. Listen again and practise.

- 1 /ɜ:/ earth journey university  
2 /a:/ cards start calm  
3 /ɔ:/ small record talk

2 a Work in pairs. Look at the letters in bold in these words. Match the words to sounds 1-3 in 1.

work 1 art walk Thursday before  
perfume war cartoon purple sauna  
car park drama birthday abroad dance  
fourth bar emergency services garden  
floor bored large shirt guitar always

b **CD3** 12 Listen and check. Listen again and practise.

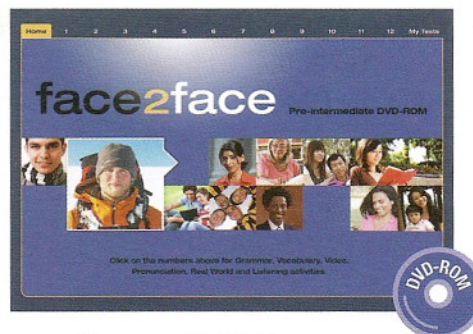
3 Work in pairs. Take turns to say these sentences. Check your partner's pronunciation.

- 1 I **w**ork for the **e**mergency **s**ervices on **Th**ursdays.  
2 We **a**lways **w**alk to the **s**auna on the **f**ourth **f**loor.  
3 He likes **a**rt, **d**rama, **d**ance, **c**artoons - and **g**uitars!  
4 I got **p**erfume and a **p**urple shirt for my **b**irthday.  
5 The **b**ar near the **c**ar **p**ark has a **l**arge **g**arden.  
6 He was **b**ored when he lived **a**broad **b**efore the **w**ar.

## continue2learn

### Vocabulary, Grammar and Real World

- Extra Practice 9 and Progress Portfolio 9 p123
- Language Summary 9 p145
- 9A-D Workbook p45
- Self-study DVD-ROM 9 with Review Video



### Reading and Writing

- Portfolio 9 Getting advice Workbook p80  
Reading a personal email asking for advice  
Writing paragraphs; expressing sympathy and giving advice; an email (2)

## Invitations and making arrangements REAL WORLD 9.1

### 1 a Make questions with these words.

1 meet / we / Where / shall ?

Where shall we meet?

2 you / tonight / Are / free ?

3 time / What / come / I / shall ?

4 Tuesday / you / on / What / doing / are ?

5 on / you / Are / anything / Friday / doing ?

6 you / Saturday / come / like / to / dinner / to / Would / on ?

### b Complete these conversations with the sentences in 1a.

1 A Where shall we meet?

B What about at your house?

2 A \_\_\_\_\_

B How about between 8 and 8.30?

3 A \_\_\_\_\_

B Nothing. Why?

4 A \_\_\_\_\_

B Yes, that'd be great.

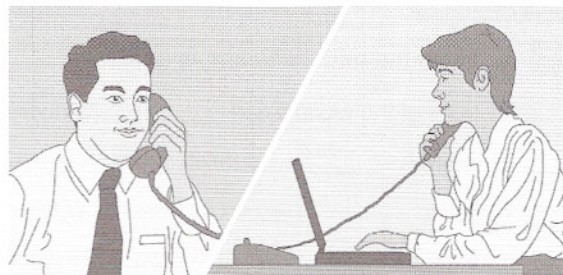
5 A \_\_\_\_\_

B Yes. Why?

6 A \_\_\_\_\_

B No, I don't think so. Why?

### 2 Complete the conversations with these phrases.



How about    Would you like to  
Are you doing anything    What time shall we

VIV Hi, Doug. How are you?

DOUG I'm fine. <sup>1</sup> \_\_\_\_\_ on  
Tuesday?

VIV I don't think so. Why?

DOUG <sup>2</sup> \_\_\_\_\_ go out for a meal?

VIV Yes, I'd love to. <sup>3</sup> \_\_\_\_\_ meet?

DOUG <sup>4</sup> \_\_\_\_\_ seven? We can have  
a drink and then find a restaurant.

VIV Yes, that's fine.

DOUG Right. I'll see you in the bar next to the  
cinema. Bye!

What about    what are you doing  
Yes, that'd be great    Nothing special

LAUREN Joey, <sup>5</sup> \_\_\_\_\_ on  
Wednesday?

JOEY <sup>6</sup> \_\_\_\_\_. Why?

LAUREN We're going to see the new Spielberg  
film. Would you like to come?

JOEY <sup>7</sup> \_\_\_\_\_. Where are you  
going to see it?

LAUREN I'm not sure. I don't like the cinema on  
Park Street. It's too big.

JOEY I know what you mean.

<sup>8</sup> \_\_\_\_\_ the one near the post  
office?

LAUREN Yes. That's better. I'll tell the others.





## Exercise 4 C D E F

George is visiting Fernando in São Paulo. Complete the dialogue with the phrases from the list below.

~~Let me~~ shall we I should would you like would you like to would you like me to do you mind  
would you mind I don't mind of course of course not I'd appreciate that

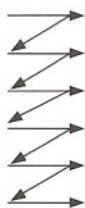
- FERNANDO: Please, come in. (1) ..... Let me ..... take your coat. It's good to see you!
- GEORGE: It's very nice to be here in São Paulo. Thank you so much for your invitation to come and see your company. It was very kind.
- FERNANDO: Not at all. It's my pleasure. (2) ..... some coffee? Or mineral water perhaps?
- GEORGE: I'd prefer mineral water, please.
- FERNANDO: Still or sparkling?
- GEORGE: Oh, (3) ..... , either would be fine. (4) ..... if I just make a quick call – I didn't get a chance earlier.
- FERNANDO: (5) ..... . Go right ahead.
- GEORGE: Oh, there's no signal. Never mind. Um, you have a wonderful building here. It looks really impressive from the outside.
- FERNANDO: It's very new – we only moved in last year. It's designed by one of our most famous architects, Cesar Pelli. (6) ..... show you around later?
- GEORGE: Thanks. (7) ..... .
- FERNANDO: Now then, (8) ..... get down to business? (9) ..... telling me a little about your interest in our market? What exactly are your long-term objectives here in Brazil?
- GEORGE: Er, perhaps (10) ..... begin by explaining a little about the history of our company. I have a short presentation on my laptop. (11) ..... see it?
- FERNANDO: (12) ..... .

## Exercise 5 B C D E

Read the following impolite dialogue between a hotel receptionist and a guest.

### Receptionist

- 1 Give me your name.
- 3 Spell it.
- 5 Leave your passport.
- 7 Of course.
- 9 It's from seven thirty until ten.
- 11 Do you want a pen?



### Guest

- 2 It's Jessop.
- 4 It's J-E-S-S-O-P.
- 6 OK. I want an early morning call.
- 8 When is breakfast?
- 10 Also, I must leave a message for a colleague.
- 12 Thank you.

Now rewrite the following lines from the dialogue. The words in brackets will help you.

- Line 1 (May/have/name please) ..... May I have your name, please? .....
- Line 3 (Could/spell/that/me please) .....
- Line 5 (Would/mind/your passport) .....
- Line 6 (Do/think/book me/early morning) .....
- .....
- Line 8 (I wonder/you/tell me when) .....
- .....
- Line 10 (Would/mind if I/message/colleague) .....
- .....
- Line 11 (Would/like me/lend/a pen) .....
- .....

# 14 Practice

## Exercise 1 B C D E F

Underline the correct words.

- 1 I'm very busy. Would you mind *to give/giving* me a hand?
- 2 *Would you/Should you* help me carry these boxes, please?
- 3 *Do you like/Would you like* some more soup?
- 4 *May I/Would I* ask you a personal question?
- 5 How about we *talk/talking* to another supplier?
- 6 Are you having problems? *Will I/Shall I* help you?
- 7 Are you having problems? *Let me/I shall* help you.
- 8 *Would I/Could I* borrow your copy of the FT?
- 9 I think *you should/you can* spend less time playing golf.
- 10 Excuse me, *could you/may you* tell me which street this is?
- 11 Do you think *could I/I could* open the window?
- 12 Do you mind if I *open/opened* the window?
- 13 Would you mind if I *open/opened* the window?
- 14 *Would you sign/Please to sign* your name here?

## Exercise 2 E

Match the forms 1–3 with the uses a)–c).

- |                             |                          |                                      |
|-----------------------------|--------------------------|--------------------------------------|
| 1 Would you like a/some ... | <input type="checkbox"/> | a) offering help                     |
| 2 Would you like to ...     | <input type="checkbox"/> | b) offering something                |
| 3 Would you like me to ...  | <input type="checkbox"/> | c) inviting somebody to do something |

## Exercise 3 B D E F

Match situations 1–6 with questions a)–f).

- |                         |                                       |   |
|-------------------------|---------------------------------------|---|
| 1 Making a request      | <input checked="" type="checkbox"/> d | a) Would you like a coffee?                           |
| 2 Asking for permission | <input type="checkbox"/>              | b) Would you like me to carry your coffee for you?    |
| 3 Offering help         | <input type="checkbox"/>              | c) Would you like to come with us for a coffee?       |
| 4 Offering something    | <input type="checkbox"/>              | d) Could you get me a cup of coffee from the canteen? |
| 5 Inviting somebody     | <input type="checkbox"/>              | e) Shall we break for coffee now?                     |
| 6 Making a suggestion   | <input type="checkbox"/>              | f) Is it all right if I help myself to coffee?        |

Now match situations 7–13 with replies g)–m). You can look back at the questions in the previous part to help you.

- |                               |                          |   |
|-------------------------------|--------------------------|---|
| 7 Agreeing to a request       | <input type="checkbox"/> | g) Actually, I think I'd rather have water if you don't mind. |
| 8 Refusing a request          | <input type="checkbox"/> | h) Of course, no problem.                                     |
| 9 Expressing a preference     | <input type="checkbox"/> | i) Actually, I'm really busy at the moment.                   |
| 10 Accepting an offer of help | <input type="checkbox"/> | j) I'm not sure that's a good idea.                           |
| 11 Accepting a suggestion     | <input type="checkbox"/> | k) OK, let's do that.   |
| 12 Rejecting an offer of help | <input type="checkbox"/> | l) Thanks, I'd really appreciate that.                        |
| 13 Rejecting a suggestion     | <input type="checkbox"/> | m) Thanks, but I can manage.                                  |



## Starting point

- 1 Which online mobile devices do you have with you all the time?
- 2 How important is it for you to be online 24/7?
- 3 How do you feel when you can't access the Internet and go online? Give reasons for your answer.

## Working with words | Online security

- 1 Work with a partner and discuss these questions.
  - 1 How secure is your computer and data?
  - 2 How do you protect your documents and data?
  - 3 What makes a password weak or strong?



- 2 Read this article. What is the writer's main purpose?
  - To report examples of cybercrime in businesses.
  - To convince businesses to invest in online security.
  - To explain that online security is important for businesses.

## How safe is your business?

Spamhaus is an international non-profit organization based in Switzerland. One day, without warning, the Spamhaus servers were compromised and the website was down for nearly a week. The organization had become another victim of a cyberattack.

For Spamhaus, the attack was especially bad because the organization manages databases of spammers and blacklisted users for business corporations, governments and Internet providers. In other words, Spamhaus had a special understanding of online security. But even it couldn't prevent the cybercriminals.

It's a warning to all organizations and businesses that they are vulnerable to such attacks. And yet, in a recent survey by Deloitte of almost 2,000 executives, 79% were not confident about their company's level of online protection

but only 58% planned to increase spending on their cybersecurity. This is a surprisingly low figure considering the risks.

According to a recent study by Mandiant, a provider of corporate cybersecurity systems, there are three reasons for the lack of spending. Firstly, hackers can spend an average of 243 days on the victim's network before the company realizes there's a problem. Secondly, cybersecurity is cost-saving but not money-making, so investors are less interested in paying for it. And finally, many companies feel that if they follow basic procedures such as regularly changing passwords and encrypting files, then they are safe and don't need to invest in more security. They'd prefer to wait and see.

Unfortunately, as businesses become more and more reliant on the Internet, how can businesses afford not to spend more on cybersecurity?

**Hackers can spend an average of 243 days on the victim's network before the company realizes there's a problem.**

**3** The writer thinks we should spend more money on online security. Discuss these questions with a partner.

- 1 How does the writer support this view in the article?
- 2 Do you agree? Do you think this is true for your company? Why/Why not?

**4** Match these words from the article in **2** to definitions 1–8.

*compromised   was down   hacker   encrypt   prevent  
vulnerable   network   victim*

- 1 when a protected thing is no longer secure compromised
- 2 stopped working \_\_\_\_\_
- 3 person or organization who is attacked as a result of a crime \_\_\_\_\_
- 4 stop something from happening \_\_\_\_\_
- 5 weak or easily attacked \_\_\_\_\_
- 6 person who secretly looks at and changes information on a computer system \_\_\_\_\_
- 7 connected computers and devices for sharing information \_\_\_\_\_
- 8 make computer data impossible to read unless the user has a password \_\_\_\_\_

**5** Have you or anyone you know ever been a victim of cybercrime? What happened? Why wasn't the data or identity secure?

**6** ▶ **7.1** Listen to three people talking about online security. Match each person to the type of online security a–c.

- |                  |   |
|------------------|---|
| Speaker 1: _____ | a Regularly changing your log in details    |
| Speaker 2: _____ | b Making copies of documents and other data |
| Speaker 3: _____ | c Checking for viruses                      |

**7** ▶ **7.1** Listen again. Match verbs 1–7 with nouns a–g.

- |           |                  |
|-----------|------------------|
| 1 upgrade | a data           |
| 2 back up | b files          |
| 3 encrypt | c documents      |
| 4 create  | d scans          |
| 5 open    | e attachments    |
| 6 share   | f software       |
| 7 run     | g a new password |

**8** Work with a partner. Make and ask each other questions with 'How often do you ...?' and a verb and noun from **7**. Answer the questions and give reasons.

*Example: A How often do you upgrade your software?*

*B About once every three years because new software is expensive.*

» For more exercises, go to **Practice file 7** on page 118.

**9** Work with a partner. Discuss and write a list of guidelines for people working online at your company.

*Example: To prevent hackers, create a new password once every three months.*



## 1 Does your company provide its employees with rules about ...?

- use of Internet
- behaviour towards colleagues
- dress and appearance
- any other areas?
- punctuality and timing
- use of phones
- expenses

## 2 Read two rules for employees at a company. Do you have similar rules? Which parts of the rules are different?

- |  |   |
|--|---|
| 1 Employees <b>must</b> keep passwords secure at all times and <b>have to</b> change passwords every 12 weeks. Employees <b>are allowed to</b> choose their own password; note that it <b>needs to</b> be a strong password consisting of at least eight characters including one number and one capital letter. | 2 Employees <b>can</b> access the Internet but <b>are not allowed to</b> download or upgrade software without permission. Employees <b>mustn't</b> use personal thumb drives. |
|--|---|

## 3 Complete the categories in the *Language point* with the verbs in bold from 2.

### LANGUAGE POINT

#### Obligation (necessity)

You <sup>1</sup> must

You <sup>2</sup> \_\_\_\_\_

You <sup>3</sup> \_\_\_\_\_

#### No obligation (no necessity)

You don't have to

You don't need to

#### Prohibition

You <sup>4</sup> \_\_\_\_\_

You can't

You <sup>5</sup> \_\_\_\_\_

#### Permission

You <sup>6</sup> \_\_\_\_\_

You <sup>7</sup> \_\_\_\_\_

#### Asking about rules

Do I have to ...?

Do I need to ...?

Can I ...?

Am I allowed to ...?

### Tip | *must* or *have to*?

Both *must* and *have to* can express obligation or necessity. We use *must* when the speaker makes a personal decision to do something:

*I **must** remember to change my password.*

We use *have to* when the speaker is talking about a decision made by someone else:

*I **have to** change my password every 12 weeks because it's company policy.*

Ask a question about obligation with 'Do I have to ...?' NOT 'Must+...?'

» For more information, go to **Grammar reference** on page 119.

## 4 Read two more rules for employees. Underline the correct verb in *italics*.

- Employees <sup>1</sup>*are allowed to* / *need to* make personal phone calls from company phones in the case of an emergency. For any other reason, employees <sup>2</sup>*have to* / *can't* ask for their line managers' permission before calling.
- Employees <sup>3</sup>*don't have to* / *mustn't* access the Internet for personal use during working hours. However, employees <sup>4</sup>*can* / *must* use the Internet as long as it is not excessive and during lunchtime or breaks only.

## 5 Work with a partner. Finish these sentences about rules and company policies so that they are true for you.

- In my company, we have to ...
- We don't have to ...
- During working hours, we aren't allowed to ...
- At lunchtime and breaks, we can ...
- If you work here, you mustn't ...

» For more exercises, go to **Practice file 7** on page 119.

6 ▶ 7.2 Listen to a conversation with a new employee on their first day. Which rules do they discuss?

7 ▶ 7.2 Listen again. What three questions does the employee ask?

8 Work with a partner.

**Student A:** You are welcoming a new colleague to your place of work. Tell him/her about the rules you have to follow.

**Student B:** It is the first day of your new job. Ask questions about the rules. Talk and ask about some or all of these things:

- personal use of the Internet and phones
- Internet security (use of passwords, new software, etc.)
- security and identification entering and leaving the building
- punctuality and working hours
- health and safety rules
- dress code
- any other rules?

## Practically speaking | How to sequence an explanation

1 Do you often register with websites? What sort of information do you provide? What kind of information won't you give?

2 ▶ 7.3 Listen to someone explaining how to register with a website. Number these stages in the correct order 1–6.

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| ___ Click 'register' button           | ___ Agree to terms and conditions |
| <u>1</u> Fill in the personal details | ___ Receive temporary password    |
| ___ Start using the site              | ___ Change temporary password     |

3 ▶ 7.3 Listen again and write in the missing sequence words.

- 1 OK, so \_\_\_\_\_ by filling in these details first.
- 2 ... and \_\_\_\_\_ click 'register'.
- 3 \_\_\_\_\_, it'll email you a temporary password which you can change ...
- 4 \_\_\_\_\_ you've done that ...
- 5 So, \_\_\_\_\_ you've changed the password, you can log on.
- 6 You need to click this box \_\_\_\_\_ you finish.



### Tip | Sequence words

We often use sequencing words with verb + -ing or the perfect form:

*Begin/Start/Finish by filling in/ clicking ...*

*Once/Now/After/When you've done/changed that ...*

4 Work with a partner. Choose one of these processes in your workplace and ask your partner to explain it.

- A security system to enter your workplace
- Logging into a conference call or teleconference
- Booking a room to hold meetings in your offices
- Any other process or system in your own workplace

**Example:** A Do you know how I ...?

B Sure, begin by ...



## Business communication | Teleconferencing

- 1 Look at the picture. What are the pros and cons of communicating this way compared to a face-to-face meeting? Give reasons for your answers.



- 2 ▶ 7.4 A pharmaceutical company is planning to introduce new security that reads employees' fingerprints. Listen to three parts of a teleconference and answer questions 1–6.
- 1 Who is in the same room as Vance?
  - 2 Is Raymond too loud or too quiet?
  - 3 Who interrupts Lauren?
  - 4 How does Vance manage the interruption?
  - 5 What does Vance ask everyone at the end?
  - 6 What does he promise to send everyone?
- 3 ▶ 7.4 Listen again to Vance leading the teleconference. Number his expressions in the order he uses them.

### Key expressions

#### Starting

(name) is here with me.  
(name), are you there?  
We're just waiting for ...

#### Dealing with technical problems

(name), can you hear me OK?  
(name), are you there?  
Your line isn't very good.  
Can you speak up?

#### Managing the teleconference

OK, let's begin/start. Today, I want to discuss ...

(name), can you speak first?  
And then (name), you can speak next.

(name), would you like to comment?

#### Interrupting

This is (name). Can I ask a question?

Can I come in here?

Can I say something here?

#### Ending

I think that covers everything.  
I'll sum up the main points in an email.

Thank you everyone for coming.

Are there any questions before we finish?

- |          |   |
|----------|---|
| Starting | — We're just waiting for Raymond.                                   |
|          | 1 — Lauren is here with me.   |
|          | — Your line isn't very good. Can you speak up?                      |
| Managing | — Lauren, can you speak first, please?                              |
|          | — Would you like to comment now?                                    |
|          | — OK, let's begin. Today, I want to discuss ...                     |
|          | — Raymond, can you speak first? And then Helmi, you can speak next. |
| Ending   | — Well, I think that covers everything.                             |
|          | — Thank you everyone for coming.                                    |
|          | — Are there any questions before we finish?                         |
|          | — I'll sum up the main points in an email.                          |

» For more exercises, go to **Practice file 7** on page 118.

- 4 You are going to attend a teleconference meeting. First read this email from your Managing Director. Then prepare for the teleconference on your own by noting down a few ideas for the meeting.

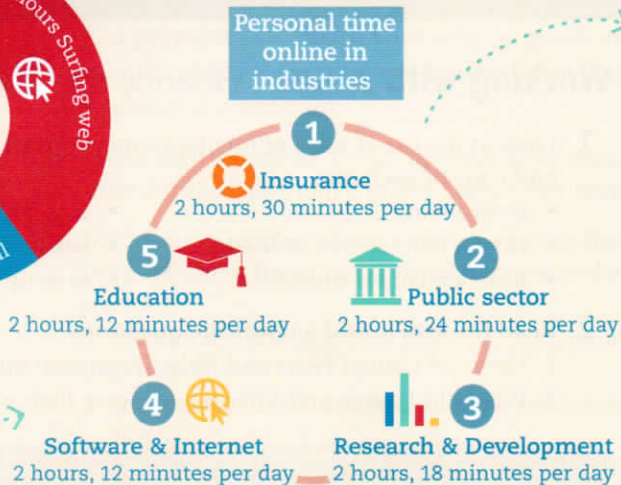
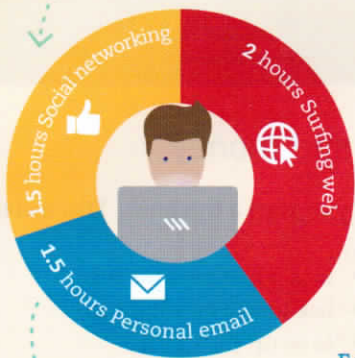
Following the recent media coverage of cyberattacks on businesses, I would like the heads of our different branches to schedule a teleconference asap to discuss ways of preventing such attacks on our own company's computer systems. By the end of your meeting, I would like to receive a plan of action for the company.

Regards

- 5 Work in small groups. Choose one person to lead and manage the teleconference meeting. By the end of the teleconference, you should have an action plan to send to your Managing Director.

# Online, but are you working?

25% of office workers' time online is **spent not working.**



## What's the evidence?

**64%** of employees say they use the Internet for personal reasons at work.

**60%** of online shopping happens between 9.00 am and 5.00 pm.

**65%** of YouTube videos are watched during work hours.

**77%** of workers access their social networking sites at work.



## What's the cost?

18 hours a week online, but not working = \$800 billion of employee salaries

## Discussion

- 1 What do you think is the most/least surprising piece of data? Give reasons for your answers.
- 2 How much do you believe surveys and data like this? What can affect people's answers?
- 3 If you carried out a similar survey at your place of work, do you think the data would be very similar or very different? Why?

## Task

- 1 Work in groups of four. Your company has asked management and office workers to agree upon a policy that outlines how much office workers can use computer equipment and the Internet for their own personal use during working hours. First of all, list four to five areas that need to be addressed in the policy.  
*Example: The length of time you are allowed online for personal interest per day.*
- 2 Divide your group into two pairs.  
**Pair A:** You are the management. Discuss each area in 1 and decide what the guidelines and rules for employees should be.  
**Pair B:** You are office workers at the company. Discuss each area in 1 and decide what the guidelines and rules for employees should be.
- 3 Work as a group again. Each pair presents their proposals for the policy. Find out where you have similar views and then discuss your differences. Try to reach an agreement and prepare a final list of points for the policy. Present these to the class.



# 7 | Practice file

## Working with words

- 1 Read the news report. Replace the words in *italics* (1–7) with the words from the list.

was down *victims* prevent vulnerable hackers  
network encrypted

More than five hundred Canadians have been notified that they may have been the <sup>1</sup>*people who suffered* victims of a major security breach at a large consumer-credit reporting agency. According to reports, staff noticed the problem when the whole <sup>2</sup>*connected system of computers* \_\_\_\_\_ <sup>3</sup>*stopped working* \_\_\_\_\_ for an hour. During that time, unauthorized access was gained to personal, detailed credit files containing customers' banking details and home addresses. Although, the <sup>4</sup>*people who tried to steal the information* \_\_\_\_\_ weren't able to access all the information because some of it was <sup>5</sup>*unreadable because it needed a password* \_\_\_\_\_, the company wasn't able to <sup>6</sup>*stop* \_\_\_\_\_ them from stealing details on around 500 customers. This is the second time this month that a major business has found that its customer records are <sup>7</sup>*weak and easily attacked* \_\_\_\_\_ to identity theft.

- 2 Match 1–7 to a–g to make sentences.

- 1 Last night, we upgraded \_\_\_\_
  - 2 Don't forget to back up \_\_\_\_
  - 3 Businesses need to encrypt \_\_\_\_
  - 4 It's a good idea to create \_\_\_\_
  - 5 Double-click this icon to open \_\_\_\_
  - 6 This tool lets you share \_\_\_\_
  - 7 Try running \_\_\_\_
- a the attachment on your email.  
b sensitive data so no one else can read it.  
c all your files so you have a copy.  
d documents with colleagues while working on them.  
e the software, so you'll notice some changes.  
f a scan to check for a virus.  
g a new password at least once every three months.

## Business communication

- 1 Read the first part of a teleconference. Number the lines in the correct order 1–10.

- \_\_\_\_ Is that any better?  
\_\_\_\_ Yes. Loud and clear. Hi, Natasha.  
\_\_\_\_ Yes, it is. Hello, Ryan. Natasha is here with me, too. Can you hear me OK?  
\_\_\_\_ 1 Hello? Is that Michael?  
\_\_\_\_ Me neither. Ryan, your line isn't very good. Can you speak up?  
\_\_\_\_ Hi, Ryan.  
\_\_\_\_ We're just waiting for Liza. She's calling from Rome.  
\_\_\_\_ Yes, much better.  
\_\_\_\_ Sure. I haven't spoken to her for ages.  
\_\_\_\_ Hello? This is Liza.

- 2 Read two more parts of the teleconference. Complete the missing words (1–8).

Michael OK, let's <sup>1</sup>b\_\_\_\_\_. Thank you everyone for coming. We have myself and Natasha in Manchester, Ryan in Boston and Liza in Rome. Today, I want to <sup>2</sup>d\_\_\_\_\_ our online security. You've all seen copies of Liza's report and proposal but Liza, can you <sup>3</sup>s\_\_\_\_\_ first? I'd like you to give a brief summary of the main points.

Liza Sure.

Michael And then Ryan, you can speak next. I'd like to hear the views from your team in Boston.

Natasha Can I <sup>4</sup>s\_\_\_\_\_ something before we begin?

Michael Go ahead.

Natasha. Ryan and Liza? Can I ask you both a <sup>5</sup>q\_\_\_\_\_? I sent out two drafts of the report and I want to check that you are looking at the second version ...

[Later]

Ryan So I think that <sup>6</sup>c\_\_\_\_\_ everything from my team. And of course, I'll <sup>7</sup>s\_\_\_\_\_ up the main points in an email.

Michael Great. Thanks for that Ryan.

Liza Michael, can I <sup>8</sup>c\_\_\_\_\_ in here? Ryan, at the beginning you said most of your team are happy with the existing system but ...

## GRAMMAR REFERENCE

### Verbs of obligation, prohibition and permission

#### Form

Verbs of obligation, prohibition and permission (e.g. *must*, *have to*, *can't*, *can*) come before the main verb.

Customers **must pay** for the product within 30 days.

Do I **have to** check out before 12.00?

We **can't take** our phones into meetings.

You **can make** short personal calls at work.

#### Use

- 1 Use *must*, *have to*, *need to* for talking about obligations (e.g. rules) and necessity.  
You **must wear** your uniform during working hours.  
They **have to** start work at three.  
She **needs to** update her password by the end of the week.
- 2 Use *don't have to*, *don't need to* when there is no obligation or necessity to do something.  
Employees **don't have to** wear an ID badge.  
With flexitime, **no one needs to** start or end at a fixed time of day.
- 3 Use *mustn't*, *can't*, *(be) not allowed to* for prohibition (stopping somebody from doing something).  
You **mustn't** leave the designated area.  
Employees **can't** use the Internet during work time for personal use.  
Visitors **are not allowed** to enter this area of the building without a pass.
- 4 Use *can*, *(be) allowed to* for talking about and asking for permission.  
We **can** make personal calls from our workstations at lunchtimes.  
You're **allowed to** bring your mobile phone into the lab.  
Am I **allowed to** log in to the server from home?
- 5 *Must* has no past form. Use *had to* instead.  
They **must** sign in at reception. (Present)  
He **had to** show his passport at the security desk. (Past)
- 6 With question forms about rules, use *Do I have to ...?* or *Do I need to ...?* We rarely use *must* to ask about rules.  
Does he **have to** lock up every day?  
Do I **need to** ask for permission to leave early?

- 1 Underline the correct verbs in *italics* to complete the sentences. In two sentences both verbs are correct.

- 1 You *need to* / *are allowed to* get a parking permit if you want to use the car park.
- 2 Employees *mustn't* / *have to* attend at least three training days per year to receive a certificate.
- 3 She *doesn't have to* / *can't* work with us if she *doesn't* want to. I just thought she might like to.
- 4 *Can I* / *Am I allowed to* call my family on this phone?
- 5 You *mustn't* / *don't have to* drink the water from this tap. It's only for washing hands.
- 6 The room over there is for having a coffee and taking a break. Anyone *can* / *needs to* use it.
- 7 You *aren't allowed to* / *mustn't* smoke anywhere on the premises. Go outside if you need a cigarette.
- 8 Do we *have to* / *must* wait outside until the security guard arrives with the key?

- 2 Rewrite the sentences starting with the words given. Use *must*, *have to*, *need to*, etc.

- 1 My job is to welcome guests and answer the phone.  
I have to welcome guests and answer the phone.
- 2 It isn't necessary to bring your laptop – we have one you can use.  
You don't \_\_\_\_\_ – we have one you can use.
- 3 This is a no-smoking area.  
We aren't \_\_\_\_\_ in this area.
- 4 It is forbidden to take these documents out of the building.  
You \_\_\_\_\_ these documents out of the building.
- 5 In theory we can't talk in the library, but everyone does.  
We're \_\_\_\_\_ in the library, but everyone does.
- 6 You're obliged to wear a helmet on the construction site.  
You \_\_\_\_\_ a helmet on the construction site.
- 7 Can I use your password to log in?  
Am I \_\_\_\_\_ to log in?
- 8 Is it the law to drive on the right or the left in this country?  
Do I \_\_\_\_\_ the left in this country?