

## 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, 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 you are in court, you *can / can't / am (not) allowed to...*

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

Shall	—	it is mandatory
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      21      67

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

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

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

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

e.g. 'They *could* be found guilty or not guilty.'

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

e.g. 'The crime was serious but the judge *may* be lenient.'

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

e.g. 'If we're very lucky, he *might* get community service.'

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

It must be true 90% probability

e.g. He *must* be guilty. Three eye-witnesses identified him.

It could be true 50% probability

e.g. The charge *could* be murder or manslaughter.

It may be true 30% probability

e.g. The jury *may* take a different view to the judge.

It might be true 10% probability

e.g. The police *might* drop the charges but it's unlikely at this stage.

It can't be true 0% probability

e.g. My client *can't* be guilty of the crime, he was in Las Vegas at the time.

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 their 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.



The **General Data Protection Regulation** (EU) 2016/679 (**GDPR**) is a regulation in EU law on data protection and privacy in the European Union (EU) and the European Economic Area (EEA). It also addresses the transfer of personal data outside the EU and EEA areas.

The GDPR's primary aim is to give control to individuals over their personal data and to simplify the regulatory environment for international business by unifying the regulation within the EU. The regulation contains provisions and requirements related to the processing of personal data of individuals (formally called *data subjects* in the GDPR) who are located in the EEA, and applies to any enterprise that is processing the personal information of data subjects inside the EEA.

Controllers and processors of personal data must put in place *appropriate technical and organizational measures* to implement the data protection principles. Business processes that handle personal data must be designed and built with consideration of the principles and provide safeguards to protect data, using pseudonymization or full anonymization where appropriate.

Data controllers must design information systems with privacy in mind. For instance, using the highest-possible privacy settings by default, so that the datasets are not publicly available by default and cannot be used to identify a subject. No personal data may be processed unless this processing is done under one of the six lawful bases specified by the regulation (consent, contract, public task, vital interest, legitimate interest or legal requirement). When the processing is based on consent the data subject has the right to revoke it at any time. Data controllers must clearly disclose any data collection, declare the lawful basis and purpose for data processing, and state how long data is being retained and if it is being shared with any third parties or outside of the EEA. Data subjects have the right to request a portable copy of the data collected by a controller in a common format, and the right to have their data erased under certain circumstances.

Public authorities, and businesses whose core activities consist of regular or systematic processing of personal data, are required to employ a *data protection officer* (DPO), who is responsible for managing compliance with the GDPR. Businesses must report data breaches to national supervisory authorities within 72 hours if they have an adverse effect on user privacy. In some cases, violators of the GDPR may be fined up to €20 million or up to 4% of the annual worldwide turnover of the preceding financial year in case of an enterprise, whichever is greater.

The GDPR is a regulation, not a directive, so it is directly binding and applicable, but does provide flexibility for certain aspects of the regulation to be adjusted by individual member states.

[https://ec.europa.eu/info/law/law-topic/data-protection/eu-data-protection-rules\\_en](https://ec.europa.eu/info/law/law-topic/data-protection/eu-data-protection-rules_en)

Now watch the following video:

<https://www.youtube.com/watch?v=NcHSD3fWJiQ>

## CLEAR LANGUAGE

Privacy policies have to be written in a clear, straightforward language

## CONSENT FROM USER

The user will need to give an affirmative consent before his/her data can be used by a business. Silence is no consent

## MORE TRANSPARENCY

Businesses will need to clearly inform the user about such transfers

## STRONGER RIGHTS

Sometimes businesses collect and process personal data for different purposes than for the reason initially announced without informing the user about it. Under the GDPR, businesses will be able to collect and process data only for a well-defined purpose.

They will have to inform the user about new purposes for processing

Businesses use algorithms to make decisions about the user based on his/her personal data (e.g. when applying for a loan); the user is often unaware about this. Under the GDPR, businesses will have to inform the user if the decision is automated and give him/her a possibility to contest it

Businesses will have to inform users without delay in case of harmful data breach. Often the user cannot take his/her data from a business and move it to another competing service. The user will be able to move his/her data, for instance to another social media platform. It can be difficult for the user to get a copy of the data businesses keep about him/her. The user will have the right to access and get a copy of his/her data, a business has on him/her. It may be difficult for a user to have his/her data deleted. Users will have a clearly defined "right to be forgotten" (right to erasure), with clear safeguards.

## STRONGER ENFORCEMENT

The European Data Protection Board grouping all 27 data protection authorities, will have the powers to provide guidance and interpretation and adopt binding decisions in case several EU countries are concerned by the same case. Authorities have no or limited fines at their disposal in case a business violates the rules. The 27 data protection authorities will have harmonised powers and will be able to impose fines to businesses up to 20 million EUR or 4% of a company's worldwide turnover.

## WRITING: A Letter of Advice

You are Cornelius Markby, a partner at Markby, Markby & Markby Legal Services. You have just received the following email from VIP Autodata.

TO: Markby_Cornelius @ iweb . com
CC:
SUBJECT: Request for a Letter of Advice Concerning the GDPR
<p>Dear Mr Markby</p> <p>As you know, VIP Autodata has been supplying IT services to British and European clients in the logistics sector ever since the EU was formed in 1993. Our software and associated services have facilitated just-in-time delivery across 28 different countries for nearly 30 years, especially in the automotive industry. During this time, we have amassed a vast amount of experience and an enormous database of clients, markets, vehicles, products, road haulage and alternative means of transport.</p> <p>As you can imagine, Brexit has compromised our ability to compete in the single market considerably and I, for one, sincerely hope that the new General Data Protection Regulation (GDPR) will simplify dealings with our European clients rather than complicating them further. None of us are very sure about how the new rules will work in practice, though, and for this reason I am writing to you to ask for a Letter of Advice concerning our legal obligations with regard to the GDPR and the collection and transfer of personal data post-Brexit.</p> <p>Quite simply, what changes will we have to make in order to comply with the new EU regulation?</p> <p>I look forward to hearing from you at your earliest convenience.</p> <p>Regards</p> <p>Christian Grey VIP Autodata 11 Green Road, Bedford, BB2 3JD. Tel.: +(44) 2231 78956 Fax.: +(44) 2231 78966 E-mail: c - grey @ inbox.co.uk</p>

Now write VIP Autodata a Letter of Advice giving your legal opinion about the principle changes they will have to make with regard to data protection and how it will affect their dealings with their European clients.



## 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

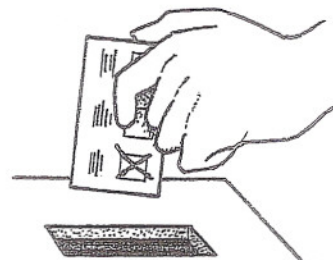
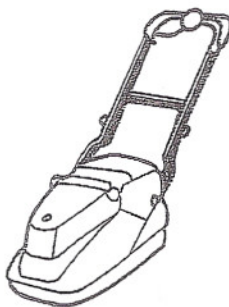
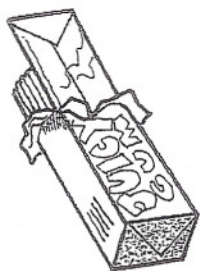
Helen isn't very well today. She's in bed. She's been sick, and she's quite hot. The doctor has come to see her. Complete what the doctor says. Put in *must*, *mustn't* or *needn't*.

**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.

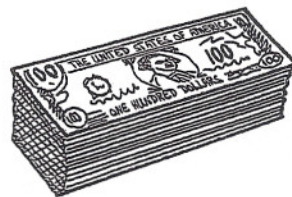
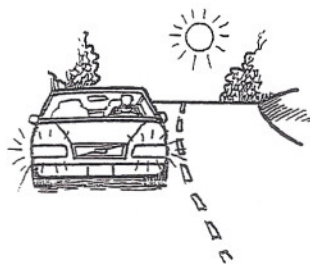
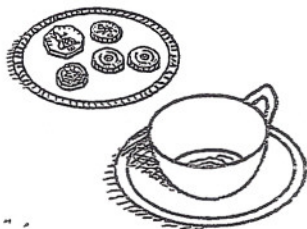
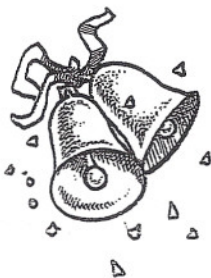
### Activity

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





- 1 You *must/are allowed to/can't* drive a car when you are 16 in the UK.
- 2 Children in Japanese primary schools *have to/don't have to/mustn't* clean their classrooms.
- 3 In Singapore you *can/aren't allowed to/should* eat chewing gum.
- 4 British men over the age of 18 *have to/don't have to/mustn't* do military service.
- 5 In Germany you *are able to/aren't allowed to/are supposed to* mow the lawn on a Sunday.
- 6 You *mustn't/don't have to/should* eat with your left hand in India.
- 7 One hundred years ago, women in the UK *were allowed to/couldn't/ had to* vote.
- 8 You *can't/are allowed to/must* get married at 16 in the UK with your parents' permission.
- 9 You *can/have to/can't* vote in Japan if you're 19.
- 10 Turkish men over the age of 20 *have to/should/don't have to* do military service.
- 11 You *have to/ought to/shouldn't* tip waiters and waitresses in Iceland.
- 12 You *shouldn't/are supposed to/are able to* drive with your lights on during the day in Sweden.
- 13 In the USA you *can/ought to/aren't allowed to* burn your own money.
- 14 Brazilians over the age of 18 *have to/don't have to/ought to* vote.
- 15 In the 19<sup>th</sup> century, female teachers in the USA *had to/were allowed to/ weren't allowed to* get married.





## 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.

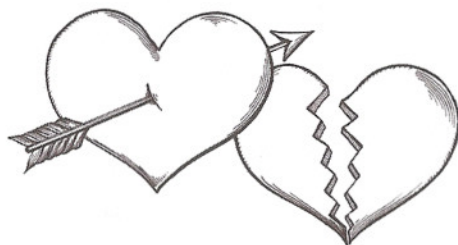
1) Jackie & Damon

[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?



love

job/study

home

family

money

travel

