

## A Context listening

- 1 You are going to hear two doctors discussing a patient. Before you listen look at the newspaper headline and guess how it relates to the patient.

**THE Morning Herald**

**Does anyone know who this man is?**

~~~~~

**Today's top stories**

~~~~~

~~~~~

~~~~~

~~~~~

~~~~~

- 2 11 Listen and check if you were right.
- 3 11 Listen again and say whether the sentences below are true or false. Correct the sentences that are false.

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

- 4 Underline these words in the questions and answers in Exercise 3.

could    couldn't    might    be able to    must    can't    will

- Which words refer to ability?
- Which words refer to certainty or impossibility?
- Which words refer to possibility?

## B Grammar

Modal verbs (*can, could, may, might, must, will, would, shall, should, ought to, need*) are auxiliary verbs that give information about ability, possibility or necessity.

Modal verbs are followed by the infinitive without *to* and their form doesn't change:

*He **could** speak French and Italian. (not He ~~coulds~~ speak)*

***Could** you speak French before you lived there? (not Did you ~~could~~ speak)*

### 1 Ability

We use the following verbs to talk about ability:

Present	<i>can, can't, be able to, manage to</i>	<i>I <b>can't</b> swim.</i>
Past	<i>could, couldn't, be able to, manage to</i>	<i>They <b>weren't able to</b> find out his name.</i>
Perfect	<i>be able to, manage to</i>	<i><b>Have</b> you <b>managed to</b> finish the report yet?</i>
Future	<i>be able to, manage to</i>	<i>I <b>won't be able to</b> meet you later.</i>

It is more common to use *can/could* to talk about general ability in the present and past than *be able to*:

***Can** you remember much about it? (= Are you able to remember?)*

*He **could** speak French and Italian, but he **couldn't** remember his name.*

To talk about ability on one specific occasion in the past we use *couldn't, was(n't)/were(n't) able to*, but not *could*:

*The police **were able to** find out that he could speak French and Italian. (not The police ~~could~~ find out)*

*He **couldn't** remember who he was.*

We sometimes use *manage to* to show that something is difficult to achieve:

*I've finally **managed to** give up smoking after all these years!*

We use *be able to* or *manage to* with perfect or future forms:

*Apparently he's **been able to** find his family.*

*Within a year he'll probably **be able to** remember quite a lot. (not Within a year he ~~can~~ probably remember quite a lot.)*

### 2 Other uses of can

We use *can* to mean *sometimes*:

*People **can do** funny things when they've experienced something terrible. (= people sometimes do funny things)*

We also use *can* to ask for and give permission:

***Can I** borrow the car this afternoon?*

*You **can** borrow it, but I need it later this evening.*



### 3 Possibility

We use *must*, *may*, *might*, *could*, *couldn't* and *can't* when there is some evidence, information or belief that something is probably or possibly true (or not true). The modal verb we choose depends on the strength of the evidence we have to support our ideas.

very likely	<i>must</i>
possible	<i>might, may, could, may not, might not</i>
very unlikely	<i>can't, couldn't</i>

*Could*, *may* and *might* express the same degree of possibility:

*He **may/might/could** remember some things already.*

*Couldn't* expresses the same probability as *can't*. It is usually used to talk about the past:

*The police realised he **couldn't** be Canadian. (= it was very unlikely that he was Canadian)*

▲ *May not* and *might not* do not express the same probability as *couldn't*:

*The supermarket **may/might not** be open today because it's a Bank Holiday. (~~not the supermarket couldn't be open~~)*

#### Present

We use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + infinitive without *to* to talk about possibility in the present:

*He **may remember** some things already. (= it is possible he remembers some things now)*

*It **can't be** very easy living with someone who doesn't remember any of the past. (= it is very unlikely that it is easy)*

We use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *be* + *-ing* to talk about things (possibly) happening or in progress at the time of speaking:

*They **must be having** a difficult time adjusting to it all.*

*The phone is engaged. She **might be talking** to her sister on the phone.*

#### Past

We can use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *have* + past participle to talk about possibility in the past:

*In the attack he **must have hit** his head. (= there is strong evidence that he hit his head)*

*He **could have had** a wife and children. (this is a possible situation)*

*He **can't have been** married. (= there is strong evidence that he wasn't married)*

We can use *may (not)*, *might (not)*, *could(n't)*, *must*, *can't* + *have been* + *-ing* to talk about things possibly happening or in progress in the past:

*He **might have been trying** to run away from his past.*

## Future

We can use *may (not)*, *might (not)*, and *could (not)* + infinitive without *to* to talk about possibility or uncertainty in the future:

*He **could make** a total recovery one day.*

We can use *may (not)*, *might (not)*, *could (not)*, *must*, *can't* + *be* + *-ing* to talk about things possibly happening at a time in the future:

*I **might be meeting** John later.*

## 4 Expressing possibility and opinions in written texts

Modals are very important in written texts because they 'soften' the message and help to show that the author is expressing an opinion rather than a proven fact. *May* is very common in these kinds of texts as well as *can* used to mean 'sometimes'. (see B3)

Compare these sentences and the teacher's comments:

Student's work	Teacher's comment
People <u>are unkind</u> about their colleagues but it <u>is simply</u> because they are feeling insecure at work.	How do you know this?
People <u>can be unkind</u> about their colleagues but it <u>may simply be</u> because they are feeling insecure at work.	Good sentence.
Banning cars with high fuel consumption is a <u>good idea</u> , as it will <u>result</u> in less pollution.	This is a very strong opinion.
Banning cars with high fuel consumption <u>may be</u> a good idea, as it <u>could result</u> in a less pollution.	Good sentence. You are making your opinion 'softer'.

## 5 Alternatives to modals

Adverbs like *certainly*, *probably*, *possibly*, *perhaps* and *maybe* can be used to express similar ideas to modal verbs:

*He had **probably** been attacked and robbed. (= he must have been attacked)*

We can use *it + be + certain/likely/probable/possible/impossible* to express ability, probability and possibility:

***It is possible** to program your computer to translate texts automatically. (= you can program your computer)*

***It is possible** that the train will be late. (= the train might be late)*

## C Grammar exercises

### 1 Underline the most suitable words. Sometimes both options are possible.

- 1 He's a concert pianist and he can / manages to play all Beethoven's sonatas.
- 2 When I lived in a small town I was able to / could walk almost everywhere, but now I live in the capital city I need a car.
- 3 They worked all night and could / managed to finish the report just in time.
- 4 The protestors didn't manage to / couldn't persuade the president to change the law.
- 5 Next year she can / will be able to join the club, but she's not old enough yet.
- 6 In my country it can / is able to get very cold in the winter.
- 7 I was nearly late as the bus didn't come, but luckily I could / managed to get a taxi.
- 8 I hope that I will be able to / will manage to do some sightseeing when I'm in New York next week on business, but I've got a busy schedule.
- 9 She didn't get good enough grades to go to her first choice of university but she could / was able to get a place at another one.

### 2 Tick (✓) the sentence, a or b, which best matches the sentence on the right.

- |  |   |
|--|---|
| 1a He might be British.                          | He has a British passport.                                |
| b He must be British. ✓                          |   |
| 2a Our teacher can't be off sick.                | I just saw him in the corridor talking to a student.      |
| b Our teacher may not be off sick.               |   |
| 3a It can be cold in Delhi in December.          | I advise you to take some warm clothes just in case.      |
| b It must be cold in Delhi in December.          |   |
| 4a John can't have been working late last night. | He wasn't home when I called at seven.                    |
| b John might have been working late last night.  |   |
| 5a He can't be a millionaire.                    | He has shares in the most successful company of all time. |
| b He must be a millionaire.                      |   |
| 6a I may come to the lecture this afternoon.     | It depends if I finish my essay before then.              |
| b I must come to the lecture this afternoon.     |   |
| 7a The exam may have been very difficult.        | Not many people passed it.                                |
| b The exam must have been very difficult.        |   |
| 8a John couldn't know how to get here.           | We will have to give him directions.                      |
| b John might not know how to get here.           |   |



**3** Replace the underlined phrases with a suitable past modal phrase.



The mummy of Djedmaatesankh, a young woman from the ninth century BC, lies behind a glass display in the Royal Ontario Museum. 2,800 years ago she lived in Thebes with her husband on the east bank of the river Nile. They were well-off, although as a double-income couple without children 1 it is likely they were rather unusual. Djedmaatesankh was a musician at the great Temple of Amun-Re at nearby Karnak, where her husband was a temple doorkeeper. 2 It is possible that their jobs at the temple provided the couple with a small wage and other benefits to supplement their main income from a piece of fertile Nile land on which 3 it is possible that they grew crops of barley, sesame, or dates.

We can only guess at what Djedmaatesankh's life would have been like, and try to imagine what her problems were. 4 It is possible she was anxious about her inability to have children and certainly, as she approached her thirties, 5 it is highly likely that she worried about her health.

Looking upon a face from so long ago, a face not unlike that of any other young woman in Egypt today, ties us more personally to history. In a way that 6 was impossible for her to imagine, Djedmaatesankh has achieved a degree of fame in our 21st century, appearing in dozens of newspapers and magazines.

1 they must have been

4 .....

2 .....

5 .....

3 .....

6 .....

**4** Read the following essay. Find seven places where you can add *may*, *can* or *can't* to soften the verbs.

**'Children can be adversely affected by the influence of television.'**

**To what extent do you agree with this statement? Give reasons for your answer.**

Almost every family has a television these days, and many children watch a whole range of programmes every day. Some people believe that television is harmful to children, saying that it influences behaviour in a negative way.

can be

There are a lot of programmes on television that are not educational and that contain violence and bad language. However, watching violence on television encourages violent behaviour in children. This is true in cases of children who have already exhibited violent tendencies, but it isn't true of all children, otherwise we would have an epidemic of child crime. It is also argued that bad language on television encourages the same in children.

Nevertheless, overall I believe that restricting children's television viewing to mainly educational programmes shown at a time of day when there is no violence or bad language will overcome any risks of television being a bad influence.

## D Test practice

### Listening Section 4

#### Questions 1–10

Complete the summary below.

Write **NO MORE THAN TWO WORDS** for each answer.

#### The history of soap

In ancient times soap was used to clean 1 ..... Soap was not seen as a means of personal hygiene until 2 ..... times. Ancient people had little technology but many 3 ..... so were probably able to discover soap by chance. Soap was probably only used in 4 ..... societies. There is no evidence that tribespeople at the time of the British 5 ..... used soap.

The history of soap has mostly been discovered from 6 ..... The earliest known use of soap in 2500 BC was to wash 7 ..... The Egyptians made soap by mixing salts with oil taken from 8 ..... The Romans saw washing themselves as a social activity. They removed dirt using steam and a 9 ..... When Pompeii was excavated, they discovered a 10 ..... for making soap.

#### Grammar focus task

Listen to the first part of the recording again and fill in the gaps with a modal and the verb in brackets in the correct form.

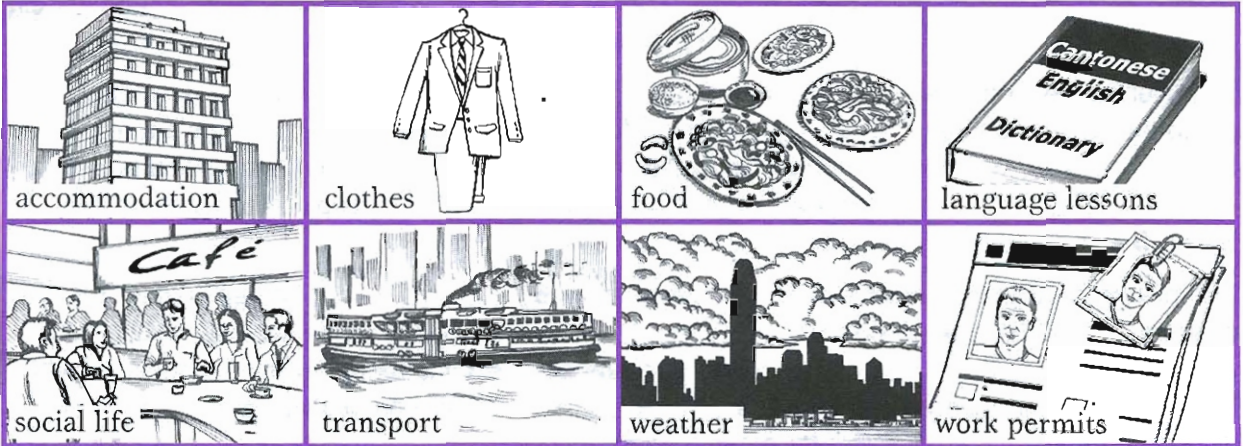
- 1 While you ..... (*find*) some information on the origins of soap, it is not a substance which has excited a great deal of study so far.
- 2 We can only assume that other activities ..... (*provide*) the basis from which this key concept arose.
- 3 So, how is it that these primitive people from over two thousand years ago ..... (*discover*) soap?
- 4 I carried out some experiments using basic techniques to try to find out what people without any chemical knowledge ..... (*observe*).
- 5 I was able to demonstrate that they would indeed ..... (*make*) a soap that is not dissimilar to the one we know today.



Decide whether the modals are used to show ability or possibility in these sentences.



### A Context listening

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



- 2**  **14** Listen and check if you were right.
- 3**  **14** Now listen again and fill in the gaps in the colleague's advice.

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

- 4** Complete the table below with words from Exercise 3.

strong obligation or necessity	advice or suggestions	no obligation or necessity
need to		



## B Grammar

We use expressions of obligation and necessity when there is a need to do something. This need can be internal (the speaker feels it is necessary) or external (rules or the situation make it necessary).

### 1 Obligation and necessity

The verbs *must* (*mustn't*), *have to*, *have got to*, and *need to* express obligation and necessity:

*You'll **need to** allow a bit of extra time to get over jet lag.*

*You **have to** get a work permit before you go.*

*You **mustn't** dress too casually for work.*

*Must* is a modal verb and its form doesn't change:

*He **must** try a bit harder. (~~not he musts~~)*

We use *must* when the obligation comes from the speaker:

*You **must** invite me to visit you. (the speaker wants this)*

When there is an institutional rule or a law *have to* or *need to* are more common than *must*:

*You **have to** get a work permit before you go. (this is a rule)*

*Have to* is more common in spoken English than *must*, but in written English either is used.

*Have got to* is more common in spoken English than written English:

*I've **got to** find somewhere to live quite quickly.*

*Must* is usually used on signs, notices and printed information:

*All employees **must** hold a valid work permit.*

To talk about obligation and necessity in the present we can use *must(n't)*, *have to*, *have got to* or *need to*. We use *have to* or *need to* with past and future tenses:

*You **will have to learn** some Cantonese. (~~not You will must learn~~)*

*He **had to get up** really early to catch the ferry to work. (~~not He must got up early~~)*

▲ We do not usually make questions with *must* and *ought to*:

*What sort of things **do you need to** know? (~~not What sort of things must you / ought you to know?~~)*

### 2 No obligation

We use *not have to*, *not need to* and *needn't* to suggest that there is no obligation or necessity to do something:

*You **needn't** buy lots of guide books before you go. (= it is not necessary to buy guide books before you go)*

▲ *Mustn't* does not mean the same as *don't have to*, *don't need to* and *needn't*:

*You **don't have to** wait for ages. (= it is not necessary to wait)*

*You **mustn't** wait here. (= it is not allowed to wait here)*

To talk about lack of obligation in the past we can use *needn't have* + past participle, *didn't need to* or *didn't have to*:

*We **didn't have to** worry about work permits when I was there.*

*I **needn't have bothered** to get a work permit. (= it wasn't necessary)*

There is a difference between *didn't need to* and *needn't have*:

*John picked me up from the station so I **didn't need to** get a taxi home. (= it wasn't necessary so I didn't get a taxi)*

*I **needn't have got** a taxi because John's flat wasn't far from the station. (= I got a taxi but it wasn't necessary)*

To talk about the future we use *not have to* or *not need to*:

*I hope I **won't have to** work late tonight.*

*He's **not going to need to** come to the meeting after all.*

### 3 Suggestions and advice

We can use modal verbs *should(n't)* and *ought (not) to* to make suggestions or give advice:

*You **should** try and use it whenever you can. (= I think it is a good idea)*

*You **ought to** take lots of passport photos with you.*

*You **shouldn't** dress casually for work.*

We can use *must* to give strong advice:

*You **must** phone me when you get there.*

### 4 Adverbs

Adverbs like *also*, *always*, *never*, *sometimes*, *just* and *only* come after modal verbs:

*You **should always** carry plenty of loose change.*

*You **must never** do that again.*

To add extra emphasis we can use *really* before the verb:

*You **really have to** see it to believe it.*

### 5 Formal written English

Verbs of obligation, necessity and suggestion are common in formal and academic writing when giving opinions:

*Governments **should** take advice from the experts before making new laws.*

*Companies **need to** consider cultural differences when engaging in business with overseas organisations.*

## C Grammar exercises

**1** Underline the correct words. Sometimes both options are possible.

- 1 In my office you *have to* / *don't have to* wear a suit but lots of people do.
- 2 These pills *must not* / *don't have to* be taken if you are under twelve years old.
- 3 I *must* / *have to* leave now because I have a meeting.
- 4 I *didn't need to go* / *needn't have gone* to the station to pick her up because she decided to get the bus, so I finished my essay instead.
- 5 Notice to all conference participants: Please note that you *must* / *have got to* register before entering the conference hall.
- 6 You *mustn't* / *don't have to* smoke inside but you can smoke outside.
- 7 When I was at university I *must* / *had to* write my assignments by hand because there weren't any computers then.
- 8 British dog-owners *have to* / *must* have passports for their dogs when they travel abroad.
- 9 Next year I'll *have to* / *'ll must* get a job to pay back all the money I've borrowed from the bank for my university fees.
- 10 The interview went really well so I *didn't need to worry* / *needn't have worried* about it so much beforehand.

**2** Fill in the gaps below with the correct form of (not) *have to*, *must*, (not) *need* or *should*.

- 1 A: I'm going to Florence next week so I *'ll have* ..... to buy a guidebook.  
 B: Ah, well, you're in luck. You ..... buy a book because I've got a small guide to Florence I can lend you.
- 2 A: What's Mike doing these days?  
 B: He's studying really hard. He ..... pass his exams in order to get the promotion his company have promised him.
- 3 A: ..... (you) wear a uniform at work?  
 B: Yes, and I find it rather strange because I've never worn one before. When I was at school we ..... wear a uniform although the girls ..... wear skirts and not trousers.
- 4 A: The rules for university fees have just changed. I was really lucky because I ..... pay for my education, but unfortunately my brother ..... pay when he goes to university next year.  
 B: Yes, I know. My sister will be affected too.



- 5 A: The bread's in the oven. Can you remind me to get it out in 20 minutes? I ..... forget like last time when I burnt the loaf.  
 B: I'm sorry. I'm afraid I ..... go now, so I won't be able to remind you.  
 Can't you set a timer?  
 A: Oh, ..... (you/really) go? I'd hoped you'd stay to lunch and have some of my bread!
- 6 A: I've just joined the tennis club. They've got all sorts of rules, you know.  
 B: Really? Like what?  
 A: Well, you ..... wear white clothes on the courts, of course. But the really silly rule is that you ..... turn your mobile off as soon as you arrive at the club. I don't want to do that – what if I'm needed at work or something?  
 B: Perhaps they don't know you're a doctor. You ..... tell them.

**3 Read the extract from an Academic Writing Task 2. Decide if the underlined phrases are correct or not. Tick (✓) them if they are right and correct them if they are wrong.**

Pollution is causing enormous problems all over the world these days. Governments **1 need to act** quickly to stop this problem before it is too late.

The first thing I believe we **2 absolutely should do** is reduce the amount we use our cars. Our governments **3 must to encourage** us to use public transport. In my country, public transport is not very reliable, so the first thing that governments **4 have to do** is to ensure that buses and trains are a viable alternative to the car. They **5 also should reduce** the costs to the public of travelling on public transport.

However, it is not only the government that **6 needs to make** an effort. All of us **7 should make** some effort to reduce pollution. First of all we **8 ought try** to walk or cycle if we can, rather than using our cars. In the past people **9 must walk** or cycle because they did not have cars. It is a shame that we have become so dependent on cars now. Secondly, we **10 should trying** to share car use with our friends and colleagues.

All of us **11 will must make** some changes to our lives if we want to reduce pollution. Fortunately, we **12 mustn't make** big changes to make big improvements in the situation.

- |                             |         |          |
|-----------------------------|---------|----------|
| 1 ..... ✓                   | 5 ..... | 9 .....  |
| 2 <u>absolutely must do</u> | 6 ..... | 10 ..... |
| 3 .....                     | 7 ..... | 11 ..... |
| 4 .....                     | 8 ..... | 12 ..... |

- 4** Fill in the gaps with the correct form of (not) *have to*, *ought to* or *must(n't)* and the verbs in brackets.

Teacher: Do you think it's a good thing for young people to travel to different countries before settling down to a job?

Student: Yes, I think it's a really exciting and interesting thing to do.

Teacher: What 1 *do you have to think* (you/think) about if you're going to go travelling?

Student: Well, you 2 ..... (consider) lots of things first. For example, you 3 ..... (have) enough money in the first place, so you 4 ..... (work) a bit first to save some money. Then another important thing to consider is who to go with. You 5 ..... (travel) with a friend, but it is probably safer and less lonely if you do. Also, you 6 ..... (learn) a bit about the countries before you go. It's a good idea to research cultural issues, so that you don't offend people by your behaviour. If you go to Nepal, for example, you 7 ..... (shout) or raise your voice in public, and you 8 ..... (always/walk) around a Buddhist temple in a clockwise direction. You 9 ..... (find out) these things before you go.

Teacher: What things 10 ..... (you/arrange) before you travel?

Student: Well, to visit some countries you 11 ..... (have) a visa, so you 12 ..... (organise) that before you go.

## D Test practice

### General Training Reading Section 2

Questions 1–13

Read the passage below and answer Questions 1–6.

## School rules

- A Pupils are required to be in their classrooms by 8.30 a.m. each morning for registration. Pupils coming late will be punished accordingly. Pupils may not leave the school grounds during the normal working day without permission. During study periods and recreation students in the sixth form may leave the school grounds provided that parents have given written authorization at the beginning of the year.
- B Students must come to school in proper attire. If this basic rule is not observed, the school reserves the right to refuse entry to any student.
- C The school strongly disapproves of pupils taking paid employment. It should certainly never interfere with school activities, and will not be accepted as an excuse for missing any school commitment.
- D In the case of a pupil being absent from school, please telephone on the first day in all instances. Messages can be left on the answering machine before 7.30 a.m. or you can send an email to the school address to reach us by 8.30 a.m. at the latest.
- E Except in the case of illness, students are expected to be present for the entire school year. Routine medical and dental appointments should be arranged so as not to conflict with school commitments, as should family travel.
- F The school regards the completion of careful and regular work at home as an indispensable part of the curriculum. Every pupil has a study plan outlining his/her evening obligations day by day and parents are asked to ensure that their child has a suitable place and time in which to do the work prescribed. If a pupil appears to be doing too little work, parents should contact the form teacher at once.
- G Homework can be excused only after the receipt and approval by the teacher concerned of a letter from a parent setting out the reasons. Social engagements are not acceptable as an excuse. It is essential that pupils endeavour to catch up on any missed work as soon as possible.
- H During the holidays the school and its grounds are out-of-bounds for all pupils, unless accompanied by a teacher. Pupils visiting the school's sports hall or any of the school's grounds or taking part in a school visit of any kind, whether in term or in the holidays, are subject to school rules.
- I No pupil may drive a car or motorbike within the school grounds without permission from the headmaster. Permission to come by bicycle should be obtained from the form teacher. Bikes must be walked onto the school grounds. Cycle helmets must be worn and lights used after dark. Rollerblades, roller skates and skateboards are not permitted within the school grounds at any time.
- J Bicycles must not be chained to the school railings. Any bicycles brought onto school grounds should be clearly labelled with the owner's name and must be left locked in the bicycle sheds provided.
- K Parents are strongly advised to put name tags on their children's belongings. The school cannot be held responsible for any loss or theft of students' property. Students must keep track of their belongings and not leave them lying around unattended.



**Questions 1–6**

*The reading passage has eleven rules labelled A–K.*

*Which rule contains the following information?*

*Write the correct letter A–K next to Questions 1–6 below.*

**NB** *You may use any letter more than once.*

- 1 information about what to do if your child cannot attend school
- 2 the person to contact about how much homework your child should be doing
- 3 advice about how students can keep their bicycles secure
- 4 the school's opinion about schoolchildren working to earn money
- 5 details of what parents should do if their child cannot complete their homework
- 6 rules about visiting the school property outside of school time

**Questions 7–13**

*Read the passage below and answer Questions 7–13.*

## **School of Independent Study**

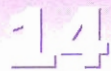
*The University's Independent Study online and correspondence courses offer you the flexibility to reach your educational goals without giving up your life. The study materials you use in your course have been developed by the university faculty so the material you cover is the same as in the courses offered on campus. The only difference is that you can study and take tests when it's convenient for you!*

### **Tuition and fees**

The Independent Study tuition fee is \$115 per course. Students may take as many courses as they want. There is a shipping and handling fee of \$30 for each course. All Independent Study students must purchase a Study Guide at a cost of \$30. The university also charges a connectivity fee of \$12 per course. Students enrolling for the first time will be charged a \$9 per course Academic Excellence fee; for returning students this fee is just \$3 per course. A \$15 Academic Records fee is charged once each term, regardless of the number of courses taken. This fee entitles a student to free replacement copies of end-of-course documentation for life. Tuition and fees for out-of-state students are the same as those of local residents.

### **Time limits**

A course can be finished in a minimum of two weeks per module and must be finished in a maximum of four weeks. For example, if your course has three modules you must remain in it for a minimum of six weeks and a maximum of twelve weeks. If you need to meet a deadline, you should take these minimum and maximum periods into account. These periods are calculated from the date you receive your first lesson from the Independent Study office. Modules cannot always be completed in the minimum amount of time. You need to make sure that you know whether your instructors are on vacation at any stage during your enrolment, as this could affect the return of assignments, exams and final grades. Your enrolment is valid for nine months, which begins on the day we post your enrolment application.



### Questions 7–13

Look at the following statements.

Next to Questions 7–13 write

- TRUE**            if the statement agrees with the information  
**FALSE**          if the statement contradicts the information  
**NOT GIVEN**   if there is no information on this

- 7 The course content offered through the School of Independent Study is different to the other courses the university offers.
- 8 Students will receive all course materials by post.
- 9 The Study Guide is optional for Independent Study students.
- 10 Students will need to pay for extra copies if they lose their final certificate.
- 11 Students are able to complete each module in less than two weeks.
- 12 Students may take four weeks to complete a module if necessary.
- 13 Some modules take longer than two weeks to complete.

### Grammar focus task

This is an extract from the second text. Without looking back, fill in the gaps with the correct modal verb or *need to*.

A course can be finished in a minimum of two weeks per module and 1 ..... be finished in a maximum of four weeks. For example, if your course has three modules you 2 ..... remain in it for a minimum of six weeks and a maximum of twelve weeks. If you 3 ..... meet a deadline, you 4 ..... take these minimum and maximum periods into account. These periods are calculated from the date you receive your first lesson from the Independent Study office. Modules cannot always be completed in the minimum amount of time. You 5 ..... make sure that you know whether your instructors are on vacation at any stage during your enrolment, as this could affect the return of assignments, exams and final grades.

Are the verbs used to show obligation, necessity or advice?

scorers failed to achieve in real life what was predicted by their tests)  
 3 D (Instead of asking what intelligence was and investigating whether it predicted success in life, Professor Sternberg asked what distinguished people who were thriving from those that were not.)  
 4 C (high achievers are often unable to articulate or define what they know) 5 A (Training new or less capable employees to become more practically intelligent will involve learning from the genuinely practically intelligent rather than from training manuals or courses)

#### Questions 6–12: classification

**Test tip:** Underline or highlight the key words in the reading passage (e.g. IQ, EQ, practical intelligence). Carefully read the information nearby and try to match the information in the passage to the facts in the questions (6–12). Remember the words in the questions will not always match the words in the passage exactly.

6 C (most older adults contend that their ability to solve practical problems increases over the years) 7 B (EQ includes the abilities to ... understand and empathize with others) 8 C (practical intelligence is scored by answers to real-life dilemmas) 9 A (IQ as a concept is more than 100 years old; the text also tells us that the EQ and practical intelligence tests were devised after the IQ test)  
 10 C (the best way to reach practical intelligence is to ask successful people to relate examples of crucial incidents at work where they solved problems demonstrating skills they had learnt while doing their jobs) 11 B (EQ includes the abilities to ... regulate moods and keep distress from swamping the ability to think) 12 C (in practical intelligence tests – as in real life – there are several different solutions to the problem)

#### Grammar focus task

- record numbers of high school students; top grades in their final exams; expert on intelligence; the existence of a totally new variety
- the only explanation offered; a study just published
- the basic skills to succeed

### Unit 13

#### A: Context listening

- The newspaper headline refers to a patient with amnesia that the doctors are discussing.
- 1 F He couldn't remember his personal details.  
2 F He could have come from Yorkshire. 3 T 4 T  
5 F Joe thinks he could have been married. 6 F He's been able to find his parents. 7 F She thinks that he must have hit his head. 8 F She thinks he could make a total recovery.
- Ability: could; couldn't; be able to  
Certainty and impossibility: will; must; can't  
Possibility: could; might

#### C: Grammar exercises

- 2 was able to / could (could is more natural) 3 managed to (could is not used to talk about a specific occasion) 4 didn't manage to / couldn't 5 can/ will be able to (can is being used to give permission) 6 can (it sometimes happens) 7 managed to 8 will be able to / will manage to 9 was able to (> B1–B2)
- 2 a 3 a 4 b 5 b 6 a 7 b 8 b (we do not use could not for possibility) (> B2–B3)

- 2 Their jobs at the temple may/might/could have provided  
3 they may/might/could have grown 4 she may/might/could have been 5 she must have worried  
6 she could not (cannot) have imagined (> B3)
- 4 Almost every family has a television these days, and many children watch a whole range of programmes every day. Some people believe that television is can be harmful to children, saying that it influences may/can influence behaviour in a negative way.

There are a lot of programmes on television that are not educational and that contain violence and bad language. However, watching violence on television encourages can/may encourage violent behaviour in children. This is may be true in cases of children who have already exhibited violent tendencies, but it isn't can't be true of all children, otherwise we would have an epidemic of child crime. It is also argued that bad language on television encourages can/may encourage the same in children.

However, overall I believe that restricting the viewing of children to mainly educational programmes shown at a time of day when there is no violence or bad language will overcome may overcome any risks of television being a bad influence. (> B1–B4)

#### D: Test practice

##### Listening

##### Questions 1–10: summary completion

**Test tip:** Read through the information in the summary carefully before you listen and try to predict what type of information you need to hear. Pay careful attention to the word limit and check your spelling at the end.

- clothing (initially, it was only ever used on clothing) 2 modern (the use of soap for personal hygiene was unheard of until fairly recently and this is considered to be a relatively modern notion)
- practical skills (what these people lacked in technology they certainly made up for in practical skills) 4 wealthy (soap would most likely have only been available in the wealthy communities)
- Iron Age (there is no real evidence that the British colonies of the Iron Age had access to such a product) 6 written texts (we have had to rely almost entirely on written texts for our discoveries)
- wool (The first known written mention of soap was on Sumerian clay tablets dating from about 2500 BC. The tablets spoke of the use of soap in the washing of wool.) 8 vegetables (Egyptians ... made soap by combining alkaline salts and oil which they extracted from vegetables) 9 metal blade (they reached a steamy room where dirt was sweated out and scraped away with a metal blade) 10 soap factory (During the excavation of Pompeii, a city that was buried under the eruption of Vesuvius in 79 AD, an entire soap factory was revealed)

#### Grammar focus task

- may be able to find (possibility) 2 must have provided (possibility) 3 could have discovered (ability) 4 might have observed (possibility) 5 have been able to make (ability)



## Unit 14

### A: Context listening

- 1 They discuss transport, language lessons, work permits and accommodation.
- 3 1 'I'll need to allow 2 should try to use 3 'I'll have to learn 4 should always carry 5 'I'll need 6 have to get 7 mustn't dress 8 needn't buy 9 ought to take
- 4 strong obligation or necessity: mustn't, have to, need advice or suggestions: should, ought to no obligation or necessity: needn't, don't need to

### C: Grammar exercises

- 1 2 must not 3 have to (a fixed appointment = external obligation) 4 didn't need to go (I did not go) 5 must (formal notice) 6 mustn't (don't have to = it is not necessary) 7 had to (past tense) 8 have to / must (must is more natural if this is a written instruction) 9 'I'll have to 10 needn't have worried (I did worry) (> B1 & B2)
- 2 1 won't have to / needn't / don't need to 2 has to / must / needs to 3 Do you have to; didn't have to; had to 4 didn't have to / didn't need to; will have to 5 mustn't; have to; do you really have to 6 have to; have to; should / must (> B1-B3)
- 3 3 must to encourage 4 ✓ 5 also-should should also reduce 6 ✓ 7 ✓ 8 ought to try 9 must had to walk (past tense) 10 should trying try 11 will must have to make / must make 12 mustn't don't have to make / needn't make / don't need to make (> B1-B4)
- 4 2 have to consider (ought to consider) 3 have to have 4 ought to work 5 don't have to travel 6 ought to learn 7 mustn't shout 8 must always walk 9 ought to find out 10 do you have to arrange 11 have to have 12 ought to organise (have to organise) (> B1-B4)

### D: Test practice

#### Reading

#### Questions 1-6: multiple matching

Test tip: Read the questions (1-6) carefully to identify the kind of information you need to find; simply scanning the text for a key word is not enough (e.g. bicycles are mentioned several times in the passage but question 3 asks you to find information about keeping a bicycle secure). Remember the words in the questions will not always match the words in the passage exactly.

- 1 D (In the case of a pupil being absent from school, please telephone on the first day in all instances) 2 F (If a pupil appears to be doing too little work, parents should contact the form teacher at once.) 3 J (Any bicycles brought onto school grounds should be clearly labelled with the owner's name and must be left locked in the bicycle sheds provided.) 4 C (The school strongly disapproves of pupils taking paid employment.) 5 G (Homework can be excused only after the receipt and approval by the teacher concerned of a letter from a parent setting out the reasons.) 6 H (During the holidays the school and its grounds are out-of-bounds for all pupils, unless accompanied by a teacher.)

### Questions 7-13: identification of information in the text (True / False / Not Given)

Test tip: *True* means the ideas or opinions in the statement match the ideas or opinions in the passage. *False* means that the ideas or opinions in the statement are incorrect and do not match the ideas or opinions in the passage. *Not Given* means that these ideas are not mentioned in the passage.

- 7 False (the material you cover is the same as in the courses offered on campus) 8 Not given (There is no information about how study materials will be delivered. Although there is a *shipping and handling fee*, we do not know if this relates to posting course materials, and some materials may be delivered online.) 9 False (All Independent Study students must purchase a Study Guide) 10 False (This fee entitles a student to free replacement copies of end-of-course documentation for life.) 11 False (A course can be finished in a minimum of two weeks per module) 12 True (... and must be finished in a maximum of four weeks) 13 True (Modules cannot always be completed in the minimum amount of time.)

### Grammar focus task

- 1 must (obligation) 2 must (obligation) 3 need to (necessity) 4 should (advice) 5 need to (necessity)

## Unit 15

### A: Context listening

- 2 He mentions voluntary redundancy and good business sense.
- 3 1 'I'll be offering 2 hope 3 Are these cuts 4 hasn't been doing 5 has 6 are you saying 7 are not 8 decided to change
- 4 1 announced 2 hoped 3 asked 4 denied 5 said 6 claimed 7 assured 8 promised
- 5 Reporting verbs are used to indicate the way in which things were said in Exercise 4. There are changes in tense, word order and pronouns.

### C: Grammar exercises

- 1 2 (that) I was doing it the following 3 (me) if I felt 4 that her classes had been 5 me (that) I'd made 6 (that) I was feeling 7 me not to 8 (that) I'd worked 9 (that) I thought I'd be 10 was doing (> B1, B3 and B4)
- 2 2 urge 3 reminded 4 complained 5 suggested 6 insisted 7 refused 8 apologised 9 advised 10 warned (> B2)
- 3 2 encouraged students to take out 3 did I want if/whether I wanted 4 that they should to vote 5 making to make 6 promised to mark 7 going to go 8 were my hobbies my hobbies were 9 complained about the quality 10 announced about the changes 11 to pay on paying 12 would I would (> B2 & B4)
- 4 2 encouraged me to apply for the job. 3 refused to help me. 4 agreed to go to the meeting. 5 denied causing (having caused) the accident. / that he had caused the accident. 6 apologised for losing my application form. 7 asked why there aren't (weren't) many poisonous snakes in Britain. 8 asked if (whether) I was going to the lecture the next day. / if I'm going to the lecture tomorrow. 9 she suggested (that) I have (had) a day off. 10 persuaded Dan to go (come) to the theatre with her. (> B1-B4)