

9

Relationships

Modal verbs (2) probability
So do !! Neither do !!

Test your grammar

- 1 Read the pairs of sentences.
Which sentence in each pair expresses a fact? Put a ✓. Which sentence expresses a possibility? Put a ?.

Example
I'm in love! ✓
I must be in love! ?

a She's having a shower.
She could be having a shower.

b That pen's mine.
That pen might be mine.

c He doesn't own a Rolls Royce.
He can't own a Rolls Royce.

d You must have met my brother.
You've met my brother.

e They haven't met the Queen.
They can't have met the Queen.

f Shakespeare might have lived there.
Shakespeare lived there.

2 Which of the sentences in Exercise 1 are about the present? Which are about the past?

PRESENTATION (1)

Modal verbs of probability in the present

- 1 Do you ever read the Problem Page in magazines or newspapers? What kinds of problems do people often write about?
- 2 Here are the replies to letters from two people who wrote to Susie's Problem Page in *Metropolitan Magazine*. Read them and discuss with a partner what you think the problem is. Use your dictionary to check any new words.



Susie's
Problem page

Lucy has a problem:
"I live in Scotland and he lives in California! ..."

Dear Lucy

Everyone has daydreams and there is nothing wrong with this. There is only a problem when you forget where dreams end and the real world begins. Don't write any more letters to him. It's a waste of time and money, and you know really that a relationship with him is impossible. For one thing he lives in California and you live in Scotland. Try to get out more and find some friends in the real world; sitting at home crying over his records won't help you. You need to find other interests and other people of your own age to talk to. Your parents clearly don't have enough time to listen. Study hard and good luck next June!

Yours Susie

3 Look at the texts. Say who *she*, *he*, or *they* refer to in the following sentences.

- a She must be exhausted.
- b She must be in love with a pop star.
- c She could be a doctor or a nurse.
- d She can't have many friends.
- e He might be an alcoholic.
- f He must be unemployed.
- g They can't have a very good relationship with their daughter.
- h They might not have any children.
- i She can't get on very well with her daughter-in-law.
- j She must be studying for exams next June.
- k They might live near a busy road.
- l He must snore.

4 Give reasons for each statement.

Example

Pam must be exhausted ... because she works hard, she does everything in the house and she can't sleep.

Pam has a problem:

"He spends all his time at his mother's! ..."

Dear Pam

If all you say is true, it is remarkable that you are still together. But you are not helping your relationship by saying nothing and doing everything. He doesn't seem to notice how you feel. I know he's worried about his mother but he seems to spend more time at her house than his own. You have a tiring and stressful job, caring for sick people all day, and it is unfair that he is always at his mother's and leaves you to do all the housework. The empty whisky bottles under the bed are also worrying. Perhaps he will feel better about himself when he finds work. In the meantime, you must try to talk openly to each other about your feelings, otherwise anger and resentment will grow. Also, buy some earplugs—you need a good night's sleep!

Yours Susie

● Grammar questions

- Which statement is the most sure? Which are less sure?
*She **must be** in love.*
*She **could be** in love.*
*She **might be** in love.*
- The above sentences all express *I think it's probable/possible that she is in love.*
How do you express *I don't think it's probable/possible that she is in love?*

PRACTICE

1 Controlled speaking

Work in pairs.

Student A Talk to Student B about Lucy.

Student B Talk to Student A about Pam.

Put *one* suitable verb form into each gap.

Student A

Lucy _____ in Scotland so she must _____ Scottish. She _____ a lot of letters to a pop star in California, so she must _____ a lot of money on stamps. She _____ in her room and _____ to his music all of the time so she can't _____ many friends or hobbies. She should _____ out more and _____ some friends and then she might _____ the pop star. She could _____ to talk to her parents again, but they might not _____ because they _____ very busy.

Student B

Pam must _____ very tired at the end of the day because she _____ a stressful job. She must _____ sorry for her husband because he _____ unemployed but she must also _____ very angry with him because he never _____ any housework. She could _____ her mother-in-law to help but she can't _____ a very good relationship with her because her husband _____ too much time at her house. Things might _____ better if he could _____ a job and if they could _____ to each other.

2 Grammar and pronunciation

Respond to the statements or questions using the word or words in brackets.

Example

I haven't eaten anything since breakfast.
(must, very)

You must be very hungry!

- Mr and Mrs Brown never go on holiday.
(can't, much money)
- The phone's ringing! (might, Jane)
- Paul's taking his umbrella. (must, rain)
- There are three fire engines!
(must, fire somewhere)
- I don't know where Hannah is.
(could, her bedroom)
- My aunt isn't in the kitchen.
(can't, cook dinner)
- Whose coat is this? (might, John's)
- We've won the lottery! (must, joke!)

T.61 Listen and check your answers.
Practise the stress and intonation in pairs.

3 What are they talking about?

Work in small groups.

- T.62 Listen to five short conversations and guess the answer to the questions.

Example

A It's Father's Day next Sunday.

B I know. Shall we buy Dad a present or just send him a card?

Who do you think they are?

*They **must be** related. They **can't be** just friends. They **could be** husband and wife but they're **probably** brother and sister.*

- Where do you think the people are? At home? In a restaurant? In a pub? In a hotel?
- What do you think his job is? A sales manager? A bus driver? An actor? A taxi driver?
- What do you think she's talking about? Visiting her parents? A first day in a new job? Meeting her boyfriend's parents? Her wedding day?
- Who or what do you think they are talking about? A dog? The au pair? A horse? A baby?
- What do you think they are doing? Swimming? Fishing? Rowing? Water-skiing?

- Look at the photos. They are all of Verity and her family. Which is Verity? Who do you think the others are? Your teacher will tell you which group is closest.



PRESENTATION (2)

Modal verbs of probability in the past



- T.63a Poor Carl has had an accident. He is speaking to his friend, Andy, on the phone. In pairs, read and listen to Andy's side of the conversation. What do you think they are talking about? Use a dictionary to check any new words.



- Hi! Carl? It's Andy. Yeah. How are you? Feeling better?
- Really? Still using a crutch, eh? So you're not back at work yet?
- Two more weeks! That's when the plaster comes off, is it?
- No, I'm fine. The suntan's fading, though. Josie's is, too. She sends love, by the way.
- Yes, yes, I have. I got them back today. They're good. I didn't realize we'd taken so many.
- Yes, the sunset. It's a good one. All of us together on Bob and Marcia's balcony, with the mountains and the snow in the background. It's beautiful. Brings back memories, doesn't it?
- Yes, I know. I'm sorry. At least it was towards the end; it could have been the first day. You only came home two days early.
- Yes, we have. Yesterday, in fact. Bob wrote it and we all signed it. I don't know if it'll do any good, but it's worth a try.
- Yeah. They found it. It arrived on the next flight. Marcia was delighted.
- Sure. Some ups and downs, but generally I think we all got on well and had a great time. Shall we go again next year?
- Good! Great! It's a date. Next time look out for the trees! I'll ring again soon, Carl. Take care!

2 Tick (✓) the two sentences which you think are possible. Cross (X) the one you think is not possible.

Example

What is the relationship between Andy and Carl?

- They must be friends.
- They could be father and son.
- They can't be business colleagues.

a Where have they been?

- They must have been on holiday.
- They can't have been somewhere sunny.
- They might have been to Switzerland.

- b What happened to Carl?
 - He must have broken his leg.
 - He could have broken his arm.
 - He must have come home early.
- c How many people went on holiday?
 - There must have been at least five.
 - There might have been more than five.
 - There must have been three.
- d Where did they stay?
 - They could have stayed on a campsite.
 - They must have stayed in a hotel.
 - They might have stayed with friends.
- e What did they do on holiday?
 - They must have taken a lot of photos.
 - They could have been sunbathing.
 - They can't have been skiing.
- f What did Bob write?
 - He might have written a letter to his wife.
 - He could have written a letter of complaint to the hotel.
 - He could have written a letter to the tour operator.
- g How did they travel?
 - They must have flown.
 - They must have gone by train.
 - They might have hired a car.
- h What arrived on the next flight?
 - It could have been Marcia's skis.
 - It must have been Marcia's suitcase.
 - It might have been Marcia's coat.

3 Use some of the ideas in sentences a-h to say what you think happened to Andy and Carl.

Example

Andy and Carl must be friends and they must have been on holiday together. They might...

4 T.63b Listen to the full conversation between Andy and Carl. Which of your ideas were correct?

● Grammar questions

- What is the past of the following sentences?

He

must
can't
could
might

 be on holiday.

- What is the past of these sentences?

I must buy some sunglasses.

I have to go home early.

I can see the sea from my room.

PRACTICE

1 Pronunciation and speaking

1 Work in pairs. Respond to the following situations using the word or words in brackets and the perfect infinitive (*have* + past participle). Take it in turns to read aloud and respond.

Example

Student A I can't find my ticket. (must, drop)

Student B You *must have dropped it*.

- a John didn't come to school yesterday. (must, ill)
 - b Look at my new gold watch! (can't, buy yourself)
 - c Why is Isabel late for class? (might, oversleep)
 - d I can't find my homework. (must, forget)
 - e The teacher's checking Maria's work. (can't, finish already)
 - f Did you know that Charles got top marks in the exam? (must, cheat)
 - g Where's my umbrella? (could, leave it on the train)
- 2 T.64 Listen and check your answers. Do the exercise again paying particular attention to stress and intonation.

2 Discussing grammar

1 Fill in the gap in the second sentence with the modal verb in the past. Discuss your answers with a partner. (This exercise includes modal verbs of obligation and ability.)

- a The pond is frozen. It *must* be very cold outside. (present probability)
You _____ very cold when you were out skiing. (past probability)
- b You *must* do your homework tonight. (present obligation)
When I was at school we _____ homework every night. (past obligation)
- c He *can't* be a member of the football team. He's hopeless at all sports! (present probability)
He _____ a member of his school football team. He was hopeless at all sports. (past probability)
- d Jane *can* swim really well. (present ability)
She _____ really well when she was just eighteen months old. (past ability)

2 Work in pairs. Look at the list of modal auxiliary verbs. How many can you fit *naturally* into each gap? Discuss with your partner the differences in meaning.

can	can't	could	must	might	shall	should
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- a He _____ have been born during World War II.
- b _____ you help me with the washing up, please?
- c You _____ see the doctor immediately.
- d It _____ be raining.
- e _____ we go out for a meal tonight?
- f I _____ stop smoking.
- g It _____ have been Bill that you met at the party.
- h I _____ learn to speak English.

LANGUAGE REVIEW

must, could, might, can't

1 *Must, could, might, and can't* are used to express degrees of probability about the present.

He must be in love.
= very probable that he is in love 95% sure

He could be in love.
He might be in love.
= possible, but less probable 45% sure

He can't be in love.
= very probable that he is *not* in love 95% sure

2 They are used to express degrees of probability about the past (using the perfect infinitive).

He must have been in love.
= very probable that he was in love

He could have been in love.
He might have been in love.
= possible, but less probable

He can't have been in love.
= very probable that he was *not* in love

3 They can also be used with the continuous infinitive.

You must be joking!
She could be having a shower.
It may/might have been raining.

4 *May* can be used instead of *might* and *could*.

 **Grammar Reference: page 153.**

Character adjectives

What sort of person are you?



- 1 Are you usually smiling and happy?
- 2 Do you enjoy the company of other people?
- 3 Do you find it difficult to meet new people?
- 4 Is it important to you to succeed in your career?
- 5 Does your mood change often and suddenly for no reason?
- 6 Do you notice other people's feelings?
- 7 Do you think the future will be good?
- 8 Can your friends depend on you?
- 9 Is your room often in a mess?

- 10 Do you get annoyed if you have to wait for anyone or anything?
- 11 Do you put off until tomorrow what you could do today?
- 12 Do you work hard?
- 13 Do you keep your feelings and ideas to yourself?
- 14 Do you often give presents?
- 15 Do you talk a lot?
- 16 Are you usually calm and not worried by things?



Work in pairs.

1 Do the personality quiz above to discover what type of person you are. Use a dictionary to check any new words. Write **Y** for Yes, **N** for No, and **S** for Sometimes.

2 Ask your partner to do the quiz about you. Look at your ideas and your partner's ideas about you. Are they the same?

3 Match these adjectives with the questions in the quiz.

- | | | |
|--------------|---|----------------|
| a untidy | 9 | i lazy |
| b optimistic | | j generous |
| c sociable | | k moody |
| d talkative | | l hard-working |
| e reserved | | m easy-going |
| f shy | | n reliable |
| g impatient | | o cheerful |
| h ambitious | | p sensitive |

Which are *positive* qualities and which are *negative*? Which could be both?

- 4 What is the opposite of each of the sixteen adjectives in Exercise 3? Remember that the prefixes *in-* and *un-* can sometimes be used to make negatives. Which of the adjectives above can use these?
- 5 Describe someone in the class to your partner but don't say who it is. Can your partner guess who it is?

● LISTENING AND SPEAKING

Brothers and sisters

Pre-listening task

Do a class survey.

Find out who has any brothers and/or sisters. How many? Who has the most? Do they like having lots of brothers and sisters? Does anyone have a twin? How many only children are there in the class? Do they like being an only child?

Listening and note-taking

T.65 Listen to two people talking about their families. First listen to Jillie, and answer the questions.

- How many brothers and sisters does she have?
- Was she happy as a child? Why? Why not?
- Is she happy now? Why? Why not?
- How has the family changed over the years?
- What do you learn about other members of her family and friends?

Now listen to Philippa and answer the same questions.

Discussion

- How many children do you have/would you like to have?
- What size is the perfect family?
- Would you like to have twins?

READING AND SPEAKING

Pre-reading task

Read the following quotation.

'Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we realize that we can't eat money.'

Work in small groups. Who do you think said it?

- a A political leader.
- b A member of *Greenpeace*.
- c An American Indian.
- d An African fisherman.
- e A Greek philosopher.
- f A French farmer.

When do you think it was said?

- a In the 5th century BC.
- b In the 19th century.
- c In the 20th century.

Your teacher will give you the correct answer.

Reading

You are going to read some extracts from a story by the French writer, Jean Giono (1895–1971), called *The Man Who Planted Trees*. In it Giono describes the world of a solitary shepherd who plants trees, while in the background there are two world wars.

T.66a Read and listen to the extracts and answer the questions after each one.

THE MAN WHO PLANTED TREES

Extract 1

About forty years ago, I was taking a long trip on foot over mountain heights quite unknown to tourists. All around was barren and colourless land. Nothing grew there but wild lavender.

- 5 After five hours' walking I had still not found water. All about me was the same dryness, the same coarse grasses. I thought I saw in the distance a small black silhouette. It was a shepherd. Thirty sheep were lying about him on the baking earth. He gave me a drink and took me to his cottage on the plain.

- I felt peace in the presence of this man. I asked if I might rest here for a day. He found it quite natural—or, to be more exact, he gave me the impression that nothing could surprise him. I didn't actually need to rest, but I was interested and wished to know more about him.

- 1 Giono wrote the story in 1953. In which year does the actual story begin?
- 2 The story takes place in France. Which part of France do you think it is? Why? What is the countryside like?
- 3 Why do you think the writer is interested in the shepherd? What do you think he likes about his lifestyle?

The shepherd puts a large sack of acorns onto the table. He inspects each acorn and carefully chooses one hundred perfect ones before going to bed. The writer is curious. The next day when he goes out with the shepherd into the hills, he discovers what the acorns are for.

T.66b Extract 2

I noticed that he carried for a stick an iron rod as thick as my thumb and about a metre and a half long. He began thrusting his iron rod into the earth, making a hole in which he planted an acorn; then he refilled the hole. He was planting oak trees.

After the midday meal he resumed his planting. I suppose I must have been fairly insistent in my questioning, for he answered me. For three years he had been planting trees in this wilderness. He had planted one hundred thousand. Of the hundred thousand, twenty thousand had sprouted. Of the twenty thousand he still expected to lose half. There remained ten thousand oak trees to grow where nothing had grown before.

That was when I began to wonder about the age of this man. He was obviously over fifty. Fifty-five he told me. His name was Elzéard Bouffier. I told him that in thirty years his ten thousand oaks would be magnificent. He answered that if God granted him life, in another thirty years he would have planted so many more that these ten thousand would be like a drop of water in the ocean.

The next day we parted.

- 4 How old do you think the writer was at the time of the story? A boy in his teens? In his twenties? Middle-aged? Older? Why?
- 5 How old will Elzéard be in thirty years time? What year will it be?
- 6 What do you think Elzéard's ambition is? What is his vision of the future?



For the next five years the writer is a soldier and fights in World War I. The war ends in 1918 and his thoughts turn again to the tree-planter in the mountains. He returns to look for him.

T.66c Extract 3

I had seen too many men die during those five years not to imagine easily that Elzéard Bouffier was dead, especially since, at twenty, one regards men of fifty as old men with nothing left to do but die. He was not dead. As a matter of fact, he was extremely well. He had changed jobs. He had got rid of the sheep because they threatened his young trees. For, he told me, the war had disturbed him not at all. He had imperturbably continued to plant.

The oaks were then ten years old and taller than both of us. It was an impressive spectacle. I was literally speechless, and as he did not talk, we spent the whole day walking in silence through his forest. It measured eleven kilometres in length and three kilometres at its greatest width. When you remembered that all this had come from the hands and the soul of this one man, you understood that men could be as effective as God in ways other than destruction.

- 7 Why did the writer think that Elzéard might have died?
- 8 How had the war affected Elzéard?
- 9 Why is the writer speechless?
- 10 What thoughts about human behaviour does he have in the last sentence?



The writer returns for a final visit in 1945 after World War II. Elzéard is still alive. The writer is amazed at what he sees. Not only is there the forest, but many villages have been rebuilt, and by 1953 more than ten thousand people in the area owe their happiness to Elzéard Bouffier.

T.66d Extract 4

The bus put me down in Vergons. In 1913 this village of ten or twelve houses had three inhabitants. All about them nettles were feeding upon the remains of abandoned houses. Now everything had changed. Even the air. Instead of the harsh dry winds, a gentle breeze was blowing, laden with scents. A sound like water came from the mountains: it was the wind in the forest. Most amazing of all, I heard the actual sound of water falling into a pool. I saw a fountain had been built. Ruins had been cleared away, and five houses restored. Now there were twenty-eight inhabitants, four of them young married couples. It was now a village where one would like to live.

When I think that one man was able to cause this land of Canaan to grow from wasteland, I am convinced that in spite of everything, humanity is good.

Elzéard Bouffier died peacefully in his sleep in 1947.



- 11 What has happened in the writer's life that could have made him pessimistic? Is he in fact pessimistic about the world? Give a reason for your answer.
- 12 How is it that so many people owe their happiness to one man? What are the results of his tree-planting?
- 13 How old is Elzéard when he dies? Why is it so important that he had a long life?

What do you think?

Work in groups.

- 1 Do you think the story about Elzéard is true?
Do you think Elzéard was ever married?
Give reasons for your opinions. Your teacher will tell you if you are correct.
- 2 How would you describe the personality of Elzéard Bouffier? Do you know any people like him in your life?
- 3 In the context of the twentieth century and its two world wars, what message is Giono trying to make about nature and the importance of individual human beings?
(This little book has been translated into over a dozen languages. Perhaps you could read the whole book in your own language, or better still, read it in English.)

WRITING

Sentence combination

- 1 Read the sentences about Elzéard Bouffier and then compare them with the paragraph below. Note the ways in which the sentences are combined.
Elzéard Bouffier was a shepherd.
He was poor.
He was solitary.
He lived in the mountains.
The mountains were barren.
They were in southern France.
Elzéard had a love of nature.
He had an incredible idea.
During his life he planted thousands of acorns.
The acorns grew into a forest of oak trees.
The forest made the countryside rich and fertile again.
He died when he was 89.

Elzéard Bouffier was a poor, solitary shepherd, who lived in the barren mountains of southern France. His love of nature gave him an incredible idea. During his life he planted thousands of acorns. These grew into a forest of oak trees, which made the countryside rich and fertile again. Elzéard died when he was 89.

- 2 Rewrite each group of sentences to form a more natural sounding paragraph.

a A person

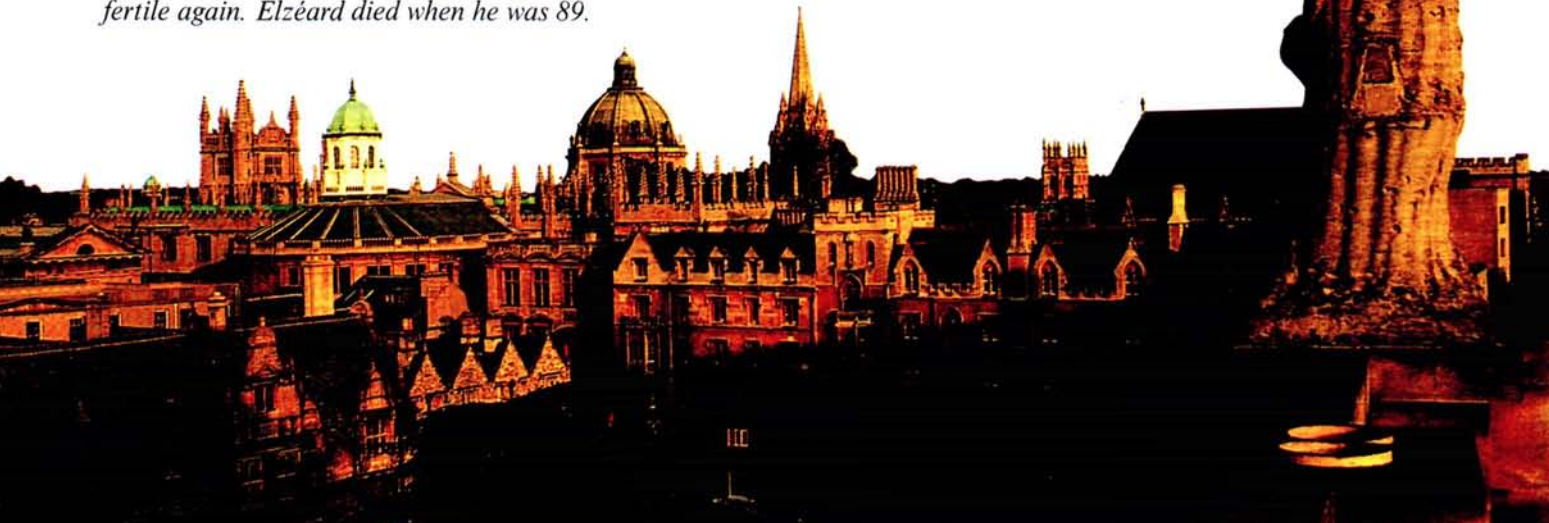
Alan Higgins is a writer.
He is famous.
He is a millionaire.
He comes from the north of England.
He has gone to live in the USA.
He has written twenty-five novels.
His novels have been translated into five languages.
Hollywood is going to make a film of his latest novel.
The film will star Sunny Shaw.
Sunny Shaw's last film was a big box office hit. The film was called *Hot Night in the Snow*.



b A place

Oxford is a city.
It is a city in the south of England.
It is on the River Thames.
It has a population of about 100,000.
The city is famous.
It has one of the oldest universities in the world.
It has lots of other old buildings.
It has the Bodleian Library.
It has the Ashmolean Museum.
The Ashmolean was built in 1683.
Oxford was once the capital of England.
Not many people know this about Oxford.
Charles I made it the capital.
It was the capital from 1642–1645.

- 3 Write a short profile of a person (it could be you) and a place that are important to you.



So do I! Neither do I!

- 1 Read the statements in the chart below. Complete the **You** column by putting (✓) if it is the same for you and (✗) if it isn't.

	You	Polly	Polly's words
I want to travel the world.			_____
I don't want to have lots of children.			_____
I can speak four languages.			_____
I can't drive.			_____
I'm not going to marry until I'm 35.			_____
I went to America last year.			_____
I have never been to Australia.			_____
I don't like politicians.			_____
I am bored with the British Royal Family.			_____
I love going to parties.			_____

- 2 T.67 Listen to Polly. She is at a party and lots of friends are talking to her about themselves. Complete the **Polly** column by putting (✓) for what is the same and (✗) for what is not the same for Polly.

- 3 Listen again and write on the chart the *exact* words that Polly uses. Choose from the lists below.

So am I.	So do I.	So can I.	So did I.	So have I.
Neither am I.	Neither do I.	Neither can I.	Neither did I.	Neither have I.
I am.	I do.	I can.	I did.	I have.
I'm not.	I don't.	I can't.	I didn't.	I haven't.

What does she say when it is the same for her?
 What does she say when it is different?

 **Grammar Reference: page 153.**

- 4 Work in pairs.
 Read out the statements in Exercise 1 to each other and give the correct response for you.
- 5 Go round the class.
 Everyone must make a statement about themselves or give an opinion about something. The others in the class must respond.

Examples

Student 1 *I love chocolate ice cream!*

Other students *So do I./Me too.*
I don't!

Student 2 *I didn't do my homework.*

Other students *Neither did I./Me neither.*
I did!

