

Modaux

Modals



GRAMMAR

REMEMBER!



can is to say that you know how to do something.
can't is to say that you don't know how to do something.

I can write. Animals can save people's lives.

You can't drive a car.

2 What can and can't you do now?
Write four sentences.

▶ I can tell good jokes.

I can't cook spaghetti.

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REMEMBER! 2

could and **couldn't** are to say that you did or didn't know how to do something in the past.

I could ride a bike when I was four.

I couldn't play the guitar last year.

The lady couldn't save herself.

- 3 Write two things you could and couldn't do when you were five.

▶ I could talk.....

could and couldn't are to say that you did or didn't know how to do something in the past.

I could ride a bike when I was four.

I couldn't play the guitar last year.

The lady couldn't save herself.

3 Write two things you could and couldn't do when you were five.

▶ *I could talk.*

I couldn't read.

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The future of **can/can't** is **will/won't be able to**.

Next year I'll be able to speak German. I'm having some lessons.

Next year my brother will be able to ride a motorbike.

He won't be able to drive a car. He won't be old enough.

- 4** What will you be able to do when you're older?
Write four things.

▶ I'll be able to play the drums.

Next year my brother
He won't be able to drive a car. He won't be old
enough.

do

4 What will you be able to do when you're older?
Write four things.

▶ I'll be able to play the drums.

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GRAMMAR

REMEMBER!



can is to ask someone a question when you want to do something and you want the answer to be 'Yes'.
can is polite, but if you want to be very polite, use **could**.

*Can I go to the disco tonight? Yes, you **can**.*

*Could I come home at midnight, please? No, you **can't**.*

- 2 Write Splodge's questions and Ruff's answers.
In the questions, use **can** twice and **could** twice.

► *Can*..... I go to the disco?

Yes, *you can*.....

REMEMBER

can is to ask someone a question about something and you want the answer to be 'Yes'.

can is polite, but if you want to be very polite, use could.

Can I go to the disco tonight? Yes, you can.

Could I come home at midnight, please? No, you can't.

**2 Write Splodge's questions and Ruff's answers.
In the questions, use can twice and could twice.**

- ▶ Can..... I go to the disco? Yes, you can.....
- 1 we leave very soon? Yes,
- 2 I come home very late? No,
- 3 I borrow your shoes? No,
- 4 I play some music now? Yes,

A

You can also use **may** to ask somebody if you can do something. It means the same as **can** and **could**. More people use **can** or **could** than **may**.

May I go to the disco, please? = Can I go to the disco, please?

May I borrow your jacket? = Can I borrow your jacket?

3 Write four questions of your own. Use may I.

► *May I go to the concert next Saturday night?*

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REMEMBER! 2

be allowed to is another way of saying that you can or can't do something. You can use it in the present or the past.

I'm allowed to go to the disco. = I can go to the disco.

I'm not allowed to go to the disco. = I can't go to the disco.

His friends were allowed to go last week.

They weren't allowed to play loud music last night.

4 Write new sentences that mean the same as the ones below.

► I can go to see my friends.

I'm allowed to go and see my friends.

wind-surfing tomorrow.

His friends were allowed to go last week.

They weren't allowed to play loud music last night.

4 Write new sentences that mean the same as the ones below.

► I can go to see my friends.

I'm allowed to go and see my friends.

1 Splodge can't go wind-surfing tomorrow.

He

2 We can go to the disco tonight.

We

3 I can't stay at my friend's house tonight.

I

4 You can go to the cinema tomorrow.

You

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- a What things can you do now that you weren't allowed to do when you were younger? Write five sentences. Use the past of **be allowed to**.

▶ I wasn't allowed to stay up after eight o'clock.

I wasn't allowed to use Dad's computer.

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7 again. Work with



GRAMMAR

REMEMBER!

can, **could**, **will** and **would** are all to ask someone to do something for you. **could** and **would** are more polite than **can** and **will**.

Can you help me? Will you open the window, please?

Could you pass me that book? Would you lend me your pen?

2 Write four sentences to ask somebody to do something for you.
Use **can**, **will**, **could** and **would**.

► *Can you carry this box for me, please?*

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4 Imagine that you're the laziest person in the world. You're a president, or a king or queen. You've got hundreds of people to do things for you. Write a list of all the things you want them to do. Use **will**.

- ▶ Will you bring the car to the palace door, please?
- Will you go and get a bowl of strawberries for me, please?
- Will you read the newspaper to me, please?

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- a Write five questions with **could** to ask a teacher to do something for you. Then write five questions with **would** to ask your mum or dad to do something for you.

could

▶ *Could you give me a day off school?*

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.....
.....
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.....

would

Would you buy me a comic?

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.....

- b Now work with a partner. Partner A, you're the teacher. Listen to Partner B's questions and give an answer. Then swap. Partner B, you're Partner A's mum or dad. Listen to the questions and give an answer.

▶ Partner B *Could you give me a day off school?*
Partner A *Yes, of course. Have two days off!*

REMEMBER! 

must is to tell somebody what to do.

You must pump up the tyres.

= The bike maker says you can't leave the tyres flat.

You must oil the chain.

= The bike maker says you can't forget to oil the chain.

REMEMBER

must is also

I must feed

= I need to

I must pump

= I need to

2 What do your parents or teachers say you must do? Write four sentences. Use **must**.

▶ You *must do your homework.*

1 You

2 You

3 You

4 You

3 What thing the moment

▶ *I must buy*

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REMEMBER! 2

must is also to remind yourself to do things.

I must feed my dog. He's hungry.

= I need to remember to feed my dog.

I must pump up my tyres. They're flat.

= I need to remember to pump up my tyres.

3 What things do you need to remember to do at the moment? Write four things. Use **I must**.

► *I must buy my friend a birthday card.*

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REMEMBER! 3

should is to tell somebody that you think something is a good idea, or to say that you think something is the right thing to do.

*That bike looks dirty. You **should** wash it.*

= I think it's a good idea to wash it.

*You **should** be careful when you ride your bike.*

= I think it's the right thing to do.

See Chapter 34.

4 What does the bike maker say you should do? Complete the sentences. Use **should**.

► You *should* ... polish the seat.

1 You ring the bell as often as possible.

2 You wash the *Wobbler* once a month.

3 You pump up the tyres before each ride.

4 You wobble carefully.

REMEMBER! 4

have to is to say that you can't choose what to do. There's only *one thing* you can do. Something bad will happen if you don't do it.

*I **have to** go to school. (I can't choose to stay at home.)*

If I stay at home, my parents and teachers will be angry.)

don't have to is to say that you can choose what to do. Look:

*It's the weekend tomorrow. I **don't have to** get up early.*

(I can choose what to do. I can get up early or I can get up late.)

5 Fill in the gaps. Use **have to** or **don't have to**.

Now you've got a new bike, you ► *don't have to*

See Chapter 37. 4

REMEMBER! 4

have to is to say that you can't choose what to do. There's only *one thing* you can do. Something bad will happen if you don't do it.

I have to go to school. (I can't choose to stay at home.)

If I stay at home, my parents and teachers will be angry.)

don't have to is to say that you can choose what to do. Look:

It's the weekend tomorrow. I don't have to get up early.

(I can choose what to do. I can get up early or I can get up late.)

5 Fill in the gaps. Use have to or don't have to.

Now you've got a new bike, you ► *don't have to* use your old one any more. The *Speedy Wobbler* is great. You (1) polish the handlebars because they're always shiny. You (2) pump up the tyres and you (3) oil the chain, but they're very easy things to do so you (4) spend a lot of time on them.

A

The past of **have to** is **had to**, the past of **don't have to** is **didn't have to**.

I have to wear a uniform at school. (present)

any more. The *Speedy Wobbler* is great. You (1) pump up
handlebars because they're always shiny. You (2)
the tyres and you (3) oil the chain, but they're very easy thi
to do so you (4) spend a lot of time on them.

A

The past of **have to** is **had to**, the past of **don't have to** is **didn't have to**.

I have to wear a uniform at school. (present)

I had to wear a uniform at my last school. (past)

I don't have to get up early today. (present)

I didn't have to get up early yesterday. (past)

6 Fill in the gaps. Use the past.

- You *had to* replace bits of your old bike, didn't you? (have to)
- 1 I go to school yesterday. (not / have to)
 - 2 I tidy my bedroom yesterday. (have to)
 - 3 She catch a bus because she was late. (have to)
 - 4 He go by bus. He was riding a *Wobbler*! (not / have to)

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7
a Write the instructions for the Speedy Wobbler.
Use **you must** and the words below.

pump up the tyres ✓ oil the chain ring the bell
clean the wheels wear a crash helmet polish the saddle

▶ You must pump up the tyres.

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b Think about the things you have to do when you're riding a bike.
Write five things.

▶ You have to look both ways before you cross a road.

You have to ride on the right.

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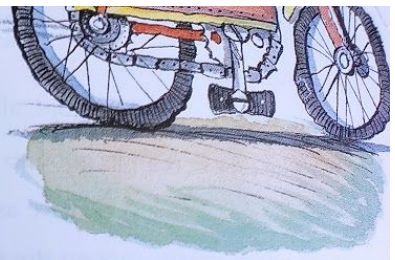
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8 The people who make the Speedy Wobbler have made another bike. Look at the things it can do. Fill in the gaps with the correct form of **don't have to**.

- ▶ It cleans itself so you don't have to clean it.
- It's got a computer in the handlebars so the rider doesn't have to turn them.
- 1 It's got a battery that turns the wheels so you pedal.
- 2 It's got flashing lights so the rider put his arm out when he wants to turn left or right.

- 3 It's got an automatic horn so you ring the bell.
- 4 It's got tyres that pump themselves up so you pump them up.
- 5 It knows where it's going so the rider read a map or know the way.

REMEMBER! 2

shouldn't is to tell somebody that you think something is a bad idea.

*You **shouldn't** drink so many milkshakes.*

*You **shouldn't** be rude to your grandmother.*

3 What do you think people shouldn't do? Write four things.

▶ *You shouldn't be unkind to people.*

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WHAT'S THE DIFFERENCE?

mustn't is stronger than **shouldn't**.

*You **mustn't** drink that liquid – it's dangerous.*

(This is very important. I say you can't drink it.)

WHAT'S THE DIFFERENCE?

mustn't is stronger than **shouldn't**.

*You **mustn't** drink that liquid – it's dangerous.*

(This is very important. I say you can't drink it.)

*You **shouldn't** eat sweets – they're bad for your teeth.*

(This is what I think. You can eat sweets, but I think it's a bad idea.)

A

You can also use **not be allowed to** to say that you can't do something. Look:

*You **aren't allowed to** talk in the library.*

(The librarian says you can't.)

*You **aren't allowed to** eat sweets in class.*

(The teacher says you can't.)

See Chapter 30.

4 Circle the examples of **not be allowed to**.

You aren't allowed to run near the swimming-pool. My friend isn't allowed to go out tonight. I'm not allowed to eat sweets after I've brushed my teeth. We aren't allowed to play with my parents' car. You aren't allowed to stay up after midnight, are you?



GRAMMAR

REMEMBER!

should and **ought to** are to tell somebody that you think something is a good idea. They mean almost the same thing. It isn't important which you use.

*You **should** run away!*

= I think it's a good idea for you to run away.

*You **ought to** hide in the cupboard.*

= I think it's a good idea to hide in the cupboard.

- 2 What else does Mo think the actor should do?
Fill in the gaps. Use **should**.

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o ...
□
something
thing. It isn't important when...

*You **should** run away!*

= I think it's a good idea for you to run away.

*You **ought to** hide in the cupboard.*

= I think it's a good idea to hide in the cupboard.

2 What else does Mo think the actor should do?
Fill in the gaps. Use **should**.

► You *should* look behind you!

1 You hide behind the wall.

2 You climb up that tree.

3 You keep quiet. He won't see you.

4 You stay where you are.

A

People often use the expression **If I were you ...** to tell somebody that they think something is a good idea.

If I were you, I'd be quiet.

= I think it's a good idea for you to stop talking and be quiet.

If I were you, I'd hide.

= I think it's a good idea for you to hide.

See Chapter 24.

3 Rewrite the sentences. Use *If I were you*.

▶ You should stop shouting.

If I were you, I'd stop shouting.

1 You should be quiet in the cinema.

....., I'd be quiet in the
cinema.

2 You should run away.

....., I'd run away.

3 You ought to look under the car.

....., I'd look under the car.

4 You ought to be careful.

....., I'd be careful.

**4 Rewrite these sentences.
Use *If I were you, I'd ...***

▶ You should take an aspirin.

If I were you, I'd take an aspirin.

1 You should drink more water.

.....

2 You should go to sleep.

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3 You should see a dentist.

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4 You should take more exercise.

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5 You should telephone a friend.

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6 You should eat

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7 You should eat

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8 You should wor

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9 You should go t

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10 You should reac

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5 Look at all Mo's problems. Write two solutions for each problem.
Use **should** and **ought to**.

► He's lost his wallet.

He should go to the police station.

He ought to look in his bedroom.

1 His tooth hurts.

2 He's got a cold.

3 He's always tired.

5 Look at all the problems.
Use **should** and **ought to**.

► He's lost his wallet.
He **should** go to the police station.
He **ought to** look in his bedroom.

1 His tooth hurts.

2 He's got a cold.

3 He's always tired.

4 He doesn't know what the capital of Belgium is.

5 He's broken his friend's skateboard.

6 His mum is very angry with him because he's upset her.

7 His hands are cold.

8 He wants to buy Milly a present but he hasn't got enough money.



REMEMBER!



must is to say that you're sure something is true. You're sure because of what you know.

*It **must** be one of the most famous buildings in the world.*

(I know that most people have seen pictures of it.)

*You're laughing. You **must** be happy.*

(I know that people who are laughing are usually happy.)

2 Complete the sentences. Use **must**.

▶ You've been eating for an hour and you're still eating.

You **must** be hungry.

1 It's black and it's

REMEMBER!

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*It **must** be one of the most famous buildings in the world.*
(I know that most people have seen pictures of it.)

*You're laughing. You **must** be happy.*

(I know that people who are laughing are usually happy.)

2 Complete the sentences. Use must.

▶ You've been eating for an hour and you're still eating.

You must be hungry.

1 It's black and it's got eight legs. I think it be a spider.

2 He's been working for hours. He be very tired.

3 She's crying. She be upset.

4 It's got four legs and it's wagging its tail. It be a dog.



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REMEMBER! 2

can't is to say that you're sure something is impossible.
You're sure because of what you know.

*It's got a short neck. It **can't** be a giraffe.*

(I know giraffes have got long necks.)

*It's orange and it tastes horrible. It **can't** be milk.*

(I know that milk is white.)

3 Fill in the gaps. Use **can't**.

- ▶ She can't be at home. I've just seen her go out.
- 1 You always get bad marks in French. You be very good at it.
- 2 My brother has eaten six burgers. He still be hungry!
- 3 This jacket is blue. Mine's red. It be my jacket.
- 4 This is yellow and it tastes sour. It be chocolate.

A

You can make the past of **must** and **can't** like this:

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You can make the past of **must** and **can't** like this:

must / can't + have + past participle

*The pyramid **must have been** very difficult to build.*

*They **must have used** hundreds of tons of stone.*

*It **can't have been** easy to build.*

*They **can't have had** tractors or lorries to help them.*

4 Fill in the gaps. Use the past of **must** or **can't** and the verbs in brackets.

► It must have taken (take) a long time to build.

1 The workers (build) it very quickly, can they?

2 The Egyptians (have) tractors. They hadn't been invented.

3 They (use) thousands of workers.

4 The workers (be) very tired at the end of each day.

4 My friend looks very tired. She's got
and she's coughing.
I think she be ill.

answered
be out.

6 Read about the building of the pyramids.
Use **must have + past participle** to complete the sentences.

The pharaohs who decided to build the pyramids

► **must have been** (be) very powerful men.

They (1) (employ) thousands of people to
work on the buildings. The workers (2) (work)

extremely hard because it only took thirty years to build the biggest pyramid.

The architects (3) (know) a lot about Maths

and Geography because the pyramids face north, south, east and west. Experts

think that the workers (4) (pull) the stones

with ropes made from papyrus. They also know that boats on the River Nile

(5) (carry) other building materials to Giza.

7 Read these sentences. Complete them with **can't have + past participle**.

▶ The Ancient Egyptians didn't know about lorries or cars.

The Ancient Egyptians can't have used (use) lorries or cars.

1 We know that the workers were poor.

They (have) a lot of money.

2 Experts think that some of the stones came from another place in Egypt.

They say the stones (come) only from Cairo.

3 The stones are too heavy for a human to carry.

The workers (carry) them.

4 The artists didn't have modern paint. They used paint made from plants to decorate the tombs.

The artists (paint) with real paint.

5 It was impossible to guess how long it would take to build a pyramid.

The pharaohs (know) how long it would take to build them.

can't have + past participle. Think carefully!

- 5 It was impossible to guess how long it would take to build a pyramid.
The pharaohs (know) how long it would
take to build them.

8 Choose **must have** or **can't have** + past participle. Think carefully!

- The blocks of stone were measured very carefully. The Egyptians
must have had (have) a good way of measuring things.
- 1 The Sphinx hasn't got a nose any more. It (fall) off.
- 2 There was no electricity in Ancient Egypt. It (be)
very dark inside the pyramids.
- 3 The workers had to work very long hours. There was a lot of disease, too.
Many of them got ill. They (be) very healthy.
- 4 The pyramids were expensive to build. The pharaohs who built them
..... (have) a lot of money.
- 5 The Ancient Egyptians didn't have modern tools so they
..... (cut) the stones very easily.

...er if you can play a class game. One pupil says
...thinks of a reason why he or

• LOOK at the ...
Yes No



GRAMMAR

A

might and **may** are to say that you think something is possible.

*You **might** hurt yourself.*

= I'm not sure but it's possible that you're going to hurt yourself.

*I **may** be wrong.*

= I'm not sure but it's possible that I'm wrong.

2 Complete the sentences. Use **might**.

▶ Snapper is worried. He thinks Mo might hurt himself.

1 Mo thinks he be the first boy to fly.

2 Snapper thinks Mo be wrong!

3 Mo thinks he be wrong!

A

might and **may** are to say that you think something is possible.

*You **might** hurt yourself.*

= I'm not sure but it's possible that you're going to hurt yourself.

*I **may** be wrong.*

= I'm not sure but it's possible that I'm wrong.

2 Complete the sentences. Use **might.**

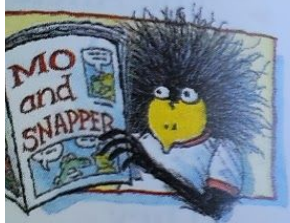
▶ Snapper is worried. He thinks Mo might..... hurt himself.

1 Mo thinks he be the first boy to fly.

2 Snapper thinks Mo be wrong!

3 Mo thinks he be very famous one day.

4 Snapper stop Mo from trying to fly.



B

might and **may** are easy!

They're the same for everybody.

I might	I may
you might	you may
he might	he may
she might	she may
it might	it may
we might	we may
you might	you may
they might	they may

3 Fill in the gaps. Use **may**.

► What are you doing tonight?

I may... go swimming.

Mo and Milly?

you **might** you **may**
they **might** they **may**

3 Fill in the gaps. Use **may**.

▶ What are you doing tonight?

I **may**... go swimming.

1 Where are Mo and Milly?

They be in the garden.

2 Why is Mo in the kitchen?

He want a biscuit.

3 Where's Snapper?

He be in his tree house.

4 What's Milly going to do now?

She go to her friend's house.

WHAT'S THE DIFFERENCE?

might and **may** mean almost the same thing.
It isn't important which you use.

Mo **might** go to see his friend Billy tomorrow.

Mo **may** go to see his friend Billy tomorrow.

= Perhaps Mo will go to see Billy but
I'm not sure.

4 Mo can't find Milly. Rewrite the sentences.
Use **might** or **may**.

▶ Perhaps she's at the shops.

She might be at the shops. OR

She may be at the shops.

1 Perhaps she's upstairs.

2 Perhaps she's at her friend's house.

3 Perhaps she's in the kitchen.

4 Perhaps she's in the garden.

5 Perhaps she's in her bedroom.

6 Perhaps she's in the bath.

7 Perhaps she's in the sitting-room.



GRAMMAR



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A

shall and **can** are to ask if you can do something for somebody.

'Shall I get the candy floss for you?' 'Yes, please.'

'Can I help you?' 'Yes, please.'

2 Complete the sentences. Use shall or can.

▶ *Shall* I get your coat for you?

1 I get you a drink?

2 I make you a sandwich?

..... tidy the house?

idge?

A

shall and **can** are to ask if you can do something for somebody.

'Shall I get the candy floss for you?' 'Yes, please.'

'Can I help you?' 'Yes, please.'

2 Complete the sentences. Use **shall** or **can**.

▶ *Shall* I get your coat for you?

1 I get you a drink?

2 I make you a sandwich?

3 we help you tidy the house?

4 we buy you some candy floss?

B

would ... like + noun is to ask if somebody wants something.

'Would you like a piece of cake?' 'No, thank you.'

'Would you like an ice cream?' 'Yes, please.'

'Would Splodge like some candy floss?'

'Yes, he'd love some.'

3 Write questions. Use would you like.

► *Would you like* some candy floss?

1 a toffee apple?

2 some milk?

3 an orange?



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would ... like + noun is to ask if somebody wants something.

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'Would you like an ice cream?' 'Yes, please.'

'Would Splodge like some candy floss?'

'Yes, he'd love some.'

3 Write questions. Use **would you like**.

► *Would you like* some candy floss?

1 a toffee apple?

2 some milk?

3 an orange?

4 a new bicycle?

C

would ... like to + base verb is to ask if somebody wants to do something.

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- 2 an orange?
3
4 a new bicycle?

C

would ... like to + base verb is to ask if somebody wants to do something.

'Would you like to see the fortune-teller?'

'Yes, I'd love to.'

'Would he like to go to the cinema?'

'Yes, he would.'

4 Write questions. Use would you like to and the things below.

- go to the funfair ✓ visit the fortune-teller
- ride on the big wheel go on the ghost train
- see the clowns

► *Would you like to go to the funfair?*

- 1
2
3
4



PRACTICE

5
a Splodge wants to go to the funfair again tonight. He's asking if he can do things for Ruff and Tumble so that they'll take him. Write his questions. Use **shall** and the list below.

- make your bed ✓
- clean Ruff's machines
- do the shopping
- wash Mabel's car
- empty the dustbin
- make you a cup of tea

- help you wash up
- tidy the kitchen
- make supper
- post your letters
- get your newspaper

▶ Shall I make your bed?

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