

3 C

G can, could, be able to (ability and possibility)

V -ed / -ing adjectives

P sentence stress

If at first you don't succeed, ...

1 GRAMMAR can, could, be able to

a Look at the title of the lesson, which is the first half of a well-known saying. Look at the different second halves below. Which do you think is the real saying? Which do you think is the best advice?

- ...ask for advice.
- ...leave it until tomorrow.
- ...give up.
- ...pay someone else to do it for you.
- ...have a cup of tea.
- ...try, try again.

b Look at the definition of *be able to*. What other verb is it similar to?

be able to do sth to have the ability, opportunity, time, etc. to do something, e.g. *Will you be able to come to the meeting next week?*

c Read the article about people who have tried (but failed) to learn something. Complete the text with these phrases.

- A** I've never been able to say
- B** I was able to learn
- C** you'll never be able to speak
- D** I just wasn't able to do it
- E** I hate not being able to communicate
- F** I would suddenly be able to do it
- G** all my friends are able to do

I'm a failure!

I've never been able to...



I started having driving lessons when I was 17. Although I'm normally a quick learner, ¹..... After 18 months I failed my first test – I was really disappointed. Since then I've taken the test again three times, but I've always failed – usually on reversing or parking. The problem is I get so nervous during the tests that I can't drive properly. It's so embarrassing to admit that I can't learn to do something that ².....!

Amanda, Brighton



I've always wanted to be able to dance salsa, and when I was working in Ecuador there were free classes, so I joined. But the art of salsa is to keep your arms still and move your hips, and I just couldn't do it. When I hear music my arms start moving but my hips don't. After about ten hours of classes ³..... the steps, but I was dancing like a robot! I didn't give up, but soon everyone in the class was dancing and I was just slowly moving from side to side and counting out loud 'one, two, three, four'. I was sure that one day ⁴..... – but that never happened. I can still remember the first two steps, though, and I still try to dance when I hear a salsa tune, as long as nobody is watching.

Sean, Oxford



I've started learning English at least ten times. I've been to classes, I've had a private teacher, I've used a self-study course, but ⁵..... anything in English. I even had an English girlfriend once but she learned Spanish before I managed to improve my English, so we always spoke in Spanish. I travel a lot in my job and ⁶..... – it's so frustrating. I'm thirty-two now and I think if you don't learn a language when you're a child, or go and live in the country, ⁷..... it well.

*Guillermo, Madrid **

* translated from Spanish

- d Look at phrases A–G. What tense or form of *be able to* are they?
- e **p.134 Grammar Bank 3C.** Read the rules and do the exercises.
- f **Communication** *Guess the sentence A p.116 B p.119.*

2 PRONUNCIATION sentence stress

- a **3.10** Dictation. Listen and write six sentences with *can / can't* or *could / couldn't*.
- b **3.11** Listen and repeat the sentences. Copy the rhythm.
- I'd love to be able to ski.
 - We won't be able to come.
 - I've never been able to dance.
 - She hates not being able to drive.
- c **3.12** Listen and make new sentences with the verbs you hear.

ride a horse

I'd love to be able to ride a horse.

HOW WORDS WORK...

1 Look at the two uses of *so*. Match them with their uses.

1 It's **so** frustrating!

2 The classes were free, **so** I joined.

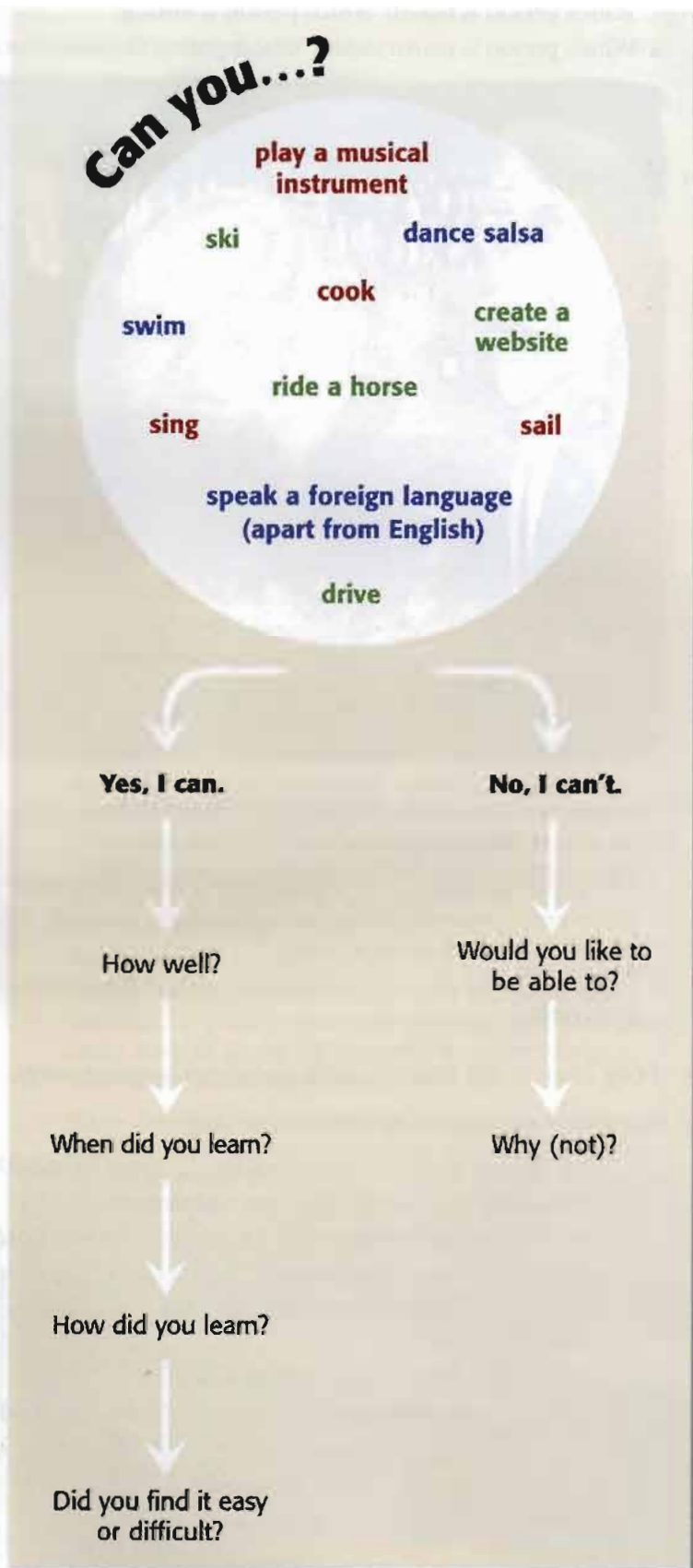
- to emphasize an adjective or adverb
 to connect a cause and a result

2 Look at the sentences below. Is *so* use 1 or use 2?

- A I love Paris – it's so beautiful.
- B The bus didn't come so I walked home.
- C Why does he talk so much?
- D I was so tired that I went to bed at 9.00.
- E I was tired so I went to bed.

3 SPEAKING

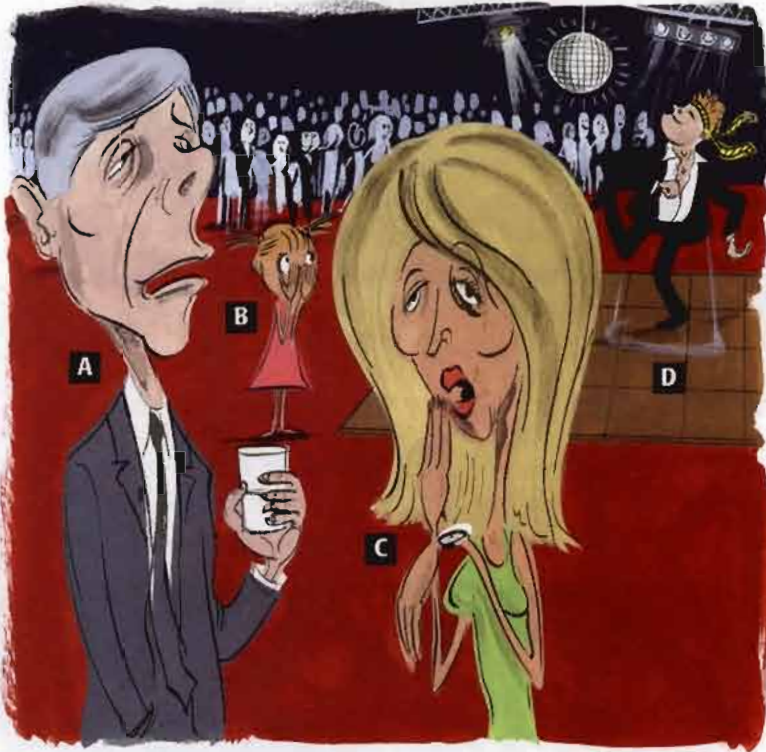
Interview your partner with the chart.



4 VOCABULARY -ed / -ing adjectives

a Look at the picture.

- 1 Which person is bored? Which person is boring?
- 2 Which person is embarrassed? Which person is embarrassing?



b Without looking back at the texts in 1, underline the correct adjective in these sentences.

- 1 I failed my first test – I was really disappointed / disappointing.
- 2 It's so embarrassed / embarrassing to admit I can't do something that all my friends are able to do.
- 3 I hate not being able to communicate – it's so frustrated / frustrating.

c Look back at the texts on p.44 and check your answers.

d Complete the adjectives with *-ed* or *-ing*.

- 1 What do you think is the most excit ___ sport to watch?
- 2 What music do you listen to if you feel depress ___?
- 3 What was the last interest ___ TV programme you watched?
- 4 Have you ever been disappoint ___ by a birthday present?
- 5 Which do you find more tir ___, travelling by car or by public transport?
- 6 Are you often bor ___ at work or school?
- 7 What's the most embarrass ___ thing that's ever happened to you?
- 8 Are you frighten ___ of any insects?
- 9 Do you feel very tir ___ in the morning?
- 10 What's the most bor ___ film you've seen recently?

e Ask and answer the questions in pairs. Ask for more information.

5 LISTENING

a You're going to hear a psychologist talking about how to succeed at learning to do something new. Before you listen, match these phrasal verbs with their meanings.

- 1 I want to **take up** scuba diving.
 - 2 I'm going to **give up** learning Japanese – it's too difficult.
 - 3 If I like this course, I'll **carry on** next year.
- a stop, abandon
 b continue
 c start something new

b **3.13** Read these seven tips. Now listen to the programme. Tick (✓) the five things the psychologist says.

- 1 Be realistic about what you choose.
- 2 Always take up a new activity at the beginning of the year.
- 3 Don't think you'll be bad at all sports just because you're not good at one.
- 4 Don't give up an activity before you've given it a good chance.
- 5 If you're learning something new, don't think you're going to become the best in the world at it.
- 6 Always take up a new activity with a friend.
- 7 Learning something new is a good way of meeting people.

c Listen again. What examples does she give for each point you've ticked?

6 READING

- a Can you think of anyone you know or a famous person who has been successful in very difficult circumstances?
- b Work in pairs. A read about Natalie, B read about Bethany. Complete the chart.

	Natalie	Bethany
1 How did she lose a limb?		
2 When did she start her sport again?		
3 How did she feel?		
4 What has she achieved since then?		
5 How does she see her future?		

- c A use the chart to tell B about Natalie. B complete the chart. Then swap roles.
- d Now read the other text. Underline five words / phrases in either text that you want to remember.
- e What have the two women got in common? What's different about them?

Never give up



Natalie, the swimmer who lost a leg

Natalie du Toit, the South African swimmer, was only seventeen when she lost her leg in a road accident. She was going to a training session at the swimming pool on her motorbike when a car hit her. Her leg had to be amputated at the knee. At the time she was one of South Africa's most promising young swimmers. Everybody thought that she would never be able to swim competitively again.

But Natalie was determined to carry on. She went back into the pool only three months after the accident. And just one year later, at the Commonwealth Games in Manchester, she swam 800 metres in 9 minutes 11.38 seconds and qualified for the final – but not for disabled swimmers, for able-bodied ones! Although she didn't win a medal, she still made history.

'I remember how thrilled I was the first time that I swam after recovering from the operation – it felt like my leg was there. It still does,' says Natalie. 'The water is the gift that gives me back my leg. I'm still the same person I was before the accident. I believe everything happens in life for a reason. You can't go back and change anything. Swimming was my life and still is. My dream is to swim faster than I did before the accident.'

Bethany, the surfer who lost an arm

Bethany Hamilton was the best girl surfer of her age when she lost an arm in a shark attack. She was only thirteen years old and was surfing in Hawaii when a tiger shark attacked her and tore off her left arm. It happened so fast she didn't even scream.

But Bethany was determined to get back on a surf board as soon as possible. As soon as she left hospital, she began practising her surfing exercises on the beach. Everyone was amazed to see her surfing so soon after her accident. Incredibly, she finished 5th at the National Surfing Championships.

'The first time I went back into the sea I was so happy I cried,' she said. 'It was easier than I thought. But obviously it's much more difficult than with both arms, and I have to accept I'll probably never be world champion, which used to be my dream.'

Since then Bethany has signed a contract with Rip Curl, and has written a book about her experiences which has been made into a film. 'I always dream of the sea,' she says. 'When you surf a wave, it's like walking on water, and when you're in the air, it's like flying.'



7 3.14 SONG 🎵 You can get it if you really want

Communication

2B Are you hungry? Yes, I'm starving! Student A

a Say your sentences to B. He / she must respond with the phrase in brackets.

- 1 Is the water cold? (*Yes, it's freezing.*)
- 2 Was the film good? (*Yes, it was great.*)
- 3 Were you tired after the exam? (*Yes, I was exhausted.*)
- 4 Is the kitchen dirty? (*Yes, it's filthy.*)
- 5 Is it a big house? (*Yes, it's enormous.*)
- 6 Was the weather bad? (*Yes, it was awful.*)

b Respond to B's questions. Say *Yes, it's / I'm*, etc. + the strong form of the adjective which B used in the question. Remember to stress the strong adjective.

c Repeat the exercise. Try to respond as quickly as possible.

3B Who do you think they are? Students A + B

a In pairs, look at the people. You will have to match them with one of the jobs in the list below.

politician boxer violinist university professor comedian

b Discuss person A with your partner.

- Eliminate the jobs you think are impossible for that person. Use *He / She can't be a...* Say why.
- Now say which jobs you think are possible. Use *He / She might be...*
- Now make a final choice for person A. Use *He / She must be...* Say why.

c Now do the same for B–E.

d Finally, your teacher will tell you if you are right.



3C Guess the sentence Student A

a Look at sentences 1–5 and complete them with the correct form of *be able to* + a verb.

- 1 I've never _____ the guitar well.
- 2 I'm sorry I won't _____ to your party next weekend.
- 3 I used to _____ a little Japanese but I can't now.
- 4 I love _____ in bed late at the weekend.
- 5 Will you _____ all the work before Saturday?

b Read your sentence 1 to B. If it's not the same, try again until B tells you 'That's right'. Continue with 2–5.

c Now listen to B say sentence 6. If it's the same as your sentence 6 below, say 'That's right'. If not, say 'Try again' until B gets it right. Continue with 7–10.

- 6 I won't **be able to see** you tonight. I'm too busy.
- 7 It was the rush hour but luckily I was **able to park** near the cinema.
- 8 They haven't **been able to find** a flat yet. They're still looking.
- 9 It must be fantastic **to be able to speak** a lot of languages.
- 10 You must **be able to do** this exercise! It's very easy.

2B Are you hungry? Yes, I'm starving! Student B

- a Respond to A's questions. Say *Yes, it's / I'm* etc. + the strong form of the adjective which A used in the question. Remember to stress the strong adjective.
- b Say your sentences to A. He / she must respond with the phrase in brackets.
- 1 Are you afraid of flying? (*Yes, I'm terrified.*)
 - 2 Is the soup hot? (*Yes, it's boiling.*)
 - 3 Was the teacher angry? (*Yes, he / she was furious.*)
 - 4 Is the bedroom small? (*Yes, it's tiny.*)
 - 5 Are the children hungry? (*Yes, they're starving.*)
 - 6 Is the chocolate cake nice? (*Yes, it's delicious.*)
- c Repeat the exercise. Try to respond as quickly as possible.

Practical English 2 Requests Students A + B

- a Look at the verbs below. Choose one thing you would like someone to do for you.
- look after (my children, my dog, my cat, etc.)
lend me (some money, your car, a book, etc.)
give me a lift (home, to the centre, etc.)
help me (with my homework, to paint my flat, etc.)
- b Ask as many other students as possible. Be polite, and explain why you want the favour. How many people agree to help you?

3C Guess the sentence Student B

- a Look at sentences 6–10 and complete them with the correct form of *be able to* + a verb.
- 6 I won't _____ you tonight. I'm too busy.
 - 7 It was the rush hour but luckily I _____ near the cinema.
 - 8 They haven't _____ a flat yet. They're still looking.
 - 9 It must be fantastic _____ a lot of languages.
 - 10 You must _____ this exercise! It's very easy.
- b Listen to A say sentence 1. If it's the same as your sentence 1 below, say 'That's right'. If not, say 'Try again' until A gets it right. Continue with 2–5.
- 1 I've never **been able to play** the guitar well.
 - 2 I'm sorry I won't **be able to go** to your party next weekend.
 - 3 I used to **be able to understand** a little Japanese but I can't now.
 - 4 I love **being able to stay** in bed late at the weekend.
 - 5 Will you **be able to finish** all the work before Saturday?
- c Now read your sentence 6 to A. If it's not the same, try again until A tells you 'That's right'. Continue with 7–10.

3A *must, have to, should* (obligation)

obligation / necessity: *have to / must* (+ infinitive)

You **have to** wear a seatbelt in a car.
Do you **have to** work on Saturdays?
I **had to** wear a uniform at my primary school.
I'll **have to** get up early tomorrow. My interview is at 9.00.

I **must** remember to phone Emily tonight – it's her birthday.
You **must** be on time for class tomorrow – there's a test.

- *Must* and *have to* have a very similar meaning. *Have to* is more common for **general, external** obligations, for example rules and laws. *Must* is more common for **specific** (i.e. on one occasion) or **personal** obligations.
Compare:
I have to wear a shirt and tie at work (It's the rule in this company).
I must buy a new shirt – this one is too old now (It's my own decision).
- *Have to* is a normal verb and it exists in all tenses.
- *Must* is a modal verb. The only forms are *must* and *mustn't*.
- You can also use *have to* or *must* for strong recommendations, e.g. *You have to / must see that film – it's fantastic.*

advice or opinion: *should / shouldn't* (+ infinitive)

You **should** take warm clothes with you to Dublin. It might be cold at night.
I think the government **should** do something about unemployment.

- *Should* is not as strong as *must / have to*. We use it to say if we think something is the right or wrong thing to do.
- *Should* is a modal verb. The only forms are *should* and *shouldn't*.
- You can also use *ought to* and *ought not to* instead of *should / shouldn't*.
You should take an umbrella with you. You ought to take an umbrella with you.

3B *must, may, might, can't* (deduction)

when you are sure something is true: *must*

They **must** be out. There aren't any lights on.
She **must** have a lot of money. She drives a Porsche.

when you think something is possibly true: *may / might*

His phone's switched off. He **might** be on the plane now.
She **might not** like that skirt. It's not her style.
She's not at home. She **may** be working.
He hasn't written. He **may not** have my address.

when you are sure something is impossible / not true: *can't*

He **can't** be ill. I saw him at the gym.
They **can't** be Italian. They're speaking to each other in Spanish.

- We often use *must, may / might, and can't* to say how sure or certain we are about something (based on the information we have).
- In this context, the opposite of *must* is *can't* NOT *mustn't*.

3C *can, could, be able to* (ability and possibility)

can / could

I **can** speak Spanish very well.
She **could** play the violin when she was three.
She **can't** come tonight. She's ill.
They **couldn't** wait because they were in a hurry.
Could you open that door, please?

- *Can* is a modal verb. It only has a present, past, and conditional form (but can also be used with a future meaning).
- For other tenses and forms use *be able to*.

be able to + infinitive

I **am able to** accept your invitation.
They **weren't able to** come.
I'll **be able to** practise my English in London.
She **has been able to** speak French since she was a child.
I'd like **to be able to** ski.
I'd love **being able to** sleep late at weekends.

- You can use *be able to* in the present, past, future, present perfect, and as a gerund or infinitive.
- *be able to* in the present and past is more formal than *can / could*.

3A

a Circle the correct form.

You *shouldn't* / *mustn't* drink that water. It's not safe.

- 1 We *mustn't* / *don't have to* hurry. We have plenty of time.
- 2 You *must* / *should* remember to write the report. The boss will be furious if you forget.
- 3 The exhibition was free so I *hadn't to* / *didn't have to* pay.
- 4 *Do you have to* / *Should you* wear a uniform at your school?
- 5 We *must* / *had* to wait two hours at security and nearly missed our flight.
- 6 *Had you to* / *Did you have to* do a lot of homework when you were at school?
- 7 I think people who live in flats *mustn't* / *shouldn't* have dogs.
- 8 She's allergic to dairy products so she *mustn't* / *doesn't have to* eat anything made from milk.

b Complete the second sentence with two or three words so it means the same as the first.

Smoking is prohibited here. You *mustn't smoke* here.

- 1 It isn't a good idea to go swimming after a big meal.
You _____ swimming after a big meal.
- 2 Was it necessary for them to pay cash?
Did _____ pay cash?
- 3 The meeting isn't obligatory.
You _____ go to the meeting.
- 4 It's bad manners to talk loudly on a mobile on a train.
People _____ quietly on their mobile on a train.
- 5 Lorries are not allowed to go on this road.
Lorries _____ on this road.

3B

a Match the sentences.

- | | |
|--|---------------------------------|
| 1 He must be over 70. <input type="checkbox"/> | A He hasn't seen me for ages. |
| 2 He can't be at university. <input type="checkbox"/> | B He sometimes sends me emails. |
| 3 He may not remember me. <input type="checkbox"/> | C He must be joking. |
| 4 He might like this book. <input type="checkbox"/> | D He's interested in history. |
| 5 He must be very shy. <input type="checkbox"/> | E He sometimes works late. |
| 6 He can't be serious. <input type="checkbox"/> | F He gets up very early. |
| 7 He may be in bed already. <input type="checkbox"/> | G He's only 16. |
| 8 He might not be at home yet. <input type="checkbox"/> | H He's not fit enough. |
| 9 He must have a computer. <input type="checkbox"/> | I He retired 10 years ago. |
| 10 He can't be a good footballer. <input type="checkbox"/> | J He never opens his mouth. |

b Complete with *might* (not), *must*, or *can't*.

This sauce is really spicy. It *must* have chilli in it.

- 1 A What music is this?
B I'm not sure but it _____ be Mozart.
- 2 She looks very young. She _____ be more than 16.
- 3 I'm not sure why she hasn't phoned. She _____ have my new number.
- 4 They _____ have a lot of money. They live in an enormous house.
- 5 He _____ be away. His car is outside his house.
- 6 I _____ be a size 44! I'm usually a 40 or 42.
- 7 It _____ be true! I saw it on the news.

3C

a Complete with the correct form of *be able to*.

I *ve* never *been able to* learn to swim.

- 1 I _____ send any emails since lunchtime.
- 2 She used to _____ speak German really well.
- 3 I _____ do my homework until tomorrow.
- 4 I'd really like _____ dance well.
- 5 _____ you _____ come to our wedding?
It's on May 10th.
- 6 If I spoke better English, I _____ get a job in a hotel.
- 7 When I've saved another €1000, I _____ buy a new car.
- 8 She hates _____ do what she wants.

b Complete with *can* / *can't*, or *could* / *couldn't* where possible. If not, use a form of *be able to*.

They told me that they *couldn't* do anything about the noise.

- 1 I _____ talk to you now. I'm too busy.
- 2 When I lived in Rome I _____ speak Italian quite well.
- 3 I would love _____ play tennis very well.
- 4 If we don't hurry up, we _____ catch the last train.
- 5 My mother _____ see much better now with her new glasses.
- 6 To do this job you need _____ speak at least two languages.
- 7 I _____ help you tonight if you want.
- 8 They _____ find a flat yet. They're still looking.