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**ПРАКТИКУМ З АНГЛІЙСЬКОЇ  
МОВИ ДЛЯ САМОСТІЙНОЇ  
РОБОТИ СТУДЕНТІВ  
(МОДАЛЬНІ ДІЄСЛОВА)**

**навчальний посібник**

**КИЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ІМЕНІ ТАРАСА ШЕВЧЕНКА**

**О. Б. ЯНУШ, О. В. ДАНИЛЕЙКО**

**ПРАКТИКУМ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ  
САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ  
(МОДАЛЬНІ ДІЄСЛОВА)**

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Навчальний посібник «Практикум з англійської мови для самостійної роботи студентів (модальні дієслова)» охоплює основні правила вживання модальних дієслів та укладений для допомоги викладачам вищих навчальних закладів в процесі планування та організації самостійної роботи студентів під час освоєння граматичного аспекту дисципліни «Англійська мова».

Кожен розділ посібника містить короткі теоретичні відомості про особливості вживання модального дієслова, що супроводжуються вправами на перевірку мовної компетенції студентів. Завдання мають краєзнавче спрямування та розміщені таким чином, щоб забезпечити поетапне засвоєння матеріалу – від опанування простих конструкцій, до вивчення більш складних.

Посібник стане у нагоді як студентам Навчально-наукового інституту філології Київського національного університету імені Тараса Шевченка спеціальності 035 Філологія, які опановують сходознавчі та англомовні студії (зокрема спеціальності «Східна мова (японська, китайська, корейська, індонезійська, гінді, турецька) і література та переклад, англійська мова»), так і викладачам, які шукають ефективні інструменти організації навчального процесу.

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# ЗМІСТ

ПЕРЕДМОВА .....	5
ЗМІСТ САМОСТІЙНОЇ РОБОТИ .....	8
THE CATEGORY OF MODALITY IN ENGLISH .....	10
SEMANTIC, MORPHOLOGICAL AND SYNTACTIC PECULIARITIES OF MODALS IN ENGLISH.....	20
THE GRAMMAR OF MODAL VERBS:	
CAN, COULD.....	27
MAY, MIGHT .....	32
MUST.....	35
OUGHT TO.....	43
SHOULD .....	46
SHALL .....	53
WILL, WOULD .....	58
NEED.....	63
DARE .....	67
BE TO .....	77
HAVE TO .....	83
ESSENTIAL RESOURCES FOR MASTERING GRAMMAR .....	87
REFERENCES .....	88

## ПЕРЕДМОВА

Навчальний посібник «Практикум з англійської мови для самостійної роботи студентів (модальні дієслова)» адресований здобувачам освітнього ступеня вищої освіти «бакалавр» зі спеціальності 035 Філологія, спеціалізації «Східні мови та літератури (переклад включно)». Видання містить основні теоретичні відомості щодо особливостей вживання модальних та напівмодальних дієслів, систему лексико-граматичних вправ, тестові завдання та посилання на автентичні англомовні аудіо- та відеоматеріали, які є допоміжним джерелом розкриття специфіки семантичної категорії модальності в англійській мові.

Представлений граматичний матеріал відповідає програмі навчальної дисципліни «Англійська мова», що викладається на другому курсі у четвертому семестрі, та є частиною обов'язкових освітніх компонентів сходознавчих програм.

Метою навчального посібника є надання практичної допомоги викладачам вищих навчальних закладів у процесі планування та організації самостійної роботи студентів під час вивчення граматичного аспекту дисципліни «Англійська мова»; формування у студентів навичок автономного навчання через виконання інтерактивних лексико-граматичних вправ, спрямованих на комплексний розвиток комунікативної, соціокультурної, мовної та мовленнєвої компетентностей; сприяти цілісному розумінню фахових тематичних текстів, а також удосконалення усіх видів мовленнєвої діяльності; розвиток навичок самостійного навчання та стимулювання прагнення студентів до безперервного професійного самовдосконалення.

Навчальний посібник містить 12 тематичних розділів, кожен з яких спрямований на поглиблене вивчення конкретного модального дієслова. Кожен розділ містить теоретичний блок з детальними поясненнями правил вживання модальних дієслів на прикладах автентичних англомовних текстів, включно з прецедентними; аналіз складних випадків вживання модальних дієслів та винятки з правил, що часто викликають труднощі у студентів. Для кращого візуального сприйняття та полегшення засвоєння нових знань теоретичний матеріал узагальнено, систематизовано та представлено у вигляді таблиць, що супроводжуються прикладами з сучасної поп-культури, увиразненої, зокрема, інтернет-мемами.

Практичний блок представлений: різноманітними вправами, спрямованими на розширення лексичного запасу, удосконалення граматичних навичок та формування вмінь використання фахової термінології; вправами, що сприяють розумінню семантики модальних дієслів та їх коректному використанню в різних ситуаціях іншомовного спілкування, як повсякденного, так і фахового, що необхідно для вільного спілкування з носіями англійської мови. Завдання розташовані за принципом зростаючої складності: від репродуктивних (заповнення пропусків, вправи на множинний вибір тощо) до продуктивних та творчих (лінгвістичний аналіз автентичних англомовних текстів, креативне письмо – породження текстів різних жанрів та тематичної спрямованості у межах визначеного контексту тощо), що забезпечує поступове освоєння навчального матеріалу. Включено завдання на переклад з української мови на англійську. Для особливо складних вправ на початковому етапі освоєння матеріалу (репродуктивний рівень)

додано QR коди з посиланнями на відповіді, щоб студент мав можливість перевірити правильність використання конструкції.

Наприкінці посібника студенти знайдуть посилання на онлайн-ресурси, що містять додаткові вправи, тести та інтерактивні матеріали для закріплення вивченого матеріалу.

Навчальний посібник є універсальним інструментом, що може бути ефективно використаний як в умовах дистанційного навчання, так і під час аудиторних занять, забезпечуючи гнучкість у навчальному процесі. Список використаної літератури містить ретельно відібрані джерела для додаткового ознайомлення та поглибленого опрацювання тем.

## ЗМІСТ САМОСТІЙНОЇ РОБОТИ

Зміст самостійної роботи студентів з дисципліни «Англійська мова» визнається робочими програмами, укладеними відповідно до напряму підготовки здобувачів [27; 28; 29; 30; 31], та у четвертому семестрі становить 30 годин. Керуючись програмними вимогами до опанування дисципліни та кількістю годин, що відводяться на самостійне опрацювання кожного граматичного блоку, укладено перелік тем, рекомендованих до самостійного опрацювання (див. табл. 1). Відповідно до наведеної таблиці, кожному граматичному блоку навчальної програми відповідає блок відповідних тем підручника, на освоєння яких студент повинен витрати визначену програмою кількість годин (не більше 5 для кожного граматичного блоку).

*Таблиця 1: Зміст самостійної роботи студентів відповідно до навчальної програми [27; 28; 29; 30; 31]*

№ з/п	Тема, що вивчається	Тема для самостійного опрацювання	Кількість годин
<b>Тема 1.</b>	Категорія модальності в англійській мові. Лексичні та граматичні засоби вираження модальності	The Category of Modality in English	5
<b>Тема 2.</b>	Семантичні, морфологічні та синтаксичні особливості модальних дієслів	Semantic, Morphological and Syntactic Peculiarities of Modals in English	5
<b>Тема 3.</b>	Комунікативні функції та особливості вживання модальних дієслів «can», «may»	The Grammar of Modal Verbs: Can, Could, May, Might	5
<b>Тема 4.</b>	Комунікативні функції та особливості вживання модальних дієслів «must», «ought to», «dare»	The Grammar of Modal Verbs: Must, Need, Ought to, Dare	5
<b>Тема 5.</b>	Комунікативні функції та особливості вживання модальних дієслів «shall / should», «will / would»	The Grammar of Modal Verbs: Shall, Should, Will, Would	5
<b>Тема 6.</b>	Комунікативні функції та особливості вживання дієслів з семантикою модальності («be to», «have to», «be able to»)	The Grammar of Modal Verbs: Be to, Have to	5

**Всього: 30**

З огляду на специфіку представленого в посібнику граматичного матеріалу, його опрацювання може бути організоване як у формі попередньої підготовки до аудиторного заняття, так і в якості заключного етапу закріплення вивченого.

Матеріали, винесені на самостійне опрацювання, можуть слугувати: додатковим джерелом для поглиблення та розширення знань, отриманих під час опанування відповідної граматичної теми; інструментом для самостійної перевірки рівня засвоєння теоретичного матеріалу та практичних навичок; основою для активного обговорення граматичних питань під час аудиторного заняття. Такий підхід забезпечує гнучкість навчального процесу та дозволяє адаптувати його відповідно до індивідуальних потреб студентів, сприяючи більш ефективному засвоєнню навчального матеріалу.

# THE CATEGORY OF MODALITY IN ENGLISH<sup>1</sup>

**Modality** refers to a semantic category through which a speaker expresses their attitude toward the event being described [11: 343]. Consider the following examples:

**Non-modal meaning**  
*She saw him (fact)*  
*He leaves today (fact)*

**Modal meaning**  
*She **must** / **may** have seen him*  
*He **must** / **could** leave today*

When situations are no longer represented as factual but as **possible** or **necessary**, they are said to be represented as **modal**.

Modality introduces various nuances into sentences, allowing the speaker to express different attitudes towards the event. Rather than presenting the situation as a mere fact, a modal sentence reflects it as probable, possible, necessary, or obligatory.

The exact definition of modality has been the subject of extensive debate among linguists. In this grammar, we will adopt a practical approach:

**Modality** expresses situations that are not presented as facts, but rather as contingent, necessary, or possible events.

This framework will be the foundation for exploring how modality functions in English grammar.

## Mood and Modality

**Mood** is a grammatical category that corresponds to the semantic dimension of modality. While **modality** is a semantic notion, **mood** is its grammatical expression. To understand their relationship, think of mood and modality as analogous to tense and time:

**Tense** and **mood** are grammatical categories of form.  
**Time** and **modality** are categories of meaning.

Unlike **tense** or **aspect**, which directly describe the characteristics of an event (e.g., when it occurs or how it unfolds), **modality focuses on the status of the proposition** (i.e., the event being described). It does not address the event itself but rather how the

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<sup>1</sup> The following chapter was composed using a variety of resources which have been thoroughly analysed and abridged. These include: [5; 9; 10; 11; 18; 19; 20; 22; 25].

speaker perceives it – as possible, necessary, uncertain, or hypothetical. As summarized by [7: 1]:

**Modality** differs from tense and aspect in that it doesn't refer directly to any characteristic of the event, but simply to the status of the proposition (event).

### Traditional Modal Categories

F. R. Palmer, in *Modality and English Modals* (1990), identifies three traditional modal categories: **deontic**, **epistemic**, and **dynamic** [20: 9-10]. These categories distinguish the functions of modal verbs in expressing obligation, possibility, probability, and ability:

**1. Epistemic Modality (Possibility)**

*Tom may be in his office.*

(It is possible that Tom is in his office.)

**2. Deontic Modality (Permission)**

*Tom may come in now.*

(Tom is permitted to enter.)

**3. Dynamic Modality (Ability)**

*Tom can run ten miles with ease.*

(Tom has the ability to run ten miles.)

Each category reflects a different meaning: epistemic conveys possibility, deontic grants permission or expresses obligation, and dynamic refers to an individual's ability or capacity.

**Deontic modality (Intrinsic modality)**

The term “deontic” derives from the Greek word for “obligation.” Deontic modality expresses **obligation**, **permission**, or **prohibition**, often seen in attempts to influence others:

*You **must** / **should** write your essay = You **are obliged to** do it.*

**Epistemic modality (Extrinsic modality)**

The term “epistemic” comes from the Greek word for “knowledge.” Epistemic modality deals with **probability** or **certainty** and reflects the speaker's judgment, evidence, or knowledge.

*Kate **must** be at home.*

(The speaker deduces this based on available evidence).

## Degrees of Certainty (Epistemic)



*He **may**<sup>2</sup> / **might**<sup>3</sup> / **could**<sup>4</sup> be in the office.*  
 [30-50 % sure]  
*He **should** be in the office.* [Expected to be true]  
*He **must** be in the office.* [90-100 % sure it's true]  
*He **can't**<sup>5</sup> be in the office!* [90-100 % sure it's false]

In all these cases, the modal verbs indicate varying degrees of the speaker's confidence in the proposition.

## Dynamic modality (Factual modality)

Dynamic modality describes the **subject's ability or capacity** to perform an action:

*John **can** go now.* (Permission: deontic)  
*John **can** run a mile in ten minutes.* (Ability: dynamic)

Dynamic modality is concerned with factuality, focusing on the subject's physical or mental capability.

## Ambiguity in Modal Categories

Modal verbs can sometimes blur the boundaries between categories, leading to ambiguous interpretations:

1. *They **can't** be serious.*  
**Epistemic:** It's not possible that they are serious.  
**Dynamic:** They are incapable of being serious.
2. *Olivia **can** drive a car.*  
**Deontic:** She has permission to drive.  
**Dynamic:** She has the ability to drive.

The precise meaning often depends on the context, requiring careful interpretation.

## Ways of Expressing Modality

Modality encompasses a wide semantic field and can be expressed through various linguistic forms. While modal auxiliaries are the most

<sup>2</sup> reasonable possibility

<sup>3</sup> possibility with more uncertainty

<sup>4</sup> hypothetical or potential possibilities

<sup>5</sup> *Can* is used to express general ability or a possible situation that is within someone's capability. When referring to possibility, it's more certain and is often used in everyday, less formal contexts. For example: *People can get sick if they don't care of themselves.*

central in English, other lexical and grammatical forms also convey modality. These forms can be categorized as follows:

## I. LEXICAL REALISATION OF MODALITY

### 1. Modal Auxiliaries

Core modal verbs such as: *can, could, may, might, must, shall, should, will, would*.

### 2. Other Verbs Expressing Modal Meaning

#### Lexical-modal auxiliaries:

Phrases combining *be* or *have* with other elements + infinitive (e.g., *have got to, be bound to, be likely to*).

#### Semi-modals:

Verbs such as *need, dare, ought to, used to*.

#### Lexical verbs:

Verbs like *allow, beg, command, forbid, guarantee, guess, promise, suggest, warn*, which can express modal meanings.

#### Verbs expressing non-factual meanings:

Verbs such as *wonder* and *wish*.

### 3. Other Lexical Items with Modal Meaning

#### Modal adverbs:

Words like *probably, possibly, certainly, hopefully, thankfully, obviously, perhaps*, and *maybe*, which indicate degrees of certainty (epistemic modality) or obligation (deontic modality).

#### Modal adjectives:

Words like *possible, probable*, and *likely* in constructions such as *It is likely/possible that...*

## II. GRAMMATICAL REALISATION OF MODALITY

### 1. Subjunctive or Suppositional Mood

Used to express non-factuality. Example: *It is time we leave* can be modally backshifted to *It is time we left* to emphasize the hypothetical nature of the action.

### 2. Conditional Clauses

Create a “theoretical” or “hypothetical world”. Example: *If you went, I would go too*.

### 3. Tense Auxiliaries

Used to create a future or hypothetical world, indicating posteriority. Examples: *will, be going to, be about to*.

### 4. Parentheticals

Phrases that qualify the proposition. Examples: *I think, I guess, to be sure, certainly, perhaps, I believe*.

**5. Modal Backshifting**

Combines modal auxiliaries with infinitives in past form to express counterfactual meaning. Example: *I (could/might) have been in Kyiv now.* (Interpretation: *It would have been possible for me to be in Kyiv now, but I am not.*) [9, 29].

**Modal Harmony**

Modality can be expressed across multiple elements within a clause, not just through a single modal auxiliary. This phenomenon, known as modal harmony, demonstrates how modal meaning can permeate an utterance at various points, for example: *I'm sure he couldn't possibly have said that* [10: 381].

**TASK 1**

Scan the QR code and watch the video on three types of modality in English. Tick whether the sentences below are true or false. If a sentence is false, correct it.



- 1 In present-day English, three kinds of modal meaning or mood can be distinguished.
- 2 All three kinds of modality can also be expressed by means other than modal auxiliaries.
- 3 Dynamic modality concerns the properties and dispositions of people referred to in the clause, particularly the subject.
- 4 The primary way to express different kinds of modality in present-day English is through modal adverbs.
- 5 The term *deontic* comes from Greek, where the stem -*deon-* means “*understanding or knowledge.*”
- 6 Epistemic modality reflects the speaker’s understanding or knowledge, including their own judgments and the basis for what they say.

TRUE FALSE


**Think and Compare**

Does the language you are studying (e.g., Chinese, Korean, or Turkish) express modality similarly to English? Write two examples of how modality is conveyed in that language.

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### TASK 2

Read the sentences below and identify the type of modality used in each sentence: dynamic, deontic, or epistemic. Then, explain your choice.

1. You **must** try traditional Chinese tea when you visit China.  
\_\_\_\_\_
2. Your friend **can** teach you how to write in Japanese if you're interested.  
\_\_\_\_\_
3. The Japanese tea ceremony **might** be a fascinating experience for you.  
\_\_\_\_\_
4. I **will** definitely take a trip to South Korea after finishing my studies.  
\_\_\_\_\_
5. You **should** learn about Chinese calligraphy if you want to understand its culture better.  
\_\_\_\_\_
6. I **could** study the history of the Silk Road as part of my project on oriental cultures.  
\_\_\_\_\_
7. You **have to** present your research on ancient Chinese philosophy in class next week.  
\_\_\_\_\_
8. You **may** find that many of your friends are also interested in learning about Buddhism.  
\_\_\_\_\_
9. It **must** be challenging to learn the Chinese language, especially the characters.  
\_\_\_\_\_
10. I **can** see a lot of parallels between traditional Indian art and Western painting styles.  
\_\_\_\_\_

**TASK 3**

Read each sentence below carefully and identify how modality is expressed – lexically or grammatically. Underline the words that convey modal meaning.

1. You should start your essay now if you want to finish it on time.
2. I might need to ask the professor for an extension on the assignment.
3. We are likely to have a surprise quiz in tomorrow’s class.
4. If I had known about the group project earlier, I would have planned better.
5. I wish I had studied more for the midterm exam.
6. You must attend the lecture to pass the course.
7. It is possible that we’ll have a guest speaker at our next seminar.
8. If you were more organized, you could finish your work much faster.
9. I would definitely help you with your project if I wasn’t swamped with my own.
10. Perhaps we should study together for the upcoming exam to improve our chances of passing.
11. I’m afraid it isn’t possible to finish the project by tomorrow; we’ll need more time.
12. It’s about time you started revising for your finals, or you might end up struggling to pass.

**Follow-Up Tasks**

Rewrite two sentences from the text using a different means of expressing modality.

*Example: You should start this task now → It’s advisable to start this task now.*

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Compare one sentence with how a similar expression of modality might be conveyed in your studied oriental language.

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**TASK 3**

Read the sentences below and underline all elements that express modal meaning. Then, explain how these elements work together to express the speaker’s attitude. Why do you think this is referred to as modal harmony?

1. I absolutely couldn’t imagine her agreeing to study both Korean and Swedish. She struggles to remember what she had for breakfast, let alone two completely different languages!

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2. It’s unlikely that he might actually finish the project on time.

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3. Surely, I can’t have failed the driving test. It is my third try. At this point, the instructor probably knows my name better than I do.

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4. I don’t think I could ever dare speak rudely to the professor – it’s simply impossible.

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**TASK 4**

Read the short extract from Richard Gordon’s novel, where George expresses his doubts about his future as a doctor. Identify the different ways modality is expressed in the text (e.g., modal auxiliaries, adverbs, conditionals). Explain how these modal expressions reflect George’s attitude towards his future.

‘Dad –’ George shifted his feet. ‘I wonder if I’m really suited for medicine.’ ‘Of course, you are,’ his father told him briefly. ‘We’ve had medical men in this family since the days of Gladstone bags and leeches. I wish you’d follow the example of your sister. She will certainly be studying upstairs with her usual diligence. And what, might I ask, would you intend to do instead?’

‘I’ve thought of the – er, drama.’

**Analysis Questions:**

1. Which modal verbs, adverbs, or other structures are used to express George’s uncertainty?

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**2. How does modality in the text reflect George’s doubts about his abilities and his future?**

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**3. What type of modality (epistemic, deontic, or dynamic) is most dominant in the extract? Provide examples to support your answer.**

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**TASK 5**

Rewrite the following sentences by incorporating lexical items or grammatical structures that convey the same modality (e.g., modal auxiliaries, adverbs, parenthetical phrases).

**1.** He might come to the lecture.

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**2.** I can’t believe Jane said that.

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Write two original sentences of your own that demonstrate modal harmony.

- 1.** \_\_\_\_\_
- 2.** \_\_\_\_\_



## TASK 6

Read the passage from *The Raven* by Edgar Allan Poe. Identify the different ways modality is expressed and analyze their effect on the tone of the poem:

1. How is modality expressed in the passage? Identify modal auxiliaries, adverbs, or phrases expressing certainty, doubt, or possibility.
2. How does the use of epistemic modality contribute to the eerie and mysterious tone of the poem? Consider phrases like "Tis some visitor" and "Only this and nothing more" in your analysis.
3. How do expressions of certainty or doubt enhance the suspense and atmosphere of the poem? Reflect on the interplay between what the speaker knows and what remains unknown.

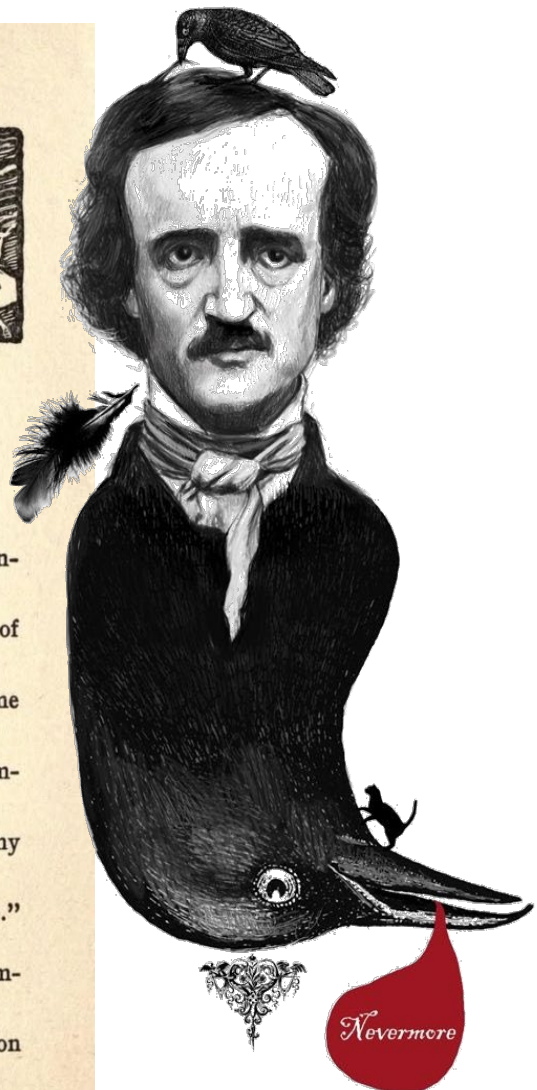


## The Raven

ONCE upon a midnight dreary, while I pondered, weak and weary,  
Over many a quaint and curious volume of forgotten lore,  
While I nodded, nearly napping, suddenly there came a tapping,  
As of some one gently rapping, rapping at my chamber door.  
" 'Tis some visitor," I muttered, "tapping at my chamber door,  
Only this and nothing more."

Ah, distinctly I remember it was in the bleak December,  
And each separate dying ember wrought its ghost upon the floor.

112



# SEMANTIC, MORPHOLOGICAL AND SYNTACTIC PECULIARITIES OF MODALS IN ENGLISH<sup>6</sup>

## The System of Modal Verbs in English

**Modal verbs / modal auxiliaries** are a small class of verbs that express meanings related to modality, such as possibility or permission (*can, may*), obligation, necessity, or likelihood (*must, should*), prediction, intention, or hypothesis (*will, would*). We don't usually use modal verbs to state that the situations definitely exist or that particular events have definitely happened. Instead, we use them, for example, to talk about things we expect, things that are or are not possible, things we think are necessary, things we want to happen, things we are unsure about, things that tend to happen, or things that have not happened. This is a complicated area of grammar: each modal verb has more than one use; on the other hand, different modal verbs can have very similar uses.

The modal auxiliaries are grouped in pairs, except for *must*:

<b>Will ('ll)</b>	<b>Can</b>	<b>May</b>	<b>Shall</b>	<b>Must</b>
<b>Would ('d)</b>	<b>Could</b>	<b>Might</b>	<b>Should</b>	–

The lower modals in the list above are historically the past tense forms of the upper modals, but nowadays they have developed independent uses [16: 64].

### Here are the main verbs we use to express modal meanings:

**Core modal verbs / central modal auxiliaries:** *can, could, may, might, will, would, shall, should, must*.

**Semi-modals / marginal modals** – modal verbs that display some but not all of the properties of the modals: *dare, need, ought to, used to*.

**Other verbs with modal meanings:** *have (got) to, be going to, and be able to*.

<sup>6</sup> The following chapter was composed using a variety of resources which have been thoroughly analysed and abridged. These include: [4; 6; 7; 14; 16; 24; 25; 26].

## The Main Uses of Modals

**Attitude to information** – to show how certain you are that what you're saying is true or correct. For example, if you say *Mr Scott is the oldest person in the village*, you're giving a definite statement of fact. If you say *Mr Scott **must be** the oldest person in the village*, the modal **must** shows that you think Mr Scott is the oldest person because you cannot think of anyone in the village who is older than he [16: 668-669].

**Attitude to intention** – to show your attitude towards the things you intend to do or not do. Compare:

*I **won't** go with John* (expressing strong unwillingness to go with John)

*I **can't** go with John* (there is a special reason for not going with him)

*I **couldn't** go with John* (the speaker is unwilling to go with John because to do so would be wrong or impossible because of the circumstances) [16: 668-669].

**Attitude to people** – the modal you choose depends on several factors, such as the relationship you have with your listener, the formality or informality of the situation, and the importance of what you're saying. For example, it would normally be rude to say to a stranger *Open the window*, although you might say it in an emergency or you might say it to a close friend or a child. Normally, you would say to a stranger *Will you open the window?*, *Would you open the window?*, or *Could you open the window?*, depending on how polite you want to be [16: 668-669].

## Task for Practice

Rewrite the following sentences using modal verbs to reflect different levels of certainty or intention:

*The lecture is scheduled for 10 a.m.*

*I plan to attend the lecture tomorrow.*

Explain the difference in meaning and attitude when you use *might*, *must*, *won't*, or *can't* in your revised sentences.

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## Modal Meanings (Primary, Imperative, Suppositional)

Modal verbs can be categorized into three main types based on their function:

**Primary (basic) meanings** are the fundamental meanings found in dictionaries (e.g., *can* expresses ability: *She can swim*).

**Imperative meanings** express requests, permission, prohibition, or advice (e.g., *Can you pass me the book, please?*).

**Suppositional meanings** express varying degrees of certainty or uncertainty (e.g., *Police say she can't have gone far as she has no money*).

## Morphological Characteristics of Modal Verbs

Modal verbs differ from main verbs in several important ways:

- 1. No Infinitive or Participles:** Modal verbs do not have infinitives (~~*to may*~~) or participles (~~*maying*~~). They cannot be conjugated like regular verbs.
- 2. No -s in the Third Person Singular:** For example, we say *She may know his address* (not ~~*She mays*~~).
- 3. Infinitive without 'to':** After modal verbs, the base form of the following verb is used without *to* (e.g., *I must go*).
- 4. No Clear Tense Indicators:** Modals generally do not indicate the tense of the action. For instance, *must* does not have a past form, while others like *may* and *will* have different forms for past tenses (e.g., *might*, *would*).
- 5. Progressive and Perfect Forms:** Modals can also be used with auxiliary verbs *have* or *be* to indicate different tenses. For example, *I may be working tomorrow* (future continuous), or *She may have gone already* (past perfect) [16, 82].



Cans

~~Cans, mays, will can, mayed~~

## Modal Verbs and Other Modals

- 1. No Combinations with Other Modals:** Modals do not typically combine with other modals. For instance, you wouldn't say *can must*, but *dare* can combine with modals like *will* and *should* (e.g., *I wouldn't dare go there*).
- 2. Questions, Negatives, and Short Answers:** Questions and negative forms are formed without using *do* (e.g., *Can you swim?* instead of *Do you can swim?*).
- 3. Two Forms of Negation:** Modal verbs can have both full and reduced negative forms (e.g., *cannot* vs. *can't*, *should not* vs. *shouldn't*).

## Subtypes of Verbs in English

- 1. Main (lexical) verbs** carry full, specific meaning (e.g., *go*, *see*, *hear*).
- 2. Auxiliary verbs** help to form different grammatical structures, such as aspect or voice (e.g., *do*, *be*, *have*).
- 3. Linking verbs** connect the subject with a complement, often expressing state or condition (e.g., *is*, *seems*).
- 4. Modal verbs** express necessity, possibility, permission, or probability (e.g., *can*, *may*, *must*).

## Modal Verbs vs. Main Verbs

- **Modal verbs** can appear directly before *not* (e.g., *I might not go*), while **main verbs** cannot (*I saw not it* is incorrect).
- Modals are used in questions without *do* (e.g., *Can you help me?*), unlike main verbs which require *do* for questions.
- **Modal verbs** do not have -s forms in the third person (e.g., *He must* vs. *He musts*).
- Modals cannot occur in the infinitive or participial forms (*to may* does not exist).

## Practice Task

Identify the verb type. Label the verbs in the following sentences as *main*, *auxiliary*, *linking*, or *modal*.

1. I must finish my essay before midnight.
-

2. She is preparing for her presentation.  
\_\_\_\_\_
3. Oliver seems confident about his answer.  
\_\_\_\_\_
4. We have already discussed this topic in class.  
\_\_\_\_\_
5. Your new dress is lovely.  
\_\_\_\_\_

### TASK 2

Read the letter written by a professor of linguistics to her colleague.  
Answer the following questions:

1. *What is the main subject of the letter?*
2. *What mistakes in students' writing does the professor mention?*
3. *Why are these errors problematic in academic writing?*
4. *Which of these mistakes do you often make in your own writing?*



At our university, many students think they can express their academic obligations using modal verbs. In several essays, we have seen sentences like “My friend can complete his part of the project on time,” which is clearly mistaken. Sometimes, students also write, “I don’t can articulate my research findings clearly,” which reflects confusion between modals and main verbs. Additionally, errors in future constructions are common; for example, “They are will going to attend the conference on Applied Linguistics this weekend” appears frequently. Even in conditional forms, mistakes arise: “I’d would passed the winter exam if I had studied harder during the semester” is incorrect. In other cases, students mistakenly add “to” after modals, as in “You must to respect the cultural traditions when visiting the Emperor of Japan, especially when it comes to bowing and addressing him properly.” Another error involves the inflection of modals such as “ought,” as seen in “She oughts to join the conference, as it is an essential academic event.” Similarly, the phrase “I woulds have been delighted to attend the symposium” is problematic. Finally, some sentences misuse auxiliary verbs with modals, for instance, “It does must work that way,” which is entirely ungrammatical. These examples illustrate common morphological mistakes in modal usage, such as the invariability of modals in the third person singular and the requirement for a bare infinitive following a modal. Mastering these issues is crucial for clear academic writing and effective communication.

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**TASK 2**

Below are sentences with incorrect uses of modal verbs. Identify the errors and rewrite each sentence correctly. Refer to the rules of modal verbs to help you make the corrections.

1. She cans speak three languages.
2. Do you can help me with this?
3. He is maying read the book at the moment.
4. They must to finish the project by tomorrow.
5. To might the problem, we need more information.
6. He doesn't can explain his decision clearly.
7. You should prepared more carefully for the presentation.
8. We was able to complete the task earlier.
9. Will you us for the meeting later?
10. He didn't must attend the seminar last week.

**Exploring Modality in English**



To deepen your understanding of modal verbs, scan the QR code and read the article *Means of Expressing Modality in Modern English* by V. Kylyvnyk and V. Hykava. After reading, write a concise summary of the key points. Make sure to answer the following questions clearly:

1. What is modality and why is it important?

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- 2.** What are the different types of modality in English? Provide examples.

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- 3.** How do modal verbs differ from semi-modal verbs? Which verbs are considered semi-modal?

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- 4.** How is the system of modal verbs structured in English? What role do they play?

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- 5.** How can modality be expressed in English? Offer examples from the article.

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**In addition, reflect on the practical usage of modal verbs in your own speaking or writing and think about how they impact the meaning of sentences.**

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# CAN, COULD

No	Function / Meaning	Form of the verb	Types of sentences	Examples
<b>1</b>	<b>ABILITY</b>			
	<b>a</b> mental	<i>can,</i> <i>could, to</i> <i>be able to</i>	affirmative, interrogative, negative	<i>They can read in original.</i>
	<b>b</b> physical			<i>He can swim butterfly style.</i>
<b>c</b> circumstantial	<i>She can visit a doctor today in the afternoon.</i>			
<b>2</b>	<b>PERMISSION</b>			
	<b>a</b> due to circumstances	<i>can,</i> <i>could, to</i> <i>be able to</i>	affirmative, interrogative, negative	<i>Can I find a vacant place in the reading hall?</i>
<b>b</b> due to existing rules or laws	<i>You could be seated, please.</i> <i>You'll be able to get it in a minute.</i> <i>They can follow these instructions for checking out.</i> <i>You cannot park your car in this area.</i>			
<b>3</b>	<b>CAPABILITY</b>			
		<i>can,</i> <i>could, to</i> <i>be able to</i>	affirmative, interrogative, negative	<i>I can see her out of the window.</i> <i>She could see the red of the traffic light.</i> <i>He will be able to cross the road without anybody's help.</i>
<b>4</b>	<b>DOUBT, SURPRISE, ASTONISHMENT</b>			
		<i>can,</i> <i>could</i> <sup>7</sup>	interrogative	<i>Can she write poems?</i> <i>Can he have been writing this novel for seven years?</i>
	Sentences of this type are pronounced with an exclamatory intonation and are translated into Ukrainian using constructions like “ <i>невже...</i> ,” “ <i>чи дійсно...</i> ,” “ <i>чи може бути...</i> ” and so on. For example: <i>Could she have responded to him that way? – Невже вона йому так відповіла?</i>			
<b>5</b>	<b>IMPROBABILITY, INCREDULITY</b>			
		<i>can,</i> <i>could</i> <sup>8</sup>	negative	<i>He can't be a bad student.</i> <i>She can't read this article in original.</i>

Sentences of this type are pronounced with exclamatory intonation and are translated into Ukrainian using constructions like “*не може бути, ...*,” “*звідки таке може бути...*” and so on. **For example:**

*He can't behave this way! – Не може бути, щоб він так себе поводить.*

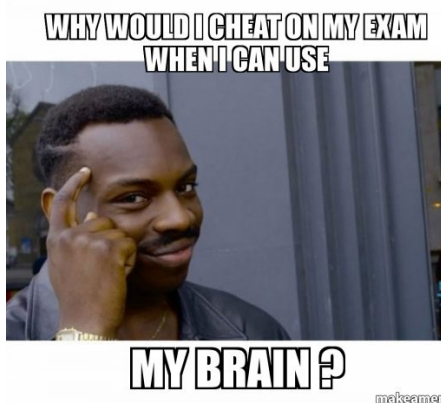
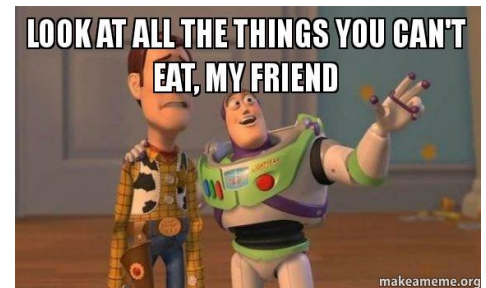
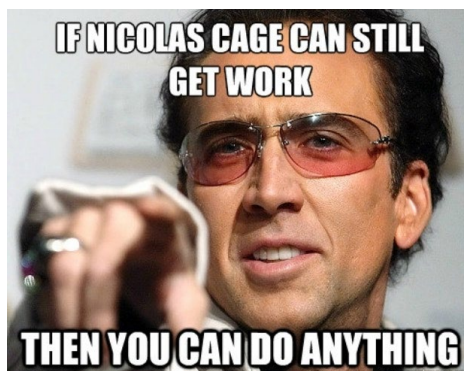
<sup>7</sup> expressing less certainty

<sup>8</sup> less categorical

# CAN, COULD

## TASK 1

Look at the memes below. Each one uses *can* in a unique way. Define the meaning of *can* in each meme (e.g., ability, permission, possibility, etc.).



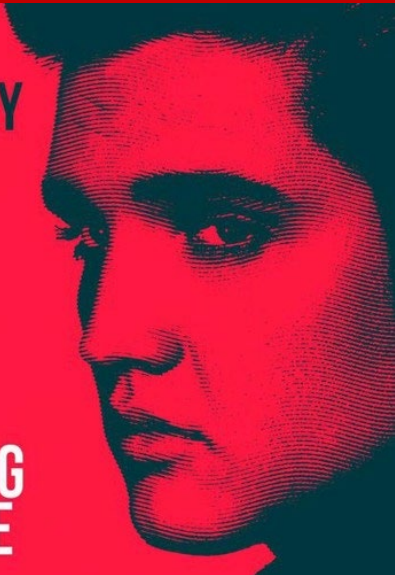
Me: \*Eating\*  
Dad: Hey can I just have a little bite of that?  
Me: Ya ok I guess  
Dad:



## TASK 2

Fill in the blanks with the correct form of *can't help* (use the gerund or *but + infinitive* as needed).

1. Every time I see a puppy, I \_\_\_\_\_ (*smile*). It's impossible to resist!
2. I tried to stay calm during the meeting, but I \_\_\_\_\_ (*laugh*) when he made that funny joke.
3. After hearing the sad news, I \_\_\_\_\_ (*cry*) in front of everyone.
4. He \_\_\_\_\_ (*wonder*) if he should apply for the job in the first place.

ELVIS  
PRESLEYCAN'T  
HELP  
FALLING  
IN LOVE

## Can't help...

This expression in English means that one cannot stop doing something or cannot control an impulse, like in the example: *He bursts out laughing (He can't help laughing)*. This expression is typically followed by Gerund.

Sometimes, as is common in American English, **can't help** is followed by **but + bare infinitive**. The meaning of the expression remains the same. For example:

*I can't help but wonder what I should do next.*

### TASK 3

Rewrite the following sentences using *can't help* and keep the meaning the same. Choose between the gerund or *but + infinitive*.

1. I find it impossible to stop thinking about the movie we saw last night.

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2. Every time I hear that song, I feel like dancing.

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3. He can't avoid making sarcastic comments during meetings.

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4. I couldn't stop feeling excited about the upcoming vacation.

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## CAN (COULD) with the Perfect Infinitive

*You **can** have cleaned your room!*



### CAN + Perfect Infinitive (can have done)

Sentences containing **can + perfect infinitive** imply an action that **could have happened** or **was supposed to happen**, but it didn't. This construction often carries a tone of **regret, insistence, or disapproval**. The tone can vary based on the context but tends to sound urgent or emphatic, particularly when used to express frustration or a missed expectation. For example:

*You **can have cleaned** your room by now!*

(This implies that cleaning the room was possible or expected to have been completed already. The speaker's tone reflects urgency or annoyance that hasn't been done.)

### COULD + Perfect Infinitive (could have done)

*You **could** have cleaned your room.*



Sentences with **could + Perfect Infinitive** express an **unrealized action** in the past. This construction often conveys a sense of **regret, reproach, or resentment** about something that didn't happen or was not done. It is frequently used in **third conditional sentences** to reflect hypothetical situations or missed opportunities. For example:

*You **could have finished** your essay earlier! Now it's too late!*

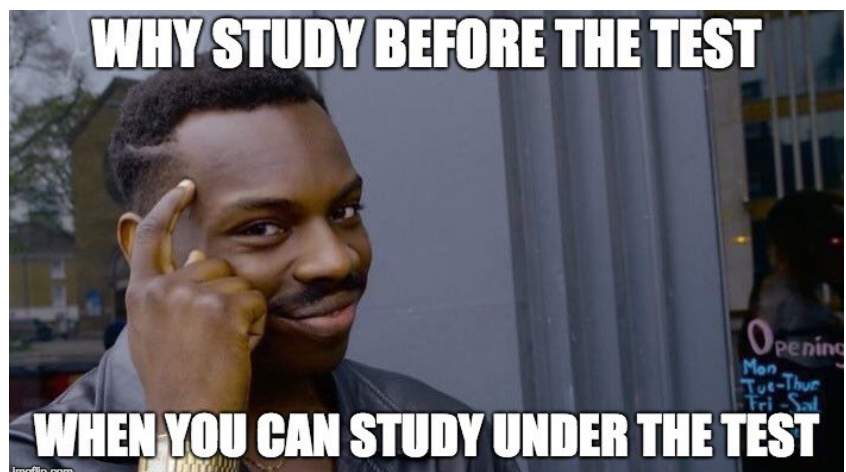
(This expresses reproach and regret, emphasizing that the action wasn't completed at the appropriate time. It reflects a missed opportunity in the past.)

## TASK 4

Read the situations below and complete the sentences by choosing either *can + have* or *could + have*. Then, explain your choice in the context of the situation.

- 1. You are talking to a friend who missed the deadline for a project.**  
If you hadn't been so distracted, you \_\_\_\_\_ finished the project on time.
- 2. You are talking to a colleague about an event that still hasn't happened.**  
We \_\_\_\_\_ completed the preparations by now, but we're still waiting on some materials.
- 3. You are discussing plans with a friend, and you're surprised that they haven't finished their work.**  
You \_\_\_\_\_ finished your report already! You had so much time this morning.
- 4. You're frustrated because someone left their things in the common space, blocking your way.**  
You \_\_\_\_\_ left your shoes there again! Now I can't even walk through the hallway.
- 5. A friend hasn't replied to your message, even though they always complain about not hearing from you.**  
You \_\_\_\_\_ replied to my message already! I keep texting you, and you never respond.
- 6. A friend forgot your birthday even though you reminded him.**  
You \_\_\_\_\_ remembered my birthday! I mentioned it last week.

"If I give up and go sleep now, I can wake up early tomorrow to revise"



# MAY, MIGHT

No	Function / Meaning	Form of the verb	Types of sentences	Examples
1	<b>PERMISSION</b>	<i>may, might</i>	affirmative, interrogative, negative	May I come in? Yes, you may. No, you may not.
		<i>must</i>	negative	You must not smoke at the gas station! (It's forbidden)
2	<b>SUPPOSITION IMPLYING UNCERTAINTY</b>	<i>may, might (emphasizing the idea of uncertainty)</i>	affirmative, negative	She may be writing a report. You might know this song, you might not.
3	<b>POSSIBILITY DUE TO CIRCUMSTANCES</b>	<i>may, might</i>	affirmative	You may order a taxi by phone. Be careful, you might have broken the cup.

**Note:** *Might sometimes denotes action instead of may in reported speech for a sequence of tenses.*

*She was said to, she might come.*

**Note:** *May sometimes can be used in sentences of Subjunctive or Suppositional mood denoting wish, desire, and even request, or imperative mood in a way.*

*May success attend the brave.  
May the force be with you!*

## MAY (MIGHT) with the Perfect Infinitive

Sentences with **may + Perfect Infinitive (may have done)** imply a **possible action** or a **real supposition** based on **uncertainty** or **incomplete information**. This construction suggests that the action might have happened, but the speaker isn't certain. For example:

*I know this artist; he **may have painted** a lot of good pictures.*

*(The speaker suggests it is possible that the artist painted many good pictures, but they lack definite confirmation.)*

Sentences with **might + Perfect Infinitive (might have done)** express an **unreal supposition** based on **probable information, trustworthy evidence, or acknowledged facts**. This information often considers past possibilities or hypothetical actions that didn't necessarily occur. For example:

*That artist died long ago, but he **might have painted** a lot of great pictures.*

*(The speaker acknowledges the possibility that the artist painted many great pictures, based on what is known about the artist, but they are not stating it as fact).*



## TASK 1

Read the following sentences and identify the meaning of *may* and *might* in each case.

1. You may leave the classroom once the lecture is over.
2. I might miss the group study session tomorrow if I don't finish this assignment on time.
3. The professor may cancel the class today because of a personal emergency.
4. She might have already handed in her paper since she was talking about it earlier.
5. We might have a surprise quiz next week, so I should probably review my notes.
6. You may come with us to the student party if you're interested.
7. She might have forgotten to submit the assignment because she's been really busy.
8. You may attend the guest lecture, but please remember to register first.
9. May I borrow your notes for the lecture I missed last week?
10. May all students kindly ensure that their assignments are submitted by 5:00 PM on Friday?

## TASK 2

Complete the sentences using *may* or *might* and the correct form of the verbs in brackets.

1. You \_\_\_\_\_ (**bring**) your laptop to class in case we have an online quiz.
2. I \_\_\_\_\_ (**join**) the study group later if I finish my homework on time.
3. She \_\_\_\_\_ (**forget**) about the meeting, as she hasn't replied to any of my messages.
4. We \_\_\_\_\_ (**have**) a guest speaker next week, but the details are not confirmed yet.
5. I'm not sure, but he \_\_\_\_\_ (**not / receive**) the email I sent yesterday.
6. You \_\_\_\_\_ (**use**) the library computers to finish your assignment if you don't have a laptop.
7. The university \_\_\_\_\_ (**introduce**) new courses in the next semester, but the schedule isn't ready yet.
8. They \_\_\_\_\_ (**plan**) a surprise event for the graduation ceremony, but it's just a rumour.

## TASK 3

Complete the second sentence to match the situation described above, using either *may* or *might*. Explain your choice, focusing on the degree of certainty expressed. Use the QR code to review the difference between *may* and *might* when discussing possibilities.



1. **The university library is offering extended hours during exam week. You are uncertain whether it will stay open until midnight every day.**

The library \_\_\_\_\_ stay open later, but it depends on the demand.

2. **Your friend has been studying for hours and he is feeling exhausted. You suggest taking a break.**

You \_\_\_\_\_ want to take a break before continuing; you've been studying for a long time.

3. **The university is considering launching a new online learning platform. It is unclear whether this will happen this semester or next.**

The new platform \_\_\_\_\_ be available next semester, but there's no confirmation yet.

4. **There is a rumour that the professor might assign a surprise quiz in the next class, but this information is unverified.**

The professor \_\_\_\_\_ give us a surprise quiz tomorrow, but I'm not sure about it.

5. **You overheard your friend mention a potential summer internship. You are uncertain whether they have secured the position yet.**

She \_\_\_\_\_ have already secured the internship. I'll ask her for confirmation.



# MUST

	Function / Meaning	Form of the verb	Types of sentences	Examples
1	<b>OBLIGATION, DUTY, NECESSITY</b>	<i>must</i>	affirmative, interrogative	<i>Sentinel must stand at his post (the watch). Must he get excited over such trifles?</i>
2	<b>PROHIBITION</b>	<i>must not</i>	negative	<i>You must not enter this door (staff only).</i>
3	<b>EMPHATIC ADVICE, COMMAND OR REQUEST</b>	<i>must</i>	affirmative	<i>She must come and see it herself. You must leave right now!</i>
4	<b>SUPPOSITION IMPLYING STRONG PROBABILITY</b>	<i>must</i>	affirmative	<i>He must be in the library now. She must read in original every day.</i>

Note: The modal verb *must* has acquired the quality to nominalize. This tendency of nominalization of an action is less manifested in English than in Ukrainian, but it occurs sometimes. Example: *This record is a must-have for every rock music fan.*



## MUST with the Perfect Infinitive

### MUST + Perfect Infinitive (Must Have Done)

Sentences with **must + Perfect Infinitive** (*must have done*) express a **strong supposition** about the past based on **evidence** or **logical reasoning**. This structure conveys the speaker's **confidence** that something occurred or was true in the past. For example:

*It **must have been** love.*

(The speaker is certain, based on the situation or evidence, that the emotion experienced was love.)

*He **must have already read** the book. He will get it back soon.*  
(The speaker confidently assumes he has read the book, likely due to observations such as his comments or behaviour.)



## MUST vs. HAVE TO / BE OBLIGED TO

While **must** expresses **strong probability** or **logical certainty**, phrases like **have to** or **be obliged to** can sometimes be used in related contexts. However, these expressions carry a **slightly different meaning**. **Must** conveys a strong sense of **personal certainty** or belief, often based on reasoning or evidence. **Have to** or **be obliged to** indicate an **external necessity** or **obligation** imposed by circumstances, rules, or other forces, rather than the speaker's personal confidence. For example:

*He **must be tired**; he worked late last night.*

(**Must** conveys logical certainty based on reasoning – working late is tiring.)

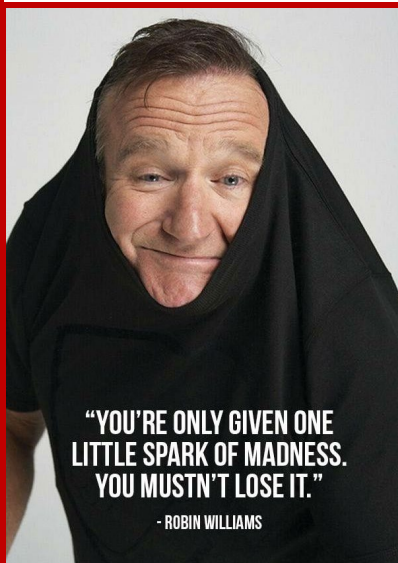
*He **has to finish** this project by tomorrow.*

(**Have to** indicates an external obligation, likely imposed by deadlines or others' expectations.)

*You're **obliged to wear** a uniform at this workplace.*

(**Be obliged to** emphasizes a formal necessity or requirement dictated by rules.)

## MUSTN'T vs. DON'T HAVE TO



The negative forms **mustn't** and **don't have to** have **very different meanings** and shouldn't be used interchangeably:

**Mustn't** indicates **prohibition** – something is **not allowed** or is **forbidden to do**. For example:

*You **mustn't quarrel** with your parents.*

(It is forbidden to argue with your parents.)

**Don't have to** indicates **lack of necessity** – there is no obligation to do something, but it remains optional. For example:

*You **don't have to put** on your best suit on*

*Thanksgiving Day.*

(It is not necessary to wear your best suit, but you may choose to do so.)

## MUST in Future Tense (with WILL)

**Supposition implying strong probability in Future tenses** can be expressed by the modal verb **will**. Adding modifiers like *evidently*, *probably*, *obviously*, *surely*, etc., strengthens the tone of obligation or necessity. For example:

*He **will evidently ask** somebody for help.*

(It is highly probable that he will ask someone for help.)

In the Past, the function of strong probability is typically expressed using **must + Perfect Infinitive**. This structure indicates that the speaker is confident about their conclusion based on evidence or reasoning.

*He **must have misunderstood** me.*

(The speaker strongly believes that the misunderstanding occurred.)

# MUST

## TASK 1



SCAN ME

Scan the QR code and watch the video. Complete the table by identifying the functions (1-4) of the modal verb *must*, as well as its negative and past tense forms. Use the words from the box to fill in the *Explanation* section below.

personally   advice   standard   rules   forbidden   *mustn't*   recommendation  
 short   informal   formal   allowed   positive   you   obligations   have to  
    *must*   opposite   written

FUNCTION	EXPLANATION	NEGATIVE FORMS	PAST TENSE FORMS
1. ....	<p>You can use <b>must</b> to talk about (1) _____ and (2) _____.</p> <p>When you use <b>must</b> for obligations, it can mean that the obligation is important to you (3) _____.</p> <p>It's not just a rule that someone else made; using <b>must</b> means that something matters to (4) _____.</p> <p>When talking about rules, we mostly use <b>must</b> in (5) _____ or (6) _____ English.</p> <p>In (7) _____ English we mostly use the verb <b>have to</b>.</p>	..... / .....	.....
2. ....	<p>You can use <b>mustn't</b> to say that something is not (8) _____ or (9) _____. This is the (10) _____ of using <b>must</b> to talk about obligations or rules, and is similar in meaning.</p> <p>With obligations and rules, we mostly use (11) _____ in formal or written English, and (12) _____ in informal English.</p> <p>However, you can use (13) _____ in both formal and informal English.</p>	..... / .....	<i>couldn't</i>
3. ....	<p><b>Must</b> can be used to give someone (14) _____ or a (15) _____.</p> <p>There's no way to use <b>mustn't</b> to give advice or make recommendations. Only the (16) _____ form can have this meaning.</p>	.....	.....
4. ....	<p><b>Must</b> can be used to make deductions. You can also use <b>must not</b> with this meaning, but you can't use the (17) _____ form <i>mustn't</i> in (18) _____ English to express the idea of deduction.</p>	..... / .....	.....

## TASK 2

Based on the video (Task 1), answer the following questions. Choose the correct option (a, b, c, or d).

**1. What is the opposite of *must* in this sentence?**

*You must inform me as soon as you receive any news.*

- a. Don't have to
- b. Shouldn't
- c. Couldn't
- d. Mustn't

**2. What is the meaning of *must* in the following sentence?**

*He must have studied all night to be so well-prepared for the presentation.*

- a. Deduction
- b. Strong advice
- c. Prohibition
- d. Obligation

**3. What is the opposite of *must* in this sentence?**

*You must taste the chocolate cake. It's absolutely delicious!*

- a. Shouldn't
- b. Mustn't
- c. Don't have to
- d. Can't

**4. What is the past form of *must* in the following example?**

*He must be exhausted after pulling an all-nighter to finish his project.*

- a. Could
- b. Should have
- c. Had to
- d. Must have



**5. What is the meaning of *must* in the following sentence?**

*You must visit the career centre before graduation – they have tons of internship opportunities.*

- a. Prohibition
- b. Obligation
- c. Strong advice
- d. Deduction

**6. What is the meaning of *must* in the following sentence?**

*You must carry your student ID to access the library or any campus facilities.*

- a. Obligation
- b. Prohibition
- c. Deduction
- d. Strong advice

**7. What is the past form of *must* in this sentence?**

*You must register for your elective subjects before the deadline, or you'll miss your spot.*

- a. Must not have
- b. Didn't have to
- c. Shouldn't have
- d. Couldn't

**8. What is the meaning of *must* in this sentence?**

*You must never plagiarize your assignments – academic integrity is crucial.*

- a. Obligation
- b. Strong advice
- c. Prohibition
- d. Deduction

# MUST

## TASK 3

Look at the memes below. Define the meaning of *must* in each meme (e.g., obligation, prohibition, strong advice, supposition of high probability, etc.).



## TASK 4

Scan the QR code to access the song *It Must Have Been Love* by Roxette. As you listen, fill in the missing parts of the lyrics.



After completing the gaps, replay the song and focus on the use of *must*. Answer the following questions:

1. What does the phrase “must have” suggest in each sentence?

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2. Why is “must have” used here instead of “might have” or “could have”? Provide your explanation.

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### **IT MUST HAVE BEEN LOVE<sup>9</sup>**

Lay a whisper on my pillow  
 Leave the winter on the ground  
 I wake up lonely, there's air of silence  
 In the bedroom and all around

Touch me now, I close my eyes and dream away

It \_\_\_\_\_ but it's over now  
 It \_\_\_\_\_ but I lost it somehow  
 It \_\_\_\_\_ but it's over now

From the moment we touched, 'til the time had run out

Make-believing we're together  
 That I'm sheltered by your heart  
 But in and outside I've turned to water  
 Like a teardrop in your palm

And it's a hard winter's day, I dream away

Yeah, it must have been love but \_\_\_\_\_  
 It was all that I wanted, now I'm living without  
 It \_\_\_\_\_ but it's over now  
 It's where the water flows, it's where the wind  
 blows

It \_\_\_\_\_ but it's over now  
 It \_\_\_\_\_ but I lost it somehow  
 It \_\_\_\_\_ but it's over now  
 From the moment we touched, 'til the time had  
 run out



<sup>9</sup> The lyrics were taken from [1].

# MUST

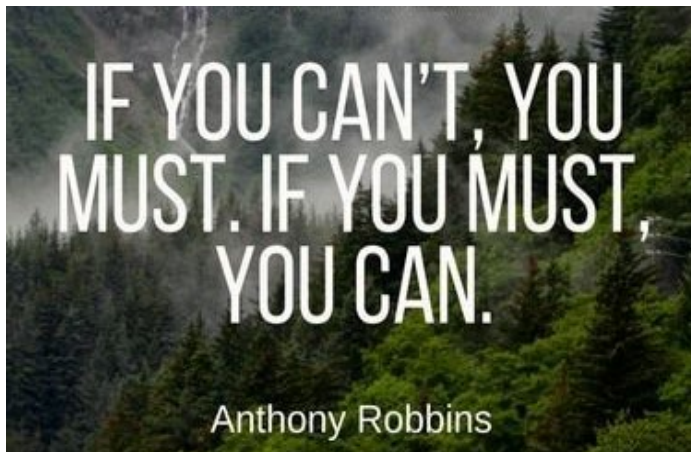
## TASK 5

Create a checklist of 10 things you *must do* and *must have done* to prepare for a successful university exam. Use *must* for actions you are obligated to do and *must have* for things you assume you did in the past to succeed. Share your list and discuss it with a partner or group.

	THINGS I MUST DO	THINGS I MUST HAVE DONE
1	<hr/> <hr/>	<hr/> <hr/>
2	<hr/> <hr/>	<hr/> <hr/>
3	<hr/> <hr/>	<hr/> <hr/>
4	<hr/> <hr/>	<hr/> <hr/>
5	<hr/> <hr/>	<hr/> <hr/>

## TASK 6

Look at the two images below. In 2-3 sentences, explain how the word *must* is used in each quote. What does it emphasize? How does it inspire action or determination?



**I CAN  
I WILL  
I MUST**

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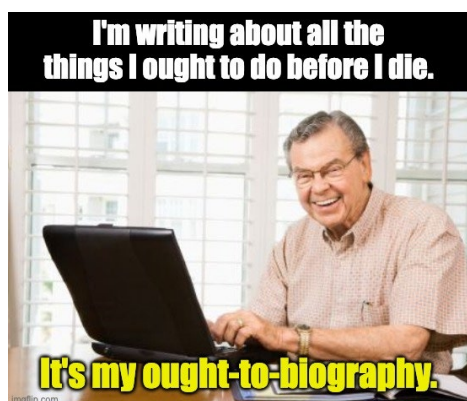
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# OUGHT TO

The semi-modal verb *ought to* is often considered synonymous with *should*. While they are frequently interchangeable, *ought to* has distinct usage characteristics that set them apart. It is always followed by the particle *to* and carries a slightly more formal tone compared to *should*.

No	Function/ Meaning	Form of the verb	Types of sentences	Examples
1	<b>OBLIGATION</b>	<i>ought to + infinitive</i>	affirmative, negative, interrogative	It is a crime, we <i>ought to</i> prevent it. Ought we <i>to</i> warn him about the traffic?
2	<b>ADVISABILITY</b>	<i>ought to + infinitive</i>	affirmative, negative	You <i>ought to</i> wash down this pill with hot water.
3	<b>ASSUMPTION ON EXPECTED ACTION</b>	<i>ought to + infinitive</i>	affirmative	It <i>ought to be</i> rain in London soon.



*Ought to* is generally used to express advisability for a single action or one-time event. For advice concerning long-term actions or repeated regular occurrences, *should* is more commonly used.

When *ought to* is paired with the Perfect Infinitive, it often conveys a sense of regret or reproach for an action that was expected or advisable but did not occur. This usage emphasizes that the action was appropriate or necessary in the past but was not completed. For example:

*You ought to have washed down this pill with hot water.*

*You oughtn't to have married her.*

# OUGHT TO

## TASK 1

Scan the QR code and watch the video about *ought to*. After watching the video, complete the following sentences using the correct form of *ought to*.



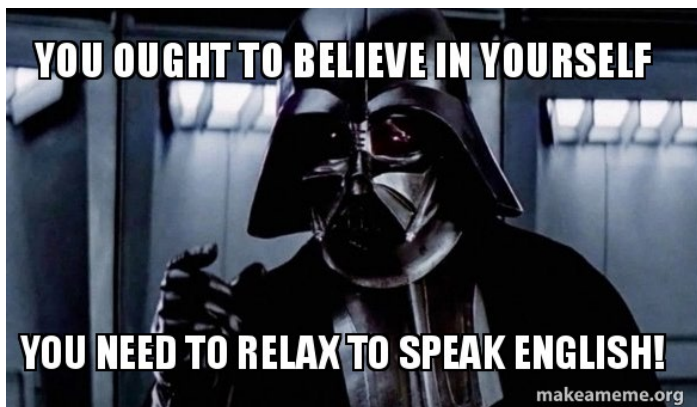
Scan the QR code for extra practice!



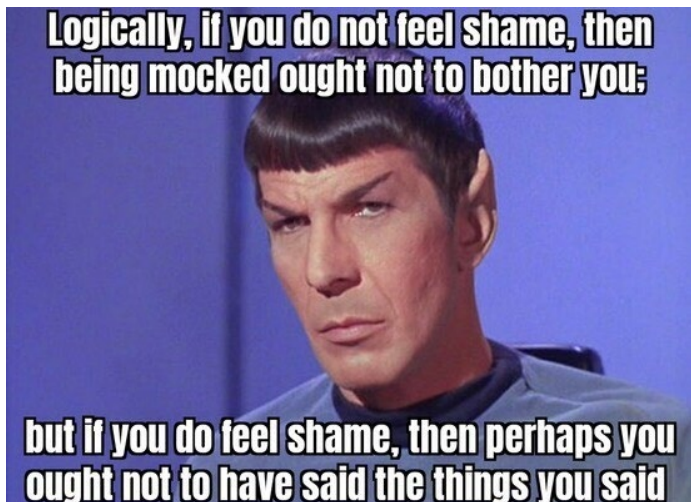
1. You \_\_\_\_\_ (*attend*) the lecture tomorrow; it's crucial for your final exam.
2. The professor \_\_\_\_\_ (*give*) us more time to complete the assignment.
3. Students \_\_\_\_\_ (*submit*) their research papers by the end of this week.
4. You \_\_\_\_\_ (*not / leave*) your books in the library; they might get lost.
5. \_\_\_\_\_ (*we / submit*) the assignment by Friday?
6. You ought to bring your notes to class, \_\_\_\_\_?
7. We \_\_\_\_\_ (*study*) more for the quiz last week; it was harder than we expected.
8. She \_\_\_\_\_ (*be*) at the library by now, since the lecture finished an hour ago.

## TASK 2

Examine the memes below. For each meme, identify the meaning of *ought to* (e.g., obligation, advice, regret, etc.). Write a brief explanation of the meaning conveyed in each case.



# OUGHT TO



## TASK 3

- A. Read the short poem below and underline all instances of *ought to*. Identify the meaning of *ought to* in each line (e.g., advice, obligation, expected action, or regret).

*You ought to attend every class,  
Or else you'll find that time will pass.  
You ought to ask for help if lost,  
The lessons here come at a cost!*

- B. Write a short poem (4-6 lines) about your university life. Use *ought to* in at least three different ways: to give advice, express obligation, and show expected action or probability.



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# SHOULD

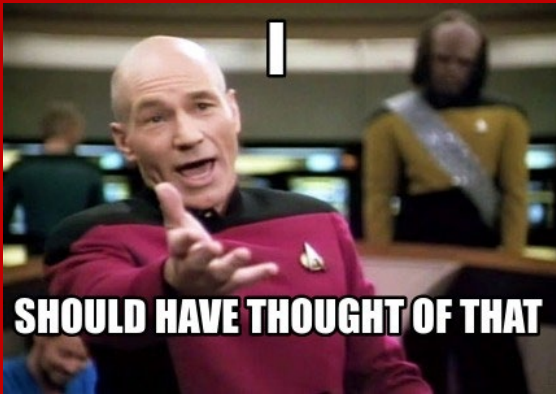
The modal verb *should* is synonymous with *ought to* and can often be replaced by the latter in sentences. However, *should* is considered to have a broader range of usage. Its primary function is to express advisability, indicating what is recommended or expected in a given situation.

No	Function/ Meaning	Form of the verb	Types of sentences	Examples
1	<b>INSISTENT ADVICE</b>	<i>should</i>	affirmative, negative, interrogative	<i>You should eat more vegetables in winter.</i>
2	<b>OBLIGATION</b>	<i>should</i>	affirmative	<i>She is accurate. She should come in time.</i>
3	<b>RULE OR INSTRUCTION</b>	<i>should</i>	affirmative	<i>Particle to should be used after the modal verb ought.</i>
4	<b>SUPPOSITION IMPLYING STRONG PROBABILITY<sup>10</sup></b>	<i>should</i>	affirmative	<i>The concert should be amazing.</i>
5	<b>EMOTIONAL COLOURING<sup>11</sup></b>	<i>should</i>	negative, interrogative, affirmative	<i>Why should I do it? I don't know, why you shouldn't invite him? The door is open and who should come in but him.</i>
6	<b>SUBJUNCTIVE OR SUPPOSITIONAL MOODS<sup>12</sup></b>	<i>should</i>	affirmative, negative	<i>The teacher insisted that we should watch this film in the original. It is unusual that she should be late. He suggested that we all should visit this museum. Close the window lest she should catch a cold.</i>
7	<b>REFUSAL PROHIBITION OF THE ACTION</b>	<i>should not</i>	negative	<i>This patient shouldn't be operated on!</i>

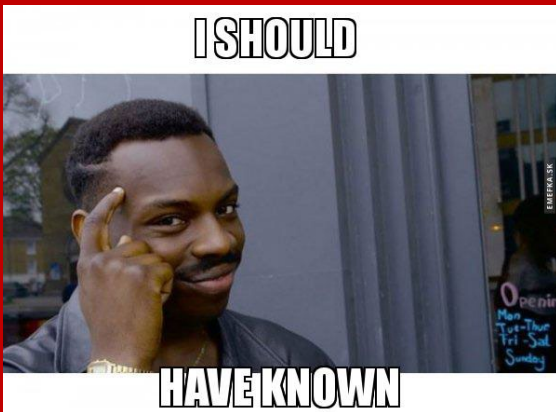
<sup>10</sup> In this meaning modals *should*, *ought* and *must* are interchangeable

<sup>11</sup> In rhetoric questions

<sup>12</sup> In subordinate clauses



When *should* is used with the Perfect infinitive, it often expresses regret, reproach, or insistent advice regarding an unfulfilled action. This construction suggests that something was advisable or expected in the past but was not done.



*You should have eaten more vegetables this winter.*  
(Regret about not taking the advisable action.)

*You shouldn't have gone there alone.*  
(Reproach or regret about an action that wasn't ideal.)

## TASK 1

Scan the QR code and watch the video about *should*. After watching the video, answer the following questions:



SCAN ME

1. What does *should* mean?
2. What are the main meanings of *should*?
3. How do we use *should* in the past? What do we add after the main verb?
4. How do we use *should* to give advice in English?
5. How can *should* be used to express opinions?
6. How do we use *should* to talk about probability?



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# SHOULD

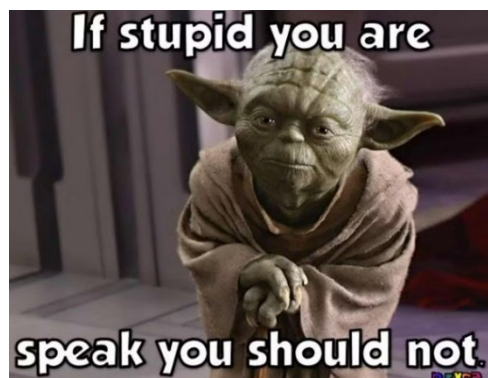
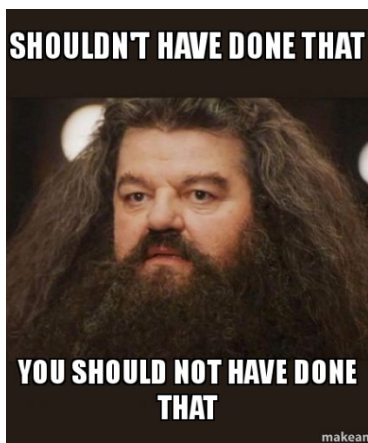
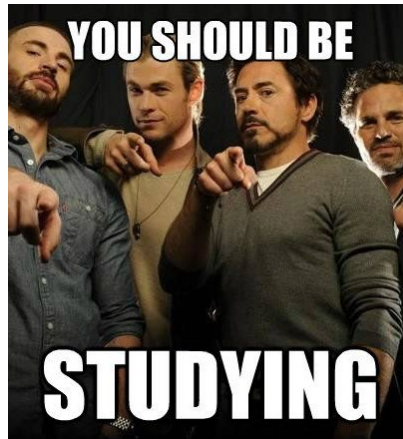
## TASK 2

Based on the video from Task 1, match the different uses of *should* (1-5) with their corresponding explanations (a-e).

1	We shouldn't be too busy today, it's a holiday.	a	Can you give me some advice?
2	You should leave at 7.30 if you want to be there by 9.00.	b	This is my opinion.
3	What should I buy for his birthday?	c	This is my advice to you.
4	You shouldn't have stayed out in the sun all day.	d	I'm talking about what I think will happen.
5	Buses should be free for old people.	e	I think you made a mistake.

## TASK 3

Examine the memes below. For each meme, identify the meaning of *should* (e.g., advice, obligation, instruction, suggestion, emotional *should* etc.). Write a brief explanation of the meaning conveyed in each case.



## **TASK 4** Rewrite the sentences below using *should* to keep the same meaning.

1. It's advisable to revise your notes before the exam.

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2. It's a bad idea to skip breakfast in the morning.

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3. It's important to help your classmates when they ask.

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4. I think you need to speak to your professor about the issue.

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5. It would be better for you to focus on your strengths during the interview.

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## **TASK 5**

Imagine you are a time-traveling advisor sent to fix mistakes in people's lives. For each situation below write a sentence using *should* or *should have* to express your advice, criticism, or regret.

0. You meet an artist who forgot to bring their portfolio to an important exhibition.

*You should have brought your portfolio to the exhibition – it's your chance to shine!*

1. You find yourself in a medieval village where a knight didn't polish their armour before a battle, and now they look unprepared.

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2. You talk to a chef who added way too much salt to a cake recipe, ruining it for a royal banquet.

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3. You meet a modern-day influencer who ignored a follower's thoughtful message and lost their support.

4. You arrive at a concert where the singer forgot to rehearse and missed their high notes during the performance.

5. You travel to the future and find a scientist who didn't double-check their calculations, causing a robot to malfunction.

## TASK 6

Scan the QR code and watch the relevant section of the video (start at 4:00) about the differences between *should* and *ought to*. Based on the information in the video, tick whether each statement applies to *should* and *ought to*.



Statements	Should	Ought to
1 Functions as a modal verb.		
2 Functions as a semi-modal verb.		
3 Commonly used to form questions.		
4 Can form questions, but another word is often preferred instead.		
5 Can be contracted, but this is rarely done by native speakers.		
6 Often used for giving personal advice.		
7 Used when discussing rules, authority, or moral obligations.		

UGHT TO

Compare the two sentences and explain the difference in meaning and usage of *should* and *ought to*.

*You should honour your elders and respect their wisdom.*

*You ought to maintain harmony within the family, as it is central to Chinese values.*

SHOULD

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# SHOULD

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## Answer the following questions:

1. What is the cultural implication behind each sentence?  
\_\_\_\_\_  
\_\_\_\_\_
2. How does the use of *should* or *ought to* reflect cultural norms such as respect for authority (Japanese) vs. family unity (Chinese)?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why do you think *should* is used in one sentence and *ought to* in the other?  
\_\_\_\_\_  
\_\_\_\_\_
4. What kind of emphasis or tone does each verb construction convey about the advice or obligation?  
\_\_\_\_\_  
\_\_\_\_\_
5. How would the tone of each sentence change if the verbs were swapped (e.g., “*You ought to honour your elders*” vs. “*You should maintain harmony*”)?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## TASK 7

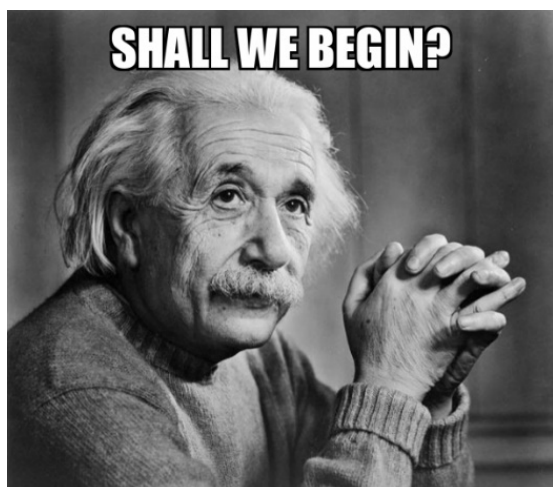
Complete the following sentences by choosing either *should* or *ought to*. Consider the differences in usage for advice, obligation, and preference.



9. You \_\_\_\_\_ call your friend and apologize; it's the right thing to do.
10. Drivers \_\_\_\_\_ always obey traffic rules to ensure everyone's safety.
11. He \_\_\_\_\_ have submitted the report yesterday, but he forgot.
12. Employees \_\_\_\_\_ respect the company's rules and regulations.
13. You \_\_\_\_\_ not waste so much time on social media.
14. \_\_\_\_\_ we inform the manager about the changes, or is it unnecessary?



# SHALL



*Shall* is commonly used as an auxiliary verb in Future Tenses, particularly with the first person singular (*I*) and plural (*we*). It expresses futurity in the sense of volition in affirmative sentences and a wish or suggestion in interrogative sentences. The use of *shall* to express simple future tense is largely outdated in contemporary English. For example:

*We shall back up the opinion of our nation.* (Volition)  
*Shall I open the window to air the room?* (Suggestion)

*Shall* can also function as a modal verb, used with all persons of the subject. In this role, it carries various meanings and adds emphasis or a formal tone to the sentence. Sentences with *shall* as a modal verb are often exclamatory, marked by special intonation.

No	Function/ Meaning	Form of the verb	Types of sentences	Examples
1	<b>ORDER</b>	<i>Shall + bare infinitive</i>	affirmative	<i>You shall do as I say!</i>
2	<b>WARNING</b>	<i>Shall + bare infinitive</i>	affirmative	<i>For all the sins they shall be damned.</i>
3	<b>THREAT</b>	<i>Shall + bare infinitive</i>	affirmative	<i>You shall be chastised for what you have done.</i>
4	<b>PROMISE</b>	<i>Shall + bare infinitive</i>	affirmative negative	<i>You shall receive my response soon. Don't be afraid, you shall not be punished.</i>
5	<b>STRICT STATEMENT</b>	<i>Shall + bare infinitive</i>	affirmative	<i>He shall leave her alone right now and we won't discuss it!</i>
6	<b>ASKING FOR ADVICE<sup>13</sup></b>	<i>Shall + bare infinitive</i>	interrogative	<i>Shall I bring some snacks for the meeting?</i>

<sup>13</sup> in formal and polite contexts. In such cases, *shall* is used in interrogative sentences, often with the first person singular (*I*) or plural (*we*). It conveys a sense of seeking guidance, suggestions, or opinions from the listener.

## TASK 1



Scan the QR code and watch the video about the usage of the modal verb *shall*. Then, determine whether the following statements are true or false. If a statement is false, rewrite it correctly.

1. *Shall* is only used with the first person in modern English.  
\_\_\_\_\_
2. It is common to use *shall* in everyday conversations today.  
\_\_\_\_\_
3. The contraction *shan't* is the shortened form of *shall not*.  
\_\_\_\_\_
4. *Shall* is often used in informal questions and suggestions.  
\_\_\_\_\_
5. *Shall* is used in commands or formal notices.  
\_\_\_\_\_
6. The negative form of *shall* is *won't*.  
\_\_\_\_\_
7. In spoken English, *shall* can sound a bit old-fashioned and formal.  
\_\_\_\_\_
8. *Shall* can be used to express future intentions in a similar way to *will*.  
\_\_\_\_\_
9. *Shall* is rarely used in written English today.  
\_\_\_\_\_
10. *Shall* can be used to ask for a suggestion.  
\_\_\_\_\_

## TASK 2

Compare the use of *shall* in the excerpt from Shakespeare's *Julius Caesar* and a legal clause. Then answer the questions:

1. How is *shall* used in the Shakespearean excerpt? What is its tone and meaning in this context?

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2. In the legal text, how does the use of *shall* create a sense of formality or obligation?

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3. Rewrite both the Shakespearean excerpt and the legal text using *will* instead of *shall*. How does this change the tone and meaning of the sentences?

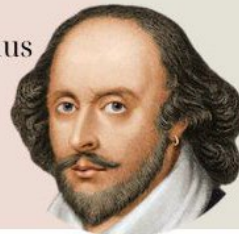
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“Cowards die many times before  
their deaths;  
The valiant never taste of death but  
once.  
Of all the wonders that I yet have  
heard,  
It seems to me most strange that  
men should fear;  
Seeing that death, a necessary end,  
Will come when it will come.”

— William Shakespeare, *Julius Caesar*



The lessee shall pay the rent  
by the first of each month.  
The tenant shall ensure that  
the property is kept in good  
condition.



## TASK 3

Translate the following sentences into English, using the modal verb *shall*.



1. Він зробить все так, як я скажу.

---

2. Хто підніме слухавку?

---

3. Вам принести зелений чи чорний чай?

---

4. Студенти не зайдуть на кафедру, доки не прийде лаборант.

---

5. Поки я живий, він більше ніколи не отримає відмінно.

---

6. – Ходімо подивимось новий фільм? – Залюбки.

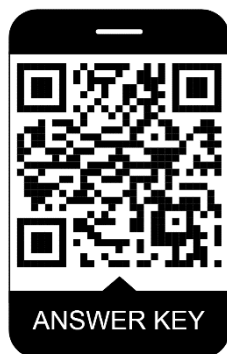
---

7. Не списуй під час контрольної роботи, інакше тебе покарають.

---

8. Я допишу курсову будь-якою ціною й напишу тобі, щойно завершу.

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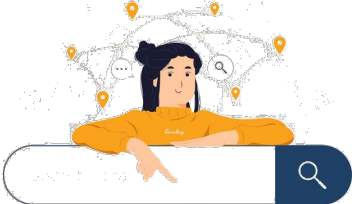


## Obligation in Official Documents



*Shall* is extremely popular in official and legal documents to express obligation or duty. However, in modern English, especially in less formal contexts, the use of *shall* has been largely replaced by *must* to convey the same meaning. This shift reflects a preference for clearer and more straightforward language in everyday usage.

To explore how *shall* is used in legal documents and its traditional role in expressing obligation, scan the QR code provided.



### TASK 4

Scan the QR code and read the article about the use of *shall* in official documents. Write down five examples of sentences from the article where *shall* is used in legal or official contexts. For each example, identify the function of *shall* by explaining whether it:

1. Expresses obligation or duty
2. Indicates a promise or guarantee
3. Specifies future action
4. States a condition or provision

#### Example:

The tenant **shall** pay the rent on the first of each month. (Obligation)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Rewrite the sentences using another modal verb (*must, will, should*) while keeping the meaning as close as possible. Reflect on how the tone or clarity changes.

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# WILL, WOULD

Modal verbs *will* and *would* are often grouped together because they share similar meanings. The key difference is that *would* typically expresses a lower degree of certainty compared to *will*. However, there are additional distinguishing features between the two.

Firstly, *will* is primarily used as an auxiliary verb for Future Tenses, applying to all persons and numbers. It expresses actions that are likely or certain to occur in the future. Additionally, *will* conveys the meaning of *will* (strong wish, desire, volition, or intention), referring to events that are assured or considered an obvious fact in the future.

*Would* sometimes conveys habitual actions in the past and is righteously considered within the Past Tenses section of English grammar.

Both modal verbs also express a range of other meanings, which are summarized in the table below.

No	Function / Meaning	Form of the verb	Types of sentences	Examples
1	<b>WISH, DESIRE, VOLITION OR INTENTION</b>	<i>will</i>	affirmative, negative, interrogative	Optimists are sure that the future will be happy. Will you come on Saturday? I'll be there for you, undoubtedly. He will not answer your demand anyway.
2	<b>INEVITABLE OR HABITUAL ACTION (not contradicting reality)</b>	<i>will, would + bare infinitive</i>	affirmative, negative, interrogative	Girls will be girls. He will read books for hours, day after day. We would celebrate Thanksgiving on the farm every year. We would put on our best clothes as "Sunday best."
3	<b>DETERMINATION (for appropriate action)</b>	<i>will, would + bare infinitive</i>	affirmative, interrogative	<ul style="list-style-type: none"> <li>- Will this pencil do?</li> <li>- Yes, that will do.</li> <li>- I think that would do.</li> </ul>

# WILL, WOULD

## 4 REFUSAL TO PERFORM AN ACTION

*will,  
would + bare  
infinitive*

negative

- No, that pencil won't (will not) do.
- No, that wouldn't do. (Implying less certainty)

The pen won't write.  
The engine won't start.  
The fire won't burn when heavy rain.  
The fire wouldn't burn when it's drizzling.  
(Implying less certainty)

## 5 POLITE REQUEST

*will,  
would + bare  
infinitive*

affirmative,  
interrogative

- Will you help me on Saturday?
  - Yes, I will.
- Would you pick up the phone, please?

## 6 MODAL INFINITIVE CONSTRUCTIONS EXPRESSING UNACCEPTABLE ACTION

*won't /  
wouldn't do to  
wouldn't do to  
have + past  
participle*

negative

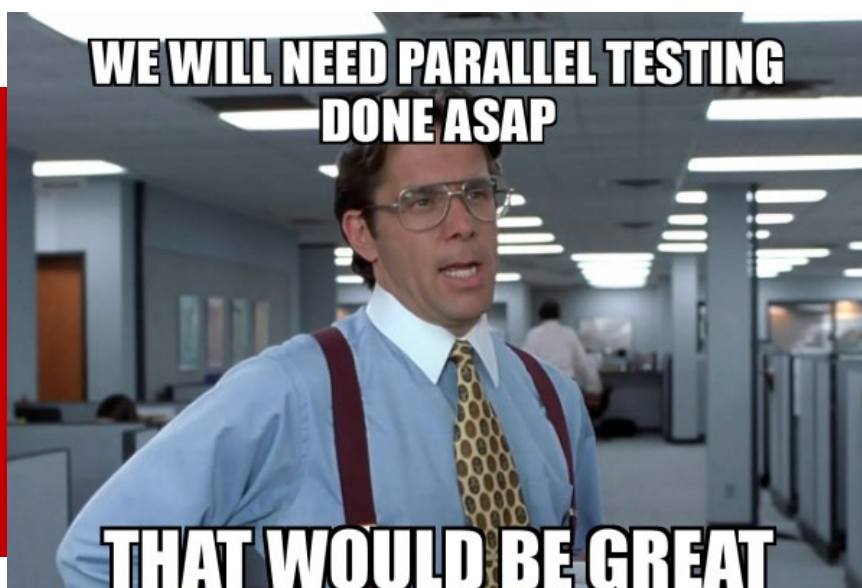
That **won't do to** punish little children.  
That **wouldn't do to** cross the road on the red light even if you are in a hurry.  
(Implying less certainty)  
That **wouldn't do to** have crossed the road on the red light.

## 7 SUPPOSITION OF HIGH PROBABILITY

*will (not) +  
bare infinitive*

affirmative  
negative

The cat will definitely knock over the flower vase again; it's her morning workout routine.



# WILL, WOULD

## TASK 1

Scan the QR code to watch a short video that explains the differences between *shall*, *will*, and *would*. While watching the video, fill in the table by categorizing the different functions of *shall*, *will*, and *would*. For each function listed, provide one example sentence that demonstrates how the modal verb is used.



Modal verb	Functions	Examples
	1. Formulation of the Future Simple Tense with all pronouns	_____
	2. Making a request with the pronoun "you" in the question form (informative alternative to "could")	_____
	1. Formulation of the Future Simple Tense with the pronouns "I" and "we"	_____
	2. Offering to do something with the pronoun "I" in the question form	_____
	3. Making a suggestion / asking for a suggestion with the pronoun "we" in the question form	_____
	4. The Future Tense in official documents and contracts	_____
	1. Formulation of conditional 2 and conditional 3 sentences	_____
	2. Habit in the past (similar to "used to")	_____
	3. Making a request with the pronoun "you" in the question form (alternative to "could")	_____
	4. In polite expressions	_____

# WILL, WOULD

## TASK 2

Choose the correct meaning (a or b) for each sentence below. Pay attention to the context in which the modal verb is used.

- 1. If anyone calls me in the next five minutes, I'll be in the kitchen.**
  - a) I'm already in the kitchen
  - b) I'm planning to go to the kitchen
- 2. I'm sorry, but Maria isn't home right now. She'll probably be at the library.**
  - a) She's currently at the library
  - b) She's on her way to the library
- 3. I've tried to connect my phone, but it just won't connect to the Wi-Fi. I don't know why!**
  - a) I'm annoyed that my phone isn't connecting
  - b) I don't care about the phone issue
- 4. It's so nice that Alex has changed his behaviour. He would always complain about everything I did.**
  - a) I didn't mind his complaints
  - b) His complaints used to annoy me
- 5. The teacher shall collect all the homework by the end of the day.**
  - a) The teacher is offering to do this
  - b) The teacher has been instructed to do this
- 6. "Looks like the homework is done early." "I wouldn't be so confident about that."**
  - a) The second speaker agrees
  - b) The second speaker disagrees
- 7. It would be so nice to have a small flat near the university.**
  - a) The speaker does not have a flat near the university
  - b) The speaker already has a flat near the university
- 8. I would have loved to meet my favourite singer at the concert last weekend.**
  - a) The speaker met their favourite singer
  - b) The speaker didn't meet their favourite singer



1. Why do you think the modal word *would* is being "crowded out" in the meme?
2. What emotions or struggles does the meme suggest about the modal word *would*?
3. Write one sentence explaining how the meme relates to the challenges of understanding or using *would* in English.

## TASK 3

Read the article and choose the best word or phrase (A, B, or C) for each gap. The first one (0) is done for you.



Scan the QR code for extra practice!



Use the QR code to access the information and tasks from *Advanced Grammar in Use* by Martin Hewing's.

For additional practice, complete the exercises on the provided pages.

## Words, Words, Words

The words that caught the mood of the decade are all there in a book published yesterday – clone, concentration camp, gene, depression – except that was not the 1990s; these words (0) \_\_\_\_\_ current in the 1900s.

The Guinness Book of the Twentieth Century cites lists of buzzwords for each decade of the last century. At the outset of the 20th century, few people would have guessed that it (1) \_\_\_\_\_ more language change than ever before. Of course, before the days of the communications revolution language evolved much more slowly. Many people today (2) \_\_\_\_\_ language not to change at all, but that is an unrealistic dream in the age of the global village.

Words you (3) \_\_\_\_\_ every day, such as chatline and trainers, (4) \_\_\_\_\_ only thirty years ago. And a word as universal as teenager gained common currency only in the 1940s. Words change in meaning too: a scientist in the 1960s (5) \_\_\_\_\_ clone to refer only to plants. And anyone who asked '(6) \_\_\_\_\_ we watch the soap tonight?' would have encountered total incomprehension before the Second World War. (Soap was what you washed with.)

There is a more worrying side to this if you consider that new coinage reflects the society it comes from. Only twenty years ago few people (7) \_\_\_\_\_ stalking, ethnic cleansing or road rage – concepts that the world (8) \_\_\_\_\_ perhaps be better without. It (9) \_\_\_\_\_ nice to think that the 21st century (10) \_\_\_\_\_ us happier words, but don't hold your breath!

(0)	A would have been	B would be	C will have been
1	A will bring	B brought	C would bring
2	A would rather	B would prefer	C will prefer
3	A will hear	B will be hearing	C will have heard
4	A would not have been recognized	B would not be recognized	C will not recognize
5	A wouldn't understand	B will be understanding	C would have understood
6	A Won't	B Would	C Shall
7	A shall have understood	B would have understood	C will have understood
8	A would	B will	C shall
9	A will be	B would be	C would have been
10	A would bring	B would have brought	C will bring

# NEED

The modal verb *need* expresses necessity. When used as a modal verb, it primarily appears in negative and interrogative sentences, reflecting the necessity or obligation related to the situation.

Take a look at the table below.

No	Function/ Meaning	Form of the verb	Types of sentences	Examples
1	<b>NECESSITY</b>	<i>need</i>	negative, interrogative, affirmative	<i>You needn't come again.</i> <i>Need I stay here for two more days?</i>
2	<b>NECESSITY (in the past)</b>	<i>need have done</i>	negative, interrogative, affirmative	<i>You needn't have arrived so early.</i> <i>You needn't have gone to the hospital. (No necessity)</i>

The modal verb *need* has only the Present Tense form. In the present, it is primarily used as a regular verb to express general or ongoing necessity. For example:

*You need to be careful. (always)*  
*I believe you don't need to take this medicine.*

When *need* conveys the meaning of “a lack of” or “want of,” it is also considered to be a regular verb. For example:

*She needs a new raincoat.*



## TASK 1

Scan the QR code and listen to *Every Minute Every Day* by Scorpions. Relax and enjoy the music!



SCAN ME

Write down all the sentences from the song that include the word "need." Answer the questions:

1. What meaning does *need* convey in the song? Is it about necessity, desire, or something else?

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2. What do you think the speaker *needs* the most, and why?

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## TASK 2

Look at the memes provided. For each one, determine whether *need* is used as a regular verb or a modal auxiliary. Explain its meaning based on the context of the meme.

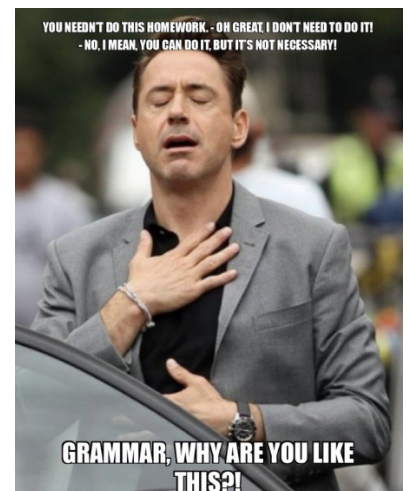


don't need

needn't

do not need

TODAY WILL BE ONE OF THOSE DAYS THAT EVEN MY COFFEE WILL NEED A COFFEE



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# NEED

When the boss is coming and you need to pretend you're doing something



## TASK 2

Scan the QR code and watch the video explaining the difference between *didn't need to* (lack of necessity) and *needn't have* (unnecessary action that already happened). Then, complete the sentences using the correct form of *need*.



1. You \_\_\_\_\_ (*prepare*) so much food for the party; everyone was already full.
2. I \_\_\_\_\_ (*take*) the exam last week because I had already passed the course.
3. She \_\_\_\_\_ (*clean*) the house so thoroughly; the guests didn't even notice.
4. He \_\_\_\_\_ (*call*) a taxi because I was already driving him to the airport.
5. We \_\_\_\_\_ (*spend*) so much money on the new equipment; it's barely used.
6. You \_\_\_\_\_ (*buy*) flowers for me; it was such a kind surprise, though.



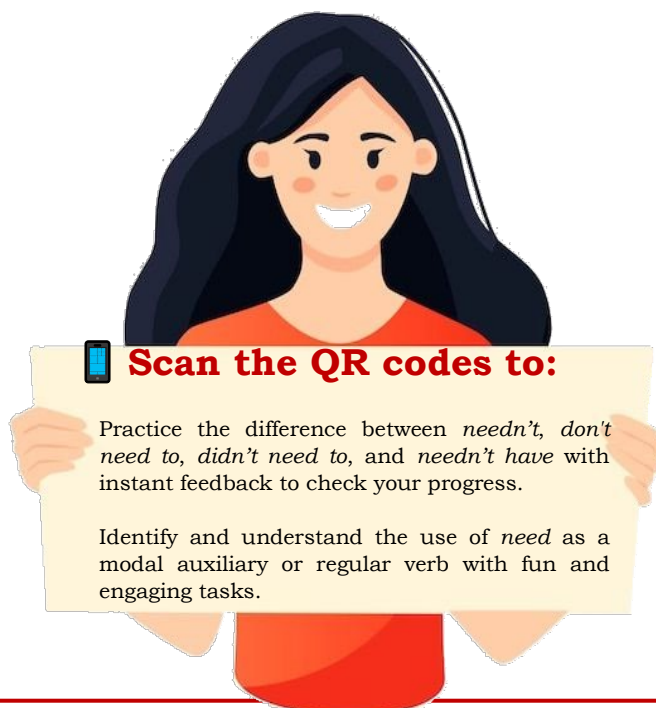
"Need I win all the games?"

"No, you needn't. But you must win at least one."

## TASK 3

Rewrite the following sentences using *didn't need to* or *needn't have*

1. It wasn't necessary for him to wake up early, but he did anyway.  
\_\_\_\_\_
2. You wasted time cleaning the house; the guests didn't even notice.  
\_\_\_\_\_
3. I didn't need to buy a new car since my BMW was still running perfectly, but my husband decided to surprise me with a new Porsche.  
\_\_\_\_\_
4. She worked overtime yesterday, but there was no need for it because the deadline had been extended.  
\_\_\_\_\_
5. I didn't need to bring lunch to the picnic because Mike said he'd take care of everything.  
\_\_\_\_\_
6. He spent a lot of money on tickets, even though there were free ones available.  
\_\_\_\_\_
7. It wasn't necessary for us to walk all the way home.  
\_\_\_\_\_
8. You didn't have to book a hotel room; we could have stayed with friends.  
\_\_\_\_\_



# DARE

The modal verb *dare* is used to express having the impertinence, courage, or boldness to do something. It often carries an exclamatory, surprised, or reproachful intonation. *Dare* is followed by the bare infinitive. In the present tense, the form is *dare*, and in the past tense, it becomes *dared*.

No	Function/ Meaning	Form of the verb	Types of sentences	Examples
1	<b>CHALLENGING ACTION, OUTRAGE</b>	<i>dare, dared</i>	negative, interrogative, affirmative	<i>I dare notice that...</i> <i>He dare not skip the test.</i> <i>He daren't speak in front of the crowd.</i>
2	<b>EMOTIONAL REACTION (surprise or anger)</b>	<i>dare, dare not</i>	negative, interrogative	<i>How dare you say that?!</i>
3	<b>PROBABILITY (improbability)</b>	<i>dare</i>	affirmative <sup>14</sup>	<i>We hardly dare ask her a question.</i> <i>No one dare question the teacher's grading.</i>

***Dare* can also function as an auxiliary modal verb. For example:**

*She dare not cheat in the exam.*  
*Dare we present our idea?*

**When *dare* is not used to express impertinence, courage, or other challenging emotions, it functions as a main verb. In this case, it conveys meanings such as warning, suggested probability, or challenging capabilities. As a regular verb, *dare* is used with the auxiliary verb *do* in negative and interrogative sentences, following the conventional rules of English grammar. For example:**

*She doesn't dare to cheat in the exam.*  
*Do we dare to present our idea?*

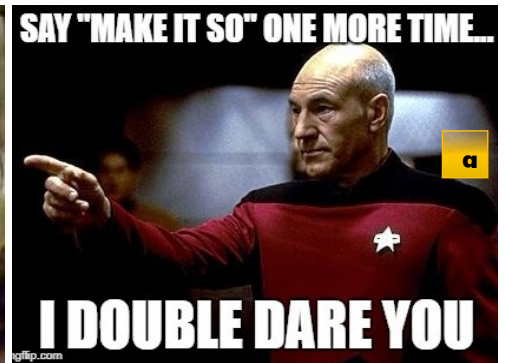
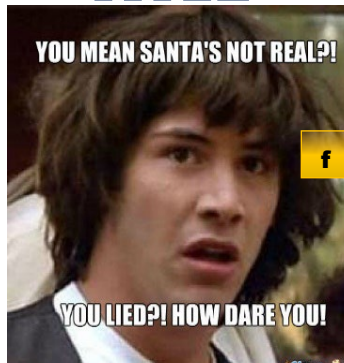
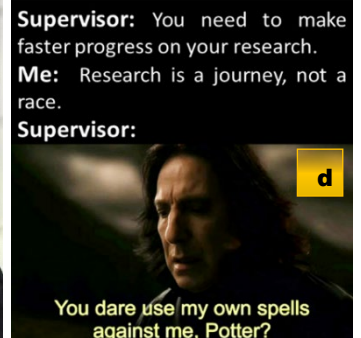
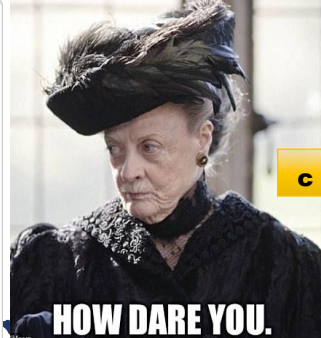
<sup>14</sup> with stock word and phrases of negative meaning

## TASK 1

A. Read the memes below and pay attention to how “dare” is used in each one. Think about whether it expresses an action (like a challenge) or an emotional reaction (surprise or anger)



How dare you steal a meme from my wall that I put so much effort of stealing from someone else



B. Answer the questions based on your analysis of memes:

1. In each of these memes, what role does *dare* play? Does it express a challenge or emotional reaction?

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2. How does the speaker's tone or attitude affect the meaning of *dare* in each example?

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3. Can you think of any other situations where you might use *dare* to express anger, disbelief, or challenge?

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## TASK 2

Scan the QR code to watch the video about the semi-modal verb *dare*. After watching the video, answer the following questions:



SCAN ME

1. What does *dare* generally mean?

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2. What is the origin of the word *dare* in English?

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3. Is *dare* mostly used in negative or positive sentences? Provide examples.

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4. Why is *dare* considered a semi-modal verb?

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5. What is the difference between *dare* used as a modal auxiliary and as a regular verb?

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6. What phrases in the video show the emotional and rhetorical use of *dare*?

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7. Complete the table below by writing down examples from the video for each function of *dare* provided.

• **Probability:**

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• **Threaten:**

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• **Indignation and anger:**

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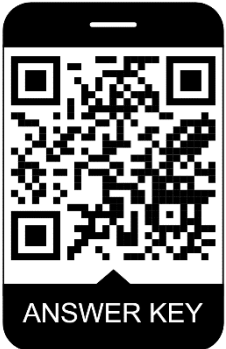
• **To challenge somebody's bravery:**

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## TASK 3



Rephrase the following sentences using *dare*. Where appropriate, write two variants: one with *dare* used as a modal auxiliary and the other with *dare* as a main verb. Tick the sentences where *dare* can only be used as a modal auxiliary.

0. How can you be rude as to interrupt the professor?  
→ *How dare you interrupt the professor?*
1. Jack wanted to ask the lecturer to raise his grade, but he didn't have the courage to do it.  
\_\_\_\_\_
2. Kate didn't have the courage to present her presentation in front of the class.  
\_\_\_\_\_
3. How can you be so bold as to skip an important lecture?  
\_\_\_\_\_
4. Tom had no courage to speak up during the meeting, even though he had some great ideas.  
\_\_\_\_\_
5. How can you question the exam results? They are clear to everyone!  
\_\_\_\_\_

## TASK 4



Translate the sentences into English, using *dare* where appropriate.

1. Як ти смієш списувати під час іспиту?  
\_\_\_\_\_
2. Насмілюсь припустити, що викладач змінить дату тесту.  
\_\_\_\_\_

3. Він не наважився висловити свою думку перед однокласниками.

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4. Вона знала правильну відповідь, але не наважувалась відповісти першою.

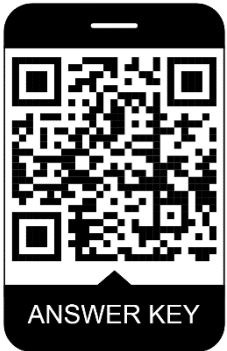
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5. Ден наважився попросити додатковий час для виконання завдання.

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## TASK 5



Scan the QR code and watch Greta Thunberg's speech<sup>15</sup> on climate change. Then, read the transcript carefully. Underline all the sentences where the verb *dare* is used and identify whether it functions as a modal auxiliary or a main verb. Afterwards, answer the questions:

1. What is the overall context of the speech? What issue is Greta addressing, and who is her audience?

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2. How would you describe the tone of the speech? Is it confrontational, urgent, hopeful, or something else? Support your answer with examples from the speech.

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3. How many times does Greta Thunberg use the verb *dare* in her speech? In which part of the speech its use is most powerful or impactful? Why?

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4. Why do you think the phrase "How dare you!" resonates so strongly with audiences worldwide?

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<sup>15</sup> The script of Greta Thunberg's speech was taken from: [4]

5. Do you believe that young voices, like Greta's, have the 'dare' to challenge authority more than adults do? Why or why not?

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6. Choose one sentence from the speech where Greta uses *dare*, and rewrite it using a similar expression (for example, *will have the courage to* or *be bold enough to*). Does it have any impact on the tone of the sentence?

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7. If you were to give a speech about a cause you care about, how would you use *dare* or a similar modal verb to inspire or challenge the audience? Write a short sentence or example.

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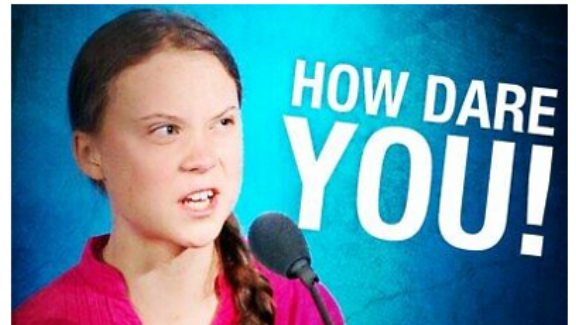
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My message is that we'll be watching you.

This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

For more than 30 years, the science has been crystal clear.



How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on

then you would be evil. And that I refuse to believe.

The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees Celsius, and the risk of setting off irreversible chain reactions beyond human control.

Fifty percent may be acceptable to you. But those numbers do not include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tons of your CO<sub>2</sub> out of the air with technologies that barely exist.

So, a 50% risk is simply not acceptable to us – we who have to live with the consequences.

How dare you pretend that this can be solved with just

“business as usual” and some technical solutions? With today's emissions levels, that remaining CO<sub>2</sub> budget will be entirely gone within less than 8 1/2 years.

There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.

You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you.

We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.

Thank you.

## Extra Task

Read Greta Thunberg's speech again and underline all the modal verbs she uses. For each one, identify its function (e.g., ability, obligation, necessity, criticism, etc.). How do these modal verbs contribute to the strength of Greta's message? What do they reveal about her emotional state and what she wants her audience to feel or do?

## TASK 6

Imagine a conversation between a professor and a student who feels unfairly graded. Write a short dialogue where the student uses *dare* to express frustration, and the professor responds using *dare* as well.

**Student:** *How dare you give me such a low grade without explaining why?*

**Professor:**

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Student:

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Professor:

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Student:

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Professor:

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## TASK 7

Scan the QR code below to listen to the song *No One Should Fly Where Eagles Dare*. As you listen, pay attention to the use of *dare* in the lyrics.



1. Identify how *dare* is used in the song. Is it functioning as a modal verb (expressing courage, challenge, or prohibition) or as a main verb?

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2. Write down any sentences from the song where *dare* is used in a challenging or courageous context.

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3. Explain the meaning of *dare* in the context of these sentences.

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## TASK 8

A. Many brands use *dare* in their slogans to inspire, challenge, or provoke their audience. Below are some real-life examples. Examine the following advertisement images and how they contribute to the brand's message.



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B. Search online for other slogans that include the word *dare*. Write them in the space provided below.

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C. Imagine you're launching a brand-new product, service, or campaign aimed at a global audience. Your goal is to create an advertisement that uses the modal verb *dare* in a compelling and persuasive way.

- 1. Choose a product or service** (e.g., a cutting-edge tech gadget, a motivational campaign promoting personal growth, an international book club, or even a unique AI language-learning tool).
- 2. Create a catchy slogan using *dare*.** Your slogan should challenge or inspire the audience.
- 3. Explain your choice.** In a few sentences, describe why you chose this particular phrase. How does it influence the audience's perception? How does it connect to your target audience's values and desires?
- 4. Optional: Visual Representation.** If you'd like, create a simple visual to accompany your advertisement.
- 5. Place your slogan and visuals (if applicable) in the space provided.**



# BE TO

The verb *to be* is a versatile and multi-functional verb. It can function as an auxiliary, a main verb, or a modal verb. As an auxiliary verb, *to be* is used in all tense forms. It is always followed by the infinitive form of the main verb, preceded by the particle *to*.

When used as a modal verb, *to be* expresses different meanings, all centered around the idea of the necessity or obligatory implementation of an action, often according to a plan or expectation. Below is a table that outlines its various uses as a modal verb.

No	Function/ Meaning	Form of the verb	Types of sentences	Examples
1	<b>TIMETABLE, SCHEME</b>	<i>to be to</i>	affirmative, negative, interrogative	<i>The train is to arrive by 6 p.m. They were to drive the car by extra lane, allowed to be taken when traffic jams.</i>
2	<b>PREARRANGED PLAN, AGREEMENT</b>	<i>to be to</i>	affirmative, negative, interrogative	<i>I'll be there for you as appointed; I am to come by noon tomorrow. He was to have met that morning.</i>
3	<b>ORDER</b>	<i>to be to</i>	affirmative, negative	<i>The general's order is that we are to take over this village by the dawn. You are to sit here locked and keep silent.</i>
4	<b>SOMETHING INEVITABLE OR DESTINED TO HAPPEN</b>	<i>to be to</i>	affirmative, negative, interrogative	<i>They were (destined) to fall in love with each other. They were to meet after 20 years passed since graduating from the University. He is to be shot at sunrise.</i>
5	<b>SOMETHING UNAVOIDABLE OR POSSIBLE, BASED ON RELIABLE INFORMATION</b>	<i>to be to</i>	affirmative, negative, interrogative	<i>She is to be in her room, I saw her going upstairs. The train arrived an hour ago: They are to be at home already.</i>

# BE TO

The modal verb *to be to* is, in some contexts, synonymous with *must*, *should*, *ought to*, **or** *have to* and can often be used interchangeably. This flexibility helps avoid tautology in a given context. Examples:

*What am I (supposed) to do? – What should I do? – What do I have to do?*

While these expressions are often interchangeable, there is a slight difference in their nuances. The first sentence focuses on following instructions or fulfilling an expectation. The second seeks advice or guidance, while the third emphasizes an obligation driven by external circumstances.

## TASK 1



Scan the QR code to explore how *be to* expresses plans, obligations, instructions, and destiny. Perfect for extra practice!

Identify the meanings of the semi-modal verb *be to* in the following sentences (e.g.: prearranged obligation, possibility, order, prohibition, instruction; something unavoidable, destined to happen)

1. I didn't know back then that I was to study Oriental cultures so deeply in the future.  
\_\_\_\_\_  
\_\_\_\_\_
2. Professor Tanaka was to have delivered the lecture on Japanese calligraphy, but she fell ill and couldn't attend.  
\_\_\_\_\_  
\_\_\_\_\_
3. These manuscripts are not to be removed from the library's Oriental section.  
\_\_\_\_\_  
\_\_\_\_\_
4. The unique beauty of Chinese ink painting is to be admired in the works of many famous artists.  
\_\_\_\_\_  
\_\_\_\_\_
5. He is to wait for the translator to arrive before proceeding with the discussion.  
\_\_\_\_\_  
\_\_\_\_\_
6. The cultural exchange students are to visit the Tokyo National Museum next month.  
\_\_\_\_\_

## BE TO

7. “You are to focus on this assignment!” said the teacher, raising his voice slightly.

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8. You are not to leave the classroom during the language proficiency test. Is that clear?

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9. No mobile devices are to be used during the workshop.

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10. She reminded him that they were to meet at the tea ceremony at seven that evening.

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### TASK 2

Rephrase the following sentences using the correct form of *be to*. Pay attention to the context and ensure you use the appropriate tenses.

**Rephrase the sentences using *be to* to show a planned or expected action.**

- |   |  |   |
|---|--|---|
| 1 | The university is launching a new Mandarin course next semester.   | The university _____ a new Mandarin course next semester.                                   |
| 2 | She is scheduled to leave for Japan next week to complete her language immersion program.                  | She _____ for Japan next week to complete her language immersion program.                   |
| 3 | They have planned to move to China for a year to experience the culture and improve their language skills. | They _____ to China for a year to experience the culture and improve their language skills. |

**Rephrase the sentences using *be to* to emphasize that the action didn't happen as planned.**

- |   |  |  |
|---|--|--|
| 4 | I was supposed to attend the language exchange event, but I missed my flight to China.                       | I _____ the language exchange event, but I missed my flight to China.                          |
| 5 | The students were meant to visit Beijing this summer, but the trip was postponed due to travel restrictions. | The students _____ Beijing this summer, but the trip was postponed due to travel restrictions. |

# BE TO

- 6 He was to start his Arabic language classes in September, but the course was cancelled. He \_\_\_\_\_ his Arabic language classes in September, but the course was cancelled.

## Rephrase the sentences using *be to* to highlight an obligation or responsibility

- 7 The professor instructed the students to complete their research papers on Eastern philosophies by the end of the month. The students \_\_\_\_\_ their research papers on Eastern philosophies by the end of the month.

- 8 The university has asked us to prepare a presentation on the influence of Chinese culture on global trade. We \_\_\_\_\_ a presentation on the influence of Chinese culture on global trade.

- 9 The visa office has told me I am to submit additional documents before my study-abroad application can be processed. I \_\_\_\_\_ additional documents before my study-abroad application can be processed.

## Rephrase the sentences using *be to* to indicate that something was prohibited

- 10 I was not allowed to bring my pet cat with me when I moved to Japan. I \_\_\_\_\_ my pet cat with me when I moved to Japan.

- 11 We were not allowed to travel outside the campus during the first two weeks of the study-abroad program in Seoul. We \_\_\_\_\_ outside the campus during the first two weeks of the study-abroad program in Seoul.

## Rephrase the sentences using *be to* to express inevitability or destiny

- 12 As a student of Oriental studies, she never realized she was destined to live and work in India one day. She never realized she \_\_\_\_\_ and work in India one day.

- 13 He had no idea that moving to Thailand for language studies would lead to a full-time job offer from an international company. He didn't know that moving to Thailand for language studies \_\_\_\_\_ a full-time job offer from an international company.

### TASK 3

Fill in the blanks with the correct form of *be to* (in the appropriate tense) to complete each sentence. Based on the context, explain whether it refers to a timetable, prearranged plan, order, destiny, or instruction.

1. The train \_\_\_\_\_ (*depart*) at 8:30 a.m., so don't be late.
2. The guests \_\_\_\_\_ (*arrive*) at noon tomorrow.

## BE TO

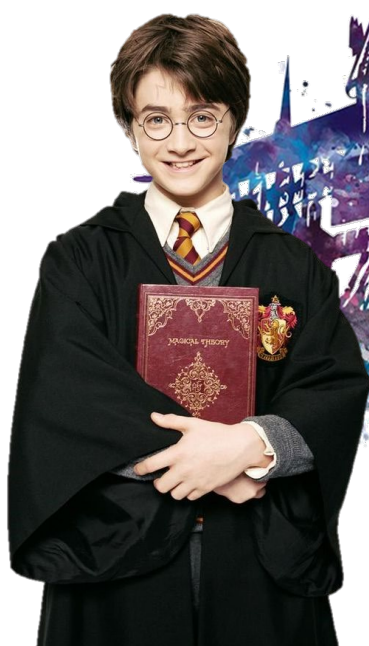
3. It was announced that no students \_\_\_\_\_ (**not / leave**) the classroom until the test is over.
4. Nobody knew that he \_\_\_\_\_ (**become**) one of the most famous writers of his time.
5. The professor said that we \_\_\_\_\_ (**submit**) our essays by Friday.
6. They \_\_\_\_\_ (**meet**) at the café this evening to finalize the project.
7. The ferry \_\_\_\_\_ (**not operate**) after 9:00 p.m., so you'll need to catch an earlier one.
8. Her illness was so severe that she \_\_\_\_\_ (**not / survive**), despite all the doctors' efforts.
9. The officers were told that they \_\_\_\_\_ (**report**) to headquarters immediately.

### TASK 4

Read the short story below and underline all instances where *to be* is used as a modal verb. Then, identify its function (e.g., timetable, prearranged plan, order, destiny, or instruction).

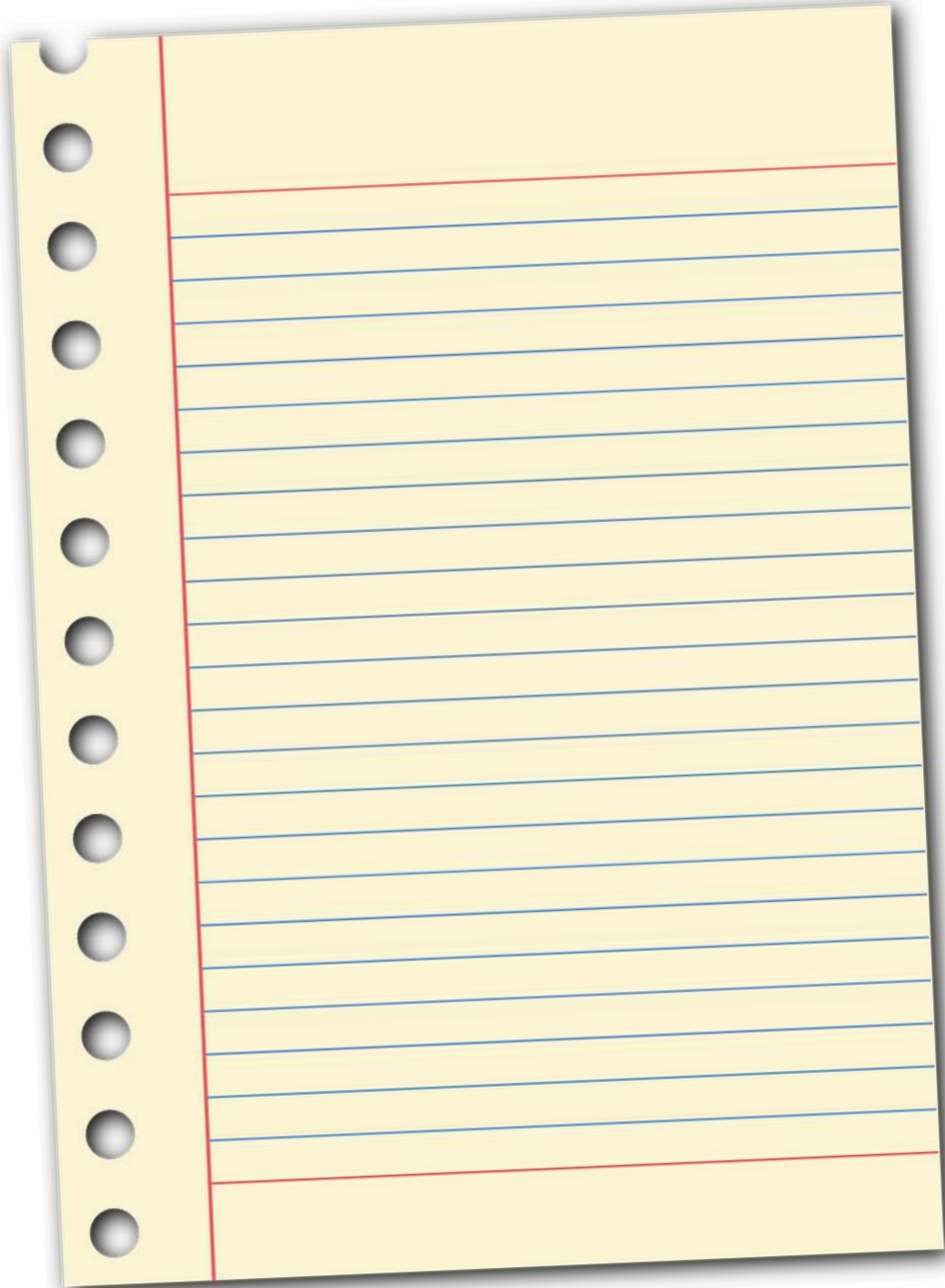
In the wizarding world, Harry was to become the one who would defeat Voldemort. From the moment he was born, it was to be his fate. His parents were to protect him at all costs, but when that failed, he was to be raised by the Dursleys.

As he grew older, it became clear that his path was to lead him to Hogwarts, where he was to face challenges that would prepare him for his final confrontation. Every step of his journey seemed like it was to unfold exactly as it was meant to.



## BE TO

Now, create your own story. Imagine a character whose future is preordained, planned, or instructed. Think about how events unfold in their life, and use *be to* to describe actions that are destined, planned, or necessary. Use *to be* in various forms, reflecting different tenses and functions (e.g., a prearranged plan, destiny, instruction, etc.).



# HAVE TO

The verb *to have to* is commonly used in English to indicate possession, but as a modal verb, it expresses obligation caused by external circumstances. It is used in three main tenses: the Present Indefinite, the Past Indefinite, and the Future Indefinite. It is always followed by the particle *to + infinitive*.

In some cases, *to have to* can replace *must* in the Past Indefinite and the Future Indefinite tenses. However, this usage is secondary, as *must* and *to have to* convey different nuances. *Must* tends to express a stronger, more personal sense of obligation, while *to have to* is generally used for obligations imposed by external factors or circumstances.

No	Function/ Meaning	Form of the verb	Types of sentences	Examples
1	<b>OBLIGATION OUT OF CIRCUMSTANCES</b>	<i>to have to</i>	affirmative, negative, interrogative	<i>You have to consult the doctor due to your headaches.</i> <i>As I was to be there at 6, I had to take a taxi.</i>
2	<b>NECESSITY OUT OF CIRCUMSTANCES</b>	<i>to have to</i>	affirmative, negative, interrogative	<i>We are out of milk and bread, so I have to go to the market.</i> <i>Do you have to walk all the way home from school?</i> <i>Since I managed to catch the train, I didn't have to stay there for the night.</i>

Sometimes, *to have to* can be used in modal expressions only in the Indefinite Infinitive form (both Active and Passive), often alongside other modal verbs. For example:

*Well, this time we should have to hold a very important rally before the snap elections.*

## HAVE TO

**Additionally, in American English, *to have to* can often be replaced by *to have got to*, especially when expressing obligation or necessity. Here are some examples:**

*We've got to stay awake to avoid missing our station.*

*Have you got to do all this work yourself?*

*He hasn't got to keep running.*

### TASK 1

Read the following sentences and identify the meaning of *have to* in each case.

1. As a student of Chinese philosophy, I **have to study** classical texts to understand the roots of Taoism.
2. You **have to learn** the fundamentals of calligraphy before practising it professionally in Japan.
3. I **had to complete** a course on Confucianism before being allowed to specialize in East Asian philosophy.
4. Do you **have to visit** a Buddhist temple to understand the cultural nuances of Thailand?
5. He didn't **have to read** all the ancient texts, but it was important for his research on Indian epics.

### TASK 2

Scan the QR code to learn more about the difference between *have to* and *must*. Then, underline the correct modal verb to complete each sentence.



1. You **must/have to** wear traditional clothing when entering a sacred place in India.
2. I **must/have to** follow a strict routine while studying the philosophies of ancient Egypt.
3. We **must/have to** observe Ramadan if we are to fully understand Islamic culture.
4. You **must/have to** submit your research proposal before you can attend the cultural exchange in Japan.
5. We **must/have to** respect the local customs when attending tea ceremonies in China.

## TASK 3

Imagine the following hypothetical situations. Discuss with a partner or write your responses, using *must* or *have to* where appropriate. Think carefully about the difference between the two!

**Example:** You accidentally spill tea on an ancient manuscript.

*I must apologise to the curator immediately because it's the right thing to do.*

*I have to report the incident because it's part of the museum's protocol.*



Scan the QR code for extra practice!

1. You're presenting your research on the origins of Chinese writing systems tomorrow, but your slides aren't ready yet. What must you or have to do to prepare in time?

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2. While visiting a remote mountain village in Bhutan, you're invited to a formal tea ceremony. What must you or have to do to show respect for their traditions?

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3. Your professor asks you to summarise an ancient Sanskrit text for the class. It's written in a challenging script. What must you or have to do to complete the task?

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4. You accidentally forget to remove your shoes before entering a host's home in Kyoto. What must you or have to do to apologise appropriately?

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5. You're preparing a gift for a Chinese New Year celebration. What must you or have to do to make sure your choice aligns with cultural customs?

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6. While attending a conference on Oriental art, you discover a glaring error in your research paper. What must you or have to do before presenting it?

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**Modal verbs may be tricky, but the good news is that they're simple once you learn how they work.**

## ESSENTIAL RESOURCES FOR MASTERING GRAMMAR

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## Advanced Exercises and Grammar Resources

Scan the QR codes below to access helpful grammar books and exercises for additional practice.



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