

Al-Mustaqbal University
College of Engineering &
Technology
Biomedical Engineering



Subject Name: English Language

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Lecturer: Assist Prof. Muslim Mohammed

Email: muslim.mohammed@uomus.edu.iq

Lecture No.:- 5

Lecture Title: [Unit Nine, Getting on together]

9 Getting on together

Modal verbs 2 – probability • Character adjectives • So do !! Neither do !!

TEST YOUR GRAMMAR

1 Read each pair of sentences. If the sentence is a fact, put (✓). If the sentence is only a possibility, put (?).

- 1 ☐ I must be ill!
☐ I'm ill!
- 2 ☐ She could be having a shower.
☐ She's having a shower.
- 3 ☐ That isn't your bag.
☐ That can't be your bag.
- 4 ☐ You must have met my brother.
☐ You've met my brother.
- 5 ☐ They haven't met the president.
☐ They can't have met the president.
- 6 ☐ Shakespeare might have lived there.
☐ Shakespeare lived there.



- 2 Which sentences talk about the present?
Which talk about the past?

PROBLEMS, PROBLEMS! must, could, might, can't

- 1 Do you ever read advice columns in magazines or newspapers?
What kind of problems do people write about?
- 2 What do you think are the problems of Luke Basset and Barbara Iverson below? Who did they write to?

Write to Aunt Amelia

Have you got a problem? Metro Magazine

(1) Luke's problem:

Dear Aunt Amelia,
We fight all the time. I hate him! Luke Basset

Aunt Amelia replies:

Dear Luke,
It is very difficult not to get angry with your brother in your situation. At your age you need time on your own, and some privacy when you are with your friends. Why don't you ask your parents to give you some time to sit down and talk about your feelings? Tell them how Callum is stopping you from doing your school work. The youngest child in a family is often the favourite and gets very spoilt. Also, you should tell them about the problems Callum is having at school. He won't leave you alone until he has more friends of his own.

Yours

Aunt Amelia

- 3 Read the replies to Luke and Barbara's letters from Aunt Amelia. Who is Callum? Who are the Fletchers? What more do you learn about the problems?

4 Read the sentences. **Who** or **what** do the underlined words refer to? Give your reasons.
He must be the eldest child in the family. Luke – because Callum is the youngest.

He must be his younger brother.

He and his friends could be teenagers.

They might not realize he has problems at school.

He can't have many friends.

They must be her neighbours.

They might play football in the garden.

They could play loud music in the evenings.

It must be very tall and stop the sunlight

They can't have any children.

- 5 Read Luke and Barbara's complete letters to Aunt Amelia on p154. Find out if your ideas were correct.

Amelia

Aunt Amelia gives her expert advice.

(2) Barbara's problem:

Dear Aunt Amelia,
 We live in the house of our dreams.
 We don't want to move but
 we're going crazy. Barbara Iverson

Aunt Amelia replies:

Dear Barbara,

When people live side by side, they need to be tolerant of each other's way of life. Your children need their sleep, and you have every right to enjoy your lovely garden. Try talking to the Fletchers one more time; promise that your sons will make less noise during the day if they will make less noise in the evenings. Also, did you know that a new UK law allows you to complain to the local authorities about the height of your neighbour's hedge? However, going to court is expensive, it can cost up to £550, and it could make the problem worse. Tell them about the law. It's in both your interests to sort out the problem yourselves.

Yours

Aunt Amelia

Metro Magazine 114

GRAMMAR SPOT

- 1 Which sentence is the most sure? Which two sentences are less sure?

They **must** be rich.

They **might** be rich.

They **could** be rich.

- 2 The above sentences all mean *I think it's possible that they are rich*. What does *They can't be rich* mean?

► Grammar Reference 9.1 p147

PRACTICE

Grammar and speaking

- 1 Respond to the statements or question. Use the words in brackets.
- I haven't eaten anything since breakfast. (must/hungry)
You must be hungry.
 - Steve has three jobs. (can't/much free time)
 - The phone's ringing. (might/Jane)
 - The cat's soaking wet! (must/raining)
 - Listen to all those fire engines! (must/somewhere)
 - I don't know where Sam is. (could/his bedroom)
 - Marta isn't in the kitchen. (can't/cooking dinner)
 - Whose coat is this? (might/John's)

T 9.1 Listen and check. Practise the sentences with a partner. Pay attention to stress and intonation.

What are they talking about?

- 2 **T 9.2** Listen to five short conversations and guess the answers to the questions. Work with a partner.

- 1 **A** It's Dad's birthday next Sunday.
B I know. Should we buy Dad a present or just send him a card?

Who do you think they are? Friends? Brother and sister? Husband and wife?
They can't be just friends. They could be brother and sister. They might be husband and wife.

- 2 Where do you think the people are? At home? In a café? In a shop?
 3 What do you think his job is? A lorry driver? A taxi driver? An actor?
 4 What do you think she's talking about? Taking a test? Meeting her friend's parents? A job interview?
 5 Who or what do you think they are talking about? A cat? A dog? A baby?

Who's who in the family?

- 3 Work in small groups. Look at p154–155.

A HOLIDAY WITH FRIENDS

must have been/can't have been

1 T 9.3 Andy is phoning Carl. With a partner, read and listen to Andy's side of the conversation. What are they talking about?

Andy Hi! Carl? It's Andy. How are you? Feeling better?

Carl ...

Andy Really? You still can't walk without a crutch, eh? So you're not back at work yet?

Carl ...

Andy Two more weeks! That's when the plaster comes off, is it?

Carl ...

Andy I'm fine. Julie's fine too. We're both back at work.

Carl ...

Andy No, we haven't, but I've downloaded them all onto my computer. They're good. I didn't realize we'd taken so many. I'll email the best ones to you.

Carl ...

Andy Yes, the sunset. It's a good one. All of us together on Bob and Marcia's balcony, with the mountains and the snow in the background. It's beautiful. Brings back memories, doesn't it?

Carl ...

Andy Yes, I know. I'm sorry. But at least it happened at the end; it could have been the first day. You only missed the last two days.

Carl ...

Andy Yeah, and it was noisy too! We didn't have any views of the mountains. Yeah, we've written. We emailed the manager yesterday, but I don't know if we'll get any money back.

Carl ...

Andy Yeah. The airline found it and put it on the next flight. Marcia was very relieved.

Carl ...

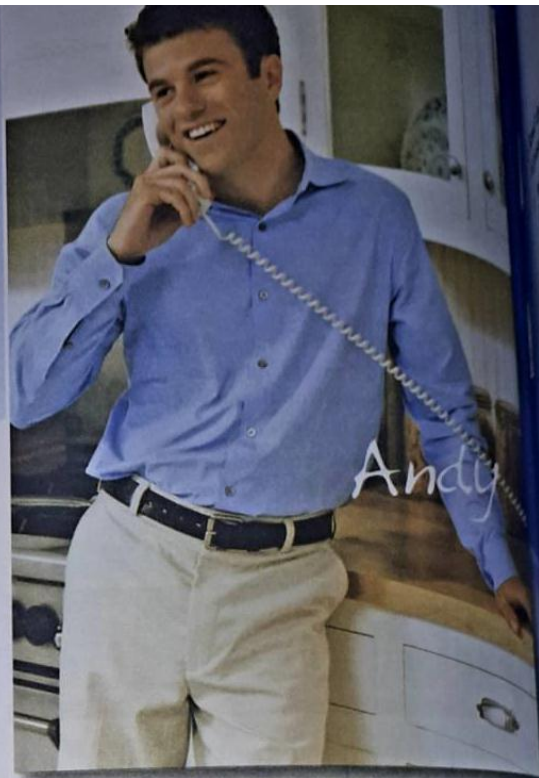
Andy Absolutely. It was a great holiday. Some ups and downs, but we all got on well together and had fun. Shall we go again next year?

Carl ...

Andy Great! It's a date. Next time go round the trees! I'll call you again soon, Carl. Take care!

Carl ...

Andy Bye.



2 Read these questions. Tick (✓) the answer you think is possible. Cross (X) the one you think is not possible.

- 1 What is the relationship between Andy and Carl?
☒ They must be friends.
☒ They could be business colleagues.

- 2 Where have they been?
☐ They must have been on a skiing holiday.
☐ They can't have been on a skiing holiday.

- 3 How many people went on holiday?
☐ There must have been six.
☐ There can't have been six.

- 4 What happened to Carl?
☐ He must have broken his leg.
☐ He might have broken his arm.

- 5 Where did they stay?
☐ They might have stayed with friends.
☐ They must have stayed in a hotel.

- 6 What did Andy do on holiday?
☐ He must have taken a lot of photos.
☐ He can't have taken many photos.

- 7 Why did Andy and Julie send an email to the hotel?
☐ They might have written to thank them.
☐ They could have written to complain about their room.

- 8 What did Marcia lose?
☐ It might have been her skis.
☐ It could have been her suitcase.

3 Use some of the sentences 1–8 to say what you think happened to Andy and Carl.

Andy and Carl must be friends and they must have been on ...

4 T 9.4 Listen to the full conversation between Andy and Carl. Which of your ideas were correct?

GRAMMAR SPOT

1 What is the past of the following sentences?

He	must	be on holiday.
	can't	
	could	
	might	

2 What is the past of these sentences?

We **must** work hard.
 We **have to** work hard.
 We **can** see the sea from our room.

► Grammar Reference 9.2 p147

PRACTICE

Grammar and speaking

1 Respond to the statements and questions. Use the words in brackets.



- I can't find my homework. (must/forget)
You must have forgotten it.
- Mark didn't come to school last week. (must/ill)
- Why is Isabel late for class? (might/oversleep)
- I can't find my notebook. (must/drop)
- The teacher's checking Maria's work.
(can't/finish already)
- How did Bob get such good marks in that test?
(must/cheat)

T 9.5 Listen and check. Practise the sentences with a partner.

Discussing grammar

2 How many different modal auxiliary verbs can you fit naturally into each sentence? Discuss as a class the differences in meaning.

can can't could must might should shall

- He _____ have been born during the 1940s.
- _____ you help me with the dishes, please?
- You _____ see the doctor immediately.
- It _____ be raining.
- _____ we go out for dinner this evening?
- I _____ stop smoking.
- It _____ have been Bill that you met at the library.
- I _____ learn to speak English.

READING AND SPEAKING

The man who planted trees

Work in small groups.

- 1 Read the following quotation. What does it mean?

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

- 2 Who do you think said it? (Your teacher will give you the correct answer.)

- 1 A political leader.
- 2 An African fisherman.
- 3 A French farmer.
- 4 An ancient Greek philosopher.
- 5 A native American.

- 3 You are going to read extracts from a story called *The man who planted trees* by the French writer Jean Giono (1895–1971). In the story, Giono describes his meetings with a solitary shepherd who plants trees while the rest of the world is at war.

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



The man

T 9.6 Extract 1

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

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

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

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

Before going to bed the shepherd puts a large sack onto the table. From it he carefully removes a hundred perfect acorns. The writer is curious. The next day when he goes out with the shepherd into the hills he discovers what the acorns are for. What do you think the acorns are for?

T 9.7 Extract 2

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

- 5 I suppose I must have been fairly insistent in my questioning, for he answered me. For three years he had been planting trees in this wilderness. He had planted one hundred thousand. Of the hundred thousand, twenty thousand had sprouted. Of the twenty thousand, he still expected to lose half. There remained ten thousand oak trees to grow where nothing had grown before.
- 10 That was when I began to wonder about the age of this man. He was obviously over fifty. Fifty-five he told me. His name was Elzéard Bouffier. I told him that in thirty years his ten thousand oaks would be magnificent. The next day we parted.

- 4 What did Elzéard do with the acorns? What did he use as a tool?
- 5 How many had he already planted? How many were growing?
- 6 How old was Elzéard at the time? How old do you think the writer was?
- 7 What do you think Elzéard's ambition is? What is his vision of the future?
- 8 Draw a sketch of the landscape round his home at the time of Extracts 1 and 2. Draw a sketch of how you think it will look in thirty years' time.

who planted trees



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

The writer returns for a final visit in 1945 after World War II. Elzéard is still alive. The writer is amazed at what he sees. Not only is there the forest, but houses and even villages have been rebuilt.

T 9.8 Extract 3

I had seen too many men die during those five years not to imagine that Elzéard Bouffier was dead. He was not dead. As a matter of fact, he was extremely well. He had changed jobs. He had got rid of the sheep because they threatened his young trees. For, he told me, the war had disturbed him not at all. He had continued to plant.

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

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

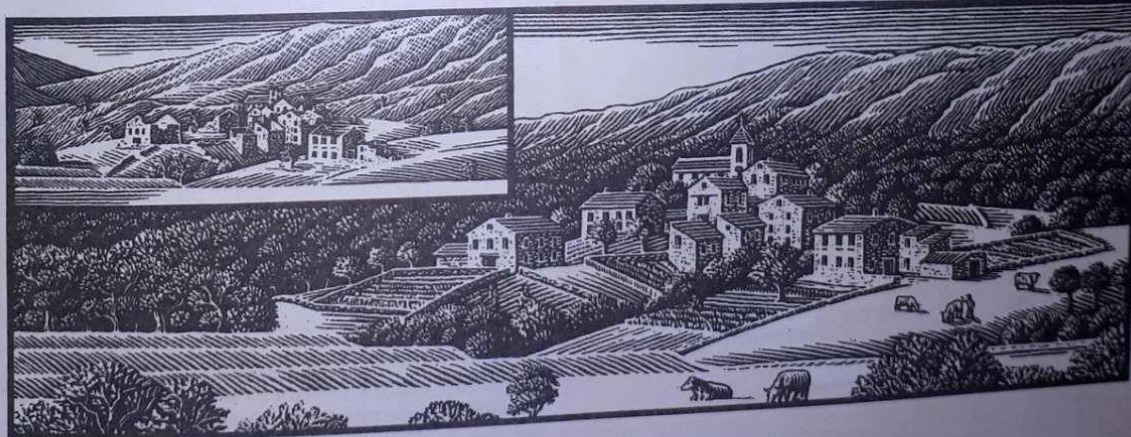
T 9.9 Extract 4

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

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

15 Elzéard Bouffier died peacefully in his sleep in 1947.

- 13 How had the village and its surroundings changed?
- 14 Is the writer an optimist or pessimist at the end of the story? Why? What has happened in the writer's life that could have made him pessimistic?
- 15 How old was Elzéard when he died? Why was it important that he had a long life?



What do you think?

- 1 Do you think that this is a true story? Do you think Elzéard was ever married? Give reasons for your opinions. Your teacher will tell you if you are correct.
- 2 How would you describe the personality of Elzéard Bouffier? Do you know any people like him in your life?

- 3 In the context of the twentieth century and its two world wars, what point is Giono trying to make about nature and the importance of individual human beings?

VOCABULARY AND SPEAKING

Character adjectives

1 Do the personality quiz to discover what type of person you are. Write **Y** for Yes, **N** for No, and **S** for Sometimes.

What type of person are you?



- 1 ☐ Are you usually smiling and happy?
- 2 ☐ Do you enjoy the company of other people?
- 3 ☐ Do you find it difficult to meet new people?
- 4 ☐ Do you have definite plans for your future career?
- 5 ☐ Does your mood change often and suddenly for no reason?
- 6 ☐ Do you notice other people's feelings?
- 7 ☐ Do you think the future will be good?
- 8 ☐ Can your friends depend on you?
- 9 ☐ Is your room often a mess?
- 10 ☐ Do you get annoyed if you have to wait for anyone or anything?
- 11 ☐ Do you put off until tomorrow what you could do today?
- 12 ☐ Do you work hard?
- 13 ☐ Do you keep your feelings and ideas to yourself?
- 14 ☐ Do you often give presents?
- 15 ☐ Do you talk a lot?
- 16 ☐ Are you usually calm and not worried by things?

2 Work with a partner. Ask your partner to do the quiz about *you*. Compare your ideas and your partner's ideas about you. Are they the same or different?

3 Match these adjectives with the questions in the quiz.

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> reliable | <input type="checkbox"/> lazy |
| <input type="checkbox"/> optimistic | <input type="checkbox"/> generous |
| <input type="checkbox"/> sociable | <input type="checkbox"/> moody |
| <input type="checkbox"/> talkative | <input type="checkbox"/> hardworking |
| <input type="checkbox"/> reserved | <input type="checkbox"/> easygoing |
| <input type="checkbox"/> shy | <input type="checkbox"/> untidy |
| <input type="checkbox"/> impatient | <input type="checkbox"/> cheerful |
| <input type="checkbox"/> ambitious | <input type="checkbox"/> sensitive |

Which adjectives describe you?

4 Which adjectives describe positive qualities and which describe negative? Which describe both?

Positive	Negative	Both
reliable		

5 Write the opposite of the adjectives in exercise 3. Remember that the prefixes *in-* and *un-* can sometimes be used to make negatives. Which of the adjectives can use these?

6 Describe someone in the class to your partner, but don't say who it is. Can your partner guess who it is?

WRITING: A description

Go to p116

LISTENING AND SPEAKING

Brothers and sisters

- 1 Do a class survey.
 - 1 Find out who has got any brothers and/or sisters.
 - 2 Who has got the most? How many? Do they like having lots of brothers and sisters?
 - 3 Has anyone got a twin brother or sister? Do they like being a twin?
 - 4 Is anyone in the class an only child? Do they like being an only child?
- 2 **T 9.10** Listen to two people talking about their families. Complete the chart.



	Louisa	Rose
How many brothers and sisters has she got?		
Was she happy as a child? Why/Why not?		
Is she happy now? Why/Why not?		
What do you learn about other members of her family?		

What do you think?

Discuss these questions.

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

EVERYDAY ENGLISH

So do I! Neither do I!

- 1 **T 9.11** Listen to Sue's friends talking to her about themselves. Put a (✓) if it's the same for Sue and a (X) if it's different.

Sue's friends	Sue	Sue's words
1 I want to travel the world.	✓	So do I.
2 I don't want to have lots of children.		
3 I can speak four languages.		
4 I can't drive.		
5 I'm not going to get married until I'm 35.		
6 I went to London last year.		
7 I've never been to Australia.		
8 I don't like dentists.		
9 I'm bored with Hollywood actors.		
10 I love shopping.		

- 2 Write in Sue's words. Choose from the lists below.

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

- 3 **T 9.11** Listen again and check your answers.

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

Grammar Reference 9.4 and 9.5 p147

- 3 Work with a partner. Read the statements in exercise 1 and give true answers.
- 4 Go around the class. Everyone must make a statement about themselves or give an opinion about something. The others in the class must respond.

I love chocolate!

So do I. / Me too.

I don't!

I didn't do my homework.

Neither did I. / Me neither.

I did!