

**10** Read a story written by Janek, a student who had a holiday job. Put the verbs into the correct form: past simple (x7), past continuous (x3) and past perfect (x4).

One day last summer I (1) \_\_\_\_\_ (work) in a bar on the beach. I (2) \_\_\_\_\_ (just/leave) school and I was young and naive. Anyway, on that day I (3) \_\_\_\_\_ (serve) the drinks by myself – my other colleagues (4) \_\_\_\_\_ (not/arrive) for work yet. A man (5) \_\_\_\_\_ (come) up to the counter and (6) \_\_\_\_\_ (ask for) 'a whisky on the rocks'. I (7) \_\_\_\_\_ (want) to be helpful, so I filled a glass with whisky, (8) \_\_\_\_\_ (take) it over to where he (9) \_\_\_\_\_ (sit) with his friends and (10) \_\_\_\_\_ (place) it on the rocks next to him. The next thing that happened was they all started laughing and laughing. I (11) \_\_\_\_\_ (never/be) so embarrassed in my life. Of course, when I realized my mistake I (12) \_\_\_\_\_ (see) the funny side as well, and in the end everything (13) \_\_\_\_\_ (be) OK. In fact, by the end of the evening, I (14) \_\_\_\_\_ (become) friends with them all. But, even today, when I hear the phrase 'on the rocks' it reminds me of that day.

**11** A story is often told in four stages:

- 1 Background situation
- 2 Problem
- 3 Solution/resolution
- 4 Comment

In Joelle's diary entry in Exercise 1, the four stages are:

- 1 from *I was doing ...* to *... said no.*
- 2 from *Anyway, ...* to *... surgery!*
- 3 from *Of course ...* to *... anything.*
- 4 from *But even so ...* to *... about it.*

Identify the four stages in Janek's story in Exercise 10.

- 1 from \_\_\_\_\_ to \_\_\_\_\_
- 2 from \_\_\_\_\_ to \_\_\_\_\_
- 3 from \_\_\_\_\_ to \_\_\_\_\_
- 4 from \_\_\_\_\_ to \_\_\_\_\_

**12** Write a short story about something that happened to you while you were at work, for example:

- while you were doing a holiday job
- while you were doing an internship
- while you were helping a family member.

Before you begin, look again at the diary entry in 1 and the story in Exercise 10. Also, use the vocabulary in Exercise 8 and Exercise 9 to help you.

## Advice structures

**13** Correct the mistake in each sentence.

- 1 You should to do it today.
- 2 You ought do it today.
- 3 He shoulds do it today.
- 4 Do I should do it today?

**14** You can give advice using both *must* and *should*:

You *must* speak to your supervisor.  
You *should* speak to your supervisor.

- 1 Which sentence means: 'It's a good idea to speak to your supervisor'?
- 2 Which sentence means: 'It's necessary to speak to your supervisor'?

**15** Complete the sentences by using the verb *apply* in its correct form (*apply*, *to apply* or *applying*).

- 1 Why don't you \_\_\_\_\_ for that job?
- 2 How about \_\_\_\_\_ for that job?
- 3 You ought \_\_\_\_\_ for that job.
- 4 You should \_\_\_\_\_ for that job.

**16** Grade these replies from 1 (agreement) to 4 (disagreement).

- No, that's not a good idea.  
 That might be worth trying.  
 I'm not sure about that because ...  
 That sounds like a good idea.

*Should* and *must* are examples of **modal verbs**. Other modal verbs are: *can*, *could*, *will*, *would*, *may*, *might* and *shall*. Modal verbs have special characteristics:

- They are 'auxiliary verbs'. This means they are used with another main verb.  
*You should learn to set goals.*
- Two modal verbs cannot be used together.  
NOT *I can will meet you.*
- They are followed by the infinitive without *to*.  
NOT *I must to meet him.*
- They only have one form, so there is no third person *-s*, no *-ing* form and no *-ed* form.
- To make a question you put the modal verb in front of the subject.  
*Should I ...? Can I ...?*
- To make a negative you put *not* after the modal verb (often shortened to *-n't*).  
*You shouldn't ... You can't ...*

Modal verbs are used to express ideas such as advice, ability, obligation, probability. The same modal verb can have different meanings.