

# 11.3 Vocabulary and skills development

GOALS ■ Hear modal verbs ■ Understand words with multiple meanings

## Listening hearing modal verbs

1 Look at the pictures. What is happening in each photo?



2 **11.6** ))) Listen to the conversation related to each photo. For each conversation, answer the questions.

- 1 What did the person in the photo do?
- 2 What did they want to happen?
- 3 What actually happened?

3 **11.6** ))) Listen again and complete the sentences from the conversations. What kind of verbs do all the spaces contain?

### Conversation 1

- 1 I decided to borrow a laptop from the office so \_\_\_\_\_ it at home ...
- 2 We \_\_\_\_\_ permission ...
- 3 Anyway, I \_\_\_\_\_ into work on the Tuesday ...

### Conversation 2

- 1 I \_\_\_\_\_ Professor Dudley ...
- 2 I thought \_\_\_\_\_ a better grade in my exams.

4 **11.7** ))) Read and listen to the information in the Unlock the code box about hearing modal verbs.

### UNLOCK THE CODE hearing modal verbs

Modal verbs such as *must*, *may* and *could* are very important for the meaning of a sentence, but they are often difficult to hear. We sometimes form the past using a different verb.

For example:

We **must** get permission. I **had** to help.

When you are listening, use the context to decide if the speaker used a modal verb, and which one suits the context best.

5a Read the definition of 'unintended consequences'. Can you think how the photos could relate to the definition? Discuss with a partner.

The idea of unintended consequences is an important one in politics and economics, but it is also common in everyday life. It means that the consequence or result of an action is sometimes very different from our intention. This can be a good or a bad consequence.

b **11.8** ))) Listen to a radio programme about the unintended consequences of a law about crash helmets for cyclists. Were your ideas the same as the example in the programme?

c Answer the questions about the crash helmet law example.

- 1 What does the law say?
- 2 What is the intention behind the law?
- 3 What's the young person's reaction to the crash helmets?
- 4 What are the consequences of this reaction?

d **11.8** ))) Compare your answers with your partner. Which modal verbs did you hear in the answers? Listen again and check.

6 **TASK** What might be the unintended consequences of these actions? Choose one to discuss with a partner. Report your answers to the class.

- 1 A doctor makes patients pay a fine if they are late for an appointment.
- 2 In order to improve his performance in an exam, a student drinks three large cups of coffee ten minutes before the exam starts.
- 3 To stop customers eating a meal and then leaving without paying, a restaurant makes them pay for the meal at the same time as they order the food.





## Vocabulary & Speaking words with multiple meanings

7a Look at the pairs of sentences. For each pair, choose one word from the box that goes in both sentences.

bank fine jam performance wave

- 1 a The doctor made the patients pay a \_\_\_\_\_ if they missed an appointment.  
b It was a \_\_\_\_\_, sunny day as they left for the picnic.
- 2 a The \_\_\_\_\_ starts at 7.30, so don't be late!  
b Over the last ten years, China's economic \_\_\_\_\_ has been very strong.
- 3 a They stopped at the \_\_\_\_\_ to get some money.  
b We pulled the fish out of the river and put it on the \_\_\_\_\_.
- 4 a My mother gave me a final \_\_\_\_\_ goodbye as the train left the station.  
b The boat was sunk by an enormous \_\_\_\_\_.
- 5 a There was a terrible traffic \_\_\_\_\_ on the way to the airport.  
b For breakfast, they gave us toast and \_\_\_\_\_.

b All of the words in the box have two meanings. Match the words to the pairs of meanings.

change key light match rock square

- 1 • large stone  
• type of loud music
- 2 • shape with four equal sides  
• area of a town with four sides and buildings all around
- 3 • thing for locking a door  
• answer to a problem
- 4 • game between two teams  
• piece of wood for lighting something
- 5 • the energy that comes from the sun  
• something you turn on when it's dark
- 6 • money which is coins (not notes)  
• something different from before

8a Read the Vocabulary focus box.

### VOCABULARY FOCUS

words with multiple meanings

There are many pairs of words in English which have the same spelling and pronunciation but different meanings. Sometimes these are the same parts of speech (e.g. both nouns).

a traffic **jam** vs bread and **jam**

Sometimes they are different word classes.

pay a **fine**/feel **fine** (a noun and an adjective)

Use the context to decide which meaning is correct.

b Finish the sentences in **two** different ways to show the two meanings of each word.

- 1 The **square** was ...  
a *drawn on a piece of paper.*  
b *full of people shouting.*
- 2 I couldn't find the **key** because ...  
a \_\_\_\_\_  
b \_\_\_\_\_
- 3 It's important that the **change** ...  
a \_\_\_\_\_  
b \_\_\_\_\_
- 4 I saw a **match** which ...  
a \_\_\_\_\_  
b \_\_\_\_\_
- 5 We had to stop playing because the **light** ...  
a \_\_\_\_\_  
b \_\_\_\_\_
- 6 We saw the rock ...  
a \_\_\_\_\_  
b \_\_\_\_\_

9 **TASK** Work with a partner. Write four sentences each using words from exercises 7 and 8. Put a space where the word you have chosen goes. Then swap sentences with your partner and complete them.

*The small boy threw a \_\_\_\_\_ and broke the window.*

OR

*I'm not keen on \_\_\_\_\_ music - I prefer salsa.*

Answer: *rock*

rock  
light change  
key wave  
match  
square