

4

Doing the right thing

Modal verbs (1) Requests and offers

Test your grammar

1 Look at the sentences.

You

<i>can</i>
<i>must</i>
<i>should</i>
<i>have to</i>

 go.

2 Make the sentences negative.

Make them into questions.

Make them into the third person singular (*He/she ...*).

Which verb is different?



PRESENTATION (1)

can, have to, and allowed to

- 1 The teenage years can be difficult for both parents and children! What sort of problems can there be?
- 2 T.25 Listen to Megan and Laura, aged 14 and 15. What are some of the things they like and don't like about being a teenager?
- 3 Complete the gaps.
 - a You _____ go out to work.
 - b You _____ pay bills.
 - c You _____ go out with your friends.
 - d I always _____ tell my Mum and Dad where I'm going.
 - e We _____ do the housework.
 - f You _____ buy what you want.
 - g Adults _____ worry about bills.
 - h We _____ wear a stupid school uniform.
 - i We _____ wear make-up.
 - j We _____ chew gum!

Listen again and check. Practise saying the sentences.

- 4 Laura's parents are called Malcolm and Barbara. What are some of the things they *have to* do, and some of the things they *don't have to* do?

Examples

Barbara doesn't have to work full-time.

Malcolm has to drive over a thousand miles a week.

- Who do you think has an easier life, Barbara or Malcolm?
- What about *your* family?
- Is there a division between what the men do and what the women do in your family?

● Grammar questions

– Put *have to* or *don't have to* into the gaps.

Children _____ go to school.
 Adults _____ go to school, but they
 _____ go to work.
 Old people _____ go to work.
 Teenagers _____ study for exams.

– Which sentence in each pair below is correct?

- a You don't have to drive on the right in Britain.
 You mustn't drive on the right in Britain.
 b You don't have to go to England to learn English.
 You mustn't go to England to learn English.

PRACTICE

1 Grammar and speaking

1 Put the sentences into the negative, the question, and the past.

Example
 We can smoke. *We can't smoke.*
 Can we smoke?
 We could smoke.

- a I have to go.
 b She has to work hard.
 c He can do what he likes.
 d We're allowed to wear what we want.

2 Look at the chart. Make true sentences about you and your family.

A	B	C
I		
My parents		go out to work.
My father		get up early in the morning.
My mother	has to	do the shopping.
My sister	have to	keep my room tidy.
My brother	doesn't have to	do the cooking.
My grandparents	don't have to	take the dog for a walk.
My husband/wife	had to	do the washing.
My girlfriend/ boyfriend	didn't have to	do the washing-up.
		...
		...

Compare your sentences as a class.
 Are/were your parents strict? Can/could you do what you want/wanted?

3 Make questions using *have to* or *had to*.

Example

We had to get up very early to catch the bus.
 What time *did you have to get up?*

- a My mother has to go abroad a lot.
 How often _____ ?
 b I have to leave tomorrow morning.
 What time _____ ?
 c We had to wait for ages.
 How long _____ ?
 d I have to take my car to the garage.
 Why _____ ?
 e Peter had to stay in bed for a week.
 Why _____ ?

2 Signs

What do the following signs mean?

Examples



You can't smoke in here.
You aren't allowed to smoke in here.



You have to show your passport.



c



f



e



h



g

3 Listening and speaking



- 1 T.26 You will hear Bert Atkins, who was born in 1919, talking about his school days. Check these words in your dictionary:

to knit a cloth a slate chalk

What does he say about the following?

knitting

paper and pencils

chalk and a slate

the 'Big Boys'

school

exams

walking to school

a bike

leaving school

talking in class



writing lines
homework

Listen again, and read the Tapescript on page 130 at the same time.

- 2 Work in groups. Talk about *your* school rules.
- What aren't/weren't you allowed to do?
 - What do/did you have to do?
 - What punishments are/were there if you do/did something wrong?

PRESENTATION (2)

must and *should*

- 1 T.27a Jim is going to backpack around the world for a year, but his mother is worried. Listen to them.

Mum You must write to us every week!

Jim Yes, Mum! I will.

Mum You mustn't lose your passport!

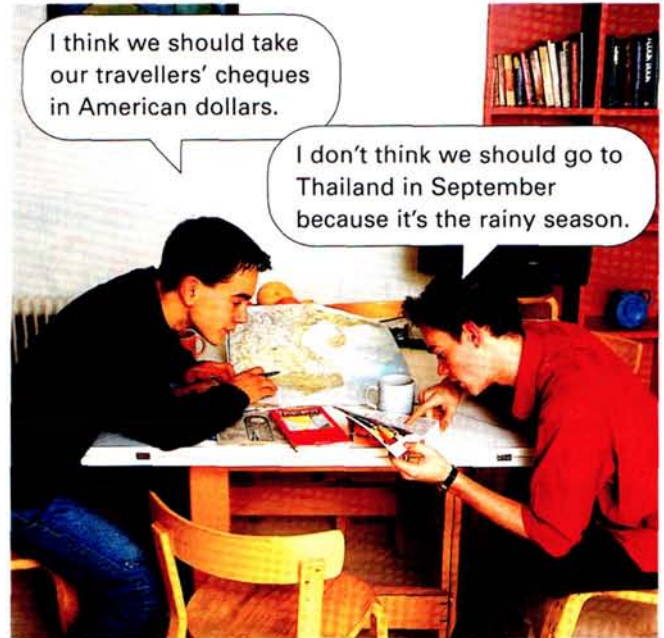
Jim No, Mum! I won't.

Work in pairs. Make similar dialogues between Jim and his mother. Use the cues and *must* or *mustn't*.

- look after your money
- go out when it's dark
- make sure you eat well
- phone us if you're in trouble
- talk to strangers
- drink too much beer
- have a bath regularly
- go anywhere that's dangerous

T.27b Listen and check your answers.

- 2 T.28a Jim is going to travel with his friend, Anthony. Listen to them talking about their trip.



I think we should take our travellers' cheques in American dollars.

I don't think we should go to Thailand in September because it's the rainy season.

Use *I think ... should* or *I don't think ... should* to make more suggestions. Take an idea in column A, and match it with a line in column B.

A

- a ... take plenty of suncream.
- b ... buy a book called *See the World on \$25 a Day*.
- c ... put too much in our backpacks.
- d ... take anything valuable.
- e ... go to Australia first.
- f ... go to Indonesia by boat.
- g ... wait too long before we go.

B

- We might lose it.
- I've got some friends there who'll put us up.
- I want to get started.
- It'll have some good ideas about where to go and where to stay.
- It'll be really hot.
- We won't be able to carry it all.
- It'll be cheaper than flying.

T.28b Listen and check your answers.

Grammar questions

You must look after your money.

We should take travellers' cheques.

- Which sentence expresses strong obligation?
- Which sentence expresses a suggestion?
- Who is more forceful, Jim's mother or Anthony?

PRACTICE

1 Giving advice

Give advice in the following situations. Use *I think ... should* or *I don't think ... should*.

Example

Peter's got a very bad cold.

I think he should go to bed.

I don't think he should go to work.

- a I've lost my cheque book and credit cards.
- b Tony wants to drive home, but he's had too much to drink.
- c (In a restaurant) Ugh! My soup's cold!
- d I never have any money!
- e Jenny and Paul are only sixteen, but they say they want to get married.
- f I'm really fed up with my job.

Do you have any problems? Ask the class for advice!

2 must or have to?

Read the Language Review on page 39 before you do this exercise. Which sentence on the right goes with the sentence on the left?

Example

I must have a drink of water. ~~→~~ *The doctor told me to.*
 I have to drink lots of water. ~~→~~ *I'm really thirsty.*

- | | |
|--|---|
| 1 a I must do my homework tonight. | I'm telling myself that it's important. |
| b I have to do my homework tonight. | This is why I can't come out with you. Sorry. |
| 2 a We must go to Paris some time. | Another boring business trip. Yawn! |
| b We have to go to Paris next week. | It would be really nice! |
| 3 a I must wear something nice to the disco. | It's the rule. |
| b Men have to wear a shirt and tie to go into a posh restaurant. | I want to look good. |
| 4 a You must register for next term before Thursday. | It says on the noticeboard. |
| b You have to register for next term before Thursday. | One student is talking to another. |
| 5 a I must water the plants today. | I haven't done them for ages. |
| b You have to water this plant daily. | It needs lots and lots of water. |

3 Roleplay



Work in pairs.

Student A You are going to start a new job.

Student B You are a work colleague.

Decide what the job is. Ask and answer questions about the responsibilities, hours, breaks, etc.

What time do I have to start?

Do I have to wear a uniform?

No, but you should look smart.

When do we have a break?

4 Correcting mistakes

There is a grammar mistake in each of the following sentences. Find it and correct it!

- a Do you can help me a minute?
- b What time have you to start work?
- c I must to go now. Bye-bye.
- d We no allowed to wear jeans at school.
- e We no can do what we want.
- f I mustn't do the washing and ironing because my mother does it for me.
- g You can't smoking in here. It's against the rules.
- h My mother have to work very hard six days a week.

LANGUAGE REVIEW

Modals to express obligation

- 1 *Must* expresses a strong obligation.
*All visitors **must** report to Reception.*
*You **mustn't** steal things! It's naughty.*
- 2 *Have to* expresses a general obligation based on a law or a rule.
*Nurses **have to** wear a uniform.*
*Malcolm **has to** drive a thousand miles a week in his job.*
- 3 Sometimes *must* and *have to* are similar.
*I **must** go now. Cheerio!* *I **have to** go now. Cheerio!*
Sometimes there is a difference. *Must* is personal. We use *must* when we express our personal feelings, and say what we think is important or necessary.
*You **must** work harder.* (I am telling you what to do.)
*I **must** wash my hair. It's dirty.*
(I am telling myself that it's necessary.)
Have to is impersonal. It expresses a general obligation based on what another person tells us to do.
*We **have to** wear a stupid uniform.* (It's a school rule.)
*I **have to** take this medicine three times a day.*
(The doctor said.)
- 4 *Have to* is used to form the question, and the past and future.
*Do you **have to** work full-time?*
*I **had to** get up very early when I was at school.*
*You'll **have to** work hard if you want to go to university.*
- 5 *Should* expresses what is right, or a good idea. It expresses advice, or a mild obligation.
*You **should** get more exercise. Why don't you play tennis?*
*You **shouldn't** eat so many sweets. They're bad for your teeth.*

Negatives

- Mustn't* and *don't have to* express very different ideas.
*You **mustn't** take drugs.*
(This is a strong obligation *not* to do something.)
*Teenagers **don't have to** go out to work.*
(There is *no* obligation, but they can if they want.)

Modals to express permission

- Can*, *can't*, and *be allowed to* are used to express permission. *Allowed to* is passive.
*We **can't** smoke or chew gum.*
*We **aren't allowed to** buy what we want.*

 **Grammar Reference: page 147.**

READING AND SPEAKING

Pre-reading task

Work in pairs.

- 1 Look at the cartoons. What nationalities are the people? What makes it easy for you to identify them?



a



b



c



d

- 2 What is the stereotype English man or woman? What do you think is the stereotype for your nationality? Do you believe in stereotypes?
- 3 Which adjectives in the box do you think go with the nationalities below? Use your dictionary to check new words.

hard-working	easy-going	punctual	friendly
reserved	emotional	lazy	outgoing
hospitable	sociable	formal	casual
enthusiastic	quiet	tolerant	talkative
sophisticated	well-dressed	fun-loving	respectful
humorous	serious	nationalistic	romantic

American	Japanese	German
French	Italian	British

Is your nationality one of those above? If so, which adjectives did you choose?
If not, choose some adjectives which you think go with your nationality.

Reading

Look at the title of the article. Do you think the article will be serious or light-hearted? Why?

First read the article quite quickly. All the nationalities on page 39 are mentioned.

- 1 Write down one thing about each nationality that you can remember.
- 2 Share what you have written with other students in the class.

A World Guide to Good Manners

How *not* to behave badly abroad



by Norman Ramshaw

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

For example:

The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and they rarely drink at lunchtime.

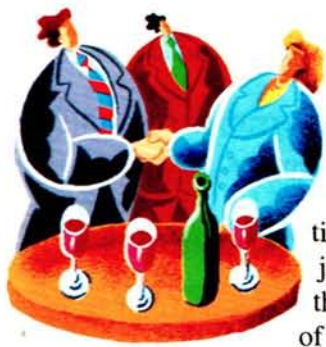
The Germans like to talk business *before* dinner; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.

Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.

American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and position.





When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your pocket! Also the bow is a very important part of greeting someone. You should

70 not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

The Americans sometimes find it difficult to accept the more formal

75 Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a one-word imperative 'Enjoy!' The British, of course, are cool

80 and reserved. The great topic of conversation between strangers in Britain

is the weather—unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. 'Oh,

really? You live in Ohio? I had an uncle who once worked there.'



'When in Rome, do as the Romans do.'

90 Here are some final tips for travellers.

- In France you shouldn't sit down in a café until you've shaken hands with everyone you know.

- In Afghanistan you should spend at least five minutes saying hello.

95 ● In Pakistan you mustn't wink. It is offensive.

- In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it

100 to you.

- In Russia you must match your hosts drink for drink or they will think you are unfriendly.

- In Thailand you should clasp your hands together and lower your head and your eyes when you greet

105 someone.

- In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

Comprehension check

Read the article again and answer the questions. Discuss the questions in pairs.

- 1 Which nationalities are the most and least punctual?
- 2 Why did the British think that everyone understood their customs?
- 3 Which nationalities do *not* like to eat and do business at the same time?
- 4 'They (the French) have to be well fed and watered.' What or who do you normally have to feed and water?
- 5 Look at the pictures. What nationality are they? How do you know?
- 6 An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.
- 7 Imagine you are at a party in (a) England (b) America. How could you begin a conversation with a stranger? Continue the conversations with your partner.
- 8 Which nationalities have rules of behaviour about hands? What are the rules?
- 9 Why is it *not* a good idea to ...
... say that you absolutely love your Egyptian friend's vase.
... go to Russia if you don't drink alcohol.
... say 'Hi! See you later!' when you're introduced to someone in Afghanistan.
... discuss politics with your American friend in a McDonald's.

Discussion

- 1 Do you agree with the saying 'When in Rome, do as the Romans do'? Do you have a similar saying in your language?
- 2 What are the 'rules' about greeting people in your country? When do you shake hands? When do you kiss? What about when you say goodbye?
- 3 Think of one or two examples of bad manners. For example, in Britain it is considered impolite to ask people how much they earn.
- 4 What advice would you give somebody coming to live and work in your country?

VOCABULARY AND PRONUNCIATION

Word formation

- 1 Look at the entry for the word **photograph** in the *Oxford Wordpower Dictionary*.

☆ **photograph** /'fəʊtəgrɑ:f US -græf/ (also *informal photo*) *noun* [C] a picture that is taken with a camera: *to take a photo* ○ *a colour photograph* ○ *This photo is a bit out of focus.* ○ *to have a photo enlarged* ○ *That's a lovely photograph of you.* ◀ Look at **negative** and **slide**. **photograph** *verb* [T] to take a photograph of sb/sth.

photographer /fə'tɒgrəfə(r)/ *noun* [C] a person who takes photographs.

photographic /,fəʊtə'græfɪk/ *adj* connected with photographs or photography: *photographic equipment.*

photography /fə'tɒgrəfi/ *noun* [U] the skill or process of taking photographs: *wildlife photography.*

Notice how different parts of speech (noun and verb) and words formed from the headword (**photographer**, **photographic**, **photography**) are given in the same entry. Is this the same in your dictionary?

Look how the stress is shown: /'fəʊtəgrɑ:f/. Practise saying the words in phonetic script.

- 2 Complete the charts with the different parts of speech. The missing words are all from the article *A World Guide to Good Manners*. Mark the stress. Use your dictionary to help you with the pronunciation.

Verb	Noun
_____	be'haviour
_____	ar'rangement
meet	_____
ad'vise	_____
_____	di'scussion
feel	_____
deal	_____
_____	ac'ceptance
tip	_____
_____	admi'ration

Noun	Adjective
'foreigner	_____
shock	_____
_____	high
_____	re'spectful
'difficulty	_____
re'serve	_____
_____	strange
of'fence	_____

- 3 Rewrite the sentences, using the word in *italics* in a different word class.

Example

We had a long *discussion* about politics.

We *discussed* politics for a long time.

- a She gave me some *advice* about which clothes to wear. She _____.
- b How *high* is that wall? What's the _____?
- c Children should never speak to *strange* people. Children _____.
- d I *felt* that there was someone watching me. I had _____.
- e We had a lot of *difficulty* in finding the way here. It was _____.
- f My son's *behaviour* at the party was very bad. My son _____.
- g There are a lot of *foreign* people in town at the moment. There are _____.
- h The *shock* made my hair turn white. I was so _____.

LISTENING AND SPEAKING

Entertaining friends



- 1 Have you ever been a guest in someone's house in a foreign country? When? Why? What happened?
- 2 T.29 You will hear three people describe how they entertain guests in their country. Sumie is from Japan, Rosa is from Spain, and Leslie is from the United States.

Listen and take notes under the following headings:

- the kind of invitation, formal or informal
 - the time of day
 - the preparations that the host or hostess makes
 - the presents that people take
 - the food and drink served
- 3 Work in small groups. Compare information. What similarities and differences are there?
- 4 What happens in your country? Is it usual to invite people to your home for a meal? What are such occasions like in your home?

WRITING

Filling in a form

1 Most people hate filling in forms! What occasions can you think of when you have to fill in a form? What sort of information do you have to provide?



2 Forms do not usually ask questions, but they ask for information. Match a line in **A** with a question in **B**.

A

- 1 First name
- 2 Surname
- 3 Date of birth
- 4 Country of origin
- 5 Present address
- 6 Permanent address
- 7 Marital status
- 8 Occupation
- 9 Annual income

B

- a Where do you live?
- b What do you do?
- c Where are you living at the moment?
- d Are you married or single?
- e What's your first name?
- f How much do you earn a year?
- g When were you born?
- h What's your surname?
- i Where were you born?

3 Forms ask you to do certain things. Do the following: Write your name in block capitals.

Sign your name. _____

Delete where not applicable.

I am a student /an employee/an employer.

Put a cross if you are male.

Put a tick if you are female.

4 Fill in the form. It is an application form to open a bank account.

CITY BANK ACCOUNT APPLICATION FORM

Applicant

Title Mr Mrs Miss Ms

Surname

First name(s)

Date of birth / /

Country of origin

Present address

Post code

When did you move to this address? / /

Permanent address (if different from above)

Post code

Telephone no. (home)

Telephone no. (work)

Marital Status

Single Married Divorced Widowed

No. of dependent children

Residential details

Owned Rented

Where do you reside?

With parents With a partner Alone

Employment status

Employed full-time Employed part-time

Self-employed Unemployed Retired

Income details

Annual income £

Signature

Date / /

Requests and offers

1 Match a line in **A** with a line in **B**. Who is talking to who? Where are the dialogues taking place?

A

- a Could you fill it up, please?
- b Could I have the bill, please?
- c It's a present. Do you think you could gift-wrap it for me?
- d Two lagers, please.
- e Can you tell me the code for Paris?
- f I'll give you a lift if you like.
- g Would you mind opening the window?
- h Could I have extension 2387, please?

B

- Halves or pints?
- Not at all. It's very stuffy in here.
- One moment. I'll just look it up.
- Sure. Shall I check the oil as well?
- I'm afraid the line's engaged at the moment. Do you want to hold?
- Certainly, sir. I'll bring it straight away.
- Yes, indeed. I'll just take the price off.
- That's great. Would you drop me at the station?

2 T.30 Listen and check your answers. Practise the dialogues, paying particular attention to intonation and voice range.

 **Grammar Reference: page 148.**

3 T.31 Listen to the six dialogues. Answer the questions.

- a Where are the people?
- b What is the relationship between them? (parent and child; customer and shop assistant)
- c What exactly are the words of the request?

Roleplay

Work in pairs. Make up a dialogue for one of these situations using the prompts given.

- **A** is a customer in a restaurant; **B** is a waiter.
Prompts: table near the window; menu; wine list; ordering; clean fork; dessert; bill.
- **A** is going on holiday very soon; **B** offers to help.
Prompts: pack; confirm flight; passport; travellers' cheques; look after cat; water plants.
- **A** is cooking a meal for twenty; **B** offers to help.
Prompts: prepare the vegetables; check the meat; set the table; do the washing-up; open the wine.

