

Rights and wrongs

5

- **Grammar** Modals and related verbs
- **Vocabulary** Phrasal verbs (1)
- **Everyday English** Polite requests and offers

- **Reading** The jar of pebbles
- **Listening** Rules for life
- **Writing** Writing for talking (1)



‘The only thing harder than knowing the right thing to do ... is to actually do the right thing.’

Viet Thanh Nguyen

?

- 1 Look at the photo. What are the cat and dog thinking? What do you think might happen?
- 2 Read the quote. Why is it so difficult to do the right thing sometimes?



Watch the video introduction



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Grammar Modals and related verbs

STARTER

Look at the sentences. Say them aloud as a class.

You	can must should have to	go.
-----	----------------------------------	-----


- 1 Say the negatives.
- 2 Say the questions.
- 3 Say the third person singular forms with *he*.
- 4 Which verb changes its form? How?

Everyday dilemmas

- 1 Work in groups. Read the everyday dilemmas 1–8 in **A** and discuss what you think is the right thing to do.

I don't think they should take stationery for personal use, because ...

They mustn't ...

- 2 Read the lines a–h in **B** and match them with the dilemmas in **A**. Do you agree with the advice given?
- 3  5.1 Listen and compare, and listen to the next line in each conversation. Can you think of a reply to it?
- 4 Underline the ways of asking for advice in **A**, and the verbs used in **B** to give advice.

GRAMMAR SPOT

- 1 Which of these sentences gives the stronger advice?
You **should** tell the shop assistant.
You **must** hand it in.
- 2 Which of these sentences express permission? Which express obligation?

You	can need to must are allowed to have to	leave now.
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- 3 Complete the sentences with *have to*, *don't have to*, or *mustn't*.
 - Children _____ go to school.
 - You _____ go out in the sun without suncream on.
 - Most people _____ work on a Sunday.
 - _____ you _____ work on Sundays?
- 4 The past of these sentences is the same. What is it?
I must go. I have to go.

➔ Grammar reference 5.1–5.5 ➔ p145–7

What should I do?

??? Everyday dilemmas ???

A

- 1 I work in an office with a huge stationery cupboard. Do you think it's OK to take envelopes and pens home for my personal use?
- 2 I've just found a £20 note on the floor in the university library. Should I hand it in?
- 3 My partner often leaves the email inbox open on his laptop when he's out of the room. Is it wrong to have a look through his emails sometimes?
- 4 That shop assistant has given me too much change. I don't know whether to go back and tell her?
- 5 I didn't enjoy that meal at all. Do you think we should leave a tip?
- 6 My friend says I don't need to buy the book for my university course – he'll make me photocopies of his. It doesn't seem wrong to me. What do you think?
- 7 Oh no! I've dropped the sausages on the kitchen floor. They look fine. Do you think it's all right to serve them?
- 8 My laptop's picking up the neighbour's Wi-Fi, and it knows the password from when she used it here. Do you think there's anything wrong with me using it?




Giving advice

B


- a We don't have to leave one if we don't want to.
- b You mustn't use it without asking her. It might end up costing her more.
- c It's not just that it's wrong, it's illegal! You know you're not allowed to make copies.
- d Of course it is! You need to give people some privacy, even in a relationship.
- e You can't give people food that's been on the floor!
- f Yes, you must, of course! I'm sure whoever's lost it will ask if it's been found.
- g You probably should. They sometimes take it out of their wages if cash is missing.
- h Well, you shouldn't really. It's not allowed, so it is actually stealing.

Practice

Breaking the rules

1  5.2 Listen to three conversations. After each one discuss these questions.

- 1 What is the problem?
- 2 What is the advice given?
- 3 Do you agree with the advice? Give your advice if you don't.

2  5.2 Listen again and complete the lines with the exact words.

- 1 We _____ pay a fine for taking our kids on holiday in school-term time!
- 2 You _____ pay the ridiculous prices they charge for flights during school holidays.
- 3 You _____ go abroad on holiday. You _____ take them somewhere in this country.
- 4 They _____ be smoking in here.
- 5 You _____ smoke anywhere in a public building.
- 6 No, you _____ get involved.
- 7 No, we _____ just sit here and do nothing. I think someone _____ say something.
- 8 I _____ text wherever I want to, thank you!
- 9 If you _____ text while you're out shopping, you _____ stop somewhere.
- 10 You _____ stop every time you want to look at your phone!

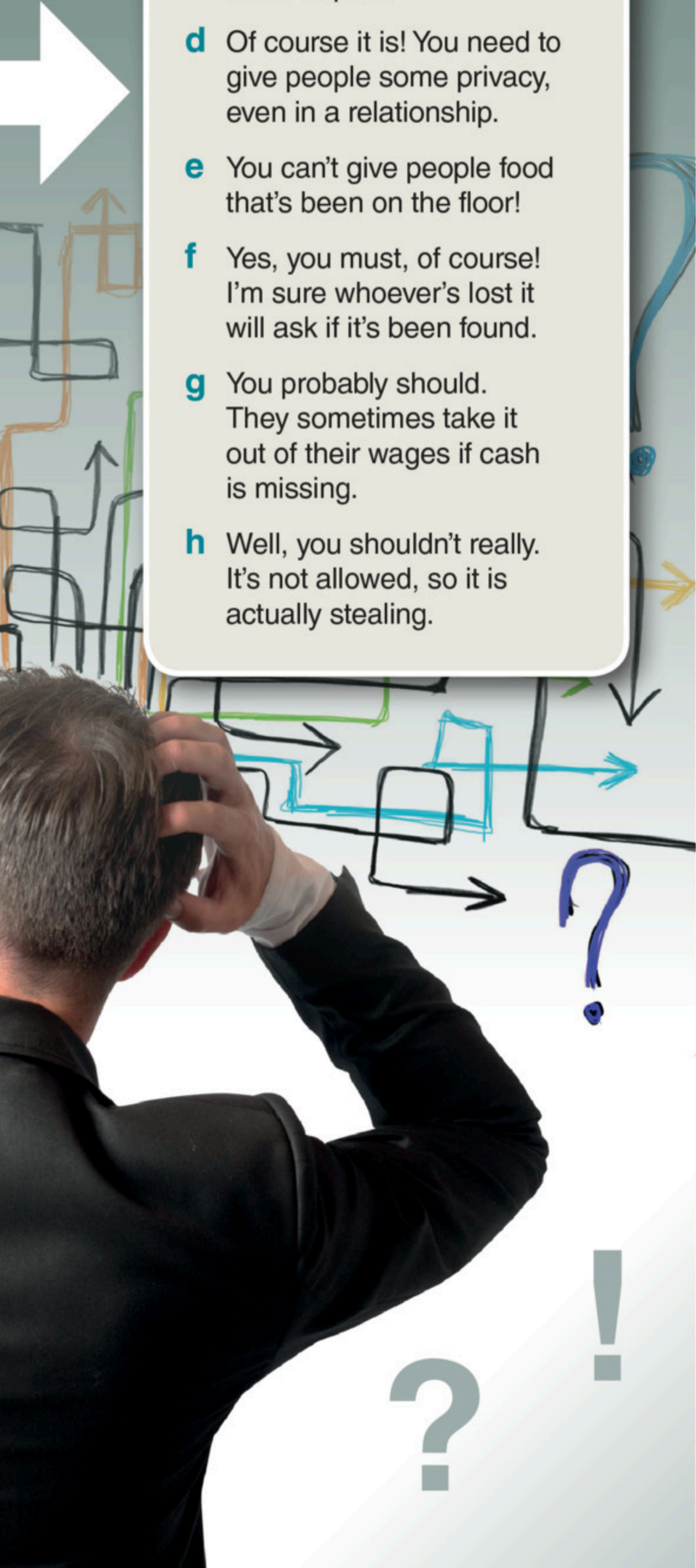
Practise the conversations in 5.2 on p133.

Discussing grammar

3 Choose the correct verb to complete the sentences.

- 1 Richard still hasn't arrived. Do you think I *should* / *must* call him?
- 2 You *shouldn't* / *mustn't* make any noise in the library – people are reading and studying.
- 3 *Can* / *Must* I leave now? I need to get home early today.
- 4 You *mustn't* / *don't have to* go to classes to learn English, but it's more fun.
- 5 We didn't have computers when I started work. We *must* / *had to* use typewriters.
- 6 *Can* / *Are you allowed to* take photos in the museum?
- 7 Do we *must* / *have to* pay to use the Wi-Fi here?
- 8 You *have to* / *don't need to* study hard if you want to become a doctor.

 Go online for more grammar practice



Rules and customs – then and now

Past times

- 1 Read about *Education in Victorian England*. Work with a partner and choose the correct option in 1–3.
 - 1 In 1870, children from poorer families *had to / didn't have to* go to school.
 - 2 In 1880, all children *had to / weren't allowed to* go to school until they were 10.
 - 3 In 1899, children *weren't allowed to / didn't have to* leave school until they were 12.
- 2 Read *School Rules 1880*. What do you think was true for Victorian schools? Complete them with *had to / didn't have to / weren't allowed to*.

School Rules 1880

- 1 Boys and girls had to enter the school through different doors.
- 2 Children _____ call teachers 'Sir' or 'Ma'am'.
- 3 Children _____ ask questions.
- 4 The children _____ stand up to answer questions.
- 5 Children _____ do any sports.
- 6 In the afternoon, boys _____ do woodwork, while girls _____ do cooking and needlework.
- 7 Children _____ use their left hand for writing.
- 8 Female teachers _____ get married.

5.3 Listen and check your ideas.

Education in Victorian England 1832–1901

In Victorian England, education played a very small role in most children's lives. In 1840, only 20% of children had any schooling at all. Then, in 1840 an Education Act was passed which said that children aged 5–10 should attend school. However, many parents ignored this because they needed their children to work and earn money for the family. It was only in 1880 that school became obligatory for all children until the age of 10, with 70 or 80 pupils in a class. Then, in 1899, the school leaving age was raised to 12.



Present times

- 3 Work with a partner. Read the lines in 1–10. Which ones are connected with **a) the law, b) customs and manners**? Which are true for your country?

In Britain, ...

- 1 you can't buy cigarettes or alcohol until you're 18. **a) the law**
- 2 young people don't have to do military service.
- 3 you have to order drinks at the bar in a pub.
- 4 you aren't allowed to smoke in any indoor public place.
- 5 you must queue at the bus stop.
- 6 you should say sorry if you bump into someone, even if it's their fault.
- 7 you're allowed to cross the road when the lights tell you not to.
- 8 you mustn't use a mobile phone when driving.
- 9 you shouldn't ask people how much they earn.
- 10 many schoolchildren have to wear school uniforms.

Discussion

- 4 Do you agree with these statements? Discuss in groups.
 - Schoolchildren should be allowed to call teachers by their first names.
 - A man doesn't need to offer his seat to a woman on a bus or train.
 - You shouldn't discuss personal matters on your phone in public.
 - You must get someone's permission before posting a photo of them on Facebook.
 - You don't have to get married to have children.
 - You mustn't cycle on the pavement.

Listening and speaking

Rules for life

1 Look at the rules for life. Which three do you like most?

A You mustn't make permanent decisions on temporary feelings.

B You need to learn to be happy with yourself. There's no-one else you'll have to spend more time with.

C You can't just keep moaning about not winning life's lottery. You need to buy the ticket!

D You must remember that what other people think of you is none of your business.

E The further away the remote control is, the more you'll like what's on TV.

F You've got to dance like no-one is watching, love like you've never been hurt, sing like no-one is listening, and live like it's heaven on Earth.

G It's better to have questions you can't answer, than answers you can't question.

H Life can only be understood backwards, but it must be lived forwards.

I You should just accept that some days you're the pigeon, and some days you're the statue.



2 5.4 Listen to four people talking about the rules. Which of the quotes A–I do they talk about?

- 1 Ellie F 3 Amanda ___
2 Dan ___ 4 Mark ___ and ___

3 5.4 Listen again and answer the questions.

- Why does she think other people on the dance floor aren't interested in how she's dancing?
- Why does she think her family don't complain about her singing?
- What does Michael, the man in Dan's story, keep asking God? Why is this funny?
- What does Dan think we should do when we want something?
- Why doesn't Amanda like the quote from Kierkegaard?
- What would she like to be able to do?
- What does Mark think his first rule tells us about modern life?
- What kind of day is Mark having?

What do you think?

- What do you think of the rules that weren't talked about by the four people?
- Which is your favourite rule of all? Why?
- Do you have any other good rules for life?

Vocabulary

4 Match the verbs in A with the words in B.

A	B
1 change	sure
2 pay	your mind
3 have	your patience
4 do	a good time
5 moan	someone's prayers
6 make	your bit
7 answer	about life
8 lose	attention to

Work in pairs and make a sentence with each of the verb phrases.

I'm not good at making decisions – I keep changing my mind.

SPOKEN ENGLISH *have got to*

1 *have got to* means the same as *have to*, but is used more in spoken English. Look at the examples.

'You've got to help me out here.'

'We've got to do our bit.'

'I guess you've got to accept it.'

2 Complete the conversations with *'s/ve got to* and a verb.

1 A Is your mum away?

B Yeah, so Dad _____ all the cooking.

2 A Where's my phone? I _____ Jim.

B It's where you left it, on the table.

3 A Can I go out now, Mum?

B No, you _____ your homework first.

4 A Have some more tea.

B Thanks, but I _____ now.

5.5 Listen and check. Practise the conversations.

Reading and listening

The philosophy of pebbles

1 Look at the photo of pebbles in a glass jar. Is the jar full?




2 Read **Part 1** of a story about a philosophy lecture. Answer the questions.

- 1 Why does the professor say that it's important to pay attention to the question?
- 2 What other things does he use apart from pebbles?
- 3 What do you think he's trying to teach the students?

3 Read **Part 2** of the story. Can you summarize the message of the lecture in one sentence?

4 Work in pairs. Without looking at the text, try to fill in the chart. Check with the text.

	What they represent
Pebbles	
Peas	
Sand	

5  5.6 What do you think the professor says about the beer? Listen to the end of the lecture and find out.

The jar of pebbles

Part 1

As Professor X entered the lecture hall, many of the students continued chatting noisily. When he reached the front of the hall, instead of calling for attention, the professor quietly placed his briefcase on the desk and then brought out from behind it a large, empty glass jar and a bag of pebbles. The room gradually fell silent as each of the students noticed what he was doing, and realized that this was no ordinary philosophy lecture. They watched curiously as he started dropping the pebbles carefully into the jar. When the glass was full of pebbles, he finally looked up at the students and asked them:

'So, would you say that this jar is full?'

'Yes,' one of them answered.

'Do you agree, Sabina?' the professor asked.

'Yes,' replied Sabina.

'Dan?'

'Yeah, it's full of pebbles.'

'Mmmm, maybe, but you need to pay more attention to the actual question,' said the professor.

He then reached behind the desk once more, and picked up a bag of dried peas. He poured the peas into the jar, and rolled the jar around. As the peas fell through the gaps between the pebbles, he continued to pour them in, until no more would fit.

'So, would you say that the jar is full now?' asked the professor.

'Yes,' 'Yup, it's full now,' 'Yeah,' the students answered.

'OK ...' said the professor.

He smiled as he took a bag of sand from behind the desk and poured it into the jar. Obviously, the sand ran through the pebbles and peas and filled all the remaining space in the jar.

'So ..., is the jar full now?' he asked.

'Yes, it's definitely full!'

'Do you all agree?'

'YES!'

The class began to giggle as the professor reached behind the desk once more. This time he produced a can of beer, and the laughter increased as he opened the can and slowly poured the beer into the jar, letting it soak into the sand until no more would go in.

Part 2

When the laughter had died down, the professor began to speak.

“OK, joking aside, I want you to see that this jar is like your life. Now, we’ve all got to do some work to earn money, but apart from that, in a free society you’re allowed to fill your life with pretty much whatever you want to.

The pebbles represent the *big* things in your life, the really important things – your partner, your family, your friends, your health, your strongest passions. Sure, there are other things that seem really important, but the pebbles are the things which, even if you lose everything else, mean that your life can still be full and meaningful.

The peas are other things which are also important in your life – your job, your house, your car. But you don’t *need* to have these things in order for life to be meaningful, and they’re not as difficult to replace if you lose them. And the sand ... that’s everything else in life – the small stuff. You can have great fun with it – watching TV, going on Facebook, playing video games. But, here’s the lesson in this ...

If you look around, you’ll notice that a lot of people’s lives, and maybe your own, can easily get filled up with too much sand and too many peas. You mustn’t let this happen, because if the jar’s full of sand and peas, there’s no space for the pebbles. You’ve got to keep an eye on how much time you’re devoting to the small things in life, because if you’re not careful, you won’t have enough space for the big things that are most important in life. You should make sure you’re spending enough time on the things that bring you real happiness – doing something special with your partner, playing with your children, seeing good friends. You can always *make* time to do all the other things you think you have to do, chores like cleaning the house, washing the car ... and you might decide you don’t really have to do them as often as you think. So, take care of the pebbles first, and decide what your real priorities are in life – the rest is just sand.”

‘What about the beer?’ asked Kirsty...



Vocabulary

6 Match the words from the text with their definitions.

1 to giggle	a to give time to
2 to soak	b to watch carefully
3 to die down	c ordinary, everyday things
4 to devote time to	d everyday jobs around the house
5 stuff	e to make something completely wet
6 to keep an eye on	f things which are seen as most important
7 chores	g to laugh nervously
8 priorities	h to become quieter or weaker

What do you think?

Work in small groups. Think of other things in your life that are represented by the pebbles, peas, and sand.

- Are there enough pebbles?
- Is there too much sand?
- Are there too many peas?
- What could you do to improve this?

▶ Watch a video about choices to make when growing up.



Vocabulary and speaking

Phrasal verbs (1)

Literal or idiomatic meaning?

- 1 What does *pick up* mean in these examples from the text on p54? In which is it used literally, and in which idiomatically?

I'm glad you **picked up** on that, Kirsty.
The professor **picked up** a bag of dried peas.

In which of the pictures is the use of *pick up* misunderstood? Why?



- 2 Work with a partner. In each group of sentences, which phrasal verb is literal? Which two are idiomatic? What do they mean?

- 1 a My mum *brought up* five children while working full-time.
b The hotel porter will *bring your bags up* to your room.
c Don't *bring up* the subject of money too early in a job interview.

- 2 a My business really *took off* last year.
b Would you mind *taking off* your shoes?
c The flight *took off* half an hour late, but we still managed to arrive on time.

- 3 a I was so tired I *dropped off* to sleep while watching TV.
b The box *dropped off* the back of the truck as it went round the corner.
c If you want a lift, I can *drop you off* at the rail station.

- 4 a Don't worry, the dog can't *get over* that wall – it's too high!
b I can't *get over* the fact that he lied to me!
c It's difficult to *get over* to young people why pensions are important.

Separable or inseparable?

Separable phrasal verbs: nouns can go *after* both parts of the phrasal verb, or *between* them.

Look up **this word**. Look **this word up**.

Pronouns must go *between* the two parts of the verb.

Look **it up**.

Inseparable phrasal verbs: both nouns and pronouns must go *after* both parts of the phrasal verb.

You'll get through **this break-up**. You'll get through **it**.

- 3 These sentences all contain **separable** phrasal verbs. Replace the words in *italics* with a pronoun.

- 1 Try turning off *the computer*. **Try turning it off.**
- 2 Take off *your shoes*.
- 3 Could you drop *Jason* off at the cinema?
- 4 They've brought up *their children* well.
- 5 Could you fill out *this form*, please?
- 6 Why don't you try on *that dress*?

Read the sentences to your partner. Your partner should then repeat them using the pronoun.

- 4 Are the phrasal verbs in 1–8 **separable** or **inseparable**? Check in a dictionary. Replace the words in *italics* with a pronoun.

- 1 I managed to get through *the day*. **inseparable**
I managed to get through it.
- 2 We both can't get over *the shock*.
- 3 You'll need to look *these words* up.
- 4 Why on earth did you bring *his divorce* up?
- 5 We'll look after *your cat* while you're away.
- 6 I'll go over *my notes* before the exam.
- 7 Do you take after *your father* or *your mother*?
- 8 They'll pick *Carla* up at the airport.

🔊 5.7 Listen to 1–8. Repeat them with pronouns, then check.

Talking about you

- 5 Complete the questions and ask and answer them with a partner.

after through on (x2) off up (x3)

- 1 Did your parents bring you _____ strictly?
- 2 Do/Did you get _____ well with both of them?
- 3 Do you often look words _____ in a dictionary?
- 4 Have you got any bad habits that you want to give _____?
- 5 Have you ever looked _____ a baby?
- 6 Do you like trying _____ new clothes?
- 7 Do you ever drop _____ when you're watching TV?
- 8 Could you get _____ a day without your mobile phone?

🌐 Go online for more vocabulary practice

Everyday English Polite requests and offers

1 Match a line in A with a line in B.

A	B
1 ____ Is there any chance you could lend me £20?	a No, go ahead. It is very stuffy in here.
2 ____ Do you want me to record that film later?	b Thanks, that'd be great. I did a mega shop!
3 ____ Would you mind moving your car?	c Er, I've only got £15. Would that be enough?
4 ____ Could I borrow a pen for a second?	d Yeah. I used the keyboard shortcut, Ctrl B.
5 ____ Can I give you a hand with those bags?	e Oh, sorry, I didn't realize you couldn't get out.
6 ____ Would you mind if I opened the window?	f No, the meal's nearly ready. Just sit down and relax.
7 ____ Is there anything I can do to help?	g Oh, brilliant! Could you drop me at the station?
8 ____ I could give you a lift into town if you want.	h Oh, yeah, do! We can watch it when I get back.
9 ____ Could you show me how you made that bold?	i Oh, yes please! I've got nothing in the fridge!
10 ____ I'll bring some food round if you like.	j Sure ... I think this one works OK.

5.8 Listen and check.

PRONUNCIATION Intonation and stress

1 5.9 Intonation is important with requests. Listen to the difference:

Can you move your car? Can you move your car?

2 5.10 Make these requests in pairs, and then listen and repeat.

Could you confirm that by email, please?
 Could I possibly use your phone charger?
 Would you mind if I asked you a personal question?

3 5.8 Listen again to the conversations in exercise 1 and practise them with a partner.

➔ Grammar reference 5.6–5.7 p147



2 5.11 Listen to four more conversations. Who is talking to who?

3 5.11 Listen again and complete the request or offer you hear in each one.

- _____ meet at 12.00 instead?
- _____ get a takeaway?
- _____ texting while I'm talking to you?
- _____ a taxi?

Roleplay

Work with a partner. Choose a situation and act it out to the class. You can use the ideas in the boxes to help.

IN A RESTAURANT

Student A you are a vegetarian customer
Student B you are a waiter

table by the window menu
 wine list order suggest water
 still or sparkling

IN A CLOTHES SHOP

Student A you are the sales assistant
Student B you want to buy a jumper

help in the window colours
 size try on suits sale
 30% off card cash

AT HOME


Student A you are having a party
Student B you are a friend offering to help

guest list invitations come over
 help drinks snacks move furniture
 choose music clear up

Go online for more speaking practice

Writing Writing for talking (1)

Using sequencers in instructions

- 1 Discuss the questions in small groups.
 - Have you ever lost or damaged your phone? What happened?
 - Is your phone under warranty?
 - What can you do if your phone gets wet?
- 2  5.12 Read and listen to a talk about how to repair a wet phone. Complete it with the time sequencers in the box.

then While Finally, as soon as possible
After First, Then,

How many other time sequencers can you find in the talk? Underline them.

- 3 Answer the questions.
 - 1 What doesn't the speaker promise?
 - 2 What's the worst thing you could do after taking the phone out of the water?
 - 3 Why is it a bad idea to use a hairdryer?
 - 4 Why is rice a good way to dry out the phone?
 - 5 What should you do if the phone ...
 - ... is working again?
 - ... isn't working again?

Prepare a *How to ...* talk

- 4 There are lots of websites with information and videos on how to do different things. Choose a topic and do some research. It could be *How to ...*
 - cook something
 - make something
 - repair something

Take notes on the main instructions. What is there that people *must/mustn't/can/don't have to/need to/should* do?

- 5 Write a *How to ...* talk to give to your class, of about 250 words. Introduce the topic, and say what you are going to explain. Then use time sequencers to organize your talk.

First, ... / First of all, ...

Next, ...

Then, ... / then ...

After that, ...

After (a period of time), ...

Now ...

While ...

As soon as ...

Finally, ...

 Go online for more writing practice

How to save a wet phone

“ Have you ever dropped your phone in water, or spilled a drink on it? If so, you're not alone – a third of phones are lost because of water damage, and it doesn't always help if they're waterproof. Well, I can't promise anything, but today I'm going to tell you how you may be able to save a wet phone.

1 _____ you must get the phone out of the water 2 _____. I know that might seem obvious, but it's important to realize that every second it's in the water, the more likely it is to be too damaged to repair. So, don't stand there panicking, and shouting 'Oh no!' Just rescue it immediately.



Next, you must switch the phone off straight away to stop water damaging the electrical circuits.

If it was off when it got wet, you must leave it off. You mustn't switch it on to see if it's working. Of course, you're dying to find out if it is, but switching it on at this point is the worst thing you could do.

Now, wipe off any water from the outside of the phone, using some paper towels. 3 _____ gently shake the phone, so that any water inside has a chance to come out.

After that, you need to dry out the inside of the phone as much as possible. Don't use a hairdryer to try and dry it quickly – that might seem like a good idea, but the heat will do even more damage to the phone. It needs to dry out nice and slowly. So, get some uncooked rice and put it in a plastic box or bag, and put the phone in the middle of the rice. Close the box or bag so that the air can't get in, and 4 _____ leave it for about 48 hours. 5 _____ it's drying out, you mustn't keep opening it to see what's happening. Be patient!



6 _____ 48 hours you can take it out and try switching it on. You might be lucky and find the phone is working perfectly! But, be careful! You should back up everything on your phone as soon as you can because there may still be a problem and it could stop working again later.

7 _____ if you need to take it to a repair shop, or return it to the manufacturer, you have to be honest about what's happened. Most warranties don't cover water damage, and it's no good saying 'My phone's not working and I don't know why.' They put things inside the phone that tell them it's been in water, so they'll know you aren't telling the truth.

Anyway, good luck, and take care of your phones!

