



General Intermediate

Unit 5: What is good and bad

Objectives

- Grammar: Modals and related verbs
- Vocabulary: Phrasal verbs (1)
- Everyday English: Polite requests and offers
- Reading: The jar of pebbles
- Listening: Rules for life





1. Look at the photo. What are the cat and dog thinking? What you think might happen?

2. Read the quote. Why is it so difficult to do the right thing sometimes?

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

Viet Thanh Niguyen

1. Look at the sentences. Say them aloud.

You	can	go.
	must	
	should	
	have to	

2. Now:

- Say the negatives.
- Say the questions.
- Say the third person singular forms with he.
- Which verb changes its form? How?

Everyday dilemmas

1. 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. Listen & compare; then hear each next line and think of a reply.  5.1

4. Underline advice-asking expressions in **A** and advice-giving verbs in **B**.

LANGUAGE FOCUS

- Which of these sentences gives the stronger advice?
a. You **should** tell the shop assistant.
b. You **must** hand it in.
- Which of these modals express permission? Which express obligation?
can must should have to
- Complete the sentences with *have to*, *don't have to*, or *mustn't*.
a. Children _____ go to school.
b. You _____ go out in the sun without sun cream on.
c. Most people _____ work on a Sunday.
d. _____ you _____ work on Sunday?
- The past of these sentences is the same. What is it?
I must go. I have to go.

A — Everyday dilemmas

- 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?
- I've just found a £20 note on the floor in the university library. Should I hand it in?
- 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?
- That shop assistant has given me too much change. I don't know whether to go back and tell her?
- I didn't enjoy that meal at all. Do you think we should leave a tip?
- 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?
- Oh no! I've dropped the sausages on the kitchen floor. They look fine. Do you think it's all right to serve them?
- 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?

B — Giving advice

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



Practice I Breaking the rules

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



5.2

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



5.2

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 days.
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 everywhere.
10. You _____ stop every time you want to look at your phone!

Discussing grammar

3. Choose the correct verb to complete.

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.

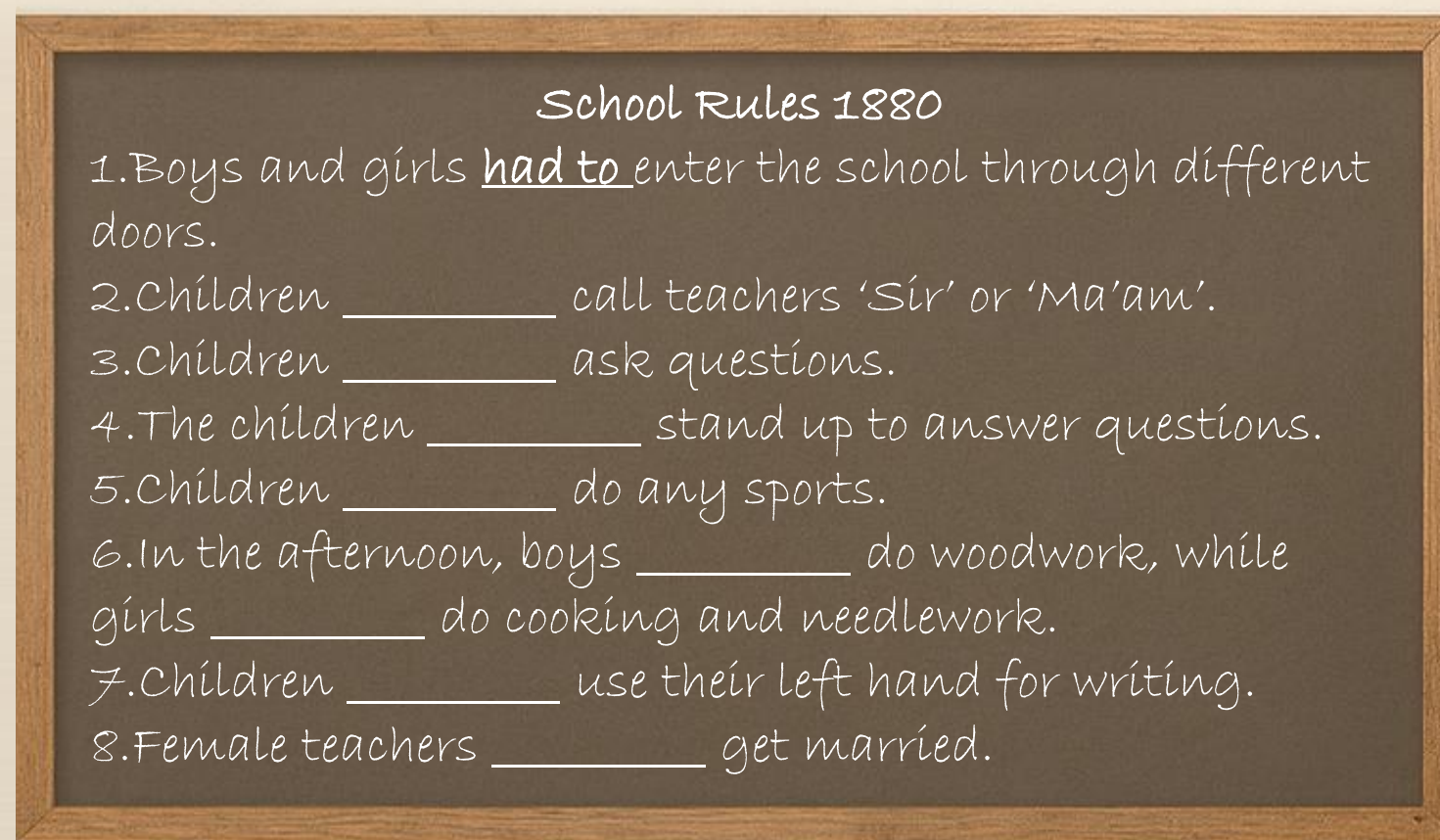
Past times

1. Read about *Education in Victorian England*. 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*.

3. Listen and check. 
5.3



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

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



5. Do you agree with these statements? Discuss in groups.

- School children 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 social media.
- You don't have to get married to have children.
- You mustn't cycle on the pavement.

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

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

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

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

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

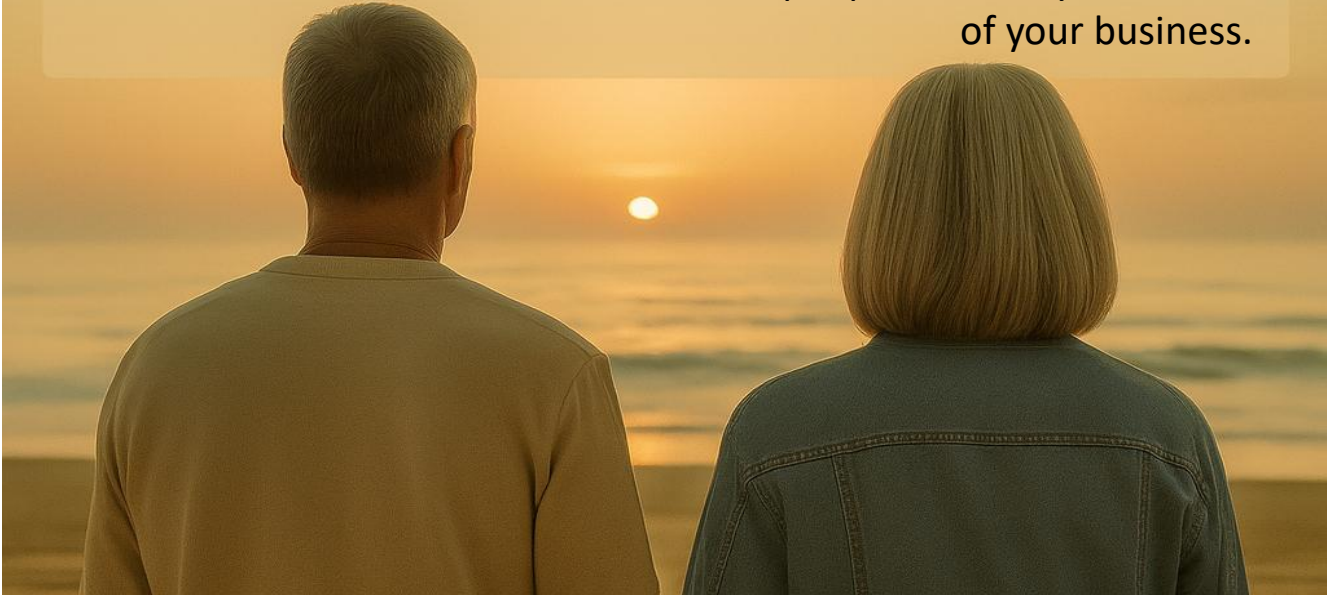
E. It's better to have questions you can't answer, than answers you can't question.

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

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

H. 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.

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



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



Ellie F Dan ____ Amanda ____ Mark ____ and ____

3. Listen again and answer the questions.  5.4

1. Why does she think other people on the dance floor aren't interested in how she's dancing?
2. Why does she think her family don't complain about her singing?
3. What does Michael, the man in Dan's story, keep asking God? Why is this funny?
4. What does Dan think we should do when we want something?
5. Why doesn't Amanda like the quote from Kierkegaard?
6. What would she like to be able to do?
7. What does Mark think his first rule tells us about modern life?
8. 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?

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

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

5. Make a sentence with each of the verb phrases

1.
*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 arrangements.
2. **A:** Where’s my laptop? I _____ Tim.
B: It’s where you left it, on the table.
3. **A:** Can I go out now?
B: No, you _____ your work first.
4. **A:** Have some more coffee.
B: Thanks, but I _____ now

Reading and listening

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 question.

- 1. Why does the professor say that it's important to pay attention to 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. Without looking at the text, try to fill in the chart. Check with the text.

A	B
Pebbles	
Peas	
Sand	

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



The philosophy of pebbles: 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 class. They watched curiously as he started dropping the pebbles carefully into the jar. When the glass jar 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...



6. Match the words from the text with their definitions.

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

What do you think?

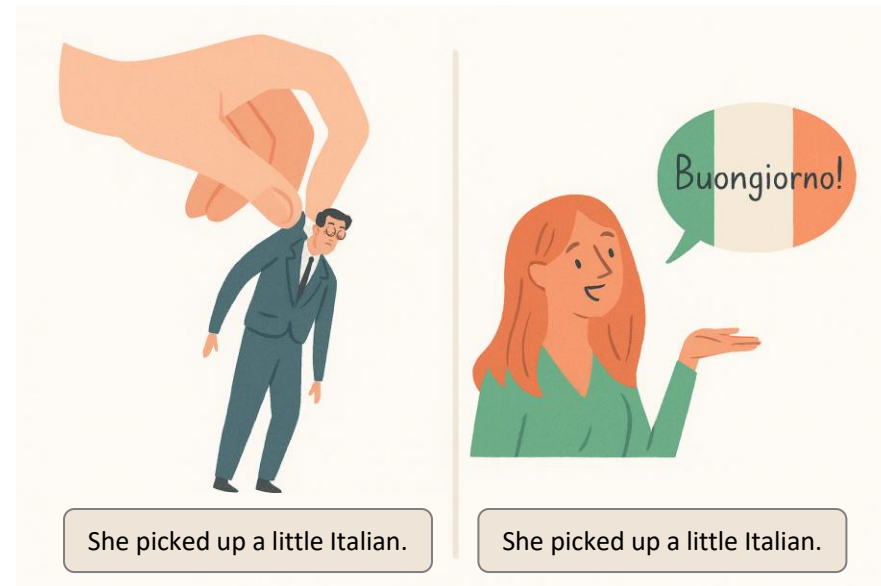
Think of other things in your life that are represented by the pebbles, peas, and sand

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

Vocabulary and speaking | Phrasal verbs (1)

Literal or idiomatic meaning?

1. What does *pick up* mean in these following examples?
In which is it used literally, and in which idiomatically?



2. 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*?

Vocabulary and speaking | Phrasal verbs (1)

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.

4. Are the phrasal verbs in 1-8 **separable** or **inseparable**?

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 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.

Talking about You

5. Complete the questions and answer them.

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?

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

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

PRONOUNCIATION - Intonation and stress

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

→

'Can you move your car?'

↗

'Can you move your car?'

5.9
2. 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 person al question?

5.10
3. Listen again to the conversations in exercise 1 and practise them.

5.8

2. Listen to four more conversations.

Who is talking to who?

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

5.11
1. ____ meet at 12.00 instead?

2. ____ get a takeaway?

3. ____ texting while I'm talking to you?

4. ____ a taxi?



Role play

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: are you 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

Using sequencers in instructions

1. Discuss these questions.

- 1. Have you ever lost or damaged your phone? What happened?
- 2. Is your phone under warranty?
- 3. Even though now phones have a protection against water, what can you do if your phone gets wet?

2. Read and listen to a talk about how to repair a wet phone. Complete it with the time sequencers below. 5.12

then while finally,
after first, then, as soon as possible

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?

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 water has got in, 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!



Prepare a How to ... talk

4. Many websites have ‘How to...’ guides and videos. Choose a topic and research it.

- How to cook something
- How to make something
- How to play something
- How to fix something
- How to look after something
- How to learn something
- How to stay safe
- How to organize something
- How to travel somewhere
- How to relax

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 ...* . Introduce the topic, and say what you are going to explain. Then use time sequencers to organize your talk.

First, ... / First of all, ...
After that, ...
As soon as ...

Next, ...
Now ...
Finally, ...

Then, ... / then ...
While ...
After (a period of time), ...

have to

Form

has/have + to + infinitive

You **have to go** to university.

He **doesn't have to** wear uniform.

He **has to study** hard.

We **don't have to** take final exams.

Does she **have to learn** languages?

Do they **have to go** now?

Use

1. *Have to* expresses strong obligation.

You **have to** work hard if you want to succeed.

2. *Have to* expresses a general obligation based on a law or rule, or based on the authority of another person.

Children **have to** go to school until they are 18.

Mums say we **have to** clean our room before we go out.

3. *Have to* doesn't necessarily express the opinion of the speaker.

The doctor says I **have to** lose weight.

4. *to express an incomplete activity.*

I **had to** work last night. (Past)

You'll **have to** study hard. (Future)

She's rich. She's never **had to** do any work. (Present perfect)

I hate **having to** get up on winter mornings. (-ing form)

have got to

1. *Have got to* is common in British English, but it more informal than *have to*. It is more spoken than written.

We've **got to** get up early tomorrow.

I'm in trouble! You've **got to** help me!

2. *Have got to* expresses an obligation now, or on a particular occasion soon.

I've **got to** leave for work now. Bye!

He usually starts work at 9:00, but tomorrow he's **got to** start at 8:00.

3. *Have to* expresses a general repeated obligation.

I'd always **have to** tell my parents where I'm going.

Teachers **have to** prepare lessons and correct homework.



These are the modal verbs:

can could may might will would
should must shall ought to

They are used before other verbs and add meanings, such as certainty, possibility, obligation, ability, and permission.

You **must** be happy. I **can** climb. It **might** hail.

Form

1. There is no *–s* in the third person singular.

She **can** climb. He **must** be happy. It **might** hail.

2. There is no *do/does/don't/doesn't* in the question or negative

What **should** I do? **Can** I help you? I **won't** be a minute.
You **mustn't** steal! He **can't** dance.

3. Modal auxiliary verbs are followed by the infinitive without *to*. The exception is *ought to*.

You **must** go. I'll **help** you. You **ought to** see a doctor.

4. They have no *infinitives* and no *–ing* forms. Other phrases are used instead.

I'd loved to **be able to** ski.
I hate **having to** get up on cold winter mornings.

5. They don't usually have past forms. Instead we use them with Perfect Infinitives.

You **should have told** me about the party. I **might have come**!

Or we use other phrases.
I **had to** work hard in school.

5. *Could* is used with a past meaning to talk about a general ability.

I **could** swim when I was six. (=general ability)

To talk about ability on one specific occasion, we use *was able to/managed to*.

The prisoner **was able to/managed** to escape by climbing onto the roof of the prison.

Use

1. Modal verbs express our attitudes, judgements of events. Compare:

‘Who’s that knocking on the door?’

‘It’s John.’ (This is a fact)

‘It **could/may/might/must/should/can’t/’ll** be John.’ (These all express our attitude or opinion)

2. Each modal verb has at least two meanings. They can all express possibility or probability.

I **must** post this letter! (= obligation)

You **must be** tired! (= deduction, probability)

Could you help me? (= request)

We **could** go to Spain for our holiday. (= possibility)

You **may** go home now (= permission)

‘Where’s Anna?’ ‘I’m not sure. She **may** be at work. (= possibility)



Obligation: should, ought to, and must

Use

1. *Should* and *ought to* express mild obligation, suggestion, or advice. They express what, in the speaker's opinion, is the right or best thing to do. We often use them *with I think / I don't think ...*

You're always asking me for money. I think you **should** spend less.

You **shouldn't** sit so close to the TV! it's bad for your eyes.

You **ought to** be more careful with your money.

2. *We often use Do you think ...? in the question.*

Do you think I should see a vet?

What **do you think** I should wear to the show?

3. *Must, like have to, expresses strong obligation. Must can express an obligation that involves the speaker's opinion. It is personal.*

I **must** get my hair cut.

You **must** visit your family.

4. *Must is also associated with rules*

All visitors **must** show proper ID.

have to and must

1. *Have to* and *must* are sometimes both possible.

I **must** be home by midday.

I **have to** be home by midday.

2. *There is sometimes a difference in meaning. Must usually expresses the feelings and wishes of the speaker.*

I **must** buy my aunt a birthday card.

Have to often expresses an obligation that comes from somewhere else.

I **have to** be at the office by 10:00.

Have to is used more than *must*. If you don't know which to use, use *have to*.

3. *Question forms with have to are more common.*

Do I **have to** do what you say?

Must I ...? is unusual.

Remember, *have to* has all verb forms. *Must* has no past form and can only refer to future time when used to express obligation.

don't have to and must

1. *Don't have to* and *mustn't* are completely different. *Don't have to* expresses absence of obligation – you can, but it isn't necessary.

You **don't have to** put a photo of you on your profile, but I usually do. When you go into a shop you **don't have to** buy something.

2. *Mustn't* expresses negative obligation – it is important **NOT** to do it!

You **mustn't** steal other people's things. it's wrong.
You **mustn't** drive if you've been drinking. You could kill someone.

need to

Need to can also be used to express obligation. It is not a modal verb in form however, and follows the pattern of full verbs.

He **needs to** work long hours at the moment.
Do we **need to** show our IDs?
They **didn't need to** change planes.



Permission: can and be allowed to

Use

The main use of *can* is to express ability.

I **can** climb.

Can and *be allowed to* express permission. *Can* is more informal and usually spoken.

You **can** borrow my bike, but, you **can't** have the car. I need it.

You're **allowed to** get married when you're 18.

Making requests: can, could, will, and would

1. There are many ways of making request in English.

Can I speak to you, please?

Will you help me, please?

Could I ask you something?

Would you pass me the pepper?

Would you mind passing me the water?

Do you mind if I open the door?

Would you mind if I closed the door?

2. Could is a little more formal, can is a little more familiar. *Could I ...?* and *Could you ...?* are very useful because they can be used in many different situations.

Could I try on this hoody?

Could you tell me the time?

To be very formal, or polite, it's only necessary to add possibly to a request with *could*.

Could I possibly use your phone to make a call?

3. There are many ways of making request in English.

A. Excuse me! Could you help me?

B. **Sure / of course / Well, I'm** afraid I'm a little busy right now.

A. Would you mind if I opened the window?

B. **No, not at all / No, that's fine/Well, I'm** a little cold, **actually**.

Making offers: will and shall

1. The contracted form of will is used to express an intention, decision or offer.

Come over after work. I'll cook dinner.

'It's Gio's birthday today! 'Is it? I'll buy her some flowers.'

2. *Shall ... I/we ...?* is used in questions with the first person, and we, it expresses an offer, a suggestion, or a request for advice.

Shall I carry your bag for you?

Shall we go out tonight?

Where **shall we** go?