

**What's new?**

<b>Subject:</b>	Rules and regulations
<b>Language:</b>	Modals of obligation and necessity: <i>must, have to, need to</i>
<b>Function:</b>	<b>LB 15</b> Expressing obligation and necessity
<b>Pronunciation:</b>	Stress on auxiliary verbs, CD1 (Blue) track 14

**1 The BIG question: WHO NEEDS RULES?**

The themes of this unit are rules in daily life and laws in different countries. ***The BIG Question*** is: Who needs rules? Are rules and laws for our good? Or are they just a way to control people?

- Read out ***The BIG Question***. Ask: Are rules a good thing or a bad thing? Ask for a quick show of hands for *yes / no* without giving students the chance to qualify their opinion. Explain that you are going to look more deeply at the question in the course of the unit.
- Read through the **FACT** box with students. Make sure students understand *restrictions* (limits on things you can do). Ask students if they agree personally with this opinion. Ask: Do you think a similar number of people in your country would have the same opinion?

**Picture / background information**

The information in the **FACT** box is from a survey entitled *Mapping Britain's Moral Values*, Nestlé Family Monitor 8, March 2000. For a summary, see: [www.mori.com/polls/1999/nfm7.shtml](http://www.mori.com/polls/1999/nfm7.shtml)

**2 FOCUS ON...****Words****2 A 1**

- Read out the phrases in the box. Make sure students can pronounce words such as *fraud* and *graffiti* correctly.
- Go through the task with students and check that they understand it.
- In pairs, students complete the table with the things from the box, using their dictionaries to help them.
- Check the answers. Write the headings for the table on the board and complete the lists with the students. There might be some answers which

students disagree on. Ask them to explain their answers.

- Elicit other things which are illegal or not allowed and add them to the correct list. Make sure all students understand any new vocabulary which comes up.

**2 FOCUS ON...Words A 1****Answers**

(Suggested additions in brackets)

**Always illegal:** fraud, murder, shoplifting (selling drugs, living in a foreign country without permission, rape, cheating in exams)

**Sometimes not allowed:** drinking alcohol, dropping litter, using mobile phones, taking photos, smoking, talking, graffiti (eating snacks, wearing casual clothes, carrying a rucksack)

**2 A 2**

- Read out the questions. Refer to the list on the board from exercise 2 and discuss the questions with the class.

**2 FOCUS ON...Words A 2****Suggested answers**

**Drinking alcohol:** at school, at work in working hours, everywhere in some countries; in a public place in some countries, at a pub outside pub opening times

**Dropping litter:** in the street, in public buildings

**Using mobile phones:** at school, in cinemas, on public transport, in libraries, on planes

**Taking photos:** in some museums and art galleries

**Smoking:** at school, in some places of work, public buildings, on public transport and planes, some restaurants

**Talking:** in exams, in the library, during lectures and talks

**Graffiti:** on objects or buildings without permission

**2 B**

- In pairs, students discuss the questions.
- Students discuss their opinions with another pair.
- Ask students to report back to the class.  
Encourage students to agree or disagree with each other and to explain their opinions.

**Optional activity:**

- Ask students to work in pairs or small groups and make up new rules for their school or workplace.
- Each pair or group should make a 'rules' poster and present it to the class.
- Discuss the rules and decide on the best ones.

**2 C**

- Look at the photos with the class. Ask: What is the police officer doing in picture 1? What is the man doing in picture 2? Where is the man in picture 3?

**2 FOCUS ON... Words C****Answers**

1 b 2 a 3 c

**2 D**

- Explain that the nouns in the boxes and some of the verbs are in the text.
- Individually or in pairs, students decide which verb in each group cannot be used with the noun.
- Check the answers. Remind students to learn verbs and nouns in combination.

**2 FOCUS ON... Words D****Answers**

(X indicates incorrect use)

X do rules X develop possessions  
X collect freedom X risk a commune

**2 FOCUS ON...****Ideas**

- In pairs, students discuss the questions.
- Read out each question in turn and discuss it with the class.

**3 READING****CD2 (Red) track 10, page 43 SB****Picture / background information**

The picture shows followers of the Indian guru Bhagwan Shree Rajneesh greeting him as he drives

past in one of his 93 Rolls Royce cars at his commune in Oregon, USA. Bhagwan Shree Rajneesh was born as Rajneesh Chandra Mohan Jain in 1931 in India and was later also known as 'Osho'. The Sanskrit word *Bhagwan* means 'Blessed one' and *Shree* means 'spiritual wealth'. After his arrest in the USA, Rajneesh was given a suspended sentence and ordered to leave the country. He returned to India where he died in 1990. See:

[en.wikipedia.org/wiki/Rajneesh](http://en.wikipedia.org/wiki/Rajneesh)

The reading text is based on reviews of Tim Guest's book *A Life in Orange* (published by Granta, 2004) in which he explores his childhood in a commune.

[www.timguest.net/orange.htm](http://www.timguest.net/orange.htm)

[www.amazon.com/exec/obidos/tg/](http://www.amazon.com/exec/obidos/tg/)

[detail/-/015603106X/002-8555647-7588044?v=glance](http://detail/-/015603106X/002-8555647-7588044?v=glance)

[www.guardian.co.uk/india/story/](http://www.guardian.co.uk/india/story/)

[0,12559,1120263,00.html](http://0,12559,1120263,00.html)

**3 A**

- Look at the photo with the class. Ask them what they can see and what they think is happening. If necessary, prompt them with questions: What does the man in the car look like? Where do you think he's from? What sort of car is he driving? Who is watching him? What are they doing with their hands? Who do you think they are?
- Elicit as many ideas as possible and write any keywords or important vocabulary on the board (eg Indian guru, followers, Rolls Royce).

**3 B**

- Explain the task to the class.
- Students read the article quickly and choose the best title. If you wish, play the article on the CD while students read. (Note: This is the first recording on CD 2.)
- Check the answer. Tell students that *A Life in Orange* is the name of a book which Tim Guest has written about his childhood.

**3 READING B****Answer**

A Life in Orange

**3 C**

- Go through the sentences with the class. Check that they have understood *strict* and *forgiven*.

- Students read the article again and decide if the sentences are true or false. Alternatively, students can decide in pairs if the sentences are true or false and then read the article again to check.
- Check the answers. Ask students to say why the false sentences aren't correct.

**3 READING C****Answers**

- 1 False. His followers didn't have to obey many rules.
- 2 True.
- 3 False. He was very lonely although he liked the freedom.
- 4 False. He was angry with his mother and he drank and took a lot of drugs.
- 5 False. Today he defends his mother.

**3 D**

- In pairs, or in small groups, students discuss the questions. Help students with vocabulary as necessary.
- Read out each question in turn and discuss it briefly with the class.
- Ask: Would you like to live in a commune?

**4 LANGUAGE: Modals of obligation and necessity: *must, have to, need to*****4 A**

- Read out each example in turn. Draw students attention to the verbs in bold and ask students to say if it is an example of obligation or necessity or no obligation or necessity.
- Write *obligation* on the board and the two verbs *must* and *have to*. Elicit the form we use for lack of obligation (*don't have to*). Point out, for example, that the opposite of *I must go* is *I don't have to go*. If necessary, tell students that the form *mustn't* has a different meaning (prohibition, for telling somebody not to do something).

**4 LANGUAGE A****Answers**

1 a 2 a 3 b 4 a

**4 B**

- Look at example sentence 3 with the class and point out or elicit that this is the negative past

form of *have to / must*, showing lack of obligation in the past.

- Ask: What is the past form of *have to* and *must*? Tell them to find examples in the article.
- Check the answer.
- Revise or teach the form of *have to* and *must* as appropriate.

**4 LANGUAGE B****Answers**

Examples of *had to*:

All Bhagwan's followers had to wear the colours of the sun. (line 6)

For the next six years Tim had to wear orange clothes. (line 25)

The kids had to share their parents as well as their toys. (line 41)

He says she had to do it. (line 67)

- Refer students to the explanation about modals of obligation and necessity in Workbook Unit 9. They can read the explanation and do the exercises in class or for homework.

**5 LISTEN IN****CD1 (Blue) track 13, page 44 SB****Picture / background information**

For more information about New York's clean-up campaign:

[observer.guardian.co.uk/international/story/0,6903,1120526,00.html](http://observer.guardian.co.uk/international/story/0,6903,1120526,00.html)

Strange laws in Turkmenistan:

[www.mirror.co.uk/news/allnews/tm\\_objectid=14147820&method=full&siteid=50143&headline=barmy-leader-bans-gold-teeth-and-beards-name\\_page.html](http://www.mirror.co.uk/news/allnews/tm_objectid=14147820&method=full&siteid=50143&headline=barmy-leader-bans-gold-teeth-and-beards-name_page.html)

Banning of English words in France:

[www.guardian.co.uk/online/news/0,12597,1002708,00.html](http://www.guardian.co.uk/online/news/0,12597,1002708,00.html)

The speakers in the listening text are both British.

**5 A**

- Look at the photos and the captions with the class. Elicit reasons from students why people might ban these things and write the ideas on the board.

**5 B**

- Read out the task and the list of places.
- Play the CD. Students listen and write what each place has banned.

- Students compare answers with a partner.
- Check the answers.

**5 LISTEN IN B****Answers**

- a) France: English words (such as the word *email*)
- b) Halifax: perfume or products with a strong smell
- c) New York: drinking alcohol in public places, smoking in restaurants, feeding pigeons
- d) Turkmenistan: gold teeth
- e) Tokyo: using mobile phones on the train

**5 C**

- Students read through the sentences from the listening text. Check that they understand them.
- Play the CD again. Students listen and choose the correct words.
- Students check their answers in the listening script.
- Check the answers quickly with the class.

**5 LISTEN IN C****Answers**

1 a 2 a 3 b 4 b 5 a 6 b

**5 D**

- Students discuss the laws in the radio programme in small groups or as a class.

**6 YOUR TURN TO SPEAK****A Role play**

- Read the task with the class. Make sure they understand.
- Divide the class into groups. Groups role play the situation and decide on three things they would like to ban.
- The groups present their laws and the reasons for them to the rest of the class. Encourage students in other groups to ask questions and make comments.

**B Conversation**

- Go through the phrases in **LB 15** with the class.
- Students work in pairs and take turns to talk about the things given in the task, using **LB 15** to help them.
- Ask some students to report back to the class.

- To consolidate the language used in this activity, do the exercise in **LB 15** with the class. Ask students to work in pairs and complete the dialogue and then read it together. Alternatively, ask students to review the phrases in **LB 15** at home and do the exercise for homework.

**7 YOUR TOPIC**

- Read out the task and the points learners have to prepare to speak about. Remind students to make brief notes on each point.
- Students can present their laws to the class, or to smaller groups if you have a large class. Encourage them to ask questions about each other's presentations and to comment on what each other says. If students work in groups, ask them to briefly report back to the class.

**8 EUROPEAN CITIZENSHIP in English Page 45 SB****Picture / background information**

The first photo shows the flag of the European Union with its twelve stars, representing twelve member states (Belgium, France, Netherlands, Germany, Italy, Luxembourg, Denmark, Ireland, UK, Greece, Portugal and Spain). Austria, Finland and Sweden joined in 1995, and in 2004 Cyprus, Malta, Hungary, Poland, Czech Republic, Slovak Republic, Slovenia, Estonia, Latvia and Lithuania also joined, bringing the total number of countries to 25. Bulgaria, Romania and perhaps Turkey are also expected to join. The second photo shows the European Parliament in Strasbourg.

History: The European Economic Community (EEC) was founded in 1957, focussing on economic cooperation and peace in Europe. In 1993 the EEC became the European Union (EU) and expanded its areas of economic and political cooperation.

European Union:

[www.bbc.co.uk/schools/citizenx/internat/eu/lowdown/eu\\_basics\\_1.shtml](http://www.bbc.co.uk/schools/citizenx/internat/eu/lowdown/eu_basics_1.shtml)

[wordiq.com/definition/European\\_Union](http://wordiq.com/definition/European_Union)

[europa.eu.int/abc/index\\_en.htm](http://europa.eu.int/abc/index_en.htm)

- This is quite a difficult topic, but certainly an invaluable one for students in European Union countries. If you teach students outside the European Union, you might prefer to deal with the topic of the EU very briefly and concentrate

on the wider question in section C. On the other hand, you may prefer to give students extra information on the make-up, function and history of the EU.

- Look at the photo of the EU flag with the class. Elicit from students what it represents – you could take this opportunity to revise the names and pronunciation of European countries.
- Look at the second photo and discuss it with the class. Ask: What does it show? Where is it?
- Go through the diagram with students and make sure they understand it.
- Students do the EU quiz. They take it in turns to read out a question and then agree on an answer. They should use dictionaries to help them.
- Check the answers to the quiz with the class.

### 8 EUROPEAN CITIZENSHIP

*in English*

Answers to quiz

- 1 c
- 2 b (Note: some countries in the EU still have passport controls)
- 3 a, c, and e (Note: one point for all the correct countries together)
- 4 b
- 5 a
- 6 a

- After checking the answers, ask students to put up their hand for the following four groups of answers and read out the relevant part of the key in turn:

**6 correct answers:** You're an EU expert! Well done!

**4–5 correct answers:** Good! Are you an EU citizen?

**2–3 correct answers:** Mmm, you need to study some information about the EU.

**Less than 2 correct answers:** Oh dear, try the quiz again!

### 8 A

- Focus on vocabulary: look at exercise A with the class and read out the definitions.
- Students look at the quiz and diagram again and find the words for the definitions in the quiz.
- Check the answers.

### 8 EUROPEAN CITIZENSHIP

*in English A*

Answers

- 1 citizens 2 elect 3 propose 4 reject 5 union

### 8 B

- Read through the incomplete sentences with the class.
- Students complete the sentences, referring back to the quiz and the diagram if necessary.
- Check the answers. Make sure students understand them.

### 8 EUROPEAN CITIZENSHIP

*in English B*

Answers

- 1 member states 2 single market  
3 European currency 4 customs, passport  
5 Parliament, Commission

### 8 C

- Read out the questions and discuss them with the class.

### Optional project: The EU for beginners

- Ask students to make an information brochure about the EU. It should give basic information about what the EU is and what it does in a simple way.
- Students should work in small groups and produce the brochure together. They can add diagrams, drawings or photos as they wish.
- Display the brochures for everyone to read. The class should decide which one is the best brochure.

## 9 PORTFOLIO WRITING

- There are two alternatives here: students who do not live in the EU area or weaker students may prefer to do the second task which is more personalised and which has already been prepared in speaking tasks in the unit.
- *The EU article:* prepare this thoroughly with students in class. Write two headings on the board: good idea and bad idea. Elicit good and bad aspects of the EU from the class, giving them help with vocabulary and prompting as necessary.



**9 PORTFOLIO WRITING****Answers***Good ideas:*

- peace between EU member states
- strong economic market (against competition from USA / Asia)
- richer countries help poor countries
- citizens can travel easily between countries
- it's possible to live and work in different countries one currency: easy to compare prices and buy things in different countries, easy to travel

*Bad ideas:*

- culture becomes the same, countries lose their national identity (dress, food, customs)
- countries can't make some of their own laws
- prices have gone up since the Euro was introduced

- Look at a possible structure for the essay and write it on the board. For example: first paragraph = introduction (What is the EU?); second paragraph = good things about the EU; third paragraph = bad things about the EU; final paragraph = summary and students' own opinion.
- You might like to give students some linking words, focussing on contrasting ideas, for example: *but, although, however, on the one hand ... on the other hand*. Revise phrases for summarising and giving opinions.
- The rules article: discuss a possible structure for this article with the class. For example:
  - first paragraph*: introduction; something about the place
  - second paragraph*: description; what the rules are and why they exist
  - third paragraph*: students' opinion of the rules
  - fourth paragraph*: summary
 Again, for this article, revise phrases for summarising and giving opinions.
- Students write their articles for homework.
- Ask students to swap their essays with a partner: first to read and comment, and a second time to focus and correct any mistakes or unclear parts.
- Check the articles and then ask students to write a clean draft.

**10 Your answer**

- Finish the unit with a whole class discussion of **The BIG Question**: *Who needs rules?* Do this by

focussing on the questions given in the instruction.

- Refer students to the Workbook Unit 9 activities.

**Last word**

- After doing the Workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.
- Ask students to swap their essays with a partner: first to read and comment, and a second time to focus and correct any mistakes or unclear parts.

**WORKBOOK answers****Pages 22–23 WB****1 Language: obligation and necessity: *must, have to and need*****1 A**

- 1 have to pay   2 have to pass   3 have to pay  
4 has to be   5 don't have to buy  
6 doesn't have to charge

**1 B**

- 1 don't have to   2 had to   3 need to   4 must  
5 didn't need to

**2 Connections****2 A**

**do**: an English course, your homework, what you want, a test, the shopping

**make**: a decision, a phone call, a mistake, laws, dinner

**3 Vocabulary****3 A**

- 1 b   2 a   3 c   4 e   5 d

**3 B**

- 1 **b** My cousin Vinny *breaks* the law regularly.  
2 **e** Last week Vinny *committed* another crime.  
3 **a** The manager of the shop *called / phoned* the police.  
4 **c** The police came and *arrested* him.  
5 **d** Vinny *is* in prison again now.

**4 Pronunciation**

CD1 (Blue) track 14

**4 A**

1 phone 2 smoke 3 remember / wash  
4 breaking 5 get out

**4 B**

We don't usually stress auxiliary verbs.

**4 C**

1 have 2 don't / must 3 can't 4 can  
5 need to 6 have to

**5 Use of English****5 A**

- 1 You *don't need to have/don't have to have* a ticket for the museum.
- 2 It's *dishonest* to copy your friend's homework.
- 3 Smoking in restaurants is against *the law* here.
- 4 You *don't have to / need to* shout.
- 5 You should *obey* laws.

**6 Portfolio Writing***(Individual answers)*