

Play by the rules

In this unit you are going to

- speak about your household duties (*Speaking A2*)
- talk about rules at home and at school (*Speaking A2*)
- discuss the pros and cons of school uniforms (*Speaking A2*)
- make up dialogues about having an accident at school (*Speaking A2*)
- talk about the advantages and disadvantages of having to follow rules (*Speaking A2/B1*)
- write an informal e-mail to your penfriend telling him/her about an accident you had (*Writing A2*)
- read a newspaper article about school uniforms (*Reading A2/B1*)
- listen to a teacher giving safety instructions in the practical training lesson (*Listening A2/B1*)
- practise trouble-free grammar: Modal verbs 1 (*have to/should/be allowed to/must not*) (*Language in use A2/B1*)
- boost your vocabulary: Safety signs and personal protective equipment
Language for signs in everyday life.

Warm-up

What do you have to do at home?

How often do you have to do the following household chores? Get into pairs and inform your partner. Use the phrases from the VocabBooster and the time expressions from the LanguageBox. Take turns.

VocabBooster

to mow the lawn ■ to do the ironing ■ to
hoover/vacuum ■ to water the flowers ■ to
wash the dishes ■ to dry the dishes ■ to go
shopping ■ to make/prepare breakfast ■ to
clean your room ■ to lay/set the table ■ to
empty the rubbish bin ■ to dust the furniture ■
to load the dishwasher ■ to empty the dish-
washer ■ to hang up the laundry ■ to change
the bedclothes

LanguageBox

I have to vacuum { once a week / month.
twice a week / month.
three times a week /
month.

I { sometimes
often
never
always
hardly ever } have to do the ironing.

Reading

School uniforms

- 1 Have a look at the VocabBooster and match the words in A with the appropriate definitions in B. Then get into pairs and compare your results.

VocabBooster

| | A | B | |
|----------------|---|--------------------------|--|
| belief | 1 | <input type="checkbox"/> | sth. that prevents or blocks movement from one place to another |
| to display | 2 | <input type="checkbox"/> | a set of ideas or plans that is used as a basis for making decisions |
| membership | 3 | <input type="checkbox"/> | the state of being proud |
| pride | 4 | <input type="checkbox"/> | to limit or control the size of sth. |
| barrier | 5 | <input type="checkbox"/> | to present sth. you want people to see |
| policy | 6 | <input type="checkbox"/> | a group of people who are in charge of local schools |
| to restrict | 7 | <input type="checkbox"/> | to have enough money to pay for sth. |
| school board | 8 | <input type="checkbox"/> | the feeling of being certain that sth. exists or is true |
| to afford sth. | 9 | <input type="checkbox"/> | the state of belonging to a group or organisation |



2 Read the article about school uniforms. Use two different colours to underline positive and negative aspects.



Should students have to wear school uniforms?



1 **T**he great debate continues on whether students should wear school uniforms or not. There is no definitive answer as it entirely depends upon the person's beliefs. There are benefits
5 for some children who wear uniforms and disadvantages to others.

The main reason schools in America choose not to allow their students to wear their own clothes is because of the gangs. Having a uniform stops gang
10 members from displaying their colors and membership. The schools also believe it helps to stop violence and helps to develop a sense of pride in the students. It also helps to break down the barriers between different socio-economic groups.

15 On the other hand, school uniforms have an influence on the students' individuality. Young people often express their feelings through the clothes that they are wearing. Uniforms will take

away this form of expression. Why should schools try to make everyone look the same? 20

A school uniform policy restricts a student's freedom of choice. Schools teach students that their country is a free one but when school boards make students wear what they tell them to – it is taking away some of their freedom. 25

Moreover, there is the issue of cost. Many parents shop for their children's clothes at second-hand and discount stores. Uniforms can cost more money than these families might be able to afford. Also, these students would need to buy additional clothing to wear
30 after school and on the weekends. That is double the amount of money a family would spend than they would without the uniforms.

The last reason against school uniforms is comfort. Students enjoy wearing comfortable
35 clothes to school. Uniforms are not necessarily comfortable. Also, wearing a uniform might make the student uncomfortable around people outside the school who do not have to wear a uniform. 40

Last but not least, if public schools want individuality, freedom, and comfort for their students while keeping costs down for families, they should not have a school uniform policy for their students. 45



3 Write down advantages and disadvantages of wearing school uniforms in the grid. Then get into pairs and compare your results. Add any missing information.

| advantages | disadvantages |
|------------|---------------|
| | |

4 Play by the rules

Speaking

Discussion about introducing school uniforms

- 1 Get into pairs. The school you are attending is planning to introduce school uniforms. Have a look at the role cards and decide who you want to be.

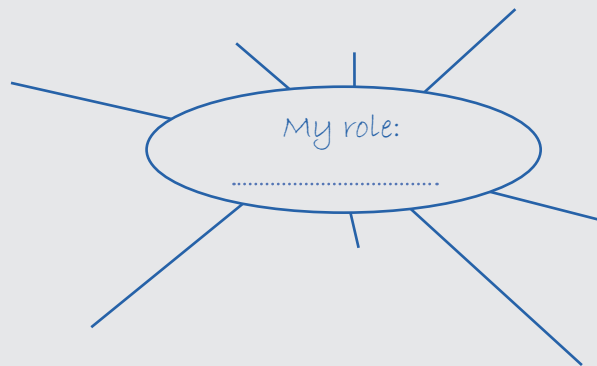
Role card 1

You like the idea of having school uniforms. You are a member of the team who is responsible for designing the uniforms together with the school board.

Role card 2

You are absolutely against the idea of having school uniforms at your school and want to inform all students about the many disadvantages.

- 2 Before you start the discussion, try to find arguments to support your view. Collect your ideas in the mind map. Use your notes from activity 3 on page 37.



- 3 Now start your discussion. Use your ideas from activity 2 and the phrases from the LanguageBox to express your views. Speak for about 3–4 minutes.

LanguageBox

Talking about school uniforms, I can say that ...
As far as I am concerned, ...
In my opinion, ...
I entirely agree with you because ...
I disagree with you because ...
I believe that ...
From my point of view, ...
All in all, ...
What do you think?



► Discussion phrases, www.hpt.at/qr_200003

Language in use

What you have to do/do not have to do ...

Trouble-free grammar: Modal verbs: *have to*

We use *have to* to express an obligation that comes from somewhere else (a person/an institution).

I really *have to* do my homework.

She did *not have to* do the washing-up yesterday.

Do I *have to* pay in advance?

My brother *has to* mow the lawn once a month.

Laura *had to* do the shopping last week.

Did he really *have to* vacuum the whole house?

- 1 Make up questions with *have to*. Mind the tenses. The first one (0) has been done for you. Compare your results with a partner.

0 I had to go to the dentist last week.

Why *did you have to go to the dentist last week?*

1 Sarah has to water her neighbour's flowers in the evening.

What

2 My mother had to wait for the train for ages.

How long

3 Mary has to leave in a minute.

When

4 Paul had to pay a parking fine two days ago.

How much

5 She has to keep it a secret.

Why

What you should do/should not do ...

Trouble-free grammar: Modal verbs: *should*

We use *should* to give advice or to give an opinion.

The government *should* do more to help unemployed people.

I think you *should* apologise for the mistake.

You *should not* eat too much chocolate.

- 2 Get into pairs. Think of good pieces of advice for each situation (1–5). Write down the best one. The first one (0) has been done for you. Compare your results with a partner.

0 Tom's room looks rather bare.

He should put some posters on the walls.

1 My brother lost his new smartphone last night.

.....

2 Martin finds it hard to get up early in the morning.

.....

3 Julia has problems making friends.

.....

4 My mother does not understand a word of English.

.....

5 My aunt lost her job last month.

.....

What you are allowed to do/are not allowed to/must not do ...

Trouble-free grammar:

Modal verbs: *be allowed to / not to be allowed to / must not*

We use *be allowed to* to express permission.

We use *not to be allowed to / must not* to express that something is forbidden.

Sue and Peter *are allowed to* go to the cinema tonight.

You *are not allowed to* park / *must not* park your car here.

Is he allowed to go out with his friends?

You *must not* use your smartphone in the lesson.



3

Think of what you are allowed to do and what you are not allowed to do/must not do at school. Take notes in the mind maps. Then get into pairs and exchange your findings.



Speaking

An accident in the practical training lesson

1

Peter was injured in the practical training lesson. His classmate is phoning to ask him how he feels. Read the dialogue and fill in the missing words from the VocabBooster.

VocabBooster

ankle ■ top shelf ■ bed rest ■ come over ■ a bag of ■ fell off ■ medical check ■ perfect ■ seriously injured ■ bruises

Kim: Hi Peter, I heard you were injured in the practical training lesson yesterday afternoon. How're you doing?

Peter: Hi Kim. Thanks for calling, well, my ¹ still hurts a lot but I'm okay.

Kim: I've asked some of our classmates what happened and heard some very different stories. So what happened really?

Peter: It happened just before I wanted to go home. Maybe I was a bit tired at that time, well, I was trying to get ² screws from the ³ when I suddenly lost my balance and ⁴ the ladder.

Kim: Oh no, did you get ⁵?

Peter: I strained my left ankle and I have some ⁶.

Kim: Are you at hospital and did you see a doctor?

Peter: Yes, I was taken to hospital right after the accident and I got x-rayed and had a ⁷. The doctor has ordered ⁸.

Kim: Ah, I see. Poor you! Should I ⁹ for a visit today?

Peter: That'd be great! When will you be coming?

Kim: At around 4 pm. Is that okay?

Peter: That's ¹⁰. Thank you. See you later then.

Kim: See you.



2

Get into pairs. Have a look at the following accident situations. One of you is the person who had the accident, and the other one is a classmate. Have a look at activity 1 again and make up similar conversations. Speak for about three minutes.

Accident 1

Who: Samuel Collins

When: this morning,
8:15 am

Where: in the barn

How: tripped over pitchfork

What: he broke his leg



Accident 2

Who: Christina Parker

When: yesterday at 3 pm

Where: at school

How: she wanted to close the classroom
door

What: her finger was caught in the door



Writing

Writing an informal e-mail

1

Match the different types of injuries from the VocabBooster with the appropriate pictures (1–6). Then get into pairs and compare your results.

VocabBooster

to break one's leg ■ to cut one's finger ■ to hit one's head ■ to burn oneself ■ to dislocate one's shoulder ■ to have some bruises



1



2



3



4



5



6



2

Write an e-mail to an English friend telling him/her about an accident that you have recently had in the practical training lesson/at school. Use the words from the VocabBooster in activity 1 and the phrases from the LanguageBox. Write about 180 words.

LanguageBox

Dear ...

How're you? Hope you're doing OK.

My life is great / awesome / good / alright but there is one thing that I would like to tell you about which didn't make me happy at all.

It happened in the practical training lesson in agriculture / forestry / at school ... yesterday / last week / two weeks ago / last month ...

When I was walking ... / was trying to ..., suddenly ...

I don't remember exactly what really happened but I felt a terrible pain in my neck / in my head / in my shoulder / on my face / on my hand / in my leg ...

My teacher / My classmates immediately came over to help me.

More and more I realised that I had ... (*type of injury*).

Soon someone called the ambulance and I was taken to hospital.

No worries! I'm fine again, but I will definitely be more careful / more concentrated / more focused ... in the practical training lesson / at school in future.

Hope to hear from you soon!

Best

Listening

Safety rules

1

Have a look at the VocabBooster. Match the words/phrases in A with the ones in B that have the same or a similar meaning. Then compare your results with a partner.

VocabBooster

| | A | B | | | | | |
|--------------|---|---|---------------------------|-------------------|----|--|----------------------|
| instruction | 1 | | to crash into | positioned | 6 | | in motion |
| equipment | 2 | | located | to push | 7 | | machinery, devices |
| to attempt | 3 | | to press | to participate in | 8 | | important, necessary |
| to bump into | 4 | | direction, information | to switch on | 9 | | to take part in |
| essential | 5 | | to turn on | moving | 10 | | to try |



2

Track 5

It is your first time in the practical training lesson. Before you are allowed to start working you have to listen to some safety instructions.

Listen to the following safety rules and fill in the missing words / phrases. The first one (0) has been done for you.



Students, please *listen carefully*⁰ to the following instructions in order to _____¹ in the practical training lesson. Before you can use equipment and machines or attempt practical work you must _____².

First of all, it's extremely important to listen carefully to the teacher and to _____³.

It's forbidden to run or fool around as you could bump into another student and _____⁴.

It's also essential that you know where the _____⁵ is positioned. If you see an accident happen, you can push this button to _____⁶ the electrical power to the machine.

Always wear protective clothing in the practical training lesson. Safety shoes are also a must-have for each student. Sneakers are _____⁷ and



students wearing them aren't allowed to participate in the lessons.

When you are learning how to use a machine, listen very carefully to all the instructions given by the teacher. Never switch on or _____⁸ without telling your teacher.

In order to avoid accidents, _____⁹ from the moving parts of machinery. Use hand tools appropriately and carefully, and _____¹⁰ to machines or equipment immediately to your teacher.

Make sure you follow these rules to be _____¹¹!

4 Play by the rules



Listen again. Which three rules are most/least important to you? Write them down in the grid. Then compare your results with a partner. Use the phrases from the LanguageBox.

| Most important rules for me | Least important rules for me |
|-----------------------------|------------------------------|
| 1 | 1 |
| 2 | 2 |
| 3 | 3 |

LanguageBox

In my opinion, ... is the most important safety rule because ...
 The second most important rule for me is ... because ...
 ... is also an essential rule in the practical training lesson because ...
 Without a doubt ... is the least important rule because ...
 ... is not really important because ...

Language in use

Personal Protective Equipment (PPE)

1 Write down the answers to the following questions (1–6). Use the words from the Vocab-Booster. The first one (0) has been done for you.

VocabBooster

protective clothing ■ goggles ■ safety shoes ■
~~ear defenders~~ ■ hard hat ■ cup mask ■
 protective gloves

0 What should you wear to protect your ears from loud noise?

You should wear ear defenders.

1 What should you wear to avoid breathing in chemicals and dust?

.....

2 What should you wear to protect your eyes from dust?

.....

3 What should you wear to protect your head?

.....

4 What should you wear to protect your hands from injuries?

.....

5 What should you wear to prevent injury to your feet?

.....

6 What should you wear to protect your body from severe injuries?

.....

Safety signs

2 Match the safety signs with the appropriate instructions (1–13). Then get into pairs and compare your results.

- 1 Wear a dust mask in this area.
- 2 Warning! High voltage electricity.
- 3 No smoking!
- 4 Be aware of agricultural vehicles.
- 5 Wear ear defenders at all times.
- 6 Smoking and naked flames prohibited.
- 7 Watch for livestock. / Be aware of bull.
- 8 Wear safety shoes in this area.
- 9 Wear protective gloves.
- 10 Don't move on. Tree works ahead.
- 11 High visibility clothing must be worn.
- 12 Wear a hard hat at all times.
- 13 Danger! Highly flammable material



Signs in everyday life

3 Match the signs with the instructions (1–8). Then get into pairs and compare your results.

- 1 No smoking in this area.
- 2 This area is under 24 hour video surveillance.
- 3 No rollerblading allowed.
- 4 No dogs allowed. Except guide dogs.
- 5 No food or drink allowed beyond this point.
- 6 No bags in this area.
- 7 No firearms or weapons allowed on this property.
- 8 You may not enter this store with ice-cream.

