CAPITOLO

11

Rules and Advice

A rule tells you what you must do; advice tells you what you should do. The difference is who decides.

OBIETTIVI

1. I can talk about rules at school and at home, and name the parts of the body.
2. I can say what is wrong when I feel ill (*I've got a headache, my ankle hurts*) and understand a doctor's advice.
3. I can use *must, mustn't, have to* and *don't have to* correctly, and explain the difference between *mustn't* and *don't have to*.
4. I can talk about obligations in the past with *had to* and *didn't have to*.
5. I can ask for and give advice with *should, shouldn't, Why don't you...?* and *You could...*.
6. I can write a helpful reply on an advice forum, giving reasons for my advice.

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Every day of your life is full of rules. At school you mustn't use your phone in class; at home you probably have to tidy your room; on the road you have to stop at a red light. Some rules come from the law, some from your school, some from your parents — and some from you: *I must start revising this weekend!* Then there is advice, which is different: advice is what other people think is a good idea for you, but you are free to follow it or not. *You should go to bed earlier. Why don't you take a break?*

In this unit you learn to talk about rules and obligations in English with **must**, **have to** and **need to**, and to give advice with **should**. You also learn the words for the body, for illnesses and injuries and for healthy habits. Sam's mum Helen, a nurse, answers students' questions about health; Giulia visits a doctor in Bristol with a terrible sore throat; Aoife gives advice to a tired teenager on a forum; and you find out how the British health service, the NHS, works.

11.1 Vocabulary: Rules, the Body and Health

11.1.1 Rules at school and at home

A **rule** *(ita: regola)* tells people what they can and can't do. Notice the verbs that go with this noun: you **follow** or **obey** a rule (you do what it says), you **break** a rule (you don't do what it says), and the people in charge **make** the rules. A school that is very strict has a lot of rules; a *strict* teacher or parent wants people to obey the rules carefully. If you break an important school rule in the UK, you may get a **detention** *(ita: punizione, trattenersi a scuola)*: you have to stay at school after lessons or at lunchtime.

Tabella 11.1 Words and phrases for rules

Word / phrase	Meaning	Example
follow / obey a rule	do what the rule says	Everybody has to follow the rules of the game.
break a rule	not do what the rule says	He broke the rules, so the referee sent him off.
strict	wanting people to obey the rules exactly	Our maths teacher is strict but fair.
be allowed to	have permission to	We're allowed to wear trainers on Fridays. / We aren't allowed to eat in the library.
permission	when somebody says you can do something	You need your parents' permission for the trip.
detention	a punishment: you stay at school after lessons	I got a detention because I was late three times.
household chores	regular jobs in the house	I do the washing-up and take out the rubbish.
curfew	the time you must be home by in the evening	My curfew is ten o'clock at the weekend.
pocket money	money that parents give their children every week	I get £10 a week pocket money.

At home the rules are often about **household chores** *(ita: faccende domestiche)*: *do the washing-up* (AmE *do the dishes*), *tidy your room*, *make your bed*, *take out the rubbish* (AmE *trash*), *do the shopping*, *feed the pet*. Notice the verbs: we **do** the washing-up and the shopping, but we **make** the bed. Other family rules are about time and screens: a **curfew** is the time when you have to be home in the evening, and many families have rules about *screen time*, the time you spend in front of a phone, a computer or the TV.

11.1.2 The body

To talk about health, you need the names of the parts of the body (Figura 11.1). Some you already know from Unit 2 (*hair, eyes, face*). The arm bends at the **elbow**; the hand joins the arm at the **wrist**; the leg bends at the **knee**; and the foot joins the leg at the **ankle**. A hand has four *fingers* and a *thumb*; a foot has five *toes*. The plural of *foot* is *feet*, and the plural of *tooth* is *teeth* (Unit 1). Be careful with silent letters: *knee* /niː/ (no *k*), *wrist* /rɪst/ (no *w*), *thumb* /θʌm/ (no *b*); and *stomach* is /ˈstʌmək/.

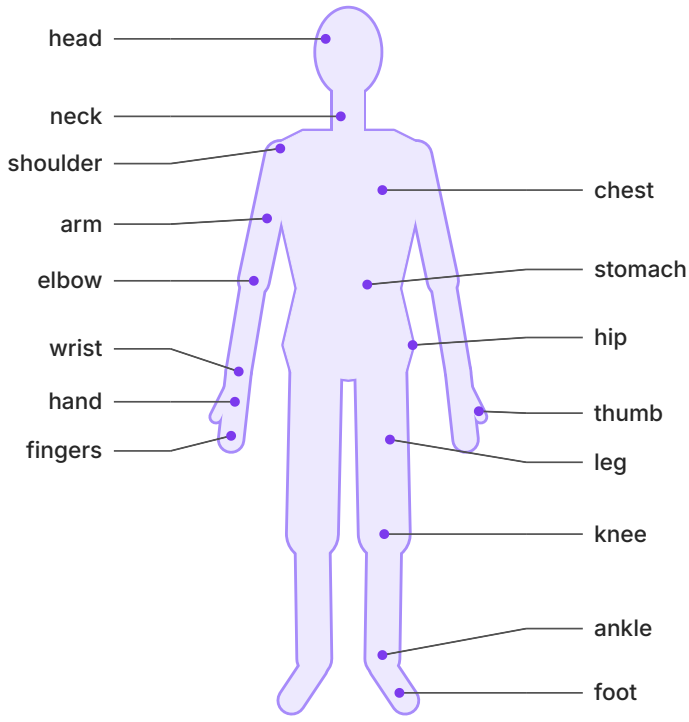


Figura 11.1 The parts of the body, front view. The figure stands with its palms facing forward, so the thumbs are on the outside. The back is behind the chest; the toes are at the end of the foot.

11.1.3 Illnesses and injuries

An **illness** *(ita: malattia)* is when you are not well, like a cold or flu; an **injury** *(ita: lesione, ferita)* is damage to the body, for example after an accident or in sport. When you are ill, you usually describe your **symptoms** *(ita: sintomi)*, the signs that something is wrong. In British English we often use *have got* for this, as you learnt in Unit 2: *I've got a cold. She's got a temperature.*

Tabella 11.2 Talking about illnesses and injuries

Structure	Examples	Italiano
I've got a + **-ache**	a headache · (a) stomach ache · (a) toothache · (an) earache · (a) backache	mal di testa / di pancia / di denti / d'orecchi / di schiena
I've got a **sore** + part of the body	a sore throat · sore eyes · a sore foot	mal di gola, occhi irritati…
I've got a + illness	a cold · a cough · a temperature (AmE *a fever*) · a rash · flu (no article, or *the flu*)	raffreddore, tosse, febbre, eruzione cutanea, influenza
I feel…	ill (AmE *sick*) · sick (= I want to vomit) · dizzy · tired · better	sto male, ho la nausea, mi gira la testa
My … **hurts** / My … hurt	My knee hurts. · My feet hurt.	mi fa male il ginocchio / mi fanno male i piedi
Injuries (past simple)	I **cut** my finger. · I **broke** my arm. · I **twisted** / **sprained** my ankle. · I **burnt** my hand. · I **hurt** my back.	mi sono tagliato, rotto, slogato, scottato, fatto male

The word **ache** means a long, continuous pain. It joins five parts of the body to make compound nouns: *headache, stomach ache, toothache, earache, backache*. *Headache* always takes *a* (*I've got a headache*); with the others, British English often uses no article (*I've got toothache*), but *a* is also correct. For other parts of the body, use **sore** (painful, often red: *a sore throat*) or the verb **hurt**: *My arm hurts*. In British English *I feel **sick*** usually means that you want to vomit; to say that you are not well, say *I feel **ill*** or *I don't feel well*. Notice also that injuries are often described with a possessive adjective, not with an article: ✓ *I broke **my** arm*, not ✗ *I broke the arm*.

> ● **ERRORE FREQUENTE**
>
> **"Ho mal di…" e "mi sono rotto…".** L'inglese non traduce parola per parola le espressioni italiane:
> ✗ *I have bad to the head.* → ✓ *I've got a headache.* / ✓ *My head hurts.*
> ✗ *I have the fever.* → ✓ *I've got a temperature.* (AmE ✓ *I have a fever.*)
> ✗ *I broke me the leg.* / ✗ *I broke the leg.* → ✓ *I broke my leg.*
> ✗ *My feet hurts.* → ✓ *My feet hurt.* (*feet* è plurale)

11.1.4 Healthy habits

A **habit** is something that you do regularly, often without thinking. Healthy habits are mostly a matter of good collocations: *get enough sleep*, *drink plenty of water*, *eat a balanced diet* (with fruit, vegetables and not too much sugar), *do exercise* or *keep fit*, *take a break* from your screen, *wash*

your hands, *wear a helmet* on your bike. Unhealthy habits include *skipping breakfast* (not eating it), *staying up late* and *spending hours on your phone*.

COLLEGAMENTI

Science and maths: how hot is a temperature? Normal body temperature is about 37 °C. In the UK, doctors usually call 38 °C or more a *high temperature*. In the USA, temperatures are normally given in degrees Fahrenheit (°F), so an American thermometer shows about 98.6 °F for a healthy person. To convert, multiply by 9, divide by 5 and add 32: 37 × 9 ÷ 5 + 32 = 98.6 °F; 38 × 9 ÷ 5 + 32 = 100.4 °F. So if an American friend says *I've got a fever of 101*, don't panic: it is about 38.3 °C.

11.2 Reading: Ask the Nurse

Before you read. How many hours do you sleep on a school night? Do you think teenagers get enough sleep? What do you do when you have a cold: do you stay at home or go to school?

Every term, the Hillside Academy magazine interviews an expert. This term Sam and Giulia chose a person they know very well: Sam's mum, Helen, who is a nurse at a hospital in Bristol.

Ask the Nurse: Healthy Habits for Busy Teenagers

Interview by Sam Taylor and Giulia Ferraro

Sam: Mum — sorry, Helen! — students at Hillside are always tired. Is that normal?

Helen: It's very common, but it isn't a good thing. Most experts agree that teenagers need about eight to ten hours of sleep a night. That's more than adults need! The problem is that a lot of teenagers go to bed late, but they have to get up early for school. So my first piece of advice is simple: you should go to bed at the same time every night, even at the weekend.

Giulia: And what about phones? Should we turn them off?

Helen: Ideally, yes. You shouldn't use a screen in the last hour before you sleep, because the light and the messages keep your brain awake. Why don't you leave your phone in the kitchen at night? You could use a real alarm clock instead. My son tried it — not very happily, at first!

Sam: Er... no comment. What about food? A lot of people skip breakfast.

Helen: That's a bad idea. Your body and your brain need energy in the morning. You don't have to eat a big cooked breakfast: some toast, a piece of fruit or a bowl of cereal is fine. And you should drink plenty of water during the day, especially when you do sport. Fizzy drinks don't count — they're full of sugar.

Giulia: How much exercise do we need?

Helen: The advice in the UK is that young people should be active for at least sixty minutes a day, on average. That doesn't mean you have to go to the gym. You can walk or cycle to school, dance, play football in the park... It all counts.

Sam: Last month I twisted my ankle in a football match. What should you do when that happens?

Helen: First, stop playing — you mustn't continue on an injured ankle. Rest it, put some ice on it (wrapped in a towel, never directly on the skin) and keep your foot up on a cushion. If it is very painful, or you can't walk on it, you must see a doctor. Remember, Sam? We had to wait three hours in A&E!

Giulia: Last question. When you have a cold, do you have to stay at home?

Helen: Not always. With a normal cold you don't need to miss school — but you must wash your hands often and cover your mouth when you cough or sneeze. With a high temperature, though, you should stay at home until it goes down. Your friends will thank you!

Sam: Thanks, Mum. Can I have my phone back now?

Helen: No.

Language in context. Helen gives a lot of advice with **should / shouldn't** (*you should go to bed at the same time*) and with *Why don't you...?* and *You could...*. When something is really necessary or really forbidden, she uses **must / mustn't** (*you must see a doctor; you mustn't continue on an injured ankle*). When something is *not* necessary, she says **don't have to** or **don't need to** (*You don't have to eat a big cooked breakfast*). And for an obligation in the past she uses **had to** (*We had to wait three hours*). You study all of these in section 11.3.

11.3 Grammar: *must*, *have to*, *should*, *need to*

In Unit 6 you met the first **modal verbs**, *can* and *could*. *Must* and *should* are modal verbs too, so they follow the same rules: the same form for every person (no *-s*), the base form of the verb after them (no *to*), no *do / does* in negatives and questions. *Have to* and *need to*, on the other hand, behave like normal verbs.

11.3.1 *must* and *mustn't*

Tabella 11.3 *must*: form

Affirmative	Negative	Questions	Short answers
I / You / He / She / It / We / They **must** go.	I / You / He / She / It / We / They **must not (mustn't)** go.	**Must** I / you / he... go?	Yes, you must. / No, you don't have to.

We use **must** *(ita: dovere)*:

- **for an obligation that the speaker feels or decides.** It is a personal opinion: the speaker thinks that something is necessary or very important: *I must call my grandma — it's her birthday. You must be careful with that knife.*
- **in written rules, notices and instructions**, which are often quite formal: *Students must wear the school uniform. Passengers must not smoke.*

- **for a strong recommendation**, when we are enthusiastic about something: *You must try the fish and chips here — they're amazing!*

Mustn't /ˈmʌsnt/ means that something is **prohibited**: it is necessary *not* to do it. *You mustn't use your phone during the exam. We mustn't be late for the coach.* Notice the pronunciation: the first *t* of *mustn't* is silent. In a sentence *must* is usually unstressed and weak, /məst/: *I must go* /aɪ məst ˈgəʊ/.

Questions with *must* are possible (*Must I wear a tie?*), but they sound formal; in everyday English people usually ask *Do I have to...?* Notice the negative short answer: *Must I finish it today? — No, you* ***don't have to*** (= it's not necessary), not ✗ *No, you mustn't*, which would mean it is prohibited.

GRAMMAR IN ITALIANO

Must / mustn't. *Must* è un verbo modale (*verbo modale*): ha una sola forma per tutte le persone (✗ *he musts*), è seguito dalla forma base del verbo senza *to* (✗ *I must to go*) e forma negazione e domanda da solo, senza *do* (✗ *I don't must*).

Uso e confronto con l'italiano. *Must* corrisponde a *devo / dobbiamo* quando è chi parla a sentire l'obbligo o a dare l'ordine: *Devo chiamare la nonna = I must call my grandma.* Si trova anche nei regolamenti scritti e nei cartelli. *Mustn't* esprime un **divieto**: *Non devi usare il telefono durante il compito = You mustn't use your phone during the test.* Attenzione: in italiano "non devi" può voler dire anche "non sei obbligato"; in inglese, in quel caso, si usa *don't have to* (11.3.2). Infine, *must* non ha passato né infinito: *dovevo, ho dovuto* si dicono *I had to* (11.3.3).

11.3.2 *have to* and *don't have to*

Have to also expresses obligation, but it is not a modal verb: it changes with the person (*he* ***has*** *to*) and it uses *do / does* in negatives and questions, like any verb in the present simple (Unit 3).

Tabella 11.4 *have to*: form (present simple)

Affirmative	Negative	Questions	Short answers
I / You have to go.	I / You do not (don't) have to go.	Do I / you have to go?	Yes, you do. / No, you don't.
He / She / It **has to** go.	He / She / It does not (**doesn't**) have to go.	**Does** he / she / it have to go?	Yes, he does. / No, she doesn't.
We / They have to go.	We / They don't have to go.	Do we / they have to go?	Yes, we do. / No, they don't.

Pronunciation: in fast speech *have to* sounds like /ˈhæftə/ and *has to* like /ˈhæstə/, with an *f* and an *s* sound.

We use *have to* **for an obligation that comes from outside**: a rule, a law, a timetable, another person's decision. The speaker is not giving an opinion, only reporting a fact: *In the UK you have to be 17 to drive a car. Josh has to work on Saturdays at the supermarket. We have to be at school by 8.40.* Often the same rule is written with *must* but reported with *have to* (Figura 11.2): the school notice says *Students must wear the school uniform*, and Sam tells Giulia *We have to wear a uniform*.

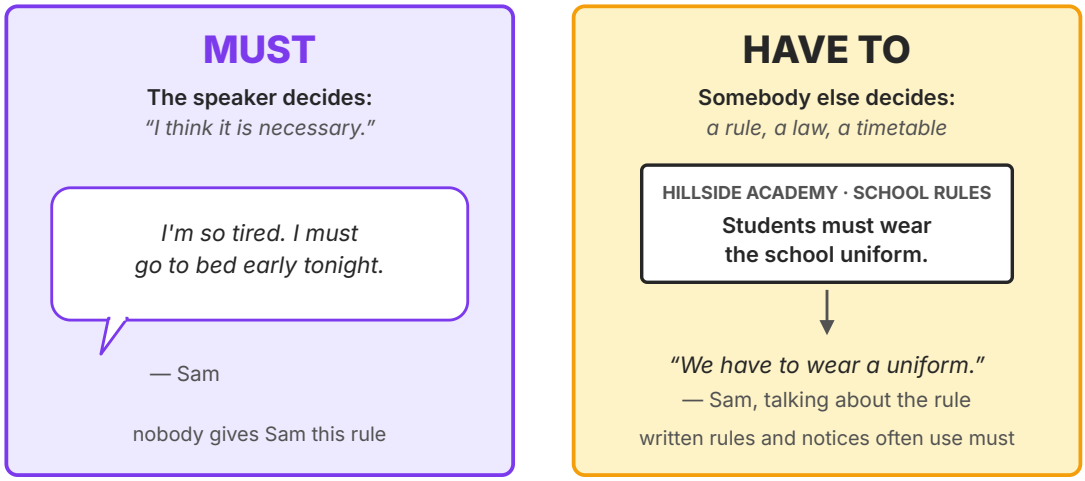


Figura 11.2 *must* and *have to*: who decides? With *must* the obligation comes from the speaker; with *have to* it comes from outside (a rule, a law, a timetable). A written rule often uses *must*, but when we talk about it we normally say *have to*.

In many situations both are correct and the difference is small: *I must go now / I have to go now.* American English uses *have to* much more than *must*, and in British English, too, *have to* is more common in conversation. *Have got to* is an informal British alternative: *I've got to go — my bus is coming!*

mustn't or *don't have to*?

In the affirmative, *must* and *have to* are very similar. In the negative, they are completely different (Figura 11.3):

- **mustn't** = it is prohibited, it is necessary NOT to do it: *You mustn't run in the corridors.* (It's against the rules.)
- **don't have to** = it is not necessary, there is no obligation; you can choose: *You don't have to come to the party if you're tired.* (You can come or not: it's up to you.)



Figura 11.3 The obligation scale. On the left, things that are necessary (*must, have to, need to*); on the right, things that are prohibited (*mustn't*). In the middle, *don't have to / don't need to*: no obligation, it is your choice. *Should* and *shouldn't* (11.3.4) are advice, not rules.

GRAMMAR IN ITALIANO

Have to / don't have to. *Have to* si coniuga come un verbo normale: *he **has** to, she **doesn't** have to, **Do** you have to...?* Esprime un obbligo che viene dall'esterno (una regola, una legge, un orario): *A scuola dobbiamo portare la divisa = We have to wear a uniform at school.*

Il punto più importante. Al negativo *must* e *have to* hanno significati opposti:

• *You **mustn't** go* = non devi andare, è vietato;

• *You **don't have to** go* = non è necessario che tu vada, non sei obbligato (puoi scegliere).

Prima di tradurre "non devi", chiediti: è un divieto (*mustn't*) o una mancanza di obbligo (*don't have to*)?

ERRORE FREQUENTE

Mustn't al posto di don't have to (e le forme di have to).

✗ *Tomorrow is Saturday, so I mustn't get up early.* → ✓ *Tomorrow is Saturday, so I don't have to get up early.* (non sono obbligato, non è vietato!)

✗ *She have to wear glasses.* → ✓ *She has to wear glasses.*

✗ *Have you to work on Saturday?* → ✓ *Do you have to work on Saturday?*

✗ *I must to go.* → ✓ *I must go.* / ✓ *I have to go.*

11.3.3 Past obligation: *had to*

Must has no past form. To talk about an obligation in the past, we use **had to**, the past simple of *have to*, for every person. Negatives and questions use *did*, as in Unit 8 (Figura 11.4).

Tabella 11.5 *had to*: form (past simple)

Affirmative	Negative	Questions	Short answers
I / You / He / She / We / They **had to** wait.	I / You / He... did not (**didn't**) **have to** wait.	**Did** you / she... **have to** wait?	Yes, I did. / No, she didn't.

Yesterday Sam had to get up at 6.30 for a school trip. When Helen was a student, she had to work in a café at the weekend. We didn't have to wear a uniform at my primary school. Did you have to wait long at the doctor's? Note that in the negative and in questions the verb is *have*, not *had*, because *did* already shows the past: ✓ *Did you have to...?*, not ✗ *Did you had to...?*

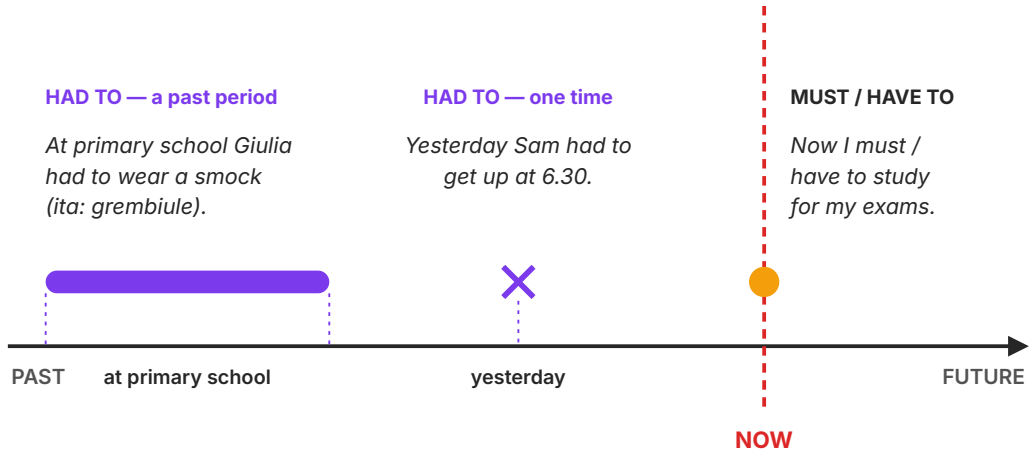


Figura 11.4 *had to* on a timeline (violet): an obligation in a past period (at primary school) or at a point in the past (yesterday). At NOW (amber) we use *must* or *have to*. *Must* has no past form.

GRAMMAR IN ITALIANO

Had to: l'obbligo nel passato. *Must* non ha il passato, quindi per dire *dovevo, ho dovuto, dovetti* si usa sempre *had to* + forma base, uguale per tutte le persone: *Ieri ho dovuto studiare tutto il pomeriggio = Yesterday I had to study all afternoon.* Alle elementari dovevamo portare il grembiule = *At primary school we had to wear a smock.*

Negativa e interrogativa si formano con *did* (*ausiliare*) + *have to*: *Non ho dovuto pagare = I didn't have to pay*; *Hai dovuto aspettare? = Did you have to wait? ✗ I musted, ✗ I didn't had to*.

11.3.4 Giving advice: *should*, *Why don't you...?*, *You could...*

Should /ʃʊd/ *(ita: dovresti, dovrebbe)* is a modal verb that we use to give and ask for **advice**, that is, to say what we think is a good idea or the right thing to do. **Shouldn't** /ˈʃʊdnt/ says that something is a bad idea. The *l* is silent, as in *could* and *would* (Unit 6).

Tabella 11.6 *should*: form

Affirmative	Negative	Questions	Short answers
I / You / He / She / It / We / They **should** rest.	I / You / He... **should not (shouldn't)** rest.	**Should** I / he... rest? What **should** I do?	Yes, you should. / No, you shouldn't.

You should drink more water. You shouldn't stay up so late. Should I call the doctor? — Yes, I think you should. We often soften advice with *I think* or *I don't think*: *I think you should talk to your teacher. I don't think you should go out tonight* (more natural than *I think you shouldn't...*). *Should* is weaker than *must*: *You must see a doctor* is very strong (it's really necessary), while *You should see a doctor* is a suggestion.

There are other ways to give advice, and good English speakers mix them:

- **Why don't you + base form?** — a friendly suggestion: *Why don't you take a break?* (It's a suggestion, not a real question; there is no *to*.)
- **You could + base form** — a possible idea, quite gentle: *You could ask Sam for help.*
- **If I were you, I'd...** — a fixed phrase: *If I were you, I'd tell your mum.* Learn it as a chunk.
- **the imperative** (Unit 4) — direct advice and instructions, often from a doctor or in a leaflet: *Drink plenty of water. Don't scratch the bite. Take one tablet twice a day.* Add *Make sure you...* or *Try to...* to sound kinder: *Try to get some sleep.*

ESEMPIO SVOLTO

From a problem to a piece of advice. Callum says: *"I've got a test tomorrow and I'm really nervous."*

1. Choose the idea: revise a little, sleep well, not panic.
2. A good idea → *should* + base form: *You should revise the main points tonight.*
3. A bad idea → *shouldn't*: *You shouldn't stay up all night.*
4. A gentle suggestion → *Why don't you...?* (no *to*): *Why don't you test yourself with your Flashka cards?*
5. Something really necessary → *must*: *And you must have breakfast — you need the energy!*
6. Check: no *to* after *should, must, could, Why don't you*; no *-s* after *should*.

GRAMMAR IN ITALIANO

Should / shouldn't: il consiglio. *Should* è un modale, quindi: stessa forma per tutte le persone, verbo base senza *to*, negativa *shouldn't*, domanda con inversione (*Should I...?*). Corrisponde al **condizionale di dovere**: *Dovresti riposare = You should rest*; *Non dovresti mangiare così tanto = You shouldn't eat so much*; *Che cosa dovrei fare? = What should I do?*

Altri modi per consigliare: *Why don't you...?* (= Perché non...?, senza *to*), *You could...* (= Potresti...), *If I were you, I'd...* (= Se fossi in te, ...), l'imperativo. Nota: *I don't think you should...* è più naturale di *I think you shouldn't....* ✗ *You should to rest.* ✗ *She shoulds rest.*

11.3.5 *need to* and *don't need to*

Need to says that something is necessary. It is a normal verb, so it works exactly like *have to*: *She **needs** to rest. You **don't need to** bring anything. **Do** I **need to** book?* In the affirmative it is close to *have to*: *I need to buy a new charger.* In the negative, *don't need to* has the same meaning as *don't have to*: it is not necessary. *You don't need to take antibiotics for a cold.*

Need can also be followed directly by a noun: *I need some help. You need a plaster (ita: cerotto)*. In formal British English you may also see *needn't* + base form: *You needn't wait* (= you don't need to wait).

GRAMMAR IN ITALIANO

Need to / don't need to. *Need to* (= avere bisogno di, essere necessario) è un verbo normale: *he **needs** to, she **doesn't** need to, **Do** you need to...?*, al passato *needed to / didn't need to*. *Don't need to* equivale a *don't have to*: *Non c'è bisogno che tu venga = You don't need to come = You don't have to come.* Non confonderlo con *mustn't* (divieto). Seguito da un nome, *need* non vuole *to*: *Ho bisogno di aiuto = I need help* (✗ *I need of help*).

IN SINTESI

must + base form: obligation from the speaker; written rules — *I must call Grandma.*
mustn't: prohibition — *You mustn't run in the corridors.*
have to / has to: obligation from outside — *We have to wear a uniform.*
don't have to / don't need to: not necessary, your choice — *You don't have to come.*
had to / didn't have to / Did ... have to...?: obligation in the past (no past of *must*).
should / shouldn't: advice — *You should rest. You shouldn't stay up late.*
Other advice: *Why don't you...? · You could... · If I were you, I'd... · imperative.*

11.4 Listening and Speaking: At the Doctor's

In the UK, when you are ill and need to see a doctor, you usually go to a **GP** (*general practitioner*), the family doctor, at a GP *surgery* (AmE *doctor's office*). Giulia is not well, and Helen has booked an appointment for her. Listen while your teacher and a classmate read the dialogue aloud, then read it.

Tabella 11.7 Listening script — At the GP's surgery

Doctor	Hello, Giulia. I'm Dr Okafor. Have a seat. What seems to be the problem?
Giulia	Hello. I've got a really sore throat, and I've got a headache too.
Doctor	I'm sorry to hear that. How long have you felt like this — when did it start?
Giulia	On Monday. Yesterday I felt worse, and I had to leave school early.
Doctor	Have you got a temperature?
Giulia	Yes. Helen checked it this morning: it was 38.5.
Doctor	OK. Let me have a look. Open your mouth and say "Ah"... Thank you. Your throat is very red, but I think it's a virus.
Giulia	Do I need to take antibiotics?
Doctor	No, you don't need antibiotics. They don't work against viruses. You should rest and drink plenty of water. Warm drinks with honey can help your throat.
Giulia	Can I take something for the pain?
Doctor	Yes, you can take paracetamol for the pain and the temperature. Read the leaflet carefully: you mustn't take more than it says.
Giulia	Do I have to stay at home? We've got a school trip on Friday.
Doctor	You should stay at home until your temperature is normal. It usually takes a few days. Then you can go back to school — and maybe on your trip.

Giulia	And if I don't feel better?
Doctor	Then you must come back and see me. And if you can't swallow or you have problems breathing, you mustn't wait: call 111 or go to A&E.
Giulia	OK. Thank you, doctor.
Doctor	You're welcome. Get well soon!

The doctor asks about Giulia's **symptoms** (*What seems to be the problem? When did it start?*), examines her and then gives advice. Look at how she uses different structures for different strengths: *you should rest* (advice), *you must come back* (strong obligation), *you mustn't wait* and *you mustn't take more* (prohibition), *you don't need antibiotics* (not necessary). Notice also the polite formulas at the beginning and at the end: *Have a seat. I'm sorry to hear that. Get well soon!* — the last one is also what you write on a card to somebody who is ill. **A&E** (Accident and Emergency) is the hospital department for emergencies, AmE *the ER*. The doctor also says *How long have you felt like this?*, a question in the present perfect, a tense you meet in Unit 13; for now, learn it as a fixed phrase.

Tabella 11.8 Useful language — at the doctor's, asking for and giving advice, talking about rules

Function	Expressions
The doctor asks	What seems to be the problem? · What's the matter? · When did it start? · Does it hurt here? · Have you got a temperature?
Describing symptoms	I've got a sore throat / a headache. · My … hurts. · I feel ill / dizzy / sick. · I can't sleep. · It hurts when I walk.
Asking for advice	What should I do? · Do you think I should…? · Do I have to / need to…? · Can I…?
Giving advice	You should… / You shouldn't… · Why don't you…? · You could… · If I were you, I'd… · Make sure you…
Responding to advice	That's a good idea. · OK, I'll try that. · Thanks, that's really helpful. · I'm not sure that will work, because…
Sympathy	I'm sorry to hear that. · Poor you! · I hope you feel better soon. · Get well soon!
Talking about rules	We have to… · We don't have to… · We aren't allowed to… · You mustn't… · Are we allowed to…?

Speaking.

1. **Role play: at the doctor's.** Student A is the patient: choose an illness or injury from Tabella 11.2 and decide when it started. Student B is the doctor: ask at least three questions and give advice with *should, must, mustn't* and *don't need to*. Then swap roles.

2. **Pair work: rules.** Tell your partner about the rules in your home and at your school. What do you have to do? What don't you have to do? What aren't you allowed to do? Which rule would you like to change, and why?
3. **Problem page.** In groups, each student writes a small problem on a piece of paper (*I'm always tired. I argue with my brother. I spend too much time on my phone.*). Mix the papers. Read one problem aloud: each student in the group gives a different piece of advice, using a different structure (*You should… / Why don't you…? / You could… / If I were you, I'd…*). The writer chooses the best advice.

11.5 Writing: A Reply on an Advice Forum

On an **advice forum**, people post a problem online and other users reply with suggestions. A good reply is friendly, clear and practical. Read the post and Aoife's reply.

Tabella 11.9 A post on the forum *TeenTalk*

sleepy_reader15	Help! I'm always exhausted. I go to bed at midnight because I chat with friends and watch videos, and then I have to get up at 6.45 for school. I can't concentrate in class and last week I fell asleep in history. My parents don't have many rules, but they say I need to change something. What should I do?

Re: Help! I'm always exhausted

Hi sleepy_reader15,

I'm sorry to hear about your problem — I had the same one last year, so I know how you feel! Here are some ideas that really helped me.

First of all, you should put your phone away an hour before bed. Your friends can wait until the morning, and the videos too! Why don't you leave your phone in the kitchen? I know it's hard, but it works.

Secondly, you could try going to bed fifteen minutes earlier every night. After a week or two, you'll be in bed before eleven. Reading a book for a while can help you fall asleep, too.

Finally, don't drink cola or energy drinks in the evening, because they contain caffeine and keep you awake. And you shouldn't sleep for hours in the afternoon — a short rest is enough.

You don't have to change everything at once. Just start with one thing. Good luck, and let us know how it goes!

Aoife, Galway

The structure. Aoife's reply has a clear plan:

- **Opening:** a greeting with the user's name, **sympathy** (*I'm sorry to hear about your problem*) and a personal connection (*I had the same one last year*).
- **Body:** three pieces of advice, each in its own paragraph, introduced by sequencing linkers (*First of all, Secondly, Finally*) and supported by a **reason** (*because they contain caffeine*) or an

explanation (*it works*).

- **Variety:** different advice structures — *you should, Why don't you…?, you could, don't* (imperative), *you shouldn't* — so the text doesn't repeat *should* five times.
- **Closing:** encouragement (*You don't have to change everything at once*) and a friendly ending (*Good luck, and let us know how it goes!*).

Register. A forum reply is informal but polite: contractions (*I'm, don't, you'll*), a friendly tone and short paragraphs. Notice the phrase *you'll be in bed before eleven*, a prediction with *will*: you study *will* in Unit 12.

> ● ERRORE FREQUENTE
>
> **Advice è un nome non numerabile.** Come *information* e *news* (Unit 7), non ha plurale e non vuole *an*:
> ✗ *She gave me an advice.* → ✓ *She gave me some advice / a piece of advice.*
> ✗ *Thanks for your advices!* → ✓ *Thanks for your advice!*
> Attenzione anche all'ortografia: il nome è *advice* /ədˈvaɪs/, con la *c*; il verbo è *advise* /ədˈvaɪz/, con la *s*: *I advise you to rest.*

Checklist. Before you post your reply, check that:

- you start with a greeting and a sentence of sympathy or understanding;
- you give two or three pieces of advice, each in a separate paragraph;
- each piece of advice has a reason (*because…, so…*) or an example;
- you use at least three different structures (*should, Why don't you…?, You could…, imperative*);
- you use linkers (*First of all, Secondly, Also, Finally*);
- you finish with encouragement and a friendly closing;
- there is no *to* after *should, must, could*, and *advice* has no *-s*.

Writing task. Choose one of these posts and write a reply (100–120 words). *(a) "I spend five or six hours a day on my phone and I never have time for homework. What should I do?" (b) "I want to get fit, but I hate team sports. Any ideas?" (c) "I'm starting at a new school next month and I don't know anybody. Help!"*

11.6 Culture: The NHS — Health Care in the UK and the US

Imagine that you break your arm in London. A doctor examines you, you have an X-ray, a nurse puts your arm in plaster — and you leave without paying. For people who live in the UK, this is normal, thanks to the **NHS**, the *National Health Service*.

The NHS started on 5 July 1948, three years after the end of the Second World War. The minister responsible for it was Aneurin Bevan, a Welsh politician and the son of a coal miner. The

idea was revolutionary: health care for everybody, rich or poor, paid for by taxes and **free at the point of use** — patients don't have to pay when they see a doctor or go to hospital. Today each nation of the UK runs its own health service. There are some charges: in England most adults have to pay a fixed charge for each medicine on a **prescription***(ita: ricetta medica)*, but children and people aged 60 or over don't have to pay, and in Scotland, Wales and Northern Ireland prescriptions are free for everybody.

Where should you go when you are ill? It depends on how urgent the problem is (Figura 11.5). For a cold or a small cut, a *pharmacist* can help. For most other problems, you book an appointment with your GP. If the problem is urgent but not an emergency, people in England, Scotland and Wales can call **111** or use the NHS 111 website, and an adviser tells them what to do. In a real emergency you call **999** (112 also works) or go to **A&E**. London introduced the 999 number in 1937: it was the first emergency telephone number in the world.

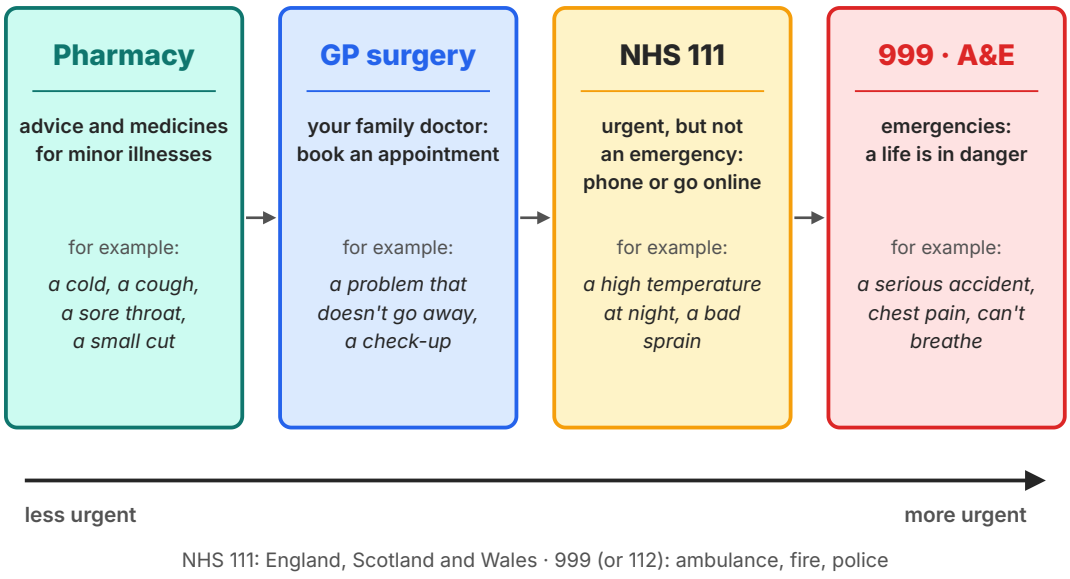


Figura 11.5 Where to go when you are ill in the UK, from the least urgent to the most urgent problem: a pharmacy, a GP surgery, the NHS 111 phone line or website, and 999 or A&E for emergencies.

The United States has a very different system. There is no national health service for everybody. Most Americans under 65 have *health insurance*, often through their job, and the insurance pays most of the cost of their medical care. Two public programmes, created in 1965, help some groups: **Medicare**, mainly for people aged 65 and over, and **Medicaid**, for people on low incomes. Without good insurance, medical care can be very expensive, and health care is a hot topic in American politics. In an emergency, Americans call **911** and go to the *ER*.

APPROFONDIMENTO

Where does *must* come from? Strange but true: *must* was originally a past tense. In Old English, the language of the Anglo-Saxons, the verb *mōtan* meant "to be allowed to, to have to", and its past form was *mōste*. Over the centuries *mōste* lost its past meaning and became the present *must* — and so today *must* has no past, and we need *had to*. Another curious word: *doctor* comes from the Latin *docere*, "to teach": in the Middle Ages a *doctor* was a learned teacher, and only later the word was used for a person who treats the sick.

Compare with Italy. Italy also has a national health service, the *Servizio sanitario nazionale*, created in 1978. Who is your *medico di base*, the Italian equivalent of a GP? Do you have to pay for medicines or for a visit to a specialist? Which number do you call in an emergency? Write five sentences in English comparing the Italian system with the NHS, using *have to, don't have to* and *can*.

SINTESI

- Rules: *follow / obey / break a rule, be allowed to, detention, curfew, household chores* (*do the washing-up, make your bed*).
- The body: *head, neck, shoulder, chest, stomach, back, arm, elbow, wrist, hand, finger, thumb, hip, leg, knee, ankle, foot (feet), toe*; silent letters in *knee, wrist, thumb*.
- Illnesses and injuries: *I've got a headache / a sore throat / a temperature / a cold*; *My knee hurts*; *I broke my arm, I twisted my ankle*.
- **must** + base form: obligation from the speaker, written rules (*dovere*, deciso da chi parla).
- **mustn't** = prohibition (*è vietato*); **don't have to / don't need to** = not necessary (*non è necessario*).
- **have to / has to**: external obligation; negatives and questions with *do / does*.
- **had to**: obligation in the past; *didn't have to*, *Did you have to...?* — *must* has no past form.
- **should / shouldn't** for advice (*dovresti*); also *Why don't you...?, You could..., If I were you, I'd...*, the imperative.
- **need to** is a normal verb (*needs to, doesn't need to*); *need* + noun has no *to*.
- At the doctor's: *What seems to be the problem? I'm sorry to hear that. Get well soon!*
- A forum reply: sympathy, two or three pieces of advice with reasons, linkers, a friendly closing; *advice* is uncountable.
- The NHS (founded 5 July 1948) is free at the point of use; 999 is the UK emergency number, 911 in the USA.

ESERCIZI

Vocabulary

1. ● Match the parts of the body (1–6) with the definitions (a–f). 1 elbow · 2 wrist · 3 ankle · 4 knee · 5 thumb · 6 shoulder — a where your foot joins your leg · b the middle of your leg, where it bends · c where your arm joins the top of your body · d the short, thick finger on the side of your hand · e where your hand joins your arm · f the middle of your arm, where it bends

2. ● Find the odd one out. a headache · toothache · earache · bedache — b cough · cold · flu · knee — c tidy · strict · make · do (verbs for chores) — d follow · obey · break · respect (which one means *not* doing what the rule says?)

3. ● I can't talk very well today because I've got a _____ throat.
   A. hurt
   B. sore
   C. ache
   D. pain

4. ● Sam was late three times last week, so he got a _____ .
   A. curfew
   B. permission
   C. prescription
   D. detention

5. ● I fell off my bike and _____ my wrist.
   A. twisted
   B. ached
   C. sored
   D. hurted

6. ●● Complete the sentences with the words in the box: *allowed · break · chores · curfew · habits · temperature*. a My parents are strict: my _____ is nine o'clock on school nights. b We aren't _____ to use our phones in the canteen. c If you _____ this rule, you have to leave the club. d Eating fruit every day and walking to school are healthy _____ . e Lily feels hot: I think she's got a _____ . f I do two household _____ every day: I feed Biscuit and I take out the rubbish.

7. ●● *do* or *make*? Complete the collocations. a _____ the washing-up · b _____ your bed · c _____ exercise · d _____ the shopping · e _____ a rule (= create it) · f _____ your homework

Grammar

8. ● Complete with the correct form of *have to* (present simple). a Josh _____ work on Saturdays. b _____ you _____ wear a uniform at your school? c We _____ (not) go to school on Sundays. d Callum _____ (not) take the bus: his school is near his house. e What time _____ Aoife _____ get up? f I _____ finish this project by Friday.

9. ● You _____ touch that wire: it's dangerous!
   A. don't have to
   B. mustn't
   C. don't need to
   D. should

10. ● It's a free museum, so you _____ pay.
    A. don't have to
    B. mustn't
    C. shouldn't
    D. have to

11. ● _____ wear a helmet when you were cycling to school?
    A. Must you
    B. Had you to
    C. Did you had to
    D. Did you have to

12. ●● *mustn't* or *don't / doesn't have to*? Complete the school-trip rules. a You _____ bring lunch: the museum café is included. b You _____ leave the group without permission. c Students _____ wear their uniform; normal clothes are fine. d You _____ be late for the coach — it leaves at 8.15 sharp! e Mr Evans _____ come with us: he stays at school. f You _____ feed the animals at the farm: they have a special diet.

13. ●● Rewrite the sentences in the past with *had to / didn't have to*. a I must study for my exam. b Sam has to look after Lily. c We don't have to wait long. d Do you have to wear a tie? e Giulia must stay at home.

14. ●● Give advice with *should* or *shouldn't* and the words in brackets. a I've got toothache. (go / dentist) b I'm always tired. (go to bed / so late) c I've got a cough. (drink / something hot) d I've got a stomach ache. (eat / so many sweets) e My eyes hurt. (spend / so long on your phone) f I want to get fit. (join / a sports club)

15. ●● Find and correct the mistake in each sentence. a ✗ You should to see a doctor. b ✗ She musts finish her homework. c ✗ Do I must bring my passport? d ✗ We didn't had to wear a uniform. e ✗ Why don't you to ask your teacher? f ✗ He need to rest.

16. ●● Put the words in order to make sentences or questions. a have / do / to / we / tomorrow / come / ? b mustn't / in / phones / exam / you / use / the c had / Sam / to / ankle / A&E / go / with / his / to d don't / think / should / I / out / go / you / tonight e need / book / you / don't / to / a table

17. ●●● Complete the second sentence so that it means the same as the first. a It isn't necessary to bring food. You _____ bring food. b It is prohibited to swim in the lake. You _____ in the lake. c It was necessary for us to walk home. We _____ home. d My advice is: take a break. Why _____ a break? e I think it's a bad idea to drink cola at night. You _____ cola at night.

18. ●●● Translate into English. a Non devi parlare durante il compito: è vietato. b Ieri ho dovuto prendere l'autobus perché mio padre non poteva accompagnarmi. c Dovresti bere più acqua; non è necessario che tu prenda una medicina.

Reading and Listening

19. ● Read *Ask the Nurse* again. True (T), false (F) or doesn't say (DS)? a Helen works at a hospital in Bristol. b According to most experts, teenagers need less sleep than adults. c Helen thinks you should go to bed at different times at the weekend. d Sam leaves his phone in the kitchen every night. e Helen says that you have to eat a big cooked breakfast. f You should put ice directly on an injured ankle. g Sam once waited three hours in A&E.

20. ●● Answer the questions about the interview. a Why are a lot of teenagers tired, according to Helen? b Why shouldn't you use a screen just before you sleep? c What three examples of breakfast does Helen give? d What should you do if your ankle is very painful or you can't walk on it? e With a normal cold, what must you do at school?

21. ●● Find words or phrases in the interview that mean: a not eat (a meal); b drinks with gas in them; c moving your body, doing exercise (one word, adjective); d hurt, damaged (about a part of the body); e when air suddenly comes out of your nose, for example when you have a cold (verb).

22. ● Read the listening script *At the GP's surgery* (Tabella 11.7). Answer the questions. a What are Giulia's symptoms? b When did they start? c Why doesn't Giulia need antibiotics? d What should she do to feel better? e When can she go back to school?

23. ●● Find in the script (Tabella 11.7): a a sentence with *had to*; b two sentences with *mustn't*; c a question with *have to*; d a sentence that expresses sympathy; e the phrase the doctor uses to say goodbye to a person who is ill.

Writing and Speaking

24. ● Complete the sentences about yourself. a At home I have to... b At school we aren't allowed to... c On Sundays I don't have to... d When I was at primary school, I had to... e I think teenagers should...

25. ●● Do the writing task in section 11.5: a reply to one of the forum posts (100–120 words). Follow the checklist.

26. ●● Write five rules (80–100 words in total) for a new school club (a chess club, a film club, a cooking club…). Use *must, mustn't, have to, don't have to* and give a reason for each rule with *because* or *so*.

27. ●●● Speaking. Your English friend has a problem: *"I've got an important football match on Saturday, but my knee hurts when I run."* Give advice for about one minute. Use at least four different structures, and ask one or two questions about the problem.

Towards B1

28. ●● Read the text and choose the correct answer (A, B, C or D) for each gap.
At my school in Bristol there are a lot of rules. We (1) ___ wear a uniform, and we mustn't use our phones in lessons. Last year we (2) ___ to wear a tie, but now it isn't necessary, so we (3) ___ wear one. If you (4) ___ a rule, you can get a detention. My mum always says I (5) ___ complain, because the rules are there for a reason.
(1) A have to · B has to · C must to · D having to
(2) A must · B had · C have · D should
(3) A mustn't · B shouldn't · C don't have to · D can't
(4) A follow · B obey · C break · D make
(5) A shouldn't · B doesn't have to · C needn't to · D mustn't to

29. ●● Open cloze. Write ONE word in each gap.
Dear Lily, I'm sorry you've got a cold. You (1) ___ stay in bed today and drink lots of water. Why (2) ___ you watch your favourite film? You don't (3) ___ to go to nursery until you feel better. But you (4) ___ give Biscuit your medicine — rabbits mustn't take it! (5) ___ well soon! Love, Giulia

30. ●●● Complete the second sentence so that it means the same as the first. Use the word in brackets and two to five words. a It isn't necessary to come early. (HAVE) You _____ early. b Smoking is not allowed in the hospital. (MUST) You _____ in the hospital. c It was necessary for Helen to work late yesterday. (HAD) Helen _____ late yesterday. d In my opinion, it's a good idea for you to talk to your teacher. (SHOULD) I think _____ to your teacher. e Why don't you ask Callum for help? (COULD) You _____ Callum for help.

31. ●● Short message. You can't go to school tomorrow because you are ill. Write a message to your English friend (35–45 words). Say what is wrong with you, what the doctor said you have to / should do, and ask your friend to tell you the homework.

32. ●●● Write a short leaflet for new students at your school (about 100 words), with the title *Five Things You Need to Know*. Explain what students have to do, what they mustn't do, what they don't have to do, and give one piece of advice with *should*.

PER APPROFONDIRE

- MUR — R. Murphy, *Essential Grammar in Use*: the units on *must*, *have to* and *should*, with extra practice on *mustn't* vs *don't have to*.
- EGU — R. Murphy, *English Grammar in Use*: *must* and *have to*, *should*, for students who want to go further.
- SWA — M. Swan, *Practical English Usage*: entries on *must*, *have (got) to*, *need*, *should* and on *advice* as an uncountable noun.
- OAL — *Oxford Advanced Learner's Dictionary*: the pronunciation of *knee, wrist, thumb, stomach* and the collocations of *rule* and *ache*.
- CED — D. Crystal, *The Cambridge Encyclopedia of the English Language*: the history of modal verbs from Old English to today.

Glossario del capitolo

A temperature
la febbre — She's got a temperature (AmE *a fever*)

-ache (headache…)
mal di… (testa…) — a continuous pain: *headache, stomach ache, toothache, earache, backache*

Be allowed to
avere il permesso di — We aren't allowed to use phones in class.

Curfew
orario di rientro — the time you must be home by in the evening

Detention
punizione (restare a scuola) — staying at school after lessons as a punishment

Don't have to
non essere obbligato — it's not necessary: *You don't have to come.*

Elbow / wrist
gomito / polso — where the arm bends / where the hand joins the arm

GP
medico di base — general practitioner, the family doctor in the UK

Had to
ho dovuto, dovevo — past obligation: *I had to wait.*

Have to
dovere (obbligo esterno) — We have to wear a uniform.

Household chores
faccende domestiche — regular jobs at home: *do the washing-up, make your bed*

Knee / ankle
ginocchio / caviglia — where the leg bends / where the foot joins the leg

Must / mustn't
dovere / divieto — obligation from the speaker / prohibition: *You mustn't run.*

Prescription
ricetta medica — a doctor's written order for a medicine

Rule
regola — what people can and can't do; *follow / break a rule*

Should / shouldn't
dovresti / non dovresti — advice: *You should rest.*

Sore throat
mal di gola — I've got a sore throat.

Strict
severo — wanting people to obey the rules exactly: *a strict teacher*

Twist / sprain your ankle
slogarsi la caviglia — I twisted my ankle playing football.

Why don't you…?
Perché non…? — a friendly suggestion: *Why don't you take a break?*

Soluzioni

1. 1 f · 2 e · 3 a · 4 b · 5 d · 6 c

2. a *bedache* (it doesn't exist; the others are pains) · b *knee* (a part of the body; the others are illnesses) · c *strict* (an adjective; the others are verbs for chores: *tidy your room, make your bed, do the washing-up*) · d *break* (= not do what the rule says; the others mean doing it)

3. B — sore (*a sore throat*)

4. D — detention

5. A — twisted (*hurt* is irregular: past *hurt*, not ✗ *hurted*)

6. a curfew · b allowed · c break · d habits · e temperature · f chores

7. a do · b make · c do · d do · e make · f do

8. a has to · b Do … have to · c don't have to · d doesn't have to · e does … have to · f have to

9. B — mustn't (prohibition: it's dangerous)

10. A — don't have to (it isn't necessary to pay)

11. D — Did you have to (past obligation: *did + have to*; *must* has no past)

12. a don't have to · b mustn't · c don't have to · d mustn't · e doesn't have to · f mustn't. (Divieto → *mustn't*; nessun obbligo → *don't / doesn't have to*.)

13. a I had to study for my exam. · b Sam had to look after Lily. · c We didn't have to wait long. · d Did you have to wear a tie? · e Giulia had to stay at home.

14. a You should go to the dentist. · b You shouldn't go to bed so late. · c You should drink something hot. · d You shouldn't eat so many sweets. · e You shouldn't spend so long on your phone. · f You should join a sports club. (Also correct: *I think you should… / I don't think you should…*)

15. a You should see a doctor. (no *to* after a modal) · b She must finish her homework. (no *-s*) · c Do I have to bring my passport? / Must I bring my passport? · d We didn't have to wear a uniform. · e Why don't you ask your teacher? · f He needs to rest.

16. a Do we have to come tomorrow? · b You mustn't use phones in the exam. · c Sam had to go to A&E with his ankle. · d I don't think you should go out tonight. · e You don't need to book a table.

17. a don't have to / don't need to · b mustn't swim (also *can't swim*; *aren't allowed to swim* is also correct) · c had to walk · d don't you take · e shouldn't drink

18. a You mustn't talk during the test: it's not allowed. (also: *it's prohibited / it's against the rules*) · b Yesterday I had to take the bus because my dad couldn't take me (to school). (also: *give me a lift*) · c You should drink more water; you don't have to / don't need to take any medicine.

19. a T · b F (they need more than adults) · c F (at the same time every night, even at the weekend) · d DS · e F (you don't have to) · f F (wrapped in a towel, never directly on the skin) · g T

20. a Because they go to bed late but have to get up early for school. · b Because the light and the messages keep your brain awake. · c Some toast, a piece of fruit or a bowl of cereal. · d You must see a doctor. · e You must wash your hands often and cover your mouth when you cough or sneeze.

21. a skip · b fizzy drinks · c active · d injured · e sneeze

22. a A sore throat, a headache and a temperature (38.5 °C). · b On Monday. · c Because it's a virus, and antibiotics don't work against viruses. · d Rest, drink plenty of water (warm drinks with honey can help), and take paracetamol for the pain and the temperature. · e When her temperature is normal (usually after a few days).

23. a "Yesterday I felt worse, and I had to leave school early." · b "You mustn't take more than it

says." / "You mustn't wait." · c "Do I have to stay at home?" · d "I'm sorry to hear that." · e "Get well soon!"

24. Open. Model: a At home I have to make my bed and feed the cat. · b At school we aren't allowed to use our phones in lessons. · c On Sundays I don't have to get up early. · d When I was at primary school, I had to wear a smock. · e I think teenagers should get more sleep.

25. Model answer (post a, about 110 words): Hi! I'm sorry to hear about your problem — a lot of people have the same one. First of all, you should check how long you spend on each app; most phones show it. Then why don't you set a limit, for example one hour a day? Secondly, you could leave your phone in another room while you do your homework, because notifications break your concentration. Finally, don't use your phone in bed: read a book instead, so you sleep better. You don't have to stop using your phone completely — just use it a bit less. Start today and you'll see the difference. Good luck!

26. Model (film club, about 95 words): 1 Members must arrive by 3.45, because the film starts at 4.00. 2 You mustn't use your phone during the film, so turn it off when you come in. 3 You don't have to watch every film: you can miss a week if you are busy. 4 You have to vote for the next film on Friday, so everybody has a say. 5 You mustn't eat noisy snacks like crisps, because other people want to hear the film. Members should also write a short review of their favourite film for the school magazine.

27. Open. Model: I'm sorry to hear that! When did it start? Does it hurt when you walk or only when you run? I think you should stop running for a few days and rest your knee. Why don't you put some ice on it, wrapped in a towel? You could also talk to your coach. If it still hurts, you must see a doctor before Saturday. If I were you, I wouldn't play if it hurts — you don't want a worse injury.

28. 1 A (have to) · 2 B (had) · 3 C (don't have to) · 4 C (break) · 5 A (shouldn't)

29. 1 should (also *must*) · 2 don't · 3 have (also *need*) · 4 mustn't (also *shouldn't* / *can't*) · 5 Get

30. a don't have to come (also *do not have to come*) · b mustn't smoke (also *must not smoke*) · c had to work · d you should talk · e could ask

31. Model (about 40 words): Hi Sam! I can't come to school tomorrow because I've got flu and a high temperature. The doctor said I have to stay in bed and I should drink lots of water. Can you tell me the maths homework, please? Thanks!

32. Model (about 100 words): Five Things You Need to Know. 1 You have to be at school by 8.00, because the first lesson starts at 8.05. 2 You mustn't use your phone in lessons: teachers can take it until the end of the day. 3 You don't have to bring lunch, because there is a canteen, but you can if you prefer. 4 You have to wear your student card all the time. 5 You don't need to buy all the books on the first day: wait for your teachers' instructions. And one piece of advice: you should join a club — it's the best way to make new friends!