

8 What should we do?

Explaining rules

- 1 Do you have a GPS?
(Would you like one?)
What do people use them for?



- 2 Some people use their GPS to play a new game called *geo-caching*. Someone leaves a container and a message in a public place and other people have to find them. Read the message on the right and find out how to play the game.

Please Read

Congratulations! You've found my geo-cache!

I left this container here and posted its location co-ordinates on the Internet for other people to find. But if you found it by accident, you can play too. You just **have to** follow these instructions.

- 1 You **must** write your name and the time and date you were here in the logbook. This is very important.
- 2 There's a disposable camera in this container. You **don't have to** take a photo of yourself with it, but if you do, I'll post it on our website.
- 3 You **mustn't** take the logbook or disposable camera away.
- 4 There are some small toys and other items in this container. If you want something, you can have it. There's just one condition. You **have to** leave something in its place. You **don't need to** leave anything expensive and you **mustn't** leave anything dangerous, but you **must** leave something.
- 5 One last thing. You **need to** put this container back where you found it – so it's ready for the next person to find.

To learn more about geo-caching, visit our website at:
<http://www...>





3 Do you understand the rules?

- 1 What information do you need to write in the logbook?
- 2 Must you take a photograph with the camera?
- 3 What will happen to your photograph?
- 4 Can you take anything you want from the container?
- 5 Can you take the container home with you?

4 Look at the phrases in **bold** in the message.

- 1 Find three phrases that mean something is necessary or obligatory.
- 2 Find their negative forms.
- 3 Do they all mean the same thing? What do they all mean?

5 Complete the rule. Write *don't have to*, *mustn't*, and *don't need to* in the correct spaces.

must, have to, and need to

In their positive form, *must*, *have to*, and *need to* have a similar meaning. We use them to say something is necessary or obligatory. But in their negative form, the meanings are very different.

To say something is wrong or prohibited, we use

To say something is not necessary, we use
or

6 Complete the sentences with *don't have to* or *mustn't*.


- 1 It's easy to make a geo-cache and you spend a lot of money.
- 2 You leave your geo-cache in a dangerous place.
- 3 You put things like knives, drugs, alcohol, or fireworks in the container.
- 4 If you find a cache, you leave a message on the website, but it's nice if you do.
- 5 You break these three rules: take something, leave something, and write in the logbook.
- 6 Some people write jokes and stories in the logbooks. It's nice, but you
- 7 Leave the cache where you find it. You move a cache to a new location.
- 8 You leave food in geo-caches, because animals will smell it and destroy the container.
- 9 You be very rich to buy a GPS. They start at about \$100.
- 10 You speak English to play geo-caching. It's played all over the world.

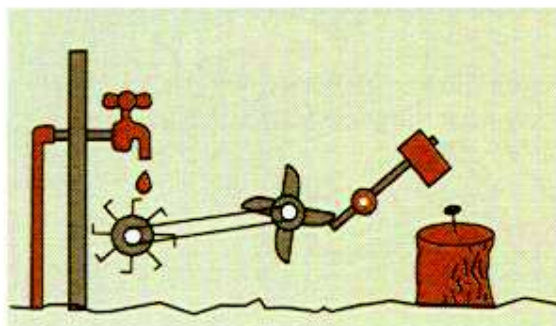
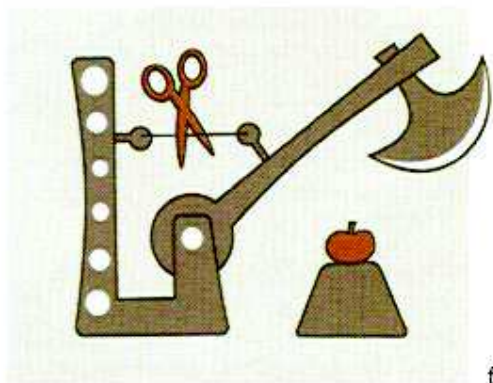
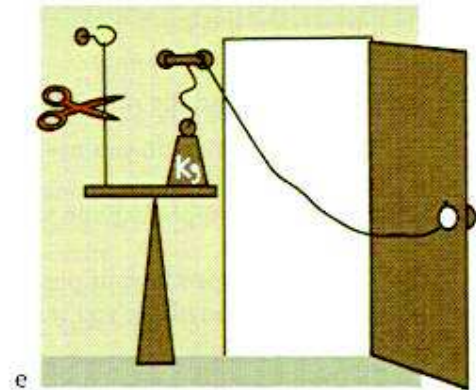
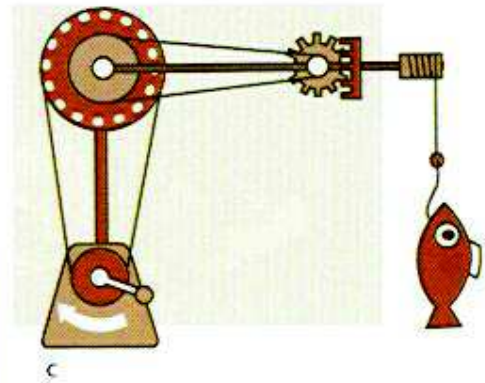
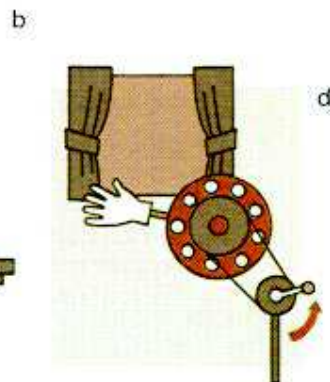
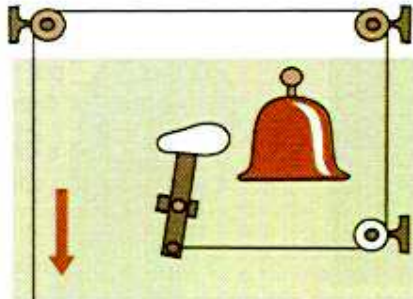
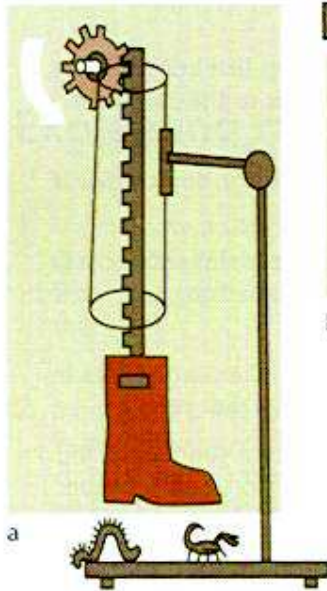
7  Listen to the rules of another game. What game is it? Tell your teacher to stop the recording as soon as you think you know.


8 Work with a partner. Think of a game and prepare to describe the rules to the class. One person writes the rules and the other dictates and checks spelling, grammar, etc. You can choose any game you like, for example, monopoly, hockey, a card game.

9 Take turns to describe your rules, but don't say what the game is. The class must guess.

Making things work

- 1  Listen to a conversation about one of these machines. Which machine is it about?



- 2  They need to change the machine a little. Listen again and draw the changes on the picture.

- 3 Try to remember the missing words and complete the conversation.

A What do you t.....?

B I'm not sure. How d..... it work?

A When someone c..... to the door, they p..... this string.

B So this is a p.....?

A Yes, and these are p.....

B But is there a problem here? Does the hammer move c.....?


A Oh, you're right. It r..... the wrong way.

B The bell n..... m..... over to the other side.

A The direction of the hammer h..... is wrong too. It needs r.....

B Do we need to put something u..... it, to stop it f..... too far?

A Yes, and perhaps it n..... a s..... to pull it back.

- 4  Listen again and check your answers.
Then read the conversation with a partner.

needs doing

We use *need + -ing* to talk about things that require work.

It needs to be moved = It *needs moving*.

It needs to be reversed = It *needs reversing*.

- 5 Complete these sentences. Use the correct form of the verbs in the list.

| | | |
|------------|----------|-------|
| strengthen | sharpen | lower |
| reposition | lengthen | widen |
| enlarge | reverse | raise |
| speed up | tighten | |

Example

The blade's too high. It *needs lowering*.

- The string's too short. It needs
 - The pulleys are too low. They need
 - The handle's in the wrong place. It needs
 - The gears turn the wrong way. They need
 - The support's too weak. It needs
 - The street's too narrow. It needs
 - The hole's too small. It needs
 - The belts are too loose. They need
 - The blades are too blunt. They need
 - It's running too slow. It needs
- 6 Work in groups. Look at the machines in 1. Answer these questions for each one.
- What's it for?
 - What parts and components does it have?
 - What happens when you perform the action indicated by the arrow?
 - Does it work? (If not, what needs doing to make it work?)
- 7 Compare your solutions with the class. Do you all agree?

Damage

- 1 Look at the pictures and find things that are:

| | | |
|-------------|-----------|-------------|
| 1 worn | 5 bent | 9 dusty |
| 2 scratched | 6 dented | 10 corroded |
| 3 chipped | 7 crushed | |
| 4 cracked | 8 frayed | |



- 2 Think of more things that can be worn, scratched, chipped, etc.

- 3 Work with the class.

- 1 Think of something you have that is broken or damaged. Write its name on a small piece of paper.

My garage door opener

- 2 Take turns to describe the problem you're having. Say what needs doing.

It doesn't always work. I think a part is bent or it could be corroded. It needs servicing.

- 3 Collect all the papers and put them in a bag. Shake it up and take turns pulling the papers out. Remember who owns the item, what's wrong with it, and what needs doing.

Dieter has a problem with his garage door opener. He thinks a part is bent or corroded. It needs servicing.