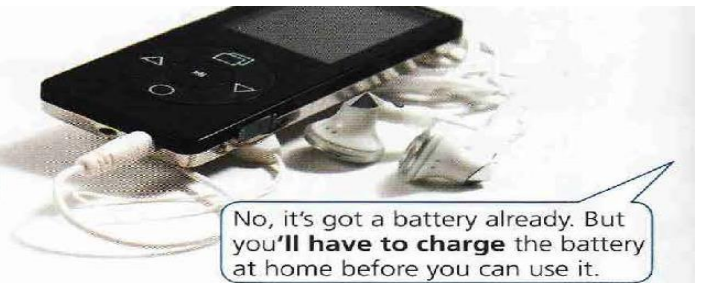




IELTS 4 CLASS HANDOUT

Handout 1

Rules *must*, *mustn't*, *have (got) to*



Do I **have to buy** a battery for it?

No, it's got a battery already. But you'll **have to charge** the battery at home before you can use it.

Form

PRESENT	<i>must</i> ¹	<i>I must go now. You must not (mustn't) smoke here. Must we leave now?</i>
	<i>have to</i>	<i>You have to leave now. They don't have to work today. Do I have to pay?</i>
	<i>have got to</i> ²	<i>I have ('ve) got to pay my phone bill. He hasn't got to work today. Has she got to work today?</i>
PAST	<i>had to</i>	<i>We had to buy a new TV. We didn't have to pay. Did you have to get a visa?</i>
FUTURE	<i>will have to</i>	<i>You'll have to leave soon. We won't have to pay. Will she have to get a visa?</i>

¹ *Must* is a modal verb. *Have to* and *have got to* are not modal verbs.

² *Have got to* is not the same as *have got* (► Unit 26.2).

NATURAL ENGLISH We can ask questions with *must*, but it is more common to use *have to*:
Must we answer all the questions? → ***Do we have to answer all the questions?***

Positive rules and necessary actions

We use *have to* to say that something is necessary, or is a rule:

*The taxi's here. We **have to leave** now. (necessary)*
*All car passengers **have to wear** a seat belt. (a rule)*
*Do I **have to buy** batteries? (Is it necessary?)*

NATURAL ENGLISH In informal British English we often use *have got to*. It means the same as *have to*.

We also use *must* but it is less common than *have (got) to*. We usually use *must* for

- a rule given by the speaker to another person, or to himself/herself:
*You **must wear** your coat; it's cold outside. (parent to young child)*
*I **must lose** some weight. (I think I should do this.)*
- instructions (often in writing and with a passive verb):
*Answers **must be written** in ink. (exam instructions)*

We don't use *must* or *have got to* for past or future situations, we use forms of *have to*:

PAST *We **had to have** visas to visit China last year.*

FUTURE *You'll **have to charge** the battery before you can use it.*

Negative rules

We use *can't* or *not allowed to* to say that there is a rule NOT to do something:

*You **can't smoke** here. We're **not allowed to use** calculators in the exam.*

We can also use *must not*, but usually only for explaining rules and in instructions:

*Remember, children, you **mustn't ride** your bikes on the grass.*
*These lights **must not be used** outdoors.*

To talk about negative rules in the past or future we use *be allowed to* (► Unit 52.3):

*I **wasn't allowed to do** that when I was a child. We **won't be allowed to check in** until later.*

If there is NO rule to say something is necessary, we use *don't have to*, NOT *mustn't*.

Compare: *You **don't have to eat** in here, you can eat outside if you prefer. (You have a choice.)*
*You **mustn't eat** in here. (You don't have a choice. You have to eat somewhere else.)*

Practice

1 Write the words in the correct order to make sentences or questions.

🔊 3.32 Listen and check.

0 has the see dentist Clare tomorrow to
Clare has to see the dentist tomorrow.

1 got he has wear a uniform to ?

2 application form we to had get an

3 to will mobile phone a Serena have get new

4 did to wait you a long time have ?

5 leave guests before must midday their hotel rooms

2 GRAMMAR IN USE Choose the correct words in *italics>. In two places, both answers are correct.* 🔊 3.33 Listen and check.

FAQs

Setting up a broadband connection and wireless network in your home.

▶▶ My wireless network is very slow and sometimes it doesn't work. What can I do to improve it?

The most important thing is the position of your router (the machine that sends out the wireless signals). You (0) *are allowed to* / *have to* put it in the centre of the house. And it (1) *mustn't be* / *doesn't have to be* next to a TV or computer as they may interrupt the signals.

▶▶ I've only got one phone line. (2) *Do I have to* / *Must I* have a second line for a broadband connection?

No, you (3) *don't have to* / *mustn't* have a separate phone line, you can use one line.

▶▶ I don't have a phone line in my house but my neighbour's phone line runs across the front of my house. (4) *Am I allowed to* / *Have I got to* use his line for my Internet connection?

No. You (5) *don't have to* / *aren't allowed to* use somebody else's phone line; it's illegal! In any case, it wouldn't work. You will (6) *must* / *have to* get your own phone line, I'm afraid.

▶▶ Is it true that (7) *you have to* / *it must be to* set up a special password?

No, you (8) *haven't got to* / *don't have to* set up a password for your router, but it is a good idea to do so, as it will prevent other people using your connection.

3 Find five more mistakes and correct them. Tick (✓) the correct sentence.

0 Sylvia has to wear a uniform because she is a nurse. ✓

00 Henry has ^{got} get to wear glasses for reading.

1 Caroline must to do more exercise.

2 Do you got to take your holiday before the end of August?

3 You must lock the doors at night.

4 The car is very dirty; you've got wash it.

5 Have you allowed to park there?

6 Darren must wear glasses when he was young.

Necessary and unnecessary actions

need, needn't, don't have to/need to



need as a modal, need to

Need can be a modal verb (► Unit 46), but the only modal forms that we use are *needn't* and *needn't + have + past participle*:

You needn't leave yet, it's early. You needn't have done that report.

We generally prefer to use *need to*, which is a regular verb, with the usual verb changes:

You need to leave now. Do I need to buy batteries?

She does not (doesn't) need to do it. We didn't need to charge the battery.

need + -ing/infinitive ► Units 67.4 and 85.4

Necessary actions

We can use *need to*

- to say that something is physically necessary: *I'm tired. I need to get some sleep.*
- when we believe that something is necessary or important: *He really needs to lose weight.*
- to mean *have to* (► Unit 49): *You need to score 60% to pass the exam.*

PAST *Jane's condition was quite serious. She needed to stay in the hospital overnight.*

FUTURE *You'll need to get some photos for this passport application.*

Unnecessary actions, present and future

We use *needn't/don't need to, don't have to* or *haven't got to* to say that something isn't necessary or isn't a rule:

You needn't take any food – lunch is provided. (It isn't necessary.)

You don't need to buy a battery – it already has one.

Men don't have to do military service in Britain. (It isn't a rule.)

There's no rush. We haven't got to leave yet.

We use *won't need to* or *won't have to* for unnecessary future actions:

You won't need to bring any extra money on Friday, everything is included in the price.

I won't have to wait for long; the bus comes every ten minutes.

Unnecessary actions in the past

We use *didn't need to* or *didn't have to* to say that something wasn't necessary in the past.

We don't know if the action happened or not:

The pain went away so I didn't need to see a doctor. We didn't have to pay – it was free.

We use *needn't + have + past participle* to say that an action happened in the past although it wasn't necessary:

You needn't have brought a camera. You can use mine.

You needn't have gone to a photographer's. There's a photo machine at the station.

Compare:

Carol needn't have taken a towel. The gym provides them free of charge.

(Carol took a towel but it wasn't necessary.)

Carol didn't need to take a towel. The gym provides them free of charge.

(We don't know whether Carol took a towel or not.)

Practice

1 Match the two parts of the sentences.

- 0 Tomorrow's meal is included in the price so
1 My rent is really high so
2 It's going to be an expensive evening so
3 The prices at the holiday resort were much cheaper than I expected so
4 My parents paid for everything yesterday so
5 We went on a really long holiday last year so
- A I need to earn lots of money.
B I needed to take plenty of money.
C I needn't have taken so much money.
D I didn't need to take any money at all.
E I won't need to take any money.
F I'll need to take lots of money.

2 Match sentences A–H with 1–7. Then write a suitable form of *need* in the gaps.

▶▶ 3.34 Listen and check.

- A There was no rain last summer and the grass didn't grow.
B John cut his hand badly while he was cooking yesterday.
C My parents changed their plans and didn't come to stay with us last month.
D My brother doesn't have any money.
E Helen is going on holiday next week.
F Maria's just painted her house.
G Adam's got fantastic eyesight.
H There are some tomatoes in the fridge.

- 0 *E* She *'ll need to* buy a new suitcase before she leaves.
1 He get a job.
2 He wear glasses.
3 We tidied up the guest bedroom.
4 She paint it again for several years.
5 We cut it at all.
6 We call an ambulance.
7 You bought any.

3 GRAMMAR IN USE Complete the conversations with the words from the box.

▶▶ 3.35 Listen and check.

didn't need to do I need to don't have 'll need to
~~need to~~ needn't have needs to won't need to

- 1 CUSTOMER I'd like to join the sports club.
RECEPTIONIST Right. You (0) *need to* fill in this form. Then, after we've processed the form, you (1) make an appointment for a health check. Each new member (2) have a health check before using the equipment.
CUSTOMER Oh. I (3) do that at my previous club.
RECEPTIONIST Well, we have a very strict policy here. But don't worry, it's only an interview. You (4) to see a doctor or anything like that.
- 2 CUSTOMER Here's my camera. I'd like to get some prints made.
ASSISTANT Oh, you (5) brought in the camera. All we need is the memory card.
CUSTOMER And I want to take some more photos. (6) buy more film?
ASSISTANT No, you (7) do that, it's a digital camera. You just delete the pictures and use the space on the memory card for your new photos.

Handout 2

THE UNSTOPPABLE RISE OF BURGERS AND FRIES

A It is astonishing to contemplate how popular junk food has become, given that the first fast food restaurant in the US only opened its doors a mere century ago. Since then, high-calorie processed meals have taken over the world, with multinational restaurant chains aggressively chasing levels of growth that show no signs of slowing down. Much of this expansion is currently taking place in less developed parts of the world, where potential for customer loyalty is seen as easier to develop, but it is not just in these areas where such growth is visible. Indeed, a recent study from the University of Cambridge found that the number of takeaways in the United Kingdom rose by 45 percent between 1997 and 2015. This explosion in the takeaway trade is not an inevitable outcome of what we call “progress”. On the contrary, it comes in the face of an increasing body of evidence that we are heading for dietary disaster.

B Yet, despite nutrition experts’ best efforts to educate people about the dangers of a diet filled with processed food, it appears that the world does not want to listen. Medical specialists point out that, although eating too much unhealthy food is likely to be as dangerous in the long-term as smoking, regular consumption of high-calorie food has somehow become more socially acceptable than ever. While local authorities in some towns and cities have taken measures to combat the rise in this trend by limiting the number of fast food outlets permitted to be open simultaneously, critics argue that people have every right to make their own decisions about what they eat and how they choose to live. However, the way in which we have come to binge on takeaways isn’t only a personal issue of weight gain, or of buying larger clothes. The consequences of mass overconsumption should strike fear into the hearts of everyone.

C Research suggests that there is an evolutionary reason as to why people compulsively overeat – it is simply part of our innate behavior. When humans evolved, we did not have the abundant supply of food that we enjoy today, and so eating was more about survival than pleasure. We became more likely to opt for high-calorie foods, with high fat content, that could sustain us through cold winters when the supply of nourishment became sparse. This explains why a 600-calorie burger seems so attractive: it awakens our primal side, makes us feel well fed, inspires contentment. Processed food stimulates the reward response in our brains, so we feel compelled to overeat, and not necessarily in a healthy way. Junk food acts as a trigger for chemicals such as the “feel-good” dopamine to flood through the brain and induce a sensation of happiness. Meanwhile, high amounts of sugar and sodium (one of the chemicals in salt and other ingredients of fast food) cause a huge surge in blood sugar, pushing it to unnatural levels.

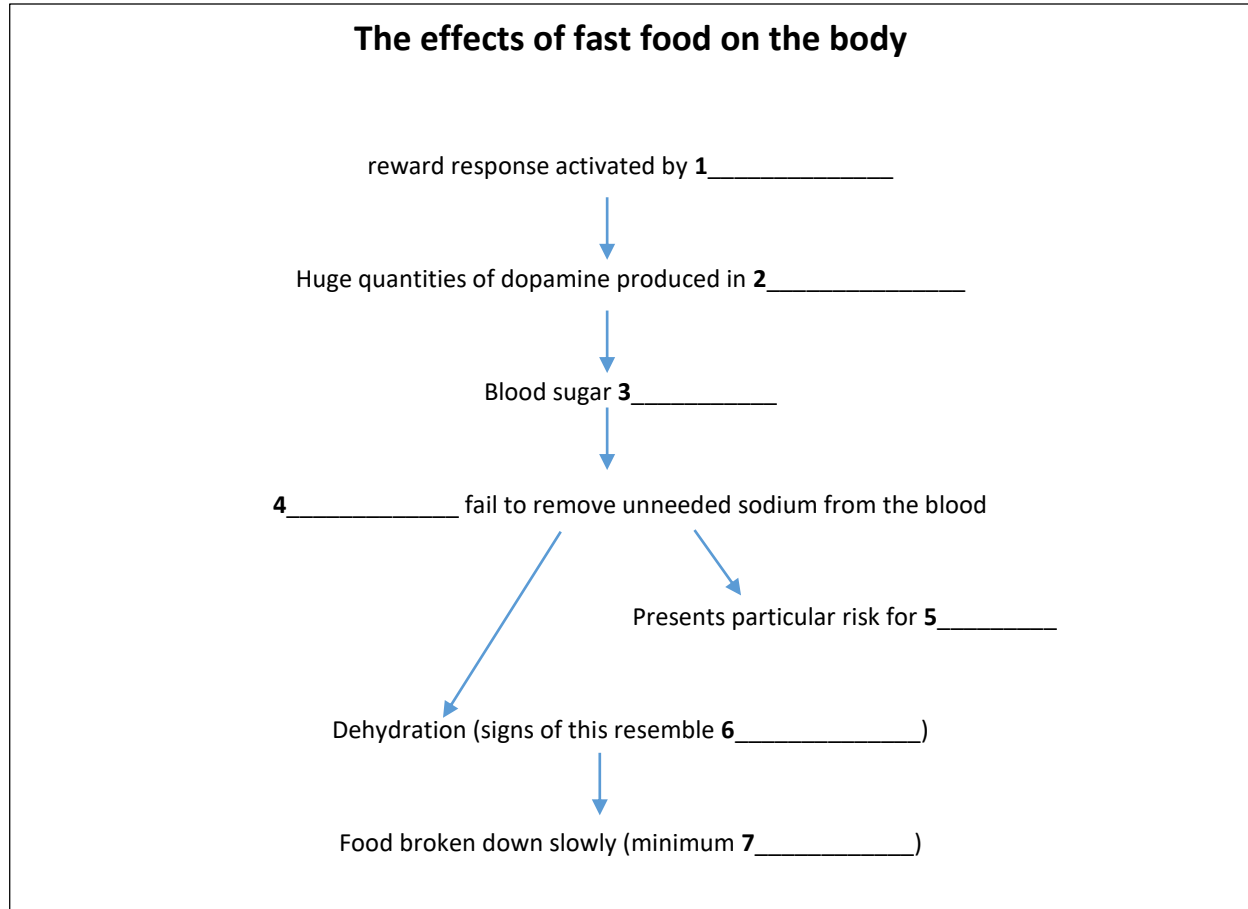
D This occurs within the first few moments of eating a high-calorie meal. From there, routinely processing such high levels of sodium is impossible, and the body's organs are pushed beyond their natural working capacity in trying to do so. The kidneys cannot remove all the excess salt from the blood, and thus an overdose of sodium causes the heart to pump faster while transporting blood through the veins. There are multiple dangers of high blood pressure, especially for the elderly and in the long-term. Sodium taken on in such quantities can lead to dehydration, a condition whose symptoms are extremely similar to hunger, and this leads to a painful truth: as soon as you have finished your junk food meal, you immediately start to crave another. Thereafter, the body starts to digest the food. Usually, this takes between four and 12 hours, but with fast food, where the fat content is so much higher, the same process lasts at least three days.

E A number of studies have shown how young people can become even more addicted to junk food than adults. When a child eats a burger, the same neurological process occurs as in their parents: their brain's reward system is awoken, dopamine is released, a spontaneous feeling of excitement results, their blood sugar rockets, and so on. An adult can apply their maturity to understand that this thrill is not entirely without drawbacks, and that they need to control the urge to eat more. However, a child cannot necessarily see any negative consequences to this urge and the potential effects of their lack of self-control, so they find it far more difficult to exercise restraint and moderate their food consumption.

F It is common to read or to hear criticism of the junk food industry that does so much to promote the overconsumption of its products. But it does not appear that any of this criticism is changing widespread dietary habits in any substantial way. What is more, the humble burger has been elevated to such a point that many people no longer see it as simple, on-the-go food. It has arguably become a stylish and aspirational part of one's daily diet. Consider, for example, how some television companies recently made several series of programs encouraging unnecessary overeating, in which the host devours dish after dish of unhealthy, fatty meals until they are full – and then far, far beyond. While such glamorization exists, it is difficult to see how our collective march towards a global obesity crisis can ever be halted.

Questions 1-7

For each question, choose **NO MORE THAN TWO WORDS** from the text to complete the flow-chart.



Questions 8-10

For each question, choose **ONE WORD ONLY** from the text to complete the table.

ADULT	CHILD
Eats – dopamine released Reward system activated	Eats – dopamine released Reward system activated
Can understand negative consequences Rationalizes excitement by relying on 8 _____	Cannot understand negative consequences Unable to resist the 9 _____ to consume more food
Can hold back cravings Stops eating	Does not show 10 _____ Continues to eat

THE GROWING GLOBAL THREAT OF ANTIBIOTIC RESISTANCE

Antibiotics have been one of humanity's success stories for hundreds of years, being responsible both for saving the lives of millions of patients and for helping scientists to take enormous steps in the fields of medical and surgical treatment. But this success has come to a price. The growing resistance of many bacterial strains to the curative effects of antibiotics is such a concern that it has been referred to, in some quarters, as the greatest threat to our continued existence on earth. We have become careless, it is argued, not only in our reliance on the quick fix of medicine if we feel even slightly under the weather, but also in taking the availability of antibiotics for granted, using them incorrectly, not following the prescribed dosage. This has given rise to a new form of superbacteria, a type which is able to fight off antibiotic treatment with ease.

Although their resistance to antibiotics has been built up over a long period of time, bacteria actually replicate extraordinarily quickly, and any resistance developed is also duplicated as they divide. In addition, those bacteria carrying resistance genes happen to spread those genes further via "horizontal gene transfer", a process whereby one bacterium passes on the resistance gene from another without even needing to be its parent. What makes the spread of these strains more difficult to control is that it occurs in a cyclical process. In the case of humans, when a person becomes infected and the resistant bacteria set up home in the gut, the sufferer has two choices: look for help or stay at home. In seeking medical assistance, whether through an appointment to visit their local doctor, or taking themselves to hospital, they contaminate other patients, later to be discharged and sent home. Then resistant bacteria then spread out into the local community. This is also the end result if the infected person decides not to seek any medical assistance at all: they keep the bacteria at home and allow them to breed without treatment.

Livestock also play their part in dispersing these newly evolved, bullet-proof microorganisms into the food chain. The resilient bacteria do not discriminate between man and beast, and so animals play host to the very same bacteria as are found in humans, with the end result that our farms and abattoirs have become breeding grounds for inter-species infection. In fact, even after slaughter, these bacteria can easily survive on animal carcasses, remaining alive and reproducing until the point of purchase and beyond, eventually invading our systems when we ingest the flesh as infected meat. So is the answer simply to become a vegetarian? Sadly not. The very same resistant bacteria will leave a host animal's gut in the form of faeces, which are employed in agriculture as manure to support food crops. From there, the wheat, maize and corn that are grown for human consumption transport bacteria into our bodies. There really is no escape.

That said, there is always something that can be done to try and minimize any risk, however much of a lost cause it might seem. In 2014, after accumulating data from 114 countries, the World Health Organization (WHO), issued a set of guidelines intended to tackle the increasing problem of resistance. Doctors and pharmacists were advised to avoid prescribing and dispensing antibiotics as much and as often as possible. Only when treatment is utterly necessary should they resort to doing so, while the greatest of care should be taken to ensure that the antibiotics they provide are the correct ones to treat the illness. In turn, the general public must play their

part by only taking antibiotics as prescribed by a doctor, as well as making sure they see out the full course, even if they feel better before the antibiotics are finished. Additionally, they should never share their medication with others or – astonishing as it may seem that this would need to be stated – buy drugs online.

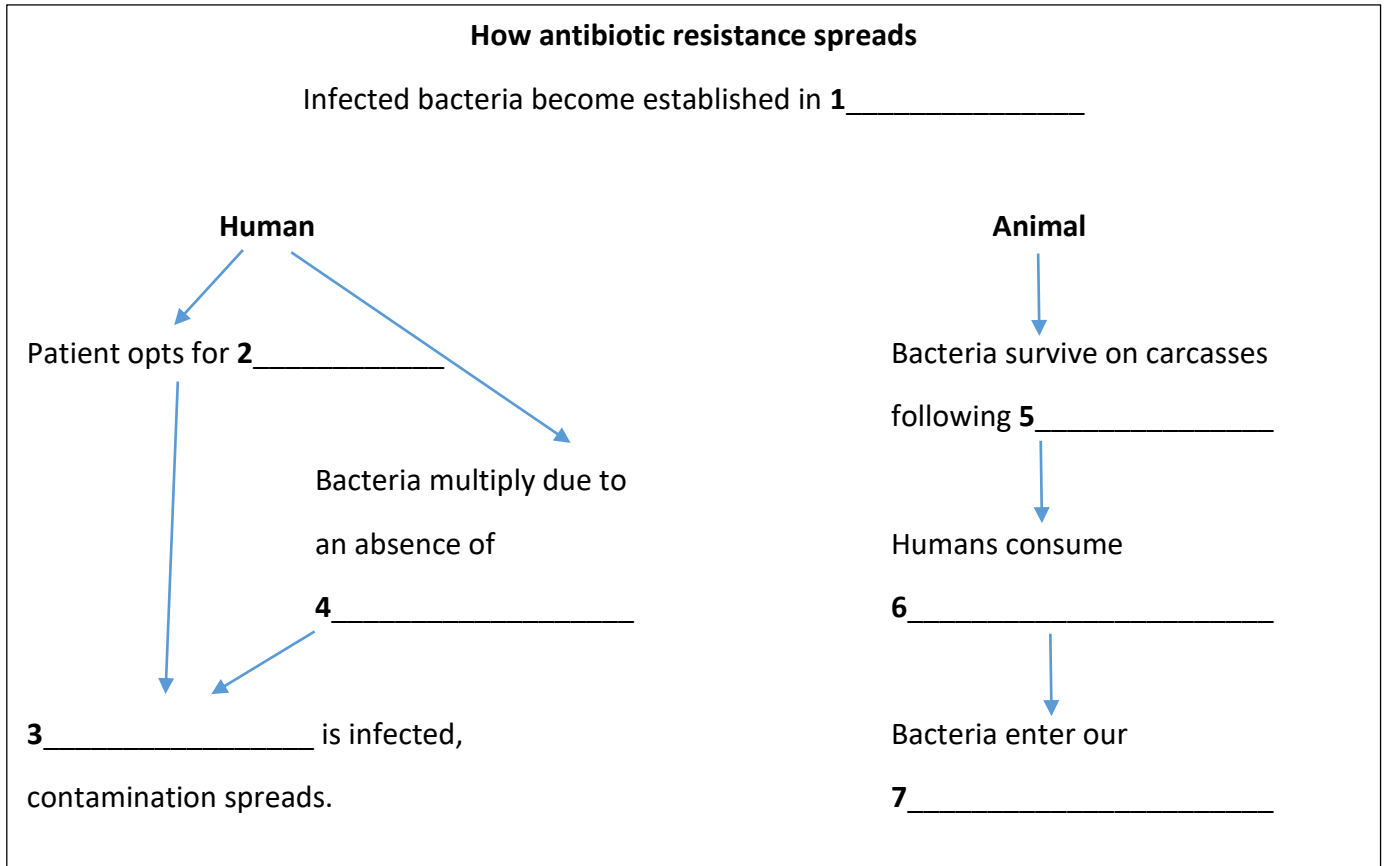
Away from the individual and onto organizations, the WHO has urged policymakers to invest in laboratory capacity and research to track increasing drug resistance as it happens, over time. Our leaders and governors were also advised to ensure that use of antibiotics is strictly regulated, something that can only be achieved through cooperation between themselves and the pharmaceutical industry. If innovation in research were encouraged, and new tools developed, the WHO argued, the threat might yet be contained. But herein lies the biggest challenge of all. Antibiotic development has slowed down considerably over recent decades as the pharmaceutical industry becomes ever more governed by profit margins. Since they are used for a relatively short time, and are often effective in curing the patient, antibiotics are nowhere near as lucrative as the drugs that treat long-term disorders, such as diabetes or asthma. Because medicines for chronic conditions are so much more profitable, this is where pharmaceutical companies invest their time and money. A further stumbling block is the relatively low cost of antibiotics, newer examples of which tend to cost a maximum of £ 1000 to £ 3000 per course. When compared to cancer chemotherapy, for example, a process of treatment that costs tens of thousands of pounds, the discrepancy becomes impossible to mend.

As a race, humans have seen remarkable health benefits over the years as a huge number of illnesses have been treated by antibiotics, but we now face a global emergency as antibiotic-resistant bacteria are beginning to emerge more rapidly and frequently than ever before. Not only has this created a potential health crisis, since we are increasingly unable to provide the sick with treatment as a result of worldwide overuse of these drugs, but it is also unlikely to be tackled any time soon, as the powerful pharmaceutical companies are primarily driven by profit and see little benefit in creating and researching new antibiotics. It simply does not work on the balance sheet, and so it falls to governments and individuals around the world to find ways to manage the crisis. Coordinating such efforts will not be easy.

Questions 1-7

Complete the flow-chart below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.



Questions 8-11

Complete the table below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Recommendations from World Health Organization

Medical professionals	General public
<ul style="list-style-type: none"> • Only prescribe antibiotics when there is no alternative • Prescribe or dispense correct treatment on a case-by-case basis 	<ul style="list-style-type: none"> • Only take antibiotics prescribed by a doctor • Take the complete 8 _____. • Avoid 9 _____ purchase of medication.
Governments/Polymakers	Pharmaceutical industry
<ul style="list-style-type: none"> • Give money towards increasing 10 _____ with which to monitor the continuing development of resistance to antibiotics 	<ul style="list-style-type: none"> • Co-operate with policymakers to fund new kinds of research in order to find 11 _____ with which to fight the threat of antibiotic resistance.

Handout 3

Some children receive almost no encouragement from their parents regarding their performance at school, while other children receive too much pressure from their over enthusiastic parents which can have a negative impact on the child.

Why do you think some parents put too much pressure on their children to perform well at school?

What do you think the role of a parent should be in their child's education?

Nowadays, some people contend that hard strike-style behavior is the most suitable one in confrontation with their children's performance at school. Others, however, take it for granted and let their children find their direction by themselves as far as education is concerned. The question is why the learning method which is based on the parents' severe control and supervision seems to be the only solution for some parents. I am going to shed some light on this issue and also illustrate the appropriate role of the parents about their children's education.

Some people put their children under too much pressure for being the most studious student in their classroom for two main reasons. Firstly, these kind of people want to seek their unfulfilled dreams in their children via striking regulations for their education almost unconsciously. As they contribute their own lack of success to not having had proper studies at school, they tend to put their children under pressure to guarantee their future. Secondly, such parents opine that one way to prove to others that they are doing their parenting job well, is for their offspring to gain marvelous results in their education and hence, they will accept nothing but success from them.

It is a widely held belief that the pivotal role of the parents in the educational life of their children is the key to their success. Moderation in studying supervision is the first and the most important factor that can be done to assist a child to be directed to the correct educational path. But put, the child should be given the freedom to make a balance between the amount of time that he dedicates to both studying and playing. Being around other hard working students, in addition, can be counted as another motivational factor for the children. The preparation of some classmate reunions at home for doing assignments, as an example, can be beneficial for the child in making progress in their lessons.

To put it in a nutshell, while learning educational courses is excessively important, the role of playing and entertainment in developing the child's brain should not be neglected and hence the role of the parents is to make a balance between the time of studying and playing for their children, rather than putting too much pressure on them.

Essay Outline:

Nowadays, some people contend that hard strike-style behavior is the most suitable one in confrontation with their children's performance at school. Others, however, take it for granted and let their children find their direction by themselves as far as education is concerned. (Paraphrase of the question) The question is why the learning method which is based on the parents' severe control and supervision seems to be the only solution for some parents. I am going to shed some light on this issue and also illustrate the appropriate role of the parents about their children's education. (plan of the essay)

Some people put their children under too much pressure for being the most studious student in their classroom for two main reasons. (Topic sentence) Firstly, these kind of people want to seek their unfulfilled dreams in their children via striking regulations for their education almost unconsciously. As they contribute their own lack of success to not having had proper studies at school, they tend to put their children under pressure to guarantee their future. Secondly, such parents opine that one way to prove to others that they are doing their parenting job well, is for their offspring to gain marvelous results in their education and hence, they will accept nothing but success from them. (Reasons and supporting ideas)

It is a widely held belief that the pivotal role of the parents in the educational life of their children is the key to their success. (Topic sentence) Moderation in studying supervision is the first and the most important factor that can be done to assist a child to be directed to the correct educational path. Butter put, the child should be given the freedom to make a balance between the amount of time that he dedicates to both studying and playing. Being around other hard working students, in addition, can be counted as another motivational factor for the children. The preparation of some classmate reunions at home for doing assignments, as an example, can be beneficial for the child in making progress in their lessons. (Reasons and supporting ideas)

To put it in a nutshell, while learning educational courses is excessively important, (Brief paraphrase of the question) the role of playing and entertainment in developing the child's brain should not be neglected and hence the role of the parents is to make a balance between the time of studying and playing for their children, rather than putting too much pressure on them. (Conclusion and personal opinion)

The role of education is to prepare children for the modern world. Schools should cut art and music out of the curriculum so that children can focus on useful subjects such as information technology.

To what extent do you agree?

Nowadays, education has a vital role in individuals' life. Some people believe that schools should drop the music and art classes out of their schedules, while the others opine that artistic activities have their own merits and should not be removed from children's school life. I strongly agree with the second group and in the following paragraphs, I will discuss both sides of the argument.

Those who believe in the omission of art subjects from school syllabus, are of the opinion that the main criteria for satisfaction in life is money and income. As most artist struggle to make ends meet, these people believe that schools should only focus on subjects that could help students find a well-paid career in the future. Expenses required for these courses, furthermore, is the second reason why they disagree with their child taking classes such as music, as they are worried they might not be able to afford the required expenses.

However, in my perspective, an ideal society needs artists and musicians, as much as it needs engineers for creating and inventing new technology, and doctors for curing illnesses. Some children, first of all, have inborn music or artistic gifts, which can be explored by their teachers in the school so that they can choose to be artists or musicians in the future, but if schools do not devote a specific time for artistic courses, they may never find out about students' talents, as a case in point, and it is a waste of potential. Due to the experts' belief, artists can moreover boost the spirit of communities and improve the social and mental concepts of all citizens, which in light of the recent events all around the globe, is of utmost importance.

To sum up, regarding the controversy of teaching art at schools, I believe that arts and music lessons have equal importance and value like other lessons, and if every student has a chance to explore their abilities and talents in any area, such as technologies or arts, they can choose a suitable career in the future, and become a more successful person in their life.

Essay Outline:

Nowadays, education has a vital role in individuals' life. (Motivator) Some people believe that schools should drop the music and art classes out of their schedules, while the others opine that artistic activities have their own merits and should not be removed from children's school life. (paraphrase of the question) I strongly agree with the second group and in the following paragraphs, I will discuss both sides of the argument. (Writer's opinion and the plan of the essay)

Those who believe in the omission of art subjects from school syllabus, are of the opinion that (Topic sentence) the main criteria for satisfaction in life is money and income. As most artist struggle to make ends meet, these people believe that schools should only focus on subjects that could help students find a well-paid career in the future. Expenses required for these courses, furthermore, is the second reason why they disagree with their child taking classes such as music, as they are worried they might not be able to afford the required expenses. (Reasons and supports)

However, in my perspective, an ideal society needs artists and musicians, as much as it needs engineers for creating and inventing new technology, and doctors for curing illnesses. (Topic sentence) Some children, first of all, have inborn music or artistic gifts, which can be explored by their teachers in the school so that they can choose to be artists or musicians in the future, but if schools do not devote a specific time for artistic courses, they may never find out about students' talents, as a case in point, and it is a waste of potential. Due to the experts' belief, artists can moreover boost the spirit of communities and improve the social and mental concepts of all citizens, which in light of the recent events all around the globe, is of utmost importance. (Reasons and supports)

To sum up, regarding the controversy of teaching art at schools, (Brief paraphrase of the question) I believe that arts and music lessons have equal importance and value like other lessons, and if every student has a chance to explore their abilities and talents in any area, such as technologies or arts, they can choose a suitable career in the future, and become a more successful person in their life. (Conclusion and writer's opinion)

Handout 4

EXAM SKILLS

14 ▶

Listen and answer questions 1–10.

67

Questions 1–4

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.

- 1 The Eastern side of the island of New Guinea, Papua New Guinea, became an _____ in 1975.
- 2 Only 18% of the inhabitants of Papua New Guinea reside in _____.
- 3 Papua New Guinea tribes should be seen as separate _____.
- 4 There are a small number of tribes who have had no _____ with neighbouring groups and the world beyond.

Questions 5–10

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Tribes of Papua New Guinea

Huli-Wigmen

- 40,000 members
- decorate their faces with 5 _____
- have belts of pigtails, apron of leaves, wigs made of own hair
- do dances which imitate local birds

Asaro mud men

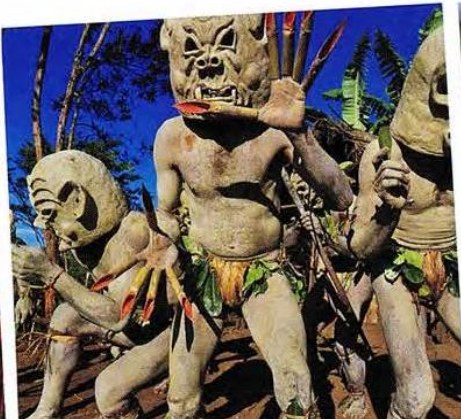
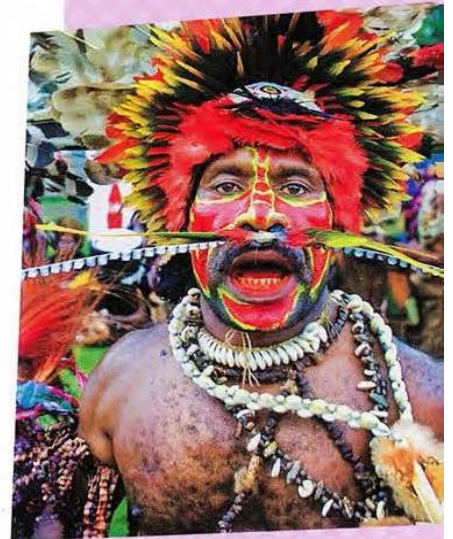
- cover their bodies in mud to resemble 6 _____ in order to frighten off other tribes
- have very long fingernails
- put on 7 _____ to make themselves look fiercer

Chimbu skeleton dancers

- Men and women used to live in separate houses.
- Now families live together.
- Now perform dances for the benefit of 8 _____.

Mount Hagan Sing-Sing

- Over 50 tribes take part.
- Begun by 9 _____ in 1961 to bring together tribes in peace.
- Tribespeople wear headdresses made of flowers, shells and feathers.
- Some loss of authenticity, such as the replacement of 10 _____ dyes on their wonderful costumes with artificial ones.




Before you start

- 1 Read Danny's blog and his phone conversation with his father. Look at the highlighted grammar examples.

21 May

ARRESTED!
DANNY GOODMAN



Sorry it's been a long time folks, but I'm just back from my trip to the States to go to my cousin's 21st birthday party, and guess what ... I was arrested! You see, I'd taken some medicine for my fear of flying – going to the States was the longest journey I'd done. The box said to take two, but it was a long flight and I thought 'I'll take four **in case two don't last long enough**.' Four was obviously too many: they made me aggressive and I behaved rather badly on the plane back. It's so annoying – **if I wasn't so afraid of flying, I wouldn't have taken anything!** Anyway, the police officer said, 'The airlines always call us if **someone causes a problem** on a plane. It's very serious.' I apologised, but they took me to the police station. I called my Dad ...

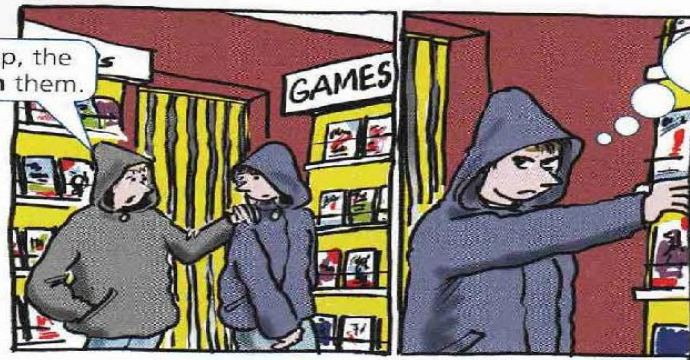
- DANNY The police have arrested me, Dad. I took some medicine for my fear of flying on the way home from Las Vegas, and apparently I became aggressive and upset the passengers next to me. I can't remember. Anyway, can you come? I'm sure the police **would believe you if you talked to them**. You know **I wouldn't ask you to do this unless I had to**, but I'm really worried.
- DAD Of course. I'll come straight away. Are they treating you well?
- DANNY Yes, but they want me to sign a written statement.
- DAD **I'd rather you didn't do that**, Danny. I'll call my lawyer – wait until he gets there.
- DANNY Oh, OK. It's stupid – **if I hadn't taken that medicine, I'd be home now**.
- DAD Yes, well, **if you hadn't accepted that invitation to your cousin's party, this wouldn't have happened ...**

- 2 Now read the sentences and choose the correct words in *italics*. The highlighted grammar examples will help you.

- 1 Notice: we always inform the police if you *will steal* / *steal* from us! ➤ Unit 54
- 2 It's freezing outside. Take your coat *if* / *in case* you have to wait for the bus. ➤ Unit 54
- 3 I would invite her to the party if I *know* / *knew* her phone number. ➤ Unit 55
- 4 We wouldn't ask you to help us *unless* / *in case* it was necessary. ➤ Unit 55
- 5 If you had arrived on time, we *won't* / *wouldn't* have missed the train. ➤ Unit 56
- 6 If we hadn't met in the hospital, we would both still *be* / *have been* single! ➤ Unit 57
- 7 I wouldn't have agreed to marry you if I *didn't* / *don't* love you! ➤ Unit 57
- 8 Do you have to stay in Canada? We'd rather you *come* / *came* home. ➤ Unit 58

Present and future conditions

If people **steal** from this shop, the store detectives always **catch** them.



They **won't** catch me **if** I run fast enough!

Present conditions (zero conditional)

A conditional sentence has two clauses.

the condition (*if*) clause

the result clause

If people steal from this shop, the store detectives always catch them.

The *if* clause can come before or after the result clause.

We use the **zero conditional** to describe real situations that can happen at any time, or one event that always follows another. We can use *when* instead of *if*:

If/When we talk to the baby, she smiles.

We often use this conditional form, with the **imperative** in the result clause, for rules and to give instructions:

*If the lift **breaks down**, **press** the alarm button.*

*If you **arrive** after the start of the performance, please **wait** outside until the first interval.*

With this meaning, we use *if*, not *when*, in the *if* clause.

*X ~~When a red light comes on, call the technician.~~ ✓ If a red light comes on, **call** the technician.*

Future conditions (first conditional)

We use the **first conditional** to talk about the results of a POSSIBLE future condition, one we think is likely to happen:

*If they **catch** you, they'll **call** the police. If I **don't see** you at the gym, I'll **give** you a call.*

Note the comma after the conditional clause when it comes before the result clause. If the conditional clause comes after the result clause, a comma is not necessary:

They won't catch me if I run fast enough.

In the first conditional the *if* clause describes the future but uses the present tense, not *will* or *won't*:

*X ~~If Jan will get the job, he'll move to New York.~~ ✓ If Jan **gets** the job, he'll move to New York.*

We can use the present continuous in the *if* clause, and *can* or *might* in the result clause:

*If it's **raining** tomorrow, we **might not** go to the festival.*

We can make offers and warnings that depend on a future condition:

*If you **wait** there for a minute, I'll **get** you a few brochures.*

*If you children **don't stop** fighting, I'll **come and stop** you myself!*

Alternatives to *if*

<i>unless</i>	<i>I won't wash your car unless you pay me. (if you don't pay me)</i>
<i>in case</i>	<i>Take an umbrella in case it rains. (It might/might not rain but you will be prepared.)</i>
<i>even if</i>	<i>I won't wash your car even if you pay me! (if you pay me or not)</i>
<i>provided/ as long as</i>	<i>You can borrow the car provided I have it back by six o'clock. (I must have the car back by six o'clock.)</i>

Practice

1 Match the two parts of the sentences. 3.41 Listen and check.

- | | |
|-------------------------------------------|-------------------------------------------------|
| 0 When you book a superior room, | A we can provide a choice of meat-free dishes. |
| 1 If you take items from the minibar, | B room service can provide snacks. |
| 2 If the fire alarm sounds, | C we provide fresh fruit and flowers every day. |
| 3 If you eat in the hotel every evening, | D we'll give you a discount on your meals. |
| 4 If you require a vegetarian meal, | E we will add them to your bill on departure. |
| 5 If you require a meal after 10.00 p.m., | F leave the building immediately. |
| 6 When you check out, | G don't forget to hand your key to reception. |

2 **GRAMMAR IN USE** Write the verbs from the box in the correct form to make first conditional sentences. Use *will* or *might (not)* in the result clause. 3.42 Listen and check.

be able to / not have confuse / allow not cover / see
~~get / steal~~ not have / not be tell / not return

Credit card fraud – the facts

If a credit card thief *gets*..... the chance, he *will steal*..... your card or your money. How can you prevent this? There are several ways:

- 1 Always cover your PIN number when you use it. If you it, someone it.
- 2 Don't talk to people at the cash machine – a thief you by talking to you if you him to.
- 3 You need good security on your computer – thieves get into your accounts if you proper security.
- 4 When you buy something on the Internet, make sure the website has a 'locked' symbol. If it one, it secure enough.
- 5 Don't forget, if you your PIN number to another person and your money is stolen, your credit card company your money.



3 Find seven more mistakes and correct them. Tick (✓) the correct sentences.

- 0 If I get the job at Siemens, ~~I move~~ ^{I'll move} to Swansea.
- 1 Take your warm coat tonight if case it gets cold.
- 2 Mike really dislikes Luke and Pete. He won't come to your party unless they come.
- 3 When you go out, don't forget to lock the back door.
- 4 I'll meet you at 6.00, but when my bus is late, don't wait for me.
- 5 If the corner shop won't be open, I can go to the supermarket.
- 6 If I don't eat much during the day, I always get a headache.
- 7 Even my boss begs me to stay, I won't listen to him.
- 8 The taxi won't wait at the airport if your plane will be delayed.
- 9 I'll make some sandwiches provided you get hungry on the journey.
- 10 The match might be cancelled if the weather's really bad.

55 Unlikely/unreal conditions

If we **moved** out of the city, we'd **be** safer.



If this country **had** stricter laws against crime, we **wouldn't have to** move!



1 Second conditional

CONDITION <i>if</i> + past simple	RESULT <i>would (not)</i> + infinitive
<i>If we moved out of the city,</i>	<i>we would (we'd) be safer.</i>
<i>If he wasn't so miserable,</i>	<i>he might* have more friends.</i>
<i>If you lived in the country,</i>	<i>you'd be able to go / you could go horse-riding.</i>

* We use *might* in the result clause to make the result less certain.

2 Unlikely future conditions

We use the **second conditional** for future actions or situations that are possible, but **UNLIKELY**. Compare:

- **FIRST CONDITIONAL** *My boss is pleased with my work. If I get a pay rise this year, I'll buy a new car.* (I think I might get a pay rise.)
- **SECOND CONDITIONAL** *I know I've made a lot of mistakes at work, but if I got a pay rise this year, I'd buy a new car.* (I don't think I'll get a pay rise.)

3 Unreal present conditions

We can use the second conditional for present situations that are imaginary, not real: *If they had stricter laws against crime, we **wouldn't have to move!*** (They don't have these laws.)

*We **wouldn't go** abroad if we **had** hot summers here.* (We don't have hot summers.)

4 Advice

We often use the expression *If I were you, I'd ...* to give personal advice:

If I were you, I'd get a taxi home from the party. (= I think you should get a taxi.)

NATURAL ENGLISH Many people use *was* in this expression. Some people think this is incorrect:

[*I'd get more exercise if I was you.*] ✓ *I'd get more exercise if I were you.*

5 Alternatives to *if*

We can also introduce unlikely/unreal condition clauses with

- **unless** for unlikely conditions: ✓ *I wouldn't ask for your help **unless** I needed it.* but not unreal conditions:

I would be more active ~~X unless I had arthritis.~~ ✓ if I didn't have arthritis.

- **imagine/suppose** to ask about imaginary situations:

Imagine *you had a million dollars, what would you spend it on?* (You don't have a million dollars.)

Suppose *they lived in the country, would they feel safer?* (They don't live in the country.)

FORMALITY CHECK In informal British English, we can also use *say*:

Say you could live anywhere in the world, where would you live?

PRACTICE

1 Choose the correct meaning, A or B.

- 0 If Charles got a pay rise, he'd buy a better car.
A I think Charles will get a pay rise. (B) I think Charles is unlikely to get a pay rise.
- 1 If house prices rise, we'll sell our flat and buy a cottage in the country.
A The speaker thinks house prices will probably rise.
B The speaker thinks house prices probably won't rise.
- 2 If I were you, I'd take the train to Cornwall; it's more relaxing than driving.
A I'm giving advice. B You've taken the train before.
- 3 If I had a mobile phone, I'd call the police.
A I might call the police. B I can't call the police.
- 4 Suppose you had a yacht, where would you sail to?
A You have a yacht. B You don't have a yacht.
- 5 Pablo would be very disappointed if he didn't pass the exam.
A Pablo expects to pass the exam. B Pablo doesn't expect to pass the exam.

2 Write one word only (or a short form) in each gap to make second conditional sentences.

▶▶ 3.43 Listen and check.

- 0 If I moved to another country, I think I would go to Mexico.
- 1 If there more rain here, the countryside be much greener.
- 2 I talk to him right now if I you – he's in a terrible mood.
- 3 there were no borders between countries, wouldn't it wonderful?
- 4 The director wouldn't make any redundancies it really necessary.
- 5 If Jonas you to marry him, what you say?
- 6 I've got an awful voice, but if I sing, I join a choir.

3 GRAMMAR IN USE Read the letter and then complete the responses below, using the underlined parts of the letter to help you. ▶▶ 3.44 Listen and check.

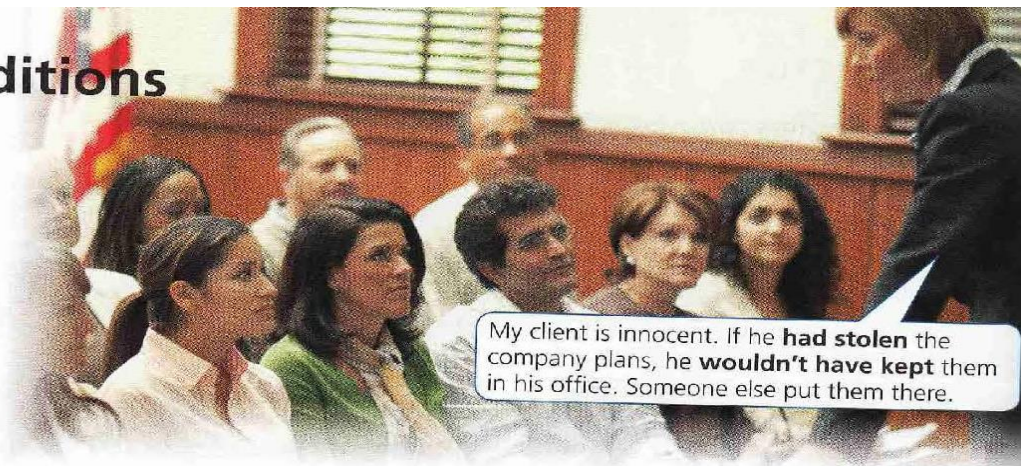
This week's problem

We're really worried about our son at present. He's fifteen and he's just started going round with a gang of older boys who are involved in petty crime. (0) We don't take him to school in the morning, and we know that he doesn't actually go to school a lot of the time – he meets these boys. They go to the cinema and funfairs, and our son uses (1) the money we give him for lunch to go with them. (2) We haven't talked

to our son about this yet, because we're sure (3) he'd just lie to us – he accuses us of treating him like a child and watching him all the time. (4) We really don't know whether to talk to the police about him – it seems so drastic. There's a parents' evening at school next week, so (5) perhaps we should speak to his teachers first. We don't know (6) if there's any way they can help us.

- 0 If you took him to school in the morning, you could make sure he goes inside.
- 1 He wouldn't be able to spend money on funfairs if you
- 2 I would talk to your son if I
- 3 He probably lie to you if you treated him like an adult.
- 4 If I were you I unless you know he has committed a crime. Your son is very young and you don't want the police involved at this stage.
- 5 It would be a good idea if you They might be worried, too.
- 6 The teachers know your son. If you speak to them, they

56 Past conditions



My client is innocent. If he **had stolen** the company plans, he **wouldn't have kept** them in his office. Someone else put them there.

1 Third conditional

CONDITION <i>if</i> + past perfect	RESULT <i>would (not) + have + past participle</i>
<i>If we'd arrived on time,</i>	<i>we'd have flown to Majorca.</i>
<i>If we'd arrived on time,</i>	<i>we wouldn't have missed the flight.</i>
<i>if he hadn't stolen the money,</i>	<i>he wouldn't have lost his job.</i>

We usually use short forms (*we'd, wouldn't, etc.*) in this conditional.

We can also use *could have/might have + past participle* in the result clause:

*If we hadn't lost the semi-final, we **might have won** the tournament.* (less certain than *would*)
*You **could have gone** to university if you'd studied harder.* (= you would have been able to)

NATURAL ENGLISH In American English it is possible to use *would have + past participle* in the *if* clause, but most British English speakers think that is incorrect:

[*I **would have spoken** to you if I **would have seen** you.*]

✓ *I would have spoken to you if I **had seen** you.*

Differences between British and American English ➤ page 352

2 Unreal past conditions

We use the **third conditional** to imagine situations or actions in the past that we know are the opposite of the facts:

*If he **had stolen** the company plans, he **wouldn't have kept** them in his office.*

(We know that he didn't steal the company plans, but we imagine a past where he did this.)

If the past condition happened, we use a negative verb. If it didn't happen, we use a positive verb:

	CONDITION	RESULT
condition happened (I got the job.)	<i>If I hadn't got the job,</i>	<i>I might have stayed in London. I wouldn't have moved to Edinburgh.</i>
condition didn't happen (I didn't get the job.)	<i>If I had got the job,</i>	<i>I would have moved to Edinburgh. I couldn't have stayed in London.</i>

Sometimes we use conditional forms of verbs on their own:

*We were really enjoying the party and **would have stayed** longer.* (... if we hadn't had to leave)

*I **would have liked** to meet your friends from Argentina.* (... if I had had the opportunity)

3 Regrets

We can use the third conditional to talk about regrets from our past, often with *could have*:

*I **could have got** a better job if I'd stayed at university.*

*We **might not have had** the accident if the weather had been better.*

I wish, if only ➤ Unit 58.2

Practice

1 Match the results 1–5 with the conditions A–F. Then complete 1–5 with *would have*, *wouldn't have* or *could have*.

- | | |
|-------------------------------------------------|-----------------------------------------------|
| 0 I <i>would have</i> bought a faster car | A if I'd studied harder. |
| 1 I called you yesterday | B if I'd practised the violin every day. |
| 2 I got a better degree | C if I'd remembered your phone number. |
| 3 I left my parents' home | D if I'd had enough money. |
| 4 I played in an orchestra | E if I'd known how much renting costs. |
| 5 I taken the job | F if I'd realised the company was in trouble. |

2 GRAMMAR IN USE Complete the email, using the correct form of the verbs in brackets.

3.45 Listen and check.

Subject

Hi Mum and Dad

I'm afraid I have to ask you for some money – and I'm very ashamed to tell you about this. You see, I lost my job a few weeks ago. I deserved it because I upset a customer – if I hadn't been rude to the customer, my boss (0) *wouldn't have fired* (fire) me. And I was in debt because of the car – obviously, I wouldn't have got into debt if I (1) (not buy) the car, but I needed it for work. Then, one day recently I was in a local shop and I took some money from the till. If it hadn't been open, I (2) (not take) the money, but it was so easy. I left the shop before they noticed, but then, a couple of days later I went back into the shop and the shopkeeper saw me. That was really stupid – if I (3) (not go back), he wouldn't have recognised me. I denied taking the money, so he called the police, and they arrested me. If I'd admitted it to the shopkeeper and paid him back, he (4) (not call) the police. So ... can I borrow £500 to pay the fine? I know I've been stupid – if I (5) (ask) for your help weeks ago, this wouldn't have happened.

Love Harry

3 Write what these people said. They are talking about their regrets with *would*, *might* or *could*. For 5 and 6, write sentences that are true for you. **3.46 Listen and check.**

- 0 Pietro didn't get a place at college because he didn't apply in time.
If I'd applied in time, I might have got a place at college.
- 1 Last year Olivia spent all her money on clothes and couldn't afford a holiday.
.....
- 2 Samuel didn't notice the speed camera and he got a fine for driving too fast.
.....
- 3 Patrice broke his leg on a skiing trip and he wasn't able to become a footballer.
.....
- 4 Kimiko ate some fish which was bad, so she was very ill.
.....
- 5 If I hadn't*
- 6 If I had*

Handout 6

THE PHARAOHS OF ANCIENT EGYPT

A pharaoh was a political and religious leader of Ancient Egypt. He – or, less often, she – enjoyed two titles: “Lord of the Two Lands” and “High Priest of Every Temple”. “Two Lands” referred to the unification of Upper and Lower Egypt, which occurred during the First Dynasty in about 3150 BCE. King Menes (now believed to be King Narmer) was the first to be depicted wearing the two crowns of Egypt. The word pharaoh is the Greek form of “pero” or “per-a-a”, which literally means “great house”, a reference to the royal residence. The honorific title first appeared in what is now known as the New Kingdom period of 1570-1069 BCE. Prior to that, the pharaohs were known as kings and addressed as “Your Majesty” by both members of the court and foreign dignitaries. A tradition which started during this period and was maintained into the Pharaonic period was that foreign rulers addressed the king or pharaoh as “brother”.

As time passed, the pharaoh came to be considered a god on earth, a kind of intermediary between gods and humans. It was believed that after death, a pharaoh became Osiris, god of the dead. As such, probably their key role in Ancient Egyptian society was a religious one. In particular, each pharaoh oversaw the building of the great monuments and temples to pay homage to the gods, as well as statues commemorating their own achievements. It was the pharaoh who chose the site of the temples and officiated at religious ceremonies.

In addition to the religious duties, the pharaoh had civil duties such as making laws, collecting taxes and deciding on the work to be done, and he owned all the land in the country. According to Joshua J. Mark (www.ancient.eu), the pharaoh’s chief responsibility was to maintain Ma’at or Universal Harmony, and warfare was an essential part of this. As well as defending the borders, it may have been considered necessary for the sake of harmony to attack neighboring lands to gain natural resources.

Most of the pharaohs were male. In *Exploring Ancient Egypt*, Ian Shaw notes that there were only two or three women who were pharaohs, though many women held considerable power as the “great wife”, the first wife of the reigning pharaoh. Hatshepsut, the first female pharaoh, who ruled from 1473 to 1458 BCE made her mark on history. Owen Jarus points out that statues depicted Hatshepsut, whose name means “foremost of noblewomen”, as a male king complete with beard. She is remembered for her building projects, which were more ambitious than those of her ancestors. These included several obelisks and a Palace of Ma’at. She is buried in the Valley of the Kings in a huge funerary complex. However, her memory was not honored. Egyptologist Joyce Tyldesley claims her tomb was defaced by her nephew and successor, Thutmose III, who wanted to take credit for her achievements. Hatshepsut’s mummy was discovered in 2007. She had died aged 50, balding and suffering from diabetes. In spite of the desecration of her tomb, history remembers her as a great leader.

In Ancient Egypt kinship usually passed from father to son. However, changes of leadership were not always peaceful, nor did they always happen according to tradition. Some, like Hatshepsut, seized power illegally, and when they did so they typically claimed divine right. Sometimes crown princes were prepared for their future role in advance by being appointed co-regent, which would help them become accustomed to the importance of their role. Enthronements were major events, which celebrated a new beginning. The new reign, it was hoped, would signify an end to evil and injustice. The pharaoh had great, but not absolute, power. To achieve his aims, it was usual for the pharaoh to lavish gifts of power and possessions on those who could help him, such as military leaders, members of the priesthood and the scribal elites.

New information about the pharaohs is still coming to light. A new burial site, potentially as important as the Valley of the Kings, was discovered in 2014 by archeologists from the University of Pennsylvania in the United States. Danish archeologist Kim Ryholt first speculated about the existence of a lost dynasty of ancient Egypt, while legendary Egyptologist Flinders Petrie discovered the site in 1902 but never excavated it, believing the tomb to be of too modest a size to be of significance. The discovery of the mummy of King Senebkay at this site in Abydos, about 100 km north-west of the Valley of the Kings, is the first definitive proof of another pharaonic dynasty.

According to the archeologist on the project, Forster Mueller, there were more kings and therefore certainly more tombs nearby. Although the tomb had been vandalized by ancient looters, the team from Pennsylvania managed to piece together most of King Senebkay's skeleton. Another project member, Josef Wegner, admits that what they are hoping for is an intact tomb that somehow escaped the looters, though realistically it is fragments they are looking for. They deciphered Senebkay's name from hieroglyphics found inside the tomb. The 3600-year-old king had been tall for his time at 1.75m and had died in his late 40s. This evidence of a third dynasty of pharaohs is an exciting discovery for all those interested in the history of Ancient Egypt. Even in the twenty-first century, the great pharaohs may still have more secrets to reveal.

Questions 1-6

Do the following statements agree with the claims of the writer? Write

- YES** *if the statement agrees with the claims of the writer*
NO *if the statement contradicts the claims of the writer*
NOT GIVEN *if it is impossible to say what the writer thinks about this*

1. Conflict with other countries was seen as compatible with maintaining peace in Egypt.
2. pharaohs' wives often exerted great influence.
3. The first female pharaoh was particularly influential.
4. Hatshepsut came to power in the traditional way.
5. Military leaders, priests and scribes would attend enthronement ceremonies.
6. King Senebkay's skeleton was stolen by grave robbers.

Questions 7-10

Look at the following statements and the list of people below.

Match each statement with the correct person, A-E.

7. He believed a specific burial site was unimportant.
8. He acknowledges the prospect of finding an undamaged grave is likely.
9. He believed that there were probably more pharaohs buried close to Abydos.
10. He claimed there had been a pharaonic dynasty that no one knew about.

List of people

- A Kim Ryholt
- B Flinders Petrie
- C Forster Mueller
- D Josef Wegner
- E Ian Shaw

Handout 7

Every culture, throughout time, has recorded its history in one way or another.

In what ways can history be passed on to the next generation?

Why is history important to society?

What has been breathed into a country's culture as a soul is called history which carries all the events in the background of societies within itself. But with such pivotal role in culture, there should be suitable methods for maintaining history in order to pass it to the next generations. In this essay, I will discuss the importance of history and in addition, various ways by which the history can be transferred to our posterities.

To begin with, To emphasize the value of history, it is opined that taking the historical background of events into consideration will result in making the society less and less vulnerable in confrontation with different issues. Better put, according to an old saying, the history repeats itself, which means a society without its history is subjected to repeat the same mistakes constantly. A sense of identity, furthermore, can be embedded accurately into individuals by having a vivid image of their ancestors and all the efforts they had gone through so that the current occupants of the area could have a better and more civilized life.

As far as history's preservation is considered, there are numerous methods to record history and convey it to the next generation, among which, the two with high priorities are going to be illustrated here. The most credible source of historical data, first of all, is written books and documents. Cave painting of first human beings, to quote an example, could be counted as a trustworthy and valuable source of information about that era. Secondly, narrating the events of ancient times orally by people who are passing their twilight years, will illuminate the untold secrets of historical facts and legends which include many moral lessons for the youth.

To conclude, I should state that due to the beneficial role of history in forming the society of a country properly, steps need to be taken to record it by means of various ways, some of which were mentioned above.

Essay Outline:

What has been breathed into a country's culture as a soul is called history which carries all the events in the background of societies within itself. (Motivator) But with such pivotal role in culture, there should be suitable methods for maintaining history in order to pass it to the next generations. (Paraphrase of the question) In this essay, I will discuss the importance of history and in addition, various ways by which the history can be transferred to our posterities. (Essay plan)

To begin with, to emphasize the value of history, (Topic sentence) it is opined that taking the historical background of events into consideration will result in making the society less and less vulnerable in confrontation with different issues. Better put, according to an old saying, the history repeats itself, which means a society without its history is subjected to repeat the same mistakes constantly. A sense of identity, furthermore, can be embedded accurately into individuals by having a vivid image of their ancestors and all the efforts they had gone through so that the current occupants of the area could have a better and more civilized life. (Reasons and supports)

As far as history's preservation is considered, there are numerous methods to record history and convey it to the next generation, (Topic sentence) among which, the two with high priorities are going to be illustrated here. The most credible source of historical data, first of all, is written books and documents. Cave painting of first human beings, to quote an example, could be counted as a trustworthy and valuable source of information about that era. Secondly, narrating the events of ancient times orally by people who are passing their twilight years, will illuminate the untold secrets of historical facts and legends which include many moral lessons for the youth. (Reasons and supports)

To conclude, I should state that due to the beneficial role of history in forming the society of a country properly, steps need to be taken to record it by means of various ways, some of which were mentioned above. (Conclusion)

With the development of modern society, comes the loss of traditional ways of life.

Why is it important to keep our traditional ways of life?

How can this be achieved?

One of the greatest concerns for the contemporary human is the traditions that they have inherited from their ancestors. It is a common belief that the advancement of modernity is a major threat to the long-lived customs and beliefs that belong to various nations all around the globe. In the following essay, I will discuss the reasons why safe-guarding such traditions is crucial and will also propose some means to do it.

Traditions have to survive for numerous reasons. The sense of identity, is first and foremost, what every individual requires to develop their characters and improve their mindset about the world. It is a known fact that without the customs and traditions that are passed down to us from our grandparents, it is impossible to know who we truly are. Not repeating the same mistakes over and over again is the second reason why we need to pay attention to our past. Traditions are mainly based on hard-sought experiences of the people who lived before us and hence, using them is essential unless we are willing to make the same wrong choices as our ancestors did.

There are various ways through which the traditions could be kept for the next generations to come. To begin with, the most prominent way is for families to set an example for their children. Young individuals tend to imitate their parents in every aspect, and when they see that the fathers and mothers abide by the customs and place an importance on them, they will also tend to follow their footsteps. Governments, in addition, have a responsibility to promote the national values through compulsory courses at schools or by providing the populace with programs and education through the media so as to make such essential values unforgettable.

To conclude, regarding the matter at hand, it is my firm opinion that not only we need to take good care of our ceremonies and values which construct our national identity, but we should do whatever is in our power to transit them to the next generations by means education and setting good examples.

Essay Outline:

One of the greatest concerns for the contemporary human is the traditions that they have inherited from their ancestors. (Motivator) It is a common belief that the advancement of modernity is a major threat to the long-lived customs and beliefs that belong to various nations all around the globe. (Paraphrase of the question) In the following essay, I will discuss the reasons why safe-guarding such traditions is crucial and will also propose some means to do it. (Writer's plan for the essay)

Traditions have to survive for numerous reasons. (Topic sentence) The sense of identity, is first and foremost, what every individual requires to develop their characters and improve their mindset about the world. It is a known fact that without the customs and traditions that are passed down to us from our grandparents, it is impossible to know who we truly are. Not repeating the same mistakes over and over again is the second reason why we need to pay attention to our past. Traditions are mainly based on hard-sought experiences of the people who lived before us and hence, using them is essential unless we are willing to make the same wrong choices as our ancestors did. (Reasons and supports)

There are various ways through which the traditions could be kept for the next generations to come. (Topic sentence) To begin with, the most prominent way is for families to set an example for their children. Young individuals tend to imitate their parents in every aspect, and when they see that the fathers and mothers abide by the customs and place an importance on them, they will also tend to follow their footsteps. Governments, in addition, have a responsibility to promote the national values through compulsory courses at schools or by providing the populace with programs and education through the media so as to make such essential values unforgettable. (Reasons and supports)

To conclude, regarding the matter at hand, it is my firm opinion that not only we need to take good care of our ceremonies and values which construct our national identity, but we should do whatever is in our power to transit them to the next generations by means education and setting good examples. (Conclusion)