

MODAL VERBS

FORM: Modal verbs can be divided into two basic groups:

- i) Central Modals: *can, could, will, would, shall, should, may, might, must, ought to.*
- ii) Semi-Auxiliaries: *have to, have got to, tend to, need to, to be able to, to be allowed to, to be supposed to.*

Central Modals behave as follows:

- + I can / you can / he can / she can / it can... etc.
- I can't / you can't / he can't / she can't / it can't... etc.
- ? Can I ? / Can you ? / Can he ? / Can she ? / Can it ? ... etc.

Semi-Auxiliaries, by contrast, usually act like this:

- + I have to / You have to / He, she, it has to... etc.
- I don't have to / You don't have to / He, she, it doesn't have to... etc.
- ? Do I have to ? / Do you have to ? / Does he / she / it have to ? ... etc.

Or like this:

- + I am allowed to / You are allowed to / He, she, it is allowed to... etc.
- I am not allowed to / You are not allowed to / He, she, it is not allowed to... etc.
- ? Am I allowed to ? / Are you allowed to ? / Is he, she, it allowed to ? etc.

Modal verbs are always followed by the infinitive without 'to'.

Central modal verbs do not have infinitives, past forms, present or past participles or an -s ending in the third person singular. Semi-auxiliaries are sometimes used to supply their past or future forms, as here:

PAST	PRESENT	FUTURE
Could	Can	Will be able to
Had to	Must	Will have to
Might	May	
Should		Shall
Would		Will

USE: All modal verbs have at least two meanings. These can be grouped into categories such as **Ability, Permission, Obligation, Possibility, Probability** etc.

1) **Ability:** *can, could, be able to.*

i) We use Can, Could and Be Able To to talk about the ability to do something, e.g.

"Now I *can* play the piano. I *couldn't* when I was nine years old."

"When I was nine years old, I *couldn't* drive. Now I *can*."

"When I leave university, I *will be able to*..."

ii) We also use Can and Could with verbs of perception, e.g. "I *can* hear someone coming", "I *can't* see a thing", "They *could* smell gas", "She *couldn't* taste any salt."

iii) The difference between 'I could' and 'I was able to' is that 'I could' indicates that you had the ability to do something, e.g. 'I knew that, if necessary, I *could* swim to safety from the sinking ship', although you did not necessarily do it in reality. 'I was able to', by contrast, indicates that you succeeded in doing so, e.g. 'I *was able to* swim to safety.'

Now talk about your present, past and future abilities using modal verbs.

2) Permission: *can, may, be allowed to*

i) Can, May and Be Allowed To are used to talk about permission, e.g. "You *aren't allowed to* smoke in here", "We *were allowed to* take photographs", "The prisoner *will be allowed to* see his lawyer for about half an hour".

ii) Can and May are used for asking for and receiving permission: e.g. "Can I come in ?", "May I sit down ?"

Can is more direct, May is more formal, e.g. "May I use your phone ?", "Can I borrow your pen ?", "Yes, you *may*.", "No, you *can't*."

Now complete these sentences:

When I go to my grandparents' house, *I can / I am allowed to...*

When I go to my grandparents' house, *I can't / I am not allowed to...*

3) Obligation: *must, should, ought to, needn't, have to, be supposed to*

Must	—	it is necessary that you do something.
Mustn't	—	it is necessary that you <u>do not</u> do something.
Have to / Have got to	—	it is necessary that you do something.
Don't have to / Haven't got to	—	it is not necessary but you can if you want to.
Needn't	—	it is not necessary but you can if you want to.
Should	—	it is the correct thing to do.
Ought to	—	it is the correct thing to do.
To be supposed to	—	it is the expected thing.

Permission and Obligation: what *can / can't / must / mustn't / needn't* you do at the following ages ?

6 14 16 18 21 25 65

4) Possibility: *can, could, may, might*

Can indicates a 100% possibility in the present or the future

e.g. 'Yes, I *can* do that for you immediately.'

Could indicates a 50% possibility in the present or the future

e.g. 'She *could* go to Oxford or Cambridge.'

May indicates a 30% possibility in the present or the future

e.g. 'The weather is very cold. It *may* snow.'

Might indicates a 10% possibility in the present or the future

e.g. 'If we're lucky, it *might* be sunny all day.'

5) Probability: *must, could, may, might, can't*

It must be true	-	90% probability	e.g. Carla Bruni <i>must</i> be the most famous Italian woman in France.
It could be true	-	50% probability	e.g. Madonna <i>could</i> be the most famous woman in the USA.
It may be true	-	30% probability	e.g. There <i>may</i> be a general election next year.
It might be true	-	10% probability	e.g. NASA <i>might</i> send a man to Mars in 2030.
It can't be true	-	1% probability	e.g. No, Elvis and Michael Jackson <i>can't</i> still be alive.

Now read the sentences below:

- Osama bin Laden is innocent.
- There is a monster in Loch Ness.
- About 1,000,000,000 people around the world can speak English.
- Prince William will be the next king of England.
- Most English people dream about the Queen at least once in their lives.
- Most Italian people dream about their Prime Minister at least once in their lives.

None of the above can be proved 100% true or false. The speaker therefore has to estimate the probability of each statement. Now comment upon them using Must, Could, May, Might or Can't, e.g. "It *must* be true", "It *can't* be true", "It *might* be true".

6) Predictions: *will / won't / shall / shan't / should / shouldn't*

i) We use *Will / Won't / Should* and *Shouldn't* to make predictions or logical deductions about the future based on what we know, not what we can see happening in the present, e.g.

- a) He left half an hour ago, so he'll be home by now.
- b) It's nearly Christmas, so the shops *will* be crowded.
- c) We *shall* be on holiday in New Zealand in August so I'm afraid I *shan't* be able to come to your party.
- d) She is convinced that she *won't* pass her driving test.
- e) San Marino *won't* win the match against Brazil.
- f) He has studied hard, so he *should* pass the exam.
- g) She *shouldn't* have any trouble at the job interview.

ii) The use of *Should / Shouldn't* indicates that we approve of the action, state or event, e.g. "In 2100, we *should* have a cure for AIDS and there *shouldn't* be a housing problem" whereas *Will/Won't* is neutral, e.g. "In 2100, tigers *will* probably be extinct and there *won't* be any rain forests left."

Now make some predictions of your own:

"By the year 2020, I *will / should*"

"By the year 2050, Italy *will / should*"

7) Other Uses of *Will/Won't* & *Shall/Shan't*:

We can also use *Will / Won't* for,

- i) Instant decisions, e.g. "I'll have white wine", "I'll have chicken", "I'll have fish", "OK, I'll see what I can do."
- ii) Promises, e.g. "I'll buy you a bicycle", "I'll let you know immediately", "I *won't* forget to write to you."
- iii) Refusals, e.g. "I *won't* come to work tomorrow", "He *won't* do his homework", "They *won't* listen to me."
- iv) Orders, e.g. "You *will* come to work tomorrow or you'll be fired!", "You *will* do exactly as I tell you!"
- v) Requests, e.g. "Will you please be quiet!", "Will you please sit down", "Will you please close the door?"
- vi) Invitations, e.g. "Will you come to my party?", "Will you have a drink with us later on?"
- vii) In Conditional Sentences, e.g. "I *shall* let you know if the train is delayed", "If it rains tomorrow, I *won't* go to Rome"

NB. *Shall/Shan't* can only be used with 'I' and 'We' when making predictions. Other uses include,

- i) Promises, e.g. "I *shall* buy you a bicycle", "I *shall* let you know immediately", "We *shan't* forget to write".
- ii) Suggestions/Proposals, e.g. "Shall we go out tonight?", "Shall I pick you up later on?", "Shall we dance?"
- iii) The formal future, especially with regard to legal or contractual obligations, e.g. All invoices *shall* be paid within 90 days, Helmets *shall* be worn at all times, The client *shall* meet all reasonable travel expenses, i.e. it is mandatory.

8) Speculation About Hypothetical Situations: *would*

We use *Would/Wouldn't* to speculate about hypothetical situations in the present and/or the future, e.g.

- a) "What would you do if you lost your job?" - "I think I would leave Italy, I certainly wouldn't stay where I am."
- b) "Would you prefer to live in New York or Los Angeles?" - "Actually, I think Miami would be the best place for me."
- c) "I would love to own a sports car but I wouldn't be able to afford to run it."
- d) "What would you say if I asked you to marry me?"

Now, in pairs or groups, try to imagine: (i) The holiday of my dreams; (ii) The holiday of my nightmares.

9) Other Uses of *Would*:

We also use *Would/Wouldn't*,

- i) In Conditional Sentences, e.g. "I *wouldn't* buy an iPad if I were you", "If I could speak French, I *would* work in Paris."
- ii) To make requests, e.g. "I *would* like a return ticket", "*Would* you fill in this form", "*Would* you sign here, please."
- iii) To express wishes, e.g. "Frankly, I *would* like to resign", "I wish it *would* snow", "I *wouldn't* want to work for MIB Ltd."
- iv) To make invitations, e.g. "*Would* you care to join us ?", "*Would* you like to have coffee ?", "*Would* you like to dance ?"
- v) To express a preference, e.g. "I'd *rather* stay at home", "We'd *rather* fly Business Class", "He'd *rather* we left now."

10) **PRACTICE TEST:** Now fill in each of the gaps below using the appropriate form of a modal verb.

- 1) You be mad if you think I'm going to lend you any more money.
- 2) I want to go out tonight. we go to the cinema ?
- 3) I ask you a personal question ? Are you married ?
- 4) This company needs a secretary who speak English, French and German.
- 5) It isn't obligatory to have a biometric passport now but you have one in order to visit the USA by 2015.

- 6) If you want to go abroad, I bother buying traveller's cheques, if I were you, just use your debit card when you get there. If your card is stolen, however, you tell your bank as soon as possible so that they cancel the old one and issue you with a new one. Remember that the local branch not be open on Saturdays so, before you go, you telephone them to check whether anyone be there. You inform the police but I think it be a good idea to do so. I remember when an Italian friend of mine had his wallet, tickets and passport stolen in London. He to wait for nearly a week before he was to return home to Ancona.

be allowed to and have to

Complete this article about learning to drive in Britain. Put in a positive or negative form of *be allowed to* or *have to*.

In Britain you ... drive a car when you're seventeen. You ... get a special two-year driving licence before you can start. When you're learning, someone with a full licence always ... be in the car with you because you ... take the car on the road alone. You ... go to a driving school — a friend can teach you. The person with you ... take money for the lesson unless he's got a teacher's licence.

Before you ... have a full licence, you ... take a driving test. You can take a test in your own car, but it ... be fit for the road. In the test you ... drive round for about half an hour and then answer a few questions. If you don't pass the test, you ... take it again a few weeks later if you want to. In 1970 a woman passed her fortieth test after 212 driving lessons! When you've passed your test, you ... take it again, and you ... go on driving as long as you like, provided you are fit. Britain's oldest driver was a Norfolk man who drove in 1974 at the age of 100.

Before 1904 everyone ... drive, even children. Then from 1904 motorists ... have a licence. But they ... take a test until 1935. In the early days of motoring, before 1878, cars ... go faster than four miles an hour, and someone ... walk in front of the car with a red flag.

must and mustn't

Do you know what these signs mean? Use *You must ...* and *You mustn't ...* with these words: *turn round, go straight on, overtake, put some money in, smoke, stop, take photos, turn left, turn right, go faster than.*

Examples



You must put some money in.



You mustn't turn left.



1



2



3



4



5



6



7



8



9

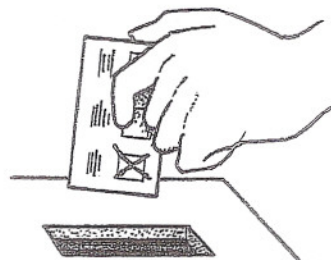
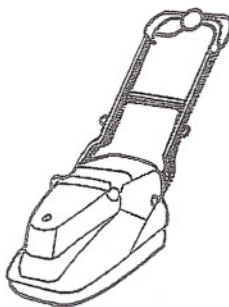
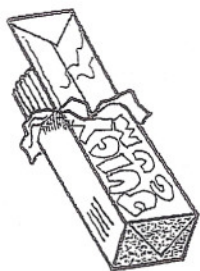
must, needn't and mustn't

Helen isn't very well today. She's in bed. She's been sick, and she's quite hot. The doctor has come to see her. Complete what the doctor says. Put in *must*, *mustn't* or *needn't*.

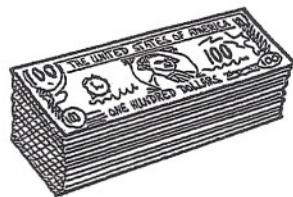
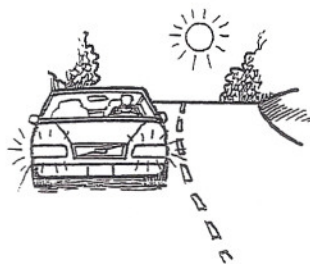
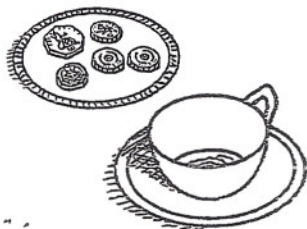
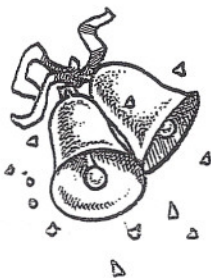
Doctor Well, I'm going to give you some medicine. You ... take it four times a day before meals. And go on taking it even if you feel better. You ... stop taking it until you've finished the bottle. You ... drink all of it. Now, you ... stay in bed today. It's the best place for you at the moment. You can get up tomorrow if you like. You ... stay in bed all the time when you start to feel better. But you ... go outside this week. It's too cold. And you really ... do any work at all. You need absolute rest. You ... just relax for a few days. You can eat a little if you like, but you ... if you don't want to. But don't forget to keep drinking. You ... drink as much water as you can. You'll probably be all right again next week, so you ... call me again unless you feel worse. But I'm sure the worst is over.

Activity

Imagine that your partner has a bad cold. What would you recommend him/her to do?



- 1 You *must/are allowed to/can't* drive a car when you are 16 in the UK.
- 2 Children in Japanese primary schools *have to/don't have to/mustn't* clean their classrooms.
- 3 In Singapore you *can/aren't allowed to/should* eat chewing gum.
- 4 British men over the age of 18 *have to/don't have to/mustn't* do military service.
- 5 In Germany you *are able to/aren't allowed to/are supposed to* mow the lawn on a Sunday.
- 6 You *mustn't/don't have to/should* eat with your left hand in India.
- 7 One hundred years ago, women in the UK *were allowed to/couldn't had to* vote.
- 8 You *can't/are allowed to/must* get married at 16 in the UK with your parents' permission.
- 9 You *can/have to/can't* vote in Japan if you're 19.
- 10 Turkish men over the age of 20 *have to/should/don't have to* do military service.
- 11 You *have to/ought to/shouldn't* tip waiters and waitresses in Iceland.
- 12 You *shouldn't/are supposed to/are able to* drive with your lights on during the day in Sweden.
- 13 In the USA you *can/ought to/aren't allowed to* burn your own money.
- 14 Brazilians over the age of 18 *have to/don't have to/ought to* vote.
- 15 In the 19th century, female teachers in the USA *had to/were allowed to/weren't allowed to* get married.



QUICK REVIEW Present Perfect with *for* and *since* Work in groups. Ask questions with *How long have you ... ?* and find out who has: lived in their home the longest, known their best friend the longest, been in this school the longest, had their mobile phone the longest.

Vocabulary and Speaking

Going to dinner

- 1 a** Work in pairs. Which of these words/phrases do you know? Check new words in **VOCABULARY 8.2** p142.

a host a hostess a guest
 invite someone to dinner
 accept an invitation refuse an invitation
 arrive early/on time/late greet someone
 shake hands bow
 kiss someone on the cheek

- b** Work with your partner. Discuss these questions.

- 1 When was the last time you went to dinner at someone's house?
- 2 Who was the host or hostess? How do you know him/her?
- 3 What did you say and do when you arrived?
- 4 How many guests were there? Who were they? How did you greet them?
- 5 What did you have to eat and drink?
- 6 What time did you leave?
- 7 Did you have a good time? Why?/Why not?

- 2** Work in new pairs. Imagine you are invited to someone's house for dinner in the UK. Do you think these sentences are true or false?

- 1 It's polite to arrive on time.
- 2 It's a good idea to take some food, like cake or ice cream.
- 3 It's polite to shake hands with people you don't know.
- 4 It's OK to kiss people you don't know on the cheek.
- 5 It's OK to smoke without asking.
- 6 It's rude to start eating before the host or hostess.
- 7 It's OK to leave ten minutes after the meal.
- 8 It's rude to ask people how much they earn.



Listening

- 3 a** **CD2** 48 Isabel is from Argentina. She is asking her friend Louise for advice. Listen and tick the sentences in **2** that Louise says are true.

- b** Listen again. Answer these questions.

- 1 Who is Isabel going to dinner with?
- 2 What are good presents to take for the hostess?
- 3 Who usually starts eating first?
- 4 What do British people usually do after dinner?
- 5 What topics can you talk about?

HELP WITH GRAMMAR

should, shouldn't, must, mustn't

- 4 a** Look at sentences 1–4. Then fill in the gaps with the words in bold.

- 1 You **should** wait for the hostess to start eating first.
- 2 You **shouldn't** leave immediately after the meal.
- 3 You **must** say you like the food.
- 4 You **mustn't** smoke at the table.

- We use should and _____ to give advice.
- We use _____ and _____ to give very strong advice.

- b** Look at sentences 1–4 again. What verb form do we use after *should, shouldn't, must* and *mustn't*?

- c** Make questions with these words. What are the positive and negative short answers for question 2?

- 1 should / arrive / I / What time ?
- 2 take / I / to eat / Should / something ?

- d** Check in **GRAMMAR 8.3** p144.

HELP WITH LISTENING

/t/ at the end of words

- 5 a **CD2** 49 Listen to these sentences. In which sentences do you hear the **t** in bold?
- a You shouldn't arrive late.
b You shouldn't leave immediately.
 - a You must ask the hostess.
b And you must say you like the food.
 - a You mustn't smoke at the table.
b You mustn't ask people how much they earn.
- b Choose the correct word in these rules.
- We usually say /t/ before a vowel/consonant sound.
 - We don't usually say /t/ before a vowel/consonant sound.
- c Look at Audio Script **CD2** 48 p161. Listen to the conversation again. Notice when we say and when we don't say /t/ at the end of words.
- 6 **CD2** 49 **PRONUNCIATION** Listen again and practise the sentences in 5a.
You shouldn't arrive late.
- 7 a A visitor to your country is going to have dinner at someone's house. Write some advice.
b Compare your advice with other students. Is it the same?

Listening and Speaking

- 8 **CD2** 50 Isabel is having dinner with Sam and his parents. Listen to their conversation. What advice do Sam's parents give her?



- 9 Listen again and complete these sentences.

- I came here to study _____.
- I went back to Bath to visit some _____.
- You should go to Cambridge to see the _____.
- Sam should take you to _____ to see the sights.
- I want to go to Oxford Street to do some _____.

HELP WITH GRAMMAR Infinitive of purpose

- 10 a Look at these sentences. Do they have the same meaning?

*I came here **to study** English.*

I came here because I wanted to study English.

- b Choose the correct word in the rule.

- To say why we do something, we often use the infinitive/infinitive with **to**.

TIP • We can also use *for* + noun to say why we do something: *I went to the shops **for some milk**.*

GRAMMAR 8.4 p144

- 11 a Underline the infinitives of purpose in the sentences in 9.
b Work in pairs. Compare answers.
- 12 a Write the names of six places you have been to.
b Work in pairs. Take turns to ask your partner why he/she went to these places. Continue the conversation if possible.

Why did you go to Lima?

To visit my sister.

Get ready ... Get it right!

- 13 Imagine some friends are coming to visit your city/country. Make notes on six places they should go to and why they should go there.
Granada – visit the Alhambra
Doñana National Park – see the birds
- 14 Work in groups. If you are from different places, give your advice on where to go in your city/country. If you are from the same place, compare the advice you are going to give your friends. Then decide on the best six places to go.

You/They must go to Granada to visit the Alhambra.

You/They should go to the Doñana National Park to see the birds.

QUICK REVIEW *should, shouldn't, must, mustn't* What advice can you give people who want to learn English? Make sentences with *You should/shouldn't ...* and *You must/mustn't ...* Work in pairs and compare ideas. What's the best piece of advice, do you think?

Vocabulary Common verbs

- 1 a Work in pairs. Read sentences 1–8. Which of the verbs in bold do you know? Check new verbs in **VOCABULARY 8.3** p142.
 - 1 In Thailand it's rude to **touch** people's heads and **point** your feet at people.
 - 2 People in Europe don't **expect** a lot of eye contact when you talk to them.
 - 3 In Asian countries a lot of eye contact **seems** aggressive and unfriendly.
 - 4 It's OK to **stand** quite close to people in South America.
 - 5 It's OK to **interrupt** Japanese people while they are talking.
 - 6 You should **avoid** leaving empty bottles on the dinner table in Russia.
 - 7 In most Asian countries you must **take off** your shoes in people's homes.
 - 8 It's a good idea to **admire** beautiful things in an Arab person's home.
- b Work with your partner. Do you think the sentences in 1a are true or false?

Reading and Speaking

- 2 a Read the article and check your answers to 1b.
 - b Read the article again. Choose three things that you think are surprising.
 - c Work in pairs. Compare ideas.

HELP WITH VOCABULARY Verb patterns

- 3 a Look at the verbs in bold in the first paragraph of the article. Which verb forms come after these verbs?
- b Look at the verbs in blue in the rest of the article. Underline the verb form that follows them. Then write the verbs in blue in the table.

+ verb+ing	+ infinitive with to	+ infinitive
love	plan	should

- c Check in **VOCABULARY 8.4** p142.

- 4 Work in pairs. Student A p102. Student B p108.

CULTURE SHOCK!

A lot of people **love** travelling to different countries, but if you're **planning** to go abroad this year, Neil Palmer has some advice on what you **should** do in different situations around the world.

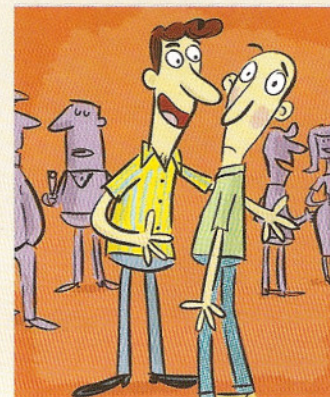


Body language

Most travellers **enjoy** meeting new people, but sometimes you **can** be rude without saying anything. In Russia, for example, you should never shake hands in a doorway, and if you're travelling in Thailand, never touch people's heads or point your feet at people. When the Japanese meet new people they **like** giving business cards – but you should read the card carefully, not just put it in your pocket.

Face-to-face communication

In most countries in Europe people expect a lot of eye contact when you talk to them, but in many Asian countries a lot of eye contact seems aggressive and unfriendly. And in South America people usually stand quite close to each other when they talk, but in countries like the UK or the USA you **need** to give people more 'personal space'. Also, it's very rude to interrupt Japanese people while they are talking to you. You **must** wait until they finish before you **start** speaking.



Listening and Speaking

5 Work in pairs. Discuss these questions.

- 1 What was the last present you gave? Who did you give it to? Why?
- 2 What was the last present you received? Who was it from? Did you like it? Why?/Why not?

6 a Before you listen, check these words/phrases with your teacher.

greedy knives death a funeral
an odd number an even number

b CD2 51 Listen to an interview with the travel writer, Neil Palmer. Put the topics he talks about in order.

- things you shouldn't give to people
- accepting and refusing presents
- giving flowers
- opening presents



Eating out

In restaurants in China you should always **try** to leave a bit of food on your plate, but it's OK to start smoking before other people **finish** eating, which you mustn't do in the UK. If you're in India, **remember** to eat with your right hand – the left hand is 'dirty'. Also **avoid** leaving empty bottles on the dinner table in Russia – that's bad luck.

In the home

If you're travelling in Asia, someone **might** invite you to visit them at home. If so, don't **forget** to take off your shoes when you arrive. And if you visit an Arab family's home, don't admire anything valuable because your host **will** feel he should give it to you as a present.

With so much to think about, it's not surprising that a lot of people **prefer** going on holiday in their own countries – or you might **decide** to stay at home!



7 CD2 51 Listen again. Choose the correct words/phrases in these sentences.

- 1 In China you *should/shouldn't* accept a present immediately.
- 2 You should give presents in China with *one hand/both hands*.
- 3 In Thailand you *should/shouldn't* open a present when you get it.
- 4 Knives are a *good/bad* present to give in Japan.
- 5 You should never give *Chinese/British* people four of anything.
- 6 You shouldn't give your Turkish hostess *white/red* flowers.

HELP WITH LISTENING Linking: review (1)

8 a Work in pairs. Notice the extra linking sounds /j/, /w/ and /r/. Then mark the consonant-vowel linking in these sentences.

But it isn't as easy as that, is it?

If you accept it immediately, people might think you're greedy.

And is there anything you shouldn't give as a present?

b Look at Audio Script CD2 51 p161. Check your answers.

c Look again at Audio Script CD2 51 p161. Listen to the interview again and notice the linking.

9 a Work on your own, or in pairs with someone from the same country. Write your top ten tips about how to behave in your country. Use these ideas.

- body language
- face-to-face communication
- eating out
- in the home
- giving and receiving presents
- what (not) to wear in different situations
- going to a wedding
- on public transport and in shops
- other dos and don'ts

When you meet a friend you should kiss them on both cheeks.

You must refuse a present three times before you accept it.

b Work in groups. Compare your tips with other students. Are any of your tips the same?

Common verbs VOCABULARY 8.3

1 Match the verbs and the phrases.

- | | |
|-------------|----------------------------------|
| 1 touch | a at something interesting |
| 2 avoid | b a present for your birthday |
| 3 take off | c someone's new car |
| 4 admire | d too close to someone |
| 5 point | e catching the bus at busy times |
| 6 interrupt | f a conversation |
| 7 stand | g your face |
| 8 expect | h your coat |

Reading

2 Read the article and write headings 1–5 in the correct places (A–E).

- Eating and drinking
- Meetings and greetings
- Making comparisons
- Talking about money
- Names and titles

Verb patterns VOCABULARY 8.4

3 Fill in gaps 1–8 in the article with the correct form of the verbs in brackets.

4 Read the article again. What does the writer think? Are these sentences true (T) or false (F)?

- ☐ There are less than 200 different cultures in the world.
- ☐ It's better not to talk about the subject of money.
- ☐ The best way to greet people in different countries is to shake hands or kiss.
- ☐ It's important to call people by their first name.
- ☐ Food is usually culturally important.
- ☐ You will often prefer the way you do things at home.

Five cultural mistakes

There are almost 200 countries in the world, but there are even more cultures. Something simple that you do in your country might not ¹ _____ (be) a good idea in another. Next time you decide ² _____ (go) abroad, this advice might ³ _____ (save) you from an embarrassing situation!

A

The safest thing to do is shake hands. But you always need ⁴ _____ (be) ready for different customs. In Japan, people bow. In Italy people often kiss. If I'm not sure, I wait and see what other people do. And don't wear gloves when you shake hands! Many cultures think it's rude.



B

When you meet someone, listen carefully to their name and any title – Mr, Mrs, Professor. If you didn't hear someone's name or title, then ask again. And don't forget ⁵ _____ (use) that title!

C

This is usually a difficult subject in any culture. You should probably avoid ⁶ _____ (ask) someone what they earn. But in some cultures, it's common to discuss such things. So don't be surprised if someone asks you!

D

Food is important in almost all cultures. And many people believe their national food is the best in the world. So some things might be different – but they won't ⁷ _____ (kill) you! Try the local food and always say something nice about it.

E

Every country is different. And every culture does things differently. Yes, you probably prefer ⁸ _____ (do) things the way you normally do. But you're not at home now. So don't say "It's much cheaper or bigger or better at home."