Teacher of English: HANI ALI RABA EL-HELOU
4 Doing the right thing

Modal verbs 1 – obligation and permission • Nationality words • Requests and offers
I’m sorry, but I have to go now.
TEST YOUR GRAMMAR

Look at the sentences.

| I       | can should must have to | go. |

1. Write the negatives.
2. Write the questions.
3. Write the third person singular.
4. Which verb is different?

I’m sorry, but I have to go now.
Answers

1  I can’t go.
   I shouldn’t go.
   I mustn’t go.
   I don’t have to go.

2  Can I go?
   Should I go?
   Must I go?
   Do I have to go?

3  He/She can go.
   He/She should go.
   He/She must go.
   He/She has to go.

4  Have to is different. It behaves like a modal verb in meaning and use but like a full verb in form.
Discussing grammar

1. Put these sentences into the negative, the question, and the past.

1. Henry can swim.
   Henry can’t swim. Can Henry swim? Henry could swim.

2. I have to wear a uniform.

3. She has to work hard.

4. He can do what he likes.

5. We’re allowed to wear jeans.
Answers

2. I don’t have to wear a uniform. Do I have to wear a uniform? I had to wear a uniform.

3. She doesn’t have to work hard. Does she have to work hard? She didn’t have to work hard.


5. We aren’t allowed to wear jeans. Are we allowed to wear jeans? We weren’t allowed to wear jeans.
Talking about you

2. Look at the chart. Make true sentences about you and your family.

I don’t have to do the cooking.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>have to</td>
<td>go to work.</td>
</tr>
<tr>
<td>My parents</td>
<td>has to</td>
<td>get up early.</td>
</tr>
<tr>
<td>My mother</td>
<td>don’t have to</td>
<td>go shopping.</td>
</tr>
<tr>
<td>My father</td>
<td>doesn’t have to</td>
<td>clean my room.</td>
</tr>
<tr>
<td>My sister</td>
<td>had to</td>
<td>do the cooking.</td>
</tr>
<tr>
<td>My brother</td>
<td>didn’t have to</td>
<td>take out the rubbish.</td>
</tr>
<tr>
<td>My grandparents</td>
<td></td>
<td>do the washing.</td>
</tr>
<tr>
<td>My husband/wife</td>
<td></td>
<td>do the washing-up.</td>
</tr>
</tbody>
</table>
**Talking about you**

2. Look at the chart. Make true sentences about you and your family.

*I don’t have to do the cooking.*

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</tr>
<tr>
<td>My husband/ wife</td>
<td></td>
<td>do the washing-up.</td>
</tr>
</tbody>
</table>
1 Which two sentences mean the same?

<table>
<thead>
<tr>
<th>I</th>
<th>stay at my friend’s house tonight.</th>
</tr>
</thead>
<tbody>
<tr>
<td>am allowed to can have to</td>
<td></td>
</tr>
</tbody>
</table>

Which sentence expresses obligation? Which sentences express permission?

2 Complete the sentences with have to or don’t have to.

Children ________ go to school.
Millionaires ________ work.
You ________ go to England if you want to learn English.
In England, you ________ drive on the left.

3 Have got to and have to both express obligation. Have got to refers to an obligation now or soon. It’s often reduced to gotta /ˈɡɒtə/ when we speak, especially in American English.

I’ve got to go now. Bye!

Grammar Reference 4.1 p140
Answers

I am allowed to/can ... mean the same. They express permission.
I have to ... expresses obligation.

Answers

Children have to go to school.
Millionaires don’t have to work.
You don’t have to go to England if you want to learn English.
In England, you have to drive on the left.
Modal verbs of obligation and permission

### 4.1 have (got) to

#### Form

**Positive and negative**

<table>
<thead>
<tr>
<th></th>
<th>have to</th>
<th>doesn’t have to</th>
<th>work hard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/She</td>
<td>has to</td>
<td>doesn’t have to</td>
<td></td>
</tr>
</tbody>
</table>

#### Question

| Do | I you (etc.) | have to work hard? |
|----|--------------|--------------------|-------------|
|    |              |                    |             |
### modal verbs of obligation and permission

#### can and be allowed to

**Form**

<table>
<thead>
<tr>
<th>Affirmative and negative</th>
<th>can/can’t are allowed to</th>
<th>aren’t allowed to</th>
<th>park here.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>can/can’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/She</td>
<td>can/can’t</td>
<td>is allowed to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>isn’t allowed to</td>
<td></td>
</tr>
</tbody>
</table>

**Question**

<table>
<thead>
<tr>
<th>Can</th>
<th>I/you/we etc.</th>
<th></th>
<th>park here?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am</td>
<td>I</td>
<td>allowed to</td>
<td></td>
</tr>
<tr>
<td>Are</td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is</td>
<td>he</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.2 should, ought to, and must

**Form**

*Should, ought to, and must* are modal verbs.

<table>
<thead>
<tr>
<th>I/You/We/They</th>
<th>should/shouldn’t ought to / ought not to must</th>
<th>work hard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. What do these signs mean? Use have to/don’t have to, can/can’t, or (not) be allowed to.

1. No smoking
2. Admission
   Summer Exhibition
   Adults €10.00
   Children free
3. No parking
   8am-6pm Mon-Fri
4. Speed limit 50
5. No entry
6. Passport
7. Fresh
   Use by June 16
8. Fasten seatbelts
9. No skateboarding
Suggested answers
1 You can’t/aren’t allowed to smoke here.
2 Adults have to pay €10, but children don’t have to pay anything.
3 You can’t/aren’t allowed to park here.
   You can park here at weekends.
4 You can’t/aren’t allowed to drive faster than fifty miles per hour.
   You have to obey the fifty miles per hour speed limit.
5 You can’t/aren’t allowed to take photographs.
6 You have to show your passport.
7 You have to use it before 16th June.
8 You have to fasten your seat-belt.
9 You can’t/aren’t allowed to skateboard.
Complete the sentences with ’ve got to/’s got to and a line from C in exercise 2.

1. Where’s my briefcase? I _____________.
2. Look at those dirty plates! We _____________.
3. Pamela and Charles don’t have any food in their house. They _____________.
4. John needs to get an alarm clock. He ____________ tomorrow.
5. I haven’t got any clean socks. I _____________.
6. The chef’s ill, so the waiter _____________.

C

- go to work.
- get up early.
- go shopping.
- clean my room.
- do the cooking.
- take out the rubbish.
- do the washing.
- do the washing-up.
Answers and transcript

1. Where's my briefcase? I've got to go to work.
2. Look at those dirty plates! We've got to do the washing-up.
3. Pamela and Charles don't have any food in their house. They've got to go shopping.
4. John needs to get an alarm clock. He's got to get up early tomorrow.
5. I haven't got any clean socks. I've got to do the washing.
6. The chef's ill, so the waiter's got to do the cooking.
Match a line in A with a sentence in B to make more suggestions. Use *I think/don’t think we should* ...

I think we should buy some guidebooks. They’ll give us a lot of information.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ... buy some guidebooks.</td>
<td>Our bags will be too heavy to carry.</td>
</tr>
<tr>
<td>2 ... take plenty of suncream.</td>
<td>I have some friends there.</td>
</tr>
<tr>
<td>3 ... pack too many clothes.</td>
<td>We don’t want to get ill.</td>
</tr>
<tr>
<td>4 ... take anything valuable.</td>
<td>It’ll be really hot.</td>
</tr>
<tr>
<td>5 ... go to Japan first.</td>
<td>That would be really stupid.</td>
</tr>
<tr>
<td>6 ... go anywhere dangerous.</td>
<td>They’ll give us a lot of information.</td>
</tr>
<tr>
<td>7 ... have some vaccinations.</td>
<td>We might lose it.</td>
</tr>
</tbody>
</table>
Answers

1. I think we should buy some guidebooks. They’ll give us a lot of information.
2. I think we should take plenty of suncream. It’ll be really hot.
3. I don’t think we should pack too many clothes. Our bags will be too heavy to carry.
4. I don’t think we should take anything valuable. We might lose it.
5. I think we should go to Japan first. I have some friends there.
6. I don’t think we should go anywhere dangerous. That would be really stupid.
7. I think we should have some vaccinations. We don’t want to get ill.
1. Make suggestions. Use *I think/don’t think* ... *should.*

1. Peter’s got the flu.
   *I think he should go to bed. I don’t think he should go to work.*

2. I’ve lost my cheque book and credit cards.

3. Tony got his driving licence last week, and now he wants to drive from London to Edinburgh.

4. My teenage daughter doesn’t get out of bed until noon.

5. I never have any money!

6. Jane and Paul are only 16, but they want to get married.

7. I’m really fed up with my job.

8. My grandparents complain they don’t go out enough.
Sample answers

2 I think you should phone the bank and stop your cheques.
3 I don’t think he should drive. I think he should fly.
4 I think you should buy her an alarm clock.
5 I don’t think you should buy so many new clothes. I think you should get a job.
6 I think they should wait a few years.
7 I think you should try to find one you like.
8 I think they should join a club.
Work with a partner. Make similar conversations between Antony and his grandmother. Use the prompts and *must / mustn’t*.

Grandmother: You must write to us every week!
Antony: Yes, I will.
Grandmother: You mustn’t lose your passport!
Antony: No, I won’t.

- look after your money
- talk to strangers
- go out when it’s dark
- drink too much beer
- make sure you eat well
- have a bath regularly
- phone us if you’re in trouble
- go anywhere that’s dangerous
Tapescript

G = Grandmother    A = Antony
G You must look after your money.
A Yes, Grandma! I will.
G You mustn’t talk to strangers.
A No, Grandma! I won’t.
G You mustn’t go out when it’s dark.
A No, Grandma! I won’t.
G You mustn’t drink too much beer.
A No, Grandma! I won’t.
G You must make sure you eat well.
A Yes, Grandma! I will.
G You must have a bath regularly.
A Yes, Grandma! I will.
G You must phone us if you’re in trouble.
A Yes, Grandma! I will.
G You mustn’t go anywhere that’s dangerous.
A No, Grandma! I won’t.
Correct these sentences.

1. Do you can help me?
2. What time have you to start work?
3. We no allowed to wear jeans at school.
4. We no can do what we want.
5. My mother have to work very hard six days a week.
7. Passengers must to have a ticket.
Answers
1. Can you help me?
2. What time do you have to start work?
3. We aren’t allowed to wear jeans at school.
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5. My mother has to work very hard six days a week.
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A WORLD GUIDE TO

Good Manners
How not to behave badly abroad

by Norman Ramshaw
Travelling to all corners of the world gets easier and easier. We live in a global village, but this doesn’t mean that we all behave in the same way.
Greetings

How should you behave when you meet someone for the first time? An American or Canadian shakes your hand firmly while looking you straight in the eyes. In many parts of Asia, there is no physical contact at all. In Japan, you should bow, and the more respect you want to show, (1) ___. In Thailand, the greeting is made by pressing both hands together at the chest, as if you are praying, and bowing your head slightly. In both countries, eye contact is avoided as a sign of respect.

2. What are the two differences between the American and the Japanese greeting?
Greetings

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1) ___.

2) What are the two differences between the American and the Japanese greeting?

2) Americans shake hands and look you in the eyes. In Japan people bow and don’t look you in the eyes.
Clothes

Many countries have rules about what you should and shouldn’t wear. In Asian and Muslim countries, you shouldn’t reveal the body, especially women, who (2) ___.

In Japan, you should take off your shoes when entering a house or a restaurant. Remember to place them neatly together facing the door you came in. This is also true in China, Korea, Thailand, and Iran.

3 List some of the clothes you think women shouldn’t wear in Asian and Muslim countries.

___ should wear long-sleeved blouses and skirts below the knee
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2. e should wear long-sleeved blouses and skirts below the knee

3. List some of the clothes you think women shouldn’t wear in Asian and Muslim countries.

3. A short skirt, a bikini, a T-shirt, etc.
- Food and drink

In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, (3) ___. Lunch is a time to relax and socialize, and the Japanese rarely drink alcohol at lunchtime. In Britain and the United States, it’s not unusual to have a business meeting over breakfast, and in China it’s common to have business banquets, but you shouldn’t discuss business during the meal.

4. Is your main meal of the day the same as in Italy or Spain?
5. In which countries do they prefer not to discuss business during meals?
Food and drink
In Italy, Spain, and Latin America, lunch is often the biggest meal of the day, and can last two or three hours. For this reason many people eat a light breakfast and a late dinner. In Britain, you might have a business lunch and do business as you eat. In Mexico and Japan, (3) ___.

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3 a. many people prefer not to discuss business while eating

4. Is your main meal of the day the same as in Italy or Spain?
5. In which countries do they prefer not to discuss business during meals?

4. Students’ own answers. In Italy or Spain it is often lunch.
5. Japan, Mexico, and China.
Doing business

In most countries, an exchange of business cards is essential for all introductions. You should include your company name and your position. If you are going to a country where your language is not widely spoken, you can get the reverse side of your card printed in the local language. In Japan, you must present your card with both hands, with the writing facing the person you are giving it to.

In many countries, business hours are from 9.00 or 10.00 to 5.00 or 6.00. However in some countries, such as Greece, Italy, and Spain, (4) then remain open until the evening.

Japanese business people consider it their professional duty to go out after work with colleagues to restaurants, bars, or nightclubs. If you are invited, you shouldn’t refuse, even if you don’t feel like staying out late.

6 What are some of the rules about business cards?
7 Why is it not a good idea to say to your Japanese business colleagues, ‘I don’t feel like staying out late tonight’?
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4b. Some businesses close in the early afternoon for a couple of hours.

6. What are some of the rules about business cards?
7. Why is it not a good idea to say to your Japanese business colleagues, ‘I don’t feel like staying out late tonight’?
EXTRA TIPS

Here are some extra tips before you travel:

1. In many Asian cultures, it is acceptable to smack your lips when you eat. It means that the food is good.

2. In France, you shouldn’t sit down in a café until you’ve shaken hands with everyone you know.

3. In India and the Middle East, you must never use the left hand (5) for greeting, eating, or drinking.

4. In China, your host will keep refilling your dish unless you lay your chopsticks across your bowl.

8. Which Extra Tips are about food and drink? Which ones are about general behaviour?
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8. Which Extra Tips are about food and drink? Which ones are about general behaviour?

8: 1, 3, 4, 6, 8 are about food and drink. 2, 5, 7 are about general behaviour.
5 Most South Americans and Mexicans like to stand very close to the person they’re talking to. You shouldn’t back away.

6 In Russia, you must match your hosts drink for drink or they will think you unfriendly.

7 In Ireland, social events sometimes end with singing and dancing. You may be asked to sing.

8 In America, you should eat your hamburger with both hands and as quickly as possible. You shouldn’t try to have a conversation until it is eaten.

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Which *Extra Tips* are about food and drink? Which ones are about general behaviour?

8 1, 3, 4, 6, 8 are about food and drink. 2, 5, 7 are about general behaviour.
**VOCABULARY**

**Nationality words**

1. Match a line in A with a line in B. Notice the stress.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>The It'alian</td>
<td>cook lots of noodles and rice.</td>
</tr>
<tr>
<td>The Chi'nese</td>
<td>wear kilts on special occasions.</td>
</tr>
<tr>
<td>The 'British</td>
<td>produce champagne.</td>
</tr>
<tr>
<td>The Ca'nadians</td>
<td>eat raw fish.</td>
</tr>
<tr>
<td>The French</td>
<td>invented football.</td>
</tr>
<tr>
<td>The Japa'nese</td>
<td>eat a lot of pasta.</td>
</tr>
<tr>
<td>The Scots</td>
<td>often watch ice hockey on TV.</td>
</tr>
</tbody>
</table>
Answers and transcript

The Italians eat a lot of pasta.
The Chinese cook lots of noodles and rice.
The British invented football.
The Canadians often watch ice hockey on TV.
The French produce champagne.
The Japanese eat raw fish.
The Scots wear kilts on special occasions.
1. All nationality words have capital letters in English.
   the French the Italians the British

2. If the adjective ends in /s/, /z/, /ʃ/, or /tʃ/ there is no -s at the end of the word for the people.
   Japanese the Japanese
   Spanish the Spanish

3. Sometimes the word for the people is different from the adjective.
   Scottish the Scots
   Finnish the Finns
Focus attention on the Caution Box. It reminds students that all nationality words have capital letters, and if the adjective ends in /s/, /z/, /ʃ/, or /tʃ/ it has no -s at the end. Some nationality words are different from the adjective.
Complete the chart and mark the stress. Add some more countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Adjective</th>
<th>A sentence about the people</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Italy'</td>
<td>'Italian'</td>
<td>The Italians love pasta.</td>
</tr>
<tr>
<td>'Germany'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Scotland'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Russia'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Mexico'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the United States</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'States'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Greece'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'England'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Sweden'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td>Adjective</td>
<td>A sentence about the people</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Italy</td>
<td>Italian</td>
<td>The Italians love pasta.</td>
</tr>
<tr>
<td>Germany</td>
<td>German</td>
<td>The Germans make luxurious cars.</td>
</tr>
<tr>
<td>Australia</td>
<td>Australian</td>
<td>The Australians love sport.</td>
</tr>
<tr>
<td>Scotland</td>
<td>Scottish</td>
<td>The Scots make whisky.</td>
</tr>
<tr>
<td>Russia</td>
<td>Russian</td>
<td>The Russians wear fur hats.</td>
</tr>
<tr>
<td>Mexico</td>
<td>Mexican</td>
<td>The Mexicans eat spicy food.</td>
</tr>
<tr>
<td>United States</td>
<td>American</td>
<td>The Americans drink cola.</td>
</tr>
<tr>
<td>Greece</td>
<td>Greek</td>
<td>The Greeks love to sing and dance.</td>
</tr>
<tr>
<td>England</td>
<td>English</td>
<td>The English love animals.</td>
</tr>
<tr>
<td>Sweden</td>
<td>Swedish</td>
<td>The Swedes like skiing.</td>
</tr>
</tbody>
</table>
Match a line in **A** with a line in **B**. Who is talking? Where do you think the conversations are taking place?

<table>
<thead>
<tr>
<th><strong>A</strong></th>
<th><strong>B</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Could you bring us the bill, please?</td>
<td>White or black?</td>
</tr>
<tr>
<td>2. Would you give me your work number, please?</td>
<td>No problem. It’s stuffy in here.</td>
</tr>
<tr>
<td>3. Can I help you?</td>
<td>Of course. Oh, shall I give you my mobile number, too?</td>
</tr>
<tr>
<td>4. Two large coffees, please.</td>
<td>That line’s engaged. Would you like to hold?</td>
</tr>
<tr>
<td>5. Can you tell me the code for Paris, please?</td>
<td>Yes, sir. I’ll bring it right away.</td>
</tr>
<tr>
<td>6. I’ll give you a lift if you like.</td>
<td>One moment. I’ll look it up.</td>
</tr>
<tr>
<td>7. Would you mind opening the window?</td>
<td>Just looking, thanks.</td>
</tr>
<tr>
<td>8. Could I have extension 238, please?</td>
<td>That would be great! Could you drop me off at the library?</td>
</tr>
</tbody>
</table>
Answers and tapescript

1. A: Could you bring us the bill, please? (request)
   B: Yes, sir. I’ll bring it right away. (offer)

2. A: Would you give me your work number, please? (request)
   B: Of course. Oh, shall I give you my mobile number, too? (offer)

3. A: Can I help you? (offer)
   B: Just looking, thanks.

4. A: Two large coffees, please. (request)
   B: White or black?
5 A Can you tell me the code for Paris, please? (request)
    B One moment. I’ll look it up. (offer)
6 A I’ll give you a lift if you like. (offer)
    B That would be great! Could you drop me off at the library? (request)
7 A Would you mind opening the window? (request)
    B No problem. It’s stuffy in here.
8 A Could I have extension 238, please? (request)
    B That line’s engaged. Would you like to hold? (offer)
4.3 Making requests: *can, could, will, and would*

There are many ways of making requests in English.

<table>
<thead>
<tr>
<th>Can</th>
<th>Could</th>
<th>Will</th>
<th>Would</th>
<th>you</th>
<th>help me, please?</th>
<th>pass the salt, please?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Would you mind helping me, please?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can</td>
<td>Could</td>
<td>I</td>
<td></td>
<td>speak to you, please?</td>
<td>ask you a question?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Do you mind if I open the window?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Would you mind if I opened the window?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Can, could, will, and would* are all modal verbs.
4.4 Making offers: will and shall/should

1. Will and shall/should are used to express offers. They are both modal verbs.

2. The contracted form of will is used to express an intention, decision, or offer made at the moment of speaking.

   Come over after work. I’ll cook dinner for you.
   ‘It’s Jane’s birthday today.’ ‘Is it? I’ll buy her some flowers.’
   Give him your suitcase. He’ll carry it for you.
   Don’t worry about catching the bus. Dave’ll give you a lift.
   Give it back or we’ll call the police!
2. Could is a little more formal; can is a little more familiar. Could I …? and Could you …? are very useful because they can be used in many different situations.

3. Here are some ways of responding to requests:

A. Excuse me! Could you help me?
B. Sure.
   Of course.
   Well, I’m afraid I’m a little busy right now.

A. Would you mind if I opened the window?
B. No, not at all.
   No, that’s fine.
   Well, I’m a little cold, actually.
4 Doing the right thing

Modal verbs 1 – obligation and permission • Nationality words • Requests and offers

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