

# 3 WOULD YOU MIND?

Making requests

## Warm-up exercises

### Exercise 1

Write the woman's answer.



### Exercise 2



Listen to the following conversation. Then practice it with a partner.

#### Memo

Always look at the person you are speaking to. Don't look down at the page!

- Mom** Joey, would you mind turning down the volume?  
**Joey** Not at all.  
**Mom** Could you possibly clean your room this afternoon?  
**Joey** Sorry, but I have to go to soccer practice.  
**Mom** Well, do you think you could do it after dinner?  
**Joey** Sure, no problem.



### Exercise 3

Practice the conversation a few more times. Each time, ask and answer about a different request. Use an idea below or your own idea.



Look at page 20  
Language focus

## Warm-up exercises

### Exercise 1

- Ask a few questions to set the situation for the exercise; for example:
  - What is the little boy doing?
  - What is wrong with the car?
  - Why is the man talking to the old lady?
- It might be a good idea to first review the questions and answers in the *Language focus* section on page 20.
- You might have the students work in pairs or small groups to write an answer.
- You could elicit the students' answers and write them on the board or have several students write their answers on the board, and then go over them with the class.

### Exercise 2

- To warm up, you might go over the situation and the relationship of the speakers in the dialogue.
- It might be a good idea to have the students listen to the conversation and ask any questions they might have before they practice the conversation with a partner.
- Emphasize that the students should make *eye contact* while they are saying their lines so that they are not just reading through the script.
- You could drill the class with “disappearing sentence” practice, using several of the requests from the *Language focus* section on page 20 on the board. For example:
  - Can you close the door?
  - Do you think you could meet me after school?
  - Could you possibly lend me ten dollars?
  - Would it be possible for you to help me with the homework?
  - I was wondering if you could possibly take me to the airport tomorrow.
  - Would you mind closing the door?

Leave the underlined words on the board as cues while you gradually erase the rest of each

sentence, one or two words at a time, calling on a different student to repeat the entire sentence after each erasure.

### Exercise 3

- Make it clear that the students do not have to repeat all the sentences in the dialogue exactly, word for word, when they use substitution items, but rather can ask and answer in any way that they feel may be appropriate.
- It might be a good idea to go over the “chores” pictured at the bottom, but make it clear that they can use *any* chore as a request, not just one of these. You might elicit other possible mother-son requests.
- Though it may not be possible, or even necessary, for you to check the “free” sentences of every student, encourage the students to ask you whenever they have any doubts about their or their partner’s sentences.
- The second speaker, Joey, could also make up a different excuse; that is, something instead of “soccer practice.”

#### Note

- In Exercise 2, you could have the students listen to the conversation with their books *closed* at first and perhaps ask some general comprehension questions as a warm-up listening exercise before they look at the dialogue.

Listening task



Exercise 1



Listen to the conversation and circle the things that Julie asks Alex to do.



Exercise 2



Listen again and check (✓) all the things that Alex agrees to do and make an "X" on the things he cannot do.



Exercise 3



basketball practice

Listen once more and make a note of why he cannot do some things.



a lot of homework



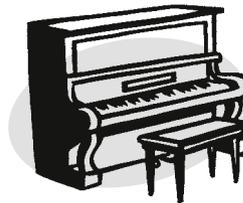
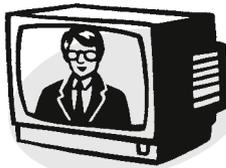


## Speaking task one

Do these exercises with a partner.

### Exercise 1

Make an "X" on six of the things below that you do *not* want to do for your partner and think of a reason to say "no." (Do not show your partner which six things you have chosen.)



#### Memo

First discuss the possible requests for each picture, as well as possible reasons to refuse requests.

### Exercise 2

Take turns with your partner asking each other to do things:

- Choose any picture—marked or unmarked—and ask your partner to do something.
- When your partner asks you to do something, say "no" to anything marked with an "X" and say "yes" to anything not marked.

The first person to get his or her partner to say "yes" to six things wins!

#### Example

**Student A** Do you think you could feed the cat?

**Student B** Sure, I'd be glad to.

**Student B** Could you possibly pick me up later?  
**Student A** I'm afraid I can't. I have to go to the library.

#### Memo

Always give a *different reason* when you say "no."



**Speaking task two** Do this exercise with everyone.

The teacher will give you one of the boxes (1–8) on pages 18 and 19. Walk around the classroom and ask your classmates to do things for you, and agree or refuse to do things for others.

Ask your classmates to do things and write the name of someone who says “yes.”

Use this information to answer requests. (Say “yes” to these three things only.)

1 Find someone who:

ASK

will drive you to the airport tomorrow evening.

will babysit your little brother tonight.

will let you copy yesterday's class notes.

ANSWER

Agree to:

- pick up some books at the library.
- lend your friend ten dollars.
- take care of your friend's cat this summer.

Refuse all other requests!

## M e m o

- Use only page 18 if there are fewer than eight students in the class.
- Do not show your box to anyone!
- Talk in pairs, not groups.

**1 Find someone who:**

ASK

name will drive you to the airport tomorrow evening.

name will babysit your little brother tonight.

name will let you copy yesterday's class notes.

**ANSWER Agree to:**

- pick up some books at the library.
- lend your friend ten dollars.
- take care of your friend's cat this summer.

Refuse all other requests!

**2 Find someone who:**

ASK

name will lend you ten dollars.

name will help you look for your dog.

name will water your houseplants while you are away next week.

**ANSWER Agree to:**

- let your friend copy your class notes.
- help your friend carry some boxes downstairs.
- go to the post office for your friend.

Refuse all other requests!

**3 Find someone who:**

ASK

name will help you with the homework after school.

name will take care of your cat for a month this summer.

name will go to the post office and mail some letters for you.

**ANSWER Agree to:**

- teach your friend how to use the computer lab.
- water your friend's houseplants.
- babysit your friend's little brother.

Refuse all other requests!

**4 Find someone who:**

ASK

name will teach you how to use the computer lab after class.

name will pick up some books for you at the library this afternoon.

name will help you carry some boxes downstairs.

**ANSWER Agree to:**

- drive your friend to the airport.
- look for your friend's dog.
- help your friend with the homework.

Refuse all other requests!

18

**Speaking task two**

- Remind the students to make requests in different ways, depending on the “size” of the request.
- Make it clear that the students should base their responses on the information in the bottom half of their boxes and always give a reason when they refuse a request.
- You might give the students a minute or two to memorize the information in the bottom half of their boxes; that is, the things they should agree to do. Remind them to refuse all other requests.
- It might be a good idea to demonstrate the exercise with a similar “Find someone who” box on the board.

**Note**

- Make it clear that the students should say “me” or “my” in their requests when they see “you” or “your” written in their boxes. Also make it clear that “your friend” means any classmate who speaks to them.
- A reminder: You have to assign *all* eight boxes for the exercise to work. If you have fewer than eight

3

**Example**

**Student A** Do you think you could help me look for my dog?  
**Student B** Of course.

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**Student C** Could you possibly help me paint my kitchen this afternoon?  
**Student D** I'm sorry, but I have a dentist appointment.

**Memo**

- Always give a reason when you refuse a request.
- "Your friend" means the person you are speaking to.

**5 Find someone who:**

**ASK**

\_\_\_\_\_ will lend you a dictionary.  
name

\_\_\_\_\_ will pick up your laundry tomorrow morning.  
name

\_\_\_\_\_ will help you paint your kitchen this afternoon.  
name

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**ANSWER**

**Agree to:**

- lend your friend a camcorder.
- let your friend copy your homework.
- show your friend how to install new computer software.

Refuse all other requests!

**6 Find someone who:**

**ASK**

\_\_\_\_\_ will let you copy the homework for tomorrow.  
name

\_\_\_\_\_ will help you move to a new house on Sunday.  
name

\_\_\_\_\_ will feed your goldfish while you are on vacation next week.  
name

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**ANSWER**

**Agree to:**

- lend your friend a dictionary.
- go to the bank for your friend.
- go to the supermarket for your friend.

Refuse all other requests!

**7 Find someone who:**

**ASK**

\_\_\_\_\_ will help you fix your car.  
name

\_\_\_\_\_ will show you how to install new computer software.  
name

\_\_\_\_\_ will go to the supermarket for you.  
name

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**ANSWER**

**Agree to:**

- explain the class project to your friend.
- feed your friend's goldfish.
- pick up your friend's laundry.

Refuse all other requests!

**8 Find someone who:**

**ASK**

\_\_\_\_\_ will explain the class project to you after school.  
name

\_\_\_\_\_ will lend you a camcorder for a week.  
name

\_\_\_\_\_ will go to the bank for you this afternoon.  
name

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**ANSWER**

**Agree to:**

- help paint your friend's kitchen.
- help your friend move to a new house.
- help fix your friend's car.

Refuse all other requests!

students, just use the four boxes on page 18. (One box can be assigned twice if need be.)

- For all such activities in which the students circulate, you should tell them to change partners frequently and to sit down only when they are finished (though they can still continue *answering questions*).

.....

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Homework

Match the dialogues with the pictures and write the request for each dialogue.

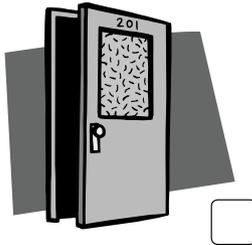
1 **Stella** [Makes a request.]  
**Lisa** I'm in the kitchen, and my hands are full right now, Stella.  
 Can you get it?  
**Stella** Oh, all right, but it's probably for you.

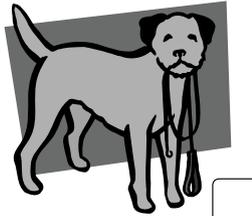
2 **Professor Hall** Yes, Ann-Marie, what is it?  
**Ann-Marie** [Makes a request.]  
**Professor Hall** Of course. I'll be in my office after 3:00.  
**Ann-Marie** Great, thank you. I'll come at 3:30.

3 **Jack** I'm going to the store, Jill. Need anything?  
**Jill** [Makes a request.]  
**Jack** What kind do you want?  
**Jill** Oh, it doesn't matter. Just get a large one.

4 **Mom** [Makes a request.]  
**Tommy** But I just walked him an hour ago!  
**Mom** That was more like *three* hours ago, and anyway, he wants to go out.  
**Tommy** Oh, OK. Here, boy! Let's go.

M e m o  
 Write the requests on a separate sheet of paper.










### Homework review Do this exercise with everyone.

Walk around and talk to your classmates. Read through the dialogues. For each dialogue, find someone who wrote a request *similar* to yours and write that person's name next to your request.

M e m o  
 • Do this exercise in the next lesson if you have time.  
 • If you cannot find anyone, write "no one."

Language focus

Can you	close the door?
Could you	lend me your pen?
Do you think you could	meet me after school?
Could you possibly	pick me up tomorrow?
Would it be possible for you to	help me move tomorrow?
I was wondering if you could possibly	take me to the airport later?
Would you mind	closing the door?
	turning down the volume?

Yes

Sure.  
 Of course.  
 I'd be glad to.  
 No problem.  
 Not at all.  
 No, not at all.

No

I'm sorry, but  
 I wish I could, but  
 I'd like to, but  
 I'm afraid I can't.  
 I'm very busy.  
 I have to work.

# Homework

- You might demonstrate the exercise on the board to make sure the students understand the homework assignment completely, and answer any questions they may have.
- Make it clear that the *Homework review* exercise is a follow-up classroom activity, *not* homework.
- For additional practice, you could have the students draw a simple sketch and write a dialogue with a request.

## Homework review

- Make it clear that the students should read through the entire dialogue, not just the lines they wrote.
- For all such activities in which the students circulate, you should tell them to change partners frequently and to sit down only when they are finished (though they can still continue comparing dialogues).
- You could also have the students draw simple sketches on the board, representing requests, and ask the class to guess the request for each one.

### Note

- For an extended *Homework review* exercise, you could provide magazine pictures and ask the students to work in small groups and write similar short dialogues with requests.

A large rectangular area containing 25 horizontal lines for writing, each preceded by a small circular dot on the left side.