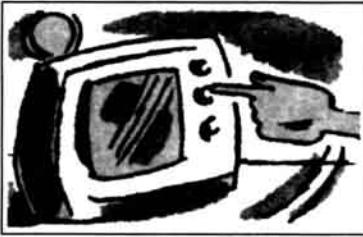


Would You Mind...?



**TURN ON THE TV**



**CALL A TAXI**



**CLOSE THE WINDOW**



**TURN OFF THE RADIO**



**PHONE MY MOTHER**



**TAKE THE DOG FOR A WALK**



**MAKE A CUP OF COFFEE**



**SIT OVER THERE**



**TURN ON THE LIGHT**



**PUT ON A DIFFERENT TAPE**



**READ THIS LETTER**



**COOK DINNER TONIGHT**

# Would You Mind...? Worksheet 10

## ACTIVITY

Whole class: speaking

Mixer (For detailed instructions and advice on using mixers, see the notes for teachers at the beginning of the Resource Pack.)

## AIM

To speak to as many partners as possible, asking for permission, making requests and offering, using cards as cues.

## GRAMMAR AND FUNCTIONS

Permission, requests and offers:

*Can I...? Could I...? May I...? Is it all right if I...?  
Would you mind if I...? Can you...?, Could you...?,  
I wonder if you could ...?, Would you mind -ing?  
Should I do that? That's very kind of you.*

Agreeing and refusing:

*Yes, of course. Yes, go ahead. By all means.  
(I'm sorry) I'm afraid I/you can't. I'm afraid not.  
No, of course not. No, go ahead.  
I'm sorry, I do (mind).  
Thank you. No, it's all right, thank you. No, I'll do it.*

Some of these expressions are formal and it is important that you suggest a suitable context for the mixer if they are used in the example dialogue. Tell the students that they are addressing someone they either do not know very well or who is in a position senior to them, such as a host family, their boss, or a stranger.

## VOCABULARY

Everyday activities

## PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the pictures out so that the students have one picture card each. Put a check on the back of half of the cards and an X on the other half. You will also need to keep one picture card for yourself to demonstrate the activity.

## TIME

10 minutes for each mixer

## PROCEDURE

1. If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class. Keep one for yourself.
2. Tell the students that they are going to ask for permission, using the cards as cues. Write example dialogues on the board indicating the language the students should use. For example:  
(card says "Turn on the TV")  
Student A: *Can I turn on the TV, please?*  
(card has a check on the back)  
Student B: *Yes, of course.*  
(card says "Call a taxi")  
Student A: *Could I call a taxi?*  
(card has an X on the back)  
Student B: *No, I'm sorry.*  
Explain that Student B's response will depend on whether there is a check or an X on the back of the mixer card.
3. Demonstrate the activity with individual students. **Tell the students to hold their cards so the word and picture is facing them, and the check or X is facing their partner.** Ask several pairs of students to demonstrate the activity to the whole class, using their cards as cues.
4. Now ask the students to go around the class asking for and giving/refusing permission with as many different partners as possible, using their cards as cues. In this part of the activity, the students practice making the same request several times
5. When the students have finished, **ask them to exchange cards and to go around the class again, this time holding their cards the other way round so the word and picture cue is facing their partner.** The students take turns asking questions using the cues on their partner's card. In this part of the activity, the students make a different request each time they change partners.
6. The students continue in this way until they have spoken to as many different partners as possible.