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Permission \& Requests mingle


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In this activity, students speak to as many partners as possible, asking for permission, making requests, using cards as prompts.

## Procedure

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 tick on the back of half of the cards and a cross on the other half. You will also need to keep one picture card for yourself to demonstrate the activity. If there are more than 12 students in the class, divide them into groups.

Before the activity, go through the language the students will need for asking for permission and making requests.

Permission and requests:
Agreeing and refusing:
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?
Yes, of course. Yes, go ahead.
I'm afraid I/you can't. I'm afraid not.
No, of course not. No, go ahead.
I'm sorry, I'm afraid I do (mind).
Some of these expressions are formal and it is important that you suggest a suitable context for the activity.

Tell the students that they are going to ask for permission, using the cards as prompts. Write example dialogues on the board indicating the language the students should use.

## Examples:

(The card says 'turn on the TV) Student A: Can I turn on the TV, please?
(The card has a tick on the back)
Student B: Yes, of course.
(The card says 'call a taxi')
Student A: Could I call a taxi?
(The card has a cross on the back)
Student B: No, I'm afraid not.

Explain that Student B's response will depend on whether there is a tick or a cross on the back of the card.

Demonstrate the activity with individual students. Tell the students to hold their cards so the word and picture are facing them, and the tick or cross is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts.

Now ask the students to go round the class asking for and giving/refusing permission with as many different partners as possible, using their cards as prompts. In this part of the activity, the students practice making the same request several times

When the students have finished, ask them to exchange cards and to go round the class again, this time holding their cards the other way round so the word and picture prompt is facing their partner. The students take it in turns to ask questions using the prompts on their partner's card. In this part of the activity, the students make a different request each time they change partner.

The students continue in this way until they have spoken to as many different partners as possible.

