

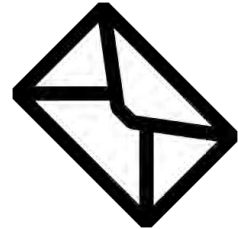
# Permission & Requests Mingle



TURN  
ON  
THE TV



SEND  
AN  
EMAIL



MAKE A  
CUP OF  
COFFEE



LEND ME  
SOME MONEY



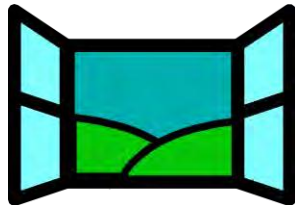
CALL  
A  
TAXI



GIVE  
ME  
A LIFT



CLOSE  
THE  
WINDOW



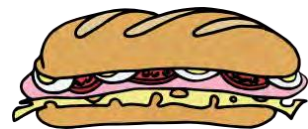
TURN ON  
THE  
AIR  
CONDITIONING



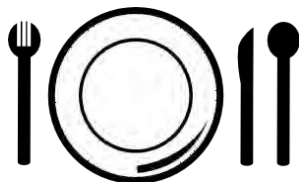
TURN  
THE  
MUSIC  
DOWN



MAKE  
A  
SANDWICH



COOK  
DINNER  
TONIGHT



TAKE  
THE DOG  
FOR A WALK



# Permission & Requests Mingle

In this activity, students practice asking for permission and making requests using cards as prompts.

Before class, make one copy of the worksheet for every 12 students and cut as indicated. 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.

## Procedure

Before the activity, go through the language for asking permission with the class.

Can I...? Could I...? May I...? Is it all right if I...? Would you mind if I...?

Yes, of course. Yes, go ahead. No, I'm afraid you can't. No, I'm afraid not.

Give each student a card. Tell the students that they are going to ask for permission, using cards as prompts.

Write example dialogues on the board indicating the language the students should use.

Examples:

Card: Turn on the TV.  
A: Can I turn on the TV, please?

Card: Call a taxi.  
A: Could I call a taxi?

Card has a tick on the back.  
B: Yes, of course.

Card has a cross on the back.  
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 pictures are facing them and the tick or cross is facing their partner.

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.

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 permission using the prompts on their partner's card. In this part of the activity, the students use different phrases each time they change partner.

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

This process is then repeated but instead of asking permission, this time they make requests.

Can you...? Could you...? I wonder if you could...? Would you mind - ing?