

**ACTIVITY**

Whole class: speaking  
 Mill drill (For detailed instructions and advice on using mill drills, 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 prompts.

**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?*  
*Shall 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'm afraid 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 mill drill 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 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.

**TIME**

10 minutes for each mill drill

**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 prompts. Write example dialogues on the board indicating the language the students should use. For example:  
 (card says 'put the television on')  
 Student A: *Can I put the television on, please?*  
 (card has a tick on the back)  
 Student B: *Yes, of course.*  
 (card says 'call a taxi')  
 Student A: *Could I call a taxi?*  
 (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 mill-drill 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 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.
- 4 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 practise making the same request several times
- 5 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.
- 6 The students continue in this way until they have spoken to as many different partners as possible.