

## Speaking • Asking for permission

### Aim

Ask for permission to do things.

### THINK!

Check that students understand *ask for permission*. Focus on the places in the box. Read the question with the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Who do you usually ask for permission? What do you ask permission for?*

### ANSWERS

Students' own answers.

### Exercise 1

Focus on the photo and elicit some possible situations. Encourage students to speculate.

### ANSWER

Students' own answer.

### Exercise 2 1.37

Allow students time to read through the gapped dialogue. Play the video or audio for students to watch or listen and complete the dialogue with the phrases in the box. Play the video or audio again for students to check their answers. Check answers with the class then ask the question from exercise 1 again. Elicit the answer.

### ANSWERS

- 1 watch that wildlife programme on TV
  - 2 It's really good.
  - 3 it's time for dinner
  - 4 watch TV later
- She can watch the TV programme later.

### Optional activity: Speaking

Play the audio or video again, pausing after each question asking for permission. Get students to repeat the questions and encourage them to copy the intonation on the recording.

### Exercise 3

Students work individually or in pairs to match the phrases with the sentences in the dialogue. Check answers then put students into pairs to practise the new dialogue.

### ANSWERS

- 1 b 2 d 3 a 4 c

## 3 SPEAKING • Asking for permission

I can ask for permission to do things.

**THINK!** Look at the places in the box. Where do you usually ask for permission?

at home in a shop in a park at school

Lottie Dad.  
Dad Yes?  
Lottie Is it OK if I <sup>1</sup> .....?  
Dad No, I'm afraid you can't.  
Lottie But Dad, why not? <sup>2</sup> .....  
Dad I'm sorry, but <sup>3</sup> .....  
Lottie Oh, OK. Can I <sup>4</sup> ....., then?  
Dad Yes, of course you can.  
Lottie Great. Thanks, Dad.



1 Look at the photo. What is the situation?

2 1.37 Watch or listen and complete the dialogue with the phrases in the box. Check your answer to exercise 1. When can Lottie watch the TV programme?

It's really good watch TV later  
watch that wildlife programme on TV  
it's time for dinner

3 Look at the dialogue again. Match phrases a–d with 1–4 in the dialogue to create a new situation. Then practise the dialogue.

- a. I think you've got homework
- b. go to the cinema with Hana
- c. go at the weekend
- d. There's a really good film

4 Match a–f with 1–3 in the Key Phrases. There is more than one correct answer.

- a. you're always on the computer
- b. watch TV
- c. it's late and you've got school tomorrow
- d. go to a friend's house
- e. use the computer
- f. you need to help with the housework now

### KEY PHRASES

#### Requesting permission

- 1 Is it OK if I / we .....?
- 2 Can I / we / you .....?

#### Giving permission

Yes, of course you can.

#### Refusing permission

No, I'm afraid you can't.

3 I'm sorry, but .....

5 Work in pairs. Make mini-dialogues with the situations in exercise 4 and the Key Phrases.

6 USE IT! Work in pairs. Look at the situation. Prepare and practise a new dialogue. Use the dialogue in exercise 2 and the Key Phrases.

You want to use the computer in your classroom. Ask your teacher for permission.



44 Wild life

### Exercise 4

Read through the gapped key phrases with the class. Ask students to find the key phrases in the dialogue, and check they understand everything. Remind students that they should try to learn key phrases. Students match a–f with 1–3 in the key phrases. Check answers with the class.

### ANSWERS

- a 3 b 1 and 2 c 3 d 1 and 2  
e 1 and 2 f 3

### Exercise 5

Demonstrate by working with a confident student and creating a mini-dialogue, taking one of the roles yourself. Students work in pairs to prepare and practise their mini-dialogues. Monitor while they are working and encourage them to use intonation to make the dialogue realistic. Ask some pairs to perform their dialogues for the class.

### ANSWERS

Students' own answers.

### Exercise 6 USE IT!

Students work in pairs to prepare a new dialogue for the situation in the box. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

### ANSWERS

Students' own answers.

### Optional activity: Speaking

Students could work in pairs and create a new dialogue using their own ideas for a situation. With **weaker classes**, you could brainstorm some ideas for situations first. Ask some pairs to perform their dialogues for the class.

### More practice

Student book page 59

Practice Kit