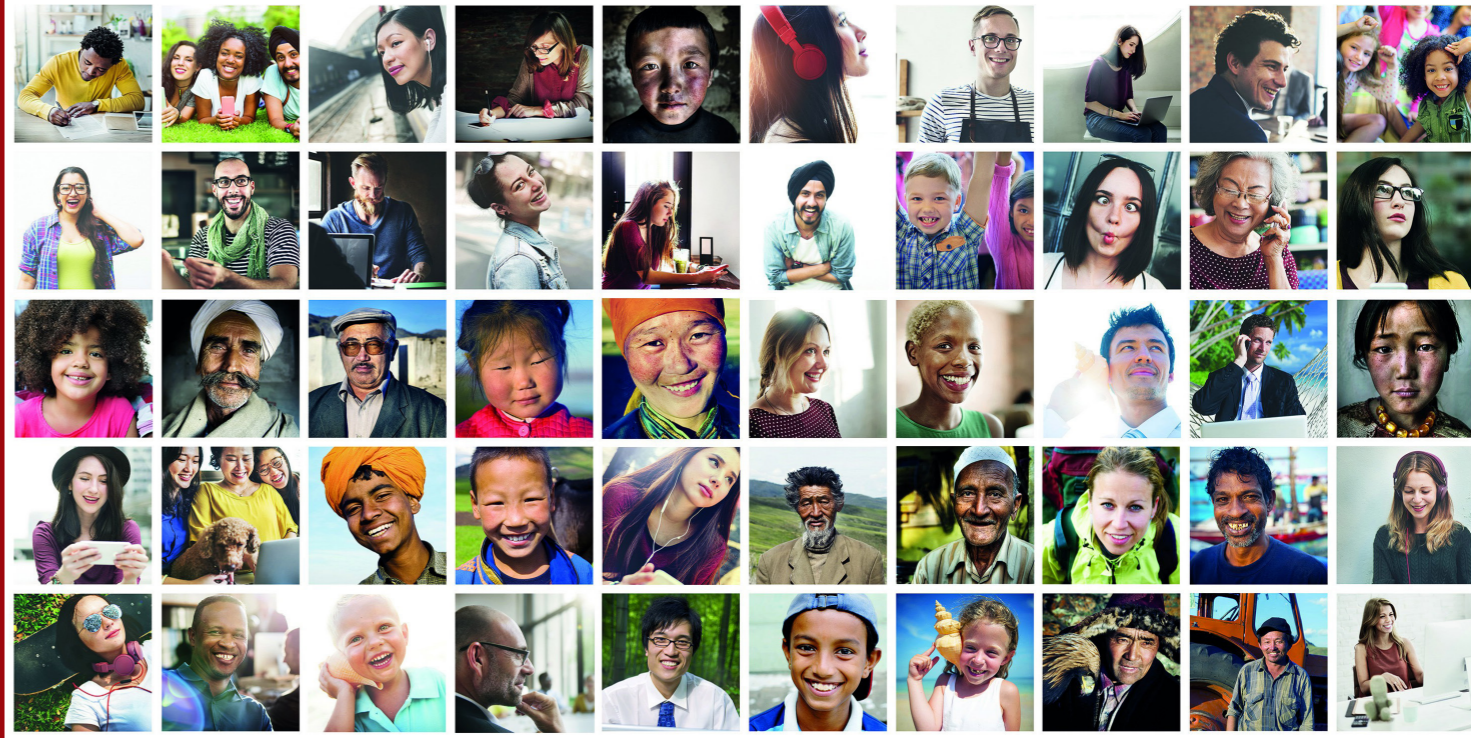


ENGLISH GAMES & ACTIVITIES

12<sup>th</sup> GRADE



12<sup>th</sup> GRADE

# ENGLISH GAMES & ACTIVITIES

THEME 6  
FAVORS



T.C. MİLLÎ EĞİTİM BAKANLIĞI

# English 12

## Games & Activities

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Games are learner-centered activities and they can be considered as an excellent opportunity for students in terms of taking responsibility for their own learning. Being one of the most essential components in foreign language classes, thanks to the advantages, games are frequently used in learning and teaching English as well.

It is a well-known fact that games are educationally valuable, and they can be highly motivating and challenging. Providing a meaningful context for language use, they encourage students to interact, communicate and sustain the effort of learning (Lee, 1995). Games allow students to analyze the information and develop their critical thinking skills (Lujan et al., 2006), and they also develop problem-solving skills through choices students make during a game (Feinstein et al., 2002). Furthermore, it is known that games can lower anxiety and contribute to second language acquisition. Enabling students to acquire new experiences within a foreign language and adding diversion to the regular classroom activities, they create a relaxed learning atmosphere (Fromme, 2003; McFarlane and Sakellariou, 2002).

Supporting the teaching methods used frequently in the classroom, the games and activities included in the book are quite useful for not only teachers but also students. The book offers teachers to have the opportunity to learn about various types of games and activities that can enhance learning process while adding fun to class. Besides, it is a great book for students to take responsibility for their own learning thanks to the games and activities that let them work individually, in pairs, in groups and as a whole class.

With this book, it is aimed to make learning more effective and meaningful by providing a competitive, participatory and enjoyable educational environment. Another aim of this book is to help students develop self-confidence and build higher self-esteem. Moreover, thanks to the interactive games and activities, it is intended that students use the four basic language skills integrated with each other more effectively.

It is purposed that students are provided with the knowledge and skills determined in line with the language functions in the curriculum effectively, acquire various skills, apply these skills in different situations and enjoy while doing all of these.

We believe the games and activities will be useful for our students.

Theme	Functions	Activities	Skills	Page
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Answer Keys & Audio Scripts				137-140
Appendix				141-151

## ICONS USED IN THE BOOK



Duration



Individual Activity



Whole Class Activity



Link



Pair Work



QR Code for Listening



Cut



Group Work



# THEME 6 FAVORS

12<sup>th</sup> GRADE

## FUNCTIONS

- F1 Making requests
- F2 Accepting and declining requests
- F3 Asking for and responding to favors

### 1 Requests in Places



The aim of the game is to have students make requests as many as possible.

#### Materials and Preparation

No materials required

#### Procedure

- 1 Tell students to imagine a place where they would like to be. It might be an ordinary place like a school or an extraordinary place like at the top of a mountain. Remind them not to tell the places to anyone in the class.
- 2 Next, give them some time to think of various requests that they might ask if they were in those places. Ask them to keep the requests in their minds.
- 3 Then, choose one student and tell her/him to give a request once, and at the same time ask the rest of the class to guess that imaginary place.

**E.g.** Place: hotel

- Can you help me with my suitcase?
  - Could I have room service, please?
  - Would you mind checking in two hours earlier?
- 4 Explain that the first student who guesses the place correctly takes the turn. If a student comes up with 7 requests and the class is still unable to guess the imaginary place, that student wins the round.
  - 5 Finish the game when each student in the class has had a turn.

### 2 Caption This



This game aims to have students make requests by looking at pictures. It is expected to help students with their creativity and speaking skills.

#### Materials and Preparation

Visuals on page 141

As a preparation, the teacher photocopies the visual page as many as the number of groups.

#### Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Hand out the visual page to the groups.
- 3 Tell students that they are going to caption each picture with a request phrase.
- 4 Give them 7-8 minutes for the task.
- 5 When the groups are finished with the task, have them read out their captions for each picture.
- 6 Emphasize that they are going to choose the best caption for each picture by voting. Therefore, advise them to note down their friends' captions while they're reading out.
- 7 After all the groups have finished, vote for the caption of each picture and decide on the best captions.



# THEME 6 FAVORS

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Making requests

F2 Accepting and declining requests

F3 Asking for and responding to favors

### 3 Guess the Place



The activity aims to have students make requests in contexts specific to some places. It is expected to help with listening, speaking, reading and writing skills.

#### Materials and Preparation

Places sheet on page 142

As a preparation, the teacher cuts out the places sheet and puts the strips into a box/bag placed on the table.

#### Procedure

- 1 Put students into groups of four or five.
- 2 Tell the group members to choose a representative to pick a strip on behalf of the group.
- 3 Then, have each group think about the place on the strip and related contexts and write as many requests as possible specific to that place. Give them five minutes for this.
- 4 Next, ask the groups to share the requests they have created and have the other groups guess to what place those requests may be related.
- 5 For each correct guess, award one point.
- 6 The group with the highest score at the end of the game is to be announced as the winner.

### 4 Request-storming



This game aims to have students practice making requests. It is expected to contribute to students in terms of creativity and problem-solving skills.

#### Materials and Preparation

A piece of paper

Cards on page 143

As a preparation, the teacher cuts out the cards and hands them out to each group.

#### Procedure

- 1 Divide the class into five groups.
- 2 Explain the groups that they will be given a word that they should brainstorm for requests.

**E.g.** Requests containing the word "mobile phone".

- Could you lend me your mobile phone?
- Is it OK if I use your mobile phone?
- Do you mind if I use your mobile phone?

- 3 Then, ask the groups to write as many requests as possible related to the words on the cards.
- 4 Give them 10 minutes for the task.
- 5 When they're finished, have them share their requests.
- 6 The group with the most sentences as well as the highest accuracy will be announced as the winner.





# THEME 6 FAVORS

12<sup>th</sup> GRADE

## FUNCTIONS

- F1 Making requests
- F2 Accepting and declining requests
- F3 Asking for and responding to favors

## 5 What is the Manner?



This activity aims to have students talk about the manner of accepting or declining request expressions.

### Materials and Preparation

Activity sheet on page 144

As a preparation, the teacher photocopies the activity sheet as many as the number of students.

### Procedure

- 1 Hand out the activity sheet to students. Then, explain them that they are going to listen to different dialogs and fill in the blanks by picking the exact phrases they hear from the list on the top of the activity sheet.
- 2 Pause after each dialog and have them choose and write the exact responses they hear.
- 3 Afterwards, ask students to evaluate the manner of each dialog in terms of response (accept or decline), formality (formal or informal) and politeness (polite or impolite). In case they don't like the manner of any speech, encourage them to rephrase it as they wish.

## 6 Request Prompter



The aim of this activity is to have students accept and decline requests using prompts.

### Materials and Preparation

Strips on page 145

The teacher photocopies the worksheet and cuts out the strips of paper for each pair.

### Procedure

- 1 Put students into pairs.
- 2 First, give each student 8 situations strips randomly. Then, hand out the response strips consisting of 4 accept and 4 decline responses for each student.
- 3 Tell the pairs to put all of the situation strips face down. Next, have one of the students in pair to pick a situation strip and read it. Ask the other student to choose a response (either accept or decline) and give a convenient response for the request mentioned in the situation strip. Remind them they are to dedicate one response strip for each request.

**E.g. Student A** *You are studying for your Math exam, but your neighbors are having a very loud party at the same time. You decided to visit and say: Could you turn the music down and be more quiet please?*

**Student B** *Yes, of course. Sorry for that noise. (If the response card is Accept)  
I am sorry, I don't think I can. (If the response card is Decline)*

- 4 Let them elaborate and pursue each dialog if they wish. Each student in pairs does the same task in turn.
- 5 After they have studied all situations, let them tell which requests have been accepted and which ones have been declined.



# THEME 6 FAVORS

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Making requests

F2 Accepting and declining requests

F3 Asking for and responding to favors

## 7 Concentrate and Match



The aim of this game is to have students practice accepting and declining requests. It is also expected to contribute to students in terms of everyday phrases.

### Materials and Preparation

Concentration strips on page 146

As a preparation, the teacher photocopies and cuts out the sentences into strips so that each strip will have the dialog phrase on one person, as many as the number of groups.

### Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Hand out the sets of strips to groups; each group will have sixteen strips, eight of which are requests and the other eight are phrases related to accepting or declining them.
- 3 Give the groups 10 minutes to match the strips to create meaningful dialogs.
- 4 When they're done, have them share their answers.
- 5 Announce the group to finish first as the winner unless there are accuracy problems.

## 8 I Need Your Help



The activity aims to have students make, accept and/or decline requests using information-gap charts. It is also expected to help students improve their listening and speaking skills.

### Materials and Preparation

Information-gap charts on page 147

As a preparation, the teacher photocopies and cuts out the information-gap charts.

### Procedure

- 1 Put students into pairs as Student A and Student B.
- 2 Hand out the information-gap chart sets to each pair.
- 3 Tell students to imagine that they are on summer holiday and their weekly schedules are the ones given on the information-gap charts. Then, have each student tick five of the tasks on the information-gap charts and request their partners to help them with these. The partner requested to help will accept if his/her weekly schedule allows. If the time of the task for which the request is made coincides with the own task of the partner, then she/he will refuse and give reasons.

**E.g. Student A** *Could you help me take care of my sister on Monday evening?*  
**Student B** *Of course.*

**Student A** *Could you help me wash the car on Thursday morning?*  
**Student B** *I'm sorry, I can't. I'm taking my bike to the repairman.*

- 4 Give students a suitable amount of time for the activity.





# THEME 6 FAVORS

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Making requests

F2 Accepting and declining requests

F3 Asking for and responding to favors

### 9 Do Me a Favor



The activity aims to have students ask for and respond to favors. It also makes it possible for students to improve their reading and speaking skills through working in a collaborative way.

#### Materials and Preparation

Board game sheet, a dice pattern and counters on page 148

As a preparation, the teacher photocopies the board game sheet, makes dice from the dice patterns and cuts out the counters.

#### Procedure

- 1 Put students into groups of six.
- 2 Give each group a board game sheet, a dice and counters.
- 3 Ask students to place their counters on the starting point. The student to throw the highest number with the dice starts the game.
- 4 Have students roll the dice. Then, have the student who has rolled the dice ask for a favor according to the box she/he has landed on.
- 5 Once the student has come up with a suitable favor, have her/him roll the dice again. The member of the group whose student number for the group activity has been indicated by the dice is required to respond to the favor. If the student can't think of anything to say, she/he can say "Pass." but misses the turn. Have students keep rolling the dice in turns to continue.
- 6 Monitor and guide them while they are carrying out the task so that you can help them with the challenges faced during the task. The first student to reach the finish wins the game.

### 10 Favor Guessing



The aim of this game is to have students practice asking for and responding to favors.

#### Materials and Preparation

Pictures on page 149

As a preparation, the teacher cuts out the pictures.

#### Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Stick the pictures on the board or display them on the interactive whiteboard.
- 3 Ask students to examine the pictures for 2 or 3 minutes and ask them to think about what favors those pictures remind them of.
- 4 Tell them "What kind of favors do you think they need?" and have them write as many favor phrases as possible.
- 5 Monitor and guide them while they are carrying out the task.
- 6 The group making at least ten accurate and comprehensible favor phrases will get a random applause.



# THEME 6 FAVORS

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Making requests

F2 Accepting and declining requests

F3 Asking for and responding to favors

## 11 Charity Organization



The overall aim of this activity is to have students ask for and respond to favors. More specifically, in this activity, it is expected to make suggestions first, and then accept and refuse requests while organizing a charity fair.

### Materials and Preparation

Worksheet on page 150

The teacher photocopies the worksheet for each pair and hands them out.

### Procedure

- 1 Put students into pairs.
- 2 Tell them that they are going to organize a charity fair thanks to a sponsorship from a big company. Ask them to make, accept and refuse suggestions on each prompt written in the table. Then, tell them to fill in the table by writing the jointly agreed-upon ideas for the fair. Encourage them to use the phrases: Let's ..., We could ..., Why don't we ...?, How about ...?

**E.g. Student A** *Let's organize the charity fair in front of a shopping mall.*

**Student B** *That's a good idea! Let's write it. Or*

*I think it is not a good idea. Why don't we organize it in a school garden?*

- 3 Afterwards, have students make a group of four by joining with another pair. Tell them to discuss their suggestions for the fair and write the best ideas in the second table. In the discussion session, ask them to take it in turns to make requests to each other in order to complete the tasks for the preparation of the fair. Encourage them to use the phrases: Can you ...?, Could you ...?, Would you mind ...?

**E.g.** *Would you mind going to the supermarket and buying thirty bottles of water?*

- 4 Remind students that they should accept the requests only if they really wouldn't mind doing. When students accept a request, both their names and the tasks are written in the table. If they decline the requests, they are asked to explain the reasons.
- 5 When all the groups have finished the tasks, ask them to share their plans and preparations by giving each student's name.
- 6 Finally, have the groups vote for the best charity fair organization.



# THEME 6 FAVORS

12<sup>th</sup> GRADE

## FUNCTIONS

- F1 Making requests
- F2 Accepting and declining requests
- F3 Asking for and responding to favors

## 12 Favor Chart



The aim of this game is to have students practice asking for and responding to favors. It is expected to help students improve listening skills.

### Materials and Preparation

Worksheet on page 151

As a preparation, the teacher photocopies the worksheet as many as the number of students.

### Procedure

- 1 Put students into pairs and hand out the worksheet to each student.
- 2 Have students take a glance at the worksheet for getting more acquainted with the task.
- 3 Let them listen to the recording twice, noting down at the same time.
- 4 After the second listening, ask the pairs to swap the worksheets and do peer checking.
- 5 Have students share their answers and give a third listening to check the answers. Make sure that all students have the right answers on their worksheets, which is vital to the second step of the activity.
- 6 As a second step, have students look at their worksheet and ask them to rephrase the favors and their responses on the worksheet.

**E.g.**

**Favor**

*Is it OK if I borrow your mobile phone to call my Mom?*

**Rephrased Favors**

*Can I borrow your mobile phone to call my Mom?*

*Could I borrow your mobile phone to call my Mom?*

*Is it alright if I borrow your mobile phone to call my Mom?*

**Response**

*Of course! Help yourself!*

**Rephrased Response**

*Sure!*

*Certainly!*

*Yes, of course!*

- 7 Give them 5 minutes to discuss and have them share their answers with the class.



# THEME 6 FAVORS

12<sup>th</sup> GRADE

## Answer Keys & Audio Scripts

### Answer Key

#### 2 Caption This

#### Suggested Answers

Can you tell me where the science laboratory is?	Would you mind entering your pin here?
Mom, will you play that video, please?	Sorry, can you go over the solution, please?
Would you make coffee for me, too?	Excuse me, can you tell us the way to the museum, please?
Could I ask you to take me home after work?	Will you turn on the air-conditioner?
Excuse me, could you tell me where the bestsellers are?	Can you give the blue one, please?

### Answer Key

#### 5 Pictures Speak

- 1. Dave** Do you mind if I close the window? It's a bit cold here. (Formal)  
**Ruth** f. Of course not. Go ahead, please. (Accept-Polite)
- 2. Kevin** Can you look after my dog while I'm on vacation? (Informal)  
**Janet** c. No, I can't. I don't like pets at all. (Decline-Impolite)
- 3. Ted** Would you mind cancelling the speech program tomorrow? (Formal)  
**Bill** d. Well, I think that's a mistake. I think you should do it today. (Decline-Polite)
- 4. Sue** Is it alright if I take pictures in this museum? (Informal)  
**Liz** a. No way! You mustn't. (Decline-Impolite)
- 5. Tom** I need your help with this homework. It is really difficult to do.  
 Can you help me? (Informal)  
**Tim** e. Normally, I would say no, but you are my close friend and I will do it. (Accept-Polite)
- 6. Mike** Would you mind lending me some money, Kyle? (Formal)  
**Kyle** b. Yes, I would. I can't lend you some money anymore. (Decline-Impolite)



# THEME 6 FAVORS

12<sup>th</sup> GRADE

## Answer Keys & Audio Scripts

### Answer Key

#### 7 Concentrate and Match

Could you tell me where the nearest pharmacy is, please?

I'm sorry, I'm not from around here.

Is it OK if I use your laptop for a couple of minutes?

I'm sorry, my battery is almost dead.

Is it possible for you to look after my dog while I'm away?

I'm afraid I can't because I have an allergy to animal hair.

Will you please answer the phone?

Oh, I've just started washing up. I'm sorry!

Would you mind picking some bread up from the bakery?

Sure, it is already on my way.

Can I borrow your dictionary?

Of course, I don't need it for the moment.

Can you give me a lift to the hospital?

With pleasure, I'm not busy.

Do you think I could talk to the boss?

Fine, no problem. He is available.



# THEME 6 FAVORS

12<sup>th</sup> GRADE

## Answer Keys & Audio Scripts

### Audio Script

#### 12 Favor Chart

##### Dialog 1

- Sally** Can you do a favor and drive me to the supermarket? I feel really exhausted.
- John** I'm sorry, but I can't! I've got to submit my new project in an hour and I'm behind with some stages already. You know I'm new in the office and I should do my best. Could you ask Jill to give you a lift?
- Sally** No problem, Daddy! You know Mom is cooking the dinner. I'm afraid I'll have to walk.

##### Dialog 2

- Clare** Is it OK if I borrow your mobile phone to call my Mom?  
My battery is almost dead.
- Helen** Could you repeat that, please? The office is very noisy, you see.
- Clare** Is it OK if I use your mobile phone?
- Helen** Of course! Help yourself!

##### Dialog 3

- Lance** Hey, Kyle, it's Lance speaking. I need some favors.
- Kyle** Hi, Lance! I'll be happy if I can help.
- Lance** Mm, you know I missed a couple of classes because of my compulsory isolation period. I wonder if I could borrow your notes.
- Kyle** Oh, Lance, I'm terribly sorry, but I need them this weekend.
- Lance** Doesn't matter! I'll ask Carol. See you.

##### Dialog 4

- Catherine** Hi, Mrs. Douglas! Would you do me a favor? I need some help.
- Mrs. Douglas** With pleasure. How can I help?
- Catherine** Is it possible for you to water my roses in the garden while I'm away?
- Mrs. Douglas** My pleasure. I can take care of them.





# THEME 6 FAVORS

12<sup>th</sup> GRADE

Answer Keys & Audio Scripts

## Answer Key

### 12 Favor Chart

PART 1				
Dialog	How are the people related to each other (friends, family, neighbors, etc.)?	Where are they?	What favor is asked for?	Is it accepted or declined?
1	family	at house	giving a lift	declined
2	friends	at the office	borrowing mobile phone	accepted
3	friends	on the phone	borrowing notes	declined
4	neighbors	in front of the house	watering roses	accepted

PART 2			
<b>Favor</b>	Students' own answers.  Suggested Answers: Can you do a favor and drive me to the supermarket?	<b>Rephrased Favor</b>	Students' own answers.  Suggested Answers: Is it possible to drive me to the supermarket?
<b>Response</b>	Students' own answers.  Suggested Answers: I'm sorry, but I can't!	<b>Rephrased Response</b>	Students' own answers.  Suggested Answers: I'm terribly sorry.

# THEME 6 APPENDIX



## 2 Caption This

12<sup>th</sup> GRADE



# THEME 6 APPENDIX



## 3 Guess the Place

12<sup>th</sup> GRADE



in a butcher's

in a zoo

at a campsite

at a police station

at a parking lot

in the bank

at the dentist's

inside a cave

in a library

at a shopping mall

at home

in an operating room

in an elevator

at a hotel reception

at a conference hall

in the classroom

in the gym


on a bus

# THEME 6 APPENDIX




## 4 Request-storming

12<sup>th</sup> GRADE



directions	dictionary	clarification
taxi/cab	bike	kitchen
water	price	the air conditioner
laptop	the heater	vacation
restaurant	music	the TV



# THEME 6 APPENDIX



## 5 What is the Manner?

12<sup>th</sup> GRADE

Listen to the dialogs and fill in the blanks with the appropriate response phrases. Then, study the manner of each dialogue in terms of formality (formal or informal), response (accept or decline), and politeness (polite or impolite).

- a. No way! You mustn't.
- b. Yes, I would. I can't lend you some money anymore.
- c. No, I can't. I don't like pets at all.
- d. Well, I think that's a mistake. I think you should do it today.
- e. Normally, I would say no, but you are my close friend and I will do it.
- f. Of course not. Go ahead, please.

1 **Dave** Do you mind if I close the window? It's a bit cold here.

**Ruth**

---

2 **Kevin** Can you look after my dog while I'm on vacation?

**Janet**

---

3 **Ted** Would you mind cancelling the speech program tomorrow?

**Bill**

---

4 **Sue** Is it alright if I take pictures in this museum?

**Liz**

---

5 **Tom** I need your help with this homework. It is really difficult to do. Can you help me?

**Tim**

---

6 **Mike** Would you mind lending me some money, Kyle?

**Kyle**

---

# THEME 6 APPENDIX



## 6 Request Prompter

12<sup>th</sup> GRADE



### Situations

You are doing revision for your math exam, but your neighbors are having a very loud party at the same time. You have decided to go and say:

You need to use the restroom in your friend's house. You say to your friend:

The weather is boiling hot and you want your classmate to open the window:

It is freezing cold and you want your workmate to turn up the heater. However, you are not sure if she/he would mind:

You have an exam and you recognize that you have forgotten your eraser. You see that your deskmate has an extra one. Ask her/him to borrow it:

You have lost your mobile phone. Ask your partner to call you to detect where it is now:

You are starving now. Ask your mom to prepare some snacks for you:

Your car is broken down and you must go to the office urgently. Ask your friend to borrow her/his car.

You are at a theater and you see that a stranger is on your seat. You ask her/him to move to the next seat:

Your boss calls you, but you are not convenient now. Tell her/him to call you later:

You run into a tourist while you are walking on a street. The tourist asks for something, but you do not understand. Ask her/him to speak more slowly:

You are at a hotel with a heavy suitcase. Ask a bellboy to lift your suitcase:

You have an emergency at home, so you need to swap shifts with your workmate:

You are a boss and you must leave your company immediately even if you have a meeting now. Ask your secretary to cancel the meeting:

You are standing on a bus with heavy luggage. Ask a stranger to give up a seat to you for a short time:

You want to go to a concert. However, there is no ticket left for it. You see that your friend has an extra one. Ask your friend to buy it if she/he doesn't mind:



### Responses

Accept

Accept

Accept

Accept

Decline

Decline

Decline

Decline



# THEME 6 APPENDIX



## 7 Concentrate and Match

12<sup>th</sup> GRADE



Is it OK if I use your laptop for a couple of minutes?	I'm sorry, my battery is almost dead.
Could you tell me where the nearest pharmacy is, please?	I'm sorry, I'm not from around here.
Is it possible for you to look after my dog while I'm away?	Would you mind picking some bread up from the bakery?
Oh, I've just started washing up. I'm sorry!	Will you please answer the phone?
I'm afraid I can't because I have an allergy to animal hair.	Sure, it is already on my way.
Can I borrow your dictionary?	Fine, no problem. He is available.
Can you give me a lift to the hospital?	With pleasure, I'm not busy.
Do you think I could talk to the boss?	Of course, I don't need it for the moment.



# THEME 6 APPENDIX



## 8 I Need Your Help

12<sup>th</sup> GRADE



### STUDENT A

	Morning	Afternoon	Evening
Monday			take care of my sister
Tuesday		mow the lawn	
Wednesday	iron my clothes		
Thursday	wash the car		
Friday		go shopping	
Saturday			do the washing up
Sunday			hang out the cloths



### STUDENT B

	Morning	Afternoon	Evening
Monday	walk the dog		
Tuesday			cook pasta for dinner
Wednesday		water the plants	
Thursday	take my bike to the repairman		
Friday		send some parcels	
Saturday	make pancakes for breakfast		
Sunday			pack my stuff for the trip

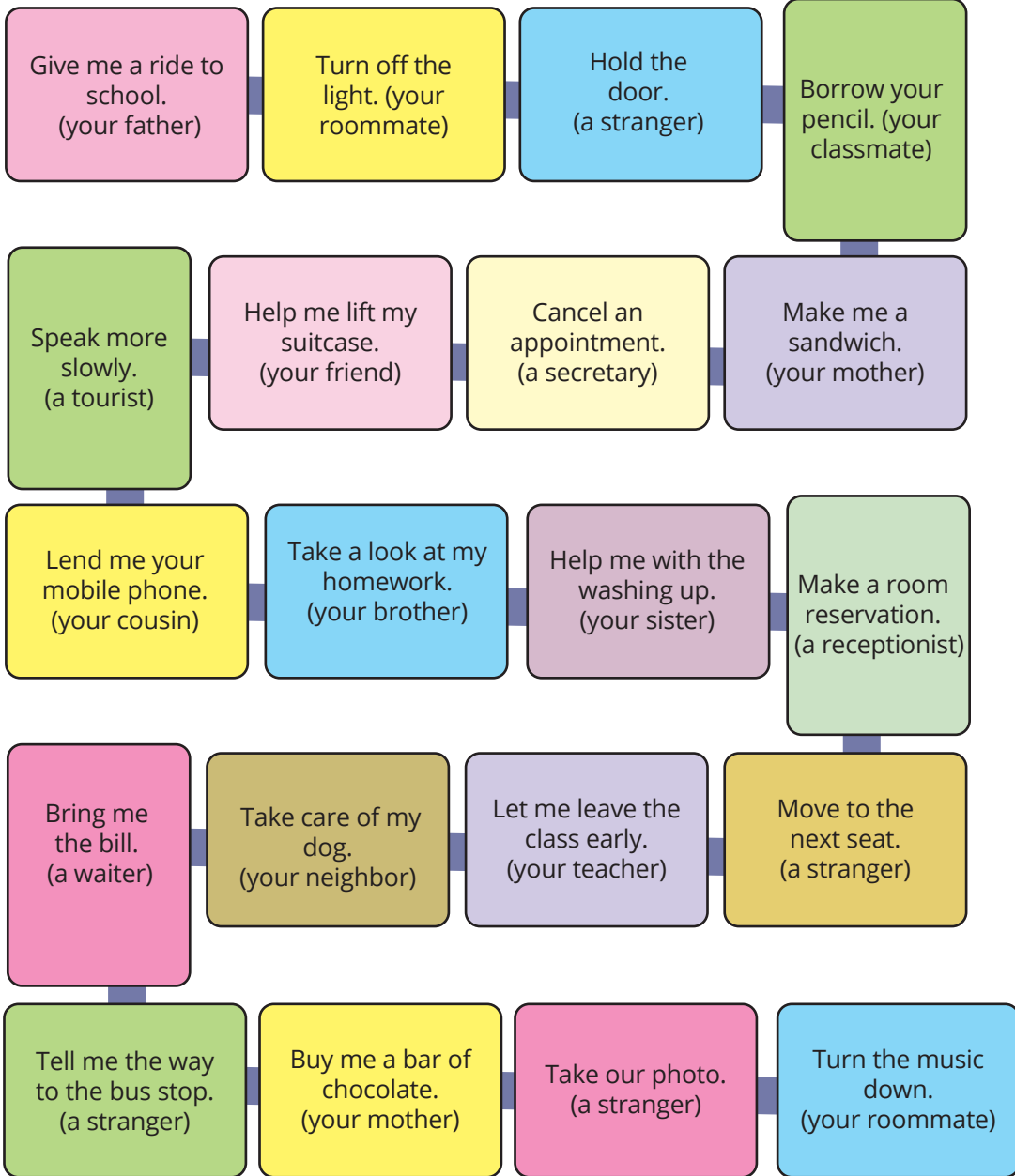
# THEME 6 APPENDIX



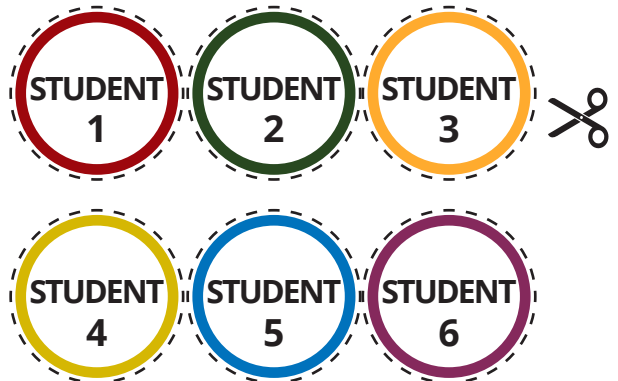
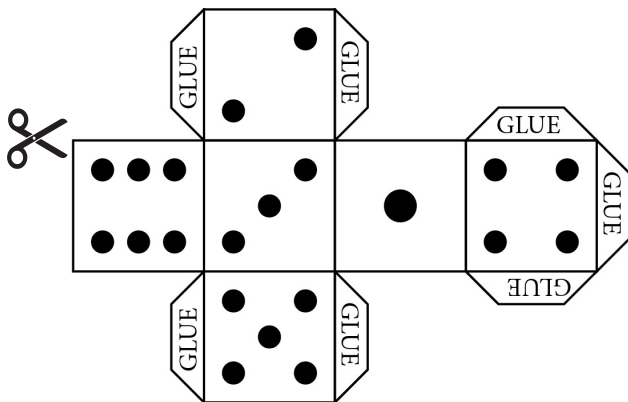
## 9 Do Me a Favor

12<sup>th</sup> GRADE

START



FINISH



# THEME 6 APPENDIX



## 10 Favor Guessing

12<sup>th</sup> GRADE



# THEME 6 APPENDIX



## 11 Charity Organization

12<sup>th</sup> GRADE

**A. In pairs, make, accept or refuse suggestions and write your jointly agreed-upon ideas for the fair in the table below. Use the given suggestion expressions: Let's ..., We could ..., Why don't we ...?, How about ...?**

The place of the fair	
The time of the fair	
Foods	
Drinks	
Music	
Activities and games	
Decoration	
Things to buy beforehand	
Other organizations	

**B. Discuss your suggestions for the fair and write the best ideas below. Make requests using the phrases: Can you ...?, Could you ...?, Would you mind ...?**

	The best idea (the task)	Student's name
The place of the fair		
The time of the fair		
Foods		
Drinks		
Music		
Activities and games		
Decoration		
Things to buy beforehand		
Other organizations		

# THEME 6 APPENDIX



## 12 Favor Chart

12<sup>th</sup> GRADE

### PART 1

Dialog	How are the people related to each other (friends, family, neighbors)?	Where are they?	What favor is asked for?	Is it accepted or declined?
1				
2				
3				
4				

### PART 2

Dialog	Favor	Rephrased Favor	Response	Rephrased Response
1				
2				
3				
4				



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