



9th GRADE
**ENGLISH
GAMES & ACTIVITIES**

**THEME 4
HUMAN IN NATURE**



English 9

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.

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ICONS USED IN THE BOOK



Duration



Individual Activity



Whole Class Activity



Link



Pair Work



QR Code for Listening



Cut



Group Work



THEME 4 HUMAN IN NATURE

9th GRADE

FUNCTIONS

- F1 Describing daily routines
F2 Talking about abilities
F3 Talking about frequencies of activities

1 Creating Contexts



This activity aims to help students to recall the vocabulary they have learned and use them in meaningful contexts they have created. It also helps them to be aware of the use and usage of the words.

Materials and Preparation

Photocopy the worksheets on pages 83 and 84 for each group of four and cut up the cards.

Procedure

- 1 Put the class into an even number of groups with four students and give each group a set of cards, both the words worksheet and pictures worksheet.
- 2 Ask them to shuffle the words and their pictures very well. Tell them that all students in the group will work collaboratively to match the words to their pictures that cover the meanings of the words. When they have finished the activity, check the correct answers with the class.
- 3 Ask students to describe the meaning of each word with their own words and sentences or describe a picture to focus on the meaning of the word itself in turns.
- 4 After they have covered the meaning of the words, ask them to use each word in a meaningful sentence to talk about daily routines, frequencies or abilities. Let them share their sentences with the class.

2 The Quiz Game



This activity aims to help students to practise vocabulary about natural disasters. It also helps them talk about the natural disasters occurring in Turkey and the frequency of those disasters.

Materials and Preparation

You will need the Flash Cards on page 85. Print and cut up the cards before class.

Procedure

- 1 Divide the class into four teams.
- 2 Tell students that they are going to play a quiz game.
- 3 Draw a circle on the board and write the words 'Speak Button' inside the circle.
- 4 Explain that you have 12 cards and there is a definition of a natural disaster on each of them, and when you read the definition of a word, the players should run to the board and race to touch the speak button.
- 5 One student from each team comes to the front of the class. The first player to touch the button answers the question. If the player correctly calls out what is on the flash card, they score a point for their team. Play until all the flash cards have been used.
- 6 The team with the most points at the end of the game wins.
- 7 Then, have them discuss which of those disasters occur in Turkey and how often they occur.



THEME 4 HUMAN IN NATURE

9th GRADE

FUNCTIONS

- F1 Describing daily routines
F2 Talking about abilities
F3 Talking about frequencies of activities

3 How to Survive



This activity aims for students to talk about their abilities and identify, practise the words and phrases related to the topic. It also helps students to develop their creativity and problem-solving skills.

Materials and Preparation

Print out and photocopy the worksheet on page 86.

Procedure

- 1 As a warm-up activity, ask students a few questions about the topic. For example, "What would you do if you get stuck on a deserted island? What would you do to survive? Would you stay put or try to escape?"
- 2 Hand out a copy of the worksheet for each student and explain that they are going to match the given phrases with the photos in Exercise A.
- 3 Check the answers with the class.
- 4 In Exercise B, students imagine being stuck on a deserted island. Ask them to work in pairs to identify the things that they can do from the list.
- 5 Next, have them discuss what other things they will need in order to survive there.
- 6 Encourage them to share their ideas with the whole class.

4 Complete the Map!



This activity aims to help students to practise vocabulary about geographical features. It also helps students to develop their listening skill for specific information.

Materials and Preparation

Print out and photocopy the worksheet on page 87.

Procedure

- 1 Hand out the copy of the worksheet for each student in the class.
- 2 Tell students that they are going to do a listening activity. Explain to them that they will hear a hike leader giving information about the hiking trail.
- 3 Ask them to listen to the audio and label the map while listening. Play the audio twice. If necessary, pause between items to give students time to complete their answers.
- 4 Then, ask students to listen to the audio again and write *True* or *False* for the given statements.
- 5 Check the answers with the class.



THEME 4 HUMAN IN NATURE

9th GRADE

FUNCTIONS

- F1 Describing daily routines
F2 Talking about abilities
F3 Talking about frequencies of activities

5 An Ordinary Day



This activity aims to help students to improve their listening skill and focus on the concrete information they need. It also helps them to talk about someone's daily routines using the adverbs of frequency.

Materials and Preparation

Photocopy the worksheet on page 88 for each student.

Procedure

- 1 Hand out the worksheet to students. Point out to students that they are going to listen to an audio of an influencer's daily routine, and they are going to complete the table with the answers of how often he does those activities.
- 2 Ask them to read the worksheet before completing the table so that they can be familiar with the words and phrases that they are going to listen to. Then, play the audio and give them enough time to complete the table. If needed, play the audio once again. After they have finished the activity, check the answers with the class.
- 3 Remind them that they should create a dialogue about a daily routine of an influencer with their partners. When they have finished the activity, let them act it out in the class. Then, have the class vote to choose their friends who acted the dialogue out the best and explain why they voted for them.

6 Getting to Know Each Other



The aim of this activity is to help students talk about their daily routines asking and answering the questions to get to know each other well.

Materials and Preparation

Photocopy the board game on page 89 for each pair of students.

Procedure

- 1 Hand out the board game to each pair of students. Ask them to read the board game before starting to play it so that they can be familiar with the topic and the vocabulary used. If they have any challenges with the words or phrases, let them use a dictionary.
- 2 Point out to students that they are going to need an eraser that can move easily on the board game, and they are going to flick the eraser up the board game in turns. Once the eraser places on a picture, the two students should then make a dialogue based on the daily routine using *what, where, when, what time* and *how often* questions.
- 3 Tell them that the student who flicks the eraser asks a question about the phrases on that area. For example, "How often do you hang out with your friends?" or "Where do you usually hang out with your friends?", etc.
- 4 After they ask and answer the questions, the student who flicked the eraser can write his/her name on that picture if s/he makes a correct sentence. Remind them that if the eraser goes out of the pictures, s/he misses a turn. At the end of the activity, the student with the most areas is the winner.



THEME 4 HUMAN IN NATURE

9th GRADE

FUNCTIONS

- F1 Describing daily routines
F2 Talking about abilities
F3 Talking about frequencies of activities

7 The Wheel Game



This activity aims to help students to use some of the basic adverbs of frequency when they talk about daily routines and enables them to tell how often something happens.

Materials and Preparation

You will need The Wheel on page 90, a thumbtack or a paperclip, a stick or a pencil and the printed Daily Routines worksheet. Print the wheel and put the arrow spinner in the centre hole. You may use a drawing pin and a pencil to create a spinner on the centre of the wheel. Create four wheels for each group. Print and cut up the phrases on page 91. Make sure that each group in the class has one set of them.

Procedure

- 1 Tell students that they are going to play a game and divide students into four groups.
- 2 Hand out The Wheel and a set of phrases to each group.
- 3 Ask each group to check the phrases and discuss which of them are the things that they do regularly.
- 4 Explain that in turns, students will spin the wheel to indicate the adverbs of frequency they will use. Then, ask them to use those adverbs to express how often they do something. For example, "I always/sometimes/never load the dishes."
- 5 Ask students to listen to each other carefully and pay attention to what others are saying. Remind them that you will ask questions about the group members' daily routines.
- 6 When the first student has performed the task, the next student takes a turn.
- 7 When all groups have completed the task, ask each member a question about the other members of the group.
- 8 The team with the most correct answers wins the game.

8 How Often Do You ...?



This activity aims to help students participate in a survey and practise the expressions for daily routines. It also helps students to improve their communicative competence, getting involved and participating actively in the learning process.

Materials and Preparation

Photocopy the worksheet on page 92 for each student.

Procedure

- 1 Hand out the worksheet to students. Point out to students that they are going to walk around the class and ask about the activities using *how often* question. After they ask the question, they should write their friend's name and answer on the worksheet.
- 2 Ask them to read the worksheet before starting to conduct the survey and think of how often they do each activity. Then, have students walk around the class and ask and answer the questions taking notes of the answers.
- 3 Remind them that they shouldn't ask the questions to the same student. They should interact with a different friend each time so that they can hear and write various adverbs of frequency. The activity finishes once students have filled in all the blank spaces in the table.



THEME 4 HUMAN IN NATURE

9th GRADE

FUNCTIONS

- F1 Describing daily routines
F2 Talking about abilities
F3 Talking about frequencies of activities

9 Jobs in Nature



The aim of this activity is to help students to talk about the daily routines of some professions in nature. It also helps them to talk about the abilities of people who work in these jobs.

Materials and Preparation

Photocopy the worksheets on pages 93 and 94.

Procedure

- 1 Put the class into two groups with four students, A and B. Hand out the 'Group A worksheet' to the students in group A and the 'Group B worksheet' to the students in group B.
- 2 Point out to students that they are going to guess what the professions in the photos are and what a daily routine they might have. Have them write the names of jobs under the photos after all group members make a decision about what professions they might be. Remind them that each group member will express their opinions on the people and their daily routines in the photos using the words given.
- 3 Ask them to discuss what abilities these people may have in their daily and professional lives. Have them write the sentences on their worksheets. Let them share their sentences related to the abilities of these people with the class.
- 4 At the end of the activity, ask them who would like to perform one of these jobs and why they want it or vice versa. Let them express their opinions with the class.

10 Disaster Risk Management



This activity aims to help students to talk about the effects of natural events and practise vocabulary about natural disasters. It also helps students to develop their critical thinking and problem-solving skills.

Materials and Preparation

Print out and photocopy the worksheet on page 95.

Procedure

- 1 Divide the class into four groups.
- 2 Hand out the copy of the worksheet for each group in the class.
- 3 Ask them to discuss the natural disasters occurring in Turkey in their groups. Then, encourage them to check their answers with the class.
- 4 Next, ask them to choose one of those disasters and develop preparation and prevention strategies to reduce the loss of life and property for it. Remind them that each group will complete the table on the worksheet.
- 5 Have students share their ideas with the whole class.



THEME 4 HUMAN IN NATURE

9th GRADE

FUNCTIONS

- F1 Describing daily routines
F2 Talking about abilities
F3 Talking about frequencies of activities

11 Creating a Poster



This activity aims to help students to practise vocabulary about natural disasters and discuss the ways to take action to reduce the effects of a disaster.

Materials and Preparation

Print out the Poster Templates on pages 96-98.

Procedure

- 1 Divide the class into three groups.
- 2 Hand out each group a copy of the poster templates. Alternately, you may ask groups to express a preference about the topic that they would most like to work on.
- 3 Explain that they will create an informative poster on natural disaster preparedness using the template.
- 4 Ask them to write a few sentences on the template explaining what people can do to reduce the effects of a disaster.
- 5 Ask them to present the final posters to the class.



Answer Key

1 Creating Contexts

- | | | | |
|---------------|---------------|-----------------------|---------------------|
| 1 bayou | 6 set up | 11 mess | 16 feed |
| 2 drift away | 7 explorer | 12 landslide | 17 image |
| 3 soil | 8 diving tank | 13 simulation machine | 18 shoot |
| 4 put out | 9 stay away | 14 take shelter | 19 tropical cyclone |
| 5 adventurous | 10 scary | 15 crocodile | 20 fix |

Answer Key

2 The Quiz Game

- | | | |
|---------------------|-------------|--------------------------|
| 1 tsunami | 5 drought | 9 flood |
| 2 avalanche | 6 sinkhole | 10 hurricane |
| 3 volcanic eruption | 7 sandstorm | 11 wildfires/forest fire |
| 4 earthquake | 8 landslide | 12 thunderstorm |

Answer Key

3 How to Survive (A)

- a 1 b 4 c 6 d 7 e 5 f 2 g 3

Answer Key

4 Complete the Map! (A)

- 1 C 2 G 3 H 4 A 5 E 6 D 7 B 8 F

Answer Key

4 Complete the Map! (B)

- 1 F 2 F 3 T 4 T

**Answer Key****5 An Ordinary Day**

Activity	How often?
• sharing his life with short videos	occasionally
• getting up at seven o'clock	usually
• checking emails/reading comments	generally
• shooting a video	often
• sharing lunch	hardly ever
• going to the gym	three times a week
• hanging out with friends or family members	once a week
• having dinner at seven o'clock	always
• going to bed late	rarely
• going to bed at eleven o'clock	usually

Answer Key**9 Jobs in Nature****Group A****Archaeologist**

- 1 She can search for fossils.
- 2 She can excavate.
- 3 She can talk about historical objects.
- 4 She can work in a museum.

Engineer/Environmental Engineer

- 1 He can find solutions to environmental problems.
- 2 He can design new projects.
- 3 He can talk about soil science, biology and chemistry.
- 4 He can work alone.

Group B**Biologist/Marine Biologist/Researcher**

- 1 She can study animals and plants.
- 2 She can search for organisms in their natural habitats.
- 3 She can analyse the blood samples of living things.
- 4 She can search for a disease.

Architect/Landscape Architect

- 1 He can design parks and gardens.
- 2 He can plan the locations of buildings.
- 3 He can talk about the earthquake and buildings.
- 4 He can use technology in his work very well.

**Audio Script 3****4 Complete the Map!**

Hi everybody! I am Mandy Evans, the hike leader who will guide you along the way. Today, we are going to hike in Halley National Forest. It is one of the unique places surrounded by history and nature. There are three different difficulty levels on our tours: easy, normal, and hard. We will be hiking an easy trail. It is about 6 miles long, and it takes three hours to complete the trail. The stop-off points are marked on your maps.

Well, let me show you the trail that we follow on the map. We are here at the starting point now. We start walking along the woodland lane. It takes about twenty minutes to get to our first stop-off point, the Silent Valley. After about a thirty-minute walk through the valley, we reach our second stop, Mount Benny. It is the best place to take photos and have a perfect view of the ocean and Lonely Island. Next, we take the path on the right and keep walking along the way until we see a wooden bungalow. Our third stop-off point, Bright Waterfall, is on the right-hand side of it. You have thirty minutes of free time to enjoy the magnificent scenery. There is also a lake at the bottom of the waterfall. You can jump into the cold water or swim there. From this point to our fourth stop, the way is downhill. We go down and cross the wooden footbridge over Ken Canyons. You have ten minutes to enjoy the breathtaking view of the canyon. Then, we keep walking the path until we see a set of stairs on the right side. As you see, there are two trails; we take the lower trail, which brings us to our final destination, Golden Beach. It is very popular with tourists.

Audio Script 4**5 An Ordinary Day**

Hello, you know I am an influencer, and you ask about my daily life although I share it with short videos occasionally. Let me tell you about it. I usually get up at seven o'clock and have a shower. Before having breakfast, I generally check my emails and read your valuable comments on the last post I shared. I often shoot a video of my healthy breakfast table for you. Then, I start working on my new book that you will get soon. I have lunch at one o'clock and hardly ever share it with you. After lunch, not usually, but three times a week, I go to the gym. I spend about one and a half hours there. And then, I start to make videos or take lovely photos and share them on my page. I hang out with my friends or family members once a week. I always have dinner at seven o'clock, you see on my page. I rarely go to bed late. I usually go to bed at eleven o'clock.

THEME 4 APPENDIX



1 Creating Contexts (1)

9th GRADE



1



2



3



4



5



6



7



8



9



10



11



12



13



14



15



16



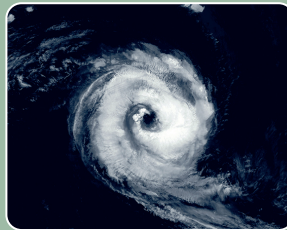
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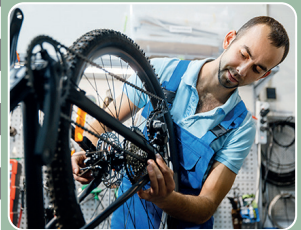
18



19



20



THEME 4 APPENDIX



1 Creating Contexts (2)

9th GRADE



bayou	drift away	soil	put out
adventurous	set up	explorer	diving tank
stay away	scary	mess	landslide
simulation machine	take shelter	crocodile	feed
image	shoot	tropical cyclone	fix

THEME 4 APPENDIX



2 The Quiz Game

9th GRADE

FLASH CARDS



1

an extremely large wave in the sea, often caused by an earthquake, that flows onto the land

2

a large amount of ice, snow, and rock falling quickly down the side of a mountain

3

It occurs when gases and molten rock called magma rise to the surface and flow or erupt onto Earth's surface.

4

a sudden, violent shaking of the ground caused by the shifting of rocks beneath the Earth's surface

5

a long period of time when there is little or no rain

6

a large hole in the ground that has been formed naturally, for example by water that has fallen as rain or when caves, mines, etc. collapse

7

a strong wind in a desert area, which carries sand through the air

8

a mass of earth and rock falling down the slope of a mountain or a cliff

9

a rising and overflowing of a stream, river or other body of water especially onto normally dry land

10

an extremely large, powerful, and destructive storm that has a circular movement, especially in the western Atlantic Ocean

11

an uncontrolled fire that spreads quickly and burns natural areas like woods, forests, etc.

12

a storm with thunder, lightning and heavy rain

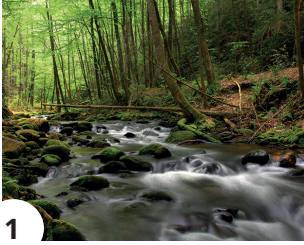
THEME 4 APPENDIX



3 How to Survive

9th GRADE

A Match the photos with the phrases below.



a find drinking water in the wild

e find a source of food

b build a shelter

f create tools

c build a fire

g build a raft to leave the island

d create rescue signals

B Imagine that you are stuck on a deserted island. Work in pairs to tick (✓) the following actions you can do and discuss what other things you will need in order to survive there.

	You	Your partner
1 find drinking water in the wild		
2 build a shelter		
3 build a fire		
4 create rescue signals		
5 find a source of food		
6 create tools		
7 build a raft to leave the island		

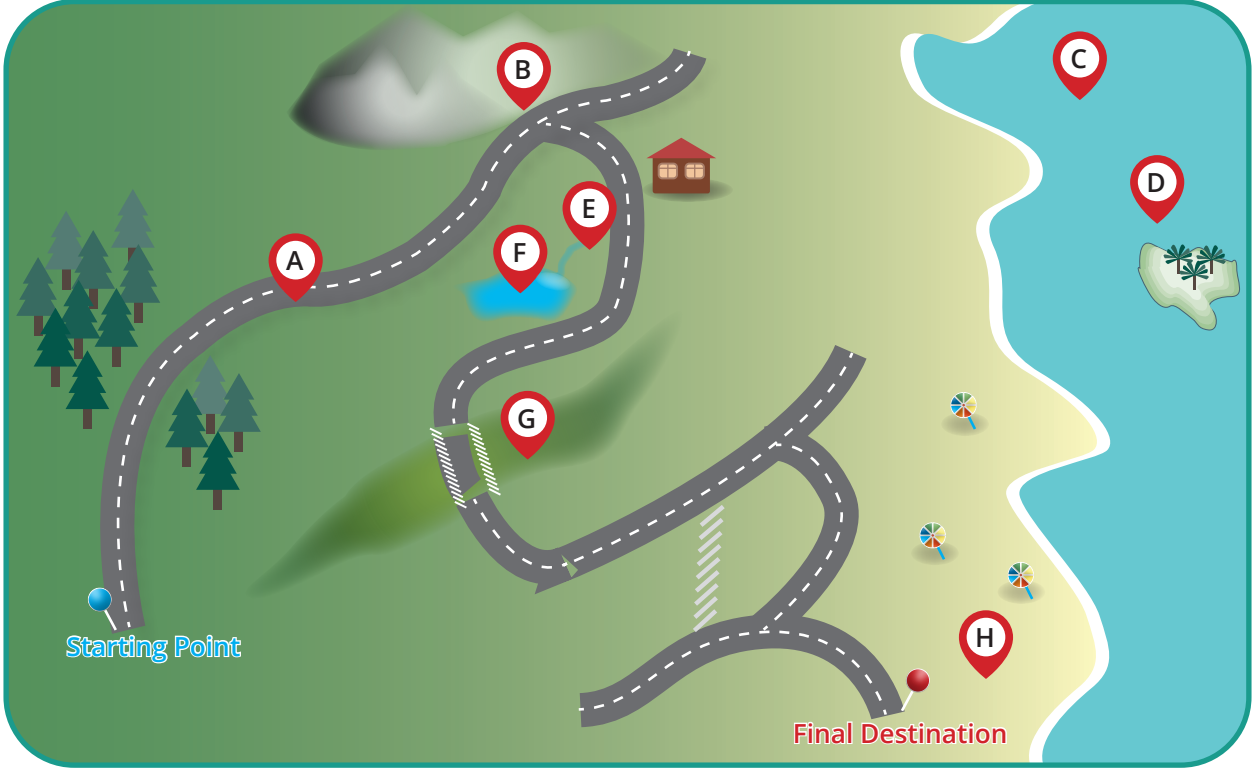
THEME 4 APPENDIX



4 Complete the Map!

9th GRADE

A Listen to the audio and label the map below. Write the correct letter (A-H) in the appropriate places.



1 Ocean



5 Bright Waterfall



2 Ken Canyons



6 Lonely Island



3 Golden Beach



7 Mount Benny



4 Silent Valley



8 Lake



B Listen to the audio again and write *True* (T) or *False* (F) for the statements below.

1 The difficulty level of the trail is hard.

2 It takes six hours to complete the trail.

3 Mount Benny is the best place to take photos and have a perfect view of the ocean.

4 There is a lake at the bottom of the waterfall.



A Listen to the audio and complete the table below.

Activity	How often?
• sharing his life with short videos
• getting up at seven o'clock
• checking emails/reading comments
• shooting a video
• sharing lunch
• going to the gym
• hanging out with friends or family members
• having dinner at seven o'clock
• going to bed late
• going to bed at eleven o'clock

B Work in pairs. Assume that one of you is an influencer and the other is an interviewer. Make a dialogue about an influencer's daily routine and act it out.

Interviewer:

Influencer:

Interviewer:

Influencer:

Interviewer:

Influencer:

THEME 4 APPENDIX



6 Getting to Know Each Other

9th GRADE



hang out with friends



watch a film



do sports



have a shower



travel alone



make a video call



read a book



surf on the Net



eat out



go shopping



play a musical instrument



listen to music



shoot a film



do household chores



go to bed



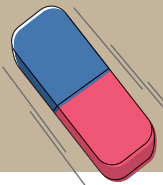
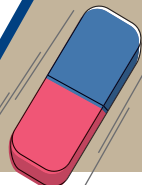
do family engagement activities



do homework



play basketball





THE WHEEL





DAILY ROUTINES



cook dinner

iron the clothes

meet friends

go for a walk

take out the trash

surf the Internet

clean the house

watch TV

do the laundry

walk the dog

feed the dog/cat

listen to music

water the plants

go shopping

wash the dishes

brush your teeth

study English

read a book

load/unload the dishes

prepare breakfast

THEME 4 APPENDIX



8 How Often Do You ...?

9th GRADE

Walk around the class and ask your friends how often they do the daily activities below and write their names and answers in the table.

Activity	Name	Answer
... play computer games?		
... go to the theatre?		
... visit family members?		
... text-message to your close friend?		
... search for your homework on the Net?		
... play tennis?		
... go out with your family?		
... eat vegetables?		
... go to a doctor?		
... study English?		
... tidy up your room?		
... donate to a charity?		
... buy a new technological device?		



GROUP A

Discuss with your partner. What kind of workday routine do you think the people in the photos below have? Then, write the names of the jobs and the abilities you think they have.



THEME 4 APPENDIX



9 Jobs in Nature

9th GRADE

GROUP B

Discuss with your partner. What kind of workday routine do you think the people in the photos below have? Then, write the names of the jobs and the abilities you think they have.



.....

1 She can

2

3

4



.....

1 He can

2

3

4



Work in groups to discuss the natural disasters occurring in Turkey. Develop preparation and prevention strategies to reduce the loss of life and property for one of those disasters by completing the table below.

Natural Disasters Occurring in Turkey

.....

.....

.....

.....

.....

.....

- High-risk areas:
.....
.....
.....
- How can we be prepared for it?
.....
.....
.....
- What can be done to prevent it?
.....
.....
.....

THEME 4 APPENDIX

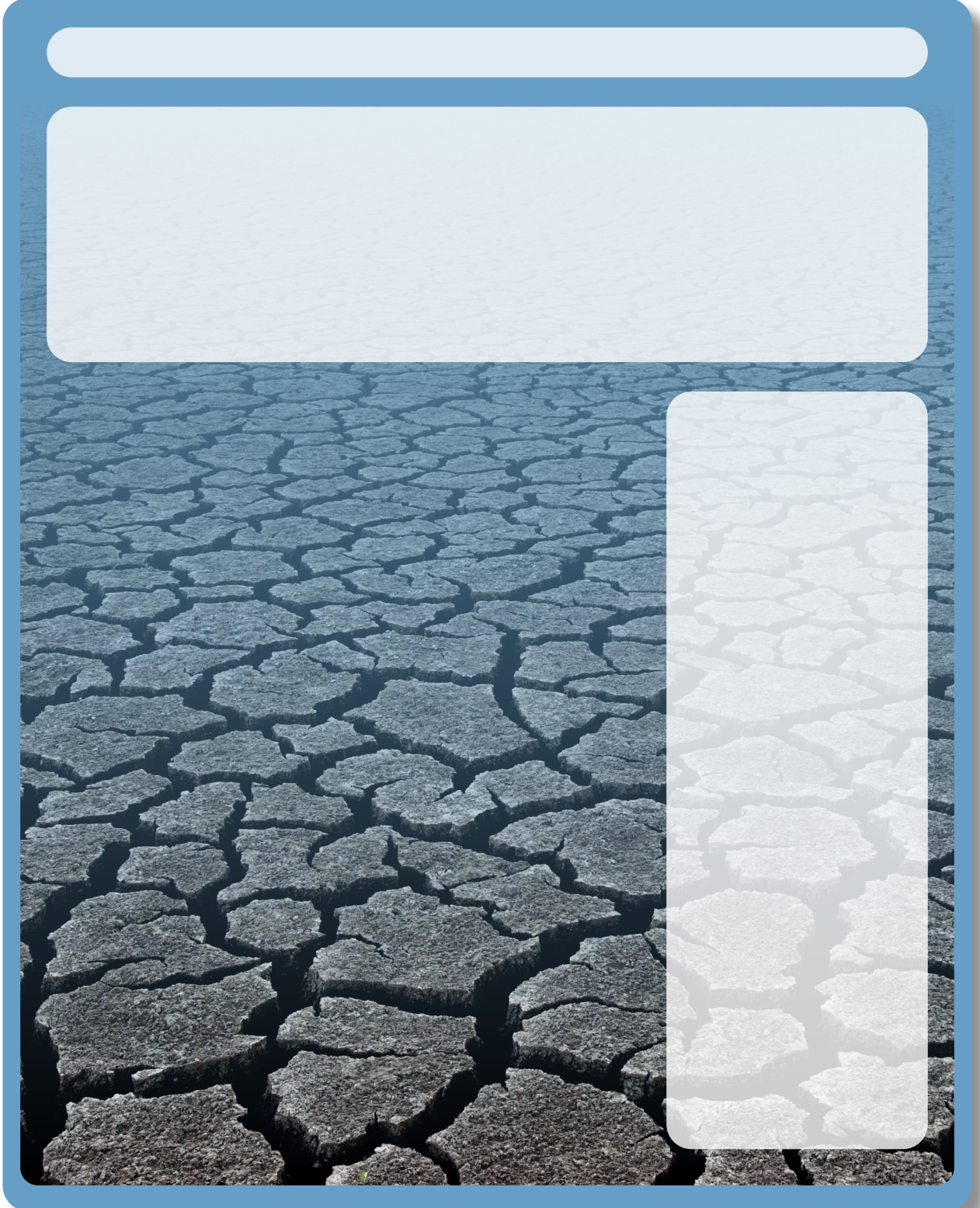


11 Creating a Poster (1)

9th GRADE

Work in groups to create an informative poster on natural disaster preparedness using one of the templates below. Write a few sentences on the template explaining what people can do to reduce the effects of a disaster.

DROUGHT





WILDFIRE/FORREST FIRE





EARTHQUAKE



Three large, empty, rounded rectangular boxes for creating a poster, arranged in a 2x2 grid with the bottom-right cell empty.

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