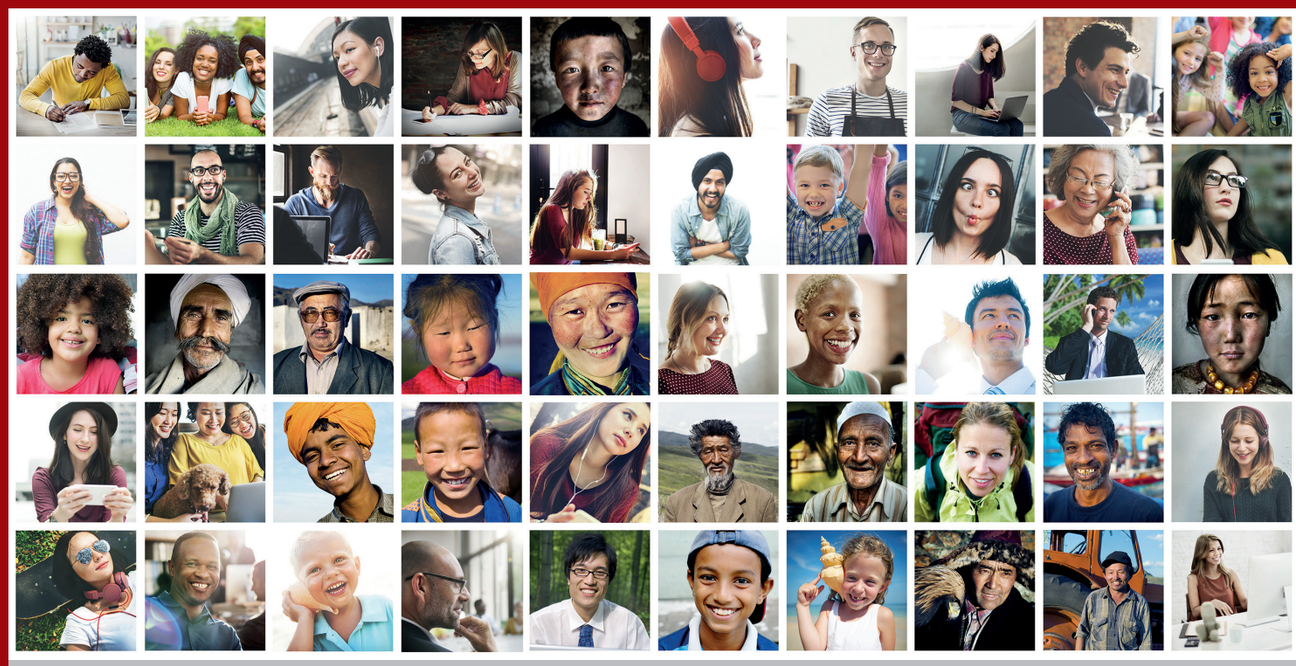
ENGLISH GAMES & ACTIVITIES 12th GRADE



12th GRADE

ENGLISH GAMES & ACTIVITIES

THEME 1
MUSIC

T.C. MİLLÎ EĞİTİM BAKANLIĞI

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ICONS USED IN THE BOOK

Duration

Link

Cut

Individual Activity

Pair Work

Group Work

Whole Class Activity

QR Code for Listening

THEME 1 MUSIC

FUNCTIONS

F1 Expressing opinion (agreeing, disagreeing, etc.)
F2 Expressing preferences

1 The Word Wheel

This activity aims for students to revise the topic-related vocabulary and support their speaking skill by focusing on the sound, meaning, synonym and antonym of a word.

Materials and Preparation

You will need the printed Word Wheel on page 17, a thumbtack or a paperclip, a stick or a pencil and the printed word cards. Print and cut up the Word Cards on page 18 and the Word Wheel, and put the arrow spinner in the centre hole. You may use a thumbtack and a pencil to create a spinner on the centre of the word wheel.

Procedure

1. Tell students that they are going to play a word game and divide the class into three or four groups.
2. Explain that, in turns, one student from each group takes a word card from the pack; spin the wheel to respond to the task indicated by the arrow such as defining the word, acting the word out, etc.
3. When the first student has performed the task, the next student takes a turn.
4. Remind students that they may spin again to change the task or ask for help if they have difficulty in performing the task, but only once each turn.
5. Count the number of cards that were correctly performed to identify the winning team. The team with the most points when time is up wins the game.

2 Adjective Crossword

This activity aims to recall previously learned adjectives related to describing someone's taste in music while students talk about their music preferences. It also encourages students to interact and communicate in a meaningful context for language use.

Materials and Preparation

Photocopy one worksheet on page 19 for each pair of students. Cut into two separate, Student A and Student B, worksheets for each student.

Procedure

1. Put the class into two groups, A and B. After warning students not to look at the other group's worksheet, hand out a copy of the 'Student A worksheet' to each student in group A and a copy of the 'Student B worksheet' to each student in group B.
2. Point out to students that all adjectives in the crossword are related to describing someone's taste in music while they talk about their music preferences. Ask them to work in pairs with a partner from the same group to check if they know the meanings of all the words on their worksheet and prepare a few clues for each of their words.
3. Have students work with a partner from the other group and check if students understand how to refer to words in a crossword, for example, the word in 3 down and the word in 1 across. Warn students not to use the words themselves, but they can give the first letter of the word when their partners have challenges with remembering it.
4. When students have finished the activity, let them check each other's completed crosswords and their spelling with their partners.

3 Music Dice

This activity aims for students to express their opinions about music and exchange ideas about their music preferences.

Materials and Preparation

Cut up cardboards before the class. Make sure that each group in the class has one.

Procedure

The activity consists of two steps:

STEP 1

This step aims to revise the vocabulary that students have focused on in their particular course.

1 Divide students into groups of two or three.
2 Hand out each group a piece of paper.
3 Explain that each group will brainstorm to find at least five phrases used for agreeing and disagreeing and ask students to write them on the paper.
4 When each group is ready, ask them to hang the papers on the board to create a list of the phrases.
5 Check the lists with class.

STEP 2

This step aims to help students to express their opinions about music and exchange ideas about their musical preferences.

1 Divide students into groups of four or five.
2 Hand out each team a piece of cardboard and tell them they will prepare a cube to be used as a dice.
3 Explain that each group will write the names of the music genres on the six sides of the dice.
4 In turns, each student in groups will roll the dice to determine the music genre to talk about and share her/his opinions about that music type.
5 Then the next student in the group will express if s/he agrees or disagrees with her or him using the phrases from the list which they have prepared in Step 1. After that, s/he rolls the dice to determine a new genre to talk about.
6 Ask students to roll the dice once more if they roll the same topic.
7 The game continues until every student has had a turn.

THEME 1 MUSIC

FUNCTIONS

F1 *Expressing opinion (agreeing, disagreeing, etc.)*
F2 *Expressing preferences*

4 Crazy Snake

This activity aims to revise the vocabulary and the structure that students have focused on in their particular course.

Materials and Preparation

You will need a dice for each group and a counter for each player for the game. Print and cut up the board game on page 20 and make sure that each group in the class has one. Print and cut up the instruction cards on page 21 that are labeled with 'Challenge Time!' and sort them into piles for each group.

Procedure

1 Tell students that they are going to play a board game, and divide class into groups of four.
2 Hand out a copy of the board game for each group and ask them to choose counters for themselves. Any item or object in different colors can be used as a counter.
3 Tell students that they will roll the dice and move ahead by the number rolled.
4 Remind students that when they land on an action space they have to follow the given instructions on that space such as, miss a turn or go back two spaces and etc.
5 Explain that if they land on the 'Challenge Time!' location, they will pick a card from the stack and follow the instructions on the card picked. If the players cannot perform the given instructions, they will go back to the 'Start' point. They can move their counters forward only if they perform correctly.
6 The winner is the one that finishes the game first.

5 Music Time!

The aim of the activity is to help students to revise the topic-related vocabulary and to develop the skills to appreciate different forms of music. Music is also a good way of stimulating discussion. This activity also aims for students to express their opinions about music and exchange ideas about their musical preferences and how music can represent their feelings and emotions.

Materials and Preparation

You will need the worksheet on page 22 and an interactive whiteboard, a laptop or a CD player. Download each track on your laptop in case you have no Internet connection at school or the Internet connection fails during the activity.

Procedure

1 Ask students the following questions to brainstorm and recall the topic-related vocabulary and to elicit the prior knowledge of students about music.

a Do you think music preference reflects one's personality? How?
b How does music affect your mood?
c How would you describe your favorite song?
d In what ways do you think music genres affect human psychology?

2 After they have discussed the questions, tell students that they are going to do a listening activity.
3 Hand out each student a worksheet and remind them that they will hear seven different types of music in the audio. Then, ask them to match each track to the musical genres given while they are listening.
4 Check the answers with class.
5 Ask students to listen to the audio again to take notes about the emotions evoked by each musical genre while they are listening.
6 Then, ask them to work in pairs to describe the emotions they felt and discuss them with their partners to compare and identify similarities and differences in terms of their personal characteristics and traits.

6 Debate

The aim of this activity is to have students participate in a debate and practice the expressions for giving opinions and disagreeing. It also helps students to improve their communicative competence, getting involved and participating actively in the learning process.

Materials and Preparation

Photocopy one worksheet on page 23 for each group of students.

Procedure

1 Put the class into an even number of groups with four or five students in each group and hand out one copy of the debate list to each group. Ask them to examine the topics carefully and choose one of the debate topics together, in addition to determining whether they agree or disagree with the topic.
2 Tell them that two groups should choose the same topic from different points of view, one arguing for, one arguing against to create a debate. Remind them that they will use the expressions in the list as well as the other expressions they have learned in theme 1.
3 Before starting the debate, have each group discuss with their group members to prepare their 'for' or 'against' argument, taking notes in the material for about at last ten minutes. Tell them each member of the group should take part in the activity.
4 When all the class is ready, ask two groups working on the same topic from different points of view to come to the front of the class to present their argument separately. After each group has presented their argument on the topic, the two groups respond to each other by disagreeing and giving a counter-argument.
5 When the debate is over, have the class vote to choose the winner of the debate. Have students who voted for the winner of the debate explain why that group won. Then, the two new groups come to the front of the class and begin the next debate and so on.

7 Information Gap

This activity aims to help students ask appropriate questions related to the information that they need in different situations and answer questions based on the information they read. It also helps them review the target structures previously learned, asking about preferences.

Materials and Preparation

Photocopy one worksheet on page 24 for each pair of students. Cut into two separate worksheets for each student.

Procedure

1. Put the class into two groups, A and B. After warning students not to look at the other group's worksheet, hand out a copy of the 'Student A worksheet' to each student in group A and a copy of the 'Student B worksheet' to each student in group B.
2. Tell them that they will read the incomplete text first before starting to ask and answer reciprocally to focus on what kind of information is omitted in the text. Have them take turns to ask and answer questions to complete the gaps in their text. Remind them that the one gap is not just for a word; sometimes, they may write a few words.
3. When they have finished, let them compare each other's worksheets to check if they completed their text accurately. Finish the activity by asking if the music they listen to reflect their personality or not justifying their opinions.

8 Reading

This activity aims to help students to practice and improve their reading skills and recall the vocabulary they have learned previously. It also helps students understand and extract essential information from a text, in addition to picking out concrete information.

Materials and Preparation

Photocopy the worksheet in the link below for each student.

https://learnenglishteens.britishcouncil.org/sites/teens/files/choosing_a_musical_instrument_-_exercises_1.pdf

Procedure

1. Hand out the worksheets to students. Before students start the text, as a motivating starting point, ask them a few questions to check what they know about the musical instruments and help them to be familiar with the target vocabulary. For example, "Do you play a musical instrument? If yes, when and how did you learn to play it? How do you feel while playing it? If not, which instrument would you like to learn?", etc. Or the first question in the text, "Have you ever thought about taking up a musical instrument?" can be asked as a warm-up activity.
2. Ask them to work in pairs to write the instruments in the correct group and study the unknown vocabulary in the text. Remind them that they are supposed to read the text and do the rest of the activities in the text individually.
3. After the worksheet is over, check the correct answers with the class.

9 Survey Report

This activity aims to help students to write a survey report, interpreting a pie chart on the music preferences of the teens in the UK and expressing opinions about it. It also helps students to link to previous knowledge, adapt language, and break down complicated information in a context.

Materials and Preparation

Photocopy one worksheet on page 25 for each student.

Procedure

1. Hand out a copy of the worksheet to each student in the class. Point out to students that the pie chart includes some proportion on the music preferences of the teens in the UK. Tell them that they will not only use the digits indicated there but also give some information, examples, or reasons why they prefer that music type.
2. Ask them to use the template given to write their report. Make sure that students understood what and how they will write for each part of the report. For example, in the introduction, they will state the purpose/aim of the report when and how the information was gathered. In the body, all the information collected and analyzed is presented clearly and in detail. In the conclusion part, they will sum up the points mentioned above. If necessary, a recommendation can be included as well (one way of summing up is making some general comments).
3. After they have finished the activity, remind students to check the punctuation, flow of the sentences, cohesion, and coherence of the report. Then, have students work in pairs to check each other's paper. Let them share their reports with the class.

Answer Key

1 The Word Wheel

1. tribute

Definition: an act, a statement or a gift that is intended to show your love or respect to somebody
Synonyms: commendation, approval
Antonym: disapproval
Rhymes: contribute, attribute, distribute

2. raucous

Definition: loud and unpleasant
Synonyms: rowdy, cacophonic, noisy
Antonym: quiet
Rhyme: caucus

3. majority

Definition: the larger number or part of something
Synonym: bulk
Antonym: minority
Rhymes: minority, priority, authority

4. calming

Definition: free from agitation, excitement, or disturbance
Synonyms: soothing, tranquility
Antonyms: annoying, bothersome
Rhymes: coming, coughing, jogging

5. eerie

Definition: strange, mysterious and frightening
Synonyms: creepy, terrifying, unusual
Antonyms: natural, normal, ordinary, usual
Rhyme: theory

6. healing

Definition: the process of becoming well again
Synonyms: recovery, rehabilitative
Antonym: decline
Rhymes: ceiling, feeling

7. deafening

Definition: extremely loud
Synonyms: blaring, blasting, loud

Antonyms: quiet, silent, peaceful
Rhyme: reckoning

8. sorrow

Definition: a feeling of being very sad because something very bad has happened
Synonyms: agonize, grieve, suffer
Antonyms: delight, happiness, joy
Rhymes: tomorrow, borrow

9. inspiration

Definition: someone or something that gives you ideas for doing something
Synonyms: motivation, incentive
Antonyms: disincentive, discouragement, restraint
Rhymes: station, nation

10. dynamic

Definition: having a lot of ideas and enthusiasm
Synonym: energetic
Antonyms: dull, weak
Rhymes: ceramic, panoramic

11. distract

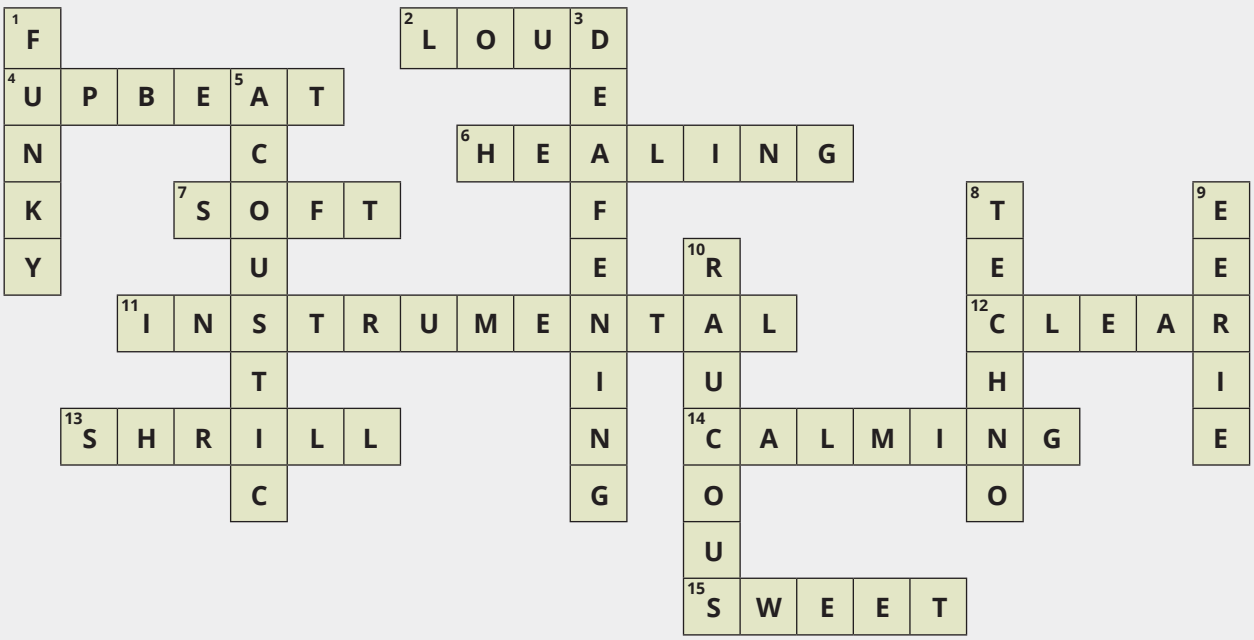
Definition: to take somebody's attention away from what they are trying to do
Synonyms: puzzle, divert
Antonyms: concentrate, focus
Rhymes: act, abstract

12. sentimental

Definition: a person strongly influenced by emotional feelings
Synonyms: emotional
Antonyms: unsentimental, serious, pragmatic
Rhymes: mental, experimental, instrumental

Answer Key

2 Adjective Crossword



Answer Key

5 Music Time!

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

Answer Key

7 Information Gap

Student A

1 What do you know indeed?
2 How do you listen to any type of music?
3 Where are these choices deduced?
4 Who has a great variety of studies?
5 Which large-scale studies were conducted by researchers?
6 How many participants were examined?
7 Who rated more than 104 different musical styles?
8 What is there between individuals and their musical tastes?
9 When are people defensive on their taste in music choice?
10 Who also emphasizes that people identify themselves through music?

Student B

a What do the contents of your playlist indeed give?
b How may you not recognize the reason why you choose it?
c Where are people from that music has a significant effect on their lives?
d Whose musical preferences might individual factors influence?
e Where did the researchers conduct the study?
f Where are more than 36,000 participants from?
g How many different musical styles did participants rate?
h Who states that?
i What does it relate to their taste in music choice?
j How do people exploit music?

Answer Key

7 Information Gap

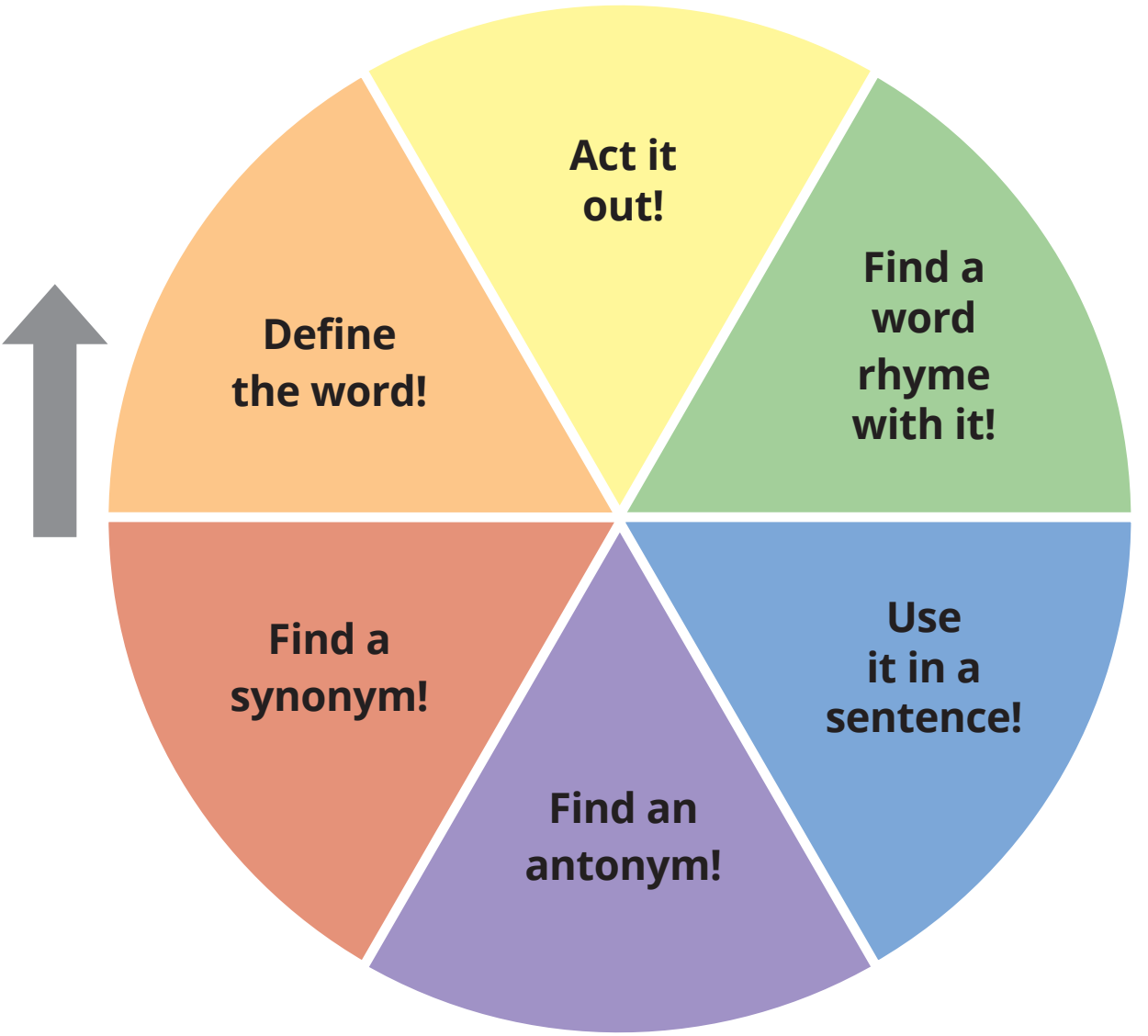
Do you know the **1** contents of your playlist indeed give **a** important clues about your personality? While listening to any type of music **2** fondly, you may not **b** truly recognize the reason why you choose it, even if these choices are mostly deduced from **3** your momentary feelings. Yes, music has a significant effect on the lives of people **c** throughout the world; that's why **4** many researchers have a great variety of studies on what individual factors might influence **d** people's musical preferences. **5** One of these large-scale studies, conducted by researchers at **e** Heriot-Watt University, examined **6** more than 36,000 participants from **f** different parts of the world. **7** Participants rated **g** more than 104 different musical styles along with offering information about aspects of their personalities. Based on the study, there is **8** a link that people often make between who they are as an individual and their musical tastes. **h** The researcher, Adrian North, states that people **9** sometimes be defensive on their taste in music choice might have a connection between how much it relates to **i** attitudes and personality. **10** North also emphasizes that people identify themselves through music and exploit it **j** as a tool to connect to other people.

Answer Key

8 Reading

https://learnenglishteens.britishcouncil.org/sites/teens/files/choosing_a_musical_instrument_-_answers_1.pdf

Word Wheel


Act it out!
Find a word rhyme with it!
Use it in a sentence!
Find an antonym!
Find a synonym!
Define the word!

1 The Word Wheel (2)

Word Cards

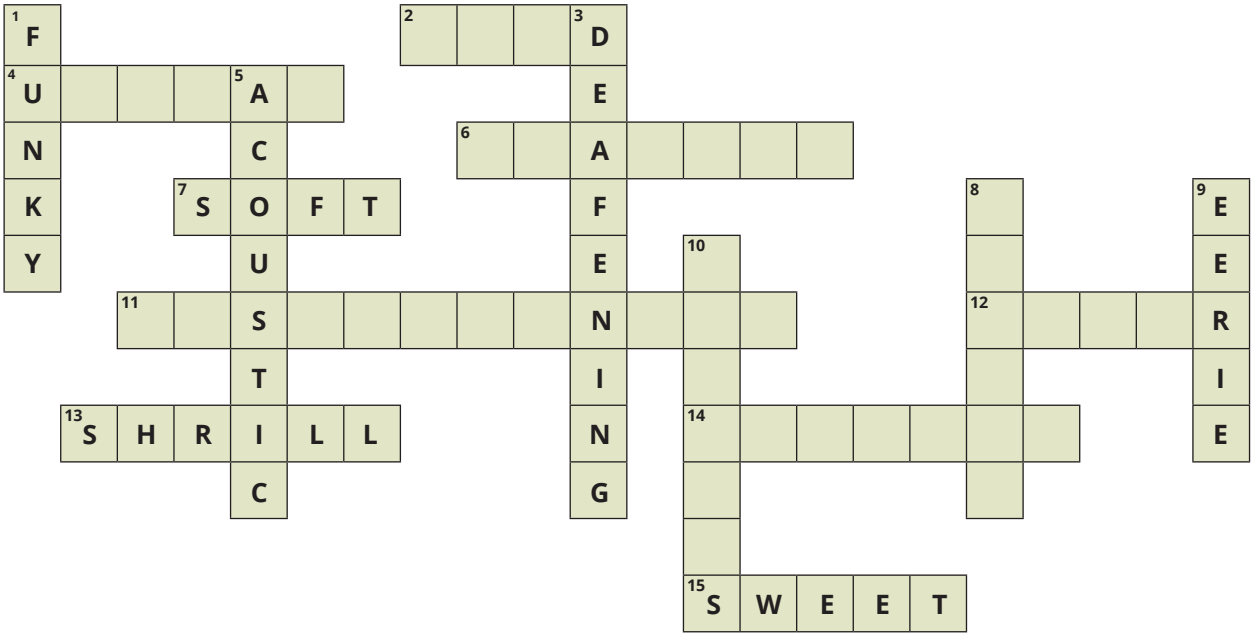
tribute	raucous	majority
calming	eerie	healing
deafening	sorrow	inspiration
dynamic	distract	sentimental

2 Adjective Crossword

The adjectives that describe your taste in music

Take turns to ask and answer questions to find the correct adjectives omitted in your puzzle.

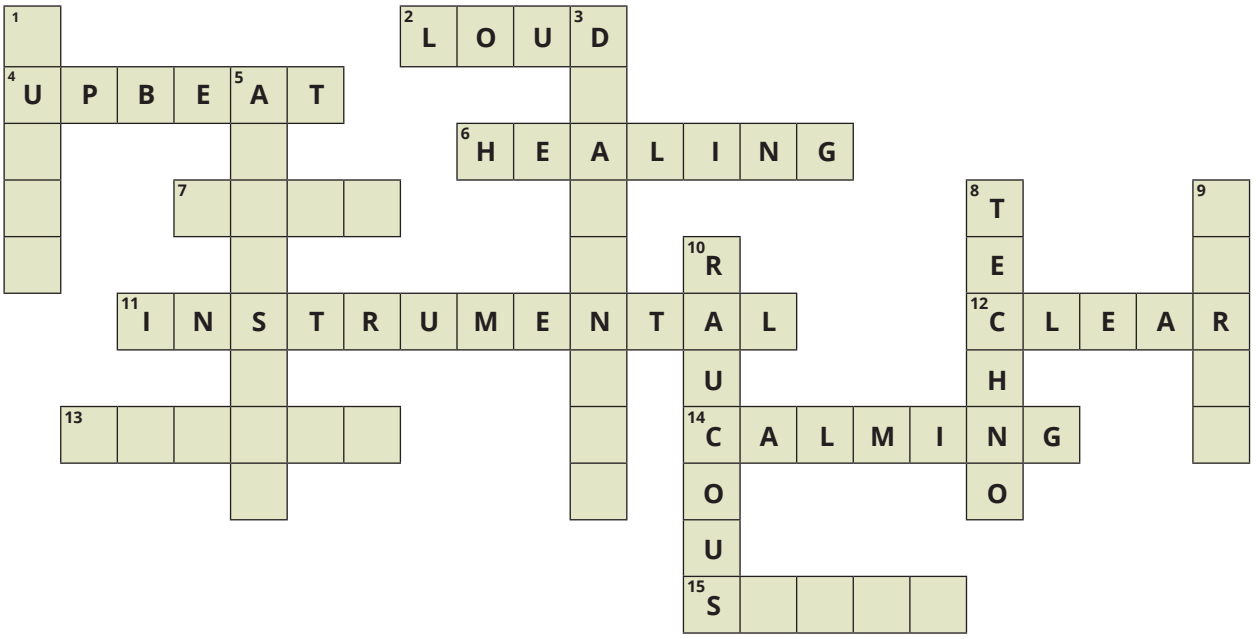
Student A



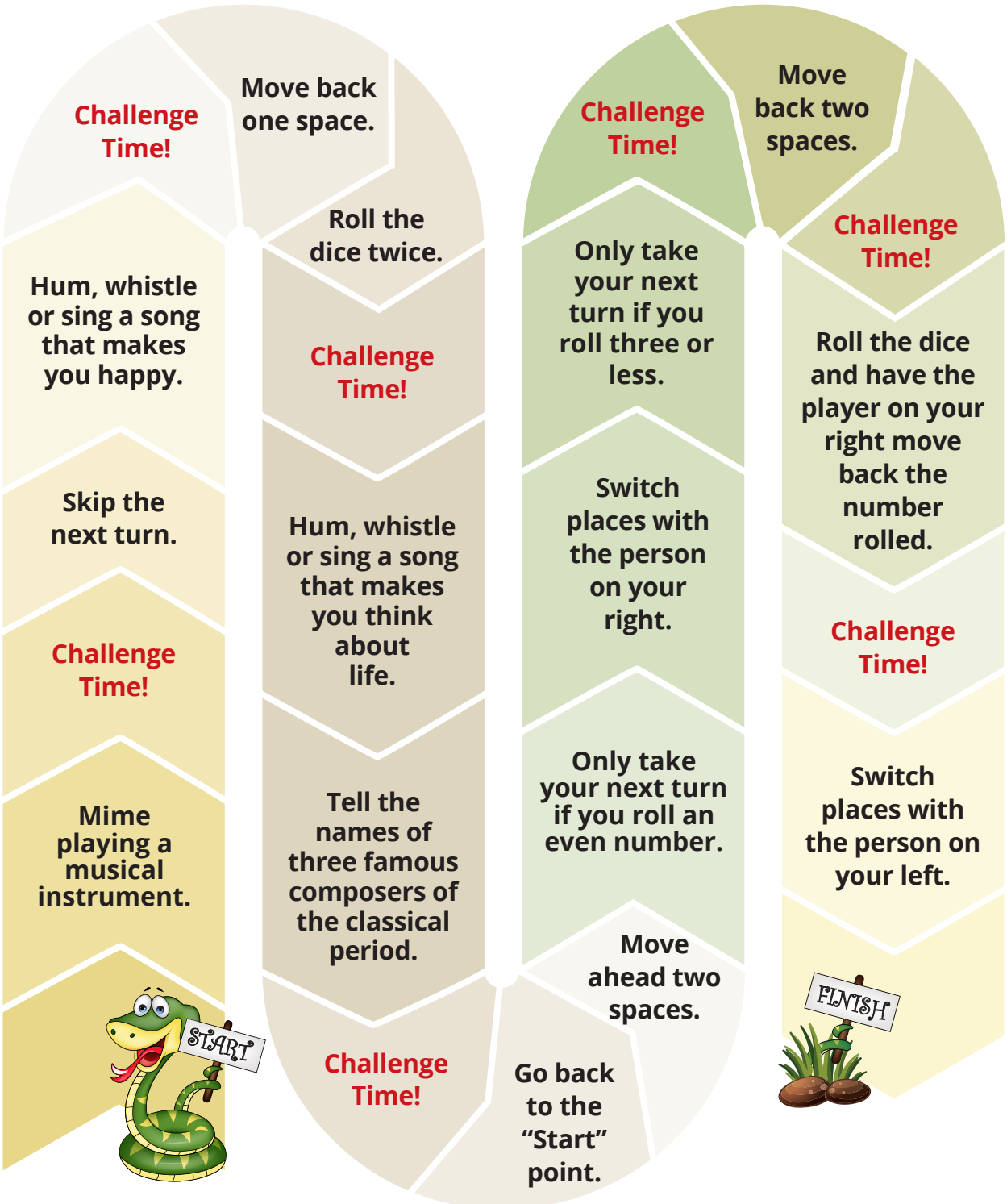
The adjectives that describe your taste in music

Take turns to ask and answer questions to find the correct adjectives omitted in your puzzle.

Student B



4 Crazy Snake (1)



Challenge Time!

Make a one-minute speech on how your musical taste has changed over the years.	Sing a well-known song in a jazz style.
Give a one-minute speech on music and its importance in your life.	Make a 90 second-speech on pop/rock/electronic/ hip-hop music.
Create a rap song composed of four verses using the phrases: Don't you think ...?, According to ..., I believe...	Sing a well known song in a rap style.
Make a 90 second-speech on the purpose and importance of copyright law.	

Listen to the audio and match each track to the musical genres below.

a jazz music _____
b hip-hop music _____
c pop music _____
d country music _____
e classical music _____
f electronic music _____
g rock music _____

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Listen to the audio and match each track to the musical genres below.

a jazz music _____
b hip-hop music _____
c pop music _____
d country music _____
e classical music _____
f electronic music _____
g rock music _____

6 Debate

- **Choose one of the topics below with your group members and write if you all agree or disagree with the topic.**
- **Brainstorm what kinds of issues, ideas, and examples will be presented to win the debate, taking your notes below after you have a consensus.**
- **Use the following expressions to give opinions and disagree with your opponent's ideas.**

Debate Topics

1. Do you think popular award shows affect or influence the types of music that people listen to? _____
2. Do you think international music influences domestic and popular artists' creation of songs? _____
3. Do you believe music, in particular, classical music, has an effect on a student's ability to learn and in overall professional success? _____
4. Some musicians have been able to maintain success across several decades in contrast to others who have only known a flash of success through a one-hit wonder. Do you think this has always been a trend in popular music? _____
5. Do you believe that some factors like social media presence and state of celebrity help influence an artist's success in the music industry? _____

Giving Opinion

- As far as I'm concerned, ...
- In my opinion ...
- There is no doubt that ...
- The way I see it, ...
- I don't think that ...
- I strongly believe that ...
- I honestly feel that ...
- You can't deny that ...

Disagreeing

- I'm afraid I don't agree that ...
- I totally disagree that ...
- It may be true that ..., but ...
- I see your point on ..., but ...
- I beg to differ.
- I don't think so.

Notes

7 Information Gap

Student A

Take turns to ask and answer the questions to complete the text using the clues in the parentheses.

Do you know the **1** _____ (what) indeed give important clues about your personality? While listening to any type of music **2** _____, (how) you may not truly recognize the reason why you choose it, even if these choices are mostly deduced from **3** _____ (where). Yes, music has a significant effect on the lives of people throughout the world; that's why **4** _____ (who) have a great variety of studies on what individual factors might influence people's musical preferences. **5** _____ (which) large-scale studies, conducted by researchers at Heriot-Watt University, examined **6** _____ (how many) participants from different parts of the world. **7** _____ (who) rated more than 104 different musical styles along with offering information about aspects of their personalities. Based on the study, there is **8** _____ (what) that people often make between who they are as an individual and their musical tastes. The researcher, Adrian North, states that people **9** _____ (when) be defensive on their taste in music choice might have a connection between how much it relates to attitudes and personality. **10** _____ (who) also emphasizes that people identify themselves through music and exploit it as a tool to connect to other people.

Student B

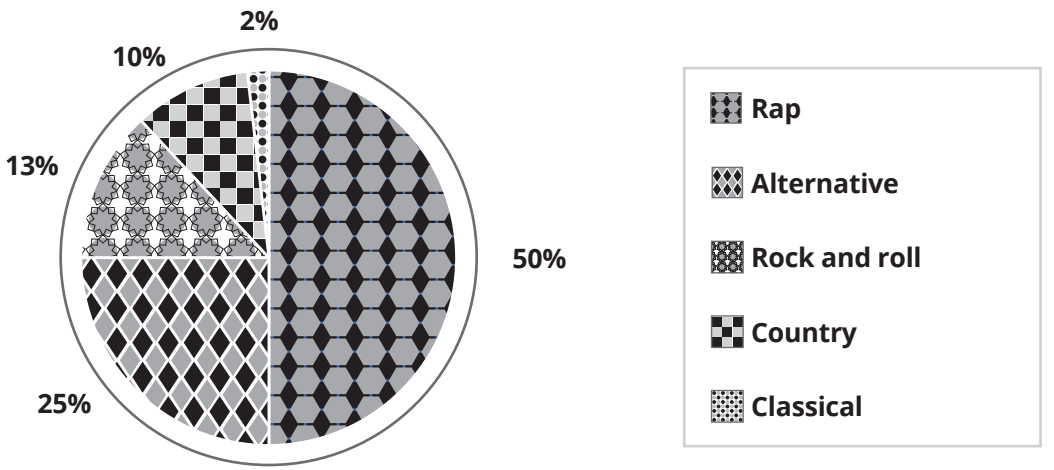
Take turns to ask and answer the questions to complete the text using the clues in the parentheses.

Do you know the contents of your playlist indeed give **a** _____ (what) about your personality? While listening to any type of music fondly, you may not **b** _____ (how) recognize the reason why you choose it, even if these choices are mostly deduced from your momentary feelings. Yes, music has a significant effect on the lives of people **c** _____ (where); that's why many researchers have a great variety of studies on what individual factors might influence **d** _____ (whose) musical preferences. One of these large-scale studies, conducted by researchers at **e** _____ (where), examined more than 36,000 participants from **f** _____ (where). Participants rated **g** _____ (how many) different musical styles along with offering information about aspects of their personalities. Based on the study, there is a link that people often make between who they are as an individual and their musical tastes. **h** _____, _____, (who) states that people sometimes be defensive on their taste in music choice might have a connection between how much it relates to **i** _____ (what). North also emphasizes that people identify themselves through music and exploit it **j** _____ (how) to connect to other people.

9 Survey Report

- The pie chart below shows the results of a survey that indicates popular music preferences among the youth of age 14 to 19 years in the UK.
- Summarize the information selecting and reporting the main features, and make comparisons where relevant.

Music preferences in young adults 14 to 19



Title: _____

Introduction: _____

Body: _____

Conclusion: _____

REFERENCES

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