

12th GRADE

ENGLISH GAMES & ACTIVITIES

THEME 9
TECHNOLOGY



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.

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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 9 TECHNOLOGY

12th GRADE

FUNCTIONS

F1 Talking about things needed to be done

F2 Asking and answering questions in interviews

1 Make Your Sentences



This activity enables students to talk about things needed to be done. It will also help them practise their listening, speaking and reading skills.

Materials and Preparation

Make enough copies of the worksheet on page 189 for each group.

Procedure

- 1 Put students into groups of four.
- 2 Give each student a speaking card and ask them to read the sentence on the card and make their own using the words in the parenthesis.

E.g.

• *Sally didn't cook dinner. She had her children cook dinner for her.*

- 3 If the sentence is correct, s/he keeps the card.
- 4 The one with the most cards is the winner.

2 Are You Telling the Truth?



This activity enables students to ask and answer questions. It also encourages them to improve their four essential language skills. It is a fun activity to improve active learning by practicing causative verbs.

Materials and Preparation

Print out the photocopiable material on page 190 for each student.

Procedure

- 1 Have the class read the questions on the worksheet and write one false and one true answer for each. Inform the students that they should write one or two-word answer to each question.
- 2 Get them to write three more questions to ask their classmates.
- 3 Explain that one student is going to leave the classroom and s/he is going to take the worksheet with her/him. While that student is out of the class, the rest of the class has to think of three questions to ask their classmate.
- 4 Divide the class into three groups, and each group gathers together to choose the question to ask the student who is waiting outside. They can also ask the questions they wrote on the worksheet.
- 5 The student who is back to class has to give one false and two true answers to the questions.
- 6 After the three questions have been asked, everyone in the class has to say which answer is made-up.
- 7 The student then reveals the truth. Each student who guesses correctly scores a point.
- 8 Repeat the game with another student and so on. The student with the most points at the end of the game is the winner.



THEME 9 TECHNOLOGY

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FUNCTIONS

F1 Talking about things needed to be done

F2 Asking and answering questions in interviews

3 Inners and Outers



This activity enables students to ask and answer questions. It will also help them listen carefully to one another.

Materials and Preparation

Make enough copies of the page 191 for each student. Make sure there is enough space to get the students in two big circles. Use a whistle to state the time is over.

Procedure

- 1 Ask students to stick the copied page on each other's back. Make sure everyone has it on, and divide the students into two teams.
- 2 Ask the first team to stand in a large circle, facing inwards.
- 3 Ask the second team to make a larger circle around the first, also facing inwards to see the questions on their interviewees' backs.
- 4 Explain to the teams that they are about to interview each other in turns. First, nominate a student in the outer circle to start the game. S/he will ask a question by choosing one from the list. Point out that there are no wrong answers as the questions are open-ended.
- 5 The interviewees will have 30 seconds to give their answer before the whistle blows, and the others must be silent to listen to the questions and answers.
- 6 Explain to the students that they repeat the same with a new partner and a new question each time. To find their new partner, the inner circle must move clockwise one place and the outer circle must move anticlockwise one place. Make sure the two teams exchange roles to ask and answer in turn.

4 Question Round Table



In this activity, you will help students engage in a group interview, which is a common practice in today's business world. Students will be able to ask and answer questions in interviews. It also encourages students to improve their listening, speaking and reading skills.

Materials and Preparation

Make enough copies of the interview questions on page 192 for each group.

Procedure

- 1 Tell students that this is a role-play and they will be interviewed for an international post in a tourism agency.
- 2 Provide time for students to review the questions independently and jot down some ideas.
- 3 They should not use any notes during the interview process, and this step will help them organize their thoughts.
- 4 Tell students that eye contact and body language are important in a group interview.
- 5 After each interview is completed, have the interview panels share feedback.
- 6 Place the next team to engage in the group interview.



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F1 Talking about things needed to be done

F2 Asking and answering questions in interviews

5 What Needs to Be Done?



This activity enables students to talk about things that need to be done. It will also help them practice their listening and speaking skills.

Materials and Preparation

No special preparation is needed.

Procedure

- 1 A student draws something that needs to be done.
E.g.
 - A boy with long hair.
- 2 The other student makes guesses about what is needed to be done in the drawing.
E.g.
 - He should get his hair cut.
- 3 As soon as the first student starts drawing, the timer starts, so the student who correctly guesses the drawing in the shortest amount of time wins the game.
- 4 Have two students come to the front of the class each round.
- 5 Let one of the students draw something that needs to be done on the board.
- 6 As soon as the student starts drawing start the timer.
- 7 Let the other student make guesses about the drawing.
- 8 Calculate the time and their points.
- 9 In the new round, another two students face off.
- 10 The pair with the highest number of points wins.

6 Two-Minute Interviews



With this role-play activity, students will be able to ask and answer questions in interviews. They will also be able to practice their listening, speaking and reading skills.

Materials and Preparation

Copy and cut out the worksheet on page 193 for each group of four students.

Procedure

- 1 Put students into groups of four. Give each group a set of role-playing cards.
- 2 Get them to shuffle the cards and place them face down in a pile on the desk.
- 3 Ask them to take it in turns to pick up a card from the pile and role-play each situation.
- 4 The first student picks up a card and reads out the situation. The other group members then have two minutes to ask the student as many questions as they can to find out further details about the situation. The student who is being interviewed gives imaginary short answers. The group members asking the interview questions score one point for each question.
- 5 When the first two-minute interview is completed, students take turns repeating the same process with the rest of the role-playing cards.
- 6 The student with the most points at the end of the game is the winner.



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FUNCTIONS

F1 Talking about things needed to be done

F2 Asking and answering questions in interviews

7 Spin the Wheel



This activity enables students to talk about things that need to be done. It will also help them practice their listening and speaking skills.

Materials and Preparation

Make enough copies of the worksheet on page 194 for each group of three students.

Procedure

- 1 Put students into groups of three and give them a worksheet.
- 2 Describe the task. Students put a pencil in the middle of the wheel on their worksheet. They take turns spinning the pencil and answering the question the pencil points to.
- 3 When a student spins the pencil on the wheel and answers the corresponding question, the other members of the group ask further questions to get more information. After answering the question as fully as possible, s/he asks the same question to her/his partners.
- 4 If the pencil points to a question that has already been answered, students should continue spinning the pencil until it points to a new question.
- 5 The game finishes when all the questions have been answered.
- 6 Get some feedback from the groups.

8 Get It Done



This activity enables students to talk about things needed to be done using the causative verbs. It also encourages them to improve their listening, speaking, reading, and writing skills.

Materials and Preparation

Get enough copies of the verb chart on page 195 beforehand.

Procedure

- 1 Divide the students into groups of four and write the groups' names on the board.
- 2 Give each group a copy of the verb chart.
- 3 Ask students to choose ten verb groups and form correct sentences.
E.g.
• *Brian let me pay for his snack.*
- 4 The group that finishes first starts reading the sentences they've formed.
- 5 Other groups listen to the sentences carefully and decide whether the sentences are correct or not. Sentences should be correct and make sense.
- 6 The group who reads their sentences gets 10 points for each correct answer. And other groups that give the correct response (whether the sentence is correct or not) get 5 points for each correct response.
- 7 The group with the highest point becomes the winner.



THEME 9 APPENDIX

1 Make Your Sentences

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Lily never dyes her hair herself.
(get/her friend Amy)

They aren't cleaning the house themselves.
(have/a cleaning lady)

Tom hasn't redecorated his flat himself.
(have/a famous decorator)

My parents aren't going to wash these
clothes by themselves.
(have/dry cleaner)

Roman didn't shave his moustache himself.
(have/a barber)

Mary didn't cut her hair herself.
(have/her hairdresser)

They didn't install the air conditioner themselves.
(have/an electrician)

Dave will not buy the magazine himself.
(get/his son)

Melinda didn't sew her skirt herself.
(get/her mother)

Sarah won't put on her make-up herself.
(get/her sister)

I won't repair the car by myself.
(get/mechanic)

Mia didn't take the dog for a walk herself.
(get/her brother)



A Write one true (T) and one false (F) answer for each question below.

- 1 How often do you have something delivered to your home?
T. _____ F. _____
- 2 When did your family last get a trip planned by a travel agent?
T. _____ F. _____
- 3 What kind of meal do you want your grandma to make when you go to her house?
T. _____ F. _____
- 4 Who makes you angry so often?
T. _____ F. _____
- 5 When was the last time you had your eyes checked?
T. _____ F. _____
- 6 How often does your family have your house painted?
T. _____ F. _____
- 7 Who always makes you laugh?
T. _____ F. _____
- 8 Who made you memorize a poem with six stanzas?
T. _____ F. _____
- 9 Who do you like to have your hair cut by?
T. _____ F. _____
- 10 What makes you cry?
T. _____ F. _____
- 11 Which chores does your mother get you to do?
T. _____ F. _____
- 12 If you were a headmaster, what wouldn't you let your students do at school?
T. _____ F. _____
- 13 What didn't your parents let you do when you were at primary school?
T. _____ F. _____
- 14 How often do you have your computer formatted?
T. _____ F. _____
- 15 When did you last have your smartphone fixed?
T. _____ F. _____

B Write three more questions to ask your classmates.

- 16
- 17
- 18

THEME 9 APPENDIX



3 Inners and Outers

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<p>How do you get to school?/How long does it usually take?</p>	<p>Do you think it is easy to be happy?/ What is your idea of happiness?</p>	<p>When was the last time you got a present?/What was it?/Who was it from?</p>	<p>Do you enjoy looking after small children?/ Why (not)?</p>
<p>Have you ever turned off the alarm clock and kept /If so, what happened?</p>	<p>Would you like to change a school rule?/What would it be?</p>	<p>Can you talk about three things you used to do when you were a child?</p>	<p>Are you afraid of dogs?/What would you do if a dog attacked you?</p>
<p>How many hours a day do you watch TV?/Which program do you like best?</p>	<p>Who do you get on well with best in your family?/Is there anybody you don't get on well with?</p>	<p>What would you do if your neighbor's dog barked all night?</p>	<p>What does music mean to you?/Can you play a musical instrument?</p>
<p>Have you ever read a book or a magazine in English?/Which one(s)?</p>	<p>Can you say something you hate doing at home and why?</p>	<p>Have you ever forgotten to turn off your mobile phone during a play or a concert?/If so, what happened?</p>	<p>Do you think it is important to learn how to cook?/Why (not)?</p>
<p>Where are you from?/What is your hometown famous for?</p>	<p>Do you often get angry with your sibling(s)? What for?</p>	<p>Are you a pessimist or an optimist?/ Give an example.</p>	<p>Do you think you read enough?/What kind of books do you like reading?</p>



- 1 How are you today?
- 2 Did you have any trouble finding us?
- 3 Are you married?
- 4 Have you got any children?
- 5 Tell us about yourself. (Hobbies, interests, etc.)
- 6 What is your present job?
- 7 Can you tell us about your responsibilities at your present/last job?
- 8 Why do you want to change jobs?
- 9 What type of position are you looking for?
- 10 Are you interested in a full-time or part-time position?
- 11 How much do you expect to earn per month?
- 12 Would you be prepared to travel to foreign countries?
- 13 Are you used to air travel?
- 14 What languages can you speak?
- 15 Do you speak them fluently?
- 16 Where did you study English?
- 17 How long did you study/have you been studying English?
- 18 Have you got an international driving licence?
- 19 Is your passport up to date?
- 20 What word-processing packages can you use? Are you IT literate?
- 21 What do you think your strong points are?
- 22 What is your greatest strength?
- 23 What is your greatest weakness?
- 24 We have a lot of applicants. Why should we hire you?
- 25 If we hired you, how long would you work for us?
- 26 Which is more important to you: status or money?
- 27 Why do you want to work for us?
- 28 What are your long-term goals?
- 29 What would you like to be doing in 10 years' time?
- 30 When will you be available to start?



Last night, there was a burglary in your street, and you witnessed it. Some precious paintings were stolen from one of the mansions. Answer your friends' questions for further details.

You're a famous tennis player, and you've just beaten one of your strongest opponents. Give more details about your success according to your friends' questions.

You're a firefighter, and you've put out a big forest fire and saved a lot of trees and animals with your team. Answer the interview questions you'll be asked.

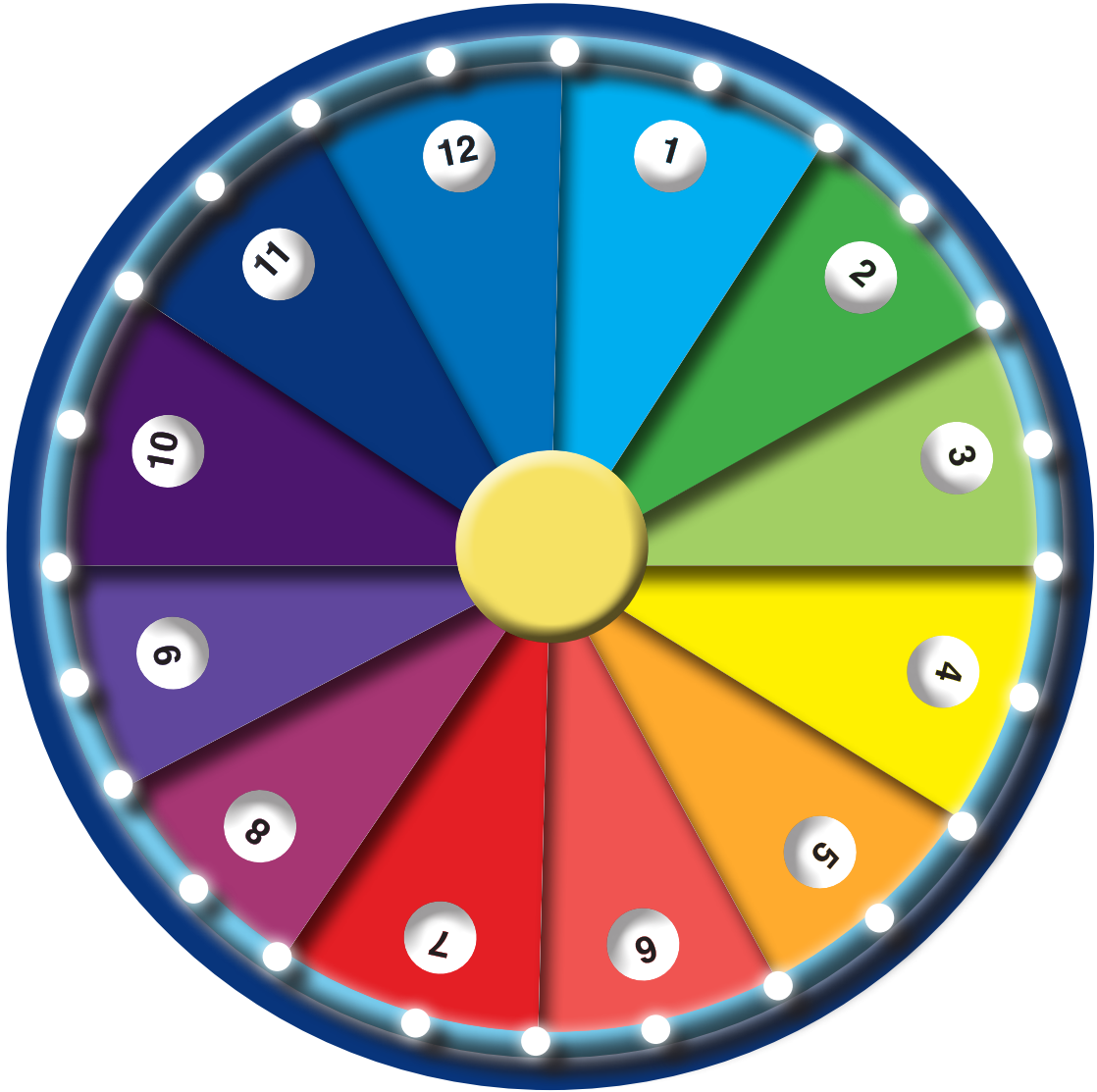
A strong hurricane hit your town, and you and your family were badly affected. Tell your friends about the event in detail.

There is an election at your school to choose the school president. You're one of the candidates. Answer the questions of your friends.

You're a producer, and your film has been nominated for three Academy Awards. Answer your friends' questions about the film.

You had a terrible accident while you were hiking and waited in pain until the rescue team arrived. Now, you're at a hospital and recovering quickly. Answer your friends' questions to describe the accident.

You've just come back home from an adventurous journey through Africa, and you want to make a documentary film about it. Tell your friends about the journey answering the interview questions.



CONVERSATION QUESTIONS

- 1 What kind of household chores are you responsible for?
- 2 If you were a headmaster, what would you let your students do?
- 3 What are three effective study methods that you use to help you learn better?
- 4 What happens if you don't fulfill your responsibilities at home?
- 5 When you have a child, what will you let him/her do?
- 6 What kinds of problems have you experienced when trying to get your purchase changed?
- 7 How would you have your classroom decorated if you had the chance?
- 8 When was the last time you had something delivered to your house?
- 9 Is there a song or movie that makes you feel good?
- 10 Would you rather plan your own trip or have a travel agency do it for you?
- 11 How do you feel when someone makes you do something that you don't really want to do?
- 12 Is it a good idea to make someone admit their mistakes? Why/Why not?

THEME 9 APPENDIX



8 Get It Done

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get/run	have/take	make/watch
let/cut	have/swim	get/study
get/do	make/open	let/pay
have/bring	get/read	have/dance
let/wash	make/cook	get/sit
have/go	let/sleep	make/play



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