



11th GRADE

ENGLISH GAMES & ACTIVITIES

THEME 4
WHAT A LIFE



English 11

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 WHAT A LIFE

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FUNCTIONS

F1 Describing places, people, and events in the past

F2 Ordering events

F3 Talking about personal experiences in the past

1 Order Quickly



This activity enables students to order the events in the past. It also encourages students to improve their speaking, reading, and writing skills.

Materials and Preparation

Make enough photocopies of the worksheet on page 77 for each student.

Procedure

- 1 Hand out a photocopy for each student.
- 2 Tell them to rewrite the sentences using the correct past forms and a conjunction.
- 3 Remind them that they have only 5 minutes to finish.
- 4 The one who finishes first reads his/her sentences. If there is a mistake, another student gets the chance to read his/her sentences.
- 5 The student who has the most correct sentences wins the game.

2 Letters Talk!



This activity enables students to form sentences describing places, people, and events in the past. It also encourages students to improve their speaking, reading and writing skills.

Materials and Preparation

No special preparation is needed.

Procedure

- 1 Divide the students into teams of four or five. If there aren't many students, pair work can also be preferred.
- 2 Tell students that each group/pair needs a piece of paper for writing.
- 3 Explain that students are going to race to make sentences using only words that begin with certain letters (auxiliary verbs, prepositions and articles aren't included) and add that their sentences must describe a place, a person, or an event in the past.
- 4 The first group/pair to make a grammatically correct sentence scores one point for each word.
- 5 Write the letters *M* and *W* on the board and give the students the following example: "My mother was making my morning meal while Mary was whispering to me." (9 points)
- 6 Then, write random letters on the board and start the game. If students have problems with the letters, you can only count the words that begin with the letters you've given.
- 7 In their groups/pairs, the students work together to come up with a sentence.
- 8 The first group/pair raising their hands can answer.
- 9 If the sentence is correct, award that group/pair accordingly.
- 10 If the sentence is illogical and letters aren't used properly, that group/pair is out of the round and no points are awarded. Another group/pair can then try to answer.
- 11 Play several rounds using different letters each time.
- 12 The group/pair with the most points wins in the end.



THEME 4 WHAT A LIFE

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FUNCTIONS

F1 Describing places, people, and events in the past

F2 Ordering events

F3 Talking about personal experiences in the past

3 Fact vs. Fiction



This game provides language practice in four skills - reading, writing, listening and speaking using the *Past Perfect*. It encourages students to interact and communicate by talking about personal experiences in the past. It also helps boost critical thinking and creativity.

Materials and Preparation

Make one copy of the worksheet on page 78 for each pair of students.

Procedure

- 1 Tell your students they are going to work in pairs and give each pair of students a copy of the worksheet.
- 2 Tell them they are going to write two explanations for each situation on their worksheet - a realistic explanation (Fact) and an imaginative explanation (Fiction).
- 3 Read the first situation from the worksheet to the class, e.g., "I walked into my neighborhood, but I couldn't find my house." The pairs then take it in turns to read their *Fact* explanation to the class using the past perfect, e.g., "You had walked into the wrong neighborhood." The class then votes for the most realistic explanation. The winning pair scores a point.
- 4 The pairs then read out their *Fiction* explanations, e.g., "You had lost your memory." Again, the class chooses the best explanation and votes for it.
- 5 The process continues with the second situation and so on. The pair with the most points at the end of the activity is the winner.

4 Guess the Other Half



This activity aims to practice ordering events by completing the before and after sentences using *Past Perfect Tense*. It also enables students to practice four main skills.

Materials and Preparation

Copy and cut out the worksheet on page 79.

Procedure

- 1 Divide the class into two teams as A and B and give each student a corresponding worksheet.
- 2 Tell the students that they are going to complete the sentences according to themselves by using the appropriate tense.
- 3 When they finish writing, ask Team A to send a player as a volunteer to start the game.
- 4 Tell the player that s/he is going to choose a sentence from the worksheet and read the first half of it. Then the player of Team B is going to guess the rest of the sentence. Tell the students that they have at least five chances to guess the possible answer of the player.
- 5 If the player of Team B guesses the sentence right, s/he gets 1 point and an extra point for the correct grammar. Totally the player scores 2 points.
- 6 Then a student from Team B takes it in turns, and the game goes on. The team with the highest score wins.



THEME 4 WHAT A LIFE

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FUNCTIONS

F1 Describing places, people, and events in the past

F2 Ordering events

F3 Talking about personal experiences in the past

5 Convince Me With Your Reason



This activity enables students to describe places, people, and events in the past. It also helps them to practice their speaking and listening skills.

Materials and Preparation

Copy and cut out the action cards on page 80.

Procedure

- 1 Divide the class into groups of four.
- 2 Shuffle the cards and give each group an equal deck of them. The first student picks up an action card and asks the player on his/her right e.g., “Why were you sitting on the top of the roof when I saw you?” The other player must give a convincing answer such as “Because I was watching the stars from the roof.”
- 3 If the explanation is convincing, the player can discard the action card.
- 4 If the player gives a doubtful answer and cannot convince the majority of the students in his/her group, s/he must keep the action card.
- 5 The first player to get rid of all his/her action cards wins the game.

6 Tell Me About Yourself



This activity enables students to talk about personal experiences in the past. It also helps them to practice listening, speaking and reading skills.

Materials and Preparation

Copy and cut up the worksheet on page 81 for each group of four students.

Procedure

- 1 Give each group a set of conversation cards.
- 2 Ask students to shuffle the cards and place them face down on the desk.
- 3 Tell them to take it in turns to take a conversation card from the pile and complete each sentence with their personal experience. Ask them to talk at least for 30 seconds about each card. Encourage the other group members to ask for detail in order to get extra information.
- 4 When the activity is over, get them to decide on the most interesting personal experience and share it with the class.



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FUNCTIONS

F1 Describing places, people, and events in the past

F2 Ordering events

F3 Talking about personal experiences in the past

7 Jumbled Story



This activity enables students to order the events in the past. It also helps them to practice four main language skills.

Materials and Preparation

Copy and cut out the worksheet on page 82 for each group of three or four students and put the slips of paper in an envelope. You may wish to give out the worksheet without cutting since the sentences are in the wrong order.

Procedure

- 1 Give each group the envelope which has been prepared in advance.
- 2 Get students to work together to rearrange the jumbled story into the right order.
- 3 The first group to finish ordering the events correctly is the winner.
- 4 First, check the answers privately so that the other groups can continue to work on the story. When all the groups have finished, give feedback to the class.
- 5 After the events are put in the right order, get all the groups to write a funny or strange end to the story.
- 6 Have each group choose a speaker for themselves to read out their story to the class.
- 7 Get the class to vote for the funniest or strangest story.

8 A Made-up Story



This activity enables students to describe places, people and events in the past. It also encourages them to order events by practicing four main language skills.

Materials and Preparation

Copy and cut out the worksheet on page 83 for each group of six or seven students.

Procedure

- 1 Give each group a slip of paper having an introductory sentence of a story.
- 2 Explain that each student is supposed to take it in turns to add one sentence to the story. Ask them to make up a funny or interesting story. Remind them that they have to use *Simple Past*, *Past Continuous* and *Past Perfect* with time adverbs (before, after, when, while, by the time, etc.) to continue the story.
- 3 The groups then write their stories.
- 4 When all the groups have finished writing, they read out their stories to the class.
- 5 Get the class to vote for the funniest or strangest story.



THEME 4 WHAT A LIFE

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FUNCTIONS

F1 Describing places, people, and events in the past

F2 Ordering events

F3 Talking about personal experiences in the past

9 Never Ending Questions



This activity enables students to talk about personal experiences in the past by asking and answering questions. It develops their listening and speaking skills.

Materials and Preparation

Cut out the cards on page 84 and put them in a box.

Procedure

- 1 Write the question words *When/How/What/Who/Why/Where* on the board.
- 2 Nominate a student to come to the teacher's desk and pick up a card.
- 3 Have the student read out the card.
- 4 Give the student one moment to think of a situation in which s/he can use the statement in the card.
- 5 Then have the rest of the classroom ask questions for more and more details to learn what happened.
- 6 Make sure they ask their questions in turns.
- 7 Students continue ask and answer questions until the situation gets clear. Then, a different student picks up a card and the activity goes on.

E.g.

Tim: *Then, I started to cry.*

Sue: *What happened?*

Tim: *I fell off my bike.*

Jack: *How did it happen?*

Tim: *A cat jumped into the road as I was passing by.*

Andy: *When did it happen?*

Tim: *Last Friday.*

...

Laura: *She just said no.*

Joe: *Who said no?*

Laura: *Mom.*

Clare: *Why did she say no?*

Laura: *Because she thought that ride was dangerous.*

David: *What did you do?*

Laura: *I asked her once more, but nothing changed.*

...



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FUNCTIONS

F1 Describing places, people, and events in the past

F2 Ordering events

F3 Talking about personal experiences in the past

10 What Happened?



This activity aims at ordering events in the past. It also encourages students to improve their listening and reading skills.

Materials and Preparation

Cut up each sentence on the sheet on page 85 and prepare strips.

Procedure

- 1 Divide the class into groups of three.
- 2 Distribute four sentence strips for each group randomly.
- 3 Write the first sentence of the story on the board:
"On Sunday, I bought a lottery ticket at the city center."
- 4 Tell each group to put the story into correct order.
- 5 Each group will try to guess the next sentence from the strips they have.
- 6 As long as the groups guess correctly, write the sentences in the correct order on the board.
- 7 The group that guesses the most sentences in the story correctly wins the game.

11 In My Experience...



This activity aims at talking about personal experiences in the past. It also encourages students to improve their speaking and reading skills.

Materials and Preparation

Divide the class into groups of two to four students. Photocopy one set of cards on page 86 for each group. Cut up each part separately. Keep the bold cards in the B column and deliver the cards in the A and C columns to each group.

Procedure

- 1 Tell students you have the B columns, but they have to match the A and C columns in order to create shorter relevant phrases.
- 2 Then give them the middle cards to verify their responses.
- 3 Evaluate the answers with class, or give them uncut copies of the cards to use for checking their answers.
- 4 Different matches are possible, but there can only be one way to connect them all.



THEME 4 WHAT A LIFE

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FUNCTIONS

F1 Describing places, people, and events in the past

F2 Ordering events

F3 Talking about personal experiences in the past

12 Freeze!



This activity aims at describing places, people, and events in the past. It also encourages students to improve their listening, reading and writing skills.

Materials and Preparation

Deliver a blank sheet of paper for each group.

Procedure

- 1 Divide the class into groups of five and give each group a sheet of paper.
- 2 Write a story starter on the board.
E.g.
 - *The Blake House was a very old building with a huge garden. It had _____.*
 - *Paul was a successful, hardworking doctor. He was _____.*
 - *When she opened the door, she saw _____.*
- 3 Each student has to continue the story for 30 seconds up to 1 minute on the same paper sheet. Then, the teacher says, "Freeze!"
- 4 Students pass the paper sheets to the one on the right/behind/etc. in his/her group, depending on the classroom arrangement. That student has to read the story and then continue writing it. Repeat as many times as you like, but tell students when it's the last round so that they can finish it.
- 5 Walk around the class and make sure that each story is on track.
- 6 Monitor the stories, only correct errors if the meaning is impeded.
- 7 Read the stories out loud to the class and see which one the students like best.

**Answer Key****1 Order Quickly**

- 1 Brian bought a villa after he had saved a lot of money.
After Brian had saved a lot of money, he bought a villa.
Before Brian bought a villa, he had saved a lot of money.
Brian had saved a lot of money before he bought a villa.
- 2 The children arrived home after Sheila had tidied the house.
After Sheila had tidied the house, the children arrived home.
Before the children arrived home, Sheila had tidied the house.
Sheila had tidied the house before the children arrived home.
- 3 The lights went out after the meeting had started.
After the meeting had started, the lights went out.
Before the lights went out, the meeting had started.
The meeting had started before the lights went out.
- 4 They went to school after they had had their breakfast.
After they had had their breakfast, they went to school.
Before they went to school, they had had their breakfast.
They had had their breakfast before they went to school.
- 5 It began to rain after my mother had hung out the washing.
After my mother had hung out the washing, it began to rain.
Before it began to rain, my mother had hung out the washing.
My mother had hung out the washing before it began to rain.
- 6 Mary started cleaning the house after the guests had left.
After the guests had left, Mary started cleaning the house.
Before Mary started cleaning the house, the guests had left.
The guests had left before Mary started cleaning the house.

**Answer Key****7 Jumbled Story**

- 1 It was Kevin's birthday last weekend, and William invited him to celebrate it in Venice with friends from college.
- 2 Before telling the surprise to Kevin, he had arranged each detail.
- 3 He wrote invitation mails to his friends, organized the party place, arranged the food and drinks and paid for the band which was their favorite when they were at college.
- 4 After the party preparations, he bought the plane tickets and they flew to Venice cheerfully.
- 5 Their friends welcomed them at the airport, and they went to the party place all together.
- 6 It was a real dreamlike birthday party. No one in the group realized that there was a pickpocket at the cafe, and most of the people's wallets were stolen.
- 7 Unfortunately, Kevin was one of them, and his passport was in it.
- 8 It was too late when they arrived at the hotel, and they went directly to bed.
- 9 The next day was also quite entertaining for Kevin and William. They had a tour in the canals, had a delicious lunch at a traditional restaurant and visited islands.
- 10 While they were shopping, Kevin noticed that his passport wasn't in his bag.
- 11 It was the most shocking moment of his life. He didn't even notice that his wallet was missing until that moment because William had already paid for all the expenses.
- 12 Then, they rushed to the hotel and searched everywhere in the room.
- 13 They finally understood that they had been robbed after three friends called them about their lost items.
- 14 As it was weekend, it was impossible to apply for a new passport, and just three hours left for their plane to take off.

10 What Happened?

- 1 I put the ticket in the pocket of my jeans and went home.
- 2 After I got home, I slept and forgot about the ticket.
- 3 On Monday morning, I got into my car and drove to work.
- 4 On the way to work I listened to the radio.
- 5 Then, the lottery program started on the radio.
- 6 A man on the radio announced my lottery ticket number.
- 7 After he announced the number, I put my hand into my jacket pocket.
- 8 Oh, no! The ticket wasn't in my pocket! It was in my jeans' pocket!
- 9 Next, I drove back home to get the ticket.
- 10 When I got home, I looked for my jeans.
- 11 I found the ticket. It was still in the pocket of my jeans.
- 12 Finally, I checked the ticket. Oh no! It was the wrong number!

THEME 4 APPENDIX



1 Order Quickly

11th GRADE

- 1 Brian saved a lot of money. Then, he bought a villa.

- 2 Sheila tidied the house. Then, the children arrived home.

- 3 The meeting started. Then, the lights went out.

- 4 They had their breakfast. Then, they went to school.

- 5 My mother hung out the washing. Then, it began to rain.

- 6 The guests left. Then, Mary started cleaning the house.



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- 4 They had their breakfast. Then, they went to school.

- 5 My mother hung out the washing. Then, it began to rain.

- 6 The guests left. Then, Mary started cleaning the house.



Write your realistic (fact) and imaginative (fiction) explanations for the given situations.

- 1 I walked into my neighborhood, but I couldn't find my house.
Fact: _____
Fiction: _____
- 2 I woke up at 4 o'clock in the afternoon and our family doctor was sitting by me.
Fact: _____
Fiction: _____
- 3 I went to the zoo, but there were no animals around.
Fact: _____
Fiction: _____
- 4 I arrived home from school completely wet on a sunny day.
Fact: _____
Fiction: _____
- 5 I came back from my holiday with two broken legs.
Fact: _____
Fiction: _____
- 6 I got an email from my favorite stand-up comedian.
Fact: _____
Fiction: _____
- 7 I went shopping late in the morning, but all the shops were closed.
Fact: _____
Fiction: _____
- 8 I walked down the street with a crowd of people wearing funny hats following me.
Fact: _____
Fiction: _____
- 9 I went to the football match between my school and a rival school, and Messi was playing for our team.
Fact: _____
Fiction: _____
- 10 I gave all my savings to a charity.
Fact: _____
Fiction: _____
- 11 I walked into my English class, but I didn't recognize anyone.
Fact: _____
Fiction: _____
- 12 I went to a famous Italian restaurant in town and they said they had no pizza on the menu.
Fact: _____
Fiction: _____



Team A

- 1 Before I ate dinner, I _____.
- 2 I went for a walk after I _____.
- 3 Before I had breakfast, I _____.
- 4 Before I came to school, I _____.
- 5 I ran home after I _____.
- 6 I fell asleep after I _____.
- 7 I was exhausted after I _____.
- 8 Before I started studying, I _____.
- 9 Before I finished my homework, I _____.
- 10 I called the police after I _____.



Team B

- 1 Before I went to bed, I _____.
- 2 Before I cleaned my room, I _____.
- 3 Before I came home, I _____.
- 4 I had no money left after I _____.
- 5 I was scared after I _____.
- 6 I was delighted after I _____.
- 7 Before I started to watch the movie, I _____.
- 8 I drank a cup of coffee after I _____.
- 9 I started to cry after I _____.
- 10 Before I watched that film, I _____.

THEME 4 APPENDIX



5 Convince Me With Your Reason

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You were running down the street shouting.

You were climbing up your neighbor's balcony.

You were laughing and dancing in front of your house.

You were chasing after a dog.

You were taking online French classes.

You were buying a ukulele.

You were carrying a big suitcase.

You were crawling like a baby.

You were walking down the street dressed as a clown.

You were screaming on the phone.

You were walking with a man wearing helmet.

You were jumping in your garden.

You were holding a baby in your arms.

You were carrying a huge box.

You were painting over your windows.

You were lying near the lake in your pajamas.





Conversation Cards

It was the most shocking moment in my life when ...

I felt quite embarrassed when ...

After I had started high school, the first thing I wanted to experience ...

While I was studying ..., I wanted to learn ... as well.

... was the happiest time of my life.

What I liked most about primary school was ...

I was scared of ... when I was little because ...

I was getting on well with ... when I was at primary school because ...

My ... birthday is unforgettable because ...

I had already known ... when I started high school.

After I started school, ... changed in my life.

When I first met my primary school teacher, I was ...





After the party preparations, he bought the plane tickets and they flew to Venice cheerfully.

It was too late when they left the party and arrived at the hotel. So, they went directly to bed.

It was Kevin's birthday last weekend, and William invited him to celebrate it in Venice with friends from college.

They finally understood that they had been robbed after three friends called them about their lost items.

Unfortunately, Kevin was one of them, and his passport was in it.

While they were shopping, Kevin noticed that his passport wasn't in his bag.

Then, they rushed to the hotel and searched everywhere in the room.

He wrote invitation mails to his friends, organized the party place, arranged the food and drinks and paid for the band which was their favorite when they were at college.

It was a real dreamlike birthday party. No one in the group realized that there was a pickpocket at the cafe, and most of the people's wallets were stolen.

As it was weekend, it was impossible to apply for a new passport, and just three hours left for their plane to take off.

It was the most shocking moment of his life. He didn't even notice that his wallet was missing until that moment because William had already paid for all the expenses.

Before telling the surprise to Kevin, he had arranged each detail.

The next day was also quite entertaining for Kevin and William. They had a tour in the canals, had a delicious lunch at a traditional restaurant and visited the islands.

Their friends welcomed them at the airport, and they went to the party place all together.



1 It was a cold winter night. The wind was blowing fiercely, and it was the first adventure of Tom out in the wild.
Before he ...

2 It was Mary's 18th birthday. She didn't want to throw a party or do something special for her birthday until the moment she ...

3 When John was at the door after a night out, he realized that he had left his key in the pocket of his dirty pants.
As he didn't want to wake his roommate up, ...

4 While Jill was searching for her project in the school library at midnight, she heard sudden and frightening noises.
As soon as she ...

5 The little boy left the train carrying his big suitcase. He looked around to ...

6 When Emily opened the door, she saw her father standing in the doorway with a big envelope in his hand. ...

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9 Never Ending Questions

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Then I started to cry.

I'll never do that again.

It must have been the wrong day.

It took long years.

We finally arrived there.

It was broken.

She just said no.

Unfortunately, it just slipped out of my hand.

All of a sudden, I heard a loud crash.

It was absolutely awful.

I thought we had no chance.

It was a dream come true.



I put the ticket in the pocket of my jeans and went home.

After I got home, I slept and forgot about the ticket.

On Monday morning, I got into my car and drove to work.

On the way to work, I listened to the radio.

Then, the lottery program started on the radio.

A man on the radio announced my lottery ticket number.

After he announced the number, I put my hand into my jacket pocket.

Oh, no! The ticket wasn't in my pocket! It was in my jeans' pocket!

Next, I drove back home to get the ticket.

When I got home, I looked for my jeans.

I found the ticket. It was still in the pocket of my jeans.

Finally, I checked the ticket. Oh, no! It was the wrong number!

THEME 4 APPENDIX



11 In My Experience...

11th GRADE



A memorable experience	that/which	I had is...
An experience	I had	which I will always remember...
I don't have much experience of this	at all	, but...
I don't remember	exactly	when, but...
I don't remember this, but	my parents told me that	when I was a baby...
I have	personal	experience of this. In fact...
I haven't experienced this	much	recently, but...
I must have been	about	10 years old when...
I only have	very	limited experience of this, but...
I've	generally	found that...
I've	only	had good experiences of this. For example, ...
I've got a	good	story about that. One day...
In my	limited	experience, it works quite well.
My general experience	of this	is that...

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