

11<sup>th</sup> GRADE

# ENGLISH GAMES & ACTIVITIES

THEME 8  
SPORTS



# 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 8 SPORTS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Reporting news

F2 Making interview

F3 Talking about sports

### 1 Ready to Hear from Me?



This activity enables students to report news. It also encourages students to improve their four essential skills. It is a good activity to spice up your lessons while practicing *Reported Speech*.

### Materials and Preparation

Choose six volunteers who are good at memorization. Print out the news cards on page 153 and cut them out neatly. Get the other students to work in groups of three or four. Make copies of the worksheet on page 154 for each group. Have the groups choose a spokesperson.

### Procedure

- 1 Ask students if they are ready to hear some news about famous sportspeople to arouse curiosity.
- 2 Give each of six volunteers (news freaks) a sentence card that contains some interesting news about sportspeople and hand out the worksheet for each group.
- 3 The news freaks memorize the sentence on their card and then walk around the classmates in groups saying their news. Tell them they have to speak at a normal pace. Students have to try to remember what the news freaks said.
- 4 Students use an expression for showing interest or surprise each time they hear a sentence, e.g., 'Wow!', 'Oh, really?', 'Great!', etc.
- 5 Tell students they have to write down the name of the person who told them the news and take some notes. It's better if they can write the whole sentence they've heard. News freaks can repeat their sentences just one more time at a faster pace.
- 6 When the news freaks get back to their seats, tell the groups they have to report the news they heard into the reported news column on their worksheet.

**E.g.**

**Name of the News Freak:** *Dilara*

**News:** *Mesut Özil said his goodbyes to his Arsenal teammates after seven and a half-year stay in north London.*

**Reported News:** *Dilara said that Mesut Özil had said his goodbyes to his Arsenal teammates after seven and a half-year stay in north London.*

- 7 The spokesperson of each group will read the reported news. The group with the most correct sentences is the winner.



# THEME 8 SPORTS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Reporting news

F2 Making interview

F3 Talking about sports

## 2 Just Your Cup of Tea!



This activity enables students to interview with their classmates. It is a good activity to practice asking and answering questions about skills and preferences. It also helps to improve active learning and critical thinking. When students share ideas, they learn to build stronger arguments.

### Materials and Preparation

Print out the photocopiable material on page 155 for each student.

### Procedure

- 1 Tell the class they are going to work in pairs and give each student a worksheet.
- 2 Write some sports on the board e.g., *tennis, swimming, cycling, archery, hiking, football, basketball, gymnastics*. Students can also add some sports.
- 3 Each pair joins with another pair to make a group of four. In their groups, the students discuss the sports available on the board and say which skills are needed for each sport.
- 4 Pairs interview their partner about their skills and preferences and tick their partner's answers on the worksheet.
- 5 They then summarize their partner's skills and preferences and advise them on what sports would be suitable for them based on their results.

#### **E.g.**

*Let me see. You are good at control, strategy and concentration. You also like discipline and practice. Hmm, you don't like ball games. These are very important qualities for an archer. I think archery is just your cup of tea.*

- 6 Finally, each student reports back to the class on the sports they chose for their partner explaining the reasons for their choice.

#### **E.g.**

*My partner told me s/he was good at control, strategy and concentration and s/he liked discipline and practice. S/he also said that s/he didn't like ball games. I think archery would be a good choice for her/him.*



# THEME 8 SPORTS

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## FUNCTIONS

F1 Reporting news

F2 Making interview

F3 Talking about sports

3 Be All Ears



This activity enables students to talk about sports. It also encourages students to improve their listening, speaking and writing skills.

## Materials and Preparation

Make sure you have the Internet access in your class.

## Procedure

- 1 Divide the students into groups of 4 or 5.
- 2 Ask them to name their groups and write the names on the board.
- 3 Tell them that they are going to listen to a dialog. Ask them to listen to it very carefully as some comprehension questions are going to be asked afterwards.
- 4 Remind students to take down some notes while listening.
- 5 Have students listen to the dialog three times. Two times can also be enough for some classes.
- 6 Ask the following comprehension questions to the groups and let them decide on their answers for some time. Tell students to think carefully before they answer as they'll get -2 for each incorrect answer. The first group raising the hand has the chance to answer.
- 7 If the group answers correctly, write 5 points under their group name. If the group gives the wrong answer, write their -2 points under their group name and let other groups find the correct answer.
- 8 When the questions are completed, ask groups to decide on a sport they are interested in. Give them some time to prepare their speech and let the groups talk about their sports. Give each group 5 points for their talk.
- 9 Calculate the points of the groups. The group who has the highest points becomes the winner of the lesson.

## Comprehension Questions

- 1 What did the doctor tell Phil?  
The doctor told Phil that his blood pressure was too high, and he would soon need medication.
- 2 What did Phil say to the doctor?  
Phil said to the doctor that he would take more exercise instead of taking medication.
- 3 Why didn't Phil just go running?  
Because he finds it boring.
- 4 Apart from being good exercise, what is the other advantage of tennis for Phil?  
You can meet new people and socialize.
- 5 How is Phil's blood pressure now?  
It has gone down since he started playing tennis.
- 6 What sports did Phil play when he was younger?  
Squash.
- 7 How old was Phil when he started playing tennis?  
In his early 60s.
- 8 How does Phil say that his tennis has improved?  
His friend has given him tips.



# THEME 8 SPORTS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Reporting news

F2 Making interview

F3 Talking about sports

### 4 Pulitzer Game



In this game, students create stories for an imaginary newspaper.

#### Materials and Preparation

- 1 Bring in copies of two newspapers. One tabloid and one broadsheet. Hold them up to the class or circulate.
- 2 Ask students what we call the two types of paper. Elicit tabloid and broadsheet.
- 3 Ask students to explain the differences in look and style.
- 4 Ask students which they prefer, and to give examples of current stories in the news.
- 5 Elicit vocabulary for the game including a headline, a scoop, celebrities, edit, front page, types of stories e.g., natural disasters, love stories, political scandals, financial news, stock market variations, etc.

#### Procedure

- 1 Divide the class into four groups and ask each group to choose a type of story to write. Hand in blank papers.
- 2 Explain that this is a creative writing game. The objective is to write a news story.
- 3 Points will be awarded for originality, vocabulary, spelling, grammar, celebrities featured, headlines and bonuses.
- 4 Each story should be about 100 to 150 words. Emphasize that the Editor (the teacher), is looking for creativity and good use of English, including vocabulary and suitability.

Explain how points will be awarded:

1	<b>Creativity</b>	5
2	<b>Headline</b>	5
3	<b>Celebrity and bonuses</b>	5
4	<b>Readers' (students in the class) vote</b>	5
5	<b>Story writing (Good use of English, e.g. grammar, vocabulary)</b>	20

- 5 When everything is ready, the groups can start writing their story.
- 6 Circulate during the writing phase, helping students with vocabulary, grammar, etc. After 20 minutes, stop the groups. Ask one member of the group to present their story. Get comments and readers' votes at the end.
- 7 Collect the stories. Correct them and allocate points. Announce the point totals. The winning team is the one with the most points after the end of the story writing phase.





# THEME 8 SPORTS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Reporting news

F2 Making interview

F3 Talking about sports

### 5 They Say True or False?



This activity aims at making interview. It also encourages students to improve their listening, speaking, reading and writing skills.

#### Materials and Preparation

Divide the students into groups of four. Deliver the photocopiable material on page 156 to each student.

#### Procedure

- 1 In this reported speech activity, students interview each other, offering true or false answers, and then compare what the interviewees said using reported speech.
- 2 First, students read the questions on the worksheet and write one true and two false answers for each question.
- 3 Then they interview the other three people in their group using the same questions. Students take notes on the interviewees' answers on the worksheet and ask follow-up questions, especially if they suspect a false answer.
- 4 Once an interviewee answers a question, they either deliver the correct answer or one of their false answers, changing the answer given to each student.
- 5 After everyone has finished, students use reported speech to compare what different people told them and select the correct answers.
- 6 Finally, the interviewees share their true answers.

### 6 Flick and Win!



This activity aims at talking about sports. It also encourages students to improve their listening and speaking skills.

#### Materials and Preparation

Divide the students into pairs. Deliver the photocopiable material on page 157 to each pair.

#### Procedure

- 1 Each student needs an eraser or something small and light that they can flick.
- 2 One of the students puts his/her eraser at the bottom of the board game to begin playing.
- 3 Then, he/she flicks the eraser with his/her finger.
- 4 If it lands in one of the hexagons, the student should talk about the sports written in that area at least for a minute.
- 5 Next, he/she wins that spot and writes his/her name in it.
- 6 Then it's the turn of the other student.
- 7 The student who has his/her name in most of the spots at the end of the game is the winner.



# THEME 8 SPORTS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Reporting news

F2 Making interview

F3 Talking about sports

7

### Whisper to Me



With this fun activity students will be able to report news. It also helps them to improve their listening and speaking skills.

#### Materials and Preparation

Make a copy of the worksheet on page 158 and cut up each statement.

#### Procedure

- 1 Arrange students in a circle.
- 2 Put the shuffled statement cards face down on the table and place them at the center of the circle.
- 3 Ask a volunteer to start the game by picking up a statement.
- 4 The student whispers the statement in his/her friend's ear and s/he whispers it to the next student by using reported speech.
- 5 This continues until the last student converts what s/he hears into direct speech and says it out loud.
- 6 This fun activity goes on in tracking with new sentences.

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### One-Minute Challenge



This activity enables students to talk about various topics related with sports. It also encourages them to improve their listening and speaking skills.

#### Materials and Preparation

A stopwatch to monitor 1 minute.

Make a copy of the worksheet on page 159 and cut up the topics.

#### Procedure

- 1 Divide your students into two teams as A and B. Ask for any volunteers from both teams to start the game.
- 2 Remind students that they have 1 minute and they must keep talking continuously without stopping on the subject they choose for the entire time to complete the challenge.
- 3 Let the players know that each meaningful sentence they make is 1 point.
- 4 Tell the student from team A to pick up a conversation topic to start the game.
- 5 Remind the whole class that they must listen to each player carefully in order to count the sentences s/he makes and announce the score. Then tell the player to write his/her score on the board. As a next step team B takes it in turns and the game goes on.
- 6 The team with the highest score wins the game.
- 7 To arouse attention, the player can ask some questions to the class about the topic s/he has talked on.



# THEME 8 SPORTS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Reporting news

F2 Making interview

F3 Talking about sports

### 9 What's Under the Headline?



This activity enables students to report news. It will also help them to practice four main language skills.

#### Materials and Preparation

Make enough copies of the worksheet on page 160 for each pair of students.

#### Procedure

- 1 Put students into pairs.
- 2 Give each pair a worksheet. Have them read all the headlines and choose one of them to write a news story for it. Make sure they don't choose the same headline with their partners.
- 3 After students have finished writing, ask them to read out their news story to their partners.
- 4 Then, get students to change partners and report their previous partners' news stories to each other.
- 5 When the activity is over, get some feedback from students.

### 10 Get on Track!



This activity enables students to talk about sports and practice their listening, speaking and reading skills.

#### Materials and Preparation

Make enough copies of the worksheets on pages 161-162-163 for each group of four students.

#### Procedure

- 1 Put students into groups of four and get them to choose a *Quiz Master* to ask the questions. The other three students are the players.
- 2 Give a *Get on Track* game board to each group and a *Quiz Questions* worksheet to each *Quiz Master*.
- 3 Get each player to put a marker (such as a pencil sharpener, an eraser or a coin) on START. Make sure they cannot see the quiz questions that the *Quiz Master* holds.
- 4 Explain that they need to listen to the questions carefully and try to be the first to give the correct answer. To do this, they can raise their hands or knock on the desk. If the first player cannot give the right answer, another player can answer the question. When they answer correctly, they toss a coin and move forward one square for head and two squares for tail.
- 5 The first player to reach the WINNER square or to be the closest to the WINNER square, wins the game. The students play the game as many rounds as they can until all the quiz questions have been asked.



# THEME 8 SPORTS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Reporting news

F2 Making interview

F3 Talking about sports

## 11 Interviewing Passersby



This activity enables students to interview their classmates. It encourages them to practice asking and answering questions about preferences. It is a great way to improve active learning and critical thinking. In a strong imaginary situation, each student has a chance to express their ideas which leads them to better arguments.

### Materials and Preparation

Print and cut out the photocopyable role cards on page 164 and shuffle them on the teacher's desk. Have each student come front and pick a role card from the desk.

### Procedure

- 1 Tell students to imagine a very big area in the city centre is due for redevelopment and suppose that your classroom is a crowded street. The street interviewers ask the passersby's opinions about what to do with the area.
- 2 Encourage students to think and speak as a teacher, a mother with two children, a teenager, etc. (related to the role in their role cards).
- 3 Tell students not to tell their role to anybody in the class.
- 4 Invite the students who have picked up the roles as interviewers to the board.
- 5 Each interviewer take turns to go around the street and interview five passersby they choose randomly.
- 6 Make sure all the students listen to each other carefully; especially the mayors listen to the citizens' opinions with great attention.
- 7 When all the interviews are done, allow five minutes for the mayors to come up with their arguments and make a final decision.
- 8 Then have the mayors announce their decisions to the public about what to do with the area explaining the reasons for their choices.

### **E.g.**

**A gardener:** *They should make it a huge garden with lots of flowers since the citizens need a quiet place to visit.*

**A footballer:** *I think it should be a five-star stadium like in Munich. You know our stadium does not have enough seating capacity.*



# THEME 8 SPORTS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Reporting news

F2 Making interview

F3 Talking about sports

### 12 Can I Ask You a Question?



With this communicative activity, students will be able to talk about sports by interviewing different people in the class. They will also be able to practice four main language skills.

#### Materials and Preparation

Copy and cut up the worksheet on page 165 for each student.

#### Procedure

- 1 Give each student a copy of the *Questions* worksheet.
- 2 Get them to read all the questions and then choose five of them to ask their classmates.
- 3 When they are finished with choosing the questions, hand out the *Answer Sheet*. Ask them to complete each box with a different question.
- 4 Explain the task. Students should interview five different people and write their answers in the corresponding box. Make sure that each chosen question is asked to a different person. Encourage them to ask for further information and take notes.
- 5 Set a time limit, e.g. 15 minutes. Get them to stand up and mingle to interview their classmates.
- 6 Once students have finished with their interviews, get them to work in pairs in order to share what they've learned about their classmates.



## Answer Key

### 1 Ready to Hear from Me?

- ..... said that Eda Erdem DüNDAR, captain of the Turkish national volleyball team, was the queen of corner attacks.
- ..... said that Mete Gazoz had brought Turkey its first-ever Olympic medal in archery at the 2020 Summer Olympics in Tokyo.
- ..... said that Mesut ÖZİL thanked football for learning new languages and different cultures.
- ..... said that Messi dedicated all of his goals to his late grandmother.
- ..... said that Rafael Nadal, Spanish tennis player, didn't know when he would be able to return to tennis.
- ..... said that Kobe Bryant's wife had learned about the basketball legend's death from social media posts.

### 7 Whisper to Me

- 1 ..... said that the legendary golf player Tiger Woods wouldn't return if he couldn't play well.
- 2 ..... said that Katy Perry had tried bungee jumping before her concert in New Zealand.
- 3 ..... said that Orlando Bloom usually spent his time attending mountain biking excursions.
- 4 ..... said that Sümeyye Boyacı was the first female world silver medal winner.
- 5 ..... said that Paulo Coelho had dedicated his latest novel to the Olympic champion Mete Gazoz.
- 6 ..... said that Formula 1 Turkish Grand Prix 2021 had taken place in İstanbul.
- 7 ..... said that the famous actor Tom Hanks had celebrated his 64<sup>th</sup> birthday by making a huge dive.

**Audio Script 1****3 Be All Ears**

**Interviewer:** Good morning, Phil.

**Phil:** Morning, Jo.

**Interviewer:** Erm, what would you like to talk about today?

**Phil:** Er, I thought I'd just say a little bit about the importance of, erm, trying to keep your body fit when you're getting older. I was, er, I had, my blood pressure was getting higher, and the doctor was saying it was getting close to needing medication to improve it. And I said to him, "I think I'd rather not have the medication, but I will try and take more exercise." So, I had to find some form of exercise which was enjoyable, and which would also keep me fitter. So, I chose to take up playing tennis. I, erm, I'm quite good at hitting a ball or catching a ball so that wasn't any problem. And I get very bored if I just go running. But tennis has the advantage that you have a ball to chase around for an hour, you're stopping and starting, and it also has a very good social aspect to it where you join a club and you meet lots of other people who are, a lot of them are the same age as you, and you soon find some friends to play with. And you can go and play a game regularly, and then afterwards have a cup of coffee and a conversation with people. So, it gets you out of the house and meeting other people, and I think it has a whole lot of advantages. And it's certainly worked for me because I started playing regularly about eight or nine years ago and I have never needed to have any medication for my blood pressure. In fact, my blood pressure now is lower and more healthy than it was before I started playing. I really just got rather lazy. I used to take exercise and play, I used to play squash and other games when I was younger but then I got lazy. My knees got a bit creaky, and I stopped playing anything until I took up tennis. And I think, really, it's transformed my life. I'm so much fitter than I was eight years ago. I feel healthier for it. I've made a lot of new friends who I have a lot of fun with. And I think it has tremendous benefits.

**Interviewer:** Great! How old were you, may I ask, when you started playing tennis?

**Phil:** I think I was in my early sixties. I was between about, I was probably about 63, between 60 and 65. And I'm now 72. And, erm, I have, my tennis in that time has improved a lot. I have a friend who is a retired tennis professional who I play with quite a lot, and he's given me quite a few tips on how to improve my tennis. And now I even occasionally get invited to play by some of the better players in the tennis club, which I think is rather good. It improves my morale as well as my fitness.

**Interviewer:** Ah, that's great! Thank you very much.

**Phil:** You're very welcome.

# THEME 8 APPENDIX



## 1 Ready to Hear from Me? (1)

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### NEWS CARDS

Eda Erdem DüNDAR, captain of the Turkish national volleyball team, is the queen of corner attacks.

Mete Gazoz brought Turkey its first-ever Olympic medal in archery at the 2020 Summer Olympics in Tokyo.

Mesut Özil thanks football for learning new languages and different cultures.

Messi dedicates all of his goals to his late grandmother.

Rafael Nadal, Spanish tennis player, doesn't know when he will be able to return to tennis.

Kobe Bryant's wife learned about the basketball legend's death from social media posts.



# THEME 8 APPENDIX



## 1 Ready to Hear from Me? (2)

11<sup>th</sup> GRADE

Name of the News Freak	News	Reported News

# THEME 8 APPENDIX



## 2 Just Your Cup of Tea!

11<sup>th</sup> GRADE

### Questionnaire

Are you good at ...?	Yes	No	Not bad
communicating			
understanding people			
concentration			
control and strategy			
discipline and practice			
training yourself to be more patient			
flexibility exercises			
strength exercises			
catching			
balancing			
jumping			
stretching			
running			
bouncing			
throwing			
Do you like ...?	Yes	No	It's OK
teamwork			
climbing stairs			
cooperating with others			
individual sports			
ball games			
gaining new perspectives			
training very long hours			
supporting others			
being indoors			
being in nature			

# THEME 8 APPENDIX



## 5 They Say True or False?

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**A Write one true (T) and two false (F) answers for each question below.**

- 1 What's your best free time activity? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_
- 2 What's the latest song you listened to? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_
- 3 What's your favorite website? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_
- 4 What's your favorite sports activity? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_
- 5 What movie has impressed you the most? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_
- 6 Who's your favorite sportsperson? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_
- 7 Which country would you like to see most? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_
- 8 What's your favorite quote? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_
- 9 How often do you exercise? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_
- 10 What's the last book you read? T. \_\_\_\_\_ F. \_\_\_\_\_ F. \_\_\_\_\_

**B Now, interview with the other three people in your group. Write their names at the top of the chart and make notes on their answers in the columns. Do you think their answers are true or false? When you are being interviewed, give a mixture of true and false answers.**

QUESTIONS			
1 What's your best free time activity?			
2 What's the latest song you listened to?			
3 What's your favorite website?			
4 What's your favorite activity?			
5 What movie has impressed you the most?			
6 Who's your favorite sportsperson?			
7 Which country would you like to see most?			
8 What's your favorite quote?			
9 How often do you exercise?			
10 What's the last book you read?			



## Board Game





#### STATEMENTS

The legendary golf player Tiger Woods won't return if he can't play well.

Katy Perry tried bungee jumping before her concert in New Zealand.

Orlando Bloom usually spends his time attending mountain biking excursions.

Sümeyye Boyacı is the first female world silver medal winner.

Paulo Coelho dedicated his latest novel to the Olympic champion Mete Gazoz.

Formula 1 Turkish Grand Prix 2021 took place in İstanbul.

The famous actor Tom Hanks celebrated his 64<sup>th</sup> birthday by making a huge dive.



### CONVERSATION CARDS

Talk about what you do to keep fit.

Talk about an extreme sport that you would like to try.

Talk about popular sports in your country.

Talk about an indoor sport that you like to watch live or on TV.

Talk about the sport star that you admire.

Talk about an outdoor sport that you like to watch live or on TV.

Talk about your favorite sport.

Talk about a sport that you are good at.

Talk about why people do extreme sports.

Talk about the skills that are required to be a good basketball player.

Talk about your favorite winter sport.

Talk about your favorite summer sport.





### QUIZ QUESTIONS

- 1 How many dimples does a golf ball usually have?  
a Between 100 and 200      b Around 300      c None
- 2 What are the Olympic Gold Medals made from?  
a gold      b silver      c bronze
- 3 The boxing ring is called a “ring” because ...  
a it used to be round      b a bell rings before each round      c the winner is given a gold ring
- 4 When did the first e-sports tournament take place?  
a 1972      b 1985      c 2008
- 5 Who is the first Turkish person to climb Mount Everest?  
a Eylem Elif Maviş      b Nasuh Mahruki      c Tunç Findik
- 6 How many bikes are produced in the world each year?  
a less than 50 million      b more than 1 billion      c about 100 million
- 7 Where will 2024 Olympic games be held?  
a In Beijing      b In Paris      c In Los Angeles
- 8 Which country won the first World Cup?  
a Uruguay      b Brazil      c Germany
- 9 Who has won the most Olympic medals in history?  
a Usain Bolt      b Michael Phelps      c Carl Lewis
- 10 What was the first and so far the only sport played on the moon?  
a golf      b tennis      c baseball

1 b, 2 b, 3 a, 4 a, 5 b, 6 c, 7 b, 8 a, 9 b, 10 a





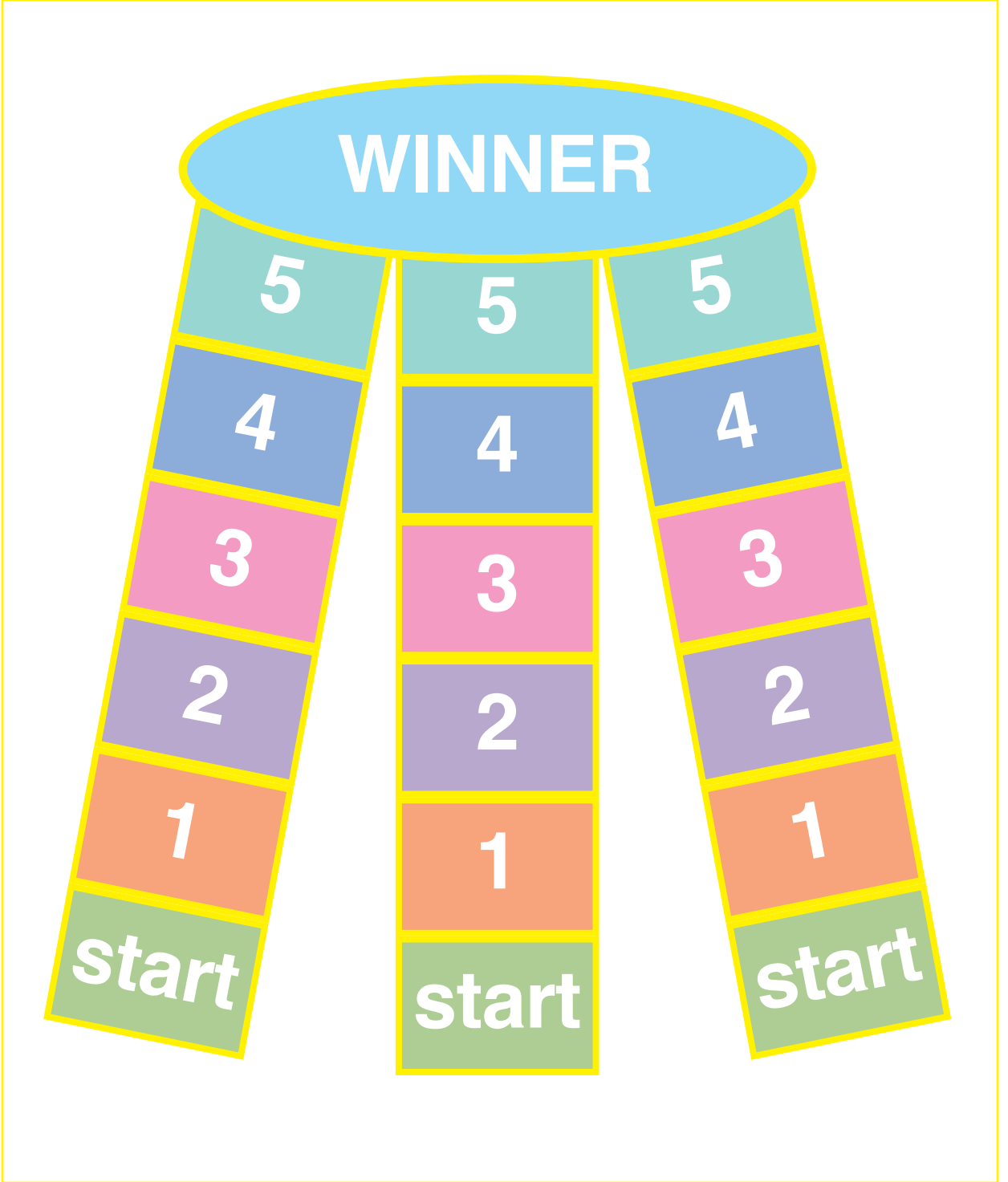
### QUIZ QUESTIONS

- 11 How long did the longest tennis match last?  
a 6 hours 45 minutes      b 8 hours 13 minutes      c 11 hours 5 minutes
- 12 Where were the first modern Olympic Games held?  
a In London      b In Munich      c In Athens
- 13 The famous quote “*Float like a butterfly, sting like a bee.*” belongs to ...  
a Michael Jordan      b Muhammad Ali      c Tiger Woods
- 14 Who won Turkey’s first gold medal in archery in Tokyo Olympic games?  
a Mete Gazoz      b Busenaz Sürmeneli      c Rıza Kayaalp
- 15 Which of the following is not a water sport?  
a zorbing      b barefoot skiing      c kayaking
- 16 Which extreme sport was invented by the USA?  
a paragliding      b rock climbing      c skateboarding
- 17 How long is a marathon?  
a 26.2 km      b 42.19 km      c 125 km
- 18 Which sport uses a bow, arrows and a target?  
a squash      b archery      c javelin throw
- 19 What is Usain Bolt’s 100m world record time?  
a 9.58 seconds      b 9.63 seconds      c 8.87 seconds
- 20 Where is the world’s largest e-sports stadium located?  
a In Tokyo      b In Seoul      c In Texas

11 c, 12 c, 13 b, 14 a, 15 a, 16 c, 17 b, 18 b, 19 a, 20 c



## GAME BOARD



# THEME 8 APPENDIX



## 11 Interviewing Passersby

11<sup>th</sup> GRADE



1<sup>st</sup> mayor

A dancer

2<sup>nd</sup> mayor

A painter

A gardener

A swimmer

A footballer

A mother with two children

A teenager

An athlete

A fast-food owner

3<sup>rd</sup> mayor

1<sup>st</sup> interviewer

4<sup>th</sup> interviewer

2<sup>nd</sup> interviewer

A cook

A basketball player

A newsagent

A doctor

A mountaineer

3<sup>rd</sup> interviewer

4<sup>th</sup> interviewer

# THEME 8 APPENDIX



## 12 Can I Ask You a Question?

11<sup>th</sup> GRADE

### QUESTIONS

- 1 What sports do you like doing?
- 2 Are you interested in individual or team sports? Why?
- 3 Do you prefer watching sports live or on TV? Why?
- 4 What is the greatest sports event you have ever watched?
- 5 Who is your favorite sportsperson? Why do you like him/her?
- 6 Do you like sharing your favorite team's success on social media? Why? Why not?
- 7 Are you an adrenaline seeker? Why? Why not?
- 8 Which family member do you like talking about sports with?
- 9 When was the last time you felt really happy and excited about a sports event?
- 10 What do you think about football hooliganism?



### ANSWER SHEET

**Classmate's Name:**

**Question:**

**Answer:**

**Classmate's Name:**

**Question:**

**Answer:**

**Classmate's Name:**

**Question:**

**Answer:**

**Classmate's Name:**

**Question:**

**Answer:**

**Classmate's Name:**

**Question:**

**Answer:**

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