

ENGLISH GAMES & ACTIVITIES

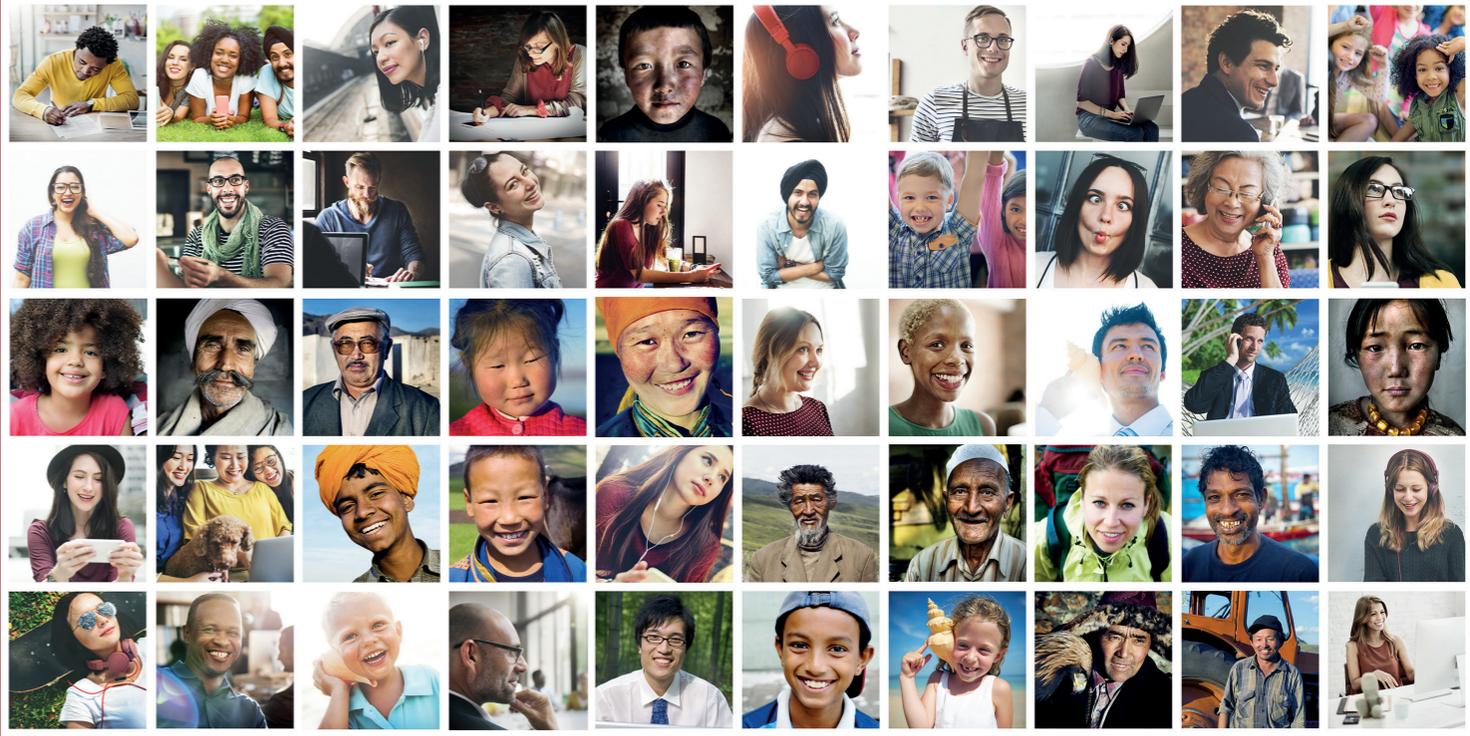
12th GRADE

12th GRADE
**ENGLISH
GAMES & ACTIVITIES**

**THEME 2
FRIENDSHIP**



T.C. MİLLÎ EĞİTİM BAKANLIĞI

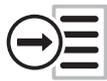


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ICONS USED IN THE BOOK



Duration



Link



Cut



Individual Activity



Pair Work



Group Work



Whole Class Activity



QR Code for Listening



THEME 2 FRIENDSHIP

12th GRADE

FUNCTIONS

- F1 Describing personal features
- F2 Making conclusions
- F3 Stating reasons

1 Inferences about Emily



This activity aims to have students draw conclusions and make inferences.

Materials and Preparation

Copy the material on page 36 and make sure that each student in the class has one.

Procedure

- 1 Hand out the copies to the students and have them listen carefully to the short story you are about to read. Tell them they will need to use the information given in the story to draw conclusions.
- 2 Read the following story aloud. Read it twice if necessary.
"Emily arrived home early that evening. When she opened the door, she saw that the house was messy. She thought Brian was at home, too. A strange sound was coming from the backyard, but she ignored it. 'Honey, are you at home?' she shouted. No one replied. Then, she noticed a letter on the kitchen counter saying 'Come to the backyard as soon as you read this.' Emily was scared; she thought calling 911, but she decided to go and check what was going on. Walking on the balls of her feet, she arrived at the back door and opened it. Suddenly, a dozen of people screamed: Surprise!"
- 3 Give them at least ten minutes to answer the questions. Then, elicit and discuss the answers with the class.

2 Incomplete Crosswords



This activity aims to revise and practice vocabulary for describing one's personality.

Materials and Preparation

Copy and cut up the crossword puzzles on page 37; one copy is required for each group.

Procedure

- 1 Divide students into groups of eight or ten and then divide each group into two separate groups of four or five—Group A and Group B.
- 2 Give the groups their own crosswords and tell them to keep it face down on the desk so that the other group can't see it.
- 3 Tell students that Group As and Groups Bs have different parts of the same crossword puzzle, each of which is half-filled. Tell them that they need to complete the missing words by asking the other group for clues in turns like "What's across 4?", or "What's down 1?" Tell groups that they are supposed to answer and try to explain/describe each missing word without using it or its derivatives. The words that groups need to explain to each other are given in the word list at the bottom of the page.
- 4 When the activity is finished, have the groups compare their own crossword with their partner group to check for any misspellings.



THEME 2 FRIENDSHIP

FUNCTIONS

- F1 Describing personal features
- F2 Making conclusions
- F3 Stating reasons

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3 Guess Who



This activity aims to revise and practice vocabulary for describing one's appearance.

Materials and Preparation

This activity does not require any materials or preparation.

Procedure

- 1 In order to demonstrate how to play, ask students to choose one of their classmates to be 'it'. Tell them that you will ask some questions to find out who 'it' is, and that is why they are not supposed to tell you who s/he is. Turn around or close your eyes and after 15-20 seconds, ask if they have chosen one of their friends. When they are ready, turn around or open your eyes.
- 2 Start asking questions like "Is s/he fair-haired?", "Is s/he tall?" or "Is s/he round-faced?" to figure out who 'it' is. As they give answers to your questions, start narrowing down the options saying "So, ... and ... can't be 'it' because they aren't fair-haired/tall/round-faced". Even if you have found out who 'it' is, pretend that you still don't know who s/he is. Ask students to tell you about 'it' more; they might say, "S/he is plump." and "S/he is of medium height.", etc. to describe their classmates. Keep narrowing down the options with each piece of information and finally tell who you think 'it' is.
- 3 When you guess correctly, invite one student up to the front of the classroom and ask him/her to turn around. Then choose one student in the class to be 'it' by pointing at him/her. Tell the student at the front to turn around and ask questions about 'it'. Once the student at the front has named 'it' correctly, it is another student's turn to go to the front of the classroom and turn around.

4 Whose Bag Is This?



This activity aims to have students draw conclusions and make inferences.

Materials and Preparation

An assortment of bags with objects in each. For example, a sports bag filled with exercise clothing and a water bottle; a clutch with a comb, mirror, lipstick, and a credit card; a suitcase with an ID card, insurance card, crossword puzzle book, and medical records, and a backpack with textbooks, graded tests signed by a parent, notebook paper, pens, and pencils.

Procedure

- 1 Divide students into four groups. Have each group check over the bags in turns for a few minutes. Let them take notes.
- 2 After they have finished checking over the bags, ask them to whom each bag may belong, and to where they are carried. Help them make inferences.
- 3 Then, tell students to draw conclusions about the owner of the bag based on the type of it, its contents, and the inferences that they have made. Encourage them to share their ideas.

For example:

The person with the suitcase must be going to the hospital. S/he can be at his/her sixties. S/he can't be cheerful.



THEME 2 FRIENDSHIP

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FUNCTIONS

- F1 Describing personal features
- F2 Making conclusions
- F3 Stating reasons

5 Broken Sentences



This activity aims to revise and practice linking words that are used to state reasons/results.

Materials and Preparation

Copy, cut up, and shuffle the broken sentences on page 38 and make sure you have enough copies for each group.

Procedure

- 1 If you think your students might not be familiar with some of the linking words used in the cards, you may wish/need to give them brief information about them before handing it out. Linking words used in the cards are:
 - as
 - as a result
 - as a result of
 - because
 - because of the fact that
 - due to
 - for
 - for this reason
 - owing to
 - since
 - so
 - that is why
- 2 Divide students into groups of three or four and give each of the groups a set of cards. Tell students that they are supposed to put together broken sentences, each of which contains a conjunction, either at the beginning of the first part or at the beginning of the second part. There are fourteen sentences altogether.
- 3 Set and announce a specific time limit. Go around the classroom from group to group and monitor. Stop the activity when time is up even if the groups have not finished putting all sentences together.
- 4 Draw a simple points table on the board and write 'Group 1', 'Group 2', 'Group 3', etc. in it. Have each group read out one sentence. If correct, the sentence can be turned over or completely removed from the desk. The group gets 1 point for each correct answer and no points for incorrect answers. If a group fails to submit an appropriate answer, move on to the next group without giving the correct answer. Continue until all of the sentences have been correctly read out. Add up the points of each group; the group that scores the most points wins.

6 Reason Chain



This activity aims to have students state reasons.

Materials and Preparation

Board and a board pen

Procedure

- 1 Write "Dear Sally, I can't come to your wedding party next Saturday..." on the board.
- 2 Tell students they are supposed to continue the sentence on the board one by one. Remind them of offering reasonable excuses in order to keep the story as fluent as possible.
- 3 Encourage them to use expressions such as 'because, as a result, owing to the fact that, that's why, etc.'
- 4 When all the students have added a reason to the sentence chain, ask them if they remember all the excuses.



THEME 2 FRIENDSHIP

12th GRADE

FUNCTIONS

- F1 Describing personal features
- F2 Making conclusions
- F3 Stating reasons

7 Tricky Riddles



This activity aims to have students draw conclusions and make inferences.

Materials and Preparation

A box/bag

Copy and cut up the cards on page 39.

Procedure

- 1 Divide students into four groups. Put the riddle cards you have cut up in a box or a bag.
- 2 Tell one of the students from each group to pick up a riddle in the box/bag and read it aloud to his/her classmates for the answer.
- 3 If the answer is correct, let the group keep the card and give them a point. If the answer is incorrect, put the card in the box/bag.
- 4 Continue the process for each group in turns. When the cards are over, calculate the points to announce the winner.

8 Name the Trait!



This activity aims to revise and consolidate vocabulary for describing one's personality.

Materials and Preparation

Copy the game board on page 40 and make sure that each group in the class has one. Each student should have one counter or something equivalent to move across the board.

Procedure

- 1 Divide students into groups of four (or three if necessary) and give a copy of the game board to each of the groups. Make sure that all group members have a counter (or something equivalent) of their own.
- 2 Name each group member as #1, #2, #3, and #4 and tell them to place their counter on their numbers marked 'Start here!' Explain that they are supposed to move across the board so as to reach the same numbers marked 'Finish here!'
- 3 Tell them that they need to find which words are defined in hexagons. You can give students a clue about the words by telling them that they are all adjectives that are used to describe one's personality.
- 4 Inform students about the following rules of the game:
 - #1 starts the game by choosing the hexagon that is the nearest to his/her number and says the word that matches the definition. Then #2, #3, and #4 take turns to play.
 - Only if a student can find the correct word, can s/he move to an adjoining hexagon. If s/he cannot find the correct word, s/he misses a turn.
 - Students can move in any direction, yet they cannot move to a hexagon if his/her classmate is there or if it is not adjacent to his/her own.
 - The first person that can reach his/her number marked 'Finish here!' becomes the winner.
- 5 Monitor while walking around the classroom and help when necessary. You don't have to wait for each group to have a winner; you can stop the activity after an appropriate length of time.



THEME 2 FRIENDSHIP

FUNCTIONS

- F1 Describing personal features
- F2 Making conclusions
- F3 Stating reasons

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9 Guess What I Am Like



This activity aims to revise and practice vocabulary for describing one's personality along with adverbs of frequency.

Materials and Preparation

Copy and cut up the cards on pages 41 and 42 and make sure that each group has all of the twenty cards.

Procedure

STEP 1

- 1 Divide students into groups of three or four. Give each of the groups a set of personality adjective cards. Ask them to pile, shuffle, and place the cards face down on the desk.
- 2 To help students play the game more smoothly and set an example, you can demonstrate by copying the card below on the board. Circle the three question marks and tell students that it is the mystery word they should guess with the help of your descriptive sentences in which you need to use the given adverbs of frequency.

YOU ARE ???
(almost) always

generally

(almost) never

- 3 While you read out the sentences below, write each of them in the blanks on the board.

- *I'm always pleasant and friendly.*
- *I'm generally easy to get along with.*
- *I almost never show any signs of anger.*

The mystery word is 'good-tempered'.

STEP 2

- 1 Tell students to take turns to pick up a card from the pile. The student with the card is supposed to describe the word in bold to the other students by making a sentence with (almost) always, generally, and (almost) never.
- 2 Remind that they must write each sentence in the provided blanks on cards while they utter them, and they cannot say the word itself or its variations while describing. Depending on the level of your class, you can let students tell the first letter of the word as a clue before they say their sentences.
- 3 Tell students that the first member of the group to correctly guess the described word wins and keeps the card. If the word cannot be guessed correctly, students have to remove the card from the game. Until all the cards have been used, students continue describing words in turns. The student with the most cards when the game is finished becomes the winner.
- 4 As a follow-up activity, quickly review students' sentences for each word together as a class and have the students agree on a definition.



THEME 2 FRIENDSHIP

FUNCTIONS

- F1 Describing personal features
- F2 Making conclusions
- F3 Stating reasons

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10 You've Got a Message!



This activity aims to have students state reasons.

Materials and Preparation

A box/bag

Copy and cut up the cards on page 43.

Procedure

- 1 Divide students into four groups. Put the note cards you have cut up in a box or a bag.
- 2 Tell one of the students from each group to pick up a note in the box/bag and read it to his/her group members.
- 3 Give students ten minutes for a brainstorming session. Then, ask them to write a letter of apology explaining the reasons.
- 4 Let one student from each group read their writings. Discuss whether the apology is appropriate or not.

11 Finish My Sentences



This activity aims to revise and practice linking words that are used to state reasons/results.

Materials and Preparation

Copy the worksheet on page 44 and make sure that each student in the class has one.

Procedure

- 1 If you think your students might not be familiar with some of the linking words covered in the worksheet, you may wish/need to give them brief information about them before handing it out. Linking words covered in the worksheet are:

- | | |
|------------------|--------------------------|
| - as | - due to |
| - because | - since |
| - so | - for this reason |
| - as a result of | - owing to the fact that |
| - that is why | - as a result |

- 2 Hand out the worksheets and tell students that they are supposed to complete 'Part 1' with their own words. Monitor and help when necessary.
- 3 Once 'Part 1' has been completed, ask students to pair up with a classmate and swap their worksheets. Tell them that they need to finish their partner's sentences by completing 'Part 2'.
- 4 Stop the activity after an appropriate length of time and tell students to swap their worksheets once again. Ask them to read their completed sentences. As a quick follow-up, you can have each pair read out one of their sentences and check as class.



THEME 2 FRIENDSHIP

FUNCTIONS

- F1 Describing personal features
- F2 Making conclusions
- F3 Stating reasons

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12 What's Going on Here?



This activity aims to have students draw conclusions and make inferences.

Materials and Preparation

Copy and cut up the picture on page 45.

Procedure

- 1 Have students work with their partners. Give each of the students one piece of the picture you have cut up in halves.
- 2 Tell them to look closely at the picture halves they have. Ask them to write their inferences about the people and the place by answering these questions:
 - What is going on in this picture?
 - What do you see that makes you say that?
 - How do you think they feel?
 - What may happen next?
- 3 Give them a few minutes to write down their inferences and conclusions. Then, let them put the halves together and discuss their ideas.



Answer Key

1 Inferences About Emily

1 B 2 A 3 D 4 B 5 C 6 A 7 D 8 C

Answer Key

2 Incomplete Crosswords

WORD LIST

Across

- 4 humble
- 5 cautious
- 9 forgetful
- 10 talkative
- 13 enthusiastic
- 15 clever
- 16 jealous
- 19 popular
- 20 lazy
- 21 decisive
- 22 aggressive
- 23 humorous

Down

- 1 mature
- 2 polite
- 3 stingy
- 4 helpful
- 6 sympathetic
- 7 sensible
- 8 mean
- 11 introverted
- 12 hardworking
- 14 dependable
- 17 careless
- 18 selfish

**Answer Key****5 Broken Sentences**

- Choosing the right friends is highly important **because** friendship has a deep influence on every aspect of our lives.
- **As a result of** unhealthy habits, a great number of people suffer from serious illnesses.
- The council had to cancel the festival **due to** awful weather conditions prevailing in the city.
- Our house is going to be renovated over the weekend, **so** we are going to stay at my grandparent's.
- Tania realized that Mike had been manipulating her for years and, **as a result**, she stopped being friends with him.
- **As** I didn't have enough money on me, I had to use my credit card to pay for the cinema ticket.
- Sally didn't spend enough time studying for her final exams and **that is why** she failed.
- **Since** our car has broken down, my brother and I need to take the underground to get to work.
- Rainforests receive a lot of sunlight **because of the fact that** they are located in tropical regions.
- People forget to drink water in their rather busy schedule these days, and, **for this reason**, they are facing many health problems.
- **Owing to** lack of motivation or proper guidance, many students are now opting out of coding classes.
- We couldn't stay at the hotel for more than one night **for** the rooms were very cold and there was no hot water in the bathroom either.
- **Due to** the traffic jam on the highway, my friends failed to catch their flight to Casablanca.
- I don't want you to call me at this time tomorrow **because** I will be trying to finish my writing assignment then.

Answer Key**7 Tricky Riddles**

- 1 The man is a dwarf. He only can reach the bottom of the 6th floor. But when it's raining, he takes his umbrella with him and can push the button of the 12th floor with it.
- 2 Jerry
- 3 The old doctor is his mother.
- 4 Sally was blind. She was reading the book by Braille Alphabet.
- 5 He wrote one son would split up all his fortune into two piles. Then the other son got first pick.
- 6 One was born on 31st December at 11.59 p.m. and the other on 1st January at 12.00 a.m.



Answer Key

8 Name the Trait!

creative	insincere	apathetic	well-spoken
knowledgeable	easy-going	obedient	cooperative
serious	disciplined	stubborn	patient
faithful	kind	distracted	absent-minded
judgmental	snobby	considerate	reliable



Listen to the short story your teacher will read. Answer the questions making inferences.

1 Brian is Emily's ____.

- A neighbour
- B husband
- C boss
- D landlord

2 What does *messy* probably mean?

- A dirty or untidy
- B clean and airy
- C crowded
- D organized

3 Brian is probably a little ____ about the housework.

- A aggressive
- B humble
- C jealous
- D careless

4 Emily was scared because ____.

- A the house was messy
- B the letter was strange
- C Brian was not at home
- D no one replied her

5 What was the purpose of the letter?

- A to ask for information
- B to congratulate
- C to call away
- D to apologize

6 Emily is rather ____ as she did not call 911.

- A courageous
- B judgemental
- C disciplined
- D creative

7 *Walking on the balls of her feet* probably means walking ____.

- A carelessly
- B barefoot
- C quickly
- D cautiously

8 The people were ____ at the backyard.

- A cleaning the mess
- B watering the garden
- C getting ready for a party
- D playing outdoor games

THEME 2 APPENDIX



2 Incomplete Crosswords

12th GRADE

GROUP B



1
2
3
4 h e l p f u l
5
6 s y m p a t h e t i c
7 s e n s i b l e
8 m e a n
9 f o r g e t f u l
10
11
12
13 e
14 d e p e n d a b l e
15 c l e v e r
16 j e a l o u s
17 c a r e l e s s
18
19 p o p u l a r
20 l a z y
21
22
23 h u m o r o u s

WORD LIST

- | Across | Down |
|-------------|---------------|
| 9 forgetful | 4 helpful |
| 15 clever | 6 sympathetic |
| 16 jealous | 7 sensible |
| 19 popular | 8 mean |
| 20 lazy | 14 dependable |
| 23 humorous | 17 careless |

GROUP A

1 m a t u r e
2 p o l i t e
3 s t i n g y
4 h u m b l e
5 c a u t i o u s
6 s
7
8
9
10 t a l k a t i v e
11 n t h u s i a s t i c
12 h a r d w o r k i n g
13 e n t h u s i a s t i c
14
15
16
17 s e l f i s h
18
19
20
21 d e c i s i v e
22 a g g r e s s i v e
23

WORD LIST

- | Across | Down |
|-----------------|----------------|
| 4 humble | 1 mature |
| 5 cautious | 2 polite |
| 10 talkative | 3 stingy |
| 13 enthusiastic | 11 introverted |
| 21 decisive | 12 hardworking |
| 22 aggressive | 18 selfish |

THEME 2 APPENDIX



5 Broken Sentences

12th GRADE



Choosing the right friends is highly important...	...because friendship has a deep influence on every aspect of our lives.
As a result of unhealthy habits...	...a great number of people suffer from serious illnesses.
The council had to cancel the festival...	...due to awful weather conditions prevailing in the city.
Our house is going to be renovated over the weekend...	...so we are going to stay at my grandparent's.
Tania realized that Mike had been manipulating her for a long time...	...and, as a result, she stopped being friends with him.
As I didn't have enough money on me...	...I had to use my credit card to pay for the cinema ticket.
Sally didn't spend enough time studying for her final exams...	...and that is why she failed.
Since our car has broken down...	...my brother and I need to take the underground to get to work.
Rainforests receive a lot of sunlight...	...because of the fact that they are located in tropical regions.
People forget to drink water in their rather busy schedule these days...	...and, for this reason, they are facing many health problems.
Owing to lack of motivation or proper guidance...	...many students are now opting out of coding classes.
We couldn't stay at the hotel for more than one night...	...for the rooms were very cold and there was no hot water in the bathroom either.
Due to the traffic jam on the highway...	...my friends failed to catch their flight to Casablanca.
I don't want you to call me at this time tomorrow...	...because I will be trying to finish my writing assignment then.



1

A man lives on the 12th floor. He goes to work every day and takes the elevator down for it. When he comes back, he goes up to the 6th floor and takes the stairs to the 12th. However, on rainy days he goes up with the elevator to the 12th. Why does the man do that?

2

Jerry's mom had 4 kids and the first boy's name was Brown because he had brown eyes. The second boy's name was Black because he had black eyes, and the third boy's name was Blue because he had blue eyes. What was the fourth boy's name?

3

Mr. Smith and his son were riding in the car one night and they had an accident. Mr. Smith died instantly and his son was rushed to the hospital. When he got there, the old doctor said, "I can't operate on him, he is my son." Who is the old doctor?

4

Simon and Sally were sitting in their family room one night. While Simon was watching TV, his wife Sally was reading a book. All of a sudden, the electricity went out and Simon decided to go to bed, but Sally kept on reading. With no use of artificial light, Sally kept on reading. How?

5

There was a wise king who had two sons. He wanted to make sure his two sons would not fight over his fortune when he was gone. What did the king write in his will to ensure his two sons would split up his fortune fairly?

6

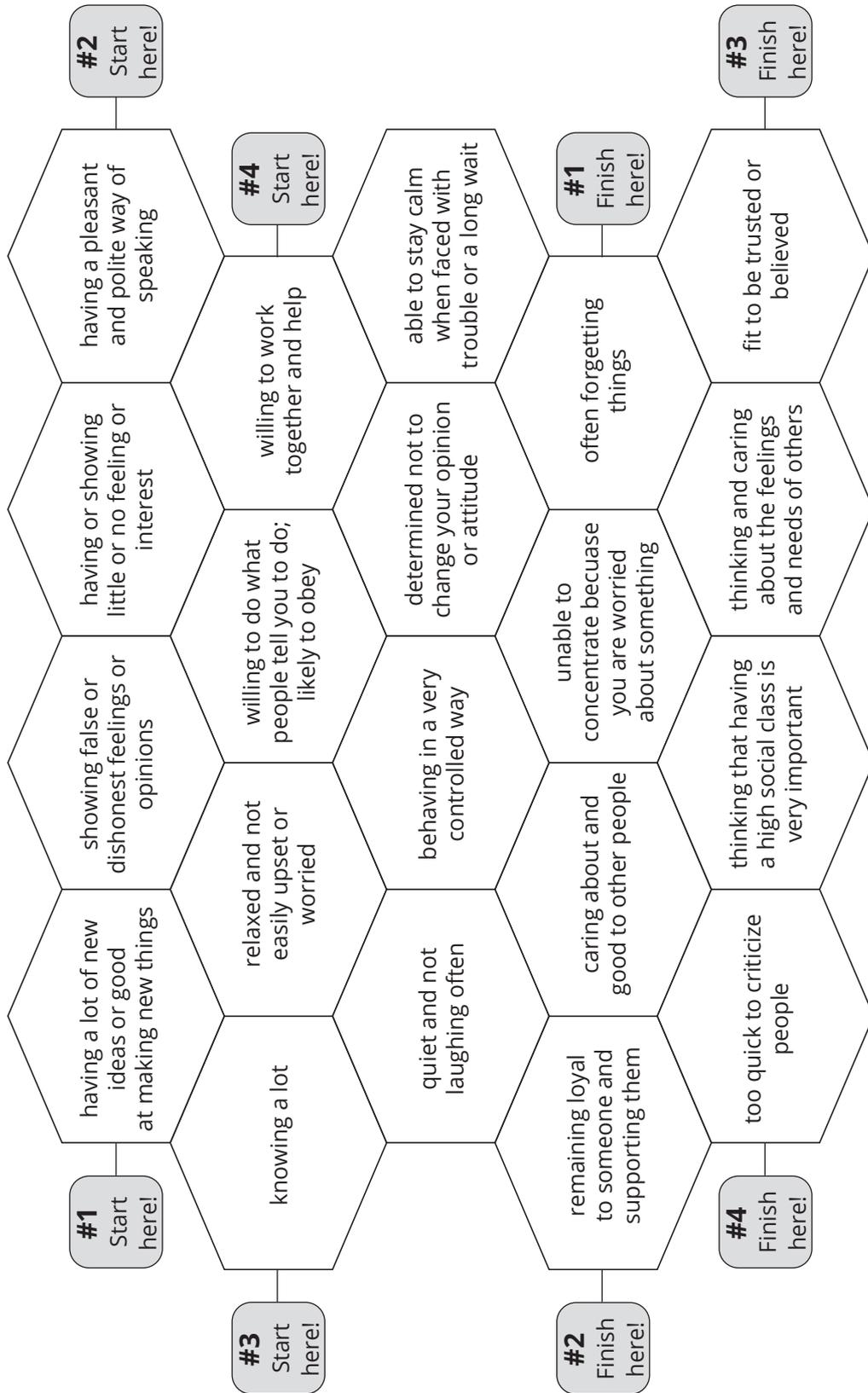
A mother gave birth to twin boys, but they were born in different years and on different days. The boys are not part of 2 sets. How can this be possible?

THEME 2 APPENDIX



8 Name the Trait!

12th GRADE



THEME 2 APPENDIX



9 Guess What I Am Like (1)

12th GRADE



YOU ARE **ACTIVE**.

(almost) always

generally

(almost) never

YOU ARE **AMBITIOUS**.

(almost) always

generally

(almost) never

YOU ARE **CHARISMATIC**.

(almost) always

generally

(almost) never

YOU ARE **CHEERFUL**.

(almost) always

generally

(almost) never

YOU ARE **EMPATHETIC**.

(almost) always

generally

(almost) never

YOU ARE **FAIR**.

(almost) always

generally

(almost) never

YOU ARE **GENEROUS**.

(almost) always

generally

(almost) never

YOU ARE **HONEST**.

(almost) always

generally

(almost) never

YOU ARE **LOYAL**.

(almost) always

generally

(almost) never

YOU ARE **MODEST**.

(almost) always

generally

(almost) never

THEME 2 APPENDIX



9 Guess What I Am Like (2)

12th GRADE



YOU ARE **PUNCTUAL.**

(almost) always

generally

(almost) never

YOU ARE **RESPECTFUL.**

(almost) always

generally

(almost) never

YOU ARE **RESPONSIBLE.**

(almost) always

generally

(almost) never

YOU ARE **SENSITIVE.**

(almost) always

generally

(almost) never

YOU ARE **SENTIMENTAL.**

(almost) always

generally

(almost) never

YOU ARE **SINCERE.**

(almost) always

generally

(almost) never

YOU ARE **SUPPORTIVE.**

(almost) always

generally

(almost) never

YOU ARE **TACTFUL.**

(almost) always

generally

(almost) never

YOU ARE **THOUGHTFUL.**

(almost) always

generally

(almost) never

YOU ARE **TOLERANT.**

(almost) always

generally

(almost) never

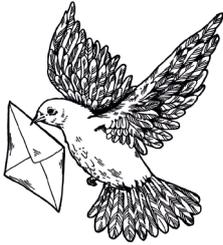


A NOTE FROM YOUR BEST FRIEND

S/he wanted you to:

- go to the library with him/her
- help him/her with the science project
- go out with him/her and do the shopping

*You didn't do any of them.
Explain why. Write three reasons.
Use 50-100 words.*

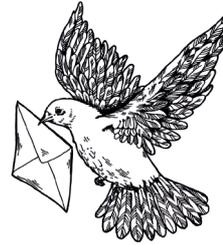


A NOTE FROM YOUR TEACHER

S/he wanted you to:

- join the Activity Club after school
- hand in your project on time
- read at least two books in a month

*You didn't do any of them.
Explain why. Write three reasons.
Use 50-100 words.*

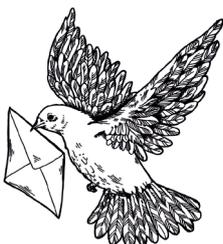


A NOTE FROM YOUR PARENTS

They wanted you to:

- tidy up your room at weekends
- help with the chores daily
- go to bed before 11 p.m.

*You didn't do any of them.
Explain why. Write three reasons.
Use 50-100 words.*

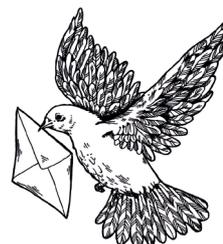


A NOTE FROM YOUR SISTER

She wanted you to:

- take the dog for a walk after school
- help her with her maths homework
- take her to the gym at weekends

*You didn't do any of them.
Explain why. Write three reasons.
Use 50-100 words.*



THEME 2 APPENDIX



11 Finish My Sentences

12th GRADE

PART 1	PART 2
As _____ _____	_____
_____	because _____
_____	so _____
As a result of _____	_____
_____	and that is why _____
Due to _____	_____
_____	since _____
_____	and, for this reason, _____
Owing to the fact that _____	_____
_____	and, as a result, _____

THEME 2 APPENDIX



12 What's Going On Here?

12th GRADE



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