

11th GRADE

ENGLISH GAMES & ACTIVITIES

THEME 2
HOBBIES AND SKILLS

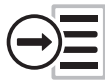


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ICONS USED IN THE BOOK



Duration



Link



Cut



Individual Activity



Pair Work



Group Work



Whole Class Activity



QR Code for Listening



THEME 2 HOBBIES AND SKILLS

11th GRADE

FUNCTIONS

F1 Expressing likes, dislikes and interests

F2 Expressing preferences

F3 Talking about present and past abilities

1 Ask Your Question and Test Your Knowledge



This activity enables students to talk about present and past abilities by asking and answering questions. It also helps them to improve their listening, speaking and reading skills.

Materials and Preparation

Copy and cut out the worksheet on page 38.

Procedure

- 1 Arrange students in a circle.
- 2 Put the shuffled cards on a table and place it at the center of the circle.
- 3 Ask a student to start the game by picking up a speaking card.
- 4 S/he asks the person to his/her right by completing the question, e.g. “_____ kangaroos move backwards?” That student then has to answer the question. For example, “Can kangaroos move backwards? No, they can’t.”
- 5 If a student cannot complete the question which s/he asks appropriately or gives wrong answer to the question, s/he is out of the game and must leave the circle. The last student in the game wins.

2 Rather or Not?



This activity aims to practice expressing preferences by using *would rather* form in questions. It also helps students to improve their speaking, reading, writing and listening skills by giving their reasons for their decisions.

Materials and Preparation

Copy and cut out the worksheet on page 39.

Procedure

- 1 Divide the students in groups of four and give each group an equal deck of question cards.
- 2 Have students take turns choosing a card and ask their group to read aloud and answer the questions by giving their reasons for their decisions.
- 3 If you want this activity to be more creative, ask your students to write their own “Would you rather...?” questions. Then, have them ask and answer their questions in their groups.



THEME 2 HOBBIES AND SKILLS

11th GRADE

FUNCTIONS

F1 Expressing likes, dislikes and interests

F2 Expressing preferences

F3 Talking about present and past abilities

3 Fact or Bluff?



The aim of the activity is to practice modal verbs of ability and the phrase *be able to* playing a true or false game. This activity helps students improve their speaking, listening, reading and writing skills. It is also a good activity for creative thinking.

Materials and Preparation

Make one copy of the worksheet on page 40 for each pair of students and cut it as indicated.

Procedure

- 1 Tell students that you are going to tell them about an ability you have or you had. The students' task is to find out if you are telling the truth or bluffing (lying).
- 2 Tell students something true or false that you do really well, e.g., "I can write stories for children really well." Then, tell a brief personal story to prove how perfect you are at that ability.
- 3 Encourage students to ask follow-up questions to help them decide if you are telling the truth or bluffing. The students make their guess and you reveal the answer.
- 4 Explain that the students are going to play a similar game to practise modal verbs of ability and expressions with *be able to*.
- 5 Divide the class into two groups (A and B) and give each student a corresponding A or B worksheet.
- 6 Students then complete the worksheet with true or false information about their abilities. Students also have to think of a brief personal story about each ability to tell a partner.
- 7 When the students are ready, have them pair up with someone from the other group. Tell them not to show their worksheet to their partner.
- 8 The students then take it in turns to talk about an ability and tell a story or make up a story.
- 9 Their partner's task is to listen and ask follow-up questions to help them decide if the student is telling the truth or bluffing.
- 10 Their partner then makes their guess and the student reveals the answer. Students win one point for each correct guess. The student with the most points at the end of the game is the winner.
- 11 Afterwards, have students choose the best bluffs to add some more fun to the game.



THEME 2 HOBBIES AND SKILLS

11th GRADE

FUNCTIONS

F1 Expressing likes, dislikes and interests

F2 Expressing preferences

F3 Talking about present and past abilities

4 My Preference



This activity enables students to express their preferences by looking at the photos shown to them. It encourages to improve their speaking and listening skills.

Materials and Preparation

Cut up the pairs of photos on pages 41,42,43,44.

Procedure

- 1 Ask for two volunteers to come up in front of the class.
- 2 Tell them that you're going to show them a pair of photos. Students are supposed to express their preference by looking at the pairs.
- 3 Remind students that they must form sentences using different structures for each pair while expressing their preferences.
- 4 The student who first forms the correct sentence gets the point.
- 5 You can ask for more volunteers to continue the game.

5 Charades Time!



This activity enables students to express likes, dislikes and interests. It encourages students to improve their speaking and writing skills.

Materials and Preparation

Cut up the cardboards on page 45.

Procedure

- 1 Divide the students into two teams (A and B).
- 2 Ask Team A to send a player to the front of the class.
- 3 Give the player a sentence card. Tell the player that he/she has one minute to mime the sentence to his/her team.
- 4 When the students in Team A say a word that is in the sentence within one minute, tell the player to write it on the board.
- 5 If Team A manages to guess the complete sentence within one minute, they score 2 points.
- 6 If not, the player continues miming and both teams can try to guess the sentence for 1 point.
- 7 Then a student from Team B comes to the front of the class and so on. The team with the most points at the end of the game wins.



THEME 2 HOBBIES AND SKILLS

11th GRADE

FUNCTIONS

F1 Expressing likes, dislikes and interests

F2 Expressing preferences

F3 Talking about present and past abilities

6 Just Like Me!



This activity enables students to talk about their likes and dislikes by asking and answering questions. It also helps to improve their listening, speaking, reading and writing skills.

Materials and Preparation

Copy and cut out the questionnaire on page 46.

Procedure

- 1 Divide the class in groups of five.
- 2 Copy and hand out a questionnaire form to each student.
- 3 Students in each group ask each other's likes and dislikes to fill in the questionnaire and find out who they are most similar to in the group.
- 4 Make sure students use full statements while talking. Encourage them to share their own ideas and give their reasons.

E.g.

Andy: 'Inception' is the best movie I've ever seen. I love the stories that take place in dreams.

Joe: So do I. It is one of my favorite movies as it has such a fantastic fiction that makes us travel back and forth between the reality and dreams throughout the movie.

7 Guessing Game



This activity enables students to express their likes, dislikes and interests. It also helps them to improve their writing, speaking, reading and listening skills.

Materials and Preparation

Make copies of the Guessing Game worksheet on page 47 for each student.

Procedure

- 1 Give each student a copy of the worksheet.
- 2 Tell them to complete each sentence on their worksheet with one of their classmate's name and his/her likes, dislikes or interests by making guesses, e.g. "I think Ali really likes riding a bike on summer holidays." Get them to write a different name for each sentence.
- 3 When the students have finished the task, they go around the classroom to find out if their guesses are right or wrong by asking questions to the corresponding student, e.g. "Ali, do you really like riding a bike on summer holidays?"
- 4 Get students to put a tick for each correct guess and a cross for each wrong guess in the corresponding box. Encourage them to ask follow-up questions to get more information and take notes in the last column.
- 5 Once the game is over, get feedback from the students.



THEME 2 HOBBIES AND SKILLS

11th GRADE

FUNCTIONS

F1 Expressing likes, dislikes and interests

F2 Expressing preferences

F3 Talking about present and past abilities

8 That's Not True!



This activity aims at expressing likes, dislikes and interests. It also encourages students to improve their speaking and listening skills.

Materials and Preparation

Explain the rules of the game.

Procedure

- 1 Have students pair up.
- 2 Have them present their partner with their name, likes and dislikes, and other personal information. Let them know that this information can be made up or true.
- 3 The other student listens carefully and say, "That's Not True!" when he/she catches a lie.
- 4 Then, that student corrects the other person.

E.g.

Andy: *This is Tim. Tim likes strawberries.*

Tim: *That's Not True! I do not like strawberries, I like grapes.*

- 5 Students swap roles when one introduction is complete.

9 Interests and Preferences Board Game



This activity aims at expressing one's likes, dislikes and interests as well as preferences. It also encourages students to improve their reading, speaking and listening skills.

Materials and Preparation

Make copies of the topic cards and the game board on pages 48 and 49 for each group of three students. Cut out the topic cards. Then, provide each group with a dice and three counters. Erasers or pencil sharpeners can be used as counters as well.

Procedure

- 1 Divide students in groups of three.
- 2 Give each group a copy of the game board, a set of topic cards, a dice and counters.
- 3 Ask students to shuffle the topic cards and place them face down on the desk. Get them to put their counters on the start square.
- 4 Tell them take it in turns to take a topic card from the pile and roll the dice to move their counters on the game board. Explain that they are supposed to complete the sentence in the corresponding square about the topic they have chosen. If all the topic cards are used before the game is over, get students to shuffle the cards and use them again.
- 5 If a student fails to complete her/his sentence about the corresponding topic, s/he misses a turn.
- 6 The first student to reach the finish square is the winner.



THEME 2 HOBBIES AND SKILLS

11th GRADE

FUNCTIONS

F1 Expressing likes, dislikes and interests

F2 Expressing preferences

F3 Talking about present and past abilities

10 Do you prefer...?



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

Materials and Preparation

Prepare five strips of empty paper for each student in the class.

Procedure

- 1 Hand out five strips of paper to each student.
- 2 Have them write something they prefer to do, eat, play, etc. on each piece of paper.
- 3 Then, collect these notes, mix them up, and give them back to the students (three notes for each student).
- 4 At this point, all the students stand up and go around the class. They ask questions to find the owner of each note that they have. If someone is finished, you can give them another piece of paper from the notes that you have.

E.g.

- *Do you prefer football to basketball?*
 - *Which fruit do you prefer having?*
 - *Do you prefer shopping to going to cinema?*
- 5 Students may also ask one or two follow-up questions about what they've learned about their partner.
 - 6 To sum up the activity, ask the students what the most interesting thing they learned about a friend was.



THEME 2 HOBBIES AND SKILLS

11th GRADE

FUNCTIONS

F1 Expressing likes, dislikes and interests

F2 Expressing preferences

F3 Talking about present and past abilities

11 Can or Could?



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

Materials and Preparation

Divide the students into groups of three. Photocopy a set of cards for each group on page 50.

Procedure

- 1 Hand out a set of cards to each group.
- 2 Have them shuffle the cards and place them face down on the desk.
- 3 Students take turns picking up a card and using the prompt to ask the other students a question about a past or present ability. For example, if the prompt stated, “wake up before 7 a.m.”, the student may ask, “Can you wake up before 7 a.m.?” or “Could you wake up before 7 a.m. when you were a child?” The other students can reply either with a true or false answer.
- 4 Then, the student holding the card asks follow-up questions to determine if the other students are telling the truth or not.
- 5 Now, the student guesses for each of the students to reveal the right answers. He/she receives one point for each correct guess.
- 6 The game continues until all the cards have been played.
- 7 At the end of the game, the student with the most points wins.

12 Tell Me...



This activity enables students to express their present and past abilities. It also helps them to practice four main language skills.

Materials and Preparation

Copy the worksheet on page 51 for each student.

Procedure

- 1 Give each student a copy of the worksheet.
- 2 Get students to complete the column marked *You* with personal information about present and past abilities. Then, have them interview a partner and take notes in *Your Partner* column.
- 3 Encourage them to ask and answer follow-up questions.
- 4 Get some feedback from students who have the most interesting answers.



Answer Key

1 Ask Your Question and Test Your Knowledge

- Could Mozart play the piano when he was 3?

Yes, he could.

- Could Einstein speak when he was 3?

No, he couldn't.

- Could Tolstoy ride a bike when he was young?

No, he couldn't.

- Can Kiwi birds fly?

No, they can't.

- Can horses live more than 30 years?

Yes, they can.

- Can dogs smell 100,000 times stronger than humans?

Yes, they can.

- Can cows sleep lying down?

No, they can't.

- Can polar bears swim well?

Yes, they can.

- Was Beethoven able to hear the applause of his "Ninth Symphony"?

No, he wasn't.

- Can you say 'Hello' in another language?

Students' own answers.

- Was Picasso able to draw before he walked?

Yes, he was.

- Can you say 'Thank you' in another language?

Students' own answers.

- Can you name five countries in Europe?

Students' own answers.

- Could Stephan Hawking walk when he was young?

Yes, he could.

- Can hippos hold their breathe under water?

Yes, they can.

**Answer Key****4 My Preference**

- 1 I'd rather drive the red car than the grey one.
I'd rather drive the red car.
I prefer the red car to the grey one.
I'd prefer to drive the red car rather than the grey one.
I prefer driving the red car to the grey one.
- 2 I'd rather wear the white sweatshirt than the black one.
I'd rather wear the white sweatshirt.
I prefer the white sweatshirt to the black one.
I'd prefer to wear the white sweatshirt rather than the black one.
I prefer wearing the white sweatshirt to the black one.
- 3 I'd rather have a modest living room than a luxurious one.
I'd rather have a modest living room.
I prefer a modest living room to a luxurious one.
I'd prefer to have a modest living room rather than a luxurious one.
I prefer having a modest living room to a luxurious one.
- 4 I'd rather live in a one-storey house than a flat.
I'd rather live in a one-storey house.
I prefer a one-storey house to a flat.
I'd prefer to live in a one-storey house rather than a flat.
I prefer living in a one-storey house to a flat.
- 5 I'd rather travel by plane than by ship.
I'd rather travel by plane.
I prefer plane to ship.
I'd prefer to travel by plane rather than by ship.
I prefer traveling by plane to by ship.
- 6 I'd rather go skiing than surfing.
I'd rather go skiing.
I prefer skiing to surfing.
I'd prefer to go skiing rather than surfing.
I prefer going skiing to surfing.
- 7 I'd rather play the drums than the guitar.
I'd rather play the drums.
I prefer the drums to the guitar.
I'd prefer to play the drums rather than the guitar.
I prefer playing the drums to the guitar.

**Answer Key****4 My Preference**

- 8** I'd rather drink orange juice than lemonade.
I'd rather drink orange juice.
I prefer orange juice to lemonade.
I'd prefer to drink orange juice rather than lemonade.
I prefer drinking orange juice to lemonade.
- 9** I'd rather eat fish than chicken.
I'd rather eat chicken.
I prefer fish to chicken.
I'd prefer to eat fish rather than chicken.
I prefer eating fish to chicken.
- 10** I'd rather have a summer holiday than a winter holiday.
I'd rather have a summer holiday.
I prefer a summer holiday to a winter holiday.
I'd prefer to have a summer holiday rather than a winter holiday.
I prefer having a summer holiday to a winter holiday.
- 11** I'd rather go to the theatre than cinema.
I'd rather go to the theatre.
I prefer the theatre to cinema.
I'd prefer to go to the theatre rather than cinema.
I prefer going to the theatre to cinema.
- 12** I'd rather cook than paint pictures.
I'd rather cook.
I prefer cooking to painting pictures.
I'd prefer to cook rather than painting pictures.
I'd prefer to cook rather than painting pictures.

THEME 2 APPENDIX



1 Ask Your Question and Test Your Knowledge

11th GRADE



_____ Mozart play the piano when he was 3?

_____ Einstein speak when he was 3?

_____ Tolstoy ride a bike when he was young?

_____ Kiwi birds fly?

_____ horses live more than 30 years?

_____ dogs smell 100,000 times stronger than humans?

_____ cows sleep lying down?

_____ polar bears swim well?

_____ Beethoven able to hear the applause of his "Ninth Symphony"?

_____ you say 'Hello' in another language?

_____ Picasso able to draw before he walked?

_____ you say 'Thank you' in another language?

_____ you name five countries in Europe?

_____ Stephan Hawking walk when he was young?

_____ hippos hold their breathe under water?



Would you rather surf the internet or surf the ocean?

Would you rather eat out or eat your mom's cooking?

Would you rather go to summer school or math camp?

Would you rather dress fashionably or comfortably?

Would you rather explore the space or underwater world?

Would you rather be the richest person in the world or immortal?

Would you rather live in Alaska or in Dubai?

Would you rather have time travel to the past or future?

Would you rather be the most popular student at school or the smartest?

Would you rather be able to fly or speak all the foreign languages?

Would you rather be an Oscar Awards winner or a Nobel Prize winner?

Would you rather be able to play a musical instrument or paint pictures?

Would you rather eat only fruits or vegetables till the end of your life?

Would you rather spend your one day with a popular singer or a well-known scientist?

Would you rather spend your holiday at a luxurious hotel or in a nature camp?

Would you rather be the president of a country for one day or a billionaire?



Student A

A. Write true or false information about your abilities as indicated. Also, think of a brief personal story about each ability to tell your partner.

1. Something you'd love to be able to do. (true)

2. Something you couldn't do when you were 10. (bluff)

3. Something you've always been able to do. (true)

4. Something you could do really well when you were 6. (bluff)

5. Something you can do extremely well. (true)

B. Now, take it in turns to listen to your partner talking about an ability. Ask follow-up questions to help you decide if your partner is telling the truth or bluffing. Then, make your guess.



Student B

A. Write true or false information about your abilities as indicated. Also, think of a brief personal story about each ability to tell your partner.

1. Something you can't do very well. (true)

2. Something you will be able to do next year. (bluff)

3. Something you won't be able to do this week. (true)

4. Something you could do really well when you were in primary school. (bluff)

5. Something you wish you were able to do. (bluff)

B. Now, take it in turns to listen to your partner talking about an ability. Ask follow-up questions to help you decide if your partner is telling the truth or bluffing. Then, make your guess.



1



2



3



THEME 2 APPENDIX



4 My Preference (2)

11th GRADE

4



5



6



THEME 2 APPENDIX



4 My Preference (3)

11th GRADE

7



8



9



THEME 2 APPENDIX



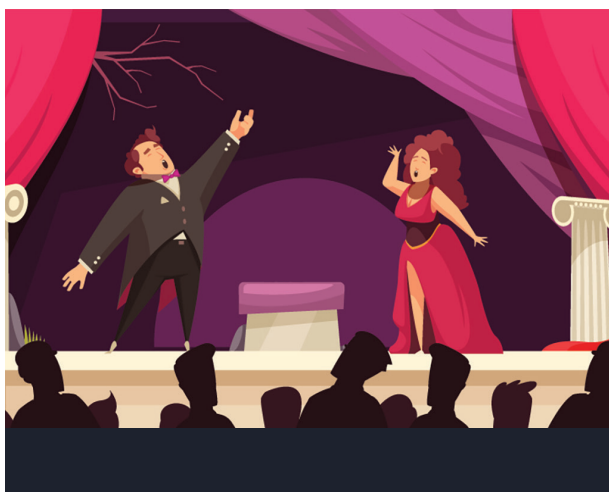
4 My Preference (4)

11th GRADE

10



11



12





THEME 2 APPENDIX

5 Charades Time!

11th GRADE

I LOVE LEARNING SPANISH.

I CAN'T BEAR PEOPLE TALKING LOUDLY.

I'M NOT KEEN ON WASHING UP.

I DON'T LIKE TAKING THE GARBAGE OUT.

I ENJOY DANCING.

I LOVE EATING CHOCOLATE.

I DON'T MIND GETTING UP EARLY.

I HATE LISTENING TO POP MUSIC.

I LIKE DOING EXERCISES.

I'M MAD ABOUT WATCHING FILMS.

I'M REALLY INTO SCUBA DIVING.

I'M FOND OF SKYDIVING.

I'M CRAZY ABOUT GOING ON HOLIDAYS.

I'M GOOD AT WEARING STYLISH CLOTHES.

I'M GIFTED IN SINGING SONGS.

I'M NOT INTERESTED IN PLAYING CHESS.



THEME 2 APPENDIX



6 Just Like Me!

11th GRADE

	Me
Your dream job					
Worst holiday ever					
Celebrity you'd most like to meet					
Best film you've ever seen					
Country you'd most like to visit					
Favourite food					
Hardest school subject for you					



	Me
Your dream job					
Worst holiday ever					
Celebrity you'd most like to meet					
Best film you've ever seen					
Country you'd most like to visit					
Favourite food					
Hardest school subject for you					



THEME 2 APPENDIX

7 Guessing Game

11th GRADE

I think ...	X / ✓	More information
1 really likes on summer holidays.		
2 prefers to relax.		
3 can't stand		
4 is crazy about		
5 is gifted in		
6 is not 's cup of tea.		
7 doesn't mind		
8 wants to specialize in		
9 doesn't like at all.		
10 finds boring.		
11 finds interesting.		
12 just hates		
13 doesn't much care for		
14 is interested in		
15 is enthusiastic about		
16 wants to try		
17 is skilled at		
18 is keen on		
19 What likes most is		

THEME 2 APPENDIX



9 Interests and Preferences Board Game (1)

11th GRADE

TOPIC CARDS

sports

games

food

pets

TV shows

music

hobbies

books

free time activities

school subjects

clothes

technology

movies

science

holiday destinations

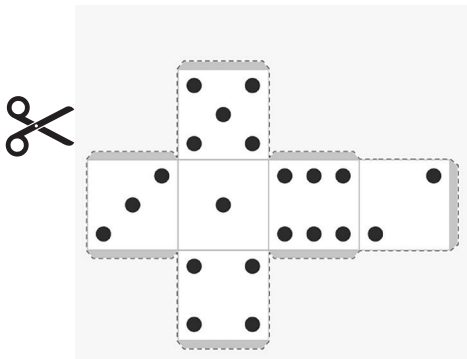




THEME 2 APPENDIX

9 Interests and Preferences Board Game (2)

11th GRADE



Start	I enjoy ...	I'm good at ...
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I'm gifted in ...

Miss a turn!

I want to specialize in ...

What I like most...

I'm crazy about ...

Move forward 3 spaces!

I'd rather ...

I prefer ... to ...

I'm more interested in ... than appeals to me more than ...	Finish
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Oops! Go back 3 spaces!

I can't help ...

I don't mind ...	I like ... better than ...
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I'm a big fan of ...

I can't stand ...	I prefer to ... rather than ...	I'm enthusiastic about ...	Sorry! Go back to the start!	... is not cup of my tea.	I prefer ... to ...
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THEME 2 APPENDIX



11 Can or Could?

11th GRADE

dance well

gain weight easily

make a presentation

ride a horse

swim 30 meters

jump a meter high

make a delicious cake

lift 10 kilograms weight

sing well

write a blog post

do an oil painting

play online games

run 2 kilometres

speak English

plant trees

travel alone

wake up before 7 a.m.

shoot a video on your phone



THEME 2 APPENDIX

12 Tell Me...

11th GRADE

Tell me	You	Your Partner
something you won't be able to do next year.		
something you can do better than others.		
an ability you could do when you were a toddler.		
something you could do in the past, but you can't do now.		
something you wish you could do in ten years.		
something you could never do when you were a little girl/boy.		
an ability you can do but no one in your family can.		
something you will be able to do next year.		
something you couldn't do in the past, but you can do now.		



Tell me	You	Your Partner
something you won't be able to do next year.		
something you can do better than others.		
an ability you could do when you were a toddler.		
something you could do in the past, but you can't do now.		
something you wish you could do in ten years.		
something you could never do when you were a little girl/boy.		
an ability you can do but no one in your family can.		
something you will be able to do next year.		
something you couldn't do in the past, but you can do now.		

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