



11th GRADE

ENGLISH GAMES & ACTIVITIES

THEME 5
BACK TO THE PAST



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 5 BACK TO THE PAST

11th GRADE

FUNCTIONS

F1 Expressing wishes and regrets for past events

F2 Talking about unreal past events

1 As You Wish



This activity enables students to express wishes and regrets for past events. It also helps them to improve their listening, speaking and reading skills.

Materials and Preparation

Copy and cut up the worksheet on page 95 for each pair of students.

Procedure

- 1 Have students work in pairs and give them a set of role-play cards.
- 2 Get them to shuffle the cards and place them face down in a pile on the desk.
- 3 Ask them to take it in turns to take a card from the pile and tell their partner the location, their character and the action which causes the problem. The partner, who takes on the role of the character, responds to the action by expressing annoyance and makes a suitable *I wish/If only* sentence.
- 4 If the student can make a suitable sentence for the action, s/he wins the card. If not, s/he puts the card under the pile. The student with the most cards is the winner of the game.

2 Chain Story



With this third conditional communicative activity, students will be able to talk about unreal past events. They will also be able to practice four main language skills.

Materials and Preparation

Copy and cut up the worksheet on page 96 for each group of five or six students.

Procedure

- 1 Get students to work in groups of five or six.
- 2 Give each group member a slip of paper which contains a situation.
- 3 Explain the task. The first student reads out the situation on his/her paper. E.g. "Yesterday, you forgot to set the alarm, so you were late for science class." Then, the next student adds an appropriate third conditional sentence to the situation. E.g. "If you hadn't been late for science class, you wouldn't have missed the experiment." The third student in the group takes the last clause and continues to add another third conditional sentence to make up a chain story. E.g. "If you hadn't missed the experiment, you'd have had fun with us." Each student in the group is supposed to take it in turns to add one sentence to the story. The game continues like this until all the group members read out the situations on their papers to create a chain story.
- 4 The groups then decide on the most interesting chain story and write it down.
- 5 When all the groups have finished writing, they read out their stories to the class.
- 6 Get the class to vote for the funniest or strangest story.



THEME 5 BACK TO THE PAST

11th GRADE

FUNCTIONS

- F1 Expressing wishes and regrets for past events
F2 Talking about unreal past events

3 How I Wish!



This activity aims at expressing wishes and regrets for past events. It also encourages students to improve their listening, reading and writing skills.

Materials and Preparation

Divide the students into groups of two and deliver each pair the photocopiable material on page 97.

Procedure

- 1 Have students read the situation on the photocopiable material and complete the sentences in the table.
- 2 Then students may read their set of sentences aloud and the rest of the class can vote on which sentences are the best.

4 Guess What!



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

Materials and Preparation

Explain the rules of the game.

Procedure

- 1 Ask a student, a volunteer hopefully, to leave the room. While that person is out of the room, you and the rest of the class decide on something very unusual that could have happened while s/he was out of the room. A good example is the birthday of someone in the class and whatever the students can suggest for such an event.
- 2 Then, the person who has left the room comes back in and asks each student in turn only one question in full: "What would you have done if this had happened?"
- 3 And each student in turn answers in a full sentence, for example, "If this had happened, I would have bought some flowers."
- 4 Now, they mustn't mention the names of anyone involved because at the end, the student who is guessing has to work out what happened to whom and, if they can't, you can go round again with new answers.
- 5 As this is for speaking practice, encourage the students to use the contracted forms: "If this'd happened, I'd have bought some flowers."



THEME 5 BACK TO THE PAST

11th GRADE

FUNCTIONS

- F1 Expressing wishes and regrets for past events
F2 Talking about unreal past events

5 Find Out the Problem



This activity enables students to express wishes and regrets for past events by using *I wish/If only*. It also improves students' listening, speaking and reading skills.

Materials and Preparation

Copy and cut out the situation cards for each student on page 98.

Procedure

- 1 Divide the class into two teams as A and B.
- 2 Put the shuffled situation cards on the table. Then ask each student to come and take one.
- 3 Tell the students to think about what caused the problem on their card. Encourage them that they are going to express regrets about the situation using 'I wish' and 'If only' with the past perfect. Explain to them, while making wish clause sentences, they will not say what the problem is.
- 4 Demonstrate the activity by writing an example on the board. E.g. "I wish I hadn't missed the school bus.", "If only I had woken up earlier this morning." The correct answer is "You were late for class."
- 5 Give students five minutes to think and when they are ready, ask a volunteer from Team A to start the game and talk about his/her regrets for the problem on the card. S/he should express at least two regrets for each problem.
- 6 The students from Team B listen and try to identify the problem. The first student to guess correctly scores 2 points and s/he takes turns and it goes on until all the cards have been used. The group with the highest score wins.

6 One and the Same



This activity enables students to talk about unreal past events. It also encourages students to improve their reading and writing skills.

Materials and Preparation

Make enough copies of the worksheet on page 99 for each pair.

Procedure

- 1 Divide the students into pairs.
- 2 Hand out a photocopy for each pair.
- 3 Tell students to complete the second sentence so that it has a similar meaning to the first one.
- 4 Also tell students that they have only 5 minutes to finish. Wait until the time ends.
- 5 Swap the pairs' photocopies and let different pairs check the answers. Each correct answer is 5 points.
- 6 The pair who has the highest point wins the game.



THEME 5 BACK TO THE PAST

11th GRADE

FUNCTIONS

- F1 Expressing wishes and regrets for past events
F2 Talking about unreal past events

7 Life Has No Backspace!



The aim of this activity is to express regrets about general problems using *I wish/If only*. The activity also encourages students to improve their writing skill and helps critical thinking and creativity.

Materials and Preparation

Deliver a blank sheet of paper for each group.

Procedure

- 1 Tell your students that you are going to read out different problems and they have to write appropriate regrets using *I wish/If only*.
- 2 Write an example problem on the board to demonstrate the activity. E.g., 'I'm sunburnt.' Elicit appropriate regrets from class.

E.g.

I wish I hadn't fallen asleep on the beach.

If only I had applied sunscreen.

I wish I had protected myself from the sun while cycling.

If only I hadn't played beach volley at noon.

- 3 Divide the class into groups of five. Choose a student in each team to do the writing.
- 4 Read out the first general problem given and set a time limit of two minutes.
- 5 The groups then write down as many regrets as they can using *I wish/If only + the past perfect*.
- 6 When the time is over, tell the groups to stop writing and swap their paper with another group for marking. Groups score one point for each appropriate regret.
- 7 Write the scores on the board and then read the next problem given below. You can add some more general problems. The group with the highest score at the end of the game wins.

General Problems:

- I'm late again for school.
 - I've got a terrible headache.
 - I feel really unhappy.
 - I feel exhausted.
 - I have no close friends and I feel lonely.
 - I have a burning pain in my stomach.
- 8 Have the class vote for the funniest and saddest regret.



THEME 5 BACK TO THE PAST

11th GRADE

FUNCTIONS

F1 *Expressing wishes and regrets for past events*

F2 *Talking about unreal past events*

8 Hypothetical Dominoes



This activity aims to revise third conditionals in a fun race. Students will be able to talk about unreal past events. They will also be able to practice the four language skills.

Materials and Preparation

Copy the page on 100, one for each pair. Each line starts with the answer of the previous one.

Procedure

- 1 Students play in pairs to match the twelve dominoes correctly before the others.
- 2 Cut up the cards as indicated.
- 3 Shuffle the cards for each page and give them to the pairs.
- 4 Pairs can start by laying down any of the cards face up. They try to complete the two sentences on the first card.
- 5 Make clear for everyone that there are 12 individual sentences - they do not make a story.
- 6 The first pair who matches the cards correctly wins the game.
- 7 After the game, have students complete the first halves and make their own statements.

**Answer Key****6 One and the Same**

- 1 If Laura had known who he was, she would have asked him for an autograph.
- 2 I wouldn't have felt sick yesterday if I had eaten less chocolate.
I wouldn't have felt sick yesterday if I hadn't eaten too much chocolate.
- 3 I might have won the race if my shoes had been good enough.
- 4 If you'd paid attention, you would/could have heard what I said.
- 5 Nobody would have learned anything if Brian hadn't told Kate about his plans.
- 6 If we'd arrived early, we would/could have seen the sunrise.
We would/could have seen the sunrise if we'd arrived early.
If we hadn't arrived late, we would/could have seen the sunrise.
We would/could have seen the sunrise if we hadn't arrived late.
- 7 If they hadn't stopped the fire, it would/could have destroyed most of the building.
The fire would/could have destroyed most of the building if they hadn't stopped it.
- 8 If Beth had studied harder for the exam, she wouldn't have failed.
Beth wouldn't have failed if she had studied harder for the exam.

8 Hypothetical Dominoes

- 1 I now regret leaving my dreams behind.
- 2 Had I booked in advanced, we would have got a seat for the play.
- 3 If I hadn't been wearing a helmet, I'd definitely have been seriously injured.
- 4 If you had held it as I said, you wouldn't have dropped it.
- 5 I wish I'd have bought a car when the prices were lower.
- 6 If it hadn't been for the bad luck, we'd have had the house of our dreams.
- 7 If you hadn't broken your promise, he wouldn't have got so upset.
- 8 I regret not taking my father's advice.
- 9 Had it not been for the championship match, there would have been more people at the concert.
- 10 Had I not eaten so much at lunch, I'd not have fallen asleep during the meeting.
- 11 I do regret spending so much money on clothes.
- 12 But for mum's love and support I'd have managed it.

THEME 5 APPENDIX



1 As You Wish

11th GRADE



Place: In class

Partner's role: A classmate

Your action: Shouting at him/her

Place: At home

Partner's role: Your sibling

Your action: Entering his/her room without knocking the door

Place: On the bus

Partner's role: A passenger

Your action: Taking off your mask

Place: In class

Partner's role: Your teacher

Your action: Say "I haven't finished my project on time."

Place: At the office

Partner's role: Your boss

Your action: Getting late to work again

Place: In the car

Partner's role: Your father

Your action: Slamming the car door

Place: In the street

Partner's role: A passer-by

Your action: Throwing your rubbish around

Place: In the library

Partner's role: The librarian

Your action: Returning a book late

Place: At home

Partner's role: Your father

Your action: Say "I have spent all my money again."

Place: At home

Partner's role: Your mother

Your action: Leaving your room in a mess





Yesterday, you forgot to set the alarm, so you were late for science class. If ...

Last week, you fell off the ladder because you didn't realize that it was broken. If ...

Last month, you didn't pass your driving test because you stopped the engine twice. If ...

Last year, we had online lessons because of the global pandemic of coronavirus disease. If ...

Last autumn, you weren't vaccinated, and you were infected by viruses several times. If ...

Yesterday, you walked home because you missed the last bus. If ...



SITUATION

You've recently moved into a student dormitory. You share the space with two other students, and your floor has only one bathroom and a kitchen. You've realized how difficult it will be to live with all the chaos and noise.

If only my flatmates _____

My flatmates behave as though _____

I'd rather my room _____

I wish other students _____

I'd sooner _____

It is time I _____



SITUATION

You've recently moved into a student dormitory. You share the space with two other students, and your floor has only one bathroom and a kitchen. You've realized how difficult it will be to live with all the chaos and noise.

If only my flatmates _____

My flatmates behave as though _____

I'd rather my room _____

I wish other students _____

I'd sooner _____

It is time I _____

THEME 5 APPENDIX



5 Find Out the Problem

11th GRADE

You hurt your back.

You forgot your house keys.

You stayed at home on Sunday.

You missed the plane.

You didn't have more time in London.

You forgot your parents' wedding anniversary.

You got a sore throat.

The sea was too cold.

You spent all your money.

Your cat ran away.

You had an argument with your best friend.

You broke your arm.

You forgot to invite your cousin to your birthday.

You failed your maths test.

You got soaking wet.

You fell off the bike.

You forgot your best friend's birthday.

You lost your way in a foreign country.

You didn't bring your camera.

You twisted your ankle.





Complete the second sentence so that it has a similar meaning to the first.

- 1 Laura didn't know who he was, so she didn't ask him for an autograph.
If Laura had known who he was, she _____.
- 2 I felt sick yesterday because I ate too much chocolate.
I wouldn't have felt sick yesterday if _____.
- 3 My shoes weren't good enough, and this could be the reason why I didn't win the race.
I might _____.
- 4 You weren't paying attention and so you didn't hear what I said.
If _____.
- 5 Brian wishes he hadn't told Kate about his plans. Yesterday everybody learned them.
Nobody _____.
- 6 We arrived late. We didn't see the sunrise.
_____.
- 7 They stopped the fire. That's probably why it didn't destroy most of the building.
_____.
- 8 Beth wishes she had studied harder for the exam. She failed.
_____.



Complete the second sentence so that it has a similar meaning to the first.

- 1 Laura didn't know who he was, so she didn't ask him for an autograph.
If Laura had known who he was, she _____.
- 2 I felt sick yesterday because I ate too much chocolate.
I wouldn't have felt sick yesterday if _____.
- 3 My shoes weren't good enough, and this could be the reason why I didn't win the race.
I might _____.
- 4 You weren't paying attention and so you didn't hear what I said.
If _____.
- 5 Brian wishes he hadn't told Kate about his plans. Yesterday everybody learned them.
Nobody _____.
- 6 We arrived late. We didn't see the sunrise.
_____.
- 7 They stopped the fire. That's probably why it didn't destroy most of the building.
_____.
- 8 Beth wishes she had studied harder for the exam. She failed.
_____.

THEME 5 APPENDIX



8 Hypothetical Dominoes

11th GRADE



I'd not have managed it.	I now regret
leaving my dreams behind.	Had I booked in advanced,
we would have got a seat for the play.	If I hadn't been wearing a helmet,
I'd definitely have been seriously injured.	If you had held it as I said,
you wouldn't have dropped it.	I wish I'd have
bought a car when the prices were lower.	If it hadn't been for the bad luck,
we'd have had the house of our dreams.	If you hadn't broken your promise,
he wouldn't have got so upset.	I regret not
taking my father's advice.	Had it not been for the championship match,
there would have been more people at the concert.	Had I not eaten so much at lunch,
I'd not have fallen asleep during the meeting.	I do regret
spending so much money on clothes.	But for mom's love and support,

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