

12<sup>th</sup> GRADE

# ENGLISH GAMES & ACTIVITIES

THEME 8  
ALTERNATIVE ENERGY



# English 12

## 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 ALTERNATIVE ENERGY

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## FUNCTIONS

F1 Describing problems

F2 Making complaints

F3 Offering solutions

### 1 Find a Solution



In this communicative activity, students will be able to talk about problems and offer solutions in group discussions. They will also be able to improve their problem-solving skills as well as all four main language skills.

#### Materials and Preparation

Make a copy of the worksheet on page 175 for each student.

#### Procedure

- 1 Give each student a worksheet. Ask them to find a suggestion for each problem and write it down in the suggestion column.
- 2 After students have completed their tasks, get them to work in groups of four.
- 3 Have them discuss their suggestions for each problem in order to reach an agreement on a possible solution and write it in the solution column.
- 4 When the group discussion time is over, ask the groups to share their solutions with the class. Get them to vote for the best possible solution to each problem.

### 2 Excellent Advice



With this communicative activity, students will be able to describe problems and offer solutions. They will also be able to improve all four language skills.

#### Materials and Preparation

Copy and cut out the worksheet on page 176 for each group of four students.

#### Procedure

- 1 Have students work in groups of four and give each student a corresponding card.
- 2 Describe the task. Students ask their partners for advice about the problems on their cards and write down the advice they receive.
- 3 First, they pair up with the student sitting next to them. After the pairs talk about all their problems and note down the pieces of advice, they change partners and repeat the process. So, each student talks to three people and notes down three different pieces of advice for each of their problems.
- 4 At the end of the activity, get them to have a group feedback session. Ask them to share their favorite piece of advice for each problem by giving their reasons.



# THEME 8 ALTERNATIVE ENERGY

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing problems

F2 Making complaints

F3 Offering solutions

### 3 What's Going On?



This activity enables students to describe problems in a given situation. It also helps them practice all four skills.

#### Materials and Preparation

Print out the four pictures on page 177. Write the useful vocabulary on the board.

**Vocabulary:** environment, climate change, ozone layer, greenhouse effect, pollution, global warming, air pollution, deforestation, marine, forest fires, waste, plastic, water pollution

#### Procedure

- 1 Divide the class into six groups.
- 2 Let the group members choose a spokesperson for their group.
- 3 Hand in a picture to each group.
- 4 Tell the students to take notes in order to describe the problem in the given picture.
- 5 Give them 10 minutes to prepare their notes.
- 6 Let each spokesperson make a presentation about the problem in the picture.
- 7 After all the presentations are finished, tell the class to vote for the best one.

### 4 Find Fault With It



This activity enables students to make complaints in unexpected situations. It also encourages students to improve their creative thinking and role-playing as well as reading and writing skills.

#### Materials and Preparation

Copy the page on 178 and cut up the cards. Shuffle the cards and then put them face down on the teacher's desk.

#### Procedure

- 1 Divide the students into three groups and divide the board into three sections.
- 2 One person from each group comes to the board and picks up a card. Then, s/he thinks of a possible complaint related to the times or places written on the cards.
- 3 Set the timer for 1,5 minutes to get them to write a sentence to make a complaint.
- 4 Then they go back to their seats and the next students from each group come to do the same.
- 5 After the last members of the groups have had their turn, count the sentences that are related to the situations and written in an appropriate way.
- 6 The group with the most correct statements wins the game.



# THEME 8 ALTERNATIVE ENERGY

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## FUNCTIONS

F1 Describing problems

F2 Making complaints

F3 Offering solutions

### 5 Hot Advice



This fun activity enables students to offer solutions by using advice sentences. It also encourages them to improve their listening and speaking skills.

#### Materials and Preparation

Explain the rules of the game.

#### Procedure

- 1 Arrange students in a circle.
- 2 Tell them that they will hear a situation for which someone might need advice, e.g., “I have a very stressful job and I need to relax.” The first person in the circle will offer a piece of advice. Then, the person sitting to his/her left will offer a different piece of advice for the same situation.
- 3 The game continues around the circle until someone cannot think of a new or different piece of advice. That person is then out, and the next round starts with a different situation. Again, the first person who cannot think of a unique piece of advice is out.
- 4 The rounds continue in the same way until the last student is left in the circle.

#### Situation Worksheet

- I want to get a new phone, but I don't have enough money.
- I have problems getting to sleep at night.
- I want to go on a holiday, but I don't know where to go.
- I want to take up a new hobby in my free time.
- I'd like to buy a pet, but I live in an apartment.
- My sister always takes my clothes without asking me first.
- I spend too much time playing on my phone.

### 6 Complaint Cards



This role-play activity enables students to practice making complaints, apologies and requests in various situations. It also helps them improve their listening, speaking and reading skills.

#### Materials and Preparation

Copy and cut out the worksheet on page 179 for each pair of students.

#### Procedure

- 1 Have students work in pairs and give them a set of role-playing cards.
- 2 Get them to role-play each situation, in which one person makes the complaint and the other deals with it.
- 3 Following each role-play, the person who makes the complaint circles the appropriate number on the card to show his/her satisfaction about the outcome.
- 4 At the end of the activity, students share their satisfaction rates concerning each complaint. Encourage them to discuss the quality of the service and the returned goods policy.



# THEME 8 ALTERNATIVE ENERGY

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing problems

F2 Making complaints

F3 Offering solutions

## 7 What's the Problem?



This activity encourages students to describe problems. It also improves their listening and speaking skills.

### Materials and Preparation

Tell the rules of the game.

### Procedure

- 1 Divide the class into groups of four or five.
- 2 Tell the groups that you need a volunteer to come to the front of the class to start the game.
- 3 Have the student stand in front of the class with his/her back to the board.
- 4 Tell the student that you are going to write an environmental problem on the board and ask his/her group members to give some advice.
- 5 After getting the advice, he/she tries to guess what the problem is.
- 6 If the player guesses right, the group gets 1 point.
- 7 The game continues with the other groups.
- 8 The group with the highest score wins the game.

#### **Example:**

**The problem:** *The extinction of animals*

**Student 1:** *We should stop hunting.*

**Student 2:** *We shouldn't kill them for valuable parts of their bodies.*

**Student 3:** *We should put an end to habitat destruction.*

**Student 4:** *Governments should take some measures to protect wildlife.*

**The player:** *It is the extinction of animals, right?*

**All the students:** *Correct!*

#### **Problems:**

- *Deforestation*
- *Climate Change*
- *Air Pollution*
- *Water Pollution*
- *Household Waste*





# THEME 8 ALTERNATIVE ENERGY

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing problems

F2 Making complaints

F3 Offering solutions

8

## Cry Out Against It



This activity enables students to make complaints about the situations they don't like. It also encourages students to improve their listening, speaking and reading skills.

### Materials and Preparation

Cut up the cards on page 180 before the lesson.

### Procedure

- 1 Tell students that they are going to role-play using the expressions on the cards in order to score points. The aim is to use the expressions on the cards as part of their role-play. Also, remind them that it is going to be a fast-paced complaints game.
- 2 Divide the students into pairs.
- 3 Ask students to brainstorm ten situations in which people generally complain.
- 4 Write the situations on the board.
- 5 Tell the pairs that one of them is going to be the person complaining and the other is going to be the person dealing with the complaint.
- 6 Ask the first pair to come up to the board.
- 7 Students start with the first situation on the board and spend a short time thinking about what they are going to say.
- 8 Each student then takes one card randomly, and they begin the activity. They must use the expression on the card in a complete sentence.
- 9 When they've done this, and while continuing the role-play, they take another card and repeat the process.
- 10 They are supposed to use as many of the expressions as they can during the role-play. They decide when to stop taking cards.
- 11 Students score one point for each correctly used expression, and the point(s) is/are written for the pair.
- 12 When the pair finishes role-playing, students put their cards back and shuffle them for the next pair.
- 13 The next pair comes to the board for the second situation, and the game goes on like this.
- 14 The pair who gets the highest point wins the game.



# THEME 8 ALTERNATIVE ENERGY

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## FUNCTIONS

F1 Describing problems

F2 Making complaints

F3 Offering solutions

### 9 Give Me Your Best Guess!



This activity enables students to give advice and guess problems from the advice given. This is a very good activity for speaking fluently and listening with full attention. Students focus on what is being said and demonstrate critical thinking.

#### Materials and Preparation

Make a copy of the worksheet on page 181. Cut out the problem cards neatly and put them face down on your desk.

#### Procedure

- 1 Have one student pick up a card on your desk. S/he reads the problem on the card and gives some advice on the problem.
- 2 The other students listen and try to guess what the problem is. The student who states the problem first wins and keeps the card. (You can also want your students to write the problem on a blank piece of paper. The one who writes the problem first raises the paper and wins.)

#### E.g.

**Dennis:** *You should have regular sleep hours, you shouldn't eat or drink right before going to bed, and you had better sleep with all the lights off.*

**Mila:** *Oh! I have insomnia. I can't sleep easily. Right?*

**Dennis:** *Correct! Keep the card.*

- 3 If no one manages to guess the problem after lots of advice has been given, the student who gives the advice keeps the card. The student with the most cards at the end of the game is the winner.
- 4 To get the list of problems that you will use in the class, you can also give blank cards to your students and get them to write a problem on each.

### 10 What Do You Suggest?



With this communicative activity, students will be able to talk about problems and offer solutions in group discussions. They will also be able to improve their problem-solving skills as well as all four language skills.

#### Materials and Preparation

Make copies of the pictures on page 182 for each group. Write the useful expressions on the board.

#### E.g.

- *In order to solve this problem, we must first/initially...*
- *Another way of looking at this problem is...*
- *The solution to this problem is...*

#### Procedure

- 1 Divide the class into four groups. Give each group a picture. Ask them to find solutions to the problem in the picture and note them down.
- 2 After students have finished their tasks, ask groups to share their solutions with the class.
- 3 Have students vote for the best possible solution(s) to the problem in each picture.



# THEME 8 ALTERNATIVE ENERGY

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing problems

F2 Making complaints

F3 Offering solutions

### 11 Stop Complaining!



This activity enables students to practice making complaints in various situations. It also helps them improve all four skills.

#### Materials and Preparation

- 1 Write the exercise below on the board and tell students to match the parents' expressions with the teenagers' complaints.

#### My parents...

- 1 don't respect my privacy. ( )
- 2 complain about my homework performance. ( )
- 3 don't listen to my opinions. ( )
- 4 criticize my appearance. ( )
- 5 always tell me what to do. ( )
- 6 complain about chores. ( )

#### Parents' expressions

- a Your room is a mess!
- b Honey, don't you have homework to do?
- c You should be more careful about your manners.
- d Are you really wearing that old t-shirt for school?
- e Can I sit with you when your friend comes?
- f I'm so busy right now, can we talk about this later?

- 2 Print enough worksheets from page 183 for each pair of students.

#### Procedure

- 1 Have students work in pairs and give them a set of worksheets.
- 2 Get them to answer the questions on the worksheet and discuss the answers in pairs.
- 3 Tell them to write more complaints about their lives in general. Let them share their complaints with their classmates.

### 12 Tell Me What I Should Do!



This activity enables students to offer solutions to a variety of problems. With the help of this activity, students strengthen their listening and speaking skills to solve problems, speculate and share ideas. The activity also enhances their ability to understand and makes them better communicators.

#### Materials and Preparation

Make a copy of the worksheet on page 184. Cut up the problem cards neatly and put them face down on your table.

#### Procedure

- 1 Tell students they are going to try to give the best advice they can for a variety of problems.
- 2 Get one student to pick up a card. S/he reads out the problem on the card to the class and say, "Tell me what I should do!"
- 3 The other students listen and give some advice in turn.
- 4 The reader listens and awards the card to the person who has given the best advice.
- 5 The student with the most cards at the end of the game wins. When everyone has finished, have students report back to the class on the best/worst/funniest/weirdest piece of advice they have received for each problem.



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Answer Keys & Audio Scripts

### Answer Key

**10 Stop Complaining!**

1- e 2- b 3- f 4- d 5- c 6- a

# THEME 8 APPENDIX



## 1 Find a Solution

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PROBLEM	SUGGESTION	SOLUTION
1 Fossil fuels continue to pollute the air and water sources in your city.		
2 Your brother's just got a driver's license, but he still can't overcome his fear of driving on busy roads.		
3 Your teacher wants to do more communicative exercises, but your class is too crowded.		
4 Your grandmother wants to go online to pass the time, but it's quite complicated for her.		
5 There are a lot of cars in your town, and they make a lot of noise.		
6 Your father is having problems with working night shifts, and he can't get enough sleep.		
7 Your little sister watches too much TV, so she's having trouble keeping up at school.		
8 Your father is interested in using alternative energy at home, but he doesn't know how.		
9 Some of your classmates don't feel comfortable working in cooperative learning groups because they are shy.		
10 Your little brother doesn't do his share of chores around the house.		

# THEME 8 APPENDIX



## 2 Excellent Advice

12<sup>th</sup> GRADE

### Student A

<ul style="list-style-type: none"><li>I need to learn some effective ways to improve my English.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<ul style="list-style-type: none"><li>My neighbors usually make a lot of noise.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
<ul style="list-style-type: none"><li>I need to exercise, but I don't have time for it.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<ul style="list-style-type: none"><li>I want to look trendy, but I don't want to spend a lot of money on clothes.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

### Student B

<ul style="list-style-type: none"><li>I need some tips to have a successful job interview.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<ul style="list-style-type: none"><li>I have to attend an online meeting, but I don't know how to install the meeting program.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
<ul style="list-style-type: none"><li>I have to work night shifts twice a week, so I can't get enough sleep.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<ul style="list-style-type: none"><li>I want to go abroad this summer, and I need some help to find connections to make it easier.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

### Student C

<ul style="list-style-type: none"><li>I spend too much time on social networking sites.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<ul style="list-style-type: none"><li>I want to make a lot of friends at school.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
<ul style="list-style-type: none"><li>I get easily confused when I start a new task.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<ul style="list-style-type: none"><li>I put on weight easily.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

### Student D

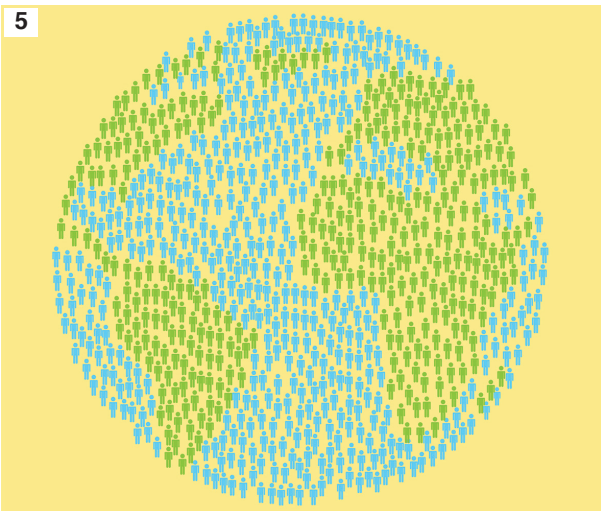
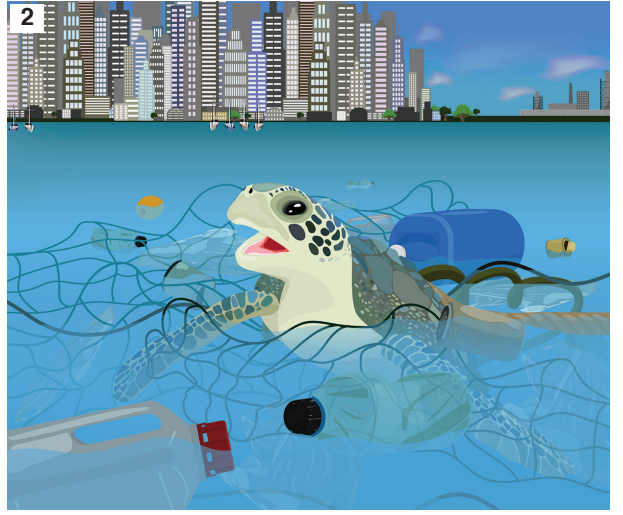
<ul style="list-style-type: none"><li>I forget the special days of my friends and family.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<ul style="list-style-type: none"><li>I don't feel comfortable when I meet new people.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>
<ul style="list-style-type: none"><li>I don't know what to do when I'm on my own at home.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>	<ul style="list-style-type: none"><li>I want to improve my sense of humor.</li></ul> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p>

# THEME 8 APPENDIX



## 3 What's Going On?

12<sup>th</sup> GRADE



# THEME 8 APPENDIX



## 4 Find Fault With It

12<sup>th</sup> GRADE



in a hotel room	during rush hour	in a restaurant	at school
at hospital	in a greengrocer's	at a bank	in a supermarket
during a play	on a rainy day	during a movie	while shopping
at a sports center	on a picnic	at the seaside	in a museum
in an apartment	at the zoo	in a taxi	on a plane





### At the restaurant

#### Student A

You've ordered a well-done steak, but you think that the waiter/waitress has served you a rare steak. You want him/her to serve you a new one. Make a complaint.

1	2	3	4	5
---	---	---	---	---

### At the restaurant

#### Student B

You are a waiter/waitress at a restaurant. The customer has just wanted you to change the steak. Decide how helpful you want to be and deal with the problem.

### At the clothes shop

#### Student A

You are the manager of a clothes shop. The rules are strict. You can't give a refund since the 3-day return period has passed. Decide how helpful you want to be and try to solve the problem.

### At the clothes shop

#### Student B

You bought a top last month, and the zip has just come undone. You want to get a refund, but the deadline for getting a refund has just passed. Decide what you want the manager to do. Make a complaint.

1	2	3	4	5
---	---	---	---	---

### At the electronics store

#### Student A

Yesterday, you bought a video game from this store, but you couldn't start it at home. Now, you want the store to give you a refund. Make a complaint.

1	2	3	4	5
---	---	---	---	---

### At the electronics store

#### Student B

You're a shop assistant. The customer wants to get a refund for the faulty video game s/he bought yesterday. In order to comply with the store policy, you can only give another copy of the same game. Decide how helpful you want to be and try to help the customer.

### At the DIY store

#### Student A

You are a sales assistant at a DIY store. Before selling wall paint, you always explain to the customers that you can't take the opened cans of paint back. Decide how helpful you want to be and try to solve the problem.

### At the DIY store

#### Student B

Last week, you bought a big can of wall paint. When you started painting, you realized that it wasn't the exact color you wanted. You want to change the paint to a different color. Make a complaint.

1	2	3	4	5
---	---	---	---	---

# THEME 8 APPENDIX



## 8 Cry Out Against It

12<sup>th</sup> GRADE



Would it help if...?	No problem! I will...	Let me straighten this out and I will...	Is there any chance...?
This was because...	Unfortunately, this was unavoidable because...	Oh dear, I've just noticed...	I'm so sorry to say this but,...
OK, what I will do is...	I'm sorry to trouble you, but...	Sorry to bother you, but...	Is there anything else...?
Please tell me exactly what...	I want to complain about...	I'm sorry to hear that...	Don't get me wrong, but I think...
Don't worry I will...	I suggest you leave it with us, and we will...	Would you mind...?	I'm afraid I've got a complaint about...

# THEME 8 APPENDIX



## 9 Give Me Your Best Guess!

12<sup>th</sup> GRADE

You can't stop playing computer games.

You are having Wi-Fi connection problems

You feel shy when you speak in public.

You are always late for school.

You gain weight so fast.

You are addicted to eating junk food.

Your English pronunciation is bad.

You can't memorize new vocabulary easily.

Your grades are bad.

Your next-door neighbor's dog barks all night.

You keep losing your mobile phone in your house.

You have no mood to study history.

You feel depressed for no reason.

You keep staying up too late scrolling through social media.

You are suffering from acne.

Your best friend is being really aggressive.

You can't decide about your future job.

You don't know how to find a hobby.

It takes you hours to fall asleep.

You can't get along with your sibling.



### Stray Animals



### Traffic Problems



### Social Media Addiction



### Teenage Bullying





# THEME 8 APPENDIX



## 12 Tell Me What I Should Do!

12<sup>th</sup> GRADE



My grandma has a new smartphone and wants me to teach her how to use it. She is so sure she will become a smartphone expert, but I have some doubts and don't know what to do.

I have a very bad memory for names, and I even forget my classmates' names. They think I do it intentionally.

I borrowed my sister's cell phone for my online class. She gave it to me, warning me to be careful because it was brand new. Suddenly, it fell, and the screen was cracked.

My best friend is being extra emotional nowadays, and s/he cries so easily. I don't mean to offend her/him by saying this fact.

I couldn't get the role I wanted in my drama club.

My dog can't stop chewing all slippers and shoes.

My brother wants to be a comedian, but he has no natural acting talent.

My grandpa's parrot is his best friend, and it suddenly stopped talking for more than a month. My grandpa is really sad, and I want to help him.

It is too hard for me to learn a poem by heart, and my literature teacher wants me to memorize a poem by Shakespeare for the next class.

My new drone got stuck in a tall tree twenty seconds after its take-off. I don't know how to get a dead drone out of a tree.

My chemistry assignment is due tomorrow, and I haven't even started it yet. I really don't know how to finish this huge assignment.

I've lost my wallet, in which I put a concert ticket that I won on my favourite radio show. I have been waiting for this concert for so long, and the concert is tomorrow.

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