

ENGLISH GAMES & ACTIVITIES

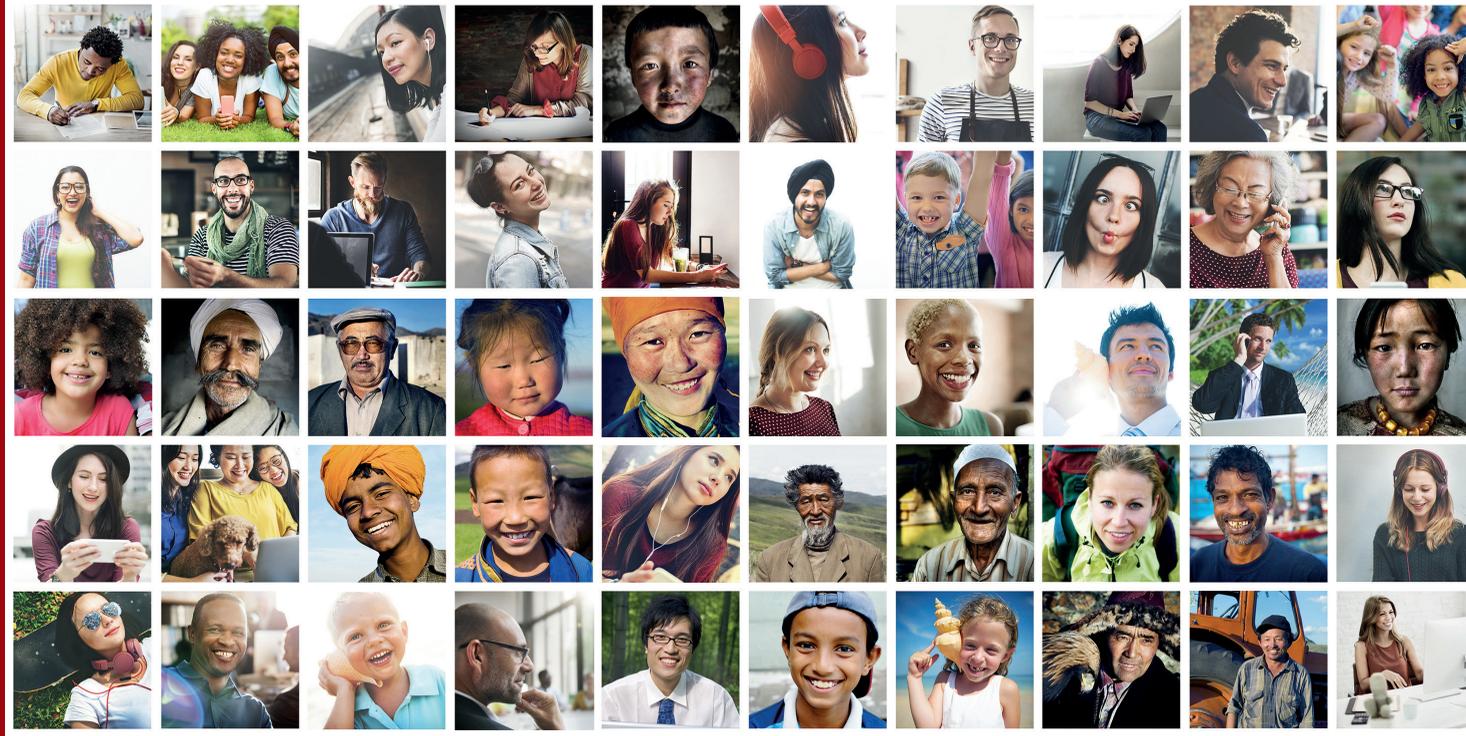
10<sup>th</sup> GRADE

10<sup>th</sup> GRADE  
**ENGLISH**  
**GAMES & ACTIVITIES**

**THEME 1**  
**SCHOOL LIFE**



T.C. MİLLÎ EĞİTİM BAKANLIĞI

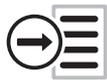


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## ICONS USED IN THE BOOK



Duration



Link



Cut



Individual Activity



Pair Work



Group Work



Whole Class Activity



QR Code for Listening



# THEME 1 SCHOOL LIFE

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Exchanging personal information in both formal and informal language

F2 Taking part in a conversation in everyday life situations

## 1 Getting Acquainted



This activity aims to have students talk about themselves by expressing their opinions and preferences based on the clues written on the board game. It also helps students to become more acquainted with one another by supporting their speaking and listening skills.

### Materials and Preparation

Copies of the dice on page 13 and board game on page 14

Cut out the dice pattern in the appendix and make the dice.

### Procedure

- 1 Put students into groups of three or four (depending on the size of the class).
- 2 Determine the rule of the progress as clockwise or counterclockwise.
- 3 Remind each student to roll the dice in turns.
- 4 Ask each student to move their game pieces (a rubber, a pencil sharpener, a button, etc.) along the path according to the number of spaces indicated by the dice.
- 5 Have students make sentences related to the prompts.  
E.g. The best thing about my school is that we have a lot of fun in the classes.
- 6 Tell students to go back to an earlier space when they land on the 7<sup>th</sup>, 15<sup>th</sup>, or 19<sup>th</sup> spaces in the game. Emphasize that it is not to penalize them; instead, to include a chance factor and fun. The group reaching the 'Finish' space first is considered to be the winner.

## 2 Let Me Know



This activity aims to have students exchange personal information via information-gap cards.

### Materials and Preparation

Information-gap cards on page 15

### Procedure

- 1 Put students into pairs.
- 2 Tell students that they are going to complete the missing parts of their info cards by asking questions to their partners who have the missing information.
- 3 Give students 15 minutes to work together and tell them the rules.  
**Student A:** Study the extracurricular activities table you have and ask your partner questions according to it.  
**Student B:** Study the extracurricular activities table you have and answer your partner's questions according to it.
- 4 When students have finished the activity, let them check each other's completed crosswords and their spelling with their partners.



# THEME 1 SCHOOL LIFE

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Exchanging personal information in both formal and informal language

F2 Taking part in a conversation in everyday life situations

### 3 Personal Profile



The aim of the activity is to help students develop their communicative skills in English and have them exchange personal information creating their personal profiles.

#### Materials and Preparation

Sample personal profile, personal profile templates on pages 16 and 17

#### Procedure

- 1 Ask students to study the sample personal profile and tell them that they are going to create their own personal profiles. Give them 3 minutes.
- 2 Hand out the personal profile templates and give them 10 minutes to create their personal profiles.
- 3 Monitor and guide them while they are carrying out the task.
- 4 As the last step of this activity, have the volunteers present their works.

### 4 I Have A Say



The activity aims to have students take part in a conversation in everyday life situations.

#### Materials and Preparation

A copy of each dialog (for your partner with whom you are going to read them aloud) on page 18

Clipped sentences/phrases as missing parts of the dialogs (as many as the number of the groups available) on page 18

Hand out the sets of clipped dialog sentences/phrases to groups. Remind them that two of the sentences/phrases are extra in each set.

Invite a student, preferably one with good pronunciation, to be your dialog partner while reading the dialogs aloud for students.

Remind the student to be your dialog partner that s/he has to pause if a missing dialog part (the dotted line) finds him/her while reading the dialog aloud.

#### Procedure

- 1 Put students into groups of four or five depending on the size of the class.
- 2 Give them a short time to study the clipped sentences they have.
- 3 Tell them that these clipped sentences are the missing parts of the dialog(s) they are going to hear and when the readers pause for the missing parts, they will stand, on behalf of the group, and keep the dialog running in a meaningful way by using the most relevant clipped sentence/phrase they are holding.
- 4 Remind students, once more, that you are going to read the dialogs aloud for them and pause for the missing parts and that one person from each group, either randomly or a designated one, will stand and continue the dialog with the most relevant clipped sentence/phrase they have. The group, the member of which stands to speak first takes the turn.
- 5 With your partner, start to read the dialog aloud for students and pause when a dotted line finds you/your partner and wait for the groups to come up with the correct sentence/phrase.
- 6 The group to come up with the correct sentence/phrase will be awarded one point.
- 7 Run the same process for each dialog you have.



# THEME 1 SCHOOL LIFE

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Exchanging personal information in both formal and informal language

F2 Taking part in a conversation in everyday life situations

## 5 CV Inspirations



The aim of the activity is to have students exchange personal information in formal language and to raise students' awareness about creating a CV.

### Materials and Preparation

A sample CV provided on page 19, a CV template to be filled out by students

### Procedure

- 1 Display the sample CV provided on the interactive whiteboard. Alternatively, you can hand it out to students. Remind students that the sections of an actual CV are not colored.
- 2 Give them brief information about the CV emphasizing that each color stands for a major part of the CV: the blue part for personal details, the yellow part for educational background, the gray part for activities for personal development (workshops, courses, etc.) and the orange part for personal interests, hobbies and skills.
- 3 Tell them to study the sample CV for 3 minutes.
- 4 Now, tell them that they are going to create their dream CVs together.
- 5 Tell them to fill out the first part (personal details) as an imaginary character for use in the dream CV.
- 6 Once all students are finished, divide the class into three groups as the yellows, the grays and the oranges. Tell the yellows to write down their dream educational backgrounds, the grays to write down their dream personal development parts and the oranges to write down their dream personal interests, hobbies and skills. Suggested time for this task is 10 minutes.
- 7 Have as many students as possible from each group read their notes aloud for their friends and also ask them to take notes about inspirational points on a piece of paper while their friends are reading aloud. Remind that they will create imaginary/dream CVs by picking the best parts of their notes.
- 8 When you are done with this part, tell students to revise their notes, pick their favorite items and fill out the rest part of the CV template using them.
- 9 At the end of the lesson, students will have created their imaginary/dream CVs.

### FURTHER NOTES

**Sample content for the blues:** I'm Sinan Ege Yüksel and I'm 25 years old. I was born on the 19<sup>th</sup> of May in 1996 in Ankara.

**Sample content for the yellows:** In 2010, I finished my secondary education at Ankara Kocatepe Secondary School and started Ankara Atatürk High School. I graduated from the science class in 2014 and joined Boğaziçi University Computer Engineering Department. I graduated in 2019.

**Sample content for the grays:** In 2017, I participated in Informatics and Coding Workshop. I attended many courses to improve myself, too. To begin with, I attended drama and language courses. I also joined an online training program about improving pronunciation in 2019.

**Sample content for the oranges:** I like traveling a lot and visiting historical sites. I'm fond of going to the seaside with my friends and collecting seashells. I'm keen on swimming, fishing and also diving. I'm interested in taking nature photos. I can use all office programs well and work cooperatively. I can speak English at an advanced level and German at a good level. I can ride a bike and swim well. I can also do puzzles and play basketball.



# THEME 1 SCHOOL LIFE

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Exchanging personal information in both formal and informal language

F2 Taking part in a conversation in everyday life situations

### 6 What Do I Do?



This game aims to have students write and talk about everyday life situations and have them get acquainted with their classmates. Besides encouraging students to practice the previously learned question sentence structures, the game also fosters students' creativity by asking them to write various comprehensible questions in a limited time. It could thereby support both accuracy and fluency of the structures related to the topic.

### Materials and Preparation

The images provided in the appendix on pages 20-24 and pieces of paper

### Procedure

- 1 Cover the board with the images related to everyday life situations.
- 2 Put students into two groups (A and B).
- 3 Invite a volunteer from the first group (Group A) and ask him/her to pick a picture from the board.
- 4 Tell the second group (Group B) to write questions about the image on a piece of paper as many as possible within 2 minutes.

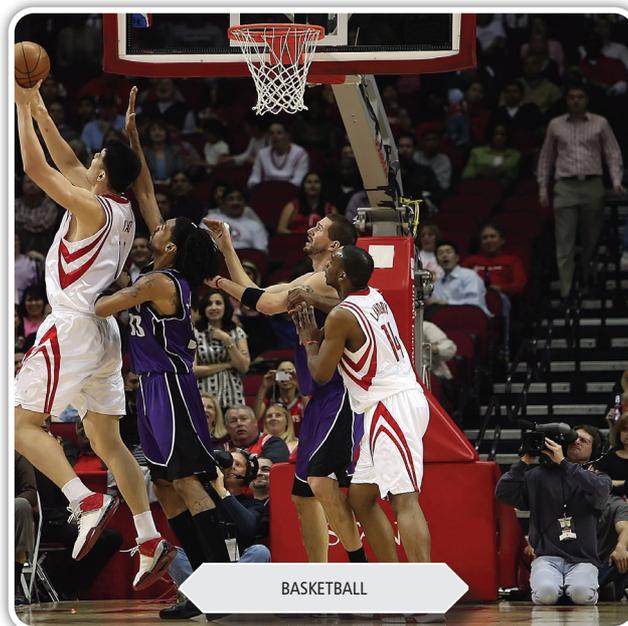
**E.g.** Is **basketball** your favorite sport?

Who is your favorite **basketball** player?

Do you like **basketball**?

- 5 Award one point for each comprehensible question of the group. Ignore insignificant mistakes.
- 6 Group B follows the same procedure.
- 7 The game is over when all images have been worked on equally by two teams. The group with the highest point wins the game.

**E.g.**





# THEME 1 SCHOOL LIFE

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Exchanging personal information in both formal and informal language

F2 Taking part in a conversation in everyday life situations

### 7 Let's Talk



The activity aims to support students' speaking skills by allowing them to take part in conversations in everyday life situations.

#### Materials and Preparation

Cards on page 25, pencils

#### Procedure

- 1 Give each student a card with a topic for a short talk.
- 2 Let students walk around and match up with the student who holds the same card. If the number of students is odd, the teacher may copy more cards and/or create groups of three.
- 3 Let students study the sentences given as conversation starters and plan how to start the dialogs. Give them 2 minutes for the preparation.
- 4 Tell them to extend the dialogs to match up to the time given, 3 minutes.
- 5 Let them take notes during the conversations and report as many sentences as possible about their partners' statements/preferences as the last step of the activity.

### 8 Guess the Topic



The activity aims to have students practice the structures used in everyday life situations.

#### Materials and Preparation

Information cards on page 26

#### Procedure

- 1 Divide the class into two teams.
- 2 Tell them the rules of the game.
- 3 Have each team choose a representative and explain that each representative comes forward to choose a card.
- 4 Toss up for the first group.
- 5 Have the representative of the first team pick a card and study it (Set a time limit of 2-3 minutes to think on it).
- 6 When the time is up, tell the representative to talk about the expressions on the card without using the forbidden words and the team to guess.
- 7 Assign a student from the other team to check whether the player uses the forbidden words or not.
- 8 Give each team 3 minutes to make the correct guess.
- 9 Award two points for each correct guess. Should the player use a forbidden expression, the team will fail.
- 10 Tell students that the team with higher score wins the game.



# THEME 1 SCHOOL LIFE

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Exchanging personal information in both formal and informal language

F2 Taking part in a conversation in everyday life situations

### 9 Line-Up



The activity aims to have students take part in a conversation.

### Materials and Preparation

Paper, scissors

Cut out the sentences of the conversation on page 27.

### Procedure

- 1 Divide the class into groups of four.
- 2 Hand out the sentences to the groups in a jumbled order.
- 3 Ask them to work collaboratively and make a meaningful conversation.
- 4 Have the fastest group read the conversation in front of the class.
- 5 Carry on the game with another conversation.



## Answer Key

### 4 I Have A Say

#### Dialog 1

- 1 I think your presentation was in the morning.
- 2 How did it go?
- 3 Very much. Thanks a lot for them again.
- 4 You can come over around 8:00 p.m., after dinner.

#### Dialog 2

- 1 I thought it started at five.
- 2 Come on! I love this sport and can't wait till tomorrow.
- 3 Oh, really? I thought your favorite sport was tennis!
- 4 How about a game sometime?

## Answer Key

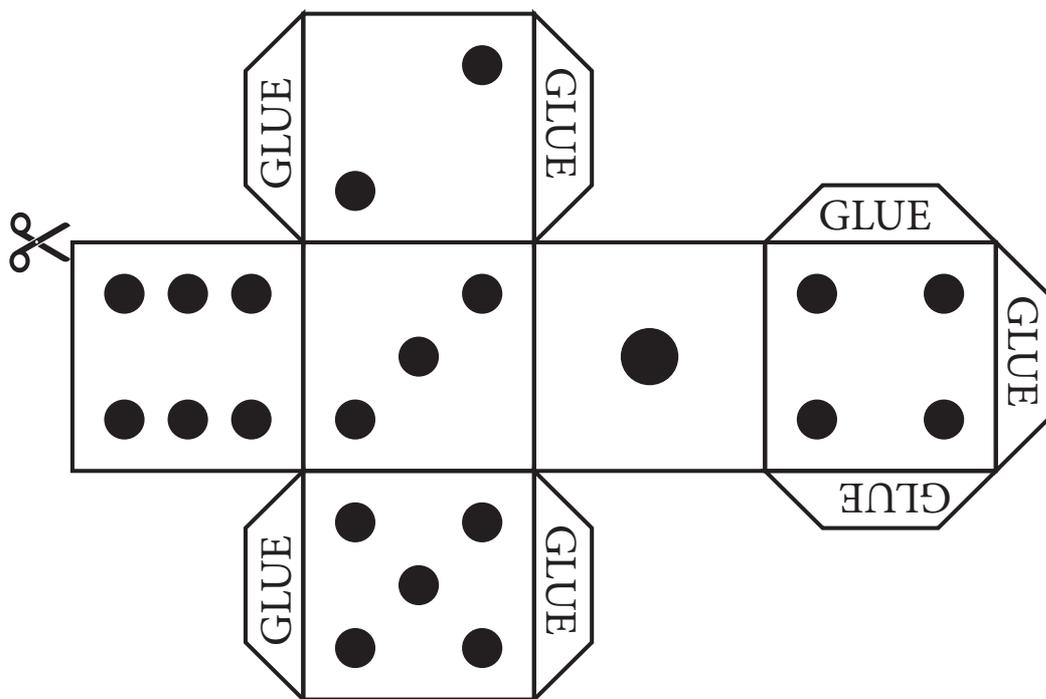
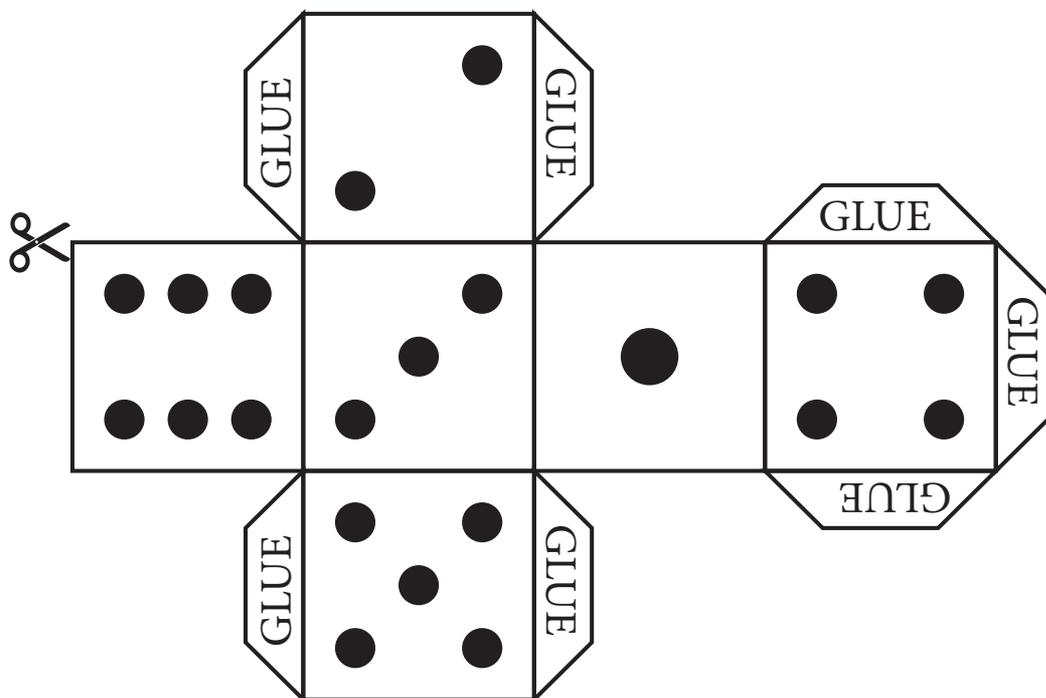
### 9 Line-Up

#### CONVERSATION 1

- Nigel** Hi, Walt! How are things? I heard you are going abroad this summer.  
**Walt** Hi, Nigel! Everything is OK. I'll do that for my education.  
**Nigel** Education? That's interesting! So, where will you be studying?  
**Walt** In Canada.  
**Nigel** Oh, amazing country! You must be excited. What will you major in?  
**Walt** Sure, I am. I'll study journalism.  
**Nigel** Wow, that's been your childhood dream. What about accommodation?  
**Walt** There is a hostel close to the campus.  
**Nigel** That's nice! Happy for you. I hope all goes well.  
**Walt** Thanks, mate.

#### CONVERSATION 2

- Lisa** Hi, Mary. It's me, Lisa. How is your day going?  
**Mary** Hi. Quite busy. I'm working on my presentation.  
**Lisa** What is it about?  
**Mary** It's about the financial effects of Covid-19.  
**Lisa** When is the deadline?  
**Mary** I'm supposed to finish it in 2 days. The presentation will be on Friday.  
**Lisa** In 2 days? So, you must be stressed.  
**Mary** Of course, Lisa. I'm not even half done yet.  
**Lisa** All right, Mary. Call me later, then.  
**Mary** OK, Lisa. I will.





# GETTING ACQUAINTED

**Start LET'S GO!**

Talents/skills you would like to have

The best things about your school

Languages you would like to speak

OH NO! GO BACK 2 SPACES!

Job(s) you'd like to have

Your favorite word in English

Your favorite subject at school

Extracurricular activities your school offers

Things you'd like to do on weekends

Favorite sports and hobbies

Something you really enjoy doing

You think school

One of your friends knows how to...

OH NO! GO BACK TO START!

One way you are different from everyone else

You think English class

You want to learn how to

Someday, you would like to be

OH NO! GO BACK 5 SPACES!

Place(s) you would like to visit someday

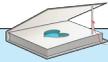
**FINISH**

# THEME 1 APPENDIX

## 2 Let Me Know

10<sup>th</sup> GRADE

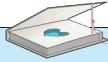
STUDENT A

	 PHOTOGRAPHY CLUB	 MUSIC&DANCE CLUB	 SCIENCE CLUB	 BOOK CLUB	 ENVIRONMENTAL CLUB
Instructor	Joyce MULLIN	William TRAVIS	Kim YOUNG	Molly STAN	Tony BLACK
Time	Mon. 10:00	Fri. 11:30	Tue. 15:15	Wed. 14:45	Thu. 13:10
End of the year event	Photograph exhibition	Music&Dance competition	Science expedition	Book fair	Environmental workshop

	 CREATIVE WRITING CLUB	 SPORTS CLUB	 DRAMA CLUB	 MATH CLUB	 FOREIGN LANGUAGE CLUB
Instructor	Max GOODWIN	_____	Helen SHARPE	Iggy DECKER	Laura BLOOM
Time	_____	Thu. 13:30	Tue. 15:15	_____	Thu. 13:10
End of the year event	Story writing competition	Races& Competitions	_____	Math Olympics	_____



STUDENT B

	 PHOTOGRAPHY CLUB	 MUSIC&DANCE CLUB	 SCIENCE CLUB	 BOOK CLUB	 ENVIRONMENTAL CLUB
Instructor	Joyce MULLIN	William TRAVIS	_____	Molly STAN	_____
Time	Mon. 10:00	_____	Tue. 15:15	_____	Thu. 13:10
End of the year event	_____	Music&Dance competition	Science expedition	Book fair	Environmental workshop

	 CREATIVE WRITING CLUB	 SPORTS CLUB	 DRAMA CLUB	 MATH CLUB	 FOREIGN LANGUAGE CLUB
Instructor	Max GOODWIN	Peter WOLF	Helen SHARPE	Iggy DECKER	Laura BLOOM
Time	Wed. 08:40	Thu. 13:30	Mon. 09:15	Tue. 14:00	Fri. 15:50
End of the year event	Story writing competition	Races& Competitions	Theatre play	Math Olympics	Podcast creation



**Summer Yale**

“Never stop learning because life never stops teaching.”

### ABOUT

**Education** : Cornell University, Business and Management  
**Occupation** : Financial Analyst, Millenium&Co  
**City/Country** : NY/USA  
**Date of Birth** : 14/06/1995  
**Family/Relatives** : Eve Yale, Morgan Yale, Emmy Yale  
**Contact** : syale42@mymail.org



#### Hobbies

- Technology/Computers
- Health&Fitness
- Sailing
- Arts&Crafts



#### Social Groups

- Friends of me
- Sailing Meetup
- Once upon a time in NYC
- Manhattan Sailing Club



#### Events

- Butterfly Watching, 22 June, 11:00, NYC
- Frisbee Challenge, Hudson River, 3 August
- Manhattan Yacht Race, 12 August



#### Favorite Places

- LA
- London
- İstanbul
- Rome



#### Favorite Films/Music

- Breakfast At Tiffany's
- Moneyball
- Smooth Jazz
- New Age



#### Favorite Sports

- Sailing
- Rugby
- Basketball



# THEME 1 APPENDIX

## 3 Personal Profile (2)

10<sup>th</sup> GRADE



Name/Surname

“Never stop learning because life never stops teaching.”

### ABOUT

- Education :
- Occupation :
- City/Country :
- Date of Birth :
- Family/Relatives :
- Contact :



Hobbies



Social Groups



Events



Favorite Places



Favorite Films/Music



Favorite Sports

# THEME 1 APPENDIX



## 4 I Have A say

10<sup>th</sup> GRADE

### Dialog 1

**Susan** Hey! How did your geography exam go?  
**Kyle** Not bad, Susan, thanks. It's over and it makes me feel great! How about you?  
(1) .....  
**Susan** It was.  
**Kyle** (2) .....  
**Susan** Oh, it went really well. I used all the tips you gave.  
**Kyle** Were they of any help?  
**Susan** (3) .....  
**Kyle** No problem. So, do you feel like studying for the history exam?  
**Susan** Sure! (4) .....  
**Kyle** OK, I will. I'll bring my notes.  
**Susan** That will be great. You are good at taking notes.

**CLIPPED  
SENTENCES/  
PHRASES SET**

How did it go? 

Any news about James?

Very much. Thanks a lot for them again.

You can come over around 8:00, after dinner.

Nothing could be more interesting.

I think your presentation was in the morning.

### Dialog 2

**Susan** What time is the volleyball game on? (1) .....  
**Kyle** I think you have the wrong time.  
**Susan** Let's check it on the Net.  
**Kyle** You are right. It's at five, but tomorrow.  
**Susan** (2) .....  
**Kyle** Volleyball is not my favorite sport anyway. I much prefer basketball. But I can understand you. I feel the same before the basketball games on TV.  
**Susan** (3) ..... I'm also interested in basketball, too  
**Kyle** (4) .....  
**Susan** Sure! Why don't we go shoot now since the volleyball game isn't on?  
**Kyle** Great idea. Let's move!

**CLIPPED  
SENTENCES/  
PHRASES SET**

How about a game sometime? 

Just like my dad.

Come on! I love this sport and can't wait till tomorrow.

I thought it started at five .

What about the day after tomorrow?

Oh, really? I thought your favorite sport was tennis!

# THEME 1 APPENDIX



## 5 CV Inspirations

10<sup>th</sup> GRADE

### A SAMPLE CV TEMPLATE

<b>Personal Details</b> Name: Place of birth and date: E-mail: Telephone:	Sinan Ege Yüksel Ankara – 19/05/1996 sinanege1996@mail.com 05959966996
<b>Educational Background</b> University: High School: Secondary School:	Computer Engineering - Boğaziçi University (2014 – 2019) Science Class - Ankara Atatürk High School (2010 – 2014) Ankara Kocatepe Secondary School (2006 – 2010)
<b>Activities for Personal Development</b> (Workshops, Courses, etc.)	Online Course About Improving Pronunciation - 2019 Way to Learn English Course - 2018 Informatics and Coding Workshop - 2017 Fun Art Drama Course - 2017
<b>Personal Interests, Hobbies and Skills</b>	traveling, visiting historical sites, collecting seashells, swimming, fishing, diving, taking nature photos use all office programs well, work cooperatively, speak English and German, swim well, ride a bike, play basketball and do puzzles

### A CV TEMPLATE

<b>Personal Details</b> Name: Place of birth and date: E-mail: Telephone:	
<b>Educational Background</b> University: High School: Secondary School:	
<b>Activities for Personal Development</b> (Workshops, Courses, etc.)	
<b>Personal Interests, Hobbies and Skills</b>	

# THEME 1 APPENDIX

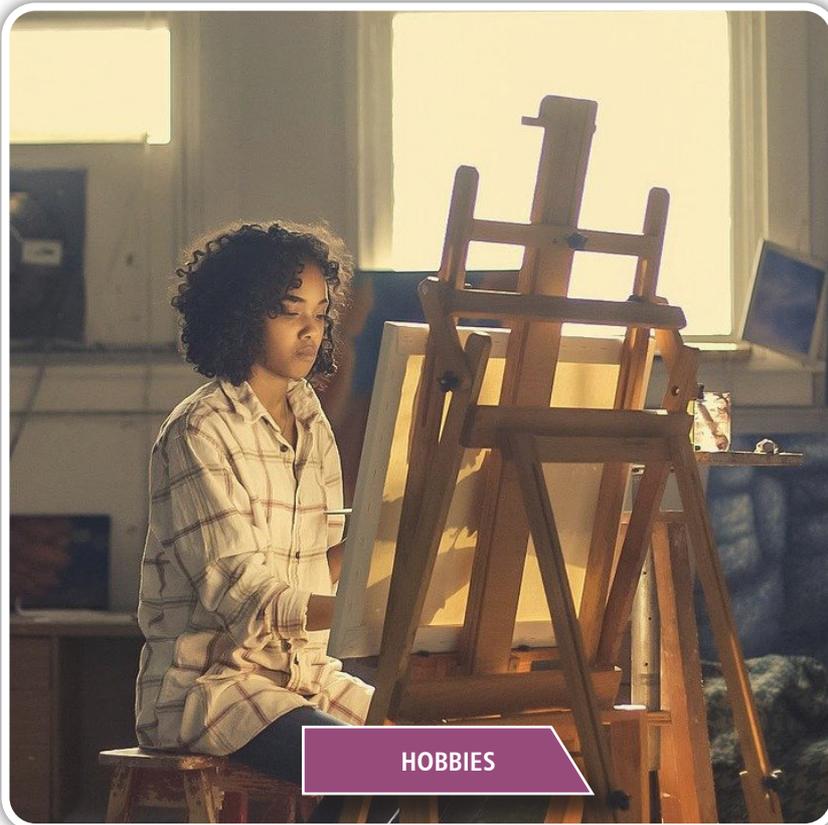


## 6 What Do I Do? (1)

10<sup>th</sup> GRADE



SCHOOL LIFE



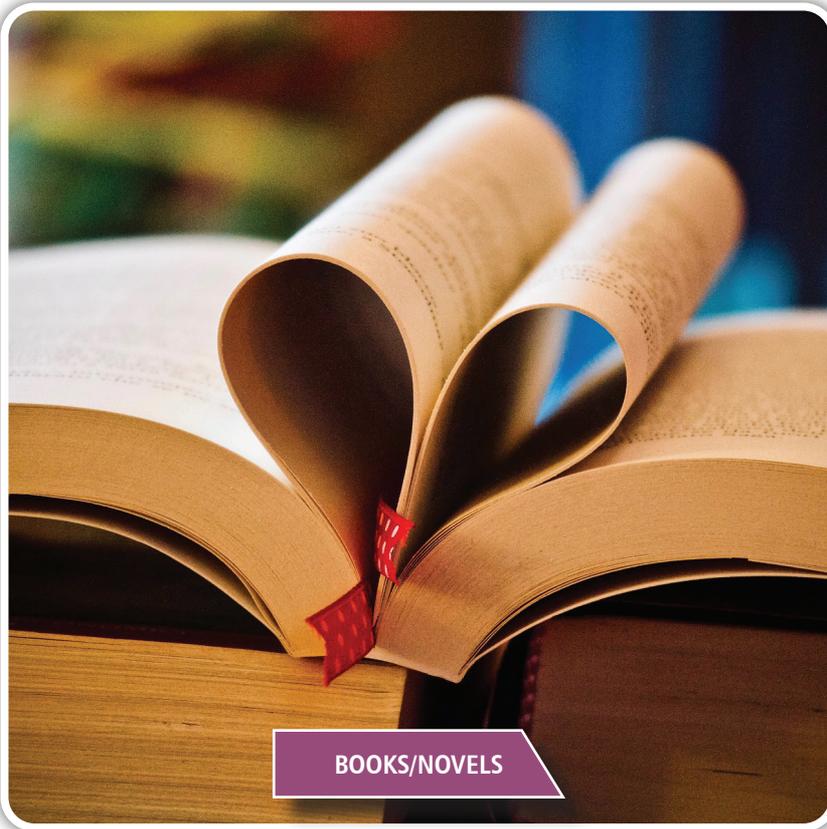
HOBBIES

# THEME 1 APPENDIX

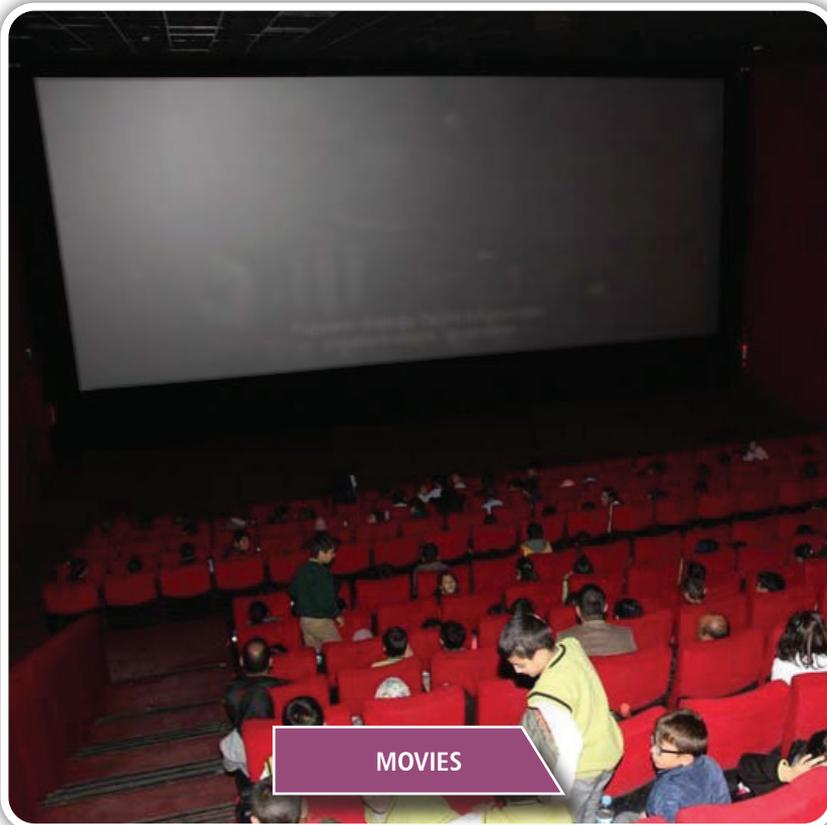


## 6 What Do I Do? (2)

10<sup>th</sup> GRADE



BOOKS/NOVELS



MOVIES

# THEME 1 APPENDIX



## 6 What Do I Do? (3)

10<sup>th</sup> GRADE



DAILY NEWS



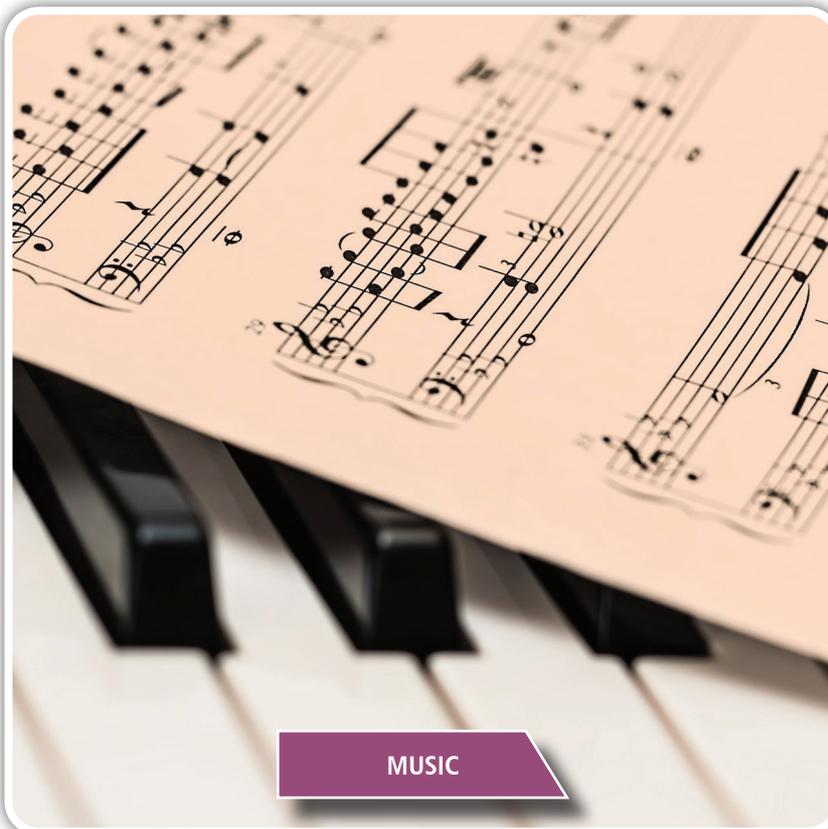
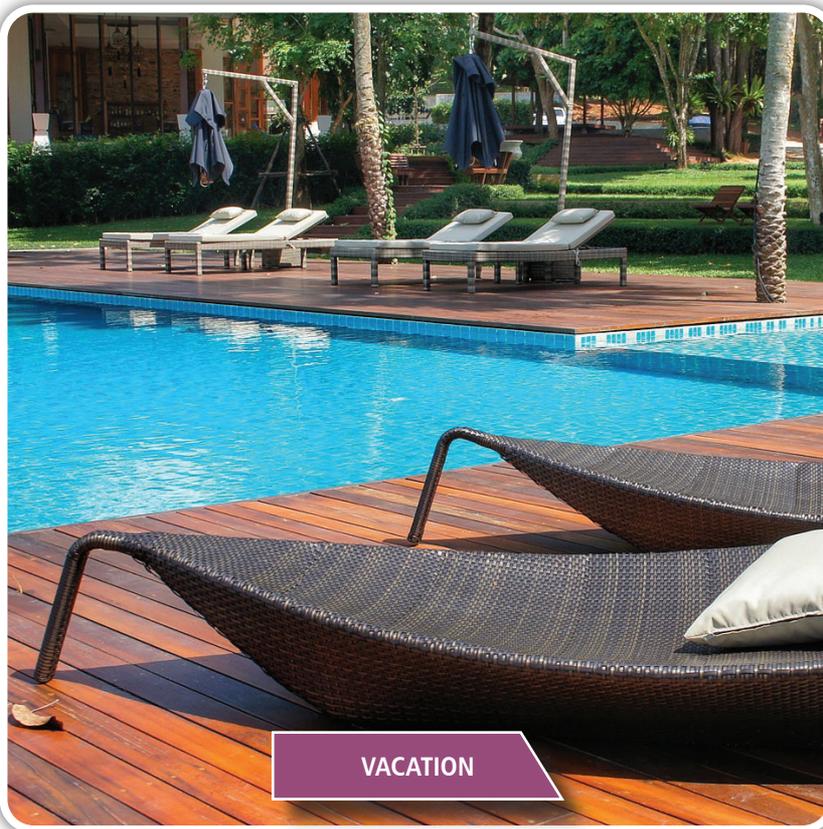
SHOPPING

# THEME 1 APPENDIX



## 6 What Do I Do? (4)

10<sup>th</sup> GRADE



# THEME 1 APPENDIX



## 6 What Do I Do? (5)

10<sup>th</sup> GRADE



OUTDOOR ACTIVITIES



PERSONAL ITEMS

# THEME 1 APPENDIX



## 7 Let's Talk

10<sup>th</sup> GRADE

### Conversation Starters

- 1 Have you ever tried ...?
- 2 Do you like ...?
- 3 What do you want to ... for ...?
- 4 Have you ever been to ...?
- 5 Did you hear about the ...?
- 6 Do you know ...?
- 7 Do you like listening ...?
- 8 What do you like best about your ...?
- 9 Do you exercise ...?
- 10 What's your favorite ...?
- 11 Where would you dream to ...?
- 12 What do you like doing ...?
- 13 What do you do to feel ...?
- 14 What makes you feel ...?
- 15 Did you decide what to ...?
- 16 What about getting ourselves ...?
- 17 Do you miss ...?
- 18 Which ... do you like? Do you enjoy ...?

### Conversation Topics

#### Summer Holiday



#### Favorite Places



#### Dream Job



#### Wellness



#### Shopping



#### Favorite Food



#### Free Time Activities



#### Daily News



#### Sports



#### Music



#### Friendship



#### Future Plans



# THEME 1 APPENDIX



## 8 Guess the Topic

10<sup>th</sup> GRADE

### Cards for Group A



#### Daily Routine

##### Forbidden Expressions

- daily
- everyday
- routine



#### Favorite Sports

##### Forbidden Expressions

- play
- individual
- team



#### School Subjects

##### Forbidden Expressions

- at school
- course
- names of the school subjects



#### Free Time Activities

##### Forbidden Expressions

- free
- spare
- time



#### Occupations

##### Forbidden Expressions

- name of the occupations
- job
- work



#### Favorite Movie Type

##### Forbidden Expressions

- watch
- movie
- cinema



### Cards for Group B

#### Talents/Skills

##### Forbidden Expressions

- ability
- capacity
- "I can ..."



#### Activities After School

##### Forbidden Expressions

- after school
- afternoon
- do homework



#### Extracurricular Activities

##### Forbidden Expressions

- outside
- clubs
- extra academic activity



#### Favorite Food and Drinks

##### Forbidden Expressions

- eat
- drink
- always



#### Foreign Language

##### Forbidden Expressions

- speak
- English
- language



#### Favorite Holiday Destination

##### Forbidden Expressions

- vacation
- go on holiday
- summer



# THEME 1 APPENDIX



## 9 Line-Up

10<sup>th</sup> GRADE

### CONVERSATION 1



<b>Walt</b> In Canada.	<b>Walt</b> Hi, Nigel! Everything is OK. I'll do that for my education.
<b>Nigel</b> Wow, that's been your childhood dream. What about accommodation?	<b>Walt</b> Thanks, mate.
<b>Nigel</b> Hi, Walt! How are things? I heard you are going abroad this summer.	<b>Nigel</b> Oh, amazing country! You must be excited. What will you major in?
<b>Nigel</b> That's nice! Happy for you. I hope all goes well.	<b>Walt</b> Sure, I am. I'll study journalism.
<b>Walt</b> There is a hostel close to the campus.	<b>Nigel</b> Education? That's interesting! So, where will you be studying?



### CONVERSATION 2



<b>Lisa</b> Hi, Mary. It's me, Lisa. How is your day going?	<b>Mary</b> It's about the financial effects of Covid-19.
<b>Lisa</b> All right, Mary. Call me later, then.	<b>Lisa</b> When is the deadline?
<b>Lisa</b> What is it about?	<b>Mary</b> Hi. Quite busy. I'm working on my presentation.
<b>Mary</b> OK, Lisa. I will.	<b>Lisa</b> In 2 days? So, you must be stressed.
<b>Mary</b> Of course, Lisa. I'm not even half done yet.	<b>Mary</b> I'm supposed to finish it in 2 days. The presentation will be on Friday.



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