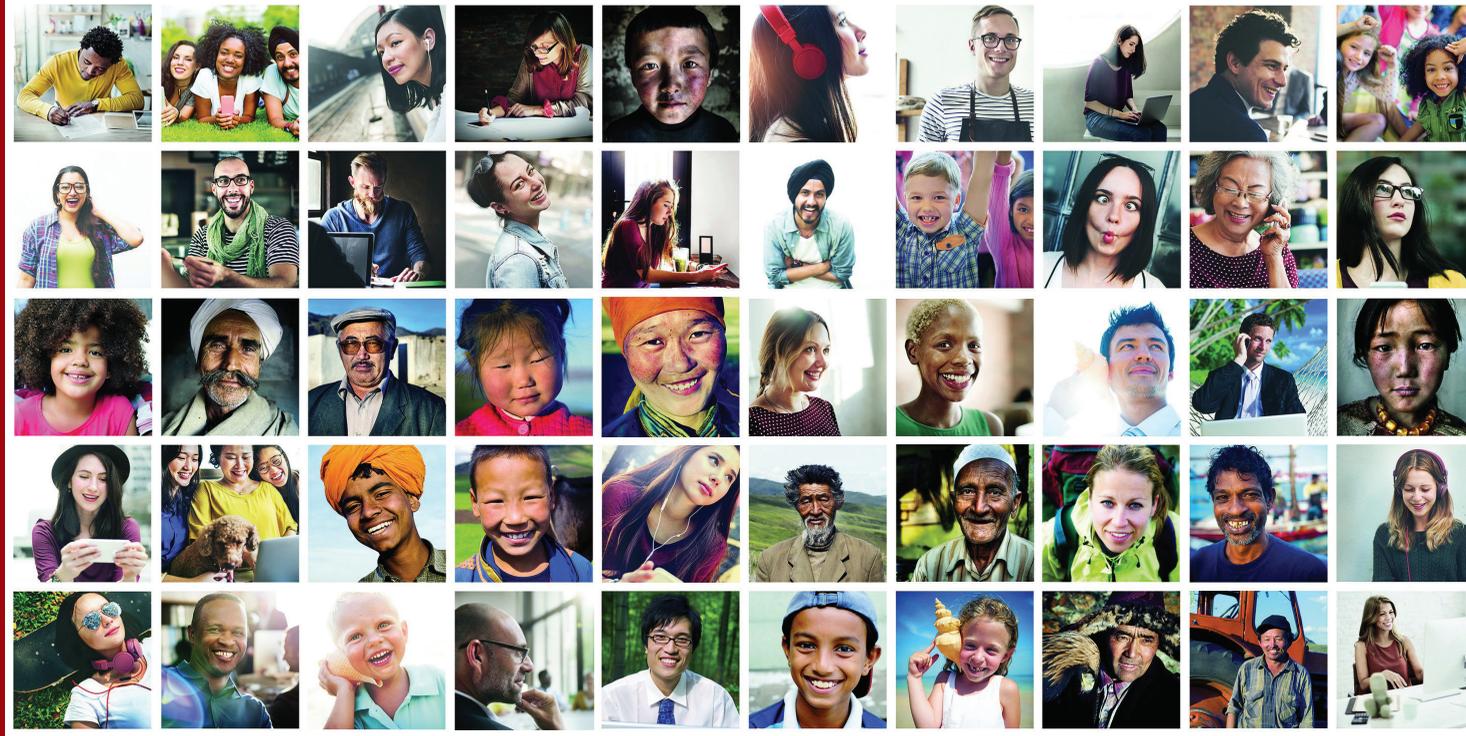


ENGLISH GAMES & ACTIVITIES

10th GRADE



10th GRADE
**ENGLISH
GAMES & ACTIVITIES**

**THEME 4
TRADITIONS**



T.C. MİLLÎ EĞİTİM BAKANLIĞI

English 10

Games & Activities

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Daire Başkanlığı

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 4 TRADITIONS

FUNCTIONS

F1 Describing habits and routines in the past

F2 Making oral presentations on a specific topic

10th GRADE

1 Childhood Memories



This activity aims to have students ask and answer questions about past habits and routines. It makes it possible for students to revise forms and functions of “used to”.

Materials and Preparation

The game sheet, a dice pattern and counters on page 87

As a preparation, the teacher photocopies the board game, makes dice from the dice patterns and cuts out the counters.

Procedure

- 1 Put students into groups of four.
- 2 Give each group a game sheet, a dice and counters.
- 3 Ask students to place their counters on the start square. The student to throw the highest number with the dice starts the game.
- 4 Have students roll the dice and move their counters in turn according to the number of spaces indicated by the dice.
- 5 Explain students that when a player lands on a square, he/she reads the question aloud and answers it. Remind them that all the questions are about their childhood years.
- 6 Tell students that the first student to reach the finish square wins the game.

2 Time Traveler



The activity aims to have students read about, discuss and compare habitual past actions and situations.

Materials and Preparation

The text given on page 88

The teacher photocopies the text for each student.

Procedure

- 1 Hand out the reading text, the content of which is statements by several people about habitual actions in their pasts.
- 2 Give students brief information about the content of the text and ask them to read it carefully.
- 3 Once students are finished with reading the text, ask them to discuss what they liked or disliked about the past lives of the people given in the text. Then, ask the following question:
Imagine that you have the chance to travel in time. Whose life, in the text, would you like to visit as a close friend?
- 4 Give students two minutes to think about the answer. Emphasize that they should give reasons for their choices. Then, have them share their answers orally with the class.



THEME 4 TRADITIONS

10th GRADE

FUNCTIONS

F1 Describing habits and routines in the past

F2 Making oral presentations on a specific topic

3 Out of Curiosity



The aim of this activity is to have students ask and answer questions about past habits and routines. The activity also makes it possible for students to get specific and detailed information about their friends' past habits and routines through wh- questions (what/when/where/who/whom/which/whose/why/how).

Materials and Preparation

The worksheet on page 89

As a preparation, the teacher photocopies the worksheet for all students in the class and then hands it out. Alternatively, the teacher could display it on the interactive board. The teacher also cuts the speech bubble out along the dotted lines on page 90.

Procedure

- 1 Have students read the phrases on the worksheet and then answer them using only words or phrases, without making full sentences. Remind them to write in a random order in the speech bubbles.
- 2 Then, put students into pairs and ask them to swap their speech bubbles.
- 3 Have students choose one of the answers in the speech bubbles and ask their partners whichever question it refers to and come up with a wh- question to learn further details about it.

E.g.

If a student wrote the word hide-and-seek in one of the speech bubbles, his/her partner could ask, "Did you use to play hide-and-seek when you were younger?", etc. The partner replies, "Yes." or "No." accordingly. When the response is "Yes.", his/her partner asks wh- questions to get detailed information, such as "Who did you use to play with?", "Where did you use to play?", etc. If the answer is "No.", then the partner could either keep asking till finding the exact reference or skip to another answer in the speech bubbles.

- 4 After each correct guess, the partner puts a tick beside the bubble, and then students swap roles.
- 5 At the end of the activity, ask students to report back to the class on the most interesting things they have found out about their partner.



THEME 4 TRADITIONS

FUNCTIONS

- F1 Describing habits and routines in the past
F2 Making oral presentations on a specific topic

10th GRADE

4 Turning Point



It is a guessing game in which students talk about habits and routines of people before certain inventions.

Materials and Preparation

As a preparation, the teacher photocopies the worksheets on pages 91 and 92 for all students in the class and then hands them out.

Procedure

- 1 Put students into two groups as A and B.
- 2 Ask each group to work collaboratively in order to complete the phrases given about what people used to do and didn't use to do before the invention of each item on the worksheet. When students have finished, ask them to pair up with someone from the other group. The students then take it in turns to read their sentences to their partner, without saying the highlighted invention. Their partner then tries to guess the invention.

E.g.

Group A: People used to *use pay phones*. People didn't use to *have online communication*. *When was it?*

Group B: *Was it before the invention of the cell phone?*

Group A: *Yes, it was.*

- 3 For each correct guess, award one point. The student with the most points at the end of the game wins.

5 Then and Now



The activity aims to have students make oral presentations on a specific topic. It is an activity in which students use three integrated language skills; listening, speaking and reading to complete the tasks.

Materials and Preparation

Small topic cards on page 93

As a preparation, the teacher photocopies and cuts out the cards, puts them facing down on the table.

Procedure

- 1 Put students into groups of three.
- 2 Let each group choose a representative.
- 3 Then, ask each representative to come to the table and pick a topic card in turns.
- 4 Tell students that they are going to make an oral presentation on the topic they have picked, saying how it was different in the past. Remind them that they can also choose their own presentation topic in addition to the ones provided as long as they cover a "then and now" content. While making the presentation, they can use their own visuals such as cartoons, drawings, etc. or go Internet-based to benefit from the images available related to the topic.
- 5 Give students 10 minutes to get ready for the presentation.
- 6 Monitor and guide them while they are carrying out the task.
- 7 Finally, ask each representative to give their presentation on behalf of the group.



THEME 4 TRADITIONS

10th GRADE

FUNCTIONS

F1 Describing habits and routines in the past

F2 Making oral presentations on a specific topic

6 Early 2000s



This activity aims to have students express their opinions by making oral presentations on a specific topic. It also makes it possible for students to improve their listening and writing skills as well as speaking.

Materials and Preparation

Presentation topic visuals on page 94

A piece of paper

Cut out the visuals provided and put them into a bag/box.

Procedure

- 1 Put students into groups of three or four, depending on the size of the class.
- 2 Place the bag/box in which the presentation topic visuals are provided on the table.
- 3 Let each group choose a representative.
- 4 Then, ask each representative to come to the table and pick a presentation topic visual on behalf of the group.
- 5 Tell students to imagine themselves as a 70-year-old person. They are going to make an oral presentation on life in the early 2000s related to the topic visual they have picked. Also, remind students to prepare their presentations in a comparative manner considering the probable changes in the future.
- 6 Give students 10 minutes to discuss in groups, jot down some notes if necessary and get ready for the presentation.
- 7 Monitor and guide them while they are carrying out the task.
- 8 Finally, ask each group to share their presentation with the class.



THEME 4 TRADITIONS

FUNCTIONS

F1 Describing habits and routines in the past

F2 Making oral presentations on a specific topic

10th GRADE

7 Here Comes the Pace



The activity aims to have students give a presentation by giving examples of their (grand) parents' lives as youths or teenagers and how they are going through those ages today. This contrastive presentation is expected to raise students' awareness about sociocultural and technological changes in everyday life within decades.

Materials and Preparation

Presentation sheet sets

The teacher photocopies the presentation sheet sets provided on pages 95-99 as many as the number of groups.

Procedure

- 1 Put students into groups of four or five.
- 2 Hand out the presentation sheet sets to the groups.
- 3 Inform students about the details of the activity. Tell them that there is a topic on each of the presentation sheets and that they are required to give a presentation on that topic by giving examples of their (grand) parents' lives and those of their own as in the examples given for the topic of "education" below:

E.g. 1

My grandfather used to go to school on Saturdays when he was in secondary school. Today, we go to school only on weekdays.

E.g. 2.

My mother says they used to spend a lot of time looking up in reference books to learn things as there was no Internet. Today, thanks to the Internet, access to knowledge is just a click away. This is a great advantage.

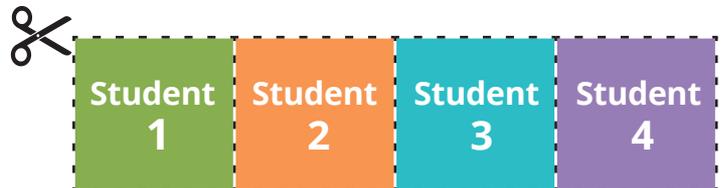
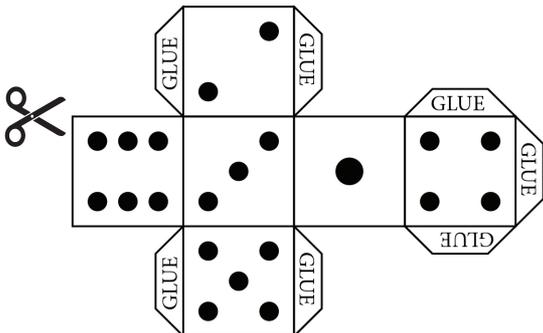
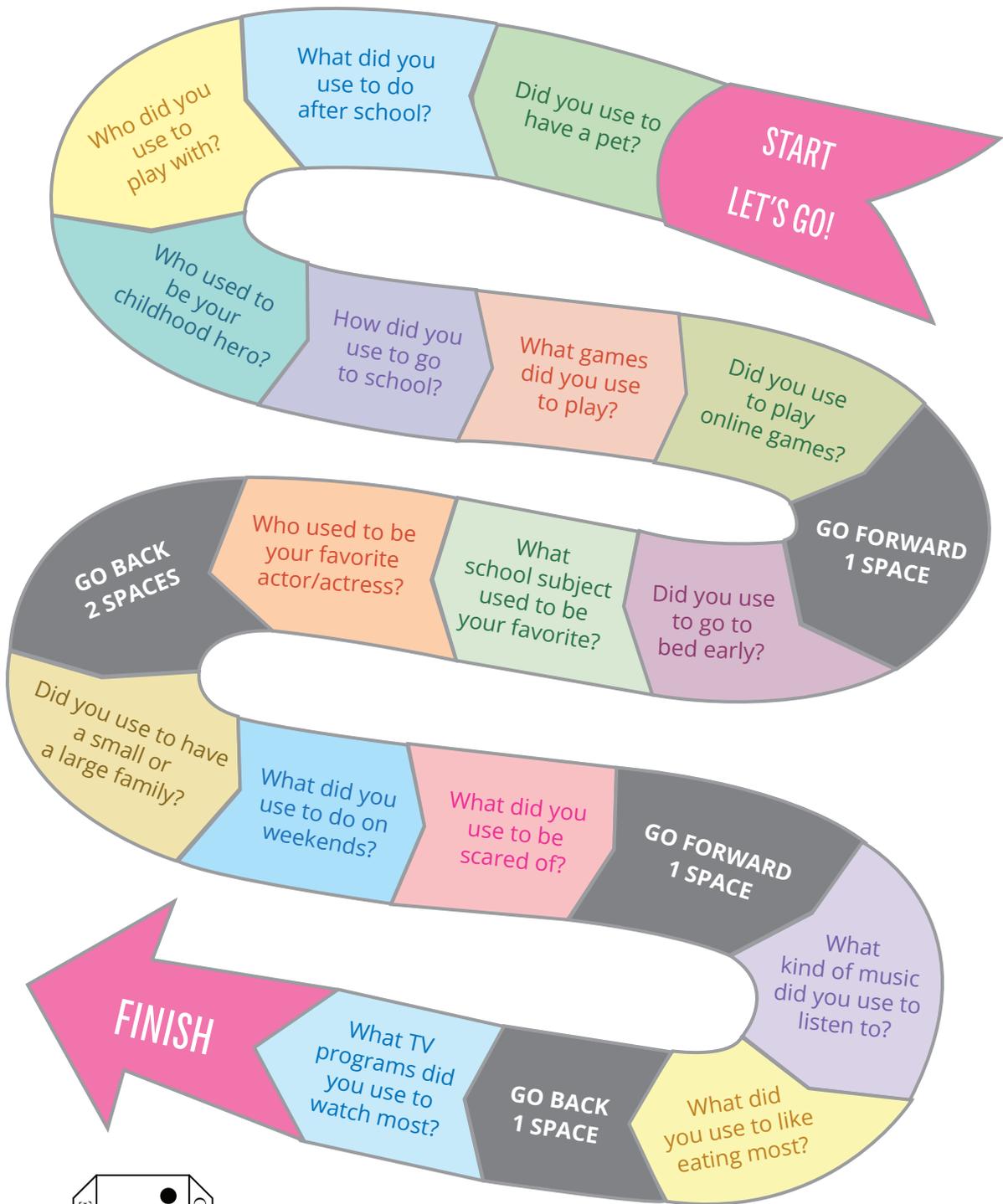
- 4 Give students ten minutes to discuss, search and make their notes on the presentation sheets for use in their presentations. Once they are done with the preparation, have them (either as individual representatives of the groups or as a whole group) give their presentations.

THEME 4 APPENDIX



1 Childhood Memories

10th GRADE





Susan

Oh, I miss those days very much. I mean, my childhood was great. I can understand it better now. We used to live in the countryside. We used to get up very early, at dawn, and go to the farm for that day's work in a carriage. On the way, I could smell the dew in the early morning and the earth as well. We used to stop to have tea after some work. I still remember the aroma. You know, you feel it better when you are tired. My mom used to stay in the house and cook amazing dishes for us. I used to take her foods like an award for the work. Everything used to taste nice. After all, she used to use organic vegetables, meat, flour, eggs, butter and sugar. We did not use to eat anything that was not natural. Lucky me!

Leo

Then, I mean when I was a teenager, I used to complain about my life, but I miss those times more than anything now. Things used to be more difficult. Take movies, for example ... We didn't use to have movie apps or online movie platforms. We could watch movies only on TV or at the theater. People can watch movies on their mobile phones today. Anywhere, at any time. That's very comfortable. We didn't use to enjoy such a comfort, but things used to give me more joy. I mean, if you get something at ease, without any effort or challenge, it doesn't make you happy. There should be effort in your life. We used to go to the library and spend hours there to learn a piece of information. You may think it was a waste of time. You may be right, but we didn't use to forget that piece of information because we did not use to bother ourselves by spending hours in the library once more. There was effort, there was satisfaction. We used to walk from one store to another to get a T-shirt, but the feeling we had when we got it after trying it on is much stronger than receiving a parcel with a designer T-shirt in after ordering it online. Life used to be much better without online shopping, mobile phone apps, online libraries and online dictionaries.

Matilda

Those were the days, those were the days... We used to spend more time together with beloved ones. People can communicate more often today, but this is via mobile phones or social media. To me, nothing can replace face-to-face communication and chats. That's why we used to have more fun together. It used to be a nice way of relaxation, so we used to visit each other more often. Relationships used to be more natural. I mean, we did not use to make a lot of extra effort to entertain our guests. We used to share what we had, even the household chores, because we used to believe in sincerity in friendship.

THEME 4 APPENDIX



3 Out of Curiosity (1)

10th GRADE

Write only words or phrases for the expressions below in a random order in the speech bubbles.

A place you used to go all the time

A kind of food you used to eat, but now you don't

Something you used to play when you were younger

An instrument you used to play

Type of clothes you used to wear often

Something you used to enjoy doing on weekends

Device(s) you didn't use to have, but now you have

THEME 4 APPENDIX



3 Out of Curiosity (2)

10th GRADE





THEME 4 APPENDIX



4 Turning Point (1)

10th GRADE

Complete the sentences with what people used to do and didn't use to do before the invention of each item.



1. Before the invention of the television,

people used to _____

people didn't use to _____



2. Before the invention of the cell phones,

people used to _____

people didn't use to _____



3. Before the invention of the remote control,

people used to _____

people didn't use to _____



4. Before the invention of the refrigerator,

people used to _____

people didn't use to _____



5. Before the invention of the Internet,

people used to _____

people didn't use to _____

THEME 4 APPENDIX



4 Turning Point (2)

10th GRADE



6. Before the invention of the aeroplane,

people used to _____

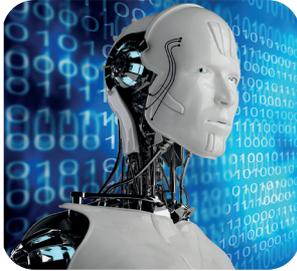
people didn't use to _____



7. Before the invention of the digital camera,

people used to _____

people didn't use to _____



8. Before the invention of the artificial intelligence,

people used to _____

people didn't use to _____



9. Before the invention of the air-conditioners,

people used to _____

people didn't use to _____



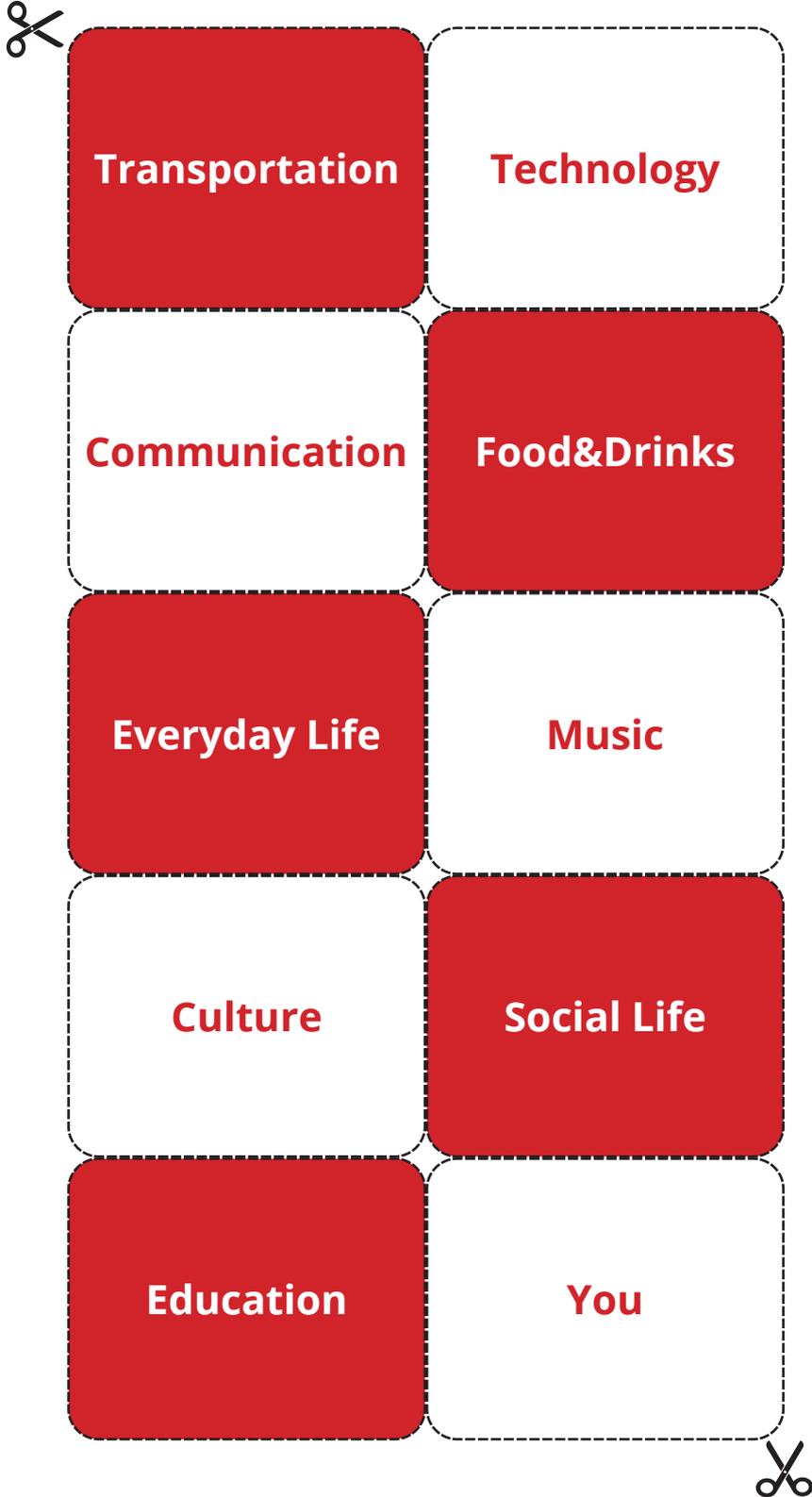
10. Before the invention of the QR code reader,

people used to _____

people didn't use to _____



Topic Cards



THEME 4 APPENDIX



6 Early 2000s

10th GRADE



Transportation



Traditions



Communication



Food&Drinks



Everyday Life



Music



Festivals



Technology



Education



Sports





TECHNOLOGY

THEME 4 APPENDIX



7 Here Comes the Pace (2)

10th GRADE

EDUCATION

THEME 4 APPENDIX



7 Here Comes the Pace (3)

10th GRADE

SOCIAL LIFE



SHOPPING



COMMUNICATION

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