



11th GRADE

ENGLISH GAMES & ACTIVITIES

THEME 3
HARD TIMES



Theme	Functions	Activities	Skills	Page
Theme 3 Hard Times	F1 Describing events happening at the same time in the past	1 Guess the Gesture (F2)	Speaking/Writing	52
		2 Find Out! (F2)	Listening/Speaking	52
	F2 Explaining people's habits in the past	3 Retiree (F2)	Listening/Speaking/Writing	53
		4 What's Your Story? (F1)	Listening/Speaking/Reading/Writing	54
		5 Give Me a Good Reason! (F1)	Listening/Speaking	54
		6 Back to Childhood... (F2)	Listening/Speaking/Reading/Writing	55
		7 Ten-Year Challenge (F2)	Listening/Speaking	55
		8 What Were You Doing? (F1)	Listening/Speaking	56
Answer Keys & Audio Scripts				57
Appendix				58-62

ICONS USED IN THE BOOK



Duration



Link



Cut



Individual Activity



Pair Work



Group Work



Whole Class Activity



QR Code for Listening



THEME 3 HARD TIMES

11th GRADE

FUNCTIONS

F1 Describing events happening at the same time in the past

F2 Explaining people's habits in the past

1 Guess the Gesture



This activity aims to practice people's habits in the past by using *used to* form in sentences. It also improves students' speaking skills.

Materials and Preparation

Copy and cut out the cards on page 58.

Procedure

- 1 Write a random sentence about the invention of an item on the board starting with e.g. "Before the invention of the car, people used to... or people didn't use to..." and encourage your students to make some meaningful sentences by completing the example.
- 2 Divide your students into two teams as A and B.
- 3 Ask Team A to send a player as a volunteer to start the game.
- 4 Tell the player that s/he is going to pick a card and mime the action to his/her team in a minute.
- 5 If the students in Team A guess the action correctly, tell the player to write it on the board.
- 6 Encourage students in Team A to guess the invention and make a meaningful sentence as it is written on the board. If the team manages to do this, they score 2 points.
- 7 If they cannot guess the invention and make a complete sentence, the player continues miming and both teams try to guess the sentence and score 1 point.
- 8 Then a student from Team B takes it in turns and the game goes on. The team with the highest score wins.

2 Find Out!



This activity enables students to explain people's habits in the past. It also helps them to practice speaking and listening skills by doing a class survey.

Materials and Preparation

Copy the worksheet on page 59 for each student.

Procedure

- 1 Give each student a copy of the worksheet.
- 2 Demonstrate the activity. Take a worksheet and ask a student the first question: "Did you use to have a pet when you were a child?" If the student answers, "No, I didn't.", say "Thank you." and ask another student. If the student answers, "Yes, I did.", put a tick next to the question. After you have asked the class the same question, count up the number of ticks and tell the result to the class, e.g. "Two people used to have a pet when they were children." Once the students understand how they are going to use the worksheet, start the game.
- 3 Get students to do a similar survey. If it's a crowded class, you may have students choose five questions to ask.
- 4 Tell them to stand up and mingle to ask the questions on their worksheets.
- 5 Set a time limit, e.g. 20 minutes.
- 6 When the activity is over, get feedback from students about the result of the survey.



THEME 3 HARD TIMES

11th GRADE

FUNCTIONS

F1 Describing events happening at the same time in the past

F2 Explaining people's habits in the past

3 Retiree



This activity aims at explaining people's habits in the past. It also encourages students to improve their listening, speaking and writing skills.

Materials and Preparation

Explain the rules of the game.

Procedure

- 1 Tell students that they must pretend to be 70 years old and retired. Even though they are content in retirement, there are some things they miss.
- 2 Have students pair up and choose the job they used to have.
- 3 Students will be required to write four sentences, leaving hints for the other pairs to figure out what they were doing.
- 4 Tell students that they can write both positive and negative sentences.
- 5 The first sentence has the most difficult hint to guess; and the last sentence offers the simplest.
- 6 The first sentence will score 4 points, while the last sentence will receive 1 point.
- 7 Each party will pick a speaker to deliver the clues. At this point, it is critical to ask students to speak out clearly.
- 8 The first sentence will be read by the speaker, and if any of the other pairs believe they know the answer, they will raise their hands. Only one guess is allowed for each hint.
- 9 If they answer correctly, they will receive four points; if not, the second hint will be given for three points.

E.g.

- 4 points- *I used to work with a lot of people.*
- 3 points- *I could be needed at work at any time of the day.*
- 2 points- *I had to be very careful while working.*
- 1 point- *I used to work with unhealthy people.*
- *The answer is DOCTOR.*



THEME 3 HARD TIMES

11th GRADE

FUNCTIONS

F1 Describing events happening at the same time in the past

F2 Explaining people's habits in the past

4 What's Your Story?



This activity enables students to describe events happening at the same time in the past. It also helps them to practice four main language skills.

Materials and Preparation

Copy and cut out the worksheet on page 60 for each group of three or four students.

Procedure

- 1 Give each group a set of word cards.
- 2 Ask them to make up a funny or interesting story using all the words they have been given. Remind them that they have to use past continuous tense in their story. The groups then write their stories.
- 3 When all the groups have finished writing, they read out their stories to the class.
- 4 Get the class to vote for the funniest or strangest story.

5 Give Me a Good Reason!



This activity aims to practice the *past continuous*. It also encourages students to improve their creative thinking by getting their imagination activated. It's an entertaining activity to develop speaking and listening skills by communicating with each other.

Materials and Preparation

Copy and cut out the worksheet on page 61 for each pair of students.

Procedure

- 1 Tell your students they are going to work in pairs.
- 2 Tell them you are going to give them a list of strange actions and they are going to ask their partners to come up with innocent reasons why they were doing those things, e.g., "When I saw you, you were wearing a purple tracksuit at a wedding. Why were you doing that?" "Because I was taking some funny wedding and family photos. It was a good idea to wear sporty casual clothes."
- 3 Students are told that they were seen while they were doing something strange, and their task is to give a logical explanation. As their partner saw them doing it, they can't claim that they didn't. If their reasons are acceptable, they get a point. The student with the highest score wins.
- 4 Students can use the patterns like "It seems like a pretty good reason to me." or "That doesn't seem like a good enough reason to me."
- 5 Tell students it is important that they say "When I saw you..." part each time to make the use of the *past continuous* realistic. They can also use "The last time I saw you..."
- 6 This game can be group work as well as pair work. Each student is given a worksheet with strange actions, then s/he picks another student, and s/he has to give a logical explanation for their strange behavior.



THEME 3 HARD TIMES

11th GRADE

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F1 Describing events happening at the same time in the past

F2 Explaining people's habits in the past

6 Back to Childhood...



This activity encourages students to practice the grammar structure *used to/didn't use to* through especially speaking and writing. With the help of this activity, students go back to their childhood and feel eager to talk about it.

Materials and Preparation

Copy and cut out the worksheet on page 62 for each group of students.

Procedure

- 1 Divide the students into two groups as A and B and give each student a corresponding worksheet.
- 2 Tell them they are going to play an entertaining true or false guessing game about their childhood.
- 3 The students' task is to answer each prompt on their worksheet with true or false information as indicated.
- 4 Tell your students to work alone and write their answers in a sentence form using *used to*.
- 5 When the students have finished writing, they pair up with someone from the other group.
- 6 Student A goes first and tells Student B their first answer, e.g., "I used to love playing scrabble when I was 10." Student B then asks some follow-up questions to find out if the answer is real or fabricated.
- 7 Student B then guesses if Student A is telling the truth or not and the correct answer is revealed.
- 8 If Student B guesses correctly, s/he wins a point. The students then swap roles. This continues back and forth until all the answers have been revealed. The student with the most points at the end of the game wins.

7 Ten-Year Challenge



This activity enables students to compare their present selves to their past selves and express the differences between their past and present habits by looking at each other's old photos. It also encourages students to improve their listening and speaking skills.

Materials and Preparation

Have students bring five old photos of them to take up the ten-year challenge.

Procedure

- 1 Ask students to work in pairs.
- 2 Have them exchange the photos and look at them carefully.
- 3 Encourage them to talk about the photos in detail and tell about their old times to their partners.
- 4 Make sure they avoid negative judgments.

E.g.

Jake: Hey! You used to have short hair! Oh, yes and what is more, I used to hate getting my hair cut. My mom used to do it at home.

Sue: Look! There used to be a huge tree next to the clock tower in the city center.

Tom: Really? I used to live in the country. I don't know what the city looked like ten years ago.



THEME 3 HARD TIMES

11th GRADE

FUNCTIONS

F1 Describing events happening at the same time in the past

F2 Explaining people's habits in the past

8 What Were You Doing?



This activity encourages students to use the word “while” and the past continuous to make sentences about what they and their classmates were doing at certain times in the past.

Materials and Preparation

Explain the rules of the game.

Procedure

- 1 The students sit in a circle.
- 2 Pick a time in the past and tell the students to think about what they were doing at that time, e.g., at 7 o'clock last night.
- 3 One student begins by telling the classmates what s/he was doing at that time, e.g., “I was having dinner at 7 o'clock last night.”
- 4 The following student then repeats the previous student's sentence using 'while' and adds what he or she was doing, e.g., “While Alice was having dinner, I was playing a game on my PC.”
- 5 Each student, in turn, repeats the former students' sentences with 'while' and adds their own sentence, e.g., “While Alice was having dinner and Jane was playing a game on her PC, I was waiting for a taxi.”
- 6 If a student cannot remember the previous student's sentence, they are out of the round.
- 7 The round finishes when the turn circles back to the first student.
- 8 Students win 1 point if they can stay in the game.
- 9 Play several rounds by using different hours in the past. The student with the highest point at the end of the game wins.



Answer Key

1 Guess the Gesture

- 1 Before the invention of the vacuum cleaner, people used to clean the houses with brooms.
- 2 Before the invention of the fridge, people didn't use to store fresh meat.
- 3 Before the invention of the fire, people didn't use to cook food.
- 4 Before the invention of the light bulb, people used to have oil lamps and candles.
- 5 Before the invention of the mobile phone, people used to have address books.
- 6 Before the invention of the washing machine, people used to wash the clothes by hand.
- 7 Before the invention of the calculator, people used to calculate by fingers or abacus.
- 8 Before the invention of the money, people used to exchange goods.
- 9 Before the invention of the TV, people used to read more books.
- 10 Before the invention of the airplane, people didn't use to travel far places in a short period of time.

THEME 3 APPENDIX



1 Guess the Gesture

11th GRADE



Read more books.

Wash the clothes by hand.

Have oil lamps and candles.

Store fresh meat.

Travel to far places in a short period of time.

Have address books.

Exchange goods.

Calculate by fingers or abacus.

Cook food.

Clean the houses with brooms.

THEME 3 APPENDIX



2 Find Out!

11th GRADE

Find someone who ...	How many people?
used to have a pet when s/he was a child.	
didn't use to watch cartoons when s/he was 5.	
used to read and write before school age.	
didn't use to like spaghetti and meatballs.	
used to have blond hair when s/he was a baby.	
used to get good grades at primary school.	
used to hate riding a bike.	
used to dream of being an astronaut.	
didn't use to play computer games.	
used to play an instrument when s/he was a child.	
used to go to the primary school in his/her neighborhood.	
used to get excited before s/he went to the park.	
used to dream of having superpowers.	
didn't use to love going to shopping malls when s/he was a child.	
used to bring her/his own lunch when s/he was at middle school.	

THEME 3 APPENDIX



4 What's Your Story?

11th GRADE



anti-virus

catch

safety belt

ticket

jeweler

van

information

bus station

donkey

hoodie

climb

employer

traveler

earmuffs

open

passport

boxing ring

digital

captain

bite

scarf

email

bird

garage

doctor

look

tie

letter

hamster

taxi stand

astronaut

run

zip

postcard

spider

stadium

chef

play

costume

invitation card

dog

airport

judge

give

gloves

password

monkey

campus

receptionist

walk

button

serial number

reptile

farmer

clean

belt

spam mail

parrot

hotel

driver

laugh

shoes

Wi-Fi

goldfish

equipment



Student A

Choose one of the strange situations below and ask your partner why they were doing it. Can they think of a good reason for their actions?

The last time I saw you, ...

you were doing some stretching exercises in a seminar.

you were singing opera in your geography class.

you were putting some salt into your friend's latte.

you were wearing a jumper on the beach in July.

you were reading a magazine out loud on the bus.

you were chasing a squirrel in the park.

you were dancing in the main square and all the passers-by were staring at you.

you were peeling a potato with a pair of scissors.

you were giggling during an exam.

you were putting your trainers in the microwave.



Student B

Choose one of the strange situations below and ask your partner why they were doing it. Can they think of a good reason for their actions?

When I saw you, ...

you were watering your garden in the rain with your favorite flip-flop sandals.

you were wearing swimming shorts and a shirt during your sister's graduation ceremony.

you were eating fish with a piece of chocolate and drinking a milkshake.

you were reading a poetry book aloud on the school bus.

you were jumping up and down on the street with your dog.

you were sighing deeply during a seminar.

you were carrying a desktop computer out of the computer lab.

you were sunbathing on the beach listening to someone's cell phone conversation.

you were taking the wheels off your granddad's wheelchair.

you were sitting on a bench in the park crying and listening to *Beethoven's 9th Symphony*.



Student A

A. Answer each prompt with true or false information as indicated. Write your answers in sentence form using *used to/didn't use to*.

1 A game you used to love playing when you were a child. (False)

2 A place you used to go to on holiday when you were at primary school. (True)

3 A band or singer you used to really like when you were a child. (False)

4 A food you didn't use to like when you were a child. (True)

5 A school subject you didn't use to like when you were in primary school. (True)

6 A superhero you used to love when you were a child. (False)

7 A cartoon you used to watch every day when you were 5. (True)

B. Now, take it in turns to tell your partner your answers. When your partner gives an answer, ask follow-up questions to help you decide if s/he is telling the truth or not. Then make your guess.



Student B

A. Answer each prompt with true or false information as indicated. Write your answers in sentence form using *used to/didn't use to*.

1 A sport you used to be really good at when you were 10. (True)

2 A pet you used to have when you were a child. (False)

3 A place you used to love going when you were a child. (False)

4 Someone you didn't use to get along well when you were at primary school. (True)

5 An actor or actress you used to really like when you were a child. (True)

6 A school subject you used to be really bad at when you were at primary school. (False)

7 A vegetable you used to really like when you were a child. (True)

B. Now, take it in turns to tell your partner your answers. When your partner gives an answer, ask follow-up questions to help you decide if s/he is telling the truth or not. Then make your guess.



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