

12<sup>th</sup> GRADE

# ENGLISH GAMES & ACTIVITIES

THEME 7  
NEWS STORIES



# 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



## FUNCTIONS

F1 Narrating a past event/experience

F2 Talking about sequential actions

## 1 Sequence of Events



This activity enables students to talk about sequential actions. It also encourages them to improve their listening, speaking, reading and writing skills.

**Materials and Preparation**

Copy and cut up the cards on page 159 neatly.

**Procedure**

- 1 Divide the students into groups of 4 or 5.
- 2 Give each group a card. While handing out the cards, take into consideration that there are 3 different situation cards. Hand them out properly.
- 3 Tell students to read the situations on the cards and then ask them to write a paragraph in which they order the events using the words *when, as, while, by the time, after, before, first, next, finally*. Also, tell them that they are free to add extra parts to their situations.
- 4 Let each group talk about their actions.
- 5 The group/groups that speak with the fewest mistakes wins/win the game.

## 2 How We Became Famous



This activity enables students to narrate a past event or experience. It also helps students build confidence in speaking and writing while increasing their creativity. It is a good activity to keep your students motivated.

**Materials and Preparation**

Use the vocabulary cards on page 160. There are numbered words from 1 to 60.

**Procedure**

- 1 Have students make groups of five.
- 2 Ask each group to choose 10 numbers between 1 and 60. Tell the words they have chosen and make sure they jot them down.
- 3 Have each group think a way to become famous somehow related to the words they have. Give them some time to think up their stories. Tell them they should take notes to make up a story of being famous using the words they have chosen.
- 4 Make sure they use all the keywords they have chosen and tell their story in the past tense.
- 5 Have each group read their stories to the others. Encourage them to choose the most interesting/funny story of becoming famous.



# THEME 7 NEWS STORIES

## FUNCTIONS

F1 Narrating a past event/experience

F2 Talking about sequential actions

### 3 Believe It or Not!



This activity enables students to narrate a past event or experience. It is designed to help students to practice and understand narrative tenses. It is a good activity to keep your students motivated. It also helps your students build confidence in speaking and increase their creativity.

### Materials and Preparation

Prepare a short story about yourself. The story can be true or made-up. Cut up the story cards on pages 161-162 neatly. Make copies of the cards and give one to each student.

### Procedure

- 1 Ask your students to listen carefully to the story you are about to tell them. You can either tell a true story that seems unbelievable or make one up that seems believable.
- 2 When you've finished, ask your students, "Was that story true or was it made-up?" They discuss it in pairs. Tell them they can ask you questions about the story before they decide. As they guess, ask for their reasoning. Once they've all guessed, reveal if it was true or not.
- 3 Tell your students that they are going to play the same game with each other. Give each student a card with 3 different story titles. (They will choose the one they like.) They have to generate a story, whether it's true or made-up, using the cards given.
- 4 Give students some time to think up their stories. Tell them that they should take notes and write down the key details of their story. Some students can try to skip this part. Remind them that this should be an interesting story that isn't too short.
- 5 When students are ready, they stand up and find a partner. They exchange stories and guess if their partner's story is true or made-up. They can ask two or three follow-up questions before they guess.
- 6 After every student has spoken to at least four people, they return to their seats. Give students points every time they guess correctly.
- 7 Write the questions below on the board for students to discuss.

- Whose story was the funniest/most interesting?
- Who fooled you with their made-up story?
- Who told a true story that you thought was made-up?
- Who do you think is the best fiction writer in the class?
- Whose true story was beyond imagination?
- Who is very good at storytelling?





# THEME 7 NEWS STORIES

## FUNCTIONS

- F1 Narrating a past event/experience  
F2 Talking about sequential actions

### 4 What's Next?



This activity enables students to narrate a past event. It also helps them practice four main language skills.

#### Materials and Preparation

Make a copy of the worksheet on page 163 for each student.

#### Procedure

- 1 Put students into pairs and give each student a worksheet.
- 2 Have students choose one of the opening sentences and write a story. Make sure they don't choose the same sentence as their partners. Set a time limit, e.g. 10 minutes.
- 3 After students have finished writing, get them to think of 5 questions about their stories. Explain the task. Student A reads his/her story to Student B. However, during the reading process, Student A pauses and asks a question about the next sentence. Student B tries to guess the answer and elicit how the story goes on. For example:

**Student A:** *I had a strange dream last night. While I was on my way home, I saw a big green house. It was strange because I had never seen it before. My instinct told me to go and open the door. Cautiously, I turned the handle and "What did I see?"*

**Student B:** *A time machine?*

**Student A:** *That is correct. I saw a time machine and approached it slowly. Soon, I noticed a big red button. I couldn't resist the impulse to press it. Suddenly, "Where did I travel in time?"*

**Student B:** ...

- 4 For each correct guess, Student B scores 10 points. When Student A finishes reading his/her story, they change the roles and do the same with Student B's story.
- 5 When the activity is over, get some students to tell the class their partner's story.

### 5 Unjumble the Story



This activity enables students to talk about sequential actions. It also helps them practice listening, speaking and reading skills.

#### Materials and Preparation

Copy and cut out the worksheet on page 164 for each pair of students and put the slips of paper in an envelope. If you do not have enough time for preparation, you may wish to give out the worksheet without cutting since the sentences are jumbled.

#### Procedure

- 1 Put students into pairs and give them the envelope which has been prepared in advance.
- 2 Get students to rearrange the jumbled story into the right order. Then, have them complete the missing parts with the given words in the box.
- 3 The first pair to finish the task successfully is the winner.
- 4 Check the answers privately so that the other pairs can continue to work on the story.
- 5 When all the pairs have finished, give feedback to the class.
- 6 Then, ask the pairs to retell the story to each other as far as they can remember.



# THEME 7 NEWS STORIES

## FUNCTIONS

F1 Narrating a past event/experience

F2 Talking about sequential actions

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### 6 The Mystery of Jane



This activity enables students to hear a dialog and talk about sequential actions. With this activity, students will be able to improve their listening, reading and writing skills.

#### Materials and Preparation

Make copies of the worksheet on page 165 for each group of four or five students and make sure you have access to the Internet. Just scan the QR code.

#### Procedure

- 1 Arrange students into teams of four or five players.
- 2 Have each group choose a captain to act as a spokesperson.
- 3 Tell the students that they are going to hear a dialog twice to put the events in the correct order.
- 4 Deliver the handouts to the students when the listening activity is completed. Remind them that they are going to write a number (1-5) to put the events of the story in order.
- 5 Explain to students that they are going to write a paragraph with the sentences that they have put in order. Remind them that while writing their short paragraph they have to use at least two words, such as *after*, *next*, *then*, *suddenly*, *finally*, *first*. Remind them that they have to use them correctly to get the total score.
- 6 When the groups have completed the task, ask them to swap their papers and check their answers. Have the groups score the papers with five points for the correct sequence and five points for the paragraph they have written.
- 7 The group or the groups with the highest score win/wins the game.
- 8 As the last step, have the spokesperson of each group read their paragraph.

### 7 Five Years Ago...



This activity aims at narrating a past event. It also encourages students to improve their listening, speaking and reading skills.

#### Materials and Preparation

Cut the story along the dotted lines into 15 sentence strips on page 166. Divide the class into groups of three. Distribute the five sentence strips to each group randomly. Write the first sentence of the story on the board:

**“This happened about five years ago.”**

#### Procedure

- 1 Tell each group to put the story into the correct order.
- 2 Each group will try to guess the next sentence from the strips they have.
- 3 As long as the groups guess correctly, write the sentences in the correct order on the board.
- 4 The group that guesses the most sentences in the story correctly wins the game.
- 5 Let the winning group narrate the story to the classroom.





# THEME 7 NEWS STORIES

## FUNCTIONS

F1 Narrating a past event/experience

F2 Talking about sequential actions

12<sup>th</sup> GRADE

## 8 Song Stories



This activity aims at talking about sequential actions. It also encourages students to improve the four main language skills.

### Materials and Preparation

Choose four different songs of different genres, e.g., rock, pop, country music. Divide the class into groups of four and give each group a blank piece of paper.

### Procedure

- 1 Ask students to draw a cross on the piece of paper dividing it into four equal parts. Tell them to number the parts from 1 to 4.
- 2 Explain that each student in the group will use one part of the paper.
- 3 Play the first song and ask the first students to draw something on it, either related to how the song makes them feel or something related to the lyrics.
- 4 Play the next song and follow the same procedure with the others.
- 5 After they finish drawing, explain that they now need to make up a story following the sequence of the drawings of their group members. Give them time to prepare their story. Then ask each group to present it to the class, with each student telling his/her part of the story.

**Answer Key****1 Sequence of Events****Card A**

The first police car got to the factory five minutes later **after** Mr. Smith had called the police department. He said that he had just seen two cars crash into a security van **while** he was driving to work. He suspected that it was a robbery. **By the time** the police arrived, the robbers had knocked out one of the security guards and shot the other. They were both lying on the ground near the van **when** the police called an ambulance. Unfortunately, the robbers had already gone away and taken all wages for the factory. **Finally**, the police started questioning the people who had seen the robbery.

**Card B**

Mr. Gilbert called the fire department **when** he saw the fire in Kingston Garage on High Street. **As** the showroom was burning, the fire engine got to the garage just in time. **Before** the fire had reached the petrol pumps and spread to the neighboring houses, the firefighters were able to put it out quickly. They said that someone had thrown an unsnuffed candle into the waste bin and **then** the fire started in the office. Fortunately, there was no evidence of arson. **Finally**, the owner of the garage expressed his gratitude to the firefighters for their hard work and thanked them.

**Card C**

Mrs. Harrison called the ambulance immediately **after** she saw a boy in the canal. **When** the ambulance arrived, the boy was lying on the quay and there were people shouting around. Fortunately, **while** a policeman was passing by the canal, he saw the boy in the water, dived in and rescued him. **Before** the boy was all right, the policeman had given him artificial respiration. The ambulance took the boy and the policeman to the hospital. **Then**, a man said that he had seen two boys running fast towards the King's Road.

**5 Unjumble the Story**

- 1 **Last week**, I met with some of my old school friends at a cafe for a coffee and a good chat.
- 2 As we hadn't met **for ages**, we started to talk about the good old days.
- 3 We were laughing and enjoying ourselves when we **suddenly** heard a loud sound, probably caused by something crashing heavily.
- 4 **Just a few seconds later**, some people were screaming and running towards smoke coming out of a vehicle.
- 5 **After** a moment of shock, my friends and I were in the running group as well.
- 6 We arrived near the crowd and realized that two young boys were stuck in a car that had crashed into the wall of a cafe.
- 7 There was a big group of people trying to help them, and somebody was asking if there was a doctor there.
- 8 **Just then**, an ambulance and a police car arrived.
- 9 The paramedics rushed to the scene to help the boys.
- 10 **Luckily**, the victims were conscious, and the paramedics were able to keep them awake.
- 11 **Meanwhile**, the police were trying to calm the crowd.
- 12 **Eventually**, the boys were taken to the hospital safely, and the crowd went back to what they were doing.
- 13 **Now**, I realize how lucky we really were because the scene was just a few meters away from us.

**6 The Mystery of Jane**

3-5-4-2-1



### Answer Key

#### 7 Five Years Ago...

“This happened about five years ago. I was coming back home from Turkey, where I'd been on holiday with some friends. They had rented a bungalow in the mountains near Ankara. Anyway, we were on the plane, which had just taken off. I was reading a book when the pilot announced that there was a problem with one of the engines. Of course, everyone panicked when there was a loud bang from the right side of the plane. I could see a lot of smoke coming from one of the engines. I felt pretty nervous, I can tell you, but I tried to concentrate on my book. Fortunately, the plane carried on flying normally, and we returned to the airport. Ten minutes later, we landed without any problems. We had to wait for about an hour, and then we got back on the plane. Actually, it was a different plane, and I was pretty relieved that it was.”

# THEME 7 APPENDIX



## 1 Sequence of Events

12<sup>th</sup> GRADE

Read the situation on the card and write a paragraph ordering the events using the words *when, as, while, by the time, after, before, first, next and finally* where necessary. You are free to add extra parts.

### Card A

**Operator:** Emergency. Which service, please?

**Mr. Smith:** The police.

**Police Department:** Police talking.

**Mr. Smith:** I've just seen two cars crash into a security van on my way to work. There's something wrong here. I think it's a robbery.

**Police Department:** Where is it?

**Mr. Smith:** Outside the factory gates of Husley Engineering on Kirby Road.

The first police car got to the factory five minutes later, but it was too late. The robbers had already gone away. They had knocked out one of the security guards and shot the other. They were both lying on the ground near the van. The thieves had taken all wages for the factory. The police called an ambulance and questioned the witnesses.



Read the situation on the card and write a paragraph ordering the events using the words *when, as, while, by the time, after, before, first, next, then and finally* where necessary. You are free to add extra parts.

### Card B

**Operator:** Emergency. Which service, please?

**Mr. Gilbert:** Fire.

**Fire Department:** Fire service.

**Mr. Gilbert:** Please, come quickly! Kingston's Garage is on fire. It's the one on High Street.

**Fire Department:** We'll be there in a short time.

The fire engine got to the garage just in time. The showroom was burning. Fortunately, the fire hadn't reached the petrol pumps and hadn't spread to the neighboring houses. The firefighters were able to put it out quickly. They said that the fire had started in the office because someone had thrown an unsnuffed candle into the waste bin. There was no evidence of arson. The owner of the garage expressed his gratitude to the firefighters for their hard work and thanked them.



Read the situation on the card and write a paragraph ordering the events using the words *when, as, while, by the time, after, before, first, next, then and finally* where necessary. You are free to add extra parts.

### Card C

**Operator:** Emergency. Which service, please?

**Mrs. Harrison:** Ambulance.

**Ambulance Service:** Ambulance service is here.

**Mrs. Harrison:** Hurry! There's a boy in the canal. I don't think he can swim!

**Ambulance Service:** Where are you, madam?

**Mrs. Harrison:** Oh, sorry! Near the bridge. The one on Mersey Street.

**Ambulance Service:** We're on our way!

The boy was lying on the quay. There were people shouting around. A policeman passing by the canal had seen the boy in the water. He had dived in and rescued him. The policeman had given him artificial respiration. The boy was all right. A man said he had seen two boys running fast towards the King's Road. The ambulance took the boy and the policeman to hospital.



# THEME 7 APPENDIX

## 2 How We Became Famous

12<sup>th</sup> GRADE

1 Microphone	2 Walk	3 Teacher	4 Dad	5 Painting
6 Behind	7 Invent	8 Applause	9 Cinema	10 Accident
11 Photograph	12 Movie	13 Kitchen	14 Win	15 Save
16 Play	17 School	18 Award	19 Masterpiece	20 Money
21 Novel	22 Scientist	23 Tango	24 Artist	25 Genius
26 Concert	27 Street	28 Swim	29 Singer	30 Dangerous
31 Piano	32 Hilarious	33 Match	34 Two years ago	35 Fans
36 Camera	37 Doctor	38 Poet	39 Last year	40 King
41 9 p.m.	42 Rich	43 Remember	44 Newspaper	45 Hospital
46 Plane	47 Stage	48 Follow	49 Shakespeare	50 Magazine
51 Friend	52 Car	53 Audience	54 Palace	55 New York
56 Song	57 Drive	58 Entertain	59 Break	60 Clumsiness



**You are going to tell a story that can be true or made-up. Choose one of the story titles below:**

- An Unforgettable Birthday
- First Part-time Job
- An Incredible Fishing Trip

**Think about your story**

- When did it happen?
- Where were you?
- Who was there?
- What happened?

Your story needs a beginning, a middle and an end. Write some notes to know what you are going to say. Try to use adjectives to make your story interesting.

**You are going to tell a story that can be true or made-up. Choose one of the story titles below:**

- The Worst Train Journey Ever
- My Fearful Experience at the Beach
- An Incredible Day with My Dog

**Think about your story**

- When did it happen?
- Where were you?
- Who was there?
- What happened?

Your story needs a beginning, a middle and an end. Write some notes to know what you are going to say. Try to use adjectives to make your story interesting.

**You are going to tell a story that can be true or made-up. Choose one of the story titles below:**

- The Best Caravan Holiday Ever
- An Amazing Volunteering Experience
- The Noisiest Neighbors Ever

**Think about your story**

- When did it happen?
- Where were you?
- Who was there?
- What happened?

Your story needs a beginning, a middle and an end. Write some notes to know what you are going to say. Try to use adjectives to make your story interesting.





**You are going to tell a story that can be true or made-up. Choose one of the story titles below:**

- The Worst Exam Ever
- An Interesting Webinar
- An Unforgettable Summer Camp

**Think about your story**

- When did it happen?
- Where were you?
- Who was there?
- What happened?

Your story needs a beginning, a middle and an end. Write some notes to know what you are going to say. Try to use adjectives to make your story interesting.

**You are going to tell a story that can be true or made-up. Choose one of the story titles below:**

- An Exciting Poetry Competition
- My Worst Experience at a Fast Food Restaurant
- A Funny Story About My Parrot

**Think about your story**

- When did it happen?
- Where were you?
- Who was there?
- What happened?

Your story needs a beginning, a middle and an end. Write some notes to know what you are going to say. Try to use adjectives to make your story interesting.

**You are going to tell a story that can be true or made-up. Choose one of the story titles below:**

- My First Flight Experience
- The Most Boring Concert
- The Day I Met My Favorite Author

**Think about your story**

- When did it happen?
- Where were you?
- Who was there?
- What happened?

Your story needs a beginning, a middle and an end. Write some notes to know what you are going to say. Try to use adjectives to make your story interesting.



## 12<sup>th</sup> GRADE

[illegible][illegible][illegible]

# THEME 7 APPENDIX



## 5 Unjumble the Story

12<sup>th</sup> GRADE



\_\_\_\_, some people were screaming and running towards smoke coming out of a vehicle.

We arrived near the crowd and realized that two young boys were stuck in a car that had crashed into the wall of a cafe.

\_\_\_\_, the victims were conscious, and the paramedics were able to keep them awake.

As we hadn't met \_\_\_\_\_, we started to talk about the good old days.

\_\_\_\_, the boys were taken to the hospital safely, and the crowd went back to what they were doing.

\_\_\_\_ a moment of shock, my friends and I were in the running group as well.

\_\_\_\_, an ambulance and a police car arrived.

\_\_\_\_, I realize how lucky we really were because the scene was just a few meters away from us.

\_\_\_\_, I met with some of my old school friends at a cafe for a coffee and a good chat.

\_\_\_\_, the police were trying to calm the crowd.

The paramedics rushed to the scene to help the boys.

There was a big group of people trying to help them, and somebody was asking if there was a doctor there.

We were laughing and enjoying ourselves when we \_\_\_\_\_ heard a loud sound, probably caused by something crashing heavily.

**Complete the missing parts of the story with the words in the box.**

now

suddenly

luckily

eventually

just a few seconds later

after

last week

for ages

just then

meanwhile

# THEME 7 APPENDIX



## 6 The Mystery of Jane

12<sup>th</sup> GRADE

- \_\_\_\_ He tries to get her heart beating with the defibrillator.
- \_\_\_\_ In the hospital, they call the survivor 'Jane Doe' because they cannot find any identification.
- \_\_\_\_ We hear a news report about the accident.
- \_\_\_\_ The ambulance driver finds a woman who is still alive.
- \_\_\_\_ There is a plane crash.

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- \_\_\_\_ He tries to get her heart beating with the defibrillator.
- \_\_\_\_ We hear a news report about the accident.
- \_\_\_\_ In the hospital, they call the survivor 'Jane Doe' because they cannot find any identification.
- \_\_\_\_ The ambulance driver finds a woman who is still alive.
- \_\_\_\_ There is a plane crash.

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- \_\_\_\_ He tries to get her heart beating with the defibrillator.
- \_\_\_\_ We hear a news report about the accident.
- \_\_\_\_ In the hospital, they call the survivor 'Jane Doe' because they cannot find any identification.
- \_\_\_\_ The ambulance driver finds a woman who is still alive.
- \_\_\_\_ There is a plane crash.

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# THEME 7 APPENDIX



## 7 Five Years Ago...

12<sup>th</sup> GRADE



I was coming back home from Turkey,

They had rented a bungalow in the mountains near Ankara.

when there was a loud bang from the right side of the plane.

there was a problem with one of the engines.

Of course, everyone started looking around

I felt pretty nervous, I can tell you, but I tried to concentrate on my book.

Fortunately, the plane carried on flying normally,

We had to wait for about an hour, and then we got back on the plane.

where I'd been on holiday with some friends.

Anyway, we were on the plane, which had just taken off.

I could see a lot of smoke coming from one of the engines.

I was reading a book when the pilot announced that

and we returned to the airport.

About ten minutes later, we landed without any problems.

Actually, it was a different plane, and I was pretty relieved that it was.

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