



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

**THEME 7  
WORLD HERITAGE**



# English 9

## Games & Activities

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Öğretim Programları ve Ders Kitapları  
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.

Theme	Functions	Activities	Skills	Page
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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 7 WORLD HERITAGE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Talking about past events  
F2 Making inquiries  
F3 Asking and answering questions in an interview

## 1 Acrostic Irregular Verbs Puzzle



This activity aims to revise and practise irregular verbs in their present and past tense forms.

### Materials and Preparation

Copy the worksheet on page 149 and make sure that each student in the class has one.

### Procedure

- 1 Give each student a copy of the worksheet and ask them to read and complete the sentences with the given words. Have them work individually.
- 2 Allow 10-15 minutes for this and then stop the activity and elicit the answers.
- 3 Divide students into pairs—one of the pairs is Student A, and the other is Student B. Tell them that Student As are supposed to fill in the puzzle with the odd-numbered words while Student Bs are supposed to do it with the even-numbered words. Ask them to use the past simple forms of the verbs with which they have completed the sentences in 'Exercise A' as clues.
- 4 When students have finished filling in their own parts, have them work in pairs to ask/answer questions about the missing parts so that they can complete their puzzles and find the hidden phrase together.
- 5 Once students have finished, elicit the answers and finally ask for the hidden phrase (CULTURAL HERITAGE).

## 2 Past Tense Rush



This activity aims to have students correctly use past simple forms of irregular verbs and make past simple affirmative or negative statements by using time expressions.

### Materials and Preparation

Copy and cut up the action cards and time cards on page 150 and the game board on page 151 for each pair.

### Procedure

- 1 Divide students into pairs—one of the pairs is Student A, and the other is Student B. Give out one set of action cards, a set of time cards, and a game board to each pair. Have students shuffle each set and spread them face down on the table in two separate sets.
- 2 Inform students about the following rules of the game:
  - Students are supposed to pick up an action card and a time card and make a correct sentence. To do this, they need to make an affirmative or negative past simple sentence by using the words/phrases on the cards. For example, if a student picks up the cards 'build' and 'four years ago', s/he might say, "They built/didn't build a house by the lake four years ago."
  - If a student makes an incorrect sentence, his/her turn is over. If s/he makes a correct sentence, s/he puts a tick (Student A) or a cross (Student B) to the first hexagon adjacent to his/her letter (A or B) that is marked 'Start' and his/her turn ends.



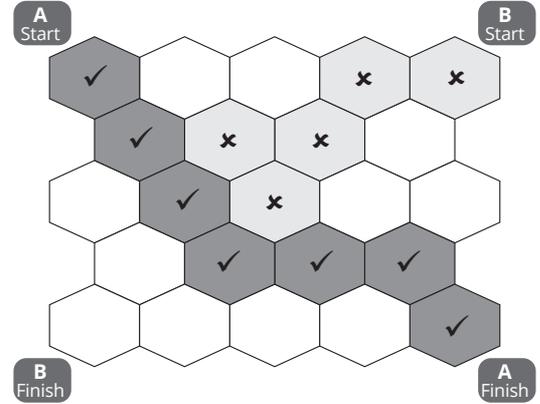
# THEME 7 WORLD HERITAGE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Talking about past events  
F2 Making inquiries  
F3 Asking and answering questions in an interview

- The aim of the game is to make a continuous, unbroken line of ticks or crosses from one's own 'Start' hexagon (A or B) to the 'Finish' hexagon.
  - A student cannot cross the other student's line; if s/he cannot make another move without crossing the other's line, s/he forfeits the game.
  - The first player that can create an unbroken chain from her first hexagon to the last becomes the winner. (See the example on the right.)
- 3 If you want students to make more sentences, you can allow students to cross the others' line. Monitor while walking around the classroom and help when necessary. You do not have to wait for each pair to have a winner; you can stop the activity after an appropriate length of time.



## 3 Once upon a Square



This activity aims to have students make past simple affirmative and negative sentences with past time expressions and practise changing regular/irregular verbs into their past simple forms.

### Materials and Preparation

Copy the game board on page 152 and make sure that each group in the class has one. Each group should have a dice, and each student should have one counter or something equivalent to move across the board.

### Procedure

- Divide students into groups of three or four and give a copy of the game board and a dice to each group. Make sure that all group members have a counter (or something equivalent) of their own. Tell students that they need to roll the dice and move their counter along the board in turns.
- Inform students about the following rules of the game:
  - Once a student lands on a square, s/he is supposed to make a past simple affirmative or negative sentence with the time expression and verb phrases given in the squares.
  - If s/he cannot make a correct sentence, s/he needs to go back to his/her previous square.
  - The first person that can reach the finish square becomes the winner.
- Monitor while walking around the classroom and help when necessary. You do not have to wait for each group to have a winner; you can stop the activity after an appropriate length of time.



# THEME 7 WORLD HERITAGE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Talking about past events  
F2 Making inquiries  
F3 Asking and answering questions in an interview

### 4 Diary Entries



This activity aims to have students reorder the events in a diary entry and write about an imaginary trip by using picture prompts.

#### Materials and Preparation

Copy the worksheet on page 153 and make sure that each student in the class has one.

#### Procedure

- 1 Give each student a copy of the worksheet and ask them to put the sentences of the diary entry in the correct order and number them. Have them work individually.
- 2 Allow 8-10 minutes for this; then stop the activity and elicit the answers.
- 3 Ask students to imagine they had a class trip to an amusement park. Tell them that they are supposed to write about the trip in their diaries using the given picture prompts and they can make up the names of the rides in the amusement park. Monitor and help when necessary.
- 4 As a follow-up, divide students into pairs and tell them to peer check each other's writings when students have finished their diary entries.

### 5 Who Built Göbeklitepe?



This activity aims to have students make inquiries.

#### Materials and Preparation

Smartboard/Laptop

Internet Access

#### Procedure

- 1 Go to the link: <https://www.kulturportali.gov.tr/mrepo/eKitap/eb-Gobeklitepe/index.html>
- 2 Read the booklet with students on smartboard. View the photographs in detail, and make sure that students gain considerable knowledge about Göbeklitepe.
- 3 Have them write a few questions about Göbeklitepe to solve its mystery. Then, ask them to create an epic historical story answering the questions they have written.
- 4 Encourage them to share their epic stories with class.



# THEME 7 WORLD HERITAGE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Talking about past events  
F2 Making inquiries  
F3 Asking and answering questions in an interview

## 6 Heritage Tourism



This activity aims to have students make inquiries.

### Materials and Preparation

Smartboard/Laptop

Internet Access

#### 1 Procedure

- 2 Scan the QR code.
- 3 Have students do the preparation task first. If necessary, you may copy the materials given at the bottom of the page.
- 4 Ask students to watch the video carefully. Make sure that they can see and hear it properly.
- 5 Follow the instructions, and have students complete the exercises on the page.
- 6 After they have completed the exercises, encourage them to ask and answer questions about the content.

## 7 The Storm



This activity aims to have students practice irregular verbs and make inquiries.

### Materials and Preparation

Smartboard/Laptop

Internet Access

#### Procedure

- 1 Scan the QR code.
- 2 Ask students to watch the video carefully. Make sure that they can see and hear it properly. If necessary, you may copy the materials given at the bottom of the page.
- 3 Follow the instructions, and have students complete the exercises on the page.
- 4 After they have completed the exercises, encourage them to ask more questions to Sophie about her work trip experience.



# THEME 7 WORLD HERITAGE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Talking about past events  
F2 Making inquiries  
F3 Asking and answering questions in an interview

### 8 True or False?



This activity aims to have students ask and answer questions in an interview and make inquiries.

#### Materials and Preparation

Copy the material on page 154 and make sure that each student has one.

#### Procedure

- 1 Divide class into four groups. Ask students if they think the statements are true or false for their groups. Tell them to tick the boxes according to what they think, without asking anyone.
- 2 Then, ask them to write their own statements for 11 and 12, and tick the boxes.
- 3 After they have completed the exercise, have them ask questions to each other to find out if they have made the correct guesses.

#### **For example:**

*Who visited Ephesus last year?*

*Who went to historical places last summer?*

- 4 The student with the most correct guesses in each group is the winner.

### 9 Tell Me More



This activity aims to have students ask and answer questions in an interview and make inquiries.

#### Materials and Preparation

Copy the material on page 155 and make sure that each pair has one.

#### Procedure

- 1 Tell students to work in pairs. Have them cut up the material, and pick the piece either for Student A or Student B.
- 2 Tell them that they have received an e-mail from a friend, but some of the words are missing. First, have them write questions to find the missing information.
- 3 When they have finished writing the questions, tell them to ask and answer the questions to their partners in turns. Have them write the missing information in the provided spaces.
- 4 Ask them to read the e-mail and check if they have completed it correctly.



# THEME 7 WORLD HERITAGE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Talking about past events  
F2 Making inquiries  
F3 Asking and answering questions in an interview

## 10 Shakespeare



This activity aims to have students ask and answer questions in an interview and make inquiries.

### Materials and Preparation

Smartboard/Laptop

Internet Access

### Procedure

- 1 Go to the link: <https://learnenglishteens.britishcouncil.org/uk-now/read-uk/shakespeare>
- 2 Have students do the preparation task first. If necessary, you may copy the materials given at the bottom of the page. Then, ask them to read the article.
- 3 Follow the instructions, and have students complete the exercises on the page.
- 4 After they have completed the exercises, tell them to write an imaginary interview with Shakespeare. Remind them that they can find the information needed for the answers in the article.
- 5 Encourage them to act out the interview with their partners.

## 11 Last Vacation



This activity aims to have students ask and answer questions in an interview.

### Materials and Preparation

Copy the material on page 156 and make sure that each student has one.

### Procedure

#### STEP 1

- 1 Ask students to make meaningful questions as in the example. Give them some time to complete all the questions.
- 2 Tell them you are about to read a passage aloud, and they will find and write the answers of the questions while listening to it.
- 3 Read the following paragraph aloud. If necessary, read it again.  
*I went to Assos in Çanakkale with my best friend, Luis, last summer. We went there by airplane, bus, and ferry. We stayed at a hotel near Kadirga Beach for two weeks. I went either swimming or scuba diving every morning. Luis sunbathed on the beach and went fishing. In the afternoons, we climbed to the Temple of Athena, and watched the sunset. We had dinner at a fish restaurant with an amazing Mytilene view every night. We both had a fantastic time.*
- 4 Give them a few minutes to complete the answers. Then, elicit the answers together.

#### STEP 2

- 1 Tell students to work in pairs. First, they should write their own answers considering their last vacation. Then, have them ask the questions to their partners and write down the answers.
- 2 After they have completed the exercise, tell them to write a similar paragraph about their last vacation.



# THEME 7 WORLD HERITAGE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Talking about past events  
F2 Making inquiries  
F3 Asking and answering questions in an interview

## 12 Did You Know?



This activity aims to have students ask and answer questions in an interview.

### Materials and Preparation

Copy and cut up the cards on page 157.

### Procedure

- 1 Divide class into six groups. Let each group pick a card.
- 2 Tell students that each card includes a photograph of a place in Turkey and they are all designated as the World Heritage by UNESCO.
- 3 Ask them to find the historical locations of the places and explain why they might be located there. Tell them to search on the Net for further information and take notes about the places they have picked.
- 4 After they have completed the exercise, encourage them to share the information with class.
- 5 Then, ask students to work in pairs and make an interview with their partners. Have them ask and answer questions such as which World Heritage site in Turkey they would like to visit most and why.



**Answer Key****9 Tell Me More****Student A**

- 1 When did you set off? (on August 23rd)
- 3 Where did you go? (Şanlıurfa)
- 5 How long did you stay? (a couple of days)
- 7 What did you do? (took some pictures)
- 9 What were the people like? (very kind and friendly)

**Student B**

- 2 Who did you go with? (my cousin, Abby)
- 4 How did you get there? (plane)
- 6 What was the city like? (amazing)
- 8 What was the kebab like? (super delicious)
- 10 What did you buy? (souvenirs)

**Answer Key****11 Last Vacation****2 Where/go?**

**Question:** Where did you go?

**Answer:** I went to Assos in Çanakkale.

**3 How/travel?**

**Question:** How did you travel?

**Answer:** I travelled by airplane, bus, and ferry.

**4 Who/go with?**

**Question:** Who did you go with?

**Answer:** I went there with my best friend, Luis.

**5 Where/stay?**

**Question:** Where did you stay?

**Answer:** We stayed at a hotel near Kadirga Beach.

**6 How long/stay?**

**Question:** How long did you stay?

**Answer:** We stayed for two weeks.

**7 What/do?**

**Question:** What did you do?

**Answer:** We went swimming, scuba diving, and fishing. We climbed to the Temple of Athena.

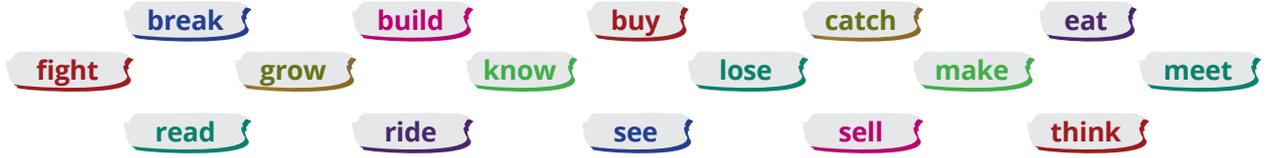
# THEME 7 APPENDIX



## 1 Acrostic Irregular Verbs Puzzle

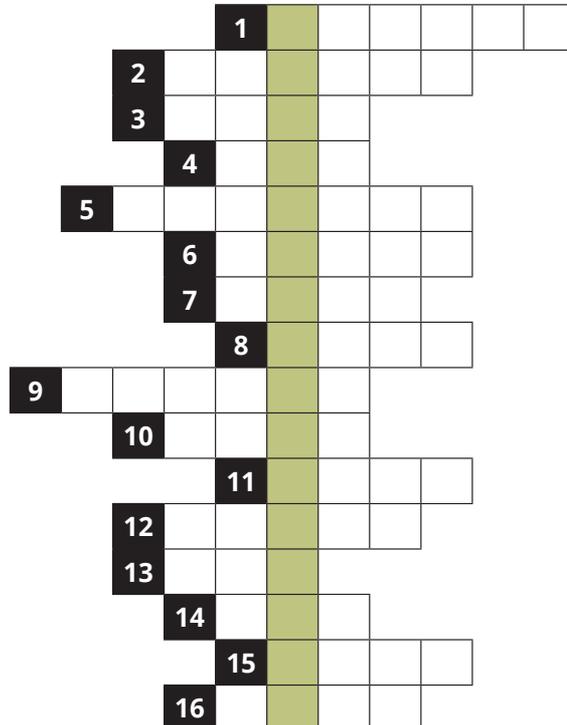
9<sup>th</sup> GRADE

**A Complete the following sentences with the words given below.**



- 1 You should hurry up if you want to \_\_\_\_\_ the bus.
- 2 I need to \_\_\_\_\_ some flour; I'm planning to make a cake.
- 3 They \_\_\_\_\_ very nice flowers in the florist across the street.
- 4 I hate junk food; I always \_\_\_\_\_ fresh fruits and vegetables.
- 5 I \_\_\_\_\_ you need to take your dogs to a veterinarian.
- 6 Try not to \_\_\_\_\_ the vase! It is a precious antique piece.
- 7 Can I borrow your mobile? I have to \_\_\_\_\_ a phone call.
- 8 We should work hard if we don't want to \_\_\_\_\_ the game.
- 9 You shouldn't \_\_\_\_\_ with your brothers and sisters.
- 10 I don't \_\_\_\_\_ anything about her family or friends.
- 11 My uncle promised to teach me how to \_\_\_\_\_ a horse.
- 12 They want to \_\_\_\_\_ a hydroelectric dam on the river.
- 13 Will you \_\_\_\_\_ us in the café opposite the baker's today?
- 14 Can you \_\_\_\_\_ the large bird flying above the trees?
- 15 Bamboo trees \_\_\_\_\_ much faster than any other tree.
- 16 I need to \_\_\_\_\_ another three books by the end of this month.

**B Use the verbs with which you have completed the sentences above as clues. Use their past simple forms and find the hidden words.**



# THEME 7 APPENDIX



## 2 Past Tense Rush (1)

9<sup>th</sup> GRADE

### ACTION CARDS



build	feel	go	make	say	spend
do	find	have	read	send	take
draw	get	hear	ring	sing	wear
drink	give	lose	run	sleep	win

### TIME CARDS



an hour ago	four years ago	last January	last weekend	the day before yesterday	when I was seven years old
at 8 p.m. yesterday	in 2010	last Monday	on the 13 <sup>th</sup> of February	this morning	when I was ten
at Eid al-Fitr	in 2020	last month	on my last birthday	three weeks ago	yesterday afternoon
five days ago	last autumn	last night	on Thursday afternoon	twenty minutes ago	yesterday morning

# THEME 7 APPENDIX



## 2 Past Tense Rush (2)

9<sup>th</sup> GRADE



**B** Start

**A** Finish

**A** Start

**B** Finish

**B** Start

**A** Finish

**A** Start

**B** Finish

**B** Start

**A** Finish

**A** Start

**B** Finish

**B** Start

**A** Finish

**A** Start

**B** Finish



# THEME 7 APPENDIX



## 4 Diary Entries

9<sup>th</sup> GRADE

A Read the diary entry below. Put the sentences in the correct order (1-7).

1 Friday 13<sup>th</sup> May  
We went to an amusement park today.  
Thanks to Nathaniel, we left late.

After the Bizarre Swing, I went on the Fireball ride, and it was good fun. Then I had lunch with Kayla, and we went to the Haunted Mansion afterwards.

At the end of our trip, Richard got lost; we had to look for him everywhere.

Secondly, I went on the Bizarre Swing, a very big roller coaster. It was really exciting.

We arrived there at 11 o'clock. First, I got on the Scrambler, but it was dead boring.

The last ride was the Mirror Dome. It was breathtaking—I really loved it!

I didn't like it at all, but Kayla thought it was extraordinary.

B Imagine your class also went to an amusement park. Write about the trip in your diary using the picture prompts below. You can make up the names of the rides.



# THEME 7 APPENDIX



## 8 True or False?

9<sup>th</sup> GRADE

	True	False
1 At least two people visited Ephesus last year.		
2 At least two people went to historical places last summer.		
3 More than half of the group planned to visit historical places last year.		
4 One person visited a museum last weekend.		
5 At least two people searched for World Wonders on the Net last night.		
6 At least one person went abroad last summer.		
7 More than two people decided to see the Great Wall of China.		
8 More than three people read about ancient stories before.		
9 Over half of the group heard about the Trojan Horse.		
10 Over half of the group heard about Göbeklitepe.		
11 _____		
12 _____		



### STUDENT A

New Message
— ✨ ×

**From:** Sarah A. Walter ↩ ↪ →

**Date:** Friday, August 30, 2021, 2.43 p.m.

**To:** 'Kimberly Johnson' <kjohnson@nomail.co.uk>

**Subject:** Holy Holiday!

Hi Kimberly,

Sorry, I haven't written to you so far, but I've been on holiday since last week. I set off \_\_\_\_\_ (1), just before you sent your e-mail. I went with my cousin, Abby, to \_\_\_\_\_ (3). We got there by plane and stayed for \_\_\_\_\_ (5). The city was amazing! We went to Balıklıgöl and fed the fish. We visited the ancient site Göbeklitepe and \_\_\_\_\_ (7). We tasted local food, kebab, and believe me, it was super delicious! There was a party called Sıra; we enjoyed singing and dancing very much. The people were \_\_\_\_\_ (9). I bought lots of souvenirs. Let's meet sometime; I want to show you the photos.

Take care,

Sarah

Send
🔗 Aa 🖼️ 😊 🗑️ | ▾

1 When \_\_\_\_\_ ?

3 Where \_\_\_\_\_ ?

5 How long \_\_\_\_\_ ?

7 What \_\_\_\_\_ ?

9 What \_\_\_\_\_ ?



### STUDENT B

New Message
— ✨ ×

**From:** Sarah A. Walter ↩ ↪ →

**Date:** Friday, August 30, 2021, 2.43 p.m.

**To:** 'Kimberly Johnson' <kjohnson@nomail.co.uk>

**Subject:** Holy Holiday!

Hi Kimberly,

Sorry, I haven't written to you so far, but I've been on holiday since last week. I set off on August 23<sup>rd</sup>, just before you sent your e-mail. I went with \_\_\_\_\_ (2), to Şanlıurfa, Turkey. We got there by \_\_\_\_\_ (4) and stayed for a couple of days. The city was \_\_\_\_\_ (6)! We went to Balıklıgöl and fed the fish. We visited the ancient site Göbeklitepe and took some pictures. We tasted local food, kebab, and believe me, it was \_\_\_\_\_ (8)! There was a party called Sıra, we enjoyed singing and dancing very much. The people were very kind and friendly. I bought lots of \_\_\_\_\_ (10). Let's meet sometime; I want to show you the photos.

Take care,

Sarah

Send
🔗 Aa 🖼️ 😊 🗑️ | ▾

2 Who \_\_\_\_\_ ?

4 How \_\_\_\_\_ ?

6 What \_\_\_\_\_ like?

8 What \_\_\_\_\_ like?

10 What \_\_\_\_\_ ?



### STEP 1

- 1 When/go on holiday?  
**Question:** When did you go on holiday?  
**Answer:** I went on holiday last summer.
- 2 Where/go?  
**Question:** \_\_\_\_\_?  
**Answer:** \_\_\_\_\_.
- 3 How/travel?  
**Question:** \_\_\_\_\_?  
**Answer:** \_\_\_\_\_.
- 4 Who/go \_\_\_\_\_ with?  
**Question:** \_\_\_\_\_?  
**Answer:** \_\_\_\_\_.
- 5 Where/stay?  
**Question:** \_\_\_\_\_?  
**Answer:** \_\_\_\_\_.
- 6 How long/stay?  
**Question:** \_\_\_\_\_?  
**Answer:** \_\_\_\_\_.
- 7 What/do?  
**Question:** \_\_\_\_\_?  
**Answer:** \_\_\_\_\_.

### STEP 2

- You:** \_\_\_\_\_.
- Your Partner:** \_\_\_\_\_.
- You:** \_\_\_\_\_.
- Your Partner:** \_\_\_\_\_.
- You:** \_\_\_\_\_.
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# THEME 7 APPENDIX



## 12 Did You Know?

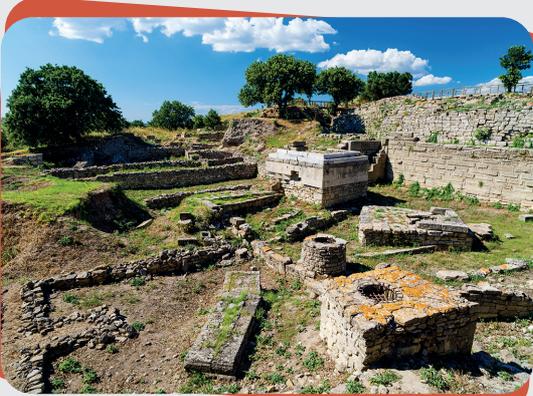
9<sup>th</sup> GRADE



**Cappadocia**



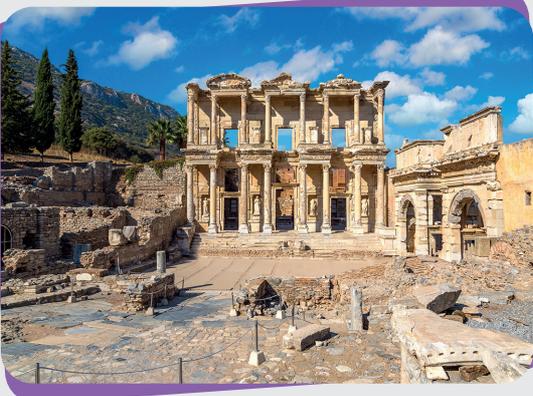
**Pamukkale**



**Ancient City of Troy**



**Göbeklitepe**



**Ancient City of Ephesus**



**The Selimiye Mosque**

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- Activity 12, [www.123rf.com/93713178](http://www.123rf.com/93713178), P. 70, DA: 07.09.2021, 10.24
- Activity 14, [www.123rf.com/44518295](http://www.123rf.com/44518295), P. 72, DA: 28.08.2021, 19.19, designed by the graphic designer
- Activity 15, [www.123rf.com/102549468](http://www.123rf.com/102549468), P. 73, DA: 28.08.2021, 19.20, designed by the graphic designer

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