



ORTAÖĞRETİM
GENEL MÜDÜRLÜĞÜ

ACTIVITY BOOK



ENGLISH 11

Unit 10

VALUES AND NORMS

Functions

- Expressing opinions
- Exchanging ideas
- Making comments

OGM
MATERYAL



8th
VOLUME

PREFACE

Dear Students,

In this activity book, there are activities at various levels and structures that will allow you to use the knowledge and skills you have gained during the teaching processes. With these activities, you will have the opportunity to both revise the subjects you have studied at school and monitor your academic progress. The activities in this activity book prepared for this purpose were structured to include cognitive domain steps.

In the activity book, besides gap filling, matching, multiple-choice, open-ended, short-answer item type activities, there are some other activities which allow you to have a pleasant time with content such as crossword, wordsearch puzzles, skill-based activity, structured grid, and fun time activities. Also, in the "Do I remember?" section, you will be able to self-evaluate academically and you will have the opportunity to revise the missing topics through the data matrix.

We aim to contribute to your academic development with this activity book, which has been meticulously prepared by experts in the field. Hope to see the positive reflections of this study in your education life.



Do I remember?

How much do you remember? Tick the correct option for you. Add up your points and evaluate your performance according to the scale.

1

What do you think of ...?, Do you have an idea ...?, What is your opinion about ...?, How / What about ...? are the expressions that ask for opinions.

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point

2

I think ..., I believe ..., In my opinion ..., I personally feel that ..., That probably means ... are the expressions that express opinions.

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point

3

Maybe you're right (but) ..., I feel the same way., I'm sorry, but I think ... are some examples to agree or disagree with someone.

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point

4

Not only ... but also is a correlative conjunction. It is used to present two related pieces of information. When we use it in a sentence, both sentences have to be parallel. That means we have to use them before two nouns, two adjectives, two verbs, etc.

*The animals need **not only** food and shelter **but also** love and care.*

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point

5

Both ... and is a correlative conjunction. We use *both ... and* to show similarity or likeness, and it joins pairs of nouns, adjectives, adverbs, and verbs.

***Both** Terry **and** William are working in the field.*

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point

6

Either ... or is a correlative conjunction. It is used to talk about two possibilities. We can join pairs of nouns, adjectives, adverbs, and phrases with *either ... or*. In this kind of sentence, the plural or singular form of the verb is determined by the subject, which is closer to the verb.

***Either** my mum **or** my twin sisters look after my dog when I'm away from home.*

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point



Do I remember?

7

Neither ... nor is a correlative conjunction, and it shows dissimilarity or unlikeness. We use *neither ... nor* with an affirmative form of a verb when we combine two negatives, and it joins pairs of nouns, adjectives, adverbs, and verbs.

Neither Switzerland **nor** Norway is in the European Union.

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point

8

"When in Rome, do as the Romans do." is a proverb that means when you are visiting another place, you should follow the people's customs in that place.

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point

9

Values mean the moral principles and beliefs that people have.

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point

10

There are two different pronunciations of *either* and *neither*.

I remember
2 Points

I partly remember
1 Point

I don't remember
0 Point

EVALUATION SCALE

Points

0-12

Revise the theme!

Points

13-15

Study harder!

Points

16-20

Well done!

Your Total Points



The summary of statements 1, 2 and 3



The summary of statements 4, 5, 6 and 7



The summary of statement 8



The summary of statement 9



The summary of statement 10



Matching

1 Match the values with their meanings.

- 1 honesty
- 2 respect
- 3 responsibility
- 4 tolerance
- 5 trust
- 6 love
- 7 empathy
- 8 hospitality
- 9 acceptance
- 10 justice

- A the ability to accept an unpleasant situation
- B to believe that someone is good and honest and will not harm you
- C the quality of being right and deserving fair treatment
- D the ability to understand other people's feelings and problems
- E the quality of accepting someone's rights, customs, wishes, etc.
- F friendly behaviour towards visitors
- G the quality of allowing people to do or believe what they want
- H something that interests you a lot
- I sincerity or fairness
- J a duty to be in charge of someone or something

2 Match the words underlined in the text with their meanings.

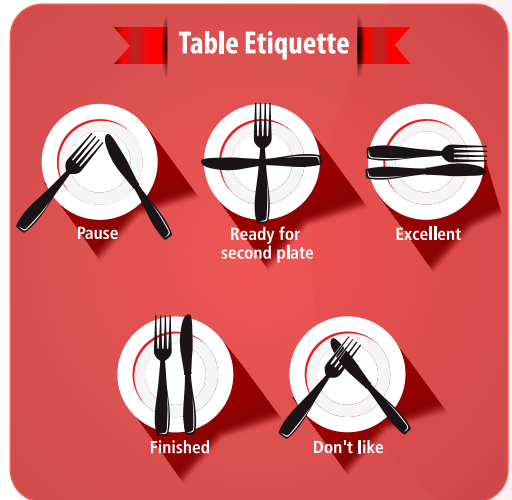
Table Manners

Dining (1) etiquette

In the Philippines, it's considered good (2) manners to eat all the food on your plate.

In Afghanistan, wasting food is (3) frowned upon, and talking with your mouth full is viewed as being (4) discourteous.

In China, it's (5) customary and (6) respectful to pass food to the elderly first. You should never stab chopsticks into a bowl of rice and leave them pointing (7) upwards; this is regarded as highly (8) disrespectful. Removing rice from a bowl with a spoon can also be (9) offensive.



- A behaviour that is considered polite in a particular community or culture (pl)
- B moving or pointing towards a higher position
- C showing polite behaviour towards somebody/something
- D having bad manners and not showing respect
- E the formal rules of correct or polite behaviour in society
- F disapprove of something
- G usually done in a specific place or situation
- H rude in a way that makes somebody upset or annoyed
- I the opposite of respectful



A Complete the information with one or two words in each gap.

A Nasreddin Hodja is not only a great humorist _____ a great philosopher and a man of wisdom.

B Good company supports _____ good morals and humanity.

C "_____ seem as you are, _____ be as you seem."
Mevlana Celaledin-i Rumi

D Turkish people are _____ hospitable but also brave.

E Neither men _____ women deserve inequality.

F _____ forgiving others _____ tolerating mistakes are important.

B Complete the sentences below using the information from the questionnaire.

What do you value in a relationship?	Steve	Debra	Claudio	Anna
flexibility	✗	✓	✗	✓
loyalty	✗	✓	✓	✗
compassion	✓	✗	✓	✗
lifestyle	✓	✓	✗	✗
openness	✗	✗	✓	✓

E.g. Steve doesn't value flexibility in a relationship, and neither does Claudio.

1 Neither _____ nor _____ values compassion in a relationship.

2 Both _____ value the lifestyle in a relationship.

3 _____ and Claudio value openness in a relationship.

4 In a relationship, Anna values both _____.

5 Steve doesn't value loyalty, and _____ Anna.

6 _____ Steve value compassion, he also _____ in a relationship.

7 _____ Debra and Claudio value loyalty in a relationship.

8 Steve _____ openness in a relationship, and _____ Debra.



C Complete the sentences as they are true for you.

- 1 In a relationship, I value _____ as well as _____.
- 2 Either _____ or _____ is not essential to me.
- 3 Not only _____ but also _____ are very crucial.

D Combine each pair of sentences into one new sentence with a parallel structure. Use *both... and*; *not only... but also*; *either... or*; *neither... nor*.

E.g. He does not have a pen. He does not have paper, either. He has neither a pen nor paper.	E.g. You can have tea, or you can have coffee. You can have either tea or coffee.
--	---

1. Tanya enjoys horseback riding. Beth enjoys horseback riding, too.
_____.
2. Arthur is not in class today. Ricardo is not in class today, either.
_____.
3. The leopard faces extinction. The tiger faces extinction, too.
_____.
4. We could fly, or we could take the train.
_____.

E Put the expressions into the correct categories.

- | | | |
|------------------------------|----------------------------------|-----------------------------|
| a) What do you think of ...? | f) Maybe you're right (but)... | k) I'm afraid I disagree... |
| b) That probably means... | g) Do you have an idea...? | l) In my opinion... |
| c) I feel the same way. | h) How/What about...? | m) I think... |
| d) I personally feel that... | i) I'm sorry, but I think... | n) I'm not so sure about... |
| e) I think so, too. | j) What's your opinion about...? | o) I believe... |

Asking for Opinions	Expressing Opinions	Agreeing/Disagreeing
○ ○ ○ ○	○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○

F Do you agree or disagree with the sentences below? Why/not?

1. Being passionate about the things you like is extremely important.
_____.
2. A hobby you really like can positively affect your health.
_____.
3. It's important to be friends with everybody.
_____.
4. It's not always necessary to tidy your room.
_____.



Choose the correct answers to complete the sentences for questions 1 - 3.

- _____ she leaves or I will. I can't stand her manners anymore.
A) Neither
B) Either
C) Both
D) Neither of
E) Both of
- While considering adopting a cat, you should _____ be prepared for a long-term commitment _____ consider the expenses as they need routine veterinary care.
A) not only / but also
B) so / that
C) either / or
D) neither / nor
E) both / as well
- Jack is a basketball trainer with two sons. Although _____ of them are very tall, _____ of them is talented at basketball like their father.
A) either / or
B) both / and
C) neither / nor
D) not only / but also
E) both / neither
- What can be the meaning of the Chinese proverb below?
"Giving your son a skill is better than giving him one thousand pieces of gold."
A) Teaching children how to earn money in the shortest way is an essential skill.
B) Earning money at an early age is a skill that every child should learn from their parents.
C) Getting a good education is far more important than learning skills related to a craft.
D) Giving your children skills will not only help them earn a living but also keep them meaningfully engaged.
E) Parents should have skills to teach their children in order to live a happy and wealthy life.

- Which of the following options is the correct meaning of Rumi's quotes below?

- I - Let go of your ego.
 - II - Share what you have.
 - III - Honesty is the best policy.
 - IV - Love is a must for everyone.
- Either appear as you are or be as you appear.
 - In modesty and humility, be like the soil.
 - In compassion and grace, be like the sun.
 - In generosity and helping others, be like the river.

- A) I-a, II-c, III-b, IV-d
- B) I-b, II-d, III-a, IV-c
- C) I-d, II-a, III-b, IV-c
- D) I-b, II-d, III-c, IV-a
- E) I-d, II-b, III-a, IV-c

Choose the correct options for questions 6 and 7 according to the paragraph.

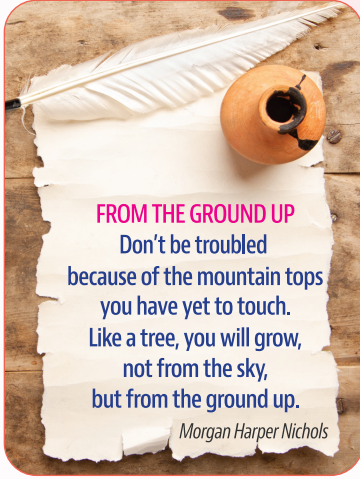
Even the simple act of shaking hands can be different from culture to culture. A handshake is the most common norm; however, you'll need to vary the firmness depending on the location. Western culture usually sees a strong handshake as powerful and confident, but many parts of the Far East see a strong handshake as aggressive and bow instead. In some parts of Northern Europe, people shake hands quickly and firmly. In some parts of Southern Europe, Central and South America, a handshake is longer and warmer with the left hand usually touching the clasped hands or the elbow of the person who is shaking hands. In Türkiye, a hard handshake is seen as rude and aggressive. In some parts of Africa, limp handshakes are the norm.

- What affects a person's first impression of you while shaking hands in different parts of the world?
A) The kindness of the person you are introduced
B) The way you bow
C) How you hug that person
D) What you say about your culture
E) The firmness of the handshake
- What can be the title of the paragraph?
A) GREETINGS WITH A HANDSHAKE
B) DO NOT SHAKE HANDS UNLESS NECESSARY
C) INTRODUCING SOMEONE IN DIFFERENT WAYS
D) HOW CAN WE MEET SOMEONE IN DIFFERENT CULTURES?
E) BODY GESTURES TELL WHO YOU ARE



Multiple Choice

8. What can be the theme of the poem below?



- A) Honesty
- B) Respect
- C) Patience
- D) Cooperation
- E) Peace

9. Choose the correct option to make a meaningful paragraph.

- I - Thus, others' perceptions and treatment of you are influenced by social etiquette.
- II - According to it, we're expected to follow social norms in order to coexist and live in harmony.
- III - Furthermore, using good social skills not only helps you build long-term friendships, but it also helps you find good opportunities.
- IV - The term "social etiquette" refers to the behaviour you use in social circumstances, such as interactions with family, friends, coworkers, or strangers.
- V - First of all, it can help you make long-lasting impressions that develop trust and reliability.

- A) IV - II - I - III - V
- B) V - II - III - I - IV
- C) IV - II - I - V - III
- D) III - II - I - V - IV
- E) IV - I - II - III - V

10. What does the idiom 'young at heart' mean?

- A) Being physically and mentally mature
- B) Having a lot of experience
- C) Taking good care of heart health
- D) Being active and having a lot of energy
- E) Feeling exhausted

Choose the correct options to complete the dialogue for questions 11 and 12.

11. **Carmen:** I believe children's books are a good guide for parents to teach moral values.
Jessica: Why do you think so?
Carmen: _____
- A) Because they successfully give the targeted message in simple words and illustrations, which is amazing.
 - B) I feel the same way. I get happy when I see that my kids get the main idea in the books.
 - C) In my opinion, smart devices are far more successful than books in transferring the message.
 - D) How about planning a book reading day for our kids so that they can both read books and have fun together?
 - E) Because of the fact that it can help us learn about our traditional cuisine easily and effectively.
12. **Meghan:** I personally feel that there are many precious values Turkish culture has. Do you have a favourite one?
Charlie: I feel the same. _____
- A) That probably means Turkish people care about honesty and ethics most.
 - B) In my opinion, Indian cuisine is much spicier than Turkish cuisine.
 - C) I believe that the most beautiful place to visit in Türkiye is Istanbul, with its historical sites.
 - D) I disagree with you. The Turkish people are very friendly and sympathetic.
 - E) I think hospitality is the most important value in Turkish culture. They do their best to serve and host their guests.
13. Find the irrelevant sentence in the paragraph.
- (I) Atatürk's educational policy was not limited to the needs and values of Türkiye alone. (II) It also reflected the values of humanity and civilisation, and the relationship between the two sets of values was always stressed. (III) According to him, education is the only way to build a world where people can be friends, tolerant, independent, and free. (IV) Atatürk highlighted the importance of Turkish art in the nation's life, emphasising that progressive efforts were needed to bring Turkish art up to contemporary civilisation levels. (V) And, it's again through education that scientific and technological progress can be achieved and that the notions of the world can all constitute a civilised whole.
- A) I
 - B) II
 - C) III
 - D) IV
 - E) V



A What do you know about classroom norms? Do you think they are necessary?

B Read the text and find how the norms work best at school.

HOW DO NORMS HELP STUDENTS TAKE RESPONSIBILITY FOR THEMSELVES AND EACH OTHER?

Classroom norms are the respectful behavioural expectations of the class. Unlike rules, which are generally teacher-generated and work best when introduced on the first day, norms are "An agreement among members of a classroom or school about how they will treat one another," according to Gary Borich, Professor of Educational Psychology at the University of Texas at Austin.

5 **They** describe how we should interact with one another and the materials we use at school. Students who collaborate to create class standards are more likely to have a sense of ownership, participate in class, and form **mutually** respectful and cooperative relationships. Furthermore, students and instructional team members working together to develop and implement norms transfer part of the duty for supporting and encouraging socially responsible interactions from the instructor to the students. It also ensures that students understand the expectations of the classroom community and gives **them** the motivation to monitor and alter their own conduct.

15 There are three types of norms: **those** that **pertain** to safety and health (no shoving), moral norms (help peers), and discretionary norms (clean your desk before leaving for the day). When students have proven a basic comprehension of the essential principles of trust, sharing, belonging, and respect, the instructional team and students can work together to create class norms that support the values. Norms may be written at either a general or specific level. Norms established at a broad level do not describe the specific actions that students are expected to engage in, and they can be applied to a wide range of scenarios. "Be a nice student!", "Respect others and yourself!", and "Be polite!" are some examples of general class standards. Specific actions are identified by norms stated at a particular level, such as "Raise hand before talking!" or "Walk in the hallways!" are usually only appropriate in specific situations. **Curriculum** rules should be defined at a broad level for this goal so that they are **applicable** in a wide range of scenarios. As part of teaching collaborative skills, students and instructional teams will choose specific behaviours to support the norms. Class norms must be formed both by the instructional team and students, regardless of their level of specificity.

25 There is perhaps no simpler way to **enact** the central tenets of a self-managed classroom than to have tasks available for students. Tasks open the door for active, collaborative contribution by the students to the health and well-being of the classroom community. Students show respect not only for the learning process but also for others by completing their jobs to the best of their abilities and growing through their effort; teachers demonstrate respect by trusting **their** students with the tasks.





C Match the **highlighted** words in the text with their definitions below.

1. _____ : to put into action or statute
2. _____ : being acceptable or relevant; being able to be put into practice; fitting
3. _____ : to have relevance; be related or suitable
4. _____ : an event, emotion, or action that both persons are experiencing, feeling, or doing
5. _____ : all of the various courses of study taught at a school or university

D Answer the following questions according to the text.

1. Who should be the participants to establish classroom norms?

2. What are some of the benefits of setting classroom norms both for the students and the teachers?

3. How many types of classroom norms are there? What are they?

4. At which level norms can be written?

5. How are curriculum rules applied extensively?

E What do the words in bold in the text refer to?

- 1 **They** (line 5) : _____
- 3 **Those** (line 12) : _____

- 2 **Them** (line 10) : _____
- 4 **Their** (line 31) : _____

F Write **GENERAL** or **SPECIFIC** according to the information in the chart.

NORMS at a _____ LEVEL	NORMS at a _____ LEVEL
Be respectful of others' answers!	Don't give up!
Be honest!	Try your best and participate!
Don't judge others!	Use your planner to stay organised!

G If you had the chance to set up your classroom norms with your peers and teachers, what would you like to add? Write your own norms.





A Complete the sentences with the correct form of the words in capitals.

1	The class is not being very _____ today.	COOPERATE
2	He was a pleasant, _____ man in his late fifties.	HUMOUR
3	Is the cave easily _____ from your cottage?	ACCESS
4	After such great reviews, the show was a huge _____ to most of the audience.	DISAPPOINT
5	Will you please help me put up these _____?	DECORATE
6	The _____ of the morning flight to Berlin caused chaos in the airport.	CANCEL
7	The teacher told Bill that he shouldn't _____ older people.	RESPECT
8	Karen's baby _____ a lot whenever he starts feeling tired and sleepy.	BEHAVE
9	The strict look on the teacher's face showed that she _____ of the children's behaviour.	APPROVE

B Write questions. The words in bold are the answers.

1	_____? These are Charlotte's shoes.
2	_____? The value of life is based on how much we contribute to others in society .
3	_____? We are leaving Rome at the end of August .
4	_____? I gave my sister a book as a gift for her graduation.
5	_____? The man sitting opposite Lucy is her brother-in-law .
6	_____? Loyalty and honesty are essential in a true friendship.
7	_____? I went by his house because I needed to borrow some money .
8	_____? The Japanese do not make direct eye contact or hug in formal situations.
9	_____? Mary watched the chat show last night.
10	_____? Smiling is universal!



Work in small groups. Read the following laws from English-speaking countries. Discuss them with your group, and for each one, **circle** the number you agree on.

Teenage Laws

KEY



1 = This is a nonsense/dangerous law. I strongly disagree.

2 = I disagree with this law.


3 = This law has good and bad points.

4 = I agree with this law.

5 = This is a very good idea. I strongly agree.

	Laws	Our opinion				
1.	At 16, you can buy a pet in Britain without your parents' permission.	1	2	3	4	5
2.	Texan kids of school age must not have unusual haircuts.	1	2	3	4	5
3.	Teenagers in Britain, who are aged 14 or over, can buy air rifles.	1	2	3	4	5
4.	In California, kids can start driving three months before their 16 th birthday.	1	2	3	4	5
5.	In Ohio, teenagers cannot skateboard in the street because it's illegal.	1	2	3	4	5
6.	You can get married in Scotland when you're 16, without your parents' permission (even if you are from another country).	1	2	3	4	5
7.	At 17, kids in Britain can apply for a pilot's licence.	1	2	3	4	5
8.	At 18, British teenagers can legally change their names.	1	2	3	4	5



Look at the modals in the grid. Then, tick  the correct boxes for each question below accordingly.

1 What do you think of ____?	2 I feel the same way.	3 Justice
4 Not only ____ but also	5 I'm sorry, but I think ____	6 Both ____ and
7 Either ____ or	8 Do you have an idea ____?	9 Neither ____ nor
10 Honesty	11 Tolerance	12 Maybe you're right (but) ____

1. Which of the expressions above are related to opinions/ideas/comments?

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

2. Which of the expressions above are used for agreeing and disagreeing with an opinion?

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

3. Which of the words/expressions are correlative conjunctions?

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

4. Which of the correlative conjunctions above are used to show similarity or likeness?

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----

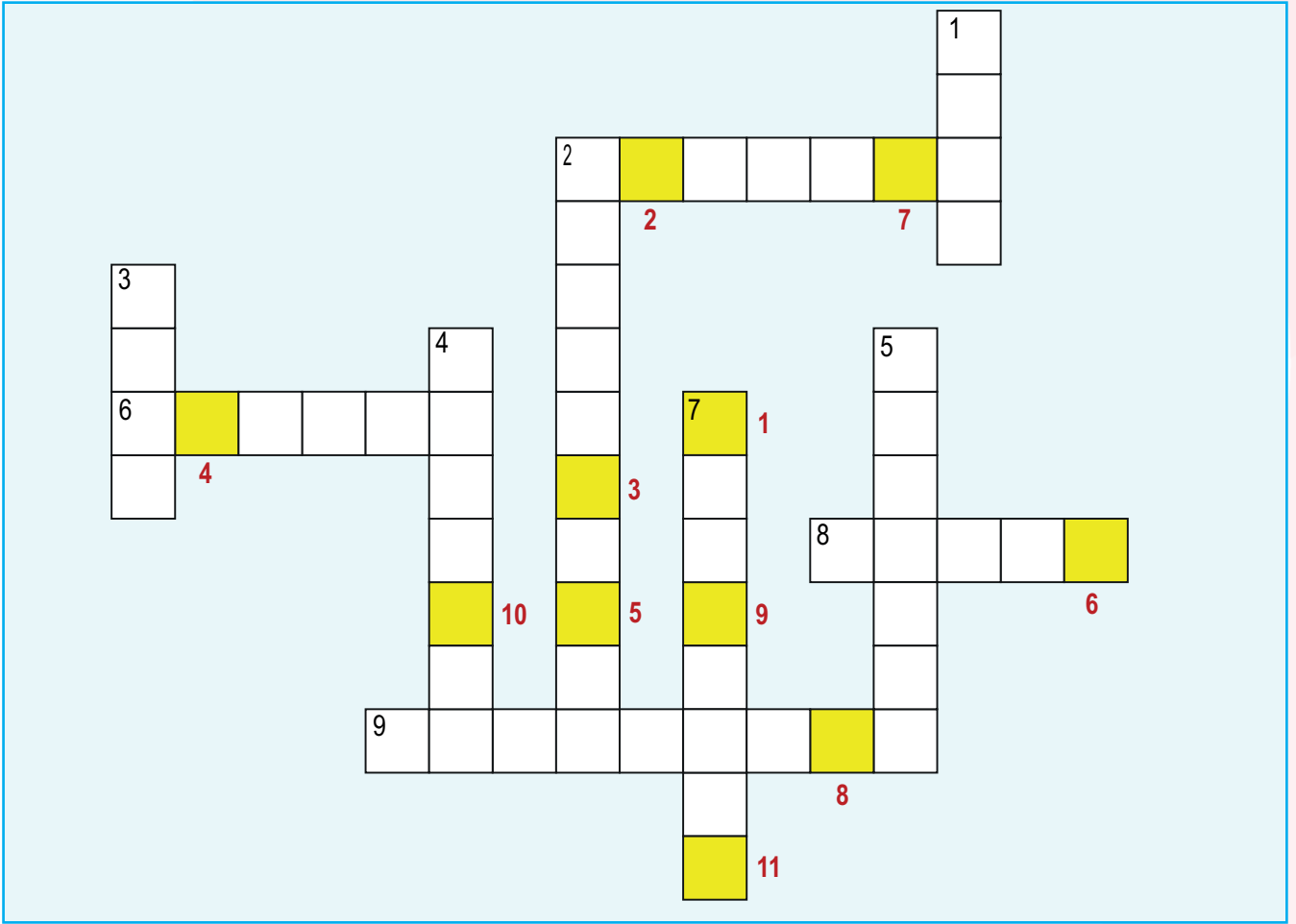
5. Which of the words/expressions above are related to personal values?

1	2	3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	---	---	----	----	----



Crossword Puzzle

Do the crossword puzzle. Then, find the keyword.



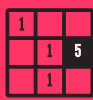
ACROSS DOWN

- | | |
|-------------------------------------|---|
| 2. to keep something hidden | 1. relaxed and quiet |
| 6. start to be seen | 2. a great desire to aid someone in need |
| 8. making a mistake | 3. to take someone somewhere |
| 9. an idea that guides your actions | 4. someone who invented something |
| | 5. a situation in which all the different parts are equal in strength or importance |
| | 7. being not too proud of yourself |

Keyword:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

1 2 3 4 5 6 7 8 9 10 11



Wordsearch

Find and circle all of the words that are hidden in the grid. The words may be hidden in any direction. The unused letters in the first two lines of the grid will give you the "hidden message".



AROUND
HANDSHAKE
INCLUDE
PASTRY
TRUST

CHAT
HOST
JUSTICE
RUMI
VALUE

DISH
HUGE
NORWEGIAN
TOLERATE
VARIOUS

HIDDEN MESSAGE: _____

Answer Key

Matching

1 — 1. I 2. E 3. J 4. G 5. B 6. H 7. D 8. F 9. A 10. C

2 — A. 2 B. 7 C. 6 D. 4 E. 1 F. 3 G. 5 H. 9 I. 8

Gap Filling

A — A. but also D. not only
B. both E. nor
C. Either ... or F. Both ... and

B — 1. Debra / Anna 5. neither / nor does
2. Steve and Debra 6. Not only does / values lifestyle
3. Both Anna 7. Both
4. flexibility and openness 8. doesn't value / neither / nor does

C — Students' own answers

D — 1. Both Tanya and Beth enjoy horseback riding. 3. Not only the leopard but also the tiger faces extinction.
2. Neither Arthur nor Ricardo is in class today. 4. We could either fly or take the train.

E —

Asking for Opinions	Expressing Opinions	Agreeing/Disagreeing
a g j h	m o d b l	c f k e i n

F — Students' own answers

Multiple Choice

1. B 2. A 3. E 4. D 5. B 6. E 7. A
8. C 9. C 10. D 11. A 12. E 13. D

Reading Activity

A — Students' own answers

B — Students' own answers

C — 1. enact 2. applicable 3. pertain 4. mutually 5. curriculum

D — 1. Students and instructional team members.
2. Students who collaborate to create class standards are more likely to have a sense of ownership, participate in class, and form mutually respectful and cooperative relationships.
Students and instructional team members working together to develop and implement norms transfer part of the duty for supporting and encouraging socially responsible interactions from the instructor to the students.
It ensures that students understand the expectations of the classroom community and gives them the motivation to monitor and alter their own conduct.

Reading Activity

- D** — 3. There are three types of norms: those that pertain to safety and health, moral norms, and discretionary norms.
4. Norms may be written at either a general or specific level.
5. They should be defined at a broad level for this goal.

- E** — 1. Norms 2. Students 3. Types of norms 4. The teachers'

F —

NORMS at a <u>GENERAL</u> LEVEL	NORMS at a <u>SPEIFIC</u> LEVEL
Be respectful of others' answers!	Don't give up!
Be honest!	Try your best and participate!
Don't judge others!	Use your planner to stay organised!

- G** — Students' own answers

Skill-based Activity

- A** — 1. cooperative 2. humorous 3. accessible 4. disappointment 5. decorations
6. cancellation 7. disrespect 8. misbehaves 9. disapproved

- B** — 1. Whose shoes are these?
2. What is the value of life based on?
3. When are we/you leaving Rome?
4. What did you give your sister as a gift for her graduation?
5. Who is the man sitting opposite Lucy?
6. What is essential in a true friendship?
7. Why did you go by his house?
8. What do not Japanese do in formal situations?
9. Who watched the chat show last night?
10. What is universal?

Fun Time

Students' own answers

Structured Grid

1	1 ✓	2 ✓	3	4	5 ✓	6	7	8 ✓	9	10	11	12 ✓
2	1	2 ✓	3	4	5 ✓	6	7	8	9	10	11	12 ✓
3	1	2	3	4 ✓	5	6 ✓	7 ✓	8	9 ✓	10	11	12
4	1	2	3	4 ✓	5	6 ✓	7	8	9	10	11	12
5	1	2	3 ✓	4	5	6	7	8	9	10 ✓	11 ✓	12

Answer Key

Crossword Puzzle

1 C
A
L
M

2 O N C E A L

3 S U M M E R

4 P E A R E A R

5 I O L

6 F A U L T

7 H U M I L I T Y

8 P R I N C I P L E

9 P R I N C I P L E

10 T O

11 Y

KEYWORD: H O S P I T A L I T Y

Wordsearch

W H E N I N Y R O M T E D O A
S T H E R A O M A N S S D O Z
U E M R R N J I C Y O K C E Z
M U K I Z T Q A N Q H E P N D
D H O M S T R R D R D G A C L
Y U Z U J O I B W I I U S I M
S P R O U L B Z G E S H T R F
S T E N S E S W Q W G H R T S
E W D D T R V Z J S Q I Y Q Q
I O L T I A H A N D S H A K E
W N A J C T V A L U E G K N F
G H V W E E D U L C N I A Q M
C E F R W P Q V S X W W S H J
U J X Y Q I V I R P J Q D U A
R U M I P C V S U T C F R E D

HIDDEN MESSAGE: W H E N I N R O M E, D O A S T H E R O M A N S D O.

Etkileşimli Kitaplar

Beceri Temelli Kitaplar

Soru Bankası

Mobil Soru Bankası

Dinamik Uygulamalar

3B Modeller

YKS Kampı

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