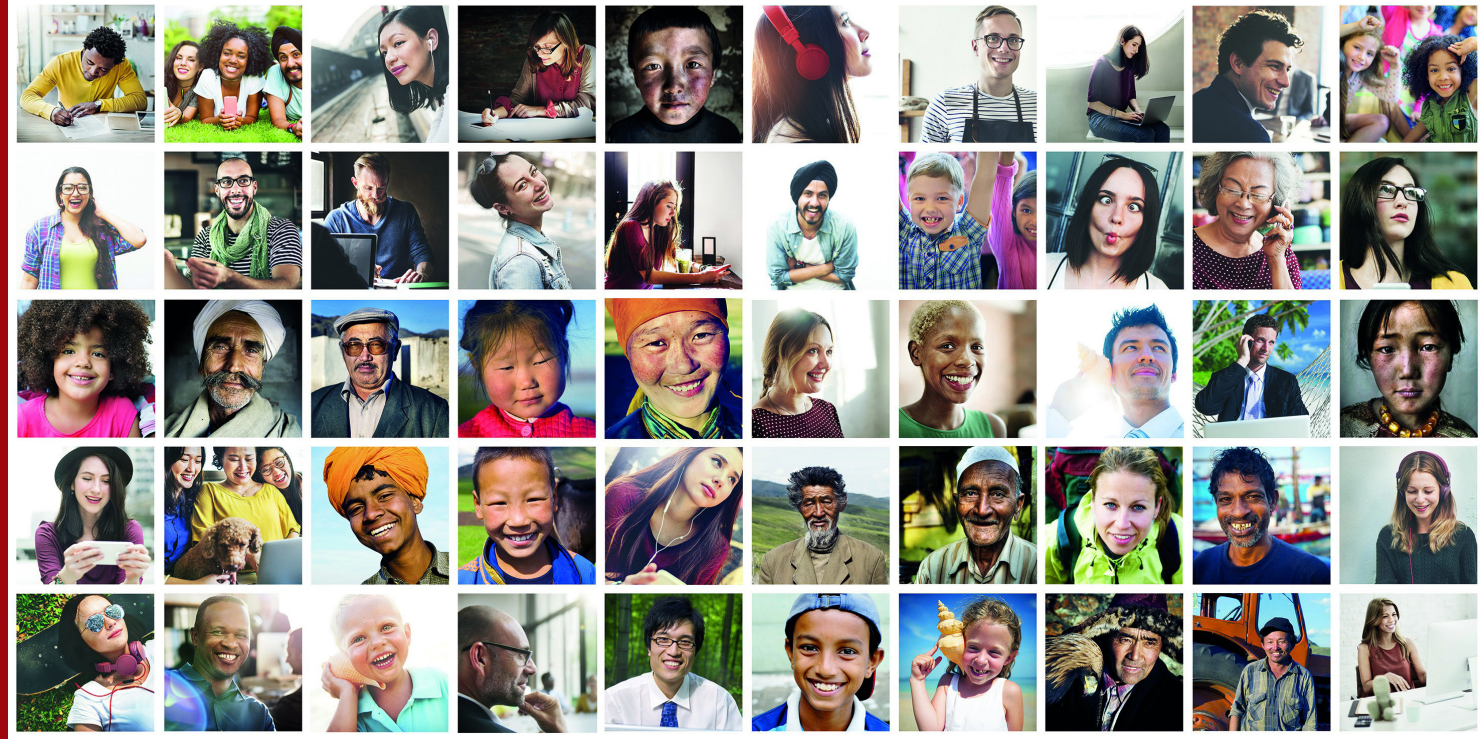


ENGLISH GAMES & ACTIVITIES

10<sup>th</sup> GRADE



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

**THEME 8  
DIGITAL ERA**



T.C. MİLLÎ EĞİTİM BAKANLIĞI

# English 10

## 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



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 1 Our Opinion



The aim of the activity is to have students state personal opinions in everyday conversations.

### Materials and Preparation

Activity sheet on page 195

As a preparation, the teacher photocopies the activity sheet as many as the number of students.

### Procedure

- 1 Put students into pairs, and hand out the activity sheet to each student.
- 2 Next, tell students to read the sentences and tick (✓) in the agreement or disagreement boxes for themselves. Give them an adequate amount of time to think over and do the task individually.
- 3 Once they are finished, tell them to compare and find out what they have in common.
- 4 Finally, have the pairs share what they have in common with their partners.

## 2 Time to Debate



The activity aims to have students participate in a debate and practice expressions for stating personal opinions.

### Materials and Preparation

Worksheet on page 196

Assessment rubric on page 197

As a preparation, the teacher photocopies and hands out both the worksheet and the assessment rubric to each subgroup.

### Procedure

- 1 Divide the class into two groups. Then, divide both groups into two subgroups as As and Bs.
- 2 Tell students that they will be given various topics to debate over and As of either group will be "for" and Bs "against".
- 3 Then, ask each group to take a look at the topics given and choose one of them as the debate topic.
- 4 Have the As and Bs of either group debate over their topics standing "for" and "against". During the debate within a group, the other group will be the jury to evaluate the debating group using the assessment rubrics.
- 5 At the beginning of the debate, remind students to take into consideration the following rules:
  - Respect your opponents.
  - Do not interrupt.
  - Support the arguments with details.
- 6 Give students enough time to prepare their "for" or "against" arguments by making notes on the worksheet. Monitor and guide them while they are carrying out the task.
- 7 When everyone is ready, invite two groups to the front of the class to debate over their topic.
- 8 Once the debate is finished, take the assessment rubrics and determine the winner group.



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

### 3 That's My Opinion



The activity aims to have students give their personal opinions on everyday life topics. It will also enable students to improve their inference skills through making guesses. It is expected to help students especially with their writing, reading, and speaking skills.

#### Materials and Preparation

Adjectives sheet and Phrases sheet on page 198

As a preparation, the teacher photocopies the phrases sheet. Estimatingly, two or three copies will be enough as the phrases will be cut out and handed out randomly so that each student will hold one phrase. As to the adjectives sheet, the teacher photocopies as many as the number of students.

#### Procedure

- 1 Give each student an adjective sheet and a phrase, and inform students that they shouldn't show their phrases to their friends.
- 2 Ask students to write their opinions on the phrase using (an) adjective(s) from the ones given on the sheet, and to give reasons. If the adjectives given do not correspond to their opinions, they are allowed to use their own adjectives.

**E.g.** *In my opinion, social media is nonsense since you may contact fake accounts.*

*To me, writing blogs is helpful but difficult because you can exchange a lot of information, but you need to take time to organize, share, and follow the content.*

- 3 Once they are finished, have them share their opinions and discuss.

### 4 Meaning Duet



The activity aims to have students state personal opinions in everyday conversations. It also makes it possible for students to revise previously acquired vocabulary and patterns.

#### Materials and Preparation

The dialog strips on page 199

As a preparation, the teacher photocopies and cuts out the dialog strips.

#### Procedure

- 1 Hand out a dialog strip to each student randomly.
- 2 Tell students that they will be walking round the class with the strip they're holding to find the best match with whose strip they can create a meaningful dialog.
- 3 Remind students that they are to create dialogs made up of two statements by two people, which is why they shouldn't be pursuing a third person (strip).
- 4 Emphasize that as the teacher, you will be checking their matches in order to make a correct match and not just randomly pair them up.
- 5 Monitor and guide them while they are carrying out the task.
- 6 When they're finished, have them share their answers with the class.



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 5 Find the False One



The activity aims to have students express preferences. It is an activity to improve students' writing skills together with reading, listening, and speaking.

### Materials and Preparation

Pictures on pages 200 and 201

A piece of paper

As a preparation, the teacher cuts out the pictures.

### Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Stick the pictures on the board or display them on the interactive whiteboard.
- 3 Ask students to examine the pictures for 1-2 minutes, and then to write three statements about their preferences related to the pictures. Remind students that two of the statements should be true and one should be false. If necessary, give some examples.

**E.g.** *I prefer online banking to conventional banking.*

*I would prefer online banking rather than traditional banking.*

- 4 Give them 5 minutes for the activity. When the time is up, ask the group members to read their statements in turns and ask the other groups listening to try to determine the false statements.
- 5 Award two points for each correct guess they've made. The group(s) with the most points will win the game.



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 6 Preferences Match



The aim of the activity is to have students state their preferences.

### Materials and Preparation

Worksheet on page 202

As a preparation, the teacher photocopies the worksheet as many as the number of students.

### Procedure

- 1 Put students into pairs, and hand out the worksheet to each student.
- 2 Next, explain students that there are gaps on the worksheet to be filled by them and that they are expected to add one possible option to create a meaningful preference question.

**E.g.** *Do you prefer fruit juice or ...tea....for breakfast?*

- 3 After students have completed all the questions, tell them to ask those questions to their partners in turn. Encourage them to ask for further details to learn more about their partners' preferences as in the example below.

**E.g. A** *Do you prefer fruit juice or ...tea....for breakfast?*

**B** *I prefer tea because it helps me become wide awake sooner.*

**A** *How do you like it? Weak or strong?*

**B** *I prefer it weak for breakfast.*

- 4 Finally, have the pairs find out if they have any common preferences.





# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 7 Students' Democracy



The activity aims to have students state preferences. It also makes it possible for students to activate their language skills.

### Materials and Preparation

Survey sheet on page 203

As a preparation, the teacher photocopies the survey sheet as many as the number of students in the class and cuts them out.

### Procedure

- 1 Hand out the survey sheet to each student in the class and have them take a look at the items on the sheet.
- 2 Explain students that there is a school survey and they are the representatives of their classes. Tell students that the survey sheet they are holding has choices on and that they will be walking around with the sheet in their hands their friends' choices on them. When students have finished and worked out the results, have them submit the results to the school administration as in the example.

**E.g.** *Five students prefer school uniform to casual wear.*

- 3 Give students 15 minutes for this activity. Monitor and guide students while they're carrying out the task.
- 4 When the time is over, have them share their results with the class and discuss all together.
- 5 At the end of the activity, give a round of applause for the whole class.



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 8 Literary Associations



The activity aims to present students with the opportunity to make and express preferences through associating the options given with imaginary functions. It is expected to serve as a fun activity that will boost students' imaginations as it gives them a chance to come up with expressions of preferences based upon literary associations. It includes the skills of listening, speaking, reading and writing.

### Materials and Preparation

Preferences sheet on page 204

The teacher photocopies the preferences sheet as many as the number of students.

### Procedure

- 1 Hand out the preferences sheet.
- 2 Tell students that they will be asked to make preferences out of each pair of options given on the preferences sheet and give reasons. Emphasize that whatever they will come up with is expected to be a thing of their imaginations.
- 3 Write the following examples on the board so that students can understand the task better. Explain students that they are expected to consider the benefits, functions of the items on the preferences sheet while they are making their preferences and giving reasons for them. Go through the examples together.

**E.g.** *I'd rather be an armchair than a stool because I would like to comfort my friends.*

*I prefer being a plant to being a pot because I would like to make my environment more beautiful.*

- 4 Make sure that students have understood the literary dimension of the task and, if necessary, give further information and examples. Give them ten minutes. Monitor and guide while they are carrying out the task. When they are finished with the task, have them share their sentences and discuss.



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 9 Reasons and Results



The activity aims to have students state causes and effects related to some pictures. It is expected to raise students' awareness about various everyday topics.

### Materials and Preparation

Picture sets on pages 205 and 206

Causes and effects sheet on page 207

As a preparation, the teacher photocopies the picture sets and the causes and effects sheet for each group.

### Procedure

- 1 Put students into groups of three or four, depending on the size of the class.
- 2 Hand out the picture sets and the causes and effects sheet to each group.
- 3 Tell students that they are going to examine the picture sets provided, and write as many sentences as possible related to them. Give them the following example.

**E.g. Cause:** *She studied hard for the exam.*

**Effect:** *She achieved a good score.*

*She studied hard for the exam, so she achieved a good score.*

*She achieved a good score because she studied hard for the exam.*

- 4 Monitor and guide students while they are carrying out the task.
- 5 When they are finished, have each group read their sentences aloud.
- 6 Announce the group with the most accurate sentences as the winner.

## 10 Read and Find



The activity aims to have students state causes and effects. It is expected to help students with their reading, writing, and speaking skills.

### Materials and Preparation

Reading text and worksheet on page 208

As a preparation, the teacher photocopies and cuts out both the worksheet and the reading text as many as the number of students.

### Procedure

- 1 Put students into pairs.
- 2 Hand out the reading text to each student and ask them to read it.
- 3 While reading, one student in each pair is to underline the statements of cause and the other is to underline the statements of effect.
- 4 Next, hand out the worksheet to each pair and ask them to fill in it working collaboratively depending on what they have underlined through questions and answers.
- 5 After they have finished filling in the sheet, have them share their dialogs.



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 11 Complete and Discuss



The activity aims to have students state causes and effects by integrating their reading skills with writing, listening and speaking.

### Materials and Preparation

Cards on pages 209 and 210

The answer sheet on page 211

As a preparation, the teacher photocopies the cards and answer sheets as many as the number of groups and cuts out the cards.

### Procedure

- 1 Put students into groups of three or four, depending on the size of the class and hand out the cards and answer sheet to each group.
- 2 Let them read the cards and complete the "Cause" or "Effect" part using cohesive devices to have accurate and coherent sentences. Remind students that they should write their answers on the answer sheet.
- 3 Give students enough time for the task. When they're done, let the groups discuss their answers.
- 4 After the discussion is over, read out the suggested answers for students to check their work. Remind them that any accurate and coherent sentences will be accepted.
- 5 Award two points for each correct sentence they've made. The group(s) with the most points will win the game.

## 12 Causes and Effects



The aim of the activity is to raise students' awareness about causes and effects of problems.

### Materials and Preparation

Worksheet on page 212

Audio script on page 193

As a preparation, the teacher photocopies the worksheet and the audio script as many as the number of groups.

### Procedure

- 1 Put students into groups of four or five, and hand out the worksheet to each group.
- 2 Tell students that they are going to listen to an interview about some up-to-date problems. Explain them that each problem is mentioned with either its cause(s) or its effect(s) in the audio, and they are required to tick (✓) in the cause or effect boxes based on what they hear for each problem.
- 3 Have them listen to the audio twice. Then, hand out the audio script to each group, and have them check for the answers.
- 4 After that, have each group discuss, and then write some solutions for each problem on the worksheet.
- 5 Finally, ask them to share their solutions with the class.



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 13 Let's Describe



The activity aims to have students give extended descriptions and detailed information about people, places, and events. Through this activity, it is expected to enhance students' speaking and listening skills in particular.

### Materials and Preparation

Worksheet on page 213

As a preparation, the teacher photocopies the worksheet for each group.

### Procedure

- 1 Put students into groups of four or five, and hand out the worksheet to each group.
- 2 Explain that the groups are going to make as many sentences as they can related to the words on the worksheet.
- 3 Remind students that they have only 1 minute for each word and within the time limit, they are going to write an extended description and detailed information for the word by making use of the structures "It's a person who..., It's a place where..., It's an event which..., It's a thing which..."
- 4 After each word description, have the groups read aloud and check the answers together. At the end of the activity, the group with the most accurate sentences will be the winner.

## 14 Word Bridge



This game aims to have students practice giving extended descriptions about people, places, things, and events. Moreover, it is expected to help students with their inference skills.

### Materials and Preparation

Descriptions sheet on page 214

Game sheet on page 215

As a preparation, the teacher photocopies and cuts out the game sheet and the descriptions sheet as many as the number of students.

### Procedure

- 1 Put students into pairs and assign them as Student A and Student B.
- 2 Hand out the description sheets and game sheets to Student As and Bs. Tell them not to show their sheets to their partners.
- 3 Explain the rules of the game to the class. Tell them that the mission of each student is to make a word bridge by answering the questions correctly. Inform students that Student As will read out the descriptions for the box number Student Bs have chosen, and Student Bs will guess the word. Ask students to put a tick into the box for the correct guess and a cross for the incorrect one. Inform them that if they cannot guess the correct word, they will choose another number to make the bridge. Tell them to exchange their roles after each question.
- 4 The student to make the word bridge faster will be the winner.



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 15 Crossword Puzzle



The activity aims to have students give an extended description and detailed information about people/places/things. It is also expected to help students with language skills through working in a collaborative way.

### Materials and Preparation

Worksheet on page 216

Crossword puzzle sheet on page 217

As a preparation, the teacher photocopies the crossword puzzle sheet and the worksheet for each group.

### Procedure

- 1 Put students into groups of three or four, depending on the size of the class.
- 2 Hand out the crossword puzzle sheet and the worksheet to each group.
- 3 Let students take a look at the words written across and down in the puzzle and ask them how they would describe these words using relative clauses. Also, tell students to write their descriptions on the worksheets provided in a suitable amount of time, and then to share them with the class.

**E.g.** *MUSEUM: a place where objects of historical, scientific, artistic or cultural interest are stored and exhibited.*

- 4 Monitor and guide students while they are carrying out the task. In case they need help with the unknown vocabulary items, encourage them to search for it on the Net or in their dictionaries.
- 5 The first group to finish writing the descriptions will be the winner.



# THEME 8 DIGITAL ERA

## FUNCTIONS

- F1 Stating personal opinions in everyday conversations
- F2 Stating preferences
- F3 Stating causes and effects
- F4 Giving an extended description and detailed information about people/places/events

10<sup>th</sup> GRADE

## 16 Give a Description



The activity aims to have students give an extended description and detailed information about people, places and events. It is also expected to help students with their creativity and language skills.

### Materials and Preparation

No materials required

### Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Tell students that they will discuss and decide on a person, a place, a thing, and write an extended description and detailed information about them on a sheet of paper. Remind students that they should write three extended descriptions.

**Write the following tips on the board to help them write:**

It's a person who...

It's a place where...

It's an event which...

It's a thing which...

It's a time when...

This is someone who has done...

This is the person who composed...

This is an object which shows...

- 3 After each student has completed the task, put students into groups of four or five, depending on the size of the class.
- 4 Give them enough time for the task.
- 5 When they are finished, ask each group to take it in turns to read out the descriptions and have the other groups guess what/who/which, etc. they have described.
- 6 Announce the group(s) with the most correct guesses as the winner.



## Answer Key

### 4 Meaning Duet

1

What is your opinion on social media?

I think there are both positive and negative effects of social media on people's lives.

2

What are your thoughts on online courses?

In my opinion, online courses provide learners with convenience and flexibility.

3

What do you think about the role of technology in people's lives?

In my honest opinion, technology affects the way individuals communicate, learn, and think.

4

How do you feel about learning from robot teachers over the Net?

I believe that robot teachers are not likely to come into existence.

5

What is your view on artificial organ transplantation?

I feel that artificial organ transplantation could reduce transplant waiting lists.

6

I'd like to hear your views on self-driving cars.

Speaking personally, self-driving cars can minimize driver errors.

7

Please tell me your opinion on online shopping.

I really think that online shopping has more advantages than disadvantages.





# THEME 8 DIGITAL ERA

10<sup>th</sup> GRADE

Answer Keys & Audio Scripts

## Answer Key

### 6 Preferences Match

#### Suggested Answers

- 1 Do you prefer fruit juice or *tea* for breakfast?
- 2 Do you prefer face-to-face or *online* communication?
- 3 Would you rather spend your weekend *in the city center* than in the countryside?
- 4 Do you prefer coffee or *mineral water* after meals?
- 5 Do you prefer sneakers or *boots* in winter?
- 6 Do you usually prefer vegetables or *meat* for lunch?
- 7 Would you rather go to the seaside than *mountain resort* for the summer holiday?
- 8 Do you usually prefer getting up early or *late* on weekends?
- 9 Would you rather watch TV *series* than action films with your parents?
- 10 Do you prefer text messaging or *talking on the phone*?
- 11 Do you prefer watching or *playing* sports?
- 12 Do you prefer *rainy* or shiny weather to take for a walk?
- 13 Would you rather eat beef than *fish* at a restaurant?
- 14 Do you prefer reading paper or *online* books?
- 15 Do you prefer shopping *alone* or with your friends?

## Answer Key

### 11 Complete and Discuss

- 1 I think that social media will be more important in the future, so everyone should have basic computer skills.
- 2 Today, schools have a greater variety of technological options. Therefore, students can become more technologically competent.
- 3 I prefer my mobile phone as a technological device because it is easy to get online with it.
- 4 In my opinion, distance learning is great because I can learn at my own pace.
- 5 I believe that there are some negative effects of smart technologies on people since a lot of people depend heavily on them.
- 6 It seems to me that electric cars use cheaper electricity for power; thus, they cost less.
- 7 Since robotic technology improves, people should change their expectations related to machines' abilities.
- 8 I think that smart devices can be used for entertainment purposes as it is possible to download many applications of this kind.
- 9 People can check their e-mails, see text messages, videos, calls and social media notifications via smartwatches, so I believe that they will be very popular in the near future.



## Audio Script

### 12 Causes and Effects

- Sophia** Now, we are having an interview with Dr. Felix, and we will talk about some up-to-date problems in the world. Dr. Felix, I would like to start with climate change. As we all know, changes in climate are not something new. What is new and more important is the influence of people on climate change. I mean that human poses a great threat to our planet.
- Dr. Felix** Yes, this is what I will specifically talk about. Human activities have been the main driver of climate change. I mean, we use energy to cook, drive our cars and use the heating system in our houses. Even these simple day-to-day activities cause greenhouse gas emissions which prevent the heat in the atmosphere to release, causing global warming.
- Sophia** Thank you for this remarkable explanation, Dr. Felix. Now, let's move on to another serious problem we have encountered; deforestation. What do you think about its serious effects?
- Dr. Felix** Main effects of deforestation include floods and loss of wildlife. Low soil quality is also an inevitable result of deforestation.
- Sophia** OK, Dr. Felix... And..., the third problem is the shortage of clean water or let's say polluted water as well. What do you want to say about its effects?
- Dr. Felix** Well, it is one of the most serious problems we have ever had. This is because polluted water leads to some serious health problems such as dysentery, cholera, etc. Since they are contagious illnesses, we cannot recover from them easily.
- Sophia** Sure, I completely agree with you. Besides environmental problems, we have some other up-to-date problems, as well. One of them is digital addiction. Would you like to talk about it?
- Dr. Felix** Absolutely! The more people prefer social media interactions, the more digital addictions we see. To me, this is the main cause of digital addiction.
- Sophia** Alright! Now, everyone is familiar with this problem; it is insomnia. What exactly causes insomnia, Dr. Felix?
- Dr. Felix** Everyone knows that it is mainly caused by over-stress and anxiety. However, it is quite important that we should be aware of its effects and suggest some solutions for this problem.
- Sophia** You are absolutely right, Dr. Felix. Thank you so much for your contribution to this interview.
- Dr. Felix** It was a great pleasure for me.



## Answer Key

### 12 Causes and Effects

Problems	Cause	Effect
Climate change	✓	
Deforestation		✓
Polluted water		✓
Digital addiction	✓	
Insomnia	✓	

**1 Problem: Climate change**

Solution(s): Using less energy by lowering heating and cooling, using energy efficient electric appliances (Suggested Answer)

**2 Problem: Deforestation**

Solution(s): Planting more trees to protect forests (Suggested Answer)

**3 Problem: Polluted water**

Solution(s): Managing water resources (Suggested Answer)

**4 Problem: Digital addiction**

Solution(s): Face-to-face interaction, engaging in outdoor activities (Suggested Answer)

**5 Problem: Insomnia**

Solution(s): Drinking herbal tea, taking shower before going to sleep, etc. (Suggested Answer)

# THEME 8 APPENDIX



## 1 Our Opinion

10<sup>th</sup> GRADE

		Agree	Disagree
1	Sunny days are perfect for our moods.		
2	Red is the most attractive color.		
3	History is the most difficult school subject.		
4	Self-driving cars are going to make our lives easier.		
5	Wellness and spa holidays are great in summer.		
6	Tea is better than coffee for breakfast.		
7	Watching movies in English is the best way to improve English.		
8	Using social networks enhances social interaction.		
9	Taking exercises is vital to health.		
10	Sleeping is the best way to relax.		

# THEME 8 APPENDIX



## 2 Time to Debate (1)

10<sup>th</sup> GRADE

**Debate topic chosen:** \_\_\_\_\_

The digital revolution has been good for the world.  
Life would be better and easier without computers and other digital products.  
Technological advances have provided added motivation for the new generation of students to produce life-long learning.  
Students will learn from robot teachers over the Internet in 10 years.  
People will completely quit in-store shopping and online shopping will be much in demand soon.

### INSTRUCTIONS

1. Prepare your FOR or AGAINST arguments by making notes below.
2. Present your argument to the other group.
3. After hearing your opponent's argument, disagree and give a counterargument.

### NOTES

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# THEME 8 APPENDIX



## 2 Time to Debate (2)

10<sup>th</sup> GRADE

### ASSESSMENT RUBRIC

Criteria	Group A			Group B		
	Not Satisfactory	Fair	Satisfactory	Not Satisfactory	Fair	Satisfactory
	1	2	3	1	2	3
Active participation						
Responding to counterarguments						
Giving reasons for arguments						
Mannerisms (respect, turn taking, etc.)						

### ASSESSMENT RUBRIC

Criteria	Group A			Group B		
	Not Satisfactory	Fair	Satisfactory	Not Satisfactory	Fair	Satisfactory
	1	2	3	1	2	3
Active participation						
Responding to counterarguments						
Giving reasons for arguments						
Mannerisms (respect, turn taking, etc.)						

# THEME 8 APPENDIX



## 3 That's My Opinion

10<sup>th</sup> GRADE

### Adjectives Sheet

nonsense	interesting	boring	enjoyable
important	confusing	disturbing	ordinary
difficult	great	terrific	amazing
relaxing	fascinating	helpful	you choose



### Phrases Sheet

social media	listening to music online	going online	watching movies online
crypto currencies	designing websites	using artificial intelligence in education	distance learning
reading e-books	online shopping	playing online games	writing blogs
sharing photos or videos on the Net	making online friends	live streaming	online banking





What is your opinion on social media?

I think there are both positive and negative effects of social media on people's lives.

What are your thoughts on online courses?

In my opinion, online courses provide learners with convenience and flexibility.

What do you think about the role of technology in people's lives?

In my honest opinion, technology affects the way individuals communicate, learn, and think.

How do you feel about learning from robot teachers over the Net?

I believe that robot teachers are not likely to come into existence.

What is your view on artificial organ transplantation?

I feel that artificial organ transplantation could reduce transplant waiting lists.

I'd like to hear your views on self-driving cars.

Speaking personally, self-driving cars can minimize driver errors.

Please tell me your opinion on online shopping.

I really think that online shopping has more advantages than disadvantages.





# THEME 8 APPENDIX



## 5 Find the False One (1)

10<sup>th</sup> GRADE



Tablet PC



Laptop



Online Shopping



Traditional Shopping



Online Banking



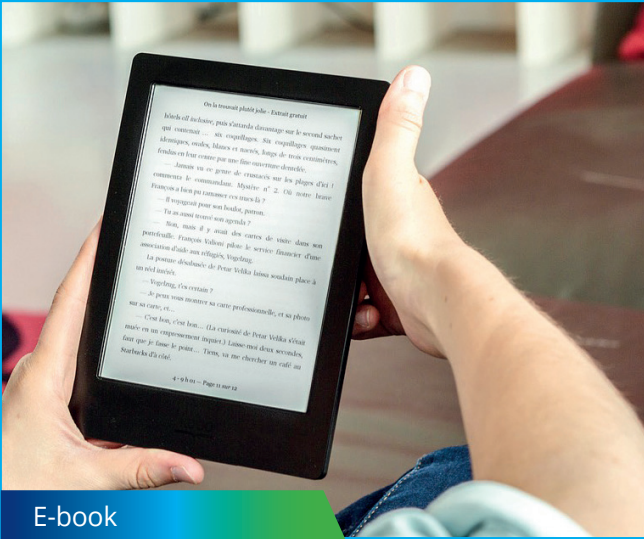
Conventional Banking

# THEME 8 APPENDIX



## 5 Find the False One (2)

10<sup>th</sup> GRADE



E-book



Printed book



Travelling by bus



Travelling by plane



Online games



Traditional games



- 1 Do you prefer fruit juice or \_\_\_\_\_ for breakfast?
- 2 Do you prefer face-to-face or \_\_\_\_\_ communication?
- 3 Would you rather spend your weekend \_\_\_\_\_ than in the countryside?
- 4 Do you prefer coffee or \_\_\_\_\_ after meals?
- 5 Do you prefer sneakers or \_\_\_\_\_ in winter?
- 6 Do you usually prefer vegetables or \_\_\_\_\_ for lunch?
- 7 Would you rather go to the seaside than \_\_\_\_\_ for the summer holiday?
- 8 Do you usually prefer getting up early or \_\_\_\_\_ on weekends?
- 9 Would you rather watch \_\_\_\_\_ than movies?
- 10 Do you prefer text messaging or \_\_\_\_\_?
- 11 Do you prefer watching or \_\_\_\_\_ sports?
- 12 Do you prefer \_\_\_\_\_ or shiny weather to take for a walk?
- 13 Would you rather eat beef than eat \_\_\_\_\_ at a restaurant?
- 14 Do you prefer reading paper or \_\_\_\_\_ books?
- 15 Do you prefer shopping \_\_\_\_\_ or with your friends?

# THEME 8 APPENDIX



## 7 Students' Democracy

10<sup>th</sup> GRADE

1	School uniform	Casual wear
	<input type="checkbox"/>	<input type="checkbox"/>
2	Ten-minute break	Fifteen-minute break
	<input type="checkbox"/>	<input type="checkbox"/>
3	Use of cups with lids in the school canteen	Use of cups without lids in the school canteen
	<input type="checkbox"/>	<input type="checkbox"/>
4	Traditional bell	Song-like bell
	<input type="checkbox"/>	<input type="checkbox"/>

1	School uniform	Casual wear
	<input type="checkbox"/>	<input type="checkbox"/>
2	Ten-minute break	Fifteen-minute break
	<input type="checkbox"/>	<input type="checkbox"/>
3	Use of cups with lids in the school canteen	Use of cups without lids in the school canteen
	<input type="checkbox"/>	<input type="checkbox"/>
4	Traditional bell	Song-like bell
	<input type="checkbox"/>	<input type="checkbox"/>



a stool

an armchair

a plant

a pot

a pencil

a notebook

a car

a horse

a mirror

a frame

an eraser

a pencil sharpener

a mountain

a river

# THEME 8 APPENDIX



## 9 Reasons and Results (1)

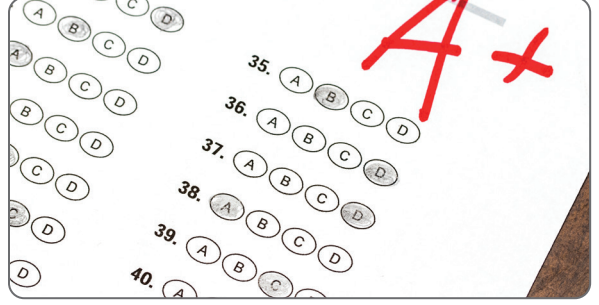
10<sup>th</sup> GRADE

A



S. 1

B



S. 2



S. 3



S. 4



# THEME 8 APPENDIX



## 9 Reasons and Results (2)

10<sup>th</sup> GRADE

A

B

S. 5



S. 6



S. 7



S. 8



# THEME 8 APPENDIX



## 9 Reasons and Results (3)

10<sup>th</sup> GRADE

	CAUSES	EFFECTS
Picture Set 1		
Picture Set 2		
Picture Set 3		
Picture Set 4		
Picture Set 5		
Picture Set 6		
Picture Set 7		
Picture Set 8		



# THEME 8 APPENDIX



## 10 Read and Find

10<sup>th</sup> GRADE

### Reading Text

Yesterday was a really difficult day for me. I overslept because I had forgotten to set the alarm clock. As soon as I got up and realized that I was late, I got dressed quickly and left home in a hurry, without having breakfast. I got a cup of coffee to have while walking to work, but I spilt it on my shirt. Therefore, I had to run back home to change it. I had already wasted a lot of time.

As I arrived at work late, my manager was angry. I apologized for being late and started working. Then, I went to a restaurant for lunch with my colleagues. In the afternoon, I couldn't finish my reports, so I had to leave the office late. Because I left late, I missed the last bus to my neighborhood, so I had to call a taxi. Just as I was getting out of the taxi, I noticed that I had forgotten my wallet in the office. I called one of my neighbors and asked to pay for me. Luckily, he came and paid for me. I thanked him as he did not turn me down. I suffered all these mishaps just because I had forgotten to set the alarm clock. Ever since that day, setting the alarm clock before going to bed has been one of my priorities in everyday life.



What happened? (Effects)	Why did it happen? (Causes)

# THEME 8 APPENDIX



## 11 Complete and Discuss (1)

10<sup>th</sup> GRADE

### CARDS



1

Cause	Effect
I think that social media will be more important in the future	

2

Cause	Effect
Today, schools have a greater variety of technological options	

3

Cause	Effect
	because it is easy to get online with it.

4

Cause	Effect
	because I can learn at my own pace.



# THEME 8 APPENDIX



## 11 Complete and Discuss (2)

10<sup>th</sup> GRADE



5

Cause	Effect
	since a lot of people depend heavily on them.

6

Cause	Effect
It seems to me that electric cars use cheaper electricity for power	

7

Cause	Effect
	people should change their expectations related to machines' abilities.

8

Cause	Effect
I think that smart devices can be used for entertainment purposes	

9

Cause	Effect
People can check their e-mails, see text messages, videos, calls and social media notifications via smartwatches	



# THEME 8 APPENDIX



## 11 Complete and Discuss (3)

10<sup>th</sup> GRADE

### Answer Sheet

Read the statements on each card and record your answer in the corresponding box.

<b>1 Effect</b> _____ _____ _____	<b>2 Effect</b> _____ _____ _____	<b>3 Cause</b> _____ _____ _____
<b>4 Cause</b> _____ _____ _____	<b>5 Cause</b> _____ _____ _____	<b>6 Effect</b> _____ _____ _____
<b>7 Cause</b> _____ _____ _____	<b>8 Effect</b> _____ _____ _____	<b>9 Effect</b> _____ _____ _____

### Answer Sheet

Read the statements on each card and record your answer in the corresponding box.

<b>1 Effect</b> _____ _____ _____	<b>2 Effect</b> _____ _____ _____	<b>3 Cause</b> _____ _____ _____
<b>4 Cause</b> _____ _____ _____	<b>5 Cause</b> _____ _____ _____	<b>6 Effect</b> _____ _____ _____
<b>7 Cause</b> _____ _____ _____	<b>8 Effect</b> _____ _____ _____	<b>9 Effect</b> _____ _____ _____

# THEME 8 APPENDIX



## 12 Causes and Effects

10<sup>th</sup> GRADE

First, listen to the interview and tick (✓) in the cause or effect boxes based on what you hear for each problem. Then, write up some solutions for each problem.

Problems	Cause	Effect
Climate Change		
Deforestation		
Polluted water		
Digital addiction		
Insomnia		

**1. Problem: Climate Change**

Solution(s): \_\_\_\_\_

**2. Problem: Deforestation**

Solution(s): \_\_\_\_\_

**3. Problem: Polluted water**

Solution(s): \_\_\_\_\_

**4. Problem: Digital addiction**

Solution(s): \_\_\_\_\_

**5. Problem: Insomnia**

Solution(s): \_\_\_\_\_

# THEME 8 APPENDIX



## 13 Let's Describe

10<sup>th</sup> GRADE

1- Web designer

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2- Library

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3- Eskişehir

---

4- Sabiha Gökçen

---

5- 2019

---

6- Admin

---

7- Smartphone

---

8- Aziz Sancar

---

9- Earphones

---

10- High school

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### Descriptions Sheet for Student A

1. A man who works at a restaurant, serving people food and drink. (waiter)
2. A thing that is used for cutting things in the kitchen. (knife)
3. A place where people can have tea, coffee, snacks, etc. (café)
4. The time when people have lunch. (noon)
5. A person who writes poems. (poet)
6. A building where historical, scientific, or cultural objects are stored and exhibited. (museum)
7. A device that is used for mobile communication. (mobile phone)
8. The time when a lesson is over and students go out. (break)
9. An animal that can be kept at home, and has a long tail and whiskers. (cat)
10. The part of a house where people prepare meals. (kitchen)
11. A professional who examines patients. (doctor)
12. An electrical appliance that is used for boiling water. (kettle)
13. The occasion when couples celebrate their wedding days every year. (wedding anniversary)
14. A building or site where a lot of stores and food courts stand together. (shopping mall)
15. Something that people read to learn the latest developments either online or in hard copy. (newspaper)



### Descriptions Sheet for Student B

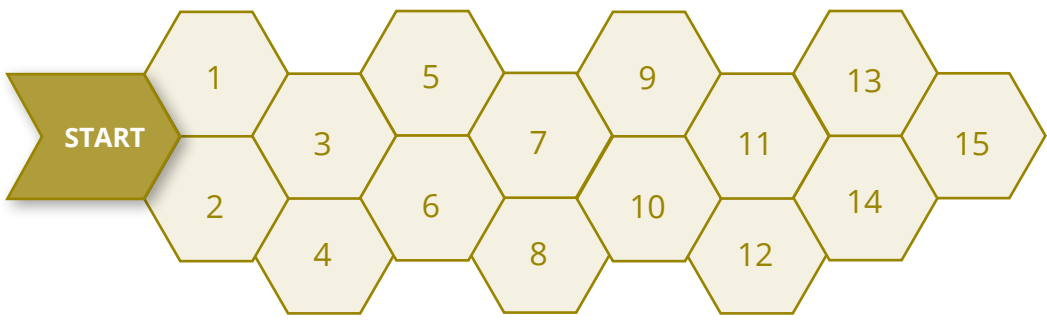
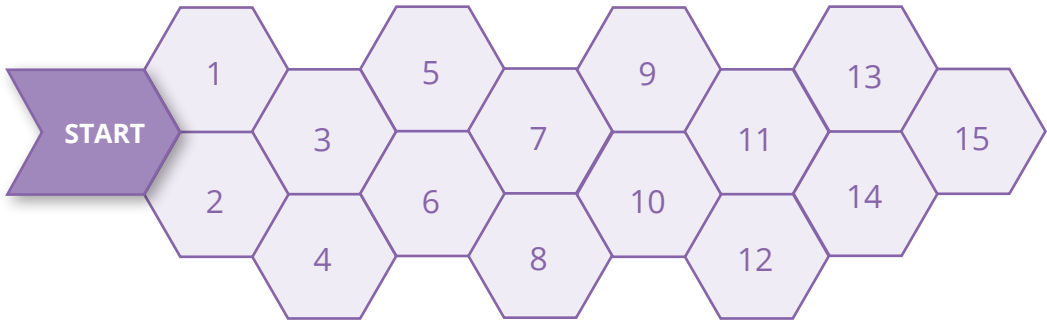
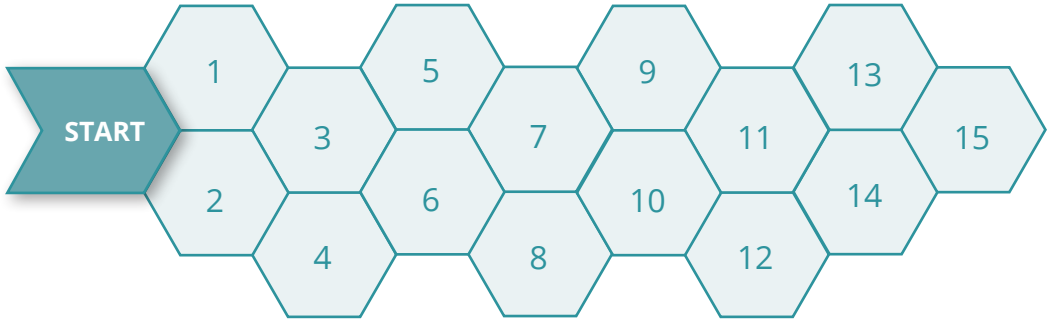
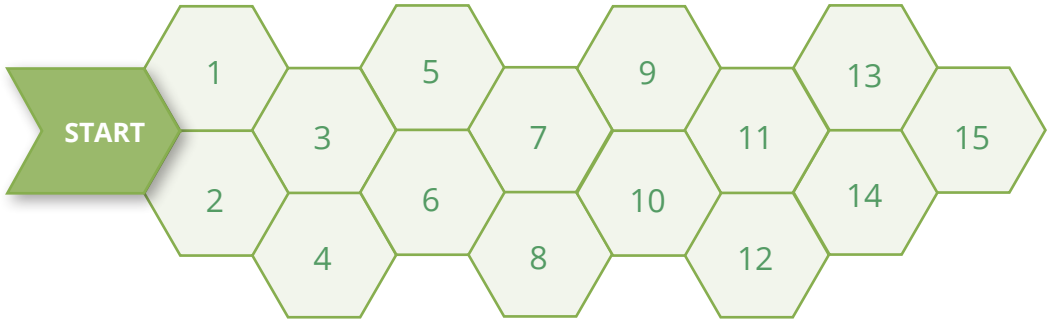
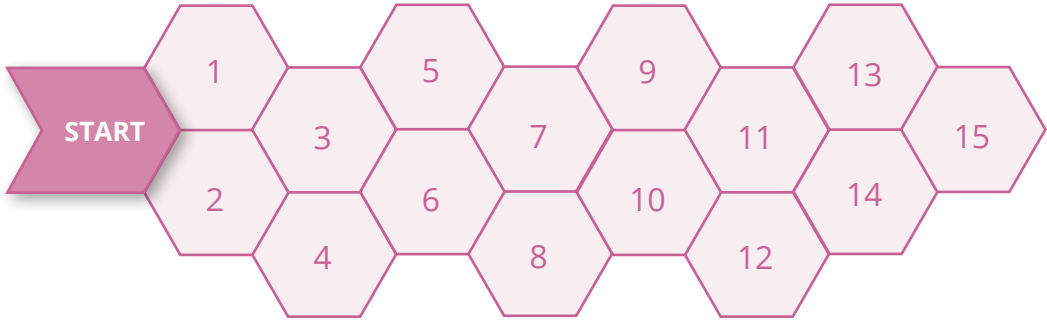
1. A person who works at a shop to receive money from the customers. (cashier)
2. An object that is used for eating soup. (spoon)
3. A place where students go to read or borrow books. (library)
4. The time when people have dinner. (evening)
5. A person who writes novels. (author/novelist)
6. A place where people go to swim and sunbathe. (beach)
7. A device that is used for going online. (laptop/tablet PC)
8. An event which brings people together to celebrate something. (party/festival)
9. An animal that can be kept at home and has wings. (bird)
10. The part of a school where teachers and students do experiments. (laboratory)
11. A professional who designs buildings. (architect)
12. An appliance that is used for washing the dishes. (dishwasher)
13. The completion of a course of study at a university for which you receive a diploma. (graduation)
14. A building where people work out and do sports. (gym)
15. A thin book that is published weekly or monthly and usually contains articles and photographs about people, places or things. (magazine)

# THEME 8 APPENDIX



## 14 Word Bridge (2)

10<sup>th</sup> GRADE





# THEME 8 APPENDIX



## 15 Crossword Puzzle (1)

10<sup>th</sup> GRADE

You must write the clues for all the across/down words giving an extended description and detailed information about people/places/things. Start your clues with:

A place where...

A thing which/that...

A person who...

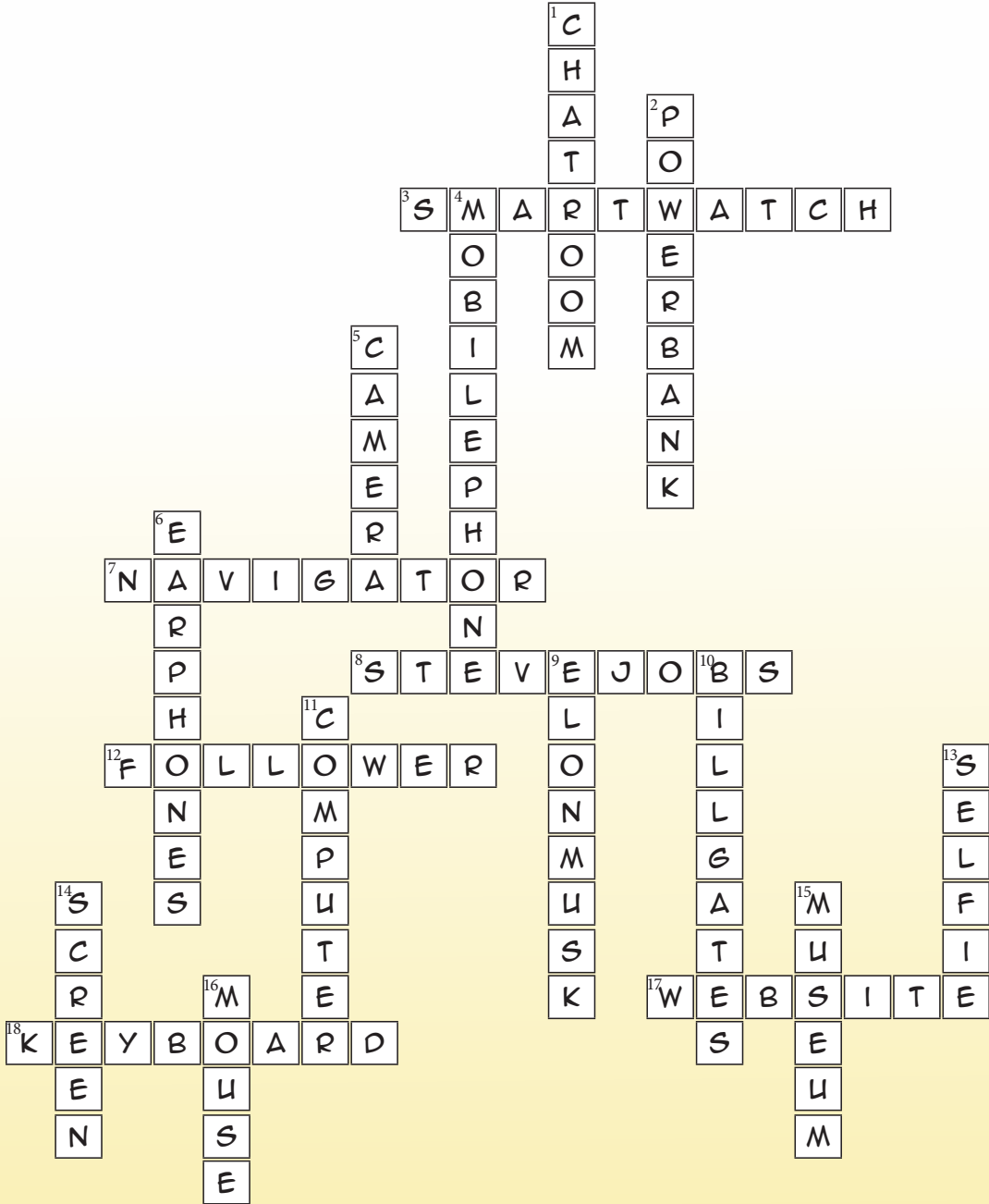
ACROSS	DOWN
3. _____	1. _____
7. _____	2. _____
8. _____	4. _____
12. _____	5. _____
17. _____	6. _____
18. _____	9. _____
	10. _____
	11. _____
	13. _____
	14. _____
	15. _____
	16. _____

# THEME 8 APPENDIX



## 15 Crossword Puzzle (2)

10<sup>th</sup> GRADE



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