

10th GRADE
**ENGLISH
GAMES & ACTIVITIES**

**THEME 6
HELPFUL TIPS**



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 6 HELPFUL TIPS

10th GRADE

FUNCTIONS

F1 Giving and receiving advice

F2 Talking about rules and regulations

F3 Talking about consequences

1 Need Some Advice



The activity aims to have students give advice based on the prompts given in the board game. It is also expected to help improve speaking and listening skills.

Materials and Preparation

Copies of the dice on page 144 and the board game on page 145

The teacher cuts out the dice pattern and makes the dice and hands out one board game and one dice to each group.

Procedure

- 1 Put students into groups of three or four, depending on the size of the class.
- 2 Determine the rule of the progress as clockwise or counterclockwise.
- 3 Remind students to roll the dice in turns.
- 4 Ask each student to move their game pieces (a rubber, a pencil sharpener, a button, etc.) along the path according to the number of spaces indicated by the dice.
- 5 Have students read the problems/situations out and give advice for them.

*E.g. I want to make new friends: You should join a new club at school.
You shouldn't look for too many similarities.*

- 6 The first group to reach the 'Finish' space wins the game.

2 Advice Seeker



Advice seeker is an activity aiming to have students participate actively in dialogs in which they will be able to ask for and give advice. It is expected to employ reading, listening and speaking skills.

Materials and Preparation

Cards on page 146

The teacher photocopies the cards. Taking into consideration that each student is to hold two different cards, the teacher determines the number of copies.

Procedure

- 1 Hand out the cards. Remember that each student is going to hold two different cards. You are free to hand out the cards either randomly or in a way you decide.
- 2 Tell students that the cards they are holding have advice-seeking questions on and that they will be walking around with the cards in their hands asking the questions on them. Tell students to ask their card questions to their friends and listen with the aim of finding the best answer. Point out that if they do not know anything as an answer to the advice question asked, they may either ask another friend for help or say "pass".
- 3 Once they are finished, have them share the pieces of advice they have received and discuss whether they will work or not.



THEME 6 HELPFUL TIPS

10th GRADE

FUNCTIONS

- F1 Giving and receiving advice
- F2 Talking about rules and regulations
- F3 Talking about consequences

3 KWL Activity



KWL activity aims to have students focus on giving and receiving advice around a reading activity, benefiting from speaking, writing, reading and listening skills.

Materials and Preparation

The KWL Chart and the reading text on page 147

The teacher copies the KWL Chart and the reading text as many as the number of students.

Procedure

- 1 Hand out the KWL Chart.
- 2 Explain students that the KWL Chart has three sections, each of which is to be filled by them. The first column is allocated for what students know about the topic, which is how to learn and remember new words here. The middle column is for what students want to learn while the third column is for what students have learned thanks to the reading text.
- 3 Then, tell students to write whatever they know about how to learn and remember new words in the first column by using phrases of advice. In the meantime, draw the KWL Chart on the board and write a phrase to encourage them as in the following example and next, have students share what they have written with the class and list the most common ones in the K column of the chart on the board.

E.g. *You should discuss pronunciation with your friends.*

- 4 Once you are finished with this, ask students to handle the second column, the W column, which requires students to write questions related to what they want to learn about how to learn and remember new words. Tell them to ask their questions in a manner seeking for advice as in the example below. Once they have finished writing their questions, have them share the questions with the class and write the most common ones in the middle column on the board. If you wish, you can write all of the questions, depending on the number of them. If you notice that students have difficulty coming up with questions, encourage them and even ask some of the key questions for them.

E.g. *How often should I revise?*

Should I use online apps?

- 5 Hand out the reading text and ask them to read with the purpose of finding the answers to the questions in the middle (W) column and write the answers they run into while reading, in the third column, which is the L column.
- 6 When they are finished with reading, discuss the answers all together and write the best answers in the column related.



THEME 6 HELPFUL TIPS

10th GRADE

FUNCTIONS

- F1 Giving and receiving advice
F2 Talking about rules and regulations
F3 Talking about consequences

4 Sound Advice



The activity aims to have students go through situations that require talking about advice and is expected to help with reading, writing, listening, and speaking skills.

Materials and Preparation

The cards on page 148

The teacher copies the card sets as many as the number of groups.

Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Hand out the card sets to the groups.
- 3 Tell students that each group has a set of 8 cards. They will first read the questions on the cards and then discuss and write as many pieces of advice as possible on the back of each card. Give 15 minutes for this.
- 4 When the time is over, have the groups read out their answers and give a round of applause for the group(s) with the most accurate answers.

5 Signs Matter



The activity aims to have students talk about the signs related to rules and regulations and discuss the reasons behind them. It is intended to raise social life awareness and help improve reading, speaking, listening, and writing skills.

Materials and Preparation

The visuals on page 149

The teacher photocopies the visual sets as many as the number of groups.

Procedure

- 1 Put students into groups of four or five depending on the size of the class.
- 2 Hand out the sets of visuals.
- 3 Explain students that the visuals they have are related to rules and regulations. Ask them to examine the visuals carefully, discuss their meanings and functions (why does that sign exist, what does it help with?) within their groups and make notes of the discussion. Share the following example.

E.g. *The sign is about a zoo regulation. It reads "Do not feed the animals!"
It is there to protect the animals because people may feed animals
randomly and this is health threatening.*



- 4 Give the groups 10 minutes for the group discussion and notes.
- 5 When the time is over, have them share their discussion notes with the class and discuss all together.
- 6 At the end of the activity, give a round of applause for the whole class.



THEME 6 HELPFUL TIPS

10th GRADE

FUNCTIONS

- F1 Giving and receiving advice
F2 Talking about rules and regulations
F3 Talking about consequences

6 Places and Rules



The activity aims to have students think and talk about rules and regulations for public places. It is expected to raise social awareness and help improve writing, listening and speaking skills.

Materials and Preparation

The public places chart on page 150

The teacher photocopies the public places chart as many as the number of groups.

Procedure

- 1 Put students into groups.
- 2 Hand out the public places chart, one for each group.
- 3 Tell students that public places exist on the sheets they are holding and they are going to write as many rules and regulations as possible regarding each public place. If they fail to come up with any rules and regulations through the group discussion, they can search for them on the Net or ask classmates for help. Tell them that what they are expected to write should be similar to the ones given in the example and share the example below.

E.g.	Park	Hospital
	<ul style="list-style-type: none">• You mustn't leave food residuals on the tables and benches.	<ul style="list-style-type: none">• Visitors are not allowed to use patients' toilets.

- 4 Give the groups 10 minutes to list the rules and regulations.
- 5 When the time is over, check the lists and announce the group with the most accurate lists as the winner. Remember to share the good examples.

7 Set the Rules



The activity aims to have students talk about rules and regulations. It employs listening, speaking, reading and writing skills.

Materials and Preparation

The worksheet on page 151

As a preparation, the teacher photocopies and cuts out the worksheet for each pair.

Procedure

- 1 Put students into pairs. Hand out the worksheet to the pairs.
- 2 Tell students to imagine that they are the rule makers of their newly established company and ask them to set the rules and regulations for it. Consider punctuality, respect, performance, use of utilities, the dress code and mannerisms.
- 3 Give students enough time for the activity.
- 4 Monitor and guide them while they are carrying out the task.
- 5 When the time is up, let the pairs share their rules with the class and discuss to find out the best rules.



THEME 6 HELPFUL TIPS

10th GRADE

FUNCTIONS

F1 Giving and receiving advice

F2 Talking about rules and regulations

F3 Talking about consequences

8 Favorite Rules



The activity aims to have students share opinions on their favorite rules and regulations and employs listening and speaking skills.

Materials and Preparation

No materials needed.

Procedure

- 1 Put students into pairs.
- 2 Tell them to discuss and decide on one social rule/regulation as their favorite one and to be prepared to share it by saying in what way it is of help as in the example. Give them 7-8 minutes for the preparation.

E.g. *Our favorite regulation is about school. It is "Students and teachers have to be in the classroom on time." It gives us the habit of being punctual. Being punctual is vital to life.*

- 3 When they are done with the preparation, have them share their opinions with the class and discuss all together.

9 Information Gap



The activity aims to have students ask and answer questions for learning the consequences of some actions/states related to benefiting more from sports. It is intended to employ listening, speaking, reading and writing skills as well as help with general knowledge related to benefiting more from sports activities.

Materials and Preparation

The reading texts on page 152

The teacher photocopies the reading texts as many as the number of Student As and Student Bs.

Procedure

- 1 Put students into pairs and assign them as Student As and Student Bs
- 2 Hand out the reading texts both for Student As and Student Bs.
- 3 Explain students that this is an information gap activity in which they will be required to fill in the missing parts of their texts by learning the answers from their partners as both Student As and Bs are holding the different versions of the same reading text with the missing information their partners need. Give some of the most likely to be needed question patterns to be used as follows:

Pattern 1 What will happen if ...?

Pattern 2 What is/are the consequence/s of ...?

- 4 Emphasize that they are free to use question patterns other than the ones provided above.
- 5 Give the pairs ten minutes to ask questions and complete the missing parts of the texts they are holding.
- 6 When the time is over, check students' answers orally and correct them if necessary. Make sure that all the pairs have the same answers.



THEME 6 HELPFUL TIPS

10th GRADE

FUNCTIONS

- F1 Giving and receiving advice
- F2 Talking about rules and regulations
- F3 Talking about consequences

10 Reminder Friends



The activity aims to have students work collaboratively to come up with statements to remind close friends about the possible consequences of their actions. It is expected to help with listening, reading, writing and speaking skills.

Materials and Preparation

Worksheet on page 153

The teacher photocopies the worksheet as many as the number of the groups.

Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Hand out the worksheet, one for each group.
- 3 Tell students that they will be working in groups to complete the dialogs, the first sentences of which are given on the worksheets they are holding. Tell them to imagine that the sentences given on the worksheet are those by a close friend, and they need to come up with sentences that will remind the close friend about the possible consequences of her/his actions. Share the example below so that they will have a better understanding of the task.

E.g. Close friend *I'm thinking of staying up late every night during the holiday.*

You

Oh, that may not be a good idea. The consequences of going to bed late are not good. If you go to bed late, you may not get enough sleep. If you do not get enough sleep, you will not have enough energy. You may say that you will get up late. Then, you will miss an important part of the day. If you miss an important part of the day, you may damage your social life...

- 4 Give 10 minutes for the task. Emphasize that if they cannot come up with consequences to complete the dialog through a group discussion, they can consult the teacher or other groups or surf the Net provided the website to be visited is pedagogically acceptable. At this point, the groups need to inform you about surfing the Net so that you can have control over the process.
- 5 When the time is over, have the groups share their dialogs and discuss with the class.



THEME 6 HELPFUL TIPS

10th GRADE

FUNCTIONS

- F1 Giving and receiving advice
- F2 Talking about rules and regulations
- F3 Talking about consequences

11 Stanza Creation



The stanza creation activity is expected to give students an opportunity to write and talk about consequences through creating stanzas in a given template.

Materials and Preparation

The template for the activity on page 154

The teacher photocopies and cuts out the template as many as the number of students.

Procedure

- 1 Hand out the stanza creation template to students.
- 2 Explain students what they are going to do through the template. Tell them that they are going to create stanzas. The first stanza will be made up of an imperative giving a message in favor of nature/environment. The second stanza has already been given. All they need to do about it is to decide on either the affirmative or negative form. The aim of the third stanza is to tell the consequence/s when the imperative in the first stanza is followed/not followed. As for the creation of the third stanza, allow students to look up in reference books, articles and online resources as it is highly probable that the content will be scientific.
- 3 Present students with the model stanzas in the example below so that they will have a better understanding of what they are expected to do. Tell them that rhymes make poems sound better and, if possible, they should consider using words rhyming with one another in the first and third stanzas.

E.g. Line 1: *Plant trees. (Imperative in favor of nature/environment)*

Line 2: *If you don't,*

Line 3: *You will suffer, seriously, from difficulties. (Consequence(s))*

- 4 Give them 10 minutes to work on the template. Once they are finished, have them read their stanzas out for their friends. Tell students to give a round of applause for each other.



THEME 6 HELPFUL TIPS

10th GRADE

FUNCTIONS

F1 Giving and receiving advice

F2 Talking about rules and regulations

F3 Talking about consequences

12 Consequences Chain



The activity aims to have students talk about consequences and is expected to help with writing, listening, reading, and speaking skills.

Materials and Preparation

The worksheet on page 155

The teacher photocopies the worksheet as many as the number of groups.

Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Hand out the worksheets, one for each group.
- 3 Ask the groups to study the “consequences chain” on the worksheet and construct their own chains, the first sentences of which have been given on the worksheet they are holding. Give them 10 minutes to construct their sentence chains.
- 4 When the time is over, have the groups share their works and discuss all together. The group(s) to have constructed the longest accurate sentence chains will be the winner.



THEME 6 HELPFUL TIPS

10th GRADE

Answer Keys & Audio Scripts

Answer Key

9 Information Gap

Sheet for Student A

There is no doubt that doing sports is very important for human health. However, an athlete or someone who is going to take exercises needs to be careful before and after the sports activity. Without awareness about sports, it may turn out to be something harmful. Here are some tips to make things even better:

- What time you eat matters. The best time to work out is before you eat. Exercising on a full stomach may lead to health problems. Yet, if you are starving and need an energy boost, you can grab a snack like a toast.
- Drinking enough water per day is crucial to overall health. Since you sweat it out during the workout, you should have enough water within the body. Athletes should hydrate, experts say. If you do not hydrate, your energy levels will (1) not be at the desired level.
- Getting enough sleep is vital to almost everything in life. Without enough sleep, you will not have the energy you need. In addition, getting enough sleep will also help keep your hunger hormones in check.
- Go through the right warm-up. Learn the best warm-up exercises for the sport you are doing and get started with them. Doing the right warm-up exercises will (2) make your body more flexible, boost your performance and prevent muscle injuries.
- Choose the right clothes and footwear. While choosing the clothes and footwear, search for and think about your workout carefully. If you have chosen them well, you will (3) feel more comfortable and perform better. Without the right clothes and footwear, you will feel tired earlier and perform worse.

Sheet for Student B

There is no doubt that doing sports is very important for human health. However, an athlete or someone who is going to take exercises needs to be careful before and after the sports activity. Without awareness about sports, it may turn out to be something harmful. Here are some tips to make things even better:

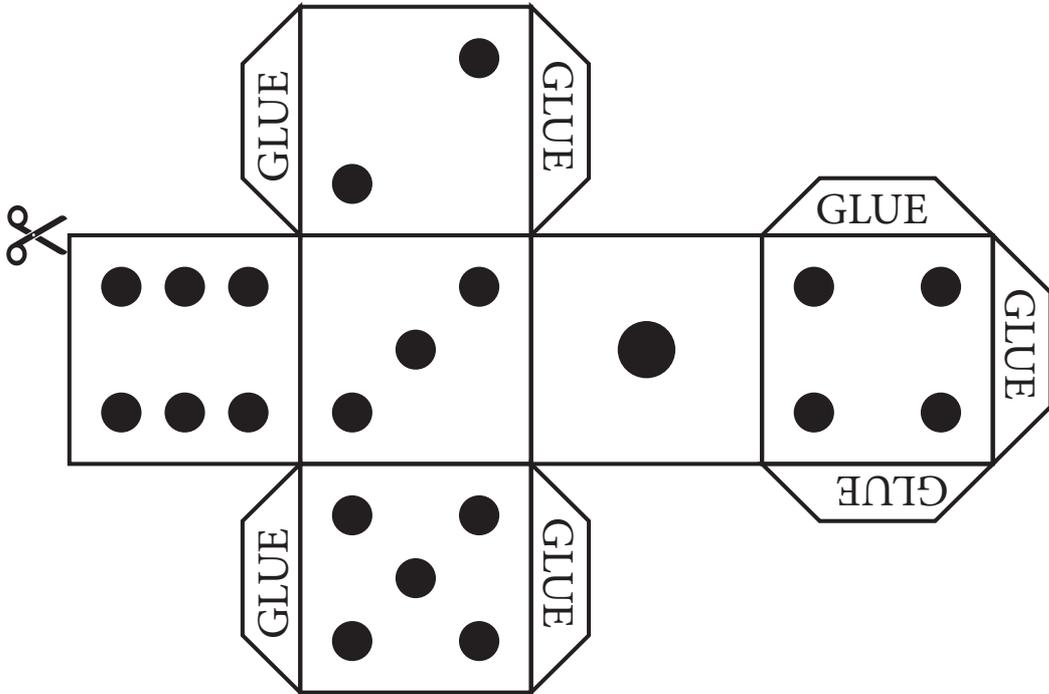
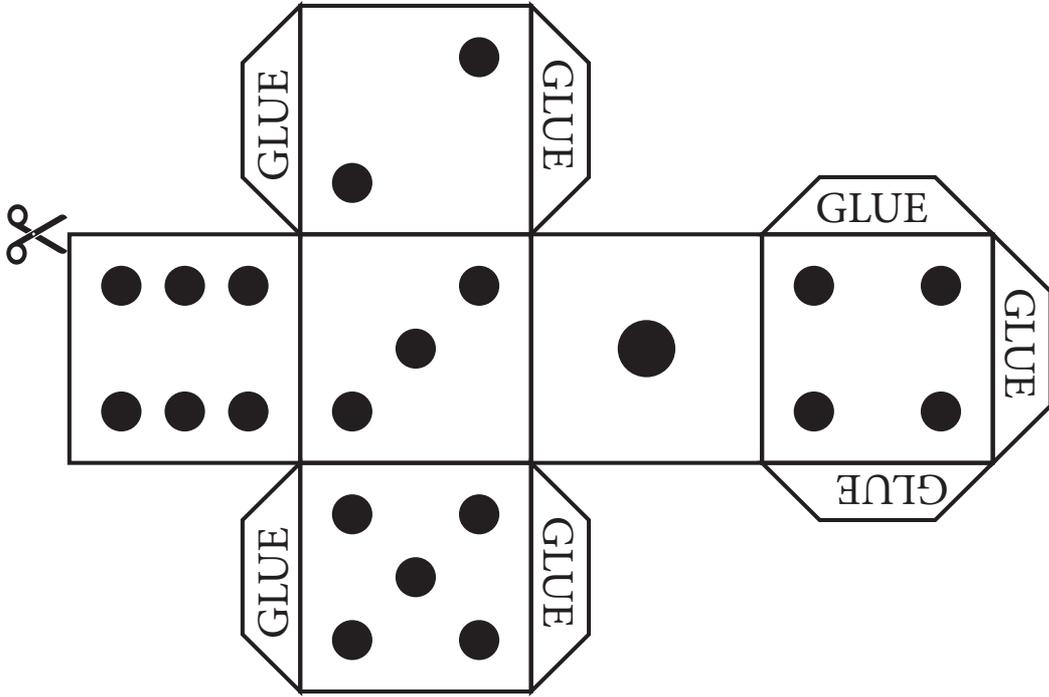
- What time you eat matters. The best time to work out is before you eat. Exercising on a full stomach may lead to (1) health problems. Yet, if you are starving and need an energy boost, you can grab a snack like a toast.
- Drinking enough water per day is crucial to overall health. Since you sweat it out during the workout, you should have enough water within the body. Athletes should hydrate, experts say. If you do not hydrate, your energy levels will not be at the desired level.
- Getting enough sleep is vital to almost everything in life. Without enough sleep, you will (2) not have the energy you need. In addition, getting enough sleep will also (3) help keep your hunger hormones in check.
- Go through the right warm-up. Learn the best warm-up exercises for the sport you are doing and get started with them. Doing the right warm-up exercises will make your body more flexible, boost your performance and prevent muscle injuries.
- Choose the right clothes and footwear. While choosing the clothes and footwear, search for and think about your workout carefully. If you have chosen them well, you will feel more comfortable and perform better. Without the right clothes and footwear, you will feel tired earlier and perform worse.

THEME 6 APPENDIX



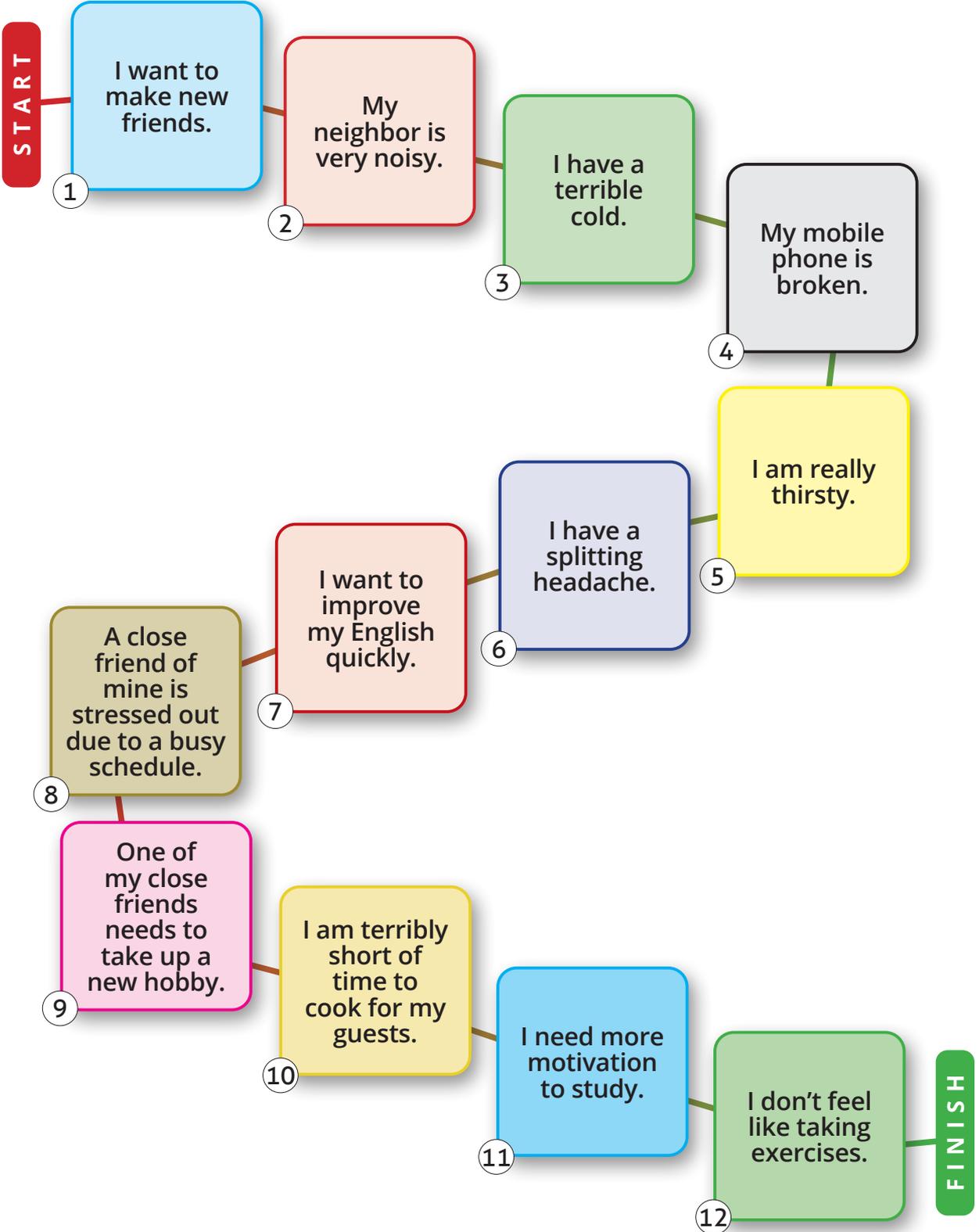
1 Need Some Advice (1)

10th GRADE





Problems/Situations





I want to adopt a pet. What pet should I adopt?

I want to learn to play a musical instrument. How should I decide?

I want to taste the best ice cream in town/the city. Where should I go?

I'd like to begin reading classics. What should I start with?

I'm interested in oriental cultures. What should I do to learn about them?

I'd like to have a good English pronunciation. What can I do about it?

I can't sleep at night. What should I do?

I can't help getting stressed before exams. What should I do?

I have difficulty in getting up early. What should I do?



KWL Chart

Know (what you know)	Want (what you want to learn)	Learned (what you have learned)

Tips for Remembering New Words

It is out of the question that learning a foreign language is one of the basic skills for most people in the world. While trying to learn a foreign language, remembering new words plays a key role. More and more people want to learn effective ways of remembering new words. Here are some tips to help remember new vocabulary:

- Keep a vocabulary notebook. It will remind you not only the words you have already learned but also their meanings. Look at the words again after 24 hours, after one week and after one month. This will pass the new words on to your long-term memory.
- Read a lot and as often as possible so that you can see the new words more times and remember them easily.
- Try to use the new words in your sentences. It is believed that you may need to use a new word about ten times before it becomes a member of your word power.
- Do word puzzles and play word-based games. Crosswords, anagrams and word searches are good examples.
- Make word cards and keep them with you. Even when you are traveling, sitting at a cafeteria or on a park bench, it becomes possible for you to look at and remember them.
- If you have a smart mobile device, download and use online or offline dictionaries. They will be of help with both meaning and pronunciation. As for vocabulary apps, ask your teachers for help and make sure that the app is a beneficial one.
- Talk to friends about new words as it may be more fun and easier to learn.
- Learn a few words but not too many at a time. About eight to ten new words a day is a good number. There is not a certain number, though.

THEME 6 APPENDIX



4 Sound Advice

10th GRADE



A close friend of yours has been stressed out recently. What would your advice be?

You like your hairstyle very much, but a close friend of yours keeps saying "You should change your hairstyle for a better look." What would you say?



You notice that your deskmate drinks too much coffee. What would you advise her/him?

You need to improve your English pronunciation. How would you ask your teacher for advice?



You realize that your friend plays computer games a lot. What would you advise her/him?

One of your friends is going to go abroad for the first time. What two pieces of advice would you give?



How would you ask a friend for advice on learning new words effectively?

What three pieces of advice would you give to online shoppers?



THEME 6 APPENDIX



5 Signs Matter

10th GRADE



THEME 6 APPENDIX



6 Places and Rules

10th GRADE

SCHOOL	PARK	BANK	PUBLIC LIBRARY

HOSPITAL	RESTAURANT	MOVIE THEATER	STADIUM



Rules and Regulations

Rule 1	
Rule 2	
Rule 3	
Rule 4	
Rule 5	



Rules and Regulations

Rule 1	
Rule 2	
Rule 3	
Rule 4	
Rule 5	



Rules and Regulations

Rule 1	
Rule 2	
Rule 3	
Rule 4	
Rule 5	



Sheet for Student A

There is no doubt that doing sports is very important for human health. However, an athlete or someone who is going to take exercises needs to be careful before and after the sports activity. Without awareness about sports, it may turn out to be something harmful. Here are some tips to make things even better:

- What time you eat matters. The best time to work out is before you eat. Exercising on a full stomach may lead to health problems. Yet, if you are starving and need an energy boost, you can grab a snack like a toast.
- Drinking enough water per day is crucial to overall health. Since you sweat it out during the workout, you should have enough water within the body. Athletes should hydrate, experts say. If you do not hydrate, your energy levels will (1) _____.
- Getting enough sleep is vital to almost everything in life. Without enough sleep, you will not have the energy you need. In addition, getting enough sleep will also help keep your hunger hormones in check.
- Go through the right warm-up. Learn the best warm-up exercises for the sport you are doing and get started with them. Doing the right warm-up exercises will (2) _____.
- Choose the right clothes and footwear. While choosing the clothes and footwear, search for and think about your workout carefully. If you have chosen them well, you will (3) _____. Without the right clothes and footwear, you will feel tired earlier and perform worse.

Sheet for Student B

There is no doubt that doing sports is very important for human health. However, an athlete or someone who is going to take exercises needs to be careful before and after the sports activity. Without awareness about sports, it may turn out to be something harmful. Here are some tips to make things even better:

- What time you eat matters. The best time to work out is before you eat. Exercising on a full stomach may lead to (1) _____. Yet, if you are starving and need an energy boost, you can grab a snack like a toast.
- Drinking enough water per day is crucial to overall health. Since you sweat it out during the workout, you should have enough water within the body. Athletes should hydrate, experts say. If you do not hydrate, your energy levels will not be at the desired level.
- Getting enough sleep is vital to almost everything in life. Without enough sleep, you will (2) _____. In addition, getting enough sleep will also (3) _____.
- Go through the right warm-up. Learn the best warm-up exercises for the sport you are doing and get started with them. Doing the right warm-up exercises will make your body more flexible, boost your performance and prevent muscle injuries.
- Choose the right clothes and footwear. While choosing the clothes and footwear, search for and think about your workout carefully. If you have chosen them well, you will feel more comfortable and perform better. Without the right clothes and footwear, you will feel tired earlier and perform worse.



Work in groups. Complete the dialogs by writing the possible consequences of the actions mentioned in the sentences.

- 1 Close friend I'd rather listen to loud music. I love it loud in the car, at home, everywhere.

You

- 2 Close friend I'm going to climb Mount Erciyes on my own. I love being on my own in nature.

You

- 3 Close friend It is likely to rain, but I'm not going to take my umbrella. I don't like carrying it on the street and on public transport.

You

- 4 Close friend Although it is within the walking distance, I usually feel lazy to walk to work, so I drive.

You



Stanza Creation Template

Line 1: _____ (Imperative in favor of nature/environment)

Line 2: If you don't,/If you do,

Line 3: _____ (Consequence/s)



Stanza Creation Template

Line 1: _____ (Imperative in favor of nature/environment)

Line 2: If you don't,/If you do,

Line 3: _____ (Consequence/s)



Stanza Creation Template

Line 1: _____ (Imperative in favor of nature/environment)

Line 2: If you don't,/If you do,

Line 3: _____ (Consequence/s)



Stanza Creation Template

Line 1: _____ (Imperative in favor of nature/environment)

Line 2: If you don't,/If you do,

Line 3: _____ (Consequence/s)



Stanza Creation Template

Line 1: _____ (Imperative in favor of nature/environment)

Line 2: If you don't,/If you do,

Line 3: _____ (Consequence/s)



SAMPLE CONSEQUENCES CHAIN:

In groups, study the consequences chain below.

If you go to bed early, you will get enough sleep. If you get enough sleep, you will feel more energetic. If you feel more energetic, you will not feel sleepy during classes. If you do not feel sleepy during classes, you will be able to understand things better. If you understand things better, you will learn better. If you learn better, you will be more knowledgeable. If you are more knowledgeable, you will go to better universities. If you go to better universities, you will have more qualifications. If you have more qualifications, you can have better job opportunities and understanding of life...

Now, construct your own chains upon the following clauses.

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If you obey the rules,

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If you avoid using plastic bags,

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If you take up a hobby,

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