



9th GRADE ENGLISH GAMES & ACTIVITIES

THEME 10 TELEVISION AND SOCIAL MEDIA



T.C. MİLLÎ EĞİTİM BAKANLIĞI

English 9

Games & Activities

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Daire Başkanlığı

Games are learner-centered activities and they can be considered as an excellent opportunity for students in terms of taking responsibility for their own learning. Being one of the most essential components in foreign language classes, thanks to the advantages, games are frequently used in learning and teaching English as well.

It is a well-known fact that games are educationally valuable, and they can be highly motivating and challenging. Providing a meaningful context for language use, they encourage students to interact, communicate and sustain the effort of learning (Lee, 1995). Games allow students to analyze the information and develop their critical thinking skills (Lujan et al., 2006), and they also develop problem-solving skills through choices students make during a game (Feinstein et al., 2002). Furthermore, it is known that games can lower anxiety and contribute to second language acquisition. Enabling students to acquire new experiences within a foreign language and adding diversion to the regular classroom activities, they create a relaxed learning atmosphere (Fromme, 2003; McFarlane and Sakellariou, 2002).

Supporting the teaching methods used frequently in the classroom, the games and activities included in the book are quite useful for not only teachers but also students. The book offers teachers to have the opportunity to learn about various types of games and activities that can enhance learning process while adding fun to class. Besides, it is a great book for students to take responsibility for their own learning thanks to the games and activities that let them work individually, in pairs, in groups and as a whole class.

With this book, it is aimed to make learning more effective and meaningful by providing a competitive, participatory and enjoyable educational environment. Another aim of this book is to help students develop self-confidence and build higher self-esteem. Moreover, thanks to the interactive games and activities, it is intended that students use the four basic language skills integrated with each other more effectively.

It is purposed that students are provided with the knowledge and skills determined in line with the language functions in the curriculum effectively, acquire various skills, apply these skills in different situations and enjoy while doing all of these.

We believe the games and activities will be useful for our students.

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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



9th GRADE

TELEVISION THEME 10 AND SOCIAL MEDIA

FUNCTIONS

- F1 Making predictions about the future
- F2 Asking for and giving opinion (agreement, disagreement, etc...)
- F3 Interrupting someone in a conversation
- F4 Gaining time in a conversation

1 Half a Crossword: Television



This activity aims to revise and practise the names of TV programmes and express their opinions about the types of TV programmes.

Materials and Preparation

Copy the crossword puzzles on pages 215 and 216; one copy is required for each group.

Procedure

- 1 Divide students into groups of eight or ten and then divide each group into two separate groups of four or five—Group A and Group B.
- 2 Give the groups their own crosswords and tell them to keep it face down on the desk so that the other group cannot see it.
- 3 Tell students that Group As and Groups Bs have different parts of the same crossword puzzle, each of which is half-filled. Tell them that they need to complete the missing words by asking the other group for clues in turns like “What’s across 4?”, or “What’s down 1?” Tell groups that they are supposed to answer and try to explain/describe each missing word without using it or its derivatives. The words that groups need to explain to each other are given in the word list at the bottom of the page.
- 4 When the activity is finished, have the groups compare their own crossword with their partner group to check for any misspellings.
- 5 As a follow-up, you can have students work in pairs. Ask them to ask for/give their opinions about the types of TV programmes in the crossword and see if they agree/disagree with each other.

2 Will or Won’t?



This activity aims to have students make predictions with *will* and *won’t*.

Materials and Preparation

Copy the handout on page 217 and make sure that each student in the class has one.

Procedure

- 1 Give each student a copy of the handout and ask them to read the predictions given in the handout and write ‘I will’ if they think the prediction will come true or ‘I won’t’ if they think it will not come true in the ‘Me’ column.
- 2 When students have filled in the ‘Me’ column, have them work in pairs and ask them to complete the ‘My Partner’ column by writing ‘S/he will’ or ‘S/he won’t’. Tell students that they are not supposed to consult with their partner while doing this.
- 3 When students have also filled in the ‘My Partner’ column, tell them to ask/answer questions in turns like “Will you work abroad in the future?” or “Do you think you will work abroad in the future?” in order to find out if their predictions have turned out to be accurate. Ask students to put a tick in the last column if a prediction is correct, or a cross if it is incorrect. The student who has the most ticks in each pair becomes the winner.

**FUNCTIONS**

- F1 Making predictions about the future
F2 Asking for and giving opinion (agreement, disagreement, etc...)
F3 Interrupting someone in a conversation
F4 Gaining time in a conversation

3 Predictions about the Immediate Future



This activity aims to have students match *be going to* predictions to the present evidence on which they are based.

Materials and Preparation

Copy, cut up, and shuffle the prediction cards and evidence cards on page 218 separately and make sure you have enough copies for each group.

Procedure

- 1 Divide students into groups of three and give each group a set of prediction cards. Ask them to deal out the cards equally among them; they each need to have 6 cards. Then give each group a set of evidence cards. Ask them to place the pack face down in the middle. If the number of students in class is not convenient for forming groups of three, you can have some students work in pairs, but this time the decks should each have 12 prediction cards and 12 corresponding evidence cards.
- 2 In order to demonstrate how to play the game, do the first round with the whole class. Name a student in each group (or pair) to begin and ask him/her to pick up a card from the pile. Tell him/her to turn it over on the desk and read the evidence on the card aloud. All members of the group race to find the prediction card that corresponds to that evidence. The student who has found the card is supposed to tell the prediction and place the prediction card on the right of the evidence card. If the two cards really match, s/he discards both cards; if not, students keep trying to find the matching prediction. The one who finds the corresponding prediction card discards both cards. Then it is that player's turn to pick up a card from the pile. Tell students that they need to get rid of all their cards and the one to get rid of his/her cards first becomes the winner.
- 3 Resume the game; monitor while walking around the classroom and help when necessary. You do not have to wait for each group (or pair) to have a winner; you can stop the activity after an appropriate length of time.

**FUNCTIONS**

- F1 Making predictions about the future
F2 Asking for and giving opinion (agreement, disagreement, etc...)
F3 Interrupting someone in a conversation
F4 Gaining time in a conversation

4 Long-Term Predictions



This activity aims to have students make predictions about a variety of topics using future time expressions.

Materials and Preparation

Copy and cut up the time expression cards on page 219 and the topics board on page 220; make sure you have enough copies for each group. Each group should have a dice, and each student should have one counter or something equivalent to move across the board.

Procedure

- 1 Divide students into groups of four or five and give out one set of future time expression cards to each group. Ask them to shuffle the cards and deal them out equally; they each need to have 4 or 5 cards. Then give each group a dice and a topic board; ask them to place it in the middle.
- 2 Name a student in each group to begin; ask them to roll the dice and move their counter along the board. Tell them to use one of the time expression cards in their hand to make a sensible prediction about the topic which their counter is on like "The weather will be rainy tonight." or "Everyone will have robots at home in ten years' time."
- 3 Remind students that some topics combine more appropriately or more meaningfully with some future time expressions than others. For example, "The weather will be rainy tonight." is acceptable, while "The weather will be rainy in ten years' time." is not. That is why students need to select the most appropriate time expression card in their hand for the topic. Tell students that it will get harder for them to make sensible sentences as the game goes on because they will have fewer time expression cards.
- 4 When a student makes a prediction, other group members are supposed to listen to and judge his/her sentence. If they agree that the prediction is sensible and grammatically correct, the topic should be crossed off the board, and the used time expression card should be discarded. It is then the next player's turn to roll the dice and land on a topic. If the student fails to produce a prediction that the others think is sensible, s/he should miss a go and keep the time expression card. The first member of the group to get rid of all his/her future time expression cards becomes the winner.
- 5 Ask students to write down some of their sentences as they produce them during the game. Monitor while walking around the classroom and help when necessary. When the activity is finished, ask students to read out their sentences and give feedback.



9th GRADE

TELEVISION THEME 10 AND SOCIAL MEDIA

FUNCTIONS

- F1 Making predictions about the future
- F2 Asking for and giving opinion (agreement, disagreement, etc...)
- F3 Interrupting someone in a conversation
- F4 Gaining time in a conversation

5 Time for a Discussion



This activity aims to have students express their ideas about some topics using expressions to show their agreement/disagreement.

Materials and Preparation

Copy the discussion sheet on page 221 and make sure that each student in the class has one.

Procedure

- 1 Divide students into pairs and give each student a copy of the discussion sheet. Tell students that they are supposed to discuss all of the five topics given.
- 2 Give students at least five minutes so that they can develop some basic arguments to support their standpoints during the discussion and tell them that they can take notes on their sheets.
- 3 Ask students to begin discussing the first statement with their partners. Tell them that they should try to use as many of the given expressions as possible during the discussion. Each time they use one, they need to cross off the corresponding number under the expressions. The first person to use five of the expressions wins.
- 4 Tell students to choose a different topic and play again. Monitor while walking around the classroom and stop the activity after an appropriate length of time.

6 Do You Agree or Disagree?



This activity aims to have students ask for and give opinions to see if they agree/disagree with each other.

Materials and Preparation

Copy and cut up the handout on page 222 and make sure that each student in the class has one.

Procedure

- 1 Give each student a copy of the handout and ask them to read the statements given and write 'A' for agree or 'D' for disagree in the lower left-hand corner of each statement. Allow 5-6 minutes for this and have them work individually.
- 2 Get students to choose five statements they would like to discuss and tell them to put a tick in the lower right-hand corner of the statements they have chosen. Ask them to think about how they will express their opinion for each one. They can take notes on the back of the sheet if they want/need.
- 3 You can say and write an example sentence on the board for them to follow: "I think students should not bring their mobile phones to schools because they distract students and allow cheating."
- 4 Ask students to stand up, move around the classroom, and partner with someone they weren't sitting next to. Tell them to take turns to ask for their partner's opinions about one of the five statements they have chosen. Ask them to write their partner's name above each statement and write 'A' if they agree or 'D' if they disagree with each other. Allow 4-5 minutes for this and clap your hands three times to let students know that time is up.
- 5 Tell them to change partners; this time they need to take turns to ask for their new partner's opinion about a different statement they have chosen. Repeat the process five times in total so that all students ask for/give opinions about the five statements they have chosen in the second step of the activity.



FUNCTIONS

- F1 Making predictions about the future
- F2 Asking for and giving opinion (agreement, disagreement, etc...)
- F3 Interrupting someone in a conversation
- F4 Gaining time in a conversation

7

Knock Knock!



This activity aims to have students interrupt someone in a conversation.

Materials and Preparation

Smartboard/Laptop

Internet Access

Procedure

- 1 Scan the QR code.
- 2 Play the podcast from 0:00 to 0:41. Rich tells Jack a joke about a cow. Ask students if they think it is funny or not.
- 3 Write the word 'interrupt' on the board. Draw two circles, and write *who* and *why* in the middle of the circles. Ask students to brainstorm ideas about who they might interrupt someone in a conversation and why.
- 4 Write on the board the following sentences.
 - **Sorry for interrupting** but why didn't you invite me to the match?
 - Not far from Madrid, yes. **Anyway, as I was saying**, they're...Explain to learners that the first phrase in the first sentence is used to interrupt and the phrases in the second sentence are used to get back to the topic.
- 5 Play the next part of the podcast - 02:00 > 05:04. Tell them to pay attention to the *phrases to interrupt* and *phrases to return to a previous topic*. Ask them to write down the phrases they hear.
- 6 After they have finished listening, encourage them to write the phrases they have found on the board.

8

Hold On!



This activity aims to have students interrupt someone in a conversation.

Materials and Preparation

Copy and cut up the material on page 223.

Fold the topic cards.

Procedure

- 1 Ask students to come to the board in pairs. Tell them to decide whether they want to be the speaker or the interrupter and have them take the role cards accordingly.
- 2 Tell the speaker to pick a topic card and talk about that topic using the phrases written on his/her role card. Then, tell the interrupter to interrupt the speaker appropriately using the phrases written on his/her role card. Give them a minute to prepare.
- 3 Have them change roles when they finish. Continue until all the students have spoken about most or all of the topics.



9th GRADE

TELEVISION THEME 10 AND SOCIAL MEDIA

FUNCTIONS

- F1 Making predictions about the future
- F2 Asking for and giving opinion (agreement, disagreement, etc...)
- F3 Interrupting someone in a conversation
- F4 Gaining time in a conversation

9 Do the Written



This activity aims to have students interrupt someone in a conversation.

Materials and Preparation

Copy the material on page 224 and make sure each group has one.

Procedure

- 1 Divide class into groups of six. Ask students to cut up the role cards and fold them to shuffle.
- 2 Tell them to pick a card, read which role is written and keep it as a secret. Tell them someone will start the conversation as written on his/her role card, and the others will continue according to their role cards. Give them a minute to prepare.
- 3 Monitor the class during the activity. Finish the activity in 5 minutes and ask each group if they could communicate with each other effectively.

10 A Friend in Need



This activity aims to have students interrupt someone and gain time in a conversation.

Materials and Preparation

Smartboard/Laptop

Internet Access

Procedure

- 1 Scan the QR code.
- 2 Have students do the preparation task first. If necessary, you may copy the materials given at the bottom of the page.
- 3 Ask students to watch the video carefully. Make sure that they can see and hear it properly. Tell them to focus on interruption expressions and gap fillers.
- 4 Follow the instructions, and have students complete the exercises on the page.
- 5 After they have completed the exercises, click on the *Transcript* section and ask them to act out the conversation with their partners.



9th GRADE

TELEVISION THEME 10 AND SOCIAL MEDIA

FUNCTIONS

- F1 Making predictions about the future
- F2 Asking for and giving opinion (agreement, disagreement, etc...)
- F3 Interrupting someone in a conversation
- F4 Gaining time in a conversation

11 Keep a Conversation Going



This activity aims to have students gain time in a conversation.

Materials and Preparation

Smartboard/Laptop

Internet Access

Procedure

- 1 Scan the QR code.
- 2 Have students do the preparation task first. If necessary, you may copy the materials given at the bottom of the page.
- 3 Ask students to watch the video carefully. Make sure that they can see and hear it properly.
- 4 Play the video from 0:00 to 2:41. Tell them to focus on gap fillers and take notes when they hear time gaining expressions. Then, ask them which expressions they have heard.
- 5 Play the next part of the video from 2.41 to 4.28 and have students repeat the expressions as done in the video.
- 6 After they have finished repeating the expressions, click on the *Task 2* section and have them do the exercise.

12 Making Plans



This activity aims to have students gain time in a conversation.

Materials and Preparation

Smartboard/Laptop

Internet Access

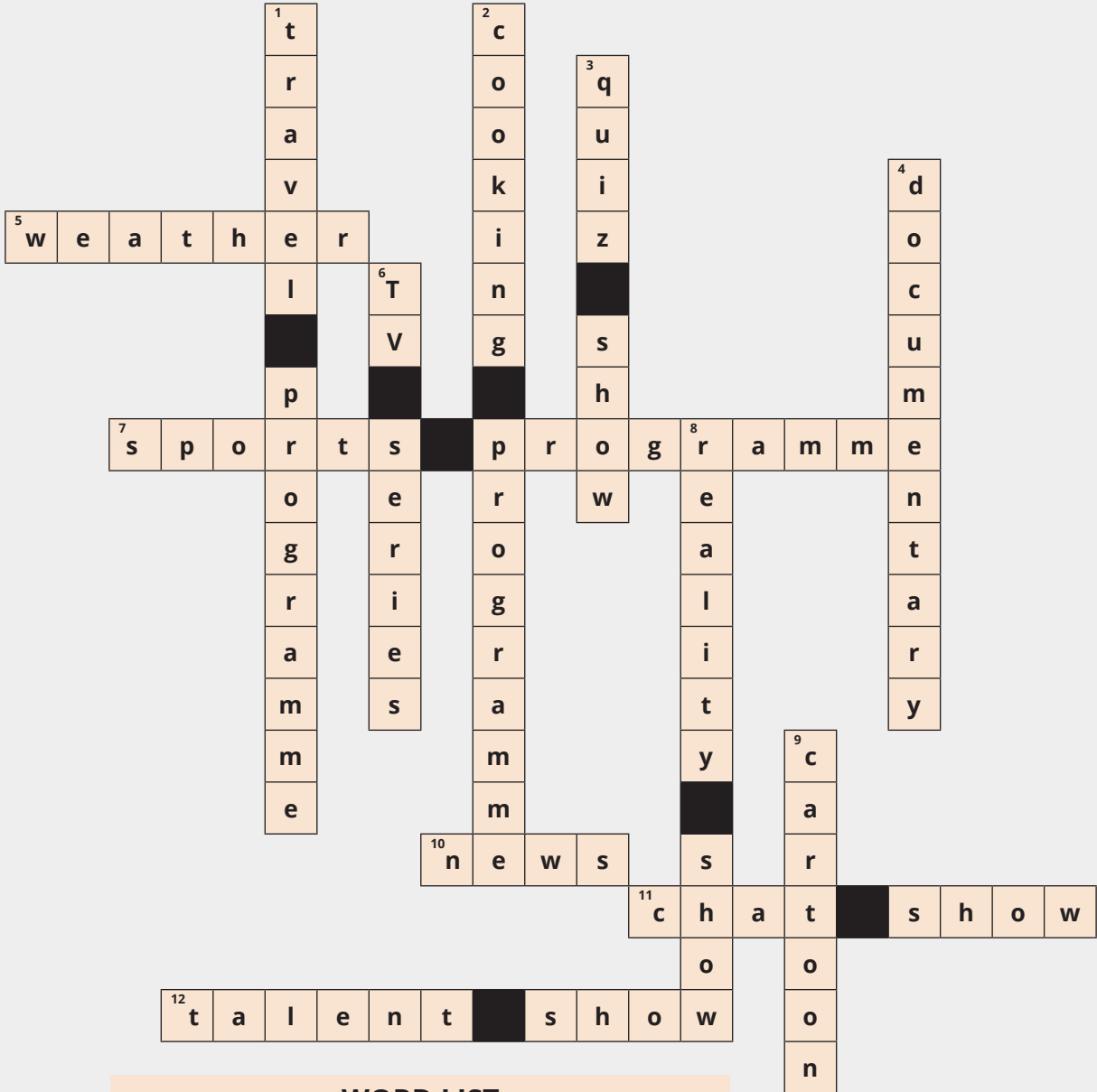
Procedure

- 1 Scan the QR code.
- 2 Have students do the preparation task first. If necessary, you may copy the materials given at the bottom of the page.
- 3 Ask students to watch the video carefully. Make sure that they can see and hear it properly. Tell them to focus on time gaining expressions.
- 4 Follow the instructions, and have students complete the exercises on the page.
- 5 After they have completed the exercises, click on the *Transcript* section and ask them to act out the conversation with their partners.



Answer Key

1 Half a Crossword: Television



WORD LIST

Across

- 5 weather
7 sports programme
10 news
11 chat show
12 talent show

Down

- 1 travel programme
2 cooking programme
3 quiz show
4 documentary
6 TV series
8 reality show
9 cartoon



Answer Key

3 Predictions about the Immediate Future

- Dan had an accident with the company car. His boss is going to get angry.
- Frank and Julie are carrying their instruments. They're going to give a concert.
- I didn't put on any sun cream. I'm going to get very bad sunburn.
- Jill is ahead of all the other players. She's going to win.
- Larry is outside without an umbrella, and it's raining. He's going to get wet.
- My car doesn't start. I'm going to be late for work.
- My sister misses most of her classes. She's going to fail the exam.
- Sarah and Jessica are terribly tired. They're going to fall asleep.
- The chair is shaking, and Diego is sitting on it. He's going to fall.
- The atmospheric pressure is falling. It's going to snow.
- The boys are putting on their skis. They're going to go skiing.
- The computer is acting strangely. It's going to crash.
- The plane is coming down. It's going to land.
- The ship is full of water. It's going to sink.
- The skater isn't looking where he is going. He's going to hit the trees.
- The sky is clear. It's going to be a nice day.
- The waitress is carrying too much. She's going to drop all those plates.
- There is a fake snake on Joe's shoulder. He's going to scream.

Answer Key

7 Knock Knock!

Phrases to Interrupt

- Stop it!
- Sorry...
- Sorry for interrupting.
- Excuse me for butting in.

Phrases to Return to a Previous Topic

- Anyway...
- I was just getting to that.
- As I was saying...

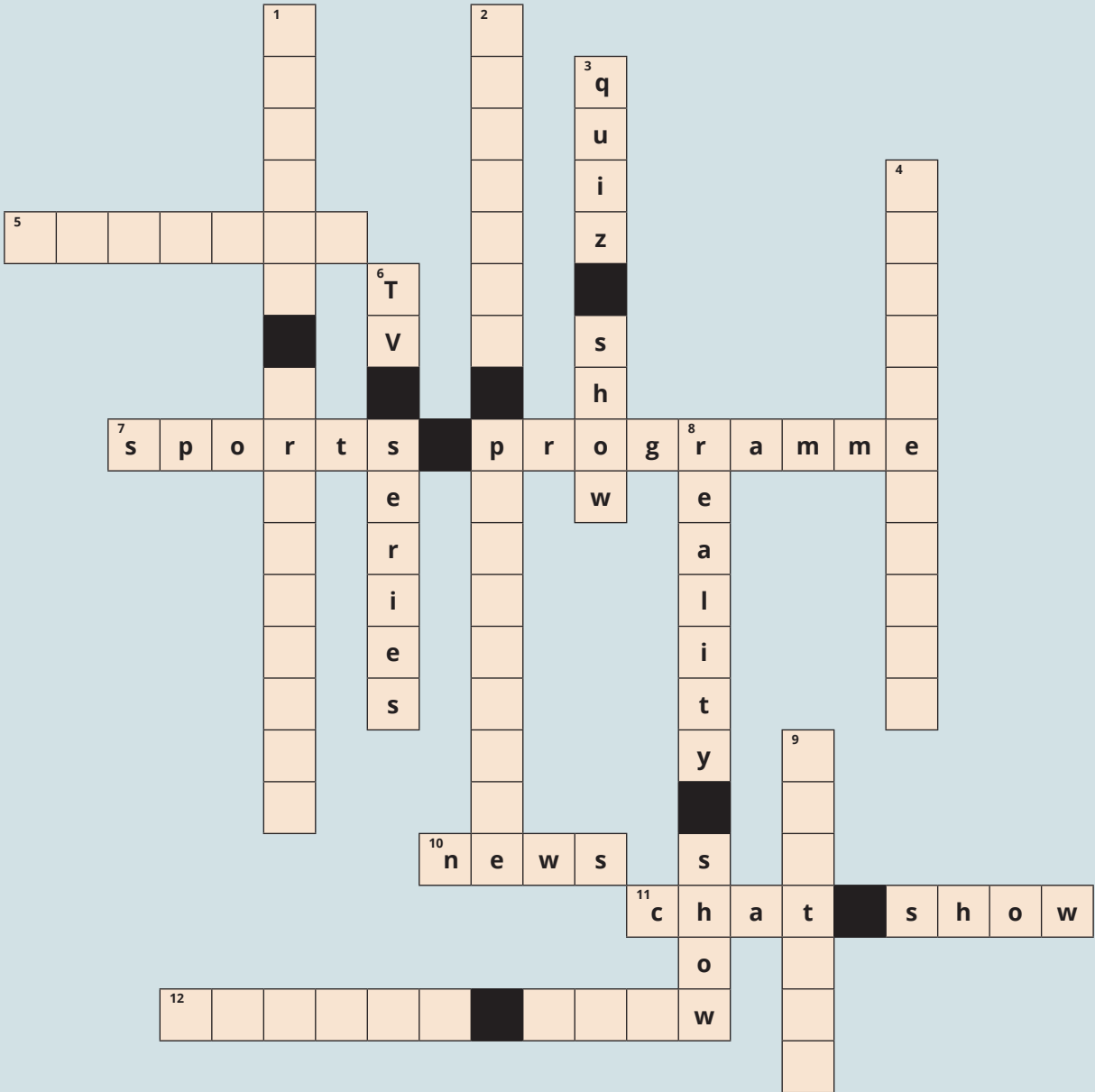


THEME 10 APPENDIX

1 Half a Crossword: Television (1)

9th GRADE

GROUP A



WORD LIST

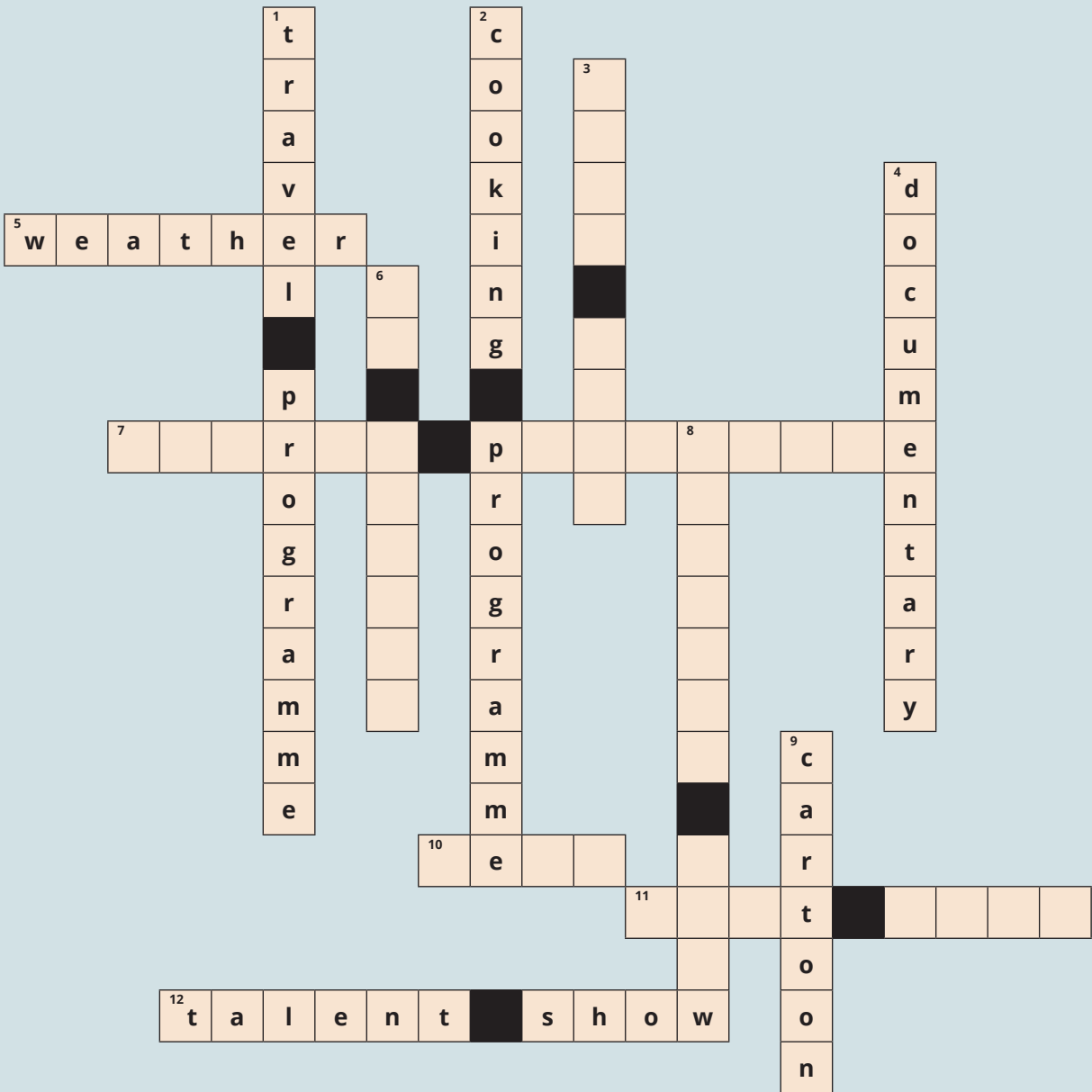
Across

- 7 sports programme
10 news
11 chat show

Down

- 3 quiz show
6 TV series
8 reality show

GROUP B



WORD LIST

Across

- 5 weather
12 talent show

Down

- 1 travel programme
- 2 cooking programme
- 4 documentary
- 9 cartoon



THEME 10 APPENDIX

2 Will or Won't?

9th GRADE

Me	My Partner	Predictions	Is your prediction accurate?
		be a university student in the next five years.	
		become very rich in the future.	
		buy a sports car in the future.	
		clean the house next week.	
		do homework in the next three hours.	
		eat spaghetti this evening.	
		get a text message in the next hour.	
		go to bed late tonight.	
		have a great career in the future.	
		join a school club next year.	
		lead a healthy life in the future.	
		learn how to code in the next three years.	
		make a cake tomorrow.	
		marry in the next fifteen years.	
		play basketball tomorrow.	
		play video games this weekend.	
		take a holiday next summer.	
		work abroad in the future.	

THEME 10 APPENDIX



3 Predictions about the Immediate Future

9th GRADE



EVIDENCE CARDS

Dan had an accident with the company car.	Frank and Julie are carrying their instruments.
I didn't put on any sun cream.	Jill is ahead of all the other players.
Larry is outside without an umbrella, and it's raining.	My car doesn't start.
My sister misses most of her classes.	Sarah and Jessica are terribly tired.
The chair is shaking, and Diego is sitting on it.	The atmospheric pressure is falling.
The boys are putting on their skis.	The computer is acting strangely.
The plane is coming down.	The ship is full of water.
The skater isn't looking where he is going.	The sky is clear.
The waitress is carrying too much.	There is a fake snake on Joe's shoulder.

PREDICTION CARDS

His boss is going to get angry.	They're going to give a concert.
I'm going to get very bad sunburn.	She's going to win.
He's going to get wet.	I'm going to be late for work.
She's going to fail the exam.	They're going to fall asleep.
He's going to fall.	It's going to snow.
They're going to go skiing.	It's going to crash.
It's going to land.	It's going to sink.
He's going to hit the trees.	It's going to be a nice day.
She's going to drop all those plates.	He's going to scream.

THEME 10 APPENDIX



4 Long-Term Predictions (1)

9th GRADE



by 2400	in a millennium	in five years' time	in the year 3000	tomorrow
by the end of this century	in forty years	in the next fifty years	next century	tonight
in 2121	in ten years' time	in the next decade	next month	within fifteen years
in two hundred years	in twenty years' time	in the next sixty years	next year	within thirty years



by 2400	in a millennium	in five years' time	in the year 3000	tomorrow
by the end of this century	in forty years	in the next fifty years	next century	tonight
in 2121	in ten years' time	in the next decade	next month	within fifteen years
in two hundred years	in twenty years' time	in the next sixty years	next year	within thirty years

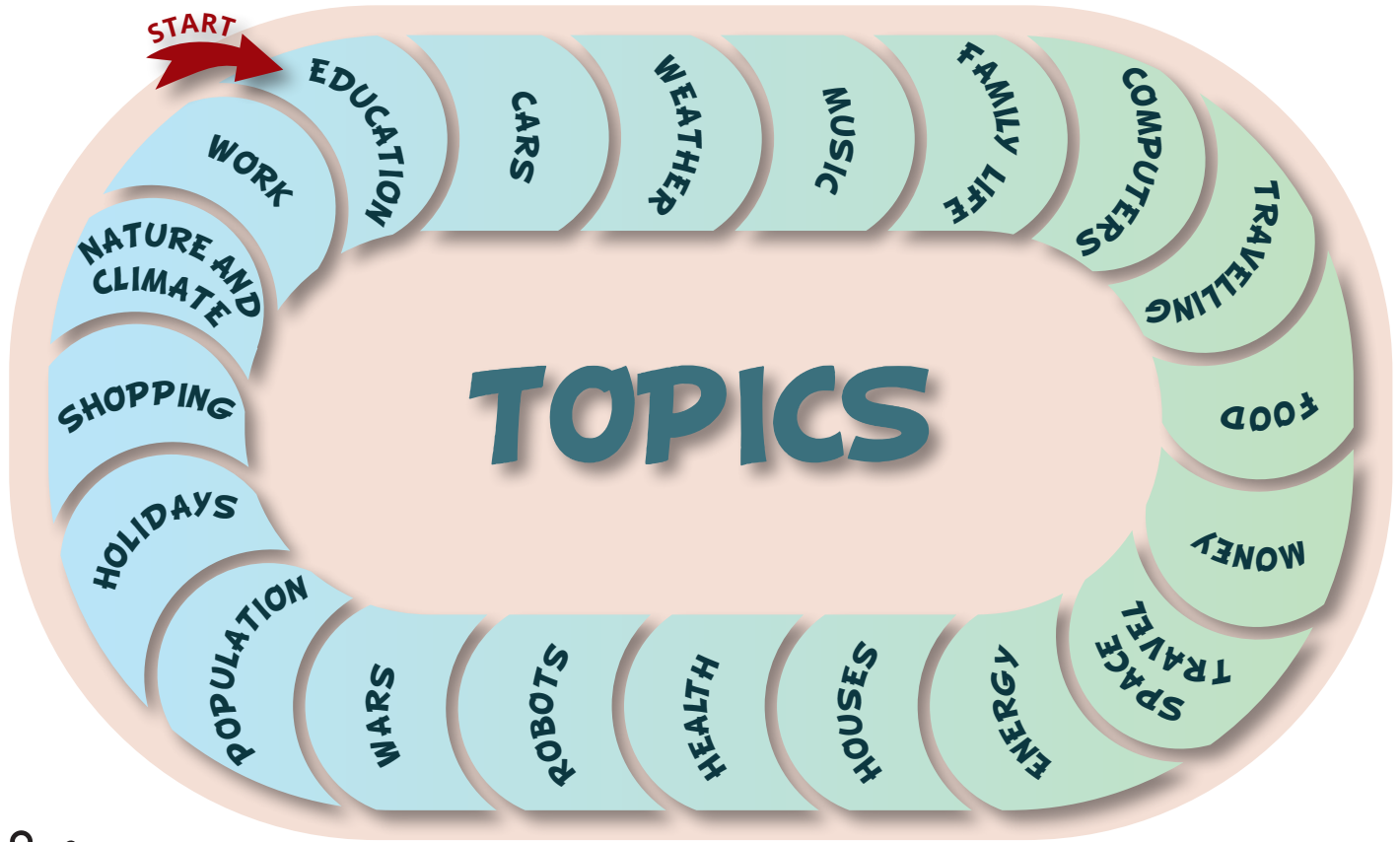
THEME 10 APPENDIX



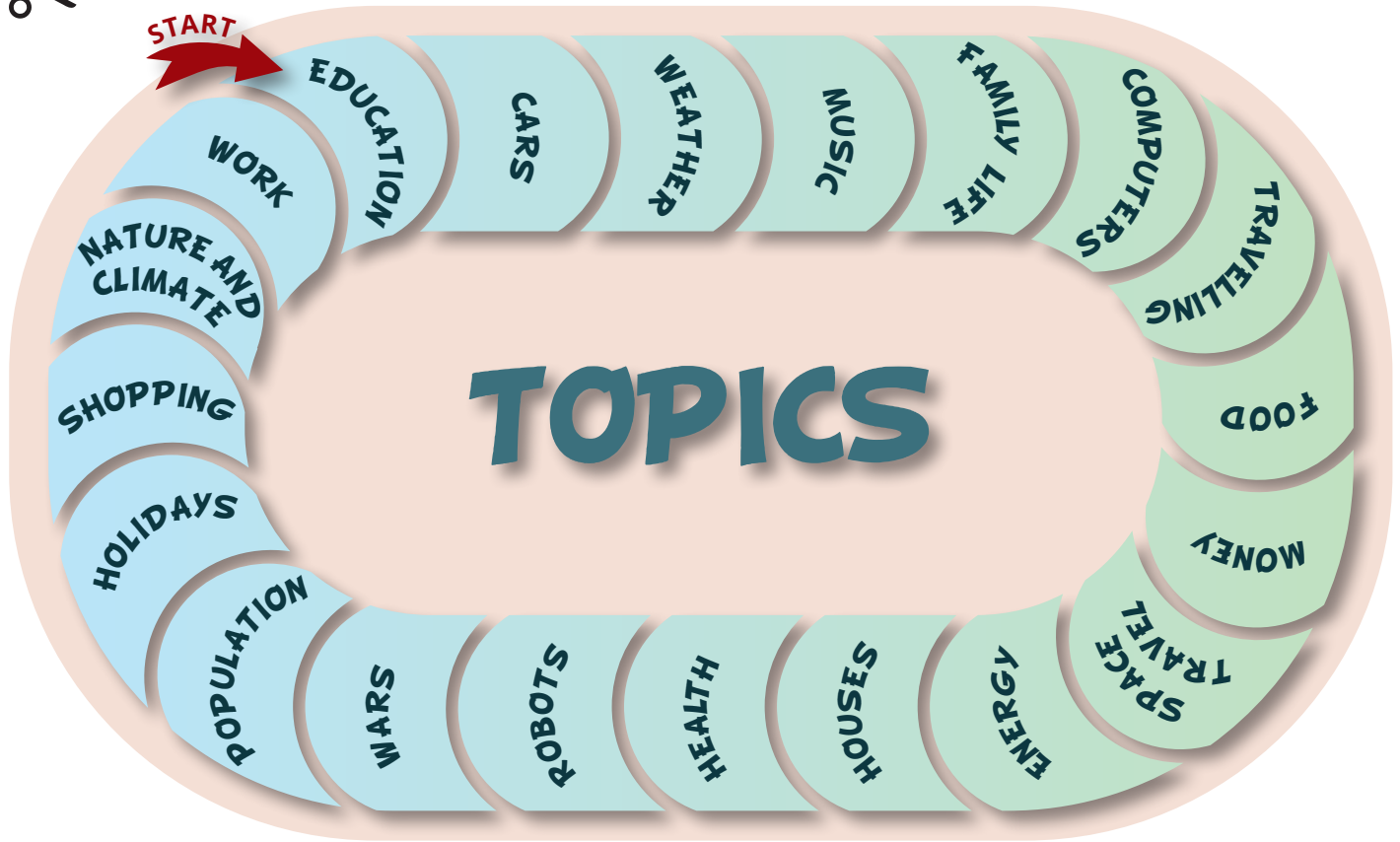
4 Long-Term Predictions (2)

9th GRADE

START



START





THEME 10 APPENDIX

5 Time for a Discussion

9th GRADE

1 Tablets/Cell Phones

2 Technology and Daily Life

3 Social Media Dependence

4 Watching TV

5 E-books vs. Books

I agree with you.

1 2 3 4 5

I'm not sure that's right.

1 2 3 4 5

That's a good idea.

1 2 3 4 5

Well, I'm not sure about that.

1 2 3 4 5

I have another idea.

1 2 3 4 5

You are right!

1 2 3 4 5

I would say the exact opposite.

1 2 3 4 5

I'm certainly with you on that.

1 2 3 4 5

Good point!

1 2 3 4 5

I can't agree with that.

1 2 3 4 5

That's correct!

1 2 3 4 5

I don't think so.

1 2 3 4 5

I see it differently.

1 2 3 4 5

I couldn't agree with you more.

1 2 3 4 5

I can't share this view.

1 2 3 4 5

I'm of the same opinion.

1 2 3 4 5

That makes sense!

1 2 3 4 5

I'm afraid I disagree.

1 2 3 4 5

I think the same way.

1 2 3 4 5

I disagree with you.

1 2 3 4 5



THEME 10 APPENDIX

6 Do You Agree or Disagree?

9th GRADE

Books are much better
than television.

Life was better
before social networking.

Life would be boring
without television.

Social media is
turning into an addiction.

Social networks are a threat
to private life.

They should not show
reality shows on TV.

Watching too much TV is
really dangerous.

TV teaches kids
some important values.

War games cause
aggressive behaviour.

Young children should not
own a tablet.



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some important values.

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own a tablet.



ROLE CARDS



SPEAKER

- Where was I?
- Anyway...
- As I was saying...
- I was just getting to that.
- Can I get back to what I was talking about?
- Can I return to what I was saying?

INTERRUPTER

- Just a minute!
- Excuse me, could I just say...
- I'm sorry to interrupt, but...
- What are you talking about?
- What did you say?
- Can I add something here?

TOPIC CARDS



Favourite
actor or actress

Favourite
movie

Favourite
TV series

Favourite
talent show

Favourite
chat application

Favourite
singer or band

Favourite
social network

Favourite
social media
influencer



THEME 10 APPENDIX

9 Do the Written

9th GRADE



Try to speak as much as possible.

Try to change topic as much as possible.

Try to keep to the same topic for as long as possible.

Start the conversation and talk about your favourite TV series.

Interrupt even if you are not sure what you are going to say.

Interrupt the speaker in every minute.



Try to speak as much as possible.

Try to change topic as much as possible.

Try to keep to the same topic for as long as possible.

Start the conversation and talk about your favourite TV series.

Interrupt even if you are not sure what you are going to say.

Interrupt the speaker in every minute.

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- Activity 11, www.123rf.com/66994893, P. 98, DA: 19.09.2021, 20.01

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- Activity 5, www.123rf.com/41708949, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708962, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708782, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708819, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708820, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708781, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/39495677, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/39495673, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 6, www.shutterstock.com/469301390, P.113 DA: 10.06.2020 01.13, designed by the graphic designer
- Activity 8, www.123rf.com/55719987, P.115, DA: 11.10.2021
- Activity 8, www.123rf.com/154773026, P.115, DA: 11.10.2021
- Activity 8, www.123rf.com/70240822, P.115, DA: 11.10.2021
- Activity 8, www.123rf.com/18882057, P.115, DA: 11.10.2021
- Activity 13, www.123rf.com/84747786, P. 117, DA:13.09.2021 19.57, designed by the graphic designer
- Activity 13, www.123rf.com/51750093, P.117, DA: 22.09.2021 18.34, designed by the graphic designer
- Activity 13, www.123rf.com/128173617, P.117, DA: 24.09.2021 21.55, designed by the graphic designer
- Activity 13, www.123rf.com/107314834, P.117, DA: 24.09.2021 23.31, designed by the graphic designer
- Activity 13, www.123rf.com/164137909, P.117, DA: 22.09.2021 15.50, designed by the graphic designer
- Activity 13, www.123rf.com/120435797, P.117, DA: 22.09.2021 15.53, designed by the graphic designer
- Activity 13, www.123rf.com/38994481, P.117, DA: 22.09.2021 16.39, designed by the graphic designer
- Activity 13, www.123rf.com/139414725, P.117, DA: 14.09.2021 09.54, designed by the graphic designer

- Activity 13, www.123rf.com/128170806, P.117, DA: 22.09.2021 15.39, designed by the graphic designer
- Activity 15, www.123rf.com/113084094, P.119-120, DA:22.09.2021 22.24
- Activity 15, www.123rf.com/113891906, P.119-120, 24.09.2021 15.33, designed by the graphic designer
- Activity 15, www.123rf.com/169581834, P.119-120, 24.09.2021 23.25, designed by the graphic designer
- Activity 15, www.123rf.com/127024922, P.119-120, 24.09.2021 23.09, designed by the graphic designer
- Activity 15, www.123rf.com/126419712, P.119-120, 7.10.2021 04.52, designed by the graphic designer
- Activity 15, www.123rf.com/51752337, P.119-120, 13.10.2021 22.23, designed by the graphic designer
- Activity 15, www.123rf.com/5585410, P.119-120, 7.10.2021 05.02, designed by the graphic designer
- Activity 15, www.123rf.com/169581846, P.119, 24.09.2021 22.13, designed by the graphic designer
- Activity 15, www.123rf.com/173418922, P.119-120, 7.10.2021 04.37, designed by the graphic designer
- Activity 15, www.123rf.com/155836191, P.119-120, 24.09.2021 15.34, designed by the graphic designer
- Activity 15, www.123rf.com/155836191 www.shutterstock.com/600560714, P.119-120, 24.09.2021 15.34, designed by the graphic designer
- Activity 15, www.123rf.com/169581800 www.shutterstock.com/394464901, P.120, 24.09.2021 22.10, designed by the graphic designer
- Activity 15, www.123rf.com/164498293, P.119, 24.09.2021 14.34, designed by the graphic designer
- Activity 15, www.123rf.com/55343694, P.120, 24.09.2021 15.29, designed by the graphic designer

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- Activity 3, www.123rf.com/42150511, P. 130, DA: 11.02.2021, 09.03
- Activity 3, www.123rf.com/88128132, P. 130, DA: 11.02.2021, 09.04, designed by the graphic designer
- Activity 4, www.123rf.com/121756022, P. 131, DA: 16.10.2021, 20.30
- Activity 4, www.123rf.com/47187547, P. 131, DA: 16.10.2021, 20.30
- Activity 4, www.123rf.com/53103429, P. 131, DA: 16.10.2021, 20.31
- Activity 4, www.123rf.com/139275801, P. 131, DA: 16.10.2021, 20.31
- Activity 4, www.123rf.com/82749669, P. 131, DA: 16.10.2021, 20.32
- Activity 4, www.123rf.com/89829439, P. 131, DA: 16.10.2021, 20.32
- Activity 4, www.123rf.com/27218082, P. 131, DA: 16.10.2021, 20.32
- Activity 4, www.123rf.com/118790665, P. 131, DA: 16.10.2021, 20.33
- Activity 4, www.123rf.com/147208119, P. 131, DA: 16.10.2021, 20.33
- Activity 4, www.123rf.com/33515381, P. 131, DA: 16.10.2021, 20.33
- Activity 4, www.123rf.com/120388298, P. 131, DA: 16.10.2021, 20.34
- Activity 4, www.123rf.com/89608205, P. 131, DA: 16.10.2021, 20.34
- Activity 4, www.123rf.com/123164491, P. 131, DA: 16.10.2021, 20.35
- Activity 4, www.123rf.com/52417771, P. 131, DA: 16.10.2021, 20.35
- Activity 4, www.123rf.com/49132210, P. 131, DA: 16.10.2021, 20.36
- Activity 4, www.123rf.com/31804527, P. 131, DA: 16.10.2021, 20.36
- Activity 5, www.123rf.com/152169167, P. 132, DA: 16.10.2021, 20.37
- Activity 5, www.123rf.com/37430684, P. 132, DA: 19.10.2021, 20.41
- Activity 5, www.123rf.com/81827023, P. 132, DA: 16.10.2021, 20.37
- Activity 5, www.123rf.com/117244012, P. 133, DA: 16.10.2021, 20.37
- Activity 5, www.123rf.com/53642276, P. 133, DA: 16.10.2021, 20.38
- Activity 5, www.123rf.com/136136578, P. 133, DA: 16.10.2021, 20.38
- Activity 6, www.123rf.com/147932698, P. 134, DA: 16.10.2021, 20.39, designed by the graphic designer
- Activity 6, www.123rf.com/49070306, P. 134, DA: 16.10.2021, 20.39, designed by the graphic designer
- Activity 6, www.123rf.com/105246724, P. 134, DA: 16.10.2021, 20.40, designed by the graphic designer
- Activity 6, www.123rf.com/138205351, P. 134, DA: 16.10.2021, 20.40, designed by the graphic designer
- Activity 11, www.123rf.com/72743463, P. 139, DA: 19.10.2021, 20.56

- Activity 11, www.123rf.com/31733992, P. 139, DA: 19.10.2021, 20.41
- Activity 11, www.123rf.com/53005100, P. 139, DA: 19.10.2021, 20.41
- Activity 11, www.123rf.com/18709958, P. 139, DA: 19.10.2021, 20.41

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- Activity 4, www.123rf.com/65497022, P.153, DA: 05.11.2021, 09.06
- Activity 4, www.123rf.com/64925612, P.153, DA: 05.11.2021, 09.06
- Activity 4, www.123rf.com/64927238, P.153, DA: 05.11.2021, 09.06
- Activity 4, www.123rf.com/66973042, P.153, DA: 13.11.2021, 11.35
- Activity 4, www.123rf.com/74295863, P.153, DA: 05.11.2021, 09.06
- Activity 9, www.shutterstock.com/699404857, P.155, DA: 22.11.2018, 22.55
- Activity 12, www.123rf.com/89103323, P.157, DA: 05.11.2021, 09.06
- Activity 12, www.123rf.com/47762559, P.157, DA: 05.11.2021, 09.06
- Activity 12, www.123rf.com/155006215, P.157, DA: 05.11.2021, 09.06
- Activity 12, www.123rf.com/23535005, P.157, DA: 05.11.2021, 09.06
- Activity 12, www.123rf.com/100980474, P.157, DA: 05.11.2021, 09.06
- Activity 12, www.123rf.com/42896549, P.157, DA: 05.11.2021, 09.06

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- Activity 3, www.123rf.com/159593251, P. 172, DA: 19.11.2021, 22.13, designed by the graphic designer
- Activity 3, www.123rf.com/145456868, P. 173, DA: 19.11.2021, 22.14, designed by the graphic designer
- Activity 5, www.123rf.com/167640161, P. 174, DA: 19.11.2021, 22.15
- Activity 5, www.123rf.com/43518205, P. 174, DA: 19.11.2021, 22.14
- Activity 5, www.123rf.com/165095074, P. 174, DA: 19.11.2021, 22.15
- Activity 5, www.123rf.com/51909320, P. 174, DA: 19.11.2021, 22.16
- Activity 5, www.123rf.com/167640161, 86040523, 165049882, P. 174, DA: 19.11.2021, 22.17, designed by the graphic designer
- Activity 5, www.123rf.com/38655802, P. 174, DA: 19.11.2021, 22.17
- Activity 5, www.123rf.com/54655289, P. 174, DA: 19.11.2021, 22.17
- Activity 5, www.123rf.com/166294625, P. 174, DA: 19.11.2021, 22.18
- Activity 5, www.123rf.com/165094946, P. 174, DA: 19.11.2021, 22.18
- Activity 5, www.123rf.com/24878358, P. 174, DA: 19.11.2021, 22.18
- Activity 6, www.123rf.com/122383581, P. 176, DA: 19.11.2021, 22.19
- Activity 6, www.123rf.com/82326673, P. 176, DA: 19.11.2021, 22.19
- Activity 6, www.123rf.com/130212333, P. 176, DA: 19.11.2021, 22.20
- Activity 6, www.123rf.com/88822269, P. 176, DA: 19.11.2021, 22.20
- Activity 7, www.123rf.com/90690083, P. 177, DA: 15.09.2021, 19.53
- Activity 8, www.123rf.com/474297, P. 178, DA: 19.11.2021, 22.21
- Activity 8, www.123rf.com/25993396, P. 178, DA: 19.11.2021, 22.21
- Activity 8, www.123rf.com/159529937, P. 178, DA: 19.11.2021, 22.22
- Activity 8, www.123rf.com/25444455, P. 178, DA: 02.12.2021, 16.14
- Activity 8, www.123rf.com/50579077, P. 178, DA: 19.11.2021, 22.22
- Activity 8, www.123rf.com/14991074, P. 178, DA: 19.11.2021, 22.23
- Activity 8, www.123rf.com/47589874, P. 178, DA: 19.11.2021, 22.23
- Activity 8, www.123rf.com/30980419, P. 178, DA: 19.11.2021, 22.24
- Activity 8, www.123rf.com/159666437, P. 178, DA: 19.11.2021, 22.24
- Activity 8, www.123rf.com/12530458, P. 178, DA: 02.12.2021, 16.14
- Activity 8, www.123rf.com/37149274, P. 179, DA: 19.11.2021, 22.25

- Activity 8, www.123rf.com/31290947, 77774301 P. 179, DA: 01.12.2021, 08.26 designed by the graphic designer
- Activity 8, www.123rf.com/28165258, P. 179, DA: 01.12.2021, 08.26
- Activity 8, www.123rf.com/45040706, P. 179, DA: 19.11.2021, 22.26
- Activity 8, www.123rf.com/126580021, P. 179, DA: 01.12.2021, 08.26
- Activity 8, www.123rf.com/169484237, P. 179, DA: 19.11.2021, 22.27
- Activity 8, www.123rf.com/147039842, P. 179, DA: 19.11.2021, 22.27
- Activity 8, www.123rf.com/138478668, P. 179, DA: 01.12.2021, 08.26
- Activity 8, www.123rf.com/92129610, P. 179, DA: 19.11.2021, 22.28
- Activity 8, www.123rf.com/65605361, P. 179, DA: 19.11.2021, 22.29

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- Activity 1, www.123rf.com/46945767, P.195, DA: 13.12.2021, 09.06
- Activity 1, www.123rf.com/14273690, P. 195, DA: 21.06.2020 15.08
- Activity 1, www.shutterstock.com/391615291, P. 195, DA: 10.12.2019, 13.49, designed by the graphic designer
- Activity 6, www.shutterstock.com/230452486, P.199, DA: 03.11.2018, 09.06
- Activity 7, www.123rf.com/42311352, P. 201, DA: 13.12.2021, 14.04
- Activity 7, www.123rf.com/43894797, P. 201, DA: 13.12.2021, 14.04
- Activity 7, www.123rf.com/42137665, P. 201, DA: 13.12.2021, 14.04
- Activity 7, www.123rf.com/90846066, P. 201, DA: 13.12.2021, 14.05
- Activity 7, www.123rf.com/46664175, P. 201, DA: 13.12.2021, 14.05
- Activity 7, www.123rf.com/147530210, P. 201, DA: 13.12.2021, 14.05
- Activity 10, www.shutterstock.com/736840996, P. 203, DA: 22.11.2018, 23.03
- Activity 10, www.shutterstock.com/423728032, P. 203, DA: 03.11.2019, 04.58

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- Activity 4, www.shutterstock.com/344093876, P. 220, DA: 26.11.2015, 18.09