

ENGLISH GAMES & ACTIVITIES

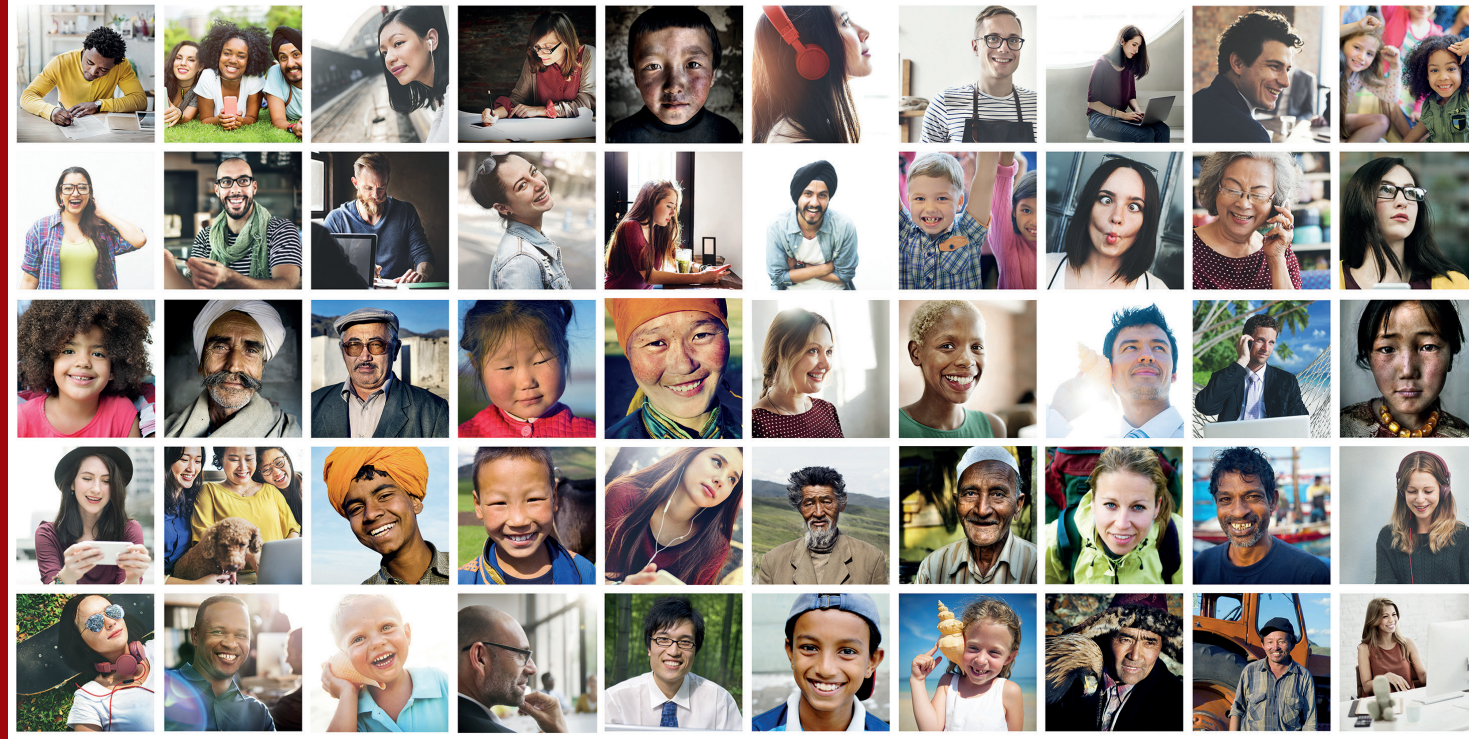
11<sup>th</sup> GRADE

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

THEME 9  
MY FRIENDS



T.C. MİLLÎ EĞİTİM BAKANLIĞI



# English 11

## 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 9 MY FRIENDS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing events, places and people  
F2 Asking for and giving clarification

### 1 Don't Mime, Just Explain



This activity enables students to describe events, places and people. It also encourages students to improve their listening and speaking skills.

### Materials and Preparation

Copy the picture cards on pages 174-175. Cut them up neatly and shuffle them.

### Procedure

- 1 Divide the students into three groups.
- 2 Write the groups' names on the board.
- 3 Tell students that one from each group will take it in turns to pick up a card, look at the picture, place the card face down and fold his/her arm.
- 4 The student then starts describing the object, person, place, or event to all the groups using the correct relative pronoun.
- 5 Remind students that while describing pictures, they must keep their arms folded. This is to stop them from miming or using gestures. The one who doesn't obey the rule loses his/her turn to explain.
- 6 Students explaining the cards are also not allowed to say the name of the object, person, place, or event or use the variations of the word.
- 7 All the groups have the chance to answer. The student who tells the correct answer takes 5 points for his/her group and meanwhile, the student who can explain the word well takes 10 points for his/her group.
- 8 Write the points correctly under the groups' names.
- 9 The group who gets the highest point wins the game.



# THEME 9 MY FRIENDS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing events, places and people  
F2 Asking for and giving clarification

### 2 One More Clue, Please!



This guessing game enables students to ask for and give clarification using defining relative clauses with *who*, *that*, *which* and *where*. It is a good activity to develop students' ability to speak fluently and interactively. It also helps students improve their analytical and critical thinking skills.

### Materials and Preparation

Make one copy of the cards on page 176 for each group of three or four and cut them up as indicated.

### Procedure

- 1 Write "a composer" on the board to demonstrate the activity. Tell students that you are going to define the composer without giving the name and they have to guess who s/he is. Give a definition that includes a defining relative clause.  
**E.g.**  
*This is a composer who is one of the greatest pianists of all time.*  
Encourage students to guess the composer. (The answer is Mozart, but students' answers could vary such as Mozart, Beethoven.)
- 2 If they can't guess the answer after the first definition, they say "One more clue, please!". Give them another definition.  
**E.g.**  
*This is a composer who wrote his first symphony when he was eight.*
- 3 Ask students if they still need a further clue. If they say "One more clue, please!", give the third and the last definition. You can write the definitions on the board so that they can see the relative clauses and relative pronouns.  
**E.g.**  
*This is a composer whose most famous opera is the "Marriage of Figaro".*  
If they don't guess after the third definition, tell them you win. They can't ask for a further clue.
- 4 Have the class guess a country (possible clue: a country where people are passionate about football) and an object (possible clue: something you take on a camping trip) before it is their turn to play the game.
- 5 Divide the class into groups of three or four. Tell them that they are going to play the game.
- 6 Give each group a set of cards. Tell them to shuffle the cards and place them face down in a pile on the desk.
- 7 Players take it in turns to turn up a card and define that person, place or object to the group using a defining relative clause without giving his/her/its name. Remind them that they can give up to three definitions.
- 8 The player who guesses correctly keeps the card. If no one in the group guesses correctly, the player giving the definition puts the card in the discard pile. The player with the most cards at the end of the game is the winner.



# THEME 9 MY FRIENDS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing events, places and people  
F2 Asking for and giving clarification

### 3 Chain Story



This game enables students to describe events, places and people creating random stories. It also helps students improve all four skills.

### Materials and Preparation

Make enough copies of the worksheets on page 177.

### Procedure

- 1 Divide the class into teams of four students and hand in the story worksheets.
- 2 Each team should have a different story.
- 3 Explain the rules for the game
  - Students should pass the worksheets around their team, completing just one line each time before they pass it on, until the story ends.
  - This can be made more funny by folding the paper each time so that the next student writing doesn't know what has been written so far.
  - The last student reads the whole story and feeds back on its logic, interest, etc.
  - After three groups read their stories, the class votes for the best story.



# THEME 9 MY FRIENDS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing events, places and people  
F2 Asking for and giving clarification

### 4 Guess Who?



This game enables students to ask for and give clarification. It is a good activity to develop students' ability to speak fluently and interactively.

#### Materials and Preparation

Explain the rules of the game.

- In each round, each student talks about one of his/her friends in the classroom without giving his/her name. The other student tries to find out who he/she is.

#### E.g.

- She is a person who *likes maths lessons the best*.
- He is the only student that *plays chess in the class*.
- She has a cat which *she calls "Sally"*.

#### Procedure

- 1 Divide the class into two teams. Have one student from each team come to the front of the class each round.
- 2 In each round, two students from each group will face off.
- 3 Have the first student of the Team 1 talk about one of the students in the classroom.
- 4 The student from Team 2 tries to find the student who is described. S/He is free to ask questions for clarification. (e.g. Is he a person who has glasses?) If s/he knows the answer, her/his team scores a point. Then, the teams take turns.
- 5 In the next round, another two students from each team face off.
- 6 The team with the highest score is the winner.





# THEME 9 MY FRIENDS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing events, places and people  
F2 Asking for and giving clarification

### 5 Could You Be More Explicit?



The aim of this activity is to encourage students to ask for and give clarifications. It also helps them to improve their listening and speaking skills.

#### Materials and Preparation

Make a copy of the list of the names on page 178 for each group.

#### Procedure

- 1 Give students the list of the names that are often about, general knowledge questions e.g. the Nile, the Eiffel Tower and Stephen Hawking.
- 2 Divide the class into two teams as A and B. Tell the students that they should choose one of the things from the list and say something true about that thing, person or place, e.g. "The Nile is in Egypt".
- 3 When the player from team A says something about that person, place or thing, the students from the other team will ask for clarification by saying, "Could you be more explicit?" and the other player of team A should expand the sentence by adding information but without changing any of the words that his/her friend has said, e.g. "The Nile, which is a river, is in Egypt.". Then the players of team B ask the question again, "Could you be more explicit?" and the next player of team A tries to expand it even more, e.g. "The Nile, which is the longest river in the world, is in Egypt".
- 4 The same procedure continues until one person makes a factual mistake or someone gives up from team A. Then it is team B's turn to choose a person or thing from the list to make sentences. The team which completes their turn without a mistake wins the game.

### 6 Spin the Wheel



This activity enables students to describe events, places and people. It also helps them practice listening, speaking and reading skills.

#### Materials and Preparation

Make enough copies of the worksheet on page 179 for each group of three students.

#### Procedure

- 1 Put students into groups of three and give them the worksheet.
- 2 Describe the task. Students put a pencil in the middle of the wheel on their worksheet. They take turns spinning the pencil and answering the question the pencil points to.
- 3 When Student A spins the pencil on the wheel and answers the corresponding question, the other members of the group (Student B and C) ask further questions to get more information. After answering the question as fully as possible, Student A asks the same question to his/her partners to get their opinion. Encourage them to have a group discussion on each question. After the first question is discussed, Student B and then Student C take turns spinning the pencil and answering the questions.
- 4 If the pencil points to a question that has already been discussed, students should continue spinning the pencil until it points to a new question.
- 5 The game finishes when all the questions have been answered.
- 6 Get some feedback from the groups.



# THEME 9 MY FRIENDS

11<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing events, places and people  
F2 Asking for and giving clarification

7

### Let Me Explain



This activity enables students to ask for and give clarification. It also helps them practice listening and reading skills.

#### Materials and Preparation

Copy and cut out the worksheet on page 180 for each pair of students and put the slips of paper in an envelope. If you do not have enough time for preparation, you may wish to give out the worksheet without cutting since the dialog is jumbled. Make sure you have an Internet connection so that students listen and check the answer from the provided QR code.

#### Procedure

- 1 Put students into pairs and give them the envelope which has been prepared in advance.
- 2 Get students to rearrange the jumbled dialog into the right order.
- 3 The first pair to finish the task successfully is the winner.
- 4 Check the answers privately so that the other pairs can continue to work on the dialog.
- 5 When all the pairs have finished the task, scan the QR code and have students check their answers.

8

### Match the Halves



This activity enables students to describe events, places and people. It also encourages students to improve their reading and writing skills.

#### Materials and Preparation

Make enough copies of the worksheet on page 181 for each group of five students.

#### Procedure

- 1 Put students into groups of five and give them a worksheet.
- 2 Give students 10 minutes to match the halves of the sentences on the worksheet.
- 3 Then the students start matching the halves to describe an object, a person, a place, or an event.
- 4 The first group who finishes with the correct answers wins the game.
- 5 In another version of the game, you can ask students to complete the statements with their own words.



## Answer Key

## 1 Don't Mime, Just Explain

- |   |   |    |                                   |
|---|---|----|-----------------------------------|
| 1 | Mosque  | 10 | Vlogger/Eyeshadow palette/Make-up |
| 2 | Mobile phone                                  | 11 | (Business) Meeting                |
| 3 | Wedding car/A box of flowers/Wedding event    | 12 | (Jigsaw) Puzzle                   |
| 4 | Grandpa/Grandma/Grandson/Granddaughter/Family | 13 | Shark                             |
| 5 | Amusement park/Ferris wheel                   | 14 | Concert                           |
| 6 | Plaster                                       | 15 | Fireworks/Festival                |
| 7 | Graduation ceremony                           | 16 | (Bosphorus) Bridge                |
| 8 | Laboratory/Experiment                         | 17 | Conductor                         |
| 9 | Food processor                                | 18 | Chef                              |

## 3 Chain Story

## Worksheet 1 Students' own answers/ Possible answers

Hi. My name is Monica. I often the go to the beach where **people watch the sunset.**

Today, I invited Lucy who **is my best friend to watch** the sunset.

**Monica:** "Have you ever been here Lucy?"

**Lucy:** "Yes, I have."

**Monica:** "Really?"

**Lucy:** "I came here with my niece who **lives in London.**"

**Monica:** "What does she do there?"

**Lucy:** "She works for a company that **buys and sells musical instruments.**"

**Monica:** "Where does she stay?"

**Lucy:** "She stays at a hotel where **one of her best friends works.**

Hey, look! Do you know those people who **are sitting there?**"

**Monica:** "Yes Lucy, **they are my grandparents.**"

## Worksheet 2 Students' own answers/ Possible answers

Once upon a time, there was a fairy who **was wise and beautiful.**

She was friends with a girl who **lived with her old grandmother.**

They met in a forest where **the girl loved to play.**

One afternoon in winter when **the weather was very cold,**

the girl who **didn't go to school** got lost.

She started to cry near the lake which **was frozen.**

The fairy was worried about the girl and appeared at the lake where **the girl was trembling in tears.**

She took the girl home which **wasn't far away.**

## 8 Match the Halves

1 d - 2 j - 3 p - 4 o - 5 e - 6 a - 7 g - 8 i - 9 b - 10 f - 11 m - 12 l - 13 n - 14 k - 15 h - 16 c



### 3 Chain Story

#### Worksheet 3 Students' own answers/ Possible answers

Jack and Orson were old friends who **wanted to go on a trip**.

It would be a backpacking trip which **would be very low-cost and independent**.

First, they decided which **place to go first**.

Then they searched for the options of travel that **they can both enjoy and pay little money**.

They agreed to travel by train which **is both cheap and comfortable**.

Later, Jack made their reservations at the hostels where **they can stay safely**.

Jack was a kind of boy who **was cleanly and very tidy**, so he made sure that the hostels were neat and sanitary.

This trip would be a great adventure that **they would always remember**, so they were very excited.

Their first destination was **India** where **they would see Taj Mahal and Sun Temple Konark**.

Yet, their second destination was unknown as this trip was totally an adventure which **was full of surprises**.

### Audio Script 1

#### 7 Let Me Explain

**Professor:** OK, before we continue, does anybody have a question? Oh, lots of questions, I see. OK, we'll go one at a time. Yes?

**Student:** Thank you. You talked about Fibonacci numbers in the lecture. Sorry, I don't understand. Can you explain?

**Professor:** Of course. What do you want to know?

**Student:** OK ... I hope this isn't a silly question, but what does Fibonacci actually mean?

**Professor:** No question is ever silly – it's always good to ask. OK, it's the name of a person. Fibonacci was a European mathematician in the Middle Ages.

**Student:** Ah, OK. Thanks. So, we know he was a person, but what are the Fibonacci numbers? I don't get it.

**Professor:** The Fibonacci numbers are a sequence of numbers. They go 1, 1, 2, 3, 5, 8 and so on. Do you see the sequence? Do you see how it works?

**Student:** I'm not sure.

**Professor:** OK. This is how it works. The first number is 1, then 1 again, then 2. The third number is the first number plus the second number. The fourth number is the second number plus the third number: 1 plus 2 is 3. The fifth number is the third number, 2, plus the fourth number, 3. So the fifth number in a Fibonacci sequence is 5.

**Student:** Ah! I think I understand now. But what about their importance? You said these were very important.

**Professor:** Yes, let me explain. This sequence of numbers is important because we see it in many things. Fibonacci numbers are common in geometry, they are common in nature, for example in plants. We see the sequence everywhere.

**Student:** Could you give us some more examples?

**Professor:** OK ... Well, we don't have time right now, but I can bring more examples in for next class, OK?

# THEME 9 APPENDIX



## 1 Don't Mime, Just Explain (1)

11<sup>th</sup> GRADE



1



2



3



4



5



6



7



8



9



10



# THEME 9 APPENDIX



## 1 Don't Mime, Just Explain (2)

11<sup>th</sup> GRADE



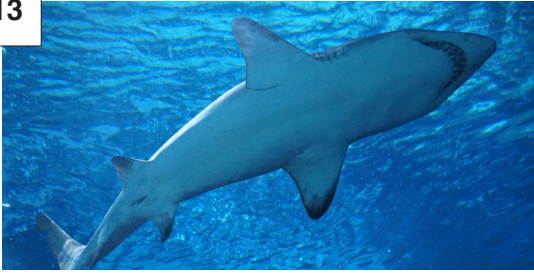
11



12



13



14



15



16



17



18



# THEME 9 APPENDIX



## 2 One More Clue, Please!

11<sup>th</sup> GRADE



a sportsperson	a place in your town/city	something you take with you every day
a writer	a city in Europe	a famous person in history
something to eat	a vehicle	a job
a place that you like to go at weekends	a sport	an important person in your life
a kitchen gadget	a movie you can watch over and over again	a piece of clothing



### Worksheet 1

Hi. My name is Monica. I often the go to the beach where \_\_\_\_\_.

Today, I invited Lucy who \_\_\_\_\_ to watch the sunset.

**Monica:** "Have you ever been here Lucy?"

**Lucy:** "Yes, I have."

**Monica:** "Really?"

**Lucy:** "I came here with my niece who \_\_\_\_\_."

**Monica:** "What does she do there?"

**Lucy:** "She works for a company that \_\_\_\_\_."

**Monica:** "Where does she stay?"

**Lucy:** "She stays at a hotel where \_\_\_\_\_."

Hey, look! Do you know those people who \_\_\_\_\_?"

**Monica:** "Yes Lucy, \_\_\_\_\_."

### Worksheet 2

Once upon a time, there was a fairy who \_\_\_\_\_.

She was friends with a girl who \_\_\_\_\_.

They met in a forest where \_\_\_\_\_.

One afternoon in winter when \_\_\_\_\_,

the girl who \_\_\_\_\_ got lost.

She started to cry near the lake which \_\_\_\_\_.

The fairy was worried about the girl and appeared at the lake where \_\_\_\_\_.

She took the girl home which \_\_\_\_\_.

### Worksheet 3

Jack and Orson were old friends who \_\_\_\_\_.

It would be a backpacking trip which \_\_\_\_\_.

First, they decided which \_\_\_\_\_.

Then they searched for the options of travel that \_\_\_\_\_.

They agreed to travel by train which \_\_\_\_\_.

Later, Jack made their reservations at the hostels where \_\_\_\_\_.

Jack was a kind of boy who \_\_\_\_\_, so he made sure that the hostels were neat and sanitary.

This trip would be a great adventure that \_\_\_\_\_, so they were very excited.

Their first destination was \_\_\_\_\_ where \_\_\_\_\_.

Yet, their second destination was unknown as this trip was totally an adventure which \_\_\_\_\_.



# THEME 9 APPENDIX



## 5 Could You Be More Explicit?

11<sup>th</sup> GRADE

The Nile  
Newton  
The Eiffel Tower  
Manavgat  
Einstein  
Big Ben  
Mount Vesuvius  
Stephen Hawking  
The Burj Khalifa  
Cappadocia  
Beethoven

The Nile  
Newton  
The Eiffel Tower  
Manavgat  
Einstein  
Big Ben  
Mount Vesuvius  
Stephen Hawking  
The Burj Khalifa  
Cappadocia  
Beethoven

The Nile  
Newton  
The Eiffel Tower  
Manavgat  
Einstein  
Big Ben  
Mount Vesuvius  
Stephen Hawking  
The Burj Khalifa  
Cappadocia  
Beethoven



### CONVERSATION QUESTIONS

- 1 Think of a time when you were in a difficult situation. What did you do?
- 2 Can you think of two reasons why people postpone things?
- 3 What are the three essential traits of a good friend?
- 4 How do you feel about people who like talking about themselves all the time?
- 5 Can you describe a moment in your life when you felt most grateful?
- 6 Do you agree with the proverb that says, "A friend in need is a friend indeed."? Why/Why not?
- 7 Do you have a role model whose life story inspires you? Describe him/her.
- 8 Is there a movie which you find quite moving? Give some details.
- 9 What can be the ways that can lead you to a successful school life? Give two examples.
- 10 Can you describe your favorite place where you feel quite comfortable and self-confident?
- 11 What do you think of the games which are designed to purchase game tools?
- 12 Do you know someone who is really gifted? What are his/her talents?



OK ... I hope this isn't a silly question, but what does Fibonacci actually mean?

The Fibonacci numbers are a sequence of numbers. They go 1, 1, 2, 3, 5, 8 and so on. Do you see the sequence? Do you see how it works?

I'm not sure.

OK, before we continue, does anybody have a question? Oh, lots of questions, I see. OK, we'll go one at a time. Yes?

Yes, let me explain. This sequence of numbers is important because we see it in many things. Fibonacci numbers are common in geometry, they are common in nature, for example in plants. We see the sequence everywhere.

Could you give us some more examples?

OK. This is how it works. The first number is 1, then 1 again, then 2. The third number is the first number plus the second number. The fourth number is the second number plus the third number: 1 plus 2 is 3. The fifth number is the third number, 2, plus the fourth number, 3. So the fifth number in a Fibonacci sequence is 5.

Thank you. You talked about Fibonacci numbers in the lecture. Sorry, I don't understand. Can you explain?

OK ... Well, we don't have time right now, but I can bring more examples in for next class, OK?

No question is ever silly – it's always good to ask. OK, it's the name of a person. Fibonacci was a European mathematician in the Middle Ages.

Ah! I think I understand now. But what about their importance? You said these were very important.

Of course. What do you want to know?

Ah, OK. Thanks. So, we know he was a person, but what are the Fibonacci numbers? I don't get it.



- 1 True friends are those who...
  - 2 That is the stadium where...
  - 3 These are the students who...
  - 4 Barış Manço was a singer who...
  - 5 Winter is the season when...
  - 6 Van Gogh was an artist whose...
  - 7 İstanbul is a city that...
  - 8 Best parents are those who...
  - 9 A good book is a book which...
  - 10 That is the restaurant where...
  - 11 She is the teacher who...
  - 12 Football is a game in which...
  - 13 A day is only good when...
  - 14 The thieves who...
  - 15 That's the garden where...
  - 16 The sunrise is a magical time when...
- \_\_\_ a life was a real tragedy.
  - \_\_\_ b takes you somewhere else.
  - \_\_\_ c you welcome the new day.
  - \_\_\_ d share and care.
  - \_\_\_ e I mostly feel depressed.
  - \_\_\_ f all the dishes are from Indian cuisine.
  - \_\_\_ g inspired lots of poets like Orhan Veli Kanık.
  - \_\_\_ h we are planning to have our wedding party.
  - \_\_\_ i always back up their children.
  - \_\_\_ j where Bayern Munich plays.
  - \_\_\_ k stole my car were three people.
  - \_\_\_ l there are two goalkeepers.
  - \_\_\_ m made me love chemistry.
  - \_\_\_ n you experience something different.
  - \_\_\_ o lived in Moda, İstanbul.
  - \_\_\_ p broke the vase in the teachers' room.

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