

11<sup>th</sup> GRADE

# ENGLISH GAMES & ACTIVITIES

THEME 10  
VALUES AND NORMS



# 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 10 VALUES AND NORMS

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## FUNCTIONS

F1 Expressing opinions

F2 Exchanging ideas

F3 Making comments

### 1 I Feel That...



This activity enables students to express their opinions. It also encourages them to activate their speaking and listening skills.

#### Materials and Preparation

Ask students to find and cut out two pictures they like from a magazine or a newspaper in advance.

#### Procedure

- 1 Have students talk in pairs.
- 2 They share their opinions about the pictures with their partners.
- 3 Give pairs some time to talk before selecting one of the pictures to share the true story behind it.
- 4 Have pairs walk around the class and talk to other pairs about each other's pictures.
- 5 In another version of the game, you can ask students to come and pick one of the pictures and tell what they think about it and try to guess the story behind it.

### 2 Any Comments?



This activity enables students to list objects and activities according to their genre. It encourages students to make comments on a specific topic and talk about their preferences.

#### Materials and Preparation

Copy the page on 191 and cut out the titles on the cards. Put the cards on the teacher's desk face down.

#### Procedure

- 1 Have students work in groups of four.
- 2 Nominate a student from each group and have them pick one of the cards on the desk.
- 3 Now, each group has a title. Ask them to write at least four items related to the word they have chosen.  
*E.g. SPORTS (football, basketball, skiing, swimming, etc.)*
- 4 Allow 10 minutes for the groups to make comments and talk about their likes and dislikes.
- 5 Have each group decide on a word they have written, and get a student to describe that word without saying it, and have the other groups guess the word. Encourage them to make comments and tell what they think about football, Argentina or Beyonce, etc.



# THEME 10 VALUES AND NORMS

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## FUNCTIONS

F1 Expressing opinions

F2 Exchanging ideas

F3 Making comments

### 3 Hot Ball



This activity aims at expressing opinions. It also encourages students to improve their listening and speaking skills.

#### Materials and Preparation

Bring a small ball to the class and cut out the flashcards on page 192. Set your timer for 10 to 20 seconds.

#### Procedure

- 1 Have students form a circle and pass the ball around it as the timer is on.
- 2 Start the timer or the music. When the music stops or the timer is off, the person holding the ball has to express his/her opinion on the first flash card using one of the correlative conjunctions (not only... but also.../both... and.../neither... nor.../either... or...).
- 3 If the student cannot express his/her opinion within a minute, he/she leaves the circle.
- 4 The winner is the last player standing.

#### E.g.

“Chocolate/Cake”

- I want either the chocolates or the cake.
- I want to have both the chocolates and the cake.
- I want neither the chocolates nor the cake.
- I want not only the chocolates but also the cake.

### 4 Rock-Paper-Scissors



This activity enables students to exchange ideas. It also encourages students to improve their listening, speaking and reading skills.

#### Materials and Preparation

Cut out the sheet on page 193 and prepare sentence strips separating the first part of the sentence with the conjunction from the second. Deliver each student four pieces of paper.

#### Procedure

- 1 Have students walk around the class to find their match by talking to their classmates.
- 2 Once they find a match, they play rock-paper-scissors. The winner takes both of the pieces and earns two points.
- 3 At the end of the game, the students with the most points win.



# THEME 10 VALUES AND NORMS

11<sup>th</sup> GRADE

FUNCTIONS  
F1 Expressing opinions  
F2 Exchanging ideas  
F3 Making comments

## 5 Let's Talk About Values



This activity enables students to make comments about values. It also encourages students to improve their listening, speaking and reading skills.

### Materials and Preparation

Before playing the game, you can revise the meanings of the values. Divide the class into pairs. Photocopy the board game on page 194 and deliver one for each pair.

### Procedure

- 1 Each student needs an eraser to play.
- 2 Student A puts his/her eraser on the start to begin playing.
- 3 Then, student B counts from 1-5 until student A stops him/her.
- 4 Student A moves his/her eraser by the number student B says and lands on one of the values moving clockwise.
- 5 Now, the student has to match that value with its meaning and make a comment on it within a minute.

#### **E.g.**

*"Honesty"*

**Meaning:** the quality of always telling the truth

**Student A:** "Honesty is the most important value in any relationship."

- 6 If he/she does both of the duties correctly, he/she wins that spot and writes his/her name in it.
- 7 Then, it's the turn of the other student.
- 8 The student who has names in most of the spots at the end of the game is the winner.



# THEME 10 VALUES AND NORMS

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## FUNCTIONS

- F1 Expressing opinions
- F2 Exchanging ideas
- F3 Making comments

### 6 Four Corners of the Classroom



This activity encourages students to exchange their ideas. It also improves their listening and speaking skills.

#### Materials and Preparation

Write *agree*, *somewhat agree*, *disagree* and *somewhat disagree* on four slips of paper and hang them on the corners of the classroom.

#### Procedure

- 1 Divide the class into four corners.
- 2 Make a statement like, “Footballers deserve to be paid huge sums of money for what they do.”
- 3 The students move to the corner that best depicts how they feel about the statement.
- 4 The students in each corner have a few minutes to discuss why they feel this way, and then their group presents their idea.
- 5 To make the task clearer, useful language can be written on the board.

**Giving an opinion:** In my opinion.../ If you ask me.../ I think.../ I believe.../ I personally feel that...

**Agreeing:** So do I./ Me Neither./ Me too./ I totally agree./ Absolutely./ Exactly./ Yes, I agree.

**Disagreeing:** I don't agree./ I totally disagree because.../ I don't think so./ I'm not sure about that.

**Partial agreement:** I see your point but.../ that's true but.../ I agree to some extent but...

#### Suggested Statement Examples:

- *Personality is more important than beauty.*
- *People who live in apartments shouldn't own pets.*
- *People who get plastic surgery usually look worse later in their life.*
- *Table manners and etiquette have become less important in the 21<sup>st</sup> century.*
- *We are not alone in the universe.*

### 7 Exchange Your Ideas



This activity enables students to exchange and challenge their ideas. It also enables students to improve their listening, speaking and writing skills.

#### Materials and Preparation

Make sure you have Internet access in the class.

#### Procedure

- 1 Tell students that they are going to watch and listen to a dialog twice. If needed, play it once more. Remind them to take some small notes.
- 2 Divide students into pairs.
- 3 Ask them to decide on a topic and prepare a dialog about exchanging ideas.
- 4 The pairs demonstrate their dialogs.
- 5 The pair who gets the biggest applause becomes the winner.





# THEME 10 VALUES AND NORMS

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FUNCTIONS  
F1 Expressing opinions  
F2 Exchanging ideas  
F3 Making comments

## 8 Make Your Comments



This activity enables students to make comments on given quotes. It also encourages students to improve their listening, speaking, reading and writing skills.

### Materials and Preparation

No special material or preparation is needed.

### Procedure

- 1 Divide the students into groups of four or five.
- 2 Write the quotes given below on the board.  
*"It's not hard to make decisions when you know what your values are." Roy Disney*  
*"Ethics and equity and the principles of justice do not change with the calendar." D. H. Lawrence*
- 3 Allow 10-15 minutes for groups to make comments and to write down their ideas for the two quotes on separate sheets.
- 4 When their time is up, let the spokesperson of each group present their comments about the quotes.
- 5 Tell the other students in the groups to listen to the spokesperson of each group carefully and to give points between 1 to 10 (except for their own group).
- 6 In the end, you, as a teacher also give your points for each group.
- 7 The group who gets the highest points gets the biggest round of applause.

## 9 From Our Perspective



This activity enables students to practice giving, explaining and summarizing opinions. It also develops students' critical thinking skills. By discussing the questions in groups, students have the opportunity to learn from a variety of perspectives.

### Materials and Preparation

Print out the worksheet on page 195 for each student.

### Procedure

- 1 Have students read the questions on the worksheet and write down their answers.
- 2 Tell them they are going to ask the questions to their partner and note down the answers. Remind them to ask their partner to give a reason for each opinion.
- 3 Get pairs to join together to make groups of five or six.
- 4 In their groups, students discuss the results of the questionnaire and write statements summarizing their findings, e.g., "Most people think that the most difficult language skill in English is writing."
- 5 Finally, groups present their findings to the class.
- 6 When all the groups have presented, have a class discussion about the findings and get the groups to debate any differences of opinion.



# THEME 10 VALUES AND NORMS

11<sup>th</sup> GRADE

**FUNCTIONS**  
F1 Expressing opinions  
F2 Exchanging ideas  
F3 Making comments

## 10 What's Your Opinion?



This activity enables students to express their opinions and exchange ideas in a group discussion. It also helps them practice their listening and speaking skills.

### Materials and Preparation

Make a copy of the worksheet on page 196 for each student.

### Procedure

- 1 Give each student a worksheet.
- 2 Ask them to read the controversial comments on different topics and tick one of the boxes depending on how much they agree or disagree with the comment.
- 3 When students are done with the questionnaire, get them to work in groups of four. Ask them to share their opinions on each sentence by giving their reasons.

## 11 Take Your Side



With this group debate activity, students will be able to express their opinions and make comments on each other's ideas. It will also help them practice all four of their main language skills.

### Materials and Preparation

Make two copies of the worksheet on page 197 and cut them out.

### Procedure

- 1 Put students into groups of six and then divide each group into Team A and Team B, each of which consists of three students.
- 2 Give each group two slips of paper with the same controversial debate topic, one for Team A and one for Team B. Tell them that Team A agrees with the topic, whereas Team B disagrees with it.
- 3 Give the whole class five minutes to prepare their argument in writing.
- 4 When the time is up, call the first group to the front of the class and get the teams to sit facing each other. Open up the topic to the class and have all the other students watch the group debate for 5 minutes.
- 5 When the first group has run out of time, tell the class to take their side and ask, "Who agrees with Team A/B?" The team that gets the most supporters is the winner of the debate.
- 6 Repeat the same process with the other groups.



# THEME 10 VALUES AND NORMS

11<sup>th</sup> GRADE

## FUNCTIONS

- F1 Expressing opinions
- F2 Exchanging ideas
- F3 Making comments

12 Just a Minute!



This activity enables students to express their opinions and make comments on different topics. It also helps them practice listening and speaking skills.

### Materials and Preparation

Copy and cut out the worksheet on page 198 for each group of four students.

### Procedure

- 1 Put students into groups of four. Give each group a set of question cards.
- 2 Have them shuffle the cards and place them face down in a pile on the desk.
- 3 Ask them to take it in turns to pick up a card from the pile and express their opinions and make comments about the question for one minute.
- 4 Remind them that the main focus is on fluency rather than accuracy. The student who manages to talk about the question for one minute without stopping or pausing a lot gets a point.
- 5 The student with the most points is the winner.



## 5 Let's Talk About Values

- 1 **Honesty:** the quality of always telling the truth
- 2 **Love:** a very strong feeling of liking and caring for somebody
- 3 **Compassion:** a strong feeling of sympathy for people who are suffering
- 4 **Faith:** trust in somebody's ability or knowledge
- 5 **Integrity:** the quality of being honest and having strong moral principles
- 6 **Peace:** the state of being calm or quiet
- 7 **Trust:** the feeling that somebody or something is good, honest, and reliable
- 8 **Freedom:** the right to do or say what you want without anyone stopping you
- 9 **Respect:** polite behavior towards for somebody that you think is important
- 10 **Justice:** the quality of being fair or reasonable
- 11 **Responsibility:** a moral duty to do something or to help or take care of somebody
- 12 **Courtesy:** polite behavior that shows respect for other people

**Audio Script 1****7 Exchange your Ideas**

**Ana:** Hi! I'm Ana. Welcome to *What to Say!*

Do you know what to say when you want to challenge someone's ideas? Listen out for useful language for challenging someone's ideas. Then, we'll practice saying the new phrases after this.

**Vanya:** Guys! I've got it! I've figured it out!

**Emir:** Figured what out?

**Paul:** That it's polite to knock on the door before coming in.

**Vanya:** This idea is just too good, Paul! It's too good!

**Paul:** Go on, then.

**Vanya:** So! Cats!

**Emir:** I'm a bit lost. What are you talking about?

**Vanya:** Videos. Cat videos! For our social media account. Hundreds of them. Everyone loves cats!

**Paul:** I hate cats.

**Vanya:** Everyone except you, Paul.

**Paul:** Have you considered the fact that we're a branding agency, not a pet shop?

**Vanya:** I take your point, Paul, but, come on, be imaginative! Cat videos are some of the most searched videos on the internet.

**Emir:** I see where you're coming from, Vanya, but I think I agree with Paul here. How is this relevant for a branding agency?

**Vanya:** Look. Social media, it's a numbers game. If we share dozens of cat videos each day, then we get more followers.

**Emir:** That's true. So how exactly do you see this working? I mean, who's going to find all these videos?

**Vanya:** Erm, OK, I'm very aware of the challenges here, but I'm convinced this is going to work.

**Paul:** I'm not so sure.

**Emir:** Well, I guess you have to look at it from both sides. Why don't we try it for a couple of weeks and see if there's any impact?

**Vanya:** Great! We are going to get so many more followers. I'm absolutely positive!

**Paul:** Good luck with that! I hope it doesn't turn out to be a cat-astrophe ... What?... It's a good joke.

**Ana:** Hello again! Well, I thought that was a good joke! So, did you notice the useful phrases used for challenging someone's ideas? Listen to me and then repeat.

**I'm a bit lost. What are you talking about?**

**Have you considered the fact that we're a branding agency, not a pet shop?**

**I take your point, but be imaginative.**

**I see where you're coming from.**

**I think I agree with Paul here.**

**How exactly do you see this working?**

**I'm very aware of the challenges here, but I'm convinced this will work.**

**You have to look at it from both sides.**

**Ana:** Try and use some of these phrases the next time you want to challenge someone's ideas in English. Bye for now!

# THEME 10 APPENDIX



## 2 Any Comments?

11<sup>th</sup> GRADE



MUSIC	FILMS	BOOKS
FOOD	MEANS OF TRANSPORT	COUNTRIES
CELEBRATIONS	SPORTS	HOLIDAY TYPES
GAMES	SCHOOL OBJECTS	SEASONS

# THEME 10 APPENDIX



## 3 Hot Ball

11<sup>th</sup> GRADE



Chocolate	Pizza	Tennis	Music
Cake	Carrot	Badminton	Cinema
Dancing	Hamburger	Reading books	Jogging
Singing	Broccoli	Listening to audiobooks	Walking
Yoga	Football	Movies	Breakfast
Pilates	Basketball	Series	Dinner
Cheesecake	Tablet	Vegetables	Cereal
Chocolate cake	Laptop	Dairy products	Sandwich
Painting	Golf	Watching videos online	Roller skating
Taking photographs	Baseball	Checking social media	Cycling

# THEME 10 APPENDIX



## 4 Rock-Paper-Scissors

11<sup>th</sup> GRADE



Fluids contain both gases

and liquids.

To color fabric, either dye

or paints are used.

Friendship is neither purchased

nor sold.

Helen is not only an author

but also a composer.

William not only studies tirelessly to complete his master's degree

but also works hard at the office.

Frank neither has the skills

nor the motivation to become a tennis player.

The firm sells both devices

and applications.

The robbers not only got his stuff

but they also beat him up.

Visitors can either write

or phone to review the results.

Steve is careful with both his time

and money.

Both the tiramisu

and the chocolate mousse will be served.

The residence is both light

and comfortable.

Both my daughter

and son are avid readers.

Either Jack

or Daniel must have caused this trouble.

You should either have your dinner

or go to sleep.

Guy is neither working

nor looking for a job.

Neither Bob

nor Rose completed the course.

Not only do I adore this band

but I've also watched them live several times.

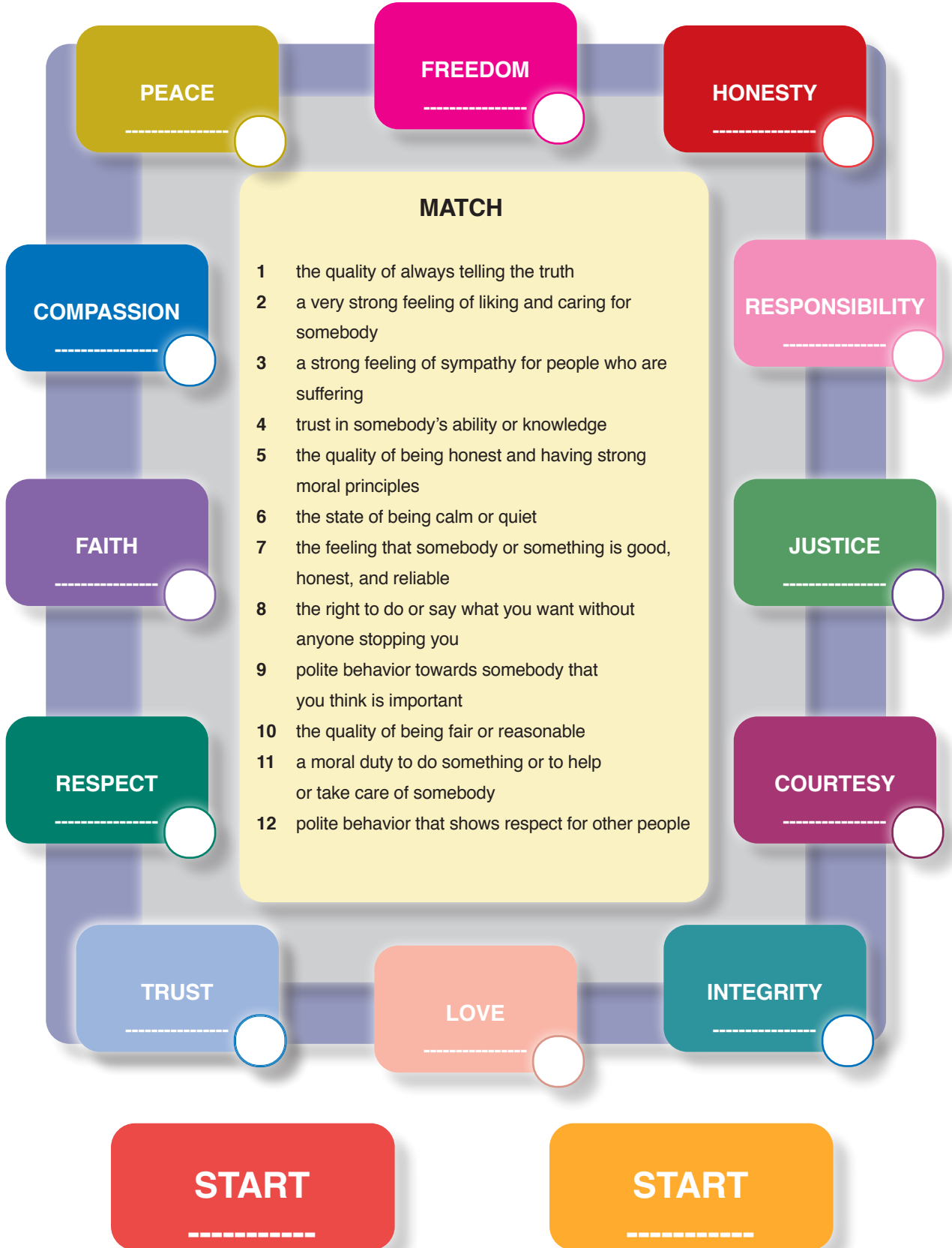
Adam not only wrote the scenario for the film

but he also played one of the characters.

Victor not only saved the little dog

but also adopted it.





# THEME 10 APPENDIX



## 9 From Our Perspective

11<sup>th</sup> GRADE

**A** Note down your answers to the questions below in *Me* column.

Questions	Me	My Partner
1 Which language skill do you find the most difficult in English: reading, writing, speaking or listening?	_____	_____
2 Which department is the most difficult in university?	_____	_____
3 What is the best way to learn new vocabulary in English?	_____	_____
4 Which hobby is the best to make you smarter and happier?	_____	_____
5 What is the best age to learn a foreign language?	_____	_____
6 What is the most read genre of book?	_____	_____
7 What is the best language to learn after English?	_____	_____
8 What is the best way to make a good impression on the first day of a new school?	_____	_____
9 What is the best age to start volunteering?	_____	_____
10 What is the best city/town to live in your country?	_____	_____

**B** Now, ask the questions to your partner and note down his/her answers in *My Partner* column. Ask your partner to give a reason for his/her answers.

**C** In groups, discuss the results of the questionnaire and write statements summarizing your findings.

Everybody \_\_\_\_\_

\_\_\_\_\_

Most people \_\_\_\_\_

\_\_\_\_\_

Some people \_\_\_\_\_

\_\_\_\_\_

Nobody \_\_\_\_\_

\_\_\_\_\_

# THEME 10 APPENDIX



## 10 What's Your Opinion?

11<sup>th</sup> GRADE

Questionnaire	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1 Military service must be obligatory for both men and women.					
2 If you want to have a child, you should attend parenting classes.					
3 It's everyone's responsibility to understand cybersecurity.					
4 It's urgent to teach climate change in schools.					
5 Students must take more tests in a school year to comprehend the subjects well.					
6 The best way to solve traffic jam is to construct more express lanes.					
7 It's difficult to socialize via online classes as you can't spend much time with your classmates.					
8 If you spend too much time on social media, you will neglect your real-life responsibilities.					
9 Teenagers prefer online shopping to traditional shopping.					
10 You should move to your own apartment when you are 18.					
11 At least one foreign language must be taught to the kids by the age of six.					
12 Robots and artificial intelligence (AI) will cause mass unemployment in the near future.					

# THEME 10 APPENDIX



## 11 Take Your Side

11<sup>th</sup> GRADE

Students should be allowed to use smartphones in class.

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There shouldn't be an age limit for driving a car.

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Students should learn every detail about the history of their own country.

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Social media websites should be prohibited in schools.

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Video games should be banned for kids under the age of ten.

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Traditional classes should be replaced by online classes.

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Parents should decide on the job that their children will choose.

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# THEME 10 APPENDIX



12 Just a Minute!

11<sup>th</sup> GRADE



What do you think about the recent developments in genetics?

How do you feel about the rising trends in new forms of socialization?

Do you think that digital currency will replace cash in the near future? Why/Why not?

Do you believe that getting a master's degree or PhD is necessary to advance in one's career path? Why/Why not?

What's your opinion about homeschooling for all grade levels?

Do you believe that pills will replace food in the future?

What can you say about being a vegan or a vegetarian?

What do you think about popular alternative medical treatments?

Do you think that people who are good at teamwork are happier and more successful? Why/Why not?

What do you think the world would be like if everyone rode bikes instead of driving cars?

What's your opinion about taking a gap year abroad?

What's your opinion about wearing school uniforms?



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