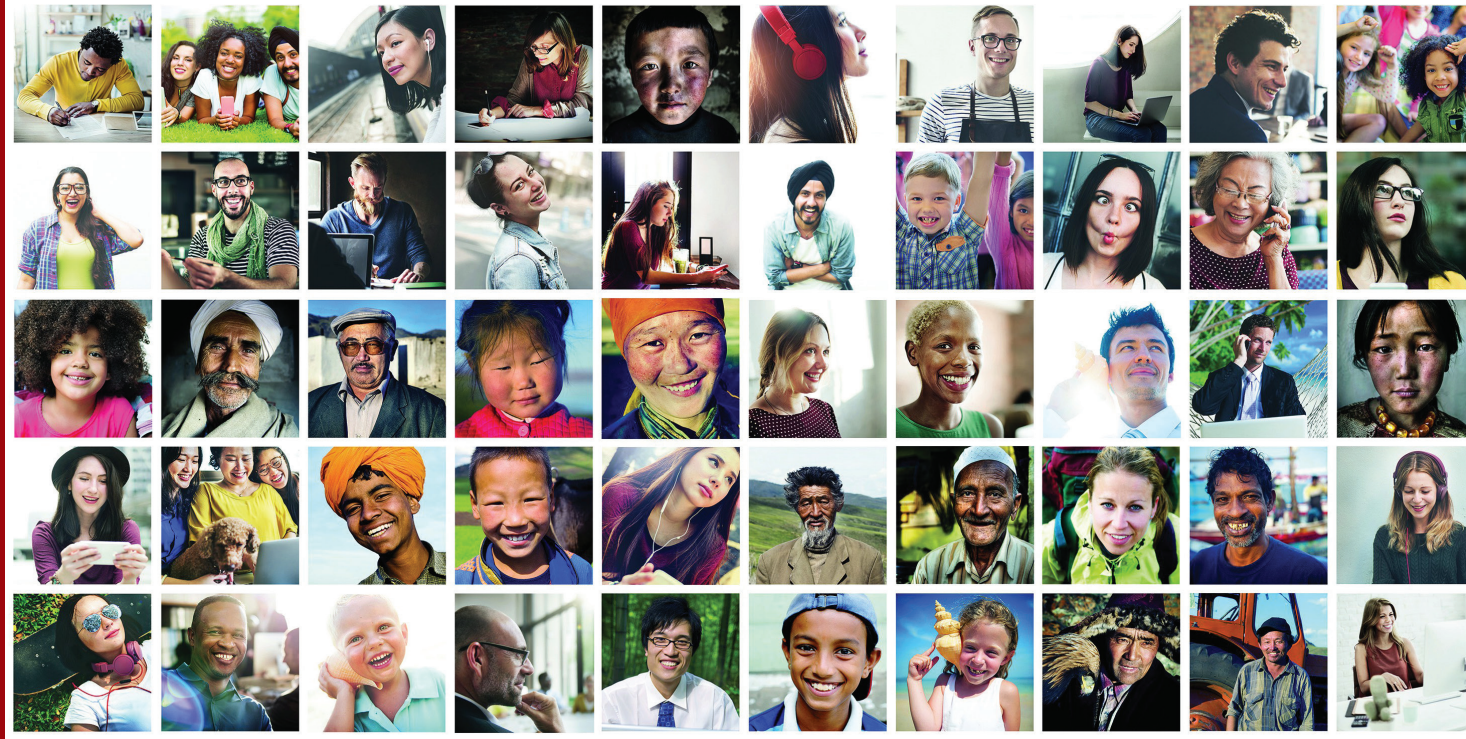


ENGLISH GAMES & ACTIVITIES

12th GRADE



12th GRADE
**ENGLISH
GAMES & ACTIVITIES**

**THEME 4
COMING SOON**



T.C. MİLLÎ EĞİTİM BAKANLIĞI

English 12

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



THEME 4 COMING SOON

12th GRADE

FUNCTIONS

F1 Making predictions

F2 Expressing degrees of certainty and uncertainty

F3 Receiving instructions about cyber games

1 The Futurist



The aim of this activity is to have students make predictions on specific topics. It is a kind of group survey activity in which students are asked to tell their predictions for the future giving supporting ideas. At the end of the activity, students will be able to obtain the data related to future predictions.

Materials and Preparation

The survey sheet on page 83

The teacher hands out a copy of the survey sheet. Alternatively, the teacher could display it on the interactive whiteboard.

Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Elicit the survey in which there are future prediction statements. Then, ask the groups to agree or disagree with the statements given and negotiate them to reach a majority decision. Tell them that they might jot down some notes to defend their predictions if they wish.
- 3 When the groups have finished their decision-making process, ask them to report the results of their surveys.

E.g.

We think that traffic will be more crowded because the population of the world is increasing day by day. This means that the world will be more crowded and there will be more traffic congestion in the future.

- 4 Finally, the teacher presents the data results and reports the general tendency about future predictions.



THEME 4 COMING SOON

12th GRADE

FUNCTIONS

F1 Making predictions

F2 Expressing degrees of certainty and uncertainty

F3 Receiving instructions about cyber games

2 Be Positive



The activity aims to have students make positive predictions against negative ones. In addition to helping them develop a better understanding of predictions, the activity is expected to help students improve the skill of giving evidence in everyday discussions.

Materials and Preparation

The worksheet on page 84

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

Procedure

- 1 Put students into groups of four or five.
- 2 Hand out the worksheets.
- 3 Inform students that they will see negative predictions on the worksheet. Ask them to imagine that these are the sentences of a close friend and they will need to come up with positive predictions and give evidence to change her/his mind. Tell them that they are free to choose the predictions they want to work on. A prediction and its evidence against the given prediction "I think people will have less communication in the future." could be "No, people are going to have more communication because technology introduces new opportunities and devices for online and face-to-face communication every day."
- 4 After introducing the activity as mentioned above, give students time to study the predictions on the worksheet and discuss to write their predictions and evidences. As to finding evidences, allow them to look up in reference books and textbooks as well as use the EBA Platform. Alternatively, they can walk around asking questions to each other about evidences. Emphasize the importance of being positive while making predictions.
- 5 When the time is up, have the groups share their predictions and discuss them.



THEME 4 COMING SOON

12th GRADE

FUNCTIONS

F1 Making predictions

F2 Expressing degrees of certainty and uncertainty

F3 Receiving instructions about cyber games

3 1-Minute-Talk



The activity aims to have students make predictions. It also gives teachers a chance not only to create a motivating environment but also to encourage students to express their own predictions and ideas on a topic.

Materials and Preparation

A piece of paper to make notes on teacher predictions

A topics sheet on page 85

As a preparation, the teacher photocopies the topics sheet as many as the number of groups and hands them out.

Procedure

- 1 Divide the class into groups of four or five, depending on the size of the class.
- 2 Ask groups to select a topic, discuss it and jot down some future predictions. Give them 10 minutes for this.

E.g.

I think digital money will be more common in shopping.

We are going to see electric cars that do not need recharging in 50 years because some giant technology companies have started their productions.

- 3 Tell them that students speaking on behalf of their groups should talk about a certain topic for 1 minute without any pauses. While a student is talking, the other groups will listen and take notes for use in asking follow-up questions.
- 4 Remind students that the one who fails to talk for 1 minute, ask or answer a follow-up question will be eliminated.



THEME 4 COMING SOON

12th GRADE

FUNCTIONS

F1 Making predictions

F2 Expressing degrees of certainty and uncertainty

F3 Receiving instructions about cyber games

4 Busy Us



This activity aims to have students make predictions for themselves and their partners. It is expected to improve students' reading skills as well as writing and speaking.

Materials and Preparation

Activity sheet on page 86

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

Procedure

- 1 Put students into pairs.
- 2 Hand out the activity sheet, one for each student. Tell them to answer the questions for themselves. Remind them not to show their answers to their partners.
- 3 After they have finished answering the questions for themselves, have them guess their partners' predictions.
- 4 Have students ask the questions on the sheet to their partners and tell them to put a tick for each correct guess. After that, have them read aloud their own answers and those of their partners'. Tell them to award 1 point for each correct guess they've made. The student with the highest score will win the game.

E.g.

I will play cyber games, but my partner will go shopping on Sunday.

5 Certain or Uncertain?



The activity aims to have students create statements with phrases of certainty and uncertainty about the topics provided by working in groups.

Materials and Preparation

The worksheet on page 87

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

Procedure

- 1 Put students into groups of four or five.
- 2 Hand out the worksheets.
- 3 Ask students to work in groups and complete the sentences on the worksheet. Emphasize that their sentences must be about the topic given.
- 4 Give 10 minutes for the group work. Monitor and guide students during the group work.
- 5 Once the time is up, have the groups read their sentences aloud for their friends and discuss the sentences (whether they agree or not).



THEME 4 COMING SOON

12th GRADE

FUNCTIONS

F1 Making predictions

F2 Expressing degrees of certainty and uncertainty

F3 Receiving instructions about cyber games

6 Possible or Not?



The activity aims to have students express degrees of certainty and uncertainty. It also makes it possible for students to work not only individually but also in pairs or groups while activating their speaking, reading and writing skills.

Materials and Preparation

Worksheet on page 88

Copy the worksheet and hand it out to each student in the class.

Procedure

- 1 Have students read the prompts provided on the worksheet.
- 2 Tell students to create questions, individually, based on the prompts, such as “Do you think you will meet friends after school today?”
- 3 Then, put students into pairs and have them ask and answer the questions to complete the chart with their partner’s answers. Remind students that they should use one of the adverbs of probability (definitely/probably) while answering a question.

E.g.

Student A Do you think you will meet friends after school today?

Student B I probably will (meet friends after school today).

- 4 When the pairs have finished, ask each pair to join with four other pairs to make a group of ten.
- 5 Give them a few minutes to work as a group and take notes about the information they have found out.

E.g.

In our group, five people think they will probably meet friends, three people think they probably won’t meet friends and two people think they definitely won’t meet friends after school today.

- 6 At the end of the activity, the groups take it in turns to share their results with the class.



THEME 4 COMING SOON

12th GRADE

FUNCTIONS

F1 Making predictions

F2 Expressing degrees of certainty and uncertainty

F3 Receiving instructions about cyber games

7 Dialog on Possibility



The aim of this activity is to have students talk about certainty and uncertainty of the situations on specific topics. The activity also aims to consolidate the expressions related to certainty and uncertainty.

Materials and Preparation

Worksheet on page 89

The teacher photocopies the worksheet for each pair and then hands them out.

Procedure

- 1 Put students into pairs.
- 2 Ask them to categorize the expressions below the headings given on the worksheet.
- 3 After they have completed the task, display the answers on the interactive whiteboard and tell them to check their answers. As an alternative way, the teacher could read the answers aloud for checking.
- 4 Afterwards, ask them to pick one of the topics given and create a short dialog about it. Emphasize that they should ask about future situations of the topics picked and answer them using phrases of certainty and uncertainty. Remind them to use at least two expressions from each column in the chart.

E.g.

Student A I wonder whether the environment will be better in the future.

Student B I think it will be better.

Student A How sure are you? Why do you think so?

Student B I'm a hundred percent certain because there are enough precautions taken for the environmental problems. For example, ...

- 5 Finally, ask the volunteer pairs to read or act out their dialogs.



THEME 4 COMING SOON

12th GRADE

FUNCTIONS

F1 Making predictions

F2 Expressing degrees of certainty and uncertainty

F3 Receiving instructions about cyber games

8 Run and Paste



The activity aims to have students express degrees of certainty and uncertainty. In addition, this activity enables learners to identify patterns, relationships, similarities and differences as well as improve their logical thinking and decision-making skills.

Materials and Preparation

Removable adhesive

Sentence strips on page 90

Two cardboards for each group (Four in total, each cardboard being in different colors)

As a preparation, the teacher cuts out the sentence strips and hands them out to each group. Besides, she/he sticks two cardboards for each group on the wall. Write "Certainty" on one of the cardboards and "Uncertainty" on the other. Do the same for the other group.

Procedure

- 1 Divide the class into two groups and hand out the sentence strips to each group.
- 2 Explain them that, in turns, each student will read the sentence on the strip, decide on its category (certainty-uncertainty), run and paste it on the related colored cardboard on the wall.
- 3 Remind them speed and accuracy are both important.
- 4 Finally, announce the group that has finished first as the winner (as long as the classification is correct).

9 Stay Safe Online



This activity aims to have students understand basic instructions about being safe while playing cyber games. It is an activity to improve students' listening skills together with writing and reading.

Materials and Preparation

A set of illustrations on page 91

As a preparation, the teacher photocopies the set of illustrations as many as the number of pairs.

Procedure

- 1 Put students into pairs.
- 2 Hand out the illustration sets (one set per pair).
- 3 Ask each pair to discuss what the illustrations may be related to in terms of online safety. Have them write their answers below each picture.
- 4 Make students listen to the recording twice and compare their own answers with the ones in the recording.
- 5 Give them some time to correct their mistakes (if there are any).
- 6 Have the volunteer pairs read aloud the answers.



THEME 4 COMING SOON

12th GRADE

FUNCTIONS

F1 Making predictions

F2 Expressing degrees of certainty and uncertainty

F3 Receiving instructions about cyber games

10 4 Corners 1 Game



The activity aims to have students pick items from the lists given to create cyber games and then, rate their friends' games. The steps students will go through will lead them to use the skills of listening, speaking, reading and writing in an integrated way. In addition, it is expected to boost collaborative working skills.

Materials and Preparation

Lists (characters, challenges, powers, missions) on pages 92-95

Envelopes (as many as the number of groups)

The teacher puts each of the lists, individually, on different walls/corners of the classroom.

Procedure

- 1 Put students into groups of four or five.
- 2 Inform students about the details of the activity. Tell them that they are going to go through four stages: The first stage is going to be walking around to study the lists on the walls and pick items (characters, powers, challenges and missions) from them, the second stage is going to be discussing the data they have collected and creating a cyber game using them. The third stage is going to be the stage of reading their games aloud for the class and rating each other's games out of five stars (five stars: excellent, four stars: good, three stars: average, two stars: fair, one star: needs modification). The activity is to be finalized by counting the stars to announce the winner(s).
- 3 Then, get started with the first stage. Ask them to stand up and walk around the classroom, in groups, to study the lists and pick items from each of them for use in creating their cyber games. 5-6 minutes could be enough for this.

Give students 10 minutes to create their cyber games and instructions using the items they have picked from each list. Allow them to come up with their own items if the ones provided fail to live up to their expectations in creating their cyber games (If, for example, the powers given on the list of powers are not of any help with the mission(s) in their game, they can come up with a power that will serve well. The power of "diving deep" could be an example. It is the same for the other categories on the lists). A group that have picked the items "a rider, a track along the countryside, ride and cross" from the lists could come up with a game as follows:

You are a rider. You have to ride along a stony countryside track to cross a dangerous area. To keep your motorbike in good condition and working, you have to avoid stones on the road. You will be awarded one point for each stone you have avoided.

- 4 When students are done with the task of creating their cyber games, have them read the games aloud for their friends in turn and ask the groups listening to rate the game shared through drawing stars on a strip of paper and to fold the strip without showing it to any other group. Once a group has shared their game, walk around with the envelope of that group and ask the other groups to insert their strips in it. Remember to write the name or number of the group on the envelope so that you won't mistake the envelopes for one another.
- 5 Finally, once all the games have been shared and rated, open the envelopes and count the stars on the strips for each group and announce the group(s) with the most stars as the winner.



THEME 4 COMING SOON

12th GRADE

FUNCTIONS

F1 Making predictions

F2 Expressing degrees of certainty and uncertainty

F3 Receiving instructions about cyber games

11 Team of Might



This activity aims to have students understand basic instructions about cyber games. It also intends to integrate students' listening skill with speaking, reading and writing skills.

Materials and Preparation

An empty chart provided and a notepad on page 96

As a preparation, the teacher photocopies the chart and the notepad as many as the number of groups.

Procedure

- 1 Put students into groups of four.
- 2 Explain students that they are going to listen to the recording and reconstruct a cyber game.
- 3 Let students listen to the recording twice.
- 4 Then, give them 5 minutes to discuss and exchange their notes to fill in the chart as a group.
- 5 Once they are finished filling in the charts, ask them to write the reconstructed form of the game.
- 6 Finally, have them share their works with the class.



THEME 4 COMING SOON

12th GRADE

Answer Keys & Audio Scripts

Answer Key

7 Dialog on Possibility

Asking for Certainty	Expressing Certainty
<ul style="list-style-type: none">• Are you sure?• Are you sure about it?• Are you certain about it?• Do you think it is true?• Do you think so?• How sure are you?	<ul style="list-style-type: none">• Yes, I am certain.• I'm a hundred percent certain...• I'm absolutely sure.• I have no doubt about it.• I'm sure about it.• I'm quite sure about it.• I'm absolutely certain that...• No doubt.

Expressing Uncertainty

- I'm not sure about it.
- I doubt it.
- I'm not really sure about...
- I don't think so.
- I don't believe this is true.
- There's some doubt in my mind that...
- I'm not a hundred percent sure.
- I'm not certain.
- Maybe.
- I wonder...
- It's doubtful.
- It's highly/very unlikely.
- It might be.
- It might not be...
- You never know of course.



Answer Key

8 Run and Paste

Certainty

- I'm certain that cloud technologies will be in the center of life.
- I have no doubt that robots will be more active.
- I'm sure that organic agriculture will be more popular.
- I'm a hundred percent certain that the next century will be very hi-tech.
- Driverless cars will be common in the near future.
- I'm quite sure that clothes won't look completely different.
- I'm absolutely certain that people won't work for shorter times.
- Cyber games will replace traditional games.
- I'm absolutely sure that artificial intelligence will gain importance.
- I'm positive that use of augmented reality will increase by 20-30 percent by 2050.

Uncertainty

- I'm not sure that the role of the teacher will change.
- I'm not really sure that there won't be any air pollution problems in the future.
- I doubt that people will completely turn to smart technologies.
- There might be cars running on different sources of energy in 2070.
- I have my own doubts that schools will be the same as those today.
- I don't think robot doctors will become a reality.
- Shopping in supermarkets may not be popular any longer.
- I'm not a hundred percent sure that space travel will be a reality for average people.
- It is possible that virtual reality will become more common in many fields.
- No one can know for certain that healthcare systems will adopt more preventative health approaches.



THEME 4 COMING SOON

12th GRADE

Answer Keys & Audio Scripts

Audio Script

9 Stay Safe Online

Cyber games, in other words, online games are one of the leisure activities for children and teenagers. However, they must be careful before and while playing those games. Some basic and important rules for online safety are as follows:

- Make sure that your device has an antivirus program.
- Download or play the game from its official store.
- Create an imaginary username.
- Set up a strong password including numbers, letters and symbols.
- Keep your personal information secure.
- Never meet anyone in person in real life you've met online.
- Report abusive behavior to your parents.
- Set a time limit for the game. Do not ignore your daily responsibilities.

Answer Key

9 Stay Safe Online

- 1 Create an imaginary username.
- 2 Report abusive behavior to your parents.
- 3 Make sure that your device has an antivirus program.
- 4 Set up a strong password including numbers, letters and symbols.
- 5 Set a time limit for the game. Do not ignore your daily responsibilities.
- 6 Download or play the game from its official store.
- 7 Never meet anyone in person in real life you've met online.
- 8 Keep your personal information secure



THEME 4 COMING SOON

12th GRADE

Answer Keys & Audio Scripts

Audio Script

11 Team of Might

Hi, everyone! This is Davido Shawn, and here is my new podcast. I'm really excited to announce you my new game, Team of Might, for short T.O.M. It is a multiplayer game for which maximum number of 6 teams made up of 4 players are required. It is aimed at teenagers over 14. It will be launched on the 1st of December 2021.

At the beginning of the game, the players are required to form their teams. Each team settles on a different spot of the given land. The main actions of the game are to establish a village on the land, grow different kinds of fruit and vegetables, provide enough food for the villagers and increase the population. The game will be over when a team reaches the highest population and amount of food supply in a given period of time.

You will be able to download it from all application galleries on to your mobile phones or tablet PCs for free. You will also be able to play it on your personal computers. I hope you will have a great time with it.

Answer Key

11 Team of Might

Name of the Game	Team of Might
Type of the Game	Multiplayer
Launch Date	01/12/2021 (1 st of December, 2021)
Target Group	Teenagers over 14
Number of Teams	6
The Main Actions	To establish a village on the land To grow different kinds of fruit and vegetables To provide enough food for the villagers To increase the population
Devices to Play on	Mobile phones, tablet PCs and personal computers



Fixed Chirp

Simone

@predictions

18 mins ago

What are your predictions about the future?

Agree Disagree

- | | Agree | Disagree |
|--|--------------------------|--------------------------|
| 1 Self-driving cars will be more accessible by 2030. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 There will be some new environmental problems in the future. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 There will be robot doctors in 10 years. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Smart technologies will help cope with global warming. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 People will spend more time on their leisure activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Traffic will be less crowded in most cities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Jobs related to agriculture will be more popular. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 School buildings will be different in design. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Virtual reality will replace most of the machines people have. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 People will travel through time in 50 years. | <input type="checkbox"/> | <input type="checkbox"/> |

86 votes | 6 days left

Rechirp

Like

Share



Negative Predictions:

- 1 I think people will have less communication in the future.
- 2 I believe the cure for cancer will come very late.
- 3 Fewer people will adopt pets.
- 4 I guess traveling will be more difficult.
- 5 People's interest in poetry will fade.
- 6 Reading books will be a thing of the past.
- 7 Team sports will lose popularity.

Negative Predictions:

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THEME 4 APPENDIX



3 1-Minute-Talk

12th GRADE

Travel	Transportation
Economy	Work
Sports	Environment
Communication	Education
Hobbies&Interests	Food
Clothing	Forms of Money



1. What will you do after school?

a. I will go to the gym.

b. I will meet my friends.

2. What will you study at university?

a. I will study law.

b. I will study engineering.

3. Where will you live 10 years later?

a. In my hometown.

b. In another city.

4. Will you tidy up your room tomorrow?

a. Yes, I will.

b. No, I won't.

5. What kind of a house will you live in 20 years later?

a. I will live in an apartment.

b. I will live in a detached house.

6. What will you do on Sunday?

a. I will play cyber games.

b. I will go shopping.

7. Will you go to the cinema at the weekend?

a. Yes, I will.

b. No, I won't.

8. When will you get married?

a. I will get married before the age of 30.

b. I will get married after the age of 30.

9. Which social club will you join at university?

a. I will join the photography club.

b. I will join the animal protection club.

10. Will you adopt a pet?

a. Yes, I will.

b. No, I won't.



Topic: Cyber games

It seems that _____ .

We are certain that _____ .

Topic: Education

We strongly believe that _____ .

We doubt that _____ .

Topic: Communication in the future

It is a fact that _____ .

People might _____ .

Topic: Life on other planets

It goes without saying that _____ .

We are not really sure about _____ .

Topic: Robots

We are absolutely sure that _____ .

It is unlikely that _____ .

THEME 4 APPENDIX



6 Possible or Not?

12th GRADE

Do you think you will ... ?		I definitely will	I probably will	I probably won't	I definitely won't
Today	meet friends after school				
	go to bed early				
Tomorrow	have dinner out				
	study for an exam				
This weekend	go to the cinema				
	make a cake				
This month	buy a new pair of sneakers				
	read three novels				
In the next few months	have a camping holiday				
	get a driver's license				
On your next birthday	invite friends for the party				
	make a wish				
This year	take up a new hobby				
	attend a university				
In the next three years	learn a new language				
	move to another city				
In the next ten years	get married				
	have children				
In the next twenty years	travel round the world				
	live in a small town at the seaside				
In your lifetime	work hard				
	be an optimistic person				

THEME 4 APPENDIX



7 Dialog on Possibility

12th GRADE

1 Fill in the chart with the appropriate expressions for each column.

- | | | |
|---|------------------------------------|-----------------------------------|
| • Are you sure about it? | • It might be... | • I'm absolutely certain that... |
| • Do you think it is true? | • Maybe. | • I'm quite sure about it. |
| • I'm not really sure about... | • I'm not sure about it. | • I don't believe this is true. |
| • There's some doubt in my mind that... | • I'm a hundred percent certain... | • No doubt. |
| • How sure are you? | • It's doubtful. | • It might not be... |
| • Yes, I am certain. | • I'm absolutely sure. | • I'm not a hundred percent sure. |
| • I doubt it. | • Do you think so? | • I'm not certain. |
| • I have no doubt about it. | • It's highly/very unlikely... | • Are you certain about it? |
| • I'm sure about it. | • I wonder... | • You never know of course. |
| • I don't think so. | • Are you sure? | |

Asking for Certainty	Expressing Certainty	Expressing Uncertainty
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2 Choose one of the topics below and make a dialog about it using the expressions in the chart above. Use at least 2 expressions.

- | | | | |
|-----------|------------|---------------|-------------|
| education | technology | everyday life | environment |
|-----------|------------|---------------|-------------|

Notepad

You: _____

You friend: _____

THEME 4 APPENDIX



8 Run and Paste

12th GRADE



I'm certain that cloud technologies will be in the center of life.

I have no doubt that robots will be more active.

I'm sure that organic agriculture will be more popular.

I'm a hundred percent certain that next century will be very hi-tech.

Driverless cars will be common in the near future.

I'm quite sure that clothes won't look completely different.

I'm absolutely certain that people won't work for shorter times.

Cyber games will replace traditional games.

I'm absolutely sure that artificial intelligence will gain importance.

I'm positive that use of augmented reality will increase by 20-30 percent by 2050.

I'm not sure about that the role of the teacher will change.

I'm not really sure there won't be any air pollution problems in the future.

I doubt that people will completely turn to smart technologies.

There might be cars running on different sources of energy in 2070.

I have my own doubts that schools will be the same as those today.

I don't think robot doctors will become a reality.

Shopping in supermarkets may not be popular any longer.

I'm not a hundred percent sure that space travel will be a reality for average people.

It is possible that virtual reality will become more common in many fields.

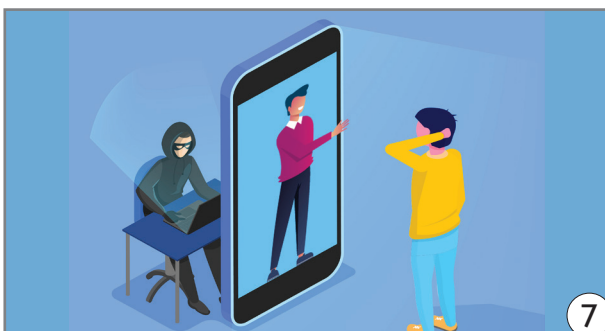
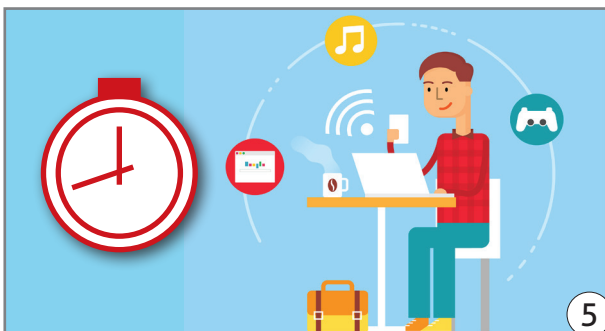
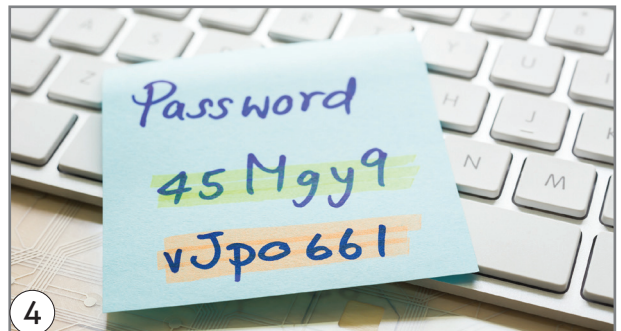
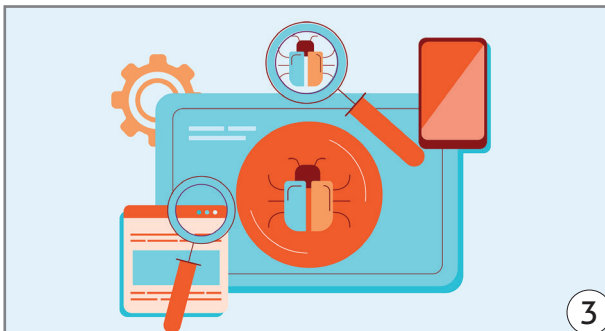
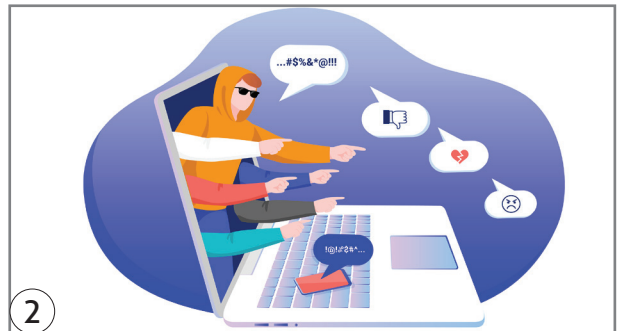
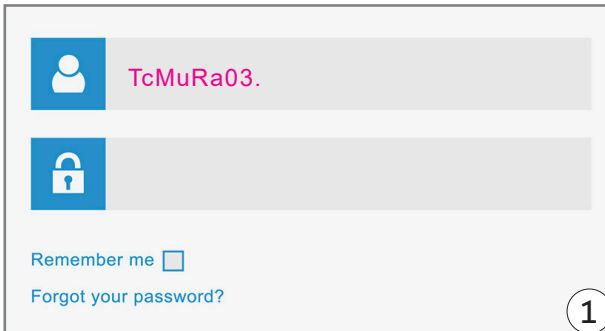
No one can know for certain that healthcare systems will adopt more preventative health approaches.

THEME 4 APPENDIX



9 Stay Safe Online

12th GRADE



THEME 4 APPENDIX



10 4 Corners 1 Game (1)

12th GRADE

List of Characters

a rider

a diver

a trekker

a skydiver

a parachutist

a paraglider

a climber

a camper

a driver

a missing person

a skier

your choice



List of Challenges/Tracks

a river with crocodiles

a sea with huge waves

a sky crowded with hot-air balloons/drones

a jungle with traps

an ocean with icebergs

a plain with ditches

slopes with slippery/icy surfaces

an old wooden bridge

a stony track along the countryside

your choice

THEME 4 APPENDIX



10 4 Corners 1 Game (3)

12th GRADE

List of Powers/Abilities

fly

extend

jump high

disappear

boost energy

float on the water

float across the sky

sprint

block

slalom

climb

equip

ride

drive

run through

run

swim

walk

go

your choice

THEME 4 APPENDIX



10 4 Corners 1 Game (4)

12th GRADE

List of Missions

cross ...

hop ...

reach ...

pick up/collect ...

skip ...

get ...

avoid ...

block ...

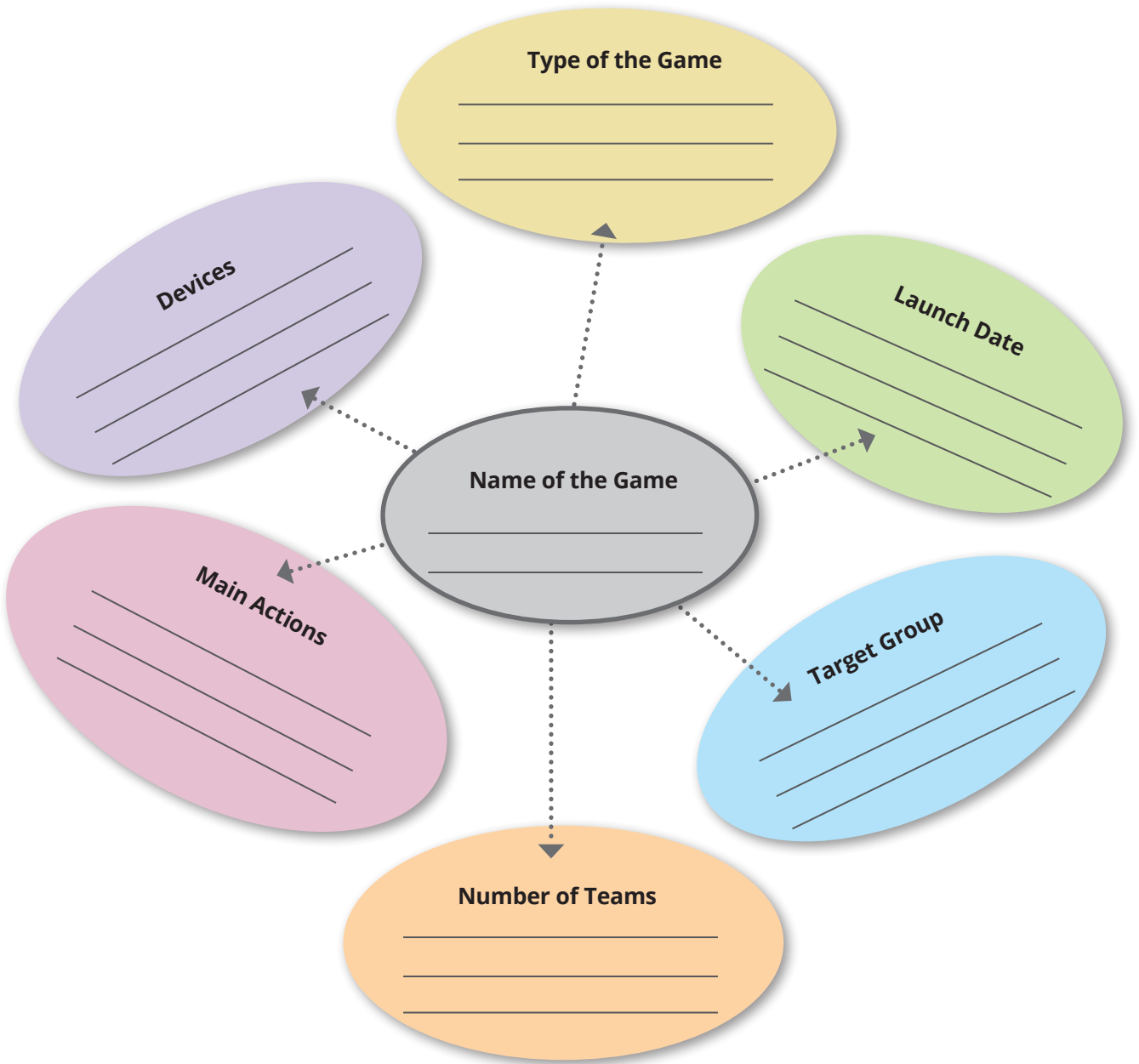
achieve ...

survive ...

save ...

construct ...

your choice ...



Notepad

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