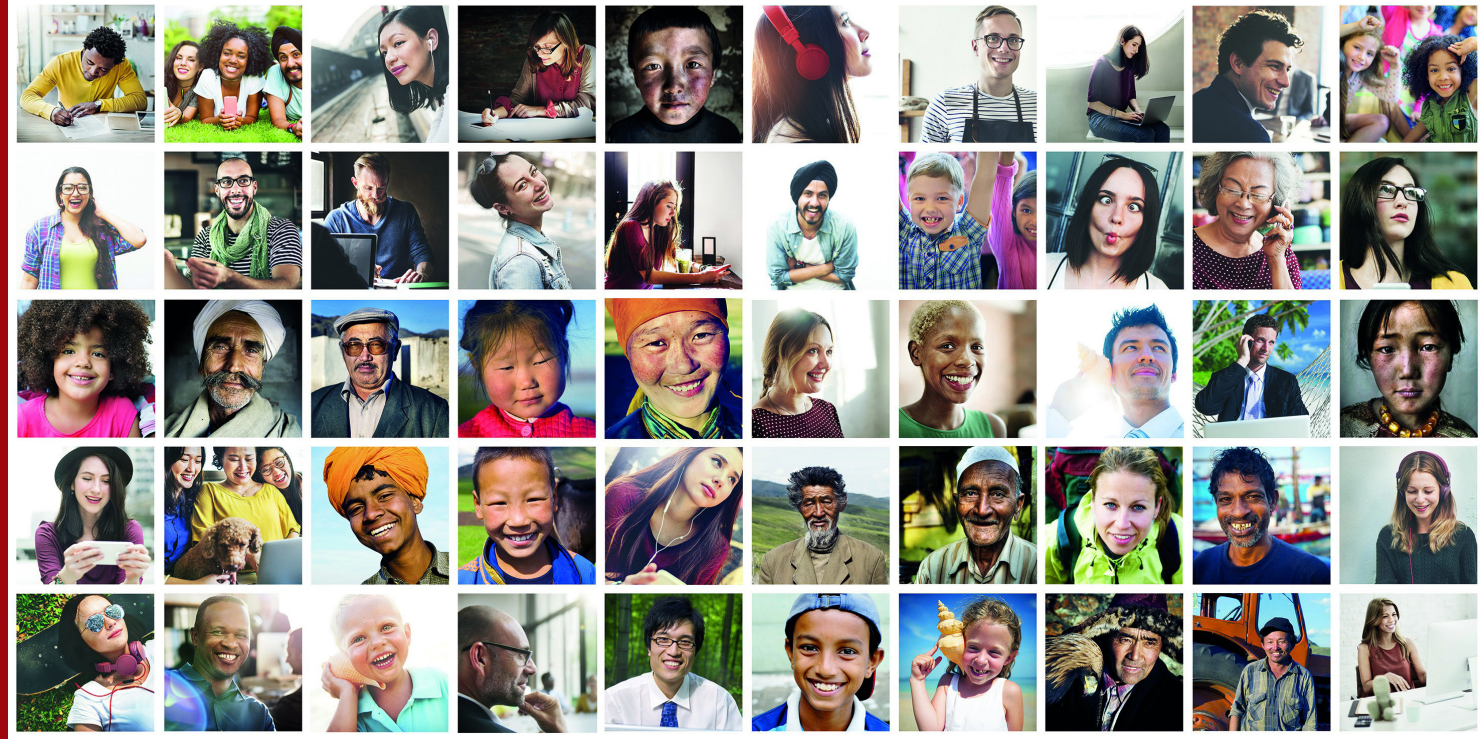


ENGLISH GAMES & ACTIVITIES

12<sup>th</sup> GRADE



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

**THEME 5  
PSYCHOLOGY**



T.C. MİLLÎ EĞİTİM BAKANLIĞI

# English 12

## 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 5 PSYCHOLOGY

12<sup>th</sup> GRADE

## FUNCTIONS

- F1 Describing mood
- F2 Making suggestions to change negative mood
- F3 Following and giving instructions

## 1 Guess My Feeling



This guessing game aims to have students describe their moods. The activity is expected to help students with vocabulary related to moods and feelings.

### Materials and Preparation

Worksheet with the adjectives related to feelings (one worksheet for Group A and one for Group B) given on page 108

As a preparation, the teacher cuts out the worksheet.

### Procedure

- 1 Divide the class into two groups and hand out the worksheets to each group.
- 2 Ask students to jot down five things they associate with the adjectives on the worksheets.

*E.g. For the adjective "hopeful" students may write trees, smiling people, new friends, sunsets, butterflies, etc. as the words/phrases they associate the adjective with.*

- 3 Give them some time to think about the adjectives and write their answers.
- 4 When they are finished, a member of Team A reads aloud an adjective randomly. Members of Team B make guesses about what phrases Team A may have come up with.
- 5 Remind them that for each correct guess with Team A's list, Team B awards one point.
- 6 When Team A's answers are finished, it is Team B's turn to go through the same process.
- 7 The team with the higher score at the end of the game is to be announced as the winner.

## 2 Those Were The Days



The activity aims to have students describe their moods based on specific pictures and develop their speaking skills.

### Materials and Preparation

Pictures on page 109-118

As a preparation, the teacher cuts out the pictures.

### Procedure

- 1 Put students into groups of four or five.
- 2 Stick the pictures on the board or display them on the interactive whiteboard.
- 3 Have students examine the pictures and then close their eyes. Afterwards, ask them to think about what those pictures remind them of.
- 4 Next, the teacher asks students about their feelings/moods related to the pictures and writes the answers on the board.
- 5 Finally, discuss the most common feelings/moods for each picture.
- 6 As a follow-up activity, the teacher could ask students to draw their own pictures and ask the other ones to share their feelings/moods about them.



# THEME 5 PSYCHOLOGY

12<sup>th</sup> GRADE

## FUNCTIONS

- F1 Describing mood
- F2 Making suggestions to change negative mood
- F3 Following and giving instructions

### 3 Acrostical Moods



This activity aims to have students focus on adjectives used to describe feelings/moods.

#### Materials and Preparation

A piece of paper

#### Procedure

- 1 Have students create as many adjectives as possible related to feelings using the letters in their names as the initials.

**E.g.** For a student whose name is Selin, the adjectives could be as follows:

**S** hocked  
hy

**E** nergetic  
nthusiastic

**L** azy

**I** rritated

**N** eglected  
ervous

- 2 Give them 3 minutes for this activity.
- 3 Monitor and guide them while they are carrying out the task.
- 4 Once they are finished, have them share their adjectives with the class and give opinions on whether those adjectives are favorable or unfavorable, which is to prevent students from associating themselves with an unfavorable adjective.

### 4 How Would You Feel?



The aim of this activity is to have students describe their moods in the situations given. It is expected to help with listening, speaking, reading and writing skills.

#### Materials and Preparation

Activity sheet on page 119

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

#### Procedure

- 1 Put students into pairs as Student A and Student B.
- 2 Hand out the activity sheet to each student in the class. Tell them to study the situations on the sheet and write their answers.
- 3 Inform them that they can use either the moods given above the situations or their own words. Remind them not to show their answers to their partners.
- 4 Once they are finished, have them share their answers.



# THEME 5 PSYCHOLOGY

12<sup>th</sup> GRADE

## FUNCTIONS

- F1 Describing mood
- F2 Making suggestions to change negative mood
- F3 Following and giving instructions

## 5 Mood Guesser



The aim of this activity is to have students describe various moods in English. With this activity, it is expected to support students' speaking skills in particular.

### Materials and Preparation

No materials required

### Procedure

- 1 Divide the class into two groups as Group A and Group B.
- 2 Start with Group A. Tell the group members to choose one representative to stand in front of the class, standing with her/his face toward the group.
- 3 Stand behind the representative, and then write one of the mood words from the list on the board. Be sure that your handwriting is legible and big enough for students to see even at the back of the class.
- 4 Then, tell the other members of Group A to describe the mood words for the representative one by one.

**E.g.** *You are deeply ... when you hear something unexpected. (shocked)*

- 5 Remind them that they are not allowed to use any mimes and gestures in order to encourage them to speak in English.
- 6 Once the representative makes a correct guess, the teacher moves on to the next word. For each correct guess, award one point. For each incorrect guess, the group could say "pass" to move on to a new mood word again in the next round.
- 7 Explain that both groups have 5 minutes and they should describe as many mood words as possible in this time limit. In this process, assign students to keep time and watch others.
- 8 Then, move on to Group B.
- 9 At the end of all rounds, calculate the scores of each team and announce the higher scoring group as the winner.

### List of Mood Words

confused	shocked	angry	happy	upset	calm
excited	anxious	hopeful	embarrassed	agitated	irritated



# THEME 5 PSYCHOLOGY

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing mood

F2 Making suggestions to change negative mood

F3 Following and giving instructions

## 6 Let Me Help You



This activity aims to have students make suggestions to change negative mood.

### Materials and Preparation

Mood adjectives sheet on page 120, mood emojis sheet on page 121, scissors and glue

As a preparation, the teacher copies and cuts out the mood adjectives sheet and mood emojis sheet for each group.

### Procedure

- 1 Put students into groups of six.
- 2 Hand out the emojis sheet to each group. Then, cut and hand out the mood adjectives sheet to each member of the groups.
- 3 Have them place the emoji illustrations into the correct adjective circles.
- 4 When they are finished, ask students to reflect on their experiences and what they do to cope with those negative moods. Tell them to write suggestions to change negative moods on the back of the mood adjectives sheet using phrases, such as;

Why don't you ...?, How/What about ...?, Let's ..., I suggest ..., You could ..., Shall we ...? as in the example:

**E.g.** *You look nervous.*

*Why don't you go for a walk?*

*Let's play basketball.*

*I suggest you go for a walk.*

- 5 Monitor and guide them while they are carrying out the task.
- 6 Finally, discuss the answers.

## 7 Change My Mood



The aim of this activity is to have students make suggestions to change negative mood.

### Materials and Preparation

Worksheet (with problems and negative moods on) on pages 122 and 123

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

### Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Give each group the worksheet to study on. Then, tell them to read four introductory readings on the worksheet and fill in the problem(s) and negative mood(s).
- 3 Afterwards, have the groups write some suggestions in order to change the negative moods by assuming the role of parent, school counselor or classmate. Remind them to write the suggestions below each introductory reading.
- 4 Finally, let the groups share and discuss what they have written. Give a big round of applause for each group.





# THEME 5 PSYCHOLOGY

12<sup>th</sup> GRADE

## FUNCTIONS

- F1 Describing mood
- F2 Making suggestions to change negative mood
- F3 Following and giving instructions

## 8 Suggestions, Please!



The goal of this activity is to have students make suggestions to change negative mood. It also makes it possible for students to reflect on their own experiences and use their background information in an attempt to come up with solutions.

### Materials and Preparation

Negative mood phrases and suggested prompts on page 124

As a preparation, the teacher cuts out the negative mood phrases and places them facing down in a pile on the desk. Then, she/he writes the suggested prompts on the board before the activity.

### Procedure

- 1 Choose a volunteer, ask her/him to pick a card from the pile on the desk and make a sentence using the phrase she/he is holding. Remind them that they should give imaginary reasons as part of their sentences.

**E.g.** *The expression: feel fed up*

*The student may make a sentence, such as "I feel fed up with getting up early because I find it difficult."*

- 2 After the volunteer states her/his mood through a sentence, the other students take it in turns to make suggestions to change her/his negative mood using one of the suggestion prompts.

**E.g.** *For the volunteer who has come up with the sentence in the example above, the suggestions could be:*

1. *I suggest that you go to bed early.*
2. *Why don't you go to bed early?*

- 3 Let students discuss the suggestions to agree on the best one.
- 4 Then, ask another student to pick a card and carry on the activity.
- 5 Run the activity until you feel that it has served its purpose.



# THEME 5 PSYCHOLOGY

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing mood

F2 Making suggestions to change negative mood

F3 Following and giving instructions

## 9 I Have Your Suggestion



The aim of this activity is to have students interact with one another in order to find the best suggestion to change their negative moods. The activity is expected to help students improve their reading and speaking skills.

### Materials and Preparation

Strips of paper on the activity sheet on page 125

As a preparation, the teacher photocopies the activity sheet as many as the number of the students and cuts out the strips of paper.

### Procedure

- 1 Hand out the strips of paper to each student randomly.
- 2 Ask students to read their strips and group themselves as the “Statements Group” and the “Suggestions Group”.
- 3 Make students in the Statements Group walk around the class and read their statements out in turns. Tell the students in the Suggestion Group that they will listen to the statements and reply to them as “I have your suggestion.” when they hear their related statement. Inform them that the pair who can find their match faster and accurate will be the winner.
- 4 Finally, have the successful pairs read their dialogs aloud.

## 10 Find the Instruction



This activity aims to have students follow and give instructions. It is expected to provide students with a context in which they will be able to use their listening, speaking, reading and writing skills.

### Materials and Preparation

Worksheet on page 126

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

### Procedure

- 1 Put students into pairs and hand out the worksheet, one per pair.
- 2 Have students listen to the recording twice, taking a glance at the worksheet.
- 3 After the second listening, ask the pairs to discuss and match the instructions to the pictures on the worksheet. Explain them that they are going to find out where they usually come across the instructions they hear.
- 4 When they are done, as the second step, ask them to write where they can hear these instructions.
- 5 Let them share the answers with the class and make a third listening to have them check their answers.



# THEME 5 PSYCHOLOGY

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing mood

F2 Making suggestions to change negative mood

F3 Following and giving instructions

## 11 Text Dictation



The aim of this game is to have students follow and give instructions through a collaborative dictation activity.

### Materials and Preparation

Reading sheets on page 127

The teacher photocopies and then cuts out the reading sheets for two groups. The teacher also determines spots for the two writers of the game and moves the desks to these spots. In addition, it would be practical to leave enough space for students to run back and forth.

### Procedure

- 1 Put students into two groups.
- 2 Hand out one of the reading sheets to each group. Explain students that the sentences on the sheets are in a jumbled order and they are required to put the sentences into correct order to come up with a coherent reading text.
- 3 Afterwards, let each group assign two students with the roles as follows: One student is the runner and the other is the writer. Tell them that the runner of each group is responsible for reading the texts on the sheet, memorizing them, finally, running to the spots and dictating to the writers.
- 4 Tell them that this process continues until the text is complete.
- 5 Remind students that they should try to rewrite the text as similar as possible to the original one, including the correct spelling and punctuation.
- 6 The first group to finish with the correct text will be the winner (The quality of the texts will be evaluated by the teacher).
- 7 As for the review after the activity, read the original reading texts and ask students to check and compare their works.

## 12 It's Your Turn



The activity aims to have students follow and give instructions through a chain drill. It is expected to appeal to kinesthetic and auditory learners.

### Materials and Preparation

Instructions sheet on page 128

### Procedure

- 1 Tell students that you are going to give them a series of instructions and you want them to follow these instructions as fast and accurately as they can.
- 2 Remind students that they should listen to the instructions attentively in order not to miss any of them. Whenever a student fails to follow the instruction, she/he is dismissed.
- 3 Start reading the instructions and have students carry on with the task until there is only one student left (when to finish the game may be up to the teacher).
- 4 Announce the last student left as the winner.



# THEME 5 PSYCHOLOGY

12<sup>th</sup> GRADE

## FUNCTIONS

F1 Describing mood

F2 Making suggestions to change negative mood

F3 Following and giving instructions

## 13 How To Make It



This activity aims to have students work in pairs and order the given instructions and use the sequencers. It is an activity to improve students' reading and speaking skills.

### Materials and Preparation

Strips of paper on page 129

As a preparation, the teacher photocopies the strips of paper as many as the number of pairs and cuts them out.

### Procedure

- 1 Put students into pairs.
- 2 Ask the pairs to discuss their strips and order the instructions.
- 3 After they have finished ordering, encourage them to use the sequencers (Firstly, Secondly, Then, Finally) where necessary.
- 4 Have the pairs share their answers.
- 5 Announce the fastest and the most accurate pair as the winner.



## Answer Key

### 6 Let Me Help You

- |              |                 |
|--------------|-----------------|
| 1 scared     | 7 confused      |
| 2 nervous    | 8 exhausted     |
| 3 suspicious | 9 angry         |
| 4 sad        | 10 indifferent  |
| 5 bored      | 11 disappointed |
| 6 jealous    | 12 embarrassed  |

## Answer Key

### 7 Change My Mood

- Problem(s): Feeling unsuccessful and being compared with friends  
Negative Mood(s): depressed with low self-esteem
- Problem(s): Being shy and hesitating to try something  
Negative Mood(s): timid, bashful, agitated, pessimistic, sad
- Problem(s): Lack of concentration on school subjects  
Negative Mood(s): distracted and regretful
- Problem(s): Pressure of getting high marks, overthinking about exams  
Negative Mood(s): anxious and desperate

## Answer Key

### 9 I Have Your Suggestion

- |     |      |
|-----|------|
| 1 c | 6 b  |
| 2 f | 7 a  |
| 3 e | 8 h  |
| 4 j | 9 d  |
| 5 i | 10 g |



## Audio Script

### 10 Find the Instruction

- a Set your mobile devices to flight mode or switch them off.
- b Break the glass and press the button.
- c Don't exceed 80 km/h in a road tunnel.
- d Choose your avatar.
- e Close your eyes and relax.
- f Wear your helmet while you are here.
- g Breathe deeply.
- h Listen to me carefully.
- i Preheat the oven to 170°C.
- j Add detergent and fabric softener.

## Answer Key

### 10 Find the Instruction

#### PART 1

- |   |   |    |   |
|---|---|----|---|
| 1 | c | 6  | h |
| 2 | i | 7  | a |
| 3 | g | 8  | d |
| 4 | f | 9  | e |
| 5 | j | 10 | b |

#### Suggested Answers (more than one option is possible):

#### PART 2

- |   |                                |    |                   |
|---|--------------------------------|----|-------------------|
| 1 | In a road tunnel               | 6  | In a classroom    |
| 2 | In a kitchen                   | 7  | On a plane        |
| 3 | At a hospital counselor's room | 8  | In a cyber game   |
| 4 | On a construction site         | 9  | At a school       |
| 5 | In a laundry                   | 10 | In case of a fire |



## Answer Key

### 11 Text Dictation

#### Reading Text 1

- 1 You feel upset because of your exam result.
- 2 You should follow some suggestions to overcome this feeling.
- 3 First, you should come to terms with your exam result, and then forget your failure.
- 4 Instead, you should focus on the next exam.
- 5 Second, don't forget to examine your mistakes and learn the correct answers before revising for the next exam.
- 6 Thus, you will not make the same mistakes again.
- 7 Finally, you should study harder to succeed next time.
- 8 Remember that the more you study, you are more likely to succeed in all.

#### Reading Text 2

- 1 You look sleepy during classes.
- 2 For this problem, I suggest that you go to bed early at night.
- 3 If you go to bed early, you will get up early, too.
- 4 But remember to set the alarm clock beforehand to get up on time.
- 5 Drinking a cup of herbal tea before going to bed is another suggestion.
- 6 It will get you relaxed and help you sleep well.
- 7 Finally, do some exercise as soon as you wake up.
- 8 It will give energy and get you ready for all day.

## Answer Key

### 13 How to Make It

<b>A</b>	a-1	b-3	c-2	d-4
<b>B</b>	a-3	b-4	c-1	d-2
<b>C</b>	a-2	b-3	c-4	d-1
<b>D</b>	a-3	b-2	c-1	d-4
<b>E</b>	a-4	b-2	c-3	d-1

# THEME 5 APPENDIX



## 1 Guess My Feeling

12<sup>th</sup> GRADE

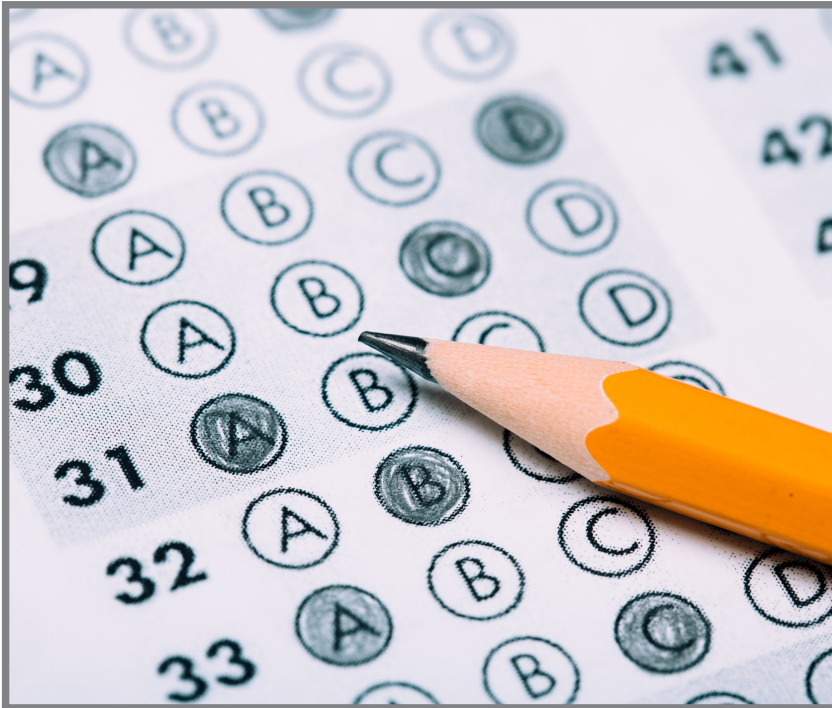


fed up		pleased		A		hopeful		amused	
confused		shocked		calm		nervous			



relaxed		sad		B		joyful		anxious	
annoyed		honored		bored		excited			





exam paper



picnic





airplane



dental clinic

# THEME 5 APPENDIX



## 2 Those Were The Days (3)

12<sup>th</sup> GRADE



winner cup



sunset





rainy day, coffee&book



cat&dog



summer&toys for sand



removal truck



# THEME 5 APPENDIX



## 2 Those Were The Days (6)

12<sup>th</sup> GRADE



village after snowfall



video games

# THEME 5 APPENDIX



## 2 Those Were The Days (7)

12<sup>th</sup> GRADE



toys



camping





birthday cake

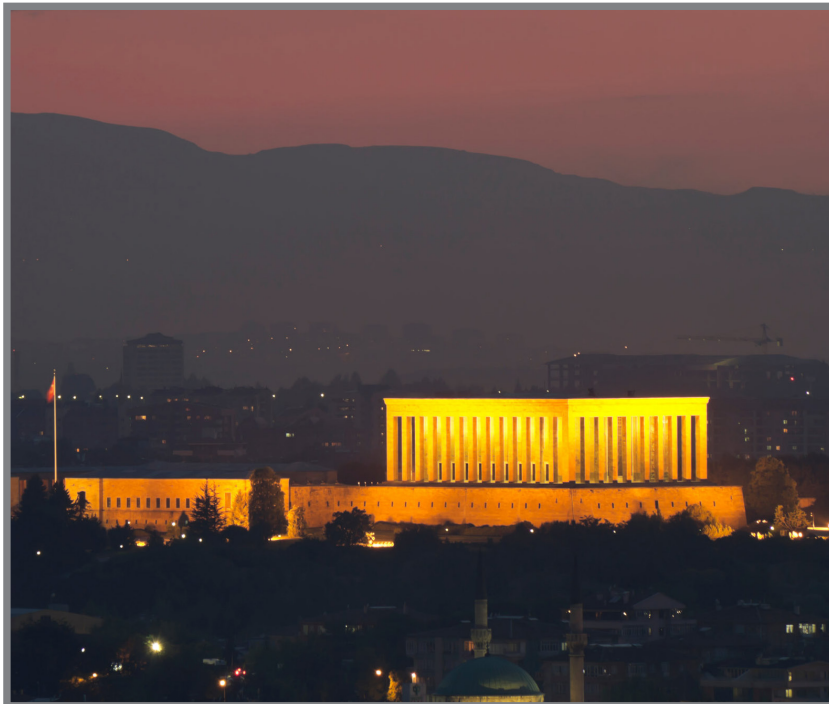


flat tire





Atatürk&Turkish flag



Anıtkabir





soccer ball



vaccination

# THEME 5 APPENDIX



## 4 How Would You Feel?

12<sup>th</sup> GRADE

angry

happy

calm

ambitious

cautious

scared

joyful

childish

desperate

embarrassed

shocked

hopeful

peaceful

relaxed

stressed

energetic

depressed

anxious

### Situation 1

Your parents are out and you are home alone. It's raining and the electricity goes off suddenly. How would you feel? \_\_\_\_\_

### Situation 2

It's nearly midnight and you have just finished your homework. Before going to bed, you remember that you have a math exam tomorrow, but you feel sleepy and don't have time to do revision for it. How would you feel? \_\_\_\_\_

### Situation 3

It's a sunny day. Your friends are going out to meet at a café and then, see a movie. One of them invites you, but you cannot go with them because you have to look after your little brother/sister. How would you feel? \_\_\_\_\_

### Situation 4

You've gotten the highest marks in your exams. Your teachers praise you much and your friends admire you. How would you feel? \_\_\_\_\_

### Situation 5

You have applied for a job. You meet all the prerequisites for that position. You went to the interview, and it went great. How would you feel? \_\_\_\_\_

### Situation 6

You went to the hairdresser's. You told her/him to design your hair just like that of a model in a magazine. After the haircut, you meet your best friend. She/He tells you that your new hairstyle doesn't suit you. How would you feel? \_\_\_\_\_

### Situation 7

You go round to a classmate's house. Then, you see that it is crowded with your other friends. You realize that it's her/his birthday, and you have forgotten it. How would you feel? \_\_\_\_\_

### Situation 8

You have bought a second-hand mobile phone on the Internet. You haven't received it although a week has gone by. How would you feel? \_\_\_\_\_

### Situation 9

You leave your pet cat with a friend because you need to be away for a couple of days. When you are back, your friend tells you that the cat has just run away, and they are looking for it. How would you feel? \_\_\_\_\_

# THEME 5 APPENDIX



## 6 Let Me Help You (1)

12<sup>th</sup> GRADE



<b>Student A</b>		
	sad	nervous
<b>Student B</b>		
	angry	confused
<b>Student C</b>		
	indifferent	scared
<b>Student D</b>		
	embarrassed	bored
<b>Student E</b>		
	disappointed	exhausted
<b>Student F</b>		
	jealous	suspicious















# THEME 5 APPENDIX



## 6 Let Me Help You (2)

12<sup>th</sup> GRADE



 1	 2
 3	 4
 5	 6
 7	 8
 9	 10
 11	 12



# THEME 5 APPENDIX



## 7 Change My Mood (1)

12<sup>th</sup> GRADE

### Student 1

I go through psychologically hard times. My grandparents always compare me with my friends who are really bright at school. I usually get low marks even if I study hard. However, my friends are really successful. For this reason, I feel unsuccessful, depressed with low self-esteem.

**Problem(s):** \_\_\_\_\_ **Negative Mood(s):** \_\_\_\_\_

**Suggestion(s)**

**Parent:** \_\_\_\_\_

\_\_\_\_\_

**School counselor:** \_\_\_\_\_

\_\_\_\_\_

**Classmate:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Student 2

I have really challenging times nowadays. I am a rather timid student. Even if I know the answer, I hesitate to raise my hand. I don't want to meet new people, and that makes the situation even worse. I am not self-confident at all.

**Problem(s):** \_\_\_\_\_ **Negative Mood(s):** \_\_\_\_\_

**Suggestion(s)**

**Parent:** \_\_\_\_\_

\_\_\_\_\_

**School counselor:** \_\_\_\_\_

\_\_\_\_\_

**Classmate:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# THEME 5 APPENDIX



## 7 Change My Mood (2)

12<sup>th</sup> GRADE

### Student 3

I cannot focus on my school subjects properly. Whenever I sit down on my chair, I think about something else. I feel like surfing the Net and playing online games. Then, I feel regretful at all.

**Problem(s):** \_\_\_\_\_ **Negative Mood(s):** \_\_\_\_\_

**Suggestion(s)**

**Parent:** \_\_\_\_\_

\_\_\_\_\_

**School counselor:** \_\_\_\_\_

\_\_\_\_\_

**Classmate:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Student 4

Anxiety is the word that just describes my feeling. I can't help thinking about my exams and pressure of getting high marks all the time. Whenever I have an exam, my heart bounces and my lips are dried out. I can't stop trembling. As a result, I can't get the desired scores in exams. I feel desperate.

**Problem(s):** \_\_\_\_\_ **Negative Mood(s):** \_\_\_\_\_

**Suggestion(s)**

**Parent:** \_\_\_\_\_

\_\_\_\_\_

**School counselor:** \_\_\_\_\_

\_\_\_\_\_

**Classmate:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Negative Mood Phrases

feel fed up

in despair

feel miserable

feel lazy to do  
anything

feel upset

look nervous

can't help feeling  
anxious

seem to be  
disappointed

feel bored

feel pessimistic

### Suggested Prompts

I suggest ...

Why don't you ...?

Why don't we ...?

Let's ...

Shall we ...?



# THEME 5 APPENDIX



## 9 I Have Your Suggestion

12<sup>th</sup> GRADE



1	I feel stressed because I have a math exam tomorrow. Although I've studied hard for it, I still believe that the exam will be difficult.	Why don't you go and talk to your teacher? I think she/he will explain the reason, so you won't make the same mistakes again.	a
2	I've applied for an intern program at a media company. I think that they won't accept me because of my age, so I feel hopeless about it.	Don't be nervous! It may take some time before the medication helps. I think your cat will recover soon.	b
3	I did online shopping last week, but I haven't received my parcel yet. I feel angry about it.	Just relax and calm down. If you believe in yourself, you can overcome it easily.	c
4	I can't socialize with my classmates easily. I feel shy and timid.	Just listen to the sound of the rain. That will make you calm down.	d
5	I've forgotten to congratulate my best friend's birthday, and that makes me feel embarrassed.	Why don't you write a complaint letter to the seller? I think it will work.	e
6	I feel nervous because my cat has been ill for the last couple of days. To make matters worse, the vet's advice doesn't work.	Your age is not a big deal if you meet all the prerequisites. Don't lose your hope and energy.	f
7	I worked hard to finish and submit my project on time. However, I got a low score and feel disappointed.	You should take exercises as often as possible. Being physically active will help you feel better.	g
8	I feel rather pessimistic when I think about all the exams I'll take throughout my education, in particular, the university entrance exams.	Those exams will help you make progress. You had better consider them this way.	h
9	It's been raining non-stop for the last couple of days. I haven't been able to go out and feel bored.	Don't worry! It may happen to anyone. Humans forget. I believe that your best friend will forgive you.	i
10	I've had to sit a lot in front of the screen for online classes since the beginning of the pandemic. Having to sit all the time makes me feel annoyed.	Get to know your friends more. Why don't you try to spend more time with them? You'll see that it helps. You can also see the school counselor.	j



# THEME 5 APPENDIX



## 10 Find the Instruction

12<sup>th</sup> GRADE

### PART 1

- a Set your mobile devices to flight mode or switch them off.
- b Break the glass and press the button.
- c Don't exceed 80 km/h in a road tunnel.
- d Choose your avatar.
- e Close your eyes and relax.
- f Wear your helmet while you are here.
- g Breathe deeply.
- h Listen to me carefully.
- i Preheat the oven to 170°C.
- j Add detergent and fabric softener.



### PART 2

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_
6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_



### Reading Text 1

- 1 You feel upset because of your exam result.
- 2 Remember that the more you study, you are more likely to succeed in all.
- 3 First, you should come to terms with your exam result, and then forget your failure.
- 4 Thus, you will not make the same mistakes again.
- 5 Second, don't forget to examine your mistakes and learn the correct answers before revising for the next exam.
- 6 Instead, you should focus on the next exam.
- 7 Finally, you should study harder to succeed next time.
- 8 You should follow some suggestions to overcome this feeling.

### Reading Text 2

- 1 For this problem, I suggest that you go to bed early at night.
- 2 You look sleepy during classes.
- 3 If you go to bed early, you will get up early, too.
- 4 But remember to set the alarm clock beforehand to get up on time.
- 5 It will give energy and get you ready for all day.
- 6 It will get you relaxed and help you sleep well.
- 7 Finally, do some exercise as soon as you wake up.
- 8 Drinking a cup of herbal tea before going to bed is another suggestion.



# THEME 5 APPENDIX



## 12 It's Your Turn

12<sup>th</sup> GRADE

- Stand up.
- Stand up and jump three times.
- Jump three times and spin around twice.
- Spin around twice and stomp your feet.
- Stomp your feet and shout your name.
- Shout your name and clap your hands twice.
- Clap your hands twice and say "hello".
- Say "hello" and put your hands on your eyes.
- Put your hands on your eyes and wave at me.
- Wave at me and put your hands on your shoulders.
- Put your hands on your shoulders and walk to the door.
- Walk to the door and cross your fingers.
- Cross your fingers and nod your head "yes".
- Nod your head "yes" and name a color.
- Name a color and count to 5.
- Count to 5 and cover your mouth with one hand.
- Cover your mouth with one hand and close your eyes.
- Close your eyes and name a friend of yours.
- Name a friend of yours and touch your toes.
- Touch your toes and stand still.
- Stand still and take a deep breath.
- Take a deep breath and give someone a high five.
- Give someone a high five and touch your knees.
- Touch your knees and name something that is red.
- Name something that is red and raise your hands.
- Raise your hands and name a number.
- Name a number and put your elbows on the table.
- Put your elbows on the table and point to a corner in the class.
- Point to a corner in the class and shake your head "no".
- Shake your head "no" and mime washing your hands.
- Mime washing your hands and say "goodbye".
- Say "goodbye" and mime tying your shoes.
- Mime tying your shoes and say your favorite food.
- Say your favorite food and blink your eyes.
- Blink your eyes and open the window.
- Open the window and shout "Fresh air!"



### A Instructions to replace a light bulb

- Turn off the electricity. \_\_\_\_\_
- Screw in the new light bulb. \_\_\_\_\_
- Remove the old light bulb. \_\_\_\_\_
- Turn the electricity on and switch on the light. \_\_\_\_\_



### B Instructions to operate a washing machine

- Choose the appropriate program. \_\_\_\_\_
- Press the start button. \_\_\_\_\_
- Put the dirty clothes in the washing machine. \_\_\_\_\_
- Put detergent in the detergent drawer. \_\_\_\_\_



### C Instructions to make an omelet

- Put some butter in the pan. \_\_\_\_\_
- Heat the pan and pour the whisked eggs in the pan. \_\_\_\_\_
- Cook the mixture for 5 minutes. \_\_\_\_\_
- Crack the eggs into a bowl and whisk. \_\_\_\_\_



### D Instructions to make a vegetable soup

- Boil them for about 5 minutes. \_\_\_\_\_
- Boil some water and put the vegetables in the water. \_\_\_\_\_
- Cut all the vegetables into small pieces. \_\_\_\_\_
- Add some flour and stir it until the mixture becomes dense. \_\_\_\_\_



### E Instructions to make tea

- Leave it to brew for 5-10 minutes. \_\_\_\_\_
- Boil the water. \_\_\_\_\_
- Pour the boiled water into the teapot sufficiently. \_\_\_\_\_
- Put some water in the kettle and tea in the teapot. \_\_\_\_\_



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