

10th GRADE
ENGLISH
GAMES & ACTIVITIES

THEME 9
MODERN HEROES AND HEROINES



English 10

Games & Activities

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

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

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

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

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

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

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ICONS USED IN THE BOOK



Duration



Individual Activity



Whole Class Activity



Link



Pair Work



QR Code for Listening



Cut



Group Work



THEME 9 MODERN HEROES AND HEROINES

10th GRADE

FUNCTIONS

- F1 Talking about imaginary situations
- F2 Expressing wishes
- F3 Guessing meaning from the context

1 Imaginary Race



The activity aims to have students talk about imaginary situations. It also makes it possible for students to revise previously acquired vocabulary and grammatical patterns.

Materials and Preparation

Keywords on page 227

As a preparation, the teacher cuts out the keywords.

Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Explain students that you will give each group a set of keywords and they are expected to make as many sentences as they can about imaginary situations using the keywords given. Give them 15 minutes for this.

E.g. Keyword : hero

Suggested Sentence : If I were a hero, I would help disadvantaged people.

- 3 Remind students that any accurate and coherent sentence will be accepted. Explain students that they will get 1 point for each correct sentence.
- 4 Monitor and guide students while they are carrying out the task. When the time is over, have the groups read out their sentences.
- 5 The group with the most points at the end of the game wins.

2 Imaginary Endings



This activity aims to have students talk about imaginary situations. It is expected to help students with their writing and speaking skills, and it aims to improve students' communication skills.

Materials and Preparation

Worksheet on page 228

As a preparation, the teacher photocopies and cuts out the worksheet as many as the number of students.

Procedure

- 1 Put students into pairs.
- 2 Hand out the expressions card and ask them to write an answer for each item. Give them enough time for the task. Remind them not to tell or show their answers to anyone.
- 3 Then, hand out the situations card. Ask them to complete the situations with their answers on the expressions card.
- 4 Finally, after all the situations have been completed, hand out the questions card and have students make dialogs by asking the questions on the card and answering the questions with their sentences on the situations card in turns.



THEME 9 MODERN HEROES AND HEROINES

10th GRADE

FUNCTIONS

F1 Talking about imaginary situations

F2 Expressing wishes

F3 Guessing meaning from the context

3 How Well Do You Know?



The aim of this guessing game is to have students talk about imaginary situations. The game also aims to help students to become more acquainted with one another by making logical inferences about themselves.

Materials and Preparation

Worksheet on page 229

As a preparation, the teacher photocopies the worksheet for each group and contestant. Then, the teacher puts a desk in front of the class for the contestants.

Procedure

- 1 Divide the class into four or five groups, depending on the size of the class. Assign a volunteer student in each group as a contestant. Tell them to come together and sit at the desk in front of the class.
- 2 Then, hand out the worksheet to each group and contestant.
- 3 Have each contestant write an answer next to each question on the worksheet. Meanwhile, have each group write a mutual answer that they think their contestant most likely wrote.
- 4 Give them 10 seconds for each answer. Remind them not to tell their answers to anyone. After the first 10 seconds, read aloud the first question from the worksheet and ask the group to tell their final decision by stating its reason(s).

E.g. Group

If you were a teacher, you would teach English because you are interested in foreign languages.

Contestant

Yes, if I were a teacher, I would teach English because I love English.

No, if I were a teacher, I would teach history because I like talking about the history and the culture of nations in the world.

- 5 Then, ask the contestants to read out their answers in turn. Award one point for each matching answer of the group and the contestant.
- 6 After all the questions have been answered, calculate the score of each team. The group with the most points wins the game.



THEME 9 MODERN HEROES AND HEROINES

10th GRADE

FUNCTIONS

F1 Talking about imaginary situations

F2 Expressing wishes

F3 Guessing meaning from the context

4 What If?



This activity aims to have students ask and answer questions about imaginary situations. It is expected to help students improve their listening, reading and speaking skills through a collaborative work.

Materials and Preparation

Game sheet, a dice pattern and counters on page 230

As a preparation, the teacher photocopies the board game, makes the dice from the dice pattern and cuts out the counters on page 230.

Procedure

- 1 Put students into groups of three or four, depending on the size of the class.
- 2 Give each group a game sheet, a dice and counters.
- 3 Ask students to place their counters on the start square. The student to throw the highest number with the dice starts the game.
- 4 Have students roll the dice and move their counters in turn.
- 5 Explain the groups that when a player lands on a square, she/he is going to read the question aloud and answer it. If the student answers it correctly and the rest of the group agree that the answer is correct, the student moves the counter forward. If the answer is incorrect, the counter returns to its original square.
- 6 The student to reach the finish square first wins the game.

5 Review Your Wishes



This activity aims to have students express their wishes and state both the positive and negative consequences of the wishes that their pairs mentioned.

Materials and Preparation

Sheets of paper

Procedure

- 1 Put students into pairs.
- 2 Have each student in pairs make a list of five present wishes and write them down on a sheet of paper.
E.g. *I wish I were rich now.*
- 3 Then, have one student read out her/his wish, and ask the other student in pairs to tell one positive and one negative consequence of that wish.

E.g. Student A *I wish I were rich.*

Student B

If you were rich, you would buy many things easily. (positive)

If you were rich, you would take more responsibility for managing money. (negative)

- 4 Tell the pairs that they are going to do the same thing for all the wishes that they listed.
- 5 After they have heard the consequences of the wishes from their partners, ask them whether they have changed their opinions on their wishes or not. If there is a change, have them tell what it is.



THEME 9 MODERN HEROES AND HEROINES

10th GRADE

FUNCTIONS

F1 Talking about imaginary situations

F2 Expressing wishes

F3 Guessing meaning from the context

6 I Wish...



The activity aims to have students express their wishes. It is also expected to help improve students' speaking and listening skills.

Materials and Preparation

Wish cards on page 231

A ball

A bag

Any piece of music

Before the activity, cut out the wish cards provided and put them into the bag. If necessary, you can add some more wish cards depending on the size of the class.

Procedure

- 1 Ask students to move around the classroom randomly. Play the music. Make sure that there is enough space for the game.
- 2 Show students the bag and tell them that there are wish cards in it.
- 3 Ask students to pass the ball around and tell them that when the music stops, students will stop immediately and stand still. Explain students that you will read aloud the wish and the student with the ball will have a chance to express her/his wishes.

E.g. Expression : a wish for money

Suggested Answer : I wish I had more money to help people in need.

- 4 If the student with the ball does not give an acceptable answer within a minute or repeats an answer given already, she/he will be out of the game.
- 5 Tell students that the last student wins the game.



THEME 9 MODERN HEROES AND HEROINES

10th GRADE

FUNCTIONS

F1 Talking about imaginary situations

F2 Expressing wishes

F3 Guessing meaning from the context

7 Dreams & Lives



This activity aims to have students express wishes related to various situations and their consequences.

Materials and Preparation

Worksheet on page 232

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

Procedure

- 1 Put students into pairs and assign each student in pairs as As and Bs.
- 2 Hand out the worksheet to each pair and explain students that they are expected to choose five situations from the worksheet and write their wishes related to these situations and the consequences of them.

E.g. *I live far away from school.*

I wish I didn't live far away from school.

I wish my house was close to school.

If I didn't live far away from school, I wouldn't take the bus.

If my house was close to school, I wouldn't take the bus.

- 3 When the task is completed, have students ask their partners about their wishes and consequences in turn.
- 4 Finally, have the pairs find out if they have any common wishes or opinions about the consequences of the situations and share them with the class.

8 Shape Your Wishes



This activity aims to have students express their wishes using different shapes. It will enable students to improve their speaking skills.

Materials and Preparation

Worksheets on pages 233 and 234

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

Procedure

- 1 Put students into pairs and assign each student in pairs as As and Bs.
- 2 Hand out the worksheets to students. Then, have them read the instructions carefully and fill in the shapes accordingly. Remind them not to show their answers to their partners.
- 3 Have students exchange their statements in the shapes in the form of wish clauses as in the example.

E.g. Student A *sun*

Student B *I wish I could feed a cat at home.*

- 4 Once students are finished, ask them to compare their statements and see if they have similarities.



THEME 9 MODERN HEROES AND HEROINES

10th GRADE

FUNCTIONS

F1 Talking about imaginary situations

F2 Expressing wishes

F3 Guessing meaning from the context

9 Racing Guesses



This activity aims to have students guess the meanings of unknown words from the context.

Materials and Preparation

Worksheet on pages 235 and 236

Word cards on pages 237 and 238

As a preparation, the teacher photocopies the worksheet as many as the number of students and cuts out the word cards.

Procedure

- 1 Divide the class into two groups as A and B.
- 2 Hand out the worksheet to each student. Assign each group member a number.
- 3 Have students read the text.
- 4 Then, pick a word on your list and invite the students of the number of that word from each group to the board.
- 5 Remind students to have their worksheets with them.
- 6 Next, give the word cards to the students and have them guess the meaning of the unknown word from the context in a minute using the choices provided. After that, they are expected to call out the option that is closest in meaning to the word on the card and make a meaningful sentence using it.
- 7 The first student to call out the correct option and make an accurate sentence with the target word scores a point for her/his team.
- 8 Repeat the game until all the word cards have been used up.
- 9 The team with the most points wins the game.



THEME 9 MODERN HEROES AND HEROINES

10th GRADE

FUNCTIONS

- F1 Talking about imaginary situations
- F2 Expressing wishes
- F3 Guessing meaning from the context

10 I Think It Means...



This activity aims to have students guess the unknown vocabulary from the written context. It is also expected to help students improve their reading skills.

Materials and Preparation

Worksheet on page 239

As a preparation, the teacher photocopies and cuts out the worksheet as many as the number of students.

Procedure

- 1 Put students into pairs.
- 2 Hand out Part 1 of the worksheet to all students. Have them read the sentences, guess and circle the meanings of the underlined words. Remind them not to show their answers to their partners and not to look up in their dictionaries.
- 3 After they've finished with the task, hand out Part 2 of the worksheet to all students. Explain them that the sentences in Part 2 are the endings of those in Part 1. Have them read the endings, which provide clearer clues for guessing the meaning, and check if their guesses are correct or not.
- 4 Next, ask them to discuss their answers with their partners and decide on a mutual answer.
- 5 Give the answers to students and have them check their answers. Give further explanations if you notice students having difficulties.

11 Examine the Context



This activity aims to have students guess the meaning of vocabulary from the context. With the help of this activity, it is aimed to refresh some basic techniques used to get the meaning of a word from the context.

Materials and Preparation

Worksheet on pages 240 and 241

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

Procedure

- 1 Hand out the worksheet to every student in the class.
- 2 First, explain students that they are going to read the sentences on the worksheet, guess the meaning of the underlined word from the context, and circle the right answer which is the closest in meaning to the underlined word.
- 3 Second, have students write down which clues/word(s) in the sentences help(s) them to guess the meaning of the underlined words.
- 4 As the final step, ask students to write the technique(s) that help(s) them to get the meaning. Remind students of the techniques they may benefit from such as synonyms and definitions, antonym and contrast, cause and effect, prefixes and suffixes, and parts of speech.
- 5 Give students a suitable amount of time to complete the task. Meanwhile, monitor and guide them.
- 6 After students have finished, ask them to share their answers.



THEME 9 MODERN HEROES AND HEROINES

10th GRADE

FUNCTIONS

F1 Talking about imaginary situations

F2 Expressing wishes

F3 Guessing meaning from the context

12 Guess and Define



The activity aims to have students guess the meaning from the context using the clues given.

Materials and Preparation

Activity sheet on page 242

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

Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Give each group a copy of the activity sheet, the content on which there are statements with the unknown words.
- 3 Explain the groups that they are going to read the statements, discuss them in the groups and try to guess the meanings of the unknown words which are written in bold. Then, ask the groups to write their guesses about the meanings of the unknown words.
- 4 Tell students that they will get 1 point for each correct guess.
- 5 Give students 15 to 20 minutes for the task. Monitor and guide them while they are carrying out the task.
- 6 After they've finished, let the groups share their guesses with the class.
- 7 Finally, announce the group(s) with the most points as the winner(s). Discuss students' definitions in terms of similarities and differences.



THEME 9 MODERN HEROES AND HEROINES

10th GRADE

Answer Keys & Audio Scripts

Answer Key

9 Racing Guesses

- | | |
|------|-------|
| 1. c | 10. b |
| 2. a | 11. c |
| 3. b | 12. c |
| 4. a | 13. a |
| 5. a | 14. c |
| 6. c | 15. b |
| 7. b | 16. a |
| 8. c | 17. b |
| 9. a | 18. b |

Answer Key

10 I Think It Means

- | | |
|------|------|
| 1. a | 4. c |
| 2. b | 5. c |
| 3. b | 6. a |

Answer Key

11 Examine the Context

- | | |
|------|-------|
| 1. c | 6. c |
| 2. b | 7. a |
| 3. a | 8. c |
| 4. b | 9. b |
| 5. a | 10. c |

Answer Key

12 Guess and Define

Suggested Definitions

- Miracle** : wonder, an act or event that cannot be explained by the laws of nature
Duplicate : make an exact copy of something
Extraordinary : not normal or ordinary, very special
Impoverished : very poor, without money
Heal : make somebody/something healthy again
Distinguished : very successful and admired by other people

THEME 9 APPENDIX



1 Imaginary Race

10th GRADE



hero	talent	history
power	help	cure
job	invention	modern hero



hero	talent	history
power	help	cure
job	invention	modern hero



hero	talent	history
power	help	cure
job	invention	modern hero



hero	talent	history
power	help	cure
job	invention	modern hero



EXPRESSIONS



- 1- Write an action. _____
- 2- Write a year in the past. _____
- 3- Write an adjective of feeling. _____
- 4- Write a country. _____
- 5- Write a famous person. _____
- 6- Write a free time activity. _____
- 7- Write a traditional dish. _____
- 8- Write a plural object. _____

IMAGINARY SITUATIONS



- 1- If I saw an accident, I'd _____ .
- 2- If I had the chance to travel back in time, I'd travel back to _____ .
- 3- If my dreams came true, I'd feel very _____ .
- 4- If I could travel anywhere in the world, I'd go to _____ .
- 5- If I could meet a famous person, I'd like to meet _____ .
- 6- If I had to live on an island, I'd _____ in the evenings.
- 7- If I went to a foreign country, I'd like to eat _____ .
- 8- If I were rich, I'd buy a lot of _____ .

QUESTIONS



- 1- What would you do if you saw an accident?
- 2- What year in the past would you travel back to if you had the chance?
- 3- How would you feel if your dreams came true?
- 4- Where would you go if you could travel anywhere in the world?
- 5- Who would you like to meet if you could meet a famous person?
- 6- What would you do in the evenings if you had to live on an island?
- 7- What traditional dish would you like to eat if you went to a foreign country?
- 8- What would you buy if you were rich?

THEME 9 APPENDIX



3 How Well Do You Know?

10th GRADE

1	If you were a teacher, which subject would you teach?	
2	If you were having a milkshake now, what flavor would you be having?	
3	If you were an animal, what animal would you be?	
4	If you could live wherever you wanted, where would you live?	
5	If you were on a desert island, what would you bring with you?	
6	If all of your household items had to be the same color, what color would they be?	
7	If you had only one meal to eat every day for three days, what meal would it be?	
8	If you could meet a famous person, who would you like to meet?	
9	If you could learn another foreign language, what would you learn?	
10	If you were in another country in the world, where would you be in?	
11	If you could be any age for a week, what would you choose to be?	
12	If you could travel in time, which era would you visit?	
13	If you saw a robbery now, what would you do?	
14	If you found a wallet on the street, what would you do?	
15	If you broke your mobile phone accidentally, what would you do?	

THEME 9 APPENDIX



4 What if?

10th GRADE

START

1. If you only ate one food forever, what would it be?

2. What would you do if you found 200 TL on the street?

3. What would you do if you met your favorite singer?

4. If you could travel back in time, what period would you go to?

GO BACK 2 SPACES

5. If you could be a famous person in history, who would you be?

6. If you were the world's best at something, what would you like to be best at?

7. Which planet would you go to if you had a spaceship?

8. If you had a superpower, what would it be?

9. If you could speak any language perfectly, what would it be?

10. If you could only watch one film again in your life, what would it be?

MOVE FORWARD 2 SPACES

11. If you could give yourself a skill, what skill would it be?

MISS A TURN!

12. What sport would you like to be good at if you had the choice?

13. What would you do if you could see the future?

14. What would you do if you won the lottery?

15. What would you wish if you were given three wishes?

16. If you could make one change to the world, what would it be?

MOVE FORWARD 3 SPACES

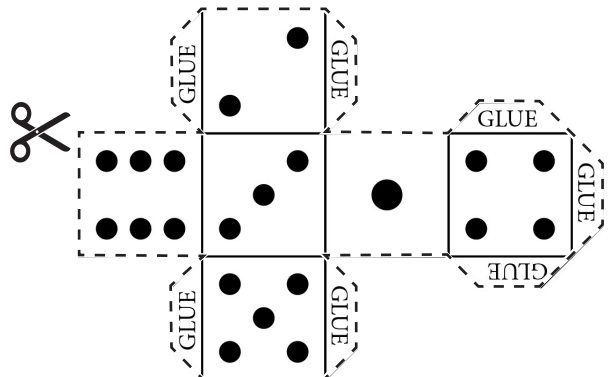
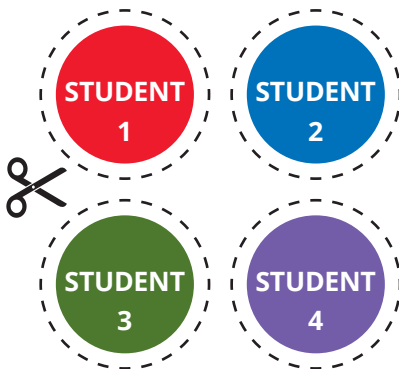
17. If you had the chance to be named after a hero/heroine, who would that be?

18. What would the weather be like if you controlled it?

19. What kind of songs would you make if you were a musician?

GO BACK 2 SPACES

FINISH




THEME 9 APPENDIX




6 I Wish...


10th GRADE



a wish for health	a wish for success	a wish for environment	a wish for technology	a wish for learning new languages
a wish for animals	a wish for friendship	a wish for money	a wish for abilities	a wish for traveling
a wish for humanity	a wish for family	a wish for the future	a wish for personal belongings	a wish for dietary habits
a wish for school	a wish for school life	a wish for the past	a wish for the disadvantaged	a wish for a hobby



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THEME 9 APPENDIX



7 Dreams & Lives

10th GRADE

Student A	Student B
I live far away from school. I wish If I	We can't all stay in a hotel. We wish ... If we ...
I can't speak English fluently. I wish ... If I	I don't have a superpower. I wish ... If I ...
My roommate is very messy. I wish ... If I ...	I'm not a hero/heroine. I wish ... If I ...
I don't know how to cook. I wish ... If I ...	Liz can't go to the concert. She wishes ... If she ...
I can't play a musical instrument. I wish ... If I ...	I don't have a passport. I wish ... If I ...
I have an exam tomorrow. I wish ... If I ...	I don't have a pet. I wish ... If I ...
We have to finish our project in a week. We wish ... If we ...	My father has to work on Saturdays. He wishes ... If he ...
I haven't got enough money. I wish ... If I ...	I'm not good at chess. I wish ... If I ...
The TV doesn't work. I wish ... If it ...	Molly doesn't know her favorite singer's e-mail address. She wishes ... If she ...
There are no eggs in the fridge. I wish ... If there ...	It's raining heavily. I wish ... If it ...
The bus is late again. I wish ... If it ...	These jeans cost much. I wish ... If they ...
I'm so busy. I wish ... If I ...	We have a puncture. We wish ... If we ...
My sister doesn't help me with my homework. I wish ... If she ...	There are mosquitoes around. I wish ... If there ...
I'm afraid we're lost. I wish ... If I ...	My neighbors make so much noise. I wish ... If they ...
It doesn't snow often in my hometown. I wish ... If it ...	I can't take my dog with me on holidays. I wish ... If I ...
I don't have much time for my hobbies. I wish ... If I ...	My mother can't drive. I wish ... If she ...
I can't work flexible hours. I wish ... If I ...	Tomorrow is the end of my holiday. I wish ... If it ...

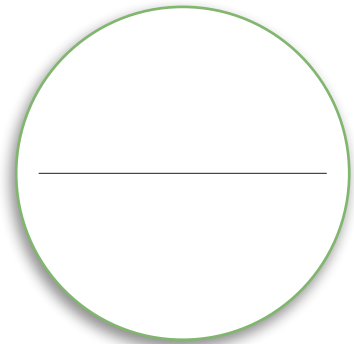
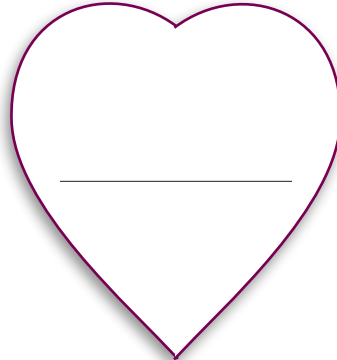
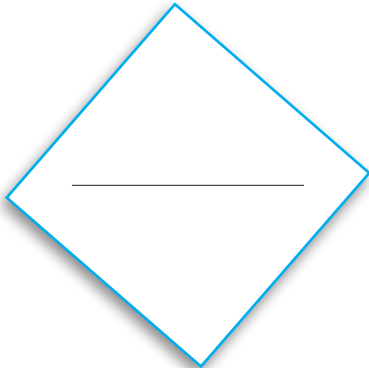
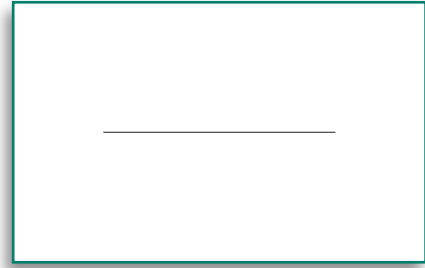
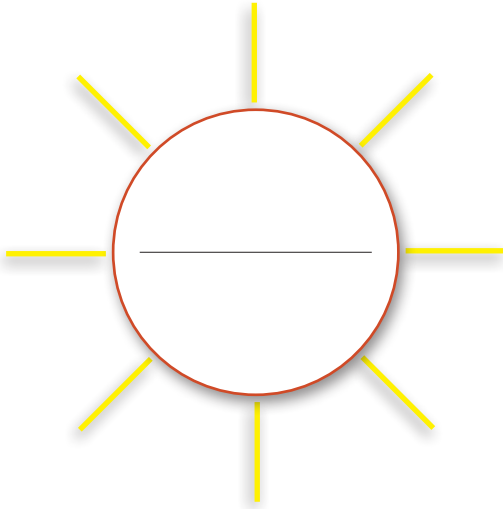




STUDENT A

Write your answers in the correct shape below.

- 1 In the sun, write an item you wish you could buy, but you can't afford.
- 2 In the diamond, write a hobby you wish you could take up, but you don't have enough time for it.
- 3 In the rectangle, write something you wish you wouldn't do so often.
- 4 In the circle, write the name of someone you wish you could meet.
- 5 In the heart, write a place you would visit if you had enough time and money.

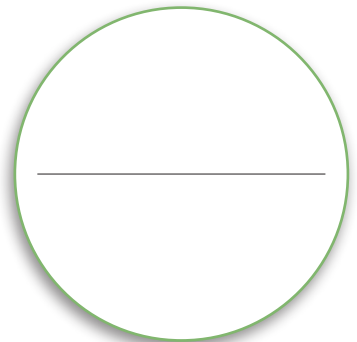
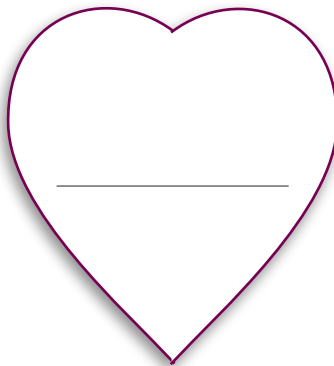
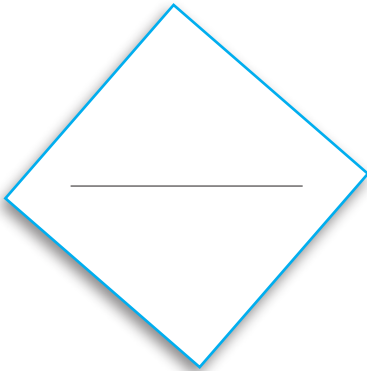
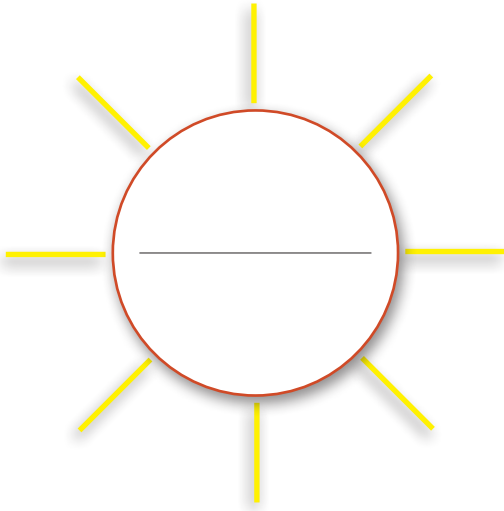




STUDENT B

Write your answers in the correct shape below.

- 1 In the sun, write an animal you wish you could feed at home, but you don't.
- 2 In the diamond, write something that you would do if you had more money.
- 3 In the rectangle, write a year from the past that you would like to live.
- 4 In the circle, write somewhere you'd like to live in.
- 5 In the heart, write a famous person from the past you wish you could meet today.





Özlem Türeci and Uğur Şahin are both the children of Turkish parents who moved to Germany in the late 1960s. Uğur Şahin, 56, was born in İskenderun. Because of his father's job, he was taken to Germany when he was four. He grew up in Cologne and studied medicine at the University of Cologne.

54-year-old Özlem Türeci grew up in Lastrup, Germany. She is the daughter of a father who worked as a surgeon at a small hospital there. They got married in 2002 and had a daughter four years later.

Mainz is the place where they have been **based in** since 2001. They wanted to **found** a research lab at Mainz University to **investigate** how immune systems could be developed to **attack** cancerous cells. However, they couldn't do it because of **inadequate funding**. So, they founded their first company on their own in 2001. Then, in 2008, they founded their second company with Christopher Huber. Uğur Şahin has been the chief executive officer (CEO), Özlem Türeci has been the chief medical officer of this company and Christopher Huber has been sitting as a member of the **supervisory board**.

When Uğur Şahin read about Covid-19 in early 2020, **relying on** years of **experience** with the mRNA method, he called his employees to **focus on** developing a coronavirus vaccine. A well-known US **pharmaceutical** company was also **convinced** to support the development and **distribution** costs, and the **breakthrough** arrived in early November when the company reported a 95 percent **efficacy** of their Covid-19 vaccine.

Özlem Türeci and Uğur Şahin are **undeniably** two of the greatest modern heroes and heroines of today as they managed to **put forward** a solution to **protect** humanity from a virus that has killed more than five million people and make a pandemic come to an end.



THEME 9 APPENDIX



9 Racing Guesses (2)

10th GRADE

Word List

1	based in	10	funding
2	supervisory	11	investigate
3	distribution	12	attack
4	convince	13	pharmaceutical
5	inadequate	14	protect
6	efficacy	15	focus on
7	undeniably	16	put forward
8	rely on	17	found
9	breakthrough	18	experience

THEME 9 APPENDIX



9 Racing Guesses (3)

10th GRADE

Group A



1. based in

What does based in probably mean?

- a. abandoned b. built c. located

2. supervisory

What does supervisory probably mean?

- a. managing b. producing c. writing

3. distribution

What does distribution probably mean?

- a. collection b. delivery c. presentation

4. convince

What does convince probably mean?

- a. persuade b. insist c. suggest

5. inadequate

What does inadequate probably mean?

- a. lacking b. more c. enough

6. efficacy

What does efficacy probably mean?

- a. uselessness b. failure c. effectiveness

7. undeniably

What does undeniably probably mean?

- a. accidentally b. undoubtedly c. possibly

8. rely on

What does rely on probably mean?

- a. hold on b. go on c. depend on

9. breakthrough

What does breakthrough probably mean?

- a. innovation b. news c. sensation

10. funding

What does funding probably mean?

- a. loss b. cash c. debt

11. investigate

What does investigate probably mean?

- a. ignore b. identify c. study

12. attack

What does attack probably mean?

- a. defend b. rescue c. beat

13. pharmaceutical

What does pharmaceutical probably mean?

- a. medicine b. cosmetics c. software

14. protect

What does protect probably mean?

- a. damage b. affect c. save

15. focus on

What does focus on probably mean?

- a. omit b. concentrate c. avoid

16. put forward

What does put forward probably mean?

- a. propose b. prevent c. hide

17. found

What does found probably mean?

- a. complete b. establish c. break

18. experience

What does experience probably mean?

- a. information b. background c. content



THEME 9 APPENDIX



9 Racing Guesses (4)

10th GRADE

Group B



1. based in

What does based in probably mean?

- a. abandoned b. built c. located

2. supervisory

What does supervisory probably mean?

- a. managing b. producing c. writing

3. distribution

What does distribution probably mean?

- a. collection b. delivery c. presentation

4. convince

What does convince probably mean?

- a. persuade b. insist c. suggest

5. inadequate

What does inadequate probably mean?

- a. lacking b. more c. enough

6. efficacy

What does efficacy probably mean?

- a. uselessness b. failure c. effectiveness

7. undeniably

What does undeniably probably mean?

- a. accidentally b. undoubtedly c. possibly

8. rely on

What does rely on probably mean?

- a. hold on b. go on c. depend on

9. breakthrough

What does breakthrough probably mean?

- a. innovation b. news c. sensation

10. funding

What does funding probably mean?

- a. loss b. cash c. debt

11. investigate

What does investigate probably mean?

- a. ignore b. identify c. study

12. attack

What does attack probably mean?

- a. defend b. rescue c. beat

13. pharmaceutical

What does pharmaceutical probably mean?

- a. medicine b. cosmetics c. software

14. protect

What does protect probably mean?

- a. damage b. affect c. save

15. focus on

What does focus on probably mean?

- a. omit b. concentrate c. avoid

16. put forward

What does put forward probably mean?

- a. propose b. prevent c. hide

17. found

What does found probably mean?

- a. complete b. establish c. break

18. experience

What does experience probably mean?

- a. information b. background c. content





PART 1

1	<p>Elon Musk is a successful entrepreneur. He didn't <u>inherit</u> a fortune; ...</p> <p>a) receive money or property from someone who has died b) gain his wealth on his own c) change belongings with someone else</p>
2	<p>Surprisingly, Albert Einstein had some <u>eccentric</u> habits, ...</p> <p>a) ordinary b) strange c) typical</p>
3	<p>Successful people <u>dedicate</u> their lives to their dreams, ...</p> <p>a) ignore b) devote c) transfer</p>
4	<p>Thanks to <u>martyrs</u> like Ömer Halisdemir, ...</p> <p>a) a person who joined the army b) a person who is injured at a war c) a person who is killed for the sake of his country</p>
5	<p>Doctors say that if you stay <u>stagnant</u>, it could result in gain of weight and loss of health, ...</p> <p>a) energetic b) mobile c) inactive</p>
6	<p>According to scientists, when we get retired, we should take up new <u>avocations</u> ...</p> <p>a) hobbies b) duties c) skills</p>



PART 2

a	he earned all his wealth by himself.
b	such as rarely wearing socks and sleeping long hours.
c	so they work hard to achieve them.
d	our country will always be safe.
e	so people need to be active to keep fit and healthy.
f	such as drawing pictures and doing puzzles to prevent illnesses such as Alzheimer's disease.

THEME 9 APPENDIX



11 Examine the Context (1)

10th GRADE

Use context clues to choose the right answer which is the closest in meaning to the underlined word. Write the word(s) in the sentence which worked as clues to help you, and then write the technique(s) (synonyms and definitions, antonym and contrast, cause and effect, prefixes and suffixes, parts of speech) that help(s) you to get the meaning.

E.g. Dinosaurs went extinct about 65 million years ago with an asteroid wipe-out. It is impossible to see them now.

a) alive

b) outdate

c) rare

The clue(s) : wipe-out, impossible to see

The technique(s) : synonyms

1 I helped my friend in math. He was very grateful. He thanked me again and again.

a) ashamed

b) different

c) appreciative

The clue(s) _____

The technique(s) _____

2 When someone inspires you, you get new ideas and have a strong feeling of enthusiasm to do a specific action.

a) discourage

b) influence

c) admire

The clue(s) _____

The technique(s) _____

3 He is an extraordinary man because his response and set of values are different from most people.

a) unusual

b) ordinary

c) traditional

The clue(s) _____

The technique(s) _____

4 A heroine is someone who helps others to overcome challenges. In this way, people have powerful ways to make a positive difference in their lives as well as the lives of others.

a) bother

b) cope with

c) outthink

The clue(s) _____

The technique(s) _____

5 He is noted for his sense of humor. Everyone knows him as a humorous person.

a) well-known for

b) appreciated for

c) criticized for

The clue(s) _____

The technique(s) _____



6 My hero is also a **patriot** because he strongly supports or fights for this country.

a) countryman

b) homesick

c) country lover

The clue(s) _____

The technique(s) _____

7 She failed to **realize** her obligations, whereas she worked a lot to make them true.

a) achieve

b) fail

c) cancel

The clue(s) _____

The technique(s) _____

8 In spite of the bad weather, the army could **defeat** the enemy in the battle and won a victory.

a) give up

b) fail

c) overcome

The clue(s) _____

The technique(s) _____

9 With the telescope, we can see details of the planet's surface that are ordinarily **invisible**. Therefore, they become visible and obvious.

a) peaceful

b) unseen

c) breakable

The clue(s) _____

The technique(s) _____

10 She loved her boss so much for being so kind to her. By contrast, she **detests** him because of his strict work discipline.

a) desire

b) admire

c) hate

The clue(s) _____

The technique(s) _____



Activity sheet

1

Do you know that Usain Bolt is the holder of the world records for 100 m and 200 m? It is unbelievable and I think it is a **miracle**.

2

I would like to have the power to **duplicate** my mother if I were a hero because she is my heroine and she is capable of doing everything I need.

3

Uğur Şahin and Özlem Türeci are truly **extraordinary** people because they have managed to develop the coronavirus vaccine.

4

Although Aziz Sancar grew up as one of the eight children of an **impoverished** family, he managed to study abroad successfully and conducted studies on DNA repair.

5

If I could, I would make injections to **heal** people, so no more people would die of cancer or diseases.

6

I admire Canan Dağdeviren very much because she has had a **distinguished** career as a physicist.

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