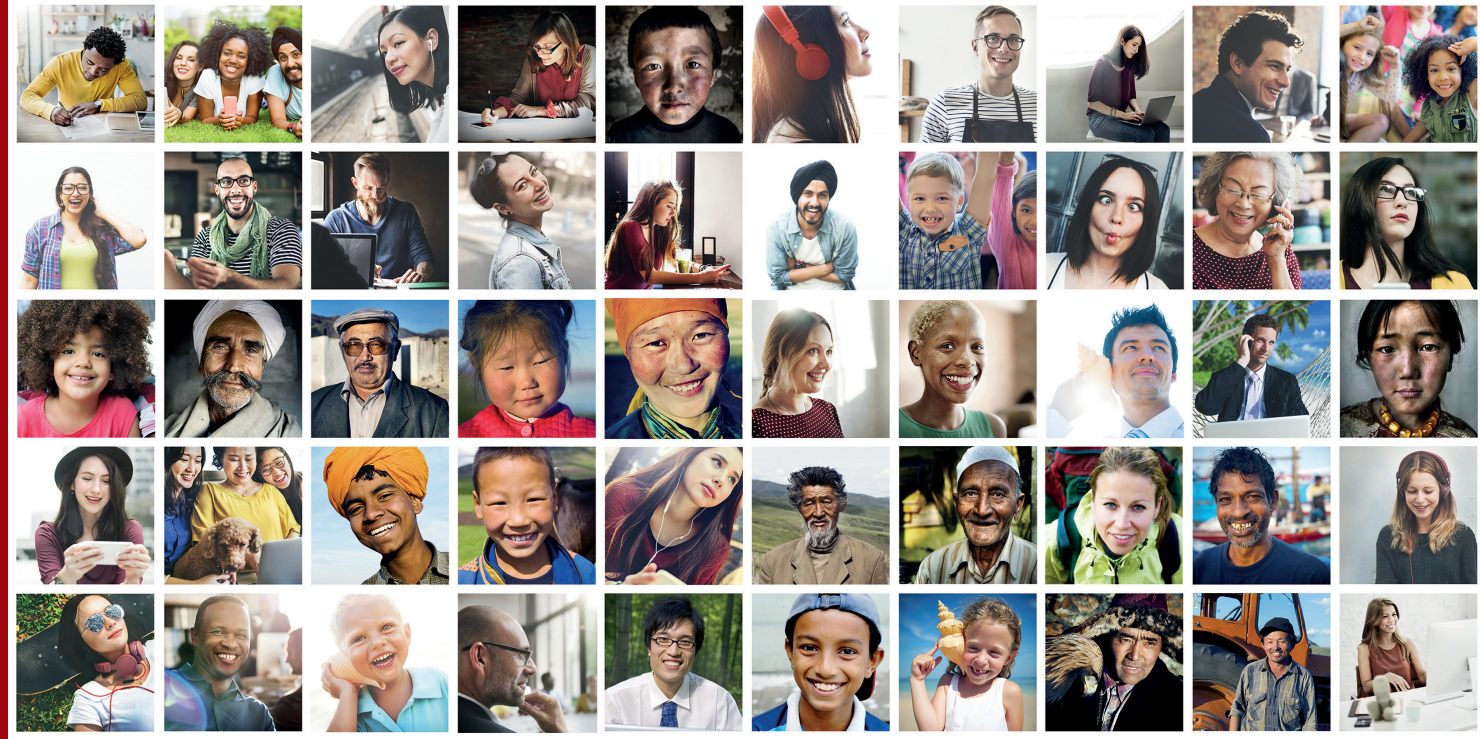


ENGLISH GAMES & ACTIVITIES

10th GRADE



10th GRADE
**ENGLISH
GAMES & ACTIVITIES**

**THEME 3
LEGENDARY FIGURE**



T.C. MİLLÎ EĞİTİM BAKANLIĞI

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ICONS USED IN THE BOOK



Duration



Link



Cut



Individual Activity



Pair Work



Group Work



Whole Class Activity



QR Code for Listening



THEME 3 LEGENDARY FIGURE

10th GRADE

FUNCTIONS

F1 Describing past activities and events

F2 Talking about sequential actions

F3 Describing characters and settings in an event in the past

1 Running Dictation



The activity aims to have students describe past activities and events through a collaborative dictation activity. It makes it possible for teacher and students to go through a process in which the skills reading, listening, writing and speaking are integrated. It also appeals to different learner types.

Materials and Preparation

Reading sheets on page 71

As a preparation, the teacher photocopies and cuts out the reading sheets and places them on the board. For larger classes, it may be necessary to put the sheets on display at different points of the classroom.

Procedure

- 1 Put students into groups of three, and let them decide on their roles as follows:
One student is the writer and the other two are the runners in turns. Tell them that the runners are responsible for running to the texts displayed, reading them and, finally, running back to the group and dictating the text to the writer. Emphasize that dictating longer sentences at a time will help them finish earlier.
- 2 Tell them that this process continues until the text is complete.
- 3 Remind students that they should try to rewrite the text as similar as possible to the original one, including the correct spelling and punctuation.
- 4 The first group to finish with the correct text will be the winner (The quality of the texts will be evaluated by the teacher).
- 5 As for the review after the activity, hand out the copies of the text and ask students to check and compare their works.



THEME 3 LEGENDARY FIGURE

10th GRADE

FUNCTIONS

F1 Describing past activities and events

F2 Talking about sequential actions

F3 Describing characters and settings in an event in the past

2 Order the Story



This activity aims to have students create a story by putting jumbled illustrations into the correct order. It makes it possible for students to improve especially their creative writing skills as well as reading, listening and speaking skills through working in a collaborative way.

Materials and Preparation

A set of illustrations on page 72

As a preparation, the teacher photocopies the illustrations according to the number of the groups and cuts out the illustrations.

Procedure

- 1 Divide the class into groups of four or five, depending on the size of the class.
- 2 Give each group a set of illustrations of the story.
- 3 Ask students to put the illustrations into the correct order and write a meaningful story.
- 4 Have the groups read their stories aloud.
- 5 Read the original story and ask students to compare theirs with it.

THE ORIGINAL STORY

The Wilsons wanted to go on a picnic on a sunny day. Mr. and Mrs. Wilson prepared the picnic basket and their children, Eric and Emily, put their ball and sneakers in their backpacks. Then, they got into the car and departed. They listened to music and sang songs in the car. Emily took photos on the backseat. After a while, they arrived at the picnic site. The children played with the ball while Mr. and Mrs. Wilson were preparing the picnic table. They had a great time there. In the evening, they returned home. A few moments later, their neighbor, Tom, came to the Wilsons with a box in his hands. He said, "This box is for you, Mr. Wilson." and went away. At first, Mr. Wilson didn't understand anything, but when he opened the box, he became really embarrassed because Tony had collected the Wilsons' rubbish left at the picnic site and brought them to the Wilsons.



THEME 3 LEGENDARY FIGURE

10th GRADE

FUNCTIONS

F1 Describing past activities and events

F2 Talking about sequential actions

F3 Describing characters and settings in an event in the past

3 Dictogloss



The activity aims to have students listen, attentively, to the teacher and note down key words for use in reconstructing a story in groups.

Materials and Preparation

The Chinese folk tale provided on page 73

As a preparation, the teacher photocopies the folk tale provided on page 73.

Procedure

- 1 Put students into groups of four or five.
- 2 Tell them that you will be reading aloud a Chinese folk tale and meanwhile, they will try to note down, individually, as many key words as possible. Emphasize that they should avoid noting down whole sentences.
- 3 Once you have read aloud the folk tale and students have taken notes, read aloud the same tale again, allowing students to continue noting down the key words once more.
- 4 When you have finished, ask students to bring together their notes, discuss to reconstruct the tale in a written form as similar as possible to the original one. Give them 10 minutes for this part of the activity.
- 5 Then, hand out the copies of the original tale to the groups and ask them to compare their work with the original.
- 6 Finally, discuss students' works in terms of similarities and differences.



THEME 3 LEGENDARY FIGURE

10th GRADE

FUNCTIONS

F1 Describing past activities and events

F2 Talking about sequential actions

F3 Describing characters and settings in an event in the past

4 Roll and Tell



The aim of the activity is to get students to talk about sequential series of past events. It is a group activity enhancing students' speaking, writing skills as well as imagination.

Materials and Preparation

A dice and the sheet to be displayed on the interactive board on page 74

As a preparation, the teacher makes the dice using the pattern on page 74. The teacher also displays the sheet on the same page on the interactive board. Alternatively, using handouts is possible.

Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Ask a representative from each group to come to the board and roll the dice to learn which of the given characters they will work on (according to the number the dice shows, they get a character out of the six options given).
- 3 Let the representatives go back to the groups and give 10 minutes to each group in which they are going to create the sequential series of past actions made up of at least 5 sentences. While creating the series of sentences, they are going to use the character of the group and pick phrases from the plot and the setting given. As for the phrases that are not visible in the plot and the setting, they are going to come up with their own statements to create a meaningful series of sequential events.
- 4 Emphasize that they are supposed to use sequencers (first, next, then, after that, finally) as sentence initiators.
- 5 Encourage them to make logical connections.
- 6 When the time is up, have the groups present their sentences to the whole class.
- 7 The longest chain of sentences with logical connections will be given a round of applause.



THEME 3 LEGENDARY FIGURE

10th GRADE

FUNCTIONS

F1 Describing past activities and events

F2 Talking about sequential actions

F3 Describing characters and settings in an event in the past

5 Parts of the Day



The activity aims to have students talk about sequential past actions by using different sequencers. It also makes it possible for students to improve their listening and speaking skills through a collaborative work.

Materials and Preparation

Strips of paper provided on page 75

As a preparation, the teacher photocopies the strips of paper, cuts out them along the dotted lines and puts each one facing down on the table.

Procedure

- 1 Put students into groups of five.
- 2 Let each group choose a representative.
- 3 Then, ask each representative to come to the table in turns and pick a strip of paper with a part of the day on.
- 4 Assign each group member (including the representative) a sequencer to use at the beginning of their sentences. Student A (the representative) starts the chain with the sequencer "First", Student B goes on with "Then", Student C with "Next", Student D with "After that" and Student E ends it with "Finally".
- 5 Tell students that they are going to make sentences related to the part of the day on the strip they have picked using the sequencers (first, then, next, after that, finally) and create a series of sequential actions.

E.g.

mid afternoon (3:00 p.m.) – late afternoon (5:00 p.m.)

Student A First, I went to the gym in our neighborhood.

Student B Then, I took some exercise.

Student C Next, I had a shower.

Student D After that, I had a chat with my friends.

Student E Finally, I got back home.

- 6 When the time is up, have the groups share their chains with the class.



THEME 3 LEGENDARY FIGURE

10th GRADE

FUNCTIONS

F1 Describing past activities and events

F2 Talking about sequential actions

F3 Describing characters and settings in an event in the past

6 Find Out and Retell



The activity aims to have students talk about sequential actions through a pair work activity. It also enables students to discover using a diagram to depict the relationships/sequential actions through a visual and graphic display.

Materials and Preparation

An empty diagram sheet on page 76

As a preparation, the teacher photocopies the empty diagram sheet for each student.

Procedure

- 1 Put students into pairs. Hand out the empty diagram sheet to each student.
- 2 Give students some time to think about the events of a particular day.
- 3 Ask them to describe different events that occurred on that day using key words (e.g. get up, have breakfast, go camping, etc.)
- 4 Remind them that they should describe these events randomly.
- 5 After students have completed their descriptions, ask them to pair up and swap the sheets.
- 6 Each student will then try to guess the correct order of each other's activities.
- 7 Monitor and guide them while they are carrying out the task.
- 8 As the final step, have the volunteers present their works.

7 That's Our Story



The activity aims to have students focus on sentences related to a series of past actions and put them into the correct order to form the real-life story involved.

Materials and Preparation

Strips of paper with individual sentences on

Cut out the sentences of the story, given in the form of two halves, provided on page 77 along the dotted lines. The sentences that make up either half of the story is a set. In order for the activity to run smoothly, you should have 4 sets (story halves) of strips.

Procedure

- 1 Divide the class into two main groups and then, divide these main groups into two subgroups.
- 2 Hand out the sets of strips (story halves) to the subgroups.
- 3 Tell them that each sub-group is holding one half of a story and that the other subgroup of their main group (their partner sub-group) has the other half. When the subgroups have finished putting the sentences into the correct order, they will have completed half of the story and are required to work together with their partner subgroups to decide which part of the story is the beginning and which one is the ending. To do this, they need to read their story halves aloud to one another. Once they have made the decision, they will have completed the task as a main group. The main group to finish with the correct form of the story will be the winner.



THEME 3 LEGENDARY FIGURE

10th GRADE

FUNCTIONS

F1 Describing past activities and events

F2 Talking about sequential actions

F3 Describing characters and settings in an event in the past

8 Story Completion



The aim of this activity is to have students describe characters and settings of a story through a creative story completion task. It also aims to get students to recall and revise the previously learned basic elements of storytelling via elicitation technique. By this way, it is supposed to stimulate both schemata and creativity of students.

Materials and Preparation

The worksheet containing a sample story and an incomplete story

As a preparation, the teacher photocopies the worksheet double-sided on pages 78 and 79 for all the students in the class and then hands it out.

Procedure

- 1 After handing out the worksheet, point out students that there is a sample story and a chart below indicating the elements of storytelling.
- 2 Have students read the sample story and then fill in the charts according to it. Give them some time to complete the chart and then check their answers. By this way, teacher elicits the basic elements of storytelling.
- 3 Then, put students into groups of four or five, depending on the size of the class.
- 4 Ask them to turn the page and look through the new story with an incomplete setting.
- 5 Tell students to read the main events and the ending of the story and then ask them to discuss and write a relevant setting for it by working collaboratively. Give them 6-7 minutes to complete the task.
- 6 When the time is up, have each group read their complete stories aloud in turns.
- 7 Finally, read the original story in full and then ask the groups to compare theirs with it.

9 Listen and Decide!



The activity aims to have students describe characters and settings in a story in the past through a process in which reading, listening, writing and speaking skills are integrated.

Materials and Preparation

Notepads with the chart and setting sheets on page 80

As a preparation, the teacher photocopies the setting sheets for each group and notepads with the chart for each student.

Procedure

- 1 Put students into groups of four/five, depending on the size of the class.
- 2 Hand out the notepads and tell students to listen to the main events and resolution parts of the story, and jot down some notes about them on the notepads.
- 3 Then, give students the setting sheets and tell them to discuss the settings in groups and decide which setting goes best for the story.
- 4 Next, ask each group to share their answers with the class.
- 5 Finally, declare the correct setting and announce the winner(s).



THEME 3 LEGENDARY FIGURE

10th GRADE

FUNCTIONS

F1 Describing past activities and events

F2 Talking about sequential actions

F3 Describing characters and settings in an event in the past

10 Story Chain Drill



The activity aims to have students describe characters and settings in an event in the past. It also makes it possible for students to enhance creativity and self-confidence.

Materials and Preparation

Copies of the dice and board game on page 81

A piece of paper

As a preparation, the teacher cuts out the dice patterns in the appendix, makes the dice and hands them out to each group.

Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Have each student roll the dice in turns and go to the square corresponding to the number gotten from the dice.
- 3 Ask each student to make a sentence related to the picture in the square. Explain them that they are going to make up a story describing characters and setting in a past event in turns, so the sentences should be meaningful and related to each other.
- 4 Remind students that they can take some notes while creating their story. Emphasize that at the end of the game, they should create their story in at least 8 sentences. The teacher should check whether the sentences are correct or not.
- 5 Tell them that the first group to finish their story will be the winner.
- 6 When the time is up, ask the representative of each group to read their story aloud.

11 2 Women 1 Story



The activity aims to have students discuss to come up with relevant settings and characters for a given story.

Materials and Preparation

The news story (audio script) provided on page 70

Settings for the women in the news story provided on page 82

Copy the settings (as many as the number of the groups).

Procedure

- 1 Put students into groups of four.
- 2 Ask them to listen to the news story in the recording carefully. Emphasize that they needn't note down anything and that they will be asked to come up with a setting for the story.
- 3 Have them listen once more.
- 4 Now, allow the groups to discuss and write relevant settings for both of the women covered in the news story.
- 5 When they are finished, have them share their settings with the class orally.
- 6 Finally, hand out the original settings to the groups so that they can evaluate their work.



THEME 3 LEGENDARY FIGURE

10th GRADE

Answer Keys & Audio Scripts

Answer Key

2 Order the Story

- 1 f
- 2 a
- 3 b
- 4 d
- 5 g
- 6 e
- 7 h
- 8 c

Variations depending on the students' creativity are also possible.

Answer Key

8 Story Completion

Setting	Main Event/Climax	Ending
(background; the environment, time and place, in which the story takes place, topic and characters)	(a series of events, conflict, the story's high point)	(resolution, implication)
<p>Background: in Rome, on a rainy dark night</p> <p>Topic: It is about a man who traveled around the world with his friends.</p> <p>Characters: Mark, his friends, and a motorcycle rider they met in Rome</p>	<p>Main Event: A car accident in the middle of the night</p>	<p>Resolution: They made some new friends unexpectedly.</p> <p>Moral: Always do the right thing and good things will happen.</p>



THEME 3 LEGENDARY FIGURE

10th GRADE

Answer Keys & Audio Scripts

Answer Key

An Unforgettable Day (The Original Story)

Whenever I look at that photograph, I remember my childhood and the most encouraging day of my life. One day in my school years, I had such a memory that I would never forget in my life. It was towards the end of the school year. The weather was so hot and muggy. The schoolyard was too crowded with people waiting for the running race. I was one of the sprinters in the race. I was nervous and trembling while I was lining up in the schoolyard.

I can still remember my heart pounding, shouts of the spectators and my classmates' gazing upon me. It was my first race at school and I wanted to win it more than anything else. While I was approaching towards the start, my body was still shaking. When I saw my friends waving happily, I began to feel even more nervous. At that time, I decided to keep calm and took a deep breath. Then, the starting whistle blew and I started to run. I was concentrated on my track and determined to win. Everything was going well and it was just the way I wanted. Then, something terrible happened. I stumbled and fell on the grass. I was so embarrassed at that moment.

After a few seconds, I looked at my parents' faces. They were smiling at me with a sense of faith and trust. I could feel their support right then. I had the strength to stand up and run on the track. I ran faster and faster but there were still a few runners ahead of me. I was so exhausted but I never gave up. Finally, I saw the finish line and then crossed it. Later, the headmaster announced the result. I came second in race but I was still so happy with the result because without my parents' support, I couldn't even have finished the race. When I got my certificate, I was so proud of my parents in my life. That day, my parents and I took this photo as a reminiscence.

Audio Script

She straightened up in her bed and rubbed her eyes to be sure that it was just a nightmare. As she was trying to get the glass full of water standing on the bedside, her mom entered the room. "Are you ready for the journey, honey? It's time to have a quick breakfast and hit the road!" said her mom.

Judy was groggy with sleep. She thought for a moment and remembered that they would go on a long holiday to Italy.

Main Event/Climax

Ending (Resolution)

straightened up in her bed
rubbed her eyes to be sure that it was just a nightmare
tried to get the glass full of water standing on the bedside
The story's high point: Her mom entered the room and told her that it was time to go.

was groggy with sleep
thought for a moment and remembered that they would go on a long holiday to Italy

Setting 2 goes best for the story.



THEME 3 LEGENDARY FIGURE

10th GRADE

Answer Keys & Audio Scripts

Audio Script

11 2 Women 1 Story

With her educational background and experience working with refugees, Selin was curious about the Syrian refugee camps. In the camps, she noticed that both students and teachers were suffering from deep traumas. She invited professor Dr. Mark Grey from University of Northern Iowa specialized in trauma training. She provided funds and began training the teachers on trauma management with the authorization of the Turkish Disaster and Emergency Management Authority (AFAD).

One day when Selin was wandering the educational facilities in the Kilis camp with the directors of the camp management and education programs, she noticed that a young refugee girl was following her. Rawda, then 15, approached Selin to ask for her phone number. Selin gave her number and this started a very powerful and deep friendship. Rawda called her every night practicing her Turkish, and in these conversations, they shared their life stories, interests, dreams and fears.

Over time, Selin noticed that Rawda had excellent organizational skills as Rawda helped them solve some problems in the camps. Soon, Rawda began working with the camp managers. Selin and Rawda worked on several youth projects together in the camps. Even after Selin moved back to the USA, they stayed in touch, as Selin became her godmother.

After two years, Rawda started to feel frustrated that nobody heard the voices of the Syrian refugees. Often, the reality was ignored and no institution could be of help. At this point, Rawda, Selin and her friend and refugee advocate Sherry MacKey decided to set up an organization with the mission of sharing real stories of refugees. This mission would not only help others better understand and connect with the Syrian refugees but also help influence policies. Rawda connected university students in the camps with students at universities in the US. They were in fact amazed to find more similarities than differences between them.

...



Reading Sheets



Reading Text 1

While I was camping with my bestie, Judy, it started to rain. At first, it was very relaxing because it was a hot June day. However, it began to rain cats and dogs and we were wet through. We couldn't have a barbecue, but we were lucky because we had very delicious sandwiches with us. In the tent, we ate them and listened to the sound of the rain falling. We didn't plan such a day, but it was good, though.



Reading Text 2

This year, my family and I went to Rome for our summer holiday. It was great, amazing, and so much fun. We stayed there for a week. The hotel was not expensive but was not cheap, either. It was in the center of the city, so we could walk anywhere we wanted. We ate pizza, tiramisu, and ice cream, and of course, they were delicious. We visited Colosseum, the Trevi Fountain and Pantheon. It was such an amazing trip that I would never forget.



Reading Text 3

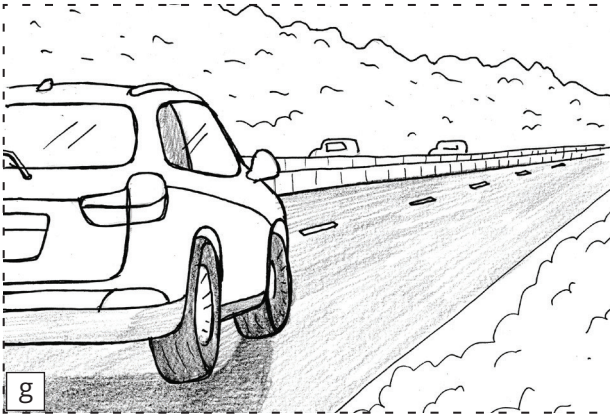
Roy was tidying his room when he heard a noise. He called his mother, but she didn't hear him. Then, the bell rang, but nobody opened the door. He was wondering and getting anxious. He opened his room's door, left the room, went down the stairs and heard: "Happy Birthday!" It was his birthday, but it went out of his mind. His family and friends organized him a surprise birthday party.

THEME 3 APPENDIX



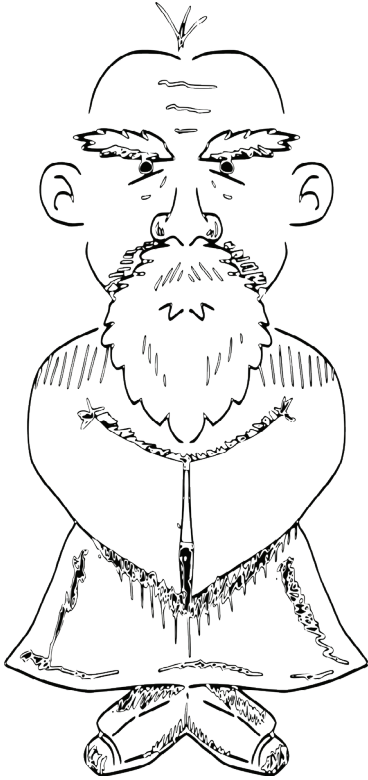
2 Order the Story

10th GRADE





A Chinese Folk Tale



Once upon a time, there lived a wise old man. He was poor and lived with the three people in his family on their small farm; he, his wife, and his son. He loved his son very much.

One day, a beautiful horse arrived on the wise old man's farm. His friends saw this and said "Lucky you! You have a horse, now. It will help you a lot." And they laughed "hah ha hah!" "You can never know what will happen," the old man said, and added "Wait and see." He gave the horse food and water. He treated it well.

Three days later, the horse suddenly disappeared. Then, the old wise man's friends came and said "Unlucky you! You don't have a horse, now. You have to do all the work by yourself." And they laughed "hah ha hah!" The old man was not sad, at all. He said, "Don't laugh, wait and see. You can never know what will happen." His friends heard this and walked away.

The next day, the beautiful horse appeared again. It was not alone this time. It came with four other horses. The wise old man gave them food and water. He treated them well, as usual. His friends saw this and felt amazed. They said, "Lucky you! You have five horses, now. You can do all the farm work with them. How nice!" And they laughed "hah ha hah!" The wise old man, once more, said "Wait and see. You can never know what will happen." His friends heard this and walked away.

One day, the beautiful horse kicked the old man's beloved son. His son fell down and got terribly injured. He couldn't move his legs. It would take him a couple of months to recover. This time, the old man's friends said, "Unlucky you! Don't feed these horses once more. Send them away." The old man, in a calm manner, said, "Don't speak like that. Wait and see. You can never know what will happen." His friends heard this and walked away.

A week later, it was the king's men that came to the village this time. The news was bad. They were there to take each young man to war. All the young men in the village went to the war with them. Only one young man was left behind. He was the wise old man's beloved son. As his legs were injured and he could not walk, the king's men did not take him. Soon, the other young men died at the war. But the old man's son recovered and they led a long and beautiful life together. The old man kept saying "You can never know what will happen."

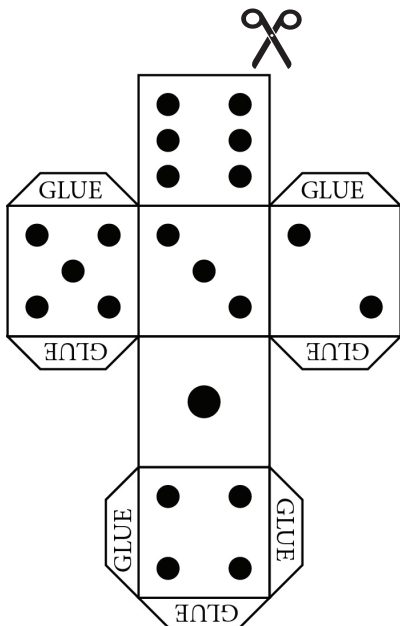
THEME 3 APPENDIX



4 Roll and Tell

10th GRADE

Character	Plot (event)	Setting
A giant dog	found a wallet	in a forest
A scientist	visited relatives	in a hot desert
A brave firefighter	ate too much for dinner	at school
A police officer	found a diamond	in a castle
A happy woman	chased a puppy	at the seaside
A group of young men	discovered a new land	in a store
	got lost	on the farm
	worked hard all day	at the lakeside
	lost the keys	in hospital
	started running	in the library
	began crying	on the slopes of mountain
	started to sing and dance	in downtown
	fell into a trap	inside a cave
	had a terrible stomachache	on the slippery ground
	lost his/her memory	at a dark and stormy night
		in a sunny Sunday morning
		on a usual school day





Series of Sheets



morning (7:00 a.m.) – noon (12:00 p.m.)

noon (12:00 p.m.) – mid afternoon (3:00 p.m.)

mid afternoon (3:00 p.m.) – late afternoon (5:00 p.m.)

late afternoon (5:00 p.m.) – evening (9:00 p.m.)

evening (9:00 p.m.) – midnight (12:00 a.m.)



morning (7:00 a.m.) – noon (12:00 p.m.)

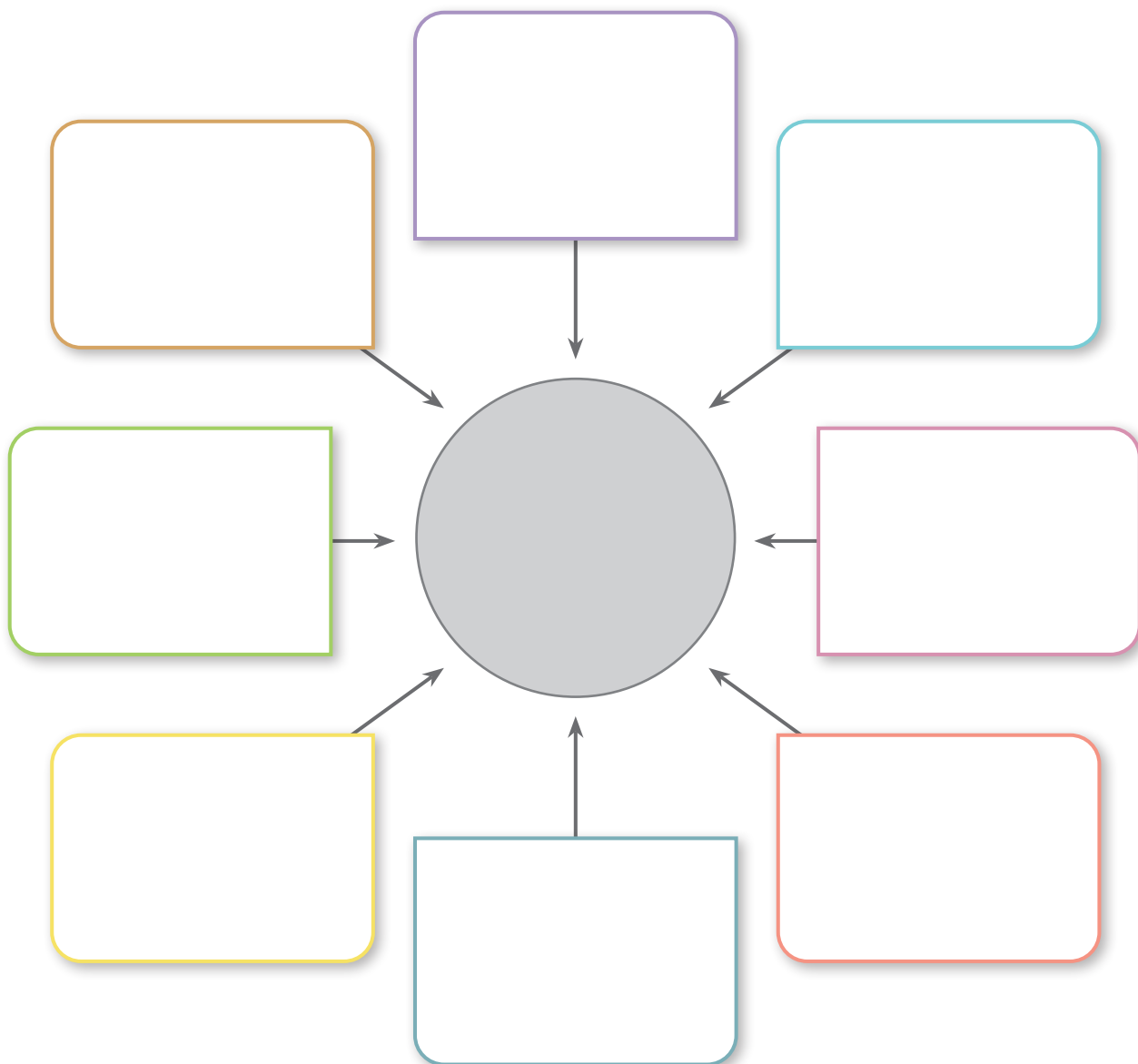
noon (12:00 p.m.) – mid afternoon (3:00 p.m.)

mid afternoon (3:00 p.m.) – late afternoon (5:00 p.m.)

late afternoon (5:00 p.m.) – evening (9:00 p.m.)

evening (9:00 p.m.) – midnight (12:00 a.m.)







FIRST HALF



Buse was just back from the Olympic Games in Tokyo.

The following day, she decided to enjoy some free time in her hometown with her beloved aunt.

Then, she took a taxi as she was going to meet her aunt in a cafe far away from her house.

Before she got out of the taxi, she wanted to pay, but the taxi driver did not accept it saying, "That's paid, already", and he drove away.

Puzzled, Buse walked to the cafeteria to meet her aunt.



SECOND HALF



After hugs and kisses, Buse and her aunt sat at the cafe for some time and when it was time to leave, Buse asked for the bill.

The waiter left the bill on the table.

There was a note on the bill. It said "You paid the bill in Tokyo when you won the medal for the country and made us proud. Please accept our cordial treat."

Now, Buse realized what was going on. She solved the puzzle.

She felt very emotional and there were tears in her eyes. Her aunt was the same.





The Sample Story

Last summer, Mark and his friends decided to take a round-the-world trip. They visited several cities, but Rome was the most favorite place of all. It was really an amazing city. They visited all of the museums and saw the ancient fascinating monuments. Everything was going well until that bothersome night. On a rainy night in Rome, something that they would never forget happened. After a night of hanging out, they were driving along a dark slippery road. Then suddenly, they had an accident and bumped into the back part of a motorcycle. For a moment, they thought they were lucky because they were not injured but then, they were shocked and anxious when they saw that the motorcycle rider was badly injured. At that moment, they decided to stay calm and take responsibility for the accident. They called for help and took the rider to hospital. A few days later, the rider recovered and thanked Mark and his friends for their concern and responsibility. Then, he introduced them to his relatives and they all spent a wonderful time together. So, Mark and his friends had some new friends out of nowhere.

Setting (background; the environment, time and place in which the story takes place, topic and characters)	Main Event/Climax (a series of events, conflict, the story's high point)	Ending (resolution, implication)



The Incomplete Story

An Unforgettable Day

I can still remember my heart pounding, shouts of the spectators and my classmates' gazing upon me. It was my first race at school, and I wanted to win it more than anything else. While I was approaching toward the start, my body was still shaking. When I saw my friends waving happily, I began to feel even more nervous. At that time, I decided to keep calm and took a deep breath. Then, the starting whistle blew and I started to run. I was concentrated on my track and determined to win. Everything was going well and it was just the way I wanted. Then, something terrible happened. I stumbled and fell on the grass. I was so embarrassed at that moment.

After a few seconds, I looked at my parents' faces. They were smiling at me with a sense of faith and trust. I could feel their support right then. I had the strength to stand up and run on the track. I ran faster and faster, but there were still a few runners ahead of me. I was so exhausted, but I never gave up. Finally, I saw the finish line and then crossed it. Later, the principal announced the result. I came second in the race, but I was still so happy with the result because without my parents' support, I couldn't even have finished the race. When I got my certificate, I was so proud of my parents in my life. That day, my parents and I took this photo as a reminiscence.

THEME 3 APPENDIX



9 Listen and Decide!

10th GRADE

Settings

1

Greg was a young, energetic boy. He lived with his parents and they loved traveling together, especially to Austria in winter. Mountain climbing was Greg's favorite outdoor activity. He never climbed alone because he was also aware of the danger he could face. On that cold, snowy day, he was climbing with his friends again, and they were about to reach the top of the mountain. It was time for the last step, so he took a deep breath and thought of his parents waiting for him at the hotel. This would be the step to a great victory for him.

2

Judy Wilmore was the only child in her family. She was brought up with extreme care and love in a large farmhouse. She was a lovely, smart girl at the age of 10. She spent most of her time with her parents and animals as she was a little bit introverted. She also loved reading. Her mom, Stephanie, and her dad, Jonathan, were both vets in their mid-forties. One summer night, it was extremely hot inside. Judy was reading a book, and she wondered how it would end, so she stayed up late and finished reading it. Then, she went to bed, but she could hardly sleep. It was the crack of dawn when Judy woke up in sweat. Her room was dark and there was no light coming through her curtains. The only sound she could hear was her cat's purring and the clock ticking.

3

The forest was silent and creepy in the middle of the night. Niwamba, the tiger cub, was dark orange and had black stripes. She wasn't blind, but she was still dependent on her mom. She stretched and rolled around near her mother's feet. Her father would be leaving soon to hunt. It was easy for tigers to see in the darkness whereas humans couldn't. They were also more sensitive to high sounds than humans are, and, accordingly, Niwamba hoped that her father would get a hog or a deer. Those were her favorite dinners.

Notepad

Main Event/Climax

Ending (Resolution)

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THEME 3 APPENDIX



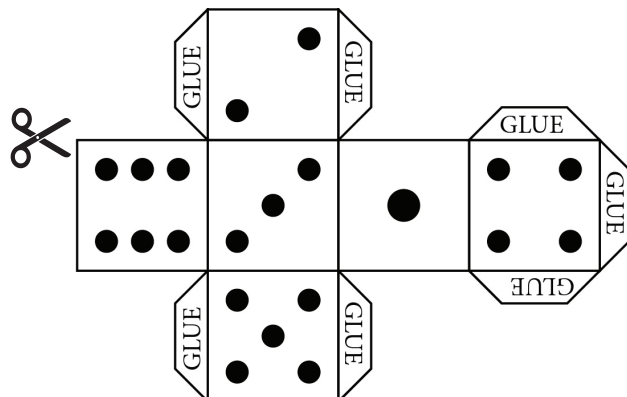
10 Story Chain Drill

10th GRADE

START



FINISH





RAWDA'S SETTING

About five years ago, Rawda and her family had to leave everything behind and cross the border into neighboring Turkey into an unknown future when her house and neighborhood were ruined at war. From one day to other, life became very difficult. Rawda could not go to school at first, but this did not take her passion for education away from her heart. She learned Turkish in a couple of months and got a chance to go to school although sporadically.

SELİN'S SETTING

Selin was born in Ankara, Turkey. She lived in a big city and had a busy life. Selin's family moved to the USA when she finished high school. This was an exciting move that brought many opportunities. Selin graduated from one of the top schools in the world, UC Berkeley, and went on to get her PhD in Educational Leadership and Policy Studies. She has a passion for education especially within an international context. She worked with refugees in Iowa before taking on an assistant professor position in the city of Gaziantep in the southeastern part of Turkey, at the time when the Syrian conflict had just started.

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