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2023-1-HU01-KA220-SCH-00156504

Idegen nyelv tanulása játékok bevonásával
(Gamifikáció az angol nyelv oktatásában)
Foreign Language Learning Gamification

FLAG

CONTENT TEMPLATE

Topic Title:	SCHOOL- nursery school
Scenario No:	1
Scenario:	the main character arrives at the nursery school
Visual/Image/Video:	colourful corridor with hand-made pictures, drawings on the walls with lockers
Type of Activity:	match the words with the items (pictures) words are floating in one by one
Voice Over Text (If there is):	-
Content Text:	wellingtons, hanger, locker, ankle socks, backpack, knitted scarf, fluffy cap, mittens, waterproof anorak, thick tights, soft toy, rucksack

Topic Title:	SCHOOL- nursery school
Scenario No:	2
Scenario:	the main character spends the day there
Visual/Image/Video:	nursery school classroom, words everywhere on the screen the prepositions floating in one by one Nursery class
Type of Activity:	drag the correct prepositions
Voice Over Text (If there is):	-
Content Text:	with 2x, about, at 2x, of 2x, through, off, over 2x, up 2x -patient -build -scrape -pore -pleased - tired -jealous -keep -tell sy -fight -laugh -cry -proficient -patient with -build up -scrape through -pore over -pleased with - tired of -jealous of -keep up -tell sy off -fight over

	<p>-laugh at -cry about -proficient at/</p>
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Topic Title:	SCHOOL- University
Scenario No:	3
Scenario:	the main character is choosing higher education and checking a list of options in the school library
Visual/Image/Video:	MC in the library <u>Library</u>
Type of Activity:	Match the universities with their definitions (drag) All the listed unis in one screen, definitions appear one by one –they drag them to the correct uni
Voice Over Text (If there is):	-
Content Text:	<p>Polytechnic University-a type of university that focuses on offering instruction in a variety of industrial arts, applied sciences, or technical subjects</p> <p>Academy of Agriculture- a type of university that focuses on the science, business, technology of plant and animal production and/or about the environmental and natural resources systems</p> <p>Academy of Arts- a type of university where students can master and acquire any forms of arts</p> <p>Academy of Music- an educational institution specialized in the study, training, and research of music</p> <p>University of Finance-universities or graduate schools preparing students for careers in finance</p> <p>Teacher Training University- a type of university where students can learn all the skills to become teachers</p> <p>University Of Medicine- A university with a curriculum leading to a medical degree</p>

Topic Title:	SCHOOL
Scenario No:	4
Scenario:	the main character is at home sitting in his room and wondering about school (mindmap)
Visual/Image/Video:	MC's bedroom in the background and a mindmap with the words given, word groups appear on screen one by one <u>Bedroom with mind map</u>
Type of Activity:	Match the words to form collocations
Voice Over Text (If there is):	-
Content Text:	<p>1. prepare for, cheat in, retake, cram for - exam</p> <p>2. extra, optional, compulsory- activities</p> <p>3. vocational, evening, high, public, secondary, boarding, primary, nursery- school</p> <p>4. extra, prepare for, attend, evening, optional, compulsory- classes</p> <p>5. vocational, compulsory, primary, secondary, higher-education</p> <ul style="list-style-type: none"> • activities • classes • education • an exam • school

Topic Title:	SCHOOL
Scenario No:	5
Scenario:	MC in the corridor and searching for his next classes
Visual/Image/Video:	school corridor with subjects <u>Subjects</u>
Type of Activity:	Match the words with the pictures
Voice Over Text (If there is):	-
Content Text:	Art, Biology, Chemistry, English, Geography, History, Information Technology, Mathematics, Music, Physical Education, Physics, Religious Education, Current affairs, Drama

Topic Title:	SCHOOL
Scenario No:	6
Scenario:	sentences are coming in one by one
Visual/Image/Video:	Mc jumps on the words in the correct order
Type of Activity:	Put the words in order to get grammatically correct sentences, there is an extra word you do not need in each sentence
Voice Over Text (If there is):	-
Content Text:	<p>-foreign, my, language, favourite, is, English, country</p> <p>-motivated, is, student, he,</p> <p>-off, the, will, pay, in, future, it, for</p> <p>-people, world, with, I, to, communicate, like</p> <p>-well-prepared, lessons, interesting, but, and, are</p> <p>-tests, didn't, he, have, be, revise, wouldn't, if</p> <p>-become, has, students, will, competitive</p> <p>-students, the, courses, attend, can, to</p> <p>-learn, with, university, Business Studies, I, at</p> <p>-must, to, office, go, to, I, headmaster's, have, the</p>

Topic Title:	SCHOOL
Scenario No:	7
Scenario:	like memory cards
Visual/Image/Video:	memory cards
Type of Activity:	form collocations from the jumbled words
Voice Over Text (If there is):	-
Content Text:	<p>mock, make, high standards of, scholarship, get a, books, exam, set, activities, progress, extracurricular, teaching</p> <ul style="list-style-type: none"> - mock exam - high standards of teaching - set books - extracurricular activities - make progress - get a scholarship

Topic Title:	SCHOOL
Scenario No:	8-12, 13-17
Scenario:	MC is getting info about schools, sitting at the office of a career counselor
Visual/Image/Video:	A definition appears in a bubble the correct school type should be dragged (5 school types in one screen) <u>career counselor</u>
Type of Activity:	matching definitions with meaning
Voice Over Text (If there is):	-
Content Text:	<p>1.academic grammar school, 2. vocational school, 3. boarding school, 4. technical secondary school, 5. private school, 6. state school, 7. religious school, 8. foundation schools, 9. bilingual schools, 10. alternative secondary schools</p> <p>-you can learn a trade for 3 years, <u>2</u> -you don't just learn but also live there, <u>3</u> -maintained by church, <u>7</u> -you have to pay for education, <u>5</u> -education is free of charge, <u>6</u> -for more talented students whose aim is university, <u>1</u> -mature and trade at the same time, <u>4</u> -usually chosen by wealthy families-need to pay for education, <u>8</u> -you learn certain subjects in the second language with native teachers, <u>9</u> -children are at the centre of learning-less structured classrooms <u>10</u></p>

Topic Title:	SCHOOL
Scenario No:	18
Scenario:	the background can be a laptop he types what he hears
Visual/Image/Video:	<u>laptop with keyboard</u>
Type of Activity:	Listening comprehension/Write down what you hear
Voice Over Text (If there is):	<p>My favourite subject is History. I don't like short tests. My friend often plays truant. If you study hard, you will get into university. I have never cheated in exams.</p>
Content Text:	

Topic Title:	SCHOOL
Scenario No:	19
Scenario:	<p>the main character is talking about school and environment related topics with his classmates for the science class</p> <p>OUR IDEA: words in red are on the screen all way long, and the dialogue is made up sentence by sentence</p> <p>E.g. MC's head is on the left and says his sentence, next screen is A on the right saying the next sentence and so on (then B on the right)</p>
Visual/Image/Video:	MC and mates <u>recycling dialogue</u>

Type of Activity:	Filling the gaps in the dialogue with the words given Hotspot grammar □ present perfect, past simple, past perfect, past progressive
Voice Over Text (If there is):	-
Content Text:	<p>selectively, friendly, sign, threats, wildfire, banks, sort, environmentally, wind, pollution, science, preserve, water, rubbish, recycling</p> <p>MC: Have you finished your..... project?</p> <p>A: Yes. What did you write, how friendly you are at home?</p> <p>B: We collect paper and bottles..... But a few years ago we didn't. My mum said they had never been environmentally when she was a little girl.</p> <p>MC: We have different..... for bottle, plastic and paper but my sister always forgets about it. Yesterday I had to out all the banks.</p> <p>B: Poor you! In our school it spreads like....., so no one has forgotten about it yet.</p> <p>A: I have got of these banks for a few months. Since then my family have to collect.....selectively.</p> <p>B: HAHA</p> <p>A: Don't laugh. I was in deep with my 80 years old Grandpa!</p> <p>MC: That's funny, but relate to the topic, please. We should teach not only the younger but the older generation too how to our environment.</p> <p>My project is about the Nowadays, we can recycle everything.</p> <p>A: I had written that I buy only those products which have the recycle on them.</p> <p>B: I was thinking about writing that too, but in the end I decided to choose the, like air</p>

Topic Title:	SCHOOL
Scenario No:	20
Scenario:	Enquiry about a language course Mc is calling a language school and asking for information about courses
Visual/Image/Video:	MC on the phone
Type of Activity:	Listening comprehension
Voice Over Text (If there is):	MI
Content Text:	<p>1. How long is MC staying?</p> <p>a. for 3 weeks b. for 5 weeks</p> <p>2. Can he participate in a course in the afternoon on Friday?</p> <p>a. Yes b. No</p> <p>3. What is the number of students in one group?</p> <p>a. usually 7 or 8 students b. usually 5 or 6 students</p> <p>4. How much does a 3-week course cost?</p> <p>a. 560 euros b. £560</p> <p>5. Does the price include course books?</p> <p>a. No, only the course b. Yes</p> <p>6. What time is he going to start the course?</p> <p>a. On Monday at 9.30 am b. On Monday at 9.00 am</p> <p>- Hello! - Hello! How can I help you? - I would like to take an English course. - Are you a tourist or are you staying longer? - I am here for 3 weeks. - We have weekly courses for tourists, you can have lessons every day or 3 times a week. - I see. What time are the lessons? - We have lessons every day from 9 to 11.30, or in the afternoon from 4.30 to 7. The other option is between 5 and 7.30 on Mondays, Wednesdays and Thursdays. - I need conversation classes. What do you recommend? - If you can come every day you can practise more, but all our courses focus on conversations. - How many students are there in a group? - Usually 5 or 6 students, but if you would like private lessons we can arrange that. - Is it possible to start the morning classes next week? - Okay, sure, it is possible.</p>

- Can you please tell me how much it costs for three times a week for 3 weeks?
- It is £560, including course books and extra materials.
- Thank you very much for your assistance. See you on Monday at 9.00.
- We are looking forward to seeing you. Thank you very much for calling us. Bye.

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Idegen nyelv tanulása jatekok bevonásaval
(Gamifikáció az angol nyelv oktatásában)

CONTENT TEMPLATE

Topic Title:	WORK – Job interviews
Scenario No:	1
Scenario:	the main character attends some job interviews and gets to know the different interview types
Visual/Image/Video:	The names of interview types are on the screen and the definitions are floating in. <u>job interview</u>
Type of Activity:	match the words with the definitions
Voice Over Text (If there is):	-
Content Text:	<p>1. One-on-One interview c</p> <p>2. Group interview e</p> <p>3. Panel interview a</p> <p>4. Remote video interview f</p> <p>5. Phone interview b</p> <p>6. Lunch interview d</p> <p>a. They involve a group of multiple interviewers questioning a single candidate. Usually, interviewers take turns asking the candidate questions either from a pre-made list or inspired by the candidate's responses.</p> <p>b. A type of interview often used to screen candidates before inviting them for an in-person or video interview. These usually cover basic topics so the interviewer can get to know you and determine if you fulfil the minimum requirements for the position.</p> <p>c. A traditional interview that takes place in person and involves a conversation between one interviewer and one candidate.</p> <p>d. These take place while the interviewer and candidate eat together at a restaurant. They are usually less structured than a traditional interview and function more like a conversation.</p> <p>e. They involve multiple candidates being interviewed at the same time for one or more job positions. Employers may choose this interview style to screen candidates, to interview multiple candidates more efficiently or to test how candidates behave in a group setting.</p> <p>f. They are when an interviewer conducts the interview over a video call, often because the candidate being interviewed lives in another place. This type of interview can be extremely useful for longdistance candidates, as it saves both them and the company time and money.</p>

Topic Title:	WORK - Jobs
Scenario No:	2
Scenario:	the main character is looking for a suitable job
Visual/Image/Video:	Types of jobs are floating in with sentences, click on True or False button. <u>looking for a job</u>
Type of Activity:	True or False
Voice Over Text (If there is):	-
Content Text:	Barber Butcher Builder Fireman Mailman Tailor Travel Agent Housewife Judge Veterinarian Chemist Reporter He is a/ She is a ...

Topic Title:	WORK- Strengths and weaknesses
Scenario No:	3
Scenario:	the main character is thinking about his/her strengths and weaknesses
Visual/Image/Video:	The words are given, you have to decide which column you drag them: <u>Strengths and Weaknesses</u>
Type of Activity:	dragging words
Voice Over Text (If there is):	-
Content Text:	Strengths Analytical thinking Problem- solving Communication Responsibility Collaboration Organization Adaptability Leadership Creativity Persuasion

	<p>Weaknesses</p> <p>Lack of experience Conflict resolution Public speaking Task delegation Assertiveness Impatience Sensitivity Disorganized Insecure Too direct</p>
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Topic Title:	WORK
Scenario No:	4
Scenario:	the main character is chatting with his/her friend on the phone
Visual/Image/Video:	chatting on the phone
Type of Activity:	Drag the words and put them into the sentences
Voice Over Text (If there is):	-
Content Text:	<p>Friend:</p> <p>-Hi. I quit my job. -I haven't saved any of my salary. The cost of living here is sky high. -Yes, I am going on an interview tomorrow. - Great! Will it involve much more work? -That doesn't sound like much of a work-life balance. -That sounds good.</p> <p>MC:</p> <p>-Hello. Why? - I see. Have you found anything good? - That's good news. I got a promotion. - Yes, more salary more responsibilities. - Exactly. But I am now able to work flexibly.</p>

Topic Title:	WORK
Scenario No:	5
Scenario:	the main character is making a list of the positive and negative sides of his/her job
Visual/Image/Video:	the words are in two rows, drag and match the phrases match the words
Type of Activity:	Match the words to make work phrases
Voice Over Text (If there is):	-
Content Text:	good team spirit career advancement paid overtime maternity leave fringe benefits pay rise workplace discrimination job burnout poor working conditions work-related stress training opportunities tough deadlines

Topic Title:	WORK
Scenario No:	6
Scenario:	Make collocations
Visual/Image/Video:	There is a maze with a word at the (some) starting point, some other words are in the different parts of the maze and you have to find the way to the correct word to make a collocation. maze Work
Type of Activity:	Matching
Voice Over Text (If there is):	-
Content Text:	badly → paid day → shift make → an appointment part-time → job get → a promotion

Topic Title:	WORK
Scenario No:	7
Scenario:	Put the letters in the correct order to make an adjective describing employees and employers
Visual/Image/Video:	scrabble WORK
Type of Activity:	Vocabulary development
Voice Over Text (If there is):	-
Content Text:	<p>precise → recipse</p> <p>competent → petomcent</p> <p>dedicated → addidct</p> <p>conscientious → scientisoncuo</p> <p>inexperienced → dexpicienrie</p>

Topic Title:	WORK
Scenario No:	8
Scenario:	Vocabulary quiz, it asks the user to choose the correct answer. There are multiple answers to choose from.
Visual/Image/Video:	
Type of Activity:	Quiz
Voice Over Text (If there is):	-
Content Text:	<p>Which is not a blue collar job?</p> <p>a) lawyer</p> <p>b) beautician</p> <p>c) bricklayer</p> <p>Which is not a white collar job?</p> <p>a) glazier</p> <p>b) engineer</p> <p>c) director</p> <p>Who are usually self-employed?</p> <p>a) teacher</p> <p>b) hairdresser</p> <p>c) secretary</p> <p>Who works with children?</p> <p>a) journalist</p> <p>b) engineer</p> <p>c) nanny</p>

	<p>Who works mainly indoors?</p> <p>a) chef b) business man c) flight attendant</p> <p>What is not a receptionist's duty?</p> <p>a) cleaning rooms b) greeting guests c) answering the phone</p>
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Topic Title:	WORK
Scenario No:	9
Scenario:	Mc plays puzzle with work related expressions
Visual/Image/Video:	Puzzle pieces with the expressions written on them. The pair of it fits. puzzle opposite expression
Type of Activity:	Find the opposite of the expressions
Voice Over Text (If there is):	-
Content Text:	<p>badly paid → cancel an appointment part time job → dead-end job temporary job → fire someone employ someone → well paid make an appointment → full time job a job with a future → permanent job</p> <p>badly paid → well paid part time job → full time job temporary job → permanent job employ someone → fire someone make an appointment → cancel an appointment a job with a future → dead-end job</p>

Topic Title:	WORK
Scenario No:	10
Scenario:	MC is reading job advertisements.
Visual/Image/Video:	Job advertisements in newspapers, black and white, sentences appear on the screen, all contains a word that is not necessary. <u>Job advertisements in newspapers</u>
Type of Activity:	Odd word out
Voice Over Text (If there is):	-
Content Text:	<p>Get your work have done on time job. You are snowed under at work experts. We need enthusiastic experienced and rich employees. We offer flexible working hours and good conditions pool. Do you want to work and travel at the same time zone? If you are searching for a husband weekend job, contact us. If your career is wrecked join our company friends. You can get bones ahead in your career.</p>

**Scenarios and Activities for FLAG
BUPNET**

Topic Title:	Lifestyle: Healthy and Unhealthy Foods
Scenario No:	1
Scenario:	<p>Introduction to Healthy and Unhealthy Foods</p> <p>Students are introduced to various food items categorized into "Healthy" and "Unhealthy". They learn the names of these foods and basic sentences describing their qualities (e.g., "Apples are healthy. Candy bars are unhealthy.").</p> <p>The game involves matching the names of food items to their names and categorizing them as healthy or unhealthy.</p> <p>Language Focus: Vocabulary, simple present tense</p>
Visual/Image/Video:	Pictures 1.1 and 1.2
Type of Activity:	A matching game where students drag and drop food item name cards into "Healthy" and "Unhealthy" bins. Timed challenge in which students must correctly match as many foods as possible within a given time.
Voice Over Text (If there is):	n/a
Content Text:	<p>Which foods are healthy?</p> <p>Apples, Nuts, Broccoli, Carrots, Fish, Beans, Whole Grain Bread, Green Tea, Vegetables</p> <p>Fast Food, Candy Bars, Soft Drinks, Gummy Bears, Energy Drinks, Cotton Candy</p>

Topic Title:	Lifestyle: Healthy and Unhealthy Foods
Scenario No:	2
Scenario:	Sorting sentences about healthy and unhealthy foods: Students read sentences about healthy and unhealthy foods that include adverbs (for example "I always drink soft drinks") and sort these sentences into boxes for "healthy" and "unhealthy" habits.
Visual/Image/Video:	

Type of Activity:	Tetris-style game. The sentences move down from the top of the screen and the user can move them to the left or right with the arrow keys of the keyboard. The left-hand side has an area for “unhealthy habits” and the right-hand side one for “healthy habits”
Voice Over Text (If there is):	
Content Text:	<p>I always drink soft drinks. I never eat sugar. I often eat vegetables. I never eat fast food. I never drink energy drinks I often eat fast food. I seldom eat candy bars. I often eat nuts. I often eat gummy bears. I never eat fruit.</p>

Topic Title:	Lifestyle: Healthy and Unhealthy Foods
Scenario No:	3
Scenario:	<p>Phrases in bubbles move down slowly from the top of the screen. Students must click on the phrases that are correct, while allowing the bubbles with incorrect phrases to reach the bottom and pop.</p> <p>After all of the bubbles reach the bottom or are selected, the student’s score is displayed.</p> <p>Language Topic: Recognizing countable and uncountable food-related nouns based on their quantifiers.</p>
Visual/Image/Video:	
Type of Activity:	Bubble Pop
Voice Over Text (If there is):	
Content Text:	<p>Phrases:</p> <p>“some milk” “a few apples” “a few water” “three bananas” “a lot of nut” “three carrots” “several rice” “some avocados”</p>

	<p>“not much oranges”</p> <p>“a few eggs”</p> <p>“a little bit of soup”</p> <p>“more yogurt”</p> <p>“a little bit of bread”</p> <p>“a few orange juice”</p>
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Topic Title:	Entertainment: Sports
Scenario No:	4
Scenario:	In this scenario students learn to name sports, including some lesser-known sports, through a matching game.
Visual/Image/Video:	<p>Attached images of</p> <ul style="list-style-type: none"> • Soccer (Football) • Basketball • Tennis • Swimming • Running • Cycling • Gymnastics • Volleyball • Golf • Water Polo • Disc Golf
Type of Activity:	Matching Game: Students must drag and drop the correct sports names onto the pictures of each sport.
Voice Over Text (If there is):	
Content Text:	Which sport is this? Drag and drop the name of the sport onto its picture.

Topic Title:	Entertainment: Sports
Scenario No:	5
Scenario:	In this scenario students learn to name sports, including some lesser-known sports, based on short descriptions.

	<p>The descriptions appear letter by letter (typewriter), so that the students can select the correct sport as soon as they have understood enough of the description.</p>
Visual/Image/Video:	<p>The same images as in scenario 4 can be used.</p>
Type of Activity:	<p>Sport descriptions begin appearing in typewriter style on the main part of the screen.</p> <p>Students must click on the correct sport name in a “word bank” that contains all of the sports (and a few extras) as soon as they have understood which sport is being described.</p> <p>Students receive a score based on how many correct answers they provide, with a bonus for being quick.</p>
Voice Over Text (If there is):	
Content Text:	<p>Sports and descriptions:</p> <p>Volleyball: You hit a ball over a net with your hands.</p> <p>Basketball: You throw a ball into a high hoop.</p> <p>Football/Soccer: You kick a ball into a goal.</p> <p>Tennis: You hit a ball over a net with a racket.</p> <p>Disc Golf: You throw a frisbee “disc” into a basket.</p> <p>Water Polo: You play with a ball in a swimming pool.</p> <p>Running: You move fast on foot.</p> <p>Golf: You hit a small ball into holes on a course</p>

Topic Title:	Entertainment: Sports
Scenario No:	6
Scenario:	Simple quiz in which students answer questions as quickly as possible. Possibly with a time bonus (under 5 seconds 5 points, under 10 seconds 4 points, more time 3 points)
Visual/Image/Video:	Same pictures of each sport used in Scenario 4
Type of Activity:	Quiz
Voice Over Text (If there is):	
Content Text:	<p>Which answer makes sense?</p> <p>1. Basketball</p> <p>Question: Do you like playing basketball?</p> <ul style="list-style-type: none"> • A: No, I don't like swimming. • B: No, I don't like team sports. • C: No, I'm not good at kicking a ball. <p>Correct Answer: B: No, I don't like team sports.</p> <p>2. Volleyball</p> <p>Question: Do you like playing volleyball?</p> <ul style="list-style-type: none"> • A: No, I don't like hitting the ball over the net. • B: No, I don't like cycling. • C: No, I don't like running long distances. <p>Correct Answer: A: No, I don't like hitting the ball over the net.</p> <p>3. Soccer/Football</p> <p>Question: Do you like playing soccer?</p> <ul style="list-style-type: none"> • A: No, I don't like kicking a ball. • B: No, I don't like using a racket. • C: No, I don't like riding a bike. <p>Correct Answer: A: No, I don't like kicking a ball.</p> <p>4. Water Polo</p>

Question: Do you like playing water polo?

- A: No, I don't like swimming.
- B: No, I don't like running.
- C: No, I don't like riding a horse.

Correct Answer: A: No, I don't like swimming.

5. Golf

Question: Do you like playing golf?

- A: No, I don't like hitting a small ball.
- B: No, I don't like swimming.
- C: No, I don't like team sports.

Correct Answer: A: No, I don't like hitting a small ball.

6. Tennis

Question: Do you like playing tennis?

- A: No, I don't like using a racket.
- B: No, I don't like playing in the water.
- C: No, I don't like running long distances.

Correct Answer: A: No, I don't like using a racket.

Question: Do you like running?

- A: No, I don't like using a racket.
- B: No, I don't like moving fast.
- C: No, I don't like swimming.

Correct Answer: B: No, I don't like moving fast.

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Idegen nyelv tanulása jatekok bevonásaval
(Gamifikacio az angol nyelv oktatásban)

CONTENT TEMPLATE

Topic Title:	Money matters
Scenario No:	1
Scenario:	<p>Word Puzzle</p> <p>This activity has different words related to the topic that the user has to unscramble. Each word will be presented with a simple picture on the screen. The user will have the option to have single letters revealed, with each letter they reveal reducing the point they will get for finding the answer. They can also get a text clue for which they will receive a penalty.</p> <p>The pictures are sorted in respect to the answer key.</p>
Visual/Image/Video:	  



	 
	
Type of Activity:	Quiz
Voice Over Text (If there is):	N/A
Content Text:	<p>1. Clue: Where you keep your cash</p> <p>-----</p> <p>2. Clue: A document showing how much you earned and what was deducted</p> <p>-----</p>

	<p>3. Clue: The amount of money owed for goods or services</p> <p>-----</p> <p>4. Clue: A person who lends money at interest</p> <p>-----</p> <p>5. Clue: A system of money in general use in a particular country</p> <p>-----</p> <p>6. Clue: The total amount of money a business takes in a certain period</p> <p>-----</p> <p>7. Clue: A unit of currency used in several countries of the European Union</p> <p>-----</p> <p>8. Clue: The amount of money that is available to a person or organization</p> <p>-----</p> <p>9. Clue: A plastic card that you use to buy things with money from your bank account</p> <p>-----</p> <p>10. Clue: The cost required for something; the money spent on something</p> <p>-----</p>
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Answers:

(Wallet)
(Paycheck)
(Debt)
(Lender)
(Currency)
(Revenue)
(Euro)

	(Budget) (Debit) (Expense)
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Topic Title:	Money matters
Scenario No:	2
Scenario:	<p>Word chain!</p> <p>This is a vocabulary exercise. The user must type words that are related to money matters but the word they type must start with the last letter of the last word they entered. The game starts with a randomly chosen word as the starting point, then the user has to type as many words as possible within the given time limit of 1 minute. Every word they type is 4 points. Content text is an example of how it would work. We will provide an extensive word list.</p>
Visual/Image/Video:	N/A
Type of Activity:	Word chain
Voice Over Text (If there is):	N/A
Content Text:	wordlistmoneymatters.txt

Topic Title:	Money matters
Scenario No:	3
Scenario:	<p>Correct the sentence!</p> <p>This is an activity in which the user will have to correct the mistake in a sentence to proceed. This activity has a time limit of 2 minutes, and the user will be presented with a text box they can edit with the wrong sentence already filled in. The user is expected to find the mistake and correct it before submitting it. Then, they can proceed to the next sentence in line. Every correct sentence is 75 points while the user will have three lives which they can use to skip a sentence.</p>
Visual/Image/Video:	N/A
Type of Activity:	Correct the sentence
Voice Over Text (If there is):	N/A
Content Text:	<p>Correct sentences that the user should submit (should be shown in random order, one by one):</p> <p>1. We need to create a family budget to manage our expenses better.</p>

2. Every month, we set aside money for groceries, bills, and savings.
3. It's important to keep track of our spending to avoid going over budget.
4. We try to save money by cooking at home instead of eating out.
5. Our family budget helps us plan for vacations and special occasions.
6. I always carry some cash for small purchases like coffee or snacks.
7. It's a good habit to check prices and compare before buying anything.
8. Using coupons and discounts can save a lot of money over time.
9. We need to be careful with our money to avoid unnecessary debt.
10. I prefer to use my credit card for bigger purchases and pay it off every month.
11. I went to the bank to open a new savings account last week.
12. Online banking makes it easy to transfer money and pay bills.
13. It's important to review your bank statements regularly for any errors.
14. I need to talk to the bank manager about getting a loan for my new car.
15. Keeping your banking information secure is essential to prevent fraud.
16. I like to shop at local markets for fresh fruits and vegetables.
17. We went to the mall yesterday and bought some new clothes.
18. Shopping online can be convenient, but I prefer to see products in person.
19. I found a great deal on a laptop during the holiday sales.
20. It's important to keep receipts in case you need to return or exchange something.

The sentences the user will be presented with to correct the mistakes:

1. We need to create a family budget to manage our expenses better.
2. Every month, we set aside money for groceries, bills, and savings.
3. It's important to keep track of our spending to avoid going over budget.
4. We try to save money by cooking at home instead of eating out.
5. Our family budget helps us plan for vacations and special occasions.
6. I always carry some cash for small purchases like coffee or snacks.
7. It's a good habit to check prices and compare before buying anything.

	<p>8. Using coupons and discounts can saved a lot of money over time.</p> <p>9. We need to be careful with our money to avoid unnecessary debts.</p> <p>10. I prefer to use my credit card for bigger purchases and paying it off every month.</p> <p>11. I went to the bank to open a new saving account last week.</p> <p>12. Online banking make it easy to transfer money and pay bills.</p> <p>13. It's important to review your bank statements regular for any errors.</p> <p>14. I needs to talk to the bank manager about getting a loan for my new car.</p> <p>15. Keeping your banking informations secure is essential to prevent fraud.</p> <p>16. I like to shop at local markets for fresh fruit and vegetables.</p> <p>17. We went to the mall yesterday and buy some new clothes.</p> <p>18. Shopping online can be convenient, but I prefer to saw products in person.</p> <p>19. I founded a great deal on a laptop during the holiday sales.</p> <p>20. It's important to keep receipts in case you needs to return or exchange something.</p>
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Topic Title:	Money matters
Scenario No:	4
Scenario:	<p>Match the word with the definition</p> <p>In this activity, the user must select the correct word for the definition that's shown on the screen. This activity has a time limit of two minutes, and the user is expected to select the correct word for the on-screen definition. The user must select the correct word as they won't have a second chance. Failure to choose to correct word ends the game. The goal is to guess as many words as possible in one go. 5 words or more award one star, 10 words or more award two stars, and 15 words award three stars.</p> <p>All the available words should be presented on the screen to select but there will only be one definition at a time on the screen.</p>
Visual/Image/Video:	N/A
Type of Activity:	Select the correct word
Voice Over Text (If there is):	N/A
Content Text:	<p>Budgeting: The process of creating a plan to manage income and expenses over a specific period, typically monthly or annually.</p> <p>Investing: Allocating resources, usually money, with the expectation of generating income or profit in the future.</p>

	<p>Savings: Money set aside for future use rather than immediate consumption.</p> <p>Debt: Money owed to another party, often with interest, typically incurred through borrowing.</p> <p>Interest: The cost of borrowing money or the return on invested capital, expressed as a percentage of the principal amount.</p> <p>Inflation: The rate at which the general level of prices for goods and services is rising, eroding purchasing power over time.</p> <p>Deflation: The opposite of inflation, where the general level of prices for goods and services decreases, potentially leading to economic stagnation.</p> <p>Currency: The system of money used in a particular country or region.</p> <p>Exchange Rate: The value of one currency for the purpose of conversion to another.</p> <p>Income: Money earned through employment, investments, or other sources.</p> <p>Expenses: The costs incurred in the process of generating income or maintaining a certain standard of living.</p> <p>Taxation: The imposition of mandatory financial charges by a government upon taxpayers.</p> <p>Credit: The ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.</p> <p>Bankruptcy: A legal proceeding involving a person or business that is unable to repay outstanding debts.</p> <p>Wealth: The abundance of valuable resources or possessions, often measured in terms of monetary value.</p>
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Topic Title:	Money matters
Scenario No:	5
Scenario:	Quiz time

	<p>Answer this 15-question quiz which involves vocabulary, grammar, practical usage, situational questions.</p> <p>There is a 1-minute time limit, and each correct answer gives 50 points. The user will select an answer and be shown whether they picked the right answer or not right away, before switching to the next question.</p>
Visual/Image/Video:	
Type of Activity:	Hidden word puzzle
Voice Over Text (If there is):	N/A
Content Text:	<p>#### Vocabulary</p> <p>1. **Which item is not a type of bank account?** - a) Checking account - b) Savings account - c) Credit account - d) Fixed deposit account</p> <p>2. **What do you usually receive after making a purchase in a store?** - a) Invoice - b) Receipt - c) Balance sheet - d) Bank statement</p> <p>3. **Who helps customers at a bank counter?** - a) Cashier - b) Teller - c) Accountant - d) Manager</p> <p>#### Grammar - Comparatives and Superlatives</p> <p>4. **Choose the correct sentence:** - a) Online shopping is more convenient than going to a store. - b) Online shopping is most convenient than going to a store. - c) Online shopping is as convenient as going to a store. - d) Online shopping is convenienter than going to a store.</p> <p>5. **Which sentence is correct?** - a) This year, our family budget is tighter than last year. - b) This year, our family budget is more tight than last year. - c) This year, our family budget is most tight than last year. - d) This year, our family budget is as tight than last year.</p> <p>6. **Choose the correct option:** - a) Which store offers the better prices on electronics? - b) Which store offers the best prices on electronics? - c) Which store offers the more good prices on electronics?</p>

- d) Which store offers the most good prices on electronics?

Practical Usage

7. **Which preposition correctly completes the sentence: "I need to go ___ the bank to deposit my paycheck"?**

- a) in
- b) to
- c) at
- d) on

8. **Which word completes the sentence correctly: "My parents have been saving money for my college education ___ many years"?**

- a) since
- b) for
- c) during
- d) while

9. **Which option completes the dialogue correctly: "A: How much does this shirt cost? B: It's \$25. Would you like to pay with cash or ___"?**

- a) check
- b) credit card
- c) debit card
- d) money

Situational Questions

10. **What is the best response to politely refuse lending money to a friend?**

- a) No, I don't want to.
- b) Sorry, I can't. I need to stick to my budget this month.
- c) Maybe next time.
- d) Ask someone else.

11. **What happens if you spend more money than you have in your account?**

- a) Overdrawn
- b) Overspend
- c) Overdraft
- d) Overbank

12. **Which verb form correctly completes the sentence: "My brother ___ money every month to buy a new laptop"?**

- a) saving
- b) saves
- c) save
- d) saved

Sentence Transformation

13. **Transform the sentence: "The interest rate on my savings account is higher than on my checking account" using the word "lower".**

- a) The interest rate on my checking account is lower than on my savings account.
- b) The interest rate on my checking account is lower than my savings account.
- c) The interest rate on my checking account is lower than savings account.
- d) The interest rate on my checking account is lower than the savings account.

Error Correction

14. **Identify the mistake in the sentence: "He don't like using credit cards because he thinks they are too risky."**

- a) don't
- b) using
- c) they
- d) risky

15. **Which sentence is correct?**

- a) I need to withdraw money from the ATM.
- b) I need to withdrawal money from the ATM.
- c) I need to withdrew money from the ATM.
- d) I need to withdrawing money from the ATM.

Answer key:

Vocabulary

1. **Which item is not a type of bank account?**

- c) Credit account

2. **What do you usually receive after making a purchase in a store?**

- b) Receipt

3. **Who helps customers at a bank counter?**

- b) Teller

Grammar - Comparatives and Superlatives

4. **Choose the correct sentence:**

- a) Online shopping is more convenient than going to a store.

5. **Which sentence is correct?**

- a) This year, our family budget is tighter than last year.

6. **Choose the correct option:**
 - b) Which store offers the best prices on electronics?

Practical Usage

7. **Which preposition correctly completes the sentence: "I need to go ___ the bank to deposit my paycheck"?**
 - b) to

8. **Which word completes the sentence correctly: "My parents have been saving money for my college education ___ many years"?**
 - b) for

9. **Which option completes the dialogue correctly: "A: How much does this shirt cost? B: It's \$25. Would you like to pay with cash or ___"?**
 - b) credit card

Situational Questions

10. **What is the best response to politely refuse lending money to a friend?**
 - b) Sorry, I can't. I need to stick to my budget this month.

11. **What happens if you spend more money than you have in your account?**
 - a) Overdrawn

12. **Which verb form correctly completes the sentence: "My brother ___ money every month to buy a new laptop"?**
 - b) saves

Sentence Transformation

13. **Transform the sentence: "The interest rate on my savings account is higher than on my checking account" using the word "lower".**
 - a) The interest rate on my checking account is lower than on my savings account.

Error Correction

14. **Identify the mistake in the sentence: "He don't like using credit cards because he thinks they are too risky."**
 - a) don't (Correct form: "doesn't")

15. **Which sentence is correct?**
 - a) I need to withdraw money from the ATM.

2023-1-HU01-KA220-SCH-00156504

Idegen nyelv tanulása jatekok bevonásaval
(Gamifikacio az angol nyelv oktatásban)

CONTENT TEMPLATE

Topic Title:	Science and technology
Scenario No:	1
Scenario:	<p>Who am I?</p> <p>This is a quiz activity where the user is given certain achievements by historical people. The sentences given will be in Simple Past Tense and the user will try to guess the name of the historical person. For each historical person, there will be three sentences. The goal is to guess the person correctly in as few sentences as possible. The more sentences the user reveals the less point they will earn. There is no time limit.</p> <p>The text between the square brackets (the names of the historical figures) are not to be exposed to the user and they should be referred to as the correct answers. The red highlighted parts of the names are the win conditions, meaning the user has to at least input that part of the whole name to be awarded a point for the correct answer.</p> <p>The user is awarded 10 points for giving the correct answer on the first sentence and every sentence they get after that one is minus 3 points. There should be a skip button available as well.</p>
Visual/Image/Video:	N/A
Type of Activity:	Quiz
Voice Over Text (If there is):	N/A
Content Text:	<p>[Alexander Graham Bell]</p> <ol style="list-style-type: none"> 1. I invented the photophone, a device that allowed the transmission of sound on a beam of light. 2. I developed the audiometer to detect hearing problems. 3. I invented the first practical telephone, revolutionizing global communication. <p>[Albert Einstein]</p> <ol style="list-style-type: none"> 1. I developed the theory of specific heat, furthering our understanding of atomic vibrations. 2. I laid the foundation of quantum theory with my work on the quantum theory of light. 3. I published the theory of special relativity, introducing the famous equation $E=mc^2$. <p>[Thomas Alva Edison]</p> <ol style="list-style-type: none"> 1. I created the kinetoscope, an early motion picture viewing device. 2. I invented the mimeograph, an early duplicating machine 3. I created the first practical incandescent light bulb, bringing electric light to households. <p>[Isaac Newton]</p> <ol style="list-style-type: none"> 1. I built the first practical reflecting telescope, improving astronomical observations

	<p>2. I formulated the empirical law of cooling</p> <p>3. I proposed the law of universal gravitation, explaining the gravitational attraction between masses.</p> <p>[Stephen Hawking]</p> <p>1. I contributed to the understanding of singularities in the framework of general relativity.</p> <p>2. I published “A Brief History of Time”, which became an international bestseller and brought complex scientific ideas to a general audience</p> <p>3. I became a prominent public figure and advocate for science, inspiring millions despite my battle with ALS</p>
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Topic Title:	Science and technology
Scenario No:	2
Scenario:	<p>Science word chain!</p> <p>This is a vocabulary exercise. The user has to type words that are related to science and technology but the word they type must start with the last letter of the last word they entered. The game starts with a randomly chosen word as the starting point, then the user has to type as many words as possible within the given time limit of 1 minute. Every word they type is 4 points. Content text is an example of how it would work. We will provide an extensive word list.</p>
Visual/Image/Video:	N/A
Type of Activity:	Word chain
Voice Over Text (If there is):	N/A
Content Text:	<p>Computer > Radio > Online > Email > Laser > Research > Hypothesis > Software > Engineering > GPS ...</p> <p>Here is the wordlist:</p> <p>wordlist.txt</p>

Topic Title:	Science and technology
Scenario No:	3
Scenario:	<p>Where do they belong?</p> <p>This is a drag and drop exercise where a floor plan of a house is given with distinct rooms. The user will then have draggable household devices that will fit the room. Once they drag the correct household device into the correct room a popup sentence will appear in the screen. Such as “The fridge is in the kitchen.”</p> <p>There is a 1 minute time limit. The user has to correctly match the household with the correct room in order to proceed. The time limit is</p>

	paused when the pop-up sentence is shown. The goal is to complete the matching process in the quickest time.
Visual/Image/Video:	<p>https://games4esl.com/wp-content/uploads/Rooms-Of-The-House-Vocabulary.png</p> 



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CREATED BY VECTORPORTAL.COM





CREATED BY VECTORPORTAL.COM

Type of Activity: Drag and drop activity

Voice Over Text (If there is):	N/A																																
Content Text:	<p>Here is the list of household devices and their sentences:</p> <table> <tbody> <tr> <td>Television</td> <td>The television is in the living room.</td> </tr> <tr> <td>Refrigerator</td> <td>The refrigerator is in the kitchen.</td> </tr> <tr> <td>Microwave</td> <td>The microwave is in the kitchen.</td> </tr> <tr> <td>Toaster</td> <td>The toaster is in the kitchen.</td> </tr> <tr> <td>Coffee Maker</td> <td>The coffee maker is in the kitchen.</td> </tr> <tr> <td>Washing Machine</td> <td>The washing machine is in the laundry room.</td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td>Dishwasher</td> <td>The dishwasher is in the kitchen.</td> </tr> <tr> <td>Oven</td> <td>The oven is in the kitchen.</td> </tr> <tr> <td>Blender</td> <td>The blender is in the kitchen.</td> </tr> <tr> <td>Computer</td> <td>The computer is in the bedroom.</td> </tr> <tr> <td>Vacuum Cleaner</td> <td>The vacuum cleaner is in the living room.</td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td>Iron</td> <td>The iron is in the laundry room.</td> </tr> <tr> <td>Hair Dryer</td> <td>The hair dryer is in the bathroom.</td> </tr> <tr> <td>Stove</td> <td>The stove is in the kitchen.</td> </tr> </tbody> </table>	Television	The television is in the living room.	Refrigerator	The refrigerator is in the kitchen.	Microwave	The microwave is in the kitchen.	Toaster	The toaster is in the kitchen.	Coffee Maker	The coffee maker is in the kitchen.	Washing Machine	The washing machine is in the laundry room.	 		Dishwasher	The dishwasher is in the kitchen.	Oven	The oven is in the kitchen.	Blender	The blender is in the kitchen.	Computer	The computer is in the bedroom.	Vacuum Cleaner	The vacuum cleaner is in the living room.	 		Iron	The iron is in the laundry room.	Hair Dryer	The hair dryer is in the bathroom.	Stove	The stove is in the kitchen.
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Topic Title:	Science and technology
Scenario No:	4
Scenario:	<p>Convince the grandma!</p> <p>This is a time limited game where the user will have to choose the most convincing option out of the three in order to convince the grandma to have an internet connection at home. The convincing process will consist of five stages where the user will have a choice out of three sentences at each stage. The three sentences will consist of a convincing sentence, a neutral sentence and a negative sentence (which will give negative points). The user has to reach a certain threshold to convince the grandma and therefore win the game. The user needs 7 points to convince the grandma.</p> <p>The convincing sentence will be 3 points, The neutral sentence will be 1 point The negative sentence will be -2 points.</p>
Visual/Image/Video:	https://www.canva.com/design/DAGFW7gG0/xD4dzhiv5AdkLagLJCKmXg/edit
Type of Activity:	Choose the correct sentence

Voice Over Text (If there is):	N/A
Content Text:	<p>Super Convincing Sentences</p> <p>"The internet helps you stay connected with family and friends no matter where they are."</p> <p>"You can learn new recipes and watch cooking videos online."</p> <p>"Online shopping allows you to buy things from the comfort of your home."</p> <p>"You can find information about any topic quickly and easily."</p> <p>"The internet offers free entertainment like movies, music, and games."</p> <p>Neutral/Not So Convincing Sentences</p> <p>"You can read the news online instead of in the newspaper."</p> <p>"There are many online courses if you want to learn something new."</p> <p>"Some people use the internet to manage their bank accounts."</p> <p>"You can send emails instead of letters."</p> <p>"There are online forums where you can discuss your hobbies."</p> <p>Negative Sentences</p> <p>"The internet can be dangerous with many scams and frauds."</p> <p>"People often waste a lot of time on the internet."</p> <p>"It can be difficult to know if information online is true or false."</p> <p>"The internet can expose you to harmful viruses and malware."</p> <p>"There is a lot of inappropriate content on the internet that can be disturbing."</p>

Topic Title:	Science and technology
Scenario No:	5
Scenario:	<p>Hidden words activity</p> <p>This is a puzzle game where it looks like there is a bunch of random letters on the screen, but there will be ten 10 hidden words that are related to science and technology. There won't be a time limit but there will be a timer and the user is expected to find every hidden word in the puzzle as quickly as possible. After finding a word, they will see a simple definition of the word, during which the timer is paused. The visuals have a fixed puzzle, but it would be great if this could be randomized every time the puzzle is started.</p>

<p>Visual/Image/Video:</p>	<table border="1"> <tr><td>W</td><td>W</td><td>B</td><td>X</td><td>A</td><td>P</td><td>T</td><td>H</td><td>W</td><td>E</td><td>B</td><td>S</td><td>I</td><td>T</td><td>E</td><td>D</td><td>T</td><td>L</td></tr> <tr><td>F</td><td>I</td><td>A</td><td>A</td><td>D</td><td>G</td><td>O</td><td>Z</td><td>O</td><td>Q</td><td>C</td><td>F</td><td>B</td><td>R</td><td>P</td><td>V</td><td>S</td><td>E</td></tr> <tr><td>B</td><td>C</td><td>A</td><td>V</td><td>T</td><td>C</td><td>H</td><td>P</td><td>A</td><td>D</td><td>G</td><td>W</td><td>R</td><td>L</td><td>B</td><td>S</td><td>M</td><td>D</td></tr> <tr><td>G</td><td>T</td><td>J</td><td>T</td><td>E</td><td>T</td><td>O</td><td>O</td><td>T</td><td>I</td><td>I</td><td>Z</td><td>Z</td><td>N</td><td>L</td><td>F</td><td>A</td><td>F</td></tr> <tr><td>N</td><td>R</td><td>Y</td><td>G</td><td>O</td><td>L</td><td>E</td><td>M</td><td>U</td><td>I</td><td>U</td><td>J</td><td>H</td><td>X</td><td>U</td><td>Y</td><td>R</td><td>K</td></tr> <tr><td>H</td><td>Q</td><td>A</td><td>Q</td><td>R</td><td>M</td><td>E</td><td>R</td><td>P</td><td>T</td><td>C</td><td>H</td><td>F</td><td>E</td><td>E</td><td>Y</td><td>T</td><td>Q</td></tr> <tr><td>F</td><td>O</td><td>Z</td><td>V</td><td>P</td><td>M</td><td>G</td><td>N</td><td>Y</td><td>U</td><td>J</td><td>S</td><td>A</td><td>C</td><td>T</td><td>A</td><td>P</td><td>T</td></tr> <tr><td>J</td><td>Y</td><td>W</td><td>K</td><td>I</td><td>Q</td><td>G</td><td>X</td><td>G</td><td>M</td><td>T</td><td>Y</td><td>R</td><td>T</td><td>O</td><td>T</td><td>H</td><td>J</td></tr> <tr><td>L</td><td>R</td><td>H</td><td>D</td><td>K</td><td>T</td><td>P</td><td>P</td><td>E</td><td>T</td><td>K</td><td>E</td><td>N</td><td>Q</td><td>O</td><td>H</td><td>O</td><td>X</td></tr> <tr><td>L</td><td>V</td><td>G</td><td>X</td><td>J</td><td>K</td><td>Y</td><td>Z</td><td>O</td><td>R</td><td>H</td><td>L</td><td>R</td><td>G</td><td>T</td><td>N</td><td>N</td><td>Y</td></tr> <tr><td>U</td><td>Y</td><td>H</td><td>E</td><td>T</td><td>E</td><td>N</td><td>G</td><td>I</td><td>N</td><td>E</td><td>H</td><td>D</td><td>T</td><td>H</td><td>Z</td><td>E</td><td>S</td></tr> <tr><td>X</td><td>Y</td><td>O</td><td>X</td><td>X</td><td>P</td><td>G</td><td>T</td><td>H</td><td>S</td><td>V</td><td>I</td><td>W</td><td>G</td><td>I</td><td>H</td><td>I</td><td>T</td></tr> </table>	W	W	B	X	A	P	T	H	W	E	B	S	I	T	E	D	T	L	F	I	A	A	D	G	O	Z	O	Q	C	F	B	R	P	V	S	E	B	C	A	V	T	C	H	P	A	D	G	W	R	L	B	S	M	D	G	T	J	T	E	T	O	O	T	I	I	Z	Z	N	L	F	A	F	N	R	Y	G	O	L	E	M	U	I	U	J	H	X	U	Y	R	K	H	Q	A	Q	R	M	E	R	P	T	C	H	F	E	E	Y	T	Q	F	O	Z	V	P	M	G	N	Y	U	J	S	A	C	T	A	P	T	J	Y	W	K	I	Q	G	X	G	M	T	Y	R	T	O	T	H	J	L	R	H	D	K	T	P	P	E	T	K	E	N	Q	O	H	O	X	L	V	G	X	J	K	Y	Z	O	R	H	L	R	G	T	N	N	Y	U	Y	H	E	T	E	N	G	I	N	E	H	D	T	H	Z	E	S	X	Y	O	X	X	P	G	T	H	S	V	I	W	G	I	H	I	T	
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Voice Over Text (If there is):	N/A																																																																																																																																																																																																																									
Content Text:	<p>Computer: A device capable of executing a series of instructions to perform specific tasks, such as calculations, data processing, and information retrieval.</p> <p>Smartphone: A mobile device that combines the functionalities of a phone with those of a computer, typically offering internet access, multimedia capabilities, and various applications.</p> <p>Website: A collection of web pages accessible via the internet, usually containing multimedia content, information, or services, organized under a common domain name.</p>																																																																																																																																																																																																																									

	<p>Bluetooth: A wireless technology standard for exchanging data over short distances between devices, such as smartphones, computers, and peripherals, using radio waves.</p> <p>Atom: The basic unit of a chemical element, consisting of a nucleus composed of protons and neutrons, surrounded by a cloud of electrons.</p> <p>Gravity: The natural force of attraction that pulls objects with mass towards one another, proportional to the mass of the objects and inversely proportional to the square of the distance between them.</p> <p>Battery: A device that stores chemical energy and converts it into electrical energy, typically used to power electronic devices such as smartphones, laptops, and vehicles.</p> <p>Engine: A machine designed to convert various forms of energy, such as thermal or chemical energy, into mechanical energy to perform work, commonly used in vehicles, machinery, and power plants.</p> <p>Wavelength: The distance between successive peaks or troughs of a wave, such as electromagnetic waves or sound waves, often used to characterize the properties of the wave.</p> <p>Optics: The branch of physics that deals with the study of light and its behavior, including reflection, refraction, diffraction, and the formation of images.</p>
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Topic Title:	Science and technology
Scenario No:	6
Scenario:	<p>The most popular answer</p> <p>Vocabulary quiz where the user is expected to find the most popular/important household devices. The user will have five chances to find the most important household device where they will earn more points when their answer is more popular.</p>
Visual/Image/Video:	
Type of Activity:	Most popular answers
Voice Over Text (If there is):	N/A
Content Text:	Refrigerator Television Washing machine Microwave oven Coffee maker Vacuum cleaner

	Toaster Blender Dishwasher Electric kettle Oven Air conditioner Clothes dryer Iron Food processor Stove Ceiling fan Hair dryer Heater Electric toothbrush Mixer Rice cooker Humidifier Water heater Electric grill Food dehydrator Bread maker Deep fryer Slow cooker Juicer Electric skillet Air purifier Curling iron Electric can opener Waffle iron Electric shaver Electric blanket Steam mop Garbage disposal Hand mixer
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2023-1-HU01-KA220-SCH-00156504

Idegen nyelv tanulása jatekok bevonásaval
(Gamifikacio az angol nyelv oktatásban)

CONTENT TEMPLATE

Topic Title:	Travelling and holidays
Scenario No:	1
Scenario:	<p>User and Lucy are about to miss the plane. They need to drive fast to the airport, but this can only be achieved by going through the correct lanes. The user is in control of a car in a road with three lanes. Each lane will have one of the three forms of a verb (base form, simple past form, and past participle form) with certain intervals. Before going through any of the words, the road will show a basic incomplete sentence that would be completed by going through the correct form of the verb. Choosing the correct lane (therefore the correct verb) will speed up the car while choosing it wrong will cause the car to slow down. The time limit is 1 minute</p>
Visual/Image/Video:	https://www.canva.com/design/DAGAsqqM-hQ/1HvtkPI-aJ6Zra_mtsY7BQ/view
Type of Activity:	Mini-game like subway surfers
Voice Over Text (If there is):	N/A
Content Text:	<p>She (flies/flew/flown) to exotic destinations every summer.</p> <p>He (drives/drove/driven) to the airport whenever he travels.</p> <p>They (take/took/taken) adventurous hikes in the mountains.</p> <p>I (swim/swam/swum) in the hotel pool during my vacations.</p> <p>We (see/saw/seen) famous landmarks on our sightseeing tours.</p> <p>He (drives/drove/driven) along the scenic coastline last weekend.</p> <p>They (take/took/taken) a cruise to the Caribbean last year.</p> <p>I (swim/swam/swum) in the warm waters of the Mediterranean Sea.</p> <p>We (see/saw/seen) breathtaking views from the top of the Eiffel Tower.</p> <p>She has (flies/flew/flown) on many long-haul flights.</p> <p>He has (drives/drove/driven) across the country multiple times.</p> <p>They have (take/took/taken) memorable road trips together.</p> <p>I have (swim/swam/swum) in various oceans around the world.</p> <p>We have (see/saw/seen) stunning sunsets during our travels.</p>

Topic Title:	Travelling and holidays
Scenario No:	2
Scenario:	The User and Lucy flew to Budapest and now they are waiting for their luggage. The user is presented with a conveyor belt that has different sizes and colors of suitcases passing on. Each suitcase has a word on it and the user must take the one with an odd word on it to form a correct sentence. Taking the correct suitcase gives 10 points while taking the wrong one causes a 4-point penalty. As the user answers correctly, the sentences get longer, and the belt gets faster. There is a time limit on (1 minute), and the user must get as many sentences as possible within the time limit.
Visual/Image/Video:	https://www.canva.com/design/DAGAsqDnMPg/wriAuwElMAUgUci_PXWdOQ/view
Type of Activity:	Taking the odd word out of the sentence
Voice Over Text (If there is):	N/A
Content Text:	<p>Tourists visit Paris in springtime potato.</p> <p>Travelers explore Rome's ancient flying ruins.</p> <p>Many enjoy Barcelona's vibrant culture spaceship and nightlife.</p> <p>Visitors discover Venice's beautiful umbrella canals.</p> <p>Tourists pineapple explore London's iconic landmarks and attractions.</p> <p>Travelers experience Amsterdam's giraffe picturesque canals.</p> <p>Rainbow tourists savor Vienna's delicious pastries in quaint cafes.</p> <p>Visitors wander Prague's historic cobblestone went streets and squares.</p> <p>Tourists marvel at Paris's Eiffel New York Tower views.</p> <p>Travelers relax on Greek islands' sunny rocket beaches.</p>

Topic Title:	Travelling and holidays
Scenario No:	3
Scenario:	Quiz time! This is a vocabulary quiz, and it asks the user the meaning of certain words. There are multiple answers to choose from. There is a time limit (1 minute) as well, and the user must answer as many questions as possible within the time limit. Every correct answer is +3 points while wrong answers are -1 point each.
Visual/Image/Video:	N/A
Type of Activity:	Quiz
Voice Over Text (If there is):	N/A
Content Text:	What do you call a place where you stay during a vacation?

- A) Hotel
- B) School
- C) Office
- D) Hospital

What is the term for the document required to travel to another country?

- A) Passport
- B) Certificate
- C) License
- D) Ticket

Which mode of transportation travels on water and is often used for holidays?

- A) Boat
- B) Train
- C) Bus
- D) Car

What do you call a trip taken for pleasure or relaxation?

- A) Holiday
- B) Business trip
- C) Commute
- D) Meeting

What is the name for a person who guides tourists in a new place?

- A) Tourist
- B) Guide
- C) Pilot
- D) Driver

What is the term for the place where airplanes take off and land?

- A) Airport
- B) Train station
- C) Bus stop
- D) Port

Which word describes a short trip, especially for leisure or recreation?

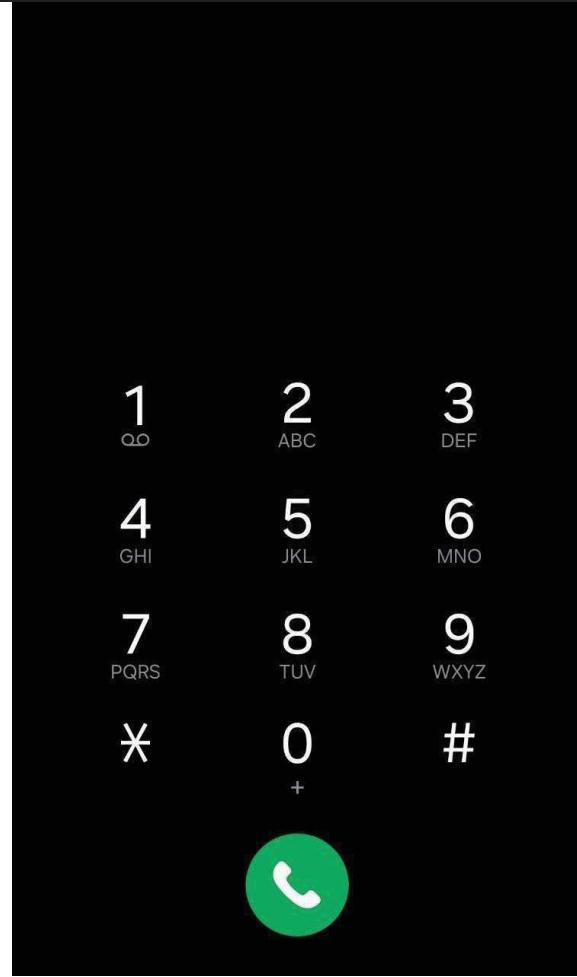
- A) Excursion
- B) Expedition
- C) Trek
- D) Journey

What do you call the process of buying a ticket to travel somewhere?

- A) Reservation
- B) Booking

	<p>C) Selection D) Ordering</p> <p>What is the term for a piece of luggage used for carrying clothes during travel?</p> <p>A) Backpack B) Suitcase C) Briefcase D) Handbag</p> <p>What is the word for the act of going on a journey or trip?</p> <p>A) Travel B) Stay C) Return D) Pause</p>
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Topic Title:	Travelling and holidays
Scenario No:	4
Scenario:	<p>Customer support! The user and Lucy have a problem with the ticket vending machine, and they must call the customer support to reserve tickets. However, because it's out of working hours, call center only replies with pre-recorded messages where the user must enter certain digits following the instructions from the support.</p> <p>There is a dial on the screen during the activity and the user must listen to the pre-recorded sentences to dial their way to a solution. This is an activity with random elements in it. The bus/train/ferry routes, the number of tickets to be reserved and whether the phone number is correct or not changes randomly each time the activity is started. The user is presented with they need to achieve in text before the start of the activity.</p>

Visual/Image/Video:		
<p>Type of Activity: Listening</p> <p>Voice Over Text (If there is):</p> <p>Hi. Welcome to Public Transport Services call center. We are currently out of working hours; however, you can follow the instructions to reserve a ticket using your phone number.</p> <p>Please press 1 to reserve a bus ticket, press 2 to reserve a train ticket, and press 3 to reserve a ferry ticket. Press 0 to listen to the instructions again.</p> <p>[User presses 1]</p> <p>Please state the route you want to reserve a bus ticket for. For A to B, please press 1, for C to D press 2, for E to F press 3, to return to the previous menu, press 4. If you want to listen again, press 0.</p> <p>[User presses 3]</p> <p>Please state the number of tickets you'd like to reserve.</p> <p>[User presses 2]</p>		

	<p>Your phone number is detected as 0123 234 12 23. If the number is correct, please press 1; if not, please press 2.</p> <p>[User presses 1]</p> <p>Congratulations. Your seats for two in the bus from C to D is now reserved. The reservation code will be sent to your phone number as a text message. You can make the payment using the code before getting into your choice of transport.</p>
Content Text:	

Topic Title:	Travelling and holidays										
Scenario No:	5										
Scenario:	<p>This is a vocabulary matching exercise. The user is expected to match the given words with their meanings by dragging and dropping word boxes. There is no time limit; however, the users will get a higher score if they finish the task faster. Finishing in 10 seconds with correct answers will award 3 stars, finishing in 20 seconds with correct answers will award 2 stars, and finishing in 25 seconds with correct answers will award 1 star.</p>										
Visual/Image/Video:	N/A										
Type of Activity:	Vocabulary matching										
Voice Over Text (If there is):	N/A										
Content Text:	<p>[The vocabulary to match with meanings must be scrambled, currently all the vocabulary are aligned with their correct meaning.]</p> <table> <tr> <td>Accommodation</td> <td>a- A place to stay during a trip</td> </tr> <tr> <td>Itinerary</td> <td>b- A plan of a journey, including the route and places to visit</td> </tr> <tr> <td>Currency</td> <td>c- Money used in a particular country</td> </tr> <tr> <td>Souvenir</td> <td>d- A small, inexpensive gift or reminder of a trip</td> </tr> <tr> <td>Departure</td> <td>e- The act of leaving</td> </tr> </table>	Accommodation	a- A place to stay during a trip	Itinerary	b- A plan of a journey, including the route and places to visit	Currency	c- Money used in a particular country	Souvenir	d- A small, inexpensive gift or reminder of a trip	Departure	e- The act of leaving
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Departure	e- The act of leaving										

Topic Title:	Travelling and holidays
Scenario No:	6
Scenario:	<p>This is a fill in the gaps activity. The user is expected to listen to the sentences and fill in the missing words in them by typing them in.</p>
Visual/Image/Video:	N/A
Type of Activity:	Listening
Voice Over Text (If there is):	I always bring a souvenir/keepsake from every country I visit.

	<p>We need to book our accommodation/hotel rooms in advance.</p> <p>The itinerary/plan/schedule for the trip includes visits to three different cities.</p> <p>The departure/arrival for our flight is at 2:15 pm.,</p> <p>[The words in red are different options. Every time the activity is started, one of them should be randomly selected.]</p>
Content Text:	<p>I always bring a _____ from every country I visit.</p> <p>We need to book our _____ in advance.</p> <p>The _____ for the trip includes visits to three different cities.</p> <p>The _____ for our flight is at 2:15 pm.</p>

Topic Title:	Travelling and holidays
Scenario No:	7
Scenario:	<p>The user is expected to answer three questions after listening to a short passage. However, the user can choose to read the passage as well if they fail one of the questions. This activity will consist of four pages with an extra optional page that activates if the user fails one of the questions. The first one will just include a play button. And the other pages will each have a question. If the user writes a wrong answer, they are prompted at the end of all the questions to read the passage and answer the questions one more time.</p>
Visual/Image/Video:	N/A
Type of Activity:	Listening/Reading Comprehension
Voice Over Text (If there is):	<p>N/A Last summer, my family and I went on a holiday to Italy. We stayed in a beautiful villa overlooking the sea. During the day, we explored ancient ruins and swam in the crystal-clear waters. In the evenings, we enjoyed delicious Italian food at local restaurants.</p>
Content Text:	<p>Where did the family stay? (They/the family stayed in a beautiful villa overlooking the sea.)</p> <p>What did they do during the day? (They/the family explored the ancient ruins and swam in the crystal-clear waters.)</p> <p>How did they spend their evenings? (They/the family enjoyed/ate delicious Italian food at local restaurants.)</p>

	[The words in red are success conditions. The answer cannot be correct without them in a sentence. Yellow words are optional, their inclusion/exclusion doesn't effect the result. / means either of the red words is okay]
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Topic Title:	Travelling and holidays
Scenario No:	8
Scenario:	This activity involves a jigsaw puzzle, which when completed acts a postcard that the user can write on and send to their friends/family. There are five pictures to be used as a jigsaw puzzle. Once completed, the user will be able to create a text box anywhere on it and write whatever they like.
Visual/Image/Video:	 



Type of Activity:	Jigsaw Puzzle/Writing
Voice Over Text (If there is):	N/A
Content Text:	N/A

2023-1-HU01-KA220-SCH-00156504

Idegen nyelv tanulása jatekok bevonásaval
(Gamifikacio az angol nyelv oktatásban)

CONTENT TEMPLATE

Topic Title:	Money matters
Scenario No:	1
Scenario:	<p>Word Puzzle</p> <p>This activity has different words related to the topic that the user has to unscramble. Each word will be presented with a simple picture on the screen. The user will have the option to have single letters revealed, with each letter they reveal reducing the point they will get for finding the answer. They can also get a text clue for which they will receive a penalty.</p> <p>The pictures are sorted in respect to the answer key.</p>
Visual/Image/Video:	  



	 
	
Type of Activity:	Quiz
Voice Over Text (If there is):	N/A
Content Text:	<p>1. Clue: Where you keep your cash</p> <p>-----</p> <p>2. Clue: A document showing how much you earned and what was deducted</p> <p>-----</p>

3. Clue: The amount of money owed for goods or services

4. Clue: A person who lends money at interest

5. Clue: A system of money in general use in a particular country

6. Clue: The total amount of money a business takes in a certain period

7. Clue: A unit of currency used in several countries of the European Union

8. Clue: The amount of money that is available to a person or organization

9. Clue: A plastic card that you use to buy things with money from your bank account

10. Clue: The cost required for something; the money spent on something

Answers:

(Wallet)

(Paycheck)

(Debt)

(Lender)

(Currency)

(Revenue)

(Euro)

	(Budget) (Debit) (Expense)
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Topic Title:	Money matters
Scenario No:	2
Scenario:	<p>Word chain!</p> <p>This is a vocabulary exercise. The user must type words that are related to money matters but the word they type must start with the last letter of the last word they entered. The game starts with a randomly chosen word as the starting point, then the user has to type as many words as possible within the given time limit of 1 minute. Every word they type is 4 points. Content text is an example of how it would work. We will provide an extensive word list.</p>
Visual/Image/Video:	N/A
Type of Activity:	Word chain
Voice Over Text (If there is):	N/A
Content Text:	wordlistmoneymatters.txt

Topic Title:	Money matters
Scenario No:	3
Scenario:	<p>Correct the sentence!</p> <p>This is an activity in which the user will have to correct the mistake in a sentence to proceed. This activity has a time limit of 2 minutes, and the user will be presented with a text box they can edit with the wrong sentence already filled in. The user is expected to find the mistake and correct it before submitting it. Then, they can proceed to the next sentence in line. Every correct sentence is 75 points while the user will have three lives which they can use to skip a sentence.</p>
Visual/Image/Video:	N/A
Type of Activity:	Correct the sentence
Voice Over Text (If there is):	N/A
Content Text:	<p>Correct sentences that the user should submit (should be shown in random order, one by one):</p> <p>1. We need to create a family budget to manage our expenses better.</p>

2. Every month, we set aside money for groceries, bills, and savings.
3. It's important to keep track of our spending to avoid going over budget.
4. We try to save money by cooking at home instead of eating out.
5. Our family budget helps us plan for vacations and special occasions.
6. I always carry some cash for small purchases like coffee or snacks.
7. It's a good habit to check prices and compare before buying anything.
8. Using coupons and discounts can save a lot of money over time.
9. We need to be careful with our money to avoid unnecessary debt.
10. I prefer to use my credit card for bigger purchases and pay it off every month.
11. I went to the bank to open a new savings account last week.
12. Online banking makes it easy to transfer money and pay bills.
13. It's important to review your bank statements regularly for any errors.
14. I need to talk to the bank manager about getting a loan for my new car.
15. Keeping your banking information secure is essential to prevent fraud.
16. I like to shop at local markets for fresh fruits and vegetables.
17. We went to the mall yesterday and bought some new clothes.
18. Shopping online can be convenient, but I prefer to see products in person.
19. I found a great deal on a laptop during the holiday sales.
20. It's important to keep receipts in case you need to return or exchange something.

The sentences the user will be presented with to correct the mistakes:

1. We need to create a family budget to manage our expenses better.
2. Every month, we set aside money for groceries, bills, and savings.
3. It's important to keep track of our spending to avoid going over budget.
4. We try to save money by cooking at home instead of eating out.
5. Our family budget helps us plan for vacations and special occasions.
6. I always carry some cash for small purchases like coffee or snacks.
7. It's a good habit to check prices and compare before buying anything.

	<p>8. Using coupons and discounts can saved a lot of money over time.</p> <p>9. We need to be careful with our money to avoid unnecessary debts.</p> <p>10. I prefer to use my credit card for bigger purchases and paying it off every month.</p> <p>11. I went to the bank to open a new saving account last week.</p> <p>12. Online banking make it easy to transfer money and pay bills.</p> <p>13. It's important to review your bank statements regular for any errors.</p> <p>14. I needs to talk to the bank manager about getting a loan for my new car.</p> <p>15. Keeping your banking informations secure is essential to prevent fraud.</p> <p>16. I like to shop at local markets for fresh fruit and vegetables.</p> <p>17. We went to the mall yesterday and buy some new clothes.</p> <p>18. Shopping online can be convenient, but I prefer to saw products in person.</p> <p>19. I founded a great deal on a laptop during the holiday sales.</p> <p>20. It's important to keep receipts in case you needs to return or exchange something.</p>
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Topic Title:	Money matters
Scenario No:	4
Scenario:	<p>Match the word with the definition</p> <p>In this activity, the user must select the correct word for the definition that's shown on the screen. This activity has a time limit of two minutes, and the user is expected to select the correct word for the on-screen definition. The user must select the correct word as they won't have a second chance. Failure to choose to correct word ends the game. The goal is to guess as many words as possible in one go. 5 words or more award one star, 10 words or more award two stars, and 15 words award three stars.</p> <p>All the available words should be presented on the screen to select but there will only be one definition at a time on the screen.</p>
Visual/Image/Video:	N/A
Type of Activity:	Select the correct word
Voice Over Text (If there is):	N/A
Content Text:	<p>Budgeting: The process of creating a plan to manage income and expenses over a specific period, typically monthly or annually.</p> <p>Investing: Allocating resources, usually money, with the expectation of generating income or profit in the future.</p>

	<p>Savings: Money set aside for future use rather than immediate consumption.</p> <p>Debt: Money owed to another party, often with interest, typically incurred through borrowing.</p> <p>Interest: The cost of borrowing money or the return on invested capital, expressed as a percentage of the principal amount.</p> <p>Inflation: The rate at which the general level of prices for goods and services is rising, eroding purchasing power over time.</p> <p>Deflation: The opposite of inflation, where the general level of prices for goods and services decreases, potentially leading to economic stagnation.</p> <p>Currency: The system of money used in a particular country or region.</p> <p>Exchange Rate: The value of one currency for the purpose of conversion to another.</p> <p>Income: Money earned through employment, investments, or other sources.</p> <p>Expenses: The costs incurred in the process of generating income or maintaining a certain standard of living.</p> <p>Taxation: The imposition of mandatory financial charges by a government upon taxpayers.</p> <p>Credit: The ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.</p> <p>Bankruptcy: A legal proceeding involving a person or business that is unable to repay outstanding debts.</p> <p>Wealth: The abundance of valuable resources or possessions, often measured in terms of monetary value.</p>
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Topic Title:	Money matters
Scenario No:	5
Scenario:	Quiz time

	<p>Answer this 15-question quiz which involves vocabulary, grammar, practical usage, situational questions.</p> <p>There is a 1-minute time limit, and each correct answer gives 50 points. The user will select an answer and be shown whether they picked the right answer or not right away, before switching to the next question.</p>
Visual/Image/Video:	
Type of Activity:	Hidden word puzzle
Voice Over Text (If there is):	N/A
Content Text:	<p>#### Vocabulary</p> <p>1. **Which item is not a type of bank account?** - a) Checking account - b) Savings account - c) Credit account - d) Fixed deposit account</p> <p>2. **What do you usually receive after making a purchase in a store?** - a) Invoice - b) Receipt - c) Balance sheet - d) Bank statement</p> <p>3. **Who helps customers at a bank counter?** - a) Cashier - b) Teller - c) Accountant - d) Manager</p> <p>#### Grammar - Comparatives and Superlatives</p> <p>4. **Choose the correct sentence:** - a) Online shopping is more convenient than going to a store. - b) Online shopping is most convenient than going to a store. - c) Online shopping is as convenient as going to a store. - d) Online shopping is convenienter than going to a store.</p> <p>5. **Which sentence is correct?** - a) This year, our family budget is tighter than last year. - b) This year, our family budget is more tight than last year. - c) This year, our family budget is most tight than last year. - d) This year, our family budget is as tight than last year.</p> <p>6. **Choose the correct option:** - a) Which store offers the better prices on electronics? - b) Which store offers the best prices on electronics? - c) Which store offers the more good prices on electronics?</p>

- d) Which store offers the most good prices on electronics?

Practical Usage

7. **Which preposition correctly completes the sentence: "I need to go ___ the bank to deposit my paycheck"?**

- a) in
- b) to
- c) at
- d) on

8. **Which word completes the sentence correctly: "My parents have been saving money for my college education ___ many years"?**

- a) since
- b) for
- c) during
- d) while

9. **Which option completes the dialogue correctly: "A: How much does this shirt cost? B: It's \$25. Would you like to pay with cash or ___"?**

- a) check
- b) credit card
- c) debit card
- d) money

Situational Questions

10. **What is the best response to politely refuse lending money to a friend?**

- a) No, I don't want to.
- b) Sorry, I can't. I need to stick to my budget this month.
- c) Maybe next time.
- d) Ask someone else.

11. **What happens if you spend more money than you have in your account?**

- a) Overdrawn
- b) Overspend
- c) Overdraft
- d) Overbank

12. **Which verb form correctly completes the sentence: "My brother ___ money every month to buy a new laptop"?**

- a) saving
- b) saves
- c) save
- d) saved

Sentence Transformation

13. **Transform the sentence: "The interest rate on my savings account is higher than on my checking account" using the word "lower".**

- a) The interest rate on my checking account is lower than on my savings account.
- b) The interest rate on my checking account is lower than my savings account.
- c) The interest rate on my checking account is lower than savings account.
- d) The interest rate on my checking account is lower than the savings account.

Error Correction

14. **Identify the mistake in the sentence: "He don't like using credit cards because he thinks they are too risky."**

- a) don't
- b) using
- c) they
- d) risky

15. **Which sentence is correct?**

- a) I need to withdraw money from the ATM.
- b) I need to withdrawal money from the ATM.
- c) I need to withdrew money from the ATM.
- d) I need to withdrawing money from the ATM.

Answer key:

Vocabulary

1. **Which item is not a type of bank account?**

- c) Credit account

2. **What do you usually receive after making a purchase in a store?**

- b) Receipt

3. **Who helps customers at a bank counter?**

- b) Teller

Grammar - Comparatives and Superlatives

4. **Choose the correct sentence:**

- a) Online shopping is more convenient than going to a store.

5. **Which sentence is correct?**

- a) This year, our family budget is tighter than last year.

6. **Choose the correct option:**
 - b) Which store offers the best prices on electronics?

Practical Usage

7. **Which preposition correctly completes the sentence: "I need to go ___ the bank to deposit my paycheck"?**
 - b) to

8. **Which word completes the sentence correctly: "My parents have been saving money for my college education ___ many years"?**
 - b) for

9. **Which option completes the dialogue correctly: "A: How much does this shirt cost? B: It's \$25. Would you like to pay with cash or ___"?**
 - b) credit card

Situational Questions

10. **What is the best response to politely refuse lending money to a friend?**
 - b) Sorry, I can't. I need to stick to my budget this month.

11. **What happens if you spend more money than you have in your account?**
 - a) Overdrawn

12. **Which verb form correctly completes the sentence: "My brother ___ money every month to buy a new laptop"?**
 - b) saves

Sentence Transformation

13. **Transform the sentence: "The interest rate on my savings account is higher than on my checking account" using the word "lower".**
 - a) The interest rate on my checking account is lower than on my savings account.

Error Correction

14. **Identify the mistake in the sentence: "He don't like using credit cards because he thinks they are too risky."**
 - a) don't (Correct form: "doesn't")

15. **Which sentence is correct?**
 - a) I need to withdraw money from the ATM.

2023-1-HU01-KA220-SCH-00156504

Idegen nyelv tanulása jatekok bevonásaval
(Gamifikacio az angol nyelv oktatásban)

CONTENT TEMPLATE

Topic Title:	Science and technology
Scenario No:	1
Scenario:	<p>Who am I?</p> <p>This is a quiz activity where the user is given certain achievements by historical people. The sentences given will be in Simple Past Tense and the user will try to guess the name of the historical person. For each historical person, there will be three sentences. The goal is to guess the person correctly in as few sentences as possible. The more sentences the user reveals the less point they will earn. There is no time limit.</p> <p>The text between the square brackets (the names of the historical figures) are not to be exposed to the user and they should be referred to as the correct answers. The red highlighted parts of the names are the win conditions, meaning the user has to at least input that part of the whole name to be awarded a point for the correct answer.</p> <p>The user is awarded 10 points for giving the correct answer on the first sentence and every sentence they get after that one is minus 3 points. There should be a skip button available as well.</p>
Visual/Image/Video:	N/A
Type of Activity:	Quiz
Voice Over Text (If there is):	N/A
Content Text:	<p>[Alexander Graham Bell]</p> <ol style="list-style-type: none"> 1. I invented the photophone, a device that allowed the transmission of sound on a beam of light. 2. I developed the audiometer to detect hearing problems. 3. I invented the first practical telephone, revolutionizing global communication. <p>[Albert Einstein]</p> <ol style="list-style-type: none"> 1. I developed the theory of specific heat, furthering our understanding of atomic vibrations. 2. I laid the foundation of quantum theory with my work on the quantum theory of light. 3. I published the theory of special relativity, introducing the famous equation $E=mc^2$. <p>[Thomas Alva Edison]</p> <ol style="list-style-type: none"> 1. I created the kinetoscope, an early motion picture viewing device. 2. I invented the mimeograph, an early duplicating machine 3. I created the first practical incandescent light bulb, bringing electric light to households. <p>[Isaac Newton]</p> <ol style="list-style-type: none"> 1. I built the first practical reflecting telescope, improving astronomical observations

	<p>2. I formulated the empirical law of cooling</p> <p>3. I proposed the law of universal gravitation, explaining the gravitational attraction between masses.</p> <p>[Stephen Hawking]</p> <p>1. I contributed to the understanding of singularities in the framework of general relativity.</p> <p>2. I published “A Brief History of Time”, which became an international bestseller and brought complex scientific ideas to a general audience</p> <p>3. I became a prominent public figure and advocate for science, inspiring millions despite my battle with ALS</p>
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Topic Title:	Science and technology
Scenario No:	2
Scenario:	<p>Science word chain!</p> <p>This is a vocabulary exercise. The user has to type words that are related to science and technology but the word they type must start with the last letter of the last word they entered. The game starts with a randomly chosen word as the starting point, then the user has to type as many words as possible within the given time limit of 1 minute. Every word they type is 4 points. Content text is an example of how it would work. We will provide an extensive word list.</p>
Visual/Image/Video:	N/A
Type of Activity:	Word chain
Voice Over Text (If there is):	N/A
Content Text:	<p>Computer > Radio > Online > Email > Laser > Research > Hypothesis > Software > Engineering > GPS ...</p> <p>Here is the wordlist:</p> <p>wordlist.txt</p>

Topic Title:	Science and technology
Scenario No:	3
Scenario:	<p>Where do they belong?</p> <p>This is a drag and drop exercise where a floor plan of a house is given with distinct rooms. The user will then have draggable household devices that will fit the room. Once they drag the correct household device into the correct room a popup sentence will appear in the screen. Such as “The fridge is in the kitchen.”</p> <p>There is a 1 minute time limit. The user has to correctly match the household with the correct room in order to proceed. The time limit is</p>

	paused when the pop-up sentence is shown. The goal is to complete the matching process in the quickest time.
Visual/Image/Video:	<p>https://games4esl.com/wp-content/uploads/Rooms-Of-The-House-Vocabulary.png</p> 



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CREATED BY VECTORPORTAL.COM





CREATED BY VECTORPORTAL.COM

Type of Activity: Drag and drop activity

Voice Over Text (If there is):	N/A																																
Content Text:	<p>Here is the list of household devices and their sentences:</p> <table> <tbody> <tr> <td>Television</td> <td>The television is in the living room.</td> </tr> <tr> <td>Refrigerator</td> <td>The refrigerator is in the kitchen.</td> </tr> <tr> <td>Microwave</td> <td>The microwave is in the kitchen.</td> </tr> <tr> <td>Toaster</td> <td>The toaster is in the kitchen.</td> </tr> <tr> <td>Coffee Maker</td> <td>The coffee maker is in the kitchen.</td> </tr> <tr> <td>Washing Machine</td> <td>The washing machine is in the laundry room.</td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td>Dishwasher</td> <td>The dishwasher is in the kitchen.</td> </tr> <tr> <td>Oven</td> <td>The oven is in the kitchen.</td> </tr> <tr> <td>Blender</td> <td>The blender is in the kitchen.</td> </tr> <tr> <td>Computer</td> <td>The computer is in the bedroom.</td> </tr> <tr> <td>Vacuum Cleaner</td> <td>The vacuum cleaner is in the living room.</td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td>Iron</td> <td>The iron is in the laundry room.</td> </tr> <tr> <td>Hair Dryer</td> <td>The hair dryer is in the bathroom.</td> </tr> <tr> <td>Stove</td> <td>The stove is in the kitchen.</td> </tr> </tbody> </table>	Television	The television is in the living room.	Refrigerator	The refrigerator is in the kitchen.	Microwave	The microwave is in the kitchen.	Toaster	The toaster is in the kitchen.	Coffee Maker	The coffee maker is in the kitchen.	Washing Machine	The washing machine is in the laundry room.	 		Dishwasher	The dishwasher is in the kitchen.	Oven	The oven is in the kitchen.	Blender	The blender is in the kitchen.	Computer	The computer is in the bedroom.	Vacuum Cleaner	The vacuum cleaner is in the living room.	 		Iron	The iron is in the laundry room.	Hair Dryer	The hair dryer is in the bathroom.	Stove	The stove is in the kitchen.
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Topic Title:	Science and technology
Scenario No:	4
Scenario:	<p>Convince the grandma!</p> <p>This is a time limited game where the user will have to choose the most convincing option out of the three in order to convince the grandma to have an internet connection at home. The convincing process will consist of five stages where the user will have a choice out of three sentences at each stage. The three sentences will consist of a convincing sentence, a neutral sentence and a negative sentence (which will give negative points). The user has to reach a certain threshold to convince the grandma and therefore win the game. The user needs 7 points to convince the grandma.</p> <p>The convincing sentence will be 3 points, The neutral sentence will be 1 point The negative sentence will be -2 points.</p>
Visual/Image/Video:	https://www.canva.com/design/DAGFW7gG0/xD4dzhiv5AdkLagLJCKmXg/edit
Type of Activity:	Choose the correct sentence

Voice Over Text (If there is):	N/A
Content Text:	<p>Super Convincing Sentences</p> <p>"The internet helps you stay connected with family and friends no matter where they are."</p> <p>"You can learn new recipes and watch cooking videos online."</p> <p>"Online shopping allows you to buy things from the comfort of your home."</p> <p>"You can find information about any topic quickly and easily."</p> <p>"The internet offers free entertainment like movies, music, and games."</p> <p>Neutral/Not So Convincing Sentences</p> <p>"You can read the news online instead of in the newspaper."</p> <p>"There are many online courses if you want to learn something new."</p> <p>"Some people use the internet to manage their bank accounts."</p> <p>"You can send emails instead of letters."</p> <p>"There are online forums where you can discuss your hobbies."</p> <p>Negative Sentences</p> <p>"The internet can be dangerous with many scams and frauds."</p> <p>"People often waste a lot of time on the internet."</p> <p>"It can be difficult to know if information online is true or false."</p> <p>"The internet can expose you to harmful viruses and malware."</p> <p>"There is a lot of inappropriate content on the internet that can be disturbing."</p>

Topic Title:	Science and technology
Scenario No:	5
Scenario:	<p>Hidden words activity</p> <p>This is a puzzle game where it looks like there is a bunch of random letters on the screen, but there will be ten 10 hidden words that are related to science and technology. There won't be a time limit but there will be a timer and the user is expected to find every hidden word in the puzzle as quickly as possible. After finding a word, they will see a simple definition of the word, during which the timer is paused. The visuals have a fixed puzzle, but it would be great if this could be randomized every time the puzzle is started.</p>

<p>Visual/Image/Video:</p>	<table border="1"> <tr><td>W</td><td>W</td><td>B</td><td>X</td><td>A</td><td>P</td><td>T</td><td>H</td><td>W</td><td>E</td><td>B</td><td>S</td><td>I</td><td>T</td><td>E</td><td>D</td><td>T</td><td>L</td></tr> <tr><td>F</td><td>I</td><td>A</td><td>A</td><td>D</td><td>G</td><td>O</td><td>Z</td><td>O</td><td>Q</td><td>C</td><td>F</td><td>B</td><td>R</td><td>P</td><td>V</td><td>S</td><td>E</td></tr> <tr><td>B</td><td>C</td><td>A</td><td>V</td><td>T</td><td>C</td><td>H</td><td>P</td><td>A</td><td>D</td><td>G</td><td>W</td><td>R</td><td>L</td><td>B</td><td>S</td><td>M</td><td>D</td></tr> <tr><td>G</td><td>T</td><td>J</td><td>T</td><td>E</td><td>T</td><td>O</td><td>O</td><td>T</td><td>I</td><td>I</td><td>Z</td><td>Z</td><td>N</td><td>L</td><td>F</td><td>A</td><td>F</td></tr> <tr><td>N</td><td>R</td><td>Y</td><td>G</td><td>O</td><td>L</td><td>E</td><td>M</td><td>U</td><td>I</td><td>U</td><td>J</td><td>H</td><td>X</td><td>U</td><td>Y</td><td>R</td><td>K</td></tr> <tr><td>H</td><td>Q</td><td>A</td><td>Q</td><td>R</td><td>M</td><td>E</td><td>R</td><td>P</td><td>T</td><td>C</td><td>H</td><td>F</td><td>E</td><td>E</td><td>Y</td><td>T</td><td>Q</td></tr> <tr><td>F</td><td>O</td><td>Z</td><td>V</td><td>P</td><td>M</td><td>G</td><td>N</td><td>Y</td><td>U</td><td>J</td><td>S</td><td>A</td><td>C</td><td>T</td><td>A</td><td>P</td><td>T</td></tr> <tr><td>J</td><td>Y</td><td>W</td><td>K</td><td>I</td><td>Q</td><td>G</td><td>X</td><td>G</td><td>M</td><td>T</td><td>Y</td><td>R</td><td>T</td><td>O</td><td>T</td><td>H</td><td>J</td></tr> <tr><td>L</td><td>R</td><td>H</td><td>D</td><td>K</td><td>T</td><td>P</td><td>P</td><td>E</td><td>T</td><td>K</td><td>E</td><td>N</td><td>Q</td><td>O</td><td>H</td><td>O</td><td>X</td></tr> <tr><td>L</td><td>V</td><td>G</td><td>X</td><td>J</td><td>K</td><td>Y</td><td>Z</td><td>O</td><td>R</td><td>H</td><td>L</td><td>R</td><td>G</td><td>T</td><td>N</td><td>N</td><td>Y</td></tr> <tr><td>U</td><td>Y</td><td>H</td><td>E</td><td>T</td><td>E</td><td>N</td><td>G</td><td>I</td><td>N</td><td>E</td><td>H</td><td>D</td><td>T</td><td>H</td><td>Z</td><td>E</td><td>S</td></tr> <tr><td>X</td><td>Y</td><td>O</td><td>X</td><td>X</td><td>P</td><td>G</td><td>T</td><td>H</td><td>S</td><td>V</td><td>I</td><td>W</td><td>G</td><td>I</td><td>H</td><td>I</td><td>T</td></tr> </table>	W	W	B	X	A	P	T	H	W	E	B	S	I	T	E	D	T	L	F	I	A	A	D	G	O	Z	O	Q	C	F	B	R	P	V	S	E	B	C	A	V	T	C	H	P	A	D	G	W	R	L	B	S	M	D	G	T	J	T	E	T	O	O	T	I	I	Z	Z	N	L	F	A	F	N	R	Y	G	O	L	E	M	U	I	U	J	H	X	U	Y	R	K	H	Q	A	Q	R	M	E	R	P	T	C	H	F	E	E	Y	T	Q	F	O	Z	V	P	M	G	N	Y	U	J	S	A	C	T	A	P	T	J	Y	W	K	I	Q	G	X	G	M	T	Y	R	T	O	T	H	J	L	R	H	D	K	T	P	P	E	T	K	E	N	Q	O	H	O	X	L	V	G	X	J	K	Y	Z	O	R	H	L	R	G	T	N	N	Y	U	Y	H	E	T	E	N	G	I	N	E	H	D	T	H	Z	E	S	X	Y	O	X	X	P	G	T	H	S	V	I	W	G	I	H	I	T	
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Content Text:	<p>Computer: A device capable of executing a series of instructions to perform specific tasks, such as calculations, data processing, and information retrieval.</p> <p>Smartphone: A mobile device that combines the functionalities of a phone with those of a computer, typically offering internet access, multimedia capabilities, and various applications.</p> <p>Website: A collection of web pages accessible via the internet, usually containing multimedia content, information, or services, organized under a common domain name.</p>																																																																																																																																																																																																																									

	<p>Bluetooth: A wireless technology standard for exchanging data over short distances between devices, such as smartphones, computers, and peripherals, using radio waves.</p> <p>Atom: The basic unit of a chemical element, consisting of a nucleus composed of protons and neutrons, surrounded by a cloud of electrons.</p> <p>Gravity: The natural force of attraction that pulls objects with mass towards one another, proportional to the mass of the objects and inversely proportional to the square of the distance between them.</p> <p>Battery: A device that stores chemical energy and converts it into electrical energy, typically used to power electronic devices such as smartphones, laptops, and vehicles.</p> <p>Engine: A machine designed to convert various forms of energy, such as thermal or chemical energy, into mechanical energy to perform work, commonly used in vehicles, machinery, and power plants.</p> <p>Wavelength: The distance between successive peaks or troughs of a wave, such as electromagnetic waves or sound waves, often used to characterize the properties of the wave.</p> <p>Optics: The branch of physics that deals with the study of light and its behavior, including reflection, refraction, diffraction, and the formation of images.</p>
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Topic Title:	Science and technology
Scenario No:	6
Scenario:	<p>The most popular answer</p> <p>Vocabulary quiz where the user is expected to find the most popular/important household devices. The user will have five chances to find the most important household device where they will earn more points when their answer is more popular.</p>
Visual/Image/Video:	
Type of Activity:	Most popular answers
Voice Over Text (If there is):	N/A
Content Text:	Refrigerator Television Washing machine Microwave oven Coffee maker Vacuum cleaner

	Toaster Blender Dishwasher Electric kettle Oven Air conditioner Clothes dryer Iron Food processor Stove Ceiling fan Hair dryer Heater Electric toothbrush Mixer Rice cooker Humidifier Water heater Electric grill Food dehydrator Bread maker Deep fryer Slow cooker Juicer Electric skillet Air purifier Curling iron Electric can opener Waffle iron Electric shaver Electric blanket Steam mop Garbage disposal Hand mixer
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2023-1-HU01-KA220-SCH-00156504

Idegen nyelv tanulása jatekok bevonásaval
(Gamifikacio az angol nyelv oktatásban)

CONTENT TEMPLATE

Topic Title:	Travelling and holidays
Scenario No:	1
Scenario:	<p>User and Lucy are about to miss the plane. They need to drive fast to the airport, but this can only be achieved by going through the correct lanes. The user is in control of a car in a road with three lanes. Each lane will have one of the three forms of a verb (base form, simple past form, and past participle form) with certain intervals. Before going through any of the words, the road will show a basic incomplete sentence that would be completed by going through the correct form of the verb. Choosing the correct lane (therefore the correct verb) will speed up the car while choosing it wrong will cause the car to slow down. The time limit is 1 minute</p>
Visual/Image/Video:	https://www.canva.com/design/DAGAsqqM-hQ/1HvtkPI-aJ6Zra_mtsY7BQ/view
Type of Activity:	Mini-game like subway surfers
Voice Over Text (If there is):	N/A
Content Text:	<p>She (flies/flew/flown) to exotic destinations every summer.</p> <p>He (drives/drove/driven) to the airport whenever he travels.</p> <p>They (take/took/taken) adventurous hikes in the mountains.</p> <p>I (swim/swam/swum) in the hotel pool during my vacations.</p> <p>We (see/saw/seen) famous landmarks on our sightseeing tours.</p> <p>He (drives/drove/driven) along the scenic coastline last weekend.</p> <p>They (take/took/taken) a cruise to the Caribbean last year.</p> <p>I (swim/swam/swum) in the warm waters of the Mediterranean Sea.</p> <p>We (see/saw/seen) breathtaking views from the top of the Eiffel Tower.</p> <p>She has (flies/flew/flown) on many long-haul flights.</p> <p>He has (drives/drove/driven) across the country multiple times.</p> <p>They have (take/took/taken) memorable road trips together.</p> <p>I have (swim/swam/swum) in various oceans around the world.</p> <p>We have (see/saw/seen) stunning sunsets during our travels.</p>

Topic Title:	Travelling and holidays
Scenario No:	2
Scenario:	The User and Lucy flew to Budapest and now they are waiting for their luggage. The user is presented with a conveyor belt that has different sizes and colors of suitcases passing on. Each suitcase has a word on it and the user must take the one with an odd word on it to form a correct sentence. Taking the correct suitcase gives 10 points while taking the wrong one causes a 4-point penalty. As the user answers correctly, the sentences get longer, and the belt gets faster. There is a time limit on (1 minute), and the user must get as many sentences as possible within the time limit.
Visual/Image/Video:	https://www.canva.com/design/DAGAsqDnMPg/wriAuwElMAUgUci_PXWdOQ/view
Type of Activity:	Taking the odd word out of the sentence
Voice Over Text (If there is):	N/A
Content Text:	<p>Tourists visit Paris in springtime potato.</p> <p>Travelers explore Rome's ancient flying ruins.</p> <p>Many enjoy Barcelona's vibrant culture spaceship and nightlife.</p> <p>Visitors discover Venice's beautiful umbrella canals.</p> <p>Tourists pineapple explore London's iconic landmarks and attractions.</p> <p>Travelers experience Amsterdam's giraffe picturesque canals.</p> <p>Rainbow tourists savor Vienna's delicious pastries in quaint cafes.</p> <p>Visitors wander Prague's historic cobblestone went streets and squares.</p> <p>Tourists marvel at Paris's Eiffel New York Tower views.</p> <p>Travelers relax on Greek islands' sunny rocket beaches.</p>

Topic Title:	Travelling and holidays
Scenario No:	3
Scenario:	Quiz time! This is a vocabulary quiz, and it asks the user the meaning of certain words. There are multiple answers to choose from. There is a time limit (1 minute) as well, and the user must answer as many questions as possible within the time limit. Every correct answer is +3 points while wrong answers are -1 point each.
Visual/Image/Video:	N/A
Type of Activity:	Quiz
Voice Over Text (If there is):	N/A
Content Text:	What do you call a place where you stay during a vacation?

- A) Hotel
- B) School
- C) Office
- D) Hospital

What is the term for the document required to travel to another country?

- A) Passport
- B) Certificate
- C) License
- D) Ticket

Which mode of transportation travels on water and is often used for holidays?

- A) Boat
- B) Train
- C) Bus
- D) Car

What do you call a trip taken for pleasure or relaxation?

- A) Holiday
- B) Business trip
- C) Commute
- D) Meeting

What is the name for a person who guides tourists in a new place?

- A) Tourist
- B) Guide
- C) Pilot
- D) Driver

What is the term for the place where airplanes take off and land?

- A) Airport
- B) Train station
- C) Bus stop
- D) Port

Which word describes a short trip, especially for leisure or recreation?

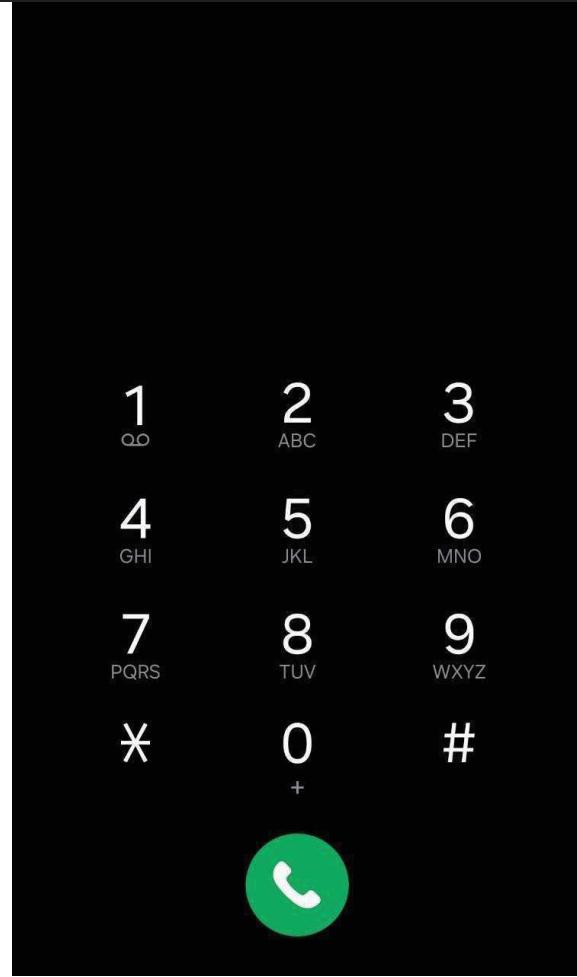
- A) Excursion
- B) Expedition
- C) Trek
- D) Journey

What do you call the process of buying a ticket to travel somewhere?

- A) Reservation
- B) Booking

	<p>C) Selection D) Ordering</p> <p>What is the term for a piece of luggage used for carrying clothes during travel?</p> <p>A) Backpack B) Suitcase C) Briefcase D) Handbag</p> <p>What is the word for the act of going on a journey or trip?</p> <p>A) Travel B) Stay C) Return D) Pause</p>
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Topic Title:	Travelling and holidays
Scenario No:	4
Scenario:	<p>Customer support! The user and Lucy have a problem with the ticket vending machine, and they must call the customer support to reserve tickets. However, because it's out of working hours, call center only replies with pre-recorded messages where the user must enter certain digits following the instructions from the support.</p> <p>There is a dial on the screen during the activity and the user must listen to the pre-recorded sentences to dial their way to a solution. This is an activity with random elements in it. The bus/train/ferry routes, the number of tickets to be reserved and whether the phone number is correct or not changes randomly each time the activity is started. The user is presented with they need to achieve in text before the start of the activity.</p>

Visual/Image/Video:		
<p>Type of Activity: Listening</p> <p>Voice Over Text (If there is):</p> <p>Hi. Welcome to Public Transport Services call center. We are currently out of working hours; however, you can follow the instructions to reserve a ticket using your phone number.</p> <p>Please press 1 to reserve a bus ticket, press 2 to reserve a train ticket, and press 3 to reserve a ferry ticket. Press 0 to listen to the instructions again.</p> <p>[User presses 1]</p> <p>Please state the route you want to reserve a bus ticket for. For A to B, please press 1, for C to D press 2, for E to F press 3, to return to the previous menu, press 4. If you want to listen again, press 0.</p> <p>[User presses 3]</p> <p>Please state the number of tickets you'd like to reserve.</p> <p>[User presses 2]</p>		

	<p>Your phone number is detected as 0123 234 12 23. If the number is correct, please press 1; if not, please press 2.</p> <p>[User presses 1]</p> <p>Congratulations. Your seats for two in the bus from C to D is now reserved. The reservation code will be sent to your phone number as a text message. You can make the payment using the code before getting into your choice of transport.</p>
Content Text:	

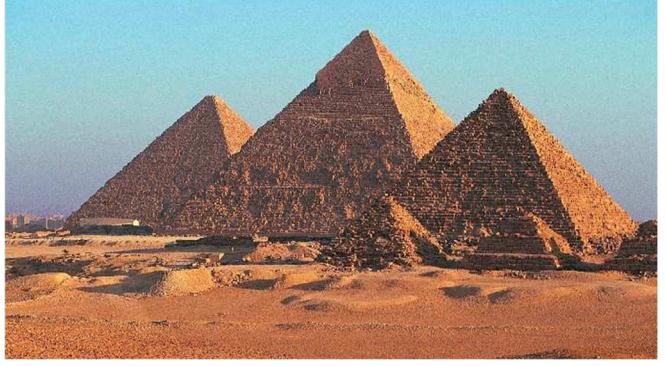
Topic Title:	Travelling and holidays										
Scenario No:	5										
Scenario:	<p>This is a vocabulary matching exercise. The user is expected to match the given words with their meanings by dragging and dropping word boxes. There is no time limit; however, the users will get a higher score if they finish the task faster. Finishing in 10 seconds with correct answers will award 3 stars, finishing in 20 seconds with correct answers will award 2 stars, and finishing in 25 seconds with correct answers will award 1 star.</p>										
Visual/Image/Video:	N/A										
Type of Activity:	Vocabulary matching										
Voice Over Text (If there is):	N/A										
Content Text:	<p>[The vocabulary to match with meanings must be scrambled, currently all the vocabulary are aligned with their correct meaning.]</p> <table> <tr> <td>Accommodation</td> <td>a- A place to stay during a trip</td> </tr> <tr> <td>Itinerary</td> <td>b- A plan of a journey, including the route and places to visit</td> </tr> <tr> <td>Currency</td> <td>c- Money used in a particular country</td> </tr> <tr> <td>Souvenir</td> <td>d- A small, inexpensive gift or reminder of a trip</td> </tr> <tr> <td>Departure</td> <td>e- The act of leaving</td> </tr> </table>	Accommodation	a- A place to stay during a trip	Itinerary	b- A plan of a journey, including the route and places to visit	Currency	c- Money used in a particular country	Souvenir	d- A small, inexpensive gift or reminder of a trip	Departure	e- The act of leaving
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Departure	e- The act of leaving										

Topic Title:	Travelling and holidays
Scenario No:	6
Scenario:	<p>This is a fill in the gaps activity. The user is expected to listen to the sentences and fill in the missing words in them by typing them in.</p>
Visual/Image/Video:	N/A
Type of Activity:	Listening
Voice Over Text (If there is):	I always bring a souvenir/keepsake from every country I visit.

	<p>We need to book our accommodation/hotel rooms in advance.</p> <p>The itinerary/plan/schedule for the trip includes visits to three different cities.</p> <p>The departure/arrival for our flight is at 2:15 pm.,</p> <p>[The words in red are different options. Every time the activity is started, one of them should be randomly selected.]</p>
Content Text:	<p>I always bring a _____ from every country I visit.</p> <p>We need to book our _____ in advance.</p> <p>The _____ for the trip includes visits to three different cities.</p> <p>The _____ for our flight is at 2:15 pm.</p>

Topic Title:	Travelling and holidays
Scenario No:	7
Scenario:	<p>The user is expected to answer three questions after listening to a short passage. However, the user can choose to read the passage as well if they fail one of the questions. This activity will consist of four pages with an extra optional page that activates if the user fails one of the questions. The first one will just include a play button. And the other pages will each have a question. If the user writes a wrong answer, they are prompted at the end of all the questions to read the passage and answer the questions one more time.</p>
Visual/Image/Video:	N/A
Type of Activity:	Listening/Reading Comprehension
Voice Over Text (If there is):	<p>N/A Last summer, my family and I went on a holiday to Italy. We stayed in a beautiful villa overlooking the sea. During the day, we explored ancient ruins and swam in the crystal-clear waters. In the evenings, we enjoyed delicious Italian food at local restaurants.</p>
Content Text:	<p>Where did the family stay? (They/the family stayed in a beautiful villa overlooking the sea.)</p> <p>What did they do during the day? (They/the family explored the ancient ruins and swam in the crystal-clear waters.)</p> <p>How did they spend their evenings? (They/the family enjoyed/ate delicious Italian food at local restaurants.)</p>

	[The words in red are success conditions. The answer cannot be correct without them in a sentence. Yellow words are optional, their inclusion/exclusion doesn't effect the result. / means either of the red words is okay]
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Topic Title:	Travelling and holidays
Scenario No:	8
Scenario:	This activity involves a jigsaw puzzle, which when completed acts a postcard that the user can write on and send to their friends/family. There are five pictures to be used as a jigsaw puzzle. Once completed, the user will be able to create a text box anywhere on it and write whatever they like.
Visual/Image/Video:	 



Type of Activity:	Jigsaw Puzzle/Writing
Voice Over Text (If there is):	N/A
Content Text:	N/A

Task 1

Read the description of Jack and Tony, match the adjectives to them describing their character:

Jack is someone who loves to share what he has with others. He often goes out of his way to help people, whether it's through giving gifts or offering support when someone needs it. Jack has a knack for making people laugh, always telling jokes and finding the humour in everyday situations. However, he can sometimes come across as thinking he's better than others, as he tends to talk about his achievements a lot and doesn't shy away from showing off his skills.

When it comes to his work or important tasks, Jack is very focused and takes things very seriously. He approaches these situations with a no-nonsense attitude and is very determined to succeed. Jack believes strongly in himself and his abilities, which makes him very sure of his decisions and actions. At the same time, he's very relaxed and doesn't get stressed easily. He's the type of person who can stay calm in difficult situations and enjoys going with the flow of life.

Tony is someone who always tells the truth and is very straightforward. You can trust him to say what he really thinks, even if it's not what you want to hear. He has a great ability to listen to others and really gets where they're coming from. Tony often knows exactly how to respond to people's feelings and needs.

Despite his age, Tony has a wisdom that makes him seem older than he is. He thinks things through carefully and often gives advice that others find very helpful. He learns quickly and is good at solving problems, always coming up with clever solutions.

Tony is adaptable and can easily adjust to new situations. He doesn't get flustered when plans change and can handle unexpected challenges with ease. He tends to keep to himself and isn't the type to seek attention. Tony enjoys spending time alone and often prefers quiet moments to think and reflect.

Adjectives:

generous, honest, mature, intelligent, serious, flexible, quiet, confident, easy-going, humorous, arrogant, understanding,

Task 2:

Type in the opposite of the following adjectives:

honest, mature, intelligent, flexible, reliable, reasonable, faithful, responsible, polite, sensitive

Task 3:

Find the opposite of these adjectives, matching game:

nice, quiet, easy-going, humorous, confident, generous, happy, clever, brave, excited, calm, dull, insecure, stingy, rude, cowardly, serious, tense, loud, sad.

Task 4

Read the story of Jack and Tony's friendship

Tony and Jack's friendship began in elementary school when they were paired together for a class project. Tony, the quiet and thoughtful one, was immediately drawn to Jack's outgoing and humorous personality. Despite their differences, they quickly became inseparable.

As they grew older, their friendship only strengthened. Jack's generosity often shone through as he would share his snacks with Tony when he forgot his own or lend him his notes when Tony missed a class. Tony, in turn, provided Jack with a listening ear and wise advice whenever he needed it.

Their high school years were filled with laughter and shared adventures. Jack's humour lightened the mood during stressful exams, while Tony's maturity helped keep them focused on their goals. Together, they navigated the ups and downs of teenage life, supporting each other through heartbreaks, successes, and challenges.

After graduation, their paths diverged as Tony pursued a degree in engineering while Jack explored opportunities in entrepreneurship. Despite the distance, they remained connected through late-night phone calls and occasional visits. Tony admired Jack's confidence and determination, while Jack respected Tony's intelligence and integrity.

As they entered adulthood, their friendship continued to evolve. Jack's flexible nature allowed him to adapt to the changing dynamics of their lives, while Tony's understanding nature provided a steady anchor during turbulent times. Whether celebrating achievements or consoling each other during setbacks, they remained each other's rock.

Through the years, Tony and Jack's bond only deepened, transcending distance and time. Their lifelong friendship was a testament to the enduring power of honesty, understanding, and mutual respect. And as they grew old together, they knew that no matter what challenges life threw their way, they would always have each other's backs.

Choose the best answer to the questions:

Absolutely! Here are five questions, each with three possible answers, to check understanding of the story:

1. How did Tony and Jack first become friends in elementary school?

- a) They were neighbours
- b) They were assigned a class project together
- c) They met at a sports event

2. What qualities did Tony possess that complemented Jack's personality?

- a) Tony was outgoing and humorous
- b) Tony was quiet and thoughtful
- c) Tony was confident and determined

3. How did Jack demonstrate his generosity towards Tony during their high school years?

- a) By sharing his snacks and lending his notes
- b) By teasing him in front of their classmates
- c) By ignoring him during difficult times

4. In what fields did Tony and Jack pursue their respective careers after graduation?

- a) Tony became an entrepreneur while Jack pursued engineering
- b) Tony pursued engineering while Jack became an entrepreneur
- c) They both pursued careers in engineering

5. What was the key to Tony and Jack's lifelong friendship?

- a) Their shared interests and hobbies
- b) Their honesty, understanding, and mutual respect
- c) Their frequent arguments and disagreements

Task 5:

Type in the missing prepositions:

1. Tony, the quiet and thoughtful one, was immediately drawn _____ Jack's outgoing and humorous personality.
2. Jack would share his snacks _____ Tony when he forgot his own.
3. Their high school years were filled _____ laughter and shared adventures.
4. Tony's maturity helped keep them focused _____ their goals.
5. They supported each other _____ heartbreaks, successes, and challenges.
6. Jack explored opportunities _____ entrepreneurship.
7. Jack's flexible nature allowed him _____ adapt to the changing dynamics of their lives.

Topic Title:	People and Society
Scenario No:	1
Scenario:	Read the description of two people
Visual/Image/Video:	
Type of Activity:	matching game Match the adjectives to Jack and Tony
Voice Over Text (If there is):	
Content Text:	<p>Jack is someone who loves to share what he has with others. He often goes out of his way to help people, whether it's through giving gifts or offering support when someone needs it. Jack has a knack for making people laugh, always telling jokes and finding the humour in everyday situations. However, he can sometimes come across as thinking he's better than others, as he tends to talk about his achievements a lot and doesn't shy away from showing off his skills.</p> <p>When it comes to his work or important tasks, Jack is very focused and takes things very seriously. He approaches these situations with a no-nonsense attitude and is very determined to succeed. Jack believes strongly in himself and his abilities, which makes him very sure of his decisions and actions. At the same time, he's very relaxed and doesn't get stressed easily. He's the type of person who can stay calm in difficult situations and enjoys going with the flow of life.</p> <p>Tony is someone who always tells the truth and is very straightforward. You can trust him to say what he really thinks, even if it's not what you want to hear. He has a great ability to listen to others and really gets where they're coming from. Tony often knows exactly how to respond to people's feelings and needs.</p> <p>Despite his age, Tony has a wisdom that makes him seem older than he is. He thinks things through carefully and often gives advice that others find very helpful. He learns quickly and is good at solving problems, always coming up with clever solutions.</p> <p>Tony is adaptable and can easily adjust to new situations. He doesn't get flustered when plans change and can handle unexpected challenges with ease. He tends to keep to himself and isn't the type to seek attention. Tony enjoys spending time alone and often prefers quiet moments to think and reflect.</p> <p>Adjectives:</p> <p>generous, honest, mature, intelligent, serious, flexible, quiet, confident, easy-going, humorous, arrogant, understanding,</p>

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Topic Title:	People and Society
Scenario No:	2
Scenario:	the adjectives come one after the other
Visual/Image/Video:	
Type of Activity:	Type in the opposite of the adjectives
Voice Over Text (If there is):	
Content Text:	honest, mature, intelligent, flexible, reliable, reasonable, faithful, responsible, polite, sensitive

Topic Title:	People and Society
Scenario No:	3
Scenario:	the adjectives come one after the other
Visual/Image/Video:	
Type of Activity:	matching game
Voice Over Text (If there is):	
Content Text:	nice, quiet, easy-going, humorous, confident, generous, happy, clever, brave, excited, calm, dull, insecure, stingy, rude, cowardly, serious, tense, loud, sad.

Topic Title:	People and Society
Scenario No:	4
Scenario:	read the story of Jack and Tony's friendship
Visual/Image/Video:	
Type of Activity:	multiple choice activity
Voice Over Text (If there is):	
Content Text:	<p>Tony and Jack's friendship began in elementary school when they were paired together for a class project. Tony, the quiet and thoughtful one, was immediately drawn to Jack's outgoing and humorous personality. Despite their differences, they quickly became inseparable.</p> <p>As they grew older, their friendship only strengthened. Jack's generosity often shone through as he would share his snacks with Tony when he forgot his own or lend him his notes when Tony missed a class. Tony, in turn, provided Jack with a listening ear and wise advice whenever he needed it.</p> <p>Their high school years were filled with laughter and shared adventures. Jack's humour lightened the mood during stressful exams, while Tony's maturity helped keep them focused on their goals. Together, they navigated the ups and downs of teenage life, supporting</p>

each other through heartbreaks, successes, and challenges.

After graduation, their paths diverged as Tony pursued a degree in engineering while Jack explored opportunities in entrepreneurship. Despite the distance, they remained connected through late-night phone calls and occasional visits. Tony admired Jack's confidence and determination, while Jack respected Tony's intelligence and integrity.

As they entered adulthood, their friendship continued to evolve. Jack's flexible nature allowed him to adapt to the changing dynamics of their lives, while Tony's understanding nature provided a steady anchor during turbulent times. Whether celebrating achievements or consoling each other during setbacks, they remained each other's rock.

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Absolutely! Here are five questions, each with three possible answers, to check understanding of the story:

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2. What qualities did Tony possess that complemented Jack's personality?
 - a) Tony was outgoing and humorous
 - b) Tony was quiet and thoughtful
 - c) Tony was confident and determined

3. How did Jack demonstrate his generosity towards Tony during their high school years?
 - a) By sharing his snacks and lending his notes
 - b) By teasing him in front of their classmates
 - c) By ignoring him during difficult times

	<p>4. In what fields did Tony and Jack pursue their respective careers after graduation?</p> <p>a) Tony became an entrepreneur while Jack pursued engineering</p> <p>b) Tony pursued engineering while Jack became an entrepreneur</p> <p>c) They both pursued careers in engineering</p> <p>5. What was the key to Tony and Jack's lifelong friendship?</p> <p>a) Their shared interests and hobbies</p> <p>b) Their honesty, understanding, and mutual respect</p> <p>c) Their frequent arguments and disagreements</p>
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Topic Title:	People and Society
Scenario No:	5
Scenario:	type in the missing preposition
Visual/Image/Video:	
Type of Activity:	gap filling
Voice Over Text (If there is):	
Content Text:	<p>1. Tony, the quiet and thoughtful one, was immediately drawn _____ Jack's outgoing and humorous personality.</p> <p>2. Jack would share his snacks _____ Tony when he forgot his own.</p> <p>3. Their high school years were filled _____ laughter and shared adventures.</p> <p>4. Tony's maturity helped keep them focused _____ their goals.</p> <p>5. They supported each other _____ heartbreaks, successes, and challenges.</p> <p>6. Jack explored opportunities _____ entrepreneurship.</p> <p>7. Jack's flexible nature allowed him _____ adapt to the changing dynamics of their lives.</p>

Key

Task one

Jack: generous, humorous, arrogant, serious, confident, easy-going

Tony: honest, understanding, mature, intelligent, flexible, quiet,

Task 2

1. Honest – Dishonest
2. Mature – Immature
3. Intelligent – Unintelligent
4. Flexible – Inflexible
5. Reliable – Unreliable
6. Reasonable – Unreasonable
7. Faithful – Unfaithful
8. Responsible – Irresponsible
9. Polite – Impolite
10. sensitive – insensitive

Task 3:

Certainly! Here are the opposites of the adjectives:

1. Nice – rude
2. Quiet – Loud
3. Easy-going – Tense
4. Humorous – Serious
5. Confident – Insecure
6. Generous – Stingy
7. Happy – Sad
8. Clever – Dull
9. Brave – Cowardly
10. Excited – Calm

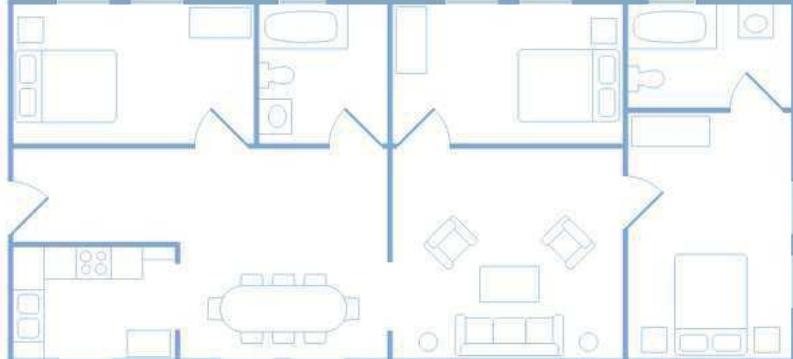
Task 4:

1. B
2. B
3. A
4. A
5. B

Task 5:

1. to
2. with
3. with
4. on
5. through
6. in
7. to

*Gamification Topic 3. Our environment – SZISZKI

Topic Title:	Our environment
Scenario No:	1
Scenario:	<p>User is in a house. There is a mess. He /She has to put everything in the right room and label the furniture, drag the words under the items. The words appear on the side of the screen.</p> <p>User enters the flat/house. In the hall there is a washing machine, he/she has to drag it to the bathroom or to the kitchen. The dining table is also in the hall, he/she has to drag it to the dining room. He/she enters the kitchen, a pillow is in the sink and an alarm clock is on the cooker. He/she has to put the pillow into the bedroom or the living room, the alarm clock on the bedside table in the bedroom. The bedside table is in the living room, he/she has to drag it to the bedroom and put the alarm clock on it. He/she enters the bathroom and finds a blanket and a chest of drawers. The chest of drawers is missing from one of the bedrooms and he/she can also put the blanket there. The coffee table is in the bedroom, he/she has to put it into the living room. Entering the other bathroom he/she finds a rocking chair and an armchair. He/she has to drag them to the living room.</p>
Visual/Image/Video:	<p>Floor plan, furniture pictures</p> 
Type of Activity:	dragging pictures, words and matching them
Voice Over Text (If there is):	N/A
Content Text:	<p>The words on the side of the screen :</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> coffee table, washing machine, blanket, dining table, flower pot, rocking chair, bedside table, armchair, pillow, chest of drawers, alarm clock </div> <p>Find these things and put them into the right rooms then drag the words under them.</p>

Topic Title:	Our environment
Scenario No:	2
Scenario:	The user stands in front of a map of the UK with different weather signs, he/she has to put the signs on the map while listening to a weather forecast
Visual/Image:	<p>Map of the UK</p> <p>weather symbols:</p>



numbers (temperature):

12°C to 18°C
 10°C to 15°C
 11°C to 17°C
 9°C to 14°C
 9°C to 14°C
 8°C to 13°C
 8°C to 13°C
 7°C to 12°C
 7°C to 11°C
 5°C to 10°C

Type of Activity: Weather forecast – listening and dragging the symbols

Voice Over Text: Weather forecast

Content Text: **Weather Forecast for the UK**

Monday, May 27, 2024

London and South East England: Expect partly cloudy skies with intervals of sunshine. Temperatures will range from 12°C to 18°C. There might be a light breeze coming from the southwest.

South West England: Cloudy skies with occasional showers are expected throughout the day. Temperatures will hover between 10°C to 15°C. Winds will be moderate from the west.

East of England: Partly cloudy conditions with a chance of isolated showers in the afternoon. Temperatures will be between 11°C to 17°C. Winds will be light and variable.

West Midlands: Cloudy skies with intermittent rain showers are anticipated. Temperatures will range from 9°C to 14°C. A steady breeze will blow from the northwest.

East Midlands: Overcast skies with periods of light rain are likely. Temperatures will be cool, ranging from 8°C to 13°C. Winds will be light from the north.

	<p>North West England: Expect mostly cloudy conditions with scattered showers throughout the day. Temperatures will be cool, ranging from 7°C to 12°C. Winds will be moderate from the west.</p> <p>North East England: Cloudy skies with occasional rain showers are expected. Temperatures will range from 7°C to 11°C. A moderate breeze will blow from the northeast.</p> <p>Scotland: Cloudy skies dominate with showers likely, especially in the west. Temperatures will be chilly, ranging from 5°C to 10°C. Winds will be moderate to strong from the northwest.</p> <p>Wales: Cloudy skies with periods of rain expected, especially in the afternoon. Temperatures will range from 9°C to 14°C. Winds will be moderate from the west.</p> <p>Northern Ireland: Overcast skies with occasional rain showers throughout the day. Temperatures will range from 8°C to 13°C. Winds will be moderate from the northwest.</p> <p><i>Note: Weather conditions may vary locally. Please refer to local forecasts for more accurate information.</i></p>
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Topic Title:	Our environment
Scenario No:	3
Scenario:	The user enters different rooms/places. In each room there is a warning about protecting the environment. He/She has to choose the right way by pointing to it. The answers appear floating in the air. There is no time limit; however, the user will get a higher score if he/she finishes the task faster.
Visual/Image/Video:	Background of the room/place
Type of Activity:	Choose the right statement
Voice Over Text (If there is):	There can be different sounds: 1 – wind blowing, 2- car running, 3 – birds chirping, 4 – sounds of a busy street, 5 – no sound, 6 – no sound, 7 – water running, 8 – wind blowing, birds chirping
Content Text:	<p>Statements appearing in each room/place:</p> <p>recycling, wind farms, conservation, organic food, saving electricity, electric cars, not leaving litter, saving water, solar power</p>

	<ol style="list-style-type: none"> 1. Look for natural forms of energy (user is standing in the nature, the sun is shining, the wind is blowing) 2. Use less fuel (user is sitting in a car) 3. Look after animals in their natural environment (user is standing in a forest, he/she can see animals) 4. Don't throw away cans, bottles, jars or paper (user is in the street) 5. Use fewer pesticides and other chemicals (user is in a vegetable garden) 6. Turn the lights off when you're not in the room (user is in the bedroom/living room) 7. Don't leave the tap on while brushing your teeth (user is in the bathroom) 8. Take your rubbish home with you (user is on a picnic in the park) <p>Answer key:</p> <ol style="list-style-type: none"> 1. wind farms, solar power 2. electric cars 3. conservation 4. recycling 5. organic food 6. saving electricity 7. saving water 8. not leaving litter
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Topic Title:	Our environment
Scenario No:	4
Scenario:	The user enters a hall with pictures and words about nature and the environment. When he/she touches a picture the words start moving and he/she has to drag two words under each picture to describe it, to make the right phrases and expressions. There is no time limit; however, the user will get a higher score if he/she finishes the task faster.
Visual/Image/Video:	Pictures of nature
Type of Activity:	Match the words to make phrases and expressions and match them with the pictures

Voice Over Text (If there is):	N/A																																								
Content Text:	<p>Words on the walls of the hall:</p> <table> <tbody> <tr><td>1</td><td>acid</td><td>a</td><td>eruption</td></tr> <tr><td>2</td><td>mountain</td><td>b</td><td>farms</td></tr> <tr><td>3</td><td>air</td><td>c</td><td>food</td></tr> <tr><td>4</td><td>endangered</td><td>d</td><td>range</td></tr> <tr><td>5</td><td>ozone</td><td>e</td><td>layer</td></tr> <tr><td>6</td><td>rescue</td><td>f</td><td>rain</td></tr> <tr><td>7</td><td>organic</td><td>g</td><td>species</td></tr> <tr><td>8</td><td>volcanic</td><td>h</td><td>pollution</td></tr> <tr><td>9</td><td>natural</td><td>i</td><td>workers</td></tr> <tr><td>10</td><td>wind</td><td>j</td><td>disaster</td></tr> </tbody> </table> <p>Answer key:</p> <p>1f acid rain 2d mountain range 3h air pollution 4g endangered species 5e ozone layer 6i rescue workers 7c organic food 8a volcanic eruption 9j natural disaster 10b wind farms</p>	1	acid	a	eruption	2	mountain	b	farms	3	air	c	food	4	endangered	d	range	5	ozone	e	layer	6	rescue	f	rain	7	organic	g	species	8	volcanic	h	pollution	9	natural	i	workers	10	wind	j	disaster
1	acid	a	eruption																																						
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3	air	c	food																																						
4	endangered	d	range																																						
5	ozone	e	layer																																						
6	rescue	f	rain																																						
7	organic	g	species																																						
8	volcanic	h	pollution																																						
9	natural	i	workers																																						
10	wind	j	disaster																																						

Gamification Topic 1 Personal Information - SZISZKI

Introduction: Listen to the dialogue (*two figures are talking*)

Emily: Hey! I'm Emily. Nice to meet you!

Alex: Hi, Emily! I'm Alex. Nice to meet you too. So, do you go to this school?

Emily: Yeah, I just transferred here. How about you?

Alex: Oh, cool! I've been here since freshman year. So, where were you before?

Emily: I used to go to Jefferson High. My family moved here recently.

Alex: Nice! What's your favourite subject?

Emily: I really like English and History. How about you?

Alex: Same! English is cool. I also enjoy math. What do you do for fun?

Emily: I love reading and drawing. And I play the guitar. What about you?

Alex: That's awesome! I'm into video games, and I play basketball. Do you have any favourite books or genres?

Emily: Yeah, I love fantasy novels. Harry Potter is my all-time favourite. How about you?

Alex: Oh, nice choice! I'm more into sci-fi, like the classics. Have you read any?

Emily: Not really, but I'm open to suggestions. What's your favourite sci-fi book?

Alex: Probably "Dune" by Frank Herbert. It's pretty intense, but I love it. Anyway, do you have any siblings?

Emily: Yeah, I have a younger sister. What about you?

Alex: I have an older brother. So, what's the best thing about your new school so far?

Emily: I like how friendly everyone is. It makes it easier to fit in. How about you?

Alex: Totally agree! People here are really welcoming. Let me know if you need help adjusting.

Task 1: True or False (general understanding)

(The statements are appearing and S clicks on T or F)

1. Emily is a new student.
2. Both Emily and Max like English.
3. Alex prefers fantasy novels to sci-fi.
4. Emily plays a musical instrument.
5. Alex doesn't like ball games.
6. Emily has an older brother.
7. Emily thinks it is easy to find new friends.

Task 2

Complete the dialogue with the words given (looking for specific information)

(drag and drop exercise)

about, since, the, into, suggestions, favourite, meet, recently, do, used, best.

Emily: Hey! I'm Emily. Nice to meet you!

Alex: Hi, Emily! I'm Alex. Nice to 1_____ you too. So, do you go to this school?

Emily: Yeah, I just transferred here. How 2_____ you?

Alex: Oh, cool! I've been here 3_____ freshman year. So, where were you before?

Emily: I 4_____ to go to Jefferson High. My family moved here 5_____.

Alex: Nice! What's your 6_____ subject?

Emily: I really like English and History. How about you?

Alex: Same! English is cool. I also enjoy math. What 7_____ you do for fun?

Emily: I love reading and drawing. And I play 8_____ guitar. What about you?

Alex: That's awesome! I'm 9_____ video games, and I play basketball. Do you have any favourite books or genres?

Emily: Yeah, I love fantasy novels. Harry Potter is my all-time favourite. How about you?

Alex: Oh, nice choice! I'm more into sci-fi, like the classics. Have you read any?

Emily: Not really, but I'm open to 10_____. What's your favourite sci-fi book?

Alex: Probably "Dune" by Frank Herbert. It's pretty intense, but I love it. Anyway, do you have any siblings?

Emily: Yeah, I have a younger sister. What about you?

Alex: I have an older brother. So, what's the 11_____ thing about your new school so far?

Emily: I like how friendly everyone is. It makes it easier to fit in. How about you?

Alex: Totally agree! People here are really welcoming. Let me know if you need help adjusting.

Task 3

Put the sentences in the right order. The names can help you. (overall understanding)

(drag the sentences into the right order, first and last sentences are given, other can be dragged)

1_ Emily: Hey! I'm Emily. Nice to meet you!

_____ Emily: I really like English and History. How about you?

_____ Alex: I have an older brother. So, what's the best thing about your new school so far?

____Alex: Oh, nice choice! I'm more into sci-fi, like the classics. Have you read any?

____Emily: I love reading and drawing. And I play the guitar. What about you?

____Emily: I used to go to Jefferson High. My family moved here recently.

____Alex: Hi, Emily! I'm Alex. Nice to meet you too. So, do you go to this school?

____Alex: Nice! What's your favourite subject?

____Emily: Yeah, I just transferred here. How about you?

____Emily: Yeah, I have a younger sister. What about you?

____Alex: Oh, cool! I've been here since freshman year. So, where were you before?

____Alex: Same! English is cool. I also enjoy math. What do you do for fun?

____Emily: I like how friendly everyone is. It makes it easier to fit in. How about you?

____Emily: Not really, but I'm open to suggestions. What's your favourite sci-fi book?

____Alex: That's awesome! I'm into video games, and I play basketball. Do you have any favourite books or genres?

____Alex: Probably "Dune" by Frank Herbert. It's pretty intense, but I love it. Anyway, do you have any siblings?

____Emily: Yeah, I love fantasy novels. Harry Potter is my all-time favourite. How about you?

18 Alex: Totally agree! People here are really welcoming. Let me know if you need help adjusting.

Task 4. Put the verbs into the right boxes (grammar)

(the verbs from the dialogue are falling down from the “sky”, students have to catch them by moving the right box/container)

Verbs: meet, go, transfer, be, move, like, enjoy, do, love, read, draw, play, have, agree, know, need

Boxes: regular , irregular

Answer key:

Task 1

1. True
2. True
3. False
4. True
5. False
6. False
7. True

Task 2

1. meet
2. about
3. since
4. used
5. recently
6. favourite
7. do
8. into
9. suggestions
10. best

Task 3

Emily: Hey! I'm Emily. Nice to meet you!

Alex: Hi, Emily! I'm Alex. Nice to meet you too. So, do you go to this school?

Emily: Yeah, I just transferred here. How about you?

Alex: Oh, cool! I've been here since freshman year. So, where were you before?

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Emily: I like how friendly everyone is. It makes it easier to fit in. How about you?

Alex: Totally agree! People here are really welcoming. Let me know if you need help adjusting.

Task 4

regular: transfer, move, like, enjoy, love, play, agree, need

irregular: meet, go, be, do, read, draw, have, know

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