

10th GRADE
**ENGLISH
GAMES & ACTIVITIES**

**THEME 5
TRAVEL**



English 10

Games & Activities

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

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

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

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

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

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

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ICONS USED IN THE BOOK



Duration



Individual Activity



Whole Class Activity



Link



Pair Work



QR Code for Listening



Cut



Group Work



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
- F2 Booking
- F3 Exchanging ideas and plans
- F4 Asking for approvals and/or confirmations

1 Do You Know Me?



The activity aims to have students talk about past and present events/experiences. It gives students the chance to think about and practice a new language item in a fun way. In addition, this activity enables students to talk and learn more in a natural way.

Materials and Preparation

The worksheet on page 117

As a preparation, the teacher photocopies and cuts out the worksheet for each student.

Procedure

- 1 Put students into pairs and hand out the worksheet.
- 2 Give students some time to study the phrases on the worksheet and write their guesses about their partners.
- 3 Remind students that their partners are not allowed to see their answers and that they do not need to write full sentences about their partners.
- 4 Monitor and guide students while they are carrying out the task.
- 5 When the time is up, have students swap the worksheets and discuss whether the answers about them are correct or not.

2 Guess and Check



This activity aims to have students talk about past and present experiences. It is an activity that makes it possible for students to make guesses about their friends. It is expected to help improve reading, writing and speaking skills.

Materials and Preparation

Activity sheet on page 118

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

Procedure

- 1 Hand out the activity sheets.
- 2 Tell students to make guesses about their friends and write a classmate's name as the subject for each sentence on the worksheet. Remind them that they shouldn't show their answers to other students.
- 3 After all the students have finished filling in the chart, ask them to walk around the class asking questions to their friends to check whether their guesses are true. Tell them to put a tick for each correct guess.
- 4 After they have checked all their answers, give them time to calculate their scores and share some of the correct guesses with the class.
- 5 Finally, tell students to read about their scores at the bottom of the activity sheets.



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
- F2 Booking
- F3 Exchanging ideas and plans
- F4 Asking for approvals and/or confirmations

3 True or False



The aim of this activity is to have students talk about past and present events/experiences and improve their listening and speaking skills.

Materials and Preparation

Small topic cards on page 119

Copy and cut out the cards and put them together as sets.

Procedure

- 1 Put students into groups of six and give a set of topic cards to each group. Have each group shuffle the cards and place them facing down on the desk.
- 2 Then, divide the groups into two subgroups as A and B.
- 3 Tell students that the members of Group A, in turns, will pick a card and try to come up with a sentence of experience regarding the topic on the card. This experience may either be true or imaginary. Then, members of Group B will ask follow-up questions related to the sentence of the Group A student to find out whether the sentence is a true experience or an imaginary one.

E.g. A Group A student picking the card with Prague on may say "I have been to Prague.", and then the members of Group B may come up with follow-up questions such as, "When did you go there?", "What was the favorite local food?", "What did you enjoy doing most there?" etc. and decide whether this is a true experience or an imaginary one.



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
F2 Booking
F3 Exchanging ideas and plans
F4 Asking for approvals and/or confirmations

4 This Is My Country



The aim of this activity is to have students talk about their past and present events/experiences. With this activity, it is also aimed to raise students' cultural and historical awareness about Turkey.

Materials and Preparation

Worksheet on page 120

The reading text on page 121

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

Procedure

- 1 Put students into groups of four and give each group a worksheet to study on.
- 2 Ask students to take a glance at the items in the worksheet and to write sentences about what the people might have experienced in these places.

E.g. Berisha has ridden a hot-air balloon in Göreme, Nevşehir.

- 3 Tell students to write as many sentences as possible for each place. While carrying out the task, they are allowed to browse the Internet to search for information about the places given. Monitor and guide them while browsing the Internet.
- 4 When students have finished, the teacher displays the reading texts on the interactive whiteboard. Have each group check how many of the landmarks and activities mentioned in the texts these five people (Berisha, Diego, Adele, Takashi, Emily) have experienced. For each correct matching, ask students to give a random applause.

5 Book a Room



This activity aims to have students find out and understand the basic expressions for booking a room through a listening activity. It will also enable students to write a sample dialog for booking a hotel room on the telephone.

Materials and Preparation

Activity sheet on page 122

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

Procedure

- 1 Put students into pairs and hand out the activity sheet to each pair.
- 2 Make students listen to the dialog twice.
- 3 After the second listening, ask them to tick the list items related to which they hear phrases in the dialog.
- 4 Have them to share their answers and give a third listening so that they can check their answers.
- 5 Then, tell them to share the roles as "the Receptionist" and "the Guest".
- 6 Give them time to create a similar dialog.
- 7 Let the volunteer pairs read their dialogs aloud.



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
- F2 Booking
- F3 Exchanging ideas and plans
- F4 Asking for approvals and/or confirmations

6 Booking in 3 Corners



This action game aims to have students consolidate the structures related to booking. In this game, it is aimed to get students to recognize the phrases related to booking a flight ticket, a room at a hotel and a table in a restaurant. The game is also used as a stir-up activity in which students get out of their seats to complete the task. It is especially suggested for large classrooms with more space available to move around.

Materials and Preparation

Strips of papers in different colors on pages 123-125

Three blank sheets of paper

Dough adhesive

The teacher cuts out the strips of paper sheets and writes the booking types (1. Booking a flight ticket, 2. Booking a room at a hotel, 3. Booking a table in a restaurant) on the blank sheets of paper.

Procedure

- 1 Divide the class into three groups randomly so that they can have different partners to negotiate with instead of who they are accustomed to working with.
- 2 Give the strips according to the letters on them; As to the group A, Bs to the group B and Cs to the group C. This is to differentiate the strips of groups when the game is over.
- 3 Then, assign three different corners in the classroom for each booking type; booking a flight ticket, booking a room at a hotel and booking a table in a restaurant. Stick the category sheets on which booking a flight ticket, booking a room at a hotel and booking a table in a restaurant exist on the walls of those corners.
- 4 As the next step, tell the groups to study the strips very quickly and to categorize them for each booking type. Ask them to choose a runner to go to the corners and stick the strips under the category sheets for each corner.
- 5 Remind them that both accuracy and speed matter.
- 6 Ask students to announce themselves as soon as they have finished the task.
- 7 Finally, the teacher checks the answers. As long as all the categorization is correct, the fastest group is announced as the winner of the game.



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
- F2 Booking
- F3 Exchanging ideas and plans
- F4 Asking for approvals and/or confirmations

7 Booking Time



The activity is expected to improve students' listening and speaking skills through creating an audioscript about booking a hotel room.

Materials and Preparation

Worksheet on page 126

Copy and cut out the worksheet. Jumble the strips and hand out one set to each group.

Procedure

- 1 Put students into groups of four or five, depending on the size of the class.
- 2 Inform students that they are going to listen to a phone conversation and put the jumbled strips of the conversation into the correct order.
- 3 Let them listen twice. Give them time to arrange the strips.
- 4 Check the answers all together.

8 Book and Go



The activity aims to have students talk about various types of booking. It is expected to improve communication and negotiation skills of students.

Materials and Preparation

Role-play card sets on page 127

As a preparation, the teacher photocopies and cuts out the sets for pairs.

Procedure

- 1 Put students into pairs. Give each pair a role-play card set and ask them to create dialogs following the instructions and using the prompt available on the role card sets.
- 2 Give them 10 mins for the preparation.
- 3 Monitor and guide them while they are carrying out the task.
- 4 When they are ready, have them role play.



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
- F2 Booking
- F3 Exchanging ideas and plans
- F4 Asking for approvals and/or confirmations

9 A Planned Vacation



This activity aims to have students exchange their ideas and plans. It is expected to help with reading and writing skills.

Materials and Preparation

Activity sheet on page 128

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

Procedure

- 1 Put students into groups of three.
- 2 Give each group a copy of the activity sheet.
- 3 Make students read the scenario.
- 4 Tell students to discuss on a vacation plan and fill in the chart.
- 5 After each group has completed filling in their chart, ask them to create a dialog in which they inform the project coordinator according to the plan details in their charts.
- 6 Finally, ask them to read their dialogs aloud in turns.

10 Exchanging Ideas



The aim of this activity is to have students exchange ideas and plans. In this activity, students are asked to create a dialog according to their interests in vacations.

Materials and Preparation

Worksheet on page 129

The teacher photocopies the worksheet for all students in the class and then hands them out.

Procedure

- 1 Put students into pairs. Assign a role to each student. Inform students that one of them will be a life coach and the other will be the client.
- 2 Ask them to look through the pictures and descriptions about different types of vacation. Ask them to decide on the best vacation type for the client by exchanging ideas.
- 3 Afterwards, all the pairs report which vacation type they have preferred giving reasons.



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
- F2 Booking
- F3 Exchanging ideas and plans
- F4 Asking for approvals and/or confirmations

11 Holiday Destination



The activity aims to have students improve their speaking skills by exchanging ideas and plans through an information gap activity.

Materials and Preparation

Information gap charts on page 130

Copy and cut out the information gap charts along the dotted lines and hand them out to each pair.

Procedure

- 1 Put students into pairs.
- 2 Tell students that they are going on a holiday with a friend for a week and that they are going to decide on the destination. Also, explain students that they are going to have missing information on the information gap charts. Ask them to ask and answer to find out the missing information and take notes.

Tell them that Student A will study the information given and ask her/his partner the following questions:

- E.g.** *How can we get to ...?*
What can we do in ...?
How long will it take to get to ...?
What food would you recommend?

Then, Student B will study the information given and answer her/his partner's questions.

- 3 Give students a suitable amount of time for the activity.
- 4 Once students have filled in their charts, ask them to exchange opinions on the holiday destinations.

- E.g.** *I'd like to go to ... because ...*
Why don't we go to ...?
We could ...
I think ...
In my opinion ...



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
F2 Booking
F3 Exchanging ideas and plans
F4 Asking for approvals and/or confirmations

12 Find and Complete



The activity aims to have students ask for approvals and confirmations. It also makes it possible for teachers to encourage students to cooperate with one another as well as enable students to learn from each other.

Materials and Preparation

Dialog strips and topics on page 131

As a preparation, the teacher cuts out the dialogs into strips so that each student will have one sentence of the dialog on the strip and writes the topics on the board.

Procedure

- 1 Hand out the dialog strips to each student.
- 2 Explain students that they will walk around the class with the dialog strips in their hands, seeking for the best match to create a meaningful dialog.
- 3 When they find their best match, they read the dialog out and decide which of the topics it is related to.
- 4 Monitor and guide them while they are carrying out the task.
- 5 When they are finished, have them share their sentences with the class orally.

13 Be All Ears



This game aims to have students ask for confirmations. The game requires students to confirm what they remember about their classmates. By this way, it also promotes students' acquaintance with each other.

Materials and Preparation

No material or preparation is required.

Procedure

- 1 Ask all students in the class to tell five statements about themselves in turns.
- 2 Tell them that they are not allowed to write down anything related to the statements they hear. Instead, ask them to keep the statements in memory.
- 3 When every student in the class has told five statements, check what they remember about their classmates. To do this, tell students to ask questions using question tags for confirmation. The questions will be asked to the class and those who remember the answers as in the example below.

E.g. Ali (a volunteer student) asks:

- *Özlem, you are from Köyceğiz, aren't you?*
Özlem: Yes, I am.
- *Ahmet, you visited your relatives yesterday, didn't you?*
Ahmet: No, I didn't.
- *Murat, you will go to an amusement park next week, won't you?*
Murat: Yes, I will.
- *Yeliz, your mom has just bought a birthday present for you, hasn't she?*
Yeliz: No, she hasn't bought it yet. She only wants to buy it.

- 4 For each correct recall, award one point for student. The student with the highest score wins the game.



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
- F2 Booking
- F3 Exchanging ideas and plans
- F4 Asking for approvals and/or confirmations

14 Memory Check



This activity aims to have students write statements and ask for confirmation with a question tag. It is an activity to improve students' writing skills together with reading, listening and speaking.

Materials and Preparation

Reading texts on page 132

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

Procedure

- 1 Put students into pairs.
- 2 Assign Student As and Student Bs for pairs.
- 3 Give the reading texts to the pairs so that Student As will have one and Bs will have the other text.
- 4 Ask Student As to read aloud their texts for Student Bs once. After Student As have finished reading their texts, have Student Bs write at least 5 sentences they can remember. Remind Student Bs to add a question tag at the end to get confirmation from their partners while checking whether what they have written is true or not.
- 5 Finally, have them change their roles.

15 Match and Tag



The activity aims to have students ask for approvals and confirmations through an activity appealing to visual, auditory and kinesthetic learners.

Materials and Preparation

Tag question phrases and sentence strips on page 133

As a preparation, the teacher cuts out the tag question phrases and sentence strips provided. She/He should hand out as many phrases and strips as the number of students.

Procedure

- 1 Put students into pairs. Assign Student As and Student Bs for pairs.
- 2 Hand out tag question phrases to Student As and sentence strips to Bs.
- 3 Explain students that they will walk around the class to find the correct match so that they can create a meaningful sentence with the phrases on the strips they are holding.
- 4 Monitor and guide them while they are carrying out the task.
- 5 When they are finished, have them share their sentences with the class orally.



THEME 5 TRAVEL

FUNCTIONS

- F1 Talking about past and present events/experiences
- F2 Booking
- F3 Exchanging ideas and plans
- F4 Asking for approvals and/or confirmations

16 You and Me



The activity aims to have students practice how to ask for approvals and/or confirmations in a conversation.

Materials and Preparation

Worksheets on page 134

Copy and cut out the worksheets along the dotted lines.

Procedure

- 1 Put students into pairs.
- 2 Hand out a set of worksheets to each pair. (One for Student A and one for Student B).
- 3 Tell students that they are going to circle the affirmative and negative forms of the statements to show their guesses about their partners and then ask for confirmation by using the appropriate question tag.
- 4 For each correct guess while checking the answers, give a round of applause.



THEME 5 TRAVEL

10th GRADE

Answer Keys & Audio Scripts

Answer Key

5 Book a Room

- | | |
|--------------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Asking for the price | <input checked="" type="checkbox"/> Greeting |
| <input type="checkbox"/> Asking for spelling name and surname | <input checked="" type="checkbox"/> Asking for the name |
| <input checked="" type="checkbox"/> Type of accommodation | <input type="checkbox"/> Type of payment |
| <input type="checkbox"/> Describing the hotel facilities | <input checked="" type="checkbox"/> Telling the duration of stay |
| <input checked="" type="checkbox"/> Asking for the date of arrival | <input type="checkbox"/> Asking for the hotel location |

5 Book a Room

Audio Script

- Receptionist** Good morning, Mustinga Hotel. May I help you?
- Maximilian** Yes. I'd like to book a room, please.
- Receptionist** Certainly. When for, sir?
- Maximilian** 12th December.
- Receptionist** How long will you be staying?
- Maximilian** For four nights.
- Receptionist** What kind of a room would you like, sir?
- Maximilian** A single room, please. I'd be grateful if you could give me a room with a view.
- Receptionist** Of course, sir. I'll check what we have available for you. Yes, we have a single room on the top floor with a magnificent sea view.
- Maximilian** Great! How much is it per night?
- Receptionist** Would you like it bed and breakfast or all-inclusive?
- Maximilian** Bed and breakfast, please.
- Receptionist** It's €65 per night.
- Maximilian** That's fine.
- Receptionist** Who's the booking for, sir?
- Maximilian** Diego Maximilian Dias.
- Receptionist** Okay, your booking is ready. Let's check it, Mr. Dias. A single room with bed and breakfast, for 12th, 13th, 14th and 15th December. Is it right?
- Maximilian** Yes, it is. Thank you.
- Receptionist** Your booking number is 248824. Thank you for choosing Mustinga Hotel and have a nice day. Goodbye.
- Maximilian** Goodbye.



THEME 5 TRAVEL

10th GRADE

Answer Keys & Audio Scripts

Answer Key

6 Booking in 3 Corners

Booking a room in a hotel	Booking a table at a restaurant
Your room number is 197.	Do you have a table for tomorrow?
I'd like a room for 3 nights, please.	I'd like to make a dinner reservation.
Do you have a laundry service?	One table for six people for the 25 th October.
Do you want a single room or a double room?	Do you have a kids' menu?
For how many days will you stay?	You mean, one table for three for Saturday evening?
It gives an all-inclusive stay.	Will you prefer your table inside or outside?
We only have half-board stays.	We would like to have a table by the window.
The hotel is fully booked on Saturday night.	That is a table in the non-smoking area.
The check-out is at 11:30 a.m.	Could you just make sure that it is in the non-smoking area?
Would you like a wake-up call?	Do you have a vegetarian dish in your menu?
Do you have free wi-fi and air-conditioning in your rooms?	Please, be here before 8 p.m. The starters will be served beforehand.
We could do a double for you and your wife, and a room with two singles for your children.	Could you tell me the full address of the restaurant?



THEME 5 TRAVEL

10th GRADE

Answer Keys & Audio Scripts

Answer Key

6 Booking in 3 Corners

Booking a flight ticket

Do you have any late departures?	Please, call this number in case of a change in your flight.
What flights do you have on the 19 th of December?	The final destination of this flight is Atlanta.
I prefer an aisle seat.	Would you like a one-way or a round trip ticket?
Please confirm your flight two days prior to the flight.	Let me check what flights are available in this period.
The earliest flight on the 5 th rises at 11.10 in the morning.	Which class do you prefer; economy or business?
Snacks are complimentary on board.	Which airline do you prefer to fly with?



THEME 5 TRAVEL

10th GRADE

Answer Keys & Audio Scripts

Answer Key

7 Booking Time

Receptionist Bubil Hotel, how can I help you?

Customer I'd like to find out about your room rates in August, please.

Receptionist Yes, of course, sir. Do you have specific dates in mind?

Customer Yes, we're thinking of coming up on the 6th of August, staying for about a week and checking out on the 13th or the 14th.

Receptionist I see, sir. And for how many people would that be?

Customer Me, my wife and our two children. They're 10 and 6.

Receptionist Well, there are various options. We could do a double for you and your wife, and a room with two single beds for your children.

Customer Is it possible to have a family room for all of us?

Receptionist Sure, that is also a possibility. Just let me check those dates for you.

Customer Yes, I appreciate that.

Receptionist Mmm, I see we have a suite available for all the nights you're interested in. That would give you two separate bedrooms, a sitting room, a bathroom, of course, and it also has a large balcony and a terrific sea view.

Customer Oh! That sounds wonderful. Thank you.



THEME 5 TRAVEL

10th GRADE

Answer Keys & Audio Scripts

Answer Key

11 Holiday Destination

Things to Do	Suggested Type of Transport	Journey Duration	Local Food
-joining historical&cultural tours -taking a ferry to Murano -rowing along the canal	car	18 hours	cicchetti
-sea kayaking -snorkeling -browsing the market in the old town	coach	21 hours	black risotto
-exploring Phang Nga Bay -climbing to Big Buddha -walking with elephants	plane	13 hours	noodle soup



THEME 5 TRAVEL

10th GRADE

Answer Keys & Audio Scripts

Answer Key

12 Find and Complete

- 1 Ethan Kelly** What cities do you think a traveler should visit in Turkey?
Oh, a tough question. There are lots of cities to visit, but in my opinion, İstanbul and Muğla are must-see cities.
Sightseeing Spots
- 2 Olivia Mia** What's the cheapest way of traveling to Bodrum?
There is a direct coach from İstanbul to Bodrum.
Transportation
- 3 Paul Gilbert** Would you recommend Singapore to us?
Of course, especially you should try River and Night Safaris.
Tourist Attractions
- 4 Paula Sofia** What do you know about the weather conditions in Chicago in April?
As far as I know, it is often rainy but warm.
Climate
- 5 Alex David** Should we try seafood in Italy?
Yeah, I liked the seafood the most when I was there.
Cuisine
- 6 Ben Bill** Do you know anything about festivals in Japan?
Sorry, I've never heard about them.
Cultural Events
- 7 Lily Isla** Do you think that we should stay in a hotel or a guest house?
A hotel will be better.
Accommodation



THEME 5 TRAVEL

10th GRADE

Answer Keys & Audio Scripts

Answer Key

15 Match and Tag

- 1 Italy has very beautiful landmarks, doesn't it?
- 2 You wanted a table for 2, didn't you?
- 3 Barry and Sophia have visited lots of historic sites, haven't they?
- 4 You aren't traveling alone, are you?
- 5 You travel a lot, don't you?
- 6 Sally has been to England, hasn't she?
- 7 John has lived here for a long time, hasn't he?
- 8 Molly used to like Chinese traditional food, didn't she?
- 9 It was rainy, wasn't it?
- 10 We should go on a boat trip on Lake Van, shouldn't we?
- 11 The prices were high, weren't they?
- 12 There is a direct coach from Rome to Napoli, isn't there?
- 13 You've been abroad before, haven't you?
- 14 Flights are available from Lazio, aren't they?
- 15 We just need some relaxation, don't we?
- 16 You will search for a suitable hotel for us, won't you?
- 17 It won't be rainy tomorrow, will it?
- 18 She doesn't like traveling, does she?
- 19 Stewart usually plans his vacations with his family, doesn't he?

THEME 5 APPENDIX



1 Do You Know Me?

10th GRADE



1	A place your friend has been to	_____
2	Something your friend has done often recently	_____
3	Something your friend has spent money on these days	_____
4	Something your friend has forgotten to do lately	_____
5	Something your friend has watched in the last week	_____
6	Something your friend has read these days	_____
7	Somebody your friend has met lately	_____

1	A place your friend has been to	_____
2	Something your friend has done often recently	_____
3	Something your friend has spent money on these days	_____
4	Something your friend has forgotten to do lately	_____
5	Something your friend has watched in the last week	_____
6	The book your friend has read these days	_____
7	Somebody your friend has met lately	_____

1	A place your friend has been to	_____
2	Something your friend has done often recently	_____
3	Something your friend has spent money on these days	_____
4	Something your friend has forgotten to do lately	_____
5	Something your friend has watched in the last week	_____
6	Something your friend has read these days	_____
7	Somebody your friend has met lately	_____

1	A place your friend has been to	_____
2	Something your friend has done often recently	_____
3	Something your friend has spent money on these days	_____
4	Something your friend has forgotten to do lately	_____
5	Something your friend has watched in the last week	_____
6	Something your friend has read these days	_____
7	Somebody your friend has met lately	_____

THEME 5 APPENDIX



2 Guess and Check

10th GRADE

1 _____ has been to a shopping mall recently.

2 _____ has been to the countryside lately.

3 _____ has just visited her/his relatives.

4 _____ has seen a movie at a theater recently.

5 _____ has made a cake in the last week.

6 _____ has done online shopping lately.

7 _____ has tasted many traditional dishes so far.

8 _____ has had long journeys many times.

9 _____ has fed a pet nowadays.

10 _____ has been to a concert in the past year.

IF YOUR SCORE IS 0-3:

You are a bit introverted. Try to spend more time with friends.

IF YOUR SCORE IS 4-6:

You are neither outgoing nor introverted. Try to get to know your friends better.

IF YOUR SCORE IS 7-10:

You are outgoing. You know your friends well. Keep going!

THEME 5 APPENDIX



3 True or False

10th GRADE

Topic Cards



amusement park	Prague	an NBA game
sushi	a new mobile phone	a 5-star hotel
pilates	Lionel Messi	Eda Erdem
a food festival	tooth extraction	basketball
Anıtkabir	Sherlock Holmes stories	a photography contest
the full story of Çanakkale battles	the car keys	a new language
a cooking workshop	a gold necklace	Marmaris
flight	scuba diving	the Netherlands

THEME 5 APPENDIX



4 This Is My Country (2)

10th GRADE

Tourist Attractions in Turkey

1- Nevşehir



When you visit this city, don't miss a hot-air balloon ride over Cappadocia. It is an awesome and unique experience to enjoy wonderful scenery over fairy chimneys, mountains and valleys. Remember to visit Zelve Open-Air Museum, which spreads over three mountain valleys. It is one of the best examples of Cappadocian structures.

2- Denizli



You will marvel at one of the best preserved spectacular geographical nature; Pamukkale (Hierapolis) in Denizli. Pamukkale has snow-white calcified rock plateaus with hot springs. It has one of the most magnificent panoramas in the world. If you want to relax, don't miss to visit the Güney Waterfall. It is a gifted natural waterfall falling from a height of 20 meters. Enjoy fresh air together with a marvelous view in the area.

3- Çanakkale



If you are into historical attractions, visit the legendary battlegrounds of Gallipoli in Çanakkale. You should discover the ruins of Troy, which is famous for hosting a well-known ten-year war in history. Don't miss the Anzac Cove in Gallipoli Peninsula. The cove is renowned for the site of World War I in 1915, and it has an amazing beach for swimming.

4- İstanbul



You can experience three world-famous attractions if you buy a combination ticket for the Hagia Sophia Grand Mosque, the Topkapi Palace and the Basilica Cistern. These are among the most beautiful cultural highlights in the world. You could also have a Bosphorus cruise, visit local bazaars and join a walking tour of local markets in İstanbul.

5- Adıyaman



The city boasts several mesmerizing historical ruins such as the Pirin Ruins, the Cendere Bridge and Mount Nemrut. You can see many interesting graves in the Pirin Ruins.

Mount Nemrut is famous for its highest rocky peak. There are many extraordinary monuments of kings on the top of the mountain. The scenery from the top is beautiful, and it is an excellent spot to admire both the sunrise and sunset. As a next stop, visit the impressive and well-restored Roman arch bridge called Cendere. It is a popular place with couples to hold a wedding ceremony. When you are in the city center, you should definitely taste the traditional meals of the city and watch Anatolian folk dance performance specific to the area.

THEME 5 APPENDIX



5 Book a Room

10th GRADE



Listen to the dialog and tick the expressions that are mentioned.

- Asking for the price
- Asking for spelling name and surname
- Type of accommodation
- Describing the hotel facilities
- Asking for the date of arrival

- Greeting
- Asking for the name
- Type of payment
- Telling the duration of stay
- Asking for the hotel location

Notepad

THEME 5 APPENDIX



6 Booking in 3 Corners (1)

10th GRADE



Booking a room in a hotel

Your room number is 197.

I'd like a room for 3 nights, please.

Do you have a laundry service?

Do you want a single room or a double room?

For how many days will you stay?

It gives an all-inclusive stay.

We only have half-board stays.

The hotel is fully booked on Saturday night.

The check-out is at 11:30 a.m.

Would you like a wake-up call?

Do you have free wi-fi and air-conditioning in your rooms?

We could do a double for you and your wife, and a room with two singles for your children.

Booking a table at a restaurant

Do you have a table for tomorrow?

I'd like to make a dinner reservation.

One table for six people for the 25th October.

Do you have a kids' menu?

You mean, one table for three for Saturday evening?

Will you prefer your table inside or outside?

We would like to have a table by the window.

That is a table in the non-smoking area.

Could you just make sure that it is in the non-smoking area?

Do you have a vegetarian dish in your menu?

Please, be here before 8 p.m. The starters will be served beforehand.

Could you tell me the full address of the restaurant?

Booking a flight ticket

Do you have any late departures?

What flights do you have on the 19th December?

I prefer an aisle seat.

Please confirm your flight two days prior to the flight.

The earliest flight on the 5th rises at 11.10 in the morning.

Snacks are complimentary on board.

Please, call this number in case of a change in your flight.

The final destination of this flight is Atlanta.

Would you like a one-way or a round trip ticket?

Let me check what flights are available in this period.

Which class do you prefer; economy or business?

Which airline do you prefer to fly with?



THEME 5 APPENDIX



6 Booking in 3 Corners (2)

10th GRADE



Booking a room in a hotel

Your room number is 197.

I'd like a room for 3 nights, please.

Do you have a laundry service?

Do you want a single room or a double room?

For how many days will you stay?

It gives an all-inclusive stay.

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The hotel is fully booked on Saturday night.

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Could you tell me the full address of the restaurant?

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Please confirm your flight two days prior to the flight.

The earliest flight on the 5th rises at 11.10 in the morning.

Snacks are complimentary on board.

Please, call this number in case of a change in your flight.

The final destination of this flight is Atlanta.

Would you like a one-way or a round trip ticket?

Let me check what flights are available in this period.

Which class do you prefer; economy or business?

Which airline do you prefer to fly with?



THEME 5 APPENDIX



6 Booking in 3 Corners (3)

10th GRADE



Booking a room in a hotel

Your room number is 197.

I'd like a room for 3 nights, please.

Do you have a laundry service?

Do you want a single room or a double room?

For how many days will you stay?

It gives an all-inclusive stay.

We only have half-board stays.

The hotel is fully booked on Saturday night.

The check-out is at 11:30 a.m.

Would you like a wake-up call?

Do you have free wi-fi and air-conditioning in your rooms?

We could do a double for you and your wife, and a room with two singles for your children.

Booking a table at a restaurant

Do you have a table for tomorrow?

I'd like to make a dinner reservation.

One table for six people for the 25th October.

Do you have a kids' menu?

You mean, one table for three for Saturday evening?

Will you prefer your table inside or outside?

We would like to have a table by the window.

That is a table in the non-smoking area.

Could you just make sure that it is in the non-smoking area?

Do you have a vegetarian dish in your menu?

Please, be here before 8 p.m. The starters will be served beforehand.

Could you tell me the full address of the restaurant?

Booking a flight ticket

Do you have any late departures?

Please, call this number in case of a change in your flight.

What flights do you have on the 19th December?

The final destination of this flight is Atlanta.

I prefer an aisle seat.

Would you like a one-way or a round trip ticket?

Please confirm your flight two days prior to the flight.

Let me check what flights are available in this period.

The earliest flight on the 5th rises at 11.10 in the morning.

Which class do you prefer; economy or business?

Snacks are complimentary on board.

Which airline do you prefer to fly with?



THEME 5 APPENDIX



7 Booking Time

10th GRADE



Receptionist Bubil Hotel, how can I help you?

Customer I'd like to find out about your room rates in August, please.

Receptionist Yes, of course, sir. Do you have any specific dates in mind?

Customer Yes, we're thinking of coming up on the 6th of August, staying for about a week and going back on the 13th or the 14th.

Receptionist I see, sir. And for how many people would that be?

Customer Me, my wife and our two children. They're 10 and 6.

Receptionist Well, there are various options. We could do a double for you and your wife, and a room with two single beds for your children.

Customer Is it possible to have a family room for all of us?

Receptionist Sure, that is also a possibility. Just let me check those dates for you.

Customer Yes, I appreciate that.

Receptionist Mmm, I see we have a suite available for all the nights you're interested in. That would give you two separate bedrooms, a sitting room, bathroom, of course, and it also has a large balcony and a terrific sea view.

Customer Oh! That sounds wonderful. Thank you.



Role Play Cards



Booking a Room

STUDENT A

You are traveling to Rome and you want to book a room at Pie-Star Hotel. You make a phone call with the receptionist and book your room in the hotel according to the information given below.

- single room
- two nights
- price?
- meals included?
- facilities?
- items in the room?
- pay by cash

Booking a Room

STUDENT B

You are working at Pie-Star Hotel as a receptionist. You have a phone call with the customer, ask some questions and make the reservation for the customer.

- type of room?
- how many nights?
- room 50\$ a night
- breakfast included
- car parking, Internet access
- fan, bedside table, TV, air-conditioner
- payment options?

Booking a Table at a Restaurant

STUDENT A

You are going to a famous restaurant in your town for dinner with your best friend. You make a phone call and book your table according to the information given below.

- availability?
- the date/time
- a table for 2
- name for booking
- ordering food in advance?

Booking a Table at a Restaurant

STUDENT B

You are working at a famous restaurant in the town. You have a phone call with the customer, ask some questions and make the reservation for the customer.

- available
- the date/time?
- the number of people?
- the name of customer for the booking?
- No.

Booking a Flight Ticket

STUDENT A

You are going to travel by plane and you want to make a flight reservation. You make a phone call with the travel agency and book the ticket according to the information given below.

- your name
- the date/time
- departures/arrivals
- one-way trip
- departure date
- an aisle seat
- by credit card

Booking a Flight Ticket

STUDENT B

You are working at the call center of a travel agency. You have a phone call with the customer, ask some questions and make the reservation for the customer.

- the name of the customer?
- date/time?
- departures/arrivals?
- one-way trip/round trip?
- departure date?
- seat preference?
- payment options?



THEME 5 APPENDIX



9 A Planned Vacation

10th GRADE

SCENARIO

Some foreign students are coming to your city on a project visit. You and one of your friends are responsible for planning their 3-day visit to help them enjoy their time as the host.



	Morning	Afternoon	Evening
Friday	E.g. pick up from the airport at 10 a.m.		
Saturday			
Sunday			

Notepad

Project Coordinator Have you prepared the vacation plan for our guests?

Student A Yes, sir. Firstly, we are picking them up at the airport at 10 on Friday morning.

Project Coordinator What is next?

Student B Well, ...

THEME 5 APPENDIX



10 Exchanging Ideas

10th GRADE

Vacation Types

Camping: It is a great way to spend time in nature. This type of vacation is ideal for those who love being outdoors, sense of adventure and freedom. However, you should keep in mind this type of vacation lacks luxury and comfort.



A trip to the city: It is a good choice for people who love crowds with hustle and bustle of the city. You can join various activities from dining to museum tours on condition that you can manage your schedule.



A cruise: It is ideal for those who are fond of water and an experience of sailing to multiple destinations. Yet, it may turn out to be a nightmare if you have a seasickness.



A trip abroad: If you want to experience new cultures, cities and food, this distance travel is for you. However, it may not be a good idea for people who detest new ideas, long vacation times and changeable itineraries.



Staycation: When you prefer to stay at home in order to have peace of mind, do some renovation or work on some projects. This vacation type may be quite satisfying. On the other hand, it does not suit you if you are fond of exciting activities.



THEME 5 APPENDIX



11 Holiday Destination

10th GRADE



STUDENT A		Things to Do	Suggested Type of Transport	Journey Duration	Local Food
	Venice, ITALY	-joining historical&cultural tours -taking a ferry to Murano -rowing along the canal		18 hours	
	Dubrovnik, CROATIA		coach		black risotto
	Phuket, THAILAND	-exploring Phang Nga Bay -climbing to Big Buddha -walking with elephants		13 hours	



STUDENT B		Things to do	Suggested Type of Transport	Journey Duration	Local Food
	Venice, ITALY		car		cicchetti
	Dubrovnik, CROATIA	-sea kayaking -snorkeling -browsing the market in the old town		21 hours	
	Phuket, THAILAND		plane		noodle soup

THEME 5 APPENDIX



12 Find and Complete

10th GRADE

Topics

Accommodation
Cultural Events

Transportation
Sightseeing Spots

Cuisine
Tourist Attractions

Climate

Dialog Strips



Ethan What cities do you think a traveler should visit in Turkey?

Kelly Oh, a tough question. There are lots of cities to visit, but in my opinion, Istanbul and Muğla are must-see cities.

Olivia What's the cheapest way of traveling to Bodrum?

Mia There is a direct coach from Istanbul to Bodrum.

Paul Would you recommend Singapore to us?

Gilbert Of course, especially you should try river and night safaris.

Paula What do you know about the weather conditions in Chicago in April?

Sofia As far as I know, it is often rainy but warm.

Alex Should we try seafood in Italy?

David Yeah, I liked the seafood the most when I was there.

Ben Do you know anything about festivals in Japan?

Bill Sorry, I've never heard about them.

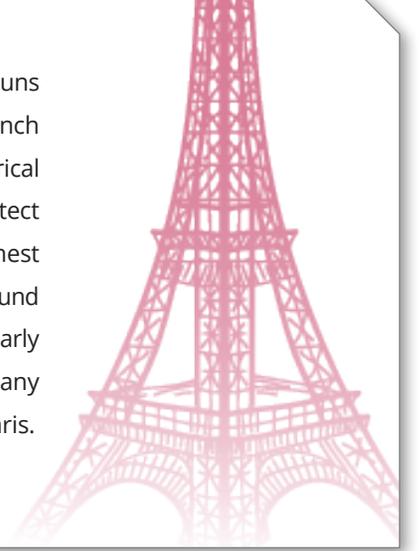
Lily Do you think that we should stay in a hotel or a guest house?

Isla A hotel will be better.



PARIS

Paris is the capital and the most crowded city of France. The River Seine runs through the city and divides it into two halves. Paris is the center of French economy, politics and culture. It also has many museums, libraries, historical buildings, and of course, the Eiffel Tower. A civil engineer and an architect Gustave Eiffel built it in 1889. With a height of 300 meters, it was the highest tower of the world for a long time. The city has one of the longest underground subway systems of the world called the Metropolitan. It was built in the early 1900s and it is more than 200 kilometers long. In addition, there are many traditional restaurants where you can taste different kinds of food in Paris.



LONDON

London is the capital and the largest city of England and the United Kingdom. It stands on the River Thames in southeast England. The Romans founded its ancient settlement and financial center nearly 2000 years ago. Today, London is one of the world's major global cities. It has a strong influence on the arts, commerce, education, fashion, finance, media, tourism and transportation. London has four World Heritage Sites: the Tower of London, the Palace of Westminster, the Kew Gardens and the historic settlement in Greenwich. Other landmarks are Buckingham Palace, the London Eye, Piccadilly Circus and Tower Bridge. The London Underground is the oldest rapid transit system in the world.



THEME 5 APPENDIX



15 Match and Tag

10th GRADE



Italy has very beautiful landmarks,	wasn't it?
You wanted a table for 2,	didn't she?
Barry and Sophia have visited lots of historic sites,	doesn't he?
You aren't traveling alone,	aren't they?
You travel a lot,	weren't they?
Sally has been to England,	doesn't it?
John has lived here for a long time,	isn't there?
Molly used to like Chinese traditional food,	does she?
It was rainy,	don't we?
We should go on a boat trip on Lake Van,	hasn't she?
The prices were high,	will it?
There is a direct coach from Rome to Napoli,	shouldn't we?
You've been abroad before,	are you?
Flights are available from Lazio,	haven't they?
We just need some relaxation,	haven't you?
You will search for a suitable hotel for us,	didn't you?
It won't be rainy tomorrow,	don't you?
She doesn't like traveling,	hasn't he?
Stewart usually plans his vacations with his family,	won't you?



THEME 5 APPENDIX



16 You and Me

10th GRADE

STUDENT A



You have/haven't been to Bursa,	have/haven't you?	✓/X
You are/aren't fond of your hometown,		
You can/can't catch fish without a rod,		
You like/don't like going shopping,		
You live/don't live near here,		
You will/won't be away for the weekend,		
You were/weren't born here,		
You would/wouldn't like to learn German,		
You like/don't like chocolate,		
You are/aren't working hard these days,		

STUDENT B



You have/haven't been to Çanakkale,	have/haven't you?	✓/X
You are/aren't the only child,		
You can/can't speak Spanish,		
You had/didn't have a huge breakfast this morning,		
You like/don't like seafood,		
You watched/didn't watch a movie last night,		
You have/haven't met a famous person,		
You would/wouldn't like to study abroad,		
You will/won't be here next weekend,		
You were/weren't exhausted yesterday,		

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