



T.C. MİLLÎ EĞİTİM BAKANLIĞI
ORTAÖĞRETİM GENEL MÜDÜRLÜĞÜ



İNGİLİZCE 9

KAZANIM KAVRAMA
ETKİNLİKLERİ



T.C. MİLLÎ EĞİTİM BAKANLIĞI
ORTAÖĞRETİM GENEL MÜDÜRLÜĞÜ

ENGLISH



Telafi Eğitim Süreci ve Kazanım Kavratma Etkinlikleri

Küresel salgın nedeniyle dünyada ve ülkemizde her alanda birçok önlem alınmıştır. Bu önlemlerden biri de 16 Mart 2020 tarihi itibarıyla yüzyüze eğitim öğretime ara verilmesi olmuştur. Ancak yüzyüze eğitime ara verilse de eğitim süreci, hazırlanan dersler, içerikler ve materyallerin EBA TV ve EBA-internet aracılığıyla uzaktan eğitimle öğrencilere aktarılması yoluyla devam etmiştir.

Öğrencilere uzaktan eğitimle verilen derslerin kritik kazanımlarının yüzyüze verilmesi için Eylül ayında telafi eğitimi yapılacaktır. Telafi eğitimi, bütün bir dönemin eğitimi değil kısmi ve hızlandırılmış bir eğitim sürecidir. Bu süreçte öğrencilerin okula uyumuna, psikososyal desteğe, uzaktan eğitimde elde edilen kazanımların ve akademik ihtiyaç durumunun tespitine, temel derslerin telafisine yoğunlaşılması amaçlanmıştır.

Telafi eğitimi için temel derslerin kritik kazanımları belirlenerek kazanım kavratma etkinlikleri hazırlanmıştır. Etkinlikler etkili bir öğrenme deneyimi sağlayacak şekilde çeşitli türde sorulardan oluşturulmuştur. Bu etkinliklerle öğrencilerin, bilgiyi keşfetme, bütünleştirme, becerileri geliştirme ve başkalarıyla paylaşmaları hedeflenmiştir.

Kazanım kavratma etkinlikleri kısıtlı zamanda gerçekleştirilecek olan telafi eğitiminde öğretmenlerin ders sürecini daha işlevsel hale getirmelerini, öğrencilerin ise derse etkin katılımını kolaylaştırarak, etkileşimli öğrenme öğretme ortamı sağlayacaktır. Kazanım kavratma etkinlikleriyle telafi eğitim sürecinin daha planlı, anlaşılır ve pratik şekilde yürütülmesi amaçlanmıştır.

ACTIVITIES LIST

THEME 6			
Activity No	Skill No	Activity	Page
1, 2	E9.6.L2.	Listening	3
3	E9.6.S1.	Speaking	4
4, 5, 6	E9.6.R1.	Reading	5
7	E9.6.S3.	Speaking	6
8, 9	E9.6.L1.	Listening	6
10, 11, 12	E9.6.L2.	Listening	7
13,14	E9.6.S1.	Speaking	7
15	E9.6.R1.	Reading	8
16, 17, 18	E9.6.L1.	Listening	9
19, 20	E9.6.S3.	Speaking	9
21, 22	E9.6.W1.	Writing	9

THEME 7			
Activity No	Skill No	Activity	Page
1, 2	E9.7.L1.	Listening	10
3, 4	E9.7.R1.	Reading	10, 11
5, 6	E9.7.W1.	Writing	12
7	E9.7.L1.	Listening	13
8	E9.7.S1.	Speaking	13
9, 10, 11	E9.7.R1.	Reading	14
12, 13	E9.7.W1.	Writing	14

THEME 8			
Activity No	Skill No	Activity	Page
1, 2	E9.8.L1.	Listening	15
3, 4, 5	E9.8.S1.	Speaking	16
6, 7	E9.8.W1.	Writing	17
8, 9, 10	E9.8.R1.	Reading	18

THEME 9			
Activity No	Skill No	Activity	Page
1, 2, 3, 4	E9.9.S3.	Speaking	19
5, 6	E9.9.L1.	Listening	20
7, 8	E9.9.W1.	Writing	21
9, 10	E9.9.S3.	Speaking	22

THEME 10			
Activity No	Skill No	Activity	Page
1, 2	E9.10.R1.	Reading	23
3, 4	E9.10.L1.	Listening	24
5, 6	E9.10.S1.	Speaking	24
7	E9.10.S1.	Speaking	25
8	E9.10.W1.	Writing	25
9	E9.10.R1.	Reading	26
10	E9.10.L1.	Listening	26
11, 12	E9.10.R1.	Reading	27
13	E9.10.W1.	Writing	28
14, 15	E9.10.L1.	Listening	28



COMPETENCES

- Students will be able to identify the most frequently used expressions to order food in a restaurant.



1 Read the following expressions and discuss. Are they a customer's or waiter's expressions? Write C for customer, W for waiter.

- ___ 1. Would you like something to drink?
- ___ 2. Lemonade, please.
- ___ 3. What would you recommend?
- ___ 4. Are you ready to order?
- ___ 5. May I have a chicken sandwich, please?
- ___ 6. Would you like anything else?
- ___ 7. I'd love to try ravioli with pesto.
- ___ 8. What about you, ma'am?
- ___ 9. Well, a vegetarian pizza, a hamburger, two cans of coke. Is that all?
- ___ 10. I'll have a cheeseburger, please.



2 Listen to the dialog and put the jumbled sentences into the correct order to make a meaningful dialog.

- Oh, yes. Green salad, please.
- Here you are. Thank you very much.
- Yes, please.
- Can I have a glass of orange juice, please?
- OK. For mains?
- That's all. But I'd like to have the bill, please. In advance.
- No, thank you.
- Would you like to order food?
- You're welcome ma'am. Have a nice day.
- Yes, I would like to start with the soup. Chicken soup.
- 1 Hello, can I have a table for two?
- Would you like some olives in your salad?
- What would you like to have?
- Steak with chips, please.
- For dessert, I'd like red velvet cake, please.
- Can we have the menu, please?
- Certainly! That's \$75.
- Would you like to have salad?
- Here you are.
- Would you like anything else?
- And for dessert?





COMPETENCES

- Students will be able to take part in a dialogue about ordering food at a restaurant/cafe.
- Students will be able to scan short texts describing some famous cities in the world for specific information.

3 Work in pairs. Imagine that you are at a restaurant. Create a dialog using the instructions on the role cards below. Refer to Part 2 and to the following menu. Then, act it out.

Menu	
Starters	
	
❖ Garlic bread	€ 2.10
❖ Green salad	€ 2.90
❖ Grilled mushrooms	€ 3.10
❖ Vegetable soup	€ 3.50
Main Courses	
	
❖ Spaghetti	€ 6.00
❖ Meatloaf	€ 7.20
❖ Grilled chicken	€ 7.50
❖ Lasagna	€ 8.50
Side Dishes	
	
❖ Corn cob	€ 1.90
❖ Baked beans	€ 2.10
❖ Peas	€ 2.50
❖ Chips	€ 2.90
Desserts	
	
❖ Apple pie	€ 3.00
❖ Blackberry pie	€ 3.10
❖ Pumpkin pie	€ 3.30
❖ Chocolate cake	€ 3.50
❖ Ice cream	€ 3.70
❖ Fruit salad	€ 4.00

Student A

You are the customer

Greet

Ask for a table

Ask for the menu and order food

Ask for the bill

Express your pleasure

Student B

You are the waiter/waitress

Greet

Respond and show the table available

Take the order and serve your customer

Bring the bill

Express your pleasure

4 Match the pictures with the expressions. Then, discuss which of the following factors do people consider in choosing a holiday destination?

a. Cuisine

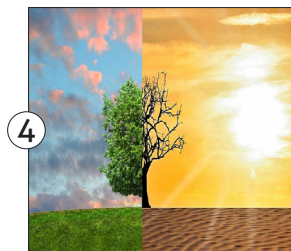
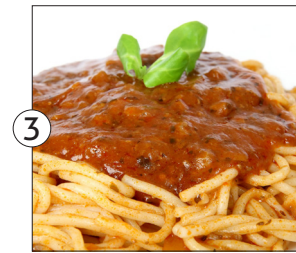
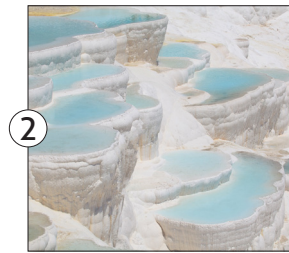
b. Landmarks/Tourist attractions

c. Making friends

d. Climate

e. Location

f. Adventure





COMPETENCES

• Students will be able to scan short texts describing some famous cities in the world for specific information.



5 Take a quick look at the travelers' blog and fill in the chart.

HOME
ABOUT ME
TRAVEL BLOG
STUFF I LOVE
REVIEWS
PRESS
FAQ
CONTACT
WORK WITH ME

LOWDOWN

SEARCH

Are you a first-time traveler? Do you want to take a trip but don't know where to start? Then, you have more reasons to read this blog. Every week, I introduce you to two amazing destinations. This week's destinations are Buenos Aires and Barcelona. Here are some useful tips for you to organize an enjoyable, unforgettable trip. First, try to be specific about the destination. Try to find the most appropriate time for your visit. Also, be aware of the customs and traditions of the city. Keep in mind!

Buenos Aires, the capital city of Argentina. People think that it is the Paris of South America. Buenos Aires has a different climate from that of Turkey. It is relatively mild through the year. The city gets hot and humid in summer. While the coldest seasons are June and July, the warmest seasons are January and February. Therefore, the best time to visit this city is between March and April.

Places you shouldn't miss in Buenos Aires; Wander along the boulevards, ideal for witnessing historic and cultural events. Stay in Palermo. There are lots of places for sightseeing such as Palermo Soho and Palermo Hollywood, where all the film companies have their studios.

Take time to visit La Boca. It is a small town. It is famous for talented footballers. It is also known as the town of tango. Head to Villa Crespo to buy high quality leather goods as souvenirs for your friends, family, etc. In Buenos Aires, people see them as the best gifts. Try Asado! It is one of the most delicious foods in this city.

Barcelona, Spain; This Mediterranean city of Spain is one of the richest centers in details, architecture, and traces of history. There are some 'must see' places such as The Font Mágica Fountain and Barrio Gotico. As the hottest month is August and the coldest one is January, the best time to visit the city is from May to June because the actual summertime is sticky with humidity. October, the wettest month, is the best time for rain romantics to visit the city.




When in Barcelona, remember to:

- Admire the great views of the city from the magical Montjuic.
- Visit the Park Guell by Gaudi, a Unesco World Heritage Site.
- Fill up your stomach on Tapas and Pintxos.
- Purchase espadnyes, traditional shoes, as souvenirs.

☰
🏠
➡

m
st
cl

	Buenos Aires	Barcelona
the hottest month		
the coldest month		
the best time to visit		
the best thing to buy		
the best thing to eat		



6 Read the text and match the two halves of the sentences.

- | | | | | | | | | | | | |
|---|--|--------------------------|--|--------------------------|--------------------------------------|--------------------------|--|--------------------------|--|--------------------------|--|
| <ol style="list-style-type: none"> 1. You should go to La Boca 2. In Palermo, 3. Visiting Barcelona in summer is not a good idea 4. You should climb up the Montjuic 5. You should visit the Park Guell by Gaudi | <table style="border: none;"> <tr> <td style="width: 20px; text-align: center;"><input type="checkbox"/></td> <td>a. there are lots of movie and TV studios.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>b. because it is the hottest season.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>c. to admire great views of Barcelona.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>d. if you are interested in tango or football.</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>e. if you want to see a world heritage item.</td> </tr> </table> | <input type="checkbox"/> | a. there are lots of movie and TV studios. | <input type="checkbox"/> | b. because it is the hottest season. | <input type="checkbox"/> | c. to admire great views of Barcelona. | <input type="checkbox"/> | d. if you are interested in tango or football. | <input type="checkbox"/> | e. if you want to see a world heritage item. |
| <input type="checkbox"/> | a. there are lots of movie and TV studios. | | | | | | | | | | |
| <input type="checkbox"/> | b. because it is the hottest season. | | | | | | | | | | |
| <input type="checkbox"/> | c. to admire great views of Barcelona. | | | | | | | | | | |
| <input type="checkbox"/> | d. if you are interested in tango or football. | | | | | | | | | | |
| <input type="checkbox"/> | e. if you want to see a world heritage item. | | | | | | | | | | |





COMPETENCES

- Students will be able to detect specific information in public announcements at the airport/train station etc.
- Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket.



7 Below are some expressions of buying tickets. List them in the chart.

- How much is the ticket?
- Near the front?
- Where are you traveling to?
- I would rather travel in the morning.
- May I book a ticket for March 2nd?
- What city are you traveling to?
- Do you accept credit card?
- What time is the next flight to London?
- Would you like a window or an aisle seat?
- How would you like to pay?

Asking for tickets	Seats	Payment Details	Destination



8 Listen to the dialog about traveling and circle the correct choice.

- Where are the people?
a. at the airport b. at the bus station c. at the train station
- What are the destination?
a. Barcelona b. New York c. Lisbon
- What is the date on the ticket?
a. on January 5th b. on February 15th c. on February 5th
- How much is the ticket?
a. \$75 b. \$57 c. \$95
- What is the form of payment?
a. in cash b. by credit card c. by cheque



9 Work in pairs. Discuss where you can hear the following announcements. List them in the chart. More than one option is possible.

- Do not stand close to the rails.
- There is a delay due to the weather conditions outside.
- Your train is ready for boarding at Platform 4.
- Go to the waiting lounge.
- The new platform number is 12.
- Proceed to Platform 4.
- The new gate number is 8C.
- The new boarding time is 15.15.

at the airport	at the bus station	at the train station



COMPETENCES

- Students will be able to identify the most frequently used expressions to order food in a restaurant.
- Students will be able to take part in a dialogue about ordering food at a restaurant / cafe.



10 Listen to the dialog between the waiter and Linda. Tick the food names you hear on the menu.

GUSTO MENU				
STARTERS	MAIN DISHES	SIDE DISHES	DESSERTS	DRINKS
<input type="checkbox"/> Garlic Bread	<input type="checkbox"/> Roast Chicken	<input type="checkbox"/> Garden Vegetables	<input type="checkbox"/> Chocolate Cake	<input type="checkbox"/> Mineral Water
<input type="checkbox"/> Soup	<input type="checkbox"/> Fried Fish	<input type="checkbox"/> Green Salad	<input type="checkbox"/> Apple Pie	<input type="checkbox"/> Soft Drinks
<input type="checkbox"/> Mushroom Soup	<input type="checkbox"/> Lamb Chops	<input type="checkbox"/> Tuna Fish Salad	<input type="checkbox"/> Berry Cheesecake	<input type="checkbox"/> Ice Latte
	<input type="checkbox"/> Meatballs	<input type="checkbox"/> French Fries	<input type="checkbox"/> Ice Cream	<input type="checkbox"/> Coffee
	<input type="checkbox"/> Lasagne			



11 Listen to the dialog again and number the questions as you hear.

- | | |
|---|--|
| <input type="checkbox"/> Anything to drink? | <input type="checkbox"/> Can I have the menu, please? |
| <input type="checkbox"/> Would you like some dessert? | <input type="checkbox"/> Would you like to order anything? |
| <input type="checkbox"/> Are you ready to order? | <input type="checkbox"/> What would you like to have as a main dish? |



12 Read the statements and write true (T) or false (F).

- ___ 1. Linda starts her meal with soup.
- ___ 2. She wants to eat meatballs with French fries.
- ___ 3. She doesn't want to drink anything with the main dish.
- ___ 4. She orders dessert after the main dish.
- ___ 5. She wants to have coffee with dessert.



13 Complete the dialog using the phrases in Part 11.

Waiter _____ sir/madam?
 Customer Well, yes. I'd like fried fish with green salad.
 Waiter Sure! _____?
 Customer Mineral water, please.
 Waiter _____?
 Customer Yes, I want apple pie.
 Waiter Is that all?
 Customer Oh, yes. Thanks.



14 Work in pairs. Prepare a similar dialog by changing the food names from the menu. Then act it out in the classroom.





COMPETENCES

• Students will be able to scan short texts describing some famous cities in the world for specific information.



15 Read the text about Prague and Cape Town and fill in the table with the correct information.

A TALE OF TWO CITIES

PRAGUE: THE GOLDEN CITY

Prague is the capital of the Czech Republic in central Europe. It's called the golden city of hundred spires because of its beautiful cathedrals and towers. Its rich history, magnificent architecture and breathtaking nature make it a popular tourist destination. The city has warm summers and cold winters. The best times to visit the city are the spring and early fall. Prague is just like a 3D architecture book. You can see many styles of culture from Gothic to Cubist in the city. The most famous historic building is the Prague Castle. It's the symbol of the city. The Powder Gate, the Prague Astronomical Clock Tower, and numerous lovely bridges on the Vlatava River are worth seeing. You can also take nice pictures of the city from Petrin Lookout Tower. The most interesting building in the city is the Dancing House. Prague is a musical city. It can satisfy both classical music listeners and fans of rock, pop, and every other genre. In summers, the parks and the squares of the city come alive with the music festivals. While walking in the streets of the old town, you can also taste their famous sweet snack, the chimney cake, locally known as Trdelnik. Don't forget to buy a handmade puppet because puppetry isn't a child game here. You can find plenty of wonderful puppet characters in the city.



CAPE TOWN: THE MOTHER CITY

Cape Town is the oldest and the second-largest city in South Africa. It attracts thousands of people with its natural beauty, nice weather, and friendly people. The mild weather of the city all year round makes it a perfect destination, especially for the beach lovers. The best time for a beach holiday is from December to February. Cape Town is home to Africa's most beautiful beaches. The city is the meeting point of two oceans; the Atlantic and the Indian Ocean. The Clifton Beach with its white sand and crystal clear water offers a lot to the visitors. You can also go to Boulders Beach and have a lifetime experience with the friendly penguins. Table Mountain is the most famous landmark in Cape Town. The top of it has a flat shape, and it's considered to be one of the Seven Natural Wonders of the World. You can reach the top by cable car. Kirstenbosch National Botanical garden is one of the world's greatest botanical kingdoms. It holds an incredible range of plant species. In summer, local people enjoy concerts from rock to classical at the garden's amphitheatre. This city is the right place to buy leather. The local leather backpack can be a great choice, and Zulu ceremonial spoons can be a perfect souvenir to bring home.



PRAGUE	
Location:	
Weather:	
Best time to visit:	
Attractions:	
Shopping:	

CAPE TOWN	
Location:	
Weather:	
Best time to visit:	
Attractions:	
Shopping:	



16 Look at the dialog and complete the missing parts with the given words in the box.

boarding gate	baggage	check-in desk	boarding pass	security control
---------------	---------	---------------	---------------	------------------

Joanna Mom! This is my first flight experience. I'm very excited. Here we are at the airport. What do we do now?

Kimberly First, we go to the _____. We show the passenger attendant our tickets and passports. They take our _____ and give us a _____.

Joanna And then?

Kimberly We go through the _____ before entering the departure lounge.

Joanna And we find our _____ and get on the plane.

Kimberly Great! Let's go!



COMPETENCES

- Students will be able to detect specific information in public announcements at the airport/train station, etc.
- Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket.
- Students will be able to write a short message to leave at the reception desk for their parents.



17 Listen to three tracks about travelling. Choose the correct options to complete the sentences.

- Part 1:** 1. Martha and Gilbert are at the _____. a. security control b. check-in desk
2. They have _____. a. two pieces of baggage b. only hand baggage
- Part 2:** 1. The destination of the flight is to _____. a. Zurich b. Kiev
2. The flight number is _____. a. TK 3285 b. TK 3582
- Part 3:** 1. The speakers are _____. a. on the plane b. at the boarding gate



18 Listen to the tracks again. Write true (T) or false (F).

- ___ 1. Martha and Gilbert have a flight in the morning.
___ 2. Martha wants to have a seat on the aisle.
___ 3. The passengers are boarding at gate 14.
___ 4. Martha wants to have a cup of coffee.



19 Put the sentences in the correct order to make a meaningful dialog.

- OK, let me see. One-way or round trip?
- July 19th.
- It sounds OK. Thank you.
- Good morning. I'd like to buy a ticket to Madrid, please.
- Sure. Which date would you like to travel?
- One moment, please... Well, from London to Madrid, round trip, economy class is £450. You're leaving on July 19th and returning on July 26th.
- Round, please. I'm returning on July 26th. How much is it?
- Good morning. How can I help you?



20 Work in pairs. Prepare a similar dialog by changing the underlined words. Then act it out in the classroom.



21 Read the short messages and guess where Nick, Diego and Sandra are at the moment.

Mom & Dad,
My scuba diving course starts early in the morning in Kaş. Enjoy your breakfast. I'll be back late in the afternoon.
Nick

Dad,
I'm attending a rock concert in Hyde Park at 2 p.m. I'll join you at dinner.
Diego

Mom,
I'm going out to take some more photos of the Colosseum before we leave the city. I'll be back in two hours.
Sandra



22 Imagine you are staying at a hotel in a foreign city with your parents, but you have to go out. Leave a short message for them.





COMPETENCES

- Students will be able to organize information on world heritage in a recorded text/video.
- Students will be able to ask and answer simple questions in an interview about past times and past events.

1 Listen to the dialog and decide whether the following statements are TRUE or FALSE.

- ___ 1. The Empire State Building is one of the wonders of the world with its architecture, height, design and panoramic view.
- ___ 2. Modern buildings always take place in the World Heritage List.
- ___ 3. Statue of Liberty is a masterpiece of the human spirit.
- ___ 4. Historic areas of İstanbul, Hattusha and Troy are on the list because of their historical importance.
- ___ 5. Göreme National Park is in Bolu.

2 Listen to the dialog again and write the numbers of the structures and sites in the correct category in the box.

Structures

1. The Empire State Building
2. Statue of Liberty
3. Historic areas of İstanbul, Hattusha, Troy

Categories

- Seven Wonders of the World
- World Heritage Sites
- Wonders of the US

3 Read the dialog and answer the questions.

Grace Andy! You look pensive. What's wrong?

Andy I'm sorry. I just remember some moments here.

William What moments?

Andy I was here with my wife Brooke and my son Daniel. It was a warm April day. I still remember everything. Brooke was next to me to admire the view from here. Daniel was a little baby. He was only 10 months old. But now we are apart from each other, and I miss them very much.

Grace Were you here for holiday or academic purposes?

Andy It wasn't for academic purposes. It was a package tour. Everyone was very happy and fortunately, there were no problems during the tour. I mean, we were with a baby, but everything was perfect. We were lucky.

Grace I see. Be patient, Andy. You will come together again.

Andy You are right. Let's forget about it and seize the moment. Why don't we go on talking about the Seven Wonders of the World?

William OK, then.

1. Why was Andy sensitive?

_____.

2. Were Grace and William caring?

_____.



COMPETENCES

• Students will be able to ask and answer the questions about a text related to the world heritage.



4 Read the text and answer the questions.

Seven Wonders of the Monumental Engineering of the 20th Century

The American Society of Civil Engineers came up with the list of the seven wonders of monumental engineering and constructions of the 20th century. The list is as follows:

Golden Gate Bridge: It connected San Francisco and Marine County in 1937. It was the longest suspension bridge in the world until 1964. It took about four years to complete this beautiful bridge with a length of 2.73 kilometers.



80.000 miles worth of steel wire held the bridge and the engineers designed special cables, 36.5 inches in diameter, to link the two towers.

Empire State Building: This masterpiece is still the tallest building in New York. It is 381 m high. It was also the tallest building of the world until the construction of the World Trade Center. The engineers completed it in 1931.



it in 1931.



CN Tower: In 1976, the tower became the world's tallest freestanding building with 553.3 m height. It held this record for 34 years until the completion of Burj Khalifa.



Channel Tunnel: This tunnel linked Folkestone (England) with Coquelles (France). The construction of 50.45 kilometer rail tunnel began in 1988 and finished in 1994.



Panama Canal: It took 34 years to create this 50-mile-long canal across the Isthmus of Panama. About 80.000 people died during its construction, most from disease. It was the most expensive and deadliest project in American history at that time.

1. Who determined the list of seven wonders of monumental engineering?

_____.

2. What is special about the Empire State Building?

_____.

3. How long did the CN Tower hold its record for being the tallest freestanding building?

_____.

4. Which cities did Channel Tunnel link?

_____.

5. How many people died during the construction of the Panama Canal? Why?

_____.

6. How long did it take to complete the Golden Gate Bridge?

_____.





COMPETENCES

• Students will be able to write a series of sentences about historical places they visited in the past.

5 Look at the historical places below and tick the ones you have visited or even have heard of. Then, tell your friends about them.



Aizanoi (Kütahya)



Aspendos Roman Theatre
(Antalya)



Cappadocia (Nevşehir)



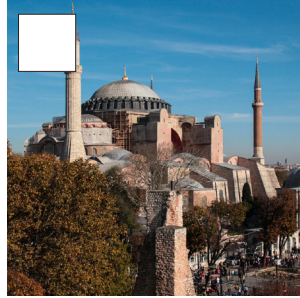
Bodrum Castle (Muğla)



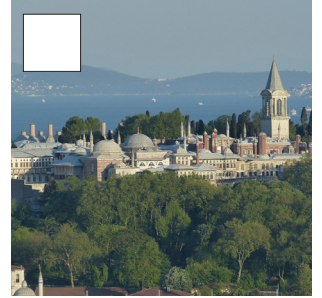
Ephesus (İzmir)



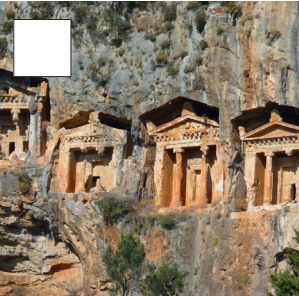
Göbeklitepe (Şanlıurfa)



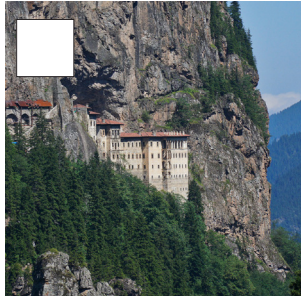
Hagia Sophia (İstanbul)



Topkapı Palace (İstanbul)



Dalyan-Caunos (Muğla)



Sumela Monastery (Trabzon)



Troy (Çanakkale)



Didyma (Aydın)

6 Choose one of the historical places you have visited before and write a paragraph about it, including the name of the place, time of the visit and significant details about the place.

Blank writing area with a row of circles at the top and horizontal lines for text.



COMPETENCES

- Students will be able to organize information on world heritage in a recorded text/video.
- Students will be able to ask and answer simple questions in an interview about past times and past events.

7 Listen to Zoe and Tim talking about world heritage. Choose the correct option to fill in the chart.

Banks of the Seine	54	Italy	Phoenix Islands Protected Area	Holy Trinity Column
--------------------	----	-------	--------------------------------	---------------------

The largest world heritage site	
The smallest site	
The country with the most sites	
The most visited site	
Number of sites in danger	

- A very long wall built to defend the country. It is the longest structure ever built.
- The pyramid fields from Giza to Dahshur. The Great Pyramid was the tallest man-made structure in the world for 3,800 years.
- The building was also used as a hospital. The architect of it was Hurrem Shah.
- A statue of a woman that symbolizes freedom. It was a present from France given to America in 1886.



1. The Great Mosque of Divriği



2. Statue of Liberty



3. Memphis and its Necropolis



4. The Great Wall of China

8 Work in pairs. Ask and answer questions about the places in Part 16.

- e.g. A: Who was the architect of the Great Mosque of Divriği?
B: Hurrem Shah was the architect of the Great Mosque of Divriği.





COMPETENCES

- Students will be able to ask and answer the questions about a text related to world heritage.
- Students will be able to write a series of sentences about the historical places they visited in the past.



9 Read the text and match the headings to the paragraphs.

KYOTO TIMES

- Two years ago, my friend Lilly and I visited Kyoto, Japan. The first place we visited was Nijo Castle, a World Heritage site of UNESCO. It was an old wooden samurai castle with a beautiful garden. It was a picture-postcard place with all colours of breathtaking flowers everywhere. The main entrance to the castle was Higashi Otomon Gate. As we entered the gate, we were back in the old times of Japan.
- When we went to Kyoto, it was the cherry blossom season, the most enjoyable time of the year. As it was May, the weather was warm, and there were pink cherry trees everywhere. We walked around the beautiful garden and watched the blossoms. At night, we joined the Cherry Blossom Festival and watched the colourful 3D light shows over the trees. It was just like a dream.
- The day after the festival, we heard that there was a traditional wedding ceremony in the teahouse of the castle. We saw the bride and the groom in their traditional Japanese wedding dresses. They looked amazing. It was a very special moment in their life.
On our journey back to England, we felt so delightful to have such great memories.

Jamie Wilson



A. Changing colours



B. A moment to remember



C. Time of the samurai



10 Read the text again and answer the questions.

- How did the narrator describe Nijo Castle?
_____.
- What did the narrator and her friend Lilly do at the festival?
_____.
- What was there at the teahouse?
_____.
- How did they feel after they visited Nijo Castle?
_____.



11 Complete the dialog between Lilly and her mom with the questions below. One is extra.

Did you see the cherry trees? What was the weather like? How long did you stay in Kyoto? Which city did you go?

- Lilly's Mom: So! Tell me everything about Japan. _____.
- Lilly: We went to Kyoto, mom. It was fantastic.
- Lilly's Mom: _____.
- Lilly: Yes! We saw the lovely cherry trees. They took my breath away.
- Lilly's Mom: Great! _____.
- Lilly: We stayed in Kyoto for a week. Then, we went to Tokyo.



12 David was in Turkey last year. He visited the Archaeological Site of Troy. Read the paragraph from David's diary and fill in the blanks with the given words.

lived	went	saw	took
-------	------	-----	------

I (1) _____ to the ancient city of Troy last summer. It was in Çanakkale. I (2) _____ the old ruins of the city and the wooden horse. I visited the Troy Museum and (3) _____ some pictures. Troy is one of the oldest cities in human history. People (4) _____ there for 4000 years. It was amazing.



13 Now write a paragraph about a historical place you visited in the past.

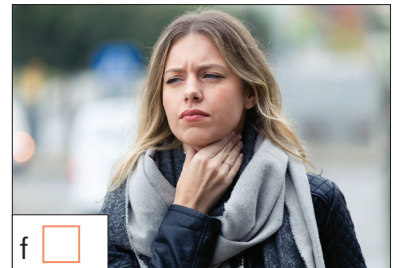
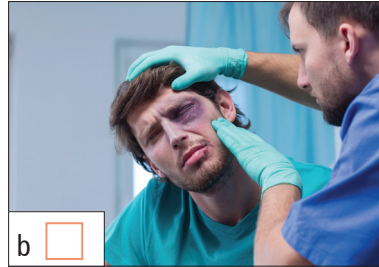
I went to	It was



COMPETENCES

• Students will be able to identify the most frequently used expressions about health problems.

1 Listen to the people talking about their health problems and put the pictures in the correct order.



2 Listen to the dialogs and fill in the blanks.

1 **Doctor** Hello, what's the problem?
Patient I don't _____.
Doctor What are your symptoms?
Patient I have an _____.
Doctor OK. Do you have diarrhoea too?
Patient No, not at all.
Doctor I see. Have you eaten anything different?
Patient I had a green salad at a café yesterday. My _____ started after that.
Doctor Maybe the vegetables weren't fresh or well-washed. I won't _____ you any medicine. Drink plenty of water and don't eat anything greasy.
Patient OK. Thanks.



2 **Doctor** Come in, please. How can I help you?
Patient I have got a terrible _____ and I _____ a lot all day long.
Doctor Do you feel hot too?
Patient Oh, a little bit.
Doctor All right. I'll take your temperature. Hmm, it's 36.5. You don't really _____
 Have you taken anything for headache?
Patient Yes. I only took painkillers. Do you think it's serious?
Doctor No, I don't think so. You should _____ that I'll prescribe for cough and rest at home for a while.





COMPETENCES

- Students will be able to ask help from the emergency services in areas of immediate need.



3 Choose the correct option to complete the dialog.

- Did he bang his head?
- How long will it take the ambulance to arrive here?
- What's your emergency?
- What's your address?
- How far did he fall?

911 Dispatcher Hello. _____.

Woman My son fell off the ladder.

911 Dispatcher I see. _____.

Woman I think it's about 2 meters.

911 Dispatcher _____.

Woman Yes, he did. His nose is bleeding, but he is conscious.

911 Dispatcher _____.

I'll send an ambulance.

Woman 44 Oak Street.

911 Dispatcher Please don't move him until the ambulance arrives.

Woman _____.

911 Dispatcher Less than five minutes. Make sure he is conscious.



4 Work in pairs. Use the Dispatcher Card and the Emergency Card to ask and answer questions.

DISPATCHER CARD

Problem: What's your emergency?

Name of caller: _____

Address of caller: _____

Telephone number: _____

Age of the patient: _____

EMERGENCY CARD

Problem: My two-year-old son has drunk a bottle of syrup. He has vomited a little and he's unconscious now.

Name: Susan Miller

Address: 38 Pine Street

Telephone: 587 357 694

Date of Birth: 24/03/2018



5 Work in pairs. Prepare a dialog for an emergency situation. Then, act it out in the classroom.

E.g. **Dispatcher** 911. What's the emergency?
Caller ...





COMPETENCES

• Students will be able to prepare posters/leaflets/brochures about safety and health at work.



6 Complete the poster with the correct words below.

clean	twisting	back	tips	hand trucks	regular	lighting
-------	----------	------	------	-------------	---------	----------

WORK SAFETY

Do you want to feel safe at work?

Here are some to make a safe environment at work:

Keep the floor

Localise the for specific tasks to prevent headache and focus on work.

Use tools like step ladders, and cards to lift or carry an object.

Take breaks.

Avoid stooping or

Protect your



7 Prepare a poster about safety and health in classroom/at home. Follow the steps:

- begin with an interesting question.
- write simple instructions.
- choose attractive pictures or graphics.





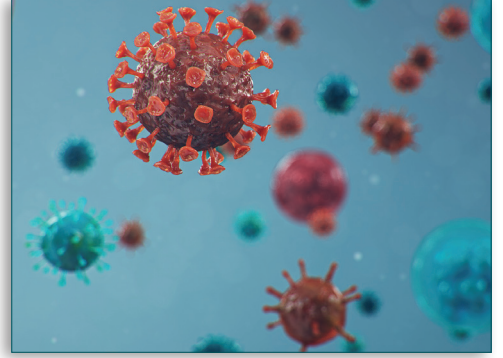
COMPETENCES

• Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.



8 Read the text and write a suitable title for it.

Coronavirus has just caused a new disease called COVID-19. With the outbreak of the disease in China, life in most countries has been locked down. Unfortunately, nobody knows when the disease will disappear. Luckily, the patients have informed the people via social media, so we can learn what to do and what not to do during this pandemic. Here is one of them: Sarah is a 24-year-old activist. She has just caught the disease. She is still at the hospital, but she's getting better day by day. She writes on her blog that she has had a high fever, a heavy cough and loss of appetite for a week. Sarah thinks that the virus has seriously affected her system. Even worse, she has had dizziness and she has lost her sense of taste. However, she has started to take the smell of everything and it has been disgusting for her. After receiving the positive test result, she was scared. But now she believes that everything will be better because all the health workers are doing their best to treat the disease. Like all doctors, she warns us that we should wash our hands, stay home and practise social distance because we may have the virus but not show the symptoms.



9 Read the text again and choose the main idea of it.

- The condition of some patients may get worse 5-10 days after the symptoms start.
- If we are aware of the symptoms of COVID-19 and protect ourselves, we can avoid it.
- We mustn't travel abroad or join social gatherings because the disease is quite contagious.



10 Read the experiences of two people and find out the message they give. Then, share your ideas in class.



I've just had a terrible experience at home. I was with my little daughter. She was playing in her room, at least I was thinking so, and I was in the kitchen. Suddenly, I heard a noise like a splash of water. I ran to the bathroom and saw her lying in the bathtub. I took her out, but she was unconscious. I ran out of the house to ask for help. Luckily, our doctor neighbor was at home and she gave the first aid until the ambulance arrived. This saved my baby's life.

I've had an accident recently. Last week, while I was riding my bike, a car hit me. I fell off my bike and felt a terrible pain. Everybody around tried to help me, but they didn't know what to do. At last, somebody thought of calling the emergency and an ambulance arrived to take me to the hospital. I was lucky that nobody touched me until I got professional help.





COMPETENCES

- Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.

1 Below are phrases related to shopping. Work in pairs and discuss whose they are. Write CUS for customer, CAS for cashier, ATT for attendant/assistant.

- | | |
|---|---|
| ___ I'm trying to find a lamp shade. | ___ What size would you like? |
| ___ How does it fit? | ___ Total is \$10. |
| ___ How much is this? | ___ How about this one? |
| ___ Where can I find the grocery? | ___ That's/They are £5. |
| ___ Next, please! | ___ Do you have this in X-large? |
| ___ Can/May I help you? | ___ Would you like a bag? |
| ___ Enter your PIN, please. | ___ Do you have this in blue? |
| ___ Would you like anything else? | ___ Will that be cash or credit? |
| ___ Do you accept credit cards? | ___ How much does it cost? |
| ___ Is this in the sale? | ___ I'll pay by card. |
| ___ I'll pay in cash. | ___ What color would you like? |
| ___ Where is the changing/fitting room? | ___ Put your card into the machine, please. |

2 Study the dialog in pairs. Find out what they are talking about.

- | | |
|---|--|
| Attendant Hello, how can I help you? | <input type="checkbox"/> size |
| Customer Do you have the sneakers in this picture? | <input type="checkbox"/> quality |
| Attendant Yes, we do. What size do you need? | <input type="checkbox"/> form of payment |
| Customer 44, please. | <input type="checkbox"/> price |
| Attendant Here they are. Please, try them on. | <input type="checkbox"/> brand |
| Customer Thank you very much. | <input type="checkbox"/> location of the product |
| Attendant How do they fit? | <input type="checkbox"/> availability |
| Customer Perfect. Do you accept credit cards? | |
| Attendant Yes, all the major cards. | |
| Customer OK. Let me go to the cash. Have a nice day! | |
| Attendant You, too. | |

3 Listen to the dialog and find out what they are talking about.

- | | |
|---|--|
| <input type="checkbox"/> availability | <input type="checkbox"/> form of payment |
| <input type="checkbox"/> size | <input type="checkbox"/> quality |
| <input type="checkbox"/> brand | <input type="checkbox"/> price |
| <input type="checkbox"/> location of the item | |

4 Work in pairs. Pick expressions from the previous parts and write a shopping dialog on your notebooks. Then, act it out.





COMPETENCES

• Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call.



5 Listen to the dialog and fill in the missing parts of the conversation.

Noah Hi, Mr Walker. It's Noah calling. Is Lisa there?
Mr Walker Hello, Noah. Yes, hang on a second.
Lisa Hey, Noah!
Noah Hi, Lisa! How are you?
Lisa Fine. It's a busy Sunday at home. What about you?
Noah Actually, I'm quite free today. _____ going to the movies in the afternoon?
Lisa _____ I won't be able to come. I have to help mom and dad with the garden.
Noah Oh, I see. Maybe in the evening then?
Lisa _____ my cousins are coming for dinner with my uncle. That's why we have to arrange the garden and get ready.
Noah OK.
Lisa _____ join us? It's going to be fun.
Noah _____ very much.
Lisa Great! Please come anytime you wish.
Noah I'll be there in an hour! Oh, do you want me to bring anything?
Lisa _____ bring the word game you have? We can play it with my cousins after dinner.
Noah _____ See you in a bit!



6 Match the titles with the columns below.

a. Refusing an invitation

b. Accepting an invitation

c. Invitation

1. _____	2. _____	3. _____
Would you be interested in... Would you care to join us? Why don't you ...	It's very kind of you, but I'm afraid... Sorry, I'd love to, but ...	Sure, I would like that very much. That's a great idea!





COMPETENCES

- Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.

9 Work in pairs to complete the following dialog with your own words. Use the necessary information in the menu and the shopping list.



Clerk Hello! Welcome to Fresh Bread. How can I help you?
You Hi! I'd like to buy _____, _____ and _____ please.
Clerk Sure, but we're out of baguettes. Would you like _____ of bread instead?
You OK.
Clerk Here is your bag.
You Thank you. How _____ are these?
Clerk £ _____ in total.
You Oh, I've £ _____ with me.
Clerk We take credit cards if you like.
You No, I'll pay in cash. Could you take out a cookie, please?
Clerk Of course. Now, that's £ _____.
You Here you are.
Clerk Thank you. Have a nice day.

10 Prepare a similar dialog using the menu in Part 9 and act it out in the classroom.



COMPETENCES

• Students will be able to skim short and simple texts to draw a conclusion in terms of social media.



1 Read the text and decide whether the statements are TRUE or FALSE.

The Internet provides different ways of communication for people. They are social media, e-mail services, video calls and instant messaging. **They** are all useful ways to develop friendships with people around the world, learn about other cultures and much more.

People prefer sending e-mails instead of writing letters as it is faster. However, sending e-mails isn't practical enough because you may not know if the person you want to send an e-mail is online at that moment. Moreover, making phone calls and video calls may not be possible any time you want because the person you want to call may not be suitable to talk. That's why instant messaging has become more popular than sending e-mails or making phone calls. **It** is like text messaging on mobile phones, but quicker, more functional and with no charge, absolutely free. Instant messaging programs let users see if **their** friends and contacts are online and communicate with them in real time. Most of **them** also enable file sharing, sending and viewing videos, chatting online and using the Internet instead of a phone to talk with friends. Therefore, instant messaging programs are getting more popular day by day.



1	The Internet provides people only with instant messaging.	
2	The most popular way of communication through the Internet is sending e-mails.	
3	When you send an e-mail, you may not know if the receiver is online at that moment.	
4	Instant messaging has become more popular than e-mail or phone.	
5	It is expensive to download an instant messaging program.	



2 Read the text again and find out what the words in bold refer to.

1. They: _____
2. It: _____
3. Their: _____
4. Them: _____



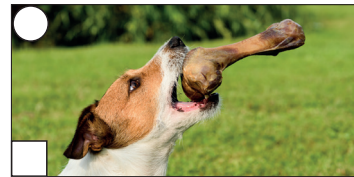


COMPETENCES

- Students will be able to put the events in a TV broadcast in order.
- Students will be able to make predictions about the future.



3 Match the pictures with the events in a news report. Write the letters into the circles.



- They saw a burglar entering the house from the front door.
- Luckily, the police caught him soon because he forgot to cover the plate number of the car.
- When he went upstairs, he found the secret safe easily, opened it, and took the jewels.
- There was a burglary in one of the mansions last Friday. Jewels in a secret safe and some expensive paintings were stolen.
- He also took the paintings on the first floor just before leaving the house.
- The police investigated the burglary using the cameras of the mansion.
- The burglar told the police that it was an easy work because from an interview with the owner of the house, he learned that there was a safe behind the painting in the bedroom.
- The burglar left the house and got in a black car. He drove fast to the city centre.
- The most amazing thing was that he called the giant dog with her name and fed her.



4 Listen to the news report and put the pictures above in the correct order.



5 Match the questions with their answers.

- | | |
|---|------------------------------------|
| ___ 1. What's your dream about the future? | a. The best one in the city. |
| ___ 2. Do you think you will be a famous person? | b. I'm not sure. Perhaps two. |
| ___ 3. What will your parents give you as a birthday present? | c. To have a good career. |
| ___ 4. Which university will you go to? | d. Maybe the roller-skates I want. |
| ___ 5. How many children will you have? | e. I hope so. |



6 Work in pairs. Ask and answer the questions in Part 5 to make predictions about your future.



COMPETENCES

- Students will be able to make predictions about the future.
- Students will be able to write a comment on a topic via social media.



7 Look at the pictures and make predictions.



1. I predict I'll _____



2. I guess _____



3. I hope _____



4. I think _____



5. Probably _____



6. I believe _____



8 Read the posts below and write a comment on them.

Angelica

I've just learnt that my favorite author is a liar. He didn't write his bestseller books himself. He doesn't even have a university degree. I'm disappointed and I don't want to read his books anymore!

catboy-008

A degree isn't always important. The books are great. I'm sure they are his works. Let's just trust him.

You
(nickname)

_____.

Breeze

I've been at home for two weeks now because of the pandemic. I've tried anything I can do at home. I'm really bored and need new ideas during this period.

Breadmaker

Have you tried making your own bread? I make my own and everyone at home loves it. You can find different recipes on the Net.

You
(nickname)

_____.

Colt

I've found a new job in a different city. I have to move soon and I don't know what to do with my dog. Should I take him with me or find a new owner?

You
(nickname)

_____.





COMPETENCES

- Students will be able to skim short and simple texts to draw a conclusion in terms of social media.
- Students will be able to put the events in a TV broadcast in order.



9 Read the speech bubbles of Martin and Emma and write true (T) or false (F).

I spend too much time online. I'm a real fan of Mr Heable who is a famous vlogger on YouTube. As soon as I wake up, I take my tablet to see his new videos. In his recent video, he went into a fancy clothes shop and put on a different outfit. When he came out of the shop, he was transported to a world that corresponded with the outfit he was wearing. That was amazing. He must have used a professional program to shoot that scene. I really enjoyed the video because there was a nice sense of innocence and adventure in it. Mr Heable makes my day.



I try not to use social media more than two hours a day. If I don't set my boundary, I'm sure I can spend my whole day online. There is only one Instagram account that I follow regularly. A nice young lady in her early thirties, named Daisy, demonstrates how to make toys or ornaments out of everyday household objects, which is really catchy. She sometimes shares short documentary trips to various places of interest. She also hosts people who are talented on different subjects. She lets them do live performances. The person who gets the most likes gets the badge, literally a badge of honour. It is always nice to see her sharings.

- ___ 1. Martin spends less time on the Net.
- ___ 2. He never enjoys watching Mr Heable's videos.
- ___ 3. Mr Heable transports to a world matches with the outfit that he's wearing.
- ___ 4. Martin thinks Mr Heable doesn't use a professional program while making his video.
- ___ 5. Martin likes the innocent and adventurous side of Mr Heable in his latest video.
- ___ 6. Emma does her best to stay away from social media.
- ___ 7. Emma shares her catchy homemade toys or ornaments on her Instagram account.
- ___ 8. Daisy sometimes takes documentary trips to different places.
- ___ 9. If you think you are talented on something, Daisy can welcome you.
- ___ 10. Daisy gives you a badge if she likes your performance.



10 Listen to Madison Blunt's Show and put the events in the Professor's story in the correct order.

- ___ He decided that the force that pulls the apple down must be the same one that pulls the Moon to the Earth.
- ___ He moved to his safe family farmhouse outside the city.
- ___ By the end of 1666, Newton invented the mathematical system called calculus.
- ___ Newton was in his early twenties when the Great Plague hit London.
- ___ During his studies, he used to watch the apple tree outside his window. One day, he saw an apple falling from a tree and it was the starting point of everything.
- ___ When the Plague broke out, the school sent students home to continue their studies.
- ___ Six months later, Newton returned to Cambridge with the theories in his hands.
- ___ At home, he built bookshelves and created a small office for himself. He continued his mathematical problems there.
- ___ He was a college student at Cambridge in those days.



COMPETENCES

• Students will be able to skim short, clear texts to draw a conclusion in terms of social media.



11 Read the posts below and fill in the blanks with the given sentences below.

a. All I want is to go back to school	b. Just give me a mobile phone or a laptop	c. The classes are beyond amazing
---------------------------------------	--	-----------------------------------

Adele's Blog

Hi, guys! Are you staying home because of quarantines? Three months ago, COVID-19 was thousands of miles away from my life. Two months ago, I started to hear some murmurings which I didn't care much. One month ago, everything began to change. And today, I'm all at home. No school. No social gatherings. No meals with relatives and friends. I'm a bit scared, but not hopeless. Luckily, I have a homeschool schedule. Believe it or not, I'm happy that I'm taking online classes. The lessons start at 11 a.m. The time is perfect for me as I'm not a morning person. I can get enough sleep. I really keep learning with online homework. During quarantine days, I don't have to focus on web videos and web series. 1. _____ and I can read hundreds of books online for free. I've finished eleven novels so far. I'm reading Hamlet at the moment. Most probably, Shakespeare wrote it during quarantine. Many artists cancel tours because of the pandemic, but I catch their performances online. Yesterday, I watched Andrea Bocelli's Music for Hope online concert from Duomo di Milano. It really made my day. I always write lyrics to my twin brother's melodies coming from his piano. But, now I'm writing corona-themed poems. Share your quarantine stories.

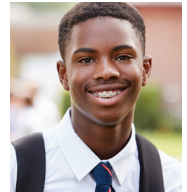


DenoM_2018

I'm also learning from home, but online learning is less effective to me. Actually, it's not my cup of tea. Moreover, staying at home for such a long time is so boring. 2. _____. I started making origami. It gives me the energy I need. These days are a good opportunity to try new things, I guess.

Justin's Blog

I'm currently self-isolating. Sitting at home is not getting boring for me as I'm a bit addicted to digital technology. 3. _____, I'll spend hours online, checking all my social media accounts and playing video games. My mom doesn't really like that, though. "You must find other ways to entertain yourself," she repeatedly says. Actually, I've always wanted to learn a new skill. And guess what? I started taking an online pizza-making class from an Italian grandma. 4. _____. In the mornings, I log in to an online platform launched by the Ministry of Education. After the online classes, I love meeting up with friends virtually. It's so nice to be connected with the people you always see outside on the screen. Nowadays, I've just found an app to stay fit through quarantine. Live and interactive experiences are really great. Can you believe that I'm learning an online dance with my gym class? This is quite weird because I hate dancing. Share what you're doing at home?



DilaraM-90

Some digital platforms offer virtual tours of museums including the Van Gogh Museum in Amsterdam and the Acropolis Museum in Athens. I hope I'll visit the two cities when we go back to old beautiful days without coronavirus.



12 Read the posts again and write Yes (Y), No (N) or Don't Know (DK).

- ___ 1. Adele is unhappy with the time of the online classes.
- ___ 2. Online reading is a perfect opportunity for bookworms.
- ___ 3. Adele's brother plays the piano.
- ___ 4. Adele isn't keen on writing.
- ___ 5. Justin isn't complaining about quarantine.
- ___ 6. Justin's mom makes delicious pizzas.





COMPETENCES

- Students will be able to write a comment on a topic via social media.
- Students will be able to put the events in order in a TV broadcast.



13 Write your comments on Adele and Justin's blog. Share how you spend your quarantine time considering the questions below.

- What do you think of online learning?
- How many hours do you spend on schoolwork?
- Which app(s) have you spent the most time on?
- How many days a week do you exercise?
- How do you keep busy during lockdown? (Write about the books you're reading/the musical artists you're listening/the movies-series you're watching/the hobbies-interests you've recently discovered.)

Adele's Blog

Justin's Blog



14 Listen to the Early Night TV Show with Dennis Woolf, hosting Dr Anish Mahajan. Number the host's questions in the order you hear.

- ___ 1. Should I stop wearing my contact lenses?
- ___ 2. Is it possible to have the flu and coronavirus at the same time?
- ___ 3. Can mosquitoes transmit coronavirus?
- ___ 4. Are some blood types able to fight this virus better than other blood types?
- ___ 5. Can pets spread this coronavirus to people?



15 Listen to the TV show again and write true (T) or false (F).

- ___ 1. People with coronavirus never lose their senses of taste and smell.
- ___ 2. There is no evidence pets spread coronavirus to people.
- ___ 3. If you have a pet, you should wear a facemask.
- ___ 4. It's not a good idea to stop wearing contact lenses during corona days.
- ___ 5. Blood type does not increase your risk for this coronavirus.



THEME 6

Tapescript 6.1 Listen to the dialog and put the jumbled sentences into the correct order to make a meaningful dialog.

- Customer** Hello, can I have a table for two?
Waiter Yes, please.
Waiter What would you like to have?
Customer Can we have the menu, please?
Waiter Here you are.
Customer Can I have a glass of orange juice, please?
Waiter Would you like to order food?
Customer Yes, I would like to start with the soup. Chicken soup.
Waiter OK. For mains?
Customer Steak with chips, please.
Waiter Would you like to have salad?
Customer Oh, yes. Green salad, please.
Waiter Would you like to some olives in your salad?
Customer No, thank you.
Waiter And for dessert?
Customer For dessert, I'd like red velvet cake, please.
Waiter Would you like anything else?
Customer That's all. But I'd like to have the bill, please. In advance.
Waiter Certainly! That's \$75.
Customer Here you are. Thank you very much.
Waiter You're welcome ma'am. Have a nice day.

Tapescript 6.2 Listen to the dialog about traveling and circle the correct choice.

- David** Hello, we would like to buy plane tickets.
Staff member I'll help you with that. What are the destinations?
David All together to New York. From Barcelona.
Staff member OK, sir. What is the travel date?
David We need a flight on February 5th.
Staff member Let me check, here... Well, there are two flights available that day. Would you prefer the morning flight or the afternoon?
Sally The afternoon sounds better.
Kevin That's OK with me.
David OK, then. The afternoon flight please.
Staff member You are lucky. The prices are moderate. \$75 each and there are seats available in the same row.
Sally Great! I'd like mine by the window.
David I can sit in the middle or in the aisle seat.
Kevin I can have the middle seat.
Staff member How would you like to pay?
Kevin In cash.
Staff member OK. Thank you for the payments. Here are your tickets. Enjoy your flight.





THEME 6

Tapescript 6.3 Listen to the dialog between the waiter and Linda. Tick the food names you hear on the menu.

At the restaurant

Waiter Welcome to Gusto Restaurant. Would you like to order anything?

Linda Sure! Can I have the menu, please?

Waiter Here you are madam.

(pause)

Waiter Are you ready to order?

Linda Well, yes. I'm really hungry, and I want to start with mushroom soup first.

Waiter Sure! What would you like to have as a main dish?

Linda Err...Roast chicken with French fries.

Waiter Of course! Anything to drink with your meal?

Linda Yes! I'd like to have mineral water with lemon, please.

Waiter Would you like some dessert?

Linda Oh yes! Berry cheesecake, please.

Waiter Sure! It's coming right up!

Tapescript 6.4 Listen to three tracks about travelling. Choose the correct options to complete the sentences.

Part 1

Martha Hurry up Gilbert or we'll miss the plane.

Gilber OK. Martha! I know. I'm coming sweetheart.

(pause)

Check-in office Good morning madam and sir! Can I have your passports and tickets, please.

Martha Here you are.

Check-in officer Thank you. Do you have any baggage?

Martha Yes, we have two pieces of baggage and hand baggage.

Check-in officer OK. Would you like a window or an aisle seat?

Martha I would like to have a window seat because I like watching the outside, and Gilbert can sit next to me.

Check-in officer Here is your boarding pass, and your gate is 14. Have a nice flight.

Martha Thank you. **(pause)** Come here Gilbert... **(the sound fades)**

Part 2

Would all passengers traveling to Zurich on flight TK3582 please have your boarding passes and passports ready for boarding. Flight TK3582 now boarding at gate 14.

Part 3

Flight attendant Excuse me, madam! Could you turn off your mobile phone. We're preparing for take-off.

Martha Yes, I'm sorry.

Flight attendant Also, fasten your seat belt, please.

Martha OK.





THEME 7

Tapescript 7.1 Listen to the dialog and decide whether the following statements are TRUE or FALSE.

- Anna** I can now understand why the Empire State Building is one of the wonders.
- George** It deserves. By the way, is it on the list of the Seven Wonders of the World?
- Anna** It isn't. It is one of the wonders of the US.
- George** What about the World Heritage List? Is it there?
- Anna** No, not yet. Modern buildings do not often take place in it.
- George** I know but there are some structures on the list.
- Anna** That's right, they have changed the criteria but they still focus on natural and cultural values. But we are standing very close to a structure on the list.
- George** What is that?
- Anna** Statue of Liberty. It has a great universal value. It is a masterpiece of the human spirit.
- George** Kemal, Anatolia is a land of civilizations. There must be a lot of World Heritage Sites.
- Kemal** Historic areas of Istanbul, Hattusha, Troy are on the list due to their historical importance.
- Anna** What about National Parks?
- Kemal** We do have them, as well. Göreme National Park. You know this place as Cappadocia.
- Anna** Yeah, I know. I hope to see it some day.

Tapescript 7.2 Listen and check your answers. Tick the questions you hear.

- Reporter** Hello. Sorry for you.
- Casualty** Thanks.
- Reporter** Can you tell me what happened? Where were you when the accident happened?
- Casualty** Well... I was at the traffic lights. I just felt the bumper of a car on my leg.
- Reporter** Why do you think the accident happened?
- Casualty** I have no idea. I think it was a pile-up.
- Reporter** Did you scream? How did you react?
- Casualty** I was shocked. I just tried to figure out what it was.
- Reporter** How many people were with you?
- Casualty** I was alone, fortunately.
- Reporter** When did the ambulance arrive?
- Casualty** It didn't take long. Just a couple of minutes after the accident.
- Reporter** How do you feel now?
- Casualty** Not bad. Thank you.





THEME 7

Tapescript 7.2 Listen to Zoe and Tim talking about world heritage. Choose the correct option to fill in the chart.

- Zoe** Hey Timmy! What's up?
Tim Ah! Busy, my dear.
Zoe Why? What are you doing?
Tim I'm preparing my presentation about world heritage sites.
Zoe Cool! I visited some of them. What are you working on now?
Tim Well, I'm working on some interesting facts about the sites. Do you wanna hear some of them?
Zoe Sure!
Tim Let's see... The largest world heritage site is the Phoenix Islands Protected Area in Kiribati with an area of 408,250 km². The size of this site is larger than Paraguay.
Zoe Oh! As big as a country! Wow!
Tim And... The smallest world heritage site is Holy Trinity Column in the Czech Republic. You can walk around the column in a minute! Can you believe that?
Zoe Wow!
Tim The country which has the most world heritage sites is Italy.
Zoe I'm not surprised.
Tim Banks of the Seine in Paris is the most visited one.
Zoe Oh! I love France!
Tim There are 54 sites which are in danger.
Zoe How sad. I hope people can find a way to protect them. Hey, can I help you with the rest of the presentation? I loved this topic!
Tim I'd love that!
Zoe OK. I may search for some more facts about the sites for you tonight.
Tim Thank you very much, Zoe!

Tapescript 7.4 Listen to the interview between a professor and a reporter about a World Heritage Site in Turkey. Which site are they talking about?

- Reporter** Hello dear professor, I would like to ask you some questions about Troy, the world-famous archaeological site in Turkey.
Professor Sure, I'll be glad to answer.
Reporter Firstly, where does the name Troy come from?
Professor It's the name of the city attacked in the Trojan War in the 12th century.
Reporter Where is the archaeological site of Troy?
Professor It's in Çanakkale, in the northwestern part of Turkey.
Reporter Why is Troy so famous in human history?
Professor Because the Trojan War took place here and the famous Greek author Homer wrote the story of this war in his epic poem Iliad.
Reporter Who discovered the ancient site in Çanakkale?
Professor A British archaeologist Frank Calvert was the first person to discover it.
Reporter When was it discovered?
Professor It was discovered in 1865.
Reporter And...





THEME 8

Tapescript 8.1 Listen to the people talking about their health problems and put the pictures in the correct order.

1. I sprained my ankle while I was playing basketball. So, I have to stay at home for a while.
2. I forgot to take my coat when I left home yesterday. Now, I've got a terrible sore throat. I think I must see a doctor.
3. I'm allergic to strawberry and I've eaten a big piece of strawberry pie. Guess what?! Now, I have a rash all over my face.
4. I cut my finger while I was making a salad. Luckily, it wasn't something serious.
5. Last night I fell off the ladder and hit my face. Now I have a black eye. That's so embarrassing.
6. I've caught flu again. I'm tired of having a runny nose and carrying tissues in my pocket.

Tapescript 8.2 Listen to the dialogs and fill in the blanks.

Dialog 1

Doctor Hello, what's the problem?

Patient I don't feel well.

Doctor What are your symptoms?

Patient I have an upset stomach.

Doctor OK. Do you have diarrhea too?

Patient No, not at all.

Doctor I see. Have you eaten anything different?

Patient I had a green salad at a café yesterday. My symptoms started after that.

Doctor Maybe the vegetables weren't fresh or well-washed. I won't prescribe you any medicine. Drink plenty of water and don't eat anything greasy.

Patient OK. Thanks.

Dialog 2

Doctor Come in, please. How can I help you?

Patient I have got a terrible headache and I cough a lot all day long.

Doctor Do you feel hot too?

Patient Oh, a little bit.

Doctor All right. I'll take your temperature. Hmm, it's 36.5. You don't really have a fever. Have you taken anything for headache?

Patient Yes. I only took painkillers. Do you think it's serious?

Doctor No, I don't think so. You should take the medicine that I'll prescribe for cough and rest at home for a while.





THEME 9

Tapescript 9.1 Listen to the dialog and find out what they are talking about.

- Attendant** May I help you, ma'am?
Customer Yes, please.
Attendant This way, please.
Customer Mm... Do you have this one in a smaller size?
Attendant Yes, on the bottom shelf.
Customer Oh, great!
Attendant How many do you need?
Customer 6, please.
Attendant OK. I'll take them to the cash for you.
Customer That's very kind of you. By the way, may I pay by cheque?
Attendant Yes, you may.
Customer Thank you.

THEME 9

Tapescript 9.2 Listen to the dialog and fill in the missing parts of the conversation.

- Noah** Hi, Mr Walker. It's Noah calling. Is Lisa there?
Mr Walker Hello, Noah. Yes, hang on a second.
Lisa Hey, Noah!
Noah Hi, Lisa! How are you?
Lisa Fine. It's a busy Sunday at home. What about you?
Noah Actually, I'm quite free today. Would you be interested in going to the movies in the afternoon?
Lisa It's very kind of you, but I'm afraid I won't be able to come. I have to help mom and dad with the garden.
Noah Oh, I see. Maybe in the evening then?
Lisa Sorry, I'd love to but my cousins are coming for dinner with my uncle. That's why we have to arrange the garden and get ready.
Noah OK.
Lisa Hey, would you care to join us? It's going to be fun.
Noah Sure, I would like that very much.
Lisa Great! Please come anytime you wish.
Noah I'll be there in an hour! Oh, do you want me to bring anything?
Lisa Why don't you bring the word game you have? We can play it with my cousins after dinner.
Noah That's a great idea! See you in a bit!





THEME 10

Tapescript 10.1 Listen to the news report and put the pictures in the correct order.

There was a burglary in one of the mansions last Friday. Jewels in a secret safe and some expensive paintings were stolen. The police investigated the burglary using the cameras of the mansion. They saw a burglar entering the house from the front door. The most amazing thing was that he called the giant dog with her name and fed her. When he went upstairs, he found the secret safe easily, opened it, and took the jewels. He also took the paintings on the first floor just before leaving the house. The burglar left the house and got in a black car. He drove fast to the city centre. Luckily, the police caught him soon because he forgot to cover the plate number of the car. The burglar told the police that it was an easy work because from an interview with the owner of the house, he learned that there was a safe behind the painting in the bedroom.

Tapescript 10.2 Listen to Madison Blunt's Show and put the events in the Professor's story in the correct order (1-9).

Madison Hello everybody! Welcome to Madison's Blunt Show at home edition. I hope everyone is staying home safe and healthy. Today we're going to make a live chat with a very special person, a history professor from the Princeton University, Mr Jonathan Bruckberry. He is in Florence now and he is going to talk about a high-profile issue, the creativity of people in quarantine days. Can you tell us exactly how this happens professor?

Professor Well...yes, we all see that quarantine is bringing out the creativity in many people. It has always been the same for ages. Some people respond to suffering by turning into art, some into music, literature, or an invention.

Madison Definitely. Each day, we see people on social media compose lovely songs, write poems, cook interesting dishes, or furnish their homes...

Professor Did you know that Shakespeare wrote "Macbeth" and "King Lear" in quarantine days? He isolated himself and wrote these famous plays, all in 1606, during the plague. The Norwegian expressionist Edvard Munch, as you know, the artist of the famous painting "The Scream". He painted his self portrait after he survived from the Spanish Flu in 1919. But the most interesting one is the story of how Isaac Newton discovered the Gravity. Let me tell you. Newton was in his early twenties when the Great Plague hit London. It lasted from 1665 to 1666 and killed more than sixty-five thousand people. Newton was a college student at Cambridge in those days. When the Plague broke out, the school sent students home to continue their studies. Young Newton moved to his safe family farmhouse outside the city. At home, he built bookshelves and created a small office for himself. He continued his mathematical problems there. By the end of 1666, Newton invented the mathematical system called calculus. During his studies, he used to watch the apple tree outside his window. One day he saw an apple falling from a tree and it was the starting point of everything. "The force that pulls the apple down must be the same one that pulls the moon to the Earth," he murmured to himself. Six months later, Newton returned to Cambridge with the theories in his hands... (pause) You see, during a pandemic, he had to work from home like most of us and he used the time wisely.

Madison Absolutely amazing and an inspiring quarantine story, thank you for joining us and sharing your knowledge with us professor... What great inventions and beautiful pieces of art will COVID-19 leave behind? Who knows?

(they both laugh together)





THEME 10

Tapescript 10.3 Listen to the Early Night TV Show with Dennis Woolf, hosting Dr Anish Mahajan. Number the host's questions in the order you hear.

- TV Host** Good evening ladies and gentlemen. Welcome back to the most watched show with Dennis Woolf on TV. Dr Anish Majahan from UCLA Medical Center is my guest tonight. Thank you for being on my show Dr Majahan. I really appreciate it as we're all having hard times.
- Dr Majahan** Very happy to be on your fantastic show. I am sure we'll overcome this disease, and we'll become as free as we have always been.
- TV Host** Thank you, Dr My viewers have asked you more than 40 interesting questions about coronavirus. And I'll ask you the top 5. Here's the first one. Is it possible to have the flu and coronavirus at the same time?
- Dr Majahan** Yes. You can suffer from the flu and coronavirus at the same time.
- TV Host** What do they have in common?
- Dr Majahan** Well, they share some common symptoms, such as fever and cough. But many coronavirus patients suffer from shortness of breath, and some people with coronavirus lose their senses of taste and smell.
- TV Host** Here is the next question. Can pets spread this coronavirus to people?
- Dr Majahan** There's no evidence that domestic animals including pets can spread COVID-19 to people. But it's better to wash your hands before and after any contact with them.
- TV Host** This question is still related to the previous one. You know a tiger has tested positive. So, can my pet get coronavirus from me?
- Dr Majahan** There are lots of unknown things about this virus, but If you are ill, wear a facemask, don't share food, kiss, or hug your pet.
- TV Host** A very interesting one's coming as the third. Should I stop wearing my contact lenses?
- Dr Majahan** Yes. Taking a break from contacts can help. Because you touch your eyes multiple times if you are a contact lenses wearer.
- TV Host** The fourth question is here. The summer is on the way. Can mosquitos transmit coronavirus?
- Dr Majahan** No. There's again no evidence mosquitos can spread the new coronavirus.
- TV Host** And the last question. Are some blood types able to fight this virus better than other blood types?
- Dr Majahan** Absolutely no. All of us can get this virus. I mean we haven't had a chance to build immunity yet.
- TV Host** Thanks for joining my show Dr Majahan. It's great to learn from you about this unknown and unexpected visitor. I hope it'll leave us soon.



ENGLISH 9
ACTIVITY SHEETS

THEME 6
BRIDGING CULTURES



COMPETENCES • Students will be able to identify the most frequently used expressions to order food in a restaurant.

1 Read the following expressions and discuss. Are they a customer's or waiter's expressions? Write C for customer, W for waiter.

- W 1. Would you like something to drink?
- C 2. Lemonade, please.
- C 3. What would you recommend?
- W 4. Are you ready to order?
- C 5. May I have a chicken sandwich, please?
- W 6. Would you like anything else?
- C 7. I'd love to try ravioli with pesto.
- W 8. What about you, ma'am?
- W 9. Well, a vegetarian pizza, a hamburger, two cans of coke. Is that all?
- C 10. I'll have a cheeseburger, please.

2 Listen to the dialog and put the jumbled sentences into the correct order to make a meaningful dialog.

- 12 Oh, yes. Green salad, please.
- 20 Here you are. Thank you very much.
- 7 Yes, please.
- 6 Can I have a glass of orange juice, please?
- 9 OK. For mains?
- 18 That's all. But I'd like to have the bill, please. In advance.
- 4 No, thank you.
- 7 Would you like to order food?
- 21 You're welcome ma'am. Have a nice day.
- 8 Yes, I would like to start with the soup. Chicken soup.
- 11 Hello, can I have a table for two?
- 13 Would you like some olives in your salad?
- 3 What would you like to have?
- 10 Steak with chips, please.
- 16 For dessert, I'd like red velvet cake, please.
- 4 Can we have the menu, please?
- 19 Certainly! That's \$75.
- 11 Would you like to have salad?
- 5 Here you are.
- 7 Would you like anything else?
- 15 And for dessert?



Ortaöğretim Genel Müdürlüğü

3



ENGLISH 9
ACTIVITY SHEETS

THEME 6
BRIDGING CULTURES



COMPETENCES • Students will be able to scan short texts describing some famous cities in the world for specific information.

5 Take a quick look at the travelers' blog and fill in the chart.

HOME ABOUT ME TRAVEL BLOG STUFF I LOVE REVIEWS PRESS FAQ CONTACT WORK WITH ME

LOWDOWN

Search the blog...

Are you a first-time traveler? Do you want to take a trip but don't know where to start? Then, you have more reasons to read this blog. Every week, I introduce you to two amazing destinations. This week's destinations are Buenos Aires and Barcelona. Here are some useful tips for you to organize an enjoyable, unforgettable trip. First, try to be specific about the destination. Try to find the most appropriate time for your visit. Also, be aware of the customs and traditions of the city. Keep in mind!

Buenos Aires, the capital city of Argentina. People think that it is the Paris of South America. Buenos Aires has a different climate from that of Turkey. It is relatively mild through the year. The city gets hot and humid in summer. While the coldest seasons are June and July, the warmest seasons are January and February. Therefore, the best time to visit this city is between March and April.

Places you shouldn't miss in Buenos Aires. Wander along the boulevards, ideal for witnessing historic and cultural events. Stay in Palermo. There are lots of places for sightseeing such as Palermo Soho and Palermo Hollywood, where all the film companies have their studios.

Take time to visit La Boca. It is a small town. It is famous for talented footballers. It is also known as the town of tango. Head to Villa Crespo to buy high quality leather goods as souvenirs for your friends, family, etc. in Buenos Aires, people see them as the best gifts. Try Asado! It is one of the most delicious foods in this city.

Barcelona, Spain; This Mediterranean city of Spain is one of the richest centers in details, architecture, and traces of history. There are some "must see" places such as The Font Màgica Fountain and Barrio Gótico. As the hottest month is August and the coldest one is January, the best time to visit the city is from May to June because the actual summertime is sticky with humidity. October, the wettest month, is the best time for rain romantics to visit the city.

When in Barcelona, remember to:

- Admire the great views of the city from the magical Montjuïc.
- Visit the Park Güell by Gaudí, a Unesco World Heritage Site.
- Fill up your stomach on Tapas and Pintos.
- Purchase espadaryes, traditional shoes, as souvenirs.

	Buenos Aires	Barcelona
the hottest month	January and February	August
the coldest month	June and July	January
the best time to visit	between March and April	from May to June
the best thing to buy	high quality leather goods	espadaryes
the best thing to eat	Asado	Tapas and Pintos

6 Read the text and match the two halves of the sentences.

- 1. You should go to La Boca **d** a. there are lots of movie and TV studios.
- 2. In Palermo, **a** b. because it is the hottest season.
- 3. Visiting Barcelona in summer is not a good idea **b** c. to admire great views of Barcelona.
- 4. You should climb up the Montjuïc **c** d. if you are interested in tango or football.
- 5. You should visit the Park Güell by Gaudí **e** e. if you want to see a world heritage item.

Ortaöğretim Genel Müdürlüğü

5



THEME 6
BRIDGING CULTURES

ENGLISH 9
ACTIVITY SHEETS

COMPETENCES • Students will be able to take part in a dialogue about ordering food at a restaurant/cafe. • Students will be able to scan short texts describing some famous cities in the world for specific information.

3 Work in pairs. Imagine that you are at a restaurant. Create a dialog using the instructions on the role cards below. Refer to Part 2 and to the following menu. Then, act it out.

Menu

Starters

- Garlic bread € 2.10
- Cheese salad € 2.00
- Crispy mushrooms € 3.10
- Vegetable soup € 3.00

Main Courses

- Spaghetti € 6.00
- Meatloaf € 7.20
- Crispy chicken € 7.50
- Lamb stew € 8.00

Rice Dishes

- Curry with € 1.90
- Indian beans € 2.10
- Chips € 2.90

Desserts

- Apple pie € 3.00
- Strawberry pie € 3.10
- Pumpkin pie € 3.30
- Chocolate cake € 3.50
- Ice cream € 3.70
- Fruit salad € 4.00

Student A

You are the customer

Greet

Ask for a table

Ask for the menu and order food

Ask for the bill

Express your pleasure

STUDENTS' OWN ANSWERS

Student B

You are the waiter/waitress

Greet

Respond and show the table available

Take the order and serve your customer

Bring the bill

Express your pleasure

4 Match the pictures with the expressions. Then, discuss which of the following factors do people consider in choosing a holiday destination?

a. Cuisine	b. Landmarks/Tourist attractions	c. Making friends
d. Climate	e. Location	f. Adventure
1	2	3
f	b	a
4	5	6
d	c	e

Ortaöğretim Genel Müdürlüğü

4



ENGLISH 9
ACTIVITY SHEETS

THEME 6
BRIDGING CULTURES



COMPETENCES • Students will be able to detect specific information in public announcements at the airport/train station etc. • Students will be able to use the most frequently used expressions to buy a flight/bus/train ticket.

7 Below are some expressions of buying tickets. List them in the chart.

- a. How much is the ticket?
- b. Near the front?
- c. Where are you traveling to?
- d. I would rather travel in the morning.
- e. May I book a ticket for March 2nd?
- f. What city are you traveling to?
- g. Do you accept credit card?
- h. What time is the next flight to London?
- i. Would you like a window or an aisle seat?
- j. How would you like to pay?

Asking for tickets	Seats	Payment Details	Destination
d	b	a	c
e	i	g	f
h		j	

8 Listen to the dialog about traveling and circle the correct choice.

- 1. Where are the people?
 a. at the airport b. at the bus station c. at the train station
- 2. What are the destination?
a. Barcelona b. New York c. Lisbon
- 3. What is the date on the ticket?
a. on January 5th b. on February 15th c. on February 5th
- 4. How much is the ticket?
 a. \$75 b. \$57 c. \$95
- 5. What is the form of payment?
 a. in cash b. by credit card c. by cheque

9 Work in pairs. Discuss where you can hear the following announcements. List them in the chart. More than one option is possible.

- 1. Do not stand close to the rails.
- 2. There is a delay due to the weather conditions outside.
- 3. Your train is ready for boarding at Platform 4.
- 4. Go to the waiting lounge.
- 5. The new platform number is 12.
- 6. Proceed to Platform 4.
- 7. The new gate number is 8C.
- 8. The new boarding time is 15.15.

at the airport	at the bus station	at the train station
2	2	1
4	5	2
7	6	3
8		5
		6

Ortaöğretim Genel Müdürlüğü

6





COMPETENCES

- Students will be able to identify the most frequently used expressions to order food in a restaurant.
- Students will be able to take part in a dialogue about ordering food at a restaurant / cafe.

10 Listen to the dialog between the waiter and Linda. Tick the food names you hear on the menu.

GUSTO MENU				
STARTERS	MAIN DISHES	SIDE DISHES	DESSERTS	DRINKS
<input type="checkbox"/> Garlic Bread	<input checked="" type="checkbox"/> Roast Chicken	<input type="checkbox"/> Garden Vegetables	<input type="checkbox"/> Chocolate Cake	<input checked="" type="checkbox"/> Mineral Water
<input type="checkbox"/> Soup	<input type="checkbox"/> Fried Fish	<input type="checkbox"/> Green Salad	<input type="checkbox"/> Apple Pie	<input type="checkbox"/> Soft Drinks
<input checked="" type="checkbox"/> Mushroom Soup	<input type="checkbox"/> Lamb Chops	<input type="checkbox"/> Tuna Fish Salad	<input checked="" type="checkbox"/> Berry Cheesecake	<input type="checkbox"/> Ice Latte
	<input type="checkbox"/> Meatballs	<input checked="" type="checkbox"/> French Fries	<input type="checkbox"/> Ice Cream	<input type="checkbox"/> Coffee
	<input type="checkbox"/> Lasagne			

11 Listen to the dialog again and number the questions as you hear.

- | | |
|---------------------------------|--|
| 5. Anything to drink? | 2. Can I have the menu, please? |
| 6. Would you like some dessert? | 1. Would you like to order anything? |
| 8. Are you ready to order? | 4. What would you like to have as a main dish? |

12 Read the statements and write true (T) or false (F).

- Linda starts her meal with soup.
- She wants to eat meatballs with French fries.
- She doesn't want to drink anything with the main dish.
- She orders dessert after the main dish.
- She wants to have coffee with dessert.

13 Complete the dialog using the phrases in Part 11.

Waiter: Are you ready to order _____ sir/madam?
 Customer: Well, yes. I'd like fried fish with green salad.
 Waiter: Sure! Anything to drink _____?
 Customer: Mineral water, please.
 Waiter: Would you like some dessert _____?
 Customer: Yes, I want apple pie.
 Waiter: Is that all?
 Customer: Oh, yes. Thanks.

14 Work in pairs. Prepare a similar dialog by changing the food names from the menu. Then act it out in the classroom.

STUDENTS' OWN ANSWERS



COMPETENCES

- Students will be able to scan short texts describing some famous cities in the world for specific information.

15 Read the text about Prague and Cape Town and fill in the table with the correct information.

A TALE OF TWO CITIES

PRAGUE: THE GOLDEN CITY

Prague is the capital of the Czech Republic in central Europe. It's called the golden city of hundred spires because of its beautiful cathedrals and towers. Its rich history, magnificent architecture and breathtaking nature make it a popular tourist destination. The city has warm summers and cold winters. The best times to visit the city are the spring and early fall. Prague is just like a 3D architecture book. You can see many styles of culture from Gothic to Cubist in the city. The most famous historic building is the Prague Castle. It's the symbol of the city. The Powder Gate, the Prague Astronomical Clock Tower, and numerous lovely bridges on the Vltava River are worth seeing. You can also take nice pictures of the city from Petřín Lookout Tower. The most interesting building in the city is the Dancing House. Prague is a musical city. It can satisfy both classical music listeners and fans of rock, pop, and every other genre. In summer, the parks and the squares of the city come alive with the music festivals. While walking in the streets of the old town, you can also taste their famous sweet snack, the chimney cake, locally known as Trdelník. Don't forget to buy a handmade puppet because puppetry isn't a child game here. You can find plenty of wonderful puppet characters in the city.



CAPE TOWN: THE MOTHER CITY

Cape Town is the oldest and the second-largest city in South Africa. It attracts thousands of people with its natural beauty, nice weather, and friendly people. The mild weather of the city all year round makes it a perfect destination, especially for the beach lovers. The best time for a beach holiday is from December to February. Cape Town is home to Africa's most beautiful beaches. The city is the meeting point of two oceans, the Atlantic and the Indian Ocean. The Clifton Beach with its white sand and crystal clear water offers a lot to the visitors. You can also go to Boulder's Beach and have a lifetime experience with the friendly penguins. Table Mountain is the most famous landmark in Cape Town. The top of it has a flat shape, and it's considered to be one of the Seven Natural Wonders of the World. You can reach the top by cable car. Kirstenbosch National Botanical Garden is one of the world's greatest botanical kingdoms. It holds an incredible range of plant species. In summer, local people enjoy concerts from rock to classical at the garden's amphitheatre. This city is the right place to buy leather. The local leather backpack can be a great choice, and Zulu ceremonial spoons can be a perfect souvenir to bring home.



PRAGUE	
Location:	Centre of Europe
Weather:	Warm summers and chilly winters
Best time to visit:	Spring and early fall
Attractions:	Prague Castle, Powder Gate, the Astronomical Clock Tower, Petřín Lookout Tower, and the Dancing House
Shopping:	Handmade puppets
CAPE TOWN	
Location:	South Africa
Weather:	Mild weather during the year
Best time to visit:	From December to February
Attractions:	Clifton Beach, Boulder Beach, Table Mountain, Kirstenbosch National Botanical Garden
Shopping:	Leather backpack and Zulu ceremonial spoons

16 Look at the dialog and complete the missing parts with the given words in the box.

boarding gate baggage check-in desk boarding pass security control

Joanna: Mom! This is my first flight experience. I'm very excited. Here we are at the airport. What do we do now?
 Kimberly: First, we go to the check-in desk. We show the passenger attendant our tickets and passports. They take our baggage and give us a boarding pass.
 Joanna: And then?
 Kimberly: We go through the security control before entering the departure lounge.
 Joanna: And we find our boarding gate and get on the plane.
 Kimberly: Great! Let's go!



COMPETENCES

- Students will be able to detect specific information in public announcements at the airport/train station, etc.
- Students will be able to use the most frequently used expressions to buy a flight/train ticket.
- Students will be able to write a short message to leave at the reception desk for their parents.

17 Listen to three tracks about travelling. Choose the correct options to complete the sentences.

- Part 1: 1. Martha and Gilbert are at the _____. a. security control c. check-in desk
 2. They have _____. b. only hand baggage
- Part 2: 1. The destination of the flight is to _____. a. Zürich b. Kiev
 2. The flight number is _____. a. TK 3285 c. TK 3582
- Part 3: 1. The speakers are _____. a. on the plane b. at the boarding gate

18 Listen to the tracks again. Write true (T) or false (F).

- Martha and Gilbert have a flight in the morning.
- Martha wants to have a seat on the aisle.
- The passengers are boarding at gate 14.
- Martha wants to have a cup of coffee.



19 Put the sentences in the correct order to make a meaningful dialog.

- OK, let me see. One-way or round trip?
- July 19th.
- It sounds OK. Thank you.
- Good morning. I'd like to buy a ticket to Madrid, please.
- Sure. Which date would you like to travel?
- One moment, please... Well, from London to Madrid, round trip, economy class is €450. You're leaving on July 19th and returning on July 26th.
- Round, please. I'm returning on July 26th. How much is it?
- Good morning. How can I help you?

20 Work in pairs. Prepare a similar dialog by changing the underlined words. Then act it out in the classroom.

21 Read the short messages and guess where Nick, Diego and Sandra are at the moment.

Mom & Dad,
My scuba diving course starts early in the morning in Kaş. Enjoy your breakfast. I'll be back late in the afternoon.
Nick

Dad,
I'm attending a rock concert in Hyde Park at 2 p.m. I'll join you at dinner.
Diego

Mom,
I'm going out to take some more photos of the Colosseum before we leave the city. I'll be back in two hours.
Sandra

22 Imagine you are staying at a hotel in a foreign city with your parents, but you have to go out. Leave a short message for them.

STUDENTS' OWN ANSWERS



COMPETENCES

- Students will be able to organize information on world heritage in a recorded text/video.
- Students will be able to ask and answer simple questions in an interview about past times and past events.

1 Listen to the dialog and decide whether the following statements are TRUE or FALSE.

- The Empire State Building is one of the wonders of the world with its architecture, height, design and panoramic view.
- Modern buildings always take place in the World Heritage List.
- Statue of Liberty is a masterpiece of the human spirit.
- Historic areas of Istanbul, Hattusha and Troy are on the list because of their historical importance.
- Göreme National Park is in Bolu.

2 Listen to the dialog again and write the numbers of the structures and sites in the correct category in the box.

Structures	Categories
1. The Empire State Building	7. Seven Wonders of the World
2. Statue of Liberty	3. World Heritage Sites
3. Historic areas of Istanbul, Hattusha, Troy	1. Wonders of the US

3 Read the dialog and answer the questions.

Grace: Andy! You look pensive. What's wrong?
 Andy: I'm sorry. I just remember some moments here.
 William: What moments?
 Andy: I was here with my wife Brooke and my son Daniel. It was a warm April day. I still remember everything. Brooke was next to me to admire the view from here. Daniel was a little baby. He was only 10 months old. But now we are apart from each other, and I miss them very much.
 Grace: Were you here for holiday or academic purposes?
 Andy: It wasn't for academic purposes. It was a package tour. Everyone was very happy and fortunately, there were no problems during the tour. I mean, we were with a baby, but everything was perfect. We were lucky.
 Grace: I see. Be patient, Andy. You will come together again.
 Andy: You are right. Let's forget about it and seize the moment. Why don't we go on talking about the Seven Wonders of the World?
 William: OK, then.

- Why was Andy sensitive?
He remembered some moments with his family.
- Were Grace and William caring?
Yes, they were.



COMPETENCES

Students will be able to ask and answer the questions about a text related to the world heritage.

4 Read the text and answer the questions.

Seven Wonders of the Monumental Engineering of the 20th Century

The American Society of Civil Engineers came up with the list of the seven wonders of monumental engineering and constructions of the 20th century. The list is as follows:

Golden Gate Bridge: It connected San Francisco and Marin County in 1937. It was the longest suspension bridge in the world until 1964. It took about four years to complete this beautiful bridge with a length of 2.73 kilometers. 80,000 miles worth of steel wire held the bridge and the engineers designed special cables, 36.5 inches in diameter, to link the two towers.

Empire State Building: This masterpiece is still the tallest building in New York. It is 381 m high. It was also the tallest building of the world until the construction of the World Trade Center. The engineers completed it in 1931.



CN Tower: In 1976, the tower became the world's tallest freestanding building with 553.3 m height. It held this record for 34 years until the completion of Burj Khalifa.



Channel Tunnel: This tunnel linked Folkestone (England) with Coquelles (France). The construction of 50.45 kilometer rail tunnel began in 1988 and finished in 1994.



Panama Canal: It took 34 years to create this 50-mile-long canal across the Isthmus of Panama. About 80,000 people died during its construction, most from disease. It was the most expensive and deadliest project in American history at that time.

- Who determined the list of seven wonders of monumental engineering?
The American Society of Civil Engineers determined the list of seven wonders of monumental engineering.
- What is special about the Empire State Building?
The Empire State Building is the tallest building in New York.
- How long did the CN Tower hold its record for being the tallest freestanding building?
The CN Tower held this record for 34 years until the completion of Burj Khalifa.
- Which cities did Channel Tunnel link?
Channel tunnel linked Folkestone (England) with Coquelles (France).
- How many people died during the construction of the Panama Canal? Why?
About 80,000 people died during the construction of the Panama Canal, most from disease.
- How long did it take to complete the Golden Gate Bridge?
It took about four years to complete the Golden Gate Bridge with a length of 2.73 kilometers.



COMPETENCES

Students will be able to organize information on world heritage in a recorded text/video. Students will be able to ask and answer simple questions in an interview about past times and past events.

7 Listen to Zoe and Tim talking about world heritage. Choose the correct option to fill in the chart.

Banks of the Seine	54	Italy	Phoenix Islands Protected Area	Holy Trinity Column
The largest world heritage site	Phoenix Islands Protected Area			
The smallest site	Holy Trinity Column			
The country with the most sites	Italy			
The most visited site	Banks of Seine			
Number of sites in danger	54			

- A very long wall built to defend the country. It is the longest structure ever built.
- The pyramid fields from Giza to Dahshur. The Great Pyramid was the tallest man-made structure in the world for 3,800 years.
- The building was also used as a hospital. The architect of it was Hurrem Shah.
- A statue of a woman that symbolizes freedom. It was a present from France given to America in 1886.



1. The Great Mosque of Divriği



2. Statue of Liberty



3. Memphis and its Necropolis



4. The Great Wall of China

8 Work in pairs. Ask and answer questions about the places in Part 16.

- e.g. A: Who was the architect of the Great Mosque of Divriği?
B: Hurrem Shah was the architect of the Great Mosque of Divriği.

STUDENTS' OWN ANSWERS

COMPETENCES

Students will be able to write a series of sentences about historical places they visited in the past.

5 Look at the historical places below and tick the ones you have visited or even have heard of. Then, tell your friends about them.



Aizanoi (Kütahya)



Aspendos Roman Theatre (Antalya)



Cappadocia (Nevşehir)



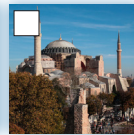
Bodrum Castle (Muğla)



Ephesus (İzmir)



Göbeklitepe (Şanlıurfa)



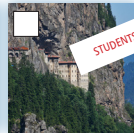
Hagia Sophia (İstanbul)



Topkapı Palace (İstanbul)



Dalyan-Caunus (Muğla)



Sumela Monastery (Trabzon)



Troy (Çanakkale)



Didyma (Aydın)

6 Choose one of the historical places you have visited before and write a paragraph about it, including the name of the place, time of the visit and significant details about the place.

STUDENTS' OWN ANSWERS



COMPETENCES

Students will be able to ask and answer the questions about a text related to world heritage. Students will be able to write a series of sentences about the historical places they visited in the past.

9 Read the text and match the headings to the paragraphs.

KYOTO TIMES

- Two years ago, my friend Lilly and I visited Kyoto, Japan. The first place we visited was Nijo Castle, a World Heritage site of UNESCO. It was an old wooden samurai castle with a beautiful garden. It was a picture-postcard place with all colours of breathtaking flowers everywhere. The main entrance to the castle was Higashi Otomem Gate. As we entered the gate, we were back in the old times of Japan.
- When we went to Kyoto, it was the cherry blossom season, the most enjoyable time of the year. As it was May, the weather was warm, and there were pink cherry trees everywhere. We walked around the beautiful garden and watched the blossoms. At night, we joined the Cherry Blossom Festival and watched the colourful 3D light shows over the trees. It was just like a dream.
- The day after the festival, we heard that there was a traditional wedding ceremony in the teahouse of the castle. We saw the bride and the groom in their traditional Japanese wedding dresses. They looked amazing. It was a very special moment in their life. On our journey back to England, we felt so delightful to have such great memories.
JAMIE WILSON



A. Changing colours



B. A moment to remember



C. Time of the samurai

10 Read the text again and answer the questions.

- How did the narrator describe Nijo Castle?
A picture-postcard place with all colours of alluring flowers everywhere
- What did the narrator and her friend Lilly do at the festival?
They watched the colourful 3D light shows over the trees
- What was there at the teahouse?
There was a traditional wedding ceremony
- How did they feel after they visited Nijo Castle?
They felt so delightful

11 Complete the dialog between Lilly and her mom with the questions below. One is extra.

- Did you see the cherry trees? What was the weather like? How long did you stay in Kyoto? Which city did you go to?
- Lilly's Mom: So! Tell me everything about Japan. Which city did you go to?
Lilly: We went to Kyoto, mom. It was fantastic.
Lilly's Mom: Did you see the cherry trees?
Lilly: Yes! We saw the lovely cherry trees. They took my breath away.
Lilly's Mom: Great! How long did you stay in Kyoto?
Lilly: We stayed in Kyoto for a week. Then, we went to Tokyo.

12 David was in Turkey last year. He visited the Archaeological Site of Troy. Read the paragraph from David's diary and fill in the blanks with the given words.

- lived went saw took
- I (1) went to the ancient city of Troy last summer. It was in Çanakkale. I (2) saw the old ruins of the city and the wooden horse. I visited the Troy Museum and (3) took some pictures. Troy is one of the oldest cities in human history. People (4) lived there for 4000 years. It was amazing.

13 Now write a paragraph about a historical place you visited in the past.

I went to _____ It was _____

STUDENTS' OWN ANSWERS



COMPETENCES • Students will be able to identify the most frequently used expressions about health problems.

1 Listen to the people talking about their health problems and put the pictures in the correct order.



2 Listen to the dialogs and fill in the blanks.

1 Doctor Hello, what's the problem?
 Patient I don't feel well.
 Doctor What are your symptoms?
 Patient I have an upset stomach.
 Doctor OK. Do you have diarrhoea too?
 Patient No, not at all.
 Doctor I see. Have you eaten anything different?
 Patient I had a green salad at a café yesterday. My symptoms started after that.
 Doctor Maybe the vegetables weren't fresh or well-washed. I won't prescribe you any medicine. Drink plenty of water and don't eat anything greasy.
 Patient OK. Thanks.

2 Doctor Come in, please. How can I help you?
 Patient I have got a terrible headache and I cough a lot all day long.
 Doctor Do you feel hot too?
 Patient Oh, a little bit.
 Doctor All right. I'll take your temperature. Hmm, it's 36.5. You don't really have a fever. Have you taken anything for headache?
 Patient Yes. I only took painkillers. Do you think it's serious?
 Doctor No, I don't think so. You should take the medicine that I'll prescribe for cough and rest at home for a while.



COMPETENCES • Students will be able to ask help from the emergency services in areas of immediate need.

3 Choose the correct option to complete the dialog.

- Did he bang his head?
- How long will it take the ambulance to arrive here?
- What's your emergency?
- What's your address?
- How far did he fall?

911 Dispatcher Hello, What's your emergency?
 Woman My son fell off the ladder.
 911 Dispatcher I see. How far did he fall?
 Woman I think it's about 2 meters.
 911 Dispatcher Did he bang his head?
 Woman Yes, he did. His nose is bleeding, but he is conscious.
 911 Dispatcher What's your address?
 Woman I'll send an ambulance.
 911 Dispatcher I'll send an ambulance.
 Woman 44 Oak Street.
 911 Dispatcher Please don't move him until the ambulance arrives.
 Woman How long will it take the ambulance to arrive here?
 911 Dispatcher Less than five minutes. Make sure he is conscious.



4 Work in pairs. Use the Dispatcher Card and the Emergency Card to ask and answer questions.

DISPATCHER CARD
SUGGESTED KEY:
 Problem: What's your emergency?
 Name of caller: What's your name?
 Address of caller: What's your address?
 Telephone number: What's your phone number?
 Age of the patient: How old is your son?

EMERGENCY CARD
 Problem: My two-year-old son has drunk a bottle of syrup. He has vomited a little and he's unconscious now.
 Name: Susan Miller
 Address: 38 Pine Street
 Telephone: 587 357 694
 Date of Birth: 24/03/2018

5 Work in pairs. Prepare a dialog for an emergency situation. Then, act it out in the classroom.

E.g. Dispatcher 911. What's the emergency?
 Caller ...

STUDENTS' OWN ANSWERS



COMPETENCES • Students will be able to prepare posters/leaflets/brochures about safety and health at work.

6 Complete the poster with the correct words below.

clean twisting back tips hand trucks regular lighting

WORK SAFETY

Do you want to feel safe at work?

Here are some tips to make a safe environment at work:

Keep the floor clean.

Localise the lighting for specific tasks to prevent headache and focus on work.

Use tools like step ladders, hand trucks and cards to lift or carry an object.

Take regular breaks.

Avoid stooping or twisting.

Protect your back.

7 Prepare a poster about safety and health in classroom/at home. Follow the steps:

- begin with an interesting question.
- write simple instructions.
- choose attractive pictures or graphics.

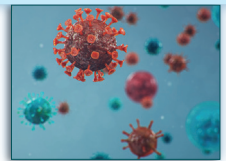


COMPETENCES • Students will be able to find the main idea of a text about health problems/emergency situations that have happened recently.

8 Read the text and write a suitable title for it.

STUDENTS' OWN ANSWERS

Coronavirus has just caused a new disease called COVID-19. With the outbreak of the disease in China, life in most countries has been locked down. Unfortunately, nobody knows when the disease will disappear. Luckily, the patients have informed the people via social media, so we can learn what to do and what not to do during this pandemic. Here is one of them: Sarah is a 24-year-old activist. She has just caught the disease. She is still at the hospital, but she's getting better day by day. She writes on her blog that she has had a high fever, a heavy cough and loss of appetite for a week. Sarah thinks that the virus has seriously affected her system. Even worse, she has had dizziness and she has lost her sense of taste. However, she has started to take the smell of everything and it has been disgusting for her. After receiving the positive test result, she was scared. But now she believes that everything will be better because all the health workers are doing their best to treat the disease. Like all doctors, she warns us that we should wash our hands, stay home and practise social distance because we may have the virus but not show the symptoms.



9 Read the text again and choose the main idea of it.

- The condition of some patients may get worse 5-10 days after the symptoms start.
- If we are aware of the symptoms of COVID-19 and protect ourselves, we can avoid it.
- We mustn't travel abroad or join social gatherings because the disease is quite contagious.

10 Read the experiences of two people and find out the message they give. Then, share your ideas in class.



I've just had a terrible experience at home. I was with my little daughter. She was playing in her room, at least I was thinking so, and I was in the kitchen. Suddenly, I heard a noise like a splash of water. I ran to the bathroom and saw her lying in the bathtub. I took her out, but she was unconscious. I ran out of the house to ask for help. Luckily, our doctor neighbor was at home and she gave the first aid until the ambulance arrived. This saved my baby's life.

SUGGESTED KEY: Giving a proper first aid saves life.



I've had an accident recently. Last week, while I was riding my bike, a car hit me. I fell off my bike and felt a terrible pain. Everybody around tried to help me, but they didn't know what to do. At last, somebody thought of calling the emergency and an ambulance arrived to take me to the hospital. I was lucky that nobody touched me until I got professional help.



ENGLISH 9
ACTIVITY SHEETS

THEME 9
INVITATIONS AND CELEBRATIONS



COMPETENCES

Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.

1 Below are phrases related to shopping. Work in pairs and discuss whose they are. Write CUS for customer, CAS for cashier, ATT for attendant/assistant.

- CUS I'm trying to find a lamp shade.
ATT How does it fit?
CUS How much is this?
CUS Where can I find the grocery?
CAS Next, please!
ATT Can/May I help you?
CAS Enter your PIN, please.
ATT Would you like anything else?
CUS Do you accept credit cards?
CUS Is this in the sale?
CUS I'll pay in cash.
CUS Where is the changing/fitting room?
- ATT What size would you like?
CAS Total is \$10.
ATT How about this one?
CAS That's/They are £5.
CAS Do you have this in X-large?
CAS Would you like a bag?
CUS Do you have this in blue?
CAS Will that be cash or credit?
CUS How much does it cost?
CUS I'll pay by card.
ATT What color would you like?
CAS Put your card into the machine, please.

2 Study the dialog in pairs. Find out what they are talking about.

- Attendant Hello, how can I help you?
Customer Do you have the sneakers in this picture?
Attendant Yes, we do. What size do you need?
Customer 44, please.
Attendant Here they are. Please, try them on.
Customer Thank you very much.
Attendant How do they fit?
Customer Perfect. Do you accept credit cards?
Attendant Yes, all the major cards.
Customer OK. Let me go to the cash. Have a nice day!
Attendant You, too.
- size
 quality
 form of payment
 price
 brand
 location of the product
 availability

3 Listen to the dialog and find out what they are talking about.

- availability
 size
 brand
 location of the item
- form of payment
 quality
 price

4 Work in pairs. Pick expressions from the previous parts and write a shopping dialog on your notebooks. Then, act it out.

STUDENTS' OWN ANSWERS

Ortaöğretim Genel Müdürlüğü

19



THEME 9
INVITATIONS AND CELEBRATIONS

ENGLISH 9
ACTIVITY SHEETS

COMPETENCES

Students will be able to fill in the missing parts in a dialogue about invitations and apologies on a phone call.

5 Listen to the dialog and fill in the missing parts of the conversation.

- Noah Hi, Mr Walker. It's Noah calling. Is Lisa there?
Mr Walker Hello, Noah. Yes, hang on a second.
Lisa Hey, Noah!
Noah Hi, Lisa! How are you?
Lisa Fine. It's a busy Sunday at home. What about you?
Noah Actually, I'm quite free today. Would you be interested in going to the movies in the afternoon?
Lisa It's very kind of you, but I'm afraid I won't be able to come. I have to help mom and dad with the garden.
Noah Oh, I see. Maybe in the evening then?
Lisa Sorry, I'd love to, but my cousins are coming for dinner with my uncle. That's why we have to arrange the garden and get ready.
Noah OK.
Lisa Would you care to join us? It's going to be fun.
Noah Sure, I would like that very much.
Lisa Great! Please come anytime you wish.
Noah I'll be there in an hour! Oh, do you want me to bring anything?
Lisa Why don't you bring the word game you have? We can play it with my cousins after dinner.
Noah That's a great idea! See you in a bit!

6 Match the titles with the columns below.

a. Refusing an invitation b. Accepting an invitation c. Invitation

c. Invitation	a. Refusing an invitation	b. Accepting an invitation
1. <u>Would you be interested in...</u>	2. <u>It's very kind of you, but I'm afraid...</u>	3. <u>Sure, I would like that very much.</u>
Would you care to join us?	Sorry, I'd love to, but ...	That's a great idea!
Why don't you ...		

- SUGGESTED KEY:
- A: Would you be interested in having a picnic this weekend?
B: It's very kind of you, but I have to finish my homework.
A: Why don't you come to my place? I can help you with your homework.
B: That's a great idea!

Ortaöğretim Genel Müdürlüğü

20

ENGLISH 9
ACTIVITY SHEETS

THEME 9
INVITATIONS AND CELEBRATIONS



COMPETENCES

Students will be able to write simple invitation letters.

7 Read the letter below and answer the questions.

1. Where does Andy invite Olivia?
Lavenham, Suffolk
2. When does he invite her?
In summer
3. What are they going to do during Olivia's stay?
They are going to take photographs, watch the movie Harry Potter and the Deathly Hallows and try to find the places that are in the movie.

Hi, Olivia,
How are you? Thank you for your last letter. I'm very glad that we write letters to each other like in the old times. It's great that you stay away from social media during your summer holiday and spend more time with your family.
My holiday is going very calm and peaceful. We are at my aunt's house in Lavenham, Suffolk. Do you remember that we were talking about spending some time together in the countryside? I think Lavenham is the perfect place for that. I would be very happy if you come for a couple of days and stay in here.

Lavenham is a very nice village with beautiful historical buildings. We can take lots of nice photos of them. The town was also the location for the movie Harry Potter and the Deathly Hallows. We can watch it again together and try to find the places that are in the movie. You would definitely love it here!

Think about it, talk to your parents and then write back to me. No need to hurry, we have the whole summer ahead!

Talk to you soon,
Andy



8 Write an invitation letter to Andy following the steps below.

- refuse your friend's invitation kindly with an excuse
- invite him to another event in your town
- give details about the time, venue, and date of the event
- tell the activities you plan to do together during the event

STUDENTS' OWN ANSWERS

Hello Andy,
Thank you for your invitation, but

Looking forward to hearing from you again.
Best
Olivia

Ortaöğretim Genel Müdürlüğü

21



THEME 9
INVITATIONS AND CELEBRATIONS

ENGLISH 9
ACTIVITY SHEETS

COMPETENCES

Students will be able to give and receive information about quantities, numbers, and prices in conversations about shopping.

9 Work in pairs to complete the following dialog with your own words. Use the necessary information in the menu and the shopping list.



- Clerk Hello! Welcome to Fresh Bread. How can I help you?
You Hi! I'd like to buy a baguette, three croissants and six cookies please.
Clerk Sure, but we're out of baguettes. Would you like a loaf of bread instead?
You OK.
Clerk Here is your bag.
You Thank you. How much are these?
Clerk £ 33 in total.
You Oh, I've £ 30 with me.
Clerk We take credit cards if you like.
You No, I'll pay in cash. Could you take out a cookie, please?
Clerk Of course. Now, that's £ 30.
You Here you are.
Clerk Thank you. Have a nice day.

10 Prepare a similar dialog using the menu in Part 9 and act it out in the classroom.

STUDENTS' OWN ANSWERS

Ortaöğretim Genel Müdürlüğü

22



ANSWER KEY

THEME 6

ENGLISH 9

ACTIVITY SHEETS

ENGLISH 9
ACTIVITY SHEETS

THEME 10
TELEVISION AND SOCIAL MEDIA



COMPETENCES

Students will be able to skim short and simple texts to draw a conclusion in terms of social media.

1 Read the text and decide whether the statements are TRUE or FALSE.

The Internet provides different ways of communication for people. They are social media, e-mail services, video calls and instant messaging. They are all useful ways to develop friendships with people around the world, learn about other cultures and much more. People prefer sending e-mails instead of writing letters as it is faster. However, sending e-mails isn't practical enough because you may not know if the person you want to send an e-mail is online at that moment. Moreover, making phone calls and video calls may not be possible any time you want because the person you want to call may not be suitable to talk. That's why instant messaging has become more popular than sending e-mails or making phone calls. It is like text messaging on mobile phones, but quicker, more functional and with no charge, absolutely free. Instant messaging programs let users see if their friends and contacts are online and communicate with them in real time. Most of them also enable file sharing, sending and viewing videos, chatting online and using the Internet instead of a phone to talk with friends. Therefore, instant messaging programs are getting more popular day by day.



1	The Internet provides people only with instant messaging.	False
2	The most popular way of communication through the Internet is sending e-mails.	False
3	When you send an e-mail, you may not know if the receiver is online at that moment.	True
4	Instant messaging has become more popular than e-mail or phone.	True
5	It is expensive to download an instant messaging program.	False

2 Read the text again and find out what the words in bold refer to.

- They: **different ways of communication**
- It: **instant messaging**
- Their: **users'**
- Them: **instant messaging programs**

Ortaöğretim Genel Müdürlüğü

23

ENGLISH 9
ACTIVITY SHEETS

THEME 10
TELEVISION AND SOCIAL MEDIA



COMPETENCES

Students will be able to make predictions about the future.
Students will be able to write a comment on a topic via social media.

7 Look at the pictures and make predictions.

STUDENTS' OWN ANSWERS



- I predict I'll **make a lot of friends at university.**
- I guess **I'll live in a big house.**
- I hope **I'll have a happy family.**
- I think **I'll travel around the world.**
- Probably **I'll be a famous basketball player.**
- I believe **I'll play the guitar.**

8 Read the posts below and write a comment on them.

Angelica I've just learnt that my favorite author is a liar. He didn't write his bestseller books himself. He doesn't even have a university degree. I'm disappointed and I don't want to read his books anymore!

catboy-008 A degree isn't always important. The books are great. I'm sure they are his works. Let's just trust him.

You (nickname) **STUDENTS' OWN ANSWERS**

Breeze I've been at home for two weeks now because of the pandemic. I've tried anything I can do at home. I'm really bored and need new ideas during this period.

Breadmaker Have you tried making your own bread? I make my own and everyone at home loves it. You can find different recipes on the Net.

You (nickname) **STUDENTS' OWN ANSWERS**

Colt I've found a new job in a different city. I have to move soon and I don't know what to do with my dog. Should I take him with me or find a new owner?

You (nickname) **STUDENTS' OWN ANSWERS**

Ortaöğretim Genel Müdürlüğü

25



THEME 10
TELEVISION AND SOCIAL MEDIA

ENGLISH 9
ACTIVITY SHEETS

COMPETENCES

Students will be able to put the events in a TV broadcast in order.
Students will be able to make predictions about the future.

3 Match the pictures with the events in a news report. Write the letters into the circles.



- They saw a burglar entering the house from the front door.
- Luckily, the police caught him soon because he forgot to cover the plate number of the car.
- When he went upstairs, he found the secret safe easily, opened it, and took the jewels.
- There was a burglary in one of the mansions last Friday. Jewels in a secret safe and some expensive paintings were stolen.
- He also took the paintings on the first floor just before leaving the house.
- The police investigated the burglary using the cameras of the mansion.
- The burglar told the police that it was an easy work because from an interview with the owner of the house, he learned that there was a safe behind the painting in the bedroom.
- The burglar left the house and got in a black car. He drove fast to the city centre.
- The most amazing thing was that he called the giant dog with her name and fed her.

4 Listen to the news report and put the pictures above in the correct order.

5 Match the questions with their answers.

- | | |
|--|------------------------------------|
| c. 1. What's your dream about the future? | a. The best one in the city. |
| e. 2. Do you think you will be a famous person? | b. I'm not sure. Perhaps two. |
| d. 3. What will your parents give you as a birthday present? | c. To have a good career. |
| a. 4. Which university will you go to? | d. Maybe the roller-skates I want. |
| b. 5. How many children will you have? | e. I hope so. |

6 Work in pairs. Ask and answer the questions in Part 5 to make predictions about your future.

STUDENTS' OWN ANSWERS

Ortaöğretim Genel Müdürlüğü

24



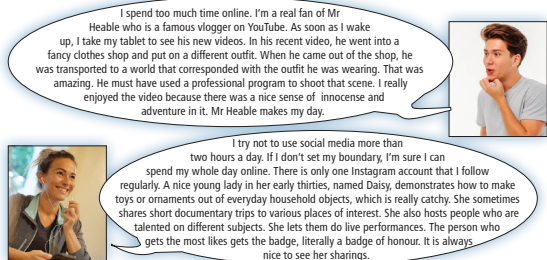
THEME 10
TELEVISION AND SOCIAL MEDIA

ENGLISH 9
ACTIVITY SHEETS

COMPETENCES

Students will be able to skim short and simple texts to draw a conclusion in terms of social media.
Students will be able to put the events in a TV broadcast in order.

9 Read the speech bubbles of Martin and Emma and write true (T) or false (F).



- F. 1. Martin spends less time on the Net.
- F. 2. He never enjoys watching Mr Heable's videos.
- T. 3. Mr Heable transports to a world matches with the outfit that he's wearing.
- F. 4. Martin thinks Mr Heable doesn't use a professional program while making his video.
- T. 5. Martin likes the innocent and adventurous side of Mr Heable in his latest video.
- T. 6. Emma does her best to stay away from social media.
- F. 7. Emma shares her catchy homemade toys or ornaments on her Instagram account.
- T. 8. Daisy sometimes takes documentary trips to different places.
- T. 9. If you think you are talented on something, Daisy can welcome you.
- F. 10. Daisy gives you a badge if she likes your performance.

10 Listen to Madison Blunt's Show and put the events in the Professor's story in the correct order.

8. He decided that the force that pulls the apple down must be the same one that pulls the Moon to the Earth.
4. He moved to his safe family farmhouse outside the city.
6. By the end of 1666, Newton invented the mathematical system called calculus.
1. Newton was in his early twenties when the Great Plague hit London.
7. During his studies, he used to watch the apple tree outside his window. One day, he saw an apple falling from a tree and it was the starting point of everything.
3. When the Plague broke out, the school sent students home to continue their studies.
9. Six months later, Newton returned to Cambridge with the theories in his hands.
5. At home, he built bookshelves and created a small office for himself. He continued his mathematical problems there.
2. He was a college student at Cambridge in those days.

Ortaöğretim Genel Müdürlüğü

26



COMPETENCES

Students will be able to skim short, clear texts to draw a conclusion in terms of social media.

11 Read the posts below and fill in the blanks with the given sentences below.

- a. All I want is to go back to school b. Just give me a mobile phone or a laptop c. The classes are beyond amazing

Adele's Blog

Hi, guys! Are you staying home because of quarantines? Three months ago, COVID-19 was thousands of miles away from my life. Two months ago, I started to hear some murmurings which I didn't care much. One month ago, everything began to change. And today, I'm all at home. No school. No social gatherings. No meals with relatives and friends. I'm a bit scared, but not hopeless. Luckily, I have a homeschool schedule. Believe it or not, I'm happy that I'm taking online classes. The lessons start at 11 a.m. The time is perfect for me as I'm not a morning person. I can get enough sleep. I really keep learning with online homework. During quarantine days, I don't have to focus on web videos and web series. 1. d and I can read hundreds of books online for free. I've finished eleven novels so far. I'm reading Hamlet at the moment. Most probably, Shakespeare wrote it during quarantine. Many artists cancel tours because of the pandemic, but I catch their performances online. Yesterday, I watched Andrea Bocelli's Music for Hope online concert from Duomo di Milano. It really made my day. I always write lyrics to my twin brother's melodies coming from his piano. But, now I'm writing corona-themed poems. Share your quarantine stories.



Dennis_2018

I'm also learning from home, but online learning is less effective to me. Actually, it's not my cup of tea. Moreover, staying at home for such a long time is so boring. 2. a. I started making origami. It gives me the energy I need. These days are a good opportunity to try new things, I guess.

Justin's Blog

I'm currently self-isolating. Sitting at home is not getting boring for me as I'm a bit addicted to digital technology. 3. b, I'll spend hours online, checking all my social media accounts and playing video games. My mom doesn't really like that, though. "You must find other ways to entertain yourself," she repeatedly says. Actually, I've always wanted to learn a new skill. And guess what? I started taking an online pizza-making class from an Italian grandma. 4. c. In the mornings, I log in to an online platform launched by the Ministry of Education. After the online classes, I love meeting up with friends virtually. It's so nice to be connected with the people you always see outside on the screen. Nowadays, I've just found an app to stay fit through quarantine. Live and interactive experiences are really great. Can you believe that I'm learning an online dance with my gym class? This is quite weird because I hate dancing. Share what you're doing at home?



DilaraM_90

Some digital platforms offer virtual tours of museums including the Van Gogh Museum in Amsterdam and the Acropolis Museum in Athens. I hope I'll visit the two cities when we go back to old beautiful days without coronavirus.

12 Read the posts again and write Yes (Y), No (N) or Don't Know (DK).

- N 1. Adele is unhappy with the time of the online classes.
Y 2. Online reading is a perfect opportunity for bookworms.
Y 3. Adele's brother plays the piano.
N 4. Adele isn't keen on writing.
Y 5. Justin isn't complaining about quarantine.
DK 6. Justin's mom makes delicious pizzas.



COMPETENCES

Students will be able to write a comment on a topic via social media.
Students will be able to put the events in order in a TV broadcast.

13 Write your comments on Adele and Justin's blog. Share how you spend your quarantine time considering the questions below.

- What do you think of online learning?
- How many hours do you spend on schoolwork?
- Which app(s) have you spent the most time on?
- How many days a week do you exercise?
- How do you keep busy during lockdown? (Write about the books you're reading/the musical artists you're listening/the movies-series you're watching/the hobbies-interests you've recently discovered.)



14 Listen to the Early Night TV Show with Dennis Woolf, hosting Dr Anish Mahajan. Number the host's questions in the order you hear.

- 3 1. Should I stop wearing my contact lenses?
1 2. Is it possible to have the flu and coronavirus at the same time?
4 3. Can mosquitos transmit coronavirus?
5 4. Are some blood types able to fight this virus better than other blood types?
2 5. Can pets spread this coronavirus to people?



15 Listen to the TV show again and write true (T) or false (F).

- F 1. People with coronavirus never lose their senses of taste and smell.
T 2. There is no evidence pets spread coronavirus to people.
T 3. If you have a pet, you should wear a facemask.
F 4. It's not a good idea to stop wearing contact lenses during corona days.
T 5. Blood type does not increase your risk for this coronavirus.

