



9th GRADE
**ENGLISH
GAMES & ACTIVITIES**

**THEME 6
BRIDGING CULTURES**



English 9

Games & Activities

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Ortaöğretim Genel Müdürlüğü
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Daire Başkanlığı

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

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

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

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

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

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

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ICONS USED IN THE BOOK



Duration



Individual Activity



Whole Class Activity



Link



Pair Work



QR Code for Listening



Cut



Group Work



THEME 6 BRIDGING CULTURES

9th GRADE

FUNCTIONS

- F1 Asking about and describing cities
- F2 Identifying cultural differences
- F3 Talking about travel and tourism
- F4 Ordering food

1 Describe and Guess



The aim of this activity is to help students to revise the vocabulary of food and ordering food that they have learned previously. It also aims to give them an opportunity to be creative with the language and vocabulary.

Materials and Preparation

This activity does not require any photocopiable materials.

Procedure

- 1 Put the class into two groups or any number based on how large a class you have. Make sure that all students sit facing to the board. Then, put an empty chair, one for each team, at the front of the class, facing the team members.
- 2 Ask students to choose one member from each team to come up and sit on that chair, facing their teammates and having their back to the board.
- 3 Tell them that you will write a word on the board. The student on the chair will not see the word, and the group members will describe it using synonyms, antonyms, definitions, etc. to their teammate who is on the chair.
- 4 Remind them that the words to be used in this game are related to food and ordering food. You can write one of these words 'juicy, salty, delicious, fresh, healthy, greasy, sour, sweet, food, dessert, vegetable, order, menu, bill, waiter, waitress, serve, and restaurant' on the board each time.
- 5 Have the students on the chairs listen to their teammates and try to guess the word. The first student sitting on the chair to say the word wins a point for their team. Then, change the students over with a new member of each team taking their place on their team's chair.

2 Travelling Abroad



This activity aims to help students to improve their listening skills and to be familiar with the vocabulary related to travelling.

Materials and Preparation

Photocopy the worksheet in the link below for each student.

https://learnenglishteens.britishcouncil.org/sites/teens/files/travelling_abroad_-_exercises_4.pdf

Then, prepare the audio in the QR code.

Procedure

- 1 Hand out the worksheets to students. Ask them to read the worksheet before listening to the audio so that they can be familiar with the topic and the vocabulary used. Have them work in pairs to put the sentences in order.
- 2 Remind them that the preparation part on the worksheet will be studied in pairs, but the rest of the activities will be done individually.
- 3 If needed, play the audio once again. When they have finished the activity, check the answers with the class. Many students may not have taken a flight somewhere; therefore, you can skip this activity, 'Tell your partner/group about the last time you took a flight somewhere.' Instead, have them write a similar announcement at the airport and share it with their friends.
- 4 Then, have the class vote to choose their friend who wrote the best and explain why they voted for them.



THEME 6 BRIDGING CULTURES

9th GRADE

FUNCTIONS

- F1 Asking about and describing cities
- F2 Identifying cultural differences
- F3 Talking about travel and tourism
- F4 Ordering food

3 Waiting for the Flight



This activity aims to revise the vocabulary related to airports and help students to practise authentic airport announcements.

Materials and Preparation

Print out and photocopy the worksheet on page 130.

Procedure

- 1 As a warm-up activity, ask students a few questions such as “Have you ever travelled by plane? Where did you go? What do you like and dislike about airports? What is the best thing about airports? Can you understand airport announcements? Why/Why not?”
- 2 Hand out a copy of the worksheet for each student and let them read the incomplete airport announcements before listening to the audio so that they can be familiar with the topic and the vocabulary used.
- 3 Ask students to listen to the audio and complete the missing parts of the airport announcements.
- 4 Check the answers with the class.
- 5 Divide students into groups of four or five and ask them to work in groups to create similar airport announcements as in Exercise A.
- 6 Remind them that they will record the announcements they have created on their mobile phones.
- 7 When the task is over, encourage them to present the audio recordings to the rest of the class.

4 Can I Take Your Order?



This activity aims to help students to practise the words used for ordering food at a restaurant. It also helps them to be aware of how to react to real-life situations.

Materials and Preparation

Photocopy the worksheet on page 131 for each group of four and cut up the food and drink cards.

Procedure

- 1 Put the class into groups of four and, firstly, give each group the ‘Menu’ part and four slips of paper. Ask students to read the ‘Menu’ and choose three-course meal (starter, main course, and dessert) and drink that they would like to order without telling anyone. Remind them that they will write their order on the paper and keep it secret.
- 2 After they keep their papers secret, now give each group a set of food and drink cards. Ask students to shuffle the food and drink cards and to deal them out equally face down to the members of the group. Tell them one student will go first and order a menu item that they want—the order they have written on the slip of paper—from only one member of another group using sentences such as “Can I have..., please?”, “I’ll have...”, or “I’d like..., please.” Explain to them that the main aim is to get four food or drink items from the menu they want.
- 3 If the other student has the menu item, they reply as a waiter “Certainly, sir/madam. Here you are.” and give that menu item to the student who is asking to order. If the student doesn’t have the menu item, they say “I’m sorry, sir/madam.”, “I’m afraid, we have run out of...”
- 4 It’s then the next student’s turn to ask for a menu item and so on. The first student to get four menu items wins the game. At the end of the activity, ask students to work with their group members to create a complete dialogue between a customer and a waiter using the menu on the worksheet. Then, ask them to act it out.



THEME 6 BRIDGING CULTURES

9th GRADE

FUNCTIONS

- F1 Asking about and describing cities
- F2 Identifying cultural differences
- F3 Talking about travel and tourism
- F4 Ordering food

5 Different Places, Different People



This activity aims to help students to get basic information about the famous cities and different lifestyles in the world. It also helps them to improve their speaking skills using some phrases of how to describe a picture.

Materials and Preparation

Photocopy the worksheets on pages 132 and 133.

Procedure

- 1 Put the class into two groups with three students, A and B. Hand out the 'Group A worksheet' to the students in group A and the 'Group B worksheet' to the students in group B.
- 2 Tell students that they are going to work with the group members on each picture using the phrases of describing a picture given. Point out to them that they are going to describe not only the city but also the people in the picture to get basic information about their lives.
- 3 While students express their ideas about the pictures with their friends, if needed, help them with the vocabulary they need to know. Remind them that they can take notes about the pictures and benefit from their notes when they share their ideas with the class.
- 4 At the end of the activity, ask each member of the group to describe the picture and share their ideas on a city with the class. Check the answers of where the cities are with the class.

6 Find the Country



This activity aims to help students to get basic information about the food, traditional costumes, traditions and customs of some countries. It also helps them to improve their speaking skills.

Materials and Preparation

Photocopy the worksheet on page 134 for each group and cut up the cards.

Procedure

- 1 Put the class into groups with four students. Before handing out the worksheets, warn students they are not going to show their cards to anyone because the group members will guess about which country is described.
- 2 Point out to students that they are going to make complete sentences using the information on the cards when they describe the country to their friends, and they can also use their gestures and mimics or imitate people so that their friends can guess the country itself. The group members will guess the country after their friend gives all the information about it. If they have no idea about the country described at the end of the presentation, they can ask their friend a few questions to get more information about it.
- 3 Hand out the cards to students and ask them to check all the vocabulary on their cards. Tell them that if they have problems with the vocabulary and phrases, they can use their dictionaries. Remind them that they can take notes to make sentences before presenting their country cards.
- 4 At the end of the activity, ask students to talk about which country is more interesting for them and why they think so.



THEME 6 BRIDGING CULTURES

9th GRADE

FUNCTIONS

- F1 Asking about and describing cities
- F2 Identifying cultural differences
- F3 Talking about travel and tourism
- F4 Ordering food

7 Dreaming of Somewhere



This activity aims to help students participate in a survey and practise the expressions for travelling, describing cities and cultural differences in the world. It also helps students to improve their communicative competence, getting involved and participating actively in the learning process.

Materials and Preparation

Photocopy the worksheet on page 135 for each student.

Procedure

- 1 Hand out the worksheet to students. Point out to them that they are going to walk around the class and ask the questions on the worksheet to five students. After they ask the questions, they should write their friends' names and their answers on the worksheet.
- 2 Ask them to read the worksheet before starting to conduct the survey and think of which country or city they would like to see and their reasons. Then, have students walk around the class and ask and answer the questions taking notes of the answers.
- 3 Remind them that they should ask all the questions to the same student. Then, they can change their friend to ask the questions. They should interact with a different friend each time. The activity finishes once students have filled in all the blank spaces in the table.

8 At the Café



The activity aims to help students to practise dialogues for ordering food and drink at a café.

Materials and Preparation

Print out and photocopy the worksheet on page 136.

Procedure

- 1 As a warm-up activity, ask students a few questions such as "Which one is more popular in your country, tea or coffee? How often do you drink coffee? What kind of coffee do you like to drink? Do you drink coffee at home or at chain coffee shops or cafés?"
- 2 Hand out a copy of the worksheet for each student.
- 3 Explain that there is a jumbled dialogue between a barista and a customer in Exercise A. Ask them to work in pairs to put the sentences in the correct order to make a meaningful dialogue and act it out with their partners.
- 4 When students have completed the task, ask them to role-play a similar dialogue between a barista and a customer in a coffee shop. Explain that they will use the menu to order snacks or beverages. Ask them to take turns playing the role of the customer and the barista.



THEME 6 BRIDGING CULTURES

9th GRADE

FUNCTIONS

- F1 Asking about and describing cities
F2 Identifying cultural differences
F3 Talking about travel and tourism
F4 Ordering food

9 Enjoy Your Meal!



This activity aims to revise the vocabulary and the phrases used while ordering food at a restaurant.

Materials and Preparation

Print out and photocopy the worksheet on page 137.

Procedure

- 1 As a warm-up activity, ask students a few questions such as “Do you like eating out? What kind of food do you prefer to eat? What kind of restaurants do you like to go to when you eat out? How would you describe your favourite restaurant?”
- 2 Hand out a copy of the worksheet for each student.
- 3 Divide the students into groups of three.
- 4 Ask them to work in groups and create their own restaurant menus. Remind them that they will first name the restaurant, and then complete the menu writing items for each category.
- 5 Let students work individually on the second task. Explain that they will match the given expressions with the appropriate responses.
- 6 When the task is over, ask them to work in groups to role-play a dialogue between a waiter and the customers in a restaurant. Encourage them to order food and drinks using the menu they have created in Exercise A and the expressions in Exercise B. Remind them to take turns to play the role of customers and waiter/waitress.

10 At the Airport



The activity aims to help students to revise the vocabulary and improve listening and speaking skills specifically related to airports.

Materials and Preparation

Print out and photocopy the worksheet on page 138.

Procedure

- 1 Hand out a copy of the worksheet for each student.
- 2 Ask students to work in pairs.
- 3 Explain that they will read the dialogues and write the name of the related area that each conversation takes place.
- 4 When they have completed the task, ask them to create similar dialogues for the related areas as in Exercise A with their partners.
- 5 Encourage them to act the dialogues out.



THEME 6 BRIDGING CULTURES

9th GRADE

FUNCTIONS

- F1 Asking about and describing cities
- F2 Identifying cultural differences
- F3 Talking about travel and tourism
- F4 Ordering food

11 Different Ways of Eating



The activity aims for students to gain an understanding of cultural differences and increase their cultural awareness.

Materials and Preparation

Print out and photocopy the worksheet on page 139.

Procedure

- 1 As a warm-up activity, ask students a few questions such as “Do you like trying different foods? What do you know about food traditions around the world? Have you ever eaten something with your bare hands? Have you ever tried eating rice or noodles using chopsticks? Is it rude to eat with your hands in your country?”
- 2 Hand out a copy of the worksheet for each student.
- 3 Ask students to read the text and find out if the given statements are true or false.
- 4 When they have completed the task, divide the students into groups of four or five.
- 5 Explain that they will prepare presentations about interesting food customs or eating habits in their country, including the table manners that are considered rude or acceptable. Remind them to use visuals to improve their presentations.
- 6 Finally, ask students to present them to their classmates.

12 My City



This activity aims to help students to scan short texts describing a famous city in the world for specific information.

Materials and Preparation

Photocopy the worksheet in the link below for each student.

https://learnenglishteens.britishcouncil.org/sites/teens/files/my_city_-_exercises_4.pdf

Procedure

- 1 As a warm-up activity, ask students a few questions such as “What is the best way to learn about another culture; reading something about the culture, trying traditional foods, visiting museums, listening to local music or joining festivals? What are the benefits of understanding different cultures?”
- 2 Hand out a copy of the worksheet for each student.
- 3 Ask them to work in pairs to categorise the things that they can find in the city and the countryside.
- 4 Then, let them read the text and match the sentences with the attractions in Liverpool described on the flyer.
- 5 To check their understanding, ask them to find out if the given statements are true or false in Exercise 2, and match the best attraction in Liverpool for the people according to their interests.
- 6 When they have completed the task, check the correct answers with the class.
- 7 Finally, encourage students to discuss the given question with their classmates.



Answer Key

2 Travelling Abroad

https://learnenglishteens.britishcouncil.org/sites/teens/files/travelling_abroad_-_answers_4.pdf

Answer Key

3 Waiting for the Flight

- 1 Attention, please! A **passport** (1) has been found belonging to Mrs Kylie Ben. Would Mrs Kylie Ben please contact the airport **information desk** (2)?
- 2 We are sorry to announce that Icarus flight number **TB073** (1) has been **delayed** (2) for **30** (3) minutes. Would passengers please remain in the **departure lounge** (4)?
- 3 This is the final **boarding call** (1) for passengers Adam and Samuel Melt booked on flight 172C to **Paris** (2). Please proceed to **Gate 8** (3) immediately. Our flight is ready to leave.
- 4 Attention to all **passengers** (1), this is a **security** (2) announcement. For security reasons and due to the risk of theft, passengers are requested not to leave their **baggage** (3) and personal belongings **unattended** (4) at any time. If you see **unattended** (5) bags or suitcases, please inform **security staff** (6) immediately. Thank you!

Answer Key

5 Different Places, Different People

Group A

- 1 Venice/Italy
- 2 Prague/Czech Republic
- 3 Amsterdam/The Netherlands

Group B

- 1 Brussels/Brazil
- 2 Paris/France
- 3 London/The United Kingdom

**Answer Key****8 At the Café**

- | | |
|--|---|
| 4 Customer Medium, please. | 10 Customer Allison. A-I-I-s-o-n. |
| 9 Barista Sure. What's your name? | 7 Barista Would you like strawberry or lemon cheesecake? |
| 15 Barista Next, please! | 1 Barista Hi. May I take your order? |
| 8 Customer Lemon cheesecake, please. | 2 Customer Can I have a mocha, please? |
| 6 Customer Yes. I will have cheesecake. | 13 Barista Here is your change. It will be ready in five minutes. You may pick up your order over there. |
| 11 Barista Great. That will be £14.90 in total. | 5 Barista Would you like anything else? |
| 14 Customer Thanks. | 12 Customer Here you are. |
| 3 Barista What size would you like? | |

Answer Key**9 Enjoy Your Meal! (B)**

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

Answer Key**10 At the Airport**

- 1 Check-in desk 2 Security checkpoint 3 Travel agency

Answer Key**11 Different Ways of Eating**

- 1 T 2 T 3 F 4 F 5 T

Answer Key**12 My City**

https://learnenglishteens.britishcouncil.org/sites/teens/files/my_city_-_answers_2.pdf

THEME 6 APPENDIX



3 Waiting for the Flight

9th GRADE

A Listen to the audio and complete the missing parts of the airport announcements below.

1



Attention, please! A (1) has been found belonging to Mrs Kylie Ben. Would Mrs Kylie Ben please contact the airport (2)?

2

We are sorry to announce that Icarus flight number (1) has been (2) for (3) minutes. Would passengers please remain in the (4)?



3

This is the final (1) for passengers Adam and Samuel Melt booked on flight 172C to (2). Please proceed to (3) immediately. Our flight is ready to leave.



4

Attention to all (1), this is a (2) announcement. For security reasons and due to the risk of theft, passengers are requested not to leave their (3) and personal belongings (4) at any time. If you see (5) bags or suitcases, please inform (6) immediately. Thank you!



B Work in groups. Create similar airport announcements as in Exercise A and record them on your mobile phone. Share your recordings with your classmates.

THEME 6 APPENDIX



4 Can I Take Your Order?

9th GRADE



MENU

STARTERS

Pastry with potato
Salad
Tomato soup
Garlic bread

MAIN DISHES

Barbecued chicken wings
Grilled steak
Spaghetti with cheese
Fried fish

DESSERTS

Cheesecake
Ashure
Ice cream
Apple pie

BEVERAGES

Water
Coke
Ayran
Fruit juice



THEME 6 APPENDIX



5 Different Places, Different People (1)

9th GRADE

GROUP A

Look at these three streets in different countries around the world. Describe the photos using the expressions below and try to guess in which countries these cities are.



1 Venice



2 Prague



3 Amsterdam

To describe a picture:

IN THE TOP LEFT-HAND CORNER

AT THE TOP

IN THE TOP RIGHT-HAND CORNER

IN THE BACKGROUND

ON THE LEFT

IN THE MIDDLE

ON THE RIGHT

IN THE FOREGROUND

IN THE BOTTOM LEFT-HAND CORNER

AT THE BOTTOM

IN THE BOTTOM RIGHT-HAND CORNER

THEME 6 APPENDIX



5 Different Places, Different People (2)

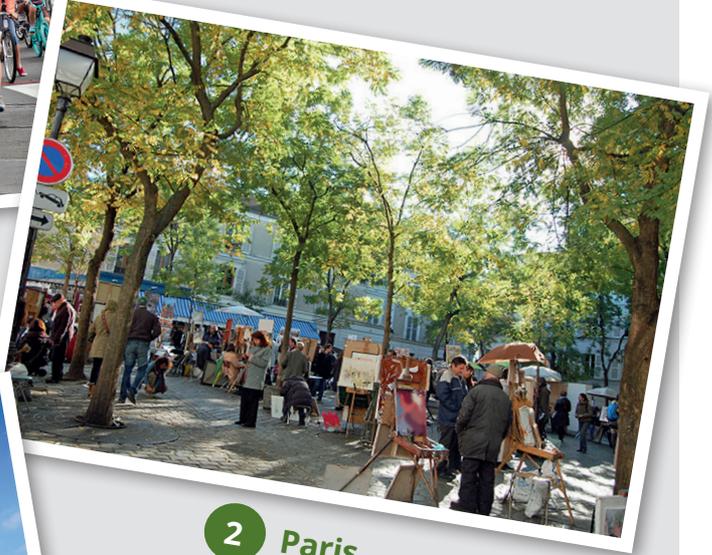
9th GRADE

GROUP B

Look at these three streets in different countries around the world. Describe the photos using the expressions below and try to guess in which countries these cities are.



1 Brussels



2 Paris



3 London

To describe a picture:

IN THE TOP LEFT-HAND CORNER	AT THE TOP	IN THE TOP RIGHT-HAND CORNER
ON THE LEFT	IN THE MIDDLE	ON THE RIGHT
IN THE BOTTOM LEFT-HAND CORNER	AT THE BOTTOM	IN THE BOTTOM RIGHT-HAND CORNER
IN THE BACKGROUND		
IN THE FOREGROUND		



INDIA

Continent: Asia

Food: Masala Dosa—a crispy crepe made of fermented rice and lentil batter, and stuffed with a savory, wonderfully spiced potato, and onion filling

Traditional Costume: Sari—a long dress for women consists of several yards of lightweight cloth draped so that one end forms a skirt and the other a head or shoulder covering

Traditions and Customs: Greeting, the Namaste—a slight bow and hands pressed together, palms touching and fingers pointing upwards, thumbs close to the chest

Famous for: Population, spices, Taj Mahal



SPAIN

Continent: Europe

Food: Paella Valenciana—rice that is cooked alongside chicken thighs, rabbit, three types of beans, tomatoes, and snails

Traditional Costume: Mantilla—a lace or silk scarf worn by women over the head and shoulders.

Traditions and Customs: The Siesta—taking a nap after lunch. Most businesses and stores close between 2.00 and 4.00 p.m., so employees can go home, eat, and take a rest from working during the hottest part of the day.

Famous for: Flamenco dance



GERMANY

Continent: Europe

Food: Spätzle—a kind of pasta—eggs, flour, salt and a hint of sparkling water

Traditional Costume: Dirndl—a women's dress—a skirt, a shirt and an apron worn at the front, on top of the skirt

Traditions and Customs: The Schultüte—a bag given by parents to their children on their very first day of school—usually filled with various small gifts ranging from candy to items of clothing and teddy bears

Famous for: Bread, cars, football



JAPAN

Continent: Asia

Food: Takikomi Gohan—rice dish in which short-grain rice is cooked with vegetables, mushrooms, seafood, or meat

Traditional Costume: Kimono—generally made of silk, have large sleeves and reach from the shoulders all the way down to the heels

Traditions and Customs: Tea ceremony—preparing, serving, and drinking tea in a ritualistic and ceremonial way where it is used to promote well-being, mindfulness, and harmony

Famous for: Sumo wrestling



THEME 6 APPENDIX



7 Dreaming of Somewhere

9th GRADE

Questions	Name:	Answers	Name:	Answers	Name:	Answers	Name:	Answers
1 Where would you like to visit most?								
2 Why do you want to see this place?								
3 What do you want to do there?								
4 What is this place famous for?								
5 Can you describe the people and lifestyles there?								

THEME 6 APPENDIX



8 At the Café

9th GRADE

A Work in pairs. Put the sentences in the correct order to make a meaningful dialogue.

- | | |
|--|---|
| <input type="checkbox"/> Customer Medium, please. | <input type="checkbox"/> Customer Allison. A-I-I-s-o-n. |
| <input type="checkbox"/> Barista Sure. What's your name? | <input type="checkbox"/> Barista Would you like strawberry or lemon cheesecake? |
| <input type="checkbox"/> Barista Next, please! | <input type="checkbox"/> Barista Hi. May I take your order? |
| <input type="checkbox"/> Customer Lemon cheesecake, please. | <input type="checkbox"/> Customer Can I have a mocha, please? |
| <input type="checkbox"/> Customer Yes. I will have cheesecake. | <input type="checkbox"/> Barista Here is your change. It will be ready in five minutes. You may pick up your order over there. |
| <input type="checkbox"/> Barista Great. That will be £14.90 in total. | <input type="checkbox"/> Barista Would you like anything else? |
| <input type="checkbox"/> Customer Thanks. | <input type="checkbox"/> Customer Here you are. |
| <input type="checkbox"/> Barista What size would you like? | |

B Work in pairs. Role-play a dialogue between a barista and a customer in a coffee shop. Use the menu below to order snacks or beverages. Take turns to be the customer and the barista.


BLACK COFFEE
menu

Coffee	Small	Medium	Large
AMERICANO (water, espresso)	£4	£5	£6
LATTE (milk foam, steamed milk, espresso)	£5	£6	£7
MOCHA (whipped cream, steamed milk, chocolate, espresso)	£6	£7	£8
MACCHIATO (milk foam, espresso)	£6	£7	£8
ESPRESSO	£3 (single)	£4.90 (double)	

Desserts

STRAWBERRY CHEESECAKE	£7.90
LEMON CHEESECAKE	£7.90
BROWNIE	£5.50
TIRAMISU	£6
CUPCAKE	£4

Cold Beverages

ORANGE JUICE	£6
ICE TEA	£3
BOTTLED WATER	£2

Sandwiches

CHICKEN SANDWICH	£9
TUNA SANDWICH	£10
VEGETABLE SANDWICH	£8

THEME 6 APPENDIX



9 Enjoy Your Meal!

9th GRADE

A Work in groups to create your own restaurant menu. First, name the restaurant. Then, complete the menu writing items for each category.

.....

RESTAURANT



MENU



MAIN DISHES

£

£

£

£

£

STARTERS



£

£

£

DESSERTS



£

£

£

DRINKS



£

£

£

B Match the expressions with the appropriate responses below.

- | | |
|--|--|
| <input type="checkbox"/> 1 Can we have a table for two, please? | <input type="checkbox"/> a I will have soda, please. |
| <input type="checkbox"/> 2 Could we get a table by the window, please? | <input type="checkbox"/> b Delicious, thanks. |
| <input type="checkbox"/> 3 Are you ready to order? | <input type="checkbox"/> c Sure. Would you follow me, please? |
| <input type="checkbox"/> 4 Would you like a starter? | <input type="checkbox"/> d Could I have a few minutes to look at the menu, please? |
| <input type="checkbox"/> 5 Would you like anything to drink? | <input type="checkbox"/> e Of course. I'll just go and get it for you. |
| <input type="checkbox"/> 6 Enjoy your meal! | <input type="checkbox"/> f I am sorry; they are all reserved, madam. How about this table? |
| <input type="checkbox"/> 7 How do you find the food, sir? | <input type="checkbox"/> g Thank you. |
| <input type="checkbox"/> 8 May I have the bill, please? | <input type="checkbox"/> h Yes, I'd like a bowl of tomato soup, please. |

C Work in groups. Role-play a dialogue between a waiter/waitress and the customers in a restaurant. Order food and drinks using the menu you have created in Exercise A and the expressions in Exercise B. Take turns to play the role of customers and waiter/waitress.

THEME 6 APPENDIX



10 At the Airport

9th GRADE

A Work in pairs. Read the following dialogues and write the name of the related area that each conversation takes place.

1

- Agent** Good morning! Can I have your ticket and passport, please?
Passenger Here you are.
Agent Would you like a window or an aisle seat?
Passenger A window seat, please.
Agent Are you checking any bags?
Passenger Just this one.
Agent On the scales, please. OK. Here is your boarding pass. Be at the gate at least 30 minutes prior to the departure time.
Passenger Thank you.
Agent Have a nice flight.

2

- Officer** Place your carry-on baggage along with metallic objects and electronic items in the trays for X-Ray screening and step through the scanner.
(Beep beep beep beep)
Officer Please step to the side. Do you have anything in your pockets – keys, mobile phone or coins?
Passenger Let me check. Oh, my belt!
Officer Put your belt in this bin and walk through the scanner again, please.

3

- Customer** I'd like to book a flight to New York.
Agent What date will you be traveling?
Customer On September 20th.
Agent OK. Let me check. Will that be a one-way or round trip?
Customer One-way, please.
Agent It's \$819. Will you pay by check or by credit card?
Customer Here's my credit card.

B Work in pairs. Create similar dialogues for the related areas as in Exercise A. Then act them out.



INTERESTING FOOD CUSTOMS

What is considered to be weird or acceptable can differ across cultures. Learning about different cultures helps us understand different perspectives. Here are some interesting food customs around the world that would appear seriously strange to someone from another culture:



China

Eating with chopsticks is a well-known Chinese tradition. When dining in China, the thing that you should never do is pointing at a person or an object with chopsticks or sticking chopsticks upright in your rice. Another thing that you should know is to leave a small amount of food on your plate if you don't want to eat more. To finish the plate can be considered a good gesture for most cultures, but in China, the empty plate shows that you are still hungry and want some more food.



India

Indians eat with their hands. It might seem strange for the others who use forks and knives when eating, but Indians believe that it is the best way to relish food. Wash your hands thoroughly before you eat, and never use your left hand while eating. Just like the people in the Middle East, Indians use the left hand for other functions such as washing, bathing, and using the restroom. So, if you eat with your left hand, it might seem disrespectful and unhygienic.



Japan

In Japan, slurping loudly while eating your noodle soup is a sign that you are enjoying the food. Japan also has the habit of using chopsticks. The thing that you should avoid doing is sharing your meal with another person with your chopsticks. It is considered rude to pass food from one set of chopsticks to another.



Korea

Respect for the elders is very important in Korea. The oldest person at the table starts eating first. When the food arrives, you should wait for them to start eating. The other thing you should avoid doing is eating directly from communal dishes. It is considered disrespectful and rude.

A Read the text above and write *True (T)* or *False (F)* for the statements below.

- 1 Learning more about other cultures can help us understand and respect them.
- 2 In China, leaving food on your plate is a sign to the host that you don't want to eat more.
- 3 In India, you should use your left hand while eating.
- 4 In Japan, it is rude to make a loud noise while you are drinking your noodle soup.
- 5 In Korea, you should let the oldest person start eating first before you get started.

B Work in groups. Prepare a presentation about interesting food customs or eating habits in your country, including the table manners that are considered rude or acceptable. Then, present it to your classmates.

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- Activity 6, www.123rf.com/45852685, P. 89, DA: 15.09.2021, 19.53
- Activity 6, www.123rf.com/90690083, P. 89, DA: 15.09.2021, 19.53
- Activity 9, www.123rf.com/143046871, P. 93, DA: 14.09.2021, 12.54
- Activity 9, www.123rf.com/105134147, P. 93, DA: 14.09.2021, 12.54
- Activity 9, www.123rf.com/146145889, P. 94, DA: 14.09.2021, 12.54
- Activity 9, www.123rf.com/91536263, P. 94, DA: 14.09.2021, 12.55
- Activity 11, www.123rf.com/358844, P. 96, DA: 19.09.2021, 20.00
- Activity 11, www.123rf.com/38964643, P. 97, DA: 19.09.2021, 20.01
- Activity 11, www.123rf.com/66994893, P. 98, DA: 19.09.2021, 20.01

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- Activity 5, www.123rf.com/41708949, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708962, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708782, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708819, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708820, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/41708781, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/39495677, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 5, www.123rf.com/39495673, P.112, DA: 13.09.2021, 19.20, designed by the graphic designer
- Activity 6, www.shutterstock.com/469301390, P.113 DA: 10.06.2020 01.13, designed by the graphic designer
- Activity 8, www.123rf.com/55719987, P.115, DA: 11.10.2021
- Activity 8, www.123rf.com/154773026, P.115, DA: 11.10.2021
- Activity 8, www.123rf.com/70240822, P.115, DA: 11.10.2021
- Activity 8, www.123rf.com/18882057, P.115, DA: 11.10.2021
- Activity 13, www.123rf.com/84747786, P. 117, DA:13.09.2021 19.57, designed by the graphic designer
- Activity 13, www.123rf.com/51750093, P.117, DA: 22.09.2021 18.34, designed by the graphic designer
- Activity 13, www.123rf.com/128173617, P.117, DA: 24.09.2021 21.55, designed by the graphic designer
- Activity 13, www.123rf.com/107314834, P.117, DA: 24.09.2021 23.31, designed by the graphic designer
- Activity 13, www.123rf.com/164137909, P.117, DA: 22.09.2021 15.50, designed by the graphic designer
- Activity 13, www.123rf.com/120435797, P.117, DA: 22.09.2021 15.53, designed by the graphic designer
- Activity 13, www.123rf.com/38994481, P.117, DA: 22.09.2021 16.39, designed by the graphic designer
- Activity 13, www.123rf.com/139414725, P.117, DA: 14.09.2021 09.54, designed by the graphic designer

- Activity 13, www.123rf.com/128170806, P.117, DA: 22.09.2021 15.39, designed by the graphic designer
- Activity 15, www.123rf.com/113084094, P.119-120, DA:22.09.2021 22.24
- Activity 15, www.123rf.com/113891906, P.119-120, 24.09.2021 15.33, designed by the graphic designer
- Activity 15, www.123rf.com/169581834, P.119-120, 24.09.2021 23.25, designed by the graphic designer
- Activity 15, www.123rf.com/127024922, P.119-120, 24.09.2021 23.09, designed by the graphic designer
- Activity 15, www.123rf.com/126419712, P.119-120, 7.10.2021 04.52, designed by the graphic designer
- Activity 15, www.123rf.com/51752337, P.119-120, 13.10.2021 22.23, designed by the graphic designer
- Activity 15, www.123rf.com/5585410, P.119-120, 7.10.2021 05.02, designed by the graphic designer
- Activity 15, www.123rf.com/169581846, P.119, 24.09.2021 22.13, designed by the graphic designer
- Activity 15, www.123rf.com/173418922, P.119-120, 7.10.2021 04.37, designed by the graphic designer
- Activity 15, www.123rf.com/155836191, P.119-120, 24.09.2021 15.34, designed by the graphic designer
- Activity 15, www.123rf.com/155836191 www.shutterstock.com/600560714, P.119-120, 24.09.2021 15.34, designed by the graphic designer
- Activity 15, www.123rf.com/169581800 www.shutterstock.com/394464901, P.120, 24.09.2021 22.10, designed by the graphic designer
- Activity 15, www.123rf.com/164498293, P.119, 24.09.2021 14.34, designed by the graphic designer
- Activity 15, www.123rf.com/55343694, P.120, 24.09.2021 15.29, designed by the graphic designer

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- Activity 3, www.123rf.com/42150511, P. 130, DA: 11.02.2021, 09.03
- Activity 3, www.123rf.com/88128132, P. 130, DA: 11.02.2021, 09.04, designed by the graphic designer
- Activity 4, www.123rf.com/121756022, P. 131, DA: 16.10.2021, 20.30
- Activity 4, www.123rf.com/47187547, P. 131, DA: 16.10.2021, 20.30
- Activity 4, www.123rf.com/53103429, P. 131, DA: 16.10.2021, 20.31
- Activity 4, www.123rf.com/139275801, P. 131, DA: 16.10.2021, 20.31
- Activity 4, www.123rf.com/82749669, P. 131, DA: 16.10.2021, 20.32
- Activity 4, www.123rf.com/89829439, P. 131, DA: 16.10.2021, 20.32
- Activity 4, www.123rf.com/27218082, P. 131, DA: 16.10.2021, 20.32
- Activity 4, www.123rf.com/118790665, P. 131, DA: 16.10.2021, 20.33
- Activity 4, www.123rf.com/147208119, P. 131, DA: 16.10.2021, 20.33
- Activity 4, www.123rf.com/33515381, P. 131, DA: 16.10.2021, 20.33
- Activity 4, www.123rf.com/120388298, P. 131, DA: 16.10.2021, 20.34
- Activity 4, www.123rf.com/89608205, P. 131, DA: 16.10.2021, 20.34
- Activity 4, www.123rf.com/123164491, P. 131, DA: 16.10.2021, 20.35
- Activity 4, www.123rf.com/52417771, P. 131, DA: 16.10.2021, 20.35
- Activity 4, www.123rf.com/49132210, P. 131, DA: 16.10.2021, 20.36
- Activity 4, www.123rf.com/31804527, P. 131, DA: 16.10.2021, 20.36
- Activity 5, www.123rf.com/152169167, P. 132, DA: 16.10.2021, 20.37
- Activity 5, www.123rf.com/37430684, P. 132, DA: 19.10.2021, 20.41
- Activity 5, www.123rf.com/81827023, P. 132, DA: 16.10.2021, 20.37
- Activity 5, www.123rf.com/117244012, P. 133, DA: 16.10.2021, 20.37
- Activity 5, www.123rf.com/53642276, P. 133, DA: 16.10.2021, 20.38
- Activity 5, www.123rf.com/136136578, P. 133, DA: 16.10.2021, 20.38
- Activity 6, www.123rf.com/147932698, P. 134, DA: 16.10.2021, 20.39, designed by the graphic designer
- Activity 6, www.123rf.com/49070306, P. 134, DA: 16.10.2021, 20.39, designed by the graphic designer
- Activity 6, www.123rf.com/105246724, P. 134, DA: 16.10.2021, 20.40, designed by the graphic designer
- Activity 6, www.123rf.com/138205351, P. 134, DA: 16.10.2021, 20.40, designed by the graphic designer
- Activity 11, www.123rf.com/72743463, P. 139, DA: 19.10.2021, 20.56

- Activity 11, www.123rf.com/31733992, P. 139, DA: 19.10.2021, 20.41
- Activity 11, www.123rf.com/53005100, P. 139, DA: 19.10.2021, 20.41
- Activity 11, www.123rf.com/18709958, P. 139, DA: 19.10.2021, 20.41