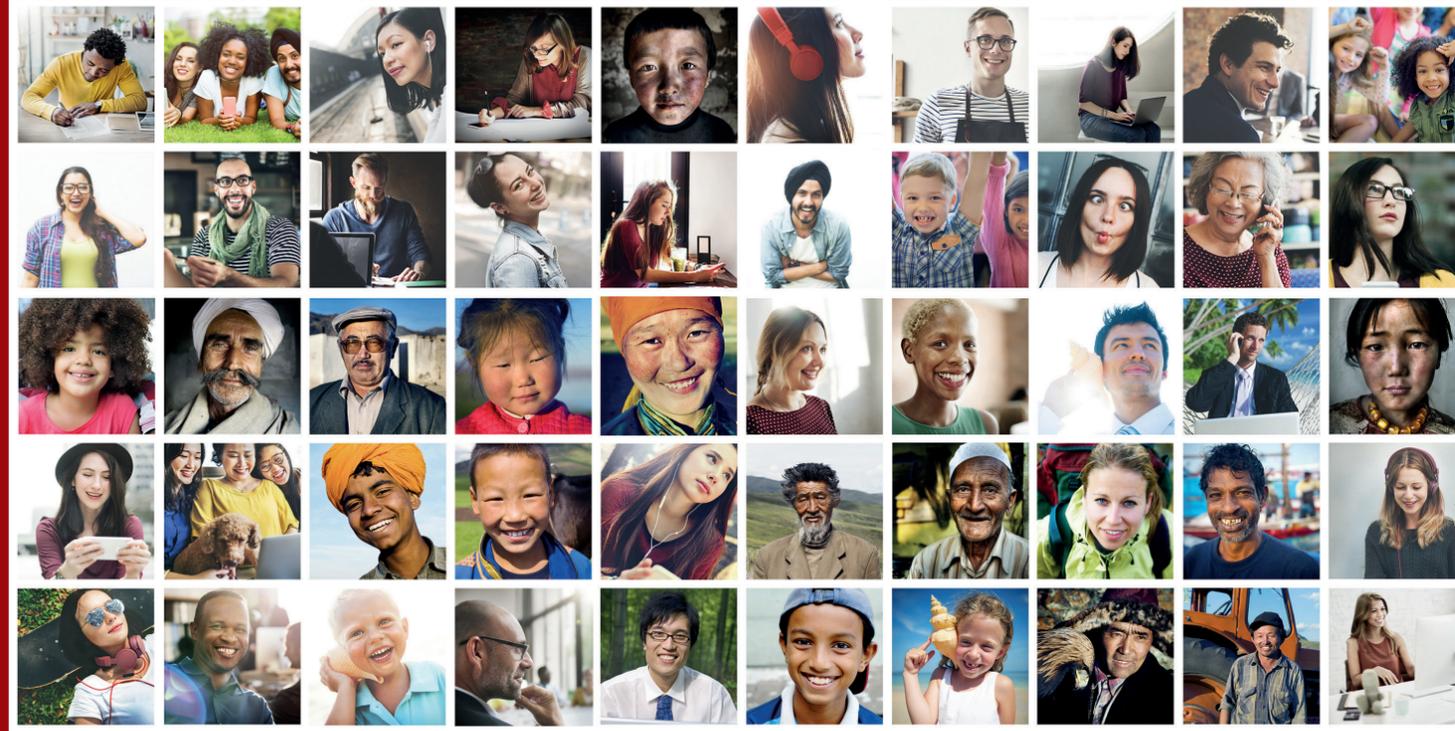


9<sup>th</sup> GRADE  
**ENGLISH  
GAMES & ACTIVITIES**

**THEME 8  
EMERGENCY AND HEALTH PROBLEMS**



# English 9

## Games & Activities

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

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

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

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

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

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

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## ICONS USED IN THE BOOK



Duration



Individual Activity



Whole Class Activity



Link



Pair Work



QR Code for Listening



Cut



Group Work



# EMERGENCY AND THEME 8 HEALTH PROBLEMS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving advice  
F2 Giving and understanding simple instructions in case of emergency  
F3 Talking about something that has happened recently  
F4 Expressing obligations and prohibitions

## 1 Expanding Vocabulary Knowledge



This activity aims to help students recall the vocabulary related to health problems and give and understand simple instructions in case of emergency. It also helps them to be aware of the pronunciation of the words they have learned.

### Materials and Preparation

Photocopy the worksheets on pages 169 and 170 for each group of four and cut up the cards.

### Procedure

- 1 Put the class into an even number of groups with four students and give each group a set of cards, both the words/phrases worksheet and meanings worksheet.
- 2 Ask them to shuffle the words/phrases their meanings very well. Tell them that all students in the group will work collaboratively to match the words/phrases to their meanings. When they have finished the activity, check the correct answers with the class.
- 3 Then, have students study the pronunciation of each word/phrase. Ask them to use their dictionaries or online dictionaries to check the correct pronunciation of the words/phrases.
- 4 Ask students to listen to the pronunciation of the words/phrases carefully to check if they have mistakes or not. Play the audio and have them listen.
- 5 After they have covered the meaning and pronunciation of the words/phrases ask them to use each word/phrase in a sentence to give and understand simple instructions in case of emergency—fire, earthquake, home accidents, rubbery, etc. Let them share their sentences with the class.

## 2 First Aid Tips



This activity aims for students to revise the topic-related vocabulary and practise giving and understanding simple instructions in case of emergency.

### Materials and Preparation

Print and photocopy the worksheet on page 171 for each student.

### Procedure

- 1 Ask students some questions to brainstorm and recall the topic-related vocabulary and to elicit the prior knowledge of students about the practice of first aid. For example, “Do you know what to do when someone faints? What are the things that you should and you should never do when you burn yourself?”
- 2 Hand out the worksheets to students.
- 3 Explain that each clue sentence in the crossword puzzle is a step of first aid for minor cuts or snake bites.
- 4 Ask them to work in pairs to complete the crossword puzzle with the verbs missing from the sentences. Remind them that they must use imperative sentences while giving instructions.
- 5 When they have finished the activity, let them sort the instructions based on whether they describe treatments for snake bite or minor cuts.
- 6 Check the answers with the class.



# EMERGENCY AND THEME 8 HEALTH PROBLEMS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving advice  
F2 Giving and understanding simple instructions in case of emergency  
F3 Talking about something that has happened recently  
F4 Expressing obligations and prohibitions

### 3 Rules and Prohibitions



This activity aims to help students to recall the structures they have learned and use them for concrete purposes, such as for expressing obligations and prohibitions.

#### Materials and Preparation

Photocopy the worksheets on pages 172 and 173.

#### Procedure

- 1 Put the class into two groups with four 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 Point out to students that they are going to talk about the rules and prohibitions in the picture using not only the phrases in the picture but also adding some required words to describe the rules. Remind them that all group members will make sentences using '*must, mustn't and have to*'. If needed while writing extra rules, they can also use '*don't have to*'.
- 3 Ask students to talk about the rules and prohibitions in the picture and write some extra required rules that they think after they discuss with the group members. Once they have finished the activity, let them share their sentences explaining why they have decided to add these rules with the class.
- 4 Then, ask students to compare their picture with the other group's and talk about the similar and different rules between the two pictures.

### 4 Chain Drill



This activity aims to help students ask for and give advice about the health problems they have. It also helps them to practise speaking and listening skills repeating the structural patterns to have been taught.

#### Materials and Preparation

This activity does not require any photocopyable materials.

#### Procedure

- 1 Ask students to sit or stand in a circle. Point out to them that they are going to ask for and give advice about a health problem. Therefore, tell them that they are going to think as if they have a health problem.
- 2 Write a dialogue such as '**A:** *What is the matter with you?/What is the matter?/Are you OK?* **B:** *I've a headache. What should I do?* **A:** *You should see a doctor.*' on the board. Tell them that they are going to build a similar dialogue. A student first starts to ask another student sitting or standing next to them.
- 3 Tell them after student A says the last advice sentence, student B asks another student sitting next to him/her, '*What is the matter with you?/What is the matter?/Are you OK?*'. Now, a new dialogue starts between student B and the student on his/her right.
- 4 At the end of the activity, the last student answering the question will start a new dialogue with the student on his/her left so that the students who have a health problem will give advice this time.



# EMERGENCY AND THEME 8 HEALTH PROBLEMS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving advice  
F2 Giving and understanding simple instructions in case of emergency  
F3 Talking about something that has happened recently  
F4 Expressing obligations and prohibitions

### 5 Home Accidents



This activity aims to help students to give and understand simple instructions in case of emergency. It also helps them to improve their speaking skills.

#### Materials and Preparation

Photocopy the worksheets on pages 174 and 175 for each group and cut up the cards.

#### Procedure

- 1 Put the class into an even number of groups with four students and give each group a set of cards, both the pictures worksheet and instructions worksheet. Point out to students that they are going to study some instructions about how to help a person with burned skin.
- 2 Ask them to shuffle the pictures and their instructions very well. Tell them that all students in the group will work collaboratively to match the pictures to their instructions. When they have finished the activity, check the correct answers with the class.
- 3 Then, have students work with their group members to create a dialogue between a caller who needs help and an emergency call operator using the instructions on the worksheet. When they have finished it, let them act it out.
- 4 Ask students to work collaboratively again with the group members to think about and write down what should be done as first aid treatment step by step when they have a friend with a sprained ankle. Then, let them share the instructions they have written with the class.

### 6 In Case of Emergency



The aim of this activity is to help students to work collaboratively on a specific topic. It also helps them to be aware of asking for and giving advice and expressing obligations and prohibitions.

#### Materials and Preparation

Photocopy the worksheet on page 176 just for yourself.

#### Procedure

- 1 Put the class into groups with four students and ask them to prepare a blank paper. Point out to students that you are going to show them four pictures separately, and they are going to write the name of the emergency situation on their paper. Then, they are going to write down as many pieces of advice as they can give for the situation in the picture in five minutes.
- 2 Remind them that they should use different expressions of giving advice such as *'I think you should ...', 'You had better ...', 'You shouldn't ...', 'Keep in mind ...', 'Remember you must/mustn't ...', 'You have to ...', etc.'* Tell them that the other group is going to score a point for each correct and appropriate sentence they have written.
- 3 Warn them that the groups should finish their tasks in five minutes. Once the groups have finished, ask them to swap their papers with each other for marking. Teams score one point for each correct and appropriate piece of advice. The team with the most points at the end of the game wins.



# EMERGENCY AND THEME 8 HEALTH PROBLEMS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving advice  
F2 Giving and understanding simple instructions in case of emergency  
F3 Talking about something that has happened recently  
F4 Expressing obligations and prohibitions

## 7 Life Recently



The aim of this activity is to help students talk about something that has happened recently. It also helps them to organise their thoughts in a short time while speaking in real-life situations.

### Materials and Preparation

Photocopy the board game on page 177 for each pair of students.

### Procedure

- 1 Hand out the board game to each pair of students. Ask them to read the board game before starting to play it so that they can be familiar with the topic and the vocabulary used. If they have any challenges with the words or phrases, let them use a dictionary.
- 2 Point out to students that they are going to need an eraser that can move easily on the board game, and they are going to flick the eraser up the board game in turns. Once the eraser places on a phrase, the student should then talk about the topic on the hexagon for 20 seconds without stopping. If a student can't think of anything to say or stops talking before the 20 seconds are up, they miss a turn.
- 3 Tell them that the student who flicks the eraser talks about the topic on that area even if they have not had the experience mentioned. In such situations, remind them they will talk about why they have not experienced the given situation.
- 4 Tell them that the student who flicked the eraser can write his/her name on that hexagon if s/he makes sentences and speaks for 20 seconds without stopping. Remind them that if the eraser goes out of the hexagons, they miss a turn. At the end of the activity, the student with the most areas is the winner.



# EMERGENCY AND THEME 8 HEALTH PROBLEMS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving advice  
F2 Giving and understanding simple instructions in case of emergency  
F3 Talking about something that has happened recently  
F4 Expressing obligations and prohibitions

8 Be Safe!



This activity aims to help students to express obligations and prohibitions. It also helps them to recall the vocabulary they have learned and use them in meaningful contexts.

## Materials and Preparation

You will need the photos on pages 178-179 and the sentences on page 180. Print and cut up the sentences and the photos before the class.

## Procedure

- 1 Divide the whiteboard into two columns and write the two topic titles on each column such as 'Safety Rules At Home' and 'Traffic Safety Rules'.
- 2 Hang the sentences that are related to the topics on the board at random.
- 3 Have students read all the sentences, and then ask them to put the sentences into the correct category.
- 4 Keep the sentences on display for later use.
- 5 Next, place the photos face down in the centre of the table to form a pile.
- 6 Draw a circle on the board and write the words 'Speak Button' inside the circle.
- 7 Tell students that they are going to play a game.
- 8 Then, divide the class into three or four teams and ask them to line up facing the board.
- 9 Explain that there are 20 photos in the pile that are related to the sentences displayed on the board. Pick the top photo from the pile and show it to the teams each time. Remind them that when you show the photo, the first players of the teams should run to the board and race to touch the speak button on the board.
- 10 The first player to touch the button expresses the obligation shown in the photo using *must* and *mustn't* such as "You must turn pot handles away from the front of the cooker." or "You mustn't take your hands or head out of a moving vehicle." The team scores one point for each correct sentence.
- 11 The team with the most points at the end of the game wins.



# EMERGENCY AND THEME 8 HEALTH PROBLEMS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving advice  
F2 Giving and understanding simple instructions in case of emergency  
F3 Talking about something that has happened recently  
F4 Expressing obligations and prohibitions

### 9 Noughts and Crosses



This activity aims to help students to practise expressing obligations and prohibitions, making suggestions and asking for and giving advice using the modal verbs.

#### Materials and Preparation

Print and cut up the cards on page 181. You will also need a whiteboard, a piece of chalk or a board marker.

#### Procedure

- 1 Divide the class into two teams and tell students that they will play the game noughts and crosses, a simple game in which two players take turns putting O's or X's in a pattern of nine squares, trying to get three O's or X's in a row either horizontally, vertically or diagonally.
- 2 Draw an empty noughts and crosses board.
- 3 Put the cards face down in the centre of the table to form a pile.
- 4 Flip a coin to decide which team starts the game.
- 5 Explain that the game consists of two steps. In the first step, each team takes turns to pick a card from the pile and read out the phrase on it. Remind them that those who give correct answers can move on to the next step and add an X or O to the noughts and crosses board. Players to complete a row of three O's or three X's score a point for their teams.
- 6 Game continues until all the cards have been picked up. The team with the most points wins.

### 10 Advice Needed



This activity aims to help students to practise modal verbs for giving advice.

#### Materials and Preparation

You will need a dice for each group and a counter for each player for the game. Print the board game on page 182 and make sure that each group in the class has one. Print and cut up the cards on page 183 and sort them into piles for each group.

#### Procedure

- 1 Tell students that they are going to play a board game, and divide the class into groups of four.
- 2 Hand out a copy of the board game for each group and ask them to choose counters for themselves. Any item or object in different colours can be used as a counter.
- 3 Tell students that they will roll the dice and move ahead by the number rolled.
- 4 Remind students that when they land on a space, they have to follow the given instructions on that space such as *skip the next turn* or *move back one space* etc.
- 5 When they land on a 'Pick a card!' square, they will pick a card from the stack and give a piece of advice for the identified problem on each card using *should* or *shouldn't*. Remind students that picked-up cards are not removed from the deck. They will put them at the bottom of it. Players can move their counters forward only if they provide appropriate advice for the identified problems on the cards. Those who cannot perform the task will go back to the 'Start' point.
- 6 The winner is the one who finishes the game first.



# EMERGENCY AND THEME 8 HEALTH PROBLEMS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving advice  
F2 Giving and understanding simple instructions in case of emergency  
F3 Talking about something that has happened recently  
F4 Expressing obligations and prohibitions

### 11 Guess Where I am!



This activity aims to help students to practise using modals of obligation and prohibition.

#### Materials and Preparation

Print and cut up the cards on page 184.

#### Procedure

- 1 Divide the class into groups of four.
- 2 Hand out five different cards for each group.
- 3 Ask the groups to write three sentences on each card describing the things that would be appropriate or inappropriate for the given situations using modals of obligation and prohibition, or the things that people must, mustn't, should, have to, don't have to or cannot do at the given places. Remind them that they will not mention what the places are in their sentences.
- 4 Then, explain that the groups take turns reading their sentences to the class.
- 5 Encourage students to guess the places or the situations described by each group.

### 12 How Observant Are You?



This activity aims to help students to practise talking about something that has happened recently.

#### Materials and Preparation

Bring some objects from home such as a ball, a soft toy, books, posters, maps, photographs or flowers to make your game more fun, and place them around the classroom before the lesson starts.

#### Procedure

- 1 Tell students that they are going to play a game, and divide the class into three teams.
- 2 Explain that, in turn, one student from each team leaves the classroom for one minute. Ask them to examine the positions of the objects before they go out of the classroom. Students from other teams change two things in the classroom when the student is out, e.g. they clean the whiteboard or put the teddy bear on a chair, etc.
- 3 Ask the students what have been changed in the room when they come back. They have to identify the two changes and state them by using the present perfect tense, such as "You have moved the table in the corner of the classroom." or "You have put the vase on the floor." Remind the team members not to show the object, speak or give a hint to the player during the game.
- 4 The team scores one point for each correct sentence. The team with the most points when time is up wins the game.

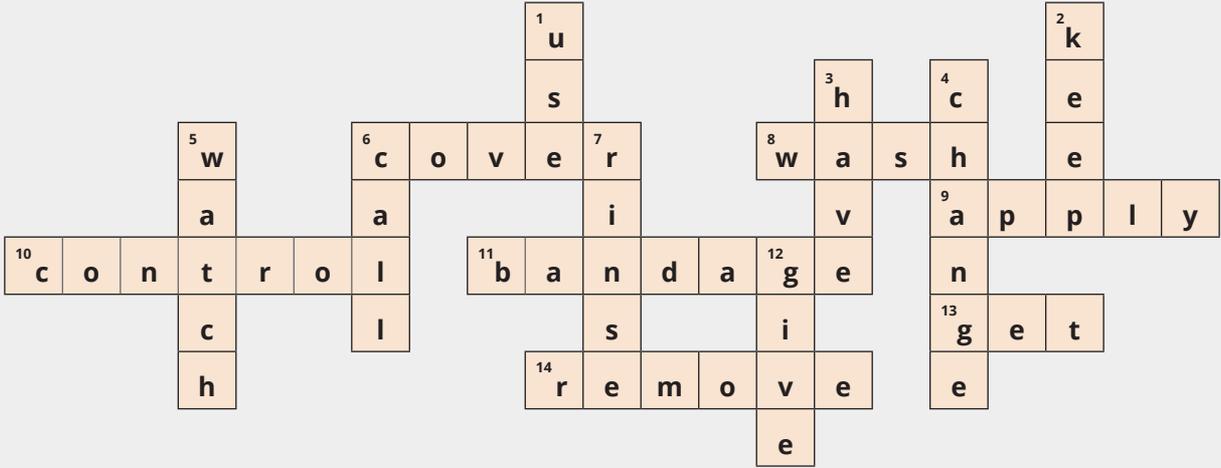
**Answer Key****1 Expanding Vocabulary Knowledge**

- 1 **emergency services:** the public organizations that deal with emergencies: the police, fire, ambulance and coastguard services (f)
- 2 **first aid:** simple medical treatment that is given to somebody before a doctor comes or before the person can be taken to a hospital (j)
- 3 **bandage:** a long narrow piece of cloth used for tying around a part of the body that has been hurt in order to protect or support it (d)
- 4 **plaster:** a piece of material that can be stuck to the skin to protect a small wound or cut (o)
- 5 **instant cold pack:** a cold towel, ice bag, etc., applied to the body to reduce swelling, relieve pain, etc. (q)
- 6 **triangular bandage:** bandage to support an injured forearm; consisting of a wide triangular piece of cloth hanging from around the neck (c)
- 7 **emergency blanket:** a type of cover made of or covered with a very thin sheet of metal, used for keeping people warm in emergency situations (s)
- 8 **room temperature:** the normal temperature inside a building (h)
- 9 **thermometer:** an instrument used for measuring the temperature of the air, a person's body, etc. (e)
- 10 **calm down:** to begin to feel more relaxed and less emotional, or to make someone do this (k)
- 11 **paramedic:** a person whose job is to help people who are sick or injured but who is not a doctor or a nurse (b)
- 12 **scissors:** a tool for cutting paper or cloth, that has two sharp blades (cutting edges) with handles, joined together in the middle (l)
- 13 **tweezers:** a small tool with two long, thin parts joined together at one end, used for picking up very small things or for pulling out hairs (t)
- 14 **safety pin:** a pin with a point bent back towards the head, that is covered when closed so that it cannot hurt you (m)
- 15 **put on:** to apply something to your skin, face, etc. (a)
- 16 **wrap:** to put something around something/somebody (r)
- 17 **injure:** to harm yourself or somebody else physically, especially in an accident (p)
- 18 **rubber gloves:** gloves made of rubber that you wear to protect your hands, for example, when you are washing up or gardening (g)
- 19 **expiration date:** the date after which an official document, agreement, etc. is no longer legally acceptable, or after which something should not be used or eaten (i)
- 20 **medicine:** a substance that you take in order to cure an illness, especially a liquid that you drink or swallow (n)



## Answer Key

## 2 First Aid Tips



## Across

- 6 Cover the wound with a sterile bandage.
- 8 Wash the bite with soap and water.
- 9 Do not apply a tourniquet or ice.
- 10 Control bleeding by applying pressure to the area with a clean towel.
- 11 Bandage the wound using sterile gauze after you clean it.
- 13 Get a tetanus shot if the wound is deep and dirty.
- 14 Remove rings, watches, tight clothing from the area that was bitten.

## Down

- 1 Do not use fluffy cotton that may stick to the wound.
- 2 Keep the person calm and at rest.
- 3 Have the wounded person lie down.
- 4 Change the bandage whenever it becomes wet or dirty.
- 5 Watch for signs of infection such as increased redness, warmth or swelling on the skin.
- 6 Call 112 to reach emergency services immediately.
- 7 Rinse the wound with clean, lukewarm water.
- 12 Do not give the person alcohol or caffeinated drinks or any other medications.

**First Aid Treatment for Snake Bite**

**Call** 112 to reach emergency services immediately.

**Have** the wounded person lie down.

**Keep** the person calm and at rest.

**Remove** rings, watches, tight clothing from the area that was bitten.

Do not **apply** a tourniquet or ice.

**Wash** the bite with soap and water.

**Cover** the wound with a sterile bandage.

Do not **give** the person alcohol or caffeinated drinks or any other medications.

**First Aid Treatment for Minor Cuts**

**Control** bleeding by applying pressure to the area with a clean towel.

**Rinse** the wound with clean, lukewarm water.

**Bandage** the wound using sterile gauze after you clean it.

Do not **use** fluffy cotton that may stick to the wound.

**Change** the bandage whenever it becomes wet or dirty.

**Get** a tetanus shot if the wound is deep and dirty.

**Watch** for signs of infection such as increased redness, warmth or swelling on the skin.

**Answer Key****3 Rules and Prohibitions****Group A**

- 1 You must/have to wear a mask when you go out.
- 2 You must/have to wash your hands often.
- 3 You must/have to keep distance/social distance.
- 4 You must/have to disinfect indoor and outdoor before touching something.
- 5 You must/have to wear gloves in public transportations or at hospitals.
- 6 You mustn't give people a handshake/shake people's hands.
- 7 You mustn't go to crowded places/be in crowded places./You must avoid going to crowded places/being in crowded places.
- 8 You must/have to consult a doctor if you have a symptom.

**Group B**

- 1 You mustn't be in close contact with people./You must avoid being in close contact with people.
- 2 You must/have to stay home when you are sick.
- 3 You must/have to cover your mouth and nose when you go out.
- 4 You must/have to clean/wash your hands often.
- 5 You mustn't touch your eyes, nose or mouth./You must avoid touching your eyes, nose or mouth.
- 6 You mustn't travel long distances./You must avoid travelling.



# THEME 8 APPENDIX



## 1 Expanding Vocabulary Knowledge (1)

9<sup>th</sup> GRADE



① emergency services	② first aid	③ bandage	④ plaster
⑤ instant cold pack	⑥ triangular bandage	⑦ emergency blanket	⑧ room temperature
⑨ thermometer	⑩ calm down	⑪ paramedic	⑫ scissors
⑬ tweezers	⑭ safety pin	⑮ put on	⑯ wrap
⑰ injure	⑱ rubber gloves	⑲ expiration date	⑳ medicine

# THEME 8 APPENDIX



## 1 Expanding Vocabulary Knowledge (2)

9<sup>th</sup> GRADE



<p><b>a</b></p> <p>to apply something to your skin, face, etc.</p>	<p><b>b</b></p> <p>a person whose job is to help people who are sick or injured but who is not a doctor or a nurse</p>	<p><b>c</b></p> <p>bandage to support an injured forearm; consisting of a wide triangular piece of cloth hanging from around the neck</p>	<p><b>d</b></p> <p>a long narrow piece of cloth used for tying around a part of the body that has been hurt in order to protect or support it</p>
<p><b>e</b></p> <p>an instrument used for measuring the temperature of the air, a person's body, etc.</p>	<p><b>f</b></p> <p>the public organizations that deal with emergencies: the police, fire, ambulance and coastguard services</p>	<p><b>g</b></p> <p>gloves made of rubber that you wear to protect your hands, for example, when you are washing up or gardening</p>	<p><b>h</b></p> <p>the normal temperature inside a building</p>
<p><b>i</b></p> <p>the date after which an official document, agreement, etc. is no longer legally acceptable, or after which something should not be used or eaten</p>	<p><b>j</b></p> <p>simple medical treatment that is given to somebody before a doctor comes or before the person can be taken to a hospital</p>	<p><b>k</b></p> <p>to begin to feel more relaxed and less emotional, or to make someone do this</p>	<p><b>l</b></p> <p>a tool for cutting paper or cloth, that has two sharp blades (cutting edges) with handles, joined together in the middle</p>
<p><b>m</b></p> <p>a pin with a point bent back towards the head, that is covered when closed so that it cannot hurt you</p>	<p><b>n</b></p> <p>a substance that you take in order to cure an illness, especially a liquid that you drink or swallow</p>	<p><b>o</b></p> <p>a piece of material that can be stuck to the skin to protect a small wound or cut</p>	<p><b>p</b></p> <p>to harm yourself or somebody else physically, especially in an accident</p>
<p><b>q</b></p> <p>a cold towel, ice bag, etc., applied to the body to reduce swelling, relieve pain, etc.</p>	<p><b>r</b></p> <p>to put something around something/somebody</p>	<p><b>s</b></p> <p>a type of cover made of or covered with a very thin sheet of metal, used for keeping people warm in emergency situations</p>	<p><b>t</b></p> <p>a small tool with two long, thin parts joined together at one end, used for picking up very small things or for pulling out hairs</p>

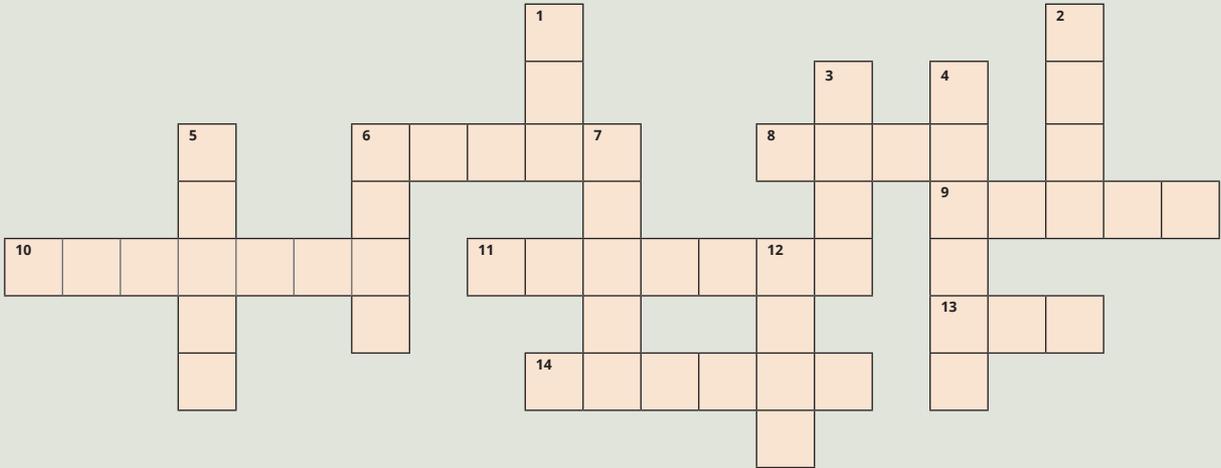
# THEME 8 APPENDIX



## 2 First Aid Tips

9<sup>th</sup> GRADE

Below are the first aid steps for minor cuts and snake bites. Work in pairs to complete the crossword puzzle with the verbs missing from the sentences. Then, sort the instructions by putting them under one of the column headings below.



### Across

### Down

- 6 \_\_\_\_\_ the wound with a sterile bandage.
- 8 \_\_\_\_\_ the bite with soap and water.
- 9 Do not \_\_\_\_\_ a tourniquet or ice.
- 10 \_\_\_\_\_ bleeding by applying pressure to the area with a clean towel.
- 11 \_\_\_\_\_ the wound using sterile gauze after you clean it.
- 13 \_\_\_\_\_ a tetanus shot if the wound is deep and dirty.
- 14 \_\_\_\_\_ rings, watches, tight clothing from the area that was bitten.

- 1 Do not \_\_\_\_\_ fluffy cotton that may stick to the wound.
- 2 \_\_\_\_\_ the person calm and at rest.
- 3 \_\_\_\_\_ the wounded person lie down.
- 4 \_\_\_\_\_ the bandage whenever it becomes wet or dirty.
- 5 \_\_\_\_\_ for signs of infection such as increased redness, warmth or swelling on the skin.
- 6 \_\_\_\_\_ 112 to reach emergency services immediately.
- 7 \_\_\_\_\_ the wound with clean, lukewarm water.
- 12 Do not \_\_\_\_\_ the person alcohol or caffeinated drinks or any other medications.

### First Aid Treatment for Snake Bite

### First Aid Treatment for Minor Cuts

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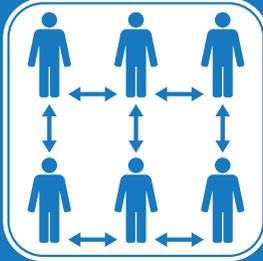
### GROUP A

Look at the picture and talk about the obligations and prohibitions for coronavirus (Covid-19). Discuss with your partner and write some extra rules you think should be in the picture below.



## CORONAVIRUS (COVID-19) RULES AND RESTRICTIONS

STOP INFECTION. EPIDEMIC PROTECTION.

 <p><b>WEAR A MASK</b></p>	 <p><b>WASH YOUR HANDS</b></p>	 <p><b>KEEP DISTANCE</b></p>	 <p><b>DISINFECT INDOOR AND OUTDOOR</b></p>
 <p><b>WEAR GLOVES</b></p>	 <p><b>NO HANDSHAKE</b></p>	 <p><b>AVOID CROWDED PLACES</b></p>	 <p><b>CONSULT A DOCTOR</b></p>

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### GROUP B

Look at the picture and talk about the obligations and prohibitions to prevent the flu. Discuss with your partner and write some extra rules you think should be in the picture below.

## PREVENTING THE FLU

- AVOID CLOSE CONTACT** (Icon: Two hands shaking, crossed out with a red circle)
- STAY HOME WHEN YOU ARE SICK** (Icon: A bed inside a house, inside a green circle)
- COVER YOUR MOUTH AND NOSE** (Icon: A person wearing a red face mask, inside a green circle)
- CLEAN YOUR HANDS** (Icon: Hands being washed under a faucet, inside a green circle)
- AVOID TOUCHING YOUR EYES, NOSE OR MOUTH** (Icon: A person touching their face, crossed out with a red circle)
- AVOID TRAVELLING** (Icon: An airplane, crossed out with a red circle)

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# THEME 8 APPENDIX



## 5 Home Accidents (1)

9<sup>th</sup> GRADE



1



2



3



4



5



6



7



8





**a**

Don't apply home-made stuff like sauce, toothpaste, etc.

**b**

Cover the burn with a sterile gauze bandage and wrap it loosely.

**c**

Don't touch with your bare hands. Put on some rubber gloves.

**d**

Remove rings or other tight items from the burned area quickly and gently.

**e**

Don't cover the burned area with fluffy cotton and avoid putting pressure on the burned area.

**f**

Don't break blisters. If a blister breaks, clean the area with water.

**g**

Once the burn is completely cooled, apply burn lotion or spray.

**h**

Hold the burned area under cool running water or apply a cool, wet compress until the pain eases.

# THEME 8 APPENDIX



## 6 In Case of Emergency

9<sup>th</sup> GRADE



2



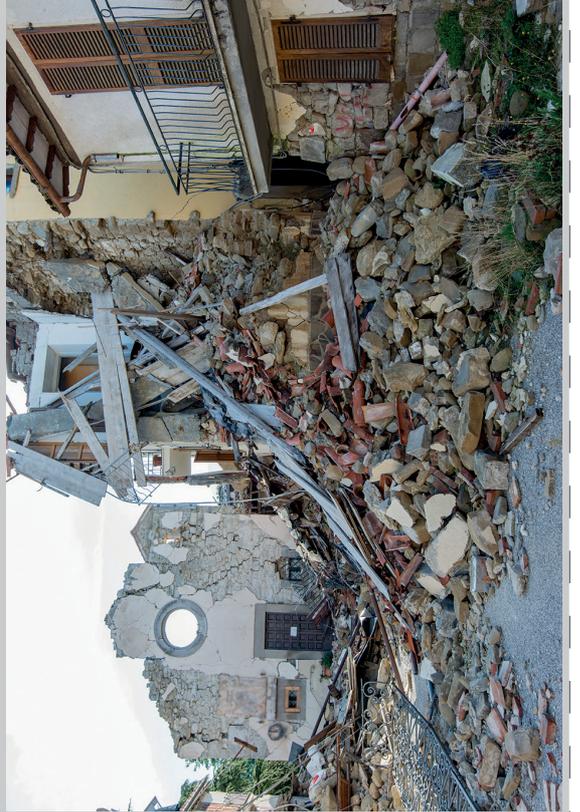
4



1



3



# THEME 8 APPENDIX



## 7 Life Recently

9<sup>th</sup> GRADE

.....  
Something that  
has smiled you  
recently

.....  
A friend you  
have known for a  
long time

.....  
A big city you  
have been to

.....  
How long you  
have studied  
English

.....  
The best  
teacher you have  
ever had

.....  
Something  
you have done  
recently

.....  
A beautiful  
place you have  
visited

.....  
The funniest  
time you  
have spent  
with family  
members

.....  
The book you  
have read  
recently

.....  
How you have felt  
recently

.....  
How long you have  
lived here

.....  
An illness  
you have gone  
through

.....  
A film you have  
never watched  
but would like  
to

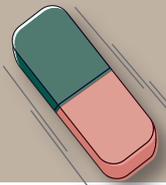
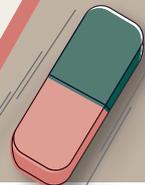
.....  
Something new  
you have learned

.....  
What you have  
done this week

.....  
A film you  
have watched  
recently

.....  
The most  
enjoyable sports  
you have ever  
done

.....  
Something you  
haven't done yet





### SAFETY RULES AT HOME



Emergency  
Number  
112  
Emergency  
Contact List  
Daddy 05552222222  
Mummy 05552333333

# THEME 8 APPENDIX



## 8 Be Safe! (2)

9<sup>th</sup> GRADE

### TRAFFIC SAFETY RULES



1



2



3



4



5



6



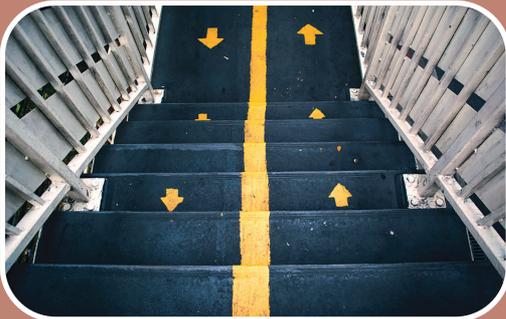
7



8



9



10





### SAFETY RULES AT HOME



- a Turn pot handles away from the front of the cooker.
- b Wipe any spills immediately to prevent falls due to slips.
- c Keep a fire extinguisher in your kitchen and know how to use it.
- d Do not leave your knives near the edge of the counter.
- e Never leave the electrical devices plugged in when they are not in use.
- f Do not leave the hob on when you finish cooking.
- g Do not store cleaning products within reach of children.
- h Never leave medicines where children can get them.
- i Make an emergency contact list to keep near your telephone.
- j Cover all the unused electrical outlets with plastic covers.

### TRAFFIC SAFETY RULES



- a Do not take your hands or head out of a moving vehicle.
- b Never cross the road directly behind or in front of a bus.
- c Wear a seatbelt during every car trip.
- d Pedestrians are not allowed to walk on motorways.
- e Do not hold on to a moving vehicle while riding on a skateboard or roller skates.
- f Do not cross the fence.
- g Keep to the right in corridors and on stairways.
- h Always wear a helmet while riding a bike.
- i Wear something bright or reflective if you ride or walk at night.
- j Always use the crosswalks to cross a road.

# THEME 8 APPENDIX



## 9 Noughts and Crosses

9<sup>th</sup> GRADE



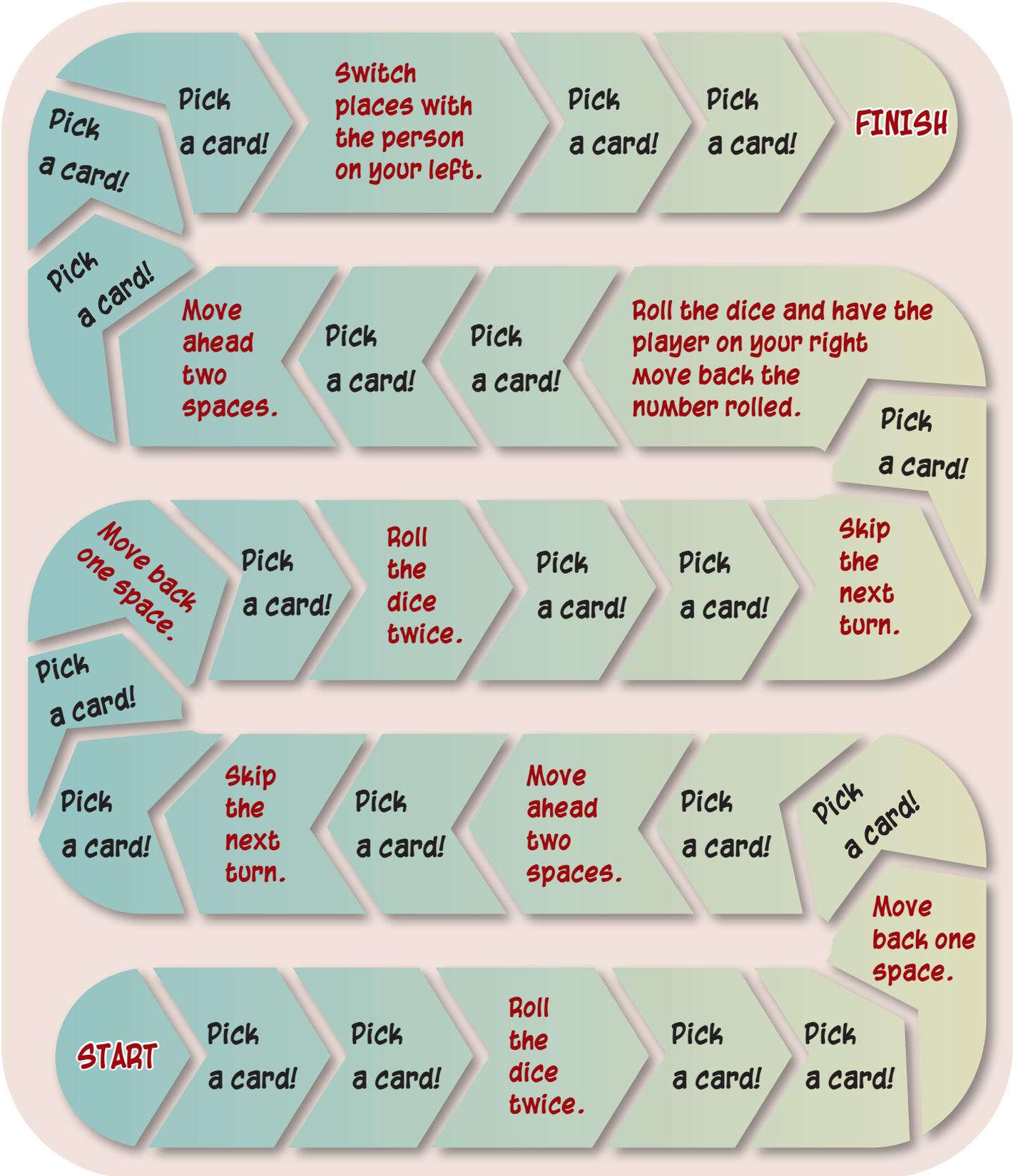
two things you must do to protect yourself from the Covid-19	two things you should do to prevent fire at home	two things you shouldn't do during a thunderstorm
two things you must do after a car accident	two things you have to do this week	two things you can't do if you are under 18
two things you mustn't do in a hospital	two things you mustn't do while driving a car	two things you must do while riding a bike
two things you should do to stay safe in the kitchen while cooking	two things you can't do in a public place	two things you should do when you have a headache
two things you can do to motivate yourself to exercise	two things you must do to lose weight	two things you have to know about the rules of first aid

# THEME 8 APPENDIX



## 10 Advice Needed (1)

9<sup>th</sup> GRADE



# THEME 8 APPENDIX



## 10 Advice Needed (2)

9<sup>th</sup> GRADE



<p>I can't sleep at night. What should I do?</p>	<p>A friend of mine always makes fun of me, and it really upsets me. What should I do?</p>	<p>I have acne and pimples on my face. What should I do?</p>	<p>I am 16, and my parents don't let me go out with my friends. What should I do?</p>
<p>I want to lose weight, but I don't know where to start. What should I do?</p>	<p>I want a console game, but I don't have enough money to buy it. What should I do?</p>	<p>I have found a wallet which has 1000 dollars in it. What should I do?</p>	<p>I don't like reading books. How should I develop a reading habit?</p>
<p>I am interested in art, but I have no artistic talent for drawing. What should I do?</p>	<p>I want to protect the environment, but I don't know how. What should I do?</p>	<p>I don't have many friends. What should I do to make new friends at school?</p>	<p>I am extremely shy. What should I do to overcome it?</p>
<p>I am always late everywhere. What should I do to manage my time?</p>	<p>I am addicted to my smartphone. What should I do to stop spending too much time on it?</p>	<p>My friends laugh at me when I make mistakes. What should I do?</p>	<p>I have some difficulties in speaking English. What should I do?</p>
<p>My best friend wants me to tell him/her my social media passwords. What should I do?</p>	<p>My friends are coming to my house for dinner, but I can't cook. What should I do?</p>	<p>A friend of mine wants me to help him/her cheat on a test. What should I do?</p>	<p>I have an exam today, and I have missed the school bus. What should I do?</p>

# THEME 8 APPENDIX



## 11 Guess Where I am!

9<sup>th</sup> GRADE



### GROUP A

### GROUP B

### GROUP C

### GROUP D

in a restaurant	in a theatre	at a museum	in a mosque/church
at school	at a hospital	at a petrol station	in a library
at a swimming pool	on a beach	in a park	at a camping site
on a plane	on a bus	in a car	on a bicycle
in an exam	at a funeral	at a wedding	in a job interview

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- Activity 3, [www.123rf.com/88128132](http://www.123rf.com/88128132), P. 130, DA: 11.02.2021, 09.04, designed by the graphic designer
- Activity 4, [www.123rf.com/121756022](http://www.123rf.com/121756022), P. 131, DA: 16.10.2021, 20.30
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- Activity 6, [www.123rf.com/49070306](http://www.123rf.com/49070306), P. 134, DA: 16.10.2021, 20.39, designed by the graphic designer
- Activity 6, [www.123rf.com/105246724](http://www.123rf.com/105246724), P. 134, DA: 16.10.2021, 20.40, designed by the graphic designer
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