

ENGLISH GAMES & ACTIVITIES

9<sup>th</sup> GRADE

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

**THEME 1  
STUDYING ABROAD**



T.C. MİLLÎ EĞİTİM BAKANLIĞI

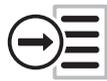


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## ICONS USED IN THE BOOK



Duration



Link



Cut



Individual Activity



Pair Work



Group Work



Whole Class Activity



QR Code for Listening



# THEME 1 STUDYING ABROAD

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Meeting new people and introducing oneself and family members
- F2 Talking about possessions
- F3 Asking for and giving directions

## 1 Find Someone Who...



This is an icebreaker activity which aims to help students remember and activate their previously learned vocabulary while they get to know each other.

### Materials and Preparation

Copy and cut up the cards on page 16 and make sure that each student in the class has one.

### Procedure

- 1 Hand out the copies of cards and tell students that they are supposed to choose seven questions to ask their classmates. Give them some time to work out which questions they would like to ask.
- 2 If you wish/need to help students play the game more smoothly and set an example, you can demonstrate with the following:  
*Find someone who...*
  - can name three things we can wear.
  - can name two things we can find in the living room.
  - knows two words/phrases related to cooking.
- 3 Ask students to walk around the classroom asking for answers to the questions they have chosen. Tell them that they can ask just one question every time they talk to a classmate in order to make sure that they talk to as many people as possible.
- 4 Tell students to write down the answers they get to their questions along with the name of their classmate who has given them the answer.
- 5 Stop the activity after 10 minutes even if students have not been able to find answers to all their questions.
- 6 Go through all the given questions by letting students read out one of the answers on his/her card.

## 2 Pictionary on Board



This activity aims to revise their previously learned vocabulary.

### Materials and Preparation

White board/Smart board, board pen

Copy and cut up the cards on page 17.

### Procedure

- 1 Divide students into two groups. Create a small column for each team on one side of the board to record their points. Put the cards you have cut up in a bag.
- 2 Have one student from Team A come up to the front and pick up a card. The student must convey the word to his/her team by drawings only. Remind them of not using words, symbols or hand gestures.
- 3 Limit the time to three minutes. Each correct word is a point. If the answer is incorrect, put the card back in the bag.
- 4 When the cards are over in the bag, calculate the points to announce the winner.



# THEME 1 STUDYING ABROAD

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## FUNCTIONS

- F1 Meeting new people and introducing oneself and family members
- F2 Talking about possessions
- F3 Asking for and giving directions

### 3 Categories Board Game



This activity aims to revise and consolidate words learned throughout the theme.

#### Materials and Preparation

Copy the board on page 18 and the word sheet on page 19.

#### Procedure

- 1 To help students understand what they are supposed to do, divide the whole class into two teams—the Team A and the Team B. Draw the following table on the board and write the word 'black' somewhere outside the table. Then ask the Team A to suggest under which category the word 'black' should go.

| VEGETABLES | COLOURS |
|------------|---------|
|            |         |

Even if their answer is incorrect, write down the word under the correct category by adding the letter A after it. This way, it can be understood which team has answered. Continue with the following words in a mixed order by asking different teams for the answer.

**VEGETABLES:** *cabbage, carrot, onion, potato*

**COLOURS:** *black, brown, orange, yellow*

When all the words are placed, go through orally. Award 1 point for each correct answer and announce the winner.

- 2 Divide students into groups of four and then divide each group into two teams—the Team A and the Team B. Give each group a copy of the board and a copy of the words.
- 3 Explain that students need to fill in the board with the words from the word sheet. Tell them to take it in turns to choose a word and write it under one of the categories. Remind them that they should write A or B after the word to show which team has written it. Tell students that they need to cross out the word they have chosen from the word sheet before writing it. Make sure that students understand the headings on the sheet. Tell them that there should be five words under each category and warn them not to tell their opponents if they have placed a word under the wrong category. That is because they will score 1 point for each correct answer and 1 point will be deducted for each incorrect one. Also tell them that more than five words can be written under each category, yet only five of them will be correct when checked. With this rule, a team will be able to place a word under the correct category if one of their opponents has put a wrong word there.
- 4 Allow 15-20 minutes for this and then stop the activity even if students have not placed all the words on the board.
- 5 Check the answers with class; read out the headings and elicit the answers. Then say which five words are correct. Tell them that teams score 1 point for each word they placed correctly and deduct 1 point for each word placed incorrectly. Check which team is the winner in each group after the teams have added up their scores. Also see which team has the highest score in the whole class.



# THEME 1 STUDYING ABROAD

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Meeting new people and introducing oneself and family members  
F2 Talking about possessions  
F3 Asking for and giving directions

## 4 Family Ties



This activity aims to revise and consolidate family member vocabulary.

### Materials and Preparation

Copy the family tree on page 20 and make sure that each student in the class has one.

### Procedure

- 1 Give each student a copy of the family tree and make sure that students understand the concept of a family tree i.e. how children, siblings, and marriages (=) are shown. Then, tell them that the squares are for the males while the circles are for the females.
- 2 To check students' understanding, you can ask them some questions like "Where is Nuran's grandfather?" Then, tell students to write the given family member words in the correct banners under the squares and circles on the tree.
- 3 Divide students into pairs—one of the pairs is Student A, and the other is Student B. Student A is supposed to write a male name in each square on his/her own copy of the family tree while Student B is supposed to write a female name in each circle on his/hers. Tell them that they should not look at each other's sheet.
- 4 Draw a simple family tree on the board and practise the aforementioned structures.
- 5 Tell students to take turns to ask each other questions about the family tree. Student A asks about Nuran's female relatives while Student B asks about Nuran's male relatives.
- 6 When students have finished, have them compare their trees to check their answers. Both of the family trees should be the same.

## 5 Don't Say the Word!



This activity aims to revise vocabulary about places.

### Materials and Preparation

Copy and cut up the cards on page 21.

### Procedure

- 1 Divide students into two groups.
- 2 Put the cards you have cut up on teacher's table facing back.
- 3 Ask for one student from each group in turns to pick up a card on the table and describe the main word to his/her group members without saying any of the following words. Give one point for each correct answer. If the answer is incorrect, put the card back on the table.
- 4 When the cards are over, calculate the points to announce the winner.



## FUNCTIONS

- F1 Meeting new people and introducing oneself and family members
- F2 Talking about possessions
- F3 Asking for and giving directions

## 6 Lost ID Cards



This activity aims to have students ask for/give personal information while meeting new people.

### Materials and Preparation

Mentally divide your class in half; copy and cut up enough person cards on page 22 for half of the students and enough matching ID cards on page 23 for the other half.

### Procedure

- 1 If you think your students might not be familiar with some of the famous landmarks/symbols on person cards, give them brief information about them before handing out the cards.

*England – Big Ben*

*Japan – Mount Fuji and Torii*

*Greece – Acropolis of Athens*

*Italy – The Tower of Pisa*

*India – Taj Mahal*

*Russia – Saint Basil's*

*Egypt – The Great Pyramid and the Sphinx*

*France – The Eiffel Tower*

- 2 In order to demonstrate how to play, take one of the ID cards and tell students that you have found a lost ID card. Go up to one of your students. Ask "What's your name?" "Where are you from?" "What's your nationality?" and then show him/her the ID card in your hand ask "Is this yours?" When s/he says, "No", sigh in a disappointed way and move on to repeat with another student.
- 3 After the demonstration, divide the class in half and ask half of the students to stand up and come to the front. Give them the lost ID cards. Give the other half the person cards; ask them to remain seated. Tell students that those who are standing have ID cards belonging to those who are seated. Ask them to move around the classroom and ask the seated students "What's your name?" "Where are you from?" "What's your nationality?" to find whom the ID card belongs to. When they think they have found someone whose personal info matches that in the ID card, they need to ask, "Is this yours?" If students have found the owner, they should give the card back to its owner and then sit down.
- 4 You can play the game once again by swapping the groups; those who were moving around the classroom will now sit down and get the person cards and the others will get the lost ID cards.



# THEME 1 STUDYING ABROAD

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Meeting new people and introducing oneself and family members
- F2 Talking about possessions
- F3 Asking for and giving directions

## 7 If False, Correct It!



This activity aims to have students evaluate the accuracy of given directions and identify mistakes in them by looking at a street map.

### Materials and Preparation

Copy and cut up the street maps on page 24 and make sure that each student in the class has one map.

### Procedure

#### STEP 1

Give each student a copy of the map. Tell students that you will give directions to the bookshop; however, there will be two mistakes. Ask them to say "Stop!" when you give inaccurate directions. When students say "Stop!", pause and elicit their answers. When you make sure students understand the instructions, read the following text and demonstrate. (Mistakes in the directions are the underlined words in the text.)

*If you want to go to the bookshop, go straight on and walk past the traffic lights. You'll see a lab on the right. Go past that and it's on the left opposite the lab.*

*right → left*

*opposite → next to*

#### STEP 2

- 1 Tell students that they are going to listen to an audio where three speakers give directions to three places in the given map. However, there are two mistakes in each speaker's directions. Students are supposed to say "Stop!" when the speaker makes a mistake and then correct it. When students say "Stop!", you need to pause the audio and elicit their answer.
- 2 Before playing the audio tell students that the whole class will have a competition with these three speakers. Write SPEAKERS and CLASS on the board. For every correction students make, add one point to the CLASS section; for a miscorrection or a mistake that students fail to catch, add one point to the SPEAKERS section. When the activity is finished, count the points and announce the winner.
- 3 If you want to play the game once again, you can write similar texts to give directions to different places on the map and read them to students. This time the game is TEACHER vs. CLASS.

## 8 Sneakshot!



This activity aims to make students talk about possessions.

### Materials and Preparation

Students' own mobile phones or cameras and a laptop or smart board

### Procedure

- 1 Have students walk around the classroom and take some sneaky photos of the items that are not so obvious. The items may be a book, a pencil, a hairclip, etc. Encourage students to take the photos without letting anyone see. Tell them it is a secret task.
- 2 Ask students to send the photos they have taken to your e-mail address so that you can show them on the smart board or laptop.
- 3 Select the photos randomly and tell the shooter's name. Have him/her ask the question "Whose is this?"
- 4 Encourage students to guess who the items belong to saying "It's my hairclip.", "It's Ali's book.", "They are your pencils," etc. You may let all students guess at once or take turns.



# THEME 1 STUDYING ABROAD

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Meeting new people and introducing oneself and family members
- F2 Talking about possessions
- F3 Asking for and giving directions

## 9 Missing Places



This activity aims to practise asking for and giving directions to places on a map.

### Materials and Preparation

Make one copy of the worksheet for each pair of students on page 25 and cut up as indicated.

### Procedure

- 1 Tell students that they must keep their worksheet secret until they finish the activity.
- 2 Explain that both students have the same map, but each student has different places missing. Tell them to ask their partner for directions to eight places and write the locations on the map.
- 3 Have Student A go first and ask Student B for directions to one of the missing places written on the worksheet. Tell Student A to listen to his/her partner's directions and mark the location by writing the name of the place on the map. When Student A finds all the missing places, have them swap roles.
- 4 Ask students to compare their maps to see if they have marked the places correctly.

## 10 Pick Up and Tell



This activity aims to have students read and complete sentences about possessions.

### Materials and Preparation

Copy and cut up the cards on page 26.

### Procedure

- 1 Divide students into three groups.
- 2 Put the sentence cards you have cut up in a bag. Tell students to pick up one in the bag and read the sentence aloud to his/her group members for the answer. Tell students that each group has only one chance to answer. If the answer is correct, let the group keep the card. Continue the process for each group in turns.
- 3 Count the cards each group has and announce the winner.



# THEME 1 STUDYING ABROAD

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Meeting new people and introducing oneself and family members
- F2 Talking about possessions
- F3 Asking for and giving directions

## 11 How Can I Get There?



This activity aims to have students read directions to some places on a map and find out where people want to go.

### Materials and Preparation

Copy the worksheet on page 27 and make sure that each student in the class has one.

### Procedure

- 1 Give each student a copy of the worksheet. Ask them to read and complete the dialogues according to the given map. Have them work individually.
- 2 Allow 10 minutes for this and then stop the activity and elicit the answers.
- 3 When the activity is finished, you can have students act out the completed dialogues in pairs.
- 4 If you want to do a follow-up activity, you can divide students into pairs and ask them to write similar dialogues using the map and act it out before their classmates.

## 12 Guess Who



This activity aims to have students write about personal belongings.

### Materials and Preparation

This activity does not require any materials or preparation.

### Procedure

- 1 Divide students into two groups.
- 2 Ask each group to decide on three students in the class to write about their personal information and personal belongings without revealing their names. Tell them to keep them as mystical as possible.
- 3 Have each group read their paragraphs one by one and ask the members of the other groups to guess the students mentioned.



Answer Key

3 Categories Board Game

**Action Words:** cross, imagine, perform, relax, turn

**Countries and Nationalities:** Argentinean, Bulgaria, Portugal, Swedish, Switzerland

**Family Members:** aunt, daughter, husband, son, wife

**Occupations:** architect, composer, instructor, musician, waitress

**Personal Belongings:** bag, mobile phone, notebook, umbrella, wallet

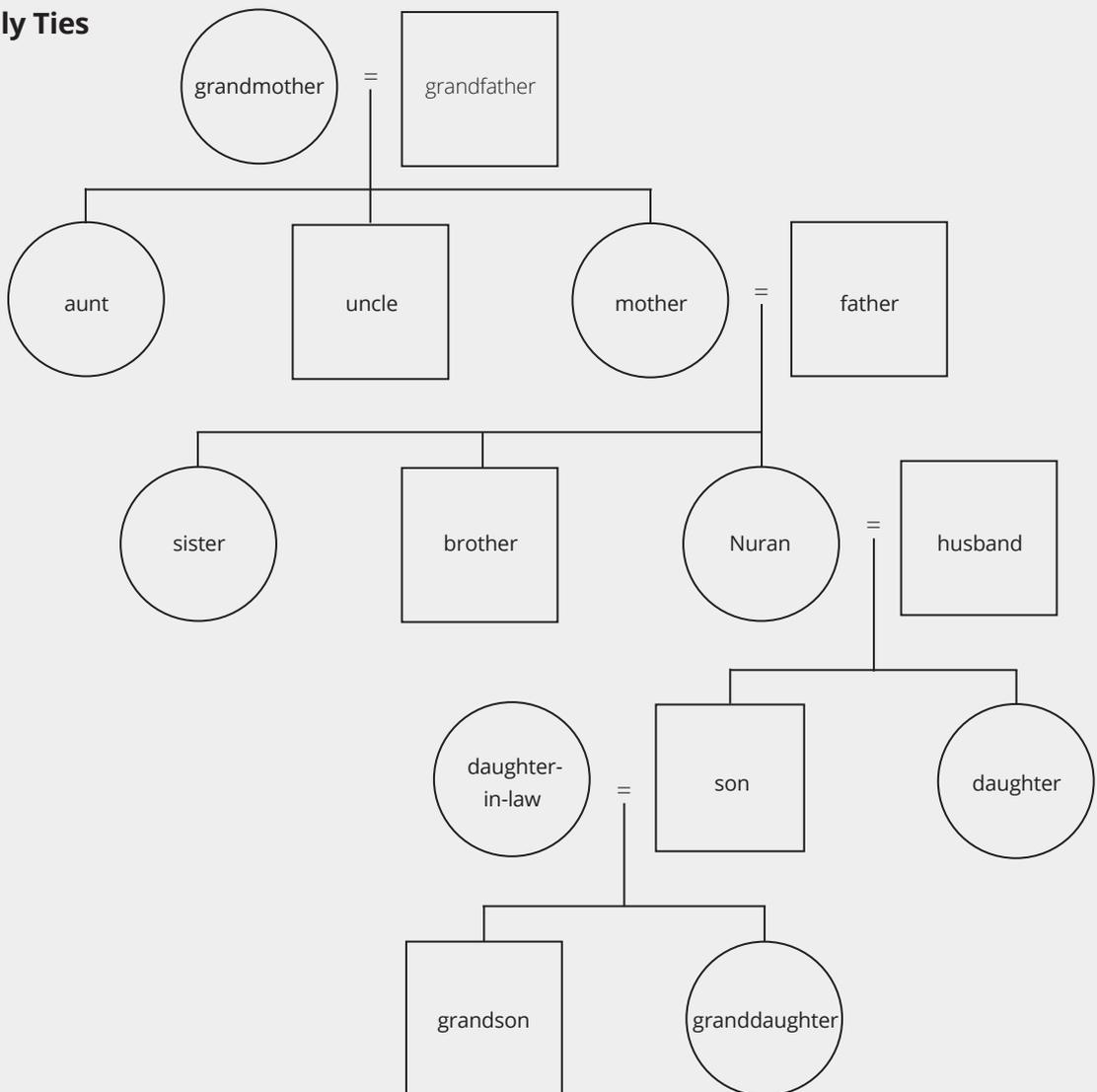
**Places in a Town:** art school, bazaar, café, clothes shop, hospital

**Words to Describe People:** friendly, impolite, kind, lucky, talented

**Words to Describe Places:** crowded, dangerous, empty, safe, world-famous

Answer Key

4 Family Ties



**Answer Key****7 If False, Correct It!****Speaker 1**

right → left  
next to → opposite

**Speaker 2**

second → first  
right → left

**Speaker 3**

first → second  
behind → opposite

**Answer Key****10 Pick Up and Tell**

My brother wants those books back. They are **his** books.  
I don't have one, so Kate will give me **her** umbrella.  
Let me sit here. It is **my** chair.  
Jason and Bran are so excited! This is **their** first project.  
It's not **our** money. We have found it on the floor.  
I think Ryan has taken **my** phone charger. I can't find it.  
I will post **her** laptop to my sister. She forgot to take it with her.  
Can you throw it back to us? It is **our** ball.  
Hey, it's **my** wallet! I lost it two days ago.  
My sister and I are so happy! **Our** parents will visit us this weekend.  
The children in the playground are playing with **their** toys.  
I'll go and help Mary. She can't find **her** classroom.  
Mandy, I like **your** new haircut! Who is that talented coiffeur?  
My dog always hides **its** bone under the armchair.  
Her cat is very beautiful with **its** black fur and green eyes.

**Answer Key****11 How Can I Get There?**

1 museum

2 clothes shop

3 cinema

4 supermarket

5 café

6 bookshop

**Audio Script 1****7 If False, Correct It!**

**Speaker 1:** To get to the clothes shop, you need to go straight on and pass the traffic lights. Then take the second right on to Baker Street. Walk past the bookshop and the café. You'll see it next to the bazaar.

**Speaker 2:** If you want to go to the museum, go straight on. Then take the second left on to Abbey Road. Walk past the art school and it's the building next to the art school on the right.

**Speaker 3:** To get to the bank, go straight ahead and go past the traffic lights. Then take the first turning on the right and walk past the hospital. It is behind the hospital.

# THEME 1 APPENDIX



## 1 Find Someone Who...

9<sup>th</sup> GRADE



### *Find someone who...*

- 1 can name three family members.  
\_\_\_\_\_
- 2 can name two buildings/places in the city.  
\_\_\_\_\_
- 3 knows two words to describe a place.  
\_\_\_\_\_
- 4 can name two countries and nationalities.  
\_\_\_\_\_
- 5 can name three occupations.  
\_\_\_\_\_
- 6 knows two words to describe someone's personality.  
\_\_\_\_\_
- 7 knows two words to describe someone's appearance.  
\_\_\_\_\_
- 8 can name three wild animals.  
\_\_\_\_\_
- 9 can name two types of TV programmes.  
\_\_\_\_\_
- 10 knows two words related to space.  
\_\_\_\_\_
- 11 knows two words/phrases related to the environment.  
\_\_\_\_\_
- 12 can name two fair rides.  
\_\_\_\_\_
- 13 can name three hobbies.  
\_\_\_\_\_
- 14 can name three types of music.  
\_\_\_\_\_
- 15 can name two book genres.  
\_\_\_\_\_
- 16 can name three extreme sports.  
\_\_\_\_\_
- 17 can name two household chores.  
\_\_\_\_\_
- 18 can name two natural disasters.  
\_\_\_\_\_

### *Find someone who...*

- 1 can name three family members.  
\_\_\_\_\_
- 2 can name two buildings/places in the city.  
\_\_\_\_\_
- 3 knows two words to describe a place.  
\_\_\_\_\_
- 4 can name two countries and nationalities.  
\_\_\_\_\_
- 5 can name three occupations.  
\_\_\_\_\_
- 6 knows two words to describe someone's personality.  
\_\_\_\_\_
- 7 knows two words to describe someone's appearance.  
\_\_\_\_\_
- 8 can name three wild animals.  
\_\_\_\_\_
- 9 can name two types of TV programmes.  
\_\_\_\_\_
- 10 knows two words related to space.  
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- 11 knows two words/phrases related to the environment.  
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- 12 can name two fair rides.  
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- 14 can name three types of music.  
\_\_\_\_\_
- 15 can name two book genres.  
\_\_\_\_\_
- 16 can name three extreme sports.  
\_\_\_\_\_
- 17 can name two household chores.  
\_\_\_\_\_
- 18 can name two natural disasters.  
\_\_\_\_\_

# THEME 1 APPENDIX



## 2 Pictionary on Board

9<sup>th</sup> GRADE



**Bag**

**City map**

**Laptop**

**Mobile phone**

**Notebook**

**Passport**

**Student ID card**

**Umbrella**

**Wallet**

**Student**

**Teacher**

**Classroom**

**Colleague**

**Roommate**

**Waitress**

**Fashion designer**

# THEME 1 APPENDIX



## 3 Categories Board Game (1)

9<sup>th</sup> GRADE

**ACTION WORDS**

**COUNTRIES AND NATIONALITIES**

**FAMILY MEMBERS**

**OCCUPATIONS**

**PERSONAL BELONGINGS**

**PLACES IN A TOWN**

**WORDS TO DESCRIBE PEOPLE**

**WORDS TO DESCRIBE PLACES**

# THEME 1 APPENDIX



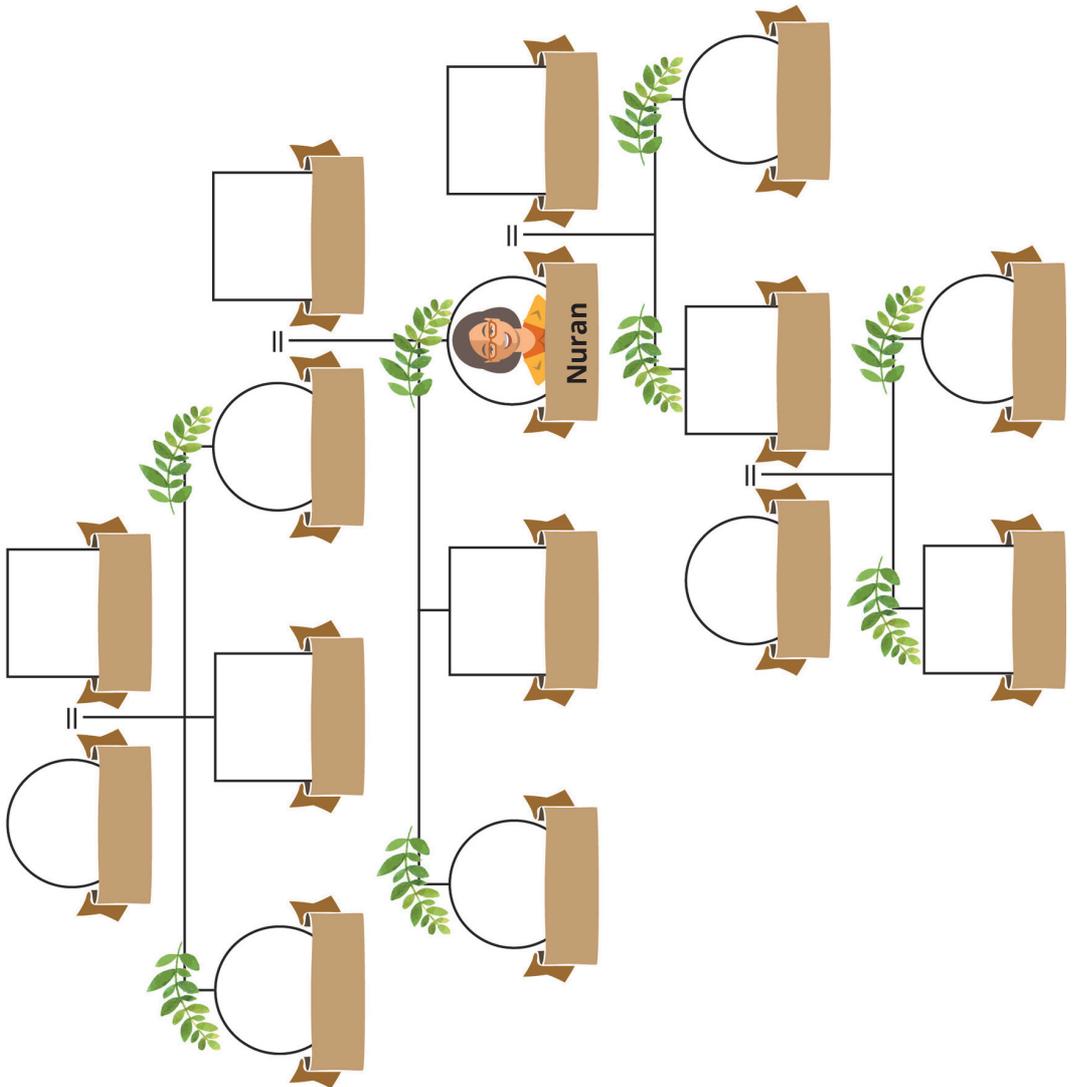
## 3 Categories Board Game (2)

9<sup>th</sup> GRADE

|              |             |            |              |
|--------------|-------------|------------|--------------|
| architect    | Argentinean | art school | aunt         |
| bag          | bazaar      | Bulgaria   | café         |
| clothes shop | composer    | cross      | crowded      |
| dangerous    | daughter    | empty      | friendly     |
| hospital     | husband     | imagine    | impolite     |
| instructor   | kind        | lucky      | mobile phone |
| musician     | notebook    | perform    | Portugal     |
| relax        | safe        | son        | Swedish      |
| Switzerland  | talented    | turn       | umbrella     |
| waitress     | wallet      | wife       | world-famous |



### Nuran's Family Tree



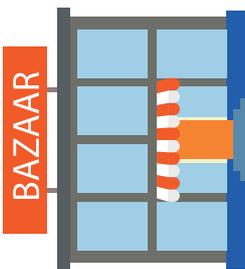
- aunt
- brother
- daughter
- daughter-in-law
- father
- grandfather
- grandmother
- granddaughter
- grandson
- husband
- mother
- sister
- son
- uncle
- wife

# THEME 1 APPENDIX



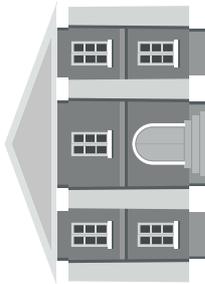
## 5 Don't Say the Word!

9th GRADE



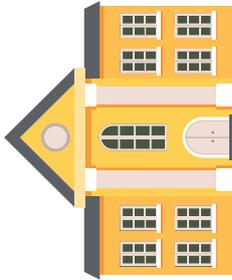
**Bazaar**

Fruits  
Vegetables  
Groceries



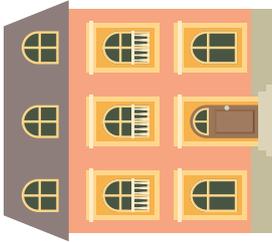
**Bank**

Money  
ATM  
Officer



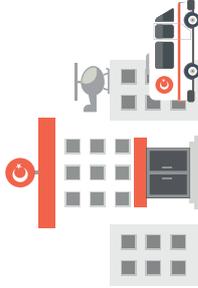
**School**

Teacher  
Student  
Classroom



**Clothes Shop**

Fashion Designer  
Jacket  
T-shirt



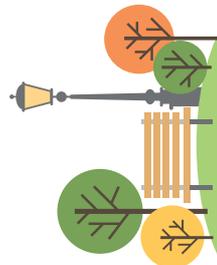
**Hospital**

Doctor  
Nurse  
Ambulance



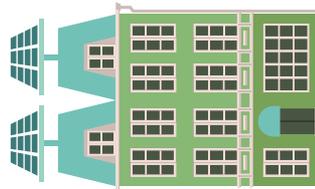
**Lab**

Chemist  
Scientist  
Instructor



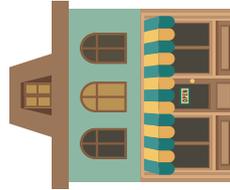
**Park**

City Centre  
Children  
Bicycle



**Shopping Centre**

Shop  
Building  
Cinema



**Café**

Waitress  
Tea  
Coffee



**Supermarket**

Food  
Drinks  
Shop

# THEME 1 APPENDIX



## 6 Lost ID Cards (1)

9<sup>th</sup> GRADE



Yoshi



Leonardo



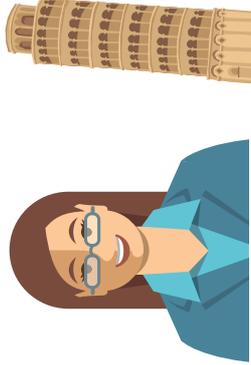
Dima



Gaston



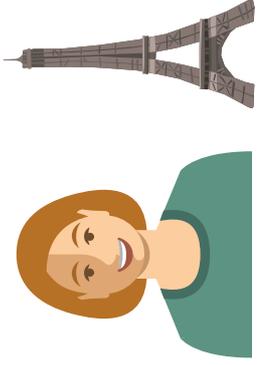
Ayumi



Bianca



Anya



Claire



Jill



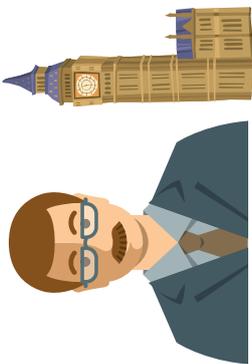
Despina



Gita



Noor



Jack



Antonis



Raju



Abbas

# THEME 1 APPENDIX



## 6 Lost ID Cards (2)

9<sup>th</sup> GRADE



|   |  |   |  |
|---|--|---|--|
| <p><b>IDENTITY CARD</b><br/>Surname: Miho<br/>Name: Yoshi<br/>Gender: Male<br/>Country: Japan<br/>Nationality: Japanese</p>     | <p><b>IDENTITY CARD</b><br/>Surname: Bianchi<br/>Name: Leonardo<br/>Gender: Male<br/>Country: Italy<br/>Nationality: Italian</p> | <p><b>IDENTITY CARD</b><br/>Surname: Balakin<br/>Name: Dima<br/>Gender: Male<br/>Country: Russia<br/>Nationality: Russian</p>   | <p><b>IDENTITY CARD</b><br/>Surname: Blanc<br/>Name: Gaston<br/>Gender: Male<br/>Country: France<br/>Nationality: French</p>   |
| <p><b>IDENTITY CARD</b><br/>Surname: Hara<br/>Name: Ayumi<br/>Gender: Female<br/>Country: Japan<br/>Nationality: Japanese</p>   | <p><b>IDENTITY CARD</b><br/>Surname: Rossi<br/>Name: Bianca<br/>Gender: Female<br/>Country: Italy<br/>Nationality: Italian</p>   | <p><b>IDENTITY CARD</b><br/>Surname: Petrova<br/>Name: Anya<br/>Gender: Female<br/>Country: Russia<br/>Nationality: Russian</p> | <p><b>IDENTITY CARD</b><br/>Surname: Simon<br/>Name: Claire<br/>Gender: Female<br/>Country: France<br/>Nationality: French</p> |
| <p><b>IDENTITY CARD</b><br/>Surname: Watson<br/>Name: Jill<br/>Gender: Female<br/>Country: England<br/>Nationality: English</p> | <p><b>IDENTITY CARD</b><br/>Surname: Vitalis<br/>Name: Despina<br/>Gender: Female<br/>Country: Greece<br/>Nationality: Greek</p> | <p><b>IDENTITY CARD</b><br/>Surname: Babu<br/>Name: Gita<br/>Gender: Female<br/>Country: India<br/>Nationality: Indian</p>      | <p><b>IDENTITY CARD</b><br/>Surname: Salah<br/>Name: Noor<br/>Gender: Female<br/>Country: Egypt<br/>Nationality: Egyptian</p>  |
| <p><b>IDENTITY CARD</b><br/>Surname: Brown<br/>Name: Jack<br/>Gender: Male<br/>Country: England<br/>Nationality: English</p>    | <p><b>IDENTITY CARD</b><br/>Surname: Adamos<br/>Name: Antonis<br/>Gender: Male<br/>Country: Greece<br/>Nationality: Greek</p>    | <p><b>IDENTITY CARD</b><br/>Surname: Devi<br/>Name: Raju<br/>Gender: Male<br/>Country: India<br/>Nationality: Indian</p>        | <p><b>IDENTITY CARD</b><br/>Surname: Khaled<br/>Name: Abbas<br/>Gender: Male<br/>Country: Egypt<br/>Nationality: Egyptian</p>  |

# THEME 1 APPENDIX



## 7 If False, Correct It!

9<sup>th</sup> GRADE



**Baker Street**

bazaar post office cinema

**Baker Street**

library theatre

**Abbey Road**

clothes shop café bookshop lab

**Abbey Road**

hospital bank

**MELROSE AVENUE**

museum art school shopping centre park

You are here.

**Baker Street**

bazaar post office cinema

**Baker Street**

library theatre

**Abbey Road**

clothes shop café bookshop lab

**Abbey Road**

hospital bank

**MELROSE AVENUE**

museum art school shopping centre park

You are here.

# THEME 1 APPENDIX

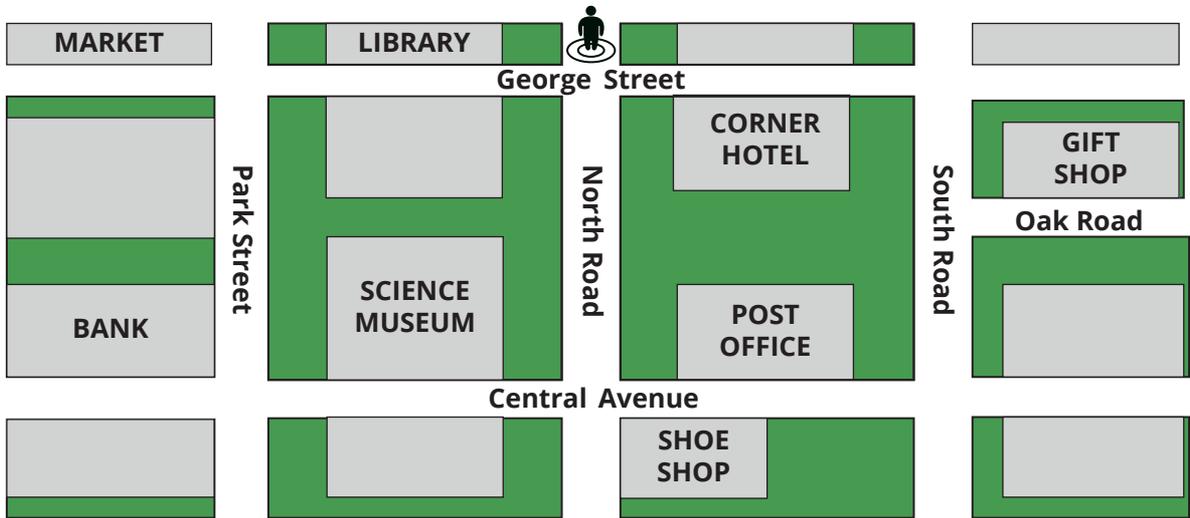


## 9 Missing Places

9<sup>th</sup> GRADE



### Student A

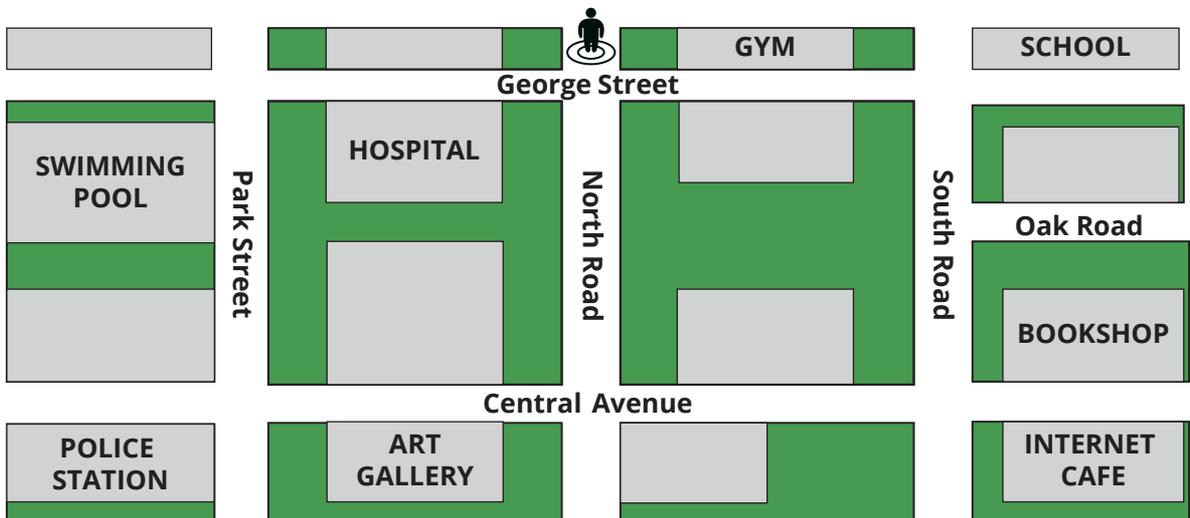


A Ask Student B for directions to the places below and mark the locations on the map.

|                |               |          |             |
|----------------|---------------|----------|-------------|
| swimming pool  | Internet café | bookshop | gym         |
| police station | school        | hospital | art gallery |

A Now, give Student B directions to the places on your map.

### Student B



A Give Student A directions to the places on your map.

|           |                |              |        |
|-----------|----------------|--------------|--------|
| shoe shop | library        | Corner Hotel | market |
| gift shop | science museum | post office  | bank   |

A Now, ask Student A for directions to the places below and mark the locations on the map.

# THEME 1 APPENDIX



## 10 Pick Up and Tell

9<sup>th</sup> GRADE



My brother wants those books back. They are \_\_\_\_ books.

I don't have one, so Kate will give me \_\_\_\_ umbrella.

Let me sit here. It is \_\_\_\_ chair.

Jason and Bran are so excited! This is \_\_\_\_ first project.

It's not \_\_\_\_ money. We have found it on the floor.

I think Ryan has taken \_\_\_\_ phone charger. I can't find it.

I will post \_\_\_\_ laptop to my sister. She forgot to take it with her.

Can you throw it back to us? It is \_\_\_\_ ball.

Hey, it's \_\_\_\_ wallet! I lost it two days ago.

My sister and I are so happy! \_\_\_\_ parents will visit us this weekend.

The children in the playground are playing with \_\_\_\_ toys.

I'll go and help Mary. She can't find \_\_\_\_ classroom.

Mandy, I like \_\_\_\_ new haircut! Who is that talented coiffeur?

My dog always hides \_\_\_\_ bone under the armchair.

Her cat is very beautiful with \_\_\_\_ black fur and green eyes.

# THEME 1 APPENDIX



## 11 How Can I Get There?

9<sup>th</sup> GRADE

Read and complete the dialogues below according to the given map.

**Ron:** Excuse me, how can I get to the \_\_\_\_\_?

**Bill:** To get there, you need to go straight on and pass the traffic lights. Then take the first left. Walk past the art school. You'll see it opposite the library.

1

**Lucy:** Sorry, ma'am! Could you tell me the way to the \_\_\_\_\_?

**Sue:** Of course! Go straight on and go past the traffic lights. Then take the first left. Walk past the park and then turn left. Walk for about 100 metres and turn left again. It's the building on your right, opposite the bazaar.

4

**Sam:** Pardon me, I'm lost. How do I get to the \_\_\_\_\_?

**Dean:** Well, go straight ahead and go past the second traffic lights. Walk past the hotel on your right, and you'll see it behind the hotel.

2

**Peter:** Where is the nearest \_\_\_\_\_, please?

**Nancy:** Go straight ahead and go past the traffic lights. Then take the first right and walk past the bank. You'll see it opposite the hospital.

5

**Joe:** Sir, could you please direct me to the \_\_\_\_\_?

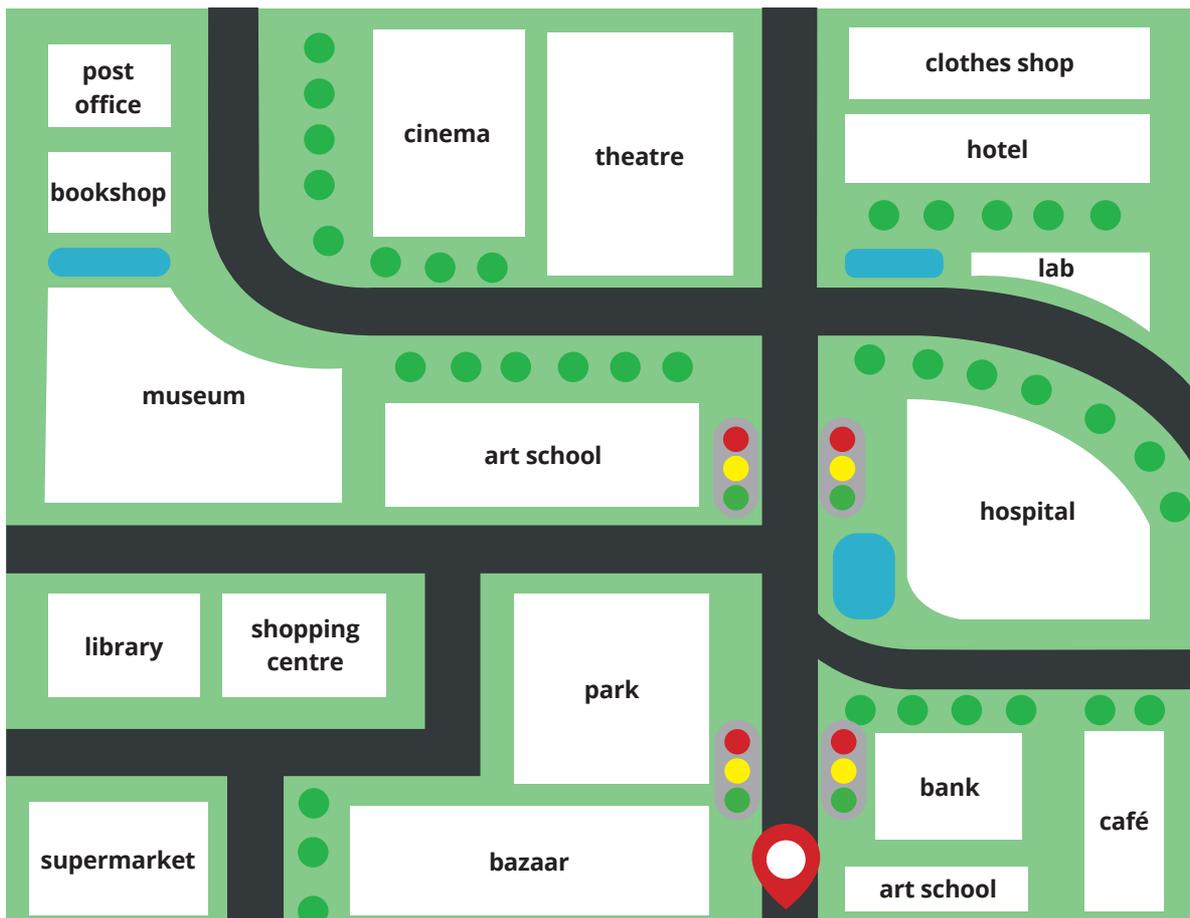
**Eric:** Yes. Go straight on and go past the second traffic lights. Then turn left and walk past the theatre. You'll see it opposite the art school.

3

**Tina:** Excuse me, sir. Is there a(n) \_\_\_\_\_ near here?

**Newt:** Yes, there is. You should go straight on and go past the second traffic lights. Then turn left and walk past the theatre and the cinema. You'll see it on your left near the post office.

6



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