

ENGLISH GAMES & ACTIVITIES

9th GRADE



9th GRADE
**ENGLISH
GAMES & ACTIVITIES**

**THEME 2
MY ENVIRONMENT**



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 2 MY ENVIRONMENT

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FUNCTIONS

- F1 Talking about locations of things
F2 Asking about and describing neighbourhood
F3 Making comparisons

1 Word Search Puzzle



The aim of the activity is to revise the vocabulary of bedroom objects and furniture that students will use while giving locations.

Materials and Preparation

Print out and photocopy the worksheet on page 38.

Procedure

- 1 Hand out a copy of the worksheet for each student.
- 2 Explain that students will first match the words to the bedroom objects or furniture. Then, they will find and circle the words in the word search puzzle.
- 3 Ask them to check their answers with their partners.

2 Household Vocabulary Game



The activity aims to revise the vocabulary related to home items and parts of the house that students will use while giving locations.

Materials and Preparation

You will need the word cards on page 39. Photocopy and cut up the cards and divide them into four categories: living room objects, bedroom objects, kitchen objects and bathroom objects.

Procedure

- 1 Tell students that they are going to play a game and divide the class into four groups.
- 2 Explain that there are four categories for each group to choose such as kitchen objects, bathroom objects, etc. and five definition cards per category.
- 3 After they have determined the categories, in turns, students from each group will pick the top cards of their pile, read the definitions of the words and find the objects related to the room they have previously chosen.
- 4 Count the number of correct answers to identify the winning team. The team with the most points wins the game.



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- F1 Talking about locations of things
- F2 Asking about and describing neighbourhood
- F3 Making comparisons

3 Around the House



The aim of this activity is to help students to recall the vocabulary connected to asking about and describing the neighbourhood that they have learned previously. It also aims to give them an opportunity to be creative with the language and vocabulary.

Materials and Preparation

Photocopy the worksheet on page 40 for each group of four and cut the cards.

Procedure

- 1 Put the class into an even number of groups with four students and give each group a set of cards. Tell them that one student in the group will describe the words related to the houses and buildings in turns, and the group members will guess the word itself. Warn them that they are not allowed to say any words shown on the card while describing the word in bold.
- 2 Ask them to shuffle the cards and put them face-down on the desk. Have students take it in turns to pick up one card without showing it to anyone. The student with the card describes the word in bold to the other students in the group.
- 3 The first student to guess the word wins the card. The game continues until all the cards have been described. At the end of the game, the student who has the most cards is the winner.

4 Adjective Crossword



This activity aims to recall previously learned adjectives and their comparative forms related to describing their room or a place in the house. It also encourages students to interact and communicate in a meaningful context for language use.

Materials and Preparation

Photocopy one worksheet on page 41 for each pair of students. Cut into two separate, Student A and Student B, worksheets for each student.

Procedure

- 1 Put the class into two groups, A and B. After warning students not to look at the other group's worksheet, hand out the 'Student A worksheet' to each student in group A and the 'Student B worksheet' to each student in group B.
- 2 Point out to students that all adjectives in the crossword are related to describing a room or house. Ask them to work in pairs with a partner from the same group to check if they know the meanings of all the words on their worksheet and prepare a few clues for each of their words.
- 3 Have students work with a partner from the other group to complete the puzzle, asking and giving clues about the missing words in turns. Warn students not to use the words themselves, but they can give the first letter of the word when their partners have challenges with remembering it.
- 4 When students have finished the activity, let them check each other's completed crosswords and their spelling with their partners. Have them make meaningful sentences with the comparative form of the adjectives on the worksheet, and let them share these sentences with the class.



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- F1 Talking about locations of things
- F2 Asking about and describing neighbourhood
- F3 Making comparisons

5 Where Is It?



This activity aims to help students to practise the prepositions of place and the things in a room.

Materials and Preparation

Photocopy the worksheet on page 42 for each pair of students and cut into two separate worksheets.

Procedure

- 1 Put the class into two groups, A and B. After warning students not to look at the other group's worksheet, hand out the 'Student A worksheet' to each student in group A and the 'Student B worksheet' to each student in group B.
- 2 Tell them that they both have the same pictures of the same room; however, the six things in small pictures are missing in the room. Have them take turns to ask their partners where these things are, using "Where is ...?" or "Where are ...?". After being told the location of the item, they should draw it on the picture.
- 3 After they have finished the activity, ask them to compare pictures and check the missing items.

6 Comparative Chain



This activity aims to link the nouns together, making comparisons between the things. It also helps them to engage with the language and the vocabulary effectively to create meaningful contexts.

Materials and Preparation

Photocopy the worksheet on page 43 for each pair of students and cut the cards.

Procedure

- 1 Put the class into pairs and hand out each pair of students a set of noun cards. Ask them to shuffle the cards and distribute them evenly.
- 2 Have students take it in turns to put down a card to make a comparative sentence. For example, "A bus is bigger than a car. A car is faster than a tiger. A tiger is heavier than a football player.", etc. Whatever the card they put down, they will make meaningful sentences with it, using different comparatives. Students can put a card before or after a card to make sentences or card chain on the desk.
- 3 Warn them they are not allowed to make the same comparative used before. Tell them that if a student makes a grammar mistake or can't link the nouns, he/she misses a turn.
- 4 The first student to finish all their cards wins the game. When they have finished the game, ask pairs to write the sentences they made and share with the class.



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- F1 Talking about locations of things
- F2 Asking about and describing neighbourhood
- F3 Making comparisons

7 Role-Playing Game



This activity aims for students to practise common adjectives when describing a house and make comparisons using comparative adjectives.

Materials and Preparation

Print out and photocopy the worksheet on page 44 for each pair of students, and photocopy and cut the role cards on page 45 into two separate, client and real estate agent, for each student. Print out the house plans on page 46 and hand out them to the students who will act out the real estate agent.

Procedure

- 1 Divide the class into two halves. Half of the class will act out the client and the other half will be the real estate agent.
- 2 Explain students that they will work in pairs.
- 3 Hand out the role cards to each student.
- 4 Give out the house plans to the ones who will act out the real estate agent and ask them to use the plans for demonstration. Remind them that they will make comparisons using the plans.
- 5 Then ask them to create short dialogues on the topic.
- 6 Tell students that they have 10 minutes to prepare their dialogues.
- 7 Walk around the class to see if they need any help or check their understanding of the subject.
- 8 When they have completed their task, ask them to swap roles to play the client and the real estate agent.

8 Finding Locations on the Map



The aim of the activity is to help students to revise the topic-related vocabulary and to talk about locations of things, and to develop the skills to ask about and describe neighbourhoods.

Materials and Preparation

Print out and photocopy the worksheet on page 47 for each student.

Procedure

- 1 Tell students that they are going to do a listening activity.
- 2 Hand out each student a worksheet and explain that they will match the names of the facilities and buildings to the locations on the given map while they are listening to the audio.
- 3 When the task is completed, ask students to listen to the audio again to check and find out if the given statements are *True* or *False*.
- 4 Check the answers with the class.



THEME 2 MY ENVIRONMENT

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FUNCTIONS

- F1 Talking about locations of things
- F2 Asking about and describing neighbourhood
- F3 Making comparisons

9 Listening



This activity aims to help students to improve their listening skills and to be familiar with the vocabulary related to the description of a city.

Materials and Preparation

Photocopy the worksheet in the link below for each student.

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

Then, prepare the audio that is 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 match the pictures with the words given.
- 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. If the last part on the worksheet is not suitable for the students, skip it. Instead, have them write a similar dialogue about their city's attractions and act it out.
- 4 Then, have the class vote to choose their friends who acted the dialogue out the best and explain why they voted for them.

10 Time to Read!



This activity aims to develop students' ability to sequence events in a text and helps them practise, and improve their reading skills and recall the vocabulary they have learned previously. It also helps students understand and extract essential information from a text, in addition to picking out concrete information.

Materials and Preparation

Photocopy the Jumbled Sentences worksheet on page 48 for each group and cut up the sentences before the class. For the next activity, print out and photocopy the worksheet on page 49 for each student.

Procedure

- 1 As a warm up activity, ask students a few questions about their neighbourhood. For example, "Do you live in a flat or a house? How many rooms are there in your home? Who do you live with? What is your neighbourhood like? Is it noisy or quiet?"
- 2 Ask students to work in pairs and hand out the jumbled sentences to each group.
- 3 Explain that they are going to arrange and put them in the correct order to make meaningful paragraphs.
- 4 When all groups have completed their task, hand out the second worksheet for each student to check the paragraphs they have made.
- 5 Then, ask them to read the text again to answer the questions.
- 6 After the worksheet is over, check the answers with the class.
- 7 Finally, have students work in pairs to discuss the advantages and disadvantages of living in a big city. Then, remind them to share their ideas with the class.



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FUNCTIONS

- F1 Talking about locations of things
- F2 Asking about and describing neighbourhood
- F3 Making comparisons

11 Reading



This activity aims to help students to practise and improve their reading skills and recall the vocabulary they have learned previously. It also helps students understand and extract essential information from a text, in addition to picking out concrete information.

Materials and Preparation

Photocopy the worksheet in the link below for each student.

https://learnenglishteens.britishcouncil.org/sites/teens/files/finding_a_home_-_exercises_3.pdf

Procedure

- 1 Hand out the worksheets to students. Before students start the text, as a motivating starting point, ask them a few questions to check what they know about the location of a house that they would like to live in. For example, "Whereabouts in the city do you want to live? Why?" or "What kinds of facilities do you want to be closed to your house? Why?" can be asked as a warm-up activity.
- 2 Ask them to work in pairs to write the correct word below the pictures and study the unknown vocabulary in the text. Remind them that they are supposed to read the text and do the rest of the activities in the text individually.
- 3 After the worksheet is over, check the correct answers with the class. Then, have students draw the best home for themselves and present it to the class, explaining why they would like to live in that house. After the presentations, let them ask and answer questions about each other's houses reciprocally.

12 Describing Photos



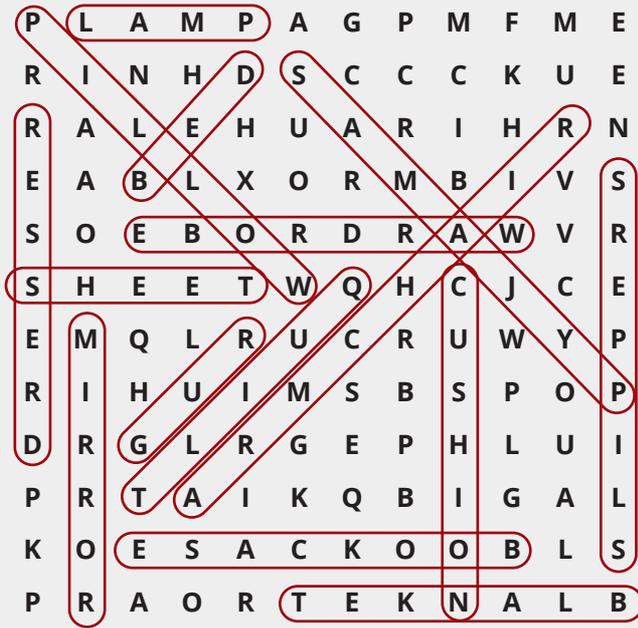
This activity helps students to compare two cities using the comparative form of the adjectives.

Materials and Preparation

Print out and photocopy the worksheet on page 50 for each student before the class.

Procedure

- 1 Hand out each student a worksheet and ask them to look at the photos.
- 2 Encourage them to talk about the given photos on the worksheet and ask them to discuss the differences between the two cities. Remind them that they will use the given adjectives when comparing the two cities. You can ask a few questions about the cities as a warm-up activity to check what they know about them. For example "Where is Prague/Dubai? What country is Prague/Dubai in? What do you know about Prague/Dubai? Why is Prague/Dubai so special? What is the currency of the Czech Republic/United Arab Emirates?".
- 3 When they have completed the task, ask students to write a short paragraph to compare the two cities they have discussed previously in Exercise A.

**Answer Key****1 Word Search Puzzle**

8	Armchair
7	Bookcase
6	Cushion
13	Dresser
14	Pyjamas
2	Bed
10	Sheet
3	Slippers
4	Wardrobe
11	Rug
9	Blanket
1	Lamp
12	Mirror
5	Pillow
15	Quilt

Answer Key**2 Household Vocabulary Game****Living Room Objects**

- 1 curtain
- 2 fireplace
- 3 sofa/couch
- 4 carpet
- 5 coffee table

Bedroom Objects

- 1 wardrobe
- 2 pillow
- 3 blanket
- 4 dresser
- 5 alarm clock

Kitchen Objects

- 1 refrigerator/fridge
- 2 oven
- 3 dishwasher
- 4 cupboard
- 5 dustbin/waste bin/trash can/garbage can

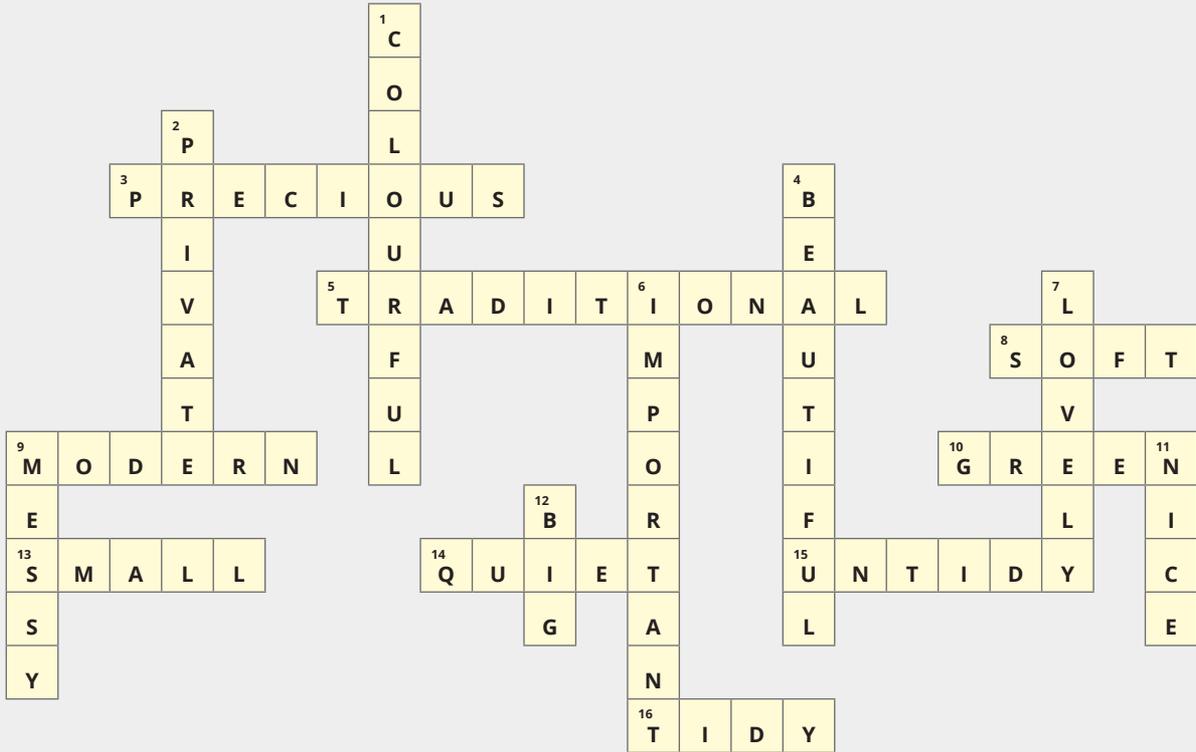
Bathroom Objects

- 1 towel
- 2 bathtub
- 3 shower
- 4 shampoo
- 5 washbasin/basin/sink/washbowl



Answer Key

4 Adjective Crossword



Answer Key

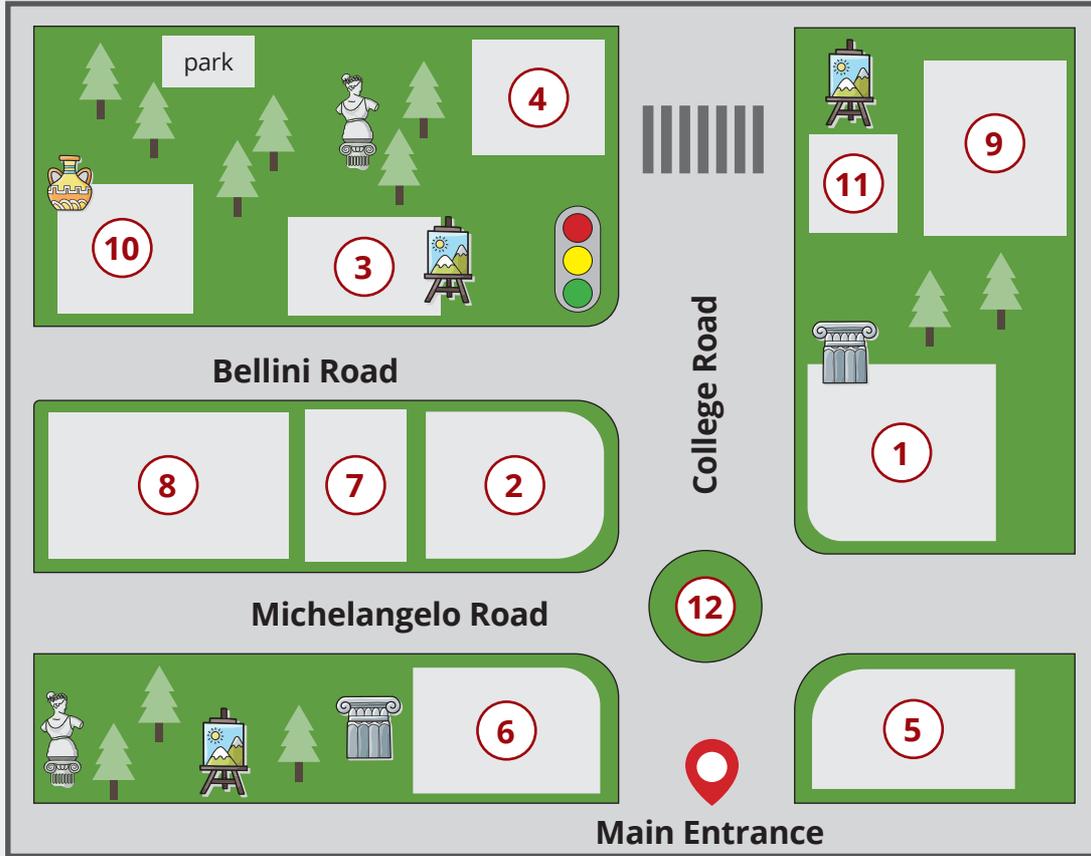
4 Adjective Crossword

- | | | | |
|------------------|------------------------|---------------|-------------|
| 1 more colourful | 5 more traditional | 9 more modern | 13 smaller |
| 2 more private | 6 more important | 10 greener | 14 quieter |
| 3 more precious | 7 more lovely/lovelier | 11 nicer | 15 untidier |
| 4 more beautiful | 8 softer | 12 bigger | 16 tidier |



Answer Key

8 Finding Locations on the Map (A)



- | | | |
|----------------------------|-------------------|--------------------|
| 1 University Main Building | 5 Library | 9 Faculty of Music |
| 2 Theatre | 6 ATMs | 10 Swimming Pool |
| 3 Restaurant | 7 Music Café | 11 Bus Stop |
| 4 Dormitory | 8 Faculty of Arts | 12 Sculpture |

Answer Key

8 Finding Locations on the Map (B)

- 1 F 2 F 3 T 4 F 5 T

Answer Key

9 Listening

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

**Answer Key****10 Time to Read! (A)**

Home Sweet Home!

I live in a small flat in İstanbul, but it is big enough for me and my dog, Tom. There are four rooms in the house; a bedroom, a kitchen, a living room, and a small bathroom. I don't have a garden. Luckily, there is enough space for my flowers and my coffee table on the balcony. I love having a cup of coffee there after work.

I love my neighbourhood. It is only five minutes from my flat to the city centre. It is quite noisy and crowded, but I have some reasons to live here. First of all, the subway station is opposite my home. Getting from my place to anywhere in İstanbul by subway is considerably faster than all other options. One of the other good things about living in the city centre is it is easy to access shops. There is a bakery next to my apartment building. They make delicious pastries and bread. Opposite it, there is a kiosk. I buy a newspaper from that kiosk every morning. The market is between the kiosk and the pharmacy. Finally, there is a park at the end of the street. It is a peaceful place to read your book, walk your dog or sit and relax.

Answer Key**10 Time to Read! (B)**

- 1 She lives with her dog, Tom.
- 2 The balcony is not big. It is small.
- 3 Because it is considerably faster than all other options.
- 4 It is quite noisy and crowded.
- 5 it is easy to access shops and public transport.

Answer Key**11 Reading**

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

Audio Script 2**8 Finding Locations on the Map**

I would like to tell you about the facilities and buildings located on our campus. Well, let's begin our tour at the main entrance. The first building on the right corner, opposite the ATMs, is the library. It is one of the most used facilities by the students. In our library, you can find many digital sources like ebooks, audios, videos and articles to improve your learning experience. Free Wi-Fi is available throughout the campus for the students and the faculty members. There are several artworks all around the campus such as sculptures and paintings. If you walk through College Road, you will see the huge sculpture made from plastic bottles in the middle of the roundabout. The university main building is on the corner of College Road and Michelangelo Road on your right across the theatre building. As you can see, there is a swimming pool and a big park in the west of the campus with a restaurant to the east of it. You can sit and relax in the park or enjoy delicious food in the restaurant on Bellini Road. On the opposite side, there is a Music Café between the theatre and the Faculty of Arts. You can listen to live music performances of the students while drinking your coffee there. Our dormitory building is at the end of College Road, near the park. Finally, when you cross the crosswalk, you will see the bus stop in front of the Faculty of Music.

THEME 2 APPENDIX



1 Word Search Puzzle

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Match the words to the pictures below. Then, find and circle the words in the word search puzzle.

P L A M P A G P M F M E
 R I N H D S C C C K U E
 R A L E H U A R I H R N
 E A B L X O R M B I V S
 S O E B O R D R A W V R
 S H E E T W Q H C J C E
 E M Q L R U C R U W Y P
 R I H U I M S B S P O P
 D R G L R G E P H L U I
 P R T A I K Q B I G A L
 K O E S A C K O O B L S
 P R A O R T E K N A L B



1



2



3



4



5



6

- Armchair
- Bookcase
- Cushion
- Dresser
- Pyjamas
- Bed
- Sheet
- Slippers
- Wardrobe
- Rug
- Blanket
- Lamp
- Mirror
- Pillow
- Quilt



7



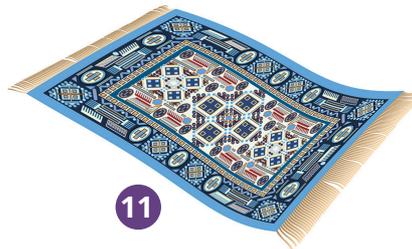
8



9



10



11



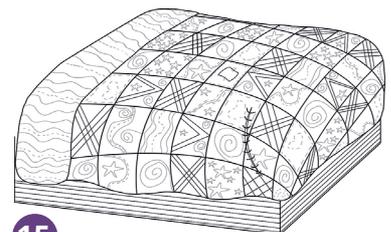
12



13



14



15



Categories and Word Cards

Living Room Objects



1 You hang it across a window to decorate a room or to make it dark.

2 It is the area on the wall that you can light a fire in it.

3 You use this furniture to sit on or lie down on it.

4 You use this material for covering the floors.

5 You use this furniture for putting cups, magazines on, usually in front of a sofa.

Bedroom Objects



1 You use this furniture for hanging your clothes in.

2 You use this material for resting your head on when you are in bed.

3 You use this thick cloth on your bed to keep you warm when sleeping.

4 This furniture has drawers and a mirror on the top. You use it for keeping your clothes in.

5 You set this device to make a noise at a particular time and wake you up.

Kitchen Objects



1 You use this device to keep food cold and fresh.

2 You use this device to heat, bake or cook food in it.

3 You use this machine for washing dirty plates, cups, etc.

4 You use this furniture to store things like dishes, glasses, food, etc.

5 You use this container for putting rubbish in.

Bathroom Objects



1 You use this soft cloth to dry yourself.

2 You fill it with water and get into to wash your body.

3 You wash yourself by standing under a spray of water in this area/place.

4 You use this liquid soap for washing your hair.

5 It is a large bowl with taps/faucets for cold and hot water. You use it for washing your hands and face in.



<p>Neighbourhood</p> <ul style="list-style-type: none"> • location • area • district 	<p>Living room</p> <ul style="list-style-type: none"> • TV • sofa • curtain 	<p>Garden</p> <ul style="list-style-type: none"> • outside • flowers • trees 	<p>Pharmacy</p> <ul style="list-style-type: none"> • medicine • doctor • chemist's
<p>Bathroom</p> <ul style="list-style-type: none"> • shower • closet • bath 	<p>Library</p> <ul style="list-style-type: none"> • books • shelves • quiet 	<p>Kitchen</p> <ul style="list-style-type: none"> • cook • food • prepare 	<p>Study room</p> <ul style="list-style-type: none"> • desk • study • computer
<p>Bedroom</p> <ul style="list-style-type: none"> • bed • wardrobe • mirror 	<p>Post office</p> <ul style="list-style-type: none"> • postman • letter • send 	<p>Museum</p> <ul style="list-style-type: none"> • old • visit • precious 	<p>Theatre</p> <ul style="list-style-type: none"> • watch • stage • comic
<p>Garage</p> <ul style="list-style-type: none"> • car • park • next to 	<p>Hospital</p> <ul style="list-style-type: none"> • doctor • patient • ill 	<p>Balcony</p> <ul style="list-style-type: none"> • view • outside • look 	<p>Bank</p> <ul style="list-style-type: none"> • money • borrow • lend

THEME 2 APPENDIX



4 Adjective Crossword

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Student A

Write clues for the adjectives down.

- 1 6 11
 2 7 12
 4 9



Student B

Write clues for the adjectives across.

- 3 9 14
 5 10 15
 8 13 16

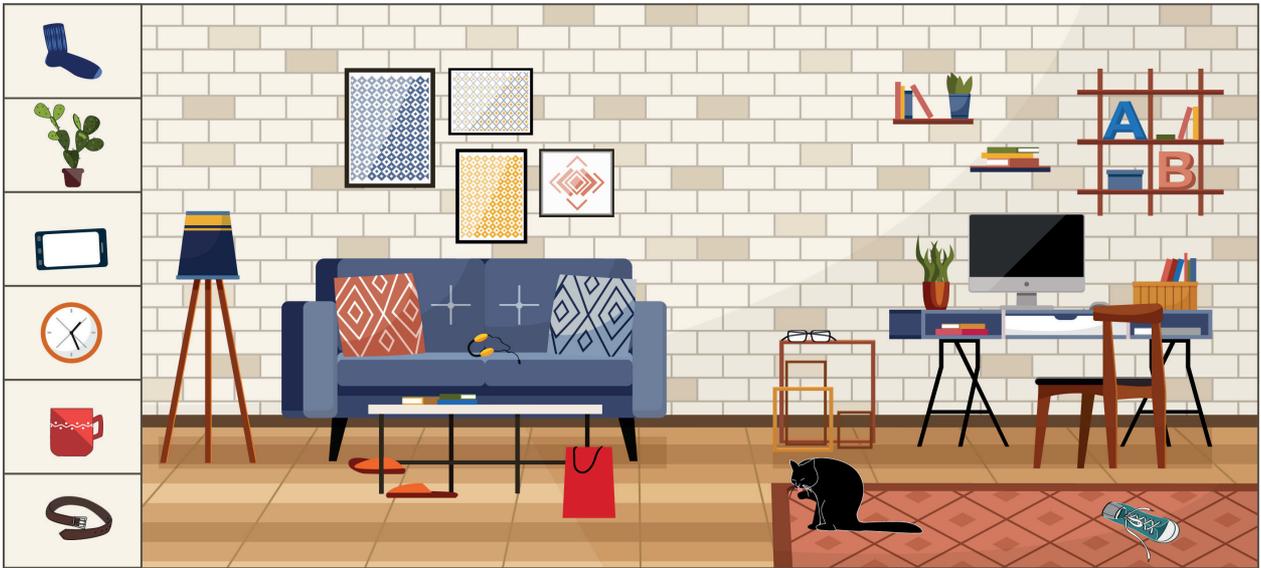
THEME 2 APPENDIX



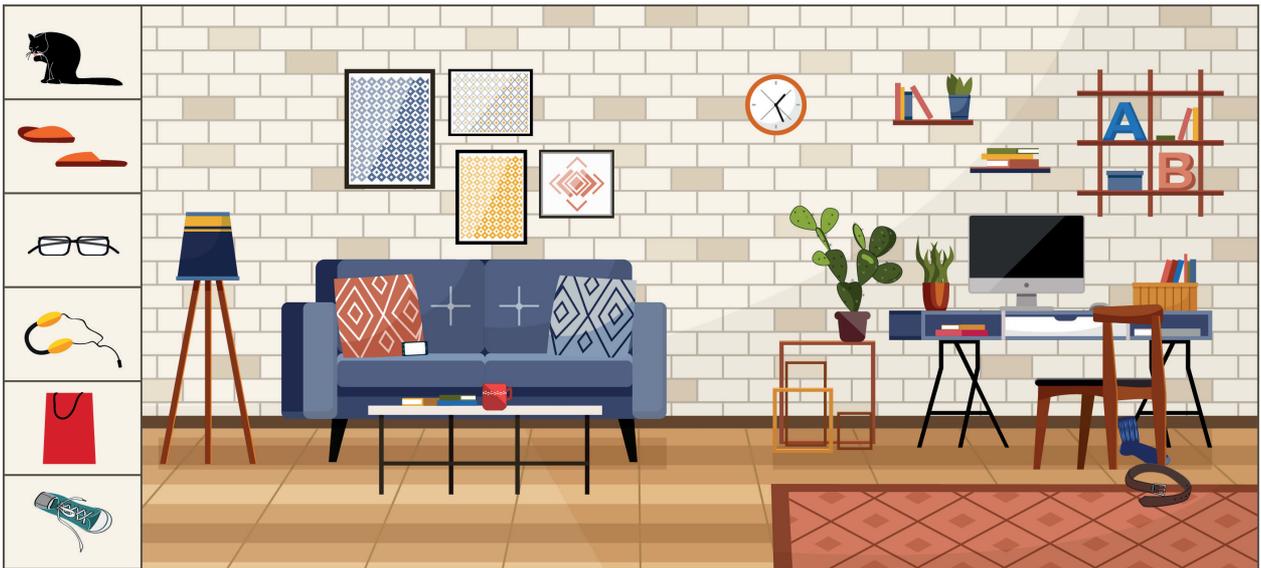
5 Where Is It?

9th GRADE

Student A



Student B



THEME 2 APPENDIX



6 Comparative Chain

9th GRADE



a car



a pizza



a city



a bus



a tiger



a glass of tea



a cat



a football player



a TV



a bird



a forest



a cup of ayran



a book



an elephant



a computer



an old man



a sandwich



a smartphone



an airplane



a house





Work in pairs. Role-play a dialogue between a client planning to buy a house and a real estate agent presenting houses to his/her client to find the best place based on his/her needs. Swap the roles to play the client and the real estate agent.

Work in pairs. Role-play a dialogue between a client planning to buy a house and a real estate agent presenting houses to his/her client to find the best place based on his/her needs. Swap the roles to play the client and the real estate agent.

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Work in pairs. Role-play a dialogue between a client planning to buy a house and a real estate agent presenting houses to his/her client to find the best place based on his/her needs. Swap the roles to play the client and the real estate agent.



Role Cards



Client

Assume that you are planning to buy a house with furniture and you have arranged a meeting with a real estate agent for today. Talk about the factors you consider when buying a house such as location, home size, price, neighbourhood, etc.

Real Estate Agent

Ask questions to understand the needs of your client. Do a presentation to your client by using the house plans. Compare each house according to its price, size and other qualifications.

Client

Assume that you are planning to buy a house with furniture and you have arranged a meeting with a real estate agent for today. Talk about the factors you consider when buying a house such as location, home size, price, neighbourhood, etc.

Real Estate Agent

Ask questions to understand the needs of your client. Do a presentation to your client by using the house plans. Compare each house according to its price, size and other qualifications.

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Assume that you are planning to buy a house with furniture and you have arranged a meeting with a real estate agent for today. Talk about the factors you consider when buying a house such as location, home size, price, neighbourhood, etc.

Real Estate Agent

Ask questions to understand the needs of your client. Do a presentation to your client by using the house plans. Compare each house according to its price, size and other qualifications.



House Plans

1 A two-storey house plan



2 A three-storey house plan



3 A one-bedroom flat plan



4 A two-bedroom flat plan



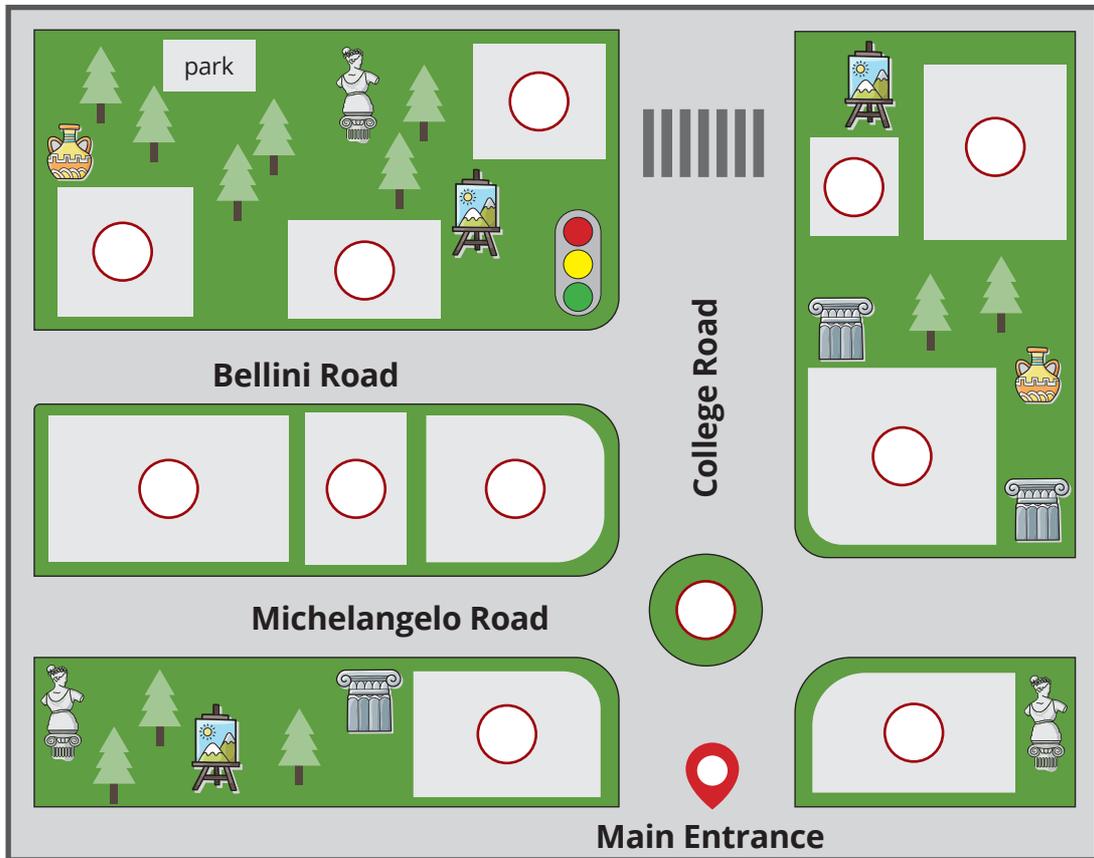
THEME 2 APPENDIX



8 Finding Locations on the Map

9th GRADE

A Listen to the audio and match the names of the facilities and buildings to the locations on the university campus map below.



- | | | |
|----------------------------|-------------------|--------------------|
| 1 University Main Building | 5 Library | 9 Faculty of Music |
| 2 Theatre | 6 ATMs | 10 Swimming Pool |
| 3 Restaurant | 7 Music Café | 11 Bus Stop |
| 4 Dormitory | 8 Faculty of Arts | 12 Sculpture |

B Listen to the audio again and write *True* (T) or *False* (F) for the statements below.

- 1 Free Wi-Fi is available only in the library.
- 2 Visitors can also enjoy free Wi-Fi on campus.
- 3 There are a lot of paintings and sculptures on campus.
- 4 The sculpture in the middle of the roundabout is made from stone.
- 5 You can listen to live music at the café.



Jumbled Sentences

A Put the jumbled sentences in the correct order to make meaningful paragraphs.



Home Sweet Home!

I live in a small flat in İstanbul,

but it is big enough for me and my dog, Tom.

There are four rooms in the house;

a bedroom, a kitchen, a living room, and a small bathroom. I don't have a garden. Fortunately, there is enough space for my flowers and my coffee table on the balcony.

I love having a cup of coffee there after work.

I love my neighbourhood. It is only five minutes from my flat to the city centre. It is quite noisy and crowded,

but I have some reasons to live here.

First of all, the subway station is opposite my home. Getting from my place to anywhere in İstanbul by subway is considerably faster than all other options.

One of the other good things about living in the city centre is it is easy to access shops. There is a bakery next to my apartment building.

They make delicious pastries and bread. Opposite it, there is a kiosk.

I buy a newspaper from that kiosk every morning. The market is between the kiosk and the pharmacy.

Finally, there is a park at the end of the street. It is a peaceful place to read your book, walk your dog or sit and relax.



B Read the text below and answer the following questions.

Home Sweet Home!

I live in a small flat in Istanbul, but it is big enough for me and my dog, Tom. There are four rooms in the house; a bedroom, a kitchen, a living room, and a small bathroom. I don't have a garden. Fortunately, there is enough space for my flowers and my coffee table on the balcony. I love having a cup of coffee there after work.

I love my neighbourhood. It is only five minutes from my flat to the city centre. It is quite noisy and crowded, but I have some reasons to live here. First of all, the subway station is opposite my home. Getting from my place to anywhere in Istanbul by subway is considerably faster than all other options. One of the other good things about living in the city centre is it is easy to access shops. There is a bakery next to my block of flats. They make delicious pastries and bread. Opposite it, there is a kiosk. I buy a newspaper from that kiosk every morning. The market is between the kiosk and the pharmacy. Finally, there is a park at the end of the street. It is a peaceful place to read your book, walk your dog or sit and relax.

1 Who does she live with?

2 Is the balcony big or small?

3 Why does she prefer to travel by subway?

4 What are the disadvantages of living in the city centre according to the text?

5 What are the advantages of living in the city centre according to the text?

C Discuss with your partner the advantages and disadvantages of living in a big city. Then share your ideas with the class.

THEME 2 APPENDIX



12 Describing Photos

9th GRADE

A Look at the photos below and discuss with your classmates the differences between the two cities. Compare the two cities using the following adjectives.

expensive

famous

dull

cheap

cold

crowded

hot

lively

modern

ancient

unsafe

safe



Dubai



Prague

B Write a short paragraph to compare the two cities you have discussed in Exercise A.

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