



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

**THEME 5  
INSPIRATIONAL PEOPLE**



# 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



# THEME 5 INSPIRATIONAL PEOPLE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking about and describing people's appearances and characters
- F2 Comparing characteristics and appearances
- F3 Expressing opinions (Agreeing, disagreeing, etc...)
- F4 Talking about current activities

## 1 Incomplete Crosswords



This activity aims to revise and practise vocabulary for describing one's character.

### Materials and Preparation

Copy and cut up the crossword puzzles on page 110; one copy is required for each group.

### Procedure

- 1 Divide students into groups of eight or ten and then divide each group into two separate groups of four or five—Group A and Group B.
- 2 Give the groups their own crosswords and tell them to keep it face down on the desk so that the other group can't see it.
- 3 Tell students that Group As and Group Bs have different parts of the same crossword puzzle, each of which is half-filled. Tell them that they need to complete the missing words by asking the other group for clues in turns like "What's across 4?", or "What's down 1?" Tell groups that they are supposed to answer and try to explain/describe each missing word without using it or its derivatives. The words that groups need to explain to each other are given in the word list at the bottom of the page.
- 4 When the activity is finished, have the groups compare their own crossword with their partner group to check for any misspellings.

## 2 Appearance



This activity aims to have students compare characteristics and appearances.

### Materials and Preparation

Smartboard/Laptop

Internet Access

### Procedure

- 1 Go to the link: <https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/appearance>
- 2 Start with the image matching exercise. If necessary, you may copy the materials given at the bottom of the page.
- 3 Follow the instructions and have students complete the exercises on the page.
- 4 After they have completed the exercises, encourage them to make a discussion session and compare at least two celebrities with each other in terms of appearance.



# THEME 5 INSPIRATIONAL PEOPLE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking about and describing people's appearances and characters  
F2 Comparing characteristics and appearances  
F3 Expressing opinions (Agreeing, disagreeing, etc...)  
F4 Talking about current activities

### 3 Mime It!



This activity aims to revise and consolidate vocabulary for describing one's character.

#### Materials and Preparation

Copy, cut up, and shuffle word cards on page 111 and make sure you have enough copies for each group.

#### Procedure

- 1 Divide students into groups of four. Give each group a set of word cards and have students place the shuffled cards face down as a pack on the desk.
- 2 Tell students that they are supposed to use gestures/facial expressions to describe the words on cards and they cannot speak or spell the word in the air. Name members of each group as #1, #2, #3, and #4 and ask them to pick up a card from the pile and mime it in turns.
- 3 The first member of the group to correctly guess the word gets the card. The student who has the most cards at the end of the game becomes the winner.

### 4 Guess Who



This activity aims to revise and practise vocabulary for describing one's appearance.

#### Materials and Preparation

This activity does not require any materials or preparation.

#### Procedure

- 1 In order to demonstrate how to play, ask students to choose one of their classmates to be 'it'. Tell them that you will ask some questions to find out who 'it' is, and that is why they are not supposed to tell you who s/he is. Turn around or close your eyes and after 15-20 seconds, ask if they have chosen one of their friends. When they are ready, turn around or open your eyes.
- 2 Start asking questions like "Is s/he well-built?", "Does s/he have curly hair?" or "What colour are his/her eyes?" to figure out who 'it' is. As they give answers to your questions, start narrowing down the options saying "So, ... and ... can't be 'it' because they aren't well-built/they don't have curly hair/their eyes are...". Even if you have found out who 'it' is, pretend that you still don't know who s/he is. Ask students to tell you about 'it' more; they might say, "S/he has straight hair." and "S/he is of medium built.", etc. to describe their classmates. Keep narrowing down the options with each piece of information and finally tell who you think 'it' is.
- 3 When you guess correctly, invite one student up to the front of the classroom and ask him/her to turn around. Then choose one student in the class to be 'it' by pointing at him/her. Tell the student at the front to turn around and ask questions about 'it'. Once the student at the front has named 'it' correctly, it is another student's turn to go to the front of the classroom and turn around.



# THEME 5 INSPIRATIONAL PEOPLE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking about and describing people's appearances and characters  
F2 Comparing characteristics and appearances  
F3 Expressing opinions (Agreeing, disagreeing, etc...)  
F4 Talking about current activities

## 5 Different Faces



This activity aims to revise and consolidate words/phrases used to describe people's appearances.

### Materials and Preparation

Copy the worksheet on page 112 and make sure that each student in the class has one.

### Procedure

- 1 Give each student a copy of the worksheet. Tell students that they are going to listen to an audio where twelve different speakers describe themselves and they need to name the portraits in their worksheets in line with the descriptions.
- 2 Play the audio and ask students to listen to it carefully so that they can identify the people on their worksheet. If necessary, you can play the audio once again. When students are finished, elicit the answers.
- 3 As a follow-up, divide students into pairs and tell them to describe the physical appearance of the people on their worksheet in turns for their partner to identify. Ask them to focus on the person's facial features, hairstyle and accessories.
- 4 Tell students to put a check mark near the portraits they have described and tell them to continue describing the people on their worksheet in turns until all of them have been described. Monitor while walking around the classroom and help when necessary.

## 6 Find Out Who...



This activity aims to have students compare characteristics and appearances, and express their opinions.

### Materials and Preparation

Copy and cut up the cards on page 113.

### Procedure

- 1 Divide class into five groups. Give two cards to each group and tell them to find the answers to the questions on the cards by asking everybody in the class.
- 2 Make sure that they know how to ask their questions correctly. Give the following example if necessary:  
On the card: *Who lives in the most beautiful neighbourhood?*  
Question: *Where do you live? What is it like?*
- 3 After they have finished asking the questions, tell them to sit down, make a group discussion and come to a decision. Encourage them to make comparisons.

### For example:

*I think Ali is more skilful at drawing than Zeynep.  
Derya has higher maths grades than Gürkan.*



# THEME 5 INSPIRATIONAL PEOPLE

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking about and describing people's appearances and characters  
F2 Comparing characteristics and appearances  
F3 Expressing opinions (Agreeing, disagreeing, etc...)  
F4 Talking about current activities

## 7 Just the Opposite



This activity aims to have students compare characteristics and appearances.

### Materials and Preparation

Copy and cut up the cards on page 114 and make sure that each group has one.

### Procedure

- 1 Divide class into three groups. Give one card for each group.
- 2 Tell students to sit around a table, read the descriptions of different people and complete the final sentences in the most appropriate way. After they have finished writing, ask one of the students from each group to read the whole paragraph they have written aloud.
- 3 Then, tell them to write a descriptive paragraph answering the questions written below the cards. Encourage them to share their paragraphs with class.

## 8 Tell and Draw



This activity aims to have students compare characteristics and appearances.

### Materials and Preparation

Copy the material on page 115 and make sure that each pair has one.

### Procedure

- 1 Tell students to work with their partners. In pairs, each student should decide to pick the card either for Student A or Student B.
- 2 Tell them to describe the people on their cards in turns, for their partner to draw. The descriptions should include physical appearance, clothing and body posture. Ask them to listen to their partners' descriptions carefully.
- 3 After they have completed the drawings, encourage them to compare the people on their cards in terms of appearance.



# THEME 5 INSPIRATIONAL PEOPLE

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## FUNCTIONS

- F1 Asking about and describing people's appearances and characters
- F2 Comparing characteristics and appearances
- F3 Expressing opinions (Agreeing, disagreeing, etc...)
- F4 Talking about current activities

## 9 Compare the Applicants



This activity aims to have students compare characteristics and appearances, and express their opinions.

### Materials and Preparation

This activity does not require any materials or preparation.

### Procedure

- 1 Tell students that two people have applied for an imaginary company that week, and they are supposed to decide which one is better for that job opportunity.
- 2 Write Applicant A and Applicant B on the board. Ask students to tell three positive and three negative characteristics of each person randomly.
- 3 Then, ask them to work in pairs, pick either Applicant A or Applicant B, and compare the applicants to prove that the person they have picked is better than the other.
- 4 When they run out of ideas, tell them to agree on who actually would be the best, and write a letter of recommendation to the company manager.

## 10 Vote for the Best



This activity aims to have students express their opinions.

### Materials and Preparation

Copy and cut up the cards on page 116.

### Procedure

- 1 Divide class into two groups. Put the cards you have cut up face down on teacher's desk.
- 2 Ask one student from each group to come to the board and pick a card.
- 3 In pairs, each student should decide to be either Student A or Student B. Then, have them debate which of the things is better. Each student must try to convince his/her classmates.
- 4 Ask students to decide who has the most convincing argument. Take a class vote.
- 5 Give one point to the team of the student with the most convincing argument. The team with the most points at the end is the winner.



## FUNCTIONS

- F1 Asking about and describing people's appearances and characters  
F2 Comparing characteristics and appearances  
F3 Expressing opinions (Agreeing, disagreeing, etc...)  
F4 Talking about current activities

## 11 The Best Pizza in the World



This activity aims to have students express their opinions.

### Materials and Preparation

Smartboard/Laptop  
Internet Access

### Procedure

- 1 Scan the QR code.
- 2 Have students watch the video carefully. Make sure that they can hear the conversation properly. If necessary, you may copy the materials given at the bottom of the page.
- 3 Follow the instructions and have students complete the exercises on the page.
- 4 After they have completed the exercises, encourage them to express their opinions about what makes a pizza tastier.

## 12 Separated Twins



This activity aims to have students express their opinions.

### Materials and Preparation

This activity does not require any materials or preparation.

### Procedure

- 1 Write the following sentences on the board.  
*I think the best TV series is \_\_\_\_.*  
*To me, \_\_\_\_ is the most useful social media application.*  
*\_\_\_\_ is the most talented singer/band in the world.*
- 2 Tell students to fill in the blanks according to their own ideas and write them down on a piece of paper. Give them five minutes before they finish taking notes.
- 3 Tell them to wander around the class to find their twins. Have them ask their classmates whether they agree with the answers or not.
- 4 When a pair of students has the match 3 out of 3, ask them to come to the board as identical twins.



# THEME 5 INSPIRATIONAL PEOPLE

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## FUNCTIONS

- F1 Asking about and describing people's appearances and characters  
F2 Comparing characteristics and appearances  
F3 Expressing opinions (Agreeing, disagreeing, etc...)  
F4 Talking about current activities

## 13 What Is Happening?



This activity aims to have students make sentences/describe pictures using *the Present Continuous Tense*.

### Materials and Preparation

Copy the game board on page 117 and make sure that each group in the class has one. Each group should have a dice, and each student should have one counter or something equivalent to move across the board.

### Procedure

- 1 Divide students into groups of three or four and give a copy of the game board and a dice to each group. Make sure that all group members have a counter (or something equivalent) of their own. Tell students that they need to roll the dice and move their counter along the board in turns.
- 2 Inform students about the following rules of the game:
  - Once a student lands on a square with a picture, s/he is supposed to describe it. (e.g. There is a boy in the picture. He is jumping. He is wearing a sweater, etc.) If s/he lands on a square with a phrase, s/he is supposed to make a sentence using 'now', 'right now', 'at present', or 'at the moment'. (e.g. She is checking her e-mails now.)
  - If s/he cannot describe the picture or make a sentence using the phrases given, s/he needs to go back to his/her previous square.
  - The first person that can reach the finish square becomes the winner.
- 3 Monitor while walking around the classroom and help when necessary. You do not have to wait for each group to have a winner; you can stop the activity after an appropriate length of time.

## 14 Whom Are You Thinking Of?



This activity aims to have students ask and answer yes/no questions using *the Present Continuous Tense* to guess whom a partner is describing.

### Materials and Preparation

Copy the handout on page 118 and make sure that each student in the class has one.

### Procedure

- 1 Divide students into pairs and give each student a copy of the handout.
- 2 Choose one student from each pair and ask them to go first and start thinking about one of the people given in the handout.
- 3 Tell the other pair to ask questions like "Is s/he waiting for the train?" to find out what the person in their partner's mind is doing. Once s/he narrows down the options, tell them to move on to learn about that person's clothes, footwear, and accessories by asking questions like "Is s/he wearing shoes?"
- 4 Tell students that they can ask five questions at most and they are supposed to guess who the person is with the information they have. If a student guesses correctly, s/he scores a point and crosses the person off the handout. If a student's guess is incorrect, the other pair scores a point and the person he has in mind is not crossed off.
- 5 Tell students to take turns to ask questions and continue the process until all of the people given in the handout have been crossed off. The pair who has the most points at the end of the game becomes the winner.



# THEME 5 INSPIRATIONAL PEOPLE

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## FUNCTIONS

- F1 Asking about and describing people's appearances and characters  
F2 Comparing characteristics and appearances  
F3 Expressing opinions (Agreeing, disagreeing, etc...)  
F4 Talking about current activities

## 15 Tell the Differences



This activity aims to have students find the differences between visuals and make sentences/describe pictures using *the Present Continuous Tense*.

### Materials and Preparation

Copy the handout on page 119 for Student As and the handout on page 120 for Student Bs.

### Procedure

- 1 Divide students into pairs—one of the pairs is Student A, and the other is Student B. Give each student a corresponding handout.
- 2 Ask students to sit face to face and tell them to keep their handout hidden so that their partner cannot see it.
- 3 Tell students that there are twelve pictures in their handouts in which they can see people doing different things, and some of the pictures are not the same. Inform them that there are six differences, and they are supposed to ask and answer questions trying to find the differences.

#### For example:

**A:** What's the man doing in Picture 8?

**B:** He is swimming.

OR

**A:** Are the man and woman in Picture 9 looking at photos?

**B:** Yes, they are./No, they aren't. They are skateboarding.

- 4 Set and announce a specific time limit and have everyone start at the same time. Go around the classroom from pair to pair and monitor. Stop the activity when time is up and ask students to compare their handouts to see if they have been able to find all six differences.

## 16 Scrambled Sentences



This activity aims to have students complete and match sentence parts so as to form sentences with *the Present Continuous Tense*.

### Materials and Preparation

Copy and cut up sentences on page 121 and make sure you have enough copies for each pair.

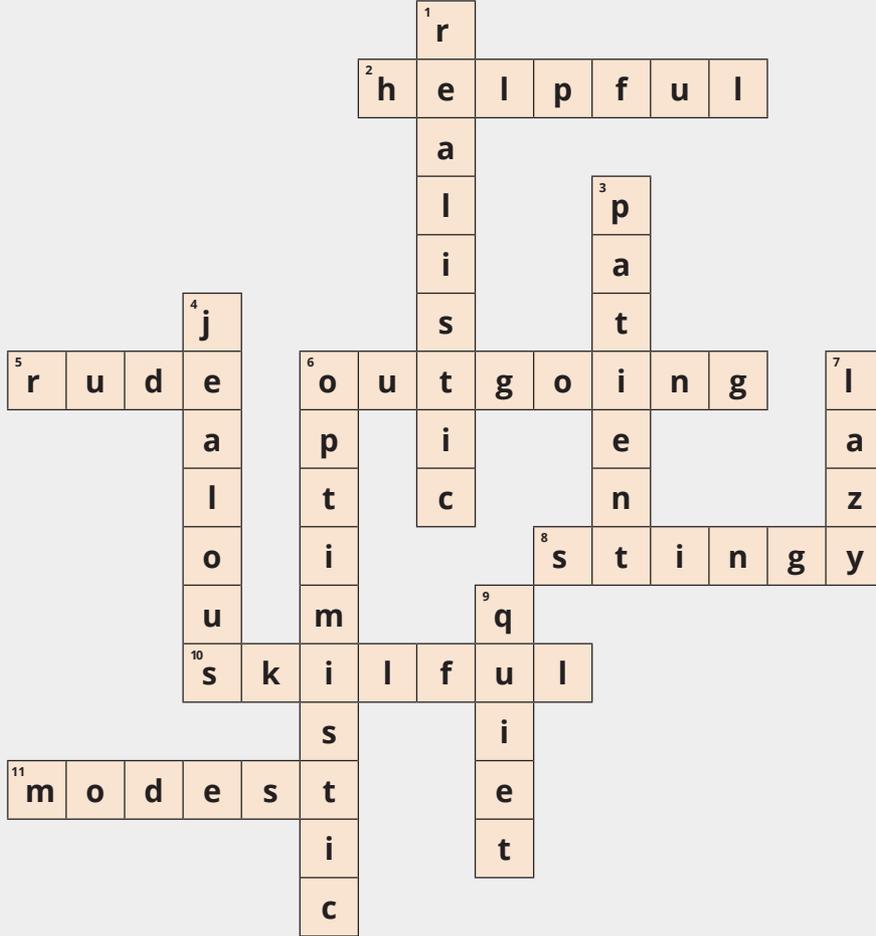
### Procedure

- 1 Have students work in pairs and give each pair a set of long cards and short cards. Ask students to spread the long cards face up on the desk and shuffle the short ones putting them face down as pack.
- 2 Tell students that all the things on the long cards are happening right now and they are supposed to complete the sentence halves on the long cards using the correct form of the verbs in brackets. (e.g. Ken and I are working...)
- 3 Once the students have completed the sentence halves on the long cards, ask them to turn over the short cards and match them to the long cards so that they can form twenty sentences by making logical connections between the words.
- 4 When all the cards have been matched, have pairs read out their sentences to check the correct answers with class.
- 5 Tell students that pairs score a point for each correctly completed sentence half and one point for each correctly matched sentence. The pair who has the most points becomes the winner.



## Answer Key

## 1 Incomplete Crosswords



## WORD LIST

Across	Down
2 helpful	1 realistic
5 rude	3 patient
6 outgoing	4 jealous
8 stingy	6 optimistic
10 skilful	7 lazy
11 modest	9 quiet

**Answer Key****5 Different Faces**

- |        |          |           |           |
|--------|----------|-----------|-----------|
| 1 Mark | 4 Helena | 7 Lara    | 10 Fred   |
| 2 Elsa | 5 Ned    | 8 Otis    | 11 Fatima |
| 3 Bob  | 6 Sandra | 9 Barbara | 12 Alex   |

**Answer Key****7 Just the Opposite**

- 1 He has shorter hair. He is older, and he is also rude and stingy.
- 2 She is of medium build. She has shorter straight hair. She is realistic and less energetic.
- 3 She is more active and outgoing. She is happier and optimistic.

**Answer Key****15 Tell the Differences****STUDENT A**

- 1 A man and a woman are cooking.
- 2 A woman and a girl are playing with dolls.
- 3 A man is vacuuming the floor.
- 4 A woman and a man are dancing.
- 5 A man is working out.
- 6 A woman is painting the house.
- 7 A man and a boy are playing video games.
- 8 A cat is sleeping.
- 9 A man is riding a bike.
- 10 A man is talking on the phone.
- 11 A woman is having a meal.
- 12 Two women are making a presentation.

**STUDENT B**

- 1 A man and a woman are cooking.
- 2 A woman and a girl are reading a book.
- 3 A man is vacuuming the floor.
- 4 A woman and two men are dancing.
- 5 A man is working out.
- 6 A woman is singing a song.
- 7 A man and a boy are having a pillow fight.
- 8 A cat is sleeping.
- 9 A man is riding a motorbike.
- 10 A man is talking on the phone.
- 11 A woman is shopping.
- 12 Two women are making a presentation.

**Answer Key****16 Scrambled Sentences**

- 1 Three kids **are flying** a kite at present.
- 2 Mary and I **are not playing** chess now.
- 3 Sandra **is skiing** in the Alps right now.
- 4 **Is** Henry **sunbathing** on the beach at the moment?
- 5 I **am chatting** with a friend online now.
- 6 **Are** you **taking out** the garbage at present?
- 7 Frank **is not going** to school now.
- 8 The students **are not studying** chemistry right now.
- 9 Pam and Dan **are doing** the laundry at the moment.
- 10 **Is** the sun **shining** brightly at present?
- 11 **Are** they **painting** the house right now?
- 12 I **am not swimming** in the river at the moment.
- 13 The chefs **are cooking** some pasta in the kitchen now.
- 14 The dog **is sleeping** on the sofa at the moment.
- 15 The clerk **is not working** at the office right now.
- 16 My grandma **is knitting** a sweater for me now.
- 17 **Are** Julie and Lee **having** breakfast at present?
- 18 Samantha **is not drinking** tea or coffee at the moment.
- 19 **Are** you **looking for** a shirt or a tie now?
- 20 My father **is washing** his hands at present.

**Audio Script 5****5 Different Faces**

- Hey, I'm Alex. I have short blond hair, but I have no facial hair. I'm wearing black glasses.
- Hi, folks! My name is Ned. I have short spiky hair, and I have no facial hair.
- Hello! I'm Sandra. I have got long black curly hair, and I'm wearing a pearl necklace.
- Hi, my name is Otis. I have got short curly black hair, and I have a goatee beard. I'm wearing glasses and a tie.
- Hello, there! I'm Fred. I'm completely bald, and I have a black beard.
- Hey, everyone! I'm Bob. I have long dark hair. I have a moustache and a Balbo beard. I'm wearing a scarf.
- Hi, my name is Fatima. I'm wearing a headscarf and a pair of glasses.
- Hello, I'm Helena. I have long straight black hair, and my hair is tied back. I'm wearing glasses.
- Hey, guys! I'm Lara. My hair is long and wavy, and it is hanging loose around my shoulders. I'm wearing a pair of earrings.
- Hey! I'm Elsa. I have got shoulder-length black hair, and I'm wearing a hairband.
- Hello, my name is Mark. I have got short black hair and a moustache. I'm wearing a tie and a jacket.
- Hi, I'm Barbara. I have got short wavy blonde hair, and there is a hair clip in my hair. I'm wearing a scarf and a pair of earrings.

# THEME 5 APPENDIX



## 1 Incomplete Crosswords

9<sup>th</sup> GRADE



### GROUP B

1 r e a l i s t i c

2

3 p a t i e n t

4 j e a l o u s

5

6 o u t g o i n g

7 l a z y

8 s t i n g y

9 q u i e t

10 m o d e s t

11

#### WORD LIST

- | Across     | Down        |
|------------|-------------|
| 6 outgoing | 1 realistic |
| 8 stingy   | 3 patient   |
| 10 skilful | 4 jealous   |

### GROUP A

1 h e l p f u l

2

3

4 r u d e

5

6 o p t i m i s t i c

7 l a z y

8

9 q u i e t

10

11 m o d e s t

#### WORD LIST

- | Across    | Down         |
|-----------|--------------|
| 2 helpful | 6 optimistic |
| 5 rude    | 7 lazy       |
| 11 modest | 9 quiet      |

# THEME 5 APPENDIX



## 3 Mime It!

9<sup>th</sup> GRADE



FRIENDLY	DOWN-TO-EARTH	IMAGINATIVE	CAREFUL
CHEERFUL	TALENTED	STUBBORN	SELFISH
GENEROUS	EASY-GOING	PESSIMISTIC	POLITE
RELIABLE	SINCERE	SENSIBLE	SHY



FRIENDLY	DOWN-TO-EARTH	IMAGINATIVE	CAREFUL
CHEERFUL	TALENTED	STUBBORN	SELFISH
GENEROUS	EASY-GOING	PESSIMISTIC	POLITE
RELIABLE	SINCERE	SENSIBLE	SHY

# THEME 5 APPENDIX



## 5 Different Faces

9<sup>th</sup> GRADE



1



2



3



4



5



6



7



8



9



10



11



12



**WHO HAS THE CHEAPEST HOBBY?**



**WHO PLAYS THE SAFEST SPORT?**



**WHO HAS THE OLDEST SISTER,  
BROTHER, OR COUSIN?**



**WHO LIVES THE FARTHEST FROM  
THE SCHOOL?**



**WHO HAS THE BUSIEST WEEKENDS?**



**WHO IS THE MOST SKILFUL AT  
DRAWING?**



**WHO HAS THE MOST ACTIVE  
LIFESTYLE?**



**WHO IS THE MOST AMBITIOUS FOR  
HIS/HER FUTURE CAREER?**



**WHO HAS THE HIGHEST MATHS  
GRADES?**



**WHO SPENDS THE MOST TIME  
STUDYING EVERY DAY?**



1

When I last saw my uncle, he had long hair. He was young, and he was also polite and generous. But now, he's just the opposite. He \_\_\_\_\_

---

---

---

- Write a description of a famous person whose appearance/character you think has changed. How did s/he look like before, and how does s/he look like now? Why and how did his/her character change?



2

When she was young, my mother was all skin and bones. She had long curly hair. She was idealistic and energetic. But now, she's put on a bit of weight, and she \_\_\_\_\_

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---

- Write a description of a famous person whose appearance/character you think has changed. How did s/he look like before, and how does s/he look like now? Why and how did his/her character change?



3

My cousin Eva has always been a couch potato and shy. She was depressed and pessimistic when I saw her last summer. But then, she changed her habits and started doing exercises. Now, she's \_\_\_\_\_

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- Write a description of a famous person whose appearance/character you think has changed. How did s/he look like before, and how does s/he look like now? Why and how did his/her character change?



# THEME 5 APPENDIX



## 8 Tell and Draw

9<sup>th</sup> GRADE

### STUDENT A

<p><b>Mandy</b> Age: 22 Height: 155 cm</p>		<p><b>Jacob</b> Age: 71 Height: 179 cm</p>	
			



### STUDENT B

	<p><b>David</b> Age: 35 Height: 161 cm</p>		<p><b>Abby</b> Age: 19 Height: 167 cm</p>
			

# THEME 5 APPENDIX



## 10 Vote for the Best

9<sup>th</sup> GRADE



**Student A:** Spring  
**Student B:** Fall

**Student A:** Desktop computer  
**Student B:** Laptop computer

**Student A:** Headphones  
**Student B:** Earphones

**Student A:** Board games  
**Student B:** Computer games

**Student A:** Movies  
**Student B:** TV series

**Student A:** Cycling  
**Student B:** Rollerblading

**Student A:** Long hair  
**Student B:** Short hair

**Student A:** Rock music  
**Student B:** Rap music

**Student A:** English  
**Student B:** Russian

**Student A:** Jeans  
**Student B:** Joggers

**Student A:** Spaghetti  
**Student B:** Vegetables

**Student A:** Boots  
**Student B:** Sneakers

**Student A:** Apple juice  
**Student B:** Lemonade

**Student A:** Milkshake  
**Student B:** Coffee

**Student A:** Fiction  
**Student B:** Non-fiction

**Student A:** Online learning  
**Student B:** Face-to-face learning

# THEME 5 APPENDIX



## 13 What Is Happening?

9<sup>th</sup> GRADE

<b>START</b>	play chess		study English	draw a picture
	<b>Miss a turn</b>	ride a bicycle		write a letter
wait for the bus				
	drink a cup of tea	<b>Go back seven squares</b>		rake the leaves
				bake a cake
<b>FINISH</b>		paint the house		<b>Move ahead two squares</b>

# THEME 5 APPENDIX



## 14 Whom Are You Thinking Of?

9<sup>th</sup> GRADE



<b>MAGGIE BLACK</b> getting on the train T-shirt skirt sandals	<b>ALAN SMITH</b> driving a car shirt jeans shoes	<b>DANIEL JONES</b> walking to school jacket trousers boots	<b>MARIA STANLEY</b> eating fish and chips necklace dress high heels
<b>JACOB SWANSON</b> running up the street T-shirt shorts sneakers	<b>NANCY GRINT</b> walking to school coat earmuffs boots	<b>ARIA DIGGORY</b> eating fish and chips hair-band dress shoes	<b>FELICITY WATSON</b> running up the street blouse skirt sandals
<b>ORLANDO WOOD</b> driving a car coat trousers shoes	<b>BENJAMIN O'BRIEN</b> getting on the train cap shorts flip flops	<b>AISHA DARWISH</b> eating fish and chips headscarf skirt slippers	<b>RUPERT FELTON</b> walking to school suit tie shoes
<b>NATALIE OLDMAN</b> running up the street blouse jeans sandals	<b>GARY LOPEZ</b> driving a car shirt tie boots	<b>HUGO THEWLIS</b> getting on the train earmuffs jeans sneakers	<b>LIV WEAVING</b> eating fish and chips bracelet dress flip flops
<b>DAVID RICKMAN</b> running up the street sweater gloves boots	<b>DEBORAH TYLER</b> walking to school blouse shorts sneakers	<b>NOAH LEVI</b> driving a car cap jeans sandals	<b>SEAN PORTMAN</b> getting on the train suit belt shoes

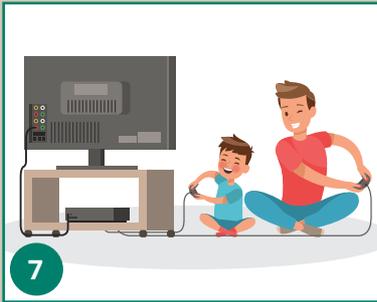
# THEME 5 APPENDIX



## 15 Tell the Differences (1)

9<sup>th</sup> GRADE

### STUDENT A



# THEME 5 APPENDIX



## 15 Tell the Differences (2)

9<sup>th</sup> GRADE

### STUDENT B



# THEME 5 APPENDIX



## 16 Scrambled Sentences

9<sup>th</sup> GRADE



- |                                     |                                |
|-------------------------------------|--------------------------------|
| 1 Three kids _____ (fly)            | a kite at present.             |
| 2 Mary and I _____ (not/play)       | chess now.                     |
| 3 Sandra _____ (ski)                | in the Alps right now.         |
| 4 _____ Henry _____ (sunbathe)      | on the beach at the moment?    |
| 5 I _____ (chat)                    | with a friend online now.      |
| 6 _____ you _____ (take out)        | the garbage at present?        |
| 7 Frank _____ (not/go)              | to school now.                 |
| 8 The students _____ (not/study)    | chemistry right now.           |
| 9 Pam and Dan _____ (do)            | the laundry at the moment.     |
| 10 _____ the sun _____ (shine)      | brightly at present?           |
| 11 _____ they _____ (paint)         | the house right now?           |
| 12 I _____ (not/swim)               | in the river at the moment.    |
| 13 The chefs _____ (cook)           | some pasta in the kitchen now. |
| 14 The dog _____ (sleep)            | on the sofa at the moment.     |
| 15 The clerk _____ (not/work)       | at the office right now.       |
| 16 My grandma _____ (knit)          | a sweater for me now.          |
| 17 _____ Julie and Lee _____ (have) | breakfast at present?          |
| 18 Samantha _____ (not/drink)       | tea or coffee at the moment.   |
| 19 _____ you _____ (look for)       | a shirt or a tie now?          |
| 20 My father _____ (wash)           | his hands at present.          |

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