



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

**THEME 9  
INVITATIONS AND CELEBRATIONS**



# 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



# INVITATIONS THEME 9 AND CELEBRATIONS

## FUNCTIONS

- F1 Asking for and giving suggestions
- F2 Doing shopping
- F3 Making requests
- F4 Talking about future plans
- F5 Making and answering phone calls

9<sup>th</sup> GRADE

## 1 What Do You Need?



This activity aims to help students to revise the vocabulary related to shopping. It also helps students to practise the words describing containers and quantities.

### Materials and Preparation

Print and photocopy the worksheet on page 195 for each student.

### Procedure

- 1 Hand out the worksheets to students.
- 2 Explain to them that their friends are coming over for dinner and they have planned to cook the menu on the worksheet, but there is nothing in the fridge, so they need to make a list before going shopping.
- 3 Ask them to work in pairs and consider the menu to find out the items they will need for cooking.
- 4 Remind them that they should use the words for containers and quantities on their lists, such as *a packet of, a bar of, half a litre of, etc.*
- 5 When they have completed the task, ask students to compare the lists to check their answers.

## 2 Guess the Word



The aim of this activity is to help students to recall the vocabulary connected to doing the shopping and shops 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 196 for each group of four and cut up the cards.

### Procedure

- 1 Put the class into an even number of groups with four students and give each group a set of cards. Tell them that one student in the group will describe the words related to doing the shopping and shops 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.



# INVITATIONS THEME 9 AND CELEBRATIONS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving suggestions
- F2 Doing shopping
- F3 Making requests
- F4 Talking about future plans
- F5 Making and answering phone calls

### 3 Shopping for Clothes



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

#### Materials and Preparation

Photocopy the worksheet in the link below for each student.

[https://learnenglishteens.britishcouncil.org/sites/teens/files/shopping\\_for\\_clothes\\_-\\_exercises\\_4.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/shopping_for_clothes_-_exercises_4.pdf)

Then, prepare the audio in the QR code.

#### Procedure

- 1 Hand out the worksheet 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 write the correct word in the boxes below the picture.
- 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 Play the audio and have students listen to it carefully. If needed, play the audio once again. When they have finished the activity, check the answers with the class. Have students discuss the topic in discussion part in pairs. If students haven't bought an item of clothing, they can talk about anything they have bought. At the end of the activity, ask students to write a similar dialogue between a shop assistant and a customer. Let them act their dialogues out.
- 4 Then, have the class vote to choose their friends who wrote the best dialogue and explain why they have voted for them.

### 4 Future Plans



The aim of this activity is to help students to recall the structural patterns about future plans that they have learned previously. It also helps them to think creatively and effectively.

#### Materials and Preparation

Photocopy only one worksheet on page 197 and cut up the cards.

#### Procedure

- 1 Ask students to sit or stand in a circle. Point out to them that they are going to make sentences using 'be going to' to tell their plan for the object picked from the bag.
- 2 Put all the cards in a bag and take a card from the bag randomly. Ask one student "Why do you have a/an ... in your bag?" That student then answers the question explaining his/her plan for this object. For example, 'A: Why do have two slices of bread in your bag? B: I am going to give it to the birds in the school garden.'
- 3 Then, ask students to take turns to ask and answer questions about the object they pick from the bag. If a student cannot answer a question appropriately or cannot think of a use for the object, s/he is out of the game and must leave the circle.
- 4 The game will go on until only one student, the winner, remains.



# INVITATIONS THEME 9 AND CELEBRATIONS

## FUNCTIONS

- F1 Asking for and giving suggestions
- F2 Doing shopping
- F3 Making requests
- F4 Talking about future plans
- F5 Making and answering phone calls

9<sup>th</sup> GRADE

## 5 On the Phone



The aim of this activity is to help students practise how to make and answer phone calls with appropriate expressions and make requests on the phone. It also helps them to improve their listening and speaking skills.

### Materials and Preparation

Photocopy the worksheet on page 198 and cut up the cards for each group.

### Procedure

- 1 Put the class into groups of four students. Hand out the cards to each group member as four 'Card A' and four 'Card B' randomly. Point out to students that they are going to say telephone expressions in 'Card A' and try to find the person in their group who has the appropriate reply in 'Card B'. The first student to collect four matching pairs of the cards wins.
- 2 One student begins the game by reading a 'Card A' to only one of the other students in the group. For example, **A:** *Hello, this is Arwa. May I speak with Norris Albert, please?* That student then looks for a matching reply on his/her cards. If the student has a matching response, s/he reads it aloud to the group, for example, **B:** *I'm sorry. He is out of the office now.* If all the students in the group agree that the cards go together, the student gives the card to the first student who wins the matching pair.
- 3 If the student doesn't have a matching response, the first student has to wait until his/her next turn before saying the telephone expression to another student. The second student then reads a 'Card A' to one of the other students and so on. The game continues until one student, the winner of the game, gets four matching pairs of the cards.

## 6 Making Requests



This activity aims to help students practise the expressions for making, accepting, and refusing requests. It also helps them to improve their listening and speaking skills.

### Materials and Preparation

Photocopy the worksheet on page 199 and 200 and cut up the cards for each group.

### Procedure

- 1 Put the class into an even number of groups with four students and give each group a set of cards in the first worksheet. Point out to them that they are going to categorise these expressions under three titles; *Making Requests*, *Accepting Requests*, and *Refusing Requests*.
- 2 Ask them to categorise the expressions collaboratively and study each expression separately. Then, hand out the second worksheet to each group and ask them to ask and answer the questions in turns using the expressions they studied.
- 3 Remind them that each student in the group will take three cards at the beginning. After they ask all questions in their cards, they will change their cards with their friends' in the group. All group members in the group will ask and answer the questions in the worksheet.



# INVITATIONS THEME 9 AND CELEBRATIONS

## FUNCTIONS

- F1 Asking for and giving suggestions
- F2 Doing shopping
- F3 Making requests
- F4 Talking about future plans
- F5 Making and answering phone calls

9<sup>th</sup> GRADE

## 7 Let's Meet



This activity aims to help students practise the expressions for making, accepting, and rejecting suggestions. It also helps them to improve their listening and speaking skills.

### Materials and Preparation

Photocopy the worksheet on page 201 for each pair of students.

### Procedure

- 1 Put the class into pairs and hand out each pair of students the worksheet. Tell them that they are going to create a dialogue about planning the weekend activity together using the expressions for making, accepting, and rejecting suggestions.
- 2 Before students start the activity, review the expressions for making, accepting, rejecting suggestions, or how to suggest an alternative with them. Let students brainstorm the following target expressions or more and write them on the board. For example, 'Why don't we ...?', 'Shall we ...?', 'Let's ...', 'How/What about ...?', 'Yes, that sounds great.', 'That's perfect.', 'I don't think that's a good idea ...', etc.'
- 3 Ask students to write the names of the weekend activities below the pictures and then write a dialogue using the steps under the pictures. Once they have finished the activity, ask them to act it out.

## 8 Weekly Schedule



This activity aims to help students practise the expressions for making, accepting, and rejecting requests. It also helps them to talk about their future plans.

### Materials and Preparation

Photocopy the worksheet on page 202 for each student.

### Procedure

- 1 Hand out the worksheet to students and ask them to write five tasks they plan to do and need help with in the schedule. For example, *clean the house, organise a party, do gardening, etc.*
- 2 Then, tell them that they are going to make requests to find friends who are free to help with their five tasks and write their names under the activities. Ask students to walk around the class to find classmates who are free to help them. They can ask, for example, 'Could you help me clean my house on Monday afternoon?'. If someone accepts the request to help them, they should write the name of this classmate under the task.
- 3 Remind students that they should also write in their schedule the tasks that their friends have asked them for help with. If they are busy or they are going to help another friend in their schedule, they should give reasons when they reject the other requests.
- 4 The students are supposed to write one friend just for one task, not for more. The first student to find five different friends for five tasks is the winner.



# INVITATIONS THEME 9 AND CELEBRATIONS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving suggestions
- F2 Doing shopping
- F3 Making requests
- F4 Talking about future plans
- F5 Making and answering phone calls

9 On Sale



This activity aims to help students to practise and improve their reading skills. It also helps them understand and extract essential information from a text.

### Materials and Preparation

Photocopy the worksheet in the link below for each student.

[https://learnenglishteens.britishcouncil.org/sites/teens/files/shopping\\_signs\\_-\\_exercises\\_5.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/shopping_signs_-_exercises_5.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 shopping signs and notices. For example, 'Do you think the advertisement of products on sale affects people's decisions? Why/Why not?' or 'What kinds of products do you or your family members follow on sale? Why?' can be asked as a warm-up activity.
- 2 Ask them to work in pairs to match the products with the shops 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. In discussion part, have students discuss the topic with their partners.
- 3 After the worksheet is over, check the correct answers with the class. Then, have students work in pairs again to write and draw a similar product advertisement. Let them present their products to the class.

10 Three Days in Italy



This activity aims to help students practise talking about future plans using "be going to".

### Materials and Preparation

Photocopy the worksheet on page 203 for each pair of students. Cut it into two separate as Student A and Student B.

### Procedure

- 1 Divide the class into pairs.
- 2 Hand out the worksheets to each student.
- 3 Warn students not to look at their partners' worksheets and copy the answers.
- 4 Explain that they will exchange information about a tour of Italy in order to complete the missing parts in their chart.
- 5 Students take it in turns to ask 'be going to' questions to their partners and complete the chart with their answers such as "What are we going to do on the first day of the trip at 14.30? What time are we going to have breakfast?"
- 6 When the students have finished, ask them to compare the worksheets to check their answers.



# INVITATIONS THEME 9 AND CELEBRATIONS

## FUNCTIONS

- F1 Asking for and giving suggestions
- F2 Doing shopping
- F3 Making requests
- F4 Talking about future plans
- F5 Making and answering phone calls

9<sup>th</sup> GRADE

## 11 Calling the Front Desk



The aim of this activity is to help students practise making and receiving phone calls using common expressions for telephone conversations and making requests on the phone. It also helps them to improve their listening, speaking and reading skills.

### Materials and Preparation

Photocopy the worksheet on page 204 and cut up the role cards for each student.

### Procedure

- 1 Ask students some questions to brainstorm and recall the commonly used phrases for making requests and for telephone conversations. For example, "This is ... speaking. How can I help you? Could you please hold on a minute? I'm sorry. S/He is not available at the moment. Could you speak more slowly, please? Would you mind if I asked you for an extra blanket?"
- 2 Divide students into two groups and assign each group one of two roles, such as the students in Group A will play the role of a hotel guest, and the ones in Group B will be the receptionists.
- 3 Hand out the role cards to each student.
- 4 Ask them to use the information on their cards while they are acting out a dialogue.
- 5 Explain that students in one group pair up with the members of the other group, each for a few minutes, and then move on to another at your call.
- 6 When the time is up, ask a group of volunteers to act out the dialogue as a role-play in front of the class.

## 12 Do Me a Favour



This activity aims to help students to practise the expressions for making, accepting and declining requests.

### Materials and Preparation

Print and photocopy the worksheet on page 205 for each student.

### Procedure

- 1 Hand out a copy of the worksheet for each student.
- 2 Ask students to read the sentences and match each request with a suitable response.
- 3 When they have completed the task, check the answers with the class.
- 4 Then, have students sit or stand in a circle, and tell them that they are going to build similar dialogues as in the previous exercise.
- 5 Explain that one of the students begins by making a request, e.g. "Would you mind opening the window?" and the one sitting or standing next to him/her accepts or declines the request, e.g. "Sure. I'd love to." or "No, I'd rather not." The next student in the circle makes another request and another student accepts or declines the request. This continues on until each student has had a turn.



# INVITATIONS THEME 9 AND CELEBRATIONS

9<sup>th</sup> GRADE

## FUNCTIONS

- F1 Asking for and giving suggestions
- F2 Doing shopping
- F3 Making requests
- F4 Talking about future plans
- F5 Making and answering phone calls

## 13 Making Suggestions



This activity aims to help students to practise making suggestions.

### Materials and Preparation

You will need a smartboard or a laptop, and an Internet access. Photocopy the worksheet in the link below for each student.

<https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Speaking-A1-Making-suggestions.pdf>

### Procedure

- 1 Hand out the worksheets to students. Ask them to read the worksheet before watching the video so that they can be familiar with the topic and the vocabulary used.
- 2 Have students do the preparation task first.
- 3 Scan the QR code and ask students to watch the video carefully. Make sure that they can see and hear it properly.
- 4 Follow the instructions, and have students complete the exercises on the page.
- 5 After they have completed the exercises, encourage them to ask and answer questions about the content.
- 6 Check the answers with the class.



## Answer Key

## 3 Shopping for Clothes

[https://learnenglishteens.britishcouncil.org/sites/teens/files/shopping\\_for\\_clothes\\_-\\_answers\\_3.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/shopping_for_clothes_-_answers_3.pdf)

## Answer Key

## 5 On the Phone

<b>A</b> Hello, this is Arwa. May I speak with Norris Albert, please?	<b>A</b> When will he be back?	<b>A</b> I'm sorry. Could you please say that again?	<b>A</b> This line is terrible. You're breaking up.
<b>B</b> I'm sorry. He is out of the office now.	<b>B</b> Probably, he will be back at 15.30 p.m.	<b>B</b> Yes, I said could you ask him to call me this afternoon?	<b>B</b> OK. I'll call you back on another line.
<b>A</b> Would you like to leave a message?	<b>A</b> Of course. Does he have your number?	<b>A</b> Would you mind spelling your last name for me?	<b>A</b> Could you hold the line, please?
<b>B</b> Yes, could you ask him to call me back as soon as possible? It's pretty urgent.	<b>B</b> He has my office number, but let me also give you my mobile number—it's 431-765-10381.	<b>B</b> Yes, D as in dog—double E—R as in rain—S as in sun. DEERS	<b>B</b> Yes, I'll wait.
<b>A</b> And, could you please ask him to email me?	<b>A</b> Let me read that back to you—431-765-10381.	<b>A</b> Hello, can I speak to Claire, please?	<b>A</b> May I speak to Mrs Green in the accounting department, please?
<b>B</b> Yes, I'll make sure he gets your message.	<b>B</b> That's right.	<b>B</b> Yes, speaking.	<b>B</b> Hold the line, please. I'll put you through in a moment.
<b>A</b> Thanks for calling. Have a nice day.	<b>A</b> I phoned a moment ago, but I was cut off.	<b>A</b> Good morning. Is Dr Martin available, please?	<b>A</b> Thanks for your interest. Bye for now.
<b>B</b> Thanks. You too.	<b>B</b> I do apologise.	<b>B</b> One moment, please. I'll see if he's available.	<b>B</b> It's my pleasure. Bye.

**Answer Key****6 Making Requests****Making Requests**

- I wonder if you could ...
- Do you mind if ...?
- Do you think you could ...?
- I'd be grateful if you could ...
- Would you mind +ing ...?
- Is there any chance you could ...?
- Could you possibly ...?
- Would it be possible ...?
- Could you please ...?
- Can you ...?

**Accepting Requests**

- Of course.
- Sure, no problem.
- Sure, I can do that.
- Certainly.
- No, not at all.
- I'd be happy ...
- All right.

**Refusing Requests**

- Yes, I would, but ...
- Sorry to say that ...
- It sounds great, but ...
- I'm sorry, I can't.
- I'm sorry, but ...
- I'd like to, but ...
- I'm afraid, I can't.

**Answer Key****7 Let's Meet**

- 1 playing tennis
- 2 going to the cinema
- 3 riding a bicycle
- 4 studying
- 5 going to cafe
- 6 going to park

**Answer Key****9 On Sale**

[https://learnenglishteens.britishcouncil.org/sites/teens/files/shopping\\_signs\\_-\\_answers\\_1.pdf](https://learnenglishteens.britishcouncil.org/sites/teens/files/shopping_signs_-_answers_1.pdf)



## Answer Key

## 10 Three Days in Italy

	Day 1 Rome	Day 2 Tuscany	Day 3 Venice
08.00	Breakfast at Piazza Venezia	Breakfast at Pisa City Centre	Breakfast at St. Mark's Square
12.00	Visit the Colosseum	Visit the Tower of Pisa and the Pisa Cathedral	Guided tour to St. Mark's Basilica and Doge's Palace
14.30	Coffee/Lunch in Palatine	Explore the Tuscan countryside	Visit the Gallery of the Venice Academy
17.00	Explore the Roman Forum	Free time for shopping	Gondola ride through Canal Grande
19.00	Walking tour to explore Pantheon, Piazza Navona and Trevi Fountain	Cheese tour and dinner at a local farm in Pienza	Free time to explore street food in Rialto Bridge and Market

## Answer Key

## 12 Do Me a Favor

1 d    2 e    3 j    4 h    5 i    6 c    7 f    8 g    9 a    10 b

## Answer Key

## 13 Making Suggestions

<https://learnenglish.britishcouncil.org/sites/podcasts/files/LearnEnglish-Speaking-A1-Making-suggestions.pdf>

# THEME 9 APPENDIX



## 1 What Do You Need?

9<sup>th</sup> GRADE

Imagine that your friends are coming over for dinner. You have planned the menu below to cook, but there is nothing in the fridge. Work in pairs to create your shopping lists. Consider the things that you will need according to the menu and add them to the list using the words describing containers and quantities such as *a packet of*, *a bar of*, *half a litre of*, etc.



## Shopping List





<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• exchange</li> <li>• replace</li> <li>• coin</li> </ul>	<p><b>Credit Card</b></p> <ul style="list-style-type: none"> <li>• digital</li> <li>• wallet</li> <li>• plastic</li> </ul>	<p><b>Cash</b></p> <ul style="list-style-type: none"> <li>• pocket</li> <li>• paper</li> <li>• lira</li> </ul>	<p><b>Cost</b></p> <ul style="list-style-type: none"> <li>• how much</li> <li>• value</li> <li>• sell</li> </ul>
<p><b>Buy</b></p> <ul style="list-style-type: none"> <li>• purchase</li> <li>• sell</li> <li>• new</li> </ul>	<p><b>Product</b></p> <ul style="list-style-type: none"> <li>• sale</li> <li>• produce</li> <li>• buy</li> </ul>	<p><b>Goods</b></p> <ul style="list-style-type: none"> <li>• stuff</li> <li>• product</li> <li>• something</li> </ul>	<p><b>Receipt</b></p> <ul style="list-style-type: none"> <li>• bill</li> <li>• pay</li> <li>• money</li> </ul>
<p><b>Butcher's</b></p> <ul style="list-style-type: none"> <li>• meat</li> <li>• shop</li> <li>• animals</li> </ul>	<p><b>Newsagent's</b></p> <ul style="list-style-type: none"> <li>• newspaper</li> <li>• paper shop</li> <li>• news</li> </ul>	<p><b>Toy Shop</b></p> <ul style="list-style-type: none"> <li>• toys</li> <li>• enjoyable</li> <li>• parents</li> </ul>	<p><b>Grocer's</b></p> <ul style="list-style-type: none"> <li>• supermarket</li> <li>• small</li> <li>• things</li> </ul>
<p><b>Baker's</b></p> <ul style="list-style-type: none"> <li>• bread</li> <li>• smell</li> <li>• everyday</li> </ul>	<p><b>Bookshop</b></p> <ul style="list-style-type: none"> <li>• book</li> <li>• bookstore</li> <li>• read</li> </ul>	<p><b>Greengrocer's</b></p> <ul style="list-style-type: none"> <li>• fruit</li> <li>• green</li> <li>• grocer's</li> </ul>	<p><b>Clothes Shop</b></p> <ul style="list-style-type: none"> <li>• cloth</li> <li>• fitting room</li> <li>• store/shop</li> </ul>

# THEME 9 APPENDIX



## 4 Future Plans

9<sup>th</sup> GRADE



a ball	a bottle of fruit juice	a book	a kite	an umbrella
a kitten	two plates of rice	a teddy bear	five bottles of water	a magazine
some sugar	a little salt	some flour	a few novels	a bowl of soup
a bouquet of flower	three cans of fruit juice	a puppy	two pairs of trainers	a tablet
a handkerchief	a pair of trousers	four colourful pencils	three boxes of soap	some money
two kilos of apples	a few oranges	a photo of your friend	a dozen eggs	four cups of tea
an eraser	two boxes of chocolate	a pair of socks	two pieces of chalk	two baskets of apple
a bar of chocolate	a little olive oil	a camera	a ring	three slices of bread

# THEME 9 APPENDIX



## 5 On the Phone

9<sup>th</sup> GRADE



<b>A</b> Hello, this is Arwa. May I speak with Norris Albert, please?	<b>A</b> When will he be back?	<b>A</b> I'm sorry. Could you please say that again?	<b>A</b> This line is terrible. You're breaking up.
<b>A</b> Would you like to leave a message?	<b>A</b> Of course. Does he have your number?	<b>A</b> Would you mind spelling your last name for me?	<b>A</b> Could you hold the line, please?
<b>A</b> And, could you please ask him to email me?	<b>A</b> Let me read that back to you-431-765- 10381.	<b>A</b> Hello, can I speak to Claire, please?	<b>A</b> May I speak to Mrs Green in the accounting department, please?
<b>A</b> Thanks for calling. Have a nice day.	<b>A</b> I phoned a moment ago, but I was cut off.	<b>A</b> Good morning. Is Dr Martin available, please?	<b>A</b> Thanks for your interest. Bye for now.



<b>B</b> I'm sorry. He is out of the office now.	<b>B</b> Probably, he will be back at 15.30 p.m.	<b>B</b> Yes, I said could you ask him to call me this afternoon?	<b>B</b> OK. I'll call you back on another line.
<b>B</b> Yes, could you ask him to call me back as soon as possible? It's pretty urgent.	<b>B</b> He has my office number, but let me also give you my mobile-it's 431-765-10381.	<b>B</b> Yes, D as in dog-double E-R as in rain-S as in sun. DEERS	<b>B</b> Yes, I'll wait.
<b>B</b> Yes, I'll make sure he gets your message.	<b>B</b> That's right.	<b>B</b> Yes, speaking.	<b>B</b> Hold the line, please. I'll put you through in a moment.
<b>B</b> Thanks. You too.	<b>B</b> I do apologise.	<b>B</b> One moment, please. I'll see if he's available.	<b>B</b> It's my pleasure. Bye.

# THEME 9 APPENDIX



## 6 Making Requests (1)

9<sup>th</sup> GRADE



I wonder if you could ...	Is there any chance you could ...?	Do you think you could ...?	I'd be grateful if you could ...
Would you mind +ing ...?	Do you mind if ...?	Could you possibly ...?	Would it be possible ...?
Could you please ...?	Can you ...?	Of course.	Sure, no problem.
Sure, I can do that.	Certainly.	No, not at all.	I'd be happy ...
All right.	Yes, I would, but ...	Sorry to say that ...	It sounds great, but ...
I'm sorry, I can't.	I'm sorry, but ...	I'd like to, but ...	I'm afraid, I can't.

# THEME 9 APPENDIX



## 6 Making Requests (2)

9<sup>th</sup> GRADE



**Ask a receptionist to call a taxi for you.**

**Ask someone to tell you the time.**

**Ask someone to drop you at the airport.**

**Ask a friend for a favour.**

**Ask a waiter to bring you water.**

**Ask your teacher to tell you the exam date.**

**Ask a friend to open the window for you.**

**Ask someone to prepare the birthday cake.**

**Ask your close friend to lend you something.**

**Ask someone to help with your homework.**

**Ask someone to tell you where the bank is.**

**Ask a doctor to explain to you how to take medicine.**

# THEME 9 APPENDIX



## 7 Let's Meet

9<sup>th</sup> GRADE

Work in pairs. Look at the pictures below and write the names of the activities. Then, create a dialogue using the steps below.



### STUDENT A

Suggest spending time together for the weekend.

---

Suggest an activity.

---

Reject the suggestion and suggest an alternative.

---

Accept and suggest where to meet.

---

### STUDENT B

Accept the suggestion.

---

Reject the suggestion and suggest an alternative.

---

Accept and suggest when to meet.

---

Accept the suggestion.

---

# THEME 9 APPENDIX



## 8 Weekly Schedule

9<sup>th</sup> GRADE

Write five tasks you plan to do and need help with in the schedule below. Then, make requests to find friends who are free to help with your five tasks and write their names under the activities.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

# THEME 9 APPENDIX



## 10 Three Days in Italy

9<sup>th</sup> GRADE

### STUDENT A

Work in pairs. Take turns to ask and answer the questions to complete the chart.

	<i>Day 1 Rome</i>	<i>Day 2 _____</i>	<i>Day 3 Venice</i>
_____	Breakfast at Piazza Venezia	Breakfast at Pisa City Centre	Breakfast at St. Mark's Square
<i>12.00</i>	Visit the Colosseum	_____	Guided tour to St. Mark's Basilica and Doge's Palace
<i>14.30</i>	_____	Explore the Tuscan countryside	Visit the Gallery of the Venice Academy
<i>17.00</i>	Explore the Roman Forum	Free time for shopping	_____
<i>19.00</i>	Walking tour to explore Pantheon, Piazza Navona and Trevi Fountain	Cheese tour and dinner at a local farm in Pienza	Free time to explore street food in Rialto Bridge and Market



### STUDENT B

Work in pairs. Take turns to ask and answer the questions to complete the chart.

	<i>Day 1 _____</i>	<i>Day 2 Tuscany</i>	<i>Day 3 Venice</i>
<i>08.00</i>	Breakfast at Piazza Venezia	Breakfast at Pisa City Centre	_____
<i>12.00</i>	_____	Visit the Tower of Pisa and the Pisa Cathedral	Guided tour to St. Mark's Basilica and Doge's Palace
<i>14.30</i>	Coffee/Lunch in Palatine	Explore the Tuscan countryside	Visit the Gallery of the Venice Academy
_____	Explore the Roman Forum	Free time for shopping	Gondola ride through Canal Grande
<i>19.00</i>	Walking tour to explore Pantheon, Piazza Navona and Trevi Fountain	_____	Free time to explore street food in Rialto Bridge and Market



### Role Cards

#### Hotel Guest

- Call the front desk.
- Introduce yourself. (Name/Room number)
- You want to turn on the air conditioner, but you cannot find the switch. Ask him/her politely where the air conditioner switch is.
- Ask if the restaurant is open.
- Order room service. (Request something about your food kindly.)
- Ask for an extra blanket.
- End the call politely.

#### Receptionist

- Answer with a friendly greeting. (Introduce yourself.)
- Explain where the switch is in the room.
- Ask for permission to put him/her on hold.
- Inform that the restaurant closes at 9 p.m., but the room service is available twenty-four hours a day.
- End the call politely.



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- End the call politely.





Match each request with a suitable response below.

- 1 Would you mind if I opened the window?
- 2 Could you please bring me a cup of coffee?
- 3 Could you do me a favour?
- 4 Would you mind helping me with these boxes?
- 5 Do you mind if I use your laptop?
- 6 Do you mind if I turn off the lights?
- 7 Would you mind if I borrowed your pen, please?
- 8 May I leave work early today?
- 9 Could you possibly come into work a little earlier on Friday?
- 10 Do you mind if I sit here?

- a Sure, I will be here at 8.30.
- b No, I don't mind. Please have a seat.
- c Please leave them on, I am still working.
- d I'd prefer not to, I am feeling cold.
- e Sure, do you take sugar or milk?
- f Of course, here you are.
- g I'm afraid it won't be possible today. We are short of staff.
- h Sure, let me help you.
- i I am sorry, I'm actually busy with it right now.
- j Yes of course, what do you need?

1 \_\_\_ 2 \_\_\_ 3 \_\_\_ 4 \_\_\_ 5 \_\_\_

6 \_\_\_ 7 \_\_\_ 8 \_\_\_ 9 \_\_\_ 10 \_\_\_

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- Activity 6, [www.123rf.com/147932698](http://www.123rf.com/147932698), P. 134, DA: 16.10.2021, 20.39, designed by the graphic designer
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- Activity 4, [www.123rf.com/66973042](http://www.123rf.com/66973042), P.153, DA: 13.11.2021, 11.35
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- Activity 9, [www.shutterstock.com/699404857](http://www.shutterstock.com/699404857), P.155, DA: 22.11.2018, 22.55
- Activity 12, [www.123rf.com/89103323](http://www.123rf.com/89103323), P.157, DA: 05.11.2021, 09.06
- Activity 12, [www.123rf.com/47762559](http://www.123rf.com/47762559), P.157, DA: 05.11.2021, 09.06
- Activity 12, [www.123rf.com/155006215](http://www.123rf.com/155006215), P.157, DA: 05.11.2021, 09.06
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- Activity 5, [www.123rf.com/165095074](http://www.123rf.com/165095074), P. 174, DA: 19.11.2021, 22.15
- Activity 5, [www.123rf.com/51909320](http://www.123rf.com/51909320), P. 174, DA: 19.11.2021, 22.16
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- Activity 5, [www.123rf.com/38655802](http://www.123rf.com/38655802), P. 174, DA: 19.11.2021, 22.17
- Activity 5, [www.123rf.com/54655289](http://www.123rf.com/54655289), P. 174, DA: 19.11.2021, 22.17
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- Activity 8, [www.123rf.com/474297](http://www.123rf.com/474297), P. 178, DA: 19.11.2021, 22.21
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- Activity 1, [www.shutterstock.com/391615291](http://www.shutterstock.com/391615291), P. 195, DA: 10.12.2019, 13.49, designed by the graphic designer
- Activity 6, [www.shutterstock.com/230452486](http://www.shutterstock.com/230452486), P.199, DA: 03.11.2018, 09.06
- Activity 7, [www.123rf.com/42311352](http://www.123rf.com/42311352), P. 201, DA: 13.12.2021, 14.04
- Activity 7, [www.123rf.com/43894797](http://www.123rf.com/43894797), P. 201, DA: 13.12.2021, 14.04
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