



# A big change

## Vocabulary 1

### Using the worksheet

- This worksheet provides practice of adjectives of opinion and feelings: *afraid, boring, dangerous, difficult, easy, exciting, frightened, hungry, surprised, thirsty, tired*.
- Learners work on their own to look at the pictures and find the adjectives in the word part square. Look at the example with the whole class. Tell them to use different colours to shade the squares for the different adjectives. Say that some words are in two squares and some are in three squares. They write each word under the picture.

Key: 2 bor-ing 3 ea-sy 4 ex-ci-ting  
5 dan-ger-ous 6 dif-fi-cult 7 fright-ened  
8 sur-prised 9 hun-gry 10 tir-ed 11 thir-sty

### Optional follow-up activity (extension):

Write **AFRAID** in the centre of the board and draw a web of lines leading out from it. Ask learners to come to the board and to write or draw things that make them feel afraid.

## Grammar 1

### Using the worksheet

- This worksheet provides practice of making comparisons using comparative adjectives with *more* + long adjectives. It also revises sports and freetime activities.
- Learners work in pairs with two worksheets and a dice.
- Check that learners remember the adjectives and quickly revise the activities in the activity square.
- Learners take turns to roll the dice and make a sentence. They can use the same activity more than once.

## Vocabulary 2

### Using the worksheet

- This worksheet provides practice of the core vocabulary: *adventure, busy, email (n, v), round, text (n, v), travel, world*.
- Learners work on their own. They look at the pictures and read the words under each, checking they remember the meaning. Then they read each gapped sentence below and write one of the words in the gap.

Key: 2 email 3 round 4 travelling 5 world  
6 text 7 adventures

### Optional follow-up activity (reinforcement):

Write the core words on the board in a jumbled way. The learners work in two teams. They line up facing the board. Give the learner at the front of each line a rolled-up newspaper. Read one of the gapped sentences from the worksheet. Learners have to listen, find the missing word, run to the board and swat it. The first learner to swat the word wins a point for their team. Continue with all the sentences in this way.

## Grammar 2

### Using the worksheet

- This worksheet provides practice of talking about making comparisons using *the most* + superlative adjectives.
- For Activity 1, learners work on their own to read the questions and write true answers for themselves. Tell them to ask you for any words they may not know like this: *How do you say ... in English?*
- For Activity 2, drill the example responses with the class. Learners work in small groups to exchange ideas.



## Track 1: Listening

### Using the worksheet

- This activity requires learners to listen to a dialogue about a trip to London and to understand specific information to match pictures with days of the week. Look at the pictures with the class and ask them to speak about them. First learners say what they can see and then they make sentences in the past about Vicky's week, e.g. *She travelled by plane*.
- Learners listen and draw lines to match the pictures with the days of the week on which Vicky did the activities shown.

### Track 12

Woman: Hi, Vicky! Did you have a good holiday in London?  
Vicky: It was fantastic!  
Woman: When did you travel there?  
Vicky: We flew there on **Sunday**. It was my first time on a plane. I was frightened.  
Woman: Was it terrible?  
Vicky: No, it wasn't. It was great. I loved it.  
Woman: What was the most interesting thing you did?  
Vicky: In London? Well, on **Wednesday** we went on a bus tour of London. It was great. We went round the city and saw all the important places – and we didn't walk! I took lots of photos.  
Woman: Did you go to the zoo?  
Vicky: Yes, we did. The zoo is in a beautiful big park. We went there on **Tuesday**. It was cold and rainy so we didn't see many animals. It was boring.  
Woman: Was it the most boring thing you did?

Vicky: No! The most boring day was on **Friday** when I went shopping with my mum. I hate shopping and she loves it. There are so many shops in London and they were all busy. My mum wanted to look at everything! I was tired and hungry on Friday evening.

Woman: What did you do on the other days?

Vicky: Let me think ... **Monday** was our first day there. We walked round the city centre and we saw lots of interesting things. In the afternoon we visited a funfair.

Woman: Did you enjoy it?

Vicky: No, I didn't. It was very big and dangerous.

Woman: Did you fly home on **Saturday**?

Vicky: Yes, we did. Before flying home, on Saturday morning, we went to a fantastic food market. We ate lunch at a café there. I had fish and chips. It was the best food that I ate in London.

Key: Wednesday – 1 Tuesday – 6 Friday – 2  
Monday – 3 Saturday – 5

### Optional follow-up activity (extension):

Learners write a travel diary for Vicky.

## Skills 2: Speaking

### Using the worksheet

- In this activity, learners play a board game in which they speak about their opinions and feelings.
- Learners play the game in small groups. They each need a counter and they use a coin to move around the board.  
heads = move one square  
tails = move two squares
- Learners place their counters on the **START** square. The youngest player starts. He/She tosses the coin and moves clockwise around the board. When a player lands on a square with writing, the other players say in chorus *Talk about (an adventure you had)*.
- The first player gives their answer. Then they pass the coin to the next player.
- When a player has talked about the topic on a square, he/she writes their name on the square.
- The game finishes when a player has written their name on all the squares. Learners may need to go round the board a number of times to land on all the squares.

## mission Stage 1:

### Learners will choose a kind of holiday for a class tour.

- In groups, learners write all their holiday ideas in the table. They then give points from 1 to 10, where 10 is what the group most like. They discuss the results, e.g. *The hiking trip is the most voted idea.*

## Culture

### Using the worksheet

- Before Activity 1, show a map of the USA and some photos of New York. Ask learners what they know about the city and if any of them have been there.
- For Activity 1, learners look at the photos. Tell them that they show two of the most famous places in New York. Learners say what they can see. Pre-teach *high buildings, ice skating, traffic, crowds, noise/noisy*.
- Ask learners to imagine what living in New York is like. They make sentences to compare their hometowns. Give these words as prompts: *buildings, free time, homes, noise, shops, traffic*.
- For Activity 2, learners read an interview with three children who live in New York. Read the questions and check they understand them. Learners work on their own to read the interview and match the questions with the answers. They write the questions in the text.
- Point out that there are some American English words and phrases in the interview. Tell learners to guess what they are in British English:  
apartment = flat      traveling = travelling  
theater = theatre      downtown = city centre  
sport center = sportss centre

Key: 2 1 Where do you live? 2 What's your favourite place? 3 What's the worst thing about living in New York?

### Optional follow-up activity (extension):

Learners write about their hometown. They answer the same three questions from the interview in Activity 2.

WWW.JNOB-10.COM

# ★ Vocabulary 1

Look, colour the adjectives in the word part square and write.



a f r a i d



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

af	bor	ea	ex	dan
dif	fright	sur	fi	hun
tir	thir	raid	ger	ci
ting	gry	ened	sy	ed
prised	ing	cult	sty	ous



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# 9 Grammar 1

## Play with a partner.

Throw a dice and say the adjective.

Two – boring.

Make a sentence with the adjective to compare two of the activities.

I think going shopping is more boring than watching TV.

Tick the activities.

The first person to tick all their activities is the winner.



easy



boring



dangerous



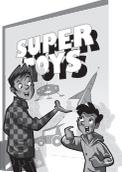
difficult



interesting



exciting

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
badminton	basketball	climbing	football
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
going shopping	hockey	running	playing the guitar
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
playing the piano	reading a comic	riding a bike	roller skating
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
skateboarding	swimming	tennis	watching TV

# 9 Vocabulary 2

Look, read and write.



adventures



busy



email



round



text

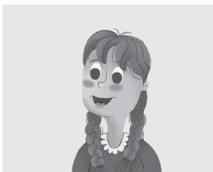


travelling



world

1



I'm sorry but I can't play football today because I'm busy.

2



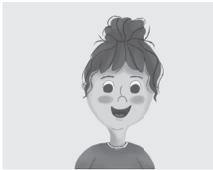
I have to write an \_\_\_\_\_ to my grandma to say thank you for my birthday present.

3



My father runs \_\_\_\_\_ the park every morning.

4



My mum is frightened of \_\_\_\_\_ by plane. She says it's dangerous.

5



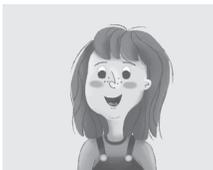
When I'm older, I want to travel round the \_\_\_\_\_ by boat.

6



I can't send you a \_\_\_\_\_ because I haven't got a mobile phone.

7

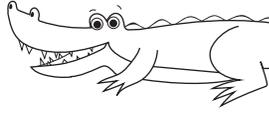


I'm reading a book about a family and their \_\_\_\_\_ in Africa. It's exciting.

WWW.JNOB-JO.COM

# 9 Grammar 2

## 1 Read and write your answers.



### What do you think?

1 Which is the most boring programme on TV?

\_\_\_\_\_

2 Which is the most difficult sport to learn?

\_\_\_\_\_

3 Which is the most dangerous sport to do?

\_\_\_\_\_

4 Which is the most exciting place to play in your town?

\_\_\_\_\_

5 What is the most interesting thing to do in your town?

\_\_\_\_\_

6 What is the most beautiful place in your country?

\_\_\_\_\_ **WWW.JNOB-JO.COM** \_\_\_\_\_

7 Where is the most beautiful place in the world?

\_\_\_\_\_

8 Which is the most dangerous animal in the world?

\_\_\_\_\_



## 2 Talk about your ideas in groups.

I think the most boring programme on TV is ...

I don't. I think the most boring programme on TV is ...

Me too!

# 9 Skills 1: Listening

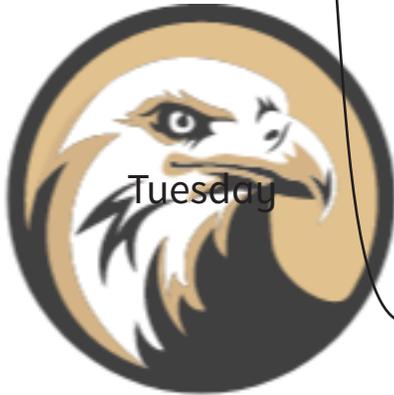
1  12 What did Vicky do on holiday last week? Listen and draw a line from the day to the correct picture.



Sunday



Monday

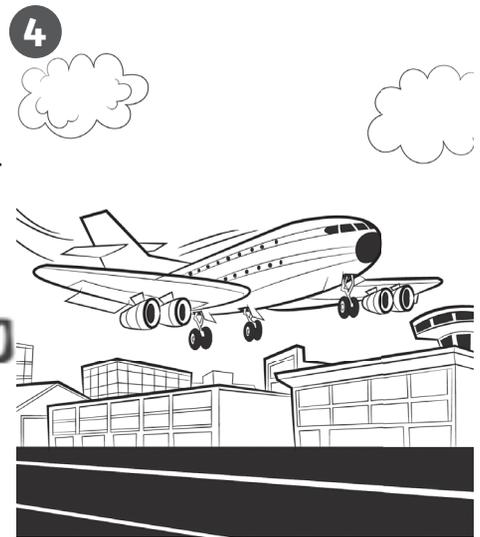


Tuesday



Wednesday

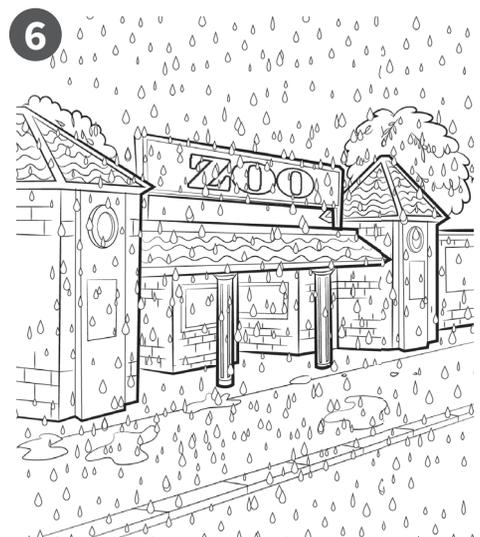
WWW.JNOB-JO.CO



Thursday

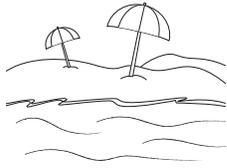
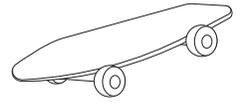


Friday



Saturday

# 9 Skills 2: Speaking



an adventure  
you had

something  
exciting

START

something easy  
for you

TALK ABOUT ...

an animal  
you're  
frightened of

something boring

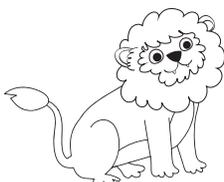
a country you  
would like to visit

something difficult  
for you

what you eat when  
you're hungry

something dangerous

what you do when  
you're tired





# 9 Culture

## City life in New York



Ice skating in Central Park



Crowds in Times Square

### 1 Compare New York with your hometown.

The buildings are higher.

It's more exciting.

### 2 Read and match the questions and answers.

What's your favourite place?

Where do you live?

What's the worst thing about living in New York?

1 \_\_\_\_\_

James: On the 14th floor of an apartment block on Fifth Avenue.

Tanya: In a small house in Queens.

Alex: In a second floor apartment in an old town house in the Bronx.

2 \_\_\_\_\_

Tanya: Times Square. It's always busy, and it's near the most important theaters and cinemas. I love going to the theater.

Alex: The baseball field in the sport center near my home. I play baseball every afternoon.

James: Central Park. I go there a lot with my dad. In summer I ride my bike and in winter I go ice skating. I play there with my friends too, but we have to go with a grown-up because it's dangerous.

3 \_\_\_\_\_

Tanya: Traveling. It takes me an hour and a half to get to school. I leave home at seven o'clock and I get home at six.

Alex: It's dangerous. I can't play outside with my friends or go out alone.

James: The noise. I live downtown and it's never quiet.



[WWW.JNOB-JO.COM](http://WWW.JNOB-JO.COM)