



# A big change

## Vocabulary 1

### Using the worksheet

- This worksheet provides practice of adjectives of opinion and feelings: *afraid, boring, dangerous, difficult, easy, exciting, scared, hungry, surprised, thirsty, tired*.
- Students work by themselves 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 colors 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 sca-red  
8 sur-prised 9 hun-gry 10 tir-ed 11 thir-sty

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

Write *AFRAID* in the center of the board and draw a web of lines leading out from it. Ask students 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 reviews sports and free-time activities.
- Students work in pairs with two worksheets and a dice.
- Check that students remember the adjectives and quickly review the activities in the activity square.
- Students 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, around, busy, email (n, v), text (n, v), travel, world*.
- Students work by themselves. They look at the pictures and read the words under each, checking they remember the meaning. Then, they read each sentence with blanks below and write one of the words in the blank.

Key: 2 email 3 around 4 traveling 5 world  
6 text 7 adventures

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

Write the core words on the board in a scrambled way. The students work in two teams. They line up facing the board. Give the student at the front of each line a rolled-up newspaper. Read one of the sentences with blanks from the worksheet. Students have to listen, find the missing word, run to the board, and swat it. The first student 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, students work by themselves to read the questions and write true answers for themselves. Tell them to ask you about any words they may not know like this: *How do you say ... in English?*
- For Activity 2, drill the example responses with the class. Students work in small groups to exchange ideas.

## Skills 1: Listening

### Using the worksheet

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

Track 12  
Woman: Hi, Vicky! Did you have a good vacation 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 scared.  
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 around the city and saw all the important places – and we didn’t walk! I took lots of pictures.  
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 mom. I hate shopping and she loves it. There are so many stores in London and they were all busy. My mom 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 around the city center and we saw lots of interesting things. In the afternoon, we visited an amusement park.

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):

Students write a travel diary for Vicky.

Skills 2: Speaking

Using the worksheet

- In this activity, students play a board game in which they speak about their opinions and feelings.
- Students 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
- Students 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. Students may need to go around the board a number of times to land on all the squares.

**mission** Stage 1: Plan an around the world tour

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

Culture

Using the worksheet

- Before Activity 1, show a map of the U.S.A. and some pictures of New York. Ask students what they know about the city and if any of them have been there.
- For Activity 1, students look at the pictures. Tell them that they show two of the most famous places in New York. Students say what they can see. Pre-teach *high buildings, ice-skating, traffic, crowds, noise/noisy*.
- Ask students 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, stores, traffic*.
- For Activity 2, students read an interview with three children who live in New York. Read the questions and check they understand them. Students work by themselves to read the interview and match the questions to the answers. They write the questions in the text.

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

Optional follow-up activity (extension):

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

# 9 Vocabulary 1

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



a f r a i d



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

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



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# 9 Grammar 1

Play with a partner.

Roll 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.

Check (✓) the activities.

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



easy



boring



dangerous

















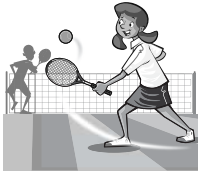

difficult



interesting




exciting


			
badminton	basketball	climbing	soccer
			
going shopping	field hockey	running	playing the guitar
			
playing the piano	reading a comic book	riding a bike	roller-skating
			
skateboarding	swimming	tennis	watching TV

# 9 Vocabulary 2

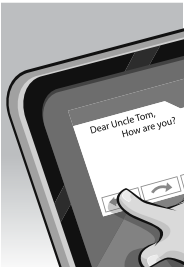
Look, read, and write.




adventures




busy




email




around




text




traveling



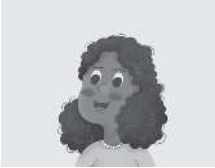
world

1


I’m sorry but I can’t play soccer 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

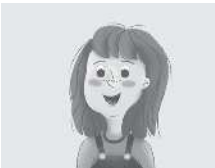
My mom is scared of \_\_\_\_\_ by airplane. She says it’s dangerous.

5

When I’m older, I want to travel around the \_\_\_\_\_ by boat.

6

I can’t send you a \_\_\_\_\_ because I don’t have a cell phone.

7

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

# 9 Grammar 2

1 Read and write your answers.



## What do you think?

- 1 Which is the most boring show on TV?  
\_\_\_\_\_
- 2 Which is the most difficult sport to learn?  
\_\_\_\_\_
- 3 Which is the most dangerous sport to play?  
\_\_\_\_\_
- 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?  
\_\_\_\_\_
- 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 show on TV is ...

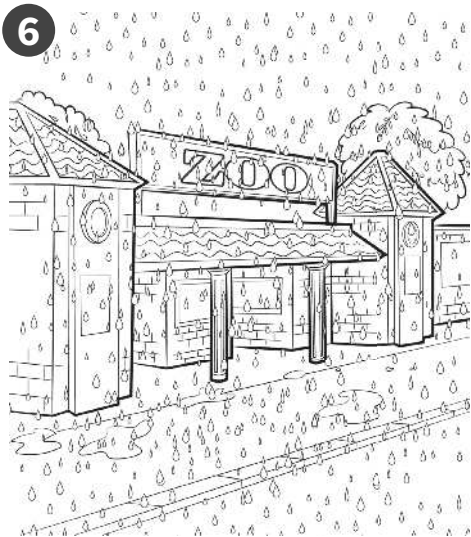
I don't. I think the most boring show on TV is ...

Me, too!



# 9 Skills 1: Listening

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



Sunday

Monday

Tuesday

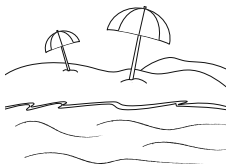
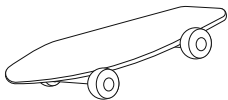
Wednesday

Thursday

Friday

Saturday

9 Skills 2: Speaking



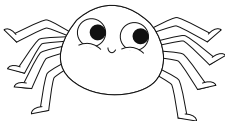
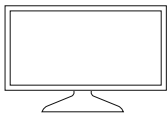
START

an adventure  
you had

something  
exciting

something easy  
for you

TALK ABOUT ...



an animal  
you’re scared  
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

mission

Stage 1: Plan an around the world tour

Choose a kind of vacation for a class tour.

Vacation ideas	Points 1-10



# 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 favorite place?
- Where do you live?
- What’s the worst thing about living in New York?

1 \_\_\_\_\_

- James:** On the 14th floor of a block of flats on Fifth Avenue.  
**Tanya:** In a small house in Queens.  
**Alex:** In a second-floor flat 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 movie theaters. I love going to the theater.  
**Alex:** The baseball field in the sports center close to 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 in the city center, and it’s never quiet.