

# TRACKS

teacher's book

● A2



## UNIT 3

# A Summer Saturday

Karen, who needs some new clothing for a job interview, gets embarrassed when she asks for the wrong item in the clothing store. Meanwhile, the boys take the bus to Brighton and make some new friends.

## Themes

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Clothes  
Socializing

## Grammar

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Order of adjectives  
Comparatives and superlatives

## Objectives

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### WRITING

Students can give their impressions and opinions about topics of personal interest (e.g. lifestyles and culture), using basic everyday vocabulary.

Students can produce simple texts on familiar subjects of interest, linking sentences with *and*, *but*, *then*, etc.

### SPEAKING

Students can give short, basic descriptions of events and activities.

Students can exchange opinions and compare things and people using simple language.

Students can explain what they like or dislike about something and why they prefer one thing to another by making simple, direct comparisons.

# FASCINATING FASHION

Clothes are always an interesting subject. Fashion is often used to make a statement or show which style group you belong to. Here are some interesting ways clothes have been in the news.



In Japan, an art student made clothes from rubber bands. They look like they have been made with brown yarn, but in fact there are hundreds of rubber bands in one sweater.



A fashion company from Taiwan made their haute couture famous by creating a calendar featuring cats wearing exact copies of their designer clothes. You can even buy the little cat outfits, but before you think about buying those, just the calendar will cost you hundreds of dollars!



A company from Minnesota, America, has made self-cleaning underwear that you can wear for weeks without having to wash them. According to the company, you only have to let them hang on a clothesline for a bit and you are good to go.

## Fascinating Fashion

The VMAs, or Video Music Awards, have always been a place for extravagant clothes. Lady Gaga topped this with her meat dress. Look up a clip on YouTube for the meat dress. Show the clip to the class. Then show **Hot or Not** on the smartboard.

Ask the class if they think this was hot or not by putting their thumbs up or thumbs down. Also let them explain why they think that.

# UNIT 3 LESSON 1A

## Exercise 1

In the story, Karen goes shopping for clothes and has a funny meeting with the salesman. In a store, you have a salesperson and a customer. Write sentences relating to each person. Draw lines to the correct person.



Customer



Salesperson

- Can I assist you with anything else?
- Can I help you get out of the store?
- Can I try it on outside?
- Can we get this for free?
- Have you got this shirt in a new shade?
- Will new paper?
- How does it fit?
- Would you like that suit for \$100?
- I want a treat for my dog.
- That color looks horrible on you.
- These jeans cost 1,000 pounds.
- This one here is made of all Asia.
- What size do you want to go?
- Would you like to paint the t-shirt?
- Would you like to pay with credit card or with cash?

## Exercise 2

Together with a classmate, you are going to make a role play. One of you will be the customer and the other will be the salesperson. Your role play should feel like a normal conversation. What does your shop sell? Think of at least three weird things and crazy prices. You must use the following words in your role play: *fit, look like, ideal and rude*.

Start your role play with:

- Salesman: Hello, how are you? Can I help you?
- Customer: Hi, thank you, yes I am ...

End with:

- Customer: Thank you for your help.
- Salesman: You're welcome, have a good day!

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## Exercise 1

Introduce the concept of shopping for clothes. Ask the class about their shopping experiences in English speaking countries. What kinds of sentences do people use there? Emphasize and if necessary explain the words *customer* and *salesperson*.

Students connect the sentences in the student's book to the right person in the store. You can choose to read the sentences out loud first. You can also let the students work on their own. Show the answers on the smartboard.

## Exercise 2

Before students start the exercise, show them the video of shopping on the smartboard for inspiration.

Students write a role play in pairs. In this role play, they imitate a typical conversation in a clothing store. Students think of sentences to use in the role play. They have to include the following words: *to fit, look like, ideal, rude*. They have room to add six lines to their role play. Students practice their conversation first and then perform it in class.

**Exercise 3**

a. Watch and listen. Which word fits the description?

1. Unable to think clearly.
2. Another word for unusual.
3. A situation that is dangerous.
4. To say you agree with something.

b. Read the sentences on the smartboard. Are they true or false?

**Exercise 4**

Answer the questions at the end of the video.

1. Have you heard of these festivals?

2. What festivals are popular in your country?

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3. Which of these festivals would you like to go to?

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Compare your answers with a classmate.



Burning of the Clavie  
Festival, Scotland

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**Exercise 3**

a. Play the video on the smartboard. The students listen carefully and answer the questions in their student's books. Which word from the video fits the description?

**Answers:**

1. confused
2. strange
3. risk
4. certainly

b. Watch the video again. Show the sentences on the smartboard and let the students decide for each statement if they are true or false.

**Answers:**

1. The Burning of the Clavie brings good luck for the new year. **True**
2. During Burning of the Clavie, people fill a barrel with wine. **False**
3. During Burning of the Clavie, a barrel is carried through the streets. **True**

4. Pancake Day is on a Tuesday. **True**
5. On Shrove Tuesday people dance holding ropes. **False**
6. During cheese rolling you have to run away from a cheese. **False**
7. You have to be very fit to win the cheese rolling festival. **True**
8. You can get badly hurt during the cheese rolling. **True**

**Exercise 4**

Students answer the questions at the end of the video in their student's book: *Have you heard of these festivals? What festivals are popular in your country? Which of these festivals would you like to go to?*

In pairs, they compare their answers. Discuss with the students which festival they would like to go to. Also discuss the differences between festivals in your country and those from the video.

## UNIT 3 PROJECT 1

### British Festivals: Brainstorm

In the last lesson, we talked about Burning of the Clavie, Shrove Tuesday, and the Cheese Rolling Festival.

1. Which of these festivals did you like the most?

I liked \_\_\_\_\_ the most because \_\_\_\_\_

2. Which of these three festivals would you like to go to?

I'd like to take part in \_\_\_\_\_ because \_\_\_\_\_

3. What festivals do you know?

One festival I know is \_\_\_\_\_ . I like it because \_\_\_\_\_

In groups of two or three, you are going to find out about an unusual British festival. Your teacher will show you a list of British festivals you can choose from. Fill in the form and start making your PowerPoint presentation.

#### British Festivals

Name of the festival: \_\_\_\_\_ Where: \_\_\_\_\_

How many days: \_\_\_\_\_ / When: \_\_\_\_\_

What happens first? \_\_\_\_\_

How and when the event ends: \_\_\_\_\_

What does your friend think about this festival? \_\_\_\_\_

Why do they think that? \_\_\_\_\_

### British Festivals: Brainstorm

Ask the students which of the three festivals they liked the most and which festival they would like to go to. Have a short discussion. They can write down their answers in their student's book. Also ask which festivals they know and like.

For the project, students are going to create a presentation about an unusual British festival. They form groups of two or three students and choose a festival. Show the festivals on the smartboard. Go through the festivals they can choose from and check if the students understand the titles of the festivals.

Go through the information sheet students have to fill in to create their PowerPoint and check if they understand everything.

## VOCABULARY

<b>about (roughly)</b>	I've lived here for about a year.	<b>ongeveer</b>
<b>aisle</b>	The seats in the plane were on either side of the aisle.	<b>gangpad</b>
<b>bald</b>	He is an older man. He's getting bald on top of his head.	<b>kaal</b>
<b>bond</b>	There is a strong emotional bond between Jane and her father.	<b>band / relatie</b>
<b>business</b>	My brother has his own business. He has a shop.	<b>bedrijf / zaak</b>
<b>certainly</b>	It is certainly going to rain.	<b>zeker / absoluut</b>
<b>confused</b>	I am confused, do you want to stay here or do you want to go to the concert?	<b>verward</b>
<b>department</b>	At the university there are lots of departments. My dad works in the languages department.	<b>afdeling / departement</b>
<b>(to) forget</b>	Don't forget to take your books to school.	<b>vergeten</b>
<b>(to) grow up</b>	She grew up in France.	<b>opgroeien</b>
<b>her face turned red</b>	Karen was feeling ashamed. Her face turned red.	<b>haar gezicht werd rood</b>
<b>here you are</b>	"Here you are," she said and gave me the book.	<b>hier ben je</b>
<b>however</b>	My sister is older than me. However, I am taller than her.	<b>echter</b>
<b>job interview</b>	Karen has a job interview today.	<b>sollicitatiegesprek</b>
<b>(to) jog</b>	The man began to jog along the road.	<b>joggen</b>
<b>order</b>	The tasks are arranged in order of importance.	<b>volgorde / rangschikken</b>
<b>salesman</b>	The salesman took me to the woman's clothing department.	<b>verkoper / koopman</b>
<b>straight</b>	Wyatt walked straight down the road.	<b>recht</b>
<b>told</b>	I told you to stay here, but you didn't listen!	<b>vertelde</b>
<b>turn</b>	The car made a left turn and stopped.	<b>bocht</b>
<b>underwear</b>	I put on my underwear first thing in the morning.	<b>ondergoed</b>

## UNIT 3 LESSON 2A

### Exercise 1

- a. Look at the picture and describe it in pairs.  
 b. Read the text about the Brunswick Festival on the smartboard and answer the questions. Answer in complete sentences.

1. When did the Brunswick Festival start?

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2. When is the Brunswick Festival?

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3. Why is the Brunswick Festival celebrated?

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4. What can you find in the market area?

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5. In which two towns is the Brunswick Festival celebrated?

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### Exercise 2

Create a brochure for an old or new festival. In this brochure, list the most important things you can do or see at this festival. You do not include the title or name of the festival. You can also draw or use pictures. After you complete your brochure, show it to your neighbors. Your classmates will try and guess the name of your festival.

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### Exercise 1

- a. In pairs, students look at the **Festival Photo** on the smartboard and describe what they see and what they know about the festival. *What do you know about festivals? Why do we have festivals? Have you ever been to a festival? If so, what kind of things can you do at a festival?*
- b. Students read the text about the Brunswick Festival on the smartboard and answer the questions.

#### Answers:

1. It started in 1981.
2. The festival is in August.
3. It is to celebrate the diverse community of Brunswick Town.
4. You can find homemade goods, vintage clothes, and other wonderful stuff.
5. It is celebrated in Brighton and Hove.

### Exercise 2

Students are going to create a brochure of a new or existing festival in their student's book or on a piece of paper. In this brochure, they list the most important things of the festival but they do not include the title or name. They can also draw or use pictures as illustrations.

After students have finished their brochure, they show it to their classmates. The other students have to guess what kind of festival it is and the name of the festival.

### Exercise 3

Look at the pictures. Talk with a classmate about the many things you see.

What are the differences between the pictures? Write five sentences.

*Use comparatives and superlatives.*




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### Exercise 4

You are going to talk about the pictures from Exercise 3.

With a classmate, decide which pictures you want to talk about.

Now prepare a mini role play. *Use comparatives and superlatives.*

Practice the conversation.

## UNIT 3 LESSON 2B

### Exercise 3

Review the use of comparatives and superlatives.

You can use the grammar sheets and video that are in the Grammar Resources.

*Comparatives and superlatives are used to compare people, animals, and things with each other. For example: That elephant is big, but the other one is bigger. The elephant over there is the biggest!*

In pairs, students talk about the things they see in the pictures. Then they write down five sentences in which they compare the pictures using the comparative or superlative forms.

### Exercise 4

Use the pictures from the previous exercise. The students prepare a mini role play. In this role play, they talk about two pictures of their choice. They use comparatives and superlatives. Show an example role play on the smartboard so students know what they have to include in their own role play. Have a few students perform the conversation in class.

**Example role play:**

**A:** Hi! We are going to look at these pictures together. What do you think they are about?

**B:** I think this picture is about ... And this picture is about ...

**A:** That is nice. I think ...

**B:** Well, if I compare the pictures, I think this picture is **more beautiful than** this picture.

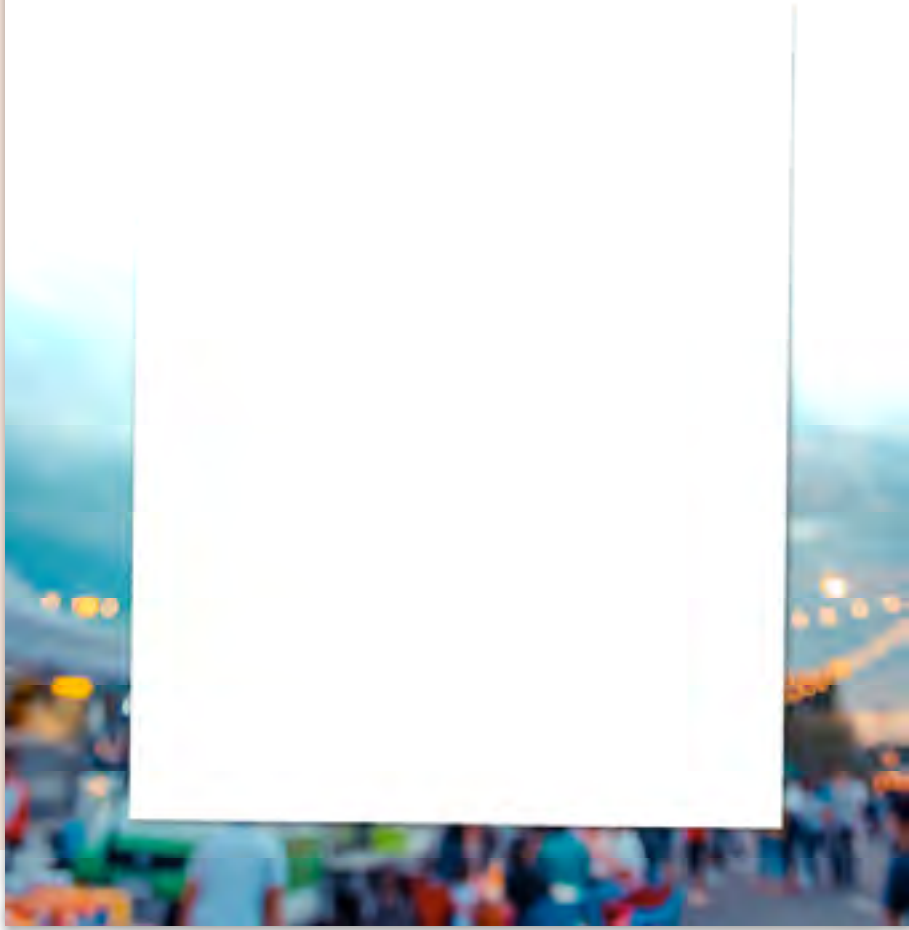
**A:** ...

## UNIT 3 PROJECT 2

### British Festivals: Write your presentation

This week, continue with the PowerPoint on the festival you have chosen. Together with your group, divide the tasks and decide who is going to present what. Who is going to start the presentation? Who has which topic? Make sure you have enough information and pictures in your PowerPoint.

You can use this page to make notes.



### British Festivals: Write your presentation

The students continue creating their PowerPoint presentation about an unusual festival. Tell them how many slides they can use and how much time they will have for the presentation next week.

This week, it is important that the students divide the tasks. Who is going to start the presentation? Who will present which topic? They should make a task overview.

<b>beard</b>	Some men like to grow a beard.	<b>baard</b>
<b>catch the bus</b>	I have to catch the bus.	<b>de bus halen</b>
<b>circus</b>	We watched lots of spectacular performances at the circus.	<b>circus</b>
<b>curl</b>	She has beautiful curls in her hair.	<b>krullen</b>
<b>daring</b>	The fire-eater was very daring.	<b>dapper / gewaagd</b>
<b>hammer</b>	The blacksmith beat the metal with a hammer.	<b>hamer</b>
<b>heavy</b>	The box is really heavy. You need two people to carry it.	<b>zwaar</b>
<b>kind</b>	That lady is very kind. She gave me a packet of sweets.	<b>aardig / vriendelijk</b>
<b>knew</b>	She knew it was dangerous but she did it anyway.	<b>wist</b>
<b>(to) perform</b>	The boy performed together with Ed Sheeran.	<b>optreden</b>
<b>rude</b>	It is very rude to leave without saying goodbye.	<b>onbeleefd</b>
<b>(to) spit</b>	That's disgusting, you shouldn't spit on the street!	<b>spugen</b>
<b>(to) welcome</b>	My friend welcomed us to his home.	<b>verwelkomen</b>
<b>whatever</b>	Whatever the game's results are, they feel like winners.	<b>wat ook</b>
<b>worst</b>	During the hurricane, the lights went out, but worst of all, we had no water.	<b>ergst</b>

# UNIT 3 LESSON 3A

## CHALLENGE

Have a guessing game. Students describe a classmate using three or more adjectives, without mentioning the name of the classmate. The rest of the class guesses which student is described. Only do this exercise in a safe classroom environment.

### Exercise 1

- a. Your teacher will give you an adjective. Together with a classmate, choose two from the list below. Write a sentence using those words and the adjective from the teacher. Do this five times.

*explode / eat / dog / ladder / rock / set / death / fog / lake / snow / sea / charge / grade / giraffe / Mexican food / tennis / bus / cinema / Italian food / mud / quartz / wolf*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

- b. Read the sentences out loud.

### Exercise 2

- a. Look at the list in the Extra Materials. Together with another student, think about which students fit the description of the adjectives. Find a classmate for each letter.

- b. Now write down three adjectives that describe you as a person.

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### Exercise 3

- a. Which types of transportation do you know? Write down five.

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Discuss with your classmate about the best or worst types of transport. Write down two sentences in which you compare two different types of transport.

*Example: A bicycle is quicker than walking or a car is more expensive than a pedicab.*

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## Exercise 1

If necessary, review the use of comparatives and superlatives. You can use the grammar videos and sheets that are on the smartboard.

- a. Show the list of adjectives on the smartboard. Go over the words on the list and explain unfamiliar adjectives. Choose an adjective from the list and write it on the smartboard. Using your adjective, the pairs then choose two of the words in their student's books and write a comparative sentence. Repeat five more times.

**Example:** *spicy - Mexican food is spicier than Italian food.*

- b. Go over the sentences by having the pairs read them aloud. The other students decide if the sentences are logical and grammatically correct. You might want to write a few sentences on the smartboard.

## Exercise 2

- a. Students study the list of adjectives in the Extra Materials. Students work in pairs and match the adjectives to a student in their class. You might want to do the first one together so students get an idea what they have to do. Have them walk around or talk to each other to find a student for each letter.
- b. Students think of three adjectives that describe themselves as a person.

**Optional:** The students create an adjective chain. If necessary, review adjectives and the commonly used order (view grammar sheets in Grammar Resources). Students work in groups. One student writes a noun on a piece of paper. The next student adds an adjective, then the next, etc.

**Example:** *A cat, a black cat, a big black cat, a big black plastic cat, a beautiful big black plastic cat, a beautiful big old black plastic cat, a beautiful big old black plastic French cat.*

b. Choose which types of transport are the best according to you and your classmate.

*Example: The most comfortable type of transport is a car.*

1. \_\_\_\_\_ (expensive) type of transport is \_\_\_\_\_
2. \_\_\_\_\_ (cheap) type of transport is \_\_\_\_\_
3. \_\_\_\_\_ (quick) type of transport is \_\_\_\_\_
4. \_\_\_\_\_ (slow) type of transport is \_\_\_\_\_
5. \_\_\_\_\_ (green) type of transport is \_\_\_\_\_

### Exercise 4

You are going to design a new type of transport for the future.

Try to be as creative as possible and really think about all the qualities to make it the best type of transport! Give your drawing a name and present it to the class.



### Exercise 3

- a. In this lesson, students use comparatives and superlatives.

The students write down five types of transport and discuss in pairs which are the best and worst types of transport. Then they write two sentences in which they use comparatives.

*Example: A bicycle is quicker than walking or A car is more expensive than a scooter.*

- b. Afterward, they create sentences in which they use superlatives. They finish the sentences with the superlatives and then add their own answers.

*Example: The most comfortable type of transport is a car.*

#### Answers:

- |                       |                 |
|-----------------------|-----------------|
| 1. The most expensive | 4. The slowest  |
| 2. The cheapest       | 5. The greenest |
| 3. The quickest       |                 |

**Optional:** After they have their 'most' list, they create a top five chart of the class. Write on the board: The most expensive, the cheapest, the quickest, the slowest and the greenest. Have students discuss how many times they have written down a certain type of transport behind each 'most'. Write their answers on the smartboard to create a top five.

### Exercise 4

The students are going to design a new type of transport for the future. To inspire them, ask them how they feel about traveling in the future. Will there be new ways of transport, like teleportation, flying cars, something else entirely? Have them draw the transport of the future and have them think of a name. When finished, they present their drawing to the class or other students.



## VOCABULARY

<b>average</b>	His average score was 6.5 on his report card.	<b>gemiddelde</b>
<b>bottom</b>	At the bottom of the sea it is very dark.	<b>bodem / onderkant</b>
<b>common</b>	It is very common to face heavy traffic at rush hour.	<b>gebruikelijk</b>
<b>definitely</b>	I will definitely call you to let you know that I have arrived.	<b>zeker / absoluut</b>
<b>doll</b>	Rebecca likes playing with dolls.	<b>pop</b>
<b>dress</b>	That is a nice dress!	<b>jurk</b>
<b>figure</b>	Emma has a nice figure. She is neither too fat nor too thin.	<b>figuur</b>
<b>(to) fit</b>	I bought new shoes but they don't fit. They are too small.	<b>passen</b>
<b>heel</b>	He put ice on his heel.	<b>hiel</b>
<b>high heels</b>	High heels are fashionable but not ideal for taking long walks.	<b>hoge hakken</b>
<b>ideal</b>	Eating fresh fruits is an ideal snack.	<b>ideaal / perfecte</b>
<b>lifestyle</b>	For some people working out is a lifestyle.	<b>levensstijl</b>
<b>(to) look like</b>	The Atomium is an amazing building. It looks like a very big atom.	<b>er uitzien als</b>
<b>negative</b>	Weight gain is one of the negative effects of eating too much fast food.	<b>negatief / schadelijk</b>
<b>realistic</b>	The wax doll was so realistic, you'd think it is alive.	<b>realistisch</b>
<b>risk</b>	The risk of being killed was much higher in the city.	<b>risico</b>
<b>skinny</b>	The boy is very skinny.	<b>mager / dun</b>
<b>top</b>	She bought a long-sleeved top from the new clothing store.	<b>top (kledingstuk)</b>
<b>ugly</b>	That green and pink shirt is really ugly. I hate it.	<b>lelijk</b>
<b>waist</b>	I tied the rope around my waist.	<b>middel (lichaam)</b>
<b>wrist</b>	He wore an expensive watch on his wrist.	<b>pols</b>

## UNIT 4

# A Better Park

After escaping from a boring day with his sisters, Wyatt follows Simon to Stockwell skate park to ride their bikes. They meet Justin, and Wyatt learns something new about his friend.

### Themes

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Relationships (family)  
Hobbies (BMX bikes)

### Grammar

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Questions about the past

### Objectives

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#### WRITING

Students can produce a series of simple sentences about themselves, their family, living conditions, educational background, or most recent job.

Students can compose short, simple notes, emails, and text messages (e.g. to send or reply to an invitation, to confirm or change an arrangement).

#### SPEAKING

Students can ask and answer simple questions about an event (e.g. ask where and when it took place, who was there, and what it was like).

Students can ask for and give directions referring to a map or plan.

# UNUSUAL SPORTS

Why play regular chess when you can beat up your rival in the meantime? Why play soccer when you can chase a cheese down a hill? Here are some very unusual sports. Oh, and the people in the background are playing Quidditch. On broomsticks. Because yes, that's a thing.



**C**hess boxing is a combination of ... yes, playing chess and boxing. It was invented in Berlin and has been around since 2005.



**H**ave you ever wanted to be inside a huge transparent ball while avoiding all kinds of obstacles? Well, zorbing is the sport for you. This sport was invented in New Zealand in 1994 and has annual competitions.

**I**f being inside a big ball isn't your thing, but you like to chase things instead, then running down a hill, chasing a big round cheese that is made especially for this occasion might be something for you. Cheese rolling has been around for a long time. The sport goes all the way back to 1826.



## Unusual Sports

Watch the clip of a cheese rolling competition on the smartboard.

Ask the students to pretend they are a journalist from a newspaper. Let them come up with two questions to ask the winner of the cheese rolling competition.

**Optional:** You could ask one brave student to come in front of the class and answer a few of the students' questions as if this student was the winner of this year's cheese rolling competition.



**Exercise 3**

- a. Listen to the song that the teacher plays. Take notes about what you hear in the song. Compare your notes with your classmate and add things to your notes that were missing.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- b. The song is played a second time. The teacher will show three questions about the song on the smartboard. Write your answers here.
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Exercise 4**

- a. Many cities around the world have famous parks. Look at the pictures and descriptions of the parks and match them with the correct place. Write down the names of the parks.

	You might think it is just any old city park. Friends, it is a famous park in the UK.	London
	You can find this park in Texas. There is even a zoo in the park.	Arizona
	This park is known as the Jewel in the Crown and can be found in England.	Katoomba
	This park in Australia has a famous rock formation called the Three Sisters.	London
	This river valley is one of the most well-known parks in the US.	New York City

- b. Discuss the following questions with your neighbor: Have you ever been to any of these parks? Which one would you like to go to? Are there any other famous parks that you have seen or that you want to go to?

 **Exercise 3**

- a. Play the song *Blur - Parklife* on the smartboard for the first time. Students take notes of what they hear. They compare notes with a classmate and add things missing from their own notes.
- b. Play the song a second time. After the song is finished, show the following three questions on the smartboard:
1. *What happens on Wednesdays?*
  2. *What does he do before he has a cup of tea?*
  3. *What does the narrator feel after he feeds the pigeons and the sparrows?*
- c. The students write the answers in their student's book.

**Answers:**

1. He is rudely awakened by the dustman.
2. He puts his trousers on.
3. He feels a sense of enormous well-being.

 **Exercise 4**

- a. The students see pictures of famous parks around the world in the student's book. They put names next to the parks and match them with the correct city. Have students search the Internet for more information. Show the answers and a short description of the parks on the smartboard.
- b. In pairs, the students answer the following questions: *Have you ever been to any of these parks? Which one would you like to go to? Are there any other famous parks that you have seen or that you want to go to?*

**Optional:** Have a class discussion about the different parks and the things you can do and see there.

## UNIT 4 PROJECT 1

### Theme Park: Brainstorm

You are going to create your own park. Work with a classmate.

First, make a list of all the parks you can think of. There are different types of parks.

*Examples: water parks, amusement parks, animal parks.*

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Next, write down what you would like to have in a park.

*Examples: roller coaster, water slide, a special fall, or lots of trees.*

Make a list with at least seven things that you would like to have in your park.

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### Theme Park: Brainstorm

The students are going to create their own park.

The final product will be a virtual tour through their park.

In this stage they are going to brainstorm about different parks.

*Example: water parks, amusement parks or animal parks.*

What kind of parks are there and what kind of features would they like in their park? The students make a list with at least seven items that they would like to add to their park.

<b>basic</b>	The first step to drawing is learning how to draw the basic shapes.	<b>basis</b>
<b>began</b>	He began to run when he saw the police.	<b>begon</b>
<b>beginner</b>	You can identify beginners in karate by their white belt.	<b>beginner</b>
<b>(to) bug</b>	Stop bugging me! Can't you see I'm reading a book?	<b>lastigvallen</b>
<b>club</b>	Harry goes to the tennis club nearly every day.	<b>vereniging / club</b>
<b>dishes</b>	Will you help me wash the dishes?	<b>vaat</b>
<b>I will let you go</b>	I will let you go, but you have to do the dishes first.	<b>ik zal je laten gaan</b>
<b>knock someone out</b>	Her fall knocked her out.	<b>iemand bewusteloos slaan</b>
<b>last night</b>	I went to bed at 9 p.m. last night!	<b>afgelopen nacht</b>
<b>magazine</b>	The actor who played Sherlock was featured in <i>Time</i> magazine.	<b>tijdschrift</b>
<b>padding</b>	Marion added extra padding to the saddle.	<b>vulling (zacht vulsel)</b>
<b>permission</b>	Do you have permission to go in there?	<b>toestemming</b>
<b>(to) put down</b>	Karen put down her book.	<b>neerleggen</b>
<b>regular</b>	He comes here every week. He is a regular visitor.	<b>vaste / regelmatig</b>
<b>shoulder</b>	Susan has hurt her shoulder	<b>schouder</b>
<b>since</b>	Since it was raining, I stayed inside.	<b>aangezien</b>
<b>slide</b>	There is a slide in our playground.	<b>glijbaan</b>
<b>stunt</b>	Some acrobatic stunts need two or more people to be performed.	<b>stunt</b>
<b>swing</b>	You go backward and forward on a swing.	<b>schommel</b>
<b>tonight</b>	Tonight we can watch the stars.	<b>vanavond</b>
<b>trick</b>	My uncle does magic tricks for fun.	<b>truc</b>

# UNIT 4 LESSON 2A

## CHALLENGE

The students 'invent' their own unusual sport. They could combine two sports or they can take examples from the By The Way page. They write a description and have their neighbor or the class guess the sport.



### Exercise 1

- a. Work in pairs. Read the different descriptions of the sports out loud. Guess which sports they are.
  1. You play this sport with one ball. You use your feet and sometimes your head to get the ball across the field to score a goal. A team has eleven players.
  2. You play this sport by yourself. It is a race where you have to be the fastest on a track, usually through mud. You ride on a bike.
  3. This sport is played with two or four players. The ball is not very big and quite soft. You hit the ball over a net.
  4. This sport is played on a grass field. Each team has 10 players. The ball looks a bit like an egg.
- b. Now it is your turn to describe a sport. Work in pairs. One describes a sport in three sentences. The other guesses the sport. Write down three sports per person.

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### Exercise 2

- a. Go on the internet and look for unusual sports, such as *underwater rugby*. Find two unusual sports and write descriptions for these two sports. Write at least three sentences per sport.

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- b. Read your description to your neighbor and have them guess the sport.

### Exercise 1

- a. The students work in pairs. They first read the descriptions in the student's book and guess which sports they think are described.

**Answers:**

1. soccer
2. BMX
3. tennis
4. rugby

- b. In the second part, they write down three descriptions of three different sports. Each description consists of three (short) sentences. The students work in pairs. One reads a description, and the other guesses the sport.

### Exercise 2

- a. The students go online and search for unusual sports, such as *underwater rugby*. They find two unusual sports and write a description of these sports.
- b. Have their neighbor guess the sport.

**Optional:** You might want to look for a really weird sport yourself and show the students a clip of this sport.

**Exercise 3**

Wyatt and Justin talk about family in the park. Read the description of Justin's family on the smartboard and draw the family tree in the Extra Materials (Family Tree).

**Exercise 4**

a. Write down your family tree in a story, just like Justin. Work in pairs.

b. Read your story to your partner. Your classmate draws your family tree. Switch roles.

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**UNIT 4 LESSON 2B**** Exercise 3**

The students read the story of Justin's family on the smartboard. In the Extra Materials' **Family Tree**, they drag and drop the pictures in the correct boxes to complete Justin's family tree.

** Exercise 4**

- a. Students write a story about their family, just like Justin's story.
- b. They work in pairs. One reads the story out loud while the other draws the family tree. Is the family tree correct?

## UNIT 4 PROJECT 2

### Theme Park: Draw a map

- a. Use an A3 paper to draw a map of your park. Use symbols and colors on your map. Make a key somewhere on the map, in which you explain the symbols and colors. Think of practical things: toilets, restaurants, outside seating, etc. Is your park alright for disabled people? How can you see that on the map? Use this page to create the key, using markers. Draw a small version of your map.
- b. Make a video. Use your map to film a virtual tour through your park. Put a character on your map (maybe a LEGO person). Move your character on the map and explain where you are and what you can see or do there. Hand in the video. Your teacher will tell you how to hand it in.



### Theme Park: Draw a map

- a. The students draw the map of their park on A3 paper. They make a key with all the symbols. Before they put the key on the map, they make it in the student's book. The students should think about practical matters, such as *toilets, restaurants, accessibility to disabled people*
- b. They film the virtual tour either at school or at home. The students use something to move on their map, such as a small toy figure, and explain where they are and what can be seen or done. Give the students instructions on how they should hand in their video.

## VOCABULARY

<b>ago</b>	I moved to Germany five years ago.	<b>geleden</b>
<b>cement</b>	You can use cement to put bricks together.	<b>cement</b>
<b>competition</b>	Jake joined the shooting competition in 2012.	<b>wedstrijd / competitie</b>
<b>concrete</b>	There is a concrete wall around the school yard.	<b>beton</b>
<b>(to) disappear</b>	The car disappears around the corner.	<b>verdwijnen</b>
<b>factory</b>	We have a factory in our town that makes cars.	<b>fabriek</b>
<b>for a minute</b>	We had to wait for a minute before the traffic light turned green.	<b>even (voor korte tijd)</b>
<b>professional</b>	My brother races professionally.	<b>beroepsmatig</b>
<b>ramp</b>	He raced down the ramp on his bike.	<b>helling / schans</b>
<b>redheaded</b>	Wyatt is talking to a redheaded boy.	<b>roodharig</b>
<b>rollerblades</b>	Rollerblades are a bit like ice skates, but they have wheels instead of blades.	<b>skeelers</b>
<b>(to) skate</b>	I can skate on ice, but I am not very good at roller skating.	<b>schaatsen (ww) (op land of ijs)</b>
<b>skate park</b>	At a skate park, you can do cool tricks.	<b>skatebaan</b>
<b>teenager</b>	There was a group of teenagers at the skate park.	<b>tiener</b>
<b>you bet</b>	You bet I'm going to the party!	<b>zeker weten!</b>

## UNIT 4 LESSON 3A

### Exercise 1

- a. Describe a nice day at the park. Write at least ten sentences. What do you see and do? What will make it a great day?

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- b. Work in pairs. Tell your classmate about your day at the park. Give feedback on your classmate's story.

### Exercise 2

- a. Write five sentences. Each sentence should have at least five words. It doesn't matter what the sentence is about.  
Example: The movie is made from clouds and sea.

- b. Work in groups of four. One reads the story from the smartboard, another is person A, another is person B, and the last student listens. Person A and B fill in the gaps with your own random sentences. Switch roles. Which story is the most fun?



### Exercise 1

- a. In ten sentences, the students write what makes a day at the park special.
- b. They work in pairs and tell each other about their day at the park and what makes it great. The students give each other feedback. Based on the feedback, students might change something in their written story.

### Exercise 2

- a. The students write five random sentences in both the past and present in their student's books.
- b. Show the story *Two People on a Bench* with ten gaps on the smartboard. The students work in groups of four. One reads the story from the smartboard, another is person A, another is person B, and the last student listens. Person A and person B fill in the gaps in the story with their random sentences. They switch roles. Which story with the random sentences is the most fun?

**Optional:** You can also do this exercise with the whole class and create a 'bench' with two chairs.





## VOCABULARY

<b>aunt</b>	My aunt Sally is my mother's sister.	<b>tante</b>
<b>council</b>	He's been elected onto the city council.	<b>gemeenteraad</b>
<b>cousin</b>	Sandra is my favorite cousin!	<b>neef / nicht</b>
<b>deal with something</b>	My teacher knows how to deal with lazy students.	<b>ergens mee omgaan</b>
<b>(to) defend</b>	Tom defended the boy from bullies.	<b>verdedigen</b>
<b>hip</b>	She was waiting for them with her hands on her hips.	<b>heup</b>
<b>(to) increase</b>	He was so thin that his doctor told him to increase the number of meals he eats.	<b>verhogen / toenemen</b>
<b>individual</b>	Surfing is an individual sport.	<b>individueel</b>
<b>(to) involve</b>	Can't we involve Peter in planning the party?	<b>betrekken bij</b>
<b>(to) keep up</b>	Wyatt tried to keep up with his friend.	<b>bijhouden</b>
<b>(to) pose</b>	She posed for a friend's art project.	<b>poseren</b>
<b>(to) stretch</b>	You need to stretch before you exercise.	<b>strekken</b>
<b>(to) suit</b>	The dress really suits her figure.	<b>passen bij</b>
<b>(to) train</b>	She is training for the marathon.	<b>trainen</b>
<b>uncle</b>	My father has one brother. He is my uncle.	<b>oom</b>
<b>warrior</b>	He was a fearless warrior.	<b>strijder</b>