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Chapter 8: The road less travelled



Inhoud

[Introduction 3](#_Toc38377071)

[Lesson 1 3](#_Toc38377072)

[Vocabulary 3](#_Toc38377073)

[Predicting the future 3](#_Toc38377074)

[Lesson 2 4](#_Toc38377075)

[Vocabulary 4](#_Toc38377076)

[Language task 4](#_Toc38377077)

[Extra challenge 4](#_Toc38377078)

[Lesson 3 5](#_Toc38377079)

[Language task 1 5](#_Toc38377080)

[Vocabulary 5](#_Toc38377081)

[Language task 2 5](#_Toc38377082)

[Attachments 6](#_Toc38377083)

[Attachment 1: writing frame 6](#_Toc38377084)

[Attachment 2: Crossword 7](#_Toc38377085)

[Attachment 3: email template 0](#_Toc38377086)

[Bibliografie 1](#_Toc38377087)

# Introduction

In the introduction part you will watch a clip of three minutes. Take a look at the following steps before watching the clip.

1. **Read** the **questions**.
2. **Watch** the clip. (<https://www.youtube.com/watch?v=BibBMBibTq0>)
3. **Answer** the questions.

Questions:

* What is the clip about?
* Can you give two predictions they made in the clip?
* Are they talking about the past, present or future?

# Lesson 1

## Vocabulary

You’ll start off with learning some vocabulary.

1. **Read** the text on **page 283** and **do** **exercise 1.1** to learn the new vocabulary and practise your reading comprehension.
2. Take a picture of the finished exercise and send it to your teacher. Your teacher will provide you with a correction key.
3. Practise the new vocabulary via Tiny Cards: <https://tiny.cards/decks/YT466hh4/it-s-a-big-big-world>
4. **Read** the questions on **page 290, exercise 4**.
5. **Read** the text on **page 289**.
6. **Do exercise 4** on page 290. Letters **a-f** are answers you can **find in the text**. Letters **g-h** are **personal answers**. This exercise is to practise the new vocabulary and your reading skills.
7. Take a picture of the finished exercise and send it to your teacher. Your teacher will provide you with a correction key.
8. Practise the new vocabulary via Tiny Cards: <https://tiny.cards/decks/YT4977P3/the-earth-a-precious-but-endangered-globe>

At the back of this unit you can find an overview of the vocabulary (p316-317). In today’s lessons we’ve seen 2 parts of vocabulary: ‘**It’s a big, big world**’ and ‘**The earth… a precious thing but endangered globe**’.

## Predicting the future

You know this unit is going to be about the future. Let’s look at the Power Point presentation video about the future simple. After that you’ll practise this new tense.

1. Watch the following video: <https://youtu.be/SvCZ3LC_A_4> Turn down the volume of your computer because the video is quite loud.
2. Go to **page 286** and fill in the **grammar box** using the video.
3. On the **same page** you do **exercise 3.2** for practising the future simple.
4. Go to **page 288** and do **exercise 3.5** to practise the future simple.
5. Go to **page 287** and do **exercise 3.3** to practise writing your own predictions about the future. You can look for inspiration on page 285 exercise 3.1.
6. Go to **page 291** and do **exercise 5a**. This exercise focusses on ‘to be going to’. You can do some research on your own or watch this video about sustainability: <https://www.youtube.com/watch?v=_5r4loXPyx8>. Be creative, I’m sure you will come up with some ideas of your own!
7. **Take pictures** of your completed exercises and **send** them to your teacher. He/she will provide you with a correction key.

# Lesson 2

For this lesson we’ll start off with a short quiz about the vocabulary from last lesson and we’ll learn some new vocabulary. Then we’ll take a look at the language task.

## Vocabulary

1. Read the text on **page 302**.
2. **Highlight** difficult/new words.
3. Go to **page 305** and **do exercise 9.6** to practise the new vocabulary.
4. Take a picture of the finished exercises and send them to your teacher. Your teacher will provide you with a correction key.
5. Practise the new vocabulary via Tiny Cards: <https://tiny.cards/decks/YT4d62Y9/getting-around>

At the back of this unit you can find an overview of the vocabulary (p317). In today’s lessons we’ve seen another part of the vocabulary: ‘**Getting around’**

## Language task

You’ve now learned how you can talk about the future.

Write down (or type) **five bucket list items** and **five predictions about the future**. Use the **future tenses** to complete this task.

Send a **voice message** (via WhatsApp**[[1]](#footnote-1)** or record with your phone) **to the class number that comes after you**. The last number sends their message to the person with class number 1. (number 1 sends to number 2, number 2 reacts to the message of number 1 and number 1 reacts to the message of the last class number.)

You **listen to the message** and in another voice message **you react** to what your classmate’s predictions and **answer with your own predictions and bucket list**.

**Send** your completed task (all the voice messages) **to your teacher**. Name the audio files as followed: **future changes-Student 1-Student2- message 1**(or 2 or 3)

You can find a writing frame in the attached items, this will help you write your text.

## Extra challenge

Do you want an extra challenge? Or more practise?

* **Vocabulary**: In the attachments you can find a crossword.
* **Future tenses**: Go over the slides of the PowerPoint: the future simple pay special attention to the last slide! The last slide contains two other ways to express the future. Then go to page 294 in your workbook and take a look at exercise 6.3. You need to fill in three columns.

|  |  |  |
| --- | --- | --- |
| The conjugation | Which tense you used | Why did you choose that tense? The reasoning. |

Do the exercise and send a picture of the completed exercise to your teacher and he/she will provide you with a correction key.

# Lesson 3

## Language task 1

Booking a room

For this language task you will **book a room** with a hotel, a B&B or a youth hostel. You will **work in pairs** according to the table below. **One person sends an email to book a room** and **one person replies as the hotel, B&B, youth hostel-receptionist.**

You can decide on your own who is sending an email via Smart School to book a room and who is replying to the email with an answer from the hotel, B&B or youth hostel. You can find an example of an email attached at the back of this document.

You send the emails **via Smart School** an email to your partner, your partner answers that email and you **forward it to your teacher**.

|  |  |
| --- | --- |
| A | B |
| 1 | 11 |
| 2 | 12 |
| 3 | 13 |
| 4 | 14 |
| 5 | 15 |
| 6 | 16 |
| 7 | 17 |
| 8 | 18 |
| 9 | 19 |
| 10 | 20 |

## Vocabulary

1. Go to **page 311** and **do exercise 12.1** to practise the new vocabulary.
2. Take a picture of the finished exercises and send them to your teacher. Your teacher will provide you with a correction key.
3. Practise the new vocabulary via Tiny Cards: <https://tiny.cards/decks/YYNEzx72/yes-sir-we-do-speak-english>

## Language task 2

Travel brochure

For this language task you’ll work in **groups of 4**. First you **decide who takes up which role**. In each group there need to be **three people** who will **search for some information** and pictures (culture, food and religion) and **one editor** who will put all the information and pictures together in an attractive lay-out.

The editor will **upload** their brochure in a map on Smart School or **send it to the teacher**. The teacher shares all the brochures and make one big (class) travel guide.

|  |  |
| --- | --- |
| Country | Pupils |
| The United States | 1 - 6 - 11 - 16 |
| New Zealand | 2 - 7 - 12 - 17 |
| Ghana | 3 - 8 - 13 - 18 |
| Sri Lanka | 4 - 9 - 14 - 19 |
| The republic of Singapore | 5 - 10 - 15 - 20 |

# Attachments

## Attachment 1: writing frame

**How to write a text in English**

1. **Read the assignment twice.** (You could indicate what you have to do or what you have to bring into account).

Objective or subjective (**my opinion**) text?

What do I (the writer of the text) want to achieve? (giving information, changing someone’s opinion or…)

Do I have to write in **the present, the past or the future tense?**

How much **time** have you got? (In ten minutes you do not have the time to make a mind-map, a draft version (kladversie) and the real version of the text.) **Divide your time wisely**.

(Remember the teacher to project the time so you can adjust your planning while working.)

1. Choose which theme you want to talk about if you are allowed to choose. Make a little **mind-map of the different ideas/arguments** you will use in your text.
2. **Number the ideas** in your mind-map in order to create a logical text. Put **the linking words** [[2]](#footnote-2) you want to use between the different ideas in your mind-map.
3. Start writing. Don't forget the basic writing rules concerning **capital** **letters and punctuation**.
4. Correct your text. First check whether your **verbs** are conjugated correctly (right ending of the verb for that specific subject/pronoun + did I use the correct tense?)

Then read through the text again focussing on **spelling and the purpose** (doel) of the text. (Have I included my opinion if I needed to?)

**Read the assignment** for the third time and check whether your text contains everything it needs.

Good Luck, I believe you can do this!

## Attachment 2: Crossword

The road less travelled

12

11

10

9

8

7

6

5

4

3

2

1

**Horizontaal**

1. to give permission for someone to do something
2. maintain (something) in its original or existing state.
3. a biological community of interacting organisms and their physical environment.
4. capable of being renewed
5. empty room.
6. the surroundings or conditions in which a person, animal, or plant lives or operates.
7. an approximate calculation or judgement of the value, number, quantity, or extent of something.
8. the outside part or uppermost layer of something.

**Verticaal**

**1.** a person who puts a case on someone else's behalf.

1. able to be maintained at a certain rate or level.
2. an organization set up to provide help and raise money for those in need

**7.** knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience

**10.** a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effective.

## Attachment 3: email template

|  |  |
| --- | --- |
| To: info@liverpoolkitchen.uk | Email van de ontvanger |
| From: name.surname@smartschool.be | Email van de zender |
| Subject: dinner reservation | Email onderwerp |
| Dear Mr./Mrs. Kingsley  I would like to know if you still have a table free on the 16th of May. I would like to make a reservation at 20 o’clock for four persons.  Is it possible to be seated by the window?  Thanks in advance!  Kind regards  Jolyne Smitson | Aanspreking  Inhoud van jou email  Bedanking  Afluiter |

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*Quizzes*. (sd). Opgehaald van Socrative: https://b.socrative.com/teacher/#quizzes

Seonaid. (sd). *simple future*. Opgeroepen op 04 14, 2020, van Perfect English Grammar: https://www.perfect-english-grammar.com/simple-future-use.html

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The road less travelled. (2016). In M. S. Stefanie Smekens, *Connect 2* (pp. 281-321). Mechelen: Plantyn.

1. Not via Messenger! Via WhatsApp or a recording app it is easier to email the voice messages. [↑](#footnote-ref-1)
2. Linking words: woorden die de samenhang van een tekst aanduiden zoals: Hoewel, ten eerste, bovendien … . [↑](#footnote-ref-2)