



3

New words



Getting Started in TTO



A

Learning new words



Your native language is called your 'mother tongue' (*moedertaal*) and you've always known how to speak it. However, you still had to learn it word by word, slowly building up your vocabulary (*woordenschat*, *all the words you know in a language*).

You probably (*waarschijnlijk*) spoke your first words as early as one year old, such as: 'vroem, vroem' to mean a car, or 'woef' for a dog. As you got older you learned more words and by the time you were six years old, you knew about 7,000 words! Now that you are twelve years old, you know more than twice that – 15,000 words!

If English isn't your mother tongue, then you'll have to build up your English vocabulary word by word. If you had English lessons at your primary school, or you play computer games or follow vlogs in English, then you probably know many English words.

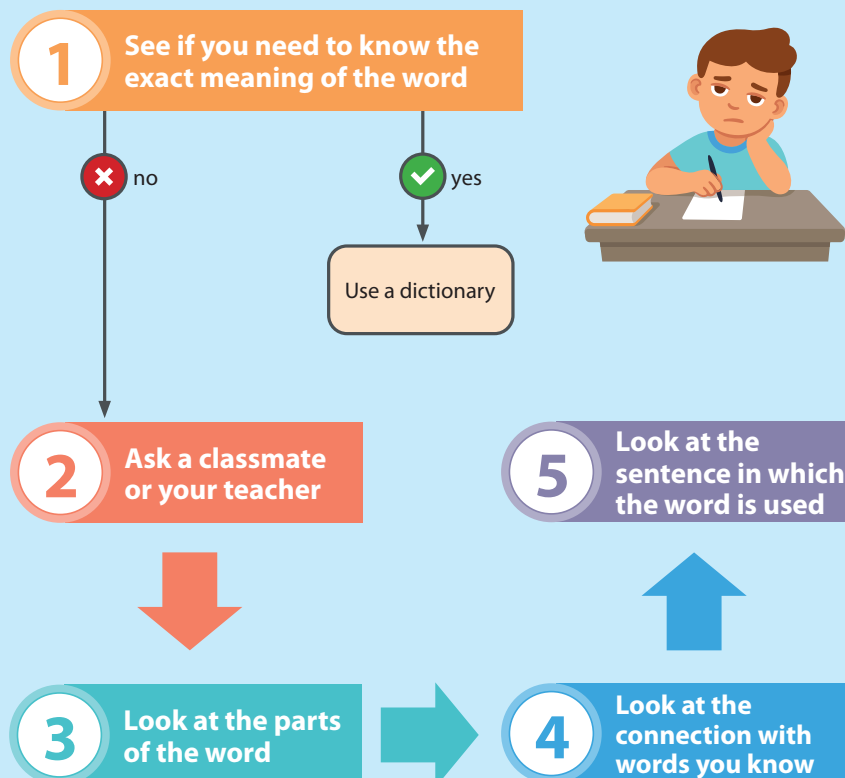


William Shakespeare, who was a famous English writer in the 16th century, had a huge (*enorm*) vocabulary: about 30,000 words. He also invented (*bedacht*) hundreds of words which we still use today.

In TTO, you'll see many words you don't know yet. In primary school you learned how to understand new words, step by step. You used new words strategies. The word 'strategy' means: a plan to help you reach your goal. In TTO, you can use these strategies too.

In this unit we'll remind you of that new words strategies. We have even made a useful card for you: the help card called *New Words Strategies*. Below, is a small version of it. By using this help card regularly (*regelmatig*), you'll soon know the steps to take, off by heart (*uit je hoofd*). This is useful for when you come across another new word!

New Words Strategies





**STEP
1**

See if you need to know the exact meaning of the word

Often, you can still understand a text without looking up every single new word. When you see a word you don't know, you can keep on reading or listening, and find out whether this word is important in order to understand the text. If it isn't, you can *keep calm and carry on* reading or listening. You don't have to look the word up.

If you can't skip a word in order to understand the text, check if you really need to know the precise meaning of the word, or whether it's enough to know roughly (*ongeveer*) what it means. If you think that you need to know the precise meaning, use a dictionary (*woordenboek*) to find it.

Task 1

Read the following text. Some words are underlined.

Food in Europe

"In Ireland, people were once very dependent on potatoes. When 90% of the harvest failed because of a potato disease around 1845, many people died of hunger!"

Do you think these underlined words are important to understand the text?

Yes/No

Do you need to know the exact meaning of the words?

Yes/No

Task 2

Below is a text taken from BRICKS *Biology*. Some words are underlined.

Part of something bigger: Organs and organ systems

"You are an organism, a living creature. Besides humans, there are many other living things on our planet. Living things are the main objects of study in biology. Biology (bios means 'life' and logia means 'study') is the study of life. Have you ever wondered what you are made of? You are made up of many different body parts that are organised to work together."

Do you have to know these underlined words precisely or roughly, in order to understand the text? Precisely/Roughly



STEP
2

Ask a classmate or your teacher

The next step you can take if you don't have to know the meaning of a word is very simple: ask your teacher or classmates! If your teacher is not available and your classmates do not know the meaning, then go on to the following steps.



STEP
3

Look at the parts of the word

Take a close look at the word you don't know. You may know parts of the word and these may help you to understand its meaning.

For example:

You may not know the word 'hyperactive', but you probably know the parts it is made up of: hyper + active.

Take a look at some more examples below:

Cannot	- can + not
Caveman	- cave + man
Teammate	- team + mate
Timeline	- time + line
Lighthouse	- light + house



Task

3

Let's split up some words! Below you see some random words. They have been joined together to form a new word. What are the original words?

1	Sunglasses	<u>sun</u>	+	<u>glasses</u>
2	Chopstick	<u>chop</u>	+	<u>stick</u>
3	Sandcastle	<u>sand</u>	+	<u>castle</u>
4	Watchstrap	<u>watch</u>	+	<u>strap</u>
5	Homework	<u>home</u>	+	<u>work</u>

Task

4

Look at these words below. Choose the correct meaning of the word.

1	<u>Impossible</u>	<i>it is possible / <u>it is not possible</u></i>
2	<u>Unable</u>	<i>able to do something / <u>not able to something</u></i>
3	<u>Disagree</u>	<i><u>do not agree with</u> / do agree with</i>
4	<u>Illegal</u>	<i>it is allowed by law / <u>it is not allowed by law</u></i>
5	<u>Nonsense</u>	<i>it makes sense / <u>it does not make sense</u></i>

Note: The letters these words start with – 'im', 'un', 'dis', 'il', 'non' - are called *prefixes* (*pre* = before, *fix* = join on). They give the words a specific meaning. These prefixes mean: 'not', or: 'the opposite of' (*het tegenovergestelde van*).

Task 5

Now look at these words below. Choose the correct meaning of the word.

- 1 Engineer *an engine / someone who knows how an engine works*
- 2 Investigator *to search for information / someone who searches for information*
- 3 Confusion *a big mix-up / to mix things up*
- 4 Government *to rule / an organisation that rules the country*
- 5 Predictable *to say that an action will happen in the future / it is very clear that an action will happen in the future*
- 6 Careless *not protect someone or something / protect someone or something*

Note: This time there are letters at the end of the words. These letters are called *suffixes* (*suf* = at the end of, *fix* = join on) and they also give the words a specific meaning.

The more English texts you read, the more prefixes and suffixes you will get to know. To find prefixes and suffixes that are used in the subject Biology, find the document in the sources section.

Biology Prefixes and Suffixes

You can easily understand scientific terms through prefixes and suffixes

Have you ever heard of *pneumonoultramicroscopicsilicovolcanoconiosis*? This is an actual word, but don't let that scare you. Some science terms can be difficult to comprehend. By identifying the affixes (that are elements added before and after base words) you can understand even the most complex terms. This index will help you identify some commonly used prefixes and suffixes in biology.

Common Prefixes

- (Ana-): indicates upward direction, synthesis or buildup, repetition, excess or separation.
- (Angio-): signifies a type of receptacles such as a vessel or shell.
- (Arthr- or Arthro-): refers to a joint or a junction that separates different parts.
- (Auto-): identifies something as belonging to oneself, occurring within or occurring spontaneously.
- (Blast- or -blast): indicates an immature developmental stage.
- (Cephal- or Cephalo-): referring to the head.
- (Chrom- or Chromo-): denotes color or pigmentation.
- (Cyto- or Cyte-): regarding or relating to a cell.
- (Dactyl-, -dactyl): refers to a digit or tactile appendages such as a finger or toe.
- (Diplo-): means double, paired or twofold.
- (Ect- or Ecto-): means outer or external.
- (End- or Endo-): means inner or internal.
- (Epi-): indicates a position that is above, on or near a surface.
- (Erythr- or Erythro-): means red or reddish in color.
- (Ex- or Exo-): means external, out of or away from.
- (Eu-): means genuine, true, well or good.
- (Gam-, Gamo or -gamy): refers to fertilization, sexual reproduction or marriage.
- (Glyco- or Gluco-): pertains to a sugar or a sugar derivative.
- (Haplo-): means single or simple.
- (Hem-, Hemo- or Hemato-): denoting blood or blood components (plasma and blood cells).
- (Heter- or Hetero-): means unlike, different or other.
- (Karyo- or Karyo-): means nut or kernel, and also refers to the nucleus of a cell.
- (Meso-): means middle or intermediate.
- (My- or Myo-): means muscle.
- (Neur- or Neuro-): referring to nerves or the nervous system.
- (Peri-): means surrounding, near or around.
- (Phag- or Phago-): pertaining to eating, swallowing or consuming.
- (Poly-): means many or excessive.
- (Proto-): means primary or primitive.
- (Staphyl- or Staphylo-): referring to a cluster or bunch.
- (Tel- or Telo-): denoting an end, extremity or final phase.
- (Zo- or Zoo-): pertaining to an animal or animal life.



STEP
4

Look at the connection with words you know

Some words – even English words! – look similar to (*lijken op*) other words you may know, for example from another language. In English there are even words that originated in (*afkomstig zijn uit*) Dutch! And if you know some French, Spanish, Latin or Greek, this can help you too!

Look at the examples below:

Cookie	- Dutch: koekje
Algebra	- Arabic: al-jabr
Muesli	- German: müsli
Ballet	- French: ballet
Hurricane	- Spanish: huracán

Task

6

Can you guess the Dutch word from these English words:

landscape	<u>landschap</u>
rucksack	<u>rugzak</u>
skipper	<u>schipper</u>
waffle	<u>wafel</u>
yacht	<u>jacht</u>



Task 7

Below are some sentences containing words that have been 'borrowed' (*geleend*) from another language. The 'borrowed' word is underlined. Say from which country the word comes and what it means.

- 1** Peter loves the summer holidays abroad. What he likes best is eating a fresh croissant in the morning for breakfast.

- | | | | |
|---|-------------|---|---|
| A | Germany | 1 | Crescent-shaped (<i>halvemaan-vormig</i>) bread |
| B | France | 2 | Small round bread |
| C | Mexico | 3 | A piece of fruit |
| D | Netherlands | 4 | A certain type of cheese |



- 2** Peter's brother is 18 years old and this year he's going to a beer fest – the Oktoberfest! – with his friends.

- | | | | |
|---|-------------|---|--------------|
| A | Germany | 1 | Carnival |
| B | France | 2 | Tomato party |
| C | Mexico | 3 | Party |
| D | Netherlands | 4 | Holiday |



- 3** Peter's favourite ice-cream flavour is vanilla which he likes to eat on the beach.

- | | | | |
|---|-------------|---|--------------------------------------|
| A | Germany | 1 | A highly valued flavour from a plant |
| B | France | 2 | Yoghurt |
| C | Mexico | 3 | Honey from special wild flowers |
| D | Netherlands | 4 | Sugar |

- 4** Another holiday favourite of Peter's, is when he goes sailing on the family boat.

- | | | | |
|---|-------------|---|----------|
| A | Germany | 1 | Swing |
| B | France | 2 | Boot |
| C | Mexico | 3 | Bateau |
| D | Netherlands | 4 | Sombrero |



- 5** He likes to sit out on the deck and feel the wind on his face.

- | | | | |
|---|-------------|---|--------|
| A | Germany | 1 | Dek |
| B | France | 2 | Carpet |
| C | Mexico | 3 | Sails |
| D | Netherlands | 4 | Horse |



STEP
5

Look at the sentence in which
the word is used

Often, it's possible to guess what a new word means by understanding the rest of the sentence. This is called reading the word *in context*. Even the sentence before the word, or after it, can help you to find its meaning.

Sometimes, in the sentence itself or in the next sentence, there is an explanation, an example or even another word that has a similar (*dezelfde*) meaning. If you can find this, you will have a better idea of what the word means.

Task

8

The text below comes from BRICKS *Global Studies*. Read the text and then answer the question.

Finally, rain has fallen in Australia after many months of large bush fires, caused mainly by very hot and dry weather. The **drought**, which started in June 2019, also meant that there was very little water left in the rivers.

Because the ground was so dry for a long period of time, bush fires spread easily.

What does the word drought mean?

- A There is little water in the rivers
- B People are happy that there is no rain
- C Bush fires are kept small
- ☒ D Long periods of dry weather with no rain

CHALLENGE

In the texts which you have to read for geography, history or biology, there are some words which are printed in **bold** (in the textbooks) or **blue** (in the digital method). These are keywords (*begrippen*): words you need to know to understand the subject. In the text books, the meanings of new keywords are always given, either in the same sentence or in the next sentence. In the digital teaching method, the meaning of the keywords is shown when you click on them.

The new editions of BRICKS will contain a Keyword Trainer: a tool to practise keywords till you know them well. In this way, you will be well prepared for your test!



Getting started

The first person to use the word geography was a Greek man called Eratosthenes. He lived around 200 BC. That means the word geography is more than 2,200 years old!

geography

8

1.1 What is Geography?

Tim continues watching the film about planet Earth. He learns that almost 71% of Earth's surface is water and only 29% is land. The oceans give the planet a blue colour when viewed from space. Tim knows that Earth is called the blue planet because of the amount of water on our planet.

The film zooms in to take a closer look. Suddenly the Earth's surface seems to have a lot of colours. The land has green parts, like the forests. It has yellow parts, which are the deserts. The mountains are brown or grey. Ice sheets found at the North Pole and South Pole are white.

After studying this section, you will be able to:

- Explain what is meant by geography
- Explain the difference between physical geography and human geography

Geography

In geography, we learn about planet Earth and its inhabitants. Earth is the only planet in our solar system where life exists. The following things make life on Earth possible:

- Firstly, Earth is located at a perfect distance from the sun. As a result, temperatures on our planet are just right: it is not too hot, and not too cold.
- Secondly, Earth is the only planet in our solar system with water in liquid form.
- Thirdly, on Earth there is enough oxygen for us to breathe.

Because of these factors, Earth is a living planet with humans and all kinds of animals and vegetation.



Figure 1.5 Water in liquid form makes life on Earth possible.

In geography, we learn about the Earth's landscapes, people, places and environments.

The word **geography** comes from the Greek language: the word 'geo' means land in Greek and the word 'graphia' means studying. When you put the two words together, it means the study of the world in which we live.

Geography



Figure 1.5 Water in liquid form makes life on Earth possible.

In geography, we learn about the Earth's landscapes, people, places and environments. The word **geography** comes from the Greek language: the word 'geo' means land in Greek and the word 'graphia' means studying. When you put the two words together, it means the study of the world in which we live.

Previous

Note

Geography

The study of the earth, learning about the world we live in.



Digital dictionaries

CHALLENGE

When you want to look up a word you have to know precisely, then a digital dictionary is handy. Below are some websites which can help you. Before you go to the sites, it is important to know how the website works.

When you open the site there is a “search” bar at the top of the page. Type the word you want to know in this bar and then click on the search icon on the right-hand side. The meaning of the word will show in a new page and the meaning will be in English. You will also see other information about the word: what type of word it is (noun, adjective etc), and where it is most often used. If you click on the audio icon, you can hear how the word is pronounced (*uitgesproken*) in British English and in American English. Usually, but not always, there are some sentences to help you understand how the word is used.

Longman English dictionary: <https://www.ldoceonline.com/dictionary>



Oxford English dictionary: <https://www.oxfordlearnersdictionaries.com>



Cambridge English dictionary: <https://dictionary.cambridge.org>



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24 April 2020

performance

noun

From the word list

OXFORD 3000

B1