

New Interface Blue Label: MAVO - HAVO - VWO

Workbook 2A – Unit 2

| | Wat doen? | Wanneer? | Gedaan | Menu |
|--------------------------------------|--------------------------|----------|--------------------------|--|
| lesson 6 | | | | Aan het eind van de unit kan ik: |
| 1 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | <input type="checkbox"/> mijn mening geven (A2) |
| 2 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | <input type="checkbox"/> iets voorstellen en reageren op een voorstel (B1) |
| 3 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | <input type="checkbox"/> uitleggen hoe iets gedaan moet worden (A2) |
| 4 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | <input type="checkbox"/> informatie geven over iets of iemand (A2) |
| 5 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | <input type="checkbox"/> zeggen wat ik van plan ben te gaan doen (A2) |
| 6 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 7 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 8 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 9 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 10 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| lesson 7 | | | | In deze unit leer ik iets over: |
| 11 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | - een Amerikaanse schrijver die in Engeland woont |
| 12 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | - een campagne om graffiti te bestrijden |
| 13 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 14 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 15 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 16 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 17 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 18 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 19 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 20 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| lesson 8 | | | | |
| 21 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 22 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 23 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 24 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 25 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 26 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 27 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 28 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 29 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 30 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| → self-test | | | | → self-test ↓ |
| catch up | | | | ← Niet zo goed gedaan? Ga naar catch up |
| 31 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 32 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 33 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 34 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 35 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| get ahead | | | | ← Goed gedaan? Ga naar get ahead |
| 36 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 37 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 38 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 39 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 40 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| 41 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| → taaltoets | | | | → taaltoets ↓ |
| → skills | | | | Wanneer? |
| lesson 9 → reading | | | | _____ |
| 42 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| 43 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| 44 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| 45 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| lesson 10 → listening | | | | Wat leren? |
| 46 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| 47 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| 48 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| 49 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | _____ |
| extra reading | | | | |
| 50 | <input type="checkbox"/> | _____ | <input type="checkbox"/> | |
| unit project / web assignment | | | | |



luisteroefening



extra oefenen op de website

lesson 6 Litter bugs

1 The story



Read the questions, listen to the recording and answer them.



- 1 Why does Jess want to start a campaign?
- 2 Does Amy think it's a good idea? Why (not)?

2 A closer look

Read the dialogue on pages 26 and 27 in your Coursebook. Then read the sentences below. Are they true or false?

| | true | false |
|--|--------------------------|--------------------------|
| 1 Amy doesn't know what she's going to do after school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Jess thinks they need to arrange an XOL meeting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Amy thinks the younger kids don't know much about XOL. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Jess doesn't care that her classroom looks like a rubbish tip. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 There's graffiti on the walls of the classrooms. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Jess thinks XOL should start a campaign. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 A boy spits his gum on the floor of the canteen. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 He picks it up when Jess tells him to. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 Jess thinks Donny probably has a better idea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 Donny thinks he has a good idea. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Small talk



Listen to the recording and have this conversation with a classmate. Change the words in **bold** print.



– Je wilt iets plannen.

A

- 1 Are you doing anything **after school today**?
- 2 We really must **arrange an XOL meeting**.
- 3 **Very few of the kids know anything about us.**



B

- 1 Not sure yet. Why?
- 2 Why?

Here are some words you can use in the conversation. You can also use your own words, of course.

A2

go to the mall
see Mr Jackson
talk to Miss Pratt

A3

I need new jeans.
I want to ask him something.
I've got a question about tomorrow's test.

4 What are they going to do?



Jess, arrange XOL meeting,
start a campaign



Spud, get a new mobile,
bring newspapers



Amy, arrange XOL meeting,
do homework



Mike, take photographs,
do homework



Donny, contact a friend,
help Jess

to be going to + hele werkwoord

Je gebruikt **to be going to + hele werkwoord** om aan te geven:

- wat je van plan bent: I'm going to *get* his name.
- wat zeker wel gebeuren zal: People aren't going to *like* it.

Kijk ook in Helpdesk 2.1 op p. 128.

Now write questions and answers, saying what our friends from Westgate are (not) going to do.

... you ... (contact a friend)?

Are you going to contact a friend?

– Yes, ...

– Yes, I am (going to contact a friend).

1 ... Spud ... start a campaign?

– No, ...

2 ... Donny ... homework?

– No, he ... contact a friend and he ...

3 ... Jess and Amy ... XOL meeting?

– Yes, they ...

4 What ... Mike ...?

– First he ... and then ...

5 And Spud?

– Spud ...

6 What ... Amy and Mike ...?

– They ...

Now think of two more questions and answers yourself.

7

8

5 What must we do?

must <> must not

We really **must** arrange an XOL meeting.

moeten

You **mustn't** tell people what to do, Jess.

niet mogen

should <> should not

XOL **should** start a campaign!

zouden (eigenlijk) moeten

You **shouldn't** spit it out.

zouden (eigenlijk) niet moeten

Kijk ook in Helpdesk 2.2 op p. 128.

Complete the sentences. Use: *must / mustn't / should / shouldn't*.

- 1 Teacher: For next time you ... (*moeten*) bring all your books. Don't forget!
- 2 Jess: We ... (*zouden moeten*) arrange another XOL meeting. Nobody knows about us.
- 3 Spud: You guys ... (*zouden niet moeten*) work so hard for school. I don't think it's good for you.
- 4 Jess: Spud, you ... (*mag niet*) be late next time, or we're going to start without you.
- 5 Amy: I ... (*moet*) write that article tonight. I have to hand it in tomorrow.
- 6 Cat: You ... (*zou niet moeten*) listen to what Jess says. She is much too bossy!
- 7 Boy: Why ... (*zou moeten*) I pick up that book? I didn't put it there!
- 8 Jess: That boy ... (*mag niet*) spit his chewing gum on the ground.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

6 Really?

Choose between **adjective** (*bijvoeglijk naamwoord*) and **adverb** (*bijwoord*).
Underline the correct word.

bijvoeglijk naamwoord (adjective) <> bijwoord (adverb)

Een **bijvoeglijk naamwoord** zegt vaak iets van een zelfstandig naamwoord:

We had a **great** time!

Een **bijwoord** geeft aan **hoe** iets gebeurt (hoe snel, hoe vaak, hoe erg, enz.):

They should put their rubbish **tidily** in a bin.

Vorm van het bijwoord: vaak **bijvoeglijk naamwoord + -ly**.

real <> really

bossy <> bossily

tidy <> tidily

Plaats van het bijwoord: vaak **vóór** het woord waar het iets van zegt.

You're just going to become **really** unpopular, that's all.

I was **just** talking to Spud.

Óf aan het einde van de zin voor meer nadruk.

You don't have to talk to him so **bossily**.

Kijk ook in Helpdesk 2.4 op p. 129.

- 1 Jess always works *real / really* hard for school.
- 2 Why do you have to talk so *bossy / bossily* all the time?
- 3 Our house is a very *beautiful / beautifully* place.
- 4 Look at the playground. It's the *usual / usually* mess.
- 5 The school team played a *wonderful / wonderfully* game last night.
- 6 The canteen is usually very *tidy / tidily* and our classrooms are too.
- 7 Donny is probably going to help her. He's such a *nice / nicely* person.
- 8 That little boy *secret / secretly* threw some rubbish on the floor.

7 Words

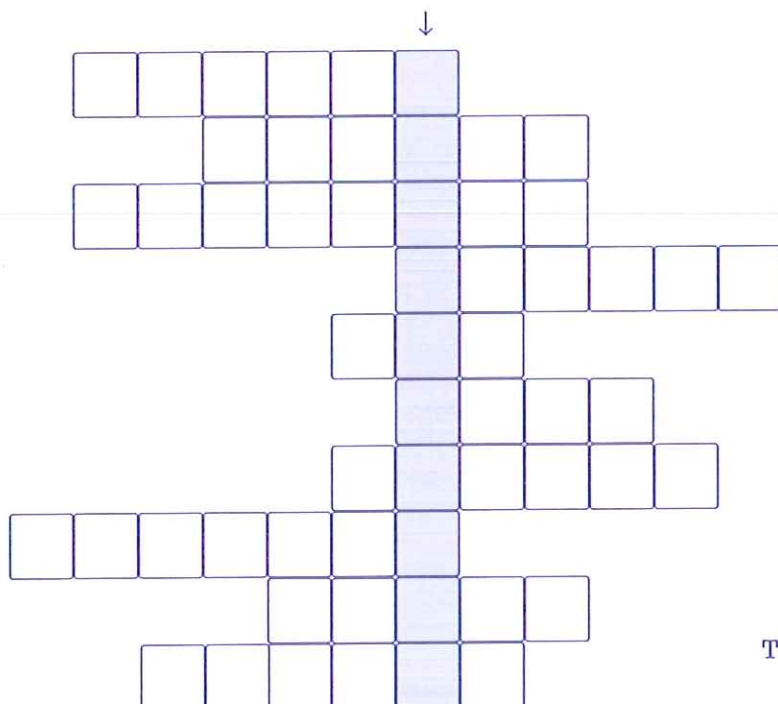
Fill in the correct words. Use words from Coursebook lesson 6.

- 1 Some of the children at my school are going to start an anti-litter
- 2 Today Donny and I have to ... in the canteen after school.
- 3 The Headmaster always tells us to ... all our rubbish in a bin.
- 4 Nobody knows about our school paper. What we need is some
- 5 When I told him to pick up his gum he just ... at me!
- 6 I'm not ... that the place is such a mess. There aren't any bins.
- 7 Why does ... throw his rubbish on the ground?
- 8 Come on Jess, you sound as if it's a ... to chew gum!

8 More words

Find the words and write them in the grid. What's the mystery word?

- 1 You can't just throw your ... on the floor, can you?
- 2 Many children in my school spit their chewing gum on the
- 3 I think it's ... that some people just throw things out of car windows.
- 4 Don't talk to people that way. You're going to ... really unpopular.
- 5 The Headmaster always tells us to put our rubbish into a
- 6 You shouldn't ... out your gum. It pollutes the pavement.
- 7 That ... little monkey always laughs at me when I tell him to clean up his mess.
- 8 I can always ... an old family friend. He knows all about litter.
- 9 You can use a ... spray if you don't like the colour.
- 10 People don't throw things on the floor in my school, ... that boy over there.



The mystery word is:

9 Xpress yourself!

- A** Je zit met je vrienden in de kantine en je kijkt om je heen. De kantine ziet eruit als een vuilnisbelt. De lokalen zijn ook al zo rommelig, eigenlijk is de hele school een rommeltje. Het wordt tijd om een campagne te beginnen, want je vindt dat iedereen zijn rommel in een afvalbak zou moeten doen.

Je wilt een schoolkrantvergadering organiseren om te bespreken wat jullie hieraan kunnen doen. Je stelt voor X ook uit te nodigen omdat hij altijd van die gave ideeën heeft.

Schrijf een tekst van zes à zeven Engelse zinnen, waarin je de bovenstaande informatie verwerkt.

Gebruik zoveel mogelijk zinnen uit de Xpress yourself!



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____



- B** How untidy is your own school canteen? Look at the sentences in exercise **A**. Have a conversation, and talk about what you can do about the rubbish in your own school canteen. Use the **A**-part of this exercise as the starting point for your discussion.

10 Writing

Je ergert je groen en geel aan de rommel in de kantine op school. In een open brief in de schoolkrant doe je je beklag.

Je verwerkt de volgende informatie in je brief:

- Je beschrijft de situatie in de kantine. Je kunt het plaatje bij oefening 9 als inspiratiebron gebruiken, maar je kunt natuurlijk ook de kantine op je eigen school als voorbeeld nemen als die rommelig genoeg is.
- Je legt uit waarom dit een slechte zaak is (slecht voor de gezondheid bijvoorbeeld).
- Je eist dat er iets aan gedaan wordt, zowel door je medeleerlingen als door de schoolleiding.
- Je doet in je brief minstens twee concrete voorstellen.

Gebruik 120 – 150 woorden.

lesson 7 Back to the drawing board

11 The story



Read the questions, listen to the recording and answer them.



- 1 Who's new at XOL?
- 2 What's Donny's plan?
- 3 What does Jess think about it?

12 A closer look

Read the dialogue on pages 28 and 29 in your Coursebook. Then read the sentences and underline the correct words.

- 1 Jess / Spud thinks it's great to have Cat on the team.
- 2 Spud is interested in Jess's / Donny's graffiti campaign.
- 3 Jess knows / doesn't know about Donny's idea.
- 4 Spud / Donny had an appointment with the Head.
- 5 The Head likes / doesn't like Donny's idea.
- 6 Donny wants to do something about the litter / graffiti in and around the school.
- 7 Donny wants to start a competition to find the best design ideas / graffiti artists.
- 8 They are going to have graffiti on the bike shed wall / the back wall of the school.
- 9 Spud / Cat thinks it's a great idea.
- 10 Jess thinks the idea could solve the graffiti / litter problem.

13 Small talk



Listen to the recording and have this conversation with a classmate.
Change the words in **bold** print.



– Je zit een vergadering voor.

A

- 1 Welcome to the first meeting.
Hi **Spud**, where's Donny?
- 2 Donny went to **see the Head**? Why?
- 3 **A graffiti campaign**?
You must be mad!



B

- 1 He's just coming. He **had an appointment with the Head**.
- 2 Well, he had this idea for **a graffiti campaign**.
- 3 Well, there he is. He can explain.

Here are some words you can use in the conversation. You can also use your own words, of course.

B1

had an appointment with the Head.
wanted to see Mr Jackson.
went to see Spud.
wanted to talk to his Music teacher.
went to see Mr Goodall.

B2

a graffiti campaign.
a school party.
a homework club.
a concert.
a basketball match.

14 These are the rules

You are going to have a graffiti campaign at your school. There are beautiful prizes for the winners. Do you want to take part (*deelnemen*)?

These are the rules:
Complete the sentences, use the right forms of **have to**.



- 1 ... my design ... be big?
- 2 ... designs ... be in black and white?
- 3 ... I ... pay, if I want to take part?
- 4 ... people ... buy their own paint spray?
- 5 ... we ... clean off our graffiti after the competition?
- 6 Last but not least: You ... send your design to mick_and_mike@hotmail.com before October 31st.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

moeten (verplicht) – have to + hele werkwoord

Spud **has to be** there too.

Does Spud **have to be** here too?

The artists **have to clean** off graffiti that's bad.

Do they **have to clean** off the graffiti again?

niet hoeven – don't / doesn't have to + hele werkwoord

You **don't have to talk** to him so bossily.

Spud **doesn't have to be** at the meeting.

Kijk ook in Helpdesk 2.3 op p. 128.

- No, your design ... be big. Small designs are welcome too.
- No, designs ... be in black and white. Designs in full colour are OK as well.
- No, you ... pay any money, the competition is free.
- No, people ... buy their own paint spray.
- Yes and no. You only ... clean off your graffiti if it is bad.

15 Donny in the Headmaster's office

must <> must not

But there **must** be a better way.

moeten

should <> should not

You **mustn't** tell people what to do, Jess.

niet mogen

They **should** put their rubbish in a bin.

zouden (eigenlijk) moeten

You **shouldn't** spit it out.

zouden (eigenlijk) niet moeten

Kijk ook in Helpdesk 2.2 op p. 128.

A Complete the sentences. Write down the English translations.

- A Morning sir. I'm here to talk about my idea for a graffiti competition.
- B Morning, McArthur. Yes, we ..1.. (*moeten praten*) about this crazy idea of yours.



- A I thought we ..2.. (*zouden moeten vertellen*) you all about it first.
 B How nice of you. You know, as the Head I ..3.. (*moet weten*) everything which goes on in my school. You ..4.. (*mag niet afspreken*) anything without telling me first. You know that, don't you? Well, what's the plan?
 A It's about all this graffiti, sir. I think we ..5.. (*zouden moeten doen*) something about it.
 B Yes, we ..6.. (*moeten zeker doen*) something about all this ugly graffiti. Well what's your idea?
 A I think we ..7.. (*zouden moeten doen*) a graffiti competition.
 B A what? You ..8.. (*moet zijn*) crazy.
 A No, sir, I mean, there ..9.. (*zouden moeten zijn*) rules of course.
 B Of course there ..10.. (*zouden moeten zijn*) rules. What kind of rules?
 A Well, it's quite simple, really: people ..11.. (*moeten sturen*) us their design ideas, we decide which ideas are the best. And then the winners ..12.. (*moet toevoegen*) their signatures to a wall.
 B I see. Which wall?
 A I think they ..13.. (*zouden moeten gebruiken*) the bike shed wall for their graffiti. It's massive and you can't see it from the street.
 B And if the graffiti is bad?
 A Then they ..14.. (*moeten het schoonmaken*).
 B I see. Maybe it's not a bad idea. I need some time to think about this. Goodbye.
 A Bye sir. Thanks for your time.

- | | |
|---------|----------|
| 1 | 8 |
| 2 | 9 |
| 3 | 10 |
| 4 | 11 |
| 5 | 12 |
| 6 | 13 |
| 7 | 14 |



- B** Swap (*ruil*) workbooks with your classmate. Check his answers. Are all his answers correct? Discuss the differences. Correct your answers if you think that's the right thing to do. Ready? Have the conversation with your classmate. One of you is Donny, the other is the Headmaster.

16 How many?

Complete the sentences.

- There wasn't ... (*veel rommel*) in the canteen after the first break.
- I saw ... (*veel bekende gezichten*) at the meeting.
- I have to work hard for school, so I have ... (*weinig vrije tijd*).
- After the clean-up campaign there was very ... (*weinig graffiti*) on the bike shed wall.
- ... (*Veel artiesten*) never clean off their graffiti.
- ... (*Een paar kinderen*) in my class don't know about XOL.
- You could ask Amy, she always has so ... (*veel goede ideeën*).
- There is ... (*een beetje kauwgum*) under that table.
- It isn't that ... (*veel werk*) to clean up your own mess.
- ... (*Weinig graffiti-artiesten*) know that they can tag the bike shed wall.

- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

much / many <> little / few <> a little / a few

| | | |
|-----------------|---------------------------|----------------------------|
| much | veel (enkelvoud) | much work |
| many | veel (meervoud) | many faces |
| little | weinig (enkelvoud) | little rubbish |
| few | weinig (meervoud) | few ideas |
| a little | een beetje | a little spare time |
| a few | een paar | a few artists |

Kijk ook in Helpdesk 2.5 op p. 129.

17 Words

Which words in Coursebook lesson 7 have the following meaning?

- 1 place where you can put your bike _____
- 2 person who comes first in a race _____
- 3 very big _____
- 4 think that something is going to happen _____
- 5 place _____
- 6 the day after today _____
- 7 started _____
- 8 group of people (friends or criminals) _____

18 More words

Choose from: *allowed – in any way – as long as – design – how about – as well as – solve – come up – signature – nowhere.*

- 1 Before you put any graffiti on that wall, you have to send in a _____
- 2 I hope you guys can ... with a better idea than this. _____
- 3 Artists usually add their ... to their work. _____
- 4 It's not ... to tag the wall of the bike shed. _____
- 5 I don't mind graffiti ... it isn't rude or bad. _____
- 6 Still looking for a graffiti spot? ... the wall of the shed? _____
- 7 There's graffiti in the toilets ... on the back wall. The place looks a mess. _____
- 8 I can't ... this problem alone. You guys have to help me do it. _____

19 Xpress yourself!

- A** Study the Xpress yourself! section in your Coursebook. Then write down what you could say in the following situations.

There's a graffiti problem at your school. In a meeting with other pupils you discuss it.

- 1 Een klasgenoot stelt voor een graffitiwedstrijd te organiseren en hij legt uit hoe dat dan zou moeten.

- 2 Jij vindt het een uitstekend idee en je hebt gehoord dat de directeur er ook vóór is. Hoe zeg je dit?

- 3 Een van de andere aanwezigen vindt het een slecht idee omdat dit het probleem niet oplost. Hij vindt dat jullie iets beters zullen moeten bedenken.



- B** Try to come up with a better idea and discuss it with a classmate:
 You say what is good about your idea.
 Your classmate reacts. He says what's bad about it.
 Use the conversation in exercise **A** as a starting point.
 When you're ready you can change roles and do the exercise again.

20 Chat room



Het is drie uur, de schoolkrantvergadering staat op het punt te beginnen. Jij bent hoofdredacteur en voor je begint bespreek je met de secretaris wie er niet zijn en waarom niet.



Lucy, afspraak met directeur, komt om tien over drie.



Kevin, komt niet, voetbaltraining



Pat, komt later, moet eerst naar de bibliotheek



David, geen idee, vanmorgen nog gezien



Jamie, komt niet, morgen wiskunde-repetitie

Now have a conversation. **A** is the editor, **B** is the secretary.

A 1 Je vraagt of iedereen er is.

B 2 Je zegt dat er vijf mensen niet zijn.

A 3 Je vraagt wie er niet zijn.

B 3 Je noemt nu de naam van een van de afwezigen en vertelt waarom hij of zij er niet is, of hij of zij nog komt en zo ja hoe laat.

A 4 Je reageert steeds op wat B zegt door bijvoorbeeld je mening te geven.

Op deze manier werk je het hele rijtje met afwezigen af.

B 4 Je zegt dat verder iedereen er is en dat jullie maar alvast moeten beginnen.

A 5 Je bedankt de secretaris, je heet alle aanwezigen welkom en opent de vergadering.

lesson 8 Coming clean

21 The story



Read the questions, listen to the recording and answer them.



- 1 Where's Cat going?
- 2 Where's Donny going?
- 3 Why is Jess so excited?

22 A closer look



Read the dialogue on pages 30 and 31 in your Coursebook. Try to read between the lines ... Write down (in Dutch if you like) why you think Cat, Donny and Jess say these things.

1 Cat: Jess doesn't have to talk to us the way she did in that meeting ...

2 Cat: I bet she's an only child.

3 Donny: Oh right, sure you can take my coat.

4 Jess: ... but I thought, he's a foreigner ...

5 Donny: I only gave him a call ... you don't mind, do you ...?

23 Small talk



Listen to the recording and have this conversation with a classmate. Change the words in **bold** print. Don't forget to change roles a few times.



– Je hebt een brief gekregen van een beroemdheid.

A

- 1 Hello! Come on in. I'm so excited about this **letter**.
- 2 It's a **letter** from **Bill Bryson**.
- 3 You know who **he** is, don't you?



B

- 1 Oh yeah? Tell me about it.
- 2 Awesome.
- 3 Well actually, **he's President of the CPRE** ...

Before you have the conversation, write down the names of five or six famous people. Also write down what they are famous for.

Name

James Dixon
Maddy Carr

he's the trainer at Tolchester F.C.
she's a very popular singer

24 Things to do

Jess is a very busy girl.
That's why there's a list
of things to do on her desk.

van plan zijn / wat zeker wel gebeuren zal: **to be going to + hele werkwoord**

You're just **going to become** really unpopular.

How **are we going to get** more publicity?

You're **not going to believe** what I found.

Kijk ook in Helpdesk 2.1 op p. 128.

Complete the sentences. Translate the Dutch words into English.

- | | |
|--|--------------------|
| 1 On October 11th I ... Bill Bryson. | (ga interviewen) |
| 2 I don't have to go to him because Bill Bryson ... to Westgate. | (zal komen) |
| 3 I ... him about the CPRE. | (ga vragen) |
| 4 Of course we ... about litter as well. | (gaan praten) |
| 5 Bill B. and I ... to the Head. | (gaan niet praten) |
| 6 ... Mikey ... some photos of Bill when I do the interview? | (gaat nemen) |
| 7 We ... the interview on our website. | (gaan niet zetten) |
| 8 I guess we ... it in XOL. | (gaan zetten) |
| 9 ... Donny ... this graffiti campaign? Mustn't forget to ask him. | (gaat doen) |
| 10 On Oct. 20th Josie and Mike ... an article about the new English teacher. | (zullen inleveren) |

- | | |
|---------|----------|
| 1 | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

25 Bossy or bossily?

Underline the correct form
and indicate with an X
where you could put it.

bijvoeglijk naamwoord (adjective) <> **bijwoord** (adverb)

Een **bijvoeglijk naamwoord** zegt vaak iets van een zelfstandig naamwoord:
He's just another **stupid** American.

Een **bijwoord** geeft aan **hoe** iets gebeurt (hoe snel, hoe vaak, hoe erg, enz.):
They should put their rubbish **tidily** in a bin.

Vorm van het bijwoord: vaak **bijvoeglijk naamwoord + -ly**.

honest <> **honestly**

bossy <> **bossily**

tidy <> **tidily**

Plaats van het bijwoord: vaak **vóór** het woord waar het iets van zegt.

She works **really** hard on the journal though.

Ook wel **aan het einde van de zin** voor meer nadruk.

You don't have to talk to him so **bossily**.

Kijk ook in Helpdesk 2.4 op p. 129.

- The editor of our online journal is a young lady. (bossy / bossily)
- My Dad is going to sing a song from the sixties at the party.
(beautiful / beautifully)
- Bill Bryson writes about England, but he sometimes writes about other
things as well. (usual / usually)
- My brother wants to be a writer when he is older. (real / really)
- One of my friends is a graffiti artist. He's got a nice tag. (good / well)
- The bike shed wall is massive. Why don't you use it for this campaign?
(real / really)
- The guys who run the student journal at my school are clever.
(extreme / extremely)
- That American guy can sing. He writes good books too. (beautiful / beautifully)

26 What do they have to do?

Complete the sentences. Use the correct form of *to have to* + *hele werkwoord* in every sentence.

I still have to watch (*kijken*) that programme about graffiti artists in London.

moeten – have to + hele werkwoord

You just **have to think** of something better.
Do the artists **have to clean** off graffiti that's bad?

niet hoeven – don't / doesn't have to + hele werkwoord

You **don't have to talk** to him so bossily.
Jess **doesn't have to talk** to us that way.

Kijk ook in Helpdesk 2.3 op p. 128.

- 1 Today Amy ... (*hard werken*) for tomorrow's History test.
- 2 ... Donny ... (*vragen*) the Head about his cool idea for a graffiti competition?
- 3 Jess ... (*niet praten*) to us that way. She can be so bossy!
- 4 Bill Bryson ... (*komen*) to Westgate for the interview.
- 5 ... we ... (*afspreken*) another meeting this month, Amy?
- 6 ... Spud ... (*lezen*) that book by Bill Bryson? You know, that book about the British.
- 7 That new boy ... (*niet zijn*) rude about the teachers at our school!
- 8 Come on Jess, we ... (*niet denken*) about litter all the time, do we?

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

27 Word searcher

The translations of the following words are all in the word searcher. Can you find them?

- | | | | |
|-----------------|----------------|---------------|---------------|
| 1 duidelijk | 5 auteur | 9 voorzitter | 13 bedoelen |
| 2 teleurgesteld | 6 universiteit | 10 beschermen | 14 brievenbus |
| 3 wat dan ook | 7 gaaf | 11 landelijk | 15 grappig |
| 4 bijzonder | 8 persoonlijk | 12 eerlijk | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| T | H | A | T | A | U | T | H | O | R | B | O |
| O | D | K | B | Y | L | T | S | E | N | O | H |
| Y | I | T | B | I | L | E | V | L | P | E | B |
| R | S | Y | C | S | G | E | O | R | O | M | N |
| I | A | S | L | E | T | T | E | R | B | O | X |
| T | P | H | L | A | T | S | X | E | V | S | M |
| O | P | L | H | S | I | O | T | T | I | E | Y |
| I | O | W | A | D | N | T | R | E | O | W | L |
| C | I | R | E | R | E | S | E | P | U | A | I |
| T | N | N | I | N | U | G | M | M | S | B | N |
| O | T | O | K | I | R | R | E | E | L | A | N |
| P | E | R | S | O | N | A | L | L | Y | D | U |
| F | D | O | R | Y | N | E | Y | A | R | S | F |

The remaining letters form a sentence. Can you find it?

The sentence is:

28 Prepositions

Match the numbers 1 - 8 with the letters a - h.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| | | | | | | | |

- | | |
|--|---|
| 1 My brother is working really hard | a with my dad a long time ago. |
| 2 After school Donny is going | b for XOL, I think. |
| 3 Spud is going to tell Mr Pratt | c about a letter she got yesterday. |
| 4 That famous writer is going to come | d about us, do you? |
| 5 Mr Bryson went to college | e on his Maths homework. |
| 6 You don't like it when Americans are rude | f into school and tell us about pollution. |
| 7 Jess is quite excited | g about my idea for a graffiti campaign. |
| 8 That man is going to give her an interview | h over to Jess's place. |

29 Xpress yourself!

A Study the Xpress yourself! section in your Coursebook. Then write down what you could say in the following situations.

- 1 Je noemt de naam van een bekende schrijver, maar je vriend weet niet wie je bedoelt. Je vertelt dus iets over de schrijver:
- waar hij vandaan komt
 - dat hij echt erg beroemd is
 - met wie hij gestudeerd heeft
 - wat voor boeken hij schrijft
 - waar hij woont
 - wat hij nog meer voor interessante dingen doet.

- 2 Met je vriend praat je over een bekende artiest. Je vriend mag hem/haar niet zo en zegt een paar negatieve dingen over hem/haar.

- 3 Jij neemt hem/haar in bescherming en noemt een paar positieve dingen.



- B** Kijk nog eens naar wat je hebt opgeschreven bij 2 en 3. Voer dan met je klasgenoot een gesprekje over een artiest die jullie allebei kennen. De één noemt minstens twee positieve dingen, de ander noemt minstens twee negatieve dingen.

30 Chat room



In the Coursebook dialogue you get to know a lot of things about Bill Bryson:

He's an American and he went to college with Donny's dad.

He lives in England and he wrote a book about the English.

He's anti-litter and he's president of the CPRE.

Now think of a celebrity (not a Dutch one!) yourself and write a short article about him/her.

Make sure you don't tell your classmate the name of your celebrity. The following information should be in your article.

place of birth

date of birth

education

highlights (hoogtepunten) of his/her career

relationship(s) / children

When your article is ready, you read it to your classmate. Your classmate then guesses the name of your celebrity. If he can't guess the name of your celebrity, he has to ask questions about the celebrity until he gets the name.

As soon as he knows the name of the celebrity, you change roles and you guess the name of his celebrity.

Maak nu de self-test. Er staat ook een self-test op de website. Heb je de self-test goed gemaakt? Dan maak je de get ahead. Heb je de self-test niet goed gemaakt? Dan maak je de catch up.



self-test

A Complete the sentences

Use the correct form of *to be going to + infinitive*.

- 1 My classmates ... (*kijken*) TV the whole afternoon. They must be crazy!
- 2 Jess ... (*interviewen*) that funny American writer my Dad went to college with.
- 3 She ... (*niet praten*) to the Head about the interview.
- 4 ... that interview ... (*zijn*) as interesting as the one she did last year?
- 5 You ... (*niet luisteren*) to that bossy girl from Westgate College, are you?
- 6 Next year Bill ... (*schrijven*) another funny book about the British.
- 7 ... you ... (*maken*) an appointment with the Head about that campaign?
- 8 We ... (*doen*) a feature about litter in British schools next month.

- | | |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

B Complete the sentences

Use *must* / *mustn't* / *should* / *shouldn't* in every sentence.

- 1 You ... (*mag niet vertellen*) anybody about our plans, Mike!
- 2 Pupils ... (*zouden moeten gooien*) their rubbish into the bins.
- 3 There ... (*moet zijn*) a better way to stop these graffiti artists.
- 4 That boy over there ... (*zou niet moeten uitspugen*) his gum and pollute the street.
- 5 I don't think we ... (*zouden moeten beginnen*) without Donny. He's talking to the Head.
- 6 When you have a plan for a campaign, you ... (*moet altijd vertellen*) the editor first.
- 7 Are you thinking about a graffiti campaign? You ... (*moet wel gek zijn*)!
- 8 I think we ... (*moeten afspreken*) another meeting before the end of this month.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

C Complete the sentences

Use the correct form of *to have to* + infinitive.

- 1 Are you coming tonight? I really ... (*weten*) before seven o'clock.
- 2 You ... (*niet kennen*) everybody at the party. You can have a good time anyway.
- 3 Pupils who want to come to the school dance ... (*betalen*) £2.00 each.
- 4 ... we really ... (*opruimen*) all the rubbish in the canteen?
- 5 This is a very bad idea. You ... (*denken*) of something better.
- 6 Donny ... (*niet luisteren*) to everything Jess says.
- 7 ... that boy ... (*schrijven*) for your stupid little journal?
- 8 We ... (*lezen*) a book by an American writer before next month.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

D Choose the correct form

Underline the correct form.

- 1 Why does that girl always talk to us so *bossy* / *bossily*?
- 2 The man who is coming to Westgate is a *real* / *really* famous writer.
- 3 Come on, guys, throw your things in the bin. Let's make sure this canteen is always *tidy* / *tidily*.
- 4 The XOL team *usual* / *usually* have meetings every month.
- 5 Spud wrote a *beautiful* / *beautifully* article about cricket for this month's issue.
- 6 Donny's idea *obvious* / *obviously* isn't going to work.
- 7 Bill Bryson is a *real* / *really* writer. He wrote a best seller about the British.
- 8 Some of his books are quite *funny* / *funnily*, my father says.

E Complete the sentences

Use: *much, many, few, little, a few or a little* in every sentence.

- 1 ... (*Weinig kinderen*) know the new English teacher.
- 2 ... (*Veel mensen*) just throw their rubbish on the street.
- 3 I'm sorry, I haven't got ... (*veel tijd*) for you.
- 4 There are ... (*een paar kinderen*) who don't know about XOL.
- 5 Yuk! There's ... (*een beetje kauwgom*) under my chair!
- 6 There wasn't ... (*veel rommel*) in the playground after we cleaned up.
- 7 ... (*Veel leerlingen*) sent their design ideas to Donny.
- 8 Usually there's very ... (*weinig rommel*) in Mr Jackson's classroom.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

F Fill in

Complete the following sentences. Use the translations of the Dutch words.

Choose from: *verwachten* – *eerlijk* – *fietsenstalling* – *brutaal* – *vrije tijd* – *vuil* – *vuilnisbelt* – *nergens* – *teleurgesteld* – *verf* – *spugen* – *duidelijk*.

- 1 Look at those boys! They are using a ... spray on the wall of the school.
- 2 I didn't ... you to be at our meeting, Cat, but it's great to have you with us.
- 3 What a mess! This classroom looks like a ... already.
- 4 Look at that ... little boy, he's throwing his rubbish onto the floor.
- 5 This new girl ... doesn't know who's boss here.
- 6 Jess was really ... when Donny didn't come to the meeting.
- 7 In my ... I sometimes tag some of the walls in the village.
- 8 Many children just ... out their gum. I think that's disgusting.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

G Xpress yourself!

How do you say this? Write down in English.

- 1 Je vindt dat het schoolplein eruitziet als een vuilnisbelt. Hoe zeg je dat?

.....

- 2 Hoe zeg je dat iemand een heel grappig boek geschreven heeft over de Amerikanen?

.....

- 3 Je vindt dat je vriend niet zo bazig hoeft te schreeuwen. Hoe zeg je dit?

.....

- 4 Je vindt dat de leerlingen hun rommel netjes in een bak zouden moeten gooien.
Hoe zeg je dat?

.....

- 5 Je wilt weten of je klasgenoot na schooltijd nog iets gaat doen. Wat vraag je?

- 6 Je vindt dat graffiti-artiesten slechte graffiti weer van de muren af zouden moeten halen. Hoe zeg je dit?

- 7 Je vindt niet dat het jouw taak is de mensen te vertellen wat ze moeten doen. Hoe zeg je dit?

- 8 Je vindt dat Jessica heel hard werkt aan de schoolkrant. Hoe zeg je dit?

- 9 Je denkt dat Tim niet meer in de schoolkrant geïnteresseerd is. Hoe zeg je dat?

- 10 Je vindt iets een geweldig idee. Wat zeg je?



catch up

31 Grammar practice: *to be going to* + *hele werkwoord*

→ HELPDESK 2.1

Vul de juiste vorm in van *to be going to*.

A Bevestigend

- 1 I ... do an interview with a writer. _____
- 2 You ... like that new girl. _____
- 3 Amy ... arrange another meeting. _____
- 4 We ... become really popular after this. _____
- 5 They ... get more publicity for their paper. _____

B Vragend

- 1 ... I ... do that interview alone? _____
- 2 ... you ... introduce that new girl to your friends? _____
- 3 ... Amy ... invite Cat to the next meeting? _____
- 4 ... we still ... (*zijn*) popular after this? _____
- 5 ... they ... (*krijgen*) more publicity for their paper? _____

C Ontkennend

- 1 I ... do that interview alone! _____
- 2 You ... like that new girl at all. I'm sure about that. _____
- 3 Amy ... arrange a meeting. She hasn't got the time. _____
- 4 We ... (*worden*) popular after this. _____
- 5 They ... (*krijgen*) any publicity, I'm afraid. _____

32 Grammar practice: *must / mustn't / should / shouldn't*

→ HELPDESK 2.2

Vul in: *must, mustn't, should of shouldn't*.

A *must / mustn't: moeten / niet mogen*

- 1 I really ... (*moet*) go now.
- 2 You ... (*mag niet*) be home late today.
- 3 Donny ... (*moet*) speak to the Head about this.
- 4 We ... (*mogen niet gooien*) our rubbish on the floor.
- 5 You ... (*moet vertellen*) them about the meeting.
- 6 They ... (*mogen niet beginnen*) without Donny.

B *should / shouldn't: zouden eigenlijk (niet) moeten*

- 1 I ... (*zou eigenlijk moeten*) go now.
- 2 You ... (*zou moeten*) tell such things to your editor.
- 3 Spud ... (*zou niet moeten*) be late for meetings all the time.
- 4 We ... (*zouden eigenlijk moeten afspreken*) an interview with a writer.
- 5 You (*zouden eigenlijk niet moeten vertellen*) the story to that new girl.
- 6 They (*zouden eigenlijk niet moeten beginnen*) without us.

33 Grammar practice: *have to + hele werkwoord* → HELPDESK 2.3

Vul de juiste vorm in van *have to*.

A *Bevestigend*

- 1 I ... talk to the Head after school.
- 2 You ... be at the next meeting.
- 3 We ... put our rubbish in the bins.
- 4 Donny ... (*denken*) of something better.
- 5 They ... (*sturen*) us their ideas.

B *Vragend*

- 1 ... I ... talk to the Head about our campaign?
- 2 ... you ... be at the next meeting as well?
- 3 ... we ... put our rubbish in those bins over there?
- 4 ... Donny ... (*denken*) of something better?
- 5 ... they ... (*sturen*) their ideas to us or to the Head?

C *Ontkennend*

- 1 I ... talk to the Head again, I hope!
- 2 You ... be at the next meeting.
- 3 We ... put our rubbish in those bins. We can just leave it here.
- 4 Donny ... (*doen*) it alone. You can all help him.
- 5 They ... (*sturen*) us their ideas now. They can do it later.

34 Grammar practice: *bijwoorden* → HELPDESK 2.4

Een **bijvoeglijk naamwoord** zegt meestal iets van een **zelfstandig naamwoord**:
a **beautiful song**

Een **bijwoord** zegt vaak iets van een **werkwoord**:
he **sings beautifully**

A Onderstreep het woord waar het *schuingedrukte* woord iets van zegt:

- 1 I'm reading a very *good* book at the moment.
- 2 Why does she always talk so *bossily*?
- 3 I *really* understand what you mean.
- 4 Cat is a very *nice* girl, isn't she?
- 5 The boy *honestly* told me the whole story.

B Onderstreep nu de juiste vorm:

- 1 Our new teacher is a *nice / nicely* person.
- 2 Spud told me a *funny / funnily* story.
- 3 Sometimes she's bossy, but she always means *good / well*.
- 4 Jess wants to be a *real / really* journalist one day.
- 5 She is a very *good / well* editor but sometimes she's a bit bossy.
- 6 Just put your gum *tidy / tidily* in that bin, OK?
- 7 I *honest / honestly* don't know what he means.

35 Grammar practice: *much / many / little / few / a little / a few* → HELPDESK 2.5

Meervoud ('telbaar')? ▶ *many / few / a few*
Enkelvoud (niet 'telbaar')? ▶ *much / little / a little*

- | | | |
|---------------------|-------|------------|
| 1 <i>veel</i> | _____ | faces |
| 2 <i>weinig</i> | _____ | children |
| 3 <i>veel</i> | _____ | time |
| 4 <i>een paar</i> | _____ | minutes |
| 5 <i>weinig</i> | _____ | rubbish |
| 6 <i>veel</i> | _____ | good ideas |
| 7 <i>een beetje</i> | _____ | spare time |
| 8 <i>veel</i> | _____ | Americans |
| 9 <i>weinig</i> | _____ | meetings |
| 10 <i>veel</i> | _____ | litter |



get ahead

36 Applied grammar → HELPDESK 2.1



A Speaking

Do this exercise with a classmate.

Ask each other:

- what you are going to do after school,
- when you are going to do this,
- why,
- and who with.

Also find out what you are definitely NOT going to do.

B Writing

Now write eight sentences.

- Write down what the two of you are going to do,
- when you are going to do it,
- why and who with.
- Also write down a few things you are NOT going to do.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

37 Applied grammar → HELPDESK 2.2 / 2.3



Do this exercise with a classmate.

Suppose you are going to organize a clean-up campaign at your school. One of the things you could do is to make a poster to put on the wall somewhere in the school. On this poster there could be a lot of rules, telling pupils what they must or mustn't do in the canteen.

Try to come up with about ten rules and write them down. Use each of the following words at least once: *must – mustn't – should – shouldn't – have to*.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

38 Words

Write down ten of the most difficult words from lessons 6, 7 and 8. Don't show them to your classmate. Then try to think of a word definition in English for each of the words. If you can't think of one, look one up in an English dictionary.

| word | definition |
|----------|--|
| 1 litter | things thrown away, paper scattered untidily |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

39 Test your classmate



Do this with your classmate. Take turns reading one of the word definitions you made up for exercise 38. One of you reads a definition, the other tries to guess the word. If he can't guess the word, give some more clues. But don't forget, you can't use any Dutch!

The one who guesses the most words, wins.

40 Xpress yourself in the chat room



Last night you and your friends organized a school party. This morning the classroom where you had your party was still a terrible mess. The Head is really upset about it and he wants a word with you ...

Schrijf samen met een klasgenoot een dialoog. Houd er rekening mee dat je docent je kan vragen je dialoog te presenteren!

In de dialoog is A de directeur, B degene die het feest heeft georganiseerd. In de dialoog moeten A en B beiden minstens zes keer iets zeggen. Humor is toegestaan. Hieronder staat aangegeven welke informatie minimaal in de dialoog dient voor te komen.

De directeur (A) vertelt ...

- hoe hij het lokaal vanmorgen heeft aangetroffen (details!)
- wat B nu allemaal moet doen of zou moeten doen
- wat B nu beslist niet meer mag.

B zegt:

- wat hij zou moeten doen
- wat hij nu van plan is te gaan doen.

Maak zoveel mogelijk gebruik van de dingen die je in deze unit hebt geleerd:

- *must*, *mustn't* en *to have to* om te zeggen wat er allemaal moet of niet mag.
- *should* / *shouldn't* om te zeggen wat er allemaal wel of niet zou moeten gebeuren.
- *going to* + *infinitief* om uit te leggen wat je van plan bent te gaan doen.

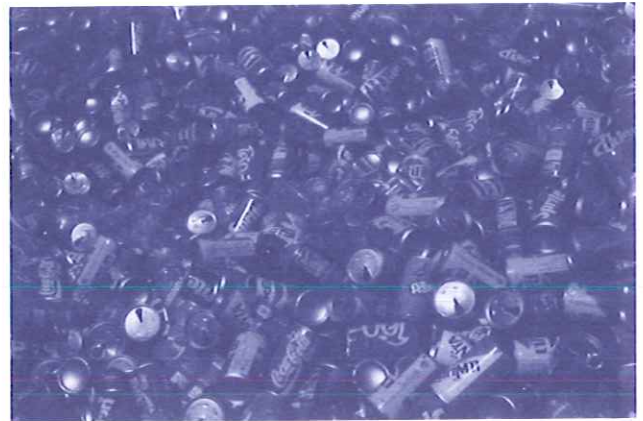
Kijk ook nog eens naar de Xpress yourself!

Good luck!

41 Writing

You are going to write an article and you are going to use the following information.

Je zit op een vrij grote school met meer dan 1.000 leerlingen. Elke dag worden in de kantine honderden blikjes met frisdrank verkocht. Al deze blikjes komen in de vuilnisbak terecht, alles bij elkaar elke dag een flinke berg. Onlangs heb je iets gelezen over het recyclen van blikjes (*aluminium cans*). Je vindt dat de blikjes die bij jou op school worden weggegooid ook zouden moeten worden gerecycled.



Je schrijft hierover een artikel (in het Engels) voor de schoolkrant. De volgende punten komen in je artikel aan de orde:

- Er worden bij jou op school elke dag heel veel blikjes weggegooid. Je schat het aantal.
- Je vindt dat die blikjes moeten worden gerecycled.
- Je legt uit wat de voordelen daarvan zijn: goed voor het milieu, enz.
- Je stelt voor aparte bakken in de kantine te zetten waarin leerlingen hun blikjes kunnen weggooien.
- Gebruik ongeveer 150 woorden.



lesson 9 In the news

42 Finding out

Kijk goed naar de tekst op p. 32 en 33 in je Coursebook. Bekijk ook de foto's en lees de kopjes.

- 1 Wat hebben de teksten op de linker- en rechterpagina met elkaar te maken?

- 2 Wat heeft het stukje waar 'Today's vote' boven staat met het artikel te maken?

43 Looking back

Lees nu het krantenartikel op de linkerpagina.

- 1 Waar is de campagne van de politie van South Yorkshire op gericht?

- 2 Wat kost één miljoen pond?

- 3 Waarom wordt er een telefoonnummer genoemd in het artikel?

Lees nu de reactie op de rechterpagina.

- 4 Wat zijn 'taggers'?

5 Welke suggestie doet de briefschrijver om taggers te bestrijden?

6 Wat is volgens hem het verschil tussen taggers en graffiti artists zoals hijzelf?

Kijk nu nog eens naar de kop van het krantenartikel.

7 Wat betekent 'shopping graffiti vandals', denk je?

Lees nu het stukje waar 'Today's vote' boven staat.

8 Welke drie manieren zijn er om je stem uit te brengen?

44 Writing

Je hebt de brief van de graffiti-artist gelezen en je bent het helemaal niet met hem eens. Jullie tuinmuur wordt namelijk regelmatig beklad, zodat je vader hem een paar keer per jaar moet verven. Ook zijn argument dat er verschil bestaat tussen *taggers* en *artists* vind je maar onzin. Je vindt dus dat er opgetreden moet worden tegen deze vandalen. Je schrijft een brief aan de redactie van de krant waarin de brief geplaatst was, en geeft je mening. Je mag gebruikmaken van de argumenten in het stukje hierboven, maar je mag ook eigen argumenten bedenken. Gebruik ongeveer 100 - 125 woorden.

sign language

45 Fill It, Don't Spill It!

Lees de tekst op het bord en beantwoord dan de vragen.

- 1 In de titel staat twee keer het woord 'it'.
Waar heeft het de eerste keer betrekking op?

En de tweede keer?

- 2 Wat is er illegaal (regel onder het opschrift) volgens de tekst op het bord?

- 3 Welke woorden in de tekst hebben de volgende betekenis?

- a inhoud
b vullen tot aan de rand
c tanken
d gevaarlijk
e verwijderen

- 4 Wanneer moet je (800) 424-8802 bellen?

FILL IT, DON'T Spill IT!

FUEL SPILLS ARE ILLEGAL

- Know your tank's capacity; don't "top it off."
- Fuel slowly; leave tank 10% empty.
- Use "oil-only" absorbents for spills and drips.
For hazardous waste disposal locations, call (800) CLEANUP or ask fuel dock operator.
- It's illegal to use soaps to remove an oil sheen.

Report all oil and chemical spills to:
(800) 424-8802
and (800) OILS-911



lesson 10 Signs of the time

46 Listen



Look at pages 34 and 35 in your Coursebook and listen to the conversations. Match the conversations with the pictures A, B, C, D or E in your Coursebook.

| conversation | 1 | 2 | 3 | 4 |
|--------------|---|---|---|---|
| picture | | | | |

47 Listen again



Now read the following statements. Listen to the recording and decide if the statements are true or false.

Conversation 1

- | | true | false |
|---|--------------------------|--------------------------|
| 1 They are going to Toronto. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The man picks up the piece of paper which he drops. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 They have to pay a \$ 300 fine (<i>boete</i>). | <input type="checkbox"/> | <input type="checkbox"/> |

Conversation 2

- | | | |
|--|--------------------------|--------------------------|
| 4 The Council can give fines to people who drop litter. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The money they spend on cleaning up rubbish is taxpayers' money. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Very few people think that littering the streets is acceptable. | <input type="checkbox"/> | <input type="checkbox"/> |

Conversation 3

- | | | |
|---|--------------------------|--------------------------|
| 7 The young man is going to bed because he's not well. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Some men are throwing rubbish onto the street near the old lady's home. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The son tells her to call the police. | <input type="checkbox"/> | <input type="checkbox"/> |

Conversation 4

- | | | |
|---|--------------------------|--------------------------|
| 10 The girl walks the dog every day. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 You can get a £ 75 fine if you don't pick up the dog-mess. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 The boy thinks picking up dog-mess is really disgusting. | <input type="checkbox"/> | <input type="checkbox"/> |

tune in Interview with Bill Bryson

You are going to listen to the interview Jess did with Bill Bryson. Of course they talk about litter but they also talk about England.

48 Warming up



Answer the following questions before you listen to the conversation.

- 1 Do you know any celebrities who work for charities (*liefdadige instellingen*)? Who?
- 2 Do you know why these celebrities do this?

49 Listen



Read the following statements and listen to the recording. Are the statements true or false?

true false

Fragment 1

- | | | |
|---|--------------------------|--------------------------|
| 1 More than 900 people protested against Bryson's plan. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Bill thinks there must be even more people who care about litter. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He hopes the CPRE is going to help him. | <input type="checkbox"/> | <input type="checkbox"/> |

Fragment 2

- | | | |
|---|--------------------------|--------------------------|
| 4 The CPRE fights against the building of houses on green fields. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Des Moines is a place in England. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The words he mentions are words he didn't know when he came to England. | <input type="checkbox"/> | <input type="checkbox"/> |

Fragment 3

- | | | |
|--|--------------------------|--------------------------|
| 7 Few of the people who drop litter pick it up again. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 In towns there's more litter than in the countryside. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The most serious form of littering is fly-tipping, says Bill Bryson. | <input type="checkbox"/> | <input type="checkbox"/> |

Fragment 4

- | | | |
|---|--------------------------|--------------------------|
| 10 Fly-tipping is when people throw piles of rubbish by the side of the road. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 In England the problem is worse than in the States. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 Bill thinks there should be bigger fines for fly-tippers. | <input type="checkbox"/> | <input type="checkbox"/> |

extra reading Throwaways

50 Throwaways

Lees de tekst op bladzijde 36 en 37 in je Coursebook en beantwoord de volgende vragen.

1 Waarom zijn Sky en Chip op de vlucht?

2 Waar woont Dig?

3 Wie zijn de Throwaways?

4 Wat gaan Sky en Chip doen voor ze naar hun nieuwe 'woonplaats' gaan?

5 Wat eten ze die avond?



unit project

Introduction

Rommel, rommel en nog eens rommel. Dat is waar het in deze unit over ging. Hoe erg is het gesteld met de rommel bij jou in de buurt? Met een aantal klasgenoten ga je op onderzoek uit en je brengt verslag uit van je bevindingen door middel van een Powerpoint-presentatie.



Preparation

- Met een klasgenoot ga je, in of buiten de school, op zoek naar afval.
- Als je afval gevonden hebt op een plaats waar het niet thuishoort, neem je er een paar foto's van met een mobiel of een digitale camera. De foto's zet je (op school of thuis) op een computer.



The actual job

De rest van de opdracht doe je met een groep van vier.

- Ieder lid van de groep maakt een pagina voor de Powerpoint-presentatie. Op de pagina zet je een paar van de gemaakte foto's met daarbij (puntsgewijs) een beschrijving in het Engels.

Je schrijft:

- wat je hebt gevonden en waar je het hebt gevonden.
- wie volgens jou vooral verantwoordelijk is. De persoon die het afval heeft achtergelaten, bijvoorbeeld? De gemeente, omdat er nergens afvalbakken te vinden zijn, of omdat de afvalbakken niet vaak genoeg worden geleegd? De fastfoodketens omdat ze veel te veel verpakkingsmateriaal gebruiken?

Zorg ervoor dat deze vier pagina's onderling voldoende verschillen.

- Ten slotte maak je een inleidende pagina en een pagina waarin je het resultaat van je onderzoek verwerkt.

The end product

Als alle pagina's klaar zijn, verwerk je ze in een Powerpoint-presentatie.

- Je presentatie begint met een pagina waarop een korte inleiding staat: jullie hebben onderzocht hoe erg het afvalprobleem is bij jullie in de buurt (of op school) en je hebt het resultaat van je onderzoek verwerkt in deze presentatie.
- Daarna volgen de pagina's die door elk van de leden van de groep zijn gemaakt.
- Je eindigt met een conclusie: hoe erg is de situatie? Wie is er vooral verantwoordelijk? Welke maatregelen zouden er volgens jullie moeten worden genomen om het probleem op te lossen?

Have fun!