

This unit is about 'young blood': young, ambitious and energetic people who have a lot of new and exciting ideas. Environmentalists, vloggers and celebrities who are on a mission to make the world a better place, prove that you don't need experience to make a difference.

10
16
24
31
39
etwork
46

1

### YOU'LL BE ABLE TO

- understand important factual information in short texts
- understand most of the recorded information of personal interest
- write short, simple essays on topics of interest

### Grammar $\bigcirc$ $\bigcirc$

- simple past (irregular verbs)
- present perfect

### **Vocabulary** $\square$

You can learn the vocabulary with the Study box (p. 46) and the vocab trainer.

### Strategies 🛄

- linking words
- · context clues
- taking notes

TEXT

# 19-year-old developer turned down Apple

Last week, 19-year-old John Meyer dropped out of a prestigious university computer-science program to work fulltime on his tech start-up, Fresco News.

- 1 His parents weren't happy at first. He was attending NYU where his mom was a professor. But they eventually came around to support him, because they had to admit: Meyer is already a successful independent computer programmer. He's been writing apps since his freshman year in high school, after teaching himself the programming language Objective C. And he's been making money at it since his sophomore year of high school. "Money-wise, I've been pretty fortunate. I've been able to support myself since just a year after I got started," he says.
- 2 He's making so much money writing iPhone apps that during his first year of college he could afford to live alone and pay NYU tuition fees while starting Fresco. Fresco News is a sort of intersection between Instagram, Twitter, and Flipboard that turns photos from ordinary people on the scene of big news events into news stories.

We pressed him to reveal his income but promised not to share it. Let's just say it's on par with what software engineers earn at some of the best tech companies.

- 3 Despite his young age, Meyer's app portfolio is impressive. He's written about 40 apps, mostly through his app company TapMedia, he says. This includes the popular iPhone flashlight app Just Light (which may have been the very first flashlight app). "It went nuts, downloaded about 2 million times," he says. Apple now includes a flashlight app with the iPhone. He's just had another huge hit called Perfect Shot, too, released about a year ago. "It was downloaded 60,000 times in the first four days and is now at over 1 million." It uses the smile and eye detection features in the iPhone camera for taking the perfect group photo. Hold the phone up and wait. The app takes the picture in the perfect millisecond when everyone is smiling, no one is blinking. A very smart idea.
- 4 So smart, that Meyer grabbed Apple's attention. The company asked him to become an intern. That's a dream come true for most students. And it pays. Apple interns can make \$5,723 a month. But he turned Apple down. "I get emails from recruiters all the time, and this past summer an offer to intern at Apple," he says. "But," he



explains, "I am, at heart, an entrepreneur. I won't be happy working for someone else."

5 "I've been close with a lot of people at Apple, from going to Apple's developer conference every year," he says. "I'm in a field where I've done a lot of things already, an expansive portfolio of projects I've worked on."

He's actually been attending the developer's conference since he was 16, sneaking in the first time with his dad's help. He and his dad flew to San Francisco, where his dad registered himself for the conference, then handed the pass to his son to attend.

"I was 16 and anyone under 18 wasn't allowed. It was right after the successful flashlight app. My dad got the

ticket from Apple, flew back home and left me in San Francisco," he laughs. "Since then, Apple has created a teen program at the conference. It's been great for meeting other programmers his age."

6 Meyer is focused on turning Fresco into a money maker, talking to potential clients for it like The New York Times and Wall Street Journal. He's also working on a start-up, a platform that will bridge the gap between university students with skills and large companies looking to hire top talent. He hasn't ruled out going back to college some day. But for now, he's writing apps for fun and profit.

Based on: www.businessinsider.com

### READING

1	Re	ad the text quickly and indicate whic	h heading matches which paragraph.
	а	Two clever applications	

**b** Finding a way to get in \_\_\_\_\_

First worried, later reassured

d An offer almost too good to refuse

**e** A rich university freshman

<b>STRATEGY</b> <i>Linking words</i> strategies - <i>signaalwoorden</i> - p. 13
Linking words show the relation between text parts, e.g. two sentences. So, if you know the meaning of the linking word, you also know the relation between the two text parts.
Read the text in detail and answer the questions.  (§1) How else could the sentence "He's been Objective C." start without changing the meanin of the sentence?  As a matter of fact, he's  However, he's  In short, he's  On the other hand, he's
<ul> <li>(§2) From this paragraph it is clear</li> <li>☐ that John Meyer refused to say what his income is.</li> <li>☐ what John Meyer earns for one of the best tech companies.</li> <li>☐ what John Meyer's income is, more or less.</li> </ul>
(§3) Complete the sentence so that it is in accordance with the first two sentences of this paragraph ("Despite his he says.")
John Meyer has written about 40 apps though
(§3) Complete the sentence so that it is in accordance with this paragraph.
'Perfect Shot' is the name of a(n) The 'Shot' is 'Perfect' because everybody's e
are when they
<b>a</b> (§4) Complete the sentence so that it matches this paragraph.
John for Apple.
<b>b</b> Underline the correct answer.
This is surprising / not surprising because he is an entrepreneur.
(§5) Is this statement true or false? If false, quote the first two and last two words from the phrase / sentence in the paragraph that contains the correct information.  John was able to attend the Apple developer's conference because of his successful iPhone app
(§6) What does John consider possible in the future?
Fill in the number of the correct paragraph.
In § John's link with Apple is first mentioned; in § it is first mentioned that Apple approached John.

### VOCABULARY (

to start a company too."

STRATEGY Context clues	strategies - woordenschat vergroten - p. 6

There are words for which you don't have to know the precise Dutch translation but you should be able to recognise them so that you understand their meaning in context. That is why you will often have to practise putting these words in the right context / sentence.

	• • • • • • • • • • • • • • • • • • • •	ave to practise patting these w	ords in the right context / sent	circ.	
11 Fill in the correct words in the sentences below. Choose from the following words. There two words too many.				the following words. There are	
	appeal – awareness – detection – feature – freshman – perception of – recruiter – start-up – tuition fees				
	a	What is the	of being a computer progran	nmer? Frankly, it looks boring to me.	
	b	This programme can be use	d for the	of malware.	
	c	Is this a standard	in today's smartpho	nes?	
	d	She was approached by a _	to work for th	nat firm, but she turned down the offer	
	е	John Meyer's internet	was an immed	iate success.	
	f	This health app helps to rais	se people's	of their healthy or unhealthy habits.	
	g	Although he was a	he'd already dev	eloped a number of apps.	
	GR	RAMMAR (III)			
		imple past and irregular ver		grammar - 3 & 33 - p. 56 & 88	
		hey eventually <b>came</b> round to s ve been able to support myself	• •	rted	
12	Fir	rst, study the irregular verbs.	Then, use the <i>simple past</i> in t	he text below. Only use irregular	
	ve	rbs.			
	lt'	s hard not to wonder just wha	at the Cook parents ( <b>a</b> voedde	en) their kids, Geoff, Dave,	
	an	nd Catherine. Geoff ( <b>b</b> begon)	a business whi	le attending Harvard and ( <b>c</b> verkocht)	
		it at the age of 24.			
	Ca	atherine and Dave ( <b>d</b> zochten)	to make a s	ocial networking site for high school	
	kid	ds. myYearbook was launche	d 10 years ago, and when this	s site ( <b>e</b> ontstond),	
	Ge	eoff stepped in as CEO. Dave	( <b>f</b> bracht door)	the past four years at college in	
	Со	olorado but recently returned	. Last year, myYearbook ( <b>g</b> st	eeg) to number 25 of the	
	na	ation's most-trafficked websit	tes.		
	CA	ATHERINE: "When I was 14, m	y family moved to Skillman, N	New Jersey, where I started high school	
	Da	ave and I didn't know anyone.	. We ( <b>h</b> <i>lagen</i> ) on th	e couch flipping through the school's	
	ye	arbook to see if we recognise	ed anyone. Dave ( <b>i</b> <i>vloekte</i> ) _	because he was shocked a	
	ho	ow useless the information wa	as. This ( <b>j</b> <i>leidde</i> ) to	our idea of putting the whole thing	
	on	lline. My brother Geoff had al	ready launched a successful	start-up. l ( <b>k</b> koos [ervoor])	

	GE	OFF: "I was a sophomore at Harvard and put up two websites, EssayEdge.com and ResumeEdge.
	со	m. By the end of my senior year, I ( <i>l vloog</i> ) to Washington to meet and hire some
	stı	udents to do the work and made hundreds of thousands of dollars. I was looking for my next big
	thi	ing when Catherine ( <b>m</b> stuurde) me this idea. I invested \$250,000 and ( <b>n</b> werd)
		myYearbook's CEO."
	CA	THERINE: "I was like: 'Wow! He really likes it!' Geoff (o wedde [met]) me he'd find
	de	velopers in Mumbai through a Google search. When he told me, I ( <b>p</b> zonk) into my
	arı	mchair for joy and amazement. A month later, in April 2005, we launched a bare-bones site in our
	to	wn. We ( <b>q</b> droegen) T-shirts with sayings like, 'Are you the prettiest girl in high
	sc	hool? How about the dumbest? Find out.' In one week, 400 people signed up. I just knew we were
	go	ing to be successful."
	Р	resent perfect grammar - 5 - p. 57
		ohn Meyer <b>has written</b> a number of apps <u>since</u> his freshman year in high school.
	Н	e <b>has</b> <u>just</u> <b>had</b> another huge hit called Perfect Shot.
13	As	k John Meyer questions, using the <i>present perfect</i> with the verbs in brackets.
		EXAMPLE
		you ever / going back to university (to think of)
		Have you ever thought of going back to university?
	а	you ever / that one of your ideas was impossible? (to feel)
	b	you / used to the idea of not having any certificates? (to grow)
	c	you never / to develop a health app? (to seek)
	d	your mother often / to you about going back to school? (to speak)
	e	you just / another huge hit called Perfect Shot? (to have)
	f	your father already / any pictures with your latest app? (to take)
	g	you ever / anybody else how to make an app? (to teach)

### LISTENING 💷

### **STRATEGY** Taking notes

strategies - aantekeningen maken - p. 15

When you listen to a documentary you may want to take notes to remember the most important things that are said. Proceed as follows:

- use key phrases / words, avoid full sentences;
- write down main ideas, avoid examples and small details or anything you'll recall anyway;
- rephrase, so use your own words when taking notes.

14-15	Vatch the video online and do the assignments that you find there. You may use the writing
	pace below.

### WRITING

- 16 You are going to write a composition about ambition and/or two ambitious young people: John Meyer and Boyan Slat. Go about it as follows. Each '-' means a new paragraph. Use 45-60 words for each paragraph.
  - Introduction: give your definition of ambition. How important is it for a young person to be ambitious, according to you?
  - What is Boyan's ambition? And John's? How do they think they can realise their ambitions?
  - What do these two young men have in common? In what ways do they differ?
  - Conclusion: what are your expectations of Boyan and John and what do you think of their ambitions? Which of these two would you like to spend a few days with while they are doing their work? Why?

### LISTENING & WRITING

- 17 Look for a programme or a documentary (or for a podcast that you listen to) of at least 12 minutes about an ambitious person who is not 25 yet. This person is on their way to realise his or her plans (in the field of technology, environment, sports, film, etc.). Instead, you can also choose two 6-minute programmes about two young people. Proceed as follows:
  - write down the URL of the site(s) and the duration of the programme;
  - while listening, make notes as you did in the previous listening exercise in this lesson;
  - use the notes to make a 250- to 300-word summary.

### Tip! Google search

If you look for a documentary you may fine-tune your search as follows:

- fill in the relevant words, e.g. 'ambitious young woman';
- click 'videos';
- click 'search tools';
- click 'duration' > click 'medium (4-20 minutes)'.

2

### YOU'LL BE ABLE TO

- understand the main theme and arguments in simple texts
- take part in discussions about familiar topics through social media

### Grammar 🗀 🛄

• simple past & present perfect

### **Vocabulary**

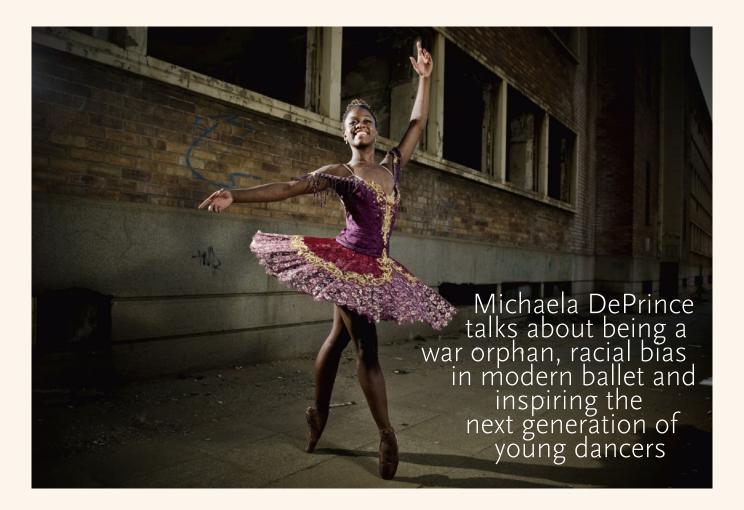
You can learn the vocabulary with the Study box (p. 47) and the vocab trainer.

### Strategies

- scanning a text
- learning new words

TEXT

# From war orphan to ballerina



1 Michaela DePrince was born in Sierra Leone in 1995 during the civil war. At age three, she lost both her parents and was sent to an orphanage where she was mistreated by staff who believed she was the 'devil's

child' due to her skin condition, leaving unpigmented spots covering her chest and her neck. She and her best friend were adopted by an American couple when they were four. Five years ago DePrince starred in the ballet It was a therapeutic outlet and a way for me to reach out to other people.

documentary *First Position*, and she is now a professional ballerina with the Dutch National Ballet. She has just published her memoir.

2 You co-wrote your memoir with your mother, who kept notes of all the traumatic memories you told her of Sierra Leone when you were growing up. How did you find reliving those experiences?

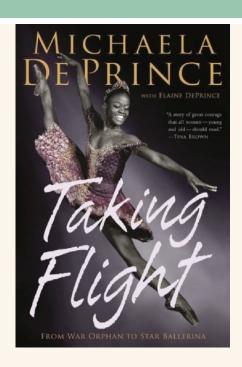
"The first time I ever talked about my story, it was very difficult to recover ... I'm so happy my mum was involved – she was smart to write it all down when I was little. If I'd had to relive everything for the book, it would have been a lot harder."

### 3 Why did you write your memoir?

"It was a therapeutic outlet and a way for me to reach out to other people. When I went to South Africa to perform with the South African Ballet Theatre, I shared my story with a few high school kids and realised it could really have an impact. It inspired me to think differently about myself – I always wanted to be a role model and to let people know that it's OK to dream and to live for something."

## 4 You must be thrilled with the response the book has had.

"I've had adults emailing me, kids emailing me ... It means so much that my book helped them in some way. Laverne Cox, the actress in *Orange is the New Black*, tweeted me, saying how inspirational I was to her. Of course, you have to act really casual, even though I was thinking 'Oh my God I love you so much!' She's a transgender person, and some people don't support that, so she's the inspiration – I feel like I haven't really done anything."



### 5 Are you a fan of Orange is the New Black?

"I love that show. I love TV and movies – anything that can help me stop thinking about dancing for a bit, because it can really take over your mind. It's mentally and physically exhausting."

6 You moved to Amsterdam two years ago to join the Dutch National Ballet. How's your Dutch coming along? And what are you working on at the moment? "Learning Dutch is very hard. I can count to 10, I know the alphabet, how to say hello and order coffee, and that's about it. Actually, I'm focusing more on dancing. Right now we're working on *Jewels*. After that we're going to be doing *Swan Lake*, *Back to Bach*, *Cinderella*, and travelling to St Petersburg, London, Hong Kong, and touring Holland – it's a busy year. They're giving me amazing opportunities."

## 7 What is the main difference between living in Europe and the US?

"Europe is great, especially for dance. It's a lot more accepting than the US – there I struggled with the fact that I was black and there weren't a lot of black dancers at the studio with me. Although in the US, at least I could look up to other black ballerinas like Misty Copeland or Lauren Anderson."

## 8 Is there any sign of the racial bias in ballet changing?

"I hope it is, but I don't see it happening. There's a dancer, Precious Adams, who was at the Bolshoi Ballet Academy in Moscow. They told her to bleach her skin. She's now doing very well at the English National Ballet, but often you look around, and there are no black dancers. Classical ballet is beautiful, but it's very old."

### 9 What, in your opinion, needs to be done to change that?

"When I was a child, I overheard one of my directors saying 'we don't put a lot of effort into the black girls, because they end up getting fat'. I want people in ballet to realise that not everybody is the same – you don't know how our bodies are going to turn out."

## **10** Do you ever get bored answering questions about being a black ballerina?

"No. There are practically no black people in ballet, so I need to speak out."

# 11 In your memoir, you and your sister Mia, who was also your best friend from the orphanage, talk about not feeling ready to return to Sierra Leone. Do you still feel like that?

"There are little scars still, and those need to heal before I can go, so that I don't have to worry that when I go back to the US or to Amsterdam I'll have nightmares. You have to make sure that you're 100% ready to deal with something that you've always been terrified of."

# 12 You wrote in the book: "When I'm older, I'd like to start a free arts school in Sierra Leone, and teach ballet there".

"That would be amazing. I'd like to use the money we earn from this book to open the school. It'll have to be when I retire from dancing. The arts can change you as a person. Dancing helped me share my emotions and connect to my family, it helped me feel like I was special and not the 'devil's child'. Those kids won't have the same opportunities I had, and I don't think they deserve that."

## 13 Your parents have had 11 children, nine of whom they adopted. Would you ever consider adoption?

"I'd love kids of my own, but if that were not possible, I'd definitely adopt. The fact that it's becoming so hard to adopt kids from all over the world is so sad. I wouldn't have been alive today if I hadn't been adopted. I met Angelina Jolie at 'Women in the World' two years ago. She's adopted so many kids and I think that's wonderful. It's horrible that people were so negative about it."

# Europe is a lot more accepting than the US – there I struggled with the fact that I was black

# 14 You've become a poster girl for many things: international adoption, black women in classical ballet, the American dream ... Is that a lot of responsibility?

"It is. Sometimes I think, what happens if I never become the dancer I've always wanted to be, and people are disappointed? But at the same time I like being a role model, and when I see that I've inspired young people to dance, especially young black dancers, that's amazing for me."

Based on: www.theguardian.com

### READING

### STRATEGY Scanning a text Semetimes you only need specific information from a text. There is no need to read the whole text.

Sometimes you only need specific information from a text. There is no need to read the whole text: you can just scan it for the required information.

- Quickly read the text and find the paragraphs in which the answers to the following questions can be found. Write down the numbers of the paragraphs.
  - **a** Which paragraphs contain the names of the countries where Michaela DePrince has performed as a ballet dancer?

In paragraphs: \_\_\_\_\_
In which paragraphs does Michaela show her appreciation for certain individual people?
In paragraphs: \_\_\_\_
In which paragraphs does Michaela talk about being a role model?

In paragraphs:

2	What's the main purpose of §1, the introduction?  ☐ It advertises the memoir of a ballerina.  ☐ It explains the nature of a disease.  ☐ It gives insight into childhood abuse.  ☐ It provides a short biography.
3	Complete the sentence so that it matches the information in §2.
	Michaela would have to relive everything if she had to
4	In §3 Michaela mentions two reasons for writing her memoir. Which reason corresponds with the phrase: "It inspired me to think differently about myself."?
5	Which phrase in §4 carries admiration and which phrase carries modesty? Quote the two phrases.
	Admiration:
	Modesty:
6	Is the following statement true or false? Quote the first two and last two words of the phrase / sentence in §5 or §6 that supports your answer.  Michaela sees TV chiefly as a means to divert her attention from her work.
7	How can the last sentence of §6 ("They're opportunities.") start without changing its meaning?  But, they're  In short, they  Moreover, they're  On top of that, they're
8	In §7 and §8 several places are mentioned. Which country does the information refer to? Fill in: America, Europe, England or Russia.
	<b>a</b> A black dancer felt she had to leave
	<b>b</b> A black dancer is currently successful in
	<b>c</b> In comparison, is said to be quite tolerant.
	<b>d</b> There were role models in
9	According to Michaela, the director she refers to in §9 was  clearly prejudiced.  understandably displeased.  Quote the first two and the last two words of the phrase in the text that supports your answer.
10	In §11 Michaela speaks of "little scars". In which paragraph are these 'scars' first mentioned by the interviewer? And which synonym or description does he use for these 'scars'?

11	How can the last sentence of §12 ("Those kids deserve that.") start without changing the meaning of the sentence?  ☐ Fortunately, those  ☐ Possibly, those  ☐ Surprisingly, those  ☐ Unfortunately, those
12	How does Michaela feel about adopting children (§13)?
	<ul><li>□ She looks forward to it.</li><li>□ She does not see it as a first option.</li></ul>
	☐ She regrets it will be difficult to adopt the child she wants.
	☐ She wants to have her own children as well as adopt children.
13	In the last paragraph Michaela refers to being a role model. In which other paragraph does she refer to this as well? Fill in the blanks.
	In § she is a role model to everybody, whereas in § she is a role model for a smaller
	group, namely for
	VOCABULARY
	<b>STRATEGY</b> Learning new words strategies - woordenschat vergroten - p. 6
	The best way to learn new words is in context. By reading new words in a sentence or in a text you
	will be able to understand and remember them.

14 If you can't remember new words well enough, you may try several ways to learn them. Look at the different ways below that people use to learn new words. Which way(s) do you 'usually' or 'sometimes' use? Which new way do you think you 'might try' to learn new words next time? Fill in the table.

ways of learning new words	usually	sometimes	might try
- learn and/or write down the words in a context			
<ul> <li>write the words (with their translations) in a notebook</li> </ul>			
- write the words on small cards; write their translations on the back			
<ul> <li>say the words aloud a few times</li> </ul>			
<ul> <li>study words with a word trainer, hearing them helps</li> </ul>			
<ul> <li>divide the words into different categories (e.g. verbs together or words that belong to a theme)</li> </ul>			
<ul> <li>write the words (or only the ones you find more difficult) in a separate file for use with a computer programme</li> </ul>			
- take online word tests ( <i>Test jezelf</i> , WRTS or other)			
- ask someone to test you			
<ul> <li>make a habit of using the new words in your own speaking or writing</li> </ul>			

15 PAIR WORK Discuss your answers in the previous exercise with a classmate. How satisfied are you about the ways you 'usually' or 'sometimes' apply when learning words? Can you explain in more detail how you go about using these ways? Discuss which new ways you might try. Why?

16		Fill in the correct verbs in the sentences below. Choose from the following words. There are two words too many.		
	address – advance – bleach – come along – disapprove – distinguish – mistreat – quote – reco			
	a	Michaela's talent and hard work enabled her to to the highest level		
		n ballet.		
	b	Her parents did not between their adopted children and their biological		
		children.		
	С	What steps can be taken to the problem of racism?		
	d	f you work on it every day, your project will just fine.		
	е	o my grandfather: "Nobody ever died of hard work."		
	f	Neil said he was going to his hair.		
	g	Why did he of his son taking up ballet?		
	VO	ABULARY EXTRA		
		rd guessing		
		en, you can find the meaning of an unknown word in the word itself. Example: the word <b>reference</b> rwijzing) consists of the root <b>refer</b> (verwijzen) and the suffix <b>-ence</b> which turns it into a noun.		
		imples of suffixes for nouns:		
		: privacy (private) -ness: kindness (kind) -er: reporter (report)		
		ce: reference (refer to) -th: length (long) -or: actor (act) 1: inspiration (inspire) -ship: friendship (friend) -ist: artist (art)		
		ty: extremity (extreme) -ment: government (govern) -al: arrival (arrive)		
		chaela <b>stated</b> she preferred the Netherlands to America. And she made another <b>statement</b> .		
		. ,,		
17	-ity	nglish you can often recognise nouns by endings like -th, -ship, -ion, -ence, -ness, -ment, -y. You already know a lot of English nouns. Write down an example for each ending. not use the examples above or words from the next exercise.		
18	ma	te nouns from the underlined words using the following endings. There are two endings too by. You may use a dictionary.  -ship, -ion, -ence, -ness, -or, -ment, -ity  paid for this last week. Last Friday I made a		
	d	'm <u>curious</u> to know where you are going to perform next. Can you satisfy my		
	e I didn't know that club existed. I was not aware of its			
		t seems his father died last year. I had not heard about his . however.		

AUVI IV	

Simple past & present perfect	ct
-------------------------------	----

grammar - 3 & 5 - p. 56 & 57

At age three, Michaela DePrince lost both her parents.

I've been able to support myself since just a year after I got started.

19 First underline the time adjunct that indicates why either the *simple past* or the *present perfect* has been used. Then, choose *simple past* or *present perfect*.

### **EXAMPLE**

Michaela DePrince lived in Sierra Leone <u>during the first years of her life</u>. <u>simple past</u> / present perfect

- **a** Michaela spoke to her mother on the phone only yesterday. simple past / present perfect
- **b** At age three, she lost both her parents. simple past / present perfect
- **c** She's been a professional ballerina for a few years now. simple past / present perfect
- **d** How long has she lived in the Netherlands? simple past / present perfect
- **e** Five years ago DePrince starred in the ballet documentary *First Position*. simple past / present perfect
- **f** Ever since she was born she's had a skin condition. simple past / present perfect
- **g** When did she come to live with an American couple? simple past / present perfect
- **h** She performed in St Petersburg and Hong Kong six months ago. simple past / present perfect

20	First underline the time adjunct that indicates why either the simple past or the present perfect
	has to be used. Then fill in the correct verb form.

a	When her parents died, (the authorit	ies – to send)
	Michaela DePrince to an orphanage.	
b	(Michaela – to be born)	in Sierra Leona in 1995.
C	(an American couple – to adopt)	
	her when she was 4.	
d	Since when (she – to be)	with the Dutch National Ballet?
е	How long (Michaela – to have)	this skin condition?
f	(she – to meet)	some fellow black dancers in Hong Kong last year.
g	(they – know)	each other all their lives.
h	Last week (I – to see)	an interview with her on TV

i	(My sister – to want)	to be a b	allerina
	ever since she was little.		
i	(she – to wear)	this hallet outfit for two years. I	think

### WRITING

The interview with Michaela DePrince in *The Guardian* was followed by readers' comments. Read the comments below.

### TEXT

### Leave your comment:

### LUKE said:

Michaela's story is heartening and uplifting, and there can be nobody in the dance world who doesn't wish her happiness and success. But I would question her statement that "there are practically no black people in ballet". That may be the case in the USA, but the USA is not the whole world. And if we look at English ballet, there's a whole other story unfolding, in that black and mixed-race dancers are in fact strongly represented in professional classical ballet companies, and number about 10% of the total.

### MISTY said:

Hardship adds to the strength of the people we become, and Michaela is nothing short of a miracle, born to be a ballerina. For every young brown, yellow, and purple dancer, she is an inspiration.

### ANA said:

How wonderful and beautiful is this lovely young woman! ©

Write your own (250- to 300-word) comment. Divide your piece into paragraphs. Include the information below.

- Introduction: your general impression of Michaela after having read her interview.
- A comment on her American parents, based on what was said in the interview.
- Your opinion of her goal or task to be a role model.
- How important you find it that she learns Dutch. Why?
- What two pieces of advice you have for her to enjoy living in the Netherlands.

# 3

### YOU'LL BE ABLE TO

- express your emotions and react to the feelings of others
- interview someone using a questionnaire and asking spontaneous follow-up questions
- take some initiative when being interviewed
- follow the main points in an informal discussion

### Grammar ( )

- making questions and negative sentences
- interrogative pronoun

### **Vocabulary**

You can learn the vocabulary with the Study box (p. 48) and the vocab trainer.

### Strategies 📖

preparing for an interview

TEXT

# Pics show why you need to welcome Malala's 'Books, Not Bullets' campaign

C'mon, take another selfie – one that supports universal education



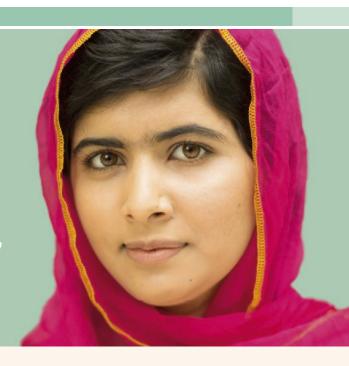
- 1 Malala Day (Malala's birthday) is this Sunday, July 12th. She is turning 18 and she is done with wishes. Instead of the birthday greetings, cake, balloons, gifts, parties, new clothes, special songs or any other celebratory birthday rituals practiced around the world, Malala wants action. Specifically, Malala wants you to support the cause she almost died fighting for: access to education for everyone.
- 2 The shocking truth is that world leaders have the money to fully fund primary AND secondary education around the world but they are choosing to spend it on other things, like their military budgets. In fact, if the whole world stopped spending money on the military for just 8 days, we could have the \$39 billion still needed to provide 12 years of free, quality education to every child on the planet.
- 3 If you believe education is a better investment for our future, declare your support for #booksnotbullets. Post a photo of yourself holding up your favorite book and share why YOU choose #booksnotbullets and why world leaders should, too.

Here is Malala, a few days before her birthday kicking off the #booksnotbullets action:

4 Malala talks about her book choice:

"I chose *The Diary of Anne Frank* because the book reveals the courage and strength of a young girl living under war and conflict. It inspires me to believe that every child deserves the right to dream, the right to learn and the right to live in peace.

# It inspires me to believe that every child deserves the right to dream, the right to learn and the right to live in peace



5 I urge world leaders to prioritize education because education is the only way through which we can defeat terrorism, fight against poverty and bring peace and prosperity. The money that is spent on just a few guns, if given to a child's education, can change that child's life.

We cannot stop terrorism just by killing the terrorists and people. We need to fight against the ideology of terrorism and extremism, and that can be done successfully only through education. If a child, suffering from poverty and difficulties, is not given a book, he will pick up a gun.

I call on my sisters and brothers all around the world to join me in this mission – #booksnotbullets."

- **6** Canadian music star Grimes shared a selfie with her copy of Margaret Atwood's 1985 feminist novel *The Handmaid's Tale*. In the caption, Grimes wrote that she doesn't know if this book is her favorite yet because she's still reading it, and she shared her thoughts on only eight days of military spending being able to fund education for everyone. "These statistics are appalling, and respect to Malala for being proactive and always amazing," she wrote.
- 7 Ojonwa Miachi, a Nigeria-based World at School global youth ambassador, posted a selfie on Twitter posing with a copy of *Americanah*, the 2013 novel by Nigerian author Chimamanda Ngozi Adichie.
- **8** Marketing executive Ash Wiggins shared a selfie with Harper Lee's 1960 classic *To Kill a Mockingbird*. "The way books take us to places we've never been and introduce us to points of views outside of our own are some of the most powerful ways in which education moulds us into better people. Here's to opening our minds and educating ourselves, one book at a time," wrote Wiggins.
- 9 Global Kids, a New York City—based non-profit that promotes global learning and youth development, has been sharing pictures of its staff members and the young people it works with. Staff member Kevin posed with Afghan American author Khaled Hosseini's 2003 novel *The Kite Runner*. Kevin wrote that he was "drawn to Hosseini's work because he deftly employs the use of historical fiction to illuminate the recent tragic history of Afghanistan, but does so while showing the tremendous resilience and strength of those most affected. All children should be able to read great books like this one!"

### READING

1	(§1) What does Malala want for her birthday?
2	<ul> <li>(§2) People with political power don't always use the money they have on schools because</li> <li>□ they lead countries that are too poor.</li> <li>□ they only have the budget for children up to the age of twelve.</li> <li>□ they prefer to use the money for the army.</li> </ul>
3	(§3) What do you express by taking part in the #booksnotbullets campaign?
4	<ul> <li>(§4) Malala picked Anne Frank's diary because</li> <li>□ Anne was very brave and that makes Malala think about children's rights.</li> <li>□ it shows Malala the importance of a good education for every child in war time.</li> <li>□ Malala gets her inspiration to write about war and conflict from this diary.</li> </ul>
5	(§5) What does Malala see as a risk if world leaders don't provide schools?
6	<ul> <li>(§6) Grimes posted her selfie and wrote that</li> <li>□ she respects that Malala knows so much about the statistics of war.</li> <li>□ she supports Malala because more money should have been spent on education.</li> <li>□ The Handmaid's Tale is her favourite book even if she hasn't finished it yet.</li> </ul>
7	Answer the following questions about §8. <b>a</b> Ash Wiggins thinks reading books is important because
	<b>b</b> Which two aspects does <i>The Kite Runner</i> have in common with Anne Frank's diary?
8	Have you read any of the books in the examples? Which book would you choose? Why?

### SPEAKING

- 9 PAIR WORK Team up with a classmate. Ask each other the following questions.
  - Do you think that books can change the world? Why (not)?
  - Have you ever read a book that changed your life?
  - What was the title of that book and how did it influence you?
  - Have you ever read a book that could change the world? Explain how.

### VOCABULARY (

10 Complete the sentences. Choose the correct words. There are two v	words too man	١٧.
--	---------------	-----

access – appalling – cause – copy – defeat – deserve – drawn to – fund – join – share – suffering from – turn

- **a** When will you eighteen?
- **b** Who should have \_\_\_\_ to education in your opinion?
- a good education, according to Malala. What is your c All children opinion on this subject?
- **d** Why would children who aren't educated and are poverty pick up guns?
- e Why do you think that standing up for education is a good \_\_\_
- **f** How can education
- g Would you buy a of Anne Frank's diary and read it? Why (not)?
- that so much money is spent on weapons? Why (not)? **h** Isn't it
- i What social media would you use if you wanted to a selfie? Why?
- historical books or films? Why (not)?
- PAIR WORK Team up with a classmate and ask the questions from exercise 10.

Your classmate answers. Use complete sentences. Change roles after five questions.

### GRAMMAR 🗐



### Making questions and negative sentences

grammar - 10 - p. 61

**Have** you **bought** a copy of *The Kite Runner*?

Why did Malala post a selfie?

We **cannot stop** terrorism just by killing the terrorists and people.

Grimes wrote that she doesn't know if this book is her favourite yet.

### Interrogative pronoun

grammar - 24 - p. 76

Why do you ask so many questions?

What are you looking for?

Which do you prefer, the blue or the green shirt?

Where are you going?

- 12 Choose the correct option.
  - **a** (Did / Does) Simon (took / take) that picture yesterday?
  - **b** (Why / How) (does / do) he never (smiles / smile) when his picture is taken?
  - **c** (What / Who) is your favourite teacher?
  - d (Have you / Do you have) got two magazines? (Which / What) would you like to read first?
  - e (How / Why) (do / did) you two first (meet / met)?
  - f (What / Where) (are / do) you (look / looking) at?
  - g (Do / Does) Malala and Grimes (has / have) anything in common?
  - **h** (Does / Has) Ash (post / posted) this funny selfie for a good cause?

No, this non-profit\_

13 Make questions and negative sentences with the given prompts.

a What did Ash write about when she posted her selfie on Facebook?

Ash wrote about education.			
b	Why	prosperity, according to Malala?	
Ed	Education brings prosperity because it defeats terrorism.		
c	What	to spend the money on?	
Th	They are choosing to spend the money on weapons.		
d	What do some of these non-profits pron	note?	
Th	ey (not)	weapons. They promote learning.	
е	Where	her inspiration?	
	Wherealala has found her inspiration in <i>The Dia</i>		
Ma		ry of Anne Frank.	
Ma <b>f</b>	alala has found her inspiration in <i>The Dia</i>	ry of Anne Frank.	
Ma f Ma	alala has found her inspiration in <i>The Dia</i> Wherew	ry of Anne Frank. hen she had to leave Pakistan?	
Ma f Ma	alala has found her inspiration in <i>The Dia</i> Wherew alala went to Great Britain.	ry of Anne Frank. hen she had to leave Pakistan? vith weapons?	

an office in Edinburgh. It's in New York.



				$\overline{}$
_	_			()
150	1010	1444	TAINE -	
EA			IONS	

4	PAIR WORK Learn the expressions (p. 52), then do the assignment.
	Think of three original birthday gifts for a classmate. Use your imagination. Write them down.
	First on your own, prepare the following conversation. Then team up with a classmate and exchange ideas about a possible birthday gift for a friend in your class or for your teacher. Use the expressions that are in italics.
	A: Ask your classmate about ideas for a birthday present and say what your idea is.  B: Express surprise at a good idea and mention your idea.
	A: Show that you understand what your classmate said.
	B: Interrupt your classmate and mention another idea.
	A: Express disappointment or indignation (because your classmate couldn't think of anything better).
	B: Express certainly that your friend / the teacher would like (one of your ideas).
	A: Show that you doubt if that idea is really good and come up with another idea.
	B: Show <i>relief</i> ; you've decided on something you both like.
	<b>5</b> /************************************
	LISTENING
6	
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing
6	LISTENING  Watch the video online and do the assignments that you find there. You may use the writing

### SPEAKING

### **STRATEGY** Preparing for an interview

strategies - een interview afnemen - p. 18

In an interview you ask open questions to get answers with more information than just 'yes' or 'no'. Open questions usually start with question words (interrogative pronouns): 'what', 'where', 'when', 'who' or 'how'. Continue to ask questions if you think the answers are not complete yet.

PAIR WORK Malala is a role model for many girls, like Cristiano Ronaldo is a role model for many boys. Do you have someone you admire? Team up with a classmate and prepare an interview. You both think of a person you admire, for example who excels in music, art or sports, a family member or someone who was in the news.

Tell your classmate who you're thinking of and then both take a few minutes to prepare your questions and reactions. Write down five questions you want to ask your classmate. Use interrogative pronouns: 'why', 'what', 'how', 'when', 'which', 'where'.

You want to know:

- the reason why your classmate picked this person;
- more about this person;
- when your classmate started admiring him/her;
- if your classmate wants to follow in his or her footsteps;
- if the answer is 'yes' how your classmate will do that / if the answer is 'no' why this is not an option.

### Your reactions:

Think what you will answer when you get the questions. Make some notes.

Use some of the expressions you've practised in exercise 14. Prepare some reactions that show surprise or understanding. Try to kindly interrupt your classmate.

PAIR WORK The #booksnotbullets campaign is about fighting war with knowledge. People post selfies with their favourite books on Twitter, Facebook or Instagram. The idea is that social media have a lot of impact. What is your idea? Are social media your main source of information? What do social media mean for you?

Team up with a classmate.

- First, individually think of eight questions that you could ask to get to know your classmate's ideas. Write them down. Use interrogative pronouns: why, what, how, when, etc.
- You're going to ask questions and give answers. Make it a natural conversation and use expressions.
- You can make it a contest. Keep scores: who can use expressions of surprise or understanding? Who can use negatives like you've practised in the grammar exercise?
- Make complete sentences.

### **EXAMPLE:**

Q: How often do you use social media?

A: I don't use them as much as most people, I guess. About twice a day.

Q: Really? What about Facebook? What do you use it for?

You have a few minutes to ask questions. Then you switch roles. Your teacher will tell you when.

19 GROUP WORK Now team up with another couple. Take turns in telling the other couple what you've found out about your classmate's view on social media. Again, can you use negative sentences? Who holds the record for the most negative sentences scored?



### YOU'LL BE ABLE TO

- search in longer texts for information of interest to you
- understand important factual information in short texts
- understand most of the recorded information of personal interest
- obtain more detailed information

### Grammar ( )

- making questions
- simple present & present continuous

### **Vocabulary** (

You can learn the vocabulary with the Study box (p. 49) and the vocab trainer.

TEXT

# Not many faults in this star



1 As soon as I walk into her suite at London's Soho hotel, she gives me a warm hug with a back-pat finisher. This is her thing – a courtesy extended to colleagues and sometimes journalists and fans.

Born in the suburbs of Los Angeles, Shailene Woodley has been acting since she was five, mostly in commercials and on US TV. Her movie break in 2011 came when she was cast in *The Descendants* as George Clooney's grumpy daughter. There hasn't been a misstep since. Woodley starred in the adaptation of John Green's young adult blockbuster *The Fault in Our Stars*. In the four-part *The Divergent Series* Woodley is Tris, the warrior-heroine.

**2** *Is it true you originally said no to the part of Tris in the* Divergent *films?* 

"I did. I was a little hesitant saying yes to a franchise, simply because I'd just come off a television show, *The Secret Life of the American Teenager*, where I had a six-year contract. So the thought of signing another four-year contract was quite daunting. Also I had said, growing up as a child actor, that I'd never be a part of a big studio franchise, because I never wanted that sort of recognition around the globe. I liked doing smaller roles and I really just love acting because I like being on a movie set and that's it. So I definitely had my doubts, but having said yes, I wouldn't change it for the world."



I really haven't lost much of my anonymity. I'm busier, but I would love to continue exploring and living this nomadic lifestyle.

**3** Are you still able to travel around staying in Airbnb apartments?

"Absolutely. I did a trip right after we finished filming *Insurgent* in Europe, around Spain and Italy, visiting friends and what not.

The fear was loss of anonymity in a way, but I really haven't lost much of my anonymity. I can still live the life I've been living. I'm busier, but I would love to continue exploring and living this nomadic lifestyle."

4 After The Descendants, you didn't work much for a couple of years. Were you not advised to capitalise on the success of that film?

"I didn't work because I didn't read anything I particularly loved. The one script I did read and was passionate about was called *The Spectacular Now* and that movie took a year and a half to get made. And I'm in the same position right now. I haven't read a script that I feel particularly moved by or drawn to. It might be five years until I do another film. A lot of people in this

industry work just to simply work, or you're on a wave so you must ride it. Why would I work to work? I don't want to go from being an artist to being a workaholic."

### 5 That's very self-assured ...

"I have the luxury of having been an actor since I was five. So I know that nothing comes overnight and I know that you have to work really hard in order to be successful. I know if I don't work for five or six years, maybe it will be harder to get a film, but if I don't book films, I will take acting classes because if it's something I'm still that passionate about, then why wouldn't I want to continue to improve my craft? But if I'm hired simply because my name is a name, that doesn't feel good. That's like somebody buying your painting simply because of how much they're told it's worth, as compared to actually enjoying looking at that painting and feeling inspired by it."

Based on: www.theguardian.com

### READING

1	Go through the text and write down the words for which the following words or phrases are synonyms or descriptions. There is one item per paragraph.
	a (§1) was one of the main characters
	<b>b</b> (§2) had some doubts
	c (§3) go on travelling and getting to know places
	<b>d</b> (§4) take advantage of
	e (§5) surprisingly quickly
2	What is meant by "This is her thing" in §1?  ☐ She is quite unpredictable in the way she approaches other people.  ☐ She knows how to keep her professional distance with other people.  ☐ She must be a good and talented actress.  ☐ She tends to make people she meets feel at home.
3	<ul><li>(§2) Are these statements true or false? Explain your answer.</li><li>a Saying no to the <i>Divergent</i> films would be saying no to a six-year contract.</li></ul>
	<b>b</b> Shailene had no intention of becoming famous when she was a child actor.
	c Shailene is glad she's played in the <i>Divergent</i> films.
4	(§3) How can you make the interviewer's question ("Are you Airbnb apartments?") longer so that it fits with the rest of this paragraph?  □ now that you are going to play in a new film?  □ though you are so busy?  □ though you can also stay with your friends?  □ without being recognised too often?
5	(§4) Does Shailene answer the interviewer's question: "Were you that film?" in this paragraph? If your answer is no, write down 'no'; if your answer is 'yes', write down 'yes' and quote the first two and last two words of the sentence that contains the answer to the interviewer's question.
6	(§4-5) In §4 Shailene says: "It might be five years until I do another film." Does she realise the possible consequence of this possible decision? If your answer is no, write down 'no'; if your answer is 'yes', write down 'yes' and quote the first two and last two words of the phrase that supports your answer.

		ollowing phrases stand for, in what way they refer to herself.		
	a	"somebody buying your painting":		
	b	"how much they're told it's worth":		
	С	"actually enjoying looking at that painting":		
	VO	DCABULARY (III)		
2		ad the sentences. Choose the correct descriptions for the underlined words.		
		Deborah gave Rob a pat on the arm and left.		
	-	□ a powerful knock with the hand		
		□ a quick light touch with the hand		
		☐ a tight grip of the flesh between finger and thumb		
	b	We would like to thank the hotel staff for the courtesy they have extended to us.		
		$\square$ care and assistance they have given		
		$\square$ information that has been provided		
		□ politeness they have shown		
	C	The thought of another long contract sounded <u>daunting</u> to Shailene Woodley.		
		☐ difficult in an interesting way		
		☐ seemingly difficult to deal with in the future		
		☐ like an exciting challenge		
	d	She learned her <u>craft</u> working for top directors.		
		profession that requires special skills		
		movements and expressions		
		natural ability to do something well		
	е	What are you passionate about?		
		are you emotional about		
		<ul><li>□ can make you very angry</li><li>□ do you like very much</li></ul>		
	f	□ do you like very much Do you expect to play in more <u>blockbusters</u> in the future?		
	'	action films		
		□ successful films		
		expensive films		
	g	Some actors are <u>committed</u> environmentalists.		
	5	□ willing to work hard as		
		withing to work hard as well-known, famous		
		□ willing to work for free as		



### VOCABULARY EXTRA

### Hyphenated words

A hyphen (-) is used to link words and parts of words to show that they have a  $% \left\{ 1,2,\ldots,n\right\}$ combined meaning.

9		Complete the sentences with hyphenated words. Choose a word part from group 1 for the first gap and a word part from group 2 for the second gap.						
	_							
		bad – ever – far – long – low – pre – self – so – top – well						
	2	assured – budget – called – changing – fetched – known – notch – term – tempered – war						
		EXAMPLE: Instead of staying at <u>top-notch</u> hotels, Shailene Woodley prefers to stay with friends when she is on holiday.						
	a	Shailene Woodley looks like ayoung woman who knows what						
		she wants.						
	b	Films made in Hollywood are usually not films.						
	c	Have you ever seen any films or don't you like old black-and-white						
		films?						
	d	With the technology films become more and more sophisticated						
		every decade.						
	e	Some famous actors are often arrogant and while making a film.						
	f	The Dutch director Paul Verhoeven has also directed some						
		Hollywood blockbusters.						
	g	Sorry, but I think his 'expert' advice is worthless.						
	h	I can't believe it. I find the whole story						
	i	Finally, I asked her if she had anyplans, but she said she was only						
		interested in the present.						
		·						
	GR	RAMMAR (III)						
	N	laking questions grammar - 10 - p. 61						
		<b>/here</b> was Shailene Woodley born? <b>/hy</b> did you not immediately say yes when you were asked to play in the <i>Divergent</i> films?						
10		rite down questions to which the underlined words are the answers. Start your questions						
with the words in brackets.								
	а	Shailene Woodley has been acting <u>since she was five</u> . (Since?)						
	b	Her movie break came <u>in 2011</u> . (When?)						

	C	<b>c</b> She said 'no' to the <i>Divergent</i> films, at first, <u>because she didn't want all that fame</u> . (Why								
	d	She too	ok <u>a trip</u> rig	ht after they finished	l filming	; Insi	<i>urgent</i> ir	n Europe. (\	What?)	
	е	That movie took <u>a year and a half</u> to get made. (How long?)								
	f	Shailene lives in Los Angeles. (Where?)								
	g	She's been <u>reading a script</u> all morning. (What?)								
	h	A lot of people in this industry work <u>just to simply work</u> . (Why?)								
	S	imple n	rocant 9. nr	esent continuous					ammar - 1 & 2 - p. 54 & 55	
			-		my prof	fessi	on.	51	αιιιιιαι - 1 α 2 - μ. 54 α 55	
		I'm taking acting classes because I still love my profession.  She's staying in an Airbnb apartment this week. She seldom stays in a hotel.								
11	<b>a</b> The <i>present continuous</i> and the <i>simple present</i> are used in various situations. These situations are mentioned below. First, read the sentences on the next page and indicate which situation applies in each item. Sentence <b>A</b> has been given as an example.									
	рі		ntinuous			simple present				
	1 2 3	2 plans for and arrangements in the future					<ul> <li>4 repeated actions</li> <li>5 habits</li> <li>6 permanent situations or facts</li> <li>7 verbs related to the senses</li> <li>8 mental state of preference</li> <li>9 fixed events as part of timetables and programmes</li> <li>10 some words referring to the future</li> </ul>			
	٨	1	and ${\cal B}$			_		and		
				 and				and	 and	
								and		
	D							and		
	E		and						and	

	Shailene Woodley (to do)	smaller roles at present because she					
	(to hate)						
		along the coast of Florida, but I (to stay)					
		at an Airbnb in Italy because of a movie we (to do)					
	the						
		e she was five. She (to star) in movies as					
D	If she (to get)	a chance to travel around Europe, she will.					
Ξ	We (not - to agree)	with you because we (to think)					
	you are wrong this time.						
F	Shailene (not - to do)	any work at weekends though this weekend she					
	(to finish)	an action film that can't wait.					
G	Shailene's plane (to leave)	for Spain at 2 p.m. because she (to visit)					
	some friends of hers for the next six days. She will call her						
	parents as soon as she (to arri	ive)					
Н	I (to listen)	to the soundtrack of <i>The Fault in Our Stars</i> ,					
	which (to sound)	great.					
	This evening I (to watch)	a movie that my brother					
	recommended. It (to start)	at 8.30 p.m.					
	What I (not - to understand) _	is why you					
	(always - to talk)	when there's a movie on.					
	Frankly, I (to find)						

### SPEAKING

- PAIR WORK The title of this unit is *Young Blood*, meaning something like 'the new generation'. In this lesson you've met some of them. Both Shailene Woodley and Alex Sharp are young actors. Shailene Woodley starred in the adaptation of John Green's young adult blockbuster *The Fault in Our Stars*. Alex Sharp played the role of a socially awkward 15-year-old boy in a Tony Award-winning Broadway play *The Curious Incident of the Dog in the Night-Time* based on a novel by Mark Haddon. In the productions described they play someone whose life is not a regular one. Talk about this subject with your classmate.
  - **a** First, on your own, think of a young person that you know personally or from TV who doesn't have a regular life, because he/she is handicapped, ill, for instance, or just special for some reason.
  - **b** Ask your classmate six questions about this person. Ask questions that require longer answers (How ...?, What ...?, Why ...?, In what way ...?, Can you explain ...?, etc.).
  - **c** Change roles when you know who the person is.

### **READING & WRITING**

- Look for a printed English interview of at least 2,000 words with a famous person that you know quite well. Write a piece of text of 250-300 words about this interview, including the information below.
  - Name of the website, name of the person and date of the interview.
  - Which two questions in the interview did you find most interesting? Why?
  - Which question did you not find interesting? Why?
  - Describe the person's character based on his / her answers. Explain by referring to the text.
  - Mention two pieces of information that were new to you. What did you think of that? Why was it (not) interesting?
  - Write a 80- to 100-word summary.



5

### **YOU'LL BE ABLE TO**

- write a short, simple report using a format
- understand important factual information in short texts
- understand the main theme and arguments in simple texts

Grammar ( )

• simple past & present perfect

Vocabulary 🗀

You can learn the vocabulary with the Study box (p. 50) and the vocab trainer.

Strategies 🛄

- text structure
- building paragraphs

TEXT

# Welcome to the world's largest K-12 learning network! ePals Global Community™ ●FREE

1 The ePals Global Community is the world's largest network of K-12 classrooms, enabling students and teachers to safely connect and collaborate with classrooms in more than 200 countries and territories. Offered at no cost to classrooms, educators can access

the community to find collaborative projects, join discussions in the community forums, and search thousands of classroom profiles to engage with others in authentic exchanges – all within a safe, protected online environment.

### Within the ePals Global Community visitors will find:



- 2 Email-based collaborative projects with digital content from National Geographic Forums for students, teachers and families to participate in discussions with peers worldwide Classroom Match which helps educators connect with other classrooms by searching ePals profiles based on project topic, student age range, country, language and more school-safe email for monitored communication between students and their ePals.
- 3 Welcome to the ePals Projects Page! We hope you find a project that interests you. The topics are standards-based and of global interest. Each project is designed to be used as is or customized to your classroom's needs. An easy way to find a classroom with which to partner is to check the 'Connect with Classrooms' forum on the project index page for posts by interested classrooms. Alternatively, search the 'Connect with Another Classroom' search box on ePals' home page. Also search the 'Ongoing Projects' and 'ePals Wanted' forums. Once you have found a classroom with which to do the Project, we recommend that the two teachers clarify some logistical issues before you start.

### READING

1	<ul> <li>(§1) Read the text and answer the questions. What is the ePals Global Community's main goal?</li> <li>□ Connecting with other classrooms to discuss important issues.</li> <li>□ Finding a project that fits best with students' and teachers' interests.</li> <li>□ Helping educators look for projects to prepare their lessons.</li> <li>□ Providing a safe environment for students to work together on projects.</li> </ul>
2	<ul> <li>(§1) With which word(s) could the second sentence ("Offered at online environment.") in the introduction start without changing the meaning of the sentence?</li> <li>□ For instance, it is</li> <li>□ In other words, it is</li> <li>□ On top of that, it is</li> </ul>
3	How can teachers communicate with each other about their projects? Finish the following sentence by quoting words from §1.
	They can take part in
4	In §2 we learn that what students communicate with each other about can be checked by their teachers.  □ true □ false
5	In §3 we learn that each classroom has to make a new project and put it on the ePals Projects website.  ☐ true ☐ false
6	In §3 we learn that a teacher / class can make changes to a project they want to use that they take from the ePals Projects website.  ☐ true ☐ false

### VOCABULARY 🛑

celebrations – environment – exchange programme – issues – to collaborate with – to en to participate in – within – writing skills						
Th	e advantages of working toge	ether				
( <b>a</b> )	)	international projects not only helps you improve your social				
sk	ills, it also improves your Eng	lish ( <b>b</b> ) There are so many things				
yo	u can write about, such as loo	cal and national ( <b>c</b> ) and cultural				
ac	tivities. Working together on	such pieces of writing can certainly be more interesting than a				
re	gular school activity. Most im	portantly, however, students will ( <b>d</b> )				
on	e another in an open and saf	e ( <b>e</b> ) I am sure everyone will be				
ve	ry enthusiastic ( <b>f</b> )	a week and you might even consider joining an				
( <b>g</b> )	)	with a foreign school. This will ( <b>h</b> )				
yo	u to understand different view	ws on all kinds of (i)				
_						
Did you work together with that Swedish school <u>last year</u> ?						
	imple past & present perfect id you work together with that					
D	id you work together with that					
D O Fir	id you work together with that our school has participated in o	Swedish school <u>last year</u> ?				
D O Fir	id you work together with that our school has participated in o est, underline the adjunct of ti ould be used. Then, choose b	Swedish school <u>last year?</u> In the group projects <u>since 2014</u> .  If me which indicates whether the <u>simple past</u> or <u>present perfect</u> between the <u>simple past</u> and <u>present perfect</u> and fill in the				
D O Fir sh	id you work together with that our school has participated in o est, underline the adjunct of ti ould be used. Then, choose b rrect form.	Swedish school <u>last year?</u> In the group projects <u>since 2014</u> .  If me which indicates whether the <u>simple past</u> or <u>present perfect</u> between the <u>simple past</u> and <u>present perfect</u> and fill in the				
D O Fir sh	id you work together with that our school has participated in our st, underline the adjunct of ti ould be used. Then, choose by the form.  (My teacher + to be)  summer.	Swedish school <u>last year?</u> In the group projects <u>since 2014</u> .  If me which indicates whether the <u>simple past</u> or <u>present perfect</u> between the <u>simple past</u> and <u>present perfect</u> and fill in the				
D O Fir sh co	id you work together with that our school has participated in our st, underline the adjunct of ti ould be used. Then, choose be rect form.  (My teacher + to be) summer.  (you + to see)	Swedish school last year? In the group projects since 2014. If me which indicates whether the simple past or present perfect petween the simple past and present perfect and fill in the  the designer of a new global project last				
D O Fir sh co	id you work together with that our school has participated in our st, underline the adjunct of ti ould be used. Then, choose be rect form.  (My teacher + to be) summer.  (you + to see)	Swedish school last year? In the group projects since 2014. If me which indicates whether the simple past or present perfect petween the simple past and present perfect and fill in the  the designer of a new global project last the ongoing celebrations last week?				
D O Fir sh co	id you work together with that our school has participated in our st, underline the adjunct of ti ould be used. Then, choose be rect form.  (My teacher + to be)	Swedish school last year? Inline group projects since 2014. Ime which indicates whether the simple past or present perfect petween the simple past and present perfect and fill in the				
D O Fir sh co a b c	id you work together with that our school has participated in our st, underline the adjunct of ti ould be used. Then, choose be rect form.  (My teacher + to be)	Swedish school last year? Inline group projects since 2014. Ime which indicates whether the simple past or present perfect petween the simple past and present perfect and fill in the				
D O Fir sh co a b c	id you work together with that our school has participated in our st, underline the adjunct of ti ould be used. Then, choose be rect form.  (My teacher + to be)	Swedish school last year? In the group projects since 2014. If me which indicates whether the simple past or present perfect petween the simple past and present perfect and fill in the  the designer of a new global project last the ongoing celebrations last week?				
Fir sh co a b c	id you work together with that our school has participated in our st, underline the adjunct of ti ould be used. Then, choose be rect form.  (My teacher + to be)	Swedish school last year? In the group projects since 2014.  If me which indicates whether the simple past or present perfect petween the simple past and present perfect and fill in the				
Fir sh co a b c	id you work together with that our school has participated in our st, underline the adjunct of ti ould be used. Then, choose be rect form.  (My teacher + to be)	Swedish school last year? Inline group projects since 2014.  If me which indicates whether the simple past or present perfect petween the simple past and present perfect and fill in the				
D O Firsh co a b c d	id you work together with that our school has participated in our st, underline the adjunct of ti ould be used. Then, choose be rect form.  (My teacher + to be)	Swedish school last year?  In the which indicates whether the simple past or present perfect petween the simple past and present perfect and fill in the				

9	us a	e the <i>simple past</i> or the <i>present perfect</i> based on clues you get from the exercise.  Zeg dat je vorig jaar hebt deelgenomen aan een facultatief (niet verplicht) online groepsproject.
	b	Vertel dat je sinds 2015 tamelijk hard aan schrijfvaardigheid hebt gewerkt.
	c	Zeg dat je ouders tien jaar geleden ook aan een uitwisseling hebben deelgenomen.
	d	Vraag aan je klasgenoot of hij gister ook op de ePals community heeft gekeken.
10		PRESSIONS  the following assignment in English. Use the proper expressions (p. 52). The expressions
		e in italics.  Schrijf dat het naar jouw <i>mening</i> de moeite waard is om deel te nemen aan een uitwisseling.
	b	Bepleit dat alle leerlingen aan internationale projecten moeten samenwerken.
	<b>c</b>	Druk met zekerheid uit dat het ePals-project je helpt met inzicht krijgen in andere culturen.
	d	Som een eerste argument op dat iedereen zich bewust moet zijn van cultuurverschillen.
	e	Zeg dat <i>bijvoorbeeld</i> niet iedereen Nederlandse vieringen kent.
	f	Rond af en zeg dat in de vierde klas zitten erg lonend kan zijn, omdat je soms nieuwe vakken hebt.

### TEXT

#### **PROJECT**

Holidays and Festivals Around the World

### TOPIC

People and Culture

### **ESSENTIAL QUESTIONS**

- 1 Why do people celebrate?
- 2 What special traditions and rituals surround holidays and festivals?
- 3 What holidays and festivals are important parts of your culture?
- 4 What holidays and festivals are important in other cultures?
- 5 What do celebrations around the world have in common?
- 6 What is a symbol? How are symbols used in celebrations and holidays?

#### **OVERVIEW**

How are special days celebrated throughout the world? Every culture has its own special traditions and reasons for celebrating and in this project, students will learn how holidays and festivals are celebrated all over the globe. Students will explore celebrations, traditions and symbols related to a holiday or festival from their home country and then investigate those from another part of the world. In a culminating activity, students will share their information and create a symbolic representation of their researched holiday from across the globe.

### COMMUNITY



Connect with Classrooms
Student Forums

Feedback for ePals

### READING

11	First, study the description of the ePals project about holidays and festivals around the world. Then, name at least three important issues that you will discuss by participating in this project.

### WRITING

### **STRATEGY** Text structure

strategies - een tekst structureren - p. 24

- The <u>central idea</u> is usually introduced in the first paragraph: the **introduction**.
- Supporting paragraphs, which form the **body** of the text, explain the central idea in more detail.
- The **conclusion** contains <u>a summary</u>, <u>a piece of advice</u>, or <u>a personal note</u>.
- You are going to prepare for writing a composition. Study the outline below. This one has been filled in for you. You can see how you need to build up a composition in this outline.

### §1 Introduction, central idea:

Participating in this ePals project is a good way to gain insight into other cultures.

§2 Supporting paragraph, argument or reason 1:

You will learn which traditions and rituals are important for different cultures

§3 Supporting paragraph, argument or reason 2:

You will learn what different celebrations around the world have in common.

§4 Conclusion:

The ePals project is rewarding and you should participate in it.

### **STRATEGY** Building paragraphs

strategies - een essay (betoog) schrijven - p. 26

In the body of a text, the key sentence for a paragraph in an outline is usually the first sentence of that paragraph.

Using the outline above as input, write §2 (40-50 words):

- Begin met je eerste standpunt: druk met zekerheid uit dat je de tradities en rituelen van andere culturen leert kennen.
- Schrijf dat dit naar jouw mening erg belangrijk is.
- Beschrijf een voorbeeld waarmee je jouw argument ondersteunt: je hebt zelf vorige maand deelgenomen aan het ePals project. Toen heb je binnen een paar weken geleerd waarom sommige vieringen belangrijk zijn voor andere culturen. (Let op! Gebruik je de simple past of present perfect?)



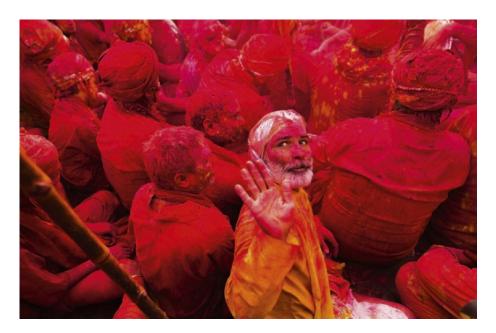
Yi Peng Lantern Festival in Chiang Mai, Thailand

Using the outline above as input, write §4 (40-50 words):

- Rond af en zeg dat het ePals project erg lonend is.
- Bepleit dat alle leerlingen aan het project deelnemen.
- Schrijf dat je het namens je klas iedereen aanbeveelt.
- Verzin eventueel een sterke slotzin of persoonlijk advies.
- Now, write (the rest of) your composition (160-200 words). Your final goal is to convince other students to participate in the ePals project. Proceed as follows:
  - Use the outline from the previous exercise to help structure your composition. Pay attention to the correct vocabulary, expressions and grammar in this exercise as well.
  - You have already written §2 and §4 in the previous exercise. You should structure the other two paragraphs in a similar way and use about 40-50 words in each.
  - Use a dictionary to look up other words you may want to use.
  - Think of a title of at least three words.

#### REFLECTION

- 14 PAIR WORK Swap the finished composition with a classmate. Review each other's composition and answer the following questions. Explain your answers. The final step is to hand back your answers to your classmate, so they can learn from your comments.
  - Is the title a clear representation of the composition's contents?
  - Has your classmate followed the instructions for §2 and §4? Pay attention to relevant (1) vocabulary, (2) expressions and (3) grammar.
  - Have they followed the outline's structure? What do you think about §1 (the introduction) and §3?
  - Write down something your classmate did well (dos) and something they need to improve (don'ts). Give clear examples.



People celebrating Holi Festival, Uttar Pradesh, India

## **Study box** unit 1

Lesson **1** 

ENGLISH	DUTCH
The <b>appeal</b> of YouTube is enormous.	aantrekkingskracht
I won't be able to <b>attend</b> that meeting tomorrow.	bijwonen
We want to increase people's awareness of the risks.	besef
Don't <b>blink</b> : I'm going to take a picture.	knipperen
Don't worry, they will <b>come round</b> eventually.	bijdraaien
This machine is used for the <b>detection</b> of cancer cells.	opsporing
This boy has an impressive, <b>expansive</b> portfolio.	uitgebreid
This smartphone has a lot of <b>feature</b> s.	functie
This high school <b>freshman</b> already has his own company.	eerstejaarsstudent
There is always a lot of traffic at this <b>intersection</b> .	kruising
This year's results are <b>on par with</b> last year's.	vergelijkbaar met
The book shows a child's <b>perception</b> of the world.	kijk op
He's been hired to look for <b>potential</b> clients.	mogelijk
He studies at a <b>prestigious</b> university.	vooraanstaand
The <b>recruiter</b> asked me for my qualifications.	personeelswerver
I'd like to <b>register</b> for that conference.	inschrijven
This <b>sophomore (AmE)</b> is often asked to help first-year students.	tweedejaarsstudent
The two students have a successful internet <b>start-up</b> .	startende kleine onderneming
Without a scholarship I couldn't afford this year's tuition fees.	collegegeld

DIITCH	FNGLISH

aan de andere kant	The car's old. <b>On the other hand,</b> it still drives well.
aarzelen	Don't <b>hesitate</b> to ask for more information if things are still not clear.
afslaan	He even <b>turn</b> ed <b>down</b> an offer made by Apple.
afval	Please, put the <b>rubbish</b> in the bin.
doorgaan	We'll have to <b>continue</b> working on our project for another week.
echter	The day started sunny. <b>However,</b> in the afternoon it started raining.
erop aandringen, erop staan	It isn't far at all, why do you <b>insist</b> that we take a taxi?
flitser	Does your camera have a <b>flash</b> ?
gek worden	If he doesn't call me soon, I'll <b>go nuts</b> .
gemeen hebben	We <b>have</b> two hobbies <b>in common</b> . Isn't that a coincidence?
gerustgesteld	My mother was <b>reassured</b> when my father called to say he was OK.
het geluk hebben	I <b>am fortunate</b> to have had good and inspiring teachers.
Hoe gaat 't met je studie?	How are your studies coming along?
hoeveelheid	The internet contains a huge <b>amount</b> of data.
inderdaad	Do you know him well? <b>As a matter of fact</b> , I do.
ingenieur	She's studying to be a software <b>engineer</b> .
kortom	It's already late and my car's broken down. <b>In short</b> , I can't come.
ondanks	She went for a walk <b>despite</b> the bad weather.
ondernemer	This young <b>entrepreneur</b> has a graphic design company.
onthullen	I wish he'd <b>reveal</b> the secret of his success.
overhandigen	She <b>hand</b> ed him the papers.
pakken	Why did you <b>grab</b> him by the arm?
sluipen	I saw him <b>sneak</b> away through the back door.
stagiair	He worked as an <b>intern</b> for a big company.
stoppen met de opleiding	Why did he <b>drop out of school</b> if he was such a good student?
stroom	He was trying to swim against the <b>current</b> .

toegeven	Is it so hard to <b>admit</b> you've been wrong?
uitbrengen	When are they going to <b>release</b> that film?
uiteindelijk	Eventually, his parents decided to support him.
uitsluiten	I don't want to <b>rule out</b> any possibility.
vervuiling	This app helps to measure air <b>pollution</b> .
voorlopig	For now, he's going to run his business with his father.
vorig	So he's an engineer. What was his <b>previous</b> profession?
winst	His company has made a huge <b>profit</b> this year.

ENGLISH	DUTCH
We will <b>address</b> this problem soon.	aanpakken
I want to <b>advance</b> to the next level.	(be)vorderen
I pay my taxes <b>annually</b> , on the last day of January.	jaarlijks
I was <b>appalled</b> by that racist remark.	geschokt
She asked for the celebrity's <b>autograph</b> .	handtekening
Our decision should be free of <b>bias</b> and based on facts.	vooroordeel
Tomorrow I'm going to <b>bleach</b> my hair.	bleken
He was surrounded by a <b>bunch of</b> people.	groep (mensen)
Will her skin <b>condition</b> ever be cured?	aandoening
She's a <b>devoted</b> ballet dancer.	toegewijd
He's troubled by a physical <b>disability</b> .	handicap, beperking
Amazingly, some parents don't <b>disapprove of</b> under-age drinking.	afkeuren
Try to <b>distinguish</b> between business and pleasure.	onderscheid maken
What's that <b>float</b> ing on the water over there?	drijven
He was <b>furious</b> with me for being late.	woedend
What are the <b>implication</b> s of that decision?	gevolg
What you ask is a perfectly <b>legitimate</b> question.	gerechtvaardigd
How can I <b>persuade</b> you to stay a little longer?	overhalen
Can you <b>quote</b> the first line of that poem?	citeren

DUTCH	ENGLISH
שטוכח	ENGLISH

aantekeningen maken	During our listening tests we always have to <b>take notes</b> .
bescheidenheid	"Anyone can do what I did," he said with typical modesty.
besluiten	Tomorrow the doctor will <b>determine</b> what treatment to use.
betrokken	She became more and more <b>involved</b> in the decision-making process.
bevooroordeeld	He's <b>prejudiced</b> against his younger colleagues.
bewondering	Fellow ballet dancers have a lot of <b>admiration</b> for this Russian dancer.
borst	Joyce's <b>chest</b> and neck hurt.
enorm	The software company offered him a <b>vast</b> amount of money.
geestelijk	After the accident she also suffered <b>mentally</b> .
gelegenheid	I haven't had an <b>opportunity</b> to see her new show yet.
genezen	Sometimes rest is the best medicine for an injury to <b>heal</b> .
gevoelig	Don't be too hard on her, for she's quite <b>sensitive</b> .
hek	There's a <b>fence</b> around the house.
helaas	<b>Unfortunately</b> , she couldn't perform because she was ill.
jammer vinden	I <b>regret</b> that I will be unable to attend his performance.
kwetsbaar	She's a strong person now, but she used to be quite <b>vulnerable</b> .
lichamelijk	Ballet dancers have to be <b>physically</b> strong.
litteken	This <b>scar</b> on my shoulder is the result of an old injury.

luchtig	When she talked about her disease, she sounded casual.
met betrekking tot	She was very positive with regard to the success of the show.
met pensioen gaan	Professional ballet dancers usually <b>retire</b> before they're 35.
mishandelen	Michaela DePrince was <b>mistreat</b> ed in an orphanage as a child.
nieuwsgierig	His parents were <b>curious</b> to know where he'd spent the night.
optreden	As a dancer she <b>perform</b> s all over the world.
overwegen	We might <b>consider</b> going on holiday to Thailand this summer.
personeel	Here is a list of names and phone numbers of our school <b>staff</b> .
publiek	The <b>audience</b> began clapping and cheering.
uitlaatklep	Painting can be an <b>outlet</b> for creativity.
uitputtend	Having five performances can be pretty <b>exhausting</b> .
(zich) uitspreken	It should be safe for people to <b>speak out</b> when things go wrong.
veel moeite stoppen in	We have <b>put a lot of effort in</b> this project.
vereisen	Her job <b>demand</b> s a lot of training.
verstandig	She's a <b>sensible</b> young lady who knows what she wants.
vlek	The <b>spot</b> s on her chest are the result of a skin condition.
vrijwel	There are <b>practically</b> no black people in ballet.

Lesson **3** 

ENGLISH	DUTCH
Help will be sent to the most <b>affected</b> areas.	getroffen
You can ask questions, but one <b>at a time</b> , please.	tegelijk
He had made a poster with the <b>caption</b> : "Nobody is innocent."	bijschrift
She is known to be a kind and <b>committed</b> teacher.	toegewijd
My teacher is an understanding and <b>compassionate</b> person.	meelevend
All children should <b>be entitled to</b> education.	recht hebben op
The decision was made by the company <b>executive</b> .	leidinggevende
Does the writer of the article <b>imply</b> that the minister was lying?	suggereren
The teacher had to <b>intervene</b> to stop the fight between the two boys.	tussenbeide komen
The coach tries to <b>mould</b> the young men into team players.	vormen
The prime minister <b>pose</b> d with Malala for the photographers.	poseren
World leaders should <b>prioritise</b> education in those poor countries.	voorrang geven aan
The EU should be more <b>proactive</b> on this issue.	daadkrachtig
Those people, too, have a right to live in <b>prosperity</b> and good health.	welvaart
Have the unemployment rates gone up or down this year?	cijfers
Those people showed remarkable <b>resilience</b> during the war.	flexibiliteit
For safety reasons they have to <b>restrict</b> the number of people allowed to enter.	beperken
She mentioned some women she admired, <b>specifically</b> Anne Frank.	met name
Winning the match was a <b>tremendous</b> achievement.	reusachtig
We <b>urge</b> people to donate money for Third World countries.	aansporen

DUTCH	ENGLISH
(aan)trekken	Malala's arrival in our country will <b>draw</b> a lot of people.
(zich) aansluiten bij	We're going to a concert tomorrow. Won't you <b>join</b> us?
basisschool	Who was your favourite teacher at <b>primary school</b> ?
benaderen	Did Malala explain how to approach terrorism and extremism?
beperking	A person should know his <b>limitation</b> s.
bron	The internet is a <b>source</b> of information.
cadeau	My sister got lots of <b>gift</b> s for her birthday.
delen	My brother and I <b>share</b> the same room.

exemplaar	He gave me a <b>copy</b> of his favourite novel.
financieren	More money should be used to <b>fund</b> education.
gebeuren, plaatsvinden	When did this accident <b>occur</b> ?
getuige zijn van	Did you actually <b>witness</b> a robbery?
goed doel	Malala nearly died for the <b>cause</b> she fought for.
het gehad hebben met	I want a new mobile phone. I'm done with second-hand phones.
in plaats daarvan	No tea? Would you like coffee <b>instead</b> ?
kogel	There was one <b>bullet</b> in the gun.
lid	Are you a <b>member</b> of any clubs?
liefdadigheid	We're trying to raise money for <b>charity</b> .
lijden aan	What disease does he <b>suffer from</b> ?
lot	When she was shot her <b>fate</b> lay in God's hands.
middelbaar onderwijs	Children everywhere should be able to have <b>secondary education</b> .
overleven	I hope she will <b>survive</b> the attack on her life.
steunen	I hope you will <b>support</b> my new plans.
toegang	We don't have access to the internet today, I'm afraid.
trots	She felt as <b>proud</b> as a peacock with the prize she'd won.
verdienen (geld)	How much money does he <b>earn</b> in his new job?
verdienen (respect, het recht)	Children <b>deserve</b> the right to primary and secondary education.
verontwaardiging	"Well, that's not very friendly," she said with a note of <b>indignation</b> in her voice.
verscheidene	There were <b>several</b> girls at the party, but only two boys.
verschrikkelijk	Those poor people live in <b>appalling</b> conditions.
verslaan	Will we be able to <b>defeat</b> terrorism?
waarderen	We <b>appreciate</b> any help you can give us.
waarschijnlijk	Is it <b>likely</b> that Malala will visit our country soon?
wereldwijd	Terrorism is not a national but a <b>global</b> problem.
worden (+ leeftijd)	I will <b>turn</b> 15 next week.
4	

ENGLISH	DUTCH
I hope you will <b>accomplish</b> what you have set out to do.	bereiken
What a great <b>accomplishment</b> to win the Nobel Prize at such a young age.	prestatie
The film is an <b>adaptation</b> of a famous novel.	bewerking
Lots of people find it <b>awkward</b> to speak in public.	lastig
That film was an enormous <b>blockbuster</b> two years ago.	kaskraker
She <b>capitalise</b> d <b>on</b> her knowledge of English to get a job abroad.	profiteren van
It's common <b>courtesy</b> to answer somebody's email.	beleefdheid
She's taking extra classes to improve her <b>craft</b> .	vakmanschap
To beat somebody that good can be a <b>daunting</b> task.	ontmoedigend
The government will take new steps to fight the <b>decline</b> in the economy.	achteruitgang
The flight was cancelled <b>due to</b> the bad weather.	wegens
Tomorrow I'm going to <b>explore</b> the rest of the city.	verkennen
Taking part in that TV series will mean a 4-year film <b>franchise</b> .	contract
She was <b>hesitant</b> about deciding what to do.	aarzelend
Because of that hit song she became a star <b>overnight</b> .	van de ene op de andere dag
She's always been <b>passionate about</b> tennis.	dol op
I had to <b>pat</b> her on the shoulder to get her attention.	tikken
She had <b>reservations</b> about his plans for a trip around the world.	twijfels
His films are <b>top-notch</b> and have won many awards.	eersteklas

In that country the king is surrounded by soldiers, warriors.	strijder
She was cast as the heroine.	de filmrol krijgen

DUTCH	ENGLISH
aanmoedigen	Teachers should <b>encourage</b> pupils to take part in discussions.
bedoeling	Sorry, it was not my <b>intention</b> to offend you.
beroemdheid	If you star in a blockbuster film, you become a <b>celebrity</b> .
bezorgdheid	She spoke about her <b>concern</b> about increasing violence.
buitenwijk	I live in a <b>suburb</b> of London.
chagrijnig	Why are you so <b>grumpy</b> ? Cheer up, man.
d.w.z., dat wil zeggen	Act naturally, i.e. just try to be yourself.
de hoofdrol spelen	Did he <b>star</b> in the latest Bond film?
erkennen	He doesn't even <b>acknowledge</b> that there is a problem.
erkenning	She just wants <b>recognition</b> for the work she has done.
gelden voor	Do the new rules <b>apply to</b> all the pupils?
heldin	Who are the hero and the <b>heroine</b> in that new action film?
herkennen	Did you <b>recognise</b> your old friend?
het valt niet te ontkennen dat	There is no denying that she still needs to learn a lot.
informeren naar	He came to <b>inquire about</b> how the money had been spent.
kennelijk	Apparently, he was at home because the lights were on.
omhelzing	The little girl gave her father a <b>hug</b> .
omringende	Those people come from Zwolle and the <b>surrounding</b> towns.
onderwerp	In the English lesson we discussed several <b>topic</b> s.
opvoeden	Did your father <b>raise</b> you and your sister all by himself?
over de hele wereld	Her films are watched <b>around the globe</b> .
pas om half vijf	Not until half past four did he hear the news about the accident.
prikkelbaar	It's a pity he's often angry and <b>bad-tempered</b> .
ruzie hebben	Do you often have an argument with your parents?
slagen	When did your brother <b>graduate</b> from secondary school?
tv-spotje	She started her acting career in a couple of <b>commercial</b> s.
vastbesloten	She is <b>determined</b> to go abroad for a year after graduating.
verbazen	Did her reaction <b>amaze</b> you?
vergezocht	Your theory sounds silly and far-fetched.
voorspelbaar	It was <b>predictable</b> that they would beat their weak opponents.
zelfverzekerd	She is a talented and <b>self-assured</b> young woman.
ziekte	She picked up a rare <b>disease</b> while on holiday.
zintuig	Touch and smell are two of a person's five <b>sense</b> s.
zowel als	This is a camp for boys <b>as well as</b> girls.

ENGLISH	DUTCH
Scandals may <b>affect</b> the royal family.	negatieve invloed hebben op
You can email us. Alternatively, you may phone us, if you wish.	in plaats daarvan
Do you <b>anticipate</b> big changes in the near future?	verwachten
Attendance at lessons is a must at this school.	aanwezigheid
I hope you can <b>clarify</b> your decision to cancel everything.	toelichten
Did her parents give their <b>consent</b> ?	goedkeuring
We will have five workshops which will <b>culminate</b> in a performance of a play.	resulteren
Each ePals project is <b>customise</b> d to your classroom's needs.	op maat maken
As an <b>educator</b> he trains young people to become teachers.	opleider

Elaborate plans have been made to protect wildlife.	uitgebreid
The internet increases the <b>globalisation</b> of fashion.	wereldwijde verspreiding
Now the time has come to <b>implement</b> our action plan.	uitvoeren
Homelessness is not a new <b>phenomenon</b> .	verschijnsel, fenomeen
I can't <b>recall</b> his name.	zich herinneren
I'm leaving <b>regardless of</b> the consequences.	ongeacht
I <b>resent</b> your insulting remark.	kwalijk nemen
The work was tiring and <b>tedious</b> .	saai
What is the <b>topic</b> of this article?	onderwerp
You can't enter this country without a <b>valid</b> passport.	geldig

DUTCH	ENGLISH
aanbevelen	Can you <b>recommend</b> a topic for a project we can do?
aanpakken	Do you know how to <b>tackle</b> that problem?
alles in overweging genomen	All things considered, the project has been quite a success.
bewust	Are you fully <b>aware</b> of what's going on?
binnen (tijdsaanduiding)	If you are interested, please let us know within a week.
cultuurverschillen	What were the first <b>cultural differences</b> you noticed in Thailand?
de moeite waard (om te lezen)	Is that novel worth reading?
deelnemen aan	How many schools usually <b>participate in</b> the same project?
in de vierde klas zitten	I'm in the fourth form of secondary school.
in staat stellen om	We're trying to <b>enable</b> all the pupils to take part in the project.
inschrijfgeld	How much is the <b>registration fee</b> if we want to take part?
inzicht krijgen in	First we'll have to <b>gain insight into</b> that problem.
kwestie	We discussed political and cultural <b>issue</b> s.
lonend	Helping others can be <b>rewarding</b> .
lopend	Can you tell us something about the nature of the <b>ongoing</b> projects?
namens	I'm calling <b>on behalf of</b> my parents.
niet verplicht	Is French <b>optional</b> at your school?
omgeving	Children should be raised in a safe <b>environment</b> .
ongeveer	Approximately 20 schools are taking part in this project.
ontwerpen	We're trying to <b>design</b> a festival-related project.
op de havo zitten	l attend a school of General Higher Secondary education.
over het algemeen	On the whole, we're quite satisfied.
rampzalig	The accident had <b>disastrous</b> consequences.
samenwerken	Various schools <b>collaborate</b> on different projects.
schrijfvaardigheid	She showed great writing skills in getting all that information into 50 words.
tamelijk	We were <b>rather</b> surprised to hear he had left without saying goodbye.
uit zijn van school	When are you free from school today?
uitwisseling	As part of a student <b>exchange</b> I'm now staying in America for a year.
vieren	Do they <b>celebrate</b> Christmas in Asia?
viering	It was interesting to hear him talk about the <b>celebration</b> of the Chinese New Year.
weergave	These notes are a correct <b>representation</b> of what we have discussed.
ziek worden	It's never nice to fall ill while on holiday.

#### **EXPRESSIONS**

#### Begrip tonen Showing understanding

Yes, I see your problem / point.

All right, I see what you're getting at.

I understand what you mean.

I get it!

I know ... It must be difficult for you.

#### **Bepleiten** Recommending something

You really should ...

We'd better ...

#### Mening geven Giving your opinion

In my opinion ...

I think ...

I'm sure that / I'm convinced that ...

I'm of the opinion that...

As far as I'm concerned ...

In my view, ...

To me, ...

It seems to me that, ...

 Voorbeeld geven bij een mening Giving an example to support your opinion

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

#### **Onderbreken** Interrupting

Beleefd Politely

If I may add something, ...

Excuse me for interrupting, but ...

Do you mind if I jump in here?

#### **Opluchting uitdrukken** Expressing relief

I was so relieved ...

It was a relief ...

It was a load off my mind ... (to hear the trip was cancelled.) Much to my relief ... (I found my keys.)

#### **Opsommen** Summing up

First of all, ... Secondly, ... Finally, ...

In the first place, ... Besides that, ... And finally, ...

#### lets samenvatten of afronden Summarising or rounding off

To cut a long story short, ...

So, in a nutshell ...

In short, ...

To conclude, ...

In conclusion, ...

To summarise, ...

Summing up, you might say that ...

In all, ...

#### Teleurstelling uitdrukken Expressing disappointment

I'm disappointed ...

It's a pity ...

It's too bad you can't visit me during the Christmas holidays. This is not what I had expected / This is worse than I had expected.

I had hoped for something better.

#### Twijfel uitdrukken Showing doubt

I doubt if ...

I wonder if ...

I'm not sure if ...

It's doubtful / uncertain if ... (legalisation of gambling is a good idea )

#### **Verbazing uitdrukken** *Expressing surprise*

I am / was surprised ...

How strange ...

You don't say!

You must be joking!

I didn't expect that.

Well, have you ever?

#### **Verontwaardiging uitdrukken** Expressing indignation

It is ridiculous / unbelievable / incredible ...

I can't believe / imagine ...

I was shocked to read ...

#### Zekerheid uitdrukken Expressing certainty

I'm (utterly) convinced ...

I'm (absolutely) sure ...

I'm certain that ...

There's no doubt that ...

Certainly, ...

Of course, ...

Undoubtedly, ...

Doubtless, ...

Definitely, ...

#### GRAMMAR

Simple present

Present continuous

Simple past

Present perfect

Making questions and

negative sentences

Interrogative pronoun Irregular verbs

grammar p. 54

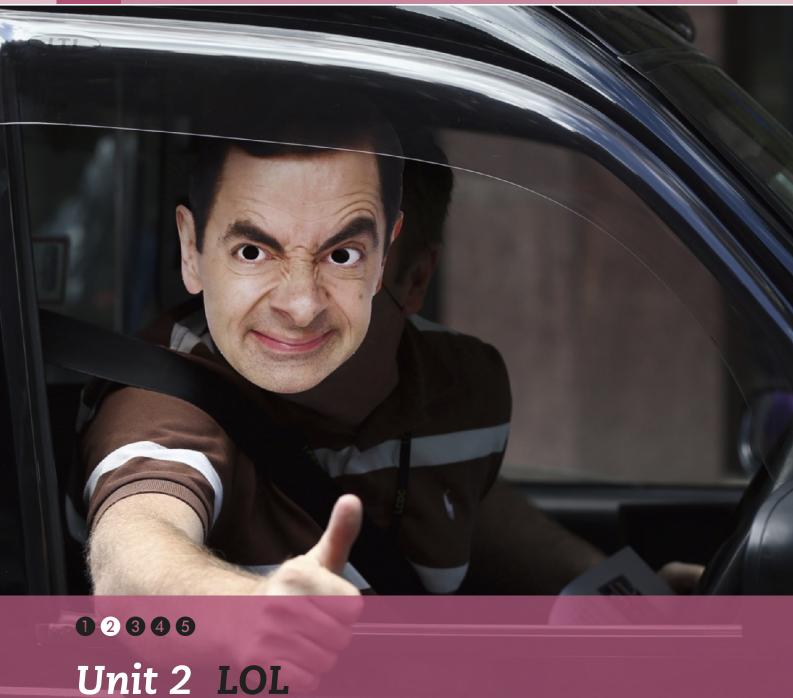
🚽 grammar p. 55

grammar p. 56

🔱 grammar p. 57

grammar p. 61 grammar p. 76

grammar p. 88



Humour, comedy and laughter.
What makes British humour unique?
What's it like to be a comedian?
Which type of humour do you use
and enjoy most? And what exactly is
laughter yoga and is it the best
medicine? You'll find out in this
unit.

LESSUN 1: KEADING & LISTENING	54
A big mystery: Why do we laugh?	
LESSON 2: READING	59
Do animals have a sense of humour?	
LESSON 3: SPEAKING	69
News from the medical world	
LESSON 4: READING & LISTENING	77
Laughter yoga in India and in the United States	
LESSON 5: WRITING	84
Pixar's Wall·E and Finding Dory	
STUDY BOX	92



#### YOU'LL BE ABLE TO

- find and understand relevant information in formal documents
- · understand important factual information in short texts
- understand most documentaries and other audio material and identify the speaker's mood and tone
- express your opinion on abstract or cultural topics

Grammar (🔲 🛄

• simple past & present perfect

**Vocabulary** 

You can learn the vocabulary with the Study box (p. 92) and the vocab trainer.

Strategies 📖

- skimming
- paraphrasing

TEXT

# A big mystery: Why do we laugh?

By Robert Provine, Ph.D.

## Contrary to folk wisdom, most laughter is not about humor

- 1 Laughter is part of the universal human vocabulary. All members of the human species understand it. Unlike English or French, we don't have to learn to speak it. We're born with the capacity to laugh. One of the remarkable things about laughter is that it occurs unconsciously. You don't decide to do it. While we can consciously inhibit it, we don't consciously produce laughter. That's why it's very hard to laugh on command or to fake laughter.
- 2 Laughter provides powerful, unrestricted insights into our unconscious. It simply bubbles up from within us in certain situations.

  Very little is known about the specific brain mechanisms responsible for laughter. But we do know

mechanisms responsible for laughter. But we do know that laughter is triggered by many sensations and thoughts, and that it activates many parts of the body.

3 When we laugh, we alter our facial expressions and make sounds. During exuberant laughter, the muscles of the arms, legs and trunk are involved. Laughter also requires modification in our pattern of breathing. We also know that laughter is a message that we send to



other people. We know this because we rarely laugh when we are alone (we laugh to ourselves even less than we talk to ourselves). Laughter is social and contagious. We laugh at the sound of laughter itself.

The first laughter appears at about 3 to 4 months of age, long before we're able to speak. Laughter, like crying, is a way for an infant, who hasn't yet learned to speak, to interact with the mother and other caregivers.

4 Contrary to folk wisdom, most laughter is not about humor; it is about relationships between people. To find out when and why people laugh, I and several undergraduate research assistants went to local malls and city sidewalks and recorded what happened just before people laughed. Over a 10-year period, we studied over 2,000 cases of naturally occurring laughter. We found that most laughter does not follow jokes. People laugh after a variety of statements such as "Hey John, where ya been?" and "How did you do on the test?" These certainly aren't jokes.

We don't decide to laugh at these moments. Our brain makes the decision for us. These curious "ha ha ha's" are bits of social glue that bond relationships.



#### An evolutionary perspective

- 5 We believe laughter evolved from the panting behavior of our ancient primate ancestors. Today, if we tickle chimps or gorillas, they don't laugh "ha ha ha" but exhibit a panting sound. That's the sound of ape laughter. And it's the root of human laughter. Apes laugh in conditions in which human laughter is produced, like tickle, rough and tumble play, and chasing games. Other animals produce sounds during play, but they are so different that it's difficult to equate them with laughter. Rats, for example, produce highpitch sounds during play and when tickled. But it's very different in sound from human laughter.
- **6** When we laugh, we often communicate playful intention. So laughter has a bonding function within individuals in a group. It's often positive, but it can be negative too. There's a difference between "laughing"

with" and "laughing at". People who laugh at others may be trying to force them to conform or casting them out of the group.

No one has actually counted how much people of different ages laugh, but young children probably laugh the most. At ages 5 and 6, we tend to see the most exuberant laughs. Adults laugh less than children, probably because they play less. And laughter is associated with play.

7 We have learned a lot about when and why we laugh, much of it counter-intuitive. Work now underway will tell us more about the brain mechanisms of laughter, how laughter has evolved and why we're so susceptible to tickling – one of the most enigmatic of human behaviors.

strategies - *skimmen* - p. 10

Based on: www.nbcnews.com

#### READING

**STRATEGY** Skimming

	So if you don't know some words you can still understand the text.
1	Skim the text. Then match the following key pieces of information with the numbers of the paragraphs. Write down the paragraph numbers 1 to 7.
	<ul> <li>It's still not clear what it is in our heads that produces laughter.</li> </ul>
	- Everybody understands laughter
	- Different creatures produce sounds which are different from human laughter
	- Research will give us more information about how the brain works when we laugh
	<ul> <li>Many parts of our body are involved when we laugh.</li> </ul>
	<ul> <li>Laughter can show approval as well as criticism.</li> </ul>

In most cases laughter is not the result of something funny.

Skimming means reading quickly to find only the main ideas of a text. Details are not important.

S	TRATEGY Paraphrasing				strategies -	- parafraseren - p. 22
Α	lways try to paraphrase un	kno	wn or difficult words. Th	nis is	very useful for the E	English reading
exam. To be able to choose the correct multiple choice answer it is important to see which synonyms						
aı	nd/or paraphrases in the a	ansv	ers match with which w	ords	s in the text.	
Lo	ok up the words in the le	ft cc	lumn in their context i	n the	e text. Use their con	itext to determine
	id indicate which synonyr					
	, ,					
a	(§1) universal		general		normal	□ original
b	(§2) many sensations		many feelings		much excitement	□ much happines
c	(§3) exuberant		quiet		lively	□ sudden
d	(§4) bond		harm		connect	□ make
е	(§6) conform		be quiet		speak	□ adapt
f	(§7) evolved		come into existence		developed	□ helped
g	(§7) enigmatic		suprising		basic	□ puzzling
5	(3/) emgmane		Suprising		busic	puzzun5
(§-	1) Is the following statem	ent	true or false? Quote th	e wo	ords from §1 to supp	ort vour answer.
	aughing happens automa					,
			,,			
(§:	2) What causes laughter?	Qu	ote from the text.			
(8:	3) Are the following state	mer	ts true or false? If they	are	false explain why	
a	Early infant laughter ind				•	
u	Larry infant taugitter ma	icat	es naving a sense of n	umo		
_						
b	Laughter changes our w	av o	f breathing.			
-		., ·	. 2. oatg.			
c	Laughter produces laugh	hter				
	4) How else could the ser	iten	ce "People laugh the	e tes	st?" start without ch	anging the
me	eaning of the sentence?					
	Furthermore, people					
	Indeed, people					
	Nevertheless, people					
Co	mpare §4 with §5. What o	diffe	rent aspects do these	para	agraphs focus on? C	Complete the
	ntences.		,			,
•	•					
94	focuses on					
§5	focuses on					
_						

8	(§7) In this paragraph the writer mentions an aspect of laughter that has always been a mystery. What is this mystery?
9	(§7) The first sentence of this paragraph says "We have learned a lot about when and why we laugh". In your own words, write down three reasons, which you find most interesting, why people laugh, according to the text. Also, mention in which paragraphs these reasons are mentioned.
	GRAMMAR (
	Simple past & present perfect grammar - 3 & 5 - p. 56 & 57
	<u>Last week</u> Dr Provine <b>said</b> that most laughter was not about humour.  Over the past 10 years we <b>have studied</b> over 2,000 cases of naturally occurring laughter.
	Over the past to years we have studied over 2,000 cases of naturally occurring laughter.
10	Read the article about Dr. Kataria who set up a laughter club in south London. First underline the <i>adjunct of time</i> in the sentences, if possible, to decide whether the <i>simple past</i> or the <i>present perfect</i> must be used. Then fill in one of these two tenses.
	I (a to come across) The Laughter Club during one of my annual trips to
	Mumbai, India. Fascinated by the idea of people coming together for a laugh, I ( <b>b</b> to attend)
	a few sessions and was hooked and (c to be) so for three
	years. Upon my return to the UK I ( <b>d</b> to decide) to start my own laughter yoga club
	and ( <b>e</b> to hold) the first session in south London and I ( <b>f</b> to do)
	so ever since.
	So far the club ( <b>g</b> to have) meetings / laughter sessions once a week. And believe
	it or not, but we ( <b>h</b> not – to have) a session of fewer than 20 people yet.
	That goes to show how popular it is.

	Over the years, studies (i to	appear)	to confirm the many benefits of a			
	good laugh: boosting your i	mmune system, relieving st	ieving stress, lowering blood pressure, etc. I soon			
	( <b>j</b> to find) out t	hat stand-up comedy acts a	nd joke-sessions ( <b>k</b> not – to do)			
	suit everyone's taste. So a f	ew months after the first se	ssions I ( <b>l</b> to seek)	different		
	ways of making people laug	th. It ( <b>m</b> to become)	clear to me, then, that fa	ke laughter		
	combined with aerobic exer	rcise ( <b>n</b> to do) the t	the trick. Little wonder, therefore, that so far the			
	positive effects of laughter	( <b>o</b> to be)	immense in spite of the laughte	er being		
	artificial. Hence the term "f	ake it, till you make it". Ha,	na, ha.			
	LISTENING (					
11-12	Watch the video online and do the assignments that you find there. You may use the writing space below.					
	space below.					

#### LISTENING & WRITING

- Watch and/or listen to a funny American or British TV-programme (not a film), a cartoon or an episode of a news comedy (e.g. *Saturday Night Live*), stand-up comedy or a comedy gameshow. Then, write about it and include the following:
  - What is the name of the programme?
  - Give a summary of at least 150 words.
  - What different sorts of humour are used (e.g. accidents, misunderstandings, exaggeration, jokes, irony and sarcasm)? Give examples.
  - What makes a character or situation funny for you? What makes you laugh?
- 14 PAIR WORK Team up with a classmate. You're going to have a conversation about the programmes you and your classmate have watched and / or listened to. Proceed as follows:
  - First, tell each other what the programme was about without reading the summary you have made in the previous exercise. Just give some short, general information.
  - Now, each write down four questions that you would like to ask about the programme. Start with the question why this particular programme was chosen.
     Make sure they are open questions. So start with: 'why', 'what', 'which', 'when', 'who' or 'how'.
  - Finally, decide which programme the two of you prefer and why.

# 2

#### **YOU'LL BE ABLE TO**

- understand important factual information in short texts
- understand the main theme and arguments in simple texts
- give a prepared presentation on a familiar topic within your field, which is comprehensible most of the time

#### Grammar 🔲 🛄

• simple past & past continuous

#### **Vocabulary** $\Box$

You can learn the vocabulary with the Study box (p. 93) and the vocab trainer.

#### Strategies 🛄

- intensive reading
- summarising an article

TEXT

### Do animals have a sense of humour?

Simon Barnes investigates after charming pictures of an orang-utan 'laughing' at a magic trick emerge

1 When the orang-utan realised that he'd been 'cheated', he responded with what we humans can't help but understand as hilarity, rolling on the floor in apparent laughter. The orang-utan was laughing at the wacky situation of seeing a chestnut in a cup and then finding it gone.

It all begs the question: do animals really have a sense of humour? Or rather – because humans are animals – do non-human animals have a sense of humour? Or is humour actually a barrier that divides us from our closest animal relatives and from every other species?

2 In fact, this sounds like the cue for a million stories about how your dog enjoys a laugh – almost every owner has his or her own anecdotes of canine pranks that suggest a real (if primitive) sense of humour. Konrad Lorenz, an Austrian zoologist who won the Nobel Prize in 1973, believed dogs laughed when they played. "The slightly opened jaws which reveal the tongue, and the tilted angle of the mouth which stretches almost from ear to ear, give an impression of laughing," he said. "This 'laughing' is most often seen in dogs playing with an adored master which become so excited they soon start panting."

But is the panting 'laughter' Konrad witnessed simply a factor of canine biology? Dogs may look as if they're laughing when they're doing nothing of the sort. So what about other species?

3 There is a YouTube video of a dolphin in a glass tank, looking out as a little girl performs graceful acrobatics for his benefit. The dolphin stops and is clearly delighted: humans walk on their feet, they don't usually spring head over heels. It certainly looks as if the dolphin is laughing.

Part of this is because the dolphin's face looks uncannily like a laughing human. One of the reasons we love dolphins is because they seem to have a permanent smile: but that's just anatomy. Even though it's clear the dolphin finds this acrobat's behaviour fascinating, this isn't enough to prove scientifically that animals can laugh.

4 Actually, even my two favourite stories about nonhuman humour aren't proof because they, too, are anecdotes, not scientific evidence drawn from repeated experiments.

Both concern a gorilla called Koko, who lives in California and, it is claimed, can respond to 2,000 spoken words in English, and understand and communicate using 1,000 words in a modified version of American Sign Language.

Koko was asked: "What is hard?" In response, she made a joke – to be more accurate, she made a pun: making the signals for 'rock' and 'work'. She appeared to understand an incongruous connection – both rocks and work being hard – that comes about through language.



- 5 Another time Koko was working (hard, no doubt) with her trainer Francine Patterson. She tied Patterson's shoelaces together and then signed 'chase'. Anyone who has played with a four-year-old child can understand the hilarity and daring of this comic effort. The trouble is that such things can't really be put to rigid experimental testing, not least because scientific procedure is essentially humourless. There is, after all, a difference between watching a Christmas Special show in laboratory conditions and doing so on your sofa after Christmas dinner with your dear ones and a glass of single malt.
- 6 However, there are scientific experiments that suggest some animals can and do laugh.
  Dr Marina Davila-Ross of the Department of Psychology at Portsmouth University spent years analysing the sounds apes made when they were tickled, and comparing them with human laughter. Our nearest animal relatives, the chimps and bonobos who share more than 98 per cent of their DNA with humans made the noises that were most like human laughter.
- 7 Dr Davila-Ross also studied the noises chimps and bonobos made when mucking about with each other or 'play-fighting'. Human children laugh when they indulge in play-fighting. It's much the same in the situation of wrestling with or being tickled by your dad. Play-fighting is, for some reason, hilarious. When chimpanzees play-fight, they pant. They don't pant in the same way as they do in other contexts, such as when they are exhausted or being bullied a bullied

- chimp makes noises that express fear, not fun. The playfight panting sounds quite a lot like laughter and what's more, there is an evolutionary reason for it. While the young animals are getting lessons in fighting, their laughter makes clear they are not being hurt in the roughand-tumble. It's fighting that's fun and affectionate.
- Gorillas and orang-utans pant in the same way and science has now shown that all the great apes seem to have something that can be called laughter. "The playfighting serves a very social function," says Peter McGraw, a psychologist at the University of Colorado. "Some is bonding and some is learning to fight. But what you always see is that the animal being attacked is the one making these sounds, which we interpret as laughter. I believe that through evolution, laughter developed as a way of showing that something which would otherwise be wrong is OK." And that, surely, shows the link between animal laughter and our own. In humans, laughter has evolved from its play-fighting origins into an essential social tool to express a vast range of feelings. But it's still used to make sense and fun of the incongruous - to show "something which would otherwise be wrong is OK".
- 9 Dolphins play-fight, too, and when they do so they make a brief series of sonar signals followed by a whistle. The sound is never made during serious aggressive encounters. The sound is telling the opponent this is just larking about. Play-fighting in humans often involves tickling and tickling involves giggling.

This led to a series of experiments at Bowling Green University in Ohio, where they observed that rats make ultra-sonic high sounds of pleasure when play-fighting and playing chase. They then found rats make the same sounds when being tickled. "I don't necessarily call it laughter," said researcher Jeffrey Burgdorf. "I call it a signal of positive intention".

Dolphins play-fight, too, and when they do so they make a brief series of sonar signals followed by a whistle

10 A shared response to pleasurable incongruity, friendship and fun doesn't seem to be restricted to the human species. Charles Darwin argued that there was "no fundamental difference between man and animals in their ability to feel pleasure and pain, happiness and

misery". Put a big stress on the word 'fundamental' and you grasp his point.

Whenever you look for a cast-iron, certain way of separating humans from all other forms of animals, you find instead a grey area, a no man's land in which the differences seem unclear and uncertain.

11 Many animals use complex forms of communication that can be called language. Many solve difficult problems. Some make and use tools. Grief has often been observed. Elephants have been seen burying their dead, vampire bats engage in altruism, humpback whales have culture, bowerbirds create visual art, nightingales compose and perform music. Whenever you look at the difference between humans and animals you only find differences of degree. Humans have a sense of humour and we can, if we look with the right eyes, find its origin in species other than our own. Even in our dogs.

Based on: www.dailymail.co.uk

#### READING

1	Quickly read §1-7. Indicate which heading below matches which paragraph. Write down the number of the relevant paragraph.						
	<b>a</b> The facial expression should not be mistaken for a smile						
	<b>b</b> Different sounds for play-fighting and for being bullied						
	c Animals have the ability to appreciate something amusing						
	<b>d</b> Comparing two kinds of laughter						
	e A scientist's description of a 'laughing' animal						
	f	Some experiments are difficult to test					
	g	Amusing stories but not valid information					
2	Re	ad §8-11. Provide each paragraph with a relevant heading.					
	<b>§</b> 8	3:					
	§9:						
	§10:						
	§1	1:					

3	Find the words in the text that mean the following. The	e words are i	n the order o	f the text.

	description	word in text	description	word in text
	obstacle (§1)		very amusing (§7)	
	tricks (§2)		undoubtedly (§8)	
	unusually (§3)		giggling (§9)	
	strange (§4)		understand (§10)	
	basically (§5)		extreme sadness (§11)	
	STRATEGY Intensive readi	ng		
	passage;  - mark the linking words;  - underline the most impo  - decide what the main ide	familiar words that y rtant sentence in eace ea of the text is.	ou consider important to understand a sente	nce or
5	(§2) Would Konrad Lorenz a "This sounds of humour."	gree or disagree wit	h what is said in the first sentence	
6	(§2) What does the question 'laughter'  ☐ may simply be real laughter may be the laughing sou ☐ may only have the appear	nter. Ind produced by an	iology?" imply? It implies that the panting mals in general.	
7	(§3) Are the following stater your answers, for <b>b</b> quote to It is not likely the dolphin is <b>a</b> The girl is dancing and d	vo different phrases actually interested	in what the girl is doing.	port
	<b>b</b> It is not likely the dolphi	n is actually interes	ted in what the girl is doing.	

Ū	Koko has a sense of humour, according to the writer Simon Barnes. What is the reason for this?
9	(§5) Explain what the "hilarity" may be in the example with the shoelaces.
10	(§6) By which word can the first word, "However", be replaced without changing its meaning?  ☐ Nevertheless  ☐ Therefore  ☐ Though
11	(§7) Fill in the two blanks so that the sentence matches the text.  If a chimp pants, this may be for quite different reasons, and the result of two opposite
42	feelings, namely or
12	In §8 as well as in §6 the writer compares apes with human beings, with regard to laughter, but for different reasons. Describe these different reasons by completing the following sentences:
	In §8 the writer focuses on
	In §6 the writer focuses on
13	(§9-10) How else could the first sentence of §10: "A shared and uncertain." start without changing its meaning?  ☐ As a result of this, a shared  ☐ For instance, a shared  ☐ In other words, a shared  ☐ On the other hand, a shared
14	(§11) To which question in which paragraph is the sentence: "Humans have our own." in fact the answer? Only quote the first two and the last two words of this sentence.

#### **STRATEGY** Summarising an article

An effective summary:

- includes all of the article's main points and major supporting details;
- does not include minor and unimportant details;
- is written in your own words using your own sentence style;
- does not include your personal opinion;
- is organised the way the article is organised;
- is much shorter than the original.

5	Give a 125- to 150-word summary of the article.		
	VOCABULARY EXTRA		
	Puns		
	In §4 of the text you read that Koko made a 'pun'. A pun is a form of 'wordplay', a word or a phrase that has two different meanings or sounds similarly.		
	For example: A horse is a very <u>stable</u> animal.		
	Meaning 1: a building in which horses are kept		
	Meaning 2: steady		
	PAIR WORK Work with a classmate. In the following sentences, write down the pun and write down the two meanings of the pun in each sentence. Use a dictionary if necessary.		
	<b>a</b> He bought a donkey because he thought he might get a kick out of it.		
	Pun:		
	Meaning 1:		
	Meaning 2:		
	<b>b</b> Time flies like an arrow. Fruit flies like a banana.		
	Pun:		
	Meaning 1:		
	Meaning 2:		

	Pun:  Meaning 1:					
	Meaning 2 (bare):					
	<b>d</b> Can you think of other examples of puns? Write down one that contains a word with two different meanings and one with words that are spelled differently but sound the same.					
	VOCABULARY					
17	Read this strange animal story. Indicate which of the words given fits in best.					
	altruism – angles – canine – cue – daring – encounter – incongruity – prank – range – uncanny – wacky					
	Last month I had a(n) (a) with an older dog that came into my garden just like					
	that. I guess it needed some ( <b>b</b> ) on the dog's part if it had known that I wasn't					
	very fond of dogs in general. Anyway, I could tell from his collar he had a home. He calmly came					
	over to me. And though I'm not really known for my ( $\mathbf{c}$ ), I gave him a few pats on					
	his head and gave him something to eat and to drink.					
	He then followed me into my house, slowly walked down the hall, curled up in the corner and fell					
	asleep. I took some pictures of him from different ( $f d$ ) They might help me					
	find his owner, I thought. An hour later, he went to the door, which was clearly meant as a					
	(e) for me to open it, so that he could leave.					
	The next day my new (f) acquaintance was back, greeted me in my garden,					
	walked inside and resumed his spot in the hall and again slept for about an hour. This triggered a					
	(g) of questions in me as to why this dog had come to me again. Was he ill or					
	hungry? I was struck by the (h) of the situation because he looked healthy and					
	well-fed. Or perhaps this was a silly (i) by a boy in the neighbourhood, wanting					
	to test my patience? Anyway, this continued off and on for seven days.					
	Curious, I pinned a note to his collar, "I would like to find out who the owner of this sweet dog is.					
	I know it sounds (j) but every afternoon your dog comes to my house for a nap.					
	The next day he arrived for his nap, with a different note pinned to his collar: "I realise this looks					
	strange, (k) even, but he lives in a home with 6 children, and he's trying to					
	catch up on his sleep. Can I come with him tomorrow?"					

#### **VOCABULARY EXTRA**

#### Negative prefixes

We can form the opposite of many adjectives or give them a negative meaning by adding a negative prefix, such as dis-, im-, ir-, mis-, non- and un-.

Do **non**-human animals have a sense of humour?

The gorilla called Koko appeared to understand an **in**congruous connection.

18 Make opposites with the *adjectives* given. Use one of the *prefixes*:

dis – im – in – ir – mis – non- – un		
a	honest	
b	understood	
c	regular	
d	sufficient	
е	patient	
f	scientific	
g	popular	



19	Со	Complete the sentences with the correct words.			
	a	Cats are in my family, but we love dogs.			
	b	I'm afraid that seeing a chimp laugh at a magic trick is proof.			
		It's not evidence of having a sense of humour.			
	С	Why are you so? Can't you wait for another ten minutes?			
	d	Lots of people have a negative opinion about pigs. Unfortunately it's a much			
		animal.			
	е	Would you mind if your job had working hours?			
	f	I'm afraid scientists have time to test these animals in a laboratory.			
	g	That weak and delicate dog had been sold to them by a dog seller.			
20	Th	ink of three words with prefixes. Use them in a sentence, so that their meaning becomes clear.			

22

my mother (e to cook) \_\_\_

#### GRAMMAR (

Simr	ر ما	aact	9. r	act	con	tinu	Alle
<b>7</b> 11111	1141	กสรเ	<b>7</b> . [	เสรเ	r m		niis

grammar - 3 & 4 - p. 56

I looked around and saw that the orang-utan was laughing at a magic trick.

The gorilla Koko was working with her trainer when some scientists passed by.

Dr Davila-Ross **was making** some notes when the two chimps **were mucking** about with each other. When Koko **made** a joke, we all **laughed**.

- The following sentences have two verbs. Choose the *simple past* or the *past continuous*. Proceed as follows:
  - Underline the verb of the activity that was already going on when something else happened.
     Put this verb in the past continuous. Put the other verb in the simple past.
  - If both activities were happening at the same time, you underline both verbs and put them in the past continuous.

_	If both actions take place one after the other, you don't underline the verbs, but you put them in the <i>simple past</i> .					
	EXAMPLE: We (to see) <u>Saw</u>	$\underline{\prime}$ that the chimpanzees (to play) $\underline{\mathit{W}}$	vere playing with each other.			
a	The chimps (to fall)	off the branch whe	n they (to muck about)			
b	She (to tell) into t	us an amusing story about	her dog Daisy when Daisy (to fly)			
c			gin)to pant.			
	The girl (to perform)	graceful acrobatic	s while the dolphin (to watch)			
_		is clearly fascinating performance				
е	My mum suddenly (to realise) that she (to watch) a documentary about animals that she had seen before.					
f	We (to watch)	a funny animal programn	ne while Dad (to sleep)			
	in	his armchair.				
g	An assistant (to lead)	us to a laboratory	y where a gorilla (to practise)			
	si	gn language.				
h	The cat (to come)	in and (to lie down) _	in the corner of			
	the room.					
	ead two letters from a site wh Il in the <i>simple past</i> or the <i>pa</i>	nere people tell each other true and ast continuous.	d amusing animal stories.			
Ar	nimal encounters of the funn	y kind. Share yours.				
M	y younger sister had a collec	tion of white mice caged in her ro	om and one day when she			
(a	to clean)	the cage, the mice ( <b>b</b> to esca	pe) Over the			
ne	ext few months we'd see the	m now and then and we worried a	bout their numbers that ( <b>c</b> to grow)			
	rapidly.	Everything ( <b>d</b> to come)	to a head one evening when			

dinner. My mother (f to shriek)

because a mouse ( <b>g</b> to ri	un) up her trouser leg! M	up her trouser leg! Mum ( <b>h</b> to leap)		
onto a chair. She ( <b>i</b> to jun	mp) around like mad. She	_ around like mad. She finally ( <b>j</b> to have)		
er	nough sense to stop hopping and instead she ( ${f k}$	to take)		
her trousers to release th	he mouse. When Mum realised she ( <b>l</b> to stand) $\_$	on		
top of a chair in her unde <i>By Inez Silkfield</i>	erwear, my sisters and I ( <b>m</b> to laugh)	out loud!		
I think the wildlife story t	that still touches my heart the most occurred in	Maine when we ( <b>n</b> to sit)		
0	on a lovely beach because we ( <b>o</b> to have)	a family		
reunion. We ( <b>p</b> to spend)	) the day on the beach. A	bout 2 p.m. some of us		
( <b>q</b> to play)	Frisbee, while others ( <b>r</b> to lie)	in the sun.		
After a while we ( <b>s</b> to dec	cide) to have lunch, which	h we had made and packed		
in the morning. Suddenly	y, out of the blue, a seagull (t to fly)	into our group.		
Its beak was open and ai	imed at the sandwich my then 9-year-old daugh	ter Lily had in her hands		
and ( <b>u</b> to take)	to her mouth. The massive seagull (	( <b>v</b> to snatch)		
the sandwich out of Lily's	s hands and flew up and away into the air. Our ja	aws ( <b>w</b> to hang)		
,	's hands and flew up and away into the air. Our ja open, hardly grasping what had happened. While			

#### SPEAKING

- Prepare a 4- to 5-minute talk about something that is related to humour. That may be a personal story, e.g. about something funny that happened to you at school or when you were on holiday. It may be about your pets: do they make you laugh, why are you happy with them? You can make it up, it needn't be true. Write down some keywords (30 at most) that you can use when you give your talk. Include the following:
  - Introduction of your subject (e.g. name of your pet, how long you've had it; situation of your funny story (where was it and when) (1 minute).
  - Main part: first tell your story, give a summary of what happened) (1.5-2 minutes).
  - Then focus on the different sorts of humour (e.g. accidents, misunderstandings, exaggeration, jokes, embarrassing moments, irony and sarcasm) and give examples (2-2.5 minutes).
  - Conclusion (30 seconds).

#### Note!

While listening to your classmate's talk write down a question you could ask afterwards. You may for example ask him/her to explain something.



#### YOU'LL BE ABLE TO

- politely express a belief, opinion, agreement or disapproval
- conduct a prepared interview, checking and confirming information, and asking for clarification
- understand important factual information in short texts

Grammar ( )

- adjectives & adverbs
- comparisons

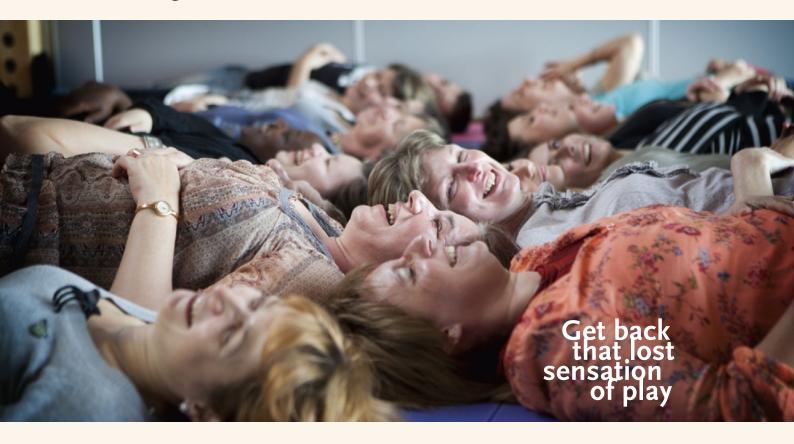
Vocabulary & expressions

You can learn these with the Study box (p. 94) and the vocab trainer

TEXT

### News from the medical world

Laughter is the best medicine!



- 1 Human beings are not born serious. We begin life fully equipped with a natural playfulness and the ability to laugh freely. Sadly, we limit our playfulness and our laughter as a sacrifice to the serious business of adulthood. In order to keep laughing, we need to be in a partial state of playfulness, consciously or unconsciously. Laughter therapy can help us ease our adult seriousness and get back that lost sensation of play.
- 2 Laughter is not only fun. It is also good for us. At last! Something good for us that is also enjoyable. There is no need for "yukky tasting" drinks, much sweating in concentrated exercise, or a change in our diet for this particular pursuit of health. All that's required is pure, unrestrained, old-fashioned laughter. It heals the body and eases painful emotions like anger and fear. It helps us cope with daily survival in a pleasant and effective way. Since laughter is born of tension, stress, and pain, most of us need not worry about being able to laugh. Stress is the number one health problem today, and we've all got it.

3 Laughter therapy is a term used by many, but for our purposes, it is learning to laugh freely again at the many things we deal with that aren't funny. Children will play with almost anything except direct pain. Adults were intended to do the same. When we can play with our pain, we laugh. When we laugh, we shift our perspective and problems shrink to a manageable size. We don't diminish their importance, but we are less overwhelmed.



#### **Humour quiz**

Take this quiz to find out how your 'sense of humor' rates Select your answers from the following options:

never = 1 hardly ever = 2 seldom = 3 sometimes = 4 often = 5 almost always = 6 always = 7

Respond to each question and remember: there are no right or wrong answers. This is just a guideline to give you a base to work from. Be honest with yourself; don't dwell on any question longer than 15 seconds. Make sure you select an answer for ALL the questions!

- A I have a lot of laughs.
- B I have a lot of fun.
- C I laugh at my own mistakes.
- D I think happy and fun thoughts.
- E I am spontaneous.
- F I like to hear and tell jokes.
- G I take myself lightly at work.
- H I like to watch and read humorous material.
- I I take responsibility for my happiness.
- J I consider others' feelings before I attempt any humour.
- K I surround myself with positive people.
- L I plan time to play.
- M I avoid offending people with my humour.
- N I like to hear and tell 'funny' life and work experiences.
- O I use my sense of humour to deal with difficult situations.
- P I don't mind acting silly once in a while.
- Q I look forward to, and take regular vacations.
- R I call a 'humour buddy' when I am in a 'down mood'.
- S I use humour to deal with stress.
- T I believe that laughing and humour are good for my health.



#### **Quiz total**

Total up your points scored...

**If you score between 115-140** you have an excellent sense of humour and attitude. You may not realise it, but you are a humour promoter and positively influence others with your humour.

**If you score between 85-114** you have an average and healthy sense of humour. **If you score between 50-84** you suffer from a slight degree of 'humour damage' and could do with training your sense of humour and raise your level.

**If you score between 25-49** you suffer from serious 'humour damage' and need to give this lack of humour some very serious attention.

**If you score 24 or less** you suffer from chronic 'seriousitis' and are in need of a strong 'humour injection'.

Based on: www.laughtertherapy.com and www.humor-laughter.com

### READING

2		w could you summarise §1?  Adults lose the playfulness with which they are born, but they can do something about that.  Adults should constantly try to be playful to compensate for serious things.  Children are more playful because they cannot be as serious as adults yet.  2) What do the yukky drinks, exercise and diet have in common with laughter?
3		nich is the central idea in §3?  Children have the ability to play with anything except pain.  Laughing helps you to deal with difficult situations better.  The therapy has laughing freely as its main purpose.  Which word in §1 shows the author's opinion?
	b	Which words in §2 show the author's relief?
	c	Which phrase in §3 shows that the author is mentioning his personal aim here?
5	Do <b>a</b>	the quiz and give yourself points. What was your total?
	b	What does that say about you according to the text? Use your own words.
	c	Give an argument why you do or don't agree with the conclusion.
6	a	Do you think the quiz paints a good picture of what people's sense of humour is? Give arguments why (not).
	b	Think of three statements that you would add to the quiz to raise the level.

#### SPEAKING

- PAIR WORK Team up with a classmate and discuss the following points.
  - Take turns in reading the questions and discuss your views.
  - What do you think of the title: *Laughter is the best medicine*?
  - When can laughter and fun help?
  - When have you experienced that?
  - When is laughter not helpful?
  - Can you think of examples where you need something different?

	VOCABULARY 🔲
3	Find synonyms in t

8 F	Find synonyms in the text for the words in bracke	ets.							
Þ	Are you always ( <b>a</b> impulsive)	? Do you ( <b>b</b> think that you are)							
	yourself a positive person and are you (c have you got)								
á	a good sense of humour?  No? Well, in that case you might just as well take part in our very ( <b>d</b> useful)								
١									
l	laughter therapy course.								
I	f you have just an ( <b>e</b> ordinary)	_ sense of humour or are a really serious person							
У	ou can change your ( <b>f</b> the way you think and be	have) in only four workshops.							
٧	We all know the ( <b>g</b> how important something is)	of being playful and able							
t	o laugh. You can ( <b>h</b> have around you)	positive people.							
1	t's so important to have a good laugh ( <b>i</b> now an	d then)							
Þ	All that is ( <b>j</b> asked) is the ri	ght attitude and a few hours of practice, for in our							
(	( <b>k</b> view) anyone can	improve their sense of humour.							
٧	Ne ( <b>l</b> are expecting with pleasure)	seeing you on our next course.							
	Make a new sentence with the word given, which he word, and how to use it.	shows that you understand the meaning of							
	EXAMPLE: looking forward to								
	I'm really looking forward to seeing y	you again next Saturday.							
ā	a attitude								
Ŀ	• effective								
-	equipped with								
-	equipped with								

d 	once in a while
<b>e</b>	perspective
f	spontaneous

GRAMMAR 🔲

#### Adjectives and adverbs

grammar - 15 - p. 65

These jokes are **funny**.

I like **quiet** music.

Laughter therapy is **extremely** effective.

He completed the task quickly.

Look at the text again and find the words. First decide what word or word group it relates to. Then decide if that is a *noun* or not. That is important for the decision if it's an *adverb* or an *adjective*. Complete the grid.

§	word	says something about (word or word group)	noun? yes / no	adjective / adverb
1	serious	human beings	yes	adjective
1	fully			
1	natural			
1	freely			
1	consciously			
2	enjoyable			
2	particular			
2	daily			
3	freely			
3	funny			
3	manageable			
4	lightly			
4	humorous			
5	positively			
5	average			

#### 11 Choose the correct form.

- **a** Last night we came home from laughter therapy with happy / happily faces.
- **b** We had dealt with an awful / awfully difficult subject because it was all about discussing your serious / seriously problems light / lightly.
- c That wasn't easy / easily, I can tell you. We were awful / awfully tired.
- **d** When we arrived at our front door we got a real / really fright when we saw that it wasn't closed proper / properly.
- **e** Obvious / Obviously somebody had broken in, and we also noticed that something smelled bad / badly.
- f When we entered quiet / quietly, we noticed the cause of the horrible / horribly smell.
- g There had been a heavy / heavily fire that had complete / completely destroyed the kitchen.
- **h** We were very fortunate / fortunately that our watchful / watchfully neighbours had called 911 and taken care of the situation so good / well.
- i Certain / Certainly, the kitchen looked bad / badly, but we were extreme / extremely thankful that nobody had got hurt.
- j You can imagine that we went to bed late / lately last night.

Comparisons	grammar - 17 - p. 68
Telling jokes in your own language is <b>easier than</b> in a foreign language.	
Playfulness is more natural to children than seriousness.	
What is your worst nightmare?	

#### 12 Choose the correct form.

that I had to wait.

a Karen is (older / more old) than Sue.

June is the most attractive girl in our class.

- **b** These Japanese watches aren't cheap, but Swiss watches are even (as expensive / more expensive).
- **c** The (faster / fastest) you go the (sooner / soonest) you'll be back home.
- **d** Can you tell that Ollie is Sue's (older / elder) brother?
- **e** It's (more easy / easier) to see nowadays because he is now (more tall / taller).
- f I think I've made (fewer / less) mistakes than (last / latest) time.
- **g** Compared to two years ago you get (less / fewer) petrol now If you spend ten pounds.
- **h** Jake and Carl are twins. Jake is half an hour younger (than / then) Carl, but he is just (as / so) tall as his brother.

13	Complete the sentences and make comparisons by using the words in brackets.			
	Let me tell you something about the ( <b>a</b> bad)	day in my life that should have been		
	the ( <b>b</b> happy)			
	Last Saturday I went to the (c late)	pop-up shop to buy a pair of the ( <b>d</b> good)		
	and ( <b>e</b> beautiful)	sneakers that are available a		
	the moment. Of course for the (f low)	price, because I have ( <b>g</b> little)		
	money than ever.			
	When I arrived, I saw that the queue was ( $\mathbf{h}$ long) $\underline{\ }$	than I had expected, so I knew		

Reaction:

My friends who are always (i wise)		and ( <b>j</b> quickly)	than
me in situat	ions like this, had got up an ho	ur ( <b>k</b> early)	and were already walking
around in th	ie ( <b>l</b> colourful)	sneakers that	you can think of with the
( <b>m</b> big)	of smiles on th	eir faces.	
Of course I v	was ( <b>n</b> jealous)	than ever, and	impatient. I couldn't wait to
get into the	shop, but the man behind me v	vas even ( <b>o</b> impatient)	
He was pus	hing me a bit and that made me	even ( <b>p</b> nervous)	and when
he didn't st	op I got ( <b>q</b> angry)	and ( <b>r</b> angry)	·
You can ima	gine that that was not the ( <b>s</b> er	ijoyable)	part of the day.
Because tha	at man was the ( <b>t</b> irritating)	pers	on in the queue, I let him pass
	e ( <b>u</b> unselfish)		
	· .	,	, ,
<b>a</b> Think of	You are going to have a conve and write down the name of a he name of a funny person.	•	• •
The expr	with a classmate and have the essions are in italics. When you ons this time.		
Statement:	Start the conversation and say about a fun hobby / a funny p	,	lassmate something
Reaction: Statement:	Express your enthusiasm.  Say who or what you want to t think your subject is fun or fur		inion on (Say why you
Reaction: Statement:	Repeat in your own words wha Say "Yes" and give another ex	t the other said.	nny person is great.
Reaction: Statement:	Disagree and explain why.  Express your indignation.		
Reaction: Statement:	Make a critical remark and add	d that you have a right to yo	our own opinion.

Say that that's all right and end the conversation.

#### SPEAKING

- 15 GROUP WORK Look for and watch three very funny YouTube videos.
  - **a** Write down the URLs of the videos and write a summary of approximately 50 words per video.
    - Describe what you saw in complete sentences and use adverbs, adjectives, and comparisons. Mark adjectives, adverbs and comparisons in different colours.
  - **b** Team up with two classmates. Choose the funniest video of the three that you've summarised and describe it to the others. Make sure you explain why it was so funny by using adjectives, adverbs and comparisons ('great', 'best', 'funniest', 'more than' etc). Also listen to the description of the others.
  - c Now that you've heard the descriptions, have a conversation and give your opinion why you did or didn't like the videos the others chose. Give arguments why they are funny or less funny than yours. Use the expressions on p. 99. Can you reach an agreement as to which video is the best?

#### REFLECTION

- 16 Look back on your discussion and answer the following questions. Tick the right boxes in the grid.
  - Which adjectives, adverbs and comparisons did you use?
  - How successful was the conversation? Explain.
  - Who took the lead in the conversation? Was that a success? Why (not)?
  - Reflect on your own role.

	was insufficient	needs some improvement	was average	went very well
My description of the video				
Use of adjectives and adverbs				
Giving my opinion				
Using the right arguments				
Reacting on other people's arguments				
My part in the discussion compared to others				



#### **YOU'LL BE ABLE TO**

- · find and understand relevant information in formal documents
- understand important factual information in short texts
- understand slowly and clearly presented TV interviews, presentation and news reports of personal interest
- write accounts of experiences describing feelings and reactions

Grammar ( )

- used to
- past perfect

#### **Vocabulary**

You can learn the vocabulary with the Study box (p. 95) and the vocab trainer.

#### Strategies

skimming

TEXT

# Laughter yoga in India ... and in the United States



- 1 Wandering through the public gardens at Lokhandwala Park in Mumbai (Bombay), India, early in the morning, you might cross paths with a cheery group of folks laughing in unison. After 15 or 20 minutes of deep breathing and hoho-ha-has, followed by simulated laughter including hearty noisy laughs, quiet giggles, roaring lion laughter, silent laughter, and tittering cocktail laughter, the group disperses, beginning the day with a smile.
- 2 The more than 900 laugh clubs in India are the inspiration of Dr. Madan Kataria, who observed while working as a family physician that patients' immune systems and general well-being improved following bouts of laughter. Kataria eventually left his medical practice and fine-tuned his daily regimen of 'thought-free' laughter, creating yoga laughter classes that have spread from India to the Far East, Europe, and North America.
- 3 Journalist Lizette Alvarez visited a yoga class in New York. "I was in a vile, despicable mood when I arrived at laughter yoga. It was Wednesday, and my brain felt torn in one too many directions; the usual, only worse. Laughter seemed a remote possibility."

  I waited patiently inside a nondescript office in 40th Street and Broadway among a group of wildly divergent strangers, with only my skepticism to keep me company.

- "There are some simple rules", Vishwa Prakash, the laughter therapist and coach who runs this group, told us at the start of the session. "Let's be as joyful as we can. Let's look each other directly in the eye. And if you don't know what's happening, fake it till you make it." An hour later I floated out onto Broadway, ready to break into song and speed-dial a few friends to sign them up for the next class. This stuff worked.
- "HO, HO, HA, HA, HA", Mr. Prakash said, loudly, beginning the first exercise. We all repeated: "HO, HO, HA, HA, HA. HO, HO, HA, HA, HA."

There were about twenty of us walking around his office in a circle. I went to shake one woman's hand, as instructed, when she showed me her cast. "I fractured my right wrist. HO, HO, HA, HA, HA." There was no trace of traditional humor. No jokes. No amusing stories. Just simple exercises meant to get the laughter rolling. And because it is infectious, before long, the room was full of noisy laughter. We flapped our arms like chickens, threw pretend snowballs at one another, rode imaginary bicycles and peeled giant bananas, all with the goal of reclaiming the laughter we gradually lose as we grow up.

- **6** The idea is to just keep laughing and looking into one another's eyes to stay connected. It doesn't even have to be real. It's impossible to genuinely laugh for forty minutes. The body doesn't care if the laughter is fake. It responds anyway, Mr. Prakash said. Anyone walking past would take us for the patients in One Flew over the Cuckoo's Nest. After a while, though, you stop worrying about how crazy it all seems, which is what laughter does to you. It is a natural calming medicine like Xanax. It is also said to improve your immune system, lower your blood pressure and work your abs.
- Soon, it was sharing time. As we sat in chairs in a circle, we discussed our experiences. One woman with chronic pain in her knees and back said she felt pain-free. Another who recently lost her job and is now plagued by insomnia said that after every class she "sleeps like a baby". "I had a raging headache when I walked in, and now it's gone", said Catherine Perry, 40, who was one of several first-timers in the group.

"As for me, I was elated."

Based on: New York Times Lizette Alvarez 2010

#### READING

#### **STRATEGY** Skimming

strategies - *skimmen* - p. 10

Skimming means reading quickly to look for the main ideas of a text. Details are not important. By reading the title, headings and the first sentence of each paragraph you can get a good idea of what the text is about.

- Look at the pictures and the headlines of the text. Read only the first sentence of each paragraph. Fill in the number of the correct paragraph.
  - you can read about the rules in laughter yoga. a In §
  - **b** In § you read what happens in a laughter class In New York.
  - c In § you get an idea of laughter yoga in Mumbai.
  - **d** In § you find out who invented laughter yoga.
  - e In § people evaluate how they have experienced laughter yoga.
  - f In § there is an explanation of how laughter yoga works.

2	Read the whole text and answer the questions.				
	<b>a</b> (§1) "Simulated laughter" is laughter that is				
	□ not real.				
	really loud.				
	□ very hearty.				
	<b>b</b> (§1) What do people who have taken part in a laughter yoga session in Lokhandwala Park do				
	after the session?				
	☐ They all go their own way.				
	☐ They keep smiling happily.				
	☐ They stay together for a while.				
	c (§2) Dr. Madan Kataria developed laughter yoga, because he had				
	a lot of fun with laughter yoga groups.				
	<ul><li>experienced that laughter helps people.</li><li>finally stopped working as a family physician.</li></ul>				
	inially stopped working as a failily physician.				
3	(§3) Why was laughter a ' <b>remote</b> possibility' for Lizette Alvarez? Quote the words from the text that prove this.				
4	(§4) The laughter therapist said: "Fake it till you make it." What did he mean?				
5	(§5) What contrast is funny in Lizette Alvarez's example of the woman with the cast?				
6	(§5) What does Lizette Alvarez indirectly say about children? Quote the first two and the last two words of the part of the sentence where you find this.				
7	How does Lizette Alvarez's view of laughter yoga change? Explain in your own words. Then find words in the text to prove it.				
8	VOCABULARY  Fill in the correct words in the sentences below. Choose from the following words. There are				
	two words too many.  despicable – dial – disperse – divergent – elated – infectious – insomnia – nondescript –				
	raving – reclaim – simulated – tittering				
	a People have views on the necessity of calling the police.				
	<b>b</b> Hitting children is a habit.				
	c If I see people doing that I will 911 for the police immediately.				
	<b>d</b> It happened once that I saw a girl, who was wearing clothes, bullying				
	some little ones.				

е	I asked her: "Are you	l? They're smaller than you."	
f	I called the police, they came, and st	to the crowd that had gat	thered
	around the scene.		
g	The girl said that she had an	disease which caused her bad temp	per.
h	And that she was very tired because	also suffered from	
i	She tried to talk them around with a	smile.	
j	I was when they to	er in for questioning.	

#### **VOCABULARY EXTRA**

#### Phrasal verbs

Phrasal verbs are usually verbs that go with a fixed preposition. With the preposition the meaning of the verb changes.

EXAMPLE He found out what he had to do.

Sometimes you get more than one preposition.

EXAMPLE We must put up with the bad weather.

9 Use *phrasal verbs* in the sentences below. You can find them in your Study box (p. 95).

Mum and dad had received an invitation from friends to come and help them move into their new				
house. This time we couldn't ( <b>a</b> to es	a simple excuse so			
they decided to go. I went with them because many hands make light work. We couldn't take dad's				
car so we were happy that mum had decided t to ( <b>b</b> to keep)		her old Peugeot.		
When we were halfway there we saw a hitchhiker, who I thought ( <b>c</b> to look like)				
Justin Bieber. We decided to ( <b>d</b> to stop) and give him a lift to the next town.				
l ( <b>e</b> discovered)	that we would be going to the same	e school next year, so we		
decided to ( <b>f</b> to stay in contact)	before we drop	ped him at a gas station.		
After we had ( <b>g</b> to make full)	the car with petrol we saw	v that our dog Bob had		
decided to ( <b>h</b> to leave at high speed)	) He was chasing a	cat and I tried to catch		
him, but couldn't (i to go at the same	e speed as)	_him.		



When he had finally come back, we really wanted to (j to continue) it.
Mum wanted to ( ${f k}$ to compensate for) the time we had lost.
You can imagine our disappointment when the good old Peugeot refused to start. We had not
expected it to (I to become defective) so soon.
Our friends weren't happy either because when we finally managed to ( <b>m</b> to appear suddenly)
at their house they had already moved everything.
GRAMMAR   GRAMMAR
Used to grammar - 3 - p. 56
Lizette <b>used to be</b> grumpy before she went to laughter therapy. <b>Did</b> the therapist <b>use to make</b> you laugh?
We didn't use to bring our own lunch, but we do now.
Read Tom's email to his son Rick. Complete the sentences by using the correct form of 'used to' + <i>verb</i> .
Hi Rick,
We're back home again! We really had a lovely time in France and the weather was great. I (a always
went) for a swim every day. I ( <b>b</b> never waited)
until the sun became less fierce before I went to the beach. Your mother told me to watch out for
sunburn. So I ( <b>c</b> always emptied) half a bottle of sunscreen lotion on
my ever-so-white skin every morning.
Nevertheless, as you might have expected, after a few days I got really sunburnt. I remembered that
this had happened many times to my friend Jason when we were young and that he had a solution
for it. I couldn't remember what it was, so I called him and asked: "What ( <b>d</b> did you always do)
when your skin got burnt?" He laughed and said that he ( <b>e</b> always
put) cucumber slices on the burnt patches. I thought this sounded rather
silly. I decided to get a bottle of the after sun product that mum ( <b>f</b> always bought)
for you and your sister when you were kids. By the way, how ( <b>g</b> always called)
the people with severe sunburn? Tomatoes? Well, just think
of me
See you soon!
Love, Dad

111 Use a form of 'used to' in each sentence.

1	My sister (not - play)	with dolls when she was little.
2	What funny programmes (you - watch)	when you were
	about 12?	
3	When I was ten years old, I (go swimming) _	every week.
4	Guess where we (go)	on holiday when I was young?
5	(your parents - learn)	English when they were
	at primary school?	
6	My sister (not - laugh)	whenever we saw that comedy on TV
	but I thought it was hilarious.	

#### GRAMMAR (=)

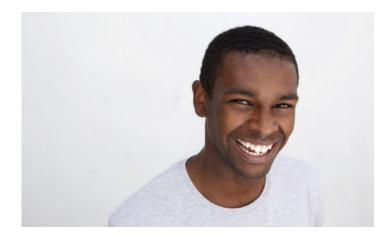
Past perfect grammar - 7 - p. 58

What is said with a *past perfect* happened **before** what is said in the other part of the sentence.

After we had finished our yoga session, we went back to work.

I did not take any extra classes because I had had more than enough.

- 12 Underline the forms of the past perfect.
  - **a** We thought that you had never been to India before.
  - **b** I had never met a yoga teacher until I met Vishwa Prakash.
  - **c** Before Lizette went to laughter yoga, she had always been very sceptical.
  - **d** After she had taken a few yoga classes she already felt much better.
  - e One woman told her that insomnia had plagued her for years.



a	Sean (to tell = first / last)n	ne when he (to start =	first / last)
	training his abs.		
b	Before he (to go = first / last)	on holiday he (to	do = first / last)
	a few sessions with a personal trainer.		
С	He (to visit – just = first / last)		a local gym when I (to see
	first / last) him yesterday.		
d	During our conversation Sean (to remark	< = first / last)	that he (to train =
	first / last) a lot o	during the holidays.	
e	And because he (to take = first / last)	yo	oga classes.
Wa	atch the video online and do the assignment ace below.	· 	
Wa	atch the video online and do the assignme	· 	
Wa	atch the video online and do the assignme ace below.	· 	
Wa	atch the video online and do the assignment accebelow.	· 	
Wa	atch the video online and do the assignment ace below.		
Wa	atch the video online and do the assignment ace below.		
Wa	atch the video online and do the assignment ace below.		
Wa	atch the video online and do the assignment ace below.		
Wa	atch the video online and do the assignment ace below.		
Na	atch the video online and do the assignment ace below.		
Na	atch the video online and do the assignment ace below.		

#### **READING & WRITING**

#### 21 PAIR WORK

- **a** Give three examples of what you used to do to make yourself feel better when you were younger. Give one example of what you didn't use to do when you felt bad.
- **b** You are going to make a list of ten tips on how to make yourself feel better. Go about it as follows:
  - Find two texts with tips on how to make yourself feel better when you're not so happy.
     Write down the URLs of the sites and read the texts.
  - Make a list of ten tips that would make anyone feel better when they're feeling down. You can use the tips that you've found, but use your own words and use complete sentences.
     The complete list should have at least 200 words.
  - Team up with a classmate and compare your tips. Make a top five list and share it with your class.



#### YOU'LL BE ABLE TO

- write accounts of experiences describing feelings and reactions
- find and understand relevant information in formal documents
- understand important factual information in short texts
- understand slowly and clearly presented TV interviews, presentation and news reports of personal interest

#### Grammar ( )

• simple past & present perfect

#### **Vocabulary**

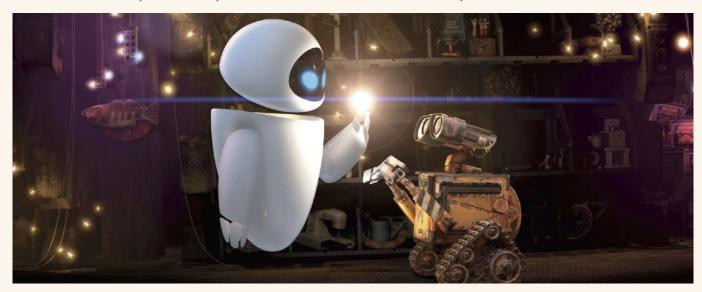
You can learn these with the Study box (p. 97) and the vocab trainer.

#### Strategies 📖

predicting

TEXT

## **WALL·E** (2008): An extraordinary achievement



- 1 I have just returned from an advanced benefit screening of *WALL•E*, and I want to be careful not to spoil too much regarding the movie. This morning, I had the added privilege of watching the film at Pixar, which was stunning in and of itself.
- 2 This motion picture is not a cartoon; it is a film. In fact, it even has the appearance of film. One of my complaints of more recent 3-D animated films (not from Pixar) is that they all seem to look the same ... clean lines, crisp colors, and very 'virtual', for lack of a better term. WALL•E goes beyond the typical look of digital animation, and has a true-to-life 'grit'. The creators at Pixar are true artists, and are indeed masters of their craft. Not only are they masters of the technology, they are also masters of telling a story. WALL•E is exceptional in this as well.
- 3 The best way to describe the film is as a science fiction, comedy, dramatic love story. WALL•E, as a character, has dimension, personality, and heart ... pretty impressive given that he is essentially a robot that crushes and compacts trash. It is true that there is little dialogue in this feature, but I personally did not feel it detracted from the story at all.
- 4 *WALL•E* is very much a different Pixar film from its previous features. I am interested in seeing how it is received by others, but in my opinion, I think Pixar has stayed true to itself, demonstrating a commitment to telling great stories and pushing the edge of technology, with an impressive result. My most sincere compliments to Andrew Stanton, Jim Morris, John Lasseter, Ben Burtt, and all the creative forces at Pixar. Can't wait to see what the future brings ...

## Finding Dory (2016): Pixar has done it again!



- Before they released Finding Dory, Pixar had already earned their stripes with Finding Nemo (2003) and WALL•E (2008). When they are at their best, they find a combination of laughs, action and heart that few other animated films can match.
- In *Finding Dory*, we meet a self-motivated but determined octopus, two territorial sea lions, a selfdoubting beluga whale and a nearsighted whale shark. The plot kicks in early and this sea of creatures keeps it exciting throughout the film.
- It should be noted that the animation is outstanding. Pixar is so consistently brilliant with their care and detail in animation that you can take it for granted, so

- I will not. It's excellent. From the depth of the water, including particles and light breaking through it to the unique expressions they give to animals that otherwise might not draw emotion from me in real life, they continue to surpass all other animation companies. This is matched by excellent voice actors throughout.
- The finale gets even more exciting with our heroes having to get out of one situation after another to where there's a car chase that has to be seen to be believed. And then the heart kicks in. And the humor. And the everything. Again, when Pixar is at their best, their movies just have everything.

Based on: www.imdb.com

#### READING

- Before reading the reviews, take a look at the titles and skim the text. Are the authors generally positive, negative, or neutral? Explain your answer.
- What is the author's main point about WALL'E in §2?
  - ☐ All in all, *WALL•E* is a very realistic movie-like experience.
  - ☐ The story of WALL•E and its quality is very different from other films by Pixar.
  - ☐ *WALL•E* looks like a typical digitally animated film.

3	а	What is the author's tone in §4? Choose the correct answer.  His tone is critical / curious / sarcastic.
	b	Explain your answer by quoting from the text.
4		hy does the author mention <i>Finding Nemo</i> and <i>WALL•E</i> in §5?
		Because <i>Finding Nemo</i> is the previous movie about life in the ocean.
		Because "laughs, action and heart" are also present in these two movies.  Because he wants to show that the movie studio has had many successes before.
5	in	7) "From the depth other animation companies." Why does the author mention the examples this sentence? More than one answer may be correct.
		To show that Pixar has impressive animations once again.  To show that Pixar is better than other movie studios.
		To show that Fixal is better than other movie studios.  To show that Finding Dory is different from other Pixar movies.
	VC	DCABULARY (
6		ead the definitions in brackets and fill in the correct words in the correct form. You may use e word list of this lesson.
	Ye	sterday, we went to the cinema to see an ( <b>a</b> great)
	m	ovie called <i>Finding Dory</i> . Unfortunately, before I watched it, its plot had already been ( <b>b</b> someone
	to	ld you what it was about) My best friend Eva came along, even though she
	do	pesn't like animated movies. Moreover, she utterly hates films that contain creatures as ( <b>c</b> roles,
	pe	ersons) so I wonder why she came at all. She's didn't really want to
	(d	to go on) watching the film. Luckily, she ( <b>e</b> mentioned) that
	th	e animations were excellent and she admitted that it takes some serious ( <b>f</b> dedication)
		to make such a movie. You should've seen the ( <b>g</b> look)
	on	my friend's face after the mood in the movie suddenly turned. During the last half hour, she was
	(h	deeply involved) in the (i movie) and actually wanted
	to	watch it to the end. I'm happy I took her to see the film, as she would not have gone ( $\mathbf{j}$ in different
	cir	rcumstances)
	LIS	STENING (
	S	TRATEGY Predicting
		lways prepare yourself before you start watching and/or listening. What do you already know
		bout the subject? Do you know the speaker? Make guesses about what you may learn. Predicting

or guessing helps you focus on the assignment. It doesn't matter if your guesses are right or wrong.

GRAMMAR (12)	
	grammar - 3 & 7 - p. 56 & 58
Simple past & past perfect The past perfect expresses the idea that somet	grammar - 3 & 7 - p. 56 & 58 thing occurred before another action in the past.
Simple past & past perfect The past perfect expresses the idea that somet The action that occurred first gets the past per	thing occurred before another action in the past.  fect tense.
Simple past & past perfect The past perfect expresses the idea that some The action that occurred first gets the past per The bar had been full of customers before the	thing occurred before another action in the past.  fect tense. feature <b>started</b> .
Simple past & past perfect  The past perfect expresses the idea that some of the action that occurred first gets the past per of the bar had been full of customers before the first waited a long time when my boss took meaning the second sec	thing occurred before another action in the past.  fect tense. feature <b>started</b> . e into her office.
The action that occurred first gets the past per The bar had been full of customers before the factorial I had waited a long time when my boss took must be simple past and the past perfect in the simple past perfect past perfect past past perfect past perfect past perfect past perfect past past past perfect past past past past past past past pas	thing occurred before another action in the past.  fect tense. feature started. e into her office.  the following sentences.
Simple past & past perfect  The past perfect expresses the idea that somet The action that occurred first gets the past perfect. The bar had been full of customers before the I had waited a long time when my boss took must be simple past and the past perfect in andicate which activity happened first by und	thing occurred before another action in the past.  fect tense. feature started. e into her office.  the following sentences. erlining the word 'first'. Underline 'last' for the
Simple past & past perfect  The past perfect expresses the idea that some of the action that occurred first gets the past perfect. The bar had been full of customers before the fill had waited a long time when my boss took mutill in the simple past and the past perfect in an indicate which activity happened first by und activity or situation that came last. Now, put to	thing occurred before another action in the past.  fect tense. feature started. e into her office.  the following sentences. erlining the word 'first'. Underline 'last' for the the verbs in the correct tense. For the first activity
Simple past & past perfect  The past perfect expresses the idea that some of the action that occurred first gets the past perfect. The bar had been full of customers before the fill had waited a long time when my boss took must like the simple past and the past perfect in an indicate which activity happened first by und activity or situation that came last. Now, put the first) you use the past perfect. For the second	thing occurred before another action in the past.  fect tense. feature started. e into her office.  the following sentences. erlining the word 'first'. Underline 'last' for the the verbs in the correct tense. For the first activity
Simple past & past perfect  The past perfect expresses the idea that some of the action that occurred first gets the past perfect. The bar had been full of customers before the fill had waited a long time when my boss took must be simple past and the past perfect in an indicate which activity happened first by und activity or situation that came last. Now, put the first) you use the past perfect. For the second	thing occurred before another action in the past.  fect tense. feature started. e into her office.  the following sentences. erlining the word 'first'. Underline 'last' for the the verbs in the correct tense. For the first activity and activity (= last) you use the simple past.
Simple past & past perfect  The past perfect expresses the idea that some of the action that occurred first gets the past perfect. The bar had been full of customers before the fill had waited a long time when my boss took mutill in the simple past and the past perfect in an indicate which activity happened first by und activity or situation that came last. Now, put the first) you use the past perfect. For the second Jonas (to continue = first / last)	thing occurred before another action in the past.  fect tense. feature started. e into her office.  the following sentences. erlining the word 'first'. Underline 'last' for the the verbs in the correct tense. For the first activity and activity (= last) you use the simple past.

С	I (to feel = first / last)	better when my med	licine (to kick in = first / last)
d	Before the main character (to con	nplete = first / last)	her quest, she
	(to achieve + never = first / last)		anything so exceptional.
	rn the two sentences into a full ser erfect or simple past. Have a look a		r' or 'when' and the <i>past</i>
	EXAMPLE First: they earn their stripes with Last: they release Finding Dory.	Finding Nemo.	
	Before they released Find	ing Dory, they had (alrea	ady) earned their stripes
	with Finding Nemo.		
	After / When they had ear	ned their stripes with F	Finding Nemo, they
	released Finding Dory.		
а	First: she dreams of becoming an Last: she impresses her colleague		
b	First: he makes laughter yoga a su Last: he introduces youngsters to		
С	First: he always takes his job for a Last: he suddenly has to adjust to	•	
d	First: my mom notes my mood. Last: she tries to make me feel be	etter.	

#### EXPRESSIONS

	Learn the expressions (p. 99), then do the assignment.  Translate the following sentences into English. The expressions are in italics. In each case, write down all variants that fit this sentence.				
	a	Geef aan dat de makers van films in het algemeen de resultaten van hun vorige films willen overtreffen.			
	<b>b</b>	Druk je teleurstelling uit over het feit dat veel films niet indrukwekkend zijn door een gebrek aan toewijding.			
	<b>c</b>	Geef als voorbeeld bij dit standpunt dat er veel actiefilms zijn die compleet hetzelfde zijn.			
	d	Geef als begin van een <i>opsomming</i> aan dat dit <i>naar jouw mening</i> komt omdat veel makers nie oprecht zijn. Geef als vervolg van de <i>opsomming</i> aan dat ze vaak genoegen nemen met iets gewoons. Zeg <i>als laatste (tot slot)</i> dat veel van hen hun sporen al verdiend hebben.			
	W	RITING			
5	us us	u are going to write a review in which you discuss the film <i>Minions</i> (2015). You will need to e the relevant vocabulary, grammar and expressions from this lesson. You may also need to e grammar from previous lessons.  Schrijf dat je <i>Minions</i> gaat recenseren, een film over gele wezentjes. Schrijf dat je ze al kende voordat je <i>Minions</i> zag, omdat je de vorige films ook al gezien had. De film gaat door met dezelfde personages en gaat over hun werk voor de schurk Scarlet Overkill.			
	_				

<b>§</b> 2	Geef als begin van een <i>opsomming</i> aan dat je de verhaallijn gaat bespreken. De makers la zien dat ze trouw gebleven zijn aan hun vak door een goed verhaal te schrijven. Je vindt he interessant dat de Minions een reis om de wereld maken. <i>Druk echter je teleurstelling uit</i> ohet verhaal in wezen niets nieuws is, omdat het lijkt op het verhaal van veel andere films.
§3	Geef als vervolg van de <i>opsomming</i> aan dat je het gaat hebben over de beeld- en de geluidseffecten. Het is duidelijk dat de makers geen genoegen nemen met iets gewoons. Schrijf dat je snel ondergedompeld raakt in het verhaal door de fantastische stemacteurs de indrukwekkend goed geanimeerde personages. De 3D-versie heeft een paar extra effectie je niet nodig hebt om van de film te genieten.
§4	Geef aan dat je het als laatste punt van je <i>opsomming</i> hebt over de personages. Schrijf da plotseling besefte dat Kevin, Stuart en Bob een beetje leken op Alvin en de Chipmunks was betreft hun ontwikkeling. Geef als voorbeeld dat de Minions niet alleen grappig zijn, maar ze ook de helden van het verhaal zijn. Je vindt de Minions dus even goed als de Chipmunks Hun missie / zoektocht houdt het verhaal interessant.
<b>§</b> 5	Schrijf dat <i>Minions in het algemeen</i> een uitstekende film is. Schrijf dat je enige klacht is d film niet uitzonderlijk goed is. Je wilt verder niets verklappen en raadt deze film aan als iemand <i>Despicable Me</i> ook leuk vond.

- 16 You are going to write about another comedy feature you have watched.
  - **a** First write an outline. You may use your review from the previous excercise, the outline in the previous unit and/or the review (see *reference book* p. 30) as an example. For each paragraph, write down 4-5 keywords to indicate what you are going to write about.
    - §1: A short introduction; describe the film and its background without spoiling it.
    - §2: Your opinion on one aspect of this feature, such as its plot, characters, visuals, acting or sound(track). Give an example to support your opinion.
    - §3: Your opinion on another aspect of this feature.
    - §4: A short conclusion and advice. Mention the most important points and state why you would or would not recommend this film to others.
  - **b** Write the review. Use between 200-250 words for the entire review. Make sure you include the most important elements you mentioned. Finally, add a title of at least three words to your review. It should catch the attention of your reader.

#### REFLECTION

- 17 PAIR WORK Review the text one of your classmates has written for the previous exercise.
  - **a** Swap texts with a classmate.
  - **b** Check the structure of their text.
    - Does §1 inform you about the film?
    - Is §2 about one aspect of the film? Does it include an example to support the reviewer's opinion? Answer the same questions about §3.
    - Does §4 contain a conclusion and/or advice? Do the examples in §2 and §3 support this conclusion and advice?
  - **c** Check the spelling and grammar of the review. Does the reviewer correctly use *adjectives* / *adverbs* and *tenses*, for example? Write down three positive points and three points the reviewer should improve.
  - **d** Quote two pieces of information that you find interesting or informative. Explain to your classmate why you chose these.
  - e Swap texts again and improve your review based on the tips you got from your classmate.



## **Study box** unit 2

ENGLISH	DUTCH
Laughter helps us to <b>bond</b> with other people.	een relatie ontwikkelen
One chimp was <b>cast</b> out of the group by the leader.	gooien
Some pupils find it difficult to <b>conform to</b> the rules at school.	(zich) aanpassen aan
This is the best way to tackle the problem although it sounds <b>counter-intuitive</b> .	tegen je intuïtie in
We didn't know if his <b>enigmatic</b> smile meant good news or bad news for us.	raadselachtig
Is it right to <b>equate</b> dolphin sounds <b>with</b> laughter?	gelijkstellen aan
We'll have to wait and see how the markets will <b>evolve</b> .	(zich) ontwikkelen
Don't take him too seriously. What he said was an <b>exaggeration</b> .	overdrijving
When Debby laughs, she <b>exhibit</b> s no restraint.	vertonen
His joke produced <b>exuberant</b> laughter.	uitbundig
Rats produce <b>high-pitched</b> sounds when they play.	hoog (geluid)
I wonder if the government plans will promote or <b>inhibit</b> economic growth.	tegengaan
We have made <b>modification</b> s to the original design.	wijziging
The government refuses to <b>negotiate</b> with terrorists.	onderhandelen
She hopes to <b>resume</b> work after the baby is born.	hervatten
Laughter is triggered by many <b>sensation</b> s and thoughts.	gevoel
Don't walk on the road. Use the <b>sidewalk</b> .	trottoir
Some people are more <b>susceptible to</b> infections then others.	vatbaar voor
During <b>the rough and tumble play</b> there was a lot of laughter among the boys.	gestoei

DUTCH	ENGLISH	i

aanzienlijk	The damage to the car was <b>considerable</b> .
bachelorstudent	I'm an <b>undergraduate</b> and hope to get my bachelor's degree next year.
beledigend	Why don't you stop making <b>offensive</b> comments about my friends?
besmettelijk	Keep away from her as she suffers from a highly <b>contagious</b> disease.
bewust	Is he <b>conscious</b> of the fact that he only talks and seldom listens?
bulderen	The joke made him <b>roar</b> with laughter.
doen alsof (te hebben)	Do you know how to <b>fake</b> sickness to stay home from school?
een grap uithalen met	My uncle's funny. He likes to <b>play jokes on</b> people.
gangpad	Would you like an <b>aisle</b> seat or a window seat during the flight?
geneigd zijn om	Some people <b>tend to</b> laugh at any joke they hear.
gezichts-	You could tell from her <b>facial</b> expression that she was not amused.
helemaal	The story about his accident was <b>entirely</b> made-up.
Het hoort er nu eenmaal bij.	Winning and losing. It's all part of the game.
in tegenstelling tot	Contrary to what most people believe, laughter is not all about humour.
intussen	The plane landed. <b>Meanwhile</b> , we remained seated.
kietelen	She <b>tickle</b> d him and he had to laugh.
komische tv-serie	That <b>sitcom</b> is really hilarious. I watch it every week.
lijm	You can use this <b>glue</b> to stick the picture to the page.
minder belangrijk, kleiner	We've only had a few <b>minor</b> problems.
moedertaal	She can speak English and Spanish but her <b>mother tongue</b> is Dutch.
nep	Can you tell <b>fake</b> laughter from real laughter?
nieuwste	Have you heard their <b>latest</b> single?
omstandigheden	They live in poor circumstances.
opborrelen	Creativity often <b>bubble</b> s <b>up</b> when people work together.
opmerkelijk	It's remarkable that laughing happens consciously.

speels	What a cute and <b>playful</b> little dog!
•	
tussen twee haakjes	By the way, was he at the party?
uit de prehistorie	He is a professor of <b>ancient</b> history.
vereisen	The project <b>require</b> s more time than we expected.
vermogen	We are born with the <b>capacity</b> to laugh.
verscheidenheid	I have a <b>variety</b> of films that we can watch.
verslaafd aan	I'm <b>hooked on</b> that sitcom. I just love it.
verzorger	Children should be accompanied by parents or other <b>caregivers</b> .
voorouder	Her <b>ancestor</b> s lived in Surinam.
wijzigen	I don't understand why the rules have been <b>alter</b> ed.
wortel	I live in the Netherlands but my <b>root</b> s are in Greece.

ENGLISH	DUTCH
He may be a big dog, but he's tender and <b>affectionate</b> .	liefhebbend
Did he become a politician out of <b>altruism</b> or out of self-interest?	belangeloosheid
Now take a second picture but this time from a different <b>angle</b> .	hoek
His dog suffers from a typically <b>canine</b> disease.	honden-
He says he knows a <b>cast-iron</b> way to make good money in a short time.	gegarandeerd (fig.)
Her nod was the <b>cue</b> for him to leave the room and fetch their coats.	signaal
Bungee jumping requires <b>daring</b> and a lust for adventure.	durf
What conclusion can you <b>draw from</b> the story?	trekken uit
My first <b>encounter</b> with him was four years ago.	ontmoeting
Losing their dog caused a lot of <b>grief</b> within the family.	verdriet
The <b>incongruity</b> of the tall boy and the short one playing tennis was very funny.	tegenstrijdigheid
It seems <b>incongruous</b> to discuss a problem that has already been solved.	onlogisch
I like to <b>indulge in</b> swimming twice a week.	(zich) uitleven in
The boys were laughing and <b>lark</b> ing <b>about</b> in the swimming pool.	flauwekullen
Because of financial problems she had to <b>modify</b> her holiday plans.	wijzigen
The teacher got angry because some pupils were <b>muck</b> ing <b>about</b> .	flauwekullen
We had to laugh at the <b>prank</b> he played on us.	grap, streek
A gap year may offer a whole <b>range of</b> experiences.	scala aan
I wish he'd be less <b>rigid</b> and more flexible.	star
The camera is slightly <b>tilted</b> because the tripod is loose.	scheef
I had an <b>uncanny</b> feeling I was being watched.	griezelig
I saw a very funny film with <b>wacky</b> characters.	maf

DUTCH	FNGLISH

eir new puppy.
ed to <b>engage in</b> discussion.
ng them worthless stuff.
that he should stop talking.
restricted to three days.
larity of some TV comedies.
about animals and laughter.
ether <b>beg</b> s <b>the question</b> : where shall we go?
s in a <b>graceful</b> way.
n <b>misery</b> and poverty.
nmy told me a joke.
$oldsymbol{arepsilon}$ with the rabbit in the hat.
t

hijgen	He was <b>pant</b> ing heavily after the race.
inspanning	We will be ready sooner if we put in some extra <b>effort</b> .
kaak	We thought the animal opened its <b>jaw</b> s to bite us.
kastanje	The squirrel opened the <b>chestnut</b> and ate it.
kennis (persoon)	Tomorrow I'm visiting an old <b>acquaintance</b> of mine.
liefdevol	The monkey gave its boss an <b>affectionate</b> hug.
mate	Everybody likes humour to a greater or lesser <b>degree</b> .
nachtegaal	She sings as sweetly as a <b>nightingale</b> .
nauwkeurig	The report is an <b>accurate</b> account of what exactly happened.
onderzoeken	When did the police start to <b>investigate</b> that murder?
onthullen	The newspaper said it would <b>reveal</b> the truth about the attack on the minister.
pesten	She had to go to the headteacher for <b>bully</b> ing a classmate.
soort	How many animal <b>species</b> are there in this rainforest?
stoeien	Simon was <b>play-fight</b> ing with his dad on the floor.
tegenstander	He was thinking how to beat his <b>opponent</b> in the match.
ten behoeve van	Could you please explain again for John's benefit?
tot stand komen	How did the success of Apple <b>come about</b> ?
verheugd	They are <b>delighted</b> to announce the birth of their daughter.
verschijnen	She suddenly <b>emerge</b> d from behind the door.
vleermuis	Bats are blind but can hear very well.
wetenschappelijk	Is there any <b>scientific</b> proof that apes can laugh?
woordspeling	Do you understand the <b>pun</b> in "Knowing sign language can be quite handy"?
worstelen	The two brothers like to <b>wrestle</b> with each other occasionally.

ENGLISH	DUTCH
In basketball being tall is an <b>advantage</b> .	voordeel
I <b>assume</b> that there is no dinner for those who are late.	veronderstellen, ergens van uitgaan
We can all <b>benefit</b> from these useful tips.	voordeel hebben
I have a <b>chronic</b> headache, which is really annoying.	voortdurend, chronisch
If you do dangerous things, you are responsible for the <b>consequence</b> s.	gevolg
The <b>controversial</b> article in yesterday's paper has caused a lot of trouble.	omstreden, controversieel
The <b>emphasis</b> is on the first syllable of the word.	nadruk
Feeling tired is one of the symptoms of <b>depression</b> .	depressie, somberheid
Do you think that there is <b>equality</b> for women in your country?	gelijk(waardig)heid
You can <b>ignore</b> those silly comments.	negeren
I like Italian food and pizza <b>in particular</b> .	in het bijzonder
In practice there is no difference between these two training methods.	in de praktijk
The <b>majority</b> of young people own smartphones.	meerderheid
Why don't you divide the task into more <b>manageable</b> sections?	hanteerbaar
Your <b>mental</b> health is as important as your physical health.	geestelijk, mentaal
There is a small <b>minority</b> who aren't taking the test tomorrow.	minderheid
The Red Cross helpers <b>provide</b> food for the earthquake victims.	verschaffen
When the sales are on, the <b>pursuit of</b> bargains begins.	jacht op
With some practice you can <b>raise</b> your level considerably.	omhoog brengen, laten stijgen
His <b>unrestrained</b> jealousy has caused the end of our friendship.	onbeheerst

DUTCH	<b>ENGLISH</b>
-------	----------------

af en toe  You can borrow my scooter once in a while, but not too often.  basis  Mutual respect is the base of civilisation.  belang  It is of great importance that we stay calm.  beledigen  He offended his sister with a rude remark.  bijna nooit  She prefers Italian food and hardly ever eats potatoes.  dagelliks  We do our daily shopping at Sainsbury's.  doeltreffend  These measures were not effective. They all failed.  dom  Don't be sitly. Of course I can help you.  ermee om kunnen gaan  He can't cope with the new computer system.  geacht worden te gebrek aan  Mountain climbers know that lack of oxygen can cause headaches.  gedeeltelijk  His book was only a partial success, as many people didn't like his humour.  gemiddeld  The average customer buys five items at a time.  houding  A negative attitude does not contribute to a good atmosphere.  invalshoek, gezichtspunt  There is nothing wrong with this sentence from my perspective.  krimpen  Do you think this sweater will shrink in the wash?  lang blijven stilstaan bij  Don't dwell on the things you find difficult. Just move on to the next part.  offer  Giving up his job was the sacrifice he had to make.  (zich) omringen met  You will be happier if you surround yourself with pretty things.  oproep  This speech was an appeal for help.  overdonderd  I was overwhelmed with joy when I heard the good news.  overleven  Survival in the desert is impossible without water.  We spent an enjoyable evening in the theatre.  reageren op  You can respond to his message with a short email.  regelmatig  When we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  Do you want a particular brand or can I get you some cheap batteries?  specifiek  Do you want a particular brand or can I get you some cheap batteries?  specifiek  Do you want a particular brand or can I get yo	DUTCH	ENGLISH
belang It is of great importance that we stay calm.  beledigen He offended his sister with a rude remark.  bijna nooit She prefers Italian food and hardly ever eats potatoes.  dagelijks We do our daily shopping at Sainsbury's.  doeltreffend These measures were not effective. They all failed.  dom Don't be sitly. Of course I can help you.  ermee om kunnen gaan He can't cope with the new computer system.  geacht worden te The children are intended to wait until it's their turn.  gebrek aan Mountain climbers know that lack of oxygen can cause headaches.  gedeeltelijk His book was only a partial success, as many people didn't like his humour.  gemiddeld The average customer buys five items at a time.  houding A negative attitude does not contribute to a good atmosphere.  invalshoek, gezichtspunt There is nothing wrong with this sentence from my perspective.  krimpen Do you think this sweater will shrink in the wash?  Giving up his job was the sacrifice he had to make.  (zich) omringen met You will be happier if you surround yourself with pretty things.  oproep This speech was an appeal for help.  overdonderd I was overwhelmed with joy when I heard the good news.  overleven Survival in the desert is impossible without water.  prettig We spent an enjoyable evening in the theatre.  reageren op You can respond to his message with a short email.  regelmatig When we sleep, our breathing is regular.  richtlijn The guidelines for the use of weapons are very strict.  schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Hercan't care in a more care of prefugees will diminish if the war stops.	af en toe	You can borrow my scooter <b>once in a while,</b> but not too often.
beledigen  He offended his sister with a rude remark.  bijna nooit  She prefers Italian food and hardly ever eats potatoes.  dagelijks  We do our daily shopping at Sainsbury's.  doeltreffend  These measures were not effective. They all failed.  dom  Don't be silly. Of course I can help you.  ermee om kunnen gaan  He can't cope with the new computer system.  geacht worden te  The children are intended to wait until it's their turn.  gebrek aan  Mountain climbers know that lack of oxygen can cause headaches.  gedeeltelijk  His book was only a partial success, as many people didn't like his humour.  geen bezwaar hebben, best willen  gemiddeld  The average customer buys five items at a time.  houding  A negative attitude does not contribute to a good atmosphere.  invalshoek, gezichtspunt  There is nothing wrong with this sentence from my perspective.  krimpen  Do you think this sweater will shrink in the wash?  lang blijven stilstaan bij  Don't dwell on the things you find difficult. Just move on to the next part.  offer  Giving up his job was the sacrifice he had to make.  (zich) omringen met  You will be happier if you surround yourself with pretty things.  oproep  This speech was an appeal for help.  overdonderd  I was overwhelmed with joy when I heard the good news.  overleven  Survival in the desert is impossible without water.  prettig  We spent an enjoyable evening in the theatre.  reageren op  You can respond to his message with a short email.  regelmatig  When we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  specifiek  Do you want a particular brand or can I get you some cheap batteries?  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op  uitkusjen naar, (zich) verheugen op  Are you looking forward to your next holiday?  uitrusten met  The holiday cottages are equipped wi	basis	Mutual respect is the <b>base</b> of civilisation.
bijna nooit  She prefers Italian food and hardly ever eats potatoes.  dagelijks  We do our daily shopping at Sainsbury's.  doeltreffend  These measures were not effective. They all failed.  dom  Don't be silly. Of course I can help you.  geacht worden te  The children are intended to wait until it's their turn.  gebrek aan  Mountain climbers know that lack of oxygen can cause headaches.  gedeeltelijk  His book was only a partial success, as many people didn't like his humour.  geen bezwaar hebben, best willen  gemiddeld  The average customer buys five items at a time.  houding  A negative attitude does not contribute to a good atmosphere.  limalshoek, gezichtspunt  There is nothing wrong with this sentence from my perspective.  krimpen  Do you think this sweater will shrink in the wash?  lang blijven stilstaan bij  Don't dwell on the things you find difficult. Just move on to the next part.  offer  Giving up his job was the sacrifice he had to make.  (zich) omringen met  You will be happier if you surround yourself with pretty things.  oproep  This speech was an appeal for help.  overdonderd  I was overwhelmed with joy when I heard the good news.  overleven  Survival in the desert is impossible without water.  prettig  We spent an enjoyable evening in the theatre.  reageren op  You can respond to his meassage with a short email.  regelmatig  When we sleep, our bremstning is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  specifiek  Do you want a particular brand or can I get you some cheap batteries?  spontaan  uitkijken naar, (zich) verheugen op  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  This pill will ease your pain.	belang	It is of great <b>importance</b> that we stay calm.
dagelijks  We do our daily shopping at Sainsbury's.  doeltreffend  These measures were not effective. They all failed.  dom  Don't be silly. Of course I can help you.  ermee om kunnen gaan  He can't cope with the new computer system.  geacht worden te  The children are intended to wait until it's their turn.  gebrek aan  Mountain climbers know that lack of oxygen can cause headaches.  gedeeltelijk  His book was only a partial success, as many people didn't like his humour.  geen bezwaar hebben, best willen  gemiddeld  The average customer buys five items at a time.  houding  A negative attitude does not contribute to a good atmosphere.  invalshoek, gezichtspunt  krimpen  Do you think this sweater will shrink in the wash?  lang blijven stilstaan bij  Don't dwell on the things you find difficult. Just move on to the next part.  offer  Giving up his job was the sacrifice he had to make.  (zich) omringen met  You will be happier if you surround yourself with pretty things.  oproep  This speech was an appeal for help.  overdonderd  I was overwhelmed with joy when I heard the good news.  overleven  Survival in the desert is impossible without water.  prettig  We spent an enjoyable evening in the theatre.  reageren op  reageren op  You can respond to his message with a short email.  regelmatig  when we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  Do you want a particular brand or can I get you some cheap batteries?  specifiek  Do you want a particular brand or can I get you some cheap batteries?  specifiek  Do you want a particular brand or can I get you some cheap batteries?  specifiek  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  The holidoy cottages are equipped with modern furniture.	beledigen	He <b>offend</b> ed his sister with a rude remark.
doeltreffend  These measures were not effective. They all failed.  dom  Don't be silly. Of course I can help you.  ermee om kunnen gaan  He can't cope with the new computer system.  geacht worden te  The children are intended to wait until it's their turn.  gebrek aan  Mountain climbers know that lack of oxygen can cause headaches.  gedeeltelijk  His book was only a partial success, as many people didn't like his humour.  Jeen bezwaar hebben, best willen  Jemiddeld  The average customer buys five items at a time.  houding  A negative attitude does not contribute to a good atmosphere.  Invalshoek, gezichtspunt  There is nothing wrong with this sentence from my perspective.  krimpen  Do you think this sweater will shrink in the wash?  lang blijven stilstaan bij  Don't dwell on the things you find difficult. Just move on to the next part.  Offer  Giving up his job was the sacrifice he had to make.  (zich) omringen met  You will be happier if you surround yourself with pretty things.  oproep  This speech was an appeal for help.  overdonderd  I was overwhelmed with joy when I heard the good news.  overleven  Survival in the desert is impossible without water.  prettig  We spent an enjoyable evening in the theatre.  reageren op  reageren op  You can respond to his message with a short email.  regelmatig  When we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  psecifiek  Do you want a particular brand or can I get you some cheap batteries?  Her spontaneous reaction made everybody laugh.  uitxijken naar, (zich) verheugen op  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  The number of refugees will diminish if the war stops.	bijna nooit	She prefers Italian food and <b>hardly ever</b> eats potatoes.
dom Don't be silly. Of course I can help you.  ermee om kunnen gaan He can't cope with the new computer system.  geacht worden te The children are intended to wait until it's their turn.  gebrek aan Mountain climbers know that lack of oxygen can cause headaches.  gedeeltelijk His book was only a partial success, as many people didn't like his humour.  geen bezwaar hebben, best willen I don't mind giving you a hand with these heavy bags.  gemiddeld The average customer buys five items at a time.  houding A negative attitude does not contribute to a good atmosphere.  invalshoek, gezichtspunt There is nothing wrong with this sentence from my perspective.  krimpen Do you think this sweater will shrink in the wash?  lang blijven stilstaan bij Don't dwell on the things you find difficult. Just move on to the next part.  offer Giving up his job was the sacrifice he had to make.  (zich) omringen met You will be happier if you surround yourself with pretty things.  oproep This speech was an appeal for help.  overdonderd I was overwhelmed with joy when I heard the good news.  overleven Survival in the desert is impossible without water.  prettig We spent an enjoyable evening in the theatre.  reageren op You can respond to his message with a short email.  regelmatig When we sleep, our breathing is regular.  richtlijn The guidelines for the use of weapons are very strict.  schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  specifiek Do you want a particular brand or can I get you some cheap batteries?  specifiek Do you want a particular brand or can I get you some cheap batteries?  The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.	dagelijks	We do our <b>daily</b> shopping at Sainsbury's.
remmee om kunnen gaan geacht worden te The children are intended to wait until it's their turn. gebrek aan Mountain climbers know that lack of oxygen can cause headaches. gedeeltelijk His book was only a partial success, as many people didn't like his humour. geen bezwaar hebben, best willen gemiddeld The average customer buys five items at a time. houding A negative attitude does not contribute to a good atmosphere. invalshoek, gezichtspunt There is nothing wrong with this sentence from my perspective. krimpen Do you think this sweater will shrink in the wash? lang blijven stilstaan bij Don't dwell on the things you find difficult. Just move on to the next part. Offer Giving up his job was the sacrifice he had to make.  (zich) omringen met You will be happier if you surround yourself with pretty things.  oproep This speech was an appeal for help.  overdonderd I was overwhelmed with joy when I heard the good news.  overleven Survival in the desert is impossible without water.  prettig We spent an enjoyable evening in the theatre. reageren op You can respond to his message with a short email. regelmatig When we sleep, our breathing is regular. richtlijn The guidelines for the use of weapons are very strict. schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery. spanning You can see the tension in his muscles.  Do you want a particular brand or can I get you some cheap batteries?  specifiek Do you want a particular brand or can I get you some cheap batteries?  specifiek Do you want a particular brand or can I get you some cheap batteries?  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen The number of refugees will diminish if the war stops.	doeltreffend	These measures were not <b>effective</b> . They all failed.
geacht worden te gebrek aan Mountain climbers know that lack of oxygen can cause headaches. gedeeltelijk His book was only a partial success, as many people didn't like his humour. geen bezwaar hebben, best willen gemiddeld The average customer buys five items at a time. houding A negative attitude does not contribute to a good atmosphere. invalshoek, gezichtspunt There is nothing wrong with this sentence from my perspective. krimpen Do you think this sweater will shrink in the wash? lang blijven stilstaan bij On't dwell on the things you find difficult. Just move on to the next part. Offer Giving up his job was the sacrifice he had to make.  (zich) omringen met You will be happier if you surround yourself with pretty things.  overdonderd I was overwhelmed with joy when I heard the good news.  overleven Survival in the desert is impossible without water.  prettig We spent an enjoyable evening in the theatre. reageren op You can respond to his message with a short email. regelmatig When we sleep, our breathing is regular. richtlijn The guidelines for the use of weapons are very strict. schade The thunderstorm caused damage to the roof. solliciteren He wants to apply for the job in the bakery. spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries? spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op uitrusten met The holiday cottages are equipped with modern furniture. verlichten, verminderen This pill will ease your pain.	dom	Don't be <b>silly</b> . Of course I can help you.
gebrek aan Mountain climbers know that lack of oxygen can cause headaches.  gedeeltelijk His book was only a partial success, as many people didn't like his humour.  geen bezwaar hebben, best willen I don't mind giving you a hand with these heavy bags.  gemiddeld The average customer buys five items at a time.  houding A negative attitude does not contribute to a good atmosphere.  invalshoek, gezichtspunt There is nothing wrong with this sentence from my perspective.  krimpen Do you think this sweater will shrink in the wash?  lang blijven stilstaan bij Don't dwell on the things you find difficult. Just move on to the next part.  offer Giving up his job was the sacrifice he had to make.  (zich) omringen met You will be happier if you surround yourself with pretty things.  oproep This speech was an appeal for help.  overdonderd I was overwhelmed with joy when I heard the good news.  overleven Survival in the desert is impossible without water.  prettig We spent an enjoyable evening in the theatre.  reageren op You can respond to his message with a short email.  regelmatig When we sleep, our breathing is regular.  richtlijn The guidelines for the use of weapons are very strict.  schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op Are you looking forward to your next holiday?  uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.	ermee om kunnen gaan	He can't <b>cope with</b> the new computer system.
gedeeltelijk geen bezwaar hebben, best willen gemiddeld The average customer buys five items at a time. houding A negative attitude does not contribute to a good atmosphere. invalshoek, gezichtspunt krimpen Do you think this sweater will shrink in the wash? lang blijven stilstaan bij Don't dwell on the things you find difficult. Just move on to the next part. offer Giving up his job was the sacrifice he had to make. (zich) omringen met You will be happier if you surround yourself with pretty things. overdonderd I was overwhelmed with joy when I heard the good news. overleven Survival in the desert is impossible without water. prettig We spent an enjoyable evening in the theatre. reageren op You can respond to his message with a short email. regelmatig Tichtlijn The guidelines for the use of weapons are very strict. schade The thunderstorm caused damage to the roof. solliciteren He wants to apply for the job in the bakery. spanning You can see the tension in his muscles. specifiek Do you want a particular brand or can I get you some cheap batteries? spontaan Her spontaneous reaction made everybody laugh. uitkijken naar, (zich) verheugen op Are you looking forward to your next holiday? uitrusten met The holiday cottages are equipped with modern furniture. verninderen The number of refugees will diminish if the war stops.	geacht worden te	The children are intended to wait until it's their turn.
geen bezwaar hebben, best willen gemiddeld The average customer buys five items at a time. houding A negative attitude does not contribute to a good atmosphere. invalshoek, gezichtspunt There is nothing wrong with this sentence from my perspective. krimpen Do you think this sweater will shrink in the wash? lang blijven stilstaan bij Don't dwell on the things you find difficult. Just move on to the next part. offer Giving up his job was the sacrifice he had to make. (zich) omringen met You will be happier if you surround yourself with pretty things. oproep This speech was an appeal for help. overdonderd I was overwhelmed with joy when I heard the good news. overleven Survival in the desert is impossible without water. prettig We spent an enjoyable evening in the theatre. reageren op You can respond to his message with a short email. regelmatig when we sleep, our breathing is regular. richtlijn The guidelines for the use of weapons are very strict. schade The thunderstorm caused damage to the roof. solliciteren He wants to apply for the job in the bakery. spanning You can see the tension in his muscles. specifiek Do you want a particular brand or can I get you some cheap batteries? spontaan Her spontaneous reaction made everybody laugh. uitkijken naar, (zich) verheugen op Are you looking forward to your next holiday? uitrusten met The holiday cottages are equipped with modern furniture. verlichten, verminderen This pill will ease your pain.	gebrek aan	Mountain climbers know that <b>lack of</b> oxygen can cause headaches.
gemiddeld The average customer buys five items at a time. houding A negative attitude does not contribute to a good atmosphere. invalshoek, gezichtspunt There is nothing wrong with this sentence from my perspective. krimpen Do you think this sweater will shrink in the wash? lang blijven stilstaan bij Don't dwell on the things you find difficult. Just move on to the next part. offer Giving up his job was the sacrifice he had to make. (zich) omringen met You will be happier if you surround yourself with pretty things. oproep This speech was an appeal for help. overdonderd I was overwhelmed with joy when I heard the good news. overleven Survival in the desert is impossible without water. prettig We spent an enjoyable evening in the theatre. reageren op You can respond to his message with a short email. regelmatig When we sleep, our breathing is regular. richtlijn The guidelines for the use of weapons are very strict. schade The thunderstorm caused damage to the roof. solliciteren He wants to apply for the job in the bakery. spanning You can see the tension in his muscles. specifiek Do you want a particular brand or can I get you some cheap batteries? spontaan Her spontaneous reaction made everybody laugh. uitkijken naar, (zich) verheugen op Are you looking forward to your next holiday? uitrusten met The holiday cottages are equipped with modern furniture. verlichten, verminderen This pill will ease your pain. verminderen The number of refugees will diminish if the war stops.	gedeeltelijk	His book was only a <b>partial</b> success, as many people didn't like his humour.
houding A negative attitude does not contribute to a good atmosphere. invalshoek, gezichtspunt There is nothing wrong with this sentence from my perspective. krimpen Do you think this sweater will shrink in the wash? lang blijven stilstaan bij Don't dwell on the things you find difficult. Just move on to the next part. offer Giving up his job was the sacrifice he had to make. (zich) omringen met You will be happier if you surround yourself with pretty things. oproep This speech was an appeal for help. overdonderd I was overwhelmed with joy when I heard the good news. overleven Survival in the desert is impossible without water. prettig We spent an enjoyable evening in the theatre. reageren op You can respond to his message with a short email. regelmatig When we sleep, our breathing is regular. richtlijn The guidelines for the use of weapons are very strict. schade The thunderstorm caused damage to the roof. solliciteren He wants to apply for the job in the bakery. spanning You can see the tension in his muscles. specifiek Do you want a particular brand or can I get you some cheap batteries? spontaan Her spontaneous reaction made everybody laugh. uitkijken naar, (zich) verheugen op Are you looking forward to your next holiday? uitrusten met The holiday cottages are equipped with modern furniture. verlichten, verminderen This pill will ease your pain. verminderen The number of refugees will diminish if the war stops.	geen bezwaar hebben, best willen	I don't mind giving you a hand with these heavy bags.
invalshoek, gezichtspunt  There is nothing wrong with this sentence from my perspective.  krimpen  Do you think this sweater will shrink in the wash?  Iang blijven stilstaan bij  Don't dwell on the things you find difficult. Just move on to the next part.  offer  Giving up his job was the sacrifice he had to make.  (zich) omringen met  You will be happier if you surround yourself with pretty things.  oproep  This speech was an appeal for help.  overdonderd  I was overwhelmed with joy when I heard the good news.  overleven  Survival in the desert is impossible without water.  prettig  We spent an enjoyable evening in the theatre.  reageren op  You can respond to his message with a short email.  regelmatig  When we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  specifiek  Do you want a particular brand or can I get you some cheap batteries?  spontaan  Her spontaneous reaction made everybody laugh.  Are you looking forward to your next holiday?  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  This pill will ease your pain.  verminderen  The number of refugees will diminish if the war stops.	gemiddeld	The <b>average</b> customer buys five items at a time.
krimpen Do you think this sweater will shrink in the wash?  lang blijven stilstaan bij Don't dwell on the things you find difficult. Just move on to the next part.  offer Giving up his job was the sacrifice he had to make.  (zich) omringen met You will be happier if you surround yourself with pretty things.  oproep This speech was an appeal for help.  I was overwhelmed with joy when I heard the good news.  overleven Survival in the desert is impossible without water.  prettig We spent an enjoyable evening in the theatre.  reageren op You can respond to his message with a short email.  regelmatig When we sleep, our breathing is regular.  richtlijn The guidelines for the use of weapons are very strict.  schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  pecifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.  verminderen The number of refugees will diminish if the war stops.	houding	A negative <b>attitude</b> does not contribute to a good atmosphere.
lang blijven stilstaan bij  Don't dwell on the things you find difficult. Just move on to the next part.  offer  Giving up his job was the sacrifice he had to make.  (zich) omringen met  You will be happier if you surround yourself with pretty things.  oproep  This speech was an appeal for help.  overdonderd  I was overwhelmed with joy when I heard the good news.  overleven  Survival in the desert is impossible without water.  prettig  We spent an enjoyable evening in the theatre.  reageren op  You can respond to his message with a short email.  regelmatig  When we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  specifiek  Do you want a particular brand or can I get you some cheap batteries?  spontaan  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  This pill will ease your pain.  verminderen  The number of refugees will diminish if the war stops.	invalshoek, gezichtspunt	There is nothing wrong with this sentence from my <b>perspective</b> .
offer Giving up his job was the sacrifice he had to make.  (zich) omringen met You will be happier if you surround yourself with pretty things.  oproep This speech was an appeal for help.  overdonderd I was overwhelmed with joy when I heard the good news.  overleven Survival in the desert is impossible without water.  prettig We spent an enjoyable evening in the theatre.  reageren op You can respond to his message with a short email.  regelmatig When we sleep, our breathing is regular.  richtlijn The guidelines for the use of weapons are very strict.  schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op Are you looking forward to your next holiday?  uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.  verminderen The number of refugees will diminish if the war stops.	krimpen	Do you think this sweater will <b>shrink</b> in the wash?
(zich) omringen met  You will be happier if you surround yourself with pretty things.  oproep  This speech was an appeal for help.  I was overwhelmed with joy when I heard the good news.  overleven  Survival in the desert is impossible without water.  prettig  We spent an enjoyable evening in the theatre.  reageren op  You can respond to his message with a short email.  regelmatig  When we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  specifiek  Do you want a particular brand or can I get you some cheap batteries?  spontaan  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  The number of refugees will diminish if the war stops.	lang blijven stilstaan bij	Don't <b>dwell on</b> the things you find difficult. Just move on to the next part.
oproep This speech was an appeal for help.  overdonderd I was overwhelmed with joy when I heard the good news.  overleven Survival in the desert is impossible without water.  prettig We spent an enjoyable evening in the theatre.  reageren op You can respond to his message with a short email.  regelmatig When we sleep, our breathing is regular.  richtlijn The guidelines for the use of weapons are very strict.  schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.  verminderen The number of refugees will diminish if the war stops.	offer	Giving up his job was the <b>sacrifice</b> he had to make.
overlonderd  I was overwhelmed with joy when I heard the good news.  overleven  Survival in the desert is impossible without water.  prettig  We spent an enjoyable evening in the theatre.  reageren op  You can respond to his message with a short email.  regelmatig  When we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  specifiek  Do you want a particular brand or can I get you some cheap batteries?  spontaan  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  This pill will ease your pain.  verminderen  The number of refugees will diminish if the war stops.	(zich) omringen met	You will be happier if you <b>surround yourself with</b> pretty things.
overleven  Survival in the desert is impossible without water.  prettig  We spent an enjoyable evening in the theatre.  reageren op  You can respond to his message with a short email.  regelmatig  When we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  specifiek  Do you want a particular brand or can I get you some cheap batteries?  spontaan  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op  Are you looking forward to your next holiday?  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  This pill will ease your pain.  verminderen  The number of refugees will diminish if the war stops.	oproep	This speech was an <b>appeal</b> for help.
prettig  reageren op  You can respond to his message with a short email.  regelmatig  When we sleep, our breathing is regular.  richtlijn  The guidelines for the use of weapons are very strict.  schade  The thunderstorm caused damage to the roof.  solliciteren  He wants to apply for the job in the bakery.  spanning  You can see the tension in his muscles.  specifiek  Do you want a particular brand or can I get you some cheap batteries?  spontaan  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  This pill will ease your pain.  verminderen  The number of refugees will diminish if the war stops.	overdonderd	I was <b>overwhelmed</b> with joy when I heard the good news.
reageren op You can respond to his message with a short email.  regelmatig When we sleep, our breathing is regular.  richtlijn The guidelines for the use of weapons are very strict.  schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.  verminderen The number of refugees will diminish if the war stops.	overleven	Survival in the desert is impossible without water.
regelmatig When we sleep, our breathing is regular.  richtlijn The guidelines for the use of weapons are very strict.  schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op Are you looking forward to your next holiday?  uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.  verminderen The number of refugees will diminish if the war stops.	prettig	We spent an <b>enjoyable</b> evening in the theatre.
richtlijn The guidelines for the use of weapons are very strict.  schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.  verminderen The number of refugees will diminish if the war stops.	reageren op	You can <b>respond to</b> his message with a short email.
schade The thunderstorm caused damage to the roof.  solliciteren He wants to apply for the job in the bakery.  spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op Are you looking forward to your next holiday?  uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.  verminderen The number of refugees will diminish if the war stops.	regelmatig	When we sleep, our breathing is <b>regular</b> .
solliciteren  He wants to apply for the job in the bakery.  Spanning  You can see the tension in his muscles.  Specifiek  Do you want a particular brand or can I get you some cheap batteries?  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  This pill will ease your pain.  verminderen  The number of refugees will diminish if the war stops.	richtlijn	The <b>guideline</b> s for the use of weapons are very strict.
spanning You can see the tension in his muscles.  specifiek Do you want a particular brand or can I get you some cheap batteries?  spontaan Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op uitrusten met The holiday cottages are equipped with modern furniture.  verlichten, verminderen This pill will ease your pain.  verminderen The number of refugees will diminish if the war stops.	schade	The thunderstorm caused <b>damage</b> to the roof.
specifiek  Do you want a particular brand or can I get you some cheap batteries?  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  This pill will ease your pain.  verminderen  The number of refugees will diminish if the war stops.	solliciteren	He wants to <b>apply for</b> the job in the bakery.
spontaan  Her spontaneous reaction made everybody laugh.  uitkijken naar, (zich) verheugen op  uitrusten met  The holiday cottages are equipped with modern furniture.  verlichten, verminderen  This pill will ease your pain.  verminderen  The number of refugees will diminish if the war stops.	spanning	You can see the <b>tension</b> in his muscles.
uitkijken naar, (zich) verheugen op       Are you looking forward to your next holiday?         uitrusten met       The holiday cottages are equipped with modern furniture.         verlichten, verminderen       This pill will ease your pain.         verminderen       The number of refugees will diminish if the war stops.	specifiek	Do you want a <b>particular</b> brand or can I get you some cheap batteries?
uitrusten met       The holiday cottages are equipped with modern furniture.         verlichten, verminderen       This pill will ease your pain.         verminderen       The number of refugees will diminish if the war stops.	spontaan	Her <b>spontaneous</b> reaction made everybody laugh.
verlichten, verminderen       This pill will ease your pain.         verminderen       The number of refugees will diminish if the war stops.	uitkijken naar, (zich) verheugen op	Are you <b>look</b> ing <b>forward to</b> your next holiday?
verminderen The number of refugees will <b>diminish</b> if the war stops.	uitrusten met	The holiday cottages are <b>equip</b> ped <b>with</b> modern furniture.
-	verlichten, verminderen	This pill will <b>ease</b> your pain.
volwassenheid You will see things differently once you reach <b>adulthood</b> .	verminderen	The number of refugees will <b>diminish</b> if the war stops.
	volwassenheid	You will see things differently once you reach <b>adulthood</b> .

ENGLISH	DUTCH
If you want a sixpack you'll have to train your <b>abs</b> .	buikspieren
A <b>bout</b> of homesickness made him very sad.	aanval
Picking your nose in public is a <b>despicable</b> habit.	verwerpelijk
Dial 911 in an emergency situation.	kiezen (van een telefoonnummer)
The police <b>disperse</b> d the hooligans after the match.	verspreiden
Divergent lines are not parallel.	uiteenlopend
She was <b>elated</b> when she saw her presents.	verrukt
If you <b>flap</b> your arms you may look like a bird, but you won't fly.	wapperen
The girls' <b>giggle</b> s were really funny.	giechelbui

The players were singing the national anthem in unison.	in koor
Due to a week of exams she suffers from <b>insomnia</b> .	slapeloosheid
This shirt isn't blue or green; it's a <b>nondescript</b> colour.	onbepaald
In the jungle we were <b>plagued</b> by insects and snakes.	geplaagd
She suffers from <b>raging</b> headaches.	razend
After many years the Indians <b>reclaim</b> ed their land.	opnieuw opeisen
Lions roar.	brullen
He <b>simulate</b> d deafness because he didn't want to hear our comments.	doen alsof
They were <b>titter</b> ing nervously during the speech.	onderdrukt giechelen
Look out. She's in a <b>vile</b> mood.	zeer slecht
They wandered through the hills.	zwerven, wandelen

DUTCH	ENGLISH

DUICH	ENGLISH
afgelegen	They lived on some <b>remote</b> island for several months.
algemeen	The <b>general</b> rule is that we don't smoke in here.
besmettelijk	The flu is an <b>infectious</b> disease.
bijhouden	I can't keep up with that fast scooter.
blij	The birth of a baby is always <b>joyful</b> news.
bloeddruk	Being agitated is not good for your <b>blood pressure</b> .
contact houden	We want to <b>keep in touch</b> with our old friends in Scotland.
creëren, maken	The artist <b>create</b> d a unique painting.
denkbeeldig	The little girl was talking to an <b>imaginary</b> friend.
doen alsof	He didn't want to go to school, so he <b>pretend</b> ed to be ill.
ermee wegkomen	He couldn't <b>get away with</b> that silly excuse.
gezelschap houden	I can stay a bit longer to <b>keep</b> you <b>company</b> .
gipsverband	The doctor said that I needed a <b>cast</b> for my broken wrist.
inhalen, op gelijke voet komen met	I want to <b>catch up with</b> my friends, who are five minutes ahead of us.
langs de kant stoppen	Pull over if you have a flat tyre.
langzamerhand	You will <b>gradually</b> get fitter if you exercise.
lijken op	Some people say that I <b>take after</b> my mum, but I don't think I look like her at all.
onlangs, de laatste tijd	I don't know how he is, as I haven't seen him <b>recently</b> .
oprecht	The lonely man had never felt <b>genuine</b> love.
opschieten met	Get on with your lunch. We need to leave.
parodie, grappige nabootsing	The actors' play was a <b>parody</b> of real life.
pols	This watch is too big for your <b>wrist</b> .
richting	Is this the right <b>direction</b> for the town centre?
stemming	I am not in the <b>mood</b> for silly jokes.
stukgaan	If a car <b>break</b> s <b>down</b> , it suddenly stops working.
vasthouden aan	You shouldn't hang on to bad habits.
verbeteren	After a few lessons her driving skills <b>improve</b> d.
verbonden met	Is this screen <b>connected to</b> your computer?
verlagen	Changing your lifestyle can help <b>lower</b> your blood pressure.
verloren tijd inhalen	After the traffic jam we had to make up for lost time.
verschijnen	I had expected more visitors, but only three people <b>turn</b> ed <b>up</b> .
(zich) verspreiden	The virus <b>spread</b> from Brazil to North America.
vullen	He has to <b>fill up</b> the car with petrol.
weghollen	I saw the thief <b>run off</b> with that lady's purse.
	I control of the second of the

ENGLISH	DUTCH
My biggest <b>achievement</b> in English was finally getting a good mark for speaking.	prestatie
My parents went to a <b>benefit</b> concert last year.	benefiet-, goed doel
Just come along with me and you'll be fine.	meegaan
We consistently worked hard on our project.	consistent, consequent
The images were really <b>crisp</b> .	scherp
Sometimes, packages get <b>crush</b> ed in the post.	samenpersen, verpletteren
She was <b>determined</b> to win.	vastberaden
The special effects sometimes <b>detract</b> from the film's excellent plot.	afleiden
There is a certain scary <b>dimension</b> to this film's story.	aspect
The race was perfectly <b>execute</b> d.	uitvoeren
Your test scores were absolutely <b>extraordinary</b> .	buitengewoon
Some creators add an element of <b>grit</b> to their movies.	korreligheid
The music <b>kick</b> ed <b>in</b> about halfway through.	beginnen, starten
Someone who is <b>nearsighted</b> sees things that are far away as blurry.	bijziend
Sometimes, you can see little dust <b>particle</b> s floating through the air.	deeltje
In my opinion, the <b>previous</b> book was much better.	vorige
We had the <b>privilege</b> of going backstage.	voorrecht
He wrote to the company <b>regarding</b> his complaint.	betreffende
Writing stories about teenagers makes them more <b>relatable</b> .	makkelijk mee te identificeren
He was wearing a truly <b>stunning</b> suit.	verbazingwekkend
You shouldn't just <b>take</b> your family <b>for granted</b> .	iets als vanzelfsprekend
	aannemen
I was excited <b>throughout</b> the film.	gedurende het geheel
What an <b>utterly</b> stupid thing to do!	compleet, helemaal

DUTCH	ENGLISH
DUICH	ENULISH

(zich) aanpassen aan	My mother found it hard to <b>adjust to</b> her new job.
anderszins	The police believe he is the thief, but the evidence suggests <b>otherwise</b> .
bespreken	The teacher said that we should <b>discuss</b> our test results in groups.
betreffende	He wrote to the company <b>regarding</b> his complaint.
compleet	What an <b>utterly</b> stupid thing to do!
doorgaan	Let's just <b>continue</b> working on our homework.
echter	I don't like yoghurt. <b>However,</b> I do like milk.
(hoofd-)film	Be quiet! The <b>feature</b> is about to start.
genoegen nemen met	I've never <b>settle</b> d <b>for</b> something common.
gewoon	'John' is a very <b>common</b> name in Britain.
grote inzet, toewijding	Running a marathon takes a lot of <b>commitment</b> .
in wezen, hoofdzakelijk	What she's saying is <b>essentially</b> true.
indrukwekkend	Scoring a 10 in a reading test is really <b>impressive</b> !
je sporen verdienen	He <b>earn</b> ed <b>his stripes</b> by working hard and now he's the boss.
klacht	My sister made a <b>complaint</b> to the police about the noise.
laten zien	These numbers clearly <b>demonstrate</b> the success of the film.
maker	She is the <b>creator</b> of a successful cartoon series.
missie, zoektocht	He's on a <b>quest</b> to find the love of his life.
onderdompelen	All of us were totally <b>immerse</b> d in the film.
ontwikkeling	It's a good <b>development</b> that young people are earning more.
opmerken	Please <b>note</b> that we will be closed on Sunday.
oprecht	She seems so <b>sincere</b> about her work.

overtreffen	He didn't <b>surpass</b> his previous results when he did the test again.
personage	This film has many interesting <b>character</b> s.
recenseren	She found it hard to <b>review</b> this film in just a few paragraphs.
schurk, slechterik	The <b>villain</b> in this story has a very dark history.
sfeer, stemming	He was in a bad <b>mood</b> today after losing the match.
stemacteur	Cartoons need good voice actors to be enjoyable.
trouw blijven aan	They've <b>stay</b> ed <b>true to</b> their original ideas while making the film.
uitbrengen	They shouldn't have <b>release</b> d this game so early: it's not yet finished.
uitdrukking	I could tell from the <b>expression</b> on her face that something terrible had happened.
uitmuntend	What an excellent suggestion!
uitstekend	She is an <b>outstanding</b> actor in this movie.
uitzonderlijk	It is quite <b>exceptional</b> for students to get a 10 in a reading test.
vak	My grandmother learned the <b>craft</b> of weaving when she was young.
verhaallijn	I think this story's <b>plot</b> is excellent, because it has an exciting build-up.
verklappen	I don't want to <b>spoil</b> the story for you, so don't ask me about it!
vorig	In my opinion, the <b>previous</b> book was much better.
wezen	There were some scary <b>creature</b> s in the film.

#### **EXPRESSIONS**

#### lets algemeens aangeven Stating something general

In general, ...

Generally speaking, ...

On the whole, ...

As a rule, ...

#### Eens zijn: het (niet) eens zijn met iemand

Agreeing: (dis)agreeing with somebody

I fully agree (with you).

Exactly!

I suppose so. / I guess you're right.

Up to a point.

It depends.

I wouldn't say that.

I take a different view.

I can't share your opinion.

Absolutely not. / No way!

I completely disagree (with you).

#### Enthousiasme uitdrukken Expressing enthusiasm

That's great / amazing / awesome / wonderful!

It is great ...

It was exciting ...

I was excited ...

I'm really keen ...

#### **Gesprek beginnen** Starting a conversation

Excuse me, ...

My name's ... Pleased to meet you.

Forgive me for asking, but ...

Lovely day, isn't it?

Good morning / afternoon / evening.

#### Gesprek beëindigen Ending a conversation

I hope you don't mind, but ...

It's been very interesting talking to you, but ...

... I really must be off now.

... I'm afraid I'll have to go now.

Look after yourself! / Take care! / See you next week! / Bye!

#### Kanttekening maken Making critical remarks

I'd like to remark that ...

Mind you, I do think that ...

On the other hand, ...

That may be so, but ...

#### Mening geven Giving your opinion

In my opinion ...

I think ...

I'm sure that / I'm convinced that ...

I'm of the opinion that...

As far as I'm concerned ...

In my view, ...

To me, ...

It seems to me that, ...

 Voorbeeld geven bij een mening Giving an example to support your opinion

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

#### **Opsommen** Summing up

First of all, ... Secondly, ... Finally, ...

In the first place, ... Besides that, ... And finally, ...

#### Teleurstelling uitdrukken Expressing disappointment

I'm disappointed ...

It's a pity ...

It's too bad you can't visit me during the Christmas holidays.

This is not what I had expected / This is worse than I had expected.

I had hoped for something better.

#### **Verontwaardiging uitdrukken** Expressing indignation

It is ridiculous / unbelievable / incredible ...

I can't believe / imagine ...

I was shocked to read ...

#### GRAMMAR

Simple past

Past continuous

Used to

Present perfect

Past perfect

Adjectives and adverbs

Grammar p. 56

grammar p. 56

grammar p. 57

grammar p. 57

grammar p. 58

grammar p. 68

grammar p. 68

Notes	



This unit is about expectations, ambition, hope, dreams and sometimes disappointment. Young internet entrepreneurs, refugees, bloggers and vloggers: they all have a story to tell.

LESSON 1: READING & LISTENING	102
Gaming pays off for two teenagers	
LESSON 2: READING	107
Refuge	
LESSON 3: SPEAKING	115
Could you be a star blogger or vlogger?	
LESSON 4: READING & LISTENING	122
Does winning the lottery make you happy?	
LESSON 5: WRITING	128
All work and no play? No way!	
STUDY BOX	137

YOU'LL BE ABLE TO

understand opinion pieces on current issues
follow a talk or speech within your own field
write a story about a subject that interests you

Grammar 🔘 📖

gerund

**Vocabulary**  $\bigcirc$ 

You can learn the vocabulary with the Study box (p. 137) and the vocab trainer.

Strategies 📖

- intensive reading
- · fact or opinion

**TEXT** 

## Gaming pays off for two teenagers

Many parents look at their teenage boys glued to their games consoles and computer screens and worry about their future.

- 1 The mothers of Henrique Dubrugras and Pedro Franceschi aren't worrying any more. The two Brazilian teenagers used to spend about a third of their day on screens, but for them it has more than paid off. And while there are plenty of Internet entrepreneurs that start young, their story stands out. Now aged 19, they already have a successful start-up, Pagar.me, that employs 30 people and has a multimillion-dollar annual turnover, with scholarships to Stanford University to boot.
- 2 When Henrique was 12, he was a big fan of the Korean multi-player online game Ragnarok. As his parents did not want to pay for its finest features, he started programming them himself: "I used to make my own servers so I did not have to pay for the original version."

Subsequently, he worked out how to make real money on the game through the extra skills he had. At first his parents were a bit shocked, concerned he might be gambling online.

3 Co-founder Pedro Franceschi started even younger, tinkering with software from the age of nine. "We both started programming computers as a way to achieve things we wanted," Henrique says. Eventually, aged 16 and 17, the two teenagers met on Twitter. In contrast to a typical teenage chat about music or football, their first encounter was a debate over the relative merits of



different text editing software for programming. "That was when our friendship began. Pedro also started to use my text editor. While he lived in São Paulo, Pedro was more than 400km away in Rio de Janeiro, so initially the partnership developed online.

4 In the meantime, they were also dealing with the same kind of problems that have troubled teenage boys for generations. "What if I ask a girl from my class out and she says no? It will be awkward still to see her every day after that," says Henrique. He attended a hackathon and his team came up with a Facebook-based app: AskMeOut. Like Tinder, the platform gave young romantics the opportunity to signal an interest in each other and see whether it was answered without risking face-to-face rejection. Henrique's team won first prize and 50,000 reais (€14,000).

# Actually, we are still teenagers. We like playing videogames and hanging out with friends

- 5 AskMeOut was a success, but Henrique wanted a better payment system to go with it.

  Luckily this was the point at which he met Pedro.

  The friends brainstormed a solution, at which point Pagar.me started to evolve. In short, the platform provides a cheap and simple way for customers to pay for goods online, combining the low cost of a third-party service such as PayPal with the simplicity of paying directly on the vendor's site without having to log in to another system. Today Pagar.me handles payments worth millions of reais a year. "At first, people did not believe we could create such an innovative product," says Henrique.
- **6** Pagar.me's team of 30 are aged between 16 and 45. Yet, according to the two co-founders, their relative

youth has not affected their relationship with staff. "We believe that good leaders are those who achieve their targets together with their team. It's not a question of your gender, qualifications or age," Henrique says. "Leading a business is a bumpy road, but we were always lucky to be guided by people we admired at tough moments – something that saved us a lot of times during the company's evolution," he adds. Despite the scale of their success, Henrique doesn't think they are that different from others their age. "Actually, we are still teenagers. We like playing videogames and hanging out with friends. I think it's getting more and more common for people to pursue their ambitions at an early age. We are just two regular people running our business."

Based on: www.bbc.com

#### READING

Read the text quickly and write down the number of the paragraph that each title refers to.

title	paragraph
Perfecting the system	§
No age problems	§
No more worried parents	§
Boy meets girl	§
First time making money	§
First meeting	§

#### STRATEGY Intensive reading

strategies - gedetailleerd lezen - p. 11

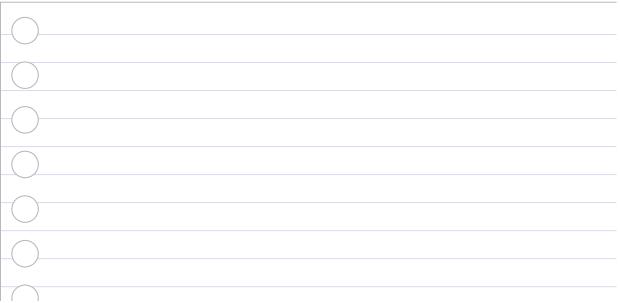
To ensure that you fully understand this text you may underline the most important sentence in each paragraph.

- 2 Underline the most important sentence of each paragraph in the text.
- (§1) Is the following statement true or false? Quote the words from §1 to support your answer. Henrique and Pedro have been more successful than most other young Internet businessmen.

4	<ul><li>(§2) Find the linking words.</li><li>a Which word can be replaced with the word 'because'?</li></ul>	
	<b>b</b> Which word can be replaced with the word 'afterwards'?	
5	(§3) Complete the sentence so that it matches the paragraph. At first, Henrique and Pedro's cooperation took place through the internet for son	ne time, because
	<b>STRATEGY</b> Fact or opinion strategies - woorden en expressions die een mening aan To fully understand a text it is important to know the difference between a fact and a are those statements that are proved by the presence of evidence. Opinions can be a personal view, belief or impression. It is essential that you know what is true (a fact) be true (an opinion).	n opinion. Facts general or
7	(§1-4) Indicate whether the following phrases and sentences are facts or opinions. Choose the correct answer.  §1 There are plenty of internet entrepreneurs that start young.  §2 I used to make my own servers so I did not have to pay for the original version.  §3 The two teenagers met on Twitter.  §4 It will be awkward to still see her every day after that.  §4 Henrique's team won first prize and 50,000 reais (€14,000).  (§5) Quote the two keywords in the paragraph that are the reasons the new payme "better".	facts / opinions facts / opinions facts / opinions facts / opinions facts / opinions
8	(§6) In the first sentence we learn about the age of the Pagar.me team. In which p we learn something about another aspect of Pagar.me? Mention the number of th and use one word to describe what aspect of Pagar.me we get information about.  § gives information about the aspect.	e paragraph
9	Henrique and Pedro have already realised a number of their ambitions and made programs and apps. Which one do you personally like best? Why?	

LISTENING	

Watch the video online and do the assignments that you find there. You may use the writing space below.



#### **VOCABULARY**

16 Which of the following words match the underlined verbs? There are two verbs too many.

to evade – to glue – to graduate – to impose – to nurture – to pursue – to reject – to resent – to subscribe to – to tinker with

- **a** My uncle likes to try to repair old cars.
- **b** She's a great manager who will never try to <u>avoid</u> responsibility.
- **c** Henrique is determined to try and realise his dreams.
- **d** I feel angry about that sarcastic remark you made about me.
- **e** Just <u>stick</u> this note to his door, please.
- **f** You should not try to <u>force</u> your will and opinion on others all the time.
- **g** The country could do a lot more to <u>stimulate the development of</u> young talent.
- **h** I understand your point, but I don't <u>agree to</u> it.

#### GRAMMAR 💷

### Gerund = verb + -ing (without 'be')

grammar - 14 - p. 64

We both <u>started</u> **programming** computers as a way to achieve things we wanted.

The question to ask somebody out is answered without risking face-to-face rejection.

First, underline the word(s) that make(s) a *gerund* necessary in each sentence. Then, write new complete sentences, using the correct *tense* and a *gerund*.

#### **EXAMPLE**

Why / Henrique's parents / stop / worry?

Why did Henrique's parents stop worrying?

а	So far Henrique / spend / nine years / make computer programs and apps.
b	Can you still / remember / to be glued to your games console / three hours every day?
c	When / you think / about / make / the AskMeOut app?
d	Pedro / not mind / have / work very hard.
е	Yesterday's documentary / young internet entrepreneurs / be / worth / watch.
f	It / be / no use / tell / him / pay less attention to gaming and more attention to school.
g	I / dream of / be a graphic designer / from the first time I / learn about it at school.

#### WRITING

- You have read about Henrique and Pedro and how they have already realised some of their dreams. What are your personal dreams and / or expectations of the future?

  Write a composition. Use one paragraph for each of the following aspects. Use 60-75 words for each aspect.
  - Introduction: refer to Henrique and Pedro and what you think of them.
  - Write about what your future education may / will be and your reasons for this choice.
  - Describe what your future job will be like.
  - Describe what you might want to do in your spare time and why.
  - Conclusion.

#### **WATCHING & LISTENING**

- 19 Watch and / or listen to a talk or an interview (10-30 minutes) that is related to one person or more young people who have started their own company.
  - When you search for a video, first read the summary so that you know what you can expect.
  - Once you have decided to listen to something, write down the url.
  - Then, write down four questions which you expect to be answered.
  - While listening write down the main points that you hear and add to what extent your questions have been answered or not.
  - Finally, write a 200- to 250-word summary.

#### YOU'LL BE ABLE TO

- read simple young-adult literature
- write a story about a subject that interests you



- gerund
- present perfect continuous

#### **Vocabulary** (

You can learn the vocabulary with the Study box (p. 138) and the vocab trainer.

#### **TEXT**

# Refuge

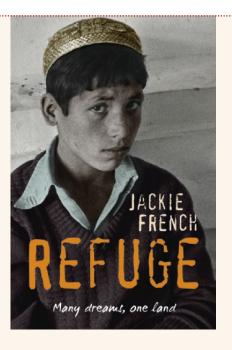
by Jackie French

- There hadn't been much to leave behind. There had already been so many leavings in the past year, since the phone call that ripped the night, ripped his life. The 'friend' saying urgently that the police were coming to their flat, just as they had come for his father five years earlier. The sharp voice on the phone had said that Jadda must take him now, at once, to safety. He'd had time to thrust two shirts, a pair of trousers, his mobile phone, two books and even his laptop into his schoolbag. He had clutched the bag to him as they huddled in the back of the truck driving them across the border. They had sold his laptop in the first week at the refugee camp, for there was no electricity, at least not in the long rows of tents in which they lived. (...)
- "I'm sorry," his father had said on that first phone call to the camp. "I am sorry that I have led you to this." Faris said nothing. He wanted to yell: "What have you done? Why did you do this to us?" He couldn't. "Don't ask," Jadda had told him, on that night five years back when his father had staggered home, blood on his jacket, his face like someone had smudged his eyes with black polish. (...) "Go to the pictures," she said, pressing money into his hand. "Now!" (...)

When Faris got back, his father had gone. Jadda's face was cold marble. "Pack," she said. "We have to go." "Where? Why?"

What had happened? His father was an important man, a doctor at the hospital.

"The police have taken your father. Don't ask more." (...)



Jadda sold her jewellery, piece by piece, so they could live. (...) They lived for three years, waiting for the police to drag them off for questioning, or even, like a miracle, for his father to come grinning through the door, in his good jacket, with the bloodstains gone. It had all been a mistake, he wasn't a rebel at all. Neither happened.

And then the call from his father two years earlier. His father had been freed, perhaps to see if he would lead the police to real rebels. But he hadn't come to see his son and mother. He had hidden in a truck that took him over the border to a refugee camp. But he was not in the camp now. He was in a place called Australia. He would call again. Every night Faris looked at the tourist sites for Australia. Beaches where golden sand met blue sky and turquoise sea. And then the urgent call, not from his father: the one that sent him and Jadda into hiding. The police were coming for them, to force his father to return, to give them information. A car took them to a warehouse. They stepped into a crate. Faris heard the lid go down. The drive seemed to take longer than his whole life so far. The truck stopped. The lid was lifted off the box. Faris helped Jadda down.

The driver pointed. "The refugee camp is that way." (...)

4 They did not go to the Refugee Camp. "You wait four years before you can go to Australia," said Jadda. She wouldn't let him learn Bahasa, to go to the local school. He must speak English, for Australia. Jadda's ruby ring paid for their passage on the boat.

"Shut your eyes, Faris."

"What should I dream of, Jadda?"

"Australia. A wonderful Australia. A home," she said softly.

"It ... it doesn't seem possible."

"You must believe that everything is possible.

Impossible is a word for people who don't want to try,"

Impossible is a word for people who don't want to try," said Jadda fiercely. "If the people who invented aeroplanes thought 'impossible', then we'd never have soared to the clouds. How can you reach your dreams if you don't imagine them?"

Faris shut his eyes. The grey world vanished. The sky was blue, the beach was gold.

"What can you see?" whispered Jadda.

"Our house." A house for him, and Jadda and his father, a big house just as the family of a doctor should have.

5 Something was wrong. He felt his grin slide from his face as he looked around. Faris looked at the people next to him: a man with his arms around a woman and a girl. He tried to imagine them in Australian clothes, the sort he had seen on the Internet.

The boat lurched again. The storm slapped them, sweeping through the grey. Faris looked up as one of the crew thrust an old tin can into his hand. The crewman gestured to the water in the boat. The meaning was clear.

6 The rain hit so hard it stung. The boat rose up, then crashed back down. A child screamed. Faris heard the words of prayers, a woman's sobs. Not Jadda's. She moved closer, her arms around him now. He lifted his voice above the wind. "Is the boat going to turn back?" Indonesia was closer to them than Australia. Jadda shook her head. She spoke close to his ear, so others wouldn't hear. "The owner of this boat makes too much money from each trip to turn back now."

"But if ... if the boat sinks, he won't have a boat."

"I don't think the boat is worth much," said Jadda. She hesitated, then added: "I think the boats are chosen so it doesn't matter if they sink."

"And the people on it? His crew?"

"I don't think he values them either. Our money is only released to him when we land in Australia. If we turn back, he gets nothing."

7 Jadda had paid fourteen thousand American dollars so that the two of them could step into this grey boat. The boat twisted so sharply he had to clutch the railing. Scoop and throw, scoop and throw ...

The boat lunged again. His arms ached. His throat was salty and bitter. The boat would sink. Jadda moved closer. "Faris?"

He nodded, trying not to show his fear. "Will the boat break up?"

She looked at him, her gaze clear. Jadda never lied. That was why you couldn't ask her questions when the answers were too hard. "Perhaps. But if it does ..." He didn't want to hear the words.

"Grab hold of anything that floats. A piece of wood. Anything to keep your head above water. A rescue ship will come," she hesitated and added, "perhaps."
"Faris, will you promise me something? Promise that you will try to live. No matter what. Think of your new life. Think of Australia. Never forget the Australia of your dreams. To get there you have to live! Please, promise."

"I won't forget. I will think of Australia."

**8** Jadda reached into their bag and brought out the flask of water. She held it to him. "Drink it. Drink it all." We should save some for later, he thought. And then, perhaps there won't be a later.

He said: "You drink half. Then me."

He thought she was going to refuse. But he was too old now to obey his grandmother just because she said so. Instead she took a sip. He knew that was all she'd take. He took the flask and drank the rest. If fresh water could make him stronger, he could help Jadda.

**9** Scoop and throw. A man vomited. The storm carried the muck away. Waves. Wind.

And then he saw the wave. It reared like a sea beast from the ocean depths, as high as a three-storey building. The wave crashed down.

Pain. His body was crushed down, then up, then sideways, and down again. The water tried to tear him apart. His arms and legs seemed lost. They didn't work. Nothing worked, except his eyes, no air to breathe, no ears to hear.

No, he thought. This is not happening. We will reach Australia! Keep thinking of Australia ...

### READING

а	§1 from one country to another country
b	§2 felt like screaming
C	§3 take them to another place against their will to interrogate them
d	§4 make a picture of them in your mind
e	§5 his broad smile disappear
f	§6 it's not likely that he appreciates them
g	§7 hold tightly to the metal fence
h	§8 drank a little bit
i	§9 took away the nasty substance
a	(§1) in the first part of the paragraph ("There hadn't to safety.") the 'friend' thought that there was no time to lose. Copy three words / phrases that indicate this.
b	(§2) Quote the words in this paragraph that indicate that Faris was angry but did not expre his anger.
	3) Are the following statements true or false? Quote the words from §3 to support your aswer.
а	It was worth waiting three years for his father who finally appeared at Faris's door.
b	The police were chasing Faris and his grandmother Jadda because they had broken the law

<b>а</b>	nswer the following questions. (§4) When Jadda asks Faris: "What can you see?", what does she actually mean?
b	Quote the first two and last two words of the most important sentence in which Jadda explain why she finds it important for Faris to 'see'.
	§5) According to the first sentence "Something was wrong". Quote the (part of the) sentence nat makes clear what was wrong.
	§6) Are the following statements true or false? Quote the words from §6 to support your nswer.  Compared to another woman that is mentioned in this paragraph Jadda is less emotional.
a b	
_	on, whether there is a storm or not.
	§7) How else could the first sentence "Jadda had grey boat." start without changing the neaning of the sentence?
	As a matter of fact, Jadda had
	As a result of that, Jadda had
	∃ However, Jadda had
	Unfortunately, Jadda had
	§7) At the beginning of this paragraph it is said the people on the boat had to "Scoop and nrow, scoop and throw".
а	Say in your own words what the people had to do.
b	In which previous paragraph was Faris also directed to do so? Write down the paragraph number and quote the relevant sentence(s).
	§8) Look at Jadda as a grandmother in this paragraph and in §6 and §7. What do all three aragraphs show?
_	

You have read a fragment from a novel about fleeing from one country to another because a person's life is in danger. From what you have heard, read and seen in the media about immigrants who try or have tried to come to Europe, would you say this is a realistic fragment? Use 60-100 words to answer this question.

#### VOCABULARY 🔲

□ walked slowly           □ walked unsteadily           b The bird soared into the air.           □ flapped its wings           □ flew high           □ flew very fast           c She works as an executive for a refugee organisation.           □ someone in a high position who makes decisions           □ someone who is getting practical work experience to finish training           □ someone who keeps records of money received and paid           d He gestured the young man to sit down on the chair across the table.           □ made a movement with his hands           □ politely asked           □ used his authority and ordered           e The boat repeatedly <u>lurched</u> because of the storm.           □ made abrupt and unsteady movements           □ made frightening and dangerous movements           □ made frightening and dangerous movements           □ moved too fast           f She <u>thrust</u> the box into my hands and left.           □ carefully put           □ forcefully threw           □ roughly pushed           g One passenger <u>clutched</u> the railing of the boat.           □ held on tightly to           □ got injured by being hit against           □ was thrown against           h The child lay <u>huddled</u> in his bed.           □ with his arms and legs close to his body     <			
b The bird soared into the air.    flapped its wings     flew high     flew very fast    c She works as an executive for a refugee organisation.   someone in a high position who makes decisions     someone who is getting practical work experience to finish training     someone who keeps records of money received and paid   d He gestured the young man to sit down on the chair across the table.     made a movement with his hands     politely asked     used his authority and ordered   e The boat repeatedly lurched because of the storm.     made abrupt and unsteady movements     made frightening and dangerous movements     moved too fast   f She thrust the box into my hands and left.     carefully put     forcefully threw     roughly pushed   g One passenger clutched the railing of the boat.     held on tightly to     got injured by being hit against     was thrown against     The child lay huddled in his bed.     with his arms and legs close to his body     with his arms and legs spread out awkwardly			
flapped its wings   flew high   flew very fast    c She works as an executive for a refugee organisation.   someone in a high position who makes decisions   someone who is getting practical work experience to finish training   someone who keeps records of money received and paid    d He gestured the young man to sit down on the chair across the table.   made a movement with his hands   politely asked   used his authority and ordered    e The boat repeatedly lurched because of the storm.   made abrupt and unsteady movements   made frightening and dangerous movements   moved too fast    f She thrust the box into my hands and left.   carefully put   forcefully threw   roughly pushed    g One passenger clutched the railing of the boat.   held on tightly to   got injured by being hit against   was thrown against    h The child lay huddled in his bed.   with his arms and legs close to his body   with his arms and legs spread out awkwardly			
flew high   flew very fast  c She works as an executive for a refugee organisation.   someone in a high position who makes decisions   someone who is getting practical work experience to finish training   someone who keeps records of money received and paid  d He gestured the young man to sit down on the chair across the table.   made a movement with his hands   politely asked   used his authority and ordered  e The boat repeatedly lurched because of the storm.   made abrupt and unsteady movements   moved too fast  f She thrust the box into my hands and left.   carefully put   forcefully threw   roughly pushed  g One passenger clutched the railing of the boat.   held on tightly to   got injured by being hit against   was thrown against  h The child lay huddled in his bed.   with his arms and legs close to his body   with his arms and legs spread out awkwardly			
flew very fast  c She works as an executive for a refugee organisation.   someone in a high position who makes decisions   someone who is getting practical work experience to finish training   someone who keeps records of money received and paid  d He gestured the young man to sit down on the chair across the table.   made a movement with his hands   politely asked   used his authority and ordered  e The boat repeatedly lurched because of the storm.   made abrupt and unsteady movements   made frightening and dangerous movements   moved too fast  f She thrust the box into my hands and left.   carefully put   forcefully threw   roughly pushed  g One passenger clutched the railing of the boat.   held on tightly to   got injured by being hit against   was thrown against  h The child lay huddled in his bed.   with his arms and legs close to his body   with his arms and legs spread out awkwardly			
c She works as an executive for a refugee organisation.    someone in a high position who makes decisions   someone who is getting practical work experience to finish training   someone who keeps records of money received and paid  d He gestured the young man to sit down on the chair across the table.   made a movement with his hands   politely asked   used his authority and ordered  e The boat repeatedly lurched because of the storm.   made abrupt and unsteady movements   made frightening and dangerous movements   moved too fast  f She thrust the box into my hands and left.   carefully put   forcefully threw   roughly pushed  g One passenger clutched the railing of the boat.   held on tightly to   got injured by being hit against   was thrown against  h The child lay huddled in his bed.   with his arms and legs close to his body   with his arms and legs spread out awkwardly			
□ someone in a high position who makes decisions   □ someone who is getting practical work experience to finish training   □ someone who keeps records of money received and paid   d He gestured the young man to sit down on the chair across the table.   □ made a movement with his hands   □ politely asked   □ used his authority and ordered   e The boat repeatedly lurched because of the storm.   □ made abrupt and unsteady movements   □ made frightening and dangerous movements   □ moved too fast   f She thrust the box into my hands and left.   □ carefully put   □ forcefully threw   □ roughly pushed   g One passenger clutched the railing of the boat.   □ held on tightly to   □ got injured by being hit against   □ was thrown against   h The child lay huddled in his bed.   □ with his arms and legs close to his body   □ with his arms and legs spread out awkwardly			
□ someone who is getting practical work experience to finish training   □ someone who keeps records of money received and paid   d He gestured the young man to sit down on the chair across the table.   □ made a movement with his hands   □ politely asked   □ used his authority and ordered   e The boat repeatedly lurched because of the storm.   □ made abrupt and unsteady movements   □ made frightening and dangerous movements   □ moved too fast   f She thrust the box into my hands and left.   □ carefully put   □ forcefully threw   □ roughly pushed   g One passenger clutched the railing of the boat.   □ held on tightly to   □ got injured by being hit against   □ was thrown against   h The child lay huddled in his bed.   □ with his arms and legs close to his body   □ with his arms and legs spread out awkwardly			
□ someone who keeps records of money received and paid         d He gestured the young man to sit down on the chair across the table.         □ made a movement with his hands         □ politely asked         □ used his authority and ordered         e The boat repeatedly lurched because of the storm.         □ made abrupt and unsteady movements         □ made frightening and dangerous movements         □ moved too fast         f She thrust the box into my hands and left.         □ carefully put         □ forcefully threw         □ roughly pushed         g One passenger clutched the railing of the boat.         □ held on tightly to         □ got injured by being hit against         □ was thrown against         h The child lay huddled in his bed.         □ with his arms and legs close to his body         □ with his arms and legs spread out awkwardly			
<ul> <li>d He gestured the young man to sit down on the chair across the table.</li> <li>made a movement with his hands</li> <li>politely asked</li> <li>used his authority and ordered</li> <li>e The boat repeatedly lurched because of the storm.</li> <li>made abrupt and unsteady movements</li> <li>made frightening and dangerous movements</li> <li>moved too fast</li> <li>f She thrust the box into my hands and left.</li> <li>carefully put</li> <li>forcefully threw</li> <li>roughly pushed</li> <li>g One passenger clutched the railing of the boat.</li> <li>held on tightly to</li> <li>got injured by being hit against</li> <li>was thrown against</li> <li>h The child lay huddled in his bed.</li> <li>with his arms and legs close to his body</li> <li>with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>made a movement with his hands</li> <li>politely asked</li> <li>used his authority and ordered</li> <li>The boat repeatedly <u>lurched</u> because of the storm.</li> <li>made abrupt and unsteady movements</li> <li>made frightening and dangerous movements</li> <li>moved too fast</li> <li>She <u>thrust</u> the box into my hands and left.</li> <li>carefully put</li> <li>forcefully threw</li> <li>roughly pushed</li> <li>One passenger <u>clutched</u> the railing of the boat.</li> <li>held on tightly to</li> <li>got injured by being hit against</li> <li>was thrown against</li> <li>h The child lay <u>huddled</u> in his bed.</li> <li>with his arms and legs close to his body</li> <li>with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>□ politely asked</li> <li>□ used his authority and ordered</li> <li>e The boat repeatedly <u>lurched</u> because of the storm.</li> <li>□ made abrupt and unsteady movements</li> <li>□ made frightening and dangerous movements</li> <li>□ moved too fast</li> <li>f She <u>thrust</u> the box into my hands and left.</li> <li>□ carefully put</li> <li>□ forcefully threw</li> <li>□ roughly pushed</li> <li>g One passenger <u>clutched</u> the railing of the boat.</li> <li>□ held on tightly to</li> <li>□ got injured by being hit against</li> <li>□ was thrown against</li> <li>h The child lay <u>huddled</u> in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
□ used his authority and ordered  e The boat repeatedly <u>lurched</u> because of the storm. □ made abrupt and unsteady movements □ made frightening and dangerous movements □ moved too fast  f She <u>thrust</u> the box into my hands and left. □ carefully put □ forcefully threw □ roughly pushed  g One passenger <u>clutched</u> the railing of the boat. □ held on tightly to □ got injured by being hit against □ was thrown against  h The child lay <u>huddled</u> in his bed. □ with his arms and legs close to his body □ with his arms and legs spread out awkwardly			
<ul> <li>The boat repeatedly <u>lurched</u> because of the storm.</li> <li>made abrupt and unsteady movements</li> <li>made frightening and dangerous movements</li> <li>moved too fast</li> <li>She <u>thrust</u> the box into my hands and left.</li> <li>carefully put</li> <li>forcefully threw</li> <li>roughly pushed</li> <li>One passenger <u>clutched</u> the railing of the boat.</li> <li>held on tightly to</li> <li>got injured by being hit against</li> <li>was thrown against</li> <li>The child lay <u>huddled</u> in his bed.</li> <li>with his arms and legs close to his body</li> <li>with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>□ made abrupt and unsteady movements</li> <li>□ moved too fast</li> <li>f She thrust the box into my hands and left.</li> <li>□ carefully put</li> <li>□ forcefully threw</li> <li>□ roughly pushed</li> <li>g One passenger clutched the railing of the boat.</li> <li>□ held on tightly to</li> <li>□ got injured by being hit against</li> <li>□ was thrown against</li> <li>h The child lay huddled in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>□ made frightening and dangerous movements</li> <li>□ moved too fast</li> <li>f She thrust the box into my hands and left.</li> <li>□ carefully put</li> <li>□ forcefully threw</li> <li>□ roughly pushed</li> <li>g One passenger clutched the railing of the boat.</li> <li>□ held on tightly to</li> <li>□ got injured by being hit against</li> <li>□ was thrown against</li> <li>h The child lay huddled in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>moved too fast</li> <li>f She thrust the box into my hands and left.</li> <li>□ carefully put</li> <li>□ forcefully threw</li> <li>□ roughly pushed</li> <li>g One passenger clutched the railing of the boat.</li> <li>□ held on tightly to</li> <li>□ got injured by being hit against</li> <li>□ was thrown against</li> <li>h The child lay huddled in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>f She thrust the box into my hands and left.         □ carefully put         □ forcefully threw         □ roughly pushed</li> <li>g One passenger clutched the railing of the boat.         □ held on tightly to         □ got injured by being hit against         □ was thrown against</li> <li>h The child lay huddled in his bed.         □ with his arms and legs close to his body         □ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>□ carefully put</li> <li>□ forcefully threw</li> <li>□ roughly pushed</li> <li>g One passenger clutched the railing of the boat.</li> <li>□ held on tightly to</li> <li>□ got injured by being hit against</li> <li>□ was thrown against</li> <li>h The child lay huddled in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>☐ forcefully threw</li> <li>☐ roughly pushed</li> <li>g One passenger clutched the railing of the boat.</li> <li>☐ held on tightly to</li> <li>☐ got injured by being hit against</li> <li>☐ was thrown against</li> <li>h The child lay huddled in his bed.</li> <li>☐ with his arms and legs close to his body</li> <li>☐ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>□ roughly pushed</li> <li>g One passenger clutched the railing of the boat.</li> <li>□ held on tightly to</li> <li>□ got injured by being hit against</li> <li>□ was thrown against</li> <li>h The child lay <u>huddled</u> in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>g One passenger <u>clutched</u> the railing of the boat.</li> <li>□ held on tightly to</li> <li>□ got injured by being hit against</li> <li>□ was thrown against</li> <li>h The child lay <u>huddled</u> in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>□ held on tightly to</li> <li>□ got injured by being hit against</li> <li>□ was thrown against</li> <li>h The child lay <u>huddled</u> in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>□ got injured by being hit against</li> <li>□ was thrown against</li> <li>h The child lay <u>huddled</u> in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>□ was thrown against</li> <li>h The child lay <u>huddled</u> in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul> <li>h The child lay <u>huddled</u> in his bed.</li> <li>□ with his arms and legs close to his body</li> <li>□ with his arms and legs spread out awkwardly</li> </ul>			
<ul><li>with his arms and legs close to his body</li><li>with his arms and legs spread out awkwardly</li></ul>			
☐ with his arms and legs spread out awkwardly			
- '			
□ with his hands under his head			
VOCABULARY EXTRA			
12 In the text the weather plays an important role. Many everyday sayings include references to			
the weather. Match the weather-related expressions (1-8) to their meanings (A-H).			
4 cave it for a rainy day. A postnone a plan for a period of time			
1 save it for a rainy day A postpone a plan for a period of time 1			
2 it never rains but it pours B when one bad thing happens, other bad things 2			
will inevitably happen quickly			
3 come rain or shine C carry out plans whatever happens or whatever 3			
the weather			
4 get wind of D refuse an offer politely to accept it at a later date 4			
5 take a rain check E find out about something, usually accidentally 5			
5 take a rain check E find out about something, usually accidentally 5			
6 put on ice F a big fuss made about something of little 6			
importance			
7 a storm in a teacup G feel a little ill 7			
8 feel under the weather H keep something, especially money, for a later 8			
time when you need it			

111 Which of the items below are synonyms or paraphrases of the underlined words?

 ${f a}$  When he had visited his friend, he  ${f staggered}$  home.

IT 3	LE	ESSON 2			
13	Fill	in the relevant weather-related expressions	in the following sentences. Choose from the following		
	a storm in a teacup – come rain or shine – feel under the weather – get wind of – it never rains but it pours – save it for a rainy day – take a rain check				
	a	First my phone fell and broke, then I lost m	y coat and today I've failed an important test.		
	b	I hope my mother won't	my poor results in the test.		
	c	Mind if I	on dinner? I'm not feeling very well.		
	d	I walk the dog every evening,	,		
	е	Don't spend your money now but	, because who knows		
		what you might need it for?			
	f	The kids were fighting yesterday, but it was	just		
		Everything is OK now.			
	g	I think I'll go to bed early today because I _			
	GR	AMMAR 🗇			
	Ge	erund = verb + -ing (without 'be')	grammar - 14 - p. 64		
	Th	e police dragged them off <u>for</u> <b>questioning</b> . as the passage to Australia <u>worth</u> <b>risking</b> thei			
15		nd this refugee's story. Give the English for towing sentences.	the words in brackets, using a <i>gerund</i> in the		
	The	The turbulent times of Abdul Halim al-Attar			
	Life has not been easy for Abdul these past few years. Fortunately, he could finally relax this week				
	afte	er he had succeeded in ( <b>a</b> zwemmen)	from Turkey to the Greek island of		
	Sar	Samos in the middle of August. "( <b>b</b> Het valt niet te ontkennen)			
	tha	that it was a challenge," the 19-year-old says with a grin. "I was going to go with the people			
	smugglers, the mafia, but I couldn't trust them, so me and my friend figured that (c het de moeite				
			to swim to Samos."		
		Na de brug over te hebben gestoken)	the bridge from Denmark to		

Sweden and declaring himself to the police last Sunday, he (**e** bracht hij de volgende ochtend door

around the lobby in the Best

met wandelen)

Western Hotel, Malmö.

	In between, († het invullen van)	the necessary forms supplied
	by the Swedish migration board, Abdul has caught	up with Ala, 30, and Aresha, 28, whom he (g zich
	herinnert te hebben ontmoet)	en route while the three were
	being held by the Hungarian police.	
	"The Hungarian border is the most dangerous plac	e in the whole journey," Abdul says. "I clearly
	( <b>h</b> herinner me dat de politie sloeg)	
	women and children."	
	He ran away, leaving Ala and Aresha behind. "I esc	aped, but they were stuck," he says, although
	the couple, who married ten days (i voor ze begonn	nen)
	their journey, escaped unharmed. "It was our hone	ymoon," Aresha says sadly.
	Abdul began to walk from Budapest to Austria alor	g with hundreds of others, but soon realised that
	( <b>j</b> het geen zin had dit te doen)	because it
	would take too long. He stopped at a nearby town a	and simply took a train over the Austrian border.
	After that, he travelled to Sweden using ordinary p	ublic transport.
	In the lobby of the Best Western, Ala and Aresha (k	gaan door met klagen)
	about the crowde	d conditions at the hotel, which has served as an
	emergency asylum reception centre since October.	"They ( <b>l</b> vinden het erg hun kamer te delen)
	with:	seven Afghans," Abdul says.
	Abdul hopes his father, mother and brother, who a	re all in Turkey now, can soon come and join him.
	He ( <b>m</b> ziet ernaar uit hen te ontmoeten)	
	"Our house is completely destroyed," he says. "Ou	r area is destroyed." All in all, the future looks
	pretty grim for Abdul and the people he cares for.	
	Present perfect continuous (have been + verb + -i	ng) grammar - 6 - p. 57
	Faris has been trying to make his grandmother drink For a few hours now the refugees have been waiting	
16	Make sentences with the correct forms of the <i>present</i> one or more extra words.	nt perfect continuous. You may have to add
	EXAMPLE	
	The police – call – to ask about Faris' father – si	x days
	The police have been calling to ask abo	ut Faris's father for six days.
	<b>a</b> His father – to lie – in a hospital bed – early May	
	<b>b</b> How long – Faris – to hide – in that truck now?	

<b>C</b>	For six weeks – Faris and his grandmother – to try – reach Australia
_	
d	The owner of the boat – to make – nice sum of money – to transport – refugees – Australia
е	The rain – they – to hit – Faris and Jadda – since – left Indonesia

#### WRITING

- Having read the extract from the novel *Refuge*, you are asked to use your imagination and finish the story about Faris and his grandmother Jadda fleeing their country with the hope of living in Australia. What will happen? Set about the task as follows.
  - Use 250-350 words.
  - You can write in the way the writer does in the extract, using dialogue occasionally, or you can
    describe what happens without any dialogue, or in any other way that you prefer.
  - Here are a few story lines you may choose from:
    - 1 After the storm Faris and his grandmother Jadda run into a few more dangerous situations before they finally reach Australia.
    - 2 The storm has some unfortunate consequences. Afterwards, however, Faris has a stroke of good luck.
    - 3 Faris and his grandmother soon reach the coast and a number of things happen before they finally meet Faris's father.
  - Finish your story with a definite ending, not an open ending.

# 3

#### YOU'LL BE ABLE TO

- express your opinion about solutions for problems or practical issues
- ask for clear factual information and pass it on
- briefly give reasons and explanations for opinions, plans and actions
- follow much of what is said around you about general topics
- understand clearly written instructions
- Grammar ( )
- direct speech & indirect speech
- the continuous

#### **Vocabulary & expressions**

You can learn these with the Study box (p. 139) and the vocab trainer.

#### Strategies

reacting

TEXT

## Could you be a star blogger or vlogger?

Young people who've made a name for themselves online talk you through how to attract followers – and make money too.

1 "I want to be genuine on my blog. I don't want to write about products I'm not using myself," says Izy Hossack, 18, author of the baking blog, Top With Cinnamon. Shrewd bloggers and vloggers – video bloggers, usually using YouTube – are balancing the differing requirements of advertisers and audience, to make money from their digital content.

#### Brands are keen to work with students

Young audiences have a high commercial value, so student bloggers and vloggers can make substantial sums of money to supplement their studies, says Kate Ross, managing director of digital marketing agency eight&four, which advises brands on how to work with bloggers. Student accommodation companies and the financial industry are particularly keen to grow their student audiences at the moment, she says. "If you can generate successful content and have a loyal and growing audience, they're not going to be concerned that you're a student." Amy Mace, 18, an English literature student at the University of Bristol, uses banner ads and partner links on her blog, Fashion Junkie. Rosie Bea, 17, is an A-level student with over 80,000 subscribers to her fashion and beauty YouTube channel, MsRosieBea.

Blogs and vlogs aren't a miracle cure for students' financial woes, but with creativity, commitment, and organisation, they can certainly ease the pain.



Izy Hossack: "I don't want to write about products I'm not using myself."

#### Tips for monetising your blog or channel:

• **Content is king.** Without top quality posts or videos, you wouldn't have a large audience in the first place. "If you try to set up a channel or blog just to make money, it's not going to work," says Ross. "It needs to start with a passion. If it's something you love, it shows."

- Stay true to your audience and yourself. All sponsored content and advertising should be relevant to your audience and ideally for a product or service you'd use yourself. "It's much harder to write authentically about something you're not using," says Hossack. Be honest about when a post is sponsored and if you've been sent a product for free.
- **Do your research.** "Spend time researching different advertising companies," says Hossack. This also means knowing what you're worth. Don't overcharge and put off brands that may have otherwise offered you opportunities, but equally, avoid being taken for a ride by PRs who want you to post about their brands for nothing in return. Talking to other bloggers can help you find out what you should be expecting from your blog.
- **Get your name out there.** Be direct and network with marketing departments, says Ross. "Approach digital agencies and say, I've got this audience, is there

anything you can do with it?" When Mace is interested in starting a PR relationship with a brand, she emails them asking to be added to their mailing list.

# If it's something you love, it shows

• **Be organised.** Juggling maintaining a high-quality blog or YouTube channel with student life can be tough, so you need to be constantly on top of deadlines and emails. "Some weekends I pre-film videos for the following weekend if I know I'm going to be busy," says Bea. She recommends sticking to a schedule for uploading content and doing school work as soon as you get it. "Never put vlogging or blogging before schoolwork, as you never know what the future holds." *Based on: www.theguardian.com* 

#### READING

2	What does the writer mean with "talk you through" in the subtitle?  ☐ explain something to you ☐ speak to you about something ☐ use a lot of words to say something  What is essential to make money from your blog or vlog, according to the writer in §1?
3	In §2 Kate Ross says: "student bloggers and vloggers can make substantial sums of money".  How does she know?  ☐ She knows many students who have become rich.  ☐ She sees the high commercial value of students.  ☐ She knows the companies that want to use bloggers.
4	<ul> <li>§2 Why are brands happy to work with students?</li> <li>They are concerned about the students' finances.</li> <li>They are an interesting consumer group.</li> <li>They can write the best content for blogs.</li> </ul>
5	"Blogs and vlogs ease the pain" is the conclusion of §2. Explain in English what is meant here.

6	Re	ead the descriptions ( <b>a-e</b> ). Quote the tip from the text that matches the description.
	a	Never lie about who gave you a product and only
		promote it when you like it.
	b	Find out what is a good price to ask by talking to others also.
	С	Post blogs and vlogs regularly. Make a plan.
	d	It's important to focus on the quality of your videos and
		what you write.
	e	Be active in keeping your contacts up to date.
		Approach the right people.
_		
7		aving read the tips, what would you say is the most important thing to do before you start a og or blog?
	V	DCABULARY (
8	W	rite down the words from the text that match the following definitions or synonyms:
	a	what is needed <b>d</b> remedy
	b	considerable <b>e</b> problem
	c	to be eager <b>f</b> programme or timetable
9	Fil	ll in the right forms of the verbs. Choose from the following.
		be on top of – to be taken for a ride – to ease – to maintain – to overcharge – to supplement
	a	This pill will your pain.
		If that company can't the quality of their products they will lose their
	D	customers.
	•	Joe usually his income by doing some extra work in the evenings.
	C	
	d	You will have to deadlines if you want to be promoted.
	е	It is quite clear that the owner of that restaurant
		us. There are two drinks too many on our bill.
	f	The old lady She hadn't really won a prize. It was a joke.
10		rite sentences of at least 8 words with each of the following words. Make sure that the
		entence shows you understand the meaning of the word.  authentically
	-	•
	b	tough
	~	

C	brand
d	content
е	department
GF	RAMMAR (=)
D	irect speech and indirect speech grammar - 12 - p. 63
S H	hey ask themselves: "Can we upload this video?" > They ask themselves if they can upload this video. he said: "I want to be genuine on my blog." > She said that she wanted to be genuine on her blog. e wondered: "Have they been taken to hospital?" > He wondered if they had been taken to hospital. ur coach said: "You missed too many balls." > Our coach said that I had missed too many balls.
Ch	ange the following sentences from direct speech into indirect speech.
	EXAMPLE "I'm going to be busy."
	Bea said <i>that she was going to be busy.</i>
a	"These medicines can ease the pain."
	The doctor told me
b	"Has Ruth been a successful blogger?"
	Kevin asked
C	"Talking to other vloggers can help you get better at vlogging."
	Sue told me
d	"We network with international companies."
	The marketing managers say
е	"I tried to set up a channel last month."
	Tom mentioned
f	"You will never forget this funny video."
	Tess warned me
g	"We went to the cinema twice."
	My friends said

Change roles.

_		
_		
_		
	The continuous form	grammar - 2 & 4 & 6 & 8 - p. 55 & 56 & 57 & 58
,	We were watching her video when she ca	ame in.
	We <b>have been waiting</b> here <u>for some tim</u>	
	Carl told us that <b>he had been trying</b> to re	each us <u>since five o' clock</u> .
		es in the continuous. First look for the adjunct of time ase you use and complete the sentences. Use correct
fo	orms of the <i>continuous</i> .	
a	Matthew	(to play) the guitar since we started the campfire.
b	My friend Frank is so annoying. He	(always – to make) noise
	when I want to listen.	
С	Did you know that Joe and Carla	(to try) to find musicians for their
	new band for weeks now?	
		(to make) ion music wathout them have week or denote
d	,	(to make) jazz music rather than hard rock or dance
	in the next few years.	
е	Last night I	(to watch) an interesting vlog about new types of music.
f	Can you tell me how long you	(to work) on that blog when we arrive
g	Jim told me that you	(to look) for a vintage guitar last week.
E	XPRESSIONS	
	PAIR WORK Learn the expressions (p.	
	irst, on your own, prepare the followin	
		change ideas about a possible activity that you could do to
	omehow help people who have few po	unity to share stories and connect with one another;
		cal community centre (buurthuis); organising a community
	ports day for children who do not have	
U	se the expressions that are in italics.	
	: Ask your classmate for ideas.	
	: Give your ideas.	
	: Make another suggestion.	
	: Ask for clarification.	
	<ul><li>: Explain what you meant.</li><li>: Show doubt about the suggestion.</li></ul>	
	: Express satisfaction with one of the	other ideas.
	: Agree on the idea.	

#### SPEAKING

PAIR WORK Learn the expressions (*Describing an object* – p. 143), then do the assignment. You're going to play a game. You describe an object and your classmate has to guess what you have in mind. Change roles after each turn.

#### Go about as follows:

- Think of an object and make a few notes of its characteristics (colour, size, what you can use it for). Also prepare some questions. You'll need them when it's your turn to ask questions. Write them down.
- Your classmate has to guess what your object is, and is going to ask yes/no questions in order to get clues from you.
- Sometimes you may need to clarify. For example when you hear: 'Can you explain why ...?'
   Think of two more questions that ask for more details or an explanation.
- You'll give short answers in complete sentences. Always add a clue. Don't give the answer(s) away too easily! The more questions your classmate needs to ask, the more points you get.
- Once the object has been guessed you will write down the number of questions he / she has needed. For each question you get one point.

#### **EXAMPLE**

Question: Is your object made of paper?

Answer: No, my object is made of light weight material.

Question: Is it a gadget?

Answer: No, it isn't a gadget; it's a toy.

Question: Do you use it in the house?

Answer: No, you don't. You use it outside.

#### LISTENING (

**16-17** Watch the video online and do the assignments that you find there. You may use the writing space below.

#### SPEAKING

#### **STRATEGY** Reacting

strategies - reageren op iets wat iemand heeft gezegd - p. 19

In a natural conversation you often use short reactions to what was said.

For example: Yes, I am / have / will / can. Oh, absolutely. It is, isn't it? Exactly!

- 18 GROUP WORK You're going to have a group discussion. Make groups of 3-4 people. After the discussion one of you is going to present the outcome of the discussion to the rest of the class. Go about as follows:
  - First, prepare the discussion by watching a vlogger. If you don't know anyone in particular, look for one.
  - Make notes about:
    - 1 name and title of the vlog and what it is about
    - 2 how professional the vlog looks: how many vlogs he / she posted, how many followers he / she has, how many shares and likes? Do you think this vlogger can make a living out of vlogging?
    - 3 contents: does the vlogger present him-/herself as a friend, does (s)he have a specific skill? Are the topics or use of language funny or interesting or maybe even rude? What are the comments like? What kind of people do you think watch the vlogs? Why?
    - 4 why you would or would not subscribe to this vlogger. Give three reasons.
  - Decide who is going to lead the discussion and who will be the presenter. The presenter takes notes during the discussion.
  - Take turns in introducing your vlogger to the group by mentioning the main points only. You only have 1 minute per vlogger.
  - In your group, discuss for a maximum of 10 minutes which vlogger is worth watching by the whole class. In your discussion you may use your notes. Vote if you can't reach a decision.
  - Use the expressions you've learned (p. 143-144).
- 19 Now one of your group presents your findings to the rest of the class.
  - Give a summary of what you've just discussed in your group.
  - Tell your class what you think of the quality of the discussion in your group. Give arguments.
  - Pay some attention to your body language. Remember the tips in the video.
  - What does the body language of your audience tell you?

For the others:

Watch the presentations and pay special attention to body language.

#### REFLECTION

- PAIR WORK First, on your own, answer the following questions. Then discuss your answers with your class.
  - a To what extent are you satisfied with your role in the discussion/presentation? What went really well?
  - **b** What needs improvement?
  - c What would you do differently next time?
  - **d** What did you miss in the presentation of your group?
  - e What positive and negative points did you hear and see in the presentations of other groups?
  - **f** Who would you like to give a compliment? On what?
  - **g** What advice would you give your classmates who did the presentations?
  - h How about the body language of the presenters? Did they make use of it like the people in the video?



#### YOU'LL BE ABLE TO

- understand opinion pieces on current issues
- understand documentaries, plays, live interviews and talk shows, and the majority of films
- exchange factual information, respond to instructions and discuss practical problems in formal discussions

Grammar ( )

passive

**Vocabulary**  $\square$ 

You can learn the vocabulary with the Study box (p. 140) and the vocab trainer.

Strategies 📖

linking words

TEXT

### Does winning the lottery make you happy?

The case of the couple who won £56m on the EuroMillions raises a perennial question. Does winning a huge amount of money make you happy?

- Call it envy, jealousy or moral disdain, but there's no doubt that many of us have a problem with what we think is unearned wealth. Lottery wins seem to provoke heated discussion. Do they enjoy their windfalls? Or does their good fortune make them miserable, leaving them out of control in a morass of luxury? There have certainly been many winners who had their lives turned upside down by a big win. Relationships can break down under the strain, friendships can come under pressure. And the tabloids love nothing more than a winner who has spent all their money unwisely. From a mental wellbeing point of view there are clearly dangers, though. Psychologist Caroline Schuster-Cotterell says a big win can leave people off balance in much the same way as any other major, life-changing event. "It really can be disruptive. The first thing is the shock, not expecting it and suddenly winning. It is the speed and rate of change that tend to cause people trouble. The further aspect is changes in relationships with close friends and family. Attitudes can change," says Dr Schuster-Cotterell.
- 2 But for those who like to engage in delight in other people's misfortunes there is disappointing news from the studies that have been done on lottery winners, says Prof Andrew Oswald, of Warwick University. "Although many people don't want to hear the evidence, it is overwhelmingly clear that winning the lottery makes you happier and improves your mental health. People find it easier to engage in delight in other people's misfortunes."



Prof Oswald's tactic has not been to study only lottery winners. Instead he has taken a massive sample, of 50,000 people, and studied them over time in the hope that lottery winners would appear. And the results are clear. "There is no doubt there is a very strong [initial] euphoria, then the evidence suggests people don't enjoy the money for the first year or two." It's not clear why there is this gap before lottery winners start to really enjoy themselves. "They start to smoke more and drink more," he says. "We think that may be bad for their health and hold down their happiness for a while."

3 This type of research is important as it offers evidence for one of the great political and social questions. "All politicians speak as though if they could make their citizens richer it would make their citizens happier. This research may enable us to see what the relationship between wealth and happiness is."

#### Winning the lottery makes you happier and improves your mental health

"There is no quality research on what happens to people with absolutely enormous wins – £50m is so extreme it is hard to know how to fit it in. "Moreover, interviews with those who have spent the money unwisely, or been through a personal ordeal, make more impact than those who have lived quietly and happily. Nevertheless, the latter appear to be plentiful.

- 4 Grimsby-born Roy Gibney won £7.5m in 1998 and says life is "absolutely marvellous". He lives in a villa in Cyprus with his wife and child much of the year, spending some time in Nairn and some in Grimsby. However, he isn't happy all the time. "Obviously, I've had my downs family falling out with you because they want more money. But ultimately he views his life as full of opportunities he would not otherwise have had. For example, me, my wife and son flew to New York a couple of days before Christmas. We couldn't have done that normally."
- 5 Many journalists have been to speak to Viv Nicholson, the woman who famously vowed to "spend, spend, spend" when she scooped £152,000 on the football pools in 1961. "My experience was fantastic," says Mrs Nicholson. "I just had everything, did everything I wanted, things that I would never have had. I don't regret a thing. I did it my way. I live my life the way I want to."

Based on: www.news.bbc.co.uk

#### READING

	<b>STRATEGY</b> <i>Linking words</i> Strategies - <i>letten op signaalwoorden en voegwoorden</i> - p. 13
	Linking words are used to add ideas together, contrast them or show the reason for something. For example: 'in fact', 'in all', 'to sum up', and 'indeed' are often followed by a conclusion. 'However', 'but', 'although', 'nevertheless', 'instead', and 'though' indicate a contrast, when the writer wants to show a different aspect.
1	PAIR WORK Study the linking words in your <i>reference book</i> , page 114-119. Then read the text. Team up with a classmate and mark all linking words in the text.
2	<ul> <li>(§1) "Lottery wins seem to provoke heated discussion." What is the discussion about?</li> <li>□ Whether envy or disdain are normal reactions or not.</li> <li>□ Whether people deserve winning the lottery or not.</li> <li>□ Whether winning the lottery makes people happy or not.</li> </ul>
	(§1) "It really can be disruptive." Which two aspects does Caroline Schuster-Cotterell mention that make winning the lottery 'disruptive'?
4	<ul> <li>(§2) Prof Oswald says that for some "there is disappointing news". For whom?</li> <li>□ people who have won the lottery</li> <li>□ people who think winners are happy</li> <li>□ people who think winners are unhappy</li> </ul>

5	<ul> <li>(§2) What happens when people have won the lottery, accor</li> <li>They are very happy although they drink more.</li> <li>They are very happy, unhappy, then happy again.</li> <li>They go through different stages of unhappiness.</li> </ul>	ding to Prof Oswald?
6	6 (§3) How could Prof Oswald's studies help politicians?  ☐ They are hard to fit in with reality because there are too fe ☐ They prove wealth and happiness are linked in some way ☐ They show that politicians had the wrong ideas about happiness.	<b>.</b>
7	<ul> <li>Which statement about §4 and §5 is true?</li> <li>☐ § 4 and 5 are examples of what has been said before.</li> <li>☐ § 4 and 5 contradict what has been said before.</li> <li>☐ § 4 and 5 form the conclusion of the text.</li> </ul>	
	VOCABULARY (	
8	Fill in the correct words in the sentences below. Choose from have to change the form or add an article (the, a, an).	n the following words. You may
	disdain – disruptive – euphoria – ordeal – perennial – to pro	ovoke – to scoop – to vow – windfall
	Our (a) struggle to overcome poverty car	ne to an end when we won the lottery.
	There was a feeling of relief and ( <b>b</b> ) whe	en we heard the good news. Winning the
	lottery is one of those (c) that can chan	ge your future. After our family had won,
	some relatives showed ( <b>d</b> ) behaviour. I	Extreme reactions of friends can
	sometimes be (e)	
	A short while ago, we (f) by some pe	ople we had just met. The lazy couple
	wanted $(\mathbf{g})$ a few hundred pounds, with	out doing anything for it. We have no
	respect for people who take advantage of us, and treat us w	vith ( <b>h</b> ) Yesterday my
	friend June (i) that if she won the lotter	y she would tell nobody.
	VOCABULARY EXTRA	
9		
	although – but – despite – either or – however – in contra on the contrary – on the one hand – on the other hand – whe	
	(a) most people never get to expe	erience winning the lottery,
	there are some lucky ones. Like my cousin Frances! She had	l a winning lottery ticket,
	(b) unfortunately she had to wait	
	money. (c) this was a go	od thing, as she could get used to the
	idea of having money before she could start spending it; $(\mathbf{d})$	she really
	needed a new car – sooner rather than later.	
	Finally, the day had come for her to cash the money. (e)	, when she started
	looking for the ticket, it was nowhere to be found. She was	quite sure that she had put the ticket
	( <b>f</b> ) in her purse ( <b>g</b> )	in one of the compartments

of her handbag. Of course she searched every	where. The result was disappointing,
(h) she was confiden	nt that she would find it. Did she panic?
(i), she remained ca	alm.
(j) the fact that then	re was no ticket she stayed focused. Finally, she
found the lottery ticket on the kitchen table wi	th a note from her sister Claire: "Remember me, sis,
because you know that, ( <b>k</b> )	to you, I'm poor! ©" Francis was pretty cross
with her sister for pulling this prank on her. ( $l$ )	, she decided to buy
presents for everyone in the family, including (	Claire. ( <b>m</b> ) some people
would have kept the money for themselves, sh	e decided to share it.
GRAMMAR	
Passive	grammar - 11 - p. 62
Lottery money is often spent on cars and holiday	ys.
Were the survivors rescued by the firemen?	
We have been invited to a party by our new neigh	hbours.
Your life can be turned upside down if you win th	ne lottery.

10 Read this blog and mark the passive forms.

BLOG

22 dec 13:37 u.	I felt horrified after I had been caught cheating in an exam
	I was caught cheating in a two-hour engineering exam consisting of 100 multiple choice questions which had to be done online through the XYZ e-learning software.
	I didn't have time to study, so I decided to cheat. Before the exam I did some research, and I found out that the exam can be taken anywhere you want to, as long as you have the quiz password. So I took a calculator, a laptop and my phone — all of which were not allowed of course —, went up to the engineering library, and asked a friend who was taking the exam to send me the quiz password that he had been given. I did the first 50 questions, but suddenly the quiz froze, and XYZ told me:  "You are not allowed to take the exam from this location."  I immediately left the library, but one of the instructors responsible for the course found me. I was accused of cheating, my mobile was taken from me and I was taken to an office. There my phone was searched by two instructors. They found the name of my friend who had given me the password — and all my WhatsApp conversations, emails, and images were looked at. It seems that I am going to be reported and my friend who sent me the password will be punished too.  Cheats are punished with a warning, or expulsion. After an official warning my financial aid will be cancelled. Expulsion will almost certainly follow. How can this be fixed? How can I prevent the instructors from reporting me? It's obvious that I should speak to them, but what should I say? What can be done? My future has almost been destroyed, so if anyone knows how the
	instructors can be convinced that I should stay, please let me know

11 Choose the correct forms of the verbs.

we were going to be fine. And it was awesome!

My friend Sasha tells me that I (**a** am invited / have invited / was invited) to a parachute jumping event next month. Do you know what it's like? You (**b** are put / have been put / have put) in a plane with other jumpers and wait for the doors to open and then jump out ...!

I went for a first jump last year. We (**c** have been given / have given / were given) the instructions and a tandem jumper (**d** is assigned / has been assigned / was assigned) to us. Mine was Daniel. We (**e** are prepared / have prepared / were prepared) for the jump by the instructor after the equipment (**f** had checked / had been checked / was checked). When the doors (**g** had opened / opened / were opened) by one of the experienced jumpers, I got really nervous. But once we were out, diving in a free fall I (**h** have reassured / had been reassured / was reassured) by Daniel that

The other day I heard about a parachute accident where two people (i are injured / have injured / were injured). That made me think about the dangers for a moment.

However, whenever I (**j** am given / am giving / have given) the opportunity to jump again, I will go. So next month I (**k** am taking / have taken / will be taken) to the airport by Sasha for another spectacular experience.

12		l in the correct <i>passive</i> forms of the ve Who gave you those sneakers?	erbs. Use the same <i>tense</i> that is used in the question.
	d	who gave you those sheakers:	
		– They	_ to me by Tony.
	b	Where have they taken the girl with t	he broken ankle?
		- She	to hospital.
	c	What are you going to spend your mo	oney on?
		- All my money	on presents for you!
	d	Who always does research on the ha	ppiness of lottery winners?
		- Most of the research	by experts.
	е	What will Viv regret the loss of?	
		- The loss of the ticket	by her.
	f	Who won the lottery last week?	
		<ul> <li>Last week's lottery</li> </ul>	by Glen.

LISTENING	V .
1 1 2 1 5 10 10 10 10	
EIS I EIGING	\ <u> —</u>

13-17 Watch the video online and do the assignments that you find there. You may use the writing space below.

**GROUP WORK** You are going to prepare a discussion. The subject is the relationship between money and happiness. Read these two statements:

Statement A Money can't buy you happiness.

Statement B Money can buy you happiness.

#### Go about as follows:

- Divide your class into two groups: group A and group B. If you're in group A, you are opposed to statement B and vice versa.
- Look for texts online in which you can find arguments that support your statement (A or B).
   Write down the url of each site and write down the arguments and examples that you find there. Take some time to read the texts carefully. You are going to need these arguments and examples for the discussion.
- Pick a chairperson who can lead the discussion.
- Have the discussion. Use arguments and give examples. The outcome of the discussion should be an answer to the question: Which group has made the best, most convincing arguments for their statement?
- At the end you can have a vote: which statement won?

#### YOU'LL BE ABLE TO

- react to advertisements
- write simple notes and reports passing on relevant information to friends, educators, suppliers etc.
- fill in forms with more detailed information
- find and understand relevant information in short texts

Grammar ( $\square$ )

future

#### **Vocabulary & expressions** ( $\square$ )

You can learn these with the Study box (p. 142) and the vocab trainer.

**Strategies**

· writing a formal letter or e-mail

TEXT

## All work and no play? No way!



Busy and recently separated parents and their two active and sporty boys are seeking eager Workaways to join our family for at least ten weeks. You will work instead of pay for your stay at our home, while having a considerable amount of time on the side to travel.

#### The location

- Hank (dad) has the two boys every other week in the family's four-bedroom residence and needs an extra pair of hands to support before school care each day. He works as a crane operator and often has a 14-hour shift, while mum does not reside in the family home. Our ever-energetic progeny of seven and ten years old are sports mad, loud, and are bustling with energy. We live in a metropolitan city on a smaller scale (Bathurst City), which is 250km North West of Sydney. We also have our separate 100-acre cattle farm twenty minutes away, which we are preparing to sell in the next three to six months.
- You will stay in your own accommodation and share the bathroom. We have Wi-Fi access, cable TV and we will pay for all utilities. Unfortunately, in Australia, Wi-Fi is limited to a certain extent. We have a download limit of about 100GB per month. Consequently, we cannot allow streaming or downloading services. However, you will have access to your own little abode, which also has cable TV. Bear in mind that you are always welcome to join us in our living room. In fact, we'd prefer that!

#### Requirements

- To be part and parcel of our household you must have a sense of humour, not take life too seriously, be ready to leap into the chaos and enjoy a BBQ with us and our friends. If you think that you are going to lock yourself away, we may not be the best choice of family for your Workaway. As such, social skills are absolutely essential.
- We also have pets and we are looking for someone to help us on the cattle farm. Therefore, if you are allergic to animals we may not be the best fit for you. You need to possess a decent amount of patience and have a strong constitution to do agrarian work. Not wholly unsurprisingly, some affinity with rural customs is desirable.
- Additionally, working and interacting with our kids can be pretty simple if you play Xbox, can jump on a trampoline or kick a rugby ball. Aside from that, we will need some help with tidying up, cooking dinner and doing the laundry. We would also appreciate any help you could give our kids with their school work, so being proficient at Maths, Physics and Chemistry would be beneficial.

#### **Planning**

As Hank will only have the boys every second week, you can use the other week to roam the country. During the weeks with Hank and the kids, you will need to work around 15-20 hours in the house and it is optional to

## If you are allergic to animals, we may not be the best fit for you



- work some more at the cattle farm. This should take about 15-20 hours as well and we will obviously reimburse you for that.
- 8 You will stay for a minimum of ten weeks. During your weeks off you can visit the Bathurst 1000, a car race which suddenly gives our town 160,000 inhabitants, instead of just 40,000! Also, there is a train that runs to Sydney four times a day; the first train departs at 6:30 and it takes three hours. This might sound like a long ride, but it's pretty common in sparsely-populated Australia and we're not in the middle of nowhere.
- **9** If you're interested, send us a short motivational letter with your reasons for applying and fill in the application form so that we can get to planning your potential visit! Feel free to start a chat with us if you need more information.

Based on: www.workaway.com

ر ما	your own words briefly describe what a "Workeway" is and does. Use no more than 45 way
111	your own words, briefly describe what a "Workaway" is and does. Use no more than 15 wor
An	swer the following questions.
а	Rank the following activities according to what your host would like best, with 1 being the most preferred option.
	Joining the family for an evening.
	Using your laptop or tablet to watch online films
	Watching cable TV in your own room
b	Explain your ranking below.
Wł	nich of the following would best describe the most essential demands of this job (§4-6)?
	Doing hard work at the farm and taking care of their pets.
	Doing household chores while being part of the family.
	Playing video games with the kids and enjoying sports.
"TI	his might () of nowhere" (§8). Why would the family mention this?

5	an	Which of the following traits or skills could be useful for this job? Base your answer on the text and explain by quoting from the text why it might be useful. Otherwise, write down 'not mentioned'.						
		Being sociable and open.						
		□ Being orderly and organised.						
		□ Being interested in science, technology, engineering and mathematics.						
	_	□ Not having an internet addiction.						
		Having experience with agricultural practice	es.					
		Being good at languages.						
	VC	DCABULARY (=)						
6		Find the words which are synonymous and fill the gaps. Choose from the following words.  There are three words too many.						
	ru	eneficial – citizen – consequently – customs - ral – rustic – separate – therefore – to bear in roam – to stay – to travel		•				
	a	I have always wondered how many	/	Sydney has.				
	b	We must /	that the train w	vill be leaving in				
		half an hour.						
	С	Shall we /	across Europe	next year?				
	d	I'm going to learn quite a bit about rural	/	here,				
		by the looks of it.						
	е	Storm clouds are clearly gathering.	/	, it's going				
		to rain.						
	f	This job has some tough	/	. My interview is next week				
		Thursday.						
	g	Our family will be/	at a ho	tel this coming summer.				
	h	I have never liked metropolitan areas. There						

Future			grammar - 9 - p. 59

The challenges that the Australian tourist industry faces will change.

We're going on a holiday to New Zealand in July.

Our plane leaves at 7:30 p.m. and it's already 7:00 p.m. We're going to be late!

Find the three examples of saying something about the future in the text. Write down the relevant part of the sentence in the table under 'example'. Look at the reference section for information about the use of the *future tense*. Then, write down for which situation it has been used. An example (not from the text) has been added for you.

EXAMPLE	NAME	SITUATION
"We're going on a holiday to New Zealand in July."	present continuous for future arrangements	Used for an appointment or plan in the near future.  Preparations have been made.
	to be + going to	
	will / shall	
	simple present for future use	

8	Combine the words in the following exercise into a sentence that says something about the
	future. Make sure you use the correct form for the future.

**EXAMPLE** 

to leave / train / at 8:45

The train leaves at 8:45 a.m.

- a to visit / my friends / I / tomorrow
- **b** Wait! / to travel / I / with you
- c to finish / his shift / at 4:30 p.m. / he
- **d** She hopes that / that apartment / afford / to be able to / later.
- **e** to fill in / we / these application forms?

f	Our host is angry. / he / us / to kick out
g	the next utilities bill / to arrive / this Sunday
h	to have / a typically rural wedding / my brother and his fiancee / next month

<i>for cla</i> You w	arification, Asking for information, Express	t still have some questions about it. You start
You:	Ні,	about the Workaway job with your family.
	Hi, I'm Hank. You might have read about	
You:	Yes, you sound like a fun host family to	stay at!
	telling me about your kids?	
Hank	Sure, they're very fun if you're the active	type
	play rugby all day than do their homewo	rk. Are you good with kids?
You:	Yes, in fact,	working with kids.
Hank	All right, it seems like you're a potential	Workaway then! Do you have any experience?
You:	I have coached a football team before	I have also
	helped students at my school before.	
Hank	Sounds good, mate!	that you are interested in
	applying?	
You:	I'm almost certain. I was just wondering	, however,
	you are using an application form?	
Hank	Oh, it really helps us plan our Workaway	s' visits.
	you might be able to work until late Aug	ust, while someone else may be able to start in
	September.	
You:	That makes sense.	tell me when you will be
	responding to any applications.	
Hank	Obviously, we try to respond as quickly	as possible and usually that is within a few days.
	I'm looking forward to receiving your mo	tivational letter and application form.
You:	Then I will get to that right away, thanks	for the chat.
	Vou're most welcome	

#### WRITING

STRATEGY Writing a formal letter or e-mail	strategies - een formele brief schrijven - p. 32
There are certain conventions that you need to follow	ow in order to write a formal letter or email. For
example, you need a certain salutation. You need t	o close your letter in a professional manner as
well. Usually, you need to add the address and dat	e in a certain way, especially when writing a

10 Look at the Workaway job description again. Complete the table below by filling in the correct elements of a letter. One element has already been added for you.

MOTIVATIONAL E-MAIL				
salutation				
open your letter				
main body (explain r	relevant skills and traits)			
finalise your letter	I have also filled in the application form and I look forward to hearing from you soon.			
closing				

- Complete the main body of your motivational e-mail by following these instructions. You will need to use the relevant vocabulary, grammar and expressions from this lesson. You will also need to use some of the grammar from previous lessons in this unit. The expressions are in italics.
  - Vraag om verduidelijking waarom zo veel mensen willen rondtrekken en werken in Australië. Schrijf dat je, net zoals veel anderen, simpelweg van reizen houdt, maar dat je belangrijkste reden om te solliciteren is dat je een vast onderdeel van hun familie wilt zijn. Schrijf dat je al veel ervaring hebt met huisdieren, omdat je ermee opgegroeid bent. Je ouders zijn gescheiden en je moeder werkte altijd in ploegendiensten, dus zorgde jij vaak voor jullie huisdieren.

_	Schrijf dat je opgegroeid bent in een (groot)stedelijk gebied. Om de week hielp je op een boerderij en in de toekomst ga je er vaker helpen. Schrijf dat je om die reden tot op zekere hoogte al bekend bent met het boerenleven. Dit zou overduidelijk gunstig voor ze kunnen zijn. Schrijf dat je desondanks <i>liever</i> meer vaardigheden aan zou willen leren die nuttig zijn op een boerderij.
_	Schrijf ten slotte dat je echt in het onbekende wilt springen/duiken. Je hebt enige ervaring met kinderen, omdat je gewerkt hebt als klassenassistent. Je leraren vertelden je altijd dat je een goed rolmodel zou zijn. Geef aan dat je hoopt dat deze redenen je een mogelijke kandidaat maken voor de positie als Workaway in hun familie. <i>Vraag om inlichtingen</i> , of ze kunnen laten weten wanneer ze verwachten een besluit te nemen.
As	a final step in your application procedure for the Workaway position, complete the

As a final step in your application procedure for the Workaway position, complete the following form. Use the appropriate vocabulary, expressions and grammar.

Workaway application form	PLEASE PRINT
Personal information	
First name:	Last name:
Title:	Mr / Miss / Ms / Mrs (please circle)
Date of birth:	Place of birth:
Present address:	Postcode:
Town:	Country:
Email:	
Home telephone no.:	Daytime contact no.:
Emergency contact	
First name:	Last name:
Home telephone no.:	Daytime contact no.:

Reference	
First name:	_ast name:
Email address:	
Position:	
Academic skills and work experience  a Current type of school and form:	
<b>b</b> Best subjects (mention at least three):	
c Ideas about future career:	
<b>d</b> Current and / or previous part-time jobs:	
e Other hobbies and interests:	
Preferences and availability  f Write down what your ideal Workaway trip would lo	ook like (75-100 words).
g Fill in 3 (= great), 2 (= a little), 1 (= not much) or o ( in these job sectors.  animals computers arts and culture education community sports	enot at all) to show your interest  environment people with disabilities children recreation media agriculture
community sports other:	agriculture
Contact	
Please indicate how you would <u>not</u> like to be contacted: Thank you for filling in this form. Do not forget to include	
	by email or phone SEND

- PAIR WORK Put yourself in Hank's shoes. You are the one receiving the Workaway application form. Follow the steps below and give your classmate feedback on how to improve their chances of getting a (Workaway) job. Do not forget to give compliments as well!
  - Swap the forms with a classmate.
  - First, check whether the form has been filled in both neatly and accurately. Are there any spelling mistakes? Remember, making a good impression is important.
  - Secondly, critically read the answers to questions a-e and g. Are these answers relevant?
     Do they make your classmate a good candidate for a Workaway position in 'your' family?
  - Thirdly, does the answer to question f make sense? Is it logically built up and does your classmate use the correct English vocabulary, expressions and grammar? Keep in mind that writing correctly is important for many employers.
  - Finally, does the answer to question f make you feel excited about hiring him / her? In a short response of about 75-100 words, write a message telling your classmate why you would or would not hire them.

#### REFLECTION

- PAIR WORK In order to improve your chances for a position as a Workaway (or any other job, for that matter), it is important to learn from others' feedback. Improve your writing by taking the following steps.
   a Read your classmate's tips and comments from exercise 13b-d. Which aspects of your English should you improve and which aspects were correct? And how well do you fit the Workaway profile?
  - **b** Correct any mistakes in your writing that your classmate may have found. Also, write down which hobbies or interests you might need to have to fit the profile better.
  - **c** Read your classmate's comments from **13e**. Is there anything you need to change in your application form in order to have a better chance of getting the job? What do you think of their comments? Were they helpful? Explain why.
  - **d** Use your improvements from exercises **a-c** to rewrite your application form. After having done so, your chances of making a good first impression will improve.

## **Study box** unit 3

Lesson **1** 

ENGLISH	DUTCH
This young entrepreneur runs a successful startup.	ondernemer
Don't try to <b>evade</b> my questions.	ontwijken
When did he <b>graduate</b> from secondary school?	behalen van het diploma
You shouldn't impose your standards on others.	opleggen
Initially, I had my doubts but I gradually changed my mind.	aanvankelijk
His success is based on the <b>merit</b> s of his two internet companies.	kracht, verdienste
Schools should <b>nurture</b> young talent.	koesteren, voeden
I talked to Kelvin <b>prior to</b> his visit to the USA.	voorafgaand aan
This 12-year-old is a <b>prodigy</b> who has played with various international orchestras.	wonderkind
I'm willing to work hard to <b>pursue</b> my ambitions.	nastreven
It's not nice to be rejected by someone.	afwijzen
I resent your insulting remark.	kwalijk nemen
Does the red light <b>signal</b> that something is wrong?	een teken zijn
Can I <b>stick</b> this poster to the window, mum?	plakken
I would like to <b>subscribe to</b> your newsletter.	abonneren op
I'm afraid I cannot subscribe to your view.	ondersteunen
A big company contacted him and <b>subsequently</b> he started working for it.	vervolgens
My dad likes to tinker with engines.	sleutelen, knutselen
For 200 euros you can have my mountain bike and my helmet <b>to boot</b> .	op de koop toe
The turnover of his company has doubled in one year.	omzet
Contact the <b>vendor</b> of your computer if you have any questions.	verkoper

DIITCH	FNGLISH

aanpakken	I wonder how he's going to <b>handle</b> that problem.	
afwijzing	His <b>rejection</b> of their offer came as quite a surprise.	
bewerken, redigeren	We still have to <b>edit</b> the film we recorded today.	
bewonderen	I admire people who realise their dreams.	
bezorgd	The boy's mother was <b>concerned</b> because her son only played games.	
bijwonen	I won't be able to attend next week's meeting, I'm afraid.	
concentreren	Some pupils find it hard to <b>focus</b> on their homework.	
diploma	So you want this job. OK, but what are your <b>qualification</b> s?	
doel	My target for this year is to pass my exams.	
doorzetten	If you <b>persevere</b> , you too will be successful.	
dringend verzoeken	I urge you to phone your family doctor about this as soon as possible.	
gênant	It was <b>awkward</b> for her to be alone in the room with her ex-boyfriend.	
geslacht	Gender: female.	
gigantisch	This new app is a <b>tremendous</b> success and is used all over the world.	
gokken	Sorry, but if you gamble you may win but you may also lose.	
hobbelig	My grandad used to say that the road to success is a <b>bumpy</b> road.	
in dienst hebben	How many people does this company <b>employ</b> ?	
in tegenstelling tot	In contrast to what you have just said, I think his idea is excellent.	
leiden	He will <b>guide</b> us through the museum and tell us all we need to know.	
lonen	His success shows that hard work pays off.	
moeilijk	In his childhood he had some <b>tough</b> moments.	
ondanks	<b>Despite</b> their success, the two boys still like to hang out with friends.	

onderdak bieden aan	This ship cabin accommodates four people.
onrustig	It is his job to help <b>troubled</b> teenagers.
ontwikkelen	When they started working together, his website started to <b>evolve</b> .
oprichter	Henrique and Pedro are the <b>founder</b> s of this start-up.
redacteur	He works as an <b>editor</b> of national newspaper.
rondhangen	At the weekend I like to <b>hang out</b> with friends.
schroot	This electronics <b>scrap</b> is from mobile phones and laptops.
studiebeurs	She got a <b>scholarship</b> to a prestigious university in England.
uitzonderlijk	Henrique has an <b>extraordinary</b> talent for making successful apps.
vaardigheid	I can speak English quite well, but I want to improve my writing skills.
vernieuwend	Apple has been successful because of its <b>innovative</b> products.
vlek	There's a blood <b>stain</b> on your shirt?
waarderen	I value her for her hard work.

2

#### **DUTCH ENGLISH**

The child <b>clutch</b> ed her mother's legs.	vastgrijpen
He's an <b>executive</b> in a big company.	directeur, manager
I have read the <b>findings</b> of a research survey.	conclusies (van een onderzoek)
The travellers had a <b>flask</b> with hot tea.	thermoskan
She <b>gesture</b> d me to follow her.	gebaren
Let's all huddle around the fire, shall we?	bijeenkruipen
He raised his knife and <b>lunge</b> d at the snake.	plotseling naar voren schieten
The boat began to <b>lurch</b> because of the wind.	slingeren
I'll just clean that <b>muck</b> off the car.	vuil
I booked a <b>passage</b> on the next ship.	overtocht
They are going to <b>postpone</b> the meeting until Friday.	uitstellen
The horse <b>rear</b> ed and threw me off.	steigeren
Did she <b>rip</b> your shirt by accident?	scheuren
What did she <b>slap</b> him in the face for?	een klap geven
There's a <b>smudge</b> on your left shoe.	vlek
House prices have started to <b>soar</b> .	hard stijgen
The drunk man managed to <b>stagger</b> home.	wankelen
Tomorrow a storm is expected to <b>sweep</b> across the country.	razen (wind, regen, storm)
Angrily, he thrust his hands into his pockets.	duwen, stoten
The boat <b>twist</b> ed with the force of the wind and waves.	draaien

DUTCH	ENGLISH
DOICH	ENGLISH

aarzelen	Why did he hesitate to answer her question?	
beetje bij beetje	We heard what had happened piece by piece.	
blik	He was too shy to meet her <b>gaze</b> .	
brede glimlach	He entered with a friendly grin on his face.	
deksel	The <b>lid</b> of the saucepan fell off.	
diepte	What is the <b>depth</b> of this lake?	
drijven	What's that white thing <b>float</b> ing on the water over there?	
dringend	Can you come now, please? It's urgent.	
dwingen	The police had to <b>force</b> him to tell the truth.	
fel	He <b>fierce</b> ly defends what he believes in.	
gebed	He always says a <b>prayer</b> before an important match.	
heisa, ophef	Why is he making such a <b>fuss</b> about the price?	

hoe dan ook	I will call you tonight, <b>no matter what</b> .
ingeblikt	Do you ever buy <b>tinned</b> food?
knikken	Just <b>nod</b> your head if you agree.
krat	He went to the supermarket for a <b>crate</b> of beer.
landgrens	He lives close to the <b>border</b> of Germany and Austria.
leuning	She held on to the <b>railing</b> of the staircase.
magazijn	All the goods are stored in a warehouse.
marmer	They have a marble floor in the living room.
ondervraging	He was taken in for <b>questioning</b> .
pijn doen	My back will <b>ache</b> if I don't take a rest now.
platdrukken	Some people were <b>crush</b> ed to death trying to get out of the stadium.
scheppen	He had to <b>scoop</b> the water out of boat.
schoenpoets	Do you have some black <b>polish</b> for my shoes?
schreeuwen	I heard them argue and <b>yell</b> at each other.
schuiven	He opened the oven door to <b>slide</b> in the pan.
slepen	Why did the police <b>drag</b> him off the bus?
slokje	She took a <b>sip</b> from her drink.
snikken	When she lost her doll, little Lucy began to <b>sob</b> .
trouwens	As a matter of fact, he can't come because he's abroad.
verdieping	We have a three- <b>storey</b> school building.
verdwijnen (plotseling)	When I turned around, she had <b>vanish</b> ed.
verscheuren	Financial problems can <b>tear apart</b> a marriage.
vluchteling	This is a centre for <b>refugee</b> s and asylum seekers.

**ENGLISH** 

He split the wood with one **chop**.

	I and the second
Janey <b>disrupt</b> ed our conversation by putting on loud music.	verstoren
Ronald doesn't <b>engage in</b> writing poetry.	zich bezighouden met
Unfortunately, the colours in this picture have <b>fade</b> d.	vervagen
The little girl was <b>fidget</b> ing in her chair.	niet stil kunnen zitten
I gather that you are not interested in buying a car.	de indruk krijgen
He <b>gather</b> ed all his stuff and moved to Australia.	verzamelen, bijeenrapen
In the circus you can see a man <b>juggle</b> with seven balls.	jongleren
In this country parliament is the legislator.	wetgever
Al decided to <b>monetise</b> his old game consoles because he needed the money.	geld verdienen met, te gelde maken
Her first vlog was a <b>notable</b> achievement.	opmerkelijk
These are works of art that must be kept for <b>posterity</b> .	nageslacht
In many towns people <b>rally</b> to demand more action against corruption.	bij elkaar komen (om iets door te drukken)
That politician's views resonate with most voters.	aanslaan bij
He has finally <b>secure</b> d a major contract.	bemachtigen
With a <b>shrewd</b> move she outwitted her opponents.	sluw
Most vloggers are <b>sociable</b> people who have many friends.	gezellig, vriendelijk
Your coach will talk you through the rules of the competition.	iemand uitleggen

From the **vantage point** of a native speaker English may not be difficult.

You had better use some **visuals** in your presentation.

How high are minimum wages nowadays?

**DUTCH** 

hak(beweging)

oogpunt, positie

beeldmateriaal

loon

DUTCH	ENGLISH
aanwijzing	In this puzzle you have to look for <b>clue</b> s in a picture.
aanzienlijk, wezenlijk	There was <b>substantial</b> damage to the car after the crash.
afdeling	My brother works in the marketing <b>department</b> .
afleiden	The thief <b>distract</b> ed me and took my purse.
bazig	He lost my friendship because of his overbearing attitude.
beheersing, kalmte	Don't lose your <b>composure</b> , but try to stay calm.
behouden, onderhouden	We should maintain good manners at all times.
bijlage	You can read all the background information in the supplement.
eis, behoefte	You will have to meet the <b>requirement</b> s for this job.
enthousiast	We were very <b>keen</b> to go on holiday to Spain this year.
gebaar	He made a <b>gesture</b> that his decision was final.
geneesmiddel, remedie	Is there a <b>cure</b> for malaria?
herwinnen, terugwinnen	She <b>regain</b> ed consciousness after a few minutes.
houding	Your <b>posture</b> is important, so stand upright when you speak.
inhoud	You need the <b>content</b> of the whole bottle for this recipe.
kaneel	I always like the taste of <b>cinnamon</b> in apple sauce.
kanttekening plaatsen	I think I'll have to make a comment on that speech.
merk	Which is your favourite <b>brand</b> , Coke or Pepsi?
narigheid	The character in this novel got depressed because of all his woes.
nogal, tamelijk	It is <b>fairly</b> obvious that an electric bike goes faster than a regular one.
onder controle hebben	If you are on top of things, you will feel better.
ongelofelijk	Those words are <b>incredibly</b> easy to learn if you know French.
oorspronkelijk	This is an authentically medieval castle.
opheldering, verduidelijking	Just ask for <b>clarification</b> if anything is unclear.
opluchting	It was quite a <b>relief</b> that she had found her purse.
overbrengen	Your body language <b>convey</b> s your message.
publiceren, uitbrengen	He <b>publish</b> ed five articles about blogging.
rekening houden met	Be mindful of those standing near you when you wave your arms about.
schema, programma	My <b>schedule</b> doesn't allow for any holiday this year.
te veel berekenen	That waitress <b>overcharge</b> d us for the coffee.
uit het oog verliezen	Don't <b>lose sight of</b> your little cousin on the crowded beach.
uitzonderlijk	That girl is brilliant. She has <b>exceptional</b> skills.
voor de gek houden	He's taking me for a ride. This is not a real Rembrandt.
zekerheid	Can you say with <b>certainty</b> that the shop is open on Sundays?

ENGLISH	DUTCH
How much <b>credit</b> is there on this card?	tegoed, positief saldo
Jill is often confounded with her twin sister June.	verwarren
She's an honest woman and is incapable of deceit.	bedrog
How many <b>digit</b> s can you memorise?	cijfer, getal
There is a clear <b>discrepancy</b> between what she promises and what she does.	afwijking, verschil
The arrogant manager treats his workers with <b>disdain</b> .	minachting
Kelly, also called the chatterbox, is a <b>disruptive</b> element in our class.	storend
The idea that we had to embark on an old plane was quite disturbing.	verontrustend
This film will <b>divert</b> Joe's attention from his broken leg.	afleiden
You can imagine the <b>euphoria</b> of the supporters when their team won.	grote blijdschap
I bought this drone on credit.	op afbetaling
The earthquake was an <b>ordeal</b> that the whole village had to cope with.	beproeving, pijnlijke ervaring

Tania still <b>owe</b> s me £ 50. I hope she hasn't forgotten.	verschuldigd zijn
All the participants were given a small prize.	deelnemer
People in Bangladesh live with the <b>perennial</b> fear of floods.	eeuwig
Chester got beaten up because he had <b>provoke</b> d a man in a bar.	uitlokken, uitdagen
Tim no longer works for that firm. He's now self-employed.	zelfstandig (ondernemer)
We weren't allowed to go skating because the ice was treacherous.	verraderlijk
After he had won the lottery, the <b>urge</b> to play became stronger.	neiging, behoefte
In court people have to <b>vow</b> to tell the truth.	plechtig beloven

DUTCH	ENGLISH

aankoop	With the <b>purchase</b> of that expensive scooter he ruined himself.
afgunst	He looked green with <b>envy</b> when he saw my new scooter.
bewijs	You can't accuse a person if you can't show the evidence.
blijken, verschijnen	The girl with the funny mask <b>appear</b> ed to be my friend Kate.
druk	Cyril performs best when he is under <b>pressure</b> .
druk, stress	Too much <b>strain</b> can give you a headache.
frisdrank	Would you prefer water or <b>soda</b> ?
frisdrank	Soft drinks contain loads of sugar.
gebeurtenis	A wedding is usually a very happy <b>event</b> .
geestelijk	Are his problems <b>mental</b> or physical?
gelegenheid, kans	Frida was so happy that she got the <b>opportunity</b> to show how well she can dance.
gevolgen	Don't underestimate the <b>impact</b> of a lottery win.
(geld) inzamelen	My friends <b>raise</b> d lots of money for charity.
kennelijk, klaarblijkelijk	She is late. She has <b>obviously</b> missed the train.
kloof, opening	There was a <b>gap</b> between the rocks.
laatstgenoemde	I like apples and oranges, but <b>the latter</b> are my favourite fruit.
meevaller (financieel)	Falling interests are a windfall for homeowners.
moreel	I just think it's our moral duty to obey the law.
overvloedig	Apples are <b>plentiful</b> in October.
pech	Will had the <b>misfortune</b> to lose his wallet on the train.
proefmonster, steekproef	The nurse took a blood <b>sample</b> for a test.
rijkdom	Would you say that your health is more important than wealth?
roddelpers	You can read about the love life of famous people in the <b>tabloid</b> s.
ruzie krijgen	He fears he will <b>fall out</b> with his family because of this issue.
spijt hebben	Stephanie <b>regret</b> s her rash decision.
teleurstellend	Jeremy found it very <b>disappointing</b> that he was not elected chairman.
tempo	If we go on at this <b>rate</b> , we'll get the job done by the evening.
toewijzen	That holiday cottage was <b>assign</b> ed to us by the lady at the reception desk.
uiteindelijk	<b>Ultimately</b> there will always be a solution to your problem.
verspillen	Don wastes his money on useless stuff.
voorstellen	Our coach <b>suggest</b> s that we start training on Tuesday.
vreugde, genoegen	It was a <b>delight</b> to see the puppies enjoy themselves.
welbevinden	Spending time in nature is good for your wellbeing.
willekeurig	For this assignment the teacher chose a few <b>random</b> pupils.
zeer belangrijk	Is London still one of the <b>major</b> financial capitals after Brexit?

ENGLISH	DUTCH

"Welcome to my humble <b>abode</b> ," Sarah said.	onderkomen
She feels a strong <b>affinity</b> with nature in all its forms.	verwantschap
I was <b>baffled</b> by his sudden departure.	stomverbaasd
The inner city is often <b>bustling</b> with activity.	levendig, druk
After having played tennis for ten years, I have a very strong <b>constitution</b> .	gesteldheid
He's eager to start working next week.	gretig, gebrand
I should like you to <b>elaborate</b> a little on the advantages of a Workaway job.	uitweiden over
Finding a good way to <b>finalise</b> your letter can be difficult.	afronden
Metropolitan areas are often crowded and busy.	(groot)stedelijk
The three excursions are <b>optional</b> .	vrijblijvend
You're quite <b>proficient</b> at English, which is why you got a 10.	bekwaam
His <b>progeny</b> followed in his footsteps by taking over the family business.	nageslacht
Pupils should be <b>punctual</b> and be at school before 8.30.	op tijd aanwezig
The company will not <b>reimburse</b> you for travel expenses.	vergoeden
She looked at my salutation and said that it needed improvement.	aanhef
That area of Australia is <b>sparsely populated</b> .	dunbevolkt
You should <b>tidy up</b> your room. It's a real mess.	opruimen
One of my most important <b>trait</b> s is being curious.	karaktertrek
This area of work is <b>wholly</b> new to me.	geheel, helemaal

DUTCH	FNGLISH

agrarisch, boeren-	Agrarian life is full of hard work on the farm.
als gevolg daarvan, zodoende	He worked a lot this month. Consequently, he earned a lot of money.
apart	There are several <b>separate</b> rooms for our guests.
beperkt	My knowledge of Russian is <b>limited</b> , I'm afraid.
bezitten	Unfortunately, she doesn't <b>possess</b> a car.
daarnaast, bovendien	They learned a lot about local customs. <b>Additionally</b> , they learned the local dialect.
daarom	All the shops were closed. <b>Therefore</b> , we couldn't buy anything.
desalniettemin, toch	I don't like homework. <b>Nevertheless</b> , I finish it every day.
(ploegen)dienst	My mother ended her <b>shift</b> at 10 o'clock.
een vast onderdeel zijn van	I think that studying abroad should <b>be part and parcel of</b> every student's career.
eis	They received a final <b>demand</b> for payment.
ervaring	For me, travelling abroad is a wonderful <b>experience</b> .
gastheer	My <b>host</b> was very friendly during my stay.
(plaatselijk of nationaal) gebruik	When travelling abroad, make sure you are familiar with local <b>customs</b> .
gebruik	I hate the <b>practice</b> of dumping waste into the seas.
gescheiden	I did not know that his parents were <b>separated</b> .
gunstig, voordelig	Learning a second or third language can be very <b>beneficial</b> to your career.
hoogachtend	When closing a formal letter, you sometimes write: 'Yours sincerely,'.
in feite, eigenlijk	I have always liked lasagne. In fact, it is my favourite dish!
in gedachten houden	You should <b>bear in mind</b> that you need to arrive in time.
inwoner	Many <b>inhabitant</b> s of metropolitan areas think these are too crowded.
klassenassistent	Teaching assistants can be of great use to teachers and students.
landelijk	Many people who grew up in the city think that <b>rural</b> life is full of peace and quiet.
landelijk	Today, we leave this <b>rustic</b> life and move to the city.
machinist	The crane <b>operator</b> has worked at the docks for over 20 years.
mogelijk	If you continue like this, you might be a <b>potential</b> prime minister!

om de week	My brother usually works at the supermarket <b>every other week.</b>
omgaan met	Interacting with kids has always been one of his skills.
rondreizen, ronddolen	I'd love to <b>roam</b> the countryside on a motorcycle when I'm older.
sollicitatieformulier	Fill in the <b>application form</b> and send it in before Friday.
springen	Can you <b>leap</b> over that fence?
terwijl	He is in no hurry at all, whereas we've only got until tomorrow to finish this.
tot op zekere hoogte	He follows the news up to a certain extent.
verblijven	Does the Queen <b>reside</b> at the Palace this week?
voorzieningen (gas, elektriciteit, water)	Does your rent include <b>utilities</b> ?
wenselijk	Many employers think experience in a foreign country is desirable.
woning	Ambassadors usually have special <b>residence</b> s in a foreign country.

#### EXPRESSIONS

#### Adviseren Giving advice

You should ...

We'd better ...

If I were you, I'd ...

I'd like to suggest we ... (put the trip off until tomorrow.)

May I give you some advice?

#### Beschrijven van een voorwerp Describing an object

It's a sort of ...

It has the shape of a ...

It's what you ... to ...

It's made of ...

It has ...

It is used to ...

#### Brieven: een formele brief beginnen en eindigen

Letters: starting and ending a formal letter

I am writing with reference to  $\dots$ 

I look forward to receiving your answer.

#### Eens zijn: het (niet) eens zijn met iemand

Agreeing: (dis)agreeing with somebody

I fully agree (with you).

Exactly!

I suppose so. / I guess you're right.

Up to a point.

It depends.

I wouldn't say that.

I take a different view.

I can't share your opinion.

Absolutely not. / No way!

I completely disagree (with you).

#### Inlichtingen vragen (schriftelijk) Asking for information

I wonder if you could ...

I would be grateful if ...

I would like to know ... (more about this position.)

#### Mening geven Giving your opinion

In my opinion ...

I think ...

I'm sure that / I'm convinced that ...

I'm of the opinion that...

As far as I'm concerned ...

In my view, ...

To me, ...

It seems to me that, ...

#### Voorbeeld geven bij een mening Giving an example to support

your opinion

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

#### Tevredenheid uitdrukken Expressing satisfaction

I'm pleased with ...

I'm satisfied about ...

I like ...

I'm happy ... (with the result.)

#### Twijfel uitdrukken Showing doubt

I doubt if ...

I wonder if ...

I'm not sure if ...

It's doubtful / uncertain if ... (legalisation of gambling is a good idea.)

#### Jezelf verduidelijken Correcting yourself

What I'm trying to say is  $\dots$ 

What I mean is ...

In other words, ...

Let me put it this way ...

#### **Verduidelijking vragen** Asking for clarification

I beg your pardon?

Would you mind repeating that, please?

Sorry, I don't follow you / I didn't get your point.

What was that again?

Could you say that again / Could you be more explicit, please?

Do you mean ...?

Does this mean ...?

Why is it that ...?

Can you explain why ...?

You lost me, I'm afraid.

#### Voorkeur aangeven; liever (niet) zou willen

Expressing preference

I prefer to ...

I would rather ... (go home now.)

I wouldn't mind ... (another biscuit / some Coke.)

I'd rather not ... (go out in the rain.)

#### **lets voorstellen** Suggesting something

What about ... (telling him the truth?)

What if we ... (asked Mary?)

We might ... (tell him the truth.)

Why don't we ... (ask Henry?)

Let's ... (try once more.)

#### Zaken toevoegen of opsommen

Adding or summing up things

Besides that ...

And another thing ...

In addition, ...

Furthermore ...

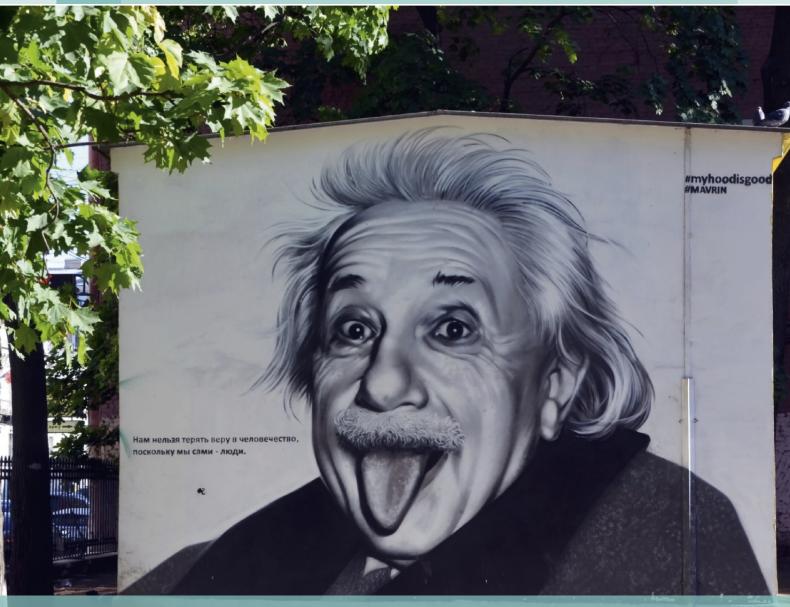
Not to mention the fact that ...

Plus the fact that ...

What's more, ...

#### GRAMMAR

The continuous form	grammar p. 55, 56
	57, 58
Present perfect continuous	grammar p. 57
Future	grammar p. 59
Passive	grammar p. 62
Direct speech and indirect speech	grammar p. 63
Gerund	grammar p. 64



12345

## Unit 4 A Curious Mind

In this unit we take a look at the world of science and technology and people who use their creativity to fuel their innovative ideas. It features maths, an interactive museum, robots and solar-powered cars. What's not to like?

LESSON 1: READING & LISTENING	146
Curiosity: The Fuel of Development	
LESSON 2: READING	152
Early childhood and an introduction to maths	
LESSON 3: SPEAKING	161
Visiting Tate Modern	
LESSON 4: READING & LISTENING	166
Five reasons to teach robotics in schools	
LESSON 5: WRITING	173
World Solar Challenge update	
STUDY BOX	179



#### YOU'LL BE ABLE TO

- read fiction and non-fiction, understanding the whole text and details to a reasonable degree
- understand most of the recorded information of personal interest
- understand slowly and clearly presented headlines about familiar topics
- give brief comments on the views of others

#### Grammar ( )

- future
- simple past & past continuous

#### **Vocabulary**

You can learn the vocabulary with the Study box (p. 179) and the vocab trainer.

#### Strategies 🛄

preparation

TEXT

## Curiosity: The Fuel of Development



By Bruce Duncan Perry, Ph.D.

Benjamin Franklin invented swim flippers when he was 12 years old. Frank Epperson, age 11, and 16-year-old George Nissen thought up a trampoline.

1 Children are such curious creatures. They explore, question, and wonder, and by doing so, learn. From the moment of birth, humans are drawn to new things. When we are curious about something new, we want to explore it, and while exploring, we discover. By turning the light switch on and off, over and over again, the toddler is learning about cause and effect. A child discovers the sweetness of chocolate, the bitterness of lemon, the heat of the radiator, and the cold of ice.

#### 2 The cycle of learning

If a child stays curious, he will continue to explore and discover. The 5-year-old finds tadpoles in a tiny pool of mud on the playground. This discovery gives him pleasure. When he experiences the joy of discovery, he will want to repeat his exploration of the pond.

If a child stays curious, he will continue to explore and discover

[Pleasure leads to repetition.] Each day, he and his classmates return. The tadpoles grow legs. [Repetition leads to mastery.] The children learn that tadpoles become frogs – a concrete example of a complex biological process. Mastery – in this case, understanding that tadpoles become frogs – leads to confidence. Confidence increases a willingness to act on curiosity – to explore, discover, and learn. "How do other baby animals grow up?" This positive cycle of learning is fueled by curiosity and the pleasure that comes from discovery and mastery.

#### 3 Shared discovery

What is most pleasurable about discovery and mastery is sharing it with someone else. ("Teacher, come look! Tadpoles!") We are social creatures. The most positive reinforcement – the greatest reward and the greatest pleasure – comes from the adoring and admiring gaze, comments and support from someone we love and

respect. The teacher smiles, claps, and comments: "You are great. Look at all these tadpoles! You are our science expert!" This rewarding approval causes a surge of pleasure and pride that can sustain the child through new challenges and frustrations. Approval can generalize and help build confidence and self-esteem. So later in the day, when this boy is struggling with the introduction of simple math concepts, rather than eroding his self-esteem by thinking "I'm stupid, I don't understand", he can think: "I don't get this, but I'm the one who knows about tadpoles."

#### 4 Constrained curiosity

For too many children, curiosity fades. Curiosity reduced is a future denied. Our potential – emotional, social, and cognitive – is expressed through the quantity and quality of our experiences. And the less curious child will make fewer new friends, join fewer social groups, read fewer books, and take fewer hikes. The less curious child is harder to teach because he is harder to inspire, enthuse, and motivate.

5 There are three common ways adults constrain or even destroy the enthusiastic exploration of the curious

child: 1) fear, 2) disapproval and 3) absence. Fear: Fear kills curiosity. When the child's world is chaotic or when he is afraid, he will not like novelty. He will seek the familiar, staying in his comfort zone, unwilling to leave and explore new things. Children seriously affected by war, natural disasters, family distress, or violence all have their curiosity crushed. Disapproval: "Don't touch. Don't climb. Don't yell. Don't take that apart. Don't get dirty. Don't. Don't. Don't." Children often sense and respond to our fears, biases and attitudes. If we convey a sense of disgust at the mud on their shoes and the filth on their hands, their discovery of tadpoles will be diminished. Absence: The presence of a caring adult provides two things essential for optimal exploration: 1) a sense of safety from which to set out to discover new things and 2) the capacity to share the discovery and, thereby, get the pleasure and reinforcement from that discovery. If we let them, children can reintroduce us to the world. When we truly allow a child to share his discoveries with us, we experience the joys of rediscovery – and in doing so, learn ourselves.

Based on: www.teacher.scholastic.com

#### READING

1	ра	kim the text by reading just the introduction, the headings and the first sentence of each tragraph. Then, write down the number of the correct paragraphs. which paragraph does Dr Perry
	a	stress the importance of other people's interest in a child?
	b	notice a possibly unfortunate change?
	С	explain how one quality leads to another?
	d	explain how and why a child's curiosity might diminish?
	е	explain the nature of children?
2	We	1) What is the relationship between the first part of the paragraph ("Children are e discover.") and the second part ("By turning of ice.")?  Part 1: first part of the paragraph's main idea; part 2: second part of main idea  Part 1: the paragraph's main idea; part 2: examples to illustrate info in part 1  Part 1: series of examples; part 2: examples to illustrate examples in part 1  Part 1: series of examples; part 2: the paragraph's main idea
3		2) What is the purpose of the last sentence ("This positive and mastery.") It adds something to what has been written before. It comments on what has been written before. It summarises what has been written before. It partly denies what has been written before.

	and	because of his experience with th
	·	
	at does the writer focus on in §2 and §2 tences:	4 regarding curiosity? Complete the following
a I	n §2 the writer focuses on the	
<b>b</b>	n §4 the writer focuses on the	
curi		ich an adult may have a negative effect on a child's ad the most negative effect in your experience with Use 25-40 words.
HIST		
	TENING 🔲	
	RATEGY Preparation	
ST Alv abo	<b>RATEGY <i>Preparation</i></b> vays prepare yourself before you start was out the subject? Do you know the speake	atching and / or listening. What do you already know er? Make guesses about what you may learn. Guessing besn't matter if your guesses are right or wrong.
Alv abo	RATEGY Preparation  ways prepare yourself before you start was  out the subject? Do you know the speake  lps you to focus on the assignment. It do	er? Make guesses about what you may learn. Guessing
Alv abo	RATEGY Preparation  vays prepare yourself before you start was out the subject? Do you know the speake lps you to focus on the assignment. It do the video online and do the assignre below.	er? Make guesses about what you may learn. Guessing besn't matter if your guesses are right or wrong.
Alv abo	RATEGY Preparation  vays prepare yourself before you start was out the subject? Do you know the speake lps you to focus on the assignment. It do the video online and do the assignre below.	er? Make guesses about what you may learn. Guessing besn't matter if your guesses are right or wrong.  ments that you find there. You may use the writing
Alv abo	RATEGY Preparation  vays prepare yourself before you start was out the subject? Do you know the speake lps you to focus on the assignment. It do the video online and do the assignre below.	er? Make guesses about what you may learn. Guessing besn't matter if your guesses are right or wrong.  ments that you find there. You may use the writing
Alv abo	RATEGY Preparation  vays prepare yourself before you start was out the subject? Do you know the speake lps you to focus on the assignment. It do the video online and do the assignre below.	er? Make guesses about what you may learn. Guessing besn't matter if your guesses are right or wrong.  ments that you find there. You may use the writing
Alv abo	RATEGY Preparation  vays prepare yourself before you start was out the subject? Do you know the speake lps you to focus on the assignment. It do the video online and do the assignre below.	er? Make guesses about what you may learn. Guessing besn't matter if your guesses are right or wrong.  ments that you find there. You may use the writing
Alv abo	RATEGY Preparation  vays prepare yourself before you start was out the subject? Do you know the speake lps you to focus on the assignment. It do the video online and do the assignre below.	er? Make guesses about what you may learn. Guessing besn't matter if your guesses are right or wrong.  ments that you find there. You may use the writing
Alv abo	RATEGY Preparation  vays prepare yourself before you start was out the subject? Do you know the speake lps you to focus on the assignment. It do the video online and do the assignre below.	er? Make guesses about what you may learn. Guessing besn't matter if your guesses are right or wrong.  ments that you find there. You may use the writing

#### VOCABULARY 🔲

9	Re	d the definitions in brackets and fill in the correct words. There are three words too many.
		ect – backlash – bias – constrain – convey – erode – fuel – reinforcement – surge – tain – toddler
	а	Some adults have the (prejudice) against teenagers that they're all lazy and spoiled.
	b	A (very young child) tends to explore its surroundings to satisfy
		its curiosity.
	c	If you (restrict) a child's freedom, you don't really feed its curiosity.
	d	More than 15 bridges in this country need (strengthening)
	е	When a child gets compliments from his parents, this causes a (powerful rush) of pleasure.
	f	I wish he wouldn't (brag) so much about his talents.
	g	Positive feedback from adults will (support) the child when it
		experiences failure.
	h	Teachers should (pass on) the message to children that it's OK to
		make mistakes.
	-	
	GK	AMMAR 🔲
		ture grammar - 9 - p. 59
	<u>S</u>	ture grammar - 9 - p. 59  e's sure that her children will continue to explore and discover.  m seeing my family doctor this afternoon. I've already made an appointment.  nat do you intend to do? We're going to encourage our children to explore their surroundings.
10	S I i	m seeing my family doctor this afternoon. I've already made an appointment.
10	S I i W Ma	me's sure that her children will continue to explore and discover.  m seeing my family doctor this afternoon. I've already made an appointment.  nat do you intend to do? We're going to encourage our children to explore their surroundings.  ke sentences with the future tense. Before you fill in your answer, first write down the
10	S I i W Ma nu Fu	m seeing my family doctor this afternoon. I've already made an appointment.  mat do you intend to do? We're going to encourage our children to explore their surroundings.  ke sentences with the future tense. Before you fill in your answer, first write down the mber of the future form (1-6) that you think needs to be used.  Will: intention at the moment of speaking
10	S I i W Manu	m seeing my family doctor this afternoon. I've already made an appointment.  and do you intend to do? We're going to encourage our children to explore their surroundings.  ke sentences with the future tense. Before you fill in your answer, first write down the of the future form (1-6) that you think needs to be used.  ure  Will: intention at the moment of speaking  Will: after a wish, promise, offer, assumption, prediction
10	S I i W Ma nu Fu	m seeing my family doctor this afternoon. I've already made an appointment.  mat do you intend to do? We're going to encourage our children to explore their surroundings.  ke sentences with the future tense. Before you fill in your answer, first write down the mber of the future form (1-6) that you think needs to be used.  Will: intention at the moment of speaking
10	S   1   W   Ma   nu   1   2   3   4   5	m seeing my family doctor this afternoon. I've already made an appointment.  In at do you intend to do? We're going to encourage our children to explore their surroundings.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've alread
10	S	m seeing my family doctor this afternoon. I've already made an appointment.  In at do you intend to do? We're going to encourage our children to explore their surroundings.  It is sentences with the future tense. Before you fill in your answer, first write down the mber of the future form (1-6) that you think needs to be used.  It is intention at the moment of speaking  Will: after a wish, promise, offer, assumption, prediction  Present continuous: with arrangements for the future that have already been made  Be + going to: things have already been decided
10	S   1   W   Ma   nu   1   2   3   4   5	m seeing my family doctor this afternoon. I've already made an appointment.  In at do you intend to do? We're going to encourage our children to explore their surroundings.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've already made an appointment.  The seeing my family doctor this afternoon. I've alread
10	S I i W Manu Fu 1 2 3 4 5 6	m seeing my family doctor this afternoon. I've already made an appointment. In at do you intend to do? We're going to encourage our children to explore their surroundings.  It is sentences with the future tense. Before you fill in your answer, first write down the inber of the future form (1-6) that you think needs to be used.  It is intention at the moment of speaking  Will: after a wish, promise, offer, assumption, prediction  Present continuous: with arrangements for the future that have already been made  Be + going to: things have already been decided  Be + going to: there are signs that things are certain to happen  Simple present: the future as expressed in timetables, schedules, programmes
10	S   1 i W   Ma nu   1 2 3 4 5 6 a	we's sure that her children will continue to explore and discover.  m seeing my family doctor this afternoon. I've already made an appointment.  nat do you intend to do? We're going to encourage our children to explore their surroundings.  ke sentences with the future tense. Before you fill in your answer, first write down the onber of the future form (1-6) that you think needs to be used.  ure  Will: intention at the moment of speaking  Will: after a wish, promise, offer, assumption, prediction  Present continuous: with arrangements for the future that have already been made  Be + going to: things have already been decided  Be + going to: there are signs that things are certain to happen  Simple present: the future as expressed in timetables, schedules, programmes  Future form:  She promises she (to do)  everything in her power to stimulate

	Future form:	
	I think I (to visit)live nearby.	my grandparents after Dr Perry's lecture. They
d	Future form:	
	Do you already know where you (to	have) your party next month?
е	Future form:	
	My dad (to fly)	to Paris tomorrow to attend a conference.
f	Future form:	
	My dad's plane (to leave)	for Paris at 3.30 p.m.
g	Future form:	
	It's cold and it's raining, so the chilthis afternoon.	dren (not – to play) outside
h	Future form:	
	We (to help)	you if you can't finish your work on time.
i	Future form:	
	I (to see)	my family doctor about my migraine at 2 p.m.
	this afternoon.	
İ	Future form:	
	They have decided they (to buy)	a new car sometime next year.
S	simple past and past continuous	grammar - 3 & 4 - p. 56
l v	simple past and past continuous was watching a documentary when De When I came home, I had a cup of tea w Robbie was observing some children wl	eborah <b>texted</b> me about her party.
I ' W R	was watching a documentary when De When I came home, I had a cup of tea w Robbie was observing some children wl	eborah <b>texted</b> me about her party.
I ' W R	was watching a documentary when De When I came home, I had a cup of tea w Robbie was observing some children wl	eborah <b>texted</b> me about her party.  with my mum.  hen they <b>were playing</b> with Lego.  tinuous or the simple past for the verbs in brackets.
I 'W	was watching a documentary when De When I came home, I had a cup of tea we cobbie was observing some children whead the article and fill in the past contract that can kids teach us about curiosity	eborah <b>texted</b> me about her party.  with my mum.  hen they <b>were playing</b> with Lego.  tinuous or the simple past for the verbs in brackets.
I v R Re	was watching a documentary when De When I came home, I had a cup of tea we cobbie was observing some children whead the article and fill in the past contract can kids teach us about curiosity ecently (a to spend)	eborah <b>texted</b> me about her party.  with my mum.  hen they <b>were playing</b> with Lego.  tinuous or the simple past for the verbs in brackets.  y?
N R Re	was watching a documentary when De When I came home, I had a cup of tea we cobbie was observing some children where and the article and fill in the past contract can kids teach us about curiosity ecently (a to spend)a hen we (b to drink)	eborah <b>texted</b> me about her party. with my mum. hen they <b>were playing</b> with Lego.  tinuous or the simple past for the verbs in brackets.  y?  a fascinating morning with students at a local primary school.
I was Recorded to the world to	was watching a documentary when De When I came home, I had a cup of tea we cobbie was observing some children where and the article and fill in the past contract that can kids teach us about curiosity eccently (a to spend) a hen we (b to drink) are momething about an interesting of	eborah <b>texted</b> me about her party.  with my mum.  hen they <b>were playing</b> with Lego.  tinuous or the simple past for the verbs in brackets.  y?  a fascinating morning with students at a local primary school.  some tea during break, I ( <b>c</b> to ask)
Re Will re Will the	was watching a documentary when De When I came home, I had a cup of tea we cobbie was observing some children where and the article and fill in the past contract that can kids teach us about curiosite ecently (a to spend) a hen we (b to drink) a something about an interesting of was? Was curiosity important? While	eborah <b>texted</b> me about her party.  with my mum.  hen they <b>were playing</b> with Lego.  tinuous or the simple past for the verbs in brackets.  y?  a fascinating morning with students at a local primary school.  some tea during break, I ( <b>c</b> to ask)  concept – curiosity. What ( <b>d</b> to think – they)
Re Will re Will the	was watching a documentary when De When I came home, I had a cup of tea we cobbie was observing some children where and the article and fill in the past contract that can kids teach us about curiosity eccently (a to spend) a hen we (b to drink) a hem something about an interesting of was? Was curiosity important? While in the subject the idea (f to hit)	eborah <b>texted</b> me about her party.  with my mum.  hen they <b>were playing</b> with Lego.  tinuous or the simple past for the verbs in brackets.  y?  a fascinating morning with students at a local primary school.  some tea during break, I ( <b>c</b> to ask)  concept – curiosity. What ( <b>d</b> to think – they)  e I ( <b>e</b> to read) recent research articles
Re Will re Will the it won	was watching a documentary when De When I came home, I had a cup of tea we cobbie was observing some children where and the article and fill in the past contract that can kids teach us about curiosity eccently (a to spend) a hen we (b to drink) a hem something about an interesting of was? Was curiosity important? While in the subject the idea (f to hit)	eborah <b>texted</b> me about her party.  with my mum.  hen they <b>were playing</b> with Lego.  tinuous or the simple past for the verbs in brackets.  y?  a fascinating morning with students at a local primary school.  some tea during break, I ( <b>c</b> to ask)  concept – curiosity. What ( <b>d</b> to think – they)  e I ( <b>e</b> to read) recent research articles  me to ask the children for their ideas. Their insights

The children I ( <b>i</b> to speak)	to, when I ( <b>j</b> to observe)	
them, emphasised how important it was to have some kind of input. While they ( ${\bf k}$ to go about)		
their busin	ness, they ( <b>l</b> to make)	it clear that it was
great to be free to discover things for themselves, but they ( <b>m</b> to be) quick to tell me		
that they liked it when their teacher answered some of their questions.		
As the children ( <b>n</b> to try)	to describe to me what curiosi	ty was, I ( <b>o</b> to notice)
that they ( <b>p</b> to do)	their best to describe it and agreed it was	
a feeling rather than a skill, 'a wanting to find something out'.		
Finally, when I ( <b>q</b> to ask)	what teachers could do to bring more curiosity into their	
classrooms, the children I ( ${f r}$ to speak) $\_$	with talked a l	ot about objects and
visual stimulation – things to see, touch and do.		

#### SPEAKING

- 12 PAIR WORK You are going to discuss some inventions with two classmates:
  - Inventions made before 1960: was the TV a great and useful invention? Also think of another great and useful invention made before 1960.
  - Inventions made after 1960: the internet and also think of another invention.
  - Future inventions: mention (possible) future inventions that you are looking forward to (e.g. human cloning, time travelling).

Prepare the discussion on your own. Write down some keywords (5-8), mentioning two pros and two cons of each invention.

Then, team up with two classmates. Discuss the pros and cons about the inventions making use of your keywords. Ask each other questions to get further information. Make clear to what extent you agree or disagree with the others.

#### LISTENING AND WRITING

- Listen to an interview (at least 12 minutes) with an inventor. Set about it as follows.
  - Search for a podcast of an interview with an inventor. Write down the name and the url of the podcast.
  - While listening make notes of the questions as well as the answers.
  - You are free to use the pause button.
  - Use short notes, not complete sentences.
  - Save your notes and below them write a 350-400-word summary based on these notes.
  - After your summary add your 150-200-word comment on the following:
    - How much did you like the interview? Why?
    - What do you think of the invention(s) that was / were mentioned?
    - What word of advice would you like to give to the interviewee?

# 2

#### YOU'LL BE ABLE TO

- · search in longer texts for information of interest to you
- quickly identify the relevance of articles and reports on professional issues
- describe the plot of a book or film and your reactions to it

#### Grammar ( )

- indefinite pronouns: 'some' & 'any'
- word order

#### **Vocabulary**

You can learn the vocabulary with the Study box (p. 180) and the vocab trainer.

#### Strategies 🛄

· introductory sentences

#### TEXT

## Early childhood and an introduction to maths

By Daniel Lightwing

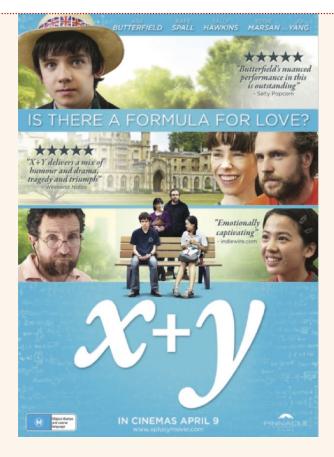
1 Maths forms the major underlying context of the film *X plus Y*. The primary character – Nathan – is largely based on myself during my teenage years participating in maths competitions. Both Nathan and myself felt that doing maths was the entire purpose of life.

As I once said in the documentary *Beautiful Young Minds*: most subjects we study at school are totally irrelevant outside human society. Only science helps us to know those truths beyond human society; everything in our observable universe. But maths is surely even stronger; it also helps us to understand truths beyond observation, beyond the universe.

I often think about where a talent in mathematics comes from? Is it a side effect of having Asperger's? If I can't understand the society around me, maths might seem like the easiest subject to relate to. A pure subject, untainted by human bias.

2 But the truth is not so simple. Before the age of nine, I had no particular attraction to mathematics. I learnt to read very young, before attending primary school. And I did read all kinds of things – books aimed at children 5-10 years older. At primary school, I read the entire library.

In my family, we were also strangely talented at 'geography' – or rather, knowledge of place names, regions, capitals, populations, mountain names and so on. Perhaps because my dad secretly wished to be a geography teacher, there were countless poster maps and globes lying around the house. We were obsessed



with maps. Even today, the same is true for my baby brother, who often tries to catch me out with obscure flags I have long forgotten.

I fondly remember reading atlases in bed, trying to memorise the location of all the rivers in England, or all the states of India.

But it didn't end there for me. The positions of all the nearest stars or all the roman emperors, for that matter. I'd try to memorise any information I could extract from the world around me, especially lists.

3 Teachers at primary school were a little perplexed what to do with me. I wasn't learning anything I didn't already learn before starting. I was five years beyond my class. Anyway, around age eight, my parents decided to send me to a private school in York.

It is worth noting that at this stage, there was still no

realisation that there was anything unusual about me. And I still did not take to maths. That shift happened during my second year at the school.

That year, there was a teacher who taught most of my lessons – I hated her. She forced me to sit under her desk and be ridiculed for no reason I can remember. One day I got extremely angry and jumped on top of the desk to denounce her. After that, she often put me down in front of my classmates.

## Teachers at primary school were a little perplexed what to do with me

- 4 I still respected many of the other teachers. But one teacher in particular my maths teacher suggested that I have a special 'one-to-one' class in maths. I really enjoyed those classes and found them to be the only exciting part of going to school. I certainly felt 'special'. Before long, I had made my mind up that maths was what I wanted to do.
- But perhaps maths ability is a lucky gene I have inherited separately from Asperger's? My mum often tells an anecdote about when I was three years old, when she asked me how many tiles there were on the ceiling; I told her almost instantly. I had realised that you could multiply height by width. This seems obvious to an adult, but it wasn't the first time I discovered something by myself.
- 5 Aged eleven, I had to do a homework project about finding a formula for a quadratic sequence. I pointed out how there must be infinitely many formulas for any sequence. My maths teacher (a different one) went berserk. She gave me a low mark because she said my mum must have helped me. I was so angry about this, I started to view many teachers as inferior; and to idolise 'real' scientists and mathematicians.
- 6 Incidentally, a few years later I did an IQ test as part of a psychological evaluation. I scored the maximum, 180, on the numerical part. The test was about finding the next term in a sequence. I argued with the teacher that the test was meaningless because any sequence would have infinitely many formulas, and therefore every one of the multiple choice answers was correct. Surely, I should have the highest score? She kindly explained to me that I "couldn't" understand the maths behind the sequences. I was angry, again, but had no way to show it.

- 7 So, once more, I was just diagnosed with 'genius' IQ, and nothing else. Perhaps Asperger's wasn't known or recognised at this time? She arranged for me to have counselling sessions at school, during which I talked about my frustrations with the teachers not listening to my theories. Nothing useful came out of it.

  It got even worse when, aged 13, I emailed a professor on an American 'Dr Maths' forum about the problems I was facing. This was one of the first things I did after discovering the internet. The very long email during which I elaborated on my 'theories' was actually quite bizarre. Of course, he replied that I was 'a crank' and reproached me about 'real maths'. This had a massive impact on me.
- 8 One final example that heavily influenced me was when I went to a maths summer camp for gifted children at York University. One evening, I discovered how cubic equations could be solved by using trigonometry. I was so excited, I worked overnight to write it up, and I rushed to show the professor the next morning. Once again, I was accused of copying from somewhere else. After all, how could this child have figured out how to do it by himself? I had idolised mathematicians at university but now I felt totally disillusioned.

# I had idolised mathematicians at university but now I felt totally disillusioned

- 9 Around this time, I felt very confused about my future. Could I really cope with being a mathematician? Thankfully, at an 'Intermediate Maths Olympiad' competition, I came in the top 5 nationally. This drew the attention of the British 'Maths Olympiad' coaches, who recruited me for their very different training system. Things would never be the same again. I have always wondered what would have happened if I'd had a different set of teachers when I was nine years old. If I'd been treated more fairly, I might have felt school to be less like a prison. Perhaps one day I might have become interested in a completely different field of study?
- **10** In *X plus Y*, Nathan has a simplified relationship with mathematics. But, of course, his interest has its own trigger. His teacher Mr Humphries is a wonderful and inspirational character. While fictional, he lightens up and adds a new dimension to the entire film.

Based on: www.huffingtonpost.co.uk

#### READING

11 Find the words in the text that match the descriptions. There is one word in each paragraph and the words are in the order of the text.

	de	scription	word(s) in text
	a	§1 main basic background	
	b	§2 special desire for	
	c	$\S_3$ made me look stupid in the presence of	
	d	§4 soon I had decided	
	е	§5 went mad	
	f	§6 by the way	
	g	§7 gave more details about	
	h	§8 absolutely disappointed	
	i	§9 got me to join	
	j	§10 uncomplicated bond	
2		rite down whether these statements about §1 as complete sentences) to support your answern Daniel Lightwing, the I-person and writer of the	
	b	Daniel Lightwing regards most school subjec	ts as completely unimportant.
	c	According to Daniel Lightwing, people are tro prejudice.	ubled by prejudice; maths is not troubled by
3	Th	e first sentence of §2 says: "But the truth is no	ot so simple." What 'truth' is meant?
4		nat was the consequence for Daniel that teach as "no realisation" (§3)?	ers "were a little perplexed" and that there
5	me	ow else could the first sentence of §4 ("I still eaning of the sentence? However, I Therefore, I Though, I What's more, I	in maths.") begin without changing the

6	Complete the sentence so that it matches the information in §5.  Daniel Lightwing's maths teacher went berserk because					
	Damet Lightwing o matho teacher went between bounds					
7	Compare §5 and §6. Complete the sentence. Write down if they are essentially similar or different. Explain your answer.					
	They are essentially because					
8	In the first part of §7 Daniel mentions "counselling sessions at school"; in the second part he mentions "a professor on an American 'Dr Maths' forum".					
	Was the outcome of each experience positive or negative for Daniel?  The experience in the first part had a negative outcome; the experience in the second part had a positive outcome.					
	☐ The experience in the first part had a positive outcome; the experience in the second part had a negative outcome.					
	<ul><li>☐ In both parts the experience had a negative outcome.</li><li>☐ In both parts the experience had a positive outcome.</li></ul>					
9	Daniel was really disappointed with his maths teachers in §5 and in §8. Copy the phrases from both paragraphs that show how he felt.					
	§5:					
	§8:					
10	How can the sentence "Things would never be the same again" in §9 begin without changing the meaning of the sentence?  ☐ As to be expected, things  ☐ Fortunately, things  ☐ Surprisingly, things  ☐ Unfortunately, things					
11	In §10 it says: "His teacher – Mr Humphries – is a wonderful and inspirational character." In the text we have come across more of Daniel's teachers. He wasn't really happy with most of them. Refer to them (mention the paragraphs) and explain what they did or what their attitude was towards Daniel.					

12 Why did Daniel like that one teacher, do you think? Mention in what way two of the he did not like could have helped Daniel more. In other words, what should they ha differently? In your answer refer to the relevant paragraph when you write about a streacher mentioned in the text.						
	VO	CABULARY (=)				
13	Fil	l in the correct word. There are two words too many.				
		catch me out – to denounce – to extract – to force – to lighten up – to recruit – to reproach – simplify – to question				
	a	The teacher didn't believe me and asked me questions just to				
	b	My dad felt he had to me for my bad school report.				
	c	Why do you his version of the story.				
	d	Come on. Don't take everything so seriously a bit.				
	e	The maths teacher is trying to some good students for the Maths Olympiad.				
	f	The minister's wife has publicly her husband's disgusting behaviour.				
	g	I need some time to relevant information from all this data.				
	VO	DCABULARY EXTRA				
14		ad the sentences. Then, add a character trait from the list of traits given. There are two				
14		ords too many.				
		sy-going – conceited – fearless – headstrong – independent – modest – observant – ssimistic – picky – reliable – resourceful – self-confident – sociable – stingy – sulky				
	а	He's a guy. You can always count on Tom.				
	b	Deborah's quite; she likes to do things her way and rarely listens				
		to advice.				
	С	Her parents are pretty; they don't mind if their children stay out late.				

	d	He's sometimes hard to please	; he's especially about food and		
		clothes.			
	е	She's a	person who loves to engage in activities with other people.		
	f	As a child he was quite	; he was hardly ever cheerful or cooperative.		
	g	He's very	_, for he neither gives anything away, nor spends money on		
		fun things.			
	h	He's rather	, he's already developed four successful apps.		
	i	Eve is	and she has a right to be because she usually makes the right		
		choices.			
	j	He's an	young man who usually does things his way and rarely needs		
		advice.			
	k	I don't want to come across as	, but I'm the expert around here.		
	ι	He's always remained a	fellow who only talks about his successes		
		if you ask him.			
	m	She was a(n)	girl, constantly surprising her parents by what		
		she noticed.			
15	ΛΛ.	ontion four poonlo and ovnlain	why one of the following character traits fits them well.		
		essimistic – picky – reliable – res EXAMPLE	- headstrong – independent – modest – observant – ourceful – self-confident – sociable – stingy – sulky woman because she never says hello when she sees me.		
	a				
	b				
	c				
	d				
	GR	RAMMAR 🔲			
	Ir	ndefinite pronouns 'some' and 'a	nny' grammar - 21 - p. 72		
		is teacher lives <b>somewhere</b> near h his school has <b>some</b> 900 pupils.	is school.		
			I could extract from the world around me.		
	11	haven't heard <b>anything</b> from him	since we broke up.		
	Re	and the interview with Deniel Fil	in the right <i>indefinite pronouns</i> .		
16	So, Daniel, what did you think of the film X+Y?				
16	So				
16		o, Daniel, what did you think of th			
16	"	o, Daniel, what did you think of the saw it (a)	ne film X+Y?		

	like Mr Humphreys, who supports Nathan in th
film, who supported you?	
"Most of my other teachers didn't do ( <b>e</b> )	useful for me and even drove me a bit
mad, but there was one, Miggy, who I had	when I was (f) between 14 and a
half and 15 years old, who also helped me	get involved in the Olympiad. Miggy wasn't just
( <b>g</b> ) teacher. On the con	trary, she was my A-level maths teacher, who
explained things in depth in a way that rea	lly helped me. She said I could phone or visit her
(h) time. There are a lo	t of similarities between Mr Humphreys and her, when
I think about it!"	
You helped to edit the original script so tha	t it better reflected life with autism. Did you suggest
changing (i)?	
"I only gave ( <b>j</b> ) sugges	tions. I felt that one of the early plot themes wasn't
working well – an obsession with traffic lig	rhts. (k) viewer, I felt, should be abl
to see it was linked to Nathan's Dad being	killed because the traffic lights didn't work. They made
this much stronger in the original script. H	owever, I could hardly see (l) of this
in the more final scripts. I felt ( <b>m</b> )	should tell Morgan,
the film's director to change the ending. I c	lecided to do this myself. He changed it without
(n) problems."	
It sounds like you didn't just inspire the filn "I met Asa Butterfield, who plays Nathan,	n but you also shaped the story.  (o) four months before the film was
made and I talked to him about how I felt, v	what my physical reaction was when things happened to
me. ( <b>p</b> )	who knows me well can see that Nathan is so simil
	nust have been based on what I discussed with him, but
to me. I think ( <b>q</b> ) of it m	
	tistic children ( <b>r</b> ) in the north of
I know he also visited some schools for au England. There is ( <b>s</b> )a	
I know he also visited some schools for au England. There is ( <b>s</b> )a	bout the film I like a lot, in fact more than
I know he also visited some schools for au England. There is ( <b>s</b> ) a  ( <b>t</b> ), namely the momen	bout the film I like a lot, in fact more than
I know he also visited some schools for au England. There is (s) a  (t), namely the moment of the standard order  Word order  Daniel would never have said that. Neither v	bout the film I like a lot, in fact more than  ts that felt exactly like those I was trying to make  grammar - 13 - p. 63
I know he also visited some schools for au England. There is (s)a  (t), namely the momen clear to Asa when I met him."  Word order	bout the film I like a lot, in fact more than  ts that felt exactly like those I was trying to make  grammar - 13 - p. 63

	<b>b</b> you / thought / Have / from / about / often / where / in mathematics / comes / a talent						
	c	of life, / I / that / doing maths / felt / was / the entire purpose / and / so / did / Nathan / .					
	d	I / my brother / always / haven't / interested / in / been / neither / maths / and / has / .					
	e	opposite / at seven o'clock / you / last night / meet / Did / the supermarket / ?					
	f	the story / My mum / has / the Maths Olympiad / me / often / told / about / five years ago /					
		in India / .					
	g	in America / next year / Will / Daniel / visit / also / the Olympiad / ?					
18	Lo de	ok for and read two reviews of the film <i>X+Y</i> . Pay attention to the words the reviewers use to escribe their reactions to aspects of the film, as in the examples given. Write down seven ore reactions. You may use them in the next exercise.					
		EXAMPLE  X+Y is a touching British drama.  Butterfield plays Nathan as a detached but sensitive and observant boy.  Sally Hawkins makes a similarly strong impression as Julie, Nathan's dutiful but frazzled					
		single mum. The performances are absolutely lovely.					

# 3

#### YOU'LL BE ABLE TO

- give brief comments on the views of others
- express your views on solutions to problems and give brief explanations for them
- obtain more detailed information
- understand announcements and messages

• prepositions

Vocabulary & expressions

You can learn these with the Study box (p. 181) and the vocab trainer.

Strategies 🛄

fillers

TEXT

### **Visiting Tate Modern**

#### Things to do at Tate Modern

From multimedia and daily guided tours to sketching in the gallery, find out what you can do at Tate Modern.

#### Not sure where to start?

Just go to one of the Information Desks on Levels 1 or 2 where you can pick up a free map of the gallery and ask a member of staff about what to see at the gallery.

#### **Interactive Zone**

Try a range of hands-on games, explore multimedia interactives, read books and watch films relating to the art on display at Tate Modern. The Interactive Zone is bursting with ideas and activities to help you get to know more about twentieth-century art and artists.

- Free, for all ages.
- You can find the interactive zone on Level 5 in the hallway.

#### Multimedia Guide

Pick up our Bafta award-winning Multimedia Guide and get a unique insight into the art on display with artist interviews, interactive games and art-inspired music.

#### **Tate App**

Ever wondered what would happen if the art in Tate Modern came to life and had a fight? There's an app for that: the *Tate Trumps app*. You can download it to your iPhone or iPod Touch for free, and then you're ready to roam the gallery looking for artworks you think will score highly in one of three modes. In Battle mode, you need to ask yourself the question: "If this artwork came



to life, how good would it be in a fight?" In Mood mode, you're looking for artworks you think are threatening, exciting or absurd. Or, if you wish you had a gallery of your own, try Collector mode, and find pictures which are famous, recently produced or practical to house. Once you've formed your collection, meet up with your friends, and play a fun game of trumps to see who scores the highest.

#### **Guided tours**

Join one of our free daily tours of the Collection or a highlights tour of a special exhibition. More information about guided tours can be found here.

#### **Sketching in the gallery**

You can come and sketch the artworks on display in the gallery on small drawing pads with enclosed pencils or crayons. Please don't bring charcoal, pastels, permanent markers, water or oil as you are not allowed to use them in the gallery.

#### What's on at Tate Modern

Find out what <u>special exhibitions</u>, collection displays and <u>events</u> are on when you plan to visit.

You can also plan your own personal tour of what you would like to see using the <a href="Explore Tate Modern">Explore Tate Modern</a> interactive map.

#### **News: Tate Exchange**

Welcome to Tate Exchange. An annual programme that brings together international artists, over 50 partners who work within and beyond the arts, and you. Whether you are an observer, commentator, researcher, creator, hacker, tweeter or just curious, join international artists and organisations to explore the issues of our time. Drop in for a talk, join the conversation, enjoy a chance encounter and learn something new. This year our theme is "Exchange", shaped with the help of artist Tim Etchells. This week we welcome Guerrilla Girls, who will be running a Complaints Department from Tuesday 4 – Sunday 9 October. Join us and your grievances on art, culture, politics, the environment – or anything else.

## "If this artwork came to life, how good would it be in a fight?"

#### **Games**

For the majority of users on the website, Games is the first section they want to visit. This is not the most shocking revelation, however, sometimes, as adults; we forget how much we liked playing *Monopoly* or *Tetris* when we were kids...

Art games, graffiti games, spray paint games ... are just some of the search terms which land you on Tate Kids Games. 63% of total page views to the site are to the games and many found the art-related games unique. It is important to note that children generally understood what the game levels meant (there are three levels represented by more stars as difficulty increases), but this did not appear to directly influence the game they selected. Kids will play what they want.

Based on: www.tate.org.uk

	D		

1	Re <b>a</b>	Read the text and answer the questions.  a Mention two ways of finding out where everything is in The Tate Modern.					
	b	What can you do with the Tate app? What is one of its main features?					
	c	What can you use to make a copy of your favourite art work? Give your answer with a quote from the text.					
	d	What should you do if you want someone to show you around?					
2		nat is the idea behind Tate Exchange?  To bring artists with different interests and from different countries together in the Tate Modern.  To bring visitors of the museum into contact with various aspects of today's life in a new way.  To show the relationship that the works of various artists have with modern life.					
3	th	nich of the following statements about the games that Tate Modern provide is true? More an one answer is possible.  The games are online.  There are easy and more difficult games.  Kids pick the level that matches with their age.  Many adults have forgotten how <i>Monopoly</i> works.  Most people who visit the site go to the games section.  People don't usually like games about arts.					

4	Нс	w does this bro	chure show th	nat Tate Modern	is not only a	gallery for mo	odern art, but also a	
	mo	odern museum?	' Explain your a	answer with at	least two exa	mples.		
	VO	CABULARY (						
5	Gi	ve a definition (	or synonym of	each of the foll	owing words.			
	a	observer						
	b	guided tour						
	С	insight						
	d	generally						
	е	revelation						
	f	grievance						
	g	highlights						
	h	pad						
	CE	DAMMAD (						
		RAMMAR (						
	P	repositions	partners who v	work <b>within</b> and	<b>beyond</b> the a	rts.	grammar - 32 - p. 8	35
	P TI	repositions here are over 50 he Interactive Zo	ne is bursting		·	rts.	grammar - 32 - p. 8	85
	P TI	repositions here are over 50 he Interactive Zo	ne is bursting		·	rts.	grammar - 32 - p. 8	35
6	TI TI	repositions here are over 50 he Interactive Zo lore information	ne is bursting v about guided t	with ideas.	nd here.			35
6	TI TI M	repositions here are over 50 he Interactive Zo lore information I in the correct pout – against –	about guided to preposition. You among – at –	with ideas. tours can be fou ou can use som	nd here. e <i>preposition</i> d – below – Ł	s more than o pesides – betw		85
6	TII TII MM	repositions here are over 50 he Interactive Zo lore information  I in the correct p out – against – om – in – in from	about guided to preposition. You among – at – t of – into – of	with ideas. tours can be fou ou can use som before – behin f – off – on – ov	nd here. e preposition d – below – t er – to – up –	s more than o pesides – betw under – with	nce.	85
6	TII TII MM	repositions here are over 50 he Interactive Zo lore information  I in the correct p out – against – om – in – in from	about guided to preposition. You among – at – at of – into – of queue	with ideas. tours can be fou ou can use som before – behin f – off – on – ov	nd here. e preposition d – below – ber – to – up – s stop; there	s more than o pesides – betw under – with are many tour	nce. veen – except – for – ists	85
6	TII TII MM	repositions here are over 50 he Interactive Zo lore information  I in the correct p out – against – om – in – in from There is a long the people tha	about guided to preposition. You among – at – at of – into – of queue	with ideas. tours can be fou ou can use som before – behin f – off – on – ov the bus	nd here. e preposition d – below – ber – to – up – s stop; there	s more than o pesides – betw under – with are many tour	nce. veen – except – for – ists	85
6	Fill ab from a	repositions here are over 50 he Interactive Zo lore information  I in the correct p out – against – om – in – in from There is a long the people tha	about guided to among – at – at of – into – of queuet are waiting _ ten minutes al	with ideas. tours can be fou ou can use som before – behin f – off – on – ov the bus ready.	nd here.  e preposition  d – below – ber – to – up –  s stop; there e bus. I think	s more than o pesides – betw under – with are many tour they've been	nce. veen – except – for – ists	85
6	Fill ab from a	repositions here are over 50 he Interactive Zo lore information  I in the correct p out – against – om – in – in from There is a long the people tha	about guided to about guided to among – at – at of – into – of a queuet are waiting _ten minutes al	with ideas. tours can be fou ou can use som before – behin f – off – on – ov the bus ready.	nd here.  e preposition  d - below - ber - to - up -  s stop; there e bus. I think  he went	s more than onesides — betwoender — with are many tour athey've been me	ince.  veen – except – for –  ists  waiting  . You can see us	85
6	Fill ab from a	repositions here are over 50 he Interactive Zo lore information  I in the correct p out – against – om – in – in from There is a long the people tha	about guided to preposition. You among - at - at of - into - of a queuet are waiting _ ten minutes al	with ideas. tours can be fou  ou can use som  before – behin f – off – on – ov  the bus  th ready.	nd here.  e preposition  d - below - ber - to - up -  s stop; there e bus. I think  he went	s more than onesides — betwoender — with are many tour athey've been me	ince.  veen – except – for –  ists  waiting  . You can see us	85
6	Fill abb from a	repositions here are over 50 he Interactive Zo lore information  I in the correct prout – against – om – in – in from There is a long the people that  Did Jeremy go together	about guided to about guided to among – at – at of – into – of a queue	with ideas. tours can be fou ou can use som before – behin f – off – on – ov the bus th ready. the party? Yes, picture	nd here.  e preposition  d - below - bus. I think  he went Facebook	s more than onesides — betwoender — with are many tour they've been me	ince.  veen – except – for –  ists  waiting  . You can see us	85
6	Fill abb from a	repositions here are over 50 he Interactive Zo lore information  I in the correct prout – against – om – in – in from There is a long the people that  Did Jeremy go together  You can pick	about guided to about guided to among – at – at of – into – of a queue	with ideas. tours can be fou ou can use som before – behin f – off – on – ov the bus th ready. the party? Yes, picture	nd here.  e preposition  d - below - bus. I think  he went Facebook - below - below - below - Facebook - below	s more than onesides — betwoender — with are many tour they've been me	ince.  veen – except – for –  ists  waiting  You can see us  was there,	85
6	Fill abb from a	repositions here are over 50 he Interactive Zo lore information  I in the correct prout – against – om – in – in from There is a long the people that  Did Jeremy go together  You can pick I can't, because	about guided to about guided to among – at – at of – into – of a queue	with ideas. tours can be fou ou can use som before - behin f - off - on - ov the bus th ready. the party? Yes, picture holiday t	nd here.  e preposition  d - below - b	s more than onesides — betwoender — with are many tour they've been me book. Everyone	ince.  veen – except – for –  ists  waiting  You can see us  was there,	85

е	we went	the mosque	e we had to take	our shoes.
f	I haven't got eyes	the back	my head. So I	can't see what's
	me.			
g	When I met the postman	ou	r house, he told me t	hat there was no card
	my friend	his bag	me this	time
	invoices there was only my m	other's magazine.		
h	You can see that grandad is	eighty;	he can't look	the table without
	getting his kn	ees.		
i	Are you good	physics? Can you hel	p me it	t? I'm sick
	worry my exam	ı. I've got my physics	book	me.
j	It's very cold. Temperatures a	are ave	erage. I heard that pe	ople have even died
	the cold.			

#### **EXPRESSIONS**

PAIR WORK Learn the expressions (p. 185), then do the assignment.

You are visiting Tate Modern. Because it's your first visit you have some questions. Have a conversation with a lady at the information desk. Write down questions and answers, using the expressions. Sometimes there are more options.

You: Politely ask for information about the location of the latest exhibition: ...

Lady: Gives information: ...

**You:** You are not sure you understood and therefore you *paraphrase* what she's said.

**Lady:** Agrees.

**You:** Ask when the guided tour is: ...

Lady: Answers your question: ...

**You:** Ask for the lady's opinion on the app (mention it): ...

Lady: Gives opinion: (she likes it) ...

You: Express doubt: ...

**Lady:** Makes a suggestion: ...

8 PAIR WORK Learn the expressions (p. 185), then do the assignment.

You are at Tate Modern with your classmate and you have a discussion about lunch.

- First, prepare the following conversation on your own.
- Then team up with a classmate and have the conversation.
- Change roles. Use different expressions if possible.
- A: suggesting something / now lunch
- **B:** showing doubt
- A: "Bad luck, the restaurant is closed today."
- **B:** describing a problematic situation / no food / wait
- **A:** making a critical remark on something / coffee counter and explaining yourself / coffee counter / muffins
- **B:** summing up things / why not muffins?
- A: showing understanding

#### SPEAKING

- 9 GROUP WORK Team up with two classmates and play the information game.
  - First, on your own go the website of an English, American, Australian or a Canadian museum, zoo or park. Search for something that interests you, that you are curious about. Take some notes about: price, location, what can be seen, what is organised for children, opening hours, and special (new) things to see or do.
  - Now in turns your classmates ask you questions ("what", "when", "where", "which") to get as
    much information as they can about your museum, zoo or park. Every time one of them asks a
    question that you can't answer he / she scores a point.
  - When no one can think of any questions anymore, it's the next one's turn. When you've all had a go you can count the points. Who is the winner?

10-14 Watch the video online and do the assignments that you find there. You may use the writing space below.

#### SPEAKING

#### **STRATEGY** Fillers

Fillers are used when you take time to think about what you want to say. Examples are: Ehm, let me think ..., I see ..., As a matter of fact ..., Ehm, how shall I put it ..., Well, you know ...

**GROUP WORK** Learn the expressions (p. 185), then do the assignment.

Find pictures of two works of art. They could be paintings, sculptures, installations or anything you like or dislike. Choose one that you find beautiful or interesting and one that you don't like at all.

- Team up with a classmate, show each other your pictures and have a discussion on them.
   Use fillers when you want to think about what you're going to say. In this discussion you use expressions when you:
  - ask your classmate's opinion;
  - comment on each other's choices by using expressions;
  - give reasons why you like / dislike these works of art;
  - ask if your classmate has the same opinion and why.
- When you have finished, you can choose another partner to do this exercise again. Use other expressions that time.
- Write down which fillers you used while you were speaking and which fillers you heard others use.
- Choose the best work of art to present to your class. The presenter explains why you chose this as the best with arguments. Use expressions. You could, for example, start with: "We chose this as the best ... because ... and also ...".



#### YOU'LL BE ABLE TO

- understand opinion pieces on current issues
- follow main points of complex academic or professional lectures, speeches and reports
- write simple notes and reports passing on relevant information to friends, educators, suppliers etc.

#### Grammar ( )

- relative pronoun
- genitive

#### **Vocabulary**

You can learn the vocabulary with the Study box (p. 183) and the vocab trainer.

#### Strategies 🛄

prefixes

#### TEXT

### Five reasons to teach robotics in schools



"Experience in trying to build and program robots gives appreciation of their capabilities and strengths"

The Wakamaru robot, designed for helping children and the elderly, leads a counting lesson.

1 Technology is critical to innovation, yet schools struggle to get students interested in this area. Could teaching robotics change this?

#### What is robotics?

2 Robotics is the science of designing and building robots. Essentially, a robot is a mechanical device that can be programmed to follow a set of instructions. The robot has a processing unit, sensors to perceive its environment, and motors and actuators to move its limbs or wheels. It may speak, make other sounds, or flash with lights and colours in response to the environment in accordance with the instructions.

#### Why should robotics be taught in schools?

3 There are a great many personal stories that students respond well in subjects involving programming of robots. Plenty of resources are available on the internet for parents and teachers to learn this, for example, robot kits such as Lego Mindstorms and Vex Robotics, simple programmable robots such as Sphero balls, and lesson plans. Sophisticated, engaging robots such as the NAO robot are also obtainable. Robots also lend themselves to do-it-yourself activities in schools. For example, a colleague builds robots using a 3D printer and uses her smart phone as an interactive device to communicate with the printed robot. Looking more closely into the why of teaching robotics in schools, I would like to list five reasons.

#### Children find it fun (1)

4 In my experience, one of the most engaging ways of introducing IT in the curriculum is robotics. There are several robotics competitions for a range of age groups that can direct competitive instincts in a positive way. For example, asking children to build a Lego robot and then running a race to see which robot goes fastest works well.

#### It is an effective way of introducing programming to students (2)

5 Robotics helps address the growing demand for teaching science, technology, engineering and maths in schools. As well as exemplifying technology directly by programming the robot, students learn about these subjects and get an understanding of how they link together. However, programming may be too abstract. By having to control a physical robot, students learn what robots can and can't do. On top of that, they learn the need for precise instructions.

#### It provides skills useful in future employment (3)

6 There is no doubt that there will be a need for people to be involved in programming mechanical devices in the foreseeable future. The drone industry has taken off, to name but one example. According to *The Economist*, more than 15,000 drones are being sold in the US each month. By programming robots, students can discover if they have aptitude and interest in a job market of the future.

#### It is suitable for children with a range of abilities (4)

7 There is considerable evidence that robots are particularly suitable for engaging with children on the autism spectrum. For instance, NAO robots have been developed to teach autistic children, who respond positively to the calm, clear, consistent interactions that robots can provide. Repetition, predictability and clear emotions work well with children on the spectrum.

#### It demystifies a complex technology (5)

- 8 Many stories in the media concern robots. A report by the Committee for Economic Development of Australia warned that robots could replace 40% of Australian jobs by 2025 which is the equivalent of around 5 million jobs over the next two decades. Understanding what machines can and can't do is the best way to address fears like these. What's more, experience in trying to build and program robots gives appreciation of their capabilities and strengths.
- **9** Personally, I am looking forward to more robotic help in the future.

By Leon Sterling, Professor Emeritus at Swinburne University of Technology who works with The Brainary, a distributor of NAO robots in Australia

Based on: www.theconversation.com

#### READING

1	Sk	im the text. Then answer the questions.
	a b	What does the writer want to do with this text?  ☐ He wants to make clear how or why things are the way they are.  ☐ He wants to put forward a particular point of view.  ☐ He wants to tell the reader how to do something.  Explain your answer in 1a with a quote from the text.

2	What is the function of the picture?  ☐ It explains what an educational robot is. ☐ It has no clear relation to the text.		
	$\square$ It presents one type of robot used in education.		
3	Read the following statements. Then read the text. Are the statements true or false? Find evidence for your answer in the text: write down the word(s) or the first two and last two words of the relevant phrase.  a (§1) There may be too few students to secure innovation.		
	<b>b</b> (§2) A robot only acts and reacts in the way it was programmed by people.		
	c (§3) The NAO robot is an example of a simple programmable robot.		
	<b>d</b> (§4) Robotics competitions can teach children to handle competition.		
	e (§5) Robotics is a concrete and nice way to learn how to program.		
	f (§6) Learning how to program will offer job security.		
	g (§7) A range of children with various abilities is described.		
	<b>h</b> (§8) Knowing more about robotics leads to realising the true value of robots.		
4	Answer the following questions.  a Which of the five reasons for teaching robotics given in the text do you think is the most convincing? Explain why.		
	<b>b</b> What are the "fears like these" in §8? Does the author have these fears too? Explain.		
5	Why might readers think Mr Sterling's opinion on robotics in schools is not entirely unprejudiced?  He has always been interested in robotics.  He was a professor at Swinburne University.		
	☐ He works with The Brainary.		

#### VOCABULARY (

6 Find the words in the text that mean the following.

	description	word in text
a	(§2) observe	
b	(§3) available information	
c	(§3) sets of materials	
d	(§3) attractive	
е	(§3) can be bought	
f	(§4) study programme, contents of the lessons	
g	(§5) illustrating	
h	(§6) talent	
i	(§8) explain	
j	(§8) is equal to	
k	(§8) positive judgement	

#### **VOCABULARY EXTRA**

**STRATEGY** *Prefixes* un voorvoegsel en achtervoegsel duiden - p. 7

Prefixes are short parts of a word that are added to the beginning of a word to change the meaning. For example the word *prefix* consists of *pre*- (before) and *fix* (connect). If you know the meaning of a prefix it can help you determine the meaning of a word.

Every prefix has a general meaning.

#### **EXAMPLES**

de, dis, un > do the opposite of, reverse the meaning, not
inter > between, among
mis > bad(ly) or wrong(ly)
over > too much
pre > before
re > again

Create words by adding one of the prefixes below.

**h** This robot looks mean. It has an

de - dis - inter - mis - over - pre - re - un
a This robot is really \_\_\_\_\_\_ priced. \$400? You must be joking!
b Did you \_\_\_\_\_\_ heat the oven before you put the meat in?
c I think you have \_\_\_\_\_ interpreted this recipe. You've used too much salt.
d This robot doesn't work. I think we'll have to \_\_\_\_\_ program it.
e My friends are not interested in science. They \_\_\_\_\_ like technology.
f There is a(n) \_\_\_\_\_ national conference on robotics in Florida next month.
g Can anyone \_\_\_\_\_ code this complex message?

friendly face.

8	Create the words that match the description. Use a <i>prefix</i> in combination with one of the <i>verbs</i> .
	You can use each <i>prefix</i> or <i>verb</i> only once.

prefixes: de - dis - inter - mis - over - pre - re - un

verbs: act - appear - arranged - cultivated - informed - mystify - worked - write

- **a** have been given the wrong information
- **b** make clear
- **c** not very refined
- **d** pick up your pen and make another copy
- **e** organised in advanced
- **f** vanish
- g when you have a burnout you're
- **h** working together

#### GRAMMAR 🗐



#### Relative pronoun

grammar - 23 - p. 74

A robot is a mechanical device **that** can be programmed.

Leon Sterling is a Professor Emeritus who works with The Brainary.

They are playing with the Lego which I have given them.

Leon is a man **whose** aim it is to promote robotics.

Jason is not the person for **whom** I bought these sunglasses.

- 9 Which relative pronoun can be used? Choose all the correct options. Sometimes there is more than one possibility. The '-' means: no relative pronoun.
  - **a** Is this the robot (that / which / who / –) can teach you languages?
  - **b** Is Professor Sterling the man (that / which / who / –) invented robotics?
  - c I don't know (that / which / whose / who / -) idea it was to use robots in class.
  - **d** Susan, (that / whom / who / -) was really happy with her new smart phone, was sending messages all afternoon.
  - e Do you know for (which / whom / whose / who) this letter is?
  - f The money you can earn, (that / which / who / -) is substantial, can create new possibilities.
  - g It's your enthusiasm (that / which / who / –) makes you such a nice person to work with.
  - **h** This is just the type of robot (that / which / whose / who / –) I've been looking for.
  - i The people (that / which / whom / who / –) we talked to were afraid to lose their jobs.
  - j Do you like stories in (that / which / whose / who / -) technology plays an important part?
- 10 Fill in the correct relative pronoun, when necessary. When you see two writing lines, you have to add a preposition (with, for, of, about).

a	Can we use the same device	we used	ľ	last 1	time	Э.

- **b** The woman umbrella I had borrowed left before I could give it back.
- **c** My friends Tom and Anna, \_\_\_ I cycle to school every day, live next door.
- **d** The door had been painted, \_\_\_\_\_ I hadn't noticed.
- I hit myself on my finger. **e** This is the hammer

g	Could John be the manager	they were speaking?
	That was the answer	we had been waiting for.
h	These are the teachers	a farewell party has been organised.
	Genitive: 's / ' / of	grammar - 18 - p. 70
	Is this Leon's robot? Students' questions will be answered at the end of each lesson. We went to visit the city of London.	
		ds in brackets and the right <i>genitive</i> form.
a b		(garden – my parents).
L		(nouse – Jess) is  (walk – an hour) from the station.
c		(toys – girls)?
d		(enthusiasm – Josh) for scooters declined after
	the accident.	
e	e Is that	(robot – your neighbour) or is it
		(Tom)?
f	I can't follow	(movements – that drone).
٥	J bought a cake	(baker).
-	<b>h</b> (questions – most people) are about this re	
	1	(questions – most people) are about this recipe.
		(questions – most people) are about this recipe (my uncle) tonight?
h	Why don't we meet	
h i j	Why don't we meet	(my uncle) tonight?
- h i j	Why don't we meet I've bought  ISTENING  Watch the videos online and do the as	(my uncle) tonight?
i j	Why don't we meet I've bought	(my uncle) tonight? (pound – apples) at the supermarket.
i j	Why don't we meet I've bought  ISTENING  Watch the videos online and do the as	(my uncle) tonight? (pound – apples) at the supermarket.
- h i j	Why don't we meet I've bought  ISTENING  Watch the videos online and do the as	(my uncle) tonight? (pound – apples) at the supermarket.
i j	Why don't we meet I've bought  ISTENING  Watch the videos online and do the as	(my uncle) tonight? (pound – apples) at the supermarket.
- h i j	Why don't we meet I've bought  ISTENING  Watch the videos online and do the as	(my uncle) tonight? (pound – apples) at the supermarket.
- h i j	Why don't we meet I've bought  ISTENING  Watch the videos online and do the as	(my uncle) tonight? (pound – apples) at the supermarket.
- h i j	Why don't we meet I've bought  LISTENING  Watch the videos online and do the as	(my uncle) tonight? (pound – apples) at the supermarket.
- h i j	Why don't we meet I've bought  LISTENING  Watch the videos online and do the as	(my uncle) tonight? (pound – apples) at the supermarket.
- h i j	Why don't we meet I've bought  LISTENING  Watch the videos online and do the as	(my uncle) tonight? (pound – apples) at the supermarket.
- h i j	Why don't we meet I've bought  LISTENING  Watch the videos online and do the as	(my uncle) tonight? (pound – apples) at the supermarket.

#### WRITING

Write a short text of 75-100 words for your school paper. Describe one of the products that you've seen in the talks. Make sure that people who have never seen it understand what it looks like and what it can do. With this text you want to convince your fellow pupils that this is a really interesting product. You may want to use the notes you've made in exercise 11.

#### **READING AND WRITING**

- 19 Find information on a product or idea that is innovative, and really exciting, in one long text or two shorter online texts of at least 700 words together. This could be something technical, but also a fun gadget or any new interesting idea.
  - Write down the topic that you've chosen and the url(s) of the site(s).
  - Write an email of 75-100 words to a friend. In this email you describe this product or idea and why it is so interesting that he or she should absolutely buy it / do it! Use information from the text(s).

5

#### YOU'LL BE ABLE TO

- write personal letters giving news and expressing thoughts about abstract or cultural topics
- understand important factual information in short reports and articles

Grammar 🗀 📖

passive

**Vocabulary & expressions** 

You can learn the vocabulary with the Study box (p. 184) and the vocab trainer.

Strategies 🛄

letter of application

**TEXT** 

From: news@worldsolarchallenge.org

Subject: World Solar Challenge update

Dear Sir/Madam,

- 1 We are pleased to make a big announcement about the future of the World Solar Challenge on World Environment Day. In this mailing, we will inform you about our new website and sponsors, provide details about the next World Solar Challenge and invite students to apply for internships.
- 2 Welcome to our new home at worldsolarchallenge.org, which announces a new and exciting phase in our history. In addition to extensive information about our organisation, our website offers you the possibility to experience the World Solar Challenge more fully from your home. Take for instance the online Team Tracker, which allows you to closely follow the progress of the teams during the Challenge.
- 3 Our thanks go out to our pioneer sponsor, the South Australian Tourism Commission. It has once again provided seed funding for our next event. South Australian Tourism, together with the Government of the Northern Territory of Australia have ensured that together we can show the world that the bright young people of the planet are addressing the challenge of finding cleaner and greener solutions to our demand for personal mobility. We also welcome Internode, one of Australia's largest internet service providers, who have demonstrated their commitment to the event by renewing their important sponsorship contribution.
- 4 Since Adelaide was the host city for our first Solar Race, World Environment Day has become the key date for us to announce details of the next World Solar Challenge. Whilst the arrangements have yet to be ratified by the Board, it is proposed that the dates of the following World Solar Challenge Races will be based on the second Sunday in October. This means that preparation facilities will be available in Darwin from the first Sunday in October, and the awards event will be held on the third Sunday of the same month.
- 5 We can also announce that there will be no major structural changes to the design of the Challenge Class solar cars, although some areas are still to be more clearly defined. We welcome international students of ages 13-18 to apply for internships in the numerous teams. Clearly state what your skills are (and give examples) and explain what you would like to learn during your internship in your letter of application.
- **6** We highly anticipate your renewed interest in the race and we are looking forward to seeing your resourcefulness in action towards a more environmentally-conscious world.

Yours faithfully,

Chris Selwood, Event Director World Solar Challenge



#### READING

1	(§1) What is the function of §1? It describes  ☐ an anecdote about previous editions of the World Solar Challenge to get the readers'	
	attention.	
	the main topics of the letter.	
	☐ the plans for World Environment Day.	
2	(§2) The word 'our' in "our history" refers to	
	<ul><li>□ World Solar Challenge.</li><li>□ World Environment Day.</li></ul>	
	☐ The South Australian Tourism Commission.	
3	(§2) "Take for instance the online Team Tracker, which allows you to closely follow the prog	oress.
	of the teams during the Challenge." What is the Team Tracker an example of?	51033
	☐ The large amount of information that can be found on the website.	
	<ul> <li>The possibilities for being involved in the World Solar Challenge from a distance.</li> <li>The result of seed funding from sponsors such as the South Australian Tourism Commit</li> </ul>	ssion
	The result of seed funding from sponsors such as the south Australian fourism commit	331011.
4	(04 2)	
	Challenge? Quote the (parts of) the sentences in which these uncertainties are mentioned	
5	Which of the following words fit the tone of the letter? Base your answer on the text and explain by quoting from the text if the word fits the tone. Otherwise, write down 'not mentioned'.	
	☐ thankful	
	□ cautious	
	□ hopeful	
	☐ interested (in the future)	
	□ happy / proud	
	□ worried	

VOCABULARY	

6	Complete the sentences below with one of the following words. If it is a <i>verb</i> , use the correct form. There are three words too many.							
		announce – to apply for – to appoint – to assure propose – to provide – various	– bright – cautious – extensive – to fund –					
	а	I need you to me that you	u will pay me back my money this week. I want					
		to ensure that I'll have enough money for the fe	stival next weekend.					
	b	The board always seed f	unding for the plans.					
	c	My employer and I have agreed on a(n)	arrangement about how many					
		hours of working overtime are acceptable per m	onth.					
	d	Our school is going toa	new English teacher.					
	е	I need to go to a meeting now. I	that we continue this conversation					
		tomorrow.						
	f	Unfortunately, the problem has not yet been	by the organisation.					
	g	Progress has been slow due to extremely	investors.					
	h	Numerous internships have been	by environmentally-conscious					
		organisations.						
	GR	RAMMAR (=)	GRAMMAR (=)					
	-							
		assive	grammar - 11 - p. 62					
	11	have often been helped by my employer. (present p						
	I I	have often been helped by my employer. (present p was proposed to stop using fuels. (simple past) ossil fuels will be banned by the board. (future)						
	I I	have often been helped by my employer. (present p was proposed to stop using fuels. (simple past)						
7	III It Fo	have often been helped by my employer. (present p was proposed to stop using fuels. (simple past) ossil fuels will be banned by the board. (future)	erfect)					
7	III It Fo TI	have often been helped by my employer. (present p was proposed to stop using fuels. (simple past) ossil fuels will be banned by the board. (future) he issue had been addressed. (past perfect)	e the correct <i>tenses</i> .					
7	III It Fo	have often been helped by my employer. (present provided to stop using fuels. (simple past) ossil fuels will be banned by the board. (future) the issue had been addressed. (past perfect) ake correct passive sentences. Make sure you us st year, it	e the correct <i>tenses</i> .					
7	III It Fo	have often been helped by my employer. (present processed to stop using fuels. (simple past) ossil fuels will be banned by the board. (future) the issue had been addressed. (past perfect) ake correct passive sentences. Make sure you us st year, it	e the correct <i>tenses</i> . that our company would invest in sustainable					
7	III It Fo TI Ma	have often been helped by my employer. (present processed to stop using fuels. (simple past) ossil fuels will be banned by the board. (future) the issue had been addressed. (past perfect) ake correct passive sentences. Make sure you us st year, it	that our company would invest in sustainable  (b to install) on our building nerate) next year. Yesterday, I					
7	III It Fo TI Ma La en an (d	have often been helped by my employer. (present provided in the state of the state	that our company would invest in sustainable  (b to install) on our building nerate) next year. Yesterday, I  (e to put) on the Top 10 Green					
7	III Itt Fo TII Ma La en an (d Co	have often been helped by my employer. (present provided in the state of the state	that our company would invest in sustainable  (b to install) on our building  nerate) next year. Yesterday, I  (e to put) on the Top 10 Green  (f to decide) that solar					
7	III Itt For TII Maa en an (d Co	have often been helped by my employer. (present provided in the proposed to stop using fuels. (simple past) possil fuels will be banned by the board. (future) the issue had been addressed. (past perfect) passive sentences. Make sure you us st year, it	that our company would invest in sustainable					
7	III Itt Fo TII Ma La en (d Co pa (g	have often been helped by my employer. (present provided by the board. (future) the issue had been addressed. (past perfect)  ake correct passive sentences. Make sure you us st year, it	that our company would invest in sustainable					
7	III Itt Fo TII Ma La en (d Co pa (g	have often been helped by my employer. (present provided by the board. (future) the issue had been addressed. (past perfect)  ake correct passive sentences. Make sure you us st year, it	that our company would invest in sustainable					
7	III Itt Fo TII Ma La en (d Co pa (g	have often been helped by my employer. (present provided to stop using fuels. (simple past) ossil fuels will be banned by the board. (future) the issue had been addressed. (past perfect)  ake correct passive sentences. Make sure you us st year, it	that our company would invest in sustainable  (b to install) on our building  nerate) next year. Yesterday, I  (e to put) on the Top 10 Green  (f to decide) that solar  xample, LED lights  (i to think) that our high-energy consumption					

8		In English, the <i>passive</i> is used more often than in Dutch. Find a way of saying the same while using the <i>passive</i> .				
	us <b>a</b>	They will make a contribution to the race this year.				
	b	People announced that we should leave.				
	c	They had feared that the race would be cancelled.				
	d	Someone invited him to apply for the internship.				
	е	They have assured me that I can continue working here.				
9	Tra <b>a</b>	anslate the following sentences from Dutch to English while using the <i>passive</i> . Er worden veel uitdagingen verwacht.				
	b	Mij is gevraagd om iets voor te stellen.				
	c	Men heeft gezegd dat het een grote uitdaging is.				
	d	Er wordt gezegd dat er veel mensen hebben gesolliciteerd op de stageplaats.				
	е	Hem was verteld om in de toekomst voorzichtiger te zijn.				
	EX	PRESSIONS				
10	fol	arn the expressions (p. 185), then do the assignment. Use the expressions to formulate the lowing fragments of a formal letter about your interest in solar energy. The expressions are italics.				
	a	Begin je brief en leg uit <i>dat je schrijft naar aanleiding van</i> de brief over de World Solar Challenge. Schrijf dat jou verteld werd dat het een interessante race is.				
	b	Schrijf dat je vindt dat deelnemers aan de World Solar Challenge erg veelzijdig moeten zijn. <i>Onderbouw je mening met het voorbeeld</i> dat ze iets moeten weten van auto's, maar ook over tal van andere vaardigheden moeten beschikken. Gebruik twee varianten van de <i>expressions</i> ; druk de onderbouwing van je mening dus op twee verschillende manieren uit.				

#### WRITING

#### STRATEGY Writing a letter of application

strategies - een sollicitatiebrief schrijven - 5.6 & 5.8 - p. 32 & 34

Alongside the conventions of a formal letter, you will need to use certain words and phrases to apply for a position. Make sure you vary your use of English; use different expressions, verbs and examples in your letter to convince the recipient about your suitability for the job or internship.

- In this exercise, you will write a full letter of application. Use appropriate grammar, expressions (in italics) and vocabulary to increase the quality of your letter. Use your experience with the motivational email about the Workaway job in the previous unit as well.
  - You are responding to the invitation to apply for internships. In this letter, you will need to think of something you would like to do and learn while helping with the solar-powered car race. Follow the steps below and write your letter.
  - Add your address and the date. You will need to add the recipient's address as well, which is:
     121 King William Street, Adelaide, SA 5000, Australia.
  - Open your letter with an appropriate salutation. You do not know the recipient's name.
  - In §1, indicate that you are responding to the World Solar Challenge letter (*brieven: een formele brief beginnen*) that a good friend showed you. Use the *passive* in this sentence.
     Show your interest in the internship they offer (30-40 words).
  - In §2, write why you are a suitable candidate by describing yourself and one of your skills.
     Also, give an example of how you generally (*iets algemeens aangeven*) use this skill. (40-60 words)
  - In §3, write about why you are motivated to do an internship with one of the racing teams. Also, write about what you want to learn (bereidheid uitdrukken). (40-60 words)
  - In §4, round off your letter (iets samenvatten of afronden) by saying why they should give you
    the chance to do an internship. Use the passive in this sentence. Then, finalise your letter
    (brieven: een formele brief eindigen).
  - Add an appropriate closing. Remember that you do not know the recipient's name.
- **12** GROUP WORK Work together with three classmates. Read their letters of application as if you were the recipient, i.e. The World Solar Challenge organisation.
  - **a** Work individually at first. Provide feedback for each of the emails written by your group members for structure, contents and use of English.
  - **b** As a group, select the best of the four emails in your group. Make a short presentation in which you:
    - describe the skills, examples and learning goals of this letter;
    - show how the information in the email is relevant to the World Solar Challenge organisation (the recipient).
  - **c** Your teacher will ask one (random) person to present your group's results.

#### REFLECTION

- In order to improve your chances of an internship at the World Solar Challenge, it is important to learn from others' feedback. Improve your writing by taking the following steps.
  - **a** Study your classmate's tips and comments about writing conventions and use of English. Which tips will you use in your revised letter?
  - **b** Study your classmate's tips and comments about skills, examples and learning goals. Which comments and tips were most useful and which ones will you use in your revised letter?
  - **c** Did you make many spelling and punctuation mistakes? If so, how are you going to improve this in the future?
  - **d** Use your improvements from exercises **a-c** to rewrite your letter. Use your classmates' feedback. As with the Workaway application form, you will have a better chance of a good first impression after having revised your letter.

### **Study box** unit 4

Lesson **1** 

ENGLISH	DUTCH
Good fluency in English is an <b>asset</b> if you want to work for this company.	voordeel
He had underestimated the <b>backlash</b> from his angry fans.	tegenreactie
Our decision should be free of <b>bias</b> and based on facts.	vooroordeel
You shouldn't <b>boast</b> about having the biggest car of us all.	opscheppen
Adults must not <b>constrain</b> a child's enthusiasm to explore.	beperken
Try to <b>convey</b> to children that reading can be great fun.	overbrengen, uitdragen
Your poor knowledge of English will be a <b>drawback</b> if you apply for this job.	nadeel
Failure may <b>erode</b> a child's self-confidence.	aantasten
Learning is <b>fuel</b> ed by curiosity and the pleasure that comes from discovery.	aanwakkeren
Let's take a <b>hike</b> in the forest this afternoon.	lange wandeling
It was fun for a while, but the <b>novelty</b> wore off.	nieuwigheid
I find your remark that the experiment has failed a bit <b>premature</b> .	voorbarig
We can fly this kite this afternoon, <b>provided</b> there is enough wind.	mits
That company's strategy is aimed at the <b>reinforcement</b> of its market position.	versterking
The company's profit rose after a <b>surge</b> in sales.	plotselinge toename
School must try to <b>sustain</b> a child's curiosity.	in stand houden
Tadpoles become frogs or toads.	kikkervisje
This swimming pool is for parents and their babies or <b>toddler</b> s.	peuter
Are you always so <b>uptight</b> before an exam?	zenuwachtig
Can you wrap this present in paper for me, please?	inpakken

DUTCH	ENGLISH

aankomen (gewicht)	I always <b>put on</b> a few pounds during the holidays.
aanwezigheid	He demonstrated his new invention in the <b>presence</b> of the king.
afkeer, walging	His violent behaviour caused even <b>disgust</b> with his own friends.
afkeuring	When the child shouted, his father showed his disapproval.
afnemen, verminderen	She hopes that her son's curiosity will never diminish.
afspreken	Let's arrange to meet in front of the station.
beheersing	His <b>mastery</b> of the English language is superb.
bevolking	The <b>population</b> of the United Kingdom is over 64 million people.
d.w.z. (dat wil zeggen)	I want a more realistic price, i.e. (id est) lower.
eigenwaarde, zelfrespect	Lack of <b>self-esteem</b> often stands in the way of success and happiness.
enthousiasmeren	Good teachers inspire and <b>enthuse</b> their pupils.
goedkeuring	He got his parents' approval to go to another school.
handelen naar	Don't just say it but <b>act on</b> it.
ijdel	She's too <b>vain</b> to wear glasses.
kennis	How's your <b>knowledge</b> of English history?
knop	Can you turn the light <b>switch</b> on, please?
(markt)onderzoek	We are doing a <b>survey</b> on smoking.
methode	He had a unique <b>approach</b> to solving certain maths problems.
mogelijkheden	The internet has a lot of <b>potential</b> as a source of information.
ontdekken	Small children often want to <b>explore</b> their surroundings.
oorzaak en gevolg	Be careful not to confuse <b>cause and effect</b> .
oppakken (figuurlijk)	We will <b>take up</b> your suggestion and carry it out.
richten op	This book is <b>aim</b> ed <b>at</b> children 8-10 years old.
speelplaats	This primary school has a large <b>playground</b> .

toenemen	A child's confidence will <b>increase</b> when it experiences success.
trots	His daughter is his <b>pride</b> and joy.
van buiten leren	How long will it take you to memorise all the pupils' names?
verminderen	Fear may <b>reduce</b> a child's curiosity.
vijver	There are lots of fish in this <b>pond</b> .
vorderingen	Is Taylor making any <b>progress</b> on her new invention?
vreemd	Nobody understands his <b>odd</b> ideas.
vuil, vuiligheid	Go and wash that <b>filth</b> from your hands.
weigeren	Why did they <b>deny</b> him entrance to the building?
zich haasten	Because the taxi was waiting for us, we had to <b>rush</b> .
zorgzaam	His <b>caring</b> teachers give him a sense of safety.

**DUTCH ENGLISH** 

Tim is better at <b>arithmetic</b> than at foreign languages.	rekenen
When my mum finds out, she'll berate me for it.	een uitbrander geven
The policeman tried to <b>catch</b> me <b>out</b> with his questions but I stuck to my story.	iemand op 'n fout/leugen betrappen
My school offers personal <b>counselling session</b> s to the pupils.	begeleidingsgesprek
She called him a <b>crank</b> because of his strange theories and ideas.	rare vogel
Most countries denounce terrorist acts.	veroordelen
She was annoyed and looked at him with a disdainful look.	minachtend
We were dismayed about the accident last week.	onsteld
Can you explain this difficult <b>equation</b> for me, please?	vergelijking (wiskunde)
He intends to <b>extract</b> all information <b>from</b> the world around him.	halen uit
She'll <b>go berserk</b> when she hears she's failed her exam.	door het lint gaan
He plays one of the two <b>major</b> roles in the film.	belangrijkste
He <b>point</b> ed <b>out to</b> us that we might return later than we had expected.	erop wijzen
Daniel hated to be <b>put down</b> by his teacher.	vernederen
I have no reason to <b>question</b> her side of the story.	in twijfel trekken
I've read an interview with that renowned mathematician.	beroemd en gerespecteerd
The songs will be played in a random <b>sequence</b> .	volgorde
Sometimes they <b>simplify</b> novels so that children can also read them.	vereenvoudigen
He is known for his acting skills and <b>untainted</b> reputation.	smetteloos

DUTCH	FNGLISH

aandacht trekken	I tried to <b>draw</b> the waiter's <b>attention</b> but he was too busy with other customers.
belachelijk maken	To <b>ridicule</b> somebody in public is often quite painful.
bescheiden	Being modest, he said he had just been lucky.
bijverschijnel	What are the <b>side effect</b> s of this medicine?
breedte	The <b>width</b> of my bedroom is 3.5 metres and it's 4 metres long.
chagrijning	Watch out for her, for she's in one of her <b>sulky</b> moods.
een-op-een	He had a <b>one-to-one</b> class in maths.
eigenzinnig, koppig	He's too <b>headstrong</b> to take our advice.
erop wijzen	I'd like to <b>point out</b> that there are a few risks to that plan.
erven	He will <b>inherit</b> the house when his parents die.
gezellig	Samantha is a <b>sociable</b> girl who likes the company of other people.
het verhaal speelt zich af	The story is set in the south of England.
hoe dan ook	Anyway, he can't be reached. So what do we do now?
hoofdfiguur	Who is the <b>main character</b> in the film <i>X+Y</i> ?
immers	Why call Rick? <b>After all</b> , he won't join us anyway.

in plaats daarvan	We didn't go to the pub. Instead we went to the cinema.
integendeel	Do you hate this music? - On the contrary, I love it.
kieskeurig	Don't be so <b>picky</b> , there's nothing wrong with these apples.
kleineren	I hate the way you <b>put</b> Tim <b>down</b> all the time.
makkelijk in de omgang	Being <b>easy-going</b> , Greg has no problems making friends.
met genoegen	He <b>fondly</b> remembers the times he spent walking with his grandfather.
minderheid	Only a minority of people have been to see that film.
oplettend	He's quite <b>observant</b> , and will surely notice the changes you've made.
plafond	I hit my head on the lamp hanging from the <b>ceiling.</b>
spoedig	I'm sure the others will follow us <b>before long.</b>
stadium, fase	You should have done that at an earlier <b>stage</b> .
talloos	They've had to overcome <b>countless</b> obstacles to reach their goal.
toevallig (zien, tegenkomen)	You may come across some old friends at the reunion tomorrow.
tussen twee haakjes	Incidentally, I met your brother at a party last night.
uitzoeken	I'm trying to <b>figure out</b> when the best time is to visit to Rome.
vermenigvuldigen	If you <b>multiply</b> 6 by 8, you get 48.
verschuiving, verandering	There's a <b>shift</b> from Dutch to English at Dutch universities.
verwaand	She is so <b>conceited</b> nowadays that she doesn't even see us anymore.
verzonnen	Some of the characters in the story really exist, some are <b>fictional</b> .
vindingrijk	His many practical solutions show he is very <b>resourceful.</b>
vol zelfvertrouwen	Jesse is not <b>self-confident</b> and worries about making mistakes.
voorbij, verder dan	His interest in geography goes <b>beyond</b> Europe.
zelfstandig	He is rather <b>independent</b> and usually solves his own problems.

ENGLISH	DUTCH
Making charcoal drawings is Cathy's hobby.	houtskool
We hadn't planned to meet, it was a coincidence.	toeval
She managed to counter his arguments quite well.	tegengaan, weerleggen
The <b>curator</b> of the museum showed us the Roman coins	museumdirecteur, beheerder
Do you know when Rembrandt deceased?	overlijden
When we play games, he always tries to <b>deceive</b> me.	bedriegen
It's hard to <b>define</b> what art is in a few words.	omschrijven
I can't imagine she <b>deliberate</b> ly destroyed that piece of art.	opzettelijk, met opzet
The colours of this painting have <b>deteriorate</b> d over the years.	achteruitgaan, slechter worden
They <b>deviate</b> d from the original plan.	afwijken
Why don't you dispose of all the old useless stuff?	wegdoen
I have <b>enclose</b> d my CV.	bijsluiten
You can buy gold and other metals at the Metal Exchange.	de beurs (aandelen etc.)
The soldiers had to fight the <b>guerilla</b> s in the jungle.	bendeoorlog, guerilla
This behaviour will <b>land</b> you in prison one day.	(doen) belanden
What is your preferred <b>mode</b> of travelling?	manier
Try not to be so <b>narrow-minded</b> when you judge this new form of art.	bekrompen
The <b>plight</b> of the poor has become worse in this economic crisis.	benarde positie, slechte situatie
She was touched by his kind words.	geroerd
That is not a <b>viable</b> plan. It will never be successful.	levensvatbaar, uitvoerbaar

verf uit een spuitbus

veront waar diging

voordeel

wijdverbreid

DUTCH	ENGLISH
aanzienlijk	We need a <b>considerable</b> amount of money if we want to buy this painting.
afname	The company reported a small <b>decline</b> in its profits.
beeldhouwen	There are courses for children where they can learn to <b>sculpt</b> .
begrip, inzicht	His explanation will give you more <b>insight</b> into how things work around here.
bijeenbrengen, verzamelen	David has <b>gather</b> ed all these paintings for the exhibition.
door middel van	You can apply <b>by means of</b> an application form.
hedendaags	I prefer <b>contemporary</b> literature to that of the nineteenth century.
hetzelfde, identiek	They are <b>identical</b> twins. I can't tell them apart.
hoogtepunt	The London Eye is one of the <b>highlight</b> s of the London tour.
in het algemeen	We don't <b>generally</b> accept foreign currency.
kenmerkend	What is characteristic for this app?
klacht, grief	You can take all your <b>grievance</b> s to the complaints department.
kleurkrijt	With these <b>crayon</b> s you can create colourful sketches.
laag (verf)	You can cover the scratches with a new coat of paint.
laagjes	With thin <b>layers</b> of paint you can create the idea of light in the painting.
levensgroot	The painting was a <b>life-size</b> image of the king.
modieus, in de mode	These sneakers are really <b>fashionable</b> .
nadeel	Not having a driving licence is a <b>disadvantage</b> for this job.
onderscheid maken tussen	People who can't <b>distinguish between</b> right and wrong may become criminals.
ongelegen, niet van pas komend	The date for the match is very <b>inconvenient</b> for me because it's my birthday.
ontdekken	We'll <b>find out</b> everything there is to know about modern art at the Tate Modern.
onthulling, openbaring	The <b>revelation</b> of his expensive plans caused a lot of protest.
opslaan	In some museum cellars they <b>store</b> thousands of works of art.
ouderwets	This writer uses an <b>outdated</b> and boring writing style.
roman	I have read Philip Roth's latest <b>novel</b> .
rondleiding	If you join the guided tour, you'll learn more about the paintings.
(schrijf)blok	With a drawing <b>pad</b> and a pencil you can make some nice sketches.
standbeeld	There was a huge bronze <b>statue</b> outside the museum.
stift	Use a permanent marker to write an address on your package.
te bezichtigen	There are a lot of interesting objects <b>on display</b> in this museum.
toeschouwer	The accident was a horrible sight for the <b>observer</b> s.
toneelstuk	Hamlet is one of Shakespeare's <b>play</b> s.
uitwisseling	Last year we had an <b>exchange</b> student from Italy.
vaardigheid	You need quite a few <b>skill</b> s if you want to be a successful artist.
verdeeldheid	There's controversy about what real art is.

This **spray paint** is mostly used for graffiti.

For this job it's an **advantage** if you speak English well.

It's a **widespread** misunderstanding that art is only for an elite.

You should have seen his **indignation** when she left him in the taxi alone.

ENGLISH	DUTCH
He has no <b>aptitude</b> for languages, that's why he chose mathematics.	geschiktheid
I don't doubt your <b>capability</b> ; you're a good doctor.	capaciteit
Geography is not part of the curriculum this year.	lesplan, leerstof
I like these <b>decorative</b> vases in the window.	fraai, versierend
How can we <b>demystify</b> all those complex questions.	ophelderen
We derive great pleasure from making music together.	ontlenen aan
Everybody likes my cousin Sophia because she is an <b>engaging</b> person.	onderhoudend, innemend
Self-driving cars will become the norm in the <b>foreseeable</b> future.	nabije
Bill has an <b>inclination</b> to lie about his achievements.	neiging, behoefte
Global warming is an <b>issue</b> that we can't ignore.	probleem
You can buy a <b>kit</b> to build your own robot.	hier: (bouw)pakket
This phone is only <b>obtainable</b> on the internet.	verkrijgbaar
These pictures look the same. I can't <b>perceive</b> a difference.	waarnemen
The internet can be used as a <b>resource</b> for new ideas.	hulpbron
These new sunglasses have <b>take</b> n <b>off</b> among young people.	snel populair worden
A <b>temporary</b> solution is better than no solution at all.	tijdelijk
We'll have to <b>verify</b> his statement.	checken

DUTCH	ENGLISH

als antwoord op	In response to your email we send you a sample of our new shampoo.
apparaat	A selfie stick is a very useful <b>device</b> .
belangrijkste	Our <b>primary</b> aim is to get this robot to speak.
besturen	If you can't <b>control</b> your toy drone you are facing problems.
betaalbaar	Will house robots be more <b>affordable</b> in future?
betrouwbaar	Is Phil a <b>reliable</b> witness?
bevestigen	The results of the Americans <b>confirm</b> ed our fears.
concurrerend	These robot manufacturers are very <b>competitive</b> .
consequent	Jack's not really <b>consistent</b> . He changes his opinion all the time.
cruciaal	It is of <b>critical</b> importance that we that we don't forget our climbing equipment.
decennium	She was a popular singer in the first <b>decade</b> of this century.
diepgaand	He had <b>profound</b> philosophical ideas about life and death.
flitsen, schijnen	The lights of the lighthouse were <b>flash</b> ing.
geavanceerd, ontwikkeld	A professional carpenter needs <b>sophisticated</b> tools for carpentry.
gelijkwaardig zijn, gelijk in waarde zijn	What <b>is the equivalent</b> of five dollars in euros?
goed doen, ten goede komen	Inventions of new medicines will <b>benefit</b> our general health.
in de veronderstelling	My friends were <b>under the impression</b> that you hated their robot.
in het bijzonder	I don't <b>particularly</b> fancy pasta dishes.
in overeenstemming met	They were punished because they didn't act in accordance with the rules.
ledematen	Your arms and legs are your <b>limbs</b> .
momenteel	There is <b>currently</b> no taxi available.
negeren	We can <b>ignore</b> the old results because they are unreliable.
stekker	You don't need a <b>plug</b> if you use batteries.
toestemming	We got <b>permission</b> to carry out experiments.
uitneembaar, afneembaar	The robot has <b>removable</b> parts.
uitvoeren	It was not easy to carry out the experiments.
vernieuwing	Innovations in information technology have changed the way students work.

verschaffen, leveren	Can you <b>provide</b> the necessary equipment for the job?
vertrouwen op	You can <b>rely on</b> this new technology.
verwijzen naar	The doorman directed me to the back entrance.
volgens	According to my friends, I'm an expert on this subject.
voorkómen	We wanted to <b>prevent</b> the accident, but unfortunately we failed.
voorspelbaarheid	The <b>predictability</b> of his victory made him arrogant.
waardering	They showed her their <b>appreciation</b> by buying her a bunch of flowers.
waarschuwen	I must warn about the dangers of these slippery mountain paths.
worstelen	I often <b>struggle</b> with English texts.
zich lenen voor, bruikbaar zijn	These apps lend themselves to learning vocabulary.
voor	
zuinig	Are electric engines more <b>economical</b> than petrol engines?

ENGLISH	DUTCH
Our energy <b>consumption</b> is too high.	verbruik
Using fossil fuels <b>excessively</b> is bad for the environment.	buitensp

Using fossil fuels <b>excessively</b> is bad for the environment.	buitensporig
The <b>greenhouse effect</b> causes an increase in temperature across the world.	broeikaseffect
There are many <b>hazard</b> s when travelling through the desert.	gevaar
Solar panels are a key element in <b>sustainable</b> energy.	duurzaam
You have increased <b>mobility</b> when you have a car.	beweeglijkheid
Some people prefer to eat organic food.	biologisch (voedsel)
That company is a <b>pioneer</b> in the area of sustainable energy.	voortrekker, baanbreker
Always check your writing for spelling, grammar and punctuation.	interpunctie, leestekens
Always wear sunscreen as UV radiation damages your skin.	straling
The government has to <b>ratify</b> the treaty before it enters into force.	goedkeuren, bekrachtigen
You should address your letter directly to the recipient.	ontvanger
Would you like to renew your interest in our organisation's newsletter?	nieuw leven inblazen
Your resourcefulness will help you solve many problems!	vindingrijkheid
I'd like to see a <b>revised</b> version of your letter.	herzien(e)
Many companies cannot function without seed funding.	startkapitaal
The recipient will determine your <b>suitability</b> for the internship position.	geschiktheid
Investing in <b>sustainable</b> energy is a good idea.	duurzaam
Our government ratified the <b>treaty</b> after many discussions in parliament.	verdrag
Whilst you were cooking, I was watching TV.	terwijl

	ш	т	_	ш
J	u	Т	L	п

#### **ENGLISH**

aankondigen	My employer <b>announce</b> d that we were getting salary increase.
aanpakken	They have finally <b>address</b> ed and solved the problem.
aanstellen (een baan)	A new manager had been <b>appoint</b> ed before I started working there.
besef, bewustzijn	Environmental <b>awareness</b> has increased significantly lately.
bestuur	The <b>board</b> will never approve of this idea!
bijdrage	By doing volunteer work, I am making a <b>contribution</b> to a better world.
brochure	Have you read their <b>leaflet</b> ? I think it has some interesting information.
commissie, werkgroep	A new <b>committee</b> will help decide on the future of our company.
financieren	Our school has <b>fund</b> ed a new programme for ambitious students.
fossiele brandstoffen	Researchers have proved that <b>fossil fuels</b> are running out.
hoogachtend	When closing a formal letter, you sometimes write: 'Yours faithfully,'.
leiden tot	Travelling abroad can <b>lead to</b> many new insights and ideas.

nauwlettend	You should watch younger children <b>closely</b> and keep them in your sight.
onderzoeker	Researchers have proved that fossil fuels are running out.
regeling	When you ask politely, you can often come to an <b>arrangement</b> with your parents.
slim	Our company has some really <b>bright</b> researchers.
solliciteren naar	A few of my classmates want to <b>apply for</b> an internship in the United Kingdom.
stage	Hank is currently doing an <b>internship</b> in the United States.
talrijk, tal van	We have taken a critical look at <b>numerous</b> ideas, but we couldn't make a decision.
uitdaging	Studying for exams can be a <b>challenge</b> for many students.
uitgebreid	Extensive improvements have been made to the programme.
uitstoot	Our <b>emission</b> s and contribution to pollution have decreased since 2015.
vacature	They have a <b>vacancy</b> in the science department.
veelzijdig	You need to be very <b>versatile</b> if you get selected for the internship.
verbetering	We have proposed many <b>improvement</b> s to the team's racing cars.
verschillende	You can choose from <b>various</b> subjects at our school.
verstrekken	My mother has always <b>provide</b> d me with useful advice.
vervuiling	The air in our city is very clean; we don't have a lot of <b>pollution</b> .
verwachten	We anticipate a lot of interest in our new products.
verzekeren	I can <b>assure</b> you that I will do my best to help you and your company.
voorbereiding	Preparations are being made for our trip to China.
voorstellen	I have finally <b>propose</b> d a new solution to our company's problems.
vooruitgang	Unfortunately, we haven't made any <b>progress</b> on our project.
voorzichtig	My father is a <b>cautious</b> driver, he never drives too fast.
werkgever	My <b>employer</b> announced that we were getting a salary increase.

#### **EXPRESSIONS**

 $\textbf{lets algemeens aangeven} \ \textit{Stating something general}$ 

In general, ...

Generally speaking, ...

On the whole, ...

As a rule, ...

#### Beleefd vertellen dat je het oneens bent met iemand

Politely disagreeing with somebody

I see what you mean, but ...

That's one way of looking at it, but ...

Well, you have a point there, but ...

I cannot share you opinion, I'm afraid.

I'm afraid I have to disagree.

#### Bereidheid uitdrukken Expressing willingness

I'm willing to come and help them.

I don't mind helping them.

I'll be happy to help you.

I'm prepared to help you.

#### Brieven: een formele brief beginnen en eindigen

Letters: starting and ending a formal letter

I am writing with reference to ...

I look / am looking forward to receiving your answer.

#### Eens zijn: het (niet) eens zijn met iemand

Agreeing: (dis)agreeing with somebody

I fully agree (with you).

Exactly!

I suppose so. / I guess you're right.

Up to a point.

It depends.

I wouldn't say that.

I take a different view.

I can't share your opinion.

Absolutely not. / No way!

I completely disagree (with you)

#### **Enthousiasme uitdrukken** Expressing enthusiasm

That's great / amazing / awesome / wonderful!

It is great ...

It was exciting ...

I was excited ...

I'm really keen ...

#### **Inlichtingen vragen (mondeling)** Asking for information

Excuse me. Do you happen to know ...

Sorry to trouble you, but can you tell me ... (how much a ticket to Oxford is?)

Could you please tell me ... (where I can find the train station?)

I wonder if you could ...

I would be grateful if ...

I would like to know ... (more about this position.)

Would you mind ... (explaining this word to me)?

#### Inlichtingen vragen (schriftelijk) Asking for information

I wonder if you could ...

I would be grateful if ...

I would like to know ... (more about this position.)

#### Mening geven Giving your opinion

In my opinion ...

I think ...

I'm sure that / I'm convinced that ...

I'm of the opinion that...

As far as I'm concerned, ...

In my view, ...

To me, ...

It seems to me that, ...

#### Voorbeeld geven bij een mening

Giving an example to support your opinion

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

#### Mening vragen Asking somebody's opinion

What is your opinion (on smoking in public)?

What do you think of this?

Can you give us your view on the subject?

Do you agree (with what he said)?

#### Parafraseren/in je eigen woorden herhalen Paraphrasing

If I follow you correctly, ...

If I have understood you correctly, ...

So you're saying that ...?

In other words, ...

So, summing up, you would say that ...

#### lets samenvatten of afronden Summarising or rounding off

To cut a long story short, ...

So, in a nutshell ...

In short....

To conclude, ...

In conclusion, ...

To summarise, ...

Summing up, you might say that ...

All in all, ...

#### **Standpunt verwoorden** *Presenting your view*

The point is ...

The real problem is ... (you can't just force this rule on people.)

The real question is ...

From this point of view ...

All things considered, ... (we have decided the proposal is acceptable.)

This raises the problem ...

#### Twijfel uitdrukken Showing doubt

I doubt if ...

I wonder if ...

I'm not sure if ...

It's doubtful / uncertain if ... (legalisation of gambling is a good idea.).

#### **lets voorstellen** Suggesting something

What about ... (telling him the truth?)

What if we ... (asked Mary?)

We might ... (tell him the truth.)

Why don't we ... (ask Henry?)

Let's ... (try once more.)

#### GRAMMAR

Simple past & past continuous	grammar p. 56
Future	grammar p. 59
Passive	grammar p. 62
Word order	grammar p. 63
Genitive	grammar p. 70
Indefinite pronouns 'some' & 'any'	grammar p. 72
Relative pronoun	grammar p. 74
Prepositions	grammar p. 85



12345

## Unit 5 Global Appetites

This unit tackles subjects from all around the globe: from Kabul's female graffiti master to the future of food; from volunteer work in Haiti to home-schooling travelling families.

LESSON 1: READING & LISTENING	188
Kabul's female graffiti master on the power of ar	
LESSON 2: READING	194
The future of food	
LESSON 3: SPEAKING	202
Who volunteers in Haiti?	
LESSON 4: READING & LISTENING	211
Home-schooling and travelling	
LESSON 5: WRITING	218
Treks, trips and travels in a changing world	
STUDY BOX	228



#### YOU'LL BE ABLE TO

- understand the main theme and arguments in simple texts
- understand slowly and clearly presented TV interviews, presentation and news reports of personal interest
- write short, simple essays on topics of interest
- give detailed accounts of experiences, describing feelings and reactions

Grammar 🗀 🛄

tenses

**Vocabulary** 

You can learn the vocabulary with the Study box (p. 228) and the vocab trainer.

TEXT

# Kabul's female graffiti master on the power of art

1 Walk down an alley in Kabul, Afghanistan and you might spot a painting of a sharp-featured woman in a blue burqa on the side of a building. That's the work of Shamsia Hassani, Kabul's master graffiti artist and a fine arts lecturer at Kabul University. Through fast-acting and inventive new techniques, Hassani's bringing a world of art to the streets of her city. In the face of brutal social and living conditions for women, Hassani spray paints messages of hope across the walls of Kabul.

Practically every
Afghan woman
will experience
violence
in her lifetime

In a survey conducted by Thomson Reuters Foundation in 2016, Afghanistan was listed the worst place in the world to be a woman. Social norms and religious restrictions created an environment where women can't speak out and are targeted when they take on public roles (like police officers and news anchors). Global Rights' research shows that domestic violence is so prevalent that, as their study states, "practically every Afghan woman will experience it in her lifetime. Domestic violence has become a regular feature of almost all households, and shapes every aspect of women's and girls' lives: their health, their livelihoods, their access to social and cultural resources, and their educational opportunities." In light of these seemingly impossible hurdles, Shamsia risks much to spread her work around Kabul.



3 Hassani began her artistic career working with contemporary art, but as she explains: "Slowly, slowly I wanted to make some bigger works. In December of 2013, a graffiti workshop was organized by Combat Communications in Kabul." Combat Communications, an anonymous group dedicated to promoting free expression among Afghan youth, brought U.K. graffiti artist CHU to teach lessons on his process. Hassani explains that it was soon after that encounter that she knew she wanted to bring her work to the streets.

# I can introduce art to people. Because most people are not able to go to museums and galleries.

4 Though new art centers, like the Center for Contemporary Art Afghanistan, are springing up in Kabul, Hassani says it's still hard for people to get out and see art. "I can share my work with people," Hassani explains while talking about her graffiti. "I can introduce art to people. Because most people are not able to go to museums and galleries." And Hassani encounters trouble from time to time while making her work: "Some people think that art is not allowed in Islam," she says. "And then they feel that they should stop me. And some of them are coming to use bad words to me." Hassani keeps a vigilant eye on her surroundings when making her work. "Normally when I start working, I see what will happen to me.

I see the people around me. I try to finish it very soon or just leave it."

5 The most prominent figure in Hassani's work is a sharp-shouldered woman the artist paints in many different scenarios. Sometimes she's teaching, or playing guitar, or simply just existing in the world. Hassani explains the importance of this female figure: "People will say that she is a woman and I am a woman. So if she can do something, I can do something as well." Through cans of spray paint, Hassani uses her work to spark change in Kabul: "Art is a kind of friendly way to fight with every kind of problem."

Based on: www.thecreatorsproject.vice.com

	RE	EADING CONTRACTOR CONT
1		text may contain subheadings. Write down the numbers of the paragraphs that match the llowing subheadings:
	a	Opposition to art
	b	Various obstacles for women
	c	Goal of Hassani's graffiti
	d	Teacher and artist
	е	Different artistic path
2	m	ow else could the last sentence of §1 ("In the of Kabul.") begin without changing the eaning of the sentence? In short Nevertheless On the other hand What's more
3	а	(§2) Quote three examples from this paragraph of the "hurdles" as mentioned in the last sentence.
		2
		3
	b	In your own words, what does the writer mean by "these seemingly impossible hurdles"?
4	Co	omplete the sentence so that it matches the information in §3.
	M	eeting CHU caused Hassani to change her artistic style from
	to	<del>.</del>

5	Are these statements about §4 true or false? Quote the relevant words to support your answer.  The increasing number of art centres has stimulated many more people to visit them.			
	<b>b</b> Islam does not approve of art.			
6	What sort of "change" is meant in the last sentence of §5?			
7	In the last paragraph Hassani explains the meaning and importance of the figure she spray paints. In the picture you can see this figure/woman. What do you think of Hassani's graffiti style and do you think the figure she uses can spark the change she is trying to realise? Explain your answer.			
	VOCABULARY			
8	Choose the correct synonyms or paraphrases for the underlined words.			
	<b>a</b> Afarin's father was arrogant, uncaring and even <u>brutal</u> .			
	☐ cruel and violent			
	□ rather rude			
	<ul><li>very selfish</li><li>Hassani is a talented and inventive street artist.</li></ul>			
	able to think of new and different ideas			
	□ energetic and determined			
	□ producing many works of art			
	c He has been working as a CBS <u>anchor</u> for 20 years now.			
	☐ somebody who comments on news reports			
	☐ somebody who introduces news reports			
	☐ somebody who writes news reports			
	<b>d</b> There are a lot of <u>hurdles</u> to deal with in Afghanistan to improve women's rights.			
	national rules			
	<ul><li>□ obstacles</li><li>□ religious rules</li></ul>			
	<ul><li>□ religious rules</li><li>e The threat is real and the public should <u>remain vigilant</u>.</li></ul>			
	keep careful watch for possible danger			
	notify the authorities if necessary			
	□ stay calm			
	f Hassani uses her work to <u>spark change</u> in Kabul,			
	□ complete the process of change			
	☐ realise change very quickly			
	☐ stimulate change			

	/
LISTENING	
EISTENING	

space below.	
Tenses	grammar - 1 t/m 0 - p. 54 t/m 60
Tenses  Hassani's bringing a world of a	grammar - 1 t/m 9 - p. 54 t/m 60
Hassani's bringing a world of a	rt to the streets of her city. er working with contemporary art.
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become	rt to the streets of her city. er working with contemporary art. a regular feature of many households.
Hassani's bringing a world of a	rt to the streets of her city. er working with contemporary art. a regular feature of many households.
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug	rt to the streets of her city. er working with contemporary art. a regular feature of many households.
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview with the state of the world with the state of the world with the state of th	rt to the streets of her city. er working with contemporary art. a regular feature of many households. ht about the change.
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview will (a to have)	rt to the streets of her city. er working with contemporary art. a regular feature of many households. ht about the change.  th Shamsia Hassani. Fill in the correct form of the words in brackets. an interview with Shamsia Hassani in one hour. This
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview will (a to have)  Afghan graffiti artist (b to walk	rt to the streets of her city. er working with contemporary art. a regular feature of many households. ht about the change.  th Shamsia Hassani. Fill in the correct form of the words in brackets. an interview with Shamsia Hassani in one hour. This
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview will (a to have)  Afghan graffiti artist (b to wal a spray can and hopes that the	rt to the streets of her city. er working with contemporary art. a regular feature of many households. ht about the change.  th Shamsia Hassani. Fill in the correct form of the words in brackets an interview with Shamsia Hassani in one hour. This k – currently) down the streets wit
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview will (a to have)  Afghan graffiti artist (b to wal a spray can and hopes that the	rt to the streets of her city. er working with contemporary art. a regular feature of many households. ht about the change.  th Shamsia Hassani. Fill in the correct form of the words in brackets an interview with Shamsia Hassani in one hour. This k - currently) down the streets with e Afghan people (c to have) a peaceful future. e Afghan street artist, (d to emerge)
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview will (a to have)  Afghan graffiti artist (b to wal a spray can and hopes that the Shamsia Hassani, Afghanistanas a spokesperson for women	rt to the streets of her city. er working with contemporary art. a regular feature of many households. ht about the change.  th Shamsia Hassani. Fill in the correct form of the words in brackets an interview with Shamsia Hassani in one hour. This k - currently) down the streets with e Afghan people (c to have) a peaceful future. er's first female street artist, (d to emerge)
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview will (a to have)  Afghan graffiti artist (b to walk a spray can and hopes that the Shamsia Hassani, Afghanistanas a spokesperson for women Shamsia (e to be born)	rt to the streets of her city. er working with contemporary art. a regular feature of many households. ht about the change.  th Shamsia Hassani. Fill in the correct form of the words in brackets an interview with Shamsia Hassani in one hour. This k - currently) down the streets with e Afghan people (c to have) a peaceful future. er's first female street artist, (d to emerge)
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview will (a to have)  Afghan graffiti artist (b to walk a spray can and hopes that the Shamsia Hassani, Afghanistanas a spokesperson for women Shamsia (e to be born)	rt to the streets of her city. er working with contemporary art. a regular feature of many households. ht about the change.  th Shamsia Hassani. Fill in the correct form of the words in brackets an interview with Shamsia Hassani in one hour. This k — currently) down the streets with e Afghan people (c to have) a peaceful future. e Afghan street artist, (d to emerge) e's rights in Kabul in Iran to Afghan parents. She is a street and digital
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview will (a to have)  Afghan graffiti artist (b to walk a spray can and hopes that the Shamsia Hassani, Afghanistal as a spokesperson for women Shamsia (e to be born)  artist who (f to work)  capital for some time now.	rt to the streets of her city. er working with contemporary art. a regular feature of many households. ht about the change.  th Shamsia Hassani. Fill in the correct form of the words in brackets an interview with Shamsia Hassani in one hour. This k — currently) down the streets with e Afghan people (c to have) a peaceful future. e Afghan street artist, (d to emerge) e's rights in Kabul in Iran to Afghan parents. She is a street and digital
Hassani's bringing a world of a Hassani began her artistic care Domestic violence has become She wondered what had broug Read the following interview will (a to have)	er working with contemporary art. a regular feature of many households. ht about the change.  th Shamsia Hassani. Fill in the correct form of the words in brackets an interview with Shamsia Hassani in one hour. This k — currently) down the streets with e Afghan people (c to have) a peaceful future. e's first female street artist, (d to emerge) e's rights in Kabul in Iran to Afghan parents. She is a street and digita in the country's complex and conflicted

to teach us.

Kingdom who (**j** to go) \_\_\_

<b>Q</b> : How ( <b>k</b> to feel – yo	our family)	about your artwork?
A: My family likes my	art. And they ( <b>l</b> not – to try)	to stop me from
doing my work.		
<b>Q</b> : What is challengin	g or difficult about street art in Kab	ul?
A: In Kabul one must	look out for policemen. But I'm glad	I that until now I ( <b>m</b> to have)
	no problems with the police. At	the moment only narrow-minded people
( <b>n</b> to make)	it rather difficult for	me to work. And I worry all the time about
security problems wh	nen I am in the street and I'm afraid	that something ( <b>o</b> to happen)
	or that I ( <b>p</b> to have)	to leave.
<b>Q</b> : What kinds of reac	ctions ( <b>q</b> you get – usually)	as a woman
practising street art i	n Afghanistan?	
A: There are different	groups of people who see my work	differently. Ever since I started
lots of people have b	een interested in street art. I ( <b>r</b> to as	sk [passive construction])
	various questions about	my work. Others, however, say: "You
( <b>s</b> to make)	this wall dirty!" S	ome people think that I am too free and
have no job and that'	's why I dirty the walls. There are ma	ny different kinds of ideas.
Q: (t you – to coach)	any you	ung street artists in Afghanistan at
present?		
A: Yes. I want to show	v them how they can use graffiti. For	r six months now I ( <b>u</b> to teach)
	graffiti to some univ	ersity students. They really like it because
it's a very new form o	f art. It's different from drawing on <sub>l</sub>	paper.
<b>Q</b> : How do you use st	reet art to highlight women's rights	in Afghanistan?
A: For a long time nov	v and due to various difficulties bec	ause of war and the Taliban people women
( <b>v</b> to face)	lots of problems. In the p	ast women ( <b>w</b> must) to
stay at home. And no	w I ( <b>x</b> to use)	my paintings to remind people of women
When you called me f	for an interview last week, I ( <b>y</b> to spr	ray paint)
a scene showing the	strength of women, the joy of wome	n. In my artwork I want to show that
modern woman ( <b>z</b> jus	st – to come)	to Afghan society. It's not the
woman who stavs at	home, but the woman who is full of	energy.

#### SPEAKING

Give a 4- to 5-minute talk about a graffiti artist or portrait painter of your own choosing. Compare this artist with Shamsia Hassani from the reading text. You are allowed to have a list of 25-30 keywords in front of you. To help you structure your talk, include the following.

#### **Introduction** (0.5-1 minute)

- Use an inviting first sentence that will capture the attention of your audience.
- Give a little biographical information about the artist you have chosen (name, nationality, kind of artist, etc.).

#### **Body** (2.5-3 minutes)

- Describe his / her work while showing it in class (show prints or use the smart board).
   Show specific works and give information about the style, characteristics, themes, etc.
   Describe some of the works, what do they represent, what is the message (if any)?
- Explain why and what you like about his / her specific works or work in general.
- Listen to or read an interview with the artist, make notes and tell your audience what you have learned about the artist.
- If you choose a graffiti artist, compare his / her work with that of Shamsia Hassani.
   Describe and comment on her style, and mention some similarities and differences with the works / style of her work with the artist you have chosen.

#### **Conclusion** (1 minute)

 Summarise what you have said. Then advise your classmates why they should or shouldn't have a look at the works of the artist you've discussed.

#### Note!

While listening to your classmate's talk write down a question you could ask him / her afterwards. You may for example ask him/her to explain something.

#### LISTENING AND WRITING

Look for a documentary on street art or on a street artist of at least 30 minutes. Write a composition about one that you liked. Proceed as follows.

#### Watch the documentary and take notes

You will only be able to write a composition when you understand all its elements, contents and message. Therefore, it is always a good idea to watch the documentary more than once.

Read what you are expected to do before you start watching.

While watching the documentary make notes of the characters, scenes and messages and how they are brought to you. Save the notes and hand them in together with your composition.

#### Write the composition

**Introduction** (100-125 words): one paragraph.

- Begin by giving a brief and accurate summary of the documentary.
- Also, include basic information about the piece, including its title, director, 'characters', date
  of release among other key elements.

**Body** (200-225 words): three paragraphs, each focusing on one aspect.

- Focus on and describe the main ideas expressed in the documentary. What do you agree with and what do you disagree with about what is said? Why?
- Present your opinion about the documentary, backed by examples or evidence. What did you find good about it; what did you find less good about it?
- Devote the third paragraph to a third aspect of your own choosing.

#### **Conclusion** (75-100 words): one paragraph.

The final paragraph contains a summary of your position on the piece. This can be achieved through summarising the key points that are discussed in the body paragraphs. Remember that the conclusion should just be short and not open a fresh discussion.



#### YOU'LL BE ABLE TO

- scan long, complex texts to find relevant details
- take part in discussions about familiar topics through social media

#### Grammar 🔲 🛄

 Auxiliaries: can / could / be able to / be allowed / may / might

#### **Vocabulary**

You can learn the vocabulary with the Study box (p. 229) and the vocab trainer.

#### Strategies 🛄

- marking information in texts
- irony

TEXT

# The future of food



Eating insects is considered disgusting or even primitive in Western societies but elsewhere two billion people consume insects on a regular basis. Now, according to a report released by the UN last month, the benefits of using insects as food is so great that it is high time we converted the other five billion people into insect-eaters.

1 One of my brother's favourite childhood memories is when he gobbled a live bee. He must have been three or four. Apparently my dad saw him pick the bee up (which in itself is a remarkable achievement) but rushed in too late to prevent the swallowing. Eating an insect, how disgusting, right? Wrong.

As it turns out, at least two billion people actively consume insects as part of their diets. In the Democratic Republic of the Congo, caterpillars are abundantly available all year round in markets. A quick Google search tells us that caterpillars have a

nutty or fruity taste and clearly the Congolese are fond of them. One household, in the Congolese capital of Kinshasa, eats about 300g of caterpillars a week on average. This equates to an astonishing 96 tonnes of caterpillars consumed in the city annually.

2 While in African countries insects are mostly eaten by the natives, in Southeast Asia, an abundance of insects, prepared and composed in different ways, is increasingly marketed to tourists. It's no surprise really, considering the surge of tourists to this part of the world. And the fact that between 150-200 species of insects are consumed in Southeast Asia.

Globally, beetles and caterpillars are consumed as much as all other edible insects taken together. However, bees (as my brother can verify), wasps and ants are popular too, accounting for a whopping 14% global insect consumption. Locusts, crickets, dragonflies and flies are not spared either.

Whereas two billion people are perfectly fine with eating insects, the remaining five billion are mostly on the opposite end of the 'like spectrum'. It seems weird that such a common practice is frowned upon so much by others, isn't it? The separation, perhaps unsurprisingly, stems from the westernisation of diets and cultures.

Native American tribes, for instance, had a long history of eating insects. But as Western cultures

began to interact with (and sometimes decimate) them, the West imposed their own values onto the tribes, discouraging and suppressing the practice. In their eyes, eating insects was considered primitive.

- Some indigenous groups in sub-Saharan Africa were similarly afflicted – and much more recently too. In the village of Sanambele in Mali, children routinely hunt and eat grasshoppers as snack food. In a village where many children were already at risk of suffering from a form of malnutrition caused by protein deficiency in the diet, grasshoppers offered a welcome source of protein. Sadly, since 2010, the fields where the children would hunt for grasshoppers are sprayed with pesticides to ensure maximum yield of cotton, harvested from neighbouring cotton fields. The Malian farmers were advised by their Western colleagues, who took no notice of Sanambele's population and culture. Now the children are mostly forbidden to hunt and eat grasshoppers for fear that they may be poisoned by pesticides.
- Funnily enough, the five billion people who are 5 not fond of insects, are insect-eaters too, albeit unknowing ones, at the tune of "two pounds of flies, maggots and other bugs each year". Even more fascinating is that we are actually eating them as part of lunch and dinner. And the FDA knows all about it! Here's an excerpt from Kyle Hill's blog post about this at Scientific American: "The FDA's Defect Levels Handbook lays it all out. Staples like broccoli, canned tomatoes, and hops contain 'insect fragments' - heads and legs - and even whole insects. (I won't tell you about the rat hair limits...) Canned fruit juices can contain a maggot for every 250 millilitres; 10 grams of hops can be the home for 2,500 small insects."

The disgust you may be experiencing right now is unfortunate, because insects may be the key to our future. Looking at population growth alone, the global population will reach 9 billion people in 2050 and will require that we produce twice as much food as we do today.

6 Last month, the UN released a comprehensive 185-page document advocating the breeding of edible insects to be used as food by humans and also as cattle feed. Why are insects so good? They have a high nutritional value, their cultivation is environmentally friendlier, when compared to other animal protein sources, and comes with great benefits for a lot of people in the poorer regions of the planet. You may be surprised to learn that insects are "a highly nutritious and healthy food source with high fat, protein, vitamin, fibre and mineral content". That's a balanced diet for humans right there!

7 The Economist has a great graphic that shows exactly how 'green' insect cultivation is as well. The 'green' benefits stem from the ratio of amount of food insects will eventually produce to the amount of food they consume. The greater this ratio the better since it signifies that they are fed less but produce lots. Compared to cows (and other large beasts), insects are much more efficient as a food source: "The bigger the beast, the more food, land and water is needed to produce the final edible product, resulting in higher greenhouse-gas emissions. A cow takes 8 kg of feed to produce 1 kg of beef, but only 40% of the cow can be eaten. Crickets require just 1.7 kg of food to produce 1 kg of meat, and 80% is considered edible."

Insects also emit fewer greenhouse gases and ammonia than cattle or pigs and require less land for breeding. And what's more, insects can also feed on organic by-products such as human and animal waste, which may help reduce environmental contamination. And to cap it all, the risk that insects may transmit infections may well be less significant than the very real risk posed by cattle, pigs and poultry, from which deadly types of influenza have emerged.

- 8 Importantly, consumption of insects can bring direct and relatively rapid benefits. Breeding and processing of insects can be done without sophisticated machinery. This means that the poorest members of society can be encouraged to participate, giving them an avenue to employment and income, potentially lifting them out of poverty.
- 9 Although all this looks great in theory, implementing it is another story. Research on the health and safety aspect of the entire chain from insect breeding to processing and storage is a must as is a comprehensive legal framework that can lead to the "full development of production and international trade in insect products". We must also move past the disgust factor that is embedded in the cultures of many. To achieve this, educational programmes and media communication strategies must be implemented rather soon.

Turns out my brother was a bit of a visionary then. Eating bees is well worth being proud of. (Also, I eat fish but no meat, so...) So, would you eat insects now that you know how it can help the environment, improve your diet and potentially pull people out of poverty?

Based on: www.nature.com

#### READING

a What sort of insects are usually eaten?		rickly read §1-5. Indicate in which paragraph you can find the answer to the questions about e main ideas below. Write down the number of the relevant paragraph.
d Why did the number of insects suddenly drop? e What might be the reason that the majority of people are not fond of eating insects? Read §6-9. Provide each paragraph with a relevant question about the main idea of this paragraph, similar to the ones in exercise 1.  a §6:  b §7:  c §8: d §9:  STRATEGY Marking information in texts  You may understand a text better when you already know something about its topic. However, always make sure that you can find your answer in the text itself and not just in your head. Mark or underline the parts of the text in which you have found an answer to reading comprehension questions.  Are these statements about §1 true or false? Quote the relevant words to support your answer. a The writer saw how his brother ate a bee in his childhood and how his dad acted.  b The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  Complete the sentences so that they are in line with §2: a Compared to African countries, Southeast Asia has more tourists, but apparently also more b The first part ("While in Southeast Asia.") refers to continents,	a	What sort of insects are usually eaten?
d Why did the number of insects suddenly drop? e What might be the reason that the majority of people are not fond of eating insects? Read §6-9. Provide each paragraph with a relevant question about the main idea of this paragraph, similar to the ones in exercise 1.  a §6:  b §7:  c §8: d §9:  STRATEGY Marking information in texts  You may understand a text better when you already know something about its topic. However, always make sure that you can find your answer in the text itself and not just in your head. Mark or underline the parts of the text in which you have found an answer to reading comprehension questions.  Are these statements about §1 true or false? Quote the relevant words to support your answer.  a The writer saw how his brother ate a bee in his childhood and how his dad acted.  b The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  Complete the sentences so that they are in line with §2:  a Compared to African countries, Southeast Asia has more tourists, but apparently also more  b The first part ("While in Southeast Asia.") refers to continents,	b	What may come as a surprise to a lot of people who find eating insects disgusting?
e What might be the reason that the majority of people are not fond of eating insects?  Read §6-9. Provide each paragraph with a relevant question about the main idea of this paragraph, similar to the ones in exercise 1.  a §6:  b §7:  c §8:  d §9:  STRATEGY Marking information in texts  You may understand a text better when you already know something about its topic. However, always make sure that you can find your answer in the text itself and not just in your head. Mark or underline the parts of the text in which you have found an answer to reading comprehension questions.  Are these statements about §1 true or false? Quote the relevant words to support your answer.  a The writer saw how his brother ate a bee in his childhood and how his dad acted.  b The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  Complete the sentences so that they are in line with §2:  a Compared to African countries, Southeast Asia has more tourists, but apparently also more	c	How many people in the world regularly eat insects?
Read §6-9. Provide each paragraph with a relevant question about the main idea of this paragraph, similar to the ones in exercise 1.  a §6:	d	Why did the number of insects suddenly drop?
paragraph, similar to the ones in exercise 1.  a §6:	е	What might be the reason that the majority of people are not fond of eating insects?
b §7:		
c §8:	a	§6:
STRATEGY Marking information in texts  You may understand a text better when you already know something about its topic. However, always make sure that you can find your answer in the text itself and not just in your head. Mark or underline the parts of the text in which you have found an answer to reading comprehension questions.  Are these statements about §1 true or false? Quote the relevant words to support your answer.  a The writer saw how his brother ate a bee in his childhood and how his dad acted.  b The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  Complete the sentences so that they are in line with §2:  a Compared to African countries, Southeast Asia has more tourists, but apparently also more	b	§7:
STRATEGY Marking information in texts  You may understand a text better when you already know something about its topic. However, always make sure that you can find your answer in the text itself and not just in your head. Mark or underline the parts of the text in which you have found an answer to reading comprehension questions.  Are these statements about §1 true or false? Quote the relevant words to support your answer.  a The writer saw how his brother ate a bee in his childhood and how his dad acted.  b The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  Complete the sentences so that they are in line with §2:  a Compared to African countries, Southeast Asia has more tourists, but apparently also more	c	§8:
You may understand a text better when you already know something about its topic. However, always make sure that you can find your answer in the text itself and not just in your head. Mark or underline the parts of the text in which you have found an answer to reading comprehension questions.  Are these statements about §1 true or false? Quote the relevant words to support your answer.  a The writer saw how his brother ate a bee in his childhood and how his dad acted.  b The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  Complete the sentences so that they are in line with §2:  a Compared to African countries, Southeast Asia has more tourists, but apparently also more	d	§9:
Complete the sentences so that they are in line with §2:  a Compared to African countries, Southeast Asia has more tourists, but apparently also more	Yo al uı	ou may understand a text better when you already know something about its topic. However, lways make sure that you can find your answer in the text itself and not just in your head. Mark or nderline the parts of the text in which you have found an answer to reading comprehension
<ul> <li>a Compared to African countries, Southeast Asia has more tourists, but apparently also more</li> <li>b The first part ("While in Southeast Asia.") refers to continents,</li> </ul>	Yo al ui qi	ou may understand a text better when you already know something about its topic. However, lways make sure that you can find your answer in the text itself and not just in your head. Mark or inderline the parts of the text in which you have found an answer to reading comprehension uestions.  The these statements about §1 true or false? Quote the relevant words to support your answer.
<b>b</b> The first part ("While in Southeast Asia.") refers to continents,	You all un que Are a	ou may understand a text better when you already know something about its topic. However, lways make sure that you can find your answer in the text itself and not just in your head. Mark or inderline the parts of the text in which you have found an answer to reading comprehension uestions.  The these statements about §1 true or false? Quote the relevant words to support your answer.  The writer saw how his brother ate a bee in his childhood and how his dad acted.
	You all un que Area a	bu may understand a text better when you already know something about its topic. However, lways make sure that you can find your answer in the text itself and not just in your head. Mark or inderline the parts of the text in which you have found an answer to reading comprehension uestions.  The these statements about §1 true or false? Quote the relevant words to support your answer. The writer saw how his brother ate a bee in his childhood and how his dad acted.  The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.
whereas the second part ("Globally, beetles spared either.")  refers to continents.	Your all un qui Are a	bu may understand a text better when you already know something about its topic. However, lways make sure that you can find your answer in the text itself and not just in your head. Mark or inderline the parts of the text in which you have found an answer to reading comprehension uestions.  The these statements about §1 true or false? Quote the relevant words to support your answer. The writer saw how his brother ate a bee in his childhood and how his dad acted.  The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.
refers to continents.	Are a b	bu may understand a text better when you already know something about its topic. However, lways make sure that you can find your answer in the text itself and not just in your head. Mark or inderline the parts of the text in which you have found an answer to reading comprehension uestions.  The these statements about §1 true or false? Quote the relevant words to support your answer. The writer saw how his brother ate a bee in his childhood and how his dad acted.  The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  In the writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  The first part ("While in Southeast Asia has more tourists, but apparently also more  The first part ("While in Southeast Asia.") refers to continents,
	Are a b	bu may understand a text better when you already know something about its topic. However, lways make sure that you can find your answer in the text itself and not just in your head. Mark or inderline the parts of the text in which you have found an answer to reading comprehension uestions.  The these statements about §1 true or false? Quote the relevant words to support your answer. The writer saw how his brother ate a bee in his childhood and how his dad acted.  The writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  In the writer is amazed by the amount of caterpillars eaten by households in Kinshasa.  The first part ("While in Southeast Asia has more tourists, but apparently also more  The first part ("While in Southeast Asia.") refers to continents,

This is a risk that can be compared with animals like cattle, pigs and poultry	у.

 $\ \square$  In contrast to the risks with cattle, this won't happen with insects.

☐ environmental and economic benefits ☐ health and environmental benefits **b** What is said about insects spreading diseases?

☐ It's not likely that this will happen.

12	b c d Ir di ca	"Breeding and processing of insects can be done without sophisticated machinery."  "potentially lifting them out of poverty"  "Although this all looks great in theory ()"  "We must also move past the disgust factor that is embedded in the cultures of many."  "STRATEGY Irony  rony is a figure of speech in which words are used in such a way that what the speaker says is different from or even the opposite of what he means. E.g. "Oh great! Now you have broken my new camera."  The writer uses irony in both the first and last paragraph (§9). Quote the phrases / sentences and explain the irony.  Quote §1:  Explanation:  Quote §9:  Quote §9:			
	VO	DCABULARY (			
13		atch the underlined descriptions or synonyms with the words from the list. Use th	e correct		
		nse of the verbs. There are two words too many.			
		advocate – to afflict – to be frowned upon – to compose – to convert – to decimate equate – to gobble – to stem from	e –		
	a	Ten women <u>form</u> the committee.			
	b	The earthquake has <u>largely reduced</u> the population of that province.			
	c	Don't <u>eat</u> your food so <u>quickly</u> !			
	d	Don't tell me that you actually <u>support</u> violence.			
	е	Obesity may <u>be caused by</u> lack of activity.			
	f	Smoking <u>is condemned</u> by many people			
	g	The child was <u>troubled</u> by a skin disease.			

(§8-9) Indicate whether the following phrases or sentences are facts or opinions. Choose the

#### **VOCABULARY EXTRA**

#### False friends

False friends are words in two languages that look or sound similar, but differ significantly in meaning. Take for instance the English word 'warehouse' and the Dutch word *warehuis*. They are sometimes confused. But a 'warehouse' is a *magazijn* in Dutch; a *warehuis* is a 'department store' in English.

The words in the second and third column are false friends in English and in Dutch.

First, match the Dutch words in the second column with their English translations from list 1.

Then, match the English words in the third column with their Dutch translations from list 2.

List 1: cheeky – factory – narrow – possible – smart – solid – strange – topical – well-behaved List 2: dapper – enorm – klein – slank – stof – uiteindelijk – werkelijk – wreed – zeldzaam

English	Dutch		English	Dutch
	= brutaal	<b>≠</b>	brutal	=
	= slim	<b>≠</b>	slim	=
	= braaf	<b>≠</b>	brave	=
	= smal	<b>≠</b>	small	=
	= actueel	<b>≠</b>	actual	=
	= eventueel	<b>≠</b>	eventual	=
	= vast	<b>≠</b>	vast	=
	= fabriek	<b>≠</b>	fabric	=
	= raar	<b>≠</b>	rare	=

15 In each sentence fill in an English word from the previous exercise.

a	What's the	price of a	pound of grasshoppers in this shop?
b	Will I still be able to kee	o my	body if I eat insects on a regular basis?
C	Both parties were satisfi	ed about the _	outcome of the talks.
d	Gee, this is indeed a		house. I guess it can accommodate about 12 people.
е	This bird is quite	as t	here are only a few hundred of them left in the world.
f	It's good to be back on _		ground again.
g	Ralph can be quite	at	times, but he's usually fun to be with.
h	This corridor is quite		so take care you don't graze yourself.
i	What's the name of the		that your coat is made of? I've never seen it before.
j	It was	of you to speal	k in front of all those people.

## GRAMMAR 🔲

Auxiliaries: can / could / be able to / be allowed / may / might	grammar - 25 - p. 77-79
Isn't it strange that we <b>are not able to</b> eat insects in this country?	
Were you allowed to go to Asia on your own?	
Our host said we simply <b>had to</b> try his caterpillars.	
So far, I haven't been able to travel to the Philippines.	
Would you like to have a plate of grasshoppers?	

16	Emily Vanderbilt wonders whether eating insects is the answer to feeding ever more humans and cattle. She attends a conference to get more information. Fill in the correct English forms of 'kunnen', 'mogen', 'moeten' and 'willen' in the words in brackets.				
	My meal ( <b>a</b> ziet er misschien uit)	normal, like other dishes I've eate	n		
	at Asian restaurants. But then I notice the eye	s, joined to a winged, separated body. I clearly			
	( <b>b</b> heb niet kunnen)	spot them right away, but suddenly I see them			
	everywhere – my noodles are teeming with in	sects.			
	I can't say I haven't been warned. But on this	May afternoon, I don't mind being a guinea pig at an			
	experimental insect tasting in Wageningen. It	's part of a project by two Danes, Reade and Evans,			
	who are in the Netherlands for a few days, and	d they ( <b>c</b> <i>hebben mogen</i> )			
	to borrow a local kitchen to try out some brane	d new dishes. I, along with three others, am here to			
	taste the results.				
	We each receive a different main course. I get	the Asian-style noodles and see the insects. "That's	a		
	locust," Reade says. But he's much more excit	ted about another, hidden ingredient about which he			
	( <b>d</b> heeft willen)t	o tell us: fat extracted from the larvae of black soldie	r		
	flies or, if I ( <b>e</b> mag)	put it less delicately, maggot fat.			
	"I believe you're the second human being on t	he planet to have ever been served anything cooked			
	with this," Reade tells me. But not to worry: "I	(f heb moeten) to eat			
	some ugly-looking things myself as well. And,	guess what? I'm still alive."			
	The next morning, Reade and Evans join 450 o	of the world's foremost experts on entomophagy, or			
	insect eating. For this everybody ( <b>g</b> moest)	go to a hotel in Ede. They			
	are here for Insects to Feed the World, a three	-day conference to "promote the use of insects as			
	human food and as animal food in assuring fo	od security".			
	The attendees are all familiar with the same d	readful facts. By the year 2050, the planet will be			
	packed with 9 billion people. In the next few o	lecades, we ( <b>h</b> zullen moeten)			
	figure out how to produce enough protein for	billions more mouths. Simply boosting our current			
	system (i is misschien niet echt)	a solution. All over the world			

cattle are hungry and thirs	sty, gobbling up land and water. Cattle ( <b>j</b> <i>zijn</i>	n misschien geweest)
	one of the biggest polluters on earth. Th	ese animals ( <b>k</b> <i>hebben</i>
mogen)	emit more greenhouse gases th	an planes, trains and
automobiles combined.		
The insect authorities asse	embling in Ede believe that insect eating ( $oldsymbol{l}z$	ou zeker kunnen zijn)
	an elegant solution to many of these pro	blems. We ( <b>m</b> hoeven niet)
	worry about their nutritious value, for ins	sects are chock-full of protein
and rich in essential micro	nutrients, such as iron and zinc. Lots of aut	horities think we ( <b>n</b> hadden
moeten maken)	use of them far sooner. In	nsects take up far less space
than cattle and emit lower	levels of greenhouse gases.	
A group of experts from Af	rica ask for extra time and hope they ( <b>o</b> zal r	mogen)
	lay out their vision for the future. It is am	bitious and optimistic. They
explain why in the future v	ve ( <b>p</b> hebben misschien)	an insect aisle at
the supermarket and that	we ( <b>q</b> zullen kunnen)	buy bug burgers at
fast-food restaurants. Furt	thermore, we ( <b>r</b> misschien kunnen)	live in a
world in which forests are	thick, land is fertile, the climate is stable, w	ater is clean, waste is
minimal, food prices are lo	ow, and hunger and malnutrition are rare.	
Finally, they ( <b>s</b> willen)	this conference ( <b>t</b> zijn	n)
the beginning of it all. The	experts assembled in the darkened auditor	ium are fired up, ready to give
the world the gift of six-leg	gged livestock. Are we ready to receive it? I (	<b>u</b> zou dat graag willen)
	believe so.	

#### WRITING

Write a blog of 150-200 words. Give your opinion on eating insects. In fact, you answer the question that is asked at the end of the text: "So, would you eat insects now that you know how it can help the environment, improve your diet and potentially pull people out of poverty?"

Give arguments why you would / wouldn't eat them. Include the following:

- introduction of the subject / what triggered you to blog about it;
- your opinion;
- mention two arguments in favour of insect-eating;
- mention two possible arguments against insect-eating;
- your personal conclusion, and question or suggestion for your readers.



#### **YOU'LL BE ABLE TO**

- handle most transport and accommodation issues during foreign travel
- make, handle and pass on a complaint
- express dreams, expectations, ambitions
- read and grasp the meaning of correspondence related to your field of interest

#### Grammar ( )

- adjectives & adverbs
- comparisons

#### Vocabulary & expressions

You can learn these with the Study box (p. 230) and the vocab trainer.

#### Strategies 🛄

fact and opinion

TEXT

# Who volunteers in Haiti?



I remember the first time I prepared to go to Haiti – I told an acquaintance about the trip and they responded with a sincerely puzzled: "Why are you going there?" I didn't have a good answer other than that it felt right to take action around the events of the earlier 2010 earthquake that killed over 220,000 people. I had the skills to mobilize people. I could secure needed funds and generate support for community organizations in-country. I also had the backing of a travel organization committed to developing an effective volunteer program.



- 2 I wondered if anyone would be interested. Who would be willing to give up the 'idyllic beach vacation' or 'adventure travel tour' and volunteer in one of the poorest countries in the world? I was surprised and heartened to receive hundreds of requests from people all over the world wanting to give their time and money to help. They were willing to travel hundreds of miles to work hand in hand with people they did not know in a place they had never been.
- 3 When in 2016 a hurricane roared through the country, leaving a trail of devastation in the already poverty-stricken nation, I found that people again wanted to respond to the need of the people of Haiti. And even now, despite the fact that the limelight of recent disaster has refocused elsewhere, plenty of people want to volunteer.



- 4 We have heard about the typical profile of a volunteer as a travelling saint who is interested in saving people, painting a school or two, and feeling good about themselves. Though financial privilege and responsibility definitely come into play, I believe the motivation behind most volunteers has nothing to do with dealing with issues of 'white guilt'. Those people may reach out initially, but those that actually go through the process that will get them on the ground and taking action, are acting out of an entirely different motivation. When they get on the ground, they work eight-to-ten-hour days in the heat on any number of exhausting tasks. This sort of commitment is fueled by the belief that if you have the ability to make a difference, you also have a responsibility to do so.
- 5 I talked to volunteer travel expert Andrew Mersmann, who runs the blog *Change by Doing*, about why he volunteers and why he encourages others to. "Because I can," he says simply. "I feel like not doing so is a missed opportunity and perhaps a missed responsibility. I don't have any judgment of anyone who doesn't know this calling, but in my opinion, they just haven't found the right volunteer opportunity yet that will fire them up."
- 6 Tess Patenaude, 23, from Wisconsin, has been to Haiti four times in as many years. She will return this year as a trip leader on Elevate Destination's summer volunteer trip. I asked her why she keeps going back. "When I first arrived in Haiti, I couldn't understand why I suddenly felt as if I belonged there. I felt as if I had returned home, despite the fact I had never been to the country." Tess has worked alongside paid Haitian workers and volunteers on construction projects, pulling up buckets in the mornings and then teaching English classes and participating in cultural exchange courses in the afternoons.
- 7 Tess is not the only one that has played a continued role in international development. Many people I have taken there have remained committed and return to Haiti and other places around the globe. I have taken off-duty cops, Hollywood talent agents, students, yoga teachers, financial executives, and countless others to Haiti through the years. All races, genders and ages. People ranging from the age of 15 to 78 have participated.
- 8 What do they all have in common? From my perspective, these are the folks that take Martin Luther King Jr's quote "injustice anywhere is a threat to justice everywhere" to heart. These are the folks that are taking action and making a difference in any small way they can, in local and global communities alike.

#### READING

1	Re	ad the text and answer the questions.
	а	(§1) What was the immediate cause of the author's first travel to Haiti?
	b	(§1) Why did the author think she was the right person to go?
	С	(§2) What surprised her?
2	(§3	3) What is the situation now?
		There is not much interest in the situation in Haiti.
		It's not the centre of attention anymore.
		The situation is still top of mind with everyone.
2	(\$	4) Which two types of volunteers are described?
3		Volunteers who feel responsible for others and those who are irresponsible.
		Volunteers who want to feel better, and those who just want to help others.
		Volunteers with too much money and others who are as poor as the ones they help.
		volunteers with too mach money and others who are as poor as the ones they help.
4	(§:	5 and 6) How did Tess's and Andrew's motivations for volunteering differ?
		Tess felt very attracted to Haiti whereas Andrew feels he has an obligation to help.
		Tess wanted to go to a country she didn't know and Andrew likes to have responsibility.
		Tess wanted to work as a teacher and Andrew felt he could teach people with his blogs.
-	۸ ۰۰	swarth a fallowing guartians
Э	a a	swer the following questions. (§7) Who is the I-person here?
	а	(3/) Wild is the i-person here:
	b	What is said about the profile of a typical volunteer in this paragraph?
6		ve two examples from the text where someone clearly gives an opinion. Write down the mber of the paragraph and the first two and the last two words of your quote.
7	Sa	y in your own words how Martin Luther King Jr's words relate to volunteering.

#### **VOCABULARY**

the group  b (§1) Julia  c (§2) I'm s  d (§3) Thom  e (§3) There	er to get things done we'll have to the right atmosphere in  as puzzled when she didn't find her coat where she had left it.  rry that we cannot for a new laptop.  as doesn't want to take part in the musical because he hates the  haven't been many applicants for the job in years.
<ul><li>c (§2) I'm s</li><li>d (§3) Thon</li><li>e (§3) There</li></ul>	rry that we cannot for a new laptop.  Is doesn't want to take part in the musical because he hates the
<ul><li>d (§3) Thon</li><li>e (§3) There</li></ul>	s doesn't want to take part in the musical because he hates the
<b>e</b> (§3) There	
	haven't been many applicants for the job in years.
. (2.) -1	
<b>f</b> (§4) The <sub>l</sub>	ofile for this job matches with my education and experience.
<b>g</b> (§4) It's b	en myto go to Haiti and meet these volunteers.
<b>h</b> (§5) I do i	ot depend on other people's
<b>i</b> (§5) We w	re by the coach with a pep talk.
<b>j</b> (§7) In ma	ny TV series they use the word for policeman.
<b>k</b> (§8) You	nouldthe misery of all these poor people

### Adjectives and adverbs

grammar - 15 & 16 - p. 65 & 66

Because I can, he says simply.

They are acting out of an **entirely** different motivation.

The **poor** people had to deal with **serious** issues.

- 9 Choose the correct words.
  - a Peter (actual / actually) gave us the (good / well) advice to never go skiing without (proper / properly) sunglasses.
  - b I can (hard / hardly) breathe because of the (thick / thickly) smoke that comes out of the exhaust pipe (continuous / continuously).
  - c They didn't play (fair / fairly) and that's why we stopped playing (immediate / immediately).
  - **d** The volunteers didn't want to arrive (late / lately) for the (enormous / enormously) task.
  - e My piano teacher was (terrible / terribly) cross because I shut the lid of the piano very (noisy / noisily).
  - f That cake smells really (good/well). I'd like an (extreme / extremely) big piece, please.
  - **g** He always speaks (real / really) (slow / slowly) which is (terrible / terribly) annoying.
  - h Your voice sounds (different / differently). Usually your voice is (high / highly) but now it isn't.
  - i Okay, you worked (hard / hardly), but did you finish the job (proper / properly) too?
  - j Do these sneakers look (nice / nicely), or should I buy (different / differently) ones?
  - k (Obvious / Obviously) there was no help for the (tired / tiredly) volunteers in Haiti.
  - I haven't seen Mike (late / lately). I miss him, because he used to help us (friendly / in a friendly way). I think it is (unlike / unlikely) that we'll see him here today.

10

Campanianna		M
That was the <b>most effective</b> hel	eer in one of the <b>poorest</b> countries in a programme of the last decade.  aking country is <b>easier</b> than you think.	
Fill in the right form of the word	d in brackets. Use <i>adverbs</i> , <i>adjective</i>	es or a form of comparison.
Mission statement		
The mission of Simply the Bas	ics is to provide for the ( <b>a</b> poor)	individuals that
they can find in a community t	heir most ( <b>b</b> basic)	needs with dignity so that
they can focus on ( <b>c</b> big)	goals than they used	d to.
We ( <b>d</b> simple)	remove barriers, allowing peop	le to have the opportunity to
achieve ( <b>e</b> much)	than they would without our	help.
Values		
<ul> <li>To improve the overall heal</li> </ul>	th and wellbeing of ( <b>f</b> low)	income families a
people experiencing ( <b>g</b> despe	rate) homel	essness. Make people
( <b>h</b> happy)	and ( <b>i</b> independent)	from organisations
than they ( <b>j</b> usual)	are.	
- To facilitate the ( <b>k</b> importa	nt)	operations of
non-profit organisations in the	e region by making their donation p	rocess run
( <b>l</b> smooth)	, allowing them to ( <b>m</b>	entire)
focus their time on ( $\mathbf{n}$ needy) _	clients they h	nave. Often that is not ( <b>o</b> easy)
it	seems, which is why we are always	s looking for financial support.
The ( <b>p</b> much)	funds we can raise the ( <b>q</b> fas	t)
we can take action, and with e	ven ( <b>r</b> little)	money than you
need to buy one dinner in our	western world of luxury we can drav	w people out of their
misery ( <b>s</b> quick)	than you would think. But	t, although it's our
opinion that ( <b>t</b> specific)	for these people the	ne expression
(u soon – good)	counts, it's ( <b>v</b> h	nard)
you think.		
Fill in the right form of the word	d in brackets. Use adverbs, adjective	es or a form of comparison.
History & philosophy		
The organisation hasn't alway	s been ( <b>a</b> well-known)	it is now. In the winter
of 2015, Meghan Freebeck hos	ted a donation project for hygiene <sub>l</sub>	products for homeless women in

\_\_\_\_\_. It was (**c** clear) \_\_\_\_

that the

than anyone had thought and

11

San Francisco (**b** successful) \_\_\_

need for hygiene products was even (d great) \_

that the community wanted t	o support this goal ( <b>e</b> generous)	than anyone
could have expected. Her ini	tiative was ( <b>f</b> high)	recommended by many
( <b>g</b> local)	officials and ( <b>h</b> frequent)	repeated in other
cities as well. Nobody could	have done it ( <b>i</b> good)	than Ms Freebeck.
		tant, but the ( <b>j</b> basic)
human needs are to feel safe	e and healthy.	
Simply the Basics is inspired	by Abraham Maslow's Hierarch	y of Needs, the philosophy that people
are unable to focus on any n	eeds ( <b>k</b> high)	their ( <b>l</b> current)
level on the pyramid that you	ı can see below. If a person is ur	nable to meet their needs at the
( <b>m</b> low)	level (food, shelter, clothing, a	nd hygiene), they will be
( <b>n</b> incapable)	of moving up in the pyran	nid to reach
(o ambitious)	goals such as job securi	ty, and self-actualization.
	Self- Actualization Esteem Needs	
	Social Needs	
	Safety Needs	
	Physiological Needs	
( <b>p</b> late)	results	
In 2016, ( <b>q</b> many)	our clients reported t	nat over 85% have seen improvements
in their health, including rate	es of infections, dermatological i	ssues, viruses, and more.
100% of the clients we serve	have reported ( <b>r</b> far)	improvement in wellness
and feelings of dignity.		

#### **EXPRESSIONS**

Based on: www.simplythebasics.org

Learn the expressions (p. 234), then do the assignment.
You want to volunteer in Haiti and you've booked a flight. When you arrive at the airport the flight appears to be overbooked and you can't travel today. You go to the information desk to complain. Use the expressions that you have learned. The expressions below are in italics. Write down the whole sentence.

a	Say politely that you want to <i>complain</i> .
b	The lady at the desk wants to know more. She asks a question.
c	You are very dissatisfied. You also explain why. What can you say?
d	The lady <i>understands</i> and suggests a solution (new flight tomorrow).
e	You say you don't want that and you express your impatience.
f	The lady reassures you.
g	You express irritation about their service and say you want to fly today.
h	The lady denies the accusation and gives a reason why you can't fly (checked in late).
i	You strongly deny that that is the cause of the problem.
j	The Lady <i>negotiates</i> with you to come to a solution. (You wait, she finds out if there's a free
	seat after all.) What can she say?
k	Say that you agree.

#### SPEAKING

13 PAIR WORK Imagine you are travelling abroad. What situations can pop up? What difficulties can arise?

First, on your own, prepare three possible conversations.

**a** First you describe the situation: where, what, who (the role of your classmate). Then prepare an introductory statement and three questions that you think you may need to ask in the conversation. Your classmate will have to answer them.

#### **EXAMPLE**

Situation: At the hospital: in Edinburgh (where), broken wrist (what), nurse (who) Statement: I think I have broken my wrist when I fell off a horse. It hurts.

Questions:

- Can you tell me if my wrist is really broken?
- How long will it take to heal if it's broken?
- When can I go for an X-ray?

1 At the doctor's
Situation:
Statement:
Questions:
2 At the police station
Situation:
Statement:
Overtine
Questions:

3 In a youth nostel		
Situation:		
Statement:		
Questions:		

**b** Now team up with a classmate and have the conversations. Take turns in asking questions and giving answers. Of course, in both roles you may ask questions, as long as the conversation is fluent. In all there are six conversations.

#### 14 GROUP WORK

- Prepare a conversation. You want to make a call to make a complaint.
- Use the expressions in your Study box on page oo.
- First think of a complaint that is connected with travelling. Think of things like accommodation, tickets, food in a restaurant.
- Make groups of 3 people. Decide who is number 1, 2 and 3 in the first conversation. Number 1 is the customer who has a complaint. Number 2 is at the service desk, and number 3 is the manager.
- Number 1 explains to the others what the situation is and calls, number 2 hears the complaint,
   passes it on and explains the situation to number 3 (the manager).
- Number 3, the manager, takes over the conversation and thinks of a satisfactory reply.
- When you've finished change roles and if possible, use a variant of the expression your classmate has used.
- In all, there are three conversations.
- GROUP WORK In the text there is a quote from Martin Luther King Jr (1929-1968). Dr King was an American activist and Nobel Peace Prize winner, who fought poverty and racial segregation. He preached change without violence. His "I have a dream" speech is unforgettable. If you've never heard it you can find it on YouTube. With this speech he touched many hearts and also proved to be one of the great orators in history.
  - **a** First on your own, prepare a speech of 4-4.5 minutes about your dreams and ambitions. Have a look at the information in your *reference book* regarding presentations, p. 20. What are your dreams about? Use your imagination. Would you like to volunteer, do something for others; would you like to live somewhere else, have a special career? Write down some keywords, not your complete speech.
  - **b** Now make groups of 4 people, and in this group each deliver your speech. Try to convince the others that your dream is special and perhaps in a way could become their dream too.
  - **c** Choose the best speaker to represent your group. Give him / her some tips to improve the speech. He / she will now deliver a speech for the whole class.

UNIT 5	



#### YOU'LL BE ABLE TO

- quickly identify the relevance of articles and reports on professional issues
- understand opinion pieces on current issues
- follow a talk or speech within your own field
- make rehearsed, short statements about everyday events in your field

Gra	mmar 🔲 📖
•	indefinite pronoun

**Vocabulary** 

You can learn the vocabulary with the Study box (p. 232) and the vocab trainer.

Strategies 📖

• KWL: know, will / want to, learn(ed)

#### READING

#### **STRATEGY** KWL: know, will / want to, learn(-ed)

An effective strategy for expanding your knowledge while improving your listening and reading skills is the KWL method:

- Know: think about what you already know about a topic before reading or listening about it.
- Want to know: think about what you want to know and what you expect to learn.
- Learn(ed): consider what you have learned afterwards, as well as how this compares with what you expected to learn.
- 1 The text you are going to read is about home-schooling.
  - **a** Before you start reading, make notes in the first column. What do you already know about home-schooling? Then ask yourself what you would like to know about the subject. Write down at least four questions on this topic in the second column.

Topic: Home-schooling		
Know	Want to know	Learned

- **b** Now read the text and fill in the last column. Did you find answers to all your questions?
- **c** Compare your questions and answers with a classmate's.

TEXT

# Home-schooling and travelling

1 Home-schooling and travelling, two wonderful freedoms in life. We are one of a large and growing crowd of home-schooling travelling families, we've been on the road three years now but we home-schooled in Australia for years before that. These days we home-school overseas, all around the world, full time. Home-school probably doesn't mean what you think it does. If you think it is 'school at home' you are mistaken. We don't do lessons or distance education. We don't fill the kids up with the same stuff the schools try to teach. We just learn, in total freedom. This is crucial for us as we travel. We've been educating outside school for a long time now, my two are 12 and 10, it's working out great.



- 2 Obviously, travel does amazing things for children, helping them along with their self-confidence, resourcefulness, social skills and ability to empathise. Alongside this there is the more concrete learning in geography, history and languages that comes naturally from visiting foreign countries. I say naturally, but there is a lot of parental input in getting this 'natural' learning to happen.
- **3** Our travels put us in the amazingly fortunate position of being able to take the kids *to* the learning. So if they want to learn about the Mayans, we take them to Tikal.

When we're actively travelling, backpacking around, seeing new things and places, we do nothing!
They're learning enough, why spoil it?

For art, we take them to world renowned galleries or to see local artists at work, maybe they can join in or take a class.

For music we watch diverse performances, use internet resources and try our hands at different instruments from around the world.



History is all around us, you can touch it, for example in medieval cities. My elder child has just been studying the Seven Ancient Wonders through an online course, so he was keen to see the remains of the Mausoleum at Halicarnassus at the British Museum and we're taking him to Turkey for Ephesus. Imagine finding out about Pol Pot and the Vietnam war through being there, on the spot. Don't you think that's better than a book? For religion, we visit as many temples, mosques, churches and museums as we can, talk to the locals and see firsthand the realities of their faiths. We observe their practices, respect them and sometimes join in. This style of learning is adequate and so much more fun than books!

## How Many Hours Does Home-schooling Take On The Road?

4 When we're actively travelling, backpacking around, seeing new things and places, we do *nothing*! They're learning enough, why spoil it? (For example during our month in India.) By nothing I mean no work books, online learning or reading other than what they would do for pleasure (which is a lot, they read on every bus or train). It is, of course, inevitable that they're learning enormous amounts every day from the diverse experiences, places and people. I will, of course, read around the topic and direct them to the learning. They won't get out of India without, for instance, learning about Partition, religions, Gandhi, the spice trade, Nehru and Indira.

There are no term times, no holidays and no weekends.
The education fits with us, not the other way round.
It's working out just fine.

5 When we're settled, in one place for a few weeks or months, we do *some*. A bit, a little, what we need to do or what they want to do. We never let 'school work' get in the way of going out, seeing friends or having fun, it's purely something for downtime (for example during our breaks in London, month in Antigua or six weeks on Ko Phangan). With one-on-one intensive education you only deal with significant topics and they fly through what they need to know, it doesn't take a whole term, it takes hours. There are no term times, no holidays and no weekends. The education fits with us, not the other way round. It's working out just fine.

Based on: www.worldtravelfamily.com

2	Re	ead the questions and choose the correct answers.
	а	(§1) What is most important for this family as far as education is concerned?
		□ not to feel restricted by anything
		$\square$ to offer the same education as schools
		□ to see as many countries as possible
	b	(§2) According to the author, how does travelling enhance education?
		$\square$ The children develop skills they would otherwise not have at all.
		$\square$ The parents have more control over what the children learn.
		$\square$ The resources the children need to learn and develop are close at hand.
	C	(§3) What is meant by "taking the kids to the learning"?
		☐ Let the children take classes all over the world.
		☐ Travel to a place where the children can see examples.
		☐ Show the children how to use internet resources.
	d	(§4) What does the author of this text mean with "nothing"?
		no education at all while travelling
		no guidance in education by the parents
		□ no traditional methods of teaching
3	(§	4 and 5) What is different in the parents' approach towards education when they're not
		tively travelling as opposed to when they are?
		,
	_	
	_	
4	W	hat do you think is the background of the parents, taking into consideration what you've
	re	ad in the text?

### VOCABULARY (

5		Fill in the correct words in the sentences below. You can find the words in the text in the paragraphs indicated. Use the information in brackets to find the right word.					
	a	(§1) If you think home-schooling is boring you are	(wrong).				
	b	(§2) A good education will (to improve the qua	lity of) your job opportunities.				
	С	(§2) His ability to (to put yourself into s	omeone else's place) is one				
		of his best characteristics.					
	d	(§2) Adolescents still need some (from the	eir father and mother)				
		guidance.					
	е	(§3) I would really like to visit the (ruins) of	f the Greek temples.				
	f	(§3) In some museums you can see (of the	e Middle Ages (1000-1500))				
		weapons, like canons and swords.					
	g	(§4) Cinnamon is the (sort of substance to fl	avour your food) I always use				
		in an apple tart.					
	h	(§4) Making mistakes is (cannot be avoided	) when you learn to speak a				
		foreign language.					
	i	(§4) The (the dividing of a country) of Ireland	l occurred in 1921.				
	j	(§5) I'm looking forward to some (time when you relax) because I have					
	worked really hard.						
	VO	OCABULARY EXTRA					
	В	ritish vs American vocabulary					
	Cá	ritish English and American English have significantly different vocable ases in which the two varieties of English use different terms to descri rainers' (Br) and 'sneakers' (Am), 'pullover' (Br) and 'sweater'(Am), 'ch	be the same thing, for example				
6	In this exercise you are going to compare British and American words. Find the American English equivalents of the British words in the sentences. Choose from:  allowance – can – candy – check – drugstore – eggplant – fall – flashlight – fries – garbage – potato chips – rubber boots – schedule – sidewalk – subway – trash can – truck – trunk – vacat						
	a	We're going on holiday next week.					
	<b>b</b> It's raining. Fortunately, I've got my <u>wellies</u> in the <u>boot</u> of my car.						
	C	There was a lot of <u>rubbish</u> on the <u>pavement</u> .					
	d	Can I have some <u>chips</u> , please?					
	е	Let's ask for the <u>bill</u> .					
	f	Please put the <u>crisps</u> bag in the <u>dustbin</u> .					
	g	Tim always buys <u>sweets</u> as soon as he gets his <u>pocket money</u> .					
	h	Autumn is Sophie's favourite season.					

İ	You should take a <u>torch</u> when you go out in the dark.					
j	Jim prepared a wonderful dish with a <u>tin</u> of tomatoes and					
	an <u>aubergine.</u>					
k	You don't need a <u>timetable</u> for the <u>underground</u> as there					
	are twenty trains per hour.					
ι	You can buy cosmetics at the <u>chemist's</u> .					
m	<b>n</b> Celia drives a giant <u>lorry</u> .					
G	GRAMMAR (III)					
I	Indefinite pronoun grammar - 21	p. 7				
٧	We have time to visit <b>either</b> a temple <b>or</b> a mosque today. We can't visit them <b>both</b> . We could try home-schooling and help <b>each other</b> .					
N	Neither Jim nor Emily likes learning from books!					
	Use the correct <i>indefinite pronouns</i> in the following sentences. Choose from the following words. You have to use one of the options more than once.					
bo	ooth – both and – each – each other – either – either or – every – neither – none – nor					
а	You could go to a regular secondary school, try					
	home-schooling.					
b	Anna, Kevin is old enough to travel alone.					
c	Geoff was angry jealous when he heard that I go	t the				
	job at the travel agency.					
d	These tickets are five hundred pounds					
е	This store only sells two backpacks, but I don't like of them.					
f Jamie and Shelly are seventeen years old and have never						
	regular school.					
g	g of these home-schooled children has ever missed out on anything.					
h	The children read books on bus or train.					
i	I wouldn't call it love, but I'm sure that Olivia and Tim like					
	We put picture back in its original frame.					
j	ewrite these sentences without changing their meaning, using the <i>indefinite propoun</i> in					
•	Powrite these centences without changing their meaning, using the indefinite prenoun in					
Re	Rewrite these sentences without changing their meaning, using the <i>indefinite pronoun</i> in brackets. Each time, write only one sentence.					
Re bi						

	c The two girls from Bristol didn't want to go back to a regular school. (neither)						
	d I've got many American friends. They haven't been to India. (none)						
	James likes Linda, and Linda likes James. (each other)						
	Kelly doesn't like geography. And she doesn't like history. (neither nor)						
	Carlos went to the British Museum. So did William. (both and)						
	Jerry and Lucy visited all major cities in Spain. (each)						
9-17	ISTENING   Vatch the video online and do the assignments that you find there. You may use the writing pace below.						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						
9-17	Vatch the video online and do the assignments that you find there. You may use the writing						

#### SPEAKING

- **18** GROUP WORK You've read about and listened to people who are positive about homeschooling. But what is your opinion?
  - **a** Prepare a short (1-2 minutes) speech in which you answer the following questions: Do you think it could be successful for anyone at any time, or only for certain people or in certain situations? What, in your opinion, are the pros and cons of home-schooling? Would you choose home-schooling, if you could? Use arguments.
  - **b** Team up with 3 classmates. Each of you gives your prepared speech. Each listener prepares at least one question for the speaker. Discuss these afterwards.

#### READING AND SPEAKING

- 19 When you travel the world, in order to learn, to help others or to enjoy new cultures and different climates, you are a global citizen.
  - **a** Find English texts about a country that you're <u>not</u> familiar with. First, make notes of general information: What language is spoken there? What is the climate? How poor / rich is the country? etc. Make sure you find some details with which you can surprise your audience. You need this information later to give a short talk about this country.
  - **b** Now decide: What would you want to do in the country you've chosen as a foreign visitor: (volunteer) work, travel, sports, enjoy a carefree holiday? Make notes of the information and your arguments.
    - Write down the urls of the sites that you used.
    - Write down some notes for your short speech.
  - c Now prepare a short talk (maximum 3 minutes) in which you first give interesting information about the country you've chosen and then explain why you would like to go there.

#### SPEAKING

#### 20 GROUP WORK

- **a** Make groups of 4 people. Give the talk you have prepared in the previous exercise, and listen to each other's talks. Then choose who is going to repeat his / her talk to the rest of the class. It can be the most informative, the most original, or the funniest talk that you've heard.
- **b** Now listen to the best talks of your class.

#### REFLECTION

21 Give each other feedback:

The main points were ...

clear 1/2/3/4/5
 well supported 1/2/3/4/5
 logically presented 1/2/3/4/5

The language was ...

clear
 appropriate
 varied
 1/2/3/4/5
 1/2/3/4/5



#### **YOU'LL BE ABLE TO**

- write a short, simple report using a format
- understand a clearly structured lecture and take notes
- read fiction and non-fiction, understanding the whole text and details to a reasonable degree
- follow a talk or speech within your own field

Grammar ( )

relative pronoun

Vocabulary & expressions

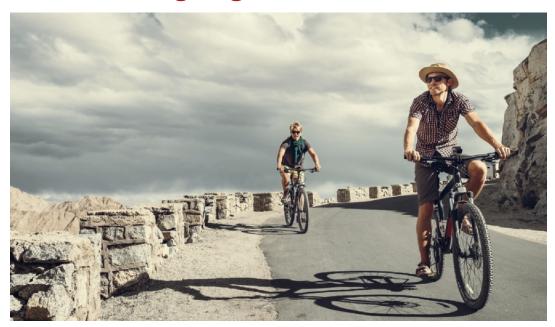
You can learn these with the Study box (p. 233) and the vocab trainer.

Strategies 🛄

- note-taking
- structuring a report

**TEXT** 

# Treks, trips and travels in a changing world



- 1 Travelling abroad and taking holidays is a relatively new concept. It has developed and become established only in the last two hundred years. Previously it was just very wealthy people who could afford to make trips to far-off places. Nevertheless, globalisation has impacted travel in such a way that almost everyone in the developed world is now capable of having holidays at least once a year.
- 2 The process of globalisation, and the arrival of easier and cheaper transport options has had a serious impact on popular destinations. The face of travel, places visited and its purpose has changed entirely. Travel in past decades was mainly for educational purposes, whereas its contemporary function is mostly commercial, feeding a desire for relaxing holidays. But why is that the case?
- 3 The internet gives us the opportunity to access information much more easily than previous generations could. Knowledge was only available to the few back then now the internet permits fast and easy access to information. Thus, popular destinations such as

# Shark, snake or even jelly fish attacks in Australia could make your stay quite unpleasant

Mallorca adapt to these new ways of thinking with cafés, restaurants, hotels and attractions serving customers in the German language, playing German music and employing other cultural aspects to please the large numbers of visitors from that country. In this way, new markets are developed and new jobs are created.

- 4 Travel for relaxation should be the most stress-free. It is therefore the most popular type of travel, and covers every kind of trip intended to help individuals recover from the routines of work or school. This kind of travel evidently enjoys great popularity among people of all age and family groups. Families especially tend to go on relaxing holidays, where operators often offer day care and all-inclusive packages, which simplifies life for the customers.
- Another kind of travel which is increasingly popular, especially among younger people, is "Adventure Travel". This includes physical activities, such as cycling tours, trekking, climbing and motorcycling as well enjoying nature through activities like helping on a farm, sailing, fishing and snorkelling. Almost 70% of travellers surveyed in the Adventure Travel Study 2016 said they planned to undertake an adventure vacation in the near future. There are various reasons for the increasing numbers of people taking up Adventure Travel. On the one hand, many people have more disposable income and therefore enjoy a wider range of choices. Importantly they give us dramatic alternatives to our everyday lives. Adventure vacations may contain cultural shocks such as visits to impoverished regions where you gain insight into the great disparity between rich and poor.
- 6 Those who go on a holiday with their friends or family rarely think about what kinds of dangers they might face in a completely different country with different customs and health conditions. A lot of people will catch various viruses and infections without even knowing it until they become life-threatening. Shark, snake or even jelly fish attacks in Australia could make your stay quite unpleasant. Therefore, you should do some research before going to a different country and if necessary you should be immunised against different diseases well before you travel.
- 7 Many people who travel show an interest in discovering the world. As the world is changing, many new opportunities and challenges arise all the time. Whatever your style of travelling, our advice is to always think carefully about who you are travelling with, where you are going and to prepare for your trip accordingly.

Based on: www.feo-english.weebly.com

#### READING

- Are the following statements true or false? If the statement is true, quote the relevant part of the sentence in which you can find the answer. If it is false, explain why it is false by quoting or paraphrasing from the text.
  - **a** (§1) Going on a vacation is a rather recent idea.

	(§3) Frequently visited locations often adjust to suit their tourists.							
	С	(§4) Only families go on relaxing holidays.						
	d	(§5) It is certain that 70% of travellers will go on an adventure vacation.						
	е	(§6) Many people forget to think about the hazards of travelling abroad.						
2		onger text often contains subheadings. Write down the numbers of the paragraphs that atch the following headings.						
	a	Adventurous journeys						
	b	Lean back and enjoy						
	c	Our recommendation						
	d	The perils of travelling						
	е	Travel in a globalising world						
3	What might the author's aim have been for writing this text? More than one answer may be correct. Explain your answers.  □ To consider the pros and cons of travelling							
		To criticise those who do not travel						
		To demonstrate that there is more than one way to travel						
		To inform you about certain facts and figures						
		To persuade you to start travelling						

## VOCABULARY 🔲

Find words in the text that mean the following. The words are presented in the order of the text
--

		description	word in text				
	а	be able to pay					
	b	greatly influenced					
	c	as a result of that					
	d	apparently					
	е	meant to					
	f	makes easier					
	g	asked about something					
	h	almost never					
5		• =	s and you have come across several others in previous units. ord. There are two words too many.				
	after all – as a result of that – furthermore – however –nevertheless – on the other hand – regardless of – therefore – whereas						
	The number of people capable of travelling alone is on the rise. (a)						
	mo	ore and more tourists choose	to travel individually, ( <b>b</b> ) their type	e			
	of journey. Travelling alone obviously has many benefits. (c),						
	it could also be dangerous. On the one hand, you will have no family or friends nearby. And,						
	( <b>d</b> )	)	, you could catch a disease in a far-off place.				
	( <b>e</b> )		, you will need to be familiar with local customs and values.				
	( <b>f</b> )		, many still decide to go abroad by themselves.				
	( <b>g</b>	)	adventure travellers seek out hazardous situations, relaxing				
	travellers mostly just want to lean back and enjoy their trip. Luckily, you can find a lot of advice o						
	th	e internet on how to prepare	for many kinds of holiday.				
	GR	RAMMAR 😑					
	R	elative pronoun	grammar - 23 - p. 74				
	TI A	hey are travelling to a <u>region</u> tl dam is a <u>man</u> <b>whose</b> ideas hav	nas abundant knowledge on different cultures. nat I have told them about. e evidently influenced his peers. <u>l</u> about <b>whom</b> we were talking.				
6			ntences. Fill in all the correct options. Sometimes there is more n '–' if you can leave out the <i>relative pronoun</i> .				
	а	These are the concrete figur	es were mentioned in the report.				
	b	My father,	_ contributions to my website were enormous, was glad to have				
		been of help to me.					

L	<b>c</b> Finding the pros and cons of various issues i		is something atl'm good.		
d	Is that the researcher		he has helped in fi	nding the new treatment?	
е	I was talking to a politicia	n p	olicies have impac	ted populations across the	
	globe,ı	nade me feel humble.			
f	Is that the bus	we can take	to the airport?		
g	Regardless of what you pr	efer, that's the place _		we are going.	
h	Are these really the minut	e details	we have to ta	ke into account?	
	write the two sentences by ok at the example first.	using a <i>relative prono</i>	un. Sometimes, yo	ou can leave it out.	
	EXAMPLE This is the website. I'm bo	ooking my trip there.			
	This is the website v	vhere I'm booking n	ny trip.		
a	Those are the pros and co	ns. We're thinking abo	ut them.		
Th	ose			thinking.	
b	Designing a website is a h	obby. I have had this h	nobby for two year	S.	
Dε	esigning			years.	
С	The Johnsons go on holid	ay a lot. They have a hi	gh disposable inc	ome.	
Th	e		is high_		
d	Can you remember the na	me of the researcher?	We followed his re	commendation.	
Ca	in you remember the name	of the researcher		followed?	
е	Those are the relatives. W	'e booked a trip for the	m.		
Th	ose are the relatives			trip.	
f	She's the scientist. I have	worked with her a few	times.		
Sh	ne is the scientist			times.	
g	The city is called Recife. W	le are going there.			
Th	e			is called_Recife.	
	Jeremy is the travel advise	or I have told you abou	ıt him.		
h	jereniy is the travel adviso	i. I have totu you abou	• • • • • • • • • • • • • • • • • • • •		

When you listen to a talk or a lecture you may want to take notes in order to help you remember the most important things that are said. Use the following tips for note-taking:

- avoid full sentences but instead use key phrases or words;
- write down main ideas, avoid examples and small details or anything you'll remember anyway;
- rephrase, in other words: use your own words when taking notes.

#### **EXPRESSIONS**

10 Study the expressions first (p. 234). Then, briefly respond to the following messages from a friend. The expressions are in italics. Begin your sentences with the expression and add your own ideas. **EXAMPLE** Hey there! What did you mean when you said that I should travel more often? (jezelf verduidelijken) What I'm trying to say / What I mean is / In other words, / Let me put it this way, travelling more often is good for you. a Hey! Could you summarise (iets samenvatten of afronden) why you think I should go to England instead of Germany? **b** Well, I disagree with you. In fact, I think you should never travel abroad, it's much too dangerous (kanttekening maken). c All right, are you completely convinced that you want to go to Japan next year? (zekerheid uitdrukken). d Still, I don't really like the idea of travelling alone. I bet that you can't even think of three reasons to give it a try... (opsommen in drie zinnen) e Ah well, I think I would rather visit London. I would like a few examples of what to do there for when we go there in a month. Could you give me a few ideas? (voorbeeld geven bij mening of standpunt + use a relative pronoun).

_		
W	WRITING	
		es - <i>een</i> report <i>(verslag) schrijven</i> - p.
	Present the facts and do not give your opinion. Only report or	
	Introduction Tell the reader why you are writing and what to expect.	
D	<b>Body</b> Describe each aspect in more detail; you might use bullet poi headings.	nts. Structure your text by adding s
Conclusion Summarise the body of the text; add a conclusion or recommendation.		
S		endation.
Yo me		you had with the school board. Th ort needs to be sent to the board c
Yo me	Summarise the body of the text; add a conclusion or recommon for how have been asked to translate a report about a meeting meeting was about organising a trip to Dublin and this report as school there. Use the grammar, expressions and vocabula	you had with the school board. Th ort needs to be sent to the board o
Yo me	Summarise the body of the text; add a conclusion or recommon four have been asked to translate a report about a meeting meeting was about organising a trip to Dublin and this report aschool there. Use the grammar, expressions and vocabulatexpressions are in italics.	you had with the school board. The rt needs to be sent to the board or gry from this lesson. The
Yo me	Summarise the body of the text; add a conclusion or recommon four have been asked to translate a report about a meeting meeting was about organising a trip to Dublin and this report aschool there. Use the grammar, expressions and vocabulate expressions are in italics.  De voor- en nadelen van een reis naar Dublin  The advantages and disadvantages of a trip	you had with the school board. The ort needs to be sent to the board of any from this lesson. The orto Dublin tegen het organiseren van een side rector die om deze bijeenkon
Yo me a s ex	Summarise the body of the text; add a conclusion or recommon You have been asked to translate a report about a meeting of meeting was about organising a trip to Dublin and this report a school there. Use the grammar, expressions and vocabulate expressions are in italics.  De voor- en nadelen van een reis naar Dublin  The advantages and disadvantages of a trip  Dit rapport is bedoeld om de hoofdargumenten voor en vierdejaars studiereis naar Dublin te bespreken. Het was vroeg. De leerlingen, wiens ideeën altijd welkom zijn, st	you had with the school board. The ort needs to be sent to the board of any from this lesson. The orto Dublin tegen het organiseren van een side rector die om deze bijeenkon
Yo me a s ex	Summarise the body of the text; add a conclusion or recommon You have been asked to translate a report about a meeting of meeting was about organising a trip to Dublin and this report a school there. Use the grammar, expressions and vocabulate expressions are in italics.  De voor- en nadelen van een reis naar Dublin  The advantages and disadvantages of a trip  Dit rapport is bedoeld om de hoofdargumenten voor en vierdejaars studiereis naar Dublin te bespreken. Het was vroeg. De leerlingen, wiens ideeën altijd welkom zijn, st	you had with the school board. The ort needs to be sent to the board of any from this lesson. The orto Dublin tegen het organiseren van een side rector die om deze bijeenkon
Yo me a s ex	You have been asked to translate a report about a meeting meeting was about organising a trip to Dublin and this report aschool there. Use the grammar, expressions and vocabulatexpressions are in italics.  De voor- en nadelen van een reis naar Dublin  The advantages and disadvantages of a trip  Dit rapport is bedoeld om de hoofdargumenten voor en vierdejaars studiereis naar Dublin te bespreken. Het was vroeg. De leerlingen, wiens ideeën altijd welkom zijn, ste schoolbeleid te beïnvloeden.	you had with the school board. The ort needs to be sent to the board of any from this lesson. The orto Dublin  tegen het organiseren van een side rector die om deze bijeenkomellen de kans op prijs om het  e zich een dure reis niet kan eenquête waarover alle leerlinger

<b>c</b>	Voordelen Verscheidene mensen gaven aan dat Dublin een plek is waar we eerder geweest zijn, wat ook een nadeel kan zijn. Aan de andere kant (kanttekening maken), veel leerlingen vinden het leuk dat ze kunnen beslissen met wie ze in kleine groepjes kunnen reizen. Bovendien zijn de personen die we daar kennen erg vriendelijk. Het zou ook betrekkelijk makkelijk kunnen zijn om andere leerlingen die Dublin niet leuk vinden, over te halen. De stad heeft een universiteit waaraan (at) twee voormalige leerlingen studeren.
d	Nadelen Desalniettemin zijn er toch nog enkele nadelen. De volgende punten werden gemaakt: Ten eerste moet je Engels spreken. Ten tweede is Dublin vergelijkbaar met steden die we al bezocht hebben. Neem bijvoorbeeld Belfast (voorbeeld geven bij mening of standpunt), waar we vorig jaar naartoe gegaan zijn. Ten slotte denken sommige leerlingen dat deze bestemming saai zou kunnen zijn.
e	Aanbeveling Er zijn zeker wat nadelen (zekerheid uitdrukken). De rector zei: "Ongeacht de bestemming, ben ik ervan overtuigd (zekerheid uitdrukken) dat we een succesvolle reis zullen hebben. Ik bedoel hiermee (jezelf verduidelijken) dat we geweldige leerlingen hebben die hier een succes van zullen maken." Om een lang verhaal kort te maken (samenvatten en/of afronden) lijkt de beste werkwijze om met deze groep studenten naar Dublin te gaan.

- You are going to write your own report about the positive and negative sides of travelling around the world of 200-250 words. Use a formal tone and write down why you are writing the report. End your report with a recommendation based on these aspects, but do not involve your own opinion. Also, think of a title. See the strategy. You can use the following input:
  - the reasons and examples in the text at the start of this lesson and your notes about the video;
  - other persons' ideas about travelling, such as its impact on culture or the environment;
  - linking words to link your ideas together and structure your text;
  - your experience with writing a report in the previous exercise and this lesson's vocabulary, grammar and expressions.

#### REFLECTION

- GROUP WORK First of all, you are going to provide feedback take a look at the previous units for ideas on how to do this. Secondly, you will revise your own report. Finally, you will have a group discussion about each other's reports. Set about this as follows.
  - **a** Swap reports with 2 or 3 classmates and provide feedback on the structure, use of source information and for spelling and punctuation.
  - **b** Revise your report, taking into account the feedback that you have received.
  - **c** Form groups of 4 students.
    - Read each other's reports. For each report, choose which positive and negative sides you like best.
    - In your group, discuss your findings and decide which three points are most interesting.
    - Your teacher will randomly pick a group member to present these three points.
    - Each group now presents these points to the rest of the class. The group presenter should use his / her own words, so simply reading each paragraph out loud is not allowed.
    - The teacher will note each presented point on the blackboard / whiteboard / smartboard.
  - **d** As a class, discuss which of the points you like best, and which least, and why.

# **Study box** unit 5

Lesson **1** 

ENGLISH	DUTCH
He's CNN's lead <b>anchor</b> .	nieuwslezer (op tv)
Have you ever had <b>beetle</b> s for dinner?	kever
He was the victim of a <b>brutal</b> murder.	wreed
I like those summer evenings with the sound of <b>cricket</b> s the background.	krekel
Look at that beautiful blue <b>dragonfly</b> flying over the pond.	libelle
I've read an <b>excerpt</b> from his new novel.	fragment, uittreksel
I don't fully <b>grasp</b> what the manual says. Can you help me, please?	begrijpen
Fortunately, she has overcome a lot of <b>hurdle</b> s in her life to get where she is today.	obstakel
It's amazing he has survived in the face of so many dangers.	ondanks
The new techniques used by this graffiti artist show he's very inventive.	vindingrijk
A maggot is the larva of a fly.	made
He took out a mortgage to finance his newly bought house.	hypotheek
We thought his offensive remark was outrageous.	schandalig
In this shop they sell chicken, turkey, and other <b>poultry</b> .	gevogelte
The <b>prevalent</b> idea is that museums should be free of charge.	heersend
Do you recollect the time we were in Central Park?	zich herinneren
When he fought his opponent, he was ruthless.	meedogenloos
Hassani hopes that her graffiti will <b>spark</b> political change in her country.	op gang brengen, leiden tot
Rice is a <b>staple</b> in many Asian countries.	hoofdvoedsel, basisvoeding
We have to be <b>vigilant</b> against new terrorist attacks.	waakzaam, oplettend

DUTCH	FNGLISH

adembenemend, verbluffend	The public garden in Tokyo is absolutely <b>mind-blowing</b> in spring.
als paddenstoelen uit de grond springen	Fast-food restaurants are <b>spring</b> ing <b>up</b> all over the country.
beperking	In Afghanistan there are lots of religious <b>restriction</b> s.
burger	He lives in Birmingham and has a British passport, so he is a British citizen.
duren	How long does the show <b>last</b> ?
gericht op	This group is <b>dedicated to</b> promoting freedom of speech in Afghanistan.
gezien, in het licht van	<b>In the light of</b> the present political situation in Egypt, we advise you not to go on holiday there.
huiselijk geweld	In some countries women are often victims of <b>domestic violence</b> .
kenmerk, onderdeel	Group work is a <b>feature</b> of her lessons.
levensonderhoud	She mainly works as an artist for her <b>livelihood</b> .
middelen	I don't have the <b>resources</b> to start my own business.
noteren	The names of the participants are <b>list</b> ed below.
om de beurt	The pupils had to take turns reading a sentence.
omgeving	Small children often want to explore their <b>surroundings</b> .
onder, tussen (meer dan twee)	There is a lot of unrest <b>among</b> Afghan youth nowadays.
onkosten	Your <b>expenses</b> will be refunded.
ontmoeting	Due to my <b>encounter</b> with that artist I started to think differently about graffiti.
op de hoogte brengen	<b>Notify</b> me if you receive any news from him.
opvrolijken	She knows how to <b>cheer</b> us <b>up</b> with her bright smile.
opzettelijk	Do you think she pushed him <b>deliberately</b> ?
richten op	These advertisements are <b>target</b> ed <b>at</b> children.
snelwerkend	This <b>fast-acting</b> spray is ideal for graffiti.

te maken hebben met, ondervinden	You may <b>encounter</b> some problems when you want to start your own business in that country.
tentoonstelling	We went to a Picasso <b>exhibition</b> last week.
tientallen	Dozens of people phoned to congratulate him.
uitstellen	They are going to <b>postpone</b> the meeting until Friday.
uitvoeren	We are <b>conduct</b> ing a survey of people's attitudes to graffiti.
vastberaden	She's <b>determined</b> to finish her studies before June next year.
verdenking	He was arrested on <b>suspicion</b> of theft.
vergen	How much time will it <b>take</b> to read this novel?
verlegen	Some pupils are too <b>shy</b> to ask any questions in class.
vooroordeel	Some have a <b>prejudice</b> against boys doing ballet.
warenhuis	Harrods is a famous <b>department store</b> in London.

Lesson 

ENGLISH	DUTCH
In Asian markets there's an <b>abundance of</b> edible insects.	overvloed aan
Insects are <b>abundant</b> ly available in this restaurant.	volop
Do you advocate breeding edible insects?	een voorstander zijn van
That country has often been afflicted by floods and earthquakes.	treffen, teisteren
He has returned the book he borrowed, albeit very late.	hetzij, ofschoon
Eating insects is still frowned upon in Western countries.	afkeuren
For my studies I have to <b>compose</b> a series of poems.	samenstellen
This is a <b>comprehensive</b> analysis of Third World problems.	uitgebreid
At the age of 22 he <b>convert</b> ed to Islam.	bekeren
He knows a lot about the <b>cultivation</b> of crops.	teelt
In America the Indians were <b>decimate</b> d by the white man.	uitdunnen, uitroeien
This protein <b>deficiency</b> is the reason this child is not healthy.	tekort
Some mushrooms are <b>edible</b> , some are not.	eetbaar
Dad was angry the way my brother <b>gobble</b> d his piece of pie.	opvreten
The Aboriginals are the <b>indigenous</b> people of Australia.	inheems, autochtoon
There's a plague of <b>locust</b> s in Western and Central Africa.	sprinkhaan
These poor children suffer from malnutrition.	ondervoeding
There are new talks between the American government and Native Americans.	Indiaan
Our problems <b>stem from</b> the bad weather we're having.	voortkomen uit, voortvloeien uit
I can <b>verify</b> that caterpillars are delicious.	bevestigen
Sales have gone up by a <b>whopping</b> 80% in just one year.	maar liefst
The average milk <b>yield</b> per cow is 50% higher than 10 years ago.	opbrengst

DUTCH	ENGLISH
-------	---------

apart, bizar	This might sound <b>weird</b> and I am serious.
beschikbaar	Insects are <b>available</b> in nearly every Asian supermarket.
bevatten	A lot of food in the west <b>contain</b> s insect parts.
broeikas	The largest source of <b>greenhouse</b> gas emissions from human activities is from burning coal, gas and oil.
brutaal	Because he was <b>cheeky</b> his mother sent him out of the room.
collega	I work closely with four <b>colleague</b> s in my department.
garanderen	We take these steps to <b>ensure</b> maximum safety.
gevogelte	Do you prefer fish or <b>poultry</b> for dinner?
griep	I'm lying in bed with influenza.
insect	Lots of plants had been eaten by <b>bug</b> s.

jaarlijks	This festival is an <b>annual</b> event.
katoen	That's a nice <b>cotton</b> pullover you're wearing.
mier	Oh, dear. There's an <b>ant</b> in my drink.
onderdrukken	Don't <b>suppress</b> your emotions, but express yourself.
ontmoedigen	Didn't want to <b>discourage</b> you, but I don't think you will stand a chance.
oogsten	We have <b>harvest</b> ed a lot of apples this summer.
overbrengen	Some insects can <b>transmit</b> dangerous diseases.
prestatie	Winning that difficult match was a remarkable achievement.
resterend	The only <b>remaining</b> question is: how are you going to pay for all this?
rups	A caterpillar develops into a butterfly or moth.
scheiding	He still can't get over the <b>separation</b> of his parents.
slikken	My throat hurts whenever I <b>swallow</b> .
slim	It was a <b>smart</b> move for him to sell his house in that year.
smal	We had to walk through a very <b>narrow</b> corridor.
snel	His success as a singer came <b>rapid</b> ly.
sparen	He criticised all of us. Nobody was <b>spare</b> d.
stam	The Blackfeet Indian Reservation belongs to the Blackfeet <b>tribe</b> in the U.S. state of Montana.
steeds meer	Even people in the West have <b>increasingly</b> started to eat insects.
tot overmaat van ramp	First, we had car trouble. <b>To cap it all</b> , we were 10 minutes late to be allowed to enter.
uiteindelijk	After a long journey we <b>eventually</b> arrived at our hotel.
vergiftigen	Chemicals had <b>poison</b> ed a lot of fish.
verklaren	Can you account for the water on the kitchen floor?
verontreiniging	These chemicals are the reason for the <b>contamination</b> of the water.
verwerken	The computer still has to <b>process</b> the information.
wesp	Yesterday I was stung by a wasp.

Lesson 3

**ENGLISH** 

That severe accusation ruined the politician's career.

Racial segregation was one of the major issues in the Civil War.

The swimmer's **smooth** movements impressed the public.

Many soldiers in the Great War were **stricken** with terror.

We heard the teacher speaking in the <b>adjoining</b> classroom.	aangrenzend
The mountain climb had to be abandoned due to <b>adverse</b> weather conditions.	ongunstig, schadelijk
Our team had the <b>backing</b> of all our supporters.	(ruggen)steun
The <b>devastation</b> of their houses caused the earthquake victims a lot of grief.	verwoesting
Although he had lost all his money, he had kept his dignity.	waardigheid
Our team captain couldn't hide his dissatisfaction when we lost the game.	ontevredenheid
Our coach <b>emphasise</b> d that playing fair was as important as winning.	benadrukken
Jane was <b>heartened</b> by all the get well cards she got during her illness.	opgevrolijkt, bemoedigd
Kim awaited the results with <b>impatience</b> .	ongeduld
Marc can't stand injustice. He wants equal rights for everyone.	onrecht
When you start a new job, you'll have to negotiate your salary.	onderhandelen
Every member of the club has the <b>obligation</b> to introduce new members.	verplichting
When a great <b>orator</b> like Martin Luther King spoke, everyone listened.	redenaar
Always keep calm, even in a precarious situation.	onzeker, onveilig

**DUTCH** 

beschuldiging

rassenscheiding

getroffen, verslagen

glad, soepel

DUTCH	ENGLISH
DUICH	ENGLISH

aansporen  actie ondernemen  you actievoerder  al(hoewel)  behalve, naast (d.w.z. inclusief)  behalve, uitgezonderd  buiten dienst  W	We can't meet your request for a free copy of our book.  Let's fire up everyone to take part in the search for the missing dog.  Lou have to take action if you think there is an injustice.  Let's fire up everyone to take part in the search for the missing dog.  Lou have to take action if you think there is an injustice.  Let's fire up everyone flags and banners.  Let's activists carried flags and banners.  Let's hough there was little food, there was enough for everyone.  Let's fire up everyone flags and banners.  Let's fire up everyon
actie ondernemen  actievoerder  al(hoewel)  behalve, naast (d.w.z. inclusief)  behalve, uitgezonderd  buiten dienst  W	ou have to take action if you think there is an injustice.  Ill the activists carried flags and banners.  Al)though there was little food, there was enough for everyone.  part from being an actress, she's a singer.  le has to work every day except Sunday.  When a policeman is off duty he doesn't wear his uniform.
actievoerder Al al(hoewel) (A behalve, naast (d.w.z. inclusief) Al behalve, uitgezonderd Ho buiten dienst W	Al)though there was little food, there was enough for everyone.  part from being an actress, she's a singer.  he has to work every day except Sunday.  When a policeman is off duty he doesn't wear his uniform.
al(hoewel)  behalve, naast (d.w.z. inclusief)  behalve, uitgezonderd  buiten dienst  W	Al)though there was little food, there was enough for everyone.  part from being an actress, she's a singer.  le has to work every day except Sunday.  When a policeman is off duty he doesn't wear his uniform.
behalve, naast (d.w.z. inclusief)  behalve, uitgezonderd  buiten dienst  W	part from being an actress, she's a singer. le has to work every day except Sunday. Vhen a policeman is off duty he doesn't wear his uniform.
behalve, uitgezonderd Ho buiten dienst W	le has to work every day <b>except</b> Sunday. Vhen a policeman is <b>off duty</b> he doesn't wear his uniform.
buiten dienst W	When a policeman is <b>off duty</b> he doesn't wear his uniform.
	·
een hand uitsteken If	you <b>reach out</b> , you can touch the ceiling.
een toespraak houden Th	he father of the bride <b>deliver</b> ed a humorous speech.
ergens anders If	you can't find your glasses here, you'll have to look for them <b>elsewhere</b> .
ergens horen, behoren No	elson doesn't want to move, he <b>belong</b> s here.
ervoor zorgen Ju	ust <b>see to</b> it that your homework is done before supper.
evenzeer Th	his event is interesting for young and old <b>alike</b> .
heilige In	n the old church there was a statue of <b>Saint</b> Barbara.
hitte	can't stand the African <b>heat</b> . I prefer a cooler climate.
in de belangstelling W	Vhen you're <b>in the limelight</b> you can be chased by paparazzi.
in verwarring, in de war Ly	ynn was <b>puzzled</b> when she didn't see her friend at the meeting point.
inzetten G	reenpeace <b>mobilise</b> d their volunteers for an action at sea.
klacht Th	he shopkeeper didn't listen to our <b>complaint</b> .
kladversie W	Vhat do you think of this <b>draft</b> of my letter of application?
onvergetelijk Fl	lying in a helicopter was an <b>unforgettable</b> experience.
oordeel	don't depend on other people's <b>judgement</b> . I can decide what's right myself.
opnieuw oriënteren No	low that the first project has gone wrong you need to <b>refocus</b> on what to do next.
oprecht, serieus	was <b>sincere</b> ly grateful for her help with my project.
opwekken, genereren El	lectricity can be <b>generate</b> d by windmills.
politieagent (informeel) W	Vhy do they call a policeman a <b>cop</b> ?
preken Th	he priest of our church <b>preach</b> ed for more than an hour last Sunday.
roeping SI	he took up nursing because she knew that this was her true calling.
spoor Th	he Inca <b>trail</b> is a fantastic walk in Peru.
steun A	manager needs the <b>support</b> from all his employees.
ter harte nemen Yo	ou should <b>take</b> my advice <b>to heart</b> and stop smoking.
variëren van Th	he participants in this action <b>range from</b> teenagers to old age pensioners.
vastleggen, verzekeren Yo	ou should <b>secure</b> the boat with two ropes.
vertegenwoordigen 0	Our Prime Minister <b>represent</b> s our country at the conference.
verwaarlozen He	e admitted he had <b>neglect</b> ed his duties as a father.
voorrecht Ka	aren thought it was a <b>privilege</b> to be her sister's bridesmaid.
voorstel (formeel) Th	here's a <b>proposal</b> to reduce the speed limit in this town.
voortdurend St	tephen's <b>continued</b> whining annoyed me.
vrijwilliger M	Nany <b>volunteer</b> s helped the refugees with food and other supplies.
zeker I v	will <b>definitely</b> see the show next week.
zeuren De	on't <b>whine</b> about your problems all the time.

ENGLISH	DUTCH
There are old buildings <b>alongside</b> the modern ones.	naast
Your plans are lacking in simplicity, they are far too complex.	missen, ontberen
If you think that two eggs is enough to bake a cake, you are mistaken.	zich vergissen
The factory made a lot of profit at the expense of the underpaid labourers.	ten koste van
The mobile phone is a huge <b>convenience</b> , not only for busy people.	gemak
After hard work one needs some <b>down time</b> to relax.	vrije tijd
Peter <b>empathise</b> s with all the people who suffer from the war.	meeleven, invoelen
We can <b>enhance</b> our profits if we work hard.	vergroten
My uncle lives in the vicinity of a power plant.	in de buurt van
The business won't run smoothly with an incapable manager.	ongeschikt
One of Josh's practical jokes is the <b>inevitable</b> bucket on top of a door.	onvermijdelijk
With your <b>input</b> we can create a great article.	inbreng
Geoff likes visiting medieval castles.	middeleeuws
That house across the street used to be Jenny's parental home.	ouderlijk
The <b>partition</b> of India led to the creation of Pakistan.	deling
Our dog found the <b>remains</b> of a rabbit in the field.	overblijfselen
Just give us a call when you're <b>settle</b> d in your new house.	zich vestigen
Many <b>spice</b> s, like cinnamon and cloves, were brought in from Indonesia.	specerij
The rules of this game are <b>transparent</b> enough. Anyone can play it.	eenvoudig, helder
I don't know what you're talking about. I'm unacquainted with the topic.	onbekend met

DUTCH	ENGLISH
bederven	Don't <b>spoil</b> my evening with your nagging!
bekend zijn met	Charles is not familiar with the rules of cricket.
belangrijk, aanzienlijk	The singer made a <b>significant</b> contribution to the success of his band.
betrekkelijk	I think the test was <b>relatively</b> hard when compared to the other tests.
bevorderen	He has been <b>promote</b> d and is now head of the department.
de kost verdienen	How are these people going to make a living without a proper education?
dominee	The minister pronounced the couple husband and wife.
eer	It is an <b>honour</b> for the students to work with the Nobel prize winner.
eigenaar	Sam is the <b>owner</b> of a bed and breakfast in York.
extraatje (extra verdienste)	A lease car is an interesting <b>perk</b> in this job.
geestelijke	My uncle is a <b>clergyman</b> . He's very strict in religious matters.
geloof	I believe you can do it. I have <b>faith</b> in you.
gelukkig, bevoordeeld	We were <b>fortunate</b> that we had got a good education.
gemeenschap	There are many well-educated people in our society.
geschikt, passend	it is unacceptable for disabled children and adults to have no <b>adequate</b> toilet facilities.
gezag	Our coach used his <b>authority</b> to put us under pressure.
handel	Did you know that the Dutch were also active in the slave <b>trade</b> ?
machtigen	I was <b>authorise</b> d on my friend's bank account.
menigte	The little girl lost her mother in the <b>crowd</b> .
moed	You need <b>courage</b> to start your own business.
moskee	There is a beautiful <b>mosque</b> in Córdoba in Spain.
onderdak hebben	I'll be happy if I can <b>get a roof over my head</b> before night falls.
onderneming	He started his first <b>enterprise</b> when he was sixteen.
overtollig	Business was bad so fifteen people had to be made redundant.
overzee(s)	Traders buy these spices <b>overseas</b> .

rondreizen met een rugzak	Backpacking in Australia is still very popular.
staking	I had to cycle to work because of the bus drivers' <b>strike</b> for higher wages.
thuisonderwijs	<b>Home-schooling</b> can be an option for families that travel frequently.
tweetalig	My cousin is <b>bilingual</b> . He speaks French and Spanish.
uiterst belangrijk	It is absolutely <b>crucial</b> that you fasten your seat belts before we take off.
uithoudingsvermogen	You need <b>endurance</b> to run a marathon.
verschillend	I didn't know the terrain in Africa is so <b>diverse</b> .
voorschrijven	The doctor <b>prescribe</b> d a new medicine.
waarnemen	If there aren't any clouds tonight, you will be able to <b>observe</b> the stars.
werknemer	The firm has over 500 <b>employee</b> s.
zelfvertrouwen	His <b>self-confidence</b> needed a boost, that's why I gave him a compliment.

**DUTCH** 

concreet, tastbaar

mokken, mopperen

Lesson **5** 

**ENGLISH** 

My teacher advised me to study more. I adapted my studying hours <b>accordingly</b> .	dienovereenkomstig
There is a huge <b>disparity</b> between the richest and poorest people in that country.	ongelijkheid
People have more disposable income, now that the economy is healthier.	besteedbaar inkomen
There are so many facts and figures, I simply don't know what to look for.	cijfers, getallen
You can further your education by studying in a foreign country.	bevorderen
My parents granted my sister's wish to study abroad.	gunnen, verlenen
Even in Europe, there are many <b>impoverished</b> areas.	verarmde
Ms Jensen's lessons were <b>invaluable</b> for me, I couldn't have made it without her.	van onschatbare waarde
You should not be <b>judgmental</b> . Keep your own opinions and ideas out of this.	oordelend
There's nothing you can say to <b>justify</b> this.	rechtvaardigen
Teachers should obviously be <b>knowledgeable</b> about the subjects they are teaching.	goed ingelicht
I'm sorry, but I can't be bothered by these <b>minute</b> details.	zeer klein, miniem
Luckily, the number of available jobs is <b>on the rise</b> .	aan het stijgen
This teenager finds it difficult to get on well with his <b>peer</b> s.	leeftijdsgenoot
Travelling to outer space involves many <b>peril</b> s.	gevaar
Deciding to travel without preparation can have dire ramifications.	(negatief) gevolg
I'm just interested in relaxing, so adventures are beyond the <b>scope</b> of my travels.	omvang
The village depends on the sea for <b>sustenance</b> .	voeding, levensonderhoud

DIITCH	FNGLISH

Don't just **sulk**! Please, just tell me why you are angry.

Helping people abroad often gives **tangible** results, such as building a school.

aanbeveling	We followed the <b>recommendation</b> made by many reviewers and went to see the film.
aan de ene kant	On the one hand, I'd like a job that pays more. On the other hand, I do like my present work.
aanpassen aan	Finding a new job means <b>adapt</b> ing <b>to</b> a new boss.
als gevolg daarvan	I worked hard. As a result of that, I earned a lot of money.
bedoelen	I'm terribly sorry. I didn't <b>intend</b> to hurt you!
beïnvloeden	Teachers and students should be able to <b>impact</b> school policies more often.
beleid	Our school supports the <b>policy</b> of choosing your own subjects.
bevragen	Each year, the school <b>survey</b> s its pupils about their ideas.
bovendien	Jason couldn't go out because he had to work. <b>Moreover</b> , he didn't have any money.
duidelijk	It soon became <b>evident</b> that she was seriously ill.
enquête	Could you fill in this <b>questionnaire</b> , please?
familielid	We usually visit <b>relative</b> s on Sundays.

herstellen	I really needed a holiday to <b>recover</b> from all of my work-related stress.
in staat zijn om	I know I can do it! I'm capable of getting a high mark for this test.
inenting	Travelling to far-off places often means that <b>immunisation</b> is required.
meerderheid	Only a few people were against their policy, but a majority supported it.
nederig	She's not arrogant at all. In fact, she's very <b>humble</b> .
ongeacht	My father just loves travelling, regardless of where we are going.
(een ziekte) oplopen	My sister is afraid of <b>catch</b> ing a virus abroad.
overhalen, overtuigen	Let me try to <b>persuade</b> you to come with us. It's going to be fun!
rector, directeur	At the start of the year, our <b>principal</b> usually gives a speech.
rekening houden met	Please, take into account that we have a strict no-smoking policy at school.
tot stand brengen, vestigen	English has <b>establish</b> ed itself as a language used all over the world.
verder, daarnaast	That city has a low crime rate. <b>Furthermore</b> , it has a high quality of life.
vereenvoudigen	The government wants to <b>simplify</b> the tax system.
vergelijkbaar	I do not believe that the Irish and Australian accents of English are <b>comparable</b> at all.
verre	I would love to travel to far-off places.
voors en tegens	Shall I list the <b>pros and cons</b> of travelling alone?
voorstellen	Can you <b>suggest</b> a restaurant we could go to?
waarden	In The Netherlands, we have shared <b>value</b> s that most people live by.
werkwijze, handelwijze	The best <b>course of action</b> seems to go on a trip to Dublin.
zelden, haast nooit	He <b>rarely</b> scores lower than an 8.0 for his tests, which shows he's a very good pupil.
zich veroorloven	Luckily, we can <b>afford</b> a new car now that our old car has broken down.
zodoende, (al)dus	Demand was high and <b>thus</b> prices went up.

#### EXPRESSIONS

**Begrip tonen** Showing understanding

Yes, I see your problem / point.

All right, I see what you're getting at.

I understand what you mean.

I get it!

I know ... It must be difficult for you

#### Benadrukken van een probleem Emphasising a problem

It raises the problem that ...

The real problem is ...

It highlights the problem that ...

#### Beschuldiging van de hand wijzen Rejecting an accusation

Don't blame me for the fact ... (that things have gone wrong.)

It is not my fault ...

There's no way that I ...

That's an unfair accusation.

#### Eens zijn: het (niet) eens zijn met iemand

Agreeing: (dis)agreeing with somebody

I fully agree (with you).

Exactly!

I suppose so. / I guess you're right.

Up to a point.

It depends.

I wouldn't say that.

I take a different view.

I can't share your opinion.

Absolutely not. / No way!

I completely disagree (with you).

#### **Geruststellen** Reassuring somebody

Surely, it can't be that bad.

Don't worry.

There's no need to be upset.

Everything is all right.

You'll be fine!

#### **Irritatie uitdrukken** *Expressing irritation*

Do you actually realise that ...

It really annoys me that ... (ads keep popping up)!

Oh, come on, ... (you know that's not true /

don't exaggerate things.)

Stop that ... (noise / yelling / fighting)!

#### Kanttekening maken Making a critical remark

I'd like to remark that ...

Mind you, I do think that ...

On the other hand, ...

That may be so, but ...

#### **Klacht indienen** *Making a complaint*

I would like to make a complaint.

I hate to trouble you but ...

I am afraid that ... (the price is wrong.)

I do not intend to ... (pay for this.)

#### Krachtig ontkennen Strongly denying something

There's no way that ...

It is not true ... (that I told you that.)

I have never ... (used bad language.)

#### **Onderhandelen** Negotiating

Let's make a deal: I'll ... and you'll ...

If you ..., I will ...

I'm not interested.

I have to decline that offer.

I'm afraid I had something different in mind.

What's your best price?

Can you make an adaptation in the conditions?

Can I have a discount?

I think we have a deal.

It's been a pleasure doing business with you.

#### Ongeduld uitdrukken Expressing impatience

I'm getting fed up with ...

I'm losing patience with her constant complaints.

Come on, hurry up!

Get a move on!

Let's speed things up a bit.

#### Ontevredenheid uitdrukken Expressing dissatisfaction

Unfortunately, ... (you have sent us a damaged product.)

I'm not satisfied ... (about the book you have sent us.)

This is very unsatisfactory.

I'm really dissatisfied (with the result.)

#### **Opsommen** Summing up

First of all, ... Secondly, ... Finally, ...

In the first place, ... Besides that, ... And finally, ...

#### lets samenvatten of afronden Summarising or rounding off

To cut a long story short, ...

So, in a nutshell ...

In short, ...

To conclude, ...

In conclusion, ...

To summarise....

Summing up, you might say that ...

All in all, ...

#### Jezelf verduidelijken/corrigeren

Explaining / correcting yourself

What I'm trying to say is ...

What I mean is ...

In other words, ...

Let me put it this way ...

#### Voorbeeld geven bij een mening

Giving an example to support your opinion

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

#### Zekerheid uitdrukken Expressing certainty

I'm (utterly) convinced that ... (you'll solve the problem.)

I'm (absolutely) sure ...

I'm certain that ...

There's no doubt that ...

Certainly, ...

Of course, ...

Undoubtedly, ...

Doubtless ...

Definitely, ...

#### GRAMMAR

Tenses

Adjectives and adverbs

Comparisons

Indefinite pronoun

Relative pronoun

**Auxiliaries** 

grammar p. 54 - 60

grammar p. 65 & 66

grammar p. 68

grammar p. 72

grammar p. 74

## Introduction

"Tell me what you read and I will tell you who you are."

#### Why we read and enjoy literature

We read literature to learn more about ourselves and to make sense of the world around us. Good writing answers questions. Great writers know their readers and are familiar with the kind of questions they are likely to ask. The literature lessons in this course book help you to become more aware of the close relationship between writer, reader, culture and text.

Enjoying literature is like taking a grand tour through culture. You visit fictional worlds and make new friends who teach you to cross boundaries. Literature opens up so many doors for you. It reveals how others think. Reading literature allows you to empathise with other people, it can help you solve your problems and teaches you to see things differently.

Ineffective language weakens ideas. In literature all words and images matter. The famous author George Orwell explained it once like this: a good writer will ask himself at least four questions in every sentence – What am I trying to say? What words will express it? What image will make it clearer? Is this image fresh enough to have an effect?

It is not always easy to understand literary texts. But if you take the time to dig deeper into a text, you will discover that it can be very rewarding. Before anything else, reading literature improves your attention, concentration and memory skills. Furthermore, it triggers your imagination, and in addition to all other benefits, as recent research in cognitive science has demonstrated, deep reading – slow, immersive, rich in sensory detail and emotional and moral complexity – is a distinctive experience. It is much more than just decoding words. Deep reading allows you to remain fully immersed in the narrative and draws on the same brain regions that would be active if the literary scenes were unfolding in real life, thus increasing your real-life capacity for empathy.

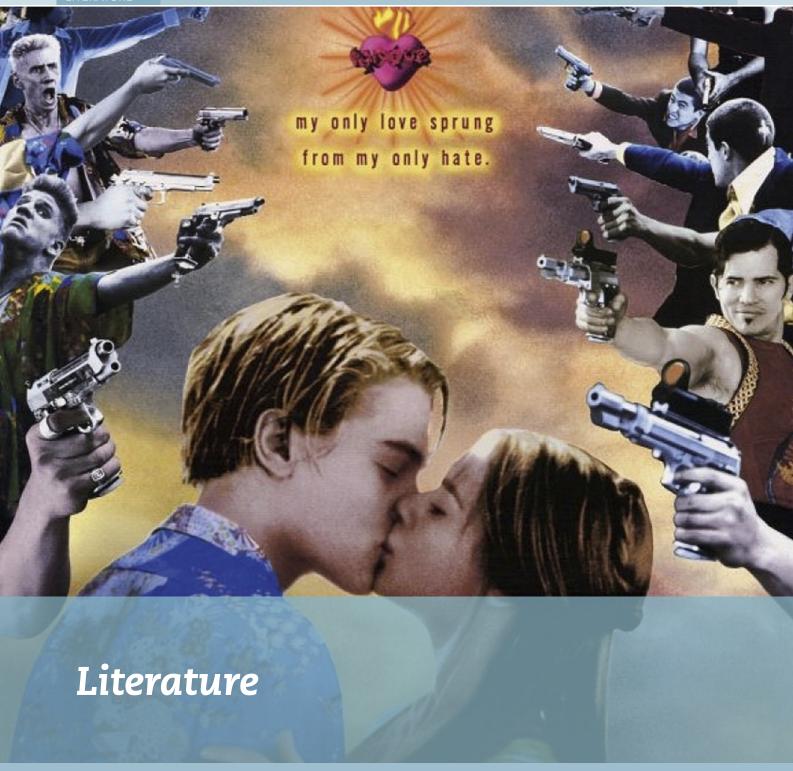
#### Why literature in this course book

Literature is an effective tool for language learning, because literary texts provide rich linguistic input and they stimulate you to use your imagination. You learn to express yourself in a foreign language. As a bonus, you also gain more insight into the various literary devices and literary periods.

By reading a great variety of literary texts, you will learn to explore the different ways in which these texts can be read and understood. The selected texts deal with universal themes such as love, loss, isolation and growing up. They take a central position in the literature lessons and are examples of great literature, written in English through the ages.

Connelie Klijn, October 20th, 2016

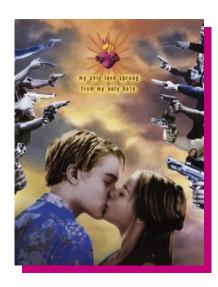
An overview of literary periods and important authors is presented on pages 236 to 239.



Good writing answers questions.
Great writers know their readers
and are familiar with the kind of
questions they are likely to ask.
The literature lessons in this
student's book help you to become
more aware of the close relationship
between writer, reader, culture
and text.

UNIT	220
Young Blood	
UNIT 2	223
LOL	
UNIT 3	227
Great Expectations	
UNIT 4	230
A Curious Mind	
UNIT 5	233
Global Appetites	
OVERVIEW LITERARY PERIODS & MOVEMENTS	236

# Young Blood



# **Romeo and Juliet**William Shakespeare

Shakespeare wrote *Romeo and Juliet* more than four hundred years ago. It is a tragedy, written for actors on a theatre stage. It is still one of the most famous love stories in the world, a story about love and secrecy.

Tragedies are always based on human suffering. In this particular story, two young 'star-crossed' lovers agree to a secret marriage: Juliet only thirteen years old, and Romeo not much older. Unfortunately, their love story does not have a happy ending. Two families, the Montagues and the Capulets, play an important role. They are great enemies. The young lovers are victims of fate, because Romeo happens to be the only son of the Montagues and Juliet is the only daughter of the Capulets.

#### Literary term

## English Renaissance 1500-1670

During the 16th century, many English playwrights and poets used Italian stories and poetry as an inspiration. The term Renaissance means 'rebirth'. Before this period, during the Middle Ages, writers used to focus on the absolute power of God. The classical Greek and Roman stories were strictly forbidden as sources of inspiration. Huge cultural shifts occurred in Elizabethan England. The Catholic Church became less powerful and people became more tolerant.

Erasmus, a Dutch Renaissance humanist, had already published books about this way of thinking at the very beginning of the 16th century. In England, William Shakespeare started to create more 'human' characters in his plays and was the first writer to bring these Renaissance characters into the theatres.

#### Literary term

## **Dramatic irony**

Irony is the difference between what someone would reasonably expect to happen and what actually does happen. Dramatic irony is when the audience or reader knows something that a character in the story does not know. The many misunderstandings in the play *Romeo and Juliet* are great examples of dramatic irony.

#### Literary term

## Interpretation

Most great works of literature are open to interpretation, with every reader finding in them the themes or messages that speak to that person's particular experiences and

feelings. In the short film *Star Cross'd*, Laura Dockrill created characters and a storyline based on Shakespeare's original play.

## Romeo and Juliet by William Shakespeare

### Fragment 1

In the second act Juliet enters the scene. It is clear Romeo adores her, he compares her with the sun. Yet, at first, he is not talking to her directly.

#### **ROMEO**

[JULIET appears above at a window.]

- But, soft! what light through yonder window breaks?
   It is the east, and Juliet is the sun.
   Arise, fair sun, and kill the envious moon,
   Who is already sick and pale with grief,
- 5 That thou, her maid, art far more fair than she.
  Be not her maid, since she is envious;
  Her vestal livery is but sick and green
  And none but fools do wear it; cast it off.
  It is my lady, O, it is my love!
- O, that she knew she were!
  She speaks yet she says nothing; what of that?
  Her eye discourses; I will answer it.
  I am too bold, 'tis not to me she speaks.
  Two of the fairest stars in all the heaven,
- To twinkle in their spheres till they return.
  What if her eyes were there, they in her head?
  The brightness of her cheek would shame those stars,
  As daylight doth a lamp; her eyes in heaven
- 20 Would through the airy region stream so bright
  That birds would sing and think it were not night.
  See, how she leans her cheek upon her hand!
  O, that I were a glove upon that hand,
  That I might touch that cheek!

#### **JULIET**

25 Ay me!

#### **ROMEO**

She speaks!

O, speak again, bright angel! for thou art As glorious to this night, being o'er my head As is a winged messenger of heaven Unto the white-upturned wondering eyes

30 Of mortals that fall back to gaze on him When he bestrides the lazy puffing clouds And sails upon the bosom of the air.

#### **JULIET**

O Romeo, Romeo! wherefore art thou Romeo? Deny thy father and refuse thy name;

35 Or, if thou wilt not, be but sworn my love, And I'll no longer be a Capulet.



- 5 **her maid**: i.e., devotee of Diana, goddess of the moon, and patroness of virgins.
- A 'livery' is a uniform worn by the servants of a lord; 'vestal' means 'chaste' and 'greensickness' is an anemia that was supposed to occur in unmarried girls, because they were unmarried and not fruitful.
- spheres: heavenly positions. According to the astronomy of Shakespeare's time, the stars were fixed in concentric transparent spheres that revolved around the earth.
- 20 **stream**: shine.

29 **white-upturned:** turned upward so that the whites are visible below the irises.

(named) Romeo (Montague)?

33 wherefore art thou Romeo?: why are you

27-28 **As ... heaven**: i.e., as bright as an angel.

## Fragment 2

In the fifth act Romeo, who is banned from Verona after he ended up killing a Capulet named Tybalt, is waiting for news. Juliet was supposed to marry Paris, another Capulet, but had already married Romeo in secret, with help from friar Laurence. She has taken a sleeping potion to avoid the forced marriage. Now Balthasar, Romeo's servant, delivers the news that Juliet's 'body sleeps'. Tragically, Romeo thinks Juliet is dead. He decides to buy poison.

[Enter APOTHECARY]

#### **APOTHECARY**

1 Who calls so loud?

D	n	A	π	C	n
ĸ	u	11	/1	c	u

KU	MEU		
	Come hither, man. I see that thou art poor:		
	Hold, there is forty ducats. [Offers gold.] Let me have	<u>3</u>	ducats: gold coins.
	A dram of poison, such soon-speeding gear	4	<b>A dram:</b> a little bit; <b>soon-speeding gear:</b>
5	As will disperse itself through all the veins		quick-working stuff.
	That the life-weary taker may fall dead		
	And that the trunk may be discharged of breath		
	As violently as hasty powder fired	8	hasty powder: gunpowder.
	Doth hurry from the fatal cannon's womb.	9	womb: belly.
10	Such mortal drugs I have; but Mantua's law	10	mortal: deadly.
	Is death to any he that utters them.	11	any he: any man; utters: issues, sells.
RO	MEO		
	Art thou so bare and full of wretchedness,		
	And fear'st to die? Famine is in thy cheeks,		
	Need and oppression starveth in thine eyes,	14	<b>Need eyes:</b> i.e., in your eyes can be seen
15	Contempt and beggary hangs upon thy back;		the starved look of need and deprivation.
	The world is not thy friend nor the world's law;	15	Contempt back: i.e., you are weighed
	The world affords no law to make thee rich;		down by your beggary and the contempt
	Then be not poor, but break it, and take this.		(of others) that comes with it.
AP	OTHECARY	18	it: i.e., the law.
	My poverty, but not my will, consents.		
RO	MEO		
20	I pay thy poverty, and not thy will.		
AP	OTHECARY		
	Put this in any liquid thing you will,		
	And drink it off; and, if you had the strength		
	Of twenty men, it would dispatch you straight.		
RO	MEO		
	There is thy gold, worse poison to men's souls,		
25	Doing more murders in this loathsome world,		
	Than these poor compounds that thou mayst not sel	11.	
	I sell thee poison; thou hast sold me none.		
	Farewell: buy food, and get thyself in flesh.	28	get thyself in flesh: gain weight, get healthy
[Ex	it APOTHECARY]		
	Come, cordial and not poison, go with me	29	<b>cordial</b> : healing medicine, especially a
	To Juliet's grave; for there must I use thee.		restorative for the heart.
[Ex	it]		

## LOL



# **Humour in The Secret Life of Walter Mitty**James Thurber

James Thurber is most of all known for the cartoons and short stories he published in *The New Yorker*. *The Secret Life of Walter Mitty* was written in 1939, just before the Second World War. It was also the year in which a long period of economic depression in America, called The Great Depression, ended. A more prosperous period was about to start: The New American Dream.

Main character Walter Mitty is a hopeless dreamer. He is an unadventurous person who seeks escape from reality through daydreaming. Humour is found in the contrast between Mitty's hopes for life and its actuality. In the English language 'being Mittyish' means you are glamorising your ordinary life in unrealistic, heroic fantasies.

### Literary term

## Modernism 1910-1965

Modernism was set in motion by the Great War, which divided Europe from 1914 to 1918, known now as World War I. The stories about this "War to End All Wars" were so horrific that afterwards people wanted to break with many traditions. The horrors of World War II, from 1939 to 1945, helped strengthen this idea.

Modernist writers wanted to "make it new!" They also

wanted to change the way people think about truth and reality. Rather than concentrating on the outside world, they started to focus on the 'inner self' and the workings of consciousness. Various forms of new writing were tried out. In *The Secret Life of Walter Mitty*, James Thurber used the stream-of-consciousness technique, in which the reader follows the private thoughts of Walter Mitty.

#### Literary term

#### Stream of consciousness

James Thurber uses the stream of consciousness as a literary technique. He writes down, in detail, the thought processes and fantasies of Walter Mitty. Each fantasy in Mitty's head is triggered by objects or actions in real life. It is humorous to see how heroic he becomes in his daydreams.

#### Literary term

## Reliable and unreliable narrator

The narrator is the person who tells the story. In completely omniscient (all-knowing) narration everything he tells the reader is true. We call this a reliable narrator: we can read

the minds of all characters. Sometimes we read stories told by unreliable narrators. An unreliable narrator is a person whose telling of the story is not completely true.

## The Secret Life of Walter Mitty by James Thurber

The beginning of the story, in which Walter Mitty is driving his wife to Waterbury, Connecticut, for their weekly shopping. It is warm and comfortable inside the car, it is stormy and ice cold outside. Mitty slips into a daydream...

"We're going through!" The Commander's voice was like thin ice breaking. He wore his full-dress uniform, with the heavily braided white cap pulled down rakishly over one cold gray eye. "We can't make it, sir. It's spoiling for a hurricane, if you ask me." "I'm not asking you, Lieutenant Berg," said the Commander. "Throw on the power lights! Rev her up to 8,500! We're going through!" The pounding of the cylinders increased: ta-pocketa-pocketa-pocketapocketa. The Commander stared at the ice forming on the pilot window. He walked over and twisted a row of complicated dials. "Switch on No. 8 auxiliary!" he shouted. "Switch on No. 8 auxiliary!" repeated Lieutenant Berg. "Full strength in No. 3 turret!" shouted the Commander. "Full strength in No. 3 turret!" The crew, bending to their various tasks in the huge, hurtling eight-engined Navy hydroplane, looked at each other and grinned. "The Old Man'll get us through," they said to one another. "The Old Man ain't afraid of Hell!" ...

"Not so fast! You're driving too fast!" said Mrs. Mitty. "What are you driving so fast for?"

"Hmm?" said Walter Mitty. He looked at his wife, in the seat beside him, with shocked astonishment. She seemed grossly unfamiliar, like a strange woman who had yelled at him in a crowd. "You were up to fifty-five," she said. "You know I don't like to go more than forty. You were up to fifty-five." Walter Mitty drove on toward Waterbury in silence, the roaring of the SN202 through the worst storm in twenty years of Navy flying fading in the remote, intimate airways of his mind. "You're tensed up again," said Mrs. Mitty. "It's one of your days. I wish you'd let Dr. Renshaw look you over."

Walter Mitty stopped the car in front of the building where his wife went to have her hair done. "Remember to get those overshoes while I'm having my hair done," she said. "I don't need overshoes," said Mitty. She put her mirror back into her bag. "We've been all through that," she

said, getting out of the car. "You're not a young man any longer." He raced the engine a little. "Why don't you wear your gloves? Have you lost your gloves?" Walter Mitty reached in a pocket and brought out the gloves. He put them on, but after she had turned and gone into the building and he had driven on to a red light, he took them off again. "Pick it up, brother!" snapped a cop as the light changed, and Mitty hastily pulled on his gloves and lurched ahead. He drove around the streets aimlessly for a time, and then he drove past the hospital on his way to the parking lot.

... "It's the millionaire banker, Wellington McMillan," said the pretty nurse. "Yes?" said Walter Mitty, removing his gloves slowly. "Who has the case?" "Dr. Renshaw and Dr. Benbow, but there are two specialists here, Dr. Remington from New York and Dr. Pritchard-Mitford from London. He flew over." A door opened down a long, cool corridor and Dr. Renshaw came out. He looked distraught and haggard. "Hello, Mitty," he said. "We're having the devil's own time with McMillan, the millionaire banker and close personal friend of Roosevelt. Obstreosis of the ductal tract. Tertiary. Wish you'd take a look at him." "Glad to," said Mitty.

In the operating room there were whispered introductions: "Dr. Remington, Dr. Mitty. Dr. Pritchard-Mitford, Dr. Mitty." "I've read your book on streptothricosis," said Pritchard-Mitford, shaking hands. "A brilliant performance, sir." "Thank you," said Walter Mitty. "Didn't know you were in the States, Mitty," grumbled Remington. "Coals to Newcastle, bringing Mitford and me up here for a tertiary." "You are very kind," said Mitty. A huge, complicated machine, connected to the operating table, with many tubes and wires, began at this moment to go pocketapocketa-pocketa. "The new anaesthetizer is giving way!" shouted an interne. "There is no one in the East who knows how to fix it!" "Quiet, man!" said Mitty, in a low, cool voice. He sprang to the machine, which was now going pocketa-pocketa-queep-pocketaqueep. He began fingering delicately a row of



glistening dials. "Give me a fountain pen!" he snapped. Someone handed him a fountain pen. He pulled a faulty piston out of the machine and inserted the pen in its place. "That will hold for ten minutes," he said. "Get on with the operation." A nurse hurried over and whispered to Renshaw, and Mitty saw the man turn pale. "Coreopsis has set in," said Renshaw nervously. "If you would take over, Mitty?" Mitty looked at him and at the craven figure of Benbow, who drank, and at the grave, uncertain faces of the two great specialists. "If you wish," he said. They slipped a white gown on him; he adjusted a mask and drew on thin gloves; nurses handed him shining ...

"Back it up, Mac! Look out for that Buick!" Walter Mitty jammed on the brakes. "Wrong lane, Mac," said the parking-lot attendant, looking at Mitty closely. "Gee. Yeh," muttered Mitty. He began cautiously to back out of the lane marked "Exit Only." "Leave her sit there," said the attendant. "I'll put her away." Mitty got out of the car. "Hey, better leave the key." "Oh," said Mitty, handing the man the ignition key. The attendant vaulted into the car, backed it up with insolent skill, and put it where it belonged.

They're so damn cocky, thought Walter Mitty, walking along Main Street; they think they know everything. Once he had tried to take his chains

off, outside New Milford, and he had got them wound around the axles. A man had had to come out in a wrecking car and unwind them, a young, grinning garageman. Since then Mrs. Mitty always made him drive to a garage to have the chains taken off. The next time, he thought, I'll wear my right arm in a sling; they won't grin at me then. I'll have my right arm in a sling and they'll see I couldn't possibly take the chains off myself. He kicked at the slush on the sidewalk. "Overshoes," he said to himself, and he began looking for a shoe store.

When he came out into the street again, with the overshoes in a box under his arm, Walter Mitty began to wonder what the other thing was his wife had told him to get. She had told him, twice, before they set out from their house for Waterbury. In a way he hated these weekly trips to town – he was always getting something wrong. Kleenex, he thought, Squibb's, razor blades? No. Toothpaste, toothbrush, bicarbonate, carborundum, initiative and referendum? He gave it up. But she would remember it. "Where's the what's-its-name?" she would ask. "Don't tell me you forgot the what's-its-name." A newsboy went by shouting something about the Waterbury trial.

... "Perhaps this will refresh your memory." The District Attorney suddenly thrust a heavy automatic at the quiet figure on the witness stand. "Have you ever seen this before?" Walter Mitty took the gun and examined it expertly. "This is my Webley-Vickers 50.80," he said calmly. An excited buzz ran around the courtroom. The Judge rapped for order. "You are a crack shot with any sort of firearms, I believe?" said the District Attorney, insinuatingly. "Objection!" shouted Mitty's attorney. "We have shown that the defendant could not have fired the shot. We have shown that he wore his right arm in a sling on the night of the fourteenth of July." Walter Mitty raised his hand briefly and the bickering attorneys were stilled. "With any known make of gun," he said evenly, "I could have killed Gregory Fitzhurst at three hundred feet with my left hand." Pandemonium broke loose in the courtroom. A woman's scream rose above the bedlam and suddenly a lovely, dark-haired girl was in Walter Mitty's arms. The District Attorney struck at her savagely. Without rising from his chair, Mitty let the man have it on the point of the chin. "You miserable cur!" ...

"Puppy biscuit," said Walter Mitty. He stopped walking and the buildings of Waterbury rose up out of the misty courtroom and surrounded him again. A woman who was passing laughed. "He said 'Puppy biscuit,' " she said to her companion. "That man said 'Puppy biscuit' to himself." Walter Mitty hurried on. He went into an A. & P., not the first one he came to but a smaller one farther up the street. "I want some biscuit for small, young dogs," he said to the clerk. "Any special brand, sir?" The greatest pistol shot in the world thought a moment. "It says 'Puppies Bark for It' on the box," said Walter Mitty.

His wife would be through at the hairdresser's in fifteen minutes, Mitty saw in looking at his watch, unless they had trouble drying it; sometimes they had trouble drying it. She didn't like to get to the hotel first; she would want him to be there waiting for her as usual. He found a big leather chair in the lobby, facing a window, and he put the overshoes and the puppy biscuit on the floor beside it. He picked up an old copy of *Liberty* and sank down into the chair. "Can Germany Conquer the World Through the Air?" Walter Mitty looked at the pictures of bombing planes and of ruined streets.

... "The cannonading has got the wind up in young Raleigh, sir," said the sergeant. Captain Mitty looked up at him through touselled hair. "Get him to bed," he said wearily. "With the others. I'll fly alone." "But you can't, sir," said the sergeant anxiously. "It takes two men to handle that bomber and the Archies are pounding hell out of the air. Von Richtman's circus is between here and Saulier." "Somebody's got to get that ammunition dump," said Mitty. "I'm going over. Spot of brandy?" He poured a drink for the sergeant and one for himself. War thundered and whined around the dugout and battered at the door. There was a rending of wood and splinters flew through the room. "A bit of a near thing," said Captain Mitty carelessly. "The box barrage is closing in," said the sergeant. "We only live once, Sergeant," said Mitty, with his faint, fleeting smile. "Or do we?" He poured another brandy and tossed it off. "I never see a man could hold his brandy like you, sir," said the sergeant. "Begging your pardon, sir." Captain Mitty stood up and strapped on his huge Webley-Vickers automatic. "It's forty kilometres through hell, sir," said the sergeant. Mitty finished one last brandy. "After all," he said softly, "what isn't?" The pounding of the cannon

increased; there was the rat-tat-tatting of machine guns, and from somewhere came the menacing pocketa-pocketa-pocketa of the new flame-throwers. Walter Mitty walked to the door of the dugout humming "Auprès de Ma Blonde." He turned and waved to the sergeant. "Cheerio!" he said....

Something struck his shoulder. "I've been looking all over this hotel for you," said Mrs. Mitty. "Why do you have to hide in this old chair? How did you expect me to find you?" "Things close in," said Walter Mitty vaguely. "What?" Mrs. Mitty said. "Did you get the what's-its-name? The puppy biscuit? What's in that box?" "Overshoes," said Mitty. "Couldn't you have put them on in the store?" "I was thinking," said Walter Mitty. "Does it ever occur to you that I am sometimes thinking?" She looked at him. "I'm going to take your temperature when I get you home," she said.

They went out through the revolving doors that made a faintly derisive whistling sound when you pushed them. It was two blocks to the parking lot. At the drugstore on the corner she said, "Wait here for me. I forgot something. I won't be a minute." She was more than a minute. Walter Mitty lighted a cigarette. It began to rain, rain with sleet in it. He stood up against the wall of the drugstore, smoking... . He put his shoulders back and his heels together. "To hell with the handkerchief," said Walter Mitty scornfully. He took one last drag on his cigarette and snapped it away. Then, with that faint, fleeting smile playing about his lips, he faced the firing squad; erect and motionless, proud and disdainful, Walter Mitty the Undefeated, inscrutable to the last.

Source: The New Yorker

# **Great Expectations**



# **Coming of age in** *Great Expectations*Charles Dickens

*Great Expectations* is one of Dickens' most popular works today. It has been adapted for numerous films, television series, television plays, theatre plays and even for an episode of Comedy Central's much debated *South Park*.

Originally, all 59 chapters were published in *Dickens' Weekly Journal*, from December 1860 until August 1861. Simultaneously, he published the American edition in *Harper's Weekly*. The story is about the coming-of-age experiences of a young orphan named Pip, who started out really poor but became 'a gentleman with expectations' after he had received a generous gift from an anonymous (unnamed) person.

#### Literary term

## Victorian period 1837-1901

This period is named after Queen Victoria, who ruled the United Kingdom from 1837 to 1901. It was a time of scientific progress: major discoveries were made in all branches of science, including physics, astronomy, natural history and medicine. Charles Darwin wrote his famous *On the Origin of Species*.

But it was also a time of hardship and struggle. The Victorian age was a dark period for children in England, who were forced to work under extremely dangerous

conditions in the new mines and factories which developed rapidly. The Industrial Revolution created a huge gap between the haves and have-nots.

Charles Dickens, the best-known Victorian writer, was sent off to work at Warren's Shoe Blacking Factory to help support his family, pasting labels on boxes. He was only twelve years old. Because of this, he never stopped writing about the struggles of the poor and the battle between right and wrong.

#### Literary term

## Bildungsroman

A coming-of-age story, also called a Bildungsroman, is about the protagonist's journey from childhood innocence to experience and education: from being a child to being an adult, from being naïve to being wise, from being immature to being mature. There will usually be pain and suffering along the way, because growing up isn't easy.

Pip's development and his 'having expectations' makes this novel a Bildungsroman, or a coming-of-age novel. Famous coming-of-age titles are *The Catcher in the Rye*, *To Kill a Mockingbird*, *The Fault in Our Stars*, *The Hunger Games*, *The Kite Runner*, *The Book Thief* and the *Harry Potter* books.

#### Literary term

## Defining a theme

The theme in a story is its underlying message, or 'central idea'. It comes down to what an author believes about life, the deeper meaning of life. A piece of writing can have more than one theme. Dickens felt strongly about the unjust struggles of the poor and was intrigued by the battle

between right and wrong. All the themes in *Great Expectations* are related to this.

Possible themes in chapters 1 and 8 are isolation, helplessness of childhood, the conflict between good and evil, and revenge.

## **Great Expectations by Charles Dickens**

## Fragment 1

Parts of chapter 1, in which Pip – while visiting the tomb of his parents in a churchyard – meets an escaped convict, Magwitch.

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

"O! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."

"Tell us your name!" said the man. "Quick!" "Pip, sir."

"Once more," said the man, staring at me. "Give it mouth!"

"Pip. Pip, sir."

"Show us where you live," said the man. "Pint out the place!"

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. (...)

"Now lookee here!" said the man. "Where's your mother?"

"There, sir!" said I.

He started, made a short run, and stopped and looked over his shoulder.

"There, sir!" I timidly explained. "Also Georgiana. That's my mother."

"Oh!" said he, coming back. "And is that your father alonger your mother?"

"Yes, sir," said I; "him too; late of this parish."



"Ha!" he muttered then, considering. "Who d'ye live with – supposin' you're kindly let to live, which I han't made up my mind about?"

"My sister, sir – Mrs. Joe Gargery – wife of Joe Gargery, the blacksmith, sir."

"Blacksmith, eh?" said he. And looked down at his leg.

After darkly looking at his leg and me several times, he came closer to my tombstone, took me by both arms, and tilted me back as far as he could hold me; so that his eyes looked most powerfully down into mine, and mine looked most helplessly up into his.

"Now lookee here," he said, "the question being whether you're to be let to live. You know what a file is?"

"Yes, sir."

"And you know what wittles is?"

"Yes, sir."

After each question he tilted me over a little more, so as to give me a greater sense of helplessness and danger. "You get me a file." He tilted me again. "And you get me wittles." He tilted me again. "You bring 'em both to me." He tilted me again. "Or I'l have your heart and liver out."

## Fragment 2

Parts of chapter 8, in which Pip visits Miss Havisham's great house, Satis House, for the first time and plays with Estella. Mr. Pumblechook, a corn merchant, escorts him to the house and a servant takes Pip upstairs.

"Who is it?" said the lady at the table.

"Pip, ma'am."

"Pip?"

"Mr. Pumblechook's boy, ma'am. Come – to play."
"Come nearer; let me look at you. Come close."

It was when I stood before her, avoiding her eyes, that I took note of the surrounding objects in detail, and saw that her watch had stopped at twenty minutes to nine, and that a clock in the room had stopped at twenty minutes to nine.

"Look at me," said Miss Havisham. "You are not afraid of a woman who has never seen the sun since you were born?"

I regret to state that I was not afraid of telling the enormous lie comprehended in the answer "No."

"Do you know what I touch here?" she said, laying her hands, one upon the other, on her left side.

"Yes, ma'am." (It made me think of the young man.) "What do I touch?"

"Your heart."

"Broken!"

She uttered the word with an eager look, and with strong emphasis, and with a weird smile that had a kind of boast in it. Afterwards, she kept her hands there for a little while, and slowly took them away as if they were heavy.

"I am tired," said Miss Havisham. "I want diversion, and I have done with men and women. Play." (...)

Before she spoke again, she turned her eyes from me, and looked at the dress she wore, and at the dressing-table, and finally at herself in the looking-glass.

"So new to him," she muttered, "so old to me; so strange to him, so familiar to me; so melancholy to both of us! Call Estella." As she was still looking at the reflection of herself, I thought she was still talking to herself, and kept quiet.

"Call Estella," she repeated, flashing a look at me. "You can do that. Call Estella. At the door."

To stand in the dark in a mysterious passage of an unknown house, bawling Estella to a scornful young lady neither visible nor responsive, and feeling it a dreadful liberty so to roar out her name, was almost as bad as playing to order. But, she answered at last, and her light came along the dark passage like a star.

Miss Havisham beckoned her to come close, and took up a jewel from the table, and tried its effect upon her fair young bosom and against her pretty brown hair. "Your own, one day, my dear, and you will use it well. Let me see you play cards with this boy."

"With this boy? Why, he is a common labouringboy!"

I thought I overheard Miss Havisham answer – only it seemed so unlikely – "Well? You can break his heart."

"What do you play, boy?" asked Estella of myself, with the greatest disdain.

"Nothing but beggar my neighbour, miss."

"Beggar him," said Miss Havisham to Estella. So we sat down to cards.

It was then I began to understand that everything in the room had stopped, like the watch and the clock, a long time ago. I noticed that Miss Havisham put down the jewel exactly on the spot from which she had taken it up. As Estella dealt the cards, I glanced at the dressing-table again, and saw that the shoe upon it, once white, now yellow, had never been worn.

# A Curious Mind



Mark Haddon is a novelist, a children's author, a poet, an illustrator, painter, and TV writer. His first published novel, The Curious Incident of the Dog in the Night-Time, sold over 10 million copies worldwide.

Jonathan Safran Foer published his first book, Everything is Illuminated, at 25. This novel and his next, Extremely Loud & Incredibly Close, were both adapted into feature films.

Like true postmodernists, these two authors excel in exploring curious and slightly distorted minds. In Foer's book, nine-year-old Oskar discovers a key in a closet, a few years after his father's death. And fifteen-year-old Christopher, in Haddon's book, finds a dead dog, probably murdered, a garden fork still sticking out of his belly. So, they start investigating...

### Literary term

## Postmodernism 1965-today

Postmodern literature became prominent after World War II. In this period artists started asking questions about our culture, what culture stands for and strives for. They distrust authority; nothing is taken for granted anymore. Postmodern writers have a somewhat rebellious approach to life. They experiment with different forms of writing and push the boundaries of what is considered literature. They

dare to go a step further than romantic and modern writers used to do. Postmodernists are all about embracing disorder and taking a more playful approach. In a recent interview Mark Haddon explained how he likes his work to be "very realistic, very believable, but also slightly pushed to extremes, and very funny and very sad and quite painful at the same time". Very postmodern indeed.

#### Literary term

## **Metaphors**

A metaphor simply states a comparison. 'He is an early bird' is a metaphor, because even though he wakes up early in the morning he is not a bird. When Christopher explains what a metaphor is, he claims that his own name

is a metaphor as well, since it means 'carrying Christ'. His name stands for kindness and altruism. It was given to St. Christopher because he carried Jesus Christ across a river.

#### Literary term

## Characterisation

The creation of the image of imaginary persons is called characterisation. Characters can be presented by means of description, but they can also be presented through their own actions, their jobs, speech, thoughts and how they interact with others and deal with situations.

Characterisation is an essential component in writing good literature.

**Direct characterisation** takes a direct approach towards character building: the author gives the descriptions himself.

**Indirect characterisation**, when character traits are revealed by action, speech and interactions, is a subtler way of introducing characteristics.

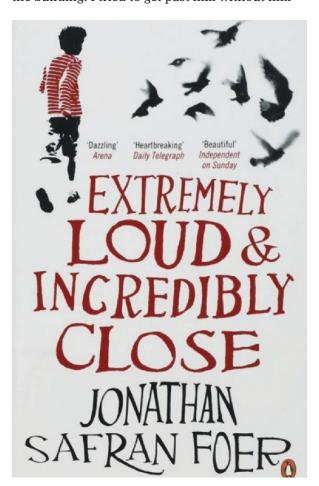
# Extremely Loud and Incredibly Close by Jonathan Safran Foer

#### Fragment 1

The previous evening, Oskar found a mysterious key, in a vase in a closet. The next morning I told Mom that I couldn't go to school, because I was too sick. It was the first lie that I had to tell. She put her hand on my forehead and said, 'You do feel a bit hot.'

I said, 'I took my temperature and it's one hundred point seven degrees.' That was the second lie. She turned around and asked me to zip up the back of her dress, which she could have done herself, but she knew that I loved to do it. She said, 'I'll be in and out of meetings all day, but Grandma can come by if you need anything, and I'll call to check on you every hour.' I told her, 'If I don't answer, I'm probably sleeping or going to the bathroom.' She said, 'Answer.'

Once she left for work, I put on my clothes and went downstairs. Stan was sweeping up in front of the building. I tried to get past him without him





noticing, but he noticed. 'You don't look sick,' he said, brushing a bunch of leaves into the street. I told him, 'I feel sick.' He asked, 'Where's Mr. Feeling Sick going?' I told him, 'To the drugstore on Eighty-fourth to get some cough drops.' Lie #3. Where I actually went was the locksmith's store, which is Frazer and Sons, on Seventy-ninth.

'Need some more copies?' Walt asked.

I gave him a high-five, and I showed him the key that I had found, and asked him what he could tell me about it. 'It's for some kind of lock-box,' he said, holding it up to his face and looking at it over his glasses. 'A safe, I'm guessing. You can tell it's for a lockbox by its build.' He showed me a rack that had a ton of keys on it. 'See, it's not like any of these. It's much thicker. Harder to break.' I touched all the keys that I could reach, and that made me feel OK, for some reason. 'But it's not for a fixed safe, I don't think. Nothing too big. Maybe something portable. Could be a safe-deposit box, actually. An old one. Or some kind of fireretardant cabinet.' That made me crack up a little, even though I know there's nothing funny about being a mental retard. 'It's an old key,' he said. 'Could be twenty, thirty years old.' 'How can you tell?' 'Keys are what I know.' 'You're cool.' 'And not many lockboxes use keys anymore.' 'They don't?' 'Well, hardly anyone uses keys anymore.' 'I use keys,' I told him, and I showed him my apartment key. 'I know you do,' he said. 'But people like you are a dying breed. It's all electronic these days. Keypads. Thumbprint recognition.' 'That's so awesome.' 'I like keys.'

I thought for a minute, and then I got heavy, heavy boots. 'Well, if people like me are a dying breed, then what's going to happen to your business?'

'We'll become specialized,' he said, 'like a typewriter shop. We're useful now, but soon we'll be interesting.' 'Maybe you need a new business.' 'I like this business.'

I said, 'I have a question that I was just wondering.' He said, 'Shoot.' 'Shoot?' 'Shoot. Go ahead. Ask.' 'Are you Frazer, or are you Son?' 'I'm Grandson, actually. My grandfather started the shop.' 'Cool: 'But I suppose I'm also Son, since my dad ran things when he was alive. I guess I'm Frazer, too, since my son works here during the summers.'

I said, 'I have another question.' 'Shoot.' 'Do you think I could find the company that made this key?' 'Anyone could've made it.' 'Well then, what I want to know is how can I find the lock that it opens?' 'I'm afraid I can't help you with that, any more than telling you to try it in every lock you come across. I could always make you a copy, if you'd like.'

#### Fragment 2

I timed myself and it took me 3 seconds to open a lock. Then I figured out that if a baby is born in New York every 50 seconds, and each person has 18 locks, a new lock is created in New York every 2.777 seconds. So even if all I did was open locks. I'd still be falling behind by .333 locks every second. And that's if I didn't have to travel from one lock to the next, and if I didn't eat, and didn't sleep, which is an OK if, because I didn't actually sleep, anyway. I needed a better plan.

That night, I put on my white gloves, went to the garbage can in Dad's closet, and opened the bag that I'd thrown all of the pieces of the vase into. I was looking for clues that might lead me in a direction. I had to be extremely careful so that I wouldn't contaminate the evidence, or let Mom know what I was doing, or cut and infect myself, and I found the envelope that the key was in. It was then that I noticed something that a good detective would have noticed at the very beginning: the word 'Black' was written on the back of the envelope. I was so mad at myself for not noticing it before that I gave myself a little bruise.

Dad's handwriting was weird. It looked sloppy, like he was writing in a hurry, or writing down the word while he was on the phone, or just thinking about something else. So what would he have been thinking about?

I Googled around and found out that Black wasn't the name of a company that made lockboxes. I got a little disappointed, because it would have been a logical explanation, which is always the best kind, although fortunately it isn't the only kind. Then I found out that there was a place called Black in every state in the country, and actually in almost every country in the world. In France, for example, there is a place called Noir. So that wasn't very helpful. I did a few other searches, even though I knew they would only hurt me, because I couldn't help it. I printed out some of the pictures I found – a shark attacking a girl, someone walking on a tightrope between the Twin Towers, the place on the wall where a famous stolen painting used to hang – and I put them in Stuff That Happened to Me, my scrap-book of everything that happened to me.

The next morning I told Mom I couldn't go to school again. She asked what was wrong. I told her, 'The same thing that's always wrong.' 'You're sick?' 'I'm sad.' 'About Dad?'

'About everything.' She sat down on the bed next to me, even though I knew she was in a hurry. 'What's everything?' I started counting on my fingers: 'The meat and dairy products in our refrigerator, fistfights, car accidents, Larry - ' 'Who's Larry?' 'The homeless guy in front of the Museum of Natural History who always says 'I promise it's for food' after he asks for money.' She turned around and I zipped her dress while I kept counting. 'How you don't know who Larry is, even though you probably see him all the time, how Buckminster just sleeps and eats and goes to the bathroom and has no raison d'etre, the short ugly guy with no neck who takes tickets at the IMAX theater, how the sun is going to explode one day, how every birthday I always get at least one thing I already have, poor people who get fat because they eat junk food because it's cheaper ....' That was when I ran out of fingers, but my list was just getting started, and I wanted it to be long, because I knew she wouldn't leave while I was still going.' .... domesticated animals, how I have a domesticated animal, nightmares, Microsoft Windows, old people who sit around all day

because no one remembers to spend time with them and they're embarrassed to ask people to spend time with them, secrets, dial phones, how Chinese waitresses smile even when there's nothing funny or happy, and also how Chinese people own Mexican restaurants but Mexican people never own Chinese restaurants, mirrors, tape decks, my unpopularity at school. Grandma's coupons, storage facilities, people who don't know what the Internet is, bad handwriting, beautiful songs, how there won't be humans in fifty years - ' 'Who said there won't be humans in fifty years?' I asked her, 'Are you an optimist or a pessimist?' She looked at her watch and said, 'I'm optimistic.' 'Then I have some bad news for you, because humans are going to destroy each other as soon as it becomes easy enough to, which will be very soon.' 'Why do beautiful songs make you sad?' 'Because they aren't true.' 'Never?' 'Nothing is beautiful and true.' She smiled, but in a way that wasn't just happy, and said, 'You sound just like Dad.'

'What do you mean I sound just like Dad?' 'He used to say things like that.' 'Like what?' 'Oh, like nothing is so-and-so. Or everything is so-and-so. Or obviously.' She laughed. 'He was always very definitive.' 'What's 'definitive'?' 'It means certain. It comes from 'definite.' 'What's wrong with definitivety?' 'Dad sometimes missed the forest for the trees.' 'What forest?' 'Nothing.'

'Mom?' 'Yes?' 'It doesn't make me feel good when you say that something I do reminds you of Dad.'

'Oh. I'm sorry. Do I do that a lot?' 'You do it all the time.' 'I can see why that wouldn't feel good.'

'And Grandma always says that things I do remind her of Grandpa. It makes me feel weird, because they're gone. And it also makes me feel unspecial.' 'That's the last thing that either Grandma or I would want. You know you're the most special thing to us, don't you?' 'I guess so.' 'The most.'

She petted my head for a while, and her fingers went behind my ear to that place that's almost never touched. I asked if I could zip her dress up again. She said, 'Sure,' and turned around. She said, 'I think it would be good if you tried to go to school.' I said, 'I am trying.' 'Maybe if you just went for first period.' 'I can't even get out of bed.'

Lie #6. 'And Dr. Fein said I should listen to my feelings. He said I should give myself a break sometimes.' That wasn't a lie, exactly, although it wasn't exactly the truth, either. 'I just don't want it to become a habit,' she said. 'It won't,' I said. When she put her hand on the covers, she must have felt how puffy they were, because she asked if I had my clothes on in bed. I told her, 'I do, and the reason is because I am cold.' #7. 'I mean, in addition to being hot.' As soon as she left, I got my things together and went downstairs. 'You look better than yesterday,' Stan said. I told him to mind his own business. Fie said, 'Jeez.' I told him, 'It's just that I'm feeling worse than yesterday.'

Oskar walks over to the art supply store on Ninetythird Street, where he finds out that the name Black is most likely someone's name.

'That was my great plan. I would spend my Saturdays and Sundays finding all of the people named Black and learning what they knew about the key in the vase in Dad's closet. In a year and a half I would know everything. Or at least know that I had to come up with a new plan.'

# **Global Appetites**



# An appetite for the wilderness in *To Build a Fire* Jack London

Author and journalist Jack London was known for setting his novels and short stories in places as far-flung and foreign as the high seas and the Yukon Territory in Alaska. During his lifetime London developed a great appetite for travelling and the wilderness.

The short story *To Build A Fire* is about a newcomer, or a 'chechaquo', to the Alaskan land. At fifty degrees below zero, he is forced to fight for survival. He has to prevent his food supplies from freezing and needs a fire to keep warm.

### Literary term

## Naturalism 1870-1920

The French writer Emile Zola, who preferred calling human beings "human beasts", invented the literary term 'naturalism'. Naturalist writers based their work on Darwin's theory of evolution. They used natural selection and survival of the fittest as a tool to present the struggle against nature, which they saw as a hopeless fight. Naturalists believed natural and socioeconomic forces

were stronger than man. They thought human beings were unable to stand up against the enormous weight of circumstances. The characters in their stories do not have free will. This is exactly what Jack London showed in *To Build a Fire*: the violence of nature and a newcomer who gets hopelessly lost in the wilderness.

#### Literary term

## Biography, autobiography and autobiographical fiction

In a **biography** an author writes about the life of an individual. A famous biography is the book *Steve Jobs*, written at the request of Jobs by Walter Isaacson. In an **autobiography** the author writes about his or her own life. This is what Bear Grylls did in his book *Mud*, *Sweat*, *and Tears*, he re-created his own life in words. Biographies and autobiographies are effectively nonfiction novels. Sometimes autobiographies are fictionalised. In this case the author still tells the truth, but uses a bit of his own

imagination. He is writing from memory, but where memory fails him, he might add some new details.

On the other hand, when most parts of the story are fiction, the story becomes more fiction than autobiography. This is called **autobiographical fiction**. Fiction instead of nonfiction. The author still models the main character (or another character) after himself, but many events and most of the other characters are made up.

## To Build a Fire by Jack London

## Fragment 1

The beginning of the story

Day had broken cold and gray, exceedingly cold and gray, when the man turned aside from the main Yukon trail and climbed the high earth-bank, where a dim and little-travelled trail led eastward through the fat spruce timberland. It was a steep bank, and he paused for breath at the top, excusing the act to himself by looking at his watch. It was nine o'clock. There was no sun nor hint of sun, though there was not a cloud in the sky. It was a clear day, and yet there seemed an intangible pall over the face of things, a subtle gloom that made the day dark, and that was due to the absence of sun. This fact did not worry the man. He was used to the lack of sun. It had been days since he had seen the sun, and he knew that a few more days must pass before that cheerful orb, due south, would just peep above the sky-line and dip immediately from view.

The man flung a look back along the way he had come. The Yukon lay a mile wide and hidden under three feet of ice. On top of this ice were as many feet of snow. It was all pure white, rolling in gentle undulations where the ice-jams of the freeze-up had formed. North and south, as far as his eye could see, it was unbroken white, save for a dark hair-line that curved and twisted from around the spruce-covered island to the south, and that curved and twisted away into the north, where it disappeared behind another sprucecovered island. This dark hair-line was the trail the main trail – that led south five hundred miles to the Chilcoot Pass, Dyea, and salt water; and that led north seventy miles to Dawson, and still on to the north a thousand miles to Nulato, and finally to St. Michael on Bering Sea, a thousand miles and half a thousand more.

But all this – the mysterious, far-reaching hair-line trail, the absence of sun from the sky, the tremendous cold, and the strangeness and weirdness of it all – made no impression on the man. It was not because he was long used to it. He was a newcomer in the land, a *chechaquo*, and this was his first winter. The trouble with him was that he was without imagination. He was quick

and alert in the things of life, but only in the things, and not in the significances. Fifty degrees below zero meant eighty-odd degrees of frost. Such fact impressed him as being cold and uncomfortable, and that was all. It did not lead him to meditate upon his frailty as a creature of temperature, and upon man's frailty in general, able only to live within certain narrow limits of heat and cold; and from there on it did not lead him to the conjectural field of immortality and man's place in the universe. Fifty degrees below zero stood for a bite of frost that hurt and that must be guarded against by the use of mittens, ear-flaps, warm moccasins, and thick socks. Fifty degrees below zero was to him just precisely fifty degrees below zero. That there should be anything more to it than that was a thought that never entered his head.

As he turned to go on, he spat speculatively. There was a sharp, explosive crackle that startled him. He spat again. And again, in the air, before it could fall to the snow, the spittle crackled. He knew that at fifty below spittle crackled on the snow, but this spittle had crackled in the air. Undoubtedly it was colder than fifty below – how much colder he did not know. But the temperature did not matter. He was bound for the old claim on the left fork of Henderson Creek, where the boys were already. They had come over across the divide from the Indian Creek country, while he had come the roundabout way to take a look at the possibilities of getting out logs in the spring from the islands in the Yukon. He would be in to camp by six o'clock; a bit after dark, it was true, but the boys would be there, a fire would be going, and a hot supper would be ready. As for lunch, he pressed his hand against the protruding bundle under his jacket. It was also under his shirt, wrapped up in a handkerchief and lying against the naked skin. It was the only way to keep the biscuits from freezing. He smiled agreeably to himself as he thought of those biscuits, each cut open and sopped in bacon grease, and each enclosing a generous slice of fried bacon.

## Fragment 2

The newcomer travels with a dog, a 'big native husky, the proper wolf dog, gray-coated and without any visible or temperamental difference from its brother the wild wolf'. Contrary to the man, this dog wants to listen to its instinct, which tells him not to travel on such a cold day. Now the newcomer starts to realise he has to hurry towards camp.

His theory of running until he reached camp and the boys had one flaw in it: he lacked the endurance. Several times he stumbled, and finally he tottered, crumpled up, and fell. When he tried to rise, he failed. He must sit and rest, he decided, and next time he would merely walk and keep on going. As he sat and regained his breath, he noted that he was feeling quite warm and comfortable. He was not shivering, and it even seemed that a warm glow had come to his chest and trunk. And yet, when he touched his nose or cheeks, there was no sensation. Running would not thaw them out. Nor would it thaw out his hands and feet. Then the thought came to him that the frozen portions of his body must be extending. He tried to keep this thought down, to forget it, to think of something else; he was aware of the panicky feeling that it caused, and he was afraid of the panic. But the thought asserted itself, and persisted, until it produced a vision of his body totally frozen. This was too much, and he made another wild run along the trail. Once he slowed down to a walk, but the thought of the freezing extending itself made him run again.

And all the time the dog ran with him, at his heels. When he fell down a second time, it curled its tail over its forefeet and sat in front of him, facing him, curiously eager and intent. The warmth and security of the animal angered him, and he cursed it till it flattened down its ears appeasingly. This time the shivering came more quickly upon the man. He was losing in his battle with the frost. It was creeping into his body from all sides. The thought of it drove him on, but he ran no more than a hundred feet, when he staggered and pitched headlong. It was his last panic. When he had recovered his breath and control, he sat up and entertained in his mind the conception of meeting death with dignity. However, the conception did not come to him in such terms. His idea of it was that he had been making a fool of himself, running around like a chicken with its



head cut off – such was the simile that occurred to him. Well, he was bound to freeze anyway, and he might as well take it decently. With this newfound peace of mind came the first glimmerings of drowsiness. A good idea, he thought, to sleep off to death. It was like taking an anaesthetic. Freezing was not so bad as people thought. There were lots worse ways to die.

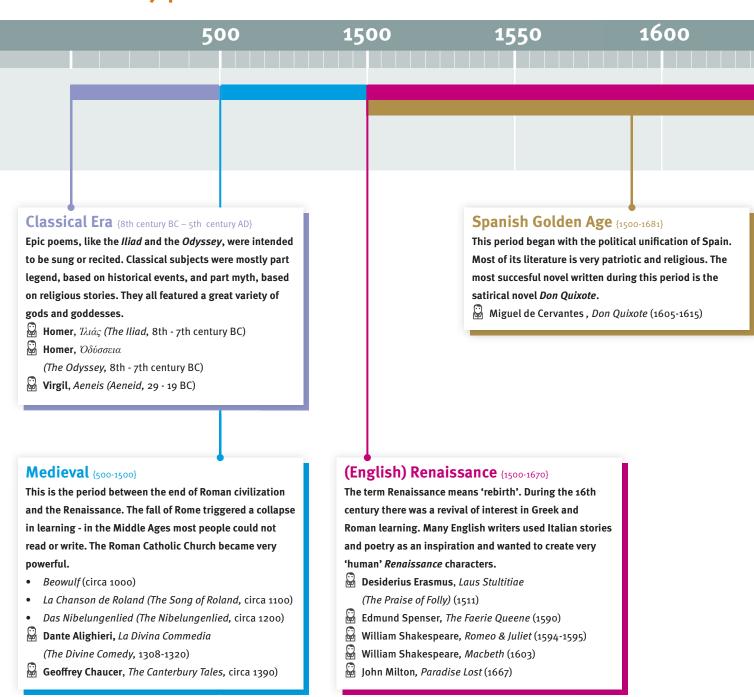
 $(\dots)$ 

Then the man drowsed off into what seemed to him the most comfortable and satisfying sleep he had ever known. The dog sat facing him and waiting. The brief day drew to a close in a long, slow twilight. There were no signs of a fire to be made, and, besides, never in the dog's experience had it known a man to sit like that in the snow and make no fire. As the twilight drew on, its eager yearning for the fire mastered it, and with a great lifting and shifting of forefeet, it whined softly, then flattened its ears down in anticipation of being chidden by the man. But the man remained silent. Later, the dog whined loudly. And still later it crept close to the man and caught the scent of death. This made the animal bristle and back away. A little longer it delayed, howling under the stars that leaped and danced and shone brightly in the cold sky. Then it turned and trotted up the trail in the direction of the camp it knew, where were the other food-providers and fire-providers.

**END** 

Read the complete story online.

## Literary periods & movements









William Shakespeare



Daniel Defoe



Jane Austen



Henry James



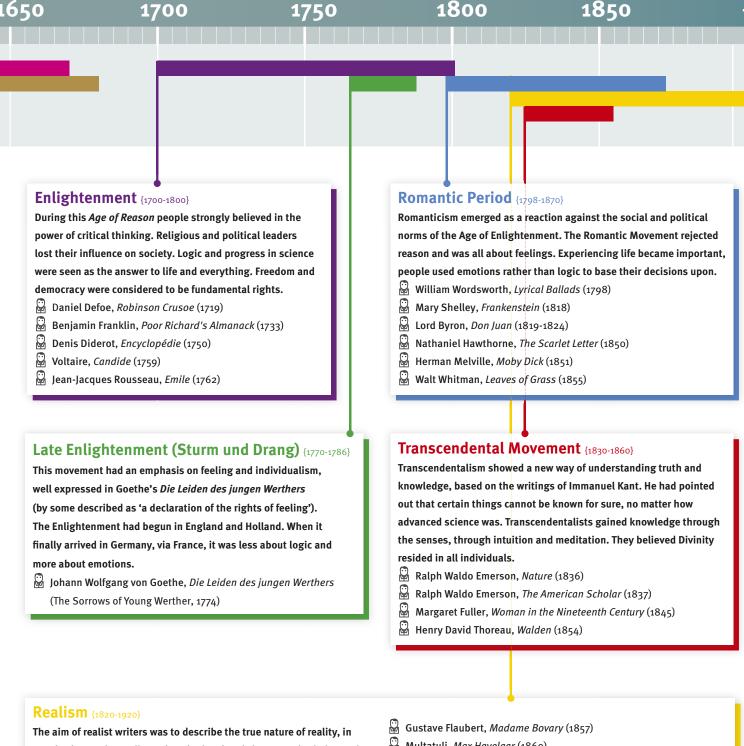
George Eliot



Joseph Conra



Charles Dickens



The aim of realist writers was to describe the true nature of reality, in a style close to journalism. They depicted real characters in their novels: psychologically complicated beings with conflicting impulses and motivations. Most people were neither completely good nor completely bad.

Jane Austen, *Pride and Prejudice* (1813)

Alexander Pushkin, Евге́ний Оне́гин (Eugene Onegin, 1825 -1832)

Stendhal, Le Rouge et le Noir (The Red and the Black, 1830)

Edgar Allen Poe, The Raven (1845)

Multatuli, *Max Havelaar* (1860)

🔛 Leonid Tolstoy, Война́ и миръ (War and Peace, 1869)

George Eliot, Middlemarch (1871–72)

Henry James, *The Portrait of a Lady* (1880–1881)

Mark Twain, The Adventures of Huckleberry Finn (1884)

Joseph Conrad, Heart of Darkness (1902)

Erich Maria Remarque, Im Westen nichts Neues (All Quiet on the Western Front, 1928)

# Literary periods & movements



Sylvia Plath, The Bell Jar (1963)

Gabriel García Marquez, Cien años de soledad

(One Hundred Years of Solitude, 1967)

Theodore Dreisner, Sister Carrie (1900)

Jack London, *The Call of the Wild* (1903) Edith Wharton, *The House of Mirth* (1905) 1950 2000 2020

### The Dada Movement / Surrealism

{1916-1923 / 1924-1966}

The artistic and literary movement Dada began in Switzerland, as a reaction to World War I. Dada mocked all materialistic and nationalistic attitudes and became a powerful influence on many artists. Dadaists even mocked themselves: 'Dada is anti-Dada!' Like the surrealists, they believed the unconscious could unlock the power of the imagination.

- André Breton, Nadja (1929)
- Charles Henri Ford and Parker Tyler, *The Young and Evil* (1933)
- David Gascoyne, *Opening Day* (1933)
- Eugene Ionesco, La Cantatrice Chauve (The Bald Soprano, 1948)
- Samuel Beckett, Waiting for Godot (1949)

#### ■ The Lost Generation {1920-1936}

The Lost Generation was the generation that came of age during World War I. They were 'lost' because all values they learned about before the war were no longer relevant in the postwar world. They did not feel at home in a materialistic and emotionally barren America, and they did not believe in the 'back to normalcy' policy.

- E.E. Cummings, *The Enormous Room* (1922)
- F. Scott Fitzgerald, The Great Gatsby (1925)
- Ernest Hemingway, A Farewell to Arms (1929)
- John Steinbeck, Of Mice and Men (1937)
- John Dos Passos, U.S.A. Trilogy
  - (The 42nd Parallel, 1919, The Big Money, 1930-1936)
- Ezra Pound, The Cantos of Ezra Pound (1948)

#### The Beat Generation {1945-1965}

The Beat writers were, first of all, a small group of close friends, who met at Columbia University in New York after World War II. It later became a movement. They were nonconformists, beatniks and hippies who rejected what they felt were unauthentic, prepackaged lives. They sought spiritual meaning in life instead of America's newfound materialism.

- Allen Ginsberg, Howl (1956)
- Jack Kerouac, On the Road (1957)
- William S. Burroughs, *Naked Lunch* (1959)

## Postmodernism {1965-today}

Postmodern literature becomes prominent two decades after World War II. Artists are asking questions about culture and authority; nothing is taken for granted anymore. Postmodern writers like to experiment with different forms of writing and push the boundaries of what is considered literature. They dare to go a step further than Romantic and Modern writers used to do.

Martin Amis, Paul Auster, Saul Bellow, Charles Bukowski,
Peter Carey, J.M. Coetzee, Roald Dahl, Graham Greene,
Mark Haddon, Kazuo Ishiguro, Doris Lessing,
Hilary Mantel, Ian McEwan, Tony Morrison,
Haruki Murakami, V.S. Naipaul, Salman Rushdie,
Philip Roth, J.D. Salinger, Art Spiegelman, Donna Tart,
J.R.R. Tolkien, John Updike, Jeanette Winterson



Oscar Wilde



Virginia Woolf



Sylvia Plath



George Orwell



Ernest Hemingway



John Steinbeck

## Colofon

#### Native speaker language check:

Mike Raggett

#### Omslag:

Studio Struis, Berkel-Enschot ism Uitgeverij Malmberg

#### Ontwerp:

Uitgeverij Malmberg

#### Vormgeving:

PPMP Prepress, Wolvega

#### Beeldverwerving:

Myra Muller, Nijmegen

#### Beeldverantwoording:

Omslag: © Monica Wells / Alamy Stock Photo

#### Binnenwerk:

AFP/ANP, Alamy/Imageselect, Corbis/Getty Images, Eyevine/Hollandse Hoogte, Everett Collection/HH, Flashpop/Getty Images, Gallo Images/Getty Images, Hero Images/Getty Images, Imogen Olsen, Laif/HH, MCT/Getty Images, Nick Rains/Getty Images, Pawel Libera/Getty Images, R. Stonehouse/Getty Images, Shamsia Hassani, Shutterstock, SolStock/Getty Images, Patrick Normand/Leemage/HH, Alamy/Imageselect

ISBN 978 94 020 3945 0 Release 2019, eerste oplage



Alle rechten voorbehouden. Niets uit deze uitgave mag worden verveelvoudigd, opgeslagen in een geautomatiseerd gegevensbestand, of openbaar gemaakt, in enige vorm of op enige wijze, hetzij elektronisch, mechanisch, door fotokopieën, opnamen, of enige andere manier, zonder voorafgaande schriftelijke toestemming van de uitgever.

Voor zover het maken van kopieën uit deze uitgave is toegestaan op grond van artikel 16b Auteurswet 1912 j° het Besluit van 20 juni 1974, St.b. 351, zoals gewijzigd bij het Besluit van 23 augustus 1985, St.b. 471, en artikel 17 Auteurswet 1912, dient men de daarvoor wettelijk verschuldigde vergoedingen te voldoen aan de Stichting Reprorecht (Postbus 3051, 2130 KB Hoofddorp). Voor het overnemen van gedeelte(n) uit deze uitgave in bloemlezingen, readers en andere compilatiewerken (artikel 16 Auteurswet 1912) dient men zich tot de uitgever te wenden.

© Malmberg 's-Hertogenbosch