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Unit 3 Great Expectations

This unit is about expectations, ambition, hope, dreams and sometimes disappointment. Young models, athletes, refugees and dancers: they all have a story to tell.

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1

YOU'LL BE ABLE TO

- quickly identify the relevance of articles and reports on professional issues
- follow a talk or speech within your own field
- write detailed descriptions of familiar subjects of interest to you

Grammar

- gerund

Vocabulary

You can learn the vocabulary with the Study box (p. 124) and the vocab trainer.

Strategies

- fact or opinion
- note-taking

TEXT

The life of an international fashion model

A glamorous lie?

1 I dreamed of being a supermodel from the first time I had been scouted, at the age of 13. It was at the enormous Calgary rodeo show, a haven for model agents. Thousands of youth from across the country paraded in summer attire.

From that day I continued to be approached by modeling agents. I modeled casually for a few years, flying to New York during the summer to work. Still, I felt I needed to get a university education. At the end of my first year of university, my agency in Paris told me I was on option for Italian Vogue.

I also attended castings for Chanel and Prada. It was all immensely intriguing, like a movie that was in fact your life, watching as a bystander, peering into this world to which few had access.

2 I thought I could be immune to what I saw and experienced. Ultimately, however, you feel the impact, one way or another, despite your conscious intentions. There was so much to take in, the new cities and countries, the celebrities and royalty, the photographers and the hair and makeup transformations. But let's not forget the negatives, such as eating



disorders, sexual assault, financial manipulation, loneliness and superficial interactions.

3 Gradually, the magic of photo shoots fell away. It was no longer glamorous to have someone tugging at my hair for hours each day or to be repeatedly asked to shoot topless, despite my constant rejection of the idea. I also began to see myself as somebody who helped perpetuate an international epidemic of negative body image and self-esteem. I thought about my friends from high school who had developed eating disorders and still hadn't recovered.

4 This was the grand deception. According to the media, all models are happy and glamorous and

successful. Apparently life reaches its pinnacle once you are on the cover of a magazine. However, the girls I lived with in our overcrowded apartment were all unhappy. The majority of models I knew were just pretending. The smiles weren't real.

We didn't talk about the fact that none of us had gotten our periods in months. One model ate just 300 calories a day – a spread of peanut butter on rice cakes acting as her main sustenance.

Everyone had made big sacrifices to be here. Some had even dropped out of high school.

However, after I saw my fellow model, a 13-year-old, steadily lose her wide-eyed innocence, I reflected on all the emotions I had repressed to make it to this point of my life.

5 I decided that this was not who I was. I had the ability to pull myself out and to choose differently. I finished my contract and moved home with my parents to earn money to return to university. I had difficulties with relationships. I didn't feel like 'myself' for years. I had repressed so many emotions because I couldn't allow myself to feel them and keep

doing my job as a model at the same time.

I also had difficulty eating. When you consciously monitor every scrap of food that enters your mouth, your relationship with nutrition changes.

I didn't feel like
'myself' for years

6 The life of a model, it seems, is something many in society aspire to obtain. But to be honest, my modeling career made me most unhappy. The fact that my career revolved around standing silently in front of photographers and designers for the purpose of making others desire what they can't have, was entirely unfulfilling.

My life post-modeling has far surpassed my time spent in the fashion world. There are about a trillion things more important than perfecting appearances to embody unrealistic beauty standards, such as building stronger relationships with those you love or furthering your education.

Based on: www.xojane.com

READING

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

title	paragraph	title	paragraph
Making a new choice	§5	Sacrifices	§4
Happy again	§6	Pros and cons	§2
Being spotted	§1	Feeling guilty	§3

- 2 (§1) How would you describe the tone of the writer? Quote the first two and last two words of the phrase / sentence that confirms your answer.

The writer ...

has doubts. / is humorous. / is optimistic. / is pessimistic. / is worried.

"It was ... immensely intriguing / had access."

- 3 (§2) The writer said "I thought I could be immune". Quote the phrase in this paragraph that shows that the opposite was in fact the case.

"feel the impact"

- 4 (§2) Which linking word could replace 'But' in the last sentence without changing the meaning of the sentence?

☐ Actually ...

☐ For instance ...

☐ Moreover ...

☒ On the other hand ...

- 5 (§3) How does the writer relate to the ‘friends’ in the last two sentences? Use the word ‘responsible’ in your answer.

The writer feels responsible for the friends that were suffering from eating disorders.

STRATEGY Fact or opinion strategies - woorden en expressions die een mening aankondigen - p. 12

To fully understand a text it is important to know the difference between a fact and an opinion. Facts are statements that are proved by the presence of evidence. Opinions can be a general or personal view, belief or impression.

It is essential that you know what is true (a fact) and what may be true (an opinion).

- 6 (§4) Indicate whether the following statements the writer makes are facts (F) or opinions (O).

Choose the correct answer.

- | | |
|---|--------------|
| a This was the grand deception. | F / <u>O</u> |
| b The girls I lived with, were all unhappy. | F / <u>O</u> |
| c The smiles weren’t real. | F / <u>O</u> |
| d We didn’t talk about the fact that none of us had gotten our periods in months. | <u>F</u> / O |
| e One model ate just 300 calories a day. | <u>F</u> / O |
| f Everyone had made big sacrifices to be here. | F / <u>O</u> |
| g Some had even dropped out of high school. | <u>F</u> / O |

- 7 Read §5 and §6 and answer the questions.

- a In what two areas did the writer have problems because of not having allowed herself to express her feelings?

In the area of relationships and in the area of food.

- b In §6 the writer states that her modelling career made her most unhappy. In which paragraph does she mention putting an end to that career? Quote the relevant phrase.

§5: “I finished my contract”.

- c The writer speaks of “perfecting appearances to embody unrealistic beauty standards”. In which paragraph does she say that this also included people she used to know? Who were they?

In §3. They were friends from high school.

LISTENING

STRATEGY Note-taking

 strategies - aantekeningen maken - p. 15

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 recall anyway;
- rephrase, in other words: use your own words when taking notes.

- 8** Watch the video online and do the assignment that you find there. You may use the writing space below.

☐	<i>Go to the online assignment to find these answers.</i>
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	

VOCABULARY

- 9** Which of the following words match the underlined words? There are two words too many.

attire – casting of – deception – pinnacle – period – rejection – scrap – sustenance – transformation

- a** People in the audience wanted to take pictures of the models in their clothes. *attire*
- b** Having been a model for two years was one big disappointing lie. *deception*
- c** Some models have no monthly loss of blood for half a year. *period*
- d** When just starting out a model can hardly earn a piece of food. *scrap*
- e** The daily food of one very young model was only one sandwich a day. *sustenance*
- f** The process of choosing models for the Stockholm fashion week will take place tomorrow.
casting of
- g** She has reached the most successful part of her career as a model. *pinnacle*

GRAMMAR **Gerund = verb + -ing (without 'be')** grammar - 14 - p. 64

My career revolved around **standing** silently in front of photographers for the purpose of **making** others desire what they can't have.

It was no use **telling** those girls to stop **trying** to be models.

- 10** 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 / she / decide to stop / work as a model?

Why did she decide to stop working as a model?

- a** So far Deborah / spend / eight years / work for model agents.

So far Deborah has spent eight years working for model agents.

- b** When / you think / about / start / a new career?

When did you think about starting a new career?

- c** I / not mind / have to / work very hard.

I don't / do not mind having to work very hard.

- d** Yesterday's documentary about young models / be / worth / watch.

Yesterday's documentary about young models was worth watching.

- e** It / be / no use / tell / her / pay more attention to school.

It is / It's no use telling her to pay more attention to school.

WRITING



- 11** You have received an email from an English friend:

Have I told you that next year, I have to choose a subject to study at university? I really have to start thinking about my future... How about you? What would you like your future to look like?

Cheers, Freddie

Write an email (220-260 words) in reply. Use one paragraph for each of the following aspects:

- an opening, in which you write things like a greeting, short personal updates and a reason for writing;
- characteristics of your future job;
- future education;
- a closing.

EXTRA LISTENING & WRITING

- 12** Watch and listen to a talk or a speech (10-30 minutes) that is related to the modelling (BrE) industry (it does not necessarily have to be about a particular model).

Tip! When looking for a specific video, it is advisable to use a search engine that enables you to fine-tune your search, e.g. Google > 'videos' > 'duration: medium (10-30 minutes)'.

- First, read the information of the summary that Google, or any other search engine, gives you, so that you know what you can expect.
- Then, write down five questions which you expect to be answered. By writing down these questions first, you can focus your attention on them while watching and listening.
- While listening take notes. Write your notes down under the relevant questions.
- Now, with the help of your notes write a 200-250 word summary.

2

YOU'LL BE ABLE TO

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

Grammar

- gerund
- future

Vocabulary

You can learn the vocabulary with the Study box (p. 125) and the vocab trainer.

READING

- 1 You are going to read an extract from *Refuge* by Jackie French. Thirteen-year-old Faris and his grandmother Jadda flee a troubled country with the hope of living in Australia. Their boat from Indonesia encounters a storm.

Have a brief look at the text and fill in the correct answers.

This text is an example of fiction / non-fiction. The fragment is from a(n) news article / imaginary story. The text, therefore, is probably from a magazine / newspaper / novel.

TEXT

Refuge

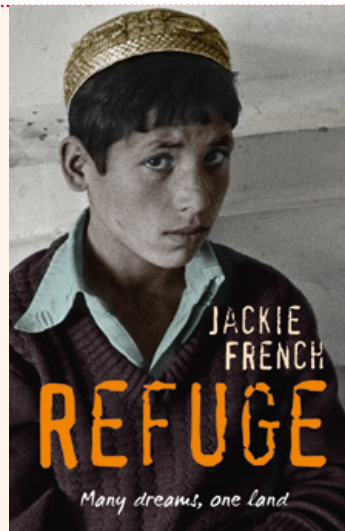
by Jackie French

1 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. (...)

2 "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." (...)

3 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," 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. He 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 ...

- 2** Find the words in the text that mean the following. There is one word in each paragraph and the words are in the order of the text.

description**word in text**

§1 needing to be dealt with immediately

urgently

§2 walked unsteadily

staggered

§3 big building for storing goods

warehouse

§4 journey

passage

§5 showed what he meant by moving his hand

gestured

§6 people who work on a ship

crew

§7 paused before saying something

hesitated

§8 very small amount of drink

sip

§9 rip

tear

- 3** In the first sentence in §1 you can read “There hadn’t been much to leave behind.” What, however, was soon left behind?

His laptop.

- 4** (§2) Choose the correct answers in the text below.

Faris’s initial thoughts when his father called him show that Faris was quite emotional / not really emotional. His grandmother Jadda is the emotional type / not the emotional type, which is illustrated by the following metaphor ‘cold marble’ / ‘cat on a hot tin roof’.

- 5** Who made “the urgent call” in §3? Refer to a previous paragraph. Mention the number of the paragraph and quote the words.

§1: “The ‘friend’”

- 6** (§4) When Jadda asks Faris: “What can you see?”, she actually means “What can you see in ...

your mind / dream?”

Quote the first two and last two words of the most important sentence in which Jadda explains why she finds it important for Faris to ‘see’.

“How can ... imagine them?”

- 7** (§5) “The meaning was clear”. Explain what the meaning was by completing the following sentence.

The crewman wanted Faris to ...

use the tin can to throw out the water that was in the boat.

- 8** (§6) Choose the correct answer in each of the following statements.

- a Somebody was kicking / laughing / crying.
- b It is likely / not likely that someone heard the conversation between Jadda and Faris.
- c The boat owner is motivated by greed / the passengers’ wishes.

- 9** How else could the first sentence of §7 “Jadda had ... grey boat.” start without changing the meaning of the sentence?

- ☒ As a matter of fact, Jadda had ...
☐ As a result of that, Jadda had ...
☐ However, Jadda had ...
☐ Surprisingly, Jadda had ...

- 10** Why did Faris’s arms ache (§7)?

Because he had been scooping and throwing water out of the boat all the time.

- 11** Complete the sentence so that it is in line with the information in §9.

Faris had “no air to breathe” because of a *wave*.

VOCABULARY

- 12** Which of the words below are synonyms or paraphrases of the underlined words? There may be more than one correct answer.

- a** Shall I wipe that muck off your face?
☐ cream
☒ mud
☐ tear
- b** Staying in a small boat during a storm is a demanding job.
☒ needing a lot of ability and effort
☐ needing physical strength and special tools
☒ requiring much skill and hard work
- c** She works as an executive for a refugee organisation.
☒ manager who helps to make important decisions
☐ somebody who carries out important plans or decisions
☒ somebody who has the power to put plans into effect
- d** The distance the refugees had to sail before they reached land was staggering.
☒ extremely great
☐ long and difficult
☒ so long that it was difficult to believe
- e** The boat repeatedly lurched because of the storm.
☒ made abrupt and unsteady movements
☐ made frightening and dangerous movements
☒ made sudden and uncontrolled movements
- f** Faris thrust two shirts, a pair of trousers and his mobile phone into his schoolbag.
☐ forcefully threw
☒ roughly shoved
☒ quickly pushed
- g** How long will the passage to Sydney take?
☐ journey by any means of transport
☒ journey by plane, ship or train
☒ journey, especially by ship
- h** Faris lay huddled in the boat.
☒ curled into a small space
☐ with his arms and legs spread out awkwardly
☒ with his arms and legs close to his body

VOCABULARY EXTRA

C

- 13** In the text the weather plays an important role and many everyday sayings include references to the weather. Match the weather-related expressions (1-8) to their meanings (a-h).

- | | |
|-----------------------------------|---|
| 1 a storm in a teacup | a postpone something until a later time |
| 2 take a raincheck | b when one bad thing happens, other bad things will inevitably happen quickly one after the other |
| 3 feel under the weather | c carry out plans whatever happens or whatever the weather |
| 4 get wind of | d refuse an offer politely to accept it at a later date |
| 5 it never rains but it pours | e find out about something, usually accidentally |
| 6 put on ice | f a big fuss made about something of little importance |
| 7 every cloud has a silver lining | g something good always comes from something bad |
| 8 come rain or shine | h feel a little ill |

C

- 14** By rewriting sentences using a keyword, you show that you understand certain fixed expressions, grammatical constructions and collocations. Produce a sentence that has the same meaning as the original sentence, using the keyword given. Use three to six words, including the keyword.

Note: You are not allowed to change the keyword!

Complete the second sentence, using the keyword given, so that it has a similar meaning to the first sentence. Look at the example.

My brother now earns far less than he did when he was younger.

My brother *doesn't earn nearly as* much now as he did when he was younger. (*nearly*)

- a** I'm sorry I can't come, but I'm not feeling well at the moment.

I'm sorry I can't come, but I'm feeling *under the weather* at the moment. (*under*)

- b** We have never played better than we did in today's match.

Today's match was *the best we have ever* played. (*best*)

- c** I'll be in big trouble if Dad finds out I failed all my tests.

I'll be in big trouble if Dad *gets wind of* the fact that I failed all my tests. (*wind*)

- d** George gets angry quickly, but it's usually not as serious as it looks.

George gets angry quickly, but it's usually *a just a storm in a teacup*. (*teacup*)

- e** As a kid I often played in the woods behind our house.

As a kid I *used to play* in the woods behind our house. (*used*)

- f** This film gives me the feeling that I'm not alone with my problems.

This film *makes me feel* that I'm not alone with my problems. (*makes*)

GRAMMAR **Gerund = verb + -ing (without 'be')** grammar - 14 - p. 64The police dragged them off for questioning.Was the passage to Australia worth risking their lives for?**15** Use a *gerund* in each item.**A refugee's story**

Hozaifa Adl Al Mnin could finally relax this week for the first time since he succeeded in (a om te zwemmen) in swimming from Turkey to the Greek island of Samos in the middle of August. “(b Het valt niet te ontkennen) There is no denying 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 waard was om te proberen) it was worth trying to swim to Samos.” (d Na de brug over te hebben gestoken) After crossing the bridge from Denmark to Sweden and declaring himself to the police last Sunday, he (e bracht hij de volgende ochtend door met wandelen) spent the next morning walking around the lobby in the Best Western Hotel, Malmö.

In between (f het invullen van) filling in the necessary forms supplied by the Swedish migration board, Mr Mnin has caught up with Ala, 30, and Aresha, 28, whom he (g zich herinnert te hebben ontmoet) remembers meeting en route while the three were being held by the Hungarian police. “The Hungarian border is the most dangerous place in the whole journey,” Mr Mnin says. “I clearly (h herinner me dat de politie sloeg) remember the police beating women and children.”

He ran away, leaving Ala and Aresha behind. “I escaped, but they were stuck,” he says, although the couple, who married ten days (i voor ze met hun tocht begonnen) before beginning their trip, escaped unharmed. “It was our honeymoon,” Aresha says sadly.

Mr Mnin began to walk from Budapest to Austria along with hundreds of others, but soon realised that (j het geen zin had dit te doen) it was no use doing so/this because it would take too long. He stopped at a nearby town and simply took a train over the Austrian border. After that, he travelled to Sweden using ordinary public transport.

In the lobby of the Best Western, Ala and Aresha (k gaan door met klagen) continue complaining about the crowded conditions at the hotel, which has served as an emergency asylum reception centre since October. “They (l vinden het erg hun kamer te delen) mind sharing their room with seven Afghans,” Mr Mnin says.

Mr Mnin hopes his father, mother and brother, who are all now in Turkey, can soon come and join him. He (m ziet ernaar uit hen te ontmoeten) looks forward to meeting them.

“Our house is completely destroyed,” he says. “Our area is destroyed.”

Future

grammar - 9 - p. 59

Faris hopes he **will reach** the coast of Australia.

His father **is going to call** Faris tomorrow.

Her boat **leaves** at 6 p.m. tomorrow.

The truck **is picking** Jadda and Faris **up** in two hours.

- 16** Make sentences with the future tense. Before you fill in your answer, first write down the number of the future form (1-6) that you think has to be used.

Future:

- 1 Will:** intention made at the moment of speaking
- 2 Will:** after a wish, promise, offer, assumption, prediction
- 3 Present continuous:** with arrangements for the future that have already been made
- 4 Be + going to:** things have already been decided
- 5 Be + going to:** there are signs that things are certain to happen
- 6 Simple present:** the future as expressed in timetables, schedules, programmes

- a Future form number: 2 . She promises she (do) will do everything in her power to help these refugee children.
- b Future form number: 6 . Dr Lawrence's lecture on migrants (start) starts at 7.30 p.m.
- c Future form number: 1 . I think I (visit) will visit my grandparents after Dr Lawrence's lecture. They live nearby.
- d Future form number: 4 . Do you already know where you (have) are going to have your party next month?
- e Future form number: 3 . The minister (fly) is flying to Paris tomorrow to attend a conference on migrants.
- f Future form number: 6 . The minister's plane (leave) leaves for Paris at 3.30 p.m.
- g Future form number: 5 . It's cold and it's raining, so the Faris (get) is going to get all wet.
- h Future form number: 2 . We (give) will give shelter to these refugees if you have no place for them.
- i Future form number: 3 . At 2 p.m. this afternoon I (see) am seeing my migration officer about my stay in this country.
- j Future form number: 4 . They (visit) are going to visit a refugee camp somewhere next year.

WRITING

- 17** 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 300-400 words.
 - You can write in the way the writer does in the extract, using dialogue occasionally. You can also describe what happens without any dialogue, or in any other way that you prefer.
 - Finish your story with a clear ending, not an open ending.

3

YOU'LL BE ABLE TO

- express your opinion about solutions for problems or practical issues
- give a prepared presentation on a familiar topic within your field, which is comprehensible most of the time
- understand important factual information in short texts

Grammar

- simple past
- present perfect

Vocabulary & expressions

You can learn these with the Study box (p. 126) and the vocab trainer.

TEXT

Teenage footballers' professional dreams

"I am really looking forward to the challenges ahead."



1 The careers of two aspiring footballers passed over by professional clubs in England have been given a second chance after they secured sporting scholarships to American universities.

Jordan Forrester and Macauley King completed apprenticeships at Coventry City and Leicester City respectively. But after six years chasing their dreams of joining the English professional ranks, both 19-year-olds faced the disappointment of being sent away by the clubs.

2 A year on, however, those dreams have been rekindled thanks to the teenagers winning full scholarships to play college football in the States. Jordan said: "I was at Leicester City's academy from a young age but Coventry offered more what I was after, although it was strange leaving City for one of our main local rivals."

The left-winger was an apprentice with the Sky Blues from the age of 12 to 18. However, he was among five out of eight apprentices who were not offered a pro deal at the end of the next season.

He said: “I was absolutely gutted. I’d been out injured for a long time with a shoulder injury, which hampered my chances, but I was devastated.”

3 Jordan, however, regained his fitness and spent last summer playing first team football in the Swedish Second Division. His, and Macauley’s, second chance has come thanks to Pass4Soccer, a sports consultancy which works with top English clubs and the English Football League’s education programme to secure US college scholarships to talented players. Jordan said: “I can’t wait. It’s the chance I’ve been waiting for and I’m determined not to waste it.

“Major League Soccer is developing all the time and I think will soon rival some of the European leagues.

“Living so far away from home will be a challenge, but it’s such a great opportunity.

“I’m incredibly excited.”

4 Macauley, meanwhile, will study at Young Harris College, in Georgia, where he will play for the Mountain Lions soccer team. The defender is already out in the States playing summer league soccer in Mississippi before starting his course next month.

Speaking before his flight out, the former Loughborough College student described it as a “fantastic opportunity to progress my football career”.

“I am really looking forward to the challenges ahead.”

5 Pass4Soccer assists about 100 British students in finding soccer scholarships in the USA every year. The four-year scholarships offered Jordan and Macauley are each worth an estimated \$500,000, paid for by the respective colleges. The cash will cover everything from tuition fees, books, accommodation, food and expenses.

Tom Nutter, director of Pass4Soccer, said: “It’s basically a second chance for these young players and a very good one.”

6 He added: “College sport is taken incredibly seriously over in the States – it’s not at all like it is in the UK. The end of season play-offs, for example, are televised on ESPN and other big TV networks. US college football, as in American football, is massive, but soccer is not that far behind. It’s a really good alternative way of going into the pro ranks.”

American international soccer captain Clint Dempsey, who has played for Fulham in the Premier League, came through US college soccer.

Mr Nutter said: “We’ve been going now for about 10 years and we’ve had several young British players go on to play for Major League Soccer clubs.

“With hard work and dedication, there is nothing to stop Jordan and Macauley doing the same.

“You only have to look at the American women’s team that has just won the World Cup – every single one of them came through the US college soccer system.”

Based on: www.leicesterm Mercury.co.uk

READING

- 1 (§1) Is the following statement true or false? According to §1 both Jordan and Macauley were apprentices for Coventry City. Choose the correct answer and explain.
This statement is true / false.

Quote the word(s) that confirm your answer: “respectively”

2 (§2) Quote the two words that show that Coventry City and Leicester City are both clubs from the same part of the country. *"local rivals"*

3 (§3) Complete the sentence so that it matches the text.

Because they have received a *US college scholarship*, Jordan and Macauley can play football in the United States.

4 (§3) Jordan said: "I'm incredibly excited." Before §3 he felt the opposite and he said this in two different ways. Quote these two different ways.

1 "I was absolutely gutted."

2 "I was devastated."

5 (§1-4) What position do Jordan and Macauley play in their football teams? Also mention the number of the paragraph where you found the answer.

According to *§4 Jordan is a left-winger.*

According to *§2 Macauley is a defender.*

6 (§5) What reason is there for Tom Nutter to add "and a very good one". Quote the five-word phrase.

"The cash will cover everything"

7 (§6) Tom Nutter says: "It's a really good alternative way of going into the pro ranks." What way does he mean by "It"? Quote two words from this paragraph.

College sport / college football

8 In §2 another way was mentioned of going into the pro ranks, namely by being ...

an apprentice.

VOCABULARY

9 The words in italics are paraphrases of words in the text of this lesson. Write down the original words.

a Why did you *leave Suzy out* when you shook hands with everybody? *pass Suzy over*

b Although he is *not a striker*, he has already scored a lot of goals for his team. *defender*

c Facebook has *somewhere around* 955 million members. *an estimated*

d She can't play for the time being because of a knee *wound*. *injury*

e The players could claim *money they had spent* on travelling directly connected with their work. *expenses*

f He was choking back his *feeling of unhappiness (he had expected more)* after his team's loss against Liverpool. *disappointment*

g At the airport I *accidentally* saw the players of Bayern Munich. *happened to see*

h My brother is *developing his knowledge and skills* with a football club. *is doing an apprenticeship*

GRAMMAR

Simple past and present perfect

 grammar - 3 & 5 - p. 56 & p. 57

Last year the two 19-year-olds **faced** the disappointment of being sent away by their clubs.
I've **had** a shoulder injury for two months now.

- 10** First, underline the words that indicate why either the *simple past* or the *present perfect* has to be used. Then, choose between the *simple past* and the *present perfect*. Finally, give the correct forms of the verbs in brackets.

- a Jordan (to complete) his apprenticeship at Coventry City two years ago.
present perfect / simple past – correct verb form: completed
- b The left-winger (to be) an apprentice with the Sky Blues from the age of 12 to 18.
present perfect / simple past – correct verb form: was
- c How long (Jordan – to have) a shoulder injury?
present perfect / simple past – correct verb form: has Jordan had
- d Jordan (to recover) from his shoulder injury last summer.
present perfect / simple past – correct verb form: recovered
- e When (they – to hear) the good news about the scholarships?
present perfect / simple past – correct verb form: did they hear
- f Macauley (just – to spend) a week at Young Harris College.
present perfect / simple past – correct verb form: has just spent
- g His brother (this football shirt – to wear) since 2017.
present perfect / simple past – correct verb form: has worn this football shirt
- h Who (to teach) Jordan how to play proper football as a child?
present perfect / simple past – correct verb form: taught
- i During yesterday's match another soccer player (to tear) his shirt.
present perfect / simple past – correct verb form: tore

EXPRESSIONS

- 11 PAIR WORK** Learn the expressions (p. 131), then do the assignment. One of you reads the statement or question, the other one reacts. Use a full sentence including one of the expressions. When you have finished, change roles. Use different variants. The expressions are in italics.
- a Statement: So, you need more information about sporting scholarships to American universities. I'm afraid I can't help with this.
Reaction: (*Bedank iemand die jou helaas niet kon helpen.*)
- b Statement: Thanks for your information about college sport in the States.
Reaction: (*Reageer op een bedankje.*)
- c Statement: How nice for those two young aspiring footballers to get scholarships.
Reaction: (Geef aan dat je *terugkomt op een onderwerp* en maak je zin af.)
- d Question: How many hours a week does a professional soccer player train?
Reaction: (Zeg hoeveel uur een voetballer *over het algemeen* traint.)

- e** Statement: That's why he wanted to play for a foreign club.
Reaction: (*Verander van onderwerp en bedenk iets.*)
- f** Question: Would you like to play for a football club in the north or in the south of the USA?
Reaction: (*Geef je voorkeur aan en licht deze toe.*)
- g** Question: What's your opinion of some professional footballers' salaries?
Reaction: It's an absurd situation! (*Corrigeer jezelf.*)
- h** Statement: I heard he was sent away from that club.
Reaction: (*Vraag verduidelijking.*)

SPEAKING

- 12 PAIR WORK** You want to go out at the weekend, e.g. go to a football match or a movie, and have dinner somewhere before or have a drink afterwards. Of course there are many other possibilities. Each of you will first think of what you would prefer to do but don't tell each other yet. Prepare yourself by making some notes. Use the expressions (p. 131) that you have learned for this lesson. Act out this situation with a classmate. Set about the task as follows.
- Politely tell each other what you would like to do.
 - Tell each other what you prefer.
 - Discuss advantages and disadvantages.
 - Try to convince your classmate that your idea is most attractive.
 - Come to an agreement.
 - Discuss who will arrange things, make reservations, buy tickets etc.
 - Summarise what you've agreed upon.

REFLECTION

- 13** Write down three expressions that you did not know before you started this lesson. Which were they? Write down sentences in which you use them.

Expression 1: _____

Sentence 1: _____

Expression 2: _____

Sentence 2: _____

Expression 3: _____

Sentence 3: _____

SPEAKING

- 14** Prepare a 5-minute talk about a sport that you play or a hobby that you do or might like to do. Remember the footballers Jordan Forrester and Macauley King from the text. Do you have dreams like them? Apart from an *introduction* and a *conclusion* write down *four different aspects* that you want to talk about. You can write down ten keywords for each aspect. Give your talk.

Note!

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

4

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

- simple past – used to / would
- direct speech / indirect speech

Vocabulary

You can learn the vocabulary with the Study box (p. 128) and the vocab trainer.

LISTENING 

- 1-2** Watch the video online and do the assignment that you find there. You may use the writing space below.



Go to the online assignment to find these answers.



READING

- 3 PAIR WORK** You are going to read an article about the stigma surrounding young boys who are interested in ballet. First, read the following four statements and indicate whether or not you agree with them. Then, team up with a classmate and tell him or her whether you agreed or not with the statements and why.

- a** Ballet is not a great career for men to aspire to.

I agree / disagree, because _____

- b** Physically challenging jobs, like gardening and treehouse building, are more for men than for women.

I agree / disagree, because _____

- c** It makes sense that less than 30% of researchers worldwide are female.

I agree / disagree, because _____

- 4 PAIR WORK** Together with your classmate, think of two other stigmas that influence career opportunities.

Suggested answers: mental illness, race, age, gender, addiction, HIV, physical disabilities etc.

TEXT

Tom tapping away at male dancers' stigma



A ballet and tap dancing Goth is trying to change the stigma surrounding young lads getting into dancing by opening his own dance school

1 Tom Roberts (21) has just passed his ballet teaching diploma which is in addition to qualifications in teaching tap and street dance. Since moving to Loftus from Coventry five years ago he has been training with local dancing legend Mrs Barbara Benson MBE. And he has used the experience to step out on his own and start teaching others himself.

2 Among the 25 children, aged between 4 and 13, enrolled at The Roberts Academy of Dance and Stage are two boys aged 8 and 12. It is unusual admits Tom, who himself experienced bullying because he was a dancer, and now he wants to change the perceptions of males in the industry.

He said: "It is a very low male ratio and I think it has a lot to do with bullying. I used to be bullied when I was in Coventry – I was the only ballet dancing Goth within about 500 miles."

3 "I don't agree with it but people will look a lot more if it is a male doing it. I want to say 'if you want to learn how to dance it is OK and just as valuable a profession' – there will be no bullying or stigma on my watch." And it is starting to work already.

Just recently the dad of one of the boys said to Tom he had reservations about his son going to a dance school but it had made the lad much more confident.

Tom added: "That made me really happy. It made me feel like I was making a difference."

He hopes to increase the numbers at the school as well as carrying on with his own training, performing and also acting which he does at the Screen Factory in Redcar.

4 It was watching an Elvis video that kick-started Tom's career in dance as a four year-old. He reckoned it looked like "something fun to get paid for" and after watching Christmas pantomimes as a kid, he wanted to have a go at that too.

He said: "I met Sylvia Bird who trained me before Barbara. She said to me 'if you want to do anything in this industry, all I can say to you is do everything and try and be the best'.

"Barbara is like a font of knowledge. If there is a problem, call Barbara and it just goes away.

"Working with someone who has that much experience – little pearls of wisdom rub off on you."

“If you want to do anything in this industry, all I can say to you is do everything and try and be the best.”

5 Tom has just been successful in obtaining a ballet teaching qualification – even though it’s not his cup of tea. He said: “Ballet and me don’t see eye to eye but I thought I would go through and learn everything about it.

“Tap – I love. I enjoy performing it and enjoy the versatility. It seems to be as energetic as modern dance and freestyle but a bit more structured.”
Ironically, Tom might have been an electrician but he has never put the qualification to good use preferring to take to the stage instead.
He added: “I get paid to waste time and have fun.”

Based on: www.whibygazette.co.uk

READING

Read the text and answer question 5-11.

- 5 (§2-3) Complete the sentence. The fact that there are not so many male dancers in the dance industry has a lot to do with ...

male dancers being bullied / the stigma surrounding male dancers.

- 6 Tom wants to change people’s perceptions of male dancers. Which statement in §3 deals with this ambition? Quote the first two and the last two words of Tom’s statement.

“If you ... my watch.”

- 7 (§3) “Just recently the dad of one of the boys said to Tom he had reservations about his son going to a dance school, but it had made the lad much more confident.”

a Explain in your own words what happened to the son.

His father didn’t really want him to dance. But, by dancing, the son started to believe in himself.

b What does this example tell us about Tom’s ambition?

It tells us that Tom is successful in his ambition to change people’s perceptions of male dancers.

- 8 (§4) Answer the questions below.

a Describe the particular moment in his life, that Tom realised his future was in dancing.

When he was 4 years old and watched an Elvis Presley video.

b Does he still enjoy his career in dancing? Explain your answer.

Yes, he does. He says he gets paid to waste time and have fun.

- 9 (§5) “Ballet teaching is not his cup of tea.”

a What is the meaning of this phrase?

Ballet teaching is not something he likes. / He finds ballet teaching very hard.

b What other phrase in this paragraph has the same meaning?

“Ballet and me don’t see eye to eye”

c Nevertheless he studied ballet. Can you explain why he did so?

He wants to know about many dancing techniques and be able to teach them.

10 What certificates can Tom Roberts mention on his curriculum vitae? Finish the sentence(s).

- a First he qualified as an electrician,
- b then he obtained teaching qualifications for tap and street dance,
- c and recently he qualified as a ballet teacher.

11 Explain the title: "Tom tapping away at male dancers' stigma" in your own words.

For example: Tom loves tap dancing and in this interview he explains that he doesn't tolerate prejudices about male dancers in his dance class.
So you could say that he wants to drive out ('tap away') the prejudices ('stigma') by dancing/tapping and setting the right example.

VOCABULARY

12 Fill the gaps in the sentences below. Choose a word from the list. There are three words too many.

accessibility – alienation – antidote – emphasise – encounter – font – perception – pursuits – ratio – runner-up – stigma – tracksuit – versatility

- a Latin, ballroom, belly dance and other styles of dance simply add a dancer's versatility.
- b Wearing a tracksuit is not allowed during the ballet lessons.
- c Dancing is a(n) antidote to stress.
- d He enjoys dancing, cycling and other active pursuits.
- e At our school too little is done to beat the stigma surrounding homosexual or transgender students.
- f Her encounter with that famous choreographer meant all the world to her.
- g Maybe the greater accessibility of fast food is one of the causes of children being overweight.
- h Her ballet teacher has been a font of inspiration for her.
- i In society's perception small classes ensure good education.
- j In England the ratio of female to male dancers is 3:1. This should be different.

GRAMMAR

Simple past – used to / would

 grammar - 3 - p. 56

As a teenager I **used to / would** take things easy. (*habit from the past*)

As a teenager Tom **used to** be bullied. (*situation from the past*)

- 13** First, look at the sentences and choose 'habit' or 'situation'. Then, underline 'used to' or 'would' or both if they are both possible.

- a habit / situation My brother used to / would watch lots of ballet programmes.
 b habit / situation In the old days, we used to / would play a lot of video games.
 c habit / situation I used to / would go to the studio twice a week.
 d habit / situation Many young tap dancers used to / would join local dance clubs.
 e habit / situation Tom used to / would study to be an electrician.
 f habit / situation At that time I used to / would practice dancing in a studio.
 g habit / situation Ballet dancing used to / would be a female affair.

Direct speech / indirect speech

 grammar - 12 - p. 63

"It is a very low male ratio."	He said it was a very low male ratio.
"I think it has a lot to do with bullying."	He thought it had a lot to do with bullying.
"I agreed with it."	He told us that he had agreed with it.
"I saw an old friend yesterday ."	She remarked she had seen an old friend the day before .

- 14** Change the sentences from *direct speech* into *indirect speech*.

- a "I did my homework last night."
He said that *he had done his homework the night before.*
- b "I will kick-start your career as a dancer."
She told him *she would kick-start his career as a dancer.*
- c "My brother is a famous tap-dancer".
He claimed *his brother was a famous tap-dancer.*
- d "We can't come to your performance on Friday."
They told us *they couldn't come to our performance on Friday.*
- e "I didn't subscribe to a national, but to a local newspaper last week."
She emphasised that *she had subscribed to a local newspaper the week before. / that she hadn't subscribed to a national but to a local newspaper the week before.*
- f "The versatility of that dancer is amazing."
He remarked how *amazing the versatility of that dancer was.*
- g "The ballet teacher started asking personal questions."
The boy said *the ballet teacher had started asking personal questions.*
- h "Dancing can be a relaxing pursuit."
She told him *dancing could be a relaxing pursuit.*

VOCABULARY EXTRA

Word formation

Word formation is basically how words are created and become part of the language. Understanding word formation can help you understand the English language better. For instance:

With a root such as the verb 'to add' you can create a **noun**: addition, and an **adjective**: additional.

- C** **15** First, look at the example and the words that are given. Then, create the missing forms of these words. Use a dictionary to help you if necessary.

verb	noun	adjective
to add	addition	additional
a <i>to perceive</i>	perception	<i>perceptive</i>
b <i>to differ</i>	difference	<i>different</i>
c <i>to confide</i>	<i>confidence</i>	confident
d to increase	<i>increase</i>	<i>increased / increasing</i>
e <i>to modernise</i>	<i>modernism</i>	modern
f to pay	<i>payment</i>	<i>paid / paying</i>
g <i>to succeed</i>	<i>success</i>	successful
h to prefer	<i>preference</i>	<i>preferable / preferred</i>

- C** **16** Use one of the words from the grid in exercise 15 to fill the gaps.

- a This great ballet teacher said it was his aim to change and *modernise* ballet to attract new audiences.
- b All students at the School of American Ballet strive to become *successful / confident* male ballet dancers.
- c My *preference* is tap dancing, I simply do not like watching classical ballet.
- d He is always so insecure, I'm afraid he lacks *confidence*.
- e Sorry, I don't agree with you at all, I beg to *differ*.
- f How do the foreign ballet dancers *perceive* the American dancers?

EXTRA READING & WRITING

- 17** Find one long or two short articles of 500-750 words about a very ambitious young person in a newspaper, magazine or on the internet. Write a text (300-360 words) in which you include the answers to the questions below. Use 100-120 words for each answer to questions 2-4.
- Mention the source(s) of the article(s), the date when it was / they were written and the author's name.
 - Mention the ambitions and expectations of this young person. Concentrate on what he/she wants to achieve and how he/she intends to do that. What difficulties must this person overcome and how realistic is his/her goal?
 - Why have you chosen this particular young person? What did you learn about his/her daily lifestyle? Can you relate to him/her? Explain why you can or why you can't.
 - Based on what you have read, think of three questions you would like to ask him/her. Add why you would like to know this.

SPEAKING

- 18** **GROUP WORK** Work in groups of three. Compare the people you've chosen in the previous exercise and compare their ambitions, expectations, achievements and lifestyles. Discuss at least five differences or similarities. Then compare these with your own. Would you consider changing your own lifestyle? If so, what would you change and why? If not, why not?

5

YOU'LL BE ABLE TO

- react to advertisements
- fill in forms with more detailed information
- find and understand relevant information in formal documents

Grammar

- present perfect continuous

Vocabulary & expressions

You can learn these with the Study box (p. 129) and the vocab trainer.

Strategies

- writing a job application

TEXT

Could you be a volunteer?

Top causes

animals	environment	women
children	health	virtual
community	mentor	disaster
education	homeless	hunger



I Put your love of animals into action

All over Britain, numerous animal shelters look for animal-loving volunteers. Robert Benmore of Blue Cross UK: "We mainly need people who can spend individual time with our cats. Each cat has its own personality and desperately needs some special human contact. Volunteers can help the cats adjust to their new lives and calm them down before they find new homes. Volunteers can also help to match up potential owners with the cats who are best suited to them. So, they should also have the ability to get on well with people. When asked what type of person the animal shelters need for this important work, Benmore says: "We need people who are reliable, calm and patient. Availability during weekends is a prerequisite."

[Click here for more information.](#)

Skills

Animal Care
Relationship Building
People Skills

Good Match For

People of all ages

Requirements & Commitment

Background Check
Training
At least 6 months

II Talking newspapers

Are you an amateur actor and are you proud of your clear speaking voice? Then put this experience to good effect as a volunteer with talking newspapers which provide a service for blind and visually impaired users by recording the news on CD. An editor of the Swindon Talking Newspapers says: "We have a team of four newsreaders. The newsreaders' job is to read the news as clearly as possible and to try to maintain an interesting sounding voice. Variety in the reader's voices adds to the interest of the listener so it is essential that the four readers are different in sound but work as a team. Training will be given. Besides having a clear voice, volunteers must be proficient readers."

[Click here for more information.](#)

Skills

Communicative skills
Digital skills
Collaboration

Good Match For

People of all ages

Requirements & Commitment

Training

III Talking newspapers City guides

Would you like to be a city guide for tourists in a major city? Are you available for at least three hours on any day of the week? Great! We are a professional organisation looking for volunteers with people skills. Although you will do the tours over and over again, you will meet a wide range of people every time. Also make clear to the tourists that you are just as interested as they are by the sights you are showing them. As one of our volunteer city guides, you are required to take a five-lesson course on the ins and outs of the city of your choosing. Just before each city tour, you will attend a 45-minute briefing session. Briefing session dates and times will be emailed five days in advance.

[Click here for more information.](#)



Skills

People Skills
Communicative skills
Problem solving skills

Good Match For

People over 18

Requirements & Commitment

Background Check
Five-lesson course
Obligatory briefing session

READING

6

- 1 Read the text. Answer the questions by filling in the number of the correct job description (I, II or III) from the text.

For which volunteer job ...

- | | |
|--|-----|
| a ... other than job III, do you need to be able to deal with people? | I |
| b ... other than job II, do you need to follow a training? | III |
| c ... do you need certain personality traits, unlike for the other jobs? | I |
| d ... is a voice that is pleasant to listen to most important? | II |
| e ... do you have to work weekends? | I |
| f ... do you get relevant information before each new working day? | III |

WRITING

STRATEGY *Writing a job application*

If you want to apply for a job, always choose the job which matches your skills. Pick your skills carefully: if you like both team and individual sports, you may mention that you do a team sport when the job needs you to work in a team and an individual sport when you need to work independently.

- 2** Look at the job descriptions and see which skills are mentioned which match your own skills. Choose the volunteer job that most suits you and write your application. Explain how your skills match the requirement. Use 90-100 words. Look at the example which describes one skill in one job description.

EXAMPLE:

Animal care: I love working with animals. I have had cats and dogs all my life, so I know how to deal with these animals and care for them. Each cat and dog has its own personality, so I am used to adapting to each individual animal. My parents say I am flexible, calm and patient with animals, too.

- 3** **PAIR WORK** In each job description, there is a range of requirements you have to meet as an employee. Which requirements are essential for each job mentioned, in your opinion, and which are a bit silly, do you think? Discuss with a classmate whether you think they are essential or silly and support your opinion with arguments. Then write down your own opinions and arguments about one requirement in one job. The example below can help you.

EXAMPLE:

I think it is essential to train when you become a city guide, because you need to know about the sights you show and how to make your presentation more interesting.

VOCABULARY

- 4** Find the synonyms and fill the gaps. There are three words too many. Choose from:

opportunities – attend – mainly – for instance – help – in case of – job – mostly – prospects – range – satisfaction – for example – occupation – serve – variety

- a** I would prefer to have a manual *occupation* / *job* during the summer holidays. I love picking fruit and vegetables or digging in the outdoors.
- b** There is a *range* / *variety* of jobs for people like me who are studying Science.
- c** I have been here all day, *mainly* / *mostly* waiting for my interview to start.
- d** What are the *prospects* / *opportunities* in this job? What would my future look like if I were to take it?
- e** I speak many languages, *for example* / *for instance* English, Spanish and French.
- f** I would like to *serve* / *help* this company and make it grow.

GRAMMAR

Present perfect continuous

 grammar - 6 - p. 57

Working as a volunteer **has been giving** me additional opportunities to use my skills to make a difference.

This week, **I've been helping** to match up potential owners with cats that are best suited for them.

5 Fill in the correct forms of the verbs in brackets.

TechSoup is a non-profit organisation that connects other non-profits, charities and public libraries with the technology they need to serve their communities. Sasha Daucus (a to work) has been working for Techsoup for years and (b to make) has been making cyberspace seem like a brighter place to many non-profit organisations.

As the host of the Introduce Yourself forum, Sasha (c to welcome) has been welcoming new users to TechSoup for nine years. When a non-profit first joins the forums, it's often to answer a specific question or get advice on a particular product. Sasha has made it her goal to connect with these users. She (d to write) has been writing personal messages and (e to think) has been thinking about how users can find the most value in the forums.

Sasha loves moderating the TechSoup Forums. "I get to say hello to people when they first come to the boards, help them feel welcome and steer them in the right direction to find what they came looking for." Her best friend Tanya and Sasha (f to volunteer) have been volunteering for the past nine years, and neither plans on stopping anytime soon.

EXPRESSIONS

6 You would like to volunteer but still have some questions about a position. You start a chat with the organisation. Fill in the correct expressions. There are two expressions too many. Choose from:

I am interested – I would like to know more – I would be grateful if – Could you tell me – Does this mean – Sorry, I don't follow you – To get back to what I was saying – Thanks anyway! – Would you mind explaining

You: Hi, I would like to know more about a position in a mountain rescue team.

Donny: Hi, I'm Donny Leish. I've been in a rescue team for two years, so I'll be happy to answer your questions.

You: Could you tell me how much time you spend on your voluntary work?

Donny: Quite a lot, but I don't mind that. I am a bit of a fitness nut, being a full time PE teacher.

You: Sorry, I don't follow you. A fitness nut?

Donny: I mean I'm a bit nuts, a bit crazy as it comes to fitness.

You: I see. I suppose you have to be physically fit as a mountain rescuer. Does this mean that you train much?

Donny: Yes, it does and I do! For practical reasons we need to be physically fit in case of a call-out. We need to ensure everybody's safety, too.

You: Would you mind explaining the word call-out?

Donny: A call-out is usually an emergency. During certain periods, I am on call 24/7. In my two years of volunteering, I have attended dozens of call-outs.

You: *I would be grateful if* _____ you could tell me more about your climbing experience.

Donny: I have been climbing hills since my father took me up my first one when I was just nine years old. I live and teach in Fort William, a centre for hill walking and climbing in the shadow of Ben Nevis, the highest mountain in Britain.

You: What is the appeal of this job to you?

Donny: *I am interested* _____ in nature and love the physical challenge. On top of that, some of the team have been going up these hills for thirty years and more. There is always something new they can teach me.

You: Thank you for this information.

Donny: My pleasure. Don't forget to check out our website for more stories.

SPEAKING

7 PAIR WORK In this exercise, you are going to practise vocabulary and expressions that are useful for the following exercise(s) in which you have to fill in a form and write a motivation letter to apply for a position as a volunteer.

Work in pairs. Imagine one of you is a careers adviser and the other one a student applying for a position as a volunteer. The student has to fill in a form but gets stuck, so he or she is asking the careers adviser for advice. Decide who will be the student first. Use as many expressions as possible and use the icons when appropriate. Then take turns.



Student: I would like to enrol as a volunteer but I don't know what to write down on this form. Could you help me?

Careers adviser: Sure. What position would you like to apply for?

Student: *(Geef antwoord.)*

Careers adviser: So, what is it I can do for you?

Student: First, I need to write about my skills. *(Zeg waar je volgens jezelf goed in bent.)*

Careers adviser: *(Vraag om verduidelijking: laat de student een voorbeeld geven.)*

Student: *(Geef een voorbeeld waaruit je vaardigheid blijkt.)*

Careers adviser: *(Vraag welke andere vaardigheid de student heeft die duidelijk bij de vrijwilligersbaan past.)*

Student: *(Noem een vaardigheid en geef een voorbeeld.)*

I also need to talk about my interests. *(Noem een interesse.)*

Careers adviser: *(Vraag om extra uitleg: link tussen de interesse en de vrijwilligersbaan?)*

Student: *(Geef antwoord.)*

- Careers adviser:** Do you think you've got the right personality to do this?
- Student:** (Noem een sterke kant van je en zeg waarom jij denkt dat je geschikt bent.)
- Careers adviser:** (Vraag om verduidelijking: vraag naar de link tussen de baan en de sterke kant.)
- Student:** (Geef antwoord.)
- Careers adviser:** And what about the things you need to work on? Anything you're not good at?
- Student:** (Geef antwoord.)
- Careers adviser:** Is that all?
- Student:** Yes, thanks a lot. Things are much clearer now.

WRITING

- 8** You would like to work as a volunteer. To do so, you have to fill in the form below for your application.

Volunteer application form

PLEASE PRINT

Personal information

First name: _____ Last name: _____

Title: _____ Mr / Miss / Ms / Mrs (please circle)

Date of birth: _____ Place of birth: _____

Address: _____ Postcode: _____

Town: _____ Country: _____

Email: _____

Home telephone no.: _____ Daytime contact no.: _____

Emergency contact

First name: _____ Last name: _____

Home telephone no.: _____ Daytime contact no.: _____

Relationship: _____

Reference

First name: _____ Last name: _____

Email address: _____

Position: _____

Academic skills and work experience

- a** Current type of school and form (no foreign terms): _____
- b** Best subjects (mention at least three): _____
- _____
- c** Intended (academic) career: _____
- d** Current and/or previous part-time occupation: _____
- _____
- e** Current and/or previous volunteer experience: _____
- _____

Preferences and availability

- f** Write down what your interests and favourite pastimes are and how these have influenced your life. (50-75 words)

Fill in 3 (= *great*), 2 (= *a little*), 1 (= *not much*) or 0 (= *no*) to show your interest in these types of voluntary work.

- | | | | |
|---|---|---|---|
| ☐ animals | ☐ computers | ☐ environment | ☐ people with disabilities |
| ☐ arts and culture | ☐ education and literacy | ☐ refugee centre | ☐ sports and recreation |
| ☐ community | ☐ emergency and safety | ☐ media | ☐ women's rights |
| ☐ other: _____ | | | |

Skills, qualities and preferred position

- g** Write down what your three best qualities and/or skills are, according to the adults in your family or social circle. Please indicate the relationship between you and the adults you mention. (50-75 words)

- h** Write down what one quality and/or skill you would like to improve. Also explain why. (15-20 words)

- i** Describe the kind of position you are looking for. Also explain why you would like this position and why you would be the right person for this. Finally, indicate what kind of training you would like us to give you to bring out the best in you. (50-75 words)

Contact

Please indicate how you would not like to be contacted: post / email / telephone. (*cross out*)

Thank you for filling in this form.

If you have any questions, please feel free to contact us by email or phone.

SEND

Study box unit 3

Lesson 1

ENGLISH

DUTCH

E.g. is an abbreviation for 'for example'.	afkorting
That model gave an accurate account of her career during the Ted-talk.	nauwkeurig
Oh, no! You will never cease to amaze me.	stoppen
You should wear appropriate attire if you go to that classical concert.	kleding
As a model, she hopes to attend a casting for Chanel or Prada.	auditie
He was arrested for deception and fraud.	bedrog
Steps will be taken to ensure people's safety.	verzekeren
He's taking evening classes to further his career.	bevorderen
Because of constant pain John is often grumpy nowadays.	humeurig
When I have my period , my lower back often hurts.	ongesteld zijn
At first, the life of a model was very intriguing .	boeiend
He has a wife and three children to maintain .	onderhouden
A dietician pays a lot of attention to nutrition .	voeding
She likes to parade her figure when she's among men.	pronken met
She was peering at some rabbits in the distance.	turen
Lack of investment perpetuates the company's poor performance.	voortzetten
You should express, not repress your emotions.	onderdrukken
You should reflect on whether you really want to be a model.	nadenken
Her life as a model revolves around photographers and designers.	draaien
This company tries to surpass clients' expectations.	overtreffen
A spread of peanut butter on rice cakes is her main sustenance .	voedsel
Hair and make-up stylists can bring about transformations .	gedaanteverwisseling
The directions are transparent , so we know what to do.	duidelijk
Why did she tug at your coat?	trekken
People often buy clothes on a whim .	opwelling

DUTCH

ENGLISH

aldus, zo	She was scouted and thus became a famous model.
bepalen	When will we determine what to do next?
bescheiden	For a successful model she is quite modest .
bewoner	Here are the names of the residents of these apartments.
bureau	What modelling agency does she work for?
collega	How does she get on with her colleagues ?
concurreren	Do you have to compete with your fellow models?
een rol spelen	Appearance plays a large part in a model's life?
gezaghebbend	Vogue is a prestigious fashion magazine.
grote inzet, toewijding	He was rewarded for his enthusiasm and commitment .
kennis	At the party I talked to friends and acquaintances .
kinderjaren	I had a wonderful childhood and caring parents.
kort	Can you give me a brief account of what happened?
leverancier	This agency is a supplier of new young models.
muzikant	Our band consists of four musicians .
nadoen	My sister likes to copy famous models.
niettemin	It's safe. Nevertheless , accidents may happen.
nuchter	I like a down-to-earth approach to problem-solving.
onbetaalbaar	An inspiring coach is priceless .

onderwerp	What subject do you prefer to read about?
onderwijs	In what place did you have your secondary education ?
opperen	Do you have an idea to put forward ?
overtuigen	She convinced me I was mistaken.
podium	She used to perform on stage every night.
roem	How important are fame and success for you?
met tegenzin	The angry girl reluctantly did what her father told her to do.
tenzij	I can't come unless Nick picks me up.
terecht komen	I hope he won't run into any trouble.
trouwens	After all , what does it matter?
uit elkaar vallen	When his wife left, his life began to fall apart .
uitbrengen	When will they release that film?
uitpakken	Why don't you unwrap the box to see what's in it?
verbeteren	A few weeks in England may improve your English.
vermindern	I wish the pressure of work would decrease .
vrij, tamelijk	She felt rather nervous before her audition.
voormalig	Naomi Campbell is a former top model.
waarschijnlijkheid	There is a high probability that they will win the match.
wanhopig	If she couldn't be a model, she'd be desperate .
zich verzetten tegen	I see no reason to oppose their plans.

ENGLISH

DUTCH

Lesson
2

This ship's cabin accommodates four people.	onderdak bieden aan
The child clutched her mother's legs.	vastgrijpen
The travellers had a flask with hot tea.	thermoskan
She gestured me to follow her.	gebaren
Let's all huddle around the fire, shall we?	bijeenkruipen
She huddled under the blankets for warmth.	ineenkruipen
I'm inclined to believe his version of the incident.	geneigd
His story is incoherent and therefore convincing.	onsamenhangend
With each new book that writer has become increasingly popular.	steeds meer
He raised his knife and lunged at her.	plotseling naar voren schieten
The boat began to lurch because of the wind.	slingeren
He merely said what everybody was thinking.	slechts
Is she a moderate or an excellent dancer?	matig, gemiddeld
I'll first clean the muck off the car.	vuil
Not allowing women into this centre is outrageous .	schandalig
I booked a passage on the next ship.	overtocht
As a model she had to put up with a strict diet.	verdragen
The horse reared and threw me off.	steigeren
I'm going to give him a piece of my mind regardless of the consequences.	ongeacht
Did your sister rip your shirt because she was angry?	scheuren
The prices of houses have started to soar .	hard stijgen
Why did she slap him in the face?	een klap geven
The drunk man managed to stagger home.	wankelen
Tomorrow a storm is expected to sweep across the country.	razen (wind, regen, storm)
Angrily, he thrust his hands into his pockets.	duwen
The boat twisted because of the strong wind.	draaien

DUTCH	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 gaze .
ingeblikt	Do you ever buy tinned food?
brede glimlach	He entered with a friendly grin on his face.
cijfer	Is this figure a three or an eight?
deksel	The lid of the saucepan fell on the floor.
denkbeeldig	This is a story about an imaginary island.
diepte	What is the depth of this lake?
dringend	Can you come now, please? It's urgent .
drukken	Two men were crushed to death after a wall collapsed.
dwingen	The police had come to force him to tell the truth.
fel	He fiercely defends what he believes in.
fluisteren	Don't talk so loud in church. Just whisper .
gebed	He always says a prayer before an important match.
heisa	Why is he making such a fuss about the price?
hoe dan ook	I will call you tonight, no matter what .
iets onder de knie krijgen	It is difficult at first, but you'll soon get the hang of it .
knikken	Just nod your head if you agree.
krat	He went to the supermarket for a crate of beer.
kruispunt	When you get to the intersection , turn left.
leuning	She held on to the railing 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 to the police station for questioning .
oplossen	It takes an IT expert to sort out a computer problem.
pijn doen	My back will ache if I don't take a rest now.
scheppen	He had to scoop the water out of boat.
schreeuwen	I heard them argue and yell at each other.
schuiven	He opened the oven door to slide in the pan.
slepen	Why did the police drag him off the bus?
slok	She took a sip from her drink.
snikken	When she noticed that she had lost her doll, little Lucy began to sob .
trouwens	As a matter of fact , he can't come because he's abroad.
uitstellen	They are going to postpone the meeting until Friday.
verdieping	We have a three- storey school building.
verdwijnen	When I turned around, she had vanished .
verscheuren	Financial problems can tear a marriage apart .
vluchteling	How can we help refugees and asylum seekers best?
zelfvertrouwen	To perform on stage you have to have self-confidence .

Lesson 3

ENGLISH	DUTCH
Why did the mother abandon her family?	verlaten
This aspiring young soccer player is going to try his luck abroad.	aanstaande
He's a compulsive eater who just can't stop.	dwangmatig
He works for a sports consultancy that works with top clubs.	adviesbureau
He has an interesting but demanding job.	veeleisend

Deborah was devastated when she heard she'd been disqualified.	totaal van de kaart
She's an executive of a multinational.	leidinggevende
The president was exiled to another country.	verbannen
She tried to win him over by means of flattery .	gevlei
Disappointed? I was gutted .	zwaar teleurgesteld
Jim hopes his injury is not going to hamper his chances.	belemmeren
He plays league soccer.	competitie
His work among the poor in Africa changed his perspective on life.	kijk op
With the help of a good coach I'll achieve my full potential .	mogelijkheden, potentieel
He hopes that opportunity will progress his tennis career.	een impuls geven
I hope I'll soon regain my fitness.	terugkrijgen
I hope this incident will not rekindle a new conflict between them.	aanwakkeren
Jordan and Macauley were given their scholarships by the respective colleges.	desbetreffende
The team will try to secure a place in the finals.	bemachtigen
Sometimes we have mild winters and sometimes they are severe .	streng
She damaged her spine when she fell.	ruggengraat
Losing his job had a staggering impact on him.	ongelooflijk (groot)
His fame resulted in substantial changes in his life.	flink
He was tapping his feet to the music.	tapdansen
Please, don't bother me with such trivial matters.	onbelangrijk
Some urban areas have been neglected, unfortunately.	stedelijk

DUTCH	ENGLISH
aanvaller (voetballen)	Barcelona's top striker scored two goals.
betrouwbaar	Is this information reliable or should I check it first?
beurs	He's received a scholarship to study abroad.
blessure	I'm recovering from a shoulder injury .
collegegeld	This year tuition fees for university are about €2,000.
concurrent	Arsenal and Tottenham are local rivals .
de moeite nemen	She didn't even bother to tell us.
enorm	The world is facing massive challenges.
Eredivisie	I love watching Premier League matches.
erg vinden	Do you mind if I smoke?
geschat, naar schatting	This house will cost an estimated €250,000.
getuige	She was a witness to an accident.
geval	You can only use this door in case of an emergency.
jongeren	Why are so many youngsters not interested in politics?
kandidaat	The contestants in tonight's quiz are very nervous.
krachtig	The boxers gave each other powerful blows.
lat (van een doel)	The player headed the ball against the crossbar .
medewerker	I'd love to work as a museum attendant .
onkosten	Your expenses will be refunded.
opsporen	Can you trace her address for me, please?
overslaan	Make sure you don't pass anybody over .
overtuiging	Try to speak with a little more conviction .
paal	Unfortunately, the ball hit the goal post .
samenwerking	Thank you very much for your cooperation .
schaken	Is the king the most important piece in chess ?

stage lopen	She's doing an apprenticeship in a care home.
steun	I couldn't have done without your support .
teleurstelling	I saw the disappointment in his eyes when I refused to join him.
toetreden tot	When did they join the European Union?
toevallig (zien, tegenkomen)	I happened to see him yesterday.
tribune (met staanplaatsen)	Tickets for standing on the terraces are not so expensive.
tribune (met zitplaatsen)	We watched the match from a grandstand .
uiterlijk	It's important to pay attention to your appearance when going for an interview.
uitkijken naar	I look forward to meeting you.
verdediger (voetballen)	The defender prevented a goal from being scored.
verschaffen	Could you provide us with relevant addresses?
verwarrend	These instructions are confusing .
vleugelspeler	Was Cristiano Ronaldo the best winger in the world?
vrije tijd	What do you do in your spare time ?

Lesson 4

ENGLISH

DUTCH

The accessibility of the new train station is fantastic.	toegankelijkheid
The government is worried about people's alienation from politics.	vervreemding
Playing a sport is an antidote to stress.	middel tegen (negatieve effecten)
She has a distinct talent for languages.	duidelijk
We'd like to emphasise the importance of regular exercise.	benadrukken
During our encounter we talked about our schooldays.	(toevallige) ontmoeting
A scout has come to see Rick who excels in ballet.	uitblinken
Karin spent some time in England; her English is flawless .	perfect
His English teacher has been a font of inspiration for him.	bron
Discrimination can inflict a great deal of pain on victims.	toebrengen
Winning this contest will kick-start your career as a singer.	op gang helpen
We try to nurture cooperation among pupils at this school.	(iets helpen) ontwikkelen
On my watch we will do it the right way or we will not do it all.	onder mijn toezicht
Society's perception of what male behaviour is has changed.	opvatting
Cycling can be a relaxing pursuit .	bezigheid
The ratio of nursing staff to doctors is 2:1.	verhouding
Unfortunately, we rarely see each other nowadays.	zelden
I reckon that he will become a great ballet dancer.	aannemen
The runner-up of the tournament was given a silver medal.	tweede (in een wedstrijd)
You need stamina to be a long-distance runner.	uithoudingsvermogen
There's a stigma surrounding young lads getting into dancing.	vooroordeel
Do you always go jogging in a tracksuit ?	trainingspak
The versatility of that performer is amazing.	veelzijdigheid
Amsterdam is a vibrant , fascinating city.	bruisend

DUTCH

ENGLISH

bedenkingen	I have my reservations about the new plans.
bekwaamheid	This job requires technical qualifications .
branche	Working with deadlines is common in this industry .
dankbaar	How nice for parents to have grateful children.
een uitstraling hebben naar	Her enthusiasm will rub off on the others.
eerlijk gezegd	Frankly , I'm not keen on ballet.

ergens optimaal gebruik van maken	I think you should put your talents to good use .
ergerlijk	I find it annoying to see people biting their finger nails.
financieren	My parents couldn't fund my studies, so I had to work.
gastgezin	I stayed with a host family in London.
het niet eens zijn over	My mum and I do not see eye to eye on this issue.
huidig	He likes his present job far better than his previous job.
iets als vanzelfsprekend aannemen	Don't take people's help for granted .
moeite doen	He didn't even make an effort to tell her the news.
niet je ding zijn	Sorry, but looking at old paintings is not my cup of tea .
ondersteunend	I couldn't have done without my supportive parents.
ongebruikelijk	Is it unusual for teenage boys to take up ballet?
onnauwkeurig	I'm afraid that this is an inaccurate description of the fact.
oprecht	I want to offer you my sincere apologies.
parel	What a beautiful string of pearls you've got there.
pesten	Bullying is heavily punished at my school.
plegen	If we don't call the police, he might commit a crime.
profijt hebben	I hope you will benefit from the new treatment.
sfeer	There was a great atmosphere at the party.
slikken	When I swallow , my throat hurts.
soepel	You can call her for help any time, for she's very flexible .
terugbetaling	We expect a refund for the phone that did not work properly.
tientallen	Dozens of people phoned to congratulate him.
toegeven	Is it so hard to admit you've made a mistake?
verkrijgen	Where can I obtain more information about this?
verlegen	The little shy girl dared not open her mouth.
vermijden	We have to avoid running into more trouble.
verontrustend	There is a disturbing increase in the crime rate.
verwennen	He tends to spoil his children too much.
vol vertrouwen	Emma is confident she will pass the test.
vooordeel	Some have a prejudice against boys who do ballet.
waar het op neerkomt	The bottom line is , I can't come.
zwaaien naar	The boy waved at all the people that passed by.

ENGLISH

DUTCH

Lesson
5

There was a briefing before just before the attack.	bijeenkomst voor informatie of instructies
He said donation was for a good cause .	doel
She's been trained to counsel addicts.	begeleiden
Problems may crop up , but we can tackle them.	zich voordoen
How could she possibly desert her friend in trouble?	in de steek laten
This company needs an eloquent spokesman.	welbespraakt
For this job you will need extensive training.	uitgebreid
He's rather fragile for his age.	zwak
We should have a frank discussion about what's wrong with this company.	openhartig
If we continue to ignore these problems, they will only get worse.	ontkennen
Your classmates have begun their projects; you should do likewise .	op dezelfde manier
Neither of these suggestions will do.	geen van ...
Numerous people have called to volunteer during the festival.	talrijk
This medical examination before you start work is obligatory .	verplicht

We missed the bus and on top of that it started to rain.	daar komt nog bij dat
She tried to persuade him to do voluntary work.	overhalen
Passing this test is a prerequisite for taking the final exam.	eerste vereiste
We're trying to recruit new volunteers for the museum.	werven
Does the government indeed only serve the interest of big business?	dienen
Any suggestions as to how I could tackle this problem?	aanpakken
Don't let unqualified doctors perform eye surgery.	onbevoegd
To go abroad you'll need a valid passport.	geldig
Guide dogs are trained to lead blind and visually impaired people around.	slechtziend
In my work I see people from all walks of life .	alle rangen en standen
She asked me whether I was interested in working for her.	of

DUTCH	ENGLISH
alhoewel	He decided to go, although I begged him not to.
alles bij elkaar	All in all , the party was a huge success.
bedrijfsleven	There is a meeting of leaders from industry and the academic world.
behalve / naast	There are plenty of things to do at night besides drink.
behouden	I hope my dad will be able to maintain his job.
beroep	What's her occupation ? She is a teacher.
beschouwen	I consider baby-sitting an easy way to make money.
bijv. (bijvoorbeeld)	I like outdoor activities, e.g. jogging and cycling.
duidelijk	You've made your point quite clear .
formulier	If you want to apply for the job, please fill in this form .
functie	She wanted to apply for that position but it had been filled.
gastheer/-vrouw	Our host greeted us at the door.
geduldig	The teacher was very patient with the students.
gemeenschap	I want to work somewhere where I can serve the community .
geschikt voor	With her experience, she would seem to be suited for the job.
gids	During the summer holidays I work as a city guide .
goede doel	She is dedicated to the cause of animal rights.
klas	I'm in the fourth form of a school for pre-university education.
middelbare school	Did they teach you computer science at secondary school ?
noodgeval	In an emergency you should call this number.
óf ... óf	She said she would either text me or call me.
om zo, zodat	We all need a little stress in order to do our work better.
ontslaan	In times of economic crisis more people are fired .
op het vwo zitten	I attend a school of pre-university education in the Netherlands.
opvang	This organisation provides shelter for homeless people.
rondleiding door	Let me give you a tour of the city centre.
saai	Do you like visiting museums or do you find it boring ?
toevoegen	The company wants to add over 200 jobs this year.
trots op	I am proud of my mum who helps her sick mother so much.
vakkundig	He's become very proficient in computer programming.
van tevoren	If you leave, please let me know in advance .
verantwoordelijkheid	I take full responsibility for what has happened.
verscheidenheid aan	Our school offers a range of extra subjects.
voldoening	It is great if you can do your job with satisfaction .
voor de kost doen	What does your father do for a living ?

vooral	I don't like the plan, mainly because it's too expensive.
vooruitzichten	Job prospects will be better if you have done voluntary work.
vraag en aanbod	The price is determined by supply and demand .
vrijwilligerswerk	Although you get no pay, voluntary work can be rewarding.
vrijwilliger	My dad works as a volunteer at the nursing home.
zich verheugen op	I look forward to meeting my English cousin next week.
zich veroorloven	I can't afford a new car, so I'll buy a used car.

EXPRESSIONS

Bedanken *Thanking somebody*

Thank you for ... (granting me this interview.)

I'm grateful that ... (you have granted me this interview.)

Much obliged!

You shouldn't have!

Cheers!

– Als iemand je helaas niet kan helpen *If somebody can't help you*

Thanks all the same.

Thanks anyway.

– Op een bedankje reageren *Reacting to somebody who thanks you*

You're welcome.

My pleasure.

Don't mention it.

Anytime!

I'm glad I could help.

Iets algemeen aangeven

In general, ...

Generally speaking, ...

On the whole, ...

As a rule, ...

Iets samenvatten en/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, ...

Inlichtingen vragen *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 ...

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

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 ...

Terugkomen op een onderwerp *Returning to a topic*

To get back to what I was saying ...

Anyway, where was I? I was telling you ...

I'll get back to this subject later.

Van onderwerp veranderen *Changing the subject*

That reminds me, ...

By the way, ...

Talking of ...

Well, thank you for that. Now I'd like to ...

Right, ...

Anyway, ...

Speaking of which, ...

Verduidelijkende 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've lost me, I'm afraid.

Voorkeur aangeven *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.)

GRAMMAR

Gerund	 grammar p. 64
Future	 grammar p. 59
Simple past and present perfect	 grammar p. 56 & 57
Simple past 'used to / would'	 grammar p. 56
Direct speech and indirect speech	 grammar p. 63
Present perfect continuous	 grammar p. 57

Notes