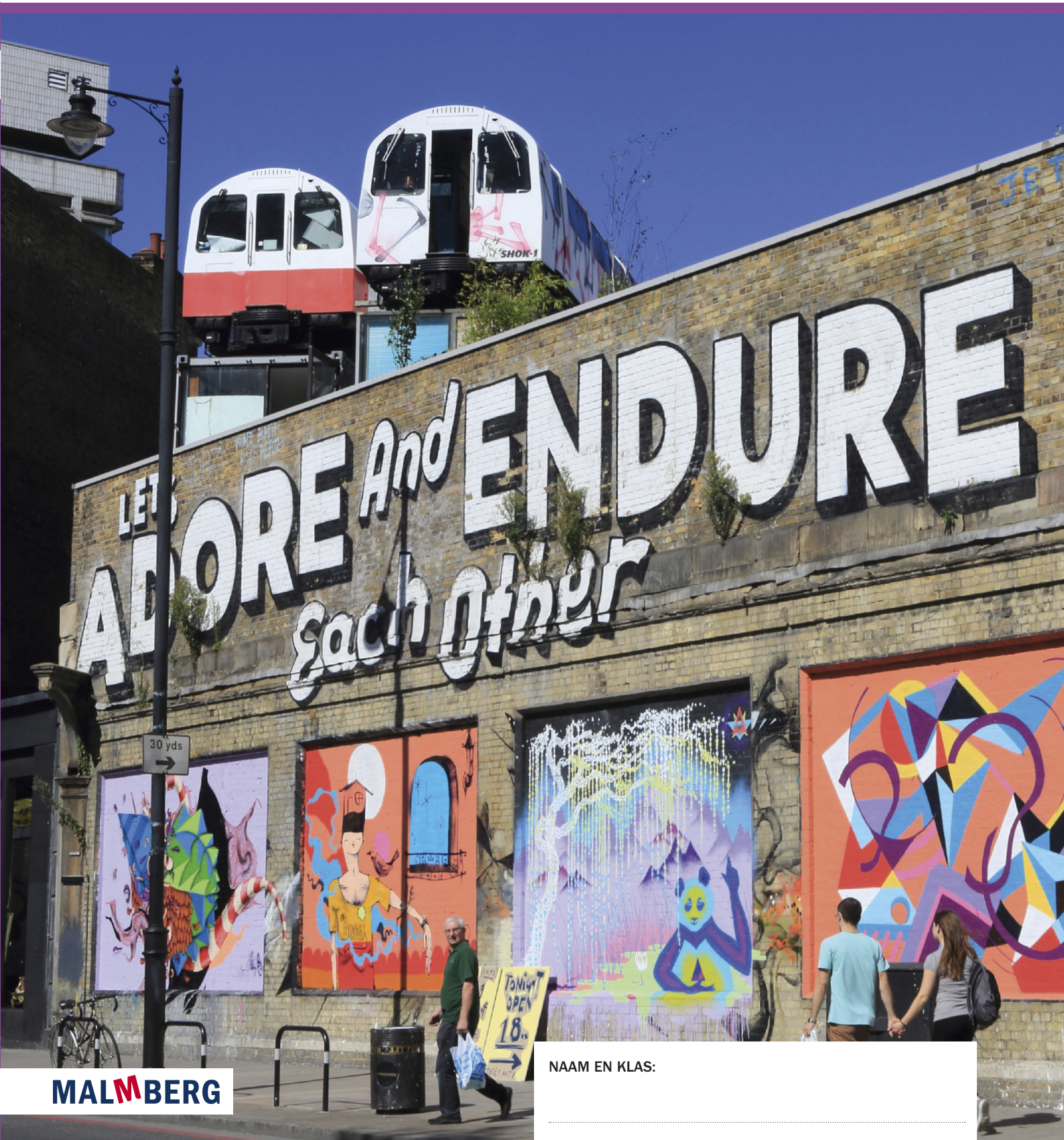


Of Course!

VWO|GYM

Engels



MALMBERG

NAAM EN KLAS:

Of Course!

4 VWO|GYM

ENGELS

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Don't count the days, make the days count

Muhammad Ali

Ter nagedachtenis aan
Antoon van Eijk
(1958-2021)

Contents



Unit 1 *Young Blood* 9



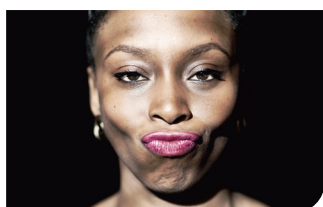
Unit 2 *LOL* 51



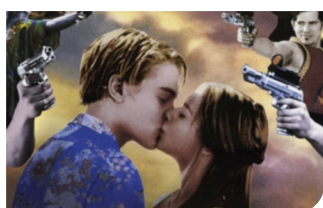
Unit 3 *Great Expectations* 93



Unit 4 *A Curious Mind* 133



Unit 5 *Global Appetites* 175



Literature 219

Elke unit in *Of Course!* heeft een thema: *Young Blood*, *A Curious Mind*, *Great Expectations*: de teksten gaan ergens over. We nemen je serieus en vragen je mee te denken met sociale en maatschappelijke issues. Humor vinden we ook belangrijk.

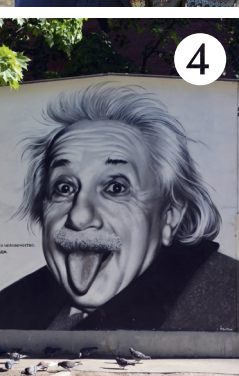
Je hebt een online licentie, dit boek met alle lessen en literatuurteksten en een *reference book* met strategieën, grammatica, *linking words* en *expressions*. Opdrachten kun je ook online maken, daar kun je ze ook nakijken en krijg je feedback. Online vind je bovendien alle video's, grammatica- en woordtrainers, een Test jezelf per les en oefentoetsen per unit.

Je docent kiest wat je online doet (met laptop, tablet of telefoon) en wat in je boek.

Study box

[illegible][illegible][illegible]

Lesstofoverzicht

Unit	1 Reading & listening	2 Reading	3 Speaking
	LUB1-5b. Kan de inhoudelijke informatie van het meeste opgenomen of uitgezonden geluidsmateriaal over onderwerpen van persoonlijk belang verstaan (B1+). GSB1-1b. Kan persoonlijke standpunten, commentaar en meningen geven of erom vragen in discussies over belangwekkende onderwerpen. SCHA2-2b. Kan eenvoudige en korte notities maken voor zichzelf, en anderen. LEB1-2a. Kan relevante informatie vinden en begrijpen in brochures en korte officiële documenten op internet of in andere media. LEB1-3a. Kan belangrijke feitelijke informatie begrijpen in korte verslagen en artikelen.	LEB1-3a. Kan belangrijke feitelijke informatie begrijpen in korte verslagen en artikelen. SCHB1-1a. Kan persoonlijke brieven en e-mails schrijven of gebruikmaken van andere vormen van sociale media waarin ervaringen, gevoelens en gebeurtenissen enigszins gedetailleerd worden beschreven.	LEB1-3a. Kan belangrijke feitelijke informatie begrijpen in korte verslagen en artikelen. LUB1-2a. Kan over het algemeen de hoofdpunten volgen van een uitgebreide, informele discussie die rondom hem of haar wordt gevoerd. GSB1-5f. Kan een voorbereide vragenlijst gebruiken om een gestructureerd vraaggesprek te voeren met enige spontane vervolgvragen. GSB1-5e. Kan enig initiatief nemen in een vraaggesprek of consult, maar is in de interactie erg afhankelijk van de vragensteller. GSB1-2a. Kan een standpunt helder overbrengen, maar heeft er moeite mee om in debat te gaan.
	LUB1-2b. Kan veel volgen van wat rondom hem of haar wordt gezegd over algemene onderwerpen (B1+). LEB2-2b. Kan snel de inhoud en relevantie herkennen van nieuwsberichten, artikelen en verslagen over uiteenlopende professionele onderwerpen en dan beslissen of nadere bestudering de moeite waard is. LEB1-3a. Kan belangrijke feitelijke informatie begrijpen in korte verslagen en artikelen. GSB1-1e. Kan zijn of haar gedachten tot uiting brengen over abstracte of culturele onderwerpen zoals muziek en films (B1+).	LEB1-3d. Kan hoofdthema en belangrijkste argumenten begrijpen in eenvoudige teksten in tijdschriften, kranten of op internet (B1+). LEB1-3a. Kan belangrijke feitelijke informatie begrijpen in korte verslagen en artikelen. SPB1-1c. Kan gedetailleerd verslag doen van ervaringen en daarbij gevoelens en reacties beschrijven.	LEB1-3a. Kan belangrijke feitelijke informatie begrijpen in korte verslagen en artikelen. GSB1-5g. Kan met enig vertrouwen verzamelde feitelijke informatie over vertrouwde alledaagse en niet-alledaagse zaken binnen zijn of haar vakgebied uitwisselen, controleren en bevestigen (B1+). LUB1-5d. Kan de hoofdpunten vatten van televisieprogramma's over vertrouwde onderwerpen wanneer deze betrekkelijk langzaam en helder worden gepresenteerd. GSB1-1b. Kan persoonlijke standpunten, commentaar en meningen geven of er om vragen in discussies over belangwekkende onderwerpen.
	LEB2-2b. Kan snel de inhoud en relevantie herkennen van nieuwsberichten, artikelen en verslagen over uiteenlopende professionele onderwerpen en dan beslissen of nadere bestudering de moeite waard is. LUB1-3a. Kan een voordracht of toespraak volgen binnen het eigen vakgebied (B1+). SCHB1-4a. Kan gedetailleerde beschrijvingen geven van bekende onderwerpen binnen het eigen interessegebied.	LEB1-3b. Kan eenvoudige jeugdliteratuur lezen. SCHB1-4c. Kan een verhaal schrijven over een onderwerp dat hem/haar interesseert.	LEB1-3a. Kan belangrijke feitelijke informatie begrijpen in korte verslagen en artikelen. GSB1-1c. Kan zijn of haar meningen en reacties overbrengen met betrekking tot oplossingen voor problemen of praktische vragen. SPB1-3a. Kan een voorbereide presentatie of spreekbeurt houden over een vertrouwd onderwerp binnen zijn of haar gebied (...).
	LEB1-3d. Kan hoofdthema en belangrijkste argumenten begrijpen in eenvoudige teksten in tijdschriften, kranten of op internet (B1+). LUB2-4a. Kan mededelingen en berichten over concrete en abstracte onderwerpen verstaan. SCHB1-3b. Kan korte, eenvoudige opstellen schrijven over belangwekkende onderwerpen (B1+). LUB2-5c. Kan de meeste radiodocumentaires en het meeste andere opgenomen of uitgezonden geluidsmateriaal verstaan en kan de stemming, toon enzovoort van de spreker herkennen.	LEB1-2b. Kan in langere teksten op internet of in andere media informatie zoeken over thema's binnen het eigen interessegebied (B1+). LEB2-2b. Kan snel de inhoud en relevantie herkennen van nieuwsberichten, artikelen en verslagen over uiteenlopende professionele onderwerpen en dan beslissen of nadere bestudering de moeite waard is. SPB1-1e. Kan de plot van een boek of film navertellen en daarbij zijn of haar reacties beschrijven.	LEB1-4a. Kan helder geschreven, ondubbelzinnige instructies begrijpen. LUB1-5b. Kan gedetailleerde aanwijzingen volgen. LUB2-3a. Kan de wezenlijke punten volgen van voordrachten, toespraken, verslagen en andere vormen van academische of professionele presentaties die naar inhoud en vorm complex zijn. GSB1-2a. Kan een standpunt helder overbrengen, maar heeft er moeite mee om in debat te gaan. GSB1-5a. Kan eenduidige feitelijke informatie achterhalen en doorgeven. SPB1-3b. Kan in het kort zaken uitleggen en toelichten.
	LEB2-3b. Kan literaire en non-fictie teksten lezen met een redelijke mate van begrip voor het geheel en voor details. LUB2-5c. Kan de meeste radiodocumentaires en het meeste andere opgenomen of uitgezonden geluidsmateriaal verstaan en kan de stemming, toon enzovoort van de spreker herkennen. SCHB1-3b. Kan korte, eenvoudige opstellen schrijven over belangwekkende onderwerpen (B1+).	LEB2-3c. Kan informatie, ideeën en meningen ophalen uit zeer gespecialiseerde bronnen binnen zijn of haar vakgebied (B2+). SCHB1-1c. Kan deelnemen aan discussies over bekende thema's of over thema's uit het interessegebied via sociale media zoals internet.	LEB2-2c. Kan meer complexe advertenties begrijpen. LEB1-3d. Kan hoofdthema en belangrijkste argumenten begrijpen in eenvoudige teksten in tijdschriften, kranten of op internet (B1+). LUB1-4a. Kan eenvoudige technische informatie begrijpen. GSB1-5g. Kan met enig vertrouwen verzamelde feitelijke informatie over vertrouwde alledaagse en niet-alledaagse zaken binnen zijn of haar vakgebied uitwisselen, controleren en bevestigen (B1+). GSB1-4c. Kan een klacht uiten, afhandelen, doorgeven.

4 Reading & listening	5 Writing	6 Literature	Grammar
LEB1-2a. Kan relevante informatie vinden en begrijpen in brochures en korte officiële documenten op internet of in andere media. LUB1-5d. Kan de hoofdpunten vatten van televisieprogramma's over vertrouwde onderwerpen wanneer deze betrekkelijk langzaam en helder worden gepresenteerd. LEB1-3a. Kan belangrijke feitelijke informatie begrijpen in korte verslagen en artikelen. LUB1-5b. Kan de inhoudelijke informatie van het meeste opgenomen of uitgezonden geluidsmateriaal over onderwerpen van persoonlijk belang verstaan (B1+).	LEB1-2a. Kan relevante informatie vinden en begrijpen in brochures en korte officiële documenten op internet of in andere media. LEB1-3d. Kan hoofdthema en belangrijkste argumenten begrijpen in eenvoudige teksten in tijdschriften, kranten of op internet (B1+). SCHB1-3b. Kan korte, eenvoudige opstellen schrijven over belangwekkende onderwerpen (B1+). SCHA2-2b. Kan eenvoudige en korte notities maken voor zichzelf.	Shakespeare, <i>Romeo and Juliet</i> (English) Renaissance Dramatic irony Interpretation	1: simple past & irregular verbs; present perfect 2: making questions 3: making negative sentences 4: simple past & present perfect 5: simple past & present perfect
LEB2-2a. Kan snel lange, complexe teksten doorlezen en de relevante details vinden. LUB1-5e. Kan een groot deel begrijpen van veel televisieprogramma's over onderwerpen van persoonlijk belang, zoals vraaggesprekken, korte voordrachten en nieuwsverslagen, wanneer deze betrekkelijk worden gepresenteerd. SCHB1-4c. Kan een verhaal schrijven over een onderwerp dat hem/haar interesseert. LEB1-2b. Kan in langere teksten op internet of in andere media informatie zoeken over thema's binnen het eigen interessegebied (B1+).	LEB1-3d. Kan hoofdthema en belangrijkste argumenten begrijpen in eenvoudige teksten in tijdschriften, kranten of op internet (B1+). LUB1-3a. Kan een voordracht of toespraak volgen binnen het eigen vakgebied (B1+). SCHB1-4b. Kan verslag doen van ervaringen en daarbij gevoelens en reacties op gebeurtenissen beschrijven. LEB2-3b. Kan literaire en non-fictie teksten lezen met een redelijke mate van begrip voor het geheel en voor details.	James Thurber <i>The Secret Life of Walter Mitty</i> Modernism Stream of consciousness Reliable and unreliable narrator	1: simple past & present perfect 2: comparisons; adjectives and adverbs 3: simple past & past continuous 4: past perfect; simple past & past perfect 5: simple past & past continuous
LUB2-5b. Kan documentaires, live uitgezonden vraaggesprekken, praatprogramma's, toneelstukken en de meeste films in standaarddialect verstaan op televisie of via internet. GSB1-2b. Kan deelnemen aan een alledaagse formele discussie over vertrouwde onderwerpen die gaan om de uitwisseling van feitelijke informatie, het ontvangen van en reageren op aanwijzingen of het bespreken van oplossingen voor praktische problemen. LEB2-3a. Kan artikelen en verslagen over hedendaagse problemen begrijpen, waarin de schrijvers bepaalde stellingen of standpunten innemen.	LEB1-2a. Kan relevante informatie vinden en begrijpen in brochures en korte officiële documenten op internet of in andere media SCHB1-1b. Kan op advertenties reageren. SCHB1-2b. Kan formulieren waarin meer informatie gevraagd wordt, gedetailleerd invullen.	Charles Dickens <i>Great Expectations</i> Victorian Period Bildungsroman Defining a theme	1: gerund 2: gerund; future 3: simple past & present perfect 4: used to / would; direct and indirect speech 5: present perfect continuous
LEB1-3a. Kan belangrijke feitelijke informatie begrijpen in korte verslagen en artikelen. SCHB2-2a. Kan een helder gestructureerde lezing over een vertrouwd onderwerp begrijpen en aantekeningen maken van punten die hem of haar belangrijk voorkomen, ook al neigt hij of zij ertoe zich te concentreren op de woorden zelf en daardoor sommige informatie te missen. LUB2-3a. Kan de wezenlijke punten volgen van voordrachten, toespraken, verslagen en andere vormen van academische of professionele presentaties die naar inhoud en vorm complex zijn. LEB1-3d. Kan hoofdthema en belangrijkste argumenten begrijpen in eenvoudige teksten in tijdschriften, kranten of op internet (B1+) SCHB1-2a. Kan notities en berichten schrijven die eenvoudige informatie bevatten die van direct belang is voor vrienden, dienstverleners, onderwijzers, en anderen die een rol in zijn/haar dagelijks leven spelen, en daarbij begrijpelijk de punten overbrengen waarvan hij of zij vindt dat ze belangrijk zijn.	LEB2-1a. Kan correspondentie lezen met betrekking tot zijn of haar interessegebied en daarbij meteen de wezenlijke betekenis vatten. SCHB1-1d. Kan persoonlijke brieven schrijven waarin nieuws wordt overgebracht en gedachten over abstracte of culturele onderwerpen worden uitgedrukt (B1+).	Mark Haddon <i>The Curious Incident of the Dog in the Night-Time</i> Postmodernism Blurb Metaphors Characterisation	1: tenses; auxiliaries: moeten / willen 2: the continuous form of the tenses 3: genitive: 's / s' / of; word order 4: prepositions 5: indefinite pronouns: 'some' and 'any'
LEB2-3b. Kan literaire en non-fictie teksten lezen met een redelijke mate van begrip voor het geheel en voor details. LUB1-5e. Kan een groot deel begrijpen van veel televisieprogramma's over onderwerpen van persoonlijk belang, zoals vraaggesprekken, korte voordrachten en nieuwsverslagen, wanneer deze betrekkelijk langzaam en helder worden gepresenteerd (B1+). SCHB1-3b. Kan korte, eenvoudige opstellen schrijven over belangwekkende onderwerpen (B1+).	LEB2-3a. Kan artikelen en verslagen over hedendaagse problemen begrijpen, waarin de schrijvers bepaalde stellingen of standpunten innemen. LUB1-5e. Kan een groot deel begrijpen van veel televisieprogramma's over onderwerpen van persoonlijk belang, zoals vraaggesprekken, korte voordrachten en nieuwsverslagen, wanneer deze betrekkelijk langzaam en helder worden gepresenteerd (B1+). SCHB1-3a. Kan een kort, eenvoudig verslag schrijven volgens een vast format.	Jack London <i>To Build a Fire</i> Naturalism Biography, autobiography and autobiographical fiction	1: auxiliaries: kunnen / mogen 2: passive 3: interrogative pronouns 4: relative pronouns 5: indefinite pronouns

Notes



© www.meandthebees.com

1 2 3 4 5

Unit 1 Young Blood

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.

LESSON 1: READING & LISTENING 10

Kid entrepreneurs we could all learn a lesson from

LESSON 2: READING 16

Summer in the City

LESSON 3: SPEAKING 23

Using fame in a positive way

LESSON 4: READING & LISTENING 28

Talented teenager's triumph over adversity

LESSON 5: WRITING 35

October Student Writing Contest

STUDY BOX 43

1

YOU'LL BE ABLE TO

- find and understand relevant information in formal documents
- understand important factual information in short texts
- understand most of the recorded information of personal interest
- give or ask for personal views, comments and opinions in discussions
- make clear, short notes for yourself and other people

Grammar

- irregular verbs
- simple past
- present perfect

Vocabulary

You can learn the vocabulary with the Study box (p. 43) and the vocab trainer.

Strategies

- context clues
- reliable information

READING

1 This text is about three kid entrepreneurs. Don't read the whole text but use two minutes at the most to give the answers to these two questions.

- a Which kid has invented something to help nature? _____
- b Which kid has invented something to help a relative? _____

TEXT

Kid entrepreneurs we could all learn a lesson from

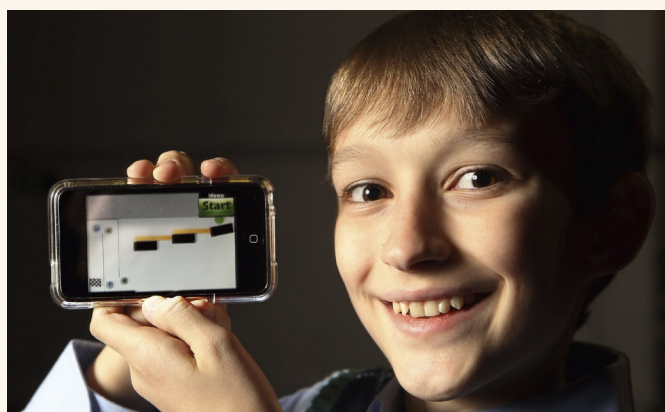
1 With school, sports and activities filling the day, the closest most kids ever get to entrepreneurship is setting up a lemonade stand on a hot summer afternoon. But for some kids, the spirit of entrepreneurship catches on at an early age. Today, there are more kid entrepreneurs changing the small business landscape than ever. We're talking way beyond the lemonade stand. Let's have a look at some of them.

Robert Nay, Founder of Nay Games

2 Ten years ago, a new mobile game called 'Bubble Ball' took the Apple app store by storm. Just after two weeks of launching, Bubble Ball received one million downloads, overtaking the popular game app 'Angry Birds' as the most downloaded free game on Apple.

3 Now, when you hear these facts, you might assume that the mind behind Bubble Ball was a seasoned gaming entrepreneur with many gaming apps under their belt. But no - it was Robert Nay, a 14-year-old with no business experience, let alone any coding experience. Robert

learned what he needed to know to build Bubble Ball all in a public library. Through research at the library, he wrote the 4,000 lines of code he needed to build Bubble Ball – in just *one* month. Now, Nay Games offers 24 new levels of Bubble Ball, and Robert is working on putting together his next application.



Robert Nay

“Follow your passion and stick to it”

Lily Born, Founder of The Kangaroo Cups

4 When Lily Born was eight, she noticed that her grandfather, who has Parkinson’s disease, was often spilling his drinks due to his condition. Like many other problem-solving kid entrepreneurs, Lily saw an inconvenience in her family member’s life and set out for a solution. Using flexible plastic, she made her grandfather a plastic cup that didn’t tip and was comfortable to hold. A year later, she made a ceramic version of the same cup for her father so that he could avoid coffee-spill disasters on his computer.

5 Entrepreneurs have an amazingly keen eye for easy-to-solve issues, not to mention the determination to solve these problems. Lily and The Kangaroo Cup also teach small business owners that their innovation doesn’t have to be a ground-breaking invention. It can be as simple, but also as ingenious, as a stable plastic cup.



Lily Born



The Kangaroo Cup

Mikaila Ulmer, Founder of Me & the Bees Lemonade

6 Every small business starts with a story, and Mikaila Ulmer has a pretty good one. At the age of 4, Mikaila was stung by a bee. She then became fascinated by honeybees and after taking on a research assignment in school, found out that their population is dying. Determined to make a difference, Mikaila set out to create a business to save the honeybee population.



Mikaila Ulmer at age ten

7 Mikaila took her great grandmother’s flaxseed lemonade recipe, added local honey to it, and donated the profits to efforts to save the dying bee population. And we aren’t just talking about an 11-year-old’s lemonade stand. Mikaila’s now a millionaire from Whole Foods picking up her lemonade brand ‘Me & the Bees Lemonade’ for \$11 million.

8 Mikaila took her great grandmother’s flaxseed lemonade recipe, added local honey to it, and donated the profits to efforts to save the dying bee population. And we aren’t just talking about an 11-year-old’s lemonade stand. Mikaila’s now a millionaire from Whole Foods picking up her lemonade brand ‘Me & the Bees Lemonade’ for \$11 million.

Based on: www.fundera.com

Read the text in detail and answer questions 2-10.

- 2** (§1) What does the writer imply with regard to the three kid entrepreneurs in the article when the writer says: “We’re talking way beyond the lemonade stand”.

- 3** (§2) Bubble Ball *directly / never / quickly* reached *as many downloads as / fewer downloads than / more downloads than* Angry birds.

- 4** (§3) How can the following sentence “Through research ... *one* month” start without changing the meaning of the sentence?

- ☐ After all, through ...
☐ As a matter of fact, through ...
☐ By the way, through ...
☐ In spite of this, through ...

- 5** (§4) Explain why the following statement about this paragraph is true or false: Lily Born made a special cup for her grandfather and father because they were ill.

- 6** (§5) Quote three different words/phrases from this paragraph that mean that the innovation of the kangaroo cup is not revolutionary.

1

2

3

- 7** (§6) Which negative experience has led to Mikaila’s entrepreneurial ambition?

- 8** (§7) What combination is mentioned that has led to Mikaila’s successful lemonade brand?

- 9** (§8) Is the following statement true or false? Explain why, by quoting the right words from the text to support your answer.

Mikaila spends all the money that she earns on saving the honeybee population.

- 10** Which of the three children mentioned in this text does the best job, according to you? Explain why.

VOCABULARY STRATEGY *Context clues* strategies - woordraadstrategieën - p. 6

There are words for which you do not have to know the precise Dutch translation, but you should be able to recognise them so that you understand their meanings in context in reading and listening texts.

- 11** Fill in the correct words in the sentences below. Choose from the following words.

There are two words too many.

applications – aspirations – attendance – famine – feasible – globalisation – inconvenience – menace – perception – phenomenon – tabloid

- a Her invention was technically and economically _____.
- b We still don't know whether they died of a virus or of _____.
- c We apologise for the error and any _____ caused.
- d The judge decided that he is a _____ to society and that he deserves a severe sentence.
- e I read about that young actor in some _____.
- f My friend doesn't have a very realistic _____ of the situation.
- g I didn't know that you had any political _____.
- h If _____ on your computer stop responding, you can press Ctrl+Alt+Del to close them.
- i _____ has brought little wealth to developing countries.

GRAMMAR

Simple past and irregular verbs

 grammar - 3 & 33 - p. 56 & p. 88

Lily **saw** an inconvenience in her family member's life, and **set** out for a solution.
Mikaila **became** fascinated by honeybees.

- 12** First, study the *irregular verbs* in your reference book. Then, use the simple past, only using irregular verbs in the sentences below.

His idea (**a ontstond**) _____ when he was 20, and when it was put into practice, he (**b werd**) _____ well known.

The idea (**c trok**) _____ the attention from people from various countries.

She (**d wedde**) _____ that he wouldn't pull it off, but he did.

He (**e bracht door**) _____ a year abroad to discuss his idea with scientists.

He (**f legde**) _____ the book down and (**g belde**) _____ up a friend.

After the call he (**h voelde**) _____ fine and (**i ging liggen**) _____ down on the sofa to watch his favourite series.

Soon, however, he (**j viel**) _____ asleep, and (**k werd wakker**) _____ when the sun (**l opkwam**) _____.

On the internet he (*zocht (m to seek)*) _____ his old teacher who (*n les gaf in*)
_____ him Science.

At his former school he (*o leidde*) _____ a discussion regarding his invention as
he (*p schijnen*) _____ his light on the participant's ideas.

Present perfect

 grammar - 5 - p. 57

These kid entrepreneurs **have had** no business experience so far.

She **has learnt** a lot since she started her business.

- 13** Ask the kid entrepreneurs from the text questions about their inventions using the *present perfect* with the verbs in brackets.

EXAMPLE

How long / an entrepreneur? (to be)

How long have you been an entrepreneur?

- a** ever / the idea for Bubble Ball that it would be such a success? (to have)

- b** since when / a blog (to keep)

- c** ever / any telephone calls from curious companies? (to have)

- d** already / accustomed to this huge success? (to grow)

- e** what / in your blog this week? (to write)

- f** always / to your original mission / to save the honeybee population? (to stick)

- g** ever / any other kids how to become an inventor? (to teach)

- h** how many months or years / already / on your new invention? (to spend)

- i** your granddad / since / you last saw him (to ring)

WATCHING & LISTENING 

- 14-15** Watch the video online and do the assignment that you find there.
You may use the writing space below.

SPEAKING

- 16 PAIR WORK** You are going to have a debate with a classmate. A debate is a verbal contest over an issue. There are two sides – one supporting, one opposing. Go about as follows:
- First, individually, prepare yourself. Think of and write down two supporting and two opposing arguments for each invention mentioned below, using keywords only.
 - Pair up with a classmate and argue that inventions have made or are likely to make life worse or better. One person argues that the invention has made things better, while the other argues that it has made things worse.
 - When both of you have put your arguments forward, without being interrupted, you explain why you disagree with what your classmate has said. Who has the best arguments?
 - With every other invention you will change your position, to support or oppose.
 - mobile phone • cars
 - plastic • video games
 - social media

EXTRA READING & WRITING**STRATEGY Reliable information** strategies - *herkomst van bronnen onderzoeken* - p. 11

You can find out if a text is reliable by asking yourself questions like:

- Is this website or newspaper objective or not?
- Is this just one side of the story?
- Does the author have a reason to tell me only one side of the story?
- Is the author an expert or has he consulted one?
- Is the information up-to-date?

- 17** Find and read two articles about two different inventions of two young people who are or were under 20 when they made their invention. Do the following.
- a** Mention the source (name of the website, newspaper, etc.) of the articles, the date when they were written / published and the author's names.
 - b** Write a 100-word summary of each article.
 - c** Which text do you find most reliable, either of the ones that you have found or the text in this lesson? Explain why. Use at least five whole sentences.

2

YOU'LL BE ABLE TO

- understand important factual information in short texts
- write personal letters and messages describing basic details of events and feelings

Grammar

- making questions

Vocabulary

You can learn the vocabulary with the Study box (p. 44) and the vocab trainer.

Strategies

- scanning a text
- understand text relations through linking words
- word-guessing strategies

TEXT

Summer in the City

YouTube's young celebrities shine at biggest ever UK convention



1 Welcome to Summer in the City, a sold-out event that will pull in more than 8,500 people to Alexandra Palace, North London, over the next three days. The likelihood is that most of the country will never have heard of UK's biggest YouTube convention, now in its fourth year, or any of the YouTube celebrities that feature on the event's programme.

2 Yet, celebrities they are. Many of the young people wandering the vast hall, among the video gaming

stations and life-size Pokémon mascots, are YouTube bloggers who have millions of subscribers and fans around the world. Featuring everything from personal diary posts to beauty tutorials and short films, YouTube is not just a specialised hobby – it's a lucrative profession.

3 For Rebecca Flint, better known as Beckii Cruel, her YouTube videos elevated her to such levels of fame that at 14 she was flown to Japan to work as a model and pop

“Attitudes are changing, and people’s perception of YouTube is changing”

Rebecca Flint, as Beckii Cruel

Charlie McDonnell



star. “I started off when I was 13 years old, making dance cover videos, and they went viral in Japan, so I went to work in Japan as an idol, which is similar to being a pop star, for a couple of years – which was really cool,” she explains.

“It was somewhere I could never have imagined I’d get to, but YouTube made that happen for me. I now blog on beauty, or hair, or gaming – whatever I feel like, to be honest. This week I’ve done a video every single day.”

4 With 91,000 subscribers and almost 20m total views, and one of her dance videos having 4m views alone, Flint, just 19, certainly falls into the category of YouTube celebrity, and her blogging empire is still expanding.

“I think the appeal of YouTube is that it’s a very personal relationship that people feel they form with their viewers,” she says. “It’s a different kind of celebrity. Kids now trust their YouTube stars more than regular celebrities.”

5 The origins of Summer in the City go back to 2007, when a group of around 20 YouTube creators gathered for an informal meeting in central London. The number of attendees grew, and in 2009 Frank Burns, then 17, along with some friends, decided to create an official event that would be the British equivalent to VidCon, the world’s largest online video convention, held annually in California.

6 Burns says: “It was nice at the beginning because it was all like-minded people who shared the same interests, so very small scale. We would meet in

Green Park, or Hyde Park or Jubilee Gardens, and then in the evening we would hire out a venue. Only about 100 people showed up for the first event, but there were people coming from Australia, America, mainland Europe, just for this first event, and by the end of it there was a part of me that thought: This is phenomenal, this is something special. We can’t just leave it at this.”

7 After 600 fans of one YouTuber, Charlie McDonnell, attended the 2011 event, it moved to a more formal venue. It was then that YouTube got in touch, offering sponsorship, and enabling the organisers to stage their first event indoors at a London brewery and then, after 3,000 people turned up to the 2,000-capacity venue, to move it to Alexandra Palace.

8 Burns says the enormous popularity of Summer in the City was a testament to how YouTube is breaking into the mainstream and establishing itself as an increasing influence on popular culture. Indeed, it is so popular the organisers are now in talks to hold the event twice a year to meet demand, with two-thirds of the Summer in the City attendees now made up of fans rather than creators.

“Last year we sold 7,000 tickets for the weekend; this year we’ve sold 8,500,” he says. “But it’s still very much a networking event for the geeky kids who like making and watching YouTube videos online. When I first started YouTubing it was sort of joked about and I was mocked for it, but now everyone wants to get involved. Attitudes are changing, and people’s perception of YouTube is changing.”

9 The platform's power also lies, he says, in the profitable sponsorship deals that mean some bloggers are raking in six-figure incomes from video diaries. Jenna Marbles, a YouTube personality who makes self-critical personal blogs, including the viral video Drunk Makeup Tutorial, has reached 1.5bn video views and makes up to £846,000 a year from YouTube sponsorship and ad revenue.

10 While Friday's for industry only, Saturday is open to the devoted masses. In the spacious hall of Alexandra Palace huge numbers of barriers have been erected in preparation for the throngs who will attend the weekend's talks, meet-and-greets and signings with stars such as Marbles and Ligouri. Indeed, another YouTube star lined up for the meet-and-greets is PJ Ligouri, known for his channel *KickthePJ* where he has been making short films for the past seven years and has acquired over 30 million views in that time.

11 "I'm a YouTuber and I mostly make short films with strange and surreal stories, with dark, fantastical comedy and based in made-up worlds," he explained. "I've been doing this since I was 16. I think the momentum is growing and more people are recognising YouTube as a legitimate and successful platform in its own right, to post really good content. As a creator, you get to cater to what your audience wants. So it's not a

passive experience, you get instant feedback from likes and comments and you can respond and be influenced by that."

12 The impact of these YouTube celebrities on the music industry is also a hot topic of discussion at Summer in the City. While previously considered ripe ground for record label talent-spotting, with Justin Bieber being the most cited example, the freedom and popularity of YouTube is now encouraging musicians to shun the labels altogether as they become famous without ever leaving their parents' garage.

13 The band Area11 have already sold 12,000 copies of their album and embarked on a sell-out tour, solely through a dedicated YouTube following: "We've just passed 100,000 subscribers," says Sparkles, one of their members. "We are a traditional rock band, in that we go on tours, but we use YouTube to keep our freedom. We don't have a record label, we don't have management, we do it all ourselves. There's nothing at the moment that could persuade me to sign to a label. We get to keep full control of our image, what we write, what we put out. YouTube has already changed the landscape of the music industry and I think YouTube is just growing in momentum."

Based on: www.theguardian.com

READING

STRATEGY *Scanning a text*

 strategies - scannen - p. 11

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

1 First read the questions below. Then, scan the text and decide in which paragraph the question is answered. The questions are in the order of the text. In which paragraph can you read ...

- a** how well the nation knows this meeting of YouTubers? _____
- b** how many people actually follow these YouTubers? _____
- c** about the first official meeting of YouTube artists in the UK? _____
- d** that Burns felt there was something unique about this convention? _____
- e** that the organisers feel this YouTube event had to take place more often? _____
- f** that YouTube creators sometimes let their creations be influenced by their fans? _____
- g** that artists think YouTube has given them more artistic independence? _____

STRATEGY Understand text relations through linking words

strategies - linking words - p. 13

Linking words show the relation between text parts, e.g. two sentences. If you know the linking word, you also know the relation between the two text parts.

2 Read the text in detail and answer the questions.

- a** (§1) How else could the sentence “The likelihood ... event’s programme” start without changing the meaning of the sentence?
- ☐ As a result of that, the likelihood ...
 - ☐ However, the likelihood ...
 - ☐ In fact, the likelihood ...
 - ☐ Indeed, the likelihood ...
- b** (§2) What does the word ‘Yet’ imply in the first sentence? The word ‘yet’ can have several meanings. So, look at the context!
- ☐ a surprising situation
 - ☐ a logical conclusion
 - ☐ a present state
- c** Now that you have answered question **b**, explain why the writer starts §2 with the word ‘Yet’. Do so by quoting a phrase (not a complete sentence!) from §1 as well as from §2. Only quote the first two and last two words of the two phrases.

3 Are the following statements true or false? Quote the first two and the last two words of the sentence that supports your answer.

- a** (§3) Already at the age of 13 Rebecca Flint was popular in Japan.

- b** (§3) Rebecca’s going to Japan did not completely come as a surprise to Rebecca.

- c** (§4) Rebecca Flint is at the height of her popularity.

4 Read §1, 2 and 5 and answer the question. What is the difference between London’s Summer in the City and California’s VidCon?

5 (§6) Complete the sentence so that it is in line with the information from the text.

Although _____

_____ continents.

6 (§7-8) Are these statements true or false? If false, quote the words from the statement that are false.

a Alexandra Palace turned out to be too small for the people who turned up.

b Of the people visiting *Summer in the City* conventions the creators have become a minority.

c Burns regrets that people's attitudes towards YouTube are changing.

7 (§9) Quote the phrase ...

a that means "are making huge amounts of money".

b in §1-2 where this was already hinted at.

8 Read §10 and answer the question. What does the word 'barriers' tell you about the organisers' expectations?

9 Complete the following sentences so that they are in line with the information from the text.

a (§11) YouTube creators sometimes change their content after they have received

b (§12) It is clear that Justin Bieber _____ garage.

10 (§13) Are the following statements true or false? If false, quote the word(s) from the statement that are false.

a Almost 100,000 people are following *Area11* on YouTube.

b *Area11* see no advantages in signing to a record label.

11 (§13) Quote the phrase that shows that YouTube's influence on the music industry has not reached a climax.

VOCABULARY

12 Fill in the correct word. Choose from the list. There are two words too many.

appeal – cater to – elevate – embark on – feature – gather – mock – persuade – shun

- a Emily tried to _____ her sister to come with her to the YouTube convention.
- b Does YouTube also _____ educational videos?
- c The other children started to _____ her YouTube performance, so that she started to cry.
- d This 20-year-old YouTuber wants to _____ the fantasies of teenage girls.
- e The YouTube rock band *Area11* have become so popular through YouTube, that they are going to _____ a sell-out tour.
- f YouTube can _____ young YouTube bloggers to powerful positions once they have millions of subscribers.
- g Lots of new rock bands _____ record companies now that they know how much YouTube can promote them.

VOCABULARY EXTRA

Word guessing

Often, you can find the meaning of an unknown word in the word itself.

Example: the word reference (*verwijzing*) consists of the root refer (*verwijzen*) and the suffix -ence which turns it into a noun.

Examples of suffixes for nouns:

-cy: privacy (private)	-ness: kindness (kind)	-er: reporter (report)
-ence: reference (refer to)	-th: length (long)	-or: actor (act)
-ion: imagination (imagine)	-ship: friendship (friend)	-ist: artist (art)
-(i)ty: extremity (extreme)	-ment: government (govern)	-al: arrival (arrive)



13 Write down an example for each of these endings:

-cy, -ence, -ion, -(i)ty, -ness, -th, -ship, -ment, -er, -or, -ist, -ery

Do not use the examples above or words from the next exercise.



14 Now make nouns from the underlined verbs with the following endings. There are two endings too many. You may use a dictionary.

-th, -ship, -ion, -ence, -ness, -or, -ment, -(i)ty

- a I decided this. It was my _____.
- b We all agree. We are all in _____.
- c Who advised to do this? Who was your _____?

- d Frank Burns specialises in YouTube content. What is Frank's _____?
- e YouTube's popularity is growing. We can't deny YouTube's _____.
- f YouTube offered to sponsor the event. YouTube offered _____.

GRAMMAR

Making questions

 grammar - 10 - p. 61How many copies of their album did *Area11* sell?

What did Burns say?

- 15** Write down the questions to which the underlined words are the answers.
Start with the words in brackets.

- a Rebecca Flint blogs about whatever she feels like. (What ...?)

- b Only about 100 people showed up for the first event. (How many ...?)

- c People came from Australia, America and mainland Europe for this first event. (Where ...?)

- d Frank Burns decided to create an official event because he believed in its success. (Why ...?)

- e The platform's power also lies in the profitable sponsorship deals. (Where ...?)

- f In the hall of Alexandra Palace huge numbers of barriers have been erected. (How many ...?)

- g The band Area11 have already sold 12,000 copies of their album. (Which ...?)

- h We are a traditional rock band, in that we go on tours. (What ...?)

WRITING

- 16** A friend has asked you which YouTube vloggers you are following. Write him an email.
Use 200-275 words. Include the following aspects:
- Mention the names and URLs of vloggers you are following. If you don't follow any, have a look at one anyway.
 - Describe what he / she does / says / shows on his / her vlog. (50-75 words)
 - Add what you like about him / her and the vlog, but also add how you think it could be improved. (75-100 words)
 - Search / google for an interview with this vlogger. Mention the website. Write down some of the things he / she says that you find interesting. (75-100 words)
 - Give your email a proper ending. (see Reference)

3

YOU'LL BE ABLE TO

- express your own point of view and opinions clearly in a meeting, but not yet in a debate
- take some initiative when being interviewed
- interview someone using a questionnaire and ask spontaneous follow-up questions
- understand important factual information in short texts
- follow the main points in an informal discussion

Grammar

- negative sentences

Vocabulary & expressions

You can learn these with the Study box (p. 45) and the vocab trainer.

TEXT

Using fame in a positive way

Is Emma Watson following in Angelina Jolie's footsteps?

1 British actress Emma Watson travelled to Uruguay this week as a UN Goodwill Ambassador, following the lead of Angelina Jolie and others who have strived to use their fame to make a difference in the world. Watson was appointed a UN Goodwill Ambassador this summer. Her role is advocating gender equality and empowerment of women. Jolie has focused her efforts on helping refugees and displaced populations worldwide.

2 The trip to Uruguay was the first UN role Watson, 24, undertook since her appointment two months ago. The actress visited the country's Parliament in Montevideo on Wednesday for an event organised by women's groups to push legislators to support increasing the number of female elected officials. Watson delivered a 4,000-signature petition that called for increased political participation for women to the lawmakers, many of whom brought children or grandchildren that are Harry Potter fans.

3 Watson reported that she was 'immensely touched' by the reception she received in Uruguay, where hundreds of young people were waiting to greet her. "Women's rights are personal to me, especially on political participation and leadership," she said. Watson emphasised that "women must have a say in matters that affect their countries, communities and

families. After all, they are half of the population, so women's equal participation in decision-making is a question of justice and democracy," she noted. While this was Watson's first UN Ambassador trip, she had previously visited Bangladesh and Zambia for humanitarian efforts.

4 Since becoming a UN High Commissioner for Refugees (UNHCR) Ambassador in 2001, Jolie has been on more than 40 trips out into remote regions of the world to talk with displaced people and use her fame to shine a light on the plight of the millions out there displaced by war, famine, natural disasters and other issues. In April 2012, Jolie was appointed Special Envoy by UNHCR High Commissioner António Guterres and took on a greater role in dealing with meal crises that force people from their homes. Angelina Jolie has also personally donated more than \$5 million to UNHCR. The funds have helped build schools in Kenya, Afghanistan and other locations as well as supporting other initiatives to help the displaced.

5 Since the early 1950s, the UN has asked prominent personalities from a variety of fields to be Goodwill Ambassadors or celebrity advocates working on behalf of UN initiatives. When asked to serve, Watson said it was truly humbling and promised that she would not take the responsibility lightly. "Women's rights



are something so inextricably linked with who I am, so deeply personal and rooted in my life that I can't imagine an opportunity more exciting. I still have so much to learn, but as I progress I hope to bring more of my individual knowledge, experience and awareness to

this role," she said. Emma Watson clearly wants to be following in Angelina Jolie's footsteps in using her fame to help others.

Based on: www.guardian.com

READING

1 Read the text and answer the questions.

a (§1) Who does Emma Watson try to help and why?

b (§2) In what field does Emma Watson want women to have more power in Uruguay?

c (§3) When will there be more 'decision-making' for women, according to Emma Watson?

d (§4) How has Angelina Jolie used her status as a celebrity?

VOCABULARY

2 Read the definitions and fill in the missing words. You may use this unit's word list.

a *people who have been forced to flee their country because of persecution, war, or violence*

_____ have a right to a fair asylum.

b *deeply felt, firm*

What are Emma Watson's deeply _____ beliefs?

c *a person who is 15 years old*

Chicago Police are searching for a _____ girl who has been reported missing.

d *emotionally moved*

That War Child documentary _____ me to the point of tears.

e *the name of a person or sign representing his name*

You can easily add an electronic _____ field on these petition forms.

f *something that you are trying to do or achieve*

Mention a short-term and a long-term _____ that you have.

g *benefit or gain*

Can you mention an _____ of accepting refugees in your country?

h *a school for young children*

A large number of Syrian refugee children don't go to a _____.

i *to share interests, beliefs, opinions, etc.*

Emma Watson and Angelina Jolie _____ that they want to use their fame to help other people.

j *through the use of (something)*

Mention some things you hope to achieve _____ your education at this school and the next school.

GRAMMAR

Negative sentences

 grammar - 10 - p. 61

Emma Watson said **she would not take** the responsibility lightly.

She does not like the situation lots of women are in right now.

3 Make the underlined verb forms negative.

a The actress will make many more trips as a UN Goodwill Ambassador.

b Is she glad that she has so many interviews this week?

c Emma travelled to Uruguay last week.

d She receives lots of emails every day.

e We assume she wants to follow in her mother's footsteps.

f The actress gave money to help displaced people.

g She's written about her trips to Latin America.

h A number of people claim that women must have a say in matters that affect their countries.

i She has gone to that country, knowing her life might be in danger.

j Angelina Jolie was asked to talk about the circumstances of displaced people.

k Emma feels she's been working too hard, recently.

EXPRESSIONS

4 PAIR WORK Learn the expressions (p. 50), then do the assignment. One of you reads the statement, the other one reacts, making a full sentence with an expression. When you have finished, swap roles. Use different variants. The expressions are in italics.

a Statement: Some countries are not willing to take in any refugees.

Reaction: (Druk je *verbazing* hierover uit.)

b Statement: Emma Watson is a UN Goodwill Ambassador and ...

Reaction: (*Onderbreek* je klasgenoot en maak de zin af.)

c Statement: And that's why something should be done about it soon.

Reaction: (Toon *begrip*.)

d Statement: The UN has asked prominent personalities to be Goodwill Ambassadors.

Reaction: (Druk *zekerheid* uit over iets.)

e Statement: In Afghanistan there are lots of displaced people.

Reaction: (Druk je *teleurstelling* daarover uit.)

LISTENING

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

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SPEAKING

- 6 **PAIR WORK** Being subject to rumours and gossip is part of the burden of being a celebrity. You are going to interview somebody about this topic.
- Write down six questions about this topic for the interview. Your questions should not lead to simple yes or no answers. So, start your questions with: How ..., In what way ..., Why ..., What ..., etc.
 - With a classmate, do the interview. One of you is the interviewer, the other one is the interviewee.
 - After you have finished, swap roles.



- 7 **GROUP WORK** With two other classmates, discuss the questions below. Write down some keywords that will help you during your discussion.

- Here are some things that celebrities may choose to do during their career. What pros and cons can these choices have?
 - *marrying a fan*
 - *selling their own branded merchandise*
 - *become politically active*
 - *avoid all media and try to live a normal life again*
- Now decide in which situation the risks for the celebrity are the greatest.

Note: There is no right or wrong answer, as long as you decide on a situation and can explain why.

4

YOU'LL BE ABLE TO

- find and understand relevant information in formal documents
- understand important factual information in short texts
- understand most of the recorded information of personal interest
- understand slowly and clearly presented headlines about

Grammar

- simple past
- present perfect

Vocabulary

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

READING

- 1** Scan the text for about three minutes and decide in which paragraph the question is answered. Quote the phrase or sentence in the text that supports your answer.

a Suhit combines going to school with running a business.

b Suhit is of the opinion that school should stimulate students' creative powers more.

c Suhit has wanted to be a businessman from an early age.

TEXT

Talented teenager's triumph over adversity

by Marianne Taylor

1 Every entrepreneur has a story. But few are as impressive – or inspiring – as Suhit Amin's. It's fair to say the Glaswegian had already proved himself to be pretty exceptional when, at the age of 17, he was employed as a social media influencer by one of the world's biggest online sports firms. At the young age of 13, he had built a successful and lucrative YouTube channel from his bedroom, attracting tens of thousands of viewers from all over the world.

2 Then, just a couple months into the new job, while studying at school for his Highers, official exams that are taken by students in Scottish schools who want to study at college or university, Suhit was diagnosed with cancer.

"Obviously it was a massive shock to the system," he explains.

"My type of lymphoma has a good cure rate. But I remember thinking 'what if I'm one of the unlucky ones that doesn't survive?'"

3 "I was 17 and I wanted to spend my time doing something I was really passionate about. My ambition had always been to be an entrepreneur, so I set up a company."

While undergoing cancer treatment, Suhit launched Sauderson Media, a social media marketing agency. Two years on, the young CEO is fit, well and thriving – and so his business.



4 A year on from launch, Saulderson was pulling in six-figures and working with big clients including Samsung, Currys PC World and global games developers. Two years on, the business has gone from strength to strength. “Saulderson has two arms, the talent management side of the business where we look after a roster of high-performing social media influencers, and the agency side where we work with big brands – mostly in gaming and e-sports – on their marketing campaigns,” says the 19-year-old from Giffnock.

5 “We’re at a time of expansion right now, both in terms of staff and the scope of the business.” Even more impressive is the fact that Suhit runs the company while studying economics and management at St Andrews University. What he has learned most from the last two years, he says, is resilience. “When you’re 13 no one takes you seriously,” he smiles. “But this industry is very young, with an average age of 24. My story and longevity give me credibility. “In some ways I think having had and beaten cancer has meant I’ve been taken a bit more seriously. It shows how resilient I am.

6 “Growing the business while receiving treatment for cancer and starting uni wasn’t easy. ___7___, I worked hard and made it happen.”

Suhit says he also became more resilient thanks to the tailored support and advice he received as a member of the RBS Accelerator Hub.

“As a networking experience it has been fantastic,” he says. “My mentors opened important doors for me and I found a new client in my group. Being with like-minded entrepreneurs is also essential. We’re all on the same journey no matter what age, gender or background. You help and push each other on.”

7 In order to give back, Suhit regularly talks to other young people about his experiences and hopes to inspire them to think more creatively about their future careers.

He said: “At school, often all the focus is on grades but I think there needs to be more of an emphasis on thinking creatively, doing your own thing. There needs to be room for both, especially now that the future is so uncertain for young people.

University is great, but it’s not for everyone. Sometimes in life we need to take a risk and just go for it. I’m living proof of that.”

Based on: www.heraldsotland.com

Read the text in detail and answer the questions 2-9.

- 2** (§1) Complete the sentence so that it is in line with the information from the text.

Suhit Amin made quite a lot of money by having _____

- 3** (§2) How did Suhit feel after being diagnosed with cancer?

- 4** (§3) In what two ways is Suhit doing well?

- 5** (§4) What do the following idioms mean? Explain in your own words.

a ‘Saulderson was pulling in six-figures.’

b ‘Saulderson has two arms.’

- 6** (§5) Are these statements true or false? Explain why using quotes from the text.

a Suhit has especially learned to deal with disappointments.

b His disease and his once very young age have contributed to his success.

- 7** (§6) Which linking word fits the gap in the second sentence? There may be more possibilities.

- ☐ Indeed
- ☐ Nevertheless
- ☐ Similarly
- ☐ Still

- 8** (§7) What is meant by “In order to give back”? And how does Suhit feel when he says this if you take into consideration the rest of the text?

- 9** (§7) To what extent do you share Suhit’s opinion (“I think there needs to be more of an emphasis on thinking creatively, doing your own thing.”) at present?

STRATEGY *Finding the right word*

For exercises such as this one, it is important to know your fixed expressions, prepositions and linking words. Follow these steps:

- 1 Read the text around the gap carefully.
- 2 Decide what type of word is required in the gap: a verb, a linking word, an adverb, part of a collocation or a fixed expression, etc.
- 3 Decide what the approximate meaning of the word should be, or of the phrase (collocation, fixed expression) that the word is a part of.
- 4 Fill in the word and check carefully whether it fits the gap by reading the text again, with your word in it this time.



10 Read the texts about kid inventors. Choose the right word.

We often think of children as these aimless creatures, just running around and possessing all this energy with no outlet. What we sometimes forget is that children possess (a) *a huge / little / no* sense of wonder and possibility. You may be surprised to discover that a lot of the inventions that we know and love today were hatched in the minds of children.

George Nissen: Trampoline

George invented the trampoline in 1930 at the age of 16. He came up with the idea after seeing trapeze artists drop into a net at the end of their (b) *career / day / performance*. He thought the act would be more exciting if they kept bouncing around so he began working in his parent's garage. The original invention had a metal frame and a canvas stretched over it. (c) *As / Because / Though* he got older he perfected the design with a nylon canvas, giving it more bounce.

Louis Braille: Braille

Louis caught a severe eye infection when he was three years old which rendered him blind. For years he (d) *demanded / struggled / urged* to trace his finger over raised letters and had a lot of difficulty with it. When he was twelve, he learned of a method of silent communication used by the French military. He (e) *complicated / ignored / simplified* that process, and suddenly he was able to read far more easily. He first presented his work in 1924. Today, Braille is used by the blind community worldwide.

Albert Sadacca: Christmas Lights

Prior to electric Christmas lights, people would simply use candles to decorate their Christmas trees. Believe it or not, people initially had more difficulty (f) *keeping / trusting / using* the safety of electric lights than open flames. (g) *Nevertheless / Obviously / Unfortunately*, public trust started to shift toward the electric lights, but they were ridiculously high priced. That is until Albert came along and invented a version of electric lights that were much more (h) *affordable / appreciated / expensive*.

LISTENING

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

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VOCABULARY

- 12** Write down the correct verb behind each definition. Choose from the verbs below.

*to acquire – to affect – to counter – to dispute – to elaborate – to implement – to insist –
to perceive – to pull in*

- a** To do something that changes something else. _____
- b** To become aware of something by seeing, hearing, feeling, etc. _____
- c** To attract money or business or people. _____
- d** To get something by buying or learning it, learn something. _____
- e** To ask something forcefully, not accepting refusal. _____
- f** To give more details about something. _____
- g** To say that something is not correct or true. _____
- h** To try to prove that what someone said was not true. _____
- i** To start using a plan or system. _____

VOCABULARY EXTRA

Hyphenated words

A hyphen (-) is used to link words and parts of words to show that they have a combined meaning.

- 13** Combine word parts into hyphenated words and correctly complete the sentences.

called – far – fashioned – fetched – first – hand – informed – last – long – made – made – minute – old – self – so – tailor – term – well

- a We offer travellers _____ - _____ tours.
- b Suhit knows from _____ - _____ experience what it is like to start your own company.
- c Reading newspapers has made me _____ - _____ about world events.
- d I have heard that the Queen still writes her letters the _____ - _____ way – by hand.
- e Don't believe all stories about how inventions originated. Some of them are quite _____ - _____.
- f Calling off the meeting was a _____ - _____ decision.
- g Many people visiting Africa hope to see the _____ - _____ 'Big Five': the elephant, the rhino, the lion, the buffalo and the leopard.
- h Jim is a typical example of a _____ - _____ man: he comes from a simple family, but managed to become director of a huge company.
- i It's too early to determine the _____ - _____ consequences of his invention.

GRAMMAR **Simple past and present perfect**

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

I **have always wanted** to be an entrepreneur one day.

The first time Suhit **built** a successful YouTube channel was when he was 13.

- 14** First, underline which words or phrases in the following sentences indicate why either the *simple past* or the *present perfect* has been used. Then, choose *simple past* or *present perfect*.

EXAMPLE

When I went to school, I often felt all the focus was on grades only. *simple past*

- a I was 17 and I wanted to spend my time doing something I was really passionate about.

- b So I set up a company then. _____
- c His company has really thrived since two years ago. _____
- d So far Suhit has regularly talked to other young people about his experiences.

- e How long has Suhit run the company? _____
- f A year on from launch, Saulderson pulled in six-figures. _____
- g Suhit has always thought there needed to be more of an emphasis on thinking creatively.

15 First, underline the words or phrases that indicate why either the *simple past* or the *present perfect* should be used. Then, write down the correct form of the verb in brackets.

EXAMPLE

Joanne (to be) ... an inventor for six years now. *has been* _____

- a I (to be) ... in Africa last year. _____
- b Isabelle (to be) ... to Africa yet. _____
- c Last month, I (to interview) ... a group of young inventors. _____
- d When (to have) ... he ... the idea of setting up a business? _____
- e During the holidays I (to read) ... some studies on global warming. _____
- f Kensington Palace (to announce) ... the news earlier this week. _____
- g (to teach) ... you ... her how to interview somebody yet? _____
- h In 2019 Amelia (to study) ... at a Scottish university. _____

EXTRA LISTENING & WRITING

16 Watch a documentary about one or more (young) inventors (30-50 minutes).

Write a text in which you describe the following information. Use one paragraph per item.

- Describe the documentary. Where did you find it (write down the web address)? What is its title? Whom is it about? Who made the documentary? And when? Use 40-60 words.
- Describe three things that you admire about the inventor(s). Use 75-100 words.
- What had you not expected to see or hear? Use 75-100 words.
- Would you recommend watching this documentary to anyone? Why? Why not? Think of three good reasons. Use 75-100 words.

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

- Fill in the relevant words, e.g. 'young inventors'.
- Click 'videos' > click 'tools'.
- Click 'duration' > click 'long (20+ minutes)'.

5

YOU'LL BE ABLE TO

- make clear, short notes for yourself and other people
- write short, simple essays on topics of interest
- understand the main theme and arguments in simple texts
- find and understand relevant information in formal documents

Grammar

- simple past
- present perfect

Vocabulary & expressions

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

Strategies

- finding information quickly
- text structure
- building paragraphs

READING

STRATEGY *Finding information quickly*
 strategies - scannen - p. 11

You don't have to read a text completely (and thoroughly) to answer questions. Use the subheadings in a text to quickly find the information you are looking for.

1 Take a look at the text and answer the following questions.

a Who can participate in this writing contest?

b If you want to participate, what should you write about?

c Until when can you send in your composition?

TEXT



October Student Writing Contest

MONTHLY WRITING CONTESTS

Since 2017, *MyGeneration.us* has held an international writing contest each month. We've welcomed millions of visitors and tens of thousands of amazing writers who contribute to the *MyGeneration* international story initiative. The *MyGeneration* writing contest is aimed at high school students, who often have unique views on issues in our society. So, for all you young guns out there who have a way with words: share your thoughts and experiences by answering the writing prompt below.



Writing Contest Topic: What makes you tick?

For the October writing contest, we want you to write a personal composition (of 250 to 300 words) about what makes you tick, in a good way or bad way. What are you passionate about, and why? Regardless of whether it enthuses you or makes you breathe fire, we want to read about what makes you excited. So from climate change to child labour, and from absorbing hobbies to blind scholarly ambition, prepare yourself and write a creative, personal essay (250-300 words) on this topic. One composition allowed per user for this contest.

Title of Composition

When you submit your composition, title it as: 'What makes me tick: ...'

Include the phrase 'What makes me tick' as the beginning of your composition title, but then make the rest of your story title unique.

Examples

What makes me tick: *Guided Meditation Changed my Life*

What makes me tick: *How I Discovered My Passion for Outdoor Hiking*

Rules

Three simple rules for the *MyGeneration* student writing contest:

- 1 This is a non-fiction composition contest.
 - 2 Compositions are 250-300 words long.
 - 3 Compositions must be your original work.
-

Deadline

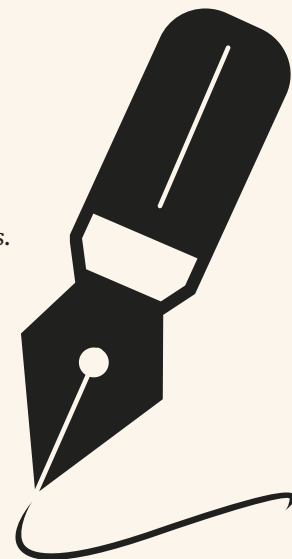
Midnight October 1, Pacific Time US

Results

Finalists, runners up, and the winner will be posted on our **writing contest winners** page after November 5.

Note:

Winners will be contacted via a post on their uploaded story once judging is complete (approx. 30 days after contest ending). An email will be sent to the winner(s) to get the address for the prize package approx. 1-2 months afterwards.



TEXT

Drum Roll Please ...

Writing Contest: September's Winner

Topic: Making a difference

Aaron Huelsman submitted an outstanding composition for last month's writing contest that was considered 'the best' by over twenty Stage of Life Editors. A notable achievement considering the compositions have been mentioned by nationally acclaimed writers.



Making a difference: Wildlife Warriors

Joined: 18-1-2018, Aaron Huelsman

1 There are countless numbers of harmful things that humans are doing to the environment and wild animals. The more destructive things are products of human waste, such as pollution and the burning of fossil fuels. Another dominant cause for the extinction of animal species is poaching. Wildlife Warriors Worldwide is a nonprofit organisation dedicated to the protection of all wildlife, founded by the late Steve Irwin, ambassador of Australian animals everywhere. Wildlife Warriors makes a difference in this world.

2 In the first place, Wildlife Warriors has succeeded in rescuing injured animals from the wild and caring for them until they are healthy enough to be released back into the wild. Donations from the Australian Zoo and people from all over the world have helped Wildlife Warriors to build a hospital dedicated to its cause.

3 In addition, Wildlife Warriors has inspired similar organisations. The San Diego Zoo and Wild Animal Park, for instance, have been successful in breeding species of endangered animals and introducing them back into the wild. The Los Angeles Zoo recently started a breeding program for the endangered California condor, which has started to make a strong comeback. The San Diego Zoo has also been successful in the breeding of pandas with cooperation from zoos and organisations in China.

4 Conservation is a big deal today. I personally connect to Wildlife Warriors because I love animals. As a child, Steve Irwin, the founder, was my absolute hero and I wanted to be just like him. Because of his show and dedication to the animals he loved I knew at the age of four I wanted to work with animals and spread the message of conservation.

Based on: www.stageoflife.com

STRATEGY Text structure strategies - tekststructuur - p. 24

- The *central idea* 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 a *summary, a piece of advice or a personal note*.

- 2** You are going to write a composition for this month's competition. First, you are going to analyse Aaron Huelsman's winning composition of last month. This will give you a better idea of how to write your own composition.

Read Aaron's composition and answer the following questions.

- a** The purpose of §1 is to introduce the central idea of this composition: *Wildlife Warriors makes a difference in the world*.

What is the purpose of §2 and §3?

- ☐ To describe how important donations from the public are for the work of Wildlife Warriors.
- ☐ To describe Wildlife Warriors' history as an organisation.
- ☐ To explain how Wildlife Warriors makes a difference.

- b** What else is described in §1, besides the central idea that Wildlife Warriors makes a difference in the world?

- ☐ Some background information on Wildlife Warriors: what is it for and what problems does it want to fight?
- ☐ The reason why Aaron wants to write about Wildlife Warriors.

- c** What is true about the structure of §3?

The first sentence of the paragraph ("In addition ... similar organisations") describes an argument for the central idea. The next lines ("The San Diego ... in China") ...

- ☐ describe some extra arguments.
- ☐ illustrate this argument with examples.

- d** What is true of §4?

- ☐ It describes Aaron's personal reasons for supporting Wildlife Warriors.
- ☐ It summarises the arguments given in paragraphs 2 and 3.

WRITING

- 3** Complete the outline below for Aaron's composition. Formulate one key sentence per paragraph.
§1 Introduction, central idea:

§2 Supporting paragraph, argument or reason 1:

§3 Supporting paragraph, argument or reason 2:

§4 Conclusion:

- 4** What are you passionate about? Choose a topic for your own composition.
Use one key sentence per paragraph.

Introduce the topic that you are passionate about.

§1 Introduction, central idea:

Give the first reason or example to show why your topic is important / why you are passionate about it.

§2 Supporting paragraph, argument or reason 1:

Give the second reason or example to show why your topic is important / why you are passionate about it.

§3 Supporting paragraph, argument or reason 2:

(Optional) Give the third reason or example to show why your topic is important / why you are passionate about it.

§4 (Optional) Supporting paragraph, argument or reason 3:

§5 Conclusion:

VOCABULARY

- 5** Read the definitions and find the missing words. You may use this lesson's word list.

a *lack of attention or care that someone or something needs*

I think that _____ of animal welfare is one of the most shameful things in our society.

b *a group of people who live in the same area*

The local _____ has come into action to protect their environment.

c *having concern only for yourself and not for the needs of other people*

Do you think it is _____ not to do any volunteering?

d *necessary duty*

The number of rhinos is drastically decreasing: there is a _____ for immediate action.

e *having achieved or accomplished something; a result gained by effort*

Raising such funds for his solution to marine pollution is an enormous _____.

f *too many to be counted*

_____ numbers of birds are shot every day.

g *to reproduce animals, usually under controlled conditions*

There are some initiatives to _____ rhinos in a protected environment.

h *having or expressing strong emotions or beliefs*

Steve Irwin was extremely _____ wild animals.

EXPRESSIONS

6 Write statements in English. Use the proper expressions (p. 50). The expressions are in italics.

a Schrijf dat kinderarbeid *naar jouw mening* het belangrijkste politieke onderwerp is.

b Schrijf dat je op het *standpunt* staat dat we mensen die kwetsbaar zijn moeten beschermen.

c Druk *met zekerheid* uit dat Nederland meer kan doen om vervuiling te verminderen.

d *Pleit ervoor* dat iedereen meehelpt de boodschap van natuurbeschoud te verspreiden.

GRAMMAR

Simple past and present perfect

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

Tess **invited** around thirty people to her party when she turned 16.

He's **been** an Arsenal supporter since he was four years old.

7 First, underline the words or phrases that indicate why either the *simple past* or the *present perfect* should be used. Then, write down the correct form of the verb in brackets.

a Aaron (to be) ... a Wildlife Warriors supporter for five years now. _____

b Last year he (to visit) ... the Australia Zoo Wildlife Hospital. _____

c Aaron (to see – not) ... the new Wildlife Warriors magazine yet. _____

d He (to be) ... here two hours ago. _____

e How long ... Aaron (to have) ... such an interest in wild animals? _____

f Right after the summer I (to send) ... Aaron an email. _____

- g** I (to read) ... just ... Aaron's reply. _____
- h** Last Tuesday I (to spend) ... an hour reading about animal rescue missions. _____
- i** In addition, I (to speak) ... to Aaron about it for two hours last Wednesday. _____
- j** My friend (to tell) ... me about Steve Irwin a while ago. _____

WRITING**STRATEGY Collocations**

A collocation is a combination of two or more words that are commonly used together, in a way that sounds natural to a native English speaker. They are usually fixed combinations of verbs and nouns. Examples: to waste time, to have breakfast, to throw a party.



- 8** Complete the sentences below by filling in one of the collocations with 'time' from the list. Use all the collocations. Use the correct forms of the verbs.

be right on time – pass the time – run out of time – save time – spend some time – take your time – tell someone the time – waste time

- a** Maybe we can _____ by taking a shortcut through the park.
- b** Please, _____ answering that question. We can wait.
- c** Can somebody _____? I have to be home by three and I've forgotten my phone.
- d** Ah, Simone, you are _____. We're just starting our meeting.
- e** My brother _____ with our gran in the nursing home every Sunday.
- f** I hate going to the dentist because I find it difficult to _____ while I'm waiting.
- g** You have an essay to write and you're _____ watching YouTube! Get a move on!
- h** We have to hurry if we want to catch the last train – we're _____.

- 9** Complete the short composition below by filling in one of the linking words or phrases from the list. Use all the words.

another – secondly – in conclusion – not only ... but also – in the first place – moreover – finally

I believe that reading literature is very important.

- (a) _____, reading literature helps you understand how people think.
- (b) _____, reading literature increases your vocabulary. (c) _____, it is beneficial for your analytical skills. (d) _____ reason to read literature is that it can inspire you to live your life differently.
- (e) _____, reading can simply be fun.
- (f) _____, reading is (g) _____ fun, (h) _____ a very good way to learn something about the world.

STRATEGY Building paragraphs
 strategies - tekststructuur - p. 24

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

- 10** You are now going to practise building paragraphs from key sentences in an outline. You can use the expressions in the Study box (p. 50) to write the paragraphs. The expressions and linking words are in italics.

§1 Introduction, central idea:
I am passionate about literature.

§2 Supporting paragraph, argument or reason 1:
Reading literature makes you understand other people better.

§3 Supporting paragraph, argument or reason 2:
Reading literature increases your vocabulary.

§4 Conclusion:
Reading is great and I advise all teens to read a lot.

Using the outline above as input, write paragraph 2:

- Schrijf je eerste argument op: dat literatuur er *ten eerste* voor zorgt dat je andere mensen beter begrijpt (= key sentence!).
- Schrijf dat dit *naar jouw mening* erg belangrijk is.
- Beschrijf een voorbeeld waarmee je het argument ondersteunt: je hebt vorige zomer veel boeken gelezen over mensen uit andere culturen. Je hebt daarvan veel geleerd.
(**Let op:** *simple past of present perfect?*)

Using the outline above as input, write paragraph 4:

- Schrijf dat *het punt is, kortom*, dat lezen geweldig is.
- Schrijf dat je *er zeker van bent* dat je veel leert van lezen.
- *Bepleit* dat daarom alle tieners veel moeten lezen.

- 11** Write your composition (250-300 words) for the October Writing Contest.

- Use the outline you made earlier (exercise 3) and the words and phrases for structure you have practised (exercise 4).
- You have learned how to build a paragraph from the sentences in an outline in exercise 10.
- You can also use the structure of the paragraphs in Aaron's composition (exercise 2) as an example.
- Be sure to follow the rules and the guidelines for topic and title as described in the text.
- Use a dictionary to look up words related to your topic, if necessary.

- 12** **PAIR WORK** Swap the finished composition with a classmate. Review each other's composition, answering the following questions.

- What is the title of your classmate's composition? Is the title as it says in the text ("What makes me tick: ...?")
- Is the composition 250-300 words long? If not, is it too long or too short?
- Is the central idea clear from paragraph 1? Describe the central idea of your classmate's composition in one sentence.
- Which of the supporting paragraphs do you find the most convincing? Describe why you think so in one or two sentences.
- Discuss your review with your classmate.

Study box unit 1

Lesson 1

ENGLISH

DUTCH

I can't access my mail box.	toegang krijgen tot
Snapchat is an application used to send instant, temporary photos to friends.	computerprogramma, applicatie
Do you anticipate big changes in the near future?	verwachten
I am appalled by that racist remark.	geschokt
His only aspiration is to become famous.	doel
Attendance at lessons is a must at this school.	aanwezigheid
A dolphin became ensnared in a shark net.	verstrikken
Famine has caused millions of deaths.	hongersnood
I doubt the feasibility of your plan.	haalbaarheid
I've bought some herbs and flaxseed oil.	lijnzaad
The internet increases the globalisation of fashion.	wereldwijde verspreiding
We apologise for any inconvenience we have caused.	ongemak
What you ask is a perfectly legitimate question.	redelijk
What can be done about the menace of oil pollution?	dreiging
Her date was a bit of a slob, but she had fun nevertheless .	desalnietemin
The book presents a child's perception of the world.	kijk op
Homelessness is not a new phenomenon .	verschijnsel, fenomeen
Will she be able to resume work after that accident?	hervatten
Will she reveal the truth about her divorce?	onthullen
This boy is a seasoned gaming entrepreneur.	ervaren
Look at that cute shaggy dog.	ruig(harig)
The tabloid discussed his divorce.	roddelblad

DUTCH

ENGLISH

aandoening	She has a skin condition .
aanslaan	I wonder if the new game will catch on with young people.
apparaat	He's got an electronic device which opens the door.
baanbrekend	I wouldn't call this a ground-breaking invention.
bron	The internet is a source of information.
citeren	Can you quote the first line of that poem?
doorgaan	Shall we stop now or continue working on our project?
enorm	This house must cost a vast amount of money.
geniaal	That is really an ingenious solution to our problem.
getuige zijn van	Did you actually witness a robbery?
hoeveelheid	Boyan Slat got a certain amount of criticism of his ideas.
inhouden, betekenen	Will the project involve extra costs?
kantelen	The canoe tipped and we fell in the water.
kennis	How's your knowledge of English?
laat staan (dat)	She doesn't understand French, let alone speak it.
lanceren, uitbrengen	When will they launch that new smartphone?
liefdadigheid	We're trying to raise money for charity .
lomp, onbeleefd	It was rude not to thank him.
merk	What's the brand of your car?
morsen	Try not to spill your drink on your new trousers.
omringd	Fortunately, I was surrounded by friends and family.
ondanks	She went ahead in spite of the storm.

ondernemer	He's a successful gaming entrepreneur .
oppervlak	The bones were three metres below the surface .
oprichter	Bill Gates is the founder of Microsoft.
op zijn naam	He's got four music albums under his belt .
schadelijk	How do I avoid the damaging effects of sunlight?
(in)slikken	I can't swallow this big pill.
stroom	It's hard to swim against the current .
techniek	He wants to study engineering .
uiteindelijk	I am sure that we'll succeed eventually .
uitvinding	The invention of the steam engine changed the way things were made.
vastberadenheid	I admire his determination to win the first prize.
veroveren	This new game is expected to take the gaming market by storm .
voorbij, achter	The village lies beyond that mountain.
voorbijstreven, inhalen	Will that country overtake China as far as research is concerned?
waarderen	We appreciate your help.
waarschijnlijk	This is not likely to happen soon.
wegens	We couldn't go out, due to the bad weather.
zowel ... als	This is a camp for boys as well as girls.

Lesson 2

ENGLISH	DUTCH
I pay my membership fee annually .	jaarlijks
The appeal of YouTube is enormous.	aantrekkingskracht
There were 1,000 attendees at the conference.	aanwezige
The stadium has a 20,000-people capacity .	opvangcapaciteit
She tries to cater to what the audience wants.	tegemoetkomen aan
We try to elevate the tone of our discussion.	tillen
When are you going to embark on a new project?	beginnen aan
The price he's asking is equivalent to stealing.	gelijk aan
Please expand on that idea.	uitweiden over, ingaan op
Famous bloggers will feature on the convention.	deel uitmaken van
Taylor Swift has a dedicated following .	aanhang
Who's that geeky computer guy?	nerdachtig
The soldiers acted in accordance with the captain's orders.	in overeenstemming met, volgens
You shouldn't mock people behind their backs.	belachelijk maken
His career gained momentum after that successful book.	impuls, energie
He runs a successful, profitable business.	lucratief, winstgevend
Some bloggers are raking in six-figure incomes from video diaries.	bij elkaar harken
Bloggers receive revenue from ads.	inkomsten
She likes her privacy and tries to shun publicity.	mijden
We are looking for a similarly priced property.	op dezelfde manier
He has succeeded solely through hard work.	slechts
The house has a huge, spacious hall.	ruim
A throng had gathered in front of the town hall.	menigte
His huge house is a testament to his success.	getuigen van
Children can be vicious to each other.	zeer gemeen

DUTCH	ENGLISH
aan de vraag voldoen	It's hard to meet demand for our new products.
aanmoedigen	We've come to encourage the home team.

aannemen, veronderstellen	I assume he's at home because the lights are on.
aansporen	You should urge your son to work harder.
afmattend	I've had a long and exhausting day.
als gevolg daarvan	There was a fire and, as a result of that , we had to leave.
bedriegen	How stupid to cheat your customers.
beroemdheid	Jennifer Lawrence is a Hollywood celebrity .
beroep	What's his profession ? He's a doctor.
bijna hetzelfde als, soortgelijk	My background is similar to hers.
citeren	Could you cite a few examples?
congres	Let's go to that YouTube convention .
echter	I can't do it. However , Jack can.
enorm	I'm afraid I've made a huge mistake.
houding	Jill has a good attitude to learning.
imperium	That guy has created a blogging empire .
in de rij staan	Please, line up behind Kelly.
in staat stellen	Great that YouTube enables people to stage an event.
inderdaad	Indeed , that can't be denied.
invloed	The movie had a huge impact when it first came out.
levensgroot	Look at this life-size poster of Leonardo DiCaprio.
locatie	This castle is a venue for weddings and other celebrations.
meerderheid	The majority of students are short of cash.
omvang	What is the extent of the damage?
ongevaarlijk	These mushrooms are harmless .
overhalen	How can I persuade you to stay a little longer?
poging	His attempt to break the record was successful.
samenkomen	He said we should gather outside the cinema at six-thirty.
schadelijk	Is alcohol harmful to your health?
zich snel verspreiden via internet	The film clip will go viral .
toejuichen	The audience cheered when the match ended.
uitbreiden	Education is a good way to expand your opportunities.
uitverkocht	Tickets for the concert were all sold-out within an hour.
verzonnen	She always tells her children made-up stories.
vestigen	Where will they establish their new research centre?
voordeel hebben van	The company has profited from its first-class experience and knowledge.
waarschijnlijkheid	What is the likelihood of another attack?
zwerven	We used to wander around the streets in Barcelona.

Lesson 3

ENGLISH

DUTCH

We advocate a new drugs policy.	pleiten voor
She aspires to be a dentist.	streven
He was surrounded by a bunch of people.	groep (mensen)
Here's the confirmation of our hotel booking.	bevestiging
Euthanasia is a controversial issue.	omstreden, controversieel
I derive great pleasure from playing the guitar.	ontlenen aan
The situation will deteriorate .	verslechteren
She's a devoted wife and mother.	toegewijd
She helps refugees and displaced people.	ontheemd
Try to show more empathy for others.	inlevingsvermogen

She strives for greater empowerment of women.	zelfredzaamheid
The minister met the special envoy for Scotland.	afgezant
We need extra funds for our dancing school.	geldmiddelen
She's the heir(ess) to a large fortune.	erfgenaam, erfgename
Losing to a child was a painful, humbling experience.	vernederend
Poverty is inextricably linked with unemployment.	onlosmakelijk
The police intervened to prevent further fighting.	tussenbeide komen
Parliament is the legislator .	wetgever
The plight of the poor will get worse in a crisis.	benarde positie, situatie
I presume we'll arrive at 3.	aannemen
To say all Africans are lazy is a racial stereotype .	vooringenomen idee
I will strive to be successful in life.	streven
We live in a quiet suburban street.	voorstedelijk, in een voorstad

DUTCH	ENGLISH
(be)naderen	I saw the train approaching .
15-jarige	That 15-year-old boy is a well-known vlogger.
achteruitgang	We regret the decline of the healthcare system
af en toe	We only see each other occasionally .
basisschool	Johnny is still at primary school .
beloning	He got a reward for his hard work.
beoordelen	Don't judge a person by his looks.
bereiken	He has achieved success through hard work.
betrokken zijn bij	She was involved in a car accident.
beweren	He claims he's the best.
bewonderen	I admire her for her dedication.
blijken (te zijn)	She turned out to be better than him.
daarvoor, voorheen	She had previously lived in London.
deelname	Thanks for your participation .
dingen die ertoe doen	Pay more attention to things that matter .
door middel van	He illustrated his point by means of an example.
een doel op zich	Money shouldn't be an end in itself .
eigendom	That piece of land is our property .
gedrag	His behaviour leaves a lot to be desired.
gemeen hebben	Deborah and I have a hobby in common .
geroerd	She was touched by his kind words.
geslacht	Gender equality means equal rights for women and men.
geworteld	These principles are rooted in our beliefs.
handtekening	Put your signature at the bottom of the letter.
herkennen	I would recognise his face in the crowd.
inspanning	She's known for her efforts in fighting for human rights.
inspraak hebben	Do I have a say in the matter?
je doel bereiken	You must have worked hard to reach your goal .
nadeel	Not having a car can be a disadvantage .
namens	I'm here on behalf of my parents.
roddel	That magazine is full of showbiz gossip .
toename	The graphic showed an increase of between 20 and 30 percent.
toenemen	Unfortunately, we see violence against foreigners increase .

afgelegen, ver	He lives in a remote country in Africa.
vluchteling	He's a refugee from Syria.
voordeel	Being young is not always an advantage .
vuilnisbak	Can you throw this tin in the bin ?

Lesson 4

ENGLISH	DUTCH
If we do that, the company will acquire a bad reputation.	krijgen
She lost the match. Additionally , she was nearly disqualified.	bovendien
He addressed an audience of 10,000 supporters.	aanspreken
Unfortunately, he's been through a lot of adversity in his life.	tegenschlag
Scandals may affect the image of the royal family.	invloed hebben op
UNICEF is a well-known charitable organization.	liefdadigheids-
Did her parents give their consent ?	goedkeuring
She tried to counter his arguments.	weerleggen, tegengaan, tegenspreken
The scandal has damaged his credibility as a leader.	geloofwaardigheid
The Paralympics are for people with a physical disability .	beperking, handicap
We dispute the claim that they are economic refugees.	bestrijden
Try to distinguish between business and pleasure.	onderscheid maken, onderscheiden
Elaborate plans have been made to protect wildlife.	uitgebreid
I'll be glad to elaborate if you'd like to hear more.	dieper ingaan op
Now the time's come to implement our action plan.	uitvoeren
The ancient Chinese claim that garlic supports longevity .	lang(er) leven
Cats are not able to perceive colour.	waarnemen, zien
He expects to pull in €100.000 a year with his company.	binnenhalen
People usually show remarkable resilience during a war.	veerkracht
His two companies differ in scope .	omvang
The government aims for sustainable development.	duurzaam
I was given tailored financial advice.	op maat/gericht
You can't enter this country without a valid passport.	geldig

DUTCH	ENGLISH
aankondigen	When will they announce the wedding date?
bloeiend/welvarend	She's running a thriving company.
de moeite waard	Volunteer work can be rewarding .
dierenarts	A veterinarian helped the injured animal.
door heel	Throughout Africa people suffer from that disease.
erop aandringen/staan	I insist that you help him.
enthousiast/gepassioneerd	She has always been passionate about hockey.
evenzo, tegelijkertijd	The cost of food has gone up. Similarly , fuel prices have risen.
gelijkgestemd	He was very glad to finally be among like-minded people.
gewond	She took the injured dog to a vet.
grootschalig	Large-scale projects were started last year.
herstel	We pray for his recovery from cancer.
hertogin	Kate Middleton is the Duchess of Cambridge.
Het Britse Gemenebest	About 50 countries form The Commonwealth .
het hoofd bieden aan	He had to face some dangers and risks.
jaarlijks	There's an annual conference for surgeons.
kwestie	It's a matter of how much talent you have.
lange termijn	There's a long-term plan to change the city sky line.

lastig	He made a tough journey through the desert.
nadruk	Should there be more emphasis on creative thinking at school?
neushoorn	Did you see a rhino in the zoo?
onderdak, verblijf	The community offers accommodation to the refugees.
onderschatten	Never underestimate your opponent.
oorzaak	Have they discovered the cause of the fire?
op het gebied van	He is an expert in terms of design and marketing.
plaatselijk	The local community welcomed the 300 refugees.
talrijk	We saw numerous elephants but only two rhinos.
team, bemanning	A TV crew were waiting for the star to arrive.
tegenwoordig	Today , young people spend a lot of time on social media.
uitbreiding	China's smart home market will enter a period of rapid expansion .
verhogen	The show aims to raise people's awareness of world hunger.
verwijdering	How's the removal of waste organised here?
vooral	I like the black boots in particular .
vrijwillig iets doen	I want to volunteer for a good cause.
waarde	The emotional value of an old picture can be enormous.
waardeloos	I fell asleep during that lousy film.
normen en waarden	We learn about norms and values from our parents.
wereld-	Chinese is becoming a global language.
werkzaam/in dienst	He was employed as a security consultant at a casino.
winstgevend	He had built a lucrative YouTube channel.
zeuren	Don't whine about your problems all the time.
zich voorstellen, verbeelden	Imagine that you have just won one million euros.

Lesson 5

ENGLISH

DUTCH

He was so absorbed in his game that he didn't notice me come in.	geboeid zijn door, in beslag genomen zijn door
He's an acclaimed writer.	geprezen
The group acknowledge him as leader.	erkennen
This country has a beneficial climate for your health.	gunstig
This project took a lot of hard work and dedication .	toewijding
The enemy may emerge from nowhere.	tevoorschijn komen
Are rhinos endangered animals?	(met uitsterven) bedreigd
The programme is about the extinction of dinosaurs.	uitsterving
She gave her late husband's clothes to charity.	wijlen
Smoking in here is against the rules and, moreover , it's dangerous.	bovendien
Who's the narrator of the story?	verteller (in een boek, film)
Their first CD is a notable achievement.	opmerkelijk
Use these prompts to write an essay.	aanwijzing
What prompted you to quit your job so suddenly?	ertoe brengen
He likes to read about the realm of the spirit.	gebied (van activiteit, belangstelling)
I can't recall his name.	zich herinneren
The lyrics reflect his feelings.	weergeven
How a child relates to her teacher can affect her grades.	zich verhouden tot
I resent your insulting remark.	kwalijk nemen
Just read this scholarly article about modern art.	academisch
We risk the extinction of 400 animal species .	soort
Employees can bring their spouses to the staff party.	echtgenoot, echtgenote

We were startled by an explosion.	(op)schrikken
We have to submit our essays tomorrow.	indienen
The work was tiring and tedious .	saai

DUTCH	ENGLISH
behalve, afgezien van	Apart from being an actress, Emma Watson is a UN ambassador.
behalve, uitgezonderd	He has to work every day except on Sunday.
behoefte	There's a great need for cheap housing.
bestaan uit	This book consists of 5 units.
bevestigen	The new results confirm our fears.
bewustzijn	This book will increase your awareness of the environment.
bijdragen aan	Your plan may contribute to a solution.
bovendien	He is studying English. In addition , he has a part-time job.
brandstof	I need some fuel for my car.
deelnemen aan	We participate in the same project.
dol op	She's passionate about tennis.
een in hoofdlijnen uitgewerkt overzicht	Here's an outline of our plans.
eerste versie, kladversie	Can you correct the draft of my letter?
egoïstisch	She's hated for her selfish behaviour.
fokken	They breed golden retrievers.
gebeurtenis	The Super Bowl is the main event of the year.
gemeenschap	My grandfather does voluntary work in the community .
helemaal opnieuw	I'm afraid we'll have to start from scratch .
in overweging nemend	Not bad, considering the circumstances.
inzamelen	We're trying to raise funds for a good cause.
kinderarbeid	How can child labour in India be stopped?
kortom	There's little time. In short , we should act now.
kwetsbaar	Babies are the most vulnerable .
last	He says it's a burden to be a celebrity.
minister-president	Who's the prime minister of Great Britain?
op de eerste plaats	In the first place , they need more money.
prestatie	Running a marathon is a remarkable achievement .
redden	He jumped in the water to rescue the drowning child.
richten op	Don't aim your anger at me.
rijkdom	His life of poverty was followed by a life of wealth .
speciaal belast met	She works in a team dedicated to protecting animals.
sterker nog	What's more , she just ignored me!
stichten	This school was founded in 1440.
talloos	He's won countless prizes.
ten slotte	Finally , there is the problem of pollution.
tweede plaats van iemand in een wedstrijd	The winner and the runner-up each got a medal.
uitstekend	His guitar solo was an outstanding performance.
vechten tegen	Old people sometimes have to battle loneliness.
verspreiden	Shall we spread the message through the internet?
verwaarlozing	Years of neglect have damaged this house.
Wat is je drijfveer?	What makes you tick?
zorgen voor	I care for injured animals in an animal home.
zuurstof	Without oxygen man can't live.

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.

Beplemen *Recommending something*

You really should ...

We'd better ...

Mening geven *Giving your opinion*

In my opinion ...

I think ... they're going too far.

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?

If I might add something.

- Minder beleefd / informeel *Less politely / informally*

Hang on.

Wait a minute.

Sorry to barge in, but ...

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 ...

- Voorbeeld geven bij een standpunt *Giving an example to support your view*

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

Teleurstelling uitdrukken *Expressing disappointment*

It's too bad ... you can't visit me.

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

I had hoped for something better.

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?

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

Simple past

 grammar p. 56

Irregular verbs

 grammar p. 88

Present perfect

 grammar p. 57

Making questions

 grammar p. 61

Negative sentences

 grammar p. 61

Simple past and present perfect

 grammar p. 56 & 57



1 2 3 4 5

Unit 2 LOL

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.

LESSON 1: READING & LISTENING	52
Joking aside, the British really do have a unique sense of humour	
LESSON 2: READING	57
The fascinating life of comedians	
LESSON 3: SPEAKING	65
You can't argue about humour	
LESSON 4: READING & LISTENING	71
Laughter yoga in India	
LESSON 5: WRITING	77
Me Talk Pretty One Day	
STUDY BOX	84

1

YOU'LL BE ABLE TO

- understand important factual information in short texts
- quickly identify the relevance of articles and reports on professional issues
- follow much of what is said around you about general topics
- express your opinion on abstract or cultural topics (such as music and movies)

Grammar

- simple past
- present perfect

Vocabulary

You can learn the vocabulary with the Study box (p. 84) and the vocab trainer.

Strategies

- skimming

LISTENING

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

☐	
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TEXT

Joking aside, the British really do have a unique sense of humour

1 A survey of more than 4,000 twins suggests that humour regarded as typically British – sarcasm and self-deprecation – is linked to genes found in British men and women, but not shared, for instance, by Americans.

While telling jokes and looking on the bright side of life – which researchers dubbed positive humour – is common to both sides of the Atlantic, only in the UK did they discover genetic links with negative humour – biting sarcasm and teasing. Experts admit that the results have left them baffled.



2 They say it may explain why the British like aggressively sarcastic or denigrating humour such as *Fawlty Towers*, *Blackadder* and, of course, *The Office*. “It is possible that differences exist between these nations in their sense of humour and that these may be the result of different genetic and environmental influences,” said Dr Rod Martin, one of the researchers.

“Negative humour appeared to be genetically linked only in Britain”

3 He highlighted the difference between Ricky Gervais’s dreadful character David Brent and his much less embarrassing US counterpart played by Steve Carell. “The British may have a greater tolerance for a wide range of expressions of humour, including what many Americans might consider aggressively sarcastic or denigrating, like *Fawlty Towers* and *Blackadder*.

In the North American version of *The Office* the lead character is much less insensitive and intolerant than in the original UK version,” he added.

4 The study looked at genetic and environmental contributions to humour in nearly 2,000 pairs of UK twins. A second US study examined the humour of 500 sets of North American twins.

The results revealed that positive humour – saying funny things, telling jokes, a humorous outlook on life – was linked to genes and was shared by twins in the UK and US.

However, negative humour – teasing and ridicule, as well as more offensive, racist or sexist forms of humour, together with self-disparaging humour – appeared to be genetically linked only in Britain.

5 Dr Martin, from the University of Western Ontario, said the aim was to find out whether humour has a genetic basis. “In North American families, there was a genetic basis to positive humour, but negative humour seems to be entirely learned. Growing up in a family where negative humour was practised was important in the development of that sense of humour.

6 “In the UK, both positive and negative styles had a genetic basis in the sample. The genetic basis to negative humour in the UK was close to 50 percent. “Certainly in the UK, TV humour is more biting, whereas in North America it tends to be blander. “One theory is that these styles of humour are associated with other personality traits that probably have a genetic basis. People who tend to be more negative, depressed and anxious tend to use that kind of humour.”

7 The comedian Charlie Higson, who helped to create the hit TV series *The Fast Show*, said yesterday: “What Americans don’t understand is the British desire to keep putting themselves down, but they fully understand irony. Their humour is considerably more sophisticated. Look at their sitcoms – the level of wit and sophistication in *Friends* – we don’t have anything to match that. Ours tend to be about silly people doing silly things, whereas in America, it’s clever people doing clever things.”

Based on: www.independent.co.uk

READING

STRATEGY Skimming – main ideas strategies - skimmen - p. 10

Skimming means reading quickly to find only the main ideas of a text. Details are not important.
So if you don't know some words, you may still understand the text.

- 3** Skim the text. Then put the following pieces of paragraph information in the order of the text by ordering the sentences from 1 to 7.
- There are two versions of this series. _____
 - Examples are given of the two types of humour. _____
 - There may be a link between type of humour and somebody's personality. _____
 - A comedian argues American humour is more complicated than British humour. _____
 - Specialists find the outcome of their study hard to understand. _____
 - A researcher speculates on why Brits prefer certain types of humour. _____
 - The study focused on two factors. _____
- 4** What does the “survey” suggest in §1?
- ☐ Sarcastic humour is something that British children inherit from their parents.
 - ☐ The main reason for the experts' surprise is that British humour is often so sarcastic.
 - ☐ There is no similarity between Brits and Americans with regard to humour.
- 5** What phrase in §1 does ‘it’ in “They say it may explain” in §2 refer to?
- ☐ “Experts admit that the results have left them baffled.”
 - ☐ “... only in the UK did they discover genetic links with negative humour ...”
 - ☐ “... telling jokes and looking on the bright side of life ...”
- 6** What can be concluded from §3?
- ☐ Steve Carell's version of David Brent is less tactless and more accepting than Ricky Gervais's version of Brent.
 - ☐ The “greater tolerance for a wide range of expressions of humour” is to be seen in the North American version of *The Office*.
 - ☐ The writer prefers Steve Carell's version of David Brent to Ricky Gervais's version of the same character.
- 7** Answer the questions about §4.
- a** In which country / countries was harmless humour something that was apparently inherited, according to the study? In the US / UK / US + UK.
 - b** In which country / countries was insulting humour something that was apparently inherited, according to the study? In the US / UK / US + UK.
- 8** Quote the phrase, which consists of seven words, that indicates that in North America the insulting kind of humour, such as ridicule and sarcasm, is not inherited but gradually picked up and used.
-
- 9** Is the following statement true or false? Quote the first two words of the sentence that contains the answer.
- “It is currently speculated that using negative humour reflects your state of mind.”
- ☐ true ☐ false
-

- 10** Choose the correct answer. Quote the first two and the last two words from the paragraph to support your answer.

Charlie Higson finds American humour of a better / lower quality than British humour.

VOCABULARY

- 11** Fill in the correct word and use the right form. Choose from the list. There are two words too many.

accomplish – alternate – conduct – crack down on – dub – edit – reside – reveal

- a It's very difficult to _____ what Ricky Gervais has managed to do in the world of comedy.
- b I don't think that an illusionist will ever _____ the secrets of his incredible tricks.
- c In that sitcom the humour _____ between offensive sarcasm and innocent jokes.
- d When did Dr Martin _____ a survey on positive and negative types of humour?
- e Does she _____ books for more than one publisher?
- f To _____ him 'the best comedian of the decade' is exaggerated, I think.



- 12** Finish the collocations by filling in the correct verbs. Choose from the list. You have to use some verbs more than once.

to come – to get – to go – to keep – to pay

- a _____ **attention** to the teacher, or you'll never learn.
- b In dangerous situations you should always try to _____ **calm**.
- c You'll need a lawyer if you want to _____ **a divorce**.
- d You said you'd help me, and I want you to _____ **your promise**!
- e If her sight gets any worse, she will _____ **blind**.
- f My granddad is in hospital. I will _____ him **a visit** tomorrow.
- g I can't wait to _____ **started** with my new project.
- h To me it's clear that their children always _____ **second**.

GRAMMAR

Simple past and present perfect

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

Last week Dr Martin **said** the aim **was** to find out whether humour has a genetic basis.

Certainly, TV humour **has always been** more biting in the UK than in the USA.

- 13** First, underline the English adjunct of time that indicates why either the *simple past* or the *present perfect* has to be used. Then, choose between the *simple past* and the *present perfect*. Finally, write down the correct form of the words in brackets.

- a I (to watch) a *Fawlty Towers* episode last night called 'The Germans'.

Tense: present perfect / simple past: _____

b How long (you - to have) that 3D TV of yours?

Tense: present perfect / simple past: _____

c When (you - to buy) that DVD box set of *The Office*?

Tense: present perfect / simple past: _____

d How many seasons of *South Park* (you - to see) so far?

Tense: present perfect / simple past: _____

e Justin (to spend) a few weeks in America last summer.

Tense: present perfect / simple past: _____

f Eve (to sit) on the sofa watching *Family Guy* all morning.

Tense: present perfect / simple past: _____

g I'm afraid the dog (just + to tear) a few pages from your book.

Tense: present perfect / simple past: _____

h Yesterday, the teacher (to teach) us what irony was.

Tense: present perfect / simple past: _____

i At what age (you - to decide) to become a stand-up comedian?

Tense: present perfect / simple past: _____

j (you - already + to take) a picture of that comedian?

Tense: present perfect / simple past: _____

SPEAKING

14 PAIR WORK Watch an episode of the British (not American!) series of *The Office*, *Blackadder* or *Fawlty Towers*. Discuss the episode of the sitcom that you have watched with a classmate. Take turns and use the following suggestions to structure your discussion. Prepare yourself and write down 30-40 keywords.

- Use 2-3 minutes to tell your classmate what the episode was about.
- Then, analyse the characters that are funny and why you think so. Also, describe the characters that are the 'victims' of the comedy, if any.
- Give examples of the sort of humour (dry, intelligent, sarcastic, making fun of yourself, making fun of others, dirty jokes, etc.) you have come across in the two episodes.
- Say what you recognised from the article *Joking aside ...* in the sitcom you have seen.
- Discuss the differences between the British sense of humour and the sense of humour you have heard in Dutch or American comedy shows and say which you prefer.

EXTRA READING & WRITING

15 Find an article of at least 500 words about American and/or British comedy.

Then, write a 350-400-word text in which you include the following.

- Mention the source (name of the website, newspaper, etc.) of the article, the date when it was written / published and the author.
- Write a 150- to 175-word summary of the article.
- Relate the contents of your article to what you have heard in exercise 1 and to the article *Joking aside ...*:
- What information was new to you? Were you surprised? Explain.
- What information was not new to you? Explain why.
- Does the writer arrive at a conclusion in the final paragraph? Comment on what he says there.

2

YOU'LL BE ABLE TO

- understand the main theme and arguments in simple texts
- understand important factual information in short texts
- give detailed accounts of experiences, describing feelings and reactions

Grammar

- comparisons
- adjectives
- adverbs

Vocabulary

You can learn the vocabulary with the Study box (p. 85) and the vocab trainer.

TEXT

The fascinating life of comedians

by Gil Greengross PhD

Why is stand-up comedy so hard to do?

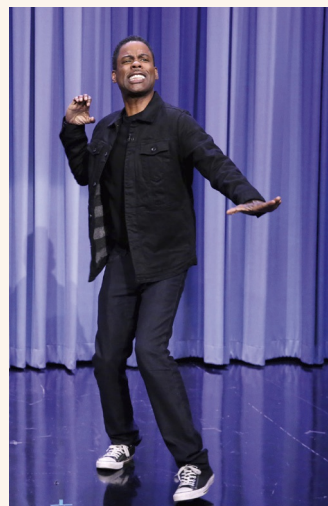
1 Being a stand-up comedian is a very tough job. Standing in front of people is never easy, but standing in front of people who judge everything you say and expect to laugh every few seconds is much harder. We are used to hearing about famous, successful comedians such as Chris Rock, Ricky Gervais and Sarah Silverman, but there are thousands of other comedians in various stages of their career and many thousands more of aspiring, amateur comedians who, most likely, will never reach the success or fame they wish for.

2 As someone focusing on humor research, I find stand-up comedy fascinating. I wanted to know more about the business and especially about the comedians themselves. What motivates them to become comedians? Do they have unique personalities? Are they more intelligent than ordinary people? What are the daily lives of comedians like? Unfortunately, there are very few studies that have investigated the life of comedians, maybe because they are considered non-serious people to study. For some reason, there is much more research on other artistic and creative groups such as writers, poets, musicians, actors and dancers – all very serious people! My research on comedians was the first scientific study on that group in 30 years!

3 As light-hearted as it seems to study comedy, comedians and humor in general, it is important to note that studying stand-up comedians is a serious business that has important implications for understanding humor and creativity in general. While professional comedians may not embody ordinary uses of humor, studying

extreme levels of humor ability could still shed light on everyday humor. Comedians may not represent the average person, but studying comedians can help illuminate what people find funny and what they don't, and also help understand the creative process in general.

4 One of the things that I was curious to find out about comedians was what distinguishes them from other artistic vocational groups. Artists differ from each other in many ways, and one important distinction is between creators and performers. Creators are people that produce a work of art that others usually perform or do not need a performer, such as writers, poets, composers, and choreographers. Performers are people that use their artistic skills to perform other people's work, such as musicians, actors, and dancers. Granted, sometimes a person could be both at the same time as in the case of singers singing their own songs,



but this is not a requirement of the profession. Comedians, on the other hand, are different. Virtually no other art, besides stand-up comedy, requires that the artist will both create and perform his own act.

5 Comedians come in all forms and shapes. There is no formal education or specific course work you need to take in order to become a comedian, and I have met comedians that were high school dropouts on the one hand, and others that hold a PhD degree on the other. Their level of formal education tells us nothing about how good they are as comedians.

6 Many people want to become a comedian, but very few succeed or have the endurance to overcome failures. Stand-up comedy is a very competitive field with little job security. You might be considered a great comedian today, but nothing guarantees that the audience will love you tomorrow or next month. Each performance on stage is unique with its own interaction with the crowd. Jokes that put the audience on the floor one night, may not work the next night at the same club.

“Each performance on stage is unique with its own interaction with the crowd”

7 There are different levels of comedians. If you are an aspiring comedian you might want to submit a video of your act to a local comedy club. Most clubs hold amateur nights where basically anyone can come and perform on stage for 2-3 minutes. If you are good, you might be invited to become an opener for a show. An opener performs the first act that usually lasts between 10-15 minutes. He or she also serves as the emcee for the evening. These are comedians in the early stages of their career, and they usually receive very little compensation, if any. If you are good as an opener (and that might take several years to master), you could advance to the next level and become the feature guy. These are experienced comedians that have been in the business for several years, and their act is usually about half an hour. The next level is the headliner, the guy that is advertised in all the billboards by the club prior to the show. He or she performs between an hour to an hour and a half. It might take 15-20 years to become a headliner, and most comedians will not reach that level of success. But if you become one, you are at the

pinnacle of the comedy profession. This is a typical setting for a comedy club.

8 It goes without saying that if you are Chris Rock or Ricky Gervais, you often perform in huge venues, and then there is usually just an opener before you go on stage. Nonetheless, even very successful comedians such as Jerry Seinfeld, cannot come up with an hour of material without testing it on smaller crowds. They will often go and perform short acts of new material in small comedy clubs, as they build their way into a full act.

9 Besides the grueling career that is awaiting the aspiring comedians, their everyday life is not easy either. Most comedians do not have agents to manage their career and have to do everything by themselves. That means that they have to promote themselves, book their shows with the club managers, write and practise their materials, all of this while getting relatively low pay and often having to work at another job. It might take an average of 10-15 years for a comedian to be able to live off of comedy alone. And they have to do all of this without union support, as there is no union for comedians. Heck, there isn't even a list of all clubs and comedians that allows managers and comedians to connect with each other. Reputation is key, and if you are a good comedian, club managers will spread the word about you to other managers, who will then invite you to perform in their clubs.

10 Oh, have I mentioned the extensive travel involved? To succeed in the business you must travel a lot. It is one thing to be funny in front of your friends or at a friendly club where everyone knows you, but it is a different thing to go on the road and perform in front of new crowds that have never heard of you and have a completely different demographic. For example, older and more traditional audiences can have completely different tastes than young and liberal ones. Great comedians will know to adjust and succeed almost everywhere, but this takes time and experience. Many comedians will travel between 40-50 weeks a year, usually performing Thursday to Sunday (staying often at a not so pleasant condo owned by the club to save money). These half-week at home, half-week on the road schedules make it very difficult to sustain a home life or another job. And imagine how hard it is to maintain a steady relationship with so much traveling. You sometimes wonder why on earth people want to become a comedian in the first place!

Based on: www.psychologytoday.com

READING

1 Read just the first sentence of each paragraph. Afterwards, indicate which of the questions below will (probably) be answered in the rest of the paragraph.

- a** Where do famous successful comedians' performances take place? _____
- b** What's the use of humour research? _____
- c** In what way are comedians different from other artists? _____
- d** How important is it for ambitious comedians to be on the road? _____
- e** How hard is it to be a stand-up comedian? _____
- f** What sort of things was the author interested in finding out? _____
- g** What sort of comedians are there? _____
- h** How do ambitious comedians spend their time when they're not performing? _____
- i** How hard is it to remain a comedian for a long time and deal with disappointments? _____
- j** What are the possible stages of a comedian's development? _____

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
parts of process (§1)	_____
examined (§2)	_____
make clear (§3)	_____
abilities (§4)	_____
particular (§5)	_____
regarded as (§6)	_____
a number of (§7)	_____
large groups of people (§8)	_____
because (§9)	_____
continue (§10)	_____

3 (§1) What will probably be the case concerning the majority of beginning comedians?

4 (§2) Complete the following sentence so that it matches the text.
The fact that comedians are not regarded as serious people could be ...

- 5** (§3) According to the writer, studying stand-up comedians is a serious business. Which of the following reason(s) is / are in line with the text? Answer with yes or no.
- | | |
|--|----------|
| a To discover what is commonly considered humorous. | yes / no |
| b To find out the difference between professional and non-professional comedians. | yes / no |
| c To gain insight into the relationship between humour and the ability to use one's imagination to produce something. | yes / no |
| d To acquire a greater appreciation of the hard work of comedians. | yes / no |
- 6** (§4) Considering the writer's definition of 'creators' and 'performers', explain if the following artists are nearly always creators, performers or both. Choose the correct answer.
- | | |
|---|------------------------------|
| a Painters are nearly always ... | creators / performers / both |
| <hr/> | |
| b Actors are nearly always ... | creators / performers / both |
| <hr/> | |
| c Stand-up comedians are nearly always ... | creators / performers / both |
| <hr/> | |
- 7** (§5) "Comedians come in all 'forms and shapes'." Quote all the 'forms and shapes' mentioned in this paragraph.
-
- 8** (§6) Complete these sentences so that they match the text.
- Not many aspiring comedians can deal with _____. It is _____ that decides to a very large degree if _____ are appreciated or not.
- 9** (§7) Mention the "different levels of comedians" at a comedy club.
-
- 10** (§7) Which of these comedians will provide their audience with info throughout the evening?
-
- 11** (§8) How else could the last sentence "They will ... full act." start without changing the meaning of the sentence?
- ☐ As a result, they will ...
- ☐ However, they will ...
- ☐ Nevertheless, they will ...
- ☐ On the other hand, they will ...
- 12** (§9) Are these statements true or false?
- | | |
|--|--------------|
| a Comedians have to have another job for at least ten years. | true / false |
| b The word 'Heck' expresses surprise. | true / false |
| c The only thing that can help aspiring comedians is good luck. | true / false |
- 13** (§10) Use the information in the last three sentences of this paragraph. How else could the first sentence "Oh, have I ... travel involved?" start without changing the meaning of the sentence?
- ☐ And if all this is not bad enough, have I ...
- ☐ Fortunately, there is also a positive side to all this because have I ...
- ☐ I think I have forgotten to mention something. Have I ...

VOCABULARY

14 Indicate which synonym or description comes closest to the underlined word.

- a** You ought to be glad that such liberal parents as yours allow you to become a comedian.
- ☐ friendly
☐ open-minded
☐ supportive
- b** What sparked the protest from that woman in the audience?
- ☐ controlled
☐ prevented
☐ produced
- c** She has a genuine admiration for that comedy actress.
- ☐ exaggerated
☐ fake
☐ real
- d** This event tests both physical and mental endurance.
- ☐ the quality of being honest and having strong moral principles
☐ the ability to continue doing something painful or difficult for a long period of time without complaining
☐ the ability to put effort and enthusiasm into an activity
- e** I've had a grueling day. Time to see a good comedy.
- ☐ disappointing and awful
☐ difficult and tiring
☐ lonely and boring
- f** He virtually accused the stand-up comedian of racism.
- ☐ hardly
☐ openly
☐ practically

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 un-, dis-, im-, mis- and -ir.

Most aspiring stand-up comedians will remain unsuccessful.

It will take an inexperienced comedian many years to acquire a name for himself.



15 Make opposites with the adjectives given. Use one of the prefixes, and a hyphen, if necessary:
dis- / in- / im- / ir- / mis- / non- / un-

pleased – likely – regular – sufficient – serious – patient – understand

_____ pleased

_____ serious

_____ likely

_____ patient

_____ regular

_____ understand

_____ sufficient

STRATEGY Prefixes and suffixes

When changing words to fit a gap in an exercise, you can use both prefixes and suffixes. Prefixes can give a word its opposite meaning, as you saw in a previous exercise. Affixes allow you to turn one type of word into another. For example: you can turn the verb 'to wonder' into an adjective by adding the suffix '-ful': 'wonderful'.



- 16** Change the words given so that they fit in the gaps.

One of the most famous comedians of all time was Tommy Cooper. His act of the completely (a success) _____ magician made him (b credible) _____ popular. But this is what he is most famous for: One evening in 1984, he fell over on stage during a live BBC broadcast. Understandably, the audience (c understand) _____ what was happening – they thought he was joking. In reality, he had had a heart attack. He died backstage minutes later. It sounds (d believe) _____, but believe me, it is (e fiction) _____. In fact, clips can still be found on YouTube, although some feel this is extremely (f respect) _____, even (g moral) _____, and they ought to be removed. But they appear to be (h resist) _____ – one clip has over 250,000 views.

GRAMMAR **Comparisons**

grammar - 17 - p. 68

Are comedians **more intelligent than** ordinary people?

A comedian's situation might be **worse than** other people's because he usually has to have two jobs to survive.

- 17** Complete the sentences with the right forms of the words in brackets.

- a Being a stand-up comedian is a tough job and much (difficult) _____ most people may think.
- b Do you think Chris Rock is (good) _____ Ricky Gervais?
- c Why do you find stand-up comedy the (fascinating) _____ profession there is?
- d You should drive (carefully) _____ if you want to see that stand-up comedy show in one piece.
- e This young comedian is becoming (*steeds grappiger* - funny) _____ every time I see him. I look forward to seeing his next show.
- f The (far) _____ place she had to travel to for her show was 200 km from her own town.
- g In his (late) _____ show his jokes weren't (funny) _____ I had hoped.

h If you planned your work (efficiently) _____ you have been doing so far, you would feel less tired every day.

i What you say is (easy) _____ said than done.

j The (bad) _____ thing that can happen is that your audience does not even laugh at what you thought were your (good) _____ jokes.

Adjectives and adverbs

 grammar - 15 - p. 65-66

Studying stand-up comedians is a serious business.

Many aspiring men and women are seriously trying to become successful comedians.

18 Read the interview with stand-up comedian Katherine Ryan. With each item, as in the examples above:

- First, put a circle around the word(s) that the adjective or adverb refers to.
- Then, underline the correct answer.

Sometimes you are simply asked to choose the correct adjective.

Katherine Ryan interview: “I’d only go back to Canada if I was terminally ill.”

“I (**a** sure / surely) wouldn’t have wanted to be a woman 30 years ago,” says the Canadian stand-up comedian Katherine Ryan. “Now is the perfect time, (**b** particular / particularly) in comedy,” she says.

For as long as anyone can remember, (**c** successful / successfully) female comedians have been denied the same level of exposure as their male counterparts. Since February last year, the BBC has made some (**d** serious / seriously) attempts to address the problem by (**e** slow / slowly) banning all-male line-ups on panel shows such as *Mock the Week* and *Have I Got News for You*. Sounds (**f** good / well), doesn’t it? Comedians including Sarah Millican and Josie Long have (**g** late / lately) started getting the recognition that they had been waiting for.

(**h** Fortunate / Fortunately), you can now add to that list the name of Katherine Ryan.

Her performance last year on BBC One was (**i** great / greatly). Her (**j** choose the right adjective: seven-minute / seven minutes) set, in which she bounced through material on immigration, the royal family and Beyoncé Knowles, was (**k** theatrical / theatrically) and full of inspired impressions. It was clear she had prepared her show very (**l** good / well).

As an outsider, the (**m** 32 years old / 32-year old / 32-year-old) Canadian takes Britain’s fondness for celebrity scandal and trash television to pieces. When the punch lines came, in a (**n** recent / recently) performance, they could be (**o** violent / violently).

“I got into comedy at exactly the right moment,” she says. “In the beginning I could find my place in that world (**p** difficult / difficultly / with difficulty), but then, (**q** sudden / suddenly), the industry went: ‘We need some female comedians, are there any of them?’ and you put your hand up.

‘I’ve been (**r** quiet / quietly) working at this for ten years.’ Those ten years have not always been (**s** easy / easily).”

After leaving her small home town in Ontario, Ryan studied city planning at university, then took a job in Toronto as a waitress for the American fast-food chain Hooters. In 2008, she left Canada and moved to London, where she worked in a number of office jobs while taking part in open-mike evenings at pubs on a (u day / daily / dayly) basis and comedy clubs across the capital for “30 quid or sometimes nothing”. Ryan now lives in Crouch End, North London, with her (v six year old / six-year-old / six-year old) daughter, Violet.

SPEAKING

- 19** You are going to give a talk of 3-4 minutes about the shows of two stand-up comedians – one male, one female. For this you can watch (part of) two shows on TV or online. Each show should be at least 15 minutes. Prepare your talk by writing down a maximum of 30 keywords. Include information about the following:
- 1 Set the stage. Describe the location and the atmosphere. Name whose show you have seen. If you were familiar with the comedian’s work, what did you expect? If you were not familiar with his/her work, what did you expect after the first 2-3 minutes of the show?
 - 2 Did the comedian(s) meet your expectations? What sort of atmosphere did they create? What was the subject matter? How did you like their style? What sort of humour was used? If something in the show was not to your liking, explain why.
 - 3 Compare the two comedians (differences and similarities).
 - 4 Finally, state your preference between the two comedians and explain why.



3

YOU'LL BE ABLE TO

- give or ask for personal views, comments and opinions in discussions
- confidently exchange, check and confirm factual information in your own field
- understand slowly and clearly presented headlines about familiar topics
- understand important factual information in short texts

Grammar

- simple past
- past continuous

Vocabulary & expressions

You can learn these with the Study box (p. 86) and the vocab trainer.

TEXT

You can't argue about humour

1 When describing people you know, you would probably say that they are: interesting / boring, outgoing / introvert, easy-going / difficult to persuade, etc. There's a good chance that you would also mention whether they have or don't have a good sense of humour.

2 But what would you mean, exactly, by "a good sense of humour"? Would it mean that you share the same taste for humour and can laugh for several hours with that person watching *Dumb and Dumber* or *Monty Python*? Or is it that he or she is simply easily amused and laughs at pretty much anything, be it British humour or "funny animal compilations" on YouTube? Or, would you mean that the person can make others laugh easily and always has a funny remark at the ready?

Four humour styles

3 The Humour Styles Questionnaire and the model it builds upon were developed by Rod A. Martin. The model attempts to capture the differences in how individuals typically use or express humour and whether these uses are beneficial for one's well-being and one's social environment or the opposite.

4 The model distinguishes between four different *humour styles*:

1 *Bonding humour*. This style is characterised by using humour to foster group cohesion: telling jokes and making fun of things that everybody can safely laugh at and feel included in a merry fellowship. Non-hostile, non-competitive and benign humour style.

2 *Laughing at life*. Refers to how one uses humour on an individual level: a tendency to be amused by various things in one's life, also when faced with difficult or stressful situations. It can be viewed as a skill used to cope with stress in a proactive way.

3 *Put-down humour*. You remember that guy in the school, who always poked fun at the other, slightly obese, shy kid wearing glasses? This *aggressive* humour style is related to using humour to disparage, manipulate or threaten others; it is destructive for group cohesion and can lead to in-group divisions and suffering in certain individuals.

4 *Hate-me humour*. This humour style could be applied by the obese, shy kid as a way of mitigating the effects of the aggressive humour: the self-defeating style involves allowing others to make jokes at one's expense and pretending that one is having fun along the way; it is also a tendency to use the self-deprecating humour to amuse others.

The humour styles questionnaire. How do you use humour?

Respond to the following statements adapted from Rod Martin's Humour Styles Questionnaire. Respond as honestly and objectively as you can.



- 1 _____ If someone makes a mistake, I will often tease them about it.
- 2 _____ I let people laugh at me or make fun at my expense more than I should.
- 3 _____ I don't have to work very hard at making other people laugh; I seem to be a naturally humorous person.
- 4 _____ Even when I'm by myself, I'm amused by the absurdities of life.
- 5 _____ People are never offended or hurt by my sense of humour.
- 6 _____ I rarely make other people laugh by telling funny stories about myself.
- 7 _____ My humorous outlook keeps me from getting overly upset or depressed about things.
- 8 _____ If I'm by myself and I'm feeling unhappy, I think of something funny to cheer myself up.
- 9 _____ Sometimes I can't stop myself from saying something funny, even if it isn't appropriate.
- 10 _____ I enjoy making people laugh.
- 11 _____ If I am feeling upset, I usually lose my sense of humour.
- 12 _____ When I am with friends or family, I am often the one whom other people joke about.
- 13 _____ If I am having problems or feeling unhappy, I often cover it up by joking around so that even my closest friends don't know how I really feel.
- 14 _____ I usually can't think of witty things to say when I'm with other people.
- 15 _____ Even if something is really funny, I won't joke about it if someone will be offended.
- 16 _____ Letting others laugh at me is my way of keeping them in good spirits.

Totally disagree 1;
Moderately disagree 2;
Slightly disagree 3;
Neither agree nor disagree 4;
Slightly agree 5;
Moderately agree 6;
Totally agree 7.

How to score:

Bonding humour: Start with the numeral 7 and add your answers for questions 3 and 10, then subtract your responses to questions 6 and 14.

Laughing at life: Start with the numeral 3. Add your answers for questions 4, 7 and 8, then subtract your response to question 11.

Put-down humour: Start with the numeral 14 and add your answers for questions 1 and 9, then subtract your responses to questions 5 and 15.

Hate-me humour: Add your answers to questions 2, 12, 13 and 16.

How to read the score:

Consider yourself high in any category if your score is above 17, average if it is between 11 and 17 and low at 11 or under. Note your highest score; it will reveal how you usually use humour.

Based on: Rod A. Martin Humor Styles Questionnaire

READING

- 1** (§1) The writer refers to different sorts of people. What sort of people does he not refer to?
- ☐ people who accept things without worrying or getting angry
 - ☐ people who are not easily interested
 - ☐ people who are not very keen on spending time with other people
 - ☐ people who like to meet and talk to new people
- 2** (§2) The various questions in paragraph 2 show that the writer is ...
- ☐ impatient
 - ☐ irritated
 - ☐ puzzled
 - ☐ disappointed
- 3** (§3) In this paragraph the writer speaks of uses of humour “that are beneficial for one’s well-being and one’s social environment”. Which of the four humour styles in paragraph 4 might be beneficial?
- ☐ bonding humour
 - ☐ laughing at life
 - ☐ put-down humour
 - ☐ hate-me humour
- 4** (§4) Match the four humour styles with their eight characteristics. There are two characteristics for each style. Write down the correct letters behind numbers 1-4.

humour style		characteristic
1 bonding humour	1: ___ + ___	a Things may not go your way but who cares.
2 laughing at life	2: ___ + ___	b The amusing remarks are at my expense, but I can laugh about it.
3 put-down humour	3: ___ + ___	c You see the fun of life.
4 hate-me humour	4: ___ + ___	d It goes at the expense of others.
		e It is not supposed to hurt anyone.
		f The speaker makes fun of himself to entertain others.
		g It makes you feel closer to the group you belong to.
		h It may cause the group you are in to split up.

- 5** Read the humour styles questionnaire on page 66 and decide to what extent you agree or disagree with the statements. Write down the appropriate numbers. Then, write down your scores.

My score:

bonding humour: _____

laughing at life: _____

put-down humour: _____

hate-me humour: _____

VOCABULARY

6 Read the definitions in brackets and fill in the correct words. You may use this lesson's word list.

- a** Is it easy to (see the difference) _____ amateur stand-up comedians from professionals?
- b** Deborah is a friendly and (likely to seek or enjoy company) _____ person and fun to be with.
- c** I saw the (confused) _____ look on his face because he didn't understand the joke.
- d** Lenny has a (habit to behave) _____ to make a sarcastic remark if somebody makes a mistake.
- e** Dad tried to (convince to do something by using arguments) _____ me to go to that stand-up comedy show with him.
- f** Robin is (having a relaxed, casual manner) _____, and that's why he probably has many friends.
- g** I like to hang out with (clever and funny) _____ people.
- h** The students (act as if) _____ to have fun.
- i** Did forgetting his lines during the performance (cause an unpleasant feeling, make you unhappy and worried) _____ him?

GRAMMAR

Simple past and past continuous

 grammar - 3 & 4 - p. 56 & p. 56

I **was watching** *The Hangover* when Lois called me.

When I came home, my mum **was reading** the paper on her tablet.

Deborah **was texting** her friend when we **were watching** a film.

7 Go about it as follows:

- First underline the verb of the action that was going on when something happened (the action was interrupted).
- Then put the verb in the *past continuous*. Put the other verb in the *simple past*.
- If both actions are happening at the same time you underline both verbs and put them in the *past continuous*.
- If both actions occur in succession, you don't underline the verbs, but you put them in the *simple past*.

EXAMPLE:

My dad (to see) saw, that I (to have) was having a problem with the English subtitles.

- a** The cartoon character (to fall) _____ off the roof when he (to repair) _____ the chimney.
- b** We (to listen) _____ to a stand-up comedian show on TV when the radio suddenly (to stop) _____.

- c My teacher (to meet) _____ with an accident when he
(to drive) _____ home from school.
- d I (to text) _____ something to a schoolmate when my mother
(to bring) _____ me some tea.
- e While we (to watch) _____ something on Comedy Central,
Dad (to sleep) _____ in his armchair.
- f My sister suddenly (to realise) _____ that she (to watch) _____
a comedy film that she had seen before.
- g A waiter (to lead) _____ us to a table when we (to enter) _____
the comedy club.

SPEAKING**STRATEGY** *Expanding your answers*

To have a 'real', more natural conversation, it is a good idea to do more than simply answer the questions you are asked. Add an anecdote or an example, or explain your thinking. This will often lead to new questions from the person you are talking to.

8 PAIR WORK Have a conversation with a classmate. Go about it as follows:

- Ask each other questions in turn. Choose from the list below.
- Use the strategy to add to your answers.
- Ask extra questions about the things your classmate tells you.
- Talk for 2-3 minutes.

Questions

- 1 What do you like to do in your free time? (Why?)
- 2 Do you enjoy studying? (Why / why not?)
- 3 What kind of job would you like to have in the future? (Why?)
- 4 How important is humour to you? (Can you give an example?)
- 5 Do you think you spend too much time on social media? (Why?)
- 6 If you could change one thing about the world, what would it be? (Why?)

LISTENING

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

EXPRESSIONS

10 PAIR WORK Work with a classmate. Apply the expressions that you have learned (p. 92). The expressions below are in italics. One of you reads A, the other one will carry out the assignment in B and make full sentences. When you have finished, change roles, but this time use different variants of the expressions from the ones that your classmate has used.

- a** Statement: Bonding humour is a style that is characterised by using humour to foster group cohesion.
Reaction: (Ga na of je dit begrepen hebt door het *met eigen woorden te herhalen*.)
- b** Statement: Put-down humour is a style I think is OK sometimes.
Reaction: (*Vertel beleefd en voorzichtig dat je het hiermee oneens bent*. Leg uit waarom.)
- c** Statement: It seems we can go to that performance for free!
Reaction: (*Geef een oordeel*. Licht dit toe.)
- d** Statement: Laughing is always good.
Reaction: (*Maak een kanttekening* naar aanleiding van die opmerking.)
- e** Statement: I have an extra ticket for tonight's comedy show. You can have it if you like.
Reaction: (Druk *enthousiasme* uit.)
- f** Statement: (Laat merken dat je het *gesprek moet beëindigen*.)
Reaction: (Reageer.)
- g** Statement: (*Begin een gesprek met een onbekende in een theater tijdens de pauze en vraag iets over de komiek die jullie net gehoord en gezien hebben*.)
Reaction: (Reageer.)
- h** Statement: Sorry, but I'm not allowed to sell tickets for the comedy show to people who are under 18.
Reaction: (Druk *verontwaardiging* uit. Licht toe.)

SPEAKING

11 PAIR WORK With a classmate, discuss (some of) the following questions. Choose them in any order you like. Your teacher will tell you when to stop. Use the expressions that you have learned for this lesson (p. 92) and that you have practised in the previous exercise. First, prepare yourself by writing down some keywords and expressions that will help you during your discussion.

- a** You have watched the programme *Why do we laugh?* What information in the programme was new for you?
- b** It is often said that laughter is the best medicine. What do you think of this idea?
- c** When you look for a boyfriend or girlfriend or just a friend, how important is it for them to have a sense of humour? Why?
- d** When have you done silly things to amuse your friends? Give an example.
- e** Have you ever played a practical joke on another person? What did you do?
- f** Do you laugh when other people suffer misfortune? Is it funny when someone falls over?
- g** When is it okay to laugh at another person and when is it wrong?
- h** Mention a funny person you know in your circle of friends or relatives. What makes him/her funny?
- i** Which Dutch comedians do you like? Why?
- j** Is being funny a natural ability or can a person learn to be funny? How could a person become funnier?
- k** What is your favourite comedy movie? Can you recall a funny scene from the film?
- l** When you have finished, take some time to look back on your discussions.
Did you use the expressions?

4

YOU'LL BE ABLE TO

- search in longer texts for information of interest to you
- scan long, complex texts to find relevant details
- understand slowly and clearly presented TV interviews, presentation and news reports of personal interest
- write a story about a subject that interests you

Grammar

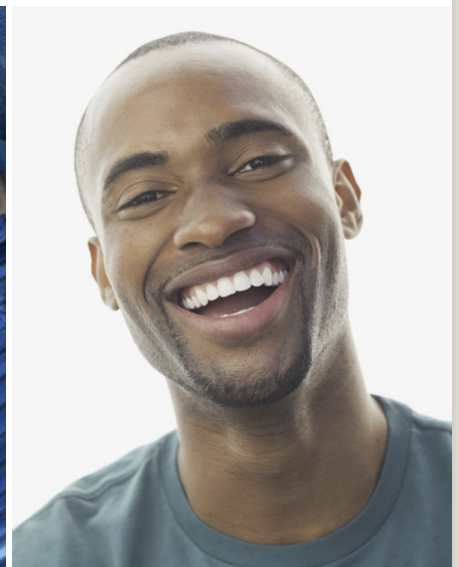
- past perfect
- simple past

Vocabulary

You can learn the vocabulary with the Study box (p. 88) and the vocab trainer.

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 contorting their faces and laughing in unison. After 15 or 20 minutes of deep breathing and hoho-ha-has, followed by simulated laughter including hearty guffaws, quiet tee-hees, 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.

4 “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.

5 “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 raucous, 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 bolster your immune system, lower your blood pressure and work your abs.

7 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

- 1 Read only the first sentence of each paragraph.
Indicate in which paragraph answers to the following questions can be found.

Where can we find information about ...

- a general laughter yoga rules? § ____
- b what you are supposed to do at laughter yoga? § ____
- c laughter yoga in the country where it all started? § ____
- d the person who came up with the idea of laughter yoga? § ____
- e how the therapist started the exercise? § ____
- f the reaction of the participants? § ____

- 2** (§1) Five different ways of simulated laughing are mentioned in this paragraph. Which of these five is the noisiest?
 hearty guffaws / quiet tee-hees / roaring lion laughter / silent laughter / tittering cocktail laughter
 And which one is the least noisy?
 hearty guffaws / quiet tee-hees / roaring lion laughter / silent laughter / tittering cocktail laughter

- 3** (§2) Dr Madan Kataria uses the expression “thought-free laughter”. What do you think is thought-free laughter and why would he promote that?
- ☐ When you laugh, you cannot think and that is the objective of the yoga exercises.
 - ☐ When doing yoga exercises, you cannot think and will be open for bouts of laughter.
 - ☐ When you laugh a lot, troubles will disappear and that might be healthy.

- 4** (§2) How else could the first sentence of this paragraph start, without changing the meaning?
- ☐ As a matter of fact, more than 900 laugh clubs in India are ...
 - ☐ Because of this, more than 900 laugh clubs in India are ...
 - ☐ However, more than 900 laugh clubs in India are ...
 - ☐ Moreover, more than 900 laugh clubs in India are ...

- 5** (§2) Is yoga expert Dr Madan Kataria really a doctor? Explain your answer.
-

- 6** (§3) Lizette Alvarez visits a yoga class and describes her mood as “vile and despicable”. She observes how laughter seems “a remote possibility”. Do we know how long it stayed like this? Quote the first two and last two words from the phrase or sentence that explains your answer.
-

- 7** (§4) The laughter therapist said: “Fake it till you make it.” What did he mean?
-

- 8** With which of the words from the list can the sentences start so that they match information from the text?

although – but – consequently – nevertheless – since – so – therefore – yet

- a** _____ it is impossible to laugh for 40 minutes, the participants have to pretend they’re laughing.
- b** _____ the participants sometimes pretend they’re laughing, there’s still an effect.

- 9** (§6) What kind of patients is Alvarez referring to when she mentions the patients in *One Flew over the Cuckoo’s Nest*?
- ☐ coma patients
 - ☐ chronic patients
 - ☐ geriatric patients
 - ☐ mental patients

- 10** Indicate whether the following statements are true or false, based on information in the text.

Laughter yoga can ...

- | | |
|-------------------------------------|--------------|
| a boost your immune system. | true / false |
| b lower your blood pressure. | true / false |
| c improve your digestion. | true / false |
| d relieve your worries. | true / false |
| e build your muscles. | true / false |

- 11** Which of the following titles would fit the text best?

- ☐ Beginning the day with a smile
- ☐ Laughing in unison
- ☐ Laughter is the best medicine
- ☐ Simulated laughter or bouts of laughter

LISTENING

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

☐	
☐	
☐	
☐	
☐	
☐	

VOCABULARY

- 13** Fill in the correct words. Choose from the following words. There are two words too many.

roaring – simulated – noisy – vile – raging – genuine – raucous – tittering – nondescript

- a** When you fake laughter, it is called _____ laughter.
- b** The crowd had to take in an intense, _____ performance, which was too loud and unpleasant to listen to.
- c** You couldn't miss my father with his booming voice and _____ laughter.
- d** First she giggled, but later she tried to hide her _____ laugh.
- e** A _____ traitor is someone who deserves to be despised!
- f** I can't stand _____ eaters; they really spoil my dinner.
- g** Being able to laugh easily with _____ laughter demonstrates confidence.

VOCABULARY EXTRA **Phrasal verbs**

“An hour later I floated out onto Broadway, ready to break into song.”

Some verbs can have various meanings. Like ‘to break’, for example. It’s generally known as the English word for the Dutch *breken*. But in the laughter yoga text ‘break’ can’t be translated like this. Here ‘break into song’ means *in zingen uitbarsten*.

The following exercise deals with *phrasal verbs*. *Phrasal verbs* are usually two-word phrases consisting of **verb + preposition** (What are you *getting at*?) or **verb + adverb** (You may have to *look up* these words).

14 First, read the sentences below. Then, match the phrasal verbs with their meanings.

There are two meanings too many.

- 1 Our car **broke down** at the side of the road.
- 2 The woman **broke down** when the police told her that her husband had died.
- 3 They **broke away** to form a new political party.
- 4 I need to **break in** these shoes before we run the marathon next week.
- 5 The TV station **broke in** to report the news of the president’s death.
- 6 My boyfriend and I **broke up** before I moved to the States.
- 7 The prisoner **broke out** of jail when the guards weren’t looking.
- 8 I **broke out** in a rash after our trekking tour in the forest.

- | | | | |
|---|--|---|-----|
| a | leave a group | 1 | ___ |
| b | develop a skin condition | 2 | ___ |
| c | end a relationship | 3 | ___ |
| d | escape | 4 | ___ |
| e | force entry to a building | 5 | ___ |
| f | get upset | 6 | ___ |
| g | interrupt | 7 | ___ |
| i | share information | 8 | ___ |
| j | stop functioning (vehicle, machine) | | |
| k | wear something a few times so that it doesn’t look or feel new | | |

15 **PAIR WORK** First individually, find eight examples of phrasal verbs. Use ‘to bring’, ‘to fill’, ‘to look’, ‘to give’. Use your dictionary or the internet. Write down two different sentences of each and keep their meanings to yourself. Now, swap your sentences with a classmate, who has to guess the meanings of the phrasal verbs. Discuss your answers together.

GRAMMAR **Past perfect**
 grammar - 7 - p. 58

She told us that insomnia **had plagued** her for years.

I did not have any money because I **had lost** my wallet.

16 Read the sentences and underline the *past perfect*.

- a Before she visited laughter yoga, she had never been to a yoga class.
- b He hadn’t seen real clown doctors until he paid a visit to a friend in hospital.
- c The charity was founded years after the hospital had invited the first clown doctors.
- d Had she ever studied yoga before she went to laughter yoga?
- e We had had our family physician for ten years before I finally needed his advice.

Past perfect and simple past

grammar - 7 & 3 - p. 58 & p. 56

The *past perfect* expresses the idea that something took place and finished before another activity in the past started. The action that occurred first, gets the *past perfect* tense.

The room **had been** full of laughter before sharing time **started**.

I **had waited** a long time when the therapist **took** me into the office.

17 Fill in the *past perfect* and the *simple past* in the following sentences.

Indicate which activity happened first by underlining the word 'first'. Underline 'last' for the activity or situation that came last. Now, put the verbs in the correct tense. For the first activity ('first') you use the *past perfect*. For the second activity ('last') you use the *simple past*.

- a We (to fake = first / last) _____ laughter for a long time before yoga class
(to end = first / last) _____.
- b Catherine (to have = first / last) _____ a raging headache before she
(to walk = first / last) _____ in.
- c Dr Madan Kataria (to create = first / last) _____ yoga laughter classes
after he (to observe = first / last) _____ how patients' immune systems
improved by laughing.
- d We (to discuss = first / last) _____ our experiences after we
(to be = first / last) _____ laughing for 40 minutes.
- e She (to have = first / last) _____ chronic pain in her knees for years, until
she (to visit = first / last) _____ someone who could heal her.

WRITING

18 Medical science is slowly getting the message that maybe the proverb *a cheerful heart is good medicine* is right. What is your opinion? Is laughing really that beneficial? Do you agree or disagree? Write a story about the theme of this lesson, combining what you've read and watched. Give an example from your own experience to prove your point. Use 200-225 words.

EXTRA READING & WRITING

- 19** Find two articles of 500-750 words about other activities that might be good for your (mental) health, like eating nutritious meals, daily exercises and getting enough sleep. Write a text of 200-250 words in which you include the answers to the points below.
- 1 Mention the source of the articles, the date when they were written / published and the authors' names.
 - 2 Give a summary of the texts you've found.
 - 3 Compare the contents of the articles with the information in the reading and listening texts of this lesson. Are there any differences as to the result?
 - 4 Finish with your own preference.

5

YOU'LL BE ABLE TO

- write accounts of experiences describing feelings and reactions
- understand the main theme and arguments in simple texts
- 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

- past continuous
- simple past

Vocabulary & expressions

You can learn these with the Study box (p. 89) and the vocab trainer.

Strategies

- predicting
- reviewing your work

TEXT

Me Talk Pretty One Day

by David Sedaris

www.goodreads.com

goodreads

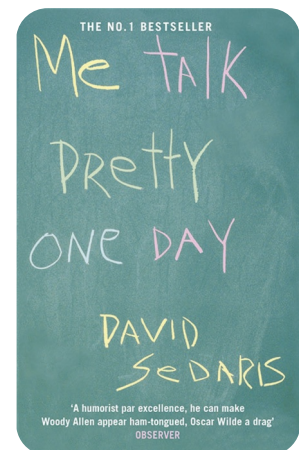
3.96 of 5 stars • rating details • 469,066 ratings • 13,310 reviews

1 David Sedaris' move to Paris from New York inspired these hilarious pieces, including the title essay, about his attempts to learn French from a sadistic teacher who declares that "every day spent with you is like having a caesarean section".

2 His family is another inspiration. *You Can't Kill the Rooster* is a portrait of his brother, who talks incessant hip-hop slang to his bewildered father. And no one expresses his anger better in response to such modern annoyances as restaurant meals presented in ludicrous towers of food and cashiers with six-inch fingernails.

Paperback, 272 pages

Published 2001 by Little, Brown and Company (first published January 1st 2000)



Community reviews



Pierce rated it 2 of 5 stars ★★☆☆☆

3 I just don't care for David Sedaris. There, I've said it. I've made peace with the fact. I have stared deep into the core of my heart, and forced myself to come to the only obvious-but-unpopular conclusion. I just don't care for David Sedaris.

4 It was somewhat of a personal struggle for me to reach this conclusion because I'm exactly the kind of person who should like David Sedaris. I am a sarcastic Generation Xer with an overdeveloped sense of irony. I enjoy reading personal essays about humiliating events in people's personal lives. Understated comedy is my favorite genre.

5 But, I just don't care for David Sedaris. I find him to be thoroughly unlikable. He comes across as the type of person who might be fun to have a beer with, but, afterwards, he'd probably make fun of you behind your back. When I was reading this book, I thought that his stories and characters were a little too colorful and a little too perfect to be true. After I finished the book, I found that some of the instances were exaggerated. And, by "exaggerated", I mean "completely made up".

6 But these revelations have done little to stem the tide of enthusiasm of his legion of fans. I am confronted by people who are adamant that, despite my protests to the contrary, I really do like David Sedaris. It seems that Mr. Sedaris' work has come to represent a certain level of sophistication.

7 Well, I for one refuse to be pigeon-holed. And, today, I am calling on all like-minded people to join me! And, together, we can...uh not like Sedaris. Say it with me! We're loud, we're proud ... and we just don't care for David Sedaris!

429 likes



Ella rated it 5 of 5 stars ★★★★★

8 *Me Talk Pretty One Day* by David Sedaris consists of two parts: Part One and Part Deux. In Part One Sedaris tells stories of his childhood and family. Part Deux captures his experiences in France first as a visitor to his partner's property in Normandy and later as an inadvertent transplant from New York to Paris.

9 The wry sarcasm in Sedaris' stories makes the occasional moments of sweetness and vulnerability unexpected and more meaningful. Sedaris manages to capture characters and settings excellently and eloquently. With only a little description and a line or two of dialogue he is able to create a vivid character that jumps off the page. His language is clear and concise, not overly flowery, and that is reflected in the clarity and vibrancy of his characters. For anyone who has struggled with learning a second language the stories of Sedaris's attempts to learn French will leave you rolling on the floor. I have never before encountered a writing that so aptly portrays how it feels to be stuck in that sort of limbo where you know enough words to speak, but not nearly enough to make sense.

10 Sedaris' knack for finding the essence of a character, setting, culture or conversations makes for moving, thought provoking, and, most of all, entertaining reading.

816 likes

Based on: www.goodreads.com

READING

1 §1 and §2 contain:

- ☐ a description of the book *Me Talk Pretty One Day*, written by editors and users of www.goodreads.com.
- ☐ a review of the book *Me Talk Pretty One Day*, written by the editors of www.goodreads.com.
- ☐ a short summary of the book *Me Talk Pretty One Day*, written by David Sedaris.

2 Describe two different things, as mentioned in §1 and §2, that gave Sedaris the ideas for the stories in the book.

3 In §3 Pierce writes that his just not caring for David Sedaris is “the only obvious-but-unpopular conclusion”. In which paragraph does he explain why this conclusion is obvious? Which two reasons for this conclusion does he give here?

4 In which paragraph does Pierce refer to people who probably disagree with him? Quote the reference to these people.

5 Which of the following sentences is an exaggeration? There is one correct answer.

- ☐ “I enjoy reading personal essays about humiliating events in people’s personal lives.”
- ☐ “I just don’t care for David Sedaris.”
- ☐ “It seems that Mr. Sedaris’s work has come to represent a certain level of sophistication.”
- ☐ “It was somewhat of a personal struggle, ...”

6 Are the following statements about §9 true or false? For each statement, quote the first two and last two words of the sentence (or part) which show that the claim is either true or false.

a Ella thinks that Sedaris is more skilled at describing people than locations.

b Ella thinks that Sedaris’ style of writing is very wordy.

c Ella thinks that Sedaris very accurately describes how it feels to be a second language learner.

d Ella thinks that Sedaris’ writing makes his characters feel very real to the reader.

e Ella thinks that the tone of Sedaris’ writing makes the moving moments in the story stand out more.

GRAMMAR

Past continuous and simple past

 grammar - 4 & 3 - p. 56 & p. 56

While he **was getting** ready for the premiere of his new show, the comedian **received** some tragic news.

I **was reading** a book when Amira suddenly **showed** up.

- 7** Read about Hannah's experience when she visited *The Tonight Show*. Fill in the *simple past* (e.g. 'received') or the *past continuous* (e.g. 'was reading').

Hannah's Experience: Seeing *The Tonight Show* with Jimmy Fallon!

When we (**a** to prepare) _____ my sixteenth birthday party, I (**b** to tell) _____ my dad I would really like to visit *The Tonight Show* as a birthday present. To my surprise, he (**c** to say) _____ I could go if I could get tickets. The day they (**d** to release) _____ the online tickets, my dad (**e** to work) _____ in his home office. The tickets would become available at 9:30, but we were up at 8. While we (**f** to wait) _____ and (**g** to drink) _____, I suddenly (**h** to realise) _____ that I might actually get to see Jimmy Fallon on *The Tonight Show*! I _____ literally (**i** to shake) _____ when I (**j** to refresh) _____ the page. I (**k** can) _____ barely type my info but I (**l** to get) _____ four tickets!

Fast forward to November 20th, my dad, brother, sister-in-law, and myself were in New York to visit *The Tonight Show*! We (**m** to hang) _____ around at the NBC store when a PR-assistant (**n** to call) _____ out our names and (**o** to give) _____ us our tickets and wrist bands.

When we (**p** to enter) _____ the studio, a screen (**q** to play) _____ images of Jimmy. The band (**r** to play) _____ some tunes while everybody (**s** to look for) _____ their seats. I was at the show with Mark Ruffalo, Stephen Merchant and Romeo Santos. When Jimmy (**t** to come) _____ through the aisle at the end of the show, I (**u** to jump) _____ up and asked "Can I have a hug!?" He immediately said "Of course!", hugged me and said "Thanks for coming!" It was the best.

VOCABULARY

- 8** Read the definitions in brackets and fill in the correct words. You may use this lesson's word list.

- a** The comedian's (effort to do something) _____ to entertain the audience sadly failed.
- b** In their search for new comedy stars, casting agencies probably (meet with) _____ a lot of actors without any talent.
- c** Sedaris is well-known for his (extremely funny) _____ stories.
- d** He mainly produces romantic comedies, but he has made the (irregular, now and then) _____ action film.

- e We were standing in line at the concert hall's ticket office, when the (person who collects payments) _____ called out that the tickets were sold out.
- f I felt some (slight anger or irritation) _____ when the comedian made yet another joke about women.
- g Comedians sometimes (make something appear larger or greater than it is) _____ their opinions to get a laugh out of the audience.
- h He appears to have found a community of (having similar opinions and interests) _____ people with whom he can share his ideas about literature.
- i The book tells a (having a strong emotional effect) _____ tale of two lovers separated by a war.

LISTENING

STRATEGY *Predicting*

Always prepare yourself before you start watching and/or listening. What do you already know about the subject? Do you know the speaker? Make guesses about what you may learn. Guessing helps you focus on the assignment. It doesn't matter if your guesses are right or wrong.

- 9-11** Watch the video online and do the assignments that you find there. You may use the writing space below.

☐	
☐	
☐	
☐	
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☐	
☐	

EXPRESSIONS

- 12** Translate the following sentences into English. The expressions are in italics. In each case write down all variants you have studied.
- a Schrijf dat je Jonathan Franzen een geweldige schrijver vindt. *Geef daarna (voorbeelden bij) je mening* door te wijzen op zijn humoristische manier van schrijven.

- b** Geef je lezers *het advies* om de documentaire over John Cleese te bekijken.

WRITING

- 13** You are going to write a response on an online forum, in which you describe your experience of watching a Trevor Noah show. The words in *italics* are expressions. Use different variants where possible. Follow the instructions below.

- §1: Schrijf dat je op zoek was naar een komedie en een show van Trevor Noah tegenkwam. Je hebt net zijn optreden voor Comic Relief bekeken en het was heel grappig (*h...*). Schrijf dat Trevor Noah een komiek is uit Zuid-Afrika. Hij heeft oog voor sociale kwesties. *Illustreer dit standpunt met een voorbeeld* uit een show van hem (bijvoorbeeld zijn grappen over Afrikaanse en Arabische mensen op Amerikaanse vluchten).

- §2: Schrijf dat kijken naar deze show een vermakelijke ervaring was. Schrijf dat de show nooit saai wordt. *Geef als voorbeeld* dat de grappen elkaar snel opvolgen. Schrijf dat Noah overkomt als een vriendelijke persoon, maar dat zijn grappen best scherp zijn. Maar dat geldt voor meer stand-up comedians. *Geef als voorbeeld* dat hij grappen maakt over zowel Amerikaanse als Britse mensen. Schrijf dat er één ding was dat je niet echt leuk vond: Noah is niet zo'n goede imitator. *Noem als voorbeeld* zijn imitaties van de stewardess, die zijn wat overdreven.

- §3: Schrijf dat Noah's show, kortom, interessant en grappig is. Schrijf dat je gemakkelijk de tijd vergeet als je naar hem kijkt. *Adviseer* je lezers *dringend* om het werk van Trevor Noah te volgen.

WRITING



- 14** You see the following announcement on an event website:

Reviews wanted!

What was the best concert, show, festival or event you have been to this year?

What has surprised and amazed you about it?

Send us a review of what you have seen and explain why it was the best performance of the year.

Write an outline for this text. For each paragraph, write down 5-15 keywords to indicate what you are going to write about.

- §1: short introduction in which you describe your favorite event (e.g. where, what, who, when, with whom, about what?) and your expectations.
- §2: experience: three things that you did or didn't like, with examples + what effect did they have on you?
- §3: conclusion and advice: why should or shouldn't people go?



- 15** You are going to write a review for an event website in which you describe your favourite concert, show, festival or event of this year, and explain why it was the best performance of the year. Use the outline from the previous exercise. Write 220-260 words.

Tip! Remember, the first sentence of a paragraph is usually the key sentence.

REFLECTION

STRATEGY *Reviewing your work*

strategies - stap voor stap te werk gaan - p. 22

Always review finished texts for:

- spelling;
- grammar (e.g. have I used the correct verb tenses, word order, etc.);
- structure (is the information written in logical order?);
- content (is everything you wrote interesting and/or relevant; is there information missing?).

However, do not check your work for all these issues simultaneously. First check for content, then for structure, and then for spelling and grammar.



- 16** **PAIR WORK** Review the text you wrote for the previous exercise.

- a** Check the content of your text. Swap texts with a classmate. Quote two pieces of information that you find interesting or informative. Explain to your classmate why you chose these.
- b** Check the structure of your text.
 - Is the descriptive information clustered in §1 (and not scattered across paragraphs)?
 - Is §2 about your experience of the show / event / concert / festival? Is the information in logical order, for example: statement – example(s) – explanation, or in chronological order?
 - Does §3 contain a conclusion and is this conclusion supported by what you wrote in §1 and §2?
 - Have you used linking words to mark the structure of your text and help your readers to understand your structure?

READING

- 17** Read one of the stories by David Sedaris published online. Answer the questions.

- 1** Quote the title of the story you have read, and describe its topic, using one whole sentence.
- 2** Quote a fragment of the story (1-6 sentences) which contains the “clear and concise” writing that Ella (p. 78) refers to in her comment.
- 3** Do you find the story humorous? Quote two story fragments that reflect your opinion.

Study box unit 2

Lesson 1

ENGLISH

DUTCH

It will be difficult to accomplish that task.	volbrengen
Is it healthy to alternate hot and cold showers?	afwisselen
He closed his eyes and made an arbitrary choice.	willekeurig
I was baffled by his sudden departure.	stomverbaasd
I prefer bland humour to sarcasm.	mild
She's following a detailed, comprehensive training programme.	veelomvattend, uitgebreid
Dr Martin wants to conduct a survey on humour.	uitvoeren
The British minister and his German counterpart .	ambtsgeenoot
The police are going to crack down on violent crime.	met harde hand optreden tegen
She spoke about him in a denigrating way.	kleinerend
The media dubbed anorexia 'the slimming disease'.	bestempelen als
This newspaper edits letters before printing them.	bewerken
New York is a great city to explore .	onderzoeken
The band are doing a gig in Eindhoven.	eenmalig (muziek)optreden
His handwriting is illegible .	onleesbaar
Pupils should be punctual and be at school before 8.30 a.m.	op tijd aanwezig
She was filled with remorse for having insulted him.	spijt
The prince and his wife reside in southern France.	wonen (formeel)
She's resolute in her decision.	vastberaden
What was the outcome of the sample among the 98 teachers?	steekproef
He laughs at himself with humour and self-deprecation .	zelfspot
She uses self-disparaging humour.	zelfspottend
If you subtract 35 from 60, you get 25.	aftrekken (van getallen)
What is the topic of this article?	onderwerp
Greed is a nasty personality trait .	trek
Did he give a verbal or a written description of the accident?	mondeling, verbaal

DUTCH

ENGLISH

aantekeningen maken	We had to make notes in class.
aanvankelijk	Initially , I liked the idea.
aanwezig	Everybody invited was present .
aanzienlijk	The damage to the car was considerable .
allereerst	First of all , thanks for your present.
beledigend	Stop making offensive comments about my friends!
benadrukken	You should highlight your qualities more.
blijven	His disappearance will remain a mystery.
contact houden	I use my phone to keep in touch with my friends.
daarom	That's why I couldn't phone him.
enquête	This survey led to surprising facts.
erven	I hope not to inherit my father's disease.
geavanceerd, hoogontwikkeld	In his factory they use sophisticated technology.
geboeid raken	When did you become fascinated by ants?
grootbrengen	She had to raise her children all by herself.
helemaal	The story about his accident was entirely made up.
Het hoort er nu eenmaal bij.	Winning and losing. It's all part of the game .
intussen	Meanwhile , we remained seated.

jammer genoeg, helaas	Unfortunately , I've got little time.
kijk op	He had a positive outlook on life.
komische serie	What is your favourite TV sitcom ?
kweken	We grow our own vegetables.
meedelen	He informed us of his plans.
nieuwste	Have you heard their latest CD?
ondanks	We played tennis despite the rain.
ongelooflijk	Meeting him there was an incredible coincidence.
op school zitten	What school do you attend ?
oppervlakkig	I've just had a superficial look at his email.
overeenkomst	They are both blonde, but there the similarity ends.
pogen	I don't know if I can, but I'll attempt to write a poem.
schaduw	Let's sit in the shade of that tree.
sms'en	I'll text him we'll be 10 minutes late.
tussen twee haakjes	By the way , was Tom at the party?
verbinden	Can you link these names to the pictures?
verdraagzaamheid	He shows little tolerance towards people with different opinions.
verwijzen naar	Are you referring to me?
voorlopig	I'm staying at home for the time being .
waaronder	There were 15 people, including two Dutch ladies.
zich inschrijven	Why don't you sign up for a yoga course?

Lesson 2

ENGLISH

DUTCH

I'm trying to advance to the next level.	(be)vorderen
I live in a condo in Washington.	appartement
These statements contradict each other.	tegenspreken
Most parents disapprove of under-age drinking.	afkeuren
There's a distinction between creators and performers.	onderscheid
Does she embody the ideals of most girls?	belichamen
Running a marathon requires endurance as well as fitness.	uithoudingsvermogen
The child looked at the magician in genuine surprise.	echt, oprecht
Granted , he's not the best, but he's committed.	toegegeven
Because of the storm it was grueling (AmEng) / gruelling (BrEng) climb.	afmattend
Sean did what his dad told him but with a lot of grumbling .	gemopper
What are the implications of that decision?	gevolg
You shouldn't impose your standards on others.	opleggen
Put the keywords in italics .	schuingedrukt
His parents have a liberal attitude towards drugs.	ruimdenkend
He's a game show emcee .	ceremoniemeester
She has a PhD in science.	doctorsgraad
She stopped at the pinnacle of her career.	hoogtepunt
I visited her the week prior to her death.	voorafgaand aan
The new law will spark demonstrations.	veroorzaken
Is it easier to get a job with vocational education?	beroeps-
Measures will be taken to sustain economic growth.	behouden
The teachers' union has announced strike action.	vakbond
I work virtually every day of the week.	praktisch, vrijwel

DUTCH

ENGLISH

aanpassen	A comedian should know how to adjust to the audience.
ambitieuus	Lisa is a hard-working, aspiring employee.
boeiend	That was a fascinating documentary.
componist	Mozart is a composer of classical music.
concurrerend	The company was not competitive any more.
Dat is vanzelfsprekend.	Yes, I'll help you. That goes without saying.
dichter	Do you know the English romantic poet Shelley?
duidelijk maken	The book illuminates his way of thinking.
duren	How long does the show last ?
eisen	She demand ed more money.
gaan halen	Can you fetch some towels for me, please?
gemiddeld	The average person goes on holiday once a year.
in feite	Basically , anyone can become a comedian.
lichamelijk	He's suffering from physical complaints.
menigte	I spotted his face in the crowd .
niettemin	Nonetheless , he left without saying goodbye.
nieuwsgierig	I'm curious to know what has happened.
onderzoeken	Why don't they investigate that crime?
oplossing voor	I have the solution to this problem.
reclamebord	Do they still advertise cigarettes on billboards ?
te boven komen	Will we overcome this economic crisis?
te wachten staan	I didn't know what was awaiting me.
überhaupt	Why did you invite her in the first place ?
uitgebreid	I've had extensive repairs to my car.
uitgeven (boek)	Hopefully they will publish her novel.
vaardigheid	How's your reading skill of French?
vanwege	He's at home because of a serious illness.
verdorie	Oh heck , I think we're lost.
vereisen	Will his broken leg require surgery?
vereiste	Is experience a requirement for that job?
vergelijking	The article made a comparison of the two books.
vergen	How much time will it take ?
verscheidene	She has had various jobs.
vertegenwoordigen	What country do those people represent ?
verveling	He pushed her from sheer boredom .
weinig (+ enkelvoud)	Sorry, but I have too little money for a taxi.
weinig (+ meervoud)	It's too bad that so few people appreciated his humour.
zowel ... als	I like both English and American sitcoms.

Lesson
3

ENGLISH

DUTCH

We will address this problem soon.	aanpakken
A school administrator talked to the press.	iemand van de leiding
She's become alienated from her family.	vervreemd
His job goes beyond teaching.	verder dan
He's in the bar with some friends for male bonding !	binding
I hate the way people just capture an animal and cage it.	vangen
The pictures capture the emotions of gaming.	in beeld brengen

We will circulate a flyer about shoplifting.	verspreiden
He tries to increase cohesion in the team.	eenheid
Mrs Murphy is a kind, compassionate teacher.	meelevend en begripvol
The headmaster will conduct the meeting.	leiden
He has to appear in court today.	rechtbank
He faced his defeat with dignity .	waardigheid
How can you endure this awful music?	verdragen
I always enjoy the fellowship of others.	gezelschap
I have read the findings of a research.	conclusies (van een onderzoek)
We should first foster trust and cooperation.	bevorderen
His funny gesture made us laugh.	gebaar
Use these guidelines for making a book report.	richtlijnen
In that country there's a hostile attitude to foreigners.	vijandig
Have a merry Christmas.	vrolijk
Better circumstances will mitigate the suffering.	verzachten
She was overly upset by the news of the accident.	zeer
There's a pun in the headline.	woordspeling
That comedian uses self-deprecating humour.	met zelfspot

DUTCH	ENGLISH
behandeling	He's satisfied about the treatment he got in hospital.
doel	He wants to raise funds for a good cause .
doen alsof	Don't pretend that you didn't know that.
dreigen	Did he threaten to hurt her?
eerlijk gezegd	To be honest , I don't like the idea.
gebrek hebben aan	It's a pity she lacks confidence.
geconfronteerd worden met	She was faced with a difficult situation.
geestig	Everybody laughed at Uncle Tom's witty jokes.
gematigd	In the Netherlands we have a moderate climate.
gênant	Standing in wet trousers was an embarrassing situation.
introvert, gesloten van aard	He's an introvert and shy person.
Je slaat de spijker op zijn kop.	You've hit the nail on the head.
kassa (theater, bioscoop)	The box office opens at 6.30 p.m.
kenmerken	What characterises a good comedian?
kleineren	I hate the way he tends to put people down .
kunst-, niet echt	Is that a real or an artificial flower?
makkelijk in de omgang	She's glad her boss is easy-going .
medewerker, collega	Each co-worker was given a bonus.
neiging	She has a tendency to boss people around.
om de beurt	The pupils had to take turns reading a sentence.
omgaan met	She knows how to cope with stress.
onderscheiden	It's not always easy to distinguish between right and wrong.
oorzaak en gevolg	There is a clear cause and effect relationship.
opvrolijken	She knows how to cheer us up with her amusing stories.
opzettelijk	Do you think she pushed him deliberately ?
overhalen	Don't try to persuade me to do something I'll regret.
overtreder	Offenders will be punished.
streven ernaar	We aim to raise a lot of money.

tv-presentator	Who is the TV host of that quiz show?
van streek	What are you upset about?
vastberadenheid	I admire his determination to succeed.
verbaasd	We were puzzled by his sudden departure.
verdeeldheid	There is some division in our group, I'm afraid.
verdenking	He was arrested on suspicion of theft.
verlegen	In a crowd she's too shy to speak.
verstandig	She a practical and sensible woman.
vlot	She's a friendly, outgoing person.
volwassenheid	He has maturity beyond his years.
welzijn	I'm concerned about her emotional well-being .
zin hebben om	I feel like going out tonight.
zorg	Babies need constant care .

Lesson 4

ENGLISH

DUTCH

This exercise will improve your abs .	buikspieren
Can laughter bolster your immune system?	versterken
During the show there were bouts of laughter.	uitbarsting
His face was contorted with rage.	verwongen, vertrokken
He was punished for his despicable behaviour.	walgelijk
Can you dial his number for me?	bellen
Too much coffee is bad for your digestion .	spijsvertering
The police ordered the crowd to disperse .	verspreiden
There are divergent trends in fashion.	uiteenlopend
I was elated on hearing I had passed my exam.	superblij
Can you flap your arms and imitate a bird?	wapperen
Geriatric care will become more important with an ageing population.	betreffende ouderen
The audience burst into a loud guffaw .	geschater
Due to a week of tests she suffers from insomnia .	slapeloosheid
From the outside it is a nondescript building.	onopvallend
She suffers from raging headaches.	zwaar (figuurlijk)
They play raucous rock-and-roll music.	rauw
I hope to reclaim some of the tax I've paid.	terugkrijgen
They showed us a simulated accident.	nabootsen
This new technology will spawn new opportunities.	voortbrengen
He suffered some spinal injuries.	betreffende de ruggengraat
The teacher's mistake produced some tee-hees .	zacht gegiechel
When the actor forgot his lines, the audience began to titter .	giechelen
We can reach our goal if we act in unison .	gezamenlijk
Look out. She's in a vile mood.	zeer slecht

DUTCH

ENGLISH

aan sport doen	Do you play a sport ?
aangezien	Since you don't believe me, ask Jeremy.
aankomst	He was arrested on arrival in England.
afhangen van	The day of the party will depend on the weather.
alleen (zonder hulp)	I did it all on my own .
armoede	Many people live below the poverty line.

baan	You can apply for the post of manager.
buitenkant	On the surface , it seemed all right.
daarom	He had little experience and therefore didn't get the job.
doen denken aan	She reminds me of my mother.
erg vreemd	A weird thing happened to me last night.
geboorteplaats	What's your place of birth ?
geestelijk	His physical and mental health has improved.
grens	I live close to the border between Wales and England.
indruk proberen te maken	He likes to show off with his sports car.
kijker	This TV show has lots of viewers .
negeren	You can't just ignore her remarks.
ongeschikt	This violent film is unsuitable for children.
oplossen	Will the police be able to solve that crime?
pesten	If you bully a classmate, you'll be heavily punished.
plafond	There was a lamp hanging from the ceiling .
plagen	Don't tease your sister about her broken tooth.
wachtrij	There was a queue at the cash desk.
roze	Do you prefer pink lipstick to red?
schuld	It took him 10 years to pay off his debt .
vergelijkbaar	We have similar views on politics.
standpunt	Are you interested in my view of the problem?
tijdelijk	I'm trying to find temporary work.
uitspreken	She wanted to express her worries about her son.
vaak voorkomend	She is a frequent visitor to that museum.
vastbesloten	She's determined to write a book about her disease.
verafschuwen	I detest people who are dishonest.
verspilling	The whole meeting was a waste of time.
verplicht	Is French compulsory at your school?
verwijderen	Can you remove the rubbish, please?
vooral	He's popular, especially among young people.
weigeren	He refused to let me in.
zorgzaam	His caring parents look after him very well.

Lesson 5

ENGLISH	DUTCH
Can I have access to the internet?	toegang
I first browse through magazines before I read them.	bladeren
Is that disease contagious ?	besmettelijk
When will they define the new rules?	omschrijven
I detected a change in her mood.	bespeuren, ontdekken
Don't try to evade my questions.	ontwijken
We eventually found our dog.	uiteindelijk
We had an exhilarating walk in the mountains.	verkwikkend
He was furious with me for being late.	woedend
When did he graduate from secondary school?	het schooldiploma behalen
She went to the police because she'd been harassed by a man.	lastigvallen
He fights against poverty and injustice .	onrecht
I've read it in the January issue of <i>Newsweek</i> .	nummer (krant / tijdschrift)
His stupidity will put our plans in jeopardy .	gevaar

She wanted to nourish and protect her baby.	voeden
I'd like to observe that this is against the rules.	opmerken
Why do you have a prejudice against him?	vooordeel
He became red and flew into a rage .	woede
That TV show has very high ratings .	kijkcijfers
It was reassuring to hear he was safe.	geruststellend
It's not nice to be rejected by someone.	afwijzen
There was no need to resort to violence.	zijn toevlucht nemen tot (iets negatiefs)
The change in the weather is significant .	aanzienlijk
Sorry, but this is a thoroughly bad idea.	heel
He has made some thought-provoking films.	tot nadenken stemmend, prikkelend

DUTCH	ENGLISH
aanwezigheid	The award ceremony took place in the presence of the king.
afnemen	Will the problems decrease or will they get worse?
bekend	That voice sounds familiar .
benadrukken	I want to emphasise that he had nothing to do with that.
beschikbaarheid	Availability of Wi-Fi in hotels is important nowadays.
daling	A drop in temperature is expected next week.
de druppel die de emmer deed overlopen	His insult was the straw that broke the camel's back .
een druppel op een gloeiende plaat	I'm afraid, our help was just a drop in the bucket .
emmer	Here's a bucket of water and a sponge.
ergernis	She started talking louder, much to my annoyance .
gave, talent	She has a knack for thinking out of the box.
gelden voor	Does this also apply to me?
gelijkgestemd	Every Friday he goes to a club to meet like-minded people.
geschikt	Friday evening is an appropriate time for relaxing.
gewenst	Our action had the desired effect.
grens	The sky is the limit .
heel grappig	I've just watched a hilarious comedy on TV.
in antwoord op	I am writing in response to your email.
in praktijk brengen	We'll try to put our plans into practice .
kwestie	This magazine deals with economic issues .
kwetsbaarheid	A terrorist act often shows the vulnerability of a country.
leeftijdgenoot	She was bullied by her peers .
liever dan	I want health rather than money.
maatregel	Schools usually take measures against bullying.
nakijken (toets)	When will you mark our tests, sir?
omgeving (omstandigheden)	A child's development also depends on its environment .
omhelzen	They stood there crying and hugging each other.
ondervinden	You may encounter difficulties when travelling to Myanmar.
ontbreken	I lack the courage to tell him what I think of him.
ontroerend	She's written a moving book about her illness.
ontwikkelen	He goes to a gym to develop muscle strength.
ordeproblemen	My English teacher has no discipline problems .
overdrijven	Don't take him seriously. He tends to exaggerate things.
overkomen als	He may come across as serious, but he's fun to be with.
personeel	This is a list of the school staff .

plaatsvinden	When did the accident occur ?
schatten	Can you estimate the costs of such a holiday abroad?
stewardess	The flight attendant showed us how to use a life jacket.
terloops	My dad makes occasional visits to London.
toeval	What a coincidence meeting you here of all places.
trimester	The third term begins in April.
verzoek	Further details will be sent on request .
voorkomen	She tried to prevent him from using violence.
zenuwslopend	She faced a nerve-racking wait for her test results.

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?

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 your opinion, I'm afraid.

I'm afraid I have to disagree

Enthousiasme uitdrukken *Expressing enthusiasm*

That's great / amazing / awesome / wonderful!

It is great ...

It was exciting ...

I was excited ...

I'm really keen ...

Feliciteren *Congratulating somebody*

– Verjaardag *Birthday*

Happy birthday.

And many happy returns.

– Jubileum (bijvoorbeeld 25 jaar getrouwd) *Anniversary*

Happy anniversary!

– Prestatie of blijde gebeurtenis (diploma, baan, huwelijk, geboorte baby) *Accomplishment or happy event (graduation, job, marriage, birth)*

Congratulations (on your new job / beautiful baby / wedding)!

Let me congratulate you on ... (your new job).

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!

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 a critical remark*

I'd like to remark that ...

Mind you, I do think that ...

On the other hand, ...

That may be so, but ...

Oordeel geven

You don't say!

I doubt it.

That's very unlikely.

You must be joking!

That's impossible!

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.)

Parafraseren *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 ...

Verontwaardiging uitdrukken *Expressing indignation*

It is ridiculous / unbelievable / incredible ...

I can't believe / imagine ...

I was shocked to read ...

Voorbeeld geven bij een mening of standpunt *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 ...

GRAMMAR

Simple past and present perfect  grammar p. 56 & 57

Comparisons  grammar p. 68

Adjectives and adverbs  grammar p. 65

Simple past and past continuous  grammar p. 56

Past perfect  grammar p. 58

Past perfect and simple past  grammar p. 58 & 56



1 2 3 4 5

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.

LESSON 1: READING & LISTENING	94
A glamorous lie?	
LESSON 2: READING	99
Refuge	
LESSON 3: SPEAKING	106
Teenage footballers' professional dreams	
LESSON 4: READING & LISTENING	111
Tom tapping away at male dancers' stigma	
LESSON 5: WRITING	117
Could you be a volunteer?	
STUDY BOX	124

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 an 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	\$_____	Sacrifices	\$_____
Happy again	\$_____	Pros and cons	\$_____
Being spotted	\$_____	Feeling guilty	\$_____

- 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.

- 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.

- 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.

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

- 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.

- 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?

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.

☐	
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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. _____
- b** Having been a model for two years was one big disappointing lie. _____
- c** Some models have no monthly loss of blood for half a year. _____
- d** When just starting out a model can hardly earn a piece of food. _____
- e** The daily food of one very young model was only one sandwich a day. _____
- f** The process of choosing models for the Stockholm fashion week will take place tomorrow.

- g** She has reached the most successful part of her career as a model. _____

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.

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

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

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

- e** It / be / no use / tell / her / 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

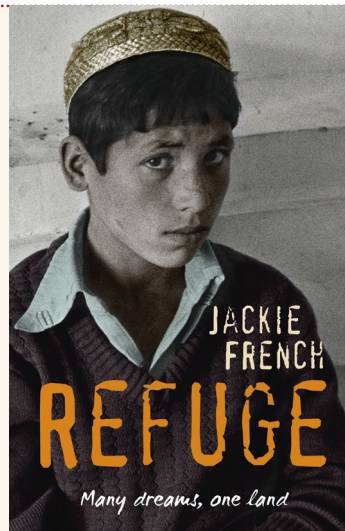
by Jackie French

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

§2 walked unsteadily

§3 big building for storing goods

§4 journey

§5 showed what he meant by moving his hand

§6 people who work on a ship

§7 paused before saying something

§8 very small amount of drink

§9 rip

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

- 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.

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

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’.

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

The crewman wanted Faris to ...

- 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)?

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

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

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 _____ at the moment. (*under*)

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

Today's match was _____ 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 _____ 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 _____. (*teacup*)

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

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

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

This film _____ 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) _____ from Turkey to the Greek island of Samos in the middle of

August. "(b Het valt niet te ontkennen) _____ 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)

_____ to swim to Samos." (d Na de brug over te hebben gestoken)

_____ from Denmark to Sweden and declaring himself to the

police last Sunday, he (e bracht hij de volgende ochtend door met wandelen) _____

_____ around the lobby in the Best Western Hotel, Malmö.

In between (f het invullen van) _____ 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) _____ 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)

_____ 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) _____

_____, 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) _____ 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) _____

_____ 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)

_____ 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) _____.

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

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

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

Because they have received a _____, 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.

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 _____

According to _____

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

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.

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

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? _____

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

c Facebook has *somewhere around* 955 million members. _____

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

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

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

g At the airport I *accidentally saw* the players of Bayern Munich. _____

h My brother is *developing his knowledge and skills* with a football club. _____

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: _____
- 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: _____
- c** How long (Jordan – to have) a shoulder injury?
present perfect / simple past – correct verb form: _____
- d** Jordan (to recover) from his shoulder injury last summer.
present perfect / simple past – correct verb form: _____
- e** When (they – to hear) the good news about the scholarships?
present perfect / simple past – correct verb form: _____
- f** Macauley (just – to spend) a week at Young Harris College.
present perfect / simple past – correct verb form: _____
- g** His brother (this football shirt – to wear) since 2017.
present perfect / simple past – correct verb form: _____
- h** Who (to teach) Jordan how to play proper football as a child?
present perfect / simple past – correct verb form: _____
- i** During yesterday's match another soccer player (to tear) his shirt.
present perfect / simple past – correct verb form: _____

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.

☐	
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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.
-
-

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 ...

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.

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.

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

8 (§4) Answer the questions below.

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

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

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

a What is the meaning of this phrase?

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

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

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

- a** First he _____ ,
b then he _____ ,
c and recently he _____ .

11 Explain the title: “Tom tapping away at male dancers’ stigma” in your own words.

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 _____ .
b Wearing a _____ is not allowed during the ballet lessons.
c Dancing is a(n) _____ to stress.
d He enjoys dancing, cycling and other active _____ .
e At our school too little is done to beat the _____ surrounding homosexual or transgender students.
f Her _____ with that famous choreographer meant all the world to her.
g Maybe the greater _____ of fast food is one of the causes of children being overweight.
h Her ballet teacher has been a _____ of inspiration for her.
i In society’s _____ small classes ensure good education.
j In England the _____ 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 _____
- b** "I will kick-start your career as a dancer."
She told him _____
- c** "My brother is a famous tap-dancer".
He claimed _____
- d** "We can't come to your performance on Friday."
They told us _____
- e** "I didn't subscribe to a national, but to a local newspaper last week."
She emphasised that _____

- f** "The versatility of that dancer is amazing."
He remarked how _____
- g** "The ballet teacher started asking personal questions."
The boy said _____
- h** "Dancing can be a relaxing pursuit."
She told him _____

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 _____	perception	_____
b _____	difference	_____
c _____	_____	confident
d to increase	_____	_____
e _____	_____	modern
f to pay	_____	_____
g _____	_____	successful
h to prefer	_____	_____

- 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 _____ ballet to attract new audiences.
- b** All students at the School of American Ballet strive to become _____ male ballet dancers.
- c** My _____ is tap dancing, I simply do not like watching classical ballet.
- d** He is always so insecure, I'm afraid he lacks _____.
- e** Sorry, I don't agree with you at all, I beg to _____.
- f** How do the foreign ballet dancers _____ 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? _____
- b ... other than job II, do you need to follow a training? _____
- c ... do you need certain personality traits, unlike for the other jobs? _____
- d ... is a voice that is pleasant to listen to most important? _____
- e ... do you have to work weekends? _____
- f ... do you get relevant information before each new working day? _____

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 _____ / _____ during the summer holidays. I love picking fruit and vegetables or digging in the outdoors.
- b** There is a _____ / _____ of jobs for people like me who are studying Science.
- c** I have been here all day, _____ / _____ waiting for my interview to start.
- d** What are the _____ / _____ in this job? What would my future look like if I were to take it?
- e** I speak many languages, _____ / _____ English, Spanish and French.
- f** I would like to _____ / _____ 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**) _____ for Techsoup for years and (**b to make**) _____ cyberspace seem like a brighter place to many non-profit organisations.

As the host of the Introduce Yourself forum, Sasha (**c to welcome**) _____ 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**) _____ personal messages and (**e to think**) _____ 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**) _____ 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, _____ 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: _____ 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: _____. 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. _____ 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: _____ 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: _____ 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: _____ 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.
verminderen	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.	voooroordeel
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.)

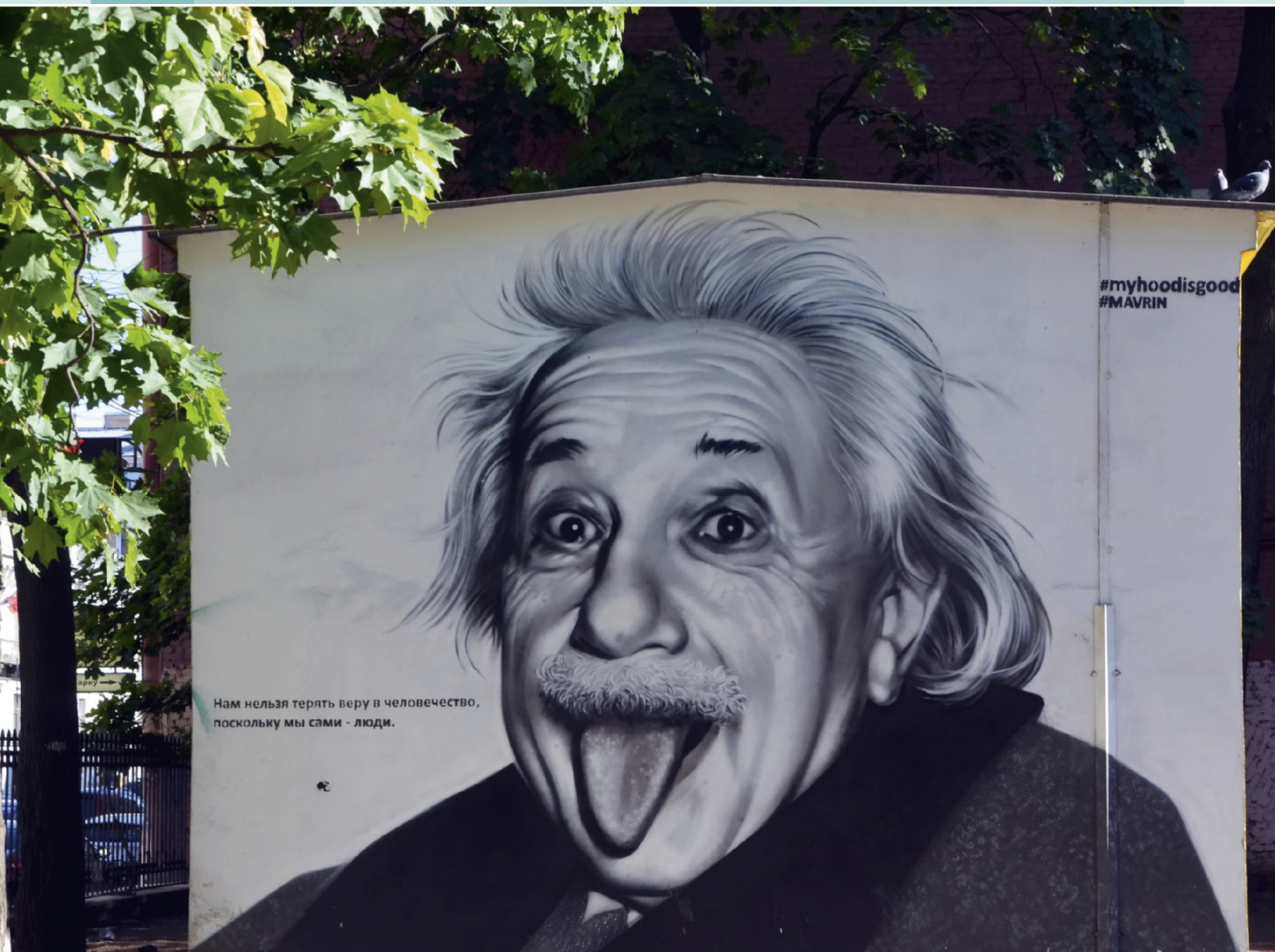
I wouldn't mind ... (another biscuit / some Coke.)

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



1 2 3 **4** 5

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 inventions, drones, robots and solar-powered cars. What's not to like?

LESSON 1: READING & LISTENING	134
The innovative spirit	
LESSON 2: READING	139
Early childhood and an introduction to maths	
LESSON 3: SPEAKING	147
A new drone. Now what?	
LESSON 4: READING & LISTENING	154
Five reasons to teach robotics in schools	
LESSON 5: WRITING	161
World Solar Challenge update	
STUDY BOX	166

1

YOU'LL BE ABLE TO

- understand the main theme and arguments in simple texts
- understand announcements and messages about concrete and abstract subjects
- understand most documentaries and other audio material and identify the speaker's mood and tone
- write short, simple essays on topics of interest

Grammar

- tenses

Vocabulary

You can learn the vocabulary with the Study box (p. 166) and the vocab trainer.

Strategies

- preparation

TEXT

The innovative spirit

Teenage inventor Alexis Lewis thinks that kids have the solutions to the world's problems. With a patent to her name and probably more on the way, the 15-year-old has made it her mission to inspire young innovators



1 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.

Alexis Lewis, a 15-year-old inventor in Chapel Hill, North Carolina, wants children across the country to know that an inventor isn't something you have to be when you grow up. You can be one now. Lewis holds a patent for a travois, a type of wheeled sledge, a triangular load-carrying device with a bamboo frame and a bed of netting that she designed to serve Somali refugees, who need to transport their children many miles to camps and hospitals.

2 Why should more people invent?

"I think not only is it important to tell people that they can invent but it's important also to tell them that they should be inventing because they have their own unique perspective on the world. Everybody has lived a different life, everybody has seen the world slightly differently and I think everybody has a slightly different take on each problem. And I think if we all work

together, we can solve a tremendous number of problems."

3 What motivates you to invent?

"My inventions are motivated by one or two things usually. One, it's a issue, basically people who aren't getting the help they need, people who are dying unnecessarily when they could be saved. Another reason that I often invent is that I'll get myself absolutely buried in a piece of physics, just learning about it obsessively."

4 Has the environment you grew up in impacted you as an inventor?

"My mom would always read to the family about various world issues. When hurricane Katrina hit, I was 5 years old then, we learned all about what a hurricane was, how it worked, the effects of hurricane Katrina itself, what they were doing to help clear out floodwaters, all sorts of fascinating stuff. I was encouraged to learn about the science of everything, and I was a greedy

reader. Starting young is an advantage in that I have the ability to look at something and not think, ‘Oh this is a problem that can’t be solved,’ but instead think maybe we’ve been looking at it just a little bit wrong. Kids, since they haven’t been told this is something that would never work over and over, have the ability to do that.”

5 What is Inventing 101? Why is it important to you?

“It’s a class I hope to have administered to middle school students across the country that would basically tell them that they are capable of inventing. If people aren’t told when they’re young that they can invent, it’s going to be much harder to convince them that they can. I had this idea when I was looking back at the stuff I had done, at my inventions and realizing that these are some simple designs. People are stunned when they hear what I’ve done. But these are things that I know for a fact a lot of people can do. So I thought there’s got to

be some way to awaken that self-confidence in people to enable them to do that.

People think that the inventors of the world are the crazy mad scientists and white lab coats working long hours developing crazy new technologies. But inventors are basically anybody and everybody who’s ever tried to solve a problem.”

Based on: www.smithsonianmag.com

**“if we all work together,
we can solve a
tremendous number
of problems”**

READING

- 1** Skim the text by reading just the introduction, the headings and the first sentence of each paragraph. Then, write down the number of the paragraph that each title refers to.

In which paragraph does Alexis Lewis ...

- explain what drives her to invent things? _____
- say that she was curious to understand the world around her? _____
- claim that more people need not wait to become inventors? _____
- explain why children should try to become inventors? _____
- dwell on a project aimed to convince children that they are able to invent things. _____

- 2** (§1) What is Alexis’s purpose?

- ☐ To get rid of a possible misunderstanding.
- ☐ To illustrate being young is the ideal age for inventing.
- ☐ To show that children can be inventors if they really want to.

- 3** (§2) Complete the following sentence so that it is in accordance with the information in this paragraph.

Alexis stresses the fact that people approach _____ differently.

- 4** (§3) Which of the following fits the gap in this paragraph?

- ☐ financial ☐ humanitarian ☐ political ☐ technical

- 5** (§4) Explain what possible good came of hurricane Katrina for Alexis personally. Quote the first two and last two words of the phrase(s) in which you have found the answer.

- 6 (§5) Quote the first two and last two words of the phrase / sentence that illustrates that Alexis does not see her actions as unique or special.

- 7 (§1 and §5) What message do these two paragraphs have in common?

LISTENING

STRATEGY Preparation

 strategies - oriënteren op de tekst - p. 14

Always prepare yourself before you start watching and/or listening. What do you already know about the subject? Do you know the speaker? Make guesses about what you may learn. Guessing helps you focus on the assignment. It doesn't matter if your guesses are right or wrong.

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

VOCABULARY

- 9 Fill in the correct verb and use the right form. Choose from the list. There are two words too many.

attribute – administer – assemble – come across – explore – grapple with – measure – postpone – predict

- a Alexis had _____ her initial interest in science to Hurricane Katrina.
- b If you are working on an invention, it's logical you have to _____ problems.
- c Is it hard to _____ the length of a rainbow?
- d It is difficult to _____ a hurricane a week in advance.
- e Alexis had had to _____ her interview with a paper because she was ill.
- f Tomorrow she will _____ a science class to some 13-year-olds.
- g Is it more difficult to take a machine apart than to _____ it?

GRAMMAR

Tenses

 grammar - 1 t/m 9 - p. 54 t/m p. 62I **had** this idea when I **was looking** back at the stuff I **had done**.People **are stunned** when they **hear** what I've **done**.

- 10** Read the interview with Wayne Fromm, a Canadian inventor who's one of the main inventors of the selfie stick. First, underline the adjunct of time in each sentence if there is one. Then, fill in the correct *tense*.

Can you tell us about yourself?

Wayne Fromm: I live in Toronto, Canada. I (**a** to be) _____ an inventor and entrepreneur for most of my life. More than 25 years ago I (**b** to invent) _____ the world's first talking toy that had original actors' voices, Disney's Beauty and the Beast Magic Talking Mirror.

How (**c** you – to get – first) _____ the idea for the selfie stick?

I (**d** to travel) _____ in Italy one day and suddenly (**e** to grow) _____ tired of asking strangers to take a photo of me and my daughter. When we (**f** to walk) _____, I (**g** to think) _____ a telescopic monopod that was lightweight, waterproof and would go through airport security.

What's your personal interest and involvement in photography?

Since I (**h** to be) _____ seven years old I (**i** to be) _____ fascinated with photography. I used to develop my own film, (**j** to get) _____ an enlarger and experimented with special effects. After I (**k** to be) _____ in the analogue age for I don't know how many years I moved into the digital age with the original Sony Mavica.

(**l** you – to own) _____ a patent for the selfie stick?

Yes, there are two patents on the selfie sticks that I (**m** to invent) _____.

(**n** you – to have = *moeten*) _____ to take legal action against anyone trying to infringe your patent so far?

On the whole, my company (**o** not – to disclose) _____ information about legal action that is not available publicly. But, personally, I'm sure that we (**p** to have) _____ a few problems in the next few years.

When it first saw the light of day, (**q** you – to expect) _____ the selfie stick to take off the way (**r** it – to take off) _____ over the past few years? What factors do you think (**s** to lead) _____ to the craze?

I (**t** never – to expect) _____ it until I saw it with my own eyes. It's like anything, good things take time.

While some people love selfie sticks, others absolutely hate them. Why do you think opinions can differ so much?

If it was used as I (**u** to intend) _____ all along, to allow the photographer to be included with friends and families, there would be greater acceptance. The average person only (**v** to see) _____ a person taking their own photo at the expense of the safety of others in crowded areas.

WRITING



11 Think of a new invention that will make the world a better place. Write a proposal (220-260 words). Use one paragraph for each of the following aspects:

- Introduction.
- Clear explanation what the invention does and how it can be used.
- Explanation how it may be important for (certain) people, and in what different ways.
- Explanation what obstacles there might be in trying to manufacture this invention and what might be done to avoid or limit these obstacles.
- Conclusion and recommendation.

EXTRA LISTENING & WRITING



12 Listen to an interview (20-40 minutes) with an inventor. Go 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- to 400-word summary based on these notes.
- After your summary add your 150- to 200-word comment on the following:
 - How much did you like the interview? Why?
 - What do you think of the invention(s) that is/are 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

- *moeten* and *willen* auxiliaries
- the continuous form of the tenses

Vocabulary

You can learn the vocabulary with the Study box (p. 167) and the vocab trainer.

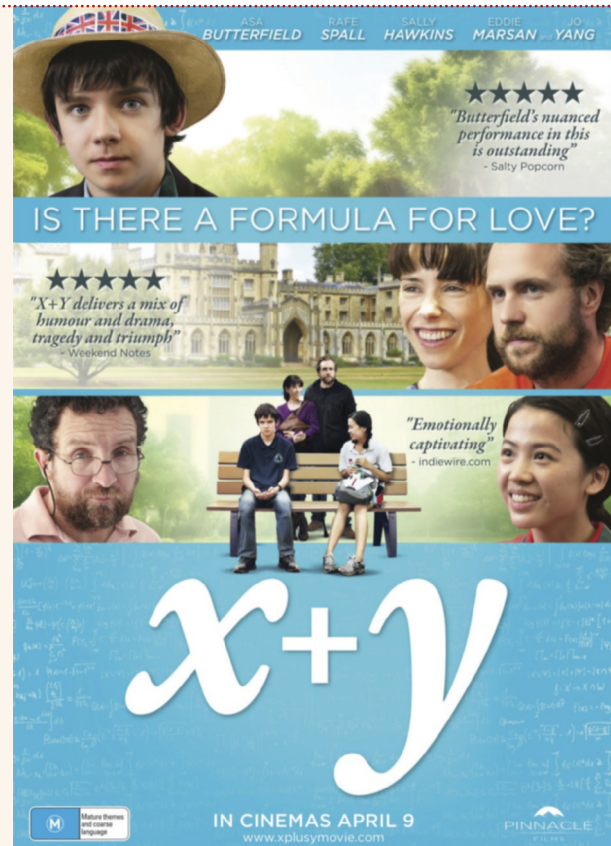
TEXT

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 berated 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 drafted me into 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

- 1** 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 completely unimportant

§2 cause me to make a mistake

§3 made me look stupid

§4 soon I had decided

§5 explained

§6 the highest

§7 gave more details about

§8 absolutely disappointed

§9 attracted the interest

§10 whole

- 2** Are these statements about §1 true or false? Quote the relevant words to support your answer. In case of a sentence, you may quote the first and last two words.

- a** Most of the things we learn at school do not apply to the parts in the world around us where there are no people.

- b** Daniel Lightwing is convinced his head for maths is related to his disorder.

- c** People are troubled by prejudice; maths is not troubled by prejudice.

- 3** Complete the sentence so that it matches the information in §2.

It is clear that his entire life Daniel Lightwing has wanted to acquire ...

- 4** In §3 there are phrases in which surprise is mentioned or implied. Quote three of them.

- 5** How else could the first sentence of §4 (“I still ... in maths.”) begin without changing the meaning of the sentence?

- ☐ However, I ...
☐ Therefore, I ...
☐ Though, I ...
☐ What's more, I ...

- 6** Complete the sentence so that it matches the information in §5.

The teacher clearly underestimated Daniel by claiming that ...

- 7** Compare §5 and §6. Explain if and why they are essentially similar or different.

- 8** What does Daniel mean by “and nothing else” in §7?

- ☐ It would have been something else if Daniel had been diagnosed with Asperger’s.
☐ School had started to treat him differently from other pupils once he’d been diagnosed with Asperger’s.

- 9** Which sentence in the previous paragraphs is a contrast to the last sentence of §8 (“I had ... totally disillusioned.”)? Write down the number of the paragraph and the first two and last two words of this sentence.

- 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** Are these statements about §10 true or false? In case of ‘false’ explain your answer.

- a** The character of Mr Humphries is modelled on a real character from Daniel’s school career.

- b** ‘While’ can be replaced with ‘although’ without changing the meaning of the sentence: “While fictional, he lightens up and adds a new dimension to the entire film.”

VOCABULARY

- 12** Fill in the correct word. Choose from the list. There are two words too many.

additional – berserk – current – dismayed – disdainful – harsh – major – renowned – uptight

- a** The teacher went _____ when the children refused to stop talking in class.
b You have to learn to laugh more instead of getting _____ about things.
c He’s often _____ of people who are not good at mathematics.
d To be able to answer your questions we need _____ information.
e There was no need for the teacher to be so _____ on Lisa for looking out of the window.

- f** Albert Einstein was a _____ scientist in the first part of the 19th century.
- g** Daniel was _____ that his teacher didn't believe he'd done his homework by himself.

VOCABULARY EXTRA



13 Match the phrasal verbs with their descriptions.

phrasal verb	description	
1 to bring up (a child)	a to kill because it's old or ill	1 + _____
2 to bring up (an idea / suggestion)	b to mention	2 + _____
3 to come across (a schoolmate)	c to start an activity or hobby	3 + _____
4 to come across (as emotional)	d to raise	4 + _____
5 to put (somebody) down	e to have a friendly relationship	5 + _____
6 to put down (an animal)	f to meet by chance	6 + _____
7 to get along (at school)	g to humiliate somebody	7 + _____
8 to get along (with somebody)	h to seem to have a particular characteristic	8 + _____
9 to take up (a suggestion)	i to proceed to deal with something	9 + _____
10 to take up (a sport)	j to deal with a situation or make progress	10 + _____



14 Write sentences with the phrasal verbs from the previous exercise. Use the words that have been given and make sure the meaning of the verbs becomes clear from the context.

a She – to bring up – herself.

b We – to come across – at – last night.

c I – to bring up – your – manager.

d Hillary – to put – classmates – down, which I

e Vince – to come across – but he

f How – to get along – school project?

g Though – divorced – get along

h cat – put down – because

i My mum – take up – because

j I – bring up your – meeting – and I – phone you



15 Complete the second sentence, using the keyword given, so that it has a similar meaning to the first sentence. Use 3-6 words, including the keyword.

a Mr Simmonds appears to be a strict man, but he can be very funny, too.

Mr Simmonds _____ as a strict man, but he can be very funny, too. (*across*)

b Following music lessons is a good idea if you want to become a professional singer.

_____ music lessons is a good idea if you want to become a professional singer. (*up*)

c It doesn't matter that he was rude; you shouldn't have shouted at him.

_____, you shouldn't have shouted at him. (*however*)

d My best friend was raised by her grandparents after her parents died.

My best friend was _____ by her grandparents after her parents died. (*up*)

e I have never seen a greater football player than Messi.

Messi is _____ I've ever seen. (*the*)

f He stayed under water for five minutes, and he didn't even have to breathe.

He stayed under water for five minutes _____ to breathe. (*without*)

GRAMMAR

Auxiliaries (*moeten and willen*)

grammar - 25 & 26 - p. 77 & p. 78

Surely, I **should** have infinite score?

Aged eleven, I **had to** do a homework project about finding a formula.

She claimed that my parents **must** have done my homework.

I **didn't mind** helping classmates who had problems with maths.

16 Read about Ann Reynolds' relationship with mathematics. Give the English for the words in brackets.

Me, myself and mathematics

I started to dread arithmetic back in the third grade because I (**a wilde niet**) _____

to memorise the multiplication tables. I (**b wilde best**, use: to mind) _____

learning how to read, but studying maths seemed to have no purpose other than to give me massive headaches and shattered nerves. The alphabet was a wonderful code, which I (**c hoefde niet**)

_____ work hard to memorise. Before I could read I (**d had willen**)

_____ to have access to stories that would reveal all kinds of secrets about the world.

Multiplication tables, on the other hand, just told me how much six times nine was. There was no joy in knowing that and I (**e wilde liever**) _____ spend my time differently. Although even in third grade I understood that I shared with many other students a terrible fear and hatred of mathematics, I drew little comfort from that fact. Since then, I (**f heb moeten**) _____ struggle with maths for a number of reasons.

I especially began to hate maths when Sister Celine (**g liet ons – niet: to let**) _____ participate in her sadistic counting contests. We (**h moesten**) _____ stand in rows after which this jolly nun would shout problems at us: “Forty-eight divided by three? ... Nine times twelve?” The students who called out the correct answers fastest would win; those of us who answered wrong or not at all (**i moesten ons niet**) _____ worry, she said, but they (**j moesten**) _____ sit down. To be honest, losing never bothered me that much. Rather, it was that feeling in the pit of my stomach before and right after she called out the numbers. As I grew older, maths grew worse, like a persistent headache that (**k laat – niet: to let**) _____ you want to scream to relieve the pain. Negative numbers, I thought, were simply insane. You either have *some* or *none*, I figured – not *negative some*. Fortunately, my older brother (**l wilde wel / was best bereid**) _____ talking me through the steps when helping me with my homework. Often, the rest of the class moved on to something only after they (**m hadden moeten**) _____ to wait for me to be ready as well.

As a matter of fact, I (**n zal nog moeten**) _____ to understand the point of the game. Who on earth cares about determining the departure times of trains or figuring how long it will take Arthur to walk to the playground?

Though I’m nearly through with maths classes now and I (**o hoef niet**) _____ carry a calculator in my purse in the future any more, I bought a book called *Mathematics for People Who Hate Math*, the other day. And I (**p zou graag willen**) _____ say that I’ve actually been enjoying the book. In architecture and engineering, in physics and electronics, even in art and music, mathematics *does* have a purpose and a meaning, so maths (**q moet wel**) _____ be important. Like the letters of the alphabet, numerical signs *can* tell stories and reveal secrets about the world. I (**r had moeten weten**) _____ this sooner. You know, I might even enjoy learning more about maths – on my own terms, at my own pace.

GRAMMAR

The continuous form of the tenses

 grammar - 2 & 4 & 6 & 8 - p. 55 & p. 56 & p. 57 & p. 58

Quiet, please. Daniel **is trying** to phone his parents to tell them about the Mathematical Olympiad. Daniel emailed a professor on an American ‘Dr Maths’ forum about the problems he **was facing**. For years I’ve **been participating** in maths competitions. When you called, I **had been trying** to find a formula for a quadratic sequence.

- 17** In this exercise you will practise the *continuous form* again. First underline the adjunct of time that determines what tense has to be used. Then fill in the correct (*continuous*) verb form.
- a When I (to watch) _____ *X plus Y* yesterday, the main character reminded me of a classmate.
 - b For 15 minutes now Daniel (to try) _____ to convince his teacher he has found the formula for a quadratic sequence without any help.
 - c Next week Daniel (to fly) _____ to Japan for a maths contest.
 - d Look! Daniel (to jump) _____ on his desk because he's angry with the teacher.
 - e For half an hour Daniel (to talk) _____ about his frustrations with the teachers for not listening to his theories, when the headmaster told him he got the message.
 - f Since Daniel was accused by his professor of copying something he (to feel) _____ increasingly ill.
 - g When his mother entered his room, Daniel said he (to work) _____ on a trigonometry problem for two hours.

READING

- 18** Read two reviews of the film *X plus Y*. Pay attention to the words the reviewers use to describe their reactions to aspects of the film, as in the examples given. Write down seven more reactions. You may use them in the next exercise.

EXAMPLES

This *heartwarming* very British drama.

The treatment of the love affair between Nathan and Zhang Mei, the young Chinese girl he meets at maths training camp in Taiwan, is handled in *slightly sugary* fashion.

The performances are *absolutely lovely*.

SPEAKING

- 19** Give a 4- to 5-minute talk about a novel you have read. It may be a novel you have read in another language than English, as long as you liked the book. You are allowed to have a list of 25-30 keywords in front of you. Be a real reviewer and use words like the ones you've written down in the previous exercise. To help you structure your book talk, include the following.
- Title, author (plus nationality), year of publication, language of book.
 - Genre. What type of story is it? E.g. crime story, love story, horror, thriller, sci-fi, fantasy.
 - Setting. Where and when does the story take place? How important is the setting to the story?
 - Main characters. Describe them, comment on their personality, behaviour, relationships and how they change as a result of their experiences.
 - Plot. Summarise what happens; do not bore your audience with every detail.
 - What personal meaning does the book have for you? Describe your personal reactions to two scenes, the descriptions of two characters, and two others aspects of the book (the story, the ending, the theme, etc.).
 - Conclusion. Sum up what you liked about the book. Did it have any weak points?

Note!

Each of the other pupils will write down one question based on what they have heard. After the talk some pupils will put their question to the pupil who gave the talk.

3

YOU'LL BE ABLE TO

- express your own point of view and opinions clearly in a meeting, but not yet in a debate
- ask for clear factual information and pass it on
- briefly give reasons and explanations for opinions, plans and actions
- follow main points of complex academic or professional lectures, speeches and reports
- understand clearly written instructions

Grammar

- genitive: 's / s' / of
- word order

Vocabulary & expressions

You can learn these with the Study box (p. 168) and the vocab trainer.

TEXT

A new drone. Now what?



1 So you're one of the more than one million lucky souls, the *Federal Aviation Administration* (FAA) estimates, who got a drone this Christmas. Congratulations! Now what?

With most consumer drones these days, you can head straight out the door and have your new toy in the air in a matter of minutes. And your new toy would probably be in the air *only* a matter of minutes.

If you'd prefer your first time flying a drone not to include close-up shots of leaves, we suggest taking a deep breath, slowing down, and doing a few things before your maiden flight.

2 First and foremost, rip into that plastic bag holding the manual and pull it out. Then, actually read the thing. Seriously. Pay special attention to two items. First, memorize the button or sequence of buttons that initiates the 'return home' feature of the drone. This varies between manufacturers and models, but newer versions tend to have some kind of single button feature that will send the drone back to where it started. When you're first learning, this will be your most used flight control. This is also a good place to suggest you consider joining the Academy of Model Aeronautics for \$75, which, in addition to a magazine subscription, will get you some basic insurance cover should you crash.

3 The second most important part of the manual is the start-up procedure. Some drones need the controller turned on first, some the drone itself. Whatever the case with your model, make sure you know the sequence so that your drone can acquire satellites for GPS features and connect to whatever Wi-Fi or flight control system it uses.

4 Next, update the firmware. Even new drones often leave the factory without the latest updates, and you might be able to get some new features. In most cases, updating the firmware is just a matter of plugging the drone into your PC via a USB cable. Since the process varies by drone, check the manual (again, read the manual) or manufacturer's website for the precise firmware update method. Most consumers' questions will also be answered on the FAQ section of the site.

5 Okay, now you're ready for your first flight. Launch in an open, treeless area and head up a hundred feet or so right away. On most drones this means pushing the left control stick up for a few seconds. Then release and just sit there for a minute, keeping your eye on the drone. At this elevation, you should be clear of any obstacles.

6 Start by getting a feel for the basic flight manoeuvres: up, down, left, right. Pay special attention to how much the drone dips when you accelerate: With most models, you'll likely find you want a bit of acceleration as you head forward to maintain a constant altitude. Try some basic manoeuvres like a circling around in box, circle, and figure eight. This will help you understand how fast your drone responds to your input. Every drone is different, but the common thread in my experience with half a dozen different models is that gentle, slow movements are the best, safest way to fly. The last thing to remember when your drone is in the air is to relax. Small corrections, slow movements, and a cool head go a long way to making your drone a lot more fun!

Based on: www.wired.com

*Even new
drones often
leave the
factory
without the
latest
updates*

READING

- 1 (§1) The author of this text uses the phrase "a matter of minutes" twice to ...
 - ☐ emphasise the time it usually takes to launch the drone.
 - ☐ point out how easy it is to fly a consumer drone nowadays.
 - ☐ tell you with some irony that rushing to fly your drone is not effective.
- 2 (§1) What would be the correct paraphrase of the last sentence ("If you'd ... maiden flight.")?
 - ☐ For really good pictures you have to take your time and focus.
 - ☐ If you don't prepare before you start your drone may end up in a tree.
 - ☐ It is necessary to be very calm when you control your drone the first time.
- 3 (§2) What is the first thing you should learn from the manual?
 - ☐ How to make your drone fly back to you.
 - ☐ In what order you need to push a series of buttons.
 - ☐ Which version of the drone you have.
- 4 (§2) Why does the author mention the Academy of Model Aeronautics?
 - ☐ He says the Academy helps you learn to control your drone.
 - ☐ He advises that the Academy provides basic insurance and a magazine for a good price.
 - ☐ He points out that the Academy offers you help in case of an accident.
- 5 (§3) What is essential for the start-up procedure according to paragraph 3?
 - ☐ Check whether your drone has the GPS capability.
 - ☐ Check the Wi-Fi connection to control your drone.
 - ☐ The correct order of actions for your drone.

- 6** (§4) To get updates for your drone you'd better ...
- ☐ get some information from the manual or the website first.
 - ☐ get a USB cable and connect it to your drone and computer.
 - ☐ check the website if there are any new features that you want.
- 7** (§5) For your first flight you should go to ...
- ☐ a high place where there are no obstacles and sit down and enjoy.
 - ☐ any place where there are no trees and release your drone and watch it.
 - ☐ an open area and get your drone high up into the air immediately.
- 8** (§6) To keep your drone at the right altitude it is necessary to ...
- ☐ find out how much extra speed your model needs when you are moving it.
 - ☐ try making some basic manoeuvres like circles and eights when you've got it up.
 - ☐ use smooth and not too quick movements and make only small corrections.
- 9** What, according to the text, is the most important advice for beginners? Get yourself ...
- ☐ some insurance.
 - ☐ enough information.
 - ☐ lots of practice.

VOCABULARY

- 10** Fill in the right words. Choose from the list. There are two words too many.

accelerate – acquire – button – cover – estimate – launch – manual – manufacturer – sequence – tend to – toy – subscription

Ten tips for a smooth flight



-  Every drone that you buy on this website comes with a _____ that contains important information.
-  Mind you, this is not a _____ for children, so be careful with it at all times!
-  If you want your drone to fly, you first have to push the on/off _____ on the controller.
-  When you _____ your drone, make sure there are no trees which your drone could hit.
-  Some specialists _____ that sales figures will rise spectacularly in the next few decades.
-  If you're not satisfied with your drone, contact the _____ and ask for assistance.
-  You might want to insure your drone. If so, take care that you find insurance with excellent _____.
-  Some models _____ dip when you are making manoeuvres, so make sure you keep your speed up.
-  If your aircraft goes down, you only have to _____ to keep it up.
-  Get a _____ to the magazine of the Academy of Model Aeronautics to stay informed.

GRAMMAR

Genitive: 's / s' / of

 grammar - 18 - p. 70

Check the manufacturer's website.

Consumers' questions will be answered in the FAQ section of the site.

First, memorise the button or sequence of buttons.

11 Put the words in the right form. Use: 's, s' or of.

- a** Last week I met my old friend Will in the London Underground and I decided to go to his place with him, which is next to *(de bakker)* _____ in Edgware, about *(een uur lopen)* _____ from the station.
- b** He told me that he'd bought *(het speeltje van zijn buurman)* _____, a silver coloured drone in *(de stad Chester)* _____, which I think is very cool as I don't like *(meisjeskleuren)* _____.
- c** The reason his neighbour, whose name is Josh, wanted to sell it was a silly accident that happened in *(de tuin van zijn ouders)* _____.
- d** He'd read in the manual that in order to control the *(vlucht van zijn drone)* _____ he had to use the joystick located on *(de linkerkant van de controller)* _____.
- e** Well, he tried that, but when he accidentally touched *(een van de knoppen van het controle paneel)* _____ the drone dropped and fell into *(de verjaardagstaart van zijn zus Jess)* _____.
- f** You can imagine *(de reactie van iedereen)* _____. They were appalled! Especially his sister and his mum who were just having *(een kopje thee)* _____. He had really spoiled *(de middag van de vrouwen)* _____.
- g** By then *(het enthousiasme van Josh)* _____ had declined considerably and when he checked the website, he discovered that *(de vragen van de meeste mensen)* _____ were about similar accidents.
- h** The funny bit was that the drone had taken *(een paar foto's van de taart)* _____ before it landed in it. You should have seen *(het gezicht van Will)* _____ when he told me!

Word order

grammar - 13 - p. 63

You can have your new toy **in the air in a couple of minutes**.Even new drones **often** leave the factory without the latest updates.**12** Put the words and phrases in the right order to make complete sentences.**a** [decided] [Jack and I] [last week] [a drone] [on the internet] [to buy] [.]**b** [at Jack's] [at seven o'clock] [last night] [met] [We] [.]**c** [always] [doing] [have] [in the evenings] [liked] [things] [together] [We] [.]**d** [didn't accelerate] [enough] [first] [he] [launched] [probably] [the drone] [When Jack] [.]**e** [after a few minutes] [dropped] [into the pond] [It] [.]**f** [he told me] [that the repairs would cost fifty pounds] [this morning] [to Jack] [When I talked] [.]**g** [a drone] [bought] [have] [I] [if I had known] [never] [the financial consequences] [would] [.]**EXPRESSIONS****13 PAIR WORK** Work with a classmate. Have the conversation. Use the expressions (p. 173) for the words in italics. When you have finished, change roles, but this time use different variants of the expressions.**a** Statement: Drones are also used in wars.Reaction: (*Vraag om verduidelijking.*)**b** Statement: It is an unmanned aircraft that can take pictures and drop bombs.Reaction: (*Geef aan dat je twijfelt of ze gebruikt zouden moeten worden in een oorlog.*)**c** Question: Why do you think the use of drones is not a good idea?Reaction: (*Geef je mening: er zijn te veel onschuldige slachtoffers.*)**d** Statement: I would like to know more about drones.Reaction: (*Adviseer om op internet te gaan kijken.*)**e** Statement: Oh boy, I think I've lost my phone. Now I can't look on the internet.Reaction: (*Stel gerust en zeg dat hij/zij de jouwe kan gebruiken.*)**f** Question: Ah, thanks! I've found some pictures here. Do you know what a drone looks like?Reaction: (*Beschrijf dat hij de vorm heeft van een vliegtuig.*)**g** Statement: We should do something with this information.Reaction: (*Stel voor een artikel te schrijven voor de schoolkrant.*)**h** Statement: I think that's a great idea.Reaction: (*Geef aan dat je tevreden bent met deze reactie.*)

SPEAKING

14 PAIR WORK This exercise is a game which you can play several times. You describe an object.

USEFUL EXPRESSIONS

It's a sort of ...

It has the shape of a ...

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

It's made of ...

It has ...

EXAMPLES

Question: Is your object made of paper?

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

Question: Is it a gadget that you can use in the house?

Answer: No, it isn't. It is used outside.

- Your classmate asks questions. Change roles after every turn.
- Think of an object and make a few notes of its characteristics. 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. He/she is going to ask yes/no questions in order to get clues from you. Further questions to clarify what you said may be necessary. Write down the number of questions he / she needs.
- You'll give short answers in complete sentences. Always add a clue.

Tip!

Don't give the answer away too easily. The more questions your classmate needs, the more points you get.

- Once the object's been guessed you count the number of questions your classmate has needed. These are your points.

LISTENING

15-17 Watch the video online and do the assignments that you find there. You may use the writing space below.

- 18** **GROUP WORK** You're going to have a group discussion about drones. After the discussion one of you is going to present the outcome of the discussion to the rest of the class. Then you are going to evaluate the presentation.

First make groups of three to four. Discuss the following points and take notes.

Make sure everybody gets a chance to give their opinion on all aspects.

- What are drones used for?
- Where and when are they used?
- What new purposes for this technology can you think of (e.g.: for safety, environment, companies, games)?
- What rules for the use of drones may be necessary?

Then, one of your group presents your findings to the rest of the class.

For the presenter:

- 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 on body language.
- What does the body language of your audience tell you?

For the others:

Watch the presentations and pay special attention to body language.

REFLECTION

- 19** **GROUP WORK** You are going to evaluate the presentation. First, on your own, answer the following questions. Then discuss your answers with your group members.
- To what extent are you satisfied with your role in the discussion / presentation?
 - What would you do differently next time?
 - What did you miss in the presentation of your group?
 - What positive and negative points did you hear and see in the presentations of other groups?
 - What advice would you give your classmates who did the presentations?

4

YOU'LL BE ABLE TO

- understand important factual information in short texts
- understand the main theme and arguments in simple texts
- follow the 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.
- understand a clearly structured lecture and take notes

Grammar

- prepositions

Vocabulary

You can learn the vocabulary with the Study box (p. 170) and the vocab trainer.

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.

Reason 1: Children find it fun

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 channel 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.

Reason 2: It is an effective way of introducing programming to students

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.

Reason 3: It provides skills useful in future employment

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.

Reason 4: It is suitable for children with a range of abilities

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.

Reason 5: It demystifies a complex technology

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 equates to 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.

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

Based on: www.theconversation.com

READING

- 1 Skim the text. Look at the picture and read the title, the subheadings, the information under the picture, the first and last paragraph and the information on the author. Then answer the questions.
 - a This text ...
 - ☐ presents information and opinions about more than one side of an issue.
 - ☐ tells the reader how to do something.
 - ☐ makes clear how or why things are the way they are.
 - ☐ puts forward a particular point of view.
 - b The aim of the author is to have more ...
 - ☐ schools teach more practical lessons.
 - ☐ schools teach robotics.
 - ☐ students choose science over languages or humanities.
 - ☐ students enrol at Swinburne University of Technology.
 - c The picture of the robot and the students ...
 - ☐ explains what an educational robot is.
 - ☐ has no clear relation to the text.
 - ☐ presents one type of robot used in education.
 - ☐ shows what robots do best: teaching languages.

d Which part of the text is least developed in this text?

- ☐ the introduction
- ☐ the main body
- ☐ the conclusion
- ☐ none of the above: all parts are fully developed

2 Read the text in detail. Are the following statements true or false? Find evidence in the text for your answer. Write down the first two and the last two words of the relevant phrase or sentence. If the evidence is in one word you may write that down.

a §1 implies there may be too few students to make our society ‘future proof’.

b According to §2, a robot only acts and reacts in the way it was programmed by people.

c In §3 you can find the NAO robot as an example of a simple programmable robot.

d §4 claims that Information Technology can teach children to handle competition.

e §5 says robotics is a concrete and thus appealing way to learn how to program.

f According to §6, learning how to program will offer job security.

g §7 describes a range of children with various abilities.

h §8 says knowing more about robotics leads to realising the true value of robots.

3 Answer the questions.

a Which of the five reasons for teaching robotics given in the text would you think is most convincing? Explain why.

b What do you think the author finds the most important reason. Why?

c What are the “fears like these” in §8? Does the author have these fears too? Explain.

d Why can't Professor Sterling discuss robotics in schools independently?

VOCABULARY

4 Find the synonyms in the text. To help you the paragraph numbers have been added.

- a (§2) basically

- b (§3) available information

- c (§3) sets of materials

- d (§3) refined, complex

- e (§3) can be bought

- f (§4) study programme, contents of the lessons

- g (§5) illustrating

- h (§6) talent

- i (§7) especially

- j (§7) possibility to foresee

- k (§8) explain

- l (§8) is the same as

VOCABULARY EXTRA

Prefixes

Prefixes are short parts 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.



5 Every prefix has a general meaning. For example:

- de, dis, un* → do the opposite of, reverse the meaning, not
- inter* → between, among
- mono* → one
- mis* → bad(ly) or wrong(ly)
- poly* → many
- over* → too much
- out* → more or better
- pre* → before
- re* → again

Create the words that match the description. Use a prefix (de, dis, inter, mis, mono, out, over, pre, re, un) and one of the words below.

act – appear – arranged – cultivated – informed – lasted – syllable – worked – write

- a could be used longer than something else

- b have been given the wrong information

- c not very refined

- d pick up your pen and make another copy _____
- e short word _____
- f taken care of by others _____
- g vanish _____
- h when you have a burnout you're _____
- i work together _____



6 Change the words given so that they fit in the gaps.

- a This robot is really _____ (*price*). \$ 400? You must be joking!
- b Did you _____ (*heat*) the oven before you put in the meat?
- c You don't need to add the salt now. I think that's a _____ (*interpret*) of the recipe.
- d This robot doesn't work. I think it needs _____ (*program*).
- e My friends are not interested in science. They _____ (*like*) technology.
- f There is an _____ (*nation*) conference on robotics in Florida next month.
- g You need a _____ (*code*) in order to watch these TV programmes.
- h This robot looks mean. It has an _____ (*friend*) face.

GRAMMAR

Prepositions

 grammar - 32 - p. 85

In my experience, one **of** the most engaging ways **of** introducing IT **in** the curriculum is robotics.
Irobi can teach English conversation **through** installed programs.
There will be a need **for** people to be involved **in** programming.



7 Choose the right *prepositions*.

You should try this (at / in / from) home.
Have you ever made a robot (before / towards / since)?
Here are the parts you'll need to make one pocket-sized drunken robot.
I've had so much fun (during / for / over) the last few years!
And (among / between / without) doubt, you will have fun too.
Why not have a go (during / over / within) the holidays?

Step 1: Get your parts and tools

- 1 vibration motor (at / in / from) a pager or cell phone. You can find a similar motor on the internet though it seems distributors keep selling (from / off / out). Just about any tube-shaped vibration motor (on / with / without) two metal tabs will work.
 - 1 AG13 button cell battery.
 - 1 square inch (from / of / off) sheet tin, copper or other easy to work (about / from / with) metal sheeting. I'll be using 0.008" sheet tin (for / by / from) the local hobby store.
 - The PDF template
 - Pliers
 - Tin snips (or old crafty scissors you don't mind messing (on / over / up) to cut some tin.)
- Now that you have everything, let's get started!

Step 2: Cut the tin

Print (of / off / out) the template from step 1. Be sure to print it (against / at / to) 100% and transfer the design (at / in / to) your piece of tin. Cut it out and glue it (in / on / to) with some temporary adhesive.

Please be careful. Sheet metal can get really sharp. If you're afraid (for / of / off) hurting yourself, put on your gloves and safety goggles (before / for / since) you start.

Step 3: Make the holder for the battery

We want to make a solid connection (at / of / to) the side and bottom (at / of / off) the battery. To do that first bend the piece of tin up (at / in / into) right angles. Then place the battery (at / in / to) the middle and fold the arms (about / above / around) so it holds it securely.

Step 4: Prepare the motor

Our pager motor has two leads. One needs to be connected to each side of the battery (before / for / to) the motor to work.

If you're using a different motor, say one (at / by / with) wires, then you might need to use a soldering iron. Do not solder directly (at / in / to) the battery. Applying that much heat is dangerous and can cause the battery to burst.

Step 5: Mount the motor

Now we're going to complete the circuit (by / in / through) crimping the motor (*lightly!*) (into / from / off) the top pair of tabs. This will complete our circuit.

Then place the motor so that the bottom lead is (at / in / into) firm contact (at / to / with) the battery while the other lead is pressed (above / against / up) the metal of our tabs. (You might want to put a piece of paper or tape (near / over / towards) the top of the battery to keep our robot quiet for now.) Very carefully crimp this closed. You want the motor to stay (in / into / on) place.

Step 6: Enjoy!

If everything is working right, let it go. It should vibrate (around / beyond / over) drunkenly and only occasionally fall (about / behind / over). Make several, and have fun with them when you're (among / between / beyond) friends.

If you want to keep your robots ready (before / in front of / for) instant action, slide a piece of paper (among / against / between) the top of the battery and the motor lead. Pull it (off / on / out) when you're ready to see them go.

And don't forget: there's the robot club (at / by / with) Tim's in Leeds (at / in / on) Fridays!

LISTENING **8-12**

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

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WRITING

- 13** Choose an interesting TED talk about an innovative product. Write a short text of 75-100 words for your school paper about this product. Describe the product that you've seen in the TED talk and make clear why you find that product interesting.

EXTRA READING & WRITING

- 14** Find information on a product that is innovative and new. One long text or two shorter online texts of at least 700 words together. This could be something technical, but also a new medicine, a new type of fabric or any interesting new idea.
First write down the topic that you've chosen and the URL(s) of the site(s).
Then make a summary of the main positive aspects of the product or idea in 75-100 words.

5

YOU'LL BE ABLE TO

- write personal letters giving news and expressing thoughts about abstract or cultural topics
- read and grasp the meaning of correspondence related to your field of interest

Grammar

- indefinite pronouns: 'some' and 'any'

Vocabulary & expressions

You can learn these with the Study box (p. 171) and the vocab trainer.

Strategies

- reader orientation

TEXT

From: news@worldsolarchallenge.org

Subject: **World Solar Challenge update**

Dear Sir/Madam,

1 Traditionally, we 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, introduce our sponsors, and provide details about the next World Solar Challenge.

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 pioneer sponsor, the South Australian Tourism Commission, 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. Should there be any new developments concerning design issues, they will be communicated immediately.

6 We hope you will show renewed interest in the race and we are looking forward to seeing you again.

Chris Selwood,
Event Director World Solar Challenge

READING

- 1** Read the email about the *World Solar Challenge* and answer the questions.
- a** (§1) What is the function of §1 for readers? It describes ...
- ☐ an anecdote about previous editions to get the readers' attention.
 - ☐ the main topics of the letter.
 - ☐ the plans for World Environment Day.
- b** (§2) The word 'our' in "our history" refers to:
- ☐ World Solar Challenge.
 - ☐ World Environment Day.
 - ☐ The South Australian Tourism Commission.
- c** (§2) "Take for instance the online Team Tracker, which allows you to closely follow the progress of the teams during the Challenge." What is the Team Tracker an example of?
- ☐ The large amount of information that can be found on the website.
 - ☐ The possibilities for being involved in the World Solar Challenge from a distance.
- 2** Which two things are not yet certain in the programme for this year's World Solar Challenge? Quote the (parts of) the sentences in which these uncertainties are mentioned.



GRAMMAR

Indefinite pronouns: 'some' and 'any'

grammar - 21 - p. 72

I have been here for four days now. In **some** ways it seems a lot longer.
Does **anyone** know if emission taxes are effective?
Anyone can tell you that Australia is an immense country.

- 3** Read about the history of Tesla. Fill in the blanks using 'any', 'some' or a compound or phrase that contains one of these words.

Tesla Motors, Inc. is an American automotive and energy storage company. (Wie dan ook)

_____ knows that Tesla first gained widespread attention following their production of the Tesla Roadster, the first fully electric sports car. It was named for the famous inventor and electrical engineer Nikola Tesla.

It must have escaped hardly _____ that Tesla Motors has seen an enormous growth over the last few years. The company's sales have increased by _____ 1000% over the last three years. Anyone who ever drives a Tesla, will be impressed by its luxury and its power. There isn't _____ car to match it at the moment.

Tesla currently builds _____ in the range of 4000 cars a month. It was founded in 2003 by Martin Eberhard and Marc Tarpinning, who played an important role in the company's early development, until _____ called Elon Musk took over the main

executive functions. _____ Tesla has grown ever since, and is currently a thriving company. It seems that Tesla can be successful _____ in the world, since it now has factories in North America, Asia and Europe.

Based on: www.wikipedia.org

VOCABULARY

- 4** Complete the sentences below with one of the following words. There are three words too many.

agriculture – announcement – appoint – arrangement – assure – board – ensure – exhausted – propose – startle – sue

- a** I need you to _____ me that you will pay me back my money this week. I want to ensure that I'll have enough money for the festival next weekend.
- b** After a long meeting, the _____ has decided to put the plans into effect.
- c** My employer and I have agreed on a(n) _____ about how many hours of working overtime are acceptable per month.
- d** Our school is going to _____ a new English teacher.
- e** I need to go now. I _____ that we continue this conversation tomorrow.
- f** The computer company is going to _____ him for stealing online data.
- g** It won't be long until all the world's oil reserves have been _____.
- h** I'm sorry for barging in like this! I didn't mean to _____ you.

EXPRESSIONS

- 5** Learn the expressions (p. 173), then do the assignment. Use the expressions you've learned to formulate the following fragments of an email about solar energy.

- a** Begin een *formele brief*: leg uit dat je schrijft naar aanleiding van het krantenartikel over zonne-energie.

- b** Schrijf dat je vindt dat deelnemers aan de *World Solar Challenge* erg veelzijdig moeten zijn. *Onderbouw je mening met het voorbeeld* dat ze iets moeten weten van auto's, maar ook andere talen moeten spreken. Schrijf vier varianten van deze zin op, dat wil zeggen: druk de onderbouwing van je mening op vier verschillende manieren uit.

- c** Het is goed is dat de *World Solar Challenge* bestaat. Het probleem is echter dat de meeste mensen nog in auto's op fossiele brandstof rijden. Schrijf twee varianten van deze zin; beschrijf twee manieren om het probleem te *benadrukken*.

- d** Iemand schrijft: "The *World Solar Challenge* is a great way to promote environmental awareness." Je wilt aangeven dat je het *ermee eens bent*, maar *maak een kanttekening* dat sommige deelnemers meer geïnteresseerd zijn in winnen dan in het milieu. Schrijf vier varianten van deze *kanttekening*.

- e** Druk uit *dat je zeker bent* dat de *World Solar Challenge* een positief effect heeft op milieubewustzijn.

- f** Je vindt dat de *World Solar Challenge* het beste technische evenement ter wereld is. Druk *je mening* op vijf manieren uit.

- g** Laat weten dat je *ernaar uit ziet zijn antwoord te ontvangen* en schrijf een passende afscheidsgroet.

WRITING

- 6** You are going to write an email about the *World Solar Challenge* to a friend who is doing a teaching internship at a secondary school.
- a** Beschrijf (in de subjectregel) het onderwerp van de e-mail in maximaal vier woorden.
 - b** Schrijf een passende aanhef.
 - c** Schrijf in de eerste alinea dat je schrijft om informatie te geven over een evenement genaamd de *World Solar Challenge* en waarom je dat doet: je denkt dat het voor haar een interessant evenement is.

- d Schrijf dat de *World Solar Challenge* een opwindende race is met auto's die rijden op zonne-energie, over 3000 kilometer. Benadruk dat het echter vooral gaat om te laten zien wat er technisch allemaal mogelijk is met duurzame energie. Schrijf dat de race daarom ook erg interessant is voor scholen. Noem als voorbeeld het zogenaamde Schools Programme, waarmee leerlingen zelf leren werken met zonne-energie.
- e Schrijf dat de *World Solar Challenge* op de eerste zondag in oktober begint in Darwin en eindigt in Adelaide op de derde zondag in oktober. Schrijf dat de race daartussenin negen Australische plaatsen aandoet, zoals Alice Springs en Port Augusta. Schrijf dat je graag wilt opmerken dat de *World Solar Challenge* dus ook mogelijkheden biedt om meer te weten te komen over Australië. Schrijf dat je zeker bent dat leerlingen de *World Solar Challenge* interessant zullen vinden.
- f Als er nog iets is dat de ander nog wil weten, dan geef je graag nog meer informatie.
- g Schrijf een passende afsluiting.

STRATEGY Reader orientation

To decide which information to include, you can ask yourself the following questions:

- How much does the reader already know about the topic?
- Which information is absolutely necessary for the reader? Which information is not necessary, but nice to know? And which information is irrelevant?

- 7** You are going to write an email in which you give information about an event or product which you think is very innovative.

First, plan your letter (a, b, c), then write the email (d).

- a Write down the name of the event or the product you would like to write about.
- b Write down whom you would like to inform about this event. For instance: a friend, the editor of the school newspaper, the administrator of your favourite website, etc.
- c Decide which information to include in your email. Write down at least three points of information.
- d Write the email that you planned.
 - Follow the guidelines for writing emails.
 - Write an introductory paragraph in which you explain your purpose for writing and give a short description of the main topics (= points of information) of your letter. Write at least three sentences.
 - Write a paragraph for each point of information. Write at least three paragraphs with a total of at least twenty-two sentences.

REFLECTION

- 8** **GROUP WORK** Work together with three classmates. Read each others emails (assignment 7).
- a Work individually first. Provide feedback for each of the emails written by your group members for structure and for reader orientation.
 - b As a group, select the best of the four emails in your group. Make a short presentation in which you:
 - describe the structure of the best email: the topic of each paragraph;
 - show how the information in the email is relevant to the reader;
 - divide roles: who will say what during the presentation?
 - c As a group, present the best email to the class.
 - d Revise your own email for structure (each paragraph should have a specific topic and/or function) and language, taking into account the feedback of your classmates.

Study box unit 4

Lesson 1

ENGLISH

The nurse will administer the drugs to the patient.
Have you assembled that model plane all by yourself?
Don't attribute everything to bad luck.
Scientists have made a new medical breakthrough .
You might come across some old friends at the reunion tomorrow.
That scientist is committed to helping young inventors.
This invention dates back to the first decade of the 21 st century.
I am sure that you will enjoy yourself to your heart's content .
Don't give up too soon, just explore your opportunities.
Solar panels generate energy.
Some parts of the world grapple with overpopulation.
Improvement in technology helped Tesla succeed.
That inventor is known for his innovative solutions.
Do you have any other projects in the works ?
This is the machine that measures your heart rate.
He couldn't finish his invention on account of money issues.
I am afraid that things are going at a rather slow pace .
He wants to take out a patent on his new invention.
Because of the weather we had to postpone our plans.
Is difficult to predict who will win the young inventors award.
Your remark that the experiment has failed is a bit premature .
The jury was stunned by the teenager's invention.
What is your take on her new plan?
We left home at eight and arrived towards ten.
The invention will be used for vehicles , especially trucks.

DUTCH

toedienen
in elkaar zetten
toeschrijven
doorbraak
toevallig tegenkomen
zich inzetten voor
decennium
volop genieten
verkennen
opwekken
kampen met
verbetering
vernieuwend
in de planning
meten
vanwege
tempo
octrooi
uitstellen
voorspellen
voorbarig
stomverbaasd
mening over
tegen
voertuig

DUTCH

aankomen
aanpakken
aanwijzingen
afspraken hebben met
afspreken
afwisseling
balie
beledigend
benaderen
beschouwen als
d.w.z.
eigenwaarde
enorme invloed
gemeentehuis
goed van pas komen
huisarts
ijdel
(markt)onderzoek
merk
met betrekking tot
methode

ENGLISH

I always put on a few pounds during the holidays.
As a teacher you sometimes have to handle difficult situations.
We gave directions to the driver.
Why does she date older boys?
Let's arrange to meet in front of the station.
I like a holiday with a lot of variety .
Perhaps the man behind the counter can give us that information.
I'm fed up with your offensive comments.
There are more ways to approach this problem.
She regarded his remark as an insult.
I want a more realistic price, i.e. (that is) one that is lower.
Being good at school may boost your sense of self-esteem .
His grandfather's death had an impact on him.
The post office is opposite the town hall .
An umbrella would come in handy now.
I'm going see my GP about my headache.
She's too vain to wear glasses.
We are doing a survey on smoking.
What make of car does your dad have?
How's your interest with regard to world politics?
He had a unique approach to solve certain maths problems.

ondernemer	She's a successful entrepreneur with an eye for business opportunities.
onverschillig	She was indifferent to him, which was rather painful.
opladen	Can you charge my battery for me, please?
overschatten	Sorry, but I think the work of that artist is highly overrated .
oversteken	We can cross the street over there.
overstroming	The flood had reached the first floor of most houses.
serie	I'm following an exciting series on TV.
spijbelen	If you play truant , you will be severely punished.
uitbuiting	Inventors are often victims of exploitation by big companies.
vermindern	In my street cars must reduce speed to 30 km/h.
vermogen	He has the ability to put people's minds at ease.
voetganger	This is a pedestrian -only boulevard.
voordeel	What are the advantages of being an inventor?
voordringen	She tried to jump the queue at the cash desk.
vorderingen	Is Alexis making any progress on her new invention?
vreemd	Nobody understands his odd ideas.
wilskracht	Running a marathon is also a question of willpower .
zelden	We rarely see each other these days.

Lesson 2

ENGLISH

DUTCH

Is this the price we have to pay or are there additional costs?	extra
Tim is better at arithmetic than at foreign languages.	rekenen
When my mum finds out, she'll berate me for it.	een uitbrander geven
Our decision should be free of bias and based on facts.	vooordeel
Dad tried to catch me out with his questions but I stuck to my story.	iemand op een fout/leugen betrappen
She called him a crank because of his strange theories and ideas.	rare vogel
The current prices of houses are quite high.	huidig
Most countries denounce terrorist acts.	veroordelen
She was annoyed and looked at him with a disdainful look.	minachtend
We were dismayed by the exam results.	ontsteld
Can you elaborate on that terrible statement you've just made?	dieper ingaan op
Can you explain this difficult equation for me, please?	vergelijking (wiskunde)
He intends to extract all information from the world around him.	halen uit
She'll go berserk when she hears she's failed her exam.	door het lint gaan
He plays one of the two major roles in the film.	belangrijkste
He pointed out to us that we might return later than expected.	erop wijzen
These works of art that must be kept for posterity .	nageslacht
Daniel hated to be put down by his teacher.	vernederen
The vet had to put down our 15-year-old dog.	afmaken
I've read an interview with that renowned mathematician.	beroemd en gerespecteerd
He is a resident of the Isle of Man.	inwoner
The songs will be played in a random sequence .	volgorde
Sometimes they simplify novels so that children can also read them.	vereenvoudigen
The company tried to sweep the evidence under the carpet .	(iets) in de doofpot stoppen
He is known for his skills and untainted reputation.	smetteloos

DUTCH

ENGLISH

(zich) aanpassen	She can easily adapt to new circumstances.
benadrukken	I want to stress the importance of learning languages.
beu zijn	I'm fed up with your excuses for being late all the time.
de moeite waard	This is a worthwhile film about Asperger's.

duidelijk	It's obvious that we will lose if we play as badly as this.
een bezoek brengen	Let's pay Steve and Ava a visit .
een op een	He had a one-to-one class in maths.
erop staan dat	I insist that you let me buy you a drink.
erop wijzen	I'd like to point out that there are a few risks with that plan.
gaan doen aan (sport, hobby, etc.)	When I stop playing tennis I'll take up running.
gehoorzamen	That child doesn't obey her parents at all.
gekochte	My recently purchased phone is not working properly.
harder zetten	Can you turn up the radio, please? It's my favourite song.
het verhaal speelt zich af	The story is set in the south of England.
hoofdpersoon	Who is the main character in the film <i>X plus Y</i> ?
immers	Why call Rick? After all , he won't join us anyway.
in goede conditie blijven	What do you do to keep in shape nowadays?
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.
minderheid	Only a minority of people have been to see that film.
opdagen	He didn't turn up at the party until 11.39 p.m.
oppakken (figuurlijk)	We will take up your suggestion and carry it out.
opvoeden	He's had to raise his children all by himself.
overweg kunnen	How are you and Dennis getting along ?
plaknotitie	Put sticky notes on the most important pages of your book.
prikkelbaar	She's rather touchy today so be careful what you say.
spanning	Is there a lot of suspense in the film you saw last night?
spoedig	I'm sure the others will follow us before long .
stoornis	A mental disorder is usually first diagnosed in childhood.
ter sprake brengen	I hope he will bring up the matter with his boss.
toevallig (zien, tegenkomen)	You may come across some old friends at the reunion tomorrow.
toevallig	Incidentally , I met your brother at a party last night.
uiteenlopend	The problems we're facing are diverse .
uitzonderlijk	Winning a medal in a maths Olympiad is an exceptional achievement.
verdragen	I can't bear the suspense!
verkwisten	Sorry, but I think they waste a lot of time on meetings.
verzonnen	All of the characters in the story are fictional .
voorspellen	It's hard to predict the outcome?
vorderen	How's the band you play in getting along ?
waardevol	My teacher has given me some valuable advice.
zich aanmelden (voor iets)	Why don't you sign up for our digital newsletter?

Lesson 3

ENGLISH

This car has excellent **acceleration**.

He had underestimated the **backlash** from his angry fans.

There was a **collision** of two drones in the sky.

There was a **complimentary** bottle of wine in our hotel room.

The **decline** of the economy led to a lot of poverty.

We were given info about the **elevation** and the speed of our plane.

I don't fully **grasp** what the manual says. Can you help me?

Not being allowed to enter his school is a **harsh** punishment for him.

The police have not given any information about the **inquiry**.

We made a tour of a **medieval** castle.

He took out a **mortgage** to finance his film.

DUTCH

versnelling

negatieve reactie

botsing

gratis

achteruitgang

hoogte

begrijpen

streng

onderzoek

middeleeuwen

hypotheek

I can't say that your bedroom looks neat and tidy, son.	netjes
He couldn't finish his invention on account of money issues.	vanwege
Lots of employees change their sitting posture .	lichaamshouding
Drones are predominantly bought by men.	voornamelijk
Unemployment rates have gone up this year.	cijfers
Do you recollect the time we flew in a helicopter?	zich herinneren
My dad had some reservations about buying a drone.	twijfels
The novel, on which the film is based, retails for €20.	te koop zijn voor
When he fought his opponent, he was ruthless .	meedogenloos
She tried to squeeze all the juice from the orange.	persen
On the motorway there was a 5-kilometre tailback .	file
Are you always so uptight before an exam?	zenuwachtig
Can you wrap this present in paper for me, please?	inpakken

DUTCH

ENGLISH

aan een verzoek voldoen	I am afraid we cannot comply with your request .
aandacht besteden aan	The program will cover two subjects.
aangesloten	Take care that the device is plugged in .
abonnement op	Do you have a subscription to the newspaper?
bedieningspaneel	Do you know how to operate this control panel ?
besturing	Now, activate the drone's control .
betaalbaar	The longer you wait, the more affordable drones will become.
bij voorkeur	He wants to move to another part, preferably the South.
bovenal	First and foremost , read the manual before using the drone.
dekking	I only have some basic insurance coverage .
een belangrijke bijdrage leveren	Small donations can go a long way .
fabrikant	Manufacturers have produced 15% more cars this year.
geneigd zijn om	Deborah tends to be emotional when she talks about her children.
handleiding	To operate the drone first read the manual .
kenmerk	What are the characteristics of a military drone?
knop	Press the red button for take-off.
lanceren	I usually launch my drone in a treeless field.
luchtvaart	As a pilot he works in the aviation industry.
mild en voorzichtig	Start the massage with gentle movements.
minder belangrijk	We only have a few, minor problems.
omlaag gaan	Manufacturers expect sales not to dip .
onbemand	Lots of aircrafts are unmanned nowadays.
ongetwijfeld	He will undoubtedly come round if he promised to do so.
reeks	On the control panel there is a sequence of buttons.
rode draad	Expertise and service form a common thread through our activities.
scheuren	She was eager to rip the bag open.
schoolkrant	In the school paper there are articles about computer science.
speeltje	For a lot of adults a drone is an interesting toy .
tegenwoordig	I don't often see Ralph these days .
ten goede	The situation hasn't changed for the better .
tenminste	At least , that's what I think.
uitrusting	Do you take your diving equipment when you go on holiday?
variëren	The diamonds vary in size.
verbieden	Do you think they should ban drones in residential areas?

verder, bovendien	She's kind. Furthermore , she's talented.
vergelijkbaar met	The situation in the Netherlands is comparable to that in England.
verkrijgen	By offering great service a company can acquire a good reputation.
versnellen	Manufacturers are trying to find ways to accelerate the process.
vrij van	Today the car park has to be kept clear of cars.
woonwijk	I live in a residential area of a busy town in Spain.

Lesson 4

ENGLISH

DUTCH

To study robotics interest and aptitude would be welcome.	aanleg
Good English fluency is an asset if you want to work for this company.	voordeel
There are a lot of jobs at stake with the coming of robots.	op het spel
I don't understand her aversion to technology.	afkeer van
This school caters for children with learning difficulties.	bedienen
Soon a robot will do my chores in the house, I hope.	taken
Robotics has seen consistent high growth.	constant
Will robotics become part of the school curriculum ?	leerplan
This book aims to demystify the complex world of robotics.	verduidelijken
Do you derive much pleasure from playing music?	ontlenen aan
Will there be fewer drawbacks of living alone if you have a robot?	nadeel
Customers equate the name of this product with quality.	gelijkstellen
Success does not always equate to wealth.	gelijk staan aan
That young man's invention will exceed the experts' expectations.	overtreffen
These new buildings exemplify the city's economic growth.	als voorbeeld dienen
You need to gather more information before you start.	verzamelen
During the building of this machine his advice was invaluable .	van onschatbare waarde
You can take a band aid from that medical kit over there.	doos, pakket
The prices they charge for their service are absolutely outrageous .	buitensporig
A robot can perceive its environment by means of sensors.	waarnemen
My mum complains my dad is too much preoccupied with his work.	in beslag genomen door
I have no reason to question her side of the story.	in twijfel trekken
Have you been able to resolve the conflict?	oplossen
He's supposedly ill, but I have my doubts.	zogenaamd
Does the figure have the shape of a circle or a triangle ?	driehoek

DUTCH

ENGLISH

aanpakken	It won't be easy to address that problem efficiently.
aantrekkelijk	I'm told social robots have appealing advantages.
afstandsbediening	Can you pass me the TV remote control , please?
bedoeling	Sorry, it was not my intention to hurt you.
betreffen	Many articles in the papers nowadays concern robots.
bezwaar maken tegen	Why do you object to your son buying a robot?
boeiend	Visiting a factory of social robots was an engaging experience.
communiceren met	These robots are used to engage with elderly people.
ernstig	She sometimes suffers from severe headaches.
geduld	Teachers should have patience with their pupils.
handig	Having a robot to do the household chores is convenient .
heeft een enorme vlucht genomen	The drone industry has really taken off .
herstellen	We've been able to restore our damaged relationship.
in dienst hebben	These two companies employ 2,500 people.
in wezen	Essentially , school subjects should be useful and not fun.

keuze	Failure is no option in this company.
kijker	How many viewers have seen the documentary?
knipperen (van licht)	Why is he flashing the lights of his car?
ledematen	A motor enables a robot to move its limbs .
middel	A school should have enough resources to educate its pupils.
mogelijkheid om te ontwikkelen	He's got a lot of potential .
nabij	We will see sophisticated devices in the foreseeable future.
neerkomen op	The damage will amount to \$700.
niets vermoedend	Unsuspecting internet users were being hacked.
opscheppen	She likes to boast about her children's achievements.
overslaan	I think I'll skip breakfast today.
perron	The train leaves from platform 6b.
rekenen op	Can we always rely on a robot in the house?
verkeerd ingelicht	I'm afraid you have been misinformed because it's not true.
verkrijgbaar	These books are no longer obtainable , I'm afraid.
vernieuwing	Real innovation creates value for which customers will pay.
volgens	According to the minister, lots of jobs will be created.
volgens (wet, regel)	You should have acted in accordance with the instructions.
voorspelbaarheid	The predictability of evening rain around here is high.
waarschuwen	I'd like to warn you against the risks of cybercrime.
worstelen	Some schools struggle to survive because they have so few pupils.
zich lenen voor	Will robots also lend themselves to activities in water?
zielig	I find the way you bullied her really pathetic .

Lesson 5

ENGLISH

DUTCH

Drive carefully because there's a sharp bend in the road over there.	bocht
He made a bold attempt to break the previous record.	dapper
I can't see well through this blurred screen.	wazig
I don't quite comprehend these technical details.	begrijpen
The newspaper had distorted his words.	verdraaien
The driver of the car was distracted by a mosquito in his car.	afgeleid
Please, enclose a passport photo when you write us.	bijsluiten
The intern seemed far too young to be competent.	stagiaire
Turn left at the junction .	kruispunt
I was talking to a solar car manufacturer .	fabrikant
I need some pincers to cut these wires.	nijptang
We can't take that preposterous accusation seriously.	belachelijk
How do we proceed from here?	verder gaan
We'd like to propose a few necessary changes.	voorstellen
It's not wise to take rash decisions.	overhaast
When will two companies ratify the renewed contract?	bekrachtigen
There are a number of rules and regulations for owners of solar cars.	voorschrift
You have to be resourceful to come up with an original solution.	vindingrijk
We stayed in a self-catering cottage during the holidays.	met een keuken
Are the new changes temporary or structural ?	blijvend
Please, submit your application form before 1 July.	indienen
The angry customer said he'd sue the car manufacturer.	aanklagen
The driver jumped out of the racing car whilst he was still driving.	terwijl
She had prepared a lot for that exam. Yet , she didn't pass it.	niettemin

DUTCH

ENGLISH

aanklagen	They're going to sue him for cheating.
aankondiging	Have you seen the announcement about the solar race?
aanstellen	I hope they'll appoint a better manager than the previous one.
afhankelijk zijn van	We depend on the weather.
afpraak	Arrangements about the yearly payments have been made.
afval	Please, put your rubbish in that bin over there.
autoband	Oh, dear. I've got a flat tyre .
bestuur	The board has ordered the plans to be carried out immediately.
broeikaseffect	The greenhouse effect is a serious environmental problem.
duurzaam	A bike is the most sustainable means of transport.
evenement	Is the World Solar Challenge an annual event ?
garanderen	The government has ensured that polluters will pay more tax.
gereedschap	What tools do you need to repair my bike?
gewas	They grow crops like lettuce and tomatoes.
iets ongestraft kunnen doen	Did he really get away with fraud?
kernafval	Where does the nuclear waste from the power plant go?
landbouw	How much of the land is used for agriculture ?
mensheid	Mankind has always been fascinated by fire.
miezeren	I love Paris in the winter when it drizzles .
milieubeschermer	Environmentalists are against drilling for oil.
milieu	We should do more to keep the environment clean.
mits	We will proceed as planned, provided it doesn't start to rain.
omzet	What's the annual turnover of this company?
ondertussen	It was raining. In the meantime , we had to wait.
ontwijken	Please, don't try to evade the question.
oogst	I hope we'll have a good harvest this year.
opgeschrikt worden	I don't like to be startled by sudden noises.
opwindend	Wearing VR glasses was a thrilling experience.
schaars	Tomatoes are scarce this year, due to the weather.
schadevergoeding	Are you going to claim damages against them?
(laten) schrikken	I didn't mean to startle you.
spuiten	They always spray chemicals on crops, don't they?
stage	I'm doing an internship in Leeds to improve my English skills.
stuur (auto)	Keep your hand on the wheel while driving!
ten goede komen van	The new government plans are expected to benefit the environment.
tenzij	We will proceed as planned, unless it starts to rain.
uitdaging	It's a challenge to have less pollution each year.
uitgeput	The drivers were exhausted after the Solar Race.
uitlaatgassen	Emission gases will make the greenhouse effect worse.
uitvoeren	When are they going to carry out their plans?
veelzijdig	She's a versatile actress who can play any role she is asked to play.
vervuiling	Factories are responsible for much of the pollution in the world.
voorstellen	It is proposed that the Solar Challenge Races are in October.
zogenaamde	I don't believe his so-called accident as an excuse for being late.
zonne-energie	More and more, solar energy will replace fossil fuels.

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?

Benadrukken van een probleem *Emphasising a problem*

It raises the problem that ...
 The real problem is ...
 It highlights the problem that ...

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 ...
 I look / am looking forward to receiving your answer.

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!

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 a critical remark*

I'd like to remark that...
 Mind you, I do think that ...
 On the other hand...
 That may be true, but ...

Mening geven *Giving your opinion*

In my opinion ...
 I think ...
 I'm sure that / 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.)

Verduidelijkende vragen *Asking for clarification*

I beg your pardon?
 Would you mind repeating that, please?
 Sorry, I don't follow you / 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.

Iets 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.)

Zekerheid uitdrukken *Expressing certainty*

I'm (utterly) convinced ... (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	 grammar p. 54-64
Auxiliaries (<i>moeten</i> and <i>willen</i>)	 grammar p. 77 & 78
The continuous forms of the tenses	 grammar p. 55-58
Genitive	 grammar p. 70
Word order	 grammar p. 63
Indefinite pronouns 'some' and 'any'	 grammar p. 72

Notes



1 2 3 4 5

Unit 5 Global Appetites

This unit tackles subjects from all around the globe: from travelling families to the future of food; from American life to ways to celebrate the summer solstice.

LESSON 1: READING & LISTENING	176
Travelling families and world-schooling	
LESSON 2: READING	182
The Future of Food	
LESSON 3: SPEAKING	189
FOR SALE 47 Camino Por Los Arboles	
LESSON 4: READING & LISTENING	196
Review Americanah	
LESSON 5: WRITING	203
Celebrate the summer solstice	
STUDY BOX	210

1

YOU'LL BE ABLE TO

- read fiction and non-fiction, understanding the whole text and details
- understand most documentaries and other audio material and identify the speaker's mood and tone
- write short, simple essays on topics of interest

Grammar

- auxiliaries:
can / could / be able to /
be allowed / may / might

Vocabulary

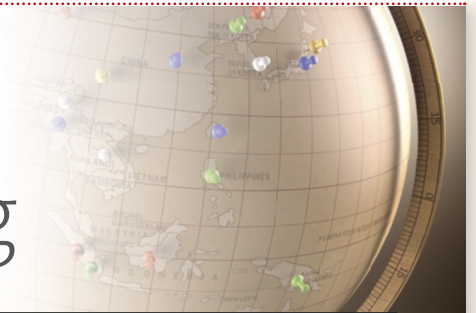
You can learn the vocabulary with the Study box (p. 210) and the vocab trainer.

Strategies

- marking information texts
- KWL: know, will / want to, learn(-ed)

TEXT

Travelling families and world-schooling



1 World-schooling, adventuring, life-learning, whatever you call it, more parents are doing it – if the proliferation of blogs and books by families on round-the-world trips is anything to go by. Driven by a desire to spend a greater amount of time with their children, escape the pressures of work and discover new cultures and lifestyles, a growing number of parents are jacking it all in, taking the kids out of school and setting off on an adventure.

2 David and Debs Hurst's three-month mission to visit their Facebook friends, with their sons, aged six and four, turned into an extended campervan trip across 13 countries, which they dubbed "education by astonishment", visiting people and places with a "wow factor". "To our minds, they are able to learn in a more interesting way. We don't know if we're right, but it's our gut instinct. We don't have a TV in the van and the boys only have one small box of toys each. We encourage them to spend as much time as possible outside," says David.

3 For many travelling families, home-schooling is not just a consequence of travel, but part of the attraction. Overall, home-schooling is on the rise. Local authority figures released at the end of last year show a 65% increase in children recorded as home-educated in the UK over six years.

4 Whether parents choose to home-school on the road, like the Hursts, or more radically "unschool" (whereby children may learn at their own pace – or not), the Department of Education takes a dim view of any time away from school. "Obviously, we cannot condone it. Children must receive a suitable education. Even missing a week of school affects children's attainment," said a spokeswoman.

5 It's no surprise that the government disapproves, driven as it is by targets and goals – the precise thing many parents are trying to get away from. But are there other reasons why long-term travel is a bad idea? Could those kids be just as happy and learn as much by doing activities each weekend? Are these parents just being selfish?



6 In a recent debate about taking term-time holidays, philosopher Julian Baggini stated that some parents might be dishonest about their motives. “The value of out-of-school learning is real, but often a convenient alibi for selfishness,” he wrote. When it comes to long-term leave, Baggini is more understanding. “I think it is probably true, and not just self-serving, that children gain more from spending an extended time abroad than the equivalent in a school. Partly, it’s because diversity of experience is generally good in itself.”

7 Most round-the-world family blogs hail the experience as life-changing in the best way possible, illustrating gushing blog posts with snaps of beaming children in exotic places. Few admit that it could be tough. Lara Pennington-Ellis, a British single mum based in Barcelona who set off on a round-the-world trip with her eight-year-old son in 2015, is one exception.

8 “It’s a wonderfully romantic idea but the reality is much harsher,” she says in one post, admitting that being together with her son 24/7 can feel claustrophobic. “I’m loving our intense time together but I’m also missing my personal freedom and adult conversation.”

9 Her take on home-schooling is far from rosy, too. “World-schooling sounds easy-going but it’s actually the hardest hour of the day, to knuckle down and do maths / Spanish / English / handwriting homework. We are not your typical hippie family!”

10 These are luxury ‘problems’, of course. Any talk of round-the-world travel – let alone complaints about it – will rile a large portion of the population. But it’s refreshing to hear a few gripes among the sea of breathless accounts, especially at this time of year, when more parents than ever will be fantasising about escape. Could you travel the world with your parents?

Based on: www.theguardian.co.uk

READING

STRATEGY *Marking information in texts* strategies - titel - p. 10

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.

- 1** First, read the statements below. Then, read the text and decide whether the statements are true, false, or whether the issue is 'not mentioned' in the text. When you choose true or false, explain your answer by quoting the first two and last two words from the sentence in which you can find the answer.

a Most parents do not care about their children's education.

b The government states that skipping school for a short period can also affect performance.

c From §1-4, it already becomes clear that the author is against the school system.

- 2** What does the philosopher Baggini say regarding parents' motivations in §6? Explain in your own words.

- 3** Which statements apply to Lara Pennington-Ellis (§7-8)?

- ☐ She is a blogger.
☐ She wishes she had not started travelling the world with her son.
☐ She thinks doing school assignments is the most difficult task every day.

- 4** A longer text often contains subheadings. Write down the numbers of the paragraphs that match the following headings.

Governmental scrutiny _____

The other side of the coin _____

A family's journey _____

Escaping reality? _____

Parents as egocentrics? _____

VOCABULARY

- 5** Fill in the correct words in the sentences below. Choose from the following words. There are two words too many.

abroad – accounts – astonishment – benefit – encourage – harsh – literacy – profound – proliferation – rile – scrutiny – selfish

- a** It seems as if the government does not want to _____ world-schooling.
- b** To my _____, the Department of Education might actually allow long-term leave in the future.
- c** Choosing to travel the world with your family could have a _____ influence on your life.
- d** Research has shown that universities may see a rise in the number of internationally-oriented students who would like to study _____.
- e** Many blogs and vlogs feature interesting _____ of parents who are able to travel the world with their children.
- f** Just reading books and stories from around the world can increase your _____.
- g** While more and more people are cruising the globe, schools are under close _____ to ensure that their students follow all lessons.
- h** Many companies and corporations acknowledge that studying or living abroad is a significant _____.
- i** The _____ of many different types of studies to choose from might make it harder for students to make a good choice.
- j** In a recent letter to Parliament, the Secretary of State for Education delivered a _____ critique of government policies so far.

LISTENING

- 6-11** Watch the video online and do the assignments that you find there. You may use the writing space below.

☐	
☐	
☐	
☐	
☐	
☐	

GRAMMAR **Auxiliaries: can / could / be able to / be allowed / may / might** grammar - 25 - p. 77

The government **cannot** condone leaving school early.

It is remarkable that we **were allowed to** home-school our children.

In the future, we **might / may** modify our school programme.

So far, I **haven't been able to** travel to the Philippines.

- 12** Read the following story about Barley, a VolunTourist. Fill in the correct forms of one of the following *auxiliary verbs* below.

be able to – be allowed to – can – could – may – might

Let me introduce myself: I'm Barley, I'm 19 now and I have lived in Rotterdam for 14 years. I was born to a Dutch father – a sailor – and a Filipina mother. Since my father was handicapped in an accident on a freighter, we (**a hebben niet kunnen**) _____ travel abroad.

Fortunately, I (**b mocht**) _____ finish my education programme.

At that school I felt proud that I (**c kon**) _____ to present my *profielwerkstuk*, which was about enhancements to our school system and my desire to study and work in the Philippines. During that presentation I (**d kon**) _____ to explain why I wanted to visit my mum's country so much. At the time I could not have believed that I (**e ooit in staat geweest zou zijn**) _____ travel to the Philippines.

From the moment I left secondary school I've been trying to find an organisation through which I (**f zou kunnen**) _____ to go to my mum's home country. To my astonishment, I got a call from a VolunTourist organisation. I was told I (**g heel misschien**) _____ be a suitable person for the project they were starting.

Six months later I arrived in the Philippines. I discovered that literacy was low and that a cultural revolution (**h zou misschien kunnen**) _____ take place there. I saw that the people (**i niet hadden kunnen**) _____ develop the infrastructure of their country for more than half a century. However, I also noticed a profound desire for improvement among the poor. This new belief may lead to major change. With a little encouragement from abroad, the locals (**j zullen kunnen**) _____ turn the present-day slums into a healthy environment for all citizens. I worked there for nearly a year.

If I had wanted to I (**k had kunnen**) _____ stayed there for another year. But I wanted to pursue my career in the Netherlands. On my flight back I happened to read the following about the Philippines: "You (**l misschien**) _____ think that because 70% of the 85 million residents of the Philippines still live in poverty they (**m niet kunnen**) _____ be happy. However, they rank amongst the world's happiest people. Looking through Western European eyes, one (**n heel misschien**) _____ believe that such statistics could be wrong." Anyway, I'm glad that I (**o mocht**) _____ to work there and I hope that I (**p zal mogen**) _____ work there in the future.

- 13** Follow the instructions below. Make sure you use the appropriate auxiliary verb in each sentence.
- Zeg dat veel leerlingen misschien wel het verlangen hebben om in het buitenland te studeren.

 - Vraag aan je leraar waarom jullie niet je eigen cursussen mogen kiezen.

 - Vraag aan je klasgenoot of hij je de verspreiding van smartphoneverslavingen uit kan leggen.

 - Stel dat je denkt dat je in staat bent om voor grote bedrijven te werken.

WRITING

- 14** There are students that would like to change the school system. Some would like to choose their own courses. Others would like to study abroad.
Write a composition for your school paper in which you respond to the following statement:
Students should decide their own route through education and should be able to choose their own courses.
Use between 300-350 words and divide your composition into no fewer than four paragraphs.
- Introduce your topic by explaining the reason why you are writing and repeat the statement in your introduction. You may agree or disagree and are also allowed to slightly modify it.
 - In your body paragraphs, elaborate on your arguments for this statement.
 - Conclude your composition by briefly summarising the most important points and giving advice to your school or government.
 - You may base your composition on your experiences with the October Writing Contest in unit 1.

EXTRA LISTENING & WRITING

STRATEGY KWL: Know, Want to know, Learned

An effective strategy to expand 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 about or listening to it.

Want to know: think about what you want to know and what you expect to learn.

Learn(-ed): consider what you've learned afterwards, and how it compares with what you expected to learn.

- 15** Watch a BBC / CNN / National Geographic / Discovery Channel documentary (≥30 minutes), preferably about travelling or other international 'appetites'. Do the following tasks before, while and after listening. Use at least 40-60 words for steps **b-c**.
- Before listening:
 - write down the title and website and the length of the documentary;
 - write down what you already know (keywords, terms or phrases) about the topic;
 - look at the fragment's description, write down three open questions you want to answer by watching the video.
 - While listening:
 - write down two surprising or new ideas, two ideas you doubt and two things you do not understand well;
 - pause the documentary and look up the words you are not familiar with in a dictionary. Write down translations or descriptions of important words.
 - After listening:
 - write down three important things you've learned, and how they compare to what you wanted to learn.

2

YOU'LL BE ABLE TO

- find information, ideas and opinions from specialist sources within your field
- take part in discussions about familiar topics through social media

Grammar

- passive

Vocabulary

You can learn the vocabulary with the Study box (p. 211) and the vocab trainer.

Strategies

- orientation
- guessing the meaning of a word

TEXT

The Future of Food



Caterpillars
have a
nutty
or fruity
taste

1 *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.*

2 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.

Who eats insects?

3 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 (to be more specific enoki-pine 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.

4 While in African countries insects are mostly eaten by the natives, in Southeast Asia, a plethora 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.

5 The most delicious insects? Globally, beetles and caterpillars are consumed as much as all other edible insects taken together. However, bees (as my brother can attest to), wasps and ants are popular too, accounting for a whopping 14% global insect consumption. Cicadas, locusts, crickets, dragonflies and flies are not spared either.

6 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 disconnect, perhaps unsurprisingly, stems from the westernisation of diets and cultures.

Why do most of us find eating insects disgusting?

7 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.

8 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 counterparts, 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.

9 Funnily enough, the five billion people who are 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 readily contain “insect fragments”- heads, thoraxes, and legs – and even whole insects. (I won't tell you about the rat hair limits...) Fig paste can harbor up to 13 insect heads in 100 grams; canned fruit juices can contain a maggot for every 250 [millilitres]; 10 grams of hops can be the home for 2,500 aphids (...).”

10 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.

Are insects really the future of food?

11 Last month, the UN released a comprehensive 185-page document advocating the rearing 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 socio-economic 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! And when used as animal feed, insect-based feeds are

comparable to the popular soy-based or fishmeal formulae, currently used today.

12 The Economist has a great graphic that showcases 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.”

13 Insects also emit fewer greenhouse gases and ammonia than cattle or pigs and require less land for rearing. 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 zoonotic infections may well be less significant than the very real risk posed by cattle, pigs and poultry, from which deadly influenza strains have emerged.

14 Importantly, consumption of insects can bring direct and relatively rapid societal benefits. Rearing and processing of insects can be performed at a relatively artisanal stage 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.

15 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 rearing 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.

16 Turns out my brother was a bit of a visionary then. Eating bees is well worth being proud of. (Also, I'm a pescatarian 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

STRATEGY Orientation

strategies - oriënteren op de tekst - p. 10

By looking at the text, the pictures, and the title you can predict what the text is about.

- 1** Look at the text and the pictures. Read only the title, not the whole text. Then think of three reasons why insects could be the future of food. Write them down.

STRATEGY Guessing the meaning of a word

strategies - receptieve woordenschat - p. 6

If you don't know the meaning of a word you can guess its meaning by reading the context.

- 2** **PAIR WORK** First write down 10 words from the text that are not in the study box and you don't know the meaning of. Read the context of those words.

a Can you guess their meaning? Write down your guess in English.

- b** Now team up with a classmate. Discuss and compare your words and the guessed meanings. Then look up the words in a dictionary or on the internet. Were you right?

- 3** Skim the text and read the following statements. Decide whether the statements are true or false.

- a** The United Nations have published a report that suggests everyone should eat insects. _____
- b** The author's brother is mentioned to prove how easy it is to eat insects. _____
- c** The main obstacle is that people don't like the idea of eating insects. _____
- d** The author has doubts about insects as the future of food. _____
- e** The author is in favour of slow change. _____

- 4** Now read the whole text and match the paragraph numbers with the summaries. You can choose from:

1 and 2 – 3 and 4 – 5 and 6 – 7 and 8 – 9 and 10 – 11 and 12 – 13 and 14 – 15 and 16

- a** Before we can all become insect-eaters some measures have to be taken. Nevertheless, the author clearly sees positive benefits. _____

- b** In two different parts of the world insects are eaten by different groups of people. _____
- c** Keeping insects is rather simple and can provide an income for people who can't invest much. Also it has a positive influence on the environment. _____
- d** On the one hand there are people who eat all kinds of insects, on the other hand there is a group that is appalled by the idea. _____
- e** People who were used to eating insects stopped because they were told it was disgusting or dangerous. _____
- f** The need for food for the growing world population asks for measures. Why not eat insects? What's more, we all eat insects unknowingly already. _____
- g** The story of a bee eating boy is used to introduce the subject along with some numbers about insect-eaters. _____
- h** Two publications state that eating insects is very efficient in more than one way. _____

5 Choose the correct answers.

- a** (§3 and §4) How does insect consumption differ between Southeast Asia and the Congo?
 - ☐ There is a difference in the type of insects, the quantity, and also who eats them.
 - ☐ There is no real difference. Insects are often eaten in both parts of the world.
 - ☐ The natives in Southeast Asia eat fewer insects than the tourists, whereas in the Congo it's the other way round.
- b** (§6) Read the sentence: "It seems weird that such a common practice is frowned upon so much by others, isn't it?" Why do people frown upon it?
 - ☐ People who eat insects regularly are surprised that others don't.
 - ☐ People who never eat insects find eating insects weird.
 - ☐ Those who want to convince others find it very difficult.
- c** (§8) What proves that Westerners "took no notice of Sanambele's population and culture"?
 - ☐ Children were forbidden to eat grasshoppers because they were toxic.
 - ☐ Growing cotton was not in the interest of Malian farmers.
 - ☐ They advised using pesticides to kill insects.
- d** (§9) Why does the paragraph start with "Funnily enough"? It's funny that ...
 - ☐ so many insects are eaten annually.
 - ☐ we don't like insects although they are very nutritious.
 - ☐ we find insects disgusting, but eat them anyway.
- e** (§11 and §12) What do the UN report and the article in *The Economist* have in common? They both emphasise ...
 - ☐ environmental and economic benefits.
 - ☐ health and economic benefits.
 - ☐ health and environmental benefits.
- f** (§14) What rapid societal benefits does the author mention?
 - ☐ Fewer infections will occur in the future.
 - ☐ Jobs are created with little investment.
 - ☐ Poor people can get nutritious food cheaper.
- g** (§15) "Although" implies there is a contrast. Which?
 - ☐ It looks as if there are only advantages but there are also serious drawbacks.
 - ☐ There are as many positive as negative aspects to using insects for food.
 - ☐ The advantages are huge but some practical issues need to be dealt with.



6 Answer the questions.

a (§8) Why are the fields sprayed with pesticides?

b (§9) Explain how it's possible that "five billion people who are not fond of insects, are insect-eaters"?

c (§16) Why was the brother "a bit of a visionary"? Explain.

VOCABULARY **7** Fill in the correct words in the sentences below. Choose from the following words. There are two words too many.

compose – decimated – deficiency – embedded – fibres – indigenous – poisoned – natives – reared – routinely – surge – yield

Because the Conquistadores were at sea for months they developed a vitamin C

(a) _____. It wasn't known then that you need fresh fruit, vegetables and

(b) _____ for a healthy diet. They used to (c) _____ their meals from what they could take on a long journey. So no fresh vegetables.

The (d) _____ people of the Americas had plenty of fresh food, though. In good years they had a high (e) _____ of potatoes, tomatoes and all kinds of wonderful fruit. As friendliness was (f) _____ in their culture they shared their supplies with the Conquistadores. They offered the Conquistadores beer also, which they refused because they were unfamiliar with it and thought they might be (g) _____.

Instead of being thankful for what they got the Europeans started (h) _____ killing the people. Unintentionally they also spread all kinds of diseases among the (i) _____.

Did you know that the original population was (j) _____ in the years after the invasion?

VOCABULARY EXTRA**Words that indicate contrast**

The words that indicate a contrast can guide you through a text. They help you to see how one part of the text is linked to another. They point forward or back. Therefore, many of these words have their own specific position in the sentence. *However*, for example, occurs at the beginning of the sentence, whereas *though* is mostly used at the end.



- 8** In English there are many words that indicate contrast. Choose the right words. Look them up in the study box if you're not sure.
- a** Dad saw my brother Bob pick up the bee, (but / although) he was too late to prevent him from swallowing it.
 - b** Dad took him to hospital immediately, (also / although) he showed no signs of pain or breathing problems.
 - c** They managed to reach the hospital in only ten minutes (because of / despite) the busy midday traffic.
 - d** They didn't have to wait long, (even though / nevertheless) there were a lot of people in the waiting room.
 - e** (Due to / In spite of) the fact that Bob had swallowed the bee, he was still hungry and asked for some ice-cream.
 - f** Fortunately this showed that (instead of / since) being a patient Bob was his normal self.
 - g** (Consequently / Nevertheless) my dad gave Bob a telling-off because he had really caused a panic.



- 9** Fill in the correct word(s). Choose from the following words.

albeit – although – however – either – instead of – rather than – in contrast to

- a** _____ it's only five o'clock I'm a bit hungry already.
- b** You can have _____ a chocolate muffin or a raspberry cupcake.
- c** If I can choose I'll have raspberry _____ chocolate.
- d** _____ the ones you buy in the store these are made with fresh fruit.
- e** The raspberry cupcake is really tasty, _____ a bit sweet.
- f** _____, you can also have some fresh fruit
_____ a cupcake.

GRAMMAR

Passive

grammar - 11 - p. 62

They **are fed** less, but produce lots.

The Malian farmers **were advised** by their Western counterparts.

The poorest members of society **can be encouraged** to participate.

Insects **have been used** as food for ages.

- 10** Complete the sentences. Give the English for the words in brackets.

- a** As a vegetarian, I feel that I (*word genomen*) _____ seriously only by other vegetarians.
- b** Vegetarianism (*wordt beschouwd als*) _____ a health issue by some because of a possible vitamin B12 deficit.
- c** However, I think that there are so many dishes that (*kan worden bereid*) _____ with beans, eggs or dairy products that this (*hoeft niet te worden beschouwd* [to see]) _____ as a problem.
- d** I have (*is verteld*) _____ that there are many vegetarian options in South American food.
- e** I saw a YouTube video where vegetarian empanadas (*werden gemaakt*) _____ with goat's cheese. Yummy!
- f** They (*kunnen worden opgediend*) _____ with a fresh tomato or quinoa salad.

g On a food blog readers (*waren gewaarschuwd*) _____ that in some Argentinian restaurants chicken and other poultry (*werden niet beschouwd*) _____ as meat.

h I think it (*moet worden benadrukt*) _____ that chicken is not a vegetable, though.



11 Fill in the *passive* forms of the verbs. Make sure you use the correct tenses.

Nowadays it (**a** often think) _____ that insects may be the solution to the food problem. Although insects (**b** consider) _____ disgusting creatures and consumption doesn't seem to be an option to many of us they (**c** eat) _____ by billions of people for centuries. At a party last week, I (**d** tell) _____ by a friend, who is basically a vegetarian, that he sometimes eats insects. I have always seen him as a sensible person, but my first reaction was that he (**e** must lead) _____ astray by some foodies. Nevertheless, he told me about an article that (**f** publish) _____ in the *New York Times* last Saturday, which I decided to read. It seems that insects are a very good source of protein and therefore people (**g** should encourage) _____ to eat insects instead of beef or pork. When I read the article yesterday, I (**h** intrigue) _____ by the idea and decided to find out more about it. What I didn't know for example was that much less water (**i** need) _____ for a kilogram of insect protein than for a kilogram of, say, beef. I did some research on the internet where I read that there is a certain type of grasshopper that (**j** consider) _____ a tasty snack in Mexico. The chapulines, as they (**k** call) _____, are really tasty. They (**l** may toast) _____ with garlic and lemon. These grasshoppers (**m** use) _____ as food since before the Conquistadores came to Mexico and (**n** can buy) _____ in the markets everywhere. However, there is also a health risk. The insects you buy (**o** might contaminate) _____ with lead, which is highly toxic, and some types of grasshoppers (**p** say) _____ to have spread certain viruses. For now I have decided not to experiment with insects, but it is certainly worthwhile keeping track of what (**q** write) _____ by scientists in the coming years.

WRITING

12 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. Make sure you incorporate the following components:

- introduction of the subject / what triggered you to blog about it;
- your opinion;
- arguments (maybe counter-arguments if you're in doubt);
- conclusion, and question or suggestion for your readers.

3

YOU'LL BE ABLE TO

- make, handle and pass on a complaint
- confidently exchange, check and confirm factual information in your own field
- understand spoken simple technical information
- understand the main theme and arguments in simple texts
- understand complex advertisements

Grammar

- interrogative pronouns

Vocabulary & expressions

You can learn these with the Study box (p. 212) and the vocab trainer.

TEXT

47 Camino Por Los Arboles, Atherton, CA 94027

6 beds 6.5 baths 16,468 sq ft

FOR SALE

\$42,800,000

Est. Mortgage

\$172,309/mo



This just-completed contemporary Italian villa is designed with Silicon Valley living in mind – a home for families of all sizes with venues for entertaining and myriad options for recreation and well-being. Located on almost 1.5 acres, the bright open spaces indoors and out accommodate intimate gatherings as easily as grand-scale events. Nowhere is catering to a high-tech lifestyle more apparent than at the entrance where a library / lounge / office complex is discretely connected to the main residence for the utmost in privacy. Automated systems are a tour de force – from the enhanced cellular boost to 4k televisions, 11.1 surround sound in the theatre, touch screen controls, and even two espresso centers for morning coffee. On the lower level, multiple televisions and bars cater to down time with family and friends and a fitness center ensures a healthy lifestyle.

There are 6 en-suite bedrooms, with a most exceptional master suite and spa bath, plus a full guest house.

This extraordinary property culminates on the rear grounds with a dining and entertainment complex plus a 58-foot pool and spa. Thoroughly impressive, state-of-the-art, and destined to be passed on for generations to come, this property is located in the community Forbes magazine ranks as the #1 most expensive zip code in the country. Proximity to Stanford University, venture capital centers, and an international airport, plus a midway location between San Francisco and Silicon Valley make this an unrivaled and worldly place to call home. Available by appointment to qualified buyers.

Based on: www.47caminoporlosarboles.com

TEXT

Buy a house here, build a house in the Third World

New non-profit called World Housing negotiates with developers who then set aside cash for clean housing. Hundreds of millions of humans live in deplorable conditions.



BY
MATT CHABAN
NEW YORK DAILY NEWS

- 1 The next time you buy an apartment in the city, you might also be buying a home for a poor person in the undeveloped world. A handful of New York developers are considering joining a campaign by World Housing, a new Vancouver-based non-profit, that builds a \$3,000 Third World shelter every time a fancy apartment is bought in the so-called First World.
- 2 Buy One, Build One 'social justice' model has been practiced by Toms Shoes, Warby Parker eyeglasses and 1FOR1 bottled water, but now it has the potential to make a permanent impact in the lives of the less-fortunate.
- 3 "Ultimately, government isn't the fix, religion isn't the fix, business isn't the fix, non-profits aren't the fix," said Peter Dupuis, the co-founder of World Housing. "The only way we can come up with solutions to the world's problems is by working together, person-to-person, and technology is making that possible."
- 4 For now, World Housing has partnered with Westbank, the developer of the Beach and Howe Tower in Vancouver. Each time Westbank sells an apartment in the twisting 52-story tower, it will donate \$3,000 for the small prefabricated shack. Participating developers are not allowed to pass on that cost to the customer, but must budget for it as part of their costs.
- 5 The first group of houses will be built near a landfill in Phnom Penh, where Dupuis volunteered in 2009. About 120 million people live near dumps worldwide and need immediate housing, according to the United Nations.

Based on: www.nydailynews.com

READING

1 Look at both texts, the pictures and the layout of the pages. Don't read the whole text yet. Then answer the following questions.

a What type of text is *47 Camino Por Los Arboles, Atherton, CA 94027*?

b What type of people would be interested in reading it? Why?

c What type of text is *Buy a house here, build a house in the Third World?*

d What do the two texts have in common?

2 Read the first text and answer the questions.

a What is said about "the high-tech lifestyle"? It ...

- ☐ can be seen in the complexity of the buildings.
- ☐ is best visible when you enter.
- ☐ is mainly present in the main building.

b The Italian villa ...

- ☐ has been built as a private property.
- ☐ is a venue you can hire for all kinds of parties.
- ☐ is part of a state-of-the-art theme park.

c If people want to see the Italian villa, they ...

- ☐ can book the guest house.
- ☐ have to be able to afford it.
- ☐ will have to buy it.

3 Which examples of "myriad options of well-being" can you find in the text. Give three examples.

4 Is proximity to an airport a positive factor for this property? Explain.

5 Read the second text and answer the questions.

a Some New York developers ...

- ☐ may provide shelters for poor people in the future.
- ☐ sell fancy apartments and shelters for the poor.
- ☐ want to work with a Vancouver non-profit.

b The "buy one build one model" ...

- ☐ is a new idea to create better houses for people in the Third World.
- ☐ has been used by others can positively influence people that are less well-off.
- ☐ was hardly used by other developers in the past and will now have more impact.

c The developer of the Beach and Howe Tower ...

- ☐ is the first New York developer who has joined the campaign.
- ☐ may donate \$3,000 for a shack if the buyers agree to pay.
- ☐ pays \$3,000 to World Housing for every apartment that is sold.

- 6** “The next time you buy an apartment in the city, you might also be buying a home for a poor person in the undeveloped world”. Explain in three or four English sentences how that could work.

- 7** Now compare the two texts and answer the questions.

a What is the most striking contrast when you read these two texts?

b Compare the use of *adjectives* in the two texts. What strikes you?

c Why is that the case?

VOCABULARY

- 8** Complete the sentences with words that you can find in the text. Use the clues in brackets.

a New near Edinburgh: The Party Club! A venue for all your parties and business

_____ (meetings).

b The Party Club is in the _____ (near) the beach. Just follow the road sign Yellowcraigs.

c The sand dunes and the waves that can be seen from the terrace are really _____ (awesome, you won't easily forget them). They will amaze you!

d Do you need a _____ (extra impulse) for your James Bond, The Nineties or Tropical Nights theme party?

e We can come up with _____ (very special) solutions for decoration and music. You'll be surprised.

f Which would you prefer? A room with _____ (of our time) furniture and decorations or a more classic style? We have both.

g Our staff will do their _____ (the best they can do) to make your party a success and cater to all your needs.

- h** Just tell us what you want and we'll give you the opportunity to choose from a _____ (very many) of options.
- i** We also recommend the neighbouring hotel that has excellent _____ (with bathroom) bedrooms.
- j** Don't hesitate and have a look at The Party Club. It is surely _____ (meant) to be enjoyed by all!

GRAMMAR
Interrogative pronouns
 grammar - 24 - p. 76

Which of these bags is yours?

What would you like to have for dinner?

- 9** Fill in the questions that match the answers. Use the correct *interrogative pronoun*.

- a** _____ sneakers are these?
They are mine.
- b** _____ ?
My favourite sport is tennis.
- c** _____ ?
I booked the seats for the whole group.
- d** _____ ?
It looks like a dump.
- e** _____ your favourite, chocolate or vanilla?
I prefer chocolate any time.
- f** _____ ?
He went to Edinburgh.
- g** _____ the concert?
It was amazing!
- h** _____ ?
My party? It's next week.
- i** _____ ?
It's ten past six.
- j** _____ these sunglasses?
Carl gave them to me.
- k** _____ looking at?
I'm looking at the pictures that I've found in the drawer.

LISTENING

- 10-12** Watch the video online and do the assignments that you find there. You may use the writing space below.

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SPEAKING

- 13** **PAIR WORK** Team up with a classmate. You are going to have a conversation about buying a house abroad.
- First write down five questions that you could ask about buying a house abroad. Use interrogative pronouns: 'what', 'why', 'when', 'how', 'where', 'which'.
 - Now compare your questions and have a conversation. Use the questions. If you get short answers, ask for an explanation. Make sure you both use complete sentences. When you have finished, change roles.

EXPRESSIONS

- 14** You've placed an advertisement on a website to sell your old bike. Somehow part of the text has disappeared. You've made a complaint online, but haven't had any reaction. Now you make a phone call. Apply the expressions (p. 217) that you have learned. The expressions below are in italics. Write down the whole sentence.

- a** Jij: Zeg beleefd dat je *een klacht wilt indienen*.

- b** Medewerker: Vraag waarover het gaat.

- c** Jij: Zeg dat je *ontevreden bent* over de service in het algemeen.

d Medewerker: Zeg dat je de klacht nu ziet op je scherm en *toon begrip*.

e Jij: Zeg dat je het al twee keer hebt uitgelegd en *druk je ongeduld uit*.

f Medewerker: *Stel de beller gerust*.

g Jij: *Druk je irritatie uit* en zeg dat zij een fout hebben gemaakt.

h Medewerker: *Wijs de beschuldiging van de hand* en zeg dat de beller misschien zelf een fout heeft gemaakt.

i Jij: Je *ontkent krachtig* dat dat het geval kan zijn.

j Medewerker: *Onderhandel* om tot een oplossing te komen en stel voor dat de beller de goede tekst stuurt en dat jij de advertentie opnieuw online zet zonder kosten.

k Jij: Zeg dat dat goed is.

SPEAKING

15 **GROUP WORK** You are going to have a conversation about a complaint. Go about it as follows:

- Prepare a conversation. You want to use the Skype contact facility of the World Housing campaign to make a complaint.
- First think of a complaint that is connected with a contribution for a shelter.
- Make groups of three. Decide who is number one, two and three in the first conversation. Number one is the customer who has a complaint. Number two is at the service desk, and number three is the manager.
- Number one calls, number two hears the complaint, passes it on and explains the situation to number 3.
- The manager takes over the conversation and thinks of a satisfactory reply. Use the expressions. When you've finished change roles and if possible, use a variant of the expressions your classmate has used.

In all, there are three conversations.

4

YOU'LL BE ABLE TO

- read fiction and non-fiction, understanding the whole text and details
- understand slowly and clearly presented TV interviews, presentation and news reports of personal interest
- write short, simple essays on topics of interest

Grammar

- relative pronouns

Vocabulary

You can learn the vocabulary with the Study box (p. 214) and the vocab trainer.

Strategies

- summarising

TEXT

Review: **AMERICANAH**

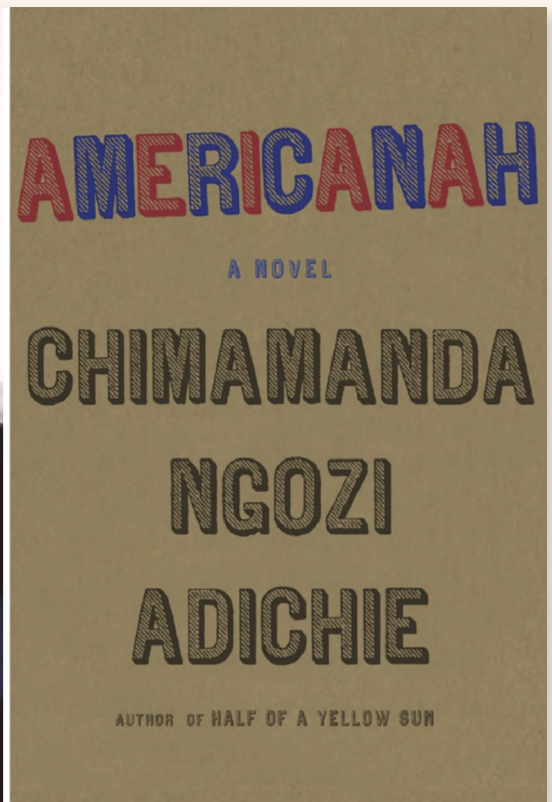
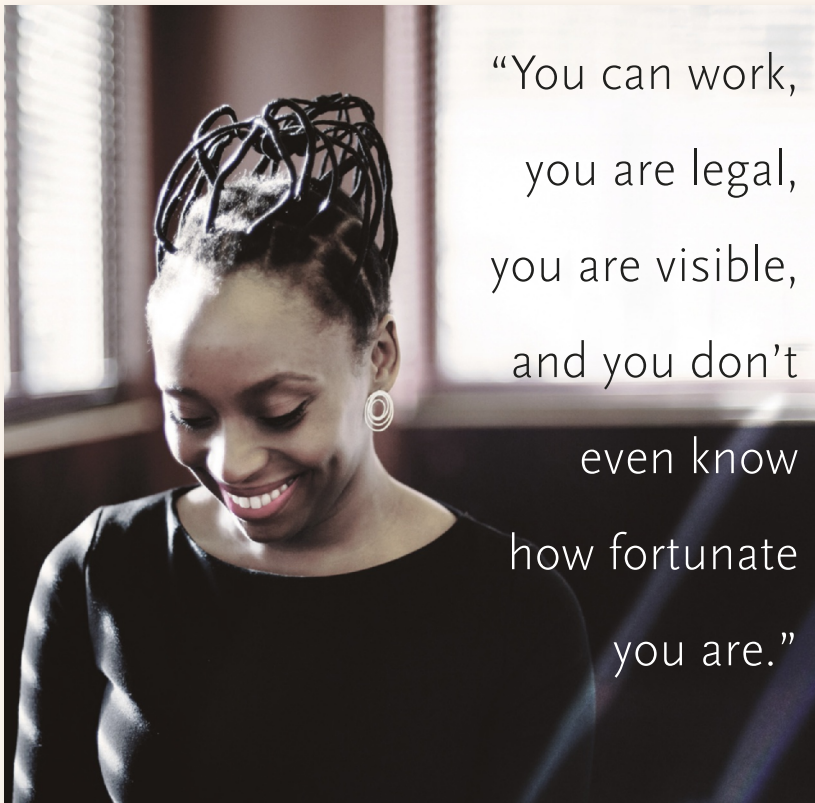
By Chimamanda Ngozi Adichie

American life is not as it appears on television, discovers the Nigerian heroine of this culture-clash love story.

1 When, in Chimamanda Ngozi Adichie's novel *Americanah*, Obinze and Ifemelu fall in love, they fall hard and fast. Ifemelu suddenly finds she's "jolted by a small truth in those romances. It was indeed true that because of a male, your stomach could tighten up and refuse to unknot itself, your body's joints could unhinge, your limbs fail to move to music, and all effortless things suddenly become leaden."

2 But just as Adichie is involving us in their engaging story, she ruthlessly separates them. Obinze and Ifemelu fall in love as teenagers in late-1980s Nigeria, amid ongoing strikes and nationwide discontent that makes studying nigh on impossible: "Campuses were emptied, classrooms drained of life. Students hoped for short strikes, because they could not hope to have no strike at all." It is a time of mass emigration, and Ifemelu's Aunt Uju flees to America when her married lover, a military general, is killed in a plane crash. Before long, Ifemelu joins her on a scholarship, with Obinze promising to follow within a few years.

3 Ifemelu's ideas of America are shiny, glossed by television shows and advertising: "She saw herself in a house from *The Cosby Show*, in a school with students holding notebooks miraculously free of wear and crease." Instead, of course, she finds that her life in America is nothing like television. And by the time Obinze applies for his own visa, times have changed – it's the jittery post-9/11 years – and he is forced to try his luck as an illegal immigrant in Britain. In this sprawling book, Adichie puts racism, the dark malaise of "choicelessness" and the changing face of global politics under her microscope. Part fairy tale, part adventure, the ambitious novel follows Ifemelu and Obinze with attention and sympathy, charting their humiliations and indignities, their failures and successes, capturing in empathetic detail what happens when people go in search of choice and certainty far from home. "You are in a country that is not your own," Uju tells Ifemelu. "You do what you have to do if you want to succeed."



4 Ifemelu finds an outlet to her frustrations and observations by writing an increasingly popular blog, with musings such as “Why Dark-skinned Black Women – Both American and Non-American – Love Barack Obama” and “To My Fellow Non-American Blacks: In America, You Are Black, Baby.” Her online postings turn her into a sought-after speaker on the hot-button topics of race, diversity and multiculturalism and help to land her a prestigious fellowship. Meanwhile, Obinze toils in English toilets, warehouses and construction sites, envying others their freedom: “You can work, you are legal, you are visible, and you don’t even know how fortunate you are.”

5 Adichie is terrific on human interactions – some of the strongest set pieces are dinner party scenes, in which well-intentioned, well-educated and moneyed people speak with open hearts and narrow minds, casually exposing their limitations and blind spots. Other revelatory episodes include Ifemelu’s extended visit to a New Jersey hair salon and Obinze’s charming relationship with his co-workers in a bleak corner of Essex.

6 Adichie’s writing always has an elegant, accessible shimmer to it. Even her shortest turns of phrase evoke a much larger, encompassing image: a rebuffed American woman wraps herself in “the pashmina of the wounded”; a “man of careful disciplines ... did not have a normal spine but had, instead, a firm reed of goodness”; a supposedly uncomplicated woman is encapsulated as “a literal person who did not read, she was content rather than curious about the world”; and Ifemelu listens routinely to Uju “airing her grievances like jewels ... Auntie Uju collected all her dissatisfactions in a silk purse, nursing them, polishing them, and then ... she would spill them out on the table, and turn each one this way and that, to catch the light.”

7 If *Americanah*’s end comes rather predictably, and in a bit of a rush, the novel overall remains wise, entertaining and unendingly perceptive.

Based on: www.independent.co.uk

READING

STRATEGY Summarising

If you want to make a summary of a text you'll need the main thought of each paragraph. This means that you have to avoid the details. Be brief. Don't add examples, unless they're absolutely necessary. Use your own words.

- 1** Read the text carefully. Then read the short summaries and indicate which paragraph they refer to. You'll find that one summary is missing.
 - a** Although there may be some small minor points, the author of the article has a very positive view of this novel. _____
 - b** Ifemelu starts writing about racism and becomes successful, whereas Obinze is at the bottom of the ladder. _____
 - c** Ifemelu travels to America because the situation in Nigeria is hopeless for students. _____
 - d** The heroine of Adichie's novel *Americanah*, Ifemelu, finds out that being in love is confusing. _____
 - e** The style of the novelist Adichie is very evocative. _____
 - f** The world that Ifemelu finds in America is different from what she had expected and she and Obinze are not reunited. The novelist shows how racism and politics determine their history. _____

- 2** Write a short summary of one of the paragraphs that was missing in assignment 1. Use your own words.

- 3** Answer the following questions.
 - a** (§1) Who is "a male"?
 - ☐ Adichie
 - ☐ Ifemelu
 - ☐ Obinze
 - b** (§2) Students hoped for short strikes, because ...
 - ☐ strikes could help them get a scholarship abroad.
 - ☐ that would be better than long strikes.
 - ☐ they were looking forward to some time off.
 - c** (§3) "You do what you have to do if you want to succeed." is an example of ...
 - ☐ choicelessness.
 - ☐ global politics.
 - ☐ racism.
 - d** (§4) What inspired Ifemelu to write a blog?
 - ☐ love for Obama
 - ☐ love for Obinze
 - ☐ racism
 - e** (§5) What is said about the well-educated people?
 - ☐ They are rich, intend to do the right thing, but fail to do so.
 - ☐ They are very friendly, but don't always see what's going on.
 - ☐ They are wealthy, but don't spend their money the right way.
 - f** The quotations in §6 are examples of ...
 - ☐ *Americanah's* end.
 - ☐ an elegant, accessible shimmer.
 - ☐ a supposedly uncomplicated woman.

4 Answer the following questions.

- a** (§4) What does Ifemelu mean when she says: “To My Fellow Non-American Blacks: In America, You Are Black, Baby.”?

- b** (§4) Who speaks the words: “You can work, you are legal, you are visible, and you don’t even know how fortunate you are.” What do these words mean?

- c** (§6) What does Auntie Uju polish and spill out onto the table? Explain how this is possible.

- d** (§6) “... did not have a normal spine but had, instead, a firm reed of goodness”. Explain this comparison.

VOCABULARY **5** Find the correct opposites. Choose from the list below with words from the text. There are two words too many.

accessible – casually – discontent – effortless – empathetic – entertaining – failure – fairy tale – humiliation – increasingly – malaise – separate

- a** dull

- b** heartless

- c** unobtainable

- d** join

- e** less and less

- f** satisfaction

- g** success

- h** true story

- i** well-being

- j** with difficulty

VOCABULARY EXTRA

Clipping

In English, and especially American English it is quite common to use a shorter version of a word. This is called clipping. Parts can be cut off from the beginning, the middle or the end, or from the beginning *and* the end of a word (influenza – flu). Complex clipping is when two short forms are used to make a new word (romantic comedy – romcom). Sometimes the spelling changes (University-Varsity).

- 6 Look at the clippings and their descriptions. Write down the original words. The spelling may have changed a bit in the short forms.

- | | | |
|---|--|-------|
| a | ad, text in e.g. a magazine for marketing a product | _____ |
| b | fridge, place where you keep your food and drinks cool | _____ |
| c | gran, your mum's mum | _____ |
| d | gym, building for sports activities | _____ |
| e | jammies, clothes that you wear at night | _____ |
| f | maths, school subject | _____ |
| g | pics, photos | _____ |
| h | plane, means of transport through the air | _____ |
| i | pop, type of music | _____ |
| j | roo, Australian animal | _____ |
| k | sci-fi, genre in films and literature | _____ |
| l | sitcom, television series | _____ |
| m | specs, glasses | _____ |
| n | veggies, food made of plants | _____ |



- 7 Match the fixed expressions in bold (1-8) with their meanings (a-k). There are three extra meanings.

- | | | |
|---|---|-------|
| 1 | She's a bit of a bad egg – arguments always seem to break out when she's around. | _____ |
| 2 | If your dad invests in an apartment now, it could be a cash cow later. | _____ |
| 3 | There's a fine line between devotion and fanaticism. | _____ |
| 4 | It's a nice song, but I think this singer will prove to be just a flash in the pan . | _____ |
| 5 | My little brother can be a pain in the neck with his nagging. | _____ |
| 6 | That film's going to win an Oscar. – Yes, when pigs fly ! It's terrible! | _____ |
| 7 | We shouldn't jump to conclusions . Jay may have a good reason for being late. | _____ |
| 8 | When my mum heard I had failed my test, all hell broke loose . | _____ |

- | | | | |
|---|---|---|--|
| a | subtle or small difference | f | a terrible flop |
| b | a person who has a negative effect on the rest of a group | g | a person with great talent |
| c | a quick and sudden success that doesn't last | h | something extremely annoying |
| d | to become very dangerous | i | never |
| e | to suddenly go out of control | j | judge quickly |
| | | k | something that brings in lots of money |

GRAMMAR

Relative pronouns

 grammar - 23 - p. 74

She was in a country **that** was not her own.

The only one **who** / **that** hasn't got a visa is Obinze.

They were present at dinner parties in **which** people talked about politics.

Adichie is a woman **whose** aim it is to tell more than just a love story.

- 8** Use a relative pronoun in each sentence. Underline **all** the correct options. Sometimes there is more than one possibility.

Don't forget to also choose '-' when you can leave out the relative pronoun altogether.

- a** Is *Americanah* the best novel (that / which / who / -) Adichie has written?
- b** Is she the person (that / which / who / -) also wrote *Purple Hibiscus*?
- c** I don't know (that / which / whose / who / -) idea it was to write the blog about racism.
- d** Obinze, (that / whom / who / -) really had to toil in the warehouse, was worse off than Ifemelu.
- e** Do you know for (which / whom / whose / who) those dinner parties were given?
- f** It's Adichie's elegant style (that / which / who / -) makes her work so special.
- g** This is just the novel (that / which / whose / who / -) I've been looking for.
- h** The well-educated people (that / which / whom / who / -) we met at the party proved to have narrow minds.
- i** Do you like stories in (that / which / whose / who / -) romance is important?

LISTENING

- 9-11** Watch the video online and do the assignments that you find there. You may use the writing space below.

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READING & WRITING

- 12** Arguably, it is important to understand the ways in which the global environment affects us where we live; the ways in which human rights violations in foreign countries can affect our own human rights; how growing income inequalities within and between countries affect the quality of our own lives; how the global migration affects what goes on in our own country and how our own country's immigration policies affect other nations.
- Visit a news site, e.g. *CNN*, *BBC news*, *The Guardian*, *The Times*, *The Observer*. Find a recent article of at least 500 words that is related to one of the underlined topics above.

In a response of 400-500 words, answer the questions below:

- What are the conclusions in the article? What changes are most likely to happen?
- What would you personally prefer to see happen?
- What needs to change if we want to realise the future that we prefer to see? What can an individual person do to help make this future a reality?

SPEAKING

- 13** **PAIR WORK** Team up with a classmate. You're going to have two conversations about the news items you and your classmate have read.
- First tell each other what the subject of the article is, when it was published and where you've found it.
 - When you've heard your partner's subject you each write down four questions which you would like to ask on the subject. Start with the question why this article was chosen. Think of: arguments, facts or opinions, examples, personal dreams or expectations etc. Make sure they are open questions, so start with: *why*, *what*, *which*, *when*, *who* or *how*.
 - Then have the two conversations. Use your notes and start with the most recent article.

5

YOU'LL BE ABLE TO

- write a short, simple report using a format
- understand opinion pieces on current issues
- understand slowly and clearly presented TV interviews, presentation and news reports of personal interest

Grammar

- indefinite pronouns

Vocabulary

You can learn these with the Study box (p. 215) and the vocab trainer.

Strategies

- structuring a report
- quoting

TEXT

Celebrate the summer solstice

By Daisy Carrington and Sarah Brown, for CNN,
updated 1349 GMT (2149 HKT) June 23, 2014

It's what an ideal
summer is like: passing by
neither too quickly nor
too slowly



Story highlights

The summer solstice is the longest day of the year in the Northern hemisphere

People across the globe were asked how they welcomed the change in season

1 If Stonehenge is anything to go by, summer celebrations have a millennia-old history. While the ancient druids may have commemorated the fertility of the season, many of us are just happy to get outdoors. In a lot of cultures, the summer solstice – officially the longest day of the year – marks the start of summer.

2 In Scandinavia, where it's known as Midsummer, it is one of the biggest holidays on the calendar. The day is celebrated with copious amounts of herring, vodka, singing, and a dance around the maypole. Throughout much of Europe, it's referred to as St. John's Day, and is honored with bonfires and dancing, and in some cases, a naked sprint across town.

But summer's like that; it can inspire either madness or a little bit of genius – or both. We asked people across the globe how they welcomed the change in season, and got some interesting answers.

Honor tradition

3 For many, the solstice is a window into generations past. Paul Jackson, a half-Swedish, Kenyan-born resident of the UK, found an old family photograph in an album belonging to his mother. “I love this photograph. It feels like a scene from a film,” he muses. While Jackson won’t be celebrating Midsummer this year, he says, “I always pause a moment to think of my Swedish relatives on Midsummer evening.” For those living far from home, the day can be a chance to reconnect with one’s roots. Portland, Oregon, for instance, has a large Lithuanian community, and many choose to take part in a community gathering during Midsummer. “We sing songs and dance until the sun sets,” recalls Darius Kuzmickas, who yearly joins the festivities.

Burn, baby, burn

4 In many parts of the world, it just wouldn’t be a solstice without a bonfire. Originally a pagan custom, the wood-burning ritual has since become part of St. John’s Day. In Greece, the men folk like to show off by leaping over the massive flames, while in France a fire marks the beginning of an annual music festival (Fête de la Musique). During the Norwegian Midsummer (known locally as Sankthansaften), celebrants go the extra mile. In the town of Bergen, youths from a local music group build the world’s largest bonfire.

Get in costume

5 For some solstice revelers, the day just isn’t complete without a costume. The druids at Stonehenge don white robes, while many Scandinavians slap on folk costumes. Janto Marzuk, an Indonesian native who fell in love with Midsummer after relocating to Sweden (where he’s lived for 41 years), finds the style of clothing enticing. “The celebration begins with a procession of men and women who are dressed up with their beautiful traditional clothes,” he notes. In the U.S., one of the most elaborate solstice celebrations takes place in Santa Barbara. Each year, the three-day festival is accompanied by a parade, peopled with colorfully-costumed stilt walkers, performance artists, Brazilian drummers, and kids donning masks, costumes, and painted faces.

Hit the beach

6 For some, nothing epitomizes summer as perfectly as the beach. Victoria Yu, a 16-year-old student, likes visiting the Ferris wheel at the Santa Monica Pier. “Once you’re seated, the Ferris wheel begins to move at a pace that’s neither slow nor fast; just a perfectly smooth rotation. It’s exactly what an ideal summer is like: passing by neither too quickly nor too slowly,” she says.

Based on: www.edition.cnn.com

READING

1 Read the text and answer the questions.

a What is the structure of the introduction?

- ☐ history of summer celebrations – summer celebrations nowadays – examples
- ☐ introduction of the phenomenon of summer celebrations – examples – information on the contents and structure of the text
- ☐ introduction of the phenomenon of summer celebrations – origins of summer celebrations – examples

2 In §3, two people are quoted on their solstice traditions. For both people, write down:

- their names;
- the countries in which they currently live;
- the countries from which they or their ancestors originate.

3 Answer the following questions regarding §4.

a “Originally a pagan custom, the wood-burning ritual has since been appropriated into St. John’s Day.” To which word in the first sentence does the phrase ‘a pagan custom’ refer?

b What do the authors refer to with Norwegians “going the extra mile”?

4 What, based on §5, can be said about the following claim: “The Swedish Midsummer costumes are white”?

- ☐ This claim is false.
- ☐ This claim is true.
- ☐ Whether this claim is true or not is not in the text.

5 Why is a ride on the Ferris wheel a good metaphor for a perfect summer?

VOCABULARY

6 Replace the words in brackets in the sentences below with one of the words from the study box, without changing the meaning of the sentence. You may need to slightly alter the word’s form, for instance in the case of verbs.

- a** It is a typically English (habit) _____ to wait for the bus in a queue.
- b** The (inhabitants) _____ of this suburb mainly work in Oxford.
- c** The events in this action film followed each other at a fast (tempo) _____.
- d** I love to hear the blackbirds sing as the sun (goes down) _____.
- e** During the summer solstice, an international crowd (convenes) _____ at Stonehenge.
- f** Children who are adopted aren’t always curious about their (origins) _____.
- g** At the centre of town many tourists were admiring the beautiful (age-old) _____ cathedral.
- h** The international company is going to (transfer) _____ their main office to London.
- i** Peter attended the St. John’s party (together with) _____ his older brother.

GRAMMAR

Indefinite pronouns

 grammar - 21 - p. 72

But summer's like that; it can inspire **either** madness or a little bit of genius – or **both**.

None of the visitors was familiar with the tradition.

- 7** Rewrite these sentences without changing their meaning, using one of the following forms:

either – either ... or – both – both ... and – none – none of – each – each other – neither – neither ... nor

- a** England isn't a sunny holiday location. The same applies for Germany.

- b** Most people only like one of these two: beach holidays or active holidays.

- c** Of all the presents she received at her graduation party, there wasn't one that Mariah liked.

- d** There were two Swedish boys at the Midsummer celebration: Lasse and Magnus. Lasse didn't like the Midsummer celebration. Magnus didn't either.

- e** Thousands of Lithuanians used to live in this city, but now there aren't any.

- f** Mary and Jake wore different traditional robes to the Midsummer celebration. Mary wore white robes and Jake wore multicoloured robes.

- g** I'm happy as well as nervous about relocating to Sweden.

- h** Juan honoured his forefathers during the solstice. So did Rémi.

- i** There are two very nice vacation homes near Stonehenge. We can choose one or the other.

LISTENING

- 8-10** Watch the video online and do the assignments that you find there. You may use the writing space below.

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EXPRESSIONS

- 11** Read the expressions for adding or summing up things (*zaken toevoegen en opsommen* - p. 217). Although these expressions roughly have the same meaning, there are some subtle differences in when to use which. Some are used only in situations where you are listing arguments. Some can be used for listing arguments, as well as for neutrally adding another thought or topic.

EXAMPLES

- A** Neutrally adding thoughts or topics:

This web shop specialises in traditional costumes. ..., it sells books on anthropology.

- B** Listing arguments:

I think voluntary work should be a component of secondary education, because it teaches students to do something for other people. ..., voluntary work looks good on their own CVs!

For each of the expressions below, indicate whether it can only be used in sentence B, or whether it can be used in either of the two sentences.

- | | |
|---------------------------------------|------------------|
| a And another thing | B only / A and B |
| b Furthermore | B only / A and B |
| c And besides | B only / A and B |
| d Also | B only / A and B |
| e In addition | B only / A and B |
| f What's more | B only / A and B |
| g Not to mention the fact that | B only / A and B |
| h Plus the fact that | B only / A and B |

12 Study the linking words *reden geven* (p. 114 *reference book*).

Some of these linking words are used to introduce a reason:

A Students should do voluntary work, ... it looks good on their CV's.

Others are used after a reason is given, to introduce a claim:

B Voluntary work looks good on a CV. ..., students should do voluntary work.

For each of the expressions below, indicate whether it can be used in sentence A or B.

- | | |
|------------------------|-------|
| a because | A / B |
| b due to the fact that | A / B |
| c for that reason | A / B |
| d as | A / B |
| e therefore | A / B |

WRITING**STRATEGY** *Structuring a report*
 strategies - verslag - p. 28

Introduction: tells the reader what to expect in the remainder of the text.

Body: describes the topic in more detail.

Conclusion: summarises the body of the text; should never contain new information!

13 You are going to write a report about Stonehenge. Follow the instructions. Pay special attention to the expressions in *italics*.

Schrijf:

- dat dit verslag gaat over Stonehenge. Schrijf dat het een monument is van ongeveer 4000 jaar oud in het zuiden van Engeland. Schrijf dat hoewel er al veel onderzoek is gedaan, het nog steeds onduidelijk is met welke *reden* het ooit is gebouwd. Schrijf *dat in zo'n soort situatie* – als iets heel oud is – het niet gemakkelijk is om onderzoek te doen. Schrijf dat je in dit verslag drie mogelijke redenen gaat beschrijven. Schrijf dat je eindigt met een conclusie.
- dat sommige wetenschappers denken dat Stonehenge een soort kalender was, met als reden dat de ingang recht voor de opkomende zon ligt op de langste dag van het jaar: 21 juni. Schrijf dat dit zou kunnen betekenen dat de functie van Stonehenge was om de positie van de zon vast te stellen.
- dat een andere theorie zegt dat Stonehenge een druidentempel was. Schrijf dat druïden een soort priesters waren. Schrijf dat het echter duidelijk is dat het monument al bestond, voordat er druïden waren. Schrijf dat er daarnaast (*voeg een zaak toe*) geen bewijs is om druïden met het monument te verbinden.
- dat een derde theorie zegt dat Stonehenge een begraafplaats was. Schrijf dat dit idee wordt ondersteund door het feit dat wetenschappers er recentelijk menselijke botten hebben gevonden. Schrijf dat de botten drieduizend tot vierduizend jaar oud waren.
- concluderend (beeindig de *opsomming*) dat er veel ideeën zijn over de reden voor het bouwen van Stonehenge. Schrijf dat geen van die ideeën zeker zijn. Schrijf dat wetenschappers in de toekomst misschien het antwoord zullen vinden, maar dat het voorlopig een mysterie blijft.



STRATEGY Quoting strategies - citeren - p. 22

Quotes: use double quotation marks: “...” and include an accurate source reference. You should use quotes for short segments from the source text only: three sentences, maximum.

Source reference: always use the APA system, which you can find on the internet, for example at www.scribbr.nl/originaliteitscheck/apa-generator.

- 14** You are going to write a report about coming-of-age traditions around the world. Use the internet to do research about such traditions.
- Look up at least four traditions that you want to write about. Make sure that there is variation between the traditions, so that your report will be interesting and informative.
Possible search terms:
‘coming of age examples’ / ‘coming of age traditions’ / ‘rites of passage’ / ‘adulthood traditions’.
 - Copy or make notes of the information you want to incorporate in your own report. For each chunk of information, decide whether you want to quote or use your own words.
Make sure you also copy the necessary source information (author, year of publication, title, URL, etc.). See the guidelines for using source texts (reference book p. 22-23). Don’t forget to use footnotes for mentioning the source!
 - Make an outline. Write one key sentence per paragraph.
 - Write a report about coming-of-age traditions, using the information from your sources (a and b) and the outline you made (c). Follow the guidelines for structure (reference book p. 24-25). Write at least 280 words (not counting the source information).

REFLECTION & REVISION

- 15** You are going to provide feedback, revise and have a group discussion about each other’s reports.
- PAIR WORK** Provide feedback for one of your classmates reports on structure, use of source information and on spelling and punctuation. Give marks (unsatisfactory / satisfactory / good), but also explain your mark (‘why’).
 - Revise your report, taking into account the feedback that you received.
 - GROUP WORK** Form groups of four students.
 - Read each other’s reports. For each report, choose which paragraph you like best, based on the information it contains.
 - In your group, discuss your findings and decide which three paragraphs are the best.
 - Decide which group member will present the three traditions described in these paragraphs.
 - Each group now presents these three traditions to the rest of the class. The group presenter should use his or her own words, so simply reading each paragraph out loud is not allowed.
 - The teacher will note each presented tradition on the blackboard / whiteboard / smartboard.
 - As a class, discuss which of the described traditions you like best, and which least, and why.

Study box unit 5

Lesson 1

ENGLISH

DUTCH

I might attend a meeting this afternoon.	bijwonen
Paul's belief is that you can attain anything if you work hard enough.	geloof
He lives in Birmingham and has a British passport, so he is a British citizen .	burger
We cannot condone such behaviour at our school.	door de vingers zien
I guess the consequences of failing are quite severe.	gevolg
What is your contribution to our project?	bijdrage
They were clearly dishonest about their identity.	oneerlijk
The diversity of courses we're allowed to choose is astonishing.	diversiteit
We've made some enhancements to your computer.	verbetering
I was hailed for my achievements by my family.	de hemel in prijzen
The number of students here is on the rise .	in een stijgende lijn zitten
Jeffrey had to knuckle down in order to pass his test.	hard studeren
Many people in the Philippines can't read, so the literacy rate is low.	geletterdheid
Even though poverty rates are high, many Filipinos are happy.	armoede
Preferably , I would study in the United States.	bij voorkeur
The proliferation of traffic accidents is worrying.	snelle toename
I pursued my dream of travelling to Australia and New Zealand.	(achter)volgen
These results are truly remarkable !	opmerkelijk
He was riled by her critical comments.	heel boos maken, opjutten
The Secretary of State is going to make a statement about violence.	minister van Buitenlandse Zaken
She's hated for her self-serving behaviour.	egoïstisch

DUTCH

ENGLISH

aanmoedigen	I tried to encourage my brother to find a job.
aanpassen	Because of the weather we had to modify our plans.
afkeuren	School disapproves of skipping classes.
(zich) afvragen	My mom wondered where I was after I hadn't called her.
apart	We were asked to enter separate rooms.
begaafd	Life is not always easy if you are a gifted child.
beginnen	When did you set off on that adventure?
behoefte	My classmate has a desire to have a summer job abroad.
beleid	It's government policy for people to carry an ID card at all times.
(iets) bereiken	She has achieved many things in her career.
bevatten	This file contains important information.
beweegreden, verklaring	What are your motives for choosing these particular studies?
bewering	Is the statement about this paragraph correct or incorrect?
bewijs	The scientists couldn't find any evidence for their theories.
bewijzen	You don't believe me? I can prove it to you!
bijwonen	I have to attend a meeting this afternoon.
controle, toezicht	Their activities have come under police scrutiny .
de schuld geven	My mother always blames me for everything.
fotootje	I use my phone to take snap s all the time.
geleerde	When you obtain a university research or teaching post, you may call yourself an academic .
geschikt	I hope you'll find me a suitable candidate.

grondig	I admire his profound knowledge of history.
hard	The authorities here are pretty harsh and have many rules.
in het buitenland	Would you like to study abroad ?
inwoner	He lives in Birmingham, so he is a resident of the United Kingdom.
mijns inziens	To my mind , studying abroad is an important part of your education.
onafhankelijk	Some Scots want an independent Scotland.
overheid	The authorities here are pretty harsh and have many rules.
rijkdom	My teacher said that wealth is not just about money; it's also about happiness.
statistieken	There are many statistics about schools and education.
uitgebreid	My parents had an extended vacation this year.
uitweiden	I will elaborate on my argument later in my presentation.
vak	At university you can follow many different types of courses .
verbazing	I watched with astonishment as he won the race.
verfrissend	A nice cold drink is extremely refreshing after a hard day's work.
vermomd	The police officer couldn't be recognised because he was in disguise .
verslag	On travel blogs, you can read accounts of many trips.
verworvenheid	Jim congratulated me on my attainment .
voorzitter	Are you an advocate of strict school rules?

Lesson 2

ENGLISH

DUTCH

Foot and mouth disease afflicts animals rather than people.	kwellen
I did what he asked me, albeit without enthusiasm.	zij het dat, hoewel
Can you attest to the result of the enquiry?	officieel bevestigen
The singer saw her first audition as the avenue to success.	weg, toegang (figuurlijk)
I'm planning to compose a very special dish for his birthday.	samenstellen
Fish numbers in this river have been decimated by pollution.	decimeren
If you never go out, you may get a vitamin D deficiency .	tekort
We got embroiled in an awful situation.	verwikkeld in
I don't need the whole text. Can you give me an excerpt ?	uittreksel
He gobbled up his pudding with lots of noise.	schrokken
The indigenous peoples of New Zealand are called the Maori.	oorspronkelijke bewoners
No one can lead me astray .	op een dwaalspoor brengen
You can use maggots for fishing.	made
Tourists don't often mix with the natives in Mexico.	autochtone bewoner
Everybody was poisoned by the tainted food.	vergiftigen
In this shop they sell chicken, turkey and other poultry .	gevogelte
Eggs, milk and meat are a source of protein .	eiwit
It's easy to rear these plants in a mild climate.	kweken
Her ex-husband had always hoped for a reconciliation .	verzoening
The butcher routinely cut up the meat.	regelmatig
Flu is just one disease in the full spectrum of human diseases.	scala
I was under a lot of strain because of the exams.	spanning, druk, belasting
A surge of tourists ruined the quiet beach.	plotselinge toename
I don't own this apartment, I'm the tenant .	huurder
The Himba are a tribe in Namibia.	stam
We had a high yield of strawberries because of the excellent weather.	opbrengst

DUTCH

ENGLISH

afstammen van	Do all Peruvians stem from the Incas?
(zich) bekeren	Kirsten joined a Bible club and converted to Catholicism.
blijkbaar	Apparently , there is no cheap alternative. These skates are all very expensive.
consumeren	Most people consume more sugar than they should.
dol zijn op	I'm really fond of chocolate. I eat some every day.
eetbaar	These mushrooms are not edible , they are toxic.
gebruik	Laptops in classrooms aren't common practice in the Third World.
gebruikelijk	The use of navigation software is quite common in modern cars.
gemeenschap	In British society there are different rules for decent behaviour than in American society.
in overvloed	Her success as a writer brought her awards in plenty .
in plaats van	I would like to have tea instead of coffee, if it's all the same to you.
katoen	I prefer cotton shirts to nylon any time.
kever	Beetles are really small creatures.
langzame wandeling	Let's go for an evening stroll on the boulevard, shall we?
libelle	That beautiful dragonfly is hovering over the water like a tiny helicopter.
met als gevolg	They ate all the fruit. Consequently , I couldn't decorate the cake with strawberries.
mier	I don't mind ants in the garden, but I don't want them in my drink.
miljard	Companies lost billions of pounds in the recession.
ondanks	Despite the delay, we were in time for the concert.
ondervoeding	Children who don't get the right food will suffer from malnutrition .
op elkaar inwerken	These chemicals can interact and cause explosions.
overgebleven	Why don't you answer the remaining questions and finish your test?
rup	The caterpillar stage is the most dangerous in the life cycle of a butterfly.
tegengestelde	He told us to go left, but I thought we should go in the opposite direction.
uitdelen	Could you hand out these books to all those who are present, please?
uitstoot	The emission of these diesel engines was tested in a laboratory.
uitstoten	This engine emits too much gas.
vanwege	We were late due to the busy traffic.
verbazingwekkend	It's astonishing how much people in an eating contest can eat.
verklaren	Can you account for the water on the kitchen floor?
verontreiniging	Contamination of the water is usually the cause of a cholera outbreak.
vijg	In this painting Adam and Eve wear nothing but a fig leaf.
voldoende	If we leave now, we'll have sufficient time for a cup of tea when we get there.
volop	The apple tree flowers abundantly . That means we'll have lots of fruit.
voordeel	If you work for this company you get some benefits , like free lunches.
wachtwoord	You need a password if you want to log in.
walgelijk	The smell of rotting potatoes is disgusting .
wenkbrauwen fronsen	My friends frowned when I told them I wanted to go bungee jumping.
zelfs als	Mum doesn't allow us to drive, even though we have a licence.

Lesson
3

ENGLISH

DUTCH

This is my room and the adjoining room is my brother's.	aangrenzend
She suffered from the adverse effects of the chemo treatment.	schadelijk
We must budget for the costs that are not included, such as food and entrance fees.	begroten
Our contemporary society has to deal with various complex issues.	hedendaags
We talked to some nuns in the convent .	klooster
We live in a converted farmhouse.	verbouwd
The fireworks culminated in a wonderful spectacle of many colours.	zijn hoogtepunt bereiken
The roof leaks and the doors don't close: that house is in a deplorable condition.	bedroevend
Many parts of the house were devastated during the war.	vernietigen

They have several options for leisure activities to make your down time exciting.	vrije tijd
There is no quick fix for a complex issue like racism.	hier: oplossing
He grows various vegetables in that greenhouse .	broeikas
People who go to court most often want justice rather than financial compensation.	rechtvaardigheid
If you read the brochures, you'll find myriad options for great holidays.	ontelbaar
She goes to a posh , private school near London.	deftig
The B&B is in the proximity of a lake.	nabijheid
<i>The Last Mile</i> has kept its rank in the NYT bestseller list.	rang
You can't be serious. That shack is not a holiday apartment.	hut
A small shelter is not a good house for a family of five.	hut
Food, clothing and shelter are the foundations of survival.	onderdak
Ultimately , we can't all be first of our class.	uiteindelijk
Undeveloped countries need help to get their economy running.	onontwikkeld, onderontwikkeld
The prisoners suffered from undue pressure by the guards.	buitensporig
This actor showed us an unrivalled Hamlet.	ongeevenaard
Venture capital is financing that investors provide to startup companies.	risicokapitaal, durfkapitaal
There are lots of shops in the vicinity of our new house.	omgeving, nabijheid

DUTCH	ENGLISH
achterkant	There is a switch at the rear of the alarm.
bedieningspaneel	You can use the control panel to navigate your drone.
bestemd	Jim was destined to become his father's successor.
beu	I'm getting really fed up with your bad temper.
bevoorrecht	My friend felt really fortunate when she heard that she was chosen to represent the school.
bijeenkomst	There was a gathering of jazz fanatics in the park before the festival started.
chic	In fancy restaurants most people don't wear jeans and sneakers.
duidelijk	It was apparent that nobody found my joke funny, as nobody laughed.
gemeubileerd	The apartment we have bought is completely furnished .
indrukwekkend	<i>The Night Watch</i> is an impressive work of art.
met badkamer	The hotel offers en suite bedrooms exclusively.
medeoprichter	Jim and Sue are co-founders of a non-profit.
modernste	Who wouldn't like cooking in this state-of-the-art gadget filled kitchen?
motregen	It started to drizzle and we became soaking wet.
onderhandelen	If we start with a low bid, we'll have room to negotiate for a better price.
onopvallend	The company discretely inquired about the applicant's background.
oppepper	The first results gave me a real boost .
organisatie zonder winstoogmerk	Oxfam and Doctors Without Borders are non-profits .
plaatsen	They've located the black box of the crashed plane in the ocean.
postcode (AmE)	You need to write down the zip code to complete the address.
projectontwikkelaar	The developers have decided to build five expensive properties.
samenwerken met	This company has decided to partner with a multinational.
stortplaats	A landfill site is a site for the disposal of waste materials.
Je uiterste best doen	Please do your utmost to ensure that we won't be too late again.
verbeeldingskracht	You need a lot of imagination to make a Disney park.
verlegen	Sally is too shy to talk in public.
vuilnisbelt	This room looks like a dump with all these clothes everywhere.

ENGLISH

DUTCH

Lesson
4

The journalist aired his grievances in an article.	uiten
My friend told me an anecdote that I had heard five times before.	anekdote
Let's chart all the places that we want to visit.	in kaart brengen
I became conscious of someone watching me.	bewust
He contended that racing is an exciting sport.	aanvoeren, stellig beweren
You'd better iron that blouse to get rid of the creases .	kreukel
They drained the barrel and refilled it with clean water.	leegmaken
My spiritual ideas encompass many different aspects.	omvatten
Everyone wanted to take part in the engaging project.	boeiend
I envy people who never worry about things.	benijden
It's a very evocative song. It makes me very happy.	suggestief, iets oproepend
He is completely immersed in his work.	ondergedompeld
Nobody understood his incomprehensible solutions.	onbegrijpelijk
The new colleague met with no respect and was treated with indignity .	vernedering
We all felt jittery before we had to appear on stage.	nerveus
Rheumatism is a disease of the joints .	gewricht
We felt jolted after the unexpected announcement.	verward
My legs felt lead after the hike.	van lood
She miraculously recovered from her illness.	op wonderbaarlijke wijze
The poet put all his romantic musings in a poem.	overpeinzing
Carl nurses his plants as if they are his children.	koesteren
A perceptive audience will notice that he is singing to playback.	oplettend
They felt rebuffed when they heard they were not allowed in.	afgewezen
Some of these houses have roofs made of reed .	rietstengel
The revelatory news item made clear why the prime minister had to step down.	onthullend
The strings tightened so quickly that it was hard to undo the knots.	strakker worden
My jeans show signs of wear . I think I need new ones.	slijtage

DUTCH

ENGLISH

aanvragen	My friend Jack wanted to apply for a job in a restaurant.
algemeen	The overall plan is to create a garden with trees and a lawn.
bekrompen	He's so narrow-minded , he simply doesn't accept that we are all different.
blootleggen	The archaeologists exposed the ruins of a Roman fortress.
bouwplaats	It's dangerous to enter a construction site without a helmet.
erbij betrekken	Henry had to go to court because he was involved in an armed robbery.
flauwvallen	Because it was so hot, she fainted and fell to the floor.
gember	Ginger beer is a non-alcoholic beverage.
goed bedoeld	It was a well-intentioned project to improve the situation of the refugees, but unfortunately it had no result.
grief, klacht	You can tell us all your grievances and we'll try to find a solution.
hedendaags	Do you like contemporary art?
mede-	John is one of my fellow volunteers at the Oxfam shop.
medelevend	A dictator is never empathetic , as he only thinks of himself.
mislukking	The attempt to break the record was an absolute failure .
moeiteloos	He swam across the lake with effortless strokes.
onvrede	The discontent among the workers had caused the strike.
oproepen	The candidate's speech evoked a lot of anger.

poetsen	If you have a job interview you'd better polish your shoes.
schrift, notitieboekje	They use iPads instead of paper notebooks in the classroom.
somber, guur	I'd rather stay indoors with this bleak weather.
sprookje	Little Red Riding Hood is my favourite fairy tale .
staking	The labourers organised a strike so as to increase their wages.
steeds meer	She got increasingly angry when she heard the insulting remarks.
terloops	He casually reminded us of the promise we had made.
toegankelijk	The upper floor is not accessible for people in wheelchairs.
uit elkaar gaan, scheiden	June lived with her father after her parents had separated .
veelgevraagd	Bill Clinton is a sought-after speaker at conferences all over the world.
vermakelijk	That was an entertaining performance. We really had a good time.
vernedering	When our team lost the match against the veterans it felt like humiliation .
verplicht	I felt obligated to help the old lady.
verscheidenheid	Over the years the diversity in plants has decreased because of climate change.
visum	If you want to travel to America, you need to get a visa .
(ont)vluchten	The refugees had to flee from their country in small boats.
voorspelbaar	She is usually very predictable but now she's really surprised us.
voortdurende	This ongoing terrorism disturbs everyday life in the capital.
waarneming	Your observations were correct. The gas tank is leaking.
zich aanpassen	She finds it hard to conform to some of the school rules.
zich wikkelen in	You can wrap yourself in a warm blanket if you're cold.
zichtbaar	I could hear the frog, but as he had hidden under the leaves he wasn't visible .
zijde	This wedding dress is made of soft silk .
zogenaamd	This supposedly new bike already had a number of scratches.

Lesson 5

ENGLISH

DUTCH

My dad was agitated about my sister's late return.	geërgerd
The mystery surrounding it is part of the appeal of Stonehenge.	aantrekkingskracht
There was a feeling of apprehension that we had lost our way.	vrees, bezorgdheid
There's no need to brag about how talented you are, Neil.	opscheppen
I cherish the time I spent in that country and I hope to go there again soon.	koesteren
This Celtic cross was made to commemorate the Scots that had died in WWI.	herdenken
At the party there were copious amounts of food and drink.	overvloedig
Don't deviate from the subject, please.	afwijken
In this picture she is donning a diving suit.	aandoen, omdoen (kleding)
Their hospitality is great and their prices are enticing .	aantrekkelijk
When I was the only one who had passed, the others looked at me with envy .	afgunst
The new model of this car epitomises power and elegance.	belichamen
I'm afraid your report contains a number of flaws .	fout
The article contained info about what had led to the ghastly situation.	vreselijk
I love walking on the beach at a leisurely pace.	ontspannen
For some people Stonehenge, a collection of stones, is a letdown .	teleurstelling
Sometimes the really hot weather became a nuisance during our walks.	last
The retailers in this street are happy with the additional parking space.	winkelier
The revellers were dancing and singing.	feestvierder
Use some cold water to soothe the pain.	verzachten
His death caused great sorrow among his relatives.	verdriet

Stonehenge is one of the most striking sites in Great Britain.	opvallend
The minister was involved in a string of political scandals.	serie
The summer solstice , officially the longest day of the year, marks the start of summer.	midzomeravond
We were given the vital information we needed to make a decision.	zeer belangrijk

DUTCH	ENGLISH
aandoenlijk	This is a touching story about a little boy in ancient times.
aankoop	She is considering the purchase of a new car.
bijeenkomst	There is an annual gathering of people in June at Stonehenge every year.
bijverschijnsel	What are the side effects of this medicine?
binnen	He promised to call back within two days.
dergelijke	How do you deal with such problems?
eren	This is the ritual with which we honour the dead.
gebruik (nationaal)	Celebrating Guy Fawkes' Day is a custom in Great Britain.
gewaad	At Stonehenge the druids often wore a white robe .
handtekening	Could you put your signature at the bottom, please?
heidens	At Stonehenge they still perform pagan dances.
inwoner	You can become a member of the club only if you are a UK resident .
kampvuur	We were sitting around a bonfire on the beach.
kassabon	Do you want a receipt for your purchase, madam?
noch ... noch	Neither Liz nor David knew the answer to the question.
oefening baart kunst	Just keep on trying because practice makes perfect .
ontstaan	With the heavy rain, leaks began to arise in the street.
op korte termijn	They said there was nothing they could do for me in the short term .
opscheppen	He wanted to show off by standing on his bike while riding.
over (+ periode)	I said he would call in two days.
roekeloos	He got a fine for reckless driving.
stoet	The celebration begins with a procession of men and women who are dressed up.
tarief	Can I have some information about car rental rates ?
tekortkomen (geld)	I'm 2 euros short . Can I borrow some money from you?
tempo	In this century life is changing at a fast pace .
tientallen	There were dozens of people at the party.
vaste klant	If your service is good, you will keep your regular customers .
veel voorkomend	Smith is a common surname in the UK.
vergezeld van	The festival is accompanied by a parade.
verhuizen	This company is going to relocate its main office to another country.
verleidelijk	Making a tour of the USA? Sounds tempting .
vermoeiend	We finally arrived after a long and weary trip.
(zich) veroorloven	How can he afford a big car like that?
verzoek	She made a request to enter North Korea.
voertuig	On the ferry to England there were various vehicles .
voorkómen	The authorities try to prevent people from writing on the stones at Stonehenge.
vruchtbaarheid	There is nothing wrong with her fertility if she has four children.
wie goed doet, goed ontmoet.	Sorry if you are disappointed but what you get is what you give .
wortel	He lives in England but his roots are in the Caribbean.
zeer oud	Stonehenge was built in ancient times.
zonsondergang	We sat on the beach and enjoyed the beautiful sunset .

EXPRESSIONS

Begrip tonen *Showing understanding*

Yes, I see your problem / your 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.

Beschuldiging van de hand wijzen *Rejecting an accusation*

Don't blame me for the fact ...

It is not my fault ... that things have gone wrong.

There's no way that I ...

That's an unfair accusation.

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)!

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 ...

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.)

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

Auxiliaries

 grammar p. 77

Passive

 grammar p. 62

Interrogative pronouns

 grammar p. 76

Indefinite pronouns

 grammar p. 72

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.

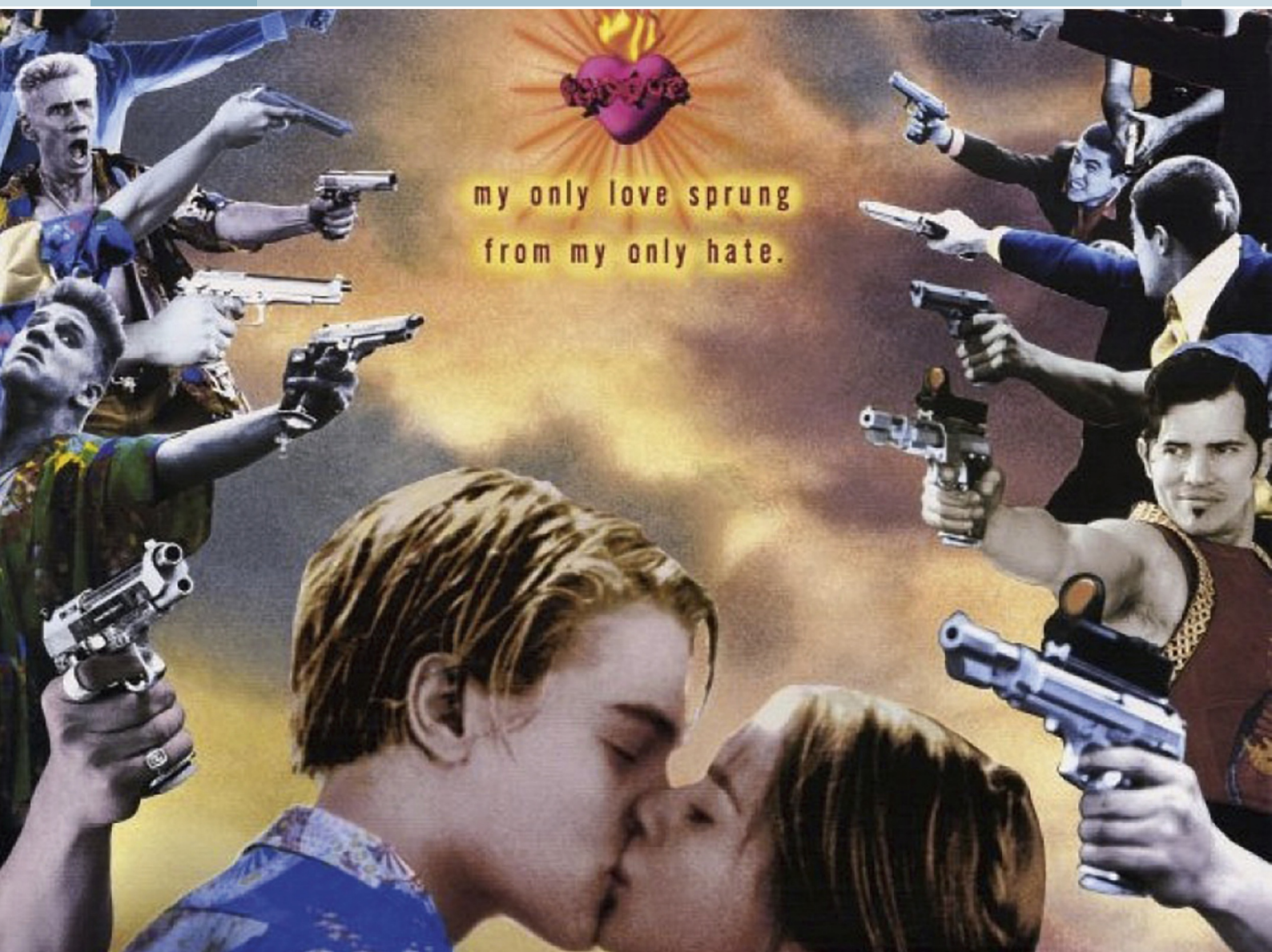
Why literature in this course book

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 238 to 241.



Literature

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 1	220
Young Blood	
UNIT 2	223
LOL	
UNIT 3	227
Great Expectations	
UNIT 4	230
A Curious Mind	
UNIT 5	234
Global Appetites	
OVERVIEW LITERARY PERIODS & MOVEMENTS	238

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.]

- 1 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!
10 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,
15 Having some business, do entreat her eyes
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.

7 **Her vestal livery is but sick and green:**
A 'livery' is a uniform worn by the servants of a lord; 'vestal' means 'chaste' and 'green-sickness' is an anemia that was supposed to occur in unmarried girls, because they were unmarried and not fruitful.

16 **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.

27-28 **As ... heaven:** i.e., as bright as an angel.

29 **white-upturned:** turned upward so that the whites are visible below the irises.

33 **wherefore art thou Romeo?:** why are you (named) Romeo (Montague)?

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?

ROMEO

Come hither, man. I see that thou art poor:

Hold, there is forty ducats. [Offers gold.] Let me have

A dram of poison, such soon-speeding gear

5 As will disperse itself through all the veins

That the life-weary taker may fall dead

And that the trunk may be discharged of breath

As violently as hasty powder fired

Doth hurry from the fatal cannon's womb.

10 Such mortal drugs I have; but Mantua's law

Is death to any he that utters them.

ROMEO

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,

15 Contempt and beggary hangs upon thy back;

The world is not thy friend nor the world's law;

The world affords no law to make thee rich;

Then be not poor, but break it, and take this.

APOTHECARY

My poverty, but not my will, consents.

ROMEO

20 I pay thy poverty, and not thy will.

APOTHECARY

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.

ROMEO

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 sell.

I sell thee poison; thou hast sold me none.

Farewell: buy food, and get thyself in flesh.

[Exit APOTHECARY]

Come, cordial and not poison, go with me

To Juliet's grave; for there must I use thee.

[Exit]

3 **ducats:** gold coins.

4 **A dram:** a little bit; **soon-speeding gear:** quick-working stuff.

8 **hasty powder:** gunpowder.

9 **womb:** belly.

10 **mortal:** deadly.

11 **any he:** any man; **utters:** issues, sells.

14 **Need ... eyes:** i.e., in your eyes can be seen the starved look of need and deprivation.

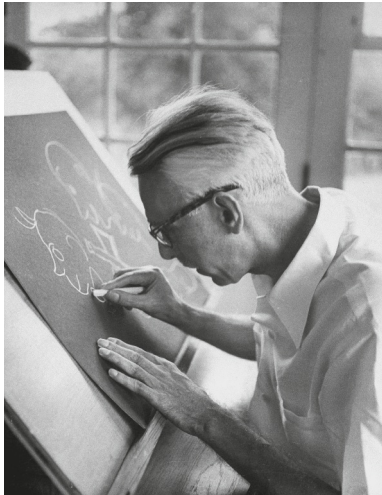
15 **Contempt ... back:** i.e., you are weighed down by your beggary and the contempt (of others) that comes with it.

18 **it:** i.e., the law.

28 **get thyself in flesh:** gain weight, get healthy.

29 **cordial:** healing medicine, especially a restorative for the heart.

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-pocketa-pocketa-pocketa. 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 pocketa-pocketa-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-pocketa-queep. 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 "Après 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’ll 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 labouring-boy!"

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



Jonathan Safran Foer

Two postmodernists

Jonathan Safran Foer & Mark Haddon

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.

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.

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.'

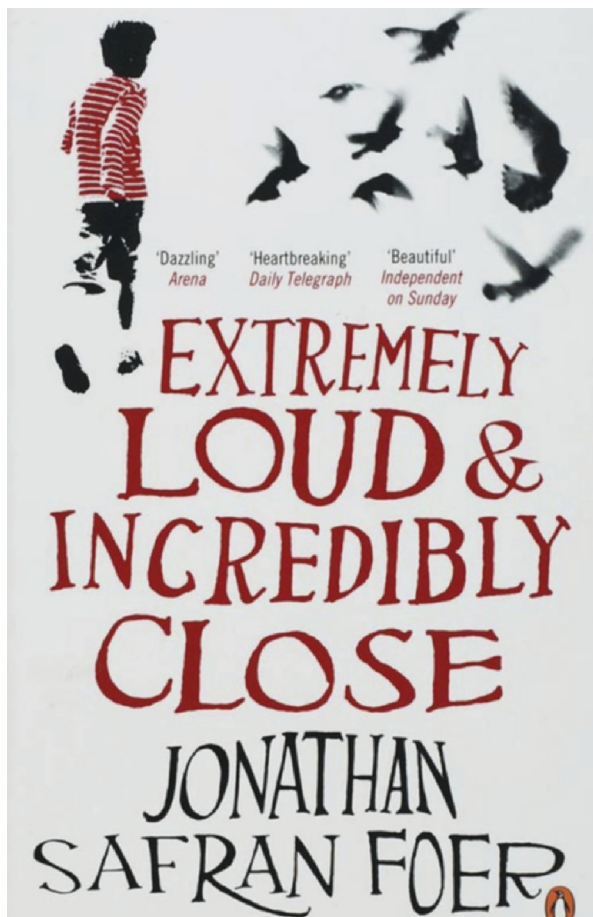
Once she left for work, I put on my clothes and went downstairs. Stan was sweeping up in front of the building. I tried to get past him without him



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 fire-retardant 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'être*, 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 definitivity?' '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 Ninety-third 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 spruce-covered 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 new-found 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.

(...)

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.

Notes

Literary periods & movements

500

1500

1550

1600

Classical Era {8th century BC – 5th century AD}

Epic poems, like the *Iliad* and the *Odyssey*, were intended to be sung or recited. Classical subjects were mostly part legend, based on historical events, and part myth, based on religious stories. They all featured a great variety of gods and goddesses.

-  **Homer**, *Ἰλιάς* (*The Iliad*, 8th – 7th century BC)
-  **Homer**, *Ὀδύσσεια* (*The Odyssey*, 8th – 7th century BC)
-  **Virgil**, *Aeneis* (*Aeneid*, 29 – 19 BC)

Spanish Golden Age {1500-1681}

This period began with the political unification of Spain. Most of its literature is very patriotic and religious. The most successful novel written during this period is the satirical novel *Don Quixote*.

-  **Miguel de Cervantes**, *Don Quixote* (1605-1615)

Medieval {500-1500}

This is the period between the end of Roman civilization and the Renaissance. The fall of Rome triggered a collapse in learning – in the Middle Ages most people could not read or write. The Roman Catholic Church became very powerful.

- *Beowulf* (circa 1000)
- *La Chanson de Roland* (*The Song of Roland*, circa 1100)
- *Das Nibelungenlied* (*The Nibelungenlied*, circa 1200)
-  **Dante Alighieri**, *La Divina Commedia* (*The Divine Comedy*, 1308-1320)
-  **Geoffrey Chaucer**, *The Canterbury Tales*, circa 1390)

(English) Renaissance {1500-1670}

The term Renaissance means 'rebirth'. During the 16th century there was a revival of interest in Greek and Roman learning. Many English writers used Italian stories and poetry as an inspiration and wanted to create very 'human' *Renaissance* characters.

-  **Desiderius Erasmus**, *Laus Stultitiae* (*The Praise of Folly*) (1511)
-  **Edmund Spenser**, *The Faerie Queene* (1590)
-  **William Shakespeare**, *Romeo & Juliet* (1594-1595)
-  **William Shakespeare**, *Macbeth* (1603)
-  **John Milton**, *Paradise Lost* (1667)



Chaucer



William Shakespeare



Daniel Defoe



Jane Austen



Henry James



George Eliot



Joseph Conrad



Charles Dickens

1650 1700 1750 1800 1850 →

Enlightenment {1700-1800}

During this *Age of Reason* people strongly believed in the power of critical thinking. Religious and political leaders lost their influence on society. Logic and progress in science were seen as the answer to life and everything. Freedom and democracy were considered to be fundamental rights.

-  Daniel Defoe, *Robinson Crusoe* (1719)
-  Benjamin Franklin, *Poor Richard's Almanack* (1733)
-  Denis Diderot, *Encyclopédie* (1750)
-  Voltaire, *Candide* (1759)
-  Jean-Jacques Rousseau, *Emile* (1762)

Late Enlightenment (Sturm und Drang) {1770-1786}

This movement had an emphasis on feeling and individualism, well expressed in Goethe's *Die Leiden des jungen Werthers* (by some described as 'a declaration of the rights of feeling'). The Enlightenment had begun in England and Holland. When it finally arrived in Germany, via France, it was less about logic and more about emotions.

-  Johann Wolfgang von Goethe, *Die Leiden des jungen Werthers* (The Sorrows of Young Werther, 1774)

Romantic Period {1798-1870}

Romanticism emerged as a reaction against the social and political norms of the Age of Enlightenment. The Romantic Movement rejected reason and was all about feelings. Experiencing life became important, people used emotions rather than logic to base their decisions upon.

-  William Wordsworth, *Lyrical Ballads* (1798)
-  Mary Shelley, *Frankenstein* (1818)
-  Lord Byron, *Don Juan* (1819-1824)
-  Nathaniel Hawthorne, *The Scarlet Letter* (1850)
-  Herman Melville, *Moby Dick* (1851)
-  Walt Whitman, *Leaves of Grass* (1855)

Transcendental Movement {1830-1860}

Transcendentalism showed a new way of understanding truth and knowledge, based on the writings of Immanuel Kant. He had pointed out that certain things cannot be known for sure, no matter how advanced science was. Transcendentalists gained knowledge through the senses, through intuition and meditation. They believed Divinity resided in all individuals.

-  Ralph Waldo Emerson, *Nature* (1836)
-  Ralph Waldo Emerson, *The American Scholar* (1837)
-  Margaret Fuller, *Woman in the Nineteenth Century* (1845)
-  Henry David Thoreau, *Walden* (1854)

Realism {1820-1920}

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, *Евгений Онегин* (*Eugene Onegin*, 1825-1832)
-  Stendhal, *Le Rouge et le Noir* (*The Red and the Black*, 1830)
-  Edgar Allen Poe, *The Raven* (1845)

-  Gustave Flaubert, *Madame Bovary* (1857)
-  Multatuli, *Max Havelaar* (1860)
-  Leonid Tolstoy, *Война 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

← 1850

1900

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, but it was also a time of hardship. People were forced to work under extremely dangerous conditions. Victorian authors, like Charles Dickens, made these conditions visible in their stories.

-  Charlotte Brontë, *Jane Eyre* (1847)
-  Emily Brontë, *Wuthering Heights* (1847)
-  Lord Tennyson, *In Memoriam* (1849)
-  Charles Baudelaire, *Les Fleurs du mal* (*The Flowers of Evil*, 1857)
-  Charles Dickens, *Great Expectations* (1860-1861)
-  Lewis Carroll, *Alice's Adventures in Wonderland* (1865)
-  Oscar Wilde, *The Picture of Dorian Gray* (1890)
-  Thomas Hardy, *Tess of the D'Urbervilles* (1891)

Existentialism {1850-today}

Rene Descartes famously said: "I think therefore I am." Existentialists embrace the idea that one really has to find meaning within existence; one has to be 'something', just to 'be' is not enough. Each individual has to find or create meaning for his or her self. Contrary to popular belief, Existentialism does not dictate a negative view of humanity or reality.

-  Franz Kafka, *Die Verwandlung* (*The Metamorphosis*, 1915)
-  Fyodor Dostoyevsky, *Преступление и наказание* (*Crime and Punishment*, 1866)
-  Franz Kafka, *Der Prozeß* (*The Process*, 1925)
-  Paul Sartre, *La Nausée* (*Nausea*, 1938)
-  Antoine de Saint-Exupéry, *Le Petit Prince* (*The Little Prince*, 1943)
-  Simone de Beauvoir, *Le Deuxième Sexe* (*The Second Sex*, 1949)
-  Milan Kundera, *Nesnesitelná lehkost bytí* (*The Unbearable Lightness of Being* (1984)

Naturalism {1870-1920}

The French writer Emile Zola, who called human beings 'human beasts', invented the term Naturalism. Naturalist writers used natural selection and survival of the fittest as a tool to present the struggle against nature, which they saw as a hopeless fight. They believed natural and socioeconomic forces were stronger than individual humans.

-  Stephen Crane, *The Red Badge of Courage* (1895)
-  Frank Norris, *McTeague* (1899)
-  Theodore Dreiser, *Sister Carrie* (1900)
-  Jack London, *The Call of the Wild* (1903)
-  Edith Wharton, *The House of Mirth* (1905)

The Bloomsbury Group {1903-1964}

The Bloomsbury Group was a circle of writers, artists and intellectuals from the Bloomsbury district of London. They rejected old Victorian ideals and supported unconventional ideas, such as pacifism, gay rights and open marriages.

Virginia Woolf was the leader of this group.

-  Bertrand Russell, *The Principles of Mathematics* (1903)
-  E.M. Forster, *Howards End* (1910)
-  Lytton Strachey, *Eminent Victorians* (1918)
-  Virginia Woolf, *Mrs Dalloway* (1925)
-  T.S. Eliot, *The Waste Land* (1922)
-  Aldous Huxley, *Brave New World* (1932)

Modernism {1910-1965}

Modernism was set in motion by the Great War and World War II. Modernist writers wanted to "make it new!" They also wanted to change the way people think about truth and reality. Various forms of new writing were tried out, in which authors focussed on the 'inner self' and the workings of consciousness.

-  Robert Frost, *North of Boston* (1914)
-  Marcel Proust, *À la recherche du temps perdu* (*In Search of Lost Time*, 1913-1927 (7 volumes)
-  James Joyce, *Ulysses* (1918-1920)
-  Italo Svevo, *La coscienza di Zeno* (*Confessions of Zeno*, 1923)
-  Thomas Mann, *Der Zauberberg* (*The Magic Mountain*, 1924)
-  William Butler Yeats, *The Tower* (1928)
-  William Faulkner, *The Sound and the Fury* (1929)
-  André Malraux, *La condition humaine* (*Man's Fate*, 1933)
-  Stefan Zweig, *Ungeduld des Herzens* (*Beware of Pity*, 1938)
-  James Thurber, *The Secret Life of Walter Mitty* (1939)
-  Gerard Reve, *De Avonden* (1947)
-  George Orwell, *Nineteen Eighty-Four* (1949)
-  Günter Grass, *Die Blechtrommel* (*The Tin Drum*, 1959)
-  Harper Lee, *To Kill a Mockingbird* (1960)
-  Sylvia Plath, *The Bell Jar* (1963)
-  Gabriel García Márquez, *Cien años de soledad* (*One Hundred Years of Solitude*, 1967)

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



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