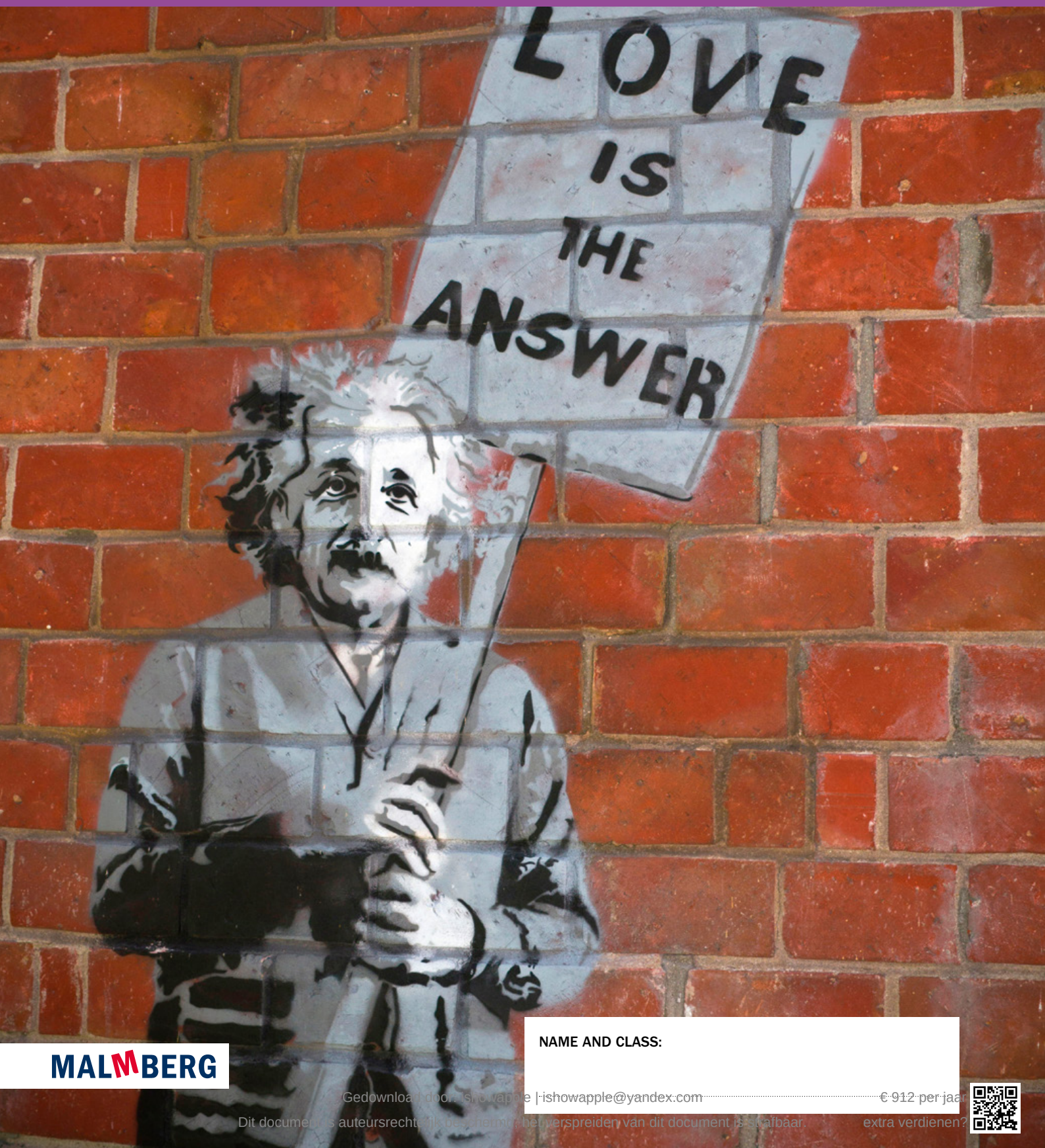


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Engels

Keys



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ENGELS VOOR DE BOVENBOUW		5
KEYS	VWO-GYM	

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Theme	1 Reading & listening	2 Reading	3 Speaking
 The Magical Mystery Tour	LEB2-3a. Kan artikelen en verslagen over hedendaagse problemen begrijpen, waarin de schrijvers bepaalde stellingen of standpunten innemen. SPB1-3a. Kan een voorbereide presentatie of spreekbeurt houden over een vertrouwd onderwerp binnen zijn of haar gebied, die helder genoeg is om het grootste deel van de tijd moeiteloos te worden gevolgd en waarin de belangrijkste punten met een redelijke mate van nauwkeurigheid worden uitgelegd en kan vragen beantwoorden naar aanleiding van de presentatie, maar moet soms om herhaling vragen als er snel is gesproken.	LEB2-2a. Kan snel lange, complexe teksten doorlezen en de relevante details vinden. SCHB1-3b. Kan korte, eenvoudige opstellen schrijven over belangwekkende onderwerpen (B1+).	GSB1-5i. Kan een kort verhaal, artikel, lezing, discussie, vraaggesprek of documentaire samenvatten, er zijn of haar mening over geven en nadere vragen over details beantwoorden (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. 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.
 Go Down in History	LEB2-3b. Kan literaire teksten en non-fictie lezen met een redelijke mate van begrip voor het geheel en voor details. LUB2-5d. Kan opnamen in standaardtaal verstaan die veel worden aangetroffen in het sociale, beroeps- of onderwijsleven, en naast de inhoudelijke informatie ook standpunten en houdingen van sprekers herkennen (B2+). 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. SPB2-1b. Kan duidelijke samenhangende verhalen vertellen.	LEB2-2a. Kan snel lange, complexe teksten doorlezen en de relevante details vinden. GSB1-5i. Kan een kort verhaal, artikel, lezing, discussie, vraaggesprek of documentaire samenvatten, er zijn of haar mening over geven en nadere vragen over details beantwoorden (B1+).	GSB2-4a. Kan een probleem uitleggen en duidelijk maken dat de dienstverlener of de klant een concessie zal moeten doen. GSB2-4b. Kan onderhandelen. GSB2-4c. Kan een klacht op adequate wijze afhandelen, telefonisch en face-to-face. GSB2-4d. Kan zich talig redden om een oplossing te bereiken over een meningsverschil in onverwachte situaties tijdens een reis. GSB2-4e. Kan argumenten geven voor schadevergoeding, overredende taal gebruiken om genoegdoening te eisen en helder aangeven wat de grenzen zijn van eventuele concessies waartoe hij of zij bereid is.
 Science and Technology	LEB2-3d. Kan gespecialiseerde artikelen buiten het eigen vakgebied begrijpen, mits hij of zij af en toe een woordenboek kan gebruiken om zijn of haar interpretatie van terminologie te bevestigen (B2+). LUB2-4a. Kan mededelingen en berichten over concrete en abstracte onderwerpen verstaan. LUB2-5a. Kan de meeste nieuwsuitzendingen en actualiteitenprogramma's op de televisie en via internet verstaan. SCHB2-3b. Kan informatie en argumenten uit verschillende bronnen bijvoegen.	LEB2-3d. Kan gespecialiseerde artikelen buiten het eigen vakgebied begrijpen, mits hij of zij af en toe een woordenboek kan gebruiken om zijn of haar interpretatie van terminologie te bevestigen (B2+). SCHB1-3b. Kan korte, eenvoudige opstellen schrijven over belangwekkende onderwerpen (B1+).	GSB2-2a. Kan actief deelnemen aan alledaagse en niet-alledaagse formele discussies. GSB2-2b. Kan zijn of haar mening bijdragen, verantwoorden en staande houden, alternatieve voorstellen beoordelen en hypothesen stellen en beantwoorden. LUB2-2b. Kan een levendig gesprek tussen moedertaalsprekers volgen (B2+). LEB2-3d. Kan gespecialiseerde artikelen buiten het eigen vakgebied begrijpen, mits hij of zij af en toe een woordenboek kan gebruiken om zijn of haar interpretatie van terminologie te bevestigen (B2+).
 State of the Art	LEB2-3d. Kan gespecialiseerde artikelen buiten het eigen vakgebied begrijpen, mits hij of zij af en toe een woordenboek kan gebruiken om zijn of haar interpretatie van terminologie te bevestigen (B2+). LUB2-5d. Kan opnamen in standaardtaal verstaan die veel worden aangetroffen in het sociale leven, beroeps- of onderwijsleven, en naast de inhoudelijke informatie ook standpunten en houdingen van sprekers herkennen (B2+). LUB2-5a. Kan de meeste nieuwsuitzendingen en actualiteitenprogramma's op de televisie en via internet verstaan. GSB2-2a. Kan actief deelnemen aan alledaagse en niet-alledaagse formele discussies.	LEC1-3a. Kan op detailniveau een breed scala van lange, complexe teksten begrijpen, die veel worden aangetroffen in het sociale, professionele of academische leven, en fijnere details herkennen zoals houdingen en uitgesproken of impliciete meningen, mits moeilijke passages herlezen kunnen worden. GSB2-2a. Kan actief deelnemen aan (niet-)alledaagse formele discussies. GSB2-2b. Kan zijn mening bijdragen, verantwoorden en staande houden, alternatieve voorstellen beoordelen en hypothesen stellen en beantwoorden.	GSB2-5b. Kan helder en gedetailleerd bespreken hoe een procedure moet worden uitgevoerd. GSB2-5d. Kan initiatief nemen in een vraaggesprek en ideeën uitwerken en ontwikkelen zonder veel hulp of aansporing van een vragensteller. LEB2-4a. Kan lange, complexe aanwijzingen op het eigen vakgebied begrijpen, met inbegrip van details over voorwaarden en waarschuwingen, mits hij of zij moeilijke passages kan herlezen.
 A Bright Future?	LEC1-3a. Kan op detailniveau lange, complexe teksten begrijpen en houdingen en uitgesproken of impliciete meningen herkennen, mits moeilijke passages herlezen kunnen worden. LUC1-5a. Kan audiovisueel materiaal verstaan met enig niet-standaardtaalgebruik en impliciete (ver)houdingen tussen sprekers herkennen. LUB2-5d. Kan opnamen in standaardtaal verstaan en naast de inhoudelijke informatie ook standpunten en houdingen van sprekers herkennen (B2+). SCHB2-2a. Kan een helder gestructureerde lezing over een vertrouwd onderwerp begrijpen en aantekeningen maken van belangrijke punten. SCHB2-4a. Kan duidelijke, gedetailleerde teksten schrijven over thema's gerelateerd aan het eigen interessegebied.	LEC1-3a. Kan op detailniveau een breed scala van lange, complexe teksten begrijpen, die veel worden aangetroffen in het sociale, professionele of academische leven, en fijnere details herkennen zoals houdingen en uitgesproken of impliciete meningen, mits moeilijke passages herlezen kunnen worden. SCHB2-4a. Kan duidelijke, gedetailleerde teksten schrijven over thema's gerelateerd aan het eigen interessegebied.	GSB2-1a. Kan participeren in een uitgebreide conversatie over algemene onderwerpen. GSB2-1d. Kan actief deelnemen aan informele discussies in een vertrouwde context. LEB2-3a. Kan opiniërende artikelen en verslagen over hedendaagse problemen begrijpen. LUC1-3a. Kan de meeste voordrachten, discussies en debatten betrekkelijk makkelijk volgen. LUB2-5b. Kan documentaires, live uitgezonden vraaggesprekken, praatprogramma's, toneelstukken en de meeste films in standaarddialect verstaan. SPB2-3a. Kan een duidelijke, voorbereide presentatie geven, met argumentatie over voor- en nadelen van verschillende opties.



4 Reading & listening	5 Writing	6 Literature	Grammar
LEB2-3c. Kan informatie, ideeën en meningen ophalen uit zeer gespecialiseerde bronnen binnen zijn of haar vakgebied (B2+). 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.	SCHB2-3a. Kan teksten schrijven waarin argumenten worden uitgewerkt en onderbouwd. LEB2-3a. Kan artikelen en verslagen over hedendaagse problemen begrijpen, waarin de schrijvers bepaalde stellingen of standpunten innemen. LEB2-1a. Kan correspondentie lezen met betrekking tot zijn of haar interessegebied en daarbij meteen de wezenlijke betekenis vatten.	Jack Kerouac <i>On the road</i> Beat Generation Setting and atmosphere Theme and motif	1: simple present & present continuous future 2: auxiliaries (kunnen, mogen, moeten, willen) 3: adjectives and adverbs comparisons 4: irregular verbs simple past & past continuous 5: linking words
LEB2-3b. Kan literaire teksten en non-fictie lezen met een redelijke mate van begrip voor het geheel en voor details. LEB2-3c. Kan informatie, ideeën en meningen ophalen uit zeer gespecialiseerde bronnen binnen zijn of haar vakgebied (B2+). LUB2-5d. Kan opnamen in standaardtaal verstaan die veel worden aangetroffen in het sociale leven, beroeps- of onderwijsleven, en naast de inhoudelijke informatie ook standpunten en houdingen van sprekers herkennen (B2+). SCHB1-3c. Kan met enig vertrouwen verzamelde feitelijke informatie over vertrouwde alledaagse en niet-alledaagse zaken binnen zijn of haar vakgebied samenvatten, in een verslag opnemen en commentariëren (B1+).	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+). LUB2-5a. Kan de meeste nieuwsuitzendingen en actualiteitenprogramma's op de televisie en via internet verstaan.	<i>Beowulf</i> Geoffrey Chaucer <i>The Canterbury Tales: A knight's tale</i> Medieval period The invention of printing Repetition and alliteration Frame story	1: tenses 2: passive 3: gerund 4: plural and singular forms 5: prepositions & linking words
LEB2-2c. Kan meer complexe advertenties begrijpen. LEB2-4a. Kan lange, complexe aanwijzingen op het eigen vakgebied begrijpen, met inbegrip van details over voorwaarden en waarschuwingen, mits hij of zij moeilijke passages kan herlezen. LUB2-4a. Kan mededelingen en berichten over concrete en abstracte onderwerpen verstaan. GSB2-5a. Kan op betrouwbare wijze gedetailleerde informatie doorgeven en bespreken.	SCHB2-1b. Kan in persoonlijke brieven, e-mails en in internetgroepen nieuws en standpunten van een ander commentariëren. LEB2-2c. Kan meer complexe advertenties begrijpen. SCHB2-3a. Kan teksten schrijven waarin argumenten worden uitgewerkt en onderbouwd.	Daniel Defoe <i>Robinson Crusoe</i> Enlightenment Foreshadowing	1: relative pronoun demonstrative pronoun 2: if and when sentences with 'if' 3: indefinite pronoun 4: tenses 5: genitive: 's / ' / of
LEC1-3b. Kan met gemak literaire teksten en non-fictie lezen. LEC1-1a. Kan alle correspondentie begrijpen, een enkele keer met behulp van een woordenboek. LEB2-3d. Kan gespecialiseerde artikelen buiten het eigen vakgebied begrijpen, mits hij of zij af en toe een woordenboek kan gebruiken om zijn of haar interpretatie van terminologie te bevestigen (B2+). LUB2-4a. Kan mededelingen en berichten over concrete en abstracte onderwerpen verstaan. SCHB2-1b. Kan in persoonlijke brieven, e-mails en in internetgroepen nieuws en standpunten van een ander commentariëren. SCHB2-3a. Kan teksten schrijven waarin argumenten worden uitgewerkt en onderbouwd. SCHB2-3b. Kan informatie en argumenten uit verschillende bronnen bijeenvoegen.	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. SCHB2-4a. Kan duidelijke, gedetailleerde teksten schrijven over thema's gerelateerd aan het eigen interessegebied. LEC1-3b. Kan met gemak literaire teksten en non-fictie lezen. LUC1-5a. Kan een breed scala van opgenomen en uitgezonden audiovisueel materiaal verstaan met inbegrip van enig niet-standaardtaalgebruik en fijnere details herkennen zoals impliciete houdingen en verhoudingen tussen sprekers.	Nathaniel Hawthorne <i>The Scarlet Letter</i> Edgar Allan Poe <i>Annabel Lee</i> <i>Silence – A Fable</i> Romantic Period Plot and plot structure Hyperbole Analysing poetry	1: direct speech and indirect speech 2: auxiliaries: kunnen, mogen, moeten, willen 3: definite article indefinite article 4: tenses relative pronoun 5: the passive genitive: 's / ' / of
LEC1-1a. Kan alle correspondentie begrijpen, een enkele keer met behulp van een woordenboek. LUB1-3a. Kan een voordracht of toespraak volgen binnen het eigen vakgebied (B1+). GSB2-1a. Kan een uitgebreide conversatie voeren over de meeste algemene onderwerpen op duidelijk participerende wijze, zelfs in een lawaaiige omgeving. GSB2-1d. Kan actief deelnemen aan informele discussies in een vertrouwde context en daarbij commentaar geven, standpunten helder weergeven, alternatieve voorstellen beoordelen en hypothesen stellen en beantwoorden.	SCHB2-1a. Kan in correspondentie ingaan op de persoonlijke betekenis van ervaringen en gebeurtenissen. SCHB2-4b. Kan helder en gedetailleerd schrijven over waargebeurde of verzonnen gebeurtenissen en ervaringen, en daarbij het verband tussen ideeën aangeven in heldere samenhangende tekst en zich houden aan de aanvaarde conventies van het betrokken genre (B2+). LEC1-3b. Kan met gemak literaire teksten en non-fictie lezen.	Henry David Thoreau <i>Walden, or Life in the Woods</i> Ralph Waldo Emerson Eulogy Margaret Fuller <i>Summer on the Lakes</i> Transcendental Movement Eulogy and elegy Transcendentalism and Romanticism	1: tenses 2: adjectives and adverbs comparisons 3: gerund 4: sentences with 'if' linking words 5: relative pronoun







1 2 3 4 5

Unit 1 The Magical Mystery Tour

The disappearance of ships and planes in the Bermuda Triangle is one of life's great mysteries. Or is it? And do we really exist? Or are we just an illusion, living inside a gigantic computer simulation? Get real in unit 1.

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1

YOU'LL BE ABLE TO

- understand opinion pieces on current issues
- understand most news and current affairs programmes on TV / internet
- understand documentaries, plays, live interviews and films
- give a prepared presentation on a familiar topic within your field which is comprehensible most of the time

Grammar

- simple present & present continuous
- future

Vocabulary

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

Strategies

- paraphrasing

TEXT

The Bermuda Triangle mystery 'solved'

Experts claim they might have 'solved' the Bermuda Triangle mystery, but there's just one problem.

A story has gone viral claiming that experts have finally 'solved' the Bermuda Triangle mystery, with the discovery of strange, hexagonal-shaped clouds covering the region.

...(1)...

But there's one problem – the Bermuda Triangle doesn't actually exist, and there is no 'mystery' to solve. There are in fact no extra unexplained plane crashes and shipwrecks in the area, despite what you might have heard.

The name Bermuda Triangle refers to a region of ocean bordered by Florida, Bermuda, and Puerto Rico, and it was first brought to public attention back in the 1950s by a journalist named Edward Van Winkle Jones, who wrote a story for the Associated Press about a large number of ships and planes that had disappeared in the region.

The idea really took off in the 1970s, when Charles Berlitz published the best-selling *The Bermuda Triangle*, and everyone started speculating about UFOs or rogue waves that were frequenting the region.

...(2)...

The 'mysterious disappearances' everyone was freaking out over were either reporting mistakes or outright fabrications.

...(3)...

There are some real boats and ships that have gone missing in the region, but seeing as it's one that's frequented by tankers, cruise ships, charter planes, and small pleasure ships – as well as the location of Hurricane Alley and the notorious Gulf Stream, that's not all that surprising.

"These types of hexagonal shapes over the ocean are in essence air bombs."

Kusche published a book on the subject, *The Bermuda Triangle Mystery – Solved*, in 1975, but despite converting a few former believers, the myth of the Bermuda Triangle remained.

...(4)...

Steve Miller, a satellite meteorologist from Colorado State University, told the Science Channel that their straight-edged appearance is pretty unusual. "You don't typically see straight edges with clouds," said Miller. "Most of the time clouds are random in their distribution."





Although they can't be that uncommon, because the team also examined similar cloud shapes over the North

Sea off the coast of the UK and found them associated with sea level winds of up to 160 kilometres per hour, which are powerful enough to create waves more than 14 metres high.

"These types of hexagonal shapes over the ocean are in essence air bombs," Randy Cerveny from the University of Arizona told the Science Channel.

...(5)...

None of this insight into the clouds has been published in a peer-reviewed journal as yet, so some take it with a grain of salt.

But it's entirely possible that hexagonal clouds could be common over the region, and they could be associated with stronger-than-normal winds.

...(6)...

Based on: www.sciencealert.com

READING

1 Read the text. Six paragraphs have been removed. Choose the paragraph which fits each gap. There is one paragraph too many.

- a According to a new Science Channel documentary on the issue, these hexagonal clouds are creating winds of 106 kilometres per hour that act as 'air bombs' to sink ships and bring down planes.
- b As Benjamin Radford explains for Live Science: "In some cases there's no record of the ships and planes claimed to have been lost in the aquatic triangular graveyard; they never existed outside of a writer's imagination. In other cases, the ships and planes were real enough – but Berlitz and others neglected to mention that they 'mysteriously disappeared' during bad storms."
- c But the problem was, no one had actually fact-checked the claims of boats and planes going missing in the first place. And when journalist Larry Kusche actually did so a few years later, he discovered there was no mystery to solve.
- d Still, that doesn't change the fact that there isn't a strange excess of disappearances in the region to solve in the first place. So, the real news here isn't the solution to a longstanding myth, it's potential evidence of a new weather phenomenon, and that's pretty cool in itself.
- e "They are formed by what are called microbursts and they're blasts of air that come down out of the bottom of a cloud and then hit the ocean and create waves that can sometimes be massive in size and start to interact with each other."
- f "Tornadic waterspouts are tornadoes that form over water, or move from land to water. They have the same characteristics as a land tornado. They are associated with severe thunderstorms, and are often accompanied by high winds and seas, large amounts of hail, and frequent dangerous lightning."
- g Which brings us back to today, and this new 'breakthrough' in the Bermuda Triangle case. Researchers have now analysed imagery from a NASA satellite and spotted hexagonal-shaped clouds ranging between 32 and 88 kilometres wide, roughly around 240 kilometres off the coast of Florida, over the Bahamas.



VOCABULARY

STRATEGY Paraphrasing

strategies – parafraseren – p. 22

A paraphrase is a rewording of a word or text: the same meaning in different words.

Questions in reading exams often contain paraphrasing. The literal words that are used in the text are avoided in the questions, to test if you really understand the text. When you come across such a question, you will have to look for the original words the paraphrase is describing.

- 10** Choose the correct synonyms for the underlined words. You may have to change the words to fit the sentence. There are two words too many.

arouse – convert – deduce – denounce – disrupt – evade – frequent – seduce – withhold

- a She strongly criticised the government's handling of the crisis. *denounced*
- b Demonstrators succeeded in causing disorder in the meeting. *disrupting*
- c This is a shop I used to visit a lot when I was young. *frequent*
- d I sincerely hope that you are not keeping any information from us. *withholding*
- e Can I conclude from your silence that you don't approve? *deduce*
- f Come on, don't you think you're trying to avoid dealing with the issue? *evade*
- g The hotel is going to be changed into a nursing home. *converted*

GRAMMAR

Simple present & present continuous

grammar – 1 & 2 – p. 54-55

Hexagonal-shaped clouds **cover** the region.

He **publishes** a book every five years.

He's **fast-checking** the claims about missing boats and planes in the Bermuda Triangle.

I'm **meeting** Charles Berlitz tomorrow to talk about his book on the Bermuda Triangle.

- 11** Study the different forms of the present tense in the table. Then, look at the sentences below. For each sentence, write down the number of the present tense form (1-9) that has to be used. Then, use the *simple present* or the *present continuous* for the words in brackets. The numbers in sentence **a** are given as an example.

<i>present continuous</i>	<i>simple present</i>
1 activity happening at the moment of speaking	4 repeated actions / habits
2 plans for and arrangements in the future	5 permanent situations or facts
3 irritating or surprising habits with 'always' and 'constantly'	6 verbs related to the senses
	7 mental state or preference
	8 fixed events as part of timetables and programmes
	9 after some words referring to the future

- a** Present tense numbers: 1 and 4

Shelly (to do) *is / 's doing* an interview for Live Science now. The interviewee (to write) *writes* books on well-known mysteries.

- b** Present tense numbers: 5 and 1 and 1 / 2

Her house (to lie) *lies* on the coast of Florida, but she (to stay) *is / 's staying* at a hotel in New York City because that's where the interview (to take) *is / 's taking place*



- c Present tense number: 4
Shelly (to interview) interviews scientists as well as writers.
- d Present tense number: 4
If she (to get) gets a chance to see something extraordinary, like a hexagonal-shaped cloud, she will take it.
- e Present tense numbers: 7 and 7
I (not – to agree) do not / don't agree with your theory about missing boats and planes because, frankly, I (to think) think it's too far-fetched.
- f Present tense numbers: 4 and 2
Shelly (not – to do) doesn't do any work at weekends though this weekend she (to finish) is / 's finishing a documentary that can't wait.
- g Present tense numbers: 8 and 2 and 9
Our plane (to leave) leaves for Spain at 2 p.m. because we (to visit) are / 're visiting some friends for the next six days. I will call my parents as soon as I (to arrive) arrive.
- h Present tense numbers: 1 and 6
I (to watch) am / 'm watching a documentary about mysterious plane and boat disappearances on The Discovery Channel. What is being said (to sound) sounds very interesting.
- i Present tense numbers: 2 and 8
This evening I (to watch) am / 'm watching a film that (to start) starts at 8.30 p.m.
- j Present tense numbers: 7 and 3 and 7
What I (not – to understand) do not / don't understand is why you (always – to talk) are / 're always talking when the TV is on. Frankly, I (to find) find it quite irritating.

LISTENING

12-19 Watch the video online and do the assignments that you find there. You may use the writing space below.

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



GRAMMAR

Future

 grammar – 9 – p. 59-60

She's sure that her children **will** continue to explore and discover.

I **am seeing** my family doctor this afternoon. I've already made an appointment.

What do you intend to do? **We're going to** encourage our children to explore their surroundings.

- 20** First, fill in the number of the *future* form that has to be used. Then, fill in the correct form of the verb.

different forms of the *future*

- 1 will / shall: decision made at the moment of speaking
- 2 will / shall: after a wish, assumption, promise, offer, prediction
- 3 present continuous: with arrangements for the future that have already been made
- 4 to be going to: things have already been decided
- 5 to be going to: there are signs that things are certain to happen
- 6 simple present: the future as expressed in timetables, schedules, programmes

- a 2 She promises she (to fact-check) will fact-check the latest claims of disappearances of a boat and a ship in the Bermuda Triangle.
- b 6 The Discovery Channel programme about mysterious disappearances (to start) starts at 8.30 p.m.
- c 1 Oh, dear. It has started to rain. I (to close) will close the windows.
- d 4 Do you already know in which month you (to visit) are going to visit your friends in Florida next year?
- e 3 I (to fly) am flying from Miami to New York City tomorrow to attend a conference.
- f 6 Our train (to leave) leaves for Rotterdam at 3.30 p.m.
- g 5 Oh, no. Look at those hexagonal-shaped clouds overhead. There (to be) are going to be rogue waves. We may not live to tell the story!
- h 2 We (to drive) will drive into a hurricane if we don't change direction right now.
- i 3 I (to see) am seeing my family doctor about my migraines at 2 p.m. this afternoon.
- j 4 I've heard they (to buy) are going to buy a new car sometime next year.

LISTENING

- 21** You are going to watch a documentary and write a summary. Find a documentary (10-30 minutes) about an (un)solved mystery. For example: the pyramids, Nazca lines in Peru or the murder of President Kennedy.



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

- Fill in the relevant words, e.g. 'documentary Nazca lines Peru'.
- Click 'videos'.
- Click 'search tools'.
- Click 'duration' > click 'medium (4-20 minutes)'.

Before watching

Write down three questions you expect to be answered in the documentary.

While watching

Write down the URL and the title of the video. Make notes on the following:

- What different points of view are mentioned and what explanations are given?
- Which explanation do you find least and most convincing, and why?
- What is or are the conclusion(s)?

After watching, write your text. Include the following:

- To what extent have your three questions been answered?
- Give a summary of 300-350 words of what you have seen and heard while watching.
- Add the explanation you find least and most convincing, and why.
- What did you like more and what did you like less about this programme?

SPEAKING

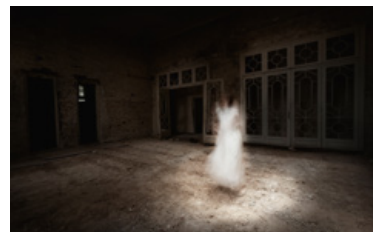


22 PAIR WORK Choose one set of pictures each.

- Talk about two of your three pictures and compare them, answering the questions that go with them.
- Talk for two minutes each.

A

- 1 Why would people be interested in these events or phenomena?
- 2 How would you explain them?
- 3 Which of these events or phenomena do you think is most likely to be explained at some point? Support your answer with arguments.



B

- 1 What would have been the function of these constructs?
- 2 How important is it to know that?
- 3 Which sight would be most worth investigating further? Support your answer with arguments.



23 You can find an alternative speaking assignment online.

Gedownload door: [ishowapple | ishowapple@yandex.com](mailto:ishowapple@yandex.com)



2

YOU'LL BE ABLE TO

- scan long, complex texts to find relevant details
- write short, simple essays on topics of interest

Grammar

- auxiliaries (kunnen, mogen, moeten, willen)

Vocabulary

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

Strategies

- linking words
- summarising an article

TEXT



King Arthur, 'once and future king'

King Arthur is a medieval, mythical figure who was the head of the kingdom of Camelot and the Knights of the Round Table. It is not known if there was a real Arthur, though it is believed he may have been a military leader who successfully avoided a Saxon invasion during the 5th to 6th centuries. His legend has been popularised by many writers.

A great theme

1 The basic myths of the Celtic peoples centre on the great cycle of stories based on the life and exploits of King Arthur. These legends link Arthur to a common poetic idea of Britain as a kind of paradise of the West, with a primeval unspoiled past. Together they add up to the greatest theme in the literature of the British Isles.

The historic figure of Arthur as a victorious fifth-century warrior, leading Britons into battle against Saxon invaders, has so far proved impossible for historians to confirm.

So, where does the legend come from? Why has King Arthur – the 'once and future king' of the poet Thomas Malory – remained so important to us, and why has he been important in the past?

First layer of the legend

2 The King Arthur that we know of today is a composite of layers of different legends, written by different authors at different times. He appears in the flesh for the first time in *The History of the Britons*, written in 830 and attributed to a writer called Nennius. Here Arthur appears as a heroic British general and a



Christian warrior, during the tumultuous late fifth century, when Anglo-Saxon tribes were attacking Britain. In one passage Nennius gives a list of 12 battles fought by Arthur, a list that belongs in an old tradition of battle-list poems in Welsh poetry.

So, the 12 battles of Arthur are not history. One man could not possibly have fought in all of them.

The 12 battles are in fact the first signs of a legend.

Historic Arthur

3 In the turmoil of the period following the Norman invasion in 1066, Celtic literature experienced a flowering. Much of it concerned stories of the Welsh and the other Celtic Britons in glorious triumph against their new masters. A shower of new histories also sprung forth, introducing the Normans to the culture and the past of the Celts. All such stories need a protagonist, a hero to lead the troops, and this is where Arthur fitted in.

Already known in Welsh poetry and in Nennius's history, he was an obvious contender. And with that background it is perhaps unsurprising that it was another Welsh writer who propelled Arthur from being just a Celtic warrior to being a mythical super-star.

4 The writer was Geoffrey of Monmouth, who spent his working life in Oxford and here produced his momentous work *The History of the Kings of Britain*. Geoffrey claimed the work was based on a secret lost Celtic manuscript that only he was able to examine. But it's really a myth masquerading as history, a fantastical tale of the history of the British Isles, which concentrates its key pages on King Arthur and his wondrous deeds.

In this work, for the first time, Arthur's whole life is told – from his birth at Tintagel to his eventual betrayal and death. There's Guinevere and Merlin, there's the legendary sword Caliburn (later known as Excalibur), and even the king's final resting place at Avalon – though it's not yet identified with Glastonbury. At the time it was written Geoffrey's book had a tremendous influence, and over 200 manuscripts still remain in existence. Its impact was as great in Europe as it was in Britain. Geoffrey had an expert way of mixing myth with fact, thus blurring reality – and this blend attracted a mass audience, perhaps in the same way that works such as *The Da Vinci Code* do today.

The Holy Grail

5 At the same time, the stories of Arthur began to bloom in the Celtic lands of northern France. This French connection began soon after the Norman

Conquest (1066), when Henry II of England married the vivacious and beautiful Eleanor of Aquitaine. In their court the two worlds of French and English literature intermingled, and poets and troubadours transformed the Arthur legend from a political fable to a tale of chivalric romance.

6 Perhaps the most important among the court writers was Chrétien de Troyes, who worked for Eleanor's daughter Marie de Champagne. Chrétien is probably the greatest medieval writer of Arthurian romances, and it was he who turned the legend from courtly romance into spiritual quest. The mysterious Holy Grail, one of the most captivating motifs in all literature, first appears as part of the Arthurian legend in Chrétien's unfinished poem *Perceval, or the Story of the Grail* (1181-90).

Chrétien's image of the grail, luminous and other-worldly, became a mystical symbol of all human quests, of the human yearning for something beyond, desirable and yet unattainable. With that, the Arthur legend entered the true realm of myth.

Arthur becomes political

7 By the time the Tudor king Henry VII came to the throne in 1485, chivalric tales of Arthur's knightly quests and of the Knights of the Round Table, inspired by Chrétien de Troyes, had roused British writers to pen their own versions, and Arthur was a well-established British hero. Thomas Malory's work *The Death of Arthur*, published in 1486, was one of the first books to be printed in England.

It is a haunting vision of a knightly golden age swept away by conflict and the betrayal of its ideals. Malory identified Winchester as Camelot, and it was there in the same year that Henry VII's eldest son was baptised as Prince Arthur, to signal the new age.

Chrétien's image of the grail became a mystical symbol of all human quests

8 The young prince Arthur did not live to be crowned king and usher in a true new Arthurian age, but in 1509 his younger brother became Henry VIII and took in the message. He had the Winchester Round Table of Edward III repainted, with himself depicted at the top. Here he was shown as a latter-day Arthur, a Christian emperor and head of a new British empire, with claims once more to European glory, just as Geoffrey of Monmouth and Thomas Malory had described.



Victorian revival

9 The 19th century in Britain was a time of great change, and the Industrial Revolution was transforming the nation irrevocably. But this situation produced great doubt and uncertainty in people's minds – not just in the future direction of the world but in the very nature of man's soul. As we have seen, at times of great change the legend of King Arthur, with its unfaltering moral stability, has always proved popular, and so it proved again in the reign of Queen Victoria.

In the end it is perhaps
his myth that is in any
case more important than
his history

Thus, when the Houses of Parliament were rebuilt after the disastrous fire of 1834, Arthurian themes from Malory's book were chosen for the decoration of the queen's robing room in the House of Lords, the symbolic centre of the British empire. And poems such as Tennyson's *Idylls of the King* and William Morris's *The Defence of Guinevere*, based on the myth, became extremely popular. In addition, the Pre-Raphaelite painters produced fantastically powerful re-creations of the Arthurian legend.

Modern myth

10 Today the tale has lost none of its appeal. Camelot was 'discovered' at Cadbury, in Somerset, in the 1960s, and many books on the subject have been written in the past few decades. Films such as *Excalibur*, *Lancelot* and Jerry Zucker's *First Knight* were precursors to the Hollywood epic *King Arthur*. Historians have also identified a real fifth-century Arthur – a prince and recognised warrior who died fighting the warring Scottish Picts. Has any of this helped verify the King Arthur of our story books? Maybe not. But in the end it is perhaps his myth that is in any case more important than his history. Over the centuries the figure of Arthur became a symbol of British history – a way of explaining the 'matter' of Britain, the relationship between the Saxons and the Celts, and a way of exorcising ghosts and healing the wounds of the past.

11 In such cases the dry, historical fact offers no solace, it is myth that offers real consolation, not in literal, historical fact but in poetic, imaginative truth. And a body of myth like the Arthurian tales therefore represents in some magical way the inner life of our history as Britons, over many hundreds, even thousands, of years. In this sense the fabulous myths really do serve Britain and make Arthur, perhaps, the real 'once and future king'.

Based on: www.bbc.co.uk

READING

1 Quickly read §1-7. Indicate in which paragraph you can find the answers to the questions about the main ideas below. Write down the number of the relevant paragraph.

- a Why was somebody like Arthur necessary to play a key role in all these tales? § 3
- b In what age did many Arthurian stories appear? § 7
- c What is the origin of the Arthurian legend? § 1
- d What object came to represent man's search for the unreachable? § 6
- e Who was the first person to give us Arthur as a man of flesh and blood? § 2
- f What mixture of cultures caused the Arthur legend to change into stories about knights? § 5
- g Which work contained biographical information about Arthur? § 4

2 Read §8-11. Provide each paragraph with a relevant question about the main idea of this paragraph, similar to the ones in exercise 1.

- a §8: For example: Who used a painting to compare himself with Arthur?
- b §9: In what sort of times is the story of Arthur especially popular?
- c §10: How can you see that Arthur is still popular nowadays?
- d §11: Why is the myth of Arthur important to Britons?



STRATEGY Linking words

📖 strategies – signaalwoorden – p. 13

Linking words help you to connect ideas and sentences. We can use linking words to give examples, add information, summarise, sequence information, give a reason or result or to contrast ideas, for instance.

Read the text in detail and answer questions 3-13.

- 3** (§1) How else could the sentence “The historic ... to confirm.” start without changing the meaning of the sentence?

- ☐ As a result of that, the ...
☒ However, the ...
☐ In short, the ...
☐ Moreover, the ...

- 4 a** (§2) Underline the correct answer.

The information about Arthur as described by the writer Nennius has *made it easier* / *not made it easier* “for historians to confirm” that there was “the historic figure of Arthur as a victorious fifth-century warrior” (§1).

- b** Explain your answer with information from the text.

For example: What Nennius wrote couldn't possibly have been true: “the 12 battles of Arthur are not history”. So, Nennius has not made it easier for historians to confirm that Arthur is / was a historic figure, somebody who really existed.

- 5** (§3) Read the question and complete the answer so that it is in accordance with the text.

Q: What, more than anything, caused the Celts to need heroic stories with a hero like Arthur at the time referred to in this paragraph?

A: The Celtic Britons had just *For example: been attacked and occupied by a foreign power.*

- 6** (§4) Complete the sentence so that it is in accordance with the information in this paragraph.

a The writer of the article clearly doesn't believe that *For example: Geoffrey of Monmouth's book / The History of the Kings of Britain was based on a secret lost Celtic manuscript that only Geoffrey Monmouth / he was able to examine.*

b *The History of the Kings of Britain* was a success when it appeared because *For example: of Geoffrey of Monmouth's expert way of mixing myth with fact.*

- 7** (§5) How else could the sentence “In the ... chivalric romance.” start without changing the meaning of the sentence?

- ☒ Consequently, in ...
☐ For example, in ...
☐ In other words, in ...
☐ On the other hand, in ...



- 8 a** (§6) The first as well as the second sentence contains an opinion. Quote one keyword from each sentence that illustrates this.

First sentence: *"Perhaps"*

Second sentence: *"probably"*

- b** Is the following statement in accordance with §6? Indicate if the statement is true or false and add an explanation.

The grail became a symbol of a desire, a wish that could only be realised with great difficulty.

False. Explanation (for example): "unattainable" implies the wish cannot be realised.

- 9** (§7-8) What two events are mentioned that explain the heading "Arthur becomes political"?

*For example: 1 Henry VII having his son baptised as Prince Arthur.
2 Henry VIII having the Winchester Round Table repainted with himself included.*

- 10** (§10) What's the relationship between the first sentence of this paragraph "Today the ... its appeal" and the next two sentences of this paragraph "Camelot was ... Scottish Picts"?

For example: All the other sentences serve to illustrate the first sentence, i.e. they contain examples of what is said in the first sentence.

- 11** (§11) The writer concludes that "it is myth that offers real consolation". The writer has given an example of "consolation" for the British people in a previous paragraph. Has he done this in §7, §8 or §9? Explain in your own words how the people were offered consolation according to that paragraph.

In §9 we learn that *For example: the legend of King Arthur gave the Victorians moral stability.*

STRATEGY Summarising an article

An effective summary:

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

- 12** Write a summary of the text. Underline the most important sentence in each paragraph. Then, use your own words to put these sentences in your summary, without using the same information twice. Use 10-12 sentences.

For example: So far scientists have not been able to show that Arthur actually existed. The Arthur we know today is a mixture of legends written by different writers at different times.

In the stories after 1066 there was the need for a hero to lead the soldiers, and Arthur was a suitable character to play this role. In



'The History of the Kings of Britain' Arthur's so-called life story was told. The legends developed into a romance about knights when French and English literature were mixed due to an English-French royal marriage. The Holy Grail, introduced by Chrétien de Troyes, became an important part of these romances. British writers started writing their own versions of Arthur. Henry VIII even had himself painted in a Round Table scene. During the 19th century the legend of Arthur offered moral stability in an age of great change. Today a lot of books and films are made about Arthur showing he's just as popular as he's always been. Whether Arthur has existed or not, the myth serves Britons by offering comfort.

VOCABULARY

13 Write down words from the text that match the descriptions below.

- | | |
|--|--------------------------------|
| a very ancient | (§1) <i>primeval</i> |
| b something made up of different parts | (§2) <i>composite</i> |
| c moved (him) into a new situation | (§3) <i>propelled (Arthur)</i> |
| d pretending to be | (§4) <i>masquerading as</i> |
| e were mixed together | (§5) <i>intermingled</i> |
| f attractive and interesting | (§6) <i>captivating</i> |
| g in a way that cannot be forgotten | (§7) <i>haunting</i> |
| h modern version of | (§8) <i>latter-day</i> |
| i strong and determined | (§9) <i>unfaltering</i> |
| j forcing (evil spirits) to leave | (§10) <i>exorcising</i> |
| k feeling of emotional comfort | (§11) <i>solace</i> |

VOCABULARY EXTRA

14 Read the phrasal verbs. Match the verbs from the list with the right prepositions by putting the verbs in the correct box.

account, admit, associate, attribute, benefit, call, care, coincide, come up, confess, consent, consist, exclude, marry, remind, run out, suffer, warn

... for	... from	... of	... to	... with
<i>account</i>	<i>benefit</i>	<i>consist</i>	<i>admit</i>	<i>associate</i>
<i>call</i>	<i>exclude</i>	<i>remind</i>	<i>attribute</i>	<i>coincide</i>
<i>care</i>	<i>suffer</i>	<i>run out</i>	<i>confess</i>	<i>come up</i>
		<i>warn</i>	<i>consent</i>	
			<i>marry</i>	



- 15** Complete the sentences with the correct phrasal verbs. Choose from the list in the previous exercise. Put the verbs in the right form and the right tense.
- a King Arthur came up with the idea that tribes or families would sit at a round table.
 - b A lot of heroic deeds have been attributed to King Arthur.
 - c How many knights did the Knights of the Round Table consist of ?
 - d He has been taken to hospital because he suffers from a serious infection.
 - e My parents gave me some money, but I had to account for every pound I spent.
 - f Many ill people will benefit from the new treatment.
 - g Too bad that our arrival at the party yesterday coincided with their departure.
 - h His father had warned him of what might happen if he didn't pay his bills on time.
 - i The dangerous situation calls for tough and drastic measures.
 - j I wonder if the suspect will confess to the crime that he's been accused of.

- 16** Write five sentences that refer to your personal life / situation. In each sentence use a phrasal verb from different columns in exercise 14. Your sentences should not resemble the ones in the previous exercise.

My friend suffers from a rare heart disease.

My birthday party coincided with the most exciting football match of the year.

We ran out of eggs when we were making pancakes.

My little brother admitted to stealing money from my bag.

Yesterday my father applied for a new job.

GRAMMAR

Auxiliaries: 'kunnen', 'mogen', 'moeten', 'willen'

 grammar – 25 & 26 – p. 77-79

People **have been able** to draw consolation from the legend of Arthur.

Arthur **may have** been a historical character who lived in the fifth century.

He **hadn't been allowed** to enter Camelot.

Judging from this painting, Henry VIII **must have** admired King Arthur.

The knights **didn't mind** dying fighting the Scottish Picts.

- 17** Read the article about the film *King Arthur*. Fill in the correct English forms of 'kunnen', 'mogen', 'moeten' and 'willen' and a personal pronoun, if needed.

KING ARTHUR: AN UNDERRATED CULT CLASSIC

One of my favourite historical action films (a *kan mij nog steeds*) is still able to

surprise me every time I see it. I (b *wil best*) don't mind

admitting that director Antoine Fuqua's cast for the 2004 film *King Arthur* is astounding.



Apart from Clive Owen and Keira Knightley, this cast has Hannibal Lecter, Stannis Baratheon, The Punisher, Mr Fantastic and one of the marines that killed Osama Bin Laden, so it (c moet) must be said that this film is as badass as it gets!

The 2004 Jerry Bruckheimer produced period piece (d is misschien geweest) may have been one of those quickfire decisions to capitalize on the success of the previous year's Oscar magnet, *Gladiator*. Antoine Fuqua felt he (e moest) had to change up the mythology of the 'King Arthur and his Knights of the Round Table' legend by making it feel more realistic. You (f gelooft dit misschien niet) may not believe this, but Merlin, for example, is not a wizard, but a crazy rebel leader who paints his face blue and leads a band of forest assassins.

I saw the film in cinemas so (g kun je heel misschien) you might imagine my reaction when I eventually picked up the unrated director's cut on DVD. That home release is the definitive edition of this film and it (h zou eigenlijk bekend moeten zijn) should be known that it is loaded with blood, altered scenes and much more value. As a reviewer I (i mag niet) am / 'm not allowed to give away any spoilers but the opening battle scene is amazing and the final fight (j moet zijn) must be shocking as major characters will die before the credits roll.

Owen did a solid job portraying the title character as a man who constantly (k moet) has to battle with his Catholic belief system though he (l zou liever) would / 'd rather use his skills as a warrior.

Keira Knightley plays one of Merlin's warriors who is rescued by Arthur. She had a serious issue with the marketing of this film because someone (m wilde dat een ontwerper iets zou veranderen [to change]) wanted a designer to change something. The idea was to digitally enhance her breast size for the film's official poster. He (n had kunnen weten) might / could have known that Keira would not be amused.

She (o mag niet) is / 's not allowed to speak much in this film and plays the role as somewhat of a savage but she does a great job nonetheless because I (p hoef niet) do not / don't have to hear her annoying accent too much.



WRITING



18 You have attended a panel discussion about what types of books could get teenagers to read more and you have made some notes.

Write an essay (220-260 words) in which you answer the question: What types of books should teenagers be allowed to read in school, apart from 'serious' literature?

- Use the notes below. Discuss two of the types of books from your notes.
- Explain which type of book you feel it is more important for the school to offer to students. Give reasons to support your opinion.
- You can use the opinions given in the notes if you wish, but use your own words as much as possible.

- *fantasy and science fiction*
- *young adult fiction*
- *non-fiction*

Some opinions expressed in the discussion:

"Fantasy and science fiction aren't real literature!"

"Young adult fiction is about themes that speak to teenagers."

"Boys are the worst readers, and non-fiction is especially stimulating for them."

19 You can find an alternative writing assignment online.



3

YOU'LL BE ABLE TO

- quickly identify the relevance of articles and reports
- understand most documentaries and other audio material and identify the speaker's mood and tone
- summarise documentary and give your opinion, and answer questions about the content

Grammar

- adjectives and adverbs
- comparisons

Vocabulary & expressions

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

Strategies

- skimming
- listening for words with emotional connotations
- telling a story

TEXT

David Blaine: the gory secrets behind some of his most mind-boggling illusions



The really exhilarating thing about David Blaine is that, whatever you may think of his stunts, he clearly takes magic extremely seriously. He's been buried alive, submerged in icy water, and, most famously, suspended above London in a glass box for 44 days with no food (yes, people threw food at him, but he wasn't allowed to eat any of it). For Blaine, it seems, magic is all about creating a sense of genuine, old-fashioned awe. Unlike some of his fellow artists, he professes to **...(a)...** the use of tricky TV camera angles and computer generated imagery fakery ("I don't like the way that feels. I like things that feel authentic.")

How did he skewer his arm with a needle?

This trick, performed in a TV show in front of a frankly quite disgusted-looking Ricky Gervais, may have taken a fair bit of preparation – and some deliberate self-mutilation. If you're sensitive to descriptions of the latter, or just plain squeamish, we suggest you don't read on. Various sources (there's a detailed description

on the website secrets-explained.com) suggest that, after identifying a pathway through his arm that didn't hold any major arteries or veins, Blaine may have **...(b)...** pierced himself in this area to create an extended area of scar tissue and an artificial passageway through his flesh.

Did he really hold his breath underwater for a staggering 17 minutes?

Blaine himself claims that he performed this record-breaking stunt through rigorous training: gradually lengthening the amount of time he was able to spend underwater and pushing his body to previously unexplored limits. In a TED-talk he explained the method behind his death-defying feat.

"So, I met with a top neurosurgeon. And I asked him, how long is it possible to go without breathing, like how long could I go without air? And he said to me that anything over six minutes you have a serious risk of hypoxic brain damage. So, I took that as a challenge,



basically,” Blaine told his audience during the talk. He claimed he then began training, experimenting with weight loss (apparently holding your breath for an extended time becomes easier if you ...(c)... your body mass) and with different methods.

“I would sleep in a hypoxic tent every night. A hypoxic tent is a tent that simulates altitude at 15,000 feet. So, it’s like base camp Everest. What that does? You start building up the red blood cell count in your body, which helps you carry oxygen better. Every morning, again, after getting out of that tent, your brain is completely wiped out. My first attempt on pure O₂, I was able to go up to 15 minutes. So, it was a pretty big ...(d)....”

What about those frogs?

Blaine’s new stunt is reminiscent of an earlier trick, in which he swallows kerosene followed by large amounts of water, then apparently regurgitates the former to start a fire ... before spurring out the water to extinguish it. In a documentary clip, the magician appears to confirm

that he does indeed swallow both substances, storing them in his stomach.

His trick, he says, was inspired by an earlier act by the famous 1930s ‘regurgitator’ Hadji Ali. After spending 20 years searching for an answer about exactly how Ali was able to swallow so much water, the modern-day magician was discovered in a man named Winston, who shared Ali’s seemingly superhuman ability. ...(e)..., it’s all about mastering control of your stomach muscles. If we accept Blaine’s own explanation, it therefore seems logical that he’s using a version of the technique shown above to produce the frogs, holding them in his oesophagus before releasing them. That said, if he really is swallowing live frogs, we’re not too sure about the ethics of the entire thing. True, the ...(f)... appear to emerge unharmed ... but surely the experience can’t be all that fun for them?

Based on: www.telegraph.co.uk

READING

STRATEGY Skimming

 strategies – skimmen – p. 10

If you want to know what a text is about, you skim it before you read it. When you skim a text, you read it superficially. You read the title, subheadings and the first sentence of each paragraph.

- 1** Skim the text before you read it, paying extra attention to the title and subheadings.

a What profession do you expect David Blaine to have?

Illusionist / magician

b How do the paragraphs relate to the subheadings?

The paragraphs are answers to the questions in the titles.

Now read the complete text and answer questions 2-7. Choose the correct word for each gap.



- 2** Decide which answer best fits each gap.

- a** despise – expect – love – try
- b** accidentally – harmlessly – metaphorically – repeatedly
- c** halve – increase – know – reduce
- d** challenge – failure – problem – success
- e** Accordingly - After all – Apparently – Shockingly
- f** amphibians – contents – mammals – substances

- 3** (§1) Blaine “takes magic extremely seriously”. What, according to this paragraph, does that mean?

For example: The level of his performance is very high. / He’s a professional.



- 4 (§2) Why may the trick with the needle have taken a lot of preparation?

For example: The suggestion is that he created a pathway through his arm by piercing it very often. / He had to create scar tissue, which takes a lot of effort.

- 5 (§3 and 4) Why are the 17 minutes “staggering”?

For example: It's almost three times longer than the period a neurosurgeon would describe as threatening to the brain.

- 6 (§5 and 6) What does Blaine's trick with the frogs have in common with the earlier trick with kerosene?

- ☐ Both tricks are basically unethical.
☒ Both tricks involve regurgitation.
☐ Both tricks were developed by Hadji Ali.

- 7 a What is true about the writer of this text?

- ☐ He is convinced of Blaine's professionalism and authenticity.
☒ He is somewhat sceptical of Blaine's explanations.
☐ He proves Blaine must have trained his body to extremes.
☐ He remains objective about Blaine's work throughout the text.

- b Illustrate your answer in 6a with a quote from the text. Write down the first two and last two words of your quote.

Possible answers: “whatever you ... his stunts” (§1) / “Blaine himself ... rigorous training” (§3) / “If we ... own explanation” (§6)

VOCABULARY

- 8 Find the words in the text that match the words in brackets. You may have to change the words to fit the sentence.

- a (§1) Casper thought that he had bought a (real) genuine Rolex watch, but it proved to be a fake.
- b (§1) Are you sure that Blaine (to feel contempt for) despises colleagues that use computer tricks?
- c (§2) (To be honest) Frankly, we were appalled when we saw the trick with the frogs.
- d (§2) Jake (on purpose) deliberately put the substances together to create an explosion.
- e (§2) If you don't get enough oxygen for (a longer) an extended period of time, you risk permanent brain damage.
- f (§3) The cameras for the show had (before a particular time) previously been put into place.
- g (§4) Did Blaine succeed in his (act of trying) attempt to break the record for staying under water?
- h (§5) If you add oil to water, the (what was mentioned first) former will float on the latter.



- i (§6) Fortunately, the woman who was asked to assist the illusionist in the dangerous act appeared to be (not injured) *unharmed*.
- j (§6) If you throw a stone into the pond, a frog may (to come out) *emerge*.

WGRAMMAR

Adjectives and adverbs

 grammar – 15 – p. 65-67

It **completely** *wipes out* your brain.
Winston shared Ali's **seemingly** *superhuman* ability.
There's a **detailed** *description* on the website.

Comparisons

 grammar – 17 – p. 68-69

It helps your blood carry oxygen **better**.
The new stunt is reminiscent of an **earlier** trick.
He's using a **more advanced** version of the technique.
It was the **most challenging** experiment.

- 9 Fill in the correct English form of the Dutch words in brackets. Use *adverbs*, *adjectives* or a form of *comparison*.

What was the philosopher's stone?

From the Middle Ages to the (a *late*) *late* 17th century, finding the so-called 'philosopher's stone' was the (b *meest ambitieuze*) *most ambitious* goal in the world of alchemy, the (c *middeleeuwse*) *medieval* ancestor of chemistry. According to legend, the philosopher's stone was a substance that could (d *mogelijk*) *possibly* turn (e *gewone*) *ordinary* metals, such as iron, tin, or copper into (f *waardevollere*) *more precious / more valuable* metals like gold and silver. It also acted as an elixir of life, with the (g *buitengewone*) *extraordinary* power to cure illness, make people (h *jonger*) *younger* and even (i *onsterfelijk*) *immortal*. (j *Hoe meer*) *The more* you read about it, (k *hoe mysterieuzer*) *the more mysterious* it gets. The philosopher's stone may not have been a stone at all, but a powder or other type of substance; it was known as 'the tincture', 'the powder' or 'materia prima'. In their quest to find it, alchemists examined substances (l *grondiger dan*) *more profoundly than* ever before, making their knowledge in the fields of chemistry, pharmacology and metallurgy (m *verfijnder*) *more refined* and also (n *nuttig*) *useful* in other fields. (o *Vanzelfsprekend*) *Obviously*, many of the Western world's (p *geniaalste*) *most brilliant* minds searched for the philosopher's stone over the centuries, for example Roger Boyle, the father of (q *moderne*) *modern* chemistry, and Sir Isaac Newton, who is even (r *beroemder*) *more famous* now.

Based on: www.history.com



LISTENING **STRATEGY** *Listening for words with emotional connotations* strategies – *letten op woorden met een emotionele lading* – p. 12 & 14

If you want to know why a speaker chooses a certain tone, you listen for words with emotional connotations. Does the speaker want to convince you, involve you or amuse you? Words like “unfortunately”, “incredibly”, “exceptional” or “awesome” indicate a personal opinion. By listening critically, you discover why a speaker uses these words.

- 10-13** Watch the video online and do the assignments that you find there. You may use the writing space below.

☐ *Go to the online assignment to find these answers.*



EXPRESSIONS

- 14** Learn the expressions (p. 51). Then do the assignment. You went to the show of a second-rate illusionist. On your way home, you meet your friend Julian. You discuss the show with him, using the expressions you have learnt. The expressions below are in *italics*. Write down the whole sentence to complete the conversation and use the information in brackets.

- a** You: Hi Julian. I just saw The Magic Dude in Brighton. It was awful.

Give an example to support this view. (equipment, shabby)

For example, ... / For instance, ... / For one thing, ... / To give you an idea, the equipment looked shabby. / Take for example the equipment, it looked shabby. / Take the way the equipment looked, shabby!

- b** Julian *denies strongly* that The Magic Dude has a bad show. (went there last month, enjoy the show)

There's no way ... / It can't be that the Magic Dude's show is bad.

I went there last month, and I enjoyed the show.

- c** *Express irritation.* (not believe)

It really annoys me that you don't believe me!

- d** Tell Julian how fake the props looked. *Describe* one of the props he used. (a plastic carrot instead of a rabbit)

The props looked fake. He used a sort of ... / One of the props was a plastic carrot instead of a rabbit.



e Julian shows doubt. (bad)

I doubt if ... / I wonder if ... / I'm not sure if it was really so bad.

f Express indignation. (stubborn)

It is ridiculous / unbelievable / incredible ... / I can't believe / I am shocked that you are so stubborn.

g Julian suggests going to a more professional illusionist. (Blaine, next month)

What about going ... / What if we went... / We might go ... / Why don't we go ... / Let's go to David Blaine's show next month.

h Express your preference. (stand-up comedy show)

I prefer to go ... / I would rather go ... / I wouldn't mind going to a stand-up comedy show (instead).

SPEAKING

- 15** You're going to discuss the video that you've watched for exercises 9-12. Write down a few notes, by means of keywords, which will help you in a discussion on the following points:
- what the issue is;
 - what types of evidence there are;
 - why the video is/ isn't convincing;
 - the tone and voice of the speaker;
 - your personal view.

Also write down three general questions that you could ask your classmate about the video.

- b** **PAIR WORK** Give your classmate a short summary of the video, using your notes. Also present your personal view on this issue and illustrate it with arguments. Your classmate asks you three questions. When you've answered the questions, and discussed them with your classmate, change roles.
- c** To what extent do you and your classmate agree? Who has the best arguments?

STRATEGY Telling a story

When you tell a story, it is very important that you capture your audience's attention. You can do that by starting your story with a question. For example: Have you ever ...? Then make it concrete by describing who is involved, where and when it took place, and what happened. Use details to make your story lively. Most importantly, watch your audience while you're speaking. Are they bored? Use humour. Are they enthusiastic? Keep going!

- 16** Search the internet or the library for mystery stories. Choose one that you find particularly interesting. Write down the title, the name of the author and where you found the story.

Think about how you could retell the story in your own words. Provide a beginning, middle and ending.

Write down about 10 keywords for each part of your story. Don't write complete sentences. When telling a story, always keep your audience in mind. How can you interest them in your story? What can you do to keep their attention? It may help to build in a few useful adjectives and adverbs, like: 'awesome', 'incredible', or 'absolutely' to show your emotional involvement. Also have a look in your *Reference book* for expressions (pp. 94-105) and linking words (pp. 114-119).



4

YOU'LL BE ABLE TO

- find information, ideas and opinions from specialist sources
- follow the main points of complex academic or professional lectures
- understand opinion pieces on current issues
- combine information and arguments from different sources, and report and discuss

Grammar

- irregular verbs
- simple past & past continuous

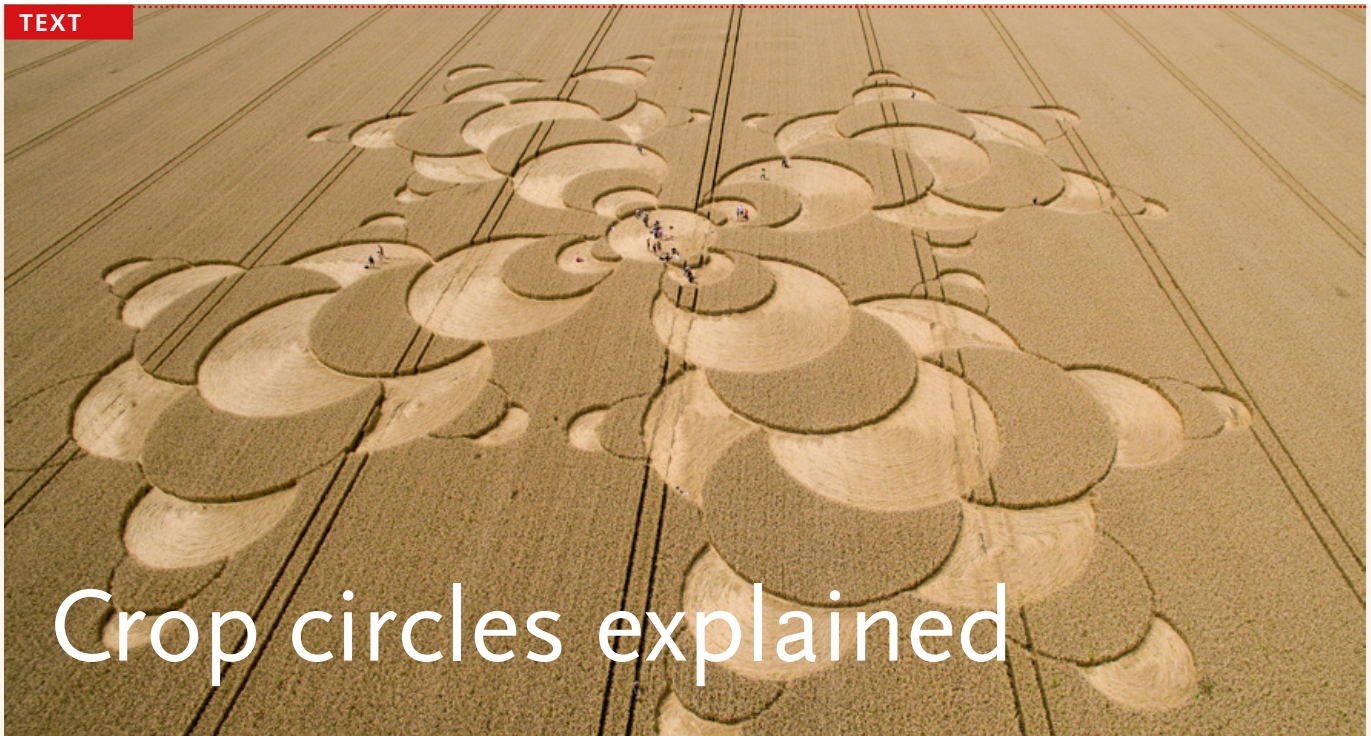
Vocabulary

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

Strategies

- finding the main idea in a text
- determining the reliability of a source

TEXT



Crop circles explained

1 According to some estimates, crop circles appear every week somewhere around the world. The strange circles and patterns appear mysteriously overnight in farmers' fields, provoking puzzlement, delight, and intrigue for both locals and the news media. The circles are mostly found in the United Kingdom, but have spread to dozens of countries around the world in past decades. But who – or what – is making them?

There is no doubt
that crop circles are real.
The real question is:
what creates them?

2 Some claim that the first crop circles (though they were not called that at the time) appeared near the small town of Tully, Australia. In 1966 a farmer said he saw a flying saucer rise up from a swampy area and fly

away; when he went to investigate he saw a roughly circular area of debris and apparently flattened reeds and grass, which he assumed had been made by the alien spacecraft (but which police investigators said was likely caused by a natural phenomenon such as a small whirlwind or waterspout). Referred in the press as “flying saucer nests”, this story is more a UFO report than a crop circle report. The case for it being linked to crop circles is especially weak when we consider that the impression, or formation, was not made in a crop of any kind, but instead in ordinary grass. A round impression in a lawn, or grassy area, is not necessarily mysterious (as anyone with a kiddie pool in the back yard knows). Indeed, mysterious circles have appeared in grass throughout the world that are sometimes attributed to fairies but instead caused by disease.

3 In fact the first real crop circles didn't appear until the 1970s, when simple circles began appearing in the English countryside. The number and complexity of the



circles increased dramatically, reaching a peak in the 1980s and 1990s when increasingly elaborate circles were produced, including those illustrating complex mathematical equations.

Theories & explanations

4 Unlike other mysterious phenomena such as psychic powers, ghosts, or Bigfoot, there is no doubt that crop circles are real. The evidence that they exist is clear and overwhelming. The real question is what creates them. Crop circle enthusiasts have come up with many theories about what creates the patterns, ranging from the plausible to the absurd. One explanation in vogue in the early 1980s was that the mysterious circle patterns were accidentally produced by the especially vigorous activity of hedgehogs. Some people have suggested that the circles are somehow created by incredibly localized and precise wind patterns, or by scientifically undetectable earth energy fields and meridians called ley lines.

5 Many who favour an extra-terrestrial explanation claim that aliens make the patterns with spaceships; others suggest that they do it using invisible energy beams from space, saving them the trip down here. Still others believe that it is human, not extraterrestrial, thought and intelligence that is behind the patterns – not in the form of hoaxers but some sort of global psychic power that manifests itself in wheat and other crops. While there are countless theories, the only known, proven cause of crop circles is humans. Their origin remained a mystery until September 1991, when two men confessed that they had created the patterns for decades as a prank to make people think UFOs had landed (they had been inspired by the 1966 Tully UFO report). They never claimed to have made all the circles – many were copycat pranks done by others – but their hoax launched the crop circle phenomena.

Based on: www.livescience.com

READING

STRATEGY Finding the main idea in a text

 strategies – gedetailleerd lezen – p. 11

The main idea of a text is its most important message, summarised in one sentence. To find the main idea, you first skim the text and decide on the most important issue. Then read the text carefully, and decide what the most important statement on this issue is. Is there a conclusion? Combine the most important statement and conclusion in one sentence to get the main idea.

Skim the text. Look at the picture and read the title, and the first and last paragraph. Then answer questions 1-2.

1 Which question does the author aim to answer in this article?

- ☐ What is the consequence of crop circles?
- ☒ What is the origin of crop circles?
- ☐ What is the purpose of crop circles?

2 What is the chief aim of the author?

- ☐ to describe different possible theories
- ☒ to distinguish between fact and fiction
- ☐ to prove that some theories are right

Read the text in detail and answer questions 3-6.

3 (§1) What is the common reaction to crop circles?

- ☒ People are confused, amused and curious.
- ☐ People are disturbed, but also pleased and excited.
- ☐ People are flabbergasted, alarmed and interested.



- 4** Read the following statements. Are they true or false, according to the text? Find evidence in the text for your answer. Quote from the text: 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) Crop circles have originated in the UK.

True: "The circles ... of countries" / "have spread"

b (§2) The circle in Tully was an early example of a crop circle.

False: "The case ... ordinary grass."

c (§3) As time passed the circles became more sophisticated.

True: "The number ... increased dramatically" / "increasingly elaborate"

d (§4) Bigfoot and other phenomena are as real as crop circles.

False: "Unlike other ... are real"

e (§4) The writer of this article is sceptical about some explanations.

True: "absurd"

f (§4) In the 80s everybody believed that winds caused the patterns.

False: "An explanation ... of hedgehogs." / "Some people ... wind patterns"

g (§5) If humans created crop circles, it can only have been as a prank.

False: "not in ... psychic power"

- 5** Have another look at the strategy on finding the main idea in a text. Then, answer the questions.

a What is the writer's conclusion? Quote from the text. Copy the first two and the last two words.

(§5) "While there ... is humans."

b What is the main idea of this text?

For example: There are many theories about the origin of crop circles, but the only theory for which there is evidence, is the theory that humans made them as a hoax.

- 6 a** How would you categorise this text?

- ☐ light entertainment
☒ popular science
☐ subjective opinion

b Explain your answer to 6a.

For example: The writer never condemns any of the theories, nor does he give his opinion explicitly. He sticks to what is evidently true. He gives some historical background and therefore it's not just light entertainment.



VOCABULARY

- 7** Fill in the correct words in the sentences below. Choose from the list. There are three words too many.

compelling – conspicuous – elaborate – extraterrestrial – inquisitive – in vogue – perpetual – plausible – preposterous – swampy – undetectable

- a I don't believe in the existence of extraterrestrial creatures like the ones in films.
- b Fashion items that were in vogue decades ago are very popular in the hipster scene.
- c With specialised vehicles for swampy underground we managed to reach the open sea.
- d The idea that crop circles are made by aliens is preposterous.
- e How can we prove the existence of magnetic fields when they're undetectable with the most sophisticated instruments?
- f The pattern was so conspicuous that everybody saw it immediately.
- g Pranks are the most plausible explanation for these phenomena.

VOCABULARY EXTRA

- 8** Some words are sometimes confused by learners of English as a second language. Match the descriptions in the table with the words (a-i).

all at the same time	of great value or quality
entirely	of no value
imperfection	piece of land
in/at the beginning (in a list)	power of seeing, or something which is seen
in/at the beginning (with a contrast following)	to recommend
moreover, also	suggestion about what to do
nervous, worried feeling	uncertainty, pleasant excitement as to an outcome
next to	who's passed away
of an earlier period	wrong decision, answer etc.

- a advice suggestion about what to do
- to advise to recommend
- b all together all at the same time
- altogether entirely
- c fault imperfection
- mistake wrong decision, answer etc.
- d worthless of no value
- priceless of great value or quality
- e late who's passed away
- former of an earlier period



f	tension	<i>nervous, worried feeling</i>
	suspense	<i>uncertainty, pleasant excitement as to an outcome</i>
g	beside	<i>next to</i>
	besides	<i>moreover, also</i>
h	at first	<i>in/at the beginning (with a contrast following)</i>
	firstly	<i>in/at the beginning (in a list)</i>
i	sight	<i>power of seeing, or something which is seen</i>
	site	<i>piece of land</i>

9 Complete the sentences. Choose from the words in exercise 8.

- a I'm not going to the cinema because I don't like horror movies. *Besides*, I haven't got any money right now.
- b *At first* he made a good impression, but later we discovered that he wasn't honest.
- c Do you need some *advice* as to what to do in an emergency?
- d Gerald is my *former* coach. He now coaches professionals.
- e You need a helmet if you want to enter the building *site*.
- f These old banknotes have become *worthless*. You can't use them anymore.
- g We're not *altogether* sure that our candidate is going to win the election.



10 Complete the sentences with the correct phrasal verbs from the list. Note: there are three extra phrasal verbs.

come across – come over – come up with – get along – get away with – get over – get on with – look after – look forward to – look out for – look up

- a Don't worry, they'll find the person who stole your phone. They won't *get away with* it.
- b I'm excited about my new job. I *look forward to* learning all sorts of new things.
- c I'm not sure if my gran will ever *get over* the death of my granddad.
- d If you give me a few days, I'm sure I can *come up with* a solution to your problem.
- e If you want to know what the capital of Montenegro is, *look* it *up* in your atlas.
- f My brother and I used to fight like cats and dogs, but now we *get along* just fine.
- g This seems to be a unique type of mushroom. I've never *come across* anything like it before.
- h Will you please *look after* the dog while we are away? There's dog food in the cupboard over there, and you'll need to walk him at least three times a day.

11 You can find an alternative vocabulary assignment online.

GRAMMAR

Simple past & past continuous / irregular verbs

grammar – 3 & 4 & 33 – p. 56-57 & 88-91

The complexity of the circles **increased** dramatically.

My friend **watched** while **we were creating** the patterns in the wheat field.

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- 12** Read the text. Fill in the correct tense and form of the words in brackets. Use *simple past* or *past continuous*.

THE WAR OF THE WORLDS PANIC WAS A MYTH

The story that mass panic (a to break out) broke out because of an Orson Welles radio show (b to become) became part of modern folklore. The idea that hysteria (c to sweep) swept America on October 30, 1938, when people (d to listen) were listening to a 62-minute radio dramatisation of The War of the Worlds, (e to remain) remained unchallenged for nearly eight decades. Even those who had not been listening when Welles (f to read) was reading the H.G. Wells story later (g to claim) claimed to have been terrified. Welles (h to use) used simulated on-the-scene radio reports to pep up the story by H.G. Wells about invading Martians who (i to send) were sending out deadly heat-rays. It really (j to sound) sounded as if aliens (k to advance) were advancing on New York City.

Don't panic

According to a popular myth, thousands of New Yorkers (l to flee) fled their homes in panic, when swarms of terrified citizens (m to crowd) were crowding the streets in different American cities to catch a glimpse of a "real space battle". In 1954, Ben Gross, radio editor for the New York Daily News, (n to write) wrote in his memoirs that New York's streets were "nearly deserted" that October night in 1938. In the Orson Welles broadcast it (o to seem) seemed that aliens (p to take over) were taking over Grover's Mill. Welles and scriptwriter Howard E. Koch skilfully (q to build up) built up the tension with fake radio reports. The true extent of the panic seems to have been that some locals, believing that Martians (r to hide) were hiding in the water tower, fired a few guns filled with buckshot.

Based on: www.telegraph.co.uk

LISTENING

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



Go to the online assignment to find these answers.



READING

STRATEGY

Determining the reliability of a source

strategies – herkomst van bronnen onderzoeken – p. 11

You can often determine the reliability of a text by looking at its source. Well-established media use professional journalists. The contents they write are more reliable than texts by amateur bloggers, or texts that have been produced or sponsored by companies that have a commercial aim. Texts by newspapers like *The Observer*, *NY Times* or sources like *The Economist* or BBC can usually be trusted. Of course, they can still contain personal opinions.

- 18** Lying and deceiving seem to be part of human nature. You can find examples in politics, journalism, sports, entertainment etc.
Search for two texts on deception within a field of your interest.
- Texts should contain at least 500 words.
 - The author clearly states his or her opinion.
 - One text should contain a form of deception that is more or less acceptable to you (e.g. small-scale insurance fraude). The other should describe a form that is clearly unacceptable to you (e.g. bribes in politics).
- a** Write down the URLs of the sites, the titles of the articles and the number of words.
 - b** Formulate the main idea for each text.
 - c** Write down a few notes about each text using keywords. Look for arguments that support the main idea and the author's opinion. You will need this information for the next exercise.
 - d** Read the strategy. Are the sources of the texts you used reliable? Explain your answer using information from the texts.

SPEAKING

19 GROUP WORK

Look up expressions in your *Reference book* (p. 94-110) that can be useful in a discussion. Use the main ideas of the texts that you've chosen in the previous exercise and formulate one bold statement on the basis of these texts. The aim is not to state your personal opinion, but to provoke a discussion. Write down your statement on a slip of paper.

- Make groups of four.
- Take turns. Introduce your topic and explain which texts inspired you.
- Ask the author of the statement questions to find out:
 - which opinions are presented in the texts;
 - which arguments are used to back up these opinions;
 - which text is the most convincing and why;
 - how reliable the sources of the texts are and why.
- When you've finished, discuss the next statement.



5

YOU'LL BE ABLE TO

- understand opinion pieces on current issues
- read and grasp the meaning of correspondence related to your field of interest
- write well-developed and justified arguments

Grammar

- linking words

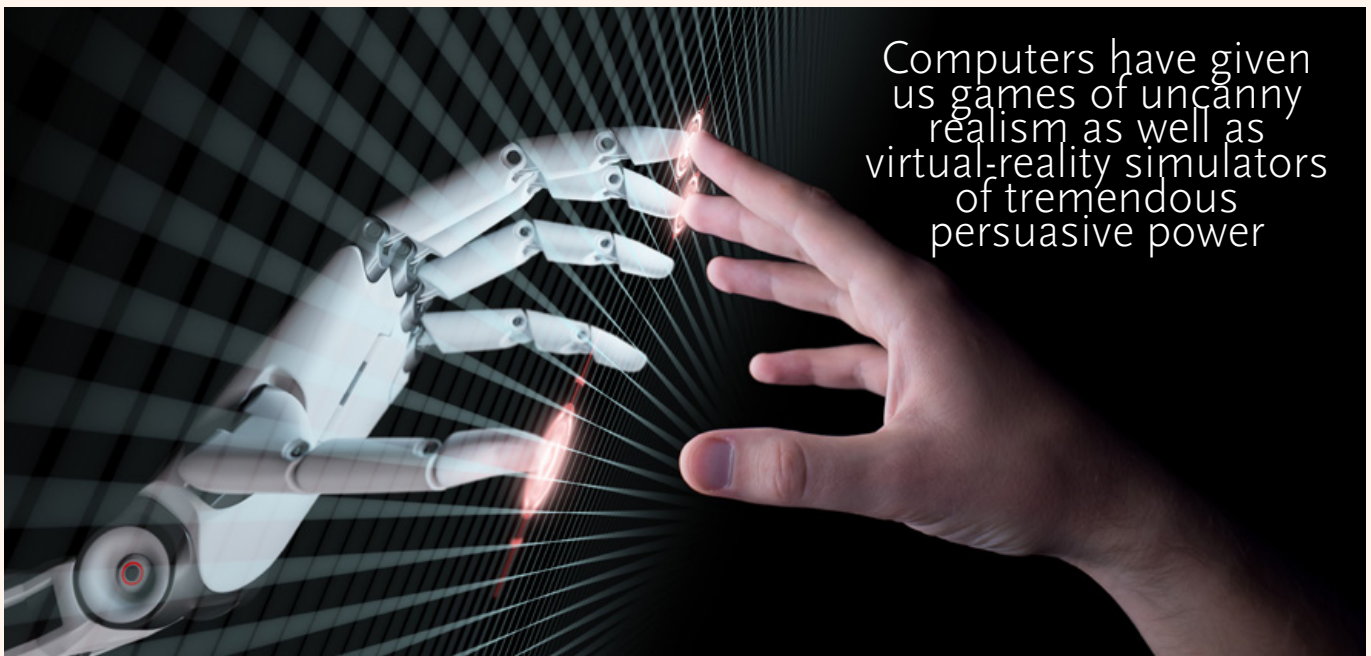
Vocabulary & expressions

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

Strategies

TEXT

A realistic, yet unreal reality?



1 Are you real? Is our world only an illusion? These used to be questions that only philosophers worried about, whereas scientists mainly got on with figuring out how the world is, and why. Surprisingly, some of the current best guesses about how the world is seem to leave the question hanging over science too. Accordingly, several physicists, astronomers and technologists are now happy to entertain the idea that we are all living inside a gigantic computer simulation, experiencing a virtual world that we mistakenly think is real. How would we find out? And what should we do if this were true for our world?

Reality in Popular Culture

2 Our instincts rebel, of course. The weight of the cup in my hand, the rich aroma of the coffee it contains, the

sounds all around me – how can such richness of experience be faked? But then consider the extraordinary progress in computer and information technologies over the past few decades. Moreover, computers have given us games of uncanny realism as well as virtual-reality simulators of tremendous persuasive power. It is enough to make you paranoid. *The Matrix* (1999) popularly formulated such a narrative with unprecedented clarity. In that film, humans are locked by a malignant power into a virtual world that they accept unquestioningly as ‘real’.

The Absurdity of Reality

3 The idea that we live in a simulation has some high-profile advocates. In June 2016, technology entrepreneur Elon Musk stated that the odds are



“a billion to one” against us living in “basic reality”. Similarly, Google’s machine-intelligence guru Ray Kurzweil has suggested that “maybe our whole universe is a science experiment of some junior high-school student in another universe”.

“Maybe
our whole universe
is a science experiment.”

4 Musk and other like-minded folk are suggesting that we are entirely simulated beings. Indeed, we could be nothing more than strings of information manipulated in some gigantic computer, like the characters in a video game. Consequently, there is no Matrix to ‘escape from’. This is where we live, and is our only chance of ‘living’ at all. But why believe in such an exaggerated possibility? The argument is quite simple: we already make simulations, and with better technology it should be possible to create the ultimate one, with conscious agents that experience it as totally lifelike.

Evidence and Implications

5 Let us assume, for a moment, that it is very probable that we are in a simulation. Could we find any evidence? Many researchers believe that depends on how good the simulation is. The best way would be to search for flaws in the programme. For instance, we might discover inconsistencies in the laws of physics.

6 A (nearly) flawless programme would make it profoundly difficult to find such errors. Scientists claim

we might never know, simply because our minds would not be up to the task. After all, we would be designed to function within the rules of the game, not to subvert them. This might be a box we cannot think outside of. Perhaps we should not get too worried by the idea that we are in a simulation, for that is what some physicists think the ‘real’ world is like anyway. This group of scientists theorises that we are part of a giant computer that we simply see as our universe. Within this universe, we have free will and can look for our own goals in life as we see fit.

The Simplest Answer

7 In the early 1700s, the philosopher George Berkeley argued that the world is merely an illusion. Dismissing the idea, the ebullient English writer Samuel Johnson exclaimed “I refute it thus” – and kicked a stone. A thoroughly pragmatic response indicating that we should simply live our lives as we want to, whether reality is ‘real’ or not, regardless of all these considerations.

Based on: www.bbc.co.uk

8 Comment on the article

“Never have I read such preposterous nonsense. While I admit the idea of living in a giant computer sounds both interesting and scary, it is nothing short of science fiction. Admittedly, Elon Musk and Ray Kurzweil might be experts in some areas, but these entrepreneurial cobblers should stick to their last. There is simply no way that a simulation could create self-awareness and consciousness that we experience as humans. Luckily, the author’s advice to ‘live our lives as we want to’ makes some kind of sense.”

READING

Read the text in detail and answer questions 1-6.



1 What is the point the author makes in the first paragraph?

- ☒ In recent years, it seems like the concerns of philosophers and scientists have begun to overlap.
- ☐ Philosophers and scientists continue to disagree about the way we perceive the world around us.
- ☐ Scientists and philosophers alike are struggling with the meaning of life in these modern times.
- ☐ Unlike philosophers, scientists have come to believe that the world as we experience it can't be real.

2 According to the author, the conviction that our lives aren't real is fed by

- ☐ people's innate mistrust towards computers and IT.
- ☒ the realistic representation of reality in modern technologies.
- ☐ the steadily rising number of people with psychological issues.
- ☐ the continued popularity of the 1999 film The Matrix.



- 3** What is the role of Elon Musk and Ray Kurzweil in § 3-4?
- ☐ Their reputations are used to invoke scepticism in the reader.
 - ☐ They are examples of scientists that use philosophy in their work.
 - ☒ They lend credibility to the idea that we are living in a simulated world.
 - ☐ They have actually developed technology for that level of virtual reality.
- 4** The author suggests that the laws of physics
- ☐ could disprove the existence of a virtual reality world.
 - ☐ could help us escape from a virtual reality world.
 - ☒ might produce evidence that life is an illusion.
 - ☐ will have no meaning in a virtual reality world.
- 5** What is the paradox outlined in paragraph 6?
- ☐ If life is real, it is meaningless; if it is a simulation, it gives us the perfect opportunity to determine our own destiny.
 - ☒ If we find no evidence of a simulation, that could be because there isn't one – or because there is, and it is perfect.
 - ☐ We worry about our destiny in the real world, but if we are living in a computer, our destinies are already determined.
 - ☐ Scientists should believe only in what they can touch, but they are the strongest advocates of the virtual-reality idea.
- 6** What is the main point the writer of the comment wants to make?
- ☐ That Elon Musk and Ray Kurzweil don't know what they are talking about.
 - ☐ That he believes technology isn't ready to create such a convincing illusion.
 - ☐ That he finds the idea of being in simulation in a computer too frightening.
 - ☒ That we shouldn't waste our time thinking about this and just get on with life.

VOCABULARY



- 7** Find words in the text that mean the following.

- | | | | |
|---------------|---------------------------|----------------|----------------------------|
| a enormous | (§1) <u>gigantic</u> | e to suppose | (§5) <u>to assume</u> |
| b to resist | (§2) <u>to rebel</u> | f perfect | (§6) <u>flawless</u> |
| c exceptional | (§2) <u>unprecedented</u> | g to undermine | (§6) <u>to subvert</u> |
| d to claim | (§3) <u>to state</u> | h thoughts | (§7) <u>considerations</u> |



- 8** Finish the collocations by filling in the correct forms of the verbs. Choose from the list. You have to use some verbs more than once. Note: sometimes there is more than one possibility.

to have – to get – to take

- a Come on, let's have dinner together. It's so much nicer than eating alone.
- b If you want more money to spend, you should get a job.
- c If you want to get somewhere in life, you sometimes have to take a chance.
- d My head is bursting with all these facts and figures. I'm going to have/ take a break.
- e What time did you finally get home last night?
- f Why don't you have/ take a seat right here, and I'll go fetch Mr Alyash.
- g You look exhausted. When was the last time you had/ took a real holiday?
- h Your mum is going to get a shock when she comes in and sees this mess.



GRAMMAR

Linking words

 linking words – p. 114-119I've not eaten anything today, and **yet** I'm not hungry.I don't really like swimming, **but** I'll join you **anyway**.She won't get the certificate **unless** she hands in that paper today.**In spite of** the bad weather, they went for a walk.

- 9 The text (*A realistic, yet unreal reality?*) has many *linking words*. Find the first five linking words by using the description in the right-hand column. Then, describe how the final five linking words connect ideas within the text.

§	linking word	explanation of function
1	<i>whereas</i>	<i>Indicates a contrast between scientists and philosophers.</i>
1	<i>accordingly</i>	The question is “hanging over science too”, which leads to several of them thinking about a computer simulation.
2	<i>but</i>	Invites the reader to consider a different point of view.
2	<i>moreover</i>	An extra argument is added.
3	<i>similarly</i>	Indicates that Kurzweil's status and ideas are like Musk's.
4	<i>indeed</i>	This sentence further supports the idea of us being “simulated beings”.
4	consequently	<i>For example: The result of us only living in a “gigantic computer” means that we cannot escape from it, unlike the Matrix.</i>
5	for instance	<i>For example: An example of flaws in the programme could be a number of inconsistencies in the laws of physics.</i>
6	after all	<i>For example: The author builds up to the conclusion that we may not be able to find out whether we are in a simulation or not.</i>
7	whether	<i>For example: This indicates that there is a choice between two alternatives.</i>
8	admittedly	<i>For example: The commenter admits that there is a positive side.</i>



- 10** Choose the correct *linking word* to connect the following phrases. There are two items too many.
accordingly – despite – even so – furthermore – indeed – on the contrary – unfortunately – whether
- a They haven't made a lot of profit *despite* being successful entrepreneurs.
 - b I honestly don't know *whether* the theory of gravity has been thoroughly researched by physicists.
 - c They mistakenly assumed that I didn't like physics. *On the contrary*, I actually want to study it at university!
 - d Some scientific theories have many inconsistencies. *Even so*, they are useful for explaining how the world works.
 - e Maths is an important subject at school. *Furthermore*, it is the 'language' of science.
 - f My dad is a chemistry teacher and helped me study for my test. *Accordingly*, I found it easy to score a high mark for this subject.

- 11** Find a logical ending to the following sentences. Use the linking words given. You may use the text to find a fitting answer.

- a Some people like to think that we live in a simulation, whereas *For example: others think that it is nonsense.*
- b On the one hand, the commenter dismisses the idea in the article. On the other hand, *For example: he admits that it sounds "both interesting and scary".*
- c The person who commented on the article is quite sceptical with regard to *For example: the idea of living in a simulation.*
- d We may never be able to find out whether we live in a simulation. Consequently, *For example: we should just live our lives as we want to.*

EXPRESSIONS

- 12** Study the expressions (p. 51) first. Then, briefly respond to the following forum comments about a simulated reality. The expressions are in italics. Use the appropriate expressions to formulate your answer. You may use the article when the commenters ask for a specific piece of information.
- a *TheScientist1337 commented: "I can't recall hearing about those entrepreneurs supporting the idea of living in a simulation. Could anyone tell me about them and their ideas?" (give an example to support their view, 2x)*

Suggested answers: Take for example Elon Musk, ... who thinks that the chance of living in such a simulation is high.
To give you an idea, / For one thing, ... Ray Kurzweil stated that our universe might in fact be "a science experiment of some junior high-school student in another universe."



- b** *Sk3ps1s commented:* “Unfortunately, I couldn’t access the entire article. Could anyone give me the three most important ideas mentioned under ‘Evidence and Implications’? (*summing up*)

Suggested answers: First of all, / In the first place, ... it was argued that we should look for flaws in the programme.

Secondly, / Besides that, ... it claims that we might never find out whether we are living in a (nearly) flawless programme.

Finally, / And finally, ... the author states we could still have free will, even if we are in a computer simulation.

- c** *TheScientist1337 commented:* “So, why can’t we accept that the world might be simulated? Does it have anything to do with our experiences?” (*presenting your / the author of the text’s view, 2x*)

Suggested answers: The point is / The real problem is that ... our experiences, like feeling the weight of a cup, feel too real / rich to be simulated.

Our experiences, like feeling the weight of a cup, feel too real to be simulated. From this point of view, / This raises the problem that ... we can’t accept that the world might be simulated.

- d** *Sk3ps1s commented:* “Well, I’ve had it for today. This all seems mind-boggling. Could anyone summarise all of this preposterous nonsense for me?” (*summarising or rounding off*)

To cut a long story short, / So, in a nutshell ... we might or might not live in a simulated world and we might never know, but we should just live our lives as we’d like.

WRITING

- 13** Follow the instructions below to summarise the key similarities and differences between the article and the comment.

- a** Write down the most important ideas from the article. Use no more than ten words per idea.

Example: ☐ *We might be in a simulation.*

☐ *Someone created this simulation.*

☐ *We might or might not find evidence for this.*

☒ *Musk and Kurzweil are experts.*

☒ *Interesting idea.*

☒ *We should live our lives as we want to.*

- b** Do the same for the ideas mentioned in the short comment.

☐ *Thinks the idea is ridiculous (“preposterous”).*

☐ *Consciousness cannot be created in a simulation.*

☒ *Musk and Kurzweil are experts.*

☒ *Interesting idea.*

☒ *We should live our lives as we want to.*



- c Finally, see where the authors of both texts agree and tick the boxes of the similar ideas from the article and the 'comment'.

14 Write a short report about the two sources (the article and the comment) on living in a virtual reality. The expressions are in italics. Make sure you use the appropriate grammar, linking words and vocabulary from this lesson. Also, think of a suitable title, and subheadings for §2, §3 and §4.

- Schrijf dat dit verslag hedendaagse ideeën over het leven in een virtuele werkelijkheid bespreekt. Geef aan dat het zal bespreken of we misschien in een wereld leven die enkel een illusie is. Schrijf dat de eerste bron een artikel is, terwijl de tweede een sceptisch commentaar daarop is.

Report title: *For example: Just an illusion / Is our reality a virtual reality?*

Paragraph: *For example: This report discusses current ideas about living in a virtual reality. It will discuss whether or not we might be living in a world that is merely an illusion. The first source is an article, whereas the second one is a sceptical comment on this article.*

- Schrijf dat de auteur van het artikel *ten eerste (opsommen)* beargumenteert dat we misschien in een simulatie leven. Voeg eraan toe dat zowel Elon Musk als Ray Kurzweil, twee experts, beweren dat het mogelijk is dat we personen zijn in een volledig gesimuleerde wereld. Schrijf dat de auteur *ten tweede* stelt dat het mogelijk zou kunnen zijn om erachter te komen of we alleen een reeks aan gegevens zijn in een virtuele wereld. Geef aan dat zijn advies *ten slotte* is om onze levens op een vrije manier te leven, aangezien wij in staat zijn om onze eigen doelen te bepalen.

Subheading: *For example: Our world as a simulation*

Paragraph: *For example: First of all, the author of the article argues that we might be living in a simulation. Both Elon Musk and Ray Kurzweil, two experts, assert that it is possible that we are agents in an entirely simulated world. Secondly, the author states that we could find out whether we are only a string of data in a virtual reality. Finally, his advice is that we should live our lives freely, since we are able to decide our own goals.*

- Schrijf vervolgens dat in tegenstelling tot het artikel de commentator sceptischer is. Geef aan dat hij *bijvoorbeeld* het idee van een virtuele wereld onzin vindt, hoewel het misschien interessant is. Voeg eraan toe dat hij zodoende aanneemt dat een simulatie nooit realistisch genoeg zou kunnen zijn om bewustzijn te scheppen. Als gevolg daarvan gelooft hij niet in dit idee. Geef als *conclusie* aan dat de commentator dus niet helemaal positief is.

Subheading: *For example: A critical view*

Paragraph: *For example: In contrast to the article, the commenter is more sceptical. For instance, he thinks that the idea of a virtual world is nonsense, even though it might be interesting. Accordingly, he assumes that a simulation could never be realistic enough to create consciousness. Consequently, he does not believe in this idea. Summing up, you might say that he is not entirely positive.*

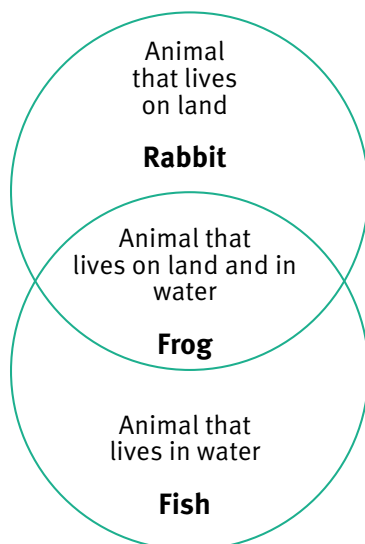


- Schrijf dat de commentator het *aan de ene kant* niet eens is met de belangrijkste ideeën in het artikel en dat hij *aan de andere kant* wel toegeeft dat ze interessant zijn. Geef aan dat hij daarmee overeenkomstig toegeeft dat Musk en Kurzweil experts zijn en dat het artikel goed advies bevat. Sluit af door aan te geven dat “we should just live our lives as we want to” (citaat) tot natuurkundigen een antwoord hebben gevonden op deze enorm grote vraag.

Subheading: *For example: A shared advice*

Paragraph: *For example: On the one hand, the commenter does not agree with the article's most important ideas. On the other hand, he admits that they are interesting. Similarly, he admits that Musk and Kurzweil are experts and that the article contains good advice. Until physicists have figured out an answer to this tremendously large question, “we should just live our lives as we want to.”*

- 15** Look for two news articles about virtual reality or simulated worlds. You can use sources such as *BBC News*, *The Guardian*, or *The Independent*. Your audience consists of readers who have not read these texts, but are interested in the most important ideas. Use relevant vocabulary, linking words, expressions to compare the two texts and use 250-300 words.
- Make a brief overview of the similarities and differences in a Venn diagram to help you structure the report.
 - Briefly introduce your topic to these new readers.
 - In §2, simply outline the most important points made in the first article.
 - In §3, describe how the second article is different from the first article. Does the second article leave out or add anything?
 - In §4, conclude by describing the similarities and round off your report by stating what the two articles share.



Example of a Venn diagram.



Study box unit 1

Lesson 1

ENGLISH

DUTCH

His ambiguous answer didn't help us very much.	dubbelzinnig, onduidelijk
The teacher started the lesson with a question to arouse our interest.	opwekken
For some it's a conundrum what man's purpose on Earth is.	mysterie, raadsel
Has this house been built with conventional materials?	traditioneel, gebruikelijk
I'm going to convert this bedroom into an office.	verbouwen, veranderen
As for hobbies, dabble in painting.	zich een beetje bezighouden met
What can you deduce from this sentence?	afleiden uit
Politicians should openly denounce racism.	veroordeelen
There was no need to make such derogatory remarks about her.	beledigend, minachtend
I found the news about his sudden disappearance disquieting .	verontrustend
Some pupils were trying to disrupt the lesson.	verstoren, ontwrichten
Through the internet news can be quickly and widely disseminated .	verspreiden
Why are you trying to evade my question?	ontwijken
We think it is expedient to make them a goodwill gesture.	gepast
Her story about being attacked turned out to be a fabrication .	verzinsel
This pub is frequented by artists and writers.	regelmatig bezoeken
She has to pay a hefty fine for speeding.	flink
Oddly enough, this building has lots of hexagonal windows.	zeshoekig
That area is known for its infamous storms.	berucht
There was an article about the accident in lurid detail.	luguber
Sorry, but that story is an outright lie.	totaal
The ship was hit by rogue waves.	monstergolf
Companies try to seduce young employees with higher pay.	verleiden
There's only a tenuous link between his work and his disease.	zwak, vaag
We should not withhold any information from them.	achterhouden

DUTCH

ENGLISH

aanbidden	Our grandparents just worship their grandchildren.
aangezien	I won't stay long, seeing as you're busy.
aanvragen	If you want to stay, you have to apply for a residence permit.
bedekken	In the morning the whole street was covered in snow.
berucht	They've arrested a notorious computer hacker.
beschuldigen van	He was charged with attempted murder.
breed	The room is six metres long and five metres wide .
de feiten natrekken	We need to fact-check the claims he's made.
doorbraak	Scientists have made a medical breakthrough .
driehoekig	Shall we buy the square or the triangular clock?
flippen	When he hears he has failed his exam, he'll freak out .
grenzen	The Netherlands borders on Germany.
instemmen met	He rarely consents to doing interviews.
klap	The explosion produced an enormous blast .
kwestie	This article is about the issue of immigration.
langdurig	We have a long-standing relationship with that country.
met een korreltje zout nemen	Sorry, but I'll take his story with a grain of salt .
mogelijk	We have potential evidence of his guilt.



nalaten, verzuimen	You've neglected to phone him as you promised.
óf ... óf	You will be called by either my wife or myself.
ondanks	He went jogging despite the rain.
onder de aandacht brengen	We hope to bring the problem to public attention .
orkaan	Lots of houses in Mexico were destroyed by a hurricane .
overmaat	People are complaining about an excess of street litter.
pakweg, ongeveer	The stadium can contain roughly 20,000 people.
rand	He was standing on the edge of a rock.
schipbreuk	The shipwreck had resulted in large number of casualties.
snel online verspreiden	Her new video clip will undoubtedly go viral .
überhaupt	You shouldn't have mentioned it to him in the first place .
variëren	The audience ranged from children to grandparents.
vereisen	Hooliganism calls for tougher action by the police.
verschijnen	On the boat trip we saw a dolphin emerge from the water.
verwaarlozing	We're worried about our neighbour's neglect of his dog.
volgens	According to dieticians we should lower our salt intake.
voor zijn rekening nemen	Which European country accounts for the greatest number of tourists each year?
vooralsnog	As yet , little attention has been paid to this problem.
voormalig	Obama is a former American president.
voorstellingsvermogen, verbeeldingskracht	We appreciate creativity and imagination in our employees.
willekeurig, lukraak	He looked at a random selection of files.
zowel ... als	She likes singing as well as dancing.

Lesson
2

ENGLISH

DUTCH

When he became manager, the company started to bloom .	gedijen, het goed doen
This novel is one of the most captivating stories I've ever read.	boeiend
They wanted to test his chivalry and honour.	hoffelijkheid, ridderlijkheid
This work of art is a composite of paper and glue.	samenstelling
The artist has depicted her lying on a bed.	afbeelden, beschrijven
The priest tried to exorcise the devil from the child.	een kwade geest uitdrijven
When he came to power, he expelled the original population.	verdrijven
This book is about the life and exploits of King Arthur.	heldendaad
It's a haunting book that I won't easily forget.	dat blijft hangen, beklijvend
Their culture intermingled with the local culture.	zich vermengen
You will be irrevocably fired if you refuse to work overtime.	onherroepelijk
The minister behaves like a latter-day Robin Hood.	modern
He's got luminous yellow stripes on his running trousers.	lichtgevend, heel licht
This is just candy masquerading as cereals.	zich voordoen als, onder het mom van
That momentous decision will have far-reaching consequences.	heel belangrijk
The film <i>Excalibur</i> was the precursor of the Hollywood film <i>King Arthur</i> .	voorloper
In this park you find one of the last European primeval forests.	oer-
That successful Hollywood film propelled her to stardom.	een boost geven, stimuleren
Does the story of King Arthur belong to the realm of fantasy?	gebied, rijk
I'm keen on medieval romances .	ridderverhaal
King Arthur roused his knights to action.	aansporen
After his divorce he found solace in religion.	troost



The hurricane will sweep away many of these houses.	wegvagen
The new law caused a lot of social turmoil .	onrust, opschudding
They started the match with unfaltering confidence.	onwankelbaar
The festival is supposed to usher in a new theatre season.	inluiden
Utrecht is a vivacious university city.	levendig, bruisend

DUTCH

ENGLISH

aangeven, markeren	The execution of the king signalled a new period in history.
aantrekkingskracht	That old musical has lost none of its appeal .
afkeer	I have an aversion to people who only talk and never listen.
als gevolg daarvan	Our train was delayed. Consequently , we were late for the show.
betreffen	This study concerns pupils' expectations of teachers.
bloeien, opbloeien	Celtic literature flowered after the Norman invasion in 1066.
bovendien, daarbij	The hotel was great. In addition , there was free WiFi everywhere.
dopen	How old were you when you were baptised in church?
eiland	Have you ever visited any of the British Isles ?
gefantaseerd, verzonnen	The story is about fantastical creatures that can speak.
genezen	I hope this wound heals before I go on holiday.
gerenommeerd	Apple and Microsoft are well-established companies.
heldhaftig	<i>King Arthur</i> is an epic film about a great leader.
hof	As an assistant to the king he lived at court .
hoofdfiguur	Arthur is the protagonist in many medieval stories.
kanshebber	Was the film <i>King Arthur</i> a contender for an Oscar?
keizer	This article is about the Roman Emperor Claudius.
laag	The ozone layer is seriously damaged.
mengeling	His stories are a blend of fantasy and reality.
onbereikbaar	Don't set any goals for yourself that are unattainable .
ongerept, onaangetast	The village is situated in an unspoiled area.
opleveren, leiden naar	I hope your plans will add up to something concrete.
profiteren van	Which people will benefit from the new tax regulations?
regeerperiode	Shakespeare lived during the reign of Queen Elizabeth II.
samenvallen met	The date of his graduation coincides with his birthday.
schitterend	Winning a silver medal at the Olympics is a fabulous achievement.
smachten naar, hevig verlangen naar	I've been very busy and yearn for some peace and quiet.
stam	The two tribes fought each other over a woman.
strijdend	The warring political parties should settle their differences.
strijder	As a knight he led a band of warriors .
toeschrijven aan	This writing is attributed to a writer called Nennius.
troost	It was some consolation to know I could do the exam again.
verovering	The Normans were very happy with the conquest of England.
verraad	He was hated for the betrayal of his country's principles.
vertegenwoordigen	This political candidate represents 25% of the people.
vervagen	In the film <i>The Matrix</i> the boundary between dream and reality is blurred .
volk	This is a book about the peoples of Europe.
wereldrijk	America used to be part of the British Empire .
zegevierend	King Arthur was known as a victorious warrior.
zoektocht	Some medieval stories are about the quest for the Holy Grail.



ENGLISH

DUTCH

Lesson
3

The alleged evidence may be fake.	zogenaamd
We looked at the Olympic winner with awe .	ontzag, eerbied
Liz concocted an excuse for being late.	verzinnen, bedenken
Can you tell me which of these words have a negative connotation ?	bijbetekenis
The coverage of the expedition proved how dangerous it had been.	berichtgeving
Nothing is more exhilarating than having a good time with your friends.	opbeurend
This show is no fakery , he uses real burning coal.	nep, namaak
Rescuing fugitives from a sinking boat is a heroic feat .	heldendaad, prestatie
Do the authorities actually intercept data on the internet?	onderscheppen
His new act is reminiscent of Houdini's act.	doen denken aan
The driver wouldn't accept liability for the accident.	aansprakelijkheid
Do you agree that cutting off dogs' tails is mutilation ?	verminking
Your food passes through the oesophagus into your stomach.	slokdarm
His motive was plain greed.	puur
This whole set-up had been prearranged by the people in charge.	vooraf regelen
Those criminals profess to be innocent.	beweren
It is very unpleasant to see someone regurgitate his dinner.	uitbraken
The referee made some rigorous decisions in our favour.	streng, ongenadig
In the dry season there's a scarcity of water.	schaarste
Scores of readers noticed there was something wrong with the article.	tientallen
With this metal stick you can skewer the meat for the barbecue.	doorsteken
Rollercoaster rides are not popular with people who are squeamish .	teergevoelig, gauw bang
Dave won a staggering amount of money in the lottery.	verbluffend
You need to be submerged in ice cold water after the hot sauna.	onderdompelen
The cage was suspended from the ceiling.	ophangen

DUTCH

ENGLISH

bedriegen	The magician deceived the audience with his card tricks.
bedrog, misleiding	The politician was accused of deception .
bekend zijn met	Are you familiar with the new software?
beoogd	We reached the intended destination at five o'clock.
bloederig	Please, when you talk about the accident, leave out all the gory details.
bloedvat, ader	She could see the blue veins on the old man's hands.
doorboren	You can pierce the leather with a thick needle.
doorslikken	It's hard to swallow your food when you have a sore throat.
duizelingwekkend	The illusionist surprised us with his mind-boggling tricks.
echt	I don't think this is a genuine marble statue, as it looks pretty fake.
eerder, voorheen	A cure for this disease had been previously unknown.
eerstgenoemde	I would like to read this poem and that novel, but I'll start with the former .
grondig	After a profound search the detectives found the suspect.
hoek	I can't see who is following us from this angle .
hoogte	Most planes fly at an altitude of 36,000 feet.
koppig	My brother is as stubborn as a mule. He'll never admit he's wrong.
kreukel, vouw	For a job interview you should choose a shirt without creases .
laatstgenoemde	Joyce loves both fruit and pizza, but the latter is her absolute favourite.
littekenweefsel	This is an excellent lotion to make scar tissue less visible.



mede-	Please consider the health of your fellow travellers by not smoking.
met doodsverachting, levensgevaarlijk	The illusionist showed us some death-defying stunts.
met opzet, opzettelijk	The shot was a deliberate attempt to kill the animal.
om eerlijk te zijn, eerlijk gezegd	Frankly , we can't give you a guarantee on this old bike.
onafhankelijk	If there is no freedom of speech, there isn't an independent press either.
onder de knie krijgen	During his show we noticed that he had mastered all the tricks.
ongedeerd	Fortunately, all the passengers were unharméd after the accident.
onregelmatigheid, afwijking	There's an anomaly in the present tax system that should be corrected.
pad, weg	Take the second pathway on your right.
poging	We succeeded in breaking the record in our first attempt .
slagader	When an artery bleeds you are in acute danger.
sluw, listig	He surprised his audience with his tricky questions.
tevoorschijn komen	After the baby crocodiles had emerged from the sand they crawled to the water.
tijdelijk	We're looking for a temporary solution.
vanzelfsprekend	Obviously , there is no need for sunglasses when it rains.
verachten	You'll despise him when you hear how he treated his dog.
verfijnd	Chanel number 5 is my favourite scent, because it's so refined .
vergroting	They made an enlargement of the picture to see the details better.
verlengd	The current contract will be extended to next year.
verlengen	For tall people we sometimes have to lengthen the sleeves of a coat.
wegvagen	The old buildings were completely wiped out with a wrecking ball.

Lesson
4

ENGLISH

DUTCH

That is a truly bold statement.	krachtig, kras
The compelling story moved us to tears.	aangrijpend, meeslepend
With such a conspicuous hat, everybody will notice you.	opvallend
Crop circles can consist of beautiful patterns.	graancirkel
After the plane accident, there was debris everywhere.	wrakstukken, brokstukken
We were duped into buying a much too expensive subscription.	bedriegen, benadelen
An elaborate explanation is better than a short one.	uitgebreid, uitvoerig
We can ensure the quality of our products.	garanderen
Solving mathematical equations is my favourite pastime.	vergelijking
This film is about the war between different extraterrestrial creatures.	buitenaards
April 1 is the day for hoaxers to show their creativity.	iemand die grappen uithaalt
His boots made an impression in the fresh snow.	afdruk
Inquisitive journalists have discovered her address.	nieuwsgierig
We were intrigued by the mysterious event.	boeien, intrigeren
Short skirts were in vogue in the seventies.	in de mode
Bobby became very ill overnight .	in de loop van de nacht, onverwachts
The perpetual noise kept us awake.	constant
Is there a plausible explanation for Sam's weird behaviour?	aannemelijk, overtuigend
His preposterous idea was immediately rejected.	belachelijk, absurd
The lack of a clear explanation increased our puzzlement .	verwarring
You can travel in that swampy area with a special boat.	moerassig
How can we prove the theory, now the evidence is undetectable ?	niet te bespeuren, onaantoonbaar
Jane can't eat this bread, because she is allergic to gluten in wheat .	tarwe



DUTCH

ENGLISH

aanstootgevend	The newspaper has published offensive pictures.
bijdragen aan	Your great ideas will contribute to the solution.
blootstellen	Don't expose this plant to too much sunlight.
decennium, periode van tien jaar	In the first decade of this century we lived in France.
feitelijk	We prefer factual information to wild guesses.
gewas, oogst	A disease ruined this year's crops .
gewenste	The medicine had the desired effect.
grap, streek	He tried not to laugh but I knew he was playing a prank on us.
griezelig	The uncanny coincidence made us shiver.
inderdaad	This is indeed the information that I was looking for.
minachting	Our opponents showed their contempt by completely ignoring us.
minder belangrijk	Forget about the minor details.
naar voren bewegen	The army advanced slowly because of the bad weather.
omvang	What was the extent of the damage?
onderzoeken	The detectives investigated the murder.
ongevaarlijk	Hedgehogs are harmless creatures.
oproepen, uitlokken	The politician provoked violence with his speech.
opstarten, opzetten, lanceren	The food company launched a marketing campaign for a new chocolate bar.
over de hele wereld	Stories about mysterious events have popped up throughout the world .
overdonderend	The applause after the show was overwhelming .
patroon	Do you like the pattern of this wallpaper?
rechtvaardigen	Can you justify your behaviour?
rietstengel	The reeds were moving in the slight breeze.
ruimtevaartuig	The astronauts had little room in their spacecraft .
schadelijk	Smoking is harmful to your lungs.
schatting	The estimate is that there are only 2.3 million whales left in the oceans.
steeds meer	The tests that are given to pupils have become increasingly difficult.
stoppen, ophouden	I believe these hoaxers will never cease .
straal	A laser beam may be harmful to your eyes.
talloos	Countless people were too late to buy a concert ticket.
tientallen, heleboel	We're going to need dozens of volunteers to clean the beach.
vastberadenheid	Her determination has brought her a lot of success.
verantwoordelijk voor	The security people are in charge of our safety.
(zich) verdringen	People were crowding into the street to catch a glimpse of Beyoncé.
verklaren	Pete declared that he was innocent.
veronderstellen	You are Stephen's cousin, I presume ?
verscheidenheid aan	There is a great variety of flowers in that field.
vliegende schotel	Jason thought he had seen a flying saucer , but it was just a paper lantern.
voorzichtig, aarzelend	Don't be too cautious , show some courage.
vreemd, buitenaards	None of these phenomena have been caused by alien interference.
vreugde	It was a delight to see that the refugees had arrived safely.
vrijwel	It's virtually impossible to prove that aliens exist.



ENGLISH

DUTCH

Lesson
5

I only got a 5.6 for my test. Admittedly , I didn't prepare it very well.	toegegeven
Emma Watson is often seen as an advocate for equal rights for men and women.	voorvechter, pleitbezorger
I'm quite creative, so I am always engaged in several projects.	bezig zijn met
Astronomers study the behaviour of stars and galaxies.	sterrenkundige
Can I bring Joyce to the party? – By all means . The more the merrier.	natuurlijk, in elk geval
He told us the details of his life with extreme clarity .	helderheid
Cobblers should stick to their last; don't get involved in matters you don't know about.	schoenmaker
These results are corroborated by other studies.	bevestigen, ondersteunen
Since his defeat during the elections, he has lost all credibility .	geloofwaardigheid
The dictator dismissed the idea of giving up his control on power.	wegwuiven
He's always quite the ebullient type at parties.	uitbundig
She joyfully exclaimed that she had earned her degree.	uitroepen
She has successfully held this executive position in this company for years.	manager, management-
My story was in accordance with my friend's story.	in overeenstemming met
The radio invokes a feeling of nostalgia for some people.	oproepen
It is nothing short of a miracle that he passed his exam.	het is zonder meer
Some people turn malignant when they gain power.	kwaadaardig
Some of my classmates can be really obnoxious and rude sometimes.	onaangenaam, irritant
I'm afraid that the odds are stacked against the visiting team.	kansen, waarschijnlijkheid
Before starting off, the author outlines how his book is structured.	in grote lijnen weergeven
I didn't particularly like the narrative in that book.	vertelling, verhaal
I wish you a life of health and prosperity .	welvaart, voorspoed
It is important to refute counter-arguments in a debate.	weerleggen
The democratically elected leader did not want to be associated with him.	in verband brengen met
Meeting her was an uncanny coincidence.	eigenaardig, heel vreemd

DUTCH

ENGLISH

aanbeveling	We will carry out the recommendations made in order to achieve better standards in this school.
aangeven	You should indicate whether you would like to travel abroad or not.
aannemen, veronderstellen	I assume that you brought your passport to the airport?
aanvoeren	They argue that that they cannot be held responsible for what has happened.
bevatten	Coffee contains caffeine.
beweren	Most political parties assert that they should be in power.
compleet, geheel	It's entirely up to you to study for the test.
derhalve, zodoende	He stole something from the office. Accordingly , he was fired.
enkel, slechts	Merely thinking of living in a simulation makes me scared.
enorm, gigantisch	The Pacific Ocean is a gigantic body of water between Asia and the Americas.
enorm, krachtig	My sister is convinced that Obama is a tremendously skilled speaker.
ergens toe in staat zijn	Are you really up to the task of leading our company?
fout	There is an enormous flaw in your computer programme.
foutloos, perfect	There is no such thing as a flawless world.
geheel	Robert's math skills were wholly dependant on his calculator.
gelijkgestemd	My family is like-minded when it comes to the environment.
grondig	The theory of gravity has been thoroughly researched.



huidig	Our current knowledge of physics is better than a decade ago.
immers, per slot van rekening	I expect a high mark for my test. After all , I studied for many hours.
in de afgelopen ...	I have studied quite well over the past few weeks.
met betrekking tot	What are your thoughts with regard to virtual reality?
naar eigen inzicht	I'm allowed to change my bedroom as I see fit .
natuurkundige	Physicists have found out how stars produce so much light and energy.
of	I honestly don't know whether you should invite her.
omgekeerd, andersom	American consumers prefer white eggs; conversely , British buyers like brown eggs.
ondermijnen	Some rebels seek to subvert the government's efforts to restore peace.
ondernemer	Becoming a successful entrepreneur is not just a matter of luck.
ongeacht	You should just invite her, regardless of what other people think.
ongeëvenaard, ongekend	Today's video games are unprecedented in their realism.
op dezelfde manier, evenzo	My father is a professor. Similarly , I'm studying to become a teacher.
overtuigend	She is very persuasive in a debate.
overweging	After careful consideration a decision was made about the experiment.
reeks	He owns a string of health clubs.
stellen	My parents state that I underestimate the importance of school.
tegenstrijdigheid	There's an inconsistency between his opinions and his actions.
ten onrechte, per ongeluk	I'm sorry, I mistakenly thought that you were someone else.
uitvogelen, uitzoeken	Sometimes it's quite difficult to figure out how English grammar works.
verrassend genoeg	Surprisingly , the test went well, even though I hadn't studied enough.
verzetten	Some pupils rebelled by not doing their homework.
zonder twijfel of kritiek	You should not accept everything unquestioningly .

EXPRESSIONS

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 ...

Irritatie uitdrukken *Expressing irritation*

Do you actually realise that ...
 It really annoys me that ... (ads keep popping up)!
 Oh, come on, ... (you know that's not true / don't exaggerate things.)
 Stop that ... (noise / yelling / fighting)!

Kanttekening maken *Making a critical remark*

I'd like to remark that ...
 Mind you, I do think that ...
 On the other hand ...
 That may be true, but ...

Krachtig ontkennen *Strongly denying something*

There's no way that ...
 It is not true ... (that I told you that.)
 I have never ... (used bad language.)

Opsommen *Summing up*

First of all, ... Secondly, ... Finally, ...
 In the first place, ... Besides that, ... And finally, ...

Iets samenvatten of afronden *Summarising or rounding off*

To cut a long story short, ...
 So, in a nutshell ...
 In short, ...
 To conclude, ...
 In conclusion, ...
 To summarise, ...
 Summing up, you might say that ...
 In all, ...
 Finally, ...

Standpunt verwoorden *Presenting your view*

The point is ...
 The real problem is ... (you can't just force this rule on people.)
 The real question is ...
 From this point of view ...
 All things considered, ... (we have decided the proposal is acceptable.)
 This raises the problem ...



Twijfel uitdrukken *Showing doubt*

I doubt if ...

I wonder if ...

I'm not sure if ...

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

Verontwaardiging uitdrukken *Expressing indignation*

It is ridiculous / unbelievable / incredible ...

I can't believe / imagine ...

I was shocked to read ...

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

For example / For instance, ...

Take for example, ...

Take the way (he / she) ...

For one thing, ...

To give you an idea ...

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.)

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.)

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

Simple present

 grammar p. 54

Present continuous

 grammar p. 55

Future

 grammar p. 59 & 60

Auxiliaries (kunnen,

mogen, moeten, willen)

 grammar p. 77-79

Adjectives and adverbs

 grammar p. 65-67

Comparisons

 grammar p. 68 & 69

Irregular verbs

 grammar p. 88-91

Simple past

 grammar p. 56

Past continuous

 grammar p. 56-57

Linking words

 linking words p. 114-119



1 2 3 4 5

Unit 2 Go Down in History

This unit sheds light on different historical periods in the English-speaking world. On the Amish way of life, which reminds us of a time when things were simpler, and on the early history of Australia when Britain used the island as a jail for their convicts. On the American Civil War, in which as many as 364 battles were fought and on the madness of King Henry VIII. And how do Britons now feel about the imperial past of their country? You'll find out in this unit.

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Waking up from the Imperial dream	
STUDY BOX	94



1

YOU'LL BE ABLE TO

- read fiction and non-fiction, understanding the whole text and details
- understand recordings that are commonly found in social, professional or academic life, identifying the speaker's mood and tone
- follow main points of complex academic or professional reports
- clearly and fluently tell a story

Grammar

- tenses

Vocabulary

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

Strategies

- fact or opinion
- figure of speech
- taking notes

TEXT

My visit to the Amish country

Mary McGrath's visit to Shipshewana Indiana takes her back to her early days in Studio City

1 Back in the fifties, Studio City was a much simpler place. I remember the endless orange orchards that punctuated the San Fernando Valley, those slower moving cars, the milkman who delivered fresh dairy items and those wonderful baked goods from the Helms Bakery. The sweet smell of that bread takes me back to those times when things were easily explained. We weren't hooked on technology, and actually had time to take in the slow staccato walk of a pigeon crossing the sidewalk, or watch the sun burn its way into the horizon.

2 On a recent trip to Michigan and Indiana, I was thrown back into a time warp when we decided to take a day trip to Shipshewana, a small town in Indiana, where many Amish people have congregated. I've always been curious about these people, who live their lives in a simple fashion, avoiding the vanities that often plague most of us in LA, where a mirror is our best friend, and ad campaigns remind us of our shortcomings.

3 Shipshewana showed me a different side of human nature, a way of living that has been bypassed by our fast cars, engineered crops, and densely packed livestock where animals clamor for a sip of oxygen and some freedom to move around.



We took an Amish carriage ride around town for a half hour, and learned quite a bit from our driver. As we trotted past the white farms, I asked many questions. He didn't seem to mind my ignorance.

For those of you not familiar with the Amish, here are a few things you might find interesting.

Did you know that there are Amish living in 21 states in the USA? The largest populations, about 70% of the total, are in Ohio, Pennsylvania and Indiana. They live a simple life and it seems to work for them.

4 The men usually wear wide-brimmed hats, black pants with suspenders instead of belts. Zippers are not allowed. The Amish women wear dark simple long-sleeved dresses with white aprons and capes. Their bonnets are worn over their ears.

You're not allowed to get married until you're 18, but once a man is married, he begins to grow his beard.

Beards aren't trimmed and there are no moustaches.



It's no surprise that birth control is not allowed.

As a photographer, I was anxious to take some photos of the Amish, but they don't like having their photos taken for religious reasons. Don't ask them to pose for a shot. In general, much value is placed upon humility and submission. Leaving the Amish community is highly discouraged and the result is shunning. Individualism, competitiveness, and materialism are discouraged.

5 Owning a car is not allowed because it is believed it would cause a schism within the community and result in bragging. However, an Amish individual will accept a ride in a car when business proceedings or family emergencies require speed or a great distance.

The Amish also practice conscientious objection to

military service and turn the other cheek in the face of personal attacks and confrontations.

6 This was a wonderful excursion. Seeing the Amish in their simplicity makes me miss those early days in Studio City, where we walked or rode our bikes to school, and burned off so many calories playing that it really didn't matter what we ate.

When I was growing up, people actually visited one another instead of scrolling and texting for conversation and entertainment.

Maybe there's something to be learned from those who live the simple life.

Based on: patch.com

READING

- 1 Read the text quickly and write down the number of the paragraph that each title refers to. There are two extra titles.

title	paragraph	title	paragraph
Things to be avoided	§5	Dos and don'ts	§4
Lessons to be taught	§6	Past about to become present	§2
Visiting an Amish clothes shop	§-	Interviewing some Amish leaders	§-
In the old days	§1	Being shown around	§3

Read the text in detail and answer questions 2-8.

- 2 (§1) How else could the sentence: "The sweet ... easily explained." start without changing its meaning?

- ☒ As a matter of fact, the sweet ...
☐ For instance, the sweet ...
☐ In other words, the sweet ...
☐ On the other hand, the sweet ...

- 3 (§2) Complete the following sentences so that they are in accordance with the information in the paragraph.

- a The writer is quite critical of (use a general term) Suggested answer: modern society / the society she comes from.
b The keyword the writer uses to describe the cause of her criticism is "vanities".

- 4 (§3) The writer was shown "a different side of human nature". In your own words, what had she probably seen instead of the following:

- a "fast cars": Suggested answer: carriages
b "engineered crops": Suggested answer: organic / chemical-free / natural crops
c "densely packed livestock": Suggested answer: cattle moving around in freedom



- 5 (§4) In your own words, what is the consequence if a member of the Amish is going to live outside the Amish community?

Suggested answer: They will be ignored / avoided / rejected.

STRATEGY Fact or opinion

To fully understand a text it is important to know the difference between a fact and an opinion. Facts are those 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 (§1-6) Indicate whether the following statements the writer makes are facts or opinions. Choose the correct answer.

- | | |
|---|-----------------------|
| a §1 "Back in the fifties, Studio City was a much simpler place." | fact / <u>opinion</u> |
| b §2 "On a recent trip to Michigan and Indiana" | <u>fact</u> / opinion |
| c §3 "He didn't seem to mind my ignorance." | fact / <u>opinion</u> |
| d §3 "The largest populations ... are in Ohio, Pennsylvania and Indiana." | <u>fact</u> / opinion |
| e §5 "Owning a car is not allowed" | <u>fact</u> / opinion |
| f §6 "This was a wonderful excursion." | fact / <u>opinion</u> |

STRATEGY Figure of speech

A figure of speech is a word or phrase that has a meaning which differs from its literal meaning. This use of figurative language can be a pun (*woordspeling*), a metaphor or an understatement, etc.

- 7 Find one figure of speech in the first two paragraphs. Find another one in the last two paragraphs. Write down in which paragraph you found them. Copy them and explain what they mean in plain English.

- a In §2: *"I was thrown back into a time warp" / "The sun burns its way into the horizon."*

Meaning of this figure of speech: *Suggested answer: It was as if I had gone to an earlier period in time. / The sun gradually disappeared below the horizon.*

- b In §5: *"turn the other cheek"*

Meaning of this figure of speech: *Suggested answer: to deliberately avoid reacting in an angry / violent way when someone has hurt / upset you.*

- 8 What, according to the writer, may be learned "from those who live the simple life" as referred to in the last sentence?

*Suggested answer: That people might be happier if they relied less on technology and lived closer to nature and if life were less hurried.
We might also learn that animals could have more freedom to move around.*



VOCABULARY

9 Find the words in the text for the following descriptions or synonyms.

- | | |
|--|--------------------------|
| a characterized | (§1) <u>punctuated</u> |
| b gathered, flocked together | (§2) <u>congregated</u> |
| c modified, manipulated | (§3) <u>engineered</u> |
| d piece of clothing that protects the front part of people's clothes | (§4) <u>apron/aprons</u> |
| e very eager, very keen | (§4) <u>anxious</u> |
| f avoiding, ignoring | (§4) <u>shunning</u> |
| g split, division | (§5) <u>schism</u> |

GRAMMAR

Tenses

 grammar – 1-9 – p. 54-60

The men usually **wear** wide-brimmed hats, black pants with suspenders.

When I **was growing up**, people actually **visited** one another.

We **took** an Amish carriage ride around town for a half hour.

I've always **been** curious about these people.

10 Read the story about a woman who left the Amish and wrote two books about this. Fill in the correct tense of the words in brackets.

Two years ago, Saloma Miller subconsciously (a to know) knew she (b to want) had wanted / had been wanting to escape for quite some time. Likewise, she (c to put, carefully) had carefully put away money in the form of allowance and birthday gifts for the day she (d can) could break free. And break free she (e to do) did. Meet author Saloma Miller Furlong, who (f to document) has documented her break with the Amish community in two memoirs.

In ten minutes we (g to meet) are meeting her at the Asheboro Public Library. We hope Furlong (h to tell us) will tell us interesting details of her time among the Amish ...

"Part of me was glad to leave the Amish lifestyle behind me," Furlong says while she (i to reach) is reaching for her glass of water. "Parts of it (j always / to be) will always be with me. But at the time I (k to know) knew that when the situation at home became so difficult, it was either suicide or leaving."

Furlong (l to live) had lived in Ohio for 20 years when she (m to leave) left for Vermont five years ago, a world away from the father with mental illness and a brutal older brother. After she (n to change) had changed her name to Linda to prevent being found, she (o to get) got a job and (p to fall) fell in love with a toymaker named David. Her first book, *Why I left the Amish*, (q to cover) covers her coming of age in her Ohio Amish community and her departure from it.

Her second book, released in February, *Bonnet Strings: An Amish Woman's Ties to Two Worlds*,



(r to describe) *describes* how she was urged to return, but (s to be able to) *was able to* make the break for good thanks to the love of the “Yankee” (non-Amish) man she (t to go) *was going to* marry some time later.

“After telling people my story, they always said I should write about it, which was too difficult for me to do. One day, when I (u to look) *was looking* at some pictures, I (v to wonder) *was wondering* how long it (w to take) *would take* me to get to the point where I could write it. For some time I (x to want) *had wanted* others to know what it was like, not just to be Amish but to get people to understand that Amish people are human and suffer just like other cultures, and, secondly, to let Amish people know that if you (y really / to try) *really try*, you (z to be able to) *will be able to* find a way to leave.”

LISTENING

STRATEGY *Taking notes*

 strategies – aantekeningen maken – p. 15

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

- Avoid full sentences but instead use key phrases or keywords.
- 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.
- Sometimes it is better to write down a note a little time after you’ve heard the info about something when things become clearer.

11-12 Watch the video online and do the assignments that you find there. You may use the writing space below.



Go to the online assignment to find these answers.



- C 13-15** Watch the videos online and do the assignments that you find there. You may use the writing space below.

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

- 16** Find a podcast of at least 25 minutes that focuses on the history of a(n) (ethnic) minority in America: native Americans (Indians), African Americans, Jews, Hispanics or Asian Americans. You can also choose a subject that has played an important role in America's history: the assassination of John F. Kennedy, the American War of Independence, the Civil War, Columbus's discovery of America, Civil Rights movement and M.L. King, Prohibition period / Mafia, the Ku Klux Klan or the influence/role of the Dutch.

Go about it as follows:

- Write down the URL of the site where you listened to the podcast. Add the duration of the programme.
- Listen to the podcast.
- While listening, make notes as you did in the previous listening exercise in this lesson. Reduce the number of notes to a shortlist of 40 keywords at the most. You will need them for the following exercise.

SPEAKING

- 17 PAIR WORK** Team up with a classmate. You're going to give a 4- to 5-minute talk about the podcast that you have heard in the previous exercise. Proceed as follows:
- Only have in front of you the list of keywords from the previous exercise.
 - During your talk your classmate will not interrupt you.
 - In your 30-45-second conclusion you will give your personal opinion on one or more points you have mentioned.
 - During the talk your classmate will make a few notes that will be used afterwards to ask you four questions based on what you have said.
 - Your teacher will tell you when it is time to change roles.



2

YOU'LL BE ABLE TO

- scan long, complex texts to find relevant details
- summarise a short story, article, lecture, discussion, interview or documentary and give your opinion, and answer questions about the content

Grammar

- passive

Vocabulary

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

Strategies

- scanning
- identifying the meaning of a new word

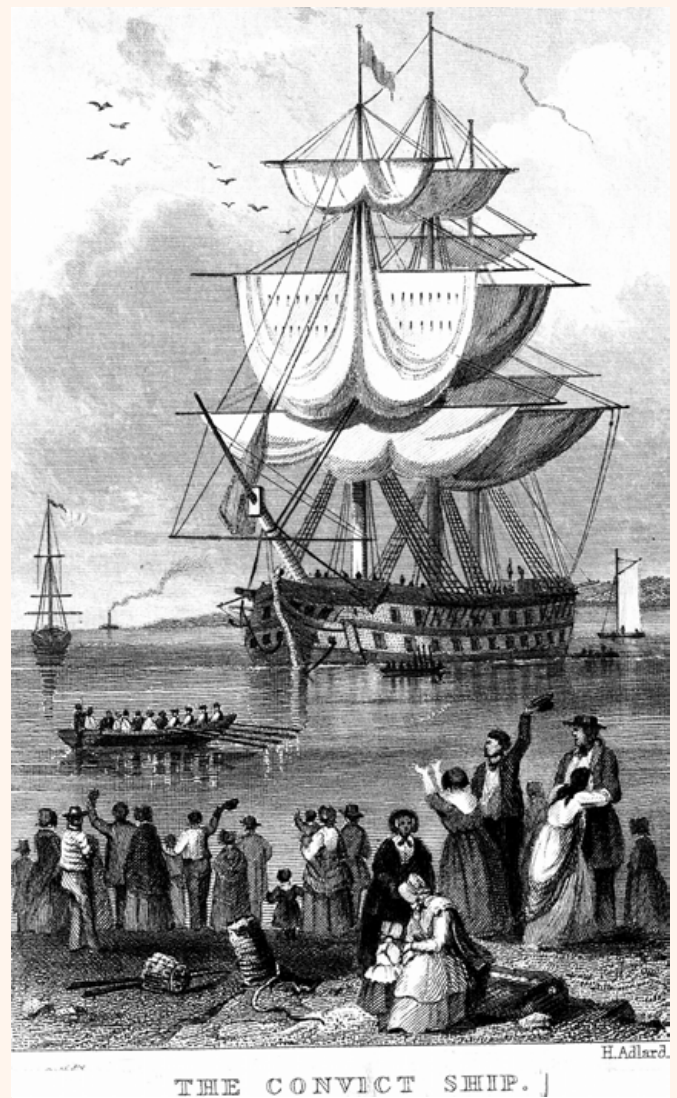
TEXT

Convicts and colonisers: the early history of Australia

Booker Prize-winning author Thomas Keneally speaks to Rob Attar about the early history of his home country, Australia, discussing the remarkable progress of Britain's 'sunstruck dungeon' at the end of the world ...

Early jail birds

1 Thomas Barrett was sentenced to death three times. His first capital offence was in 1782 when, as a young boy, he was found guilty of stealing a silver watch in London. Barrett's sentence was changed and he was despatched instead to the North American colonies. However, before his ship had left Britain there was a convict uprising that enabled Barrett to escape. His freedom was short-lived. Barrett was recaptured and the death penalty was again handed down for his actions. But for a second time royal intervention saved him from the noose. And so it was that in 1787 Thomas Barrett found himself a passenger on the Charlotte, as part of the first fleet that shipped prisoners to the distant land of Australia. There his final sentence still awaited him.



2 Barrett's story illustrates a key idea to emerge from *Australians*, the first part of Thomas Keneally's epic history of a continent and its people. The nature of the early immigrants meant that this was a colony like no other. "If you'll accept that we're a sophisticated society (which is hard for the British to do), then you'd have to say that this is the only advanced country on earth that began as a purpose-designed penal colony," says Keneally. "It didn't begin as a place with settlers who had some convicts. It began as a jail."

"It didn't begin as a place with
settlers who had some convicts.
It began as a jail."

3 Having been deprived of American colonies following the emergence of the United States, Britain in the 1780s was desperate to find an alternative territory for its miscreants. Australia, recently claimed for the empire by Captain Cook, seemed to fit the bill. It had been inhabited by Aborigines for millennia but, despite a few tentative voyages, no other European power had established a lasting settlement on the continent. Britain took the lead. The first fleet of convicts arrived in January 1788 and a fledgling penal colony was established in what is now Sydney.

4 Who were the people who landed on what Keneally describes as "a sunstruck dungeon at the end of the world"? They were prisoners, yes, but they weren't just a group of common criminals. "One of the reasons early Australia survived was that there were many social protesters among the convicts," explains Keneally. "These were people who did not consider themselves criminals. They were people like poachers who acted in protest against the enclosure of estates. You had these fairly tough, sulky people alongside the professional thieves and prostitutes."

Land of the free

5 Within a few years, convicts were joined by free people from Britain and Ireland, attracted to dreams of a better life. It was not just the poorer Britons who headed for Australia, according to Keneally. "Australia has always been the place to which Britain has sent unsatisfactory members of all its classes, including the gentry. It was a great place to send young men who had gambling debts. It was also the sort of place where you sent English lads who weren't particularly good academically or who had made the maid pregnant."

6 "The settlers brought with them their Eurocentrism and they didn't realise how dry this continent was," explains Keneally. "British farmers tried to advance into South Australia and Western Australia but it was impossible because these places are deserts. It showed a great incomprehension of the country that they were coming to. They often went mad and committed suicide, but ultimately they stayed. They stayed and endured."

7 In the perilous early days of New South Wales (as British Australia was originally known), food stocks frequently dwindled. It was only the arrival of supply-laden ships from Britain that enabled the colony to continue. However, although farming was tricky, the settlers discovered that the climate was suitable for livestock and especially sheep. Useful for their meat and wool, sheep farming had become a mainstay of the Australian economy by the middle decades of the 19th century.

8 As settlements expanded they came into greater conflict with the Aboriginal people who had lived in Australia for at least 50,000 years. This was, Keneally believes, "the tragedy" of Australian history. "The Aborigines considered the country theirs and any animals on it theirs as well. So, they began killing the livestock of settlers and maybe they would also kill a convict shepherd because he was messing with their women or had stolen stuff from them. This is when the rifles came out and, when it came to a showdown, our technology and firepower were greater."

9 Through frontier wars, massacres and the introduction of diseases, the Aboriginal population was devastated. The settlers took over swathes of territory, effecting a cultural as well as physical dispossession. "We can lose our house in the suburbs that we've had for 20 years and we'll sort of survive," says Keneally. "But if you separate the Aborigines from their traditional land, which is their source of food and social cohesion, then you are depriving them of more than real estate."

"If you separate the Aborigines
from their traditional land,
which is their source of food
and social cohesion, then you
are depriving them of more than
real estate."



The mistreatment of the indigenous people was not always applauded. Keneally: "From the very beginning there were people who stood up for the Aboriginals. Their methods, however, were public support whereas the methods of the people trying to rid Aboriginals from their land were weaponry."

10 In 1851 gold was discovered in New South Wales, sparking a gold rush similar to that taking place in California. This precious metal brought wealth to the country and hastened an influx of migrants. The gold rush sparked the beginning of the end for transportation, which was still under way, despite growing resentment from the Australian population. "This discovery made convictism ridiculous and irrelevant," says Keneally. "Why would you ship people to a place when immigrants can't wait to get there?"

Revolution averted

11 Gold also funded the development of the inland and prompted the growth of cities. Melbourne went from "virtually a village" in 1850 to what Keneally sees as "one of the great cities of the empire" 20 years later. Yet, the gold rush bred discontent as well and in 1854 it took Australia to the brink of revolution. Those hoping to look for gold had to pay fees to the authorities, or face retribution from the colonial police force. In Victoria the police were corrupt and brutal, regularly assaulting the miners or throwing them in jail. Inspired by the 1848 revolutions in Europe, the miners pressed for greater representation, including the right to vote.

12 "Public opinion was very much on the side of the miners, so that, for example, those that were arrested were all acquitted. They couldn't find a jury in Victoria to condemn them."

It accelerated the pace of democratic reform in Australia. Miners' courts were established and there was soon universal male suffrage (excluding Aborigines) in New South Wales and Victoria. Some of the miners who were being hunted in 1854 were in parliament a couple of years later. The transformation from penal colony to democracy had been rapid.

13 Not everyone in Australia escaped the convict stain. In February 1788 Thomas Barrett faced death for the final time. Caught stealing butter, peas and pork from a storehouse, he was sentenced to be hanged from a tree. Aged only 17, Barrett was the first man to be executed in the new colony.

He was one of the casualties of early Australia and stories such as his fill the pages of Keneally's book. All the same, the author believes that despite the hardships, the Australian settlement was a remarkable achievement. "It's astonishing that we went from being a purpose-designed penal colony to a liberal democracy in only 72 years. As a settler society Australia 1788-1860 was prodigiously successful. I don't say this with a chauvinistic glow in my cheeks because I don't think I can say the same about the past 50 years, and ultimately I'm going to have to write about that period as well."

Based on: www.historyextra.com

READING

STRATEGY Scanning

 strategies – scannen – p. 11

Scanning is a useful skill for speeding up your reading. You look *only* for a specific fact or piece of information without reading everything. The subheadings may help you decide in which part of the text to look first.

- 1** Quickly try to find the answers to the following questions. When you have found the sentence that contains the answer, write down the number of the paragraph and quote the (short) answer. Try to do this assignment in 5-7 minutes. The questions are not in the order of the text.

a How long had the Aboriginals already lived in Australia when the Brits arrived?

§8 : 50,000 years

b Which British explorer claimed Australia for the British Crown?

§3 : Captain (James) Cook

c What attracted a lot of immigrants to Australia?

§10 : gold

d When was Thomas Barrett executed?



§13 : 1788

e What literary prize did author Thomas Keneally win?

intro : *the Booker Prize*

f What group of people suffered from police corruption?

§11 : *the miners*

g What is the title of Keneally's book about early Australia?

§2 : *Australians*

Read the text in detail and answer questions 2-13.

- 2 a** (§1) Quote the two words from the paragraph that sum up the reason why Barrett's death sentence was not carried out.

Quoted words: *"royal intervention"*

b Describe in your own words what these two words mean with regard to Barrett.

Suggested answer: The king became involved and changed the sort of punishment Barrett should have.

- 3 a** (§2) Quote the phrase that carries a little criticism.

"(which is hard for the British to do)"

b Explain in your own words who is / are criticised of what.

Suggested answer: The British are criticised for being somewhat arrogant.

- 4** (§3) Complete the sentence so that it is in accordance with the paragraph.

Britain was worried. It could no longer *take its convicts to America*

because Britain *had lost the American colonies*.

- 5** (§4) Which statement is correct?

- ☐ The convicts who went to Australia did not regard themselves as criminals.
☐ The writer of this article thinks of two types of criminals.
☒ Thomas Keneally makes a clear distinction between groups of convicts.

- 6** (§5-7) Read the following statements. Write down whether they are true or false. Quote the words from the text to support your answer.

a Young men with financial and educational problems were also sometimes sent to Australia.

True: "young men who had gambling debts" / "lads who weren't particularly good academically"

b The British settlers were well-prepared when they emigrated to Australia.

False: "they didn't realise how dry this continent was" / "It showed a great incomprehension of the country that they were coming to."

c In the beginning the colony depended entirely on Britain for its survival.

True: "It was only the arrival of supply-laden ships from Britain that enabled the colony to continue."



- 7 (§7-8) What do both paragraphs have in common regarding the settlers?

Suggested answer: Both paragraphs mention the forces of opposition in Australia for the British convicts.

- 8 (§9) The writer speaks of cultural dispossession as well as physical dispossession. In the same paragraph he gives an example of both. Quote the relevant phrases (no sentences!)

cultural dispossession: *"(But) if you separate the Aboriginals from their traditional land, which is their source of food and social cohesion"*

physical dispossession: *"(We can) lose our house in the suburbs"*

STRATEGY Identifying the meaning of a new word

 strategies – woorden herleiden – p. 6-7

When attempting to identify the meaning of a new word, it is often useful to look at what comes before and after that word. The surrounding words or text can give readers helpful context clues about the meaning and structure of the new word, as well as how it is used.

- 9 (§10) "This discovery made convictism ridiculous and irrelevant". 'Convictism' is not a common word in the English language. What do you think it means based on the complete text as well as on this paragraph in particular?

Suggested answer: (The system of) transporting convicts from Great Britain to a settlement in Australia.

- 10 (§11) Which word could replace 'Yet' in "Yet, the ... of revolution." without changing its meaning in this sentence? There may be more correct options.

☐ Furthermore

☒ Nevertheless

☒ However

☒ Still

- 11 (§12) Complete this sentence by filling in words from this paragraph.

It is clear from this paragraph that *democratic reform / democracy* was a quick process.

- 12 (§13) In the text the case of Thomas Barrett is referred to a few times. Look at these paragraphs again. The writer mentions more than once why he has used Barrett's case in this text. What is the main reason?

In §1 and in §2 he writes that Barrett's case represents a lot of other cases in Keneally's book about how in Australia's early history British prisoners were transported to Australia to serve time there.

- 13 The text has three headings. Below each heading write a 60-75-word summary in your own words of the main ideas in each part.

Early jail birds

The first part of Thomas Keneally's history of Australia tells how Britain first used their American colonies to send a lot of their convicts to. After America became independent, they used Australia as a colony to transport a lot of their convicts to in order to serve time in prison there. The convicts were not all criminals but also social protesters.



Land of the free

Soon Britain also sent their unsatisfactory members of all its classes to Australia. A lot of them found it very hard to adjust to this completely different country. They depended on Britain for much of their food. Sheep farming became popular. Conflicts arose with the indigenous people, The Aborigines, who felt their land and animals were taken from them. A lot of Aborigines were killed. When gold was found, this attracted a lot of immigrants.

Revolution averted

The authorities made miners pay fees for looking for gold. The people were so angry that this nearly led to a revolution. The people were on the side of the miners who quickly got more rights. Thomas Barrett was arrested for the third time. He was executed. Keneally thinks it was quite an achievement for Australia to go from penal colony to a democracy in just 72 years.

VOCABULARY

14 Find the words in the text for the descriptions or synonyms on the left.

- | | |
|---|-----------------------------|
| a rebellion | (§1) <i>uprising</i> |
| b characterised by exciting events | (§2) <i>epic</i> |
| c to be exactly what was needed | (§3) <i>to fit the bill</i> |
| d to be silently angry and refuse to be friendly | (§4) <i>sulky</i> |
| e people from a high social class | (§5) <i>gentry</i> |
| f put up with it | (§6) <i>endured</i> |
| g decreased | (§7) <i>dwindled</i> |
| h confrontation | (§8) <i>showdown</i> |
| i unity | (§9) <i>cohesion</i> |
| j led to | (§10) <i>sparked</i> |
| k edge | (§11) <i>brink</i> |
| l used for punishment | (§12) <i>penal</i> |
| m severe sufferings | (§13) <i>hardships</i> |



VOCABULARY EXTRA

Word formation

Word formation refers to the ways in which new words are created on the basis of other words and how they become part of the language. Most of the time this is done by means of suffixes, e.g. *-ment*, *-ion* (with nouns) and *-ive*, *-ing* (with adjectives). For instance: With a root such as the verb 'to attract' you can create the noun 'attraction' and the adjective 'attractive'.

Understanding word formation can help you understand the English language better.

- 15** Create the missing forms of the words that have been given. Use a dictionary if necessary.

	verb	noun	adjective
	to add	<i>addition</i>	<i>additional</i>
a	to adjust	<i>adjustment</i>	<i>adjustable / adjusted</i>
b	<i>to apologise</i>	apology	<i>apologetic</i>
c	<i>to bore</i>	<i>boredom</i>	boring, bored
d	to condemn	<i>condemnation</i>	<i>condemned</i>
e	<i>to emerge</i>	emergence	<i>emergent</i>
f	to endure	<i>endurance</i>	<i>enduring</i>
g	to invent	<i>invention</i>	<i>inventive</i>
h	<i>to legalise</i>	<i>legality</i>	legal
i	to persuade	<i>persuasion</i>	<i>persuasive / persuaded</i>

- 16** Use one of the words from the grid in exercise 15 to fill the gaps. You can use a word only once.

- a** In the early days there were not many *persuasive* arguments against the death penalty.
- b** Could you please tell me, for *clarity*'s sake, what it is we've done wrong exactly?
- c** Britain had to *adjust* its plans regarding its convicts when it lost the American colonies.
- d** This is the third time in a row you're late. We're waiting for your *apology*.
- e** Was gambling *legal* in 18th century England?
- f** Australians saw the *emergence* of democracy when public opinion was on the side of the suppressed miners.
- g** 104? I would probably die of *boredom* if I lived that long.
- h** How *inventive* the British were! They simply took their convicts to America and Australia to get rid of a lot of crime and criminals.



- 17** Complete the sentences and make sure that the meaning of the underlined words, which are from exercise 15, are clear from the context.

- a Can you clear *For example: the table, please? / the room by tomorrow so that the decorators have enough space?*
- b The condemned man *For example: has to spend five years in jail.*
- c This adjustable *For example: arm chair can be used to sit on and to lie on.*
- d Endurance is required *For example: if you run a marathon / if you study alongside of a job.*

GRAMMAR

Passive

 grammar – 11 – p. 62

People **are** no longer **given** the death penalty in Australia.

Thomas Barrett **was sentenced** to death three times.

It **has been claimed** that Thomas Keneally has written a superb book about Australia's early history.

Australia became a British penal colony after it **had been discovered** by James Cook.

You **will be provided** with the necessary information by one of our attendants.

- 18** First, underline the verbs in the sentence. Then, write down the name of the tense that has been used. Finally, rewrite these sentences using the *passive*.

EXAMPLE

They have sent us information about holidays in Australia.

Tense: *present perfect*

We have been sent information about holidays in Australia.

- a They sentenced Thomas Barrett to death in 1788.

Tense: *simple past*

Thomas Barrett was sentenced to death in 1788.

- b This month thousands of Europeans are visiting Australia.

Tense: *present continuous*

Australia is/'s being visited by thousands of Europeans this month.

- c They claim that this is the best book about Australia's early history.

Tense: *simple present*

*It is/'s claimed this is the best book about Australia's early history. /
This book is/'s claimed to be the best book about Australia's early history.*

- d Next month they will publish Keneally's new novel.

Tense: *future*

Keneally's new novel will be published next month.



- e People have said that this is the great analysis of Keneally's book.

Tense: *present perfect*

It has/has been said that this is a great analysis of Keneally's book.

- f In 1854 they were hunting lots of miners in Australia.

Tense: *past continuous*

Lots of miners were being hunted in Australia in 1854.

- g They had not only sent common criminals to Australia.

Tense: *past perfect*

Not only common criminals had been sent to Australia.

19 Translate the following sentences from Dutch into English while using the passive.

- a Er werden veel veroordeelden naar Australië gebracht.

A lot of convicts were taken to Australia.

- b Mij is gevraagd om jullie iets over Aboriginals te vertellen.

I have been asked to tell you something about Aboriginals.

- c Men had verwacht dat de Aboriginals geen probleem zouden zijn voor de kolonisten.

It had been expected that the Aboriginals would not be a big problem for the settlers.

- d Waarom is ons dat niet eerder verteld?

Why have we not been told about this sooner/before?

- e Er waren duizenden mijnwerkers gevangengezet toen de mensen begonnen te demonstreren.

Thousands of miners had been imprisoned / put in prison when people started to demonstrate.

- f Morgen wordt aangekondigd wanneer Keneally's nieuwste boek wordt gepubliceerd.

Tomorrow it will be announced when Keneally's latest book will be published.

- g Er was aangenomen dat het publiek de kant van de mijnwerkers zou kiezen (to take).

It had been assumed that the public would take the side of the miners.

20 Give the right forms of the words in brackets, using the passive.

In 1868, after 80 years, approximately 162,000 criminals (a to transport) *had been transported* from Great Britain to the 'land down under', in one of the strangest episodes in criminal-justice history.

The accepted wisdom of the upper classes in 18th-century England was that criminals (b could not – to rehabilitate) *could not be rehabilitated* and simply required separation from the genetically pure and law-abiding citizens. Accordingly, lawbreakers (c either to kill) *were either killed* or exiled, since prisons were too expensive.



For 57 years, until 1775, law-breakers (**d** to ship) had been shipped to America. With the American victory in the Revolutionary War, offenders could no longer be shipped off across the Atlantic, so a new colony (**e** to look for) was looked for.

Captain Arthur Phillip, a tough but fair, career naval officer, (**f** to charge) was charged with setting up the first penal colony in Australia. This is what was recorded about the first voyage: while the convicts (**g** to chain) were chained below deck during the entire hellish six-month voyage, nearly 10 percent of them lost their lives. In at least five books that (**h** to write) have been written on these voyages so far, we learn that on later trips up to a third of the unwilling passengers died on the way. Only a few people (**i** to transport) were transported for violent offenses. Among the first group was a 70-year-old woman who was arrested after (**j** to discover) it had been discovered that she had stolen a block of cheese.

Most convicts in Australia had an extremely tough life. The guards who volunteered for duty in Australia seemed (**k** to motivate) to be motivated by exceptional sadism. Even small violations of the rules could result in a punishment of 100 lashes. (**l** to say) It was said that blood was usually drawn after five lashes. And while they were walking home, if they were able to walk at all, their boots (**m** to fill) were being filled with their own blood.

Convicts who attempted to escape (**n** to send) were sent to tiny Norfolk Island, 600 miles east of Australia, where the conditions were even more inhumane.

SPEAKING

- 21 a** Look for an interview, a podcast, an article or a film in which an important aspect of Australia's history is discussed. In consultation with your teacher choose from the following:
- Australia as a penal colony;
 - the early history of the Aboriginals;
 - Aboriginal lives then and now;
 - Sorry Day and the stolen generations;
 - the film *Rabbit Proof Fence* (which you can see online);
 - the discovery of Australia by James Cook and the first 25 years;
 - the present relationship between Great Britain and Australia.
- b** **PAIR WORK** Prepare a 4- to 5-minute talk about your subject. Introduce the subject in general terms. In your talk focus on three completely different aspects of your topic. As a preparation you may write down 30-40 keywords. Give this talk to a classmate.
- While listening to your classmate's talk, write down six questions related to what you have heard.
You may think of questions like: Can you think of a reason why ...? / What's your opinion of ...? / In what way ...? How could it be possible that ...? How else might they have ...?
 - After the talk your classmate will answer your questions at length. This will be the basis for both of you to have a brief conversation on the subject.
 - When you have finished, change roles and start again (perhaps with another classmate?).



3

YOU'LL BE ABLE TO

- explain a problem and ask the supplier or customer to make a concession
- negotiate
- deal with complaints, in telephone and face-to-face conversations
- resolve disagreements in unexpected (travel) situations
- make a case for compensation and negotiate a settlement

Grammar

- gerund

Vocabulary & expressions

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

Strategies

- gap filling
- using your time to prepare efficiently

TEXT

A Civil War battlefields tour



1 From July 1861 to April 1865, the bloody savagery of the American Civil War was waged on many fronts between the northern states, the Union, and the southern states, the Confederates. There were 384 significant battles fought over those four long years.

Despite the thousands of books that have been written on the war and the numerous movies that have been made to bring to life the romanticism of those years, there is really nothing that compares to actually standing on the site of a Civil War battlefield. For those interested in the Civil War who may be considering a battlefield visit, the following itinerary outlines a 5-day excursion to the most famous Civil War battlefields.



2 Day 1 • Following breakfast, a short drive from downtown Gettysburg will take you to the Gettysburg National Cemetery where Lincoln delivered his Gettysburg Address. In just over two minutes, Lincoln invoked the principles of human equality espoused by the Declaration of Independence and redefined the Civil War as a struggle not merely for the Union, but as 'a new birth of freedom' that would bring true equality to all of its citizens. This is followed by a 2-hour bus tour of the battlefield and a visit to General Lee's and General Meade's headquarters. There is the possibility to visit two museums.

3 Day 2 • Head south towards the Antietam National Battlefield in Maryland. On this historic ground the Union army repelled the first attempt by Confederate forces to invade northern territory on September 17, 1862, the bloodiest single day of the war. At the visitors' center you can browse through the museum and store, and view a one-hour Antietam documentary. The best way to view the battlefield is to take a self-guided car tour that brings you to 11 points of interest. Following the visit to Antietam, travel another 30 miles south, this time to Frederick, Maryland, for a previously booked overnight hotel stay.

4 Day 3 • The itinerary this morning is a short drive to the Monocacy National Battlefield. It was here in July of 1864 that Confederate forces marching towards Washington D.C. were delayed long enough by the Union army to strengthen the defenses of the capital. Since then the fight that occurred here has been called 'the battle that saved Washington'. At the visitors' center there are interactive and multimedia exhibits, shops, electronic maps, artifacts, and memorabilia for sale. Admission is free. Later in the afternoon a 57-mile drive to Manassas, Virginia for a one-night sleepover before heading to the Manassas National Battlefield.

5 Day 4 • It was on the Manassas battlefield that Union and Confederate forces met for the first time in July 1861, a battle that saw the Union soldiers driven off the field. After browsing in the visitors' center and the museum, take a self-guided driving tour of the battlefield or follow a park ranger for a hiking tour. Later in the afternoon we drive to Fredericksburg, Virginia.

6 Day 5-6 • Today, visit the Fredericksburg battlefield. The Union army's futile frontal assaults on December 13 against entrenched Confederate defenders on the heights behind the city is remembered as one of the most one-sided battles of the American Civil War, with Union casualties more than twice as heavy as those suffered by the Confederates. Take the self-guided car tour and visit the many historical buildings and monuments.

Based on: travel.whatitcosts.com

7 Hi all,
I went on the tour and I can only say that it was amazing! Hard to understand that in our country Americans fought fellow Americans. One **(a)** ... of the tour is that it is really packed with sites to visit and museums that mainly show the same stuff. To be honest, I skipped some. Also **(b)** ... tourist traps, as they want to sell you memorabilia everywhere. Some are quite nice, but most of the artefacts are Chinese rubbish. **(c)** ..., on the whole it was absolutely worthwhile, and I can highly **(d)** ... it.
Have a nice trip, folks!
Alan Bright, Chicago



READING

1 Quickly read the text.

a What do you expect to see on this tour?

Suggested answer: Places where battles were fought in the American Civil War.

b Which two forces fought each other in this war?

Suggested answer: The Union and Confederate forces.

Now read the text and answer questions 2-6.

2 a (§1) Quote the word in this paragraph that contrasts sharply with “bloody savagery”.

“romanticism”

b (§2) What is the Gettysburg Address?

Suggested answer: The Gettysburg Address is a speech on equal rights by president Lincoln.

c (§3) Who won on the Antietam National Battlefield in 1862?

the Union army

3 (§4) What was the importance of the battle on Monocacy National Battlefield?

- ☒ It created time for the Union and put the Confederates at a disadvantage.
- ☐ It enabled the Confederates to approach Washington DC.
- ☐ It gave both sides enough time to regroup for the final battle.
- ☐ It showed that the Confederates were strong enough to win.

4 (§5 and §6) What do the Manassas and Fredericksburg battles have in common?

Suggested answer: Both battles were won by the Confederates.

5 (§1-§6) What is true about the Battlefield tour?

- ☐ It's completely taken care of by a tour operator.
- ☐ You visit the battlefields in chronological order.
- ☒ You need your own transport to see everything.
- ☐ There is a visit to a museum every day.

STRATEGY Gap filling



strategies – het juiste woord invullen in een gatentekst – p. 43

In your final exam you will find gap texts. When you need to fill a gap, your strategy is to read the passage, i.e. the sentences, before **and** after the gap. Pay special attention to linking words. Then read the multiple choice answers. Use your dictionary only if it's absolutely necessary.

6 Read §7. Answer the questions.

a Which of the following words fits gap a?

- ☐ improvement
- ☒ disadvantage
- ☐ effect
- ☐ advantage

b Which of the following words fits gap b?

- ☒ beware of
- ☐ get rid of
- ☐ pay attention to
- ☐ try to find



c Which of the following words fits gap c?

- ☐ In contrast
- ☐ Besides
- ☐ Thus
- ☒ Yet

d Which of the following words fits gap d?

- ☐ criticize
- ☐ disapprove
- ☐ suggest
- ☒ recommend

VOCABULARY

7 Complete the sentences by filling in the right forms of the following verbs. Use each verb only once.

ascend – browse through – delay – disturb – ignite – occur – persecute – pursue – torture – wage

- a Many people were tortured to get information from them during the Civil War.
- b The House of Lancaster and the House of York waged many wars in the fifteenth century.
- c The soldiers chose to pursue their business as usual after the defeat.
- d The troops had to delay their attack on Washington because of the many casualties.
- e On Guy Fawkes Night, huge fires are ignited in many places every year.
- f There were festivities all over the country after the king had ascended to the throne.
- g Several incidents occurred in the weeks before the major unrest started.
- h During the Reformation, Catholics were persecuted for their religion.
- i Why don't you browse through these magazines for some inspiration?
- j If the rebels disturb the peace again, there may be another civil war.



8 Complete the sentences with the correct fixed expressions. Note: There is one expression too many.

below the belt – few and far between – to get cold feet – to give someone chapter and verse – on the dot – to no effect – to pick someone's brain – to stick to one's guns – to strike a chord

- a Beryl told us about her burn-out this morning. I could see that her story (een emotionele reactie veroorzaken) struck a chord with many of my friends.
- b If you want to know more about astrophysics, I suggest that you go to Professor Danes's office and (veel en gedetailleerde vragen stellen) pick his brain / pick her brain / pick their brain.
- c My brother (ons uitgebreid vertellen) gave us chapter and verse on the demonstration that took place last Friday – so I know all about it.
- d Of course, there are some good shows on that channel, but to my mind they are (zeldzaam) few and far between.



- e Several people tried to persuade Elaine that she was wrong, but she (stug volhouden) stuck to her guns .
- f To be honest, I have always known that the insult was totally (gemeen) below the belt .
- g You aren't going to (nervus worden) get cold feet and back out of the game, are you?
- h You need to be at the theatre at 18.15 (exact) on the dot , or I won't be able to let you in.

GRAMMAR

Gerund

 grammar – 14 – p. 64-65**Standing** on the site of a battlefield is better than **watching** a war movie.These memorabilia are not worth **buying**.Have you been thinking about **joining** the army?

- 9 Fill in the correct English form of the Dutch words in brackets. Use the *gerund*.

The Gunpowder Plot

In 1605 thirteen young men (a brachten hun tijd door met het maken van plannen) spent their time making plans / spent their time planning to blow up the Houses of

Parliament. Among them was Guy Fawkes, Britain's most notorious traitor.

The reason why they (b ernaar uitzagen om te verstoren) looked forward to disturbing / were looking forward to disturbing the order in the country was that they, as

Roman Catholics, were persecuted for their religion. (c Het valt niet te ontkennen) There is no denying that the ascendance to the throne of James I in 1603 after the

death of Queen Elizabeth had not brought about the much desired relief from persecution for the Catholics. James also (d bleef opjagen van [to pursue]) kept pursuing / continued

pursuing Roman Catholics. (e Door op te blazen) By blowing up

the Houses of Parliament they would kill the King, members of Parliament, and possibly the Prince of Wales. They thought that (f het geen zin had om langer te wachten) it was no use waiting

any longer . So the conspirators stored 36 barrels of gunpowder in a cellar under the

House of Lords. Most of the plotters (g vonden het niet erg om onschuldige slachtoffers te maken)

didn't mind making innocent victims . However, some of them (h begonnen te krijgen)

started having / began having second thoughts. They (i wilden het doden

vermijden van) wanted to avoid killing innocent people in the blast. One

of them (j overwoog om een vriend te waarschuwen) considered warning a

friend , and eventually sent an anonymous letter to one of the Lords. The letter

reached the King, and, (k zonder te aarzelen) without hesitating ,



the authorities stormed the cellar on November 5th, where they found the unfortunate Guy Fawkes. For them (**l arresteren, folteren en doden**) *arresting, torturing and killing* Fawkes were the inevitable next steps. Since then there has been a tradition (**m van het doorzoeken van**) *of searching* the cellars before a visit of the reigning monarch to Parliament. Another tradition that has been kept since that day in 1605 is (**n het verbranden van**) *burning / the burning of* a “Guy” straw doll on a bonfire, which is undeniably a spectacle that is (**o de moeite waard om te zien**) *worth seeing*. Also, there are fireworks to celebrate the safety of the monarch. However, some say that (**p met het vieren van**) *by celebrating* November 5th they are not celebrating Fawkes’ execution, but rather his attempt to do away with Parliament.

EXPRESSIONS

10 Learn the expressions (p. 101). Then do the assignment.

You went on the Civil War battlefields tour and in one of the shops you bought a pair of boots for \$100. Back in your hotel you find the same boots on the internet for \$45. You return to the shop the next morning to complain. You have a conversation with the shop manager. Use expressions and the information in brackets. Write down two options. The expressions are *in italics*.

a You: Good morning. *Make your complaint.* (boots, more expensive)

I would like to make a complaint. I hate to trouble you but..., / I'm afraid that ... the boots that I bought here yesterday were (far) more expensive than on the internet.

b The manager *expresses willingness* to help you.

I'll be happy to help you. / I'm prepared to help you. / I'm willing to help you. / I don't mind helping you.

c The manager also *makes a critical remark* on your complaint. (good leather, new)

I'd like to remark that ... / Mind you, I do think that ... / On the other hand ... / That may be so, but ... these boots are good quality and they are new.

d You *present your view*. (pay too much / same boots / price difference)

The point is / The real problem is ... / The real question is ... / All things considered, ... I have paid too much for the same boots. And there is a huge price difference.

e The manager *gives his opinion*. (excellent boots, reasonable price)

In my opinion, ... / I think ... / I'm sure that / I'm convinced that ... / I'm of the opinion that ... / As far as I'm concerned, ... / In my view, ... / To me, ... / It seems to me that, these are excellent boots at a reasonable price.



f You *suggest something*. (try, come to, agreement)

What about trying to come to an agreement? / What if we tried to come to an agreement? / We might try to come to an agreement. / Why don't we try to come to an agreement? / Let's try to come to an agreement.

g The manager *negotiates*. (deal, free shoe polish, you enjoy boots / more)

Let's make a deal: I'll give you free shoe polish and you will enjoy your boots even more / If I give you some free shoe polish, you will enjoy your boots even more.

h You *emphasise the problem*. (feel cheated, you)

The real problem is ... / That highlights the problem that ... I feel cheated by you.

i The manager *describes a problematic situation*. (best, take back, item).

In a case / situation like this ... / In this sort of situation, ... it's best to take the item back.

SPEAKING

STRATEGY *Using your time to prepare efficiently*

 strategies – voorbereidingstijd goed benutten – p. 39

If you have little time to prepare a speaking assignment, you should use your time efficiently. Read the assignment and make short notes, using keywords. Only use a dictionary to look up the important words that you don't know.

In exercises 10-14 you are going to have conversations with a classmate. Read the introductions and divide the roles: A and B. Follow the instructions on the speaking card for your role and have a conversation.

11 PAIR WORK You are on holiday in the USA with five friends. You would like to make a Civil War battlefields tour on scooters. There is a scooter rental where you can hire scooters. One of you is the customer (A). The other is the shop assistant (B).

Use speaking cards 2.3_1A on page 249 and 2.3_1B on page 252 and have a conversation.

12 PAIR WORK On your scooter tour you (A) and another scooter rider (B) collide. You are both quite angry.

Use speaking cards 2.3_2A on page 249 and 2.3_2B on page 252 and have a conversation.

13 PAIR WORK On your scooter tour you (A) get stuck in the middle of nowhere. Your scooter ran out of fuel. You need help.

You enter a shop and start a conversation with the shop owner (B). You try to reach an agreement.

Use speaking cards 2.3_3A on page 249 and 2.3_3B on page 252 and have a conversation.

14 PAIR WORK You (A) have made a trip with the scooter you hired. When you come back to the scooter rental you have some complaints. You explain to the shop assistant (B) what happened.

Use speaking cards 2.3_4A on page 249 and 2.3_4B on page 252 and have a conversation.

15 PAIR WORK You are on holiday. You (A) have made a two-hour journey in a hot Greek bus. You are keen to see an old monastery. You want to hire a guide (B) to take you there.

Use speaking cards 2.3_5A on page 250 and 2.3_5B on page 253 and have a conversation.



4

YOU'LL BE ABLE TO

- read fiction and non-fiction, understanding the whole text and details
- understand recordings that are commonly found in social, professional or academic life, identifying the speaker's mood and tone
- find information, ideas and opinions from specialist sources
- summarise, report and give your opinion on factual information

Grammar

- plural and singular forms

Vocabulary

You can learn the vocabulary with the Study box (p. 98) and the vocab trainer.

Strategies

- listening for a speaker's point of view: irony
- writing a review

TEXT

The other Boleyn girl

The story so far



1 It's the year 1522. King Henry VIII has been married to his queen, Catherine of Aragon, for 13 years. So far the queen has given him a daughter, and not the desired male heir to the throne. The queen is getting older and the king is growing impatient. The Boleyn sisters, Mary and Anne, work for the queen as ladies-in-waiting. Mary, who is the younger sister, is married to William Carey. Anne, who has just returned from the French court where she was educated, is eager to find herself a powerful husband. The king has lately been showing his affection for Mary, and Mary's father and uncle have decided that she must from now on live apart from her husband. The whole Boleyn family, including Anne, are scheming to draw the king's attention toward Mary in the hope that they will all profit from this alliance.

2 On a hot summer's day the king and noblemen engage in jousting, which means they fight on horseback with lances to amuse themselves and their audience. The queen and the other ladies are watching these activities. When the queen, who knows that her husband fancies Mary, sees that the king is approaching, she sends Mary on an errand to avoid his meeting her. However, Mary runs into the king ...

3 "You have been wishing to be kissed by me?" I looked up at that. "Your Majesty, I have to go," I said desperately. "The queen sent me on an errand and she will wonder where I am."
 "Where did she bid you go?"
 "To your master of horse, to find out what horse you are riding and when you are to ride."
 "I can tell her that myself. Why should you walk around in the burning sun?"
 I shook my head. "It's no trouble to me to go for her." He made a little tutting noise. "And she has servants enough to run around the jousting green, God knows. She has a full Spanish retinue while I am begrudged my little court."

The king has lately been showing his affection for Mary, and Mary's father and uncle have decided that she must from now on live apart from her husband



Out of the corner of my eye I saw Anne coming through the hangings of the queen's room and freeze as she saw the king and me close together.

Gently he released me. "I shall go to see her now and answer her questions about my horse. What will you do?"

"I'll come in a moment," I said. "I need to take a little moment before I go back in, I feel all ..." I broke off at the impossibility of describing what I was feeling. He looked at me tenderly. "You're very young to be playing this game, aren't you? Boleyn or no Boleyn. They'll be telling you what to do and putting you in my way, I suppose."

4 I would have confessed to the family's plot to ensnare him but for Anne, waiting in the shadows of the jousting tent. With her watching me, I just shook my head. "It's no game to me." I looked away, I let my lip tremble. "I promise you, it's no game to me, Your Majesty."

For one breathless moment
I thought with dread and
with delight that he was going
to kiss me, in front of everyone

His hand came up, he took my chin and turned my face toward him. For one breathless moment I thought with dread and with delight that he was going to kiss me, in front of everyone.

"Are you afraid of me?"

I shook my head and resisted the temptation to turn my face to his hand. "I am afraid of what may happen."

"Between us?" He smiled, the confident smile of a man who knows that the woman he desires is only moments away from his arm. "Nothing bad will come to you for loving me, Mary. You can have my word on it, if you like. You will be my mistress, you will be my little queen."

I gasped at that potent word.

"Give me your scarf, I want to wear your favour while I joust," he said suddenly.

I looked around. "I can't give it to you here."

"Send it to me," he said. "I'll tell George to come to you, give it to him. I won't wear it so it shows. I'll tuck it into my breastplate. I'll wear it against my heart."

I nodded.

"So you give me your favour?"

"If you wish," I whispered.

"I wish it so much," he said. He bowed and turned toward the entrance of the queen's tent. My sister Anne had disappeared like a helpful ghost.

5 I gave them all a few minutes and then I went back into the tent myself. The queen gave me a sharp interrogatory look. I sank into a curtsy. "I saw the king coming to answer your questions himself, Your Majesty," I said sweetly. "So I came back."

"You should have sent a servant in the first place," the king said abruptly. "Mistress Carey should not be running around the jousting ground in this sun. It's far too hot."

The queen hesitated for only a moment. "I am so sorry," she said. "It was thoughtless of me."

"It's not me you should apologize to," he said pointedly. I thought she would balk at that, and from the tension in Anne's body at my side I knew that she too was waiting to see what a Princess of Spain and a Queen of England would do next.

"I am sorry if I inconvenienced you, Mistress Carey," the queen said levelly.

I felt no triumph at all. I looked across the richly carpeted tent at a woman old enough to be my mother and felt nothing but pity for the pain I would cause her. For a moment I did not even see the king, I saw only the two of us, bound to be each other's grief.

"It is a pleasure to serve you, Queen Catherine," I said, and I meant it.

Source: Philippa Gregory, *The Other Boleyn Girl*

READING

1 Read the introduction (§1 and §2). Then answer the questions.

- a "The queen is getting older and the king is growing impatient." Explain the link between the king's impatience and the queen's age.

Suggested answer: The king needs a male heir to the throne. The older the queen gets, the less likely it is that she will have a son.



- b** Which word in §1 shows that the writer of this introduction has a negative opinion of the Boleyn family?

"scheming"

- c** Give two examples of words in §2 that may be an indication of the historical period.

Two of the following words: noblemen / jousting / lances.

- 2 a** What is correct about Mary's relatives?

- ☐ They make plans to get Mary on the throne after her divorce.
☒ They prefer personal gain to keeping up moral standards.
☐ They want the best possible future for Mary and her family.

- b** Explain your answer in your own words.

Suggested answer: Mary's relatives want Mary to be near the king, although she is a married woman. They want her to become the next queen for their own profit. They order her, and do not respect her free will.

Now read the text in detail. Answer questions 3-7.

- 3 a** (§3) What do you learn about the king's attitude towards the queen in this paragraph?

- ☐ He complains about her hiring Spanish servants.
☒ He speaks about her power with irony.
☐ He suggests that she lacks respect for her husband.

- b** Quote the phrase from the text to prove your answer in 3a.

"I am begrudged my little court"

- 4** (§3) The king says: "Boleyn or no Boleyn". Which phrase could replace this without changing the intended meaning of the sentence?

- ☐ because you're a Boleyn
☐ that is to say, for a Boleyn
☒ even for a Boleyn

- 5** Read the following statements. Write down whether they are true or false. Find evidence in the text for your answer. Quote from the text, writing down the word or the first two and the last two words of the relevant phrase or sentence.

- a** (§4) The presence of Mary's relatives makes her dishonest.

True: "I would ... jousting tent."

- b** (§4) Mary has mixed feelings when the king touches her.

True: "with dread ... with delight"

- c** (§5) Anne is expecting the queen's apology.

False: "tension"

- d** (§5) Mary sees that both she and the queen can't escape their fate.

True: "I saw ... other's grief."



6 Give a short description of the personalities of the king, queen, Anne and Mary based on the fragment you've read. Also write down which of these characters you like best, and why.

- a I'm convinced that the king *For example: speaks with irony about the queen. He ignores her feelings and flirts with Mary in public. He makes the queen apologise. He rules, and likes it.*
- b The queen *For example: shows her obedience to the king. She is wise, and knows that making a fuss would not strengthen her position.*
- c Anne *For example: is secretive, sneaky.*
- d Mary *For example: is confused, attracted to the king, but also loyal to the queen, and her relatives.*
- e The characters I like best *For example: are the queen and Mary.*
- f That is because *For example: both the queen and Mary are described as victims of what others have decided. They may therefore be the kindest characters.*

7 Write down in 60-80 words how you think the relationship between the king and Mary might continue in the following scenes. Base this short summary of what comes next on the information you find in the text fragment.

For example: The king has a strong will to take Mary as his mistress, so this will probably happen. Mary is also very much impressed by him, but also afraid of what might happen. Under the influence of her relatives she will probably give in to the king and become his mistress. Of course, there is also her scheming sister Anne who will want something for herself. She may want to take Mary's position.

VOCABULARY

8 a Complete the sentences with the correct forms of the following verbs. Use each verb only once. There are three verbs too many.

balk – begrudge – boost – divert oneself – ensnare – incite – inconvenience – initiate – scheme

- a Mary didn't want to *inconvenience* the queen with her presence and therefore made a curtsy and left the room.
- b The queen knew that the Boleyns *were / had been scheming* to get her off the throne, but she didn't show her emotions and shifted the hangings to let more light into the room.
- c To Henry his faith had always been very important, but eventually he got *ensnared* in a problematic situation, and he had to leave the Catholic church.
- d The courtier, who *was / had been begrudged* the title of knight, decided to make a plan to overthrow the monarchy.



- e When Henry's ulcer got worse it prevented him from *diverting himself* with jousting.
- f You might say that Henry's legacy was not a stable monarchy, although he had tried to *boost* Britain's power to unknown heights.
- b Write down a synonym or a definition of the underlined words in exercise 8a.
- a curtsy: *small bow, made by a woman, to show respect*
- b hangings: *curtains*
- c faith: *religion*
- d courtier: *person who lives at, or is often present at the court*
- e ulcer: *open sore*
- f legacy: *inheritance*
- g retinue: *servants of a high placed person*

VOCABULARY EXTRA

STRATEGY There are two types of affixes: prefixes and suffixes.

A **prefix** is a letter or group of letters added at the beginning of a word, which makes a new word. The new word is often the opposite of the original word. For example: add the prefix un- to 'experienced' and you get a new word, meaning 'not experienced'. But sometimes the meaning changes altogether: add the prefix over- to 'come' and you get a new word, meaning 'to beat'.

A **suffix** is a letter or group of letters added at the end of a word, which makes a new word. The new word is usually a different word class from the original word. For example: 'forget' is a verb, adding the suffix -ful changes it into an adjective: forgetful. Adding the suffix -ment to the verb 'to govern' turns it into a noun: government.



- 9 Use the word given and one or more affixes to form a word that fits in the gap.

The Tudors, seasons 1-3

England's King Henry VIII becomes (a increase) *increasingly* (b despair) *desperate* for a male heir and casts his eye on the alluring Anne Boleyn.

Henry moves quickly to embrace Lutheran ideas, break with the Catholic Church, and marry Anne Boleyn in a secret, private ceremony, but his (c decision) *decisive* changes and new loyalty oath set him against his chancellor and long-time mentor Thomas More. The queen gives birth to a baby girl, Elizabeth, even as (d loyal) *disloyal* people sow seeds of doubt about his new queen in Henry's mind. After Anne's (e carry) *miscarriage*, Henry finds a new love in Jane Seymour, sealing Anne's doom.

As the country rebels against Henry's (f Catholic) *anti-Catholic* sentiments and the creation of a new Church of England, Henry brutally suppresses the uprising, which (g trauma) *traumatizes / traumatises* his best friend Brandon. Henry (h marry) *remarries* to Jane Seymour, who reunites him with his daughters during the holidays and gives birth to a son and heir.



- C** **10** Complete the sentences. Use the word given and one or more affixes to form a word that fits in the gap.
- a Anne Boleyn had to (come) overcome quite a few obstacles to become Henry VIII's second wife.
 - b The King's most important criterion for any new wife seems to have been her (able) ability to bear him a son.
 - c Accused of cheating on the King, Anne Boleyn was later executed by means of (head) beheading.
 - d In those days, 'criminals' were (type) typically tried and executed in public.
 - e To modern eyes, the sentence doesn't quite match the (severe) severity of the crime.
 - f In fact, it seems rather (proportion) disproportionate.

11-12 You can find alternative vocabulary assignments online.

GRAMMAR

Plural and singular forms

 grammar – 29 – p. 81-82

The **knights** fight to divert **themselves**.

You only need one **pair of sunglasses**.

These trousers you are wearing **are** too short. Why don't you throw **them** away?

- 13** Complete the sentences. Give the English for the words in brackets.
- a In Henry's time (aardappels) potatoes were still unknown in Europe. For his dinners (ganzen) geese and (schapen) sheep were slaughtered.
 - b The king's (hobby's) hobbies were hunting, flirting with the (dames) ladies and jousting.
 - c When the king was away (voor zaken) on business Mary diverted herself in the beautiful (omgeving) surroundings of the castle.
 - d Mary and Anne put on (hun jas) their coats and hid (hun mes) their knives, both of which they kept in (hun zakken) their pockets for protection.
 - e The king fought against France, but as the (inhoud) contents of an old letter shows, he made (weinig vorderingen) little progress.
 - f A (schaar) pair of scissors and a needle were not the only tools that the (vrouwen) women at Henry's court used for sewing.
 - g We are watching the TV (serie) series *The Tudors* with Jonathan Rhys Meyers as Henry VIII.
 - h I don't think that Henry wore (een korte broek) shorts / pair of shorts as he was overweight and had a bad leg wound.
 - i The (politie heeft) police have recovered the (dozen) boxes with stolen medieval costumes that are worth over 4,000 (euro) euros.



LISTENING **STRATEGY** *Listening for a speaker's point of view: irony* strategies – *letten op woorden met een emotionele lading* – p. 12

A speaker may use irony to emphasise the point he wants to make, or to make fun of people or situations. Irony is a figure of speech in which exaggeration or understatement are used, or in which someone states the opposite of what is literally meant.

14-16 Watch the video online and do the assignments that you find there. You may use the writing space below.

☐ *Go to the online assignment to find these answers.*

☐☐☐☐☐☐☐☐☐☐

READING

- 17 a** Read a literary fragment of at least five pages of an English historical novel. You can choose any period you like. Use a search engine, for instance Google, to find a title that appeals to you. Type 'historical fiction excerpt' and the name of a period or country e.g. 'French Revolution' or 'Australia'. If you look for a fragment type: 'name author', 'name title' and 'excerpt'. Or add 'kindle'.
- Here are some suggestions for authors and titles:
- Hilary Mantel, *Wolf Hall, Bring up the bodies* (Henry VIII)
 - John Williams, *Butcher's Crossing* (America, buffalo hunters 1870)
 - Rose Tremain, *The Colour* (Australia, goldrush)
 - Lindianne Sarno, *Greensleeves* (Ireland, Henry VIII)
 - Diana Gabaldon, *Outlander* (Scotland 1743 and 1945)
 - Kipling, *Kim* (India, 19th century)
 - Tom McCarthy, *C* (1898-1922 early years of radio and more)
 - Jane Urquhart, *Away* (Irish famine, mid 19th century)
- b** Write down title, author and a short summary of your fragment (200-250 words).
- c** Find information on the historical period online and write down some important facts on the place and the time.
- Write down the URLs of the sites you've used.
- d** Write down at least five details from your fragment which prove that the story is from that period.
- e** Read the instruction of the next exercise and make the notes that you need for your writing assignment.

WRITING

STRATEGY Writing a review
 strategies – een review schrijven – p. 30-31

A review is a report that both summarizes and gives an opinion about a new article, book, film etc.

- 18** Write a review (400-500 words) of the fragment that you've read.
- Include the following:
- a short description of the main character(s). Does he / she / they appeal to you, and why (not)? (about 100 words)
 - a description of the time in which this story was set. Were you already familiar with the period before you started reading? Can you picture the life of the characters in this setting? What is the difference with your world? (about 100 words)
 - how you think the story will continue (about 100 words)
 - your opinion. Explain why the story did or didn't appeal to you. (100-125 words)



5

YOU'LL BE ABLE TO

- find information, ideas and opinions from specialist sources within your field
- understand most news and current affairs programmes on TV / internet
- write short, simple essays on topics of interest

Grammar

- prepositions & linking words

Vocabulary & expressions

You can practise these with the Study box (p. 100) and the vocab trainer.

Strategies

- paying attention to signal words
- working step-by-step

TEXT

Waking up from the Imperial dream

1 In 1899 the naturalist and co-discoverer of the theory of evolution through natural selection Alfred Russel Wallace, wrote *The Wonderful Century*. As the title suggests, this was a broadly upbeat summary of what Britain had achieved during the preceding 100 years.

The Empire's heritage

2 In his conclusion, Wallace reflected on how the British Empire had behaved in its dealings with the "subject races". He admitted that they had been treated with "a strange mixture of good and evil" – a qualification that perhaps no modern commentator outside the former colonies would dare use to describe any aspect of British imperialism.

3 In the century since then, the Empire has crumbled and Britain's power has largely evaporated. But in our national memory of Britain's centuries in the sun, the balance between the good and evil that Wallace recognised has been tipped decidedly towards the former. So, it is perhaps unsurprising that a recent poll revealed that many Britons feel pride in their imperial past.

Acknowledging the truth

4 The problem today is not that our national feelings about the British Empire are too positive or too negative, but that we know too little of the actual history to make a reasonable judgment. How can we ask people to take pride in or feel regret about a history that is hardly taught in schools? The Empire has become reduced to the abolition of slavery, the building of the Indian railways and some vague talk about the rule of law,

British values and the spread of the English language. Therefore, most debates sooner or later degenerate into the banal "Did it do more good than bad?"-formula.

5 Moreover, once it has been agreed that the empire was on the whole a good thing, the bad aspects of imperial history are banished from further discussion. The Empire was not a singular phenomenon, and indigenous people on the ground did not encounter "the empire"; instead, they encountered individuals. There were the brutal soldiers and traders, motivated by personal greed, careerism or racial theory – many more of them than we like to acknowledge; conversely, there were also thousands of men and women who were unquestionably decent. The empire found places and uses for both.

True intentions?

6 Many of the "good" were missionaries and abolitionists – the 18th- and 19th-century versions of aid workers. They travelled to distant lands and risked their lives with good intentions, even though their humanitarianism was almost always fused with racial paternalism and the urge to spread their faith. And the Empire arguably brought economic developments and peace to some parts of the world, though many of those developments were temporary and arranged primarily to suit British needs. Finally, it delivered war and was devastating to other regions. The British Empire, like every empire in history, was created to enrich the imperial mother country, not to realise some vague mission to civilise the world.

7 Thus, it would have been a unique aberration in world history had it been otherwise. Yet, we still





How can we ask people to take pride in or feel regret about a history that is hardly taught in schools?

stubbornly convince ourselves and expect others to believe that this nation set aside its own financial interests, ignored the desperate plight of the British poor and dispatched great fleets of ships and vast armies of soldiers and administrators across the oceans to attend to the material welfare, educational aspirations and future mass transport requirements of

the indigenous peoples of Asia and Africa. Our future relationships with the former colonies, which are now critical trading partners, demand that we wake up from this fantasy and acknowledge history's more nuanced reality.

Based on: *The Guardian*

READING

- 1 Skim the text. Which description best fits the text?
 - ☐ The author presents new arguments praising the British Empire.
 - ☒ The author questions a current set of beliefs about British imperial history.
 - ☐ The author uses Alfred Russel Wallace's book to criticise modern Britain.

Now read the text and answer questions 2-7.

- 2 (§1-2) What is Wallace's view on the effect of British imperialism on the British colonies?
 - ☐ He is inherently positive about the effect of British imperialism.
 - ☒ He takes pride in Britain's achievements, but criticises certain aspects.
 - ☐ He was ahead of his time in questioning the role of the British Empire.
- 3 (§3) What is the author's main point?
 - ☐ Britons should not feel proud about their history and the role of the Empire.
 - ☐ The British Empire is no longer relevant, since it has crumbled.
 - ☒ The current perception of British imperial history is more positive than Wallace's.

STRATEGY Paying attention to signal words

strategies – *letten op signaalwoorden en voegwoorden* – p. 13

While reading a text, pay attention to words that connect the writer's thoughts. Most of these words indicate a certain connection between two passages. These words are crucial to understanding either the structure of the text or the point the author wants to make.



- 4** How is §5 related to §4? Explain the function of the linking word and how the writer connects the ideas in both paragraphs.

The word "moreover" is used to indicate that an important point is going to be added by the author. He nuances a simple (or "banal") view of what the British Empire was like.

- 5** Read the following statements. Write down whether they are true or false. Find evidence in the text for your answer. Quote from the text, write down the relevant phrase (not sentence!).

a (§6) Religious evangelists and people who wanted to abolish slavery had racial prejudices.

True: "fused with racial paternalism"

b (§6) The British Empire was mostly self-interested.

True: "to suit British needs"

c (§7) There were other empires that sought to expand civilisation and help the world.

False: "it would have been a unique aberration"

d (§7) The reality behind history is that the British Empire only helped its colonies.

False: "history's more nuanced reality"

VOCABULARY

- 6** Fill the gap in each sentence. You may need to change the form in order to match the sentence. There are three words too many.

aberration – acknowledge – come across – desperate – enrich – feel ashamed – foreign – former – grievance – preceding – requirement

- a** There are many former colonies that *feel ashamed* by their history.
- b** We should not deny but *acknowledge* that there are aberrations in history.
- c** People will sometimes treat you differently when you are *foreign*.
- d** After the financial crisis, the economy *enriched* certain groups of people.
- e** I have *come across* many cases of unquestionably good deeds by abolitionists in our history books.
- f** There are certain *requirements* that apply when you wish to immigrate legally.
- g** The *preceding* decades have shown that the balance of world power has decidedly shifted.
- h** She mentioned two arguments. I thought the *former* was arguably the strongest.

- 7** Find either a synonym or an antonym of the words below. There are three words too many.

aberration – demand – desperate – encounter – grievance – latter – impoverish – indigenous – previous – recognise – take pride in

- | | | | |
|--------------------------|----------------------|----------------------|-------------------|
| a acknowledge | <i>recognise</i> | e foreign | <i>indigenous</i> |
| b come across | <i>encounter</i> | f former | <i>latter</i> |
| c enrich | <i>impoverish</i> | g preceding | <i>previous</i> |
| d feel ashamed by | <i>take pride in</i> | h requirement | <i>demand</i> |



GRAMMAR

Prepositions

grammar – 32 – p. 85-87

I usually study **at** school **in** the morning.We've learned to take a critical look at history **over** the years.She's well-known **among** students of political science.

Linking words

linking words – p. 114-119

The government oppressed many tribes. **Consequently**, they rebelled.Britain used to be a colonial power. **Furthermore**, it still has many overseas territories today.**Despite** having developed itself economically, India still has a long way to go.

- 8 Give the appropriate English translations for the words in brackets by using *prepositions* and *linking words*.

Indians waking up to the real price of imperialism

(a *In de loop van*) *Over* the past decades, Indians have tended not to think (b *over*) *about* the country's colonial heritage. Whether (c *door*) *through* national strength or civilizational weakness, India has long refused to hold any grudge against Britain for 200 years (d *van*) *of* imperial enslavement, plunder and exploitation, (e *behalve*) *except for / besides / apart from* a few politicians.

Britain's withdrawal (f *uit*) *from* India in 1947, (g *na*) *after* two centuries of imperial rule, occurred without Indian hate (h *tegen*) *towards* Britain. (i *integendeel*) *On the contrary*, India chose to remain in the Commonwealth as a republic, and maintained cordial relations (j *met*) *with* its former overlords.

(k *Tijdens*) *During* a conversation, Winston Churchill, (l *onder*) *among* others, asked Prime Minister Nehru about his lack of hate. Nehru replied Mahatma Gandhi had taught Indians "never to fear and never to hate" (m *vanwege, wegens*) *due to* his belief in peaceful protest. (n *Echter*) *However*, the scars of colonialism have not fully faded. I learned that first-hand last summer, when I delivered a speech (o *bij*) *at* the Oxford Union naming the negative sides of British colonialism. (p *Achteraf*) *Afterwards*, this speech inspired a powerful response (q *door*) *across* all of India.

(r *Bovendien, / Daar komt nog bij*) *On top of that*, the speech quickly went viral on social media. Even websites that were (s *tegen*) *against* my point of view reposted it.

(t *Uiteindelijk*) *In the end, / Finally*, schools and colleges played the speech (u *voor*) *to* their students and (v *voor [plaats]*) *in front of* parents. Many chose (w *tussen*) *between* two extremes of hating or loving it. Two years later, strangers still approach me (x *in*) *in* public places to praise my speech.

(y *Door heel*) *Throughout* the world, historians call Britain's colonial subjugation of India "the greatest crime in all history". Whether or not one agrees, one thing is clear: the debate about whether or not imperialism was an altruistic enterprise will rage on.



- 9** The following passages contain *linking words*. Some of the words have been used correctly, while others make no sense or simply do not fit the sentence. Underline 'correct' or 'incorrect'. If the word used is incorrect, underline the part of the sentence that is incorrect and write down a fitting alternative.

a Despite the storm had a devastating effect on the village, the indigenous peoples quickly recovered.

correct incorrect Although / Though

b The fleet that was sent out was well-prepared. Furthermore, they succeeded.

correct incorrect Consequently / As a result (of that) / Therefore / Thus / Accordingly

c The American President acknowledged his visitor's contributions. In contrast, the Australian Prime Minister thanked his host.

correct incorrect In the same way / Likewise / Similarly

d The explorers encountered many peaceful tribes. Consequently, they went to war.

correct incorrect Even so / Nevertheless / Nonetheless / Yet

e The abolitionist movement quickly grew. Nevertheless, it took a long time for slavery to be abolished.

correct incorrect

f Since ancient times many empires have crumbled as a cause of internal crises.

correct incorrect as a result of / as a result of that

g Few people truly reflect on history. Moreover, history is doomed to repeat itself.

correct incorrect Consequently / As a result (of that) / Therefore / Thus / Accordingly

h Despite having enriched himself, he did not take pride in his accomplishments.

correct incorrect

LISTENING

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



Go to the online assignment to find these answers.



EXPRESSIONS

- 11** First study the expressions (p. 101). Then, briefly respond to the following statements to practise the expressions. Use at least two full sentences to respond and each time use a different expression.

a Statement: I'm proud of my country.
Reaction: *give your opinion* and *add or sum up things*

For example: In my opinion, The Netherlands has a history to be proud of. Furthermore, we are one of the happiest countries in the world.

b Statement: Schools should pay more attention to the news.
Reaction: *give your opinion* and *make a critical remark*

For example: As far as I'm concerned we should discuss the news more often during our lessons. On the other hand, we should not forget to focus on our exams.

c Statement: The minimum age for voting should be lowered to 16.
Reaction: *give your opinion, show doubt* and *explain why*

For example: It seems to me that people under 18 are not yet ready to vote. It's doubtful whether teenagers are able to choose carefully, because they are not familiar with politics yet.

d Statement: We should help poorer countries by sending more money.
Reaction: *describe a problematic situation* and *make a critical remark*

For example: In this sort of situation, sending money is not the solution. Mind you, I do think that we should help people across the world.

e Statement: Travelling around the world is more important than receiving education.
Reaction: *give your opinion* and *give an example to support your opinion*

For example: I'm convinced that we can learn a lot more from travelling around the world. To give you an idea, you will encounter people from cultures that you've never even heard of before.

f Statement: Being sociable is important to me.
Reaction: *state something general* about being sociable and *give an example to support your opinion*

For example: As a rule, I go out every weekend. For example, I like to hang out with friends and watch a film together.

WRITING

- 12** You are going to write an argumentative essay. Follow the instructions to start off your essay by writing the first two paragraphs. The first paragraph is the introduction, while the second paragraph covers the first argument. Use the appropriate expressions (in italics), grammar and vocabulary.



- a Schrijf dat elke dag wanhopige groepen vluchtelingen met ambities voor de toekomst vluchten voor oorlog. De koloniale geschiedenis van veel van de door oorlog verscheurde landen heeft hier aantoonbaar iets mee te maken. *Maak de kanttekening* dat veel van de huidige overheden corrupt zijn en niets geven om het welzijn van hun volk, aangezien door de geschiedenis heen sterke leiders de drang hebben gehad zichzelf te verrijken. Geef daarna aan dat je er desalniettemin van overtuigd bent (*mening geven*) dat westerse landen hun voormalige koloniën moeten helpen door meer te investeren in ontwikkelingshulp.

For example: Every day, desperate groups of refugees with aspirations for the future flee from war. Arguably, the colonial history of many of the war-torn countries has something to do with this. I'd like to remark that ... / Mind you, I do think that ... / On the other hand, ... / That may be so, but ... many of the current governments are corrupt and do not care about their people's welfare, since strong leaders have had the urge to enrich themselves throughout history. Nevertheless, I am convinced that ... / I'm sure that ... the best solution is that Western countries (should) help their former colonies by investing more in development aid.

- b Schrijf dat bovenal het echte probleem is (*benadrukken van een probleem*) dat kolonialisme een vernietigend effect had op lokale stammen en volkeren. Neem de manier waarop (*voorbeeld geven bij een mening*) Europese kolonisten snel hun heerschappij oplegden aan inheemse volkeren nadat ze deze tegen waren gekomen. Geef aan dat deze wereldrijken bovendien soms simpelweg nieuwe landgrenzen uitvonden, wat de kiem legde voor een onstabiele toekomst. Daarnaast (*zaken toevoegen of opsommen*) kunnen we de effecten van slavernij niet onderschatten. Schrijf dat als gevolg daarvan voormalige koloniale machten een aanzienlijke financiële bijdrage moeten leveren om hebzucht uit het verleden te compenseren.

For example: First and foremost, the real problem is that colonialism had a devastating effect on local tribes and peoples. Take the way ... European colonists quickly imposed their rule on indigenous peoples after they had encountered them. Furthermore, these empires sometimes simply invented new borders, which sowed the seeds for an unstable future. Besides that ..., we cannot underestimate the effects of slavery. Consequently, former colonial powers should make a significant financial contribution to compensate for greed from the past.

STRATEGY Working step-by-step



strategies – stap voor stap te werk gaan – p. 22-23

Make an outline for your essay before you start writing. This will help you structure your thoughts and make things easier to follow for your readers. You may cite or paraphrase from any sources you have found to support your arguments, but always include a reference to avoid (unintentional) plagiarism.



13 Before continuing the essay, first complete the outline for your essay below. Use no more than two sentences for each paragraph:

- §3: In addition to the argument from the previous assignment, think of one more argument supporting the statement; you may want to do some research in order to inform yourself and you may also use the text in this lesson.
- §4: Think of a new argument against your statement to refute; show the readers why this is not a good argument.
- §5: Fill in how you would like to round off the essay and what advice you would give to the government.

paragraph (role)	main idea
§1: Introduction	Western countries should invest more in development aid.
§2: Supporting argument	Colonialism had a devastating effect on local tribes and peoples.
§3: Supporting argument	<i>For example: Helping former colonies is also in our own interests.</i>
§4: Refuting argument	<i>For example: Sending money is not the solution. However, the only way to help is by supporting these countries in their quest for economic independence.</i>
§5: Conclusion	<i>For example: In a nutshell, sending development aid is not an ideal solution, but it is the only way forward.</i>

14 Finish writing your essay. Follow the short instructions below to enrich your use of English, start off your sentences and connect your thoughts. Use at least 100 words per paragraph.

- §3: Use examples and facts for your supporting argument and connect your thoughts. Use at least one expression for *giving your opinion*, a linking word for giving a reason and one other linking word that you haven't used before.
- §4: Find a way to show the readers that the argument against your statement that you have chosen is weak and refute it. Use at least one expression for *emphasising a problem*, a linking word to indicate contrast and one other linking word that you haven't used before.
- §5: Round off your essay by concluding your thoughts and giving a realistic piece of advice to the government. Once again, use at least one expression for *summarising or rounding off* and a linking word indicating condition (= *voorwaarde*).

Example to start off §3: I'm convinced that it is also in our own interest to help these countries. The reason why this is the case is because they will develop their economies and become independent. Consequently, refugees will have fewer reasons to flee their countries.

Example to start off §4: Of course, some people argue that sending money is not the solution. It highlights the problem that many governments are hopelessly corrupt and money ends up in the wrong places. Similarly, some organisations waste a lot of money. All the same, the only way to help is to support these countries financially and help them become independent.



Example to start off §5: So, in a nutshell, while it may not be the ideal solution, supporting former colonies with development aid is the only way forward. We help ourselves by helping them. Therefore, the government should invest in companies that contribute something to those countries' economies.

REFLECTION

- 15 PAIR WORK** You will review the text your partner has written for the previous exercise and respond with a brief comment.
- a** Review the essay's technical aspects.
 - 1 Swap texts with a classmate.
 - 2 Check whether the essay follows the structure as described in the *Reference book* p. 26-27.
 - 3 Check the use of English in the essay. How has your classmate used the various linking words, prepositions, expressions and relevant vocabulary? Give your classmate some concrete suggestions for improvement.
 - 4 What is your take on the conclusion? Does it round off the essay? What do you think of the advice given?
 - b** Respond to the essay in a short, yet similarly-structured comment of about 200-250 words. In this comment, you should answer the question whether you think the arguments are well-supported, whether the refutation of the argument is strong. You may also voice your own opinion on the statement and final advice given by your classmate.



Study box unit 2

Lesson 1

ENGLISH

DUTCH

My teacher is quite adept at reassuring insecure pupils.	goed in, bedreven in
The government is criticised for its ambivalence towards immigrants.	tweeslachtigheid
What a pity there's so much animosity between the two clubs.	vijandigheid
You can put on this apron if you want to cook our meal.	schort
Amish women always wear bonnets when they go out.	kap, muts
My dad prefers wearing braces to wearing a belt.	bretels
He filled her glass up to the brim .	rand
The demonstrators had congregated in front of the City Hall.	(als grote groep) verzamelen
The law in his country does not allow conscientious objection .	gewetensbezwaar
I live in a densely populated area.	dicht
His health has deteriorated lately.	verslechteren
The new lighting will hopefully enhance the atmosphere in the restaurant.	verbeteren, versterken
To reach our goal we still have to overcome a few hurdles .	obstakel, hindernis
I admire her ingenuity for finding a solution to this difficult problem.	vindingrijkheid, vernuft
Judging from her house and her car, she's ostensibly rich.	klaarblijkelijk
He owes his success more than anything to his perseverance .	doorzettingsvermogen
Jim is going to take legal proceedings against his ex-business partner.	stappen, procedures
This area is punctuated by many cute wooden houses.	kenmerken
This subject has caused a schism in our political party.	scheuring, scheiding
Their activities have come under police scrutiny .	nauwkeurig onderzoek, controle
His friends will shun him if he leaves his wife and children.	mijden, schuwen
Suddenly we heard the staccato of gunfire.	serie korte en scherpe geluiden
His response was one of resistance, not submission .	onderdanigheid
I heard the sound of a horse trotting past us.	draven
She often looks at herself in the mirror out of vanity .	ijdelheid

DUTCH

ENGLISH

aandringen op, roepen om	They clamour for stricter rules with regard to drugs.
blijvend	He's admired for the lasting success of his company.
concurrentievermogen	Lower prices of its products has to increase the company's competitiveness .
doodstraf	That serial killer is going to get the death penalty .
duif	Sometimes you're the pigeon , sometimes you're the statue.
geavanceerd	We have an advanced system of communication and automation.
heldhaftig, legendarisch	Have you read Tolkien's epic story of <i>The Lord of the Rings</i> ?
hoogontwikkeld, geavanceerd	I work with sophisticated computer software.
ingrijpen	Military intervention might bring peace in that country.
koninklijk	Queen Máxima is a member of the Dutch royal family.
langs, voorbij	I walked past your house yesterday.
maar al te graag willen	I was anxious to take a few pictures of some native Americans.
misdaad waar de doodstraf op staat	Even stealing was a capital offence in those days.
mouw	Do you want a shirt with short or with long sleeves ?
nederigheid	Humility is considered a virtue by the Amish.
omzeilen	Some companies will always try to bypass laws to get things done sooner.
onbekendheid, onwetendheid	Sorry for my ignorance of the rules.



ontmoedigen	High prices discourage people from buying houses nowadays.
opkomend	This is an up-and-coming young rock band from Sweden.
opkomst	The emergence of the internet has changed our lives.
opscheppen	You shouldn't brag so much about being good at football.
plagen, kwellen	Recently I've been plagued by back problems.
poseren	The Amish man did not want to pose for a picture.
riem	Do you have a black belt to go with these trousers?
rijtuig, koets	The Amish use horse-drawn carriages .
rits	I want a coat with buttons, not with a zip(per) .
slok	Why don't you take a sip of water before you start running again?
speciaal ontworpen	For my work I need purpose-designed computer programs.
tekortkoming, gebrek	Peter was painfully aware of his shortcomings .
trottoir	It's forbidden to cycle on the sidewalk (US).
uithouden	How can you endure being away from home for so long?
van korte duur	Unfortunately, our joy was short-lived .
vee	This farmer owns a lot of livestock .
vergen, vereisen	Being a good tennis player requires hard work and much discipline.
veroordeelde, gedetineerde	The convicts escaped prison by digging a tunnel.
veroordelen tot	He was sentenced to five years imprisonment.
vershippen, verzenden	This company ships their goods to countries all over the world.
verslaafd aan	It looks as if a lot of French people are hooked on wine.
waarde hechten aan	We place great value on hard work and quality.
zuivel-, melk-	Where do you buy your dairy products?

Lesson 2

ENGLISH

DUTCH

The man on trial claims he's innocent and hopes to be acquitted .	vrijspreken
Can anything be done to avert the threat of a terrorist attack?	voorkomen, afwenden
His boss sent him home for some time because he was on the brink of burnout.	rand
There's a strong sense of community and social cohesion in my neighbourhood.	samenhang, eenheid
The people had been deprived of all their possessions by the hurricane.	afnemen, beroven van
The reporter was dispatched to that country to cover the war.	sturen
The dispossession of their land caused the Aborigines to move away.	onteigening
He spent two years in a scary, dark, foreign dungeon .	kerker, ondergrondse gevangenis
Due to gambling debts his money dwindled until he had nothing at all.	verminderen
An enclosure is used to prevent the animals from running away.	omheining
I needed a small, economical car, so this one fits the bill .	precies zijn wat nodig is
These fledgling companies have done well in their first year.	jong, beginnend
Even members of the gentry could be sent to Australia.	adel
In the past few years we've seen an influx of immigrants.	flinke stroom
Is that miscreant aware that he's guilty of criminal behaviour?	schoft, onverlaat
They were ready to hang him; the noose was already around his neck.	strop
Australia was used as a penal colony for British convicts.	straf-
We made a scary, perilous journey across the mountains.	gevaarlijk
The poacher had four rabbits in his bag when the police stopped him.	stroper
Knowledge of English is a prerequisite if you want to work for this company.	vereiste
Libya is known for its prodigious amounts of oil and gas.	ontzettend groot, buitensporig
Dutch women were granted suffrage in 1919.	kiesrecht



Large swathes of the population voted against the government party.	stuk, deel
This week we've seen a tentative recovery of the stock market.	voorzichtig, voorlopig, onzeker
Terrible poverty has led to strikes and uprisings in that country.	opstand

DUTCH	ENGLISH
aanvallen	He was sentenced to imprisonment for assaulting a police officer.
afkomen van	How am I going to get rid of this computer virus?
baanbrekend	He is doing groundbreaking work as a scientist.
bloedbad	The minister condemns the violence and massacres of civilians in Syria.
boosheid, wrevel	Not getting the job he was promised caused resentment .
bruut, grof, wreed	The kidnappers had used brutal violence.
de aanleiding zijn van, veroorzaken	The government plans may spark a number of demonstrations.
de leiding nemen	This company is known to take the lead in innovation.
doorstaan, verdragen	He has endured a few hardships lately.
het in zich hebben om	He has the makings of a great sportsman.
ertoe brengen, bewegen	The accident prompted the authorities to take better safety measures.
inheems, oorspronkelijk	The Aboriginals are the indigenous people of Australia.
krachtmeting	Unfortunately, it came to a showdown between the Aboriginals and the settlers.
landgrens	International crime knows no frontiers .
mishandeling	Psychological cruelty and physical mistreatment in families is not as uncommon as you may think.
nederzetting, kolonie	British settlements in Australia increased in the 18th and 19th centuries.
nors	She used to be an angry, sulky child.
onbegrip	She left him out of frustration and incomprehension .
onbevredigend	He was fired because of his unsatisfactory results.
ontevredenheid	The people's discontent led to marches and demonstrations.
op weg zijn naar	The boat with British convicts was headed for Australia.
pijler	Sheep farming was the mainstay of the Australian economy.
praktisch	The boy was virtually dead when he was taken to hospital.
slachtoffer	The blind ex-soldier is clearly a casualty of war.
tegenslag	He's suffered a lot of hardships in his life.
tempo, snelheid	The pace of change is becoming faster and faster.
uitbreiden	Chinese companies have expanded their activities in Africa.
uiteindelijk	The police have ultimately been able to arrest the bank robbers.
vastgoed, onroerend goed	The company possesses real estate in a few major cities.
vee	This farmer has a lot of livestock but little corn.
vergelding	The victims demanded retribution for the terrorist attacks.
vergoeding, kosten	Do I have to pay a fee if I want to open an account?
vernietigen, verwoesten	The town was devastated by the hurricane.
veroordelen	He has been condemned to life imprisonment for a terrorist attack.
versnellen	Hopefully these measures will accelerate the return to peace.
versnellen, bespoedigen	The discovery of gold hastened the number of immigrants to Australia.
verstelbaar	Is this garden chair adjustable ?
voorraad	Their food stock has decreased due to the bad weather.
voorsprong hebben op	This company has the edge over its competitors.
vrijmaken, ontruimen	They are going to clear this area of trees.



ENGLISH

DUTCH

Lesson
3

In an address to the people the president explained his plans.	(formele) toespraak
Trying too hard may have an adverse effect on the result.	nadelig, ongunstig
Their characters are not compatible .	bij elkaar passend
We went to the beach on three consecutive days.	opeenvolgend
The conspirators decided to blow up the building.	samenzweerder
We have demanding customers who want good quality.	veeleisend
I can't stand the discomfort of an itchy sweater.	ongemak
This man is a distinguished expert on the Civil War.	vooraanstaand
They entrenched themselves in a deserted building.	zich verschansen
We espouse values that are related to democracy.	steunen, omhelzen (fig.)
They hoisted the flag as a homage to the fallen soldiers.	eerbetoon aan
There was no mention of a hotel in the itinerary .	routebeschrijving
Most people have to work for their livelihood .	levensonderhoud
The natives appeared to have peaceful instead of malevolent intentions.	kwaadaardig
In the shop they sold all kinds of memorabilia .	aandenkens, souvenirs
The day of the victory was truly memorable .	gedenkwaardig
The accident was caused by his negligence .	onachtzaamheid
We heard the ominous sound of war planes in the distance.	onheilspellend
After the reconciliation there were no incidents.	verzoening
The enemy attack was repelled .	afslaan
The Republican Party managed to retain power.	behouden
The siege of the city was an awful experience for the inhabitants.	belegering
The surcharge for an extra bed in your room is £10.	toeslag
There were no hotels in the vicinity of the tourist attraction.	omgeving
The slaves must have had a yearning for freedom.	sterk verlangen

DUTCH

ENGLISH

aanbevelen	I can recommend the pasta Bolognese.
aanrijding	The scooter was damaged in a collision .
aansteken (vuur)	The fireworks will be ignited at midnight.
aanval	There has been a violent assault on a mosque.
achtervolgen	James Bond pursued the villain in a speedboat.
begraafplaats	There is a war cemetery quite nearby.
beklimmen	You'll have to ascend the steps to get to the top.
belangrijk	There is a significant difference between the two groups.
beslissend	It was a decisive moment in the battle.
betalbaar	Are these tickets affordable for a poor student?
binnenvallen	When did the army invade our country?
burgeroorlog	The civil war in Rwanda was a horrible conflict.
daarvoor	Can you tell us what happened previously ?
dekken (verzekering)	Our insurance doesn't cover theft of a vehicle.
ergens doorheen bladeren	I didn't read the paper, but just browsed through it.
gebeuren	Fights between different gangs occur frequently.
goedkeuren	They don't approve of copies from the internet.
korting	I thought I might get a reduction of ten per cent.
martelen	Is the secret service not allowed to torture people?



nadeel	A disadvantage of the big city is the traffic.
omstreden	I'm not going to vote for a man with a controversial reputation.
overwegen	Are you still considering going to Canada next year?
parkwachter	The park rangers in Yellowstone are very strict.
pas op voor	Beware of pickpockets in the shopping centre.
schetsen	We can outline the route you have to take.
talrijk	There are numerous possibilities to choose from.
tarief	What is the rate for adults?
tentoonstellen	The museum exhibits all the traditional costumes.
terugbetaling	You can get a refund if you're not satisfied.
verbetering	This second version is really an improvement .
verblijfplaats	Is there any news about the criminal's whereabouts ?
vergeefs	It was a futile attempt to come to an agreement.
verstoren	The terrorist attacks disturbed the peace.
vertragen	The train was delayed .
vervolgen	During the Reformation Catholics were persecuted .
voeren (van een oorlog)	The troops waged war on many fronts.
voertuig	Please, don't park your vehicle in front of the entrance.
voldoen aan	If you comply with the rules, you'll have no problems.
voorstellen	My friends proposed to take a break.
winstgevend	Is that scooter rental a profitable business?

Lesson 4

ENGLISH

DUTCH

This palace is the king's ancestral home.	voorouderlijk
May people would balk at setting up a business in a poor country.	terugschrikken, weigeren
The other tennis players begrudge me my success.	misgunnen
Where did he bid you to wait?	bevelen
All the courtiers were present when the banquet started.	hoveling
It was the custom for girls to give a curtsy for the queen.	kleine buiging
You have to descend the stairs to reach the ground floor.	naar beneden gaan
The politician ensnared the opposition with his clever remarks.	vangen, in de val laten lopen
Taking part in the event entails a lot of preparatory work.	met zich meebrengen
Her debts were caused by her extravagance .	spilzucht, buitensporigheid
The famine in South Sudan was a result of the civil war.	hongersnood
The room was adorned with colourful hangings .	draperie, gordijn
We were moved by their heartfelt condolences.	oprecht, gemeend
He held a grudge against his enemies.	wrok koesteren
The revolutionaries incited the people to more violence.	aanzetten tot
The police initiated a search for the missing child.	het initiatief nemen voor
His grandfather left him a legacy of five million pounds.	erfenis
"I don't want your help," she said pointedly .	venijnig, bits
With this potent medicine doctors can cure the disease.	krachtig
Many children's first musical instrument is the recorder .	blokfluit
The king's retinue consists of hundreds of servants.	gevolg
Jim organised a stag night for his brother.	vrijgezellenavond
The ulcer on his leg caused him a lot of discomfort.	zweer



DUTCH	ENGLISH
aangrenzend	The fire reached the adjoining buildings.
aanspreken, aantrekkelijk zijn voor	The story appeals to me because it's funny.
aanwezigheid	Mr Mayor, thank you all for your presence here today.
aarzelen	If you hesitate too long, you'll miss the opportunity for a picture.
afnemen, krimpen	The number of members has decreased after the scandal.
angst, afschuw	The pictures of the victims filled us with dread .
bekend met	Sorry, but I'm not acquainted with the rules.
benadrukken	Please, use this form to highlight your skills and achievements.
doen denken aan	This story reminds me of what I read in the paper.
eerlijk	Was that a truthful answer?
erfenis	The money from his grandfather's inheritance made him rich.
ergeren	His silly remarks annoyed me.
geloof	In the difficult periods in his life his faith gave him strength.
gewin, voordeel	Carl used Sandra's work for his own gain .
huwelijks-	The unhappy king had marital problems.
ingaan tegen (bijvoorbeeld regels)	It is impossible to defy the king's request.
instoppen	Once the children have gone to bed, I'll tuck them in .
knikken	He didn't speak, but just nodded his head.
niet in staat	Due to a leg wound he was incapable of riding a horse.
onbegrijpelijk	Medieval English is sometimes an incomprehensible language.
onder ogen zien	You'll have to face the consequences of your mistake.
onnadenkend, onattent	It was rather thoughtless of him to forget her birthday present.
opkrikken, oppeppen	The new product will boost the sales figures.
overlast bezorgen	I didn't want to inconvenience you.
snakken naar adem	She gasped for breath when she heard the bad news.
tapijt	Our dog threw up on the carpet .
teder	He stroked her hand tenderly .
uitbreiding, groei	When did the expansion of the Roman Empire stop?
verdriet	The lady's death caused a lot of grief .
vergelijkbaar	The issues in these two novels are comparable .
verleiding	He could not resist the temptation to kiss her cheek.
vermindere	We'll have to reduce the emission of gases by ten per cent.
verontrustend	The messenger brought us some distressing news.
veroveren, overwinnen	William the Conqueror conquered England in 1066.
vertoning	With a display of medieval courtesy the servant left the room.
verwaarlozen	The man was accused of having neglected his animals.
vragend, vraag-	An interrogatory sentence ends with a question mark.
wederzijds	There was mutual respect between the two contestants.
weigering	King Henry didn't accept the Pope's refusal .
zuchten	Mary sighed with relief.



ENGLISH

DUTCH

Lesson
5

The computer program showed a strange aberration from its usual functioning.	afwijking
The abolitionists quickly grew in numbers in the United States.	tegenstander van slavernij
My father was truly an altruistic man, because he always wanted to help others.	onzelfzuchtig, belangeloos
The dictator banished his opponents to another country.	verbannen
We should not give in to bigotry from those who are against us.	onverdraagzaamheid
If you have old software, compatibility issues may arise.	compatibiliteit, verenigbaarheid
Throughout history many empires have crumbled .	instorten
That test was decidedly easier than the previous one.	zeker, duidelijk
After the revolution citizens defined their rights in the constitution.	vastleggen
Our classroom discussions soon degenerated into mindless chatter.	ontaarden in
A dispatch was received by the administrator.	bericht, rapport
The Empire conquered many territories and added them to its dominion .	heerschappij
Even though you weren't successful, I would like to thank you for your effort .	inzet, moeite
After our political opponent won, all our hope simply evaporated .	verdampen, vervliegen
His grievance against the company was big enough to take them to court.	grief, klacht
Humans inherently want to help one another.	van nature
I'm sorry, but your letter is simply rife with mistakes.	gevuuld zijn met
The EU should move away from overregulation and paternalism .	betutteling
Since the military left, pirates have taken to ransacking undefended harbours.	plunderen
He took some time to reflect on his mistakes and learn from them.	nadenken over
We have built a self-sustaining community on this island.	zelfvoorzienend
The King's subjects usually bow before him.	onderdaan
As the Empire expanded, more and more peoples were subjugated .	onderwerpen
After he lost his job, Fred wanted to take to learning how to cook.	iets beginnen te doen
It's nice to see that you remain upbeat , despite some setbacks.	opgewekt

DUTCH

ENGLISH

aantoonbaar	Those statistics are arguably wrong.
aanzienlijk	There has been a significant rise in the number of wars.
afgelopen	We have completed our project in the preceding weeks.
afschaffing	The abolition of slavery helped spark a war in the United States.
ambitie, hoop	I've always had the aspiration to lead the country.
beeld, weergave	I think your portrayal of that teacher is too negative.
belang	Political parties sometimes have conflicting interests .
bestuurder, beheerder	Colonial administrators were important to the Empire.
bijdrage	I'm wondering what your contribution to our group effort has been.
bovenal	First and foremost , we must think of the children.
de kiem leggen voor, de zaadjes zaaien	By helping others, you sow the seeds for a better society.
door oorlog verscheurd	I reckon you shouldn't travel to war-torn countries.
drang, neiging	Please resist the urge to eat too much when you're here.
eis, voorwaarde	You should definitely meet all the requirements before applying for the job.
erfgoed	We must all take care of our national heritage .
erkennen	The government acknowledged that the tax was unfair.
hebzucht, gierigheid	Some say that greed is good, but I think it only leads to conflict.
heerschappij	Direct British rule over Ireland ended in 1921, after a bloody civil war.



hulpverlener	Hundreds of aid workers were sent to help the local population.
in het algemeen	On the whole , she was satisfied with the result.
kantelen	During the elections, the balance was tipped in favour of the Conservatives.
lof uiten, prijzen	The Emperor was praised for his efforts to colonise new lands.
onbetwistbaar	The award he received was unquestionably deserved.
onderneming	The journey to the New World was a challenging enterprise .
ontwikkelingshulp	Sending development aid has long been part and parcel of our foreign policy.
opiniepeiling	Polls clearly show that two parties are way ahead of the rest.
opleggen	The government imposed new rules on its citizens.
stam	There are still tribes that have never seen modern civilisation.
tegenkomen	My sister and I encountered many different cultures while travelling.
tegenvaller, tegenslag	In setting up his company, Harry encountered many setbacks .
trots zijn op	We should certainly take pride in our achievements.
vernietigend	A devastating tsunami swept across the Philippines.
verrijken	The country's leaders have enriched themselves across the years.
vloot	The British fleet was sent to keep the peace.
vluchten	When the volcano erupts, people will flee their homes.
vooroordeel	Having prejudices against people who don't share your views will not help you get ahead in life.
waarneming	Is an animal's perception of pain the same as a human being's?
wanhopig	Many desperate refugees fled the war in Syria.
welzijn, welvaart	Over the last century welfare has increased in our country.
zogenaamd	Actually, the so-called president is simply a dictator.

EXPRESSIONS

Benadrukken van een probleem *Emphasizing a problem*

It raises the problem that ...

The real problem is ...

It highlights the problem that ...

Bereidheid uitdrukken *Expressing willingness*

I'm willing to come and help them.

I don't mind helping them.

I'll be happy to help you.

I'm prepared to help you.

Beschrijven van een probleemsituatie *Describing a problematic situation*

In a case like this ...

In a situation like this ...

In this sort of situation ...

Iets algemeen aangeven *Stating something general*

In general, ...

Generally speaking, ...

On the whole, ...

As a rule, ...

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.)

Kanttekening maken *Making critical remarks*

I'd like to remark that ...

Mind you, I do think that ...

On the other hand, ...

That may be so, but ...

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.)

Mening geven *Giving your opinion*

In my opinion ...

I think ...

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

I'm of the opinion that ...

As far as I'm concerned ...

In my view, ...

To me, ...

It seems to me that, ...

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

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...



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 adapt the conditions?

Can I have a discount?

I think we have a deal.

It's been a pleasure doing business with you.

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 that ...

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.)

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

Tenses



grammar p. 54-60

Passive



grammar p. 62

Gerund



grammar p. 64-65

Plural and singular forms



grammar p. 81 & 82

Prepositions



grammar p. 85-87

Linking words



linking words p. 114-119





1 2 3 4 5

Unit 3 Science and Technology

Will you witness human life on Mars in your lifetime? Do you believe scientists can cure ageing? Is your personal information on your smartphone safe from cybercriminals? Would you want to experience what it is like to be old? And is your house 'smart' enough? Form your own opinion in this unit.

LESSON 1: READING & LISTENING 104
Life on Mars: when will humans live on the Red Planet?

LESSON 2: READING 110
The road to longevity

LESSON 3: SPEAKING 118
Murder defendant volunteers Echo recordings Amazon fought to protect

LESSON 4: READING & LISTENING 124
Over 50 million steps – empowering people

LESSON 5: WRITING 131
TechBlog rates the future of your house



1

YOU'LL BE ABLE TO

- understand specialised articles on less familiar topics, with the help of a dictionary to confirm the understanding of terms used
- understand announcements and messages
- understand most news and current affairs programmes on TV / internet
- find and combine information and arguments from different sources

Grammar

- relative pronoun
- demonstrative pronoun

Vocabulary

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

Strategies

- recognising the author's tone
- writing a report

TEXT

Life on Mars: when will humans live on the Red Planet?



1 The human race was able to view the furthest reaches of the solar system in high-definition glory recently, as Nasa's New Horizons space probe sent images back from Pluto, 3.5 billion miles away. The extraordinary pictures of icy mountain tops and deep ravines astounded scientists, and allowed ordinary laymen to dream of life on another piece of rock floating in space. For Stephen Petranek, these are not idle dreams, but firm predictions. The award-winning science writer, whose TED-talk *Your kids might live on Mars. Here's how they'll survive.* has been viewed by a great many people, believes that humans will not just visit, but actually live on Mars within the next generation.

2 Compared with Pluto, Mars is a short-haul destination, just 250 million miles away, and could sustain the human race if an asteroid hit our planet, or a nuclear war wiped out most of Earth. So what will the fabled life on Mars actually look like? How on earth, no pun intended, will anyone survive on this great freezing ball of basaltic rock as it hurtles

through space? Bear in mind its average temperature is a chilly -63°C and, crucially, there is almost no readily available oxygen.

Not a problem, insists Petranek, pointing out that we've managed to survive on Antarctica. "I suspect Antarctica's a pretty good analogy of how we can build habitats in a hostile environment," he says. "There are now several year-long stations at the South Pole."

There's a ton of water on Mars. A lot of it is ice. It's a matter of jackhammering that soil free in the right places.

3 "On Mars they're going to have to stay indoors most of the time because once they go outside they're subject to radiation," concedes Petranek. "So people will mostly live underground or in very shielded habitats. It will be a very shielded lifestyle and they'll have pressurised vehicles to get around in so they don't have to wear space suits."



"It's likely we'll be able to genetically modify people so they can survive much better in a high radiation environment." A 'brave new world' indeed.

4 His book *How we'll live on Mars* explains how we could make our own oxygen on Mars. But that supposes there is water to be found.

Petranek is optimistic. "There's a ton of water on Mars. A lot of it is ice. It's a matter of jackhammering that soil free in the right places."

As in any colony, the settlers will bring with them their own traditions, which will fuse to create something unique, he says. The best parallel might be his native America.

"People will bring their cultures and knowledge but a new society will evolve."

But why would anyone want to go, given they'll never be able to come home?

5 "Thousands of people have signed up for the Mars One programme," he points out. This is the Netherlands-based non-profit project to create the first human settlement on Mars, by 2031. "We're

experiencing one of the largest waves of immigration ever seen, we have an extraordinary number of people displaced, people whose lives don't have the brightest future."

"I think we'll see a lot of people who are middle-aged, in dead-end jobs, who want to do something new with their lives. I imagine whole families will sign up." Petranek would be 84 before anyone made his predicted move. But he would nevertheless be a willing candidate.

6 Finally, Mars is not the last frontier. "Mars is the most habitable place in the solar system but there are other possibilities," says Petranek. "You go to Mars, figure out how to live there and then go to other places. Moons of Saturn and Jupiter could be suitable. Ultimately, we'll learn how to do it and do it well." "Eventually we'll have to get out of this solar system because our sun is dying. If humans want to survive as a species they'll have to get out."

It may be one giant leap for mankind too far, but maybe, just maybe, Petranek will be proved right.

Based on: www.telegraph.co.uk

READING

1 Skim the text. Copy the words from the text that match the descriptions below.

- | | |
|---|-----------------------|
| a the parts of a place that are furthest from the centre | (§1) <u>reaches</u> |
| b something that seems similar between two situations | (§2) <u>analogy</u> |
| c machines with engines that are used to transport people | (§3) <u>vehicles</u> |
| d develop and change gradually over a long period of time | (§4) <u>evolve</u> |
| e forced to leave the place where they normally live | (§5) <u>displaced</u> |
| f suitable to live in | (§6) <u>habitable</u> |

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

2 (§1) How else could the sentence "For Stephen ... firm predictions." start without changing the meaning of the sentence? There may be more than one correct answer.

- ☐ Consequently, for ...
- ☒ However, for ...
- ☐ In short, for ...
- ☒ Yet, for ...

Pun

A pun is a figure of speech. It is an amusing use of a (word or) phrase that has two meanings.

For example: *I was wondering why the ball was getting bigger and then it hit me.*

So while you are wondering why the ball gets bigger and bigger, the ball it is coming closer and closer until it hits your body (1), and then you understand ('it hit me') what has happened (2).



- 3** (§2) What ‘pun’ may be meant in “no pun intended”? Explain the two meanings of the pun.

First meaning: *For example: “How on earth” is an expression indicating doubt / surprise.*

Second meaning: *For example: “How on earth” is a question about the planet Mars.*

STRATEGY *Recognising the author’s tone*

 strategies – *letten op woorden met een emotionele lading* – p. 12

Tone refers to an author’s use of words and writing style to show his or her attitude towards a topic. The author’s tone can vary from being amused or admiring to doubtful, ironic or angry, for instance.

- 4** (§2) What is the author’s tone when she writes about the likelihood of life on Mars? Describe the author’s tone and quote two words / phrases to illustrate her tone.

The author is being *doubtful*.

First quote: *“How on earth”*

Second quote: *“Bear in mind” / “crucially”*

- 5** (§3) *Brave New World* is the title of a famous science fiction novel. With the last sentence of §3 (“A ‘brave new world’ indeed.”) the writer implies that the future / life on Mars will

- ☒ involve huge changes for mankind.
☐ mean that people will always have to stay indoors.
☐ remain science fiction and not likely to become reality.

- 6 a** (§4) Indicate the correct answer.

Petranek mentions a

- ☒ geological aspect of Mars
☐ historical aspect of Mars
☐ political aspect of Mars

- b** Copy one sentence from the text to support this.

Quoted sentence: *“There’s a ton of water on Mars.”*

- 7 a** (§5) How would you describe Petranek’s tone in this paragraph?

- ☐ annoyance
☒ confidence
☐ doubt
☐ humour

- b** Explain your answer in your own words.

For example: Petranek is confident that a lot of people will sign up to go to Mars.

- 8** (§6) What is the reason that Mars is / should not be the final frontier?

For example: Because our sun is dying “we’ll have to get out of this solar system”, which Mars is also part of.



9 There are two opinions in the text about the chances of man going to Mars and living there.

a Whose opinions are they?

Petranek's opinion and the author's opinion.

b Whose opinion carries most doubt in the second half of the text (§4-6)?

The author's opinion.

c Quote the first two and last two words of the sentence that carries this person's doubt in §4-6.

"It may ... proved right." (§6)

LISTENING

10-16 Watch the video online and do the assignments that you find there. You may use the writing space below.

☐ *Go to the online assignment to find these answers.*

☐
☐
☐
☐
☐
☐
☐
☐
☐

VOCABULARY

17 Which of the words below are synonyms or paraphrases of the underlined words? Put the words in the correct forms. There are two words too many.

alleviate – compile – deviate – emit – hurtle – slump – suffocate

a Earth moves at high speed *hurtles* through space at 100,000 kilometres per hour.

b I hope this will help to ease *alleviate* the pain.

c The price of oil suddenly went down *slumped* so that petrol became cheaper as well.

d The rocket to Mars may have to change *deviate* from its normal flight path.

e How much carbon dioxide does a rocket to Mars produce and discharge *emit* ?



- 18 Which of the words below are antonyms of the underlined words? There are two words too many.

idle – short-haul – fabled – displaced – exponential – persistent – resourceful

- a We receive reports of irregular *persistent* human rights abuses in that country.
 b Unimaginative *Resourceful* people are not likely to be able to start a civilisation on Mars.
 c A few unknown *fabled* scientists have said people will live on Mars before 2040.
 d The factory was sold and the productive *idle* machinery was sold.
 e These planes are only used for long-distance *short-haul* flights.

GRAMMAR



Relative pronoun

grammar – 23 – p. 74-76

The settlers will bring with them their own traditions, **which** will fuse to create something unique.
 There are a lot of people who are middle-aged **who** / **that** want to do something new with their lives.
 When will the rocket be built **with which** the first passengers will go to Mars?
 He is the person **whose** electric car company is a huge success.
 Thousands of people will go to Mars, **most of whom** will never return to Earth.
 Elon Musk is the billionaire **about whom** a lot has already been written.

Demonstrative pronoun

grammar – 20 – p. 71

Eventually we'll have to get out of **this** solar system because our sun is dying.
 For Stephen Petranek, **these** are not idle dreams, but firm predictions.
 Can you pass me **that** book, please?
Those books over there are all about life on Mars.

- 19 Read the article about Elon Musk. Give the English for the words in brackets.

Elon Musk has flown so high, so fast, it is hard not to wonder about the speed (a *waarmee*)
at / with which he will crash to earth. How could he not? Musk is all (b *deze*) *these*
 things: inventor, entrepreneur, billionaire, space pioneer, inspiration for Iron Man's playboy
 superhero Tony Stark – and he has pushed the boundaries of science and business, doing (c *wat*)
what others declare impossible. At some point, surely, he will fall victim to gravity.
 But it's something (d *waar*) *that* he probably never thinks of.
 He is not 45 yet, but so far Musk has shown no sign of tumbling earthwards, (e *wat*) *which*
 will not surprise the people who know him. Moreover, Nasa and other clients are queuing up for
 Musk (f *wiens*) *whose* rockets are part of the rapid commercialisation of space. His other
 company, (g *waarover*) *about which* a lot has already been written, is the electric car
 manufacturing company, Tesla Motors. (h *Dat*) *That* company is powering ahead as well.
 Such success would satisfy many tycoons, but for Musk (i *zijn het*) *they are* merely means
 to ends: minimising climate change and colonising Mars. And not in some distant future – he wants
 to accomplish both within our lifetimes.
 I meet Musk, (j *die*) *who* has a reputation for being prickly, at his headquarters SpaceX Musk
 (k *waarvoor*) *for which* I have to go west of Los Angeles. I find him friendly and chatty. And



(l dit zijn) *these are* the subjects we talked about: space exploration, climate change, Richard Branson and Hollywood.

“Going to Mars,” he begins, “and developing the technology to transport large numbers of people and cargo there, (m dat zijn) *those are* the ultimate awesome things I would like to see realised.”

Musk envisages a colony with 80,000 people on the red planet (n waarvoor) *for which*

“we must pay the bills along the way, of course”. So that means serving important customers,

(o van wie Nasa er een is) one *of whom is Nasa*, and launching commercial broadcasting communication satellites, GPS satellites and science experiments.

I also happen to see Musk’s wardrobe, (p waarvan het grootste gedeelte) the *biggest part of which*

consists of jeans and T-shirts. Similarly, he sits behind a rather ordinary desk overlooking a car park. He occupies the corner of a ground-floor, open-plan office (q dat)

which / that barely constitutes a cubicle. Walk just 40 metres, however, and there is a

sight to quicken the pulse: SpaceX’s factory, (r waar) *where* engineers and technicians work on rockets, propulsion systems and casings for satellites.

LISTENING

- 20** Search for a podcast about ‘habitable life in the universe’ of at least 30 minutes, preferably a science programme. Write a text about it, in which you include the following:
- the exact URL of the programme;
 - a 40-50-word summary about every five minutes of the programme. Mention the minutes in your summary:
1-5 minutes: ...
6-10 minutes: ... etc.
 - two things you’ve heard that you find hard to believe and explain why. Or mention two questions you would like to ask based on what you’ve heard;
 - two things you’ve heard that you find quite interesting and why;
 - a conclusion of 60-75 words to explain what you thought about the programme. Also, add to what extent you are looking forward to finding habitable life in the universe. Explain why.

WRITING

STRATEGY Writing a report

 strategies – een report (verslag) schrijven – p. 28-29

A report is a description of an activity, event or situation.



- 21** You have just finished a research project about habitable life in the universe. Your teacher has asked you to write a report (220-260 words) about your experiences.

Your report should explain what you feel you have achieved in and learned from your research, describe any problems you have had, and suggest any additional research that would be useful.

- 22** You can find an alternative writing assignment online.



2

YOU'LL BE ABLE TO

- understand specialised articles on less familiar topics, with the help of a dictionary to confirm the understanding of terms used
- write short, simple essays on topics of interest

Grammar

- if and when
- sentences with 'if'

Vocabulary

You can learn the vocabulary with the Study box (p. 141) and the vocab trainer.

Strategies

- linking words

TEXT

The road to longevity



1 Four-hundred-seventy University Avenue is located in the heart of a neighborhood that holds a special place in the history of Silicon Valley start-up culture. A few minutes' walk away are the early homes of PayPal, Facebook, and Google. Yet, the early ambitions of these famous companies are modest when compared to the ideas I've come to discuss with Yun. I've been led here by Sonia Arrison, a Silicon Valley local and author of *100-Plus: How the Coming Age of Longevity Will Change Everything*.

2 Arrison has agreed to show me around her strange Californian world, populated with very wealthy, very smart dreamers, who share her certainty that a longevity revolution is on its way. We've arrived on Yun's doorstep to learn how and why he, along with a small group of big power players, plan to "cure" aging and extend human health span – and possibly even human life – by decades, if not centuries.

For Yun, a 40-something physician and prominent Silicon Valley money manager, the origins of his unrealistic dream date back to his time as an undergraduate at Harvard University.

"I essentially made a wager to myself that aging is a code," Yun explains to me from across a shiny conference table. "If aging is a code, that code could be cracked and hacked. The current system in healthcare is mainly aimed at fighting symptoms that keep on emerging until you die. It addresses the diseases of aging, but not curing the underlying process behind aging itself. The healthcare system is doing a good job of helping people live longer and stronger lives, but aging is still a terminal condition."

3 Three years ago, Yun created the Race Against Time Foundation and Palo Alto Prize, which will award \$1 million to a team that can demonstrate the capacity to mitigate aging by, among other things, extending the life of a mammal by 50 percent.



“You need people to do long-shots,” Yun says. “I believe it’s inevitable we’re going to solve aging at some point.” Faith that science will conquer aging is common in Silicon Valley these days. The language Yun uses to explain his dream – especially the use of the word “cure” – makes traditional researchers in the field of aging cringe. But few are complaining about the interest of the big-spending Silicon Valley crowd. In recent years, public institutions like the National Institutes of Health have been slow to commit any more than a token of their overall budgets to aging research. It is the private funders with big dreams who are galvanizing the field.

“With some longer term, creative thinking around healthcare and biotechnology, I believe we can improve millions of lives.”

4 Four years ago, the founders of Google launched Calico, short for California Life Company, to research aging and associated diseases. A year later Calico teamed up with the biopharmaceutical company AbbVie, with which it plans to invest up to \$1.5 billion to develop age-related therapies. “With some longer term, creative thinking around healthcare and biotechnology, I believe we can improve millions of lives,” wrote Google cofounder Larry Page.

The big goal of the Silicon Valley supermen is not to extend longevity by beating back cancer, heart disease, Alzheimer’s disease, or any of the other diseases that most of us succumb to. Rather it’s to use molecular biology to decode the very mechanics behind the process that is the biggest single risk factor in all of these diseases – the process of aging itself – and to attempt to halt it in its tracks.

5 For decades aging research was an obscure and unappreciated field, tainted by a history of exaggerated claims and sloppy science.

Gary Ruvkun, a molecular biologist and professor of genetics at Harvard Medical School, recalls that when his scientific explorations led him into the field in the 1990s, “you would whisper that you were working on aging because you didn’t want to destroy your day job. You wanted to have people respect what you did.” “Aging research didn’t have high visibility and big names,” Ruvkun says.

In part that was because aging seemed such an intractable problem. Many believed natural selection

was blind to mutations that affected the body after humans passed reproductive age, leading to an irreversible collapse of our bodies and minds. Funding to characterize this process, therefore, was often hard to come by, as medical companies are looking for quick payoffs, and public agencies are loath to back theoretical projects.

6 Felipe Sierra, the director of the Division of Aging Biology at the National Institute on Aging notes that it was known in the 1990s, based on studies of identical twins, that about 30 percent of longevity could be attributed to genetics. But nobody believed that it was possible to find individual genes that could have such a profound effect.

“It was a revelation at the time,” says Sierra. It was “a game changer” because it suggested it might be possible to develop drugs for humans that would have an impact on longevity without targeting specific diseases. The process of aging itself might be manipulated.

Experiments have demonstrated that a tweak in the insulin pathway can cause a mouse to live a lot longer. There have been some tantalizing suggestions this might be a lever in humans. And studies examining the genes of human centenarians, Ruvkun notes, show “an enrichment of people with genetic anomalies in the insulin pathway.”

7 When our bodies sense that calories are scarce or the cell is under attack, the cellular focus shifts to survival – and these seem to be some of the levers the current crop of longevity researchers have found ways to tap. And the hunt for even more powerful biological levers is continuing. If we are ever to achieve extreme life extension, most agree, the most promising new insights are likely to emerge from the field of comparative evolutionary biology, experiments which examine clams that live for 500 years, bowhead whales and long-living humans. What is it about their genetics that allows them to outlast closely related species of similar size and genetic makeup?

8 Harvard molecular biologist George Church is launching one such effort, and is one of the most prominent spokesmen for their potential. He has taken a list of 400 genes identified as potentially related to human longevity by other researchers and narrowed it down to about 45. He’s now in the process of rolling out different techniques that selectively target different combinations of them.

“We’re talking about reversing aging as a major plan,” Church says. “We know that if you can completely change the rules, you can dial it up and down from



2.5 years for rodents to 200 years for Bowhead whales.” Gene sequencing, he adds, is “almost three million times cheaper than it was a decade ago. That allows you to do synthetic biology where you’re no longer limited by natural things.”

“I think the first person to live to 1,000 might be 60 already.”

9 Church’s research is funded in part by money available from the Wyss Institute (which aims to make resources available for “out-of-the-box technologies”), founded by the Swiss entrepreneur Hansjorg Wyss. He has also received funding from Google and Thiel, though not specifically for age-related work. These recent advances have generated widespread excitement and optimism. But some researchers worry that media hype about immortality is obscuring the

reality of what is happening in the research labs. Comments like one by British gerontologist Aubrey de Grey, who said “I think the first person to live to 1,000 might be 60 already,” irritate researchers like biologist Matt Kaeberlein.

10 But such hyperbole is not confined to de Grey. Kaeberlein laments that a prominent researcher (who he declined to name) recently suggested in the media that we might “cure” aging within the next decade. “When people get quoted in the popular media that we’re going to cure aging in seven years, I think any layperson who’s relatively educated looks at that and goes ‘That’s nonsense,’” Kaeberlein says. “It also gives the impression that the field is still in some ways full of cheats.” “Hyperbole,” he adds, “creates this sort of dynamic in the field where some people are willing to make exaggerated or in some cases just crazy claims. People in the field recognize a sort of a mad scramble by people to try and get some of that money.”

Based on: nautil.us

READING

1 Scan the text. Find words in the text for the following descriptions.

- | | |
|---|---------------------------|
| a long life | (§1) <i>longevity</i> |
| b perhaps even | (§2) <i>if not</i> |
| c shocking others to improve the current situation | (§3) <i>galvanizing</i> |
| d stop opposing something that is stronger | (§4) <i>succumb to</i> |
| e very difficult to deal with | (§5) <i>intractable</i> |
| f something that is used to influence a situation | (§6) <i>lever</i> |
| g shellfish that can be eaten | (§7) <i>clams</i> |
| h small animals that have long front teeth | (§8) <i>rodents</i> |
| i somebody specialised in the process of growing old | (§9) <i>gerontologist</i> |
| j situation in which people compete with each other in order to get something | (§10) <i>scramble</i> |

STRATEGY Linking words

 strategies – signaalwoorden – p. 114-119

Linking words show the relation between text parts, for instance two sentences. So, if you know the meaning of the linking words, you also know the relation between the two text parts.



Read the text in detail and answer questions 2-12.

- 2 a** (§1) The word 'Yet' in the third sentence implies

- ☐ result
☒ contrast
☐ stress on what has been said before
☐ time

- b** Which word could replace 'Yet' without changing its meaning in §1? There may be more than one possible answer.

- ☒ However
☒ Nevertheless
☒ On the other hand
☐ Therefore

- 3 a** (§2) What does it imply if you can "cure" ageing?

For example: It implies that you live longer.

- b** What does physician Yun compare "curing ageing" to?

For example: He compares it to a code that can be cracked and hacked.

- 4** (§3) Complete the sentence.

From this paragraph it can be concluded that "traditional researchers in the field of ageing" clearly

don't *For example: like it when colleagues claim they can "cure" aging /*

like it when colleagues agree with fellow scientists who say they can beat aging/ageing.

- 5** (§4) Write down the main idea of "The big ... its tracks" in your own words by completing the sentence. Use between 6-10 words.

The influential people of Silicon Valley want to *For example: find ways to slow down the aging/ageing process.*

- 6** (§5) How else could the first sentence start, without changing the meaning of the sentence?

- ☒ On the other hand, for ...
☐ Similarly, for ...
☐ That's the reason why for ...
☐ What's more, for ...

- 7** (§6) What "game changer" is meant? Quote the first two and the last two words of the phrase (not the sentence!) that the "game changer" refers to.

"it was ... profound effect."

- 8** (§6) Does the writer stress the difference or the similarity between animals and people in "Experiments have ... insulin pathway"? Underline the correct choice and complete the sentence.

The writer stresses the difference / similarity because *For example: the mouse and the centenarians live longer because of an irregularity in the insulin pathway.*



- 9** (§7-8) Read the following statements. Write down whether they are true or false. Quote the first two and last two words of the sentence / phrase that show why you think the statements are true or false.

a It's all about finding out which genes cause some animals and humans to live longer than creatures that look like them.

True: "What is ... genetic makeup?"

b George Church is optimistic about what he's trying to discover.

True: "one of ... their potential."

c The experiments involve biologically pure creatures only.

False: "you're ... natural things."

- 10** (§9) Which two sentences do "These recent advances" refer to? Quote the first two and last two words.

Quoted sentences: *"He has ... of them." (§8)*

- 11 a** (§10) The tone of Kaeberlein's words is one of

- ☐ anger
☐ confidence
☒ dissatisfaction
☐ irony

b Explain your choice in your own words.

For example: Kaeberlein is sorry that some people exaggerate the possible outcome of the research into longevity.

- 12** Write a summary of the text in 130-160 words. Use your own words. Only mention main ideas but do not repeat them. Write the number of the paragraph it refers to behind each last sentence summarising the same paragraph.

For example: Silicon Valley is filled with very smart, rich dreamers.

According to physician Yun aging/ageing is simply a code that has to be cracked. The healthcare system fights diseases but not ageing itself (§2).

Yun believes ageing can be "cured", a term some other researchers don't

like. It is private funders, especially in Silicon Valley that are trying to

make the dream come true (§3). Experts are trying to find out what

causes ageing in order to be able to slow down the process (§4). For

many years ageing research was not appreciated and was hardly funded

(§5). In the 1990s it became known that it might be possible to find

and change the genes responsible for aging/ageing (§6).

At the moment researchers are looking for the biological elements that allow

certain creatures to live much longer than closely related creatures (§7-8).

Some researchers are irritated by other researchers who make

exaggerated predictions (§9-10).



VOCABULARY

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

deplorable – enviable – intractable – irreversible – personable – reproductive – tantalising – terminal

- a The *tantalising* smell of barbecue was in the air.
 b Fossil fuels have caused *irreversible* damage to the environment.
 c I was helped by a(n) *personable* and well-spoken young man.
 d This city is facing *intractable* social problems.
 e He was in the *enviable* position of not having to work for a living.
 f It is *deplorable* that some anti-aging researchers make exaggerated, even ridiculous claims that within ten years the average age will be 125.

VOCABULARY EXTRA

- 14** The verb 'wish' is often used to indicate unreal past. Match the info in a-d with the explanations in 1-4. Fill in the correct numbers.

You use ...

- a wish + past simple > *I wish I had a brother.*
 b wish + could > *I wish I could help you.*
 c wish + would > *I wish Lisa wouldn't talk with her mouth full.*
 d wish + past perfect > *I wish I had apologised to her.*

a	4
b	3
c	2
d	1

... when

- 1 you would like something in the past to have been different or if you regret a past situation / action.
 2 you are not happy about a present situation or action and you want someone else to change it.
 3 you would like (somebody else) to be able to do something, although you know it is unlikely or impossible.
 4 you would like a situation to be different, but you can't change it.

- 15** Look back at exercise 14. The following sentences contain the word 'wish'. Give the correct form of the words in brackets.

- a Lucas wishes he (to start) *could start* working for that firm next year.
 b I wish I (not – to leave) *had not left / hadn't left* school a year before graduation.
 That was not a good idea.
 c Doctor Yun wishes science (conquer) *would conquer* aging before 2025.
 d Doesn't Felipe wish he (never – to be) *had never been* the director of the division?
 e I wish I (not – to have) *didn't have / did not have* so much homework.
 f I wish I (to have) *had* somebody to talk to when I get home, but my parents are not home until 6 p.m.
 g You insulted him. I wish you (not – to do) *hadn't done / had not done* that.
 h Dad, you're speeding. I wish you (not – to drive) *wouldn't drive / would not drive* so fast.



GRAMMAR **If and when** grammar – 27 – p. 79**If / When** I am in America, I usually **visit** California. (repeated situations)**If / When** you heat ice, it **turns** to water. (predictable situations)**If** my plane lands on time, I **will visit** you. (specific situation and it is possible but not certain that the plane will land on time)**When** my plane lands, I **will call** you. (specific situation and it is highly probable that the plane will land)

- 16** First, read each sentence. Then, you choose 'if' or 'when' or both 'if' and 'when'. Finally, give the correct English for the words in brackets.

- a I'm visiting Olivia tomorrow. (☐ If / ☒ When) I see her, I (to give) will give her your regards.
- b Why don't you read this interesting book? (☒ If / ☐ When) you read it, you (not – to regret) won't regret it.
- c (☒ If / ☒ When) foreigners go to America, they (usually – to visit) usually visit New York City first.
- d So, you're most likely going to be 120 years old now you've had this anti-aging operation. However, (☐ if / ☒ when) you are 120, most of your relatives and friends (not – to be) won't be / will not be around anymore.
- e (☒ If / ☒ When) you go to Silicon Valley, you (to see) see a few world-famous companies.
- f I don't feel very well right now. (☐ If / ☒ When) I'm all right again, we (to go) will go to the cinema to see that film you told me about.

Sentences with 'if' grammar – 28 – p. 80**If I go** to San Francisco next week, I **will visit** Silicon Valley.**If I went** to San Francisco next week, I **would visit** Silicon Valley.**If I had gone** to San Francisco, I **would have visited** Silicon Valley.

- 17** Read each sentence. Pay special attention to the situation that is described in the sentence part that starts with 'if'. Write down whether the sentence part refers to number 1, 2 or 3:

1 = the situation is possible: If I (go), I will ...

2 = the situation is unlikely / imaginary: If I (went), I would ...

3 = the situation could / should have happened but didn't: If I (had gone), I would have ...

Then, give the correct form for the words in brackets.

situation

- a 3 Lenny has failed his test. I'm sure he (to pass) would have passed / 'd have passed / would've passed his test if he (to work) had worked harder.
- b 2 I know you're going on holiday to Asia, but where (you – to go) would you go if you (to be) went on holiday to America this summer?



- c 1 She might just get that job. She (to earn) will earn more money if she (actually – to get) actually gets it.
- d 3 We lost the match. If our goalie (to catch) had caught / 'd caught the ball as he should have, we (to win) would have won / 'd have won / would 've won.
- e 1 It's dark in here. If you (to switch) switch on the lights, you (not – to fall) won't fall.
- f 2 If you (to win) won a lot of money in next week's lottery, what (you – to spend) would you spend it on?
- g 1 What (you – to do) will you do if you (to miss) miss the last bus home tonight? Because I don't think we'll be able to catch it.
- h 2 Eve does not have enough money, but she (to fly) would fly / 'd fly to her boyfriend next week if she (to have) had enough money to buy a ticket.
- i 3 Mum's got a new job. She (not – to take) would not have taken / wouldn't have taken this new job if it (not – to be) hadn't been / had not been much closer to home than her previous job.

WRITING

- 18** According to some anti-aging experts it is likely that in the not too distant future the average life expectancy of men and women will be far higher than is the case now. Write a composition of 450-500 words. Include the following:

Title: Add an appropriate title when your composition is finished.

Introduction: What are your first thoughts about growing old and being old? What might it mean for society?

Body:

– **Paragraph:**

What would the world look like if the average age was 125? Mention four possible problems that might arise and explain them in some detail. (You might include: retired people, (pension) costs, healthcare, personal responsibility, housing, jobs, transport, etc.)

– **Paragraph:**

Offer solutions for the four problems in the previous paragraph. (You might include: results of medical advances, immigrants, business opportunities, volunteers, remain productive, etc.)

– **Paragraph:**

How would it affect my personal life if I lived to be 125 years? (Avoid repeating elements from the previous paragraphs.)

Conclusion:

Weigh the pros and cons as mentioned in the previous paragraphs. Explain what your overall opinion is of a future in which people's average age is 125.

Extra:

Include at least six linking words (p. 114-119) and four expressions (p. 94-105) from the *Reference book*.



3

YOU'LL BE ABLE TO

- understand specialised articles on less familiar topics
- follow lively conversations between native speakers
- actively participate in routine and non-routine formal discussions
- clarify and defend your opinion, respond to the opinions of others

Grammar

- indefinite pronoun

Vocabulary & expressions

You can practise these with the Study box (p. 143) and the vocab trainer.

Strategies

- scanning a text

TEXT

Murder defendant volunteers Echo recordings Amazon fought to protect

Arkansas resident James Bates willing to allow police to review information that Seattle-based tech company twice declined to provide

1 Amazon has stopped fighting a legal battle to keep Echo smart speaker recordings secret, after the defendant at the heart of the case gave his permission for the evidence to be handed over. Arkansas resident James Bates was charged with the murder of a man found dead in his hot tub in November last year.

2 Prosecutors used Bates's "smart home" against him in court, citing information from a smart water meter to argue that someone was using a garden hose to clear blood off a patio. They also attempted to force Amazon to hand over information gathered from Bates's Echo smart speaker, arguing that it could have made recordings that would shed light on what happened that night. The Seattle-based tech company twice declined to provide the police with the information they requested from the device, although it did provide Bates's account information and purchase history, court records showed.

3 Despite the Echo's "always-on" microphones, the majority of recordings it makes are not transmitted to Amazon. Only recordings made after the device hears its "wake word", such as "Alexa", "Echo", or "Computer", are transmitted that way. The Echo and similar devices can often mishear other words and ambient sounds for their wake words, however, leading to the prospect of accidental recordings being stored on Amazon's server. It was these accidental recordings that prosecutors hoped to hear.

4 In February Amazon responded to the request by arguing that both its users' requests to Alexa and its



own responses were covered by American First Amendment rights, and that law enforcement should thus meet a high burden of proof to require release of the data. The company claimed its responses are a "constitutionally protected opinion", and that officials couldn't prove that they wouldn't be able to find similar information elsewhere.

5 Now, Bates himself has said that he is willing to allow law enforcement to review information contained on his Echo, which prompted Amazon to hand over the data on Friday, dropping its legal fight. That also means that the legal question of whether Alexa questions and answers are protected by the First Amendment remains unanswered.

Based on: www.theguardian.com

Gedownload door: [ishowapple | ishowapple@yandex.com](mailto:ishowapple@yandex.com)

€ 912 per jaar

extra verdienen?



6 The First Amendment (Amendment I) to the United States Constitution

The First Amendment guarantees freedoms concerning religion, expression, assembly, and the right to petition. It forbids Congress from both promoting one religion over others and also restricting an individual's religious practices. It guarantees

freedom of expression by prohibiting Congress from restricting the press or the rights of individuals to speak freely. It also guarantees the right of citizens to assemble peaceably and to petition their government. The First Amendment was adopted on December 15, 1791, as one of the ten amendments that constitute the Bill of Rights.

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, that is read it quickly until you have found the required information.

READING

- 1 Read the first sentence of each paragraph. Indicate in which paragraph the following information can be found.

- a how the Echo works § 3
- b background information on the legal aspect § 6
- c the outcome of the legal case § 5
- d what the issue with Amazon is about § 1
- e the method the prosecution uses to gather evidence § 2
- f Amazon's arguments § 4

Read the text in detail and answer questions 2-7.

- 2 (§1-2) What is the conflict between Amazon and the prosecutor?

For example: Amazon doesn't want to hand over the Echo recordings to the officials. The prosecutor wants to have them for his case against James Bates.

- 3 (§1) Why did Amazon stop "fighting a legal battle"?

For example: There was no further need to keep the recordings secret because the defendant, James Bates, gave permission to hand over the recordings.

- 4 (§2) Read the following statements. Write down whether they are true or false. Explain your answer.

- a Bates is considered to have used water in the garden on the night of the murder.

True: For example: The data from the smart water meter indicated he used the hose.

- b Amazon had declined all cooperation.

False: For example: Amazon had already provided information about Bates's account and his purchase history.

- 5 (§3) Why did the prosecutor think the Echo recordings could contain relevant information?

- ☐ Because the Echo records all the audio in the surroundings when it's on.
- ☐ Because the Echo sends audio of possible criminal activities to Amazon.
- ☒ Because the Echo sometimes records information when it isn't meant to.



- 6 (§4) What, according to Amazon, would have been a good argument of the prosecution to force Amazon to help them? Explain in your own words.

For example: That the recordings were the only way to prove Bates was guilty.

- 7 (§5 and 6) Argue, with information from the text, that the First Amendment is or isn't a rightful claim in this case.

For example: It's all about Bates's right of privacy. That is not the same as freedom of speech or any of the other rights mentioned. The right of privacy is not mentioned in the text where the First Amendment is explained. So, I would argue that it isn't a rightful claim.

VOCABULARY

- 8 Complete the sentences with the correct form of one of the following verbs. You can use each verb only once. There are four words too many.

attempt – cite – clear – eavesdrop – end up in – gather – hand over – listen in on – mishear – prohibit – purchase – shed light on – store

- a We'll have to *clear* the table of all the rubbish before we can have dinner.
- b Have the police been able to *shed light on* the matter? Or are things still unclear?
- c The novelist *cited* the famous words of a poet in the novel he published in 2014.
- d Geoff *attempted* to turn off the device with his left hand unsuccessfully.
- e Is it true that you *purchased* an Echo as a present for your uncle last week?
- f If you have *gathered* everything we need from the cupboard, we can start cooking.
- g The use of cameras is *prohibited* in this area at all times, so leave it in your bag.
- h You must have *misheard* Mrs Jameson, because she said nothing of the kind.
- i The papers will be *handed over* to the new board members in the next meeting.

GRAMMAR

Indefinite pronoun

 grammar – 21 – p. 72-73

Some of these devices are used for espionage.

I haven't seen the microphones **anywhere**.

You can borrow **either** my phone **or** my tablet.

- 9 Fill in the correct English form of the Dutch words in brackets. Use *indefinite pronouns*.

Are you connected?

You can ask (a *elke [maakt niet uit welke]*) *any* user about the history of the smartphone, and you'll get the same answer. We don't go (b *(n)ergens*) *anywhere* without it and it's difficult to realise how short its history is. (c *Op de een of andere manier*) *Somehow* we feel that using a phone for keeping in constant touch with the world is key, and we can hardly



imagine that (d *geen*) *none* of our grandparents in their younger years had (e *enige*) *any* possibility to use phones for other reasons than making a phone call.

After the first computers had been created (f *ergens*) *somewhere* in the 1940s, scientists developed networks between computers. (g *Bijna niemand*) *Hardly anybody / anyone* was able to predict what that meant for our future.

By the 1980s home computers were becoming more common, although they were not affordable for (h *elke*) *every* student yet. That was the time when my parents bought their first game consoles which I saw on the internet now for £120 (i *per stuk*) *each*. By the way, there's (j *niets*) *nothing* wrong with that price, considering I've just paid (k *ongeveer*) *some* £140 for three of my favourite games.

In the early eighties (l *noch*) *neither* social media (m *noch*) *nor* chat programmes had been heard of, as the first of these came about in 1988. However, (n *beide*) *both* started to become popular in the nineties.

In 2006 (o *zowel*) *both* Facebook (p *als*) *and* Twitter became available to users throughout the world. These sites have remained (q *enkele*) *some* of the most popular social networks on the internet ever since. It's striking that even politicians tend to present their views on (r *een*) *either* of these two media.

In 2014, the ALS Challenge was a campaign by the ALS Association that went viral. People would (s *of*) *either* donate \$100 to the charity (t *of*) *or* dump a bucket of ice water on themselves. (u *Elke*) *Each* action could afterwards be viewed on YouTube. And we all used to send the videos to (v *elkaar*) *each other*.

It's (w *geen*) *no* secret that today (x *elke*) *every* smartphone brings the world closer to us (y *overal*) *everywhere*, and at (z *elke*) *any* time of the day.

LISTENING

10-17 Watch the video online and do the assignments that you find there. You may use the writing space below.



Go to the online assignment to find these answers.



EXPRESSIONS

18 Learn the expressions (p. 147). Then do the assignment.

You discuss the ethics around the use of monitoring equipment with your friend Ed using the expressions. The expressions below are in *italics*. Sometimes, a word of the required expression has been given. Write down the whole sentence to complete the conversation and use the information in brackets.

- a** You: Hi Ed, have you seen the ad for that monitoring equipment? I really like it.

Ask his opinion.

What *do you think of this? / is your opinion?*

- b** Ed states something general (not in favour / listen in on)

On *the whole, I'm not in favour of listening in on people.*

- c** Indicate you disagree to some extent.

Up *to a point.*

- d** Ed asks for clarification. (approve)

Do you *mean you approve of it?*

- e** Explain yourself (new techniques / cool)

What *I'm trying to say is ... / I mean is ... that these new techniques are cool.*

- f** Add something (use / different purposes)

Not to mention the fact ... / Plus the fact ... that you can use them for different purposes.

- g** Ed politely disagrees. (eavesdropping / unethical)

That's *one way of looking at it, but I think eavesdropping is unethical.*

- h** Agree to some extent.

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

- i** Ed ends the conversation.

It's been very interesting talking to you, but I really must be off now.

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

SPEAKING

19 PAIR WORK You're going to have three discussions that take place in different situations. Switch roles after each discussion. In each conversation A starts.

- a** Your mobile has been infected by malware. You (A) go to the shop where you bought it.

You speak with the shop assistant (B).

Use speaking cards 3.3_1A on page 250 and 3.3_1B on page 253.

- b** Last weekend you were at a party in your flat. One of the guests (B) has tagged you (A) in a few pictures on the internet. You want to give him / her a piece of your mind. You ring the doorbell.

Use speaking cards 3.3_2A on page 250 and 3.3_2B on page 253.

- c** You (B) are applying for a holiday job in a restaurant. You have a job interview with the manager (A).

Use speaking cards 3.3_3A on page 250 and 3.3_3B on page 253.

Gedownload door: [ishowapple | ishowapple@yandex.com](mailto:ishowapple@yandex.com)



- 20 a GROUP WORK** Make groups of four. You're going to discuss the dangers of internet use with the help of four statements. You see the first two statements below. First, formulate two more statements together to finish the list. The subjects of statements 3 and 4 should be: 'online dating' and 'social media'. Statements for a discussion state a point that you can agree or disagree with. Keep them short and catchy, and make sure they approach the dangers of the internet from different points of view.
- 1 I don't need privacy, I've got nothing to hide!
 - 2 The videos we've seen in this lesson are convincing.
- b** Have the discussion as follows:
- One of you starts by giving his / her opinion on the first statement. When you give your opinion, add arguments and (fake) personal experiences to illustrate your point.
 - The second speaker reacts and makes clear why he / she agrees or disagrees, and so does the third speaker.
 - The last speaker gives his / her opinion and summarizes what is said.
- Take turns in starting and ending the discussion, so each of you gets a chance to summarise.

LISTENING

- 21** Find four videos in which people speak about their experience with cybercrime. Write down the URLs of the sites where you found the videos.

Write short summaries of what happened in a maximum of 25 keywords for each video. When you've finished writing, number the videos 1-4, where 1 is the least dramatic and 4 the most dramatic story.

SPEAKING

- 22 PAIR WORK** Work with a classmate. You are going to discuss the videos you found in exercise 21. You can use your notes. Take turns in presenting the contents of the videos. When one of you is introducing the videos (A), the other one (B) prepares questions and remarks. Both of you ask for clarification when necessary. You express agreement or disagreement, explain, add and sum up.
- A**
- Start the discussion by describing the four cases.
 - State something general about the topic.
 - Explain for each case what you think of it.
 - Justify its position in the list.
 - Discuss with the help of B's questions and remarks if the videos are ranked correctly.
 - Give supporting arguments and/or refuting arguments for the ranking.
 - End the conversation by summarising the definitive ranking based on the discussion.
- B**
- Ask questions and make remarks, make sure you understand what these people experienced.
 - Discuss if the videos are ranked correctly.
 - Give supporting arguments and/or refuting arguments for the ranking.



4

YOU'LL BE ABLE TO

- understand complex advertisements
- understand announcements and messages about concrete and abstract subjects
- understand long and complex instructions, warnings and conditions
- discuss and reliably pass on detailed information

Grammar

- tenses

Vocabulary

You can learn the vocabulary with the Study box (p. 144) and the vocab trainer.

Strategies

- taking notes while reading

TEXT

Over 50 million steps – empowering people

1 Today, Algyrn is a worldwide pioneer in the field of robotic exoskeletons. For over ten years we have been committed to developing the latest technology and engineering to help people rethink current physical limitations and achieve the remarkable. Our products unlock human strength, endurance, and mobility potential, with broad applications across medical and industrial markets. Last year, Algyrn received the first FDA clearance for the exoskeleton for use with stroke and spinal cord injury levels to C7: the Algy FX. We have yet to imagine all human robotics applications and remain committed to forming strategic partnerships for cutting-edge innovation.



Supporting better patient outcomes

2 For patients who never thought they would walk or even stand again, Algy FX offers the hope of greater mobility and independence. Designed for the clinic, Algy FX provides an unparalleled rehabilitation experience for patients and therapists alike.

3 Algy FX is the first robotic exoskeleton to be granted clearance for rehabilitation purposes for use with stroke patients and with SCI (spinal cord injury) patients that have injury at levels of T3 to C7 (ASIA D). This broader clearance enables clinics using Algy FX to help those recovering from stroke or spinal cord injury get back on their feet sooner, promoting better patient outcomes.

4 Variable Assist software provides adaptive amounts of power to either side of the body, encouraging patients to engage in their rehabilitation by contributing their own power as they progress through their continuum of care.

Algy FX facilitates more steps over ground in a shorter period of time, as a result, you get more walking time during your rehabilitation sessions.

Algy FX supports correct posture, proper midline orientation and balance awareness.



Susy Händel

5 Susy's cervical spinal cord injury became a part of her life after a car accident in January 2012. Her time since has been spent navigating how her injury would play out into the world. Susy is heavily focused on physical therapy and strength training, and her focus on the mind and body connection during times of healing raised her interest in psychology to such an extent that she decided to study it. She is now in her second year. She works as a receptionist and an administrative assistant in a physical therapy provider's office where, in December of 2016, she participated in an Algy FX demo. Her first time in the device delivered a strong memory of what walking felt like prior to injury. She felt encouraged and uplifted by a company and even more by the device whose sole purpose is to deliver this memory and make it lasting for individuals all over the globe. She joined the Algyrn team as an ambassador in the autumn of 2016.

Yusef Bright

6 Yusef was injured in a snowmobiling accident that left him paralyzed more than 10 years ago. Against all odds, Yusef believed he would walk again. He was introduced to Algyrn at Hanson Rehabilitation Center when they became the third rehab facility in the country to receive an Algy FX. Yusef describes his first few steps in the Algy FX as "amazing" and "emotional". He has approached his therapy in the exoskeleton with passion and determination and, after intensive therapy and use of the Algy FX, he is now able to walk unassisted with leg braces and crutches.

Seamus Carver

7 Seamus, with five passengers, drove a car off a cliff on a dark night when he didn't anticipate a curve in the road ahead. Everyone but Seamus walked away: he was the only one not wearing a seat belt. After his injury he looked for ways to stay independent and was introduced to Algyrn. He says that his use of the Algy FX has built his confidence. Walking in the Algy FX not only helps him physically, but it also supports his emotional wellbeing. "It gave me the confidence I lost the night of my accident." He is now an avid hand cyclist and adaptive snow boarder and competes in races around the world.

READING

1 Skim the text, look at the picture and answer the questions.

a What is the Algy FX?

For example: a robotic exoskeleton

b For what purposes is the Algy FX used, according to the text?

For example: medical purposes

c What have Susy, Yusef and Seamus been victims of?

For example: serious accidents



Read the text in detail and answer questions 2-7.

- 2 a** (§1) Which phrase tells you that the device made by Algryn was officially approved?

"Algryn received the first FDA clearance for the exoskeleton ..."

- b** (§1) Is the exoskeleton for medical use only? Explain your answer by quoting from the text.

No, it isn't. The text says: "broad applications across medical and industrial markets".

- c** (§1) Explain what "We have yet to imagine all human robotics applications ..." means.

For example: The company thinks that there must be many more possibilities for the use of the exoskeleton that they have not even thought of.

- 3** (§2 and 3) What does the Algy FX do for people who suffered a stroke or spinal cord injury?

- ☐ It enables them to walk without rehabilitation.
- ☐ It guarantees them a better rehabilitation result.
- ☒ It helps them to get a better rehabilitation result.

- 4** (§4) What is the essence of the software that this robot uses?

- ☒ It gives each patient the support he needs.
- ☐ It makes muscle power unnecessary.
- ☐ It signals the patient what to do next.

- 5** (§5) What does the story of Susy Händel tell you?

- ☐ Being an ambassador for Algryn is a full-time job.
- ☒ She had not been able to walk in almost five years.
- ☐ The Algy FX has ended her worries about the future.

- 6** (§6) Quote the phrase which tells you that it was not very likely that Yusef Bright would ever walk again.

The phrase "Against all odds".

- 7** (§5-7) Write down what the aim of the text is and explain how the stories of Susy, Yusef and Seamus make this even more effective.

For example: The aim is to advertise the exoskeleton. The stories illustrate how life changing the exoskeleton has been for these people and thus enhance the effect of the advertisement.

VOCABULARY

- 8** Choose the description that matches the meaning of the underlined words.

- a** He recovered slowly from the cervical injury.

- ☐ of the brain
- ☒ of the neck
- ☐ of the nerves

- b** They engage in waterskiing.

- ☐ are enthusiastic about
- ☒ keep themselves busy with
- ☐ make it possible to



- c** So far, becoming rich has been his sole target.
- ☐ favourite
 - ☒ only
 - ☐ unique
- d** The company was granted clearance for the new product.
- ☐ an award
 - ☒ permission to use
 - ☐ request to destroy
- e** She's an avid runner of marathons.
- ☐ disabled
 - ☒ eager
 - ☐ successful
- f** After the operation he didn't need the braces any more.
- ☒ construction that supports something that supports a part of the body
 - ☐ medication that is released slowly
 - ☐ wooden or metal stick to support you
- g** This was an unparalleled achievement.
- ☐ terrific
 - ☐ unexpected
 - ☒ unique

9 Which of the following words is the odd one out? Underline it and then explain how this word is different from the others. Base your explanation on the word's meaning.

a bandage – crutch – exoskeleton – wheelchair

There may be more possible answers. Discuss them with your teacher.

For example: Bandage is the odd one out, because the other three are tools that can help you if you can't walk.

b disagreement – discord – incongruity – indifference

There may be more possible answers. Discuss them with your teacher.

For example: Indifference is the odd one out, because it means having no interest in or opinion on something. The other three all mean disagreement or not in agreement with.

c body language – character – movement – posture

There may be more possible answers. Discuss them with your teacher.

For example: Character is the odd one out because it's the only word that is not connected with something you can see.

d assess – encourage – inspire – uplift

There may be more possible answers. Discuss them with your teacher.

For example: Assess is the odd one out because it means: to judge somebody. The other three are to have a positive effect on somebody.



VOCABULARY EXTRA

Colloquial pair phrases

Colloquial pair phrases are pairs of words that traditionally come together in a specific order. They are often used in spoken language.

For example: I've been running **to and fro** all day. I'm exhausted.

- 10** Complete the colloquial pair phrases. Choose from the list.

by – collar – cons – fast – out – outs – safe

meaning	pair phrase
advantages and disadvantages	pros and <i>cons</i>
mostly but not completely	<i>by</i> and large
no job and nowhere to live	down and <i>out</i>
all the detailed points and facts	ins and <i>outs</i>
fixed or definite	hard and <i>fast</i>
wearing dress shirt and tie	<i>collar</i> and tie
unharmd after being in danger	<i>safe</i> and sound

- 11** Complete the sentences with the colloquial pair phrases from exercise 10. You can use each pair phrase only once.

- a Do you think the party will be *collar and tie*, or can I wear jeans and sneakers?
- b If you don't know which house to choose, you'd better make a list of the *pros and cons* of each house.
- c *By and large*, people agree with the measures that have been taken.
- d After three days we found our dog *safe and sound* in our neighbour's shed.
- e In the streets of Mumbai you can see many people that are clearly *down and out*.
- f When you've learned all the *ins and outs* of skating you'll be able to go faster.
- g It's a *hard and fast* rule in this game that you can't draw two cards.



- 12** Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in brackets, but do not change it. Use 3-6 words, including the word given.

- a By and large, people agree with the measures that have been taken.
By and large, the measures taken *met with approval*. (approval)
- b That was a cruel and mean remark to make.
That remark was *below the belt*. (below)
- c The scientific data supported the researchers' conclusions.
The researchers' conclusions *were backed up by* the scientific data. (backed)
- d If you don't know which house to choose, determine the good and bad points of each one.
If you don't know which house to choose, *list the pros and cons* of each one. (list)
- e Farmers pleaded with the government to ease regulations, but it didn't work.
Farmers pleaded with the government to ease regulations, but *to no effect*. (no)



GRAMMAR

Tenses

 grammar – 1-9 – p. 54-60Her injury **became** a part of her life after a fall in 2013.She **hasn't been able** to walk since that awful day.I **have** always **loved** new technology.Yusef **told** me that the accident **had left** him paralyzed.I **think** that this technology **will conquer** the world.**13** Fill in the correct form of the verb in brackets.

What most people (a to know – not) don't / do not know is that Virtual Reality (VR) technology (b to exist) has existed for decades. It (c to be – not) wasn't / was not until 2016, though, that Virtual Reality finally (d to reach) reached the consumer market. Obviously, the technological and financial limitations that (e to inhibit) had inhibited further development until then, (f to become) became less of a problem in 2016.

(g to see) Have you ever seen the enormous painting Panorama Mesdag? The 1881 Dutch painting (h to take) takes you to a beach, virtually. The principle of the painting (i to equal) equals that of 360-degree video, which is an element of VR. In the fifties of the last century huge screens and loudspeakers (j to use) were used to create a virtual reality. Although the term 'Virtual Reality' (k to introduce) was introduced in the eighties, VR (l to use – only) was only used in industrial settings then. In the nineties there (m to be) were several experiments, but none of them (n to manage) managed to break through. However, after the successful crowdfunding campaign for the Oculus Rift in 2014, all tech companies (o to throw) threw themselves on the virtual world.

Today a smartphone and a cardboard holder (p to give) give anyone the opportunity to experience Virtual Reality. And we can't predict where it (q to end) will end. In the next few years, we (r to be able) will / we'll be able to feel and smell Virtual Reality. Perhaps doctors (s to cure) will cure patients, and children (t to learn) will learn more effectively in the coming years, with the help of VR.

Last week I (u to speak) spoke to an elderly lady who (v to hear – never) had / 's never heard of Virtual Reality before. And while I (w to listen) was listening to her reactions she (x give) gave me some great ideas that I (y to think of – not even) hadn't / had not even thought of.



LISTENING

- 14-17** Watch the video online and do the assignments that you find there. You may use the writing space below.

☐ *Go to the online assignments to find these answers.*

☐

☐

☐

READING**STRATEGY** *Taking notes while reading*

Only write down key phrases, when you are taking notes while you are reading. Don't use complete sentences. Write down main ideas, avoid examples. And use your own words.

- 18 a** Find three texts of at least 300 words each, which describe technical inventions that can help people with a certain disability. You should scan the text for the kind of information that you need in exercise 18. Write down the URLs of the texts.
- b** Read the texts and take notes of at least three interesting details of each invention on a separate piece of paper. You could look for really smart finds, risks, unique use, etc.
- c** Make a short summary of each text (about 50 words each) and add your opinion on the usefulness of each invention.

SPEAKING

- 19 PAIRWORK** Team up with a classmate. Discuss the technical inventions that you've both found in exercise 17. You can use your notes and summaries as a basis. Include at least the following points in your discussion:
- what type of disability it is designed for;
 - how revolutionary it is;
 - how it works;
 - interesting details;
 - your opinion on: risks, drawbacks and chances of success.



- 20 PAIRWORK** Take turns asking each other questions of your choice from the list below. Talk for about one to two minutes per question. The person who asked the question summarises the opinions before moving on to the next question. Discuss four questions in total.

- 1 What are some of the greatest technological achievements of all time? Why?
- 2 What new technology is dangerous in your view? Why?
- 3 Overall, do you think technological advancement is a good or bad thing? Why?
- 4 What is your favourite piece of technology? Why?
- 5 Do you think modern technology reduces or increases stress? Why?
- 6 Does the potential that technology has to change the world scare you? Why (not)?

- 21** You can find an alternative speaking assignment online.



5

YOU'LL BE ABLE TO

- understand complex advertisements
- express your standpoint and other comments in different forms of correspondence
- write well-developed and justified arguments

Grammar

- genitive (possession):
's / ' / of

Vocabulary & expressions

You can practise these with the Study box (p. 146) and the vocab trainer.

Strategies

- critically examining sources
- structuring a text

TEXT

TechBlog rates the future of your house



Alexa comes home and into its own

1 Everywhere – Alexa

Amazon's Alexa has matured into a useful voice recognition service that allows you to control all manner of electronic devices. Despite many privacy concerns, Alexa has escaped the confines of its basic Echo speaker and receiver and embedded itself in countless other devices all around the house. Here are some that caught our eye. As usual, we rate such products on a tongue-in-cheek 'buy', 'wait for sale' or 'never touch' basis for various audiences.

2 In the living room – Smart Helper

If Amazon's own Alexa hub and speaker Echo *pleaseth not thine eye*, Alexa is also available on similar devices from several other manufacturers. We like the Smart Helper because it comes in a range of colours and because for £40 more than the standard edition you can get a version with a 5W tweeter and 10W woofer

from a renowned brand. You will truly get a bang for your buck. The audiophiles among us will certainly enjoy this edition, though your mileage may vary depending on your preferences.

Rating: 'buy' for enthusiasts and early adopters, 'wait for sale' for casual users.

3 In the living room – Integr8 TVs

Under its various international brand names, a well-known company has launched new TVs later this year to integrate Alexa with its new operating system. So, if you want to use video streaming services, there will be no more hunting for the remote, as you can just tell the TV what you want it to do. The sets are also able to handle search commands like 'find me sci-fi movies featuring Ryan Gosling', though 'find me a post-apocalyptic sci-fi show in a dystopian setting in which all elements of society come to the fore'



might yet be a bridge too far.

Rating: 'buy' for nitwits losing their remote all the time, 'wait for sale' for couch potatoes.

4 In the kitchen – InstaView Door-in-Door Refrigerator

Announced some time ago, this smart fridge already had a 29-inch touchscreen built into the door to serve up recipes, news and travel and weather information. Now, it's also Alexa-enabled, so if you realise you're running out of milk or eggs, you can order more by simply telling Alexa to do so. Integrated algorithms will aid you in your quest for a perfect lifestyle. Furthermore, this system has the potential to collect data on your dietary habits in order to suggest certain modifications. If you're keen on your privacy, you might want to skip this one.

Rating: 'buy' for show-offs, 'never touch' for privacy nuts.

5 Zipping around your house and chasing your cat – HubbleBot K9-1000

With a name akin to a robot from the Terminator series, the HubbleBot seems like the perfect addition to your bachelor pad. The trouble with existing robot vacuum cleaners is that, while you don't have to push them around anymore, you do still have to make the Herculean effort of pressing a button. The horror! Thankfully, future generations will be saved from this drudgery now that they have added Alexa integration to its latest robovac. Just think what you can do with all that spare time.

Rating: 'buy' for owners of cat-related YouTube-channels and/or sloths.

Based on: Science Focus

READING



- 1 Read the text. Which paragraph makes the following statements? The paragraphs may be chosen more than once.

This tool

- | | | |
|---|--|----------|
| a | allows you to do your grocery shopping from your kitchen. | <u>4</u> |
| b | allows you to simply ask for the films and series of your choice. | <u>3</u> |
| c | has progressed to the point that it actually enhances your life. | <u>1</u> |
| d | hasn't become much more functional with the addition of Alexa. | <u>5</u> |
| e | is an excellent choice if you have a keen interest in music. | <u>2</u> |
| f | is for you if you want the same functionality in a different package. | <u>2</u> |
| g | is not for you if you're worried about companies finding out about your lifestyle. | <u>4</u> |
| h | is useful for people who like making funny pet videos for social media. | <u>5</u> |
| i | is useful only if you don't get too specific about what you want. | <u>3</u> |
| j | now adds functions to all kinds of household appliances. | <u>1</u> |

- 2 (§1) How would you describe the current state of Alexa? Complete the sentences.

The author states that Alexa is ☐ still in development / ☒ a well-developed product and that its usage is ☐ limited / ☒ quite broad. Their website uses a ☒ humorous / ☐ serious ratings system.

- 3 (§2) What is the most important positive characteristic of the Smart Helper? Complete the sentence.

If you're willing to spend a little more on the Smart Helper, For example: you will get a better sound system.



- 4 (§3) Finish the following sentence so that it is in accordance with the text.

The Integr8's search command functionality ...

- ☒ ... cannot handle very detailed search queries.
☐ ... is specially focused on sci-fi enthusiasts.
☐ ... is designed for those who lose their remote all the time.

- 5 PAIR WORK (§4-5) Work with a classmate. The following two-part descriptions describe the tone of a paragraph. Together, choose which paragraph fits the description. Explain your answer by adding a quote from the text. Choose 'neither' if the description doesn't fit with either paragraph. In that case, you don't have to add a quote.

- a Humorous and sarcastic. ☐ §4 / ☒ §5 / ☐ neither

Humorous: Comparing the name of the vacuum cleaner to a robot, "akin to a character from the Terminator series".

Sarcastic: Pretty much the rest of §5, e.g. "Herculean effort of pressing a button" / "The horror!" / "saved from this drudgery" / "all that spare time" / "Rating: 'buy' for owners of cat-related YouTube-channels and/or sloths."

- b Mainly optimistic and supportive. ☐ §4 / ☐ §5 / ☒ neither

- c Mostly negative and sincere. ☐ §4 / ☐ §5 / ☒ neither

- d Somewhat positive and critical. ☒ §4 / ☐ §5 / ☐ neither

Somewhat positive: When discussing functionality, e.g. "by simply telling Alexa to do so" / "Integrated algorithms will aid you".

Critical: regarding privacy, "you might want to skip this one".

- 6 Explain the meaning of the article's subtitle in your own words. Complete the following sentences. Use between 6-9 words.

- a "Alexa comes home" means that *For example: it enters people's homes through various devices.*

- b "Alexa comes into its own" means that *For example: it is a successful, fully functional and well-developed product.*

STRATEGY Critically examining sources strategies – herkomst van bronnen onderzoeken – p. 11

Whenever you consult sources on the internet, critically examine what type of source it is. Non-professional authors and commercial websites are often less reliable. Moreover, any text can contain opinions that may or may not be supported by arguments, facts or research.



7 PAIR WORK Answer the following questions while keeping in mind the type of source and author. Afterwards, compare and contrast your answers with a classmate.

a What type of source is this text and how can you see this?

A blog, because the title says "TechBlog".

e foolish person (§3) *nitwit*

f moreover (§4) *Furthermore*

g crazy person (§4) *nut*

h work, attempt (§5) *effort*

b How reliable is this source, according to you?

For example: Since it is a blog, anyone can just publish their thoughts and make up 'facts'. It is wise to check the information in blogs.

c Would you approach this text differently if it was published on an established website?

For example: No, because any website might have certain sponsors.

d How would you approach it if the tone was more serious?

For example: I would still be critical, because a serious tone does not necessarily make it more reliable.

VOCABULARY

8 Find the words or phrases for the following descriptions in the text.

a very many (§1) *countless*

b drew our attention (§1) *caught our eye*

c quite a few (§2) *several*

d amount of use (§2) *mileage*

GRAMMAR

Genitive: 's / ' / of

 grammar – 18 – p. 70

Last year, my sister's boyfriend skipped a lot of lessons.

He's always been interested in Greek mythology and casually cites from Socrates' *The Republic*.

In a year's time, the company launched a new service in the City of London.

9 Read the following response to the article and underline all instances of the *genitive*.

Comment by '1337tech':

I'm happy to see that the main goal of this article is to cover new tech and it's interesting to read what this specific author thinks of all this. However, after having dotted the i's and crossed the t's, it must've been obvious that only the author's own opinion comes to the fore. It's a shame that the other bloggers' voices aren't often taken into account. I'm convinced that they'd write totally different pieces in less than an hour's time. Since I was particularly interested in the HubbleBot after all this talk of its potential, I went to my friend's to check out his dad's new robotic vacuum cleaner. After a two hours' drive to the town of Barnsley, which is south of Leeds, I was pleasantly surprised by its functionality and I think it doesn't deserve this kind of tone.



- 10** First, indicate whether you have to use 's, s' or of by looking at the words they refer to. Underline the correct choice(s); sometimes, you have to use more than one option. Then, write down the correct *genitive* case of the words in brackets.

- a 's / s / of Several of the (devices / boys) boys' devices malfunctioned yesterday.
- b 's / s' / of (clock / refrigerator / father) The clock of my father's refrigerator doesn't show the right time.
- c 's / s' / of We went to (my grandma) my grandma's to install a modem.
- d 's / s' / of I wouldn't have opted for (drive / hour) an hour's drive without some spare time.
- e 's / s' / of (meaning / username / that nut) The meaning of that nut's username on the forums, which is GenjiTracer, has something to do with a video game.
- f 's / s' / of We need about (oil / four litres) four litres of oil to completely refill our fuel tank.
- g 's / s' / of It's not a good idea to just ignore (suggestions / Jack and Joe) Jack and Joe's suggestions.
- h 's / s' / of We'll have to go all the way to (Quebec / the province) the province of Quebec to see the device in action.

EXPRESSIONS

- 11** First study the expressions on p. 147. Then, complete the chat by choosing from the expressions below.

all right, I see what you're getting at – I can't share your opinion – I see what you mean, but (2x) – I would be grateful if – I'd like to suggest you – I'm not satisfied – it is used to – it's made of – this is very unsatisfactory – unfortunately, – up to a point – well, you have point there, but – would you mind

Jenny: Hi, you're now chatting with Jenny. At your service!

Customer: Hi. (a) Unfortunately, I'm contacting customer services to indicate that (b) I'm not satisfied with a product of yours.

Jenny: I'm sorry to hear that! (c) Would you mind describing the problem to me?

Customer: My robotic vacuum cleaner is malfunctioning. Every time I try to use it on my natural stone flooring it stops functioning. In my opinion, (d) this is very unsatisfactory.

Jenny: (e) I see what you mean, but that device is for smoother floors only. (f) It's made of fragile elements and (g) it is used to clean floors with a maximum threshold of two centimetres.



- Customer:** (h) *All right, I see what you're getting at* . You're trying to stave off a refund. I agree with you (i) *up to a point* , but the manual doesn't clearly state that you can't use the product for natural stone floors.
- Jenny:** Unfortunately, (j) *I can't share your opinion* . The terms of use clearly state you can only use it for smooth surfaces. While we would be happy to help you in any other way, we cannot issue a refund.
- Customer:** (k) *Well, you have a point there, but* your company must care about its reputation. (l) *I would be grateful if* I could get a partial refund and I would certainly share positive reviews on social media.
- Jenny:** (m) *I see what you mean, but* I'm not able to help you any further.
(n) *I'd like to suggest you* contact the after-sales department to investigate the possibility of repairing your product for a nominal fee.
- Customer:** Not exactly the answer I was looking for, but thanks all the same. Have a good day.

WRITING

- 12** Respond to other members of the TechBlog forum by following the prompts below. Use the appropriate expressions, grammar and vocabulary. The expressions are in italics. Sometimes a word from the required expression has been given.

TechBlog Community Forums

- a** L33tzor wrote: I just found out that my smart refrigerator isn't working properly. The screen doesn't show the right temperature and I'm concerned about the shelf life of my products.

Reageer door te stellen dat het waarschijnlijk een probleem met het besturingssysteem van de koelkast is. *Adviseer* om contact op te nemen met de fabrikant en om naar een update van de software te vragen. Vraag daarna (*inlichtingen vragen (... mind ...)*) of hij kan laten weten hoe de fabrikant heeft gereageerd.

It's probably a problem with the operating system of the refrigerator.
If I were you, I'd ... / You should ... contact the manufacturer and ask for an update of the software. Would you mind letting us know how they responded?

- b** AlwaysBringATowel wrote: Does anyone else think always-connected Smart TVs are absolutely worthless? I can think of no single reason to buy one of those products, since none of them work as they should.



Reageer door *beleefd te vertellen dat je het oneens bent* (... one way ...) en dat deze tv's talloze voordelen hebben. Ze zijn een soort van (*beschrijven van een voorwerp*) manusje-van-alles en in drie jaar tijd zal elk huishouden er een bezitten. Geef aan dat zelfs leeghoofden ervoor zullen kiezen, zodra de spraakopdrachten goed werken. Eindig door *begrip te tonen* betreffende de functionaliteit, aangezien veel van de producten nog volwassen moeten worden.

That's one way of looking at it, but these TVs have countless advantages. They are a sort of jack-of-all-trades and in three years' time every household will own one. As soon as the commands work well, even nitwits will opt for one. I understand what you mean ... / I see your problem / point ... regarding the functionality, as many of the products still need to mature.

- c DomoticsLord wrote: I'm back! I've tested the increasingly ubiquitous Smart Helpers and I must say that I'm quite satisfied with it. It makes your house truly interactive. The only function I'm not happy about is the basic speaker set.

Reageer door aan te geven dat je het *helemaal eens bent met hem*. Geef aan dat de Smart Helpers meerdere toepassingen hebben en dat ze perfect werken met een aantal aanpassingen die je gezien hebt bij je buurman. Geef aan dat je echter ook *ontevreden bent met de speakerset*. Vraag vervolgens of je hem mag *adviseren* en *geef als advies* (If ...) dat hij de volgende keer gewoon de geüpgradede set moet kopen.

I fully agree with you. / Exactly! The Smart Helpers have a range of / several different applications and they work perfectly with a few modifications (that) I saw at my neighbour's. However, I'm really dissatisfied ... / I'm not satisfied ... with the speaker set as well / either. May I give you some advice? If I were you, I'd ... / I'd like to suggest ... you buy the upgraded set next time.

You will have more freedom to respond to the following comments. Think of your own responses of 40-50 words and use the indicated expressions.

- d DalekRobot wrote: Even though I liked the review, I'm worried about this blog's credibility. What is your opinion regarding such blogs? I think we shouldn't trust anything they write here.

Reageer door *beleefd te vertellen dat je het oneens bent* en geef daar een reden voor. Bedenk daarna iets om aan deze gebruiker te *adviseren*.

For example: That's one way of looking at it, but I think that they support their opinions with tests that you can check yourself. You should really try to run the tests they use to review their products and see how they came up with their opinion about the product.



- e NupharLutea wrote: Trying to find the right Smart TV is extremely hard. I can't seem to make a decision on which product to buy. Can anyone help me?

Reageer door *begrip te tonen* en aan te geven dat je het *deels met haar eens bent*. Adviseer vervolgens op basis van wat je zelf belangrijk vindt. *Vraag om inlichtingen* wat haar voorkeuren betreft om haar zo beter te kunnen helpen.

For example: I understand what you mean, and I agree with you up to a point. If I were you, I'd buy a TV with some good apps. I wonder if you could tell me about your preferences so that I'm better able to help you.

STRATEGY Structuring a text



strategies – *tekstonderdelen in de juiste volgorde en samenhang zetten* – p. 24

Create an outline with the ideas you would like to work out in each paragraph before you start writing. This will help structure your thoughts and clarify how you would like to link the paragraphs together. Also find an interesting way to introduce your topic and indicate its relevance and think of a way to round off your writing (e.g. by giving a piece of advice).

- 13** You are going to write an essay about the credibility of random blogs as a source of information. You may use the internet to look for arguments, facts and sources to include in your essay, but ensure that you reference them appropriately. Use your experiences and knowledge of the expressions from both this unit and the previous ones and structure your essay as follows.

Respond to the following statement:

Non-professional sources such as blogs, vlogs and forums are not useful and cannot be trusted.

- a Introduce your topic by explaining the reason why you are writing and indicating the relevance of this topic to your audience. (40-60 words)

For example: The internet is full of incorrect and confusing information. Many people fill blogs, vlogs, and forums with so-called 'facts', based on nothing more than their own opinions. / Having alternative sources of information is important. Blogs, vlogs and forums offer people the chance to publish their own findings and opinions, without fear of censorship or oppression.

- b Work out your first argument and find evidence and examples to support it. (30-50 words)

For example: Anyone can pretend that they're publishing facts, which is why you cannot trust these sources. For instance, one of the blogs I visited just made up certain statistics to prove their point.

- c Work out your second argument and find evidence and examples to support it. (30-50 words)

For example: These sources may be secretly sponsored by foreign governments. There are many cases of people posting 'fake news' on the internet because a certain government told them to do so.



- d Refute a new argument that does not support your statement and find evidence and examples to support this point of view. (30-50 words)

For example: Some say that these sources offer a different view than mainstream media. While this is true, there is simply no way to check whether you can trust these sources.

- e Round off your essay by summarising the most important points from your body paragraphs and advise your audience on how to tackle the issue. (30-50 words)

For example: In conclusion, blogs, vlogs and forums simply cannot be trusted. There are too many things we cannot know for sure. / Therefore, students should be educated in the area of critical thinking.

REFLECTION

- 14 PAIR WORK** You are going to comment on and respond to the essay written by a classmate in assignment 12. Prepare yourself by following the steps below and by using the appropriate expressions.

- Swap essays with a classmate.
- Respond to the first argument in a brief paragraph of 40-50 words. Is it a strong argument? Do you think the argument is well-supported by evidence and/or examples? Use at least two different expressions for *politely disagreeing with somebody* and/or *(dis)agreeing with somebody*.
- Do the same for the second argument and use two other expressions for *politely disagreeing with somebody* and/or *(dis)agreeing with somebody*. Use 40-50 words.
- Comment in 40-50 words on how well your classmate refuted the argument and use at least two different expressions to *give advice* on how to improve the essay in terms of both argumentation and style.
- After having read the conclusion, use a fitting expression to *ask for information* about your classmate's sources, opinions or own experiences regarding this topic.
- Finally, read each other's comments and discuss your own experiences and any differences of opinion you might have.



Study box unit 3

Lesson 1

ENGLISH

DUTCH

I've been told that drinking water can alleviate headaches.	verlichten
Two skiers were killed in the avalanche .	lawine
I will compile that list of names and addresses for you.	samenstellen
There's been a military crackdown on pro-democracy demonstrations in that country.	hardhandig optreden
Due to the weather we had to deviate from our original plan.	afwijken
These displaced people are from war-torn Syria.	ontheemd, verdreven
The students have two libraries at their disposal .	beschikking
A severe drought has caused most of the corn crop to fail.	droogte
An average car emits three lungfuls of poisonous carbon monoxide gas per kilometre.	uitstoten
There's been an exponential increase of air travel in the past five years.	supersnel
We saw some statues of fabled warriors in the museum.	beroemd
Suddenly a car hurtled round the corner.	razen
This machine has stood here idle for the past two months.	niet in gebruik
He used a jackhammer to break the floor in his room.	pneumatische boor
To the layman all these plants look similar.	leek
I woke up in the middle of the night with a nauseous feeling.	misselijk
Gerald has persistent health problems.	aanhoudend, blijvend
A Jupiter space probe was launched powered entirely by sunlight.	sonde
Starship Enterprise went to the outer reaches of the universe.	uithoek
You have to be quite resourceful to think of a solution like that.	vindingrijk
The government wants to increase tax revenue by 5%.	opbrengsten, inkomsten
These small planes are only used for short-haul routes within the UK.	korteafstands-
It is assumed that car sales will slump next year.	kelderen
It's hard to do this kind of strenuous work for more than three hours on end.	inspannend, zwaar
The animal seizes its prey by the throat and suffocates it to death.	(ver)stikken

DUTCH

ENGLISH

aan het licht komen	Did the problem already come to light during the first week?
aarde, grond	The soil is used to grow crops on.
accepteren, aanvaarden	She found it hard to come to terms with being second best.
achterdochtig	There's no need for you to be so suspicious about him.
behouden	I hope we'll sustain the upward trend.
beschermen	He put on his sunglasses to shield his eyes from the sun.
bewoonbaar, leefbaar	This scientist is convinced there are more habitable planets.
bezorgdheid	Her concern for the environment has grown.
zijn/haar leven weer oppakken	After her burn-out it took a while for her to pick up the pieces .
de (schone) schijn ophouden	They hate each other but they keep up appearances for the public.
een gat in de lucht springen	When she heard she'd won, she jumped for joy .
eerder, liever dan	The soldiers would die rather than surrender.
gemakkelijk	Oxygen is not readily available on Mars.
heel belangrijk	It is crucial to remember that man will somehow survive.
houd er rekening mee	Bear in mind that it's very cold on Mars.
iemand aan zijn lot overlaten	Parents must not leave their children to their own devices .



meningsverschil, onenigheid	There's a lot of controversy about the new law on drugs.
Oefening baart kunst.	Practice makes perfect.
onder andere	Last year I read, among other things , a book about time travel.
onder druk zetten	The workers were pressurised to accept the new terms.
ongeevenaard	The facilities of this hotel are second to none .
op de een of andere manier	We'll manage one way or another .
zich opgeven, zich aanmelden	I've signed up for a language course in England.
overgeven, braken	The baby vomited over her mother's dress.
samenbrengen	Their marriage fused together the two rich families.
Smaken verschillen.	There's no accounting for taste.
soort	The rainforest has a large number of animal species .
sprong	He made a leap of almost eight metres.
stopcontact	I'm looking for a socket to plug in my computer.
straling	Try to avoid too much harmful ultraviolet radiation from the sun.
toevallig (ontmoeten)	Guess who I happened to meet in town today?
uitroeien	A nuclear war might wipe out the human race.
uitzichtloos	People with dead-end jobs may want to sign up for a trip to Mars.
verwerken	All applications are processed within two days.
vijandig	Living on Mars means living in a hostile environment.
voors en tegens	Let's talk about the pros and cons of life on Mars.
voorspelling	What's your prediction for the result of this match?
woordspeling	Do you get the pun in: 'I used to be a banker but I lost interest'?
zijn zin krijgen	I don't like it that he always tries to get his own way .
zuurstof	There's less oxygen on Mars than on Earth.

Lesson 2

ENGLISH

DUTCH

Lesley is a friendly, amiable person.	vriendelijk, beminnelijk
There will be far more centenarians once the genes responsible for ageing have been found.	honderdjarige
I like eating clams and other seafood.	mossel
His horrible suggestion made me cringe .	ineenkrimpen, terugdeinzen
Day care centres range from excellent to deplorable .	zeer slecht
He's in the enviable position of having two jobs to choose from.	benijdenswaardig
The possibility of defeat finally galvanised us into action.	aansporen, prikkelen
This gerontologist believes people will soon live 20 years longer on average.	gerontoloog (ouderdomskundige)
Sorry, but there's a lot of hyperbole in your statement.	overdrijving
This country is facing intractable economic problems.	moeilijk op te lossen
Irreversible damage had been done to his body.	onherstelbaar
We lament that this much appreciated colleague is going to leave us.	betreuren
The threat of sanctions is our most powerful lever for peace in that country.	middel om iets te veranderen, hefboom
I was loath to tell my parents what had happened, but they insisted.	liever niet willen, terughoudend
We wish you health and longevity .	lang leven
We have to find a way to mitigate the damaging effects.	verzachten
The researcher concluded that cell mutations had taken place.	(genetische) verandering
I was helped by a polite and personable young man.	innemend, vriendelijk
She's past reproductive age and can't have children any more.	vruchtbaar



Mice, rats and squirrels are all rodents .	knaagdier
There was a mad scramble for the best seats once the theatre doors opened.	getrouwtrek om, gevecht om
Small children usually have a short attention span .	duur, periode
Each year thousands of people succumb to smoking-related diseases.	bezwijken aan, overlijden aan
Her reputation was tainted by negative publicity.	aantasten
I woke up to the tantalising smell of fried bacon.	om van te watertanden, verleidelijk
Just a few tweaks and it'll be fine and working again.	kleine aanpassing / verandering
He made a wager on the outcome of the match.	weddenschap

DUTCH

ENGLISH

aanboren	Industry is trying to tap new sources of energy.
aanpakken	More research is done to address psychiatric diseases.
aanverwant	He does research into ageing and associated diseases.
arts	He studied medicine and became a physician .
bachelorstudent	Is he an undergraduate or has he got a master's degree?
bedrieger	His addiction has turned him into a cheat and a liar.
begroting	The project was completed within the budget .
beperkt tot	Becoming older than 100 will not be confined to just a few people.
bescheiden	He's quite modest about his impressive achievements.
buiten de kaders	For a solution to this problem out-of-the-box thinking is required.
doorbraak	This new electric car could be a real game changer for the industry.
een afkorting van	In Washington DC, DC is short for District of Columbia.
financier, geldgever	Especially private funders made research into ageing possible.
genezen	Will they be able to cure him from that disease?
gezondheidszorg	Healthcare will become more expensive with an ageing population.
(zich) herinneren	Do you recall the time we went swimming in the river?
iets plotseling stoppen	With this new cure they halted the disease in its tracks.
instorting	The bomb caused the collapse of a huge building.
kleine kans op succes	It seemed a long shot , but he was going to try anyway.
aan te komen, verkrijgen	This car is very hard to come by .
langer meegaan dan	A leather sofa will usually outlast a cloth one.
leek	To a layperson this looks very complex.
onsterfelijk	Will man ever become immortal ?
onvermijdelijk	He's so careless that an accident sooner or later is inevitable .
openbaring	Reading that ageing could be cured was a revelation to me.
oprichter	Who is the founder of Google?
ouder worden	As we age we may require more care.
overwinnen	Sooner or later all cancers will be conquered .
precies de/het, nu net de/het	Great! You're the very person I've been looking for.
slordig	I won't accept this sloppy piece of work.
steunen	We are looking for funders to back our project.
teken	I gave her a large bouquet of flowers as a token of our appreciation.
terugdraaien, stoppen	Experts are looking for ways to reverse the ageing process.
financiële beloning/voordeel	With electric cars there is a big environmental payoff .
verrijking	Doing development work is often considered an enrichment of your life.
vordering	Recent advances in genetics have raised moral questions.



weigeren	Why did you decline his invitation to dinner?
wijdverspreid	This breakthrough has produced widespread excitement and optimism.
woordvoerder	A White House spokesman announced the president's decision.
zoogdier	Is a dolphin a mammal or a fish?

Lesson 3

ENGLISH

DUTCH

I complained about the abysmal working conditions.	afgrijselijk slecht
We admonished the contestants to try harder.	oproepen, aansporen
My new headphones block up to 95 percent of ambient noise .	omgevings-
She waited for an appraisal of her work.	waardering
The doctor belittled the side effects of the drug.	bagatelliseren, als onbelangrijk voorstellen
This is an essential component of the machine.	onderdeel
We don't like to be treated with condescension .	neerbuigendheid, minachting
The members constitute a solid team.	vormen
The defendant denied all accusations.	beklaagde, verdachte
Kate's a woman of distinction .	aanzien
She's got a very distinctive voice.	apart, karakteristiek
He supported me with an endorsement on social media.	steun, aanbeveling
She inadvertently activated the robot.	onopzettelijk
They decided to incarcerate the criminal without delay.	opsluiten
We should incorporate all the ideas in our new concept.	opnemen
It invariably rains here.	steevast, constant
Her husband is a real jack-of-all-trades : he's a handyman, a decorator and he does the bookkeeping.	manusje-van-alles
Try not to be so judgmental .	veroordelend
They are all law-abiding citizens.	gezagsgetrouw
The evidence was used for leverage .	macht, drukmiddel
That's a ludicrous punishment for this crime.	belachelijk
Malware has caused his computer to crash.	schadelijke software
The feelings are reciprocal .	wederzijds
Mrs. May is a reputable politician.	fatsoenlijk, respectabel
I tried to size up the complex situation.	inschatten
He was interrogated and subsequently imprisoned.	vervolgens, daarna

DUTCH

ENGLISH

aanhalen, citeren	Journalists often cite politicians' words in the paper.
afluisterapparatuur	They used monitoring equipment to get the information.
afluisteren	The police listened in on the criminal's conversations.
afluisteren, luistervink spelen	Eavesdropping on the people at the next table is impolite.
afwijking	The deviation is ten per cent.
apparaat(je)	I bought a device for slicing cucumbers.
bijeenrapen, verzamelen	Let's gather our stuff and leave.
een licht werpen op	The evidence sheds a new light on the case.
ergens onderuit proberen te komen	He tried to wriggle himself out of the most difficult tasks.
gedragsnormen, ethiek	Her behaviour clashes with the ethics of our society.
gerechtelijk	The judicial system is not flawless.



heet buitenbad voor meerdere personen	They were relaxing in the hot tub .
iemand eens goed de waarheid vertellen	I'm going to give him a piece of my mind .
de vuile was buiten hangen	Sometimes people air their dirty laundry after a divorce.
kopen, aanschaffen	If you purchase two shirts, you get a reduction.
last	The responsibility for the pups was quite a burden .
(zich) laten meeslepen	He would get carried away by the enthusiasm of the others.
lopend	No questions are answered during the ongoing investigation.
medewerker, personeelslid	One of the staff members was made redundant.
moreel verwerpelijk, onethisch	It is unethical to refuse to help the victim of an accident.
naar de knoppen	A day's work went down the drain when my laptop crashed.
onophoudelijk	His relentless yelling made us very angry.
opkomst	There was a poor turnout at the meeting.
opname	I accidentally erased the recordings of the answering machine.
opslaan	They store the stolen goods in a garage.
opzienbarend	The stunning discovery caused lots of excitement.
ordehandhaving, politie	Law enforcement brought an end to the riots.
overhandigen	The lawyer handed over the documents.
pogen, proberen	Cyril attempted to break the record.
ruzie	She had a row with her boyfriend.
ruziemaken	The boys used to fall out over a bit of money.
schoonmaken, opruimen	It took me two hours to clear the shed.
schuldig bevonden worden	He appears to be convicted of murder.
terecht komen in, verzeild raken in	We ended up in a complex situation.
terras	We were sitting on the patio overlooking the garden.
tuinslang	He used a hose to water the flowers.
verbieden	Management has prohibited smoking in this building.
verkeerd horen	I misheard his remark, which led to some confusion.
verzoek	His request for higher wages was absurd.
voorwaarde	You can come with us, but only under certain conditions .

Lesson 4

ENGLISH

DUTCH

He needs adaptive clothing because of his disability.	aangepast
We need to make a few adjustments .	aanpassing
His affected politeness didn't fool me.	gemaakt, nep
They've been able to assess the value of these training methods.	vaststellen
Kelly's an avid follower of fashion.	enthousiast
Tom needed a brace for his broken knee.	beugel
The tumour had invaded some of his cerebral sections.	van de hersenen, -hersens
He suffered a cervical injury.	van de nek, nek-
The pilot got clearance for landing.	toestemming
A continuum of events lead to the result.	voortdurende reeks
His leg is in a plaster cast and he walks on crutches .	kruk
My grandmother was discharged from hospital after three days.	ontslaan
The discussions about the inheritance create discord in the family.	onenigheid
Where can we dispose of the empty bottles?	weggoaien, wegdoen



His extraordinary speech left us dumbfounded .	met stomheid geslagen
These people engage in politics.	zich bezighouden met
The incongruity between the two statements causes some doubt.	tegenstrijdigheid
I'm going to lose count of these coins if you don't stop talking.	de tel kwijtraken
The midline divides the body in two equal halves.	een lijn door het midden
Exercises for your back will benefit your posture .	lichaamshouding
The reversal of the trend is at hand.	ommekeer
This woman is the sole survivor of the accident.	enige
Hannah is a woman of unparalleled wisdom.	ongekend, ongeëvenaard
Eve felt uplifted by the positive feedback.	aanmoedigen
The lady knocked him down with one vigorous strike.	krachtig, energiek

DUTCH

ENGLISH

(een spel) beëindigen	They tried to play out the game before midday.
beperking	A great sportsman knows his limitations .
beroerte	After his stroke grandad wasn't able to walk.
bevorderen, vergemakkelijken	The management facilitates work from home.
bijwerking	The new medicine had serious side-effects .
bocht	This road has lots of curves .
deelnemen (aan een wedstrijd)	Who competed in the Australian Open this year?
deelnemen aan	Jim and Ellen participate in the contest.
gewricht	When you get older your joints stiffen.
grensverleggend, baanbrekend	This invention means cutting-edge innovation.
in een fractie van een seconde	It happened in the blink of an eye .
in staat stellen, kracht geven	This grant will empower scientists to reach their goal.
juist, passend	You should see a doctor and get proper treatment for that wound.
meelevend	She's a compassionate volunteer.
(zich) niet lekker voelen	I'm under the weather again.
onbeduidendheid	The insignificance of the results was striking.
overbodig	Please avoid giving superfluous information.
resultaat	What was the outcome of the investigation?
revalidatiekliniek	Judy works as a physiotherapist in a rehab facility . (rehab = rehabilitation)
ruggengraat	His spinal cord was injured in the accident.
samenwerking	Our partnership enables us to make more profit.
spijt	The man who had caused the accident showed no remorse .
te zijner tijd	We'll discover the truth in due course .
toegewijd zijn aan	We have to be committed to this good cause to make it a success.
toepassing	There are different applications for this robot.
treffend	That's a telling example.
uit de hand lopen	The joy ride could get out of hand .
uithoudingsvermogen	You need a lot of endurance to run the marathon.
veranderlijk, variabel	The weather in this country is very variable .
verlamd	She was paralysed from the waist down.
verwerpen	She decided to dismiss the plan.
vooraf rekening houden met	He didn't anticipate the bad weather and got extremely wet.
voorafgaand aan	Please buy an online ticket prior to your visit.
voorbarig	That's a premature conclusion.



voorschrijven	My GP prescribed this medicine.
vooruitzicht	I enjoy the prospect of a long holiday.
weerhouden	Doctors try to deter people from using drugs.
welzijn	The zoo keepers guarantee the wellbeing of all animals.
wereldwijd	The company sold thousands of machines worldwide .
zonder hulp	After a week she was able to walk unassisted .

Lesson 5

ENGLISH

DUTCH

The internet caused a revolution akin to the Industrial Revolution.	lijkend op, verwant aan
Your hair might contain a small electric charge , which is called static electricity.	(elektrische) lading
Some of the negative stories about the company have come to the fore .	naar voren komen
Copper is an effective electrical conductor .	geleider
My girlfriend is a true couch potato .	bankhanger
The electrical current is measured in amperes.	(elektrische) stroom
Many companies are investing in domotics .	huishoudelijke elektronica
Almost done with my report! Now it's a matter of dotting the i's and crossing the t's .	puntjes op de i zetten
What seemed a promising job turned into months of boredom and drudgery .	eentonig werk
Always being connected is a dystopian view of the future for me.	nachtmerrie-, dystopisch
I wish they would embed a decent voice command function.	inbouwen
The implementation of new safety standards always takes a while.	invoering
Sharing a photo via social media is nearly instantaneous .	direct, meteen
Most countries have issued laws against child labour.	invoeren
The power you get from power sockets comes from mains electricity .	elektriciteitsnet, stroomnet
My nephew invites his friends to his bachelor pad every week.	huis, flat
I can see in your search engine what your previous search query was.	zoekterm
The shelf life of our products has been increased by adding certain ingredients.	houdbaarheid
He's a true show-off , since he always brags about his gaming skills.	opschepper
I have to say that I like procrastinating, as I'm a huge sloth .	lui aard
The company staved off going bankrupt.	afhouden, voorkomen
Many accept the terms of use without reading them.	gebruiksvoorwaarden
My dad usually thinks of creative ways to insult me in a tongue-in-cheek manner.	gekscherend, met een knipoog
The smartphone is truly ubiquitous in our society.	wijdverspreid, overal aanwezig
Unfortunately, we mostly study within the confines of this building.	binnen de grenzen van

DUTCH

ENGLISH

aangezien	I would advise you to read the manual, as it's a complex device.
aanpassing	With a few modifications , this product could be excellent.
allerlei (soorten)	Hi there! We've got all manner of devices on sale.
befaamd, beroemd	She's a renowned researcher and has a good reputation.
beoordelen	I guess I'll rate this product a 9 out of 10.
besturingssysteem	Windows is Microsoft's operating system .
beter kunnen	This smart fridge monitors your products so that you're better able to choose a recipe.
bovendien, verder	This TV supports 3D. Furthermore , it is curved.
doorsnee	That video game is far too complicated for the casual gamer.
eigenschap	This device has several negative traits .



gek	He's a true gaming nut , as he enjoys all kinds of games.
geloofwaardigheid	The company's credibility is at an all-time low after that scandal.
gevestigd	It's an established brand that everyone will recognise.
goed onderbouwd	They have always made well-supported decisions.
grens, niveau	You must reach a certain threshold before you can continue.
handleiding	To be honest, I never read the manual .
je blik vangen	Their new kitchen truly catches your eye .
kiezen voor	We've opted for a new integrated smart TV.
koelkast	Our refrigerator malfunctioned, so we have to buy a new one.
leeghoofd	My mom is a true nitwit when it comes to electronics.
niet goed werken, defect zijn	My phone malfunctioned and had to be repaired.
onder	You're the only one among us without a smartphone.
opraken	We're running out of milk.
overslaan	Let's just skip this part of the film.
reageren	Could you respond to my e-mail?
recept	What's the recipe for 'black pudding'?
rekening houden met	When all is said and done, we should take into account the product's pricing.

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?

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.

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.

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 ...

Eens zijn: het (niet) eens zijn met iemand *Agreeing:*

(dis)agreeing with somebody

I fully agree (with you).

Exactly!

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

Up to a point.

It depends.

I wouldn't say that.

I take a different view.

I can't share your opinion.

Absolutely not. / No way!

I completely disagree (with you).

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!

Iets algemeen aangeven *Stating something general*

In general, ...

Generally speaking, ...

On the whole, ...

As a rule, ...

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 ...

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

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 ...

Mening geven *Giving your opinion*

In my opinion ...

I think ...

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

I'm of the opinion that ...

As far as I'm concerned, ...

In my view, ...

To me, ...

It seems to me that, ...

Mening vragen *Asking somebody's opinion*

What is your opinion (on smoking in public)?

What do you think of this?

Can you give us your view on the subject?

Do you agree (with what he said)?

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.)

Verduidelijking vragen *Asking for clarification*

I beg your pardon?

Would you mind repeating that, please?

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

What was that again?

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

Do you mean ...?

Does this mean ...?

Why is it that ...?

Can you explain why ...?

You lost me, I'm afraid.

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

Relative pronoun

 grammar p. 74-76

Demonstrative pronoun

 grammar p. 71

If and when

 grammar p. 79

Sentences with 'if'

 grammar p. 80

Indefinite pronoun

 grammar p. 72-73

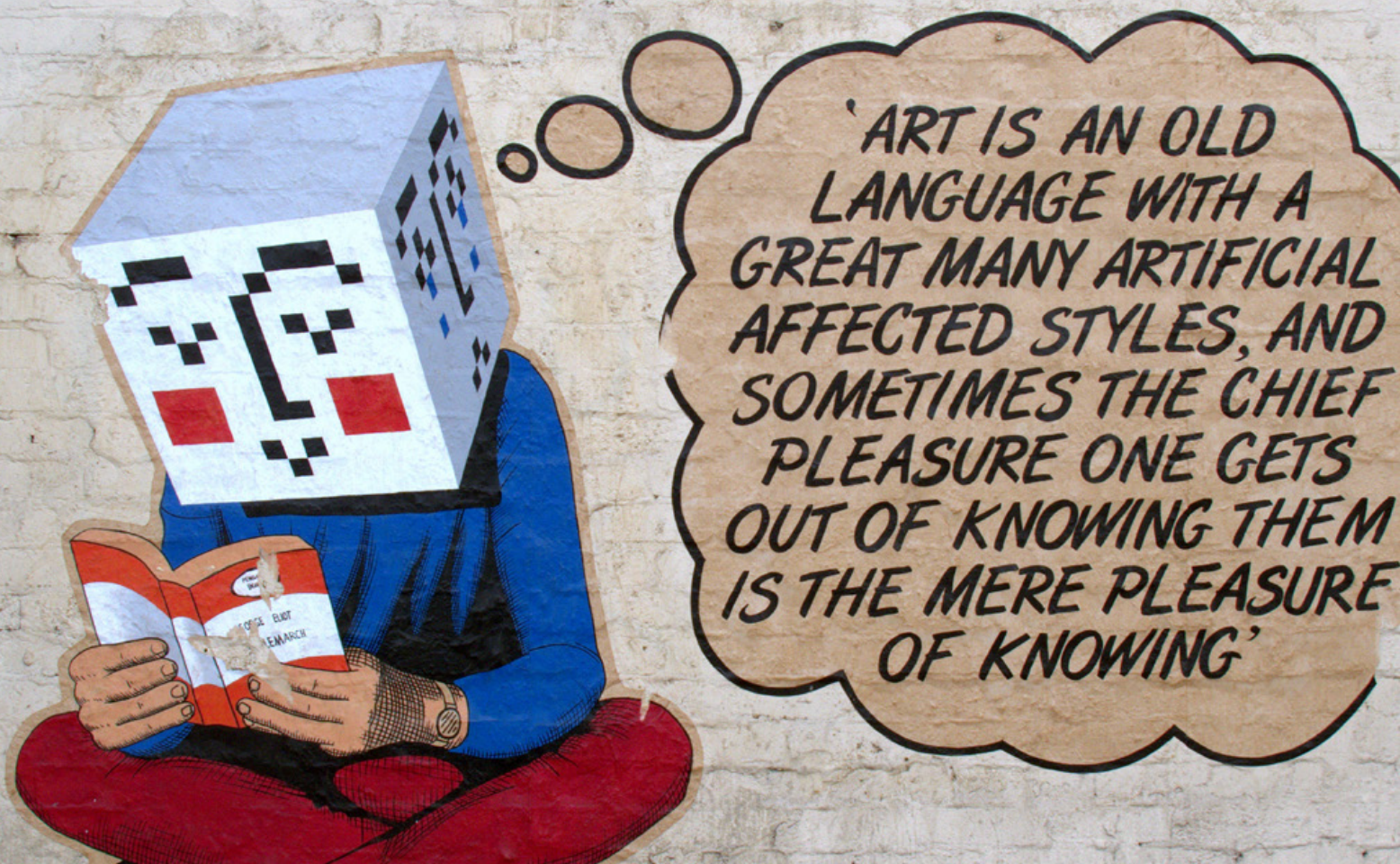
Tenses

 grammar p. 54-60

Genitive: 's / ' / of

 grammar p. 70





1 2 3 4 5

Unit 4 State of the Art

Art is the conscious creation of something beautiful or meaningful using skill and imagination. Art is subjective: what is beautiful and meaningful to one, is ugly and meaningless to another. Make up your own mind in this unit. Do you consider the works of Shakespeare, Bob Dylan and Damian Hirst as 'art'? Discuss works of art with people around you, find out what they think and share what you think.

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1

YOU'LL BE ABLE TO

- understand specialised articles on less familiar topics, with the help of a dictionary to confirm the understanding of terms used
- identifying the speaker's mood and tone in recordings
- understand most news and current affairs programmes on TV / internet
- actively participate in routine and non-routine formal discussions

Grammar

- direct speech and indirect speech

Vocabulary & expressions

You can learn the vocabulary with the Study box (p. 192) and the vocab trainer.

Strategies

- taking notes

TEXT

Censorship and the arts: there's a web of challenges to free expression



1 A great deal of excellent art is created every year and this country rightly has a global reputation for the vibrancy of its cultural life. And yet through our work with arts organisations and artists over the past two years we have learnt that censorship and particularly self-censorship are significant factors threatening the cultural space. The key question is why, in a country that values its freedoms, self-censorship is pervasive and in the eyes of many an increasing problem. Ideas and creativity are suppressed for fear of the consequences.

2 One explanation is that self-censorship has become institutionalised and is therefore largely invisible and unchallenged, throwing a cloak over some uncomfortable truths. At the same time support for artistic freedom of expression has been assumed rather than ensured. Freedom of expression in the arts needs

certain conditions to thrive: the willingness to embrace controversy and diversity of opinion, to maintain open debate and dialogue, to take risks and experiment. The economic, social or political climate doesn't necessarily favour these conditions and they have to be actively maintained at the heart of artistic mission and practice. Artistic freedom of expression is a tricky right because it supports artists to investigate the most sensitive areas of the society and ask difficult questions. Perhaps we are losing our appetite for disagreement and debate in the arts. Many acknowledge that fear of causing offence feeds self-censorship; also over-protectiveness brings its own problems and denies the audience the opportunity to decide for itself.

3 At the heart of this is a polarised view of the responsibilities of the artist. On the one hand, many think that it is the artist's responsibility to challenge boundaries in society; that is what art is for – to give us radically different ways of looking at and thinking about our world. From this point of view the museum, theatre or gallery is an open and accessible arena for debate about critical and difficult ideas, welcoming and ready to engage with a wide range of responses to artwork on display, including hostility. On the other hand, there is a view that the responsible artist is the one who will respect society's, or a particular community's, taboos and prevailing norms and adapt what they say accordingly. This can put the arts organisation, which has duties to both the artists and audience, in a difficult position, and many of those in our discussions acknowledged that the arts needed to reclaim



controversy as a part of the creative process, rather than withdraw from the dilemmas it generates.

4 It is when hostility threatens to or turns violent that the situation becomes more complicated and other triggers for self-censorship start to kick in. Arts organisations may not want to programme work that has the slightest chance of triggering hostility, let alone violence. And what if an arts organisation is willing to stand by a particular piece of work that pushes boundaries and risks or invites strong reaction? Could it be breaking the law? It is worth noting that the fear of prosecution represents another source of self-censorship in the arts. And financial constraints mean that going to a lawyer may be too costly, especially for

smaller organisations, which is an added reason not to take on challenging work.

5 Hopefully there will always be artists ready and able to push boundaries, surprise, shock and challenge us. To that extent there will always be artistic freedom. But artists do not operate in a vacuum and those who decide what goes into our public spaces, theatres, galleries, museums and cinemas need to have the courage to support them when the work goes into difficult territory. Those who care about artistic freedom of expression have to defend it robustly or risk losing it; more open debate and bespoke information about artist rights are essential.

Based on: www.independent.co.uk

READING

1 Skim the text and write down the number of the paragraph where you can find the following information.

- a how people see artists' responsibilities § 3
- b several reasons why self-censorship exists § 2
- c what is possibly becoming a danger to the arts § 1
- d what the writer thinks about self-censorship for artists § 5
- e why arts organisations are sometimes reluctant to support certain types of art § 4

Read the text. Then answer questions 2-7.

2 a (§1) Which word tells you that the author of this text has a high opinion of the arts in her country?

rightly

b (§1) Which question or questions does this text mean to answer?

Suggested answer: Why is there self-censorship, and why this is an increasing problem?

c (§2) Explain what "... self-censorship has become institutionalised and is therefore largely invisible ..." means.

Suggested answer: Self-censorship has become so commonly accepted that people don't notice it.

d (§2) Which phrase is used for the reason why artists impose censorship on themselves? Quote the phrase.

Suggested answer: some uncomfortable truths.

3 a (§2) What is necessary for freedom of expression to be a success, according to the text?

- ☐ conditions that we still need to establish
- ☒ courage and an open mind
- ☐ rules and more experimental art forms



b Explain your answer in 3a.

Suggested answer: In the text it says "embrace controversy", which means welcome/accept differences (keep an open mind). It's necessary to take risks (courage).

4 a (§3) What does the discussion focus on in this paragraph?

- ☐ Whether artists are responsible for reactions to their art or not.
☒ Whether artists should avoid certain themes or not.
☐ Whether artists should comply with requests of art organisations or not.

b Explain your answer in 4a.

Suggested answer: According to the text, on the one hand an artist should "challenge boundaries", on the other hand respect "norms". This is about the themes of the artist's work.

5 a (§4) "... the fear of prosecution represents another source ..." What source was mentioned earlier?

- ☐ fear of financial consequences
☐ fear of organisations' refusals
☒ fear of violent reactions

b Write down a quote from the text which proves your answer in 5a. Write down the first two and the last two words of the quote.

"Arts organisations ... alone violence."

6 (§5) Quote the phrase which is synonymous with 'the art becomes controversial'.

Suggested answer: "the work goes into difficult territory".

7 a What is the author's aim with this text?

Suggested answer: The aim is to convince the reader that self-censorship is sometimes understandable, but not a good thing.

b Give two examples of words or phrases with which the writer expresses her personal opinion.

Her personal opinion is expressed by e.g.: "Hopefully", "need to have the courage", "have to defend" (§5).

VOCABULARY

8 Complete the sentences. There are three words too many. Choose from:

censorious – culpable – extenuating – flabbergasted – institutionalised – objectionable – outraged – pervasive – polarised – prevailing – solitary – unconditional

- a** Parents often have a(n) unconditional love for their children.
b The hooligans were so outraged when they heard that the match had been cancelled, that they attacked the police.
c The pervasive noise from the street disturbed the concert.
d We agreed that his objectionable ideas were totally inappropriate.



- e The novelist was worried that the *censorious* reviews in the media would ruin his reputation.
- f My coach was *flabbergasted*, but also pleasantly surprised at my test results.
- g The *prevailing* idea is that traditional paintings are a better investment than certain modern art.
- h Aunt Cora is a very *solitary* person who doesn't mind living on her own and not going out much.
- i There's the danger of discrimination becoming *institutionalised* in this company.

GRAMMAR



Direct speech and indirect speech

grammar – 12 – p. 63

Direct speech

"We've taken your sister home."

"I prefer skating to skiing."

"I will bring it tomorrow."

"I looked it up yesterday."

Indirect speech

We told Kim (that) we had taken her sister home.

She said (that) she preferred skating to skiing.

Paul said (that) he would bring it the next / following day.

Cal stated (that) he had looked it up the day before / the previous day.

- 9 Write the following sentences down in *indirect speech*. Make the necessary changes in the tenses of the verbs and adjuncts.

- a "Bring your own painting materials to art class tomorrow."

Our art teacher told us *to bring our own painting materials to art class the next / following day.*

- b "Does that mean that we even have to buy our own paint?"

We wondered *if that meant that we even had to buy our own paint.*

- c "I'll ask Ellen tonight, because I'm meeting her at the cinema, and she will probably know."

I promised *(that) I would ask Ellen that night, because I was meeting her at the cinema, and she would probably know.*

- d "I'm not sure if we will have to bring paint because I have never taken these art classes."

Ellen doubted *if we would have to bring paint, because she had never taken these art classes.*

- e "I went to art school in Edinburgh last year."

She then told me *(that) she had gone to art school in Edinburgh the year before / the previous year.*

- f "You must come to Edinburgh with me next month."

She said *(that) I / we had to come to Edinburgh with her the next / following month.*



g “Will a ticket be expensive if I book right now?”

I wanted to know *if a ticket would be expensive if I booked right then.*

h “I couldn’t look up the rates because the internet wasn’t working.”

Ellen replied *(that) she hadn’t / had not been able to look up the rates because the internet hadn’t / had not been working.*

i “It may cost some money, but it will also be great to see Edinburgh.”

I realised *(that) it might cost some money, but that it would also be great to see Edinburgh.*

j “I still don’t know if I have to buy paint for tomorrow and I haven’t bought any brushes either.”

I was thinking *(that) I still didn’t know if I had to buy paint for the next / following day and I hadn’t bought any brushes either.*

k “I’m saving money then for my trip to Edinburgh!”

I joked *(that) I was saving money then for my trip to Edinburgh.*

LISTENING

STRATEGY Taking notes

 strategies – aantekeningen maken – p. 15

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

- Use key phrases / keywords, avoid complete sentences.
- Write down main ideas, avoid examples and small details or anything you’ll recall anyway.
- Rephrase, in other words: use your own words as much as possible when taking notes.

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

☐ *Go to the online assignment to find these answers.*

☐
☐
☐
☐
☐
☐
☐
☐


SPEAKING

- 15 a** Traditional art forms, such as landscape painting and sculpting, are art forms that we've known for centuries. Many works that were created hundreds of years ago are still considered unique and valuable. Conceptual art, such as Damien Hirst's, is art in which the artist's main aim is to show an idea, rather than to represent actual things or people. The idea is the art, not the creation of the work. How will we look at these works of conceptual art in a hundred years from now?
Prepare a group discussion on the value of modern, conceptual art by writing down arguments for and against.
- b** **GROUPWORK** Make groups of four and discuss what, according to you, is the main difference between traditional art and conceptual art.
- c** Try to figure out for yourself whether you prefer traditional art or conceptual art, and why. Then discuss whether conceptual art should be regarded as valuable, intrinsically and financially, as traditional art. Include the following points in your discussion:
- arguments that are used in the videos in assignments 10-14 that you've seen;
 - your arguments, for and against;
 - whether it's possible to give a general definition of art;
 - financial value: a bubble or a solid investment?

LISTENING

- 16 a** Find two video fragments in which at least two different artists discuss censorship in their art. This can be censorship by the government, the public opinion, or self-censorship. Each video should at least be five minutes.
Write down the URLs of the videos that you've chosen and the name of the artists.
- b** Make some notes while you're watching. Make sure that you pay special attention to the points that are mentioned in the following exercise.

SPEAKING

- 17** **PAIR WORK** Team up with a classmate for a discussion on the videos that you've both found in exercise 16.
Prepare for the discussion:
- Start by summarising the two fragments, using your notes from the previous exercise. Include the following points in your summary: type, cause and effect of censorship, and interesting details.
 - Prepare your arguments. In your discussion you are going to give your opinion on the following:
 - Would you censor art at school or on social media, and if so, where would you draw the line?
 - When can censorship of art be useful, and why?
 - What is common decency and should it play a role in censorship?
 - Should art that is racist or otherwise discriminatory always be censored? Why (not)?
- Have the discussion:
- Listen to each other's summaries, and take notes using keywords only.
 - First discuss the issues around one set of videos, then the other set, and discuss if there are interesting similarities or differences.
 - Then discuss the opinion questions, and use your notes.
- End by giving a one-sentence summary of your discussion.



2

YOU'LL BE ABLE TO

- understand long and complex texts of a social, professional or academic nature, and identify views and beliefs
- actively participate in routine and non-routine formal discussions
- contribute, clarify, and defend your opinion, evaluate the opinions of others, and make and respond to hypotheses

Grammar

- auxiliaries: kunnen, mogen, moeten, willen

Vocabulary

You can learn the vocabulary with the Study box (p. 193) and the vocab trainer.

Strategies

- skimming

TEXT

Why is Shakespeare more popular than ever?



It's amazing, don't you think? Shakespeare is more popular today than he has been at any point since his death four centuries ago. There are no hard-and-fast stats to actually prove it, but the scholars to whom I have spoken all agree it is the case.

1 The Internet has played its part in the brand Bard propagation, but it has also produced a mountain of alternative, more contemporary content upon which we could choose to feast. And yet it is Shakespeare who has risen to the top. And not just online where he's looked up so much that there are now bespoke Shakespeare search engines.

You'll find him sitting on shelves in African bookshops, on laptops in Lapland, and on stage in jungle theatres. You'll hear his words pop up in pop songs, being quoted in movies, and spoken on the street.

Say: "To be or not to be" in just about any country and the locals will know that you're quoting Shakespeare. Crime novelists, business folk, football managers and lawyers all plunder his lexicon for that catchy title or perfectly apt phrase.

2 How did it happen? How has Shakespeare survived and thrived and transformed into an international superstar, when his contemporaries have not? Okay, fellow playwrights from the Elizabethan Golden Age of theatre are still knocking about – Marlowe, Jonson, Fletcher e.g. – but not in anything like the same omnipresent way.

What has Shakespeare's work got that theirs hasn't? In fact, what is it about his writing that outlasts and outwits just about every other creator of words that's ever lived?

There is no writer on the planet who has as much work in daily play as that produced by the Sweet Swan of Avon (as Ben Jonson called him). Not even JK Rowling or Bob Dylan can better the Bard. The man and his words permeate the lives of billions of people.



3 Simon Russell Beale, the acclaimed Shakespearian actor, thinks it is the inherent adaptability of the plays that has made them such hearty and hardy travellers over time and space. “There are no rules with Shakespeare,” he says. And then quotes the old joke in which the great director says to the young actor: “There are a thousand ways to play Hamlet and that’s not one of them.”

You’ll hear his words
pop up in pop songs,
being quoted in movies,
and spoken
on the street

The point being, there are a thousand ways to play Hamlet. There are not a thousand ways to play Willy Loman, the delusional protagonist in Arthur Miller’s play, *Death of a Salesman*. And, there’s not a lot of wriggle room for an actress playing Ibsen’s *Hedda Gabler*, or an actor taking on Chekhov’s Konstantin in *The Seagull*.

4 It seems only Shakespeare was able to create highly believable three-dimensional characters that can undergo a gradual process of transformation in myriad ways. His characters are, Russell Beale says, “very hospitable” to actors.

The same applies to his plays, which Andrew Dickson, author of the recently published *Worlds Elsewhere: Journeys Around Shakespeare’s Globe*, says “have an ‘openness’ that allows them to be endlessly reinterpreted.”

“They were designed to be reinvented,” says Dickson. Partly because they had so many different audiences to please when originally written – one afternoon Shakespeare would find his work being performed for the royal court, the following day the same piece would be played before the spectators of Blackfriars.

5 But more importantly, they often started life elsewhere. Shakespeare’s plays weren’t always entirely his in the first place.

Professor Gordon McMullan, Director of the London Shakespeare Centre at King’s College, London, says Shakespeare “was first and foremost an adapter” (Dickson describes the Bard as “a shameless hack”). He cites *Romeo and Juliet* as a centuries-old story Shakespeare took and rewrote. “I’m not saying he was a plagiarist, but he did rely heavily on pre-existing works.”

Improvisation was Shakespeare’s thing – lines and parts could be added or removed on a whim, variety was the spice of his writing life with multiple versions of the same play frequently on offer (there are at least three different *Hamlet* manuscripts).

6 He was not bound up in dogma. If he was struggling to find a suitable word or phrase to describe some action, he would simply invent one (try doing that in your school Shakespeare essay). And if he wasn’t sure how to end a scene or an act, he wouldn’t fret about it all night, but instead write a variety of alternatives and hand the problem over to his actors to solve.

It was he who set the precedent that his dramatic works were ripe for customisation. Go ahead, was his implicit invitation to all future writers, actors, and directors, pimp my plays – cut, paste, adapt, and reinterpret.

And so they have been, time and time again. Stephen Sondheim and Leonard Bernstein turned *Romeo and Juliet* into the musical *West Side Story*. The Bollywood director Vishal Bhardwaj transformed *Macbeth* into a gangster movie called *Maqbool* (2003).

And these are but two examples of thousands of re-imaginings of Shakespeare’s plays that have occurred across the world. Which begs the question – why has he travelled so far, so successfully?

7 The familiar argument is that his poetic words travelled first-class on the imperial winds of Empire. As England and then Britain extended her reach across the globe, Shakespeare’s plays became an important tool of indoctrination, and in Dickson’s view, subjugation: “Shakespeare was imposed on Indian children to instil British culture and values.” The colonial concept was “teach Shakespeare and they become like you”.

According to Dickson: “You had to be able to quote Shakespeare at length to land a job in the Indian Civil Service – a test that was maintained right up until the 1920s.”

If he was struggling
to find a suitable word or
phrase to describe some
action, he would simply
invent one

People and Shakespeare can’t be tamed so easily. Dickson says the Indians quickly saw the merits in this English literary export. They liked his stories, and so rewrote them in their native language with the overbearing British often cast in a highly unfavourable light.

8 Such revisions are made easy by the nature of the plays. Many of Shakespeare’s stories are set in abstract places with plots that apply to many cultures – *Hamlet* is about revenge and a young man who doesn’t get on with his step-father, *Othello* is ostensibly about jealousy and *Twelfth Night* is a good old farce based on mistaken



identity. And it is this universal aspect of his work that ultimately makes it so timeless and timely.

The Rwandans see *Hamlet* as a story of revenge, while some contemporary Manhattan audiences draw a parallel with *King Lear*'s sad decline with their own perceptions of America's diminishing powers. The Chinese are particularly keen on *The Merchant of Venice* for reasons Dickson says date back to its war with Japan and a feeling of inferiority. The Germans – who have long considered Shakespeare to be theirs – found profound meaning in *A Midsummer Night's Dream* during the Cold War because of the first scene in Act V, in which a wall divides:

*And thou, O wall, O sweet, O lovely wall,
That stand'st between her father's ground and mine!
Thou, O wall, O sweet and lovely wall,
Show me thy chink, to blink through with mine eyne!*

9 Ultimately, though, it has to come down to the writing. I know when Shakespeare travels, the texts get changed and much can be lost in translation, but the works are imbued with his brilliance. Even if the words are not the same, the sense of meaning and rhythm remain. He was an extraordinarily gifted observer of the human condition who also happened to have the literary skills to put what he saw into words that resonated in Elizabethan England at first, and now across the globe.

Of course he wasn't faultless. His modern resurgence started with Coleridge and the Romantics who – like the Germans – were fond of the idea of the solitary genius. We shouldn't fall into the same rose-tinted trap. As Simon Russell Beale says, as a playwright “he could be terrible”, but then, as the actor is quick to add, “at his best he is the very best”.

Based on: www.bbc.com

READING

STRATEGY Skimming

 strategies – skimmen – p. 10

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

1 Quickly read §1-6. Indicate in which paragraph you can find the answers to the questions about the main ideas below. Write down the number of the relevant paragraph.

- a In which way do Shakespeare's works differ from some other, later plays? §3
- b Why are Shakespeare's characters (written to be) so easily adaptable? §4
- c What examples illustrate how popular Shakespeare still is nowadays? §1
- d What examples show that Shakespeare's plays lend themselves well for adaptation? §6
- e What questions are raised when you compare Shakespeare with his contemporaries? §2
- f What, according to a prominent expert, formed the basis of Shakespeare's works? §5

Now read the text in detail and answer questions 2-13.

2 Read §7-9. Provide each paragraph with a relevant question about the main idea of this paragraph, similar to the ones in exercise 1.

§7: *Suggested answer: What helped to make Shakespeare's works popular abroad?*

§8: *Suggested answer: What makes Shakespeare's works so applicable to people all over the world?*

§9: *Suggested answer: What are two of Shakespeare's enormous gifts?*



3 (§1) Complete the two sentences so that they are in accordance with the information from the text.

- a First and foremost this paragraph illustrates *Suggested answer: how popular Shakespeare still is nowadays.*
- b Crime novelists, business folk, football managers and lawyers *Suggested answer: borrow words and phrases from Shakespeare('s works).*

4 (§2) A number of artists are mentioned. Answer the questions.

- a Why does the writer refer to “Marlowe, Jonson” and “Fletcher” on the one hand and “JK Rowling” and “Bob Dylan” on the other hand? In other words, what do they all have in common?

Suggested answer: They are all popular writers.

- b In what way do these two groups of writers differ from each other?

Suggested answer: “Marlowe, Jonson” and “Fletcher” lived in Shakespeare’s time, whereas “JK Rowling” and “Bob Dylan” are present-day writers.

- c Does the writer stress the difference or the similarity between Shakespeare and these two groups of writers? Explain.

Suggested answer: The writer stresses the difference between Shakespeare and the others in the sense that the writer feels that Shakespeare is better than all of them.

5 (§3) Answer the questions.

- a What word(s) do(es) “travellers” refer to?

It refers to *“plays”.*

- b Explain why they are “travellers”.

Suggested answer: The plays have been popular in every age or century after Shakespeare. You might say they are ‘time travellers’.

- c Explain whether “the old joke” contains a compliment or criticism for the young actor.

Suggested answer: The young actor could have played Hamlet in a thousand different, right ways. But his way was not one of the thousand, suggesting that the young actor had not played Hamlet correctly. This is subtle, mischievous criticism, much like Shakespeare used to enjoy writing in many of his own plays.

6 (§3-4) Which single word in §3-4 sums up the characteristic conveyed by the sentence “They were designed to be reinvented.” (§4)?

“adaptability” (§3)

7 (§4) Complete the sentence so that it is in accordance with the information from the text.

‘Flexibility’ is a characteristic of *Shakespeare’s characters* as well as *his plays*.



- 8** (§5-6) Read the following statements. Write down whether they are true or false. For a and b quote the first two and last two words of the sentences/phrases that show why you think the statements are true or false. For c explain your answer in your own words.

a Shakespeare often adapted his texts, something which he was not particularly keen on.

False: "variety was ... writing life"

b Shakespeare would have welcomed people like Stephen Sondheim and Leonard Bernstein to adapt the works he had written.

True: "Go ahead ... and reinterpret."

c Some of Shakespeare's scenes or acts have no ending, allowing the actors themselves to create one.

False: Shakespeare would create more than one version and let the actors choose one of them.

- 9** (§7) How else could the sentence "People ... so easily." start, without changing the meaning of the sentence? There may be more correct answers.

- ☐ Nevertheless, people ...
- ☐ On the other hand, people ...
- ☒ That's why people ...
- ☐ Yet, people ...

- 10** (§8) Fill in the missing words in the following sentence. Use words from this paragraph. One reason that Shakespeare's plays are so successful in other countries is because the plays

deal with *universal* themes, such as *revenge*, *jealousy* and *mistaken identity*.

- 11** (§9) What does the writer mean by "when Shakespeare travels"?

Suggested answer: When Shakespeare's plays are used in other countries and translated.

- 12** Which paragraph suggests that Shakespeare's works were or may have been used for the wrong reasons? Quote the first two and the last words of the sentence that illustrates your choice of paragraph.

In §7 it is said that *"Shakespeare's plays ... view, subjugation"* / *"Shakespeare was ... and values."*

- 13** Which of the Shakespeare experts mentioned in the article makes the most negative remark about Shakespeare? Mention his name, the number of the paragraph and quote his words.

That expert's name is *Andrew Dickson*, because in §5 we can read that *"Dickson describes the Bard as 'a shameless hack'".*



VOCABULARY

14 Fill in the correct word in each sentence. There are two words too many.

customisation – merit – ointment – propagation – reach – resurgence – subjugation – whim

- a You can use this *ointment* for your burnt skin.
- b I saw the book in the shop window, went inside, and bought it on a *whim*.
- c The great *merit* of the project is its flexibility and low cost.
- d The internet has of course contributed to the *propagation* of Shakespeare's ideas.
- e *Customisation* is the keyword to a successful company strategy.
- f There's a *resurgence* of interest in Shakespeare's works.

VOCABULARY EXTRA

Fixed expressions

Fixed expressions are word groups that have taken on a specific meaning that cannot be inferred from the meaning of the words themselves.

For example: all of a sudden → very quickly

15 Write down the correct fixed expressions behind each definition. Choose from the following fixed expressions. There is one definition too many; fill in –.

a catch-22 – a drop in the ocean – a fly in the ointment – a fly on the wall – a jack-of-all-trades – a loose cannon – a no-brainer – an arm and a leg – an Indian summer – in the pipeline – the nitty-gritty

- a being prepared and will happen or be completed soon *in the pipeline*
- b a lot of money *an arm and a leg*
- c a decision or a problem that you do not need to think about much because it is obvious what you should do *a no-brainer*
- d an amount of something that is too small or unimportant to make any real difference to a situation *a drop in the ocean*
- e a person who can do many different types of work *a jack-of-all-trades*
- f very common and of no particular value *–*
- g a person who watches others without being noticed *a fly on the wall*
- h a period of dry warm weather in the autumn *an Indian summer*
- i an impossible situation where you need to do one thing in order to do a second thing, but you cannot do the first thing until you have done the second *a catch-22*
- j a person, usually a public figure, who often behaves in a way that nobody can predict *a loose cannon*
- k a thing or person that spoils a situation that could have been very positive or enjoyable *a fly in the ointment*
- l the basic or most important details of an issue or a situation *the nitty-gritty*



- 16** Fill the gaps. Choose from the following fixed expressions. There is one expression too many.

a catch-22 – a drop in the ocean – a fly in the ointment – a fly on the wall – a jack-of-all-trades – a loose cannon – a no-brainer – an arm and a leg – an Indian summer – in the pipeline – the nitty-gritty

- a The question who is the best writer that has ever lived should be a no-brainer. It's Shakespeare, of course.
- b Without experience you can't get a job and without a job you can't get experience. It's a catch-22 situation.
- c Let's get down to the nitty-gritty of the problem, shall we?
- d I think his idea is very good. But a fly in the ointment is that his idea is very expensive.
- e That new car of his must have cost him an arm and a leg.
- f The Government plans to do something about this problem, and, fortunately, a new law is in the pipeline.
- g Oh, how I would like to be a fly on the wall when you tell her the news.
- h The amount of money raised was a drop in the ocean compared to what we needed.
- i He's not controllable, and he can be a loose cannon which is very dangerous.
- j I've had so many jobs that I have become a jack-of-all-trades.

- 17** Complete the sentences with the fixed expressions in italics in the sentences below. Make sure that your sentence shows you know the meaning of the expression.

- a Last year we had *an Indian summer*, so For example: we often lay in the sun in October.
- b For example: There's no telling what Lydia will do because when she's angry she is *a loose cannon*.
- c Olivia is *the fly in the ointment* because For example: she is the only one who refuses to cooperate.

GRAMMAR

Auxiliaries: 'kunnen', 'mogen', 'moeten', 'willen'

grammar – 25 – p. 77

It seems only Shakespeare **was able** to create highly believable three-dimensional characters.
 We **were allowed** to interview the protagonist of that Shakespeare play.
 We **shouldn't** fall into the same rose-tinted trap.
 The teacher **wanted** us to learn some Shakespeare passages by heart.



- 18** Read the following article about ‘Shakespeare in the classroom’. Fill in the correct English forms of ‘kunnen’, ‘mogen’, ‘moeten’ and ‘willen’.

Shakespeare is global property – He works in diverse classrooms

As an actor who soon realised that she (a *liever*) would rather / 'd rather discuss plays than appear in them, Jacqui O'Hanlon, director of education at the Royal Shakespeare Company (RSC) since 2008, (b *is misschien wel geweest*) may have been one of Britain's key innovators in theatre education.

Passionate and friendly, O'Hanlon is enthusiastic and (c *wil best*) doesn't mind being interviewed about the RSC's Next Generation programme, her department's first 'talent agenda'.

"Everything our busy education department has done (d *heeft moeten*) has had to stress inclusivity and we've remained totally committed to that," she says. "But in every school we work with, there's always at least one outstandingly talented student in urgent need of very specific support and development. We believe we (e *moeten eigenlijk*) should focus on hard-to-reach areas with a lot of poverty, so the chances are she or he (f *niet in staat zal zijn*) won't be able to / will not be able to realise how talented she is. And the family (g *weet misschien niet*) may not know where to turn for advice."

"We (h *willen graag*) would like to / 'd like to recruit twenty-five 12- to 18-year-olds from all over the country and bring them to Stratford for acting workshop weekends and holiday courses free of charge, with supported travel starting this autumn. In ten months from now they (i *kunnen*) will be able / 'll be able to present a piece of work." And in a programme that has already been piloted, forty-two talented backstage 14- to 18-year-olds (j *zullen mogen doorbrengen*) will be allowed to spend a week working in teams on stage management and props before presenting a scene from Shakespeare's *The Tempest*.

The scheme is a major addition to the extensive range of work already achieved by O'Hanlon's department. Shakespeare (k *moet eigenlijk nooit*) should never be read like a book – he wrote plays, not novels. You (l *moet het doen*) have to do it on your feet, learning through applied rehearsal room techniques rather than sitting at desks. "Then you see how Shakespeare's language speaks to everyone," O'Hanlon says. The company (m *wil dat jongens en meisjes*) wants boys and girls to start as young as possible before negative cultural assumptions begin to bite.

This is why O'Hanlon and her colleagues published an influential manifesto in 2008: "Do it on your feet. Start it younger. See it live."

While performing in Kate O'Reilly's *Belonging at Birmingham Rep*, O'Hanlon suddenly realised that for a long time she (n *had willen*) had been wanting / had wanted to educate young people rather than act. O'Hanlon (o *had ook mogen werken*) had also been allowed to



work in the National Theatre's "wonderful education department" before eventually taking a short contract at the RSC. "It was a 10-month contract but I've never left," she says.

At first O'Hanlon had her doubts when they asked her cover Maria Evans' maternity leave, because the job came with a lot of responsibility. But then Evans informed them that she (*p wilde niet*) didn't want / did not want to return. Meanwhile O'Hanlon had come to like the job and (*q wilde best / was bereid*) didn't mind / did not mind taking over permanently as director of education.

O'Hanlon's department now goes into 1,800 schools a year, and she guesses they (*r moeten*) must be working with more than half a million young people throughout the UK. "We also have partnerships in the USA, China and other places," she says, before saying that Shakespeare (*s kan misschien worden beschouwd*) may be regarded as "the world's playwright" and "global property". She adds: "Shakespeare speaks to everyone and is the perfect playwright to bring into our diverse classrooms."

O'Hanlon says because the RSC (*t heeft kunnen*) has been able to increase its sources of income it (*u kan nu*) is now able to offer a mixture of free and paid-for education work. Until last month RSC artistic director Gregory Doran and his team (*v hadden moeten*) had had to work very hard to (*w kunnen*) be able to have the annual First Encounters With Shakespeare production, an abridged version of a play that tours schools, ready just on time.

O'Hanlon (*x had kunnen noemen*) could have mentioned dozens of schools, but she cites as examples schools in remote coastal towns that don't have easy access to a big city and are a long way from theatres. "So, there's a national responsibility that we (*y zullen moeten nemen*) will have to take, and I'm determined to do so," she says.

SPEAKING

- 19 PAIR WORK** From the reading text we learn that Shakespeare's works are 'timeless'. With a classmate discuss the following famous works of art and try to explain what you think of them and why they have become 'timeless': a poem by Shakespeare, a painting by Da Vinci and a sculpture by Rodin.

Use the questions that go with the works to help you when discussing the works.

- a** Shakespeare is best known for his plays, but he has also written lots of sonnets. Discuss his most famous sonnet with a classmate. Go about it as follows:
- First read the poem on your own with the help of the word explanations.
 - Together discuss lines 1-4. What do you think they mean? What question is asked in line 1? What might the answer be? Why?
 - Together discuss lines 5-8. What is said about the sun? And about beauty? And the influence of time?
 - What is said about beauty in lines 9-12? And the influence of time?
 - What is the conclusion about time and its effect on 'thee'?
 - Why do you think this poem is or is not timeless?
 - Do you like this poem? Why or why not?



Shall I compare thee to a summer's day?

- | | | |
|----|--|--------------------------------|
| 1 | <i>Shall I compare thee to a summer's day?</i> | you; season |
| 2 | <i>Thou art more lovely and more temperate:</i> | You; moderate |
| 3 | <i>Rough winds do shake the darling buds of May,</i> | flowers before they open |
| 4 | <i>And summer's lease hath all too short a date:</i> | |
| | | |
| 5 | <i>Sometime too hot the eye of heaven shines,</i> | |
| 6 | <i>And often is his gold complexion dimm'd;</i> | |
| 7 | <i>And every fair from fair sometime declines,</i> | beauty |
| 8 | <i>By chance, or nature's changing course untrimm'd;</i> | the natural changes age brings |
| | | |
| 9 | <i>But thy eternal summer shall not fade,</i> | |
| 10 | <i>Nor lose possession of that fair thou ow'st,</i> | possess |
| 11 | <i>Nor shall death brag thou wander'st in his shade,</i> | |
| 12 | <i>When in eternal lines to time thou grow'st;</i> | the lines of this sonnet |
| | | |
| 13 | <i>So long as men can breathe, or eyes can see,</i> | |
| 14 | <i>So long lives this, and this gives life to thee.</i> | this sonnet |

- b** Leonardo Da Vinci first began work on the painting around 1503 but spent a lifetime working on *Mona Lisa*. He carried this painting around for many years – always working on it and perfecting it.

Look at the painting and discuss the following:

- Describe in detail what you see.
- Why, do you think, do so many people like the *Mona Lisa*? What might make it timeless?
- What do you think of the *Mona Lisa*'s smile? What sort of person do you think Mona Lisa was?
- Explain if you like this work of art or not.

- c** Auguste Rodin made this bronze sculpture, *The Thinker*, towards the end of the 19th century.

- Describe in detail what you see.
- Why, do you think, do so many people like *The Thinker*? What might make it timeless?
- Think of two reasons why this work of art appeals or does not appeal to you.

Which of the three works of art do you prefer? Why?



Mona Lisa



The Thinker



3

YOU'LL BE ABLE TO

- understand long and complex instructions, warnings and conditions in your own field
- provide clear and detailed instructions on how to perform a procedure
- introduce and develop ideas in an interview without much prompting from the interviewer

Grammar

- definite article
- indefinite article

Vocabulary & expressions

You can practise these with the Study box (p. 195) and the vocab trainer.

Strategies

- scanning a text
- doing an interview

TEXT

What kind of nut makes chainsaw carvings?

1 A creative and daring one. Getting comfortable handling a chainsaw to produce a work of art is no small task. At first you think it can't be done. What you see with your eyes and in your mind doesn't come out of your hands. It can be frustrating and dangerous. It's definitely physically and mentally draining. But it's also very cool.

Certainly it takes a particular type of person. One who's willing to put up with the noise, heat and smell of a gas-powered chainsaw during the hottest summer months. And one who's willing to endure freezing fingers and toes in the dead of winter – just to release a cute little bear from being trapped forever inside a log.

2 If this describes you, get some good basic instruction on the care and use of a chainsaw. Learn about the different types of chains. Learn which positions are most likely to cause the saw to kick back – and avoid these positions at all costs. Get some protective clothing. The hardware store is the place to start. Certain items, like chainsaw chaps for the legs, may have to be ordered. Eyes, ears, lungs, legs and hands all have to be protected. A wounded carver is not very productive! And if your neighbors live close by, be sure you can take up chainsaw carving without causing a war!

Get some good
basic instruction on the
care and use
of a chainsaw

3 Women chainsaw carvers add a special aspect to the field of chainsaw carving. In general, women pay closer attention to details than men do. The biggest obstacle a woman chainsaw carver has to overcome is the heavy lifting and strenuous activity of running a chainsaw. It can take stamina just to get the fool thing started! In the beginning, a woman can limit herself to carving only the smaller size articles. A woman can begin carving with a top-of-the-line homeowner's saw.

4 Women have been known to begin carving with electric chainsaws because they are considerably lighter in weight. But electric chainsaws do not have much power and are not designed to cut through thick wood. To make matters worse, their chains do not spin at a very high speed. This causes the chain to bounce on the wood, giving a very choppy appearance.

Chain Saw Safety Manual

5 Do not rely exclusively upon the safety devices built into your saw. As a chainsaw user, you should take several steps to keep your cutting jobs free from accident or injury.

- 1 With a basic understanding of kickback, you can reduce or eliminate the element of surprise. Sudden surprise contributes to accidents.
- 2 Keep a good firm grip on the saw with both hands, the right hand on the rear handle, and the left hand on the front handle, when the engine is running. Use a firm grip with thumbs and fingers encircling the chainsaw handles. A firm grip will help you reduce kickback and maintain control of the saw. Don't let go.





Electric chainsaws do not have much power and are not designed to cut through thick wood

- 3 Make sure the area in which you are cutting is free from obstructions. Do not let the nose of the guide bar contact a log, branch, or any other obstruction while you are operating the saw.
- 4 Cut at high engine speeds.
- 5 Do not overreach or cut above shoulder height.
- 6 Follow manufacturer's sharpening and maintenance instructions for the saw chain.
- 7 Only use replacement bars and chains specified by the manufacturer or the equivalent.
- 8 Reduced kickback bars and low kickback chains are designed to reduce the risk of kickback injury. Ask your dealer about these devices.

6 Other Safety Precautions

- 1 Do not operate a chainsaw with one hand! Serious injury to the operator, helpers, bystanders, or any combination of these persons may result from one-handed operation. A chainsaw is intended to be used with two hands.
- 2 Do not operate a chainsaw when you are fatigued.
- 3 Use safety footwear; snug-fitting clothing; protective gloves; and eye, hearing, and head protection devices.

Based on: www.chainsawbearcarvings.com and www.stihl.co.nz

READING

STRATEGY Scanning a text

📖 strategies – scannen – p. 11

When you need specific information, you don't have to read the whole text. Look for keywords and headings that point in the direction of the information you're looking for. Sometimes it's necessary to read the first sentence of each paragraph.

- 1 Scan the text in three to five minutes for the answers to the following questions.

a What do women often start carving with?

§4: *an electric chainsaw*

b What are you risking when you carve in winter?

§1: *freezing fingers and toes*

c What can one-handed operation of a chainsaw cause?

§6: *serious injury to the operator, helpers and/or bystanders*

d At what height should you carve?

§5: *not above shoulder height / under shoulder height*

e With whom do you risk a war if you take up this hobby?

§2: *your neighbours*



Now read the text in detail and answer questions 2-5.

- 2 a** (§1) Which phrase is used in this paragraph instead of “kind of nut” (title)?

“particular type of person”

- b** (§2) “The hardware store is the place to start.” Explain what is meant by this sentence.

Suggested answer: You need to buy protection for different parts of your body and you can buy the essentials at the hardware store.

- c** (§3) Why are women at a disadvantage, and in what way do they stand out?

Suggested answer: They are at a disadvantage as most women lack the physical strength to handle the heavy chainsaw. Their eye for detail makes them stand out.

- 3** (§4) Choose the phrase that can replace “To make matters worse,” without changing the meaning of the sentence.

- ☒ Besides,
☐ However,
☐ On the other hand,
☐ So,

- 4** (§5 and 6) What should you avoid according to the manual? There are more correct possible answers.

- ☒ rely on built-in safety devices
☒ a loose grip
☐ control of the saw
☒ contact of the nose of the guide bar with the wood
☐ high engine speeds
☐ using parts that are specified by the manufacturer
☐ using low kickback chains
☒ having the manual in one hand while you work
☒ working when you're tired
☒ a wide coat

- 5** Which quality is absolutely required for chainsaw carving, if you base your answer on the information in this text? Write down one word (not necessarily from the text) and explain your answer.

Suggested answer: Precision. As it is so dangerous, and there are so many rules to stick to, precision is absolutely necessary to avoid accidents. For example: “As a chainsaw user, you should take several steps to keep your cutting jobs free from accident or injury.” (§5) Or: “Do not let the nose of the guide bar contact a log, branch, or any other obstruction while you are operating the saw.” (§5)



VOCABULARY

- 6** Fill in the correct forms of the verbs. Choose from the list. You can use each verb only once. You may have to change the words to fit the sentences.

to bounce – to carve – to convey – to eliminate – to endure – to handle – to overcome – to overreach – to spin – to substitute

- a I'm sure you will overcome your financial difficulties in the near future.
- b I think Mike is too young to handle a chainsaw. He could get hurt.
- c Kevin felt sick, because he couldn't endure the heat.
- d Did the ball really bounce off the post and into the goal? What luck!
- e Lots of ads convey the message that thin is beautiful.
- f If you substitute all the French words with English equivalents, the text will become more readable.
- g She was so dizzy that the room was spinning around her.
- h With a chainsaw you can carve really cool statues.
- i Climb up the ladder a bit higher to avoid overreaching.
- j The carving was superb after all the flaws had been eliminated.

- 7** Finish the sentences with at least six words of your own. The sentence should show that you understand the meaning of the underlined words.

- a The maintenance of your saw *For example: should be done by an expert.*
- b An hour's work with a chainsaw is equivalent *For example: to two hours of running.*
- c You can see that working the saw was strenuous for Jim because *For example: he couldn't work for more than a few minutes.*
- d We have taken this precaution because *For example: otherwise the risks would be too high.*
- e It was a daring rescue because *For example: the burning building could have collapsed at any moment.*
- f If you buy top-of-the-line sneakers *For example: you can expect them to last longer.*

GRAMMAR

Definite and indefinite article

 grammar – 30 & 31 – p. 83-84 & 84-85

Article in English, not in Dutch:

My grandad used to be a pilot.

I managed to move the chest with the help of a fork-lift truck.

She's got over a hundred china dolphins in her collection.

Does he play the violin?

Article in Dutch, not in English:

We don't use sugar, in general.

In summer it's always hot in Spain.



8 Fill in the correct English translation for the Dutch words in brackets.

Bob had spent years learning (a *om piano te spelen*) *to play the piano*, but after the summer holidays he realised that he wouldn't master it (b *in honderd jaar*) *in a hundred years* and (c *gaf de hoop op*) *gave up hope* that it would ever amount to anything. He thought that (d *het leven*) *life* would be much more fun with a hobby that would suit him better and (e *hem geen hoofdpijn geven*) *not give him a headache*. Therefore, on a Tuesday (f *na de lunch*) *after lunch* he decided (g *om de geschiedenis in te duiken*) *to dive into history*, and specifically (h *de geschiedenis van de kunst*) *the history of art*. (i *Op verzoek van*) *At the request of* his English teacher he put the bestseller *The Last Painting of Sara de Vos* on his reading list, a novel that had been praised by (j *al de serieuze critici*) *all serious critics*. It's a novel partly set in (k *het hedendaagse Amerika*) *present-day America* and partly (l *in het zeventiende-eeuwse*) *in seventeenth-century / om 17th-century* Holland. The main character, Sara de Vos, was (m *schilder*) *a painter*. And that is something extraordinary and interesting, because in that age painters, (n *in de regel*) *as a rule*, were men. (o *In het algemeen*) *In general*, throughout (p *de geschiedenis*) *history* there haven't been large numbers of female painters. Therefore, it's no surprise that (q *de schilderijen uit die periode*) *paintings from that period* by women are really scarce. (r *Op basis van*) *On the basis* of reviews that Bob found (s *op internet*) *on the internet* he selected more novels that he thought were (t *de moeite waard om te lezen*) *worth reading*. He thought reading them was (u *een hele klus*) *quite a job*, but also satisfying (v *tot op zekere hoogte*) *to a certain extent*. Unlike (w *de meeste tienerjongens*) *most teenage boys*, Bob became a dedicated reader and when he had to go to (x *het ziekenhuis*) *hospital* for (y *een halve week*) *half a week* he brought three novels to chase away (z *de verveling*) *boredom*.

EXPRESSIONS

9 Learn the expressions (p. 199). Then do the assignment. You are in a shop that specialises in painting materials. You have a conversation with the shop assistant. Use expressions and the information in brackets. Write down two options. The expressions are *in italics*.

- a You: Good morning, I am looking for paint brushes.
You *express your interest* in the discount they offer.

It's interesting to hear you're offering ... / So, you're offering ... a discount / I'm interested in your offer / Please, tell me more about your offer.



b You *describe* what you saw on offer. (box, four brushes)

It's a sort of box with four brushes in it. / It is a box made of wood and it has four brushes in it.

c The assistant *gives advice*. (big box, cheaper)

(May I give you some advice?) You should ... / You'd better... / If I were you I'd ... / I'd like to suggest you ... buy the big box. It's cheaper.

d You *express your concern*. (not right type, water colour)

I'm worried about ... / I'm anxious about ... / I'm concerned about ... the fact that they may not be the right type for a water colour painting.

You explain that you're going to make a large water colour painting for an art contest, and you need good materials.

e The assistant *reassures* you.

Don't worry. / You'll be fine!

f The assistant *recommends*. (set, special)

You really should buy the set of special watercolour brushes. / You'd better get the set of special water colour brushes.

g You *ask for clarification*. (need these)

Why is it that ... / Can you explain why ... I need these?

h The assistant *explains*. (these brushes, softer)

What I'm trying to say is that ... / What I mean is that / Let me put it this way ... these brushes are softer.

i You *thank* the assistant. (advice)

Thank you for your advice. / Much obliged (for the advice).

j The assistant *reacts to your thanking him*.

You're welcome / My pleasure. / Don't mention it. / Anytime! / I'm glad I could help.

SPEAKING

In exercises 10 and 11 you are going to have conversations with a classmate. Read the introductions and divide the roles: A and B. Follow the instructions on the speaking card for your role and have a conversation.

10 PAIR WORK You (A) visit an education fair, because you would like to gather information about the next step in your education. You approach someone (B) at the stand of an art school. Use speaking cards 4.3_1A on page 251 and 4.3_1B on page 254 and have a conversation.

11 PAIR WORK Someone has fallen off a ladder and was unconscious for a few minutes. You (A) think he needs medical assistance. You call the first aid number and have the telephone conversation with a medical assistant (B). Use speaking cards 4.3_2A on page 251 and 4.3_2B on page 254 and have a conversation.



READING & WATCHING

- 12** Gather information on an artist that you admire. This can be a traditional artist (e.g. Vermeer, Rodin, Van Gogh), a writer (e.g. Shakespeare, Stephen King, John Green), a fashion designer (e.g. McCartney, Westwood) or a conceptual artist (e.g. Hirst, Sol LeWitt). Find a text of at least 500 words and a video fragment of at least 5 minutes. For the next speaking exercise you are going to need quite some information on the art and the artist. So, make sure your sources have enough information. Write down the name of the artist, the type of art and the URLs of the sites where you found the information.

Read the text, watch the fragment and make some notes (keywords only!). Use 50-100 words. Stick to striking facts or facts that you might forget if you didn't write them down. Prepare yourself for questions on this person's life and art. Try to figure out why this art appeals to you and formulate an opinion, based on arguments.

SPEAKING

STRATEGY *Doing an interview*
 strategies – een interview afnemen – p. 18-19

Ask open questions in an interview for the best result. Open questions usually start with *what*, *which*, *where*, *who*, *when*, *why* or *how*. When the interviewee has given a short answer you can ask a follow-up question to get more information. You can start a follow-up question for example with: *What more ...* or *Could you elaborate on ...* Listen attentively, and stay polite.

13 PAIR WORK

- a** You, the art specialist on the artist that you've studied in exercise 12, are going to be interviewed by your classmate. In the interview you're going to convey your enthusiasm for this art form and artist. You're also going to interview your classmate. Spend a few minutes preparing at least eight questions for the interview. Focus on open questions about the following points:
- the artist;
 - his / her art;
 - the specialist's opinion on this art;
 - the motivation for his / her choice for this artist.
- b** Give each other some brief information on the artist of your choice. Then do the interviews. Use the questions that you've prepared as a guideline. Ask follow-up questions if you feel you haven't received a satisfactory response. The interviewee can use the notes from exercise 12. When you've finished, switch roles.
- c** When you've completed both interviews, give each other feedback on both roles (interviewer and interviewee) and the use of English. Do this in the form of tips (what went well) and tips (what can be improved). Evaluate the following points:

Role of interviewer:

- quality of the open questions;
- relevance of the questions;
- preparation.

Role of interviewee:

- knowledge of facts, preparation, choice of sources.

Use of English in general:

- use of vocabulary, variety;
- pronunciation.



4

YOU'LL BE ABLE TO

- read both literary and non-fiction texts with ease
- understand announcements and messages
- understand specialised articles on less familiar topics
- write well-developed and justified arguments
- combine information and arguments from different sources

Grammar

- tenses
- relative pronoun

Vocabulary

You can learn the vocabulary with the Study box (p. 196) and the vocab trainer.

Strategies

- evaluating sources

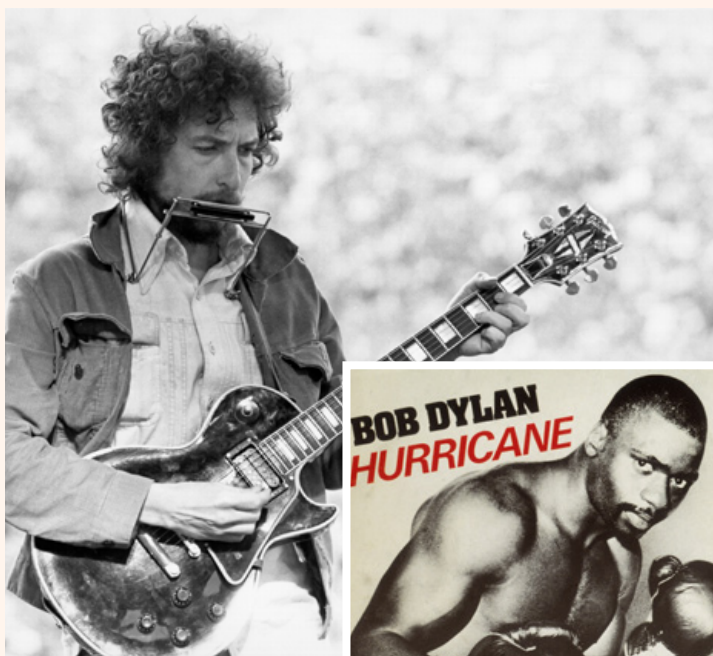
TEXT

HURRICANE

By Bob Dylan

Hurricane is a protest song by Bob Dylan, about Rubin 'Hurricane' Carter who was sentenced to life in prison for the murder of three white people that were gunned down at a bar in 1966. Police were looking for two black men and arrested Carter and his friend John Artis. Eight years into his incarceration, Carter sent Dylan a copy of his autobiography. Dylan visited him in prison and, convinced of his innocence, wrote *Hurricane*.

- 1 Pistol shots ring out in the bar room night
Enter Patty Valentine from the upper hall
She sees the bartender in a pool of blood,
Cries out: "My God, they killed them all!"
Here comes the story of the Hurricane
The man the authorities came to blame
For somethin' that he never done
Put in a prison cell, but one time he could-a been
The champion of the world
- 2 Three bodies lyin' there does Patty see
And another man named Bello, movin' around
mysteriously
"I didn't do it," he says, and he throws up his hands
"I was only robbin' the register, I hope you understand
I saw them leavin'," he says, and he stops
"One of us had better call up the cops"
And so Patty calls the cops
And they arrive on the scene with their red lights flashin'
In the hot New Jersey night



- 3 Meanwhile, far away in another part of town
Rubin Carter and a couple of friends are drivin' around
Number one contender for the middleweight crown
Had no idea what kinda sh** was about to go down
When a cop pulled him over to the side of the road
Just like the time before and the time before that
In Paterson that's just the way things go
If you're black you might as well not show up
on the street
'Less you want to draw the *heat* *police*



Now all the criminals in their coats and their ties
 Are free to drink martinis and watch the sun rise
 While Rubin sits like Buddha in a ten-foot cell
 An innocent man in a living hell

- 4 Alfred Bello had a partner and he had a *rap* tip
 for the cops
 Him and Arthur Dexter Bradley were just out
 prowlin' around
 He said: "I saw two men runnin' out,
 they looked like middleweights
 They jumped into a white car with out-of-state plates"
 And Miss Patty Valentine just nodded her head
 Cop said, "Wait a minute, boys, this one's not dead"
 So they took him to the infirmary
 And though this man could hardly see
 They told him that he could identify the guilty men
- 5 Four in the mornin' and they haul Rubin in
 Take him to the hospital and they bring him upstairs
 The wounded man looks up through his one dyin' eye
 Says: "Wha'd you bring him in here for? He ain't the
 guy!"
 Yes, here's the story of the Hurricane
 The man the authorities came to blame
 For somethin' that he never done
 Put in a prison cell, but one time he could-a been
 The champion of the world
- 6 Four months later, the ghettos are in flame
 Rubin's in South America, fightin' for his name
 While Arthur Dexter Bradley's still in the robbery game
 And the cops are puttin' the screws to him, lookin'
 for somebody to blame
 "Remember that murder that happened in a bar?"
 "Remember you said you saw the getaway car?"
 "You think you'd like to play ball with the law?"
 "Think it might-a been that fighter that you saw
 runnin' that night?"
 "Don't forget that you are white"
- 7 Arthur Dexter Bradley said: "I'm really not sure"
 Cops said, "A poor boy like you could use a break
 We got you for the motel job and we're talkin' to
 your friend Bello
 Now you don't wanta have to go back to jail,
 be a nice fellow
 You'll be doin' society a favor
 That sonof***** is brave and gettin' braver
 We want to put his *** in *stir* prison
 We want to pin this triple murder on him
 He ain't no Gentleman Jim"
- 8 Rubin could take a man out with just one punch
 But he never did like to talk about it all that much
 It's my work, he'd say, and I do it for pay
 And when it's over I'd just as soon go on my way
 Up to some paradise
 Where the trout streams flow and the air is nice
 And ride a horse along a trail
 But then they took him to the jailhouse
 Where they try to turn a man into a mouse
- 9 All of Rubin's cards were marked in advance
 The trial was a pig-circus, he never had a chance
 The judge made Rubin's witnesses drunkards
 from the slums
 To the white folks who watched he was a
 revolutionary bum
 And to the black folks he was just a crazy n*****
 No one doubted that he pulled the trigger
 And though they could not produce the gun
 The D.A. said he was the one who did the deed
 And the all-white jury agreed
- 10 Rubin Carter was falsely tried
 The crime was murder "one," guess who testified?
 Bello and Bradley and they both baldly lied
 And the newspapers, they all went along for the ride
 How can the life of such a man
 Be in the palm of some fool's hand?
 To see him obviously framed
 Couldn't help but make me feel ashamed to live
 in a land
 Where justice is a game
- 11 Now all the criminals in their coats and their ties
 Are free to drink martinis and watch the sun rise
 While Rubin sits like Buddha in a ten-foot cell
 An innocent man in a living hell
 That's the story of the Hurricane
 But it won't be over till they clear his name
 And give him back the time he's done
 Put in a prison cell, but one time he could-a been
 The champion of the world

Bob Dylan en Jacques Levy, Hurricane, 1975



READING

- 1** Read the text quickly and match the headings with the verses. Write down the number of the relevant verse.

a giving witness accounts	v <u>4</u>	g trial causing embarrassment	v <u>10</u>
b not the bragging type	v <u>8</u>	h looking for a scapegoat	v <u>6</u>
c not recognising Rubin	v <u>5</u>	i admitting to theft	v <u>2</u>
d scene right after the crime	v <u>1</u>	j all the odds were against him	v <u>9</u>
e who is guilty, who is innocent?	v <u>11</u>	k doubtful about cooperating	v <u>7</u>
f detained by the police	v <u>3</u>		

Read the lyrics in detail and answer questions 2-14.

- 2** (v1) Which injustice after the murder is mentioned in the first verse?

Suggested answer: Somebody has been accused of a crime / murder he had not committed.

- 3 a** (v1-2) Which line contains a word order that is not regular in English? Quote the first two and last two words of this line.

"Three bodies ... Patty see"

- b** (v1-2) What may be the reason for this irregularity? Remember that this is a song.

Suggested answer: To be able to make the first two lines rhyme: "see"- "mysteriously".

- 4 a** (v2) Quote the first two words and the last two words of the line that contains a situation / scene that looks absurd.

"I was ... you understand"

- b** (v2) What makes the situation / scene look absurd?

Suggested answer: The speaker mentions a crime, murder, as an excuse for another crime, robbery. / The speaker makes it seem as if robbery is just a minor / unimportant thing.

- 5** (v3) What is Dylan's point in the two lines "When a ... before that"?

His point is that this is a case of *racism*.

- 6 a** (v3-4) Which two lines are meant sarcastically? Write down the first two words and the last two words.

"If you're ... the heat"

- b** (v3-4) At whose expense is the sarcasm in these lines?

the police (= "the heat")

- 7** (v4-5) Who, more than anyone, is / are being criticised in these verses?

the police



- 8** (v6) Explain why the ghettos are “in flame”?

Suggested answer: Because Rubin Carter is fighting a boxing match in South America to become champion.

- 9** (v6) Who else did the cops put “the screws” on in one of the previous verses? Mention the number of the verse and the person(s).

In verse **5** : the *wounded man in hospital.*

- 10** (v7) What do the two sentences “Now you ... nice fellow” and “He ain’t ... Gentleman Jim” have in common? What is the point made by the police?

Suggested answer: They are both reasons to cooperate with the police / to say Rubin Carter is guilty of murder.

- 11 a** (v8) What sort of man is Rubin Carter, judging from these lines: “And when ... a trail”?

Suggested answer: He’s a rather peaceful man.

- b** (v8) What is Bob Dylan’s implicit message?

Suggested answer: It’s not likely that Rubin Carter is responsible for the triple murder.

- 12 a** (v9) Which line in verse 6 or 7 points to Dylan’s opinion in the first line of verse 9: “All of ... in advance”. Quote the first and the last two words.

“We want ... on him” (v7) / “We want ... in stir” (v7)

- b** (v9) Who is on Rubin Carter’s side in verse 9?

Suggested answer: Nobody is.

- 13 a** (v10) How could the first line of this verse start without changing its meaning?

- ☒ Consequently, Rubin ...
☐ However, Rubin ...
☐ In general, Rubin ...
☐ Surprisingly, Rubin ...

- b** (v10) Explain your answer.

Suggested answer: All the people mentioned in verse 9 were prejudiced against Rubin. As a result of that (or ‘consequently’) Rubin did not get a fair trial.

- 14 a** (v11) Quote the comparison that is made in the first four lines.

“Rubin sits like Buddha”

- b** (v11) Look up the meaning of the keyword in an online encyclopaedia. Then, explain what Dylan implies by means of this comparison.

Suggested answer: Buddha was a human being with a high spiritual awareness. By comparing Rubin to Buddha Dylan implies that Rubin was a spiritual and good man.



- c (v11) How does Dylan refer to those responsible for Rubin Carter's imprisonment?

Suggested answer: He refers to them as criminals.

- d (v11) Taking your answers to questions a-c into consideration, how has Bob Dylan changed the roles in this verse?

Suggested answer: He has changed roles in the sense that the accused, Rubin Carter, is innocent, and the people responsible for his imprisonment are the guilty ones.

LISTENING

- 15-20** Watch the video online and do the assignments that you find there. You may use the writing space below.

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

VOCABULARY

- 21** Fill in the correct word in each sentence. There are two words too many.

callous – confounded – convoluted – diligent – incarcerated – irascible – level-headed – red-handed

- a Dylan is a hard-working, *diligent* songwriter who has written some 400 songs.
- b Some of Dylan's songs, with their *convoluted* language, are hard to understand.
- c Children of *incarcerated* parents often find it difficult to visit their parents in prison.
- d I was glad to get the advice from someone so *level-headed*.
- e Bob Dylan was disgusted by the *callous* comments from the police about Rubin Carter.
- f The shoplifter was caught *red-handed* and subsequently the police were sent for.



VOCABULARY EXTRA

Easily confused words

Some words look and/or sound so much alike, that they are easily confused. However, they have different meanings and cannot be used interchangeably without changing the meaning of a sentence or making the sentence incorrect.

For example: *desert* (dry sandy region) and *dessert* (sweet course served at the end of a meal).

For (Dutch) learners other word pairs cause problems because they have the same translation in Dutch but cannot be used interchangeably in English.

For example: *borrow* (take something for a short time with the intention of returning it to its owner) and *lend* (to give something for a short time with the intention of getting it back).

- 22** Read the following definitions of pairs of easily confused words. Then, fill in either of the two words in the sentence below. In case of a verb, fill in the correct form.

a *notable / noticeable*

notable: impressive, important

noticeable: that can be seen or noticed

Don't worry. The wine stain is hardly *noticeable*.

b *childish / childlike*

childish: like a child or silly and immature

childlike: having the good qualities associated with a child, such as innocence and directness

"You know I simply like you," she said with *childlike* simplicity.

c *sensible / sensitive*

sensible: having or showing common sense

sensitive: easily affected, offended or made upset

Selling the car seemed the most *sensible* thing to do when I needed extra money.

d *to assure / to ensure*

to assure: to remove doubt, give confidence

to ensure: to make certain that something will happen properly

They tried *to assure* us that everything possible was being done.

e *historic / historical*

historic: very important event or act and will be recorded as part of history

historical: having taken place in history or belonging to the past

You must place these events in their *historical* context.

f *to precede / to proceed*

to precede: to come before something or someone else in a series

to proceed: to go on or forward

These pictures were taken in the moments that *preceded* the earthquake.

g *council / counsel*

council: an assembly or collection of persons

counsel: advice

Listen to the *counsel* of your parents.



h *economic / economical*

economic: of or relating to the economy

economical: using money, time or goods carefully, not wasting anything

Driving a huge car without any passengers is hardly *economical*.**i** *fault / mistake*

fault: responsible for a mistake or something being incorrect (e.g. a machine or an event)

mistake: something that has been done in the wrong way, an incorrect statement

It's your *fault* we're late, you know.**j** *beside / besides*

beside: next to or close to

besides: in addition (to)

Is there anything else you want from the shop *besides* milk?

23 Cover the definitions in the previous exercise when you do this exercise. Write down the correct alternative in each sentence. When you are ready, check your answers by looking at the definitions in exercise 17.

- a** Winning the Grand Slam twice is a (notable / noticeable) *notable* achievement
- b** The country has seen very little (economic / economical) *economic* growth this year.
- c** I sent the mobile phone back to the factory as it had a (fault / mistake) *fault*.
- d** She sometimes visited her grandmother for wise (council / counsel) *counsel*.
- e** Guess who sat (beside / besides) *beside* me at the cinema? Ethan!
- f** Aiden's a very (sensible / sensitive) *sensible* child and knows perfectly well what he's doing.
- g** The first moon landing was a (historic / historical) *historic* event.
- h** All the necessary steps had been taken to (assure / ensure) *ensure* their safety.
- i** Lots of people are attracted by her (childish / childlike) *childlike* directness.
- j** We're not sure if we still want to (precede / proceed) *proceed* with the project.

GRAMMAR**Tenses**

grammar – 1-9 – p. 54-60

She **sees** the bartender in a pool of blood.Rubin Carter and a couple of friends **are driving** around.Remember you **said** you **saw** the getaway car?I **was** only **robbing** the register.But it **won't be** over till they've **cleared** his name.He was put in prison for something he **hadn't done**.You'll **be** doing society a favor.**Relative pronoun**

grammar – 23 – p. 74-76

Remember the murder **that** happened in a bar?The D.A. said he was the one **who** did the deed.That was the gun **with which** Rubin Carter was shot.Carter is the boxer **about whom** Bob Dylan made a song.

- 24** Read the article about Bob Dylan. Fill in the correct tenses and *relative pronouns* with the English or Dutch words in brackets.

So, who exactly is Nobel Literature Prize winner, Bob Dylan?

No battle (**a** to rage – ever) *has ever raged* as fervently as the one about the self of Bob Dylan. According to the Nobel Prize committee at least, he is a poet, and a literary genius of the first order. But according to others, he (**b** not – to be) *isn't / is not*. In the mid-1960s the pop audience and pop critics (**c** to discover) *were discovering* new poetics when pop music (**d** to join) *joined* film as mass art. Dylan and the Beatles (**e** to make) *were making* rock music more and more adult.

People (**f** to begin) *began* thinking of popular songs, especially Dylan's, as a form of poetry. The public wondered what (**g** to cause) *had caused* Dylan to write, say, "Like a Rolling Stone." Dylan's biographer Robert Shelton wrote, "One's image of a poet is someone, preferably under 25, revolutionary, good-looking, and (**h** die) *who*, at that moment, (**i** to do) *is doing* something to excess, whether women, or drugs or wine. There are hints of death (**j** waarmee) *with which* Dylan's writing is associated. However, what (**k** to attract) *had attracted* me about his songs for some years before he really got my attention was the affirmation of life. It's like the blues, (**l** waarin) *in which* one is struck by the hopeful things that push through the gloom."

Ellen Willis used the release of the album *Harding* as the occasion for an essay about Dylan's career, with the album announcing his return to the world after a long retreat. You see, Dylan (**m** to be) *had been* in a motorcycle accident – at least, that was the cover story. But rumours about drug addiction (**n** to circulate) *were circulating* just as news of the accident broke. Later it became clear that Dylan was in retreat from and responding to his success. The new identity he (**o** to try) *was trying* on at that time wasn't the moderate man, but a man in control of his own destiny. Many wondered when and why Dylan (**p** to lose) *had lost* control of his destiny. The standard answer was by placing the reins of his career in the hands of ruthless people like Albert Grossman (**q** met wie) *with whom* Dylan (**r** to work) *had worked* for two years when Dylan felt he had to stop work for a while. Many of Dylan's biographers think Grossman and Dylan's girlfriend at the time, Suze Rotolo, a Greenwich Village girl from a strong left-wing background, really pushed him into thinking about social justice and finding, as they say, his voice. The biographers (**s** met wie) *with whom* Dylan worked are an odd lot. In the beginning, there was Robert Shelton, the Dylan worshipper, (**t** die) *who* tried to write the first authorized biography in *No Direction Home*. Dylan told Shelton when he (**u** to write) *was writing*, "Now, we have one thing straight about the book. This afternoon I (**v** to tell) *'m / am going to tell* Albert Grossman we have come to an understanding about



the book, (w wat) *which* _____ will hopefully please him. I promise I (x give) *will* _____
give _____ you as much information as I can. I'll come very quickly to the point in all the things
that I want done, but it (y not – to be) *is not going to be* _____ a biography, because I'm not
dead yet. Right?"

READING & WRITING

STRATEGY Writing a report

 strategies – een report (verslag) schrijven – p. 28-29

A report is a description of an activity, event or situation.

- 25** Look for two different articles which discuss whether song lyrics can be considered literature. You may include Dylan but also any other artist of your choosing. The articles should be at least 400 words each. Then write a report of 450-550 words and include the following:

Introduction (100-125 words):

- Give your report a suitable title.
- Mention the sources / URL of the two articles you have found.
- Explain in what way the two articles differ.

Body (250-300 words):

- Mention three supporting arguments that you came across in the articles.
- Explain which argument you find most, second-most and third-most convincing and why.
- Mention three refuting arguments that you come across.
- Explain which argument you find most, second-most and third-most convincing and why.

Conclusion (100-125 words):

Having weighed the various arguments, what is your personal opinion in the discussion about lyrics and whether, or to what extent, they are literature?

READING & WRITING

STRATEGY Evaluating sources

 strategies – bepalen of een bron betrouwbaar is – p. 11

What to look for when evaluating the reliability of a source? Ask yourself the following questions:

- Who is providing the information? Is the author an expert? Is the website reliable?
- Is the language free of emotion?
- Is the data verifiable and accurate?

- 26** According to Bob Dylan, Rubin Carter was falsely accused of murder. But Dylan's song is just one source. Look for two different articles / sources that are about Rubin Carter, i.e. about his alleged involvement in the murders as described in the song *Hurricane*, and, subsequently, whether justice was done in his case. Write a text and go about it as follows:

Introduction:

- Write down what you aim to do and give the names of the sources / URLs.
- Give your opinion on using a song to write about a case of discrimination and miscarriage of justice? What possible pros and cons do you see?

Body:

- Start by giving a 125-150-word summary of each article / source.
- Explain in which way the information of each article differs from the contents of the song.

Conclusion:

- Based on the three sources you have read, give your personal conclusion about what is true about Rubin Carter. Use 50-75 words.
- Write down what you think of the lyrics of *Hurricane* now that you have read two other sources. Use 40-60 words.



5

YOU'LL BE ABLE TO

- read both literary and non-fiction texts with ease
- understand a range of audio-visual material identifying details such as implicit attitudes and relationships between the speakers
- understand a clearly structured lecture and take notes
- write clear and detailed texts on topics in your field of interest

Grammar

- the passive
- genitive: 's / ' / of

Vocabulary & expressions

You can practise these with the Study box (p. 198) and the vocab trainer.

Strategies

- focusing on source, speaker and message

TEXT

The literary merits of film

1 As book lovers, we are used to hearing our bibliophile friends suggest that the book was better than the film. Much of the time, we are that person. Films are given little attention among bookish types; we claim they are never as good, never as profound or imaginative as a book. But don't we want to see our favorite books come to life? Particularly, we like it when a book that supposedly cannot be made into a film ends up surpassing our expectations. Blasphemous as it may be, I would even argue that in some cases a director like Peter Jackson improves upon the written work. His version of the battle at Helm's Deep makes more sense than J.R.R. Tolkien's in *Lord of the Rings*.

2 As well done as some films may be, we talk of their stories as being something "other" that is different from books or plays. Let's face it, a play is just a hop and a skip to film; they both consist of dialogue, setting, and directions. Somehow a script is considered more important than a screenplay. We read scripts as students. Shakespeare is thrust upon us, and occasionally we find ourselves with Ibsen or Wilde in hand. Oddly enough, unless we are film students, we rarely read screenplays. Yet in many an interview, an actor will praise their experience reading a screenplay.

3 There are plenty of stage adaptations of books, but film adaptations are less subtle – the advertising mostly pertains to the film's literary origins, as if that somehow makes it more important. Conversely, some films, like *King Kong*, are adapted into book format, while others like Kubrick and Arthur C. Clarke's *2001: A Space Odyssey* are written in tandem. Like books, films based on books can be good and they can be bad. Literary critics despise *Twilight* in both forms while lauding *Life of Pi*.

4 Sometimes a story comes full circle from page to stage to film. Foremost in our minds some time ago there was *Les Misérables* – no matter the format, it will make you cry. No matter how it's presented, it speaks a truth of the human condition – the tribulations and bittersweet triumphs of life. More importantly, if you fall in love with one telling, you are bound to seek out the others. That's simply one of the things any book lover can adore about films – they expose a new audience to the books.

5 Actors do not just show up on set, script in hand. They research to comprehend a role, especially if it carries any sort of historical, mythological, or emotional weight – research can be found in books. I recently watched *War Horse* and afterwards found myself looking up interviews. In one, actor Tom Hiddleston mentioned the coincidence of himself, Benedict Cumberbatch, and Patrick Kennedy all reading *Memoirs of a Fox-Hunting Man* by Siegfried Sassoon in preparation. Discussing the book with Steven Spielberg, they ended up adding some dialogue from the book into their scenes.

6 Sometimes we take our lives as readers too seriously. Even if we flit between the highbrow and the lowbrow, it is easy to think of books as somehow being superior to films. But all storytelling is intertwined. From the camp fire to streaming films, from stone tablets to digital ink; what thrills the balletomane bores the cinephile. Each new medium follows on the heels of what came before; it breathes new life in to sharing our stories and each is belittled by the supporters of what came before. We should read not for the sake of the book as a physical object but for the stories within that move us. Thus, embrace the story no matter how it was conveyed to you.





Literary critics
despise *Twilight*
while lauding
Life of Pi



READING

- 1 Skim the text by quickly reading the title and the first and last paragraphs. What is the author's main goal?

- ☒ Convincing his audience by adding nuance.
- ☐ Criticising those who disagree with him.
- ☐ Informing the audience about literature and film.
- ☐ Suggesting that certain films are better than books.

Now read the text in detail and answer questions 2-5.

- 2 (§1) What can we conclude from J.R.R. Tolkien's *Lord of the Rings* and film adaptations in general? More than one answer may be correct. If the answer is correct, quote 5-8 words from the text to support your answer.

- ☒ Bibliophiles usually ignore films.

"Films are given little attention among bookish types."

- ☐ Many people simply dislike seeing books come to life.

- ☒ Most people would disagree with the author's opinion about Helm's Deep.

"Blasphemous as it may be,"

- ☐ Only director Peter Jackson usually improves upon books.

- 3 (§2) Write down whether the following statements about scripts and / or screenplays are true or false. Correct the statement if it is false and base your answer on the text.

- a Scripts and screenplays are closely related.

True.



b Screenplays carry more weight in school programmes.

False. A script is considered more important. "Somehow a script is considered more important than a screenplay."

c Only film students read screenplays.

False. We "rarely" read screenplays, meaning "we" (people other than film students) sometimes do.

d Many actors claim that books are less praiseworthy than screenplays.

False. Actors praise their experiences with screenplays, but do not claim anything (negative) about books.

4 (§3-5) Match the following descriptions to the correct paragraph numbers. If the description does not match a paragraph, choose 'none'.

a The author covers the interaction between (creators of) film and books.

§3 / §4 / §5 / none

b The author names a variety of films that are better than books.

§3 / §4 / §5 / none

c The author provides various examples of how books and films are related.

§3 / §4 / §5 / none

d The author seeks common ground and highlights a shared joy of all bibliophiles.

§3 / §4 / §5 / none

5 (§6) Answer the following questions while keeping in mind the author's goal.

a Which of the following descriptions best fit the tone of the conclusion? There may be more than one correct answer.

☐ critical

☒ diplomatic

☒ instructive

☐ nostalgic

b Fill in the correct tone in each description of the author's intent. Choose from: critical, diplomatic, instructive, nostalgic.

1 By using a(n) *instructive* tone, the author tries to teach us about how we should think about stories.

2 By using a(n) *diplomatic* tone, the author tries to find common ground and reach a broader audience.

VOCABULARY

6 Fill in the correct form of the phrase or the verb in the following sentences. There are three verbs too many.

to be bound to – to belittle – to come full circle – to end up – to follow on the heels of – to laud – to loathe – to move (someone) – to pertain to – to surpass – to thrill

a Even though I don't like the genre, I somehow *ended up* watching a sci-fi flick last week.



- b Last week many critics actually *lauded* the excellent quality of the film's screenplay.
- c Everything *came full circle* after the story's protagonist discovered that the antagonist was his father.
- d Since the book was particularly terrible, the renowned directors *are bound to / were bound to* improve on it.
- e The final scene truly *surpassed* my expectations and I was actually moved by the author's performance.
- f The critics write about matters that *pertain(ed) to* the actors' performances.
- g While she thought the plot was imaginative, she indicated that she *loathed* the film's poor visual effects.
- h You shouldn't *belittle* the skills of those who do their utmost to entertain you on stage!

GRAMMAR

Passive

grammar – 11 – p. 62

The draft versions of the screenplays **are** usually **improved** afterwards.

He **was criticised** for leaving out certain elements from the book.

I am convinced that a great adaptation **has been made**.

It **had been feared** that the sequel to the first adaptation would be terrible.

I expect that the director **will be lauded** for her excellent adaptation of the graphic novels.

7 Fill in the correct form of the *passive* in the following sentences.

- a Before we went to the cinema, we (to inform + already) *had / 'd already been informed* about the film's merits.
- b Last week, the film (to criticise + heavily) *was heavily criticised* in many media outlets.
- c It (to announce + just) *has / 's just been announced* that the film's release date (to reconsider) *will / 'll be reconsidered* next week.
- d Unfortunately, the plot (to spoil + usually) *is / 's usually spoiled* by Jenny.
- e The writers (to praise) *were praised* at yesterday's conference, even though it (to show + clearly) *has / 's clearly been shown* that they plagiarised another text.
- f We were completely flabbergasted after the actors' performances (to review + negatively) *had / 'd been negatively reviewed*.
- g You (to inform) *will / 'll be informed* about any new releases in due course.

Genitive: 's / ' / of

grammar – 18 – p. 70

Last week, my friend's dad went to the new Marvel film.

Many actors' salaries are quite substantial.

In a month's time, the production house will launch a new studio in the State of California.



- 8** Translate the following sentences from Dutch to English while using the *passive* and the correct form of the *genitive* in each sentence.

a Veel van de scripts van de auteur werden simpelweg weggegooid na zijn veroordeling.

Many of the writer's screenplays were simply thrown away after his conviction.

b Ik ben echt geëmotioneerd door de indrukwekkende dialoog van de acteurs.

I am truly moved by the actors' impressive dialogue.

c Er zijn veel recensies geschreven nadat de film was uitgebracht.

Many reviews were written after the film had been released.

d Op de een of andere manier werd er lang gedacht dat de personages van stripromans kinderachtig waren.

Somehow, it was long thought that characters of graphic novels were childish.

e Waarom is mij niet verteld over het lot van de tegenspeler?

Why haven't I been told about the antagonist's fate?

f Morgen wordt er een conferentie georganiseerd die betrekking heeft op het leven van toneelschrijvers.

Tomorrow a conference will be organised that pertains to the life of playwrights.

g Er wordt vaak gezegd dat de bedrijven van deze twee regisseurs gaan samenwerken.

It is often said that these two directors' companies are going to work together.

LISTENING

STRATEGY *Focusing on source, speaker and message*

 strategies – aandacht schenken aan het kanaal, de spreker en de boodschap – p. 15

Before and while listening in order to take notes on the main idea(s), make sure you take the following aspects into consideration:

- Who is the sender / producer of the recording and what goal do they have?
- Who is the one speaking and what is their goal? How reliable are they?
- What is the main message and how do they bring it across? Watch for tone, voice, and word choice.

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

☐ *Go to the online assignment to find these answers.*

☐

☐

☐

☐

☐



EXPRESSIONS

- 12** Respond to the following statements and suggestions by teachers about literature and the literary merits of different media. Use the appropriate expressions. The expressions you should use are in italics. In each case, a word from the required expression has been given.

a “Covering literature is an important part of our English lessons.”

Respond by *stating something general* (... *speaking* ...) about your current lessons and literature. Then, *give your opinion* (... *seems* ...) about this statement.

For example: Generally speaking, we cover literature once a month.

It seems to me that this is not enough to truly get to know certain texts.

b “You are going to play video games in our lessons as part of our literature programme.”

Respond by *expressing gladness* (... *delighted* ...) about this. However, also *show doubt* (... *not* ...) about one of the more negative aspects of games.

For example: I am delighted about the chance to play video games. I'm not sure if we should play more violent games / will read more English books as a result, however.

c “You could either watch the film or read the graphic novel on which it was based.”

Respond by *expressing enthusiasm* (... *was* ...) about this option. Also *make a critical remark about* (... *to* ...) this suggestion by *expressing your concern* (... *worried* ...) about major differences between the two media. Think of two ways in which films might differ from graphic novels.

For example: I was excited about being able to choose between the film and the graphic novel. I'd like to remark that I am worried about major differences between the two media. For example, films might include music that doesn't fit the mood or actors that don't fit their roles.

d “Instead of choosing a song for you, you may take your own lyrics to class. In groups, we will attempt to find various literary elements in each song.”

Respond by *expressing relief* (... *load* ...) about the fact that your teacher will not be choosing a song for you. *Express concern* (... *concerned* ...) about one of the songs your classmates has chosen (think of an example). *Give your opinion* (... *far* ...) about two songs that you think might be suitable for a literature lesson.

For example: It was a load off my mind that we could choose our own songs. I am concerned about a song named “Bohemian Rhapsody”, since I've heard it far too often. As far as I'm concerned, “Hurricane” by Bob Dylan and “Drops of Jupiter” by Train are suitable alternatives.

e “This is getting out of hand. We should just study the most important texts in English literature instead of including new media.”

Respond by *giving your opinion* (... *of* ...) on this topic. *State something general* (As ...) about what English literature lessons should mainly focus on. Round off by *commenting on* (Mind ...) media you think might be included in English lessons every now and then.

For example: I'm of the opinion that we should include some new media in our literature lessons. As a rule, we should mostly cover the most important texts. Mind you, I do think that there should be some room for video games, films, and songs.



WRITING

- 13** The following considerations from the text and fragment (exercise 9) deal with the intersection of literature and various media. Respond to these considerations by following the prompts below. Use the appropriate expressions, grammar and vocabulary. The expressions are in italics. Sometimes a word from the required expression has been given.

a “Blasphemous as it may be, I would even argue that in some cases a director like Peter Jackson improves upon the written work. His version of the battle at Helm’s Deep makes more sense than J.R.R. Tolkien’s in *Lord of the Rings*.”

Reageer door je *mening te geven* (... *seems* ...) en te stellen dat de regisseur van *The Lord of the Rings* echt fantasierijk was en voeg eraan toe dat het script ook goed was. Schrijf daarna dat er vreemd genoeg vaak wordt gezegd dat men walgt van de dialogen van de hoofdfiguur, maar dat je zijn acteerkunsten niet wilt bagatelliseren. *Druk je blijdschap uit* over het feit dat hij gekozen was om dit personage te spelen en geef aan dat je graag zijn optreden zou willen prijzen. *Geef als laatste in het algemeen aan* dat je ervan overtuigd bent dat er een geweldige bewerking is gemaakt.

For example: It seems to me that the director of The Lord of the Rings was truly imaginative and the screenplay was good as well. Oddly enough, it is often said that people loathe the protagonist's dialogues, but I don't want to belittle his acting skills. I think it is great / I am glad / delighted / so happy that he was chosen to play this character and I would like to laud his performance as a whole. In general, / Generally speaking, / On the whole, / I'm convinced that a great adaptation has been made.

b “There are plenty of stage adaptations of books, but film adaptations are less subtle – the advertising mostly pertains to the film’s literary origins, as if that somehow makes it more important.”

Reageer door *twijfel uit te drukken* over de vraag of een film echt de kwaliteit van het boek kan overtreffen. Schrijf dat op de een of andere manier onze verwachtingen simpelweg te hoog zijn en *druk je bezorgdheid uit* over hoe personages, zoals de tegenspeler, worden afgeschilderd. Geef aan dat veel van deze bewerkingen ongetwijfeld gemaakt zijn omwille van geld. *Druk als laatste je opluchting uit* over het feit dat de bewerkingen van veel stripromans jouw verwachtingen hebben overtroffen.

For example: I doubt if / I wonder if / I'm not sure if / It's doubtful / uncertain if a film can truly surpass the quality of a book. Somehow, our expectations are simply too high and I'm always worried about / anxious about / really nervous about / concerned about how characters like the antagonist are portrayed. Many of these adaptations are bound to be made for the sake of money. I was so relieved / It was a relief / It was a load off my mind / Much to my relief, the adaptations of many graphic novels surpassed my expectations.



c “The basic elements of film are dialogue and action. A novel is mostly about interior activity.” Geef je mening door te stellen dat allerlei soorten verhalen verwant zijn. Schrijf dat er vaak wordt gezegd dat boeken je in staat stellen om je het lot van de hoofdfiguur zelf in te beelden. Maak een kanttekening (... other ...) door te stellen dat films in het bijzonder goed zijn om mensen te prikkelen en om spanning in beeld te brengen. Druk je enthousiasme uit (... keen ...) over het zien hoe regisseurs uiteindelijk dingen op het scherm krijgen. Geef aan dat ons vaak is verteld dat bewerkingen je alleen maar kunnen teleurstellen en druk je blijdschap uit (... great ...) over het tegelijkertijd uitbrengen van films en boeken.

For example: In my opinion / I think / I'm sure /convinced that / I'm of the opinion that / As far as I'm concerned, / In my view / To me, all types of stories are related. It is often said that books allow you to imagine the protagonist's fate yourself. On the other hand, films are particularly good at thrilling people and visualising tension. I'm really keen on seeing how directors end up putting things on-screen. We have often been told that adaptations can only disappoint you, so I think it is great when films and books are released in tandem.

- 14** You are going to prepare your own review. First, think of a film that you have recently watched or would like to watch. After having watched the film, read two reviews about this film of at least 400 words or watch video reviews of at least five minutes. Make sure that you find a positive and a negative review; choose a different review if you notice that reviewers are merely repeating one another.

Take notes on the reviewers' points of view while keeping in mind the nature of the source, the author's goal and central message and fill in the following form for each review.

REVIEW 1	
Title:	
URL:	
Points I agree with:	Points I disagree with:

REVIEW 2	
Title:	
URL:	
Points I agree with:	Points I disagree with:



- 15** You are going to write a composition in which you compare your opinion to the points made by the two reviewers. Structure your composition as follows and use the appropriate expressions, grammar and vocabulary.

a §1: Introduction (60-80 words). Tell your readers something about the film that you are going to discuss and *state something general* about the film. Also, inform your readers about the names of the reviewers. Use the passive voice at least twice in the introduction.

For example: In this composition, I will consider various views on The Lord of the Rings: The Fellowship of the Ring.

Generally speaking, reviewers are positive about nearly all aspects.

Unsurprisingly, it is often said that the film is a masterpiece. Not all reviewers agree with this, however.

The film was reviewed by Stephanie Zacharek and Jonathan Rosenbaum.

b §2: Discuss at least three points you agree with (30-60 words). *Express gladness* about one or more opinions that you share. *Express enthusiasm* about one particular point of the film (e.g. acting, special effects, plot, etc.). Also, use an expression for *giving your opinion*.

For example: I am delighted to read that both reviewers think the plot is excellent.

I'm really keen on comparing Tolkien's original work to the adaptation.

In my view, Peter Jackson did a good job of sticking to the book's plot.

c §3: Discuss at least three points that you disagree with (75-100 words). *Express your concern* about one of the reviewers (or their points) and *show doubt* about one of the reviewers' statements that you disagree with. Finally, choose one of the reviewers' better statements that you only partially disagree with and *make a critical remark* about it.

For example: Rosenbaum criticised the battle scenes, stating that they quickly became boring. I'm concerned about this observation, because it seems that he is just looking for something to criticise. It's doubtful if/whether this criticism is justified, since so many others lauded this aspect of the film. Mind you, I do think that his point about the narrative is well-supported. For example, some of the book's mythological elements do not come to the fore in the film.

d §4: Conclusion (50-75 words). *Express relief* about some of the reviewers' insights and summarise the most important points. Say something about your expectation for the future of this film. Use the passive voice at least once in your conclusion.

For example: Much to my relief, I actually found some pretty balanced reviews. Both reviews focused on the positive aspects of the visuals and the screenplay, while Rosenbaum mainly criticised the battle scenes. While this criticism is partially justified, the film has received mostly favourable reviews. The film will undoubtedly remain a classic for years to come.



STRATEGY Writing a review

strategies – een review (recensie) schrijven – p. 30-31

A review is a report that both summarizes and gives an opinion about a new article, book, film etc.

- 16** Now that you are well-informed, you are qualified to write your own review. Follow the structure of a review and use appropriate expressions, grammar and vocabulary.

a Introduction (60-80 words): Describe the topic of your review and why you are qualified to write it.

For example: Since I have watched the film a few times and read several reviews, I would like to voice my own well-informed opinion about the film in this short review.

b Body paragraphs (250-300 words): Discuss three important points, such as plot, characters, visuals, acting or sound(track). Give examples to support your opinion and quote or paraphrase from the other reviews if they have something relevant to add. Add an appropriate reference (name of the author) if you do so.

For example: I completely agree with the observation that “the images and scenery have a grand, burnished richness” (Zacharek).

Or: I completely agree with Zacharek’s observation that ...

c Conclusion and advice (60-80 words): Mention the most important points and state why you would or would not recommend this film to others.

For example: This is one of the best films I have ever seen and I would highly recommend this to anyone interested in the fantasy genre.

d Include a correct bibliography of the sources you have used (two reviews and a film). See the *Reference book* (p. 23) for examples on how to do this.

For example: Jackson, P. (Producer and Director). (2001). The Lord of the Rings: The Fellowship of the Ring [Motion picture]. USA: New Line Cinema. Zacharek, S. (2001, 19 December). Salon.com. Retrieved 14 May 2017 from www.salon.com.



Study box unit 4

Lesson 1

ENGLISH

DUTCH

A bespoke suit is designed to your liking and specifications.	op maat gemaakt
The editor was so ensorious that no text was passed.	al te kritisch, vol kritiek
It's impossible to work with all these constraints .	beperking, dwang
She was accused of culpable negligence of her children.	verwijtbaar, verwerpelijk
Many tourists think the tapestry is enchanted .	betoverend
We expect NATO leaders to endorse the new strategy.	openlijk en formeel steunen
Can you exemplify your arguments?	met voorbeelden toelichten
Too much exposure to sunlight can lead to skin cancer.	blootstelling
His youthful age was an extenuating circumstance.	verzachtend
I was flabbergasted when I read this e-mail.	stomverbaasd
He gathered some articles in a haphazard way .	lukraak
At that company overtime seems to have become institutionalised .	als normaal beschouwd
The intrinsic value of coins can be more than the value they represent.	echt, intrinsiek
These writings are of mediocre quality.	middelmatig
Alan's objectionable behaviour made his parents very angry.	verwerpelijk, aanstootgevend
He was outraged when I damaged his car.	woest
The pervasive smell put me off my lunch.	doordringend
Life in a polarised community can be difficult for both sides.	in tweeën gespleten, verdeeld
The prevailing sentiment is that freedom of speech is a great asset.	gangbaar, heersend
The students reclaimed some of their old rights through their demonstration.	terugwinnen, opeisen
He paid a sizeable amount of money for this painting.	behoorlijk groot
He was locked up in solitary confinement.	eenzaam, alleen
In Bayeux you can see the famous medieval tapestry .	wandtapijt
I have faith in his unconditional loyalty.	onvoorwaardelijk

DUTCH

ENGLISH

aanvankelijk	Initially , only little attention was paid to his art.
beschouwen als	My step-sister regards me as a real sister.
(zich) bezighouden met	The politicians engaged with topics that were not the issue today.
blijken te zijn	The painting turned out to be a copy.
cape, mantel	Zorro wears a black cloak .
censuur	Strict ensorship brought an end to the free press.
erkennen	We must acknowledge that we are defeated.
fatsoen	Showing respect to your host is a matter of decency .
gedijen	The plants thrive in this good soil.
grens	With this behaviour he passed a boundary .
in die mate	I wouldn't change my house to that extent .
in overeenstemming daarmee, dienovereenkomstig	If you want to be treated as an adult, you'll have to act accordingly .
in praktijk brengen	You should put your plans into practice .
inschattingsfout	Choosing this artist was an error of judgement by the museum.
laat staan	I don't think you'll be able to participate, let alone win.
liever dan, eerder dan	I would like to go skating rather than skiing.



missie, opdracht	The astronaut accomplished his mission .
museumdirecteur	Is he the curator of The British Museum?
omarmen (ook figuurlijk)	They all embrace your idea.
onderdrukken	The poor people in this country are suppressed by a few rich families.
ongemoeid, onaangetast	The world record in the marathon has remained unchallenged .
terecht	Mr. Brick has rightly decided to promote Brian.
(zich) terugtrekken	The soldiers decided to withdraw when they saw they couldn't win.
tijdelijk	This is just a temporary solution.
toegangsprijs	The brochure is included in the entrance fee .
toegankelijk	This part of the building is not accessible after 5 p.m.
uitgangspunt	Our starting-point should be that the child's interests are taken into account.
uitgesteld, tentoongesteld	All new products are on display at the fair.
vakmanschap	This statue is a fine piece of craftsmanship .
veiligstellen, garanderen	Please ensure that such mistakes don't occur again.
verdeeldheid	The judge's decision provoked controversy and anger.
vergroten	They will enlarge the photo for the exhibition.
verscheidenheid	Globalisation destroys the diversity of languages.
vijandigheid	We had expected a friendly welcome, not hostility .
voorlopig	This will be enough for the time being .
voorzien, verwachten	The newspaper can foresee problems with this cartoon.
wereldwijd	Climate change is a global issue.
werken, opereren	These criminal gangs operate in various parts of the city.
zichtbaar worden, effect hebben	The treatment started to kick in .
zin, eetlust	After two weeks of Italian food Jack had lost his appetite for pizza.

Lesson 2

ENGLISH

DUTCH

It's always nice to have an apt phrase in a particular situation.	toepasselijk
Shakespeare was a bard but also an actor.	lyrische dichter (of zanger)
Our company prides itself on customisation , which is much appreciated by our clients.	maatwerk
The children were feasting on hot dogs and hamburgers.	zich tegoed doen aan, smullen van
She's the sort of mother that always frets about her children.	zich zorgen maken over
Even a third-rate hack , wannabe journalist like me can spot bad reporting.	broodschrijver
This is a great area for the hardy hiker.	doorgewinterd
We were given a hearty welcome.	hartelijk
His paintings are imbued with symmetry and colour.	doordrenkt van
Parents should instil confidence in their children, not fear.	wekken, ontwikkelen
What have the merits been of the previous president?	verdienste
Shakespeare's characters can be played in myriad ways.	talloos, ontelbaar
Do not apply cream or ointment to broken skin.	zalf
Nowadays technology is omnipresent .	alomtegenwoordig
Surely, you don't marry someone on a whim ?	in een opwelling / bevlieging
She hadn't come because she had ostensibly forgotten all about it.	schijnbaar, zogenaamd
He's an overbearing man that is difficult to argue with.	arrogant, dominant



In some countries religion permeates all aspects of life.	doordringen, bepalend zijn voor
These buses are equipped with radios to ensure the immediate propagation of bad news.	verspreiding
He lives in Paraguay, well beyond the reach of the British authorities.	bereik
This decade has seen a resurgence of interest in the Renaissance.	heropleving
The colonial subjugation of that country took place by brute military force.	onderwerping, onderdrukking
Britain thrived in the Renaissance when colonialism started.	gedijen, het goed doen
He's a versatile actor who can play all sorts of roles.	veelzijdig
She didn't leave us much wriggle room on the price.	speelruimte

DUTCH

ENGLISH

aanpassingsvermogen	Companies should increase their adaptability to remain competitive.
achteruitgang	We're worried about the decline of his health.
beeldhouwwerk	Do you like Rodin's sculpture The Thinker?
begaafd	He's generally considered a gifted artist.
dichter	Shakespeare is also a poet who wrote over 150 sonnets.
een druppel op een gloeiende plaat	I'm afraid that the amount of money raised is a drop in the ocean .
een fluitje van een cent	The question of who to support in this election should be a no-brainer .
een manusje-van-alles	I've done all sorts of jobs, so I guess I'm a jack-of-all-trades .
een rib uit je lijf	That holiday in Asia cost me an arm and a leg .
een situatie waaruit je niet kunt ontsnappen	It is a catch-22 because, no matter which option I choose, I'm not going to be happy with either one.
gastvrij	How nice that the local people are very hospitable to strangers.
geprezen	He's an internationally acclaimed novelist.
handhaven, onderhouden	We try to maintain close links between industry and schools.
hedendaags	This is a book about life in contemporary Britain.
in voorbereiding, op stapel staan	There are plans in the pipeline to build a new swimming pool.
inleiding, voorwoord (van een boek)	Have you read the preface to that book?
klucht	On stage he has played character roles in farces and serious drama.
luistervink	I'd like to be a fly on the wall in the museum to hear what people say when they see the works.
meerdere	There are multiple causes of the price rise.
minderwaardigheid	A feeling of inferiority may affect the motivation of a child to learn.
minpunt, spelbreker	There's a fly in the ointment , and that is the fact that it costs a lot of money.
nauw verbonden zijn met	His problems are all bound up with his mother's death when he was young.
ongeleid projectiel	Lots of cop heroes in contemporary films are loners and loose cannons .
onjuist, verkeerd	Don't buy a hard mattress in the mistaken belief that it is good for you.
op den duur, in de loop van de tijd	The project will be evaluated over time .
opduiken	Shakespeare's words also pop up in pop songs.
plakken	Are you going to paste this poster on your bedroom wall?
schap, plank	Can you put this book on the shelf , please?
te slim af zijn	Somehow, he always manages to outwit his opponents.
tijdgenoten	This book contains works by Shakespeare and his contemporaries .
tijdig	The fight ended with the timely arrival of the police.
toeschouwer	The spectators of the match were angry with the referee.
toneelschrijver, dramaturg	Shakespeare is especially known as a playwright .
tot de kern van de zaak komen	Enough talk. Why don't we get down to the nitty-gritty ?



verminderen, achteruitgaan	The power of the Labour Party has diminished over the past few years.
verteller	The narrator in that novel is not the writer himself.
vertrouwen op	You can rely on her keeping her promises.
verwijderen	It's difficult to remove a tomato soup stain from your clothes.
waanideeën hebben	He is delusional and thinks he has to save the world.
weerklinken	The actor's voice resonated in the theatre.

Lesson 3

ENGLISH

DUTCH

Chainsaw carving is arduous work.	zwaar, inspannend
What's your assessment of the situation?	beoordeling
We wanted to bid \$400 for the painting.	bieden (op een veiling)
Three young artists collaborate in the project.	samenwerken
We had to contend with experienced wood carvers.	wedijveren met
She applied a curative substance.	genezend
That is an enticing offer.	aanlokkelijk
Can you envisage what this action of yours will bring about?	zich voorstellen
A first place in the competition isn't feasible .	haalbaar
Use the guide bar to get the right position.	hendel
The nurse had to take care of the horrendous wounds.	afgrijselijk
Many workers in the building industry incur serious injuries.	oplopen
We're leaving, irrespective of the circumstances.	ongeacht
Users of chainsaws are prone to accidents.	vatbaar voor
Please, reconsider your decision.	heroverwegen
He decided to relinquish his position.	opgeven
Jamie wears snug-fitting jeans.	strak
Steve showed stamina in the long-distance run.	uithoudingsvermogen
The children are susceptible to compliments.	gevoelig voor
The event was terminated because of the bad weather.	beëindigen
It seems that Van Gogh had many unrequited loves.	onbeantwoord
The trip to Mount Everest was a successful venture .	onderneming, waagstuk
You should verify the data before publication.	op juistheid controleren
The test yielded a good result.	opleveren

DUTCH

ENGLISH

bevooroordeeld	The police were prejudiced against minorities.
deskundige	You should leave the ultimate decision to a professional .
draaien	You can hear the motor spinning .
financiering	Modern companies take care of the funding of young talent.
gedurfd	Carly showed her courage in a daring stunt.
gelijk aan	The airline company had to pay compensation equivalent to the value of the luggage.
handschoen	You should wear gloves to keep your hands warm.
hanteren, bedienen	You should handle this machine with care.
het valt niet te ontkennen	There's no denying that there are problems with the equipment.
houtsnijwerk	There are beautiful carvings in the medieval church doors.
in de buurt	There is a supermarket close by .
in de val zitten	The gang members surrounded us and we were trapped .



kettingzaag	They cut the wood in blocks with a chainsaw .
laten leeglopen	The first had to drain the water tank in order to repair the leak.
omstander, toeschouwer	A bystander helped to reanimate the victim.
onderhoud	Our car is in the garage for maintenance .
onregelmatig	It isn't nice and even, but looks rather choppy .
onvoorspelbaar	The weather is unpredictable here: four seasons in a day.
overbrengen, duidelijk maken	Sue managed to convey her enthusiasm to all her friends.
schoeisel	For this hike you need to bring sturdy footwear .
(laten) stuiten	Try to bounce the ball only twice before you throw it.
te boven komen	Sean will overcome his financial problems.
teen	My big toe hurts because my shoes are too tight.
top-, het beste	This is the top-of-the-line electric saw in our collection.
tot elke prijs	We must avoid a scandal at all costs .
tot overmaat van ramp	This drill is old and, to make matters worse , I can't make it work.
uitsnijden	You should try to carve a bear out of this log.
veiling	About fifty art works were sold at the auction .
veilingmeester	The auctioneer sold the painting for \$200.
vermoeid	After the walk our gran was so fatigued that she had to lie down.
vervangen	You should substitute these figures with the more recent ones.
vervanger	Our teacher is ill, but they're looking for a replacement .
verwijderen, weghalen	Please eliminate all the French words from this text.
voortgang boeken	He makes little progress with his sculpture.
voorzorgsmaatregel	These precautions are necessary to guarantee your safety.
wat betreft	The police remain strict regarding the use of weapons.
weer opladen	You have to recharge the batteries.
zorg ervoor dat	Make sure you don't use the wrong tools.
zwaar, inspannend	Strenuous labour in the fields has ruined his back.

Lesson 4

ENGLISH

DUTCH

I'm reading an anthology of American poems and song lyrics.	bloemlezing
He boldly said that she was mentally unstable.	bot, botweg
The lawyer gave details of the callous killing.	wreed, meedogenloos
This school will not condone such behaviour.	gedogen, accepteren
That confounded dog has run away again.	vervloekt
He's known for his contemptuous remarks and attitude towards his rivals.	minachtend
Bob Dylan's sometimes convoluted lyrics are hard to understand.	ingewikkeld
Unfortunately, freedom of expression is curbed in that country.	beperken
The D.A. / District Attorney insisted on a heavy punishment for the accused.	officier van justitie, aanklager
Isn't it strange that the defendant was not present in the courtroom?	beklaagde, verdachte
Jill is a hard-working, diligent student.	ijverig
After her dismissal she soon found another job.	ontslag
The police hauled him out of his car.	sleuren
How do most children feel when they see their incarcerated parents?	gevangen, gedetineerd
Where does your infatuation with American folk music come from?	(voor)liefde voor
The injured prisoner was taken to the prison infirmary .	ziekenhuis
He was known to be highly jealous and irascible .	snel geïrriteerd



That stupid behaviour will jeopardise his reputation.	in gevaar brengen
Let's try to remain level-headed and not become sentimental over this.	nuchter
The judge said that the defendant might be a menace to society.	bedreiging, gevaar
We saw a stranger prowling in the garden.	sluipen
He was caught red-handed .	op heterdaad
When shots ring out in this city, the police will be there in no time.	klinken
Only with discipline and tenacity can you reach what he has reached.	vasthoudendheid, volharding

DUTCH

ENGLISH

aanhouden	He was detained by the police for speeding.
als puntje bij paaltje komt	If push comes to shove , you can count on him.
beek	There's a lot of fish in this stream .
bekend in de oren klinken, een belletje doen rinkelen	Does this name ring a bell for you?
berechten	They didn't even try him before they sent him to prison.
de broekriem aanhalen	During the economic crisis people had to tighten their belts .
de eigenschappen van	He certainly has the makings of a leader.
de schijn ophouden	She was devastated but wanted to keep up appearances for the kids.
diefstal	He was accused of theft .
door en door, vanbuiten	He knows the system inside out .
forel	Which fish do you prefer, trout or salmon?
geavanceerd	Thanks to our cutting-edge technology we've become a big player.
getuigen	He's going to testify at that trial.
het gemunt hebben op, een hekel hebben aan	Why does he always have it in for Ralph?
in de schoenen schuiven	They tried to pin the murder on an innocent man.
in volle gang	The project we started last year is now in full swing .
kassa	You can pay for your goods at the register over there.
merkbaar, waarneembaar	The dog made a sound that was hardly noticeable .
onder druk zetten	They put the screws on him to make a confession.
onrecht	He's done them a great injustice .
onterecht	She was falsely accused of shoplifting.
opmerkelijk	His new novel is a notable achievement, according to the critics.
proces	He was defended by a good lawyer during the trial .
(gemeente)raad	The town council gave permission to build a sports hall.
raad, advies	I needed legal counsel from a lawyer.
samenwerken	If they refuse to play ball with us, there's nothing we can do.
straf uitzitten	He'll have to do time for robbery.
stropdas	He was wearing a grey suit and a blue tie .
tegen alle verwachtingen	Our team won the match against all odds .
ten koste van	They were having a joke at my expense .
toeschrijven aan	Should we put his mistake down to inexperience?
trekken	He was clearly trying to draw our attention.
van tevoren	Did you book a table in advance ?
verstandig	Don't worry about her; she's a sensible girl.
voor de gezelligheid	I didn't know the game but went along for the ride .
voorafgaan	We heard a scream that preceded a shot.



weinig kans maken	The odds are against us, but we'll do our best.
zaal	The match was played in an enormous sports hall .
zondebok	He hadn't done anything but the police needed a scapegoat .
zuiveren	The prisoner has written a letter to clear his name.
zwerwer	A bum was sleeping on a park bench.

Lesson 5

ENGLISH

DUTCH

She lives a hop, skip and jump from my place.	op kleine afstand
She's been an anchor at Metro News 1 for several years.	nieuwslezer
They posted blasphemous comments on that forum.	godslasterlijk
The £100 million film was a true box-office hit .	kaskraker
There is a lot of common ground between the English and Dutch cultures.	overeenkomsten, raakvlakken
Please, let us dispel all those myths about literature.	verwerpen
I've finally finished my draft version.	klad
The editorial , supported by the entire office, criticised the president.	hoofdartikel
He was totally engrossed in the film's plot.	opgegaan in, verdiept in
An independent enquiry showed that the director was corrupt.	onderzoek
I was completely flabbergasted by her response.	stomverbaasd, versteld
Sorry, I'm just flicking through this book.	doorbladeren
I often flit between reading the book and watching the film.	fladderen, switchen
My father thinks that playing video games is hardly highbrow .	intellectueel, snobistisch
The worlds of Spiderman and the X-men are intertwined .	verweven, verstrengeld
Opera used to be part of a lowbrow culture, but is now considered highbrow.	niet-intellectueel, simpeltjes
We can't trust every single media outlet to be objective.	mediabron
I must say, this book is a real page-turner .	spannend boek dat je in één adem uitleest
We should carefully peruse this book for the test.	bestuderen
Getting a 10 on your test is quite praiseworthy , in my opinion.	prijzenswaardig
I think Quentin Tarantino's a fantastic screenwriter .	scenarioschrijver
We should carefully scrutinise scientific experiments.	controleren, nauwkeurig in de gaten houden
Unfortunately, that task was simply thrust upon me.	opdringen, opleggen
Many students have trouble with the tribulations of a test week.	tegenslag, ellende
The umpire oversaw the tennis game from his chair.	scheidsrechter

DUTCH

ENGLISH

aanwijzingen	Sure, I can give you some directions as to where you need to go!
afschilderen	Russians were often portrayed as antagonists in James Bond films.
begrijpen	I could never comprehend the scope of all the details involved in filming.
beschouwen	Those films are often considered works of art.
betrekking hebben op	Most of the reviewers' critiques pertained to the actors' performances.
bewerking	The director of that adaptation did a really good job.
blij of enthousiast zijn over	I was thrilled by the prospect of going to the United States.
de cirkel is rond	He's now teaching at the school he used to attend as a pupil, so it's come full circle .
echt	I truly believe that my sister is telling the truth.
fantasierijk	He's quite the imaginative artist.
gaat ongetwijfeld	If you never study for a test, you're bound to get a low mark sometime.



(emotioneel) geraakt	It's been a long time since I was moved by a film.
in beeld brengen	The suffering of war was effectively visualised in this scene.
in het bijzonder	I like sci-fi films, particularly those which involve aliens.
in staat stellen om	Innovations in virtual reality allow you to be immersed in a new universe.
je uiterste best doen	We can say that the teachers at this school do their utmost for the pupils.
kleineren, bagatelliseren	You shouldn't belittle their achievements so far.
lot	We must prevent other children from suffering the same fate .
omgekeerd, andersom	They thought he was either too ambitious or, conversely , being too lazy.
ongeacht hoe	No matter how often you ask, I won't let you watch that film.
op de een of andere manier	He somehow managed to enter the country without a passport.
overtreffen	I must say that the film surpassed my expectations.
prijzen	Afterwards, I lauded her performance in the school play.
prijzen, roemen	Many world leaders praised his contributions to world peace.
regisseur	Some directors get involved in the minute details of filming.
script	The screenplay was excellently written.
snel volgen	The two phone manufacturers often followed on each other's heels in terms of development.
spanning	You could feel the tension by simply looking at his face.
striproman	Many critics argue that graphic novels can be considered literature.
tegelijkertijd	Our school will introduce new devices and books in tandem .
tegenspeler	The antagonist was beaten in the final scene of the film.
terecht komen	Eventually he ended up in the right place.
ter wille van, omwille van	I like reading books simply for the sake of reading.
uitbrengen	Many romantic comedies are released just before the festive season.
verbeteren	The authors have improved upon their previous book.
veroordeling	This film is about the conviction of the antagonist, who committed murder.
verwant zijn	Those two franchises are clearly related to one another.
voorstellen, aanvoeren	They suggested we use a drone to film our journey.
vreemd genoeg	Oddly enough , they didn't earn any money by writing that book.
walgen van	I loathe those cheap action flicks without any plot.
zogenaamd	She's supposedly the most renowned director of her time.

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?

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.

Belangstelling uitdrukken *Expressing interest*

It's so interesting to hear you're ...

So you're interested in ... (working as a volunteer.)

That's a great idea!

I'm in!

Beplemen *Recommending something*

You really should ...

We'd better ...



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 ...

Bezorgdheid uitdrukken *Expressing concern*

I'm worried about ...
 I'm anxious about ...
 I'm really nervous about ...
 I'm concerned about ... (my friend's health.)

Blijdschap uitdrukken *Expressing gladness*

I am so happy ... (with this result / for you.)
 I am glad ...
 I am delighted ...
 I think it is great ... (you have passed your GCSE exams.)

Enthousiasme uitdrukken *Expressing enthusiasm*

That's great / amazing / awesome / wonderful!
 It is great ...
 It was exciting ...
 I was excited ...
 I'm really keen ...

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!

Iets algemeen aangeven *Stating something general*

In general, ...
 Generally speaking, ...
 On the whole, ...
 As a rule, ...

Kanttekening plaatsen *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 / 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, ...

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.)

Twijfel uitdrukken *Showing doubt*

I doubt if ...
 I wonder if ...
 I'm not sure if ...
 It's doubtful / uncertain if ... (legalisation of gambling is a good idea.)

Jezelf verduidelijken / corrigeren *Explaining / correcting yourself*

What I'm trying to say is ...
 What I mean is ...
 In other words, ...
 Let me put it this way ...

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.

GRAMMAR

Direct speech and indirect speech  grammar p. 63

Auxiliaries: kunnen, mogen,

moeten, willen

 grammar p. 77

Definite article

 grammar p. 83-84

Indefinite article

 grammar p. 84-85

Tenses

 grammar p. 54-60

Relative pronoun

 grammar p. 74-76

Passive

 grammar p. 62

Genitive: 's / ' / of

 grammar p. 70





1 2 3 4 5

Unit 5 A Bright Future?

What makes the future bright? Do you define yourself by how you look and what you own, or are experiences more important? Some people believe they can create their own future and design their own lives, others think they have to accept what is handed to them. This unit will give some insight into what others think the future will have in store for us and to what extent we have control over what it will look like. Do you believe there is a bright future ahead of you?

LESSON 1: READING & LISTENING 202

Police can be in the right place at the right time

LESSON 2: READING 208

But what if jobs aren't working anymore?

LESSON 3: SPEAKING 216

Who do you think you are – and how bad could you be?

LESSON 4: READING & LISTENING 223

Is consumerism running out of steam?

LESSON 5: WRITING 230

Exploring the future's futures

STUDY BOX 239



1

YOU'LL BE ABLE TO

- understand long and complex texts of a social, professional or academic nature, and identify views and beliefs
- understand a range of audio-visual material identifying details such as implicit attitudes and relationships between the speakers
- write clear and detailed texts on topics in your field of interest

Grammar

- tenses

Vocabulary

You can learn the vocabulary with the Study box (p. 239) and the vocab trainer.

Strategies

- skimming
- taking notes

TEXT

Police can be in the right place at the right time

By Jennifer Bachner

1 In an era of tight budgets, police departments across the country are being asked to do more with less. They must protect the public, but often have to do it with limited personnel, equipment and training resources.

To address this problem, law-enforcement agencies are increasingly turning to data and analytics to improve their ability to fight crime without substantial increases in operating costs. Known as predictive policing, these technologies and techniques empower police officers to take a more proactive approach to both preventing crime and solving open cases.

2 Predictive policing involves crunching data on past crimes, along with information such as the weather, the time of day and the presence of escape routes, to forecast where and when future crime is most likely to occur. In cities such as Santa Cruz, California, officers have access to maps outlining “hot spots”, or geographic areas most vulnerable to crime at a future point in time, and they are encouraged to use the information along with their knowledge of the community to decide where to allocate the most resources on a given shift.

The theory isn't complicated – being in the right place at the right time deters crime. Some in law



enforcement say predictive policing is particularly helpful when it comes to identifying and halting repeat criminals.

They must protect the public, but often have to do it with limited personnel, equipment and training resources

3 The Baltimore County Police Department says it used predictive methods to halt a string of convenience-store robberies. Police had information about the locations of the robberies and a suspected model of car used by the elusive offender, but no obvious next target. By plotting the robbed locations on a map and employing a repetitive algorithm, police identified a suspected point of origin. Police then analyzed the streets that would likely have been used to reach the crime locations and detected one specific street that the offender had likely used frequently (and would probably use again) to travel to crime scenes. Officers staked out that street, rather than patrolling numerous convenience stores, and were able to apprehend the suspect.



4 Some critics say that because not all crime is reported, predictive models based on past crime data might miss future crimes that don't fit historical patterns. But today's predictive models aren't based solely on past crime data – they also take into account some of the same things potential criminals do when planning crimes, such as geographic information.

To achieve positive results with predictive policing, some upfront costs are required: Law-enforcement agencies must make an initial investment not only in software, but also in training officers to understand the proper scope and limitations of data-driven policing.

5 The use of data, like the use of any tool, leaves openings for misuse, but police departments can take steps to protect civil liberties. There is a big difference, for example, between predicting where crime is most likely to occur and developing lists of potential future offenders without probable cause, a practice that certainly raises serious ethical and legal concerns.

Policy makers also must grapple with the proper scope of data collection, retention and use and be able to explain to the community how data is being used to

enhance public safety. That is why departments that adopt predictive-policing programs must at the same time re-emphasize their commitment to community policing. Officers won't achieve substantial reductions in crime by hiding in patrol cars, generating real-time hot-spot maps. Effective policing still requires that officers build trust with the communities they serve.

6 With proper implementation, monitoring and transparency, the trend toward evidence-based policing should ultimately enhance the relationship between communities and police officers. That's because data-driven decision making is a step away from decisions based on biases that can result in unfair discrimination. Predictive models based on relevant data, including everything from past crime to the weather, limit the influence of prejudice or profiling by officers.

The stakes are high, but predictive policing offers an opportunity to make significant advances toward a safer and more just society.

Based on: *wsj.com*

READING

STRATEGY Skimming

 strategies – skimmen – p. 10

Skimming is useful when you want to get a general idea of what a text is about. In skimming you ignore the details and look for the main ideas. Main ideas are usually found in the first sentence of each paragraph. Indeed, the first sentence of each paragraph is often a summary of, or an introduction to, the paragraph. You can therefore get a good idea of the overall content of a text by reading the first sentence of each paragraph.

- 1 Skim the text by only reading the first sentence of each numbered paragraph, not more. Which info is likely to be found in which paragraph, based on its first sentence? Fill in the correct number.

a Predictive policing in practice § <u>3</u>	d Extra measures to ensure public safety § <u>5</u>
b Benefits of a fact-focussed approach § <u>6</u>	e Facing spending cuts § <u>1</u>
c Limitations of predictive policing § <u>4</u>	f Processing info for better predictions § <u>2</u>

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

- 2 (§1) Quote the two juxtaposed words, i.e. words which are next to each other, which are the cause of “this problem” (“To address this problem ...”).

Quoted words: “tight budgets”

- 3 (§2) How can crimes be avoided by means of predictive policing, according to this paragraph? Use your own (20-30) words and start your answer as follows:

The minute the police know Suggested answer: where and why a crime is probably going to take place, they will go to that place, so that potential criminals can be halted before committing a crime.



4 (§2-§3) What is the main relationship between §2 and §3?

- ☐ §2: cause – §3: effect
- ☐ §2: first example – §3: second example
- ☐ §2: past – §3: present
- ☒ §2: theory – §3: practice

5 (§4) How else could the sentence “To achieve ... data-driven policing” start, without changing the meaning of the sentence?

- ☒ Consequently, to achieve ...
- ☐ Oddly enough, to achieve ...
- ☐ Similarly, to achieve ...
- ☐ Unfortunately, to achieve ...

6 (§5) Describe in your own words (40-60), what “ethical” concern is mentioned.

Suggested answer: The writer speaks of “developing lists of potential future offenders without probable cause”. There is “ethical” concern because somebody may be put on a list as a possible offender although there is no probable cause for this. That person may therefore be incorrectly accused of something which they have not committed. This would not be “ethical”.

7 (§6) In the first sentence the writer speaks of “transparency”. Which phrase (not sentence) in §5 is an example of such “transparency”? Quote the complete phrase.

“to explain to the community how data is being used to enhance public safety”

8 (§6) Fill in two words in the following sentence so that it is in accordance with the last paragraph. The two words also come from the last paragraph.

The more *relevant data* is used, the less chance there is that decisions are based on biases.

9 Look at the last sentence (“The stakes ... just society.”). If the stakes are high, a lot can be gained or lost. Answer the questions, mentioning information or quoting words from the text.

a What can be gained?

Suggested answer: Less money (“tight budgets”, §1) necessary leading to the same level or more safety.

b What can be lost?

Suggested answer: “trust” (§5) from the public can be lost.

c In what way will society be more “just”?

Suggested answer: Decisions will be less “based on biases” and more “evidence-based” and “based on relevant data” (§6).

d In what way will society be “safer”?

Suggested answer: Crimes that are about to take place can be prevented.



LISTENING **STRATEGY** *Taking notes* strategies – aantekeningen maken – p. 15

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

- Avoid full sentences but instead use key phrases or keywords.
- 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.
- Sometimes it is better to write down a note a little time after you've heard the info about something when things become clearer.

10-11 Watch the video online and do the assignments that you find there. You may use the writing space below.

☐ *Go to the online assignment to find these answers.*

☐

☐

☐

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VOCABULARY

12 Choose the description that matches the underlined word.

a That infamous, elusive drugs boss has finally been arrested.

- ☒ hard to find
- ☐ highly dangerous
- ☐ still free

b How much money is allocated for disaster relief?

- ☒ assigned, granted
- ☐ collected, raised
- ☐ estimated, expected



- c The Minister of Justice has announced plans to improve the retention of police officers.
- ☐ hiring
 - ☒ keeping
 - ☐ training
- d Have the police been able to apprehend the criminal yet?
- ☒ catch and arrest
 - ☐ find information about
 - ☐ interrogate and get information from
- e The police are staking out that affluent neighbourhood.
- ☐ criminal
 - ☐ disadvantaged
 - ☒ wealthy
- f This book contains lots of colloquial expressions.
- ☐ that is, considered to be most important or most necessary
 - ☒ that is, mainly used in informal conversations
 - ☐ that is, old and no longer used

GRAMMAR



Tenses

grammar – 1-9 – p. 54-60

Not all future crimes **fit** historical patterns.

Law-enforcement agencies **are turning** to data and analytics to fight crime.

Police **had** information about the locations of the robberies.

Police departments **have taken** steps to protect civil liberties.

They detected one specific street that the offender **had** frequently **used**.

They are sure that the robbers **will be** caught.

13 Fill in the correct tense and form of the words in brackets.

Nick Yarris (a to spend) *spent* more than two decades on death row in the US after he

(b to be) *had been* wrongly convicted of rape and murder, before a DNA test eventually (c to free) *freed* him. “I genuinely believe that (d to be) *having been* on death row for 22 years ultimately saved my life. It was the greatest adventure of my life, and so far I

(e to survive) *have survived* it.”

While on death row, he educated himself about the law. When they looked in on him, he (f to read) *was reading* a book most of the time. “The whole purpose of my education ultimately was so I (g can) *could* deliver a statement eloquently before my execution,” he said.

For 22 of the 23 years he (h to spend) *had spent* in prison, Nick genuinely believed he (i will) *would* be executed.

“I (j not – to have) *have not had* any psychiatric help since I (k to leave) *left* prison. I decided to take up psychology. Often, when a guard talked to me, I (l to study) *was studying* psychology in there and later applied it to myself.”



In 1982, he was convicted of a woman's rape and murder and sent to death row. In 1988 he (m to become) *became* the first man on death row in the United States to ask for DNA testing, but this (n to lead) *led* to years of heart-breaking delays and frustrations, such as when a vital package containing DNA samples (o to burst) *burst* open just when it (p to be) *was being* posted to a laboratory, destroying the evidence. "In 2002 I said to a fellow inmate: 'I think I (q to seek) *will seek* the most extreme form of relief from this imprisonment. I'm ready to be executed and I (r to drop) *am going to drop* my legal appeals so that the execution process (s to be) *will be* carried out as soon as possible.'" But after a judge (t to order) *had ordered* one final round of DNA testing, evidence (u to clear) *cleared* him in 2003. Linda's killer (v still not – to find) *has still not been found* and Nick received compensation for his wrongful conviction, although it "feels like pity money" to him.

LISTENING & WRITING

- 14** Listen to two podcasts or videos with lectures or discussions of at least 20 minutes each: one about the future of predictive policing in particular and a second programme about the future of crime in general. Go about it as follows:
- write down the URLs of the websites of the programmes. Add the duration of the programmes;
 - while listening, make notes (keywords and short phrases; use at least four headings for each programme);
 - use your notes to make two summaries of 250-300 words.

WRITING

- 15** With the help of the information you gathered in the previous exercise, write a composition of 450-500 words about the future of policing. Go about it as follows:
- **Title:** Add an appropriate title when your composition is finished.
 - **Introduction:** What are your first personal thoughts about policing in the future, say 20-25 years from now?
 - **Body:**
 - Paragraph: In what ways might problems related to future crime be different from nowadays? Include information from the programme in exercises 10/11 and the two sources you have chosen in the previous exercise. (You might include technology and (social) media.) And what about ethical problems? (How far can law enforcers go? What about privacy?)
 - Paragraph: Elaborate on possible solutions to future crimes that have been put forward in the same programmes and explain in detail what you think of them. Also, offer solutions that have not been mentioned. (You might include areas such as technology, education, justice etc.)
 - Paragraph: How might future policing affect your personal life? What pros and cons are there for you? (Avoid repeating elements from the previous paragraphs.)
 - **Conclusion:** Taking the information in the previous paragraphs into consideration, explain how confident or worried you are about your personal safety as well as the general safety of the public from crime in 20-25 years from now.
 - **Extra:** Include at least six linking words and four expressions from the *Reference book*.



2

YOU'LL BE ABLE TO

- understand long and complex texts of a social, professional or academic nature, and identify views and beliefs
- write clear and detailed texts on topics in your field of interest

Grammar

- adjectives and adverbs
- comparisons

Vocabulary

You can learn the vocabulary with the Study box (p. 240) and the vocab trainer.

Strategies

- linking words
- scanning a text

TEXT

But what if jobs aren't working anymore?



1 Work means everything to a lot of people. For centuries we've believed that it builds character (punctuality, initiative, honesty, self-discipline, and so forth). We've also believed that the market in labour, where we go to find work, has been relatively efficient in allocating opportunities and incomes. And we've believed that, even if it sucks, a job gives meaning, purpose and structure to our everyday lives – at any rate, we're pretty sure that it gets us out of bed, pays the bills, makes us feel responsible, and keeps us away from daytime TV.

These beliefs are no longer plausible. In fact, they've become ridiculous because there's not enough work to go around, and what there is of it is often not enough to pay people's bills.

The jobs that disappeared in the Great Recession from 2007-2009 just aren't coming back, regardless of what any positive unemployment rate tells you. The net gain in jobs since 2000 still stands at zero.

2 But, wait, you may say, are you sure that our present dilemma isn't just a passing phase of the business cycle? What about the job market of the future? Haven't the doomsayers always been proved wrong by rising productivity, new fields of enterprise, new economic opportunities? Well, yeah – until now, these times. The measurable trends of the past half-

century, and the plausible projections for the next half-century, are just too empirically grounded to dismiss as dismal science or ideological nonsense. They look like the data on climate change – you can deny them if you like, but you'll sound like a moron when you do.

For example, some Oxford economists who study employment trends tell us that almost half of existing jobs are at risk of death by computerisation within 20 years.

3 Certainly, this recent economic crisis makes us ask: what comes *after* work? What would you do without your job as the external discipline that organises your waking life – as the social imperative that gets you up and on your way to the factory, the office, the store, the warehouse, the restaurant, wherever you work and, no matter how much you hate it, keeps you coming back?

What would you do if you didn't have to work to receive an income? And what would society and civilisation be like if we didn't have to 'earn' a living – if leisure was not our choice but our lot? Would we hang out at the local Starbucks, laptops open? Or volunteer to teach children in less-developed places? Or smoke weed and watch reality TV all day?

I'm not proposing a fancy thought experiment here. By now these are *practical* questions because there aren't enough jobs. So it's time we asked even more



practical questions. How do you make a living *without a job* – can you receive income without working for it? Is it possible to begin with, and then the hard part, is it ethical? If you were raised to believe that work is the index of your value to society – as most of us were – would it feel like cheating to get something for nothing?

How do you make a living
without a job – can you receive
income without working for it?

4 An economic crisis such as the Great Recession poses a moral problem, a spiritual impasse – and an intellectual opportunity. We've placed so many bets on the social, cultural and ethical import of work that when the labour market fails, as it so spectacularly has, we're at a loss to explain what happened, or to orient ourselves to a different set of meanings for work and for markets.

And by 'we' I mean pretty much all of us, Left to Right, because everybody wants to put unemployed people back to work, one way or another – 'full employment' is the goal of Right-wing politicians no less than Left-wing economists.

Which is to say that everybody has stressed the benefits of work just as it reaches a vanishing point.

5 Why? Because work means everything to us inhabitants of modern market societies – regardless of whether it still produces solid character and in spite of the fact that it does not always allocate incomes rationally or enable people to make a living. It's been the medium of most of our thinking about the good life. It's been our way of defying death, by making and repairing the durable things, the significant things we know will last beyond our allotted time on earth.

6 Work has been a way of demonstrating differences between males and females. Since the 17th century, masculinity and femininity have been defined – not necessarily achieved – by their places in a moral economy, as working men who got paid wages for their production of value on the job, or as working women who got paid nothing for their production and maintenance of families. Of course, these definitions are now changing, as the meaning of 'family' changes, along with profound and parallel changes in the labour market – the entry of women is just one of those – and in attitudes toward sexuality.

7 When work disappears, the genders produced by the labour market are blurred. When socially necessary labour declines, what we once called *women's work* – education, healthcare, service – becomes our basic industry. The labour of love, caring for one another and learning how to be our brother's keeper – socially beneficial labour – becomes not merely possible but

eminently necessary, and not just within families, where affection is routinely available. No, I mean out there, in the wide, wide world.

8 And yet, and yet. Though work has often entailed subjugation, obedience and hierarchy, it's also where many of us, probably most of us, have consistently expressed our deepest human desire, to be free of externally imposed authority or obligation, to be self-sufficient. We have defined ourselves for centuries by what we do, by what we *produce*.

But by now we must know that this definition of ourselves entails the principle of productivity – from each according to his abilities, to each according to his creation of real value through work – and commits us to the inane idea that we're worth only as much as the labour market can register, as a price. By now we must also know that this principle plots a certain course to endless growth and its faithful attendant, environmental degradation.

'Work hard, play by the rules,
get ahead'

9 Until now, the principle of productivity has functioned as the reality principle that made our dreams seem plausible. 'Work hard, play by the rules, get ahead', or, 'You get what you pay for, you make your own way, you rightly receive what you've honestly earned' – such homilies and exhortations used to make sense of the world. At any rate they didn't sound delusional. By now they do.

So the impending end of work raises the most fundamental questions about what it means to be human. To begin with, what purposes could we choose if the job – economic necessity – didn't consume most of our waking hours and creative energies? What evident yet unknown possibilities would then appear? How would human nature itself change as the ancient, aristocratic privilege of leisure becomes the birthright of human beings as such?

10 Sigmund Freud insisted that love and work were the essential ingredients of a healthy human being. Of course he was right. But can love survive the end of work as the willing partner of the good life? Can we let people get something for nothing and still treat them as our brothers and sisters – as members of a beloved community? Can you imagine the moment when you've just met an attractive stranger at a party, or you're online looking for someone, anyone, but you don't ask: 'So, what do you do?'

We won't have any answers until we acknowledge that work now means everything to us – and that hereafter it can't.

Based on: aeon.co

Gedownload door: [ishowapple | ishowapple@yandex.com](mailto:ishowapple@yandex.com)



READING

1 Take 8-10 minutes to read §1-6. Indicate which heading belongs to which paragraph. Fill in the relevant paragraph number.

- a Facing diverse questions § 3
- b Changing definitions of genders § 6
- c Unanimous about the importance of jobs § 4
- d Past convictions no longer acceptable § 1
- e Undeniable developments § 2
- f Thinking the world of having work § 5

2 Read §7-10. Provide each paragraph with a relevant heading that matches the paragraph, similar to style of the headings in exercise 1. Do not quote from the text, but use your own words.

- a §7: *For example: More stress on helping each other*
- b §8: *For example: Rather one-sided definition of work*
- c §9: *For example: More leisure, different possibilities*
- d §10: *For example: Giving without expecting anything in return*

STRATEGY Linking words

strategies – *letten op signaalwoorden en voegwoorden* – p. 13

Linking words show the relation between text parts, for instance two sentences. So, if you know the meaning of the linking words, you also know the relation between the two text parts.

Read the text in detail and answer questions 3-12.

3 (§1) How else could the sentence “These beliefs ... longer plausible.” start, without changing the meaning of the sentence?

- ☐ Furthermore, these beliefs ...
- ☐ Indeed, these beliefs ...
- ☒ However, these beliefs ...
- ☐ Therefore, these beliefs ...

4 (§2) To answer the question in the first sentence (But, wait ... business cycle?”), the writer makes a comparison. Complete the following sentences.

He compares the (a) *Suggested answer: trends of the future job market* to *Suggested answer: climate change*. According to him, people should not claim that either of them (b) *Suggested answer: are nonsense / don't exist.*

5 (§3) Summarise this paragraph by completing the following two main questions.

- a How would you *Suggested answer: spend your time* if there was *Suggested answer: not enough work* ?
- b Would it be morally right to *Suggested answer: have an income without working for it* ?

6 a (§4) What is the tone of the last sentence (“Which is ... vanishing point.”)?

- ☐ annoyed
- ☐ confident
- ☐ concerned
- ☒ ironic



b Explain your answer.

Suggested answer: The writer mentions a fact ("everybody has stressed the benefits of work") which is contrary to a development that is taking place ("it [= work] reaches a vanishing point"). This is called irony.

- 7** (§5) What is implied by the writer's words in this paragraph? Does the writer feel work is overrated or underestimated? Write down 'overrated' or 'underestimated' and quote the first two and last two words of the phrase (not sentence) that supports your answer.

Overrated: "in spite ... a living"

- 8** (§6-7) How else could the first sentence of §7 ("When work ... are blurred.") start, without changing the meaning of the sentence?

- ☐ For example, when work ... ☐ On the other hand, when work ...
☐ Moreover, when work ... ☒ So, when work ...

- 9** (§8) In your own words, what does the writer consider a stupid thought, according to this paragraph?

Suggested answer: That a person is only worth what he / she shows in / through their work.

- 10** (§9) Fill in the three blanks so that the question is in accordance with the information in the paragraph.

What will be the (a) *Suggested answer: purpose* of life once we start paying less and less attention to (b) *Suggested answer: work* and more to (c) *Suggested answer: leisure* ?

- 11** (§10) What is the writer's point in the question "Can you ... you do?"? Complete the sentence and use the verb 'to judge' in your answer.

He wonders *Suggested answer: if and when we will stop judging others by the sort of work they do / job they have.*

- 12** Write a summary of the article by writing down one sentence about each paragraph.

For example: (§1) Our beliefs about work have to change, now that there's not enough work for everybody. (§2) We can't deny all the signs that indicate that the number of jobs is decreasing. (§3) What will life look like without jobs? (§4) Still, most people's aim is employment. (§5) We find work important for various reasons. (§6) The differences of men and women through work are changing. (§7) So, if work disappears, the differences between men and women become less clear as well. (§8) For centuries we have defined ourselves by what we produce. (§9) What will the numerous consequences be when we have no work? (§10) Will love be enough to accept that others, who have no work, still get enough income to live by?



VOCABULARY

- 13** Choose the descriptions that match the underlined words in the sentences.
- a** Are your teachers always punctual? After all, they should set an example.
☐ critical
☐ demanding
☒ on time
- b** Reducing air pollution has become an imperative.
☐ a very difficult problem
☐ a widely recognised issue
☒ an urgent matter
- c** Consumers ignore exhortations to buy British products only.
☐ adverts
☐ slogans
☒ strong encouragements
- d** It is not likely that the gender gap will be perpetuated in the future.
☒ maintained
☐ put an end to
☐ tackled
- e** So you think it's an inane idea to suggest that jobs will more or less disappear in the future?
☐ a great
☒ a silly
☐ an incredible
- f** It was a dismal November afternoon.
☐ bright
☐ cold
☒ gloomy

VOCABULARY EXTRA

Proverbs

A proverb is a short popular saying that expresses effectively some commonplace truth or useful thought.

For example: Actions speak louder than words. > What you do is more important than what you say.

- 14** Match the proverbs in the table with their explanations on the next page. There is one explanation too many. Fill in the relevant numbers behind the proverbs below.

proverb	
a Two wrongs don't make a right.	13
b What goes around, comes around.	5
c When in Rome, do as the Romans do.	1
d When the going gets tough, the tough get going.	3
e Birds of a feather flock together.	10
f You can't make an omelette without breaking a few eggs.	6
g There's no such thing as a free lunch.	12
h It ain't over till the fat lady sings.	7
i Beauty is in the eye of the beholder.	9
j Absence makes the heart grow fonder.	11
k Practice makes perfect.	2
l Easy come, easy go.	8



Explanation

- 1 When you are in a different country, you should behave like the people who live there.
- 2 You have to do something repeatedly to become good at it.
- 3 Strong people don't give up when they come across challenges. They just work harder.
- 4 Don't criticize other people if you're not perfect yourself.
- 5 If someone does bad things now, they will get what they deserve in the future.
- 6 It is difficult to achieve something important without causing any unpleasant effects.
- 7 Don't presume to know the outcome of an event which is still in progress.
- 8 When you get money quickly, e.g. by winning it, it's easy to spend it or lose it quickly as well.
- 9 Different people have different ideas about what's beautiful.
- 10 People like to spend time with others who are similar to them.
- 11 You feel more affection for those you love when parted from them.
- 12 Things that are offered for free always have a hidden cost.
- 13 If someone does something bad to you, you should not do something bad to them in return.

15 Use the proverbs from exercise 14 in the sentences below. There are three proverbs too many.

- a It's 2-0 and we only have 15 minutes left. Another defeat.
 – A lot can happen in 15 minutes. *It ain't over till the fat lady sings.*
- b I saw the boy who stole my bag with that gang of troublemakers last night.
 – Well, *birds of a feather flock together*, they say.
- c The new teacher appears to have discipline problems with some of his classes.
 – She should be stricter and take some steps. After all, *you can't make an omelette without breaking a few eggs.*
- d Sam spends his money as soon as he gets it.
 – Ha, ha. With Sam it's *easy come, easy go.*
- e I don't think I can walk all the way to the top of this hill. It's so steep!
 – Don't give up. *When the going gets tough, the tough get going.*
- f I'd really like to humiliate Justin after he made fun of me in front of everyone at lunch.
 – Now, now, Danny. *Two wrongs don't make a right.*
- g My boyfriend's going to the USA and I won't see him for six months.
 – Ah well, *absence makes the heart grow fonder.*
- h Everyone in my new office dresses rather casually. Should I dress that way, too?
 – By all means. *When in Rome, do as the Romans do.*
- i Will I ever be able to dance like her, mum?
 – Well, you can't expect to become a brilliant dancer overnight, but *practice makes perfect.*

16 Complete the following sentences with a situation that matches the meaning of the proverb. You may use more than one sentence.

- a When I *For example: laughed at my sister after she fell, she wouldn't allow me to borrow her bike.* My dad laughed and said:
"What goes around, comes around, son."



- b Jim has bought a new car. *For example: think it's ugly but Jim thinks it's beautiful.* I guess *beauty is in the eye of the beholder.*
- c My dad has a good salary and gets to travel with his job, which he likes, *For example: but the company decides when he can take his holidays.*
- It's true that *there's no such thing as a free lunch.*

GRAMMAR

Adjectives and adverbs

 grammar – 15 & 16 – p. 65-66 & 66-67

These beliefs are no longer **plausible**.

We've placed so many bets on the **social**, **cultural** and **ethical importance** of work.

You **rightly receive** what you've **honestly earned**.

Sorry, but I find that a **terribly bad** idea.

Comparisons

 grammar – 17 – p. 68-69

Socially beneficial labour will become **more possible** and **more necessary**.

So the impending end of work raises the **most fundamental** questions about what it means to be human.

It is the goal of Right-wing politicians **no less than** Left-wing economists.

It is the inane idea that we're worth only **as much as** the labour market can register.

- 16** Read the article about the future of jobs and robots. Fill in the correct *adjectives*, *adverbs* and *comparisons* of the English or italicised Dutch prompts in brackets.

Robin Hanson thinks the robot takeover, when it comes, will be in the form of imitations.

In his new book, *The Age of Em*, the economist explains: "You take the best and (a intelligent) *most intelligent* 200 human beings on the planet, you scan their brains and you get robots that to all intents and purposes are indivisible from the humans on which they are based, except a thousand times (b fast) *faster* and (c good) *better*."

For some reason Hanson (d repeat) *repeatedly* calls these 200 human prototypes "the billionaires", even though having a billion in any currency would be strong evidence against your being the (e bright) *brightest*, since you have no sense of how much is enough. But that's just a natural difference of opinion between an economist and somebody who is now (f afraid) *as afraid* of the future as lots of other people are.

These Ems, being superior at everything and having no material needs will undercut humans in the labour market, and make us (g total) *totally* (h unnecessary) *unnecessary*. We will undergo all of this (i easy) *easily* or (j difficult) *with difficulty*. Whether or not we are put out to a (k pleasant) *pleasant* pasture or (l brutal) *brutally* exterminated will depend upon how we behave towards the Ems at their coming. Indeed, we will have (m *weinig*) *few* or at least (n *minder*) *fewer* problems if we

cooperate as best as we can.



When Hanson presents his forecast in public, the (o populairste) most popular question that will come up is: what's to stop the Ems from killing us off? "Well, why don't we exterminate retirees at the moment?" he asks, (p rhetoric) rhetorically, before answering: "Some combination of gratitude, empathy and affection between individuals, which the Ems, being (q precise) precisely modelled on us, will share unless we use (r real) real billionaires for the model. Ha, ha!"

Nowadays, with more knowledge and experience, predictions are (s careful and precise) more carefully and precisely made than was the case in the past. Driverless cars, e.g., are to make up 75% of all traffic according to a (t 15 years) 15-year forecast, raising the nightmare of leagues of unemployed drivers.

There is always a voice in the debate saying: we don't have to make things (u necessary) necessarily (v slechter) worse just because we can. Yet, history teaches us that we will, and teaches us, furthermore, that resisting invention is its own kind of failure. (w Hoe meer) The more we resist it (x hoe pijnlijker) the more painful the consequences will be. It's a fight we (y kunnen onmogelijk) can't possibly win. Basically, if the big idea of a progressive future is to cling on to work for the avoidance of unemployment, we could dream up jobs that were much (z interesting) more interesting than driving.

WRITING

- 17** In the article *But what if jobs aren't working anymore?* you have read about the possible or probable changes that will take place in the future regarding work and spare time. Write a composition of 450-500 words about this subject. Include the following:
- **Title:** Add an appropriate title when your composition is finished.
 - **Introduction:** Explain what your first thoughts about work and spare time are.
 - **Body:**
 - Paragraph: How do you experience (school) work and spare time? Is there a sound balance? When do you experience stress? What advice would you give to fellow students and people who find life or work quite stressful nowadays?
 - Paragraph: What are your first thoughts about the views of the article concerning work in the future? (concern? relief? mixed feelings?) Explain why.
If most people are going to spend less time working and have more spare time, what pros and cons do you see?
 - Paragraph: What sort of job would suit you? What would you definitely want to avoid and what sort of job would appeal to you? Why?
What about spare time? Do you think you'll have enough of it? How do you think you might spend it?
 - **Conclusion:** How confident are you about the future in general regarding work and spare time? And how do you see your own future? Explain.
 - **Extra:** Include at least six different linking words and four expressions from the *Reference book*.



3

YOU'LL BE ABLE TO

- engage in extended conversation on general topics
- give a prepared presentation outlining pros and cons of a standpoint
- participate in informal discussion in familiar contexts
- follow most lectures, discussions and debates with ease
- understand documentaries, plays, live interviews, talk shows and films

Grammar

- gerund

Vocabulary & expressions

You can practise these with the Study box (p. 242) and the vocab trainer.

Strategies

- text orientation

TEXT

Who do you think you are – and how bad could you be?

1 What turns good people bad? The road to depravity and corruption, we tend to assume, is a slippery slope: a few small immoral acts, then things snowball, and before you know it, the floodgates have opened. (To clarify, this slippery slope is near a hydro-electric power plant, hence the floodgates. Also, it's snowing.) But according to a recent Dutch study, a more appropriate metaphor might be stepping off a cliff. Participants were invited to roleplay a business negotiation, and got various options for bribing a public official: gradually, with various small inducements; with one big bribe; or not at all. The short version: they were far likelier to become corrupt when presented with a single "golden opportunity" than a series of incremental moral compromises. They didn't slide into wickedness. They plummeted.

We're fascinated by how someone with one kind of personality turns into someone with another

2 The researchers' hunch, which makes sense, is that it's less painful to rationalise immorality once than repeatedly. We'd rather go through the internal process of self-justification a single time, even for a major infraction, than feel obliged to do so morning after morning in the bathroom mirror. But the finding hints at a more unsettling notion that's dogged psychology since



the start. As demonstrated by everything from Shakespearean tragedy to *Breaking Bad*, we're fascinated by how someone with one kind of personality turns into someone with another. The implication is that the rest of the time our personalities are fundamentally stable. But what if it makes no sense to talk of our having personalities in this way at all? This is known as the "person-situation debate", and it speaks to the worry that, deep down, there might be no reliable set of traits, persisting through time, identifiable as "you"; and that, given the right (or wrong) situation, each of us might become anyone. In minor ways, this rears its head all the time. The coffee shop on your corner closes, or your gym membership expires, and two months later you suddenly realise you haven't bought coffee or exercised since; your situation changed, and your



behaviour just followed along. Then there are more alarming cases from psychology's back catalogue, such as the Stanford prison experiment, or Stanley Milgram ordering people to administer apparently fatal electric shocks. It's sometimes argued these demonstrate that, under the surface, we're all basically evil; but you could equally argue they show that none of us is basically anything.

3 Follow this to its conclusion and you reach an old, old idea, arising in the philosophy of David Hume and dating back to Buddha: that what you call your 'self' might just be a bundle of processes, not fundamentally distinct from all the other processes that constitute the universe. This doesn't mean each of us doesn't have identifiable traits. (A bundle of processes might still be

It's sometimes argued
these demonstrate that,
under the surface, we're all
basically evil

a predictable bundle.) But it's a reminder of how many debates, on everything from gender politics to how nations turn fascist, still assume that each of us has some fixed essence, only moderately affected by our circumstances. Maybe we don't. Maybe that slippery slope is built on sand.

Based on: www.theguardian.com

STRATEGY Text orientation

 strategies – oriënteren op de tekst – p. 10

Text orientation is looking at the text, lay-out and possible illustrations superficially, before you start reading. The aim is to get an idea what type of text it is, who wrote it, what it may be about and how many paragraphs there are.

READING

- 1 a Look at the text as described in the strategy. What can you deduce from just looking at it?

Suggested answer: It's a short article from The Guardian with a title and three paragraphs. The illustration suggests that being good or bad is a choice.

- b Read the title and the first two and the last three sentences of the text. Then decide what this text could be about.

- ☐ how people take bad decisions
☒ the process of turning bad
☐ the nature of criminal activities

- c Explain your answer in b.

Suggested answer: The first sentence ("What turns good people bad?") is about turning from good to bad. The second sentence ("The road to depravity and corruption ...") indicates a process. The last sentences indicate our circumstances influence our behaviour more than we may think.

Now read the text in detail and answer the questions 2-6.

- 2 (§1) Which phrase indicates that popular opinion probably conflicts with reality? Quote from the text.

"we tend to assume"

- 3 (§1) Why would "stepping off a cliff" be a better metaphor for "the road to depravity and corruption" than "a slippery slope", according to the Dutch study? Explain in your own words.

Suggested answer: According to the study, people don't gradually 'turn bad', but rather jump into wrong behaviour.



- 4 (§2) Which phrase means the same as “it’s less painful to rationalise immorality once than repeatedly”?

- ☐ It feels ethically wrong to speak about bad behaviour as if it were good.
☒ It’s easier to explain away wrong deeds if you have to do it only once.
☐ It’s more difficult to justify bad behaviour if you show it only once.

- 5 (§2) Write down the first two and last two words of the phrase from the text which explains what the “unsettling notion that’s dogged psychology since the start” is.

“deep down ... become anyone”

- 6 a (§2) What is the function of the last part of the second paragraph: “The coffee shop ... electric shocks”?

Suggested answer: Its function is giving an example of the idea that people change their behaviour when circumstances change.

- b (§3) What is the conclusion the writer draws in the last paragraph?

- ☐ People are essentially all the same.
☐ People are only slightly influenced by others.
☐ People clearly have the will to be bad.
☒ People may not have strong characters.

- c Explain your answer in b.

It is often thought that each of us has some “fixed essence”, a character, only slightly influenced by our circumstances. The writer expresses his doubts about this by saying: “Maybe we don’t.”

VOCABULARY

- 7 Find a synonym or an antonym in the text for the following words. The number of the paragraph is indicated to help you find the word.

Synonyms

- a fitting (§1) *appropriate*
b that can be trusted (§2) *reliable*
c continuing (§2) *persisting*
d hint, indication (§3) *reminder*

Antonyms

- e suddenly (§1) *gradually*
f is questionable (§2) *makes sense*
g apparently (§2) *under the surface*
h loose (§3) *fixed*

GRAMMAR

Gerund

 grammar – 14 – p. 64-65

Stepping off a cliff might be a more appropriate metaphor.
It makes no sense to talk of us **having** personalities at all.
They spent their time **preparing** the debate.



8 Fill in the correct English forms of the Dutch words in brackets. Use a *gerund*.

What makes you unique?

Posted by Brian from Manchester

(a *Jezelf onderscheiden van*) *Standing out from* the rest of the crowd is what makes me unique. I try to be different, but not to be perfect. To me, perfection is overrated. I am happy with (b *niet perfect zijn*) *not being perfect*. Also, I guess, it's (c *geen nut om te wachten*) *no use waiting* for the 'perfect' girl to come along. You can (d *blijven zoeken naar*) *keep looking for* her everywhere but the love of your life may be the girl next door.

Posted by Gavin from Brecon

Hey Brian, I guess that makes me unique too. (e *Het valt niet te ontkennen*) *There's / There is no denying* that we all have our differences. I have always wanted (f *vermijden eruit te zien als*) *to avoid looking like* everyone else. Strange haircuts and the like. At one point I (g *overwoog te verven*) *considered dying* my hair purple. I never did, but it would have made me pretty unique in the place where I live! I (h *zou het niet erg vinden om te hebben*) *wouldn't / would not mind having* the perfect girlfriend, though. Unfortunately, I haven't got a girl next door to go out with. I (i *denk erover te vragen*) *'ve / have been thinking about asking* a girl in my class for some time. But I (j *kijk er niet echt naar uit om te ontmoeten*) *'m / am not really looking forward to meeting* the parents.

Posted by Claire from London

I (k *begon te dragen*) *started wearing* clothes that I had made myself when I was fifteen. I still (l *breng elk weekend door met het naaien van*) *spend every weekend sewing* dresses and skirts. They are unique because I never use the same fabric twice. (m *Het creëren van dingen*) *Creating things* is my hobby. Does that make me unique? I don't think so, because ultimately it's personality that counts. I think it's (n *de moeite waard om te proberen*) *worth trying* to develop that.

Posted by Pat from Edinburgh

Hi guys. Let me tell you who's unique. I am! And stupid! Last night I went out (o *zonder mee te nemen*) *without taking* my key. When I came home my mum was fast asleep. And when she sleeps, there is no chance (p *om haar wakker te maken*) *of waking her up*. I was so tired and I really (q *had zin om te gaan liggen*) *felt like lying down*. The next morning, my mother found me asleep in the garden ... She immediately called her friends to tell them all about it. To tell you the truth I'm not (r *dol op om uniek te worden*) *keen on becoming unique*, I'd rather be a bit more forgetful!



LISTENING

9-14 Watch the video online and do the assignments that you find there. You may use the writing space below.

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

- 15 a** **GROUP WORK** Make a group of four. Discuss the four dilemmas that you've heard in the video. Write down a few keywords about each case. If you need to, look back at your description of the dilemmas in exercise 14.
- b** Have the discussion. Then go on as follows:
- One of you begins by giving your opinion on the first dilemma. When you give your opinion, add arguments to illustrate your point.
 - The second speaker reacts and makes clear if and why he / she agrees or disagrees, and so does the third speaker.
 - The last speaker gives his / her opinion and summarises what has been said. How far do you all agree?
 - Move on to the next dilemma. Take turns in starting and ending the discussion, so each of you gets a chance to summarise.

EXPRESSIONS

- 16** Learn the expressions (p. 249). Then do the assignment. Write a paper on ethical dilemmas with your friend Matt. Use the expressions from the Study box. The expressions are in italics. Sometimes a required word of the expressions is already given.
- a** Matt has looked up information on the internet and shows the list of URLs of the sites where he has found the information. *Express your satisfaction* with the result.
- I'm (very) pleased / happy* _____ with the result.
- b** You ask why Matt hasn't made any prints of the articles. Matt *states something general*.
- As a rule* _____, I don't make prints.



- c Matt gives you a number of reasons why making prints is bad for the environment. *Interrupt* Matt *politely*.
Excuse me for interrupting, _____ but I would like to start with the topic.
- d Matt tells you that he has found a lot of useful articles. You *express your surprise*.
You don't say _____ ! I never would have thought that there was so much on this topic. Good for you!
- e Matt summarises a few articles. *Paraphrase* what he said.
If I follow / have understood you _____ correctly, there are different opinions.
- f You haven't looked up anything. Matt *expresses disappointment* about it.
 It's *a pity / too bad* _____ that you haven't looked anything up.
- g You tell him that you've watched TV instead. Matt *makes a negative remark*.
 You *must be joking!* _____
- h Matt thinks that you have wasted too much time already doing nothing. He *expresses his impatience*.
 Let's *speed things up a bit.* _____
- i You feel a bit guilty about not having prepared enough and *apologise*.
 How *thoughtless of me. Sorry!* _____
- j Matt *changes the subject* to having a drink.
Right / Anyway _____ , let's have a drink before we go on.

SPEAKING

17 GROUP WORK Make groups of four. You're going to discuss (moral) dilemmas.

Before you start the discussion read the dilemmas and make notes in keywords about your opinions, arguments and examples.

Go about the discussion as follows:

- One of you starts by giving his opinion on the first dilemma. When you give your opinion, add arguments to illustrate your point.
- Ask each other questions about what you think using arguments and some of the expressions that you've practised.
- Take about two to three minutes to discuss each item.
- Take turns summarising what has been said about each dilemma.

Dilemmas

- a There are two people who need a heart transplant: a 30-year-old heavy smoker and a 70-year-old healthy non-smoking retired person. Unfortunately, there's only one heart available. Which of them should get the heart?
- b A friend confides to you that he has committed a certain crime and you promise never to tell anyone. Discovering that an innocent person has been accused of the crime, you plead with your friend to give himself up. He refuses and reminds you of your promise. What should you do? In general, under what conditions should promises be broken?
- c Someone left money sticking out of an ATM machine. Nobody is in sight. What to do? Does it make a difference how much money it is?



- d** You've seen your sister's boyfriend in a romantic setting in a restaurant with her best friend. What do you do? Speak to him or to your sister? Keep quiet? Make a fuss in the restaurant? And would you act differently if you didn't know who the girl was?

Extra: Take a second round of discussions. This time each of you makes up a new dilemma. Each starts with a short introduction of each dilemma.

WATCHING & LISTENING

- 18** Choose a film that includes a moral dilemma in it. You can choose one from the following list or choose a film that you know. One famous film with a terrible dilemma is *Sophie's Choice*, but there are many others, e.g.: *Gone Baby Gone*, *Eye in the Sky*, *The Cruel Sea*, *The Dinner*, *The Secret in their Eyes* or *American Beauty*.
- Watch the film and / or find reviews of the film and a synopsis of the story where the dilemma is discussed. Interviews with the filmmakers or actors may also give you information on the dilemma.
 - Scan the texts or videos for relevant information on the dilemma and listen to or read the fragments when you've found at least twenty minutes of relevant listening material or at least 800 words of interesting text material.
 - Write down the name of the film that you've watched and / or the URLs of the sites where you found your information. Add the duration of the film, video(s) or the number of words of the text(s).
 - Make notes in 40-50 keywords of arguments and interesting points involving the dilemma in the film. You will need them for the following exercise.

SPEAKING

- 19 a** You're going to give a 4- to 5-minute talk about the film that you have chosen in exercise 18. Proceed as follows:
- Prepare your talk with the help of the expressions and tips that you find in your *Reference book* (p. 20, 4.3).
 - Prepare a synopsis of the film and focus on making clear what the dilemma is.
 - Explain which choices are made, why they are made and how they work out.
 - Explain what is to be learnt from this dilemma and the choices that were made.
 - In the conclusion to your talk, make clear how you feel about the choices that were made; what choice would you have made given the circumstance(s)?
 - In your conclusion, also include your opinion on the way the dilemma is resolved.
 - Prepare 40-50 keywords for your speech.
 - Rehearse your speech.
- b** **GROUP WORK** Team up with three classmates.
- Listen to each other's talks without interrupting.
 - Prepare two questions for each talk while you're listening, but save them until your classmate has finished speaking.

When it's your turn:

- Use your list of keywords.
- End with a conclusion that contains your opinion.
- Answer your classmates' questions.



4

YOU'LL BE ABLE TO

- understand any form of correspondence, with some use of a dictionary
- follow a talk or speech within your own field
- engage in extended conversation on general topics
- actively participate in informal discussion, express your point of view, evaluate other points of view, and make and respond to hypotheses

Grammar

- sentences with 'if'
- linking words

Vocabulary

You can practise these with the Study box (p. 243) or the vocab trainer.

TEXT

Is consumerism running out of steam?

Editor's letter

1 Dear reader,

This week I bought a new printer. I didn't want to. Under normal circumstances, no amount of advertising could have ever persuaded me to upgrade – but when my old one broke, I had no choice. So I was compelled to go into a shop to buy one – and it felt like an act of nostalgia; like cooking boil-in-the-bag cod or going to a Hall & Oates concert. Because I just don't buy as much "stuff" as I used to. This hasn't been a conscious decision, but a significant proportion of my purchases now come in digital form – those apps and downloads that tend to masquerade as "things" by appearing as neat rows of icons, but are really just digital services that we hire for a while, according to a long list of terms and conditions. And it's telling that the printer I eventually bought came with two years' worth of ink, thus minimising my ongoing relationship with the company that made it.

2 And now I feel like part of a problem, as statistics have revealed that our consumption of raw materials in the UK decreased by one-third in the past two years. It's not entirely the fault of consumers – manufacturing processes for things like fridges and tumble dryers use less raw materials than they used to – but I've certainly contributed to that statistic. I sold all my CDs last year and vowed never to buy another; I buy software as a subscription rather than a physical box with a manual; I choose a satnav (satellite navigation) app over a satnav; I buy audio plug-ins instead of musical instruments, and refuse to believe that upgrading my television will offer any significant benefit.



3 The efforts made by the technology industry to persuade us of the merits of 4K Ultra HD televisions are almost heroic – but you can't help but wonder who's buying them. Particularly when many of us spend evenings watching things on a screen measuring 12cm across that we carry around in our pocket. However, while advances in technology undoubtedly contribute to a fall in the quantity of physical stuff we carry into our homes, the slump may be attributed to a broader issue: one of consumerism running out of steam. In other words, we're not just buying things in a different format – we're just not buying them at all.

**I buy software
as a subscription rather
than a physical box
with a manual.**

4 Jaws dropped six weeks ago when an IKEA executive, Steve Howard, suggested that the Western world might have reached "peak stuff". Howard detected a shift in spending patterns, whereby microwaves no longer make people happy but taking parachute jumps do. The comment made by Tyler



Durden, the lead character in the 1999 film *Fight Club* – “(doing) jobs we hate to buy shit we don’t need” – is one you now hear echoed by politicians. And it’s reflected in the statistics: we’re spending more on services than “stuff”, and polls of young people regularly demonstrate that they value experiences over and above material goods.

5 Some believe the statistics are not the full picture – after all, we’re as hungry for cars and cheap clothes as we’ve ever been – but it’s still a worrying trend for anyone in the business of selling us objects and items.

Thus, one online article asks: “How can we transform the purchase journey into a compelling experience?” How indeed? My new printer isn’t making me that happy; it feels destined to bring me misery in the form of paper jams and “out of ink” alerts, and already feels like a relic. Maybe when it breaks down, I’ll take a bold leap into the unknown and not bother replacing it.

Yours sincerely,
Rhodhri

Based on: www.independent.co.uk

READING

1 Skim the text and indicate in which paragraph the question is answered. Fill in the relevant paragraph number.

- a Do people generally buy less than they used to? § 3
- b What are the causes for a decrease in consumption? § 2
- c Is consumerism running out of steam in all fields? § 5
- d What made the editor think about consumerism? § 1
- e What evidence is there that consumerism is running out of steam? § 4

Read the text in detail and answer questions 2-7.

2 a (§1) What are “cooking boil-in-the-bag cod” and “going to a Hall & Oates concert” examples of? Answer in your own words.

Suggested answer: They're examples of things people don't do anymore.

b (§1) What difference between bought items and purchases that come in digital form becomes clear from the “list of terms and conditions”?

Suggested answer: You don't possess the service you buy digitally, you can only use it for a while.

3 (§1) Explain why the editor thinks it’s “telling” that he gets the ink with the printer.

Suggested answer: The company that has produced the printer does not expect clients to keep buying ink in the long run, which tells you that they don't expect printers to be an ongoing success. According to him, it is telling of what the writer states in the title: consumerism is running out of steam.

4 (§2) Which two causes are mentioned for the decreasing use of raw materials?

Suggested answer: Consumers buy less, and producers need less materials to produce the same goods.



5 (§3) What do many of us do in the evenings, according to the writer of this letter?

- ☐ use a computer
- ☒ watch our phones
- ☐ watch TV

6 a (§4) How can you describe the general / overall reaction to Steve Howard's suggestion in one word?

surprise

b Which words prove that? Quote the relevant words.

"Jaws dropped"

c Why would people have this reaction to Steve Howard's words?

A company like IKEA is all about the consumption of goods, so it is very surprising that this statement comes from an IKEA executive.

7 a (§5) The question: "How can we transform the purchase journey into a compelling experience?" is the question asked in the last paragraph. Having read the editor's letter, what do you think his answer would be?

- ☐ More attention should be paid to price and quality.
- ☐ Products should be made available online only.
- ☒ We can't make it interesting because times have changed.

b Explain your answer in a.

Suggested answer: The editor says in his letter that young people value experiences more than goods. This means that the future customer will not be buying goods like people did in the past. The writer is an example of this type of customer.

VOCABULARY

8 Choose a verb from the list and use the correct form to complete the sentences. There are two words too many.

to annihilate – to bide your time – to comprise – to defer – to denounce – to devour – to gear up – to impart – to scatter – to substantiate – to take a leap – to vow

- a** Dylan had to *take a leap* over the puddle of water.
- b** The teacher decided not *to impart* information about the test results yet.
- c** That part of the city was *annihilated* by a bomb.
- d** He *vowed* never to make that mistake again.
- e** Don't rush into things, just *bide your time* !
- f** The party leader *has deferred* the decision until tomorrow.
- g** They had to *gear up* for what was coming.
- h** The festival visitors *had scattered* litter all over the field.
- i** The greedy dog *devours* anything that looks like food.
- j** This year our gift box *comprises* of soap, shower foam and body lotion.



VOCABULARY EXTRA

Prefixes

A prefix is a letter or group of letters that is added at the beginning of a word to change its meaning. Every prefix has a general meaning.

For example:

de, dis, un – decode, dislike, unfriendly › do the opposite of, reverse the meaning, not

inter – interracial › between, among

re – reprogram › again

mis – misinterpret › bad(ly) or wrong(ly)

out – outrun › go further than

over – overpriced › too much

be › different meanings to create a verb

pre – preheat › before

en › different meanings to create a verb

- 9** Create words that match the descriptions. Use a prefix in combination with a verb to make a new verb. There are two prefixes and one verb too many. You may have to use a prefix more than once. Choose the following prefixes: *be-* / *de-* / *dis-* / *en-* / *inter-* / *mis-* / *out-* / *over-* / *pre-* / *re-* / *un-*

and the following verbs: *arrange* – *capture* – *claim* – *embark* – *estimate* – *force* – *hydrate* – *little* – *mount* – *number* – *smear* – *think* – *wind*

- | | |
|---|---------------------|
| a be with more people than the other group | <i>outnumber</i> |
| b leave a ship or plane | <i>disembark</i> |
| c put greasy or sticky stuff on something | <i>besmear</i> |
| d think that something is better or more than it actually is | <i>overestimate</i> |
| e get back what has been lost or taken | <i>reclaim</i> |
| f get off a horse or a bike | <i>dismount</i> |
| g reflect or remind oneself of something | <i>bethink</i> |
| h make someone do something | <i>enforce</i> |
| i deprive of water or moisture | <i>dehydrate</i> |
| j put in order in advance | <i>prearrange</i> |
| k relax after a period of tension or hard work | <i>unwind</i> |
| l catch someone or something that has escaped | <i>recapture</i> |

- 10** Complete the sentences with the correct verbs from exercise 9. There are four verbs too many.

- a** You can *reclaim* tax if you're convinced that you've paid too much.
- b** If someone doesn't water the plants when you are away, they will *dehydrate*.
- c** Simon will keep the horse by the reins so that Nicky can *dismount* safely.
- d** In some cultures it's the custom for hunters to *besmear* their faces with paint.
- e** The flight crew took the afternoon off to *unwind* by the pool.
- f** After a three-week cruise we could finally *disembark* in Rotterdam.
- g** The people in charge managed to *enforce* their will on all workers.
- h** They should *bethink* that useless stuff is only a burden.



GRAMMAR



Sentences with 'if'

grammar – 28 – p. 80

If I get my money, I **will** buy you a present. > *Situation is possible.*

If I went to the concert, I **would stay** the night. > *Situation is unlikely / imaginary.*

If we had bought less, we **would have had** more money left. > *Situation could / should have happened, but it didn't.*

Linking words

linking words – p. 114-119

I've not eaten anything today, and **yet** I'm not hungry.

I don't really like swimming, **but** I'll join you **anyway**.

She won't get the certificate **unless** she hands in that paper today.

In spite of the bad weather, they went for a walk.

- 11** Look at the following forum posts. Some gaps have verbs between brackets: fill in the correct forms. Other gaps have no words between brackets: choose the correct *linking words* from the following list.

admittedly – although – as soon as – basically – consequently – due to – even if – however – indeed – instead – the reason why – therefore – though

Does consuming less make you happier?

Perry:

(a) *Although* _____ I haven't bought much lately and feel quite good, I don't know if there's a connection. If I can't buy stuff that I need, I (b probably be) *will / 'll probably be* _____ unhappy, (c) *though* _____. (d) *Basically* _____, I'm happy with what I've got, and (e) *therefore* _____ I don't need more, more, more. If people who keep buying things (f think) *thought* _____ a bit more about what they really needed, they (g certainly spend) *would / 'd certainly spend* _____ less.

Pat:

(h) *Admittedly* _____, spending is fun. I do it all the time. (i) *Consequently* _____, I'm always broke. If I (j keep an eye on) *had / 'd kept an eye on* _____ my finances, I (k have) *would / 'd have had* _____ some money left now to buy the scooter that I want. (l) *As soon as* _____ I've got a job, I'll start saving up.

Jay:

(m) *Due to* _____ circumstances I've never been able to spend much. (n) *Indeed / Basically* _____, my family is poor. (o) *However* _____, that doesn't really bother me much. But I may come into some money one day, and if I (p do) *do* _____, I (q help) *will / 'll help* _____ my family out financially (r) *even if* _____ that means I can't buy stuff for myself.



Jocelyn:

There's very little chance, but if my father (~~s~~ raise) *raised* my allowance,

I (~~t~~ still not consume) *would / 'd still not consume* more than I do now.

(~~u~~) *The reason why* I think spending more is unnecessary is that happiness is a feeling,

and not the goods you have around you. If we (~~v~~ be) *had been* more careful about

what we produced in the past, our environment (~~w~~ profit) *would have profited* from our

wisdom. Now we're stuck with a polluted sea and smog (~~x~~) *instead*.

LISTENING

12-17 Watch the video online and do the assignments that you find there. You may use the writing space below.

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

SPEAKING

- 18 a** You are going to have discussion with a classmate about the video in the listening assignments. First, prepare the discussion.
Read the questions and write down a few keywords.
- What should the birthday party of a one-year-old look like? Why?
 - What would you advise people to do? Work more or less? Why?
 - For which goods would you be prepared to work long hours? Why?
 - Do you agree that you let yourself be pushed into materialism? How?
 - What did you think of the opinion of the speaker in the video?
- b** **PAIR WORK** Discuss the issues that are raised in the video with the help of the questions under a. Ask each other the questions in turns, answer the questions you get or react to them and take it in turns to summarise each discussion.



READING

- 19 a** Look for editor's letters or columns, blogs or other forms of correspondence on consuming less, buying less and / or minimalism. Choose two texts, totalling at least 800 words. Write down the URLs and the titles.
- b** Write short summaries of about 100 words each with the key arguments that you find in the texts.

SPEAKING

- 20** **GROUP WORK** Team up with two classmates. You're going to discuss the following statement: "Excessive consumption is anti-social behaviour."
Make sure you all get equal speaking time. Use linking words when you give your opinion to show if it's in line or in contrast with the last speaker. Give your own arguments or use the arguments that you've found in exercise 19.
Include the following points in your discussion:
- the definition of necessary / unnecessary goods;
 - what your family owns, but doesn't need;
 - what you would or wouldn't be willing to give up;
 - the option to live as a minimalist, yes / no;
 - the bare minimum to be happy;
 - to what extent you can buy happiness;
 - what makes you happier: spending money on goods or activities;
 - what kind of consumer you think you'll be in ten years.



5

YOU'LL BE ABLE TO

- read both literary and non-fiction texts with ease
- write about the personal significance of events and experiences in correspondence
- write clear, detailed (non-)fiction, marking the relationship between ideas and following conventions of the genre

Grammar

- relative pronoun

Vocabulary & expressions

You can practise these with the Study box (p. 245) and the vocab trainer.

Strategies

- following the instructions

TEXT

No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be ...This, in turn, means that our statesmen, our businessmen, our everyman must adopt a science fictional way of thinking.

– Isaac Asimov, *Asimov on Science Fiction* 1981

Exploring the future's futures



1 Organizations have to consider outside forces and trends as they build their strategies. But in most, too few people spend time thinking about how the future will shape the organization. Not enough of the knowledge and ideas of the organization finds its place in strategy. Leading firms use scenarios to solve these problems.

The further into the future we look, the less certain we are about what will happen

2 Scenarios answer Asimov's call for a "science fictional way of thinking". They ask: "What if?" They are stories we build about future possibilities. The stories let us test and explore future risks and opportunities. The scenario building process draws out the insight of a team and helps make future challenges and opportunities clearer and more compelling. It gives participants a shared view of future possibilities. That

view enriches their day-to-day work and strategic thinking.

3 We can use scenarios to think through potential decisions about strategy. The scenarios also become a tool for sharing strategic thinking with others. Most organizations have a good idea what they intend to do in the next few years. But that view can weaken their sense of more transformational change and bigger opportunities further out. Taking a look, ten or even more years out lets us imagine more significant change. Then we can step back to today to understand what to do about it.

4 The further into the future we look, the less certain we are about what will happen. But also, the further out we look the more our decisions today have the power to shape change and opportunity. Indeed, it is a type of 'butterfly effect' that we see in chaos theory, i.e. that a butterfly flapping its wings right now might cause a hurricane in the far future. Of course, companies can use this principle to positively influence their outlook. Investing in certain areas today may mean being the market leader in the far future.



5 For this to happen, educated and trained futurists are needed. They should be well-trained in the area of scenario-building. The power of this skill is in how it gets people to immerse themselves in the future. Working on scenarios leaves them no choice but to think both broadly and concretely about the future. Once people have had the scenario-building experience, they have new ideas and places to go in their heads. Furthermore, they've got a much richer view of the future. Moreover, they possess a new mental habit – to think about alternative futures, not accepting that there's some inevitable future out there. They should, and usually do, have a sense of empowerment.

6 Such forward-looking staff is not merely focused on the future, however. They base their predictions on lessons from the past and reject assumptions based on

They discover they are parts
of their own future and
have a voice in its direction,
starting now

mere prejudice or subjective interpretations. Most importantly, they realise that they are exaggerating for the sake of helping their company innovate and accept that they might be wrong in some regards. In other words, they acknowledge that any potential future might lead to wildly different outcomes. In terms of personal development, they discover they are parts of their own future and have a voice in its direction, starting now.

Based on: foresightculture.com

READING

- 1 Read the opening quote to the text. What is Isaac Asimov's main message regarding decision-making?
- ☐ Decision-makers can accurately predict what the future looks like for their organisation.
 - ☐ Sensible decisions can only be made by those who have read science fiction.
 - ☒ When making decisions, one should consider what the future might look like.

Read the text in detail and answer questions 2-7.

- 2 (§1) Write down whether the following statements are true or false, according to the author. Correct the statement if it is false and base your answer on the text. Quote the relevant words from the text if the statement is true.

a Companies can choose to take into account external factors to create new strategies.

False. They actually "have to" do this in order to be successful.

b Too many people are working inefficiently and efficiency should improve.

False. While "too few people" think about the future, the author does not state that too many people are inefficient.

c Prominent companies think about the future to tackle their issues.

True. "Leading firms use scenarios to solve these problems."

- 3 (§2-3) Complete the following sentence that describes a person who uses a "science fictional way of thinking". Do not use the word 'scenario'.

Such a person is someone who thinks about *the distant future* by imagining *things that might / could possibly happen / future risks and opportunities / future changes.*

- 4 (§4) What is the "butterfly effect"? Underline the correct options in the following sentence. The "butterfly effect" implies that our actions / thoughts right now have a *small* / significant impact in the *near* / distant future.



- 5** (§4) Give two examples of the “butterfly effect” in your own life based on your answer to the previous question. You might think of an example in the area of health, education, jobs or your social life.

Use the following formulation: Deciding to (do something) might (possible effect).

For example: Deciding to start smoking right now might hurt your health later; deciding to study for a test right now might help you pass your final exams in a year; deciding to help your boss might help you get a promotion; deciding to contact someone might lead to you becoming best friends.

- 6** (§5) What is the most important trait of futurists?

- ☐ They can think about the future in concrete terms.
☒ They have a feeling they can influence future events.
☐ They are able to imagine a more wealthy and rich future.

- 7** (§6) What is the author’s goal in this paragraph? If the answer is incorrect, write down ‘incorrect’. If it is correct, write down ‘correct’, quote a word or phrase and explain why it supports this statement.

- a** Considering the characteristics of futurists.

Correct. He uses the word “they” to describe what futurists do.

- b** Making critical remarks about his earlier statements.

Incorrect.

- c** To shed a different light on what was previously said.

Correct, “however” indicates that a different way of thinking about the future will be presented (i.e. that the past is also important).

- d** To add examples of the science fictional way of thinking.

Incorrect.

VOCABULARY

- 8** Find the words in the text that match the descriptions below.

- | | |
|--|---------------------------|
| a start using something | (quote) <i>adopt</i> |
| b influence (the form of) something | (§1) <i>shape</i> |
| c fascinating and convincing | (§2) <i>compelling</i> |
| d improves the quality of something | (§2) <i>enriches</i> |
| e carefully consider something | (§3) <i>think through</i> |
| f waving something | (§4) <i>flapping</i> |
| g view towards the future | (§4) <i>outlook</i> |
| h be completely involved in something | (§5) <i>immerse</i> |
| i own or have something | (§5) <i>possess</i> |
| j refuse to accept | (§6) <i>reject</i> |



GRAMMAR

Relative pronoun

 grammar – 23 – p. 74-76

Many jobs at large corporations are jobs **which / that** require a forward-looking character.

This particular job, **which** involves giving financial advice, is quite stressful.

Is this the colleague **with whom** you've worked together before?

She's the CEO **whose** achievements are widely appreciated.

Many people participate in the lottery, **most of whom** will never win.

Elon Musk is the billionaire **about whom** a lot has already been written.

- 9 Fill in the correct *relative pronouns* in the text below. When you see two writing lines, you have to add a *preposition* (e.g. about, for, in, with).

A sneak peek into the world of futurists

Think you're one of those people (a) whose views of the future are revolutionary?

Welcome to one of the technology industry's most ill-defined jobs: the futurist. High-tech conferences are places (b) where you can find people (c) who / that want to advise multinationals about their future course of action. But (d) with whom are you dealing if you find yourself talking to them?

"It's a title (e) that / which you slowly earn," says one of Australia's most high-profile practitioners, panellist Mark Pesce, (f) who has spent 33 years in and around the technology industry. He also argues that predicting possible future scenarios is a phenomenon (g) about which we've heard a lot of misinformation. The futurist as unreliable charlatan or quack is one of those fables (h) in which many people believe, for example. One of Pesce's colleagues, John Naisbitt, instead states that futurists are mainly critical thinkers, some (i) of whom focus on "what is going on right now" and project this into the future. The industry, (j) which is still growing rapidly, now employs thousands of these so-called futurists.

Therefore, pay close attention (k) to whom you are talking at one of these conferences and you might learn a thing or two. In fact, fraternising with these types might even expand your network (l) with which you can get to know the experts in the field.

- 10 You're going to formulate a number of questions that are useful when asking for more information about a certain workplace. Sometimes you are asked to write down two different questions. In that case use the combinations with relative pronouns in two different ways. Write down all possible combinations.

a Met wie ga ik samenwerken?

With whom will I be working together?

b Zou je me kunnen vertellen wiens werkplek dit is?

Could you tell me whose workplace this is?



c Kunt u me iets vertellen over de programma's waarmee ik moet werken? (2×)

Can you tell me something about the programs with which I have to work?

Can you tell me something about the programs (that) I have to work with?

d Is dat het gebouw waar je werkt?

Is that the building where you work?

e Zou u me iets kunnen vertellen over de afdeling waarvoor ik ga werken? (2×)

*Could you tell me something about the department for which I am /
I'm going to work?*

*Could you tell me something about the department (that) I am /
I'm going to work for?*

f Is dat de algemeen directeur over wie ik zo veel heb gehoord? (2×)

Is that the CEO about whom I've heard so much?

Is that the CEO (that) I've heard so much about?

EXPRESSIONS

11 Read the text.

JOB OPENING

One of our clients in the financial services industry in London is looking for a young, talented and creative 'future thinker / futurist'. They wish to appeal to a younger audience and find new customers in the age ranges of 16-30.

As a Futurist Trainee, you will:

- follow a two-year traineeship in which you combine work and study in the areas of marketing, future (social) thinking and basics in finance;
- advise the company's board on what is important to this particular age group;
- provide ideas on which course the company should steer in terms of sustainability, types of (digital) services in banking and what the future might hold in general;
- receive a fitting salary, bonuses when earning certificates and paid-for student housing in Shoreditch, London (1.6 miles from head office).

Qualifications and competencies

- affinity with the target age group of 16-30 yrs;
- experience with social media and banking apps;
- creative, honest and ambitious and enjoy thinking about the future;
- completed a pre-university education (A levels equivalent);
- mastery of both English and Dutch, since our subsidiaries are in The Netherlands.

Procedure

- Contact our Trainees Office for any enquiries.
- Fill in the application form.
- Write a letter of motivation detailing your reasons for applying.

Address

GGM8 Financial Recruitment Services
1337 Gresham St.
London, EC2V 7QA
United Kingdom



You are going to enquire into a job as a Futurist Trainee. Complete the chat with an employee of the Trainees Office below. Fill in all expressions that fit the sentence structure. Sometimes a word of the required expression has been given in italicized text.

You: (a drawing somebody's attention) *Excuse me, I wonder if you can* _____ help me regarding my questions about the futurist traineeship.

James: Sure, (b asking for information) *would you mind* _____ telling me what it is you're interested in?

You: I'm very (c expressing interest) *(much) interested in* _____ hearing more about the courses the trainees will be following.

James: Well, the main focus will be on how our company can help improve society as a whole, as we aim for a sustainable future. Not (d adding or summing up things) *to mention the fact that* _____ we want to help younger generations play a large role in it.

(e asking somebody's opinion) *Can you give us your view on* _____ the role financial corporations should play in creating a sustainable future?

You: (f making a positive remark) *That's really* _____ *interesting!* In my opinion, corporations such as banks should finance projects that are good for the environment. In (g adding or summing up things) *addition,* _____ CEOs can decide to personally support green initiatives. (h summarising or rounding off) *Summing up, you might say* _____ that these companies have a lot of influence!

James: (i thanking somebody) *Thank you for* _____ your thoughts on this. It's always nice to exchanging ideas in these chat sessions. Do you have any other questions?

You: (j reacting to somebody who thanks you) *Don't mention* _____ *it!* (k thanking somebody) *I'm grateful that* _____ I'm getting the chance to apply for this traineeship. One final thing, however. *Could* (l asking for information) *you please tell me* _____ more about the time line of the application procedure. *Do* (m asking for information) *you happen to know* _____ when I can expect a response to my letter of application?

James: Responses may take up to three weeks, though *that's* (n making a doubtful remark) *very unlikely / doubtful* _____, as they usually respond sooner. (o expressing interest) *So you're* _____ interested in applying?

You: I sure am! (p thanking somebody) *Thank you for* _____ answering my questions.

James: (q expressing satisfaction) *I'm happy* _____ that I was able to help you. Good luck with your application!



STRATEGY Following the instructions

Whether it's a 'mere' assignment, a writing test or a real application procedure, make sure that you follow the instructions that are provided. Make a list of everything you need to include, and then check one by one if you have included all elements. Then, cross out the elements that you have included and double-check your (draft) work afterwards. Leaving out certain aspects or even making simple spelling mistakes might lead to your application ending up at the bottom of the pile!

- 12** You are now going to write your letter of motivation and its supporting document, the curriculum vitae. Respond to the job vacancy (exercise 11) at GGM8 Financial Recruitment Services.
- Before writing your letter of motivation, you should create a new CV or adapt an existing one (see *Reference book*, p. 36). Adapt your CV to the job you're applying for and include relevant information about education, work experience, hobbies and interests. You can then simply refer to factual information in your CV so that you have more room to explain why you're the best person for the job.
 - Fill in the table below so that you are well-prepared for writing your letter. Include a few keywords / key phrases about topics that you would like to add to your letter.

aspect/paragraph	keywords / important points
address and name of recipient (if known)	<i>GGM8 Financial Recruitment Services</i> <i>1337 Gresham St.</i> <i>London, EC2V 7QA</i> <i>United Kingdom</i> <i>Name of recipient is not known.</i>
§1: job title	<i>Futurist Trainee</i>
§2: experience and education	<i>For example: Worked at a supermarket, coach of football team, study pre-university education.</i>
§3: your skills	<i>For example: A creative mind, empathetic character, critical thinker.</i>
§4: interesting aspects of the job	<i>For example: Great to work at such a leading firm, interesting to think about future events.</i>

- Consult the *Reference book* (p. 34-35, §5.8) for instructions on how to structure your letter. Include the appropriate expressions (in italics), vocabulary, and grammar. Use your input from the application form and the outline and refer to your CV when relevant.
 - general: follow the appropriate conventions for a formal letter. Use the address from the text of the job opening and use the appropriate salutation and closing based on whether you know the recipient's name.
 - §1: open your letter with an appropriate expression (starting a formal letter) and refer to the job opening above. Use 15-25 words.

For example: I would like to apply for the position of Futurist Trainee, advertised by GGM8 Financial Recruitment Services.



- §2: tell your recipient something about your education background and how your experience so far can help you during the traineeship; use an expression for *summing up* and refer to information on your CV. Use 30-45 words.

For example: I have had some experience in thinking about which products would become popular at the supermarket I worked at. Furthermore, I have always been good at critical thinking and considering what might happen in the future; I enclose my CV for your information.

- §3: tell them how you can use your skills to help their company and what others would say about you (*People tell me I'm ..., because ...,*) and use another expression for *summing up*. Use 30-40 words.

For example: People / My fellow students tell me I'm innovative, because I usually take the lead in thinking of new directions for our group projects. What's more, my teachers would tell you I'm motivated and always optimistic.

- §4: briefly mention which particular aspects of the traineeship you are interested in (*expressing interest*) and what your reasons are for wanting to work in the financial sector. Summarise your main reasons in a single line. Use 30-40 words.

For example: I'm interested in seeing how I can contribute to a sustainable future at your firm. In all, I look forward to helping your firm find a way to attract new customers in the future.

- §5: round off by using the appropriate expression (*ending a formal letter*).

I look forward to receiving your reply.

- check whether you have included all of the points mentioned above.

13 PAIR WORK You are going to respond to one of your classmate's letters by writing a formal e-mail. Imagine that you are a job coach trying to help your client, i.e. your classmate, find a job. Follow the steps and use the appropriate expressions.

- Swap letters of motivation and CV with a classmate.
- Read your client's letter and make notes in the margin, then reply to it by following the appropriate conventions (salutation, closing, etc.) for a formal e-mail.

Dear Mr x / Ms y, and close your letter with Yours sincerely,

Subject line of e-mail: Feedback on your letter of application.

- §1: start your formal e-mail by *thanking them* for choosing you as a job coach. Then, comment on whether your client followed all the instructions and give your general impression of the letter. Use 30-40 words.

For example: Thank you for choosing me as your job coach. I'd like to remark that you included all the elements that were necessary and that your letter is quite good. However, there are some minor points for improvement.



- §2: give feedback by mentioning three positive points about the letter and / or CV. This feedback may be about use of English, content of the letter, creativity, neatness, etc. Use at least two expressions for *summing or adding up things*. Use 45-45 words.

For example: Your letter has no grammatical mistakes, which is excellent. Besides that, the skills you have mentioned match the job description quite well and another thing is that you have carefully followed the conventions for a formal letter.

- §3: give two tips. These tips may pertain to the letter itself or any actions your client could take to improve their chances of getting the job. Use 40-50 words.

For example: If I were you, I would also include some more ideas about what you would like to do during your traineeship there. In addition, you could consider adding an example of what you've achieved so far.

- §4: round off your letter by summarising your feedback and ask whether they can let you know (*asking for information*) whether they got the job (30-40 words).

For example: So, in a nutshell I would say that your letter is what's required and that you have a good chance of getting the job. Could you please tell me whether you got the job?



Study box unit 5

Lesson 1

ENGLISH

DUTCH

She has been accused of being an accomplice in the kidnapping.	medeplachtige
As people become more affluent , so their standard of living improves.	rijk
We will try to allocate money and resources efficiently and honestly.	toekennen, verdelen
The army had to come in to apprehend the drugs baron.	arresteren, aanhouden
Your dad is a broad-minded man. He'll understand.	ruimdenkend
You shouldn't use phrases like 'sort of' in essays – they're too colloquial .	informeel
San Bernadino is the biggest county in California, which is divided into 58 counties.	district
When we walked to the car we were treated to a downpour .	stortbui
The fox is a sly, elusive animal.	ongrijpbaar, moeilijk te vangen
Is enough being done to enhance public safety?	verbeteren, versterken
He constantly assumes a new identity and leads the life of a fugitive .	voortvluchtige
A racist security guard started harassing him.	lastigvallen
He's guilty of smuggling illicit goods.	illegaal, verboden
Go to your room at once, you impudent child!	brutaal
He was found guilty of laundering money from organised crime.	witwassen
The death penalty is sometimes carried out by means of lethal injection.	dodelijk
Do you realise that by lying to the court you have committed perjury ?	meineed
Who is responsible for the retention of these documents?	het bewaren
Malcolm is a shrewd , successful businessman.	slim
"I knew we would win," she said with a smug smile.	zelfvoldaan, arrogant
The price of petrol has soared in recent weeks.	sterk stijgen
They lived in a small house in squalid conditions.	smerig
The police are going to stake out that building in connection with drug trafficking.	in de gaten houden
He was sentenced for drug trafficking .	smokkel, handel
She wanted to be paid €500 for the job upfront .	als voorschot, vooraf

DUTCH

ENGLISH

aanzienlijk	Predictive policing has led to a substantial drop in crime.
afwijken, afdwalen	Try not to deviate from the subject, please.
(politie)agent	The officer at the police station was really helpful.
bedrijfskosten	We hope to increase efficiency and decrease operating costs .
benadering	You can avoid problems if you take a more proactive approach .
bepaalde	The agreement must be signed by a given date.
beperking	Our new strategy had both advantages and limitations .
berm	We saw a flat tyre laying on the hard shoulder of the motorway.
betrokkenheid bij	Carl's boss was not satisfied about his commitment to the company.
bewaken, in de gaten houden	These cameras are used to monitor the safety of the neighbourhood.
bewolkt	It was a grey, overcast day.
invoering	She had her doubts about the implementation of his plans.
kijker	How many viewers watched the programme?
krap	We have to work on a tight budget.
kwetsbaar	She strikes me as a sensitive and vulnerable person.



levensmiddelenzaak	The village only has a pub and a small convenience store .
materieel	The company has to cut down on personnel and equipment .
omvang	The manager finally understood the scope of the problem.
onderscheid	Children should be taught the distinction between good and evil.
openheid	There should be more transparency regarding the salaries of bank presidents.
opleiding	What sort of training have you had for this job?
over het hoofd zien	Sorry, I must have overlooked your e-mail.
overval	The police were able to prevent a robbery .
punt	Always use a full stop at the end of a sentence.
rechtvaardig	Predictive policing will lead to a more just society.
reeks	The tobacco industry can expect a string of lawsuits.
rijstrook	The car was driving in the wrong lane .
tegen de draad in gaan	He always likes to go against the grain .
tijdperk	We live in an era of globalisation.
uitbuiten	Homeworkers can easily be exploited by employers.
uitsluitend	The product is solely intended for personal use.
vermoedelijk	These are two of his suspected criminal activities the police are going to investigate.
vervullen	Going on a camper holiday to the Rocky Mountains will fulfill a dream I've had for a long time.
viaduct	We took shelter from the rain under a fly-over .
vooordeel	There was evidence of bias against foreign applicants.
voorspellen	How interesting that it's possible to forecast a crime.
voorspellend	This software gives predictive information about thefts in certain areas.
waar het op neerkomt	The bottom line is that we won't be able to join you.
wetshandhaving	The public wants more police for the sake of law-enforcement .
worstelen (figuurlijk)	Those two countries grapple with the same problems.

Lesson 2

ENGLISH

DUTCH

He still has this delusional idea he'll win an Olympic medal one day.	onrealistisch, gestoord
When he lost his job, his prospects looked dismal .	somber, triest
Sugar dissolves in water.	oplossen
We find the last candidate eminently suitable for the job.	bij uitstek
His theory is not based on empirical evidence.	gebaseerd op ervaring
We endorse all his conclusions.	ondersteunen, onderschrijven
Globalisation entails challenges as well as opportunities.	met zich meebrengen
He had received exhortations to do his best to look for a job.	aansporing
Computers can be used to facilitate language learning.	vergemakkelijken
When difficult times set in, people become less fastidious .	kieskeurig
The thermostat will gauge the temperature and control the heat.	meten
His reasons are grounded on reasons of national security.	baseren
Did you hear the Pope's Christmas homily ?	preek
Ava has impeccable taste in clothes.	perfect, onberispelijk
It is an imperative that everybody is fully informed in time.	noodzaak
Why don't we stop this inane conversation?	zinloos, idioot
The water's so murky , the fishermen can't see where to cast their nets.	troebel



He usually buys his whisky at the off-licence just around the corner.	slijterij
I fear that class differences only perpetuate with the new law.	blijven voortbestaan
My boss insists on his employees' punctuality and reliability.	stiptheid
When he started to straggle from the group, I knew he was tired.	achterblijven
After 200 years of subjugation there is now a democracy in this country.	onderdrukking, onderwerping
His message is absolutely unambiguous : half of all jobs will soon disappear.	eenduidig
This museum has an unrivalled collection of Chinese art.	ongeevenaard
Her parents don't understand why she should associate with unsavoury boys.	onguur, onplezierig
Customers can use the machine to make withdrawals of up to €250 a day.	geldopname

DUTCH	ENGLISH
aannemelijk, geloofwaardig	Did you find his excuse plausible ?
achteruitgaan	His health has seriously declined .
afdoen als	It's not nice to dismiss his ideas as wild fantasies.
Afwezigheid versterkt de liefde.	Absence makes the heart grow fonder.
alle rangen en standen	People from all walks of life took part in the demonstration.
Als het echt lastig wordt, gaan alleen de echte doorzetters door.	When the going gets tough, the tough get going.
ambtenaar	He works as a civil servant at City Hall.
Andere landen, andere zeden.	When in Rome, do as the Romans do.
Boontje komt om zijn loontje.	What goes around, comes around.
'comazuipen', grote hoeveelheden drinken in korte tijd	We should try to reduce under-age drinking and binge drinking in particular.
constant, consequent	Our shareholders expect consistent financial results.
De kansen kunnen nog keren.	It ain't over till the fat lady sings.
doemdenker	Don't pay any attention to what that doomsayer predicts.
duurzaam	They have used durable materials for their house.
een extra inspanning leveren, een stap verder gaan	We are willing to go the extra mile for our customers.
gebaar	Why don't you make a nice gesture and help them with their suitcases?
gevoel van eigenwaarde	It's a pity she has low self-esteem .
geweldig vinden	My mother thinks the world of you.
gunstig, nuttig, positief	This climate is beneficial for people with breathing problems.
hoeder, beschermer	My mum says I should be my brother's keeper .
idiot (scheldwoord)	He's a narrow-minded, old-fashioned moron .
in elk geval	We'll be there, at any rate .
Je mag kwaad niet met kwaad vergelden.	Two wrongs don't make a right.
lopend	The ongoing investigation will reveal what happened.
luchtpijp	I've got a sore windpipe .
meetbaar	Pain and suffering are not easily measurable .
miezeren	Oh no. It has started to drizzle .
Oefening baart kunst.	Practice makes perfect.
opkomst	There was a disappointing voter turnout at the elections.
Schoonheid ligt in de ogen van de aanschouwer.	Beauty is in the eye of the beholder.
slokdarm	He has oesophagus and stomach problems.
snel verdwijnen	How did the magician make that pigeon vanish ?
Soort zoekt soort.	Birds of a feather flock together.



toegekend	We are very satisfied with the allotted amount of money.
uiteenlopend	The topics we discuss during the English lesson are diverse .
uitstellen	I'm afraid we have to postpone the meeting until next week.
Voor niets gaat de zon op.	There is no such thing as a free lunch.
voorbijgaand	Don't worry. It's just a passing stage in his life.
vrijmaken	Can you clear the driveway for me, please?
Waar gehakt wordt, vallen spaanders.	It's impossible to make an omelette without breaking any eggs.
zakenrelatie	He's a business associate of mine.
zelfvoorzienend, zelfstandig	He learned to be self-sufficient from an early age.
Zo gewonnen, zo geronnen.	Easy come, easy go.

Lesson 3

ENGLISH

DUTCH

The doctor has decided to administer the medicine.	toedienen
Alcohol can affect your brain.	(negatief) beïnvloeden
This office building has excellent amenities , such as free use of printers.	voorzieningen
To his bewilderment nobody had thought of bringing food.	verbijstering
You'll have to brace yourself for what is coming.	zich schrap zetten
Can you clarify what this message means?	verhelderen
This indecent behaviour is an example of the depravity of our society.	verdorvenheid, corruptie
These new models are very distinct from the earlier series.	anders dan
The Dutch people were relieved when the German domination ended.	overheersing
My subscription to the newspaper will expire next month.	verlopen
The politician opened the floodgates to criticism on the opponent's policy.	de deur wagenwijd openzetten
It's an official meeting; hence these formal clothes.	vandaar
The incremental losses have to be compensated for in some way.	stijgend, oplopend
This espionage is a severe privacy infraction .	schending, inbreuk
We consider it iniquitous to raise taxes on people with low incomes.	onrechtvaardig
An interpreter was asked to translate the immigrant's diploma.	tolk
His reputation was irretrievably damaged after the scandal.	onherstelbaar
These painters were only moderately influenced by Vermeer.	matig
Moderation is better than extremism.	gematigdheid
During the recession the prices plummeted .	pijlsnel zakken
She was praised for her pragmatism .	pragmatisme, zakelijkheid, praktische instelling
They asked Tom to preside over the meeting.	voorzitten, de leiding hebben
His behaviour provoked general rebuke .	afkeuring
The board thought it necessary to reprehend Mr. Smith for his negligence.	berispen, terechtwijzen
You can read about the scam in three subsequent articles.	opeenvolgend

DUTCH

ENGLISH

aan het eind van zijn Latijn	He's at the end of his tether .
achteropraken	He has been ill for quite some time, and therefore he has fallen behind .
betrouwbaar	I found out that the brakes of this car are not reliable .
dateren uit, teruggaan naar (een bepaalde periode)	These political ideas date back to the last century.
de eindjes aan elkaar knopen	They were just barely able to make (both) ends meet .
escaleren, een sneeuwbaaleffect hebben	After the president's speech the riots snowballed , and many people got hurt.



geleidelijk	Tim gradually improved his school results.
gepast	Overalls are not appropriate clothes for a meeting.
glad	In a snow storm the road may get quite slippery .
glijden	Use the hand brake, or the car may slide down the slope.
gruwelijk	You'd better not look at the gruesome pictures.
helling	The ball rolled down the slope and into the pond.
herhaaldelijk	I've repeatedly asked him to return the bike I lent him.
herinnering	This e-mail is meant as a reminder for the appointment on Friday.
Het beestje bij de naam noemen.	Call a spade a spade.
Het is een eitje.	It's a walk in the park.
ingewikkeld, complex	Did you draw this intricate pattern?
instabiel	The ladder was very unsteady and moved from left to right.
naaien	Can you sew this button back on for me, please?
neigen naar	He tends to exaggerate his own achievements.
niet mogen baten	He really tried very hard, but it was to no avail .
omkopen	The man who had caused the accident bribed the witness not to testify.
ondergeschikte	The manager has spoken with his subordinates .
onderhandeling	The peace negotiations have resulted in a treaty.
(zich) onderscheiden van	In order to stand out from the crowd you should cultivate your talents.
onrustbarend, verwarrend	The idea that they had to move to another country was unsettling .
ontevredenheid	Dissatisfaction with his current job made him apply for a new position.
ontstaan	Problems may arise if nothing is done about the citizens' dissatisfaction.
op handen en voeten	They were crawling through the room on all fours .
oppervlak	There was no wind, and the surface of the lake was really smooth.
te hoog gegrepen	That job is out of your league .
vaststaand	You cannot get it cheaper, as there's a fixed price for these goods.
verbergen	She concealed her face behind a veil.
vervanging	We'll find a substitute for the sick coach.
verven (van bijvoorbeeld haar of stof)	Sam used to dye his hair in different colours.
volharden, standhouden	Because the students persisted in their demands, the school finally gave in.
voorgeschiedt krijgen	I was presented with numerous difficult questions.
voorgevoel, vaag idee	I had a hunch that something would happen tonight.
wegredeneren, goedpraten	If you explain away all the objections, nobody will want to give you feedback again.
zinnig zijn	Your remark makes sense .

Lesson
4

ENGLISH

The house had been annihilated in the bomb attack.	vernietigen
Always keeping away from others can be seen as antisocial behaviour.	asociaal, ongezellig
You had better bide your time .	je tijd afwachten (voor een goed moment)
Marc caused some irritation with his blunt refusal.	bot
The bulk of these goods can be dumped as they're worthless.	grootste deel
You can have garlic sauce with your deep fried cod .	kabeljauw
The team comprises fifteen girls.	bestaan uit
There is no conclusive evidence of his guilt.	doorslaggevend, eenduidig
The decision was deferred .	uitstellen

DUTCH



These adverts are delusive . Don't buy those products.	bedrieglijk, misleidend
Marco renounced his American citizenship.	officieel afstand doen van
For your independence it's better to keep a certain detachment .	afstandelijkheid
Jim devours science fiction novels.	verslinden
It's not easy to effectuate a good result.	teweegbrengen
Let's gear up for the expedition.	zich klaarmaken
He imparted the good news with a smile.	doorgeven, mededelen
These obtrusive marketing methods are a pain in the neck.	opdringerig
The occupants of these houses have protested against the plans for a highway.	bewoner, eigenaar
In this church they keep a saint's relic .	overblijfsel (van het voorwerp) van een heilige, relikwie
The crowd was scattered by the police.	verspreiden
This single-minded young lady reached the top in no time.	doelbewust, vastberaden
The housing market got into a slump .	snelle daling
The evidence substantiates our claims.	bevestigen, bewijzen
He bought a washing machine and a tumble dryer .	wasdroger
He vowed to tell the truth and nothing but the truth.	plechtig verklaren

DUTCH

ENGLISH

aankoop	He put his purchases into the boot of his car.
abonnement	If you don't like the magazine, you can end the subscription .
alarm, waarschuwing	An alert was sent out after the boy went missing.
benijden, jaloers zijn op	Charles and Julia envy my new outfit.
beschuldiging, bewering	Elsa claimed that the allegation of racial discrimination was false.
bestemmen om, (voor)beschikken om	This plan is destined to fail.
bij wijze van spreken	You could, so to speak , hear the silence.
buitensporig	His debts were caused by his extravagant expenses.
de sprong wagen	You may want to take the leap and leave your parental home.
fascinerend, meeslepend	Have you read the compelling novel by Rose Tremain?
geloof	I have belief in his good intentions.
geweten	I've got a clear conscience , as I've done nothing wrong.
het strikt noodzakelijke	In case of an emergency, only take the bare necessities .
leidinggevende	He's a young dynamic executive from a small computer company.
met een afmeting van	It was a small painting, measuring fifteen inches across.
met elkaar door één deur kunnen	I'm happy they are on speaking terms again.
met minder genoeg nemen	You shouldn't settle for less .
minimaliseren	We try to minimise the side-effects of this medicine.
netjes, keurig	Everything in the house was neat and tidy.
onthullen	We will reveal the news after the break.
ontoereikend	There are insufficient means to feed the whole population.
onverenigbaar	These computer systems are incompatible , I'm afraid.
(verkeers)opstopping	We couldn't reach the city centre because of the (traffic) jam on the roundabout.
overhalen	They persuaded me to join the club.
overtolligheid, overbodigheid	I am convinced of the redundance of many advertised products.
peilingen	Labour is ahead in the polls .
rijkdom	Surprisingly, extreme wealth is often seen in the poor countries too.



Schijn bedriegt.	Appearances are deceptive.
schulden maken	He was willing to run into debt to pay for this scooter.
toeschrijven aan	We attribute his success to his persistent training.
toewijzen aan	The teacher assigned the tasks to different students.
verdienste, waarde	The merit of his work lies in the details.
verplichten	They were compelled to buy goods in this particular store.
vertrouwelijk	If this letter is confidential , you mustn't share it with others.
vervaardigen, produceren	In this factory they manufacture quality products.
verwaand	This conceited man thinks he's better than others.
voorwaarde	We must accept the contract on his terms .
weerloos, machteloos	The fugitives were left behind, alone and defenceless .
Zeg maar stop!	Let me give you some more coffee. Say when!
zodoende, (al)dus	We won the last game, and thus became champions of the tournament.

Lesson 5

ENGLISH

DUTCH

I aspire to own my own business someday.	ambitiëren, streven
They're the secret benefactors who've been supporting the organisation.	donateur, weldoener
Many people in this town are blue-collar workers .	fabrieksarbeider
She's been the CEO of that company for years now.	algemeen directeur
The CFO usually covers all financial decisions.	financieel directeur
He detailed all the steps he took to get this job.	uitweiden over
He's such a good leader, he really draws out the best in others.	ontlokken, uithalen
Giving employees the chance to decide is true empowerment .	positie versterken, invloed krijgen
The government enacted new laws about working conditions.	aannemen, uitvaardigen
He's always fraternising with those colleagues of his.	zich verbroederen, samenkomen
She has been on the dole for a few months now, after having been fired.	in de bijstand zitten
The human resources department will select candidates.	personeelszaken
I would never apply for a job whose tasks are ill-defined .	vaag
My professor is endowed with a truly brilliant mind.	begenadigd zijn met, beschikken over
Parents are also entitled to parental leave after a baby has been born.	ouderschapsverlof
Your CV is peppered with grammatical errors, so you should revise it.	vol zitten met
She's entitled to up to 17 weeks of pregnancy leave .	zwangerschapsverlof
It's quite common for new employees to have a probationary period .	proefperiode
You should never believe what quacks tell you about curing diseases.	kwakzalver
Pay attention to your audience; always keep in mind who your recipient is.	ontvanger
Can we contact the references that you mentioned on your CV?	referentie
This is a subsidiary of that large IT corporation.	dochteronderneming
You can take a sneak peek if you wish.	een voorproefje nemen
Trade unions have historically fought for workers' rights.	vakbond
There are lots of vacancies for white-collar jobs .	kader- en kantoorwerk



DUTCH	ENGLISH
aanname	Many people have incorrect assumptions about working for a bank.
aannemen, zich eigen maken	The company has adopted many of its competitor's successful practices.
algemene voorwaarden	I guess nobody truly reads all the Terms and Conditions when they sign up.
als geheel	The company is doing quite well as a whole .
arbeidsomstandigheden	I heard that the working conditions are absolutely horrible there.
belangrijkst, meest succesvol	They're one of the leading companies in the field.
beoefenaar	He's been a practitioner of that profession for many years.
bestuur	The board is not pleased with our results.
boeiend, interessant	I was listening to his captivating story about his travels.
deelnemer	Many participants found the traineeship to be quite hard.
enthousiast, gedreven	He's an eager participant in our trainee programme.
erkenning	He finally got some recognition for his hard work.
fladderen	The young bird flapped its wings as it tried to take off.
geneigd zijn om	I am often inclined to choose the easy way out.
gereedschap	Use adequate tools when working in the garden.
gevoel voor, verwantschap met	I have an affinity with Scotland, as I was born there.
goed nadenken over	She can easily think through some of those basic assumptions.
haalbaar, rendabel	I'm afraid his plan turned out not to be economically viable .
hervorming	They've carefully thought through the reforms before enacting them.
in dienst hebben	A lot of financial institutions employ thousands of people.
in sommige opzichten	In some regards , working for a bank is quite stressful.
informereren, navragen	You can enquire at the human resources department.
kijk op	My mother has a rather grim outlook on life.
(te) lang stilstaan bij	You shouldn't dwell on the past; think about the future instead.
onderhandelen	You should definitely try to negotiate a better salary if you're experienced.
oppervlakkig	There are only superficial similarities between the two companies.
overdrijven	Don't exaggerate how good you are!
recht hebben op	I feel that I am entitled to a higher salary.
sollicitant	Only five applicants were selected to have a job interview.
solliciteren naar	More than two hundred people apply for the traineeship every year.
staken	The company's workers intend to go on strike to protest against working conditions.
toekomstdenker	Apparently, becoming a futurist is a realistic option these days.
uitwisselen	Why don't we exchange our ideas about the future during lunch?
vacature	There's a new (job) vacancy for a young professional.
van mening zijn, aannemen	I reckon that you have a good chance of getting the job.
verdiepen	She was completely immersed in her attempt to solve the problem.
verrijken	My time abroad truly enriched my life.
verwerpen	I absolutely reject any biased criticism aimed at my boss.
vooruitkijkend	He doesn't dwell on the past and is a very forward-looking person.
vormen	My father was shaped by his experiences during his time in the military.



EXPRESSIONS

Aandacht trekken *Drawing somebody's attention*

Excuse me, could you tell me ..., please?

Excuse me, I wonder if you can ...

Excuse me, would you mind ... (helping me), please?

Iets algemeen aangeven *Stating something general*

In general, ...

Generally speaking, ...

On the whole, ...

As a rule, ...

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.

Belangstelling uitdrukken *Expressing interest*

It's so interesting to hear you're ...

So you're interested in ... (working as a volunteer.)

That's a great idea!

I'm in!

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.

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 ...

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

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

Mening geven *Giving your opinion*

In my opinion ...

I think ...

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

I'm of the opinion that...

As far as I'm concerned ...

In my view, ...

To me, ...

It seems to me that, ...

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

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

Mening vragen *Asking somebody's opinion*

What is your opinion (on smoking in public)?

What do you think of this?

Can you give us your view on the subject?

Do you agree (with what he said)?

Negatief *Negative*

That's not what I had in mind / absolute rubbish / impossible / nonsense.

You must be joking.

Onderbreken *Interrupting*

Beleefd *Politely*

If I may add something, ...

Excuse me for interrupting, but ...

Do you mind if I jump in here?

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.)

Oordeel geven *Making a remark*

– Positief *Positive*

That's great / awesome / really interesting.

– Twijfelachtig *Doubtful*

You don't say.

I doubt it.

That's very unlikely / very doubtful.

That's probably untrue / a bad idea / not what we need.

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 ...



Iets samenvatten of afronden *Summarising or rounding off*

To cut a long story short, ...
 So, in a nutshell ...
 In short, ...
 To conclude, ...
 In conclusion, ...
 To summarise, ...
 Summing up, you might say that ...
 In all, ...
 Finally, ...

Teleurstelling uitdrukken *Expressing disappointment*

I'm disappointed ...
 It's a pity ...
 It's too bad you can't visit me during the Christmas holidays.
 This is not what I had expected / This is worse than I had expected.
 I had hoped for something better.

Tevredenheid uitdrukken *Expressing satisfaction*

I'm pleased with ...
 I'm satisfied about ...
 I like ...
 I'm happy ... (with the result.)

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, ...

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?

Verontschuldigen *Apologising*

I am sorry ... (that I haven't told you before.)
 I apologise for ... (not having told you before.)
 Please accept my apology.
 Sorry, it was really all my fault.
 How thoughtless of me. Sorry!

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

Tenses	 grammar p. 54-60
Adjectives and adverbs	 grammar p. 65-66 & 66-67
Comparisons	 grammar p. 68-69
Gerund	 grammar p. 64-65
Sentences with 'if'	 grammar p. 80
Relative pronoun	 grammar p. 74-76
Linking words	 linking words p. 114-119



Speaking Cards A

2.3 card 1A

You want to hire scooters for yourself and your friends. You can spend about \$200 each for a two-day scooter tour on Tuesday and Wednesday. You and your friends have no motorcycle licenses. You have seen the price list. Because you want to hire six scooters you would like to discuss a group reduction. You will need insurance as well.

- ▷ Explain your situation.
- ▷ Try to get a better price.
- ▷ Negotiate.

The shop assistant starts the conversation.

Scooters

Rental Rates*

HOURLY	\$39
2 HOURS	\$49
HALF DAY (5 hours) MOST POPULAR	\$69
FULL DAY (24 hours)	\$99
WEEKEND	\$179
WEEKLY	\$299

*Full insurance included for American credit card holders. Insurance for Foreign customers \$10/day. Rates are subject to change and reservations are highly recommended. You don't need a motorcycle license to rent one seat scooters, however to carry a passenger you must rent a 125cc scooter and have a valid motor cycle license. There will be a \$3 fuel surcharge on every rental.

2.3 card 2A

You are scooter rider A. Tell scooter rider B why you think he has caused the accident. Also discuss the steps you have to take.

You want to:

- ▷ call the scooter rental / police;
- ▷ take pictures.

2.3 card 3A

Your scooter is out of fuel and you're alone. You feel sick. Your friends have your money and your phone. They haven't noticed that you got left behind. What makes everything worse is that you're not feeling well because of the heat. You (A) see a few houses and a little shop.

- ▷ Explain your situation (no money, no fuel, bit sick).
- ▷ Make suggestions (fuel, payment, phone).

2.3 card 4A

You have made a trip with the scooter you hired. When you come back to the scooter rental you have some complaints. You are really annoyed because you have spent a lot of money. One of the scooters had faulty brakes, which was the cause of a minor accident. The same scooter had not been filled up with fuel completely. Have a conversation with the shop assistant and explain what happened.

- ▷ Why do you think a refund is appropriate? (E.g. you've had extra costs.) Give arguments.
- ▷ When accused of having caused damage to the scooter you defend yourself with counter-arguments.
- ▷ Be persuasive and don't leave the shop without any form of compensation.
- ▷ Think of a good reason not to accept the first offer.

The shop assistant starts the conversation.



**2.3
card 5A**

You have made a two-hour journey in a hot Greek bus. Your goal is an old monastery that can only be reached by climbing a mountain. There are professional guides who are expert climbers. You have already booked an online ticket for the climbing tour. After you have arrived at the meeting point you address the guide. You're hot and thirsty, but are looking forward to the climb. You're in a particularly good mood today because it's your seventeenth birthday.

- ▷ Explain who you are, why you are here, and react to questions and requests.
- ▷ When there appears to be a problem you lose your patience and give arguments why you should be allowed in.
- ▷ Make a complaint, give your opinion loud and clear because your day has been ruined.
- ▷ Explain why financial compensation is not enough for you.
- ▷ Accept the final suggestion

You start the conversation.

**3.3
card 1A**

Your mobile has been infected by malware and you (A) go to the shop where you bought it half a year ago because you quickly need your phone to work properly. You speak with the shop assistant (B) who is very busy because the shop is crowded.

Start the conversation by describing what's happened.

- ▷ Explain why you've come (help).
- ▷ Ask B's opinion.
- ▷ Ask for a suggestion.
- ▷ Tell B your worries.

**3.3
card 2A**

Last weekend you were at a party in your flat. One of the guests (B) has tagged you (A) in a few pictures on the internet. You're not amused, because you don't want everyone to know what you do and where you were. You ring the doorbell at B's flat to give him / her a piece of your mind.

Start the conversation by describing the pictures.

Make sure to include the following:

- ▷ Explain why you're angry.
- ▷ Demand action.

**3.3
card 3A**

You are the manager (A). You have found some interesting photos of the applicant you are about to interview. In the job interview you confronts B with the pictures that don't shed a favourable light his / her weekend activities ...

Start the conversation by explaining how you found the pictures. Make sure you include the following:

- ▷ Tell the applicant what impression the photos gave you.
- ▷ Ask for clarification.
- ▷ Express doubts about hiring A.
- ▷ End the conversation by offering the job under certain conditions.



**4.3
card 1A**

You would like to gather as much information as you can about the next step in your education. Therefore, you visit an education fair where universities and schools for advanced education present themselves. You approach someone at the stand of an art school. At secondary school you've always had lots of success with your art work, so you would like to know what this school can offer you. You are a bit worried that an art education will guarantee a good income in the future. With your questions and remarks, which should go further than just the suggestions you read below, you keep the conversation going. You start the conversation.

- ▷ Introduce yourself and explain why you are here.
- ▷ Express that you are interested in an art education.
- ▷ Ask questions about the requirements for entry and what the procedure for enrolment is. If you don't understand, ask more questions until you do.
- ▷ Describe what type of art you're good at and describe what you could make for a portfolio.
- ▷ Explain that you are interested in the requirements for a portfolio.
- ▷ Express your worry about career possibilities and ask some questions about careers for artists.
- ▷ Thank the teacher.

**4.3
card 2A**

You're still at the education fair and you've just witnessed an accident. Someone has fallen off a ladder and was unconscious for a few minutes. He has regained consciousness now, but you think he may have broken his arm. He is in pain. He just wants to go home, but you think he needs medical assistance and you are a bit upset and worried.

You call the first aid number and have a telephone conversation.

- ▷ Introduce yourself and explain why you are calling.
- ▷ Answer the questions.
- ▷ Describe what happened and where the victim is and what the situation is.
- ▷ Elaborate a bit on his complaints. Show your concern.
- ▷ Ask how to proceed. Discuss if an ambulance is necessary. Explain the difference of opinion between you and the victim.
- ▷ React politely to the information you get and thank them at the end.



Speaking Cards B

2.3 card 1B

You are a shop assistant in The Battlefields Scooter Rental Shop. A customer comes in to negotiate with you. You have a fixed price list, but of course you don't want this customer to leave without hiring the scooters. The maximum reduction your manager will allow you to give is 10%.

- ▷ Stay friendly.
- ▷ At first stick to the fixed prices.
- ▷ Explain why you have to be strict.
- ▷ Offer a reduction in the end.

You start the conversation.

Scooters

Rental Rates*

HOURLY	\$39
2 HOURS	\$49
HALF DAY (5 hours) MOST POPULAR	\$69
FULL DAY (24 hours)	\$99
WEEKEND	\$179
WEEKLY	\$299

*Full insurance included for American credit card holders. Insurance for Foreign customers \$10/day. Rates are subject to change and reservations are highly recommended. You don't need a motorcycle license to rent one seat scooters, however to carry a passenger you must rent a 125cc scooter and have a valid motor cycle license. There will be a \$3 fuel surcharge on every rental.

2.3 card 2B

You are scooter rider B. Tell scooter rider A why you think he has caused the accident. Also discuss the steps you have to take.

- ▷ You want to resolve this with A without involving others.
- ▷ Give a reason why you don't want to involve the police.
- ▷ Come to an agreement.

2.3 card 3B

You are a shop owner. Someone enters your shop. He / she needs help.

- ▷ You have no fuel, offer other help.
- ▷ Discuss payment for the help offered.
- ▷ Negotiate and arrive at a solution.

2.3 card 4B

You are a friendly shop assistant at the scooter rental. A few days ago you rented out some scooters to a group of six young people. You recognise one of these people who enters your shop. You can see that there is something wrong, and you are concerned that this is going to cost you money. Business has been a bit slack lately, so you are keen to minimise any cost to the scooter shop.

- ▷ Ask questions about the incidents that are mentioned and react politely.
- ▷ At a certain point in the conversation you look at the scooter and see a few scratches. Tell the rider that these are not covered by the insurance and have to be paid for by the driver.
- ▷ Try to come to an agreement by offering different forms of compensation.

You start the conversation.



**2.3
card 5B**

You are a tour guide and an excellent climber. You have a summer job in Greece. Your task is to help people climb the steep paths to a monastery that is high up on a mountain. The climb is not for beginners, and people who want to join a tour must be over eighteen. Most people buy online tickets for tours, which saves you work. However, you are responsible and can only take people on the tour that meet the requirements for participating. A younger person approaches you.

- ▷ React to what is said, ask for ticket and passport and check the person's age.
- ▷ Be strict regarding the rules and explain why you have to do so.
- ▷ First you try to come to an agreement by offering a refund, but then come up with another idea and make a final suggestion.

The younger person starts the conversation.

**3.3
card 1B**

Your work at a mobile phone retailer. The shop is crowded and you are very busy. Your next customer (A) comes to you with a problem.

A starts the conversation. React to what A says.

- ▷ Ask for clarification.
- ▷ Reject responsibility.
- ▷ General policy.
- ▷ Try to make a later appointment and explain why.
- ▷ End the conversation by offering help.

**3.3
card 2B**

Last weekend you were at a party in your flat. You have uploaded your photos of the party on the internet and tagged the guests you know. One of these guests (A) is not amused, because he / she values his / her privacy very much. The doorbell rings.

A starts the conversation. React to what A says.

- ▷ Try to belittle the effect of the pictures.
- ▷ Give your opinion and arguments (social media are inevitable).
- ▷ Offer your excuses.
- ▷ End the conversation by making a promise.

**3.3
card 3B**

You (B) are applying for a holiday job in a restaurant with the manager (A). You are very keen on the job. During the job interview the manager suddenly confronts you with some pictures from the internet that don't shed a favourable light on your weekend activities. You're embarrassed and try to wriggle your way out of this unpleasant situation.

A starts the conversation. React to what A says.

- ▷ Defend yourself.
- ▷ Use convincing excuses.
- ▷ Give your opinion on why you're excellent for the job.



4.3
card 1B

You are a teacher at an art school. Today you are at an education fair where schools present themselves to young people who are looking for information on further education. You know that life is hard for artists, but you also know that some of your former students have excellent careers in design and fashion. You have a list with requirements for new students.

Someone approaches you and starts a conversation.

- ▷ Explain who you are and what you do.
- ▷ Ask some questions about their experience and their interests.
- ▷ Answer all the questions as well as you can.
- ▷ Recommend what to do.
- ▷ Show you understand the person's worries and explain career options.
- ▷ End the conversation when everything is discussed.

Art school requirements:

- ▷ secondary education diploma
- ▷ completed application form
- ▷ personal statement (an essay of 250 words in which you explain your motivation)
- ▷ letter of recommendation
- ▷ portfolio (pictures of at least twenty works)

Procedure of admission:

- ▷ forms and portfolios (e-mail only): before 15th April
- ▷ admissions interviews: June/July

4.3
card 2B

You work at the first aid post at an education fair. You know a lot about first aid, but you're not a doctor. Your task is to keep people calm and call a doctor when you think it's necessary. Usually you go and have a look before you decide. When your telephone rings, you pick it up and have the conversation.

- ▷ Introduce yourself and ask questions to get a clear picture of the situation (you need to know what happened, with whom and where it happened).
- ▷ Reassure the person who is calling if necessary.
- ▷ Decide what medical assistance is needed and who should give it.
- ▷ Give clear instructions.
- ▷ End the conversation when you have helped the victim and caller.



ON THE ROAD

BASED ON JACK KEROUAC'S NOVEL



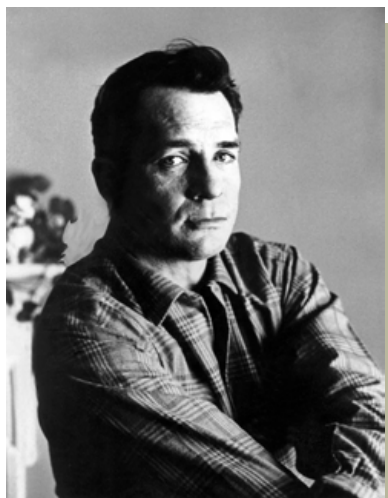
A FILM DIRECTED BY WALTER SALLES

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The Magical Mystery Tour



In the 1940s, right after World War II, the Beat Generation was just ‘a group of friends in a small dark New York tavern at two in the morning, with a bunch of old jazz musicians jamming on stage and Jack Kerouac buying rounds at the bar’. By the late 1950s the word *beat* had become a synonym for anyone living a bohemian or rebellious life. Fans were called beatniks. This inspired the Beatles, back in England, and in their 1967 film *Magical Mystery Tour* they paid tribute to Jack Kerouac and the exuberant life style of Kerouac’s friends Ken Kesey and Neal Cassady.

Literary term

Literary period: The Beat Generation 1945-1965

The Beat Generation is a term used to refer to a group of post-World War II American writers. First, the Beat writers were a small group of close friends, who met at Columbia University. Later it became a movement. The group was formed by Jack Kerouac, Allen Ginsberg, Neal Cassady and William S. Burroughs. They were nonconformists, hipsters, and rejected what they felt were unauthentic, prepackaged lives. After the Second World War, America had entered a time that revolved around (financial) security and consumerism. The Beat writers sought spiritual meaning in life instead of this newfound materialism. The term ‘Beat Generation’ was invented by Jack Kerouac and made public

in an article in the New York Times Magazine, *This is the Beat Generation*, in 1952.

Later, the group became bigger and migrated to San Francisco. Since its publication in 1957, Jack Kerouac’s *On the Road* is considered the ‘emblem’ of the group’s free-spiritedness and nonconformity. The blurb of the 25th anniversary edition reads: ‘*On the Road* turned on a whole generation to the youthful subculture that was about to crack the grey façade of the fifties wide open and begin the greening of America. It is, quite simply, one of the great novels and major milestones of our time.’

Literary term

Setting and atmosphere

The **setting** is the time and place of a story. The setting can help set the mood. It plays a role in the way characters behave and shows how characters can be influenced by cultural differences. It describes the society in which the characters live.

The **atmosphere** is the mood or feeling developed through descriptions of the setting and the senses (how things feel, taste, smell, sound or look).

Literary term

Theme and motif

A **theme** is the main idea of a text, expressed directly or indirectly. It reveals its underlying message, or ‘central idea’. A piece of writing can have more than one theme.

A **motif** is a recurring object, concept, or structure in a work of literature. A motif may also be two contrasting elements in a work, such as good and evil. A motif helps to strengthen the main theme.



What is the difference? A theme is broader than a motif. An author uses motifs to highlight the theme (or themes) of his story. For example, if the theme is love, motifs may be in the form of a young and vulnerable heroine, actions by one or more good looking suitors, chemistry between lovers, love letters, secret middle-of-the-night meetings, instances of betrayal.

You can find these motifs in the following famous love stories: *Romeo and Juliet* by William Shakespeare, *Wuthering Heights* by Emily Bronte, *Anna Karenina* by Leo Tolstoy and *Pride and Prejudice* by Jane Austen, and many more.

On the road by Jack Kerouac

Fragment 1

From chapter 1:

I first met Dean not long after my wife and I split up. I had just gotten over a serious illness that I won't bother to talk about, except that it had something to do with the miserably weary split-up and my feeling that everything was dead. With the coming of Dean Moriarty began the part of my life you could call my life on the road. Before that I'd often dreamed of going West to see the country, always vaguely planning and never taking off. Dean is the perfect guy for the road because he actually was born on the road, when his parents were passing through Salt Lake City in 1926, in a jalopy, on their way to Los Angeles.

In the spring of 1949 I had a few dollars saved from my GI education checks and I went to Denver, thinking of settling down there. I saw myself in Middle America, a patriarch. I was lonesome. Nobody was there – no Babe Rawlins, Ray Rawlins, Tim Gray, Betty Gray, Roland Major, Dean Moriarty, Carlo Marx, Ed Dunkel, Roy Johnson, Tommy Snark, nobody. I wandered around Curtis Street and Larimer Street, worked awhile in the wholesale fruit market where I almost got hired in 1947 – the hardest job of my life; at one point the Japanese kids and I had to move a whole boxcar a hundred feet down the rail by hand with a jack-jet that made it move a quarter-inch with each yank. I lugged watermelon crates over the ice floor of reefers into the blazing sun, sneezing. In God's name and under the stars, what for?

At dusk I walked. I felt like a speck on the surface of the sad red earth. I passed the Windsor Hotel, where Dean Moriarty had lived with his father in the depression thirties, and as of yore I looked everywhere for the sad and fabled tinsmith of my mind. Either you find someone who looks like your father in places like Montana or you look for a friend's father where he is no more.



At lilac evening I walked with every muscle aching among the lights of 27th and Welton in the Denver colored section, wishing I were a Negro, feeling that the best the white world had offered was not enough ecstasy for me, not enough life, joy, kicks, darkness, music, not enough night. I stopped at a little shack where a man sold hot red chili in paper containers; I bought some and ate it, strolling in the dark mysterious streets. I wished I were a Denver Mexican, or even a poor overworked Jap, anything but what I was so drearily, a “white man” disillusioned. All my life I'd had white ambitions; that was why I'd abandoned a good woman like Terry in the San Joaquin Valley. I passed the dark porches of Mexican and Negro homes; soft voices were there, occasionally the dusky knee of some mysterious sensual gal; and dark faces of the men behind rose arbors. Little children sat like sages in ancient rocking chairs. A gang of colored women came by, and one of the young ones detached herself from motherlike elders and came to me fast – “Hello Joe!” – and suddenly saw it wasn't Joe, and ran back, blushing. I wished I were Joe. I was only myself, Sal Paradise, sad, strolling in this violet dark, this unbearably sweet night, wishing I could exchange worlds with the happy, true-hearted, ecstatic Negroes of America. The raggedy neighborhoods reminded me of Dean and Marylou, who knew these streets so well from childhood. How I wished I could find them.



Fragment 2

From chapter 4:

The girls came down and we started out on our big night, once more pushing the car down the street. "Wheooo! let's go!" cried Dean, and we jumped in the back seat and clanked to the little Harlem on Folsom Street.

Out we jumped in the warm, mad night, hearing a wild tenorman bawling horn across the way, going "EE-YAH! EE-YAH! EE-YAH!" and hands clapping to the beat and folks yelling, "Go, go, go!" Dean was already racing across the street with his thumb in the air, yelling, "Blow, man, blow!" A bunch of colored men in Saturday-night suits were whooping it up in front. It was a sawdust saloon with a small bandstand on which the fellows huddled with their hats on, blowing over people's heads, a crazy place; crazy floppy sponren wandered around sometimes in their bathrobes, bottles clanked in alleys. In back of the joint in a dark corridor beyond the splattered toilets scores of men and women stood against the wall drinking wine-spodioidi and spitting at the stars-wine and whisky. The behatted tenorman was blowing at the peak of a wonderfully satisfactory free idea, a rising and falling riff that went from "EE-yah!" to a crazier "EE-de-lee-yah!" and blasted along to the rolling crash of butt-scarred drums hammered by a big brutal Negro with a bullneck who didn't give a damn about anything but punishing his busted tubs, crash, rattle-ti-boom, crash. Uproars of music and the tenorman had it and everybody knew he had it. Dean was clutching his head in the crowd, and it was a mad crowd. They were all urging that tenorman to hold it and keep it with cries and wild eyes, and he was raising himself from a crouch and going down again with his horn, looping it up in a clear cry above the furor. A six-foot skinny

Negro woman was rolling her bones at the man's hornbell, and he just jabbed it at her, "Ee! ee! ee!"

Everybody was rocking and roaring. Galatea and Marie with beer in their hands were standing on their chairs, shaking and jumping. Groups of colored guys stumbled in from the street, falling over one another to get there. "Stay with it, man!" roared a man with a foghorn voice, and let out a big groan that must have been heard clear out in Sacramento, ah-haa! "Whoo!" said Dean. He was rubbing his chest, his belly; the sweat splashed from his face. Boom, kick, that drummer was kicking his drums down the cellar and rolling the beat upstairs with his murderous sticks, rattlety-boom! A big fat man was jumping on the platform, making it sag and creak. "Yoo!" The pianist was only pounding the keys with spread-eagled fingers, chords, at intervals when the great tenorman was drawing breath for another blast-Chinese chords, shuddering the piano in every timber, chink, and wire, boing! The tenorman jumped down from the platform and stood in the crowd, blowing around; his hat was over his eyes; somebody pushed it back for him. He just hauled back and stamped his foot and blew down a hoarse, baughing blast, and drew breath, and raised the horn and blew high, wide, and screaming in the air. Dean was directly in front of him with his face lowered to the bell of the horn, clapping his hands, pouring sweat on the man's keys, and the man noticed and laughed in his horn a long quivering crazy laugh, and everybody else laughed and they rocked and rocked; and finally the tenorman decided to blow his top and crouched down and held a note in high C for a long time as everything else crashed along and the cries increased and I thought the cops would come swarming from the nearest precinct. Dean was in a trance.

Quotes taken from blurb 25th anniversary edition:

On the Road is a *saga of youth adrift in America*, traveling the highways, exploring the midnight streets of the cities, learning the vast expanse of the land, passionately searching for their country and themselves.

On the Road is an *explosion of consciousness* – a mind-expanding trip into emotion and sensation, drugs and liquor and sex, the philosophy of experience and the poetry of being.

On the Road turned on a whole generation to the *youthful subculture* that was about to crack the grey façade of the fifties wide open and begin the greening of America. It is, quite simply, one of the great novels and major milestones of our time



Go Down in History



When you dig deep into the history of English literature you find *Beowulf*, a long epic poem. *Beowulf* is the longest known poem in Old English, the language spoken in Anglo-Saxon England before the Norman Conquest. It is more than 3,000 lines long and was probably written down in the 11th century. The story itself takes place in 6th century Scandinavia.

Towards the end of the Middle Ages a more modern English appeared in writing, for example in Geoffrey Chaucer's *The Canterbury Tales*; a collection of stories written between 1387 and 1400 (just before the printing press was invented) and passed down in several handwritten manuscripts.

Literary term

Literary period: Medieval period 500-1500

This is the period between the end of Roman civilization and the Renaissance. The fall of Rome triggered a collapse in learning; most medieval people could neither read nor write, with the exception of monks, nuns and scribes (professional copyists).

In the Middle Ages society was made up of the three orders, the clergy (the first class – a powerful political class, well educated), the nobility (the second class – an influential class with strong military power) and the people (the third class – the tax paying bourgeoisie, peasants and serfs). Each order had its own responsibilities, privileges and special honours.

In the fourteenth century the new culture of reading and writing spread predominantly among the bourgeoisie, the citizens who made a living either from trade or from craft.

The nobility kept amusing themselves at hunting and dancing. Because of the widespread illiteracy, most stories were still told instead of read towards the end of the Middle Ages. Professional storytellers travelled from town to town bringing tales, the latest news from the royal courts and musical entertainment.

Around 1440, Johann Gutenberg, of Strasburg in Germany, invented the printing press with movable types and made it possible to multiply books. At the same time Chaucer arrived, and he set the new standard: no more writing in dialect, but English as a literary language and English society as a topic. In *The Canterbury Tales* he painted the men and women of his day. At the very end of the fifteenth century it was William Caxton who, supported by King Edward IV, set up England's first printing press, in Westminster Abbey.

Literary term

The invention of printing

The making of books by writing down each letter in each copy separately, with a pen, was a very slow and demanding process. 'Block books' were made in the fifteenth century; pages were engraved upon blocks of wood. Now a hundred copies could be made almost as easily as one, but still, every page had to be engraved

separately. Then it occurred to Johann Gutenberg, that if he made the letters separate, he could use the same ones over and over again to form new pages. He invented *printing from movable metal types*, one of the most important inventions that the world has ever seen. The first book he printed was the Bible.



Literary term

Repetition and alliteration

Repetition is a literary technique that writers use by repeating the same words or phrases a few times to make an idea clearer or to add more power to a story.

Alliteration is the repetition of letters at the beginning of words – in prose words that are near each other in a sentence and in poetry words that are near each other in

poetry lines. Alliteration can create a musical or a comical effect (*Bob's Burgers*, *Phineas and Ferb*, *SpongeBob SquarePants*). Many nursery rhymes contain alliteration, because people remember alliterative phrases more easily, for example: *Peter Piper picked a peck of pickled peppers*, by Mother Goose. Advertisers use alliteration to create witty and memorable catchphrases and tag lines.

Literary term

Frame story

A frame story is a narrative providing the unifying framework for connecting a series of otherwise unrelated stories. In the frame story, the writer creates a context for interpreting his narrative. It also gives the readers more information about the characters. Frame work as a literary technique can be found anywhere: in novels, plays, poems, television series, films, musicals, and opera.

Examples of frame stories are:

- Homer's *Odyssey*: Odysseus tells about his many wandering experiences, for instance in the court of

King Alcinous, or during his visit to the island of a sorcerer.

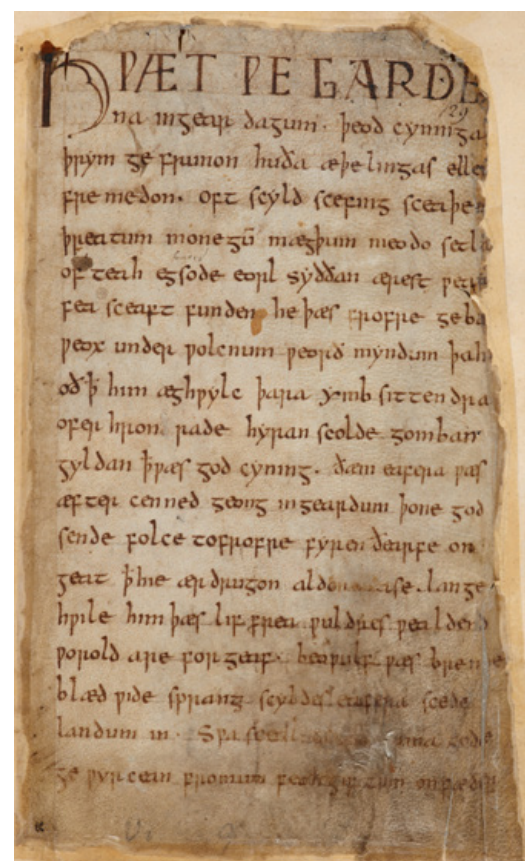
- The *Canterbury Tales*: Geoffrey Chaucer used a pilgrimage frame story to bring together a number of storytellers, who build up dramatic relationships with one another and with the tales they tell.
- The film *Titanic*: an elderly woman, Rose, tells the story of her voyage across the Atlantic Ocean in 1912. The rest of the film mostly takes place aboard the Titanic in 1912. Sometimes the viewers return to the elderly Rose and the film ends as it begins, in more modern times.

Fragment 1

Beowulf

The introduction of Beowulf

So. The Spear-Danes in days done by
And the kings who ruled them had courage and greatness.
We have heard of those prince's heroic campaigns.
There was Shield Sheafson, scourge of many tribes,
A wrecker of mead-benches, rampaging among foes.
This terror of the hall-troops had come far.
A foundling to start with, he would flourish later on
As his powers waxed and his worth was proved.
In the end each clan on the outlying coats
Beyond the whale-road had to yield to him
And begin to pay tribute. That was one good king.
Afterwards a boy-child was born to Shield,
A cub in the yard, a comfort sent
By God to that nation. He knew what they had tholed,
The long times and troubles they'd come through
Without a leader; so the Lord of Life,
The glorious Almighty, made this man renowned.
Shield had fathered a famous son:
Beow's name was known through the north ...



Fragment 2

The Canterbury Tales by Geoffrey Chaucer

A knight's tale

Here begins the Knight's Tale.

"And now Theseus, drawing close to his native land in a laurelled chariot after fierce battle with the people, is heralded by glad applause and the shouts of the people flung to the heavens and the merry trump of warfare that has reached its end."

Long ago, as old histories tell us, there was a duke called Theseus, lord and ruler of Athens, and in his time such a conqueror that there was none greater under the sun. He had subdued many rich countries, and with his wisdom and his knighthood had conquered all the realm of the Amazons, the land of women, which formerly was called Scythia. He wedded the Queen Hippolyta and brought her home with him to his country in great glory and pomp, and her young sister Emily with her. And thus with victory and melody I leave this noble duke riding on to Athens, with his entire host in arms with him. (...)

(Close to town Theseus stopped his horse, because he saw a company of ladies in distress, clad in black, who were kneeling in the highway, two by two and who were crying very hard.)

The eldest lady of them all spoke (but first she swooned with such a deathly look that it was pitiful to see): "Lord, to whom Fortune has granted victory and to live as a conqueror, your glory and honor grieves us not. We beg for aid and for mercy upon our woe and distress. From your nobility let some drop of pity fall upon us wretched women; for surely, there is none of us, lord, who has not been a queen or a duchess. Now are we poor wretches, as you may see, thanks to Fortune and her false wheel that does not ensure prosperity to any estate. And surely, lord, here in the temple of the goddess Clemency we have been this entire fortnight awaiting your coming.

"Now help us, lord, since it is within your power! I, wretch that I am, thus weeping and wailing, was once wife to King Capaneus, who perished at Thebes – cursed be the day! And we who are in this plight and make this lament all lost our husbands while the siege lay about that town. And now, alack, old Creon who is now lord of Thebes, full of anger and iniquity, by his tyrannical malice has drawn the dead bodies of our slain lords upon



a heap, to do them indignity, and will allow them by no means to be either buried or burned, but in scorn gives them to hounds to eat."

And with that word, without more ado, they all fell on their faces and cried piteously, "Have some mercy upon us wretched women, and let our woe sink into your heart!"

The noble duke sprang from his charger with a pitying heart, when he heard them speak; his heart nearly broke when he saw them who had once been of high degree so piteous and cast down. And he raised them all up in his arms and comforted them kindly, and swore an oath that, as he was a true knight, he would strive to take such vengeance upon the tyrant Creon that all the people of Greece should tell how he was treated by Theseus, as a man that had well merited his death. And very swiftly, without more delay, he unfurled his banner and rode forth to Thebes with his entire host. No nearer to Athens would he travel, nor take his ease half a day, but spent that night along the route to Thebes, and sent Hippolyta the queen and Emily her fair young sister to wait in the town of Athens; and then onward he rode. There is no more to be told.



Science and Technology



In the original story of Robinson Crusoe, Daniel Defoe pictures a typical 18th century middle class main character who decides to break free of his family and the middle class society they live in. Crusoe escapes his pre-arranged life and the constraints of English society.

The adventures of Robinson Crusoe have been rediscovered, retold and reinterpreted through generations. Since its publication in 1719, the story has gone through hundreds of different versions and has been translated over and over again. It has been rendered into films, poems, pantomimes, shows and an opera by Offenbach. During this process of retelling and reinterpreting, many original story details have changed, resulting in a hero of almost mythic proportions.

Literary term

Literary period: Enlightenment 1700-1800

During this *Age of Reason* people strongly believed in the power of critical thinking. Religious and political leaders began losing their influence on society. Logic and progress in science were seen as the answers to all life's great questions of freedom, democracy and fundamental rights. The Age of Enlightenment enriched religious and philosophical understanding, resulting in masterpieces written by David Hume, Immanuel Kant, and Jean-Jacques Rousseau.

The 18th century offered a wealth of knowledge, exploration and rapidly growing technology. Britain had become a rich nation thanks to its trade. The invention of

machinery resulted in the founding of new factories in cities like Birmingham, Glasgow, Manchester and Liverpool. During this period, England was one of the most advanced economies in the world.

The middle classes, especially women, started reading books. They bought them or borrowed them from libraries. The novel became the leading genre of the Enlightenment. These were mostly morally uplifting and instructive novels promoting virtue, good sense, and universal benevolence, and introducing heroes who were no longer princes but representatives of the middle class.

Literary term

Foreshadowing

In a **foreshadowing** an author uses clues to alert the reader about events that may occur later. It is used to build suspense. **Foreshadowing** often appears at the beginning of a story or a chapter. Authors can create an atmosphere

of suspense by writing dialogues in which characters hint at what may happen or by writing about actions that throw hints about future actions. Even a title can act as a clue to suggest what is going to happen.



Robinson Crusoe by Daniel Defoe

Fragment 1

from chapter 1 – Start in life

At the beginning of the novel, Crusoe breaks free of his family and the middle class society they live in. He escapes his pre-arranged life and the constraints of English society.

I was born in the year 1632, in the city of York, of a good family, though not of that country, my father being a foreigner of Bremen, who settled first at Hull. He got a good estate by merchandise, and leaving off his trade, lived afterwards at York, from whence he had married my mother, whose relations were named Robinson, a very good family in that country, and from whom I was called Robinson Kreutznaer; but, by the usual corruption of words in England, we are now called – nay we call ourselves and write our name – Crusoe; and so my companions always called me.

I had two elder brothers, one of whom was lieutenant-colonel to an English regiment of foot in Flanders, formerly commanded by the famous Colonel Lockhart, and was killed at the battle near Dunkirk against the Spaniards. What became of my second brother I never knew, any more than my father or mother knew what became of me.

Being the third son of the family and not bred to any trade, my head began to be filled very early with rambling thoughts. My father, who was very ancient, had given me a competent share of learning, as far as house-education and a country free school generally go, and designed me for the law; but I would be satisfied with nothing but going to sea; and my inclination to this led me so strongly against the will, nay, the commands of my father, and against all the entreaties and persuasions of my mother and other friends, that there seemed to be something fatal in that propensity of nature, tending directly to the life of misery which was to befall me.

My father, a wise and grave man, gave me serious and excellent counsel against what he foresaw was my design. He called me one morning into his chamber, where he was confined by the gout, and expostulated very warmly with me upon this subject. He asked me what reasons, more than a mere wandering inclination, I had for leaving father's house and my native country, where I might be well introduced, and had a prospect of raising my fortune by application and industry, with a life of ease and pleasure. He told me it was men of desperate fortunes on one hand, or of aspiring, superior fortunes on the other, who went abroad upon adventures, to rise by enterprise, and make themselves famous in undertakings of a nature out of the common road; that these things were all either too far above me or too far below me; that mine was the middle state, or what might be called the upper station of low life, which he had found, by long experience, was the best state in the world, the most suited to human happiness, not exposed to the miseries and hardships, the labour and sufferings of the mechanic part of mankind, and not embarrassed with the pride, luxury, ambition, and envy of the upper part of mankind. He told me I might judge of the happiness of this state by this one thing – viz. that this was the state of life which all other people envied; that kings have frequently lamented the miserable consequence of being born to great things, and wished they had been placed in the middle of the two extremes, between the mean and the great; that the wise man gave his testimony to this, as the standard of felicity, when he prayed to have neither poverty nor riches.



Fragment 2

from chapter 3 – Wrecked on a desert island

In chapter 3, Crusoe sets sail again, only to be shipwrecked on a desert island. He recounts: 'I went on board in an evil hour, the 1st September 1659, being the same day eight years that I went from my father and mother at Hull, in order to act the rebel to their authority, and the fool to my own interests.'

We had another boat on board, but how to get her off into the sea was a doubtful thing. However, there was no time to debate, for we fancied that the ship would break in pieces every minute, and some told us she was actually broken already.

In this distress the mate of our vessel laid hold of the boat, and with the help of the rest of the men got her slung over the ship's side; and getting all into her, let go, and committed ourselves, being eleven in number, to God's mercy and the wild sea; for though the storm was abated considerably, yet the sea ran dreadfully high upon the shore, and might be well called DEN WILD ZEE, as the Dutch call the sea in a storm.

And now our case was very dismal indeed; for we all saw plainly that the sea went so high that the boat could not live, and that we should be inevitably drowned. As to making sail, we had none, nor if we had could we have done anything with it; so we worked at the oar towards the land, though with heavy hearts, like men going to execution; for we all knew that when the boat came near the shore she would be dashed in a thousand pieces by the breach of the sea. However, we committed our souls to God in the most earnest manner; and the wind driving us towards the shore, we hastened our destruction with our own hands, pulling as well as we could towards land.

What the shore was, whether rock or sand, whether steep or shoal, we knew not. The only hope that could rationally give us the least shadow of expectation was, if we might find some bay or gulf, or the mouth of some river, where by great chance we might have run our boat in, or got under the lee of the land, and perhaps made smooth water. But there was nothing like this

appeared; but as we made nearer and nearer the shore, the land looked more frightful than the sea.

After we had rowed, or rather driven about a league and a half, as we reckoned it, a raging wave, mountain-like, came rolling astern of us, and plainly bade us expect the COUP DE GRACE. It took us with such a fury, that it overset the boat at once; and separating us as well from the boat as from one another, gave us no time to say, 'O God!' for we were all swallowed up in a moment.

Nothing can describe the confusion of thought which I felt when I sank into the water; for though I swam very well, yet I could not deliver myself from the waves so as to draw breath, till that wave having driven me, or rather carried me, a vast way on towards the shore, and having spent itself, went back, and left me upon the land almost dry, but half dead with the water I took in. I had so much presence of mind, as well as breath left, that seeing myself nearer the mainland than I expected, I got upon my feet, and endeavoured to make on towards the land as fast as I could before another wave should return and take me up again; but I soon found it was impossible to avoid it; for I saw the sea come after me as high as a great hill, and as furious as an enemy, which I had no means or strength to contend with: my business was to hold my breath, and raise myself upon the water if I could; and so, by swimming, to preserve my breathing, and pilot myself towards the shore, if possible, my greatest concern now being that the sea, as it would carry me a great way towards the shore when it came on, might not carry me back again with it when it gave back towards the sea.



Fragment 3

It may have taken nearly 300 years but archaeologists have finally confirmed the campsite of castaway Alexander Selkirk, thought to be the inspiration for *Robinson Crusoe*.

Cast away on a desert island, surviving on what nature alone can provide, praying for rescue but at the same time fearing the sight of a boat on the horizon.

These are the imaginative creations of Daniel Defoe in his famous novel *Robinson Crusoe*.

But the story is believed to be based on the real-life experience of Scottish sailor Selkirk, marooned in 1704 on a small tropical island in the Pacific for more than four years, and now archaeological evidence has been found to support his existence on the island.

An article in the journal *Post-Medieval Archaeology* claims that an archaeological dig on the Argentinian island of Aguas Buenas, 470 miles off the Chilean coast, reveals evidence of the campsite of an early European occupant.

The most compelling evidence is the discovery of a fragment of a pair of navigational dividers which could only have belonged to a ship's master or navigator, which historical evidence suggests Selkirk must have been.

In Selkirk's rescuer, Captain Woodes Rogers' account of what he saw on arrival at Aguas Buenas in 1709 lists "some practical pieces" and mathematical instruments amongst the few possessions that Selkirk had taken with him from the ship.

Dr David Caldwell, National Museums Scotland, who helped lead the dig, said the find finally confirmed the whereabouts of the castaway camp.

"The evidence uncovered at Aguas Buenas corroborates the stories of Alexander Selkirk's stay on the island and provides a fascinating insight into his existence there," he said.

"I am satisfied in my mind that this is the place where Selkirk set up his camp. I never thought we had a chance of finding it but the discovery of the divider was crucial."

The finds also provide an insight into exactly how Selkirk might have lived on the island.



Postholes suggest he built two shelters near to a freshwater stream, and had access to a viewpoint over the harbour from where he would be able to watch for approaching ships and ascertain whether they were friend or foe.

Accounts written shortly after his rescue describe him shooting goats with a gun rescued from the ship, and eventually learning to outrun them, eating their meat and using their skins as clothing.

He also passed time reading the Bible and singing psalms, and seems to have enjoyed a more peaceful and devout existence than at any other time in his life.

Alexander Selkirk was born in the small seaside town of Lower Largo, Fife, Scotland in 1676. A younger son of a shoemaker, he was drawn to a life at sea from an early age. In 1704, during a privateering voyage on the Cinque Ports, Selkirk fell out with the commander over the boat's seaworthiness and he decided to remain behind on the island, now named Robinson Crusoe, where they had landed to overhaul the worm-infested vessel.

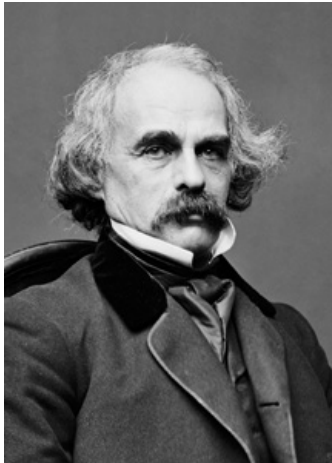
He cannot have known that it would be five years before he was picked up by an English ship visiting the island.

Published in 1719, *Robinson Crusoe* is one of the oldest and most famous adventure stories in English literature. Whilst it is unclear whether Defoe and Selkirk actually met, Defoe would certainly have heard the stories of Selkirk's adventure and used the tales as the basis for his novel.

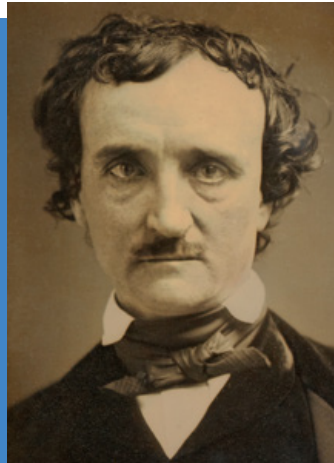
By Richard Alleyne, Science Correspondent of *The Telegraph*, 30 Oct 2008



State of the Art



Nathaniel Hawthorne



Edgar Allan Poe

The Dalai Lama famously said that the only way to find peace in the outer world is to find peace within yourself. Art can be a very powerful instrument to find inner peace; for many artists, making art is creating peace.

Romantic artists like Nathaniel Hawthorne and Edgar Allan Poe relied on art to convey the message that ‘the greatness of man is that he knows himself to be wretched’, and they both used art in their struggle to find inner peace. Hawthorne needed to deal with his family’s background, the Puritan-American community as he had himself known it: defrauded of art and the joy of life. Poe mourned his deceased young wife.

Literary term

Literary period: Romantic Period 1798-1870

The Romantic era was able to arise from the new wealth, stability, and sense of progress created by the Enlightenment. However, as a reaction, Romantic-era artists presented themselves against the social and political norms of the preceding period. They rejected reason, material wealth and scientific-technological knowledge and were more interested in feelings, imagination and spiritual growth. ‘Experiencing life’ became important; people used emotions rather than logic to base their decisions upon.

The Romantic Movement distrusted educated people and considered them rather ‘artificial’ and ‘affected’, as opposed to the uncultivated, who were more ‘natural’ and ‘authentic’. Interest in Shakespeare and medieval art flourished, important Romantic poets like Coleridge and Wordsworth chose rural folk as their subjects.

Romanticism can be seen as an ‘umbrella term’ for sentimental, gothic and romantic novels with a focus on anything but the present.

Characteristics of Romantic novels are:

- 1 Superiority of imagination and creativity over logic – Romantic writers stress the imaginative and subjective side of human nature (thoughts, feelings, inner struggles, opinions, dreams, passions and hopes).
- 2 Romantic love – Romantic characters experience deep, emotional and passionate love, they don’t marry out of convenience.
- 3 Individualism and solitude – a Romantic hero acts on his own and symbolizes individuality and nonconformity.
- 4 The power and the grandeur of nature – Romantic writers detect a divine presence in many natural events and objects.
- 5 A great interest in history and the exotic – the Middle Ages were celebrated as a time before the world was spoilt by industrialisation, Romantic writers preferred unfamiliar settings, for instance medieval or oriental settings.
- 6 Children as innocents – children are regarded as uncorrupted by knowledge and therefore as beings closer to nature than adults.
- 7 Gothic horror – in 18th century England, gothic horror was seen as an offshoot of the Romantic Movement; many Romantic writers incorporated horror and supernatural elements in their stories, used castles as a setting, and had magic and supernatural villains or ghosts to thrill their audiences.



Literary term

Plot and plot structure

The **plot** (or **intrigue**) is a literary term used to describe the events that make up a story or the main part of a story. The events relate to each other in a pattern or a sequence. The structure of a novel depends on the organisation of events in the plot.

All stories have their own unique plot and plot structure. They start with an **exposition** (who is doing what, why and

where), followed by an **incident** (something happens and creates tension or unrest), triggering **rising action** (more things happen, the central character desires to take action), resulting in a **climax** (the most intense moment of the story, the turning point). Then there are a few more actions (**falling action**) and there is a **resolution**: all problems are solved.

Literary term

Hyperbole

An hyperbole is an exaggeration. Hyperboles are used in poetry and prose for more emphasis or to express strong emotions.

Famous hyperboles in literature are:

- in *Act-V, Scene-IV* of William Shakespeare's play, *Richard III*: *A horse, a horse! My kingdom for a horse!*
- in *To Kill a Mockingbird* by Harper Lee: *People moved*

slowly then. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County.

- in *As I Walked Out One Evening* by W.H. Auden: *I'll love you, dear, I'll love you / Till China and Africa meet, / And the river jumps over the mountain / And the salmon sing in the street.*

Literary term

Analysing poetry

In poetry analysis you have to ask yourself many questions. The following questions are about structure:

- Are there individual **stanzas** or numbered sections? What does each section or stanza discuss? Are the sections or stanzas related to each other?
- Is there **rhythm**? Rhythm creates the pattern of language in poetry lines, marked by the stressed and unstressed syllables in the words. A foot in poetry refers to a stressed or unstressed syllable, and meter counts the number of feet in a line.
The most common feet in English poetry are the two-syllable **iamb** and **trochee** (in an *iamb*, the first syllable is unstressed and the second is stressed and in a

trochee, you stress the first syllable and unstress the second) and the three-syllable **anapest** and **dactyl** (in an *anapest*, the first two syllables are unstressed and the final syllable of the foot is stressed, a *dactyl* is the opposite, with the first syllable stressed and the other two unstressed).

- Does the poem rhyme? Is there a pattern of rhyme (a scheme) and, if so, how does this **scheme** affect your response to the poem? Apart from **external rhymes** (rhyming of words at the end of lines), are there **internal rhymes** (rhymes within the lines instead of at the ends) as well? Does the use of rhyme add to the meaning?



Fragment 1

The Scarlet Letter by Nathaniel Hawthorne

The Scarlet Letter is a tale of human frailty and sorrow. The narrator explains in this introduction why he had to write down the story of Hester Prynne. As a tax collector – who works at the custom house – he does not feel ready to act as an artist, as a writer.

(...)

So little adapted is the atmosphere of a custom-house to the delicate harvest of fancy and sensibility, that, had I remained there through ten Presidencies yet to come, I doubt whether the tale of “The Scarlet Letter” would ever have been brought before the public eye. My imagination was a tarnished mirror. It would not reflect, or only with miserable dimness, the figures with which I did my best to people it. The characters of the narrative would not be warmed and rendered malleable by any heat that I could kindle at my intellectual forge. They would take neither the glow of passion nor the tenderness of sentiment, but retained all the rigidity of dead corpses, and stared me in the face with a fixed and ghastly grin of contemptuous defiance. “What have you to do with us?” that expression seemed to say. “The little power you might once have possessed over the tribe of unrealities is gone! You have bartered it for a pittance of the public gold. Go, then, and earn your wages!” In short, the almost torpid creatures of my own fancy twitted me with imbecility, and not without fair occasion. It was not merely during the three hours and a half which Uncle Sam claimed as his share of my daily life, that this wretched numbness held possession of me. It went with me on my sea-shore walks, and rambles into the country, whenever – which was seldom and reluctantly – I bestirred myself to seek that invigorating charm of Nature, which used to give me such freshness and activity of thought the moment that I stepped across the threshold of the Old Manse. The same torpor, as regarded the capacity for intellectual effort, accompanied me home, and weighed upon me in the chamber which I most absurdly termed my study. Nor did it quit me, when, late at night, I sat in the deserted parlor, lighted only by the glimmering coal-fire and the moon, striving to picture forth imaginary scenes, which, the next day, might flow out on the brightening page in many-hued description.

If the imaginative faculty refused to act at such an hour, it might well be deemed a hopeless case.



Moonlight, in a familiar room, falling so white upon the carpet, and showing all its figures so distinctly, – making every object so minutely visible, yet so unlike a morning or noontide visibility, – is a medium the most suitable for a romance-writer to get acquainted with his illusive guests. There is the little domestic scenery of the well-known apartment; the chairs, with each its separate individuality; the centre-table, sustaining a work-basket, a volume or two, and an extinguished lamp; the sofa; the bookcase; the picture on the wall; – all these details, so completely seen, are so spiritualized by the unusual light, that they seem to lose their actual substance, and become things of intellect. Nothing is too small or too trifling to undergo this change, and acquire dignity thereby. A child's shoe; the doll, seated in her little wicker carriage; the hobby-horse; – whatever, in a word, has been used or played with, during the day, is now invested with a quality of strangeness and remoteness, though still almost as vividly present as by daylight. Thus, therefore, the floor of our familiar room has become a neutral territory, somewhere between the real world and fairy-land, where the Actual and the Imaginary may meet,



and each imbue itself with the nature of the other. Ghosts might enter here, without affrighting us. It would be too much in keeping with the scene to excite surprise, were we to look about us and discover a form beloved, but gone hence, now sitting quietly in a streak of this magic moonshine, with an aspect that would make us doubt whether it had returned from afar, or had never once stirred from our fireside.

The somewhat dim coal-fire has an essential influence in producing the effect which I would describe. It throws its unobtrusive tinge throughout the room, with a faint ruddiness upon the walls and ceiling, and a reflected gleam from the polish of the furniture. This warmer light mingles itself with the cold spirituality of

the moonbeams, and communicates, as it were, a heart and sensibilities of human tenderness to the forms which fancy summons up. It converts them from snow-images into men and women. Glancing at the looking-glass, we behold – deep within its haunted verge – the smouldering glow of the half-extinguished anthracite, the white moonbeams on the floor, and a repetition of all the gleam and shadow of the picture, with one remove further from the actual, and nearer to the imaginative. Then, at such an hour, and with this scene before him, if a man, sitting all alone, cannot dream strange things, and make them look like truth, he need never try to write romances.

(...)

Fragment 2

CHAPTER 2: “THE MARKET-PLACE”

The story is set in the early days of Boston when America was still a new colony. The uptight Puritans are scandalized when Hester Prynne's affair with a local man leads to her pregnancy. She is condemned to wear a scarlet letter – the letter ‘A’ for ‘adulteress’ – as punishment for the affair. In this episode Hester is temporarily let out of jail for public shaming.

(...)

It was a circumstance to be noted, on the summer morning when our story begins its course, that the women, of whom there were several in the crowd, appeared to take a peculiar interest in whatever penal infliction might be expected to ensue. The age had not so much refinement, that any sense of impropriety restrained the wearers of petticoat and farthingale from stepping forth into the public ways, and wedging their not unsubstantial persons, if occasion were, into the throng nearest to the scaffold at an execution. Morally, as well as materially, there was a coarser fibre in those wives and maidens of old English birth and breeding, than in their fair descendants, separated from them by a series of six or seven generations; for, throughout that chain of ancestry, every successive mother has transmitted to her child a fainter bloom, a more delicate and briefer beauty, and a slighter physical frame, if not a character of less force and solidity, than her own. The women who were now standing about the prison-door stood within less than half a century of the period when the man-like Elizabeth had been the not altogether unsuitable representative of the sex. They were her countrywomen; and the beef and ale of their native land, with a moral diet not a whit more refined, entered largely into their composition. The bright morning sun, therefore, shone on broad shoulders and well-developed busts, and on round and ruddy cheeks, that had ripened in the far-off island, and had hardly

yet grown paler or thinner in the atmosphere of New England. There was, moreover, a boldness and rotundity of speech among these matrons, as most of them seemed to be, that would startle us at the present day, whether in respect to its purport or its volume of tone.

“Goodwives,” said a hard-featured dame of fifty, “I’ll tell ye a piece of my mind. It would be greatly for the public behoof, if we women, being of mature age and church-members in good repute, should have the handling of such malefactresses as this Hester Prynne. What think ye, gossips? If the hussy stood up for judgment before us five, that are now here in a knot together, would she come off with such a sentence as the worshipful magistrates have awarded? Marry, I trow not!”

“People say,” said another, “that the Reverend Master Dimmesdale, her godly pastor, takes it very grievously to heart that such a scandal should have come upon his congregation.”

“The magistrates are God-fearing gentlemen, but merciful overmuch, – that is a truth,” added a third autumnal matron. “At the very least, they should have put the brand of a hot iron on Hester Prynne’s forehead. Madam Hester would have winced at that, I warrant me. But she, – the naughty baggage, – little will she care what they put upon the bodice of her gown! Why, look you, she may cover it with a brooch,



or such like heathenish adornment, and so walk the streets as brave as ever!”

“Ah, but,” interposed, more softly, a young wife, holding a child by the hand, “let her cover the mark as she will, the pang of it will be always in her heart.”

“What do we talk of marks and brands, whether on the bodice of her gown, or the flesh of her forehead?” cried another female, the ugliest as well as the most pitiless of these self-constituted judges. “This woman has brought shame upon us all, and ought to die. Is there not law for it? Truly, there is, both in the Scripture and the statute-book. Then let the magistrates, who have made it of no effect, thank themselves if their own wives and daughters go astray!”

(...)

And never had Hester Prynne appeared more lady-like, in the antique interpretation of the term, than as she issued from the prison. Those who had before known her, and had expected to behold her dimmed and obscured by a disastrous cloud, were astonished, and even startled, to perceive how her beauty shone out, and made a halo of the misfortune and ignominy in which she was enveloped. It may be true, that, to a sensitive observer, there was something exquisitely painful in it. Her attire, which, indeed, she had wrought for the occasion, in prison, and had modelled much after her own fancy, seemed to express the

attitude of her spirit, the desperate recklessness of her mood, by its wild and picturesque peculiarity. But the point which drew all eyes, and, as it were, transfigured the wearer, – so that both men and women, who had been familiarly acquainted with Hester Prynne, were now impressed as if they beheld her for the first time, – was that Scarlet Letter, so fantastically embroidered and illuminated upon her bosom. It had the effect of a spell, taking her out of the ordinary relations with humanity, and enclosing her in a sphere by herself.

“She hath good skill at her needle, that’s certain,” remarked one of her female spectators; “but did ever a woman, before this brazen hussy, contrive such a way of showing it! Why, gossips, what is it but to laugh in the faces of our godly magistrates, and make a pride out of what they, worthy gentlemen, meant for a punishment?”

“It were well,” muttered the most iron-visaged of the old dames, “if we stripped Madam Hester’s rich gown off her dainty shoulders; and as for the red letter, which she hath stitched so curiously, I’ll bestow a rag of mine own rheumatic flannel, to make a fitter one!”

“O, peace, neighbors, peace!” whispered their youngest companion; “do not let her hear you! Not a stitch in that embroidered letter but she has felt it in her heart.”

(...)

Fragment 3

Annabel Lee by Edgar Allan Poe

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of ANNABEL LEE;
And this maiden she lived with no other thought
Than to love and be loved by me.

I was a child and *she* was a child,
In this kingdom by the sea:
But we loved with a love that was more than
love –
I and my ANNABEL LEE;
With a love that the winged seraphs of heaven
Coveted her and me.



And this was the reason that, long ago,
In this kingdom by the sea,
A wind blew out of a cloud, chilling
My beautiful ANNABEL LEE;
So that her highborn kinsman came
And bore her away from me,
To shut her up in a sepulchre
In this kingdom by the sea.

The angels, not half so happy in heaven,
Went envying her and me –
Yes! – that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of the cloud by night,
Chilling and killing my ANNABEL LEE.

But our love it was stronger by far than the love
Of those who were older than we –
Of many far wiser than we –
And neither the angels in heaven above,
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful ANNABEL LEE:

For the moon never beams, without bringing me
dreams
Of the beautiful ANNABEL LEE;
And the stars never rise, but I feel the bright eyes
Of the beautiful ANNABEL LEE;
And so, all the night-tide, I lie down by the side
Of my darling – my darling – my life and my bride,
In the sepulchre there by the sea,
In her tomb by the sounding sea.

Fragment 4

Silence – A Fable by Edgar Allan Poe

ALCMAN. The mountain pinnacles slumber;
valleys, crags and caves are silent.

“LISTEN to me,” said the Demon as he placed his
hand upon my head. “The region of which I speak
is a dreary region in Libya, by the borders of the
river Zaire. And there is no quiet there, nor
silence.

“The waters of the river have a saffron and sickly
hue; and they flow not onwards to the sea, but
palpitate forever and forever beneath the red eye
of the sun with a tumultuous and convulsive
motion. For many miles on either side of the
river’s oozy bed is a pale desert of gigantic water-
lilies. They sigh one unto the other in that
solitude, and stretch towards the heaven their
long and ghastly necks, and nod to and fro their
everlasting heads. And there is an indistinct
murmur which cometh out from among them like

the rushing of subterrene water. And they sigh one
unto the other.

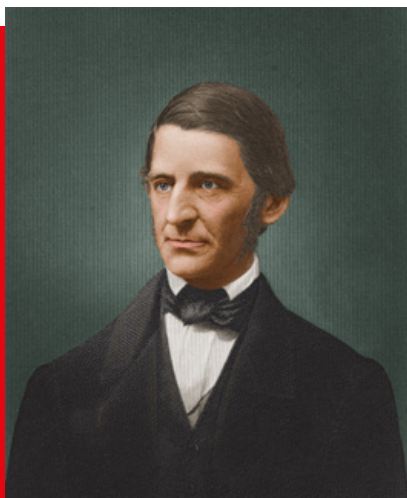
“But there is a boundary to their realm – the
boundary of the dark, horrible, lofty forest. There,
like the waves about the Hebrides, the low
underwood is agitated continually. But there is no
wind throughout the heaven. And the tall
primeval trees rock eternally hither and thither
with a crashing and mighty sound. And from their
high summits, one by one, drop everlasting dews.
And at the roots strange poisonous flowers lie
writhing in perturbed slumber. And overhead,
with a rustling and loud noise, the gray clouds
rush westwardly forever, until they roll, a cataract,
over the fiery wall of the horizon. But there is no
wind throughout the heaven. And by the shores of
the river Zaire there is neither quiet nor silence.



A Bright Future?



Henry David Thoreau



Ralph Waldo Emerson



Margaret Fuller

Author and freethinker Henry David Thoreau is best known for his book *Walden, or Life in the Woods*, which chronicles the two years that he lived in a small hut near the edge of Walden Pond, a lake in Massachusetts. Over the years, he has been called many things: the hermit in the wilderness, the prophet of passive resistance, the idealist who believed in Utopia. Up until the day he died, Thoreau was always rethinking his life, always asking questions, always looking to nature for greater intensity and meaning. In his writings he urged his readers to rethink their own lives creatively.

Pioneering feminist and freethinker Margaret Fuller was America's first full-fledged female intellectual, who was convinced that women could perform equal roles as men in society. She redesigned her country by writing its first major feminist work.

Literary term

Transcendental Movement 1830-1860

According to the *Oxford English Dictionary* transcendence is 'the action or fact of transcending, surmounting, or rising above', and also 'the condition or quality of being transcendent, surpassing eminence or excellence'.

Based in New England, transcendentalism is usually considered the principal expression of Romanticism in America. Many prominent ministers, reformers, and writers of the era were associated with it, including Ralph Waldo Emerson and Henry David Thoreau.

They showed a new way of understanding truth and knowledge, based on the writings of the German philosopher Immanuel Kant. He had pointed out that

certain things could not be known for sure, no matter how advanced science was. Transcendentalists gained knowledge through the senses, through intuition and meditation. They believed God resided in all individuals and that divine truth could be known intuitively. Artists were seen as noble prophets, and poetry as a potential source of divine revelation.

Transcendentalists criticised existing social arrangements and were against slavery. They believed laws should be disobeyed if moral intuition held them to be unjust, as Thoreau pointed out in his essay 'Civil Disobedience'.

Literary term

Eulogy and elegy

A eulogy is a speech or piece of writing that praises someone or something highly, especially a written tribute to a person recently deceased. It is a commendation or high praise intended to give honour. Eulogies are also paid as tributes to living persons; for instance, one can dedicate

it to his retired colleagues or employees for winning a respectable position and doing noble deeds.

An elegy is a song or a poem with a lamenting tone that expresses loss of a family member or a loved one.



Literary term

Transcendentalism and Romanticism

American Transcendentalism as a movement began around 1830, whereas the beginnings of Romanticism originated much earlier, around the end of the 18th century.

In many aspects, the philosophies are **similar**. Both movements were born as a reaction to strict traditions, laws and religious rules of the time. They placed a huge emphasis on the individual as well as on drawing inspiration from nature. Both encouraged the individual to discover their own truth and be ruled by that rather than obey the constructs of the time.

But the movements are **not similar** with regard to religion, intuition and their belief in the source of goodness.

Transcendentalism was primarily a religious movement, and its followers believed that God was present in every

aspect of life. Inner goodness could be experienced through intuition: every person had a divine inner light that could connect him or her to God. Romanticism highly depended on feelings, emotions and observations in relation to the natural senses, and Romanticists did not believe in intuition or the guidance of the inner light. They saw nature as the symbolic source of enlightenment and inspiration: the natural world was good, while humans were corruptible, and the closer human beings could get to their natural state the more pure they would be.

Some well-known Transcendental authors were Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller. Some well-known American Romantic authors were Emily Dickinson, Nathaniel Hawthorne, Edgar Allen Poe and Walt Whitman.

Walden by Henry David Thoreau

In the first two chapters, 'Economy' and 'Where I Lived, and What I Lived For' Harvard graduate Thoreau described how he settled down near Walden Pond to start living like a hermit.

Fragment 1

from 'Economy'

(...)

Near the end of March, 1845, I borrowed an axe and went down to the woods by Walden Pond, nearest to where I intended to build my house, and began to cut down some tall, arrowy white pines, still in their youth, for timber. It is difficult to begin without borrowing, but perhaps it is the most generous course thus to permit your fellow-men to have an interest in your enterprise. The owner of the axe, as he released his hold on it, said that it was the apple of his eye; but I returned it sharper than I received it. It was a pleasant hillside where I worked, covered with pine woods, through which I looked out on the pond, and a small open field in the woods where pines and hickories were springing up. The ice in the pond was not yet dissolved, though there were some open spaces, and it was all dark-colored and saturated with water. There were some slight flurries of snow during the days that I worked there; but for the most part when I came out on to the railroad, on my way home, its yellow sand-heap stretched away gleaming in the hazy atmosphere, and the rails



shone in the spring sun, and I heard the lark and pewee and other birds already come to commence another year with us. They were pleasant spring days, in which the winter of man's discontent was thawing as well as the earth, and the life that had lain torpid began to stretch itself. (...)

At length, in the beginning of May, with the help of some of my acquaintances, rather to improve so good an occasion for neighborliness than from any necessity, I set up the frame of my house. No man was ever more honored in the character of his raisers than I. They are destined, I trust, to assist at the raising of loftier structures one day. I began to occupy my house on the 4th of July, as soon as it was boarded and roofed, for the boards were carefully feather-edged and lapped, so that it was perfectly impervious to rain, but before boarding I laid the foundation of a chimney at one end, bringing two cartloads of stones up the hill from the pond in my arms. I built the chimney after my hoeing in the fall, before a fire became necessary for warmth, doing my cooking in the meanwhile out of doors on the ground, early in the morning:



which mode I still think is in some respects more convenient and agreeable than the usual one. When it stormed before my bread was baked, I fixed a few boards over the fire, and sat under them to watch my loaf, and passed some pleasant hours in that way. In those days, when my hands

were much employed, I read but little, but the least scraps of paper which lay on the ground, my holder, or tablecloth, afforded me as much entertainment, in fact answered the same purpose as the Iliad.
(...)

Fragment 2

from 'Where I Lived, and What I Lived For'

(...)

When first I took up my abode in the woods, that is, began to spend my nights as well as days there, which, by accident, was on Independence Day, or the fourth of July, 1845, my house was not finished for winter, but was merely a defence against the rain, without plastering or chimney, the walls being of rough weather-stained boards, with wide chinks, which made it cool at night. The upright white hewn studs and freshly planed door and window casings gave it a clean and airy look, especially in the morning, when its timbers were saturated with dew, so that I fancied that by noon some sweet gum would exude from them. To my imagination it retained throughout the day more or less of this auroral character, reminding me of a certain house on a mountain which I had visited the year before. This was an airy and unplastered cabin, fit to entertain a travelling god, and where a goddess might trail her garments. The winds which passed over my dwelling were such as sweep over the ridges of mountains, bearing the broken strains, or celestial parts only, of terrestrial

music. The morning wind forever blows, the poem of creation is uninterrupted; but few are the ears that hear it. Olympus is but the outside of the earth every where.

The only house I had been the owner of before, if I except a boat, was a tent, which I used occasionally when making excursions in the summer, and this is still rolled up in my garret; but the boat, after passing from hand to hand, has gone down the stream of time. With this more substantial shelter about me, I had made some progress toward settling in the world. This frame, so slightly clad, was a sort of crystallization around me, and reacted on the builder. It was suggestive somewhat as a picture in outlines. I did not need to go out doors to take the air, for the atmosphere within had lost none of its freshness. It was not so much within doors as behind a door where I sat, even in the rainiest weather. The Harivansa says, "An abode without birds is like a meat without seasoning." Such was not my abode, for I found my self suddenly neighbor to the birds; not by having imprisoned one, but having caged myself near them.

Fragment 3

Ralph Waldo Emerson wrote the eulogy spoken at Thoreau's funeral:

(...)

'His father was a manufacturer of lead-pencils, and Henry applied himself for a time to this craft, believing he could make a better pencil than was then in use. After completing his experiments, he exhibited his work to chemists and artists in Boston, and having obtained their certificates to its excellence and to its equality with the best London manufacture, he returned home contented. His friends congratulated him that he had now opened his way to fortune. But he replied that he should never make another pencil. "Why should I? I would not do again what I have done once." He resumed his endless walks and miscellaneous studies, making every day some

new acquaintance with Nature, though as yet never speaking of zoology or botany, since, though very studious of natural facts, he was incurious of technical and textual science.'

(...)

'The country knows not yet, or in the least part, how great a son it has lost. It seems an injury that he should leave in the midst of his broken task which none else can finish, a kind of indignity to so noble a soul that he should depart out of Nature before yet he has been really shown to his peers for what he is. But he, at least, is content. His soul was made for the noblest society; he had in a short life exhausted the capabilities of this world; wherever there is knowledge, wherever there is virtue, wherever there is beauty, he will find a home.'



Summer on the Lakes by Margaret Fuller

Margaret Fuller is the only well-known female Transcendentalist author. In the summer of 1843, she went on an adventurous tour of the Great Lakes. In the mid-nineteenth century this area was considered the far western frontier. 'Summer on the Lakes' was Fuller's first book and it detailed her journey: the physical journey she took that summer, and also the internal journey she ended up taking as a result of what she experienced.

Fragment 1

Chapter 1. Boston: Charles C. Little and James Brown, 1844

Summer on the Lakes, in 1843

Margaret Fuller

(...)

As I rode up to the neighborhood of the falls, a solemn awe imperceptibly stole over me, and the deep sound of the ever-hurrying rapids prepared my mind for the lofty emotions to be experienced. When I reached the hotel, I felt a strange indifference about seeing the aspiration of my life's hopes. I lounged about the rooms, read the stage bills upon the walls, looked over the register, and, finding the name of an acquaintance, sent to see if he was still there. What this hesitation arose from, I know not; perhaps it was a feeling of my unworthiness to enter this temple which nature has erected to its God.

At last, slowly and thoughtfully I walked down to the bridge leading to Goat Island, and when I stood upon this frail support, and saw a quarter of a mile of tumbling, rushing rapids, and heard their everlasting roar, my emotions overpowered me, a choking sensation rose to my throat, a thrill rushed through my veins, "my blood ran rippling to my finger's ends." This was the climax of the effect which the falls produced upon me – neither the American nor the British fall moved me as did these rapids. For the magnificence, the sublimity of the latter I was prepared by descriptions and by paintings. When I arrived in sight of them I merely felt, "ah, yes, here is the fall, just as I have seen it in picture." When I arrived at the terrapin bridge, I expected to be overwhelmed, to retire trembling from this giddy eminence, and gaze with unlimited wonder and awe upon the immense mass rolling on and on, but, somehow or other, I thought only of comparing the effect on my mind with what I had read and heard. I looked for a short time, and then with almost a feeling of disappointment, turned to go to the other points of view to see if I was not mistaken in not feeling any surpassing emotion at this sight. But from the foot of Biddle's stairs, and the middle of the river, and from below the table rock, it was still "barren, barren all." And, provoked



with my stupidity in feeling most moved in the wrong place, I turned away to the hotel, determined to set off for Buffalo that afternoon. But the stage did not go, and, after nightfall, as there was a splendid moon, I went down to the bridge, and leaned over the parapet, where the boiling rapids came down in their might. It was grand, and it was also gorgeous; the yellow rays of the moon made the broken waves appear like auburn tresses twining around the black rocks. But they did not inspire me as before. I felt a foreboding of a mightier emotion to rise up and swallow all others, and I passed on to the terrapin bridge. Everything was changed, the misty apparition had taken off its many-colored crown which it had worn by day, and a bow of silvery white spanned its summit. The moonlight gave a poetical indefiniteness to the distant parts of the waters, and while the rapids were glancing in her beams, the river below the falls was black as night, save where the reflection of the sky gave it the appearance of a shield of blued steel. No gaping tourists loitered, eyeing with their glasses, or sketching on cards the hoary locks of the ancient river god. All tended to harmonize with the natural grandeur of the scene. I gazed long. I saw how here mutability and unchangeableness were united. I surveyed the conspiring waters rushing against the rocky ledge to overthrow it at one mad plunge, till, like toppling ambition, o'erleaping themselves, they fall on t'other side, expanding into foam ere they reach the deep channel where they creep submissively away.

Then arose in my breast a genuine admiration, and a humble adoration of the Being who was the architect of this and of all. Happy were the first discoverers of Niagara, those who could come unawares upon this view and upon that, whose feelings were entirely their own.



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 single 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



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)

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)

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)

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* (*The Evenings*, 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



John Steinbeck



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