

Of Course!

MAX

METHODE ENGELS

BOVENBOUW

KEYS

VWO-GYM

6

We should be
somewhere
in London.
We could be
loving
our life
in the rain.

WRDSMTH

MALMBERG



Of Course!

ENGELS VOOR DE BOVENBOUW		6
KEYS	VWO-GYM	

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Literature 157



Lesstofoverzicht

Theme	1 Reading	2 Listening and Speaking
	In Two Minds GSB2-1a. Kan een uitgebreide conversatie voeren over de meeste algemene onderwerpen op duidelijk participerende wijze, zelfs in een lawaaierige 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. 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.	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. LUB2-5a. Kan de meeste nieuwsuitzendingen en actualiteitenprogramma's op de televisie en via internet verstaan. GSB2-5c. Kan informatie en argumenten uit verschillende bronnen bijeenvoegen, rapporteren en bespreken.
	The Shape of Things to Come 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. SCHB2-3a. Kan teksten schrijven waarin argumenten worden uitgewerkt en onderbouwd. 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+).	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+). GSB2-3b. Kan een zaak of probleem helder schetsen, speculeren over oorzaken of gevolgen, en voor- en nadelen van verschillende benaderingen afwegen.
	Making History 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 bijeenvoegen.	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+). LUB2-5b. Kan documentaires, live uitgezonden vraaggesprekken, praatprogramma's, toneelstukken en de meeste films in standaarddialect verstaan op televisie of via internet. SPB1-3b. Kan in het kort zaken uitleggen en toelichten.
	Seize the Day LEC1-3b. Kan met gemak literaire en non-fictieteksten lezen. GSB2-1a. Kan een uitgebreide conversatie voeren over de meeste algemene onderwerpen op duidelijk participerende wijze, zelfs in een lawaaierige omgeving. SPB2-1b. Kan duidelijke samenhangende verhalen vertellen.	GSB2-1a. Kan een uitgebreide conversatie voeren over de meeste algemene onderwerpen op duidelijk participerende wijze, zelfs in een lawaaierige omgeving. GSB2-5d. Kan initiatief nemen in een vraaggesprek en ideeën uitwerken en ontwikkelen zonder veel hulp of aansporing van een vragensteller. 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.
	Bridging the Gap 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. SCHB2-4b. 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+). LEB2-3c. Kan informatie, ideeën en meningen ophalen uit zeer gespecialiseerde bronnen binnen zijn of haar vakgebied (B2+).	LEC1-3b. Kan met gemak literaire en non-fictie teksten lezen. 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+). GSB2-1a. Kan een uitgebreide conversatie voeren over de meeste algemene onderwerpen op duidelijk participerende wijze, zelfs in een lawaaierige omgeving.



	3 Writing	4 Literature	Grammar
SPB2-3a. Kan een duidelijke, voorbereide presentatie geven, daarbij argumenten voor of tegen een bepaald standpunt noemen en de voor- en nadelen van verschillende opties geven en kan een reeks vervolgvragen beantwoorden.	LEB2-2a. Kan snel lange, complexe teksten doorlezen en de relevante details vinden. 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.	The Bloomsbury Group The Lost Generation <i>Mrs Dalloway</i> <i>The Great Gatsby</i>	1: Modal auxiliaries 2: Passive 3: Tenses
	LEB2-3a. Kan artikelen en verslagen over hedendaagse problemen begrijpen, waarin de schrijvers bepaalde stellingen of standpunten innemen. SCHB1-1a. Kan persoonlijke brieven en e-mails schrijven of gebruikmaken van andere vormen van sociale media waarin ervaringen, gevoelens en gebeurtenissen enigszins gedetailleerd worden beschreven. SCHB2-3c. Kan een essay of tekst schrijven waarin stelselmatig een argument wordt opgebouwd met de juiste benadrukking van belangrijke punten en relevante ondersteunende details (B2+).	Realism The Dada Movement & Surrealism <i>Heart of Darkness</i> <i>The Vorrh</i>	1: Passive 2: More modal auxiliaries: 'would like' / 'want' 3: Gerund 4: Pronouns
	LEB2-3a. Kan artikelen en verslagen over hedendaagse problemen begrijpen, waarin de schrijvers bepaalde stellingen of standpunten innemen. SCHB1-1a. Kan persoonlijke brieven en e-mails schrijven of gebruikmaken van andere vormen van sociale media waarin ervaringen, gevoelens en gebeurtenissen enigszins gedetailleerd worden beschreven. SCHB2-3c. Kan een essay of tekst schrijven waarin stelselmatig een argument wordt opgebouwd met de juiste benadrukking van belangrijke punten en relevante ondersteunende details (B2+).	Existentialism <i>Invisible Man</i>	1: Sentences with 'if' 2: Possessive pronouns 3: Relative pronouns
SPB2-3a. Kan een duidelijke, voorbereide presentatie geven, daarbij argumenten voor of tegen een bepaald standpunt noemen en de voor- en nadelen van verschillende opties geven en kan een reeks vervolgvragen beantwoorden.	LEC1-3b. Kan met gemak literaire en non-fictie teksten lezen. 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+). SCHB2-4a. Kan duidelijke, gedetailleerde teksten schrijven over thema's gerelateerd aan het eigen interessegebied.		1: Adjectives and Adverbs 2: Comparisons 3: Direct and indirect speech 4: Tenses
	SCHB2-1a. Kan in correspondentie ingaan op de persoonlijke betekenis van ervaringen en gebeurtenissen. LEB2-2a. Kan snel lange, complexe teksten doorlezen en de relevante details vinden. LEB2-2c. Kan meer complexe advertenties begrijpen.		1: Linking words 2: Modal auxiliaries 3: Prepositions 4: Tenses







1 2 3 4 5

Unit 1 *In Two Minds*

Opinions are formed but can also be changed. Our view of a person's actions may change after we have been given adequate background information, as a novel may do. And what does inequality of income depend on? Hard work? Luck? But more importantly, is it acceptable to have imbalances in income between people? Here's another difficult question to give your brain a great workout: are people born good or evil?

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1

YOU'LL BE ABLE TO

- actively participate in informal discussion, comment and clearly express a point of view, evaluate other points of view
- engage in extended conversation on general topics
- understand specialised articles on less familiar topics, with the help of a dictionary to confirm the understanding of terms used

Grammar

- tenses
- passive

Vocabulary & expressions

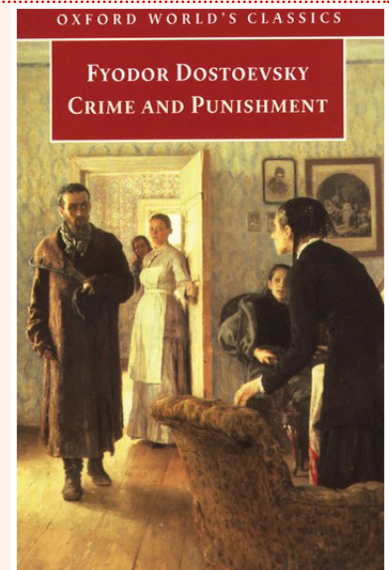
You can learn the vocabulary with the Study box (p. 33) and the vocab trainer.

Strategies

- linking words
- paraphrasing

TEXT

What literature can teach you that the internet can't



Because the internet takes its cue from us, it doesn't push back. Reading a novel like Dostoevsky's *Crime and Punishment* forces us to confront the "otherness" we would otherwise ignore.

By David Mikics, Professor of English at the University of Houston.

1 At the age of 28, Fyodor Dostoevsky, sentenced to death for revolutionary activities, stood before a firing squad. The young writer and agitator kissed a cross that was passed around among the prisoners. The Tsar's soldiers raised their guns. Then a rider rushed into the square and announced a pardon: the condemned men, including Dostoevsky, were to be sent to hard labour in Siberia instead.

Very few of us will ever have a terrifying, unreal moment like Dostoevsky's: convinced he was about to die, then spared at the last minute.

When Dostoevsky returned from Siberia and wrote his great novels, his near death echoed through his work. He felt compelled to imagine killers and their victims in the most graphic, even sickening ways.

2 Being alone with Dostoevsky and his perverse, troubled characters can be an appalling experience. But still we read on, unable to tear ourselves away from a world so miserable and so alien to our hopes. Dostoevsky shows us what subjecting ourselves to a book whose vision is extreme and uncomfortable can do for us: broaden our knowledge of others.

3 Increasingly, psychologists and neuroscientists have been focusing on empathy as a crucial part of what makes us human. Moral life is unimaginable without the ability to identify with other people, to feel their experiences. But what about people whose inner lives we can't bear to think about: the torturers and killers we condemn as evil, even inhuman? Every day we gulp down headlines and lurid, tabloid stories about such bad people, but this is voyeurism, not an entry into another world. Dostoevsky actually portrays bad people



in unrivalled depth, and over hundreds of pages: the terrorists, the murderers, the scoundrels. Lately, psychological studies have suggested that reading serious fiction increases empathy, enabling us to stand in the shoes of others. This is especially valuable when we read about those who seem completely unlike us: not just people from a different nation, race or religion, but those who are morally different, who are, to use the inescapable word, evil.

4 Dostoevsky is not alone among the great realists in his ability to depict evil. When I read Tolstoy's *War and Peace*, I am always most intrigued by the novel's chilling portrait of Napoleon. In Tolstoy's hands, the Emperor resembles an overgrown child, but he knows only cold satisfaction, instead of a child's joy. Yet, Tolstoy's Napoleon, who is capable of sending thousands of men to their deaths without hesitation, remains part of the spectrum of humanity. He's not a monster, but one of us.

5 When you read a novel seriously, you're alone with the author's characters, listening and feeling as carefully as you can. Sometimes, as with Dostoevsky, the reader enters a world that may seem foreign and even repulsive, but that also fascinates. We feel exhilarated but uneasy as we find ourselves trapped with the people we usually turn away from, life's villains. At times a television series like *Breaking Bad* is able, like a realist novel, to make us sympathise with a hero whom we also want to condemn. But novels, because they demand that we immerse ourselves in the lives of others more slowly and thoroughly than television or movies, give us a fuller portrait of the dark side.

6 Reading a novel forces us to experience the lives of characters who are radically different from us, something we can't get from other art forms. Only by spending a long time inside the head of a character can we know something of the full range of human life. The more we can do that, the better we see the world, because we've spent serious time with otherness during our reading.

7 Novels deliver the unlike, the alien, as an antidote to our comforts and our day-to-day prejudices. Increasingly, we are snugly wrapped in our worldviews. Conservatives see everything in blue, progressives in red. The internet seems designed to back up our opinions, because when we're online we make a habit of seeking out the like-minded. We gang up on those we disagree with, rather than listening carefully to contrary opinions. When the web shows us the horrors of war

and domestic violence, we take a quick look and move on. Distracted by snapshots of horror, we think we are following terrible events. But we're not, because we don't commit ourselves to finding out about the human actors behind them. Reading a novel means committing yourself, to the author and the characters. Glancing at evil and tragedy, as the internet encourages us to do, lets us avoid the hard questions about motivation and human personality that novels make us confront.

8 Because the internet moulds itself to our whims, letting us go where we want, when we want, it prevents us from really experiencing otherness in the way that a novel, the longest of long forms, can offer. A novel has a structure, while the web doesn't; a novel pushes back, and demands that we stay involved. Sinking into a book and subjecting ourselves to the author is the shock treatment we need to break out of our habit of online distractions, which can numb our capacity to see how human beings develop over time. Without that capacity, we lose the power to identify with the people around us, especially those we find morally troubling.

9 When we read *Crime and Punishment*, we sympathise against our will with the murderer Raskolnikov. But Dostoevsky, remembering his own near-execution, also makes us watch a murder from the point of view of the victim. Dostoevsky imagines what it's really like to kill someone in a way that movies and television and online games almost never do. Raskolnikov first kills an old woman pawnbroker, and then her sister Lizaveta, who arrives unexpectedly on the scene. As Raskolnikov lifts his axe, the author shows us Lizaveta paralysed with fear. We suddenly see the murder through the eyes of the victim, after having experienced the inner life of the murderer through so many gripping pages.

**When you read a novel
seriously, you're alone
with the author's
characters**

10 In ordinary life we tend to choose sides. We wouldn't want to think about a murderer and his victim at once. But Dostoevsky makes us identify with both. We can't push either of them away; our moral judgments get put on hold so that we can really see into the lives of other people. We've spent so much time with the murderer, in our slow, captivated reading of the book, that we can't just reject him now. But we also know that, when he scorns the sacredness of human life, he has done the unforgivable.



11 We are moral creatures, and so we must divide humanity into innocent and guilty, victim and evil predator. But there is something about such distinctions that cuts us off from further knowledge. When we're prevented from taking sides, as happens when we read a novelist like Dostoevsky or Tolstoy, we've learned something essential: that we need to move beyond comforting moral judgements if we really care about understanding the world.

12 A few hours after his reprieve from death, Dostoevsky wrote in a letter to his brother, "Life, life is everywhere, life is inside us ... There will be people beside me, and to be a man among people is to remain a man forever ..." These words suggest that Dostoevsky knew his uncanny strength, from that moment on, would be his ability to imagine other people, and to help us imagine other people too.

Based on: www.newstatesman.com

READING

1 Read the text quickly and decide in which paragraph you find the following information. Fill in the numbers of the five paragraphs. Also, fill in the appropriate missing information from the same paragraphs.

- a In § 7 we learn that we look for online information to confirm / back up our views.
- b In § 5 it is said that we feel excited but also uncomfortable when we, the readers, are forced to stay in the world of bad / evil people.
- c In § 1 we learn that Dostoevsky received a pardon / was saved just in time, something which hardly any of us will ever experience.
- d In § 9/10 it is said the novel *Crime and Punishment* makes it difficult for the reader to take / choose sides against the murderer.
- e In § 3 we learn that psychological studies have more or less claimed that literature raises people's (feelings of) empathy even when they read about evil people.

Read the text in detail and answer questions 2-11.

2 (§1) What is the main relationship between the first part ("At the ... Siberia instead.") and the last two sentences of the second part ("When Dostoevsky ... sickening ways.") of this paragraph?

- ☒ part 1: cause – part 2: effect
☐ part 1: crime – part 2: punishment
☐ part 1: main idea – part 2: example
☐ part 1: theory – part 2: practice

3 a (§3) Quote the first two and last two words of the sentence that explains what is required for readers to be able to empathise with evil people or characters.

"Dostoevsky actually ... the scoundrels."

b What sort of readings, therefore, do not really make empathy possible, according to the writer?

tabloid stories



STRATEGY Linking words

 strategies – *letten op signaalwoorden & linking words* – p. 13 & p.113-119

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.

- 4 a** (§4) The word “Yet” in the third sentence implies ...

- ☒ contrast.
☐ result.
☐ stress on what has been said before.
☐ time.

- b** Which word could replace “Yet” without changing its meaning (“Yet, Tolstoy’s Napoleon ... of humanity.”)? There may be more than one possible answer.

- ☒ However ...
☒ On the other hand ...
☒ Still ...
☐ Therefore ...

- 5** (§5) The reader gets two positive emotions from reading a novel like *Crime and Punishment*: a feeling of fascination and a feeling of exhilaration / excitement.

- 6 a** (§7) Copy two *nouns* from the paragraph in each gap.

According to this paragraph, both the internet and novels provide us with horrors and violence as well as with evil and tragedy.

- b** You may use words from the paragraph when you complete the following sentence.

Unlike reading online information, reading a novel requires the reader to confront hard questions about motivation and human personality / find out about the human actions behind the terrible events.

- 7 a** (§8) The writer writes of “those we find morally troubling”. Copy a phrase and a word from §6 that imply the same, i.e. are similar in meaning.

Phrase: “characters who are radically different from us”

Word: “otherness”

- b** Whose name, especially, is referred to by “those” in this article? In which paragraph?

§9: Raskolnikov

- 8** (§9) Complete the sentence.

Personal experience may have caused the writer to make us watch a murder through victim’s eyes.

- 9** (§10) Mention the number of the paragraph and quote the first two words and the last two words of this sentence that illustrates that “he scorns the sacredness of human life”.

§9: “Raskolnikov first ... the scene.”



- 10** (§11) Use the information from the previous paragraphs to explain how we are more or less forced “to move beyond comforting moral judgements” with a novel like *Crime and Punishment*?

Suggested answer: We have spent so many pages with the murderer, and seen everything through his eyes, that it's difficult to reject him, so it's not easy to pass any moral judgement on him.

- 11** Use 20-50 words to explain to what extent you agree and disagree with the main message of this article about reading novels like *Crime and Punishment*.

Personal answer

VOCABULARY

STRATEGY Paraphrasing

 strategies – parafraseren – p. 22

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. You need to practise this.

- 12** Find the words in the text for the descriptions or synonyms. The words are in chronological order.

- | | |
|--|--------------------|
| a (§1-2) someone who encourages others to protest against the present situation in society | <i>agitator</i> |
| b (§1-2) forcing someone to experience something | <i>subjecting</i> |
| c (§3-4) deliberately shocking | <i>lurid</i> |
| d (§3-4) describe, illustrate | <i>depict</i> |
| e (§5-6) extremely excited | <i>exhilarated</i> |
| f (§5-6) become completely involved in something | <i>immerse</i> |
| g (§7-8) join others to criticise or oppose someone | <i>gang up</i> |
| h (§7-8) sudden, irrational wishes to do or have something | <i>whims</i> |
| i (§9-10) so interesting that it holds your attention completely | <i>gripping</i> |
| j (§9-10) holding your attention because it is so interesting | <i>captivated</i> |
| k (§11-12) amnesty | <i>reprieve</i> |
| l (§11-12) strange and difficult to explain | <i>uncanny</i> |



VOCABULARY EXTRA

- 13** The verb 'to 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.

We use ...	... when ...
a wish + simple past > I wish I had a brother.	1 you are not happy about a present situation or action and you want someone else to change it.
b wish + could > I wish I could help you.	2 you would like (somebody else) to be able to do something, although you know it is unlikely or impossible.
c wish + would > I wish you wouldn't say such things.	3 you would like something in the past to have been different or if you regret a past situation / action.
d wish + past perfect > I wish you had told me this sooner.	4 you wish a situation to be different, although you know it is unlikely or impossible.

a + 4 ; b + 2 ; c + 1 ; d + 3

- 14** The following sentences contain the word 'to wish'. Give the correct form of the words in brackets.

- a** I wish I (not – to have) didn't / did not have a test today.
- b** She wishes she (to have) had time to read Dostoevsky's *Crime and Punishment*.
- c** He wasn't invited. I wish you (not – to forget) hadn't / had not forgotten to invite him.
- d** I'm trying to follow this programme. I wish you (not – to talk) wouldn't / would not talk so much.
- e** Mum wishes she (to borrow) could borrow Tolstoy's *War and Peace* from the library.
- f** My dad wishes he (to read) had / 'd read more foreign literature when he was young.
- g** I wish my friend (to find) would find the time to read *Crime and Punishment* during the following holidays.
- h** My elder brother wishes he (to teach) had / 'd been taught Shakespeare's plays in more detail when he was still at secondary school.

- 15** Complete the sentences by describing honest wishes of yours. Use a different tense in each sentence.

- a** I wish I possible answer: had more time to do all the things I want to do.
- b** I wish my parents possible answer: would not remind me to finish my homework so often.
- c** I wish I possible answer: had read more books when I was at primary school.



GRAMMAR

Tenses

 grammar – 1-9 – p. 54-60

Every day we **gulp** down headlines.

After Dostoevsky returned from Siberia, he wrote his greatest novels.

By the end of the book we've **spent** very much time with the murderer.

That was something that Dostoevsky **had known** all his life.

Crime and Punishment **will** forever remain a classic.

16 Read the following fragment from an interview about the film *Crime and Punishment*.

- First, underline the words that determine what tense has to be used.
- Then, fill in the correct form of the Dutch and English words in brackets.

Introduction

As we speak, Director Andrew O'Keefe's *Crime and Punishment* (a to shown) is / 's being shown at cinemas worldwide. His adaptation of Dostoevsky's 1866 novel (b already – to win) has already won “Best Crime Feature Film” at the 21st Indie Gathering in Cleveland and “Best Narrative Feature” at the International Independent Film Awards.

Interview

I read in a film magazine that *Crime and Punishment* (c to attract) had attracted you for a while before you hit upon the idea to make a film version. Are you a fan of Russian literature?

Over the years, I (d not – to be) have / haven't been a huge reader of Russian literature, other than some of Dostoevsky's works. And when I thought about it I realised that it really was the story and the characters that (e to have) had had personal appeal for me all the while. I (f now – to read) have now read it perhaps five or six times. When I was younger, I (g to try) tried to read it twice. Then a few years ago, while I (h to travel) was travelling to Russia to visit St. Petersburg, I felt obliged to try again. Thankfully I did, as I absolutely loved it. I knew that by the time I (i to come) had / 'd come home I wanted to make the film. I (j to feel) felt Raskolnikov's desperation half way through my life. This is my second film, but being a filmmaker I (k to hope) had / 'd hoped to have made four or five films when I turned forty.

Your first feature film, *The Independent* (2007), (l also – to star) also starred Lee Mason, though in a very different role. What (m it – to be) has it been like working with him over the years? What makes him well suited to the role of Raskolnikov?

I met Lee when a friend (n to have) was having a party at his place in 2006. And we've worked a lot together, and not just in films. As a matter of fact, I've phoned him for an appointment and the two of us (o to have) are having an interview with *The New York Times* tomorrow. Ha ha. I'm not naïve enough to think that there wouldn't be some kind of backlash for messing with a Dostoevsky novel! But so far no one (p to question) has /



's questioned Lee's performance. That was the thing I knew from the start – he would excel in the role, give it the seriousness that it required. I trust Lee's dramatic instincts and he trusts mine. Even when making the first film we (q not – used to) *didn't / did not use to* discuss many details or talk character before we started shooting. I knew the central role was in good hands.

Passive

 grammar – 11 – p. 62

Readers **are trapped** with the people they usually turn away from, life's villains.
At the age of 28 Fyodor Dostoevsky **was sentenced** to death.
Crime and Punishment **has been claimed** to be the best novel in Russian literature.
A woman pawnbroker and her sister Lizaveta **had been killed** by Raskolnikov.
When you read *Crime and Punishment*, you **will almost be forced** to sympathise with the murderer against your will.

17 Rewrite these sentences using the *passive*.

First, underline the verb(s) in the active sentence to focus on the tense.
Then, write down the new sentence in the *passive*, using the same tense.
Sometimes you are asked to write two different sentences in the *passive*.

EXAMPLE

They have sent me Tolstoy's *War and Peace*.

I have been sent Tolstoy's War and Peace.

a They were going to sentence Fyodor Dostoevsky to death.

Fyodor Dostoevsky was going to be sentenced to death.

b This month they are teaching us how to write a short story.

We're being taught how to write a short story this month.

c They claim that real literature deals with universal themes. (two passive sentences)

– *It is claimed (that) real literature deals with universal themes.*

– *Real literature is claimed to deal with universal themes.*

d Next month they will publish a new biography of Dostoevsky.

A new biography of Dostoevsky will be published next month.

e People have said that *Crime and Punishment* is the best book in Russian literature.
(two passive sentences)

– *It has been said that that Crime and Punishment is the best book in Russian literature.*

– *Crime and Punishment has been said to be the best book in Russian literature.*

f They were hunting the murderer of the two women.

The murderer of the two women was being hunted.

g Someone had recommended me to pay a visit to Moscow.

I had been recommended to pay a visit to Moscow.



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

a Men had gedacht dat de roman nog besteld kon worden.

It had been thought that the novel could still be ordered.

b Waarom is hem dat niet eerder verteld?

Why has he not been told about this sooner / before?

c Er waren veel exemplaren verkocht van dat boek.

A lot of copies of the book had been sold.

d Morgen wordt aangekondigd dat de filmversie van dat boek uitkomt .

Tomorrow it will be announced when the film version of that book will be released.

e Er was aangenomen dat hij de eerste prijs zou winnen.

It had been assumed that he would win the first prize.

f Werden er veel mensen ter dood veroordeeld in die tijd?

Were many people sentenced to death at that time?

g Mij is gevraagd om jullie iets over Russische literatuur te vertellen.

I have been asked to tell you something about Russian literature.

SPEAKING

19 PAIR WORK Work with a classmate. The text that you have read is about crime and punishment, among other things. Both of you will be judge and jury of people who have committed the offences or crimes below (1-8). You are asked to think of alternative 'punishments', different from prison. Prepare yourself by using keywords on the writing lines. When you discuss alternative 'punishments':

- First, give your opinion on the severity of the offences or crimes below.
- Then, provide reasons why someone might commit such an offence or crime.
- Finally, decide on an alternative task or 'punishment' that is in proportion to the offence or crime.
- Do not give short, safe answers but carry on conversations about each item.
- If you think there should be no punishment at all, put forward convincing arguments why (not).

1 hacking computers

2 cyber stalking

3 speeding

4 travelling by bus / train without a ticket

5 drunk driving resulting in an accident

6 shoplifting

7 vandalism (e.g. graffiti)

8 burglary



- 20** **GROUP WORK** Work in groups of three. Prepare yourself by reading the questions first and by writing down keywords that you can use during the discussion.

Go about the discussion as follows:

- One of you starts by giving his / her reaction to and opinion on the first question. When you give your opinion, add arguments to illustrate your point.
- The second speaker reacts and makes clear why he / she agrees or disagrees, as does the third speaker.
- The last speaker gives his / her opinion and summarises what has been said.
- Take turns in starting and ending the discussion, so each of you gets a chance to summarise.

1 Why do people become criminals?

2 Should the main purpose of prison be punishment or rehabilitation?

3 Are there any laws (with regard to crime) that that should be changed?

4 Is it ever right for anyone to break the law? Can you think of any circumstances?

5 What kind of punishment is suitable for cold-blooded murder or terrorism?

EXTENSIVE READING

- 21** Look for a longer article (or essay) or two short articles of at least 600 words altogether about the meaning / point of literature in general or one that explains why people should read literature.

- 1** Copy the article or give the source / website, the date when it was written and the author's name.
- 2** Give a 150- to 200-word summary of the article(s).
- 3** Use 100-200 words to elaborate on two points that you agree with most, with regard to what literature is.
- 4** Think of two novels – in whatever language – that you have read. Explain why you think they have literary value or could be considered literature, according to your definition. Use 50-75 words for each novel.



2

YOU'LL BE ABLE TO

- understand long and complex texts and identify views and beliefs
- find and combine information and arguments from different sources, and report and discuss
- give a prepared presentation outlining the pros and cons of a standpoint
- understand most news and current affairs programmes on TV / internet

Grammar

- modal auxiliaries

Vocabulary

You can learn the vocabulary with the Study box (p. 34) and the vocab trainer.

Strategies

- scanning
- taking notes
- listening to reasoned judgement

TEXT

What has **luck** got to do with it?

1 Around the world, the effects of alarmingly high economic inequality are spilling over into politics and society. Economic insecurity is a driving force behind violent conflicts in the Middle East and the rise of fascist elements in some European countries. Even in older democracies such as the United States, economic marginalisation has led to a strengthening of chauvinist and supremacist identities and other social problems such as the drugs epidemic. Not unsurprisingly, economic inequality is not entirely man-made, but is often the result of sheer (bad) luck and should be treated as such.

2 The World Bank has shown that 766 million people – around 10 per cent of the global population – were still living below the extreme-poverty threshold of US\$1.90 per day as of 2013. Much has been written about the policies needed to rectify this dismal picture. And yet, powerful voices in both rich and developing countries – and, tragically, even among the misinformed poor – claim that current income disparities are fair because they are a result of free markets.

3 I was thinking about this as I read Chris Hughes's marvellous book *Fair Shot: Rethinking Inequality and How We Earn*. Mr Hughes co-founded Facebook with Mark Zuckerberg and is now staggeringly wealthy at the ripe old age of 34. His book gives a moving account of growing up in small-town North Carolina, trying awkwardly to fit in with the

“white, wealthy kids,” eventually coming out as gay, and doing well enough in school to gain admission to Harvard University.

Mr Hughes ended up rooming with Mr Zuckerberg, which was sheer luck. Indeed, a large part of his book deals with the role of luck in determining individual success.

4 Though Mr Hughes's father taught him that realising the “American Dream” is a matter of pulling oneself up by one's bootstraps, Mr Hughes eventually reached the opposite conclusion. “My success at Facebook,” he writes, “taught me that seemingly small events like who you choose to room with in college can have a huge impact on the rest of your life.” Mr Hughes's solution to the problem of inequality is to tax the rich in order to provide a guaranteed minimum income to the lower and middle classes.

5 To understand the logic and morality of inequality, it is worth digging further into what Mr Hughes says about luck. It is not just that one part of his wealth is due to luck; rather, all of it is. Luck determined that Mr Hughes would be smart enough to get into Harvard and then meet Mr Zuckerberg once there. Likewise, it was luck that Mr Zuckerberg had learned Atari BASIC programming from his father when he was a



child. Some try to counter this by pointing out that hard work also matters. But that is beside the point. After all, whether or not one has a strong work ethic is itself due to luck, because it depends on one's genetic make-up, environment, and upbringing. Thus, the primacy of luck as a determinant of wealth means that there is no moral justification for economic inequality.

6 Today's unacceptably high inequality demands interventions to improve education and health, as well as redistributive taxation of the kind that Mr Hughes recommends; but it also requires us to tolerate some income disparities to keep people and economies working. Mr Hughes's proposal for a minimum guaranteed income is a step in the right direction, but it would be a mistake to view it as the panacea.

7 For the sake of argument, assume that the poorest half of the population cannot afford some vaccine that would ensure them basic good health. One might think that giving everyone a minimum guaranteed income would correct this injustice. But now assume that there

is only enough of some critical resource to produce vaccines for half the population. In this scenario, it wouldn't matter how much money you give to the poorest half of the population: the price of the drug would keep rising to the point where only the wealthiest half the population could afford it. Under conditions of scarcity, the only way to ensure a fair outcome would be to award the vaccines through a lottery.

8 The effectiveness of a guaranteed income, then, depends on the underlying general equilibrium of the economy. The vaccine scenario is just one example of the kind of complications that can arise. For Mr Hughes's scheme to work, we will have to identify many more possible contingencies, and then design a system to pre-empt them.

ABOUT THE AUTHOR:

Kaushik Basu, former Chief Economist of the World Bank, is Professor of Economics at Cornell University.

Based on: www.todayonline.com

STRATEGY Scanning

 strategies – iets opzoeken in een tekst – 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.

READING

Quickly read the text. Answer the following two questions and mention the number of the paragraph in which your answer was found.

- 1** What caused professor Kaushik Basu to reflect upon the ethics of inequality and the role of chance in determining individual achievement and write this article?

§3 : *His reading of Chris Hughes's book Fair Shot: Rethinking Inequality and How We Earn.*

- 2** Why is it all right to have some degree of income differences?

§6 : *We need some income differences to keep people and economies working.*

Now read the text in detail and answer questions 3-10.

- 3** (§1) In this paragraph the significant effects of negative economic developments are mentioned. First, fill in which economic process the sentence refers to, based on the text. Choose from 'marginalisation', 'insecurity' and 'inequality'.

- a A rise in violence and right-wing extremism is fuelled by economic *insecurity*.
- b Economic *inequality* is a result of pure chance and, sometimes, one's own fault.
- c National pride and a feeling of racial superiority are fuelled by economic *marginalisation*.



- 4** (§2) Reading between the lines, you get a picture of Professor Basu's opinion on economists who advocate the free market perspective.

a Which four words help you understand the professor's point of view?

"dismal", "(And) yet", "tragically", "misinformed"

b In your own words, what is the professor's opinion?

They make a false claim: current differences in income are not a result of the free market economy.

- 5** (§3) Which experience in Chris Hughes's life has convinced him now that luck is a key factor for success?

The fact that it was pure coincidence that, in college, he shared a room with Zuckerberg.

- 6 a** (§4) What assumption do Chris Hughes and his father (dis)agree on? Use your own words.

On the assumption that the American Dream is achieved by hard work.

b In what way do they (dis)agree?

Chris Hughes claims that the American Dream is not based on hard work but on sheer luck, his father claims the opposite and thinks only hard work pays off.

- 7** (§4-6) In §6 a "redistributive taxation of the kind that Mr Hughes recommends" is mentioned. Use your own words when answering the following questions.

a What exactly does Hughes's recommendation entail?

A tax system in which rich people pay (more), in order to provide a guaranteed minimum income to the lower and middle classes.

b What reservation does Professor Basu express, with regard to Hughes's recommendation?

There still have to be some differences in income, to get the economy (and the people) going.

- 8** Focus on the functions of §1-6.

a First, find Basu's thesis statement (main argument) in §1.

"Not unsurprisingly, economic inequality is not entirely man-made, but is often the result of sheer (bad) luck and should be treated as such."

b Then, see how §2-6 fit in.

Fill in each paragraph number at the right place. Sometimes an answer cannot be given. One answer has been given for you.

§ _____ concludes the main argument

§ _____ contradicts the main argument

§ _____ contradicts the point made in the previous paragraph

§ *2* further elaborates on the main argument

§ *4,5* further elaborates on the point made in the previous paragraph

§ *3* illustrates the main argument



§ 1 introduces the main argument

§ 6 summarises the main line of argument

c Which paragraph is built around the structure: argument – counter-argument – rebuttal? § 5

9 a (§7-8) What does the vaccine scenario prove? It proves that ...

- ☐ a minimum guaranteed income is in line with economic progress.
- ☐ the logic and morality of inequality can never be fully understood.
- ☒ redistributive taxation is only partially an answer to the problem of inequality.
- ☐ there is a pressing need for new and simpler methods of income distribution.

b Quote from the text: write down the first two and the last two words of the relevant sentence.

"For Mr Hughes's ... pre-empt them."

10 The article's subtitle is *What has luck got to do with it?*

a Guess the original title based on the entire text.

- ☐ A basic income for all
- ☐ Realising the 'American Dream'
- ☒ The ethics of reducing inequality
- ☐ The removal of welfare state schemes

b Explain in your own words why the title you have chosen is the best possible title.

Use 25-40 words.

In his reasoning, Professor Basu not only focusses on economic issues, but addresses moral issues as well. He argues that inequality in income needs to be reduced, under certain conditions.

VOCABULARY

11 Find the words in the text that match the words in brackets.

- a (§1) Despite all the reports written on the Gaza-Israel conflict, the situation for refugee children does not cease to be *alarmingly* (frightening) worrisome.
- b (§3) She told us a *moving* (heart-breaking) story about the way she finally escaped from poverty.
- c (§3) Many Americans still believe you can achieve the so-called 'American Dream' through *sheer* (only) hard work.
- d (§4) A universal income has to be based on principles of equality, without constrictions by *seemingly* (apparent) arbitrary conditions.
- e (§5) Many of Professor Basu's speeches refer to the *inequality* (imbalance) in wealth and income worldwide.
- f (§5) There is no *justification* (reasonable excuse) for a hierarchy of victims, so I won't pay attention to his biased weighting of the importance of different people's lives.
- g (§7) She wrote up a plan for fighting misery and social *injustice* (unfair treatment).
- h (§7) The professor explained how economic *scarcity* (shortage) changes the perception of race: there seems to be more racial and ethnic discrimination during times of economic duress.



GRAMMAR

Modal auxiliaries

grammar – 25, 26 – p. 77-79

A modal auxiliary is a verb such as 'can', 'might', 'must', 'would' and 'should' that is used with another verb to express ideas such as possibility, permission or intention:

One **might** think that giving everyone a minimum guaranteed income would correct this injustice.
10 percent of the global population **have had to** live below the extreme-poverty threshold.
Lots of people **won't be allowed to** have a guaranteed income.
She **didn't mind** admitting she had made a mistake.

12 Use a *modal auxiliary* and make the right combinations with the words in brackets. Use the correct tense as well.

- a The Chinese (*zijn best bereid*) don't mind admitting that Bill Gates is a household name in China.
- b Due to the money he (*had kunnen*) had been able to make as co-founder of Microsoft, Gates (*kan doorbrengen*) has been able to spend his life as a philanthropist ever since.
- c When Bill Gates was 40, he (*wilde al*) had / 'd already wanted to fight poverty and disease worldwide for a great many years.
- d Gates has spoken highly of China's success in (*staat zijn*) being able to eradicate poverty.
- e China and India (*kunnen*) have been able to maintain a steady decline in global poverty from 35 per cent in 1990 to 9 per cent nowadays.
- f Mr Gates wasn't sure but felt that other developing countries (*zouden weleens kunnen leren*) might learn from China's experience.
- g Until last year China (*moest*) had had to do the utmost to realise its goals: fighting poverty and child mortality.
- h Gates hopes that in the future China (*mag*) will be allowed to play a crucial role in continuing the progress in other countries as well.
- i Still, China (*had het heel misschien beter gedaan*) might have done better if it had overcome the huge challenge of infectious disease.
- j China (*moet*) has / 's had to deal with one million cases of tuberculosis a year since 2005.
- k For some time Melinda and Bill (*wilden*) had wanted to meet President Xi and first lady Peng Liyuan when they welcomed them in Seattle four years ago, although they (*hadden (hen) liever verwelkomd*) would / 'd rather have welcomed them on a less rainy day.



- l Gates says (*er mag niet vergeten worden*) it must not be forgotten that China's leadership continues to make strides against disease and poverty, both in China and overseas.
- m He (*moet zich hebben gevoeld*) must have felt excited after his foundation (*had mogen*) had been allowed to establish a partnership with the Leading Group Office of Poverty Alleviation and Development, to help improve health in rural areas of China.
- n Although the West (*misschien onderschat heeft*) may / might have underestimated China's role in recent history, it (*zal moeten*) will have to admit that China is an indispensable part of the solution to the world's most pressing challenges if it looks at China in today's world?

LISTENING **STRATEGY** Taking notes strategies – aantekeningen maken – p. 15

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

- Avoid full sentences, use key phrases or keywords instead.
- Write down main ideas and avoid examples or small details.
- Rephrase, in other words: use your own words.
- Sometimes it's better to write down your notes a little later, after you've had some time to reflect.

- 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.

- 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.



EXPRESSIONS

15 PAIR WORK

- a Learn the expressions (p. 37). Then do the assignment with a classmate. Imagine a short interview with Professor Basu. One of you is 'You', the other one is Professor Basu. Complete your interview by using the expressions in brackets and completing the sentences.

1 You: Good morning professor. Thank you for your time. If ... (*paraphrasing* the professor's statement that for an economist it should not only be math and deductive reasoning.)

If I have understood you correctly, it is not just doing sums and arriving at logical conclusions for an economist.

2 Professor: No, that's right. (*presenting his view* on economy also being about ...)

The point is / My point of view is that economy is also about people and emotions, about everyday life.

3 You: (*interrupting politely* to add something)

Excuse me for interrupting, but may I add something / If I might add something.

4 Professor: Sure

5 You: (*disagreeing* with the professor)

I take a different view. / I can't share your opinion.

6 Professor: Really? That's interesting. I always like to be challenged by students, so please clarify your point of view.

7 You: (think of two reasons why economy is NOT about emotions, but mainly about maths and bank policies. *Sum up* these two reasons.)

Suggested answer: Firstly, when we look at the causes of the 2007-8 financial crisis it was banks not getting their maths right rather than emotions which were the main factor. Secondly, large-scale investors deal with facts and figures not emotions.

8 Professor: (*showing understanding*)

Yes, I see your point. / All right, I see what you're getting at. / I understand what you mean.

- b Now, change roles and do the assignment again. Use different variants of the expressions that were used the first time.

STRATEGY Listen to reasoned judgement

Reasoned judgement is any belief or conclusion reached on the basis of careful thought and reflection. Reasoned judgement is distinguished from unreasoned opinion on the one hand, and from sheer fact on the other. Complex moral or ethical questions, for example, are questions requiring reasoned judgement. If speakers use linking words, the process of argumentation will be more visible.



SPEAKING

- 16** Look for a video clip in which someone discusses the future of a certain region or country, such as China, India, Brazil, South Africa or somewhere closer to home. Use search terms such as “the future of China”, for example.
- Write down the URL and the name of the person or institute behind the clip. What is their background?
 - Take notes about the clip’s main predictions in keywords (75-100 words).
 - PAIR WORK** Discuss the various reasons and evidence that you have gathered. How well-supported are the clip’s predictions? Are counter-arguments given?

In Basu’s case: suggested answer: arguments are supported by data (World Bank research), there are no counter-arguments and the human factor is mentioned as well.

- 17** **a** Using reasoned judgement in support of your opinion, discuss the following statements. One of you is ‘for’, the other is ‘against’. Change roles with every new statement.
- It’s time to discuss a universal basic income, i.e. being given money by the state for free (Barack Obama)
 - It’s your own fault if you remain poor.
 - Our democracy is at risk if there is a great degree of inequality (cf. Plutarch).
 - Money can’t buy happiness.
 - Being truly rich is a matter of giving and sharing, instead of owning a lot (Erich Fromm).
- b** Now, prepare for a 5-minute talk explaining your personal points of view to the statements in the previous exercise. Use information that you have previously gathered. Think of three strong arguments to support your opinion. Write a maximum of 30-40 keywords on the writing lines.

Keywords:

Statement plus intro (pro or con): _____

Argument 1: _____

Argument 2: _____

Argument 3: _____

Conclusion: _____

- c** **PAIR WORK** Give the talk to a classmate. While listening to your classmate’s reasoning, think of a *critical question* and an *open-ended discussion question* that you can ask.

Critical question: _____

Open-ended discussion question: _____

When you have finished, change roles and start again.



3

YOU'LL BE ABLE TO

- scan long, complex texts to find relevant details
- write well-developed and justified arguments
- express your standpoint and other comments in different forms of correspondence

Vocabulary & expressions

You can learn the vocabulary with the Study box (p. 36) and the vocab trainer.

Strategies

- answering true-false questions
- working step-by-step – comparing sources

TEXT

Beyond Good and Evil

“There is no such thing as a moral phenomenon, but only a moral interpretation of phenomena”
– Friedrich Nietzsche,
Beyond Good and Evil



1 I've often heard the question asked: “Are humans born good, or are they born evil?” The answer depends on the person and, based on the answer, you can derive whether that person is a cynic or an optimistic thinker. For instance, if I were to answer that people are naturally bad, I would most likely believe that people are also narcissistic, egotistical, and deceitful most of the time. If I were to answer that people are naturally good, I would most likely believe that people are also honest, kind and trustworthy most of the time.

2 Furthermore, we must consider that “good” and “evil” are merely value judgements that humans impose on others in order to understand them. Good and evil aren't qualities found in things themselves. I can't pull on my scientist's lab coat, adjust the lens on my microscope, place a human being under the glass slide, and discover whether or not that person is good or evil. This of course leads to the conclusion that good and evil aren't scientific and, therefore, don't exist in the actual world; but, for most people, this answer is

unsatisfactory. Since there are people, and there are value judgements, I must conceive of a different answer.

3 As a substitute teacher, and having taught in a classroom of kindergarteners for two months, I can reasonably say that humans aren't born good or evil – they are born unprincipled. People live according to a set of principles, and these vary according to culture. Principles guide behaviour, and when these principles are infringed upon, we have societal laws and entertainment (distractions) to keep people in check. But principles aren't just found at the cultural level. Principles are found in schools, in the workplace and in everyday communication between people.

4 What I mean when I say that people are born unprincipled is that they are born not knowing how to act in a manner conducive to the welfare of a community or society. A school, for instance, has rules and principles that students must act in accordance



with. If these rules and principles aren't followed, then chaos is sure to ensue. Children are unprincipled until taught otherwise. The kindergarteners that I had for two months were unprincipled until I taught them otherwise (Well, I usually bribed them with treats and free time, but that's beside the point).

5 The point is that humans must be taught how to act. They don't come into the world already understanding proper social norms and behaviours. If we lived in a world where people weren't taught how to act, it seems quite natural that people would act in mostly selfish ways. Our primal instinct is to look out for ourselves first, and that was one of the observations I made in a classroom full of five and six-year-olds.

6 As children, we need to be taught how to share and be kind, perhaps leading to hospitality and philanthropy in the long run. We need to assimilate to the fact that stealing and hurting others is illegal. Punishment and reward are our greatest motivators, and without these, we would still be living in caves. From what has just been said, it might seem that humans are born evil since they must be taught how to act in principled ways. This is assuredly one way to look at it, but one that I believe is too **6a**. We live in a more complicated world than this view would suggest. We don't live in a good or evil world. Good and evil come later. They come when principles fail... or succeed.

Adapted from: www.theodysseyonline.com

READING

1 Skim the text. As you can see, the text still needs three headings. Write down the paragraph number(-s) that match the headings below. There are two headings too many. Write down "n/a" if the heading isn't relevant.

- a A black and white world n/a
- b Behaviour taught for the greater good §4-5
- c Values to be considered §2-3
- d The subjectivity of good and evil §6
- e The teacher's goal n/a

2 Read the first two paragraphs.

a What is the relationship between these two paragraphs?

- ☐ §1: argument – §2: counter-argument
- ☐ §1: cause – §2: effect
- ☐ §1: general statement – §2: illustration / example
- ☒ §1: observation – §2: elaboration

b Quote the word from the text which signals this relationship. Give two synonyms for this word.

"Furthermore" can be replaced by besides / in addition / moreover / on top of that / next.

STRATEGY Answering true-false questions strategies – een beweringenvraag aanpakken – p. 43

Read the statement carefully and check whether it agrees with the text completely. All parts of the statement need to be true in order for you to write down "true". The statement is "false" if it is (a) not mentioned in the text or (b) only partially true.



- 3** Write down whether the following statements are true or false, according to §2-3. If the answer is true, quote the first two words of the sentence in which you can find the answer. If it is false, explain why.

a Good and evil are hardly scientific concepts and therefore irrelevant to the real world.

False: while these concepts are not scientific, the author doesn't say they are irrelevant or don't exist in our world.

b Teaching kindergarteners is hard because the concepts of good and evil haven't been fully developed yet.

False: while it is true that kindergarteners are still developing these concepts, the author doesn't express his opinion about the difficulty of teaching kindergarteners.

c Principles are the result of social and societal interaction.

True: "Principles are".

- 4** (§4) The writer makes two assumptions. Mention them by completing the following sentences

a Disorder at school can be expected if *there are no rules at school*.

b Children will have principles if *they are taught how to behave*.

- 5** (§5) Underline the right option in the following statement and complete it.

The writer thinks that in the **(a)** end / initially people are **(b)** neutral / selfish / selfless and he

bases this on **(c)** *his experience as a teacher / his kindergarteners*.

- 6 a** (§6) Which of the following word(s) could fit the gap? More than one answer may be correct.

- ☐ hostile
☐ philosophical
☒ short-sighted
☒ simplistic

b Write down a phrase that supports the correct answer(s).

"more complicated (world than)"

- 7 a** After having read the text, indicate what the author's main line of argument is. Place the following items in the cause-and-effect chain to sum up the author's way of thinking.

community and social interaction – culture – "good or evil" behaviour – perceptions good or evil – principles



- b** What is your opinion regarding the way in which the author supports his train of thought? Has he supported his arguments with scientific / research-based insights? Discuss.



VOCABULARY

8 Find the words that match the descriptions below.

- | | |
|--|---------------------------|
| a (§1) untrustworthy, dishonest | <i>deceitful</i> |
| b (§2) force to accept | <i>impose on</i> |
| c (§2) adapt, modify | <i>adjust</i> |
| d (§3) interruptions (by pleasurable activities) | <i>distractions</i> |
| e (§3) regular, daily | <i>everyday</i> |
| f (§4) health, happiness and satisfaction | <i>welfare</i> |
| g (§4) in agreement with | <i>in accordance with</i> |
| h (§5) accepted, correct | <i>proper</i> |
| i (§6) warmth and friendliness | <i>hospitality</i> |
| j (§6) charity, generosity | <i>philanthropy</i> |

VOCABULARY EXTRA

Parallel structures for writing (and speaking)

When writing (multiple) sentences that sum up characteristics or facts, make sure that you use the same stylistic and grammatical pattern. Examples:

I'm convinced that something can't be *compulsory*, *fun* and *educational* at the same time (**adjective**).
Problems were *found*, *analysed* and *solved*. (**verbs in the same tense and aspect** (passive / active)).

9 a Correct the sentences below so that they contain correct *parallel structures*. First read the example from the text.

EXAMPLE: I would most likely believe that people are also narcissists, egotists and can't be trusted (use *adjectives*)

I would most likely believe that people are also narcissistic, egotistical and untrustworthy.

1 He's in good health, social and an athlete (use *adjectives*).

He's healthy, social and athletic.

2 Their analysis was ridiculous, incorrectly done and lacked competence (use *adjectives*).

Their analysis was ridiculous, incorrect and incompetent.

3 Top 3 tips for success: (1) Being effective. (2) Make a change. (3) Thoughts about future possibilities. (use *infinitive*)

Top 3 tips for success: (1) Be effective. (2) Make a change. (3) Think about future possibilities.

4 Millions of people were affected, they ruined thousands of lives and politicians lie to many others. (use *present perfect passive*)

Millions of people have been affected, thousands of lives have been ruined and many others have been lied to (by politicians).



b Now, apply parallel structures in the following examples.

- 1 Make three main recommendations to your school to have better education (*infinitive*):
e.g. invest in IT, hire more teachers and give students more freedom.
- 2 The Prime Minister gave a speech that was (two *adjectives*) *e.g. inspiring and well-structured* and he talked about (three *nouns*) *e.g. the economy, our future and his ambitions*.
- 3 He (two *adverbs*) *e.g. convincingly and clearly* informed us of a solution to the problem.
- 4 During my spare time I (two *verbs + gerund*) *e.g. like skiing and love watching TV*.

PRE-WRITING

10 You are going to respond to several scenarios that are related to the general topic of good and evil. Use between 60-80 words for each scenario.

- a** Imagine finding yourself stranded on an uninhabited island with a classmate. *Express certainty* to say something about what you would do in such a situation and use a *parallel structure* with two verbs to describe what would happen. Then, *sum up* and give three examples of what would happen.

E.g.: There's no doubt that we would try to work together and help one another. We would try to find food first. Besides that, we would probably look for shelter, etc.

- b** Choose a (historical) world leader that you think is evil. Then, imagine this person being born on the other side of the world. Imagine what would have happened and what history would have looked like using a *parallel structure*. Use an expression for *generalising* and *give an example* of something that would be different. In the end, *summarise* your point of view on this person's alternative history.

E.g.: If Adolf Hitler had been born in the United States, he obviously would not have become Germany's leader before and during WWII. In general, I feel / reckon that World War II would still have happened and that many millions would still have died. Some things would have been different, however. For instance, it is highly likely that the Jewish population would have been spared their disastrous fate. So, in a nutshell, the world would have looked quite different.

- c** Choose a (historical) person that had a positive impact on the world. Imagine that this person never existed. What would the world look like? Discuss several things that would be worse, but also use an expression for *commenting on something*. In the end, use a *parallel structure* with adjectives to characterise this world.

E.g.: If Martin Luther King hadn't been born, the world would have been worse off. The American Civil Rights movement would have lost one of its greatest leaders and non-violence might not have been the norm. Mind you, I do think that the African-American population would have kept on fighting for their rights. Still, the world would've unknowingly lost an inspiring and important figurehead.



- d “With great power comes great responsibility” (Ben Parker in *Spider-Man*, 1962)
 “Power tends to corrupt, and absolute power corrupts absolutely” (Lord Acton, 1887)
 Imagine yourself in a position of great and/or absolute power. Describe your job / position.
 How would you use this power? Could or would you remain “good”? Use another expression
 for *generalising* and *giving an example* and *express preference* for a certain course of action.
 Show *doubt* about something.

E.g. I would be the leader of a world government seeking to innovate and protect mankind's future. Many leaders eventually become corrupt themselves. In general, I would rather use my powers to fight corruption and invest in a sustainable future. For example, big corporations would only get tax benefits if they invest in environmentally friendly power. However, I wonder whether / if it is possible for us to avoid wars altogether.

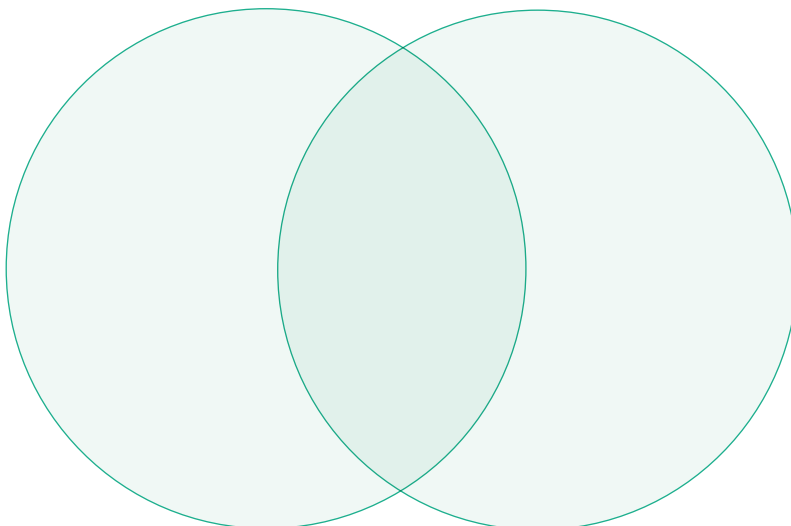
EXTENSIVE LISTENING

STRATEGY Working step-by-step – comparing sources

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

Before starting the writing process, it is important to do prior research and be aware of the multiple perspectives that people might have on a certain issue. Also, or especially, look up sources that challenge your own views. Take notes while and after watching these sources and compare the different points of view. Add these sources to your works cited list (*literatuurlijst*).

- 11** Find two videos that deal with human morality and ethics. Follow the steps below.
- Look up and watch 8-10 minutes of two videos that have different points of view. These videos should deal with the question whether humans are (born) good or evil. Here are a few prompts that you can use on Google or on YouTube, e.g.:
 - “are humans (born) good / evil?”
 - “human nature and war / peace”
 - “human nature and greed”
 - “human nature and ethics”
 - Write down the source and follow the APA-guidelines.
 - While watching, take notes on the arguments each video makes. Use / Copy the Venn-diagram below and / or use your own note-taking strategy.
 - After having taken notes on each separate video, write down anything they agree on in the centre of the Venn-diagram.



WRITING

- 12** You are going to write a 450- to 550-word report that is based on the research that you have done so far. Stick to the *Reference book* (p. 28-29) guidelines when writing your report and follow the instructions below.
- a** First of all, you have the responsibility to specify your topic. Decide what specific aspects of human morality your report will deal with. Make a short outline of your report and decide how many words you would like to use for each section before you start the writing process. Go about it as follows:
- **Introduction:** _____

 - **Viewpoint 1:** _____

 - **Viewpoint 2:** _____

 - **Comparison and conclusion:** _____

- b** Write your report based on your notes and your outline. In order to improve your use of English, include the following expressions and grammar in the indicated sections. Also, use at least ten words from the Dutch-English list and mark them.
- **Introduction:** Explain what the subject is of your report and include a short summary of each source.
 » Use an expression for *generalising*; use a *modal auxiliary* expressing doubt.
 - **Viewpoint 1:** In this paragraph / these paragraphs, you will include arguments and examples that support one point of view (e.g. humans are naturally good). Think of a heading afterwards.
 » Use an expression to *give an example* and three cases when *summing up*; use the *passive* to describe what people would say about humans, according to this viewpoint.
 - **Viewpoint 2:** In this paragraph / these paragraphs, you will include arguments and examples that support another point of view (e.g. humans are naturally evil). Think of a heading afterwards.
 » Use an expression for *expressing certainty* to describe what someone with this viewpoint would say; use a *parallel structure* to sum up what they would say about a human being (According to x, humans are ...)
 - **Comparison and conclusion:** In this final paragraph, describe any similarities and come to a conclusion regarding the (differing) points of view on human nature. Think of a heading afterwards.
 » Use an expression for *summarising and expressing preference*; use a different *modal auxiliary* to give your own opinion, speculate what is likely to happen to humans and / or give a recommendation.

REFLECTION

- 13 PAIR WORK** You are going to discuss your findings with a classmate who has watched a different set of videos. Follow the steps below and discuss what you have found.
- a** Decide whose report to discuss first. Briefly summarise your findings by explaining what the three main points were for each point of view. Ask for your classmate's opinion on this topic and have a short discussion.
- b** Discuss what type of sources you have used. Are these persons experts in their field? What types of experts are they? Are they qualified? Do they have a certain sponsor or might they have a certain bias themselves? In short, determine whether your sources are reliable.
- c** In a few keywords, summarise your discussion and conclusions.



Study box unit 1

Lesson 1

ENGLISH

That famous actress is considered a political agitator .	onruststoker
Dostoevsky's <i>Crime and Punishment</i> has captivated lots of readers.	boeien
He felt compelled to apologise because of the scandal.	gedwongen, verplicht
Dostoevsky is among the great realists in his ability to depict evil.	beschrijven, verbeelden
The first time he drove a car alone he felt exhilarated .	opgewonden
Schoolchildren sometimes gang up on anyone who behaves differently.	samenspannen tegen
It's a gripping novel about the inner life of a murderer.	meeslepend, pakkend
He gulled down his lunch because he only had five minutes.	snel eten of drinken (lett. en fig.)
Novels demand that we immerse ourselves in the lives of others.	verdiepen, onderdompelen
Being with like-minded people makes my job extra enjoyable.	gelijkgestemd
In tabloids you can read lurid stories.	sensationeel
The pillow will mould itself to the shape of your head.	zich vormen naar
She numbed her pain with painkillers.	verdoven, gevoelloos maken
The teacher explained us how language has changed over time .	in de loop van de tijd
The accused man tried to get a pardon from the president.	gratie(verlening)
Dostoevsky portrays bad people in depth.	beschrijven
He was granted a reprieve only a few hours before his execution.	gratie
I find the smell produced by this plant repulsive .	weezinwekkend
He was a heartless scoundrel who had robbed lots of people.	schurk
They hate being subjected to boring lessons at school.	blootstellen aan
She should take her cue from her friend and make an apology.	hetzelfde doen als, geïnspireerd worden door
He has the uncanny ability to know what others are thinking.	griezelig
She is unrivalled as a Shakespearean actress.	ongeevenaard
Looking into people's living rooms from the street is a form of voyeurism .	gluren, voyeurisme
She was fed up with having to follow the whims of her boss.	gril, bevlieging

DUTCH

DUTCH

aarzeling	After some hesitation , she began to speak.
afleiden	While doing his homework, he was distracted by a ticking sound.
afleiding	She studies at the library because at home there are too many distractions .
betrokken zijn bij	I hear you've been involved in a traffic accident.
bijl	Dad likes to chop firewood with that big axe of his.
doorgeven	The students passed a secret note around in class.
dubbele punt	Use a colon to introduce a list.
eisen	The workers demand higher wages for the work they do.
ellendig	When she feels miserable , she often goes shopping.
ernstige kritiek hebben op	The papers condemned the violence used by the police.
folteraar	Torturers would make the prisoners reveal secrets.
gênant	The speech was embarrassing for the bride and groom.
hectare	He has about 2,5 acres of land.
huiselijk geweld	Victims of domestic violence should report this to the police.
keizer	He had dressed himself up as a Roman emperor .
kieskeurig	I didn't know you were so fussy about food.

ENGLISH



knus	She has a small but snug apartment in Rotterdam.
middel, tegengif (let. en fig.)	Exercise can be an antidote to depression and tiredness.
misselijkmakend	It's sickening to see how she treats her dogs.
ondenkbaar, onvoorstelbaar	This government policy would have been unimaginable 10 years ago.
onderscheid	The drug law makes a distinction between soft drugs and hard drugs.
onmenselijk	The main character in that novel is evil, almost inhuman .
oordeel	We're supposed to help him, not pass judgement on what he has done.
opstel	We had to write a composition about the use of reading novels.
partij kiezen voor	Why do you always take sides with him when we have a discussion?
plein	We had agreed to meet in the town square .
rondhangen	A group of teenagers were loitering outside the shop.
roofdier	In that film he plays the part of an evil predator .
slechterik	I like films with heroes and villains .
sparen	The hijackers were asked to spare the women and children.
steeds vaker	Increasingly , headmasters behave like managers.
verachten	He scorns the government's poor record in dealing with crime.
verbreden	When I leave school, I'll go abroad to broaden my horizons.
verlamd	His left arm is paralysed due to an accident.
veroordelen tot	He was sentenced to five years' imprisonment.
veroordeeld	The condemned prisoner was taken back to prison.
verzuimen	She omitted to mention that she would be away the following week.
vreselijk	The factory workers had to work in appalling conditions.
vooroordeel	He clearly has a prejudice against women drivers.
voorzichtig en verstandig	We need more time to make a prudent decision.

Lesson 2

ENGLISH

DUTCH

A chauvinist believes his own country is better than any other.	chauvinist, iemand met een over-dreven liefde voor het vaderland
We like to be prepared for all contingencies .	onvoorziene gebeurtenissen
Social class is a major determinant of consumer spending patterns.	bepalende factor
His life in Russia was bleak and dismal .	triest, somber
There is still a disparity in salaries among people doing the same job.	ongelijkheid
It is wise to diversify your investments and reduce risk.	spreiden
Globalisation is an encompassing term.	veelomvattend
When supply and demand are equal, the economy is said to be at equilibrium .	evenwicht
The company is considering expansion into new areas of research.	uitbreiding
Computers can be used to facilitate language learning.	vergemakkelijken
It is imperative that politicians should be good communicators.	zeer belangrijk, noodzakelijk
He sees marginalisation as the process of pushing particular people to the edge of society.	veel minder belangrijk maken
The two banks have announced plans to merge next year.	fuseren
Technology is not a panacea for all our problems.	wondermiddel, tovermiddel
The council prefers not to pre-empt the results of these negotiations.	vooruitlopen op
The government insists on the primacy of citizens' rights.	voorrang, van grootste belang
He left school when he was 16 and pulled himself up by his bootstraps to lead a big company.	op eigen kracht omhoog werken
He did his best to give a rebuttal of the accusations.	tegenbewijs, weerlegging
We exchange information about our two companies on a reciprocal basis.	wederzijds



I am anxious to rectify this situation.	corrigeren
What will the redistributive effects be of the new tax system?	herverdelings-
The conflict might spill over into neighbouring countries.	zich uitbreiden naar
Italy's Amalfi Coast is staggeringly picturesque.	ontzettend, verbluffend
A supremacist believes his own race is better than any other.	racist
This message was clear and unambiguous .	eenduidig

DUTCH

ENGLISH

aan de orde stellen	We'll address that question at the next meeting.
aannemen	I assume that you are telling the truth.
aanraden	I strongly recommend that you buy a more powerful computer.
aanwijzen	He pointed out the best beaches on the map.
aanzienlijk	I've put a significant amount of time and energy in this project.
afleiden uit	So, what can you deduce from this report?
bepalen	The tests will help the doctors determine what treatment to use.
beschaving	The Inca civilisation flourished for a long time.
bevooroordeeld	A judge should never be biased , of course.
bevooroordeeld	Some companies are prejudiced against taking on older employees.
derhalve, zodoende	They planned to reduce staff and thus to cut costs.
er even van uitgaand, hypothetisch gesproken	For the sake of argument , let's say that what he claims is true.
evenzo	We put up a fence, and our neighbours did likewise .
garanderen	We ensure the safety of our guests.
graven	She likes to dig deep into history.
grondstof	Japan has to import most of its resources .
immers	Of course you've been invited. After all , you're my best friend.
inhouden, met zich meebrengen	Would you take on a job if it entailed a lot of travelling?
liever gezegd	We are best friends forever, or rather , we were best friends forever.
naar voren brengen (plan, idee)	One of the ideas that I put forward has been accepted.
ongelijkheid	More should be done about racial inequality .
onhandig	He awkwardly scrambled to his feet.
onmisbaar voor	I guess the internet is indispensable to most people nowadays.
onrechtvaardigheid	Being falsely arrested, he felt an injustice had been done.
ontroerend	James Cameron's <i>Titanic</i> is a moving film about an epic disaster.
opgericht	According to legend, ancient Rome was founded by two brothers, Romulus and Remus.
personeelsbestand	As CEO, she is responsible for a workforce of 29,000 people.
plan, project	There's a new scheme in our town for recycling plastic bottles.
puur, enkel	That is absolutely untrue, sheer nonsense.
rechtvaardiging	She found justification in thinking that smoking e-cigarettes is less harmful.
schaarste	The economic crisis causes a scarcity of employment opportunities.
schijnbaar	They were seemingly calm when they left to take the test.
toelating	She applied for admission to more than one university.
uiteindelijk	We are hoping, eventually , to create a better environment.
vanwege	These changes were mainly due to his inspirational speech.
verblijfplaats	Do you know his present whereabouts ?
verontrustend	The number of unaccompanied young refugees has increased alarmingly .



verspreiding, verdeling	More could be done about a fairer distribution of wealth.
verwijdering	He was ordered to assist in the removal of his own graffiti.
weerleggen	How can we counter these rumours?

Lesson 3

ENGLISH

DUTCH

The adverse effects of pollution are underestimated.	negatief
She was agitated by the alarming news.	van streek, opgefokt
Their teacher prepared them well. Assuredly , they will all pass the exam.	vast en zeker
Scientists first conceived the idea of the atomic bomb in the 1930s.	bedenken
Some argue that high taxes aren't conducive to a nation's economy.	bevorderlijk voor
The team consolidated their lead with a third goal.	verstevigen
I have a feeling of contempt for child molesters.	minachting
From this report you can derive that the company's doing well.	afleiden
It's a selfish, egotistical man who only talks about himself.	egocentrisch
Barack Obama was an eloquent president who gave great speeches.	welbespraakt
Problems ensued from food and medical shortages.	ontstaan
The eradication of corruption will be a tough job.	uitroeiing
If someone cheats me, I give them tit-for-tat .	met gelijke munt terugbetalen
A backup copy of a computer program does not infringe copyright.	inbreuk maken op, overtreden
Firing someone is a justifiable course of action if they've committed a crime.	gerechtvaardigd
"A penny saved is a penny earned" is a maxim many people know.	gezegde
Selection of candidates should be based on merit .	verdienste
Previous job: _____ or n/a (not applicable)	n.v.t., niet van toepassing
The shower has an opaque glass door.	ondoorzichtig
He's a perceptive observer of the political scene.	scherpzinnig, oplettend
It will take him hours to peruse the document.	aandachtig bestuderen
Many religions are prescriptive and will tell how to live.	voorschrijvend
I'm pondering my options regarding occupations that I like.	nadenken over
Most people have a primal fear of the unknown.	oer-
Let me recapitulate briefly.	samenvatten

DUTCH

ENGLISH

aan de andere kant	She hit him twice. Then again , she was provoked.
aanname	You're a pessimist, because you have the assumption that people are evil.
aanpassen	We still have to adjust to our new home.
achterbaks, misleidend	Sure, some politicians can be deceitful .
afschrikking	By building up a huge military, countries engage in deterrence .
alledaags	Everyday life in China is completely different.
bedoeling	Judges also take into account the intention behind the crime.
behandelen	Many people think that treating criminals is important.
benadrukken	Companies usually emphasise things that are going well.
doel	Our company's target is to sell £ 1m worth of goods.
eerlijk gezegd	I didn't bring any presents. To be fair , you told us not to.
eervol	The honourable thing to do would be to quit your job.
gastvrijheid	I thanked them for their hospitality after letting us stay the night.
gehoorzaamheid	Harsh leaders demand complete obedience from their subjects.
gezond verstand	It's common sense that killing someone is a crime.



in overeenstemming met	You should behave in accordance with the rules.
invalleerkracht	Being a substitute teacher isn't the most rewarding job.
juist, gepast	Please behave in a proper way when you're at school.
kleuter	Many kindergarteners are happy to attend school.
liefdadigheid	Many wealthy people engage in philanthropy to share their riches.
maatschappelijk	The societal impact of a government's policy cannot be underestimated.
middel tot een doel	School subjects are just a means to an end .
misbruiken, mishandelen	Do not abuse your position of power as a politician.
moraal, zeden	Many philosophers concern themselves with questions of morality .
onbaatzuchtig, onzelfzuchtig	The altruistic thing to do would be to help others before helping yourself.
onbetrouwbaar	There's something completely untrustworthy about this company.
onbevredigend	The solution was unsatisfactory to the company's clients.
onder controle houden	Some managers have trouble keeping their employees in check .
op de werkvloer	Professional behaviour should be the norm in the workplace .
opleggen aan	Dictators usually impose harsh rules on the population.
opvallend	What a remarkable result! You scored absolutely fantastically.
relativeren, van de andere kant bekijken	Seeing her suffering, puts my problems into perspective .
tegen-	Always think of counterarguments before a debate.
toegegeven	I didn't pass my exam. Admittedly , I hadn't practised enough.
variëren	Experiences with this product vary from time to time.
waardeoordeel	Saying someone is good or evil is a value judgement .
waardigheid	It's a matter of dignity whether someone respects you or not.
welvaart	Our country's prosperity has grown since 2010.
welzijn	Keep in mind that welfare is broader than simply being wealthy.
willekeurig	A selection procedure with a lottery is quite arbitrary .

EXPRESSIONS

Begrip tonen *Showing understanding*

Yes, I see your problem / point.

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

I understand what you mean.

I get it!

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

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.

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 ...

All in all, ...

Onderbreken *Interrupting*

– Beleefd *Politely*

If I may add something, ...

Excuse me for interrupting, but ...

Do you mind if I jump in here?

If I might add something.

– Minder beleefd / informeel *Less politely / informally*

Hang on.

Wait a minute.

Sorry to barge in, but ...

Opsommen *Summing up*

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

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

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 ...



Standpunt verwoorden *Presenting your view*

The point is ...

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

The real question is ...

From this point of view ...

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

This raises the problem ...

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

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

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

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.)

Zekerheid uitdrukken *Expressing certainty*

I'm (utterly) convinced that ... (you'll solve the problem.)

I'm (absolutely) sure ...

I'm certain that ...

There's no doubt that ...

Certainly, ...

Of course, ...

Undoubtedly, ...

Doubtless ...

Definitely, ...

GRAMMAR

Modal auxiliaries

 grammar – 25, 26 – p. 77-79

Passive

 grammar – 11 – p. 62

Tenses

 grammar – 1-9 – p. 54-60





1 2 3 4 5

Unit 2 *The Shape of Things to Come*

Famous science fiction writer Arthur C. Clarke once stated that “any sufficiently advanced technology is indistinguishable from magic”. In this unit, you will learn more about cutting-edge technologies in the area of crime, medicine and urban environments.

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Using digital data in criminal investigations	
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Innovation and disruption & Silicon Valley Buzzwords	
LESSON 3: WRITING	55
Stuck in the middle with you	
STUDY BOX	63



1

YOU'LL BE ABLE TO

- understand long and complex texts of a social, professional or academic nature, and identify views and beliefs
- write well-developed and justified arguments
- understand specialised articles on less familiar topics, with the help of a dictionary to confirm the understanding of terms used

Grammar

- demonstrative, indefinite, possessive, relative and interrogative pronouns

Vocabulary & expressions

You can learn the vocabulary with the Study box (p. 63) and the vocab trainer.

Strategies

- fact or opinion

TEXT

Using digital data in criminal investigations

Where and how to draw the line?



1 Someone, somewhere is likely collecting data about you right now. In the decade since the introduction of the iPhone, it has become common for smartphones and their built-in sensors to gather and store extensive data about their users. Smart watches place similar sensors on our wrists, making it possible to record our location and details about our health status in real time. With the rapid growth of the so-called Internet of Things (IoT), sensors are increasingly embedded in devices in our homes and cars. These devices are not always transparent about the data they collect and how they protect it. Phone applications can surreptitiously turn on microphones or cameras and IoT devices send streams of data out of our homes over the internet with varying degrees of security.

The “someone” collecting all this data is therefore often you

2 Even our bodies are being invaded by technologies that collect personal data. Implantable medical devices, including advanced pacemakers that treat heart problems and insulin pumps to manage diabetes, also collect a stream of data. Many such devices transmit it to health care providers, helping to improve care and

reduce costs. In the future, implanted technology will not just be used for treating disease but also for augmenting human senses and capabilities – to enhance memory, expand human perception and provide connectivity and communications. We are moving from a world where people often think of their phone as an extension of themselves to one where it is quite literally part of who they are.

3 The “someone” collecting all this data is therefore often you, since knowing where and how far you walked, having a record of your communications with your friends, or monitoring the status of your home from afar was the reason you bought the devices. But even if you willingly signed on to this, the reality is that the data is also useful to others – and you may not always like the idea of companies using analysis of your email to target advertising or the government having ready access to your location or health data for a criminal investigation.

4 Using data from personal devices to solve crimes and help protect the public is both an area of great debate and rapid advances. Major debate has been going on regarding whether citizens should be allowed to protect their smartphones with encryption and passwords that make it difficult, if not impossible, for



police to access the data they contain. Police in Georgia have sought records of data that might have been recorded by an IoT device investigating a suspected murder, seeking a source of data that would never exist but for the integration of sensors into home devices. In Ohio, police executed a warrant that practically reached inside a suspect's body for evidence, using information from an implanted pacemaker in an investigation of arson and insurance fraud.

5 Even if such data can help solve crimes, should it be made available for that purpose? Though public safety is an important goal, how much of a modern citizen's "digital footprint" should be available for criminal or other investigations? Should it matter whether citizens are aware their phone or car is monitoring them? What if they don't have the freedom to opt out and stop the data collection, which would certainly be difficult if the technology was embedded in their bodies? When does access to that data begin to look less like police searching through someone's belongings and more like forcing them to testify against themselves, something the Constitution provides specific protection against?

6 The answers to these futuristic-sounding questions could have long-reaching effects – potentially creating disincentives for some capabilities to be built into new technologies or pushing criminals to use tools with built-in legal protection from police access. The answers won't just affect the balance between individual rights and public safety. They will echo in the decisions people make about what technologies to use and influence inventive companies' decisions about what new devices and features to create.

7 When public safety and criminal justice are the concern, the questions are often taken up in the courts; precedent set in individual cases shapes the legal landscape for the nation overall. Is the court system prepared for such complex technological questions? A recent panel of legal and technical experts convened as part of RAND research for the National Institute of Justice raised concerns that the court system is unprepared, identifying more than 30 actions the panel thought were needed. The recommendations include undertaking fundamental research to assess what analogies to existing technologies are and aren't appropriate, defining policies on collecting real-time physiological data during legal proceedings, and developing better training for judges and lawyers to prepare them to take on these 21st-century conundrums.

8 Making sure the court system is prepared to handle these questions is important. But given everything at

stake, society shouldn't rely only on lawyers, prosecutors and judges to untangle the issues. For example, the decision to allow data from implanted medical devices to be used in criminal proceedings may affect whether patients are willing to even use such devices, which is a question that goes well beyond the value of data to a specific criminal case. Going in one direction might sacrifice a capability that could help solve many crimes, while another might limit the use of a technology that could save many lives. Deciding which trade-offs should be made will require thinking beyond the walls of the police station, courthouse or prison.

Citizens and civil society should therefore look for opportunities to query the government

9 Doing that requires the involvement of society as a whole, including legislators, technology companies that have a financial interest in getting it right, and the citizens whose rights are at stake. The controversy regarding government surveillance in recent years demonstrated that, on issues of technologies and individual rights, citizens-as-customers can influence companies. And those companies can respond technologically – as many did by adding end-to-end encryption to their communications apps – and can drive policy debate as well.

Citizens and civil society should therefore look for opportunities to query the government about how data from new technologies, applications and the Internet of Things is being used. And based on the answers, everyone should look for opportunities to question companies innovating in these areas. Doing so could push them to consider how these issues may affect future customers and their bottom line. It also will keep influential companies in the policy debate and help the nation's legal structures and ideas keep pace with technology.

10 If the trade-offs were easy, it might be acceptable to allow them to be sorted out on a case-by-case basis, whether in the courts or by legal or policy experts. But they aren't. The answers will shape not just individuals' rights in court processes and criminal investigations, but the speed of technology and innovation in the economy as well.

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READING

- 1 a** Read the text quickly up to and including §6. Match the phrase or sentences containing the main ideas of the paragraphs with paragraph numbers 1-6. Write down the number of the relevant paragraph.

§3 Others perhaps use your information in a way you don't like.

§5 Lots of questions that need to be answered.

§2 More and more technology inside the human body.

§1 Sending information without realising this.

§6 The discussion will go beyond privacy versus general safety.

§4 To have or not to have the right to make data unreadable.

- b** Read §7-10. Write a phrase or sentence about each paragraph containing the main idea. Do not copy from the text but use your own words.

§7 *E.g. The court system has to keep up with technological possibilities.*

§8 *E.g. More parties should be involved in the decision-making.*

§9 *E.g. Citizens should question the government and companies.*

§10 *E.g. The answers will affect people's rights among other things.*

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

- 2** (§1) Quote a word and a phrase that imply that people are not aware of what is (exactly) happening.

Phrase: *"(these devices are) not always transparent"*

Word: *"surreptitiously"*

- 3** (§2) How else could the sentence "We are ... they are." start, without changing the meaning of the sentence? More than one answer may be correct.

- ☒ Consequently, we ...
☐ Moreover, we ...
☐ On the other hand, we ...
☐ Similarly, we ...
☒ Thus, we ...

- 4 a** (§3-4) What is the relationship between §3 and §4?

- ☐ §4 contradicts what was said in §3.
☒ §4 elaborates on what was introduced in §3.
☐ §4 looks at a subject discussed in detail in §3 but from a different perspective.
☐ §4 questions what was mentioned in §3.

- b** Explain your answer, including a quote from the text.

*§4 discusses and illustrates in more detail what was introduced in §3:
 "a criminal investigation."*



- 5 a** (§5) Quote the first two and last two words of the sentence in one of the previous paragraphs that contains a concrete example of the problem described in the last question of this paragraph ("When does ... protection against?")? Also, mention the number of the paragraph.

§4 "In Ohio ... insurance fraud."

- b** In your own words, what problem is referred to?

E.g. Using information from technology inside a suspect's body against the suspect himself.

- 6** (§6) Based on the text, why might we be "potentially creating disincentives" for some capabilities to be built into the new technologies?

Because people may feel that the new technologies might be used against them / might be giving away information about them that they don't want to share.

STRATEGY Fact or opinion



strategies – *letten op woorden of expressions die een mening aankondigen* – p. 12

To fully understand a text it is important to know the difference between a fact and an opinion. Facts are 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).

- 7** (§1-7) Indicate whether the following statements the writer makes are facts (F) or opinions (O). Choose the correct answer. When it is an opinion, copy the word(s) that tell you so.

quoted (opinion) words

- | | | |
|---|--------------|---------------------|
| a §1 "Someone, somewhere ... right now." | F / <u>O</u> | <i>"Is likely"</i> |
| b §2 "Implantable medical ... of data" | <u>F</u> / O | |
| c §3 "and you ... criminal investigation." | F / <u>O</u> | <i>"may not"</i> |
| d §4 "In Ohio ... insurance fraud." | <u>F</u> / O | |
| e §6 "The answers ... long-reaching effects" | F / <u>O</u> | <i>"could have"</i> |
| f §7 "A recent ... were needed." | <u>F</u> / O | |

- 8** (§7-8) Are the following statements true or false? Quote phrases from the text to support your answers.

- a** There is growing doubt that present-day courts know enough about technologies embedded in human bodies.

True: "A recent ... is unprepared"

- b** The writer is in favour of not allowing "data from implanted medical devices to be used in criminal proceedings".

False: The writer remains neutral on this subject. In his last sentence, he implies a decision should involve the opinion of more people.

- 9** (§9) Complete the sentence. The "end-to-end encryption" is meant to illustrate that _____
- citizens can influence companies.*



- 10 a** (§10) “If the trade-offs were easy”. Now that you have read the entire text, what issue and what “trade-off” have been discussed in this article? Use 60-80 words.

The issue is whether data from implanted medical devices could be used by the police to solve crimes and whether an individual has the right NOT to share this data because it is private and/or because the data could be used to the individual's disadvantage. Not using the device, however, could have a negative effect on the individual's personal health. There is a trade-off between public safety / solving crimes and the possible risk to an individual's life. (This is followed by a personal opinion.)

- b** What is your standpoint in this discussion? Use 20-40 words.

VOCABULARY

- 11** Fill in the correct verbs in the sentences below. Choose from the following words. Fill in the right form. There are three words too many.

clamp down on – convene – designate – embed – enhance – execute – opt out of – pivot – replenish – untangle

- a** The council will *convene* tomorrow to discuss this issue.
b He can't just *opt out of* all responsibility for his invention!
c The police are going to *clamp down on* drink-driving offenders next month.
d Sensors are *embedded* in devices in our homes with increasing regularity.
e This new device is said to *enhance* people's safety.
f This part of the park has been specially *designated* for children.
g It was only with difficulty that we were able to *untangle* the complex situation.

VOCABULARY EXTRA

Easily confused words

Some words look and/or sound so much alike, that they are easily confused. Still, they have different meanings.

For example: *pole* (a long, slender piece of wood) and *poll* (voting in an election).

- 12** First, read the following definitions of pairs of easily confused words. Then, fill in the appropriate word before the definition. Finally, fill in the sentence. In case of a verb, fill in the correct form.



a consequently / subsequently*consequently* _____ as a result of that*subsequently* _____ after an event in the past, afterwardsThe police located the hacker and *subsequently* _____ arrested him.**b** to bring / to take*to take* _____ implies movement away from someone / something*to bring* _____ implies movement towards someone / something*Take* _____ this suitcase upstairs, please.**c** council / counsel*counsel* _____ advice*council* _____ a group of people chosen to give advice or make decisionsNoah has been elected to the City *Council* _____.**d** (British English) programme / program*programme* _____ something that you watch on TV or listen to on the radio*program* _____ used to refer to computers (for a set of instructions)Who's the special guest on the *programme* _____ tonight?**e** e.g. / i.e.*e.g.* _____ for instance*i.e.* _____ that is (followed by something to make something clearer or show its true meaning)The price he is asking for his car must be more realistic, *i.e.* _____ lower.**f** to ensure / to assure*to ensure* _____ to guarantee*to assure* _____ to tell someone that something will happen so that they are less worriedExtra steps will be taken to *to ensure* _____ public safety.**g** prescription / receipt*prescription* _____ piece of paper on which a doctor writes out the medicine someone needs*receipt* _____ piece of paper that you are given that shows you have paid for somethingKeep your *receipt* _____ in case you want to bring the product back to the shop.**h** (British English) practise / practice*practise* _____ to take part in an activity regularly to improve your skill in it*practice* _____ something that is done regularlyI had to *practise* _____ for many hours to learn how to play the guitar.**i** uninterested / disinterested*uninterested* _____ not interested*disinterested* _____ impartial, having no personal involvementA lawyer should provide *disinterested* _____ advice.

- 13** Complete the sentences in such a way that it becomes clear that you understand the meaning of the underlined words.

- a His analysis was full of technical jargon. Consequently, *for example: we didn't understand it at all.*
- b What I like about this program is *for example: that it corrects your spelling.*
- c The counsel that *for example: I was given was really helpful.*
- d I'll be abroad on your birthday, i.e. *for example: so I won't be able to come.*

GRAMMAR

Pronouns

 grammar – 19-24 – p. 71-76

Someone, somewhere is likely collecting data about you right now. One **might** think that giving You are **either** against **or** in favour of data collection.
Which pill would you take, the red pill or the blue one?
 Making sure the court system is prepared to handle **these** questions is important.
 She is the lady **with whom** we discussed the pros and cons of that computer program.
 How's that research **of yours** coming along?

- 14** Use a *demonstrative, indefinite, possessive, relative or interrogative pronoun* with the words in brackets.

The Future of Crime

The world Marc Goodman outlines in exhaustive detail in his forthcoming book, *Future Crimes*, is (a *zowel*) *both* real (b *als*) *and* as frightening as life outside the Matrix.

“Do you want the red pill or the blue pill? Remember, all I’m offering is the truth.” “You can have (c *een van de twee*) *either* .

Goodman, (d *wiens*) *whose* career began with the Los Angeles Police Department, has worked with a number of organisations (e *waarvan er twee*) two *of which* are the FBI and Interpol. He is an authority on today’s growing cybercrime and a theorist of future crimes, which could be lurking around (f *elke (d.w.z. welke dan ook)*) *any* corner.

You won’t remember (g *elk*) *each* and every detail of the book, but you may walk away with a better understanding of the challenges facing (h *diegenen onder ons*)

those among / of us engaging in modern cyberspace.

So, (i *welk*) *what* central problem is outlined by Goodman? (j *Alles (d.w.z. wat dan ook)*) *anything* with a connection is hackable. But this problem isn’t insoluble,

(k *wat*) *which* may surprise some people. It’s just that we need to wake up and take action, (l *wat*) *which* means demanding (m *die*) *those* software

companies make better, more bullet-proof software (n *waarmee*) *with which* we can secure our own accounts.

We managed to make an appointment with Goodman, (o *met wie*) *with whom* we had an eye-opening conversation.



As cybercrime grows quickly and (p zo'n) some 50 million credit cards have been compromised, might (q een of andere) some cryptocurrency provide a better way of transacting online? (r Wat) Which would you personally choose?

I'm not sure. (s Noch) Neither cryptocurrencies (t noch) nor credit cards are reliable, I'm afraid. Currently, your credit card is protected under federal law, so, if you suffer a loss, you will not be held liable. The largest reported Bitcoin theft, to date, took place in (u een of andere) some city in Japan where investors lost over \$460 million (v waarvan het meeste) most of which may well never be recovered or paid back.

With the Internet of Things in hackable devices, (w welke) what new dangers will arise?

(x Bijna niemand) Hardly anyone can tell you that precisely but there are undoubtedly tons of everyday devices that will come online with the Internet of Things. Twenty years ago no-one concerned that a car (y van hen) of theirs would be hacked. Today, a typical car uses over 250 microchips (z waarvan elke) each one of which can be hacked remotely. Somebody can remotely deploy your airbag or slam on the brakes as you're going down the highway.

- 15** Look for two articles of at least 600 words each that discuss the moral dilemmas on one particular subject related to science and technology. You may think of one of the following subjects: Driverless cars; Data collection and privacy; Human enhancement (brain modifications to increase memory or alterations to biochemistry to improve protection against the environment, etc.); The 'eye in the sky' (satellites) and modern warfare; Using robots to maintain law and order; Interfering with people's genes to avoid certain diseases; Colonising other planets.

Approach it as follows:

- Write down the URLs of the websites of the articles.
- Write a summary of each article of between 125-175 words.
- Use at least six linking words and underline them.

WRITING

- 16** Now, write an essay with the help of the information in the previous exercise. Go about it as follows:
- Introduce your topic by explaining the reason why you have chosen this topic and by explaining its relevance. (40-60 words)
 - Give your opinion and work out the first argument in support of your opinion; give evidence and mention examples to do so. (50-75 words)
 - Give your opinion and work out the second argument in support of your opinion; give evidence and mention examples to do so. (50-75 words)
 - Mention one argument that counters your opinion. Subsequently, explain why you disagree, supported by evidence and/or examples, to support your point. (40-60 words)
 - Mention a second argument that counters your opinion. Again, explain why you disagree, supported by evidence and/or examples, to support your point. (40-60 words)
 - Round off your essay by summarising the most important points from your body paragraphs followed by your overall opinion (40 to 60 words)
 - Use at least eight linking words and underline them.



2

YOU'LL BE ABLE TO

- read articles from specialist sources, understanding the whole text, with a little help from dictionaries
- talk about situations using past and present modal auxiliaries

Grammar

- gerund
- modal auxiliaries

Vocabulary

You can learn the vocabulary with the Study box (p. 64) and the vocab trainer.

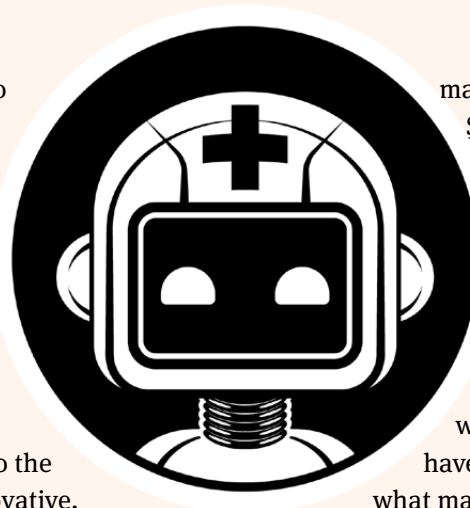
Strategies

- the author's tone
- attracting the reader's attention
- listening for tone and attitude

TEXT

Innovation and Disruption

1 We live in a time when doctors no longer have to rely on costly and unwieldy medical imaging devices to diagnose illnesses. A simple 'visual stethoscope' can help them see deep into the human body more easily than ever, thereby accelerating both diagnosis and therapy. Meanwhile, if you're a chronically ill patient, you no longer have to make repeated, costly visits to the hospital. Say hello to Molly – an innovative, friendly, virtual nurse who can check up on you, monitor your vitals and provide follow-up care – all through your smartphone.



2 I believe we're moving towards a future where financial services and health care organizations will not be known as such any longer, but as technology companies. Take banking, for instance, which is now being upended by mobile and cloud computing, as well as young, ambitious start-ups that are more in tune with the needs of the millennial consumer. Just last year, Monzo, billed as the 'bank of the future', was able to raise 1 million pounds in 96 seconds, making it the fastest crowdfunding campaign ever.

3 This is the exciting reality of the digital age. Every day, there are new technologies and new start-ups are emerging with better business models, and simpler products and services. Many of these innovations are

making our lives better. A DNA App Store, for example, can predict your health risks and pre-dispositions to certain diseases, and vein and voice biometric scanners can make financial transactions more secure.

4 Being a pioneer and disruptor often means wading into uncharted waters, and taking risks that few, if any, have set a precedent for before. That's what makes people like Elon Musk and Richard Branson some of the greatest disruptors of our time, regardless of their legacy. They take big risks – big, *calculated* risks. They do their homework, and understand how to balance the risks and opportunities that matter, before making key decisions.

Being a pioneer and disruptor often means wading into uncharted waters

5 So, let this be the year you take new risks, make bold decisions, and find new ways to transform, innovate and disrupt.

Shellye Wharton

Adapted from: *blogs.metricstream.com*



Silicon Valley Buzzwords

6 An experienced, well-educated friend of mine has been looking for a job for close to six months, and I've been helping her with feedback on her CV. Throughout her early 20s she worked for a succession of tech start-ups and app development incubators (organisations helping new businesses to develop themselves) that were roaring when they made their first appearance, only to dribble out – and cut staff – in a matter of months, leaving her in the frustrating situation of having less than a year's experience with a single firm.

7 “I'm passionate about disruptive tech,” the cover letter reads. Disruptive. Let's take that one out, I suggest. The Silicon Valley buzzword has the aftertaste of a sucked battery. It doesn't even mean anything anymore.

8 It used to. In the late 1990s, the Harvard Business School professor Clayton Christensen defined the concept of 'disruptive innovation', a principle whereby entrenched, dominant product or service providers could be unseated in the market by smaller rivals who offered solutions more simply or at less cost.

9 'Disruption' slid easily into start-up culture's notional toolbox, helping small teams without much initial funding believe that they stood a chance of upending industries. There grew a sort of moral halo

around the word, too: disruption is about solving old market problems and making solutions easier and more available to new markets.

10 And so the word 'disruptive' became attractive to investors as well as employers (or so my friend hopes). There's a nifty tangle, though: how often are 'moral good' and 'attractive to investors' genuinely found in the same room?

11 Like most buzzwords, this one has little other than chest-thumping left. 'Disruptive' always used to be the word for the naughty child at the back of the class ruining it for everyone else. And really, that meaning has never changed. It describes the sort of serial entrepreneur who can ride from one start-up to the next without much fear for his future, or much regard for the young tech workers left in the lurch when each company crumples inwards.

12 My friend knows too well how that goes. She's considering looking for work in banking or enterprise software next; when it comes to tech, her life has been disrupted enough.

Leigh Archambeau

Adapted from: www.entrepreneur.com and www.theguardian.com

READING

STRATEGY Attracting the reader's attention

The beginning of a piece of writing is often referred to as a hook. This is how the writer gets the reader's attention. Common types of hooks are: a question, a bold statement, a contradiction, an interesting quote, an anecdote, words of advice, humour.

1 Read the introductory paragraphs (§1 and §6-7). Then answer the questions.

a Which 'hook' is used in §1? *A bold statement.*

b How does the writer try to make this paragraph interesting for you as a reader?

He introduces Nurse Molly, an app on your mobile phone, who takes care of your health. Sounds ideal to me.

c Which 'hook' is used in §6 and §7? *An anecdote.*

d How does the writer try to make this paragraph interesting for you as a reader?

He tells us about his friend, who is in between jobs and rewrites her CV. This friend needs good advice. I think I will need help too if I have to write a CV.



STRATEGY The author's tonestrategies – *letten op woorden met een emotionele lading* – p. 12

If you want to know which tone an author has chosen, you have to find words with emotional connotations; does he want to convince you, involve you or amuse you? Usually, adjectives (e.g. “exceptional”) or adverbs (e.g. “Unfortunately”) are used to set either a positive or negative tone.

Read both texts in detail. Then answer the questions.

- 2 a** (§2) Which statement is backed up by mentioning “bank of the future” Monzo? Quote the first two and last two words of the relevant sentence.

“In the ... technology companies.”

- b** Is this statement an opinion or a fact? How can you tell?

It is an opinion: the writer uses the words “I believe”.

- 3 a** (§3) Find all the words with positive connotations.

exciting, better (business models), simpler (products and services) are making (our lives) better, more secure

- b** What does the writer have a positive attitude to? *to our digital age*

- c** In this paragraph, does Shellye Wharton want to convince, involve or amuse her readers?

involve

- 4 a** (§4) What is true about disruptors, according to Shellye Wharton?

- ☐ They are always, deliberately, on the lookout for personal gain and their ambition is to keep ahead of the competition.
- ☒ They are truly well-prepared before cautiously but courageously exploring new territories in order to change our future.
- ☐ They unsettle the world we are familiar with by balancing business opportunities, making pioneering decisions, and by taking drastic measures.

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

E.g. Before they take huge risks, they really do their homework.

These bold decisions have an enormous impact on our way of life.

- 5** (§7) “The Silicon Valley buzzword has the aftertaste of a sucked battery.” In your own words, explain the imagery.

E.g. Like the aftertaste of a sucked battery, the buzzword ‘disruptive’ has become tasteless, and therefore useless.

- 6 a** (§9-11) What is true about disruptors, according to Leigh Archambeau?

- ☐ In order to survive, start-ups really need disruptors.
- ☐ In retrospect, start-ups should have used more disruptors.
- ☒ In the end, start-ups will be far better off without disruptors.

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

E.g. Most disruptors move from one start-up to the next, only investing money for the short term, not worrying about the long term. That's why in the end they are not a great help at all.



- 7 Both Archambeau and Wharton talk about disruptors. Write down one point they agree on and another point that they disagree on.

They agree upon "disruptors" taking risks. However, Wharton thinks disruptors are needed, they take big calculated risks to improve the world, whereas Archambeau thinks disruptors have a negative impact on the world with their "short-term thinking" outlook.

VOCABULARY

- 8 Fill in the correct synonyms, in their correct forms, of the words in brackets.
- a She was satisfied about this *innovative* _____ (§1 new and better) business model for immediate success.
 - b Social robots may support the medical staff in their *follow-up care* _____ (§1 further medical help).
 - c Trendwatchers need to be *in tune* _____ (§2 in line) with the latest trends.
 - d You can optimise your marketing by *predicting* _____ (§3 foretell) customer behaviour.
 - e I feel it's time to be engaged with start-ups in *emerging* _____ (§3 new and developing) markets.
 - f Students need more than just one *well-educated* _____ (§6 learned) person to guide them.
 - g Be forewarned: employees may feel devalued if you begin *cutting* _____ (§6 take away) benefits.
 - h I *genuinely* _____ (§10 honestly) believe she's got what it takes to embark on a start-up.
 - i 'Multimedia' has been a *buzzword* _____ (§11 popular word) in the computer world for years.
 - j Being an *entrepreneur* _____ (§11 businessman) may be a way of fulfilling your creative potential.

GRAMMAR

Gerund

 grammar – 14 – p. 64-65

We are talking about **investing** more money in new start-ups.

We don't mind **investing** more money in new start-ups.

I think these new start-ups are worth **investing** in.

- 9 You are completing a small business traineeship. Fill the gaps in this business conversation about deliveries. Include a *gerund* with the help of the words in brackets.
- a **You:** Peter, I know *you are busy calculating* _____ (*je druk bent – berekenen*) the inflation factors, but *do you mind talking with me* _____ (*bezwaar – me – praten*) for a moment?
 - Peter:** No, of course not. What can I do for you?



- b You:** I *'m used to dealing with* _____ (gewend – handelen) prompt deliveries, but now I'm concerned about the delays we're experiencing with some of our suppliers.
Peter: Yes, so am I. *My main goal is getting / being back on schedule.* _____
 (voornaamste doel – terug op schema – zijn)
- c You:** Could you give me an approximate timeline?
Peter: Well, some deliveries are arriving tomorrow, *but it is no use waiting for* _____
 (geen zin – wachten) the rest. This time of year is often troublesome.
- d You:** That's terrible. I *am not looking forward to telling our clients* _____
 (niet naar uitkijken – klanten – vertellen) about the delay.
Peter: Please tell them that, since it is summer, *being patient* _____ (geduldig) until September is the only option, unfortunately.
- e You:** Where are most of our suppliers located?
Peter: Most of them are in China. *It might be worth having* _____
 (misschien – moeite waard – hebben) a few more suppliers in Europe, I guess.
- f You:** *Coming all the way from China* _____, (helemaal – China – komen) how does that affect deliveries?
Peter: Well, *frankly speaking* _____ (eerlijk gezegd), there are weather delays and shipment delays due to reduced production.
- g You:** Is there any way around these delays?
Peter: *Working with delivery services* _____ (het werken met besteldiensten) such as UPS, Fed ex or DHL might do the trick. They guarantee door-to-door deliveries within 48 hours.
- h You:** Are they expensive?
Peter: Oh yeah. *There is no denying* _____ (valt – niet – ontkennen) that they are extremely expensive, which cuts directly into our bottom line.

GRAMMAR FOR SPEAKING

More modal auxiliaries: 'would like' / 'want'

 grammar – 26 – p. 78-79
I **would like** to invest some money.The entrepreneur **wanted** me to invest some money too.

- 10 PAIR WORK** Work with a classmate. Together, think of a start-up X, a small business you would like working for. Talk about the following situations, using the *modal auxiliaries* provided.

Situation: Six months ago, the two of you decided to start-up X. Now you are running out of money.

- a** You have a conversation about the past. In turns, use the following starters and complete the sentence. Your classmate will respond to your sentence. To prepare yourself, fill in 3-5 keywords in each sentence.
- I guess, we might have ... _____
 - We certainly should have ... _____
 - It's a pity we weren't allowed to ... _____
 - If only we'd been able to ... _____



- b** Now, have a conversation about the future. In turns, use the following starters and complete the sentence. Your classmate will respond to your sentence. To prepare yourself, fill in 3-5 keywords in each sentence.

- I guess, we will have to... _____
- I hope we will be allowed to ... _____
- Do you think we'll be able to ... _____
- If only we won't have to ... _____

LISTENING

STRATEGY *Listening for tone and attitude*

 strategies – *letten op woorden met een emotionele lading* – p. 14

A speaker may use a certain tone of voice, certain words and use body language. Pay attention to how loudly or quietly a speaker is talking, which words he emphasises and whether or not non-verbal signals convey the same message.

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

Go to the online assignment to find these answers.

EXPRESSIONS

- 12** Learn the expressions (p. 67-68). Then do the assignment. Complete the following speech in which you try to convince your audience that robot suits are the future and wheelchairs represent the past.

- a** “Please meet my first client, Steven Sanchez. Paralysed from the waist down after an accident, he rolled into my office. A half hour later he was standing and walking thanks to the Phoenix. So, what is Phoenix? (*stating something general about people who are paralysed*)

(*life – wheelchair*) *Amazing, isn't it? After all, as a rule, once you are in a wheelchair, you will spend the rest of your life there.*

- b** The custom-made orthotics (*steunzolen*) hold the Phoenix to Sanchez's body. Phoenix (*describing an object in your own words (Use different words)*: looks like braces, material is carbon-fibre) *has the shape of braces and is made of carbon-fibre*.

- c** (*expressing enthusiasm*: think of two advantages that such a device might have) *It's great / I'm really keen letting you know that the Phoenix is among the lightest and cheapest medical exoskeletons.*

- d** However, the device still needs improvements. (*recommending something*: think of 2 things that you might be able to improve) So, *we'd better encourage a lot more interest in exoskeleton research and in the meantime learn from all the mistakes made in the past.*



- e Unfortunately, most health insurance packages don't cover this device. (*expressing indignation about something*) *It is unbelievable, but the simple fact that the Phoenix is so expensive is the main reason for Sanchez not taking one home.*
- f In the near future, (*suggesting something* x2: suggest two courses of action) *let's build even more and better devices.* Let's focus on reducing the exoskeleton build cost so that more people have the chance to walk again."

SPEAKING

- 13 GROUP WORK** Work with two classmates. You are going to have short conversations about start-ups and about the role of disruptors.
- a** Online, find a start-up that is quite new and original. You each choose one start-up and prepare yourself by describing their business in 20-30 words.
- 1 Use the keywords to explain to your two other classmates in approximately 1 minute what the start-up is all about.
 - 2 Your classmates will give their reaction, and begin a 2-minute conversation. Together, after your three short presentations, decide which start-up you like best.
- b** Gather information on famous disruptors in innovative industries. Select one disruptor and prepare yourself by describing why he or she is disruptive (or isn't) in 20-30 words.
- 1 Use the keywords and – in just 1 minute – explain to your classmates all about the disruptor of your choice.
 - 2 Your classmates will give their reactions and begin a 2-minute conversation. Which of the three entrepreneurs do you think most deserves to have the title 'disruptor'?
- 14 PAIR WORK** You are going to have several 3-minute discussions about start-ups and disruptive innovations. Read the introductions and divide the roles: A and B. Follow the instructions for your role and have a discussion: show understanding for each other's point of view and, if needed, make some concessions to end your argument. Use expressions for *emphasising a problem*, *making a critical remark*, *negotiating*, *presenting your view* or *expressing certainty*.
- a** Apparently, your start-up company is in need of extra funds and you are trying to avoid bankruptcy.
- Person A:** As a last resort, you are in favour of committing tax fraud.
Person B: You are against tax fraud and want to convince A of other solutions.
- b** You have created an innovative app that allows students to have healthy lunches delivered within 30 minutes. The headmaster wants all food deliveries banned from school.
- Person A:** You don't support this innovative app because you understand why the deputy head is against it.
Person B: You support this innovative app because the lunches are very healthy and you can even have them delivered between lessons.
- c** You have invented a drone which is tailor-made for keeping an eye on playgrounds. A children's zoo in the city centre wants to buy your device. The main problem is that new legislation prohibits flying over populated areas.
- Person A:** You don't mind others breaking the law and insist on keeping quiet to the zoo director about this new legislation.
Person B: You are against breaking the law and you want to make the zoo director aware of the new legislation before selling him your drone.



3

YOU'LL BE ABLE TO

- understand opinion pieces on current issues
- write personal letters and messages describing basic details of events and feelings
- write an argumentative essay with an emphasis on relevant details

Grammar

- Reasons for using the passive voice

Vocabulary & expressions

You can practise these with the Study box (p. 66) and the vocab trainer.

Strategies

- filling the gaps
- finding the main idea
- working step-by-step: research

TEXT

Stuck in the middle with you

1 You'd be hard-pressed to find someone who doesn't believe cities are one of our economy's major arteries – maybe even its heart. To be specific, ever-growing cities generate more than 80% of the world's gross domestic product.

2 And though ___3___ can certainly spur sustainable growth by upping productivity (allowing innovation to flourish), the scale and speed that it requires present challenges: meeting higher demands for affordable housing; establishing efficient, well-connected transportation systems; and creating other infrastructure, services, and jobs, especially so the 1 billion impoverished city dwellers who live in settlements can be closer to opportunities for work, leisure, and education. We seem to be nearing a limit.

3 ___4___, building safe and sustainable cities requires serious policy coordination and investment decisions. And today, it seems, it also requires an edge – one that human-centered urban digitization can catalyse; this basically means focusing on installing technology that helps humans. And it only makes sense when we examine how much American cities spent on technology last year: roughly \$52.4 billion and a spending pattern that we should scrutinise. Globally, cities could spend upward of \$41 trillion on smart tech within the next two decades. With all of this in mind,



we'd do well to critically examine how a future saturated in automation and digitization will continue benefiting US cities. How do you design a city as an extension of its residents? There are two serious points to consider: You don't want your smart city's proverbial slip to show, and you don't want to overwhelm your citizens with too much tech. So what's the plan?

Start making technology invisible

4 Being able to "see" technology creates interaction, and interaction creates distraction. Though I don't want to focus on specifics, to illustrate: Assuming your car and smartphone are connected, your phone should be able to notify someone – someone texting you, for example – that you're driving and can't respond. You don't want to take your hands off the wheel, so your phone should instead be able to send an automatic response to the text sender: "I'm driving right now, but I'll get back to you later." It keeps you and others safe on the road, and it doesn't force you to respond. So, combine autonomy and data with artificial intelligence.



Think about ways you can design products to encompass both AI and self-driving or operating components: The less a user has to interact, the less distracted he'll be. As the non-profit TM Forum's Carl Piva told us, the "technology of the future will become more and more invisible to individuals, and the best success criteria will be people not really even noticing the technology".

The less a user has to
interact, the less
distracted he'll be.
At some point, a line
must be drawn.

5 Transferring this solution (in)to cities is simple: Keep your city's technology autonomous and discrete, and take advantage of the Internet of Things and AI to help you do it. Finally, once the idea of "invisible" tech is embraced, leaders must communicate it back to appropriate government and civic bodies; then, collaboration among the parties can begin, and a smart city can be born.

Becoming conscious of digital overload

6 In a world where technology rules, it's imperative we find time to think, breathe, and unplug, so city

leaders must carefully marry tech and mindfulness. Otherwise, they face the consequences of information overload: weakened decision-making and the feeling of being overwhelmed, among other things. A city's occasional digital detox is crucial, but should not be strictly regulated.

Why? Studies have shown that smartphones could be causing insomnia, social media may be spawning narcissism, and computer screens might be making our kids less empathetic. At some point, a line must be drawn. "The problem is humans can't keep up with all the technology they have created," said Avivah Litan, an analyst at Gartner. "It's becoming unmanageable by the human brain. Our best hope may be that computers eventually will become smart enough to maintain themselves."

7 Bottom line: Being connected is great, ___6___. City leaders would do well to remember this. So while our generation is starry-eyed and eager for the future of smart cities that cater to our every need, future generations will look back at our innovation in awe – assuming our construction of human-focused, digitized, and intelligent cities actually leaves the cutting room floor. Practise the above, and be sure it does.

Adapted from: www.qz.com

READING

- 1** Skim the text. Score the text on a scale of 1 to 4. 1 means the text is completely negative about digital / smart cities, while 4 means it is completely positive. Explain why you chose this score.

3. The conclusion says that "being connected is great, but being conscious is better". The author is quite positive, but also mentions some dangers of digitalisation.

- 2** Write down the number of the paragraph in which you can find the following information.

- a expected expenditures on technology §3
- b how humans deal with technological progress §6
- c the effects of noticing technology around you §4

Now read the text in detail and answer the questions below.

STRATEGY Filling the gaps



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

There are usually two types of gap-filling exercises in exams. One deals with linking words that help (create) structure (between) paragraphs and the other type has to do with the 'flow' of the text. Always read the sentences around the gap.



3 a (§2) Which word best fits the gap?

- ☐ digitalisation
- ☐ gentrification
- ☐ investment
- ☒ urbanisation

b Quote the word or phrase from §1 which hints at this process. *“ever-growing cities”*

4 a (§3) Which word best fits the gap? More than one answer may be correct.

- ☐ By the way, ...
- ☐ Nevertheless, ...
- ☐ Similarly, ...
- ☒ Thus, ...

b In your own words, explain why this word fits the gap.

E.g. §2 paints a picture of the challenges that lie ahead and §3 connects to this paragraph by providing suggestions. Using “Thus,” indicates that §3 builds on §2.

STRATEGY Finding the main idea

 strategies – gedetailleerd lezen – p. 11

When asked about a paragraph's / paragraphs' main idea, find an answer that encompasses the piece of text in its entirety. Do not go for specifics or smaller details that the author merely mentions. Also, do not involve 'common sense' / your own opinion.

5 a (§4-5) What is the main point made in these paragraphs?

- ☐ Connecting your car with your smartphone can prevent a huge number of accidents.
- ☐ Effective communication between the authorities and other stakeholders is essential.
- ☒ Making sure that invisible technology can act by itself is safer and more user-friendly.
- ☐ Practically the only criterion for success is the idea that tech shouldn't be noticed.

b Quote two phrases from the text that match this answer.

1: autonomous and discrete

2: to encompass both AI and self-driving or operating components

6 a (§6) What is the main point made in this paragraph?

- ☒ Because of human nature, ways must be found to manage living in a digital world.
- ☐ Finding a moment for oneself is essential to keep a balanced life.
- ☐ Finding self-sustaining digital devices is essential to the future of digital cities.
- ☐ Humans will never be suited to the 'digital life' and living in a digital city has drawbacks.

b Quote the first two words of the sentence that matches the correct answer.

“The problem ...”

7 a (§7) Which of the following words could fit the gap?

- ☐ ... and we should invest in our digital future.
- ☐ ... because there are few disadvantages.
- ☒ ... but being conscious is greater.
- ☐ ... but mostly in the eyes of investors.

b Find the word in §6 that matches this advice. *mindfulness*



- 8** Would the author support the following courses of action? Answer 'Yes' or 'No'. Add a paragraph number. If 'No', quote the phrase to support your answer.

a Investing in seminars on how to optimise the use of technology in your life.

Yes, §6.

b Banning the continuous use of smartphones in certain areas.

No, "but should not be strictly regulated" (§6).

c Focusing on how to keep technology hidden and helpful and communicating the many advantages.

Yes, §4 or §5.

d Taking a critical look at how to spend money on digitalisation of cities.

Yes, §3.

e Increasing the number of people who move into cities.

No, "We seem to be nearing a limit." (§2).

VOCABULARY

- 9** Find the antonyms of the words below. As for the verbs, the *infinitive* form has been used in this exercise.

a (§1) to destroy *to generate*

b (§1) foreign *domestic*

c (§2) unendurable *sustainable*

d (§2) to fail, to shrink *to flourish*

e (§2) costly *affordable*

f (§3) precisely *roughly*

g (§3) to hinder *to benefit*

h (§5) to reject *to embrace*

i (§6) to neglect *to maintain*

VOCABULARY EXTRA

Attitude words

An 'attitude word' sets the tone of the sentence that follows. This determines the way a reader interprets the sentence and the connection to the preceding sentence.

- 10** Complete the second sentence so that it logically builds on the attitude word that has been given.

a The city centre looked neglected. Evidently, *the council hadn't invested in it for a long time.*

b I had never heard of that restaurant. Curiously enough, *my uncle worked there two years ago.*

c There are many disadvantages that come with technological advancement. Frankly, *being optimistic means simply being naïve.*



- d Someone commented on my habit of constantly checking my phone. Admittedly, *I'm quite addicted.*
- e He told me he had forgotten his phone. Fortunately, *he didn't need it anyway.*
- f The police caught the suspect by studying CCTV footage. Apparently, *he stole dozens of items.*
- g The shop assistant tells me the phone costs £1,500. I answered: "Surely, *you must be kidding.*"
- h My sister is visiting Tokyo next year. Undoubtedly, *she'll be impressed by the neon lights.*
- i He drove down the slippery road. Cautiously, *he made a U-turn.*

GRAMMAR

Reasons for using the passive voice

 grammar – 11 – p. 62

The passive voice is used for many purposes. There are several practical reasons for using it in speaking and writing, such as:

- (1) Objectivity: It has been shown that the risk of addiction is high.
- (2) The subject is too long: A CCTV-camera was destroyed by a group of people whose predisposition towards extensive surveillance is rather negative.
- (3) Hiding the identity of the subject is convenient: Mistakes have been made (by the president).
- (4) The subject's identity is unknown or irrelevant: The bank's security systems were hacked (by ???).

11 Rephrase the following sentences using the *passive*. Leave out the phrase with "by". Start by writing down the number of the reason for using the *passive voice*.

- a The rebels were bombing the city of Karkand.
3: The city of Karkand was being bombed.
- b Since 2003, the government agency has conducted extreme surveillance.
3: Extreme surveillance has been conducted since 2003.
- c Someone told them a new type of processor might be released soon.
4: They were told that ...
- d Someone had estimated that oil would run out in thirty years.
4: It had been estimated that ...
- e A certain group whose objectives are not completely known to the public, is currently infiltrating the government website.
2: The government website is currently being infiltrated by ...
- f Some people claim that your brain acts as if it's on drugs when exposed to social media.
1: It is claimed that ...
- g Research will inevitably prove that this is the best method of digitising a city.
1: It will inevitably be proven that this is the best method of keeping track on people.



PRE-WRITING

- 12** The local city council has asked for input on several policy decisions that they will have to make. Other citizens of your municipality have already commented on the council's online forum. The expressions and grammar that you should use have been added in *italics*. Start off your response with the attitude word given and use 40-60 words.

a Describe a problematic situation, express concern, use *past perfect passive*.

The CITY COUNCIL announces its intention to increase CCTV surveillance throughout the city centre.

AbsolutePower commented: Ridiculous! As Ben Franklin said, "Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety"

PennFam commented: @AbsolutePower, you do realise that this quote is totally out of context, right? In today's society riddled with crime, we should definitely invest in more security!

Your comment: _____

Surely, *e.g. a little extra surveillance has never hurt anyone.*

The city centre had already been strictly monitored before the current city council was elected. In a case like this, I would ask the city council to make sure that privacy concerns are taken seriously. That's the only issue I'm really concerned about.

b Give advice, comment on something, use 'to argue' in the passive voice.

As suggested by the government, the CITY COUNCIL proposes to participate in the pilot project prohibiting the use of smartphones on any mode of transportation.

BiPedalHominid commented: Does this include public transport? Great idea! All these zombies make me feel like a lone survivor.

DoYouEvenLift? commented: @BiPedalHominid LOL, where do we draw the line? Let's just prohibit living your own life altogether.

Your comment: _____

Undoubtedly, *e.g. people will have more contact with one another. Mind*

you, I think we should be free to use our devices in public spaces and I don't support this rule. Still, it can be argued that the extensive use of smartphones is detrimental to our social skills.

c Give your opinion, give an example to support your opinion, express irritation and use 'to say' in the present simple passive.

Due to recent cases of missing persons, the CITY COUNCIL will follow the government's advice and allow parents to utilise GPS trackers for their children.

RandomUsername commented: Great idea! We need to be able to follow our kids these days.

AnonyMouse commented: @RandomUsername Wow, would you like a future without any privacy? Because we're well on our way there.

Your comment: _____



Fortunately, *e.g. there aren't too many cases of missing children in our city. In my opinion, we shouldn't allow such devices because of the risks involved. For one thing, these devices could be hacked and it is often said that the devices themselves are unsafe. It really annoys me that people constantly forget this point.*

- d Strongly deny something, express dissatisfaction, use present continuous passive.

The CITY COUNCIL suggests increasing the budget of tech-related education at primary schools at the cost of subsidies for local cultural and artistic projects.

MireLurk commented: Despicable! Our city council members must be out of their minds. After all we've been through, more budget cuts are planned?!

AnthemOfLife commented: Excellent plan. The future is digital and I'd even go so far as to say that the digital and the physical will be inseparable.

Your comment: _____

Admittedly, *e.g. technology plays an important role in society. However, there's no way that tech education is more important than cultural or artistic education. Hundreds of invaluable educational projects are being organised right now! Unfortunately, there are thousands of citizens who disagree.*

WRITING

STRATEGY Working step-by-step: research  strategies – stap voor stap te werk gaan – p. 22-23

You will need to conduct some research before you outline your essay. Find reliable source materials that include statistics, facts, arguments, examples, research findings, etc. While consulting sources, immediately save the location of the information so that you can add it to your works-cited list.

In your own written work, you can then use this source, e.g. "Shepard (2019) states that x or y" / "As Van Alphen (2014) argues, x or y".

- 13** You are going to respond to the following statement in an argumentative essay of 500-600 words. You may change and/or further specify the statement based on concrete examples that you find while conducting your research.

Technological advancement is one of the most important and positive aspects of modern-day life.

- Look up at least two textual or audio-visual sources that discuss pros and cons regarding this statement and make notes (see 1.3 for a strategy for making notes).
- Make an outline of your essay before beginning the writing process. Apart from the introduction and conclusion, how are you going to structure the separate paragraphs? Keep in mind that every paragraph can contain only one main idea / argument.



ASPECT / PARAGRAPH	KEYWORDS / IMPORTANT POINTS	SOURCE OF INFO
§1: Introduction	<i>Your (modified) statement</i> ...	<i>E.g.</i> <i>Shepard, 2019</i>
§2: argument for #1		
§3: argument for #2		
§4: argument for #3		
§5: refute counter-argument #1		
§6: refute counter-argument #2		
§7: conclusion and recommendation		

c After having filled in the outline, make a works-cited list.

Works cited list:

Van Alphen, M. (2019). Teaching English as a professional. The Hague, The Netherlands: self-published.

14 Write your essay. Use the following elements from previously learned vocab extra, grammar and expressions (in *italics*).

- **Vocab extra:** Use at least one *attitude word* in each body paragraph. Underline them.
- **Grammar:** Use the *passive* in at least four different tenses throughout your essay; use at least two different *relative pronouns* and two *modal auxiliaries*. Mark them.
- **Expressions:** In every paragraph, use at least one different *expression* that you used during pre-writing.

REFLECTION

15 PAIR WORK You are going to comment on an essay written by your classmate

- Switch essays with a classmate. Study the essay and give feedback on the following points:
 - How has this essay been structured? What do you think of the point they make in the conclusion? Does the introduction draw your attention?
 - Check whether you can find the sources. Are they reliable? Do they add relevant information and do they support the arguments that have been given?
 - Check whether and how the relevant expressions, attitude words and grammar have been used.
- Summarise your most important feedback in three positive points and three points of improvement. Write them down in short notes / keywords that are easy to understand. Give examples.
- Correct your essay based on the feedback you have been given.



Study box unit 2

Lesson 1

ENGLISH

DUTCH

She used to be an adherent of the Communist Party.	aanhanger
He did what he was told, albeit reluctantly.	zij het, hoewel
Fire experts think this fire was a case of arson .	brandstichting
An insurance agent had come to assess the damage.	vaststellen, schatten
Here are some tips to augment your writing skills.	verbeteren
The government has promised to clamp down on corruption.	stevig aanpakken
He couldn't give a coherent account of what he'd been doing that night.	samenhangend
So far we have not been able to resolve this conundrum .	moeilijk probleem, raadsel
The committee convened to discuss this issue.	bijeenkomen
Williams has been designated to be the team captain.	aanwijzen (voor een bepaalde functie)
High interest rates can be a disincentive to expanding a business.	ontmoediging
Sensors are embedded in lots of devices we use at home.	verwerkt, ingebed
Protect your smartphone with encryption so that others can't read the data.	versleuteling
Certain games help you enhance your memory.	verbeteren
The plan had been poorly executed .	uitvoeren
The legislators were urged not to pass that law.	wetgever
That country wants to opt out of Europe's new regulations.	niet meedoen met
A good relationship pivots on trust and reliability.	afhangen van, draaien om
After the party there was a prodigious amount of food left.	enorm
I'm going to the supermarket to replenish our food supplies.	aanvullen
He surreptitiously followed her to see where she was going.	heimelijk, stiekem
A trade-off has to be made between privacy and security.	afweging, wisselwerking
It took us months to untangle the facts of that complex case.	eenvoudiger maken, ontwarren
He approached the questions from a different vantage point .	gezichtspunt
A warrant for his arrest had been issued.	bevel

DUTCH

ENGLISH

aanbeveling	The president accepted the report's recommendations .
aanklager, officier van justitie	The prosecutor told the court that the defendant was guilty of a horrible crime.
aanmelden	He signed on as a soldier in the army.
ader	The veins carry blood to the heart.
apparaat(je)	They even have a device for opening and closing the curtains.
beïnvloeden	The new law will certainly affect our lives.
betrokkenheid	What's your involvement in this affair?
bezorgdheid uitspreken	She raised concerns about the company's outdated technology.
binnendringen	Our bodies, too, are invaded by technologies that collect personal data.
controleren	This machine will monitor your heart rate.
decennium	The 60s was a great decade for pop music.
erop toezien, ervoor zorgen	I'll make sure that you will have your bike back before 6 p.m.
geavanceerd	He has an advanced pacemaker to help his heart maintain an adequate heart rate.
gepast	You should wear appropriate clothing to a funeral.
gerechtelijke procedure, rechtszaak	He started legal proceedings to regain his parental access rights with respect to his daughter.
getuigen	People cannot be forced to testify against themselves.



grondwet	The right to speak freely is written into the constitution .
huidig	Many people feel that the existing law discriminates against women.
in de steek gelaten	They feel they have been left in the lurch by their political leaders.
in zijn totaliteit, in zijn algemeenheid	The new law will affect the nation overall .
ingebouwd	Smartphones have built-in sensors.
met betrekking tot	I'd like some information regarding the company's financial position.
onenigheid	His speech caused great controversy .
op het spel staan	I have the impression that he does not realise what's at stake .
oplossen, regelen	Don't worry. I'll have it sorted out tomorrow.
opslaan	How much information can your phone store ?
pols	She fell off her bike and broke her wrist .
toegang hebben tot	Users can access their voicemail remotely.
toezicht	There is 24-hour surveillance and security in every room.
van geval tot geval	This needs to be decided on a case-by-case basis .
verdachte	The police practically reached inside a suspect's mind for evidence.
verlagen, verminderen	Let's hope the new system will reduce the costs.
verschillende mate van	We have tried to solve the problem with varying degrees of success.
verzamelen	A smartphone may gather and store data about its user.
vindingrijk	He is very inventive , always dreaming up new gadgets for the home.
vrijwillig	Many would willingly pay higher taxes for better health care.
waarneming	Implanted technology is supposed to expand human perception .
wachtwoord	Change your passwords a few times a year.
zorgaanbieders	Health care providers welcome these new implantable medical devices.
zorgen voor, leveren	We are hoping the enquiry will provide an explanation for the accident.

Lesson
2

ENGLISH

DUTCH

Monzo was billed as the 'bank of the future'.	aankondigen als
I think I should modify my diet a little if I want to lose a few pounds.	aanpassen
Don't feel constrained to do what he says – he has no authority.	genoodzaakt (tegen je wil)
The plan was rejected because it was too costly .	duur
His clothes lay crumpled on the floor.	kreukelen
Our aim is to devise a way to improve quality and reduce costs.	bedenken
With his new ideas and his highly creative mind he is a welcome disruptor .	verstoorder, ontwrichte
Money will hopefully soon dribble back into the company.	druppelen
It is not easy to get rid of old, entrenched ideas.	diepgeworteld
Sometimes you can see a halo around the sun or the moon.	lichtkring, lichtkrans
Are crash helmets mandatory for e-bike riders?	verplicht
It's amazing what you can do with this little nifty device.	handig, vernuftig
We will probably have to pay more than the notional amount suggested by the minister.	theoretisch, nominaal
Some people have a predisposition to particular diseases.	aanleg voor
A lot of preparatory work needs to be done before they can start building.	voorbereidend
Little could be done to redress the situation.	herstellen, rechtzetten
The company acted without regard for the safety of its workers.	oog voor
Our team has suffered a succession of defeats.	reeks, serie
Sales of the new drug will be suspended until more tests are completed.	uitstellen
Their hearts were thumping and they were shivering with fear.	bonken



Some parts of the Amazon rainforest are still uncharted .	niet in kaart gebracht
Attempts were made to unseat the party leader.	ten val brengen
The committee has become so large, that it has become unwieldy , slow and ineffective.	onpraktisch
Winning the lottery had upended their lives.	op zijn kop zetten
He waded across the river towards me.	door ondiep water lopen, waden

DUTCH

ENGLISH

advocatenbureau	She works for a big law firm .
baanbrekend	Her pioneering work in the field of education will be remembered.
bedrijf	He went from a small company to a big firm .
beoogd	The medicine did not have the intended effect.
berekenen	I'm trying to calculate how much paint we need.
bezorgdienst, besteldienst	The parcel I ordered online was sent by delivery service .
bezuinigen	In times of economic crisis companies often cut (down) on staff and salaries.
bijwerkingen	Can you tell me what the side-effects of this medicine are?
bleek	You look rather pale . Are you all right?
bulderen	The two drivers roared at each other after the road accident.
consument	Competition between businesses leads to more consumer choice.
controleren, bewaken	These machines help to monitor the patients.
diensten	This company wants to expand its range of services .
doubleren, blijven zitten	What is the main reason you had to repeat a year ?
een van de twee	Orange juice or apple juice? You can have either .
extra inspanning leveren	The question is whether you are willing to go the extra mile ?
gebaar	She made a gesture for us to enter the room.
goed opgeleid	This company only hires well-educated people.
in lijn met	This company is changing in tune with changing demand.
kenmerken	He's led a life that is marked by amazing achievements.
modewoord	'Flexicurity', just one of those buzzwords you sometimes hear nowadays.
nazorg	After the operation he had follow-up care for six months.
onderhoud	The caretaker is responsible for the maintenance of the school building.
ondernemer	This entrepreneur made a lot of money in property.
onwaarschijnlijk	It's highly unlikely he has actually said that.
opkomend, nieuw	As an investor he focusses on emerging markets.
oprecht, echt	We were genuinely surprised by your decision to quit your job.
roestig	Why are you still driving a rusty car?
nekkraag	She had to wear a neck brace after the accident.
tegen de draad ingaan	It is in his nature to go against the grain .
terugkijkend	In retrospect , it wasn't such a good idea.
tientallen	I've read dozens of reports this week.
tot en met	I've summarised pages 1 up to and including 20.
vernieuwend	These innovative technologies will shape the future.
versnellen	You will have to accelerate if you want to pass that car.
voorspellen	Will we ever be able to predict earthquakes?
voorzichtig, behoedzaam	My grandad is a cautious driver.
wiebelen	Sit still, please, and try not to wiggle on your chair.
wijdverbreid	I'm afraid there is widespread misunderstanding on this subject.



ENGLISH

DUTCH

Lesson
3

You should always abide by the law.	zich houden aan (een regel, beslissing)
We would be hard-pressed to find anyone better for the job.	het moeilijk vinden
Growth can be catalysed by constant investments.	voortstuwen
Great Britain comprises three countries: England, Scotland and Wales.	omvatten, bestaan uit
Some people definitely need to detox from their digital addiction.	afkicken
The CEO is looking for an extra edge for his company.	voorsprong
The planned extension to the motorway near London is going to cost over £4 million.	uitbreiding
Our country's gross domestic product has slowly risen over the years.	bruto binnenlands product
It is absolutely imperative that you check your privacy settings.	noodzakelijk
Lots of impoverished people have tried to emigrate to the USA.	verarmd, arm
She looked at the new skyscraper in awe .	vol bewondering
Increasingly, students are suffering from insomnia .	slapeloosheid
It is a long shot but I still want to try it.	kleine kans
How many people live in the municipality of Berkeley?	gemeente
They have opted for a traditional type of education.	kiezen voor, gaan voor
The income per capita has stayed roughly the same.	per hoofd van de bevolking, per inwoner
Yelling at me was the proverbial straw that broke the camel's back.	spreekwoordelijk
They are opening up new markets, now that the old ones are saturated .	verzadigd
The Secretary of State has called for sanctions.	minister van buitenlandse zaken (VS)
The city's policy spawned protests around town.	voortbrengen, tot gevolg hebben
Lower taxes would spur investment and help economic growth.	stimuleren
Stakeholders have complained about a lack of vision.	belanghebbende
Every now and then, everyone should just unplug from the digital world.	loskoppelen, loskomen
We should up our investments in sustainable technology.	verhogen
The process of urbanisation is slowing down in many countries.	verstedelijking

DUTCH

ENGLISH

aan hogere eisen voldoen	Increasingly, sustainable investments have to meet higher demands .
automatisering	It is generally thought that automation also creates new jobs.
belangrijke doorgaande weg, (verkeers)ader	This artery is filled with traffic daily.
betaalbaar	Many people find it hard to find affordable housing.
bijhouden	Some can't keep up with the latest developments in digital technology.
binnenlands	Domestic problems were an important issue during the election.
bloeien	New companies flourish as they expand to new markets.
bruto	Most people don't know their gross income by heart.
Buitenlandse Zaken	The ministers of Foreign Affairs met in Brussels.
buitenschools	Many students engage in extracurricular activities.
(cursus / vak) volgen	You'd better take a basic course before taking an advanced course.
duurzaam	Companies generally like advertising their sustainable products.
er verstandig aan doen	Companies would do well to invest in automation.
foutje	The mayor called the latest data leak "a mere slip ".
gevolg	Violating this law will have severe repercussions .
hoorcollege, lezing	Following lectures usually means paying attention to what a professor has to say.



inlevend, empathisch	Part of being a good leader means having empathetic qualities.
inschrijven (opleiding)	You can enrol for most courses online.
inwoner	Some residents of our city have protested against surveillance.
kritisch bestuderen	You should closely scrutinise any brochures for investments.
nederzetting	Creating self-sustaining settlements seems like a long shot.
omarmen, accepteren	There are some who wholeheartedly embrace innovation.
onder andere	She's a great leader and communicator, among other things .
onderdeel	Embracing new social contacts is an important component of our lives.
onderhouden	Critical computer systems are continuously monitored and maintained .
onhandelbaar, onbeheersbaar	The police was called after the crowd had become unmanageable .
opwekken	Increased surveillance generates a lot of resistance.
overtreden	Follow the rules and don't violate them.
overweldigen	People of all ages are overwhelmed by technological advancements.
plicht	It is every citizen's duty to abide by the law.
ruwweg, ongeveer	Roughly half of the world lives in cities.
(stads)inwoner	Many city dwellers focus mostly on their own lives.
tegemoetkomen aan	We should not cater to people's every single need.
ten goede komen aan	Investing in a high-tech city also benefits businesses.
uitgaven	Our national expenditures are rising significantly.
vrije tijd, ontspanning	Spending money on leisure is usually high on people's lists.
waar het op neerkomt is, uiteindelijk	The costs are higher than expected. The bottom line is that we need more money to complete the project.
wereldwijd	Globally , billions upon billions of dollars are invested in sustainability.
werkcollege, werkgroep	If you join this seminar , you'll learn about the effects of crime.
zelfvoorzienend, zichzelf onderhoudend	A self-sustaining house seems like a good investment.

EXPRESSIONS

Beplemen *Recommending something*

You really should ...

We'd better ...

Beschrijven van een probleemsituatie

Describing a problematic situation

In a case like this ...

In a situation like this ...

In this sort of situation ...

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.)

Enthousiasme uitdrukken *Expressing enthusiasm*

That's great / amazing / awesome / wonderful!

It is great ...

It was exciting ...

I was excited ...

I'm really keen ...

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.)



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)!

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.)

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, ...

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.)

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 ...

GRAMMAR

Passive

 grammar – 11 – p. 62

More modal auxiliaries:

'would like' / 'want'

 grammar – 26 – p. 78-79

Gerund

 grammar – 14 – p. 64-65

Pronouns

 grammar – 19-24 – p. 71-76





1 2 **3** 4 5

Unit 3 Making History

This unit deals with social, cultural and historical issues in the USA, Great Britain and Ireland. Learn about Martin Luther King's legacy, the cultural significance of Saint Patrick's Day and the history of Guy Fawkes' Day. And how is culture reflected in the evolving English language?

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Martin Luther King's legacy	
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Saint Patrick's Day	
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Language as a mirror of culture	
STUDY BOX	93



1

YOU'LL BE ABLE TO

- read both literary and non-fiction texts with ease
- write an essay or text in which an argument is built emphasising both relevant points and supporting details
- understand long and complex texts of a social, professional or academic nature, and identify views and beliefs

Grammar

- relative pronouns
- possessive pronouns

Vocabulary & expressions

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

Strategies

- understanding paraphrases
- determining the reliability of a source

TEXT

Martin Luther King's legacy



by Peter Tatchell

1 In the decades since his assassination on 4 April 1968, Martin Luther King Jr has been sanitised and embraced by the American establishment as an unthreatening saint of racial equality. In truth, he was a radical dissenter who challenged the political, economic and military status quo. Hence the FBI's obsessive, relentless attempts to discredit King and those around him, including smears that he was a communist, traitor, adulterer and pervert.

2 Now, many people think of King solely as a black rights champion. But he was much more than that. He opposed the US war in Vietnam, supported striking workers and demanded economic justice for poor Americans, black and white. No wonder Washington insiders saw him as a dangerous radical and a threat to the social order. King's civil rights campaign played a pivotal role in ending racial segregation and the denial of voting rights

to African Americans in the southern states. It also created a cultural shift in attitudes on race issues in much, but not all, of the US.

The focus of the black civil rights movement was legal equality.

3 In the Deep South, long after race equality was secured in law, statues commemorating pro-slavery Confederate leaders remained on their pedestals and new ones were added. The Confederate flag continued to be flown from many public and private buildings. This was proof that changing the law to end racist discrimination and voter suppression was not enough.

4 The focus of the black civil rights movement was legal equality. While this was understandable and the immediate priority, it also had a downside. Once official discrimination was ended and formal legal equality won, the movement dissipated. The direction,



coherence, dynamism and coordination that were its great strengths, and powered its many successes, were lost. Moreover, racism was not vanquished. It continued to plague the lives of African Americans. Civil rights was not the panacea that many had assumed.

This illustrates the danger inherent in any struggle that is pivoted on the sole and limited goal of equal rights. King understood this limitation. That's why, post legal equality, he wanted to push the movement into a new phase focussing on economic injustice, which he saw as the other major factor holding back African Americans. He also saw this agenda as a means to transcend the racial differences by uniting disenfranchised black and white people in a common struggle for economic emancipation.

5 Half a century after the end of racially discriminatory statutes in the US, we see the stark limitations of mere equality. The informal segregation of black and white communities in some parts of the US is almost as great as it was back in Dr King's day. While the black middle class has gained hugely since the 1960s, millions of poor black people are just as locked out of economic growth as they were prior to the start of the civil rights era.

Too many black districts of major cities and rural communities remain ruined by slum housing, unemployment and sub-standard education and healthcare. The racist bias in the criminal justice system means that black people continue to account for 40 per cent of the prison population, despite being only 12 per cent of the population overall. All this is further evidence that the legal equality striven for, and won, by the heroic civil rights activists was, by itself, insufficient.

6 Indeed, today, King's legacy looks shaky and some fear it is being reversed. In a throwback to Jim Crow discrimination (i.e. against African Americans), recent US elections have been marred by voter registration and ballot rules that are biased against African Americans. Percentages of black people working in senior posts in federal agencies have recently declined. The repeated, ceaseless police killing of unarmed black people is, to some, another form of lynching. And, as in the pre-civil rights days, few officers have faced disciplinary action. This has fuelled the Black Lives Matter movement, which many see as the civil rights movement mark 2. They mention the need to continue what King began but, cut short by an assassin's bullet, never finished – the dream of a non-racial America.

7 My personal memories of Martin Luther King Jr stretch back to 1963, when I was 11 years old and at

school in suburban Melbourne, Australia. I read a news report about the Ku Klux Klan bombing of a black church in Birmingham, Alabama, when four young girls about my own age were murdered. How could anyone kill another innocent human being, I thought, let alone four little girls in church on Sunday morning?

It prompted my interest in, and support for, the freedom struggle of African Americans and, in particular, the work of Dr King. Given my then devout Christian upbringing, I readily related to him as a Baptist pastor. To me, he was fulfilling the love and compassion of the gospels.

8 When I began my first campaign, aged 15 in 1967, I looked to Martin Luther King and the black civil rights movement as a model for how to do effective activism. They became my template. I adapted their ideals and methods to my early campaigns for Aboriginal rights, abolition of the death penalty and conscription, Australian withdrawal from the Vietnam War, LGBT liberation – and all my subsequent human rights work. I was 17 in 1969 when I realised I was gay. There were no LGBT organisations, not even any helplines, in Melbourne. So I took my inspiration from the black civil rights movement. I reasoned that just as black people were an oppressed minority, so were LGBT people and that we had a similar claim to human rights. If people in power ignored our just claim, it was, I argued, morally justified and politically necessary to resort to non-violent, direct action and civil disobedience, in the footsteps of Dr King. I have applied this rationale in my 50-plus years of LGBT and human rights campaigning, involving more than 3,000 protests and over 100 arrests.

9 This I owe Martin Luther King who, in his turn, learned how to make social change after he had been introduced to Gandhi's ideas and his non-violent tactics of passive resistance. As we reflect on this 50th anniversary of Martin Luther King's assassination, there is no doubt in my mind that his enduring legacy is the continued relevance of his ideals and methods to every movement for social change, worldwide. He fought a specific struggle with a universal applicability. Right now, King's aspirations are being played out in the Black Lives Matter movement, which is a continuation of what he began. And all across every corner of the earth – from Russia to Iran, Ethiopia, West Papua and China – people yearning for freedom are challenging dictatorship using similar non-violent methods. Martin Luther King Jr died 50 years ago. But his vision lives on and will remain a potent inspiration for global social activism for decades to come. Bravo!

Adapted from: www.independent.co.uk



READING

1 Read the text quickly and fill in the appropriate missing information.

- a According to §4, it was a mistake to believe that racism would end after equality / the end of discrimination had become law.
- b From §5 we learn that only middle class African Americans have been lucky enough to experience economic growth over the past 50 years.
- c In §2 we learn that the image we have of M.L. King nowadays differs from historical facts.
- d In §7 the writer of this article explains what triggered his personal fascination with the freedom of African Americans and the work of Dr King.

Now read the text in detail and answer questions 2-10.

2 (§1) Fill in one word. Before his assassination M.L. King was considered a threat / radical by the people in power in the US.

3 (§1-2)

- a What word(s) is / are used in §1 to refer to “Washington insiders” (§2)? “The American establishment”
- b Complete the following sentence:
The people in power tried to fight King by discrediting him / giving him a bad reputation.

4 (§3) How else could the sentence “The Confederate ... private buildings.” start, without changing the meaning of the sentence? There is more than one possibility.

- ☐ All the same, the ...
- ☐ Consequently, the ...
- ☒ Moreover, the ...
- ☐ Nevertheless, the ...
- ☒ On top of that, the ...

5 (§4) Indicate whether the statements are true or false (underline). Quote the phrase (not the sentence) from the text that confirms your answer.

- a According to the writer, the black civil rights movement made a mistake.

true / false

Quoted words: “the movement dissipated”

- b King showed he “understood this limitation” when, apart from black people, he included white people.

true / false

Quoted words: “he wanted to push the movement into a new phase focussing on economic injustice”



6 (§5) The writer speaks of “informal segregation”.

a First, quote the phrase (not the sentence) that implies there is no legal segregation in the US.

“the end of racially discriminatory statutes”

b Then, in your own words, explain what is meant by “informal segregation”. Also, mention two areas in which this is clearly to be seen, according to the article.

“informal segregation” is the sort of discrimination (though illegal) that takes place in everyday life. Areas in which it can be seen: the economy, black districts / places where people live, in prison / the criminal justice system.

7 **a** (§6) Which sentence does “This” (“This has ... mark 2.”) refer to, rather than to the other sentences in this paragraph? Quote the first two and last two words.

“Indeed, today ... being reversed.”

b What is the essential difference between the sentence you have quoted and the other sentences in this paragraph?

The sentence “Indeed, today ... being reversed.” is a general conclusion / statement, whereas all the other sentences are examples.

8 (§7-8) How, first and foremost, does §8 relate to §7?

☐ It emphasises the obvious efficiency of non-violent action.

☒ It explains what the writer’s inspiration led to.

☐ It points out how both King and the writer were inspired and supported by their religion.

9 **a** (§9) King “fought a specific struggle with a universal applicability.” In your own words, explain what is meant by this.

King’s way of struggling *can be applied by people in other countries for different reasons.*

b Illustrate “universal applicability” by referring to three examples other than King himself.

1 *The fight for human rights for LGBT people*

2 *The Black Lives Matter movement*

3 *Aboriginal rights / abolition of the death penalty / conscription / Australian withdrawal from the Vietnam War*

10 Look at the title of the article. Explain why you think King’s “legacy” has a positive or a negative ring to it, after having read the whole article. Explain why by using information from the text.

You may (partly) base your opinion on “today, King’s legacy looks shaky and some fear it is being reversed.” (§6) and/or “his enduring legacy is the continued relevance of his ideals and methods to every movement for social change, worldwide. He fought a specific struggle with a universal applicability.”



VOCABULARY **STRATEGY Understanding paraphrases** strategies – parafraseren – p. 22

A paraphrase is repeating something: using the same meaning but 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.

11 Find the words in the text for the descriptions or synonyms. The words are in chronological order.

- | | |
|---|------------------------|
| a (§1) for this reason | <u>hence</u> |
| b (§2) central and important | <u>pivotal</u> |
| c (§4) gradually disappeared | <u>dissipated</u> |
| d (§4) something that will solve all problems | <u>panacea</u> |
| e (§4) without any rights | <u>disenfranchised</u> |
| f (§5) unpleasantly obvious | <u>stark</u> |
| g (§6) made less attractive | <u>marred</u> |
| h (§7) triggered | <u>prompted</u> |
| i (§8) role model | <u>template</u> |
| j (§9) continuing for a long time | <u>enduring</u> |

VOCABULARY EXTRA

Hyphenated words

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

12 Complete the sentences with hyphenated words. Use a word part from each list to combine the two into a hyphenated word. Use each word only once.

above – deep – high – hot – jaw – level – long – middle – narrow – widely

dropping – headed – mentioned – minded – recognised – rooted – spirited – standing – tempered – winded

- a From the above - mentioned people, five had taken part in civil right demonstrations.
- b I have just seen an amazing, jaw - dropping documentary about the civil rights movement in the 50s and 60s.
- c Lots of white people had a deep - rooted prejudice against M.L. King Jr 50 years ago.
- d Don't expect me to take that narrow - minded, biased politician seriously.
- e M.L. King Jr was a widely - recognised civil rights leader in the US, also among lots of whites.
- f I had thought he'd be easy-going but he turned out to be quite hot - tempered.
- g As a leader he was known to be calm and level - headed.



- h Sophie is a naturally high -spirited and friendly girl.
- i I could hardly keep my eyes open when I was listening to his boring, long -winded speech.
- j It was King's long -standing mission to bring about legal equality and economic justice.

13 Complete the sentences and see to it that the meaning of the underlined words, from the previous exercise, are clear from the context.

- a I have a deep-rooted e.g. fascination with history / fear of spiders.
- b He is level-headed and not likely to e.g. act irresponsibly / be worried soon.
- c She has a long-standing e.g. agreement with the bank / knee injury.
- d Her father is a widely-recognised e.g. scientist / human rights leader.

GRAMMAR

Possessive pronouns

grammar – 22 – p. 74

Racism in **my** country is not as big a problem as it is in that vast country **of theirs**.
Our dream is that of a non-racial country, and what's **yours**?

Relative pronouns

grammar – 23 – p. 74-76

There were thousands of people **who / that** took part in the civil rights demonstrations.
 Martin Luther King Jr is the man **with whom** I identified when I was young.
 This is the book **in which** I read about the life and times of Martin Luther King.

14 Read the article about Martin Luther King Jr. Give the English for the words in brackets.

Martin Luther King, Jr was assassinated on the second-floor balcony (**a** *dat in de buurt was*) which / that was near his room at the Lorraine Motel in Memphis, where he had talked to black sanitation workers (**b** *van wie de meesten*) most of whom were on strike for better pay and working conditions.

More than fifty years later some questions (**c** *van mij*) of mine linger about the reason why exactly the civil rights leader was targeted and whether the shooter acted alone.

James Earl Ray was spotted at the scene (**d** *waarna*) after which some fingerprints (**e** *van hem*) of his were found on the gun. Ray was arrested at London's Heathrow Airport on June 8, 1968, a few weeks after the crime. He was believed to have been en route to Rhodesia, now Zimbabwe, (**f** *wat toen was*) which was then a haven for white supremacists.



On July 19, he returned to the US and was picked up by the police (**g met wie**) *with whom* he drove straight to a police station. Soon he pleaded guilty to murdering King (**h als gevolg waarvan**) *as a result of which* he received a 99-year prison sentence, (**i waarvan hij werkelijk 30 jaar heeft uitgezeten** (to serve)) *30 years of which he actually served* in prison until he died of liver failure in 1998, at the age of 70.

King had lots of friends and colleagues, (**j van wie sommigen**) *some of whom* were not convinced that the story stopped there. As a matter of fact, some stories (**k van hen**) *of theirs* may well lead one to think that there had been a conspiracy to kill King, that even if Ray had fired the gun, he did so at the order of greater forces.

In 1997 a dying Ray told Dexter King, his victim's son, that he didn't do it, (**l wat**) *which* prompted the family to push unsuccessfully for a new trial. A campaign started (**m gedurende welke**) *during which* Ray died. Still, this doesn't mean all the questions surrounding the murder have been answered.

READING

STRATEGY *Determining the reliability of a source*

 strategies – *herkomst van bronnen onderzoeken* – p. 11

To determine the reliability of a source look for background information on the author and/or the institute. Use the information in your text by studying *appositives* such as “Jane Stewart, who is a professor of history at Yale, ...” or “Yale, which is a renowned university, ...”.

- 15** Find an article (not older than two years) of at least 600 words about the position of African Americans in America. Then, write a 450- to 550-word text in which you include the following:
- Mention the source (e.g., a website).
 - First, write a 150- to 175-word summary of the article.
 - Look for information on the author and use a *relative pronoun* (see strategy) to briefly summarise their background.
 - Then, mention a few differences and a few similarities between your article and the article of this lesson.
 - Mention the writer's opinions that you have come across in your article. To what extent are they different from or similar to the ones in the article of this lesson? Write down at least three differences and/or similarities.
 - In your conclusion, explain which of the two articles you prefer and why.



WRITING

- 16** In this unit you will learn more about aspects of some English-speaking countries. Write a (persuasive) essay in which you try to convince the reader about a particular idea – i.e. to adopt a certain point of view. Choose one of the following topics:
- Do American sports significantly differ from European sports?
 - How strong is American cultural influence on our (or: other) countries?
 - Should endangered languages such as Gaelic, Welsh and Cornish be maintained at Irish, Welsh or English schools? Or Frisian at Dutch schools, for that matter?
 - Does the British (and/or Dutch) royal family (or: monarchy) have an important function?
 - Should I learn British English or American English at my Dutch school?

Go about it as follows:

- Research your topic for specific and convincing evidence.
- Collect and write down keywords for your main ideas, but also for the facts and data for the evidence you need.
- Use at least six linking words (*Reference book*, p. 113-119) to connect your ideas, sentences and paragraphs.
- Use at least four expressions (*Reference book*, p. 93-110).

Title

Provide a proper title once you have written your essay.

Introduction (70-90 words)

- a** Sentence to get the attention of your readers (a striking fact or a brief anecdote, e.g.).
- b** Brief background info about the issue / topic.
- c** One-sentence thesis statement (the statement / argument you wish to discuss in your essay).

Body (3× 80-100 words)

- First main idea:
 - a** supporting evidence for the first idea
 - b** supporting evidence for the first idea
- Second main idea:
 - a** supporting evidence for the second idea
 - b** supporting evidence for the second idea
- Third main idea:
 - a** supporting evidence for the third idea
 - b** supporting evidence for the third idea

Conclusion (70-90 words)

Repeat your thesis statement, but not literally.



2

YOU'LL BE ABLE TO

- read specialised articles on less familiar topics
- follow a documentary on specialised subjects
- actively participate in discussions about cultural differences

Grammar

- expressing meaning

Vocabulary & expressions

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

Strategies

- subheadings
- summarising an article

TEXT



Saint Patrick's Day

1 St. Patrick's Day is associated with many things, all of which have different meanings for different people:

- wearing green, breaking Lent, the period of 40 weekdays that in the Christian Church is devoted to fasting;
- making an attempt to try out your “cúpla focal”, when you wear a small ring-shaped metal badge to show you are an advocate of the Irish language;
- going to a parade;
- drowning the shamrock, the custom of floating the shamrock in your whiskey before downing it because you believe that if you do this, you will have a prosperous year.

2 According to history, St. Patrick was a missionary to Ireland and he became an adored figure for Irish Catholics as the person to bring Christianity to the Emerald Isle. In times gone by Patrick has never officially been canonized by a Pope although he is

included on the list of Saints. The feast day was only officially placed on the Catholic Church's liturgical calendar in the early 1600s. Until the 1700s, St. Patrick's Day was celebrated predominantly in Ireland where it was a sombre religious occasion spent mainly in prayer. It didn't become an official Irish public holiday until 1903.

3 The typical Irish family celebration before the 1970s, i.e. before lifting the ban on drinking, was very different from the party atmosphere associated with the day now. On St. Patrick's Day, Mass was attended in the morning with the afternoon set aside for celebrations. The Lenten prohibition against meat was lifted for the day and families sang and danced and celebrated during a time that is normally more sombre on the Christian calendar.

4 The evolution of St. Patrick's Day into the bustle it's now associated with, may, in fact, have been solely an



Irish-American construct. Despite the fact that the feast day has been observed in Ireland since the 9th century, it was in New York City that the first parade took place when in 1762 Irish soldiers serving with the English military marched through Manhattan to a local tavern. The first parade in the Irish Free State did not take place until 1931.

Families sang and danced and celebrated

5 The promotion of Paddy's Day in Ireland truly began in 1995 when the Irish Government realized the potential tourism benefits of celebrating the day and the opportunities for the country to sell its culture and sights to the rest of the world. This resulted in the creation of the St. Patrick's Day Festival and has amassed to the multi-day celebration that we now have

in Dublin in which approximately one million people take part annually.

6 Some people love/hate Saint Patrick's Day as the biggest day of the year on which we get to sell our little island to the world's big hitters and convince them to continue doing business with us and visiting our shores. From the 18th century onward some Irish people began to use St. Patrick's Day as a means of promoting Irish culture and tradition. So as to show their Irish Christian pride, the tradition of wearing of shamrocks began but the day still revolved around the Catholic religion. Within the Church itself, there are certain traditions that are still retained although they may go unnoticed by the larger corporate events. As St. Patrick's Day sometimes falls during Holy Week, and the church avoids holding feast days during certain solemnities such as Lent, there have been times when the feast day has moved to a different day.

Adapted from: www.irishcentral.com

READING

STRATEGY Subheadings

 strategies – een tekst structureren – p. 24

A **subheading** is the headline of a part of the **article**. It is a heading that precedes a specific paragraph or a group of paragraphs of the main text.

For longer documents, subheadings can be an important **strategy** to help readers navigate to specific information on the page: instead of reading the whole text, you just scan it for subheadings.

1 Skim the text. Quickly read §1-6. Indicate which paragraph(s) can carry the following headlines.

- a Is the idea behind Saint Patrick's Day promoting Irish culture? §6
- b What is the origin of Saint Patrick's Day? §2-3
- c When did the meaning of Saint Patrick's Day change? §4-5

Now read the text in detail and answer questions 2-7.

2 (§1) Which of the following is NOT associated with St. Patrick's Day?

- ☐ a break in the prescribed days of abstinence
- ☐ good luck routines
- ☒ lifting the ban on alcohol
- ☐ processions of people, accompanied by marching bands

3 (§2) What do we learn about Saint Patrick's Day in this paragraph?

- ☐ It was merely the placing of the feast day on the Catholic Church's liturgical calendar that made the day official in the early 1600s.
- ☒ It wasn't until the early 1600s that the feast day was officially placed on the Catholic Church's liturgical calendar.
- ☐ It was the sole feast day officially placed on the Catholic Church's liturgical calendar in the early 1600s.



- 4 (§3) "On St. Patrick's Day Mass was attended in the morning with the afternoon set aside for celebrations." What phrase can replace "with the afternoon set aside for celebrations" without changing the meaning of the sentence?
- ☐ ... whereas the afternoon was filled with all kind of activities.
- ☒ ... while the afternoon was reserved for festivities.
- ☐ ... whilst enjoying oneself was advised in the afternoon.

- 5 (§4-5) Mention three synonyms, words or word groups, that are closely linked to the feast day's party atmosphere.

E.g. the bustle, festival, the multi-day celebration

- 6 (§6) "Some people love/hate Saint Patrick's Day."

a What might be a good reason for people to love Saint Patrick's Day?

E.g. celebrating being Irish / being Catholic / Irish culture, going to parades, the festive character, the public relations possibilities

b What might be a good reason for people to hate Saint Patrick's Day?

E.g. selling Ireland (out) for commercial interests, the non-religious character these days, the focus on making money

STRATEGY Summarising an article

An effective summary:

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

- 7 Write a summary of the text.

a First, underline the most important sentence in each paragraph.

b Then, use your own words to put these sentences in your summary, without using the same information twice. Use six sentences.

§1 These days, people have many different ways of celebrating Saint Patrick's Day.

§2 Before the 1700s, Saint Patrick's Day was a religious day in Ireland.

§3 Until the 1970s, it was a family tradition and not a festival.

§4 American influences probably changed Saint Patrick's Day into a party event.

§5 In 1995, Saint Patrick's Day became part of the promotion of Ireland.

§6 Not everybody loves the new commercial character of the day.



VOCABULARY

8 Find antonyms in the text for the following words:

- | | |
|--------------------------------|-------------------|
| a §1 failed / unfortunate | <i>prosperous</i> |
| b §1 disloyal / unfaithful | <i>devoted</i> |
| c §2 hated / despised | <i>adored</i> |
| d §4 by reason of / because of | <i>despite</i> |
| e §5 apparently / supposedly | <i>truly</i> |
| f §5 biennially / continuously | <i>annually</i> |

GRAMMAR

Expressing meaning

Grammar, it is sometimes thought, is a set of 'rules' whereby there is a one-to-one relationship between grammar and meaning. As you will see in the next task, the same meaning can be expressed in different ways, and even with different tenses.

9 Consider the sentence given. Then, complete the eight sentences below in ways that express the same meaning as the sentence given.

It's six years since the St. Patrick's Day parade was last held in Hoboken.

- a The last time *St. Patrick's Day parade was held in Hoboken was* _____ six years ago.
- b The St. Patrick's Day parade *was* _____ last *held in Hoboken* _____ six years ago.
- c It *was* _____ in 2014 *that the St. Patrick's Day parade was last held in* _____ Hoboken.
- d Six years have *passed since the St. Patrick's Day parade was last held in* _____ Hoboken.
- e Until six years ago *the St. Patrick's Day parade had been held in* _____ Hoboken.
- f 2014 *was the last time that the St. Patrick's Day parade was held* _____ in Hoboken.
- g The St. Patrick's Day parade hasn't *been held in Hoboken for six years /* _____ *since 2014.* _____
- h Not for eleven years *has the St. Patrick's Day parade been held in* _____ Hoboken.

LISTENING

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

Go to the online assignment to find these answers.



EXPRESSIONS

- 11** Imagine you are a non-European citizen visiting Europe. Together with friends, you encounter both Irish and Dutch football fans dressed in green and orange. Use the designated expression(s) and complete the sentence.

a Express surprise about the way all football fans are dressed.

(either – green – orange)

You: Hey guys, look, *e.g. how strange, they are all wearing either green or orange!*



b Express enthusiasm about the fans' behaviour. (they – to seem – to like – each other)

You: I *e.g. am glad they all seem to like each other.*

c Express interest in the different colours they wear. (to like – to find out more – the colours)

You: *E.g. I'm interested in learning more about these colours.*

d Wonder about the colour orange, and draw bystanders' attention to ask them about it.

(to tell – what orange represents)

You: *E.g. Excuse me, could you tell me what the colour orange represents, please?*

e Be critical about wearing national colours. (distinct 'nationalistic' colours – foreign country – not always – good idea)

You: *E.g. Mind you, I do think that wearing nationalistic colours in a foreign country is not always such a great idea.*

f Illustrate your critical remark by giving an example to support your view.

You: *E.g. To give you an idea, you might be attacked by hooligans.*

g Again, return to a topic: the friendly atmosphere.

You: *E.g. To get back to what I was saying earlier, it's good to see that all football fans here seem to get along with each other.*

h Ask a Dutch football fan for clarification. (not – to feel threatened – so many Irish)

You, addressing a Dutch football fan: Why *e.g. is it that you don't feel threatened by all these Irish football fans?*

i What might a Dutch football fan answer?

A Dutch football fan: *E.g. The Irish football fans are always in a good mood. They even received an award from the Mayor of Paris for their 'exemplary sportsmanship' during Euro 2016.*



12 PAIR WORK Work with a classmate. Briefly discuss the topics below. Before you start, prepare yourself: use 5-8 keywords for each topic. Don't hesitate to ask each other extra questions or to comment on each other to keep the discussion going.

- What are you happy talking about when discussing your own culture? *Use expressions for expressing gladness.*

- Which habits might seem weird to people unfamiliar with your culture? *Use expressions for expressing surprise.*

- Why it is interesting knowing more about a different culture? *Use expressions for expressing interest.*

- Which foreign culture do you want to know more about? And why? *Use expressions for returning to a topic.*

- Which other country / countries might you like living in? Why? *Use expressions for asking for clarification.*

- Why might experiencing a culture shock, when visiting another country, be good for you?

13 Prepare a 5-minute talk. Besides traditions like Christmas and Easter, which they share with many other countries, English-speaking countries have holidays that are not shared by many other countries. They are nationally or culturally important, often centring on religious festivals, historical traditions and important events in their history. In consultation with your teacher prepare a talk on America (e.g. Independence Day, Thanksgiving Day, Martin Luther King, Jr. Day, Memorial Day) the UK (Bonfire Night / Guy Fawkes Night (or Guy Fawkes Day, Remembrance Day, St. Andrew's Day in Scotland)) or Ireland (St. Patrick's Day, St. Stephen's Day)

Write down some keywords (30 at the most) that you use when you give your talk to a classmate. Include the following:

- **Introduction:** name holiday, since when; how did it start? (approx. 1 minute)

- **Main part:** how celebrated; characteristics; symbols; differences past – present; What does it tell you about the people (beliefs, norms, values)? Why is it an important part of their culture / What is its cultural significance? What would it be like to take part in this tradition?

- **Conclusion:** personal comment on your topic (what did you like about the things you've found out); pros and cons of this feast/holiday.

While you listen to your classmate's talk, write down two questions to ask him / her about his opinion on things he / she has said.

1

2



3

YOU'LL BE ABLE TO

- understand opinion pieces on current issues
- write personal letters and messages describing basic details of events and feelings
- write an argumentative essay with an emphasis on relevant details

Grammar

- sentences with if

Vocabulary & expressions

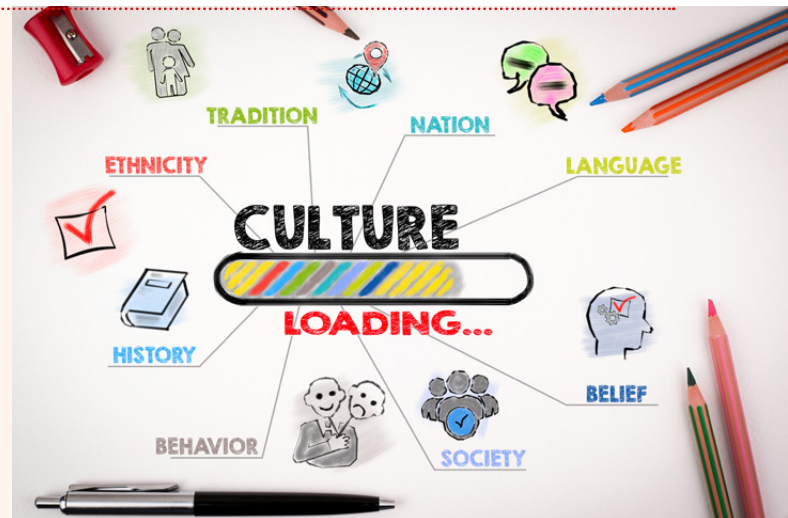
You can practise these with the Study box (p. 96) and the vocab trainer.

Strategies

- statements
- writing a proposal

TEXT

Language as a mirror of culture



1 English is a rich and colorful language that is constantly in flux. As members of a society grow and develop, so too must the tools they use to communicate with each other. As Coulmas points out, “languages are often said to reflect the social realities of their speech communities”. 3, since social realities are constantly shifting, the language that reflects them must adapt as well. 3, this is particularly true of English. One reason for this is that there are so many variations of the language itself. In addition, it is such a widely spoken language and it is spoken by people in all parts of the world.

2 Even among native speakers of English, language is constantly evolving. As Wolfram argues: “Language itself provides the seeds of change, and social circumstances provide fertile ground for their growth and spread.” We can see this in the grammar and syntax of the language, as well as in the vocabulary. A recent example of this is the need to reflect a new awareness of gender equality. In contemporary usage, instead of always using the male pronoun, speakers and writers employ a variety of ways to acknowledge the equality between the genders. This demonstrates that grammar has changed over the years.

3 Vocabulary changes because new things are constantly invented, and we need ways to name them and to communicate about them. When new inventions become part of our lives, we need to have words for them. For example, with the invention of the internet, new words had to be coined so that people would have a way of discussing it. And since the influence of the internet continues to grow, new words are continually invented, or borrowed, to categorize the many concepts that have become pertinent to our lives.

4 One of the pioneers of scarce linguistic research is William Labov, whose years of research in the field have provided a basic framework for later investigation by other linguists. His basic premise is that “one cannot understand the development of a language change apart from the social life of the community in which it occurs” (1972, p. 3). This means that the study of language alone is insufficient; the language must be studied within the larger framework of the culture it reflects.

5 Some changes have overt prestige: speakers regard certain pronunciations as ‘classy’, and they want to talk that way themselves. Speakers of a language consciously and unconsciously become aware of certain levels of



speech within their language. In order to advance socially, then, some people adopt the words that are spoken by individuals they perceive to be on a higher social level. In so doing, they believe that they will improve their own status. Thus, languages continue to evolve.

6 Conversely, once a language is no longer capable of growth and change, it dies out. Languages like Ancient Greek and Latin are examples of this. They are alive only in the sense that they are key to past civilizations, but they are no longer used as a means of verbal communication. One linguist writes, “change is one of the inevitable facts in the life of any language. The only

language not in a perpetual state of flux is a dead language” (Wolfram, 2005).

7 English, clearly, is alive and thriving, and it continues to change in ways that were never thought possible. As Power notes, “all languages are works in progress. But English’s globalization, unprecedented in the history of languages, will revolutionize it in ways we can only begin to imagine” (2006). Therefore, we should 6a.

Adapted from: www.ukessays.com

READING

1 Quickly read §1-4. 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 How does a different use of grammar reflect a change in perceptions and norms? §2
- b What causes new words to be made? §3
- c What causes languages, especially English, to change over time? §1
- d What is the main part of a way of conducting linguistic research? §4

2 Read §5-7. Provide each paragraph with a relevant question about the main idea of this paragraph, similar to the ones in exercise 1.

- a §5: Why do people change their use of language?
- b §6: What happens when a language no longer changes?
- c §7: What does the future of the English language look like?

Now read the text in detail and answer questions 3-6.

3 a (§1) Which of the following words fit the respective gaps in this paragraph?

- ☐ Arguably, / Conversely, ...
- ☒ Consequently, / Arguably, ...
- ☐ Conversely, / However, ...
- ☐ However, / Arguably, ...

b Explain how the sentences are linked when these words are used.

The first word means that something happens as a consequence of something else. “Social realities are shifting” and the result is that language must change as well.

The second word means that it can safely be said that that the previous process “is particularly true of English” because there are so many ‘variations’ of English.



STRATEGY Statements

strategies – een beweringenvraag aanpakken – p. 43

Make sure you have the following information when dealing with statements:

- *who* or *which* part of the text has to agree with the statement?
- is the *entire* statement correct?
- how are certain parts of the statement linked? (e.g. and = sum up, because = reason)

- 4 a** (§2-4) Write down the number of the statement(s) that is / are true. Ignore the brackets for now.
- 1** Wolfram's opinion is that [language changes]^a and [the use of male pronouns is outdated]^b.
 - 2** [New inventions lead to the creation of new words]^a and to [new ways of communicating about them]^b.
 - 3** In order to discuss the internet, [new words were invented]^a and [old ones were abolished]^b.
 - 4** Labov would argue that [culture and language are inextricably connected]^a and [and that language cannot be analysed without culture]^b.

Number of statements that is / are true: 2

- b** As you can see, the statements above have been split up. Write down whether the separate parts of the statements are true or false. For each part that is true, write down the first two words of the sentence in which you can find the answer.

a

- 1** True: "As Wolfram"
- 2** True: "Vocabulary changes"
- 3** True: "For example,"
- 4** True: "This means"

b

- False
- True: "Vocabulary changes,"
- False
- False

- 5** (§5-6) Write down whether the following statements are true or false, according to these paragraphs. If the statement is true, write down the first two words of the sentence that supports your answer. If it is false, correct it.

- There are adaptations that have an air of exclusiveness.

True: "Some changes"

- Language change can have an influence on and be a result of social processes.

True: "In order"

- Dead languages are useless in everyday life.

False: they are "no longer used in verbal communication"

- 6 a** (§7) Based on the contents of the text, finish the recommendation that the author would be likely to give at the end of this paragraph.

welcome language change / keep an eye on the way our use of English
changes / cherish the fact that English is a lively language.

- b** According to the author, "languages continue to evolve." Mention two differences in the way you communicate when compared to other people – e.g. your parents or teachers. Think about texting, writing and/or speaking.

E.g. we use "Insta" to talk about Instagram, while my parents talk about
"social media" / I use some emojis, but my parents don't know how to use
them properly / last week, I said "LOL" and my teacher didn't know that
it came from the Internet and is now used in everyday life.



VOCABULARY

7 Fill in the right verb in the sentences below. Use the correct tense. There are two words too many.

to acknowledge – to adapt – to advance – to criticise – to employ – to occur – to point out – to reflect – to refuse – to revolutionise

- a Before I started on my Business English course, I had advanced to the highest CEFR level.
- b In yesterday's lecture, my professor enthusiastically pointed out that English is a dynamic language.
- c During the last two months, many accidents have occurred on the university campus.
- d I predict that AI will revolutionise the way we communicate.
- e Language generally reflects the culture in which it is used.
- f Most people adapt the way they speak to the social situation they are in.
- g Some governments employ financial means to protect endangered languages.
- h We should acknowledge that language change is a fact of life.



VOCABULARY EXTRA

Academic phrases

Using linking words to connect your thoughts is one thing. The next step is to use academic language to draw conclusions from research that you are studying. Formulating these phrases also involves applying your knowledge of grammar.

- 8 Fill in the right phrases in this paragraph written by a student. Use the words in brackets, which may not be in the correct order.

The number of English users is still rising. (a to undermine – argument – arguably)

Arguably, this undermines the argument that Chinese will soon take over as a global lingua franca. For years now, (b studies – consistent – to show)

studies have consistently shown that Chinese is harder to learn for most of the world's population (Radford, 2003). (c implication – this – to be)

The implication of this is that English will probably remain a global language in the foreseeable future. In order to advance socially, then, some people adopt the words that are spoken by individuals they perceive to be on a higher social level. I (d to attempt – the view – to defend) *will attempt to defend the view* that it is

imperative that students around the world master the English language. I hope that it

(e to offer – insights – important) *will offer interesting insights into* English as a global language. The essay only focusses on the English language, as (f further research – to need – to find out) *further research is needed to find out*

more about the future of Chinese.

- 9 Now, study the graph. Then, start your sentences with the words in brackets followed by your conclusions based on the information from the graph.

a (to reveal – comparison – results) *A comparison of these results reveals* that younger people *suggested answer: make more use of their smartphones.*

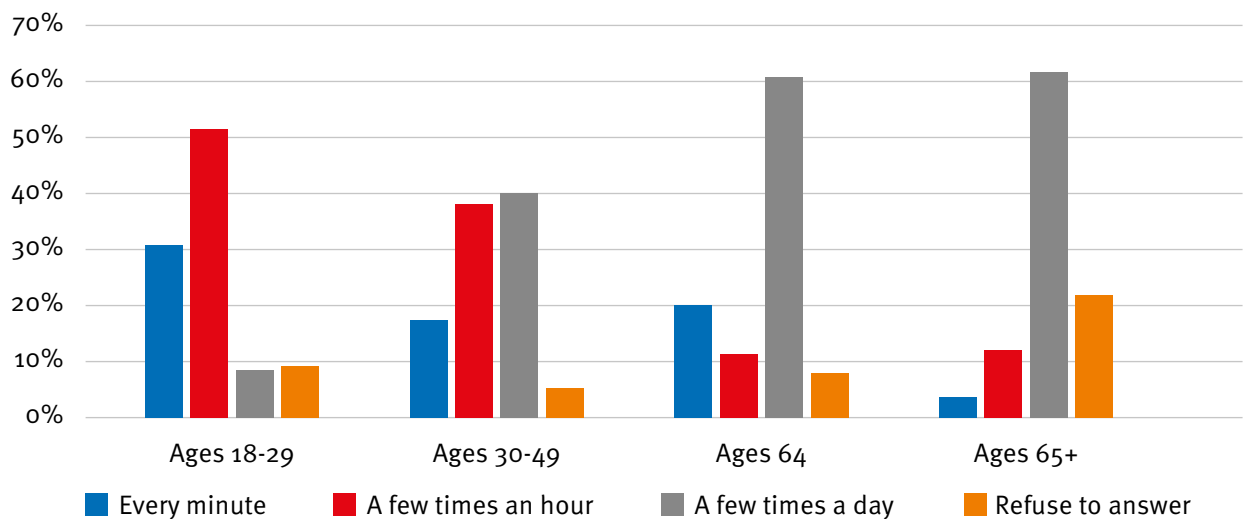
b (to be – surprising – somewhat) *It is somewhat surprising* that *suggested answer: a lot of people aged 65+ use their phones* a few times a day.

c (to suggest – as – this evidence) *As this evidence suggests*, young adults *suggested answer: are more addicted to smartphones* than other age groups.

d Based on this graph, (to defend – the view) *you can defend the view / the view can be defended* that persons aged 65 and over *suggested answer: persons aged 65 and over generally value their privacy more,* because relatively many refused to answer.



How often do you use your smartphone?



GRAMMAR

Sentences with 'if'

grammar – 28 – p. 80

- 1 If I **go** to Canada next week (possible situation), I **will** probably **visit** my father.
- 2 If I **visited** my father's (unlikely), I **would try out** his recipe for 'poutine'.
- 3 If I **had gone** to Canada last year (impossible now), I **would have tried it out** already.

- 10 a** Read each sentence. Pay special attention to the type of *if-sentence* that needs to be used. First, write down the type of *if-sentence* used (1, 2 or 3). Then, give the correct form for the words in brackets.

- 3 1 If I (to start) *had started* studying Russian two years ago, I (to have) *would have had* some basic mastery.
- 2 2 I only have a limited understanding of Japanese, so if someone (to speak) *spoke* in Japanese right now, I (to understand – hardly) *would hardly understand* what they were saying.
- 3 3 She probably (not – to have) *wouldn't have had* an interest in Gaelic culture if her mother (to be) *hadn't been born* in Ireland.
- 1 4 If you (to study – hardly) *hardly study*, you (to fail – most likely) *will most likely fail* the test next month.
- 1 5 You (to need – definitely) *will definitely need* your passport if you (to travel) *travel* abroad in four weeks.
- 1 6 I really hope you will be rewarded for you hard work. By the way, what (to do) *will you do* if you (to pass) *pass* your exams?



b Finish the following sentences using the correct form (and your own imagination).

- 1 If I were a billionaire, *e.g. I would finance young people's start-ups.*
- 2 More students would attend university if *e.g. tuition fees were lower.*
- 3 *E.g. You will be able to communicate with more than a billion people*
if you learn Chinese over the following three years.
- 4 I would have gone to a different school if *e.g. the teachers had been terrible.*
- 5 You will definitely succeed in life if *e.g. you combine making rational choices with following your heart.*
- 6 *E.g. I would have sent in an application,*
if studying at Harvard had been free.

PRE-WRITING

- 11 a** You are going to write a formal e-mail of complaint regarding a failed delivery of something you ordered in England. First, study the guidelines for formal writing in the *Reference book* (pp. 32-35) and read the scenario description below. Then, think of two solutions that would be satisfactory to you and which style of writing you would like to use.
- Exactly three weeks ago, you ordered an excellently-priced television set on an English website (www.tvdiscounter.co.uk ; customercare@tvdiscounter.co.uk). This model is now sold out. More pressingly, your parcel has now been marked as 'delivered', even though you haven't received it. You've already checked with your neighbours and called customer service (they couldn't provide a solution). According to both EU and UK law, the retailer is responsible and liable for any delays or damages.*
- b** Follow the steps below to write your e-mail of complaint of 200-300 words. Use the appropriate salutation and closing phrases. Also use the correct expressions and grammar (in *italics*) in each paragraph.
- 1 Open your e-mail with an appropriate expression (see *Reference book*, p. 34).

Dear Sir / Madam,

E.g. I am writing to complain about the fact that I have not received the television set that I ordered three weeks ago.



- 2** Use a *relative pronoun* to describe the product you ordered and *express disappointment*. Then, *make a complaint* and describe what happened (in your experience). Finally, describe the current (problematic) situation to your recipient. Use an expression for *emphasising a problem*.

E.g. The television set that I ordered was supposed to arrive two weeks ago. I had hoped that it would have arrived by now, but something must have gone wrong during the delivery process. I am afraid that your customer service agents have not been able to provide a solution. I have already checked with my neighbours and the post office, but no one has received the parcel. This raises the problem that, after all this time, I still have not received my product, which I desperately needed a week ago. And, as you know, the retailer should provide a fitting solution in such cases, according to both EU and UK law.

- 3** Use an *if-sentence* to describe the first possible solution and *express willingness* to make a concession. Also, describe a second solution that would be satisfactory to you and *negotiate* a deal or *suggest something*. Finally, use an expression for *rejecting an accusation (there's...)* to emphasise once more that neither your neighbours, nor the post office has received the parcel either.

E.g. If you could send a new product with similar or better specifications, I would be willing to wait a little longer and I'm willing to write a positive review about your customer (after-care). Another satisfactory solution would amount to a refund. If you refund the original price within five working days, I will also write a positive review. This will allow me to buy the product in a local shop. And, once more, I would like to emphasise that there's no way that the parcel has been delivered to my neighbours' or the post office.

- 4** Round off using appropriate expressions (see *Reference book*, p. 34).

E.g. I look forward to hearing from you within the next ten days.
Yours faithfully,



WRITING

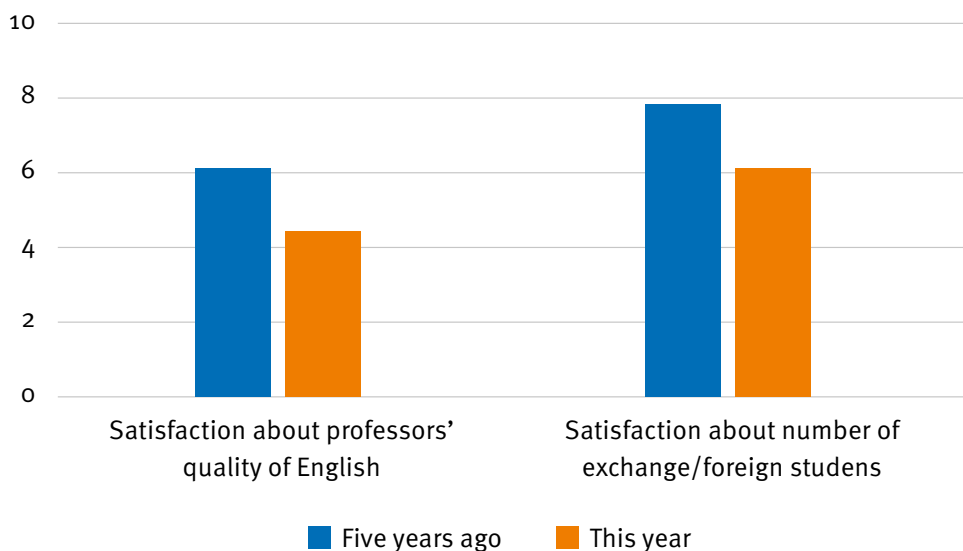
STRATEGY Writing a proposal

The lay-out of a proposal can be similar to that of a report. A proposal tends to be based on a future situation or plan. The recommendations section is the most important part.

A proposal includes: (1) a description of the issue / complaint and (2) a potential solution by means of a few concrete *recommendations*.

- 12** As a final writing task, you are expected to respond to recent developments at a Dutch university.

You are studying at a Dutch university where English is used as a means of instruction and communication. You are currently on the university's student council. Your university has always argued that professors should increasingly teach and communicate in English because of the rising number of foreign/exchange students. See the poll below.



- First, read the scenario and the poll results. Formulate your complaint and a proposal for improvement to the university board. Make an outline for your e-mail before writing it.
- Find extra sources with arguments to back up the recommendations in your proposal. Relevant search terms could be “advantages / disadvantages of English as a medium of instruction” / “benefits / drawbacks of attracting foreign students”.
- Use at least three appropriate expressions and at least two phrases from the Vocabulary Extra exercise to write your formal e-mail of complaint – with a proposal for improvement (!).



Study box unit 3

Lesson 1

ENGLISH

DUTCH

The leader was elected by ballot of all party members.	stemming, stemronde
The men worked ceaselessly through the night.	onophoudelijk
He had to join the army, for there was conscription .	dienstplicht
She's a devout Christian who goes to church every week.	vroom, gelovig
We try to help the poorest people and the disenfranchised .	kansarm, achtergesteld
In that country troublesome political opponents and dissenters are simply murdered.	andersdenkende
As he thought it over, his anger gradually dissipated .	verdwijnen
Negotiators are working toward establishing an enduring peace in the region.	blijvend, voortdurend
My efforts to go back to sleep were futile .	tevergeefs, zinloos
He's going on holiday on Wednesday – hence his anxiety to get his work finished.	vandaar, derhalve
Their party was marred by an argument between two guests.	verstoren, ontsieren
Legal equality was not the panacea that many African Americans had assumed.	wondermiddel, tovermiddel
In the riot the statues were toppled from their pedestals .	voetstuk, sokkel
First and foremost, this company pivots on its quick service.	afhangen van, draaien om
King's civil rights campaign played a pivotal role in ending racial segregation.	centraal, zeer belangrijk
What prompted you to quit your job?	aanleiding zijn voor, ertoe brengen
What is the rationale for his plan to build a car for the African market?	redenering, motivering
Some families face relentless financial problems.	aanhoudend
The civil rights movement resorted to non-violent, direct action.	zijn toevlucht zoeken tot
We would like to reverse this trend.	omdraaien, terugdraaien
Can you give me a sanitised version of the report?	opschonen, zuiveren
M.L. King had to face allegations and smears by the FBI.	verdachtmaking
There are stark differences between the two twin brothers.	groot, opvallend
Europe needs decisions that transcend local interests.	overstijgen
Government troops vanquished the rebels.	overwinnen, verslaan
In China, too, people yearn for freedom.	hevig verlangen naar

DUTCH

ENGLISH

aanwakkeren, voeden	Discrimination has fuelled the Black Lives Matter movement.
afnemen	Car sales have declined by 25%.
algemeen	Love and relationships will always be a topic of universal interest.
alleen maar, slechts	She became excited at the mere mention of his name.
bekrompen, kortzichtig	He strikes me as narrow-minded and prejudiced.
daaropvolgend, later	This article is about the 11 September attacks and the subsequent war on terrorism.
diepgeworteld	She has a deep-rooted suspicion of lawyers.
driftig, opvliegend	When you are less hot-tempered , your children will also be calmer.
erfenis, nalatenschap	What has M.L. King's legacy been?
functie, aanstelling	He was offered a post in New York City.
gevestigde orde	The affair caused embarrassment to the British establishment .
gezondheidszorg	An ageing population makes healthcare more and more expensive.
goedpraten, rechtvaardigen	I don't understand how you can justify her disgusting behaviour.
herdenken	A statue has been built to commemorate the 100th anniversary of the poet's birthday.



in een buitenwijk, voorstedelijk	She lives in a quiet, suburban street.
keerzijde	What is the downside of life in a big city?
kwellen	Racism continued to plague the lives of African Americans.
kwestie	Some important issues were raised at the meeting.
lang bestaand, langdurig	It's been our long-standing policy not to allow pets at the hotel.
langdradig	We had to listen to a few long-winded , boring speeches.
levendig, levenslustig	She's an energetic, high-spirited girl.
moord op belangrijk persoon	1968 saw the assassinations of Martin Luther King Jr and Robert Kennedy.
nuchter, evenwichtig	A good pilot needs to be calm and level-headed .
onderdrukking	The people will not tolerate the suppression of freedom of speech.
ongehoorzaamheid	They strove for non-violent, direct action and civil disobedience .
ontkenning	There were angry denials of corruption in the police force.
onvoldoende	At the moment there's insufficient evidence to arrest anyone.
opvoeding	He reacted angrily against his strict upbringing .
overspelige echtgenoot / echtgenote	There was a time when an adulterer was stoned to death.
plotseling beëindigen, afbreken	His career was cut short by a scandal.
rassenscheiding	In the 60s there was still racial segregation on buses in America.
samenhang	I'm afraid your essay shows little coherence .
sloppenwijk	She was brought up in the slums of Sao Paulo.
stellen, aanvoeren	They argue that too little is being done to fight discrimination.
streven naar	She strives for perfection.
viezerik	He was accused of being a pervert who was unfit to raise a child.
voorafgaand aan	We had a brief chat prior to the meeting.
vooroordeel	Some companies have a bias against women and minorities.
waarborgen	Negotiators are still working to secure the hostages' release.
zwart maken	The FBI tried to discredit the politician.

Lesson
2

ENGLISH

DUTCH

The peace talks proved that even a great adversary can be capable of cooperation.	tegenstander
After years of saving, she had amassed a fortune.	vergaren
He was a benevolent old man and wouldn't hurt a fly.	vriendelijk
The big hitters in the cast include Leonardo DiCaprio and Jennifer Lawrence.	kopstuk
There was a continual bustle of people coming and going.	drukke
Mother Teresa, who devoted her life to helping India's poor, has been canonised .	heilig verklaren
After the accident there was debris all over the place.	brokstukken
His disdain for his political opponents is well known.	minachting
What was the dispute between the two parties about?	geschil
Mother glared at me when I shouted.	boos kijken
The minister was criticised for making inconsistent statements about the issue.	tegenstrijdig
Knowledge of English is indispensable nowadays.	onmisbaar
Equal pay for equal work is a laudable principle.	prijzenswaardig
Liturgical dance can be seen as an expression of worship.	voor kerkgebruik, liturgisch
You have no idea of the magnitude of this problem.	omvang
After the fall the mountaineer's life was in peril .	gevaar
Their reasons for leaving were plain .	duidelijk
Martin Luther King's has been a potent inspiration for global social activism.	sterk, krachtig



Obama was Trump's predecessor .	voorganger
Who is the proprietor of this shop?	eigenaar
She was resentful because he'd left her.	verbitterd, boos
Your settings and your saved destinations and routes will be retained .	behouden, bewaren
Why does the moon revolve around Earth?	draaien
What are you so snappy for?	snauwerig
They pronounced these words with solemnity , looking each other in the eye.	plechtig(heid)
He was accused of espionage, sabotage and other subversive activities.	(gezag)ondermijnend
Tokyo is a vibrant city.	levendig, vol leven

DUTCH

ENGLISH

aanbidden	She adores her grandmother whom she often visits.
afslaan	I don't understand why we should turn down their offer.
afzeggen	We had to call off our trip to Rotterdam.
appels met peren vergelijken	I'm afraid you're comparing apples and oranges .
bedrijfs-	A corporate logo is an important part of a company's branding.
bij benadering	One foot (12 inches) is approximately 31 cm.
bodem	If the soil is poor, add manure or compost.
buiten beschouwing laten	You can discount most of what he says, it's nearly all lies!
dat was de druppel	When he arrived late again, that was the last straw .
de gewone man	Politicians rarely care what the man in the street thinks.
de spijker op z'n kop slaan	You've hit the nail on the head , Noah.
drijven	Floating flowers in a bowl is a fun way to decorate for special occasions.
ergens omheen draaien	Stop beating around the bush and tell me what really happened.
genadeloos	They suffered a merciless attack.
gewoonte, gebruik	In my country, it's the custom for women to get married in white.
herdenking	Thousands of veterans will take part in a commemoration of the battle.
(iemand) het voordeel van de twijfel geven	I'm willing to give you the benefit of the doubt this time.
jaarlijks	They spent their annual holiday on a yacht in the Caribbean.
klaver	A green shamrock is a symbol of luck and good fortune.
lijmen	Let me glue the two pieces of wood together for you.
mis, erediens	Fewer and fewer people go to mass these days.
neiging	She has a tendency to exaggerate things.
ongeneeslijk	He suffers from an incurable disease.
onopgemerkt	He gave a deliberate kick that went unnoticed by the referee.
opheffen	Can you lose pounds by lifting weights?
romanschrijver	Who's your favourite English novelist ?
snikken	The sad story made the child sob .
spreekvaardigheid	How's your English fluency ?
stompelen, wankelen	He fell from his bike and staggered to the pavement.
(toe)wijden aan	Che Guevara devoted his life to the ideas of revolution, right or wrong.
toewijding aan	His devotion to his patients is admirable.
tot overmaat van ramp	To make matters worse , we didn't have any money for a bus ticket.
uitjouwen	The crowd jeered at the players when they lost the game.
verdraaien	He claims the newspaper distorted his words.
voeden, aanwakkeren	His words fuelled her anger still more.



voorlopig	I'm not going to play football for the time being .
voornamelijk	This neighbourhood is now predominantly Hispanic.
voorspoedig	What are the key components for a happy, prosperous life?
voorzitter	I don't understand how he can be an advocate of the death penalty.
vrolijk	Ava is a cheerful , friendly girl.

Lesson 3

ENGLISH

DUTCH

After years of abstinence he started drinking again.	onthouding, stoppen met gebruik
I resent these allegations and I will take legal action.	beschuldiging
I'm afraid the next attack will annihilate the whole city.	volledig vernietigen
I must ask you to articulate your name clearly.	duidelijk uitspreken
These atrocious crimes have not been solved yet.	gruwelijk
If you want revenge, you'd better bide your time .	je tijd afwachten
Your behaviour during the crisis has been very commendable .	prijzenswaardig
There has always been discord between the two brothers.	onenigheid
Languages continually change and are therefore in flux .	in beweging zijn
Such gratuitous remarks irritate me.	zinloos, onnodig
I want to impart this message to the director.	doorgeven
It is absolutely imperative that corruption is fought.	zeer belangrijk / noodzakelijk
Economy and ecology are inextricably linked .	onlosmakelijk verbonden
You are liable for any damages you cause during your stay in a hotel.	aansprakelijk voor
A complete mastery of any language requires immersion.	beheersing
Keith was so drunk he was oblivious of what went on around him.	zich niet bewust
The new PM has the overt support of both political parties.	openlijk, duidelijk
They perceived a moving figure in the distance.	waarnemen
The world is perpetually in a state of change.	eeuwig
The premise is that a person is innocent until proven guilty.	uitgangspunt
One of the most pressing issues nowadays is pollution.	prangend, urgent
You may sample this wine if you like.	proeven
This sign does not signify a speed limit.	betekenen, aangeven
She is a staunch supporter of the feminist cause.	loyaal
Substitute the broken vase with this one and no one will notice.	vervangen

DUTCH

ENGLISH

aannemen dat	I take it that you will be here next week.
aantoonbaar	Agriculture and food are arguably the world's most important industries.
afschrikken, afhouden	This measure is meant to deter students from cheating.
algemeen, breed	It is widely known that English is a world language.
allerlei, diverse	Construction workers use a variety of safety measures to avoid accidents.
daarentegen, andersom	My parents have blue eyes. Conversely , I have brown eyes.
bovendien, daarnaast	The applicant is qualified and, in addition , has tons of experience.
een breed scala aan	He sells a wide range of articles.
erkennen	The government has acknowledged its responsibility for the disaster.
evenals, zowel ... als	The school uses tablets as well as laptops.
gebruiken, inzetten	Companies employ various ways to assess their employees.
geldigheid	There are doubts about the validity of that report.
grondig	The police conducted a thorough investigation.



hedendaagse	Contemporary music is often produced digitally.
iets aanduiden, op iets wijzen	Our teacher pointed out the most important aspects to study.
in bloei	The city is thriving due to the arrival of new start-ups.
in de loop van de tijd	Over time , new words are invented and added to a language.
laten zien dat	This / These data demonstrate(s) that smartphone addiction is a big problem.
onder, tussen	On Friday nights I'm usually among friends.
ongekend	Space exploration has led to unprecedented technological advances.
onvermijdelijk	New words are constantly invented. Therefore, linguistic change is inevitable .
onvoldoende (hoeveelheid)	An insufficient amount of water was available during the power outage.
op de lange termijn	He may become a good athlete in the long run .
ophalen, opfrissen	It's nearly July; it's about time to brush up (on) our Spanish.
overwegend	This area of Cape Town is predominantly filled with shops.
radicaal veranderen	Autonomous cars have revolutionised the way we see driving.
reisbeschrijving	In my itinerary it says there should be a hotel here.
stof tot nadenken	The answers she gave me were food for thought .
taalkundig	There are enormous cultural and linguistic differences in this country.
van de ene op de andere dag	His hair turned grey overnight .
veranderen	Small companies quickly adapt to new markets.
vervolgens, daarna	He was arrested and subsequently convicted.
voorkomen	This behaviour does not occur in nature.
voornaamwoord	Which personal pronoun can you use to replace the word 'persons'?
vooruitgaan	If you perform well enough, you can advance to the next level.
vruchtbaar	Innovative companies provide fertile ground for new ideas.
werk in uitvoering	Our new website is still work in progress .
zich laten meeslepen	Sorry, I sometimes get carried away when I talk about my hobby.
zich ontwikkelen, evolueren	Languages do not change suddenly, but tend to evolve continuously.
zinvol, waardevol	It's worthwhile keeping up to date with all new developments.

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?

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!

Benadrukken van een probleem *Emphasising 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.

Beschuldiging van de hand wijzen *Rejecting an accusation*

Don't blame me for the fact ... (that things have gone wrong.)

It is not my fault ...

There's no way that I ...

That's an unfair accusation.

Enthousiasme uitdrukken *Expressing enthusiasm*

That's great / amazing / awesome / wonderful!

It is great ...

It was exciting ...

I was excited ...

I'm really keen ...

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 ...

All in all, ...



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 a critical remark*

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

Klacht indienen *Making a complaint*

I would like to make a complaint.
 I hate to trouble you but ...
 I am afraid that ... (the price is wrong.)
 I do not intend to ... (pay for this.)

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.

Terugkomen op een onderwerp *Returning to a topic*

To get back to what I was saying ...
 Anyway, where was I? I was telling you ...
 I'll get back to this subject later.

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?

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.

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 ...

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 ...

GRAMMAR

Sentences with 'if'	 grammar – 28 – p. 80
Possessive pronouns	 grammar – 22 – p. 74
Relative pronouns	 grammar – 23 – p. 74-76





1 2 3 4 5

Unit 4 *Seize the Day*

Young people today are sometimes referred to as Generation Z. In what way do they differ from the millennials, the generation before them? More importantly, what makes them tick? And how can high-achieving adolescents be helped? Also, find out how English lessons can sometimes be really inspirational for young people.

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From millennials to savvy Generation Z	
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Identity, purpose and the pursuit of happiness?	
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1

YOU'LL BE ABLE TO

- read both literary and non-fiction texts with ease
- engage in extended conversation on general topics, even in a noisy environment
- clearly and fluently tell a story

Grammar

- adjectives and adverbs
- comparisons

Vocabulary & expressions

You can learn the vocabulary with the Study box (p. 121) and the vocab trainer.

Strategies

- reference words

TEXT

From millennials to savvy Generation Z

The first truly digital natives are conscientious, ambitious, and over-anxious

1 We know all about millennials. They're narcissistic, entitled, easily offended, over-sharers. Or, so the stereotype goes. But what about "Generation Z", the generation born after millennials (also known as "Generation Y"), born around 2000, who are emerging as the next big thing for market researchers and trend forecasters?

They already account for almost 20 per cent of the population and, given their millions in spending power, marketers are scrambling to find out what makes them tick. While it's easy to pour scorn on the efforts of ad agencies to squeeze young people into generational boxes, it's clear today's teenagers are growing up in a far different world from that of just a decade ago.

2 They are the first truly digital natives, immersed in the screen-age from birth; their worldview is shaped by global events ranging from the rise of global terrorism, fake news to extraordinary social and political upheaval; they came of age during the great economic recession and now are experiencing the recovery. So, what impact has all this had? If millennials were self-centred, over-dependent and aspirational, most experts see Generation Z as conscientious, hard-working, a little over-anxious and fiercely ambitious. But, most agree, it's the all-pervasive influence of technology that has had the greatest influence of all. This is a generation which had smartphones before they reached adolescence and never had to wait more than a

moment to look up anything. Mobiles are central to their lives: it is where they meet their friends, play games, shop and conduct their general business. Young people themselves are inclined to agree.

Savvy

3 So far, so similar to millennials – but those who study youth trends say they notice key differences in how the two generations behave online. Millennials may have over-shared their beer-soaked antics on Facebook, but many in Generation Z have learned that images live forever on the internet. They've adapted their digital practices accordingly.

Many have multiple social media accounts (carefully selected ones for the wider public; private ones for their closest friends) or have embraced anonymous social media.

4 Claire Hyland, head of The Youth Lab, says she is continually struck by how acutely aware young people are of how they document themselves online. "They've seen reputations torn to shreds and people suffering from mental health or anxiety problems as a result," she says. "So, they're very savvy in creating alternative profiles among their close circle of friends that are deliberately hard to find for parents, teachers or employers."

The Youth Lab's research indicates that most feel they should be more productive, spend too much time on





their devices and have tried, and failed, to cut back. They are also aware of the barriers it can place in the way of engaging with others in real life.

Fear of failure

5 Anxiety is another hallmark among many in Generation Z. Teachers, and principals uniformly say they see rising levels of mental health problems in the classroom. There's far less agreement on what, exactly, is driving this.

The impact of always-on social media, a lack of structure or support in families where parents both work or simply a greater awareness of mental health have all been invoked as potential reasons. But there's no doubt young people feel pressure – both from themselves, their parents and society at large. This is a generation where competition in education and employment is hotting up like never before. Where once simply getting to a school of higher education was an achievement in itself, these days about 60 per cent of school leavers are progressing to third level. Competition isn't just local – it's global.

6 On top of that, labour has become short-term, jobs for life are a thing of the past and disposable income is shrinking due to soaring rents and higher living costs. Research shows people in their 20s these days are significantly less well-off in relative terms to their parents at the same stage of their lives. In a world where so much is expected of them, many hover between perfectionism and fear of failure.

Compassion

7 Against a backdrop of lack of security, ultra-competition and declining wealth, you might expect despair or disillusion as their lot. Instead, there seems to be a determination to make things better. Rachel Collier, co-founder of Young Social Innovators, says she sees a generation where young people care deeply about the world they live in and want to make a

positive contribution. It's just we don't get to hear their voices often enough.

"In the most recent spate of US school-gun massacres, some of the most considered voices in the debate were those of the young people directly affected," says Collier. "They were united on tackling the problem of gun control, rather than knee-jerk measures. Their considered views outflanked some of the political classes."

8 NUI Galway's health promotion research centre has been gathering data on thousands of 10 to 17-year-olds for over 15 years. Its latest data shows young people are turning to alcohol later in life and fewer are smoking tobacco and cannabis.

More young people than ever are trying to lose weight. It's good news for those worried about obesity, though there's a flip-side. "Social media probably is to blame for body image issues, because it promotes images of thin people or strong people or whatever," says Mathew O'Rourke, 18, from Dublin.

Put all this together – the privacy, the focus on career, the caution – and Generation Z seems to have less in common with entitled millennials; they seem closer to the diligent careerists of their parents or even their grandparents' generation. Admittedly, the analogy is hard to sustain for a generation whose most popular YouTube stars involve unboxing products or commenting on video games.

Entrepreneurs

9 There are signs, too, of resourcefulness and entrepreneurial zeal: this, after all, is a generation that has repeatedly witnessed the stunning success of start-ups. They saw Mark Zuckerberg make his first billion by the age of 23; and Snapchat co-creators Bobby Murphy and Evan Spiegel become the youngest billionaires in the world in their early 20s.

It's little wonder then, so many college students these days are more likely to be spending their summers in start-up workshops than in fast-food outlets.

A third of young students nowadays see themselves as entrepreneurs or working in their own business five years after graduation. Universities are responding through a kind of innovation arms race, with huge growth in the number of modules and courses on entrepreneurship.

10 Some see this independence, combined with ambition and distrust with institutions such as the church or even social media, as the start of something new. At The Youth Lab, however, they call it an era of "self-salvation": young people who are putting the focus on the individual in order to flourish.

"This is less selfish than it's often perceived," says



Claire Hyland. "It's about saving yourself because no one else will."

Their research shows a strong urge among young people to be productive – creating, doing or making – and most feel guilty at not making the most of opportunities in life.

11 Traditional goals for many don't feel attainable – such as permanent jobs or home-ownership – and research indicates younger people redefining success around their personal values. For example,

99 per cent of 16-18 years old say happiness is "being true to myself", while virtually all say having a "positive impact on society" is vital.

Maybe the biggest irony of all is that, despite efforts by market researchers and ad agencies to define this demographic force, young people themselves are most resistant to the idea of being categorised. Research indicates that most don't feel part of a generation.

Adapted from: www.irishtimes.com

READING

1 Quickly read the text and write down the number of the paragraph that gives the following information about Generation Z.

- a They pay quite a lot of attention to their health. 8
- b They are relatively cautious when talking about themselves online. 3
- c They place more emphasis on their personal selves. 10
- d They have always lived in a digital environment. 2
- e They insist on making this insecure world a better place. 7

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

2 a (§1) Why are Generation Z considered interesting by marketers? Because ...

- ☐ it is quite easy to put a label on them.
- ☒ they are interesting for reasons of financial gain.
- ☐ they are quite different from millennials.
- ☐ they are so egotistic and so quickly insulted.

b Quote the phrase (not the sentence!) that supports your answer.

"their millions in spending power"

3 (§2) Write down whether the following statements are true or false. Quote the relevant phrase to support your answer.

a The part ("They are ... the recovery.") implies Generation Z has only suffered hardship.

False: "now are experiencing the recovery."

b There is a characteristic that links Generation Z to the millennials in the next part ("So, what ... fiercely ambitious.").

True: "aspirational / ambitious"

4 (§3) What, on the whole, does Generation Z try to prevent from happening? Use your own words.

They try to prevent certain / painful / embarrassing private images from becoming public.

STRATEGY Reference words

A reference word ('it', 'they', 'these', etc.) is a word that refers back to a previous word or phrase but without repeating it. An important part of understanding a text is being able to identify the reference words and their relationship to other words, phrases or sentences.



- 5** (§4) What phrase does “it” in “They are ... real life.” refer to?

“spend too much time on their devices”

- 6** (§5-7) Write down whether the following statements are true or false. Quote the relevant phrase(s) to support your answer. Add the paragraph number.

- a** The writer claims that a major cause of the mental health problems among many in Generation Z is always having access to social media.

False: It is a “potential” (§5) reason, so the writer is not sure.

- b** Something claimed in the last part of §5 (“But there ... it’s global.”) is repeated in §6.

True: §5: “there’s no doubt young people feel pressure” – §6: “In a world where so much is expected of them”

- c** The phrase “Against a ... declining wealth”, §7, repeats what is said in §5 and §6.

True: §5: “a lack of structure or support”; §5: “60 per cent of school leavers are progressing to third level. Competition isn’t just local – it’s global.”; §6: “disposable income is shrinking”

- d** Generation Z’s opinions on the school-gun massacres were regarded as immature.

False: “Their considered views (outflanked some of the political classes.)”

- 7 a** (§8) Complete the sentence: The writer mentions an “analogy” between *Generation Z* and their parents or their grandparents’ generation.

- b** In your own words, why is the analogy “hard to sustain”?

Their parents and grandparents’ generation would probably not do something as superficial as “unboxing ... games.”

- 8** (§9-10) What phrase does “this independence” (§10) refer to?

To “see themselves as entrepreneurs” / “their own business” (§9)

- 9** According to you, which is the most positive thing or, for that matter, the most negative thing that is said with regard to Generation Z? Use 25-35 words to explain your answer.

Personal answer

- 10** Which two of the negative and/or positive things that are said with regard to Generation Z apply to you? Explain why.

Personal answer



VOCABULARY

11 Find the words in the text for the descriptions or synonyms.

- | | |
|---|-------------------|
| a (§1) privileged, advantaged | <i>entitled</i> |
| b (§2) a very big change that often causes problems | <i>upheaval</i> |
| c (§3) drenched, very wet | <i>soaked</i> |
| d (§4) feeling or noticing something very strongly | <i>acutely</i> |
| e (§5) a quality that is typical of a person | <i>hallmark</i> |
| f (§6) becoming smaller | <i>shrinking</i> |
| g (§7) gained an advantage over | <i>outflanked</i> |
| h (§8) hard-working | <i>diligent</i> |
| g (§9) fabulous, spectacular | <i>stunning</i> |
| h (§10) to develop well and be successful | <i>flourish</i> |

VOCABULARY EXTRA

Collocations

A collocation is a term that refers to two words that are often used together to form a single expression. In English, for instance, it is common to say “absolutely devastated” instead of “extremely devastated”, or “deeply committed” instead of “utterly committed”.

12 Practise with a few of the most common *collocations* in English that are made of *adverbs* (upper box) and *adjectives* (lower box).

Complete the sentences below by using a word from each box and thus making the right collocation. Use each item only once.

absolutely – bitterly – deeply – fully – highly – seriously – truly – utterly – virtually

accepted – disappointed – grateful – impossible – incredible – injured – remarkable – unlikely – wrong

- a Homeownership is *virtually impossible* for young people today as house prices have skyrocketed.
- b Lots of young people are *bitterly disappointed* about their jobs because they fail to find challenge and responsibility.
- c Doesn't it sound *absolutely incredible* that in this country alone there are a number of young entrepreneurs who were already millionaires before they were 25?
- d I'm *deeply grateful* that some people placed their trust in me, which made it possible for me to start my own company.
- e Sorry, but you are *utterly wrong* when you think that Generation Z are a selfish bunch of spoiled brats.
- f Older people find it *truly remarkable* and even amazing that young people are turning to alcohol not earlier but later in life more and more.



- g We can't be sure, of course, but it is *highly unlikely* that Generation Z will change and start to behave like the millennials, the generation before them.
- h Did you know that every nine minutes, somewhere in the US, a teenager is *seriously injured* on the job and needs to be taken to a hospital emergency room?
- i It seems that being online 24/7 is *fully accepted* as normal by a great many young people nowadays.

13 Write four sentences that are related to your generation. Use a different collocation from the previous exercise in each sentence.

- a *Possible sentence: Social media have been widely accepted as the best means of communication by Generation Z.*
- b *Possible sentence: It is utterly wrong for some adults not to take my generation seriously.*
- c *Possible sentence: It is highly unlikely that young people of my generation don't feel pressure to work hard and do their best.*
- d *Possible sentence: I would be deeply grateful for the opportunity to go to university after passing my exams.*

GRAMMAR

Adjectives and Adverbs

 grammar – 15 – p. 65

Millennials are **narcissistic** and **entitled**. Moreover, they're **easily** offended.

Generation Z **often** have **multiple** social **media** accounts (**carefully selected** ones for the wider public).

Comparisons

 grammar – 17 – p. 68

Generation Z are **savvier** than the generation before them, the millennials.

Young people nowadays feel they should be **more productive** and spend **less** time on their devices.

14 Read the article below. Fill in the correct *adjectives*, *adverbs* and *comparisons* of the English or Dutch prompts in brackets.

Teens, Social Media and Technology

YouTube, Instagram and Snapchat are the (a *populairste*) *most popular* online platforms among teens. 95% of teens have access to a smartphone, and 45% say they are online “almost (b *constant*) *constantly*”.

(c *Onlangs*) *Lately*, Facebook had dominated the social media landscape among America's youth, though (d *moeilijk*) *with difficulty*, which means it is no longer the best-liked online platform among teens.



This shift in teens' social media use is just one example of how **(e steeds meer)**

more and more the technology landscape for young people has evolved.

(f Meest opmerkelijk (notable)) Most notably, smartphone ownership has become a feature of teen life: 95% of teens now report they have a smartphone or access to one.

They admit to the thought that they **(g kunnen onmogelijk) can't possibly**

live without one. And **(h hoe meer) the more** mobile connections there

are **(i hoe meer) the more** teens are now online **(j dagelijks)**

daily.

The social media landscape in which teens reside looks **(k duidelijk)**

clearly **(l different) different** than it did

(m zo recent als) as recently as three years ago. A **(n vier jaar oude)**

4-year-old survey shows that 71% of teens reported being Facebook users.

Now only 51% of teens say they use Facebook. Meanwhile, 31% say social media has influenced

them **(o slecht) badly**, while 24% find it has served them **(p relatief**

goed) relatively well.

Through social media **(q minder) fewer** people have problems

communicating. Indeed, many emphasise how social media has helped them communicate with

others **(r gemakkelijker (not: easier)) more easily**. Others **(s happy)**

happily mentioned the fact that with just a **(t weinig)**

little effort they had easy access to news and information and could

connect, **(u sneller dan) more quickly than** ever with people who shared similar

interests.

SPEAKING

15 PAIR WORK Team up with a classmate. You're going to discuss questions related to your generation and generational differences in general.

- How would you describe your own generation? Where does it start and end?
- What are some of the advantages of your generation?
- What are some of the disadvantages of your generation?
- If at all, when do you ever feel a generation gap with your parents?
- If you were to have children, in what way would you copy your parents or act differently?
- Are people from the 'older' generation usually wiser in their ways of thinking and choices? Do they make fewer mistakes? Explain.
- In what way do you think that your current life is easier or harder than your parents' current life or when they were young?



- 16** **GROUP WORK** Make groups of 3-4 persons. In the article, a number of things have been mentioned about Generation Z that have been cited below. Have a discussion as follows:
- One of you starts by giving his/her opinion on the first quotation: agree or disagree and explain why.
 - The other group members respond to what has been said, but also add their response to the quotation.
 - The last speaker not only gives his/her opinion, but also summarises what has been said.
 - Take turns in starting and ending the discussion, so that each of you gets a chance to summarise.
- a** “most experts see Generation Z as conscientious, hard-working, a little over-anxious and fiercely ambitious.”
 - b** “Mobiles are central to their lives”.
 - c** “their worldview is (also) shaped by fake news”.
 - d** “they document (i.e. give information about) themselves online.”
 - e** Some pictures “live forever on the internet.” They are careful about what they put online about themselves.
 - f** “Anxiety”, “perfectionism” and “fear of failure “is another hallmark among many in Generation Z.” with regard to school, for instance.
 - g** What is “the impact of always-on social media” on you?
 - h** “Young people feel pressure – both from themselves, their parents and society.”
 - i** Young people are turning to alcohol later in life and fewer are smoking tobacco and cannabis (than previous generations).
 - j** “More young people than ever are trying to lose weight.” Social media to blame?
 - k** “A third of young students nowadays see themselves as entrepreneurs or working in their own business five years after graduation.”
 - l** Younger people are redefining (what they regard as) “success” and “their personal values”.

READING

- 17** Find an article (not older than two years) of at least 600 words about a specific generation. Then, write a 550- to 650-word text, the greater part of which will be a comparison of your article and the article from this lesson. Include the following:
- Mention the source (e.g. a website).
 - Write a 150- to 175-word summary of the article.
 - Are both articles aimed at the same kind of audience?
 - Compare the first paragraph of both articles; do the same with the last paragraph.
 - How do both articles approach or treat the subject differently?
 - What opinions are conveyed (also read between the lines)?
 - What info in one article do you miss in the other article?
 - How could either text be improved to make it more effective?
 - Compare the titles and comment on them (e.g. which do you find better?).
 - Use at least six linking words (*Reference book*, p. 113-119) to connect your ideas, sentences and paragraphs.



2

YOU'LL BE ABLE TO

- engage in extended conversation on general topics
- introduce and develop ideas in an interview
- follow main points of complex lectures and speeches
- give a talk with clear argumentation and relevant examples

Grammar

- tenses

Vocabulary & expressions

You can practise these with the Study box (p. 122) and the vocab trainer.

TEXT

Identity, purpose and the pursuit of happiness?

1 The teenage years can be difficult, filled with questions, emotions and decisions. For adolescents who may experience asynchronous development or experience the world more intensely, these years can bring about intense emotions, feelings of isolation, or difficulty understanding the injustices of the world. As parents, we may try to protect our children from experiencing the same level of teenage stress we felt only to hear the common reply: “You’re not me!” While it’s natural to take this as a cue to disengage and parent implicitly, parents must provide explicit support to teenagers by helping them deal with three key issues.



Who am I?

2 This question of *identity* rules the lives of most adolescents in one form or another, whether it is readily apparent or not. Identity development is about making what feels true inside align with what is accepted outside. Adolescence is a process of finding your place in society. This may encompass gender expression, racial identity, sexual orientation, religious beliefs,

academic ability, cultural background and more.

An adolescent may feel pressure to conform or take on certain identities from people around them. In fact, adolescents can be great at fitting in. However, that does not mean conforming is without strife. Generally, people strive to align their “ideal self” – or who they would like to be – with their “actual self” – i.e. reality. We are all constantly aiming toward this state of congruence. Due to human nature, however, we never quite achieve this picture-perfect version of ourselves, as our expectations and dreams keep evolving.

What will I do?

3 As adolescents develop, their identity exploration will extend to the type of work they are interested in pursuing, or their purpose. As Emilie Wapnick reminds us in her TED Talk *Why some of us don't have one true calling*, asking your child what she wants to be when she grows up can feel overwhelming because it may feel like she has to choose one thing. Wapnick introduces us to the term *multipotentiality*, which is an experience adolescents may have of wanting to pursue many things at once or over time. Luckily, this desire aligns with today’s complex reality. Therefore, try to keep in mind that the skills, experiences and jobs of the future may not exist today.

Most importantly, it is common to have multiple careers over a lifetime rather than stick with one field until retirement. With this in mind, the questions become more about what your child wants to pursue first, rather than what your child wants to focus on for the rest of her life.





4 It is important to stress that happiness is a state that we aim for, but it is not something we will always feel every moment of the day. How does this translate to the young people in our lives who face an increasingly complex world? In *Excellent Sheep*, William Deresiewicz summarizes happiness as “feeling connected to others and engaging in meaningful work”. To feel connected to others, it is important to understand who you are and what matters to you. To engage in meaningful work, you need to have a sense of purpose. On that note, it can safely be said that happiness means being able to say: “I **5a** who I am, what I do, who is in my life, and how I exist in the world, even though **5b**”

Adapted from: www.nagc.org

READING

- 1** Suppose you are looking for a text that provides input for an essay about finding happiness in your professional career. Is this text suitable for that goal? Explain why (not), using information from the introduction and final paragraph.

Not really, because it is aimed at parents and their adolescent children (§1). Also, it is mostly focused on happiness in life and work is only mentioned as a part of that (§4).

Read the text in detail and answer questions 2-5.

- 2** (§1) What is the author’s main point regarding the desired relationship between youngsters and their parents? Underline the correct answers.

- a** Youngsters (1) *could experience stress like their parents* / *might have a difficult time*, so parents should (2) *support indirectly* / *offer direct support*.
b Quote the phrase to support your second answer.

“provide explicit support”

- 3 a** (§2) Which two of the following statements are in accordance with this paragraph?

- ☐ Finding your place in society necessarily means changing your identity.
☐ Fitting in is an important strategy to find your own identity.
☒ In the end, it is unlikely that the “perfect self” will ever be achieved.
☒ It is undoubtedly true that identity plays a significant role for many youngsters.

- b** – Quote the first two words of the sentence that supports the first correct statement.

“Due to ...”

- Do the same with the second correct statement.

“This question ...”



- 4 (§3) “Wapnick introduces us to the term *multipotentiality*.” In your own words, explain what “multipotentiality” is and how it is linked to the future of work.

E.g. Multipotentiality means that you want to try out different things and not just focus on one specific goal in life. According to the author, the future of work also revolves around having more than one job and one skill set.

- 5 (§4) Choose the answers a and b that are in line with the writer’s words and best fit the gaps.

- | | |
|---|----------------------------------|
| ☐ a am developing into | b my parents didn’t help me |
| ☒ a feel good about | b I’ve encountered some setbacks |
| ☐ a hardly know | b I’m not sure what I want |
| ☐ a like | b I haven’t found a job |

- 6 a “We cannot predict what the future will hold in terms of the labour market and requirements for success.” Write down the paragraph number and quote the first two words of the sentence that is in line with this statement.

§3, “Therefore, try”

- b Can you think of two completely different jobs that might disappear because of technological or social innovation? And can you think of two new jobs that might appear?

E.g. Jobs that might disappear include factory workers, travel agents, cashiers, librarians, accountants, since many tasks are computerised or automated.

Some new jobs might revolve around planning your ‘life career’ or jobs that have to do with technological innovation (e.g. drone manager, self-driving car mechanic).

VOCABULARY

- 7 Fill in the right idiom in the sentences below. Use the correct *tense*. There are two items too many.

to be a tough nut to crack – to be all thumbs – to blow over – to cut to the chase – to dig in your heels – to face the music – to go against the grain – to go Dutch – to pull yourself together – to take a rain check – to take it with a pinch of salt – to walk out on

- a The girl in the shop *dug in her heels* and angrily refused to obey her mother’s instructions.
- b There’s no point crying about it. Just *pull yourself together*.
- c Most of what she says you should *take with a pinch of salt* because she tends to exaggerate.
- d Could you please *cut to the chase* and tell me what it is you really want?
- e Unsurprisingly, most of the students wanted to *go Dutch* when they went out to eat.
- f Do you mind if I *take a rain check* on that lunch? I really can’t make it today.



- g In anger, employees *walked out on* a presentation in which budget cuts were announced.
- h At first, they made a fuss about the news, but the issue somehow *blew over* in the end.
- i That artist likes to *go against the grain* and trigger discussions about his work.
- j This maths problem is truly *a tough nut to crack*.

GRAMMAR

Tenses

 grammar – 1-9 – p. 54-60

Before I **graduated from** high school, I **had** never **thought** about my CV.

I **have been considering** two different bachelor's programmes for a while now.

They **will** probably **break up** after last week's incident.

I **was filling in** a form when my computer suddenly **crashed**.

- 8 Fill in the correct form of the Dutch and English words. First underline the words that determine what *tense* has to be used.

Being on cloud nine

Ten years ago, I (a to work) *had been working* at a dead-end job for over five years when I (b final – to ask) *finally asked* myself: “What (c I – to do) *am I going to do* now?” I (d *dacht vroeger niet na over*) *didn't use to think about* the direction my life was headed. However, one single person (e to change) *changed* the course of my life after I (f to fall) *had fallen* madly in love with her, even though we (g only just – to meet) *had only just met*. One thing led to another and, after we'd got together, she (h constant – to bug) *was constantly bugging* me about going on a trip to Japan while we (i perfect – to enjoy) *were perfectly enjoying* ourselves back home. But, I reluctantly agreed and we (j to travel) *have been travelling / have travelled* the world ever since. In fact, these days, no year (k to go by) *goes by* without a trip abroad. In fact, we (l already – to plan) *have already planned* a trip and (m to visit) *are visiting* her family in Canada next year. She (n true – to get) *has truly got* my mind out of the gutter and into the clouds.

- 9 a Write down a couple of keywords about the following time periods:
- What did you do last week? And before that?
 - Which habits do you have? What are you doing right now?
 - What are your plans for next week / do you have any predictions about the future?
- b Now, write a short description of this period and use six different *tenses*. Mark or underline each verb and write down the *tense* that you have used.



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 PAIR WORK** You are going to use expressions in an interview about the past, present and future. The interviewer (A) uses the prompts below to find out more about the interviewee (B) in a short interview.

- a A:** *Start the conversation.* Ask B to imagine travelling back in time. You want to find out what your classmate would tell a younger version of him-/herself in the first year of secondary school and at the start of this year.

E.g. Good morning, I was wondering what you would tell a younger version of yourself

B: Respond by thinking of something you would tell yourself: *give advice* and/or *reassure yourself*.

E.g. I would definitely give myself some advice. For example: "If I were you, I'd work hard in maths."

- b A:** Make *positive, doubtful or negative remarks* as a response. Then, *change the subject*. Ask your classmate two questions about their goals for the end of this week, month, term or school year.

E.g. You must be joking. Would you really change your habits?

Speaking of which, what do you want to achieve by the end of the year?

B: Answer the questions and *express satisfaction* about things that you would be happy with.

E.g. I would be satisfied with pass marks for all subjects.

- c A:** Respond and then *suggest* discussing *something* else. Find out what your classmate expects their life to look like next year and also in five years.

E.g. Why don't we discuss the future? What do you think your life will look like in a year?

B: *Express certainty* or *show doubt* about two things.

E.g. I'm absolutely sure that I'll be studying next year, though I doubt whether I'll pass all my exams.

- d A:** Finally, find out what question your classmate would ask an older version of him-/herself e.g. one year, five years, ten years and/or thirty years older).

E.g. So, what would you ask a 30-year old version of yourself?



B: Respond by thinking of interesting and important things you would like to know about yourself (or the world!).

E.g. I would definitely ask which teams had been the Premier League champions, so that I could place bets on all of them!

A: Round off and end the conversation.

E.g. It's been very interesting talking to you, but we have to round off. Let's switch roles.

- e Switch roles.

SPEAKING

- 12 a** You are going to have a conversation about some of your personality traits. In preparation, give yourself a score on the following personality trait scales. Write down an example for each category (e.g. why do you think that you're extremely adventurous). Add two opposing character traits yourself.

Adventurous	1	2	3	4	Cautious
Follower	1	2	3	4	Leader
Going against the grain	1	2	3	4	Avoiding tough discussions
Thinker	1	2	3	4	Doer
Materialistic	1	2	3	4	Spiritual
Emotional	1	2	3	4	Rational
Perfectionist	1	2	3	4	Flexible / careless
Optimist	1	2	3	4	Pessimist
_____	1	2	3	4	_____
_____	1	2	3	4	_____

- b PAIR WORK** Discuss these character traits with a classmate and give examples of these traits 'in action'. Then, tell your classmate if you had expected what (s)he told you, and why.

- 13 PAIR WORK** Prepare a talk (4-5 min.) to a classmate about the two most important things in life. Your goal is to convince your classmate of your point(s) of view. Go about it as follows:

- a Preparation:**
- Look for two sources (e.g. videos, articles) about this topic before making up your mind. Mention the source and write down 20-25 keywords per source for you to use in your talk.
 - Introduction** (30-60 seconds): introduce the subject in general terms and your sources.
 - Body** (3 min.): elaborate on the two most important things in life. Include examples and arguments from your sources to support your view.
 - Conclusion** (30-60 seconds): summarise your main points and give a recommendation to your listeners.
- b Giving your talk:**
- Use 30-40 keywords for the talk.
 - Use at least three expressions from *Reference book*, p. 20.
 - Your classmate will write down two (critical) questions that (s)he will ask afterwards.
 - Afterwards, change roles.



3

YOU'LL BE ABLE TO

- write clear, detailed (non-)fiction, marking the relationship between ideas and following conventions of the genre
- read both literary and non-fiction texts with ease
- write clear and detailed texts on topics in your field of interest

Grammar

- direct and indirect speech

Vocabulary & expressions

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

Strategies

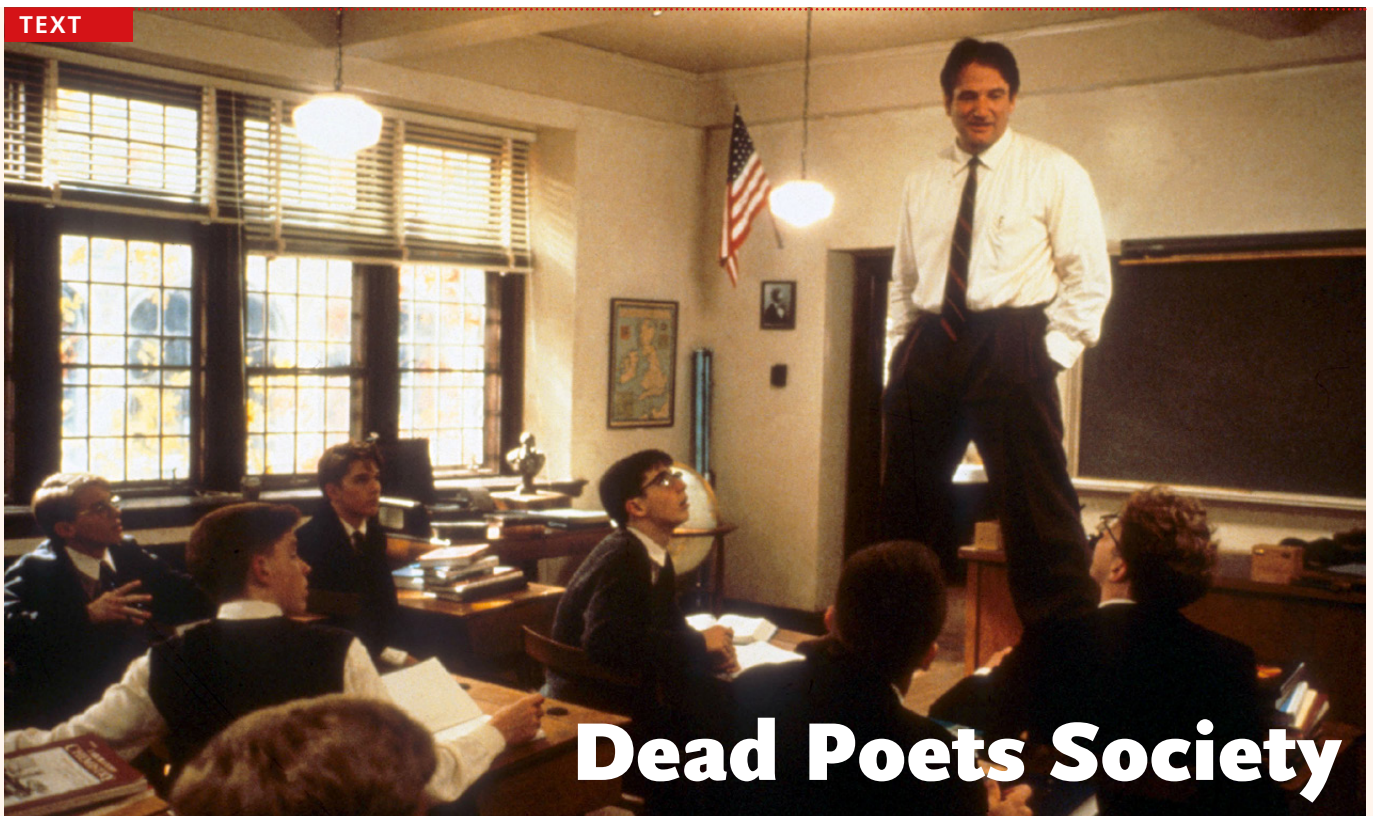
- working step-by-step

READING

- 1 Before reading the excerpt, what lesson would you draw from simply reading the line 'carpe diem' / 'seize the day'?

For example: that you should live your life as if every day were your last day / that you should only think about the present

TEXT



Dead Poets Society

1 In the film *Dead Poets Society* (1989), English teacher John Keating at first inspires his students to look at poetry from a different perspective. Keating uses unorthodox methods to reach out to his students, who face enormous pressures from their parents and the elite boarding school. Such schools often prepare students for a future at an Ivy League college, i.e. a top university, and a career fuelled by unrelenting ambition.

2 Subsequently, Keating encourages students like Neil Perry, Todd Anderson and some others to learn to break out of their shells and go against the grain. The students, for instance, restart the underground "dead poets society" that Keating used to be a member of. As the plot progresses, they are inspired to choose their own path and live their lives on their own terms. Consequently, they start questioning authority in various ways. All the while, Keating walks a thin line between his desire to intellectually and morally stimulate his students and his loyalty to the school system.



- KEATING: Mr Pitts, would you open your hymnal to page 542 and read the first stanza of the poem you find there? 40
- PITTS: "To the virgins, to make much of time?"
- 5 KEATING: Yes, that's the one. Somewhat appropriate, isn't it.
- PITTS: "Gather ye rosebuds while ye may, old time is still a flying, and this same flower that smiles today, tomorrow will be dying." 45
- 10 KEATING: Thank you Mr Pitts. "Gather ye rosebuds while ye may." The Latin term for that sentiment is Carpe Diem. Now who knows what that means? 50
- 15 MEEKS: Carpe Diem. That's "seize the day".
- KEATING: Very good, Mr-
- MEEKS: Meeks. 55
- KEATING: Meeks. Another unusual name. Seize the day. Gather ye rosebuds while ye may. Why does the writer use these lines? 60
- CHARLIE: Because he's in a hurry.
- KEATING: No, ding! 60
- 25 KEATING: *Keating slams his hand down on an imaginary buzzer.*
- KEATING: Thank you for playing anyway. Because we are food for worms lads. Because, believe it or not, each and every one of us in this room is one day going to stop breathing, turn cold, and die. 65
- 30 *Keating turns towards the trophy cases, filled with trophies, footballs, and team pictures.*
- KEATING: Now I would like you to step forward over here and peruse some of the faces from the past. You've walked past them many times. I don't think you've really looked at them. 70
- 35
- KEATING: They're not that different from you, are they? Same haircuts. Full of hormones, just like you. invincible, just like you feel. The world is their oyster. They believe they're destined for great things, just like many of you. Their eyes are full of hope, just like you. Did they wait until it was too late to make from their lives even one iota of what they were capable? Because you see gentlemen, these boys are now fertilizing daffodils. But if you listen real close, you can hear them whisper their legacy to you. Go on, lean in. *The boys lean in and Keating hovers over Cameron's shoulder.*
- KEATING: *(whispering in a gruff voice)* Carpe. *Cameron looks over his shoulder with an aggravated expression on his face.*
- KEATING: Hear it? *(whispering again)* Carpe. Carpe Diem. Seize the day boys, make your lives extraordinary. *The boys stare at the faces in the cabinet in silence.*
- 65 EXTERIOR: SCHOOL STEPS – DAY *The boys emerge from the school, loaded down with numerous books.*
- 70 PITTS: That was weird.
- NEIL: But different.
- KNOX: Spooky if you ask me.
- CAMERON: Think he'll test us on that stuff?
- CHARLIE: Come on Cameron, don't you get anything? 75
- CAMERON: What? What?

READING

- 2 (§1-2) Based on these two paragraphs, put the characteristics from the list in the relevant boxes. If the characteristic does not fit either, place it under 'neither'.

conservative – defiant – exclusive – harsh – inspiring – irresponsible – progressive – sloppy – subversive

Mr Keating	Boarding school	Neither
<i>defiant</i>	<i>conservative</i>	<i>irresponsible</i>
<i>inspiring</i>	<i>exclusive</i>	<i>sloppy</i>
<i>progressive</i>	<i>harsh</i>	
<i>subversive</i>		



3 (§2) Which of the following is in line with Keating's intentions?

- ☒ He attempts to teach his students about determining your own goals in life.
- ☐ He seeks to inspire his students to abandon elite society.
- ☐ He wants to undermine the traditional school system.
- ☐ His goal is to have his students defy all authority.

4 (l. 4) Why does Keating imply by the words "Somewhat appropriate", in response to Pitts?

He is humorously referring to the students, whom he supposes to be still virgins, referring to the title of the poem: "To the virgins".

5 (ll. 5-6) Objects given human characteristics in a poem or other work are said to be "personified". Find the personification and explain its meaning.

"this same flower that smiles today". A flower obviously can't smile, but the writer probably meant to illustrate the contrast between being alive and dying.

6 (ll. 18-31) Find two metaphors that represent the physical process of death and decay. Describe the imagery and explain what it means.

"food for worms" (l. 40) is meant to show that our body is simply buried, after which worms consume it. This means that life is temporary and short. "fertilizing daffodils" (l. 64) is meant to show that our remains are worth little and only serve as nutrition for daffodils. In the bigger picture, we mean little.

7 (ll. 26-31) How does the meaning of the previous line foreshadow (give a hint of what's to come later) "this same flower that smiles today, tomorrow will be dying" (ll. 5-6)?

The students in the pictures are all looking forward to their life of greatness, but all of them are now dead. This mirrors the process of a smiling and then dying flower.

8 (ll. 37-39) Keating outlines his interpretation of the saying "carpe diem". What does he mean? And how does it compare to your interpretation?

He tells his students: "make your lives extraordinary". They should therefore follow their hearts and make the best of the time you have here on Earth. I thought that "carpe diem" simply meant ...

9 a (ll. 41-48) In the film, several archetypal students are presented – i.e. students with a typical one-dimensional character. How is Cameron characterised in these lines?

Suggested answer: Cameron is the pragmatic type who is only interested in activities for which he gets marks.

b What type of archetypal students can you think of?

Personal answer, e.g. the lazy student, the underachiever, the nerd, etc.



- 10** Another famous theme in literature is ‘memento mori’ (“Remember that you must die someday”). In many literary works it is argued that what we do and acquire on Earth is of little consequence. How is this different from or similar to Keating’s message?

Personal answer.

VOCABULARY

- 11** Fill in the words from the indicated paragraphs / lines. You may need to change the word form (e.g. tenses, singular / plural, adjective / adverb).
- (§1) Approaching a problem from different *perspectives* can be helpful.
 - (§1) It is often better to *reach out* to people than to reprimand them.
 - (§2) The school’s alarms went off and, *subsequently / consequently*, the students left.
 - (ll. 7-13) If you attend a formal dinner, you need to dress *appropriately*.
 - (ll. 30-36) Museums often feature *cases* full of valuable items.
 - (ll. 38-43) Many successful families worried about what they’re going to leave behind, i.e. their *legacy*.
 - (ll. 38-43) Some people are enormously ambitious and think they *’re / are destined* to change the world.
 - (ll. 55-67) The train slowly *emerged from* the mists.

GRAMMAR

Direct and indirect speech

 grammar – 12 – p. 63

“Today, we take the train to Paris.”	I told her that we took the train to Paris <u>that day</u> .
“I dislike mathematics.”	She said that she disliked mathematics.
“Sure, I will ask him <u>tomorrow</u> .”	I replied that I would ask him <u>the following day / the day after</u> .
“They went to the museum <u>yesterday</u> .”	He stated that they had gone to the museum <u>the day before / the previous day</u> .

- 12 a** Imagine you’re in Keating’s class. The following thoughts cross your mind and you recall them a day later. Change the following sentences into indirect speech. You may leave out certain parts that do not fit the sentence structure of the indirect speech.
- “Why has he asked us to read this poem and what does he mean by ‘somewhat appropriate?’”
I wondered why he had asked us to read this poem and what he meant by “somewhat appropriate”.
 - “Cameron probably won’t like this new teacher tomorrow.”
I doubted whether Cameron would like this new teacher the following day.



3 “Heck. I must remember to ask Chet about his match yesterday.”

I was thinking (that) I had to remember to ask Chet about his match the day before / the previous day.

4 “He sometimes tears out pages of the books he hates.”

I noticed he sometimes tore out pages of the books he hated.

5 “I will definitely bring my books next week.”

I promised (that) I would definitely bring my books the following week.

b A day after class, you had a conversation with a classmate. Change the following sentences into indirect speech.

1 You ask her: “So, what do you think of Mr Keating?”

I asked her what she thought of Mr Keating.

2 “Did you actually enjoy poetry before you joined his class?”

I wondered if she had actually enjoyed poetry before she had joined his class.

3 “Anyway, don’t go to a boarding school.”

I told her not to go to a boarding school.

4 Classmate replies: “Me too. He definitely can’t beat yesterday’s lesson.”

She replied by saying that he definitely couldn’t beat / wouldn’t be able to beat the previous day’s lesson.

5 “I already know what he has in store for us later today.”

She admitted that she already knew what he had in store for them / us later that day.

EXPRESSIONS

13 You are going to use expressions to write four short responses to the following quotes of 20-40 words. Give your own opinion after using the *expressions*.

a Mr Keating argues: “There’s a time for daring and there will be a time for caution, and a wise man understands which has been called for.” Respond by *asking for information* about a concrete example of this and by *asking his opinion* about when you should be daring.

Example answer: I wonder if you could clarify what you mean by “a time for caution”. Also, could you give your view on when to be daring? In my opinion, you should not be too cautious and try to be adventurous as much as possible.



- b Mr Keating states: "No matter what anybody told you, words and ideas have changed the world." Respond and use expressions for *politely disagreeing with somebody* and *thank Mr Keating* for his advice.

Example answer: That's one way of looking at it, but I think money makes the world go round. Ideas may influence what people think, but, in the end, most people will give up their ideals for a large sum of money. Still, thank you for your advice.

- c A classmate exclaims: "I will be sure to seize the day and forget all about tomorrow!" Respond by *asking for clarification* and *give advice*.

Example answer: Does this mean that you will live by the moment and forget about your future? If I were you, I wouldn't forget about tomorrow. Instead, I would try to find a balanced way of life.

- d Your teacher said: "Give a man a fish, and you'll feed him for a day; teach a man how to fish, and you'll feed him for a lifetime." Respond by *paraphrasing* and *presenting your view*. Finally, *give an example to support your opinion*.

Example answer: If I understand you correctly, you mean that we should give people the skills and knowledge to improve their lives. Take for example the way development aid works as simply providing food isn't enough.

WRITING

- 14** Write a review of a film that you have recently watched. Follow the steps below and structure your review as follows:

- **S1** Introduction (60-80 words): Describe the topic of your review and provide some information on who's in the film and what it's about. Use a *linking word* for *belangrijkheid aangeven*.
- **S2-4** Body paragraphs (250-300 words): Discuss three important points, such as plot, characters, special effects, acting or sound(-track). Give examples from the film or review to support your opinion. In your body paragraphs, use the following elements:
 - at least three *adverbs* (e.g. to describe the mood or setting in the film);
 - the *past perfect* in combination with the *past simple*;
 - the *past simple* in combination with the *past continuous*;
 - and four different *expressions* and four different *linking words*.
- **S5** Conclusion and advice (60-80 words): Mention the most important points and state why you would or would not recommend this film to others. Make a *prediction about the future* (*future tense*) and use a *linking word* for "een conclusie inleiden".

STRATEGY Working step-by-step

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

Make an outline for your report before you start writing. This will help you structure your thoughts and find a place for all the information you have read and gathered. You may quote or paraphrase from any sources you have found to support your arguments, but always include a reference to avoid (unintentional) plagiarism.



- 15** Compare and contrast your review with two other reviews in a report of 400-500 words, including the introduction and conclusion / recommendation. Follow the steps below.
- a** Find two reviews of at least 350 words about the film that you have chosen. Use search queries such as “positive review (4-5 stars) about [film]” or “negative (1-2 stars) review about [film]”. Write down the URL.
 - b** Decide on a structure for your report.
 - Always include an introduction (§1), in which you discuss the basic plot and background information, and a conclusion (§5), in which you summarise the most important similarities and differences and give a recommendation.
 - Choose from the following options for the body paragraphs and outline your report before writing it:
 - §2: review 1 / §3 review 2 / §4 your review
 - §2: positive points / §3: negative points / §4: neutral points
 - §2: aspect #1 (e.g. acting) / §3: aspect #2 (e.g. music and sound) / §4: (e.g. special effects / dialogue)
 - c** When you write your report, don't forget the headings (common for reports).



Study box unit 4

Lesson 1

ENGLISH

DUTCH

He was acutely aware of the protests his decision would trigger.	ten eerste, terdege
We're all growing tired of his childish antics .	capriolen
She's known to be a diligent student.	ijverig
That entitled nitwit thinks he can always have his way.	denken overal recht op te hebben
The economy is booming and small businesses are flourishing .	bloeien
Attention to detail is one of the hallmarks of her work.	kenmerk
Many young people hover between perfectionism and fear of failure.	zweven, balanceren
She immersed herself in English novels and films to learn the language.	onderdompelen
He was in deep trouble when the police got hold of incriminating evidence.	belastend
Increasing crime rates are invoked as a reason for more cameras.	aanvoeren, een beroep doen op
We should avoid knee-jerk reactions or hasty decisions.	voorspelbaar, reflex-
They found themselves outflanked by the enemy.	overvleugelen, overdonderen
The pervasive use of mobile phones is also felt in the classroom.	wijdverbreid
He poses a potential threat to society.	mogelijk
I think the company should redefine its objectives and ambitions.	opnieuw omschrijven
A drug treatment program was Ethan's salvation .	verlossing, redding
He felt scorn for those uneducated people.	minachting
They scrambled to give the impression that the situation was under control.	zich haasten, zich verdringen
Our annual budget has been shrinking for years now.	minder worden, krimpen
Because of the rain we were absolutely soaked .	kletsnat, doorweekt
We're shocked by the most recent spate of US school shootings.	golf van
Here are some pictures of the stunning white beaches of Aruba.	verbluffend mooi
The terrorist attack has caused a lot of social upheaval .	onrust
What makes young people tick nowadays?	wat drijft / beweegt
His zeal and determination to finish the job in time is impressive.	ijver, enthousiasme

DUTCH

ENGLISH

aan flarden scheuren, verscheuren	An incident like that is likely to tear your reputation to shreds .
aanpakken	He tackled that problem very efficiently.
als zodanig, dienovereenkomstig	She still considered him a child and treated him accordingly .
ambitieuus	She's an aspirational young entrepreneur.
besteedbaar inkomen	Labour has become short-term and our disposable income is shrinking.
bijdrage	With your contribution , that makes a total of € 250.
bloedbad, afslachting	Scientists have made a new estimate of the global massacre of wildlife.
een centrale plaats innemen in	Mobiles are central to most young people's lives.
eerder dan, in plaats van	I think I'd like to stay at home this evening rather than go out.
eigen woningbezit	The government encourages home ownership .
fel gekant tegen	She was fiercely opposed to our plans.
gebrek	In that country there is lack of security and widespread corruption.
geneigd zijn om	I'm inclined to believe her story about him.
haalbaar, realiseerbaar	Try only to set goals for yourself that are attainable .
in het algemeen	This group is not representative of the population at large .
Je moet niet op één paard wedden.	Don't put all your eggs in one basket .
keerzijde, ander	The flip side of the extra investment is a reduction of fuel costs.



meerdere	He's worked for multiple companies over the past five years.
meerderjarig worden	You can vote when you come of age .
opkomst	This book is about the rise and fall of the Roman Empire.
opzettelijk	It was not nice of you to deliberately trip your sister.
overbezorgd	Generation Z are said to be over-anxious and ambitious.
persen	He tried to squeeze himself into the packed bus.
plichtsgetrouw, gewetensvol	Most experts see Generation Z as conscientious and hard-working.
plotseling snel stijgen	House prices have been soaring over the past few months.
schooldirecteur	She'd made an appointment with the principal .
slim, gewiekst	He's a savvy entrepreneur who will undoubtedly be successful.
tegen een achtergrond	These decisions have had to be made against a background of high unemployment.
twee vliegen in één klap slaan	That way we could kill two birds with one stone .
uitvoeren	The police are conducting an investigation into his recent activities.
variëren van ... tot	They sell products that range from dog food to clothes.
vastberadenheid	Her ambition and determination helped her rise to the top of her profession.
verkooppunt, winkel	Half of the outlets on this strip are still vacant.
versteld staan van	She is struck by how aware young people are of how they document themselves online.
verzamelen	The health research centre has been gathering data on 10- to 17-year-olds.
vindingrijk	She's a clever, resourceful woman and will certainly be suitable for the job.
wanhoop	To her teacher's despair , Nicole never does the work that she's told to do.
welgesteld, rijk	It is a resort that clearly caters for the well-off .
weloverwogen	It is my considered opinion that he should be promoted.

Lesson 2

ENGLISH

DUTCH

The small lawyer proved a tough adversary .	tegenstander
You should find a job that aligns with your skills.	in lijn zijn met
The football fans antagonised the police on their way to the station.	provoceren, tegenwerken
Their norms and values are congruent with ours.	overeenkomen met
She may contrive a way to escape from prison.	bedenken
The article is a denunciation of some government practices.	sterke openbare kritiek
He removed the screws and disengaged the back panel.	losmaken, loskoppelen
The dictionary encompasses over 20,000 entries.	omvatten
She fondled his neck.	strelen, aaien
It was impertinent of him to ask about her love life.	brutaal
Iraq is one of Israel's most implacable enemies.	onverbiddelijk, gezworen
Many injustices were committed during the war.	onrecht(matigheid)
Spare me the lurid details of the affair.	schokkend
We reached our destinations after two mishaps .	kleine tegenvaller
The local paper is rather parochial in its reports.	kortzichtig
The lights go on at a predetermined time.	vooraf bepaald
Let's hope that common sense will prevail in the end in this matter.	zegevieren
She helps patients rehabilitate when they have had surgery.	re-integreren, herstellen
The people on the island are completely self-reliant .	zelfvoorzienend, onafhankelijk
The scandal caused quite a stir in the city.	beroering, sensatie
Tribal differences have often led to violent civil strife .	strijd, conflict



The company is cutting out superfluous layers of managers.	overbodig
The haunted room in the apartment on the 9th floor is an urban legend .	broodjeaapverhaal
This issue is a vexing problem for the government.	ergerlijk

DUTCH

ENGLISH

actualiteiten	This is a good way to keep up to date with current affairs in the science world.
d.w.z. (dat wil zeggen)	You should take care of your loved ones, i.e. friends and family.
de gevolgen onder ogen zien	You've committed a crime and now it's time to face the music .
de hakken in het zand zetten	She will just dig in her heels if you try to change her mind over this.
diploma-uitreiking	Her parents weren't there on graduation day .
duidelijk te zien	The reasons for the attack were not readily apparent .
een moeilijke opgave	The match against France next week will be a tough nut to crack .
eerstejaarsstudent	My cousins is now a freshman at Yale.
graag 'n andere keer, ik houd het van je tegood.	Sorry, I can't have lunch with you now, but I'll take a raincheck .
stel je niet aan, beheers jezelf	Pull yourself together and stop crying.
hervormen	The new government intends to reform the education system.
het voorbeeld volgen van	Little children take their cue from their big brother or sister.
ieder zijn eigen rekening betalen	When my friends and I eat out, we always go Dutch .
iets met een korrel zout nemen	You can take most of what he says with a pinch of salt .
Ik heb twee linkerhanden.	I'm afraid I'd be of little help. I'm all thumbs .
in de zevende hemel zijn	During their honeymoon most people are on cloud nine .
koekje van eigen deeg	The school bully was given a taste of his own medicine .
najagen, nastreven	You can pursue your dreams but try to be realistic.
olie op het vuur gooien	I kept quiet in order not to add oil to the fire .
onderdeel	If you add this component , the mixture will be explosive.
onzin	Your story is a load of rubbish .
opiniepeiling	The latest opinion poll shows that we will win.
ouderschap, opvoeden	Raising a child is difficult and there are many views on parenting .
overheersend	Research forms the predominant part of her job.
overwaaien	By ignoring the problem, they hope that it will just blow over .
overweldigend	She was so proud of him that she felt an overwhelming desire to kiss him.
pensioen	Many people close to retirement are looking forward to it.
periode (school)	We have an exam at the end of this term .
roeping	Helping the poor was her calling in life.
studieopdrachten	Half of the marks are for the exam, and half are for coursework .
tegen de stroom ingaan	It is in his nature to go against the grain and have discussions.
ter zake komen	Can you cut to the chase and tell me what you want from me?
uitzichtloze baan	It's an absolute nightmare to be stuck in a dead-end job .
van het een kwam het ander	She missed her flight, and one thing led to another .
Verre van dat.	The situation is not clear. Far from it .
verwijzen naar	What does "iso2000" refer to ?
voldoende	I hope that I'll receive a pass mark for this course.
weglopen bij, in de steek laten	Critical employees walked out on the CEO's presentation.
zich aanpassen aan	Many adolescents refuse to conform to their parents' expectations.
zich bezighouden met	Not many people engage in regular exercise.



ENGLISH

DUTCH

Lesson
3

Traffic congestion on the M1 was aggravated by an accident.	verergeren
Maybe we can still avert a disaster.	voorkomen, vermijden
There are exposed wooden beams in my sitting room.	balk
It is springtime, so the trees are in bud .	in de knop staan
I'm sure she will come out of her shell at university.	uit haar/zijn schulp komen
There was a lot of civilian support for the military conspirators .	samenzweerder
She had no idea she was spending counterfeit money.	vervalst
The new company excels at its cutting-edge design.	geavanceerd
I saw a thick row of yellow bright daffodils alongside the road.	narcis
The dean of Balliol College is an uncle of mine.	hoofd universitaire faculteit (UK), decaan (US)
Maybe you can defer payment of the loan.	uitstellen
The lamb was devoured by the tiger.	verslinden
The drunk driver caused a head-on collision.	frontaal
They were singing a hymn(al) from a book.	kerk lied
He helped me last week; he's a good lad .	kerel
The police didn't have one iota of evidence against the suspect.	een greintje, klein beetje
The house is on the periphery of the town.	rand (van een gebied)
The children were ravenous after their long hike.	uitgehongerd
With that medication you'd better refrain from any alcohol.	zich onthouden van
She's very self-conscious about her figure.	onzeker
The dictator tried to destroy any subversive elements.	ondermijnend
When you graduate, the world is your oyster .	de wereld ligt aan je voeten
All data should be verifiable .	controleerbaar
He was walking a fine line between being funny and being rude.	op de rand balanceren van
Whistle-blowers are seldom popular among employers.	klokkenluider

DUTCH

ENGLISH

aangewakkerd door	The discussion was fuelled by feelings of anger.
aanlokkelijk	Your offer sounds very tempting .
aannemen, veronderstellen	I figure we will be there in two hours.
afleiden van	Don't try and distract me from the subject.
als hoofdvak hebben	Did you major in French?
arbeidsloopbaan	His career path took an unexpected turn.
behoudend, voorzichtig	A conservative estimate of this year's profits would be around \$ 1,2m.
bestemd zijn voor	She seemed destined for a successful career.
bevruchten	Farmers regularly fertilise their soil using manure.
dapper	Is it a brave decision to give up your job and try something new?
de duur van	We're stuck here for the duration of the flood.
een appeltje te schillen hebben met	I still have a score to settle with him.
filmbeelden	They have ten hours of footage , three of which have been used for the documentary.
goed van pas komen	A new update of that program may come in handy .
in contact komen met, een gebaar maken naar	The company tried to reach out to dissatisfied customers.
informatica	Computer science is a popular subject nowadays.



je kalmte verliezen	Try not to lose your temper .
kapsel	I'm afraid of getting a new haircut next week.
vitrine(kast)	The case was filled with trophies he had earned in his college years.
knallen, smijten	He angrily slammed the door shut as he left.
maagd	In some cultures it is important to remain a virgin until marriage.
manusje-van-alles	Gilbert will be able to help you, he's a jack-of-all-trades .
naar voren leunen	The students leaned in and studied the collection of artefacts.
nalatenschap	The king left behind a legacy of oppression and tyranny.
niet serieus bedoeld, met een knipoog	I suppose that remark was tongue-in-cheek .
oogpunt, invalshoek	Always try to look at problems from different perspectives .
op het vwo zitten	I attend a school of pre-university education .
opstandig	Defiant party members openly challenged their leader.
overspel	People are not taken to court for adultery any more in this country.
prijsbeker	Proud of her achievements, she brought her trophy home.
slordig	He delivered sloppy work, for his essay was full of mistakes.
spanning	He couldn't bear the strain of responsibility any longer.
streng	Her parents decided on a harsh punishment after she had flunked the exams.
strofe	In the third stanza , the poem switches perspective.
techniek	Engineering is not very popular among students at our school.
(plotseling) tevoorschijn komen	A train emerged from the tunnel.
van binnen en van buiten	Kathy knows London inside out .
verzamelen	The campers gathered wood for the campfire.
vooruitstrevend	Progressive ideas regarding inner city problems are gaining ground.
zoemer	Press the buzzer if you know the answer.

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!

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.

Geruststellen *Reassuring somebody*

Surely, it can't be that bad.

Don't worry.

There's no need to be upset.

Everything is all right.

You'll be fine!

Gesprek beginnen *Starting a conversation*

Excuse me, ...

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

Forgive me for asking, but ...

Lovely day, isn't it?

Good morning / afternoon / evening.

Inlichtingen vragen *Asking for information*

Excuse me. Do you happen to know ... ?

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

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

I wonder if you could ...

I would be grateful if ...

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



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)?

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.

Negatief *Negative*

That's not what I had in mind / absolute rubbish /

impossible / nonsense.

You must be joking.

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 ...

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 ...

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, ...

Verduidelijkend 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.

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.)

GRAMMAR

Adjectives and Adverbs

 grammar – 15 – p. 65

Comparisons

 grammar – 17 – p. 68

Direct and indirect speech

 grammar – 12 – p. 63

Tenses

 grammar – 1-9 – p. 54-60





1 2 3 4 5

Unit 5 *Bridging the Gap*

In just a few months you'll most likely enter a new phase in your life. What will your future look like? This unit attempts to offer an insight into the various paths ahead of you: from studying abroad to taking a gap year. And, perhaps more practically, you'll learn about the mistakes you should try to avoid when applying for a job or internship.

LESSON 1: READING	128
The benefits of studying abroad	
LESSON 2: SPEAKING & LISTENING	135
How a gap year changed my life	
LESSON 3: WRITING	141
The 6 worst college application mistakes	
STUDY BOX	151



1

YOU'LL BE ABLE TO

- understand long and complex texts of a social, professional or academic nature, and identify views and beliefs
- write clear, detailed (non-)fiction, marking the relationship between ideas and following conventions of the genre
- find information and opinions from sources within your field

Grammar

- prepositions
- linking words

Vocabulary & expressions

You can learn the vocabulary with the Study box (p. 151) and the vocab trainer.

Strategies

- guessing the meaning of a word
- writing a report
- critical reading

TEXT



The benefits of studying abroad

1 Knowledge is the creator of an unquenchable thirst; the more you drink, the thirstier you feel. It is potent enough to bring about social and financial transformations, advancements in almost every sphere of life. Trapped in this cobweb of interminably escalating thirst, studying abroad is an aspiration for many to go ahead and pursue the kind of career they crave for. Studying abroad widens students' knowledge and horizons, encourages them to pursue their passions and meanwhile cultivates their independence and personalities. However, glancing at the pragmatic side of the desire, some hesitate to leave their nations. For others limited finances obstruct the fulfilment of their aspirations.

2 Studying abroad provides an international exposure which is imperative for one's career building process. In the present era, students wish to stand shoulder to shoulder with the globalized world and current technologies. They wish to get adapted to the latest trends of the world, meet people of diverse backgrounds, dialects and cultures and interact with them on a daily basis. A gradual but tremendous change in terms of personality and knowledge can be felt in the course of one's studies.



3 It is one of the best ways to learn a new language. In order to be proficient, eloquent and fluent at a particular language, one should be surrounded by that language on a daily basis; visualize and hear it in proper cultural context. Language can be picked up smoothly by digging a little deeper into the cultural aspects of a nation. Also, it would be easier to develop a similar accent by imitating what one hears.

4 Travel aficionados find it to be a good opportunity. Students get a chance to venture out and explore their surroundings on weekends and academic breaks. There are programmes abroad which have field trips planned in or around the curriculum. Also, travelling or going on an outing is an opportunity to mingle with new friends who have disparate backgrounds.

5 It makes one familiar with another culture first-hand. Culture is not just about languages, food, appearances and personal habits. It can reflect deep perceptions, beliefs and values that influence one's way of life and the way one views the world. Students who are capable of experiencing cultural differences personally can come to truly understand where other cultures are coming from. It can increase the ability to think about a particular subject from different global perspectives.

6 Studying abroad enables one to learn more about oneself. Students who study abroad return home with novel ideas and perspectives about themselves and their own culture. It provides an opportunity for them to extract the good from another culture and endeavour to fit the same into their own culture. The experience abroad often challenges them to reconsider their own beliefs and values. The experience may perhaps strengthen those values or it may cause students to alter or abandon them and embrace new concepts and perceptions. The encounter with other cultures enables students to see their own culture through new eyes.

7 Employment opportunities are likely to be better after studying abroad. A student from an underdeveloped nation or a developing country ultimately looks forward to making a killing. And the best way to do this is to study abroad in order to find a decent job. In the present era, where the world continues to become ever more globalized, American countries are increasingly investing dollars abroad and

companies from countries around the world continue to invest in the international market. Through an employer's eyes, a student who has studied abroad is self-motivated, independent, willing to embrace challenges and able to cope with diverse problems and situations. A lot of students become allured to studying abroad because they want to obtain the best available jobs in their domain of expertise.

8 Studying abroad has always been imperative for researchers. Students who want to discern and peruse their areas of interests consider an education abroad as a golden opportunity. Where can one find stupendous university infrastructures and quality faculties for research activities? Mostly in the top-ranked universities of the world. There are quite a number of subjects whose actual research work only takes place in a limited number of universities and countries. Not all universities excel in all kinds of research activities. So, an education abroad helps many students achieve their life goals.

Finances may become a principal issue. Living abroad as well as the tuition fees can involve a significant financial cost. It is often onerous for students and their parents to afford an education abroad. Scholarships are not as easy as ABC. They are restricted in numbers. Some level of expertise and outstanding academic skills are required for scholarships. And not all students can obtain them. Educational loans can appear to be a good option, but the amount of paperwork and other formalities involved, high interest rates, no guarantee of paying back the accumulated amount on time, are barriers to parents and students. Consequently, they do not consider them a realistic course of action.

9 A totally new environment is a real challenge for foreign students. Even if students know a lot about the countries where they are going to live, there is a probability that they will be treated to some surprises. Eating habits, trivial as it may sound, can be a root cause of discomfort. One can feel homesick, be lost or alienated. Furthermore, studying in a different language can be a daunting obstacle that many students will not be able to overcome. Also, making good friends does take time and it can be more difficult in a country that you are not very familiar with.

Source: www.essaytigers.com



READING

1 Skim the text by only reading the title and first sentence of each paragraph. In which paragraph (§1-9) does the writer of this essay mention or refer to the ...

- a possibility for increasing one's self-knowledge? 6
- b different location and surroundings as a test? 9
- c improvement of one's job prospects? 7
- d linguistic benefits? 3
- e acquaintance with people's way of life, customs and beliefs? 5
- f chance for people who want to be on the move? 4
- g basic need for wanting to study abroad? 1
- h global experiences? 2
- i crucial aspects for academics and scientists? 8

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

2 a (§1) Complete the following sentence so that it is in accordance with the comparison the writer makes in the first sentence:

The more knowledge a person has, the more knowledge that person wants.

b Complete the following sentence so that it is in accordance with the text:

The last two sentences ("However, glancing ... their aspirations.") provide reasons why some people don't / can't study broad.

c In your own words, write down what these reasons are.

- Some people find it hard to leave their own country or would get homesick.
- Others can't go abroad because they can't afford it.

3 (§2-3) Which phrase (not sentence!) does "It", the first word of §3, refer to?

It refers to "studying abroad".

4 (§4) Is the following statement true or false? Quote the word / phrase that supports your answer. It is advised to mix with people that you have a lot in common with.

False: "(friends who have) disparate (backgrounds)".

5 (§5) Complete the following sentence by quoting a phrase from this paragraph.

The ability to look at an issue from different perspectives may be possible if you have experienced cultural differences personally.



- 6** (§6) How else could the sentence “The encounter ...” start without changing the meaning of the sentence?

- ☐ By the way, the ...
☒ In short, the ...
☐ Meanwhile, the ...
☐ Nevertheless, the ...

- 7** (§7-8) Write down whether the following statements are true or false. Explain your answer in your own words.

- a** The writer stresses the importance of finding a job abroad.

False: he stresses the importance of studying abroad in order to find a good job (perhaps in his own country).

- b** A student may be able to do any kind of research at a university in his/her country, but it may not be the best place.

False: some research work simply cannot be done at all at a university in some countries.

- c** Getting a scholarship is partly a question of good luck, whereas educational loans can be a cause for anxiety.

True: even if you have all the qualities, the number of scholarships is still limited.

- 8** (§8) Which of the possible disadvantages of studying abroad has been mentioned before? Mention the paragraph number and quote the relevant phrases.

§ 1 : “hesitate to leave their nations” / “limited finances”

- 9** In this essay both upsides and downsides are mentioned when considering reasons to study abroad. Which upside appeals to you most; which downside may play a role for you? Explain. Use 15-25 words for each aspect

Personal answer

STRATEGY *Guessing the meaning of a word*

 strategies – een tekst met woorden die je niet kent goed begrijpen – p. 6-7

Even if you come across a difficult, unknown word, you may get some idea of its meaning. When trying to discover the meaning of a new word, it is often useful to look at what comes before and after that word. The surrounding words can give readers helpful context clues (positive / negative, adjective / noun, prefix / suffix) about the meaning of the new word.



VOCABULARY

10 Look at the words in their context in the text. Underline their correct synonyms / descriptions.

(§1) unquenchable	certain	indescribable	<u>unsatisfiable</u>
(§3) novel	interesting	difficult	<u>new</u>
(§4) disparate	<u>a variety of</u>	similar	unknown
(§6) alter	accept	<u>change</u>	disapprove of
(§7) allured	restricted	open	tempted
(§8) peruse	actually read	<u>carefully read</u>	quickly read
(§9) daunting	minor	<u>discouraging</u>	unbeatable

GRAMMAR

Linking words

 grammar – p. 113-119

For most of us, studying abroad is a beneficial experience. **What's more**, studying abroad has always been imperative for researchers. **Conversely**, many students have graduated without doing so.

Prepositions

 grammar – 32 – p. 85

Team-mates wish to stand shoulder **to** shoulder **with** one another.

There are programmes abroad which have field trips planned **in** or **around** the curriculum.

11 Give the English for the words in brackets by using *prepositions* and *linking words*.

Studying in America: the college experience

It's (a *boven (alle twijfel verheven)*) beyond all doubt that the change from British university life to American college life can be quite overwhelming. (b *Alhoewel*) Although it is only natural to picture your college experience in advance, your preconceptions will most likely be false. (c *Inderdaad*) Indeed, they might leave you slightly disappointed. Amar, (d *b.v. (afkorting)*) e.g., who studied at the University of California, Berkeley, for a year, said that (e *ondanks het feit dat*) in spite of the fact that he had been "intrigued to know if the stereotypes of those (f *uit*) from the South were going to be real – small-town thinking, right-wing and gun loving". He said that (g *in de loop van de (1 woord)*) over the months he noticed Chapel Hill turned out to be a "broad-minded district given its student population". (h *Kortgezegd*) In brief / short, it's clear that you can't really know what it is going to be like (i *tot*) till / until you arrive, so go in open-minded and see what happens. (j *Toegegeven*) Admittedly, it is so easy to spend money, especially when you are (k *ondertussen*) among friends, but try and stick to your budget. (l *Aan de andere kant*) On the other hand, definitely splash out on a decent phone. (m *Immers*) After all, the stress it will save you is easily worth the extra \$50. Put yourself out of your comfort zone, meet new people and make friends (n *uit*) from all walks of life. (o *Bovendien*) Moreover, make sure to leave some extra space in your bags. You may not think of this (p *van tevoren*) beforehand, but you will come back with



a lot more stuff than you left with, so leave with extra space in your suitcase or you will have to leave some stuff (q achter) behind.

(r Verder) Furthermore, it's the norm in the US to have a roommate. (s Zelfs) Even if you are not friends with your roommate, simply (t met elkaar opschieten) getting along is very important as a lack of cooperation on certain matters can be a deal breaker.

(u Ten slotte) Finally, there is a heavier workload and much more class time than the UK weekly average of eight hours. (v Toch) Yet / Still, for Amar this was not an issue.

"They like to get to know their whole class. (w Als gevolg daarvan) Consequently, they encourage everyone to come to class regularly," he adds. "(x Eigenlijk) As a matter of fact, you feel as though you are getting a lot more for your money."

WRITING

STRATEGY Writing a report



strategies – een report (verslag) schrijven – p. 28-29

A report is a description of an activity, event or situation.

- 12** In order to find out what you want to study when you leave secondary school, you have probably been to one or more open days or visiting days at one or more institutions of higher education or universities over the past 1-2 years. You may even have been to those days for different bachelor's programmes. Write a 400- to 500-word report (with headings!) about those days, including the following information.

- Use at least six *linking words* (Reference book, p. 113-119) to connect your ideas, sentences and paragraphs.

Introduction (about 75-100 words):

- Explain the importance of open and visiting days.
- When did you go? How? With whom?
- What questions did you ask?

Body (250-300 words):

You may include aspects of your own choosing and the following:

- Describe the different buildings of the institution(s) themselves, the inside as well as the outside. Mention positive and negative characteristics. What were the biggest differences between the institutions you have visited so far? Which did you prefer, and why?
- Mention the sort of information you were given, and by whom (e.g. about independent learning, theory and practice).
- Compare the information you got about the different studies. What were the differences?
- What different ways of teaching / learning can you expect?
- Who did you talk to? What answers did you get to your questions?
- If any, mention the different points of view you heard during those days.
- Mention some of the activities you did and their purpose.

Conclusion (about 75-100 words):

- To what extent did these days at the various institutions meet your expectations? To what extent did they not?



STRATEGY *Critical reading*

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.

-

2

YOU'LL BE ABLE TO

- read both literary and non-fiction texts with ease
- understand recordings, identifying the speaker's mood and tone
- account for opinions in a discussion, supported by relevant arguments
- develop a line of argumentation, elaborate on one's views, supported by relevant examples

Grammar

- tenses
- modal auxiliaries

Vocabulary & expressions

You can learn the vocabulary with the Study box (p. 152) and the vocab trainer.



by Ally Tedesco

1 Last year I finished secondary school and prepared to go to university. I had already been accepted and had even paid a down payment fee for residence. However, I had also decided that, before I went to university, I wanted to volunteer abroad.

I cannot tell you how many hours I spent researching the most reliable company with the programme I was interested in. I had been in contact with numerous organizations to ask about safety, costs, food, inoculations and every other question that popped into my head. I subsequently stumbled upon African Impact. I think, originally, it was the name that got me. "African Impact"? Well that's exactly what I wanted to do, to make an impact – no matter how small – on Africa and the people who live there. Therefore, I spoke with their coordinator and did all of the same research I had done with the other companies. I even made a video call with their Destination Specialist in Cape Town, so that I could make sure all of my questions were answered and I felt completely sure and safe about going there.

2 In terms of the projects that I worked on, I did the Teaching Project as well as the Orphaned and Vulnerable

Child Care Project. The foster care home that we worked in was amazing, as we spent our time with children who were 0-3 years old, structuring activities around the development of their fine and gross motor skills, speech, letters, numbers, etc. The goal for these developments was to get these kids accepted into a preschool. I can honestly say that there is nothing as rewarding as seeing a baby take her first steps, hearing a two-year-old girl repeat all of the letters in the alphabet after you say them, seeing a little boy kick, bounce and catch different-sized balls, watching all of the kids brush their teeth until it becomes a habit. These are the skills that you watch the children develop throughout your time there, and there is no feeling other than pride and joy that you can have as they achieve the goals you've strived for.

3 I also worked in a preschool while I was in Cape Town where we prepared the children for primary school. We worked with them on writing, their knowledge of the alphabet, colours and shapes, among other things. Teaching is hard work, for kids are rambunctious and don't always enjoy listening, but for all of your hard work put into teaching, you are given so much more, as you are able to watch everything you've done and taught



take root in a child's mind and see their development and growth, which is in part, thanks to you.

This entire journey has changed my life

4 I was only supposed to stay in Cape Town for two weeks. In less than one, I had already made the decision to extend my trip. Midway through the fourth week, I decided to extend again. My time in South Africa ended up being eight weeks. Consequently, I missed the

beginning of the school year. I didn't go to university at all this year. Volunteering in Cape Town led me to the decision to take a year off from school, and reapply next year for a different programme. In September I will be attending university for International Development, so that I can do more of what I loved so much while volunteering. This entire journey has changed my life, both my path and who I am as a person, and I cannot be more thankful.

Based on: www.africanimpact.com

READING

1 Quickly read the text and write down the number of the paragraph that gives the following information.

- a Having made the right choice 4
- b Improving the movement of muscles 2
- c Thorough preparatory work 1
- d Getting ready for the next school 3

Read the text in detail and answer questions 2-5.

2 (§1) Quote two phrases or words that illustrate the writer really felt she had put a lot of effort in preparing to volunteer abroad.

- a "I cannot tell you how many hours I ..."
- b "(I) even (made a video call ...)"

3 (§1-4) Indicate whether the following statements the writer makes are facts (F) or opinions (O). Choose the correct answer. If it is an opinion, copy the word(s) that tell you so.

Quoted (opinion) words

- a §1 "Last year ... to university." F / O _____
- b §2 "I can ... first steps" F / O "there is nothing as rewarding as"
- c §3 "Teaching is hard work" F / O "hard"
- d §4 "Volunteering in ... different programme." F / O _____

4 a (§4) To determine how else the sentence "I didn't ... this year." could start, without changing the meaning of the sentence, first indicate what the function of this sentence is.

- ☐ Something is mentioned indicating good luck.
- ☐ Something is mentioned indicating bad luck.
- ☐ Something is said that is in contrast to what has just been said.
- ☒ Something that has just been said is emphasised.



b With the help of your answer in **4a**, indicate how the sentence quoted in **4a** could start.

- ☒ As a matter of fact, I didn't ...
☐ Fortunately, I didn't ...
☐ Nevertheless, I didn't ...
☐ Unfortunately, I didn't ...

5 How has her experience abroad changed the writer, Ally Tedesco, and how has it influenced her intended studies at university? Use 15-25 words to explain your answer.

E.g. She discovered that development aid has given her a lot of satisfaction as a volunteer. It has influenced her choice of studies, because International Development is in line with what Ally did as a volunteer in Africa.

VOCABULARY

6 Find the words or word groups in the text for the following words.

- | | |
|--|-----------------------|
| a §1 after something else | <i>subsequently</i> |
| b §1 discovered something by chance | <i>stumbled upon</i> |
| c §2 in addition to | <i>as well as</i> |
| d §2 made a great effort to achieve | <i>strived for</i> |
| e §3 because | <i>for</i> |
| f §3 despite | <i>for all</i> |
| g §4 make longer | <i>extend</i> |
| h §4 finally became | <i>ended up being</i> |

LISTENING

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

Go to the online assignment to find these answers.

GRAMMAR

Tenses

 grammar – 1-9 – p. 54-60

However, I **had** also **decided** that, before I **went** to university, I **wanted** to volunteer abroad.

This entire journey **has changed** my life.

In September I **will be attending** university for International Development.

Modal auxiliaries

 grammar – 25 – p. 77-79

I **had** always **wanted** to work as a volunteer and I was glad I **was allowed** to do so.

I've also **been allowed** to work in a preschool in Cape Town.



- 8** Read this gap year blog entry. Give the correct answers for the Dutch or English words in brackets.

(a *Misschien wil je weten*) *You may / might want to know* that this opening post is just to update you all on where last school year ended. On 14th June I (b to finish) *finished* my final exam. From that day, up until the Monday before the big day, 15th August, I (c not really – to think) *hadn't really thought* about the outcome of my results or where my future (d to be) *would be*. I (e *wil best / wil wel*) *don't mind* admitting that my first choice was Southampton University. However, doubts started to develop in my mind. (f to lie) *Lying* in my bed during the nights leading up to Results Day, I (g constantly – to think) *was constantly thinking* of the questions I (h *misschien had beantwoord*) *might have answered* incorrectly in my papers. When the day arrived, I woke up nervous and sleepy because I (i hardly – to be able) *had hardly been able to* catch any sleep. After I (j to eat) *had eaten* breakfast, I drove to school with my mum beside me for support. I (k to wait) *was waiting* for my turn when one of my teachers came to congratulate me. My reward, I guess, for all the work I (l *had moeten*) *had had to* do. Indeed, if I (m not – to put) *hadn't put* all that work into my studies, I (n *had niet mogen*) *wouldn't have been allowed* to call myself a Southampton student. Yes! My gap year (o *was officieel begonnen*) *had officially begun*. It was by the end of summer that I (p *kon*) *was able* to start my first job as a volunteer during Leeds Festival. While seeing some great live music acts I (q to work) *was working* on the campsites. My job required me to help people carry their stuff and put up tents, but next time I (r *liever niet*) *would rather not* keep an eye out for thieves, because I find that a bit dangerous. Similarly, when I (s *liet* (not: to let)) *made* the visitors put out their fires at 2 a.m. I was sometimes threatened with violence because they (t *wilden niet dat ik*) *didn't want me to* spoil the fun they (u *hadden*) *were having* at that moment. Still, looking back, I (v *had kunnen*) *had been able to* have a great time, because I had met so many different people. Moreover, I (w *hoefde niet*) *didn't have to pay* for the weekend ticket or accommodation. Guess what? I (x *had zelfs mogen*) *had even been allowed* to meet Jake Bugg before we left.



I apologise if I've rambled on a bit. I know I (**y had moeten**) *should have given* _____
 you different info. It wasn't exactly the short post I (**z to plan**) *had planned* _____!
 In my next post, which I'm sure (**aa to arrive**) *will arrive* _____ in the next few
 days I (**bb inform**) *will inform* _____ you of my upcoming plans as well as what I
 (**cc to do**) *'ve been doing* _____ most recently to truly get my gap year blog going.

9 PAIR WORK Learn the expressions (p. 155-156). You are taking a gap year in the USA. You find yourself in different situations. Complete the following assignments with a classmate. One of you is 'you', the other one plays the other part. The expressions are in italics. When you have finished, change roles and start again. This time use different variants of expressions.

- a** Your phone battery is low. You stop a passer-by.
You: to ask – question?
Passer-by: how – help?
You: place – to charge – my phone
Passer-by: not understand – foreigner
You: *explain yourself* (use other words to say what you need)
Passer-by: explain why you can't be of any help.
You: *thanking somebody who can't help you.*
Passer-by: *reacting to somebody who thanks* – also, make a suggestion.
You: respond.
- b** You call your car rental company after having experienced some serious problems.
You: problems – car; mention three problems; wrong car?
Assistant: *making a remark:* unlikely – explain why
You: already waiting – over two hours; already called an hour ago; *express impatience.*
Assistant: *express sympathy* – offer a solution for long wait.
- c** You complain to the hostel assistant.
You: last night – not sleep more – two hours
Assistant: *apologise* – ask for reason.
You: mention three reasons (somebody turned on lights, snoring, drunk backpacker in your bed).
Assistant: *express sympathy* – explain the nature of a hostel.
You: explain why you disagree.
Assistant: try to make your point again.
- d** You call your cousin, who lives nearby, on the phone.
You: phone him.
Cousin: answer the phone call.
You: just arrived – explain your problem at the airport – explain how it was solved
Cousin: *express relief* – suggest to him – spend a few days with you
You: *decline the invitation:* explain why: travelling around – classmate
Cousin: make a different suggestion.
You: react and explain.



SPEAKING

10 PAIR WORK With a classmate, discuss the following questions about a gap year. First, prepare yourself by writing down some keywords. Then carry on a conversation about each of the questions. Don't hesitate to ask each other extra questions to keep the conversation going.

- a How would you define a gap year? _____
- b What would your ideal gap year look like? _____
- c From your point of view, what kind of experiences can you gain during a gap year? _____
- d When or why should somebody consider taking a gap year? _____
- e Would a gap year look different if you were given a huge amount of money? _____
- f How would your friends and family respond? And how would you respond to them? _____
- g What are possible reasons for going straight to college or university without any interruption or delay? _____

11 Prepare a 4.5- to 5.5-minute talk about taking a gap year. Give this talk to a classmate or to the whole class. Use arguments and give examples to support your views. Choose three of the following aspects:

- a Would a year off between high school and college be beneficial?
- b Are gap years overrated (just travelling abroad)?
- c What are the pros and cons of joining a volunteer organisation?
- d Does a gap year look good on your CV?
- e What are the cons of taking a gap year?
- h In what way could there be a relation between taking a gap year and social media / your (online) image?
- f Is it a once in a life-time opportunity or will you have more chances in the future?
- g (personally added aspect / question:) _____

Introduction (0.5 minute): also mention your three aspects.

Body (4-4.5 minutes): use 30-40 keywords for the three aspects:

Aspect 1: _____

Aspect 2: _____

Aspect 3: _____

Conclusion (0.5-1 minute) include the aspect you find most important and include a recommendation for your peers.

While listening to your classmate's talk, write down three questions related to what you have heard, e.g. because something was not completely clear to you.

- 1 _____
- 2 _____
- 3 _____



3

YOU'LL BE ABLE TO

- understand complex advertisements
- write about the personal significance of events and experiences in correspondence
- scan long, complex texts to find relevant details

Vocabulary & expressions

You can practise these with the Study box (p. 154) and the vocab trainer.

Strategies

- writing a formal letter: a letter of application
- working step-by-step: revising your work
- writing a formal letter: a letter of motivation

TEXT

The 6 Worst College Application Mistakes

Misspelling your own name

1 Make sure that your name is spelled correctly on all your applications and official documents. Simple typos and misspellings – Daneil versus Daniel, Cathy versus Kathy, or Smith versus Smiht – can cause colleges to think that two different people exist. **2a**, incomplete files aren't read. So triple check even the basic information – name, address, social security number and birth date. In the same manner, make sure that your e-mail address is correct.

Ignoring application deadlines

2 There is absolutely no reason for a student to say that he does not know when an application is due. These deadlines are plastered across the Admissions Office websites. If you miss a deadline, forget about that school. **2b**, some applications will close down and it will be impossible to continue. It is no urban legend that websites slow down and servers crash. This happens every year to multiple colleges. Start early to avoid the stress of seeing your application timeout each time you try to submit.



CV
NAME SURNAME
YOUR JOB POSITION

CONTACT

- Your Address St.
City, CA 00000
- your email address
your website link
- +0.000.000.0000
- social network 1
social network 2
social network 3

PROFESSIONAL PROFILE

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in cupa

WORK EXPERIENCE

2010 – 2017 Company Name / Position
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

2009 – 2010 Company Name / Position
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

2008 – 2009 Company Name / Position
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

EDUCATION

2010 – 2017 Lorem Ipsum Dolor
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

2010 – 2017 Lorem Ipsum Dolor
Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua.

ACHIEVEMENTS

2018 Achievement Best Of The Best / New York, NY
2017 Achievement Lorem Ipsum / San Diego, CA
2016 Achievement Best Of The Best / Las Vegas, NV

Not previewing your application before submission

3 Many applications will allow you to type as much as you want into different fields – especially essay boxes. However, you should open a PDF view to make sure that your complete answer shows up. If you don't see it there, the admissions officer will not see it either. Also keep essay lengths to the guidelines specified by individual colleges. If you are unsure, contact the admissions office. Common Application, which is the college admission application that applicants may use to apply to the numerous member colleges and universities, caused a stir this year when they listed that the personal statement should be 250-300 words while many colleges, however, are okay with essays that are more than one page.



Copy and paste disasters

4 You may have written several essays about why you want to attend a particular institution or study a particular major. And some of those essays may be similar. But do not accidentally tell your second-choice college that you are really excited by the opportunities available at your first-choice college. Admissions officers understand that you are applying to more than their college. They, 2c, don't need to know the details and that another school is your number one choice. This is a mistake that is made repeatedly and one that annoys admission officers the most. If you don't take the ten minutes to check your application, you are sending the signal that you don't care about the institution to which you are applying.

Not submitting all parts of the application

5 If you are applying through the Universal College Application or Common Application and do not submit the supplement, your application is incomplete. And if you miss the deadline, you may never have the chance to send it in. And don't forget to send official test

scores, transcripts from all schools you have attended and recommendation letters as required by individual universities.

Sending in additional materials

6 I know it is tempting to send in copies of the certificates you have received since elementary school or the 20-page research paper you wrote in your history class, but refrain unless a university specifically asks for it. This also refers to letters of recommendation. I know you might have ten people that can write you great letters, but colleges simply do not want to read letters that all say the same thing. Follow the guidelines on how many letters you can send.

2d, the most important rule is to follow directions. Not doing so sends the wrong message to the admissions office. And since your application is the first formal interaction you will most likely have with any educational institution, it's better to start things off on the right foot. Good luck!

Based on: blog.studentadvisor.com

READING

1 Scan the text and answer the following questions according to the information in the text. First, underline the correct option in brackets. Then, quote the first two words of the sentence in which you can find the answer.

- a (§1) Spelling and typing mistakes may lead colleges to believe that two different people exist. To avoid any issues you should *use the spell-check function on your computer to make sure there are no mistakes* / check your documents three times.

"So triple"

- b (§2) Missing a deadline for application submission can be avoided by *checking the college websites* / avoiding crashes.

"These deadlines"

- c (§2) Stories about deadlines being missed due to the malfunctioning of a college website close to the deadline date are *used as excuses* / often legitimate.

"It is"

- d (§3) There is *clarity* / confusion about the acceptable length of application essays.

"Common application"

- e (§4) Students often miss a chance of admission to their college of choice, because they fail to *reread their essays and make appropriate alterations* / appropriately describe their enthusiasm for the particular opportunities offered at the college.

"If you"

- f (§5) Students should meet the requirements of *the Universal College Application or Common Application websites* / the colleges of their choice.

"And don't"



- g** (§6) Colleges prefer to receive *as much information as possible from all your previous schools / documentation with unique information, following their specification.*

“Follow the”

- h** (§6) Not following the application instructions shows the college of choice that *the student is a unique individual / the student is unable or unwilling to follow instruction.*

“Not doing”

- 2** Underline the best *linking word* for each of the gaps in the text.

- a** Because of this / Consequently / Conversely / Moreover
b As a result / Regardless / Surprisingly, / What's more
c for instance / however / in conclusion / therefore
d Afterwards / All the same / Consequently / In short

- 3 a** Which of these tips do you think are the most useful? Write down the best two tips and explain why you chose them.

Personal answer

- b** Write down two other points of attention when applying for a job. You may involve other aspects as well, such as the job interview, your resume and/or the letter of application.

Personal answer

VOCABULARY

- 4** Fill in the right (positive) personality traits that best fit the context. There are two words too many.

alert – amiable – attentively – consistent – critically – industrious – inquisitive – level-headed – persevering – self-conscious

- a** Security personnel need to be constantly alert to possible threats.
b She is an amiable person who makes people feel comfortable in her presence.
c The pupils listened attentively to the teacher's story.
d He was persevering enough to carry on and realise his ambitions.
e I stopped asking questions, because I didn't want to seem too inquisitive.
f Noah is an industrious student who is working hard to become a vet.
g The company is a big mess. We need a responsible, level-headed leader to pull us out of it.
h Teenagers are often self-conscious about their appearance.



- 5** In the following sentences, fill in a personality trait from the previous assignment and complete the sentence with logical information.
- a It is said I'm a(n) e.g. conscientious student (think of a character trait of yours) as I e.g. put a lot of effort into my work.
 - b My manager would say that I'm e.g. organised (think of a character trait of yours) in spite of e.g. showing up late today.
 - c His job is quite challenging. Similarly, she has a job that e.g. comes with a lot of responsibility.
 - d She knew her application would be rejected. All the same, e.g. she sent in her letter.

VOCABULARY EXTRA

The use of idioms

An idiom is a phrase with a *figurative* meaning. Idioms are used to make your speech more attractive and impressive.

- 6** The following idioms are all related to education. Fill in the right idiom in the sentences below. Sometimes, you will have to change the *tense* or word form.

to get your act together – to learn by heart – to learn something the hard way – to learn the ropes – to live in an ivory tower – to make head nor tail of – to pass with flying colours – school of thought – university of life

- a Having studied conscientiously for years, it's believed he'll pass with flying colours.
- b Do you really have to learn these lists of medical terms by heart as a medical student?
- c In politics, liberalism and conservatism are different schools of thought.
- d It didn't take our new colleague long to learn the ropes.
- e Many students can't make head nor tail of this mathematical problem.
- f Too bad he had crashed his car. Apparently, he had to learn to pay attention the hard way.
- g After she was given a last warning by her manager, she realised it was time to get her act together.
- h Some politicians live in an ivory tower and have lost touch with reality.
- i My granddad used to say that the university of life is all you need.



7 Complete the sentences, including a different idiom that logically follows the beginning.

- a At the end of the school year I *e.g. hope to pass with flying colours.*
- b Quantum physics is a subject that I *e.g. can't make head nor tail of.*
- c I absolutely dislike *e.g. studying things by heart.*
- d Just starting a new job it's logical that I *e.g. still have to learn the ropes.*

PRE-WRITING

8 Complete the following sentences. First, choose the *linking word(s)* that fits the sentence. More than one answer may be correct. Then, finish the sentence by giving a paraphrase of the words in brackets.

Example: She hardly studied. ☒ However, / ☐ Consequently, ... *she still scored high marks for her exams* (to pass with flying colours).

- a He became furious, ☐ for / ☒ despite the fact that ... *he usually stays calm* (level-headed).
- b ☒ Whereas / ☒ While ... some people give up easily, ... *others keep on going* (persevering).
- c ☐ Albeit / ☒ Unless ... I *remember all these* terms (to learn by heart), I will *fail the test*.
- d The professor tried to communicate the importance of his work to ordinary people.
☐ Therefore, / ☒ Nevertheless, ... he was accused of *having lost contact with the real world* (to live in an ivory tower).
- e I know him as a *friendly* (amiable) person. ☒ In spite of this, / ☒ Surprisingly, ... he can be quite aggressive when he's had a few drinks too many.
- f The mayor of my city was threatened recently. ☒ Consequently, / ☐ In the same way, ... *his security guards have to keep an eye on* things (to be alert).



TEXT

IT and Marketing Internship – Level117

Are you ready to inspire, challenge and grow to become a future leader within Level117? Level117 is a leading firm in the area of IT support. We service over 9,000 customers.

We are looking for fifty marketing interns for our senior management team in The Netherlands, Germany, UK and Belgium. You will get a unique opportunity to develop and excel within the IT services industry.

Our programme ...

- kick-starts successful careers by having you work with senior managers on complex projects;
- offers a unique combination of coaching and training for those looking for a concrete project in their ‘year off’ from school;
- features a real challenge; therefore, you will receive hands-on experience with leadership, communication skills, analytics and sales within IT.

What are we looking for?

- A recent graduate of a school of pre-university education;
- “street smart” and ambition to excel both in and outside the academic world;
- team player with strong communication skills;
- fluent speaking and writing in both English and Dutch, our two working languages.

Procedure

Send a 1-page CV and a letter of application to Tyler Paulson, (tpaulson@level117group.org). For additional inquiries regarding this vacancy, including the procedure and preferred start dates, contact HR (hr@level117group.org).

- 9** You have some questions about the job opening before sending in your letter of application.

Write body paragraphs for a short, formal e-mail in which you include the following elements.

- a** §1 (50-70 words): Use an expression for *starting a formal letter* regarding the above vacancy that you saw online. Use a linking word (*belangrijkheid aangeven*) and *express gladness* about the internship. Then, politely *ask for information* about travel expenses. Finally, use a linking word (*stapelen*) and ask about the location of the job interview.

I am writing with reference to the internship vacancy that I saw online.

Above all, I'm happy to have the chance to apply for this internship.

However, I would be grateful if you could tell me whether travel expenses for the job interview are covered. Moreover, could you tell me where the job interview will take place?



- b** §2 (50-70 words): *Ask for information* (use a different variant from the one in **a**) about the start date. Then, *express certainty* about graduating and *express preference* about a certain date. Finally, ask for financial information using a linking word (*reden geven*).

I wonder if you could tell me about the start date of the internship.

I'm absolutely convinced that I will graduate this year and I prefer to start immediately afterwards. I would also like to know a little more about the salary and/or extra compensation.

- c** §3 (20-30 words): *Apologise* for asking so many questions and explain that this is due to your enthusiasm (*express enthusiasm*). *End your formal letter*.

I apologise for asking so many questions, but I'm really keen on accepting this challenge. I look forward to receiving your answer.

WRITING

STRATEGY Writing a letter of application



strategies – een sollicitatiebrief schrijven – p. 34-35

Follow the conventions for writing a regular formal letter when writing a letter of application. In your letter of application, make clear why you fit the profile. Beforehand, think about structuring your letter and any other supporting materials you need, such as the CV or letters of recommendation.

- 10** Prepare a letter of application and a curriculum vitae in which you respond to the internship vacancy above.
- a** Before writing your letter of application, you should create a CV (see *Reference book*, p. 36). Keep your CV short and simple and only include elements that are relevant for the internship. Refer to your CV in your letter.
- b** Fill in the table below so that you are well-prepared for writing your letter. Include a few keywords / phrases about topics that you would like to add to your letter. Take notes on how to link your letter to the vacancy (e.g. why you fit the description).

ASPECT / PARAGRAPH	KEYWORDS / IMPORTANT POINTS
Address and name of recipient (if known)	
§1: job title	
§2: experience and education	
§3: your skills	
§4: interesting aspects of the job	

- 11** Write your letter of application. Consult the *Reference book* (p. 34-35) for instructions on how to structure your letter. Include at least three expressions and five different *linking words* in addition to the ones mentioned below. Also, use input from the pre-writing assignments and the outline.
- §1: Open your letter with an appropriate expression (*starting a formal letter*) and refer to the job opening above. Use 25-35 words.
 - §2: Tell your recipient something about your educational background (no Dutch terms!) and how your experience can help you during the internship (*express certainty*). Use 80-100 words.



- §3: Tell your recipient what you would like to learn and why you are suited for the internship by explaining why you fit the job description. Then, *express satisfaction* about something that you have achieved. Also, mention three personality traits that apply to you and explain why. Use 80-100 words.
- §4: Mention three aspects of the vacancy you are interested in (*expressing interest*) and what your reasons are for wanting to work for this specific company. Use 80-100 words.
- §5: Round off by using the appropriate expression (*ending a formal letter*).
- Check whether you have included all of the points mentioned above.

REFLECTION

STRATEGY *Working step-by-step:
revising your work*strategies – *stap voor stap te werk gaan* – p. 22-23

If possible, avoid sending in your written materials without taking a critical second look at it. Also, having an outsider take a look at your work might lead to new insights. Also, keep your audience in mind. For example, when sending multiple letters of application, make sure that you adapt your letter to the job vacancy you're responding to.

- 12 PAIR WORK** Respond to one of your classmates' letters by writing an informal e-mail. Imagine that you are trying to help your classmate find a job. Follow the steps below and use the appropriate expressions.

- Swap letters of application and CV with a classmate.
- Read your classmate's letter and make notes in the margin, then reply to it and follow the appropriate conventions (salutation, closing, etc.) for an informal e-mail. Write this e-mail in your notebook, so that you can exchange it.

Dear (first name) and close your letter with "Kind regards,".

Subject line of e-mail: Feedback on your letter of application

- §1: Start your informal e-mail and comment on whether your client followed all the instructions and give your general impression of the letter. Use 30-40 words.
- §2: Give feedback by mentioning three positive points about the letter and/or CV. This feedback may be about grammar, use of English, content of the letter, creativity, neatness, etc. Use 40-50 words.

E.g. Your letter only has a few grammatical mistakes, which is good.

Besides that, the skills you have mentioned match the job description quite well and another positive 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 classmate could take to improve their chances of getting the job. Use 40-50 words. Start off with "If I were you, ..."

E.g. If I were you, I would also include some more ideas about what you would like to do during your internship 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. Use 30-40 words.

E.g. So, in a nutshell I would say that your letter is good and that you have a decent chance of impressing the recipients. Can you please tell me if you get the job?



WRITING

STRATEGY Writing a formal letter: a letter of motivation

A letter of application is used for finding a job and includes why you are motivated for it. A letter of motivation is normally used to explain your reasons for choosing a certain educational programme.

- 13** After the summer holidays, you may go to university or a school of higher vocational education / university of applied sciences. Write a letter of motivation of 450-600 words to the institution of your choice. This letter serves as your introduction to the admissions board of your new school.
- Use a search query such as “English-taught bachelor’s programmes” and find a programme you’re interested in. Write down the name and URL.
› Feel free to use the programme that you’ve already chosen.
 - Outline your letter of motivation before writing it. Write down keywords and decide how many words to use for each section.
 - Write your letter and follow the guidelines below:
 - §1** Introduction: Explain who you are, what education you have almost completed and what you would like to study at the institution of your choice. Also, explain the choice of your studies. What qualities are necessary to finish your studies successfully? What professions may / will result from your studies? What three qualities do you think a person should have to perform that profession well?
 - §2** Write about your open / orientation day (*meeloopdag, open dag*). Describe your expectations before you went. What were your main questions? What about the actual orientation day: what different things did you do? Who did you talk to and what were you told? What did you like and what didn’t you like? In what way might the institution improve its open / orientation day, in your opinion?
 - §3** Describe why you believe you could be of value to the institution of your choice. Focus on why you will be an asset as a student rather than on how a degree from the university will benefit you. Mention three of your strong points.
 - §4** Mention three arguments for why you feel this is the right school for you.
 - §5** Closing paragraph: arrive at a conclusion. Then, refer to the possibility of an interview and what it might be used for. Say what you look forward to. End your letter as you would a formal letter.

Gebruik deze checklist om je brief te beoordelen:

- *Boven aan je brief staat je adres. Daarna volgen een witregel en de datum waarop je de brief hebt geschreven. Na de datum komt weer een witregel.*
- *In de introductie heb je jezelf kort voorgesteld en verteld naar welke school je gaat. Vwo heb je vertaald met a school of pre-university education. Ook heb je verteld wat je wilt gaan studeren en waarom. Daarnaast heb je enkele eigenschappen genoemd die je moet hebben als je de studie van jouw keuze wilt afronden. Je hebt hierbij gebruikgemaakt van expressions als: First of all, ... / Secondly, ... / Finally, ... / In the first place, ... / Besides that, ... / And finally, Of linking words zoals: as well as en furthermore. Ten slotte heb je enkele beroepen genoemd die je zou kunnen uitoefenen na je studie en heb je beschreven welke drie kwaliteiten nodig zijn om die beroepen goed uit te voeren volgens jou. Je hebt ook hierbij gebruikgemaakt van expressions als: First of all, ... / Secondly, ... / Finally, ... / In the first place, ... / Besides that, ... / And finally, Of linking words zoals: as well as en furthermore.*



- In de eerste alinea heb je jouw ervaringen op de open dag beschreven. Je hebt je verwachtingen voor deze dag beschreven; de belangrijkste vragen die je had benoemd; verteld wat je op deze dag hebt gedaan en verteld met wie je hebt gesproken en welke informatie je hebt gekregen. Je hebt hierbij gebruikgemaakt van expressions als: First of all, ... / Secondly, ... / Finally, ... / In the first place, ... / Besides that, ... / And finally, Of linking words zoals: as well as en furthermore. Ook heb je jouw mening gegeven over zaken die je wel en niet leuk vond. Je hebt hierbij gebruikgemaakt van expressions als: First of all, ... / Secondly, ... / Finally, ... / In the first place, ... / Besides that, ... / And finally, ... / I think ... / In my opinion, En / of linking words zoals: as well as / furthermore / but / however / on the one hand, ... on the other hand, ... / whereas. Ten slotte heb je suggesties gedaan voor het verbeteren van de open dag. Je hebt hierbij gebruikgemaakt van expressions als: I think ... / In my opinion, ... / should ... / had better
- In de tweede alinea heb je beschreven waarom jij denkt een aanwinst te zijn voor de universiteit of hbo van jouw keuze. Je hebt het hierbij niet of nauwelijks gehad over wat de studie jou oplevert. Je hebt drie sterke punten van jezelf genoemd. Je hebt hierbij gebruikgemaakt van expressions als: First of all, ... / Secondly, ... / Finally, ... / In the first place, ... / Besides that, ... / And finally, Of linking words zoals: as well as en furthermore. Voor sterke punten heb je het woord qualities gebruikt.
- In de derde alinea heb je drie argumenten genoemd waarom deze universiteit of hbo een goede keuze is voor jou. Je hebt hierbij gebruikgemaakt van expressions als: First of all, ... / Secondly, ... / Finally, ... / In the first place, ... / Besides that, ... / And finally, En linking words zoals: as well as / furthermore / for example / because / so / that's (the reason) why / therefore. Je hebt zowel jouw kwaliteiten als die van de school genoemd in je argumentatie.
- In de laatste alinea heb je een conclusie gevormd. Deze conclusie heeft betrekking op waarom jij past op deze school. Je hebt de mogelijkheid voor een gesprek genoemd, bijvoorbeeld zo: "I would be happy to answer any questions you might have in an interview." Ook heb je gezegd waar je naar uitkijkt, bijvoorbeeld zo: "I look forward to hearing from you / receiving your answer." Ten slotte heb je de brief afgesloten met "Yours faithfully," gevolgd door je naam.



Study box unit 5

Lesson 1

ENGLISH

DUTCH

Students mainly used to come from affluent families.	rijk
My parents are blues aficionados .	liefhebber
He felt alienated from his family and left home.	verveemd
A lot of students are allured to studying abroad.	verleiden
Her face hadn't altered much over the years.	veranderen
The small town has all the amenities of a large city.	(aangename) voorzieningen
The late-night news programme has a new anchorman .	vaste tv-nieuws presentator
He started his arduous climb to the top of the mountain with a walking stick.	zwaar, spannend
He beckoned the waiter.	wenken naar
Most little kids crave attention.	snakken naar
Try to cultivate a more relaxed and positive approach to life.	ontwikkelen, kweken
Climbing Mount Everest is a daunting task for any mountaineer.	ontmoedigend
I could hardly discern them in the fog.	waarnemen
Mingle with new friends who have disparate backgrounds.	verschillend, uiteenlopend
He had an opportunity to extract the good from another culture.	eruit halen
The drive back home after the holidays seemed interminable .	oneindig
How do you like their novel approach to the drug problem in their city?	nieuw en origineel
We had the onerous task of playing the number one team.	lastig
She leaned forward to peruse the document more closely.	nauwkeurig lezen
Lots of people have died of this unusually potent drug.	krachtig
Let's start this meeting without any preconceptions .	vooringenomen standpunt
Our countries have a lot in common in the cultural sphere .	gebied
Winning the darts world championship is a stupendous achievement.	verbazingwekkend, fantastisch
The leader had an unquenchable thirst for more power.	onlesbaar, onverzadigbaar
Parents should teach youngsters to venture out and take risks.	wagen

DUTCH

ENGLISH

afronding, voltooiing	The diploma will be awarded after completion of all the course requirements.
afzien van, laten varen	Because of the snow they abandoned their idea of driving.
ambitie, wens	Studying abroad is an aspiration for many to pursue the career they want.
bekwaam, bedreven	Before you can study at a British university, you have to be proficient in English.
belangrijkste	Oil is the country's principal source of income.
Ben je je tong verloren?	Cat got your tongue?
breekpunt, afknapper	For many people, smoking is a deal breaker in any potential date.
een fluitje van een cent, een makkie	Beating that team was as easy as ABC .
enorm	She praised him for the tremendous support he had given her.
ervaring, ontmoeting	The encounter with other cultures enables students to see their own culture through new eyes.
excursie	Our school has organised a field trip to a recycling factory.
hard proberen	We always endeavour to please our customers.
hbo(-instelling)	She decided to go to a college of higher vocational education before going to university.
heimwee hebben	After being abroad for two months she started to feel homesick .
heroverwegen	I hope you will reconsider your decision.



hooggeklasseerd, vooraanstaand	She studies at one of the top-ranked universities of the world.
in korte tijd veel verdienen	I hope to make a killing on the stock market.
lesprogramma	Is Information Technology part of this school's curriculum ?
mening	Taking a gap year abroad can change your perception , beliefs and values.
met zich meebrengen	Living abroad as well as tuition fees involve a lot of money.
onaangenaam gevoel, ongemak	If the exercise causes discomfort , stop immediately.
onbelangrijk	Please, don't bother me with such trivial matters.
opbouwen	Eve had accumulated €80,000 in debt.
overwinnen	I wonder if he'll ever overcome his fear of flying.
perspectief, (invals)hoek	Time abroad can increase the ability to think about a particular subject from different angles .
praktisch	We have to be pragmatic about this and take action now.
spinnenweb	The fly was trapped in the cobweb .
studiebeurs	He got a scholarship to Harvard.
ten aanzien van, met betrekking tot	After his gap year he had changed in terms of personality and knowledge.
tijdperk	We have entered an era of instant global communication.
toenemen	The costs had escalated alarmingly.
trakteren op	Guests were treated to wine and caviar at the reception.
uitblinken	She excels in / at foreign languages.
uiteindelijk	Ultimately , you'll have to decide for yourself.
uitje	We went on an outing to the beach.
vastzitten	There was no way out! We were trapped !
vloeiend	He speaks fluent English.
voor- en nadelen	Think of the upsides and downsides when considering studying abroad.
vooruitzicht	His studies offer good job prospects .
welbespraakt	She was an eloquent speaker, able to move and inspire audiences.
zich mengen onder	Abroad I found it easy to mingle with new friends.

Lesson 2

ENGLISH

DUTCH

She's going to be operated upon for her benign tumour.	goedaardig
It will be a calamity for farmers if the crops fail again.	ramp
We had to coax Alan into seeing a doctor about his injury.	overhalen
She was taken to hospital when her condition suddenly deteriorated .	verslechteren
The two-and-a-half-hour walk in the wind and rain left us drenched .	doorweekt, kletsnat
The elephant population is likely to dwindle .	langzaam afnemen
Only the leaves of the plant are edible .	eetbaar
His friends entreated him not to go.	smeken
That may be the only feasible way of solving the problem.	haalbaar, uitvoerbaar
They hope to find ways to gauge the effectiveness of drug rehab programmes.	peilen, meten
The company's bankruptcy was due to gross mismanagement.	zeer slecht
His ego was impervious to self-doubt.	ongevoelig voor
The tour operator will arrange transport and give you your itinerary .	reisplan
A scandal like this might jeopardise his political career.	in gevaar brengen
Younger teachers are generally more lenient with their students.	mild
If the United Nations had more troops in the area, it would have greater leverage .	invloed, macht
There was complete mayhem after the explosion.	chaos



The damage done to his property by the storm was negligible .	verwaarloosbaar
Small businesses have proliferated in the last ten years.	snel toenemen
We chose the house for its proximity to the school.	nabijheid
It's not easy to keep those rambunctious kids under control.	wild, onstuimig
He said nobody would escape bloody retribution .	wraak, vergelding
Doctors worked to reattach his finger that was severed in the accident.	afsnijden, afrukken
After the fall he managed to stagger home.	stropelen
To / For to all intents and purposes , the use of the first bomb was a declaration of war.	feitelijk, vrijwel

DUTCH

ENGLISH

aanbetaling	We had to make a down payment of 20% on our planned holiday.
attent	How considerate of you to let the others enter first.
betrouwbaar	This birth control method is cheap and reliable .
de eindjes aan elkaar knopen	The single mother found it hard to make ends meet .
doorzetter	You can't help admiring Debbie, she's a real go-getter .
een druppel op een gloeiende plaat	I'm afraid that this donation is just a drop in the bucket / ocean .
geenszins	It is by no means certain that you'll get your money back.
halverwege (periode)	Liverpool scored midway through the first half.
halverwege (plaats)	His town is midway between Edinburgh and London.
iets toevallig tegenkomen	I stumbled upon some old pictures of her when I was in the attic today.
ineens te binnen schieten	It popped into my head that I had to do an errand.
kinderopvang	It is not easy being a working mother without childcare .
kleuterschool	She went to work after she had taken her child to preschool .
koolstofdioxide	Plants absorb carbon dioxide and give off oxygen.
kwetsbaar	She works with the elderly and other vulnerable groups.
motoriek	The disease has affected her speech and motor skills .
ondanks	For all his hard work, he didn't pass his exams.
ondenkbaar, onvoorstelbaar	After coming this far, to quit now would be inconceivable .
onder andere	She's good at English and maths, among other things .
onder de knie krijgen	If you practise enough, you'll get the hang of it .
pleeggezin	She ran away from her fourth foster home two months ago.
ruimdenkend	Her parents are broad-minded , tolerant, and understanding.
schurk	He was accused of being a crook , because he had taken money that wasn't his.
sluw	He defeated his opponent in a very cunning way.
stuiteren	How hard can you bounce the ball on the floor?
talrijk	The advantages of their plan are numerous .
ter zake komen, er niet omheen draaien	We don't have time to go into that, so let's cut to the chase .
terechtkomen	He's likely to end up in prison one day.
van verschillende grootte	The children played with different-sized balls.
verblijf, verblijfplaats	She has managed to obtain a temporary residence permit.
vergoeding	You can use the gym and pool for a fee of €25 a month.
verlengen	I made the decision to extend my trip.
vervolgens	He was interrogated and subsequently imprisoned.
voorbijganger	He asked a passer-by for directions.
vracht	Dock workers were unloading the ship's cargo .



want	He found it increasingly difficult to read, for his eyes were failing.
wees(kind)	Richard was an orphan , adopted at nine months.
wortelen, wortel schieten	A healthy future for mankind and the planet can only take root in a healthy environment.
zet 'm op / veel succes	Break a leg in your English test tomorrow.
zowel ... als	I like watching comedy series as well as crime series.

Lesson 3

ENGLISH

DUTCH

She had no problem crawling through the cave thanks to her agile body.	lenig
The old man is regarded as an avaricious miser.	hebzuchtig
Many members of the clergy spoke out in the media.	geestelijkheid
He is still driving around in that dilapidated old car.	vervallen
Who will be the judge in the dispute you have with your neighbour?	geschil
Jill has lived with her domineering mother for forty years now.	dominant
Grandmothers usually dote on their grandchildren.	dol zijn op
I hate this attitude that classical music or literature has to be highbrow .	intellectueel
The excuse you gave for being late is very implausible .	ongeloofwaardig
Her achievements have been inconspicuous so far.	onopvallend
There has been a marked improvement in your work.	opvallend, groot
Can you think of any mitigating circumstances?	verzachtend
These pampered kids can grow up dysfunctional within society.	verwend
Can you pinpoint the exact position of the sailing boat?	lokaliseren
Prices started to plummet during the recession.	pijlsnel zakken
Make sure that you address your recipient correctly.	ontvanger
The former king renounced his right to the throne.	officieel afstand doen van
The country suffered under a repressive regime.	onderdrukkend
Our boss is very snappish in the morning.	snauwerig
Have you sent in your tax return yet?	belastingaangifteformulier
If you transgress the rules, you will be punished.	overtreden
We should not be tolerant in a case of wanton destruction.	moedwillig
The grass had withered to an unappealing brown.	verdorren
Most international companies have English as their working language .	voertaal
She felt so wretched because she thought she might never see him again.	ellendig

DUTCH

ENGLISH

aandachtig, attent	She attentively brought a gift for the people who hosted the dinner.
achting	Is there enough esteem for teachers nowadays?
afgestudeerde	Graduates are often hesitant to start off on their working lives.
bedienen	The restaurant served over 30,000 customers last year.
belangrijk, voornaam	Education is a major part of your curriculum vitae.
bevatten, als (belangrijk) kenmerk hebben	The new video game features enhanced graphics and a brand new storyline.
van buiten leren	For the vocabulary <i>Of Course!</i> test we had to learn lots of words by heart .
consequent	At least he is consistent in his conviction to avoid working for big corporations.
contract voor bepaalde tijd	Most people start off with a fixed-term contract .
de kneepjes van het vak leren	She's a young employee and, therefore, still has to learn the ropes .
drievoudig	It is advisable to triple-check your résumé.
een goede start maken	By showing up on time, you start off on the right foot .



een proeftijd hebben	All new employees are on probation for three months.
geen fluit snappen van	I can't make head nor tail of the instructions on the packet.
het contact verliezen	Some people argue that politicians have lost touch with "the people".
IT (InformatieTechnologie)	Developments in IT are progressing rapidly.
ijverig, bedrijvig	Some people are more industrious when working in the evening.
inleveren (ter goedkeuring)	We have to submit our essays before Friday.
met vlag en wimpel slagen	He passed his exams with flying colours .
nuchter, evenwichtig	My boss is level-headed and always keeps calm during a crisis.
onzeker (over jezelf)	Lots of teenagers are self-conscious about their appearance.
ophef veroorzaken	The company's bankruptcy caused quite a stir in the media.
oplettend	The company is very alert to fraudulent diplomas.
plakken	Always double-check after you have copied and pasted parts of your résumé.
reiskosten	In negotiations about salary, travel expenses are often forgotten.
richtlijn	There are different guidelines for writing a formal letter.
salarisschaal	Many organisations work with a system of different pay grades .
schadelijk voor	Your cynicism is damaging to a good atmosphere.
sollicitatie	His application was rejected because he was unqualified.
sollicitatiegesprek	Many people are excited for their first job interview .
typfout	Making typos in your letter of application is sloppy.
van de grond helpen komen	Some companies are kick-started by external funding.
vast contract	These days, it is often hard to get a permanent contract .
vereist	Required documents include a letter of application, CV and a letter of recommendation.
vermelden, opsommen	You should do more than simply list your character traits in a letter.
volhardend	Her persevering character will contribute to her success as a researcher.
vriendelijk	His amiable character is often hidden by a stern look.
orde op zaken stellen	She's so disorganised. I wish she'd get her act together .
zorgvuldig	His employer describes him as honest, hard-working and conscientious .

EXPRESSIONS

Als iemand je helaas niet kan helpen

If somebody can't help you

Thanks all the same.

Thanks anyway.

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.)

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.

Enthousiasme uitdrukken *Expressing enthusiasm*

That's great / amazing / awesome / wonderful!

It is great ...

It was exciting ...

I was excited ...

I'm really keen ...

Inlichtingen vragen *Asking for information*

Excuse me. Do you happen to know ... ?

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

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

I wonder if you could ...

I would be grateful if ...

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

Medeleven uitdrukken *Expressing sympathy*

I'm sorry for ... (your loss.)

I'm sorry that ... (you're ill / you didn't pass the exam.)

It's a pity ...

Oordeel geven *Making a remark*

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.



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.)

Reageren op iemand die jou bedankt *Reacting to*

somebody who thanks you

You're welcome.
 My pleasure.
 Don't mention it.
 Anytime!
 I'm glad I could help.

Tevredenheid uitdrukken *Expressing satisfaction*

I'm pleased with ...
 I'm satisfied about ...
 I like ...
 I'm happy ... (with the result.)

Uitnodiging afslaan *Declining somebody's invitation*

Thank you for inviting me to go to London with you, but ...
 I'm afraid that I won't be able to go to London with you, because ...
 Thanks for the invitation, but ...
 I'm afraid that I can't accept your invitation because ...
 I won't be able to make it tomorrow, because ...

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 ...

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!

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.)

Zekerheid uitdrukken *Expressing certainty*

I'm (utterly) convinced that ... (you'll solve the problem.)
 I'm (absolutely) sure ...
 I'm certain that ...
 There's no doubt that ...
 Certainly, ...
 Of course, ...
 Undoubtedly, ...
 Doubtless ...
 Definitely, ...

GRAMMAR

Linking words	 p. 113-119
Modal auxiliaries	 p. 77-79
Prepositions	 grammar – 32 – p. 85
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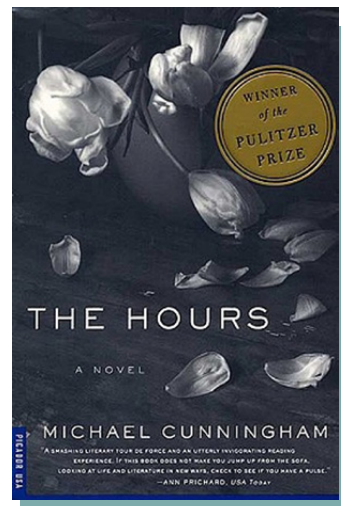
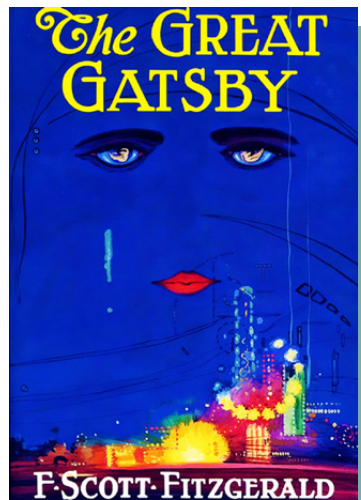
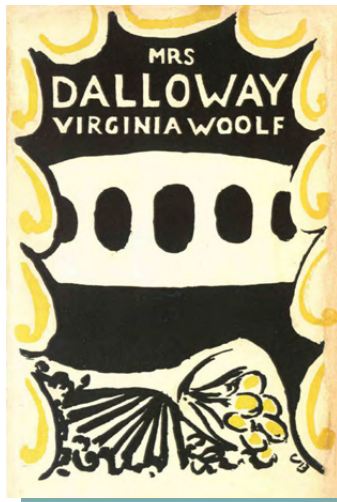


Literature

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In Two Minds



Following the death of their father in 1904, (Adeline) Virginia Stephen, her sister Vanessa and her two brothers, Adrian and Thoby, moved from 22 Hyde Park Gate, their family home in Kensington, to 46 Gordon Square, Bloomsbury. There, Virginia became involved with an elite group of London artists and academics: the Bloomsbury Group.

The focus of the so-called Lost Generation writers was less academic: they claimed to write fiction out of their experiences rather than about them. A good example is F. Scott Fitzgerald, who studied at Princeton University but dropped out of school to join the U.S. Army. After the war, a great part of the Lost Generation writers moved to Europe, idealising the past and writing about decadent parties in huge mansions.

Literary term

The Bloomsbury Group 1903-1964

The Bloomsbury Group was a circle of writers, artists and intellectuals from the Bloomsbury district of London. The group originally started off with 10 members and later expanded. The Bloomsberries, as they were called, were well-educated members of the upper middle class and critical of many aspects of the English society they lived in. Having grown up in Victorian households, they strongly rejected old Victorian ideals and supported unconventional ideas, such as pacifism, gay rights and open marriages.

They wanted to change society, at least within their own circle. Virginia Woolf, who had married Leonard Woolf in 1912, was the leader of this group.

The Bloomsbury Group writers were heavily influenced by American writers like Walt Whitman, Oliver Wendell Holmes, James Russell Lowell and Henry David Thoreau, and felt the Americans were superior to the British. Bloomsberries wanted to reinvent literature by overcoming the difficulty of putting patterns of thought into words.

Literary term

The Lost Generation 1920-1936

The Lost Generation was a group of American writers who came of age during World War I. They felt lost because all values they had learned about before the war were no longer relevant in the postwar world. Having seen pointless death on such a huge scale, many lost faith in traditional values like courage, patriotism, and masculinity. They did

not feel at home in a materialistic and emotionally barren America, and they did not believe in the "back to normalcy" policy. Many of them chose to make a living in France and they made Paris the centre of their literary activities: Gertrude Stein, Ernest Hemingway, F. Scott Fitzgerald, John Dos Passos, T.S. Eliot and E.E. Cummings, to name a few.



Literary term

A day in the life of ...

Woolf started writing *Mrs Dalloway*, a day in Clarissa Dalloway's life, in 1923. Clarissa is married to Richard Dalloway, but sometimes wonders why she had not married Peter Walsh instead. Besides, even more interesting, she still cherishes the memory of the kiss she shared with Sally Seton, her old childhood friend. Today, she is planning a party and decides to buy the flowers herself.

Michael Cunningham wrote *The Hours* in 1998. One of the three storylines is fictionalising a single day in Woolf's

writing process for *Mrs Dalloway*. The other storylines depict a day in the life of Clarissa Vaughan, throwing a party for writer friend Richard suffering from AIDS, and a day in the life of young Laura Brown, troubled wife and mother, living in postwar Los Angeles in 1949. His novel opens with a modern New York scene, early in the morning in the life of Vaughan, and his first sentence is: "There are still the flowers to buy." *The Hours* won the Pulitzer Prize for fiction, and was adapted into a 2002 film of the same name, starring Nicole Kidman as Woolf.

Literary term

Literal and figurative use of language

Literal language is generally understood as straight, unadorned, unpicturesque expression, free of verbal images and figures of speech. Figurative language is what

we ordinarily mean when we talk about verbal imagery. It brings colour to our words; it alludes to something without directly stating it.

Literary term

Similes, personifications and metaphors

A **simile** is a figure of speech in which two unlike things are explicitly compared, usually introduced by 'like' or 'as'. For instance, when onion skins are compared with butterflies: "Occasionally there was a gust of wind, and he was engulfed by sudden rustling and flickering shadows as a high spiral of onion skins fluttered about him like a swarm of butterflies" (taken from Leonard Gardner's novel *Fat City*).

Personification is a description in which an object takes on human characteristics or actions. "The sun hid its face behind the clouds" is a personification.

Similes and **metaphors** are often confused with one another. A metaphor is not explicit in drawing a comparison. "She is as innocent as an angel" and "She walks like an angel" are similes, whereas "Yesterday, I saw an angel" (when you are just describing seeing a beautiful girl passing by in the subway) is a metaphor.

A **hyperbole** is an outrageous exaggeration to emphasise a point. "You could have knocked me over with a feather" is a hyperbole.



Fragment 1

Mrs Dalloway

Taken from the beginning of the novel Mrs Dalloway.

Mrs Dalloway said she would buy the flowers herself.

For Lucy had her work cut out for her. The doors would be taken off their hinges; Rumpelmayer's men were coming. And then, thought Clarissa Dalloway, what a morning – fresh as if issued to children on a beach.

What a lark! What a plunge! For so it had always seemed to her, when, with a little squeak of the hinges, which she could hear now, she had burst open the French windows and plunged at Bourton into the open air. How fresh, how calm, stiller than this of course, the air was in the early morning; like the flap of a wave; the kiss of a wave; chill and sharp and yet (for a girl of eighteen as she then was) solemn, feeling as she did, standing there at the open window, that something awful was about to happen; looking at the flowers, at the trees with the smoke winding off them and the rooks rising, falling; standing and looking until Peter Walsh said, "Musing among the vegetables?" – was that it? – "I prefer men to cauliflowers" – was that it? He must have said it at breakfast one morning when she had gone out on to the terrace – Peter Walsh. He would be back from India one of these days, June or July, she forgot which, for his letters were awfully dull; it was his sayings one remembered; his eyes, his pocket-knife, his smile, his grumpiness and, when millions of things had utterly vanished – how strange it was! – a few sayings like this about cabbages.

She stiffened a little on the kerb, waiting for Durnall's van to pass. A charming woman, Scrope Purvis thought her (knowing her as one does know people who live next door to one in Westminster); a touch of the bird about her, of the jay, blue-green, light, vivacious, though she was over fifty, and grown very white since her illness. There she perched, never seeing him, waiting to cross, very upright.

For having lived in Westminster – how many years now? over twenty – one feels even in the midst of the traffic, or waking at night, Clarissa was positive, a particular hush, or solemnity; an indescribable pause; a suspense (but that might be her heart, affected, they said, by influenza) before

Big Ben strikes. There! Out it boomed. First a warning, musical; then the hour, irrevocable. The leaden circles dissolved in the air. Such fools we are, she thought, crossing Victoria Street. For Heaven only knows why one loves it so, how one sees it so, making it up, building it round one, tumbling it, creating it every moment afresh; but the veriest frumps, the most dejected of miseries sitting on doorsteps (drink their downfall) do the same; can't be dealt with, she felt positive, by Acts of Parliament for that very reason: they love life. In people's eyes, in the swing, tramp, and trudge; in the bellow and the uproar; the carriages, motor cars, omnibuses, vans, sandwich men shuffling and swinging; brass bands; barrel organs; in the triumph and the jingle and the strange high singing of some aeroplane overhead was what she loved; life; London; this moment of June.

For it was the middle of June. The War was over, except for some one like Mrs Foxcroft at the Embassy last night eating her heart out because that nice boy was killed and now the old Manor House must go to a cousin; or Lady Bexborough who opened a bazaar, they said, with the telegram in her hand, John, her favourite, killed; but it was over; thank Heaven – over. It was June. The King and Queen were at the Palace. And everywhere, though it was still so early, there was a beating, a stirring of galloping ponies, tapping of cricket bats; Lords, Ascot, Ranelagh and all the rest of it; wrapped in the soft mesh of the grey-blue morning air, which, as the day wore on, would unwind them, and set down on their lawns and pitches the bouncing ponies, whose forefeet just struck the ground and up they sprung, the whirling young men, and laughing girls in their transparent muslins who, even now, after dancing all night, were taking their absurd woolly dogs for a run; and even now, at this hour, discreet old dowagers were shooting out in their motor cars on errands of mystery; and the shopkeepers were fidgeting in their windows with their paste and diamonds, their lovely old sea-green brooches in eighteenth-century settings to tempt Americans (but one must economise, not buy things rashly for Elizabeth), and she, too, loving it as she did with an absurd and faithful passion, being part of it, since her people were courtiers once in the time of the Georges, she, too, was going that very night to kindle and illuminate; to give her party.



Fragment 2

The Great Gatsby

Taken from chapter 1.

My family have been prominent, well-to-do people in this Middle Western city (Minnesota) for three generations. The Carraways are something of a clan, and we have a tradition that we're descended from the Dukes of Buccleuch, but the actual founder of my line was my grandfather's brother, who came here in fifty-one, sent a substitute to the Civil War, and started the wholesale hardware business that my father carries on to-day.

I never saw this great-uncle, but I'm supposed to look like him – with special reference to the rather hard-boiled painting that hangs in father's office. I graduated from New Haven in 1915, just a quarter of a century after my father, and a little later I participated in that delayed Teutonic migration known as the Great War. I enjoyed the counter-raid so thoroughly that I came back restless. Instead of being the warm centre of the world, the Middle West now seemed like the ragged edge of the universe – so I decided to go East and learn the bond business. Everybody I knew was in the bond business, so I supposed it could support one more single man. All my aunts and uncles talked it over as if they were choosing a prep school for me, and finally said, "Why – ye – es", with very grave, hesitant faces. Father agreed to finance me for a year, and after various delays I came East, permanently, I thought, in the spring of twenty-two.

(...)

I lived at West Egg, the – well, the less fashionable of the two, though this is a most superficial tag to express the bizarre and not a little sinister contrast between them. My house was at the very tip of the egg, only fifty yards from the Sound, and squeezed between two huge places that rented for twelve or fifteen thousand a season. The one on my right was a colossal affair by any standard – it was a factual imitation of some Hotel de Ville in Normandy, with a tower on one side, spanking new under a thin beard of raw ivy, and a marble swimming pool, and more than forty acres of lawn and garden. It was Gatsby's mansion. Or, rather, as I didn't know Mr. Gatsby, it was a mansion inhabited by a gentleman of that name. My own house was an eyesore, but it was a small eyesore, and it had been overlooked, so I had a view of the water, a partial view of my neighbor's lawn, and

the consoling proximity of millionaires – all for eighty dollars a month.

Across the courtesy bay the white palaces of fashionable East Egg glittered along the water, and the history of the summer really begins on the evening I drove over there to have dinner with the Tom Buchanans. Daisy was my second cousin once removed, and I'd known Tom in college. And just after the war I spent two days with them in Chicago.

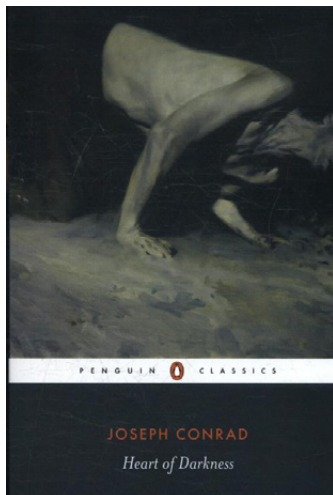
Her husband, among various physical accomplishments, had been one of the most powerful ends that ever played football at New Haven – a national figure in a way, one of those men who reach such an acute limited excellence at twenty-one that everything afterward savors of anti-climax. His family were enormously wealthy – even in college his freedom with money was a matter for reproach – but now he'd left Chicago and come East in a fashion that rather took your breath away: for instance, he'd brought down a string of polo ponies from Lake Forest. It was hard to realize that a man in my own generation was wealthy enough to do that.

Why they came East I don't know. They had spent a year in France for no particular reason, and then drifted here and there unrestfully wherever people played polo and were rich together. This was a permanent move, said Daisy over the telephone, but I didn't believe it – I had no sight into Daisy's heart, but I felt that Tom would drift on forever seeking, a little wistfully, for the dramatic turbulence of some irrecoverable football game.

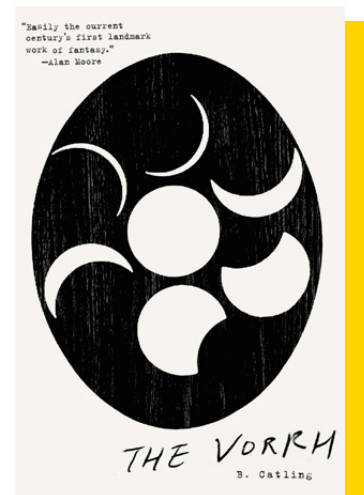
And so it happened that on a warm windy evening I drove over to East Egg to see two old friends whom I scarcely knew at all. Their house was even more elaborate than I expected, a cheerful red-and-white Georgian Colonial mansion, overlooking the bay. The lawn started at the beach and ran toward the front door for a quarter of a mile, jumping over sundials and brick walks and burning gardens – finally when it reached the house drifting up the side in bright vines as though from the momentum of its run. The front was broken by a line of French windows, glowing now with reflected gold and wide open to the warm windy afternoon, and Tom Buchanan in riding clothes was standing with his legs apart on the front porch.



The Shape of Things to Come



Heart of Darkness is considered one of the greatest texts of Western literature. It is a frame story, the frame being narrator Marlow telling fellow shipmates about his encounters with Mr Kurtz in the Congo Free State. The novella was written by Joseph Conrad after his own steamboat adventure up the Congo River. Conrad criticises the darkness brought by colonialism: the exploitation of Africa, the dehumanisation of the African people and the degradation of the white colonisers. In this criticism he makes his readers reflect on “the horror of the West” and thus helps shaping a more decent and human European future.



A modern adaption of Conrad's dark forest and horror can be found in *The Vorrh*, written by Brian Catling. This book also criticises colonialism, but in a far more complex way. The story takes place in a post-World War I era, in a very unrealistic setting. Reading the book is confusing; every story about the Vorrh seems to be true and untrue. In picturing a quest to rescue the Tree of Knowledge and to return Creation to a state of primal innocence, Catling “reshapes” the future of mankind. *The Vorrh* is a fantasy novel in the sense that it creates a fictional and menacing jungle in the heart of Africa, with tragic monsters and strange machinations. A dark forest which corrupts, degrades and destroys those who spend too much time in it. *The Vorrh* is also a modern version of a surrealist novel, named after the imaginary forest Vorrh the surrealist writer Raymond Roussel described in his 1910 novel *Impressions of Africa*.

Literary term

Realism 1820-1920

Realism first developed as a literary movement in the middle of the 19th century in France. *Madame Bovary*, written by Gustave Flaubert, is a great example of realist writing. Then the movement spread to England and Russia, and all the way to the United States.

The aim of realist writers was to describe the true nature of reality, in a style close to journalism: no more sugar-coating the events, no longer a make-believe world of fantasy. Realism attempted to illustrate life without romantic

subjectivity and idealisation. Writers depicted real characters in their novel; they showed psychologically complicated beings with conflicting impulses and motivations. Realists believed that most people were neither completely good nor completely bad and they thought that good writing really could change the world. As the American writer and editor of the *Atlantic Monthly* magazine William Dean Howells explained: “Realism is nothing more and nothing less than the truthful treatment of material.”

Literary term

The Dada movement and Surrealism 1916-1923 / 1924-1966

The artistic and literary movement **Dada** was founded in Zürich, Switzerland. It began as a reaction to World War I. Dada mocked all materialistic and nationalistic attitudes and became a powerful influence on many artists. Marcel Duchamp, one of the Dada pioneers, selected mass-produced objects and began presenting them as art, as “readymades”. Dadaists questioned the assumptions about what art should be, and how it should be made. They even mocked themselves: “Dada is anti-Dada!”

Surrealism was the artistic, intellectual, and literary movement led by poet André Breton in Paris, from 1924 through World War II. Surrealists attempted to tap into the ‘superior reality’ of the subconscious mind. They used theories of the Dada Movement and combined these with psychologist Sigmund Freud’s theories on dreams and the subconscious mind.



Literary term

Modern surrealist art and literature

The goal in modern surrealist art is to create something bizarre and disjointed, but still somehow understandable. Surrealism is meant to be strange and shocking. Most surrealist literature will have contrasting images or ideas in order to help readers in making new connections and in expanding the reader's reality, or rather the reader's idea of what reality is. In line with Dada and 20th century surrealists, the modern surrealists see the unconscious as a means to unlock the power of the imagination.

Surrealism uses poetic techniques, like free association, disjointed stories and nonlinear timelines, rather than the linear plots and structured settings you find in realism. In **magical realism** artists go a step further; they no longer draw a clear line between imagination and reality.

Absurdism is even more abstract and extreme, absurdist art hardly make any sense to its viewers and readers, it just questions reality and unreality.

Literary term

Novella

A **novella** is a short and well-structured narrative, often realistic in tone. The early novellas, written during the Middle Ages, were based on local events that were humorous, political, or amorous in nature. Later, the novella developed into a psychologically subtle and highly structured short tale, often using a frame story to unify the tales around a common theme or a catastrophic event (such as plague, war, or flood), either real or imaginary.

In length, a novella is considerably longer than a **short story** but shorter than a **novel**. As a book, it must be able to stand on its own. The word count generally runs 20,000-50,000 words (about 30,000 words is average). Famous 19th and 20th century examples of novellas are Leo Tolstoy's *The Death of Ivan Ilich*, Fyodor Dostoyevsky's *Notes from the Underground*, Henry James's *The Aspern Papers*, and Joseph Conrad's *Heart of Darkness*.

Fragment 1

Heart of Darkness

Taken from the beginning of the novella. The narrator and his shipmates are aboard a boat anchored on the River Thames.

The sun set; the dusk fell on the stream, and lights began to appear along the shore. The Chapman lighthouse, a three-legged thing erect on a mud-flat, shone strongly. Lights of ships moved in the fairway – a great stir of lights going up and going down. And farther west on the upper reaches the place of the monstrous town was still marked ominously on the sky, a brooding gloom in sunshine, a lurid glare under the stars.

“And this also,” said Marlow suddenly, “has been one of the dark places of the earth.”

He was the only man of us who still “followed the sea”. The worst that could be said of him was that he did not represent his class. He was a seaman, but he was a wanderer, too, while most seamen lead, if one may so express it, a sedentary life. Their minds are of the stay-at-home order, and their home is always with them – the ship; and so is their country – the sea. One ship is very much

like another, and the sea is always the same. In the immutability of their surroundings the foreign shores, the foreign faces, the changing immensity of life, glide past, veiled not by a sense of mystery but by a slightly disdainful ignorance; for there is nothing mysterious to a seaman unless it be the sea itself, which is the mistress of his existence and as inscrutable as Destiny. For the rest, after his hours of work, a casual stroll or a casual spree on shore suffices to unfold for him the secret of a whole continent, and generally he finds the secret not worth knowing. The yarns of seamen have a direct simplicity, the whole meaning of which lies within the shell of a cracked nut. But Marlow was not typical (if his propensity to spin yarns be excepted), and to him the meaning of an episode was not inside like a kernel but outside, enveloping the tale which brought it out only as a glow brings out a haze, in the likeness of one of these misty halos that sometimes are made visible by the spectral illumination of moonshine.



Fragment 2

Taken from the last chapter in which the narrator has documents that once belonged to ivory trader Kurtz.

I kept the bundle of papers given me by Kurtz, not knowing exactly what to do with it. His mother had died lately, watched over, as I was told, by his Intended. A clean-shaved man, with an official manner and wearing gold-rimmed spectacles, called on me one day and made inquiries, at first circuitous, afterwards suavely pressing, about what he was pleased to denominate certain “documents”. I was not surprised, because I had had two rows with the manager on the subject out there. I had refused to give up the smallest scrap out of that package, and I took the same attitude with the spectacled man. He became darkly menacing at last, and with much heat argued that the Company had the right to every bit of information about its “territories”. And said he, “Mr. Kurtz’s knowledge of unexplored regions must have been necessarily extensive and peculiar – owing to his great abilities and to the deplorable circumstances in which he had been placed: therefore –” I assured him Mr. Kurtz’s knowledge, however extensive, did not bear upon the problems of commerce or administration. He invoked then the name of science. “It would be an incalculable loss if,” etc., etc. I offered him the report on the *Suppression of Savage Customs*, with the postscriptum torn off. He took it up eagerly, but ended by sniffing at it with an air of contempt. “This is not what we had a right to expect,” he remarked. “Expect nothing else,” I said. “There are only private letters.” He withdrew upon some threat of legal proceedings, and I saw him no more; but another fellow, calling himself Kurtz’s cousin, appeared two days later, and was anxious to hear all the details about his dear relative’s last moments. Incidentally he gave me to understand that Kurtz had been essentially a great musician. “There was the making of an immense success,” said the man, who was an organist, I believe, with lank grey hair flowing over a greasy coat-collar. I had no reason to doubt his statement; and to this day I am unable to say what was Kurtz’s profession, whether he ever had any – which was the greatest of his talents. I had taken him for a painter who wrote for the papers, or else for a journalist who could paint – but even the cousin (who took snuff during the interview) could not

tell me what he had been – exactly. He was a universal genius – on that point I agreed with the old chap, who thereupon blew his nose noisily into a large cotton handkerchief and withdrew in senile agitation, bearing off some family letters and memoranda without importance. Ultimately a journalist anxious to know something of the fate of his “dear colleague” turned up. This visitor informed me Kurtz’s proper sphere ought to have been politics “on the popular side”. He had furry straight eyebrows, bristly hair cropped short, an eyeglass on a broad ribbon, and, becoming expansive, confessed his opinion that Kurtz really couldn’t write a bit – “but heavens! how that man could talk. He electrified large meetings. He had faith – don’t you see? – he had the faith. He could get himself to believe anything – anything. He would have been a splendid leader of an extreme party”. “What party?” I asked. “Any party,” answered the other. “He was an – an – extremist.” Did I not think so? I assented. Did I know, he asked, with a sudden flash of curiosity, “what it was that had induced him to go out there?” “Yes”, said I, and forthwith handed him the famous *Report* for publication, if he thought fit. He glanced through it hurriedly, mumbling all the time, judged “it would do”, and took himself off with this plunder.

“Thus I was left at last with a slim packet of letters and the girl’s portrait. She struck me as beautiful – I mean she had a beautiful expression. I know that the sunlight can be made to lie, too, yet one felt that no manipulation of light and pose could have conveyed the delicate shade of truthfulness upon those features. She seemed ready to listen without mental reservation, without suspicion, without a thought for herself. I concluded I would go and give her back her portrait and those letters myself. Curiosity? Yes; and also some other feeling perhaps. All that had been Kurtz’s had passed out of my hands: his soul, his body, his station, his plans, his ivory, his career. There remained only his memory and his Intended – and I wanted to give that up, too, to the past, in a way – to surrender personally all that remained of him with me to that oblivion which is the last word of our common fate. I don’t defend myself. I had no clear perception of what it was I really wanted. Perhaps it was an impulse of unconscious loyalty, or the fulfilment of one of those ironic necessities that lurk in the facts of human existence. I don’t know. I can’t tell. But I went.”



Fragment 3

The Vorrh

Catling overcomes the contradictions of the conscious and unconscious minds by creating unreal and bizarre beings and events. Read about the bow, the Vorrh and Sidrus.

The bow:

The bow I carry with me, I made of Este.

She died just before dawn, ten days ago. Este had foreseen her death while working in our garden, an uncapping of momentum in the afternoon sun.

Este was born a seer and lived in the experience of her departure, a breeze before a wave, before a storm. Seers die in a threefold lapse, from the outside in.

Her long name was Irrinipeste, and she had been born to Abungu in the Vorrh, the great brooding forest that she said was older than humankind.

We said goodbye during the days leading to her night. Then all of my feelings were put away; there were more important rituals to perform. All this I knew from our first agreement to be together as it had been described, it had been unfolded.

I stood before our wooden table, where her body lay divided and stripped into materials and language. My back and hands ached from the labour of splitting her apart, and I could still hear her words. The calm instructions of my task, embedded with a singsong insistence to erase my forgetfulness. The entire room was covered with blood, yet no insect would trespass this space, no fly would drink her, no ant would forage her marrow. We were sealed against the world during those days, my task determined, basic and kind.

She had explained all this to me while I tried to serve her breakfast in bed on a rare rainy morning. The black bread and yellow butter had seemed to stare from its plate with mocking intensity, the fruit pulsing and warping into obscene ducts and ventricles. I perched on the edge of the bed, listening to her simple words glide with the rain, while my fear turned them into petrol, burning into my oxygenless, hidden core.

I shaved long, flat strips from the bones of her legs. Plaiting sinew and tendon, I stretched muscle into interwoven pages and bound them with flax. I made the bow of these, setting the fibres and grains of her tissue in opposition, the raw arc congealing, twisting, and shrinking into its proportion of purpose. I removed her unused womb and placed her dismembered hands inside it. I shaved her head and removed her tongue

and eyes and folded them inside her heart. My tasks finished, I placed the nameless objects on the wooden draining board of the sink. They sat in mute splendour, glowing in their strangeness.

For three days I lived with the inventions of her and the unused scraps, the air scented by her presence, the musk-deep smell of her oil and movement. The pile of her thick, unwashed hair seemed to breathe and swell against the bars of sunlight that turned the room towards evening. These known parts of her stroked away the anxious perfumes, the harsh iron of her blood, and the deeper saturated smoulders of her unlocked interior. On the third day I buried her heart, womb, and head in the garden in a small, circular pit she had dug with her very hands a week before. I covered it with a heavy stone.

I obeyed with perfection, tearless and quiet, picking up the arrows that she had made and walking back into the house for the last time.

The Vorrh:

For years, it was said that nobody had ever reached the centre of the Vorrh. Or, if they had, then they had never returned. Business expanded and flourished on its southernmost outskirts, but nothing was known of its interior, except myth and fear. It was the mother of forests; ancient beyond language, older than every known species and, some said, propagator of them all, locked in its own system of evolution and climate.

The banded foliage and vast trees that breathed its rich air offered much to humans but could also devour a thousand of their little lives in a microsecond of their uninterrupted, unfathomable time. So vast was its acreage, it also made its demands of time, splitting the toiling sun into zones outside of normal calibration; a theoretical traveller, passing through its entire breadth on foot, would have to stop at its centre and wait at least a week for his soul to catch up. So dense was its breathing, it dented the surrounding climate. Swirling clouds interacted with its shadow. Its massive transpiration sucked at the nearby city that fed from it, sipping from the lungs of its inhabitants and filling the skies with oxygen. It brought in storms and unparalleled shifts of weather. Sometimes it mimicked Europe, smuggling a fake winter for a week or two, dropping temperatures and making the city look and feel like its progenitor. Then it spun winds and heat to make the masonry crack after the tightness of the impossible frost.



No planes dared fly over it. Its unpredictable climate, dizzying abnormalities of compass and impossibilities of landing made it a pilot's and navigator's nightmare. All its pathways turned into overgrowth, jungle and ambush. The tribes that were rumoured to live there were barely human – some said the anthropogphagi still roamed. Creatures beyond hope. Heads growing below their shoulders. Horrors.

Sidrus:

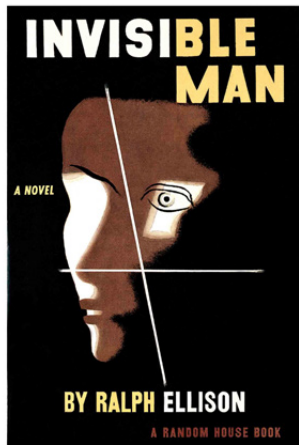
Anger was not the most useful tool in his armoury. He had achieved everything without its obvious help, could reach the far points of expression and action without the adrenaline other men required to achieve half as much. So he marched through the streets, wanting to dissipate his rage and think more clearly, but he could only contemplate the dismal outcome of what should have been a foolproof plan – what had those idiots done to

ruin such a perfect solution? Now he had to find another way of stopping the wretched Englishman from being butchered in the Vorrh as he tried to pass through it for a second time. Nobody had ever accomplished such a thing; the great forest protected itself by draining and erasing the souls of all men; all except this one, apparently, who walked through it with impunity, even appearing to gain benefit from it. Sidrus did not know how or why this unique possibility had manifested itself, although he guessed that the witch child of the True People had worked some blasphemous magic with her protégé. What he did know was that if the Englishman passed through the forest again, he alone would have the opportunity to understand its balance, its future and maybe even its past. Not since Adam had such a single being altered the purpose and the meaning of the Vorrh, and now he was being hunted by a barbaric mercenary, one these fools had let slip through their grasp.

Catling: “The imagination is a muscle, one that increases with exercise. You have to tell it, ‘That’s not good enough, you’ve got to go further.’”



Making History



In the early 50's Ralph Ellison made history by writing *Invisible Man*, a monumental novel about black visibility. The narrator explains: "I am invisible, understand, simply because people refuse to see me." His statement makes clear how in the 1940's and 1950's – decades after slavery was abolished – black men in America still went unseen.

It is the narrator's grandfather who, on his deathbed, gets the whole family in shock: he demands his offspring to become visible instead of invisible. As a result, the grandson starts soul-searching and struggles with internal and external definitions of self. This private struggle is the very reason that influentials like Barack Obama cite *Invisible Man* as a crucial personal development book.

Kathryn Stockett's novel *The Help* also makes history visible by telling the story of black maids working for white families in Jackson, Mississippi, in the early 60's. Guess which inspirational book Skeeter, the main character, has on her bookshelf? Indeed, *Invisible Man*.

Literary term

Existentialism 1850-today

Existentialism is a movement in philosophy and literature which emphasises individual existence, freedom and choice. It is a term applied to the works of the Danish philosopher Søren Kierkegaard and the German philosopher Friedrich Nietzsche.

Existentialists believe that individuals are entirely free and that they must take personal responsibility for themselves. They find meaning within existence. Since they don't believe that there is a God, they embrace the idea that individuals create meaning for themselves: human beings

need to be *something*, just to *be* is not enough.

Although Existentialists accept alienation as a consequence of this freedom – everybody is fundamentally alone – they do not dictate a very negative view of this reality. They just want to point out the "absurd condition" of humanity: finding real meaning will ultimately fail, because there is too much information and making rational decisions is too hard, because we live in an irrational universe.

Literary term

Points of view

The **point of view** in a story is the way the author allows you to 'see' and 'hear' what's going on. There are three main forms: first person, third person and omniscient.

An author can write a story in the **first person** ('I' and 'me' are used: "I woke up and saw my brother lying asleep.") or in the **third person** ('he' and 'she' are used: "He woke up and saw his brother lying asleep. This worried him.").

A **third person omniscient narrator** uses 'he' or 'she', and

also knows the feelings and thoughts of all other characters. ("He woke up first, feeling a bit alarmed that he might have overslept and missed the school bus. He looked at his brother's bed and was glad to see that Sam was still asleep, snuggled up under the covers. Sam was dreaming about his first day at school.").

A **third person limited narrator** only seems to have access to knowledge of a limited number of characters.



Fragment 1

The Invisible Man

From the beginning of chapter 1.

It goes a long way back, some twenty years. All my life I had been looking for something, and everywhere I turned someone tried to tell me what it was. I accepted their answers too, though they were often in contradiction and even self-contradictory. I was naive. I was looking for myself and asking everyone except myself questions which I, and only I, could answer. It took me a long time and much painful boomeranging of my expectations to achieve a realization everyone else appears to have been born with: That I am nobody but myself. But first I had to discover that I am an invisible man! And yet I am no freak of nature, nor of history. I was in the cards, other things having been equal (or unequal) eighty-five years ago. I am not ashamed of my grandparents for having been slaves. I am only ashamed of myself for having at one time been ashamed. About eighty-five years ago they were told that they were free, united with others of our country in everything pertaining to the common good, and, in everything social, separate like the fingers of the hand. And they believed it. They exulted in it. They stayed in their place, worked hard, and brought up my father to do the same. But my grandfather is the one. He was an odd old guy, my grandfather, and I am told I take after him.

It was he who caused the trouble. On his deathbed he called my father to him and said, "Son, after I'm gone I want you to keep up the good fight. I never told you, but our life is a war and I have been a traitor all my born days, a spy in the enemy's country ever since I give up my gun back in the Reconstruction. Live with your head in the lion's mouth. I want you to overcome 'em with yeses, undermine 'em with grins, agree 'em to death and destruction, let 'em swoller you till they vomit or bust wide open."

They thought the old man had gone out of his mind. He had been the meekest of men. The younger children were rushed from the room, the shades drawn and the flame of the lamp turned so low that it sputtered on the wick like the old man's breathing. "Learn it to the younguns," he whispered fiercely; then he died. But my folks

were more alarmed over his last words than over his dying.

It was as though he had not died at all, his words caused so much anxiety. I was warned emphatically to forget what he had said and, indeed, this is the first time it has been mentioned outside the family circle. It had a tremendous effect upon me, however. I could never be sure of what he meant. Grandfather had been a quiet old man who never made any trouble, yet on his deathbed he had called himself a traitor and a spy, and he had spoken of his meekness as a dangerous activity. It became a constant puzzle which lay unanswered in the back of my mind. And whenever things went well for me I remembered my grandfather and felt guilty and uncomfortable. It was as though I was carrying out his advice in spite of myself. And to make it worse, everyone loved me for it. I was praised by the most lily-white men of the town. I was considered an example of desirable conduct -- just as my grandfather had been. And what puzzled me was that the old man had defined it as treachery. When I was praised for my conduct I felt a guilt that in some way I was doing something that was really against the wishes of the white folks, that if they had understood they would have desired me to act just the opposite, that I should have been sulky and mean, and that that really would have been what they wanted, even though they were fooled and thought they wanted me to act as I did. It made me afraid that some day they would look upon me as a traitor and I would be lost. Still I was more afraid to act any other way because they didn't like that at all. The old man's words were like a curse.

On my graduation day I delivered an oration in which I showed that humility was the secret, indeed, the very essence of progress. (Not that I believed this -- how could I, remembering my grandfather? -- I only believed that it worked.) It was a great success. Everyone praised me and I was invited to give the speech at a gathering of the town's leading white citizens. It was a triumph for our whole community.



Fragment 2

Also taken from chapter 1.

It was in the main ballroom of the leading hotel. When I got there I discovered that it was on the occasion of a smoker, and I was told that since I was to be there anyway I might as well take part in the battle royal to be fought by some of my schoolmates as part of the entertainment. The battle royal came first. All of the town's big shots were there in their tuxedos, wolfing down the buffet foods, drinking beer and whiskey and smoking black cigars. It was a large room with a high ceiling. Chairs were arranged in neat rows around three sides of a portable boxing ring. The fourth side was clear, revealing a gleaming space of polished floor.

I had some misgivings over the battle royal, by the way. Not from a distaste for fighting, but because I didn't care too much for the other fellows who were to take part. They were tough guys who seemed to have no grandfather's curse worrying their minds. No one could mistake their toughness. And besides, I suspected that fighting a battle royal might detract from the dignity of my speech. In those pre-invisible days I visualized myself as a potential Booker T. Washington. But the other fellows didn't care too much for me either, and there were nine of them. I felt superior to them in my way, and I didn't like the manner in which we were all crowded together into the servants' elevator. Nor did they like my being there. In fact, as the warmly lighted floors flashed past the elevator we had words over the fact that I, by taking part in the fight, had knocked one of their friends out of a night's work.

We were led out of the elevator through a rococo hall into an anteroom and told to get into our fighting togs. Each of us was issued a pair of boxing gloves and ushered out into the big mirrored hall, which we entered looking cautiously about us and whispering, lest we might accidentally be heard above the noise of the room. It was foggy with cigar smoke. And already the whiskey was taking effect. I was shocked to see some of the most important men of the town quite

tipsy. They were all there -- bankers, lawyers, judges, doctors, fire chiefs, teachers, merchants. Even one of the more fashionable pastors.

(...)

There was nothing to do but what we were told.

All ten of us climbed under the ropes and allowed ourselves to be blindfolded with broad bands of white cloth. One of the men seemed to feel a bit sympathetic and tried to cheer us up as we stood with our backs against the ropes. Some of us tried to grin. "See that boy over there?" one of the men said. "I want you to run across at the bell and give it to him right in the belly. If you don't get him, I'm going to get you. I don't like his looks."

Each of us was told the same. The blindfolds were put on. Yet even then I had been going over my speech. In my mind each word was as bright as flame. I felt the cloth pressed into place, and frowned so that it would be loosened when I relaxed. But now I felt a sudden fit of blind terror. I was unused to darkness. It was as though I had suddenly found myself in a dark room filled with poisonous cottonmouths. I could hear the bleary voices yelling insistently for the battle royal to begin. "Get going in there!" "Let me at that big nigger!" I strained to pick up the school superintendent's voice, as though to squeeze some security out of that slightly more familiar sound.

"Let me at those black sonsabitches!" someone yelled. "No, Jackson, no!" another voice yelled. "Here, somebody, help me hold Jack." "I want to get at that ginger-colored nigger. Tear him limb from limb," the first voice yelled. I stood against the ropes trembling. For in those days I was what they called ginger-colored, and he sounded as though he might crunch me between his teeth like a crisp ginger cookie. Quite a struggle was going on. Chairs were being kicked about and I could hear voices grunting as with a terrific effort. I wanted to see, to see more desperately than ever before. But the blindfold was as tight as a thick skin-puckering scab and when I raised my gloved hands to push the layers of white aside a voice yelled, "Oh, no you don't, black bastard! Leave that alone!"



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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