



The language of protest

TEXT

Protesting is a radical form of communication. By protesting, people without power or influence find ways to have their voices heard. They feel the need to express a message of dissent. Sometimes this message is so strong that it changes the course of history forever. Slogans are written on banners and protest signs to make the

language of protesters even stronger. The best slogans are short, catchy, unique and easy to remember.

Protest movements are more effective when they are supported by celebrities. Read about famous protesters below and the language they used.

"NONVIOLENCE IS A WEAPON OF THE STRONG." - MAHATMA GANDHI

Gandhi's Salt March

In 1930, Gandhi organised a group of supporters and started on a 241-mile march across western India. The goal? Collecting salt from the sea in defiance of the British colonisers. His march inspired thousands of Indians to stop paying the salt tax.



"I HAVE A DREAM." - MARTIN LUTHER KING JR.

The March on Washington

In 1963, at the base of the Lincoln Memorial, a young Baptist minister delivered a speech. His words inspired more than 200,000 supporters to march on Washington DC. Their goal? A call for legislation to end systemic prejudices against African Americans.



"WE RAISE OUR VOICES AS MOTHERS, AS ARTISTS, AND AS ACTIVISTS." - BEYONCÉ

The Women's March

In 2017, on January 21, a worldwide demonstration took place. It was a day after the inauguration of Donald Trump as US president. The goal? According to organisers, they wanted to "send a bold message to our new administration on their first day in office, and to the world that women's rights are human rights".



"HOMO SAPIENS HAVE NOT YET FAILED." - GRETA THUNBERG

Fridays for Future

This youth-led and organised global climate strike movement began in 2018 when 15-year old Greta Thunberg led a school strike for climate change in Sweden. The goal? Urgent action on the climate crisis.



- 1 Research other famous protest demonstrations online. You may think of protests against racism, (nuclear) weapons, or war; or protests demanding world peace, human rights, or equality. Select one and answer the questions.
 - **a** In a few words, describe this protest.

Personal answer.

b Who is leading it?

Personal answer.

c What is the protest language? Name slogans they used.

Personal answer.

d What is the ultimate goal?

Personal answer.

- **PAIR WORK** Imagine, like Greta Thunberg, you are forming your own protest movement at school. Discuss the following questions with a classmate.
 - a What would you protest against or protest for?
 - **b** Think of a slogan for your protest. Explain why your slogan works.
 - c How would you protest, demanding action? What modern technology would you use?

TEXT

Can protest music impact change?

The aim of protest music is to send a strong social message. The popularity of artists helps to bring more attention to important issues. John Lennon, member of the English rock band *The Beatles*, wrote his song *Imagine* in March 1971, during the Vietnam War. He described it as "an ad campaign for peace". And in a speech for The Women's March (2017), singer/rapper and

actress Janelle Monáe said: "I am honoured to join this critical movement to bring justice and equality to all. Music has always been a powerful tool for galvanising unity and I believe that singing and standing together, our voices will be stronger than any force that tries to repress us."

3 Online, find another instance of protest language in a song.

a Quote the most powerful phrase.

Personal answer.

b Explain why you have chosen this particular phrase.

Personal answer.

- c GROUP WORK In your class, vote for the best phrases in protest music.
- 4 **GROUP WORK** Work in groups of three or four. Read the text about protest music and talk about the following statements. Tell each other why you agree or disagree.
 - a Janelle Monáe: "Music has always been a powerful tool for galvanising unity."
 - **b** John Lennon: "A dream you dream alone is only a dream. A dream you dream together is reality."
 - **c** Jimi Hendrix: "If there is something to be changed in this world, then it can only happen through music."



YOU'LL BE ABLE TO

- understand important factual information in short texts
- understand most of the recorded information of personal interest
- (invite others to) give personal views, comments and opinions in discussions
- make clear, short notes for yourself and other people

Grammar (\square)



past simple (irregular verbs)

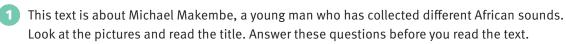
Vocabulary (

• You can learn the vocabulary with the Study box (p. 58) and the vocab trainer.

Strategies

- context clues
- reliable information

READING



a What could the "African sounds" be?

Music, voices, sounds of everyday life

b What do you think Michael is going to do with the African sounds?

Use them in his music

TEXT

"That's Africa, man": how a young musician captured the music of Rwanda

The singer, songwriter and producer Michael Makembe has compiled an audio library with almost 1,000 recordings of people singing, clapping and playing traditional instruments in Kigali.

- In a studio in Kigali, Rwanda, Michael Makembe sits down at his laptop and starts playing some traditional vocals he recorded in the street. The music producer adds a layer of Afrobeat and drums, and mixes in some percussion, his own harmonies, and chords he plays on the keyboard. "That's the groove," he says to the documentary maker from Rwandan media organisation IGIHE, as he sings along. "That's Africa, man."
- Makembe, 25, hasn't always been interested in traditional Rwandan vocals and instruments. Growing

up, he listened mostly to artists from abroad such as Michael Jackson and Bob Marley. It was when he attended music school that he felt an urge to connect with his roots. "I never got a chance to connect with Rwandan tradition at a young age," he says.

"I realised I really needed to connect with my roots, and speak to my homeland through music."



- 3 In 2018, he decided to travel all around Rwanda, visiting communities in remote places to collect voices, poems, songs and recordings of traditional instruments. In five years Makembe has amassed nearly 1,000 different sounds. He is hoping to open an audio museum this year where people can go and listen to them. He also wants to launch Sounds of Rwanda, an online library for a global audience. "I had to connect with my home and have time to understand, discover and explore its traditions. Rwandan music is me, it's who I am," he adds.
- 4 Makembe began by researching different communities and their musical traditions before travelling to meet these communities, sometimes living with them for a week or two. He takes equipment and a camera, and records singing, clapping or playing instruments, as well as any other sounds he finds interesting, like people cooking or digging.
- 5 He is often asked what he's doing and where the vocals will end up. "It has been a journey to preach to people and tell them my idea. It is for my own use, but it's also something for the next generation too," he says.
- **6** He pays for contributions. All his work so far has been self-funded by other creative work, gigs, music production and festival appearances.
- 7 One of Makembe's most treasured experiences was on Nkombo Island, on Lake Kivu, between the Democratic Republic of the Congo and Rwanda. Most of its population eke out a living from fishing. They speak a language different from the Kinyarwanda spoken in the rest of the country.

- 8 Makembe recorded the fishers singing at work and found one whose voice stood out. "He was someone who was different. I had to understand him. I've always been trying to push his story. When he sings, it's a true story and something he believes in. "He's poor. In his community he doesn't have much and so doesn't have a voice. When you have no voice, you are nothing. He has no power. His way to tell his story is through a song." Since then, Makembe has stayed in touch with the community and organised a concert for them to perform in Kigali in September last year.
- **9** He is due to release his own album this year, using some of the sounds he has collected. "I bring the influences I had in my childhood, and fuse modern sounds with tradition," he says.
- Nakembe has also collaborated with other Rwandan artists including Ish Kevin and Bushali, part of a burgeoning music scene in the country that uses elements of Rwandan and other African culture to create new genres. "The industry now is made up of a young generation who are creating styles influenced by tradition, like Kinyatrap and Afrobeat," says Makembe. "It's the beginning. It's a growing movement. We are among the people bringing it to life, inspiring [our young people]. We bring them solutions in their own language. I wish I could have had this in childhood."

Source: www.theguardian.com

READING

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

- (§1) What does Michael show the documentary maker?

 How he uses the traditional African music / African elements in his own
 music. "The music producer adds ... mixes in ... sings along."
- 3 (§2) How did Michael's musical interest change over the years?

☐ talking to the leaders of communities

- He developed from a young man interested in pop music to an artist who combined pop with traditional styles.
- He had mainly focused on foreign music until he realised the significance of relating to his origin and homeland.
- O He had mostly copied traditional music styles before he started his own African style.
- O He used modern instruments only until he learned about traditional instruments at music school.
- (§3) What is Michael's goal with launching Sounds of Rwanda?

 Giving people all over the world online access to the Rwandan sounds

 that he has in his library. "online library for a global audience"
- (§4) Which activities were part of Makembe's process of finding the sounds of Rwanda?
 □ compiling lists of traditional songs
 investigating beforehand
 □ preparing food with locals
 securing images
 taking up residence in some instances
- (§4) How do you think the sounds of "cooking and digging" may be of use to Michael?

 For example: They have a certain rhythm, and can therefore be used as background to his music.
- (§5-6) Give two examples that show that Michael is not only doing this for his own gain.

 He wants to save the sounds for future generations. He pays the people who contribute to his recordings.
- 8 (§8) Michael found a fisherman "whose voice stood out" and "doesn't have a voice". How can you explain this contradiction?

The man had a good voice, meaning he could sing well. But as a poor man he had no say, no power in his community and he wasn't heard.

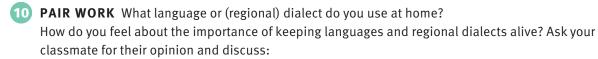
- (§9-10) Michael explains how music is developing in his country, also because of the mixing of elements from different styles and cultures.
 - a Where do you see elements of different cultures mixing in music that you know?

For example: K-pop mixing Western influences and English words in largely Korean-language songs. Or, closer to home, rappers with a Surinamese background mix words in Sranantongo with Dutch in their songs.

b PAIR WORK What could be an advantage of mixing different cultural influences in media such as music or film?

For example: You learn that there are more ways of looking at things. Together you can think of something new and better.

SPEAKING



- What are the positive aspects of using different languages or dialects?
- What are the negative aspects?
- What negative experiences have you had with your language?
- How can dialects or languages disappear? Why would that happen?
- Why would it be a loss if a certain language disappeared?

VOCABULARY



STRATEGY Context clues

strategies - woordraadstrategieën - p. 8

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

11) Fill in the correct words in the sentences below. Choose from the following words. There are two words too many. to acquire – advocate – as of – to be due – contribution – to feel the urge – gig – legislation – remote - to treasure - vocals **a** Cathy will always *treasure* the silver bracelet that her grandmother gave her. **b** My voice sounds terrible today, so I don't <u>feel the urge</u> to sing along with you. c Mei, who is an excellent drummer, has a gig at a festival next week. **d** Are you an *advocate* of free public transport, Jamie? e Your *contribution* will help to make this show a success. **f** Dan plays the bass in a band and Samya sings all the female *vocals* **g** The artist comes from a <u>remote</u> island somewhere in the Pacific. **h** We can get online tickets for the festival <u>as of</u> tomorrow. i We need to <u>acquire</u>

better instruments if we want to play in concert halls.

GRAMMAR



PAST SIMPLE & IRREGULAR VERBS

grammar - 3 & 33 - p. 64 & 96

He **felt** an urge to connect with his roots.

I **had to** understand him.

First, study the *irregular verbs* in your *Reference book*. Then, use the *past simple*, only using *irregular verbs* in the email below.

Hi Jennifer, I'm sorry for my delayed response. Let me tell you why I (**a** *vergat*) *forgot* to email you yesterday. It was around noon when my friend Kemal (**b** belde) <u>rang</u> He was terribly excited and I noticed that he (c sprak) <u>Spoke</u> in a very loud voice. At a certain moment he (**d** barstte uit) burst out into tears and explained that he had lost his purse with his debit card and ID in it. It really (**e** deed pijn) hurt me to hear he was in trouble and I (**f** had medelijden met) felt sorry for him. That's why I offered to help him. We (g brachten door) spent _____ the rest of the afternoon searching for his purse. Also, we our bikes back to the places he had been yesterday morning. (**h** reden) rode Back at his house he (i zweerde) Swore that he had still had it when his mum (j bracht met de auto) drove him to his tennis lesson that morning. That same moment his mum entered saying: "Look, what I (k vond) found in my car!" You can imagine that I (**I** schudde) <u>shook</u> my head at that. By the way, the answer to your question is: Yes, I would love to go to the races on Saturday! Bye, Mike

Write five sentences about things you used to do in the past. Use five different irregular verbs in the past simple. Don't choose the verbs you've just seen in assignment 12.

For example: I always took the train to Rotterdam to visit my uncle.

I sometimes fought with my brother about who could have the last chocolates.

I often caught fish in the river when I went fishing with my sister.

We always sang in the bus when we took a trip.

We fed the ducks when I was little.

ERSTERK JEZELF

Go to **Versterk jezelf** in the online learning environment if you need extra practice with the *past simple*.

LISTENING



- C
- 14-15 Watch the video online and complete the assignments you find there. You may use the writing space below.





Authentic videos in English | This icon Prefers to a video assignment in the online learning environment. You won't find these assignments in the coursebook, as we sometimes change videos and assignments. That means the online learning environment is where you'll find the latest video assignments. If you prefer printed exercises, your teacher can download them from the teacher resources.

<u>Go to the online a</u>	ssignment to t	<u>ina these an</u>	swers.	

SPEAKING

- **PAIR WORK** You are going to have a debate with a classmate. A debate is a verbal contest over an issue. There are two sides one supporting, one opposing. Go about it as follows:
 - First, individually, prepare yourself. Think of and write down two supporting and two opposing arguments for each statement below, using keywords only.
 - Pair up with a classmate and decide for each statement who supports it and who opposes it.
 - Taking turns, put your arguments forward and invite the other person to do the same. After that, without being interrupted, you explain why you disagree with what your classmate has said. Who has the best arguments?
 - 1 Playing music is the best way to express your ideas and emotions.
 - 2 People who do lots of different things in their spare time are fun to hang out with.
 - 3 Young people who don't have the financial means to develop their talents should be sponsored by the government, so that they have the same opportunities as young people from a wealthier background.

EXTRA READING AND WRITING

STRATEGY Reliable information

strategies - herkomst van bronnen onderzoeken - p. 15

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

- Is this website or newspaper objective or not?
- Is this just one side of the story?
- Does the author have a reason to tell me only one side of the story?
- Is the author an expert or have they consulted one?
- Is the information up-to-date?
- 17 First, find and read two articles about a young person who has been successful in music, film, or another art form. Are these sources reliable? Especially focus on what is claimed about how these artists became successful. Take notes on these aspects.

Then, make a small poster of between 100-150 words. You are free to decide on the design, but it must include the following:

- Information about one artist and (the reliability of) the source you've used.
- Information about the second artist and (the reliability of) the source you've used.
- A comparison between the two artists. Focus on similarities and differences in their career path.

TEST JEZELF Do you know how to use the grammar and vocabulary from this lesson? Go to **Test jezelf** in the online learning environment.



YOU'LL BE ABLE TO

- understand the main theme and arguments in straightforward texts
- search in longer texts for information of interest to you
- write personal letters and messages describing basic details of events and feelings
- show you understand most points of a debate while asking for clarification and/or

Grammar (\square)



making questions

Vocabulary (\Box)

• You can learn the vocabulary with the Study box (p. 59) and the vocab trainer.

Strategies

- scanning a text
- understand text relations through linking words

TEXT

Teen mood swings – hormones are not entirely to blame

- Teens are moody creatures. They can go from a good mood to a bad mood in a matter of seconds as if on an emotional roller coaster. Many parents have a difficult time understanding and dealing with their moody teenagers. Adolescence is a period where childhood transitions to adulthood. It occurs around the onset of puberty and ends when the child is relatively independent of their parents.
- During this time, teenagers are often described as moody, angry, emotional, reckless, impulsive, selfish, hasty, and foolish, among other words. You have to wonder how the human species survive with those characteristics and behavior. As it turns out, there are some good reasons why teens are moody and hormonal shifts are not the primary cause.

Causes Of Teenage Mood Swings

- In the past, many people thought that moody teenagers were the result of increased hormonal levels and immature teen brains. It's almost as if adolescence is a time of brain deficiency and ineffectiveness. But over the last few years, a different scientific explanation has emerged, one that makes more sense why the human race is still alive despite the radical behavior change in our moody teens.
- Earlier studies show that hormonal surges that start the effects of puberty begin before the teenage years. As a result, these hormones affect the mood and the

development of the body and brain long before the teen years. There is no doubt that sex hormones can affect mood and behavior in individuals. The rising levels of hormones in teenagers do contribute to the strong emotions and changes in mood stability. But is the impact greater on these young people than on adults or younger children? There is little evidence to substantiate this claim. Instead, evidence is mounting that adolescent mood swings are the result of more than just hormonal fluctuations but also brain growth and changes in brain activities.

Imbalanced Brain Development

- Using functional magnetic resonance imaging (fMRI), neuroscientists can now see inside the brains of children and teenagers to study their development. They have found that teenagers are so moody largely because brain cell development occurs at different rates in different regions of the brain. During early adolescence, there are rapid decreases in gray matter and increases in white matter in the limbic system (hypothalamus and amygdala). These areas of the brain deal with emotional responses and they mature earlier than the frontal lobes (prefrontal cortex), the part of the brain responsible for judgment, impulse control, and self-regulation.
- The imbalance in developmental rates of these two areas in teenagers amplifies their primitive brain reaction. As a result, emotion fluctuations in teens are faster and more intense than in young adults or kids.

"Teenagers with controlling parents often suppress their pent-up anger."



Why Do Brains Develop This Way

- 7 Perhaps you are wondering why human brains develop in such a way that leaves teenagers unpredictable and vulnerable. A new study suggests that adolescence is actually a time of adaptive flexibility, rather than a time of chaos and weaknesses. From brain scans, scientists have found that during adolescence, the neural circuitry becomes more flexible. Teenagers become less inhibited and more open to risk-taking. They show greater tolerance for ambiguity and a willingness to engage in high risk activities.
- **8** This adaptability supports teens' learning of the environment and helps them separate from parents to seek new opportunities. Brain plasticity also allows for the development of new talents and lifelong interests.
- 9 Even though teen's brain circuits may be adaptable by design, the increased risky behaviors and diminished self-control can post dangers to themselves and others. As teenagers develop, their reasoning ability rises, their resistance to disease increases, and they become stronger and healthier than ever before, yet studies show that the mortality rate increases by 200%.

For Parents: Be Supportive, Not Punitive

Having to deal with this awful mood is unpleasant, but it can be even worse for your teen. Imagine getting enraged over the tiniest things and not being able to control your own mood. It's not fun to be upset. Nobody enjoys having mood swings. Parents' handling of their adolescent's emotions has a profound effect on their teenager's behavior and emotional wellbeing.

- 11 Teenagers with emotionally supportive parents tend to be more well-adjusted. Those whose parents punish or dismiss their emotional responses are more likely to develop behavioral problems and depressive episodes or symptoms. It is easy to blame mood swings on hormones or adolescence, but teens don't always become upset for no reason.
- 12 Teenagers with controlling parents often suppress their pent-up anger, but changes in their brain make it more difficult to do so, resulting in more emotional outbursts. Controlling parenting is found to predict oppositional behavior and conduct disorder in adolescents. Instead of controlling your child, allow them more freedom to develop their independence.
- 13 Listening is another important step parents can take to help teens learn to regulate. There is nothing more aggravating than being scolded, ignored, and not listened to. Teenagers often feel dismissed and disrespected when parents lecture them instead of listening to them. Listen to what they say and try to see things from their perspective.
- 14 Attunement is matching your teenager's emotional state. When you are attuned to your teen's emotional state, they can clearly see that you understand them. Don't just mimic their behavior or words. Being attuned is more than just making eye contact with them or verbally acknowledging them. It is showing empathy or demonstrating that you truly understand their feelings.

Source: www.parentingforbrain.com

READING

STRATEGY Scanning a text

strategies - scannen - p. 13

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

1 Read the questions below and scan the text. In which paragraph or paragraphs can you read ...

a which technique scientists use to see brain development? 5

b why parents should listen to teenagers?

c about brain scans? (two paragraphs) 5 & 7

d why teens are moody? (two paragraphs) 3 & 4

e about a cause of behavioural problems? 11

f that in teenage years the mortality rate increases?

g what moods teens can have? $\underline{2}$

STRATEGY Understand text relations through linking words strategies - linking words - p. 14

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

- Read the text in detail and answer the questions.
 - **a** (§1) "... as if on an emotional roller coaster". How else could this sentence end without changing the meaning?
 - almost like being on an emotional roller coaster
 - O also being on an emotional roller coaster
 - O even so being on an emotional roller coaster
 - O whereas being on an emotional roller coaster
 - **b** (§2) "As it turns out, there are some good reasons why teens are moody." How else could this sentence start without changing the meaning of the sentence?
 - O Above all, there are some good reasons ...
 - At last, there are some good reasons ...
 - As a matter of fact, there are some good reasons ...
 - \bigcirc As a result of that, there are some good reasons ...
 - **c** (§3) "But over the last few years ..." indicates a contrast. What other linking word would work in this sentence?
 - O Though over the last few years ...
 - O Unless over the last few years ...
 - Yet over the last few years ...
 - **d** (§5) Which sentence could have started with the linking words "as a result"?
 - "They have ... "
 - "Using functional ..."
 - e (§6) What other linking word can be used for "as a result"?
 - O then
 - O though
 - thus

- 3 Are the following statements true or false, according to the text? Quote the first two words of the sentence that supports your answer.
 - **a** (§7) The neural networks in the brains of teenagers show more flexibility than those in younger brains.

True. "From brain ..."

b (§8) A flexible brain helps you stay open-minded to new things.

True. "Brain plasticity ..."

c (§9) Since teenagers are strong and healthy, the mortality rates drop considerably.

False. "As teenagers ..."

- 4 Read §10-12 and answer the questions.
 - **a** What is the difference between teenagers with emotionally supportive parents and teenagers whose parents don't give emotional support?

Teenagers with emotionally supportive parents are more well-adjusted, whereas teenagers without emotional supportive parents develop behavioural problems and depressive episodes or symptoms.

b What advice is given to controlling parents? Quote the first two words of the sentence that supports your answer.

"Instead of ..."

- (§12-13) Not all parents really listen to their teenagers.
 - a Why shouldn't parents just lecture their teens? Explain your answer.

For example: If parents only lecture their teens, teenagers will not learn to become independent / teenagers will not learn to behave independently ("regulate").

b In your own words, explain when teenagers might feel "dismissed and disrespected".

For example: When parents only tell them what to do, instead of listening to what they have to say as well.

- 6 (§13-14) These paragraphs are about steps that parents can take to help their teens when growing up.
 - **a** Write down your own piece of advice for better parenting based on the text.

Personal answer.

b PAIR WORK Share your advice with a classmate and explain why you have given this particular advice.

VOCABULARY





HIL	in the correct word. Choo	ose from the list. There are two words too many.
	•	ntal – immature – inhibited – to mature – to mount – pedagogical –
SC	ientific – to substantiate	
a	An <u>immature</u>	decision means that you haven't considered long-term
	consequences.	
b	Pedagogical	measures are focused on the development of children.
c	The <u>frontal</u>	lobe is a part of the brain that controls key functions like memory
	and attention.	
d	These arguments have to	be <u>substantiated</u> with evidence.
е	I fear I'm far too <u>inhibit</u>	to say or do what I really want.
f	Scientific	researches are studies that should be systematically planned before
	performing them.	
g	Adaptive	learning is a type of learning where students are given customised

VOCABULARY EXTRA

WORD GUESSING

resources and advice.

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

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

Examples of suffixes for nouns:

- -cy: privacy (private) -ness: kindness (kind) -er: reporter (report)
 -ence: reference (refer to) -th: length (long) -or: actor (act)
 -ion: inspiration (inspire) -ship: friendship (friend) -ist: artist (art)
 -(i)ty: extremity (extreme) -ment: government (govern) -al: arrival (arrive)
- Make nouns from the underlined words with the following endings. There are two endings too many, and some endings can fit more than once. You may use a dictionary.

 -th, -ship, -ion, -ence, -ness, -or, -ment, -ability
 - **a** These measures are quite <u>ineffective</u>. I can't deny their <u>ineffectiveness</u>.
 - **b** I want to <u>relate</u> to other people in a meaningful way. I'm learning about meaningful <u>relationships</u>.
 - **c** Do you feel <u>independent</u>? I sometimes wonder about my own <u>independence</u>
 - **d** We can't <u>predict</u> the future. Unfortunately, there is no <u>predictability</u> at all.
 - **e** How do you <u>develop</u> a sense of responsibility? We have to pay more attention to the <u>development</u> of responsible behaviour.

	f	Some teenagers do not feel socially <u>respected</u> in secondary school. They experience a lack of
		respectability .
	g	Believe me, it's evident that supportive parents help their teens adjust. Do you need more
		evidence ?
	h	Is it <u>true</u> you understand their feelings? Are you telling the <u>truth</u> ?
	i	It is easy for teens to <u>adapt</u> to a new situation. This <u>adaptability</u> supports the way
		they learn.
© 9	- <i>c</i>	rite down an example for each of these endings: y, -ence, -ion, -(i)ty, -ness, -th, -ship, -ment, -er, -or, -ist, -ery o not use the examples from the previous exercise.
		or example: efficiency, absence, celebration, abnormality, weakness,
	di	epth, relationship, movement, teacher, inventor, violinist, bakery
GRAMN	IAR	
		MAKING QUESTIONS grammar - 10 - p. 69
		Is the impact greater on these young people than on adults? (question with 'to be') Do teenagers display reckless behaviour? (question with 'to display') Why do brains develop this way? (question with why + 'to develop') What are the top 10 most stressful things about parenting teenagers? (question with what + 'to be')
10	a	The sentences below deal with five of the most stressful things about parenting teenagers. Rebuild these sentences into questions. Start with the words in brackets.
		EXAMPLE Coping with their mood swings. (What are) What are teenagers coping with?
		Allowing them to make their own mistakes. (Are teenagers)
		Are teenagers allowed to make their own mistakes?
		<u> </u>
		1 Helping them to make important life choices. (How can parents)
		How can parents help teenagers make important life choices?
		2 They spend so much time on technology. (What are)
		What are teenagers spending so much time on?

3 Helping them to manage their emotions. (*Do parents...*)

Do parents help teenagers to manage their emotions?

4 Helping them to deal with their body image and feel confident. (How can parents...)

How can parents help teenagers to deal with their body image and feel confident?

5 Guiding them through a high-pressured education. (*Are parents...*)

Are parents guiding teenagers through a high-pressured education?

b Now, think of four different open-ended questions you could ask a parent about their life as a teenager.

For example:

- 1. What did you think of your parents when you were a teenager?
- 2. Who was your best friend back in secondary school?
- 3. Which person in your teenage years had the most influence on you?
- 4. How did you deal with teenage problems when you were young?



Go to **Versterk jezelf** in the online learning environment if you need extra practice with *making questions*.

WRITING

- You are surprised to see that parents are so stressed out and worry so much about raising teenagers. Write a comment in which you respond to some of these worries. Use around 150 words. Include the following aspects:
 - Show your feelings of *surprise* (see *Reference book*, p. 111).
 - Mention three things that parents might find stressful and explain why you agree or disagree with the idea that these are stressful.
 - Describe a personal experience.
 - Give your comment a hopeful ending.



Do you know how to use the grammar and vocabulary from this lesson? Go to **Test jezelf** in the online learning environment.



YOU'LL BE ABLE TO

- clearly express your own point of view and opinions
- interview someone using a questionnaire and ask and respond to follow-up questions
- understand the main theme and arguments in straightforward texts
- follow the main points in an informal discussion
- actively engage with others in a (confrontational) discussion and ask them to elaborate

Grammar (\square)



making negative sentences

Vocabulary & expressions



• You can learn these with the Study box (p. 61) and the vocab trainer.

Strategies

- basing your answers on evidence
- preparing for an interview

TEXT

"We are Generation Z, we're misunderstood but this is who we are"

By Nicholas Rotherham

Newsbeat has commissioned the BBC's biggest ever survey of the attitudes of 16- to 22-year-olds and found a generation wanting to fight back against a perception from older people that they're "lazy" and "social media obsessed". In fact, it's a group which believes it prioritises family and education over going out and the internet.

It's a generation more optimistic about its future than older generations think it should be – and one which sees itself as hard-working and creative. We've talked to four people from Generation Z to see what they believe, what drives them and what they fear.

Charlotte Danks says young people need an opportunity

2 Charlotte Danks, who's from Newguay in Cornwall, says she decided to start her own business selling cutprice food to locals after being laid off repeatedly. The 22-year-old says she always wanted a career where she could help her community – but it hasn't been easy. "I've had a lot of stick," she says. "I've had people spit in my face. I've had people throw products at me. "But at the end of the day I'm helping my community and I've got a lot of support behind me."

Charlotte opened her first 25p Affordable Foods store in Newquay but now has others in St Austell, Bude, Bodmin and Truro. She says older generations who think her generation is lazy are wrong.

"If our generation's lazy, then every generation is lazy. We all want something, but we're all fighting for the same thing. I think people my age need to get more of an opportunity and a chance to prove ourselves."

Ife Grillo says Generation Z is worried about what the future will bring

Eighteen-year-old Ife, from Hackney in east London, was a member of England's winning team at last year's World Schools Debating Championships in Germany and used to be the youth MP for Shoreditch. Despite his achievements, he says he still suffers from anxiety. And he says many people in Generation Z have mental health issues because they're unsure what the future will bring. "We grew up in a generation which felt really insecure for a number of reasons. We're constantly told things are going badly. So you're aware there's a housing crisis, you're aware you're going to be in debt and you have no idea how you're going to find success. I feel like I can't plan my life."

"If our generation's lazy, then every generation is lazy."



Declan says younger generations are happy to live at home

4 Declan James is from Selby in North Yorkshire, is in the merchant navy and lives with his mum and dad, his gran and granddad and his girlfriend. His grandfather has Alzheimer's and he takes him to a singing group which helps him cope with the disease. "It cheers him up and puts him in a good mood. It's something he enjoys doing and I don't know whether you'd call it a coping strategy, but all we know is that he likes it, so we'll do it.

But the banter is still there and it's great to grow up with that. I'd like to think of myself as a good person and it comes from the whole family unit."

Jack says young people are more accepting when it comes to gender

5 Jack Raynsford is a cosplay enthusiast from Surrey and says they became Jack just under three years ago. "I think what non-binary means to me, is distancing myself from the expectations. So if you're male you should be one way, if you're female you should be another. It's me going, I'm not either of those. I don't want to be either of those. I'm just going to be here in the middle being me.

Our expectations and our roles of, 'This is what women do, this is what men do. We can't go outside that' is incredibly limiting. It's quite useful to have this shift and this understanding of non-binary genders so people can really think about what their gender means to them and what makes them happy, rather than what they're expected to do."

Source: www.bbc.com

READING

STRATEGY Basing your answers on evidence

Generally, you can find the answers to questions about a text somewhere within it. Using the correct quote, you can prove that you've found the correct answer. This requires close reading of the question and the text. Linking words often help you find the right quote.

- 1 Read the text and answer the questions in your own words. Write down the first two words of a quote from the text to support your point.
 - **a** (§1) What goal did Newsbeat have with their survey?

Find out what attitudes young people / Generation Z have. "... survey of"

b (§1) Which misconception does the survey unveil?

That this generation is lazy and obsessed by social media. "... a generation"

c (§2) How does Charlotte Danks prove that she isn't lazy and has a positive attitude?

She built up a business despite negative experiences and reactions from people. "... decided to" and "... but it"

d (§3) Ife Grillo has been very successful. Yet, he feels that he can't plan his life. What causes this anxiety?

The idea that things are going badly. "We're constantly"

- **e** (§4) Declan James says he feels he's a good person. What proves that he is?

 He helps his grandfather. "His grandfather"
- **f** (§5) Why is it important that people understand non-binary genders, according to Jack?

 It gives others the space to find out how they can be happy. "... so people"

VOCABULARY



- Fill in synonyms for the words in brackets. Study the words in the Study box (p. 61) before you begin the assignment.
 - **a** This job offers a wonderful (*chance*) *opportunity* for everyone who is willing to work hard.
 - **b** If you (owe money) <u>are in debt</u>, you won't be able to spend as much as before.
 - **c** When the firm where Charlotte worked had to cut the costs she (*lost her job*) was laid off
 - **d** It isn't always easy to understand the older generation, but (*finally*)

 at the end of the day we may conclude that we aren't so different after all.
 - e Do young adults have the same (beliefs) <u>values</u> as their parents?
 - f You may be a little (*uncertain*) insecure at first, but after a while you'll feel more confident.
 - **g** Jack has (again and again) <u>repeatedly</u> told us that we should think out of the box when discussing traditional role patterns.
 - **h** Did you write that (intentionally) <u>on purpose</u>, or was it a slip of the pen?
 - i The older generation may (interpret incorrectly) <u>misunderstand</u> what we try to achieve here.
 - j (Do you realise) Are you aware of the difficulties that face with the housing crisis and suchlike?

GRAMMAR



MAKING NEGATIVE SENTENCES

grammar - 10 - p. 69

I feel like I can't plan my life.

She always wanted a career, but it hasn't been easy.

Declan doesn't live on his own.

I wish I didn't feel insecure.

- 3 Make the underlined forms negative.
 - **a** We <u>decided</u> to start our own business a few years ago.

didn't / did not decide

b I've had a lot of good luck this year.

haven't / 've not / have not had

c You'd call him a successful debater, if you had listened to the debate.

wouldn't / would not call

d By the way, he <u>suffers</u> from anxiety attacks because of the current situation.

doesn't / does not suffer

e I see that you enjoy going out with your grandparents at the weekend.

don't / do not enjoy

f They <u>should</u> have told me that things were going badly.

shouldn't / should not

g Declan <u>says</u> younger generations are happy to live at home.

doesn't / does not say

h The singing classes <u>cheer</u> him <u>up</u> every week.

don't / do not cheer up

i I told you that his grandfather had Alzheimer's.

didn't / did not have

j I guess that he <u>will</u> let the disease change their relationship.

won't / will not

EXPRESSIONS

- 4 PAIR WORK Learn the expressions (p. 66), then do the assignment. One of you reads the statement, the other one reacts, making a full sentence with an expression. When you have finished, swap roles. Use different variants. The expressions are in italics.
 - **a** Statement: The older generations think that young people are social media obsessed. Reaction: (Druk je *verbazing* hierover uit.)

I'm surprised ... / How strange ... / You don't say! ... / You must be joking! ... / I didn't expect that. / Well, have you ever?

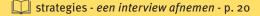
b Statement: Young people get more opportunities to prove themselves these days. Reaction: (Druk je *twijfel* hierover uit.)

I doubt if ... / I wonder if ... / I'm not sure if ... / It's doubtful if ... / It's uncertain if ...

С	Statement: There will always be differences between different generations. Reaction: (Druk zekerheid uit.)
ľ'n	n (utterly) convinced that / I'm (absolutely) sure / I'm certain
	nat / There's no doubt that / Certainly, / Of course, /
	ndoubtedly, / Doubtless / Definitely,
d	Statement: For our generation it's easier to talk about certain topics, such as gender, than for the generations before us. Reaction: (Druk <i>opluchting</i> uit.)
18	am (was) so relieved / It is (was) a relief / It is (was) a load off my
m	ind / Much to my relief
е	Statement: Some young people find it difficult to make their own choices, if these differ from what parents expect. Reaction: (Toon begrip.)
Ye	es, I see your problem (point). / All right, I see what you're getting at. / I
ur	iderstand what you mean. / I get it! / I know, it must be difficult for them.
f	Statement: There are still waiting lists for young people who need help with mental health issues Reaction: (Druk <i>teleurstelling</i> uit.)
<u>l'r</u>	n disappointed / It's a pity / It's too bad that / This is not what
<u>(</u> и	vorse than) I had expected. / I had hoped for
g	Statement: It is important that we, the younger generation, show respect for Reaction: (<i>Onderbreek</i> je klasgenoot en maak de zin af.)
Ex	kcuse me for interrupting, but / Do you mind if I jump in here? / If I
	ight add something / Hang on / Wait a minute / Sorry to barge
	, but
١G	
6 wr	Watch the video online and complete the assignments you find there. You may use the iting space below.
G	o to the online assignments to find these answers.

SPEAKING

STRATEGY Preparing for an interview



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

- In the video you have seen how different generations discuss values. You are going to interview a classmate. The topic is: Imagine yourself as Gen Z in twenty or thirty years from now. How has the world changed? And your values? For example, you could start with: "Which values do you find important now?"
 - **a** Write down six open questions you would like to ask to get the full picture. Remember that open questions usually start with an interrogative pronoun: *why*, *what*, *how*, etc.

For example:

How do you see yourself in twenty years from now?

What has actually changed completely?

Which things that your parents did are you doing differently now?

Where do you live? Why?

What values do you find important to pass on to your children?

- **b PAIR WORK** Team up with a classmate and in turns interview each other. When you are the interviewee, answer the questions in complete sentences, using linking words (*first of all, but, or, yet, however, also, for example,* etc.)
- **PAIR WORK** You are going to discuss two challenges that young people and their families may face. Consider the pros and cons of each solution by asking open-ended questions.

A financial crisis: It's hard to find a job and/or make ends meet. Solutions:

- We should try to get rich quick by using tips from social media.
- We should study hard to get the best job opportunities.
- We should learn to be satisfied with less as a coping strategy.
- We should buy lots of lottery tickets.

A housing crisis: There are not enough affordable houses for young people. **Solutions:**

- We should build large houses where young people can live together.
- The government itself should build houses for young people.
- Different generations should live together, just like they did in the past.
- Instead of building houses here, we should consider emigrating.

TEST JEZELF Do you know how to use the grammar, vocabulary and expressions from this lesson? Go to **Test jezelf** in the online learning environment.



YOU'LL BE ABLE TO

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

Grammar (\square)



past simple & present perfect

Vocabulary (\square)



• You can learn the vocabulary with the Study box (p. 62) and the vocab trainer.

Strategies

• finding the right word

TEXT

Talented teenager's triumph over adversity

by Marianne Taylor

- Every entrepreneur has a story. But few are as impressive – or inspiring – as Suhit Amin's. It's fair to say the Glaswegian had already proved himself to be pretty exceptional when, at the age of 17, he was employed as a social media influencer by one of the world's biggest online sports firms. At the young age of 13, he had built a successful and lucrative YouTube channel from his bedroom, attracting tens of thousands of viewers from all over the world.
- Then, just a couple months into the new job, while studying at school for his Highers, official exams that are taken by students in Scottish schools who want to study at college or university, Suhit was diagnosed with cancer. "Obviously it was a massive shock to the system," he explains.
- "My type of lymphoma has a good cure rate. But I remember thinking 'what if I'm one of the unlucky ones that doesn't survive?""
- "I was 17 and I wanted to spend my time doing something I was really passionate about. My ambition had always been to be an entrepreneur, so I set up a company."

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

- A year on from launch, Saulderson was pulling in six-figures and working with big clients including Samsung, Currys PC World and global games developers. Two years on, the business has gone from strength to strength. "Saulderson has two arms, the talent management side of the business where we look after a roster of high-performing social media influencers, and the agency side where we work with big brands – mostly in gaming and e-sports – on their marketing campaigns," says the 19-year-old from Giffnock.
- "We're at a time of expansion right now, both in terms of staff and the scope of the business." Even more impressive is the fact that Suhit runs the company while studying economics and management at St Andrews University. What he has learned most from the last two years, he says, is resilience.
- "When you're 13 no one takes you seriously," he smiles. "But this industry is very young, with an average age of 24. My story and longevity give me credibility."
- "In some ways I think having had and beaten cancer has meant I've been taken a bit more seriously. It shows how resilient I am."



6 "Growing the business while receiving treatment for cancer and starting uni wasn't easy. __6__, I worked hard and made it happen."

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

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

7 In order to give back, Suhit regularly talks to other young people about his experiences and hopes to inspire them to think more creatively about their future careers. He said: "At school, often all the focus is on grades but I think there needs to be more of an emphasis on thinking creatively, doing your own thing. There needs to be room for both, especially now that the future is so uncertain for young people. University is great, but it's not for everyone. Sometimes in life we need to take a risk and just go for it. I'm living proof of that."

Source: www.heraldscotland.com

READING

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

 Suhit Amin made quite a lot of money by having <u>a YouTube channel when he was 13.</u>
- (§2) How did Suhit feel after being diagnosed with cancer?

 It was an enormous blow to him.
- (§3) In what two ways is Suhit doing well?

 Suhit's company as well as his health are fine.

4	(§4) What do the following idioms mean? Explain in your own words. a "Saulderson was pulling in six-figures."
	Saulderson earned between 100,000 and 1 million pounds.
	b "Saulderson has two arms."
	There are two separate groups of people in Saulderson Media.
5	(§5) Are these statements true or false? Explain why using quotes from the text.a Suhit has especially learned to deal with disappointments.
	True: "What he has learned most is resilience."

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

False: His once very young age was not an advantage ("no one takes you seriously") but his longevity (having lived longer now) is, because he has become older.

6	(§6) Which linking word fits the gap in the second sentence? There may be more possibilities.
	□ Indeed
	■ Nevertheless
	☐ Similarly
	■ Still

- (§7) What is meant by "In order to give back"? And how does Suhit feel when he says this if you take into consideration the rest of the text? Suhit feels grateful and wants to give something in return for what life has given him: his success as a businessman and perhaps also the return of his health.
- (§7) To what extent do you share Suhit's opinion ("I think there needs to be more of an emphasis on thinking creatively, doing your own thing.") at present?

Personal answer.

STRATEGY Finding the right word

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

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



9

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

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

George Nissen: trampoline

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

Louis Braille: braille

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

Albert Sadacca: Christmas lights

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

LISTENING



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 $\boxed{10}$ Watch the video online and complete the assignment you find there. You may use the writing

VOCABULARY



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

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

VOCABULARY EXTRA

HYPHENATED WORDS

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

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

 called far fashioned fetched first hand informed last long made made minute old self so tailor term well
 - **a** We offer travellers *tailor* -*made* tours.
 - **b** Suhit knows from <u>first</u> -<u>hand</u> experience what it is like to start your own company.
 - **c** Reading newspapers has made me *well* -*informed* about world events.
 - **d** I have heard that the Queen still writes her letters the <u>old</u> -<u>fashioned</u> way by hand.
 - **e** Don't believe all stories about how inventions originated. Some of them are quite

far <u>-fetched</u>.

- **f** Calling off the meeting was a *last* -minute decision.
- **g** Many people visiting Africa hope to see the <u>60</u> -<u>called</u> "big five": the elephant, rhino, lion, buffalo and leopard.
- **h** Jim is a typical example of a <u>self</u> -<u>made</u> man: he comes from a simple family, but managed to become director of a huge company.
- i It's too early to determine the ong -term consequences of his invention.

GRAMMAR



PAST SIMPLE & PRESENT PERFECT

grammar - 3 & 5 - p. 64 & 65

I have <u>always</u> wanted to be an entrepreneur one day. (*present perfect*)
The first time Suhit built a successful YouTube channel was <u>when he was 13</u>. (*past simple*)

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

EXAMPLE

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

- a <u>I was 17</u> and I wanted to spend my time doing something I was really passionate about.
 past simple
- **b** So I set up a company then. *past simple*
- **c** His company has really thrived since two years ago. <u>present perfect</u>
- d So far Suhit has regularly talked to other young people about his experiences.

 present perfect
- e How long has Suhit run the company? present perfect
- **f** A year on from launch, Saulderson pulled in six-figures. past simple
- **g** Suhit has <u>always</u> thought there needed to be more of an emphasis on thinking creatively.

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

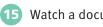
EXAMPLE

Joanne <u>has been</u> (to be) an inventor for six years now.

- **a** I <u>Was</u> (to be) in Africa <u>last year</u>.
- **b** Isabelle <u>hasn't been</u> (to be) to Africa yet.
- **c** Last month, I <u>interviewed</u> (to interview) a group of young inventors.
- **d** When <u>did</u> he <u>have</u> (to have) the idea of setting up a business?
- e <u>During the holidays</u> I <u>read</u> (to read) some studies on global warming.
- **f** Kensington Palace <u>announced</u> (to announce) the news earlier this week.
- **g** Have you taught (to teach) her how to interview somebody yet?
- **h** In 2019 Amelia *studied* (to study) at a Scottish university.

VERSTERK JEZELF Go to **Versterk jezelf** in the online learning environment if you need extra practice with the *past simple* and the *present perfect*.

EXTRA LISTENING & READING



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

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

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

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

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

JEZELF

Do you know how to use the grammar and vocabulary from this lesson? Go to **Test jezelf** in the online learning environment.



YOU'LL BE ABLE TO

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

Grammar (\square)



past simple & present perfect

Vocabulary & expressions



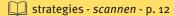
• You can learn these with the Study box (p. 64) and the vocab trainer.

Strategies

- finding information quickly
- text structure
- building paragraphs

READING

STRATEGY Finding information quickly



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

- Take a look at the text and answer the following questions.
 - **a** Who can participate in this writing contest?

High school students (from all over the world)

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

About what makes me tick

c Until when can you send in your composition?

October 1st (before midnight)

TEXT

October Student Writing Contest



MONTHLY WRITING CONTESTS

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

Writing Contest Topic: What makes you tick?

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



Title of Composition

When you submit your composition, title it as: "What makes me tick: ..." Include the phrase "What makes me tick" as the beginning of your composition title, but then make the rest of your story title unique.

Examples

What makes me tick: Guided Meditation Changed my Life

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

Rules

Three simple rules for the MyGeneration student writing contest:

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

Deadline

Midnight October 1, Pacific Time US

Results

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

Note:

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

TEXT

Drum roll please...

Writing Contest: September's Winner Topic: Making a difference

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





Making a difference: Wildlife Warriors

Joined: 18-1-2018, Aaron Huelsman

- 1 There are countless numbers of harmful things that humans are doing to the environment and wild animals. The more destructive things are products of human waste, such as pollution and the burning of fossil fuels. Another dominant cause for the extinction of animal species is poaching. Wildlife Warriors Worldwide is a nonprofit organisation dedicated to the protection of all wildlife, founded by the late Steve Irwin, ambassador of Australian animals everywhere. Wildlife Warriors makes a difference in this world.
- 2 In the first place, Wildlife Warriors has succeeded in rescuing injured animals from the wild and caring for them until they are healthy enough to be released back into the wild. Donations from the Australian Zoo and people from all over the world have helped Wildlife Warriors to build a hospital dedicated to its cause.
- 3 In addition, Wildlife Warriors has inspired similar organisations. The San Diego Zoo and Wild Animal Park, for instance, have been successful in breeding species of endangered animals and introducing them back into the wild. The Los Angeles Zoo recently started a breeding program for the endangered California condor, which has started to make a strong comeback. The San Diego Zoo has also been successful in the breeding of pandas with cooperation from zoos and organisations in China.
- 4 Conservation is a big deal today. I personally connect to Wildlife Warriors because I love animals. As a child, Steve Irwin, the founder, was my absolute hero and I wanted to be just like him. Because of his show and dedication to the animals he loved I knew at the age of four I wanted to work with animals and spread the message of conservation.

STRATEGY *Text structure*

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- The *central idea* is usually introduced in the first paragraph: the **introduction**.
- Supporting paragraphs, which form the **body** of the text, explain the central idea in more detail.
- The **conclusion** contains a summary, a piece of advice or a personal note.
- 2 You are going to write a composition for this month's competition. First, you are going to analyse Aaron Huelsman's winning composition of last month. This will give you a better idea of how to write your own composition.

Read Aaron's composition and answer the following questions.

- **a** The purpose of §1 is to introduce the central idea of this composition: "Wildlife Warriors makes a difference in the world." What is the purpose of §2 and §3?
 - O To describe how important donations from the public are for the work of Wildlife Warriors.
 - O To describe Wildlife Warriors' history as an organisation.
 - To explain how Wildlife Warriors makes a difference.
- **b** What else is described in §1, besides the central idea that Wildlife Warriors makes a difference in the world?
 - Some background information on Wildlife Warriors: what is it for and what problems does it want to fight?
 - O The reason why Aaron wants to write about Wildlife Warriors.
- **c** What is true about the structure of §3?

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

- O describe some extra arguments
- illustrate this argument with examples
- **d** What is true of §4?
 - It describes Aaron's personal reasons for supporting Wildlife Warriors.
 - O It summarises the arguments given in paragraphs 2 and 3.

WRITING

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

Wildlife Warriors makes a difference in this world. (This is the central claim, which is supported in the following paragraphs.)

§2 Supporting paragraph, argument or reason 1:

They rescue injured animals.

§3 Supporting paragraph, argument or reason 2:

They have inspired similar organisations.

§4 Conclusion:

Conservation work is important and Wildlife Warriors(' founder) has inspired me to play an active role in this.

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

Introduce the topic that you are passionate about.

§1 Introduction, central idea:

For example: Why we all need art in our lives. (This is the central claim, which is supported in the following paragraphs.)

Give the first reason or example to show why your topic is important to you.

§2 Supporting paragraph, argument or reason 1:

For example: Without art our lives would be dull.

Give the second reason or example to show why your topic is important to you.

§3 Supporting paragraph, argument or reason 2:

For example: "High" art is meant to make us think rather than just see.

(Optional) Give the third reason or example to show why your topic is important to you. §4 (Optional) Supporting paragraph, argument or reason 3:

For example: Art can make people happy.

§5 Conclusion:

For example: Art is here to inspire, delight and enhance our lives.

VOCABULARY



- 5 Read the definitions and find the missing words. You may use this lesson's word list.
- **a** lack of attention or care that someone or something needs

I think that <u>neglect</u> of animal welfare is one of the most shameful things in our society.

b a group of people who live in the same area

The local *community* has come into action to protect their environment.

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

Do you think it is <u>selfish</u> not to do any volunteering?

d necessary duty

The number of rhinos is drastically decreasing: there is a <u>need</u> for immediate

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

Raising such funds for his solution to marine pollution is an enormous <u>achievement</u>.

f too many to be counted

Countless numbers of birds are shot every day.

g to reproduce animals, usually under controlled conditions

There are some initiatives to <u>breed</u> rhinos in a protected environment.

h having or expressing strong emotions or beliefs

Steve Irwin was extremely *passionate about* wild animals.

GRAMMAR



PAST SIMPLE & PRESENT PERFECT

grammar - 3 & 5 - p. 64 & 65

Tess **invited** around thirty people to her party <u>when she turned 16</u>. (*past simple*) He**'s been** an Arsenal supporter <u>since he was four years old</u>. (*present perfect*)

- 6 First, underline the words or phrases that indicate why either the *past simple* or the *present* perfect should be used. Then, write down the correct form of the verb in brackets.
 - **a** Aaron <u>has been</u> (to be) a Wildlife Warriors supporter for five years now.
 - **b** Last year he <u>Visited</u> (to visit) the Australia Zoo Wildlife Hospital.
 - **c** Aaron <u>has not seen</u> (to see not) the new Wildlife Warriors magazine <u>yet</u>.
 - **d** He <u>Was</u> (to be) here two hours ago.
 - e How long <u>has</u> Aaron <u>had</u> (to have) such an interest in wild animals?
 - **f** Right after the summer I <u>Sent</u> (to send) Aaron an email.
 - g I have just <u>read</u> (to read) Aaron's reply.
 - **h** Last Tuesday I *spent* (to spend) an hour reading about animal rescue missions.
 - i In addition, I <u>spoke</u> (to speak) to Aaron about it for two hours <u>last Wednesday</u>.
 - **j** My friend <u>told</u> (to tell) me about Steve Irwin a while ago.

VERSTERK JEZELF Go to **Versterk jezelf** in the online learning environment if you need extra practice with the *past simple* and the *present perfect*.

EXPRESSIONS



Write statements in English. Use the proper expressions (p. 66). The expressions are in italics.

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

In my opinion, / I think / I believe ... child labour is the most important political topic.

b Geef een voorbeeld van kinderarbeid om je mening te onderbouwen.

For example / For instance / To illustrate this, look at the numbers of children working in the fashion industry.

c Schrijf dat je het *standpunt* hebt dat we mensen die kwetsbaar zijn moeten beschermen.

The point is that we should protect people who are vulnerable.

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

I'm certain / convinced / sure ... that the Netherlands can do more to decrease pollution.

e Pleit ervoor dat iedereen meehelpt de boodschap van natuurbehoud te verspreiden.

Everybody really should help (to) spread the message of nature conservation.

WRITING

- 8 Choose the function that matches with the underlined linking word.
 - a He succeeded in saving these wild birds, <u>although</u> they were severely injured.
 contrast / order / result
 - **b** We need some extra help, with the construction of a garden shed <u>above all</u>.

 conclusion / importance / time
 - **c** You needn't be sad that you didn't win the contest. <u>Besides</u>, there is always a possibility to win next month. *adding something / conclusion / explanation*
 - **d** <u>Indeed</u>, you have to send in your contribution before the closing date.

 contrast / result / stressing something
 - e To sum up, you can find heroes in all walks of life. conclusion / explanation / result
 - f I was a bit sleepy, but I stayed up late <u>anyway</u>. <u>contrast</u> / <u>example</u> / <u>similarity</u>
 - **g** I have found the solution to your problem, <u>namely</u> asking for help now and then.

 adding something / explanation / stressing something
 - **h** You have to put down your pens <u>as soon as</u> you hear the signal. *importance / order / time*
- 2 Complete the short composition below by filling in one of the linking words or phrases from the list. Use all the words. Write capital letters when necessary.

 but also finally for example in short in the first place indeed moreover not only secondly yet

Young people can make a difference
When we think of modern-day heroes, we should (a) <u>not only</u> think of
adults who have done heroic things, (b) but also bear in mind that there
are many children, teens, and young adults who have really made an impact. Issues such as
inequality, pollution and climate change seem too big for one person to stand up against.
(c) Yet, many young people have tried to draw our attention to these
issues and succeeded. Just think of Malala Yousafzai, or (d) <u>for example</u> ,
Greta Thunberg and Param Jaggi, who both, in their own way, changed the world through their
passion for environmentalism. What drives them to their heroic actions?
(e) In the first place , it's idealism, the notion that the world needs to change.
(f) <u>Secondly</u> , there is the conviction that there is hope, and the belief that
taking action can bring about change. (g) $\underline{Moreover}$, the young are the
ones who will have to live in this world the longest. (h) <u>Indeed</u> , it's their
future that is at stake. (i) <i>Finally</i> , there is of course the energy of youth
that gives them the courage to perform some extraordinary actions.
(j) <u>In short</u> , there are talented young heroes everywhere. Now we only
have to listen to their voices!

STRATEGY Building paragraphs

strategies - tekststructuur - p. 26

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

Write notes in keywords for a composition with the title: "How you can make a difference to the people around you." Use at least four keywords for each paragraph.

In this composition you are going to explain what the reader can do to make life a little better for others around them. Your goal is to convince young people that they can make a difference. You can add some advice for older generations as well.

Your composition will consist of four paragraphs: a central idea, two supporting paragraphs with arguments and examples and a conclusion.

Introduction

Your introduction should have at least four keywords about the central idea of your composition.

Body paragraph 1

The body paragraphs 1 and 2 should have at least four keywords, each with examples of things the reader can do and/or arguments why young people in particular can achieve those things.

Body paragraph 2

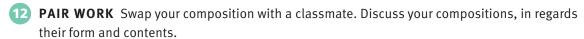
The body paragraphs 1 and 2 should have at least four keywords, each with examples of things the reader can do and/or arguments why young people in particular can achieve those things.

Concluding paragraph

In the concluding paragraph you should have at least four keywords you can use to summarise everything in your composition.

- 11 Write your composition of 200-250 words. Use:
 - your notes of the previous exercise;
 - the strategy for building paragraphs;
 - linking words and expressions;
 - an online dictionary if necessary.

REFLECTION



Do they meet the requirements? Why (not)?

- Is the title correct?
- Is the length 200-250 words?
- Does the introduction explain one central idea?
- Are there key sentences in each paragraph?
- Are the arguments convincing?
- Is there a clear and logical conclusion?

Give each other tops (compliments) and tips. Write them down.

Ask your classmate at least two questions about their work, starting with "why" or "how".

PAIR WORK Discuss what you would like to do with the feedback that you've just received. Which elements do you agree or disagree with?



Do you know how to use the grammar, vocabulary and expressions from this lesson? Go to **Test jezelf** in the online learning environment.



YOU'LL BE ABLE TO

- understand more about tragic love stories
- recognise dramatic irony
- describe and discuss emotions experienced by yourself and characters in a story
- use emotions in text writing

Literary period

 English Renaissance (1500-1670)

Literary terms

- flat and round characters
- irony and dramatic irony

Like many 16th century English playwrights,Shakespeare was inspired by Greek tragedies.



Romeo and Juliet

William Shakespeare

William Shakespeare wrote *Romeo and Juliet* more than four hundred years ago. It is written for actors on a theatre stage, and is one of the most famous stories in the world. Shakespeare wrote a tragedy, about love and secrecy.

In this story, two young lovers agree to a secret marriage: Juliet only thirteen years old, and Romeo somewhere around the age of seventeen. It works, they are officially married by a friar without anyone knowing. Unfortunately, their love story does not have a happy ending. Two families, the Montagues and the Capulets, play an important role. They are great enemies. The two young lovers are victims of fate, because Romeo happens to be the only son of the Montagues and Juliet is the only daughter of the Capulets.

English Renaissance (1500-1670)

The term Renaissance means "rebirth". This period in European civilization, which originated in Italy, is characterised by a sudden interest in classical learning, wisdom and values. During the 16th century, many English playwrights and poets used Italian stories and poetry as an inspiration. Before this period, during the *Middle Ages*, writers had to focus on the absolute power of God. The classical Greek and Roman stories were strictly forbidden as sources of inspiration.

In Elizabethan England, huge cultural shifts occurred. The Catholic Church became less powerful and people became more tolerant of other religions. Erasmus, a Dutch Renaissance humanist, had already published books about this way of thinking at the very beginning of the 16th century. He also rewrote the New Testament, hoping that one day everyone would be able to read it. In England, William Shakespeare adapted the same attitude. He started to create more 'human' characters in his plays and was the first writer to bring these Renaissance characters into the theatres.

BEFORE READING

- 1 PAIR WORK By crying out the famous lines "O Romeo, Romeo! Wherefore art thou Romeo?" Juliet means to ask: Why are you named Romeo Montague, why are you the son of my family's greatest enemy?
 - a Which strong emotion do you think Juliet shows by crying out loud?

For example: anger; fear; frustration.

b Try to name at least three more love stories or love songs that do not end well. You may think of books, films, songs, musicals.

For example: books = The Fault in Our Stars, The Hunger Games; films = Titanic, A Star is Born; songs = 'Grenade' by Bruno Mars, 'I'll Never Love Again' by Lady Gaga; musicals = West Side Story, Les Misérables.

c Why do you think love plays such an important role in music and poetry?

Personal answer.

FRAGMENT 1

Romeo and Juliet by William Shakespeare

In the second act of the play, set in the Italian city of Verona, Juliet enters the scene. It is clear Romeo adores her, he compares her to the bright and glorious sun. Yet, at first, he is not talking to her directly.

ROMEO

[JULIET appears above at a window.]

- But, soft! What light through yonder window breaks?
 It is the east, and Juliet is the sun.
 Arise, fair sun, and kill the envious moon,
 Who is already sick and pale with grief,
- 5 That thou, her maid, art far more fair than she.
 Be not her maid, since she is envious;
 Her vestal livery is but sick and green
 And none but fools do wear it; cast it off.
 It is my lady, O, it is my love!
- O, that she knew she were!She speaks yet she says nothing; what of that?Her eye discourses; I will answer it.I am too bold, 'tis not to me she speaks.Two of the fairest stars in all the heaven,
- Having some business, do entreat her eyesTo twinkle in their spheres till they return.What if her eyes were there, they in her head?The brightness of her cheek would shame those stars,As daylight doth a lamp; her eyes in heaven



- 5 her maid: i.e., devotee of Diana, goddess of the moon, and patroness of virgins.
- 7 Her vestal livery is but sick and green: A "livery" is a uniform worn by the servants of a lord; "vestal" means "chaste" and "greensickness" is an anemia that was supposed to occur in unmarried girls, because they were unmarried, and not fruitful.
- spheres: heavenly positions. According to the astronomy of Shakespeare's time, the stars were fixed in concentric transparent spheres that revolved around the Earth.

- 20 Would through the airy region stream so bright
 That birds would sing and think it were not night.
 See, how she leans her cheek upon her hand!
 O, that I were a glove upon that hand,
 That I might touch that cheek!
- JULIET Ay me! ROMEO She speaks!
 O, speak again, bright angel! for thou art
 As glorious to this night, being o'er my head
 As is a winged messenger of heaven
 Unto the white-upturned wondering eyes
- 30 Of mortals that fall back to gaze on him When he bestrides the lazy puffing clouds And sails upon the bosom of the air.

20 **stream**: shine.

- 27-28 **As glorious ... As is a winged messenger of heaven**: i.e., as bright as an angel.
 - 29 **white-upturned:** turned upward so that the whites are visible below the irises.

JULIET

- O Romeo, Romeo! wherefore art thou Romeo? Deny thy father and refuse thy name;
- 35 Or, if thou wilt not, be but sworn my love, And I'll no longer be a Capulet.

33 wherefore art thou Romeo?: why are you (named) Romeo (Montague)?

AFTER READING



a Read fragment 1. To what does Romeo compare Juliet? Name at least two things.

He compares her to the sun (v. 2).

He compares her to the moon's maid (v. 5).

He compares her to a bright angel / a winged messenger of heaven (vv. 26-28).

b "She speaks yet she says nothing; what of that?" (v. 11) Which part of Juliet's body is speaking, according to Romeo?

Her eye(s).

c Romeo wishes to be the glove on the hand of Juliet (v. 23). Why?

He wants to touch her cheek.



3 "Deny thy father ..."

a In your own words, explain what Juliet is asking Romeo to do. What will she do if he doesn't follow her plea? (vv. 34-36)

He should forget about his own family and choose her. If he doesn't, she will instead reject her own family's name so that she can be with him.

b What else could Juliet have suggested at this point in the story?

For example: to run away together; to talk with their parents or with good friends seeking advice; to forget about their romance and move on.

TEACHING TIP

Looking for creative assignments for book reports, drama reports and more? Check out the **Literature pack** in the online environment (teaching resources).

FRAGMENT 2

Romeo and Juliet by William Shakespeare

In the fifth act Romeo, who is in Mantua (banned from Verona after killing a Capulet), waits for news. In the meantime his 'wife' Juliet, avoiding a forced marriage with another Capulet, has taken a sleeping potion. Now Balthasar, Romeo's servant, delivers the news that Juliet's "body sleeps". Tragically, Romeo thinks Juliet is dead. He decides to buy poison, and offers a very poor apothecary 40 golden ducats for it.

APOTHECARY

1 Such mortal drugs I have; but Mantua's law Is death to any he that utters them.

ROMEO

Art thou so bare and full of wretchedness, And fear'st to die? Famine is in thy cheeks,

Need and oppression starveth in thine eyes, Contempt and beggary hangs upon thy back; The world is not thy friend nor the world's law; The world affords no law to make thee rich; Then be not poor, but break it, and take this.

APOTHECARY

10 My poverty, but not my will, consents.

ROMEO

I pay thy poverty, and not thy will.

APOTHECARY

Put this in any liquid thing you will, And drink it off; and, if you had the strength Of twenty men, it would dispatch you straight.

ROMEO

There is thy gold, worse poison to men's souls,Doing more murders in this loathsome world,Than these poor compounds that thou mayst not sell.I sell thee poison; thou hast sold me none.Farewell: buy food, and get thyself in flesh.

[Exit APOTHECARY]

20 Come, cordial and not poison, go with me To Juliet's grave; for there must I use thee.

- 1 mortal: deadly; Mantua's law: in Mantua there was a law against the sale of poisons
- 2 any he: any man; utters: issues, sells.
- 5 **Need ... eyes:** i.e., in your eyes can be seen the starved look of need and deprivation.
- 6 Contempt ... back: i.e., you are weighed down by your beggary and the contempt (of others) that comes with it.
- 9 **it**: i.e., the law.

- 19 get thyself in flesh: gain weight, get healthy.
- 20 cordial: healing medicine, especially a restorative for the heart.



a Read fragment 2. What was, in Mantua, the penalty for selling poison? Use a quote to prove your answer.

The death penalty, see "but Mantua's law is death to any he that utters them." (vv. 1-2)

b What are Romeo's intentions? Again, use a quote to prove your answer.

He intends to return to Verona and join Juliet in death. See "for there must I use thee" (v. 21: "there" being Juliet's grave and "thee" being the poison).

FLAT AND ROUND CHARACTERS

Flat characters in stories are two-dimensional, meaning that they are relatively uncomplicated and do not change throughout the course of a work. **Round characters** are three-dimensional, meaning that they are multi-layered and feel like real people. Round characters possess depth and dimension, and often undergo personal development over the course of a story.

- As a Renaissance author, Shakespeare experimented by creating more 'human' characters in his plays, round characters instead of flat ones. Having read parts of the second and fifth act, select one of the following characters: Romeo, Juliet or the Apothecary.
 - **a** Explain what, in your eyes, makes this character 'human'.

For example: Romeo: he is very much in love, he can be aggressive towards Capulets, he is desperate, he does not know how to live with Juliet, he breaks the law; Juliet: she is desperately in love, she is frustrated, she takes risks to be with her lover; the Apothecary: he is desperate, hungry and greedy, he breaks the law.

b In his tragedies, Shakespeare wanted to educate people. What lesson can we learn from the character you have chosen?

For example: Romeo: put more trust in your beloved wife; Juliet: keep believing in true love; the Apothecary: when you are dirt poor (very poor), you might even risk breaking the law to feed your family.

IRONY AND DRAMATIC IRONY

Irony is the difference between what someone would reasonably expect to happen and what actually does happen. **Dramatic irony** is when the audience or reader knows something that a character in the story does not know. The many misunderstandings in the play *Romeo and Juliet* are great examples of dramatic irony.

)		 PAIR WORK Read the following story twists carefully and indicate whether or not these twists are based on dramatic irony. Write down "yes" or "no". a Romeo is already introduced in the story as being a Montague, but thirteen-year-old Juliet 		
		thinks he is a total stranger. She sees him and falls in love at first sight. \underline{Yes}		
	b	Romeo kills a Capulet and is banned from Verona. <u>No</u>		
	c	Her secret husband being away, Juliet's family forces her to marry someone else: a Capulet.		
		<u>Yes</u>		
	d	Juliet has taken a sleeping potion. Everyone, except the friar who helped her, thinks she is		
		dead. Yes		
	е	Romeo finds Juliet's body and swallows a vial of poison. Yes		
	f	Sadly, at the end of the play, the young lovers are both dead. When the Capulets and the		
		Montagues realise what has happened, they want to end their feud. No		

GROUP WORK Watch the trailer of the 1996 film *Romeo + Juliet*, starring Leonardo DiCaprio and Claire Danes. DiCaprio plays a 20th-century Romeo dealing with big city gang wars, but his language is still a reminder of Shakespearian times: "Did my heart love till now? Forswear it, sight! For I never saw true beauty 'till this night."

Together, in groups of three or four, answer the questions.

- **a** Think of another lovestruck Romeo, a seventeen-year-old 21st-century Romeo, not yet seen in original play, comic book or film. Is he at school or in college? Or maybe he already has a job? What are his hobbies? Who are his friends? Where does he live?
- **b** What is your Romeo's goal in life? How does he seek to achieve this goal?
- c What strong emotions is he dealing with?
- 8 Choose card A or B and complete the assignment in groups of three or four, using your answers in the previous assignment.

CARD A Under love's heavy burden do I sink

GROUP WORK Romeo and Juliet are victims of fate.

Deeply in love, they marry in secret. Only a friar and a nurse are present. Juliet tries to avoid her arranged marriage with Count Paris by taking a sleeping potion that means she appears to be dead. You might think: So far so good, she can't marry twice. But then tragedy strikes in the form of a huge misunderstanding. Poor Romeo believes that his beloved Juliet has really died ...

Together, film a scene in which your 21st-century Romeo is also the victim of a misunderstanding. Before filming, write out the most important lines.

In your group, consider and discuss the following questions:

- What kind of tragic misunderstanding?
- Where will our action take place?
- Who will take part in the action?
- Which strong emotion?
- What outfits and what language, 21st century or …?

CARD B The course of true love never did run smooth

GROUP WORK It's tragic how the Capulets and the Montagues have no idea why they are fighting. But their war means that a union of the Montague Romeo and the Capulet Juliet is hopeless. Only Friar Laurence, who marries the young lovers, is optimistic: he believes that their true love can heal the rift between the warring families.

In modern language, rewrite the famous balcony scene where your 21st-century Romeo speaks to Juliet for the first time. Is it going to be a tragedy?

In your group, consider and discuss the following questions:

- How will our story end: tragically or hopefully?
- Which strong emotion?
- Are the two families at war or dear friends?
- How lovestruck is our Romeo?
- What is Juliet's first reaction?



Interested in more happy love stories?

- Pride and Prejudice, an 1813 novel and 2005 film
- The Love Hypothesis, a 2021 novel
- The Beauty and the Beast, a 1740 fairy tale and a 1991 and 2014 film

Interested in more tragic love stories?

- The Fault in Our Stars, a 2012 novel and 2014 film
- The Great Gatsby, a 1925 novel and 2013 film
- Atonement, a 2001 novel and 2007 film



Exam training

TEXT 1

The fruit Iron Ox bears

adapted from an article by James Vincent



1 Iron Ox is one of a number of companies trying to automate the human-intensive work of agriculture. It uses a combination of robotic picking arms, hydroponic vats, and self-driving porters to grow vegetables. But despite its repeated claims that its farming is 'autonomous,' humans are still needed for a lot of the work. Laborers plant seedlings and package plants when they're ready to eat: robots just tend them while they're growing.

- 2 One big advantage of robot farms is that they ___3__ because of their modest size. Iron Ox says the greens it's producing for Bianchini's Market, a family owned grocery store in California, travel just o.6 miles to get there, which is half the distance traveled by a typical head of lettuce. This means lower transportation costs and fewer food miles, a big factor when it comes to the environmental impact of what you put on your plate.
- However, Iron Ox is selling just three varieties of leafy greens and delivering them to Bianchini's just once a week. The prices aren't exorbitant, but they are on the expensive side. A two-ounce box of red-veined sorrel will go for \$2.49, a two-ounce box of Genevieve basil will cost \$2.99, and four heads of baby lettuce will be \$4.99. That's competitive next to Whole Foods, where four heads of 'artisanal' lettuce cost \$3.24, but pricey compared to Walmart, which sells an 11-ounce box of greens for less than \$5.
- 4 Still, it's just the start for Iron Ox and the new wave of automated farming startups. And if the market they're trying to create starts to grow, who knows what fruit it will bear.

Source: www.theverge.com, 2019 (CSE havo 2022, tijdvak 1)

STRATEGY Skimming

strategies - skimmen - p. 12

Skimming a text means reading it quickly to find only the main ideas of a text. Details are not important. You don't have to understand all the words to get the main ideas. Skimming helps you answer exam questions with the right focus and more quickly.

- 1 Skim the text.
 - **a** What is this text about? Answer in one sentence.

A company that uses robots to grow plants.

b Which two words give you an idea of what this text is about?

Personal answer, for example: agriculture, robotic or robot farms.

c While skimming, what do you learn about Iron Ox?

Personal answer, for example:

It is a company that increasingly wants to use robots. They only sell three different sorts of plants and are just beginning to develop.

d Could you use this text for a presentation about sustainable energy? Why (not)?

No, because this text is not about sustainable energy.

ANSWER THE EXAM QUESTIONS.

- What becomes clear about Iron Ox in paragraph 1?
 - A It accelerates the process of vegetable development.
 - $\, \bigcirc \,$ B $\,$ It is seeking a monopoly on automated crop raising methods.
 - C It produces greens with the help of mechanical devices.
 - O D It only uses people to operate delicate machinery.
- Which of the following fits the gap in paragraph 2?
 - O A are able to cater for individual needs
 - B can be located nearer to customers
 - O C grow exotic vegetables out-of-season
 - O D produce no waste or surplus products
- 4 Hoeveel verschillende nadelen van Iron Ox worden in alinea 3 genoemd? Noteer het aantal.

3 / drie

- 5 How can the tone of paragraph 4 be characterised?
 - A as ironic
 - B as surprised
 - C hopeful
 - O D unconvinced
- **TEXT 2** Read *Text 2* online and complete the assignments.
- **TEXT 3** Read *Text 3* online and complete the assignments.



ENGLISH	DUTCH
A young musician needs to acquire the support of a patron.	verwerven
My doctor is an advocate of a healthy lifestyle.	voorstander
Over the years we've amassed more stuff than we need.	verzamelen
His sudden appearance was quite startling.	verschijning
We will change the rules as of next week.	vanaf
Mrs Bishop's baby should be due in August.	verwacht worden
I was expecting to be struck by her emotional speech.	geraakt worden door
His burgeoning career came to a standstill when he got ill.	opkomend
It's easier to collaborate if you speak the same language.	samenwerken met
They all made a contribution to the excellent performance.	bijdrage
They eke out a living by playing music in the street.	bijeen scharrelen
The manager engineer ed this project.	ontwikkelen
Do you feel the urge to start a new enterprise?	de noodzaak voelen
The number of excellent violinists is finite .	eindig, beperkt
When two styles fuse , something unexpected may emerge.	samensmelten
Our band has a gig at the club on Saturday.	optreden
If there aren't equal rights then fight that injustice.	onrecht
Certain rare animals are protected by legislation .	wetgeving
This company is on the forefront of making sustainable products.	in de voorhoede
His patron paid for all the necessary instruments.	beschermheer, -vrouw
Swimming is prohibit ed here.	verbieden
The prospect of a long holiday is very exciting.	vooruitzicht
He spends his holidays in a remote cabin in the mountains.	afgelegen
I treasure what is left of these old pictures.	koesteren
We will add the vocals to the recording later.	zangstemmen, zangpartij

DUTCH	ENGLISH
aanbod	I got an offer I couldn't refuse.
aanbod (economisch)	There is currently no balance between supply and demand.
akkoord	I can play a few chord s on the guitar
ambitie	It's my ambition to break the record this year.
anders dan	The taste of this cake is different from the one I had last week.
bescheiden	Yula used to be a modest girl, but now she is more assertive.
beweging	They started a movement that fights for animal welfare.
blijven zitten met	After the party you will end up with lots of dirty dishes.
buitengewoon	That was an extraordinary performance.
contact houden	We will stay in touch with our former colleagues.
diversiteit	Respecting diversity means that you don't choose only one type of employee.
financieren	Who fund ed this festival?
gebrek aan	His insecurity is caused by a lack of self-esteem.
gedicht	"A rose is a rose is a rose" is a line in a poem .
gemeenschap	In a traditional community there is more cooperation.
gereedschap	What kind of equipment do you need to fix your car?
grens	Some border s have been invented by powerful people.
huidig	We worry about the current food prices.
inspireren	This music will inspire you to write better songs.
kindertijd, jeugd	He had no experience with music in his childhood .
laag	There is a thin layer of icing on the cake.

DUTCH	ENGLISH
moed	It takes courage to stand up against superiors who misbehave.
ondernemer	When you start your own business you are an entrepreneur .
ongelijkheid	It's an unfair society that tolerates inequality .
oplossing	Tell me what the solution to the problem is.
pakken, vastleggen	You need to capture the most important moments on camera.
raad	The members of the city council meet on Thursdays.
samenstellen	Can you compile a playlist for us?
tegen de tijd	Our train had left by the time we got to the station.
toegang hebben	Do you have access to these data?
toevoegen	He add ed a bit of cream.
vaststellen	The vet establish ed that our dog is fine now.
verbinden	Can you connect these two wires?
verkondigen, preken	My teacher preach es at us about good manners.
vertrouwen, geloof	You can do it; I have faith in you.
via, door middel van	I gained access to African music through my music teacher.
voor elkaar krijgen	If we do our best, we can fix this.
vraag (economisch)	There is no demand for second hand TVs.
uitbrengen	Will she release a new album this year?
wortels	My roots are in a small town in the south.



ENGLISH	DUTCH
Adaptive people are always willing to learn new ways to do things.	flexibel
Adolescence is the period of life when a child develops into an adult.	overgang tussen jeugd en volwassenheid
The ambiguity of this poem allows more than one interpretation.	meerduidigheid
We all aspire to a better future for our planet.	streven (naar)
There is an urgent need to clarify these new school rules.	verduidelijken
Vitamin deficiency can be caused by a long-term lack of a vitamin.	tekort
What causes these fluctuation s in body temperature?	schommeling
A frontal lobe headache is when there is mild to severe pain in your forehead or temples.	aan de voorkant, frontaal
How do you deal with hormonal shifts during puberty?	hormoonschommelingen
The illness is triggered by a chemical imbalance in the brain.	onbalans
Behaviour that is not appropriate to the situation can be considered immature.	onvolwassen
We must evaluate the ineffectiveness of these advertising techniques.	ondoelmatigheid
An inhibited person is shy and introverted.	geremd
Some parents only trust their own judgement .	oordeel
Girls usually mature at a younger age than boys.	rijpen, volwassen worden
Mount your horse and ride off!	(be)stijgen
We have to get the roof fixed before the onset of winter.	begin
What are the different pedagogical approaches to learning?	opvoedkundig, pedagogisch
The children were full of pent-up anger.	opgekropt
Profound sadness is a universally experienced symptom of grief.	diepgaand
Pushing a person in a swing is a common example of resonance .	resonantie
All our research is based on scientific methods.	wetenschappelijk
Self-regulation strategies are learning techniques to help learners manage their own learning skills.	zelfregulering
We fail to substantiate these accusations.	onderbouwen
The human species have genetic roots in South Africa.	het menselijk ras

DUTCH	ENGLISH
aanpassen	I easily adapt to a new situation.
afname	The decrease of the disease is a result of the efforts made to combat it.
afstemmen	To attune means to bring into harmony.
als gevolg daarvan	There was a fire and, as a result of that, we had to leave.
betekenisvol	He claims to have only meaningful conversations.
bewijs	There is no evidence for your accusations.
bijdragen (aan)	How can teenagers contribute to the society?
drastisch	The government has a list of radical protesters.
een standje geven	When a mother scold s her children, she talks to them angrily because they have done something wrong.
gidsen	We need to guide our teens towards finding life-fulfilling goals.
groei	Does puberty affect growth ?
grotendeels	The story is largely true.
helpen	Their main goal is to aid young children by supporting healthy growth.
hoewel	He distrusted me even though I was trying to help him.
humeurig	A moody teenager can be happy one minute and angry the next.
imiteren	Do dogs mimic your behaviour?
logisch zijn	It make s sense to wear sunglasses when you want to protect your eyes.
nabootsen	You shouldn't imitate bad behaviour.
onvoorspelbaar	The behaviour of a madman is unpredictable .
opvoeden	Do you know how to parent a child with anger issues?
opvoeden	Remember, there is no one right way to raise a child. Just do your best.
opvoeding	Does success depend on one's birth or on one's upbringing?
overmoedig	They are wild and reckless children.
regelen	This dam regulate s the flow of water into the river.
scheiden	Some children want to be separate d from the rest of the group.
streven naar	Don't strive for perfection; strive for progress.
tegenstand	The French Resistance played a significant role during WW2.
tegenwerking	They're going ahead despite strong opposition from the students.
(ergens) tijd aan besteden	It is important for families to spend less time on social media.
toename	There is an alarming increase in crime these years.
toenemen	The crime rates are increas ing these last six years.
toezicht houden	The supervisor will supervise the school grounds at all times.
uitbarsting	Emotional outburst s refer to rapid changes in emotional expression.
verduidelijken	Please give a few examples to illustrate your point.
verminderen	His social position and status have rapidly diminish ed.
versterken	To overstate is to amplify beyond the truth.
voornaamste reden	Being bitten by an infective mosquito is the primary cause of malaria.
wegsturen, afwijzen	Class dismiss ed: The lesson is finished! Her ideas were dismiss ed because they seemed too radical.
zorgen voor	What do parents need to provide for their children, apart from safety?

3

ENGLISH	DUTCH
Ageist remarks aren't very respectful towards the elderly.	discriminerend op basis van leeftijd
The banter and playfulness are typical of a student community.	geintje, grappige plagerij
What are the characteristic s of this gadget?	eigenschap
The manager commission ed a work of art for the central hall.	opdracht geven tot
Gran can cope with the most complex computer programmes.	omgaan met
Lying about your results can be a coping strategy .	strategie om ergens mee om te gaan
You can buy cut-price articles on Black Friday.	afgeprijsd
I consider his snobbish remarks demeaning and insulting.	denigrerend, minachtend
Can't you distance yourself from those conspiracy theories?	zich distantiëren van, afstand nemen van
I will erase that experience from my memory.	uitgummen, weghalen
The housing crisis won't end until the prices go down.	woningnood
Elise felt marginalised when they said she was ignorant.	gekleineerd
Does Jessie suffer from mental problems?	geestelijk
Being in the merchant navy means travelling across the seas.	handelsvloot
Thinking that young people are lazy is a misconception .	misvatting
Did you turn over that bin on purpose ?	met opzet
Climate change is an ongoing process.	aanhoudend, voortdurend
If you don't let people participate, they may feel ostracised .	buitengesloten
In my perception , some athletes are overpaid.	perceptie
Do you prioritise love over career?	prioriteit geven
Have you made progress with your salsa dancing?	vooruitgang
If the enemy shows aggression, there will be repercussion s.	gevolg
I've had a lot of stick from people who don't know what I'm doing.	kritiek (spreektaal)
We value the work that you've done for us, Kim.	waarderen
Do people in England all share the same values ?	waarden

DUTCH	ENGLISH
aanhoudend, constant	They constantly offer you food and drinks at the buffet.
af en toe	We occasionally meet on Fridays.
afname	The decline in birth rate is bad for producers of nappies.
afremmen	Extreme partying will inhibit your success.
angst(toestand), spanning	Jess is always filled with anxiety when she has to take a flight.
basis	A solid foundation is the start of a strong building.
beledigend	Calling me a liar is insulting . I always tell the truth.
beperkende	A limiting factor for investing in education can be a country's budget.
burgerrechten	What do you know about the civil rights movement?
debatteren	In the House of Commons MPs debate in loud voices.
door middel van	These creatures move by means of tentacles.
erven	My mother inherit ed the earrings from a friend.
gedrag	That dog should be corrected for its unacceptable behaviour .
gemeen hebben	Elsa and her sister have nothing in common .
geobsedeerd	Falco is obsessed by trains.
herhaaldelijk	The butcher repeatedly cut his finger.
herkennen	I didn't recognise you in that picture.
homofobie	It's time we accepted everyone and got rid of homophobia .
houding	Your positive attitude makes you a welcome guest.
in de kern	Find out what is at the core of his ideas and you'll see he's a fraud.

DUTCH	ENGLISH
in de schulden	It's really sad that so many people are in debt .
inspanning	Would you say that building a house is worth the effort ?
inspraak hebben	Why don't the pupils have a say in school matters.
kans, gelegenheid	Why not seize the opportunity and get yourself a good job?
lijden aan	Ellen suffer s from asthma attacks.
mobiel	Please don't use your mobile phone during the concert.
ontslagen worden	About fifty workers were laid off when robots replaced them.
onzeker	The outcome of the elections is still unsure .
onzeker, besluiteloos	I don't know which sneakers to get. I'm a bit insecure when it comes to fashion.
oplossen	Can you solve the riddle?
parlementslid	The minister resigned and is now an MP (Member of Parliament).
proberen	The athletes are going to attempt to break the world record.
reactie, antwoord	We expect a written response by next week.
spugen	Did that girl really spit you in the face? Disgusting!
toestaan	Will you allow me to buy you a drink, Melissa?
uiteindelijk	At the end of the day we're all trying to do the right thing.
verkeerd begrijpen	I'm afraid that Mia will misunderstand what I'm going to tell her.
voordeel	There are more advantage s to a healthy lifestyle than you can imagine.
voorstellen	I suggest you put on this costume.
vrezen	The police fear there may be riots after the football match.
zich bewust zijn van	Are you aware of the consequences of your actions?



ENGLISH	DUTCH
If we do that, the company will acquire a bad reputation.	krijgen
She lost the match. Additionally , she was nearly disqualified.	bovendien
He address ed an audience of 10,000 supporters.	
	aanspreken
Unfortunately, he's been through a lot of adversity in his life.	tegenslag
Scandals may affect the image of the royal family.	invloed hebben op
UNICEF is a well-known charitable organisation.	liefdadigheids-
Did her parents give their consent ?	goedkeuring
She tried to counter his arguments.	weerleggen, tegenspreken
The scandal has damaged his credibility as a leader.	geloofwaardigheid
The Paralympics are for people with a physical disability .	beperking, handicap
We dispute the claim that they are economic refugees.	bestrijden
Try to distinguish between business and pleasure.	onderscheid maken, onderscheiden
Elaborate plans have been made to protect wildlife.	uitgebreid
I'll be glad to elaborate if you'd like to hear more.	dieper ingaan op
Now the time's come to implement our action plan.	uitvoeren
The ancient Chinese claim that garlic supports longevity.	lang(er) leven
Cats are not able to perceive colour.	waarnemen, zien
He expects to pull in €100,000 a year with his company.	binnenhalen
People usually show remarkable resilience during a war.	veerkracht
His two companies differ in scope .	omvang
The government aims for sustainable development.	duurzaam
I was given tailored financial advice.	op maat gemaakt, gericht
You can't enter this country without a valid passport.	geldig

DUTCH	ENGLISH
aankondigen	When will they announce the wedding date?
bloeiend, welvarend	She's running a thriving company.
de moeite waard	Volunteer work can be rewarding .
dierenarts	A veterinarian helped the injured animal.
door heel	Throughout Africa people suffer from that disease.
enthousiast, gepassioneerd	She has always been passionate about hockey.
erop aandringen, staan	I insist that you help him.
evenzo, tegelijkertijd	The cost of food has gone up. Similarly , fuel prices have risen.
gelijkgestemd	He was very glad to finally be among like-minded people.
gewond	She took the injured dog to a vet.
grootschalig	Large-scale projects were begun last year.
herstel	We pray for his recovery from cancer.
hertogin	Kate Middleton is the Duchess of Cambridge.
het Britse Gemenebest	About 56 countries form the Commonwealth.
het hoofd bieden aan	He had to face some dangers and risks.
jaarlijks	There's an annual conference for surgeons.
kwestie	It's a matter of how much talent you have.
lange termijn	There's a long-term plan to change the city skyline.
lastig	He made a tough journey through the desert.
nadruk	Should there be more emphasis on creative thinking at school?
neushoorn	Did you see a rhino in the zoo?
onderdak, verblijf	The community offers accommodation to the refugees.
onderschatten	Never underestimate your opponent.
oorzaak	Have they discovered the cause of the fire?
op het gebied van	He is an expert in terms of marketing and design.
plaatselijk	The local community welcomed the 300 refugees.
talrijk	We saw numerous elephants but only two rhinos.
team, bemanning	A TV crew were waiting for the star to arrive.
tegenwoordig	Today, young people spend a lot of time on social media.
uitbreiding	China's smart home market will enter a period of rapid expansion .
verhogen	The show aims to raise people's awareness of world hunger.
verwijdering	How's the removal of waste organised here?
vooral	I like the black boots in particular .
vrijwillig iets doen	I want to volunteer for a good cause.
waarde	The emotional value of an old picture can be enormous.
waardeloos	I fell asleep during that lousy film.
normen en waarden	We learn about norms and values from our parents.
wereld-	Chinese is becoming a global language.
werkzaam, in dienst	He was employed as a security consultant at a casino.
winstgevend	He had built a lucrative YouTube channel.
zeuren	Don't whine about your problems all the time.
zich voorstellen, verbeelden	Imagine that you have just won one million pounds.



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

DUTCH	ENGLISH
behalve, afgezien van	Apart from being an actress, Emma Watson is a UN ambassador.
behalve, uitgezonderd	He has to work every day except on Sunday.
behoefte	There's a great need for cheap housing.
bestaan uit	This book consist s of 5 units.
bevestigen	The new results confirm our fears.
bewustzijn	This book will increase your awareness of the environment.
bijdragen aan	Your plan may contribute to a solution.
bovendien	He is studying English. In addition, he has a part-time job.
brandstof	I need some fuel for my car.
deelnemen aan	We participate in the same project.
dol op	She's passionate about tennis.
een in hoofdlijnen uitgewerkt overzicht	Here's an outline of our plans.
eerste versie, kladversie	Can you correct the draft of my letter?
egoïstisch	She's disliked for her selfish behaviour.
fokken	They breed golden retrievers.
gebeurtenis	The Super Bowl is the main event of the year.
gemeenschap	My grandfather does voluntary work in the community .
helemaal opnieuw	I'm afraid we'll have to start from scratch .
in overweging nemend	Not bad, considering the circumstances.

DUTCH	ENGLISH
inzamelen	We're trying to raise funds for a good cause.
kinderarbeid	How can child labour in India be stopped?
kortom	There's little time. In short, we should act now.
kwetsbaar	Babies are the most vulnerable .
last	He says it's a burden to be a celebrity.
minister-president	Who's the prime minister of the UK?
op de eerste plaats	In the first place, they need more money.
prestatie	Running a marathon is a remarkable achievement .
redden	He jumped in the water to rescue the drowning child.
richten op	Don't aim your anger at me.
rijkdom	His life of poverty was followed by a life of wealth .
speciaal belast met	She works in a team dedicated to protecting animals.
sterker nog	What's more, she just ignored me!
stichten	This school was found ed in 1440.
talloos	He's won countless prizes.
ten slotte, eindelijk	Finally, there is the problem of pollution.
tweede plaats in een wedstrijd	The winner and the runner-up each got a medal.
uitstekend	His guitar solo was an outstanding performance.
vechten tegen	Old people sometimes have to battle loneliness.
verspreiden	Shall we spread the message through the internet?
verwaarlozing	Years of neglect have damaged this house.
Wat is je drijfveer?	What makes you tick?
zorgen voor	I care for injured animals in an animal home.
zuurstof	Without oxygen people can't live.

VOCAB TRAINER Go to the **Vocab trainer** in the online learning environment if you need **extra practice** with the vocabulary and expressions in this unit.

EXPRESSIONS

BEGRIP TONEN | Showing understanding

Yes, I see your problem / point.

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

I understand what you mean.

I get it!

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

BEPLEITEN | Recommending something

You really should ...

We'd better ...

MENING GEVEN | Giving your opinion

In my opinion ...

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

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

I'm of the opinion that...

As far as I'm concerned ...

In my view, ...

To me, ...

It seems to me that ...

VOORBEELD GEVEN BIJ EEN MENING | Giving an example to support your opinion

For example / For instance, ...

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

ONDERBREKEN | Interrupting

- Beleefd / Politely

If I may add something, ...

Excuse me for interrupting, but ...

Do you mind if I jump in here?

If I might add something.

- Minder beleefd / informeel / Less politely / informally

Hang on.

Wait a minute.

Sorry to barge in, but ...

OPLUCHTING UITDRUKKEN | Expressing relief

I was so relieved ...

It was a relief ...

It was a load off my mind ...

Much to my relief ...

STANDPUNT VERWOORDEN | Presenting your view

The point is ...

The real problem is ...

The real question is ...

From this point of view ...

All things considered, ...

This raises the problem ...

VOORBEELD GEVEN BIJ EEN STANDPUNT | Giving

an example to support your view

For example / For instance, \dots

Take for example, ...

Take the way (he) ...

For one thing, ...

To give you an idea ...

TELEURSTELLING UITDRUKKEN | Expressing disappointment

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

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

I had hoped for something better.

TWIJFEL UITDRUKKEN | Showing doubt

I doubt if ...

I wonder if ...

I'm not sure if ...

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

VERBAZING UITDRUKKEN | Expressing surprise

I am/was surprised ...

How strange ...

You don't say!

You must be joking!

I didn't expect that.

Well, have you ever?

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

PAST SIMPLE	grammar p. 64
IRREGULAR VERBS	grammar p. 96
MAKING QUESTIONS	grammar p. 69
MAKING NEGATIVE SENTENCES	grammar p. 69
PAST SIMPLE & PRESENT PERFECT	grammar p. 64 & 65