English exam preparation

In this reader you will find helpful information for writing, reading and speaking

Skills syllabus 2022-2023

VWO

Afbeelding met tekening

Automatisch gegenereerde beschrijving

Afbeelding met mes

Automatisch gegenereerde beschrijving

[E-PORTFOLIO 4](#_Toc108099378)

[Your E-portfolio 5](#_Toc108099379)

[**Scoring** 6](#_Toc108099380)

[WRITING PRACTICE 7](#_Toc108099381)

[Rules for formal emails 8](#_Toc108099382)

[**Useful phrases in formal emails** 11](#_Toc108099383)

[**How your email will be graded** 13](#_Toc108099384)

[**In General** 14](#_Toc108099385)

[**How do you ask or say** 15](#_Toc108099386)

[**Frequently used phrases/sentences** 16](#_Toc108099387)

[**Common mistakes to avoid** 17](#_Toc108099388)

[**Practice makes perfect** 20](#_Toc108099389)

[**Practice email writing** 23](#_Toc108099390)

[Writing an Essay 28](#_Toc108099391)

[**Expository Essay Format** 29](#_Toc108099392)

[**Persuasive/Opinion Essay Format** 30](#_Toc108099393)

[**Linking words** 31](#_Toc108099394)

[**Title Case** 31](#_Toc108099395)

[**Practice Use of English and linking words** 32](#_Toc108099396)

[**Punctuation** 34](#_Toc108099397)

[**Practice interpunction** 35](#_Toc108099398)

[**Scoring your essay:** 37](#_Toc108099399)

[**Practice paragraph writing** 39](#_Toc108099400)

[**Expository writing template** 40](#_Toc108099401)

[**Persuasive writing template** 41](#_Toc108099402)

[**Essay statements used in former exams to practise** 42](#_Toc108099403)

[GRAMMAR PRACTICE 43](#_Toc108099404)

[Verbs in formal letters 44](#_Toc108099405)

[**Tenses mix 1** 44](#_Toc108099406)

[**Exercises with the Passive** 51](#_Toc108099407)

[SPEAKING PRACTICE 53](#_Toc108099408)

[A few British pronunciation rules 54](#_Toc108099409)

[I take it you already know … 56](#_Toc108099410)

[Practise pronunciation 57](#_Toc108099411)

[Practise describing objects 61](#_Toc108099412)

[Telling a story with the help of a set of pictures 63](#_Toc108099413)

[Having a conversation 65](#_Toc108099414)

[Giving your opinion 67](#_Toc108099415)

[READING PRACTICE 71](#_Toc108099416)

[Examencursus Moderne Vreemde Talen: ENGELS 72](#_Toc108099417)

[**SCHEMA 1: Stappenplan voor het achtergrondartikel** 75](#_Toc108099418)

[**SCHEMA 2: Stappenplan voor abcd (= multiple choice) teksten** 76](#_Toc108099419)

[**SCHEMA 3: Stappenplan voor gaten-teksten** 77](#_Toc108099420)

[**SCHEMA 4: Beweringsvragen** 78](#_Toc108099421)

[**Overige Stappenplannen** 79](#_Toc108099422)

[**CITEREN** 80](#_Toc108099423)

[Basiswoordenlijst 81](#_Toc108099424)

[**Signaalwoorden** 81](#_Toc108099425)

[**Functiewoorden** 86](#_Toc108099426)

[**Algemene basiswoorden** 89](#_Toc108099427)

# **E-PORTFOLIO**

In this part of the reader you will learn:

* What is my e-portfolio
* What is in my e-portfolio
* How to hand in your assignments
* Scoring system

**Afbeelding met tekst, kaart

Automatisch gegenereerde beschrijving**

# **Your E-portfolio**

**One of your preliminary exams is your e-portfolio.**

An e-portfolio is a collection of your work, showing your level of different skills. The skills in covers at our school are writing, speaking and reading. Some of the things you will have to do are also important for your next study. In this way we try to better prepare you for the next step.

**Your e-portfolio should contain several items:**

* Your best practice formal email
* Your best practice essay
* 1 short story
* 1 elevator pitch
* Your best text read out loud
* 2 book reports, only one of which may have a film version

**Practical information:**

* You can hand in your reading out loud, your elevator pitch by mail or in Teams, depending on your teacher.
* Book reports have to be done in the Study Centre.
* Practice emails, essays and your short story have to be done in the computer classroom and handed in in SOM.
* You can find more information on your e-portfolio on [www.altenaengels.nl](http://www.altenaengels.nl/) > Class A6 > A6 e-portfolio.

## **Scoring**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Assignment** | **Note/score** | **Number of points** |  | **Assignment** | **Note/score** | **Number of points** |
| Practice formal email | 0 - 4 | 0 |  | Bookreport 1 | average | 1 |
|  | 4,1 - 6 | 1 |  |  | merit | 2 |
|  | 6,1 - 7 | 2 |  |  | distinction | 3 |
|  | 7,1 - 8 | 3 |  |  | In time | +1 |
|  | 8,1 - 10 | 4 |  |  |  |  |
|  |  |  |  | Bookreport 2 | average | 1 |
| Practice essay | 0 - 4 | 0 |  |  | merit | 2 |
|  | 4,1 - 6 | 1 |  |  | distinction | 3 |
|  | 6,1 - 7 | 2 |  |  | In time | +1 |
|  | 7,1 - 8 | 3 |  |  |  |  |
|  | 8,1 - 10 | 4 |  | Elevator pitch | average | 1 |
|  |  |  |  |  | merit | 2 |
| Reading out loud | refer | 0 |  |  | distinction | 3 |
|  | average | 1 |  |  | In time | +1 |
|  | merit | 2 |  |  |  |  |
|  | distinction | 3 |  | Short story | average | 1 |
|  | In time | +1 |  |  | merit | 2 |
|  |  |  |  |  | distinction | 3 |
|  |  |  |  |  | In time | +1 |
|  |  |  |  | Total |  | 28 |

# **WRITING PRACTICE**

In this part of the reader you will practice:

* Writing a formal email
* Writing an essay
* Useful sentences

**Afbeelding met tekst, kaart

Automatisch gegenereerde beschrijving**

# **Rules for formal emails**

1. **Do pay attention to the subject line**

Write a clear, concise subject line that reflects the body of the email. Avoid subject lines with general words like, ‘Hi’, ‘Touching base’ or ‘FYI’, and do not leave the subject line blank.

1. **Do use a proper salutation**

‘Hi’ and ‘Hey’ communicate a lack of professionalism and maturity. Begin your email with phrases such as, ‘Dear Mr. Jones, Dear Ms. Jones, Dear Sir/Madam,… ‘Good Morning’ or salutations like that only if you have exchanged multiple mails before.

1. **Do use an introduction**

In cultures like the U.S., the best practice is for the sender to introduce themselves by first and last name with some background information in the first few lines. For Example: Dear Ms. Mandell, My name is Sharon Jones, I am a student of ….. and I am writing to you about …. This is especially important when introducing yourself to new contacts and employers who want to know how you received their contact information.

1. **Don’t use humour and sarcasm**

Emails can easily be misinterpreted through text without context. Humour is culture specific. Avoid both humour and sarcasm in emails as the recipient may be confused, or worse, offended.

1. **Don’t use informal language and punctuation**

Business emails are initially formal so use formal language and, for example, no slang words, words in capital letters and exclamation marks. Choose a normal font, like Calibri or Arial. After you get to know the person you are mailing with, you can become more informal.

1. **Do pay attention to the cultural differences**

Avoid miscommunication by keeping in mind your cultural differences. People from cultures like Japanese, Arab or Chinese want to get to know you before doing business with you, whereas people from cultures like German, American or Scandinavian, prefer to get to the point very quickly.

1. **Don’t use emojis**

Those little winking, smiling icons are for text messages. They are inappropriate and unprofessional in a business email. Emoticons may divert emails to a spam filter of junk mailbox, and it can look immature and unprofessional.

1. **Don’t be negative**

It’s inappropriate to email negative comments. An email in all uppercase letter indicates anger. These antagonistic messages cause awkwardness long after the email has been sent and received. If you must relay bad news via email, use objective words and state the facts. Face-to-face communication is best when relaying bad news.

1. **Do use a conversation closer**

By letting the recipient know that a response isn’t needed, the email cycle doesn’t continue on in perpetuity. Close with ‘No reply necessary’, ‘Thank you again,’, Please let me know if I can be of further assistance’. If a response is required, specify what and when. End your email with a closing such as ‘Best regards’, ‘Sincerely’ or another appropriate phrase.

1. **Do use a signature block**

Generally, it should include: your full name, title, the company name, contact information, including a phone number. (no longer than 4 – 6 lines). If, however, it is a letter of motivation or a cover letter, you only include your full name, email address and phone number. Don’t forget to include +31.

1. **Do proofread**

Check and recheck for spelling and grammatical errors. These errors make you seem unprofessional and will reduce the likelihood that the email will be taken seriously. Email software comes with many professional tools such as spell check. Use them.

1. **Do double-check your attachments**

When you attach a file, be kind enough to take a few extra seconds to paste in into the body of the email as well. This shows consideration to the recipient by saving them time and risk in opening attachments.

|  |  |
| --- | --- |
| Do’s | Don’ts |
| Choose a good subject line | Use humour and sarcasm |
| Use a formal salutation | Use informal language and punctuation |
| Introduce yourself and your subject | Use emojis |
| Make paragraphs | Be negative |
| Pay attention to cultural differences | Use fancy fonts or formatting |
| Check and recheck spelling and grammar | Use coloured fonts |
| Check and recheck your attachments |  |
| Use a conversation closer |  |
| Make a signature block |  |

## **Useful phrases in formal emails**

|  |  |
| --- | --- |
| Salutations first contact | Salutations after several email exchanges |
| Dear Mr. Jones, | Hi James, |
| Dear Ms. Smith, | Good morning/afternoon, |
| Dear Jamie Fox, (can be man/woman) | Dear team, |
| Dear Sir/Madam, | Hi All, |
| To Whom It May Concern: | Hello, |
| Dear Recruiter, | Dear Abby, |
| Dear Hiring Manager, |  |
| Dear HR Manager/ Personnel Manager, |  |

|  |  |
| --- | --- |
| Closing remarks without follow-up | Closing remarks with follow-up |
| Thank you for your patience and cooperation | I will send you additional information |
| Thank you for your consideration | I look forward to receiving your input |
|  | If you have questions or concerns, do let me know |
|  | I look forward to your reply |

|  |  |  |
| --- | --- | --- |
| Simplest, most used/formal | Slightly more personal | More personal, you know the recipient well |
| Sincerely, | Best regards, | Warm regards, |
| Regards, | Cordially, | Best wishes. |
| Yours truly, | Yours respectfully, | With appreciation, |
| Yours sincerely, |  |  |

|  |  |  |
| --- | --- | --- |
| Signature block  with company | Signature block  without company | Mind the  phone number |
| First + last name | First + last name | +31 6 12345678 **OR** |
| Occupation + company |  | 0031 6 12345678 |
| Phone number | Phone number |  |
| Email address | Email address |  |

|  |  |
| --- | --- |
| **Introduction** | * I am writing in order to …. * I am writing in connection with …. (the article/editorial/report) * I have just read … the article titled … in Saturday’s paper, last month’s edition of… * I am writing to ask/inquire about… * I read/found your advertisement in …. and would like to… |
| **Describing problems** | * I would like to complain about * I am afraid I have to make a complaint |
| **Offering solutions** | * One possible way to solve this problem is * An alternative solution to this problem is |
| **Expressing doubt** | * I am not quite sure if * It is not clear to me if |
| **Expressing interest** | * I am interested in * I have been looking for …. for a long time * I was very interested in your article/presentation/editorial |
| **Making a request** | * Would it be possible for you to * I am writing to ask for advice * I wonder if I could ask you to/for * I would be very grateful if you could |
| **Making suggestions** | * I think we should * I would suggest/recommend organizing * It would be a good idea to |

## **How your email will be graded**

Your email will be graded in the following way:

* Convention: 2 points
* Contents: 2 points
* Writing: 8 points
* Tone: 1 point
* Convention is what your email looks like. Do you have correct email addresses? Is everything in the right order? Do you have the proper salutation and ending?

If you miss one thing, you miss one point. More missing is no points left.

* Contents is of course the contents of your email. Do you have all the points which are mentioned in the assignment? The more you miss, the fewer your points will be.
* Writing is everything from punctuation to grammar and use of words.

Punctuation is ¼ mistake, grammar is ½ and wrong use of words is 1. Add all of these mistakes and you have a number. There is a schedule how many mistakes is how many points.

* Tone has to do with formal and informal. There are degrees of formality, but informal is not allowed.

## **In General**

In a formal letter, you use formal English. For example, you use:

‘I would like’………. instead of ‘I want’.

You are not allowed to use abbreviations:

‘ I would like’ **and not** ‘ I’d like’.

You are not ….. **and not** you aren’t/you’re not

You can **never ever** begin a sentence with one of these words:

# but # also # because # so # and

**And:**

1 No contractions are used in a formal email. (I am, instead of I’m)

2 Fill your sentences within the paragraph.

3 Mention all topics!

4 Mind the lay out of your paragraphs.

5 Don’t use ‘want to’, but ‘would like to’ in most cases.

6 Skip a line after each paragraph.

7 Please mind your punctuation, don’t use question and/or exclamation marks.

8 MIND YOUR WORD ORDER!!!!

9 Don’t ask direct questions, use “I would like to know….” instead.

10 Never use a colon (:)

## **How do you ask or say**

**Request:**

1. Inlichtingen sturen
2. Een overnachting regelen in een hotel
3. ons mededelen of alles in orde is
4. afspraak te maken op 10 januari
5. Wat denkt u? / Wat is uw mening?

**Say:**

1. is goed bevallen/was leuk
2. verontschuldigingen aanbieden
3. een opleiding is niet vereist
4. contact opnemen met mijn huidige baas/werkgever
5. in uw advertentie van 8 april
6. ik zou u erg dankbaar zijn als
7. een paar weken geleden las ik…
8. helaas ben ik mijn camera vergeten in het hotel
9. omdat ik geen bankrekening heb…
10. ik wil solliciteren
11. de reden waarom ik naar deze betrekking solliciteer is…..
12. ik sluit afschrift van diploma bij
13. ik reageer in antwoord op email van 16 mei
14. ik neem de baan/uw aanbod graag aan
15. spijt me maar kan baan niet aannemen
16. ik ben het eens/niet eens met uw beslissing
17. ik ben van mening dat ze ……
18. ik neem uw aanbod graag aan
19. ik maak me bezorgd om de resultaten
20. van harte gefeliciteerd met uw succes/benoeming

## **Frequently used phrases/sentences**

1. Referring to your advertisement …, I would like to apply for the job of …
2. I was born on 24th March 2002
3. I am a 17-year-old Dutch girl/an eighteen-year-old Dutch girl
4. I have the Dutch nationality/I am Dutch
5. I attend a grammar school/pre-university education/I go to … /I study at …
6. I am in the final year of …
7. I hope to graduate from … this year/I hope to pass my exams this year
8. My hobbies are reading, playing the guitar, listening to music …. (in een opsomming alles dezelfde vorm)
9. I like playing volleyball, helping children … (na like, hate de –ing vorm/gerund)
10. After my graduation I would like to …
11. Vacation = Amerikaans/holidays = Brits (summer holidays = mv)
12. I have to go into rooms/into lodgings (op kamers gaan)
13. The job fits in with my future plans/fits into my future plans/suits my future plans
14. I am good at speaking English / My English is very good / I speak English very well / I speak English fluently
15. Do I have **to take out** any insurance? (assurance = vooral levensverzekering)
16. I was also wondering …, Perhaps you could also tell me …, Another thing I would like to know is …(voor de variatie)
17. Furthermore … (niet Further)/Finally …
18. In if-zin geen will of could (niet beleefd genoeg)
19. In zinnen die beginnen met if krijg je any, niet some (If you have any questions)
20. If gebruik als iets niet zeker is. When gebruik als het zeker is.
21. By yourself = alleen, yourself = zelf
22. In ontkennende zin **not** ***either***. I do not know the answer either
23. Naar de universiteit/ziekenhuis gaan = to go to university/hospital
24. Bij datum ***the*** en ***of*** niet schrijven, alleen uitspreken (I left on 24th May)
25. It happened **on** July 6th **at** about 10 o’clock.

## **Common mistakes to avoid**

|  |  |
| --- | --- |
| **a / an** | * an - gebruik je als het volgende woord in de uitspraak met een klinker begint (a,e,i,o,u). * a - gebruik je in de andere gevallen |

**Vul in : a / an.**

1. opinion 6. expensive car

2. European country 7. hour

3. helicopter 8. unit

4. one-way- street 9. FBI-agent

5. useful tool 10. Hospital

|  |  |
| --- | --- |
| **to / too** | * too = te / ook * to = om te/ naartoe/ het hoort bij het werkwoord |

**Vul in: to / too**

1. I have ….. do it before it is ….. late.

2. He wants us ….. come home, …..

3. Where are you going …..?

4. That picture was ….. heavy ….. hang.

5. I am ….. busy now.

|  |  |
| --- | --- |
| **Adverbs of frequency:**  always, usually, seldom, etc. | * Sentences with one verb (except for `be’).   + In front of the main verb. (They **never** *sleep* outside.) * Sentences with two or more verbs.   + in front of the last verb. (She *has* **already** *seen* the film.) * Sentences with one verb (`be`)   + Behind forms of `be`. (He *is* **always** late.) |

**Put the adverbs in the right place.**

1. He shaves at 8 o’clock. (usually)

2. He will have time to watch TV. (nearly)

3. Barking dogs bite. (seldom)

4. We are late for school. (never)

5. Why do you get up so late? (always)

**Make into a good sentence.**

1. usually – to his shop – my father – at eight – goes.
2. often – hot – in summer – the weather – be – in Italy – can.
3. are – often – adverts – there – too many – in our paper – in my opinion.
4. mostly – at Harrods – buys – my uncle – his clothes.
5. also – allowed – to come – be – he - ? – will

|  |  |
| --- | --- |
| **Place and Time** | * Place before Time at the end of a sentence   + I went to Amsterdam yesterday. * Time can also be placed at the beginning of a sentence   + Yesterday I went to Amsterdam. |

**Make into a good sentence, do not forget to use all words**

1. are going to – We – tonight – each other – in front of – meet – the sports centre
2. shall – you – next Saturday – I – the money – pay
3. do – today – will – your homework – in the kitchen – You – have to
4. was – his lessons – studying – He – last night – in the drawing room
5. have – will – my homework – I – finished – before ten
6. been – stay – have – for some days – We – obliged to – at home
7. at the night school – Sharon – a yoga class – next month – is going to – join
8. him – have to – I – at the station – shall – the ticket – give – tomorrow

|  |  |
| --- | --- |
| **plural** | * General rule: word+s book - books * Ending in a ‘sis’-sound: word+es watch - watches * Ending in consonant +y: word (–y)+ies, ba**b**y – ba**b**ies   + - * + **But:** b**o**y – b**o**ys * Ending in –f/-fe: word (-f/fe)+ves thief – thieves |
| * Irregular forms: foot - feet   man - men  woman - women  mouse - mice  fish - fish |

**Make plural.**

1. country 6. street

2. knife 7. woman

3. sandwich 8. goose

4. a pair of trousers 9. basket

5. chair 10 people (volk)

|  |  |
| --- | --- |
| Genitive | * **‘s** for people, animals and time expressions   + The cat’s house, my parents’ car, yesterday’s paper * **of** for objects   + the roof of the house |

**Underline the correct possibilities**

1. This week’s charts / the charts of this week
2. The street’s end / the end of the street
3. My sister’s books / my sisters’ books / my sisters’s books / the books of my sister
4. The match’s result / the result of the match
5. Charles’ hair / Charles’s hair
6. Johnny’s new bike / the new bike of Johnny

## **Practice makes perfect**

**1 Put one suitable word in each space.**

Unlikely as it may seem, there has now been expert confirmation that wild pumas and lynxes are (1) *..at.* large in parts of Britain, rather than being the figments (2)                  some wild imaginations. Previous sightings (3)                       such large cats had been put down (4)                       exaggeration. (5) ………all, the argument went, some people are prone (6) ………seeing flying saucers and Loch Ness monsters, particularly when (7)……… the influence of one drink too many. Some newspapers were suspected (8)                       having made (9)                       stories such as that of the Beast of Exmoor, an animal which is responsible (10)                       the deaths of hundreds of sheep over the past ten years. But experts have now come (11)                       with proof that such stories were (12)                       earnest after all. The animals are (13)                       all likelihood pets which have escaped (14)……… small zoos, or been abandoned (15)                       their owners. Because the keeping (16)                       such animals is severely restricted (17)                       the terms of the Dangerous Wild Animals Act of 1976, owners of unlicensed animals might not report an escape (18) …………fear of prosecution. Britain's only surviving native species, the wild cat, is confined (19)                       Scotland. After examining hair samples, experts now say that the Beast of Exmoor in the South of England is (20) ……… doubt a puma or lynx, both of which are normally native to the Middle East and Asia.

1. **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.**
   1. You think I am someone else.

**confusing**

You are *…. confusing me with........................* someone else.

* 1. Gary is proud of the fact that he is never late.

**on**

Gary prides being early.

* 1. On this ship, passengers cannot get onto the bridge.

**access**

Passengers have the bridge of this ship.

* 1. What is the difference between nuclear fission and nuclear fusion?

**differ**

How exactly nuclear fusion?

* 1. An electrical failure was said to be the cause of the fire.

**blamed**

They an electrical failure.

* 1. It's all a matter of money, in the end.

**comes**

It all in the end.

* 1. His smooth manner didn't deceive us.

**taken**

We were his smooth manner.

* 1. The total came to just under £4,000.

**worked**

The total just under £4,000.

1. **Using the notes as a guide, complete the letter. Use one or two words in each space. The words you need do not occur in the notes.**

*We've had a letter from a Mr Scott, complaining about a rather violent scene which upset his children, on one of our programmes, 'Murphy's Run'. Could you write to him? Point out that:*

* The programme is a joint production with Talent Productions.
* It observed Channel 2 regulations.
* All programmes, no matter where they come from, are checked 3 months before they're shown.
* The TV Standards Authority often checks children's programmes and were happy with the scene Mr Scott didn't like.
* Unlike similar programmes on other channels, it's very suitable viewing.
* We always try to show clearly the difference between good and bad on it.

Dear Mr Scott,

With (1) *..reference/regard..............................* to your letter of 3 May, we deeply regret the distress caused to your children by the violent scene on episode 53 of 'Murphy's Run', a Channel 2 programme produced in ………..…(2) Talent Productions Ltd.

However, the ……… (3) with Channel 2 regulations. Each programme is carefully checked for unsuitable material three months in …………….(4) its scheduled broadcast time. This ……………(5) to all Channel 2 programmes ……………..(6)

of their origin and type. There is also a watchdog body, the TV Standards Authority, which monitors children's programmes on a ……………..(7) They too were happy with the scene you (8) ……………………….. The programme in question is, in (9) ……………………….similar programmes on private channels, entirely suitable for children, and takes great care to (10) between good and bad, and between moral and immoral.

In conclusion, we are happy that the scene was acceptable, and we hope that you will continue to allow your children to watch the programme.

Yours sincerely,

Ann Orbison

## **Practice email writing**

Aanwijzingen voor alle emails:

* 240 woorden minimaal. 300 woorden maximaal.
* Gebruik Calibri, 12pt, line spacing 1.5
* Noteer het aantal woorden links onderaan.
* Na elke opdracht een nieuwe alinea.
* Er wordt niet alleen gelet op je Engels maar ook of je email een goedlopend geheel is.

**Formal email 1 : report**

**Situatie**

De **University of Glasgow**  - [www.gla.ac.uk](http://www.gla.ac.uk) - heeft een project opgezet om het gebruik van de computer in het onderwijs te bevorderen. Onderdeel van dit project is een inventarisatie van de mate en manier van computergebruik in het onderwijs in de landen van Europa op dit moment. Men is met name geïnteresseerd in de ervaring op dit gebied van de leerlingen zelf en heeft hen via een prijsvraag uitgenodigd verslag te doen van hun gebruik van de computer op school en thuis. Men is ook zeer benieuwd naar suggesties en ideeën. De aardigste besprekingen worden beloond met een prijs – een weekje Glasgow. Je dingt mee met een tekst onder de titel: *The computer: a useful educational tool?* Je stuurt een email met een bijlage aan Professor Calder Phd (ProfCalder@uog.org), Head of Computing Science Department at the University of Glasgow, met je bespreking daaraan toegevoegd.

**Opdracht bijlage:**

* Begin je email bijlage met een verwijzing naar de uitnodiging een verslag in te zenden.
* Geef een persoonlijke introductie – naam, leeftijd, geslacht, godsdienstige overtuiging, nationaliteit, opleidingsniveau, bezigheden en plannen voor vervolgstudie.
* Beschrijf hoe er op jouw school met de computer wordt omgegaan en noem daarbij ten minste twee zaken – o.a. apart vak?, alle leerjaren?, aparte computerlokalen? Geef hierbij ook je oordeel.
* Vertel wat je thuis op de computer doet en wat je daarbij het nut van de computer vindt. Noem minstens 2 dingen.
* Geef tot slot kort en krachtig antwoord op de vraag die in de titel werd opgeworpen.
* Sluit je brief af.

**Formal email 2: letter of motivation**

**Situatie**

Je hebt een studie uitgezocht waarvoor een selectieprocedure is. Een van de onderdelen van de procedure is een motivatiebrief. Omdat het via een digitaal platform van je vervolgopleiding gaat, is het in de vorm van een formele email. Het is een heel belangrijk onderdeel van de selectie dus probeer zo persoonlijk mogelijk te zijn in je toelichting. Zoals je weet is het in een motivatiebrief extreem belangrijk om zo weinig mogelijk fouten te maken dus controleer je email goed.

**Inhoud:**

1. Waarom je denkt/vindt in aanmerking te komen voor de opleiding
2. Wat je beweegredenen zijn om dat te willen
3. Schrijf je motivatie en ambitie
4. Je brief moet zich ‘onderscheiden’ van de andere briefschrijvers

**Elementen in een motivatiebrief (personal statement)**

1. Persoonlijke gegevens
2. Korte beschrijving van wat je hebt gedaan
3. De reden waarom je juist deze studie wilt volgen en geen andere
4. Persoonlijke activiteiten
5. Waarom de studie in die stad? Waarom aan die universiteit/hbo-instelling?
6. Waarom jij geschikt bent voor studie en beroep
7. Wat zijn je sterke punten?
8. Hoe houden je vooropleiding en andere activiteiten verband met je keuze voor de studie?
9. Wat zijn je toekomstplannen?

**Tips en aandachtspunten:**

1. Zorg voor correct taalgebruik.
2. Gebruik korte, actieve zinnen en schrijf wel formeel maar niet te formeel.
3. Beschrijf alle feiten in je brief op de STAR methode: Situatie – Taak – Actie – Resultaat.
4. Volg de AIDA formule, waarmee je de aandacht trekt van de lezer, zijn interesse wekt, een desire teweegbrengt en hem aanzet tot actie.
5. Bedenk dat normaal gesproken een motivatiebrief langer is (400 – 750 woorden) dan hier op je tentamen gevraagd wordt, dus wees beknopt in je beschrijvingen.

**Formal email 3: Letter to the editor**

**Situatie**

In de internet-uitgave van een Engels dagblad word je aandacht getrokken door een artikel met de kop "Hotel Mommy". Daarin wordt beweerd dat in Nederland tegenwoordig veel jongeren langer bij hun ouders blijven wonen dan voorheen. De auteur betoogt dat er bedenkelijke kanten aan zitten: jongeren worden op deze manier wel heel laat volwassen, en het worden verwende mensen zonder eigen verantwoordelijkheidsgevoel. Zelfs suggereert hij een verband met toenemende criminaliteit en toenemend drugsgebruik. Lezers worden uitgenodigd om via internet te reageren. Dat besluit je te doen. Je schrijft je email aan de hoofdredacteur van The Daily Telegraph (editor@dailytelegraph.co.uk)

**Opdracht**

* Verwijs naar de publicatie waarop je reageert en geef aan waarom je reageert.
* Stel jezelf voor (naam, leeftijd, geslacht, nationaliteit en opleiding)
* Geef een verklaring voor het feit dat "veel jongeren langer bij hun ouders blijven wonen". Werk minstens *twee* mogelijke redenen uit (bijvoorbeeld kamernood, hoge studiekosten).
* Geef daarbij ook aan welke rol jij voor de overheid ziet in het geheel.
* Protesteer tegen *twee* beweringen van de auteur. Onderbouw je mening met argumenten.
* Geef je reactie een passend slot.

**Formal email 4: Cover letter**

Op Internet heb je de volgende oproep gelezen:

**Movie Theatre**

Free movies, free popcorn, and socializing are just a few of the benefits you get when working at a movie theatre. If you are a movie buff, this is the perfect environment for you to spend your summer working hours. Concessions, tickets sales, ticket stubs, and usher are a few of the positions you can choose from. You can choose to beat the heat during hot summer days, and maybe catch a free flick at night.

Mail to the local manager Ted Mosby (movietheatre@ODEON.co.uk)

**Opdracht**

Dit lijkt je wel iets voor de komende zomer en je besluit een email te sturen waarin je het volgende verwerkt:

* Vertel waar en wanner je de advertentie hebt gelezen. Zeg waarom je mailt.
* Vertel iets over jezelf: naam, leeftijd, geslacht, nationaliteit. Zeg dat je nog op school zit. Noem het schooltype. Zeg welke talen je spreekt.
* Zeg waarom je deze baan graag zou willen hebben: je houdt van films bekijken, je kunt goed met mensen overweg, je kunt goed samenwerken, je ontmoet graag mensen uit andere landen,
* Het lijkt een ideale combinatie van werk en vakantie, je wilt je Engels verbeteren, etc.
* Noem minimaal 2 andere eigenschappen die jou geschikt maakt voor deze baan en licht ze toe.
* Vraag de volgende inlichtingen: verdien je iets? Is het een probleem dat je niet Engels bent? Van wanneer tot wanneer kun je precies terecht?
* Vraag naar accommodatie. (bijv. zelf regelen of niet)
* Zorg voor een passend slot.

# **Writing an Essay**

**General information:**

* Your essay should be between 300 – 450 words
* You are not allowed to use any extra information, so nothing coming from the Internet or other sources. We want to see your own English and the subjects will be clear, so you can write about them without extra information.
* Your paper will be judged on:
  + Content organization (20 points)
  + Grammatical range and accuracy (40 points)
  + Lexical range and accuracy (20 points)
  + Coherence and cohesion (20 points)
* You are given more than one statement to choose from and sometimes possible arguments

You will have to write either:

1. An expository essay: This looks like the Dutch **beschouwing**.

E.g. What are the advantages and disadvantages of living in the countryside?

1. An opinion essay: This looks like the Dutch **betoog**.

E.g. Smoking should be banned in all public places, including bars and restaurants. Discuss.

## **Expository Essay Format**

|  |
| --- |
| **Introduction**   * **Hooks the reader and captures his or her attention** * **Contains the thesis/topic sentence of the essay** * **Briefly states 3 or more main ideas which will be explained in the body of the paper** |
| **Body**   * **Contains 3 or more fully developed paragraphs**   + **One paragraph to support each main idea stated in the introduction, in the same order**   + **Your strongest argument first** * **Each paragraph contains a single, declarative topic sentence and at least 3 or 4 supporting detail sentences** * **Transition words and phrases help move the reader from one idea to the next**   + **also**   + **in addition**   + **another reason, etc** |
| **Conclusion**   * **Brings closure to the essay** * **Briefly restates the main ideas (without repeating the exact words in the introduction)** * **Must end with a strong statement or an appeal to the emotions** |

## **Persuasive/Opinion Essay Format**

|  |
| --- |
| **Introduction**   * **Hooks the reader and captures his or her attention** * **Both sides of the opinion** * **Your opinion** * **Briefly states 3 reasons which will be explained in the body of the paper** |
| **Body**   * **Contains 3 or more fully developed paragraphs**   + **One paragraph to support each reason stated in the introduction, in the same order**   + **Your strongest argument first** * **Each paragraph contains a topic sentence and at least 3 or 4 supporting detail sentences** * **Transition words and phrases help move the reader from one idea to the next**   + **also**   + **in addition**   + **another reason, etc** |
| **Conclusion**   * **Briefly sum up the reasons (without repeating the exact words in the introduction)** * **MUST point out solution or call for action, giving the reader a sense of ending** |

## **Linking words**

|  |  |  |  |
| --- | --- | --- | --- |
| **Addition** | **Sequence** | **Consequence** | **Contrast** |
| Above all,  Furthermore,  In addition to,  As well as,  Likewise,  Moreover,  Not only – but also  Similarly, | Firstly,  Secondly,  To begin with,  Another reason  Another advantage  Finally,  Lastly, | Therefore,  As a result,  Consequently,  Because of that,  Because of  so | On the one hand,  On the other hand,  Nevertheless,  However,  Although  Instead of  In contrast,  Despite |
| **Opinion** | **Reason** | **Condition** | **Summary** |
| (In my opinion,)  In the opinion of,  (Un)fortunately,  Certainly,  Obviously,  Of course | Since  Due to  Owing to  In order to  Because | If  Unless  Whether  Provided that | In conclusion,  To conclude,  Taking all these points into consideration,  All things considered,  In short,  To sum up |

## **Title Case**

It is convention to capitalize the first word, last word and ‘principal’ words in essay titles.

The principal words are all words except for:

|  |  |  |
| --- | --- | --- |
| **Articles** | **Conjunctions** | **Prepositions** |
| a, an, the | Examples:  and, or, but | Examples:  in, with, by, of, on |

* **H**olding on to **S**chool **U**niform **T**raditions
* **S**aving **P**ocket **M**oney **P**ays **O**ff
* **T**he **P**ractice of **C**apitalization in **E**ssays **S**eems **R**idiculous

## **Practice Use of English and linking words**

**1 Underline the correct word or phrase in each sentence.**

a) A: Did you ring the hospital for me?

B: I forgot as a result/to be honest/to make matters worse. I'll do it now.

b) A lot of adults are very wary of learning in a school situation. For that reason/On the other hand/To tell the truth they don't sign up for our courses.

c) By and large/Despite the fact that/Owing to I'm very pleased with their work on our home. At any rate/'Accordingly'/Having said that, I think they could have made a better job of the painting.

d) I missed two weeks' training because of flu last month. To put it another way/As a result/To tell the truth, I'm not expecting to run very well in today's race.

e) They've had a very difficult time. On top of that/At any rate/To start with, their home was burgled.

f) What a terrible experience! Anyway/In contrast/By the way, you're safe now that's the main thing!

g) She's a sociable girl with lots of friends. Even so/Furthermore/To some extent, she can get lonely, like anyone else.

h) He comes across as being very full of himself, in contrast/broadly speaking/whereas he's actually a very nice guy.

i) Nonetheless/On the whole/Hence I agree with what you're saying, but I'm not sure about your last point.

j) I seem to be giving the impression that I didn't enjoy my time in Norway.

After all/Having said that/On the contrary, I had a wonderful time.

**2 Underline the most suitable word or phrase to complete each sentence.**

a) They've got a terrible record over tax and education. Nevertheless/On the other hand, I still think the Democrats will win the election.

b) Balding's 'People in the Sky' is a very disappointing painting. At any rate/In contrast, Rae's 'Beach Scene' really brings this exhibition to life.

c) I would like to complain about the way I was treated in your shop. For one thing/Besides, the assistant was rude ...

d) Our dining room is a place which we keep strictly for eating, as opposed to/whereas the sitting room, which is for sitting, talking and watching TV.

e) We saw the Eiffel Tower, the Seine and the Louvre, what's more/as well as Euro Disney.

f) The country's economy depends to a large extent/at least on the tourist industry.

g) I'm here on business in addition/as opposed to pleasure.

h) The weather is likely to be dry and warm. In the far north-west of Scotland,

however/whereas, it will be wet and windy.

## **Punctuation**

**• Commas**

Commas are used to separate items in lists, before question tags, to separate clauses, after and around certain linking words.

- I've been to Dallas, New Orleans, Kansas and Tampa Bay.

- Sue is a lovely girl, isn't she?

- If you see Kevin, tell him his photocopies are ready.

- Broadly speaking, I agree with what you are saying.

- I do not, however, agree with your last point.

Note that commas are not used between a subject and its verb, or in defining relative clauses.

- The lady standing over there at the bus stop is my next-door neighbour.

- Will the pupil who threw that paper dart please stand up now.

**• Apostrophes**

Apostrophes are used to indicate letters omitted, possession and plurals of letters and figures.

- Letters omitted: It's warm today.

- Possession: Jack's car, the player's entrance, the people's decision Possessive its does not have an apostrophe.

- Plurals: There are two I's in 'specially'. Are these 7's or 3's?

**• Colons and semi-colons**

Colons introduce examples, lists, and statements which give in detail what has been stated in general.

- There were two possible courses of action: borrowing from the bank, or asking for more time to find the money elsewhere.

- Semi-colons divide parts of long sentences or long phrases in a list; it is usually possible to divide one sentence into shorter ones, so that semi-colons are unnecessary.

## **Practice interpunction**

**1 Add the necessary commas, (semi) colons and apostrophes to these texts.**

I've been to the following Italian cities Rome Florence Genoa and Pisa. I thought Rome was incredible the food was great the views were fantastic and I will never forget the vivacious people. The Italians' legendary hospitality was nowhere more evident than in the capital city. But my all-time favourite is probably Genoa with its fabulous hill-top houses and its dusty mountains reverberating to the sound of grasshoppers. I spent many a happy hour looking down on the seething city below and the sea beyond. Best of all the city's location at the heart of the Italian Riviera meant that fabulous resorts like Portofino and Camogli were only a train ride away.

Water is becoming a more and more precious commodity so save as much as you can. Flushing the toilet accounts for a third of all household water use so don't flush wastefully. If you are only getting rid of a tissue for example resist the habit of reaching for the handle or chain. Take a shower rather than a bath it uses about a third of the water. And don't keep the water running all the time when you wash or clean your teeth. If you have a garden try to find ways of saving water outside such as using a water butt to collect rain water rather than using a hosepipe to water your flowers. A simple pipe connecting external gutters to a water butt can save an awful lot of water.

**2 In most lines of this text, there is either a spelling or punctuation error. For each line, write the correctly spelled word, or show the correct punctuation.**

The common cold, as it is technicaly known, still resists the efforts of science to control and cure it, and has given rise to a rich popular mythology. As the name suggests the assumption is that you catch a cold because you go out in the cold or get we As we now that a cold is a virus, and that we actually catch it from being in contact with others', this is not strictly true. Shakeing hands with people, kissing them or just being in the same room, can pass on the virus. It is now generally beleived that cold viruses; and there is more than one type, are always present in the throat, but only become active when the bodys resistence to infection is lowered. The activated cold virus then attacks the membranes in the nose and throat, who's tissues become weakened and thus suseptible to infection by types of bacteria which are generally also present in the body. Sudden chilling, or getting soked to the skin, promote conditions in nose and throat membranes that permitt the cold virus to invade the body, although some individuals seem to be resistant to this. Just being out in the cold is not enough, and studys conducted in wartime among troops living in the open found that the incidence of colds' was no greater. As far as prevention and cure are concerned, nearly everyone has there own favourite remedy. Doctors have been unable to produse an affective vaccine against colds, although strong claims have beer put forward for vitamin C.

## **Scoring your essay:**

Here you can see how your essay is scored. In each column the lowest mark counts. So, for example, if you forget your title, no matter how the rest of your organisation is done, you score 0 points.

It is important to work on your grammar and idioms because they count for 60% of your note. If you want to see how you score on these skills or practise, go to [www.altenaengels.nl](http://www.altenaengels.nl) and look up A6 writing page. Here you can find tests and exercises for B2 – C1 level.

For your vocabulary you can go to [AUTOMATIC READABILITY CHECKER, a Free Readability Formula Consensus Calculator (readabilityformulas.com)](https://readabilityformulas.com/free-readability-formula-tests.php) and insert your own written text. You will see your level immediately.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| band | Content organisation and task response | Coherence and cohesion | Grammatical range and accuracy (2x) | Lexical range and accuracy |
| 20 | * Fully addresses all parts of the task   No errors in structure:   * Good introduction and conclusion * Thesis/opinion clear * Good original title * Good topic sentences | * Sequences information and ideas logically * Uses a variety of cohesive devices without error (min 4) * Skilfully manages paragraphing * Arguments well worked out | * Uses a wide range of structures with accuracy * Rare minor errors occur only as ‘slips’ * Shows masters level (C2) | * Uses a wide range of vocabulary naturally * Rare minor errors occur only as ‘slips’ * Formal language used everywhere * Shows masters level (C2/grade 12) |
| 15 | * The structure is generally correct but not completely * Presents and supports main ideas although the conclusions may become unclear or repetitive * Opinion/thesis is present but not very clear * Only two good topic sentences | * Uses a range of cohesive devices appropriately although there may be some under-/over-use (3) * May not always use referencing clearly or appropriately * Minor errors in cohesive devices | * Uses a sufficient range of structures with accuracy * Has good control of grammar and punctuation but makes a few errors * Produces frequent error-free sentences * Shows proficiency level (C1) | * Uses an adequate range of vocabulary * Attempts to use less common vocabulary but with some inaccuracy * Minor errors or informal language * Shows proficiency level (C1/grade 11) |
| band | Content organisation and task response | Coherence and cohesion | Grammatical range and accuracy | Lexical range and accuracy |
| 10 | * More than one error in essay structure * Some parts of the task may be over-generalised and/or supporting ideas may lack focus * Presents some main ideas but they are difficult to identify and may be repetitive, irrelevant or not well-supported * Opinion/ thesis statement very unclear or hardly recognizable * Wrong type of essay | * One argument not well worked out * Uses basic cohesive devices but inaccurately or repetitively (2) * Presents information and ideas but not arranged coherently | * Uses only a limited range of structures * Attempts complex sentences but these are often incorrect * May make frequent grammatical errors and punctuation may be faulty * Only advanced structures are used (B2) | * Uses a limited range of vocabulary but this is minimally adequate for the task * May make noticeable errors in spelling and/or word formation that causes difficulty for the reader * Shows advanced level (B2/grade 10/9) |
| 5 | * Hardly any structure * No originality at all in the title * No opinion/thesis statement present * One good topic sentence | * Two arguments not well worked out * Has very little control of organisational features * Does not organise ideas/ wrong order paragraphing * One cohesive device used | * Attempts sentences forms but errors in grammar and punctuation predominate and distort the meaning * Only intermediate structures are used (B1) | * Uses a limited range of words and expressions not adequate for the task * Errors may severely distort the message * Shows intermediate level (B1/grade 8) |
| 0 | * No structure * No title * No good topic sentences | * Three arguments not well worked out * No organisational features * Incomplete/no /wrong paragraphing * No cohesive devices used | * Grammar is so faulty that it hardly makes any sense * Lots of faulty punctuation * Only pre-intermediate level structures are used (A2) | * Uses a very limited range of words and expressions * Native speakers cannot understand what is meant * Shows pre-intermediate level (A2/grade 7) |

## **Practice paragraph writing**

Think about the following subject: *Americanisation versus Europeanisation*. Try to give your opinion on this subject and come up with arguments supporting your opinion.

What points are you going to discuss? Write these down telegraph style. Add your arguments in the same manner.

Now, you are ready to start writing your body (your opinion, ideas and arguments).

First, write down your main ideas using linking words in a complete sentence. This should be done in a concise manner. No arguments should be in your opening sentence.

Second, let another student check your main sentences*. Is it concise? Is it a complete sentence? Is your idea clearly written down? Are linking words used?*

Once you have received feedback on your main sentences, make any necessary adjustments. Done? You can continue with supporting your ideas with arguments.

Now, complete your ideas using different arguments that support your idea. No new ideas should be mentioned, only arguments that support your main sentence.

Next, again, let another student check your entire paragraph*. Again, is it concise? Are these complete sentences? Do the arguments support the main sentence of the paragraph? Is the correct tense used?*

Now, try again with the following subject:

*The Black Lives Matter movement has lost its objective.*

## **Expository writing template**

**Title:**

**Introduction**

**Attention getter**

**Thesis statement**

**Conclusion**

**Introduction/ body**

**Third argument**

**Second argument**

**support**

**Support**

**Support**

**First argument**

**Review of arguments and possible solution/actions**

## **Persuasive writing template**

**Title:**

**Introduction**

**Topic**

**Opinion/Point of view**

**Conclusion**

**Introduction/ body**

**Third reason**

**Second reason**

**Evidence**

**Evidence**

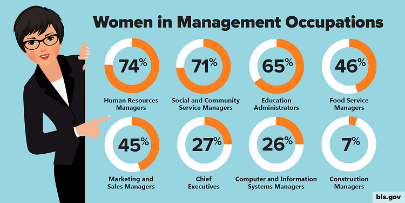
**Evidence**

**First reason**

**Review of reasons and possible solution/actions**

## **Essay statements used in former exams to practise**

****

1. **Every student should take a gap year after secondary school. Discuss the advantages and disadvantages**
2. **More and more sophisticated medical research and discoveries mean that people will live much longer in the future. This development will have a devastating effect on society in the long term. Discuss. (Anglia Masters essay)**
3. **Top jobs should be equally divided between men and women. Discuss.**
4. **The world would be a better place if every school child aged 12 or older had to do 50 hours of unpaid work to help his community. Outline the advantages and disadvantages of this.**
5. **Artificial Intelligence is a serious threat to life as we know it today.**
6. **‘Work-place apprenticeship schemes where young people can train while they earn a qualification are as valuable as more traditional academic university degrees.’ To what extent do you agree or disagree? (Anglia AcCEPTproficiency essay)**

# **GRAMMAR PRACTICE**

In this part of the reader you will practice:

* Grammar

# **Verbs in formal letters**

Choose from the tenses below

Present Simple Present Continuous Past Simple Past Continuous

Present Perfect Present Perfect Continuous Past Perfect Passive

## **Tenses mix 1**

1. The bottles (fill) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before the labels are put on.

2. I (drive) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to work every day.

3. She (come) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ last Friday.

4. Who (talk) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to? Oh, that’s her brother.

5. English (speak) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ all over the world.

6. My friend (paint) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the door when someone (come) \_\_\_\_\_\_\_\_\_ in.

7. I (not see) \_\_\_\_\_\_\_\_ John for ages. I don’t know what (happen) \_\_\_\_\_\_\_\_ to him.

8. My grandma (knit) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the whole day. She loves it!

9. Two of my crystal glasses (already break) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ !

10. Shall we go for a walk? No, it (still rain) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

11. The tickets (post) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to you more than a week ago.

12. I didn’t lose it. It (steal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ !

13. I (play) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tennis from 3 till 4 yesterday afternoon.

14. In Britain they (drive) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the left.

15. Where’s Tom? He (smoke) \_\_\_\_\_\_\_\_\_\_\_\_\_\_ cigarette outside.

16. I first (meet) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him ten years ago.

17. Vegetarians (not eat) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ meat.

18. All the rooms (not clean) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yet.

19. He had a heart attack. He (take) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the hospital yesterday.

20. Where (you go?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Come back!

21. That painting of Rembrandt (still admire) \_\_\_\_\_\_\_\_\_\_\_ by lots of people.

22. Jack (do) \_\_\_\_ his homework when Susie (ring) \_\_\_\_\_\_\_ and asked him out.

23. After the fox (eat) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the rabbit’s carcass, it went away.

24. His ankle (break) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in a skiing accident.

25. He never (arrive) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on time.

26. I (study) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at school, but I (forget) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ most of it

now, because I (never have) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the chance to practice it.

27. (Anyone sit?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ here? No, no, sit down.

28. The Seine (flow) \_\_\_\_\_ through Paris.

29. We (see) \_\_\_\_\_\_ a lot of rubbish when we (walk) \_\_\_\_\_\_\_ through the park.

30. It (always rain?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so much here?

31. They (know) \_\_\_\_\_\_\_\_ each other since they (be) \_\_\_\_\_\_ at school together. They (always be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very good friends.

32. The building at St. Antoine (formerly use) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a prison.

**Tenses mix 2**

34. I (have) \_\_\_\_\_\_\_ this dress for ages. I (wear) \_\_\_\_\_\_ it many times. I (buy) \_\_\_\_it when I (go) \_\_\_\_\_\_\_\_\_\_\_\_ to New York a few years ago.

35. I (not see) \_\_\_ Tom in the office yesterday. Do you know where he (be?)\_\_\_?

36. He (stay) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at this hotel last year.

37. I sometimes (take) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the nine o’clock train to Amsterdam.

38. This safe (not open) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for the last ten years.

39. The project (complete) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on time.

40. He (look) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot better than he did a few days ago.

41. Yesterday at this time I (sit) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at my desk at work.

42. Paul (live) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in London when he was a student.

43. He (pull) \_\_\_\_\_\_\_\_\_\_\_ up weeds in the garden for hours. Tell him to come for a

sandwich.

44. They (eat) \_\_\_\_\_\_\_\_\_ dinner, (discuss) \_\_\_\_\_\_\_ their plans and (have)\_\_\_\_ a

good time.

45. I (not pay) \_\_\_\_\_\_\_ attention while I (write) \_\_\_\_\_\_\_ the letter, so I made several

mistakes.

46. I love his books. I (read) \_\_\_\_\_\_\_\_\_\_\_ them all several times. A friend (give)

\_\_\_\_\_\_ me his first book years ago and since then I (buy) \_\_\_\_\_them all.

47. The police (instruct) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to take firm action against hooligans.

48. She usually (stay) \_\_\_\_\_ with her husband until he (go) \_\_\_\_ to work.

49. This room is still a mess! It (not clean) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yet.

50. She (clean) \_\_\_\_\_\_\_\_\_\_ her room right now, because her friend (come)

\_\_\_\_\_\_\_\_\_ from Boston to visit her.

51. Water (freeze) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at 0 Celsius.

52. The car (steal) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the park yesterday.

53. After five hours rescue workers (not still find) \_\_\_\_\_ any survivors.

54. I (study) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ while my friend (make) \_\_\_\_\_\_\_\_\_\_\_ dinner.

55. They (play) \_\_\_\_\_\_\_\_\_ hockey, when suddenly it (begin) \_\_\_\_\_\_ to rain.

56. After the accident the injured (take) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to a nearby hospital.

57. He (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in hospital ten times so far.

58. (They serve?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ lunch here at twelve o’clock?

59. While I (drive) \_\_\_\_\_\_ home, Pete (try) \_\_\_\_\_\_\_ desperately to contact me.

60. When I put on the television, the six o’clock news (already begin) \_\_\_\_\_\_\_\_\_\_\_\_.

61. Jennifer Capriati (win) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Australian Open in 2002.

62. Every day lunch (serve) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at 11 o’clock.

**Tenses mix 3**

65. Where is Jack? He (help) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his father to fix the roof.

66. He is at the police station. He (arrest) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this morning.

67. Sshh! I (try) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to work!

68. Saturday evening I often (go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ out.

69. I (never see) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ so many people on this street.

70. When Judy wanted to go to school, her brand new sneakers (disappear)\_\_\_\_\_\_

71. (You listen?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ while he (talk) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

72. Lisa (dance) \_\_\_\_\_ with Jake, but when she (see) \_\_\_\_\_\_ me, she stopped.

73. The new school (build) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ last year.

74. Our car (not yet take) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ into the garage.

75. Cars (produce) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a lot of pollution.

76. (you ever be?)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ more shocked?

77. I wish I (not go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ there.

78. The couple (just enter) \_\_\_\_\_\_ when they (begin) \_\_\_\_\_\_ to argue.

79. The picture (paint) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by a 20th century French artist.

80. She (cry) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in her room for half an hour.

81. Till now the museum (visit) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by many people.

82. (Tom’s sister go?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to school on Sundays?

83. She (sleep) \_\_\_\_\_\_\_\_\_\_\_\_\_\_for the last two hours. Go and wake her up.

84. I (meet) \_\_\_\_\_\_\_ her before she (become) \_\_\_\_\_\_ Miss Universe.

85. Yesterday I (watch) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ TV for hours.

86. Thousands of cars (produce) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by Ford every month.

87. I (think) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about you lately.

88. I apologised because I (leave) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ money at home.

89. We are very tired, because we (play) \_\_\_\_\_\_\_\_\_\_\_\_\_ tennis all morning.

90. Who (eat) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my chocolate bar? Soon I’ll have none left.

91. John was nervous, because he (never take) \_\_\_\_\_\_ such a difficult test before.

92. The throne (make) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the master carpenter

93. I (not have) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ breakfast before leaving home this this morning.

94. I (tell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him that I (forget) \_\_\_\_\_\_\_ my keys.

95. By the time I got to the market, most of the stalls (close)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

96. It (snow) \_\_\_\_\_\_\_\_ since we arrived here. I wish it would stop snowing.

97. The statistics (already analyse) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by experts.

98. Cyril (email) \_\_\_\_\_ while my mother (prepare)\_\_\_ lunch.

99. Today the new theatre (open) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by the mayor.

100. Yesterday a policeman (shoot) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a burglar.

101. (You always have breakfast?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at 8?

102. Butter (melt) \_\_\_\_\_\_\_ if you don’t put it in the fridge.

103. Look! The sun (rise) \_\_\_\_\_\_\_\_\_.

104. They (look) \_\_\_\_ happy, because they (decide) \_\_\_\_\_ to get married.

105. He (save) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from bankruptcy by the kindness of a friend.

**Tenses mix 4**

106. She always (lose) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her umbrella.

107. I don’t have my car. It (not repair) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ yet.

108. They (take) \_\_\_\_\_\_\_\_ Kung Fu lessons for the last six months.

109. They (spend) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a week in Paris before they posted the cards.

110. She opened all the windows after the last guest (leave) \_\_\_\_\_\_\_\_\_ .

111. He never (buy) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his clothes alone.

112. Last week they (leave) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on a world trip.

113. The man who (bite) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by a snake was given a serum.

114. After I (buy) \_\_\_\_\_ my new computer, I (sell) \_\_\_\_\_ the old one.

115. The newspaper (not be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ very successful lately.

116. We (loose) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the game.

117. Last week I (meet) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ her at the disco.

118. What (she wear?) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? Just jeans and a T-shirt.

119. When it (start)\_\_\_\_\_\_ to rain, our dog (want) \_\_\_ to go inside.

120. Why are your hands so dirty? “Well, I (work) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

in the garden for the last two hours.”

121. Fiestas (make) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in Cologne, Germany for many years now.

122. He said he (work) \_\_\_\_\_\_\_\_\_\_ for the same employer since he was eighteen.

123. By the time I (switch) \_\_\_\_\_\_\_\_ the burglar (flee) \_\_\_\_\_\_\_\_\_\_\_\_ .

124. When I stopped (speak) \_\_\_\_\_\_ to Mary, she (water)\_\_\_\_\_\_ some flowers in her garden.

125. This room (use) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for a meeting today.

126. Shakespeare (write) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his best plays between 1601 and 1605. He

(stop\_\_\_\_\_\_\_ writing in 1611, when he (go) \_\_\_\_\_\_\_ back to Stratford where he

(die) \_\_\_\_\_in 1616. Many of his plays (translate) \_\_\_\_\_ into other languages.

127. He’ll give you a call as soon as he (arrive) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

128. She (try) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to get hold of you for hours.

129. I (make) \_\_\_\_ a presentation in front of 500 people when the microphone (stop)

\_\_\_\_\_\_ working.

130. After the accident he (help) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by a policeman.

131. Oh dear! Fred (just throw) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a stone through a window!

132. A lot of books (borrow) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the library last week.

133. I (do) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my homework when he (enter)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

134. Father (give) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ this watch to me as a birthday present. I (look

after) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it carefully until today.

135. She (be) \_\_\_\_\_\_ a widow since her husband (die) \_\_\_\_ last Easter.

136. Where (spend) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your holidays last year?

137. Some milk (just spoil) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the carpet.

138. A job (offer) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me last week.

139. Before we (go) \_\_\_\_ out to dinner, we (reserve)\_\_\_\_\_ two tables.

140. The horses can come in the field; we (leave) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the gate open.

**Exercises with the Passive (used in formal letters and essays)**

Fill the gaps with the correct tenses (active or passive voice).

1. In the year 122 AD, the Roman Emperor Hadrian (visit) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his provinces in Britain.

2. On his visit, the Roman soldiers (tell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ him that Pictish tribes from Britain's north (attack) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ them.

3. So Hadrian (give) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the order to build a protective wall across one of the narrowest parts of the country.

4. After 6 years of hard work, the Wall (finish) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in 128.

5. It (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 117 kilometres long and about 4 metres high.

6. The Wall (guard) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by 15,000 Roman soldiers.

7. Every 8 kilometres there (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a large fort in which up to 1,000 soldiers (find) shelter.

8. The soldiers (watch) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ over the frontier to the north and (check) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the people who (want) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to enter or leave Roman Britain.

9. In order to pass through the Wall, people (must go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to one of the small forts that (serve) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as gateways.

10. Those forts (call) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ milecastles because the distance from one fort to another (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ one Roman mile (about 1,500 metres).

11. Between the milecastles there (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ two turrets from which the soldiers (guard) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the Wall.

12. If the Wall (attack) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by enemies, the soldiers at the turrets (run) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the nearest milecastle for help or (light) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a fire that (can / see) by the soldiers in the milecastle.

13. In 383 Hadrian's Wall (abandon) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

14. Today Hadrian's Wall (be) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the most popular tourist attraction in northern England.

15. In 1987, it (become) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a UNESCO World Heritage Site.

**Sentences are given in the active voice. Change them into the passive voice.**

1. He teaches English. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. The child is eating bananas. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. She is writing a letter. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. The master punished the servant. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. He was writing a book. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Who wrote this letter? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Somebody cooks meal every day. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. He wore a blue shirt. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. May God bless you with happiness! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. They are building a house. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. I have finished the job. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. I sent the report yesterday. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. She bought a diamond necklace. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. Somebody had stolen my purse. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **SPEAKING PRACTICE**

In this part of the reader you will practice:

1. Pronunciation
2. Telling a story
3. Reacting adequate
4. Giving your opinion
5. Describing object

# **A few British pronunciation rules**

**If you ask for English pronunciation rules, a lot of people will tell you there aren’t any. Well, that’s not exactly true, but there are more exceptions than rules. There are 52 sounds in the English pronunciation, which is pretty neat with only 26 letters!**

**The most straightforward rules concern the consonants, to give rules for the vowels is much more complicated.**

**Postvocalic ‘R’**

At the end of words like ‘*together*’ and ‘bear’ you do not pronounce the ‘r’ like in American, you simply don’t pronounce the ‘r’.

Other cases like *‘bird’* and *‘stork’* are treated the same way, the ‘r’ is to be left out in pronunciation.

**‘TH’-phobia**

A lot of people are having difficulties with pronouncing the ‘th’ sound. When you pronounce a word like *‘this’* and *‘the’* you must make sure the tip of your tongue is (almost) visible to the other speaker every time you pronounce the ‘th’ sound (your tongue has to be between your teeth when pronouncing the sound).

**How to pronounce a ‘C’**

A ‘C’ is normally pronounced as a /k/. It sounds like an /s/ if followed by ‘E’ ‘I’ or ‘Y’.

Example: ‘circus’. The first ‘C’ is followed by an ‘I’, so it sounds like an /s/. The second ‘C’ is followed by a ‘U’ so it sounds like a /k/. The same principle applies to ‘cycle’.

The word ‘accent’ follows the same rule. The first ‘C’ is followed by another ‘C’ so it sounds like a /k/. The second ‘C’ is followed by an ‘E’ so it sounds like an /s/.

E.g. *call, cat, cool, copper, cut, class, cry, fact, music; success, accessory, occasion, occupy, cellar, place, since, cipher, circus, city, ceiling, cease, Caesar, cycle, cynic, mercy; success, accessory*

**‹-ed›**

/d/ after vowel, sonorant or lenis: *loved, pleased, rubbed, called* (but *learned/learnt*)

/t/ after ´t kofschip: *fetched, hoped, passed*

/id/ after /d/ en /t/: *decided, ended, hinted, wanted*

also certain participial adjectives: *aged, learned, naked, ragged, rugged, wicked,*

*wretched*

also in mostly in ‹-edly, -edness›: *fixedly, markedness*

**‹-(e)s›**

/z/ after vowel, sonorant or lenis: *dogs, girls, boys, loves, rubs, calls, Tom's*

*busy, cousin, easy, music, present, sea****s****on*

/s/ after ‘t kofschip: *cats, rocks, Jack's*

/s/ in other combinations often written with c or ss: *lacy, dress*

/iz/ after s, z, etc.: *buses, houses, bushes, matches, bridges, Rose's, chooses, fetches*

but not after th: *months, moths, clothes, paths*

**3-consonant rule:**

middle one in cluster of 3 consonants is usually silent

*Christmas, postman, bustle, castle, thistle, postpone, handsome, Windsor, sandwich*; also /t/ in *often* maar niet in *soften, fasten, hasten, listen*

**‹-gh(-)›**

before ‹t› & final, usually silent: *bought, caught, daughter, delight, eight, fight etc. etc.; bough, dough, high, plough, sigh, through, weigh*

But /f/: *cough, enough, laugh, rough, tough*

**‹-mb, -mn›**

and derivatives: ‹b› & ‹n› silent: *bomb(er/ing), climb(er/ing), comb, dumb, lamb, numb(er)*

(but *num****b****er, tim****b****er, tum****b****le*: ‹b› not silent!); *autumn* (but *autum****n****al*)*, column, condemn(s/ed/ing), damn, hymn, solemn*

**‹h-›**

silent in a few words esp. derived from French: *heir, honest, honour* also often in unstressed syll.: *prohi'bition* (but *pro'****h****ibit*!)*, exhibit, vehicle, Birmingham*

**Verb /z/ or noun/adj /s/**

When a verb and a noun or adjective are (almost) the same, you pronounce the s in the verb like /z/, the c/s in the noun/adj like /s/

Verb: *house, close, use, advise,* exercise

Noun/adj: house, close, use, advice, exercise

# **I take it you already know …**

I take it you already know   
Of tough and bough and cough and dough?   
Others may stumble but not you   
On hiccough, thorough, slough and through.   
Well done! And now you wish perhaps,   
To learn of less familiar traps?

Beware of heard, a dreadful word   
That looks like beard and sounds like bird.   
And dead, it's said like bed, not bead-  
for goodness' sake don't call it 'deed'!   
Watch out for meat and great and threat   
(they rhyme with suite and straight and debt).   
A moth is not a moth in mother,   
Nor both in bother, broth, or brother,   
And here is not a match for there,   
Nor dear and fear for bear and pear,   
And then there's doze and rose and lose-  
Just look them up- and goose and choose,   
And cork and work and card and ward   
And font and front and word and sword,   
And do and go and thwart and cart-   
Come, I've hardly made a start!   
A dreadful language? Man alive!   
I'd learned to speak it when I was five!   
And yet to write it, the more I sigh,   
I'll not learn how 'til the day I die.

# **Practise pronunciation**

**The Wind in the Willows**

“It’s about your rowing, I suppose,” said the Rat, with an innocent air. "You're getting on fairly well, though you splash a good bit still.”

“O, pooh! boating!” interrupted the Toad, in great disgust. “I’ve given that up *long* ago. No, I’ve discovered the real thing, the only genuine occupation for a lifetime. I propose to devote the remainder of mine to it. Come with me, dear Ratty, and your friend also, and you shall see what you shall see!”

He led the way to the stable-yard and there, drawn out of the coach-house, they saw a gipsy caravan, shining with newness, painted a canary-yellow picked out with green, and red wheels.

“There you are!” cried the Toad, straddling and expanding himself. “There’s real life for you. The open road, the dusty highway. Here today, up and off to somewhere else tomorrow! Travel, change, interest, excitement! The whole world before you. And mind, this is the finest cart of its sort that was ever built. Come inside and look at the arrangements. Planned ‘em all myself, I did!”

|  |  |  |  |
| --- | --- | --- | --- |
| Name student: | Selected words | Pronunciation underlined words | Grade |
| Text |
| “It’s about your rowing, I suppose,” said the Rat, with an innocent air. "You're getting on fairly well, though you splash a good bit still.”  “O, pooh! boating!” interrupted the Toad, in great disgust. “I’ve given that up ***long*** ago. No, I’ve discovered the real thing, the only genuine occupation for a lifetime. I propose to devote the remainder of mine to it. Come with me, dear Ratty, and your friend also, and you shall see what you shall see!”  He led the way to the stable-yard and there, drawn out of the coach-house, they saw a gipsy caravan, shining with newness, painted a canary-yellow picked out with green, and red wheels.  “There you are!” cried the Toad, straddling and expanding himself. “There’s real life for you. The open road, the dusty highway. Here today, up and off to somewhere else tomorrow! Travel, change, interest, excitement! The whole world before you. And mind, this is the finest cart of its sort that was ever built. Come inside and look at the arrangements. Planned ‘em all myself, I did!” | 1. rowing 2. innocent 3. though 4. interrupted 5. occupation 6. remainder 7. stable-yard 8. coach-house 9. gipsy 10. straddling 11. expanding 12. the 13. excitement 14. cart 15. arrangements |  | 1. □ 2. □ 3. □ 4. □ 5. □ 6. □ 7. □ 8. □ 9. □ 10. □ 11. □ 12. □ 13. □ 14. □ 15. □ |

**The Marabar Caves**

Except for the Marabar Caves ‑ and they are twenty miles off ‑ the city of Chandrapore presents nothing extraordinary. Edged rather than washed by the river Ganges, it trails for a couple of miles along the bank, scarcely distinguishable from the rubbish it deposits so freely. There are no bathing steps on the river front, as the Ganges happens not to be holy here; indeed there is no river front, and bazaars shut out the wide and shifting panorama of the stream. The streets are mean, the temples ineffective, and though a few fine houses exist they are hidden away in gardens or down alleys whose filth deters all but the invited guest. Chandrapore was never large or beautiful, but two hundred years ago it lay on the road between Upper India, then imperial, and the sea, and the fine houses date from that period. The zest for decoration stopped in the eighteenth century, nor was it ever democratic. In the bazaars there is no painting and scarcely any carving. The very wood seems made of mud, the inhabitants of mud moving. So abased, so monotonous is everything that meets the eye, that when the Ganges comes down it might be expected to wash the excrescence back into the soil. Houses do fall, people are drowned and left rotting, but the general outline of the town persists, swelling here, shrinking there, like some low but indestructible form of life.

FromE.M. Forster, *A Passage to India (Penguin)*

|  |  |  |  |
| --- | --- | --- | --- |
| Name student: | Selected words | Pronunciation underlined words | Grade |
| Text |
| Except for the Marabar Caves ‑ and they are twenty miles off ‑ the city of Chandrapore presents nothing extraordinary. Edged rather than washed by the river Ganges, it trails for a couple of miles along the bank, scarcely distinguishable from the rubbish it deposits so freely. There are no bathing steps on the river front, as the Ganges happens not to be holy here; indeed there is no river front, and bazaars shut out the wide and shifting panorama of the stream. The streets are mean, the temples ineffective, and though a few fine houses exist they are hidden away in gardens or down alleys whose filth deters all but the invited guest. Chandrapore was never large or beautiful, but two hundred years ago it lay on the road between Upper India, then imperial, and the sea, and the fine houses date from that period. The zest for decoration stopped in the eighteenth century, nor was it ever democratic. In the bazaars there is no painting and scarcely any carving. The very wood seems made of mud, the inhabitants of mud moving. So abased, so monotonous is everything that meets the eye, that when the Ganges comes down it might be expected to wash the excrescence back into the soil. Houses do fall, people are drowned and left rotting, but the general outline of the town persists, swelling here, shrinking there, like some low but indestructible form of life. | 1. miles 2. extraordinary 3. edged 4. couple 5. distinguishable 6. deposits 7. bathing 8. ineffective 9. though 10. alleys 11. deters 12. zest 13. scarcely 14. abased 15. monotonous 16. excrescence 17. indestructible | 16.  17. | 1. □ 2. □ 3. □ 4. □ 5. □ 6. □ 7. □ 8. □ 9. □ 10. □ 11. □ 12. □ 13. □ 14. □ 15. □ 16. □ 17. □ |

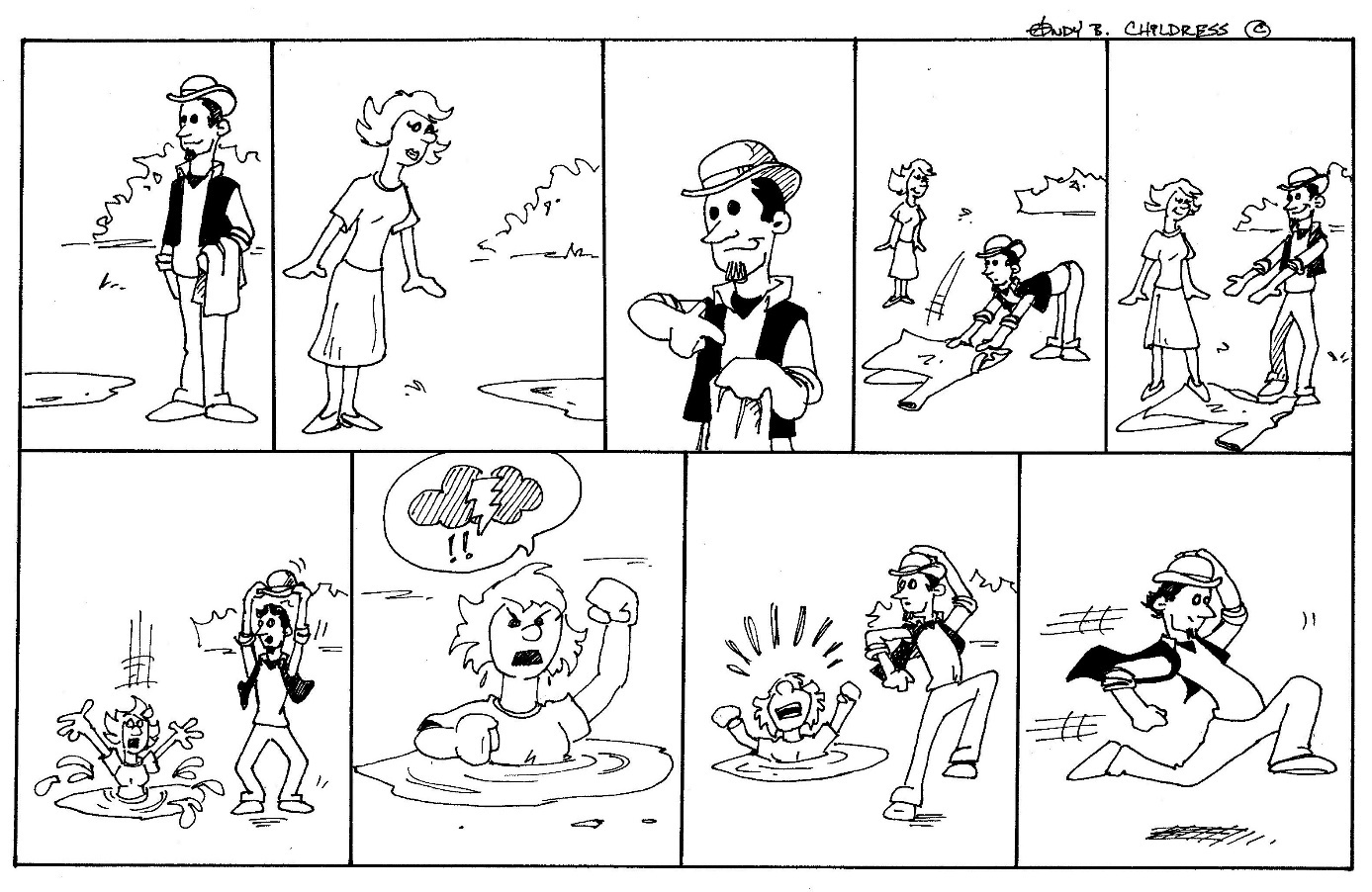
# **Practise describing objects**

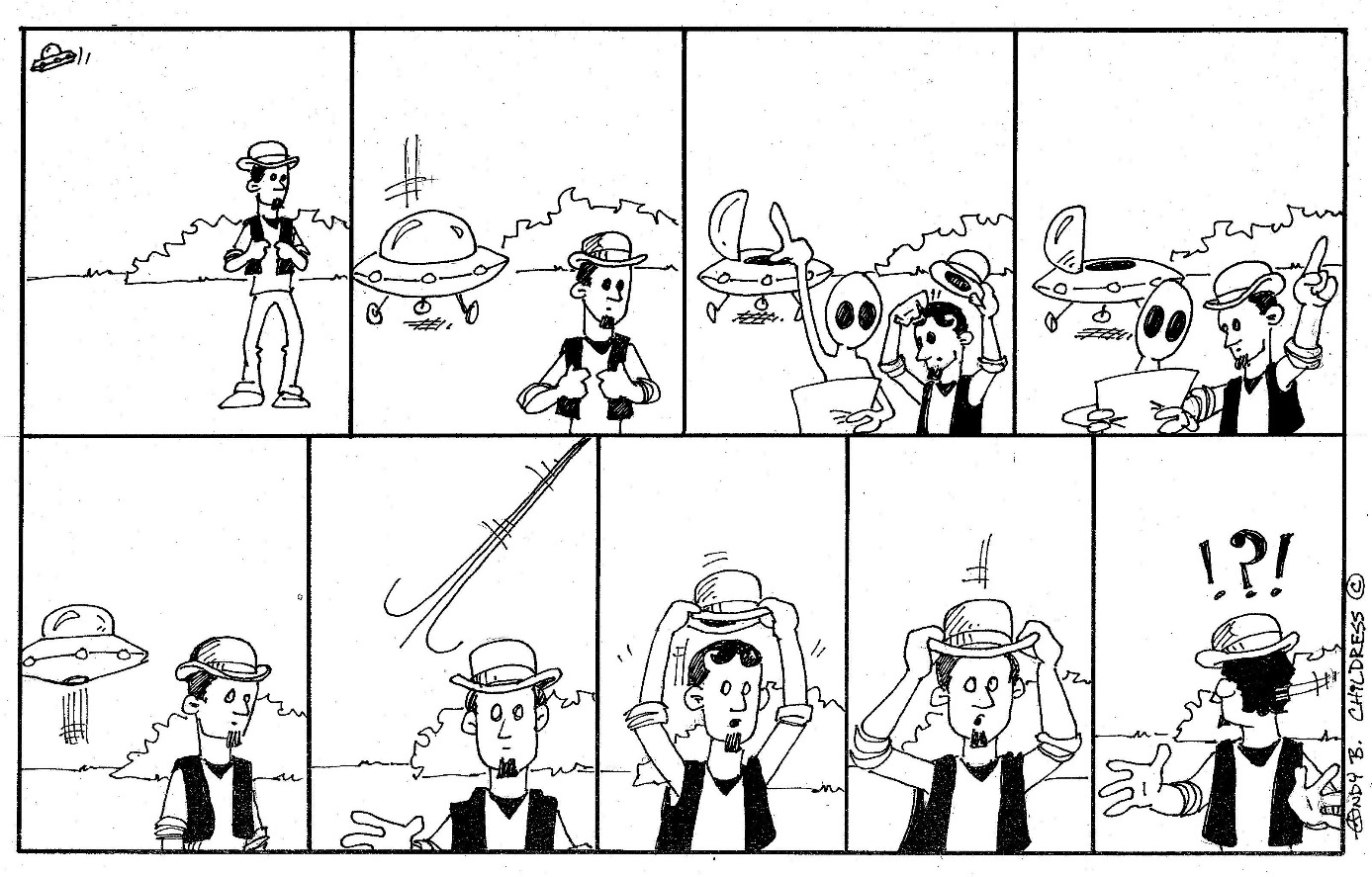
When describing objects, you should pay attention to:

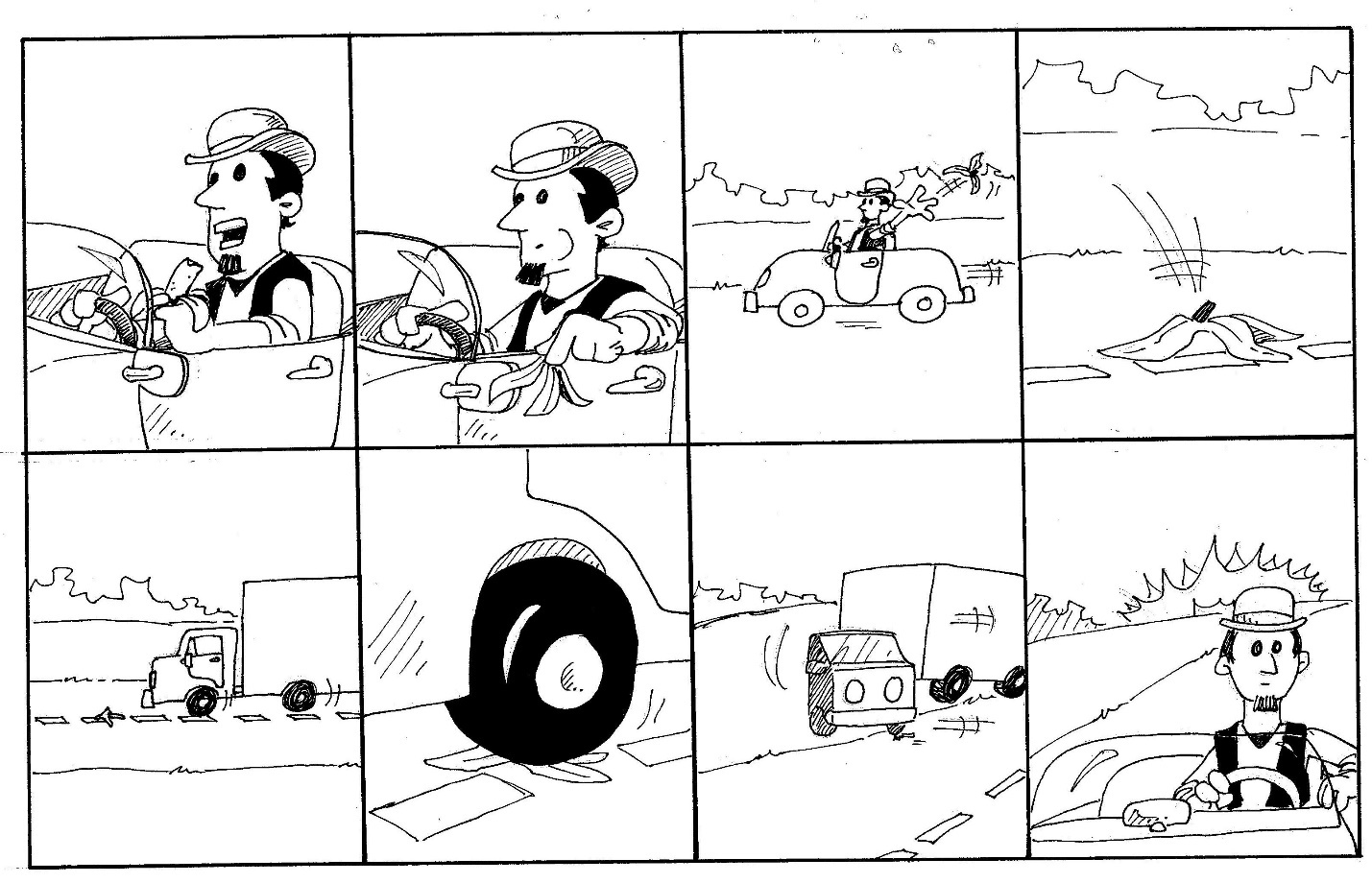
* Shape
* Size
* Colour
* Material
* What it is used for

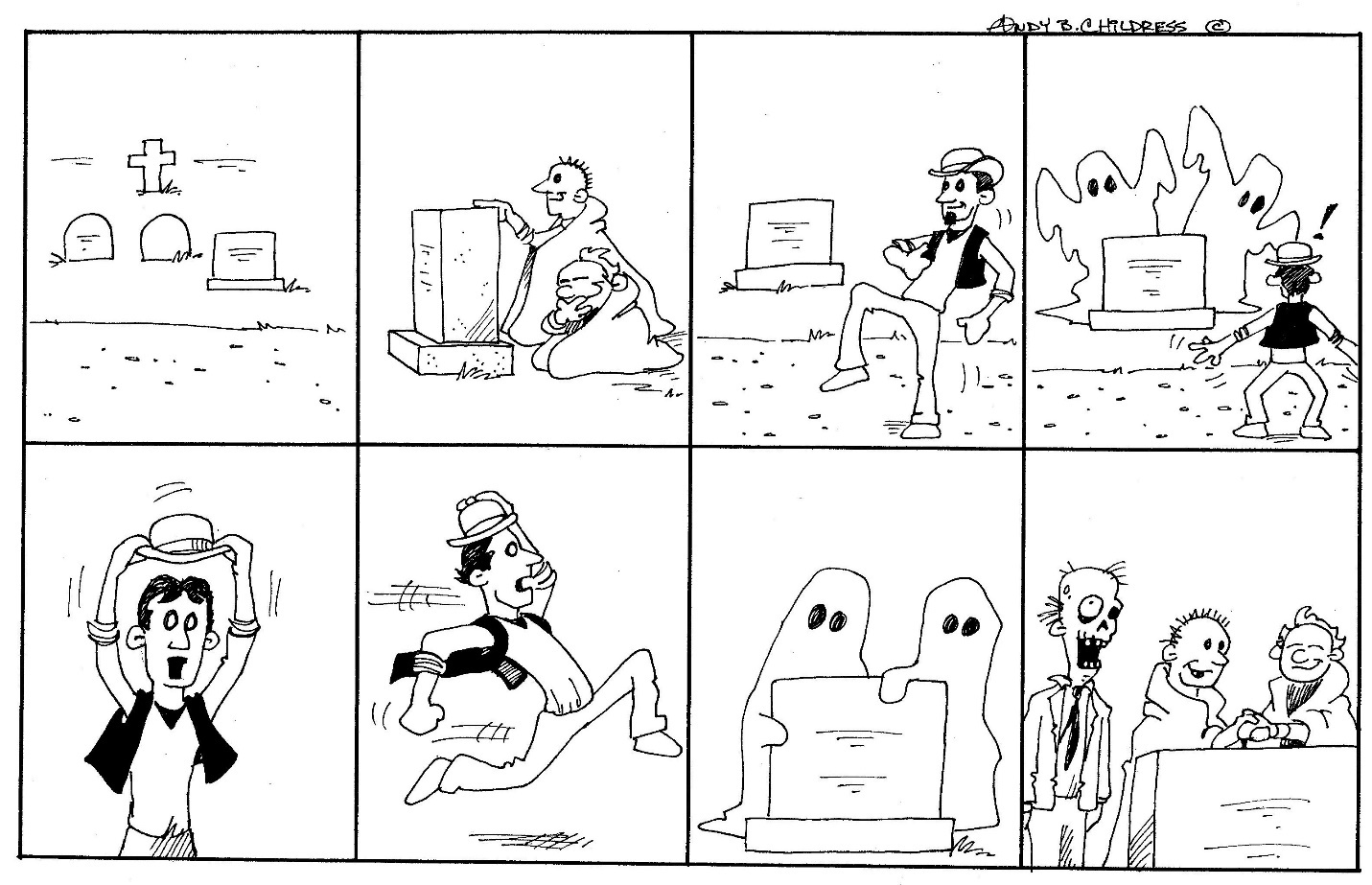
|  |  |  |  |
| --- | --- | --- | --- |
|  | Franke Premium3 - Pollux RVS - Kokend waterkraan kopen - Incl ... |  | bol.com | Afdruiprek en Onderzetter 2-delig met kliksysteem GRIJS |
|  |  |  | Bierbaum Flesopener met houten handvat |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  | Soehnle Style Comfort 100 personenweegschaal |  |
|  |  |  |  |
|  | Verfroller voor Meister Polar Teflon®, kortharig 18 cm kopen bij ... |  | Blokker staafmixer BL-11001 | Blokker |
|  | Jumbo dobbelstenen 32mm - Speelkaartenshop |  | SimpleHuman Afvalemmer Rectangular met Liner Pocket Rvs GFT 58 ... |
| Leuk Vogelhuisje Kopen? Bekijk Het Vogelhuisje Rood/ Wit van 2L ... |  |  |  |

# **Telling a story with the help of a set of pictures**









# **Having a conversation**

**Speech Card 1 a**

Je loopt even een winkel binnen om wat te eten te halen. Elke dag in het hotel eten is veel te duur! Het is geen zelfbediening dus je moet alles aan de winkelbediende vragen.

Je wilt het volgende kopen: appels, brood, kaas, blikje drinken (zelf kiezen wat) en nog een reep chocolade. Bestel het netjes en beleefd!

**Speech Card 2a**

Eindelijk ben je in Londen aangekomen en nu moet je natuurlijk een hotelkamer boeken. Je stapt het Ritz Hotel binnen en je vraagt of er een kamer vrij is. Je wilt graag een tweepersoonskamer (hoewel je dus alleen bent..) met bad en wc.

**Speech Card 3a**

Je mobieltje is gejat! Je ouders zijn woest (het is niet de eerste keer) dus je moet naar de politie om aangifte te doen. Je mobieltje is gisteren, op school, gejat.

Je moet je naam, adres, leeftijd en nationaliteit vertellen en ook waar en wanneer je mobieltje gejat is.

**Speech Card 4a**

Je hebt lekker een uurtje in de pub (= kroeg) gezeten en je hebt net de rekening betaald en je wilde ook een tip geven. Je moest 13 euro betalen, je had gezegd er 15 van te maken (2 euro fooi dus) en je moet dus nog 5 euro terugkrijgen. De ober/serveerster loopt echter gewoon weg. Je krijgt helemaal niets terug! Dat pik je niet!

Spreek de serveerster/ober BELEEFD aan en vraag om je geld terug.

**Speech Card 5a**

Je bent een verkoper van tweede-hands auto’s. Een vreselijk slechte auto staat al maanden in je showroom. Nu komt er een niet al te slim uitziende klant je showroom binnen die uitgerekend naar deze auto vraagt.

VERKOOP DIE AUTO en probeer er zo veel mogelijk geld voor te krijgen!

**Speech Card 1b**

Je bent verkoper/verkoopster in een winkel. Het is geen zelfbediening dus je klanten moeten alles aan jou vragen. Er komt een klant binnen.

Je geeft helemaal NIETS als die klant niet met een vriendelijke groet begint ( hello, good morning, etc). Verder geef je alleen wat er besteld wordt als er PLEASE bij gezegd wordt! Je verkoopt trouwens geen alcohol.

**Speech Card 2b**

Je bent receptionist(e) in het Ritz Hotel in Londen. Er komt iemand binnen die een tweepersoonskamer besteld maar hij/zij is helemaal alleen… Je mag die persoon ABSOLUUT geen tweepersoonskamer geven. Natuurlijk moet je zo vriendelijk mogelijk weigeren en je biedt hem/haar daarom een mooie kamer aan met douche en TV.

**Speech Card 3b**

Je bent een politieagent(e) en iemand komt melden dat zijn/haar mobieltje is gejat. Jij moet dus alle gegevens van die persoon weten, dus je vraagt naar de naam, het adres, de leeftijd en de nationaliteit. Ook wil je weten wanneer en waar het mobieltje is gestolen.

**Speech Card 4b**

Je bent echt doodop! Je hebt de hele dag gewerkt (je bent ober/serveerster) en eigenlijk had je een uur geleden al naar huis gemogen. Nu is het eindelijk zo ver! Je wilt nu meteen naar huis en je rekent snel af met de laatste klant.. komt die achter je aan en begint te zeuren. DAAR HEB JE DUS HELEMAAL GEEN ZIN IN! Blijf wel beleefd!

**Speech Card 5b**

Je wilt een auto kopen maar ja, geen geld! Dus dan maar een tweedehands auto. Je gaat een showroom binnen waar al een hele tijd een auto staat. Hij is niet best, dus die kan je goedkoop kopen. De verkoper ziet er niet al te slim uit, dus dat moet lukken. Probeer er zo weinig mogelijk voor te betalen (dus kraak hem aan alle kanten af: oud, roestig, ouderwets, etc)

# **Giving your opinion**

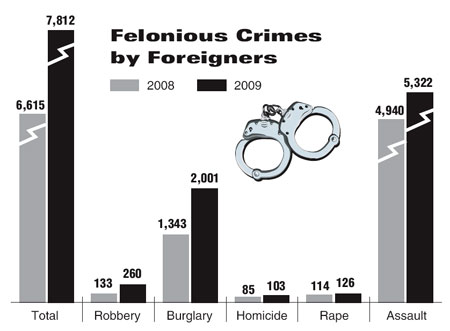
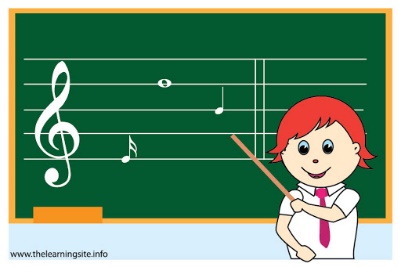
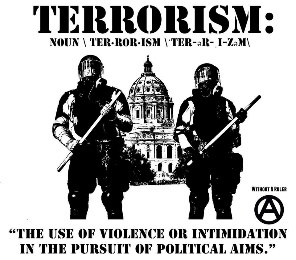
Give your opnion on the subjects below. Use the aspects given. Talk **at least 1 minute**.

1. There are a lot of speed ramps In Holland. People seriously differ in opinion about these things. Give your opinion. Use the aspects of:



[Deze foto](https://nl.wikipedia.org/wiki/Verkeersdrempel) van Onbekende auteur is gelicentieerd onder [CC BY-SA](https://creativecommons.org/licenses/by-sa/3.0/)

* 1. veiligheid (van wie?)
  2. schade voor auto’s
  3. irritant

1. A lot of people carry guns In America. They often do this for their own safety. Give your opinion on this. Think of:
   1. hoeveelheid geweld
   2. de rol van de politie
   3. gevaren (voor wie?)
2. ****Some people argue that animals should enjoy certain rights in the way that human beings. What do you think about the concept of animal rights?
   1. testen voor medicijnen
   2. dieren minder belangrijk dan mensen
   3. bescherming voor uitsterven
3. Some people blame foreigners for things like crime and unemployment. Give your opinion. Don’t forget to mention why most of them are here.
   1. mensenrechten
   2. goedkope arbeidskrachten
   3. cultuurproblemen
   4. inburgeringsproblematiek
4. The government wants to take the subject of music from the school curriculum because it is too expensive. Say what you think of this.
   1. Culturele waarde
   2. Zorgt voor afwisseling op school
   3. Belangrijke uitlaatklep voor emoties
5. Terrorism has become a topical subject. Discuss what you think causes it and what could be done to prevent it.
   1. Strenge controle
   2. Extreem godsdienstige instelling
   3. Oorlogen uit het verleden
6. Crime and punishment. It is often said that punishments nowadays are not severe enough. Explain the situation in your country and give your opinion. Use the following aspects:



[Deze foto](http://4closurefraud.org/2014/05/01/criminal-charges-against-banks-risk-sparking-nuclear-winter/) van Onbekende auteur is gelicentieerd onder [CC BY-NC](https://creativecommons.org/licenses/by-nc/3.0/)

* 1. Verschil jeugd en volwassenen
  2. Verschillende soorten misdaad
  3. Gevangenisstraf - taakstraf



**Word Bank**

* driving forces: international trade, investment, information technology
* rapid increase in economic/ technological exchange, free trade, free movement of goods/resources, multinational corporations, compete on a global scale, competitive prices, economic boom, greater choice for consumers, lower costs for companies
* create employment, grow prosperous, share information worldwide, new demand on education/training, adopt new values of democracy/human rights, promote goodwill/ understanding among different nations
* new form of colonisation, profits are taken out of a country, local industries/businesses disappear, unemployment is on the rise, exploitation of workers, sweatshops, increasing inequalities
* development of uniform /western lifestyle, disappearing local culture/ cuisine/language, decrease in cultural diversity

**Compare and contrast these pictures. In your description, answer the following questions:**

* What aspects of globalization can you recognize?
* What are the driving forces of globalization?
* What fields of life are mostly affected by globalization?
* How is local economy/culture/trade/ politics/environment/tourism/food changing?
* How has your country been affected?
* What do you gain from globalization?
* What do you lose?
* Why do many people support globalization? Who are they?
* Why do many people oppose it? Who are they?
* How does globalization affect the English language?

Picture-Based Discussion



**Compare and contrast these two pictures. In your description, answer the following questions:**

* What is the relationship between the pictures?
* What crime do you think the man behind the bars has committed?
* What crime do you find the most/ least serious? Why?
* What makes people criminals (social background, education, personality, etc)?
* What crimes are the most common in your country?
* What role do detectives/the police/ lawyers/law courts play in criminal investigation?
* How does jurisdiction work in your country?
* Do you approve of capital punishment? Why/why not?
* How can people with criminal records adjust to life after they are released?

**Word Bank**

* commit a crime: pickpocketing, theft, shoplifting, burglary, robbery, mugging, money laundering, embezzlement, blackmail, white collar/organized/war crime, hit and run accident, drink-driving, manslaughter, homicide, murder, assassination, drug trafficking, smuggling, kidnapping, hijacking, vandalism, hooliganism, sexual assault, juvenile delinquency, arson
* break the law, get away with a crime, escape, hide from the police, establish/ prove an alibi, give oneself up
* investigate, collect evidence, arrest, accuse sy of a crime, witness a crime, eye-witness, take legal action/a case to court, charge sy with sg, come on for trial, court room, counsel for the defence, jury, judge, lawyer, plead guilty, return a verdict, sentence sy to 5 years in prison, receive a life sentence/ capital punishment/death penalty
* be on probation, get pardon/amnesty, serve one’s time, struggle to find a job/housing, recidivist/ habitual criminal

Picture-Based Discussion

# **READING PRACTICE**

In this part of the reader you will practice:

* 1. Exam training
  2. Connecting words

# **Examencursus Moderne Vreemde Talen: ENGELS**

**Stap-voor-stap instructies:**

* Lees de titel (+ ondertitel), eventuele introductieregels. Kijk naar het plaatje + onderschrift.
* Lees vervolgens **niet** eerst de hele tekst, dit kost te veel tijd. Ga meteen naar de eerste vraag. Lees goed wat er staat!
* Onderstreep de woorden waar de vraag over gaat in de tekst. Als het om meer dan 1 regel gaat, zet dan een streepje voor de regels. Dit helpt je focussen op het stuk tekst waar het om gaat.
* Lees dan de tekst vanaf de vorige vraag tot en met het stuk van de nieuwe vraag. Lees dus ook tussenliggende alinea’s, zelfs als daar geen vraag over gesteld wordt. Als er geen vraag over een alinea gesteld wordt, *wees dan op je hoede*! Dit is een typisch Cito-trucje. Die alinea is wel belangrijk!
* Ga terug naar de vraag, en bekijk per antwoord of je die woorden of het idee / gevoel dat in dat antwoord verwoord wordt uit de tekst kunt halen. Zo niet, streep dan het antwoord door en ga naar het volgende antwoord.
* Als je zo alle antwoorden af bent gegaan, hou je vaak 2 antwoorden over: het goede en het bijna goede. Lees de vraag en eventueel de tekst nog eens goed door. Hoe meer woorden kloppen, hoe beter. Als de vraag is ‘wat is de kern van de alinea’ en er is 1 zin over geld, en 3 over ruzie in het gezin, dan is ‘gezinsproblemen’ beter dan ‘financiële zorgen’.
* Ga zo één voor één de vragen af. Probeer steeds de grote lijn van het artikel en de mening van de schrijver in je hoofd te houden, zodat je geen tegenstrijdige antwoorden geeft.
* Zodra je merkt dat een (type) tekst erg moeilijk is, kun je die beter eerst overslaan. Je kunt beter de makkelijkere teksten rustig en goed gedaan hebben, en die punten binnenhalen. Als je dan nog tijd over hebt, doe je de moeilijke tekst.
* Vergeet niet om aan het eind bij meerkeuze vragen die je hebt overgeslagen in ieder geval iets in te vullen.

**Verder is het belangrijk op de volgende punten te letten:**

* De **verbanden tussen alinea’s en zinnen**. Zorg daarom dat je de voegwoorden en signaalwoorden goed kent. Die woorden zijn de ‘richtingaanwijzers’ in de tekst. Ze geven aan wat je kunt verwachten in een volgende zin of alinea, en dat vergroot je begrip van de tekst.
* **Interpunctie**. Leestekens zoals ? ! ‘ ‘ ; : zijn net als voegwoorden belangrijke richtingaanwijzers in een tekst.
* **Ironie**. Ironie is spot in het algemeen. Je herkent ironie aan:
  + heel positieve woorden in een negatief stuk tekst
  + een onderwerp dat er met de haren bijgesleept wordt
  + soms, een vraag aan het eind van de tekst.
* **Positief / negatief.** Als je de betekenis van een woord niet kent, kun je vaak wel reden of het een positief dan wel een negatief geladen woord is. Hiermee kom je vaak al een heel eind. Let ook op voorvoegsels, als *a-, im-, miss-, non-, un-, dis,-il-,e.d. .*
* Let op **kernwoorden** in de antwoorden die niets met de tekst te maken hebben of veel te sterk zijn, bv*: only, never, always,* Dit duidt er in de meeste gevallen op dat het antwoord fout is.
* Let, als je woordenschat dat toelaat, op **synoniemen**. In het goede antwoord staan vaak synoniemen van de woorden uit de tekst.
* Probeer je **woordenboek** zo weinig mogelijk te gebruiken. Dit kost teveel tijd. Denk in termen als positief en negatief, of probeer de betekenis met behulp van Nederlands of een andere taal af te leiden. Beperk je woordenboekgebruik zo veel mogelijk tot
  + woorden in de antwoorden die je echt moet weten
  + woorden uit de tekst die je moet weten om een open vraag in het Nederlands te kunnen vertalen.
* Vergeet nooit **tussenliggende alinea’s** te lezen, ook als er geen vraag over gesteld wordt. Soms zijn ze gewoon nuttig om de grote lijn vast te houden, soms staat daar juist het antwoord. Zo zie je het verschil:
  + Kijk naar 2 opeenvolgende vragen.
  + Als de ene vraag is: ‘Kijk in alinea 3’ en de volgende ‘Wat is de kern van alinea 5?’, dan is alinea 4 belangrijk voor de grote lijn.
  + **Maar** als de ene vraag is ‘Kijk in alinea 3’ en de volgende is een **geciteerd zinnetje** met daarachter (al. 5)dan staat het antwoord waarschijnlijk in alinea 4. Ze zeggen niet dat je in alinea 5 **moet** kijken voor het antwoord. Ze zeggen alleen dat daar dat zinnetje staat.
* Durf het overgebleven antwoord te kiezen. Als je de rest hebt weggestreept, moet het overgebleven antwoord goed zijn, ook al weet je de precieze betekenis niet. (Zijn de woorden die je niet weet soms synoniemen van de woorden in de tekst?)

En: de eerste keus is vaak de beste! Let daar eens op bij het oefenen. Mocht dat bij jou ook zo zijn, vertrouw dan op jezelf en ga aan het eind van je examen niet meer veranderen.

***Een redenering die begint met***

***‘ik denk dat ...’***

***is fout.***

***Er wordt niet gedacht, er wordt examen gemaakt.***

***Niemand zit op jouw mening te wachten.***

***Een goed antwoord begint met:***

***’In de tekst staat ...’***

***ALLES STAAT IN DE TEKST !!!***

## **SCHEMA 1: Stappenplan voor het achtergrondartikel**

**Stap 1: Introductie van het onderwerp**

* **Mogelijkheid 1. *Wordt er gevraagd*: Wat *is de kern van alinea 1?***

Wat te doen: alinea 1 doorlezen en link leggen met titel en plaatje

* **Mogelijkheid 2. *De vraag is een open vraag.***

Wat te doen: Dan weet je dat de titel **moeilijk** is!! Haal dan informatie uit de vraag en leg een link met de titel en plaatjes.

**Stap 2: Zijn er argumenten te vinden?**

VOOR ------------------- maar,

TEGEN toch ------------------- ( = tegenargument) ----------------------

**Stap 3: De expert (= de persoon die op de hoogte is)** : **wat is zijn rol?**

Je moet dan twee dingen opzoeken: - Wat zegt hij?

- Aan welke kant staat hij?

LET OP: DE REST IS ONZIN

Een typische expertvraag is: Wie uit de tekst zijn het met elkaar eens?

**Stap 4: Het verschil tussen voorbeeld en omgekeerde voorbeeldvraag**

**Een voorbeeld:** de vraag kan luiden: *Met welk woord begint de zin?*

In het antwoord kan dan staan: Engels: thus

**Bv**: de vraag kan luiden: *Wat doet de schrijver in dit fragment?*

Het antwoord is heel vaak: illustreren = een voorbeeld geven

**Bv**: In de vraag kan gevraagd worden: Wat zijn de verschillende mogelijkheden?

Het antwoord is heel vaak: 'it illustrates '

*Let op signaalwoorden die een voorbeeld aangeven: for instance, to illustrate, to show*

**Omgekeerde voorbeeldvraag**: wat wil de schrijver met dit voorbeeld laten zien?

*Als er gevraagd wordt:* **Geef** de kern, de hoofdgedachte weer…./ Wat is de kern van..?

Dan, voor je gaat antwoorden: ALLE **VOORBEELDEN** SCHRAPPEN

## **SCHEMA 2: Stappenplan voor abcd (= multiple choice) teksten**

**Stap 1:**

Kijk naar de titel en het plaatje en lees de intro van de tekst.

Nu ben je bezig met lezen om **DE GROTE LIJN** te zien.

**Stap 2:**

* Lees eerst de vraag !
* Aanstrepen in de tekst: zin of alinea(’s) die in de vraag wordt (worden) genoemd.
* Heb je een hele alinea/alinea’s onderstreept?

>> Dan is het antwoord te vinden ergens in het geheel van die alinea (voorbeeld 1).

* Heb je een zin onderstreept?

>> Dan is het antwoord te vinden in de rest van de alinea waarin je de zin onderstreept hebt, dus de tekst die volgt op de onderstreepte zin.

Wat willen ze weten? Vertaal hiervoor de vraag in je hoofd. Streep signaalwoorden aan en kijk goed naar een: !

Lees dan de tekst door!

**Stap 3:**

‘Onzin’ antwoorden eruit gooien.

**Stap 4:** Vraag je af………

* Hoe vaak komt het antwoord voor in het aangestreepte deel?

Let op: vaak is 1 x niet genoeg. Het antwoord komt vaker voor.

* Kloppen alle elementen? Bij lange zinnen, de zin in stukjes hakken!

Als de elementen niet kloppen, dan gewoon schrappen.

Sterke bijv. nw. maken antwoorden vaak fout, bv false*, more, only, solely, most, conclusively*.

* Past het antwoord in de grote lijn? Dus, hoort het bij de toon van de tekst, bij het plaatje, bij de titel?

## **SCHEMA 3: Stappenplan voor gaten-teksten**

**Stap 1:**

Kijk naar de titel, het plaatje, de intro en probeer → **DE GROTE LIJN** te herkennen.

**Stap 2:**

Lees de tekst tot het gat en lees **1 zin** **extra** erachter

**Stap 3:**

Let vervolgens op de **signaalwoorden in de alinea :** enkele voorbeelden:

*Dus , omdat* ……. Deze woorden geven de ***reden*** aan voor het gat ( *so / because* )

*Maar* ……. Dit woord geeft het ***tegenovergestelde*** van het gat aan (*but*)

*Dus* ……. Dit woord ( = zo, op die manier) geeft ***voorbeeld*** voor het gat (*so /…*)

…….….**:**  De dubbele punt : Na de dubbele punt staat de ***inhoud*** van het gat

**Stap 4:**

Probeer de antwoorden in te delen in positieve en negatieve antwoorden. Dit is ook goed om de grote lijn te blijven zien. Vraag je bijvoorbeeld af:

Aan welke kant staat de expert, degene die het weet? Aan de negatieve kant of aan de positieve kant?

**Stap 5 :**

Probeer je te richten op **tegenstellingen** in de antwoorden

A: Groot ←

B: Leuk

C: Klein ←

D: Koud

**Stap 6:**

Als het moeilijk blijft, probeer je te **gokken op de grote lijn.** Je vraagt je af: Wat past in de grote lijn van de tekst? Je hebt altijd 70% kans.

## **SCHEMA 4: Beweringsvragen**

**Herkennen van de vraag: de antwoorden zijn genummerd (1,2,3,4 …5, 6)**

1. Voorbeeld: Geef van elk van de volgende beweringen over ..... aan of deze wel of niet overeenkomt met de inhoud van alinea's 5, 6 en 7.
2. Lees eerst de antwoorden en streep je zoekterm aan:

* Namen (eigennamen, bedrijven, merken), plaatsen (landen, steden)
* Hoeveelheden (de meerderheid, een kleine groep) en tijdsaanduidingen (vandaag de dag, in het begin)
* ‘internationale’ woorden (discriminatie, autoriteit, informatica)

Heb je geen van de bovenstaande 3 punten: dan zoek je naar *wat* ***jij herkent***.

1. Let op: bij signaalwoorden staan antwoorden!
2. Kom je er echt niet uit? Slim gokken:

* Staan er woorden in de bewering die antwoorden fout maken?
* Past het in de GROTE LIJN?

## **Overige Stappenplannen**

**Brieven**

Ingezonden brieven hebben doorgaans een vaste vorm, die erg helpt.

* Aanhef,
* Aanleiding voor de brief (in uw krant van 12/8 stond een artikel over…)
* Schrijver heeft er verstand van want (hij/zij heeft die betreffende baan ook)
* Argumenten kunnen al heel zinvol zijn
* Conclusie is het belangrijkst!

Dus, focus op de tweede helft van de brief!

**Stellingen matchen met tekststukjes**

Dit kan de vorm hebben van:

* Alinea’s waar de tussenkopjes bij moeten
* Interview waar de vragen bij moeten
* Brieven waar de mening(en) die ze vertegenwoordigen bij moeten
* Experts die met hun uitspraak gecombineerd moeten worden
* Tieners die over een bepaald onderwerp gevraagd worden: wie zegt wat?

In alle gevallen: dit een GROTE LIJN vraag.

1. Lees 1 stukje tekst, let op signaalwoorden, kijk waar ze het ongeveer over hebben.
2. Lees dan de stellingen: welke gaat over ongeveer hetzelfde?
   1. Als het er maar 1 is: dat is het antwoord.
   2. Zijn het er twee: lees dan het stukje nogmaals, ook tussen signaalwoorden. Kijk dan wat het best erbij past.

## **CITEREN**

Als in de vraag staat: citeer...

... de 1e twee woorden van **het** **zinsdeel**:

Dan is het een lange zin.

Begin dan bij : , - ; - : - signaalwoord of ‘dat’

... de 1e twee woorden van **de zin of het zinsdeel**:

Dan neem je altijd de hele zin

... de 1e twee woorden van **het** **tekstgedeelte**

Dan is het meer dan 1 zin.

Als in de vraag staat dat je **het hele citaat** moet geven,

Dan neem je maximaal 10 woorden

Kort je citaat in tot die lengte, knip in de zin bij: , - ; - : - signaalwoord of ‘dat’

# **Basiswoordenlijst**

## **Signaalwoorden**

|  |  |
| --- | --- |
| **Uitbreiding / opsomming** | |
| also | ook |
| and | en, vooral belangrijk als het aan het begin van de zin staat. |
| as well as | evenals |
| besides,\* | bovendien (**met komma!**)  He was late. Besides, he did not do his work. |
| both …. and … | Zowel …. Als … |
| Even | Zelfs (a, b, zelfs c) |
| first, second, third | eerste, tweede, derde |
| furthermore | bovendien |
| in addition | bovendien |
| indeed | sterker nog (2e argument = meer van ’t zelfde)  I like this film. Hugh Grant is good looking.  Indeed, he has the most beautiful eyes. |
| in fact\* | sterker nog  He was angry. In fact, he was furious. |
| moreover | bovendien  I like this film. The script is nice. Moreover, Hugh Grant is very good looking. |
| neither …. nor | noch … noch |
| nor | evenmin (twee dingen niet dus.)  He did not speak. Nor did he look at me. |
| not only … but also | niet alleen, …. maar ook |
| one …. another | Eén ….. een andere / tweede (bijv. One reason is …. another reason is …. |
| or | of  vooral belangrijk als het aan het begin van de zin staat. |
| too | ook |
| what is more | bovendien |
| **Reden/oorzaak** | |
| after all | Tenslotte, per slot van rekening  He got a promotion. After all, he works hard. |
| as | sinds, daar, omdat  As you were not there, I left a message. |
| as a result of | als gevolg van |
| because | omdat |
| for | want  We listened carefully, for he brought news of the accident. |
| since  since it suggests | aangezien  aangezien het suggereert … |
| **Tegenstelling** | |
| admittedly | toegegeven (tegenargument) |
| although, though | ofschoon, hoewel  We lost the game, although we did our best. |
| besides | behalve (**zonder komma**)  Besides you, nobody writes me. |
| but | maar |
| by contrast | daarentegen, als contrast |
| certainly | weliswaar (met **komma**, tegenargument) |
| conversely | daarentegen |
| despite | ondanks |
| either …. or … | ofwel …. of …. |
| even so | toch, desondanks |
| however | echter |
| in fact\* | Feitelijk, eigenlijk (tegenargument)  Je zou denken, …. feitelijk zit het zo ….  Let op: in fact kan ook versterking/uitbreiding zijn.  He was angry. In fact, he was furious. |
| in spite of | ondanks |
| instead | in plaats daarvan |
| nevertheless | desalniettemin |
| now\* | nu |
| of course, | natuurlijk (met komma, tegenargument) |
| on the one hand … on the other | enerzijds, anderzijds |
| paradoxically | in tegenstrijd daarmee |
| rather | eerder dan, in plaats van  Would you like to go to the movies?  I would rather go to a restaurant. |
| still | toch |
| sure,  Sure, today the weather is good, but | weliswaar, (met **komma**, tegenargument)  Vandaag is het weer weliswaar goed, maar |
| then again | aan de andere kant |
| to be fair | om eerlijk te zijn (tegenargument) |
| true,  True, he has some good points, too. | weliswaar (met **komma**, tegenargument)  Hij heeft weliswaar ook goede punten. |
| whereas | terwijl  He earns a lot, whereas his wife’s income is poor. |
| (mean)while\* | ondertussen (als in: ondertussen gebeurt het tegenovergestelde) |
| yet | toch |
| **Voorwaarde** | |
| if | als, indien |
| provided | mits, op voorwaarde dat |
| unless | tenzij |
| **Tijd / volgorde** | |
| before | voor |
| earlier | vroeger |
| eventually | uiteindelijk |
| initially | aanvankelijk |
| in the past | in het verleden |
| later | later |
| now\* | nu |
| once | zodra, toen eenmaal  Once he came home, he changed clothes. |
| once upon a time | op een keer … er was eens … |
| present, present-day | nu, tegenwoordig, vandaag de dag |
| today | tegenwoordig, vandaag de dag |
| until | totdat |
| (mean)while\* | ondertussen (als in: ondertussen gebeurt het tegenovergestelde) |
| **Gevolg/conclusie** | |
| after all | tenslotte |
| as a result | door, als gevolg van |
| consequently | met als gevolg |
| hence | daarom, zodoende |
| in short | kortom |
| so | dus, daarom |
| that’s why | daarom.  He never works. That’s why he failed his exam. |
| therefore | daarom |
| thus | zo, op die manier, samenvattend  He shouted. He screamed. He cried. He cursed. Thus did he express his feelings. |
| **Vergelijking** | |
| as if | alsof |
| equally | evenzeer, evenzo |
| likewise | op dezelfde manier |
| similarly | op dezelfde manier |
| **Voorbeelden** | |
| for example | bij voorbeeld |
| for instance | bijvoorbeeld |
| such as | zoals |
|  |  |
|  |  |
| **Overig** | |
| at least | 1. tenminste   (bijv. The repair will cost at least $100.)   1. Een meer precieze verduidelijking, vaak gebruikt om een uitspraak aft e zwakken/minder stellig te maken.   (bv. I can handle it – at least, I think I can)   1. In elk geval   (bijv. At least, you should call to tell me that you’ve arrived there safely. You might at least answer the letter) |

## **Functiewoorden**

|  |  |  |
| --- | --- | --- |
| **Vragen die hierbij horen** | |  |
| What function is paragraph X meant to serve?  How does paragraph X relate to the previous paragraph?  How does this phrase relate to the previous phrase? | | Wat is het doel van paragraaf X?  Hoe verhoudt alinea X zich tot de vorige?  Hoe verhoudt deze zin zich tot de vorige?  Bij al deze vragen gaat het om het verband tussen twee stukjes tekst |
| **Duidelijk maken (feiten, arguementen)** | | **Omschrijving functie** |
| to make clear | duidelijk maken | Er wordt een situatie beschreven in de alinea waarbij naar één conclusie wordt toegewerkt. Dit is het punt dat de schrijver duidelijk wil maken. |
| to show | aantonen |
| to prove | bewijzen |
| to point out | wijzen op |
| to demonstrate | aantonen |
| to clarify | duidelijk maken |
| **Illustreren (voorbeelden)** | | |
| to show | aantonen | In de voorafgaande alinea (of groter tekstgedeelte) wordt een algemeen punt gemaakt. Dus om het algemene punt duidelijker te maken wordt er een plaatje in woorden bij gegeven. Bijv. : de gemiddelde temperatuur was laag deze winter. Heel januari waren de straten van Utrecht vol mensen die zich hadden ingepakt met dikke sjaals, mutsen en handschoenen. |
| to illustrate | illustreren |
| to give examples | voorbeelden geven |
|  |  |
| **Benadrukken (argumenten, redenen)** | | |
| to stress | benadrukken | In de gevraagde alinea wordt nadruk gelegd op het onderwerp waarnaar gevraagd wordt. Dit kan de schrijver doen door herhaling of door overdreven woorden te gebruiken (bijv.: ik was boos, wat zeg ik: woedend. Of nee, furieus!) |
| to emphasise | benadrukken |
| to highlight | uitlichten |
|  |  |
| **Tegenspreken (tegenstelling, afzwakking)** | | |
| to question | in twijfel trekken | Er is een tegenstellend verband te ontdekken ten opzichte van eerdere tekstgedeelten.  In het Nederlands zou je de zin met ‘maar’ beginnen. |
| to contradict | tegenspreken |
| to criticise | bekritiseren |
| to undermine | ondermijnen |
| to refute | weerleggen |
| to challenge | uitdrukkelijk twijfelen aan |
| to present a different perspective/to put into perspective | van een andere kant bekijken |
| to reject | verwerpen |
| **Analyseren (feiten, uitwerking)** | | |
| to analyse | analyseren | Er wordt een objectieve omschrijving of uitleg gegeven over een bepaald onderwerp of idee. Vaak wordt dit over een onderwerp gezegd dat men wil onderzoeken of waarvan men wil weten hoe het in elkaar zit |
| to describe | beschrijven |
| to outline | beschrijven |
| to discuss | bespreken |
|  |  |
| **Uitwerken (uitbreiding, opsomming)** | | |
| to add | toevoegen | Er wordt een opsomming gegeven van verschillende stukken specifieke informatie (bijv. voorbeeld, redenen of verklaringen |
| to elaborate | uitbreiden |
| to list (reasons/explanations) | (redenen/verklaringen) opsommen |
| **Ondersteunen (positief)** | | |
| to praise | prijzen | Er wordt min of meer hetzelfde gezegd als in vorige tekstgedeelten, maar dan door een andere partij of met een sterker argument. Vaak in vergelijking met de vorige alinea (maar kan ook in een vergelijking met de Grote Lijn van de tekst.) |
| to support | (onder)steunen |
| to advocate | pleiten (voor iets) |
| to confirm | bevestigen |
| to corroborate | instemmen met |
|  | |
| **Andere functies** | | |
| to explain | uitleggen (redenen, opsomming) |  |
| to explain **why** | legt uit **waarom**: let goed op dat die reden er dan ook letterlijk moet staan! Heel vaak is dit een fout antwoord omdat de reden er niet staat |
| to modify | aanpassen (tegenargumenten, afzwakking) |
| to introduce | inleiden (voorbeeld, feiten) |
| to present (solutions) | (oplossingen) aandragen |
| to summarise | samenvatten (conclusie) |

## **Algemene basiswoorden**

Hieronder vind je de zogenaamde ‘basiswoorden’ Engels. Deze lijst is gemaakt op basis van de examens van afgelopen jaren. De woorden die hier staan komen daarin relatief vaak voor. Wanneer je aan je woordenschat wilt werken in voorbereiding op je examen, kun je deze woordenlijst leren. Om het leren gemakkelijker te maken, zijn de woorden in categorieën ingedeeld.

|  |  |
| --- | --- |
| **Belangrijk voor het begrijpen van de vraag en antwoorden** | |
| in accordance with  to judge from  in line with  what is […] in line with/to judge form/in accordance with/to paragraph 3? | in overeenstemming met, volgens  te oordelen naar, volgens  in lijn met, volgens  wat is [….] volgens alinea 3? |
| To aim | Richten op |
| it amounts to | het komt neer op |
| To approach  *You must approach the subject from both sides* | Benaderen  *Je moet het onderwerp van beide kanten benaderen* |
| to cause, a cause | veroorzaken, oorzaak |
| to characterise | typeren |
| To claim | Stellen dat, beweren |
| it concerns | het gaat over |
| To contain | bevatten |
| (to) debate | debat, bediscussiëren |
| Due to | Dankzij, ten gevolge van |
| how does … relate to…? | hoe verhoudt zich … tot …? |
| To imply | Impliceren (je zegt het niet letterlijk, maar je bedoelt het wel) |
| To prove | Bewijzen |
| To provide | Voorzien van |
| **Toon van de schrijver** | |
| how can the tone of paragraph x be characterised | op welke toon is paragraaf x geschreven |
| schrijver is positief: | positief: |
| admiring | bewonderend |
| approving | instemmend |
|  |  |
| schrijver is neutral | neutraal: |
| matter-of-fact | geeft de feiten |
| objective | objectief, laat beide kanten van de zaak zien |
|  |  |
| schrijver is negatief: | negatief: |
| angry | boos |
| concerned | bezorgd |
| disappointed | teleurgesteld |
| disbelieving | gelooft het niet |
| furious | woedend |
| indifferent | onverschillig |
| indignant | verontwaardigd |
| pessimistic | pessimistisch, somber gestemd |
|  |  |
| schrijver spot er mee: | spot ermee: |
| amused | geamuseerd (een klein beetje spottend) |
| cynical | cynisch, een vorm van spot |
| ironic | ironisch, een vorm van spot |
| joking | grapjes makend |
| mocking | spottend |
| sarcastic | sarcastisch, hatelijk |
| **Tijd** | |
| century | eeuw |
| Ancient | Zeer oud, antiek |
| decade | decennium, 10 jaar |
| modern | modern, van deze tijd |
| often | vaak |
| **Positieve strekking** | |
| to achieve, achievement | (iets) bereiken, prestatie |
| advantage | voordeel |
| Appropriate | Geschikt |
| To benefit | Voordeel hebben van |
| Charitable | liefdadig |
| charity | goed doel |
| To convince | Overtuigen |
| Credibility | geloofwaardigheid |
| to develop, development | Ontwikkelen, ontwikkeling |
| effective | effectief, doeltreffend |
| to encourage | aanmoedigen |
| Enhancement | Vermeerdering, versterking |
| Gifted | Begaafd, intelligent |
| Growth | groei |
| importance | belangrijkheid |
| to improve, improvement | verbeteren, verbetering |
| to increase, an increase | vergroten, toename |
| popular | populair, geliefd |
| To profit | Voordeel hebben van |
| progress | vooruitgang |
| Prosperity | Welvaart |
| to raise, rising | Doen toenemen, groeiend |
| safe | veilig |
| to solve, solution | oplossen, oplossing |
| (to) support | steun, ondersteunen, steunen |
| **Negatieve strekking** | |
| to abuse | misbruiken, mishandelen |
| to blame | de schuld geven |
| to complain, compaint | Klagen, klacht |
| counter- | betekent altijd ‘tegen’ iets |
| Danger, dangerous | Gevaar, gevaarlijk |
| A decline, declining | Daling, dalend |
| To deny | ontkennen |
| To disappoint, disappointment | Teleurstellen, teleurstelling |
| False, wrong | Fout, verkeerd |
| To fail, failure | Falen, mislukking |
| Hard | Moeilijk, hard |
| to ignore, ignorance | negeren, onwetendheid |
| to lack | ontbreken |
| To mock | bespotten |
| To reduce | Verminderen |
| To regret | Spijt hebben van, betreuren |
| risk | risico |
| struggle | Inspanning, worsteling |
| Suffering | lijden |
| threat | dreiging |
| Violence | geweld |
| violent | geweldadig |
| **Onderzoek doen, onderwijs, opvoeding** | |
| Academic | Gellerde, academicus (doet onderzoek aan de universiteit), universitair |
| Degree | Universitaire graad, mate waarin |
| education | opvoeding, onderwijs |
| evidence | bewijs |
| facts | feiten |
| Findings | bevindingen |
| Grades | Cijfers, klas |
| historical | Geschiedkundig, historisch |
| knowledge | kennis |
| Pupils | leerlingen |
| research | (wetenschappelijk) onderzoek |
| science | wetenschap, veelal exacte vakken |
| scientific | wetenschappelijk |
| scientists | wetenschappers |
| Society | Maatschappij |
| species | soorten |
| State | Staat, toestand |
| studies | onderzoeken, studies |
| survey | onderzoek |
| **Mens en maatschappij** | |
| Accident | Ongeluk |
| Attitude | Houding |
| Audience | Publiek |
| Authority | Overheid, machthebbende |
| Backgrounds | Achtergronden |
| Behaviour | Gedrag |
| To believe, belief | Geloven, geloof |
| Citizenship | (staats)burgerschap |
| community | gemeenschap |
| Conspiracy | Samenzwering |
| Engineering | techniek |
| environment | milieu, omgeving |
| Ethical | Moreel, etisch (gaat over normen en waarden) |
| Foreign | Buitenlands, vreemd |
| Global | Wereld- |
| government | regering |
| Independent | Onafhankelijk |
| Individual | Individueel, individu |
| Issues | Onderwerpen, zaken |
| Language | taal |
| legal | wettelijk |
| local | plaatselijk, lokaal |
| Moral | Moraal, moreel (gaat over normen en waarden) |
| Native | Inwoner, autochtoon, inheems |
| opinion | mening |
| (To) order | bevel, bevelen |
| political | politiek |
| power | macht, kracht |
| policy | beleid |
| private | privé |
| Public  (let op: public school) | Openbaar, algemeen  (particuliere (en heel dure) kostschool |
| scene | scene, wereldje |
| social | maatschappelijk |
| Statements | beweringen |
| system | systeem, stelsel |
| Trial | rechtzaak |
| Truth | waarheid |
| **Economie** | |
| Advertisement | reclame |
| Agency | bureau, bedrijf, organisatie |
| Agriculture | landbouw |
| brand | merk |
| business | bedrijf, handel, zaken |
| Commercial | handels-, bedrijfs-, commercieel |
| Client | Klant |
| Corporate | Bedrijfs- |
| Corporations | Bedrijven, ondernemingen |
| Debtor | Iemand met een schuld |
| Executive | Manager |
| Financial | Financieel, geld- |
| Investors | Beleggers |
| industry | industrie, bedrijfstak |
| Insurance | Verzekering |
| to offer, offer | Aanbieden, aanbod |
| (To) order | Bestelling, bestellen |
| Practice | Praktijk, bedrijf, beroep |
| Resources | Middelen |
| Wealth | Rijkdom, welzijn |
| **Boeken** | |
| Fiction | Fictie, verzonnen |
| Novel | Roman |
| Published | Uitgegeven |
| Quotations | Citaten |
| Reviewer | Recensent |
| Stories | verhalen |
| **Menselijk lichaam** | |
| Cells | Cellen |
| Clinical | Klinisch (betreft het ziekenhuis/ziekte) |
| Depression | Depressie, somberheid |
| Diet | Voeding, dieet |
| disease | Ziekte |
| Genes | Genen |
| Genetic | Genetisch |
| health | gezondheid |
| Heart | Hart |
| human | menselijk, mens |
| Innate | Aangeboren |
| Mental | Geestelijk, mentaal |
| Offspring | Nakomeling(en) |
| Pharmaceutical | Farmaceutisch (geneesmiddelen producerend) |
| physical | Lichamelijk, fysiek |
| Psychological | Geestelijk, psychisch |
| Sense | Gevoel |
| To sense | Waarnemen |
| Treatment | Behandeling (van ziekte), hoe je met mensen/dieren omgaat |
| **Algemeen** | |
| ability | bekwaamheid |
| To be able to | In staat zijn om |
| to accept | accepteren |
| access | toegang |
| actually | eigenlijk, in feite |
| Additional | Bijkomend |
| Advice | Advies |
| Amount | Hoeveelheid |
| apparently | Blijkbaar |
| To appear | (ver)schijnen |
| to argue | beweren/stellen, ruzie maken |
| Attention | Aandacht |
| Average | Gemiddeld |
| To avoid | vermijden |
| Based on | Gebaseerd op |
| Beyond | Verder/meer dan, buiten …. Om |
| Bias | Vooroordeel, neiging, tendens |
| By accident | Per toeval |
| Certain | Zeker, bepaald |
| to change | veranderen |
| Circumstances | omstandigheden |
| common | gewoon, veel voorkomend |
| Competition | Wedstrijd |
| Complex | ingewikkeld |
| concern | bezorgdheid |
| Conditions | Omstandigheden |
| consequences | gevolgen |
| Consistent | Consequent |
| Contents | Inhoud |
| To contribute | Bijdragen |
| Controversial | Omstreden, controversieel |
| Current | Tegenwoordig, huidig |
| To decide | Besluiten |
| Delivery | Bezorging |
| Easily | moeiteloos |
| effects | effecten, gevolgen |
| enough | Genoeg |
| Entirely | Geheel |
| Emphasis | Nadruk |
| Equality | Gelijkheid |
| Especially | Vooral |
| Exposed | Blootgesteld |
| Few | Weinige |
| Focus | Nadruk |
| Forced | Gedwongen |
| To gain | Winnen, meer van iets krijgen |
| generally, in general | in/over het algemeen |
| to happen | gebeuren |
| Huge | Reusachtig |
| To identify | Vaststellen, identificeren |
| To identify with | Vereenzelvigen met |
| Image | Beeld |
| To imagine | Voorstellen |
| Impact | Invloed |
| In particular | Voornamelijk |
| In practice | In de praktijk |
| Including | inclusief |
| (to) influence | Invloed, beïnvloeden |
| Interest | Belang |
| Involved | Betrokken |
| It amounts to | Het is gelijk aan, het komt neer op |
| To judge | Oordelen |
| likely | waarschijnlijk |
| Major | Ernstig, groot |
| To make sense | Ergens op slaan |
| To make sense of | Proberen te begrijpen |
| Matter | kwestie |
| To matter | Van belang zijn |
| necessarily | noodzakelijk |
| Ordinary | Gewoon (hoeft niet negatief te zijn) |
| particularly | in het bijzonder |
| perhaps | misschien |
| phenomenon | fenomeen |
| Potential | Vermogen |
| Precisely | Precies |
| Presence | Aanwezigheid |
| To prevent | voorkomen |
| pressure | druk |
| probably | waarschijnlijk |
| Proportion | Gedeelde |
| Purpose | Doel |
| Quite | Nogal, geheel |
| Radiation | straling |
| range | Bereik, reeks |
| Reality | Werkelijkheid, realiteit |
| Regard | Aandacht, achting |
| Remarkable | Opmerkelijk |
| Response | Antwoord, reactie |
| Similar | Gelijk |
| Sources | Bronnen |
| To spread | Zicht uitstrekken, zich verspreiden |
| To state | Vaststellen |
| To tackle | Iets (op een bepaalde manier) aanpakken |
| Terms | Termijnen |
| Usually | Gewoonlijk |
| Value | Waarde |
| Whether | Of |
| Worth | waarde |

Let op, Engelse woorden kunnen vaak op meer dan een manier gebruikt worden. Bijvoorbeeld als werkwoord en als zelfstandig naamwoord.

Bijvoorbeeld:

A regret = iets waar je spijt van hebt

To regret = spijt hebben van

Ook kun je van een zelfstandig naamwoord met vaste voor- of achtervoegsels weer andere woorden maken, die wel allemaal ongeveer hetzelfde betekenen. Kijk dus, voor je een woord gaat opzoeken, of dat kan.

Regret – regrettable, regretfully = het heeft allemaal met spijt te maken. Als je dus een stuk van een woord herkent, kun je daar heel veel aan hebben.

Een paar veel gebruikte achtervoegsels:

less = loos, zonder

ruthless = meedogenloos

Flawless = foutloos

Useless = nutteloos

Effortless = zonder inspanning (wij hebben niet altijd een woord met -loos erachter!)

Able = -baar, je kunt er dit of dat mee doen

Available = beschikbaar

Regrettable = betreurenswaardig

Readable = leesbaar

Profitable = winstgevend