



**PROFESSIONELE BACHELOR IN HET ONDERWIJS
SECUNDAIR ONDERWIJS**

Bachelorproef

**Materiaalontwikkeling 7BSO
zelfstandig Engels leren**

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Voorwoord

Op dit eigenste moment bekijkt U een bachelorproef met als thema: materiaalontwikkeling voor leerlingen in het 7^{de} jaar bso zodat ze zelfstandig binnen het vak Engels kunnen werken. Deze bachelorproef is geschreven in het kader van mijn opleiding: leraar secundair onderwijs aan de PXL in Hasselt.

Dit is het resultaat van een project in het Technisch Instituut Heilig Hart in Hasselt gedurende één schooljaar. Bij deze wil ik het TIHH bedanken voor deze mogelijkheid. Verder gaat mijn dank ook uit naar mijn promotor Sarah Awouters, voor de steun en begeleiding gedurende dit project. Als laatste wil ik ook het 7^{de} jaar bso bedanken voor de samenwerking aan dit geheel.

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Nele Loubele

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Inleiding

Ik ben een leerling en een leerling is mijn leer-kracht.

Het scenario waarbij een leerkracht zijn les zuiver ex cathedra brengt, wordt vandaag in vraag gesteld. Als leerkrachten zijn we ook coaches en ondersteunen we het leerproces van ons publiek. We zijn begeleiders geworden omdat de visie vandaag is dat de leerlingen zelf hun ontwikkeling in handen moeten nemen.

Deze gedachte ligt aan de basis van deze bachelorproef. In dit verslag vindt u materiaal dat ontwikkeld werd voor een 7^{de} jaar bso in het Technisch Instituut Heilig Hart in Hasselt. De leerlingen zullen zelfstandig werken voor het vak Engels.

De grootste uitdaging in dit project ligt niet per se bij het zelfstandige werken. Het belangrijkste aspect in deze proef is het publiek. De leerlingen van het 7^{de} jaar bso zijn zeer verschillend op het vlak van hun kennis van het Engels. Sommige leerlingen hebben nooit eerder Engels gekregen op school terwijl anderen al verder staan door het volgen van Engelstalige series of het luisteren naar muziek. Enkele leerlingen hebben zelfs een goede kennis van het Engels en verlangen naar een grotere uitdaging.

Deze samenstelling zorgt ervoor dat er veel gedifferentieerd zal moeten worden om iedereen de kans tot persoonlijke groei te geven. Want onderwijs dient niet meer alleen om iedereen op een basisniveau te krijgen, het wil iedere leerling de beste mogelijkheden bieden om verder te groeien, om zich maximaal te ontplooien.

Om dit te bereiken en toe te passen in het materiaal, heb ik mij moeten inlezen. De uitkomst hiervan vindt u verder in dit verslag.

Allereerst ben ik opzoek gegaan naar zaken die de leerprestaties van leerlingen beïnvloeden. Deze heb ik besproken in deel één van mijn bachelorproef. Hier hebben we het over: de persoonlijkheid, de motivatie en de omgevingsfactoren van de leerling. Vervolgens probeer ik erachter te komen of ik veranderingen kan aanbrengen bij één of meerdere van deze factoren. Want dat zou willen zeggen dat ik hierdoor hun leerprestaties kan beïnvloeden. Hiervoor bekijk ik in deel twee de soorten differentiatie die deze factoren kunnen doen veranderen.

In het derde deel bespreek ik hoe ik deze voorgaande kennis heb verwerkt in het effectieve materiaal dat de leerlingen zullen ontvangen.

Na deze korte schets van deze bachelorproef wil ik graag even terugkomen op de eerste zin in deze inleiding. Ik ben zelf een leerling. Elke dag leer ik nieuwe dingen bij die mij helpen om een coach te zijn en leerlingen te begeleiden in hun ontwikkelingsproces. Een leerling is mijn *leer-kracht*. Dit heeft alles te maken met het feit dat leerlingen mij de kracht geven om nieuwe dingen uit te zoeken. Het publiek waarvoor dit project gemaakt is, heeft ervoor gezorgd dat ik nieuwe wegen moest ontdekken. Deze bachelorproef is dan ook gericht naar leerkrachten, want misschien krijg jij ook leerlingen in jouw klas die deze aanpak gebruiken kunnen.

1 Resultaat als functie van meerdere parameters

Tot niet zo heel lang geleden was onderwijs eigenlijk vooral een vorm van kennisoverdracht die ook vaak heel erg éénrichtingsverkeer inhield. Leerkrachten waren de enige correcte bron voor de juiste informatie en de leerlingen hadden enkel mee te volgen en te studeren. Het concept van competentiegericht onderwijs en daarenboven het concept van het ontwikkelen van de eigen competenties van de leerlingen is nog erg jong. Als we een datum zouden moeten plakken op het ogenblik waarop wij beseften dat leerlingen reeds een aantal competenties hebben die ons vertrekpunt zijn om mee aan de slag te gaan, zou deze datum zich niet zo heel ver voor “gisteren” situeren.

We weten vandaag dat het gewoon ook betere resultaten oplevert als we leerlingen laten leren op een manier die hen ligt, die het leren voor hen ook aangenamer maakt. Dit vinden we terug in de theorie van ‘meervoudige intelligentie’ van Howard Gardner. Hij geeft met zijn theorie aan dat leerlingen op verschillende manieren intelligent zijn.¹

Hier vertrekken we vanuit het idee dat iedere persoon een bepaalde voorkeur en aanleg heeft voor het opnemen, verwerken en onthouden van informatie. Men kan auditief, visueel, kinesthetisch ... aangelegd zijn. Als leerkracht kunnen wij dus best op verschillende manieren ons materiaal aanbieden zodat meerdere zintuigen de informatie op kunnen vangen en aldus de kans op geslaagde overdracht verhogen.

Vandaag plaatsen we meer en meer niet de lesmethode of het lesprogramma maar de individuele leerbehoefte van leerlingen centraal. In deze context is het natuurlijk belangrijk om na te gaan welke factoren uiteindelijk impact zullen hebben op het resultaat dat een leerling zal behalen. Aangezien er vrij veel gesproken wordt over deze thematiek en er ook wel voor iedere visie een argumentatie terug te vinden is die “zou kunnen kloppen” heb ik in eerste instantie opzoeken gedaan naar argumentatie die ook onderbouwd wordt door wetenschappelijk onderzoek.

¹ Meervoudige intelligentie van Howard Gardner (1983)

1.1 Persoonlijke kenmerken & achtergrond van de leerling

Mensen verschillen van elkaar. Gelukkig maar, want dat maakt onze wereld zoveel mooier. Daar staat logischerwijze tegenover dat leerlingen die ieder met hun eigen persoonskenmerken aan een studieopdracht beginnen, ook ieder een eigen verhaal hebben.

't Lam (2014) bestudeert in *De invloed van persoonlijkheidskenmerken op schoolprestaties van jongeren* of de Dark Triad persoonlijkheidsfactoren bovenop de Big Five persoonlijkheidsfactoren unieke voorspellers zijn van schoolprestaties. Verder bekeek hij ook of de Dark Triad variabelen een negatief effect hebben op de schoolprestaties van een leerling. De studie maakt het tevens mogelijk om eerder onderzoek naar de invloed van de Big Five variabelen opnieuw te toetsen. De Big Five persoonlijkheidsfactoren zijn bipolair van aard: dit wil zeggen dat de factor weergegeven wordt als een waarde tussen twee uitersten. De vijf factoren van het hiërarchische Big Five model kunnen samen een persoonlijkheid verklaren:

- Extraversie: deze factor geeft aan in welke mate je als persoon naar buiten (of juist naar binnen) gericht bent. Hij meet in hoeverre de omgeving bepalend is voor iemands ervaringen en gedrag;
- Vriendelijkheid: is de mate waarin een persoon met anderen kan opschieten;
- Neuroticisme: deze factor is een indicator voor emotionele stabiliteit;
- Openheid: onder deze factor wordt de mate van creativiteit, nieuwsgierigheid en openheid gemeten;
- Ordelijkheid: deze factor is een maat voor hoe ordelijk en plichtsgetrouw een persoon zich gedraagt.

Voorafgaandelijk aan 't Lam (2014) had Poropat (2009) al voor een steekproefgroep van 70.000 leerlingen en studenten geconcludeerd dat er een matig effect is van 'ordelijkheid' op schoolprestatie en dat er een licht effect is van 'openheid' en 'vriendelijkheid' op schoolprestatie.

't Lam (2014) verstaat onder de Dark Triad persoonlijkheidsfactoren drie sociaal onwenselijke persoonlijkheidstrekken: machiavellisme, narcisme en psychopathie.

- Kenmerken van machiavellisme zijn het manipuleren en bedriegen van mensen om je zin te krijgen;
- Narcisme wordt in verband gebracht met het leiden aan groothedswaanzin, jezelf beter vinden dan anderen en beter behandeld willen worden dan anderen;
- Kenmerken van psychopathie zijn het hebben van weinig tot geen empathie en erg impulsief handelen.

Hij verwijst in dit verband ook naar Paulhus & Williams (2002). De volgende conclusies werden door 't Lam (2014) getrokken:

- Verwijzend naar de Big Five persoonlijkheidsfactoren: wanneer leerlingen hoog scoren op (vooral) ordelijkheid, (maar ook op) openheid en vriendelijkheid zullen zij gemiddeld hoger scoren op schoolprestaties.
- Verwijzend naar de Dark Triad persoonlijkheidsfactoren: wanneer een leerling hoog scoort op psychopathie nemen de schoolprestaties van deze leerling af;

Zijn onderzoek bevestigt met andere woorden de bevindingen van Poropat, maar voegt er de *Dark Triad* component aan toe.

Samengevat kunnen we stellen dat een leerling die niet hoog scoort op psychopathie, qua ingesteldheid open en vriendelijk is en die vooral ordelijk werkt betere kansen heeft op een goed studieresultaat dan een leerling bij wie dit niet zo is.

1.2 Motivatie

Goes (2009) concretiseert aan de hand van onderzoek de algemene stelling dat motivatie een belangrijke factor blijkt te zijn voor goede resultaten in het onderwijs. Bovendien toont zij op wetenschappelijke wijze aan dat eerder intrinsiek² gemotiveerde leerlingen doorgaans hogere cijfers behalen dan leerlingen die eerder extrinsiek³ gemotiveerd zijn. De conclusies aan het einde van haar onderzoek zijn formeel: *“Het heeft inderdaad een positief effect op schoolprestaties wanneer leerlingen intrinsiek gemotiveerd zijn. Aangezien autonomie een belangrijke factor is bij het hebben van intrinsieke motivatie, en dit ook in dit onderzoek wordt bevestigd, is het belangrijk dat leerlingen ondersteund worden in hun zelfstandigheid.”*

Volgens Clement & Laga (2006) komt motivatie voort uit de interactie tussen persoonlijke en situationele kenmerken. Dit wil zeggen dat een persoon vanuit zichzelf gemotiveerd is om een bepaalde taak uit te voeren en dat bepaalde elementen in een context de motivatie van die persoon nog kunnen beïnvloeden. Motivatie wordt aldus beschouwd als een dynamisch proces. Volgens Clement & Laga (2006) is het daarom belangrijk om voor ogen te houden dat de motivatie van leerlingen geen stabiel, maar een veranderbaar gegeven is waarbij allerlei contextuele gegevens hun motivatie kunnen beïnvloeden. Hierbij is vooral de perceptie die de leerlingen van de context hebben van belang.

Aangezien een intrinsieke motivatie voor betere prestaties zorgt, moet men vooral streven naar een verbetering hiervan. Het onderhouden van de reeds aanwezige motivatie is belangrijk maar daarbij ook het aanmaken van verse nieuwe motivatie. Clement & Laga maken ook duidelijk dat er op verschillende manieren kan worden ingespeeld op motivatie:

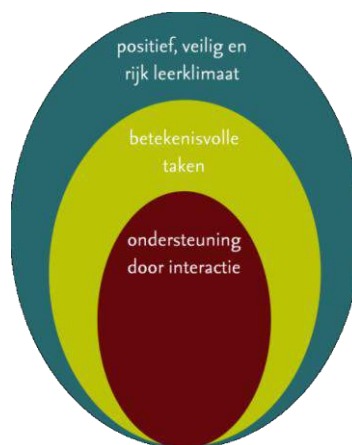
- zelf een motiverend model voor de studenten te zijn;
- de nieuwsgierigheid van studenten te wekken op het vlak van kennis;
- laten aanvoelen dat iets leren belangrijker is dan presteren;
- positieve feedback te geven;
- studenten de mogelijkheid te geven om bepaalde keuzes te maken;
- uitdagende doelen voorop te stellen;
- te werken met authentieke en levensechte taken.

² Intrinsieke motivatie volgens Clement en Laga (2006) verwijst naar de mate waarin studenten worden gemotiveerd door de inherente kenmerken van het studeren. Studenten studeren omdat ze graag studeren. Het doel van het stellen van de activiteiten is gelegen in de activiteiten zelf. Nieuwsgierigheid, interesse, genoegen in het oplossen van problemen zijn uitingen van intrinsiek gemotiveerd gedrag.

³ Extrinsieke motivatie volgens Clement en Laga (2006) verwijst naar de mate waarin studenten gemotiveerd zijn voor activiteiten omdat ze verwachten dat deze activiteiten leiden naar positief ingeschatte gevolgen die niet inherent verbonden zijn met studeren. Streven naar goede resultaten zonder meer (korte termijn) of naar sociale status ten gevolge van het behaalde diploma (lange termijn) zijn uitingen van extrinsieke motivatie.

1.3 Omgevingsfactoren

Bij het Centrum voor Taal en Onderwijs stellen Versteden, Philips, & Loman in juni 2014 dat een krachtige leeromgeving de basis is om te differentiëren tussen leerlingen. Zij nemen het standpunt in dat *“Lesgeven zonder te differentiëren leerlingen af doet haken.”* en werken een en ander uit aan de hand van onderstaand grafisch model:



Figuur 1:
De krachtige leeromgeving als basis
© CTO 2014

De combinatie van deze drie concentrische vormen schetst hoe het CTO vindt dat er maximaal gewerkt wordt aan een zo krachtig mogelijke (taal)leeromgeving voor iedere individuele leerling. Zij verwijzen ook naar Verhelst (2006) en geven eigenlijk een andere invulling aan het begrip differentiëren: Voor hen kan de klaspraktijk in de door hun vooropgestelde krachtige (taal)leeromgeving immers juist vertrekken van de verschillen tussen de leerlingen.

- Een positief, veilig en rijk leerklimaat:
Wanneer leerlingen zich gewaardeerd, gerespecteerd en competent voelen, staan zij open voor prikkels vanuit hun omgeving en beginnen ze te onderzoeken. Het is daarom nodig dat iedere individuele leerling kan en durft vertrekken vanuit zijn persoonlijke beginsituatie. Dit zien wij ook terug in de leerplannen die aangeven dat spreekdurf in een nieuwe taal al zeer belangrijk is.
- Betekenisvolle taken:
Wanneer we leerlingen de kans bieden om bezig te zijn rond taken die aansluiten bij hun persoonlijke interesses en leefwereld worden ze ook gestimuleerd om met elkaar en met de leerkracht in interactie te gaan (over de taak) waarbij uiteindelijk heel veel taal opgepikt wordt. Taken die voor verschillende leerlingen betekenisvol zijn verhogen hun betrokkenheid en motivatie, en de moeilijkheidsgraad van de taak wordt voor een deel opgeheven. Ze zijn actiever bezig met de leerstof en dit verhoogt de kans op positieve resultaten.

- **Ondersteuning door interactie:**
Het CTO is van mening dat in interactie gaan met leerlingen veel kansen biedt om leerlingen tegen te komen op hun eigen niveau en hen daar dan ook ondersteuning voor aan te bieden. Door inzicht te krijgen in hun individuele denkprocessen kan je er als leerkracht ook heel gericht op in spelen. De interactie hoeft trouwens zeker niet alleen tussen leerling en leerkracht plaats te vinden: ook interactie tussen leerlingen, bij voorkeur in heterogene groepen, is een krachtige differentiatievorm. Leerlingen zullen immers ook elkaar vooruit helpen. Ook door deze interactie kan de betrokkenheid dusdanig verhogen dat de leerlingen meer kans hebben op succeservaringen.

Die interactie met de leerlingen zorgt ervoor dat een leerkracht beter kan inschatten wat de capaciteiten van de leerling zijn. Zoals al eerder vermeld brengt dit ook meer groeikansen met zich mee. Dit zegt ook Vygotsky⁴ die met zijn theorie van de 'Zone van Naaste Ontwikkeling' aantoont dat de leerling zelfstandig kan werken maar toch net dat tikkeltje meer kan als de leerkracht een goede kennis heeft van zijn publiek. Vygotsky geeft met een afbeelding weer wat een leerling zelf kan bereiken. Dit noemt hij het actuele ontwikkelingsniveau. De zone van de naaste ontwikkeling gaat over de zone die zich hier nog rond situeert. Met ondersteuning van buitenaf kan een leerling meer bereiken. Hier kunnen wij de leerkracht plaatsen die net dat duwtje geeft aan de leerling om meer te kunnen. Dit wordt ook wel het hogere ontwikkelingsniveau genoemd. De zone die nog verder reikt wordt wel eens de zone van discomfort genoemd. Dit om de simpele reden dat deze opdrachten, activiteiten... te moeilijk zijn voor de leerling. Wanneer leerlingen het gevoel krijgen dat iets onhaalbaar is, kunnen ze vluchten, een negatieve ervaring krijgen, faalangst ervaren... Dit kan niet enkel zorgen voor slechtere schoolprestaties, dit kan ook zorgen voor een dalende motivatie.



Figuur 2
Vygotsky's zone van naaste ontwikkeling
© kurtpeys.blogspot

⁴ Vygotsky, L. (1896-1934). *Mind in society: The development of higher psychological processes*, Cambridge, 1978.
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1.4 Persoonlijke reflecties

Tot nu toe heb ik in de voorgaande tekst de drie factoren besproken die volgens de literatuur de grootste impact hebben op het studieresultaat van de leerlingen. Uit de uitgevoerde literatuurstudie blijkt duidelijk dat zowel de persoonskenmerken en achtergrond van de leerling als zijn motivatie en de omgevingsfactoren waarin de leerling verkeert objectieve elementen zijn die het studieresultaat van de leerling zullen beïnvloeden.

Ik ben echter van oordeel dat we er best aan zouden doen om dit niet te benaderen als drie los van elkaar staande factoren. In een dergelijke benadering gaan we er immers van uit dat ieder van deze factoren tot een bepaald effect kunnen leiden, en daardoor hun bijdrage leveren aan het eindresultaat. Maar wat dan als er op het vlak van één van deze factoren iets “niet-ideaal” verloopt? Moet dit dan echt per definitie een onoverkomelijk probleem zijn? Ik pleit eerder voor een benadering waarbij deze elementen beschouwd worden als drie randvoorwaarden van het individuele studietraject waarin de leerling verkeert en die ieder hun bijdrage kunnen leveren om het verloop van dit individuele studietraject te optimaliseren. Het is vooral de gecumuleerde bijdrage die telt, veel meer dan de bijdrage van ieder van de drie specifieke factoren. Ik ben wel van mening dat wanneer je als leerkracht deze kaart wil trekken, je er per definitie ook voor kiest om betrokken te zijn bij wie je leerlingen nu juist zijn. Welke zijn hun persoonlijke kenmerken en achtergrond, wat is hun motivatie en vooral: hoe ga ik hier mee om? Een leerkracht heeft immers niet veel mogelijkheden tot ingrijpen op de leerlingen hun persoonlijke kenmerken, weinig op hun motivatie, maar kan wel impact hebben op de omgevingsfactoren, want als hun leerkracht ben je tenminste voor een stuk degene die deze mee bepaalt.

De reden waarom ik deze benadering als randvoorwaarden wil toepassen ligt er in dat de besproken objectieve elementen niet los van elkaar staan maar wel degelijk op elkaar inspelen. Met een voorbeeld wil ik dit duidelijk maken: Wanneer we inderdaad taken gaan behandelen die aansluiten met de persoonlijke interesses van de leerlingen bepalen we een aantal van de omgevingsfactoren. Daarnaast is het zo dat we in de perceptie van de leerling een heel stuk meer “ bezig zijn met dingen die hem of haar interesseren ” en dit kan niet anders dan meespelen in zijn intrinsieke motivatie: leerlingen zijn uiteraard meer gemotiveerd om actief mee te werken in een context die hen persoonlijk meer interesseert. Ik sluit hiermee overigens aan op de visie van Clement en Laga (2006).

2 Door differentiatie van het aanbod de impact verhogen

Eerder werd reeds aangehaald dat iedere leerling verschillend is en dat er in het moderne onderwijs duidelijk gestreefd wordt naar het centraal plaatsen van de individuele leerling in het bepalen van de onderwijsstrategie. Dit past ook logischerwijze in de conclusies van hoofdstuk 2: We zijn er allemaal van overtuigd dat in de ideale wereld het onderwijs zich maximaal focust op het individu en vooral de leerling een belangrijke rol speelt om zichzelf maximaal te ontplooiën.

Bray en McClaskey (2013) hebben het over ‘gepersonaliseerd leren’. Zij merken op dat velen vandaag op zoek zijn naar een alternatief voor het “one-size-fits-all” onderwijs dat we tot niet zo lang geleden als enig en zalmakend beschouwden. Daarbij stellen ze bovendien vast dat hierbij meerdere begrippen (soms nogal chaotisch) door elkaar gebruikt worden om te beschrijven wat hun alternatieve methode nu juist doet.

Ze wijzen er met name op dat *individualisatie* en *differentiatie* technieken zijn die weliswaar op dezelfde vraagstelling proberen een antwoord te geven, maar hoedanook wezenlijk verschillen. Hier wordt bij het NMC Horizon project & Stichting Kennisnet (2015) dieper op in gegaan met het volgende overzicht als resultaat:

Personalisatie – differentiatie – individualisatie

Personalisatie	Differentiatie	Individualisatie
De leerling <i>stuurt zijn of haar eigen leerproces</i>	De leraar <i>geeft les aan groepen leerlingen</i>	De leraar <i>geeft les aan individuele leerlingen</i>
<ul style="list-style-type: none"> • Verbindt het leren aan eigen interesses, passies en ambities • Ontwikkelt de vaardigheden om zelf de juiste technologie en hulpmiddelen te kiezen en te gebruiken • Bewijst dat hij/zij stof beheerst in een competentiegericht model • Gebruikt toetsing <i>om</i> te leren • Wordt zelfsturende leerling die eigen voortgang bijhoudt en reflecteert op basis van beheersing van stof en vaardigheden 	<ul style="list-style-type: none"> • Stemt onderwijs af op de leerbehoeften van groepen leerlingen • Selecteert technologie en hulpmiddelen gericht op de leerbehoeften van groepen leerlingen • Houdt voortgang bij op basis van Carnegie units (contacturen) en niveau • Gebruikt toetsing <i>voor</i> het leren • Gebruikt data en toetsen om groepen en individuele leerlingen voortdurend feedback te geven ter bevordering van het leren 	<ul style="list-style-type: none"> • Voorziet in leerbehoeften van de individuele leerling • Selecteert technologie en hulpmiddelen gericht op de leerbehoeften van de individuele leerling • Houdt voortgang bij op basis van Carnegie units (contacturen) en niveau • Gebruikt toetsing <i>van</i> het leren • Gebruikt data en toetsen om voortgang te bevestigen en te rapporteren wat de individuele leerling heeft geleerd

Figuur 3
Vergelijking personalisatie – differentiatie – individualisatie
© Stichting Kennisnet 2015

De ervaring leert ons dat het niet vanzelfsprekend is om individuele trajecten per leerling op te zetten. Dit belooft een zeer arbeidsintensieve werkwijze, en de maatschappelijke context is er vandaag niet direct naar dat het onderwijs hier op korte termijn extra middelen voor zal krijgen.

Struyven (2015) zoekt ook naar een oplossing voor het probleem dat individuele trajecten opzetten in de klas vandaag niet haalbaar is als ze zegt: Binnenklasdifferentiatie betekent niet dat je leerlingen individueel lesgeeft, je blijft werken met een klasgroep. Maar iedereen in de klas werkt wel aan dezelfde doelstelling: **start together, finish together**. Het is perfect mogelijk dat de ene groep slechts het basisniveau haalt, en de andere daar gesofisticeerde dingen mee doet. Belangrijk is dat iedereen tot leren komt. Op het einde van de les of lessenreeks komt de klas terug samen en kunnen de leerlingen bespreken wat ze geleerd hebben.

Er bestaat een brede consensus over het feit dat we tenminste de ambitie moeten hebben om zoveel mogelijk naar het individu toe te werken. Versteden, Philips & Loman (2014) nemen het standpunt in dat we er eigenlijk niet meer onder uit kunnen: *“om ervoor te zorgen dat elke leerling tot leren komt, moeten leerkrachten inspelen op de diversiteit van hun klasgroep en dus differentiëren tussen leerlingen. Wie op geen enkele manier differentieert gaat er immers vanuit dat de ontwikkeling van elke leerling op dezelfde manier en aan hetzelfde tempo verloopt. Lesgeven zonder te differentiëren doet leerlingen dan ook afhaken.”* Differentiatie dient een principe te zijn dat in iedere omstandigheid en op ieder ogenblik toegepast wordt.

2.1 Niveaudifferentiatie als middel tot optimalisatie van de persoonlijke ontwikkeling

Eigenlijk is de titel van deze paragraaf niet zo gelukkig gekozen. Struyven (2015) stelt dat je als leerkracht niet moet spreken over 'sterke' of 'zwakke' leerlingen, of over het 'niveau' van je leerlingen. Wel over hun 'leerstatus'. Waar een leerling staat in zijn leerproces is per definitie een momentopname. Die leerstatus kan veranderen.

Er zijn verschillende manieren om leerlingen zaken aan te leren naar hun leerstatus. We differentiëren in dit onderdeel telkens in functie van het niveau van de leerling. Dit niveau stel je vast op basis van observatie en meetgegevens, bijvoorbeeld door het afnemen van een toets aan het begin van een thema of lesperiode. De resultaten van deze toets geven inzicht in het beheersingsniveau van een leerling van de stof en de potentiële moeilijkheden. De klas wordt op deze manier verdeeld in verschillende instructieniveaus.

We kunnen een aantal soorten niveaudifferentiatie onderscheiden van elkaar. De Boer & Al.(2013) bieden een aantal mogelijkheden aan om in te spelen op het niveau van de verschillende leerlingen in de klas. Een zeer belangrijk uitgangspunt van differentiëren is dat je altijd aansluit op de onderwijsbehoeften van de leerlingen.

- Allereerst kunnen we voor verschil zorgen in de instructie. In de klas merken we dat sommige leerlingen direct mee zijn met de oefening en dat anderen nog een beetje meer uitleg nodig hebben. Zelfstandig werken kan hierbij ideaal zijn voor de 'snellere' leerling en intussen kan de leerkracht de instructie uitbreiden of parafaseren.
- De Boer & Al. verwijzen ook naar de taxonomie van Bloom om te kunnen aansluiten bij het denkniveau van leerlingen. Bloom gaat uit van lagere orde (4 t/m 6) en hogere orde (1 t/m 3) denkvragen. Hogere orde denkvragen zijn uitermate geschikt om snel denkende leerlingen uit te dagen. Daarvoor hebben zij ook de lagere orde denkvragen nodig (onthouden van kennis en toepassen). Lagere orde denkvragen bieden de mogelijkheid om zwakkere leerlingen zelfvertrouwen te laten opdoen omdat ze de vragen kunnen beantwoorden, opbouwend naar hogere orde denkvragen. De hogere orde vragen richten zich eerder op kritisch nadenken, discussieren en probleemoplossend denken. Het gaat hier dus over analyseren, creëren en ook evalueren. Dit terwijl de lagere orde vragen zich eerder focussen op de vaardigheden: onthouden, begrijpen en (deels) toepassen.

Er zijn nog meer soorten van differentiatie. We kunnen ook het verschil doortrekken naar de leerstof.

Sommige leerlingen hoeven dan bijvoorbeeld niet alle oefeningen te maken of te kunnen maken. De leerkracht selecteert weloverwogen wat deel uitmaakt van de basisleerstof. (Deze manier van differentiëren krijgt regelmatig kritiek vanwege de mogelijkheid tot onduidelijkheid van de te kennen leerstof.)

Verder kunnen we ook de tijd aanpassen. In een aantal gevallen kan meer tijd ervoor zorgen dat opdrachten nauwkeuriger gemaakt worden.

Niveaugericht differentiëren kan je als leerkracht ook doen door bij het opstellen van opdrachten de moeilijkheidsgraad niet-lineair te laten verlopen. Klassiek verdelen we vaak punten evenredig over meerdere deelopdrachten die dan ook allemaal vergelijkbaar van moeilijkheidsgraad zijn. We kunnen echter ook nadenken over opdrachten waarbij de punten voor de helft verdiend zijn als de leerling over een aantal deelopdrachten heen bewijst de norm te halen voor wat de basisleerstof betreft. (De leerling die dan voldoet aan de norm is ook geslaagd). De inhoudelijke prestatie die geleverd moet worden om “méér dan de norm” te behalen kan echter een sterker stijgende lijn vertonen: op deze manier kunnen “uitblinkers” ook nog een uitdaging vinden in de opdracht.

2.2 Differentiatie op basis van inhoud (persoonlijke interesses & aanleg) als middel tot optimalisatie van de functionele ontwikkeling

In deze paragraaf bekijken we de inhoud. Om alle mogelijke misverstanden te vermijden moeten we daarbij wel de volgende kanttekeningen maken:

- Welke leerstof er in de lessen behandeld zal worden is een opgelegde randvoorwaarde: hier kunnen of mogen we dus niet veel aan veranderen;
- Inhoud en niveau zijn begrippen die best nauw bij elkaar aanleunen. In deze context verwijs ik echter met de term 'inhoud' naar het onderwerp van de lessen (en dan vooral de mate waarin dit de interesse van de leerling stimuleert), en met de term 'niveau' naar de leerstatus waarop de leerling zich op een bepaald ogenblik bevindt.

Castelein et Al (2016) stellen dat afhankelijk van de lesinhoud gewerkt kan worden met heterogeen (leerlingen die van elkaar verschillen qua kenmerken) dan wel homogeen (leerlingen die zoveel mogelijk gelijk zijn qua kenmerken) samengestelde groepen. Het is zinvol om hier flexibel mee om te gaan, dat wil zeggen homogeniteit en heterogeniteit af te wisselen. De beide werkwijzes hebben immers hun voor- en nadelen. Systematisch streven naar homogeniteit zal er toe leiden dat groepen leerlingen met eenzelfde interesse in dat specifieke interessegebied een stuk verder gaan geraken dan het gemiddelde (er wordt actief ingespeeld op interesse en motivatie van de leerlingengroepen) terwijl andere groepen daar helemaal niet zo gemakkelijk aan de norm zullen geraken. Systematisch streven naar heterogeniteit zal er toe leiden dat leerlingen die minder geïnteresseerd / gemotiveerd zijn in specifieke onderwerpen baat zullen hebben bij de begeleiding en het voorbeeld van de sterkere leerlingen.

Het werken met voorgestelde groepsindelingen kan versterkt worden door hier op aansluitende werkvormen te gebruiken. Verder gaan we het nog uitgebreider hebben over differentiatie door middel van werkvormen, maar het is belangrijk om toch even aan te halen dat er raakvlakken kunnen zijn: Zoals er een tweedeling bestaat in de mogelijke groepssamenstelling bestaat er ook een tweedeling in werkvormen: convergerende en divergerende werkvormen.

Bij divergerende werkvormen wordt er zoveel mogelijk aangesloten op individuele leerbehoeften of behoeften van homogene groepen. De werkvormen ondersteunen dan de homogene groepen om zich maximaal te ontplooiën in hun interessegebieden. Bij convergerende differentiatie betekent een heterogene samenstelling van elke groep een meerwaarde om de opdrachten tot een goed einde te brengen. De werkvormen die hierbij gekozen worden ondersteunen de heterogene groepen om gezamenlijk de norm te behalen die gesteld wordt.

De keuze tussen beide hangt af van het doel dat de leerkracht voor ogen heeft voor de hele klasgroep. Een keuze voor convergentie houdt in dat de leerkracht focust op het bereiken van minimumdoelstellingen bij alle leerlingen, de verschillen tussen leerlingen worden daardoor potentieel kleiner. Leerkrachten die willen inzetten op het hoogst haalbare bij elke leerling, kiezen eerder voor divergerende werkvormen, de verschillen kunnen daardoor vergroten. In de praktijk proberen leerkrachten doorgaans beide na te streven door zowel minimumdoelen voorop te stellen als sterkere leerlingen uit te dagen. Dit doen ze door convergerende en divergerende werkvormen te combineren of af te wisselen.

2.3 Materiaalgerichte differentiatie als middel tot optimalisatie van de interesse

Zoals eerder reeds gesteld kunnen individuele leerlingen meer of minder auditief, visueel, kinesthetisch ... aangelegd zijn. Door op verschillende manieren ons materiaal aan te bieden kunnen meerdere zintuigen de informatie opvangen wat ons er bij helpt om de kans op een geslaagde overdracht te verhogen.

In de klassituatie wordt studiemateriaal gebruikt om de leeractiviteiten te ondersteunen en de leerlingen te helpen om de leerinhouden te verwerken. (verwerken = begrijpen & eigen maken) Clement en Laga (2006) stellen dat er geen eenduidig antwoord bestaat op de vraag welk studiemateriaal er voor welke leeractiviteit het meest geschikt is, maar geven wel een richting aan op welke manieren verschillende soorten studiemateriaal leren kunnen ondersteunen:

- Schriftelijk studiemateriaal wordt vaak gebruikt als voorbereiding dan wel aanvulling op een lesmoment, maar vooral ook om informatie op een gestructureerde manier aan te kunnen brengen. Het idee hierachter is om de leerlingen er bij te helpen om de leerinhouden ook op een gestructureerde manier te kunnen verwerken. Bij schriftelijk studiemateriaal denken we vooral aan cursusteksten, leer- of handboeken, readers, werkboeken, eventuele formularia...
- Geluidsmateriaal kan aangewezen zijn wanneer er auditieve doelen centraal staan. Een belangrijke beperking aan het gesproken woord is dat het een stuk sneller is dan het geschreven woord. (*scripta manent*) Waar dit in de geschiedenis er vaak toe geleid heeft dat men het dan maar achterwege heeft gelaten ten voordele van meer geschreven materiaal, moeten we er ons toch van bewust zijn dat het gelijktijdig aanbieden van geluidsmateriaal met verbale informatie (gesproken tekst) (al dan niet gecombineerd met bewegend beeld) een gunstiger effect heeft op het leren dan wanneer zuiver tekstueel verbaal materiaal aangeboden wordt. We mogen in ieder geval stellen dat een gepast gebruik van geluidsmateriaal op een complementaire manier aan het schriftelijk materiaal het leerproces ondersteunt.
- Beeldmateriaal: "Een beeld kan meer zeggen dan duizend woorden" zegt de uitdrukking, en beeldmateriaal kan inderdaad ingeschakeld worden voor een aantal functies: decoratief (zeker niet mee te overdrijven), verwijzend (er wordt d.m.v. een grafische voorstelling verwezen naar iets anders, wat ondersteunend kan werken bij het leggen van relaties) en tot slot een referentie naar de realiteit (dit hoeft niet per definitie naar de volledige en correcte weergave van die realiteit te betreffen: Realiteitsgetrouwe beelden kunnen verduidelijkend werken door meer precisie aan te brengen, maar deze precisie kan ook verwarrend werken omdat het aantal mogelijke aandachtspunten wordt vergroot.
- Het inzetten van multimedia (de combinatie van de hoger besproken studiematerialen) kan zinvol zijn om ondersteuning te bieden bij complexere processen die vaak moeilijk verbaal kunnen omschreven worden.
- Tot slot kunnen er geprogrammeerde instructie – simulaties en open informatieomgevingen ingezet worden ter ondersteuning van het leerproces. In deze context dient wel opgemerkt te worden dat de publicatie van Clement en Laga (2006) gericht zijn op studenten op hogeschool-niveau, waarvoor effectief een relevante mogelijkheid bestaat om zelfstudie van bepaalde thema's te doen met daartoe geschikt en specifiek daartoe ontwikkeld ICT-gebaseerd materiaal.

2.4 Differentiatie van de werkvormen als middel tot optimalisatie van de “overdracht”

Het differentiëren van werkvormen is een middel waarmee we bedachtzaam moeten omspringen.

Hier zijn twee aspecten aan:

- Als een eerste aandachtspunt moet er zeker rekening gehouden worden met het gegeven dat verschillende werkvormen op elkaar afgestemd worden. Indien hier niet voldoende aandacht aan gegeven wordt zal het bereikte effect immers omgekeerd zijn als het bedoelde effect. Verder ga ik hier dieper op in.
- Daarnaast stelt zich echter ook het probleem van de keuze: gaan we er enerzijds voor kiezen om –in het kader van het gepersonaliseerd leren- de focus te leggen op een of enkele werkvormen waar de individuele leerling maximaal gevoelig voor is, of gaan we daarentegen dezelfde begrippen via zoveel mogelijk verschillende werkvormen aan brengen teneinde deze begrippen op een repetitieve manier, zij het telkens onder een iets andere invalshoek, aan te brengen. In de leerlingboeken *Varia Engels* van uitgeverij Thiemen Meulenhof wordt dit principe ook toegepast: thema's, grammatica en woordenschat worden zoveel mogelijk cyclisch herhaald. De opdrachten zijn gevarieerd en stimuleren leerlingen om gebruik te maken van internet en boeken, op school of uit de bibliotheek. In *get started!* komen thema's aan bod zoals: classroom language, animals, food and cooking, colours and numbers. Transport, time, health, school. In *Britain, places and directions*, wild animals, the world around us.

Vertrekkende van het uitgangspunt dat elk van deze werkvormen bij dient te dragen aan de ondersteuning van studenten om het doel maximaal te realiseren, is het belangrijk dat deze werkvormen ook consistent zijn met elkaar en elkaar aanvullen.

Een valkuil waarvoor men waakzaam dient te zijn bestaat er in dat men veronderstelt dat studenten zelf de relatie leggen tussen wat ze in de verschillende werkvormen leren. De praktijk leert ons immers dat leerlingen dit niet altijd doen en soms zelfs helemaal niet kunnen.

Ontoereikende (metacognitieve) leeractiviteiten brengen met zich mee dat studenten de leerinhouden van verschillende werkvormen niet met elkaar in verband brengen. Het is dan ook belangrijk om het leggen van deze relaties expliciet te stimuleren en te ondersteunen tot studenten dit spontaan zelf doen.

Als leerkracht kan je de relatie tussen verschillende werkvormen onderling en met de doelstellingen aan de studenten duidelijk maken. Zo kan je de relaties herhaaldelijk verwoorden tijdens de verschillende werkvormen. Toch zijn er nog andere manieren om zowel de afstemming tussen de werkvormen onderling als tussen de werkvormen en de doelstellingen te verduidelijken aan leerlingen.

Een eerste aandachtspunt is de leerinhoud. Belangrijk is dezelfde termen, naamgeving, enz. te gebruiken in de verschillende werkvormen.

Een andere, voor de hand liggende, maatregel is het in tijd kort bij elkaar of zelfs geïntegreerd organiseren van de verschillende werkvormen.

Ook indien studenten moeten oefenen op het toepassen van een model, formule, theorie, enz. kan het zinvol zijn oefeningen sterk te integreren met de theoretische behandeling, in plaats van eerst de theorie aan te brengen en op een later tijdstip een aparte oefensessie te organiseren.

3 **Uitgangspunten bij het opmaken van het studiemateriaal**

Zoals in de inleiding toegelicht betreft de opdracht van deze Bachelorproef het aanmaken van studiemateriaal voor zelfstandig werken dat gebaseerd is op differentiatie teneinde tot een maximale persoonlijke ontwikkeling van de kennis van het Engels te komen. Uit de studie van wat de literatuur beschrijft rond differentiatie komt naar voor dat de vier middelen waarmee we kunnen gaan werken de volgende zijn:

- Niveaudifferentiatie als middel tot optimalisatie van de persoonlijke ontwikkeling
- Differentiatie op basis van inhoud als middel tot optimalisatie van de persoonlijke betrokkenheid
- Materiaalgerichte differentiatie als middel tot optimalisatie van de interesse
- Differentiatie van de werkvormen als middel tot optimalisatie van de “overdracht”

Het is duidelijk dat deze verschillende specifieke differentiatievormen ook bepaalde raakvlakken kunnen vertonen. Eerder dan hierdoor afgeschrikt te worden, ervaar ik dit als een uitdaging: als de ene differentiatievorm erg nauw begint aan te sluiten op de andere, betekent dit dat het eindresultaat zeker sterk geïntegreerd zal functioneren.

Zoals ik onder 2.4 reeds gesteld heb, vind ik het essentieel om betrokken te zijn bij wie je leerlingen nu juist zijn. Welke zijn hun persoonlijke kenmerken en achtergrond, wat is hun leerstatus, hun motivatie en vooral: hoe ga ik hier mee om? Zeker als je met een groep een aantal units wil gaan behandelen en daarbij de hierboven benoemde differentiatietechnieken wil gaan toepassen, moet je op voorhand weten welke mensen je voor je hebt zitten. We hebben bij de taxonomie van Bloom gezien dat het gebruikte materiaal afgestemd moet zijn op de leerstatus van de leerlingen. Verder zagen we ook bij Vygotsky dat we in de naaste leeromgeving van de persoon moeten blijven verkeren, omdat een te grote kloof tussen het gekende en het onbekende tot ontmoediging kan leiden.

Om het lesmateriaal te kunnen richten op de verschillende individuen en hen optimaal te kunnen aanspreken werd er eerst geprobeerd de leerstatus in kaart te brengen. Teneinde een en ander te kunnen objectiveren hebben we voorafgaandelijk een testing afgenomen die de leerstatus per leerling volgens het ERK bepaalt. De leerlingen die meewerken aan dit project kregen in juni 2015 een test die hun uiteindelijk een bepaald niveau zou aangeven. De test geeft aan of de leerlingen een A1, A2, B1, B2 of zelfs een C1 of C2 niveau halen voor Engels.

In een latere fase, vooral nadat de groep de verschillende units op deze wijze doorlopen heeft, wordt opnieuw dezelfde testing afgenomen. De resultaten van deze tweede testing zullen getoetst worden tegen de beginsituatie en samen met de evaluatie van het traject door de leerkracht een indicatie geven over de impact die met deze gedifferentieerde werkwijze kan bereikt worden.

3.1 Algemene basis voor elke unit

Zoals al eerder vermeld werd, hebben de leerlingen een test afgelegd in juni 2015. Deze gaf aan waar ze zich ongeveer bevinden in hun kennis van het Engels. De werkbundels zijn voornamelijk ook opgedeeld in drie niveaus. Elke leerling krijgt dus een bundel die in overeenstemming is met hun kunnen. Wanneer een leerling aangeeft dat hij of zij een ander niveau wil proberen, kan dit ook. De basis van deze redenering vinden wij terug in de theorie van Vygotsky.

Verder werd er ook getracht in te spelen op de interesses en noden van de leerlingen. Zo vulden de leerlingen van 7 en 6 bso van het Technisch Instituut Heilig Hart in Hasselt eerst een enquête in. Deze werd ook afgenomen in juni 2015. De uitkomsten hiervan liggen niet aan de basis van deze werkbundels maar hebben wel een invloed gehad op de invulling van enkele thema's. Solliciteren vonden de leerlingen belangrijk en muziek vonden ze interessant. Een taal spreken staat niet gelijk aan een taal kennen. Het leerplan geeft ons vijf vaardigheden om mee te werken: lezen, luisteren, schrijven, spreken en mondelinge interactie. Deze vaardigheden zijn in elke unit verwerkt en dit ook voor elk niveau.

Bij de start van het project kregen de leerlingen ook inloggegevens en meer uitleg over EDpuzzle. Dit is een platform op het internet dat het mogelijk maakt om video's af te spelen die eerder door de leerkracht hier werden geplaatst. Zo kunnen de leerlingen altijd de fragmenten terugvinden en er ten alle tijden zelfstandig mee aan de slag. EDpuzzle heeft nog een aantal voordelen als er correct mee gewerkt wordt. De leerkracht kan de vooruitgang van elke leerling bekijken. Vooruitgang betekent in deze context: welke video's er bekeken zijn en welke niet. Hierdoor heeft de leerkracht toch een inkijk in het werk van de leerling.

Daarnaast willen we de leerlingen nog meer zelfstandigheid aanbieden door hun zelf de woordenschat te laten bepalen die nieuw of moeilijk is. Ze kregen de opdracht om gedurende het hele jaar woorden te noteren die ze niet kenden of moeilijk vonden. Deze woordenschat schreven ze op en de betekenis konden ze ernaast noteren. Tijdens het schooljaar kan de leerkracht een toets maken op basis van de woorden die de leerlingen moeilijk vonden. Voor deze evaluatie mogen de leerlingen hun lijsten gebruiken. Zo worden harde werkers meer beloond voor hun werk en de leerlingen die natuurlijk al een goede kennis hebben van de woorden worden hierdoor ook niet benadeeld.

3.2 Lesunit 1: het beschrijven van personen

In de eerste lesunit die ik op deze manier aanpak gaan we het met de leerlingen hebben over solliciteren. Dit onderdeel werd gekozen op basis van een bevraging die de leerlingen invulden. Ze gaven zelf aan dat het nuttig kon zijn voor hun toekomst en daarom interessant om hierover te leren. Om deze ontwikkeling te optimaliseren, werken we vooral met niveaudifferentiatie. We spreken over 3 niveaus die we aanduiden met *elementary*, *intermediate* en *advanced*. Op deze manier kan elke leerling werken naar zijn persoonlijke leerstatus. Voor het eerste deel hebben we dit willen bereiken door de nadruk telkens op een ander deel van de leerstof te leggen. Zo gaat het er bij *elementary* voornamelijk om het beschrijven van personen. Teneinde voldoende activiteit uit te kunnen lokken staan de instructies er ook in het Nederlands bij. De *intermediate*-groep kijkt verder naar de persoonlijkheidskenmerken en leren ook formuleren of deze al dan niet een positief element zijn in iemands geschiktheid voor een bepaalde job. Het uiteindelijke doel is het schrijven van een cv. Op het *advanced* niveau willen we tenslotte de leerlingen op het niveau brengen dat ze vacatures kunnen opzoeken, lezen en begrijpen in het Engels. Bovendien moeten ze op een gepaste wijze een sollicitatiebrief kunnen schrijven voor een dergelijke vacature en hun eigen CV opstellen.

Binnen deze eerste lesunit worden er al groepen ingedeeld in functie van het niveau. In theorie is het uiteraard mogelijk om binnen iedere niveaugroep ook nog inhoudelijk te gaan differentiëren en op een subniveau homogene groepsindelingen toe te passen. In de praktijk is de totale populatie aan leerlingen echter vaak te beperkt om deze groepsverdeling op twee niveaus toe te passen. Men komt dan immers heel erg kort in de buurt van individuele begeleiding.

Binnen de respectievelijke groepen wil ik ook de opportuniteit aangrijpen om meerdere materiaalvormen in te zetten: ik denk hier bij dan aan de volgende mogelijkheden:

- audio: audio spreekt jongeren vaak heel erg aan, ik wil proberen hen hiermee uit te nodigen om in te gaan op de tekst;
- video: we leven vandaag heel erg in een beeldcultuur, waarin jongeren veel meer bezig zijn met YouTube, met het filmen van hun dagdagelijkse ervaringen met hun smartphone en deze te delen via het internet dan met het lezen van klassieke lesteksten. Door videofragmenten te introduceren en er daarna met hen over in dialoog te gaan, hoop ik de drempel te verlagen;
- leesteksten: het is niet omdat we in een beeldcultuur leven dat ik leesteksten helemaal wil weggooien, wel integendeel: het lezen van een tekst waarna er over de inhoud nagedacht wordt teneinde de gestelde vragen te kunnen beantwoorden blijft een waardevolle oefening in het leren van een taal.
- media in het algemeen: verdeeld over de verschillende groepen wil ik de leerlingen dingen laten opzoeken in de media: dit kunnen kranten zijn, tijdschriften, het internet,...

De achterliggende gedachte hierbij is dat ik door de inzet van verschillende materiaalvormen extra interesse / motivatie kan wekken bij de leerlingen omdat zij toevallig gevoeliger zijn voor het materiaal waarmee de taal aangebracht wordt. Voor deze unit heb ik gebruik gemaakt van vier video's die ondersteunend zijn voor de leerlingen. Het belangrijkste videofragment voor de *elementary*-groep is: First impression. De leerlingen zien uiteindelijk beter hoe een eerste indruk (niet) moet zijn.

Intermediate krijgt een voorbeeld te zien van een slecht sollicitatiegesprek zodat ze zelf weten waar ze op moeten letten bij hun sollicitatiegesprek dat later zal volgen. De laatste groep zal werken met een video over hoe ze een sollicitatiebrief moeten schrijven. In de klas zijn er ook tien vacatures voorzien die nodig zijn voor bepaalde oefeningen en ook voor de voorbereiding van het effectieve sollicitatiegesprek. Deze vacatures zijn authentiek en daarom handiger voor de leerlingen. Om nog meer leerlingen aan te spreken, hebben we ook gebruik gemaakt van media. *Elementary*-leerlingen mogen een bepaalde website gebruiken om een 'Wordle' te maken over hun eigen eigenschappen. Ze mogen hun kennis ook meteen toetsen bij een online spelletje 'Wie is het'.

Qua differentiatie van werkvormen kom ik tot de conclusie dat een en ander toch ook vaak geassocieerd zal zijn aan het niveau: Volledig zelfstandig een eerder abstract gestelde opdracht uitwerken zal eerder aansluiten bij de groep *advanced*, terwijl het invullen van woorden uit een lijst in de gepaste ontbrekende stukjes van zinnen eerder zal aansluiten bij de groep *elementary*. Zo eindigen de leerlingen van de *elementary*-groep met een presentatie waarin ze zichzelf moeten voorstellen. Ze mogen hiervoor een video maken en de zinnen gebruiken die ze in een eerdere oefening al zelf mochten maken.

Als we deze differentiatievorm bekijken bij *intermediate* zien we ook vooral meer zelfstandigheid met één oefening die hen doet praten met hun klasgenoten. Aangezien die mondelinge interactie als iets belangrijk wordt geacht, werken we dus met interactie tussen de leerlingen. Dit principe hebben we ook gebruikt bij het sollicitatiegesprek. De *advanceds* mogen het sollicitatiegesprek afnemen van de *intermediate*-groep. Zo kunnen we toch deze homogene groepen een beetje in contact laten komen met elkaar.

3.3 Lesunit 2: muziek

Bij dit onderdeel heb ik ook gewerkt met de niveaudifferentiatie die gebruikt werd in het vorige deel. De leerlingen krijgen een werkbundel die het meeste aansluit bij hun eerder geteste leerstatus. De oefeningen passen bij *elementary* grotendeels onder de noemer: kopiërende oefeningen. Deze onderverdeling hebben we reeds vermeld bij de taxonomie van Bloom. De leerlingen vullen missende woorden in die ze in een mp3-bestand kunnen horen.

Bij *intermediate* mogen ze een stapje verder gaan. De bundel gaat meer in op de kennis rond muziek. Deze groep zal kennismaken met verschillende muziekgenres en daar ook een mening over formuleren. Dit zien we bij de taxonomie van Bloom ook veranderen als de prestaties hoger liggen. Dan gaat hij namelijk van lagere orde denkvragen naar hogere orde denkvragen. De leerlingen van deze groep zullen ook een presentatie maken in deze unit.

Volgens de regels van Bloom zou ook de derde groep, *advanced*, nog verder moeten kunnen gaan in hun leerstatus. Om dit ook te vervullen is de bedoeling van deze bundel voornamelijk het begrijpen van liedjesteksten. Hier moeten de leerlingen boven op het kopiëren en het formuleren ook leren beoordelen en evalueren. Deze opdrachten vallen onder de hogere orde denkvragen.

Het materiaal van de *elementary*-bundel is ook hier aangepast aan de leefwereld van de leerlingen. Omdat motivatie ook redelijk wat effect kan hebben op de prestaties, is ook dit hoofdstuk opgesteld met authentiek materiaal. Het gebruikte mp3-bestand is: *Hey there Delilah* en wordt door veel mensen herkend. Verder zijn er ook teksten aanwezig van muziekfestivals die de aandacht kunnen trekken van de studenten.

De werkbundel van *intermediate* lijkt eigenlijk al helemaal niet meer op die van *elementary*. De leerlingen werken met websitelinks die hen naar een onbekende webpagina brengen. De opdracht wordt door toevoeging van telkens nieuwe instructies uitgebouwd om ten slotte een eigen (virtuele) muziekgroep te vormen. Hier wordt veel gevraagd naar eigen mening en eigen creatie. Dit zal hoogstwaarschijnlijk bij de leerlingen aanslaan omdat jongeren veel bezig zijn op het internet. Verder is het ook interessant om niet op voorhand te weten wat er gebeuren gaat. Deze 'randomizers' zorgen voor een onbekende in het hele verhaal en dagen de leerlingen uit om creatief te zijn met de informatie die ze krijgen. Net zoals de *elementary*-groep krijgt ook deze groep een aantal teksten in verband met festivals. Dit zijn vier compleet verschillende festivals waardoor de interesses ook goed verdeeld kunnen worden. Ook dit is weer authentiek materiaal dat hen kan aanspreken op hun persoonlijke kennis of interesses. *Advanced* krijgt als opdracht verder te kijken naar de inhoud van liedjesteksten. Hiervoor moeten ze eerst een aantal liedjes beluisteren. Deze hadden / hebben een grote invloed op de maatschappij die we nu kennen. Leerlingen kiezen een lied waarvan ze graag de inhoud van willen kennen. Ze mogen telkens opzoeken wat dit liedje zo speciaal maakt. Ook hier werd er gezorgd voor totaal verschillende stijlen van muziek zodat we meerdere leerlingen kunnen aanspreken. Authentiek materiaal komt terug in de laatste pagina's. Leerlingen leren een formulier in te vullen voor een festival. De laatste oefening valt zowel onder materiaaldifferentiatie als werkvormdifferentiatie. De leerlingen mogen zelf een video maken over een nieuwe reisformule naar Tomorrowworld. Zij zoeken deze informatie op via de gegeven website of mogen zelf een haalbaar plan opstellen voor het hele pakket.

Volgend op de differentiatie van materiaal ga ik ook vermelden op welke manier ik aan de werkvormen heb gedacht voor de *elementary*-groep. Over het algemeen is deze hetzelfde als elk ander deel, maar er werd ook in beperkte mate werk gemaakt van een groepswerk. Leerlingen mogen in groep samenwerken en de teksten van de festivals lezen. Hierna geven ze aan elkaar de informatie die in deze teksten staat. Deze oefening is ook zeer goed om de mondelinge interactie van de doeltaal te stimuleren. Dit is bij het leren van een taal ook zeer belangrijk. De laatste oefening van deze *elementary*-bundel geeft ook een andere werkvorm weer, dit gecombineerd met de belangrijkheid van eigen inbreng van de leerlingen: Iedereen mag de liedjesteksten opzoeken van zijn favoriete lied en deze ook uitleggen aan zijn buur. Elke bundel heeft de bedoeling om elke leerling ook verbaal uit te dagen. Ook de *intermediate*-groep kan in deze werkbundel werken met deze mondelinge oefeningen. Eerst bereiden ze per twee een dialoog voor over een artiest in hun fictieve band. Zoals eerder vermeld, wordt er ook aan hen gevraagd om een presentatie te geven van hun eindproduct.

3.4 Lesunit 3: werkbundel naar werkveld

Deze werkbundels verschillen met het materiaal dat al eerder werd voorgesteld. Het grootste verschil zit in de inhoudsdifferentiatie. Over deze vorm hebben we nog niet veel gesproken terwijl deze toch aan de basis ligt van het volgende materiaal. Deze bundel werd niet verdeeld over de drie niveaus maar wel volgens de verschillende interesses en leerpaden. Voor elke klasgroep werd er één bundel uitgewerkt. Dit zorgt voor vijf bundels in totaal: auto-elektronica, composiet verwerking, houtbewerking, industriële elektronica en renovatie-bouw. Eerst en vooral is het dus nodig om te zeggen dat we werken met homogene groepen en dat het hierdoor moeilijk is om hierin binnen de werkbundel ook nog op niveau te differentiëren. Voor elke bundel is er oog voor een gelijkheid aan moeilijkheidsgraad en voor bepaalde stukken ook een gelijkheid aan leerstof.

Het grootste en tevens ook de enige vorm van niveaudifferentiatie is de startoefening van dit onderdeel. De leerlingen maken hun eigen persoonlijke woordenboek van het gereedschap dat zij op hun eigen werkvloer gaan gebruiken. Zij krijgen zelf de tijd om woorden op te zoeken en hiervan de Engelse vertaling neer te schrijven naast een afbeelding ervan. Hier is vakoverschrijdend werk een zeer mooie aanwinst. Leerlingen die reeds veel kennen van deze woordenschat hoeven niet veel op te zoeken maar de leerlingen die een kleine kennis hebben van deze woorden moeten redelijk wat werk verrichten. Ik ga er van uit dat iedereen (ook degenen met een lagere leerstatus) minstens een gedeelte van deze oefening tot een goed einde zal kunnen brengen, maar naarmate de volledighedsgraad van de oefening stijgt, stijgt ook de moeilijkheidsgraad.

Qua materiaal bestaan deze werkbundels uit veel vaste materialen. Elke groep zal werken met meetgegevens en getallen omdat deze voor het gehele publiek belangrijk zijn. Ook zal iedereen naar een videofragment moeten kijken waar later vragen over gesteld worden. Hier is er al een duidelijk verschil tussen de verschillende opleidingen. Eén video gaat over het in elkaar zetten van een tafel, een andere video gaat over het vervangen van een autobatterij, een derde video gaat over het leggen van elektriciteit en de laatste is een video in verband met composiet verwerking. Hier gaat het dus duidelijk over deze inhoudsdifferentiatie maar dit materiaal maakt het mogelijk. Op deze manier zijn de bundels redelijk vergelijkbaar maar door het materiaal aan te passen zijn ze voor iedereen net een klein beetje anders. Zo starten de leerlingen van auto-elektronica met instructies over het herstellen van een auto, terwijl dit bijvoorbeeld bij de bundel van renovatie-bouw specifiek gericht wordt door het te hebben over het aanbrengen van behangpapier. Zo vinden we in elke groep ook een leestekst terug voor de leerlingen die beter leren door te lezen dan door te kijken

Tot slot bespreken we ook de differentiatie die terug te vinden valt in de werkvormen. De belangrijkste werkvorm die door het gehele project loopt, is het zelfstandig werken met de mogelijkheid tot begeleiding. Dit omdat het ook nodig is om leerlingen verder te helpen in hun eigen kunnen. Zoals Vygotsky al aantoonde, kunnen begeleiders, leerkrachten en zeker niet te vergeten de medeleerlingen iemand een stukje verder helpen in zijn leerstatus. Naast deze grote werkvorm passen er andere werkvormen in deze unit. De leerlingen worden gevraagd om een video op te nemen van een instructie die ze (of machines) uitvoeren. De video moet gemaakt worden tijdens hun stageperiode. Op deze manier wordt er niet enkel gewerkt aan taaldoelen. Attitudes ten opzichte van een stageplaats zullen hier een belangrijke rol in spelen.

3.5 Lesunit 4: holidays and vacation

Voor dit laatste hoofdstuk hebben we ook naar de vier vormen van differentiatie gekeken die we eerder al opstelden. Bij dit deel hebben we gewerkt met de niveaudifferentiatie die we bij de twee eerste delen ook gebruikt hebben. We splitsten de groepen terug op basis van hun leerstatus. Zo leert de *elementary*-groep, door voornamelijk kopiërend gedrag, enkele onderdelen van reizen. Ze krijgen hiervoor wat meer ondersteuning voor de woordenschat.

De *intermediates* kunnen al iets beter overweg met de taal en daarom passen we het niveau van de bundel ook telkens aan. Ze leren de Engelse benamingen van landen en nationaliteiten. Verder krijgen ze ook een langere leestekst die wat moeilijker is dan die van *elementary*. De woordenschat van de tweede groep wordt niet voor hen vertaald. Ze kunnen uit een tekst de betekenis achterhalen en erna zelf de woordenschat gebruiken. Ook voor het derde niveau, *advanced*, is er verschil te vinden in functie van de leerstatus van de leerlingen. Deze groep kan de taal al goed gebruiken en kan al meer uitdagingen aan op het vlak van kennis en vaardigheden. We werken met hogere orde denk vragen die volgens de taxonomie van Bloom bij deze leerstatus op zijn plaats zijn. De leerlingen moeten de uitspraken van anderen analyseren met de bedoeling om deze te interpreteren en als infobron te gebruiken zodat ze zelf kunnen beoordelen. De leerlingen krijgen redelijk wat materiaal ter beschikking. Voor deze laatste groep valt het op dat er een veel diepere verwerking verwacht wordt bij de oefeningen. Ondanks de verschillen naar niveau werken we wel in elke groep rond het thema evalueren. De *elementary*-groep moet enkel de evaluatie verbinden met de correcte eindbeoordeling. Bij *intermediate* schrijven de leerlingen zelf een beoordeling met een korte uitleg over de toegekende score. Van de *advanceds* verwachten we deze vaardigheden eveneens, maar zij moeten bovendien nog een klachtenbrief schrijven.

Vanaf de start van het project vroegen wij ons al af hoe we zoveel mogelijk leerlingen konden aanspreken. Zoals reeds eerder vermeld in het tweede hoofdstuk, nemen mensen op verschillende manieren informatie op. Sommigen onthouden beter door het zien van een video terwijl anderen meer leren door een leestekst. Met dit in het achterhoofd stellen wij de werkbundels op. Voor *elementary* wil dit zeggen dat er gebruik gemaakt wordt van twee video's en twee leesteksten die aansluiten bij de leerstatus van de leerlingen. De leerlingen werken rond reizen in Groot-Brittannië. Zo leren ze ook wat meer kennen over de bekendste Engelssprekende landen.

De leerlingen van de *intermediate*-groep mogen zelf kiezen waar ze naar willen reizen. Om hun een aantal ideeën aan te bieden, vullen ze eerst een quiz in op het internet. Deze zal hun een voorbeeld geven. Daarnaast werken we met authentiek materiaal. De leerlingen kijken een video die bedoeld is om anderen uit te leggen hoe ze online een vliegtuigticket moeten kopen. Vervolgens mogen zij ook hun eigen kennis tonen bij de quiz over de bezienswaardigheden. Ze krijgen hiervoor een video en ook een video met de oplossingen om zichzelf te verbeteren. De leerlingen van *intermediate* hebben een brochure ter beschikking over de bezienswaardigheden in België. Dit materiaal is weer authentiek en ligt ook wat dichterbij hun leefwereld.

Voor de laatste groep voorzien we soms meer materiaal omdat deze leerlingen een hogere graad van zelfstandigheid hebben dan de twee andere groepen. Bij deze werkbundel valt dit minder op. Er werden drie video's in verwerkt en drie leesteksten. Het onderwerp van één video specifiek is dezelfde voor *intermediate* als voor *advanced*. Het materiaal is hier duidelijk anders aangezien dat de duur van de video bij de tweede groep rond de drie minuten ligt terwijl de video van de *advanceds* bijna vijftwintig minuten duurt. De brochure die we terugvinden bij de *intermediates*, gebruiken we ook in deze groep.

De belangrijkste werkvorm blijft ook in deze unit het zelfstandige werken. Leerlingen werken op hun eigen tempo en vergaren alle leerstof op hun eigen manier. Over het algemeen laten we in elk hoofdstuk de vijf vaardigheden voorkomen: luisteren, lezen, schrijven, spreken en mondelinge interactie. Op het eerste zicht lijkt dit in de laatste werkbundel nog niet volledig aangezien er nog niet gewerkt is rond spreken en mondelinge interactie. We hebben echter voorzien om aansluitend op de laatste werkbundel een groepswerk te integreren. Dit groepswerk bespreken we volledig apart aangezien we hier terug kunnen kijken naar de andere differentiatiemanieren en naar de twee nog niet bereikte vaardigheden.

Het groepswerk maakt inhoudelijk wel deel uit van lesunit vier maar er zijn een aantal verschillen met de werkwijze van de werkbundel die het de moeite waard maken om het toch apart te bespreken. We starten met het duidelijkste verschil. De werkbundel is gemaakt voor de homogene groepen. Iedereen krijgt op deze wijze een werkbundel naar zijn of haar leerstatus. Het materiaal van het groepswerk is voor iedereen hetzelfde, ongeacht de leerstatus.

In het groepswerk wordt de klas onderverdeeld in vier groepen, maar nu zijn het heterogene groepen. Deze groepen bevatten leerlingen van elk niveau. Zo krijg je dus bijvoorbeeld een groep van vier leerlingen waarvan twee *elementary*, twee *intermediate* en een leerling *advanced*. Deze leerlingen werken samen aan één eindresultaat.

De leerlingen krijgen binnen het groepswerk in eerste instantie een aantal taken op het niveau van hun persoonlijke leerstatus. Hiermee bedoelen we dat binnen de heterogene groep van een 4-tal leerlingen de *elementary*-leerlingen een deel van het werk voor zich nemen en de *intermediates* en de *advanceds* een ander deel. Hier werken ze dus in principe nog even homogeen binnen hun heterogene groep.

Door de aard van de opdracht moeten de leerlingen van ieder van de drie niveau-groepen in interactie treden met leerlingen van de andere niveaugroepen om hun deel te kunnen realiseren. Er worden met andere woorden binnen de heterogene groepen dwarsverbanden gelegd tussen de groepsleden van verschillende leerstatus.

Samengevat kunnen we stellen dat we de leerlingen, die tot dan toe steeds in homogene groepen gewerkt hebben, hergroeperen maar nu in heterogene groepen. Vanuit hun gekende (homogene) werkwijze maken ze de voorbereidende fase van het groepswerk door, maar merken al vlug dat ze moeten samen-werken met leerlingen die tot voor kort in "een andere groep" zaten om tot resultaat te komen. Het samensmelten tot heterogene groepen (van leerlingen die uit homogene groepen afkomstig zijn) is nodig om hen gezamenlijk tot één eindresultaat te laten komen. Dit is een voorbeeld van differentiatie naar werkvormen. Uiteindelijk zullen de leerlingen samen een presentatie moeten geven van hun werk.

Het doel van dit groepswork is het plannen van een uitstap naar Londen voor vier dagen. We willen elke leerling een steentje doen bijdragen maar dit op hun eigen manier. Hiervoor hebben we dus gekeken naar die homogene groepen binnen het groepswork. De leerlingen van het *elementary*-niveau gaan op zoek naar leuke activiteiten en naar het eten dat ze gedurende deze dagen zullen nuttigen.

De *intermediates* kunnen nog wat meer vaardigheden in de strijd gooien in deze opdracht. Zij mogen zorgen voor het vervoer naar Londen en zorgen ook voor een planning op basis van de activiteiten die de eerste groep heeft opgesteld. Hier is duidelijk meer plaats voor die mondelinge interactie die we nog misten in de gewone werkbundel. De leerlingen van *advanced* krijgen de taak om de accommodatie te voorzien en een manier te zoeken om zich te verplaatsen binnen Londen. De leerlingen worden voorbereid op deze grotere taken door middel van kleinere oefeningen. Ook deze oefeningen zijn bij *elementary* eerder uit op kopiërend gedrag en bij de *advanceds* eerder analyserend en evaluerend.

Het materiaal van dit groepswork bestaat samen uit twee video's en vier leesteksten. Deze zijn telkens weer gekozen op basis van de leerstatus van de leerlingen. Zo kijkt de *elementary*-groep naar een video in verband met het bekendste eten in Groot-Brittannië terwijl de groep van *advanced* een video bekijkt rond het reserveren van een hotelkamer. Bij vier oefeningen wordt er gevraagd om te werken met websites. De leerlingen van de *elementary*-groep moeten een extra bezienswaardigheid opzoeken en moeten nog een restaurant vinden waar ze graag naar toe willen gaan in Londen. Het gebruikte materiaal is authentiek aangezien dat de leerlingen best het gevoel krijgen dat ze aan een effectieve reis werken. De motivatie van de leerlingen ligt vaak hoger als er gewerkt wordt met levensecht materiaal. Dit hebben we reeds besproken in hoofdstuk drie.

3.6 Belangrijke kanttekening bij het materiaal

Het doel van dit project is het uitwerken van materiaal voor het vak Engels en dit op een zodanige manier dat het 7^{de} jaar bso de leerstof zelfstandig kan leren. Graag wil ik hier een kanttekening maken die belangrijk is voor het gebruik van dit materiaal.

Leerkrachten zouden zelf met dit materiaal aan de slag moeten kunnen zonder dat dit het nieuwe handboek wordt. De begeleiders hebben bij dit materiaal nog veel kans tot het bijvullen of aanpassen naar hun eigen gevoel, kennis en ervaring. Dit vereist echter dat ze zich het voorliggende materiaal eigen hebben moeten maken. Door de achterliggende gedachte mee te hebben kan de leerkracht immers maximaal inspelen op wie de leerlingen nu juist zijn. Door zich bewust te zijn van hun persoonlijke kenmerken, hun achtergrond en hun motivatie kan dit materiaal gebruikt worden om de leerlingen mee te nemen op een reis doorheen de Engelse taal. Reizen is immers zoveel leuker dan les volgen....

Het lesmateriaal dat in het kader van deze bachelorproef werd opgesteld kan gebruikt worden als *skelet* of als vaste kern van de lessen. Het is echter evident dat wanneer je als leerkracht aanvoelt dat binnen je groep bepaalde interesses of noden leven, bepaalde competenties aanwezig zijn, je hier best op probeert in te spelen. De leservaring wordt er alleen maar rijker van. Een sprekend voorbeeld: stel dat je merkt dat drie kwart van je leerlingen "*iets heeft met techniek*" zou je in het groepswork (de reis naar Londen) iedereen extra kunnen stimuleren door het met hen te hebben over het Science museum. Inspelen op de eigenheid van de leerlingen is uiteindelijk waar de achterliggende werkwijze over gaat.

4 Waarop wil ik mijn besluit baseren?

Het uiteindelijke doel van dit project is het creëren van materiaal waardoor een 7de jaar bso zelfstandig een taal kan leren. Om een antwoord te vinden op de vraag of dit gelukt is, moet er gekeken worden naar verschillende factoren en ook naar de ervaringen van verschillende personen die bij dit project betrokken waren.

Als we het hebben over de betrokkenen, kunnen we deze verdelen in twee groepen. Eerst en vooral hebben we de leerlingen die met het materiaal aan de slag zijn gegaan. Anderzijds hebben de leerkrachten ook een grote rol gespeeld in het project. Beide partijen vulden een enquête in om hun ervaring te polsen. De resultaten van de vragen aan de leerkrachten vindt u in deel één. Het volgende stuk gaat over de ervaring van de leerlingen.

Deze ervaring is per definitie een persoonlijk gevoel en kan dus ook voor iedereen anders zijn. Verder kijken we ook naar een tweede aspect van het besluit. De leerlingen legden een jaar geleden een test af teneinde hun leerstatus te bepalen. Deze werd ingedeeld in *elementary*, *intermediate* en *advanced*. In functie van de resultaten hiervan werd beslist welk overeenstemmend bundel zij zouden gebruiken. Deze test hebben ze aan het einde van het project opnieuw afgelegd en de resultaten hiervan staan onder deel drie. Graag wil ik hier benadrukken dat ik eventuele vooruitgang wilde meten en niet zo zeer de algemene uitkomst van de leerlingen. In het kader van deze bachelorproef gaat het hem er eigenlijk ook vooral om te kunnen beoordelen of deze werkwijze vooruitgang realiseert. Deze denkwijze valt terug te koppelen aan het idee van Struyven (2015). Struyven wil liever niet spreken van een niveau maar eerder van een momentopname van hun leerstatus. Door dergelijke momentopname voorafgaandelijk aan het project en na voltooiing er van te maken, kan een eventuele vooruitgang duidelijk geobjectiveerd worden.

4.1 Ervaring leerkrachten

De volgende vragen werden gesteld aan de betrokken leerkrachten. De vragen staan cursief en de bevindingen van de antwoorden hierop bevinden zich hier telkens onder.

- a) *Vindt u dat het voorgestelde materiaal voldoet aan de vooropgestelde doelstelling: "Maak studiemateriaal aan voor zelfstandig werken dat gebaseerd is op differentiatie teneinde tot een maximale persoonlijke ontwikkeling van de kennis van het Engels te komen." ?*

Onder de leerkrachten-respondenten bestaat er unanieme consensus dat het materiaal voldoet aan de vooropgestelde doelstelling. Eén leerkracht doet de suggestie ter verbetering om de opdrachten nog iets duidelijker te formuleren naar de leerlingen toe.

- b) *Vindt U dat het voorgestelde materiaal U nog voldoende vrijheid laat om uw eigen inbreng / eigen aanvullingen in te brengen bij de lessen?*

De respondenten vinden dat er inderdaad voldoende ruimte overblijft voor eigen inbreng. Twee respondenten geven ook duidelijk aan van deze mogelijkheid gebruik te willen maken in een eventuele toekomstige toepassing, zij het in aanvullende oefeningen of in bijhorende gezamenlijke opdrachten.

- c) *In welke mate is het voorgestelde materiaal afgestemd op de leerstatus (niveau) van de leerlingen uit de doelgroep (7BSO)?*

De inschatting van de respondenten in globo is dat het voorgestelde materiaal goed aansluit aan de leerstatus van de leerlingen, ook qua verdeling over de drie subgroepen die op deze basis ingedeeld werden.

- d) *Is het materiaal gemakkelijk te hanteren?*

De respondenten vinden dat het materiaal vrij tot zeer gemakkelijk te hanteren is.

- e) *Welke zijn uw suggesties ter verbetering van het voorgestelde materiaal?*

De volgende suggesties tot verbetering van het voorgestelde materiaal worden aangebracht:

- Invoegen van paginanummers in de bundels;
- Last minute controle werking van de hyperlinks naar filmpjes op ED-puzzle;
- Vermelding van het niveau op elke pagina van de bundel.

- f) *Welke zijn uw suggesties ter verbetering naar het gebruik van het materiaal in de les?*

De volgende suggesties tot verbetering naar het gebruik van het materiaal worden aangebracht:

- Filmpjes ook offline beschikbaar stellen voor de leerkracht als backup voor falende internet-connectie;
- Het definiëren van doelstellingen per bundel, zodat de leerlingen op voorhand weten waarop ze beoordeeld worden;
- Verhogen van de gelijkvormigheid in de verschillende bundels, vnl. met het oog op de mogelijkheid om extra motivatiemomenten in te lassen.

g) *Heeft U problemen ervaren bij de inzet van materialen en hulpmiddelen via het internet?*

De respondenten maakten melding van de volgende problemen:

- Filmpjes waren niet altijd makkelijk terug te vinden;
- Toegangsrechten om een wordle te maken: in een schoolse omgeving is een en ander strikter geregeld qua internet-toegang dan thuis, er was assistentie van de IT systeembeheerder nodig om toegang te verkrijgen;
- De leerlingen vergeten hun login voor ED-puzzle gemakkelijk. De suggestie wordt hierbij gedaan om in het bundel plaats te voorzien waar de leerlingen hun login kunnen noteren.

Voor de goede orde wil ik er hierbij wel op wijzen dat er geen enkele melding door twee respondenten gemaakt werd, hetgeen in mijn beleving eerder wijst op stochastisch dan structureel voorkomen van de genoemde problemen.

h) *Zou U zelf op deze manier blijvend willen lesgeven?*

De respondenten zijn eigenlijk erg positief over deze wijze van lesgeven en zouden ze graag verder zetten. Eén respondent zou zich er wel zelf beter bij voelen moest daarbij afwisseling met gezamenlijke klasmomenten mogelijk zijn.

i) *In welke mate vindt U dat deze wijze van lesgeven inspeelt op de individuele motivatie enerzijds en de groepsdynamiek anderzijds?*

Twee van de drie respondenten ervaren dat de leerlingen het leuk vinden om materiaal aangeboden te krijgen dat op hun eigen niveau gesitueerd is. Zij vinden dat deze werkmethode een goede aanvulling is op de bestaande groepsdynamiek. De derde respondent heeft de ervaring opgedaan dat sommige leerlingen het helemaal niet leuk vinden om zelfstandig te moeten werken en vermoedt dat deze werkwijze niet voor iedere leerling even goed zal werken.

j) *In welke mate vindt U dat deze wijze van lesgeven ook tot resultaten leidt op het vlak van de studieprestaties van de leerlingen?*

De respondenten zijn hier voorzichtig met het innemen van standpunten, hetgeen ook begrijpelijk is: uiteindelijk kunnen zij vandaag nog alleen maar een oordeel vormen op basis van het volledig invullen van de bundel, maar hebben zij nog geen goed overzicht van hun aparte resultaten. Het is dus inderdaad nog moeilijk om dit heel goed in te kunnen schatten.

k) *Welke zijn naar Uw mening de bijkomende competenties die van de leerkracht gevraagd worden bij het gebruik van dit voorgesteld materiaal?*

Bij deze manier van werken worden er organisatorisch best wel hogere eisen gesteld. Bovendien dient de leerkracht een goed klasmanagement te kunnen voeren: overzicht behouden en gezag hebben terwijl leerlingen in een apart lokaal werken stelt toch wel andere eisen aan de leerkracht dan in het gebruikelijke scenario.

- l) *Hoe schat U de implementeerbaarheid in van dit materiaal in een bredere context? Kan deze lijn ook doorgetrokken worden bij andere groepen?*

De respondenten zijn het er roerend over eens dat dit zeker tot de mogelijkheden behoort. Volgens hen zijn er dan enkele praktische issues aan te pakken, maar deze vormen eerder *“een administratief struikelpunt dan een inhoudelijk probleem”* zoals een van hen het verwoordt.

- m) *Hoe ervaart U de integreerbaarheid van dit materiaal in de context van een schooljaar? Kan dit lesmateriaal gecombineerd worden met "klassiek" lesmateriaal of betekent een keuze voor deze werkwijze een "alles of niets" keuze?*

De antwoorden op deze vraag lopen een beetje uit elkaar en variëren van één respondent die gewoon liefst voor de “alles” keuze zou willen gaan tot een andere die eigenlijk eerder een mix van dit materiaal en “klassiek” materiaal als ideale situatie beschrijft. De combineerbaarheid wordt door alle drie de respondenten bevestigd, maar er wordt (terecht) op gewezen dat de aankooprijds van een boek leerkrachten er vaak van zal weerhouden om met een “dubbel systeem” te werken.

4.2 Ervaring leerlingen

De volgende vragen werden gesteld aan achtentwintig van de betrokken leerlingen. De antwoorden variëren tussen de twee klassen. Dit is een verslag van de reacties van de twee groepen samen. De vragen staan cursief en de bevindingen van de antwoorden hierop bevinden zich hier telkens onder.

a) *Vond je dat het lesmateriaal je meer aansprak dan klassiek lesmateriaal?*

Tien leerlingen vinden dat het voorgestelde materiaal hen veel meer aanspreekt dan klassieke lessen. Zij geven aan dat er een groot verschil is. Er zijn elf leerlingen die aangeven dat het materiaal hun meer aanspreekt dan bij klassieke lessen. Hier is het verschil tussen de beide lesvormen echter niet zo groot. Dit staat lijnrecht tegenover de vier leerlingen die dit absoluut niet zo ervaren.

Dus 3/4^{de} van de leerlingen zijn van mening dat dit materiaal hen meer aansprak dan klassieke lesmaterialen.

b) *Vond je dat je hier door meer geïnteresseerd werd?*

Uit de antwoorden blijkt dat de meningen hier erg verdeeld over zijn. Negen leerlingen geven het antwoord: 'eerder wel', tien leerlingen vinden 'eerder niet'. Zes leerlingen vinden dat ze heel erg meer geïnteresseerd werden, drie leerlingen vinden dat ze helemaal niet meer geïnteresseerd werden. De verdeling is met andere woorden quasi symmetrisch rond het nulpunt...

c) *Vond je dat de leerstof op deze manier interessanter aangeboden werd dan op de "klassieke" manier?*

Blijkbaar vinden de meeste leerlingen het zelfstandig werken een interessant gegeven: twaalf vinden dit helemaal oké, zeven eerder oké, zes eerder niet en drie helemaal niet... Hier is de verdeling dus allesbehalve symmetrisch rond het nulpunt.

d) *Vond je dat het gebruik van video's / muziek / quizen via het internet je geholpen heeft?*

Zes leerlingen van de achtentwintig vinden dat het gebruik van deze middelen voor zichzelf geen meerwaarde heeft bij het leren van een taal. Dat geeft aan dat ongeveer 1/4^{de} het gevoel heeft dat deze zaken voor hun overbodig zijn. Daarnaast zijn er elf leerlingen die aangeven dat deze zaken hen zeer zeker geholpen hebben, terwijl er nog eens elf zijn die vinden dat het wel een positieve bijdrage is.

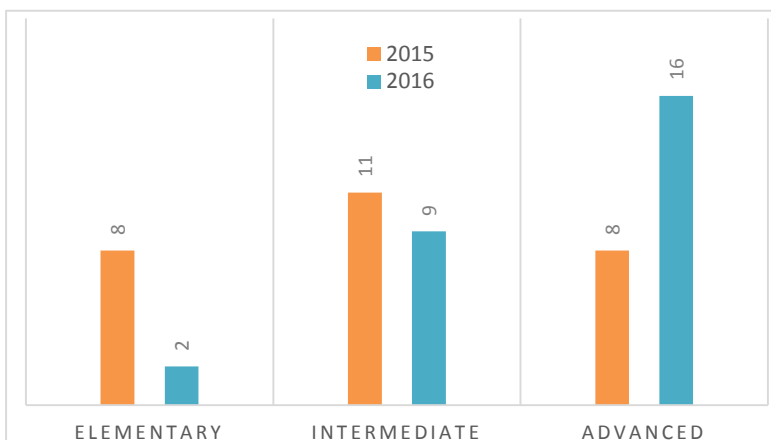
e) *Heb je het gevoel je dat je dit jaar veel bijgeleerd hebt?*

Bijna 3/4^{de} van de leerlingen geeft aan dat ze het gevoel hebben dat ze dingen hebben bijgeleerd. Hier moet wel bij vermeld worden dat het hier vaak gaat over het leren van vaardigheden zoals zelfstandig werken en dingen opzoeken.

4.3 Resultaten

Zoals reeds eerder verteld, vulden de leerlingen aan het einde van het project een test in die een jaar eerder ook bij hun was afgenomen. Het doel van het project is niet specifiek het verhogen van de leerlingen hun niveau, maar dit project heeft wel effect op de leerstatus van de jongeren. Uiteindelijk is het de bedoeling dat deze aanpak ook positief is voor de leerlingen en niet negatief.

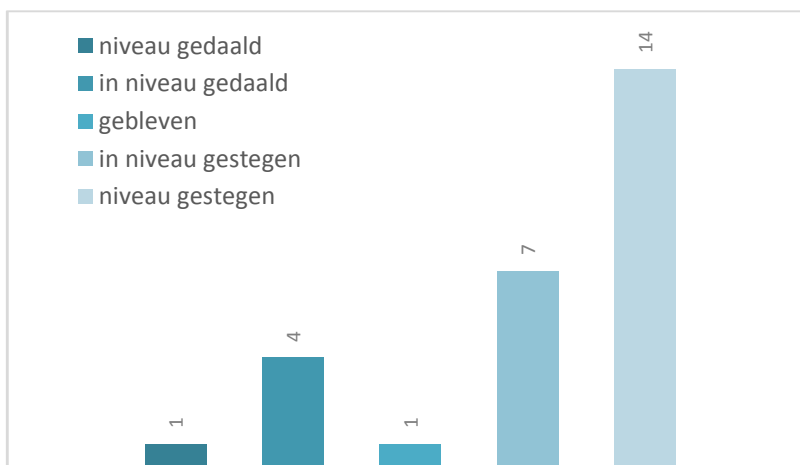
Mijn promotor heeft een geobjectiveerde ERK-test afgenomen bij zevenentwintig leerlingen die gedurende één schooljaar hebben gewerkt met het aangeboden materiaal. De volgende grafieken laten zien welke veranderingen er zijn opgedoken.



Grafiek 1
Resultaten test niveau leerlingen

Deze grafiek toont aan dat er een verschuiving heeft plaatsgevonden in de niveaus. Er zijn een aantal minder leerlingen die nog in de elementary-groep horen. Vooral de stijging in de laatste groep is opvallend. Het aantal leerlingen in de advanced-groep is verdubbeld.

Deze grafiek toont echter niet de volledige vooruitgang/achteruitgang. De volgende grafiek geeft meer duidelijkheid.



Grafiek 2
Resultaten test niveau leerlingen

5 Besluit

De opdracht voor deze bachelorproef was: *“Maak studiemateriaal aan voor zelfstandig werken dat gebaseerd is op differentiatie teneinde tot een maximale persoonlijke ontwikkeling van de kennis van het Engels te komen.” (7BSO)*

Aan het einde van dit project en mij baserend op hetgeen ik hierboven besproken heb, durf ik te stellen dat:

- Zelfstandig werken op basis van het aangemaakte materiaal lukt blijkbaar en dit met positief resultaat: De leerlingen worden er door aangesproken (21/28) en vinden het een nieuw, interessant gegeven om op deze manier te leren (19/28). Daarnaast ervaren de leerkrachten dat het materiaal voldoet en bovendien goed is afgestemd op de aangegeven leerniveaus. De leerkrachten hebben bepaalde suggesties ter verbetering gedaan, die ik verwerkt heb in de verbeterde bundels en de er bij horende DVD. Deze maken deel uit van de bijlagen van deze bachelorproef.
- Op het vlak van differentiatie heb ik in deze bachelorproef zelf veel bijgeleerd. Met name het combineren van verschillende differentiatie-technieken teneinde iedere leerling vanuit zijn persoonlijke leerstatus zichzelf maximaal te laten ontplooien is een uitdaging. Het feit dat je er hierbij voor dient te waken dat de leerling steeds in zijn zone van naaste ontwikkeling kan blijven is een bijkomend aandachtspunt.
- Het was mijn ambitie om door in te spelen op de resultaatsbepalende factoren de leerling toe te staan zichzelf maximaal te ontplooien. Hierbij heb ik gestreefd naar een benadering waarbij deze elementen beschouwd worden als drie randvoorwaarden van het individuele studietraject waarin de leerling verkeert en die ieder hun bijdrage kunnen leveren om het verloop van dit individuele studietraject te optimaliseren. Het is vooral de gecumuleerde bijdrage die telt, veel meer dan de bijdrage van ieder van de drie specifieke factoren. Op de persoonlijkheid van de leerling kan je als leerkracht geen impact uitoefenen, maar uit de resultaten van de bevraging blijkt wel degelijk dat de voorgestelde aanpak zijn effect heeft gehad op positieve motivatie en omgevingsfactoren. Drie kwart van de leerlingen geeft aan dat ze in dit project zich meer aangesproken voelden door het gewijzigde concept van “onderricht”.
- Tot slot blijft dan nog het ene criterium over waar het eigenlijk allemaal om te doen was; Uit de vergelijking van de resultaten die de leerlingen behaalden op de geobjectiveerde ERK-test kunnen we concluderen dat er voor drie kwart van de leerlingen een vooruitgang gerealiseerd werd.

In mijn beleving was het project van mijn bachelorproef dus een succes: voor mijzelf, want ik heb er enorm veel van geleerd. Maar ook voor de betrokken leerlingen en leerkrachten, want ik heb hen materiaal kunnen aanreiken waarmee ze effectief tot vooruitgang zijn kunnen komen.

Dit neemt echter niet weg dat een en ander ook moet gerelateerd worden aan zijn proporties: dit verhaal is een positief verhaal bij deze leerlingengroep en bij deze leerkrachten. Ik ben me er echter van bewust dat dit daarom geen garantie biedt op succes: mogelijk is de positieve impact bij andere leerlingengroepen en andere leerkrachten minder sterk. Uiteindelijk zijn er nog steeds andere variabelen in tel die we minder of niet kunnen beïnvloeden. Ook dit is trouwens een bedenking die uit de bevraging van de leerkrachten naar voor kwam.

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Bijlagen

- Leerlingenbundels:
 - Unit 1
 - Unit 2
 - Unit 3
 - Unit 4

- Extra materiaal:
 - Toelichting gebruik EDpuzzle
 - Vocabulary sheet
 - Teksten vacancies
 - DVD

Afzonderlijk katern

- Leerkrachtenbundels
 - Unit 1
 - Unit 2
 - Unit 3
 - Unit 4



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Kleine Broomstraat 5
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Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: Number:
Date:.....

1. Listen to the mp3 file 'describing people'. Listen for the words that are missing in the exercise below.

Luister naar het mp3 bestand 'describing people'. Luister naar de woorden die weggelaten zijn in de oefening hieronder.

Aurelia: Who _____ that boy over there, Hannah?
Hannah: That? Er, that _____ my brother, Jem.
Aurelia: Your brother?
Hannah: Yes, and that _____ his girlfriend Lucy. The pretty girl with the long, brown hair.
Aurelia: Oh right. So, you've got a brother?
Hannah: No, I've got two brothers. Jem and Alex.
Aurelia: Really? ... and ... how old _____ Alex?
Hannah: Alex and Jem _____ twins, they're both 15.
Aurelia: 15, mmm ... and does Alex look like Jem?
Hannah: They _____ exactly the same! They _____ both tall and thin. They've both got short brown hair, green eyes and big ears!
Aurelia: They _____ not big, I think they _____ cute. And ... has Alex got a girlfriend?

You used the verb 'to be' in several different ways. This is the most common verb in the English language, but it doesn't always look like 'be', it changes a lot.

2. Try to fill in the next grid.

Je hebt het werkwoord 'to be' op verschillende manieren gebruikt. Het is het mees voorkomende werkwoord in het Engels, maar het lijkt niet altijd op 'be', het verandert veel.

Probeer de volgende tabel in te vullen.

Singular = 1	Plural = +1
I _____	You _____
You _____	We _____
He/she/it _____	They _____

You can always check your answers by watching the video on Ed-Puzzle: 'I am, you are'.

Je kan altijd jouw antwoorden nakijken door naar de volgende video te kijken op Edpuzzle: 'I am, you are'.

<https://www.youtube.com/watch?v=PZCcRzgr8Y>



Question ?	Positive Statement +		Negative Statement -	
Singular	Written Form	Contracted Form (spoken)	Written Form	Contracted Form (spoken)
Am I?	I am	I'm	I am not	I'm not
Are you?	You are	You're	You are not	You aren't
Is he?	He is	He's	He is not	He isn't
Is she?	She is	She's	She is not	She isn't
Is it?	It is	It's	It is not	It isn't
Plural				
Are we?	We are	We're	We are not	We aren't
Are you?	You are	You're	You are not	You aren't
Are they?	They are	They're	They are not	They aren't

3. The next game is all about appearance. What do you look like? Go to the website below and play a game of 'Who is it'.

Het volgende spel gaat over je voorkomen (uiterlijk). Hoe zie jij er uit? Ga naar de onderstaande website en speel het spel 'Who is it'.

<http://www.squiglyplayhouse.com/Games/HTML5/Puzzle/GuessWho/>

4. Read the following text and answer the questions.

Lees de volgende tekst en beantwoord de vragen.

Jeffrey Williams wants to work for a company. He reads this job opening and more specific, the needed qualifications.

Qualifications

Basic/Required :

- Have a valid US driver's license
- 5 or more years of experience
- Work rotating 12 hour shifts as assigned
- Work overtime when unscheduled needs occur
- Willing and able to perform the following tasks:
 - Lift materials weighing up to 50 lbs.
 - Work near large, hot, high machines
 - Work around chemicals
 - Wear Fire Retardant Clothing and Personal Protective Equipment such as safety eye wear, gloves, hard hat, steel-toe shoes.
 - Climb steps, ladders, vertical and inclined stairs and other structures



Where can you find this kind of text?

What does Jeffrey need to wear?

Besides our appearance we can also tell something about who we are. We can talk about our personality traits.

Naast ons uiterlijk kunnen we ook wat vertellen over wie we zijn. We kunnen het hebben over persoonlijkheidskenmerken.

5. Mark 5 words that you think that really apply to you. What is your personality like?

Duid vijf woorden aan waarvan jij denkt dat ze bij jou passen. Hoe is jouw persoonlijkheid?

Determined	Driven to do something.
Fair	Just to all sides.
Friendly	Nice to others.
Generous	Giving to others.
Gentle	Calm, not rough in how you handle things.
Helpful	Willing to give assistance to others.
Honest	Truthful.
Humble	Not bragging.
Humorous	Funny.
Independent	To think and do for yourself.
Intelligent	Smart.
Joyful	Filled with happiness.
Leading	To make things happen, others follow.
Lovable	Easy to like.
Loving	Cares deeply for others.
Loyal	Can always be counted on.
Neat	Organised.
Patient	Calm and not easily frustrated.
Persistent	Does not give up.

6. You have studied some vocabulary on appearances and personality traits. You can choose if you want to do exercise a or b below.

Jullie hebben nu wat woordenschat gezien over uiterlijke kenmerken en persoonlijkheidskenmerken. Je kan kiezen tussen oefening a en b.

a) You want to work in a garage. You want to explain the boss that you know everything about which Personal Protective Equipment you need when you want to work safely. Write a text of 5-7 sentences.

Je wilt in een garage gaan werken. Jij wil de baas uitleggen dat je alles weet over persoonlijke beschermingsmiddelen die je nodig hebt als je veilig wilt werken. Schrijf een tekst van ongeveer vijf tot zeven zinnen.


b) You are applying for a job for which you have to work in a team. Tell the boss 5 personality traits that you will need when you work in a team. Use them in a sentence.


Je gaat solliciteren voor een job waarbij je in een team moet kunnen samenwerken. Vertel de baas vijf persoonlijkheidskenmerken die je nodig hebt als je in een team werkt. Gebruik ze in een zin.

There are certain situations where it is important to introduce yourself in a good way. For instance during a job interview. We've talked about appearances and personality traits. You have to pay attention to both of them.

When you meet someone for the first time, you create an image of that person: this is 'the first impression'. You look at the clothes, the haircut, the facial expressions, the language, the attitude, the gestures, ... A boss will look at these things. So your first impression is very important.

8. Watch the next video on EDpuzzle: 'First impression'. What first impression do you get?

	Age:	.....
	Marital status:	<input type="checkbox"/> single <input type="checkbox"/> married <input type="checkbox"/> lives alone <input type="checkbox"/> lives together <input type="checkbox"/> lives with his parents others:
	Personality traits:	<input type="checkbox"/> patient <input type="checkbox"/> shy <input type="checkbox"/> calm <input type="checkbox"/> social <input type="checkbox"/> lazy <input type="checkbox"/> unfriendly <input type="checkbox"/> unorganised <input type="checkbox"/> sportive <input type="checkbox"/> rude <input type="checkbox"/> arrogant <input type="checkbox"/> friendly <input type="checkbox"/> asocial <input type="checkbox"/> impatient <input type="checkbox"/> concerned <input type="checkbox"/> unsure <input type="checkbox"/> happy <input type="checkbox"/> nervous others:

	Age:	.....
	Marital status:	<input type="checkbox"/> single <input type="checkbox"/> married <input type="checkbox"/> lives alone <input type="checkbox"/> lives together <input type="checkbox"/> lives with his parents others:
	Personality traits:	<input type="checkbox"/> patient <input type="checkbox"/> shy <input type="checkbox"/> calm <input type="checkbox"/> social <input type="checkbox"/> lazy <input type="checkbox"/> unfriendly <input type="checkbox"/> unorganised <input type="checkbox"/> sportive <input type="checkbox"/> rude <input type="checkbox"/> arrogant <input type="checkbox"/> friendly <input type="checkbox"/> asocial <input type="checkbox"/> impatient <input type="checkbox"/> concerned <input type="checkbox"/> unsure <input type="checkbox"/> happy <input type="checkbox"/> nervous others:

Age:

Marital status: ...

- single married lives alone
- lives together lives with his parents



Personality traits: others:

- patient shy calm social lazy
- unfriendly unorganised sportive rude
- arrogant friendly asocial impatient
- concerned unsure happy nervous

others:

Age:

Marital status: ...

- single married lives alone
- lives together lives with his parents



Personality traits: others:

- patient shy calm social lazy
- unfriendly unorganised sportive rude
- arrogant friendly asocial impatient
- concerned unsure happy nervous

others:

Age:

Marital status: ...

- single married lives alone
- lives together lives with his parents



Personality traits: others:



- patient shy calm social lazy
- unfriendly unorganised sportive rude
- arrogant friendly asocial impatient
- concerned unsure happy nervous



others:

9. Which of the following things make a good first impression? When something is not good, write next to it how you would change it.

arrive too late	<input type="checkbox"/> good <input checked="" type="checkbox"/> not good	<i>Arriving too late is not a good thing. check how much time you need to get there.</i>
arrive too early	<input type="checkbox"/> good <input type="checkbox"/> not good	
a lot of perfume	<input type="checkbox"/> good <input type="checkbox"/> not good	
cleaned shoes	<input type="checkbox"/> good <input type="checkbox"/> not good	
wear clean clothes	<input type="checkbox"/> good <input type="checkbox"/> not good	
clean nails	<input type="checkbox"/> good <input type="checkbox"/> not good	
greasy hair	<input type="checkbox"/> good <input type="checkbox"/> not good	
a ringing phone	<input type="checkbox"/> good <input type="checkbox"/> not good	
a lot of make-up	<input type="checkbox"/> good <input type="checkbox"/> not good	
mini-skirt or décolleté	<input type="checkbox"/> good <input type="checkbox"/> not good	
chewing gum	<input type="checkbox"/> good <input type="checkbox"/> not good	
bring a can of soda with you	<input type="checkbox"/> good <input type="checkbox"/> not good	
bring an iPod or mp3-player with you	<input type="checkbox"/> good <input type="checkbox"/> not good	
bad breath	<input type="checkbox"/> good <input type="checkbox"/> not good	
eye contact	<input type="checkbox"/> good <input type="checkbox"/> not good	
take your shopping bags with you	<input type="checkbox"/> good <input type="checkbox"/> not good	
leave your hat or cap on	<input type="checkbox"/> good <input type="checkbox"/> not good	
lay back on your chair	<input type="checkbox"/> good <input type="checkbox"/> not good	
smile	<input type="checkbox"/> good <input type="checkbox"/> not good	

10. here we have some people with certain personality traits. Are these traits good for the job that they do?

	<p>Cleaning up? Well, that is not my strongest point! I often lose my stuff!</p> 
<p>Eric is</p> <p><input type="checkbox"/> organised</p> <p><input type="checkbox"/> unorganised</p>	<p>Is this a personality trait for a good kitchen aid?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>

<p>Gosh, so many new colleagues ... And I need to introduce myself to all of them... I guess I'll wait until tomorrow ...</p> 	
<p>Sandrine is</p> <p><input type="checkbox"/> shy</p> <p><input type="checkbox"/> not shy</p>	<p>Is this a characteristic for a good hairdresser?</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>



What a long line ... Well, nothing I can do about it. Just stay quiet and wait my turn.



Deze persoon is

- patient
- impatient

Is this a characteristic for a good truck driver?

- yes
- no



Oooh no! I got caught in a traffic jam. I'm late for work again. My boss will not be happy, because yesterday I was also too late.



Karina is

- punctual
- not punctual

Is this a characteristic for a good waiter?

- yes
- no



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Class: **Number:**
Date:.....

1. Watch the video that you can find on EDpuzzle. It's called 'I am, you are'. Listen for the words that are missing in the exercise below. Try to fill in the next grid.

'to be'

Singular = 1		Plural = +1	
I	_____	You	_____
You	_____	We	_____
He/she/it	_____	They	_____

2. Fill in the next exercise. Show me that you've understood the formation of the verb 'to be'.

1. My mother in the kitchen.
2. The pupils not at school today.
3. Maria's grandmother from Brazil.
4. I a football fan.
5. It Sunday today.
6. They in the car.
7. His pencil case at home.
8. you from Sheffield?
9. I not your friend.
10. Hey John! We here.

Question ?	Positive Statement +		Negative Statement -	
Singular	Written Form	Contracted Form (spoken)	Written Form	Contracted Form (spoken)
Am I?	I am	I'm	I am not	I'm not
Are you?	You are	You're	You are not	You aren't
Is he? Is she? Is it?	He is She is It is	He's She's It's	He is not She is not It is not	He isn't She isn't It isn't
Plural				
Are we?	We are	We're	We are not	We aren't
Are you?	You are	You're	You are not	You aren't
Are they?	They are	They're	They are not	They aren't

3. You now know how to use the verb 'to be'. Talk to your neighbor and tell something more about yourself. Now write 5 sentences on who your neighbor is in class.

4. Read the next statements and mark the personality traits that you think that show up in the texts below.

1.

Polly is a trainee mentor. She must guide the internships. She tells the trainees what to do and she helps them if they need help.

Polly always explains everything. If the interns do not directly understand what they have to do, Polly explains again. Sometimes two or three times. You can also ask her to help you if you have a problem. She always stays calm and never gets nervous even when there are lots of things to do.

flexible	not flexible	concentrated	not concentrated	social	asocial
accurate	inaccurate	trustworthy	untrustworthy	motivated	not motivated
independent	dependent	punctual	not punctual	shy	bold
helpful	not helpful	customer-friendly	not customer-friendly	patient	impatient
organised	unorganised	studious	not studious	polite	impolite
responsible	irresponsible	takes initiative	doesn't take initiative	skilful	clumsy
stress-resistant	not stress-resistant	assertive	not assertive	neat	slovenly

2.

Anna is a new colleague in the care home. She doesn't say much. In the lunch break she sits alone at a table. When her colleagues ask her something, she turns red.

Anna works every day from 6 h 30 to 12 h 30. She's worked a week with us and she has already arrived late three times.

Anna is someone who wants to learn new things: the care home organizes extra training sessions for the staff. Anna is already registered for two courses.

flexible	not flexible	concentrated	not concentrated	social	asocial
accurate	inaccurate	trustworthy	untrustworthy	motivated	not motivated
independent	dependent	punctual	not punctual	shy	bold
helpful	not helpful	customer-friendly	not customer-friendly	patient	impatient
organised	unorganised	studious	not studious	polite	impolite
responsible	irresponsible	takes initiative	doesn't take initiative	skilful	clumsy
stress-resistant	not stress-resistant	assertive	not assertive	neat	slovenly

5. Go to the next website and write down at least 15 words that tell something more about you. You can talk about personality traits as in the exercise above. Print it and place it below.

<http://www.wordle.net/create>

6. Take a look at this job interview. You can find it on EDpuzzle. 'Bad job interview'

<https://www.youtube.com/watch?v=PqT3rbCutTo>

7. You will have to do a job interview yourself. Here are some questions that you will get on a job interview:

Write down answers to the questions. (There are job openings in class.)

What kind of training or qualifications do you have?

Tell me about yourself. Why should we hire you?

What do you feel are your greatest strengths?

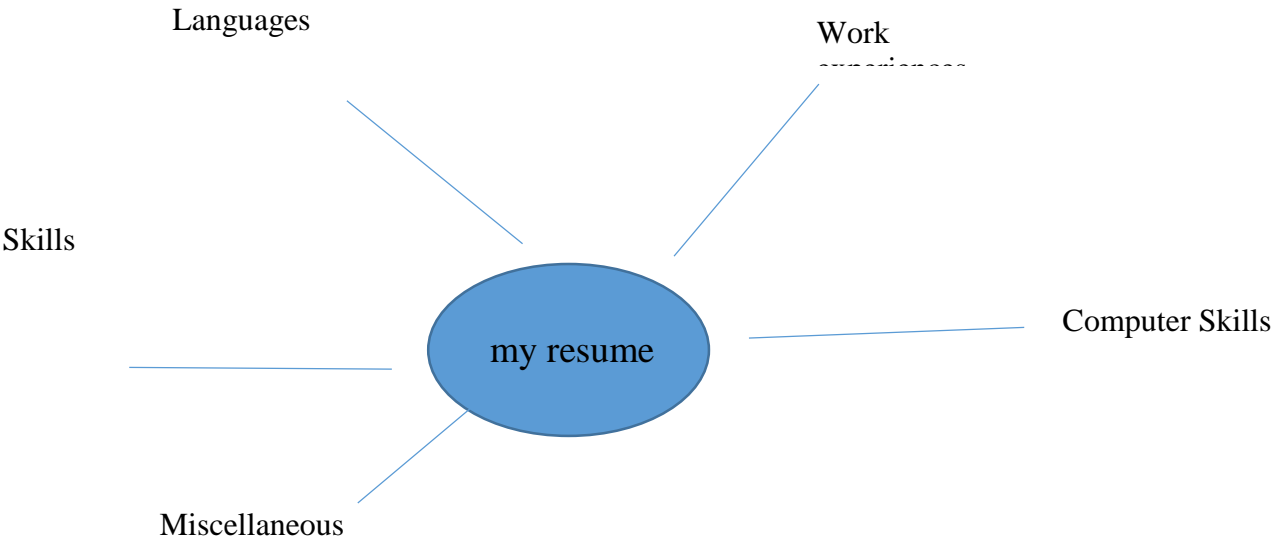
Do you prefer to work alone or on a team?

8. Do your job interview! Some of your colleagues have the assignment to help you with your job interview. The others are there to help you.

10. It's not always easy to find the right person for the job. Try to combine the people with right job opening. (The attachments and the job openings that you need are available in the classroom.)

Job opening number (attachment #1)	Name (attachment #2)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

11. On the next page you can find an example of a CV. Think of some things that you will need to write in your own resume.



Samira Al Mahdi
Hemelstraat xxx
9000 Genk
0485 / xx xx xx
samira.al.mahdi@gmail.com

Born: 16/05/1978 in Hasselt
Belgian nationality
In possession of a driving license and own car

WORK EXPERIENCE

- Hostess**, All Assistance Agency - Hasselt 2002 - now
e.g. for Fortis Bank, BBL, Horecabears Ketnet Freeze, Proximus, World Championships
- Welcome, cloakroom
- Sign and escorting visitors
- Handing out leaflets and promotional material
- Serve
- Saleswoman**, Brantano - Houthalen 2002 - 2004
- Help customers
- Use the register
- Unpacking deliveries
- Maintenance Officer**, Provincial College - Hasselt 2001 - 2002
- Administrative clerk**, Kepro NV - Houthalen 1999 - 2001

TRAINING

- Office - Sales, St. Lutgardis Institute – Hasselt 1991 - 1998
specialization year office administration and data management

LANGUAGES

Dutch: mother tongue, very good
French: good speaking and understanding
English: good speaking and understanding
German: basic speaking

COMPUTER SKILLS

Word: very good knowledge
Excel: good knowledge
Access: the basics

SKILLS

Be enthusiastic, highly motivated
Flexible and commercially oriented
Orderly
Fluently and spontaneously
Friendly
Good verbal communication

MISCELLANEOUS

Immediately available

12. Write your own CV.

WORK EXPERIENCE

LANGUAGES

COMPUTER SKILLS

SKILLS



TECHNISCH INSTITUUT HEILIG HART
Kleine Breemstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

1. Later on you will have to introduce yourself for more official occasions. For instance for a job interview. Where can you find job openings?

2. Here is a list of personality traits that you might have. This is a list of traits that belong to a certain zodiac sign. Are the ones that you got correct?

Think of certain traits that can be helpful for a job. Write down 5 other traits that apply to you.

<p>Capricorn (December 22—January 19) --Positive personality traits: responsible, persistent, disciplined, calm --Negative personality traits: pessimistic, conservative, shy</p> <p>Aquarius (January 21—February 19) --Positive personality traits: inventive, clever, humanitarian, friendly --Negative personality traits: aloof, unpredictable, rebellious</p> <p>Pisces (February 19—March 20) --Positive personality traits: romantic, devoted, compassionate --Negative personality traits: indecisive, escapist, idealistic</p> <p>Aries (March 21—April 20) --Positive personality traits: generous, enthusiastic, efficient --Negative personality traits: quick-tempered, selfish, arrogant</p> <p>Taurus (April 21—May 20) --Positive personality traits: reliable, stable, determined --Negative personality traits: possessive, greedy, materialistic</p> <p>Gemini (May 21—June 21) --Positive personality traits: witty, creative, eloquent, curious --Negative personality traits: impatient, restless, tense</p>	<p>Cancer (June 22—July 22) --Positive personality traits: intuitive, nurturing, frugal, cautious --Negative personality traits: moody, self-pitying, jealous</p> <p>Leo (July 23—August 22) --Positive personality traits: confident, independent, ambitious --Negative personality traits: bossy, vain, dogmatic</p> <p>Virgo (August 23—September 22) --Positive personality traits: analytical, practical, precise --Negative personality traits: picky, inflexible, perfectionist</p> <p>Libra (September 23—October 22) --Positive personality traits: diplomatic, easygoing, sociable, --Negative personality traits: changeable, unreliable, superficial</p> <p>Scorpio (October 23—November 21) --Positive personality traits: passionate, resourceful, focused --Negative personality traits: narcissistic, manipulative, suspicious</p> <p>Sagittarius (November 22—December 21) --Positive personality traits: optimistic, adventurous, straightforward --Negative personality traits: careless, reckless, irresponsible</p>
---	--

3. On the next page you can find an example of a resume (or CV). Try to fill in the resume of Gloria. Read the text and place the information in the right place of the CV.

Hi, my name is Gloria Sarech Tuyuc. Gloria is my surname. I live in the Torenstraat 20, in Mechelen.

I was born on 23 November 1980 in Antigua, a beautiful town in Guatemala. My mother is called Francisca Sarech and my father his name is German Tuyuc. I also have two brothers, they're called Henry and Marvin.

I went to primary school from 1987 till 1993. After that I went to secondary school and in 1996 I got my diploma.

I worked on my uncle's corn plantation from June 1996 until May 2003. On the third of August 2002 I got to know my husband, Geert Vanderlinden. We already have two children: Louisa and Vincent. After that I took a course 'Dutch for people with another language' with Basis-educatie Mechelen. I received the 1.1 certificate in June 2004 and the 1.2 certificate in June 2005.

In February 2005 until Juli, I followed another course; 'Dutch for technical jobs' with the VDAB in Mechelen.

Now, I have a good knowledge of the Dutch language. I learned a lot in school and on the work field.

I speak French a little, but of course I can speak Spanish very well, that's my mother tongue. During this training I worked as a cleaning-lady for Ecolean in Duffel. That was from October 2003 until October 2005. In December I started working as a kitchen-aid in the Saint-Maarten hospital in Mechelen. That lasted four five months. My boss was very happy with me. He told me that I am able to work together with my colleagues and that I can also work independently.

On this moment, I am a job-applicant with the VDAB. It's not easy to find a new job again. I don't have a driving license and I don't really have computer skills.



WORK EXPERIENCE

LANGUAGES

COMPUTER SKILLS

SKILLS

Samira Al Mahdi
Hemelstraat xxx
9000 Genk
0485 / xx xx xx
samira.al.mahdi@gmail.com

Born: 16/05/1978 in Hasselt
Belgian nationality
In possession of a driving license and own car

WORK EXPERIENCE

- Hostess**, All Assistance Agency - Hasselt 2002 - now
e.g. for Fortis Bank, BBL, Horecabeurs Ketnet Freeze, Proximus, World Championships
- Welcome, cloakroom
- Sign and escorting visitors
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- Saleswoman**, Brantano - Houthalen 2002 - 2004
- Help customers
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Excel: good knowledge
Access: the basics

SKILLS

Be enthusiastic, highly motivated
Flexible and commercially oriented
Orderly
Fluently and spontaneously
Friendly
Good verbal communication

MISCELLANEOUS

Immediately available

4. Now try to write your own CV. The teacher has some job openings that you can apply for. In the video you can find some things that you need to keep in mind when writing a CV. You can find it on EDpuzzle. 'How to write a resume'.

<https://www.youtube.com/watch?v=MYaXN8j7rL8>

Personal information

WORK EXPERIENCE

LANGUAGES

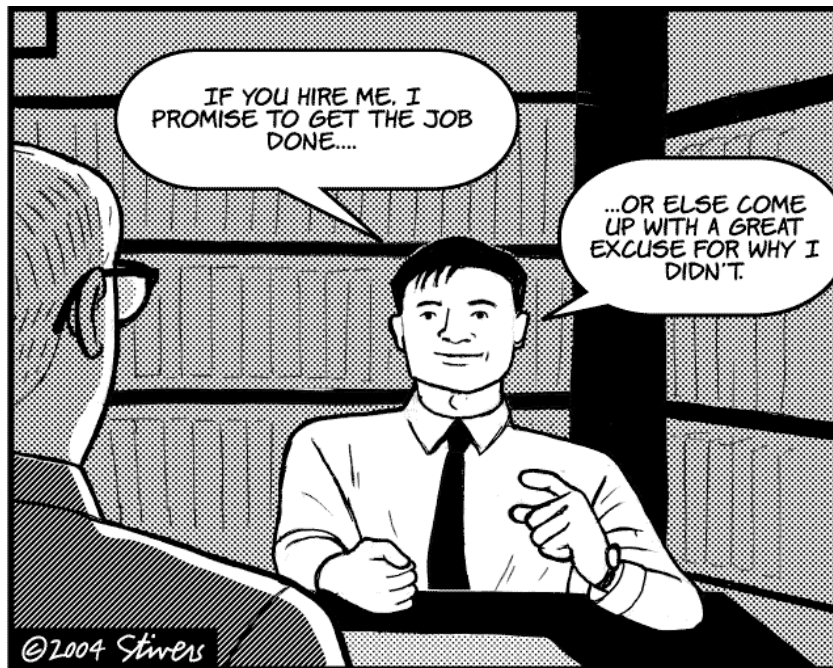
COMPUTER SKILLS

SKILLS

5. After you have written a CV, the company can ask you for an interview. A job interview will help you to get that job that you really wanted. Try out a real job interview with your neighbor. Use the job opening and the CV that you used before.

These are some questions that you will get on a job interview:

- **What kind of training or qualifications do you have?**
- **Tell me about yourself. Why should we hire you?**
- **What do you feel are your greatest strengths?**
- **Do you prefer to work alone or on a team?**



6. You are now the boss of a company. Some colleagues have the assignment to do a job interview. You will help those students and you will lead the conversation.

How to write a covering letter.

The opening paragraph

This should be positive, formal, short and attention grabbing, clearly explaining why you are writing to them and informing them that your CV is attached. Try to avoid the same old tired opening lines, and instead go for something that grabs the reader's attention. Effective ways to do this include name dropping, connecting to a common experience, or revealing some in-depth knowledge about the company. To summarise, key points to mention in the first paragraph are;

- The position you are applying for.
- Where you saw it advertised, or how you came to find out about it.
- Your present job title.

The second paragraph

This will form the main part of your letter and it's the bit where you can sell yourself. Focus on showing a recruiter how much they can benefit from your contributions to their company, and also mention how you relate to the company's values and aspirations. Explain what you can offer them, try to make sure that it is not just a list of what is in your CV but is individualised to the job application. A good way to complete this section is take the essential criteria from the personal specification given with the job advert, and then explaining how you fully fill each one. Respond directly to the job advert / description by illustrating how your skills and abilities match what the employer wants. Concentrate on;

- Briefly describe your professional and academic qualifications that are relevant to the position.
- Key skills and experiences.
- If you've just graduated, focus more on the level of education you've achieved and your future potential as a productive employee.
- If you are changing careers then focus on your transferable skills.
- How it fits in with your career plans, for example if you are applying for Sales positions do not say that you want to become an airline pilot.

The third paragraph

In this section specifically indicate why you are interested in the position by telling them what you are impressed with and what attracts you to them. When explaining why you want to work for them, here are some possible reasons you could give;

- The company's reputation and brand.
- How the company is different from its competitors.
- List values that the company has and which you hold in high regard.
- How they are an exciting and forward thinking company.
- Detail how you see your career progressing if you were to get this role.
- Subtly flatter the company, for example 'you are the industry leader'.

The end / Conclusion

Always end your cover letter on a high note. Conclude it by thanking them for their time and stating your anticipation of their response. At the end you should also request action, like asking for an interview or inviting them to contact you. If you are really keen on the position, then consider adding a line saying that you'll give them a call to see how your application is progressing. Other points to mention include;

- Giving details of certain dates you are available for an interview.
 - When you are available for work.
 - That you are happy to provide any further information they need.
 - Indicate your desire for a personal interview and that you're able to meet with the employer at their convenience.
-

Natashia Lee

Goldwin Heights, 2 Seymour Road
Mid Levels, Hong Kong
(852) 2561 2948
natashialee@cdnis.edu.hk

October 28th, 2015

Emily Glass
P.O. Box 140
Deer Harbor, WA 98243
United States
(360) 376-2272
info@fourwindscamp.org

Dear Ms. Glass,

I'm writing to you to apply for the position of Head of Arts and Crafts at Four Winds Westward Ho Summer Camp. I was first drawn to Four Winds upon seeing your aim to create a sense of community with the campers and encouraging closeness with nature, especially with the beautiful environment of your camp. I very much agree with your aims and as such, would be highly honored to have the opportunity to work at the camp and gain experiences with teaching and developing my leadership skills.

I am aware that Four Winds also encourages an appreciation of arts and crafts and music for creativity and self-expression and for that reason, I feel I have much to offer to your community, as I'm extremely interested in sharing my knowledge and passion for the arts to help advance the artistic development of campers. I was an art student throughout the MYP and have a huge interest in visual arts and music, possessing a wide range of skills, including different kinds of painting, calligraphy and many other experiences as well. Besides that, I have played both the piano and the flute for many years now and perform as part of a band regularly. I believe that my experiences in the arts makes me a suitable candidate in taking on the responsibilities involved with becoming the Head of Arts and Crafts.

Thank you very much for taking the time to read my application. You can find the full details of my experience in my resumé attached. I look forward to hearing from you and further discussing my qualifications for the position.

Sincerely,

Natashia Lee

7. Write your own covering letter!



TECHNISCH INSTITUUT HEILIG HART
 Kleine Breemstraat 5
 3500 HASSELT

Course: English
Teacher: S. Awouters
Schoolyear: 2015-2016

Term: 1
Name:
Class: **Number:**
Date:

1. Find the instruments in the word search. Write the words beneath the correct picture afterwards.

R	A	U	I	V	F	L	U	T	E	X	E	F	K	I	M	F	Z	H	
T	R	U	M	P	E	T	G	A	R	L	P	K	H	O	K	F	J	N	
Z	Q												V	I	G	X			
H	H	J	G	S	B	M	C	G	A	F	E	F	Y	F	T	K			
S	I	Y	F	Y	D	L	K	P	F	Y	Y	S	G	L	R	T			
Q	B	N	L								C	M	H	N	O	A			
S	A	O	B	B	G	N	O	W	A	B	A	X	M	M					
T	G	F	F	K	W	P	O	M	A	A	R	K	B	B					
W	P	A	I	W	W	E	F	Z	Z	M	B	O	O						
S	I	R	D	X	K	U	T	W	O	O	V	N	U						
I	P	W	D	I	Q			M	U	N	Y	E	R						
G	E	Q	L	O	B	O	R	F	Y	V	K	I	F	A	I				
D	C	B	E	H	R	B	P	T	N	L	I	C	A	O	N				
T	Y	C	X								A	X	H	E					
V	M	V	I	O	L	I	N	P	P	G	Z	W	Y	J	H	H	Z		
A	B	W	G	U	I	T	A	R	W	W	Q	L	B	Y	G	O			
Y	A														Z	J			
U	L	Z	M	V	T	Y	L	V	L	S	J	D	T	V	A	B	L	K	S
U	L	P	B	Q	P	I	A	N	O	M	R	V	C	Q	A	F	U	X	H

- GUITAR
- PIANO
- TAMBOURINE

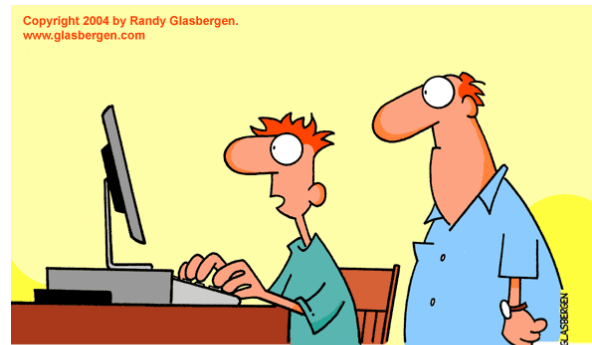
- CYMBAL
- TROMBONE
- VIOLIN
- BAGPIPE
- TRUMPET

- HARMONICA



2. Listen to the mp3 file 'Sounds of Musical Instruments' and give the correct order of the instruments that you hear.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____



"I KNOW IT'S ILLEGAL TO DOWNLOAD MUSIC FROM THE INTERNET... BUT YOU SAID THE STUFF I LISTEN TO ISN'T MUSIC!"

3. Do you enjoy listening to music? If so, what do you enjoy about it?

4. Do you think that music can put you in a certain mood? Or inspire you to change behavior? Or teach you something?

5. Listen to the mp3 file 'Hey there Delilah'. Does it change your mood? Why / why not?

6. Listen to the mp3 file again and do exercise a, b and c.

HEY THERE DELILAH

a. Circle the word that the singer says:

Hey there Delilah
What's it like in New York City?
I'm a thousand miles away
But girl, tonight you look so (**petty/ party/ pretty**)
Yes you do
Times Square can't shine as bright as you
I swear it's (**through/ true/ threw**)

Hey there Delilah
Don't you worry about the (**dissent/ distinct/ distance**)
I'm right there if you get lonely
Give this song another listen
Close your (**eyes/ Is/ ice**)
Listen to my voice, it's my disguise
I'm by your (**side/ size/ site**)

Oh it's what you do to me
Oh it's what you do to me
Oh it's what you do to me
Oh it's what you do to me
What you do to me

b. The words in **bold** are scrambled. Put their letters in the right order:

Hey there Delilah
I know **mites** are getting hard
But just believe me, girl
Someday I'll pay the **slibl** with this
guitar
We'll have it **dogo**
We'll have the life we knew we would
My **rowd** is good

Hey there Delilah
I've got so much **felt** to say
If every simple song I **tower**to you
Would take your breath **yawa**
I'd write it all
Even **remo** in love with me you'd fall
We'd have it all

Oh it's what you do to me...

c. Write an antonym of the expressions in **bold**:

A thousand miles seems pretty **near**
But they've got planes and trains and cars
I'd walk to you if I had no other way
Our **enemies** would all make fun of us
and we'll just **cry** along because we
know
That **all** of them have felt this way
Delilah I can promise you
That by the time we get through
The world will **always** ever be the
same
And you're to blame



7. Make a group of four. Each member of your group will have a short text about a music festival in England. Ask each other questions (and use your own text) to complete the fact files.

Festival name	
When it began	
Location	
When it takes place	
How often it happens	
How long it lasts for	
Price of ticket	
The sort of music played	
Famous artists	
Other attractions	

Festival name	
When it began	
Location	
When it takes place	
How often it happens	
How long it lasts for	
Price of ticket	
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Other attractions	

Festival name	
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Festival name	
When it began	
Location	
When it takes place	
How often it happens	
How long it lasts for	
Price of ticket	
The sort of music played	
Famous artists	
Other attractions	

Text 1

Cambridge Folk Festival is one of the longest running festivals of its kind. Paul Simon, who played at the first one in 1964, paved the way for many more popular musicians, such as Nick Cave and Billy Bragg. The festival takes place at Cherry Hinton Hall to the south of the city each July and spans across four days. To stay for the whole duration would cost you around £120. It's a family friendly festival, and other attractions include crafts, workshops and food from around the world.

Text 2

The Glyndebourne Festival is held at Glyndebourne, an English country house, in East Sussex in England. The festival, which is run by the Christie family, began in 1934 and takes place annually over a few months in the summer. The festival's focus is opera music and includes performances of productions originating from the 17th to the 20th century. Famous opera singers who have performed at the festival include Melly Still and Michael Grandage. Visitors to the festival are encouraged to enjoy the beautiful surroundings in which the house is situated and soak up the wonderful atmosphere. Ticket prices vary depending on which performance you want to see and when.

Text 3

Creamfields is the UK's most popular dance festival and has been host to some of the biggest names in the music genre. When the festival began, in Winchester in 1998, live performances from Primal Scream and RunDMC accompanied DJs sets from the likes of Sasha and Daft Punk. The festival now takes place every August Bank Holiday weekend in Cheshire in the north-west of England. If the music is not enough for thrillseekers, the on-site fairground provides more excitement. So popular is the festival with dance music lovers that 'Creamfields International' now operates in countries worldwide, including, 'Creamfields Brazil', 'Creamfields Australia' and 'Creamfields Peru'. A three-day camping ticket in England costs £120 if booked in advance.

Text 4

Reading festival, which started out in the 70s in Berkshire, has become a major rock festival in Britain, and has been headlined by musical legends such as The Jam, The Who, Pink Floyd and Guns N' Roses. Due to increasing demand, which exceeded the capacity of the Reading festival site, another venue in the north of England was opened in the 90s to accommodate the vast number of people wanting to attend. In recent years, the festival, now commonly referred to as the 'Reading and Leeds festival', has taken place each August in two locations – Bramham Park in Leeds and Richfield Avenue in Reading – each one with the same line-up performing at different times. The Alternative Stage offers comedy and other cabaret acts and provides high-class entertainment for visitors wanting something a bit different during the three-day event, which costs about £200.

8. It takes a lot of time to make a song. You need some people to help you out. But who does what?

Person			Task		
a) Business Manager			1) Sells your music to as many shops as possible.(also online)		
b) Record Label			2) Pays, manages all your personal affairs: hotels , clothing, food, drinks,...		
c) Distributor			3) When there are disputes about the music, lyrics, artists, personal behaviour he solves them in court.		
d) Artist (Producer)			4) Takes the financial lead.		
e) Personal Manager			5) They manage the copyright.		
f) Lawyer			6) The person(s) who perform on stage.		
A	B	C	D	E	F

9. Look up the lyrics of your favorite song. Or a song that you really like because of the lyrics. Try to translate the lyrics and get an idea of what the song really is about. Now explain your neighbor the song and its meaning. Write down what your neighbor says.

Title of the song: _____

Artist(s): _____

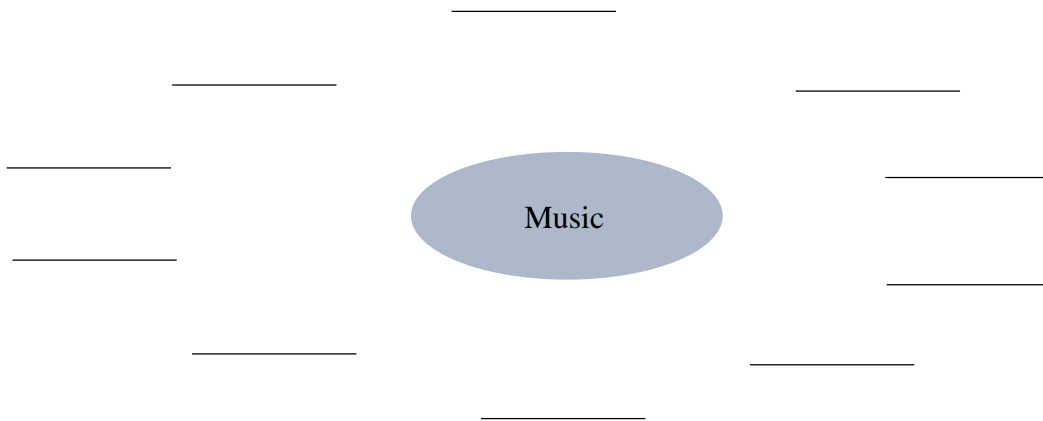


TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016

Term: 1
Name:
Class: **Number:**
Date:.....

1. What do you think about when you think about music? Write down ten words at least.



2. Look at the following video clip. What is your opinion on this kind of music? Pick five genres that you want to talk about.

Genre	Opinion

3. Who is your favorite artist / band? Tell your neighbor about it and write down what he tells you.

4. You now get a chance to make your own band. First you will need a name for the band. Go to this website and the title of the article is now the name of your band.

<http://en.wikipedia.org/wiki/Special:Random>

The name is:

5. Now you're going to make a first album with a brand new song. You can find the name of the first song on this page. Refresh the page. Go to the bottom of the page. The last four to five words of the last quote are the title of your first album.

<http://www.quotationspage.com/random.php3>

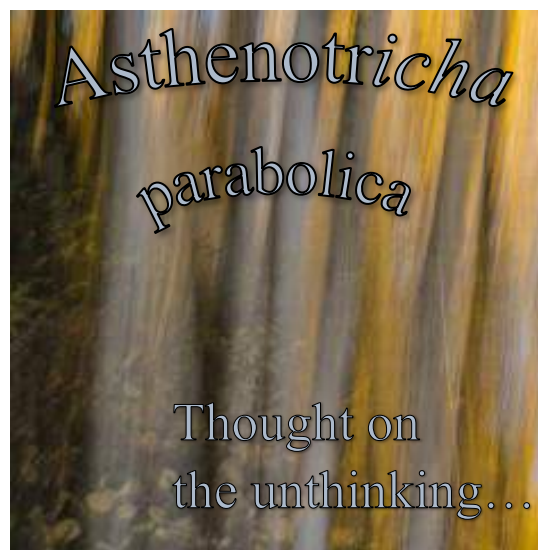
The song is called:

Write down what the song is about. Try to think of a story behind the words.

6. You have a song and a name, but what will your album cover look like? Go to the next website and select the 3rd image. This is the picture for your album cover.

<http://www.flickr.com/explore/interesting/7days>

What does your album cover look like? Describe what you see.



Does it fit the image that you first had of your band? Explain.
(You can use the following site if you want music samples of almost every genre.)

<http://www.record-play.net/musichub/genres/>

7. You can form a band on your own. Find three other people that have to join your band. Think of artists that you think that are very talented or people that just fit in the picture. You can have Ozzy Osbourne or your best friend. But you have to explain why you choose them. (Give some information on the artists.)



I chose them because:

8. You are going to interview an artist that you want in your band. Make a dialogue: work in pairs, one of you is the journalist the other one is the artist. This is your time to finally ask those questions you have been dying to ask.

Example:

(J): Good Afternoon Macklemore! How are you doing?

(M): I'm Fine thanks.

(J): Your new single went straight to number one in the hit list, how does that feel?

(M): It feels great but at this time I'm touring all over the world and therefor it is hard to keep track on all the newspaper articles.

(J): How did the idea popped in your head to write a song about S&M?

(M): Well....

8. Read the following texts about festivals.

Graspop Metal Meeting 2016 is a Belgian metal festival taking place from Friday 17 through Sunday 19 June 2016. Our line-up represents a cross-section of the best the international heavy music scene has to offer: from brutal black metal and melodic power metal to uncompromising hard rock, thrash, metalcore and more...

Every year, thousands of metalheads from across Europe and beyond flock to festival park De Steenehei in Dessel, Belgium, for three days of virtuoso shredding, wrist-fracturing drumbeats and epic anthems. Last year's 20th anniversary edition hosted a record 150,000 metal fans. With the Metal Town camping facility filled to capacity and a sold-out Saturday, GMM 2015 was the most successful edition yet.

Pukkelpop is a four-day festival organised by Leopoldsburg's Humanistische Jongeren ("Young Humanists") which began in 1985. Pukkelpop started life as a small, local music event before becoming an outdoor alternative festival. Pukkelpop has now become one of Europe's greatest music events. The festival is a complete experience, and one which has been promoting community relationships for almost 30 years.

Pukkelpop selects a musical line-up with an alternative fringe. Over 200 current musical sensations, living legends and visionary alternative artists all come to perform on one of our eight stages. Pukkelpop opens up a world of possibilities, from hi-octane rock to low-fi singer-songwriters, bright splashes of pure pop to banging house and hot metal. Petit Bazar and Salon Fou usher in street theatre, entertainment and well-being in all senses of the word.

Pukkelpop enjoys its traditions, such as Boiler Party night on the eve of the festival. Festival-goers arrive and pitch their tents in one of the nearby camping areas before heading over to get in the party mood at this eclectic warm-up session.

In 1978 a group of friends from the city of Geel organise their first open-air reggae party. Against all expectations the event turns out to be very successful and opens a perspective for more. Funky Fun Productions vzw is born. From the 3rd year onwards the event consists of 1 live concert and a big party. Reggae Geel moves on nice and easy and finds its place in the summer festival season. The decision is made to move into a higher gear: the new Funky Fun Productions staff decides to focus on a live event. Dutch and Belgian bands get the chance to play before a live crowd and little by little Jamaican bands and packages are invited, which results in a ever growing interest, both from press and audience. A professional promo campagne, far better infrastructure and a clear image result in a bigger attendance. The 15th birthday of the festival is celebrated with a genuine double bill: a headliner and a support act! People tend to arrive earlier and earlier and we open a second stage in the early afternoon. In the 17 years to follow Reggae Geel keeps evolving and in the best of Jamaican traditions we begin our 'dancehall night' on Friday evening. Untill now, the dancehall Friday is the dancehall evening in the country. The programmation keeps on growing and gives room for theatre, circus, stand-up comedy, art, poetry, debattes and all sorts of workshops. From 2005 on we invest in a 3rd stage: the 18" corner, the place to please dub lovers. In 2007 we start a collaboration with 'Poppunt Vlaanderen' and organise the 'Catch a Mic' contest, in which young talent gets the chance to present themselves to a wider audience. On a European level we become part of the European Reggae Contest, in which live bands get the chance to perform on different reggae festivals all over Europe. In 2009 finally, we honor the origins of reggae by opening a 4th stage: 'The Skaville Circus'. Lots of ska music in the evening; debates and dub-poetry in the afternoon.

36 years later Reggae Geel is a 2-day reggae festival with a wide programmation on 5 stages, capturing the unique atmosphere of the Caribbean society.

Tomorrowland is one of the biggest electronic music festivals held in the world, taking place in Belgium. It used to be organized as a joint venture by the original founders together with ID&T. The festival takes place in the town of Boom, 16 kilometers south of Antwerp, 32 kilometers north of Brussels, and has been organized since 2005. Tomorrowland has since become one of the most notable global music festivals.

Consistently reinventing the rules of what makes the perfect electronic music festival, Tomorrowland is the ultimate experience of extravagant stages with an equally decadent lineup unmatched by other EDM events.

Globally celebrated DJs, producers and artists take over Boom in Belgium with 15 marvellous stages of magic, with past decorations ranging from active volcanoes to explosive butterflies.

From techno to minimal, all flavours of electronica are to be tasted, with a site design that feels like you have stepped into another world of endless possibilities.

Selling out almost instantly every year, thousands of dedicated electronic music fans journey from all corners of the world to fulfil their dreams of the definitive music festival escape.

9. Now pick a festival that you like the most. Explain why.

10. You can now organise this festival yourself. Give a presentation on what and who you want to be there. Place your band in the line-up as well. Show others your 'perfect festival'.

What you need:

1. a place
2. a time
3. five bands / artists
4. entertainment (a rollercoaster, a flower garden ...)
5. four kinds of food
6. other things that make it perfect



TECHNISCH INSTITUUT HEILIG HART
Kleine Breemstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: Number:
Date:.....

1. Listen to the mp3 file 'Awake and Alive – Skillet'. Fill in the missing words.

"Awake And Alive"

I'm at war with the _____ and they
Try to pull me into the dark
I struggle to find my faith
As I'm slippin' from your arms

It's getting harder to stay _____
And my strength is fading fast
You breathe into me at last

[Chorus]

I'm awake I'm alive
Now I know what I _____ inside
Now it's my time
I'll do what I want 'cause this is my life
here (right here), right now (right now)
I'll stand my ground and never back down
I know what I _____ inside
I'm awake and I'm alive

I'm at war with the _____ cause I
Ain't never gonna sell my soul
I've already made up my _____
No matter what I can't be bought or sold

When my _____ is getting weak
And I feel like giving in
You breathe into me again

[Chorus]

In the dark
I can feel you in my sleep
In your arms I feel you breathe into me
Forever hold this heart that I will give to you
Forever I will live for you

[Chorus]

3. Read the following texts.

Too many people are unclear as to what Hip Hop Culture really is and tend to use the term frivolously. Hip Hop Culture is commonly recognized by its main elements: Graffiti, DJing, Breakdancing (B-boying), MCing, and Beatboxing. These elements are forms of art designed to express a deeper meaning. At its core, Hip Hop is also much more than art and entertainment. Hip Hop is the constantly evolving spirit and consciousness of urban youth that keeps recreating itself in a never-ending cycle. It is joy, sorrow, pleasure, pain, victory, defeat, anger, happiness, confusion, clarity, humor, intensity, dream, nightmare, life, death, and everything else in between. It is the spirit that connects the past to the present and lays a path towards the future. The spirit of Hip Hop is the same as Jazz, Reggae, Blues and a multitude of other types of expressions. Hip Hop Culture cannot be assimilated, integrated, diluted, watered-down, sold for profit, or pimped. It will always exist, in this incarnation or another. Hip Hop is life and all it has to offer. This knowledge lays the foundation for all those who thought of Hip Hop as nothing more than entertainment.

Hip hop teaches the history of the inner city. It teaches the economics of post-industrialism. The hip hop culture is a lens through which we can really analyze current events and politics in our society. Hip-Hop adds a face and a voice to those who might not have otherwise been seen or heard from in any other medium. Whether right or wrong Hip Hop gives credence to those who have been historically shunned, disregarded, oppressed and invalidated. Hip-Hop is an evolving life force within the person that lives it, breathes it, and moves around in it. Hip-Hop is more than what you hear on the radio, read in the magazines, or what you watch on TV. Hip-Hop is you. Hip-Hop is ME!

A grunger is generally perceived as a rockaholic imitating an old school rocker though having bad fashion sense and terrible hygiene as well as a girlfriend/wife beater who goes through phases of drug and alcohol abuse then ends up in a mental hospital after suffering from depression thus attempting suicide. You may think a grunger is just the older version of an emo but it really isn't! Grungers are often called Farm Boy Rockers, but they are just normal people who have a distinct taste in music. They hate theatricality in any form being they want to show you they are living just like you are!

Fame is like a cancer for them whereas popularity gives them the flu, living authentically is grunge lifestyle. They try to have good relationships with their girlfriends but since they suffer from Egothy they lash out more than they meant to (a Hulk reflex) but their girl/guy understands them! They did drugs and alcohol because they either wanted to look cool or come off as masculine but grungers were always fooled into it by their peers. They would consider themselves the true bridge between old and new school rock, making Glammies a bridge between teenagers and old man's rock.

Metal heads (or Head bangers) : They are a group of individuals who listen mainly Metal, but often have a wide variety of music tastes like Blues, Rock, Punk etc...They enjoy partying, alcohol, moshing, going to concerts and festivals and try to have as much fun as they can and doing some head banging to their favourite bands.

They tend as early someone said to be a clannish group unlike others, that means that they are united by Metal, for example : if a metal head sees another being mugged , he'll surely will try to help, Brotherhood-like. They seem very aggressive but that's a stereotype, because they tend to be very fun, nice and intelligent people.

Metal heads have their own opinion, different points of view, they tend to dislike the closed-minded, conservative, and main-stream people, posers and are wrongly associated with Satanic \ Goths \ thieves \ drug-addicts. The truth is that most of them have Pagan beliefs or simply have no belief.

They tend have a very special care for their hair(when they have it), as is they're most prized possession (some believe it's a sign of status quo inside the clan, the bigger the hair, the bigger respect). They don't care about what people think about them, they dress as they want, mainly black clothes, they tend to act in a relaxed fun way.

The group is often swarmed with poser \ wannabe metal heads who don't think by themselves and have a scarce knowledge of Metal. Each type of metal produces different types of metal heads, for example: Black Metal often produces metal heads in black leather jackets, filled with spikes, chains and bullet belts, and unreadable band t shirts names or logos, they tend to be the most aggressive along with thrash metal heads... but mainly metal heads listen a lot of different types of metal, but specializes in one or two.

4. You can read that different music styles often go with different attitudes. What is your opinion on that? Do you believe those 'stereotypes'? Why / why not?



" I think I just invented 'Roll'n Rock' :"

5. Look at the following poster.



The poster features a decorative border with gears and a central emblem of a stylized eye. The text is arranged in a clear, organized manner, starting with the event title and line up, followed by a long list of artists, and ending with the event dates and ticket information. The background is a lush, green landscape with a large, ornate structure in the distance.

THE KEY TO HAPPINESS

TomorrowWorld
the only destination that finds

2015 LINE UP
IN ALPHABETICAL ORDER

ADAM BEYER ADVENTURE CLUB AFROJACK ARMIN VAN BUUREN BASSNECTAR BENNY BENASSI BIG GIGANTIC BINGO PLAYERS BORGORE BRO SAFARI CASHMERE CAT THE CHAINSMOKERS DAVID GUETTA DIMITRI VEGAS & LIKE MIKE DJ SNAKE DVBBS EXCISION FERRY CORSTEN FLUX PAVILION GET REAL GRAMATIK GUY GERBER HARDWELL JAMIE JONES JOSEPH CAPRIATI KASKADE LAIDBACK LUKE THE MAGICIAN MARTIN GARRIX MAYA JANE COLES PAUL VAN DYK PETE TONG PORTER ROBINSON^{LIVE} RUDIMENTAL SEVEN LIONS SHOWTEK STEVE ANGELO TCHAMI THOMAS JACK TIËSTO YVES V

AL PATRON ALAN FITZPATRICK ALOK ALY & FILA ANDREW RAYEL ANDY C ANSOLO ARCHES ARCTIC MOON ARMANINI REIGN ASTRONAUTICA AUDIEN BACHELORS OF SCIENCE BAKERMAT BASS MODULATORS BASSJACKERS BIXEL BOYS BRAZZABELLE CHRIS MCLENNEY CLAPTONE COONE COSMIC GATE DALLASK DANNY BYRD DARKSIDERZ DAVE LAMBERT DAVID SOLANO DENNEY DESTRUCTO DIMARO DINO DJAXX & NEUROTIQUE DOTCOM DOUBLE PLEASURE DREWSTHATDUDE DUELLE DYNAMITE EDX ELAQUENT ETCI ETCI ETHERWOOD FAUL AND WAD AD FLAPJACKERS FRED V & GRAFIX FRONTLINER FWDSLXSH GIRAFFAGE GRAVEZ GRIDLOCK HAYWYRE IDA ENGBERG JACKLNDN JACOB VAN HAGE JAYCEEH JEWELZ & SPARKS JUJ JUSTIN JAY JUSTIN MARTIN KAYLIOX KENN COLT KENNEDY JONES KEYS N KRATES KID HOPS KIDNAP KID KLINGANDE LAUREN LANE LAYTON GIORDANI LEGION LOGISTICS LOOKAS LOUIE P (THE CELESTICS) LUCKY DATE THE M MACHINE M.I.K.E PUSH MAKO MARK SIXMA MARLO MATADOR MATOMA MC STRETCH MC VILLAIN MERCER METRIK MICHAEL CALFAN MIKE GAO MILO & OTIS MOTEZ MYSTIQUE NGHTMRE NOISECONTROLLERS NU-TONE OLIVER OOKAY ORJAN NILSEN PARIS & SIMO PARTY FAVOR PATRICK TOPPING PEKING DUK PIERCE FULTON PROTOTYPE PSYKO PUNKZ RANDOM MOVEMENT REGI RESO REZZ RICKY REMEDY ROMEO BLANCO RUFUS DU SOL S.P.Y SAM FELDT SAMO SOUND BOY SEM THOMASSON SHAO AKA DJ DIESEL SHIBA SAN SICK INDIVIDUALS SKELISM SLANDER SNAILS SOLIDISCO SPACE JESUS SUBMORPHICS SYLENCE TEEMID TEK.LUN THOMAS GOLD THOMAS NEWSON TJR TOUCH SENSITIVE TRIFONAL UMMET OZCAN THE UNSHEATHED VICTOR CALDERONE WATERMAT WAVE RACER WOLFPACK ZOOGMA

SEPTEMBER 25 - 26 - 27, 2015 - ATLANTA, USA
TICKETS TOMORROWWORLD.COM

Would you ever consider going there? Why / why not?

If you ever want to go there, what do you need to take with you? Think of the basic needs on a festival.

There is something special about this festival. How can we get there?

6. Fill in this form to find plane tickets for Tomorrowworld.

Required fields *


First name*

Last name*

Email address*

Repeat email address*

Gender* Male Female

Birth date* 

Phone

Address*

Zipcode / Postal code*

City*

Country* ▼

When do you have to leave to be on Tomorrowworld 2016 on time? (Look up how long you have to fly.)

7. Now you are a travel agent and you want to give all-inclusive tours for Tomorrowworld. (The flight, the festival, a hotel, food, entertainment ...). Work out a concept and make a video of you while presenting your concept. You do need to make it appealing otherwise no one will buy your tour. You can always go to the website of Tomorrowworld and look at the prices.

<http://www.tomorrowworld.com/home>

You can write down some ideas.



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
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Course: English
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Class: **Number:**
Date:.....

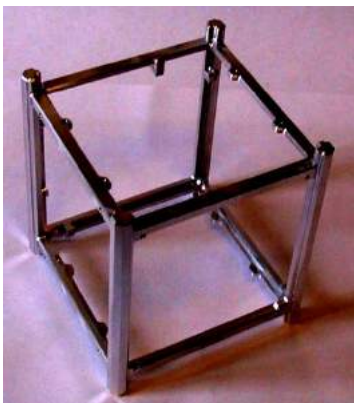
Work field knowledge

1. Before you start with your internships, you need to know the things listed below.
We will talk about:

- Numbers
- Measures and dimensions
- Instructions
- Safety
- Asking for help

one	1	fifteen	15
two	2	sixteen	16
three	3	seventeen	17
four	4	eighteen	18
five	5	nineteen	19
six	6	twenty	20
seven	7	thirty	30
eight	8	forty	40
nine	9	fifty	50
ten	10	sixty	60
eleven	11	seventy	70
twelve	12	eighty	80
thirteen	13	ninety	90
fourteen	14	one hundred	100

2. How many screws would you at least need to make this cube stable?



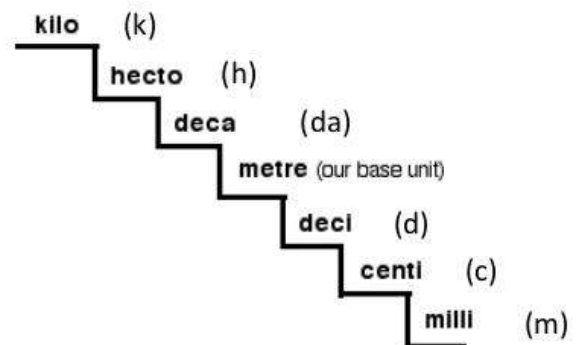
3. Watch the video 'How to G37' on EDpuzzle and answer the following questions.

1. What do you have to remove first?
2. What do you have to remove when the battery is fully exposed?
3. Which battery cable do you have to remove first?

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm

Metric Prefixes and Symbols



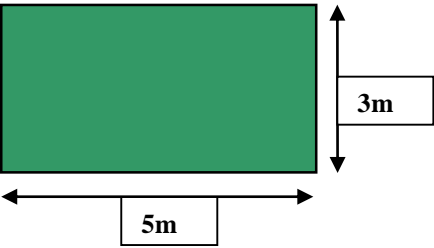
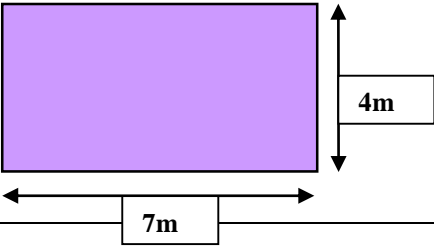


The prefixes:

Kilo-	=	1000
Hecto-	=	100
Deca-	=	10
Deci-	=	0.1
Centi-	=	0.01
Milli-	=	0.001

1 kilometre (km)	=	1000 metres (m)
1 hectometre (hm)	=	100 metres (m)
1 decametre (dam)	=	10 metres (m)
1 metre (m)	=	1 metre (m)
1 decimetre (dm)	=	0.1 metre (m)
1 centimetre (cm)	=	0.01 metre (m)
1 millimetre (mm)	=	0.001 metre (m)

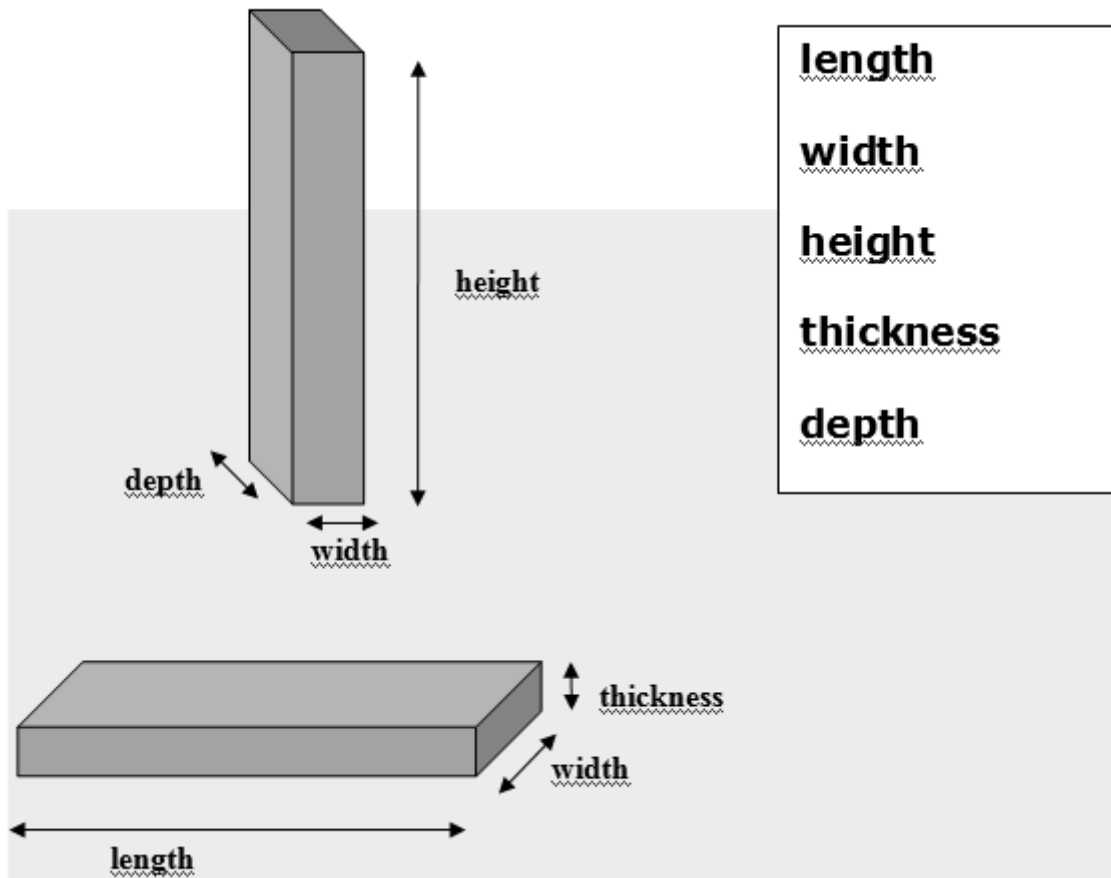
4. Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
You want to know how many tiles you need for a kitchen floor. What do you need to do?	A ruler, a yardstick or a tape measure.
Which tools can you use to take measures?	Calculate the floor's surface.
What is this? 	The tile's width
What is this? 	The tile's width x (=) by the tile's length
How do you calculate the surface of a tile?	The tile's length
How do you read m ² ?	The surface is 15m ² .
Which is the surface of this floor? 	The surface is 28m ² .
Which is the surface of this floor? 	Square meter

HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

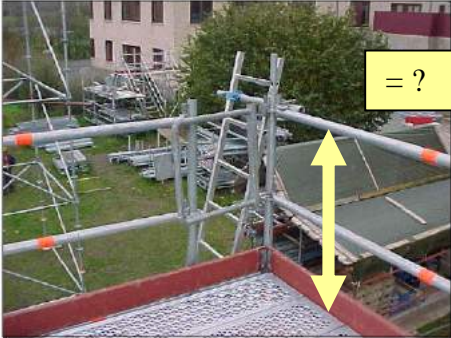
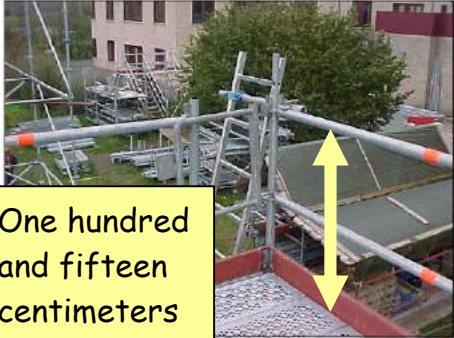
Dimensions


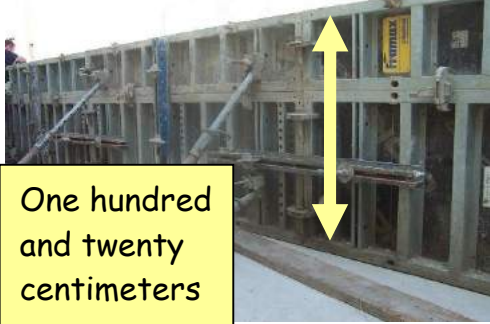


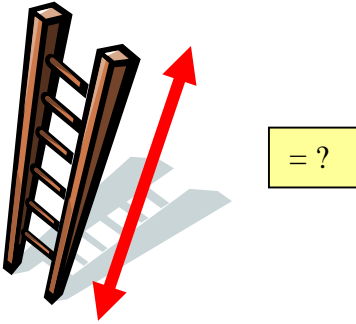
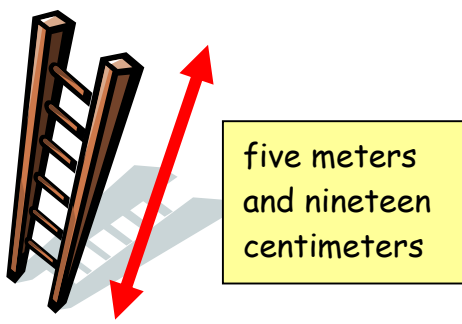
5. Indicate on the illustration: width – thickness – length

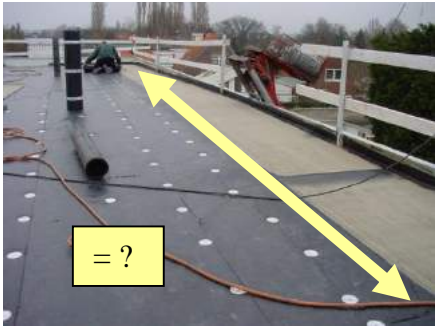
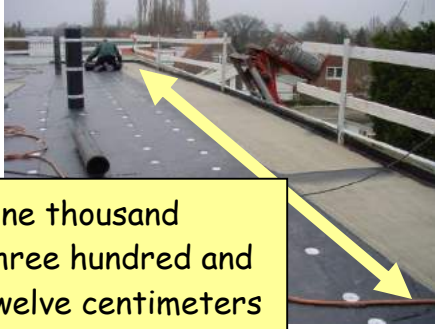


6. Read the question and give the answer

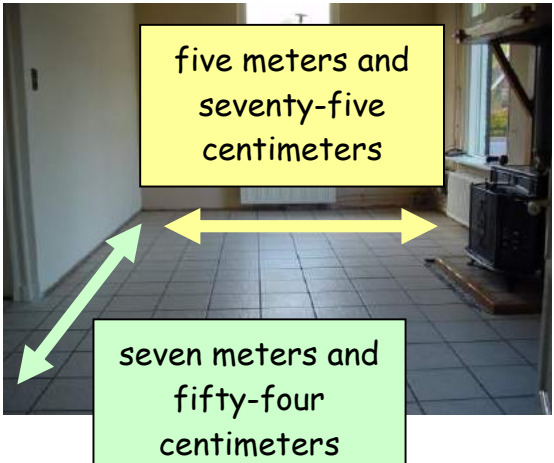
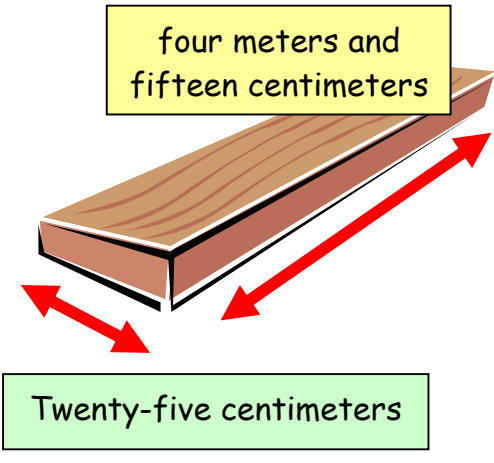
	
<p>How high is the handrail ?</p>	<p>The is meter and centimeters.</p>

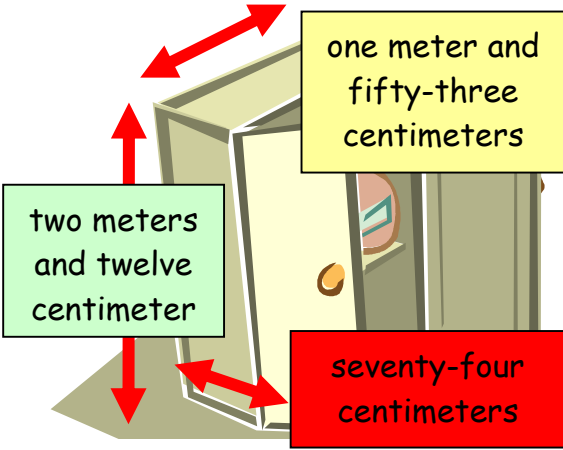
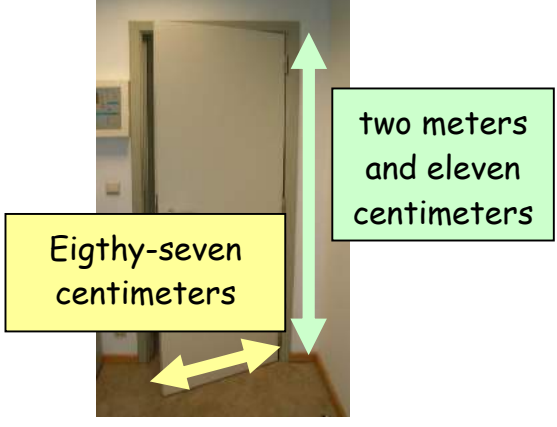
	
<p>How high is the formwork ?</p>	<p>The is meter and centimeters</p>

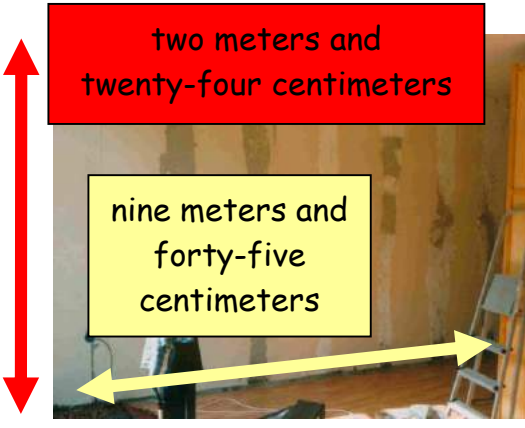
	
<p>How long is the ladder ?</p>	<p>The is meters and centimeters.</p>

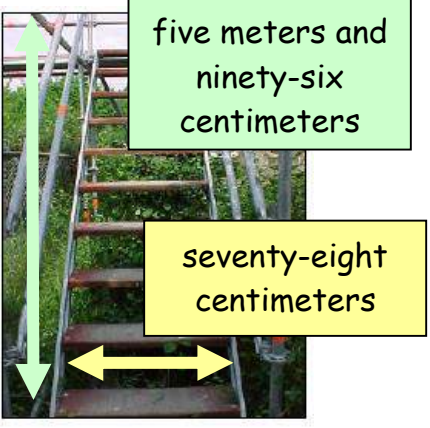
	
<p>How long is the roof ?</p>	<p>The is meters and centimeters.</p>

7. Write down the correct dimensions

<p>_____</p>	<p>_____</p>
	
<p>_____</p>	<p>_____</p>

<hr/>	<hr/>
 <p>two meters and twelve centimeter</p> <p>one meter and fifty-three centimeters</p> <p>seventy-four centimeters</p>	 <p>two meters and eleven centimeters</p> <p>Eighty-seven centimeters</p>
<hr/>	<hr/>

<hr/>
 <p>two meters and twenty-four centimeters</p> <p>nine meters and forty-five centimeters</p>
<hr/>

<hr/>
 <p>five meters and ninety-six centimeters</p> <p>seventy-eight centimeters</p>
<hr/>

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. Read the instructions.



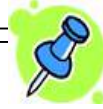
1. Fiat Punto CFP912

This car has a flat front tire on the left side. The other tires need a check-up as well.



2. Citroën Picasso GML579

*The clutch is broken. Definitely check it!
Place new windscreen wipers in the front. Those in the back are still good.*



3. Renault Mégane JSK632

The window of the door on the right side has a crack. Only place a new window if it is necessary.



4. Ford Mondeo SNT457






This car needs a new colour. The spray can with the green colour is on the desk.



5. Toyota Corolla MNO540

The muffler is too noisy. It was changed last year but there is a problem again.

10. Which statements are correct?

 <p>Fiat Punto CFP912</p>	<ul style="list-style-type: none"> <input type="checkbox"/> You have to check all the tires. <input type="checkbox"/> You need a front tire on the right side. <input type="checkbox"/> You need four new tires. <input type="checkbox"/> The front tire on the left side is okay. You have to change the others.
 <p>Citroën Picasso GML579</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is a problem with the clutch. <input type="checkbox"/> You have to place windscreen wipers on the back window. These are broken. <input type="checkbox"/> You also have to check the windscreen wipers in the back.
 <p>Renault Mégane JSK632</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is no need to place a new window. <input type="checkbox"/> The technician has to place a new window. <input type="checkbox"/> The right door window in the back has a crack.
 <p>Ford Mondeo SNT457</p>	<ul style="list-style-type: none"> <input type="checkbox"/> You have to paint the car green. <input type="checkbox"/> You can choose the colour yourself.
 <p>Toyota Corolla MNO540</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The handbrake doesn't work. <input type="checkbox"/> You should check the brakes. <input type="checkbox"/> The muffler is broken. <input type="checkbox"/> The muffler is about a year old.

11. Write down the instructions of the following situation. What do you need to do?

Hyundai Sonata DVD/GPS Installation Manual

1. Original dashboard



2.



3. take out the frame



4. Use a screwdriver to take off the screws



5. Loose the front panel



6. Take out the front panel



7.



8. Take off these screws which fix the main device



9. Take out the original screen



10. Take out the original unit, and unplug the cables



11. Relocate these buttons to our new frame



12. Plug our power cables with new unit, then push it back



1	
2	
3	
4	
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8	
9	
10	
11	
12	

The Car Repairs You Can (Seriously) Do Yourself, Despite Your Abilities

Car repairs can drain your pocketbook fast, but you can do a wide range of repairs yourself, regardless of your technical skill. We're not just talking oil changes; provided you can hold a wrench, you can fix everything ranging from fuel filters to alternators. We'll detail the tools necessary for your DIY toolkit, where to turn to for help when you're making the repairs, and how to tackle some of the most common car problems yourself.

The biggest hurdle in convincing someone they can handle car repair is the fear factor, but here's the thing: It's actually pretty hard to permanently screw up a car. You might break something temporarily, or a fix might not work in the long run, but you probably won't set yourself or your car on fire just because you banged too hard on a valve. Cars are resilient machines and regardless of the year or make, there are plenty of repairs even the clumsiest and technically challenged can handle provided they have the confidence to push through.

For DIY repairs, **your computer is your friend**. [AutoMD](#) and [Expert Village](#) are both excellent resources of general purpose videos, how-to guides, and diagnostic assistance for the most common car problems. AutoMD also has an [iPhone app](#) with guides optimized for mobile viewing. If you need help deciding if a repair is worth your time, [RepairPal](#) is an excellent resource for checking the average cost of repairs in a shop and can help you decide if it's worth the time and effort to do it yourself.

The Common Tools You Need and How to Shop for New Parts

Every car is different, but the myth foreign cars require special tools isn't exactly true. Nearly all cars use basic nuts and bolts for the most common repairs you need to make. Here's a short list of what you typically need:

- [Adjustable wrench](#)
- [Torque wrench](#)
- [Socket and ratchet set](#)
- [Pliers](#)
- [Phillips and flat head screwdrivers](#)
- [Jack](#) (usually included with your car)

There's no real secret to picking out tools, but they need to have a good grip. Buy tools with hefty handles.

12. Read the text and answer the questions.

- What is the biggest hurdle in convincing someone can handle car repair ?

- What kind of tools do you need? What is important for all your tools?

13. When you do your internships, ask if you are allowed to film a little about one machine. The idea is that you film how it works and after that you can edit it at home and explain how it works. You can add text in the video or make an audio file where you explain it.

Some instructions might tell you more about your safety. They are not necessarily words. Safety signs can be used to tell you what to do.

14. Match the rule with the picture. Draw an arrow between the rule and the picture.

Safety rules

rule 1: Always switch of the power when you want to work on a machine. Otherwise you can get electrocuted.

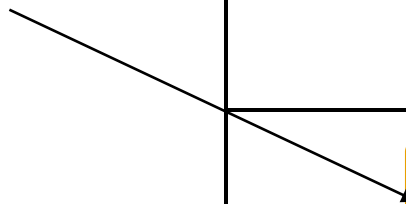
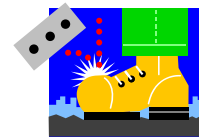
rule 2: It is obliged to wear safety footwear.

rule 3: Never use a metal ladder in a surrounding with electric wires.

rule 4: Always protect your hands. You are obliged to wear safety gloves.

rule 5: Wear a safety helmet when you enter a construction site.

rule 6: Always read the manual and the instructions before you use a machine.



rule 7: Check your tool box before you start working.

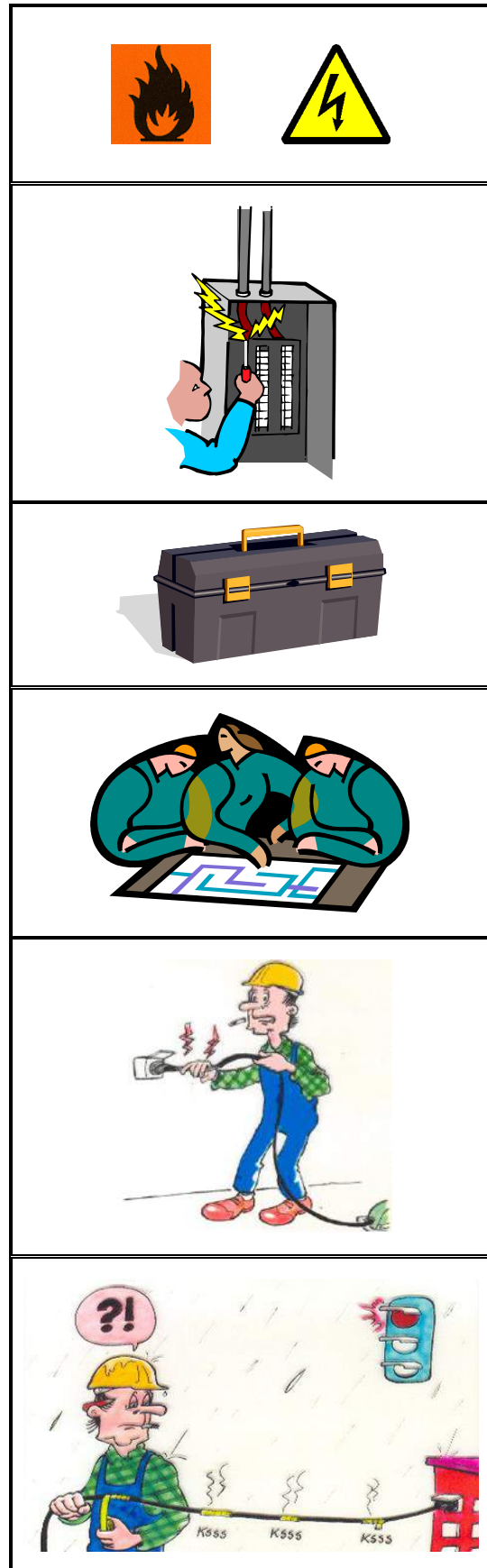
rule 8: Always use safe material, for instance a screwdriver with a plastic handle. Otherwise you can get electrocuted.

rule 9: Always check the safety signs and pictograms.

rule 10: Never pull the cable out of the wall. Unplug it safely.






rule 11: If there is something that you don't understand, ask your boss. Don't take risks.

rule 12: Be careful when you work with electricity when it rains.





14. Find three more safety pictograms that you need in your workfield.

15. Do you understand these mandatory signs? Choose the correct answer (■).

1. 	<input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear a helmet. <input type="checkbox"/> You have to wear a helmet.
2. 	<input type="checkbox"/> You have to protect your hands. <input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear safety footwear.
3. 	<input type="checkbox"/> You have to wash your hands. <input type="checkbox"/> You have to wear safety gloves. <input type="checkbox"/> You are not allowed to wear gloves.
4. 	<input type="checkbox"/> You have to protect your eyes. <input type="checkbox"/> You are not allowed to wear safety goggles. <input type="checkbox"/> You need to wear glasses.
5. 	<input type="checkbox"/> You are not allowed to wash your hands. <input type="checkbox"/> You have to wear gloves. <input type="checkbox"/> You have to wash your hands.

16. Do the same with these signs.

1. 	<input type="checkbox"/> You are not allowed to smoke. <input type="checkbox"/> You are not allowed to make a fire.
2. 	<input type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.
3. 	<input type="checkbox"/> Do not touch. You can get electrocuted. <input type="checkbox"/> No entrance for electricians.
4. 	<input type="checkbox"/> You are not allowed to wear safety gloves. <input type="checkbox"/> You must wear safety gloves.
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17. Sometimes things are not clear. You can ask your boss or even colleagues to help you out. When you ask for permission to do something you use **modal verbs**.

We use **can** to ask for permission to do something:

Can I ask a question, please?

Can you help me for a minute?

could is more formal and **polite** than **can**:

Could I ask a question please?

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may is another **more formal** and polite way of asking for permission:

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We use **can** to **give** permission:

You can go home now if you like.

You can borrow my screwdriver if you like.

may is a **more formal** and polite way of **giving** permission:

You may go home now, if you like.

We use **can** to say that **someone has permission** to do something:

We can go out whenever we want.

Students **can travel** free.

may is a **more formal** and polite way of saying that **someone has permission**:

Students **may travel** free.

18. When you give strong instructions you can use the following **modal verbs**.

Obligation and necessity

We use **must** to say that it is necessary to do something:

You **must stop** at a red light.

Everyone **must bring** something to eat.

You can wear what you like, but you **must look** neat and tidy.

I'm sorry, but you **mustn't make** a noise in here.

We use **had to** for this if we are talking about the past:

Everyone **had to bring** something to eat.

We could wear what we liked, but we **had to look** neat and tidy.



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Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

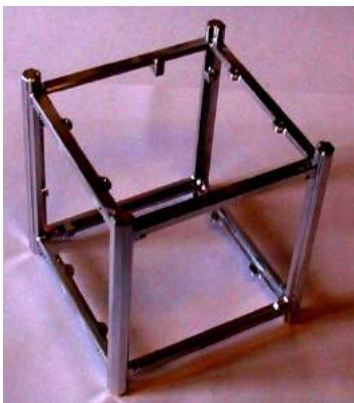
Work field knowledge

1. Before you start with your internships, you need to know the things listed below.
We will talk about:

- Numbers
- Measures and dimensions
- Instructions
- Safety
- Asking for help

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seven	7	thirty	30
eight	8	forty	40
nine	9	fifty	50
ten	10	sixty	60
eleven	11	seventy	70
twelve	12	eighty	80
thirteen	13	ninety	90
fourteen	14	one hundred	100

2. How many screws would you at least need to make this cube stable?



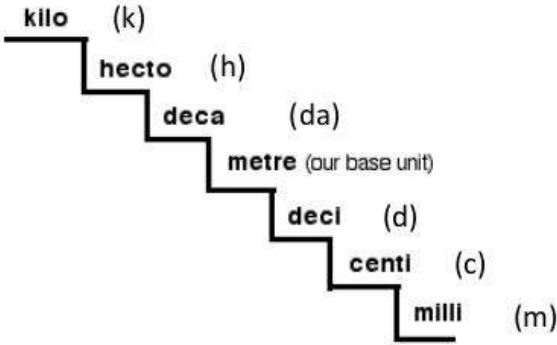
3. Watch the video 'IYRS school of composite' on EDpuzzle and answer the following questions.

1. For which jobs does the composite program of IYRS prepare you for?
2. What did Kurt Musselman learn?
3. What things are important for the employer?
4. What is the most important thing that IYRS teaches their students?

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm

Metric Prefixes and Symbols



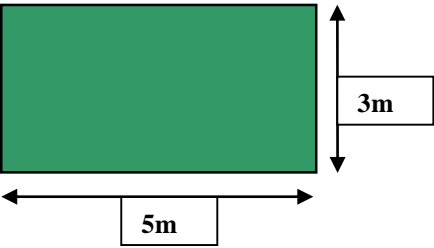
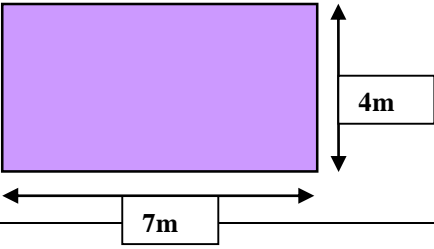


The prefixes:

Kilo-	=	1000
Hecto-	=	100
Deca-	=	10
Deci-	=	0.1
Centi-	=	0.01
Milli-	=	0.001

1 kilometre (km)	=	1000 metres (m)
1 hectometre (hm)	=	100 metres (m)
1 decametre (dam)	=	10 metres (m)
1 metre (m)	=	1 metre (m)
1 decimetre (dm)	=	0.1 metre (m)
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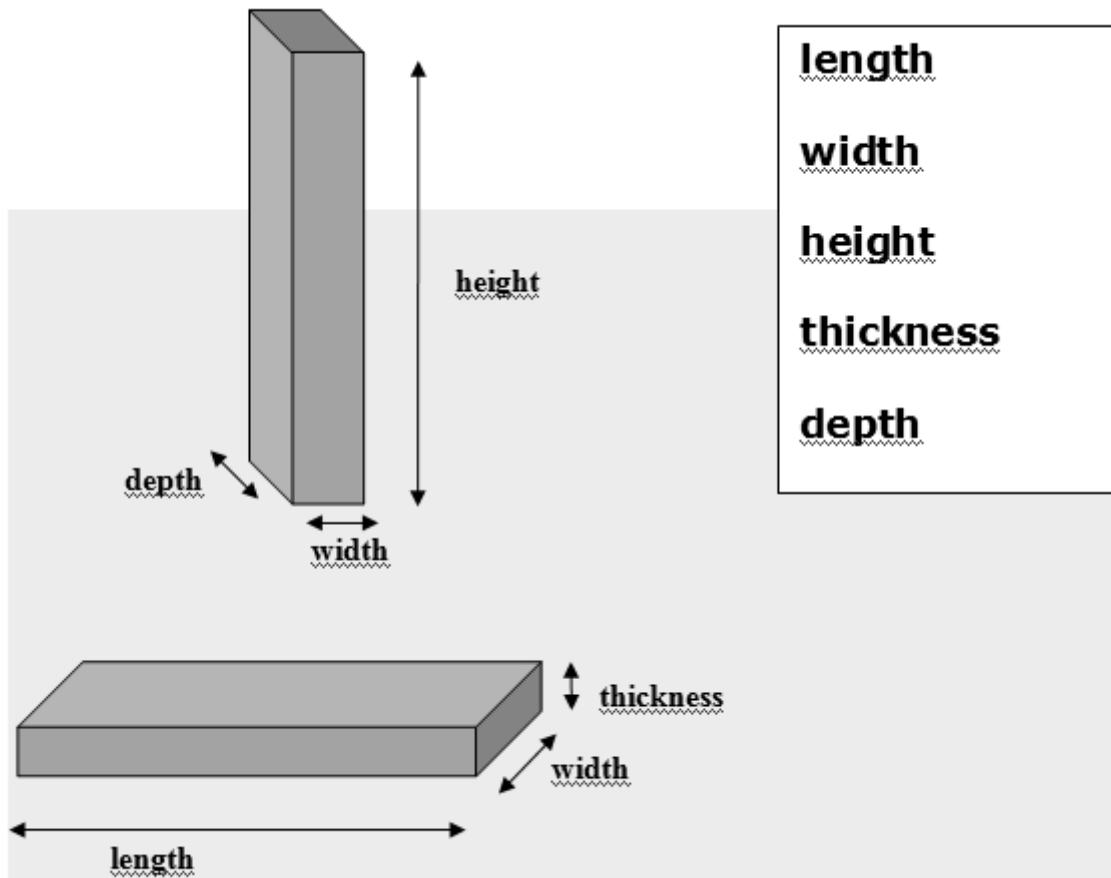
4. Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
You want to know how many tiles you need for a kitchen floor. What do you need to do?	A ruler, a yardstick or a tape measure.
Which tools can you use to take measures?	Calculate the floor's surface.
What is this? 	The tile's width
What is this? 	The tile's width x (=) by the tile's length
How do you calculate the surface of a tile?	The tile's length
How do you read m ² ?	The surface is 15m ² .
Which is the surface of this floor? 	The surface is 28m ² .
Which is the surface of this floor? 	Square meter

HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

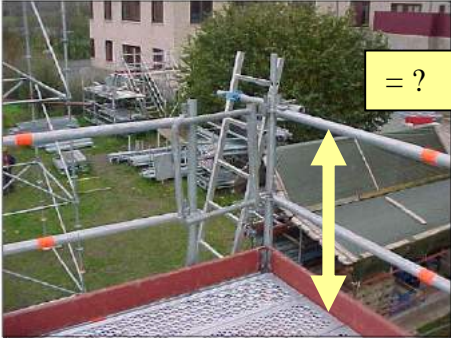
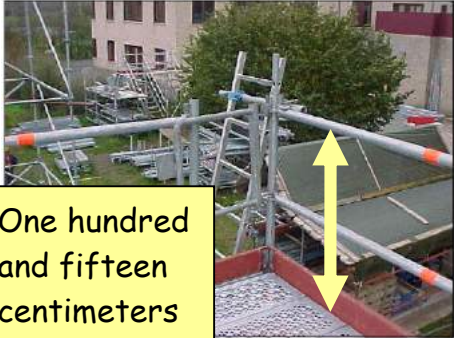
Dimensions


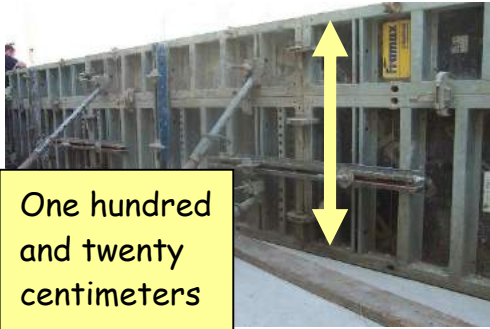


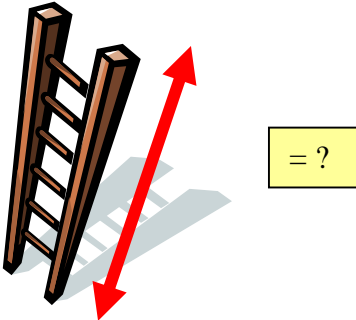
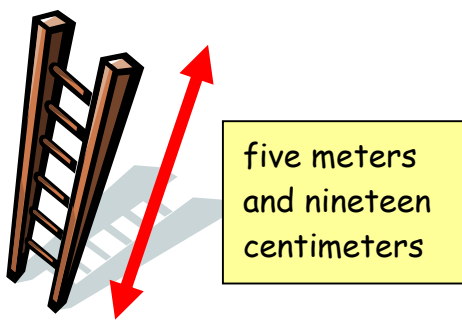
5. Indicate on the illustration: width – thickness – length

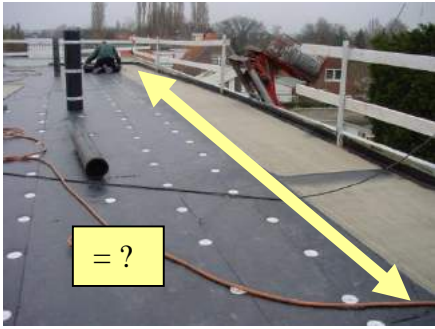
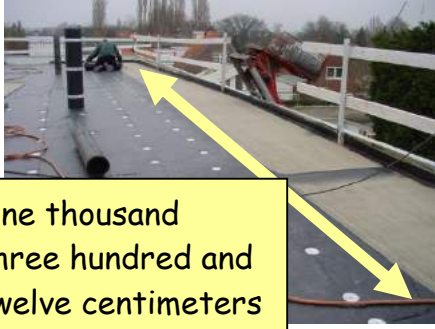


6. Read the question and give the answer

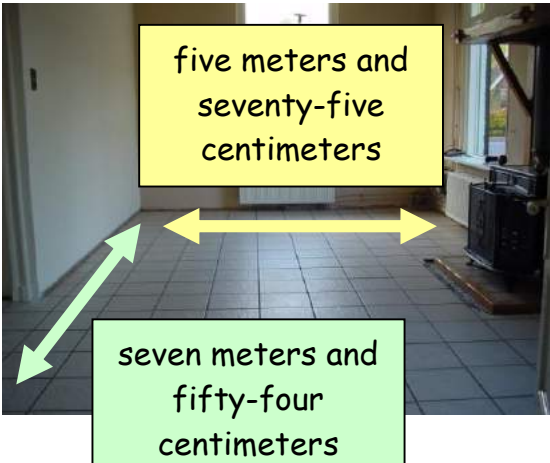
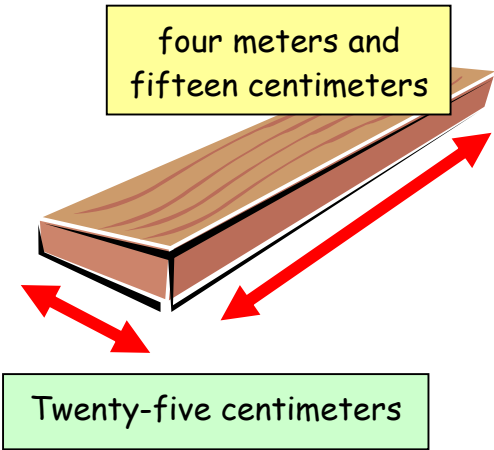
	
<p>How high is the handrail ?</p>	<p>The is meter and centimeters.</p>

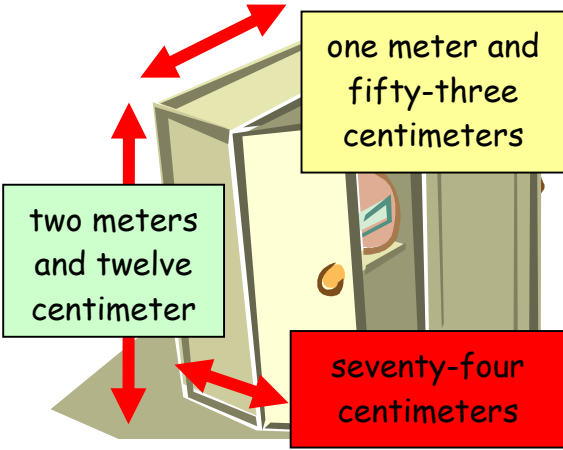
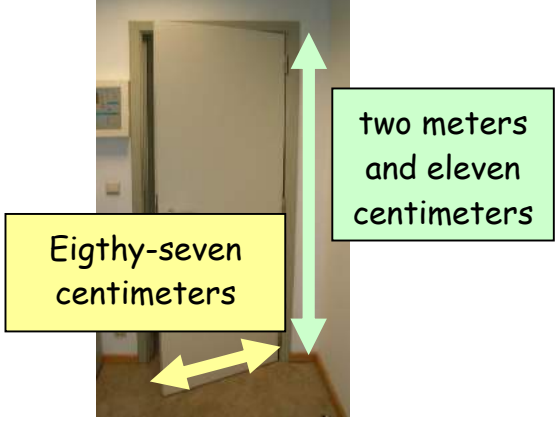
	
<p>How high is the formwork ?</p>	<p>The is meter and centimeters</p>

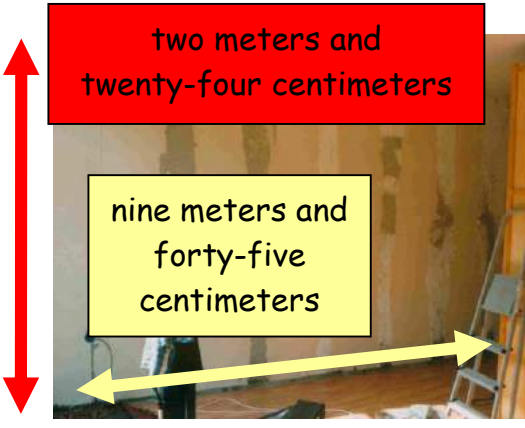
	
<p>How long is the ladder ?</p>	<p>The is meters and centimeters.</p>

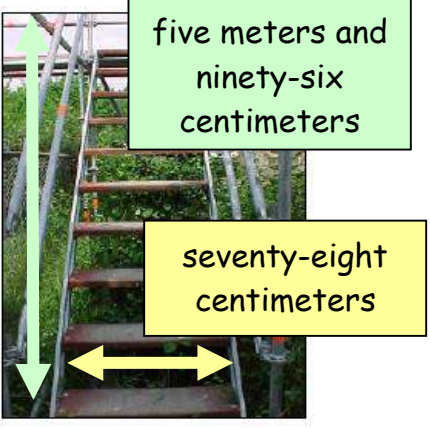
	
<p>How long is the roof ?</p>	<p>The is meters and centimeters.</p>

7. Write down the correct dimensions

<p>_____</p>	<p>_____</p>
	
<p>_____</p>	<p>_____</p>

<hr/>	<hr/>
 <p>two meters and twelve centimeter</p> <p>one meter and fifty-three centimeters</p> <p>seventy-four centimeters</p>	 <p>two meters and eleven centimeters</p> <p>Eighty-seven centimeters</p>
<hr/>	<hr/>

<hr/>
 <p>two meters and twenty-four centimeters</p> <p>nine meters and forty-five centimeters</p>
<hr/>

<hr/>
 <p>five meters and ninety-six centimeters</p> <p>seventy-eight centimeters</p>
<hr/>

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. The boss gave you some things to do. Read the instructions.



You don't have to cut the wood for the frame. We already did that.



You can paint piece number 4.



Search for the right material to make the boat out of.



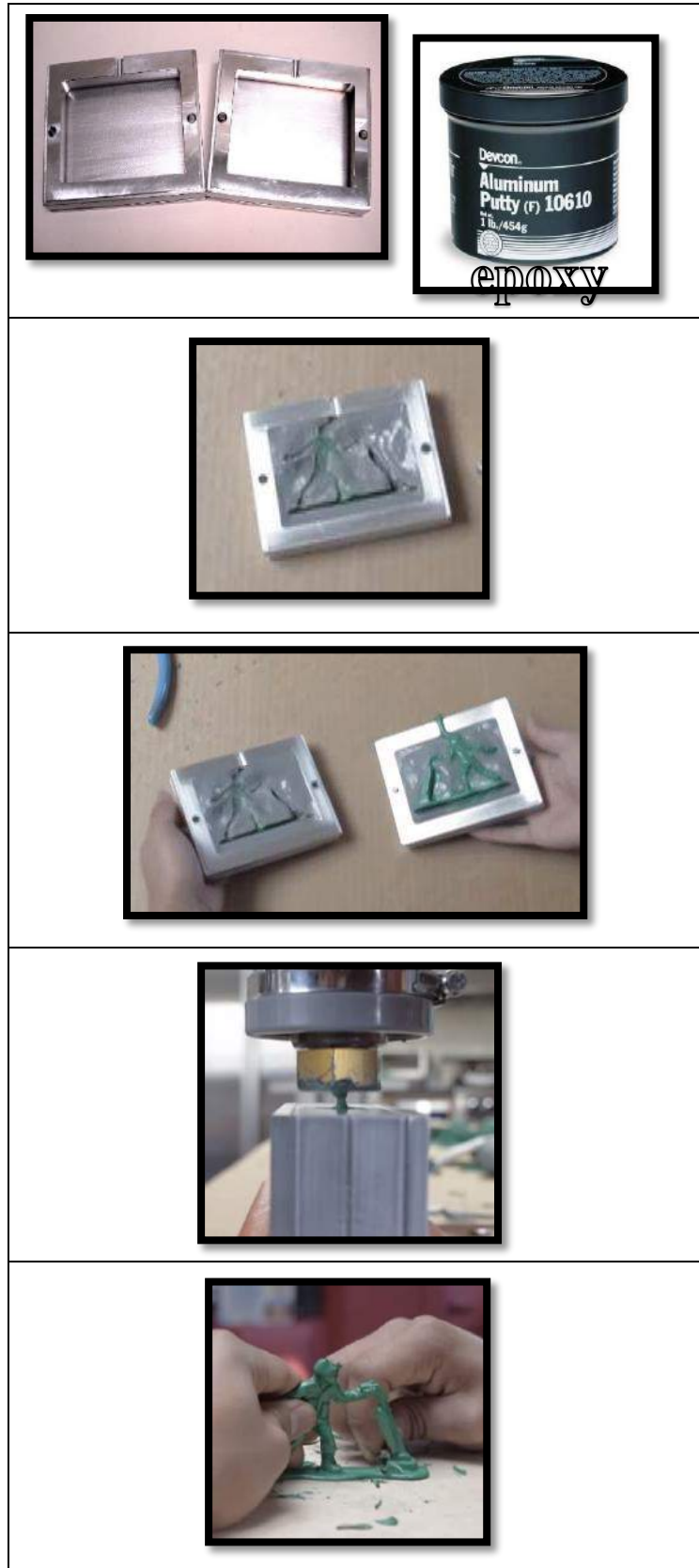
We already made a detail drawing of our project. You don't have to make a new one.



You need to clean up after you finished working.

11. Write down the instructions of the following situation. What do you need to do?

Molding toy soldiers using an epoxy mold



Benefits Of Composites

Composites have permeated our everyday lives: They are used in the cars we drive, golf clubs we swing, pipes that remove wastewater from our neighborhoods and much more. Some applications, such as rocket ships, probably wouldn't get off the ground without composite materials. Composites offer many benefits. Key among them are strength, light weight, corrosion resistance, design flexibility and durability.

Composites are one of the strongest materials around. When you consider the density of the material, composites are much stronger than most other building materials. It's no surprise they are the material of choice for everything from airplanes to automobiles. Composites are anisotropic, meaning the material properties change depending on the placement and number of layers of reinforcement materials – the fibers. This provides engineering flexibility so designers can tailor properties of the final product. When it comes to strength, there are four primary kinds that affect structural design: specific, tensile, shear and compressive strength.

Composites are light in weight compared to most woods and metals. But why is lighter better? Lower weight contributes to fuel efficiency in cars and airplanes. And lighter objects, ranging from utility poles to bridge decks, are easier to transport and install. Composites materials are both strong and light. That's a winning combination. Who wouldn't want to work with a material that's simple to ship and carry? Lightweight composites can save you money and manpower.

Products made from composites provide long-term resistance to severe chemical and temperature environments. Composites are often the material choice for outdoor exposure, chemical handling applications and other severe environments.

A wide range of material combinations can be used in composites, which allows for design flexibility. The materials can be custom tailored to fit unique specifications of each application. Composites also can be easily molded into complicated shapes. Simply put, composites last! Structures made with composites have a long life and require little maintenance. Many products made with composites, such as boats, have been in service for more than half a century. How long do composites last? There is no easy answer. That's because many of the original composite structures put in place more than 50 years ago have not yet come to the end of their lives. Composites hold up well against fatigue and are resistant to environmental factors such as U.V. damage, temperature fluctuations, moisture and chemical exposure. They also require less scheduled and unexpected maintenance.

12. Read the text and answer the questions.

- What are the four types of strength? Explain the difference.

- What are the advantages of light materials?

- To which environmental factors are composites resistant ?

13. When you do your internships, ask if you are allowed to film a little about one machine. The idea is that you film how it works and after that you can edit it at home and explain how it works. You can add text in the video or make an audio file where you explain it.

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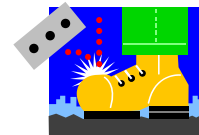
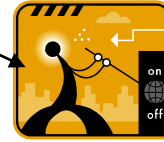
rule 2: It is obliged to wear safety footwear.

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14. Find three more safety pictograms that you need in your workfield.

15. Do you understand these mandatory signs? Choose the correct answer (■).

6.		<input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear a helmet. <input type="checkbox"/> You have to wear a helmet.
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Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
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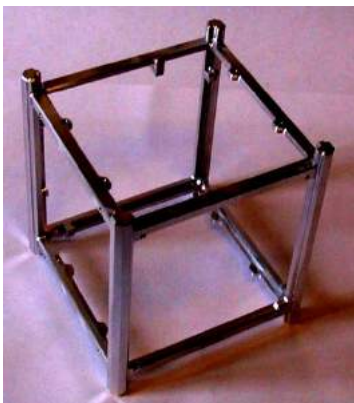
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2. How many screws would you at least need to make this cube stable?



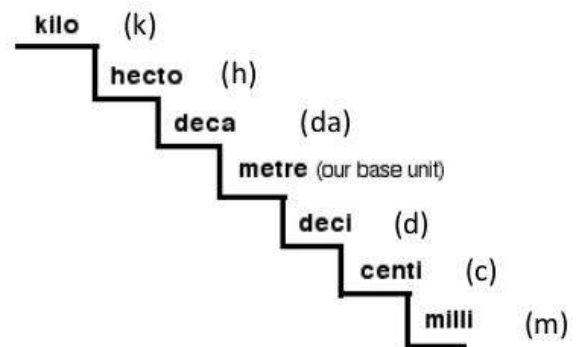
3. Watch the video 'How to lay out..' on EDpuzzle and answer the following questions.

1. What is GFCI-protection?
2. Why do we use this?
3. Do we put the microwave and the refrigerator on the same breaker?

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm

Metric Prefixes and Symbols





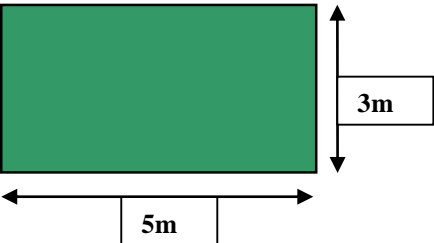
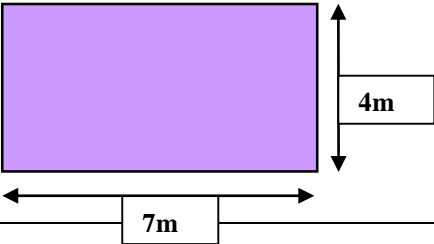
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1 centimetre (cm) = 0.01 metre (m)
1 millimetre (mm) = 0.001 metre (m)

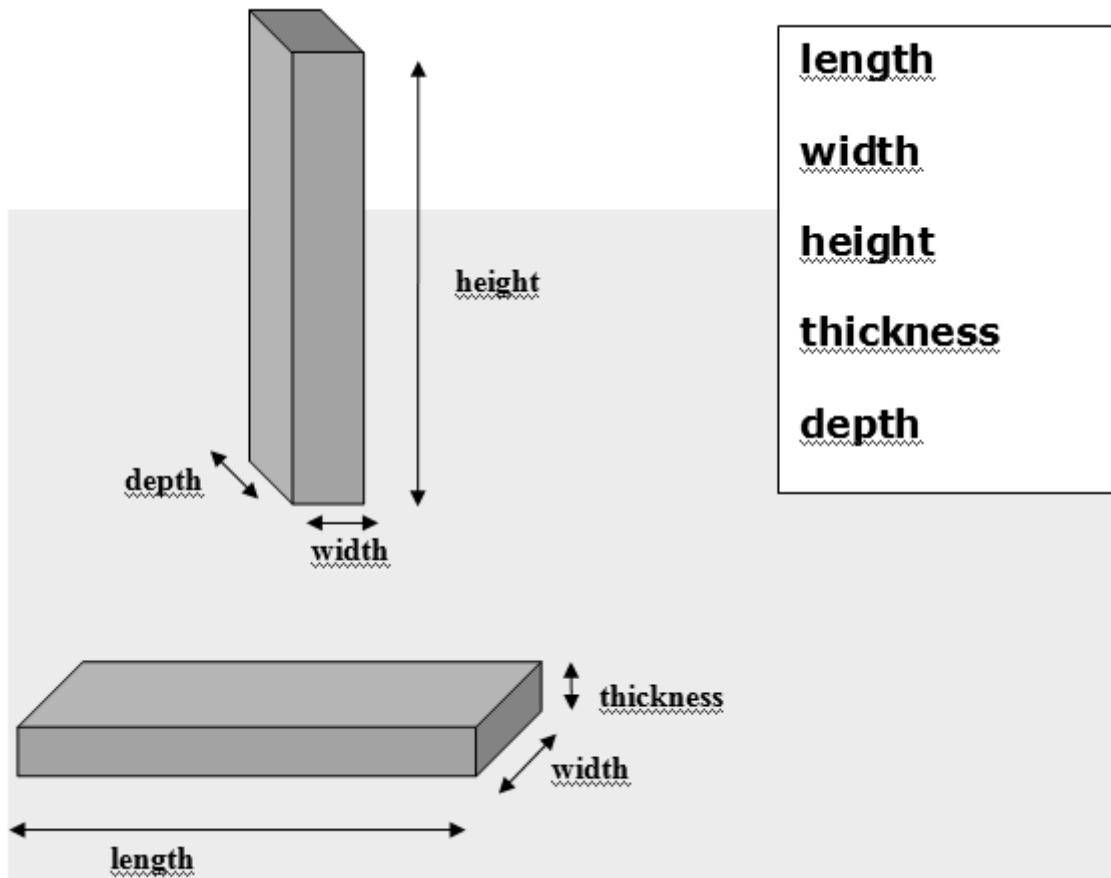
4. Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
You want to know how many tiles you need for a kitchen floor. What do you need to do?	A ruler, a yardstick or a tape measure.
Which tools can you use to take measures?	Calculate the floor's surface.
What is this? 	The tile's width
What is this? 	The tile's width x (=) by the tile's length
How do you calculate the surface of a tile?	The tile's length
How do you read m ² ?	The surface is 15m ² .
Which is the surface of this floor? 	The surface is 28m ² .
Which is the surface of this floor? 	Square meter

HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

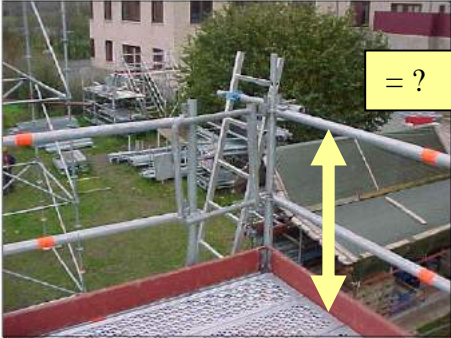
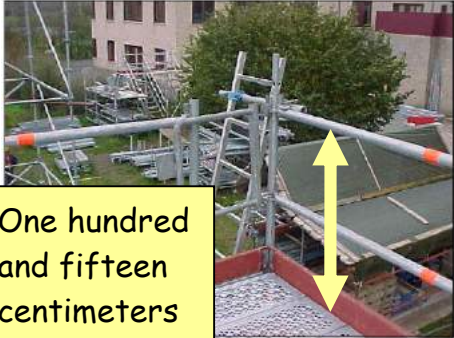
Dimensions


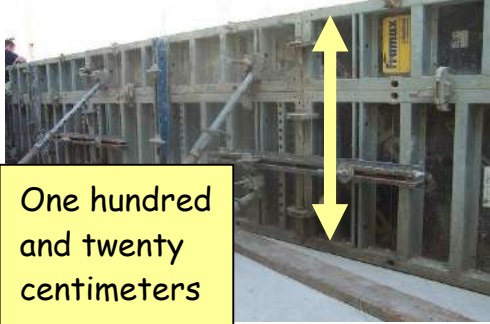


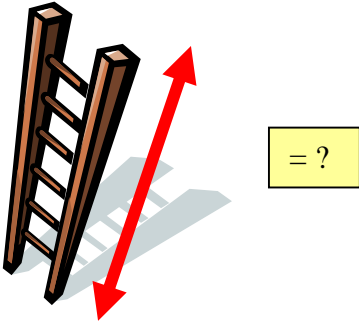
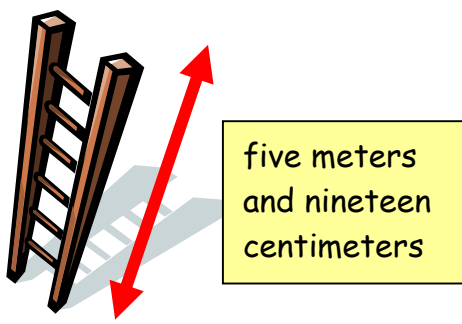
5. Indicate on the illustration: width – thickness – length

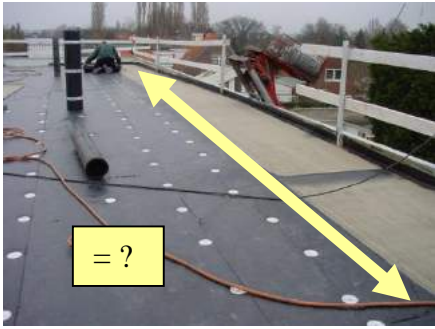
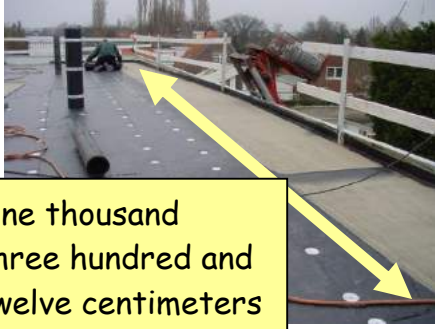


6. Read the question and give the answer

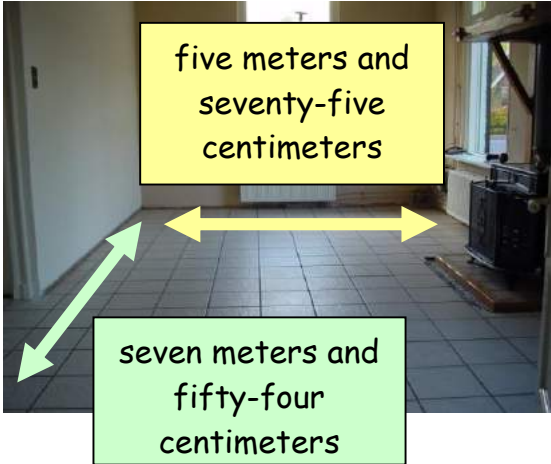
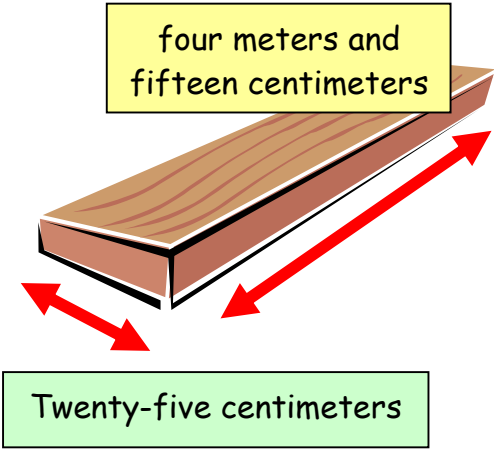
	
<p>How high is the handrail ?</p>	<p>The is meter and centimeters.</p>

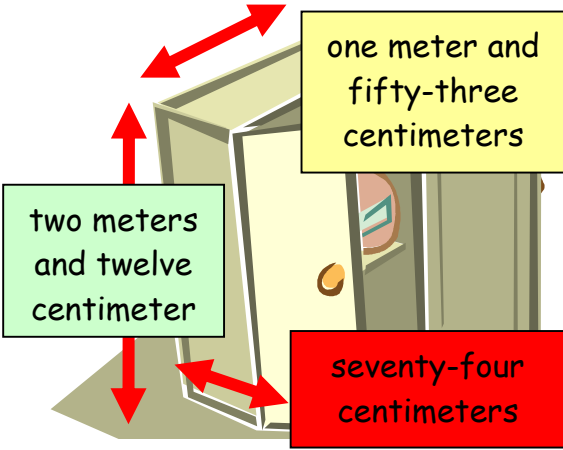
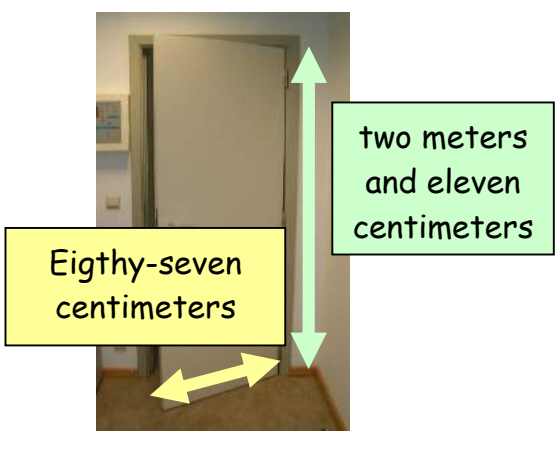
	
<p>How high is the formwork ?</p>	<p>The is meter and centimeters</p>

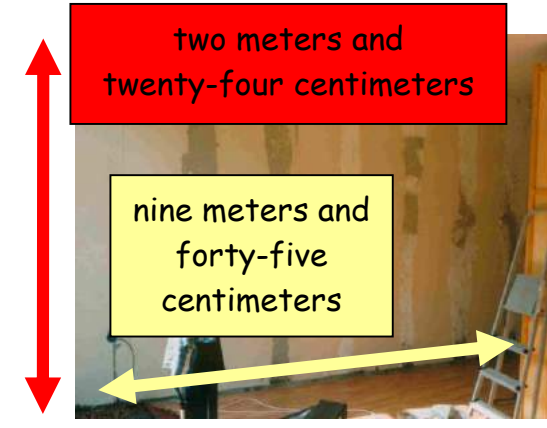
	
<p>How long is the ladder ?</p>	<p>The is meters and centimeters.</p>

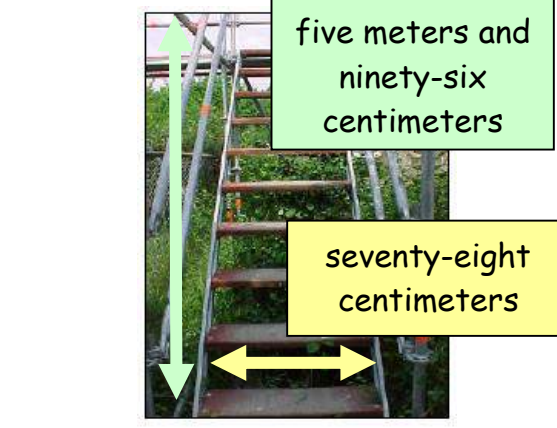
	
<p>How long is the roof ?</p>	<p>The is meters and centimeters.</p>

7. Write down the correct dimensions

<p>_____</p>	<p>_____</p>
	
<p>_____</p>	<p>_____</p>

<hr/>	<hr/>
 <p>two meters and twelve centimeter</p> <p>one meter and fifty-three centimeters</p> <p>seventy-four centimeters</p>	 <p>two meters and eleven centimeters</p> <p>Eighty-seven centimeters</p>
<hr/>	<hr/>

<hr/>
 <p>two meters and twenty-four centimeters</p> <p>nine meters and forty-five centimeters</p>
<hr/>

<hr/>
 <p>five meters and ninety-six centimeters</p> <p>seventy-eight centimeters</p>
<hr/>

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. The boss gave you some things to do. Read the instructions.



Wear the correct clothing.



Check if the connection of the wires with the PLC give the outcome that is asked.



Always make sure the circuit breakers are locked in their "disconnected" position when working on an installation.



Pay attention to the plan when working on the fuse box.

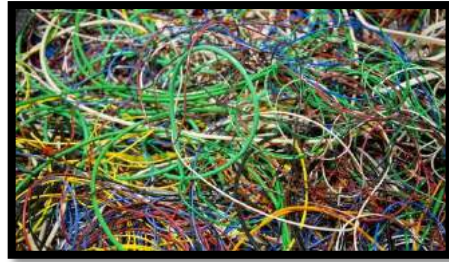


You need to clean up after you finished working. Don't leave wires lying around.

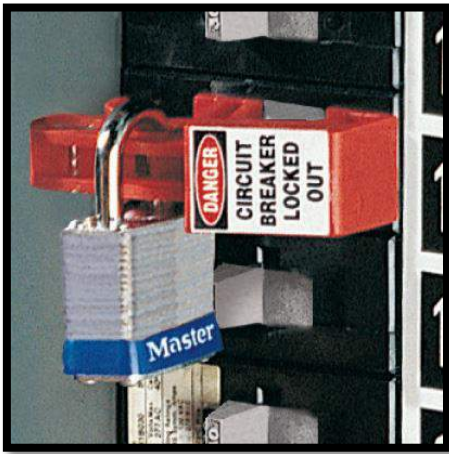
10 . Is this correct 😊, or is it incorrect 😞 ?



😊 😞



😊 😞



😊 😞



😊 😞



😊 😞

Definition of a PLC

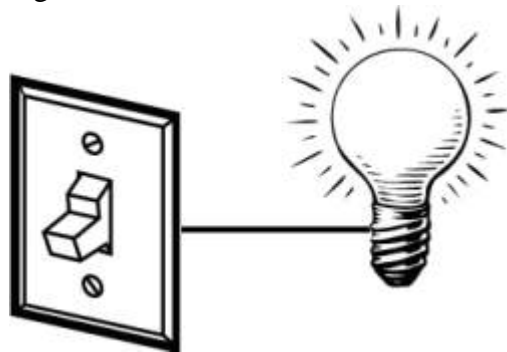
What is a PLC?

A Programmable Logic Controller, or PLC for short, is simply a special computer device used for industrial control systems. They are used in many industries such as oil refineries, manufacturing lines, conveyor systems and so on. Where ever there is a need to control devices the PLC provides a flexible way to "softwire" the components together.

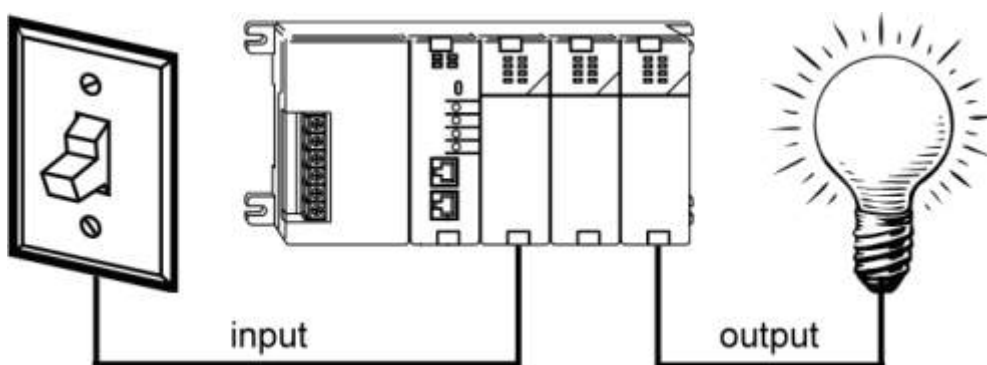
The basic units have a CPU (a computer processor) that is dedicated to run one program that monitors a series of different inputs and logically manipulates the outputs for the desired control. They are meant to be very flexible in how they can be programmed while also providing the advantages of high reliability (no program crashes or mechanical failures), compact and economical over traditional control systems.

A Simple Example

Consider something as simple as a switch that turns on a light. In this system with a flick of the switch the light would turn on or off. Beyond that though there is no more control. If your boss came along and said I want that light to turn on thirty seconds after the switch has been flipped, then you would need to buy a timer and do some rewiring. So it is time, labor and money for any little change.



Now consider the same device with a PLC in the middle. The switch is fed as an input into the PLC and the light is controlled by a PLC output. Implementing a delay in this system is easy since all that needs to be changed is the program in the PLC to use a delay timer.



This is a rather simple example but in a larger system with many switches and lights (and a host of other devices) all interacting with each other this kind of flexibility is not only nice but imperative. Hopefully a light bulb has now turned on over your head.

12. Read the text and answer the questions.

- What does PLC stand for?

- Why is working with a PLC sometimes easier?

13. When you do your internships, ask if you are allowed to film a little about one machine. The idea is that you film how it works and after that you can edit it at home and explain how it works. You can add text in the video or make an audio file where you explain it.

Some instructions might tell you more about your safety. They are not necessarily words. Safety signs can be used to tell you what to do.

14. Match the rule with the picture. Draw an arrow between the rule and the picture.

Safety rules

rule 1: Always switch of the power when you want to work on a machine. Otherwise you can get electrocuted.

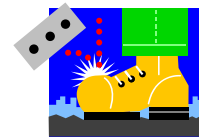
rule 2: It is obliged to wear safety footwear.

rule 3: Never use a metal ladder in a surrounding with electric wires.

rule 4: Always protect your hands. You are obliged to wear safety gloves.

rule 5: Wear a safety helmet when you enter a construction site.

rule 6: Always read the manual and the instructions before you use a machine.



rule 7: Check your tool box before you start working.

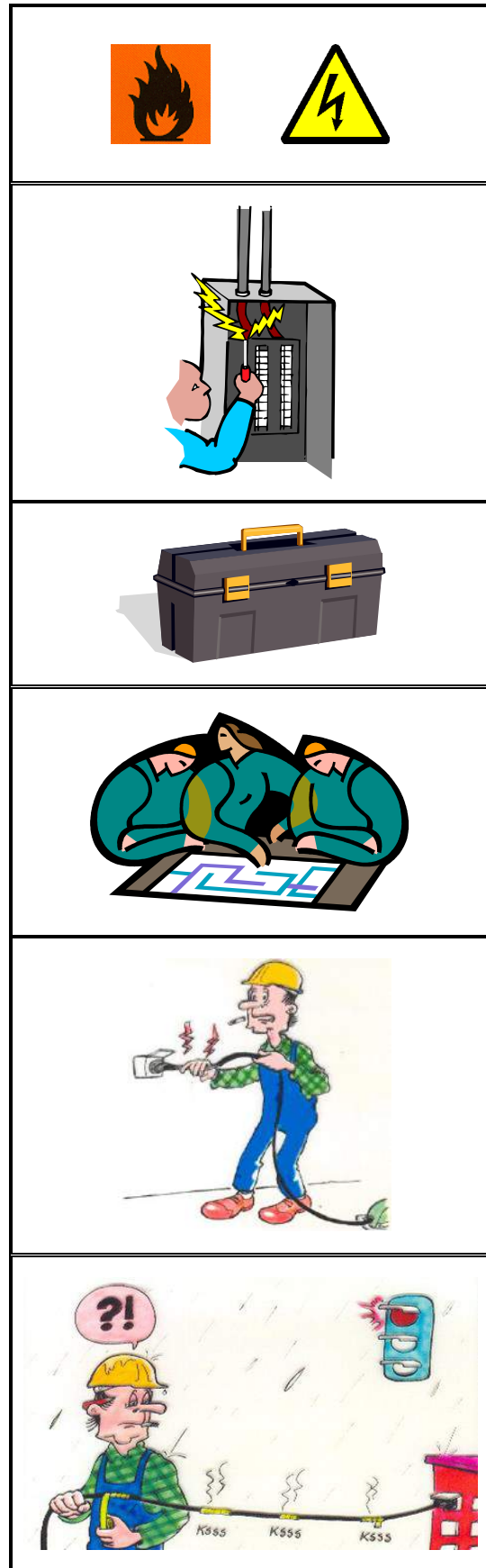
rule 8: Always use safe material, for instance a screwdriver with a plastic handle. Otherwise you can get electrocuted.

rule 9: Always check the safety signs and pictograms.

rule 10: Never pull the cable out of the wall. Unplug it safely.






rule 11: If there is something that you don't understand, ask your boss. Don't take risks.

rule 12: Be careful when you work with electricity when it rains.





14. Find three more safety pictograms that you need in your workfield.

15. Do you understand these mandatory signs? Choose the correct answer (■).

11. 	<input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear a helmet. <input type="checkbox"/> You have to wear a helmet.
12. 	<input type="checkbox"/> You have to protect your hands. <input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear safety footwear.
13. 	<input type="checkbox"/> You have to wash your hands. <input type="checkbox"/> You have to wear safety gloves. <input type="checkbox"/> You are not allowed to wear gloves.
14. 	<input type="checkbox"/> You have to protect your eyes. <input type="checkbox"/> You are not allowed to wear safety goggles. <input type="checkbox"/> You need to wear glasses.
15. 	<input type="checkbox"/> You are not allowed to wash your hands. <input type="checkbox"/> You have to wear gloves. <input type="checkbox"/> You have to wash your hands.

16. Do the same with these signs.

1. 	<input type="checkbox"/> You are not allowed to smoke. <input type="checkbox"/> You are not allowed to make a fire.
2. 	<input type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.
3. 	<input type="checkbox"/> Do not touch. You can get electrocuted. <input type="checkbox"/> No entrance for electricians.
4. 	<input type="checkbox"/> You are not allowed to wear safety gloves. <input type="checkbox"/> You must wear safety gloves.
5. 	<input type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.

17. Sometimes things are not clear. You can ask your boss or even colleagues to help you out. When you ask for permission to do something you use **modal verbs**.

We use **can** to ask for permission to do something:

Can I ask a question, please?

Can you help me for a minute?

could is more formal and **polite** than **can**:

Could I ask a question please?

Could you help me for a minute?

may is another **more formal** and polite way of asking for permission:

May I ask a question please?

May I ask you to help me for a minute?

We use **can** to **give** permission:

You can go home now if you like.

You can borrow my screwdriver if you like.

may is a **more formal** and polite way of **giving** permission:

You may go home now, if you like.

We use **can** to say that **someone has permission** to do something:

We can go out whenever we want.

Students **can travel** free.

may is a **more formal** and polite way of saying that **someone has permission**:

Students **may travel** free.

18. When you give strong instructions you can use the following **modal verbs**.

Obligation and necessity

We use **must** to say that it is necessary to do something:

You **must stop** at a red light.

Everyone **must bring** something to eat.

You can wear what you like, but you **must look** neat and tidy.

I'm sorry, but you **mustn't make** a noise in here.

We use **had to** for this if we are talking about the past:

Everyone **had to bring** something to eat.

We could wear what we liked, but we **had to look** neat and tidy.



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

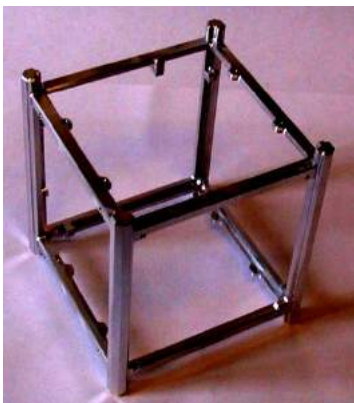
Work field knowledge

1. Before you start with your internships, you need to know the things listed below.
We will talk about:

- Numbers
- Measures and dimensions
- Instructions
- Safety
- Asking for help

one	1	fifteen	15
two	2	sixteen	16
three	3	seventeen	17
four	4	eighteen	18
five	5	nineteen	19
six	6	twenty	20
seven	7	thirty	30
eight	8	forty	40
nine	9	fifty	50
ten	10	sixty	60
eleven	11	seventy	70
twelve	12	eighty	80
thirteen	13	ninety	90
fourteen	14	one hundred	100

2. How many screws would you at least need to make this cube stable?



3. Watch the video 'How to build accent tables' on EDpuzzle and answer the following questions.

How many side pieces do you need?

How many back pieces do you need?

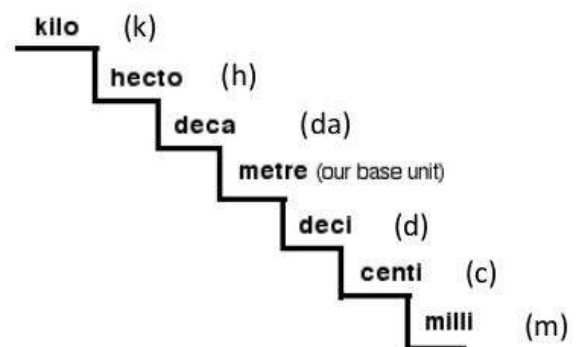
You need four screws per leg. How many do you need for the legs in total?

How many cleats do you need?

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm

Metric Prefixes and Symbols



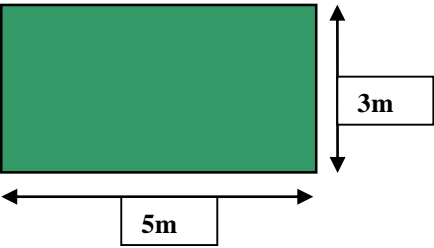
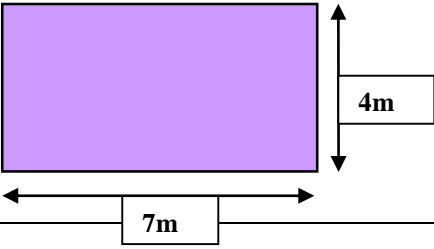


The prefixes:

Kilo-	=	1000
Hecto-	=	100
Deca-	=	10
Deci-	=	0.1
Centi-	=	0.01
Milli-	=	0.001

1 kilometre (km)	=	1000 metres (m)
1 hectometre (hm)	=	100 metres (m)
1 decametre (dam)	=	10 metres (m)
1 metre (m)	=	1 metre (m)
1 decimetre (dm)	=	0.1 metre (m)
1 centimetre (cm)	=	0.01 metre (m)
1 millimetre (mm)	=	0.001 metre (m)

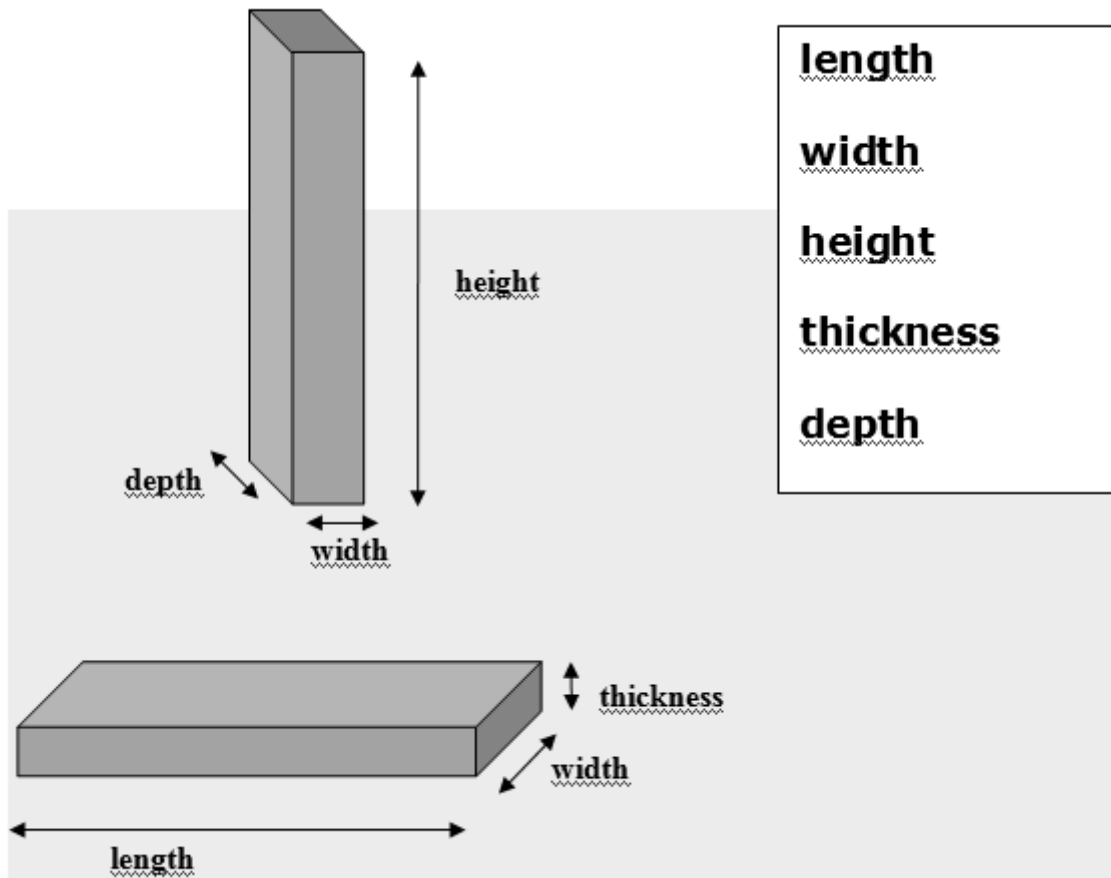
4. Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
You want to know how many tiles you need for a kitchen floor. What do you need to do?	A ruler, a yardstick or a tape measure.
Which tools can you use to take measures?	Calculate the floor's surface.
What is this? 	The tile's width
What is this? 	The tile's width x (=) by the tile's length
How do you calculate the surface of a tile?	The tile's length
How do you read m ² ?	The surface is 15m ² .
Which is the surface of this floor? 	The surface is 28m ² .
Which is the surface of this floor? 	Square meter

HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

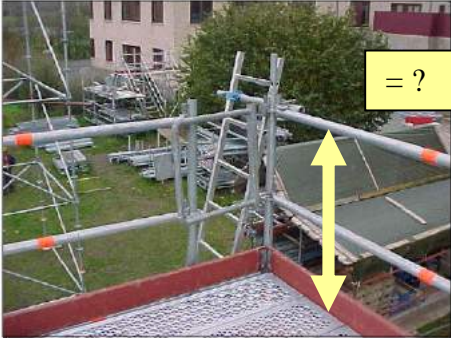
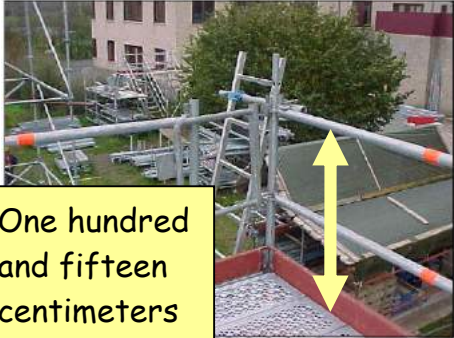
Dimensions


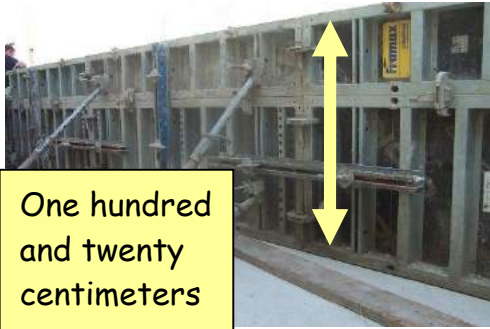


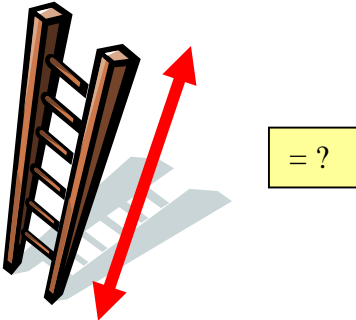
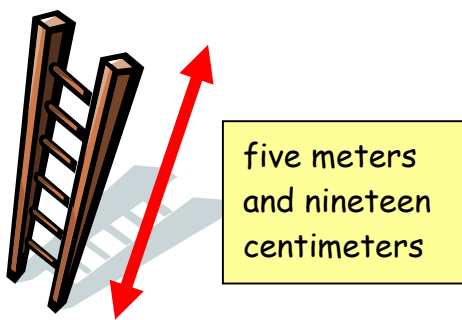
5. Indicate on the illustration: width – thickness – length

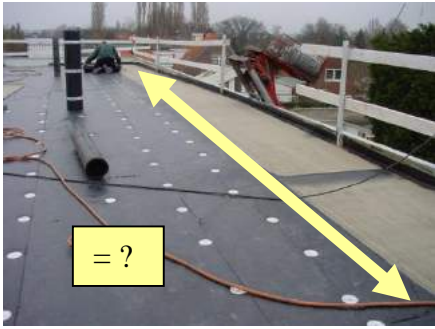
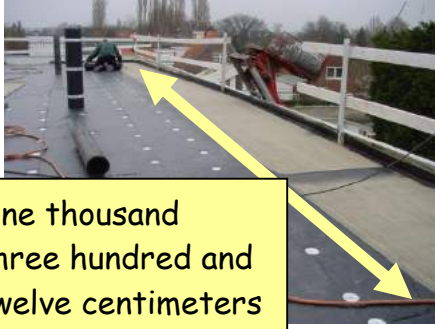


6. Read the question and give the answer

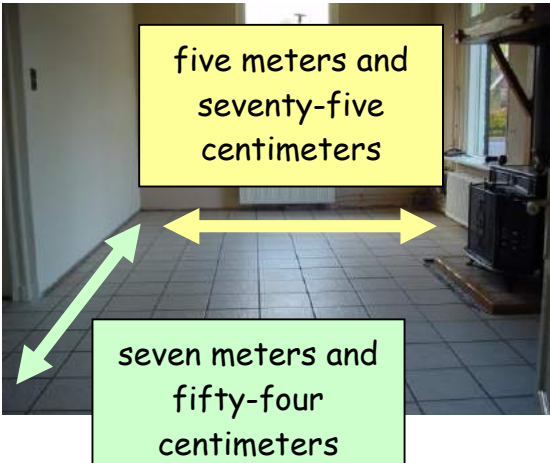
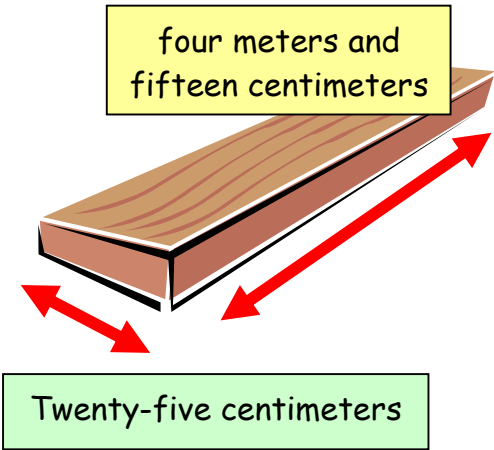
	
<p>How high is the handrail ?</p>	<p>The is meter and centimeters.</p>

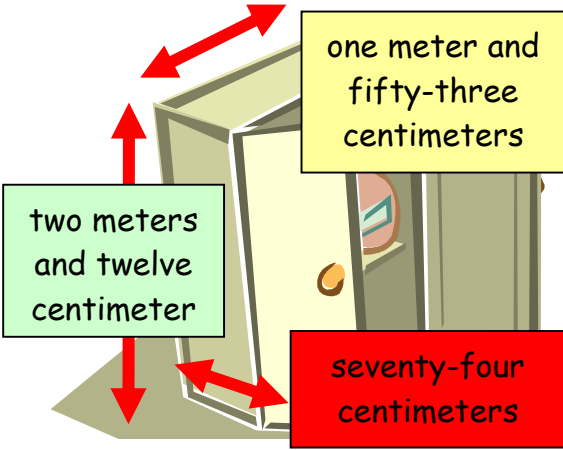
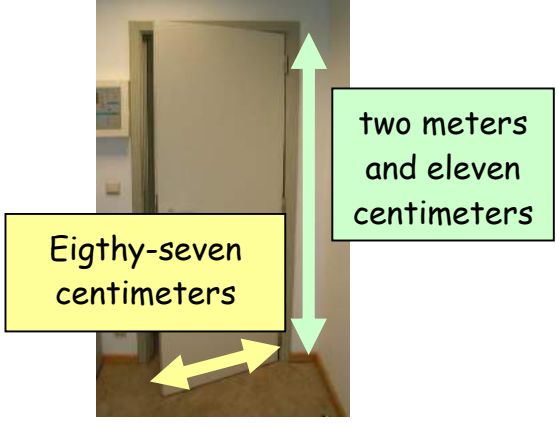
	
<p>How high is the formwork ?</p>	<p>The is meter and centimeters</p>

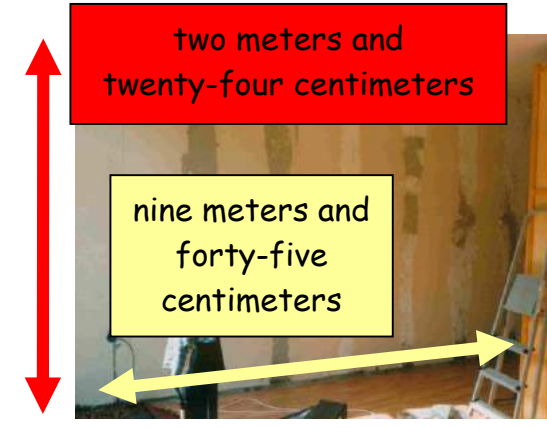
	
<p>How long is the ladder ?</p>	<p>The is meters and centimeters.</p>

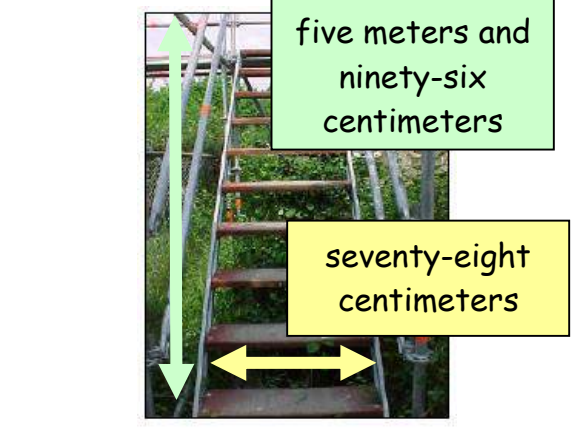
	
<p>How long is the roof ?</p>	<p>The is meters and centimeters.</p>

7. Write down the correct dimensions

<p>_____</p>	<p>_____</p>
	
<p>_____</p>	<p>_____</p>

<hr/>	<hr/>
 <p>one meter and fifty-three centimeters</p> <p>two meters and twelve centimeter</p> <p>seventy-four centimeters</p>	 <p>Eighty-seven centimeters</p> <p>two meters and eleven centimeters</p>
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<hr/>
 <p>two meters and twenty-four centimeters</p> <p>nine meters and forty-five centimeters</p>
<hr/>

<hr/>
 <p>five meters and ninety-six centimeters</p> <p>seventy-eight centimeters</p>
<hr/>

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. You have just followed instructions. That can also happen when your boss is not around. Maybe he / she or even your client can write down your tasks.

Today you will work for Joris' house. Joris is renewing his home. Joris he wrote you a letter with instructions.

- * *Renew the staircase.*
- * *You don't have to make a detail drawing. We have one.*
- * *Keep the old doors because my friend Eddy wants to buy them.*
- * *You don't need to clean the floor.*
- * *Don't switch on the heat.*
- * *You can't use the toilet. It is broken.*

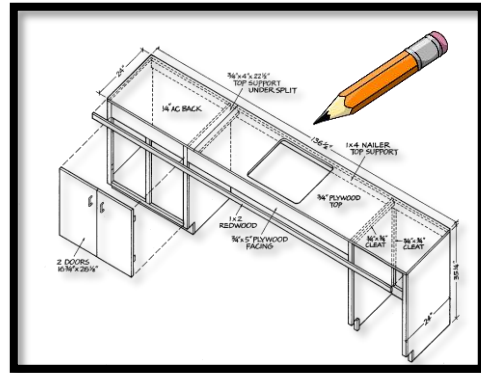
10 . Is this correct 😊, or is it incorrect 😞 ?



😊 😞



😊 😞



Safety in the woodworking industry

The following information explains some of the hazards and risks that are typical of most woodworking premises. It is not a complete description and the hazards and risks will vary depending on your own particular business.

Woodworking machines

There are more accidents at woodworking machines than at any other type of machine. Woodworking machines often have high-speed cutters which cannot be totally enclosed. Most accidents happen at circular saws, planing machines, vertical spindle-moulding machines and band saws.

The simple steps given below will help to prevent accidents at woodworking machines.

- Make sure that employees are fully trained before they are allowed to work unsupervised at any woodworking machine.
 - Check that guards and other safety devices are provided and used.
 - Use a power-feed tool to feed wood into the machine whenever possible. If feeding the wood into the machine by hand, use well-designed push-sticks or jigs.
 - Make sure that machine controls are labelled, conveniently positioned and well maintained.
 - Switch off machines when they are not being used.
 - Isolate machines from the electrical supply before changing cutters or carrying out maintenance work.
 - To prevent slips and trips, keep the working area around machines clear of obstructions and floors free from loose materials such as chippings or waste wood. Keeping the workshop clean will also reduce the risk of fire or explosion.
 - Make sure there is good lighting and heating.
 - Provide and maintain a suitable system for collecting wood dust.
 - Encourage employees to report any faults with machines or processes to their supervisor.
-

Noise

Some of the noisiest working environments are found in the woodworking industry. Over time, very loud noise from machinery in a workshop can seriously damage your hearing. Very loud noise can also make talking to other people difficult and you may not hear warning noises (for example fire alarms and reversing vehicles).

As a simple guide, you will probably need to do something about noise levels in the workplace if your employees have to raise their voices to carry out a normal conversation when they are about two metres apart. For more information, read 'Noise at woodworking machines' woodworking information sheet (WIS) number 13. You can get this from HSE's website at www.hse.gov.uk/pubns/wis13.pdf

12. Read the text and answer the questions.

- Why are there more accidents

- Why are loud noises from machines bad?

13. When you do your internships, ask if you are allowed to film a little about one machine. The idea is that you film how it works and after that you can edit it at home and explain how it works. You can add text in the video or make an audio file where you explain it.

Some instructions might tell you more about your safety. They are not necessarily words. Safety signs can be used to tell you what to do.

14. Match the rule with the picture. Draw an arrow between the rule and the picture.

Safety rules

rule 1: Always switch of the power when you want to work on a machine. Otherwise you can get electrocuted.

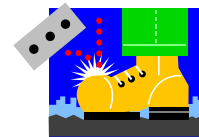
rule 2: It is obliged to wear safety footwear.

rule 3: Never use a metal ladder in a surrounding with electric wires.

rule 4: Always protect your hands. You are obliged to wear safety gloves.

rule 5: Wear a safety helmet when you enter a construction site.

rule 6: Always read the manual and the instructions before you use a machine.



rule 7: Check your tool box before you start working.

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14. Find three more safety pictograms that you need in your workfield.

15. Do you understand these mandatory signs? Choose the correct answer (■).

16. 	<input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear a helmet. <input type="checkbox"/> You have to wear a helmet.
17. 	<input type="checkbox"/> You have to protect your hands. <input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear safety footwear.
18. 	<input type="checkbox"/> You have to wash your hands. <input type="checkbox"/> You have to wear safety gloves. <input type="checkbox"/> You are not allowed to wear gloves.
19. 	<input type="checkbox"/> You have to protect your eyes. <input type="checkbox"/> You are not allowed to wear safety goggles. <input type="checkbox"/> You need to wear glasses.
20. 	<input type="checkbox"/> You are not allowed to wash your hands. <input type="checkbox"/> You have to wear gloves. <input type="checkbox"/> You have to wash your hands.

16. Do the same with these signs.

1. 	<input type="checkbox"/> You are not allowed to smoke. <input type="checkbox"/> You are not allowed to make a fire.
2. 	<input type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.
3. 	<input type="checkbox"/> Do not touch. You can get electrocuted. <input type="checkbox"/> No entrance for electricians.
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17. Sometimes things are not clear. You can ask your boss or even colleagues to help you out. When you ask for permission to do something you use **modal verbs**.

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We use **can** to **give** permission:

You can go home now if you like.

You can borrow my screwdriver if you like.

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You may go home now, if you like.

We use **can** to say that **someone has permission** to do something:

We can go out whenever we want.

Students **can travel** free.

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Students **may travel** free.

18. When you give strong instructions you can use the following **modal verbs**.

Obligation and necessity

We use **must** to say that it is necessary to do something:

You **must stop** at a red light.

Everyone **must bring** something to eat.

You can wear what you like, but you **must look** neat and tidy.

I'm sorry, but you **mustn't make** a noise in here.

We use **had to** for this if we are talking about the past:

Everyone **had to bring** something to eat.

We could wear what we liked, but we **had to look** neat and tidy.



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

Work field knowledge

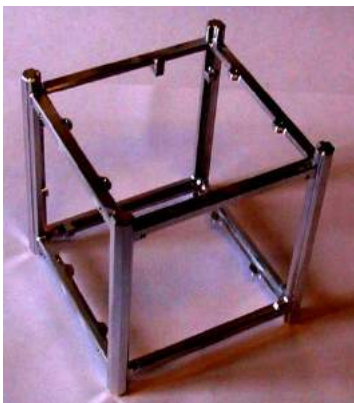
1. Before you start with your internships, you need to know the things listed below.

We will talk about:

- Numbers
- Measures and dimensions
- Instructions
- Safety
- Asking for help (modal verbs)

one	1	fifteen	15
two	2	sixteen	16
three	3	seventeen	17
four	4	eighteen	18
five	5	nineteen	19
six	6	twenty	20
seven	7	thirty	30
eight	8	forty	40
nine	9	fifty	50
ten	10	sixty	60
eleven	11	seventy	70
twelve	12	eighty	80
thirteen	13	ninety	90
fourteen	14	one hundred	100

2. How many screws would you at least need to make this cube stable?



3. Watch the video 'How to build accent tables' on EDpuzzle and answer the following questions.

How many side pieces do you need?

How many back pieces do you need?

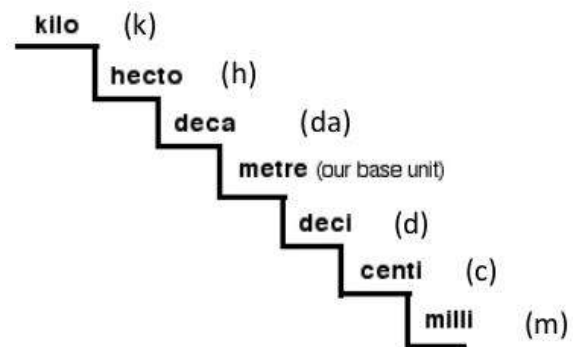
You need four screws per leg. How many do you need for the legs in total?

How many cleats do you need?

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm

Metric Prefixes and Symbols



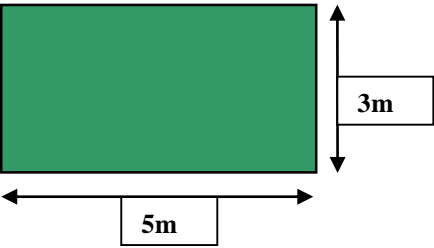
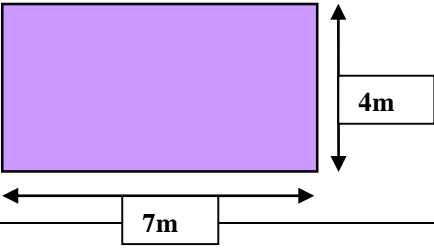


The prefixes:

Kilo-	=	1000
Hecto-	=	100
Deca-	=	10
Deci-	=	0.1
Centi-	=	0.01
Milli-	=	0.001

1 kilometre (km)	=	1000 metres (m)
1 hectometre (hm)	=	100 metres (m)
1 decametre (dam)	=	10 metres (m)
1 metre (m)	=	1 metre (m)
1 decimetre (dm)	=	0.1 metre (m)
1 centimetre (cm)	=	0.01 metre (m)
1 millimetre (mm)	=	0.001 metre (m)

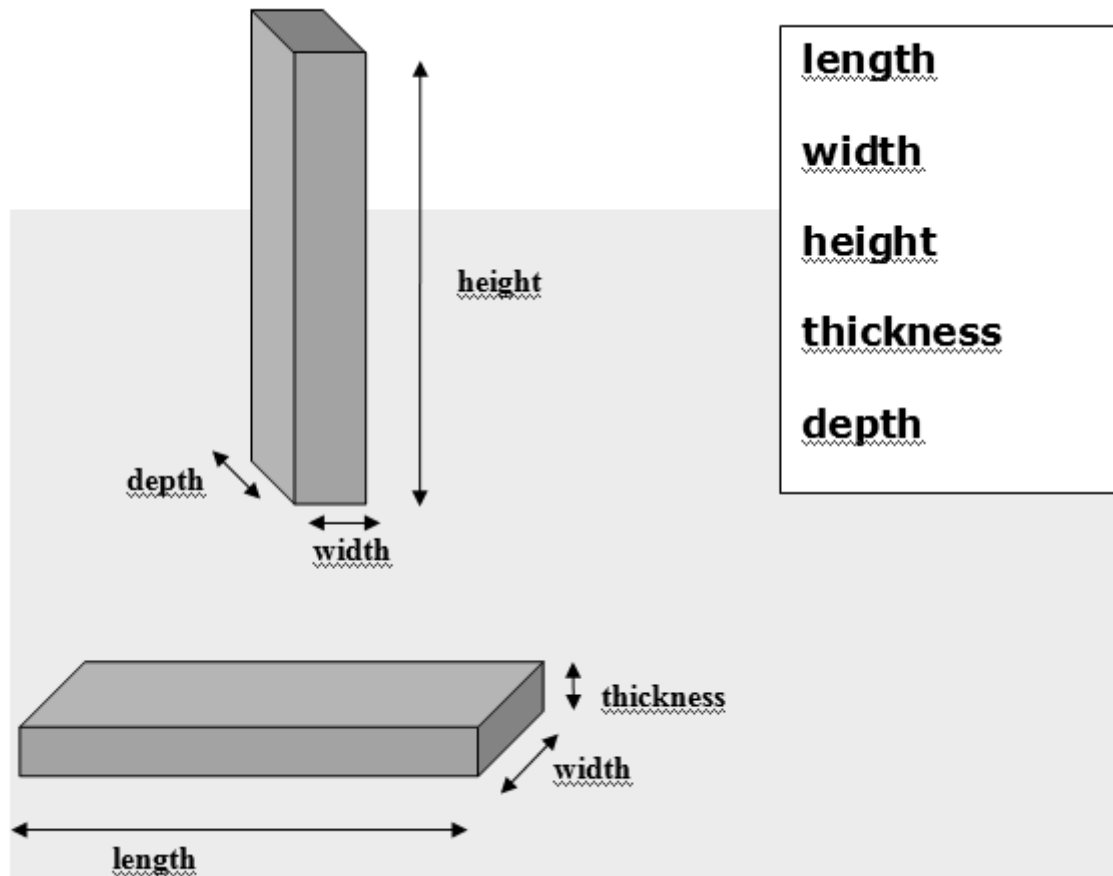
4. Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
You want to know how many tiles you need for a kitchen floor. What do you need to do?	A ruler, a yardstick or a tape measure.
Which tools can you use to take measures?	Calculate the floor's surface.
What is this? 	The tile's width
What is this? 	The tile's width x (=) by the tile's length
How do you calculate the surface of a tile?	The tile's length
How do you read m ² ?	The surface is 15m ² .
Which is the surface of this floor? 	The surface is 28m ² .
Which is the surface of this floor? 	Square meter

HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

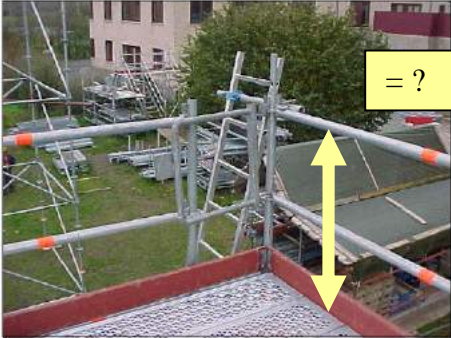
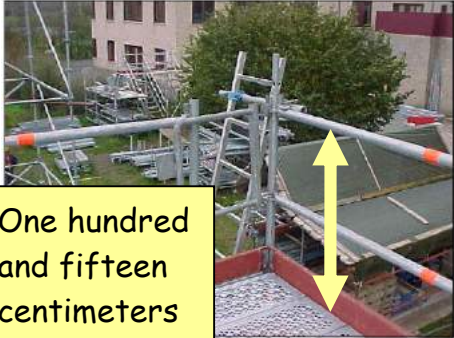
Dimensions


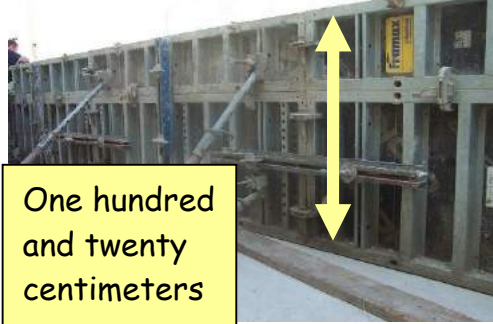


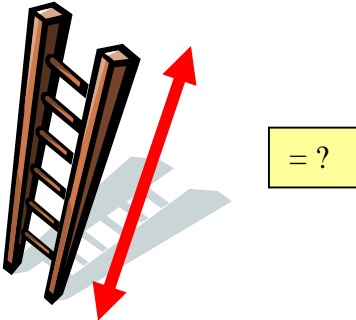
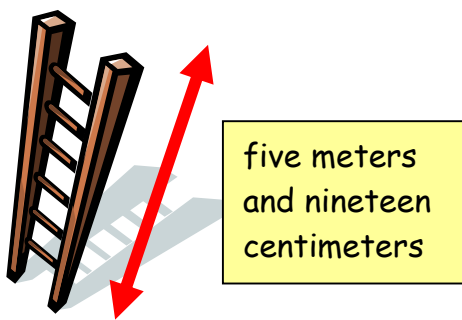
5. Indicate on the illustration: width – thickness – length

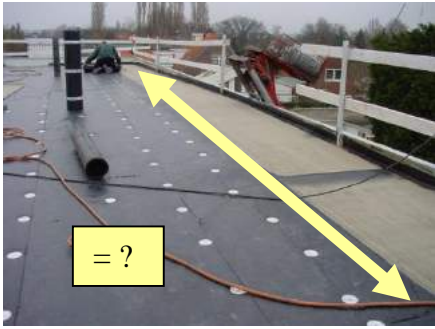
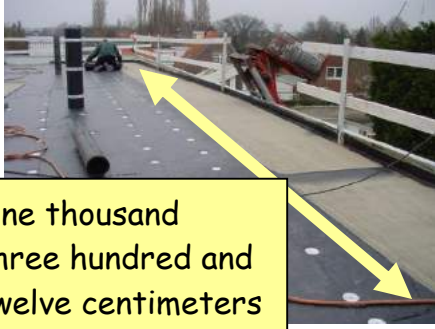


6. Read the question and give the answer

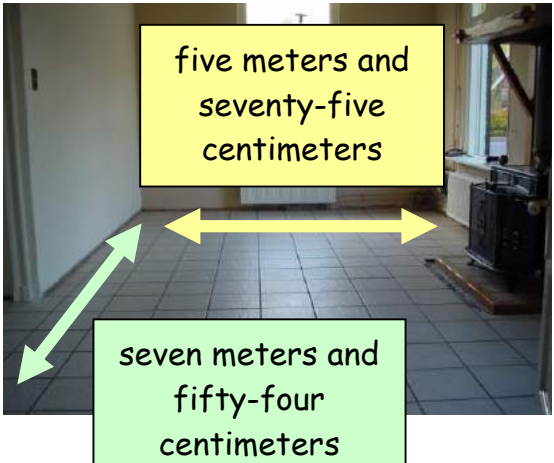
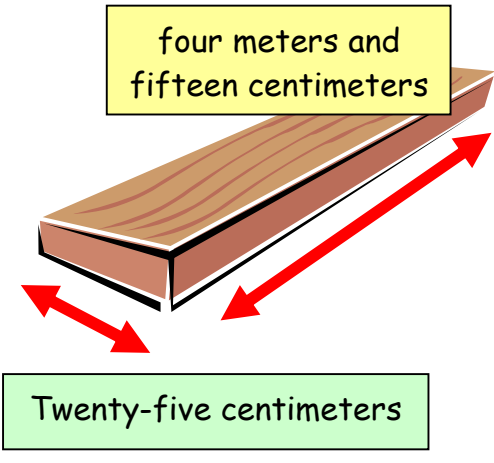
	
<p>How high is the handrail ?</p>	<p>The is meter and centimeters.</p>

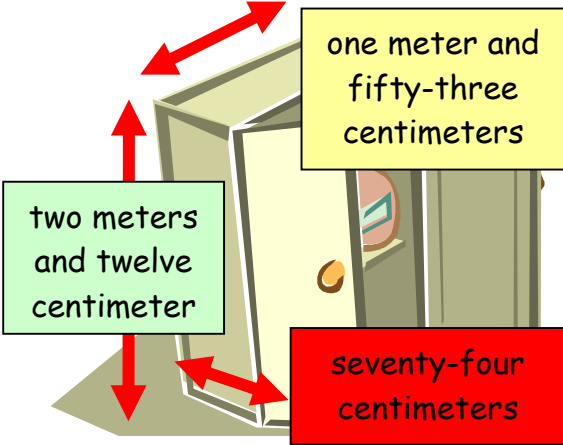
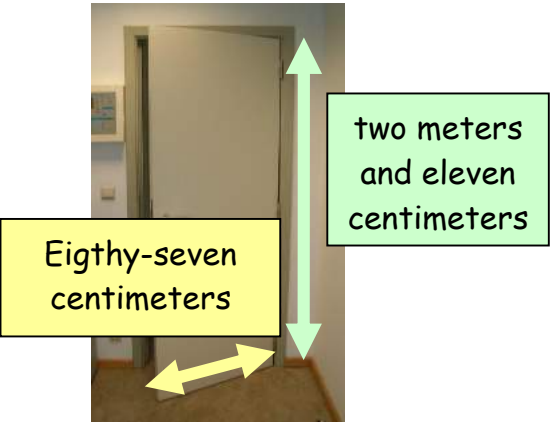
	
<p>How high is the formwork ?</p>	<p>The is meter and centimeters</p>

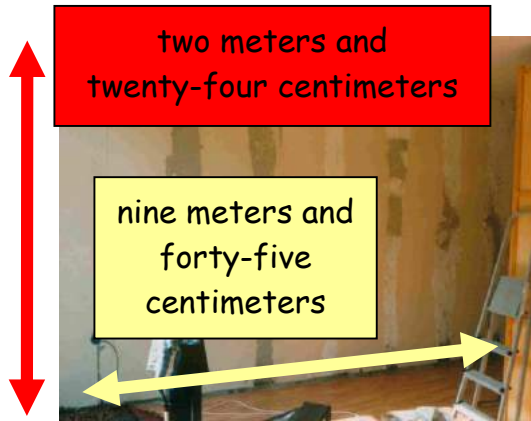
	
<p>How long is the ladder ?</p>	<p>The is meters and centimeters.</p>

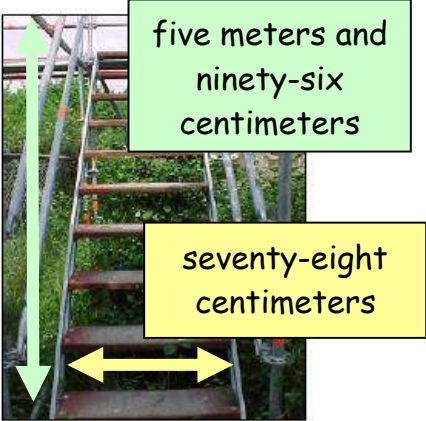
	
<p>How long is the roof ?</p>	<p>The is meters and centimeters.</p>

7. Write down the correct dimensions

<p>_____</p>	<p>_____</p>
	
<p>_____</p>	<p>_____</p>

<hr/>	<hr/>
	
<hr/>	<hr/>

<hr/>

<hr/>

<hr/>

<hr/>

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

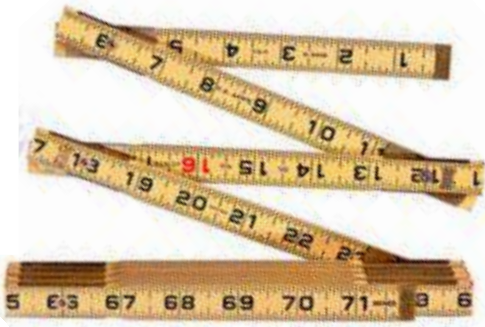
Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. You have just followed instructions. That can also happen when your boss is not around. Maybe he / she or even your client can write down your tasks.

Today you will work in Joris' house. Joris is renewing his home and he is tired of the old bathroom. Joris is not home but he wrote you a letter with instructions.

- * *All the walls have to stay.*
- * *Put all the bricks in a wheelbarrow. Bring the bricks to the container. The container is outside.*
- * *Keep the old doors because my friend Eddy wants to buy them.*
- * *You don't need to clean the floor.*
- * *There are old cabinets hanging on the wall. They can go.*
- * *Don't switch of the heat. The wallpaper is still wet. It has to dry.*
- * *You can't use the toilet. It is broken.*
- * *You can pick a drink out of the crate. There is no refrigerator.*

10 . Is this correct 😊, or is it incorrect 😞 ?





😊 😞



😊 😞



😊 😞



😊 😞

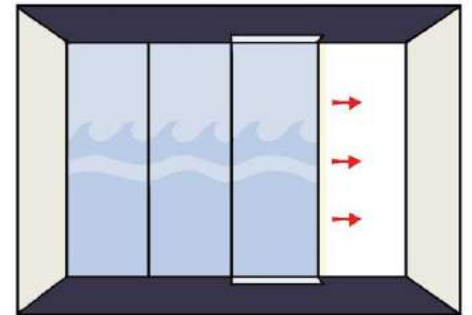
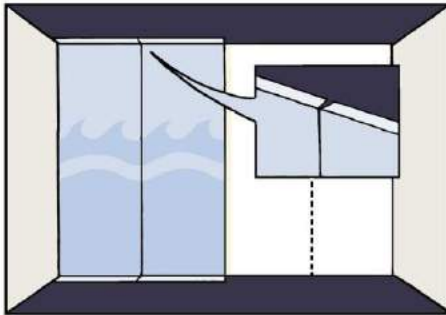
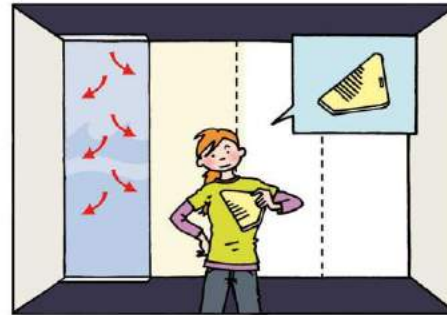
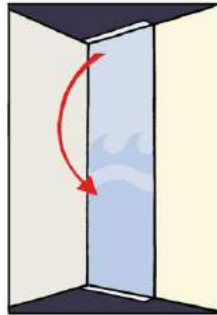
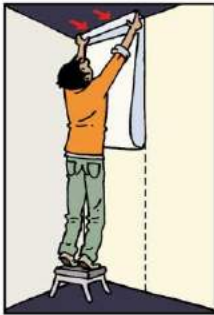
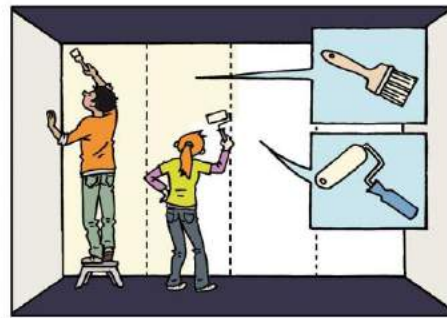
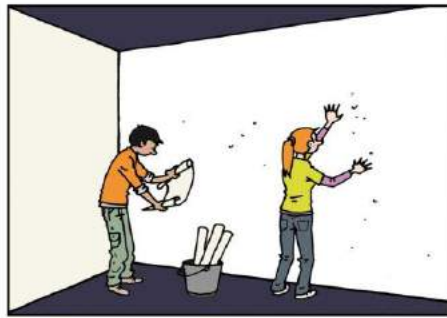


😊 😞



😊 😞

11. Write down the instructions of the following situation. What do you need to do?



Renovating can be costly and inconvenient, but can also increase the value and enjoyment of your home. We look at the main reasons for renovating and how to avoid overcapitalising.

Good reasons for renovating

There are two main reasons people renovate:

- To add to the comfort, use and value of the home.
- To tidy it up to sell.

Renovating can be a costly and inconvenient business. Before you launch into renovations, take time to consider whether the expense and disruption is justified.

Staying in the home

If you intend **staying in the home** you may want to:

- Add extra space to accommodate an expanding family, or simply to add a sense of spaciousness.
- Add rooms for special purposes, such as an office or games room.
- Change the configuration of the house for better flow, ease of use or orientation to sun and views.
- Update and remodel to give the house a fresher, more modern look – this could involve major changes such as taking out walls to enlarge a room, putting in a new kitchen, or installing new wallboards and ceilings. Or it could simply be a matter of painting or wallpapering.
- Restore the house to its original style (while adding modern features in some areas, like the kitchen and bathroom).
- Add value to increase your investment.

Renovating to sell

If you are **renovating to sell**, it is likely that you'll want to give the house an inexpensive makeover to freshen it up and make it more attractive to buyers. For example, repainting, repapering, or changing dated or damaged fixtures, such as a cracked basin in the bathroom. You need to consider the **tastes of potential buyers**, which really means keeping everything fairly neutral to appeal to a wider range of people. Not everyone warms to bright feature walls or pink bathtubs. Renovations that will increase the appeal of your home may include painting the kitchen and bathroom, or putting in some decking to give an indoor-outdoor flow and an increased sense of space or some landscaping.

Tip: Take care to renovate to the existing style of the house and neighbourhood. People search in particular neighbourhoods because they like the age and style of houses found there. Giving your older villa-style house a very modern aspect, which is inconsistent with the other houses in the street, will lessen the range of potential purchasers.

Beware of overcapitalising

If you don't intend selling, the money you spend on renovating will be an **investment in the comfort and enjoyment** of the house. Whether you increase the value of the home may not be an important factor in how much you decide to spend.

However, it is easy to get carried away with the excitement of doing up a home and **overcapitalise** by spending money that can never be recouped if you do end up having to sell. If your house needs a **great deal of work** to get it how you would like, decide whether you want to go to all the trouble and expense, or whether it would be better to sell and buy something more suited to your needs.

12. Read the text and answer the questions.

- What are good reasons to renovate?

- What do we need to keep in mind when we want to renovate?

- What does overcapitalizing mean?

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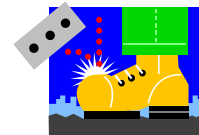
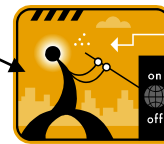
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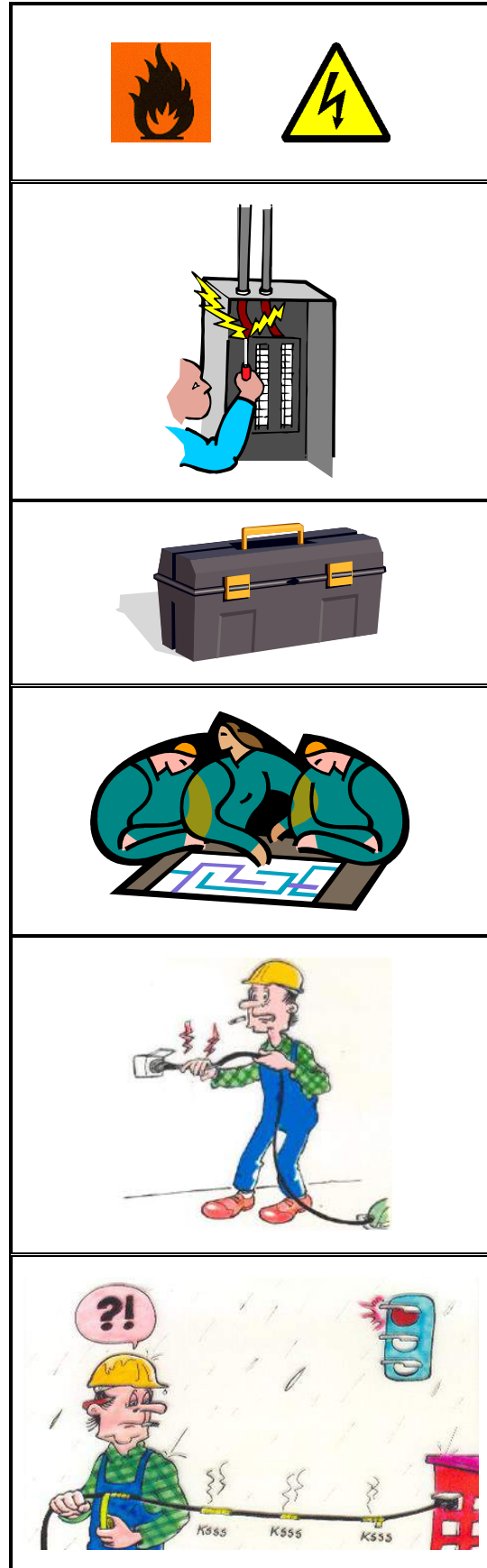
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23. 	<input type="checkbox"/> You have to wash your hands. <input type="checkbox"/> You have to wear safety gloves. <input type="checkbox"/> You are not allowed to wear gloves.
24. 	<input type="checkbox"/> You have to protect your eyes. <input type="checkbox"/> You are not allowed to wear safety goggles. <input type="checkbox"/> You need to wear glasses.
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16. Do the same with these signs.

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2. 	<input type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.
3. 	<input type="checkbox"/> Do not touch. You can get electrocuted. <input type="checkbox"/> No entrance for electricians.
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I'm sorry, but you **mustn't make** a noise in here.

We use **had to** for this if we are talking about the past:

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Kleine Breemstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: I
Name:
Class: **Number:**
Date:.....

Vacations and travelling

1. Where have you been? Which countries have you already visited?
Colour these countries green.



Are there other countries that you would still like to visit?
Colour these countries red.

2. Write down the names of the countries you've visited and those you would still like to visit. If you don't know what the country is called in English look it up or ask the teacher.

.....
.....
.....

3. Practice the names of a few countries some more by finding all the countries in this word search. Write the Dutch translation underneath when you find them.

AUSTRIA – BELGUIM – BRAZIL – CHINA – ENGLAND – FRANCE – GERMANY – GREECE – ITALY – JAPAN – PORTUGAL – SPAIN – THE USA

L A I Z B Y G M X A
A S E T X T I S F U
G U D C A U V R N S
U E E N G L A N D T
T H R L L N Y J T R
R T E M C I L A T I
O B G E A Q Z P U A
P S P A I N S A O B
E C E E R G Y N R T
A N I H C Q O B X B

.....
.....
.....

Listening: Traveling essentials

4. You are going to watch a short video from the Youtuber JairWoo on Edpuzzle. He's going on a holiday trip around Europe. Listen carefully and answer the following questions.

How long is he going on a trip?

.....
.....

Which countries will he be visiting?

.....
.....

What is the first travelling essential he talks about? Do you think they are useful?

.....
.....
.....

Which types of clothing does he pack in his E cubes?

.....
.....
.....
.....
.....
.....



What will he do with his dirty laundry?

.....
.....

What are some of the things he's taking with him in his men's grooming essentials E cube?

.....
.....

What are some of the random stuff he's taking with him?

.....



Reading: My holiday

5. Read the text written by teenagers about their holidays. Afterwards answer the questions.

About My Summer Holiday

Here are some short texts written by teenagers about their holidays.

Runa: This summer I went to Italy with my family. We also **visited** Sicily. There we saw Etna, a large **volcano**. It is **still** active. The **crater** is about 200 meters deep. Italy is a **lovely country**.

Martin: I went to France for three weeks to learn French. There was school every day, **except** Saturdays and Sundays. We learnt **a lot** and I made many new friends. I had so much fun that I am going back next summer. I **miss** the **beach** and the sun.

Jeanette: In my summer holiday I went to Tunisia. There are shops **everywhere**. I didn't **buy** any souvenirs, but people gave me things. I would love to go back. But I didn't like it when some boys said they loved me and asked my **dad** if they could buy me for a **camel**.

Wordlist:

written – geschreven

holidays – vakanties

visited – bezocht

volcano – vulkaan

still – nog steeds

crater – krater

lovely – prachtig

dad – vader

country – land

except – behalve

a lot – veel

miss – missen

beach – strand

everywhere – overal

buy – kopen

camel – kameel

6. Answer the questions:

- What are the names of the three teenagers?

- Which countries did they visit?

Runa visited _____

Martin went to _____

Jeanette went to _____

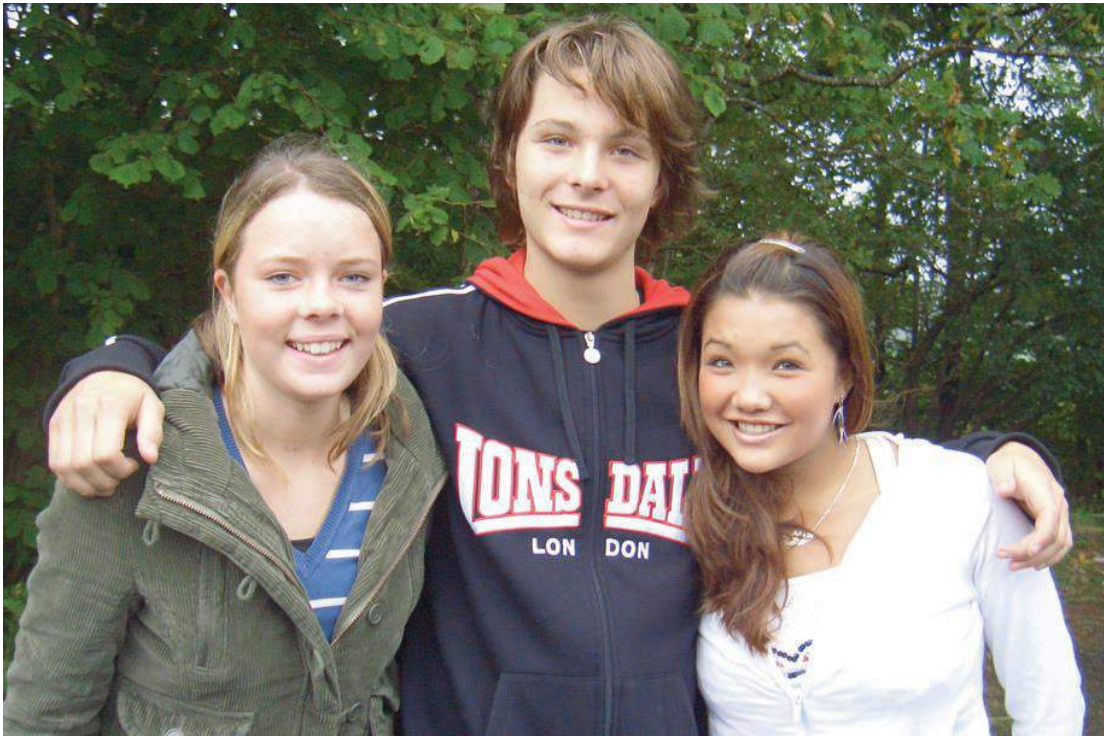
7. Read the text and fill in the missing words:

- This summer I went to Italy with my _____.
- We also _____ Sicily.
- The _____ is about 200 meter deep.
- I _____ the beach and the _____.
- There are shops _____.

8. Who says what?

- I had so much fun that I am going back next summer.

- I didn't buy any souvenirs. _____
- Italy is a lovely country. _____
- We learnt a lot. _____
- I would love to go back. _____



9. Fill in the lines.

Simple Past

USE = Completed action in the _____

FORM = [BASEFORM VERB + ed]

verbs ending in -e (e)	add -d	arrive → arrived _____
verbs ending in consonant -y	change -y to -i and add -ed	study → studied _____
verbs ending in one vowel + consonant	double the final consonant and add -ed (*)	stop → stopped _____

* We do not double the final consonant if the last part of the word is not stressed. (answer → answered)

we do not double -w (snow → snowed)

10. Fill in the simple past form.

1. He learns English. (Simple present)

He English. (Simple past)

2. He likes apples. (Simple present)

He apples. (Simple past)

3. They ask many questions. (Simple present)

They many questions. (Simple past)

4. We open the windows. (Simple present)

We the windows. (Simple past)

5. She talks to David. (Simple present)

She to David. (Simple past)

11. Fill in the simple past form.

- She in Scotland/ (to live)
- They at the weekends. (to work)
- John a flat in Edinburgh. (to rent)
- Lisa her present. (to open)
- Ben his bike. (to scratch)
- Sue basketball. (to play)
- Helen her new school. (to love)
- The shops at nine o'clock in the evening. (to close)
- Mother the turkey. (to cook)
- Emily a cake. (to bake)

12. Fill in the simple past form.

Example: John **married** Emily last year. (to marry)

1. She her suitcase to the bus. (to carry)
2. They in the park to play football. (to stop)
3. The children to the playground. (to hurry)
4. John to win a medal. (to try)
5. Peter his trip to France. (to plan)
6. The thieves the old lady. (to rob)
7. Grandma the cup. (to drop)
8. The family to Spain. (to travel)
9. The baby because he was hungry. (to cry)
10. My Uncle in America. (to stay)



Listening: Holidays in Britain.

14. Look up the video: 2 holidays in Britain on EDpuzzle.
This video is about holidays people in Britain take. Pay close attention when listening and watching the video. When you've finished watching the video answer the questions.

What are the most popular months for holidays in Britain?

.....
.....
.....

What is the most popular country for holidays in Britain and why?

.....
.....
.....

What are popular places in Britain where people can spend holidays in their country?

.....
.....
.....

Where can people stay when they come on holidays in their country?

.....
.....
.....

Is London a popular place for holidays for British people?

.....
.....

What can they do when they are on holiday?

.....
.....

Which type of holiday do you prefer?

.....
.....

.....
.....




"How many 'fun filled days' did you say you'd booked for us on this holiday?"

Reading: Hotel review

15. Read the reviews on hotel Bulvar and answer the questions written on the next pages.

Hotel Bulvar

Tsvetnoy boulevard, d. 25, build. 7, Moscow 127051, Russia  [Hotel amenities](#)

 Save



Show the lowest price for this hotel*

Check In  Check Out  Adults 

[Show Prices](#)

Booking.com

*from our partners

Hotel Bulvar is ready for reviews

“This hotel will give you nightmares”

5 reviews sorted by

 Reviewed March 16, 2012


2 people found this review helpful



41jetsetter02

Manchester, United Kingdom

1 review

 2 helpful votes

We stayed 3 nights at this **overpriced dump**. We arrived late at night and **the dingy** lobby was the first sign of the impending disaster. The room was small and **cramped** (“**cozy**” was the description on their web site), with a carpet covered with **stains** (some that looked like blood...possibly from a previous murder?). The shower was **filthy**, and the toilet **nasty**, with something floating in it (we didn't look too closely). The bed was **a lumpy** mess, and I woke up with red marks all over my body. I don't know if this was from the **bedbugs**, or the mosquitos that came in through the window. Oh yeah, I forgot to mention that there was no AC so we had to open the window because the room was so **stuffy**. Unfortunately, the hotel was right on the main street, and the traffic kept us up half the night. The hotel is only a 5 minute walk to Red Square, which is a plus, but it was a very dark and dangerous area of the city. The staff was unfriendly and unhelpful. Avoid this **hell-hole!**

“Delightful”

“Stop Searching....Just Stay Here!”

○○○○○ Reviewed October 16, 2012

I recently stayed at this superb hotel in the center of Moscow. The hotel exceeded our expectations and certainly lived up to its excellent ratings on Tripadvisor for this price. If you're looking for somewhere clean, comfortable, safe, and very close to Red Square....this is it. The room was very **spacious**, with lots of light and a big comfortable bed. In terms of **cleanliness**, it was impeccable. The only **downside** was the window (kind of small). The location is great and within walking distance of everything we wanted to see. Continental breakfast was included, but not very good. The staff was **top-notch** and very **accommodating**. They **go out of their way** to make dinner reservations, recommend local attractions, and make you feel welcome. We would definitely stay there again. Really, in terms of location, you can't beat this hotel.

Wordlist:

Overpriced – te duur	stains – vlekken
dump – vuilnisbelt	cozy - gezellig
dingy – smerig	filthy vies
cramped – krap	nasty – vuil/smerig
lumpy –bobbelig	bedbugs – bedmijt
stuffy – benauwd	hell-hole – hel op aarde
spacious – ruim	cleanliness – zuiverheid/kuisheid
downside – nadeel	top notch – magnifiek
accommodating – behulpzaam	
go out of their way – gaan nog een stapje verder	

16. What did the person who wrote the first review think of the hotel?

.....
.....

17. Did the person who wrote the second review think the same thing? If it was different, what does he think then?

.....
.....
.....

18. What four main things do both reviews talk about?

.....
.....
.....

19. What do you think is important when choosing a hotel?

.....
.....

20. Would you stay at this hotel after reading these reviews? Why (not)?

.....
.....
.....



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Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: I
Name:
Class: Number:
Date:

Vacations and travelling

1. Where have you been? Which countries have you already visited?
Colour these countries green.



Are there other countries that you would still like to visit?
Colour these countries red.

2. There is a difference between your country and your nationality. Answer the following questions.

Hello there!
We are from England. So we are English!

What about you? Where are you from?

What nationality are you?

COUNTRY	NATIONALITY	COUNTRY	NATIONALITY
Portugal	Portuguese	Austria	Austrian
Spain	Spanish	Greece	Greek
England	English	The USA	American
France	French	Japan	Japanese
Germany	German	Brazil	Brazilian
Italy	Italian	China	Chinese

3. Complete the sentences with the correct nationality

- I am from Vietnam. I am
- You are from Ireland. You
- He is from Canada. He
- She is from China. She
- It is from Italy. It
- We are from The Netherlands. We

4. First you will need to choose where you want to go. If you don't know where you want to go, you can take the quiz on the following website.

<http://www.afar.com/magazine/where-should-you-go-in-2015-2>

I want to visit:

Why?

The quiz advises me to go to:

I agree / don't agree because:

5. There are so many places you can go to. This text is about six teens who visited some awesome places. Read the text and answer the questions.

MY HOLIDAY

by Ann Foulds and Paul Wheatley

If you could go anywhere in the world, where would you go? **Ann Foulds** and **Paul Wheatley** speak to six teens who went to fantastic places.

1 Amazon adventure

When **Amber Mezbourian**, 19, went to a meeting at her school in Jersey, she didn't expect to be in the middle of the Amazon rainforest a few months later. Amber told us:

"Someone from the British Schools Exploring Society (BSES) talked to us about the adventure trips the organization offers. It all sounded really exciting.

I flew to London, then to Madrid, Spain, then to Lima, in Peru, and finally to my destination, Iquitos. The airport was just a hut – with insects all over it!

We stayed in Iquitos for three days. We saw markets with fruit, dead turtles and parts of monkeys – it was quite shocking! Then we went to the Pacaya-Samiria National Reserve, where boats became our home for six weeks. All I could see was the river and lots of trees! And all we could hear were the insects and birds in the rainforest.

The first week was hard. Many of us felt quite homesick but that quickly disappeared and I started to have a good time.

All BSES trips have a scientific aim. On my trip we did research about the way the rainforest is changing. We studied dolphins, turtles, macaws and caimans, which are like crocodiles.

Next I'm going to south-eastern Asia and then India!"

Amber's tip: "You don't want to destroy nature just so you can have fun."

2 Holiday on horseback

Jess Borer, 19, from Basel, Switzerland, and **Brittany Lankston**, 17, from England, have been great friends since they met on holiday.

Jess: "I wanted to go on a horse-riding holiday. My mum said yes – if I went to England. We found the school, T.M. International, on the Internet. Mum phoned and asked lots of questions.

There was a great atmosphere at the school – the instructors were cool and everyone loved the school's owners, Ted and Mary. The food was good – we even ate fish and chips a few times! I love Cornwall. It's perfect for horse-riding! Sometimes we went to a pool on the moors and rode the horses into the water. Everybody got really wet but had a great time!"

Jess's tip: "Come prepared for all kinds of weather."

Brittany's tip: "Talk to everyone and try new things!"

3 The best of Britain

Silke Wessels, 15, from Germany, went to England with 40 of

her classmates. She lived with a host family for three weeks.

"I was excited but also nervous. I couldn't believe that I would be in England – speaking another language every day and meeting lots of new people. Sometimes they spoke so quickly I couldn't understand but I really enjoyed speaking English.

The best thing about Seaton was the beach – because the weather was fantastic, we went swimming in the sea. After swimming we sunbathed – we even got sunburnt!

Every morning, we had English lessons. And every Wednesday, we visited a different city.

London was the best place we visited. We saw the Hard Rock Café, walked through Hyde Park and saw Buckingham Palace. We saw the flag – which meant the Queen was at home – but we didn't see her! We also visited Madame Tussauds wax museum.

I did lots of great things in Britain and would love to go back."

Silke's tip: "It's always good to go with a friend (or 40!)!"

4 One trip, many places

Dominic Kraus, 19, from Bavaria, went inter-railing for three weeks in 2004 with his friend Bernward. Their ticket allowed them to travel in six other countries.

"We started our trip in Munich and went to Paris, London, Dublin, Belfast, Glasgow, Amsterdam, Denmark and Luxembourg. In most places, we spoke English.

We stayed in hostels in Paris and London but camped everywhere else. We nearly always found really nice places to camp. But we arrived in Belfast at night and nothing was open. We couldn't find anywhere to pitch our tent and so we slept in front of a police station!"

Dominic's tip: "Travelling is a great chance to meet new people."

5 Big holiday, small country

Deirdre McCarthy, 19, from Ireland, had heard that Slovenia was great. So she and her friend Ann started planning their dream holiday!

"The best part was the Soca Valley. We stayed at an eco-camp. We ate from a barbecue, slept in a tent, went white-water rafting and talked to lots of people from different countries.

Ljubljana is a wonderful city. The castle was ... wow! Fantastic! We stayed at the Celica hostel – one of the world's best, says *Lonely Planet*. It's an old prison and you sleep in the cells. It's full of international people and the atmosphere is cool. I'd love to go back!"

Deirdre's tip: "Say please and thank you in their language. It's not difficult!"

© Spot on, May 2007, www.spoton.de

6. Who experienced the following problems? Label them: Amber, Jess, Silke or Dominic.

I couldn't find a place to pitch my tent one night in Northern Ireland. So I slept in a very strange place!

a. _____

I got really wet on the moors! But I had a lot of fun.

c. _____

I felt really homesick and sad at the start but it went away quickly.

b. _____

I was nervous. I couldn't understand English at the beginning because people spoke too quickly.

d. _____

7. Read about the holidays again. What was the most interesting thing each person did, in your opinion? Find someone in your class who agrees with you.

	Most interesting thing
Amber	
Jess & Brittany	
Silke	
Dominic & Bernward	
Deirdre & Ann	

8. Have you ever done the following things?

	YES	NO
visited a wax museum		
walked through the wilderness		
spotted a dolphin or a turtle		
travelled by boat		
stayed the night in a tent		
carried a heavy backpack		

9. Write down two sentences with the information in exercise 8.
Underline the verbs.

e.g. I visited a wax museum three years ago.

10. Fill in the lines.

Simple Past

USE = Completed action in the _____

FORM = [BASEFORM VERB + ed]

verbs ending in -e (e)	add -d	arrive → arrived _____
verbs ending in consonant -y	change -y to -i and add -ed	study → studied _____
verbs ending in one vowel + consonant	double the final consonant and add -ed (*)	stop → stopped _____

* We do not double the final consonant if the last part of the word is not stressed. (answer → answered)
we do not double -w (snow → snowed)

11. You have your destination. Now you start planning. What do you first need? Read the text and fill in the sentences below.

When you are buying plane tickets for your vacation, you have many options. You can buy the tickets directly from the **airline**, or you can go to a **travel agency** and speak to a **travel agent** who will help you find the best **deals**. Many people prefer **online travel agencies** such as Travelocity, Expedia, or Orbitz, where they can compare prices, **book flights and hotels**, and even **reserve a rental car**.

You can sometimes find cheaper tickets if you travel as part of a **tour group**. A travel agent can help you buy a **package deal**, which includes your flight, hotel, meals, activities and entertainment. The tour group **arranges** all of the activities, and the members of the tour group **go sightseeing** to famous **tourist sites** together. Many people like travelling this way, but others prefer to be more **independent** and **strike out on their own**.

1. I always fly with the same _____ : they give me frequent flyer miles*.
2. The _____ from China to the US is almost 12 hours long.
3. The Leaning Tower of Pisa is one of the most famous _____ in Italy.
4. Melissa went to Europe in a _____: she likes to travel with many people.
5. Your travel agent can help you _____ a flight and a hotel.
6. A flight around the world for only \$100!! What a great _____!!
7. Rita is very _____, so I don't think she will join a tour group.
8. My uncle James helps people arrange their vacations. He works for a _____.
9. On vacation, I like to stay in the hotel, but my parents prefer to _____.
10. The travel agency has a _____: if you book the flight and hotel together, you can save 25%!
11. I know a good _____ who can help you book a cheap flight.
12. Your travel agent can help you _____ a suitable vacation.

*"Frequent flyer miles" are like "points" that airlines give to their customers. You can use the "miles" to get free tickets.

12. Watch the video 'How to buy a plane ticket online' on EDpuzzle. Make sure that you understand the main steps of ordering a plane ticket and answer the questions.

13. You decided your destination. You have your plane tickets. Now is a good time to check what you exactly want to visit. There are a lot of nice things in the world. We have a lot of landmarks. Do you know where (what country) we can find the landmarks of the video 'World landmarks quiz'?

Landmark	Country
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

14. You can find the answers in the next video. Check your answers and also fill in the name of the landmarks.

15. What landmark do you really want to see? Why?

15. There are also plenty of things that you can do in your own country. Find some activities that you want to do from the text '365' (Smartschool). Fill in the grid. (Source = page)

Activity	Price	Description	Source
1.			
2.			
3.			
4.			
5.			

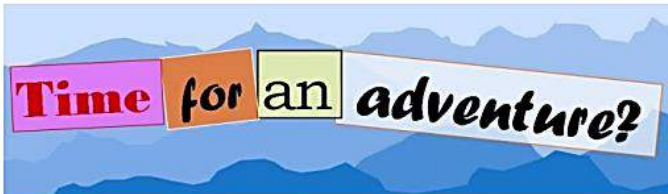
16. You have five activities but you only have three days in Belgium. Make a schedule with all your activities. Think of distance between the activities, having dinner, order of your activities ...

17. How would you define the following types of tourism? Fill the gaps with one of these words.

adventure cultural ecotourism health heritage language rural sport

- Jeff and his wife spent a week at a farmhouse in France and rode bicycles round the countryside. tourism
- We're interested in history and art so for our last holiday we went to Vilnius. tourism
- More and more young people spend a month in Canada to practise their English. tourism
- Jack and Jill went skiing in Austria last winter. tourism
- Last summer we went rafting and rock-climbing in Arizona. tourism
- Robert has rheumatism and he needs to lose some weight, so he's going to a spa for a month. tourism
- I thought the Railway Museum and Mining Museum were fascinating. tourism
- Elena and her husband went on a trip to the Danube Delta to look at the flora and fauna.

18. Read the text and write the activities under the correct holiday.



Time for an adventure?

Are you a bit bored with your nine-to-five routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like.

Activity holidays Our activity holidays are for everyone, people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you SCUBA diving in the Red Sea or kayaking and white water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo-building. For those who like warmer weather, we also have sandboarding (the desert version of skateboarding) or camel safaris.



Polar expeditions Take a cruise to Antarctica or the northern Arctic; explore a land of white natural beauty and wonderful wildlife. Our experts will explain everything about the two poles as you watch the penguins in Antarctica or whales and polar bears in the Arctic. There's no greater adventure than travelling to the ends of the earth. A once-in-a-lifetime experience!



Cultural journeys Our cultural journeys will help you discover ancient civilisations: India, Thailand, Egypt and many more. Visit temples, palaces and ancient ruins — just remember to bring your camera! Get to know local ways of life by exploring markets, trying exotic foods and meeting local people.



Trekking tours We have trekking holidays to famous places such as Machu Picchu or the Everest Base Camp Trek, as well as some nearer to home in the Highlands of Scotland. You don't need to be very sporty, just fairly fit. You'll have a great time enjoying nature with a group of new friends. Some of the holidays include camping, but we'll transport the tents for you!



Wildlife holidays We organise small group tours to get closer to nature in Africa, Asia or South America. Go on safari in Africa and watch lions and giraffes. Meet the famous turtles of the Galapagos Islands. Look for tigers in India, or take an elephant safari in Sri Lanka. We use local guides and stay in a range of accommodation, from tents to tree houses.



Visit the South Pole / see lions / try different local food / follow a local guide / visit Scotland / go kayaking / learn about foreign cultures / climb mountains / see whales / try different sports

Activity holidays	Polar expeditions	Cultural journeys
Trekking tours		Wildlife holidays

19. What type of adventure do you like the most? Explain in 4 sentences.

20. You need to pack your stuff. You are almost leaving! Watch the video 'Backpacking: what to pack' on EDpuzzle. Answer the questions.

21. Would you ever consider backpacking? Why (not)?

22. You are at the airport. Read the text and do the exercise and see if you have understood.

When you go to the airport, you first need to **check in**. Find your airline, then go to the check-in **counter**. For international flights, you are required to **present** your passport, but for **domestic** flights only a **photo ID** is required. When you booked your ticket, you probably got a **confirmation number**. You should show this too, **just in case**. The airline **agent** will ask if you want to **check luggage** or if you only have **carry-on luggage**. You should check your large luggage, but you can carry smaller suitcases on the plane. After the agent gives you your **boarding passes**, you can go through **security**.

1. The airline agent will give you your _____ when you check in.
2. This is an _____ flight, so you will need to bring your passport.
3. When I went through _____, they told me I couldn't take my pocket knife on the plane.
4. Please wait in line for the next available _____.
5. After I paid for my plane ticket, the travel agent gave me a _____.
6. Many _____ airlines do not have international flights.
7. You can buy a ticket at the _____ if you don't have one.
8. My suitcase was too big, so I had to _____ it.
9. When you go through security, they can ask you to _____ your passport.
10. We need to _____ before we can go through security.

23. Your vacation is over. You can find some reviews on your hotel below. Connect the reviews with the matching ratings.

1



cjtvt
Level 3 Contributor
 13 reviews
 7 hotel reviews
 59 helpful votes
 59 helpful votes

"Worst hotel ever!"

●○○○○○ Reviewed March 12, 2013 via mobile

Dirty, filthy, run-down, smelly, crack-hotel feel to this place! Carpeting is stained and dirty. Towels are old, stained, & dirty. Beds are old, dirty, and stained. Walls are old, dirty, and stained. Bed spread full of hair. It is almost midnight and we cannot even force ourselves to stay here another minute! Camping in a tent in the middle of the woods is cleaner than this place!

2



Jlsouchi
Level 5 Contributor
 57 reviews
 19 hotel reviews
 39 helpful votes

"Good location, Good price/value ratio"

●●●●○○ Reviewed 1 week ago

We stood 3 days in this hotel with my wife. The location is perfect in the city center close to many sites. The value for price is good. The rooms are not really large and new but they are clean. We had a windows on a small silent street. There was not too much light but it was peaceful. The service is OK, Not really smiley but acceptable. The Breakfast is the week point. Food is really basic with Fruit juice a bit "chemical" and average bakery. The overall impression was good.

3



loup65
 London, United Kingdom
Level 6 Contributor
 103 reviews
 31 hotel reviews
 42 helpful votes

"great location"

●●●●○○ Reviewed January 16, 2016

Although location isn't everything, this one was so nicely placed its hard not to see that as a selling point. From the time I stepped off the airport train, everything was accessible by foot, that's such a winner with me. The actual hotel itself deserves a mention. Staff were warm and friendly, and nothing seemed too much trouble for them. The room was a decent size. Bathroom was a bit snug, but no real issues. Decor clean, and fresh..nice little touch with the pillow menu. Breakfast was great...whilst maybe not the huge range you get in bigger hotels, it covered my needs every morning, so I was happy. Wi-Fi worked nicely. Over all a very pleasant stay, I won't hesitate to recommend.

Stayed December 2015, traveled solo

●●●●○○ Rooms
 ●●●●○○ Cleanliness
 ●●●●○○ Service

a

●●●●○○ Rooms
 ●●●●○○ Cleanliness
 ●●●●○○ Service

b

●●●●○○ Value
 ●●●●○○ Location
 ●●●●○○ Rooms
 ●●●●○○ Cleanliness
 ●●●●○○ Service

c

●●●●○○ Location
 ●●●●○○ Sleep Quality
 ●●●●○○ Service

1	2	3

24. These are some pictures of your hotels. You need to give your ratings as well and give some extra information on why you rate the hotel that rate.



Ratings	○○○○○
Explanation	..... ..... ..... ..... ..... .....



Ratings	○○○○○
Explanation	..... ..... ..... ..... ..... .....



Ratings	○○○○○
Explanation



Ratings	○○○○○
Explanation



TECHNISCH INSTITUUT HEILIG HART
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Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term:3
Name:
Class: Number:
Date:.....

Vacations and travelling

1. Where have you been? Which countries have you already visited?
Colour these countries green.



Are there other countries that you would still like to visit?
Colour these countries red.

2. There is a difference between your country and your nationality. Answer
the following questions.

Hello there!
We are from England. So we are English!

What about you? Where are you from?

What nationality are you?

COUNTRY	NATIONALITY	COUNTRY	NATIONALITY
Portugal	Portuguese	Austria	Austrian
Spain	Spanish	Greece	Greek
England	English	The USA	American
France	French	Japan	Japanese
Germany	German	Brazil	Brazilian
Italy	Italian	China	Chinese

3. Complete the sentences with the correct nationality

- I am from Vietnam. I am
- You are from Ireland. You
- He is from Canada. He
- She is from China. She
- It is from Italy. It
- We are from The Netherlands. We

4. There are some different opinions on travelling. First answer the questions above the text. After that you can read the text.

I think of travelling:

Why?



Think of a traditional package holidays to Spain, and you have the worst possible example of tourism. Brits can enjoy an English breakfast, and survive in a British enclave in Spain with no exposure to the local culture. On the other hand, people who join such holidays may not be looking for a cultural experience, but may simply enjoy the atmosphere in a decent climate. Who can blame them for that?

2



I live in a seaside town-Weymouth in Dorset. At the moment it takes me thirty minutes to get to work rather than normal five. There is no doubt that a huge number of local residents get extremely fed up with having so many people invading their home town but, at the same time, the sensible ones realize that it is a necessary evil in order for the town to survive.

3



Can you imagine the world without tourism? Knowledge of other countries would be accessed mainly through the unreal world of books, radios, television and the Internet. Without physical interaction, it would be difficult to achieve world peace and promote understanding of environmental issues, security threats and poverty. Tourism is a way in which people from different countries can understand cultures, religions, and recognise existing problems.

4



Yes, tourism does change the culture, not always for the better, but not always for the worst either. There are those that say that Barbados has been spoiled by becoming more *commercial*. However, the quality of life of the average Barbadian has improved through the direct and indirect benefits of tourism. No, it's not the same beautiful island it was 20 or 30 years ago, but the standard of living is higher for the average guy in the street.

5



Tourism is good for the economy. Tourism is also good because it results in mutually pleasant encounters between the visitors and the natives of the place in question. However, I think that it's inexcusable to try to take advantage of visitors such as by overcharging them, who should be treated like guests to your community. On the other hand, there is a type of tourist that comes to a place with the intent to misbehave and offend others.

6



While mass tourism does not have any negative effects on developed countries, it can have a harmful effect on underdeveloped areas of the world. Some local people may be employed in the tourism industry, but most will be exploited and paid a standard wage. When I travel I try not to buy package holidays. I know then that the money I spend goes to the people themselves and not to those who run the resort. Try it, your vacation will then be real and honest experience.

8



Tourism is the natural expression of our wanderlust. It is this heroic pioneering spirit in us that took us to the moon and back. How dreary we would be if we never ventured away from home. Humanity was created to associate in love and harmony. Tourism is an excellent way of facilitating that process.



Tourism creates a lot of local jobs, inputs foreign cash and history to sell. It is true that uncontrolled development can cause environmental and social problems, but please leave that to the locals to worry about. There is something patronizing in the attitude that we should not go to visit remote parts of the world and bring them our money in order to protect them.

5. You have now read the text. Answer the questions below.

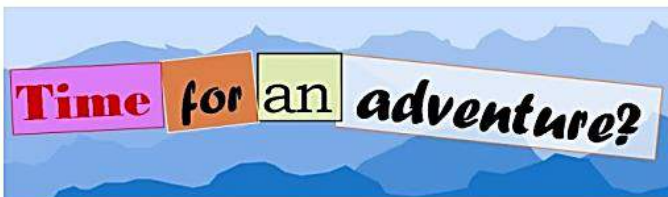
What do you think about travelling now?

Why did it (not) change?

6. Choose the best heading and combine it with the text.

A. The importance of direct contact	
B. The power of natural instinct	
C. A bitter pill to swallow	
D. Travel doesn't have to broaden everybody's mind	
E. Let destination countries decide	
F. Make sure who your money goes to	
G. Who is exploited, locals or tourists?	
H. Tradition or prosperity	
I. Some aspects of tourism may bring problems	

10. Read the text and write the activities under the correct holiday.



Time for an adventure?

Are you a bit bored with your nine-to-five routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like.

Activity holidays Our activity holidays are for everyone, people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you SCUBA diving in the Red Sea or kayaking and white water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo-building. For those who like warmer weather, we also have sandboarding (the desert version of skateboarding) or camel safaris.



Polar expeditions Take a cruise to Antarctica or the northern Arctic; explore a land of white natural beauty and wonderful wildlife. Our experts will explain everything about the two poles as you watch the penguins in Antarctica or whales and polar bears in the Arctic. There's no greater adventure than travelling to the ends of the earth. A once-in-a-lifetime experience!



Cultural journeys Our cultural journeys will help you discover ancient civilisations: India, Thailand, Egypt and many more. Visit temples, palaces and ancient ruins — just remember to bring your camera! Get to know local ways of life by exploring markets, trying exotic foods and meeting local people.



Trekking tours We have trekking holidays to famous places such as Machu Picchu or the Everest Base Camp Trek, as well as some nearer to home in the Highlands of Scotland. You don't need to be very sporty, just fairly fit. You'll have a great time enjoying nature with a group of new friends. Some of the holidays include camping, but we'll transport the tents for you!



Wildlife holidays We organise small group tours to get closer to nature in Africa, Asia or South America. Go on safari in Africa and watch lions and giraffes. Meet the famous turtles of the Galapagos Islands. Look for tigers in India, or take an elephant safari in Sri Lanka. We use local guides and stay in a range of accommodation, from tents to tree houses.



Visit the South Pole / see lions / try different local food / follow a local guide / visit Scotland / go kayaking / learn about foreign cultures / climb mountains / see whales / try different sports

Activity holidays	Polar expeditions	Cultural journeys
Trekking tours		Wildlife holidays

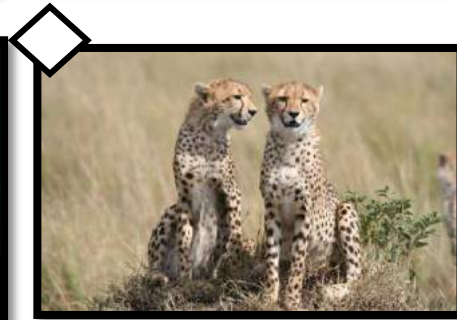
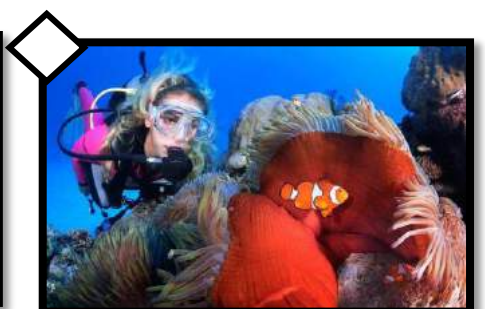
11. Now that you know what kind of vacation you want, you can start looking for things that you want to visit. There are plenty of things that you can do in your own country.

Find some activities that you want to do from the text '365'. Fill in the grid.
(Source = page)

Activity	Price	Description	Source
1.			
2.			
3.			
4.			
5.			

12. Are there some things that you want to do? Mark your answers. Combine them with the picture.

1. See the Northern light	<input type="radio"/>
2. Go whale watching	<input type="radio"/>
3. Go on safari	<input type="radio"/>
4. Go scuba-diving	<input type="radio"/>
5. Go on a road trip	<input type="radio"/>
6. Skydiving	<input type="radio"/>
7. Bungee jumping	<input type="radio"/>



13. Write a small letter home where you explain that you did an activity of exercise 12. Give some information on how you felt.

14. Now you still need to book a flight. Watch the video 'How to buy a plane ticket online' on EDpuzzle. Make sure that you understand the main steps of ordering a plane ticket and answer the questions.

15. Would you ever consider backpacking? Why (not)?
Where would you go?



16. You need to pack your stuff. You are almost leaving! Watch the video 'Backpacking: travel packing' on EDpuzzle. Answer the questions.

17. Read the following text and answer the questions.

5 FAMOUS CULTURAL MONUMENTS AROUND THE WORLD

1. The Kaaba (Masjid al-Haram)

The Kaaba (Masjid al-Haram) is a cuboid-shaped building in Mecca, Saudi Arabia, and is the most sacred site in Islam, oldest and top the most Famous Cultural monuments in the world. The Quran states that the Kaaba was constructed by Abraham (Ibrahim in Arabic), and his son Ishmael (Ismaeel in Arabic), after the latter had settled in Arabia. The building has a mosque built around it, the Masjid al-Haram. All Muslims around the world face the Kaaba during prayers, no matter where they are. This is called facing the Qiblah.

2. The Taj Mahal

Taj Mahal “crown of palaces”, world heritage site is a white marble mausoleum located in Agra, Uttar Pradesh, India, seen from the banks of Yamuna river, with Mihman Khana or assembly hall (left) and Taj Mahal mosque (right), the two almost identical buildings on either side. It was built by Mughal emperor Shah Jahan in memory of his third wife, Mumtaz Mahal. The Taj Mahal is widely recognized as “the jewel of Muslim art in India and one of the universally admired masterpieces of the world’s heritage. It covers area about 221 hectare (552 Acres) which include 38 hectare taj mahal and 183 hectare taj protected forest are. This world’s most Famous Cultural Monuments is also one of the wonders of the world.

3. Angkor Thom (Big Angkor)

Angkor Thom is a 3km² walled and moated royal city and was the last capital of the Angkorian empire. After Jayavarman VII recaptured the Angkorian capital from the Cham invaders in 1181, he began a massive building campaign across the empire, constructing Angkor Thom as his new capital city. He began with existing structures such as Baphuon and Phimeanakas and built a grand enclosed city around them, adding the outer wall and some of Angkor’s greatest temples including his state-temple, Bayon, set at the centre of the city. There are five entrances (gates) to the city, one for each cardinal point, and the victory gate leading to the Royal Palace area. Each gate is crowned with 4 giant faces. The South Gate is often the first stop on a tour.

4. The Acropolis hill

The Acropolis hill, so called the “Sacred Rock” of Athens, is the most important site of the city and constitutes one of the most recognizable monuments of the world. It is the most significant reference point of ancient Greek culture, as well as the symbol of the city of Athens itself as it represent the apogee of artistic development in the 5th century BC. During Perikles’ Golden Age, ancient Greek civilization was represented in an ideal way on the hill and some of the architectural masterpieces of the period were erected on its ground.

5. Liberty Enlightening the World

The Statue of Liberty Enlightening the World was a gift of friendship from the people of France to the people of the United States and is a universal symbol of freedom and democracy. The Statue of Liberty was dedicated on October 28, 1886, designated as a National Monument in 1924 and restored for her centennial on July 4, 1986.

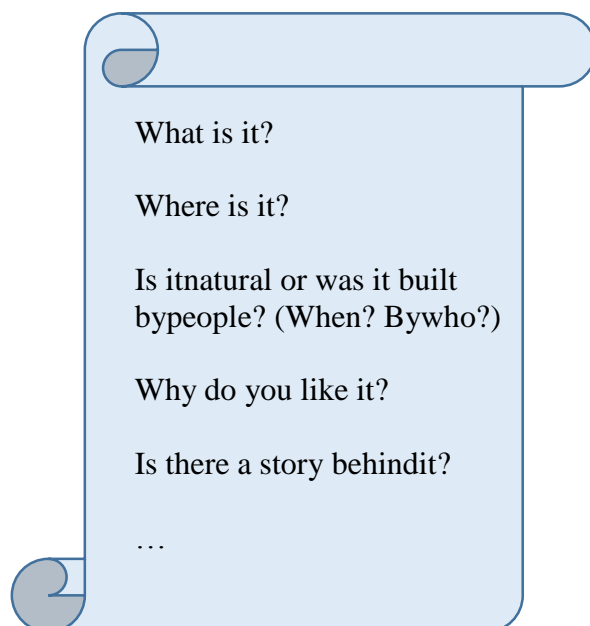
If you had to go to one of these places, which one would you choose? Why?

Why is The Kaaba so important / famous?

Why was The Taj Mahal built?

How did the United States get the Statue of Liberty?

18. Choose a landmark that you definitely want to see. Look up information on that landmark and present a small presentation of what the landmark is and why you want to visit it.



What is it?

Where is it?

Is it natural or was it built by people? (When? By who?)

Why do you like it?

Is there a story behind it?

...

19. The vacation is over. You can find some reviews on your hotel below. Connect the reviews with the matching ratings.

1



cjvtt
Level 3 Contributor
 13 reviews
 7 hotel reviews
 59 helpful votes

“Worst hotel ever!”

●○○○○○ Reviewed March 12, 2013 via mobile

Dirty, filthy, run-down, smelly, crack-hotel feel to this place! Carpeting is stained and dirty. Towels are old, stained, & dirty. Beds are old, dirty, and stained. Walls are old, dirty, and stained. Bed spread full of hair. It is almost midnight and we cannot even force ourselves to stay here another minute! Camping in a tent in the middle of the woods is cleaner than this place!

2



Jlsouchi
Level 5 Contributor
 57 reviews
 19 hotel reviews
 39 helpful votes

“Good location, Good price/value ratio”

●●●●○○ Reviewed 1 week ago

We stood 3 days in this hotel with my wife. The location is perfect in the city center close to many sites. The value for price is good. The rooms are not really large and new but they are clean. We had a windows on a small silent street. There was not too much light but it was peaceful. The service is OK, Not really smiley but acceptable. The Breakfast is the week point. Food is really basic with Fruit juice a bit "chemical" and average bakery. The overall impression was good.

3



loup65
 London, United Kingdom
Level 6 Contributor
 103 reviews
 31 hotel reviews
 42 helpful votes

“great location”

●●●●○○ Reviewed January 16, 2016

Although location isn't everything, this one was so nicely placed its hard not to see that as a selling point. From the time I stepped off the airport train, everything was accessible by foot, that's such a winner with me. The actual hotel itself deserves a mention. Staff were warm and friendly, and nothing seemed too much trouble for them. The room was a decent size. Bathroom was a bit snug, but no real issues. Decor clean, and fresh..nice little touch with the pillow menu. Breakfast was great...whilst maybe not the huge range you get in bigger hotels, it covered my needs every morning, so I was happy. Wi-Fi worked nicely. Over all a very pleasant stay, I won't hesitate to recommend.

Stayed December 2015, traveled solo

●●●●○○ Rooms
 ●●●●○○ Cleanliness
 ●●●●○○ Service

a

●●●●○○ Rooms
 ●●●●○○ Cleanliness
 ●●●●○○ Service

b

●●●●○○ Value
 ●●●●○○ Location
 ●●●●○○ Rooms
 ●●●●○○ Cleanliness
 ●●●●○○ Service

c

●●●●○○ Location
 ●●●●○○ Sleep Quality
 ●●●●○○ Service

1	2	3

20. These are some pictures of your hotels. You need to give your ratings as well and give some extra information on why you rate the hotel that way.



Ratings	○○○○○
Explanation	..... ..... ..... ..... ..... .....



Ratings	○○○○○
Explanation	..... ..... ..... ..... ..... .....



Ratings	○○○○○
Explanation	..... ..... ..... ..... ..... .....



Ratings	○○○○○
Explanation	..... ..... ..... ..... ..... .....

66 Trees Lounge,
Bemworth,
Devon CG4 5HZ

14 September 2002

Alltours,
342 Rich Road
Bemworth
Devon VF7 6JK

Dear Sir/Madam,

My husband and I have just returned from one of your "special city tours" in Amsterdam (August 31 – September 10) and I am writing to complain about the holiday we were given.

To begin with, the hotel was not at all what we had been led to expect from your brochure. You advertise air-conditioned rooms with mini bar and private bathroom, but what we got was a tiny room with none of the promised appliances. The room only had a washbasin and we had to share the sanitary installations with five other parties on our floor. The temperature was 90° every day, so you can imagine the comforts of a room with nothing but the cold water tub for cooling. As for the hotel staff, whenever we called down to the reception there was simply no one around. There did not even seem to be any cleaning staff since our beds were made once during the whole of our stay.

Added to all this, the tourist guide included in your offer had fallen ill shortly before we arrived and there was obviously nobody in charge to organise a suitable substitute. After five days a courier turned up who spoke only fragmentary English and we had difficulties understanding only half of what he said.

As you will realise, we are highly dissatisfied with the holiday your company provided and we do not see why we should put up with it. We expect a letter of explanation as well as a substantial refund of our money. Unless this is forthcoming, we shall have to take matters a step further.

Yours faithfully,

Mrs J Smith

Group work: Class trip to London

For this group work you will be planning a trip to London in groups. Everyone in the group will have a **different** assignment. In total there are three different assignments within the group.

- 1) Food and activities (pg 2 – 20)
- 2) Transport to and from London and schedule (pg 21 – 28)
- 3) Booking the accommodation and getting around in London (29 –32)

When you've planned your trip to London you will have to make a **presentation**. Everything you planned, why you planned it that way and how you planned it must be discussed in this presentation.

The last page of the bundle is a peer-evaluation sheet. You will give marks on the presentation of the other groups. Take a close look at the evaluation sheet that way you also know what you will be marked on!





TECHNISCH INSTITUUT HEILIG HART
Kleine Breemstraat 5
3500 HASSELT

Course: English
Teacher: S. Awouters
Schoolyear: 2015-2016
Term: 3
Name:
Class: **Number:**
Date:

Group work:

You will work together with the others to prepare a trip to London. Everyone has their assigned work. Yours is deciding the sights you will all be seeing and what you are going to eat in London. But first you need to get to know the sights and types of food from London.

Reading: Sightseeing in London

1. Read the text on the landmarks and sights in London and answer the questions on the next page.

[Buckingham Palace](#)

Buckingham Palace is the most famous of London's many **royal** palaces. Constructed in the 18th **century**, it is located at the end of the Mall, one of London's **broadest** roads. [The Queen](#) and her family live in a part of the palace. Other parts can be visited by tourists. The Changing of the Guard is a **ceremony** that takes place every day.

Tower of London

The [Tower of London](#) is one of the oldest buildings in the city. The **fortress consists** of several buildings around a central tower. It is **situated on** the northern bank of the River Thames. For many centuries the Tower of London served as a **prison**. Among the most famous prisoners were the **explorer** Sir Walter Raleigh and Anne Boleyn, one of Henry VIII's wives who were **beheaded** there. Today visitors are able to see the Crown Jewels of England which were originally **protected** by Beefeaters and the Tower's **ravens**.

Tower Bridge

The Tower Bridge, near the Tower of London, may be London's most **impressive landmark**. The bridge is over a hundred years old and can be raised to let ships pass through. The two towers and the **walkway** that connects them give visitors a great view of London.

St Paul's Cathedral

St. Paul's Cathedral was rebuilt in the 17th century by the great English architect Sir Christopher Wren after the original building had been destroyed by the Great Fire of London in 1666. It has the largest **dome** in the world after St. Peter's Basilica in Rome.

Westminster Abbey

Westminster Abbey is **located** near the Houses of Parliament. Since its **construction** by William the **Conqueror** in 1066 almost all of the country's kings and queens have been crowned there. **Monarchs** and famous people are **buried** in the **abbey**. Among them are Charles Darwin and [Sir Isaac Newton](#).

Houses of Parliament

The Houses of Parliament are located in the city of Westminster **alongside** the River Thames. Both the House of Commons and the House of Lords hold their meetings in the palace. Big Ben, the clock tower's famous bell, has been **chiming** since the middle of the 19th **century**.

Parks in London

The city of London is well known for its large and beautiful parks. Hyde Park is the largest of London's **royal** parks. It is about 2km long and over 1 km wide. Hyde Park is a popular area for free time activities, including jogging, running and horse riding. Speaker's Corner, near the north-eastern **entrance** of Hyde Park is a place where Londoners **gather** and listen to people who talk about all kinds of things. The Serpentine is a large **artificial** lake where people can go swimming or **rowing**. London has many other parks, including St. James's Park, with a great view of Buckingham Palace, and Green Park.

London Eye

A giant **Ferris wheel** rises 135 m high on the south **bank** of the River Thames. It was built as a part of London's **millennium celebrations**. Each egg-shaped cabin can take up to 25 passengers. A complete **turn** of the wheel takes 30 minutes.

Piccadilly Circus

A busy **plaza** in the heart of London lies at the **junction** of five major streets. The place is famous for its colourful **billboards**, a **fountain**, a statue of Eros and the theaters around it.

Covent Garden

The former fruit and vegetable market is always a **crowded** place, especially during weekends and in the summertime. Today it is known for its open-air cafes, restaurants, pubs and street **performers**.

Globe Theatre

London's most famous theatre, originally built at the end of the 16th century, was **reconstructed** in 1997. It is only about 200 meters from its original **site**.

2. What ceremony can be seen at Buckingham Palace every day?

.....

3. What was the Tower of London used as?

.....

4. What can you see in the Tower of London today?

.....

5. If I wanted to visit a big church where could I go?

.....
.....

6. How big is London's biggest park? What's it called?

.....

7. Name a few other parks in London?

.....

8. Which big clock is part of the Houses of Parliament?

.....

9. Why was the London Eye built?

.....

10. What's Piccadilly Circus famous for?

.....
.....

11. What is Covent Garden famous for now?

.....
.....

12. What is the Globe Theatre?

.....



13. Match the name of the landmark with the picture.

Big Ben - The Houses of Parliament - The National Gallery - St. Paul's Cathedral
- The Tower of London - Trafalgar Square - The Buckingham Palace - The
Tower Bridge - Westminster Abbey



.....



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Listening: Food in London

14. Watch the video on EDPuzzle called Eating London w/ Food Busker! And answer the following questions.

15. In what part of London is Borough Market?

.....

16. How old is Borough Market?

.....

17. What idea of British food did they have?

.....

.....

18. What is the craziest local traditional food?

.....

19. Where do they go for the trendy food?

.....

20. What is the first thing they eat there?

.....

21. What is the burger place called?

.....

22. Which two styles of food does it combine?

.....

23. What is the Jamaican pop-up restaurant called? And what do they serve?

.....

Reading: Restaurants in London

24. Read the text and answer the questions.

The Ritz

Food: traditional British or fusion cuisine

Price per person: £80

This spectacular palace-style dining room is famous as one of London's most luxurious, romantic restaurants. It's hard to resist splashing out on the exquisite 5-course menu. The staff is discreet and extremely polite. It's hardly surprising that the clients are a mixture of celebrities, business executives and wealthy tourists. Come here for a memorable dining experience, which will certainly do damage to your bank account!

Yo sushi!

Food: Japanese

Price per person: £10-15

The best known sushi place in town. This restaurant is great both for its raw fish and its kitsch Japanese décor. Service is efficient and speedy. You can eat delicious sushi for a few pounds, serve yourself unlimited beer, select food from a conveyor belt and even have a relaxing head massage! Sometimes there are karaoke nights here. This restaurant is bright and unromantic but great fun.

Amaretto

Food: Italian

Price per person: £15-20

A family-owned restaurant that has faithful clients coming back again and again. Amaretto offers classic Italian food in warm and friendly surroundings. Whatever time you come here, this restaurant is always busy and lively. The pizzas and pasta dishes are well recommended as being tasty and excellent value for money. Great for families or big groups of friends.

Levant

Food: Lebanese/Middle Eastern

Price per person: £20-30

An exotic Middle Eastern restaurant which is perfect for a romantic evening. The atmosphere is moody and intimate, with lots of candles, soft cushions and coloured glass lanterns. When you find the entrance, hidden away down a small street, you are greeted by luscious plants and the smell of incense and exotic perfumes. The menu offers a feast of authentic Lebanese food for people who like to try something new and unusual. If you stay late, you will even be able to watch a belly-dancing show!

The George Inn

Food: traditional British pub food

Price per person: £5-10

A dark and smoky pub, which was built in 1780. Come here if you want to taste traditional English fish and chips or steak and kidney pie in a lively atmosphere. The food isn't great, the service is slow, but this pub serves a good range of beers and ales.

Food for Thought

Food: vegetarian

Price per person: £5-10

This tiny colourful vegetarian restaurant and takeaway offers food free of chemicals, pesticides and preservatives. The food is good and the menu changes every day, but this place is also great if you just want a coffee. Don't come here at busy times if you want a slow, leisurely meal.

Café Sol

Food: Mexican

Price: £20-30

Café Sol is a great place to go at any time. Enjoy authentic Mexican cuisine at lunchtime (watch out for the chili!) or go for a drink and a dance when it gets dark. The atmosphere is always buzzing and vibrant, and the food is reasonably priced. On a Saturday night, the young crowds in Café Sol are usually very loud and merry after sampling the extensive list of tequilas!

The Hard Rock Café

Food: Tex-Mex and burgers

Price per person: £10-20

A genuine celebration of rock 'n' roll! This is the original Hard Rock Café, here since the 1970s, and it's the first ever theme restaurant. The queue to get in is legendary. You can't make reservations and you will find a queue almost all day long, every day of the year. But this actually adds to the memorable experience. Once in, there's good food and a great atmosphere, created by rock music, dim lighting and walls covered in rock memorabilia.

25. What types of food are mentioned in the text?

.....

.....

.....

.....

.....

26. Which restaurants are the cheapest?

.....

.....

27. Would you eat in the cheapest restaurant? Why (not)?

.....

.....

.....

28. Which restaurant is the most expensive? Why is it the most expensive restaurant?

.....

.....

.....

Group work

Now that you know a few landmarks, sights and types of food in London it's time to start working on your part of the group work.

1. The first thing you will do is choose 4 landmarks/sights from the text you read earlier. And then you need to look for one more that is not mentioned in the text on your own.

Write the 5 landmarks/sights you chose here:

.....
.....
.....

2. Look up the landmarks/sights you chose and give some extra information about what you can do there and how much it costs to enter. Do this for all 5 landmarks/sights.

Landmark/sight 1:

Extra information:

.....
.....
.....
.....

Landmark/sight 2:

Extra information:

.....
.....
.....
.....

Landmark/sight 3:

Extra information:

.....
.....
.....
.....

Landmark/sight 4:

Extra information:

.....
.....
.....
.....

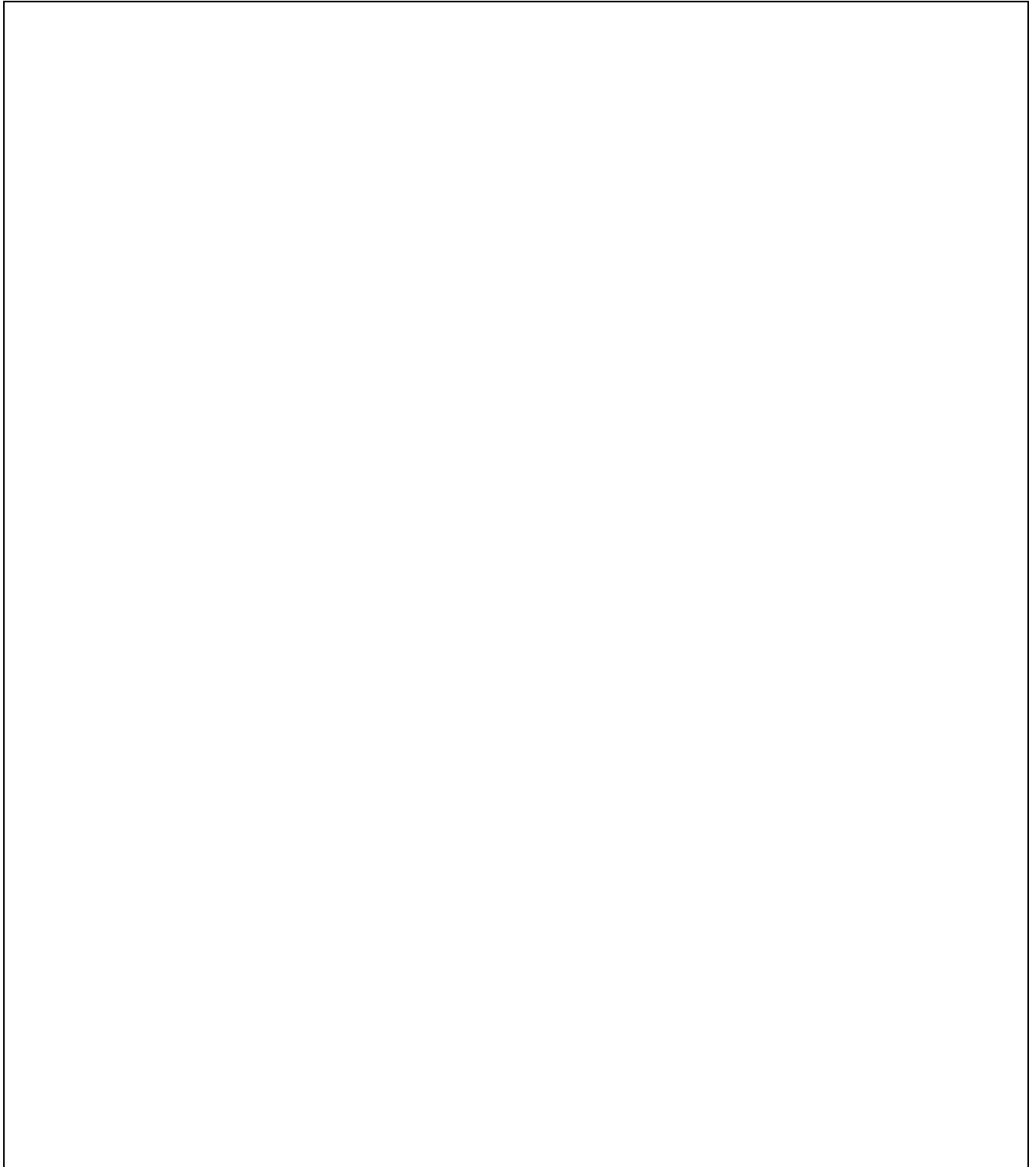
Landmark/sight 5:

Extra information:

.....
.....
.....
.....

3. For the next exercise you must discuss the schedule with the group that is in charge of the schedule. Write out the schedule for visiting the landmarks/sights in this box.

Take care that you listen to the other group when it comes to timing and give them the information they need to know how long visiting the landmark/sight would take.

A large, empty rectangular box with a thin black border, intended for writing a schedule for visiting landmarks and sights. The box is currently blank.

4. The next thing you need to decide in your group is where you will go for dinner on your 4 day trip in London.

You must choose four different types of restaurants in London. For example: Italian, Indian, traditional and Chinese. You can choose three from either the video or text but must find one more on your own.

Write the 4 restaurants you chose here:

.....
.....
.....

5. Look up the restaurants you chose and find out where they are and how much a meal costs there.

Restaurant 1:

.....
.....
.....
.....

Restaurant 2:

.....
.....
.....
.....

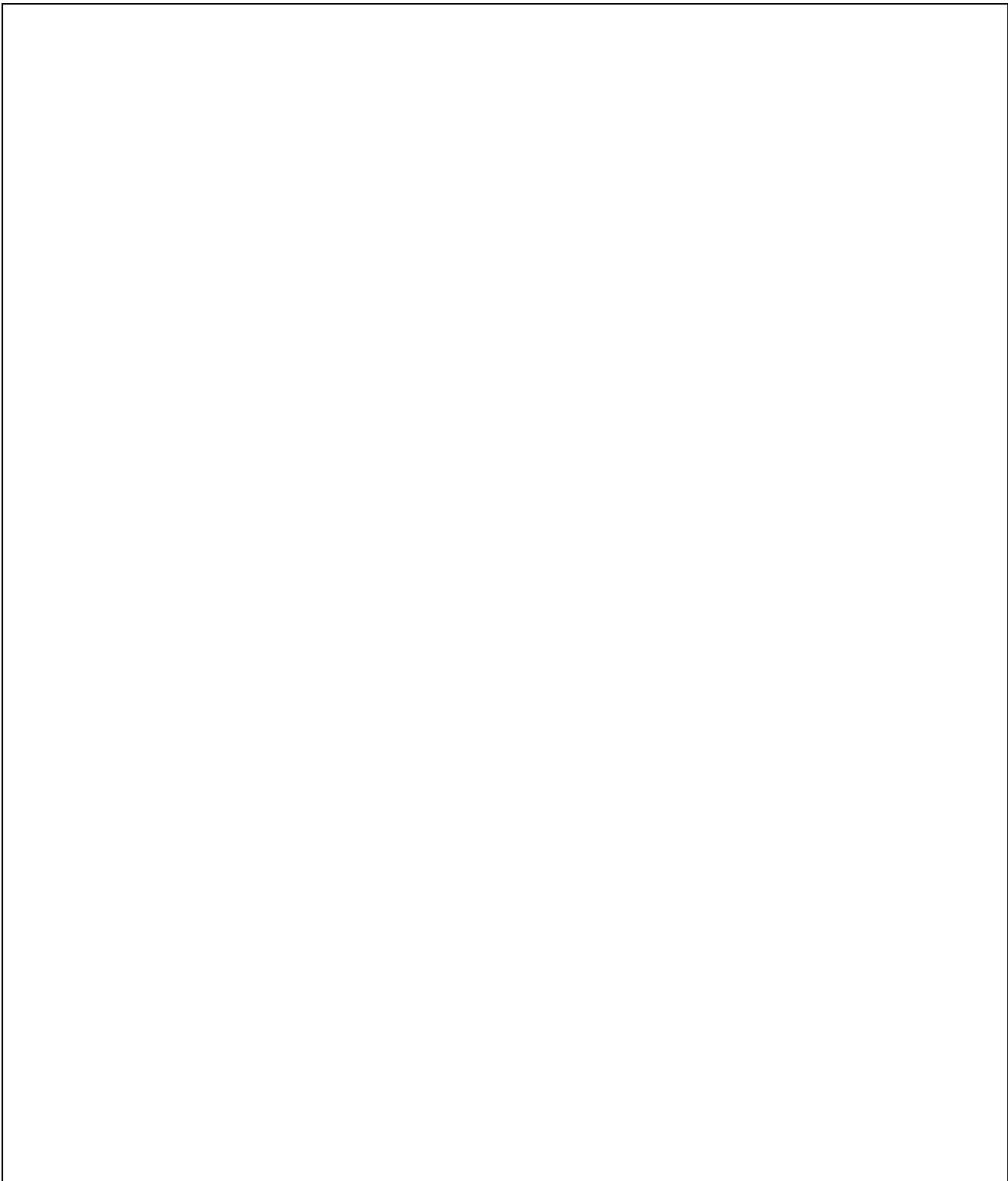
Restaurant 3:

.....
.....
.....
.....

Restaurant 4:

.....
.....
.....
.....

6. Now you'll group up with the group that's in charge of the schedule to decide when you'll be going to these 4 restaurants. Since it's always dinner it will be in the evening every time! Write the schedule in this box.



7. To finish this group work you will now prepare a presentation. Make sure you discuss all the landmarks you chose, why you chose them. Also why you chose the four restaurants and why you chose to put all of them in the schedule the way you did.



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Kleine Breemstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term:3
Name:
Class: **Number:**
Date:.....

Group work

Your task is to choose the means of transportation to and from London. To prepare you for this you will first get to know the types of transportation there are to get to London from Belgium. When you've chosen a means of transportation you will then start making a schedule of the activities in London with the other groups.

Keep in mind: When talking about taking a means of transport e.g. a car you say: I'm going by car. It's always by car/plane/bicycle.

1. Planes, trains and....tuk-tuks

Read the text about transport in the UK and put the paragraph headings in the correct places. Then discuss the questions below:

- International commuting
- Commuting options
- A lifestyle thing
- Staying at home
- The greener option

Planes, trains and... tuk-tuks

With conventional modes of transport becoming less appealing, commuters are finding alternative methods of getting to work.

.....

1) Roads in the UK are becoming increasingly crowded which means more traffic jams and longer journeys for those who travel to work by car. Public transport is seen to be expensive and unreliable, and is often not available, particularly to people living in rural areas. Although more people cycle to work now, many think cycling is dangerous on our busy roads.

.....

2) That's why some people are prepared to take drastic action to avoid the nightmare of conventional commuting. Cheap flights have enabled people to commute from places as far-flung as Barcelona, Marrakech and even Tallinn. A recent report (Future Forum) suggests that by 2016, 1.5 million people will be working in the UK but living overseas.

.....

3) Flexible working hours and advances in technology have also helped to make this possible. Ellie Portland,24, who works for a television production company in London, uses budget airlines to commute to work from her home in Barcelona. It is not feasible to commute daily, so she travels to the UK once a week and stays for a few days with friends or family in London. And for the rest of the week she is able to work from her 'virtual office' at home in Spain. There are added benefits, as Ellie explains, 'I have a better quality of life in Barcelona and rent, food and clothes are much cheaper.'

.....

4) Not everyone, however, thinks this is a sustainable alternative. John, 26, from Lincoln thinks it's 'irresponsible... and selfish. The sky will become more like the M25... what a disaster for the environment!' Another more environmentally friendly option is Eurostar. High-speed train routes between the UK, France and Belgium are due to be opened next year which would mean travelling between London and Lille, for example, will take just 80 minutes.

.....

5) For those who prefer to continue to live in the UK, another form of public transport was introduced in Brighton with plans to extend to other cities. Twelve tuk-tuks, three-wheeled vehicles prevalent in Asia, were imported to the UK from India. Adapted for the British climate – with hoods and curtains to keep out the rain – they were environmentally friendly and ideal for getting around towns and cities. Although it sounds like a fun way to get to work, unfortunately, they didn't become popular, and people are back using the bus!

Connie (British Council's Trend UK team)

Glossary

M25 - Motorway circling London

Eurostar - Train service between the UK and Europe via the Channel Tunnel

2. Are the transport problems in the UK similar to those in your country?

.....
.....

3. What do you think about living in one country and working in another? Do you think that it is irresponsible?

.....
.....

4. Do you think cycling in a city center is dangerous?

.....
.....

5. What other transport solutions can you think of for big cities?

.....
.....

6. Which two forms of transportation are available to get to London according to the text?

.....
.....

7. Now you have discussed two types of transport that are available to get to London. There is one more means of transport that is available you need to search for online. Which are the three means of transport available?

.....
.....

8. Now you must choose one of these to get to London. To help you find information on all three types of transport here are some websites you can visit.

<http://www.seat61.com/Europe-train-travel.htm#.VwjpWXr-p5N>
<http://www.dfdsseaways.co.uk/>
<https://www.brusselsairlines.com>

First you must find all the information on all types of transport.

Transport 1:
Extra information:

.....
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Transport 2:

Extra information:

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Transport 3:

Extra information:

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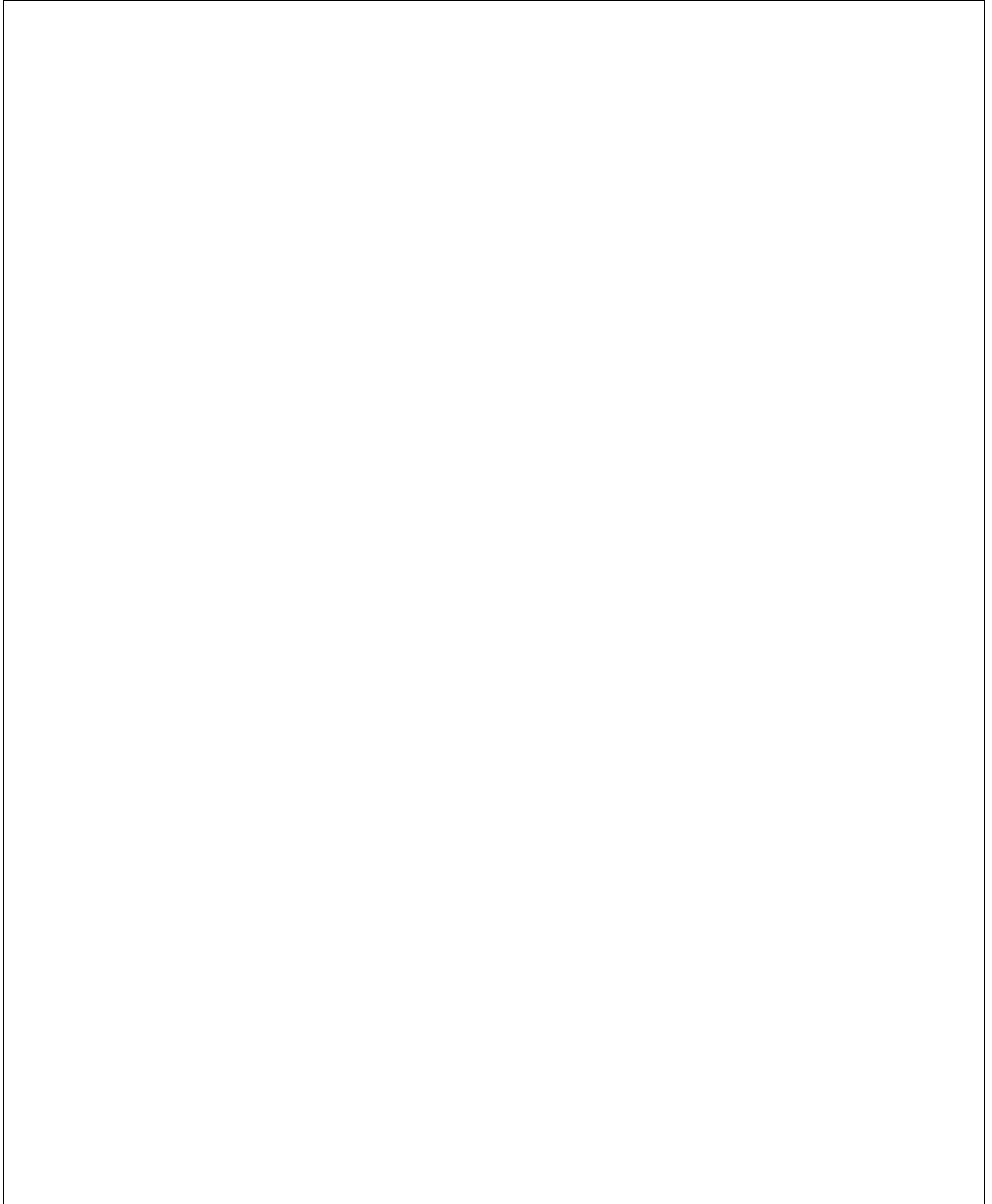
9. Which way of transport will you choose? Why?

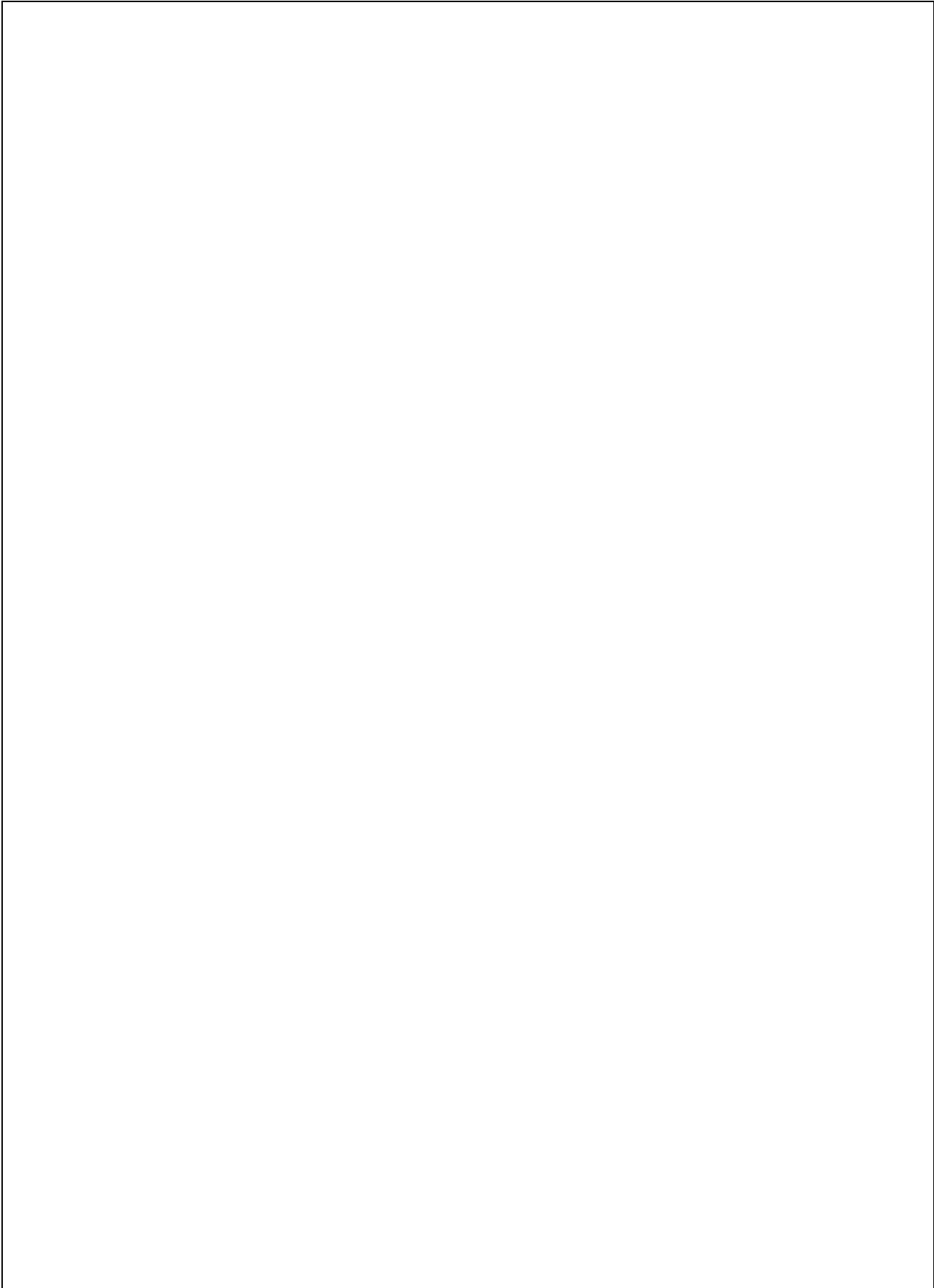
.....

.....

.....

10. Now you must work together with the other group that's in charge of the activities in London to work out a schedule. Listen closely to what the other group has planned and keep the timing for everything in mind. You have 4 days in London: Monday, Tuesday, Wednesday, Thursday and Friday morning you come back.

A large, empty rectangular box with a thin black border, intended for students to write their schedule for the 4 days in London.





TECHNISCH INSTITUUT HEILIG HART
 Kleine Broomstraat 5
 3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 3
Name:
Class: **Number:**
Date:

Group Work

You will work together with the others to prepare a trip to London. Everyone has their assigned work.

You will have to take care of the accommodation for your group. First you can do some exercises on that and for the end result you can actually look for good accommodation.

1. Types of accommodation: Match the pictures with the explanation:

1



a caravan

2



a chalet

3



a luxurious hotel

4



a guesthouse

5



a youth hostel

6



a self-catering flat

	a flat which you rent; you cook for yourself
	accommodation like a hotel but cheaper and with fewer services
	cheap accommodation mainly for young people with, perhaps, ten or more people sleeping in bunk beds
	expensive accommodation where people stay and eat meals, full of services and activities
	a house with a steep sloping roof, common in places with high mountains and snow such as Switzerland
	a vehicle that a car can pull and in which people can live and sleep when they are on holiday

2. Watch the video 'How to reserve a hotel room' on EDpuzzle. Answer the questions.

- When does the guest need to have a room?

- Do they have a room available for him?

- What do you think that the difference is between an en-suite bathroom and a shared bathroom?

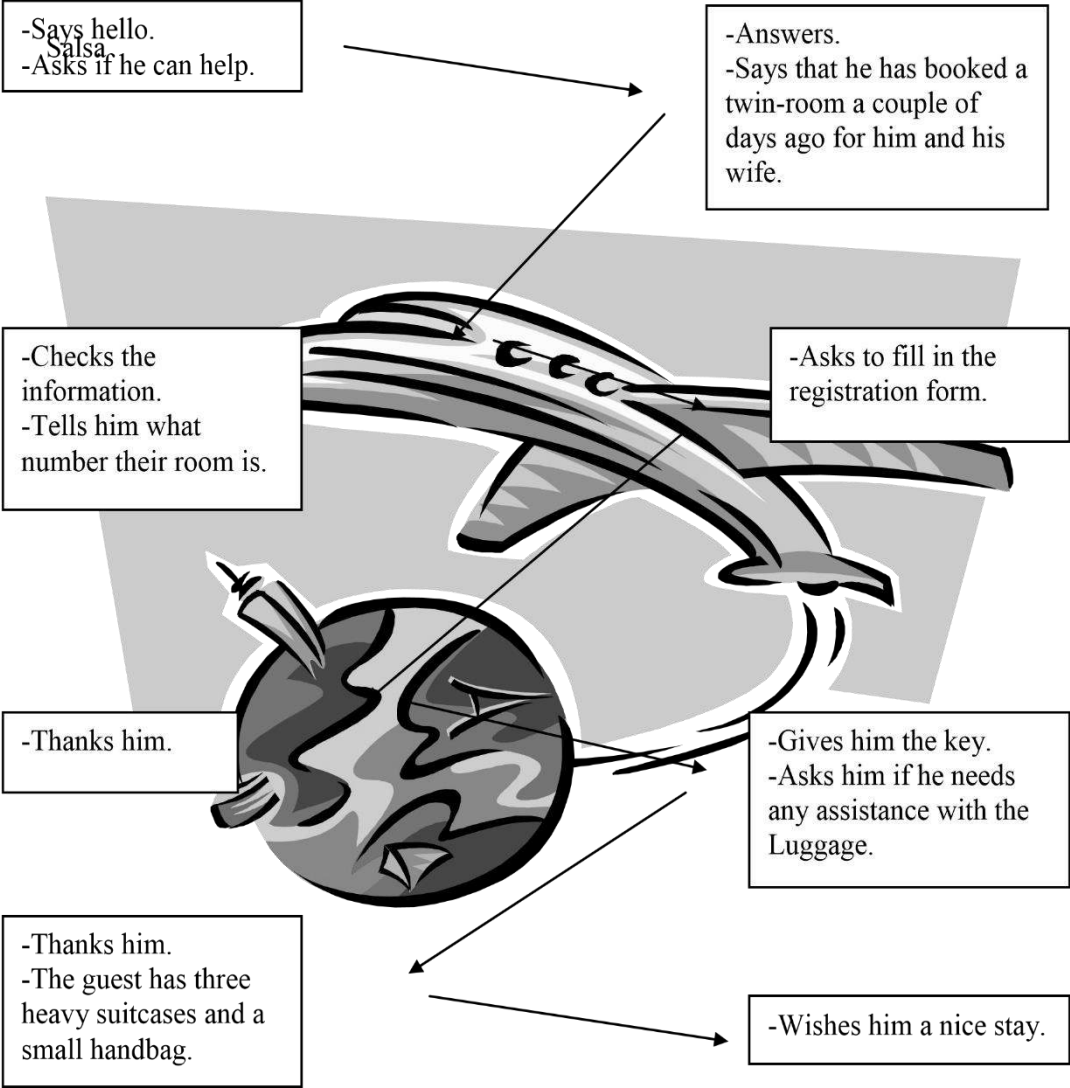
- What is the best way to get to the hotel starting from the airport?

- Is there another option?

3. Imagine you are at the reception desk of a British hotel. Build up a dialogue according to the cues.

Receptionist

Guest



4. Now you have to sit together with your group and talk through the information that they have. They looked up landmarks and made a schedule for your stay. You are looking for a hotel in the neighbourhood of these activities.

Talk about pricing, the cleanliness of your stay, what kind of accommodation, the location, ...

Write down some important things that you have to keep in mind for your accommodation.

Your task is to find a place where you can stay for 4 nights. Monday, Tuesday, Wednesday and Thursday. You will leave Friday.

Communicate with the others so that transport won't be too much trouble.

Write down what you found for the group. You will later present this information with your group as a presentation.

The following website can be useful: <https://www.tripadvisor.co.uk/>

London Oyster Card 2016

The vast majority of Londoners currently use an Oyster Card routinely to pay for all their public transport needs, although they are fast migrating to contactless payment cards. For short term visitors it is not so clear cut, if you have a credit or debit card that supports contactless payments that is probably going to be the front runner.



Unless you are going to make just one single journey on public transport in London then you should really be looking to either purchase an Oyster, contactless payment card or a London Travelcard travel pass or not pay for single tickets. For example, paying cash for a single Underground journey in the centre of London is more than double that paying with an Oyster Card.

The Oyster card is a permanent reusable electronic ticket of credit card size (see image above) which is topped up from time to time by its owner. Londoners also have their season tickets loaded onto Oyster Cards as well and there are passes for one week and monthly durations. All can be loaded onto the one electronic Oyster card.

Where You Can Use An Oyster Card

The Travelcard pass covers:

- The London Underground network.
- The London red local bus network.
- The railway network in Greater London.
- Docklands Light Railway, TFL Rail Services and Overground Railway.
- 33% discount on many scheduled river services.
- Train services between London and Gatwick Airport.

5. You have to explain the use of this card to your fellow students. They have to understand what the Oyster card is for (in English!) Ask them to take this page as well and let them write down in their own words what the use is.

Names _____

Group Evaluation Sheet

Please complete this evaluation sheet for the presentation you viewed in class today. Please put your names at the top of this form. You may use the bottom part of the sheet for additional comments.

Group _____

CRITERIA	RATINGS (1 - 2 - 3 - 4 - 5)
1. Presentation was balanced and fair	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Presentation was clearly organized and delivered	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Presenters seemed well-prepared and knowledgeable about their topic	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. If visual or other aids were used, their use was relevant to the topic/presentation	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. If there were questions, the group addressed them adequately	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. I learned something new from the presentation	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Comments (these may be positive or negative—feel free to offer praise!!!)



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: Number:
Date:.....

In these course we will be using EDpuzzle a lot. It is a platform where you can find the videos that we will use in the exercises.

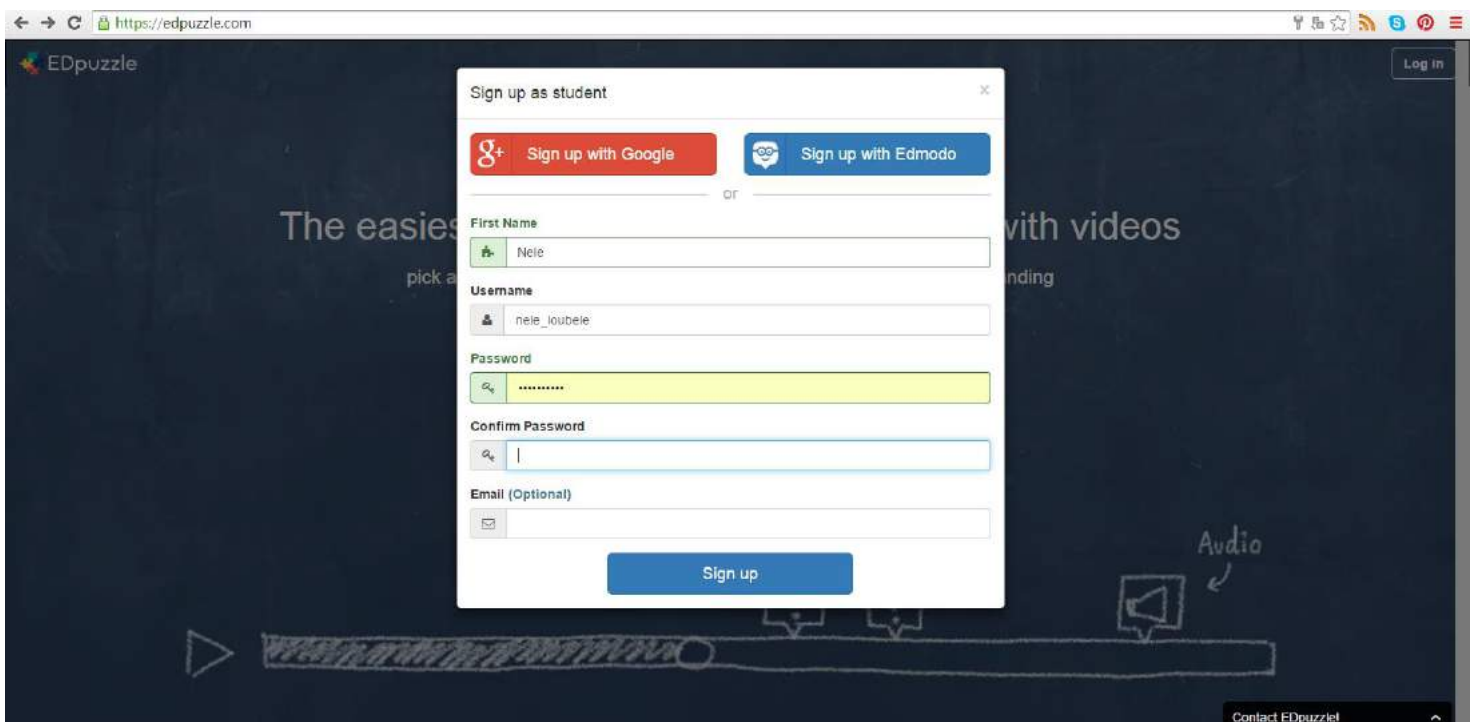
How do I go to EDpuzzle?

1. Open your internet browser and enter the following link:

<https://edpuzzle.com/>

2. Click on the button << I'm a new student >>

It looks like this:



3. After that you can join a class. You will need a certain code to enter the class.

For members of class: 7BAE/IE = it is code: **dwr7nw**

For members of class: 7BIH/RN/CV = it is code: **aQk2w9**

1

Attachment #1

Vacancy for:

Formworker, on an interim basis with option for steady work after 6 months

Job description:

As a formworker, your job will consist of:

- Carpentry for formwork
- Rebar placement
- Concrete pouring

Specific requirements:

- You hold a safety certification for construction site works

Diplomas:

- No specific diplomas required, though having one is an advantage

Experience:

- At least 2 years of experience in a similar job

Drivers license:

- B

Job offer:

- Full-time application
- Starting on an interim basis with option for steady work after 6 months

How to apply:

Accent Construct MAXX National
Grote steenweg noord 63

9052 Zwijnaarde

2

Vacancy for:

Kitchen Aid, on a steady work basis

Job description:

- As a kitchen aid, your job will consist of:
 - Helping in the preparation of meals
 - Dish washing
 - Maintenance of the kitchen

General requirements:

- Being able to work in an organised and hygienical method
- Having a neat appearance
- Like to do kitchen work
- Willing to work

Diplomas:

- No specific diplomas required
- Experience is an advantage

Job related requirements:

- Weighing and mixing ingredients
- Presentation of meals for service
- Reception, control and storage of ingredients
- Washing, cleaning and cutting of vegetables and fruits
- Cooking and/or heating of flesh, fish or vegetables
- Maintaining and cleaning of the working surfaces and the kitchen material
- Packaging and labelling of products with dates of fabrication and expiration
- Storing products in storage room or refrigerator room

Personal requirements:

- Having a creative attitude
- Follow working instructions
- Working in a kitchen team
- Working under stress
- Having a social attitude
- Working in an organised method

Languages:

- English (good)

Required experience:

- Limited (< 2 years)

Job offer:

- Tuesdays and Thursdays from 12:00 to 16:00
- Saturdays and Sundays from 12:00 to 18:00
- Steady work, part-time (20 hours per week, divided over 4 days)

How to apply:

Irish Pub “The Dubliner”
Church road 5
3500 Hasselt

0478 12.34.56 Mr. Paddy O’Neill

3

Vacancy for:

Truck driver for tractor / semi – trailer combination, steady work

Job description:



- Truck driver for international transports (France)

Diplomas:

- No specific diplomas required
- Min. 2 years of experience in international transports to and from France

Job related requirements:

- Basic maintenance of the vehicle
- Cleaning of the vehicle
- Determining the route in function of the vehicle's properties, the cargo and the delivery priorities
- National deliveries
- International deliveries

Personal requirements:

- Having a flexible attitude
- Professional appearance
- Customer friendly attitude
- Being able to work independently
- Follow working instructions
- Being able to work in a team
- Being willing to learn

Drivers license:

- CE

Job offer:

- Steady full-time work
- Great working environment
- Good wages

How to apply:

Freddy Trucker & Sons
Freight road 5
3500 Hasselt



RADISSON BLU HASSELT in HASSELT searches for

Allround waiter

Job description



- Collect payments from customers.
- clean up the tables and materials
- Take orders from patrons for food or beverages.
- Open the breakfast area
- Serve food or beverages to patrons, and prepare or serve specialty dishes at tables as required.
- Present menus to patrons and answer questions about menu items, making recommendations upon request.
- Clean tables or counters after patrons have finished dining.
- Roll silverware, set up food stations or set up dining areas to prepare for the next shift or for large parties.
- Inform customers of daily specials.
- Prepare hot, cold, and mixed drinks for patrons, and chill bottles of wine.

Profile

- Perfect knowledge of the English language
- Flexible considering the working hours
- Experience
- Team player
- Can handle stress

Diploma

- No specific studies required

Work experience

At least 2 years' experience

Job related competencies

- Collect payments from customers.
- Take orders from patrons for food or beverages.
- Serve food or beverages to patrons, and prepare or serve specialty dishes at tables as required.
- Present menus to patrons and answer questions about menu items, making recommendations upon request.
- Clean tables or counters after patrons have finished dining.
- Roll silverware, set up food stations or set up dining areas to prepare for the next shift or for large parties.
- Inform customers of daily specials.
- Prepare hot, cold, and mixed drinks for patrons, and chill bottles of wine.

Person related competencies

- customer directed working
- willing to learn
- be creative
- follow work instructions
- work in a team
- be flexible
- work independently

Offer

- Free meals
- Interesting and dynamic job
- Vocational training

Contract

- Contract without a pre-determined time limit
- Full-time

Where and how to apply?

Contact:	Stefanie Favia
E-mail:	stefanie.favia@radissonblu.com

5

BOETIEK JILL in HASSELT searches for

TAILOR

Job description



- Take up or let down hems to shorten or lengthen garment parts such as sleeves
- Let out or take in seams in suits and other garments to improve fit.
- Measure customers, using tape measures, and record measurements.
- Repair or replace defective garment parts such as pockets, zippers, snaps, buttons, and linings

Profile

- You have a neat appearance and you are fashion-conscious.
- Experience in adjusting clothes is a real advantage.

Diploma

- If you don't have a diploma, but you do have the needed experience, you can also apply for this job.

Languages

- English (good)

Work experience

At least 2 years' experience

Job related competencies

- Sew materials (e.g. to reinforce existing sewing, assemble pieces or a whole product) using different sewing techniques such as felling, tacking, embroidery, etc.
- Trim excess threads or edges of parts, e.g. using scissors or knives
- Measure and align the sewing work (e.g. parts, fasteners, trimmers) following seams, edges or markings on parts.
- Sew materials (e.g. to reinforce existing sewing, assemble pieces or a whole product) using different sewing techniques such as felling, tacking, embroidery, etc.

Person related competencies

- can handle stress
- plan and organize
- customer directed working
- willing to learn
- be creative
- follow work instructions
- work in a team
- be flexible
- work independently

Offer

- You will work on Monday and Wednesday.
- Opening hours from 9u30 until 18u.

Contract

- Contract without a pre-determined time limit
- Part time - 16 hours a week, to perform in two days.

Where and how to apply?

We prefer a call to arrange an appointment.

Contact:	Ludo NYS
Phone number:	0475 43 47 48

BOETIEK JILL
KEMPISCHE STEENWEG 181
3500 HASSELT

MEERSMAN SCHILDERWERKEN in BORNEM searches for

6

Experienced painter

Job description

- House painters prepare surfaces and apply paint, stain, varnish, wallpaper and other finishes to protect and maintain interior and exterior surfaces of buildings.

We are looking for a new painter because our company is getting bigger.

Profile

? at least 5 years' experience as a painter or decorator

? experience with paint and lime techniques

? English is important for the communication with the customers

? can work independent

? customer friendly

? team player

Diploma

Job related competencies

- Mix paint, stain or varnish with oil, turpentine or other additives to obtain desired colors and consistencies.
- Clear the surface, remove obstructing fixtures (e.g. lamps, electric switch covers) and protect other surfaces with dustsheets, plastic sheets, etc.
- Apply paint, stain, varnish, wallpaper and other finishes to walls, ceilings and other surfaces inside or outside the building using different techniques and equipment, such as brushes, spray guns or rollers.

- Prepare surfaces using different techniques (e.g. burning, sanding, scraping, sandblasting) and by treating with preparations (e.g. turpentine, mildew remover).

Person related competencies

- follow work instructions
- work in a team
- be flexible
- work independently

Languages

- English (very good)

Werkervaring

At least 5 years' experience

Driving license

B

Offer

- Permanent contract in a blooming, young company.
- Full-time

Contract

- Permanent contract in a blooming, young company.
- Full-time

Where and how to apply?

Applications only via mail, no interim.

Contact:	Mevr. Doreen Ketels
E-mail:	info@schilderwerkenmeersman.be

Bovenkant formulier

This function is for women and men.

7

FREAKS HAIRGROUP in KERMT searches for

2 hairdressers Oostham

Job description



You are able to provide beauty services in a hair salon independently, such as washing, shampooing, cutting, colouring, and styling hair ... and this is for women, men and children .

You are flexible, dynamic and you love your job!

Profile

You want to do this!

Diploma

- If you don't have a diploma, but you do have the needed experience, you can also apply for this job.

work experience

- At least 2 years' experience

Job related competencies

- Show the haircut from different angles and ask the opinion of the customer.
- Receive payments
- Bleach, colour, perm or straighten hair using various chemical products, and make sure the products are used and stored correctly.
- Demonstrate and sell hair care products, and advise clients on hair care.
- Keep the salon, work station and tools clean and tidy.
- Perform reception duties, e.g. schedule appointments, answer the telephone and order supplies.
- Style hair e.g. by combing, brushing, blow-drying, straightening, curling or waving.
- Cut, trim and shape hair to achieve the desired style, e.g. using scissors, comb, clippers, trimmers and razors.
- Take care of, shave and trim moustaches, beards and side-burns.

Person related competencies

- customer directed working
- willing to learn
- be creative
- follow work instructions
- work in a team
- be flexible
- work independently

Offer

Wage by wage scale of sector

Vocational training in our own academy.

Contract

- Contract without a pre-determined time limit
- Full-time

Where and how to apply?

Contact:	Dhr. Reuten R.
E-mail:	info@visaversa.net
Number:	013/55 20 94

Reuten R.
Stevoortweg 28 bus 2
3540 HERK-DE-STAD

This function is for women and men.



□ **BOUWJOBS** in BRUGGE searches for

Carpenter

Interim agreement with possibility on permanent contract.

Job description

As a carpenter in the surroundings of Zoutleew, you start in the mornings from our firma and you go to various sites. Together with your colleagues you will do different kinds of inside carpeting; for example the placement of doors, plinths, sills and curtain boxes. You work in a team and after you finished a job you clean up the site.

Profile

You need a good basic experience as a carpenter. Knowledge of the tasks in the workplace is an advantage, but not a necessity. You like to work in a team and you have an eye for orderliness and neatness.

Diploma

- No specific requirments.

Work experience

At least 2 years' experience.

Driving license

B

Offer

Accent Construct, is specialized in helping people to find a job in the construction sector.
The company, is easy reach by car and public transportation.

Apply now:

Accent Construct

Diestsestraat 138 a/b

3000 Leuven

016/31.49.40

leuven.construct@be.accent.jobs

Contract

- Interim agreement with possibility on permanent contract
- Full-time

Where and how to apply?

You can apply via our website.

Contact: Accent Construct LEUVEN

This function is for women and men.

Bovenkant formulier

9

Vacancy for:

Industrial electrician, on project basis for a minimum of 6 months

Job description:

Industrial electrician for rehab of a water treatment plant

- Wiring control panels
 - Wiring instrumentation panels

Specific requirements:

- Working knowledge of terminating control panels
- Working knowledge in terminating instrumentation

Diplomas:

- diploma of industrial electrician required

Experience:

- Minimum of 3 years' experience on control and instrumentation of hydraulic and pneumatic systems.
- experience in water treatment desirable but not essential

Driving license:

- B

Job offer:

- Project of minimum 6 months, good wages

How to apply:

Tech-people
Harbour road 19

Ostend

1

Vacancy for:

Warehouse employee

0

Job description:

Warehouse employee holding a fork lift certificate

□

Specific requirements:

- Good driving skills
- Motivated and stress resistant
- Good knowledge of the English language
- Motivated
- Flexible
- Able to work both independently as well as in a team

Diplomas:

- 3rd degree of secondary education
- fork lift certificate required

Experience:

- minimum 2 years of experience as a warehouse employee required

Job related requirements:

- picking following the given order preparation directions
- composing the packages, collis etc
- cleaning the working area and the materials
- packaging products in function of their properties, the order and the way of shipment
- storing goods in storage areas
- following up on supplies
- checking on received goods
- drawing up lists of damaged goods and defective materials
- move goods to storage-, shipment- or production areas

Personal requirements:

- being flexible
- working in an accurate manner
- working in a team
- following up on instructions
- plan and organise

Driving license:

- B

Job offer:

- Regular day work (flexibility is required though)
- Stable and growing enterprise
- Steady work, full-time

How to apply:

Tech-people
Harbour road 19
Ostend



**PROFESSIONELE BACHELOR IN HET ONDERWIJS
SECUNDAIR ONDERWIJS**

Bachelorproef

**Materiaalontwikkeling 7BSO
zelfstandig Engels leren**

Leerkrachtenbundels



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: Number:
Date:.....

1. Listen to the mp3 file 'describing people'. Listen for the words that are missing in the exercise below.

Luister naar het mp3 bestand 'describing people'. Luister naar de woorden die weggelaten zijn in de oefening hieronder.

Aurelia: Who is that boy over there, Hannah?
Hannah: That? Er, that is my brother, Jem.
Aurelia: Your brother?
Hannah: Yes, and that is his girlfriend Lucy. The pretty girl with the long, brown hair.
Aurelia: Oh right. So, you've got a brother?
Hannah: No, I've got two brothers. Jem and Alex.
Aurelia: Really? ... and ... how old is Alex?
Hannah: Alex and Jem are twins, they're both 15.
Aurelia: 15, mmm ... and does Alex look like Jem?
Hannah: They are exactly the same! They are both tall and thin. They've both got short brown hair, green eyes and big ears!
Aurelia: They are not big, I think they are cute. And ... has Alex got a girlfriend?

You used the verb 'to be' in several different ways. This is the most common verb in the English language, but it doesn't always look like 'be', it changes a lot.

2. Try to fill in the next grid.

Je hebt het werkwoord 'to be' op verschillende manieren gebruikt. Het is het meest voorkomende werkwoord in het Engels, maar het lijkt niet altijd op 'be', het verandert veel.

Probeer de volgende tabel in te vullen.

Singular = 1	Plural = +1
I <u>am</u>	You <u>are</u>
You <u>are</u>	We <u>are</u>
He/she/it <u>is</u>	They <u>are</u>

You can always check your answers by watching the video on Ed-Puzzle: 'I am, you are'.

Je kan altijd jouw antwoorden nakijken door naar de volgende video te kijken op EDpuzzle: 'I am, you are'.

<https://www.youtube.com/watch?v=PZCcRzgrr8Y>



Question ?	Positive Statement +		Negative Statement -	
Singular	Written Form	Contracted Form (spoken)	Written Form	Contracted Form (spoken)
Am I?	I am	I'm	I am not	I'm not
Are you?	You are	You're	You are not	You aren't
Is he?	He is	He's	He is not	He isn't
Is she?	She is	She's	She is not	She isn't
Is it?	It is	It's	It is not	It isn't
Plural				
Are we?	We are	We're	We are not	We aren't
Are you?	You are	You're	You are not	You aren't
Are they?	They are	They're	They are not	They aren't

3. The next game is all about appearance. What do you look like? Go to the website below and play a game of 'Who is it'.

Het volgende spel gaat over je voorkomen (uiterlijk). Hoe zie jij er uit? Ga naar de onderstaande website en speel het spel 'Who is it'.

<http://www.squiglyplayhouse.com/Games/HTML5/Puzzle/GuessWho/>

4. Read the following text and answer the questions.

Lees de volgende tekst en beantwoord de vragen.

Jeffrey Williams wants to work for a company. He reads this job opening and more specific, the needed qualifications.

Qualifications

Basic/Required :

- Have a valid US driver's license
- 5 or more years of experience
- Work rotating 12 hour shifts as assigned
- Work overtime when unscheduled needs occur
- Willing and able to perform the following tasks:
 - Lift materials weighing up to 50 lbs.
 - Work near large, hot, high machines
 - Work around chemicals
 - Wear Fire Retardant Clothing and Personal Protective Equipment such as safety eye wear, gloves, hard hat, steel-toe shoes.
 - Climb steps, ladders, vertical and inclined stairs and other structures



Where can you find this kind of text?

You can find this information in vacancies.

Newspapers, the Internet, employment agencies...

What does Jeffrey need to wear?

Fire Retardant Clothing

safety eye wear

Safety gloves

a hard hat and steel-toe shoes.

Besides our appearance we can also tell something about who we are. We can talk about our personality traits.

Naast ons uiterlijk kunnen we ook wat vertellen over wie we zijn. We kunnen het hebben over persoonlijkheidskenmerken.

5. Mark 5 words that you think that really apply to you. What is your personality like?

Duid vijf woorden aan waarvan jij denkt dat ze bij jou passen. Hoe is jouw persoonlijkheid?

Determined	Driven to do something.
Fair	Just to all sides.
Friendly	Nice to others.
Generous	Giving to others.
Gentle	Calm, not rough in how you handle things.
Helpful	Willing to give assistance to others.
Honest	Truthful.
Humble	Not bragging.
Humorous	Funny.
Independent	To think and do for yourself.
Intelligent	Smart.
Joyful	Filled with happiness.
Leading	To make things happen, others follow.
Lovable	Easy to like.
Loving	Cares deeply for others.
Loyal	Can always be counted on.
Neat	Organised.
Patient	Calm and not easily frustrated.
Persistent	Does not give up.

6. You have studied some vocabulary on appearances and personality traits. You can choose if you want to do exercise a or b below.

Jullie hebben nu wat woordenschat gezien over uiterlijke kenmerken en persoonlijkheidskenmerken. Je kan kiezen tussen oefening a en b.


a) You want to work in a garage. You want to explain the boss that you know everything about which Personal Protective Equipment you need when you want to work safely. Write a text of 5-7 sentences.


Je wilt in een garage gaan werken. Jij wil de baas uitleggen dat je alles weet over persoonlijke beschermingsmiddelen die je nodig hebt als je veilig wilt werken. Schrijf een tekst van ongeveer vijf tot zeven zinnen.


b) You are applying for a job for which you have to work in a team. Tell the boss 5 personality traits that you will need when you work in a team. Use them in a sentence.


When you meet someone for the first time, you create an image of that person: this is 'the first impression'. You look at the clothes, the haircut, the facial expressions, the language, the attitude, the gestures, ... A boss will look at these things. So your first impression is very important.

8. Watch the next video on EDpuzzle: 'First impression'. What first impression do you get?

	Age:	Personal answers of pupils
	Marital status:	<input type="checkbox"/> single <input type="checkbox"/> married <input type="checkbox"/> lives alone <input type="checkbox"/> lives together <input type="checkbox"/> lives with his parents others:
	Personality traits: <input type="checkbox"/> patient <input type="checkbox"/> shy <input type="checkbox"/> calm <input type="checkbox"/> social <input type="checkbox"/> lazy <input type="checkbox"/> unfriendly <input type="checkbox"/> unorganised <input type="checkbox"/> sportive <input type="checkbox"/> rude <input type="checkbox"/> arrogant <input type="checkbox"/> friendly <input type="checkbox"/> asocial <input type="checkbox"/> impatient <input type="checkbox"/> concerned <input type="checkbox"/> unsure <input type="checkbox"/> happy <input type="checkbox"/> nervous others:

	Age:	Personal answers of pupils
	Marital status:	<input type="checkbox"/> single <input type="checkbox"/> married <input type="checkbox"/> lives alone <input type="checkbox"/> lives together <input type="checkbox"/> lives with his parents others:
	Personality traits: <input type="checkbox"/> patient <input type="checkbox"/> shy <input type="checkbox"/> calm <input type="checkbox"/> social <input type="checkbox"/> lazy <input type="checkbox"/> unfriendly <input type="checkbox"/> unorganised <input type="checkbox"/> sportive <input type="checkbox"/> rude <input type="checkbox"/> arrogant <input type="checkbox"/> friendly <input type="checkbox"/> asocial <input type="checkbox"/> impatient <input type="checkbox"/> concerned <input type="checkbox"/> unsure <input type="checkbox"/> happy <input type="checkbox"/> nervous others:

	Age:	Personal answers of pupils.....
	Marital status:	<input type="checkbox"/> single <input type="checkbox"/> married <input type="checkbox"/> lives alone <input type="checkbox"/> lives together <input type="checkbox"/> lives with his parents others:
	Personality	.....
	traits:	<input type="checkbox"/> patient <input type="checkbox"/> shy <input type="checkbox"/> calm <input type="checkbox"/> social <input type="checkbox"/> lazy <input type="checkbox"/> unfriendly <input type="checkbox"/> unorganised <input type="checkbox"/> sportive <input type="checkbox"/> rude <input type="checkbox"/> arrogant <input type="checkbox"/> friendly <input type="checkbox"/> asocial <input type="checkbox"/> impatient <input type="checkbox"/> concerned <input type="checkbox"/> unsure <input type="checkbox"/> happy <input type="checkbox"/> nervous others:

	Age:	Personal answers of pupils.....
	Marital status:	<input type="checkbox"/> single <input type="checkbox"/> married <input type="checkbox"/> lives alone <input type="checkbox"/> lives together <input type="checkbox"/> lives with his parents others:
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	traits:	<input type="checkbox"/> patient <input type="checkbox"/> shy <input type="checkbox"/> calm <input type="checkbox"/> social <input type="checkbox"/> lazy <input type="checkbox"/> unfriendly <input type="checkbox"/> unorganised <input type="checkbox"/> sportive <input type="checkbox"/> rude <input type="checkbox"/> arrogant <input type="checkbox"/> friendly <input type="checkbox"/> asocial <input type="checkbox"/> impatient <input type="checkbox"/> concerned <input type="checkbox"/> unsure <input type="checkbox"/> happy <input type="checkbox"/> nervous others:

Age: **Personal answers of pupils**

Marital status: single married lives alone
 lives together lives with his parents

others:

Personality

traits: patient shy calm social lazy
 unfriendly unorganised sportive rude
 arrogant friendly asocial impatient
 concerned unsure happy nervous

others:

.....



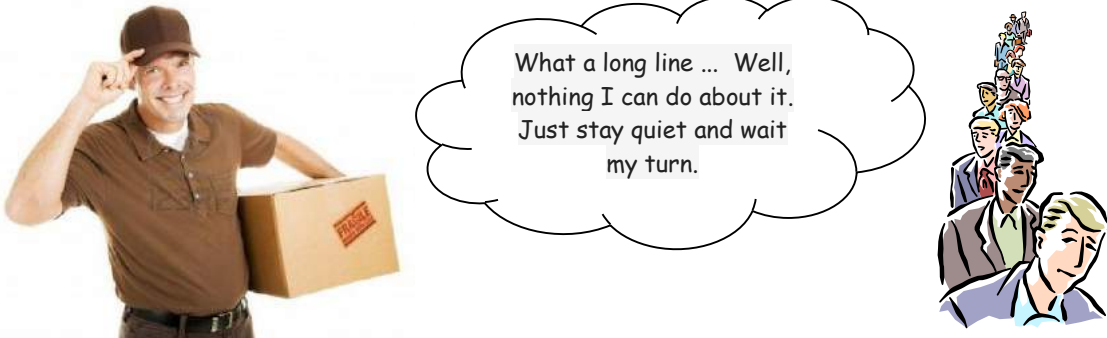
9. Which of the following things make a good first impression? When something is not good, write next to it how you would change it.

arrive too late	<input type="checkbox"/> good <input checked="" type="checkbox"/> not good	<i>Arriving too late is not a good thing. check how much time you need to get there.</i>
arrive too early	<input type="checkbox"/> good <input type="checkbox"/> not good	
a lot of perfume	<input type="checkbox"/> good <input type="checkbox"/> not good	
cleaned shoes	<input type="checkbox"/> good <input type="checkbox"/> not good	
wear clean clothes	<input type="checkbox"/> good <input type="checkbox"/> not good	
clean nails	<input type="checkbox"/> good <input type="checkbox"/> not good	
greasy hair	<input type="checkbox"/> good <input type="checkbox"/> not good	
a ringing phone	<input type="checkbox"/> good <input type="checkbox"/> not good	
a lot of make-up	<input type="checkbox"/> good <input type="checkbox"/> not good	
mini-skirt or décolleté	<input type="checkbox"/> good <input type="checkbox"/> not good	
chewing gum	<input type="checkbox"/> good <input type="checkbox"/> not good	
bring a can of soda with you	<input type="checkbox"/> good <input type="checkbox"/> not good	
bring an iPod or mp3-player with you	<input type="checkbox"/> good <input type="checkbox"/> not good	
bad breath	<input type="checkbox"/> good <input type="checkbox"/> not good	
eye contact	<input type="checkbox"/> good <input type="checkbox"/> not good	
take your shopping bags with you	<input type="checkbox"/> good <input type="checkbox"/> not good	
leave your hat or cap on	<input type="checkbox"/> good <input type="checkbox"/> not good	
lay back on your chair	<input type="checkbox"/> good <input type="checkbox"/> not good	
smile	<input type="checkbox"/> good <input type="checkbox"/> not good	

10. Here we have some people with certain personality traits. Are these traits good for the job that they do?

<p>Eric is</p> <p><input type="checkbox"/> organised</p> <p><input checked="" type="checkbox"/> unorganised</p>	<p>Is this a personality trait for a good kitchen aid?</p> <p><input type="checkbox"/> yes</p> <p><input checked="" type="checkbox"/> no</p>

<p>Sandrine is</p> <p><input checked="" type="checkbox"/> shy</p> <p><input type="checkbox"/> not shy</p>	<p>Is this a characteristic for a good hairdresser?</p> <p><input type="checkbox"/> yes</p> <p><input checked="" type="checkbox"/> no</p>



What a long line ... Well, nothing I can do about it. Just stay quiet and wait my turn.

This person is
 patient
 impatient

Is this a characteristic for a good truck driver?
 yes
 no



Oooh no! I got caught in a traffic jam. I'm late for work again. My boss will not be happy, because yesterday I was also too late.

Karina is
 punctual
 not punctual

Is this a characteristic for a good waiter?
 yes
 no

Sources for the exercises

Exercise 1: Audio + uitgeschreven tekst

Describing people. (2013). Geraadpleegd op 4 oktober 2015, via <https://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/describing-people>

Exercise 2: Video (terug te vinden op Edpuzzle)

Rockin' English Lessons. (2014). "*I Am, You Are, He/She Is*" Song - Present Simple. Geraadpleegd op 2 oktober 2015, via <https://www.youtube.com/watch?v=PZCcRzgrr8Y>

Exercise 3: Online spel

Squigly's Games. (z.j.). *Puzzle Game: Guess Who?*. Geraadpleegd op 2 oktober 2015, via <http://www.squiglyplayhouse.com/Games/HTML5/Puzzle/GuessWho/>

Exercise 4: inspiratie van:

Facilities Operator Jobs in Houston TX – Phillips 66 Recruitment 2016. (z.j.). Geraadpleegd op 4 oktober 2015, via <http://govjobhub.org/detail/d708d8f1d80e6ad4/lowongan-kerja-facilities-operator-phillips-66-march-2016>

Exercise 8, 9 and 10: Video + inspiratie oefeningen

NT2 ZorgkabiNED: deel 2 De MediaMakers. [dvd]. (2011). z.pl.:VDAB

Van de Walle, E. (2010). *De eerste indruk_C*. [cursustekst]. VDAB.

Objectives: D/2015/784/058

Luisteren

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):
- gebruik maken van aangeboden beeldmateriaal en context,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):
- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,

Spreken

De leerlingen kunnen volgende taken beschrijvend uitvoeren:

Spr 1 - informatie geven over zichzelf in een informatieve tekst (ET 9)

Spr 2 - indien nodig, een spreekplan als strategie gebruiken (ET 10)

Schrijven

Schr 4 - informatie geven over zichzelf (ET 17)

Ondersteunende kennis

De leerlingen kunnen:

1 vorm, betekenis en reëel gebruik van frequente woorden en woordcombinaties uit volgende domeinen inzetten:

- persoonlijke gegevens zoals naam, leeftijd, adres, telefoon, dichte familie, kleding
- relatie tot anderen zoals zich voorstellen, iemand voorstellen, begroeten, bedanken, zich excuseren (ET 19),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: Number:
Date:.....

1. Watch the video that you can find on EDpuzzle. It's called 'I am, you are'. Listen for the words that are missing in the exercise below. Try to fill in the next grid.

'to be'

Singular = 1		Plural = +1	
I	am	You	are
You	are	We	are
He/she/it	is	They	are

2. Fill in the next exercise. Show me that you've understood the formation of the verb 'to be'.

1. My mother in the kitchen.
2. The pupils not at school today.
3. Maria's grandmother from Brazil.
4. I a football fan.
5. It Sunday today.
6. They in the car.
7. His pencil case at home.
8. you from Sheffield?
9. I not your friend.
10. Hey John! We here.

Question ?	Positive Statement +		Negative Statement -	
Singular	Written Form	Contracted Form (spoken)	Written Form	Contracted Form (spoken)
Am I?	I am	I'm	I am not	I'm not
Are you?	You are	You're	You are not	You aren't
Is he? Is she? Is it?	He is She is It is	He's She's It's	He is not She is not It is not	He isn't She isn't It isn't
Plural				
Are we?	We are	We're	We are not	We aren't
Are you?	You are	You're	You are not	You aren't
Are they?	They are	They're	They are not	They aren't

3. You now know how to use the verb 'to be'. Talk to your neighbor and tell something more about yourself. Now write 5 sentences on who your neighbor is in class.

Personal answers of pupils

4. Read the next statements and mark the personality traits that you think that show up in the texts below.

1.

Polly is a trainee mentor. She must guide the internships. She tells the trainees what to do and she helps them if they need help.

Polly always explains everything. If the interns do not directly understand what they have to do, Polly explains again. Sometimes two or three times. You can also ask her to help you if you have a problem. She always stays calm and never gets nervous even when there are lots of things to do.

flexible	not flexible	concentrated	not concentrated	social	asocial
accurate	inaccurate	trustworthy	untrustworthy	motivated	not motivated
independent	dependent	punctual	not punctual	shy	bold
helpful	not helpful	customer-friendly	not customer-friendly	patient	impatient
organised	unorganised	studious	not studious	polite	impolite
responsible	irresponsible	takes initiative	doesn't take initiative	skilful	clumsy
stress-resistant	not stress-resistant	assertive	not assertive	neat	slovenly

2.

Anna is a new colleague in the care home. She doesn't say much. In the lunch break she sits alone at a table. When her colleagues ask her something, she turns red.

Anna works every day from 6 h 30 to 12 h 30. She's worked a week with us and she has already arrived late three times.

Anna is someone who wants to learn new things: the care home organizes extra training sessions for the staff. Anna is already registered for two courses.

flexible	not flexible	concentrated	not concentrated	social	asocial
accurate	inaccurate	trustworthy	untrustworthy	motivated	not motivated
independent	dependent	punctual	not punctual	shy	bold
helpful	not helpful	customer-friendly	not customer-friendly	patient	impatient
organised	unorganised	studious	not studious	polite	impolite
responsible	irresponsible	takes initiative	doesn't take initiative	skilful	clumsy
stress-resistant	not stress-resistant	assertive	not assertive	neat	slovenly

5. Go to the next website and write down at least 15 words that tell something more about you. You can talk about personality traits as in the exercise above. Print it and place it below.

<http://www.wordle.net/create>

6. Take a look at this job interview. You can find it on EDpuzzle. 'Bad job interview'

7. You will have to do a job interview yourself. Here are some questions that you will get on a job interview:

Write down answers to the questions. (There are job openings in class.)

What kind of training or qualifications do you have?

Personal answers of pupils

Tell me about yourself. Why should we hire you?

Personal answers of pupils

What do you feel are your greatest strengths?

Personal answers of pupils

Do you prefer to work alone or on a team?

Personal answers of pupils

8. Do your job interview! Some of your colleagues have the assignment to help you with your job interview. The others are there to help you.

9. Before that you have a job interview, you will have to make a CV/resume. We need to use fitting vocabulary. Combine the following words with their meanings.

1	You are	motivated.
2	You are	trustworthy.
3	You are	custom-friendly.
4	You are	concentrated.
5	You are	polite.
6	You are	stress-resistant.
7	You are	independent.
8	You are	assertive.
9	You are	helpful.
10	You are	organised.
11	You are	neat.
12	You are	flexible.
13	You are	confident.
14	You are	responsible.
15	You are	skilful.
16	You are	disciplined.
17	You are	stubborn.
18	You are	social.
19	You are	patient..
20	You are	shy, timid.
21	You are	punctual.
22	You are	studious
23	You are	accurate.

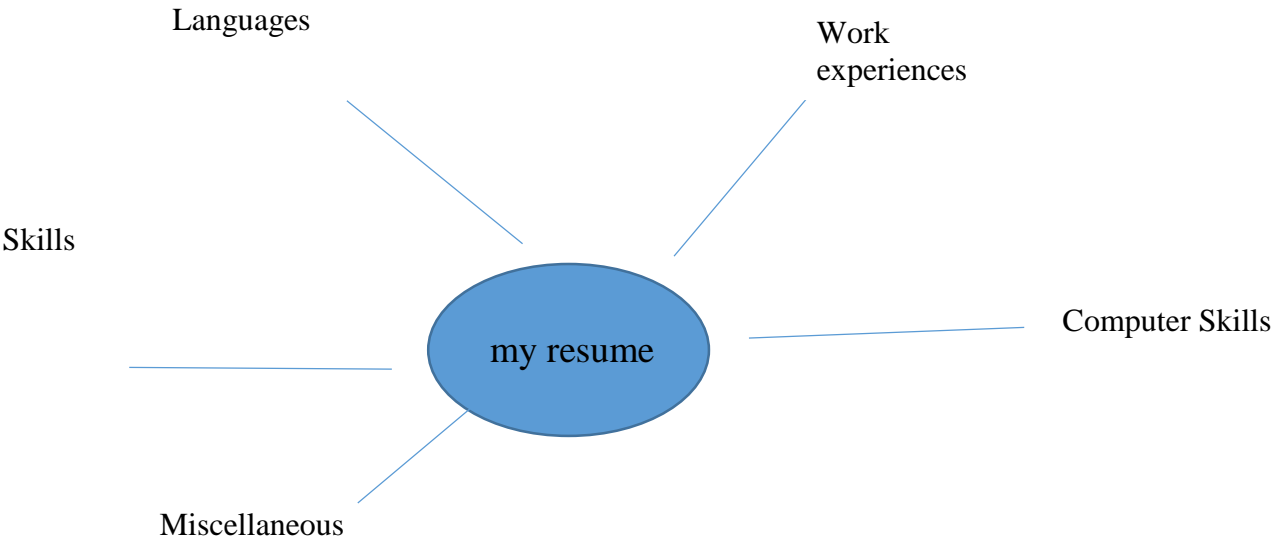
a. Je bent niet bang om iets te zeggen. Je durft je mening geven. Je durft zeggen dat je (niet) akkoord bent met iets.
b. Je zegt "u" en "mevrouw" of "meneer" tegen collega's, bewoners en cliënten. Je begroet mensen als ze binnenkomen of buitengaan. Je hebt respect voor de mensen.
c. Als je baas je een opdracht geeft, dan weet hij zeker dat je die opdracht goed zal doen en op tijd klaar zal zijn.
d. Je kan je gemakkelijk aanpassen. Als er iets verandert aan het uurrooster of aan jouw taken, heb je daar geen problemen mee.
e. Concentratie is voor jou geen probleem. Je kan lang aan één opdracht werken. Je wordt niet snel afgeleid.
f. Je hebt discipline. Je doet altijd je werk, ook als je baas niet kijkt. Je neemt geen lange pauzes. Je bent niet met andere dingen bezig tijdens het werk.
g. Je blijft kalm en rustig, ook als iets lang duurt. Je wordt niet kwaad of nerveus en je blijft vriendelijk.
h. Je bent enthousiast. Je doet je werk graag en je doet ook altijd je best.
i. Je kan goed met je handen werken.
j. Je helpt graag andere mensen, collega's, bewoners, cliënten.
k. Je vindt service aan de klant geven heel belangrijk. De klant is koning. De klant moet zich goed voelen. Je doet alles om hem te helpen en tevreden te maken.
l. Je doet altijd wat je zelf wilt en denkt. Je luistert niet naar andere mensen.
m. Je bent nieuwsgierig. Je wil graag nieuwe dingen leren.
n. Je werkt heel precies en correct. Je vindt details belangrijk.
o. Je legt alles op de juiste plaats en ruimt altijd op. Je houdt niet van rommel. Je wilt dat je werkplek goed georganiseerd is.
p. Je legt gemakkelijk contacten met andere mensen.
q. Je komt op tijd. Je komt niet te laat.
r. Je kan goed werken, ook als het druk is. Je wordt niet nerveus als er veel werk is.
s. Je doet je best om je werk goed te doen. Als de baas jou een taak geeft, dan weet hij zeker dat je die taak goed en op tijd zal doen.
t. Je zegt niet veel als je in groep bent. Je bent een beetje bang om te praten met andere mensen.
u. Je ziet er netjes en proper uit. Je draagt altijd gewassen kleren, je haar zit goed en je hebt propere nagels.
v. Je kan goed alleen werken en je plan trekken.
w. Je twijfelt niet aan jezelf.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w
8	5	2	12	4	16	19	1	15	9	3	17	22	23	10	18	21	6	14	20	11	7	13

10. It's not always easy to find the right person for the job. Try to combine the people with the right job opening. (The attachments and the job openings that you need are available in the classroom.)

Job opening number (attachment #1)	Name (attachment #2)
1	Bill
2	Eric
3	Jesus
4	Karina
5	Chung
6	Issa
7	Sandrine
8	John
9	Hassan
10	David

11. On the next page you can find an example of a CV. Think of some things that you will need to write in your own resume.



Samira Al Mahdi
Hemelstraat xxx
9000 Genk
0485 / xx xx xx
samira.al.mahdi@gmail.com

Born: 16/05/1978 in Hasselt
Belgian nationality
In possession of a driving license and own car

WORK EXPERIENCE

Hostess , All Assistance Agency - Hasselt e.g. for Fortis Bank, BBL, Horecabeurs Ketnet Freeze, Proximus, World Championships - Welcome, cloakroom - Sign and escorting visitors - Handing out leaflets and promotional material - Serve	2002 - now
Saleswoman , Brantano - Houthalen - Help customers - Use the register - Unpacking deliveries	2002 - 2004
Maintenance Officer , Provincial College - Hasselt	2001 - 2002
Administrative clerk , Kepro NV - Houthalen	1999 - 2001

TRAINING

Office - Sales, St. Lutgardis Institute – Hasselt specialization year office administration and data management	1991 - 1998
--	-------------

LANGUAGES

Dutch: mother tongue, very good
French: good speaking and understanding
English: good speaking and understanding
German: basic speaking

COMPUTER SKILLS

Word: very good knowledge
Excel: good knowledge
Access: the basics

SKILLS

Be enthusiastic, highly motivated
Flexible and commercially oriented
Orderly
Fluently and spontaneously
Friendly
Good verbal communication

MISCELLANEOUS

Immediately available

12. Write your own CV.

WORK EXPERIENCE

LANGUAGES

COMPUTER SKILLS

SKILLS

Sources for the exercises

Exercise 1: Video (terug te vinden op Edpuzzle)

Rockin' English Lessons. (2014). "*I Am, You Are, He/She Is*" Song - Present Simple. Geraadpleegd op 2 oktober 2015, via <https://www.youtube.com/watch?v=PZCcRzgrr8Y>

Exercise 2: oefening

The forms of be: am, are, is. (z.j.). Geraadpleegd op 3 oktober 2015, via <http://www.englisch-hilfen.de/en/exercises/tenses/be2.htm>

Exercise 5: Online spel

Feinberg, J. (2014). *Wordle*. Geraadpleegd op 3 oktober 2015, via <http://www.wordle.net/create>

Exercise 6: Video (terug te vinden op Edpuzzle)

Crewgasm. (2011). *Bad Job Interview (interview gone wrong)*. Geraadpleegd op 2 oktober 2015, via <https://www.youtube.com/watch?v=PqT3rbCutTo>

Exercise 12: inspiratie oefening

Peirs, B. (2012). *Curriculum Vitae*. Geraadpleegd op 1 oktober 2015, via <https://werkgevers.vdab.be/sites/web/files/publiek/werkinzicht/cvsamira2.doc>

Objectives: D/2015/784/058

Luisteren

Lu 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 2)

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- gebruik maken van aangeboden beeldmateriaal en context,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,

Spreken

De leerlingen kunnen volgende taken beschrijvend uitvoeren:

Spr 1 - informatie geven over zichzelf in een informatieve tekst (ET 9)

Spr 2 - indien nodig, een spreekplan als strategie gebruiken (ET 10)

Schrijven

Schr 4 - informatie geven over zichzelf (ET 17)

Ondersteunende kennis

De leerlingen kunnen:

1 vorm, betekenis en reëel gebruik van frequente woorden en woordcombinaties uit volgende domeinen inzetten:

- persoonlijke gegevens zoals naam, leeftijd, adres, telefoon, dichte familie, kleding (ET 19),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



TECHNISCH INSTITUUT HEILIG HART
Kleine Breemstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

1. Later on you will have to introduce yourself for more official occasions. For instance for a job interview. Where can you find job openings?

Newspapers, the Internet, employment agencies...

2. Here is a list of personality traits that you might have. This is a list of traits that belong to a certain zodiac sign. Are the ones that you got correct?

Think of certain traits that can be helpful for a job. Write down 5 other traits that apply to you.

<p>Capricorn (December 22—January 19) --Positive personality traits: responsible, persistent, disciplined, calm --Negative personality traits: pessimistic, conservative, shy</p> <p>Aquarius (January 21—February 19) --Positive personality traits: inventive, clever, humanitarian, friendly --Negative personality traits: aloof, unpredictable, rebellious</p> <p>Pisces (February 19—March 20) --Positive personality traits: romantic, devoted, compassionate --Negative personality traits: indecisive, escapist, idealistic</p> <p>Aries (March 21—April 20) --Positive personality traits: generous, enthusiastic, efficient --Negative personality traits: quick-tempered, selfish, arrogant</p> <p>Taurus (April 21—May 20) --Positive personality traits: reliable, stable, determined --Negative personality traits: possessive, greedy, materialistic</p> <p>Gemini (May 21—June 21) --Positive personality traits: witty, creative, eloquent, curious --Negative personality traits: impatient, restless, tense</p>	<p>Cancer (June 22—July 22) --Positive personality traits: intuitive, nurturing, frugal, cautious --Negative personality traits: moody, self-pitying, jealous</p> <p>Leo (July 23—August 22) --Positive personality traits: confident, independent, ambitious --Negative personality traits: bossy, vain, dogmatic</p> <p>Virgo (August 23—September 22) --Positive personality traits: analytical, practical, precise --Negative personality traits: picky, inflexible, perfectionist</p> <p>Libra (September 23—October 22) --Positive personality traits: diplomatic, easygoing, sociable, --Negative personality traits: changeable, unreliable, superficial</p> <p>Scorpio (October 23—November 21) --Positive personality traits: passionate, resourceful, focused --Negative personality traits: narcissistic, manipulative, suspicious</p> <p>Sagittarius (November 22—December 21) --Positive personality traits: optimistic, adventurous, straightforward --Negative personality traits: careless, reckless, irresponsible</p>
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Personal answers of pupils

3. On the next page you can find an example of a resume (or CV). Try to fill in the resume of Gloria. Read the text and place the information in the right place of the CV.

Hi, my name is Gloria Sarech Tuyuc. Gloria is my surname. I live in the Torenstraat 20, in Mechelen.

I was born on 23 November 1980 in Antigua, a beautiful town in Guatemala. My mother is called Francisca Sarech and my father his name is German Tuyuc. I also have two brothers, they're called Henry and Marvin.

I went to primary school from 1987 till 1993. After that I went to secondary school and in 1996 I got my diploma.

I worked on my uncle's corn plantation from June 1996 until May 2003.

On the third of August 2002 I got to know my husband, Geert Vanderlinden. We already have two children: Louisa and Vincent. After that I took a course 'Dutch for people with another language' with Basis-educatie Mechelen. I received the 1.1 certificate in June 2004 and the 1.2 certificate in June 2005.

In February 2005 until Juli, I followed another course; 'Dutch for technical jobs' with the VDAB in Mechelen.

Now, I have a good knowledge of the Dutch language. I learned a lot in school and on the work field.

I speak French a little, but of course I can speak Spanish very well, that's my mother tongue. During this training I worked as a cleaning-lady for Ecolean in Duffel. That was from October 2003 until October 2005. In December I started working as a kitchen-aid in the Saint-Maarten hospital in Mechelen. That lasted four five months. My boss was very happy with me. He told me that I am able to work together with my colleagues and that I can also work independently.

On this moment, I am a job-applicant with the VDAB. It's not easy to find a new job again. I don't have a driving license and I don't really have computer skills.



Gloria Sarech Tuyuc
Torenstraat 20
2800 Mechelen

Born: 23/11/1980 in Antigua (Guatemala)
Guatemalan nationality

WORK EXPERIENCE

kitchen-aid in the Saint-Maarten hospital Mechelen	2005 – 2006
cleaning-lady Ecolean Duffel	2003 - 2005
work on a plantation	1996 - 2003

LANGUAGES

Dutch: Good knowledge (certificate 1.2)

Spanish: mother tongue, very good

French: basic understanding and speaking

COMPUTER SKILLS

/

SKILLS

Can work in team

Can work independently

Samira Al Mahdi
Hemelstraat xxx
9000 Genk
0485 / xx xx xx
samira.al.mahdi@gmail.com

Born: 16/05/1978 in Hasselt
Belgian nationality
In possession of a driving license and own car

WORK EXPERIENCE

Hostess , All Assistance Agency - Hasselt e.g. for Fortis Bank, BBL, Horecabeurs Ketnet Freeze, Proximus, World Championships - Welcome, cloakroom - Sign and escorting visitors - Handing out leaflets and promotional material - Serve	2002 - now
Saleswoman , Brantano - Houthalen - Help customers - Use the register - Unpacking deliveries	2002 - 2004
Maintenance Officer , Provincial College - Hasselt	2001 - 2002
Administrative clerk , Kepro NV - Houthalen	1999 - 2001

TRAINING

Office - Sales, St. Lutgardis Institute – Hasselt specialization year office administration and data management	1991 - 1998
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LANGUAGES

Dutch: mother tongue, very good
French: good speaking and understanding
English: good speaking and understanding
German: basic speaking

COMPUTER SKILLS

Word: very good knowledge
Excel: good knowledge
Access: the basics

SKILLS

Be enthusiastic, highly motivated
Flexible and commercially oriented
Orderly
Fluently and spontaneously
Friendly
Good verbal communication

MISCELLANEOUS

Immediately available

4. Now try to write your own CV. The teacher has some job openings that you can apply for. In the video you can find some things that you need to keep in mind when writing a CV. You can find it on EDpuzzle. 'How to write a resume'.

<https://www.youtube.com/watch?v=MYaXN8j7rL8>

Personal information

WORK EXPERIENCE

LANGUAGES

COMPUTER SKILLS

SKILLS

5. After you have written a CV, the company can ask you for an interview. A job interview will help you to get that job that you really wanted. Try out a real job interview with your neighbor. Use the job opening and the CV that you used before.

These are some questions that you will get on a job interview:

- **What kind of training or qualifications do you have?**
- **Tell me about yourself. Why should we hire you?**
- **What do you feel are your greatest strengths?**
- **Do you prefer to work alone or on a team?**



6. You are now the boss of a company. Some colleagues have the assignment to do a job interview. You will help those students and you will lead the conversation.

How to write a covering letter.

The opening paragraph

This should be positive, formal, short and attention grabbing, clearly explaining why you are writing to them and informing them that your CV is attached. Try to avoid the same old tired opening lines, and instead go for something that grabs the reader's attention. Effective ways to do this include name dropping, connecting to a common experience, or revealing some in-depth knowledge about the company. To summarise, key points to mention in the first paragraph are;

- The position you are applying for.
- Where you saw it advertised, or how you came to find out about it.
- Your present job title.

The second paragraph

This will form the main part of your letter and it's the bit where you can sell yourself. Focus on showing a recruiter how much they can benefit from your contributions to their company, and also mention how you relate to the company's values and aspirations. Explain what you can offer them, try to make sure that it is not just a list of what is in your CV but is individualised to the job application. A good way to complete this section is take the essential criteria from the personal specification given with the job advert, and then explaining how you fully fill each one. Respond directly to the job advert / description by illustrating how your skills and abilities match what the employer wants. Concentrate on;

- Briefly describe your professional and academic qualifications that are relevant to the position.
- Key skills and experiences.
- If you've just graduated, focus more on the level of education you've achieved and your future potential as a productive employee.
- If you are changing careers then focus on your transferable skills.
- How it fits in with your career plans, for example if you are applying for Sales positions do not say that you want to become an airline pilot.

The third paragraph

In this section specifically indicate why you are interested in the position by telling them what you are impressed with and what attracts you to them. When explaining why you want to work for them, here are some possible reasons you could give;

- The company's reputation and brand.
- How the company is different from its competitors.
- List values that the company has and which you hold in high regard.
- How they are an exciting and forward thinking company.
- Detail how you see your career progressing if you were to get this role.
- Subtly flatter the company, for example 'you are the industry leader'.

The end / Conclusion

Always end your cover letter on a high note. Conclude it by thanking them for their time and stating your anticipation of their response. At the end you should also request action, like asking for an interview or inviting them to contact you. If you are really keen on the position, then consider adding a line saying that you'll give them a call to see how your application is progressing. Other points to mention include;

- Giving details of certain dates you are available for an interview.
- When you are available for work.
- That you are happy to provide any further information they need.
- Indicate your desire for a personal interview and that you're able to meet with the employer at their convenience.

Natashia Lee

Goldwin Heights, 2 Seymour Road
Mid Levels, Hong Kong
(852) 2561 2948
natashialee@cdnis.edu.hk

October 28th, 2015

Emily Glass
P.O. Box 140
Deer Harbor, WA 98243
United States
(360) 376-2272
info@fourwindscamp.org

Dear Ms. Glass,

I'm writing to you to apply for the position of Head of Arts and Crafts at Four Winds Westward Ho Summer Camp. I was first drawn to Four Winds upon seeing your aim to create a sense of community with the campers and encouraging closeness with nature, especially with the beautiful environment of your camp. I very much agree with your aims and as such, would be highly honored to have the opportunity to work at the camp and gain experiences with teaching and developing my leadership skills.

I am aware that Four Winds also encourages an appreciation of arts and crafts and music for creativity and self-expression and for that reason, I feel I have much to offer to your community, as I'm extremely interested in sharing my knowledge and passion for the arts to help advance the artistic development of campers. I was an art student throughout the MYP and have a huge interest in visual arts and music, possessing a wide range of skills, including different kinds of painting, calligraphy and many other experiences as well. Besides that, I have played both the piano and the flute for many years now and perform as part of a band regularly. I believe that my experiences in the arts makes me a suitable candidate in taking on the responsibilities involved with becoming the Head of Arts and Crafts.

Thank you very much for taking the time to read my application. You can find the full details of my experience in my resumé attached. I look forward to hearing from you and further discussing my qualifications for the position.

Sincerely,

Natashia Lee

7. Write your own covering letter!

Sources for the exercises

Exercise 2: lijst van karakteristieken

Lai, M. (2008). *Teaching Character Words by Using Zodiac Signs*. Geraadpleegd op 2 oktober 2015, via <http://iteslj.org/Lessons/Lai-ZodiacSigns.html>

Exercise 4: inspiratie voorbeeld + video (terug te vinden op Edpuzzle)

Peirs, B. (2012). *Curriculum Vitae*. Geraadpleegd op 1 oktober 2015, via <https://werkgevers.vdab.be/sites/web/files/publiek/werkinzicht/cvsamira2.doc>

The Interview Guys. (2013). *How To Write A Resume - Our Top 5 Resume Tips That Will Get You The Interview*. Geraadpleegd op 2 oktober 2015, via <https://www.youtube.com/watch?v=MYaXN8j7rL8>

Exercise 7: opmaak van een sollicitatiebrief

How to write a cover letter. (z.j.). Geraadpleegd op 1 oktober 2015, <http://www.dayjob.com/content/cover-letter-examples-314.htm>

Objectives: D/2015/784/058

Luisteren

Lu 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 2)

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- gebruik maken van aangeboden beeldmateriaal en context,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- gebruik maken van aangeboden ondersteunend visueel materiaal en van lay-out,
- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Spreken

De leerlingen kunnen volgende taken beschrijvend uitvoeren:

Spr 1 - informatie geven over zichzelf in een informatieve tekst (ET 9)

Spr 2 - indien nodig, een spreekplan als strategie gebruiken (ET 10)

Schrijven

Schr 4 - informatie geven over zichzelf (ET 17)

Schr 5 - indien nodig, volgende strategieën gebruiken (ET 18):

- hanteren van een model of een in de klas behandelde tekst,
- tekst in een passende lay-out gieten,

Gesprekken voeren

Gespr 2 - in een eenvoudig (informatief en prescriptief) gesprek vragen stellen en beantwoorden (ET 12)

Ondersteunende kennis

De leerlingen kunnen:

1 vorm, betekenis en reëel gebruik van frequente woorden en woordcombinaties uit volgende domeinen inzetten:

- persoonlijke gegevens zoals naam, leeftijd, adres, telefoon, dichte familie, kleding (ET 19),

Ondersteunende attitudes

De leerlingen werken aan volgende attitudes (worden aangeduid met *):

3 - tonen bereidheid tot taalverzorging/streven naar een verzorgd taalgebruik (ET 25*)

4 - tonen bereidheid om eigen teksten na te kijken (*)

1. Find the instruments in the word search. Write the words beneath the correct picture afterwards.

R	A	U	I	V	F	L	U	T	E	X	E	F	K	I	M	F	Z	H	
T	R	U	M	P	E	T	G	A	R	L	P	K	H	O	K	F	J	N	
Z	Q															V	I	G	X
H	H	J	G	S	B	M	C	G	A	F	E	F	Y	F		T	K		
S	I	Y	F	Y	D	L	K	P	F	Y	Y	S	G	L	R	T			
Q	B	N	L										C	M	H	N	O	A	
S	A	O	B	B	G	N	O	W	A	B	A	X	A	X	M	M			
T	G	F	F	K	W	P	O	M	A	A	R	K	B	B					
W	P	A	I	W	W	E	F	Z	Z	M	B	O	O						
S	I	R	D	X	K	U	T	W	O	O	V	N	U						
I	P	W	D	I	Q					M	U	N	Y	E	R				
G	E	Q	L	O	B	O	R	F	Y	V	K	I	F	A	I				
D	C	B	E	H	R	B	P	T	N	L	I	C	A	O	N				
T	Y	C	X									A	X	H	E				
V	M	V	I	O	L	I	N	P	P	G	Z	W	Y	J	H	H	Z		
A	B	W	G	U	I	T	A	R	W	W	W	Q	L	B	Y	G	O		
Y	A																		
U	L	Z	M	V	T	Y	L	V	L	S	J	D	T	V	A	B	L	K	S
U	L	P	B	Q	P	I	A	N	O	M	R	V	C	Q	A	F	U	X	H

- GUITAR
- PIANO
- TAMBOURINE
- CYMBAL
- TROMBONE
- VIOLIN
- BAGPIPE
- TRUMPET
- HARMONICA



violin



bagpipe



trombone



guitar



trumpet



tambourine



cymbal



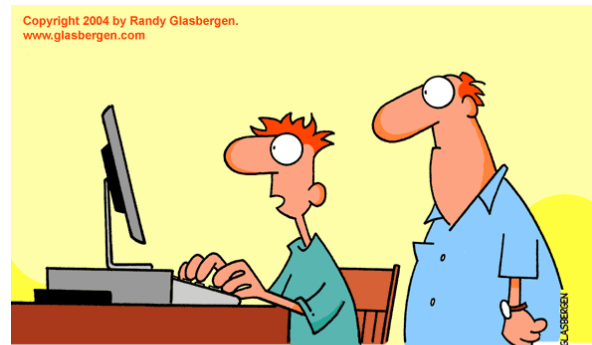
harmonica



piano

2. Listen to the mp3 file 'Sounds of Musical Instruments' and give the correct order of the instruments that you hear.

- a. Violin
- b. Harmonica
- c. Cymbal
- d. Trombone
- e. Guitar
- f. Piano
- g. Trumpet
- h. Bagpipe



"I KNOW IT'S ILLEGAL TO DOWNLOAD MUSIC FROM THE INTERNET... BUT YOU SAID THE STUFF I LISTEN TO ISN'T MUSIC!"

3. Do you enjoy listening to music? If so, what do you enjoy about it?

Personal answers of pupils

4. Do you think that music can put you in a certain mood? Or inspire you to change behavior? Or teach you something?

Personal answers of pupils

5. Listen to the mp3 file 'Hey there Delilah'. Does it change your mood? Why / why not?

Personal answers of pupils

6. Listen to the mp3 file again and do exercise a, b and c.

HEY THERE DELILAH

a. Circle the word that the singer says:

Hey there Delilah
What's it like in New York City?
I'm a thousand miles away
But girl, tonight you look so (**petty/ party/ pretty**)
Yes you do
Times Square can't shine as bright as you
I swear it's (**through/ true/ threw**)

Hey there Delilah
Don't you worry about the (**dissent/ distinct/ distance**)
I'm right there if you get lonely
Give this song another listen
Close your (**eyes/ Is/ ice**)
Listen to my voice, it's my disguise
I'm by your (**side/ size/ site**)

Oh it's what you do to me
Oh it's what you do to me
Oh it's what you do to me
Oh it's what you do to me
What you do to me

b. The words in **bold** are scrambled. Put their letters in the right order:

Hey there Delilah
I know **mites****times**..... are getting hard
But just believe me, girl
Someday I'll pay the **slibl****bills**..... with this guitar
We'll have it **dogo****good**.....
We'll have the life we knew we would
My **rowd****word**..... is good

Hey there Delilah
I've got so much **felt****left**..... to say
If every simple song I **tower****wrote**.....to you
Would take your breath **yawa****away**.....
I'd write it all
Even **remo****more**..... in love with me you'd fall
We'd have it all

Oh it's what you do to me...

c. Write an antonym of the expressions in **bold**:

A thousand miles seems pretty **near****far**.....
But they've got planes and trains and cars
I'd walk to you if I had no other way
Our **enemies****friends**..... would all make fun of us
and we'll just **cry****laugh**..... along because we know
That **all****none**..... of them have felt this way
Delilah I can promise you
That by the time we get through
The world will **always****never**..... ever be the same
And you're to blame



7. Make a group of four. Each member of your group will have a short text about a music festival in England. Ask each other questions (and use your own text) to complete the fact files.

Festival name	Cambridge Folk Festival
When it began	1964
Location	Cherry Hinton Hall
When it takes place	July (4 days)
How often it happens	Every year
How long it lasts for	Four days
Price of ticket	£120
The sort of music played	
Famous artists	Paul Simon, Nick Cave and Billy Bragg
Other attractions	crafts, workshops and food

Festival name	The Glyndebourne Festival
When it began	1934
Location	East Sussex in England
When it takes place	a few months in the summer
How often it happens	every year
How long it lasts for	a few months in the summer
Price of ticket	vary
The sort of music played	opera music
Famous artists	Melly Still and Michael Grandage
Other attractions	

Festival name	Creamfields
When it began	1998
Location	Cheshire - north-west of England
When it takes place	August Bank Holiday weekend
How often it happens	Every year
How long it lasts for	A weekend
Price of ticket	£120
The sort of music played	Dance
Famous artists	Primal Scream and RunDMC
Other attractions	fairground

Festival name	Reading and Leeds festival
When it began	in the 70s
Location	Bramham Park Leeds + Richfield Avenue Reading
When it takes place	August
How often it happens	
How long it lasts for	Three days
Price of ticket	£200
The sort of music played	Rock
Famous artists	The Jam, The Who, Pink Floyd and Guns N' Roses
Other attractions	comedy and other cabaret acts

Text 1

Cambridge Folk Festival is one of the longest running festivals of its kind. Paul Simon, who played at the first one in 1964, paved the way for many more popular musicians, such as Nick Cave and Billy Bragg. The festival takes place at Cherry Hinton Hall to the south of the city each July and spans across four days. To stay for the whole duration would cost you around £120. It's a family friendly festival, and other attractions include crafts, workshops and food from around the world.

Text 2

The Glyndebourne Festival is held at Glyndebourne, an English country house, in East Sussex in England. The festival, which is run by the Christie family, began in 1934 and takes place annually over a few months in the summer. The festival's focus is opera music and includes performances of productions originating from the 17th to the 20th century. Famous opera singers who have performed at the festival include Melly Still and Michael Grandage. Visitors to the festival are encouraged to enjoy the beautiful surroundings in which the house is situated and soak up the wonderful atmosphere. Ticket prices vary depending on which performance you want to see and when.

Text 3

Creamfields is the UK's most popular dance festival and has been host to some of the biggest names in the music genre. When the festival began, in Winchester in 1998, live performances from Primal Scream and RunDMC accompanied DJs sets from the likes of Sasha and Daft Punk. The festival now takes place every August Bank Holiday weekend in Cheshire in the north-west of England. If the music is not enough for thrillseekers, the on-site fairground provides more excitement. So popular is the festival with dance music lovers that 'Creamfields International' now operates in countries worldwide, including, 'Creamfields Brazil', 'Creamfields Australia' and 'Creamfields Peru'. A three-day camping ticket in England costs £120 if booked in advance.

Text 4

Reading festival, which started out in the 70s in Berkshire, has become a major rock festival in Britain, and has been headlined by musical legends such as The Jam, The Who, Pink Floyd and Guns N' Roses. Due to increasing demand, which exceeded the capacity of the Reading festival site, another venue in the north of England was opened in the 90s to accommodate the vast number of people wanting to attend. In recent years, the festival, now commonly referred to as the 'Reading and Leeds festival', has taken place each August in two locations – Bramham Park in Leeds and Richfield Avenue in Reading – each one with the same line-up performing at different times. The Alternative Stage offers comedy and other cabaret acts and provides high-class entertainment for visitors wanting something a bit different during the three-day event, which costs about £200.

8. It takes a lot of time to make a song. You need some people to help you out. But who does what?

Person			Task		
a) Business Manager			1) Sells your music to as many shops as possible.(also online)		
b) Record Label			2) Pays, manages all your personal affairs: hotels , clothing, food, drinks,...		
c) Distributor			3) When there are disputes about the music, lyrics, artists, personal behaviour he solves them in court.		
d) Artist (Producer)			4) Takes the financial lead.		
e) Personal Manager			5) They manage the copyright.		
f) Lawyer			6) The person(s) who perform on stage.		
A	B	C	D	E	F
4	5	1	6	2	3

9. Look up the lyrics of your favorite song. Or a song that you really like because of the lyrics. Try to translate the lyrics and get an idea of what the song really is about. Now explain your neighbor the song and its meaning. Write down what your neighbor says.

Title of the song: _____

Artist(s): _____

Personal answers of pupils

Sources for the exercises

Exercise 2: Audio, inspiratie van video

Kids Learning Videos. (2011). *Sounds of Musical Instruments*. (Geraadpleegd op 5 november 2015, via <https://www.youtube.com/watch?v=fKdFirBLwo>)

Exercise 5: Audio

Hollywoodrecords. (2007). *Plain White T's - Hey There Delilah*. Geraadpleegd op 2 november 2015, via https://www.youtube.com/watch?v=h_m-Bjrxmgl)

Exercise 6: oefening inspiratie

McCarthy, C. (2011). *Music Video Lesson - 'Hey There Delilah'*. Geraadpleegd op 2 november 2015, via <http://www.ecenglish.com/learnenglish/lessons/music-video-lesson-hey-there-delilah>)

Exercise 7: oefening

Music is great. [handouts] (2012). Geraadpleegd op 1 oktober 2015, via www.teachingenglish.org.uk)

Exercise 8: oefening

Bockstal, S. (2011). *WB Music and Lyrics*. [handouts]. Geraadpleegd op 1 oktober 2015, via <http://www.deleerkrachtvancultuur.be/docs/29078/?previous>)

Objectives: D/2015/784/058

Luisteren

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,

Spreken

De leerlingen kunnen volgende taken beschrijvend uitvoeren:

Spr 1 - informatie geven over zichzelf in een informatieve tekst (ET 9)

Schrijven

Schr 4 - informatie geven over zichzelf (ET 17)

Gesprekken voeren

Gespr 2 - in een eenvoudig (informatief en prescriptief) gesprek vragen stellen en beantwoorden (ET 12)

Gespr 4 - indien nodig, volgende strategieën gebruiken (ET14):

- vragen om langzamer te spreken, iets te herhalen,
- iets aanwijzen om na te gaan of ze de gesprekspartner begrepen.

Ondersteunende kennis

De leerlingen kunnen:

1 vorm, betekenis en reëel gebruik van frequente woorden en woordcombinaties uit volgende domeinen inzetten:

- relatie tot anderen zoals zich voorstellen, iemand voorstellen, begroeten, bedanken, zich excuseren (ET 19),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

5 tonen belangstelling voor de aanwezigheid van vreemde talen in hun leefwereld, ook buiten de school (ET 26*)

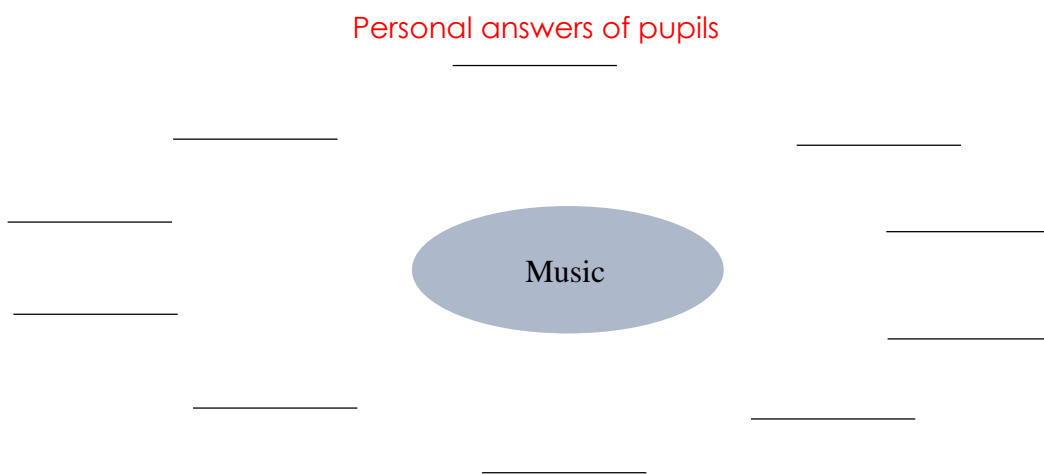
7 zijn bereid om over de eigen aanpak te reflecteren(*)



TECHNISCH INSTITUUT HEILIG HART
Kleine Breemstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

1. What do you think about when you think about music? Write down ten words at least.



2. Look at the following video clip. What is your opinion on this kind of music? Pick five genres that you want to talk about.

<https://www.youtube.com/watch?v=7uxF9CsxW88>

Genre ex.	Opinion
Jazz	Personal answers of pupils
HipHop	
Rock	
Folk	
Soul	

3. Who is your favorite artist / band? Tell your neighbor about it and write down what he tells you.

Personal answers of pupils

4. You now get a chance to make your own band. First you will need a name for the band. Go to this website and the title of the article is now the name of your band.

<http://en.wikipedia.org/wiki/Special:Random>

The name is:

5. Now you're going to make a first album with a brand new song. You can find the name of the first song on this page. Refresh the page. Go to the bottom of the page. The last four to five words of the last quote are the title of your first album.

<http://www.quotationspage.com/random.php3>

The song is called:

Write down what the song is about. Try to think of a story behind the words.

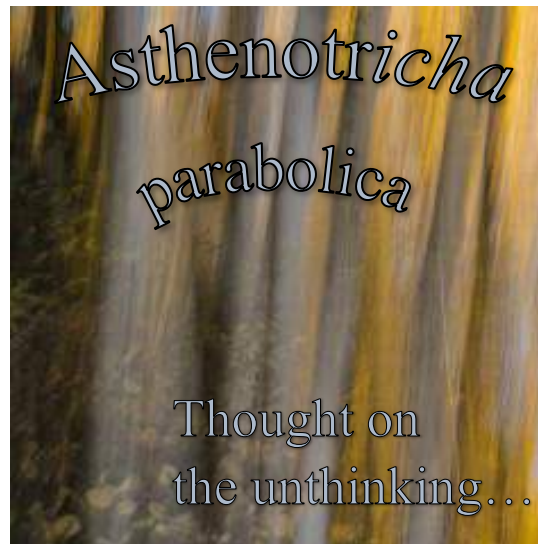
Personal answers of pupils

6. You have a song and a name, but what will your album cover look like? Go to the next website and select the 3rd image. This is the picture for your album cover.

<http://www.flickr.com/explore/interesting/7days>

What does your album cover look like? Describe what you see.

Personal answers of pupils



Does it fit the image that you first had of your band? Explain.
(You can use the following site if you want music samples of almost every genre.)

<http://www.record-play.net/musichub/genres/>

Personal answers of pupils

7. You can form a band on your own. Find three other people that have to join your band. Think of artists that you think that are very talented or people that just fit in the picture. You can have Ozzy Osbourne or your best friend. But you have to explain why you choose them. (Give some information on the artists.)



I chose them because:

Personal answers of pupils

8. You are going to interview an artist that you want in your band. Make a dialogue: work in pairs, one of you is the journalist the other one is the artist. This is your time to finally ask those questions you have been dying to ask.

Example:

(J): Good Afternoon Macklemore! How are you doing?

(M): I'm Fine thanks.

(J): Your new single went straight to number one in the hit list, how does that feel?

(M): It feels great but at this time I'm touring all over the world and therefor it is hard to keep track on all the newspaper articles.

(J): How did the idea popped in your head to write a song about S&M?

(M): Well....

8. Read the following texts about festivals.

Graspop Metal Meeting 2016 is a Belgian metal festival taking place from Friday 17 through Sunday 19 June 2016. Our line-up represents a cross-section of the best the international heavy music scene has to offer: from brutal black metal and melodic power metal to uncompromising hard rock, thrash, metalcore and more...

Every year, thousands of metalheads from across Europe and beyond flock to festival park De Steenehei in Dessel, Belgium, for three days of virtuoso shredding, wrist-fracturing drumbeats and epic anthems. Last year's 20th anniversary edition hosted a record 150,000 metal fans. With the Metal Town camping facility filled to capacity and a sold-out Saturday, GMM 2015 was the most successful edition yet.

Pukkelpop is a four-day festival organised by Leopoldsburg's Humanistische Jongeren ("Young Humanists") which began in 1985. Pukkelpop started life as a small, local music event before becoming an outdoor alternative festival. Pukkelpop has now become one of Europe's greatest music events. The festival is a complete experience, and one which has been promoting community relationships for almost 30 years.

Pukkelpop selects a musical line-up with an alternative fringe. Over 200 current musical sensations, living legends and visionary alternative artists all come to perform on one of our eight stages. Pukkelpop opens up a world of possibilities, from hi-octane rock to low-fi singer-songwriters, bright splashes of pure pop to banging house and hot metal. Petit Bazar and Salon Fou usher in street theatre, entertainment and well-being in all senses of the word.

Pukkelpop enjoys its traditions, such as Boiler Party night on the eve of the festival. Festival-goers arrive and pitch their tents in one of the nearby camping areas before heading over to get in the party mood at this eclectic warm-up session.

In 1978 a group of friends from the city of Geel organise their first open-air reggae party. Against all expectations the event turns out to be very successful and opens a perspective for more. Funky Fun Productions vzw is born. From the 3rd year onwards the event consists of 1 live concert and a big party. Reggae Geel moves on nice and easy and finds its place in the summer festival season. The decision is made to move into a higher gear: the new Funky Fun Productions staff decides to focus on a live event. Dutch and Belgian bands get the chance to play before a live crowd and little by little Jamaican bands and packages are invited, which results in a ever growing interest, both from press and audience. A professional promo campagne, far better infrastructure and a clear image result in a bigger attendance. The 15th birthday of the festival is celebrated with a genuine double bill: a headliner and a support act! People tend to arrive earlier and earlier and we open a second stage in the early afternoon. In the 17 years to follow Reggae Geel keeps evolving and in the best of Jamaican traditions we begin our 'dancehall night' on Friday evening. Untill now, the dancehall Friday is the dancehall evening in the country. The programmation keeps on growing and gives room for theatre, circus, stand-up comedy, art, poetry, debates and all sorts of workshops. From 2005 on we invest in a 3rd stage: the 18" corner, the place to please dub lovers. In 2007 we start a collaboration with 'Poppunt Vlaanderen' and organise the 'Catch a Mic' contest, in which young talent gets the chance to present themselves to a wider audience. On a European level we become part of the European Reggae Contest, in which live bands get the chance to perform on different reggae festivals all over Europe. In 2009 finally, we honor the origins of reggae by opening a 4th stage: 'The Skaville Circus'. Lots of ska music in the evening; debates and dub-poetry in the afternoon.

36 years later Reggae Geel is a 2-day reggae festival with a wide programmation on 5 stages, capturing the unique atmosphere of the Caribbean society.

Tomorrowland is one of the biggest electronic music festivals held in the world, taking place in Belgium. It used to be organized as a joint venture by the original founders together with ID&T. The festival takes place in the town of Boom, 16 kilometers south of Antwerp, 32 kilometers north of Brussels, and has been organized since 2005. Tomorrowland has since become one of the most notable global music festivals.

Consistently reinventing the rules of what makes the perfect electronic music festival, Tomorrowland is the ultimate experience of extravagant stages with an equally decadent lineup unmatched by other EDM events.

Globally celebrated DJs, producers and artists take over Boom in Belgium with 15 marvellous stages of magic, with past decorations ranging from active volcanoes to explosive butterflies.

From techno to minimal, all flavours of electronica are to be tasted, with a site design that feels like you have stepped into another world of endless possibilities.

Selling out almost instantly every year, thousands of dedicated electronic music fan journey from all corners of the world to fulfil their dreams of the definitive music festival escape.

9. Now pick a festival that you like the most. Explain why.

Personal answers of pupils

10. You can now organise this festival yourself. Give a presentation on what and who you want to be there. Place your band in the line-up as well. Show others your 'perfect festival'.

What you need:

1. a place
2. a time
3. five bands / artists
4. entertainment (a rollercoaster, a flower garden ...)
5. four kinds of food
6. other things that make it perfect

Sources for the exercises

Exercise 2: Video (terug te vinden op Edpuzzle)

Nuva Macare, J. (2013). *The Differences Between The Music Genres*. (Geraadpleegd op 7 november 2015, via <https://www.youtube.com/watch?v=7uxF9CsxW88>)

Exercise 4, 5 and 6: inspiratie oefening

Bryson, U. (2014). *Making a band*. [PowerPoint]. Geraadpleegd op 8 november 2015, via <http://www.slideserve.com/ulani/making-a-band>

Exercise 8: informatie festivals

Graspop Metal Meeting. [Facebook informatie]. (2012). Geraadpleegd op 8 november 2015 via <https://www.facebook.com/graspop/>

About Pukkelpop. (z.j.). Geraadpleegd op 8 november 2015 via <https://www.pukkelpop.be/en/about/>

Reggea Geel 2014. (z.j.). Geraadpleegd op 8 november 2015 via <http://www.last.fm/pl/festival/3929311+Reggea+Geel+2014>

Tomorrowland 2016 - Day 2 at De Schorre. (z.j.). Geraadpleegd op 8 november 2015 via <https://www.residentadvisor.net/event.aspx?845538>

Objectives: D/2015/784/058

Luisteren

Lu 1 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst het onderwerp bepalen (ET 1)

Lu 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 2)

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lezen

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,

Spreken

De leerlingen kunnen volgende taken beschrijvend uitvoeren:

Spr 1 - informatie geven over zichzelf in een informatieve tekst (ET 9)

Schrijven

Schr 2 eenvoudige boodschappen schrijven bijvoorbeeld briefjes, e-mails of kaarten vanuit modellen

Schr 4 - informatie geven over zichzelf (ET 17)

Gesprekken voeren

Gespr 2 - in een eenvoudig (informatief en prescriptief) gesprek vragen stellen en beantwoorden (ET 12)

Gespr 3 - spontaan hun mening verwoorden (ET 13)

Gespr 4 - indien nodig, volgende strategieën gebruiken (ET14):

- vragen om langzamer te spreken, iets te herhalen,

Ondersteunende kennis

De leerlingen kunnen:

1 vorm, betekenis en reëel gebruik van frequente woorden en woordcombinaties uit volgende domeinen inzetten:

- relatie tot anderen zoals zich voorstellen, iemand voorstellen, begroeten, bedanken, zich excuseren (ET 19),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

5 tonen belangstelling voor de aanwezigheid van vreemde talen in hun leefwereld, ook buiten de school (ET 26*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



TECHNISCH INSTITUUT HEILIG HART
Kleine Breemstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: Number:
Date:.....

1. Listen to the mp3 file 'Awake and Alive – Skillet'. Fill in the missing words.

"Awake And Alive"

I'm at war with the world and they
Try to pull me into the dark
I struggle to find my faith
As I'm slippin' from your arms

It's getting harder to stay away
And my strength is fading fast
You breathe into me at last

[Chorus]

I'm awake I'm alive
Now I know what I believe inside
Now it's my time
I'll do what I want 'cause this is my life
here (right here), right now (right now)
I'll stand my ground and never back down
I know what I believe inside
I'm awake and I'm alive

I'm at war with the world cause I
Ain't never gonna sell my soul
I've already made up my mind
No matter what I can't be bought or sold

When my faith is getting weak
And I feel like giving in
You breathe into me again

[Chorus]

In the dark
I can feel you in my sleep
In your arms I feel you breathe into me
Forever hold this heart that I will give to you
Forever I will live for you

[Chorus]

2. What would the text mean? What do you think that the lyrics are about? Why do you think that?

Personal answers of pupils

2. Choose one song from these five songs below and watch the video clip. You can find them on Edpuzzle. These are some of the most influential songs. Why would the song that you picked be influential? What is the song about?

- 1. 'Strange fruit – Billie Holiday' (1939)
- 2. 'Imagine – John Lennon' (1973)
- 3. 'Sunday Bloody Sunday' – U2 (1983)
- 4. 'American Idiot – Green Day' (2004)
- 5. 'Same Love – Macklemore' (2012)

Strange fruit = an early cry for civil rights (lynching Afro-Americans in America)

Imagine = peace and that the focus of humanity should be living a life unattached to material possessions.

Sunday bloody Sunday = The Troubles in Ireland, Bloody Sunday

American Idiot = politicians + media are telling us what to do, to buy, what to believe in. Don't let them take away your personality.

Same Love = legalizing gay-marriage + not to be homophobic

3. Read the following texts.

Too many people are unclear as to what Hip Hop Culture really is and tend to use the term frivolously. Hip Hop Culture is commonly recognized by its main elements: Graffiti, Djing, Breakdancing (B-boying), Mcing, and Beatboxing. These elements are forms of art designed to express a deeper meaning. At its core, Hip Hop is also much more than art and entertainment. Hip Hop is the constantly evolving spirit and consciousness of urban youth that keeps recreating itself in a never-ending cycle. It is joy, sorrow, pleasure, pain, victory, defeat, anger, happiness, confusion, clarity, humor, intensity, dream, nightmare, life, death, and everything else in between. It is the spirit that connects the past to the present and lays a path towards the future. The spirit of Hip Hop is the same as Jazz, Reggae, Blues and a multitude of other types of expressions. Hip Hop Culture cannot be assimilated, integrated, diluted, watered-down, sold for profit, or pimped. It will always exist, in this incarnation or another. Hip Hop is life and all it has to offer. This knowledge lays the foundation for all those who thought of Hip Hop as nothing more than entertainment.

Hip hop teaches the history of the inner city. It teaches the economics of post-industrialism. The hip hop culture is a lens through which we can really analyze current events and politics in our society. Hip-Hop adds a face and a voice to those who might not have otherwise been seen or heard from in any other medium. Whether right or wrong Hip Hop gives credence to those who have been historically shunned, disregarded, oppressed and invalidated. Hip-Hop is an evolving life force within the person that lives it, breathes it, and moves around in it. Hip-Hop is more than what you hear on the radio, read in the magazines, or what you watch on TV. Hip-Hop is you. Hip-Hop is ME!

A grunger is generally perceived as a rockaholic imitating an old school rocker though having bad fashion sense and terrible hygiene as well as a girlfriend/wife beater who goes through phases of drug and alcohol abuse then ends up in a mental hospital after suffering from depression thus attempting suicide. You may think a grunger is just the older version of an emo but it really isn't! Grungers are often called Farm Boy Rockers, but they are just normal people who have a distinct taste in music. They hate theatricality in any form being they want to show you they are living just like you are!

Fame is like a cancer for them whereas popularity gives them the flu, living authentically is grunge lifestyle. They try to have good relationships with their girlfriends but since they suffer from Egoopathy they lash out more than they meant to (a Hulk reflex) but their girl/guy understands them! They did drugs and alcohol because they either wanted to look cool or come off as masculine but grungers were always fooled into it by their peers. They would consider themselves the true bridge between old and new school rock, making Glammies a bridge between teenagers and old man's rock.

Metal heads (or Head bangers) : They are a group of individuals who listen mainly Metal, but often have a wide variety of music tastes like Blues, Rock, Punk etc...They enjoy partying, alcohol, moshing, going to concerts and festivals and try to have as much fun as they can and doing some head banging to their favourite bands.

They tend as early someone said to be a clannish group unlike others, that means that they are united by Metal, for example : if a metal head sees another being mugged , he'll surely will try to help, Brotherhood-like. They seem very aggressive but that's a stereotype, because they tend to be very fun, nice and intelligent people.

Metal heads have their own opinion, different points of view, they tend to dislike the closed-minded, conservative, and main-stream people, posers and are wrongly associated with Satanic \ Goths \ thieves \ drug-addicts. The truth is that most of them have Pagan beliefs or simply have no belief.

They tend have a very special care for their hair(when they have it), as is they're most prized possession (some believe it's a sign of status quo inside the clan, the bigger the hair, the bigger respect). They don't care about what people think about them, they dress as they want, mainly black clothes, they tend to act in a relaxed fun way.

The group is often swarmed with poser \ wannabe metal heads who don't think by themselves and have a scarce knowledge of Metal. Each type of metal produces different types of metal heads, for example: Black Metal often produces metal heads in black leather jackets, filled with spikes, chains and bullet belts, and unreadable band t shirts names or logos, they tend to be the most aggressive along with thrash metal heads... but mainly metal heads listen a lot of different types of metal, but specializes in one or two.

4. You can read that different music styles often go with different attitudes. What is your opinion on that? Do you believe those 'stereotypes'? Why / why not?

Personal answers of pupils



" I think I just invented 'Roll 'n Rock' ! "

5. Look at the following poster.



Would you ever consider going there? Why / why not?

Personal answers of pupils

If you ever want to go there, what do you need to take with you? Think of the basic needs on a festival.

a tent

money

food

shoes

a raincoat


...

There is something special about this festival. How can we get there?

We need to go there by plane.

6. Fill in this form to find plane tickets for Tomorrowworld.

Required fields *

First name*	<input type="text"/>
Last name*	<input type="text"/>
Email address*	<input type="text"/>
Repeat email address*	<input type="text"/>
Gender*	<input type="radio"/> Male <input type="radio"/> Female
Birth date*	<input type="text" value="DD"/> <input type="text" value="MM"/> <input type="text" value="YYYY"/> 
Phone	<input type="text"/>
Address*	<input type="text"/>
Zipcode / Postal code*	<input type="text"/>
City*	<input type="text"/>
Country*	Belgium ▼

When do you have to leave to be on Tomorrowworld 2016 on time? (Look up how long you have to fly.)

There is a flight from Brussels to Atlanta (HJ- airport). We leave Sunday 24th at 15.05 and arrive at 20.20 in Atlanta. The flight is 11h 15m. (difference of 7 hours)

7. Now you are a travel agent and you want to give all-inclusive tours for Tomorrowworld. (The flight, the festival, a hotel, food, entertainment ...). Work out a concept and make a video of you while presenting your concept. You do need to make it appealing otherwise no one will buy your tour. You can always go to the website of Tomorrowworld and look at the prices.

<http://www.tomorrowworld.com/home>

You can write down some ideas.

Sources for the exercises

Exercise 1: inspiratie oefening

Skillet lyrics: "Awake And Alive". (2009). Geraadpleegd op 9 november 2015, via <http://www.azlyrics.com/lyrics/skillet/awakeandalive.html>

Exercise 2: video's (ook te vinden op EDpuzzle)

Hellohellohellookay. (2012). *Strange Fruit Lyrics - Billie Holiday*. Geraadpleegd op 9 november 2015, via <https://www.youtube.com/watch?v=e1jleqolNjM>

Rasty, A. (2011). *John Lennon - Imagine – Lyrics*. Geraadpleegd op 9 november 2015, via <https://www.youtube.com/watch?v=RwUGSYDKUxU>

Jenny. (2008). *Sunday Bloody Sunday - U2 with lyrics*. Geraadpleegd op 9 november 2015, via <https://www.youtube.com/watch?v=LQZLPV6xcHI>

MrGreenDayLyrics's channel. (2011). *Green Day - American Idiot lyrics*. Geraadpleegd op 9 november 2015, via <https://www.youtube.com/watch?v=a1BS7XnEZqc>

Clarity Gaming. (2013). *Macklemore X Ryan Lewis ft. Mary Lambert- Same Love DreamZ Lyrics*. Geraadpleegd op 9 november 2015, via <https://www.youtube.com/watch?v=4vxDzZi44UA>

Exercise 3: teksten

HipHopCulture. (z.j.). Geraadpleegd op 7 november 2015, via <https://sites.google.com/site/hiphopcultureorg/>

Guide To Becoming A Grunger. (z.j.). Geraadpleegd op 7 november 2015, via <http://skullofanathema.angelfire.com/grunger.html>

Sacrilege. (2008). *Urban Dictionary: Metalhead*. Geraadpleegd op 7 november 2015, via <http://www.urbandictionary.com/define.php?term=metalhead&defid=3046842>

Objectives: D/2015/784/058

Luisteren

Lu 1 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst het onderwerp bepalen (ET 1)

Lu 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 2)

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- de vermoedelijke betekenis van transparante woorden afleiden.

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,

Spreken

De leerlingen kunnen volgende taken beschrijvend uitvoeren:

Spr 2 - indien nodig, een spreekplan als strategie gebruiken (ET 10)

Schrijven

Schr 2 eenvoudige boodschappen schrijven bijvoorbeeld briefjes, e-mails of kaarten vanuit modellen

Schr 4 - informatie geven over zichzelf (ET 17)

Ondersteunende kennis

De leerlingen kunnen:

1 vorm, betekenis en reëel gebruik van frequente woorden en woordcombinaties uit volgende domeinen inzetten:

- relatie tot anderen zoals zich voorstellen, iemand voorstellen, begroeten, bedanken, zich excuseren (ET 19),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

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7 zijn bereid om over de eigen aanpak te reflecteren(*)



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Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: Number:
Date:.....

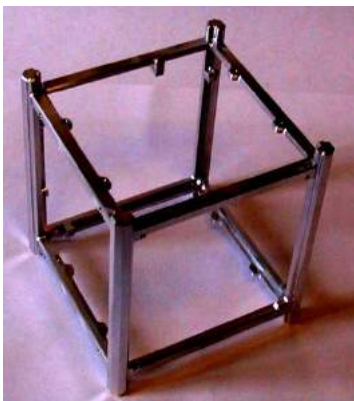
Work field knowledge

1. Before you start with your internships, you need to know the things listed below.
We will talk about:

- Numbers
- Measures and dimensions
- Instructions
- Safety
- Asking for help

one	1	fifteen	15
two	2	sixteen	16
three	3	seventeen	17
four	4	eighteen	18
five	5	nineteen	19
six	6	twenty	20
seven	7	thirty	30
eight	8	forty	40
nine	9	fifty	50
ten	10	sixty	60
eleven	11	seventy	70
twelve	12	eighty	80
thirteen	13	ninety	90
fourteen	14	one hundred	100

2. How many screws would you at least need to make this cube stable?



You need at least eight screws.

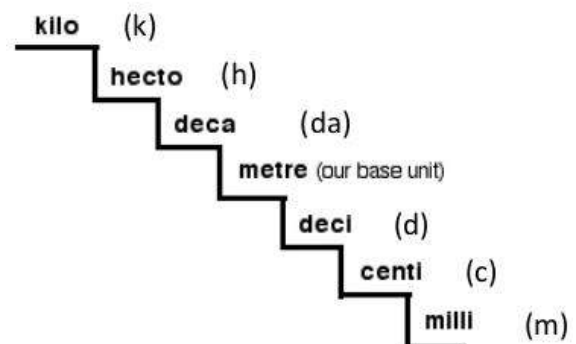
3. Watch the video 'How to G37' on EDpuzzle and answer the following questions.

<p>1. What do you have to remove first?</p> <p>You have to remove the plastic tabs.</p> <p>2. What do you have to remove when the battery is fully exposed?</p> <p>You remove the 10 mm bolts.</p> <p>3. Which battery cable do you have to remove first?</p> <p>You remove the negative battery cable first.</p>

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm

Metric Prefixes and Symbols



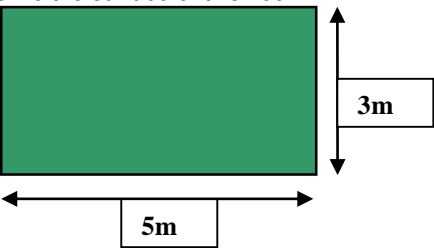
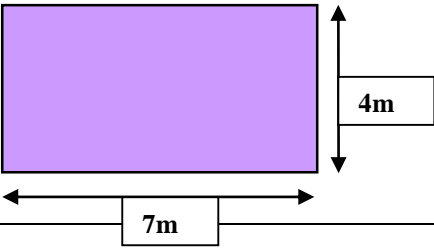


The prefixes:

Kilo-	=	1000
Hecto-	=	100
Deca-	=	10
Deci-	=	0.1
Centi-	=	0.01
Milli-	=	0.001

1 kilometre (km)	=	1000 metres (m)
1 hectometre (hm)	=	100 metres (m)
1 decametre (dam)	=	10 metres (m)
1 metre (m)	=	1 metre (m)
1 decimetre (dm)	=	0.1 metre (m)
1 centimetre (cm)	=	0.01 metre (m)
1 millimetre (mm)	=	0.001 metre (m)

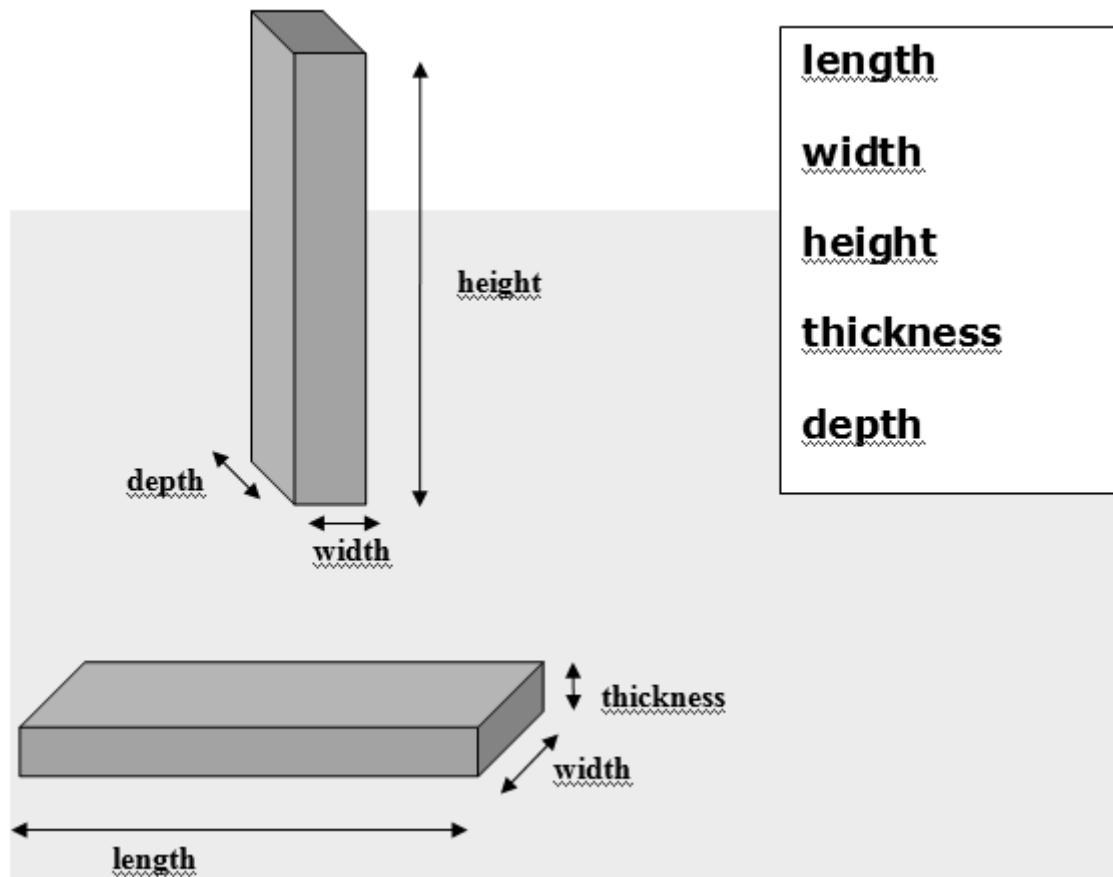
4. Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
You want to know how many tiles you need for a kitchen floor. What do you need to do?	A ruler, a yardstick or a tape measure.
Which tools can you use to take measures?	Calculate the floor's surface.
What is this? 	The tile's width
What is this? 	The tile's width x (=) by the tile's length
How do you calculate the surface of a tile?	The tile's length
How do you read m ² ?	The surface is 15m ² .
Which is the surface of this floor? 	The surface is 28m ² .
Which is the surface of this floor? 	Square meter

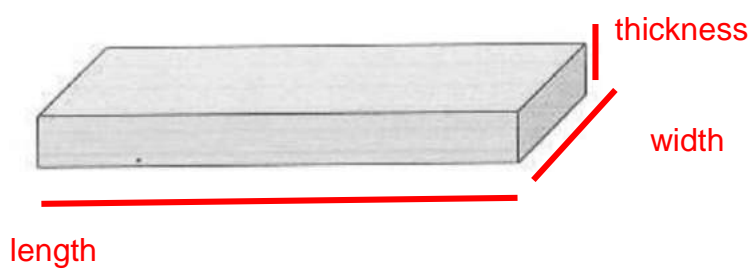
HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

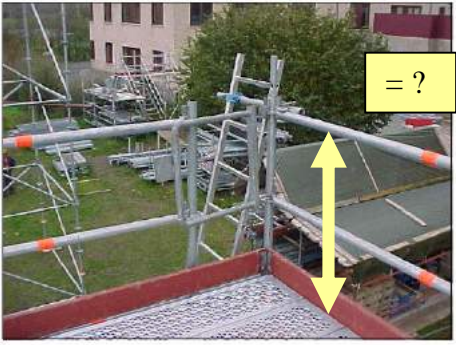
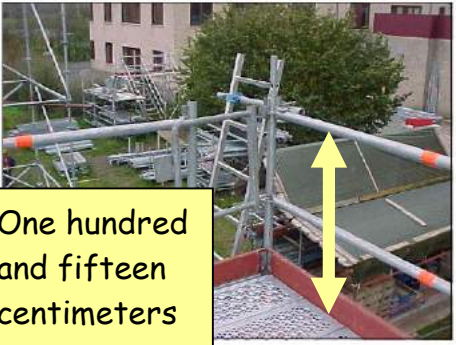

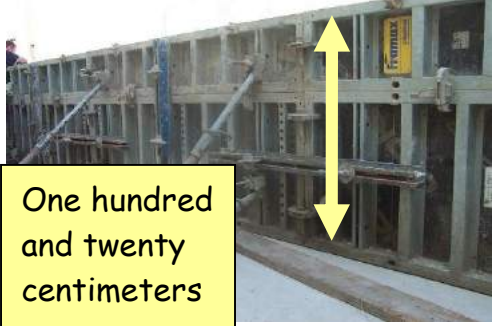
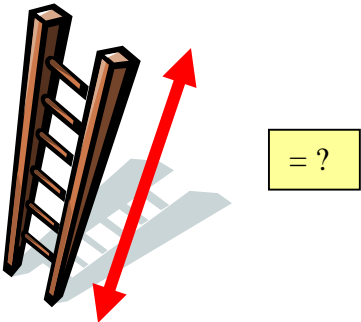
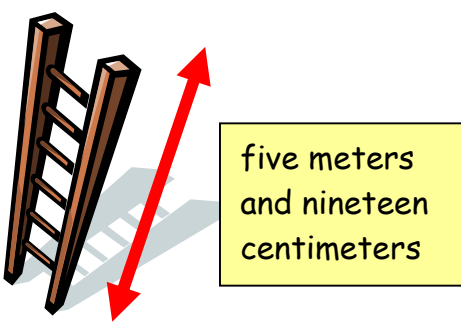
Dimensions

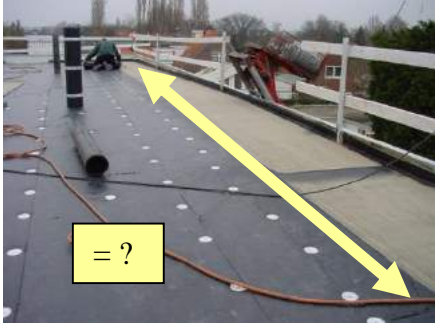
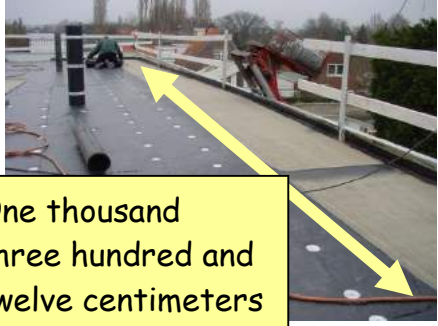


5. Indicate on the illustration: width – thickness – length

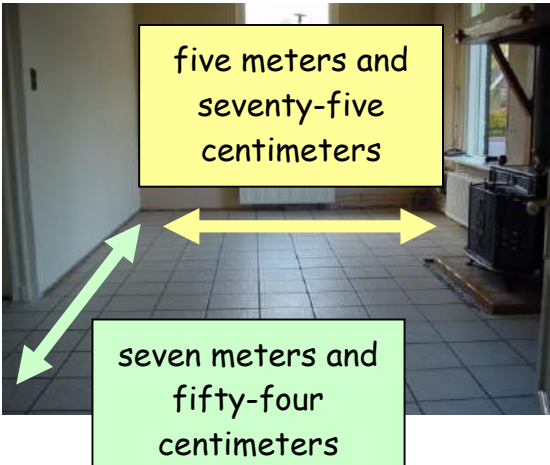
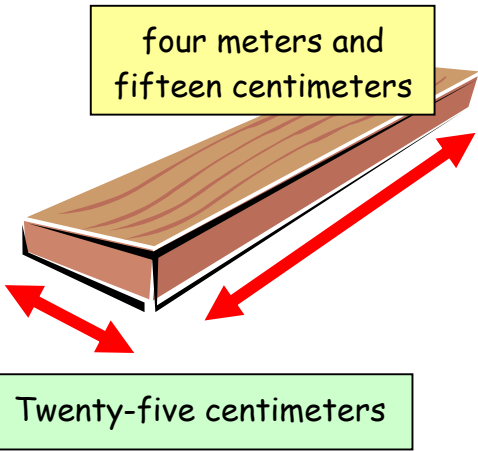


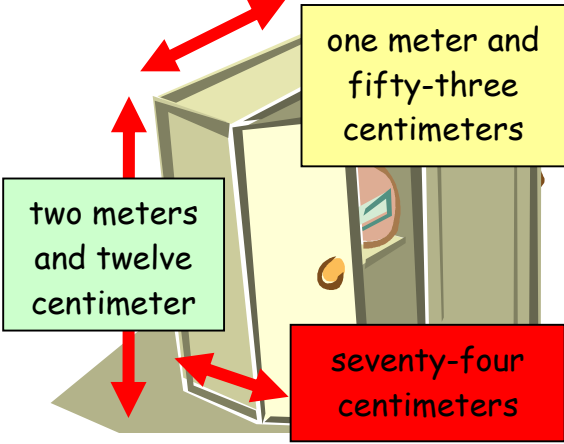
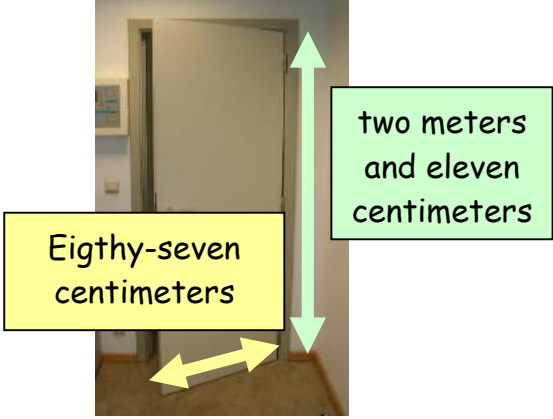
6. Read the question and give the answer

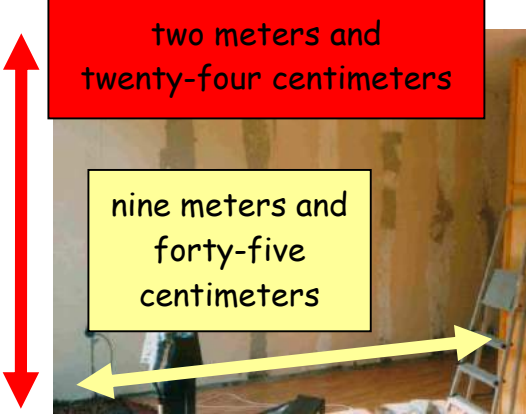
	
<p>How high is the handrail ?</p>	<p>The .....height..... is ...one..... meter and.....fifteen..... centimeters.</p>
	
<p>How high is the formwork ?</p>	<p>The .....height..... is ...one..... meter and .....twenty..... centimeters</p>
	
<p>How long is the ladder ?</p>	<p>The .....height..... is .....five... meters and .....nineteen..... centimeters.</p>

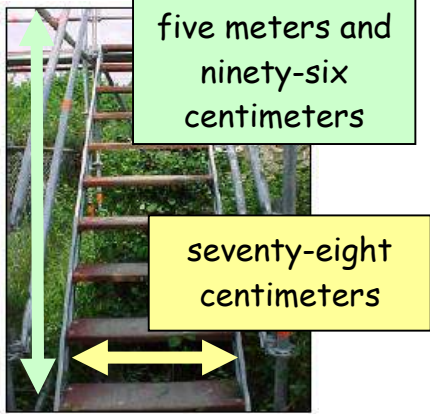
	
<p>How long is the roof ?</p>	<p>The ...length..... is.....thirteen... meters and.....twelve..... centimeters.</p>

7. Write down the correct dimensions

<p>_____length_____</p>	<p>_____length_____</p>
	
<p>_____width_____</p>	<p>_____width_____</p>

_____ width _____	_____ height _____
 <p>two meters and twelve centimeter</p> <p>one meter and fifty-three centimeters</p> <p>seventy-four centimeters</p>	 <p>two meters and eleven centimeters</p> <p>Eighty-seven centimeters</p>
_____ height _____ depth _____	_____ width _____

_____ height _____
 <p>two meters and twenty-four centimeters</p> <p>nine meters and forty-five centimeters</p>
_____ width _____

_____ height _____
 <p>five meters and ninety-six centimeters</p> <p>seventy-eight centimeters</p>
_____ width _____

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. Read the instructions.



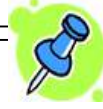
1. **Fiat Punto CFP912**

This car has a flat front tire on the left side. The other tires need a check-up as well.



2. **Citroën Picasso GML579**

*The clutch is broken. Definitely check it!
Place new windscreen wipers in the front. Those in the back are still good.*



3. **Renault Mégane JSK632**

The window of the door on the right side has a crack. Only place a new window if it is necessary.



4. **Ford Mondeo SNT457**






This car needs a new colour. The spray can with the green colour is on the desk.



5. **Toyota Corolla MNO540**

The muffler is too noisy. It was changed last year but there is a problem again.

10. Which statements are correct?

 <p>Fiat Punto CFP912</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> You have to check all the tires. <input type="checkbox"/> You need a front tire on the right side. <input type="checkbox"/> You need four new tires. <input type="checkbox"/> The front tire on the left side is okay. You have to change the others.
 <p>Citroën Picasso GML579</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> There is a problem with the clutch. <input type="checkbox"/> You have to place windscreen wipers on the back window. These are broken. <input type="checkbox"/> You also have to check the windscreen wipers in the back.
 <p>Renault Mégane JSK632</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is no need to place a new window. <input type="checkbox"/> The technician has to place a new window. <input checked="" type="checkbox"/> The right door window in the back has a crack.
 <p>Ford Mondeo SNT457</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> You have to paint the car green. <input type="checkbox"/> You can choose the colour yourself.
 <p>Toyota Corolla MNO540</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The handbrake doesn't work. <input type="checkbox"/> You should check the brakes. <input type="checkbox"/> The muffler is broken. <input checked="" type="checkbox"/> The muffler is about a year old.

11. Write down the instructions of the following situation. What do you need to do?

Hyundai Sonata DVD/GPS Installation Manual

1. Original dashboard



2.



3. take out the frame



4. Use a screwdriver to take off the screws



5. Loose the front panel



6. Take out the front panel



7.



8. Take off these screws which fix the main device



9.



10 Take out the original unit, and unplug the cables.



11. Relocate these buttons to our new frame



12 Plug our power cables with new unit, then push it back



1	Look at the dashboard.
2	Loose the frame.
3	Take out the frame.
4	Use a screwdriver to take off the screws.
5	Loose the front panel.
6	Take out the front panel.
7	Unplug the cables behind the front panel.
8	Take off the screws which fix the main device.
9	Take out the original screen.
10	Take out the original unit and unplug the cables.
11	Relocate the buttons to the new frame.
12	Plug the power cables with new unit, then push it back.

The Car Repairs You Can (Seriously) Do Yourself, Despite Your Abilities

Car repairs can drain your pocketbook fast, but you can do a wide range of repairs yourself, regardless of your technical skill. We're not just talking oil changes; provided you can hold a wrench, you can fix everything ranging from fuel filters to alternators. We'll detail the tools necessary for your DIY toolkit, where to turn to for help when you're making the repairs, and how to tackle some of the most common car problems yourself.

The biggest hurdle in convincing someone they can handle car repair is the fear factor, but here's the thing: It's actually pretty hard to permanently screw up a car. You might break something temporarily, or a fix might not work in the long run, but you probably won't set yourself or your car on fire just because you banged too hard on a valve. Cars are resilient machines and regardless of the year or make, there are plenty of repairs even the clumsiest and technically challenged can handle provided they have the confidence to push through.

For DIY repairs, **your computer is your friend**. [AutoMD](#) and [Expert Village](#) are both excellent resources of general purpose videos, how-to guides, and diagnostic assistance for the most common car problems. AutoMD also has an [iPhone app](#) with guides optimized for mobile viewing. If you need help deciding if a repair is worth your time, [RepairPal](#) is an excellent resource for checking the average cost of repairs in a shop and can help you decide if it's worth the time and effort to do it yourself.

The Common Tools You Need and How to Shop for New Parts

Every car is different, but the myth foreign cars require special tools isn't exactly true. Nearly all cars use basic nuts and bolts for the most common repairs you need to make. Here's a short list of what you typically need:

- [Adjustable wrench](#)
- [Torque wrench](#)
- [Socket and ratchet set](#)
- [Pliers](#)
- [Phillips and flat head screwdrivers](#)
- [Jack](#) (usually included with your car)

There's no real secret to picking out tools, but they need to have a good grip. Buy tools with hefty handles.

12. Read the text and answer the questions.

- What is the biggest hurdle in convincing someone can handle car repair ?

People are afraid to make mistakes.

- What kind of tools do you need? What is important for all your tools?

You need: an adjustable wrench, a torque wrench, a socket and ratchet set, pliers, phillips and flat head screwdrivers and a jack.

Pick tools with hefty handles

13. When you do your internships, ask if you are allowed to film a little about one machine. The idea is that you film how it works and after that you can edit it at home and explain how it works. You can add text in the video or make an audio file where you explain it.

Some instructions might tell you more about your safety. They are not necessarily words. Safety signs can be used to tell you what to do.

14. Match the rule with the picture. Draw an arrow between the rule and the picture.

Safety rules

rule 1: Always switch of the power when you want to work on a machine. Otherwise you can get electrocuted.

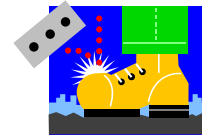
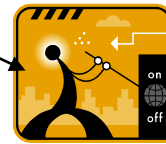
rule 2: It is obliged to wear safety footwear.

rule 3: Never use a metal ladder in a surrounding with electric wires.

rule 4: Always protect your hands. You are obliged to wear safety gloves.

rule 5: Wear a safety helmet when you enter a construction site.

rule 6: Always read the manual and the instructions before you use a machine.



rule 7: Check your tool box before you start working.

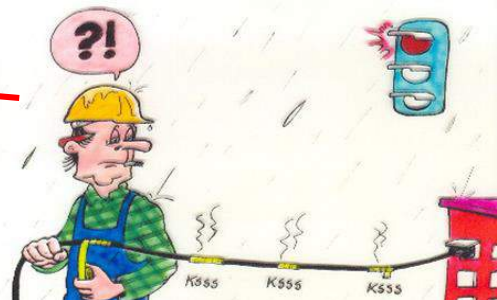
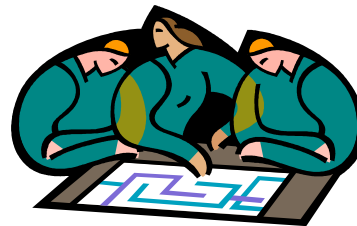
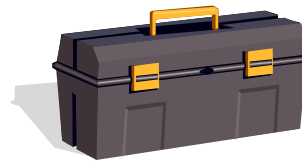
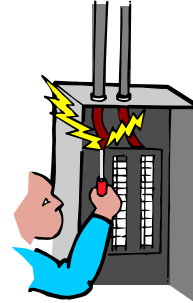
rule 8: Always use safe material, for instance a screwdriver with a plastic handle. Otherwise you can get electrocuted.

rule 9: Always check the safety signs and pictograms.

rule 10: Never pull the cable out of the wall. Unplug it safely.

rule 11: If there is something that you don't understand, ask your boss. Don't take risks.






rule 12: Be careful when you work with electricity when it rains.







14. Find three more safety pictograms that you need in your workfield.

Personal answers of pupils

15. Do you understand these mandatory signs? Choose the correct answer (■).

1. 	<input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear a helmet. <input checked="" type="checkbox"/> You have to wear a helmet.
2. 	<input type="checkbox"/> You have to protect your hands. <input checked="" type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear safety footwear.
3. 	<input type="checkbox"/> You have to wash your hands. <input checked="" type="checkbox"/> You have to wear safety gloves. <input type="checkbox"/> You are not allowed to wear gloves.
4. 	<input type="checkbox"/> You have to protect your eyes. <input type="checkbox"/> You are not allowed to wear safety goggles. <input checked="" type="checkbox"/> You need to wear glasses.
5. 	<input type="checkbox"/> You are not allowed to wash your hands. <input type="checkbox"/> You have to wear gloves. <input checked="" type="checkbox"/> You have to wash your hands.

16. Do the same with these signs.

<p>1. </p>	<p><input checked="" type="checkbox"/> You are not allowed to smoke. <input type="checkbox"/> You are not allowed to make a fire.</p>
<p>2. </p>	<p><input type="checkbox"/> No entry. <input checked="" type="checkbox"/> No entry for unauthorized persons.</p>
<p>3. </p>	<p><input checked="" type="checkbox"/> Do not touch. You can get electrocuted. <input type="checkbox"/> No entrance for electricians.</p>
<p>4. </p>	<p><input checked="" type="checkbox"/> You are not allowed to wear safety gloves. <input type="checkbox"/> You must wear safety gloves.</p>
<p>5. </p>	<p><input checked="" type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.</p>

17. Sometimes things are not clear. You can ask your boss or even colleagues to help you out. When you ask for permission to do something you use **modal verbs**.

We use **can** to ask for permission to do something:

Can I ask a question, please?
Can you help me for a minute?

could is more formal and **polite** than **can**:

Could I ask a question please?
Could you help me for a minute?

may is another **more formal** and polite way of asking for permission:

May I ask a question please?
May I ask you to help me for a minute?

We use **can** to **give** permission:

You can go home now if you like.

You can borrow my screwdriver if you like.

may is a **more formal** and polite way of **giving** permission:

You may go home now, if you like.

We use **can** to say that **someone has permission** to do something:

We can go out whenever we want.

Students **can travel** free.

may is a **more formal** and polite way of saying that **someone has permission**:

Students **may travel** free.

18. When you give strong instructions you can use the following **modal verbs**.

Obligation and necessity

We use **must** to say that it is necessary to do something:

You **must stop** at a red light.

Everyone **must bring** something to eat.

You can wear what you like, but you **must look** neat and tidy.

I'm sorry, but you **mustn't make** a noise in here.

We use **had to** for this if we are talking about the past:

Everyone **had to bring** something to eat.

We could wear what we liked, but we **had to look** neat and tidy.

Sources for the exercises

Exercise 3: Video (terug te vinden op Edpuzzle)

Grivich, K. (2014). *How to G37 battery swap instruction*. Geraadpleegd op 22 december 2015, via <https://www.youtube.com/watch?v=PCul49oJphs>

Exercise 4: inspiratie oefening

Van de Walle, E. (2007). *Oppervlakte berekening*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 6, 7 and 8: inspiratie oefeningen

Melders, S. (2009). *Maten in de bouwsector*. [cursustekst]. VDAB. Geraadpleegd op 22 december 2015

Exercise 9: inspiratie oefening

Van de Walle, E. (2009). *Instructies begrijpen en uitvoeren*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 11: instructie

Installation instructions for Hyundai Sonata DVD navigation. (2015). Geraadpleegd op 22 december 2015, via <http://www.dvdgpsnav.com/blog/installation-instructions-for-hyundai-sonata-dvd-navigation/>

Exercise 12: bijhorende tekst

Klosowski, T. *The Car Repairs You Can Do Yourself, Despite Your Abilities*. (2011) Geraadpleegd op 23 december 2015, via <http://lifelifehacker.com/5868374/the-car-repairs-you-can-seriously-do-yourself-despite-your-abilities>

Exercise 14: inspiratie oefening

Van de Walle, E. (2009). *De veiligheidsregels van Vonk*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 17: theorie

Modal verbs and their meaning.(z.j.). Geraadpleegd op 23 december 2015, via http://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php

Objectives: D/2015/784/058

Luisteren

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- gebruik maken van aangeboden beeldmateriaal en context,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,
- een eenvoudig woordenboek of woordenlijst raadplegen,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Ondersteunende kennis

De leerlingen kunnen:

2 belangrijke grammaticale constructies, eventueel met behulp van schema's en overzichten inzetten (ET 20),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

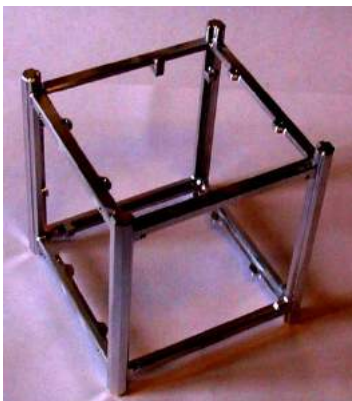
Work field knowledge

1. Before you start with your internships, you need to know the things listed below.
We will talk about:

- Numbers
- Measures and dimensions
- Instructions
- Safety
- Asking for help

one	1	fifteen	15
two	2	sixteen	16
three	3	seventeen	17
four	4	eighteen	18
five	5	nineteen	19
six	6	twenty	20
seven	7	thirty	30
eight	8	forty	40
nine	9	fifty	50
ten	10	sixty	60
eleven	11	seventy	70
twelve	12	eighty	80
thirteen	13	ninety	90
fourteen	14	one hundred	100

2. How many screws would you at least need to make this cube stable?



You need at least eight screws.

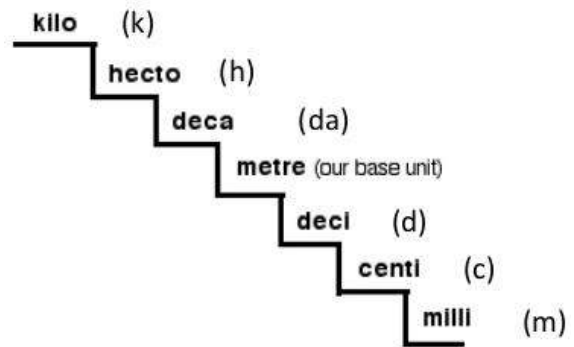
3. Watch the video 'IYRS school of composite' on EDpuzzle and answer the following questions.

1. For which jobs does the composite program of IYRS prepare you for?
Almost any kind of job in the composite industry.
2. What did Kurt Musselman learn?
He just had to learn the new machines.
3. What things are important for the employer?
*The need to have pride in what they do.
 Putting out a good product with their skills.*
4. What is the most important thing that IYRS teaches their students?
They teach problem-solving and the tools they need to ask the right questions.

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm

Metric Prefixes and Symbols



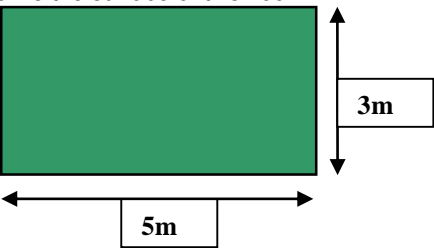
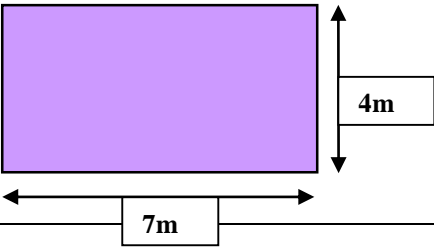


The prefixes:

Kilo-	=	1000
Hecto-	=	100
Deca-	=	10
Deci-	=	0.1
Centi-	=	0.01
Milli-	=	0.001

1 kilometre (km)	=	1000 metres (m)
1 hectometre (hm)	=	100 metres (m)
1 decametre (dam)	=	10 metres (m)
1 metre (m)	=	1 metre (m)
1 decimetre (dm)	=	0.1 metre (m)
1 centimetre (cm)	=	0.01 metre (m)
1 millimetre (mm)	=	0.001 metre (m)

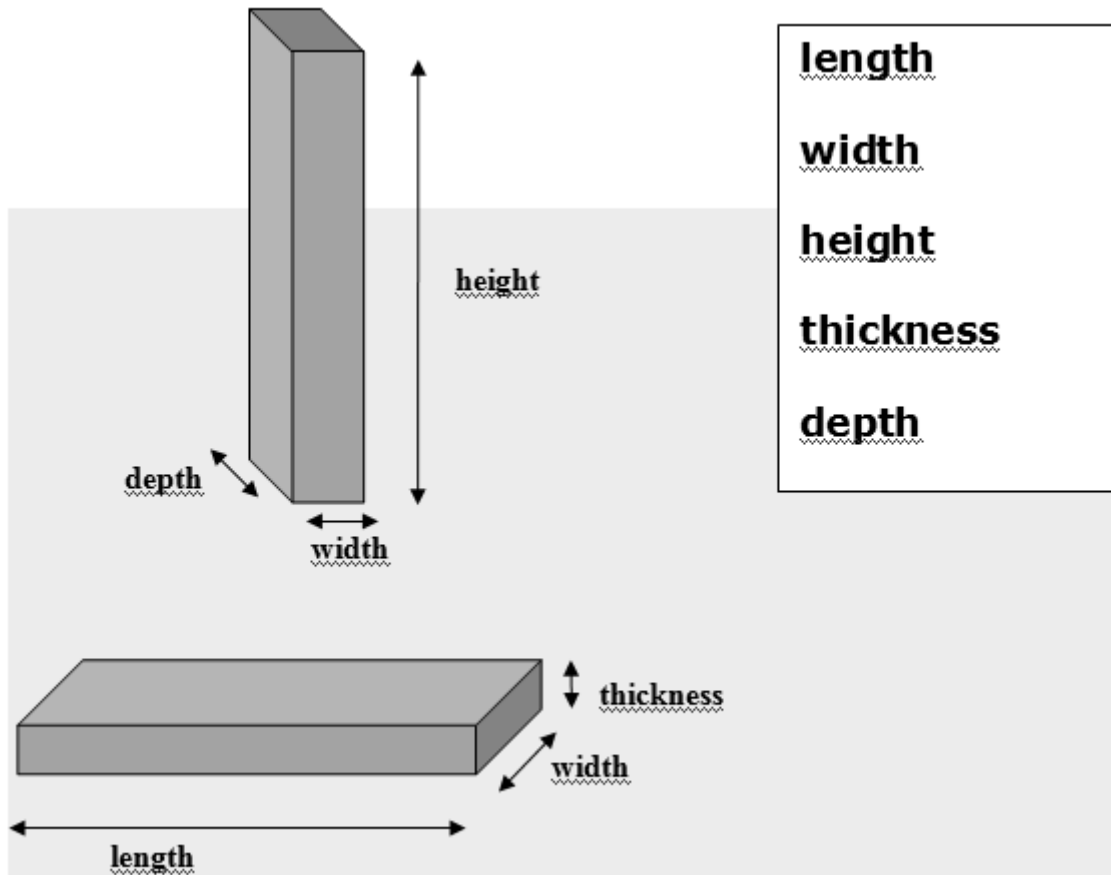
4. Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
You want to know how many tiles you need for a kitchen floor. What do you need to do?	A ruler, a yardstick or a tape measure.
Which tools can you use to take measures?	Calculate the floor's surface.
What is this? 	The tile's width
What is this? 	The tile's width x (=) by the tile's length
How do you calculate the surface of a tile?	The tile's length
How do you read m ² ?	The surface is 15m ² .
Which is the surface of this floor? 	The surface is 28m ² .
Which is the surface of this floor? 	Square meter

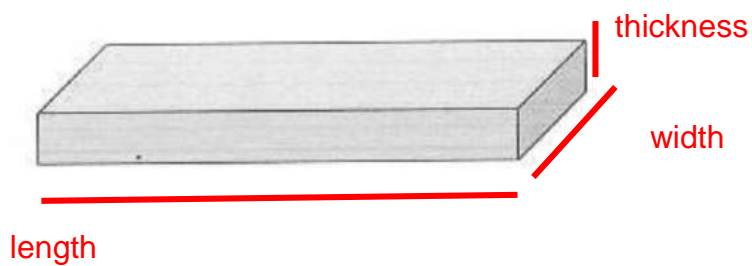
HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

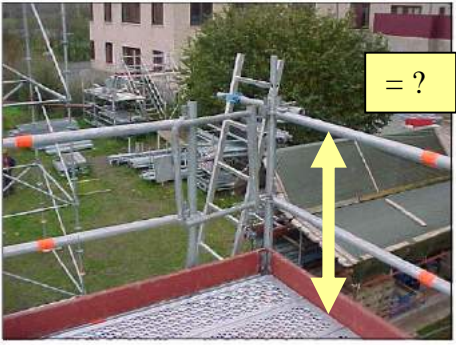
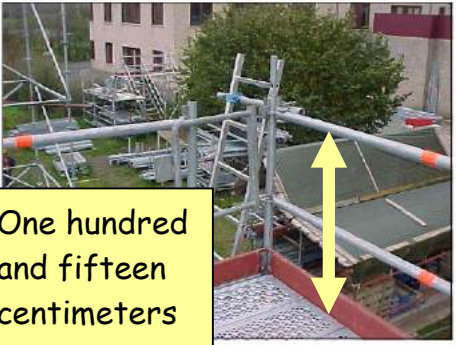

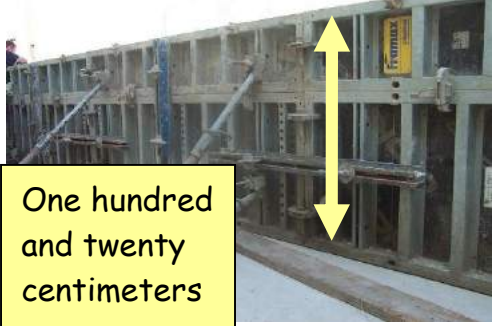
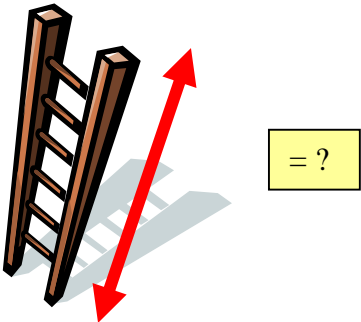
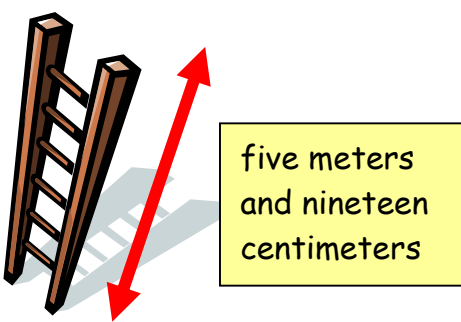
Dimensions

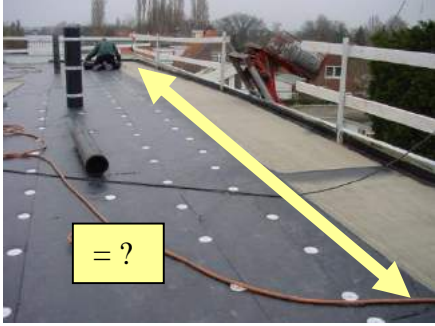
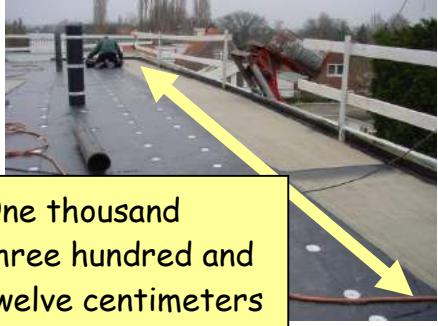


5. Indicate on the illustration: width – thickness – length

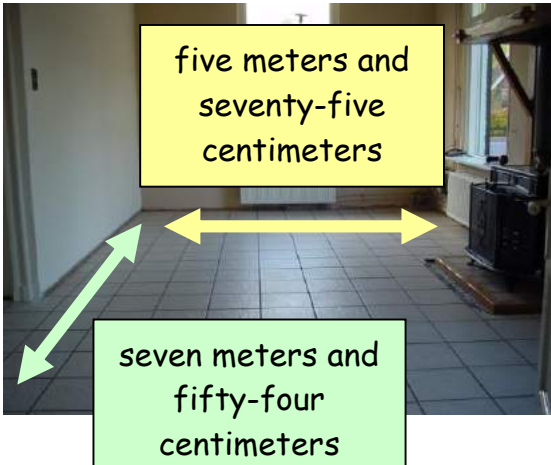
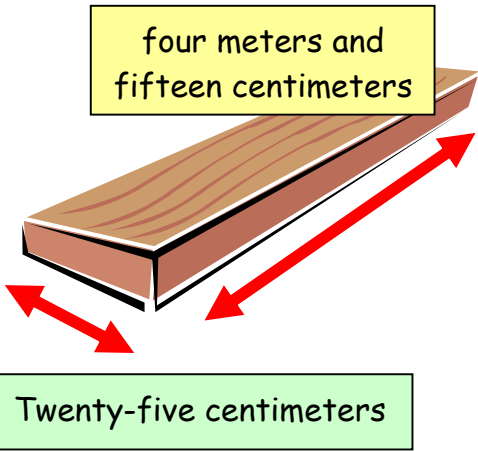


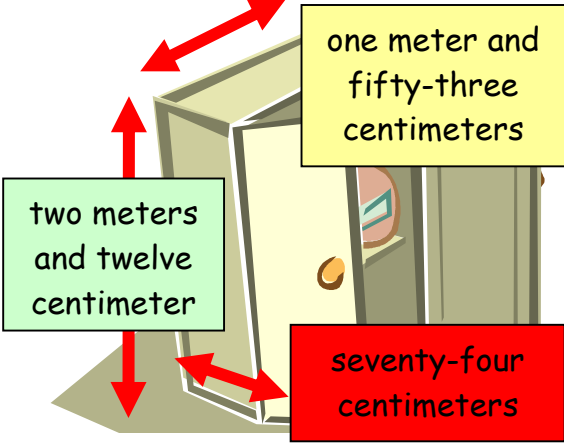
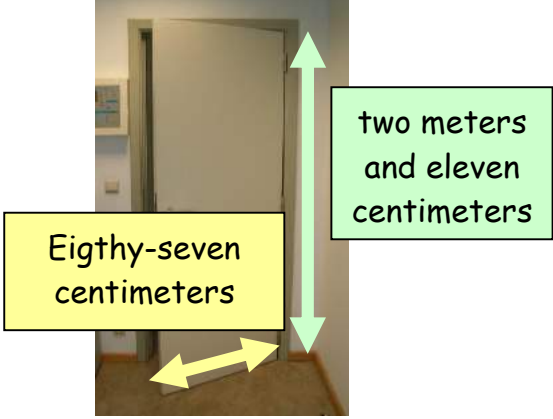
6. Read the question and give the answer

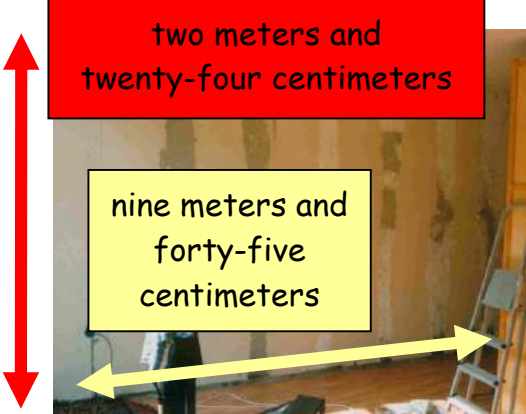
	
<p>How high is the handrail ?</p>	<p>The .....height..... is ...one..... meter and.....fifteen..... centimeters.</p>
	
<p>How high is the formwork ?</p>	<p>The .....height..... is ...one..... meter and .....twenty..... centimeters</p>
	
<p>How long is the ladder ?</p>	<p>The .....height..... is .....five... meters and .....nineteen..... centimeters.</p>

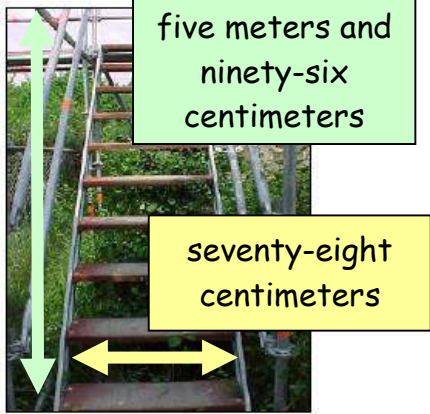
	
<p>How long is the roof ?</p>	<p>The ...length..... is.....thirteen... meters and.....twelve..... centimeters.</p>

7. Write down the correct dimensions

<p>_____length_____</p>	<p>_____length_____</p>
	
<p>_____width_____</p>	<p>_____width_____</p>

_____ width _____	_____ height _____
 <p>two meters and twelve centimeter</p> <p>one meter and fifty-three centimeters</p> <p>seventy-four centimeters</p>	 <p>two meters and eleven centimeters</p> <p>Eighty-seven centimeters</p>
_____ height _____ depth _____	_____ width _____

_____ height _____
 <p>two meters and twenty-four centimeters</p> <p>nine meters and forty-five centimeters</p>
_____ width _____

_____ height _____
 <p>five meters and ninety-six centimeters</p> <p>seventy-eight centimeters</p>
_____ width _____

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. The boss gave you some things to do. Read the instructions.



You don't have to cut the wood for the frame. We already did that.



You can paint piece number 4.



Search for the right material to make the boat out of.



We already made a detail drawing of our project. You don't have to make a new one.



You need to clean up after you finished working.

10 . Is this correct 😊, or is it incorrect ☹️ ?



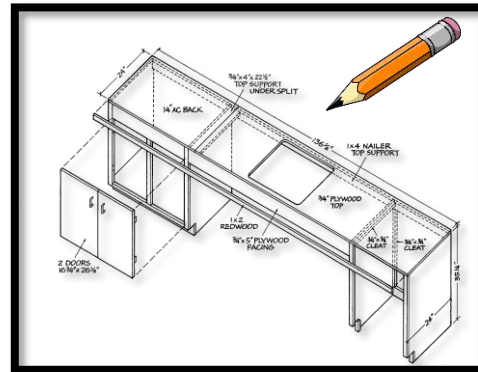
😊 ☹️



😊 ☹️



😊 ☹️



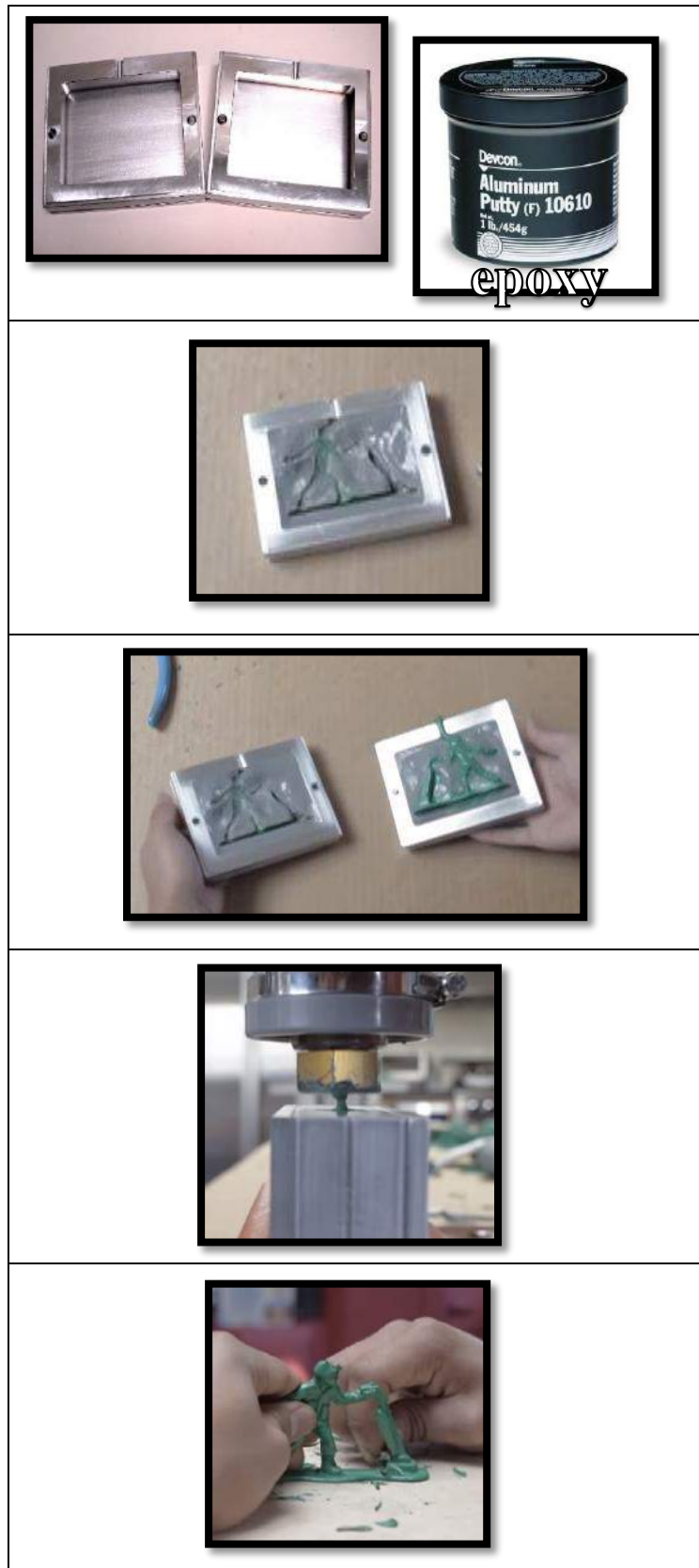
😊 ☹️



😊 ☹️

11. Write down the instructions of the following situation. What do you need to do?

Molding toy soldiers using an epoxy mold



You need a frame that will hold the liquid epoxy until it dries.

You fill one part of the frame with epoxy, place your object and let it dry.

You take out your object and do the same with the other part of the frame.

Now you have two parts that form the new object when put together.

Molten plastic is injected in your epoxy by a machine.

Clean up the edges of your object.

Benefits Of Composites

Composites have permeated our everyday lives: They are used in the cars we drive, golf clubs we swing, pipes that remove wastewater from our neighborhoods and much more. Some applications, such as rocket ships, probably wouldn't get off the ground without composite materials. Composites offer many benefits. Key among them are strength, light weight, corrosion resistance, design flexibility and durability.

Composites are one of the strongest materials around. When you consider the density of the material, composites are much stronger than most other building materials. It's no surprise they are the material of choice for everything from airplanes to automobiles. Composites are anisotropic, meaning the material properties change depending on the placement and number of layers of reinforcement materials – the fibers. This provides engineering flexibility so designers can tailor properties of the final product. When it comes to strength, there are four primary kinds that affect structural design: specific, tensile, shear and compressive strength.

Composites are light in weight compared to most woods and metals. But why is lighter better? Lower weight contributes to fuel efficiency in cars and airplanes. And lighter objects, ranging from utility poles to bridge decks, are easier to transport and install. Composites materials are both strong and light. That's a winning combination. Who wouldn't want to work with a material that's simple to ship and carry? Lightweight composites can save you money and manpower.

Products made from composites provide long-term resistance to severe chemical and temperature environments. Composites are often the material choice for outdoor exposure, chemical handling applications and other severe environments.

A wide range of material combinations can be used in composites, which allows for design flexibility. The materials can be custom tailored to fit unique specifications of each application. Composites also can be easily molded into complicated shapes. Simply put, composites last! Structures made with composites have a long life and require little maintenance. Many products made with composites, such as boats, have been in service for more than half a century. How long do composites last? There is no easy answer. That's because many of the original composite structures put in place more than 50 years ago have not yet come to the end of their lives. Composites hold up well against fatigue and are resistant to environmental factors such as U.V. damage, temperature fluctuations, moisture and chemical exposure. They also require less scheduled and unexpected maintenance.

12. Read the text and answer the questions.

- What are the four types of strength? Explain the difference.

Specific strength

Tensile strength

shear strength

compressive strength

- What are the advantages of light materials?

Lower weight contributes to fuel efficiency in cars and airplanes

They are easier to transport and install

- To which environmental factors are composites resistant ?

U.V. damage, temperature fluctuations, moisture and chemical exposure.

13. When you do your internships, ask if you are allowed to film a little about one machine. The idea is that you film how it works and after that you can edit it at home and explain how it works. You can add text in the video or make an audio file where you explain it.

Some instructions might tell you more about your safety. They are not necessarily words. Safety signs can be used to tell you what to do.

14. Match the rule with the picture. Draw an arrow between the rule and the picture.

Safety rules

rule 1: Always switch of the power when you want to work on a machine. Otherwise you can get electrocuted.

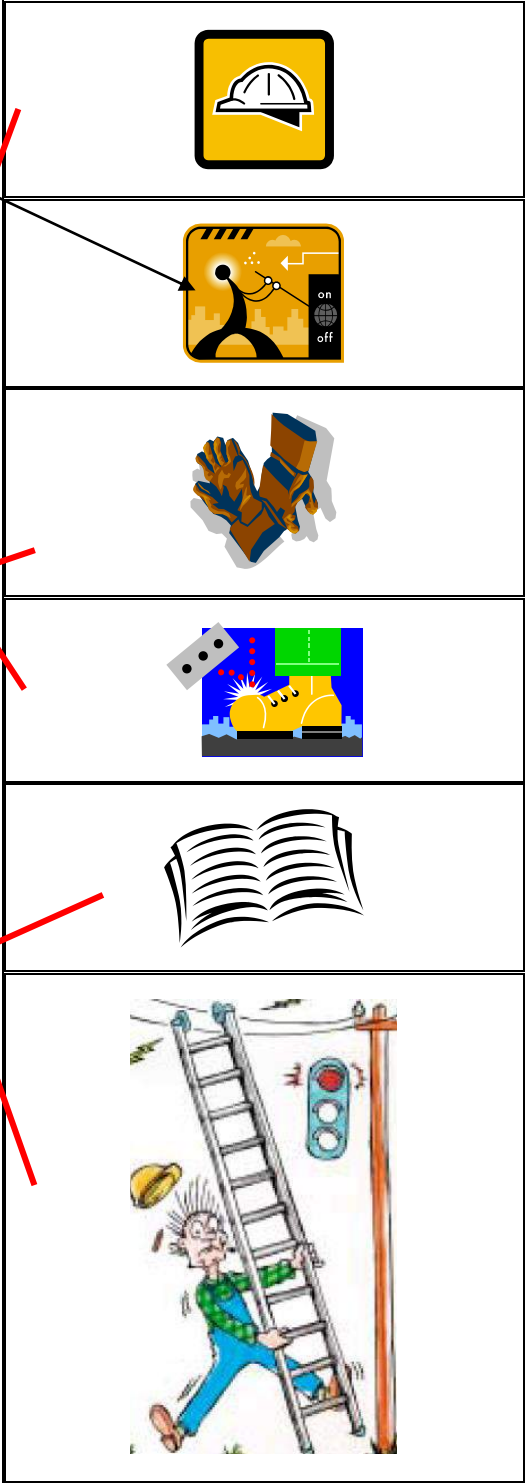
rule 2: It is obliged to wear safety footwear.

rule 3: Never use a metal ladder in a surrounding with electric wires.

rule 4: Always protect your hands. You are obliged to wear safety gloves.

rule 5: Wear a safety helmet when you enter a construction site.

rule 6: Always read the manual and the instructions before you use a machine.



rule 7: Check your tool box before you start working.

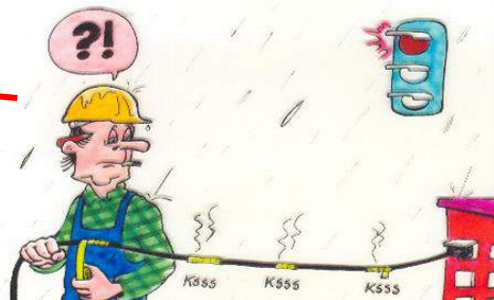
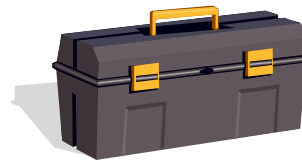
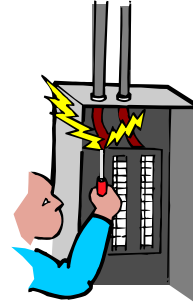
rule 8: Always use safe material, for instance a screwdriver with a plastic handle. Otherwise you can get electrocuted.

rule 9: Always check the safety signs and pictograms.

rule 10: Never pull the cable out of the wall. Unplug it safely.

rule 11: If there is something that you don't understand, ask your boss. Don't take risks.






rule 12: Be careful when you work with electricity when it rains.








14. Find three more safety pictograms that you need in your workfield.

Personal answers of pupils

15. Do you understand these mandatory signs? Choose the correct answer (■).

1. 	<input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear a helmet. <input checked="" type="checkbox"/> You have to wear a helmet.
2. 	<input type="checkbox"/> You have to protect your hands. <input checked="" type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear safety footwear.
3. 	<input type="checkbox"/> You have to wash your hands. <input checked="" type="checkbox"/> You have to wear safety gloves. <input type="checkbox"/> You are not allowed to wear gloves.
4. 	<input type="checkbox"/> You have to protect your eyes. <input type="checkbox"/> You are not allowed to wear safety goggles. <input checked="" type="checkbox"/> You need to wear glasses.
5. 	<input type="checkbox"/> You are not allowed to wash your hands. <input type="checkbox"/> You have to wear gloves. <input checked="" type="checkbox"/> You have to wash your hands.

16. Do the same with these signs.

<p>1. </p>	<p><input checked="" type="checkbox"/> You are not allowed to smoke. <input type="checkbox"/> You are not allowed to make a fire.</p>
<p>2. </p>	<p><input type="checkbox"/> No entry. <input checked="" type="checkbox"/> No entry for unauthorized persons.</p>
<p>3. </p>	<p><input checked="" type="checkbox"/> Do not touch. You can get electrocuted. <input type="checkbox"/> No entrance for electricians.</p>
<p>4. </p>	<p><input checked="" type="checkbox"/> You are not allowed to wear safety gloves. <input type="checkbox"/> You must wear safety gloves.</p>
<p>5. </p>	<p><input checked="" type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.</p>

17. Sometimes things are not clear. You can ask your boss or even colleagues to help you out. When you ask for permission to do something you use **modal verbs**.

We use **can** to ask for permission to do something:

Can I ask a question, please?
Can you help me for a minute?

could is more formal and **polite** than **can**:

Could I ask a question please?
Could you help me for a minute?

may is another **more formal** and polite way of asking for permission:

May I ask a question please?
May I ask you to help me for a minute?

We use **can** to **give** permission:

You can go home now if you like.

You can borrow my screwdriver if you like.

may is a **more formal** and polite way of **giving** permission:

You may go home now, if you like.

We use **can** to say that **someone has permission** to do something:

We can go out whenever we want.

Students **can travel** free.

may is a **more formal** and polite way of saying that **someone has permission**:

Students **may travel** free.

18. When you give strong instructions you can use the following **modal verbs**.

Obligation and necessity

We use **must** to say that it is necessary to do something:

You **must stop** at a red light.

Everyone **must bring** something to eat.

You can wear what you like, but you **must look** neat and tidy.

I'm sorry, but you **mustn't make** a noise in here.

We use **had to** for this if we are talking about the past:

Everyone **had to bring** something to eat.

We could wear what we liked, but we **had to look** neat and tidy.

Sources for the exercises

Exercise 3: Video (terug te vinden op Edpuzzle)

IYRS School of Composites Technology. (2013). Geraadpleegd op 27 december 2015, via <https://www.youtube.com/watch?v=itylfWbhQls>

Exercise 4: inspiratie oefening

Van de Walle, E. (2007). *Oppervlakte berekening*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 6, 7 and 8: inspiratie oefeningen

Melders, S. (2009). *Maten in de bouwsector*. [cursustekst]. VDAB. Geraadpleegd op 22 december 2015

Exercise 9: inspiratie oefening

Van de Walle, E. (2009). *Instructies begrijpen en uitvoeren*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 11: instructie

Molding toy soldiers using an epoxy mold. (z.j.). Geraadpleegd op 27 december 2015, via <http://www.instructables.com/id/Plastic-injection-molding-of-toy-soldiers-using-an/>

Exercise 12: bijhorende tekst

Benefits Of Composites. (z.j.). Geraadpleegd op 27 december 2015, via <http://compositeslab.com/benefits-of-composites/>

Exercise 14: inspiratie oefening

Van de Walle, E. (2009). *De veiligheidsregels van Vonk*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 17: theorie

Modal verbs and their meaning.(z.j.). Geraadpleegd op 23 december 2015, via http://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php

Objectives: D/2015/784/058

Luisteren

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- gebruik maken van aangeboden beeldmateriaal en context,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,
- een eenvoudig woordenboek of woordenlijst raadplegen,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Ondersteunende kennis

De leerlingen kunnen:

2 belangrijke grammaticale constructies, eventueel met behulp van schema's en overzichten inzetten (ET 20),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

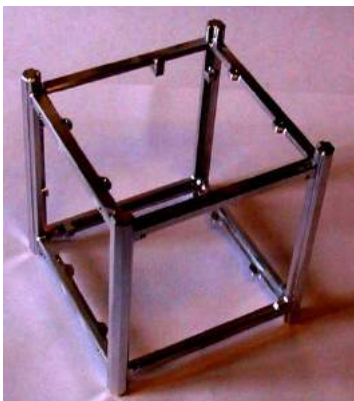
Work field knowledge

1. Before you start with your internships, you need to know the things listed below.
We will talk about:

- Numbers
- Measures and dimensions
- Instructions
- Safety
- Asking for help

one	1	fifteen	15
two	2	sixteen	16
three	3	seventeen	17
four	4	eighteen	18
five	5	nineteen	19
six	6	twenty	20
seven	7	thirty	30
eight	8	forty	40
nine	9	fifty	50
ten	10	sixty	60
eleven	11	seventy	70
twelve	12	eighty	80
thirteen	13	ninety	90
fourteen	14	one hundred	100

2. How many screws would you at least need to make this cube stable?



You need at least eight screws.

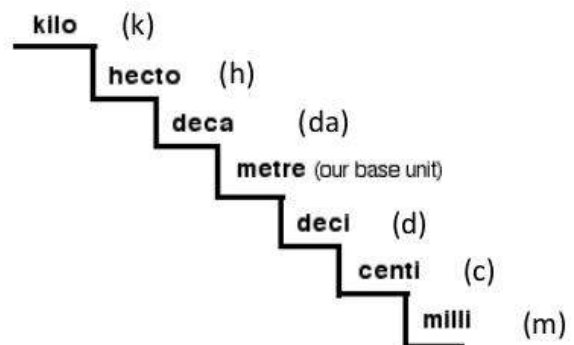
3. Watch the video 'How to lay out..' on EDpuzzle and answer the following questions.

1. What is GFCI-protection?
2. Why do we use this?
3. Do we put the microwave and the refrigerator on the same breaker?

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm

Metric Prefixes and Symbols



The prefixes:

Kilo- = 1000
 Hecto- = 100
 Deca- = 10

Deci- = 0.1
 Centi- = 0.01
 Milli- = 0.001

1 kilometre (km) = 1000 metres (m)

1 hectometre (hm) = 100 metres (m)

1 decametre (dam) = 10 metres (m)



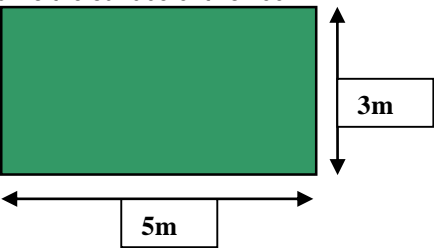
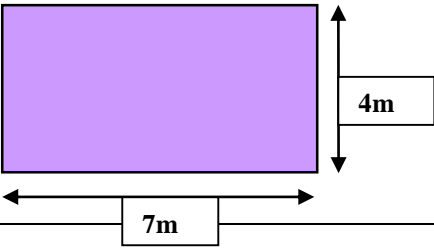
1 metre (m) = 1 metre (m)

1 decimetre (dm) = 0.1 metre (m)

1 centimetre (cm) = 0.01 metre (m)

1 millimetre (mm) = 0.001 metre (m)

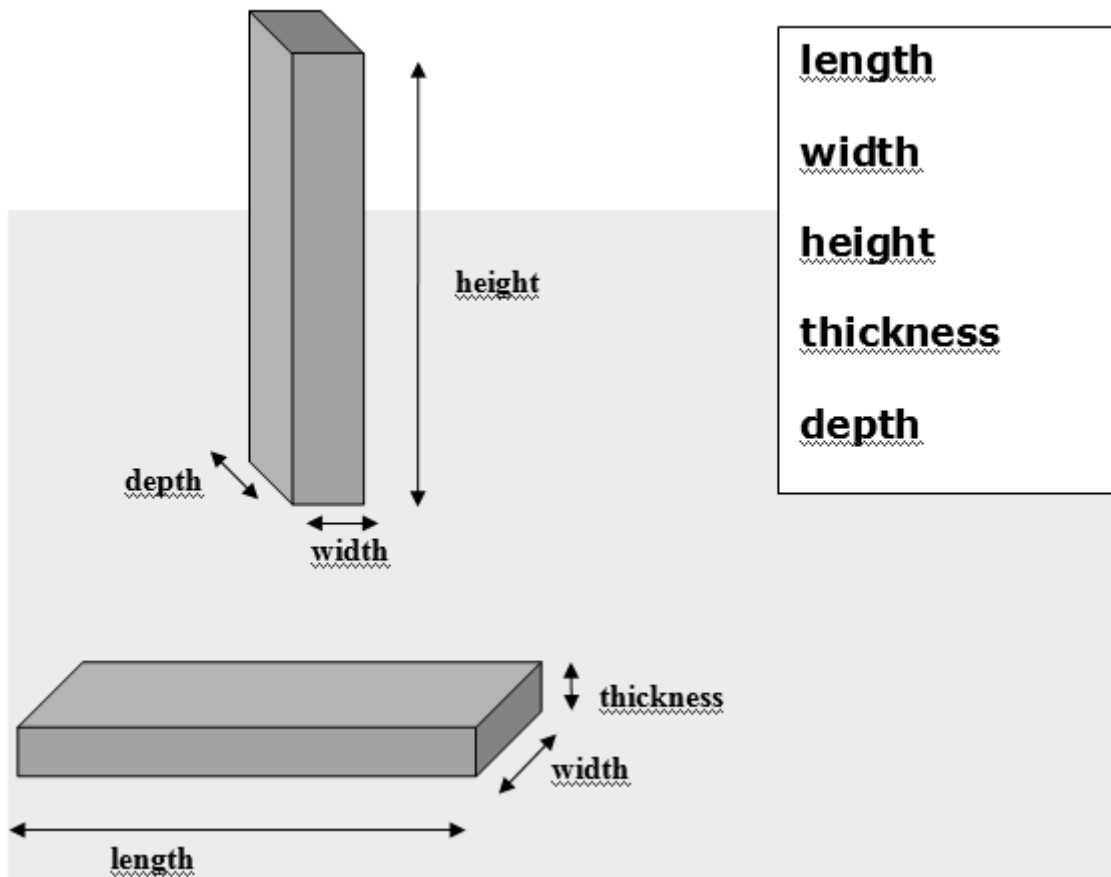
4. Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
<p>You want to know how many tiles you need for a kitchen floor. What do you need to do?</p>	<p>A ruler, a yardstick or a tape measure.</p>
<p>Which tools can you use to take measures?</p>	<p>Calculate the floor's surface.</p>
<p>What is this?</p> 	<p>The tile's width</p>
<p>What is this?</p> 	<p>The tile's width x (=) by the tile's length</p>
<p>How do you calculate the surface of a tile?</p>	<p>The tile's length</p>
<p>How do you read m²?</p>	<p>The surface is 15m².</p>
<p>Which is the surface of this floor?</p> 	<p>The surface is 28m².</p>
<p>Which is the surface of this floor?</p> 	<p>Square meter</p>

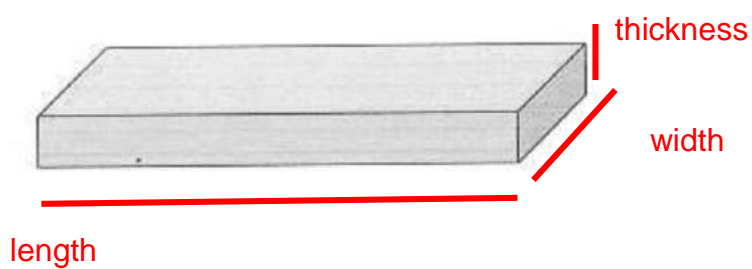
HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

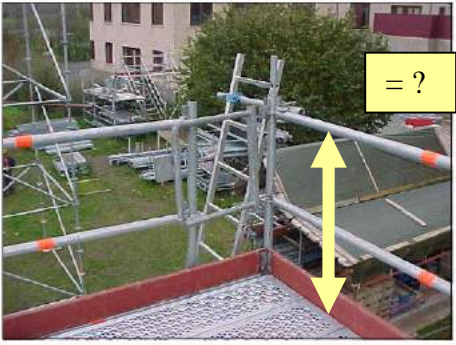
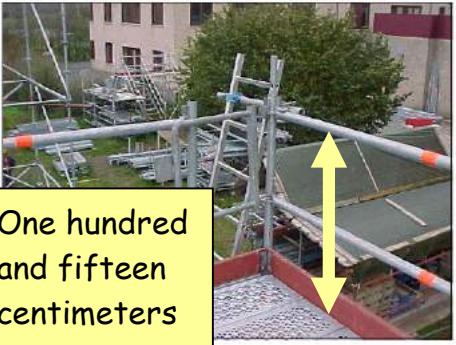

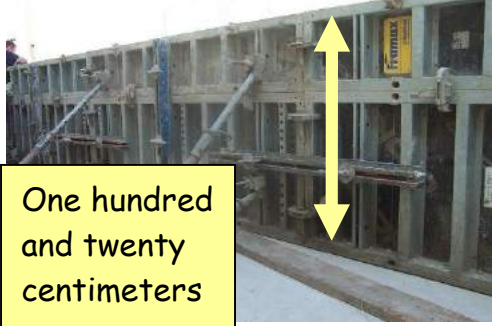
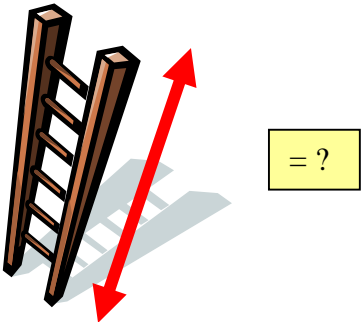
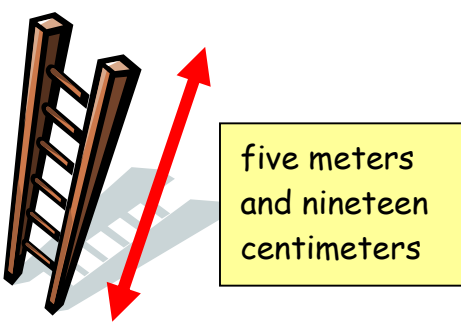
Dimensions

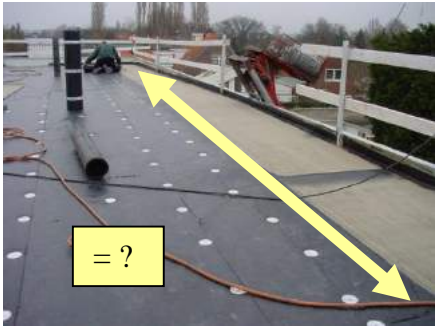
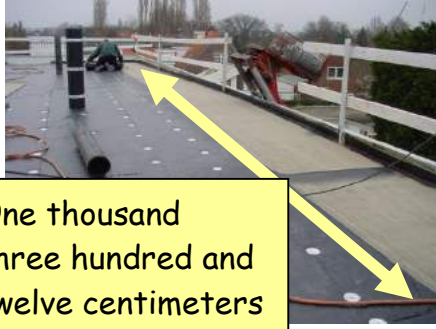


5. Indicate on the illustration: width – thickness – length

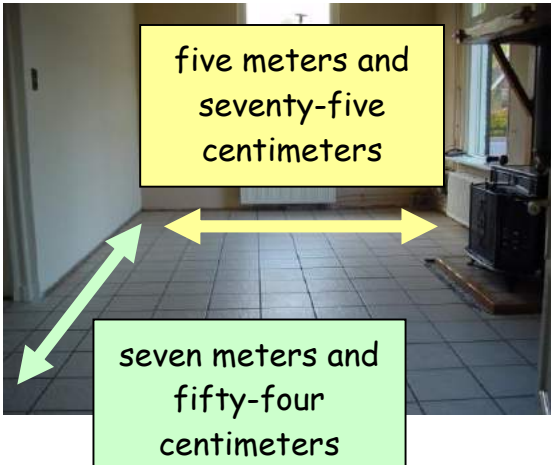
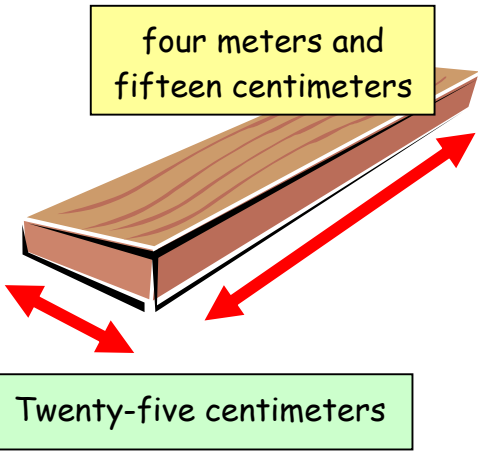


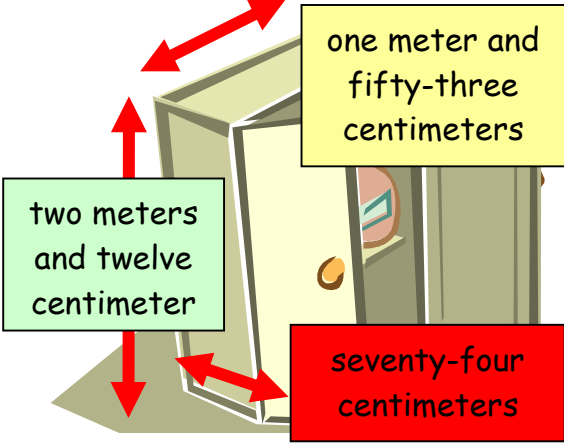
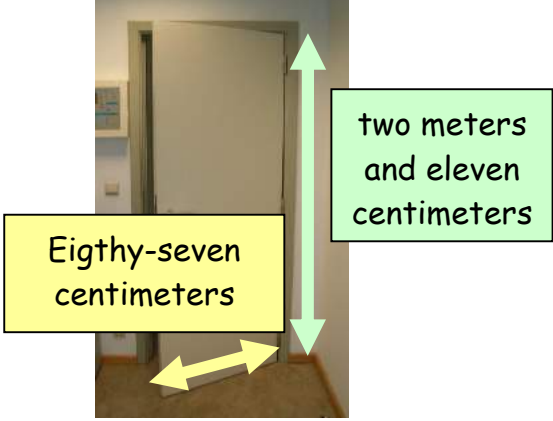
6. Read the question and give the answer

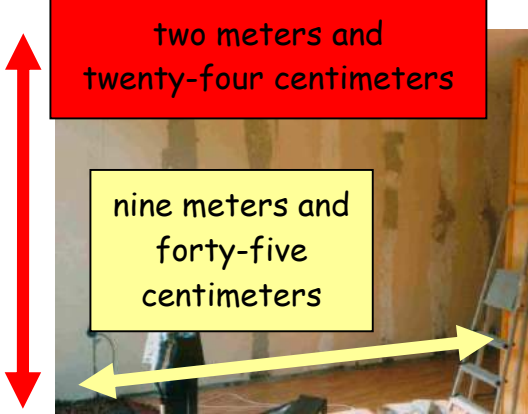
	
<p>How high is the handrail ?</p>	<p>The .....height..... is ...one..... meter and.....fifteen..... centimeters.</p>
	
<p>How high is the formwork ?</p>	<p>The .....height..... is ...one..... meter and .....twenty..... centimeters</p>
	
<p>How long is the ladder ?</p>	<p>The .....height..... is .....five... meters and .....nineteen..... centimeters.</p>

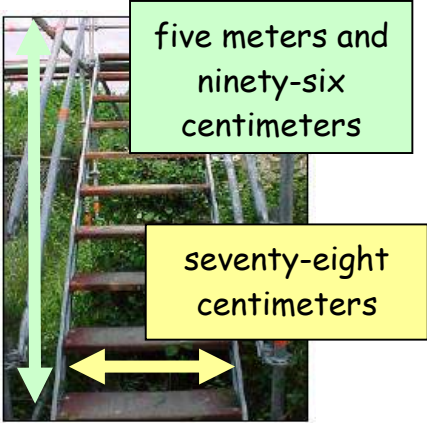
	
<p>How long is the roof ?</p>	<p>The ...length..... is.....thirteen... meters and.....twelve..... centimeters.</p>

7. Write down the correct dimensions

<p>_____length_____</p>	<p>_____length_____</p>
	
<p>_____width_____</p>	<p>_____width_____</p>

_____ width _____	_____ height _____
 <p>Diagram of a door with dimensions:</p> <ul style="list-style-type: none"> Height: two meters and twelve centimeter Width: one meter and fifty-three centimeters Depth: seventy-four centimeters 	 <p>Photograph of a doorway with dimensions:</p> <ul style="list-style-type: none"> Height: two meters and eleven centimeters Width: Eighty-seven centimeters
_____ height _____ depth _____	_____ width _____

_____ height _____
 <p>Photograph of a room with dimensions:</p> <ul style="list-style-type: none"> Height: two meters and twenty-four centimeters Width: nine meters and forty-five centimeters
_____ width _____

_____ height _____
 <p>Photograph of a ladder with dimensions:</p> <ul style="list-style-type: none"> Height: five meters and ninety-six centimeters Width: seventy-eight centimeters
_____ width _____

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

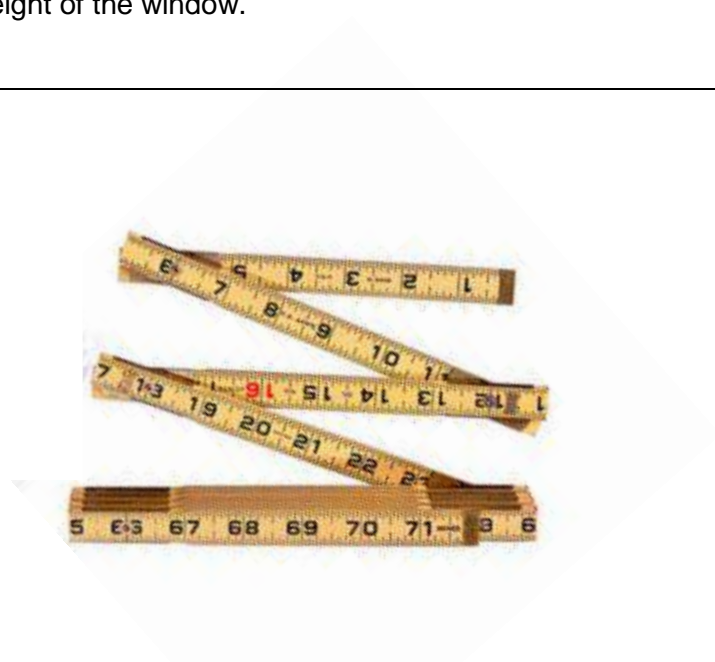
Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. The boss gave you some things to do. Read the instructions.



Wear the correct clothing.



Check if the connection of the wires with the PLC give the outcome that is asked.



Always make sure the circuit breakers are locked in their “disconnected” position when working on an installation.



Pay attention to the plan when working on the fuse box.



You need to clean up after you finished working. Don't leave wires lying around.

10 . Is this correct 😊, or is it incorrect 😞 ?



😊 😞



😊 😞



😊 😞



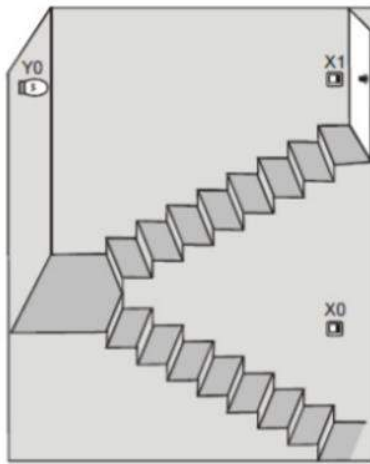
😊 😞



😊 😞

11. Write down what happens in the following situation. What result do I get?

1.2 Block in Parallel Connection



Control Purpose:

- Setting up a lighting system for users to switch on/off the light whether they are at the bottom or the top of the stairs.

Devices:

Device	Function
X0	X0 turns ON when the bottom switch is turned to the right
X1	X1 turns ON when the top switch is turned to the right.
Y1	Stair light

Control Program:



Definition of a PLC

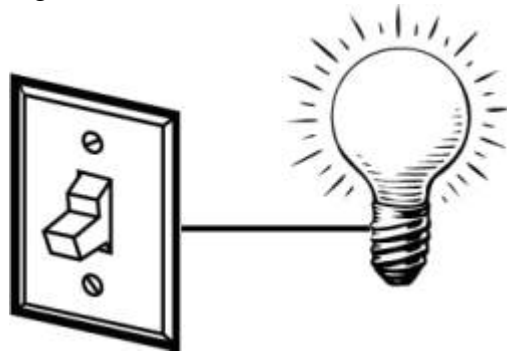
What is a PLC?

A Programmable Logic Controller, or PLC for short, is simply a special computer device used for industrial control systems. They are used in many industries such as oil refineries, manufacturing lines, conveyor systems and so on. Where ever there is a need to control devices the PLC provides a flexible way to "softwire" the components together.

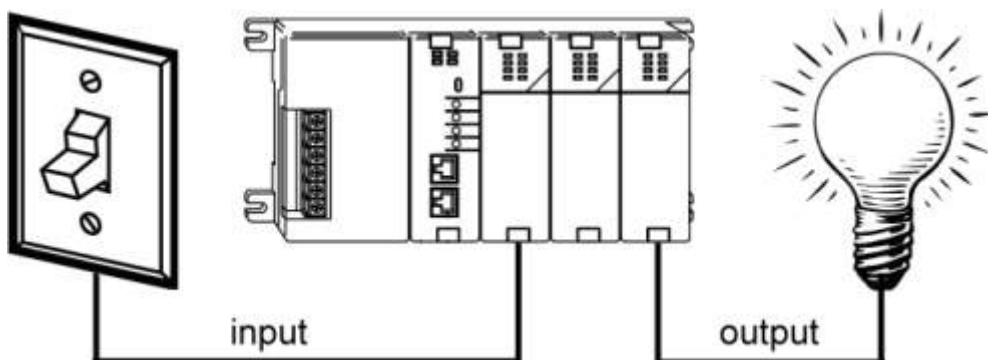
The basic units have a CPU (a computer processor) that is dedicated to run one program that monitors a series of different inputs and logically manipulates the outputs for the desired control. They are meant to be very flexible in how they can be programmed while also providing the advantages of high reliability (no program crashes or mechanical failures), compact and economical over traditional control systems.

A Simple Example

Consider something as simple as a switch that turns on a light. In this system with a flick of the switch the light would turn on or off. Beyond that though there is no more control. If your boss came along and said I want that light to turn on thirty seconds after the switch has been flipped, then you would need to buy a timer and do some rewiring. So it is time, labor and money for any little change.



Now consider the same device with a PLC in the middle. The switch is fed as an input into the PLC and the light is controlled by a PLC output. Implementing a delay in this system is easy since all that needs to be changed is the program in the PLC to use a delay timer.



This is a rather simple example but in a larger system with many switches and lights (and a host of other devices) all interacting with each other this kind of flexibility is not only nice but imperative. Hopefully a light bulb has now turned on over your head.

12. Read the text and answer the questions.

- What does PLC stand for?

A Programmable Logic Controller.

- Why is working with a PLC sometimes easier?

They are meant to be very flexible in how they can be programmed while also providing

the advantages of high reliability (no program crashes or mechanical failures), compact and

economical over traditional control systems.

13. When you do your internships, ask if you are allowed to film a little about one machine. The idea is that you film how it works and after that you can edit it at home and explain how it works. You can add text in the video or make an audio file where you explain it.

Some instructions might tell you more about your safety. They are not necessarily words. Safety signs can be used to tell you what to do.

14. Match the rule with the picture. Draw an arrow between the rule and the picture.

Safety rules

rule 1: Always switch of the power when you want to work on a machine. Otherwise you can get electrocuted.

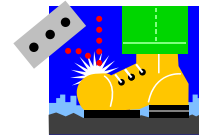
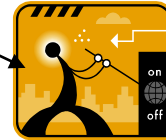
rule 2: It is obliged to wear safety footwear.

rule 3: Never use a metal ladder in a surrounding with electric wires.

rule 4: Always protect your hands. You are obliged to wear safety gloves.

rule 5: Wear a safety helmet when you enter a construction site.

rule 6: Always read the manual and the instructions before you use a machine.



rule 7: Check your tool box before you start working.

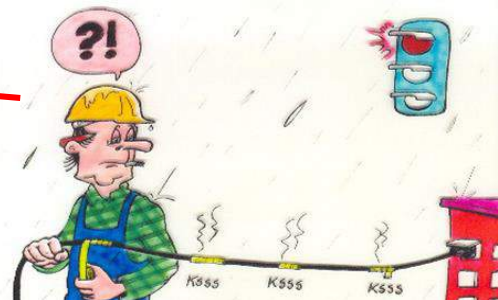
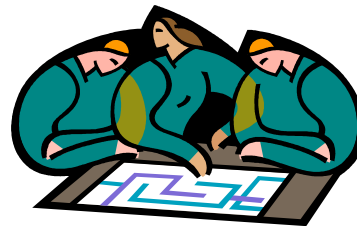
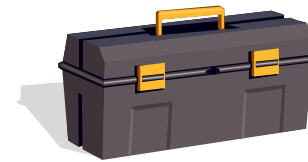
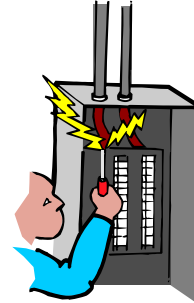
rule 8: Always use safe material, for instance a screwdriver with a plastic handle. Otherwise you can get electrocuted.

rule 9: Always check the safety signs and pictograms.

rule 10: Never pull the cable out of the wall. Unplug it safely.

rule 11: If there is something that you don't understand, ask your boss. Don't take risks.






rule 12: Be careful when you work with electricity when it rains.








14. Find three more safety pictograms that you need in your workfield.

Personal answers of pupils

15. Do you understand these mandatory signs? Choose the correct answer (■).

1. 	<input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear a helmet. <input checked="" type="checkbox"/> You have to wear a helmet.
2. 	<input type="checkbox"/> You have to protect your hands. <input checked="" type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear safety footwear.
3. 	<input type="checkbox"/> You have to wash your hands. <input checked="" type="checkbox"/> You have to wear safety gloves. <input type="checkbox"/> You are not allowed to wear gloves.
4. 	<input type="checkbox"/> You have to protect your eyes. <input type="checkbox"/> You are not allowed to wear safety goggles. <input checked="" type="checkbox"/> You need to wear glasses.
5. 	<input type="checkbox"/> You are not allowed to wash your hands. <input type="checkbox"/> You have to wear gloves. <input checked="" type="checkbox"/> You have to wash your hands.

16. Do the same with these signs.

<p>1. </p>	<p><input checked="" type="checkbox"/> You are not allowed to smoke. <input type="checkbox"/> You are not allowed to make a fire.</p>
<p>2. </p>	<p><input type="checkbox"/> No entry. <input checked="" type="checkbox"/> No entry for unauthorized persons.</p>
<p>3. </p>	<p><input checked="" type="checkbox"/> Do not touch. You can get electrocuted. <input type="checkbox"/> No entrance for electricians.</p>
<p>4. </p>	<p><input checked="" type="checkbox"/> You are not allowed to wear safety gloves. <input type="checkbox"/> You must wear safety gloves.</p>
<p>5. </p>	<p><input checked="" type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.</p>

17. Sometimes things are not clear. You can ask your boss or even colleagues to help you out. When you ask for permission to do something you use **modal verbs**.

We use **can** to ask for permission to do something:

Can I ask a question, please?
Can you help me for a minute?

could is more formal and **polite** than **can**:

Could I ask a question please?
Could you help me for a minute?

may is another **more formal** and polite way of asking for permission:

May I ask a question please?
May I ask you to help me for a minute?

We use **can** to **give** permission:

You can go home now if you like.

You can borrow my screwdriver if you like.

may is a **more formal** and polite way of **giving** permission:

You may go home now, if you like.

We use **can** to say that **someone has permission** to do something:

We can go out whenever we want.

Students **can travel** free.

may is a **more formal** and polite way of saying that **someone has permission**:

Students **may travel** free.

18. When you give strong instructions you can use the following **modal verbs**.

Obligation and necessity

We use **must** to say that it is necessary to do something:

You **must stop** at a red light.

Everyone **must bring** something to eat.

You can wear what you like, but you **must look** neat and tidy.

I'm sorry, but you **mustn't make** a noise in here.

We use **had to** for this if we are talking about the past:

Everyone **had to bring** something to eat.

We could wear what we liked, but we **had to look** neat and tidy.

Sources for the exercises

Exercise 3: Video (terug te vinden op Edpuzzle)

How to Lay Out a Home Electrical Circuit : Electrical Repairs. (2013). Geraadpleegd op 26 december 2015, via https://www.youtube.com/watch?v=pe82jZgmW_0

Exercise 4: inspiratie oefening

Van de Walle, E. (2007). *Oppervlakte berekening*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 6, 7 and 8: inspiratie oefeningen

Melders, S. (2009). *Maten in de bouwsector*. [cursustekst]. VDAB. Geraadpleegd op 22 december 2015

Exercise 9: inspiratie oefening

Van de Walle, E. (2009). *Instructies begrijpen en uitvoeren*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 12: bijhorende tekst

Definition of a PLC. (z.j.). Geraadpleegd op 26 december 2015, via http://www.plcdev.com/definition_of_a_plc

Exercise 14: inspiratie oefening

Van de Walle, E. (2009). *De veiligheidsregels van Vonk*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 17: theorie

Modal verbs and their meaning.(z.j.). Geraadpleegd op 23 december 2015, via http://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php

Objectives: D/2015/784/058

Luisteren

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- gebruik maken van aangeboden beeldmateriaal en context,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,
- een eenvoudig woordenboek of woordenlijst raadplegen,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Ondersteunende kennis

De leerlingen kunnen:

2 belangrijke grammaticale constructies, eventueel met behulp van schema's en overzichten inzetten (ET 20),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

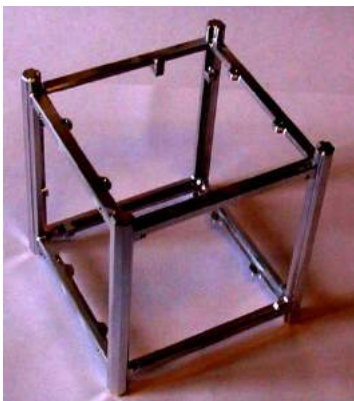
Work field knowledge

1. Before you start with your internships, you need to know the things listed below.
We will talk about:

- Numbers
- Measures and dimensions
- Instructions
- Safety
- Asking for help

one	1	fifteen	15
two	2	sixteen	16
three	3	seventeen	17
four	4	eighteen	18
five	5	nineteen	19
six	6	twenty	20
seven	7	thirty	30
eight	8	forty	40
nine	9	fifty	50
ten	10	sixty	60
eleven	11	seventy	70
twelve	12	eighty	80
thirteen	13	ninety	90
fourteen	14	one hundred	100

2. How many screws would you at least need to make this cube stable?



You need at least eight screws.

3. Watch the video 'How to build accent tables' on EDpuzzle and answer the following questions.

How many side pieces do you need?
 You need four side pieces.

How many back pieces do you need?
 You need 2 back pieces.

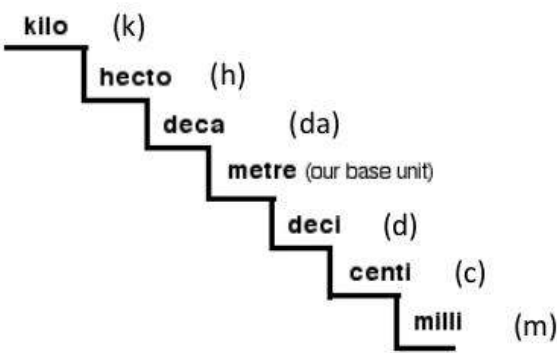
You need four screws per leg. How many do you need for the legs in total?
 You need 16 screws.

How many cleats do you need?
 You need 11 cleats.

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm



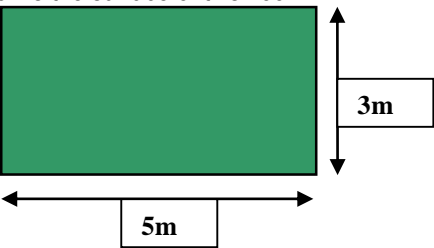
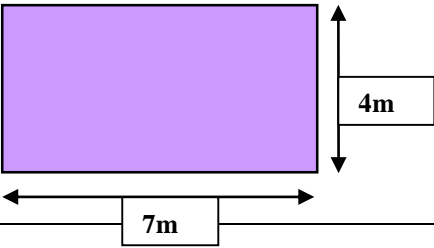
Metric Prefixes and Symbols



The prefixes:

Kilo-	=	1000	1 kilometre (km) = 1000 metres (m)
Hecto-	=	100	1 hectometre (hm) = 100 metres (m)
Deca-	=	10	1 decametre (dam) = 10 metres (m)
			1 metre (m) = 1 metre (m)
Deci-	=	0.1	1 decimetre (dm) = 0.1 metre (m)
Centi-	=	0.01	1 centimetre (cm) = 0.01 metre (m)
Milli-	=	0.001	1 millimetre (mm) = 0.001 metre (m)

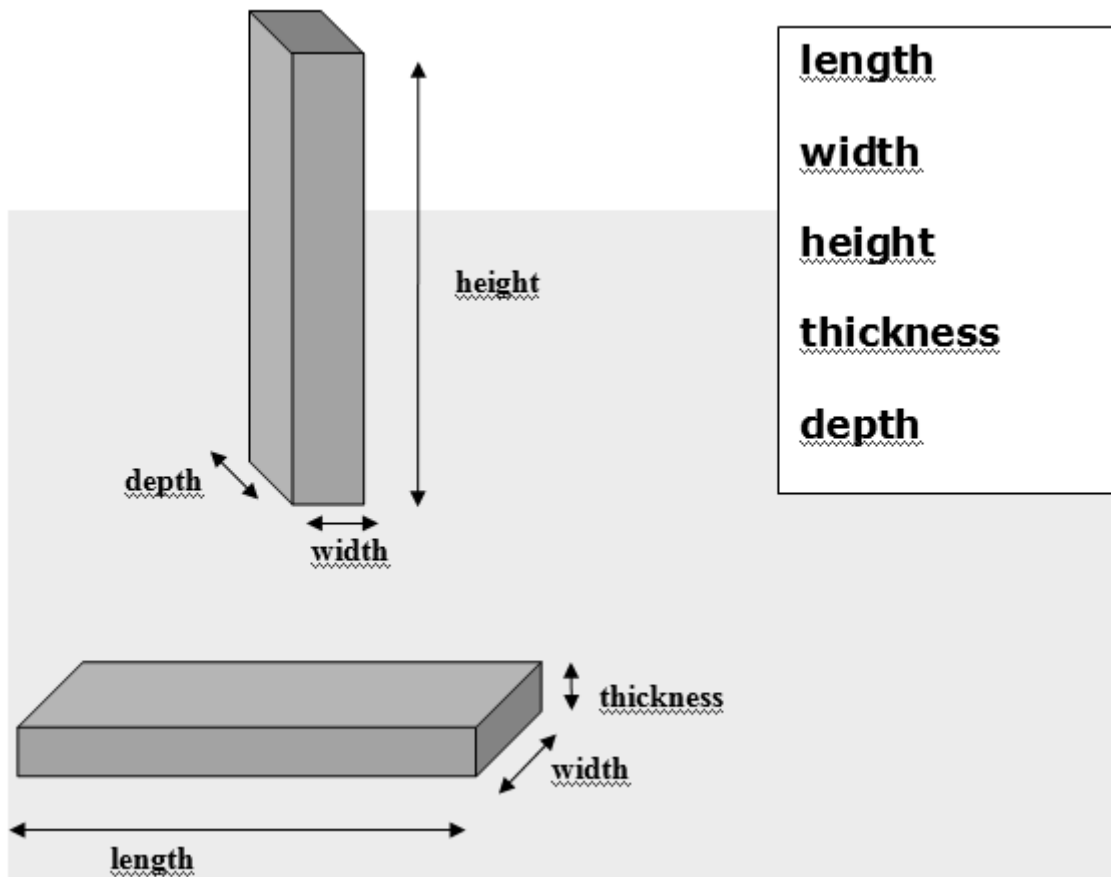
Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
<p>You want to know how many tiles you need for a kitchen floor. What do you need to do?</p>	<p>A ruler, a yardstick or a tape measure.</p>
<p>Which tools can you use to take measures?</p>	<p>Calculate the floor's surface.</p>
<p>What is this?</p> 	<p>The tile's width</p>
<p>What is this?</p> 	<p>The tile's width x (=) by the tile's length</p>
<p>How do you calculate the surface of a tile?</p>	<p>The tile's length</p>
<p>How do you read m²?</p>	<p>The surface is 15m².</p>
<p>Which is the surface of this floor?</p> 	<p>The surface is 28m².</p>
<p>Which is the surface of this floor?</p> 	<p>Square meter</p>

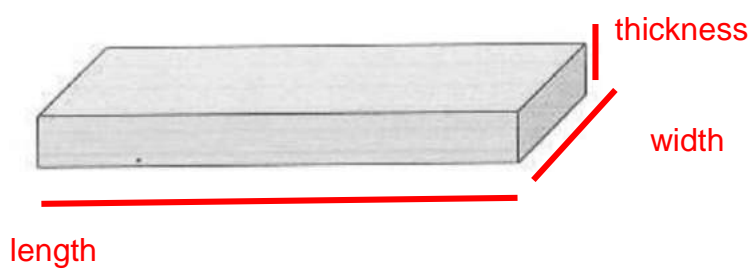
HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

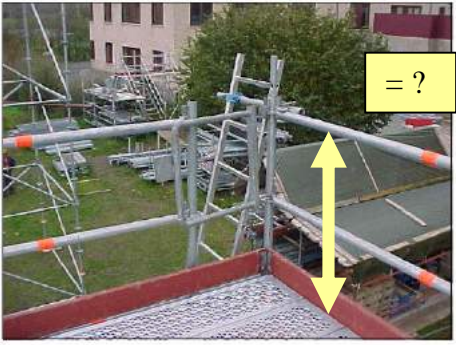
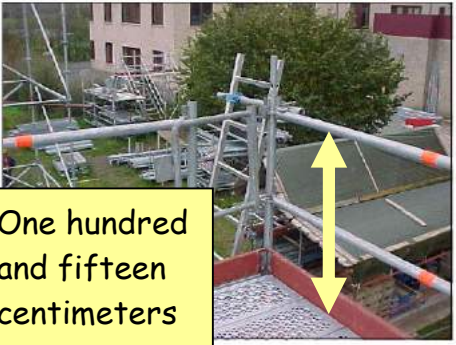

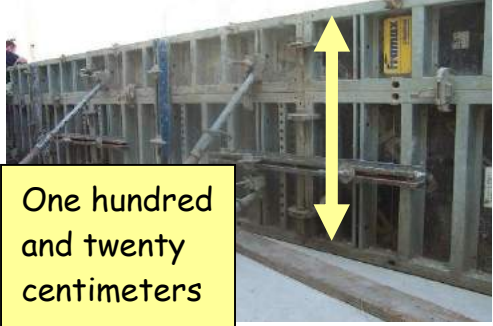
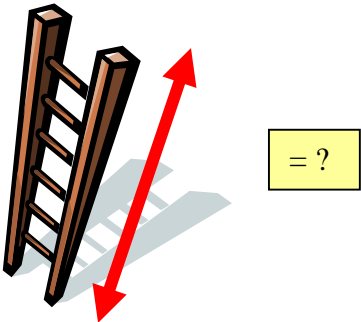
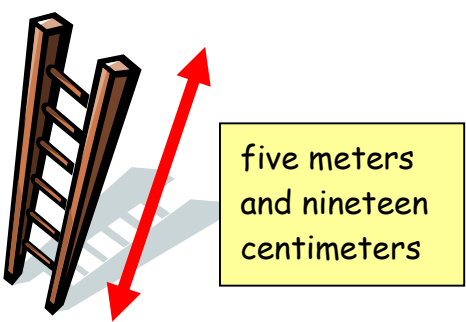
Dimensions

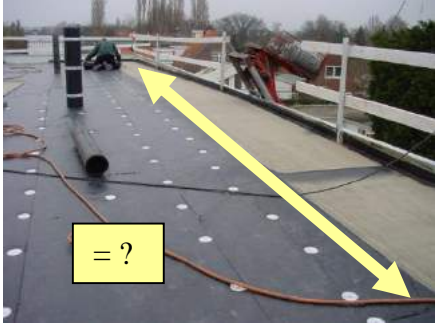
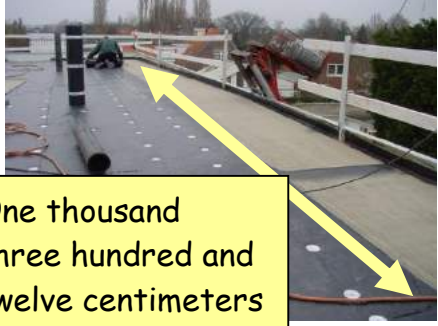


5. Indicate on the illustration: width – thickness – length

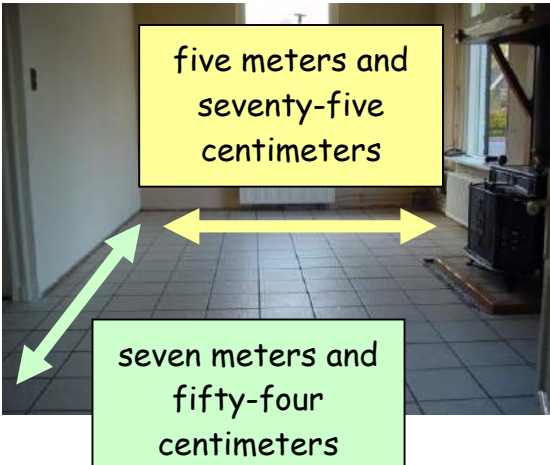
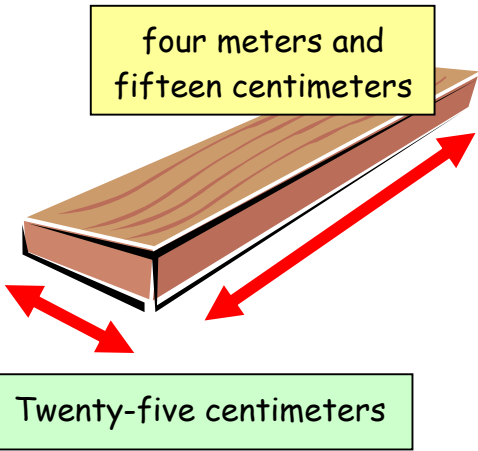


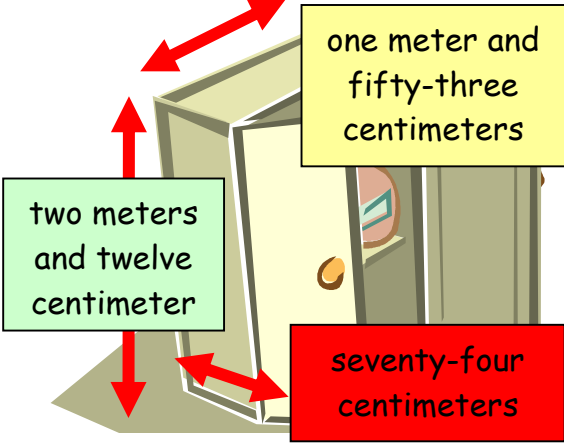
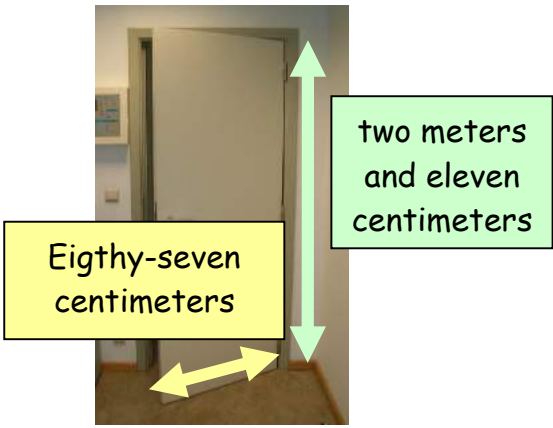
6. Read the question and give the answer

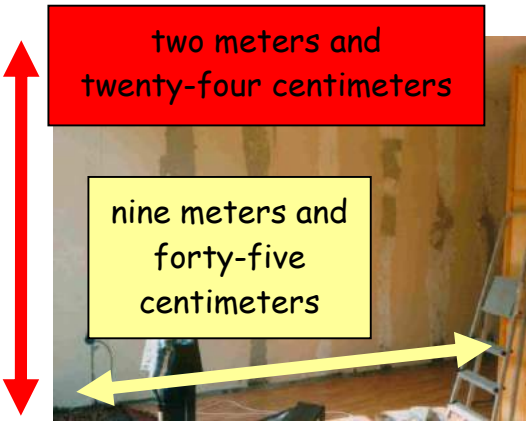
	
<p>How high is the handrail ?</p>	<p>The .....height..... is ...one..... meter and.....fifteen..... centimeters.</p>
	
<p>How high is the formwork ?</p>	<p>The .....height..... is ...one..... meter and .....twenty..... centimeters</p>
	
<p>How long is the ladder ?</p>	<p>The .....height..... is .....five... meters and .....nineteen..... centimeters.</p>

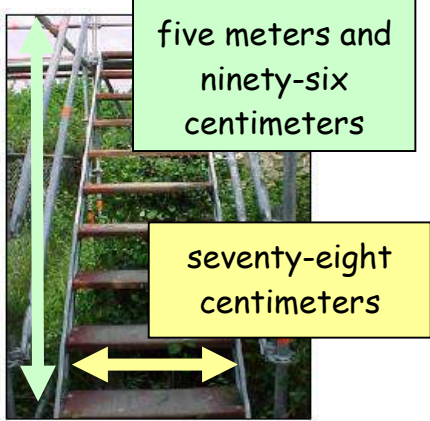
	
<p>How long is the roof ?</p>	<p>The ...length..... is.....thirteen... meters and.....twelve..... centimeters.</p>

7. Write down the correct dimensions

<p>_____length_____</p>	<p>_____length_____</p>
	
<p>_____width_____</p>	<p>_____width_____</p>

_____ width _____	_____ height _____
 <p>Diagram of a door with dimensions:</p> <ul style="list-style-type: none"> Height: two meters and twelve centimeter Width: one meter and fifty-three centimeters Depth: seventy-four centimeters 	 <p>Photograph of a doorway with dimensions:</p> <ul style="list-style-type: none"> Height: two meters and eleven centimeters Width: Eighty-seven centimeters
_____ height _____ depth _____	_____ width _____

_____ height _____
 <p>Photograph of a room with dimensions:</p> <ul style="list-style-type: none"> Height: two meters and twenty-four centimeters Width: nine meters and forty-five centimeters
_____ width _____

_____ height _____
 <p>Photograph of a ladder with dimensions:</p> <ul style="list-style-type: none"> Height: five meters and ninety-six centimeters Width: seventy-eight centimeters
_____ width _____

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

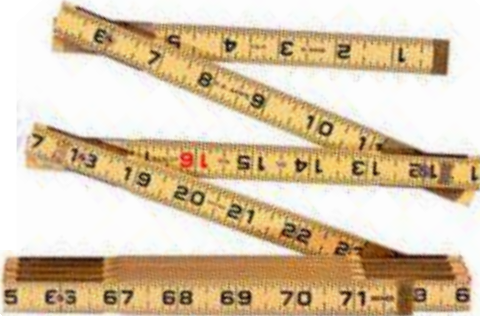
Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. You have just followed instructions. That can also happen when your boss is not around. Maybe he / she or even your client can write down your tasks.

Today you will work for Joris' house. Joris is renewing his home. Joris he wrote you a letter with instructions.

- * *Renew the staircase.*
- * *You don't have to make a detail drawing. We have one.*
- * *Keep the old doors because my friend Eddy wants to buy them.*
- * *You don't need to clean the floor.*
- * *Don't switch on the heat.*
- * *You can't use the toilet. It is broken.*

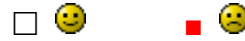
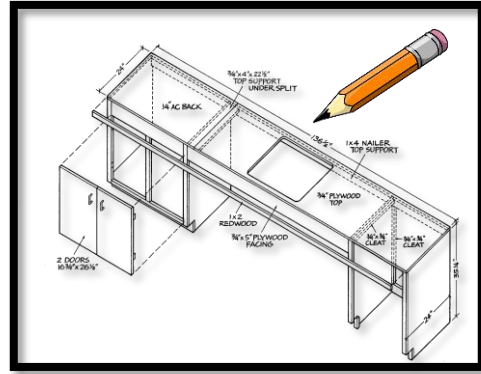
10 . Is this correct 😊, or is it incorrect 😞 ?



😊 😞



😊 😞



11. Write down the instructions of the following situation. What do you need to do?



Take the band saw blade in the middle. (fingers inwards)

Place your foot on top of the band saw blade.

Push your thumbs inwards.

Push the band saw blade down.

Cross your hands.

Put the band saw blade on the ground.

The circles will adjust themselves.

Safety in the woodworking industry

The following information explains some of the hazards and risks that are typical of most woodworking premises. It is not a complete description and the hazards and risks will vary depending on your own particular business.

Woodworking machines

There are more accidents at woodworking machines than at any other type of machine. Woodworking machines often have high-speed cutters which cannot be totally enclosed. Most accidents happen at circular saws, planing machines, vertical spindle-moulding machines and band saws.

The simple steps given below will help to prevent accidents at woodworking machines.

- Make sure that employees are fully trained before they are allowed to work unsupervised at any woodworking machine.
- Check that guards and other safety devices are provided and used.
- Use a power-feed tool to feed wood into the machine whenever possible. If feeding the wood into the machine by hand, use well-designed push-sticks or jigs.
- Make sure that machine controls are labelled, conveniently positioned and well maintained.
- Switch off machines when they are not being used.
- Isolate machines from the electrical supply before changing cutters or carrying out maintenance work.
- To prevent slips and trips, keep the working area around machines clear of obstructions and floors free from loose materials such as chippings or waste wood. Keeping the workshop clean will also reduce the risk of fire or explosion.
- Make sure there is good lighting and heating.
- Provide and maintain a suitable system for collecting wood dust.
- Encourage employees to report any faults with machines or processes to their supervisor.

Noise

Some of the noisiest working environments are found in the woodworking industry. Over time, very loud noise from machinery in a workshop can seriously damage your hearing. Very loud noise can also make talking to other people difficult and you may not hear warning noises (for example fire alarms and reversing vehicles).

As a simple guide, you will probably need to do something about noise levels in the workplace if your employees have to raise their voices to carry out a normal conversation when they are about two metres apart. For more information, read 'Noise at woodworking machines' woodworking information sheet (WIS) number 13. You can get this from HSE's website at www.hse.gov.uk/pubns/wis13.pdf

12. Read the text and answer the questions.

- Why are there more accidents

These machines often have high-speed cutters which cannot be totally enclosed.

- Why are loud noises from machines bad?

It can damage your hearing.

13. When you do your internships, ask if you are allowed to film a little about one machine. The idea is that you film how it works and after that you can edit it at home and explain how it works. You can add text in the video or make an audio file where you explain it.

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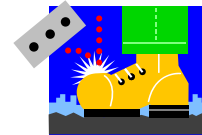
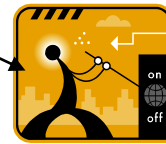
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rule 6: Always read the manual and the instructions before you use a machine.



rule 7: Check your tool box before you start working.

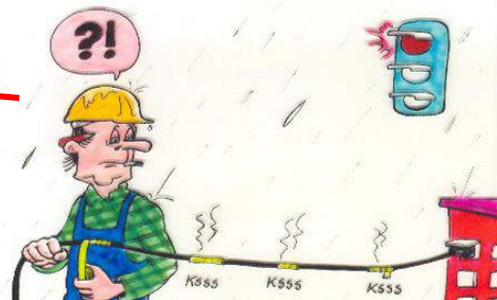
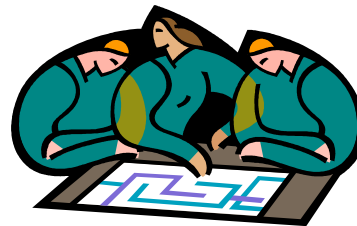
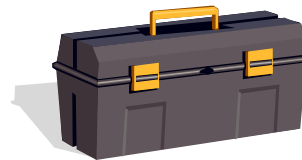
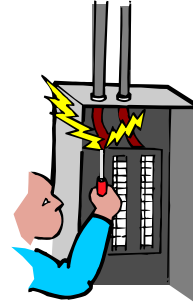
rule 8: Always use safe material, for instance a screwdriver with a plastic handle. Otherwise you can get electrocuted.

rule 9: Always check the safety signs and pictograms.

rule 10: Never pull the cable out of the wall. Unplug it safely.

rule 11: If there is something that you don't understand, ask your boss. Don't take risks.






rule 12: Be careful when you work with electricity when it rains.








14. Find three more safety pictograms that you need in your workfield.

Personal answers of pupils

15. Do you understand these mandatory signs? Choose the correct answer (■).

1.		<input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear a helmet. <input checked="" type="checkbox"/> You have to wear a helmet.
2.		<input type="checkbox"/> You have to protect your hands. <input checked="" type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear safety footwear.
3.		<input type="checkbox"/> You have to wash your hands. <input checked="" type="checkbox"/> You have to wear safety gloves. <input type="checkbox"/> You are not allowed to wear gloves.
4.		<input type="checkbox"/> You have to protect your eyes. <input type="checkbox"/> You are not allowed to wear safety goggles. <input checked="" type="checkbox"/> You need to wear glasses.
5.		<input type="checkbox"/> You are not allowed to wash your hands. <input type="checkbox"/> You have to wear gloves. <input checked="" type="checkbox"/> You have to wash your hands.

16. Do the same with these signs.

<p>1. </p>	<p><input checked="" type="checkbox"/> You are not allowed to smoke. <input type="checkbox"/> You are not allowed to make a fire.</p>
<p>2. </p>	<p><input type="checkbox"/> No entry. <input checked="" type="checkbox"/> No entry for unauthorized persons.</p>
<p>3. </p>	<p><input checked="" type="checkbox"/> Do not touch. You can get electrocuted. <input type="checkbox"/> No entrance for electricians.</p>
<p>4. </p>	<p><input checked="" type="checkbox"/> You are not allowed to wear safety gloves. <input type="checkbox"/> You must wear safety gloves.</p>
<p>5. </p>	<p><input checked="" type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.</p>

17. Sometimes things are not clear. You can ask your boss or even colleagues to help you out. When you ask for permission to do something you use **modal verbs**.

We use **can** to ask for permission to do something:

Can I ask a question, please?
Can you help me for a minute?

could is more formal and **polite** than **can**:

Could I ask a question please?
Could you help me for a minute?

may is another **more formal** and polite way of asking for permission:

May I ask a question please?
May I ask you to help me for a minute?

We use **can** to **give** permission:

You can go home now if you like.

You can borrow my screwdriver if you like.

may is a **more formal** and polite way of **giving** permission:

You may go home now, if you like.

We use **can** to say that **someone has permission** to do something:

We can go out whenever we want.

Students **can travel** free.

may is a **more formal** and polite way of saying that **someone has permission**:

Students **may travel** free.

18. When you give strong instructions you can use the following **modal verbs**.

Obligation and necessity

We use **must** to say that it is necessary to do something:

You **must stop** at a red light.

Everyone **must bring** something to eat.

You can wear what you like, but you **must look** neat and tidy.

I'm sorry, but you **mustn't make** a noise in here.

We use **had to** for this if we are talking about the past:

Everyone **had to bring** something to eat.

We could wear what we liked, but we **had to look** neat and tidy.

Sources for the exercises

Exercise 3: Video (terug te vinden op Edpuzzle)

How to Build Accent Tables. (2015). Geraadpleegd op 28 december 2015, via <https://www.youtube.com/watch?v=3DOAUZAD1rk>

Exercise 4: inspiratie oefening

Van de Walle, E. (2007). *Oppervlakte berekening*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 6, 7 and 8: inspiratie oefeningen

Melders, S. (2009). *Maten in de bouwsector*. [cursustekst]. VDAB. Geraadpleegd op 22 december 2015

Exercise 9 and 10: inspiratie oefening

Van de Walle, E. (2009). *Instructies begrijpen en uitvoeren*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 11: bijhorende afbeelding

De Ceukelaire, E. (Red.). (2003). *Machinale houtbewerking: deel 1*. [handouts]. Geraadpleegd op 28 december 2015, via http://ffc.constructiv.be/~media/Files/Shared/FVB/Hout/NL/Mach_houtbework_1_NL_for_web.pdf

Exercise 12: bijhorende tekst

Health and safety in the woodworking industry. (z.j.). Geraadpleegd op 28 december 2015, via <http://www.hse.gov.uk/woodworking/>

Exercise 14: inspiratie oefening

Van de Walle, E. (2009). *De veiligheidsregels van Vonk*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 17: theorie

Modal verbs and their meaning. (z.j.). Geraadpleegd op 23 december 2015, via http://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php

Objectives: D/2015/784/058

Luisteren

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- gebruik maken van aangeboden beeldmateriaal en context,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,
- een eenvoudig woordenboek of woordenlijst raadplegen,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Ondersteunende kennis

De leerlingen kunnen:

2 belangrijke grammaticale constructies, eventueel met behulp van schema's en overzichten inzetten (ET 20),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



TECHNISCH INSTITUUT HEILIG HART
Kleine Broomstraat 5
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Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: 1
Name:
Class: **Number:**
Date:.....

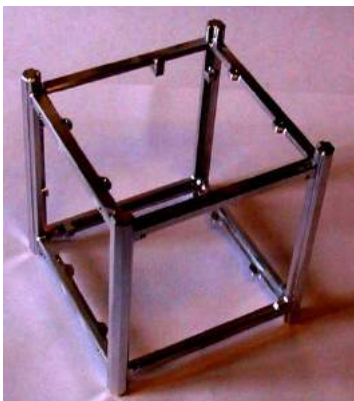
Work field knowledge

1. Before you start with your internships, you need to know the things listed below.
We will talk about:

- Numbers
- Measures and dimensions
- Instructions
- Safety
- Asking for help

one	1	fifteen	15
two	2	sixteen	16
three	3	seventeen	17
four	4	eighteen	18
five	5	nineteen	19
six	6	twenty	20
seven	7	thirty	30
eight	8	forty	40
nine	9	fifty	50
ten	10	sixty	60
eleven	11	seventy	70
twelve	12	eighty	80
thirteen	13	ninety	90
fourteen	14	one hundred	100

2. How many screws would you at least need to make this cube stable?



You need at least eight screws.

3. Watch the video 'How to build accent tables' on EDpuzzle and answer the following questions.

How many side pieces do you need?
 You need four side pieces.

How many back pieces do you need?
 You need 2 back pieces.

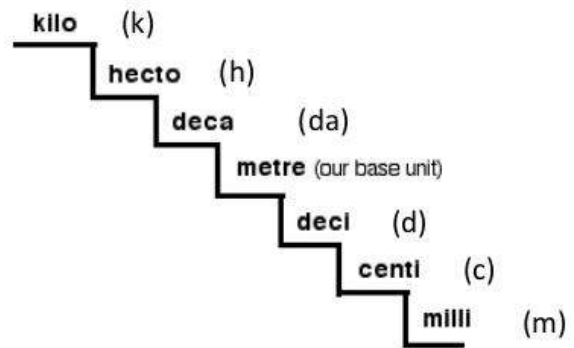
You need four screws per leg. How many do you need for the legs in total?
 You need 16 screws.

How many cleats do you need?
 You need 11 cleats.

Measures and dimensions

Kilometre:	km
Hectometre:	hm
Decametre:	dam
Metre:	m
Decimetre:	dm
Centimetre:	cm
Millimetre:	mm

Metric Prefixes and Symbols



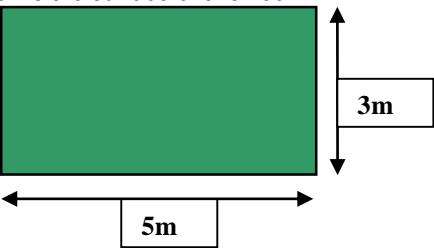
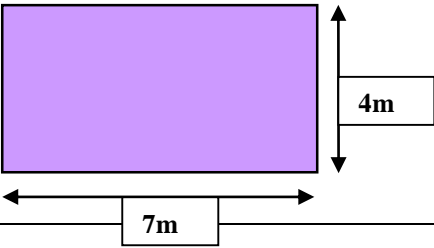


The prefixes:

Kilo-	=	1000
Hecto-	=	100
Deca-	=	10
Deci-	=	0.1
Centi-	=	0.01
Milli-	=	0.001

1 kilometre (km)	=	1000 metres (m)
1 hectometre (hm)	=	100 metres (m)
1 decametre (dam)	=	10 metres (m)
1 metre (m)	=	1 metre (m)
1 decimetre (dm)	=	0.1 metre (m)
1 centimetre (cm)	=	0.01 metre (m)
1 millimetre (mm)	=	0.001 metre (m)

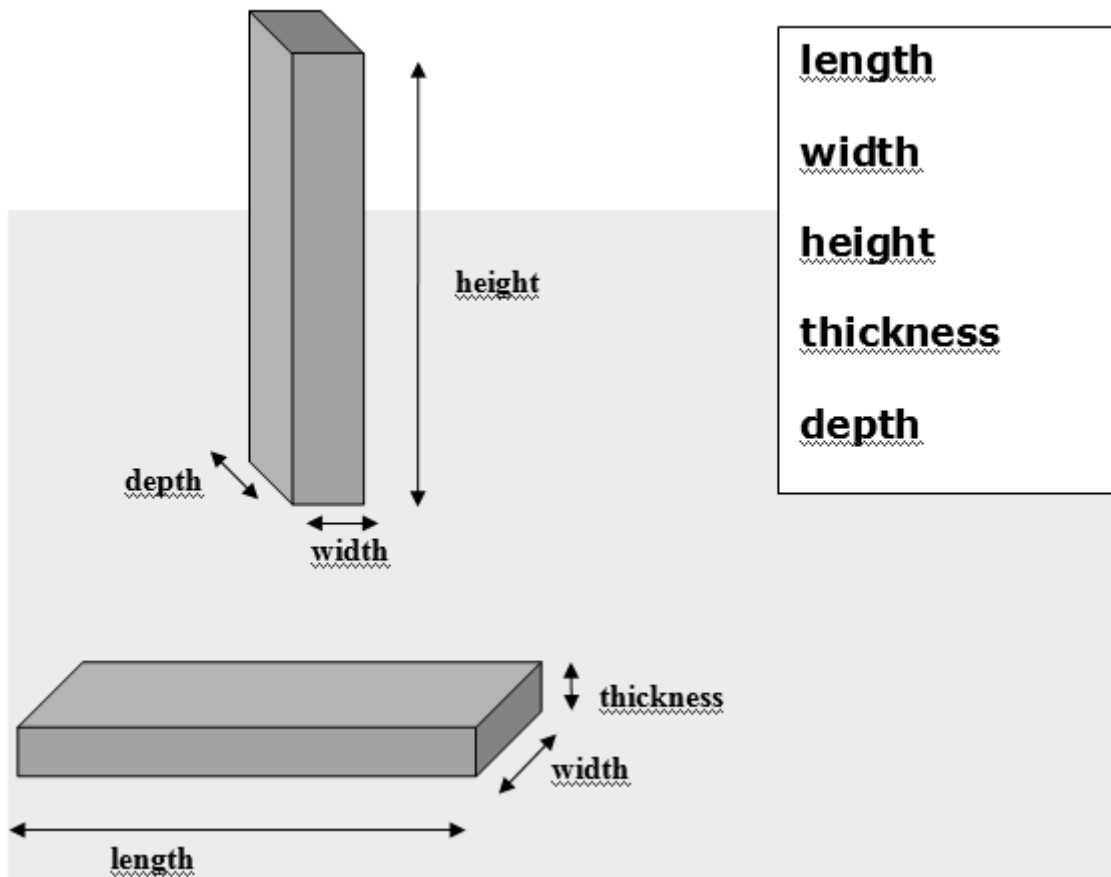
Connect every question with the right answer. You may use your calculator or your cell phone.

Questions	Answers
<p>You want to know how many tiles you need for a kitchen floor. What do you need to do?</p>	<p>A ruler, a yardstick or a tape measure.</p>
<p>Which tools can you use to take measures?</p>	<p>Calculate the floor's surface.</p>
<p>What is this?</p> 	<p>The tile's width</p>
<p>What is this?</p> 	<p>The tile's width x (=) by the tile's length</p>
<p>How do you calculate the surface of a tile?</p>	<p>The tile's length</p>
<p>How do you read m²?</p>	<p>The surface is 15m².</p>
<p>Which is the surface of this floor?</p> 	<p>The surface is 28m².</p>
<p>Which is the surface of this floor?</p> 	<p>Square meter</p>

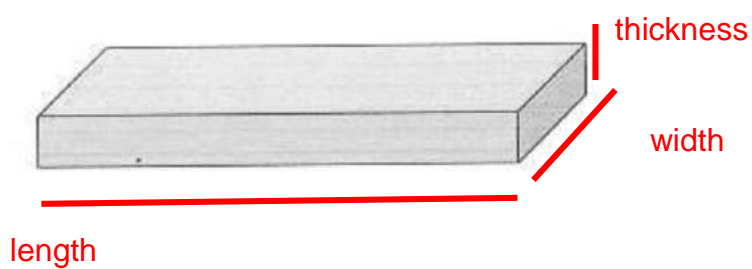
HOW LONG IS?
HOW WIDE IS?
HOW HIGH IS?
HOW THICK IS?
HOW DEEP IS?

THE LENGTH IS...
THE WIDTH IS...
THE HEIGHT IS ...
THE THICKNESS IS...
THE DEPTH IS...

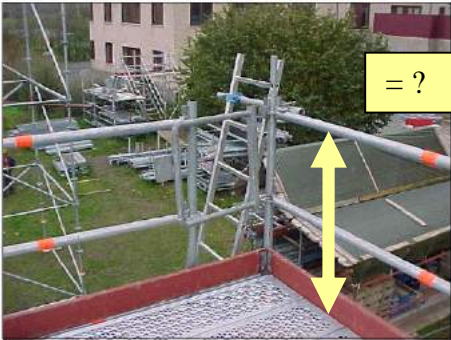
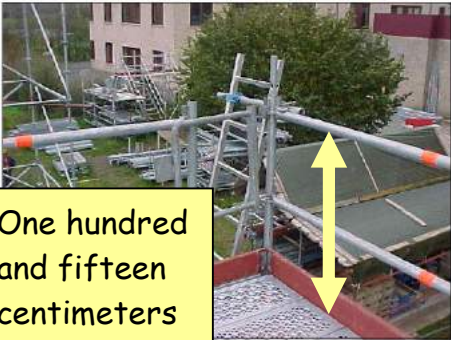

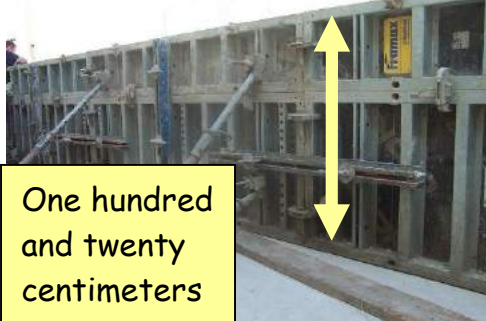
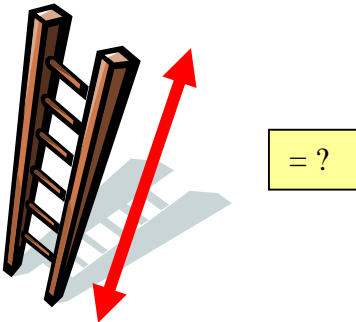
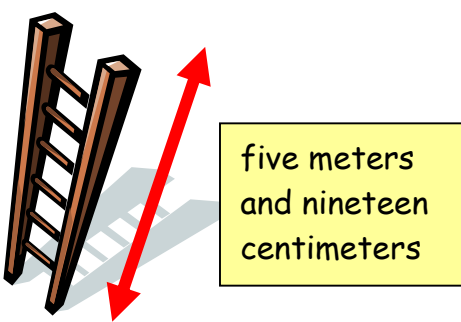
Dimensions

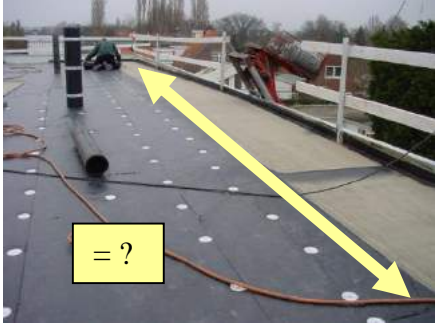
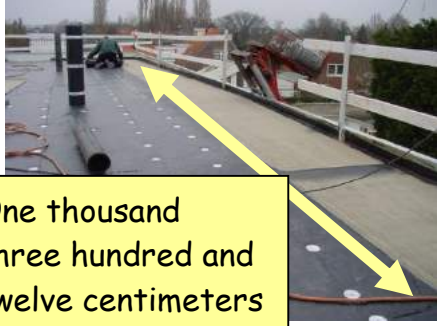


5. Indicate on the illustration: width – thickness – length

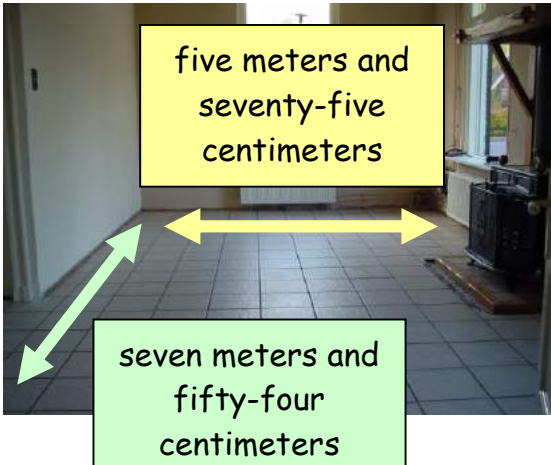
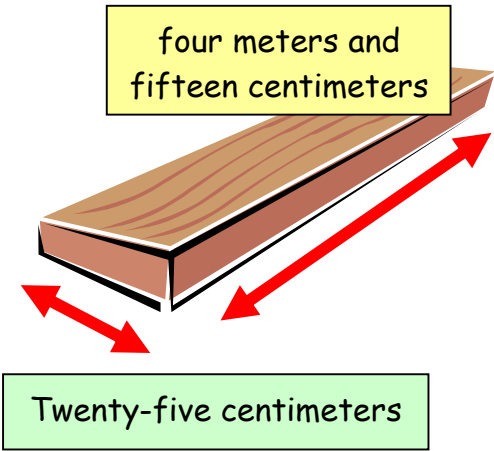


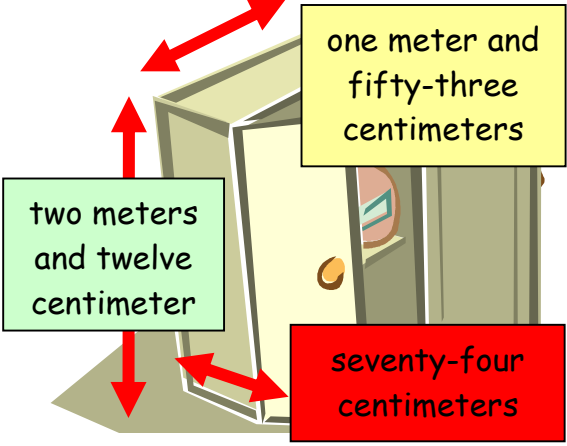

6. Read the question and give the answer

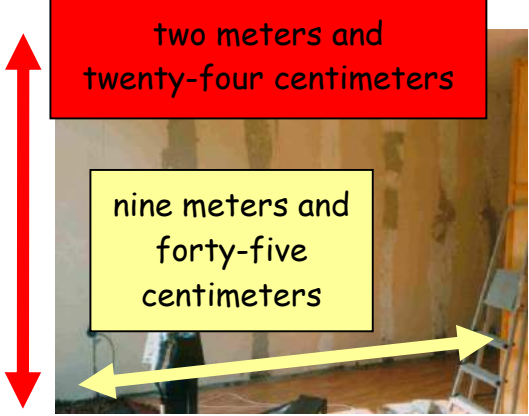
	
<p>How high is the handrail ?</p>	<p>The .....height..... is ...one..... meter and.....fifteen..... centimeters.</p>
	
<p>How high is the formwork ?</p>	<p>The .....height..... is ...one..... meter and .....twenty..... centimeters</p>
	
<p>How long is the ladder ?</p>	<p>The .....height..... is .....five... meters and .....nineteen..... centimeters.</p>

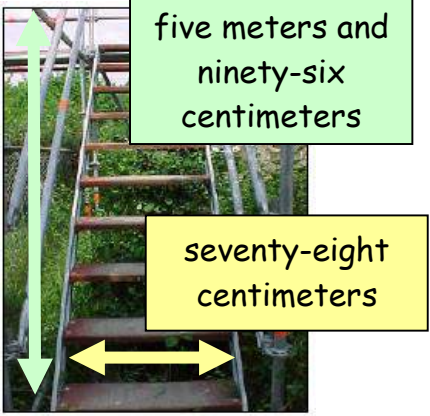
	
<p>How long is the roof ?</p>	<p>The ...length..... is.....thirteen... meters and.....twelve..... centimeters.</p>

7. Write down the correct dimensions

<p>_____length_____</p>	<p>_____length_____</p>
	
<p>_____width_____</p>	<p>_____width_____</p>

_____ width _____	_____ height _____
 <p>two meters and twelve centimeter</p> <p>one meter and fifty-three centimeters</p> <p>seventy-four centimeters</p>	 <p>two meters and eleven centimeters</p> <p>Eighty-seven centimeters</p>
_____ height _____ depth _____	_____ width _____

_____ height _____
 <p>two meters and twenty-four centimeters</p> <p>nine meters and forty-five centimeters</p>
_____ width _____

_____ height _____
 <p>five meters and ninety-six centimeters</p> <p>seventy-eight centimeters</p>
_____ width _____

8. Read the given instructions and execute them:
You can do this in pairs.

Take a yardstick and measure the height of the classroom's door.

Hand the yardstick to your neighbour and ask him to help you measure the width of the table behind you.

Take the yardstick and measure the height of the chair to your left.

Take the yardstick and measure the depth of the cabinet in your classroom.

Take the tape measure and measure the thickness of the table in front of you.

Take the yardstick and measure the length of the blackboard.

Measure the width of the window.

Measure the height of the window.



9. You have just followed instructions. That can also happen when your boss is not around. Maybe he / she or even your client can write down your tasks.

Today you will work in Joris' house. Joris is renewing his home and he is tired of the old bathroom. Joris is not home but he wrote you a letter with instructions.

- * *All the walls have to stay.*
- * *Put all the bricks in a wheelbarrow. Bring the bricks to the container. The container is outside.*
- * *Keep the old doors because my friend Eddy wants to buy them.*
- * *You don't need to clean the floor.*
- * *There are old cabinets hanging on the wall. They can go.*
- * *Don't switch of the heat. The wallpaper is still wet. It has to dry.*
- * *You can't use the toilet. It is broken.*
- * *You can pick a drink out of the crate. There is no refrigerator.*

10 . Is this correct 😊, or is it incorrect 😞 ?



😊 😞



😊 😞



😊 😞



😊 😞



😊 😞



😊 😞

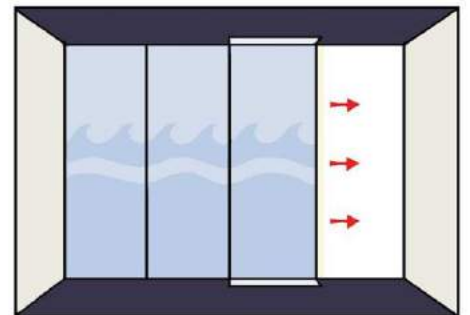
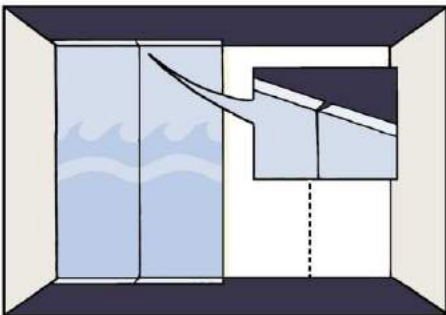
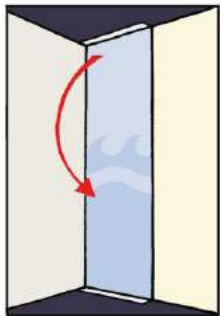
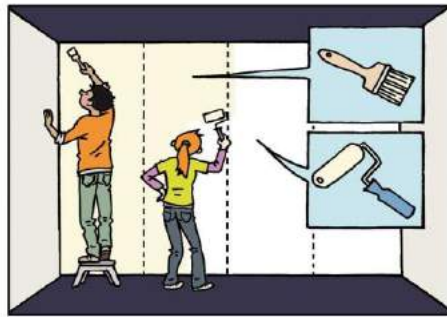


😊 😞



😊 😞

11. Write down the instructions of the following situation. What do you need to do?



Renovating can be costly and inconvenient, but can also increase the value and enjoyment of your home. We look at the main reasons for renovating and how to avoid overcapitalising.

Good reasons for renovating

There are two main reasons people renovate:

- To add to the comfort, use and value of the home.
- To tidy it up to sell.

Renovating can be a costly and inconvenient business. Before you launch into renovations, take time to consider whether the expense and disruption is justified.

Staying in the home

If you intend **staying in the home** you may want to:

- Add extra space to accommodate an expanding family, or simply to add a sense of spaciousness.
- Add rooms for special purposes, such as an office or games room.
- Change the configuration of the house for better flow, ease of use or orientation to sun and views.
- Update and remodel to give the house a fresher, more modern look – this could involve major changes such as taking out walls to enlarge a room, putting in a new kitchen, or installing new wallboards and ceilings. Or it could simply be a matter of painting or wallpapering.
- Restore the house to its original style (while adding modern features in some areas, like the kitchen and bathroom).
- Add value to increase your investment.

Renovating to sell

If you are **renovating to sell**, it is likely that you'll want to give the house an inexpensive makeover to freshen it up and make it more attractive to buyers. For example, repainting, repapering, or changing dated or damaged fixtures, such as a cracked basin in the bathroom. You need to consider the **tastes of potential buyers**, which really means keeping everything fairly neutral to appeal to a wider range of people. Not everyone warms to bright feature walls or pink bathtubs. Renovations that will increase the appeal of your home may include painting the kitchen and bathroom, or putting in some decking to give an indoor-outdoor flow and an increased sense of space or some landscaping.

Tip: Take care to renovate to the existing style of the house and neighbourhood. People search in particular neighbourhoods because they like the age and style of houses found there. Giving your older villa-style house a very modern aspect, which is inconsistent with the other houses in the street, will lessen the range of potential purchasers.

Beware of overcapitalising

If you don't intend selling, the money you spend on renovating will be an **investment in the comfort and enjoyment** of the house. Whether you increase the value of the home may not be an important factor in how much you decide to spend.

However, it is easy to get carried away with the excitement of doing up a home and **overcapitalise** by spending money that can never be recouped if you do end up having to sell. If your house needs a **great deal of work** to get it how you would like, decide whether you want to go to all the trouble and expense, or whether it would be better to sell and buy something more suited to your needs.

12. Read the text and answer the questions.

- What are good reasons to renovate?

- What do we need to keep in mind when we want to renovate?

- What does overcapitalizing mean?

13. When you do your internships, ask if you are allowed to film a little about one machine. The idea is that you film how it works and after that you can edit it at home and explain how it works. You can add text in the video or make an audio file where you explain it.

Some instructions might tell you more about your safety. They are not necessarily words. Safety signs can be used to tell you what to do.

14. Match the rule with the picture. Draw an arrow between the rule and the picture.

Safety rules

rule 1: Always switch of the power when you want to work on a machine. Otherwise you can get electrocuted.

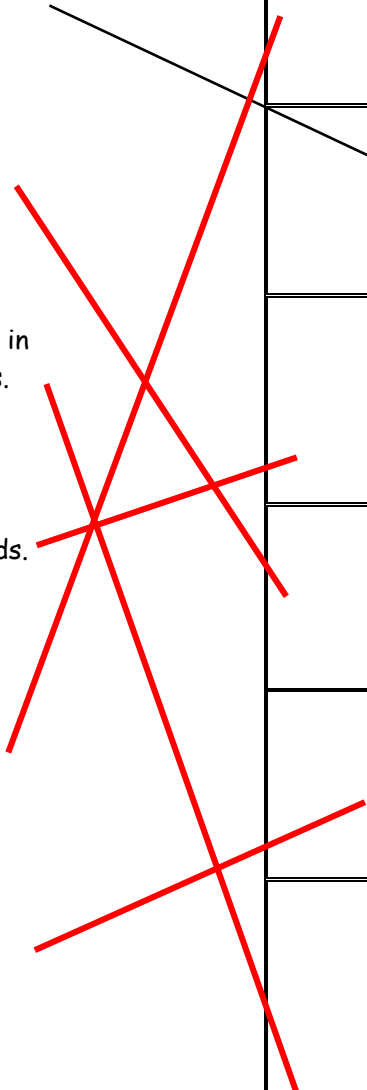
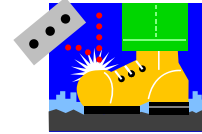
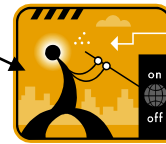
rule 2: It is obliged to wear safety footwear.

rule 3: Never use a metal ladder in a surrounding with electric wires.

rule 4: Always protect your hands. You are obliged to wear safety gloves.

rule 5: Wear a safety helmet when you enter a construction site.

rule 6: Always read the manual and the instructions before you use a machine.



rule 7: Check your tool box before you start working.

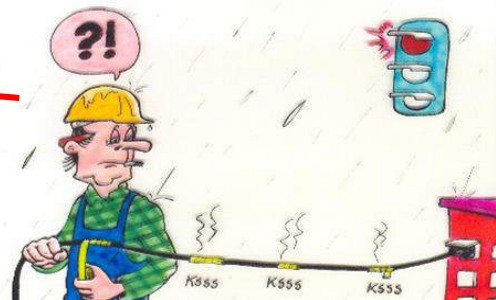
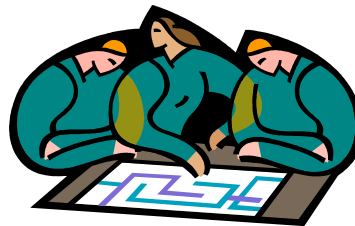
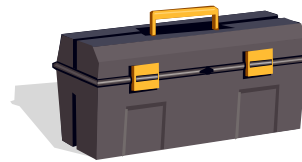
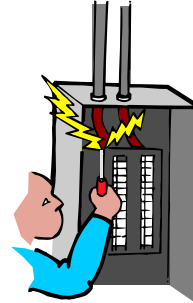
rule 8: Always use safe material, for instance a screwdriver with a plastic handle. Otherwise you can get electrocuted.

rule 9: Always check the safety signs and pictograms.

rule 10: Never pull the cable out of the wall. Unplug it safely.

rule 11: If there is something that you don't understand, ask your boss. Don't take risks.






rule 12: Be careful when you work with electricity when it rains.








14. Find three more safety pictograms that you need in your workfield.

Personal answers of pupils

15. Do you understand these mandatory signs? Choose the correct answer (■).

1.		<input type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear a helmet. <input checked="" type="checkbox"/> You have to wear a helmet.
2.		<input type="checkbox"/> You have to protect your hands. <input checked="" type="checkbox"/> You have to wear safety footwear. <input type="checkbox"/> You are not allowed to wear safety footwear.
3.		<input type="checkbox"/> You have to wash your hands. <input checked="" type="checkbox"/> You have to wear safety gloves. <input type="checkbox"/> You are not allowed to wear gloves.
4.		<input type="checkbox"/> You have to protect your eyes. <input type="checkbox"/> You are not allowed to wear safety goggles. <input checked="" type="checkbox"/> You need to wear glasses.
5.		<input type="checkbox"/> You are not allowed to wash your hands. <input type="checkbox"/> You have to wear gloves. <input checked="" type="checkbox"/> You have to wash your hands.

16. Do the same with these signs.

<p>1. </p>	<p><input checked="" type="checkbox"/> You are not allowed to smoke. <input type="checkbox"/> You are not allowed to make a fire.</p>
<p>2. </p>	<p><input type="checkbox"/> No entry. <input checked="" type="checkbox"/> No entry for unauthorized persons.</p>
<p>3. </p>	<p><input checked="" type="checkbox"/> Do not touch. You can get electrocuted. <input type="checkbox"/> No entrance for electricians.</p>
<p>4. </p>	<p><input checked="" type="checkbox"/> You are not allowed to wear safety gloves. <input type="checkbox"/> You must wear safety gloves.</p>
<p>5. </p>	<p><input checked="" type="checkbox"/> No entry. <input type="checkbox"/> No entry for unauthorized persons.</p>

17. Sometimes things are not clear. You can ask your boss or even colleagues to help you out. When you ask for permission to do something you use **modal verbs**.

We use **can** to ask for permission to do something:

Can I ask a question, please?

Can you help me for a minute?

could is more formal and **polite** than **can**:

Could I ask a question please?

Could you help me for a minute?

may is another **more formal** and polite way of asking for permission:

May I ask a question please?

May I ask you to help me for a minute?

We use **can** to **give** permission:

You can go home now if you like.

You can borrow my screwdriver if you like.

may is a **more formal** and polite way of **giving** permission:

You may go home now, if you like.

We use **can** to say that **someone has permission** to do something:

We can go out whenever we want.

Students **can travel** free.

may is a **more formal** and polite way of saying that **someone has permission**:

Students **may travel** free.

18. When you give strong instructions you can use the following **modal verbs**.

Obligation and necessity

We use **must** to say that it is necessary to do something:

You **must stop** at a red light.

Everyone **must bring** something to eat.

You can wear what you like, but you **must look** neat and tidy.

I'm sorry, but you **mustn't make** a noise in here.

We use **had to** for this if we are talking about the past:

Everyone **had to bring** something to eat.

We could wear what we liked, but we **had to look** neat and tidy.

Sources for the exercises

Exercise 3: Video (terug te vinden op Edpuzzle)

How to Build Accent Tables. (2015). Geraadpleegd op 28 december 2015, via <https://www.youtube.com/watch?v=3DOAUZAD1rk>

Exercise 4: inspiratie oefening

Van de Walle, E. (2007). *Oppervlakte berekening*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 6, 7 and 8: inspiratie oefeningen

Melders, S. (2009). *Maten in de bouwsector*. [cursustekst]. VDAB. Geraadpleegd op 22 december 2015

Exercise 9 and 10: inspiratie oefening

Van de Walle, E. (2009). *Instructies begrijpen en uitvoeren*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 11: bijhorende afbeelding

Mac Latour Illustraties. (2012). Geraadpleegd op 28 december 2015, via <http://www.maclatour.nl/portfolio/>

Exercise 12: bijhorende tekst

Why renovate?. (2015). Geraadpleegd op 28 december 2015, via <https://www.consumer.org.nz/articles/why-renovate>

Exercise 14: inspiratie oefening

Van de Walle, E. (2009). *De veiligheidsregels van Vonk*. [cursustekst]. VDAB. Geraadpleegd op 20 december 2015

Exercise 17: theorie

Modal verbs and their meaning.(z.j.). Geraadpleegd op 23 december 2015, via http://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php

Objectives: D/2015/784/058

Luisteren

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- gebruik maken van aangeboden beeldmateriaal en context,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,
- een eenvoudig woordenboek of woordenlijst raadplegen,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Ondersteunende kennis

De leerlingen kunnen:

2 belangrijke grammaticale constructies, eventueel met behulp van schema's en overzichten inzetten (ET 20),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



Course: English
Teacher S. Awouters
Schoolyear: 2015-2016

Term:]
Name:

Kleine Broomstraat 5
3500 HASSELT

Class: **Number:**
Date:

Vacations and travelling

1. Where have you been? Which countries have you already visited?
Colour these countries green.



Are there other countries that you would still like to visit?
Colour these countries red.

2. Write down the names of the countries you've visited and those you would still like to visit. If you don't know what the country is called in English look it up or ask the teacher.

Personal answers of pupils.....
.....
.....

3. Practice the names of a few countries some more by finding all the countries in this word search. Write the Dutch translation underneath when you find them.

AUSTRIA – BELGIUM – BRAZIL – CHINA – ENGLAND – FRANCE – GERMANY – GREECE – ITALY – JAPAN – PORTUGAL – SPAIN – THE USA

L	A	I	Z	B	G	Y	M	X	A
A	S	E	T	X	T	U	S	F	U
G	U	D	C	A	I	V	R	N	S
U	E	E	N	G	L	A	N	D	T
T	H	R	L	L	N	Y	J	T	R
R	T	E	M	C	I	L	A	T	I
O	B	G	E	A	Q	Z	P	U	A
P	S	P	A	I	N	S	A	O	B
E	C	E	E	R	G	Y	N	R	T
A	N	I	H	C	Q	O	B	X	B

Oostenrijk – België – Brazilië – China – Engeland – Frankrijk – Duitsland
 Griekenland – Italië – Japan – Portugal – Spanje – De Verenigde Staten van
 Amerika

Listening: Traveling essentials

4. You are going to watch a short video from the Youtuber JairWoo on Edpuzzle. He's going on a holiday trip around Europe. Listen carefully and answer the following questions.

How long is he going on a trip?

He is going on a trip for two weeks.

.....

Which countries will he be visiting?

He will go to France, Italy and Spain.

.....

What is the first travelling essential he talks about? Do you think they are useful?

He talks about E-cubes.

Personal answer of the pupils.

.....

.....

Which types of clothing does he pack in his E cubes?

He packed clothes for cold weather. (sweaters + long sleeve shirts) He also has casual clothes for clubbing.

.....

.....

.....



What will he do with his dirty laundry?

He will put them in an empty E-cube.

.....

What are some of the things he's taking with him in his men's grooming essentials E cube?

Shaving cream, face wash, razor ...

.....

What are some of the random stuff he's taking with him?

Medicines, nutrition bars, lint roller ..



Reading: My holiday

5. Read the text written by teenagers about their holidays. Afterwards answer the questions.

About My Summer Holiday

Here are some short texts written by teenagers about their holidays.

Runa: This summer I went to Italy with my family. We also **visited** Sicily. There we saw Etna, a large **volcano**. It is **still** active. The **crater** is about 200 meters deep. Italy is a **lovely country**.

Martin: I went to France for three weeks to learn French. There was school every day, **except** Saturdays and Sundays. We learnt **a lot** and I made many new friends. I had so much fun that I am going back next summer. I **miss** the **beach** and the sun.

Jeanette: In my summer holiday I went to Tunisia. There are shops **everywhere**. I didn't **buy** any souvenirs, but people gave me things. I would love to go back. But I didn't like it when some boys said they loved me and asked my **dad** if they could buy me for a **camel**.

Wordlist:

written – geschreven

holidays – vakanties

visited – bezocht

volcano – vulkaan

still – nog steeds

crater – krater

lovely – prachtig

dad – vader

country – land

except – behalve

a lot – veel

miss – missen

beach – strand

everywhere – overal

buy – kopen

camel – kameel

6. Answer the questions:

- What are the names of the three teenagers?

___ **Runa, Martin and Jeanette.** _____

- Which countries did they visit?

Runa visited ___ **Sicily** _____

Martin went to _____ **France** _____

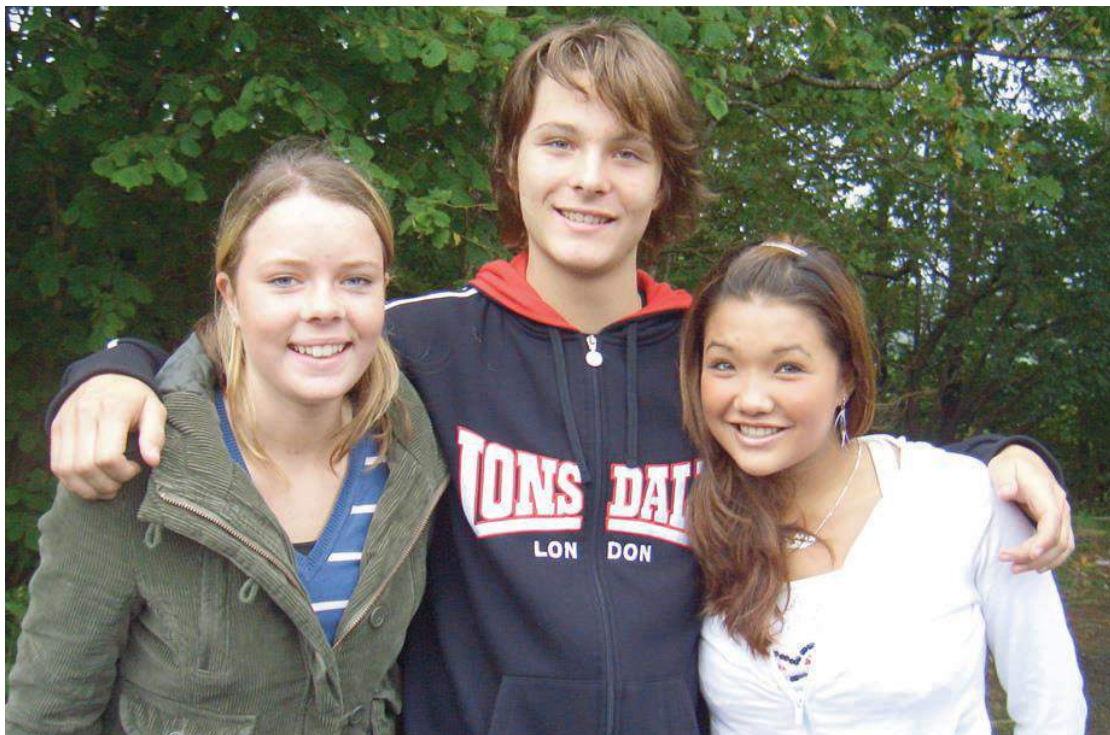
Jeanette went to _____ **Tunisia** _____

7. Read the text and fill in the missing words:

- This summer I went to Italy with my _____ **family** _____.
- We also _____ **visited** _____ Sicily.
- The _____ **crater** _____ is about 200 meter deep.
- I _____ **miss** _____ the beach and the _____ **sun** _____.
- There are shops _____ **everywhere** _____.

8. Who says what?

- I had so much fun that I am going back next summer.
____ **Martin** _____
- I didn't buy any souvenirs. _____ **Jeanette** _____
- Italy is a lovely country. _____ **Runa** _____
- We learnt a lot. _____ **Martin** _____
- I would love to go back. _____ **Jeanette** _____



9. Fill in the lines.

Simple Past

USE = Completed action in the past

FORM = [BASEFORM VERB + ed]

verbs ending in -e (e)	add -d	arrive → arrived _____
verbs ending in consonant -y	change -y to -i and add -ed	study → studied _____
verbs ending in one vowel + consonant	double the final consonant and add -ed (*)	stop → stopped _____

* We do not double the final consonant if the last part of the word is not stressed.

(answer → answered)

we do not double -w (snow → snowed)

10. Fill in the simple past form.

1. He learns English. (Simple present)

He**learned**..... English. (Simple past)

2. He likes apples. (Simple present)

He**liked**..... apples. (Simple past)

3. They ask many questions. (Simple present)

They**asked**..... many questions. (Simple past)

4. We open the windows. (Simple present)

We**opened**..... the windows. (Simple past)

5. She talks to David. (Simple present)

She**talked**..... to David. (Simple past)

11. Fill in the simple past form.

- She**lived**..... in Scotland/ (to live)
- They**worked**..... at the weekends. (to work)
- John**rented**..... a flat in Edinburgh. (to rent)
- Lisa**opened**..... her present. (to open)
- Ben**scratched**..... his bike. (to scratch)
- Sue**played**..... basketball. (to play)
- Helen**loved**..... her new school. (to love)
- The shops**closed**... at nine o'clock in the evening. (to close)
- Mother**cooked**..... the turkey. (to cook)
- Emily**baked**..... a cake. (to bake)

12. Fill in the simple past form.

Example: John **married** Emily last year. (to marry)

1. She**carried**..... her suitcase to the bus. (to carry)
2. They**stopped**..... in the park to play football. (to stop)
3. The children**hurried**..... to the playground. (to hurry)
4. John**tried**..... to win a medal. (to try)
5. Peter**planned**..... his trip to France. (to plan)
6. The thieves**robbed**..... the old lady. (to rob)
7. Grandma**dropped**..... the cup. (to drop)
8. The family**travelled**..... to Spain. (to travel)
9. The baby**cried**..... because he was hungry. (to cry)
10. My Uncle**stayed**..... in America. (to stay)

Listening: Holidays in Britain.

14. Look up the video: 2 holidays in Britain on EDpuzzle.

This video is about holidays people in Britain take. Pay close attention when listening and watching the video. When you've finished watching the video answer the questions.

What are the most popular months for holidays in Britain?

.....The most popular months are August and July.

.....

.....

.....

What is the most popular country for holidays in Britain and why?

.....Spain is the most popular country.

.....

.....

.....

What are popular places in Britain where people can spend holidays in their country?

Blackpool and Brighton are known places for people that spend their holidays in their own country.

.....

.....

.....

Where can people stay when they come on holidays in their country?

.....They can stay in hotels, guesthouses, and B&B's. They can camp in tents or stay in caravans.

.....

.....

.....

Is London a popular place for holidays for British people?

.....No, it isn't.

.....

.....

What can they do when they are on holiday?

.....Mountain walking, climbing, cycling and sailing on a narrow-boat.

.....

.....

Which type of holiday do you prefer?

... Personal answers of pupils

.....

.....

.....



"How many 'fun filled days' did you say you'd booked for us on this holiday?"

Reading: Hotel review

15. Read the reviews on hotel Bulvar and answer the questions written on the next pages.

Hotel Bulvar

Tsvetnoy boulevard, d. 25, build. 7, Moscow 127051, Russia [Hotel amenities](#)

[★ Save](#)



Show the lowest price for this hotel*

Check In Check Out Adults

[Show Prices](#)

Booking.com

*from our partners

Hotel Bulvar is ready for reviews

"This hotel will give you nightmares"

5 reviews sorted by

●○○○○○ Reviewed March 16, 2012


2 people found this review helpful



41jetsetter02

Manchester, United Kingdom

1 review

 2 helpful votes

We stayed 3 nights at this **overpriced dump**. We arrived late at night and **the dingy** lobby was the first sign of the impending disaster. The room was small and **cramped** ("cozy" was the description on their web site), with a carpet covered with **stains** (some that looked like blood...possibly from a previous murder?). The shower was **filthy**, and the toilet **nasty**, with something floating in it (we didn't look too closely). The bed was **a lumpy** mess, and I woke up with red marks all over my body. I don't know if this was from the **bedbugs**, or the mosquitos that came in through the window. Oh yeah, I forgot to mention that there was no AC so we had to open the window because the room was so **stuffy**. Unfortunately, the hotel was right on the main street, and the traffic kept us up half the night. The hotel is only a 5 minute walk to Red Square, which is a plus, but it was a very dark and dangerous area of the city. The staff was unfriendly and unhelpful. Avoid this **hell-hole!**

“Delightful”

“Stop Searching....Just Stay Here!”

○○○○○ Reviewed October 16, 2012

I recently stayed at this superb hotel in the center of Moscow. The hotel exceeded our expectations and certainly lived up to its excellent ratings on Tripadvisor for this price. If you're looking for somewhere clean, comfortable, safe, and very close to Red Square....this is it. The room was very **spacious**, with lots of light and a big comfortable bed. In terms of **cleanliness**, it was impeccable. The only **downside** was the window (kind of small). The location is great and within walking distance of everything we wanted to see. Continental breakfast was included, but not very good. The staff was **top-notch** and very **accommodating**. They **go out of their way** to make dinner reservations, recommend local attractions, and make you feel welcome. We would definitely stay there again. Really, in terms of location, you can't beat this hotel.

Wordlist:

Overpriced – te duur	stains – vlekken
dump – vuilnisbelt	cozy - gezellig
dingy – smerig	filthy vies
cramped – krap	nasty – vuil/smerig
lumpy –bobbelig	bedbugs – bedmijt
stuffy – benauwd	hell-hole – hel op aarde
spacious – ruim	cleanliness – zuiverheid/kuisheid
downside – nadeel	top notch – magnifiek
accommodating – behulpzaam	
go out of their way – gaan nog een stapje verder	

16. What did the person who wrote the first review think of the hotel?

.....It was really bad and others should not go there.

.....
.....

17. Did the person who wrote the second review think the same thing? If it was different, what does he think then?

.....It was different. He thought that it was spacious and clean. It was worth the money and close to Red Square.

.....
.....
.....

18. What four main things do both reviews talk about?

.....They talk about the location, the cleanliness, the staff and the comfort.

.....
.....
.....

19. What do you think is important when choosing a hotel?

Personal answers of pupils

.....

20. Would you stay at this hotel after reading these reviews? Why (not)?

Personal answers of pupils

.....
.....

Sources for the exercises

Exercise 4: video (terug te vinden op Edpuzzle)

Jairwoo. (2014). *Packing tips & traveling essentials*. Geraadpleegd op 6 april 2016, via <https://www.youtube.com/watch?v=bu1einMhdfo>

Exercise 5, 6, 7 and 8: tekst + oefeningen

About My Summer Holiday. (2015). Geraadpleegd op 6 april 2016, via http://web2.gyldendal.no/searching/pdf_word_osv/SearchingR%26W_s2_13.pdf

Exercise 10, 11 en 12: oefeningen

Simple Past regular verbs exercises. (z.j.). Geraadpleegd op 6 april 2016, via http://www.first-english.org/english_learning/english_tenses/simple_past/2/05_simple_past_regular_verbs.htm

Simple Past regular verbs exercises .(z.j.). Geraadpleegd op 6 april 2016, via http://www.first-english.org/english_learning/english_tenses/simple_past/2/06_english_simple_past.htm

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Exercise 14: video (terug te vinden op Edpuzzle)

Salguero, C.(2013). *2 Holidays in Britain*. Geraadpleegd op 6 april 2016, via <https://www.youtube.com/watch?v=HfmlzbXLhLs>

Objectives: D/2015/784/058

Luisteren

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- een eenvoudig woordenboek of woordenlijst raadplegen,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Schrijven

Schr 2 eenvoudige boodschappen schrijven bijvoorbeeld briefjes, e-mails of kaarten vanuit modellen

Schr 4 - informatie geven over zichzelf (ET 17)

Ondersteunende kennis

De leerlingen kunnen:

2 belangrijke grammaticale constructies, eventueel met behulp van schema's en overzichten inzetten (ET 20),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

4 tonen bereidheid om eigen teksten na te kijken (*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



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Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: I
Name:
Class: Number:
Date:

Vacations and travelling

1. Where have you been? Which countries have you already visited?
Colour these countries green.



Are there other countries that you would still like to visit?
Colour these countries red.

2. There is a difference between your country and your nationality. Answer
the following questions.

Hello there!
We are from England. So we are English!

What about you? Where are you from? **Personal answers of pupils**

What nationality are you?

COUNTRY	NATIONALITY	COUNTRY	NATIONALITY
Portugal	Portuguese	Austria	Austrian
Spain	Spanish	Greece	Greek
England	English	The USA	American
France	French	Japan	Japanese
Germany	German	Brazil	Brazilian
Italy	Italian	China	Chinese

3. Complete the sentences with the correct nationality

- I am from Vietnam. I am **Vietnamese**
- You are from Ireland. You **are Irish**
- He is from Canada. He **is Canadian**
- She is from China. She **is Chinese**
- It is from Italy. It **is Italian**
- We are from The Netherlands. We **are Dutch**

4. First you will need to choose where you want to go. If you don't know where you want to go, you can take the quiz on the following website.

<http://www.afar.com/magazine/where-should-you-go-in-2015-2>

I want to visit:

Personal answers of pupils

Why?

The quiz advises me to go to:

I agree / don't agree because:

5. There are so many places you can go to. This text is about six teens who visited some awesome places. Read the text and answer the questions.

MY HOLIDAY

by Ann Foulds and Paul Wheatley

If you could go anywhere in the world, where would you go? **Ann Foulds** and **Paul Wheatley** speak to six teens who went to fantastic places.

1 Amazon adventure

When **Amber Mezbourian**, 19, went to a meeting at her school in Jersey, she didn't expect to be in the middle of the Amazon rainforest a few months later. Amber told us:

"Someone from the British Schools Exploring Society (BSES) talked to us about the adventure trips the organization offers. It all sounded really exciting.

I flew to London, then to Madrid, Spain, then to Lima, in Peru, and finally to my destination, Iquitos. The airport was just a hut – with insects all over it!

We stayed in Iquitos for three days. We saw markets with fruit, dead turtles and parts of monkeys – it was quite shocking! Then we went to the Pacaya-Samiria National Reserve, where boats became our home for six weeks. All I could see was the river and lots of trees! And all we could hear were the insects and birds in the rainforest.

The first week was hard. Many of us felt quite homesick but that quickly disappeared and I started to have a good time.

All BSES trips have a scientific aim. On my trip we did research about the way the rainforest is changing. We studied dolphins, turtles, macaws and caimans, which are like crocodiles.

Next I'm going to south-eastern Asia and then India!"

Amber's tip: "You don't want to destroy nature just so you can have fun."

2 Holiday on horseback

Jess Borer, 19, from Basel, Switzerland, and **Brittany Lankston**, 17, from England, have been great friends since they met on holiday.

Jess: "I wanted to go on a horse-riding holiday. My mum said yes – if I went to England. We found the school, T.M. International, on the Internet. Mum phoned and asked lots of questions.

There was a great atmosphere at the school – the instructors were cool and everyone loved the school's owners, Ted and Mary. The food was good – we even ate fish and chips a few times! I love Cornwall. It's perfect for horse-riding! Sometimes we went to a pool on the moors and rode the horses into the water. Everybody got really wet but had a great time!"

Jess's tip: "Come prepared for all kinds of weather."

Brittany's tip: "Talk to everyone and try new things!"

3 The best of Britain

Silke Wessels, 15, from Germany, went to England with 40 of

her classmates. She lived with a host family for three weeks.

"I was excited but also nervous. I couldn't believe that I would be in England – speaking another language every day and meeting lots of new people. Sometimes they spoke so quickly I couldn't understand but I really enjoyed speaking English.

The best thing about Seaton was the beach – because the weather was fantastic, we went swimming in the sea. After swimming we sunbathed – we even got sunburnt!

Every morning, we had English lessons. And every Wednesday, we visited a different city.

London was the best place we visited. We saw the Hard Rock Café, walked through Hyde Park and saw Buckingham Palace. We saw the flag – which meant the Queen was at home – but we didn't see her! We also visited Madame Tussauds wax museum.

I did lots of great things in Britain and would love to go back."

Silke's tip: "It's always good to go with a friend (or 40!)!"

4 One trip, many places

Dominic Kraus, 19, from Bavaria, went inter-railing for three weeks in 2004 with his friend Bernward. Their ticket allowed them to travel in six other countries.

"We started our trip in Munich and went to Paris, London, Dublin, Belfast, Glasgow, Amsterdam, Denmark and Luxembourg. In most places, we spoke English.

We stayed in hostels in Paris and London but camped everywhere else. We nearly always found really nice places to camp. But we arrived in Belfast at night and nothing was open. We couldn't find anywhere to pitch our tent and so we slept in front of a police station!"

Dominic's tip: "Travelling is a great chance to meet new people."

5 Big holiday, small country

Deirdre McCarthy, 19, from Ireland, had heard that Slovenia was great. So she and her friend Ann started planning their dream holiday!

"The best part was the Soca Valley. We stayed at an eco-camp. We ate from a barbecue, slept in a tent, went white-water rafting and talked to lots of people from different countries.

Ljubljana is a wonderful city. The castle was ... wow! Fantastic! We stayed at the Celica hostel – one of the world's best, says *Lonely Planet*. It's an old prison and you sleep in the cells. It's full of international people and the atmosphere is cool. I'd love to go back!"

Deirdre's tip: "Say please and thank you in their language. It's not difficult!"

© Spot on, May 2007, www.spoton.de

6. Who experienced the following problems? Label them: Amber, Jess, Silke or Dominic.

I couldn't find a place to pitch my tent one night in Northern Ireland. So I slept in a very strange place!

a. Dominic

I got really wet on the moors! But I had a lot of fun.

c. Jess

I felt really homesick and sad at the start but it went away quickly.

b. Amber

I was nervous. I couldn't understand English at the beginning because people spoke too quickly.

d. Silke

7. Read about the holidays again. What was the most interesting thing each person did, in your opinion? Find someone in your class who agrees with you.

	Most interesting thing
Amber	Personal answers of pupils
Jess & Brittany	
Silke	
Dominic & Bernward	
Deirdre & Ann	

8. Have you ever done the following things?

	YES	NO
visited a wax museum		
walked through the wilderness		
spotted a dolphin or a turtle		
travelled by boat		
stayed the night in a tent		
carried a heavy backpack		

9. Write down two sentences with the information in exercise 8.
Underline the verbs.

e.g. I visited a wax museum three years ago.

Personal answers of pupils

10. Fill in the lines.

Simple Past

USE = Completed action in the past

FORM = [BASEFORM VERB + ed]

verbs ending in -e (e)	add -d	arrive → arrived _____
verbs ending in consonant -y	change -y to -i and add -ed	study → studied _____
verbs ending in one vowel + consonant	double the final consonant and add -ed (*)	stop → stopped _____

* We do not double the final consonant if the last part of the word is not stressed. (answer → answered)
we do not double -w (snow → snowed)

11. You have your destination. Now you start planning. What do you first need? Read the text and fill in the sentences below.

When you are buying plane tickets for your vacation, you have many options. You can buy the tickets directly from the **airline**, or you can go to a **travel agency** and speak to a **travel agent** who will help you find the best **deals**. Many people prefer **online travel agencies** such as Travelocity, Expedia, or Orbitz, where they can compare prices, **book flights and hotels**, and even **reserve a rental car**.

You can sometimes find cheaper tickets if you travel as part of a **tour group**. A travel agent can help you buy a **package deal**, which includes your flight, hotel, meals, activities and entertainment. The tour group **arranges** all of the activities, and the members of the tour group **go sightseeing** to famous **tourist sites** together. Many people like travelling this way, but others prefer to be more **independent** and **strike out on their own**.

1. I always fly with the same **airline** : they give me frequent flyer miles*.
2. The **flight** from China to the US is almost 12 hours long.
3. The Leaning Tower of Pisa is one of the most famous **tourist sites** in Italy.
4. Melissa went to Europe in a **tour group** : she likes to travel with many people.
5. Your travel agent can help you **arrange** a flight and a hotel.
6. A flight around the world for only \$100!! What a great **deal** !!
7. Rita is very **independent** , so I don't think she will join a tour group.
8. My uncle James helps people arrange their vacations. He works for a **travel agency** .
9. On vacation, I like to stay in the hotel, but my parents prefer to **go sightseeing** .
10. The travel agency has a **package deal** : if you book the flight and hotel together, you can save 25% !
11. I know a good **travel agent** who can help you book a cheap flight.
12. Your travel agent can help you **book** a suitable vacation.

*"Frequent flyer miles" are like "points" that airlines give to their customers. You can use the "miles" to get free tickets.

12. Watch the video 'How to buy a plane ticket online' on EDpuzzle. Make sure that you understand the main steps of ordering a plane ticket and answer the questions.

13. You decided your destination. You have your plane tickets. Now is a good time to check what you exactly want to visit.

There are a lot of nice things in the world. We have a lot of landmarks. Do you know where (what country) we can find the landmarks of the video 'World landmarks quiz'?

Landmark	Country
1. Skyscrapers	USA (New York)
2. Opera house	Australia (Sydney)
3. white houses of Oia	Greece
4. The Louvre	France (Paris)
5. Colosseum	Italy (Rome)
6. Taj Mahal	India (Agra)
7. Pyramids	Egypt
8. Great Wall	China
9. Eiffel Tower	France (Paris)
10. Machu Picchu	Peru
11. Big Ben	England (London)

14. You can find the answers in the next video. Check your answers and also fill in the name of the landmarks.

15. What landmark do you really want to see? Why?

Personal answers of pupils

15. There are also plenty of things that you can do in your own country. Find some activities that you want to do from the text '365' (Smartschool). Fill in the grid. (Source = page)

Activity	Price	Description	Source
1.			
2.			
3.			
4.			
5.			

16. You have five activities but you only have three days in Belgium. Make a schedule with all your activities. Think of distance between the activities, having dinner, order of your activities ...

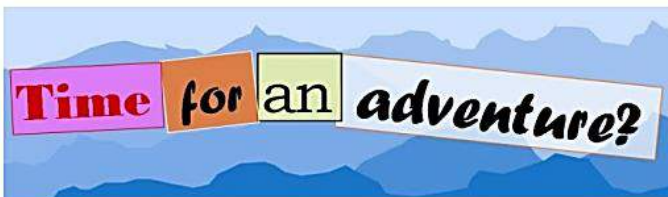
Personal answers of pupils

17. How would you define the following types of tourism? Fill the gaps with one of these words.

adventure cultural ecotourism health heritage language rural sport

- Jeff and his wife spent a week at a farmhouse in France and rode bicycles round the countryside. **rural** tourism
- We're interested in history and art so for our last holiday we went to Vilnius. **heritage** tourism
- More and more young people spend a month in Canada to practise their English. **language** tourism
- Jack and Jill went skiing in Austria last winter. **sport** tourism
- Last summer we went rafting and rock-climbing in Arizona. **adventure** tourism
- Robert has rheumatism and he needs to lose some weight, so he's going to a spa for a month. **health** tourism
- I thought the Railway Museum and Mining Museum were fascinating. **cultural** tourism
- Elena and her husband went on a trip to the Danube Delta to look at the flora and fauna. **ecotourism**

18. Read the text and write the activities under the correct holiday.



Time for an adventure?

Are you a bit bored with your nine-to-five routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like.

Activity holidays Our activity holidays are for everyone, people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you SCUBA diving in the Red Sea or kayaking and white water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo-building. For those who like warmer weather, we also have sandboarding (the desert version of skateboarding) or camel safaris.



Polar expeditions Take a cruise to Antarctica or the northern Arctic; explore a land of white natural beauty and wonderful wildlife. Our experts will explain everything about the two poles as you watch the penguins in Antarctica or whales and polar bears in the Arctic. There's no greater adventure than travelling to the ends of the earth. A once-in-a-lifetime experience!



Cultural journeys Our cultural journeys will help you discover ancient civilisations: India, Thailand, Egypt and many more. Visit temples, palaces and ancient ruins — just remember to bring your camera! Get to know local ways of life by exploring markets, trying exotic foods and meeting local people.



Trekking tours We have trekking holidays to famous places such as Machu Picchu or the Everest Base Camp Trek, as well as some nearer to home in the Highlands of Scotland. You don't need to be very sporty, just fairly fit. You'll have a great time enjoying nature with a group of new friends. Some of the holidays include camping, but we'll transport the tents for you!



Wildlife holidays We organise small group tours to get closer to nature in Africa, Asia or South America. Go on safari in Africa and watch lions and giraffes. Meet the famous turtles of the Galapagos Islands. Look for tigers in India, or take an elephant safari in Sri Lanka. We use local guides and stay in a range of accommodation, from tents to tree houses.



Visit the South Pole / see lions / try different local food / follow a local guide / visit Scotland / go kayaking / learn about foreign cultures / climb mountains / see whales / try different sports

Activity holidays	Polar expeditions	Cultural journeys
go kayaking climb mountains	Visit the South Pole	try different local food follow a local guide learn about foreign cultures
Trekking tours		Wildlife holidays
visit Scotland try different sports	see lions see whales	

19. What type of adventure do you like the most? Explain in 4 sentences.

Personal answers of pupils

20. You need to pack your stuff. You are almost leaving! Watch the video 'Backpacking: what to pack' on EDpuzzle. Answer the questions.

21. Would you ever consider backpacking? Why (not)?

Personal answers of pupils

22. You are at the airport. Read the text and do the exercise and see if you have understood.

When you go to the airport, you first need to **check in**. Find your airline, then go to the check-in **counter**. For **international** flights, you are required to **present** your passport, but for **domestic** flights only a **photo ID** is required. When you booked your ticket, you probably got a **confirmation number**. You should show this too, **just in case**. The airline **agent** will ask if you want to **check luggage** or if you only have **carry-on luggage**. You should check your large luggage, but you can carry smaller suitcases on the plane. After the agent gives you your **boarding passes**, you can go through **security**.

1. The airline agent will give you your **boarding pass** when you check in.
2. This is an **international** flight, so you will need to bring your passport.
3. When I went through **security**, they told me I couldn't take my pocket knife on the plane.
4. Please wait in line for the next available **agent**_____.
5. After I paid for my plane ticket, the travel agent gave me a **confirmation number**.
6. Many **domestic** airlines do not have international flights.
7. You can buy a ticket at the **counter** if you don't have one.
8. My suitcase was too big, so I had to **check**_____ it.
9. When you go through security, they can ask you to **present** your passport.
10. We need to **check in** before we can go through security.

23. Your vacation is over. You can find some reviews on your hotel below. Connect the reviews with the matching ratings.

1



cjtvt
Level 3 Contributor

- 13 reviews
- 7 hotel reviews
- 59 helpful votes
- 59 helpful votes

“Worst hotel ever!”
 Reviewed March 12, 2013 via mobile

Dirty, filthy, run-down, smelly, crack-hotel feel to this place! Carpeting is stained and dirty. Towels are old, stained, & dirty. Beds are old, dirty, and stained. Walls are old, dirty, and stained. Bed spread full of hair. It is almost midnight and we cannot even force ourselves to stay here another minute! Camping in a tent in the middle of the woods is cleaner than this place!

2



Jlsouchi
Level 5 Contributor

- 57 reviews
- 19 hotel reviews
- 39 helpful votes

“Good location, Good price/value ratio”
 Reviewed 1 week ago

We stood 3 days in this hotel with my wife. The location is perfect in the city center close to many sites. The value for price is good. The rooms are not really large and new but they are clean. We had a windows on a small silent street. There was not too much light but it was peaceful. The service is OK, Not really smiley but acceptable. The Breakfast is the week point. Food is really basic with Fruit juice a bit "chemical" and average bakery. The overall impression was good.

3



loup65
London, United Kingdom
Level 6 Contributor

- 103 reviews
- 31 hotel reviews
- 42 helpful votes

“great location”
 Reviewed January 16, 2016

Although location isn't everything, this one was so nicely placed its hard not to see that as a selling point. from the time I stepped off the airport train, everything was accessible by foot, that's such a winner with me. The actual hotel itself deserves a mention. staff were warm and friendly, and nothing seemed too much trouble for them. The room was a decent size. Bathroom was a bit snug, but no real issues. Decor clean, and fresh..nice little touch with the pillow menu. Breakfast was great...whilst maybe not the huge range you get in bigger hotels, it covered my needs every morning, so I was happy. Wi-Fi worked nicely. Over all a very pleasant stay, I won't hesitate to recommend.

Stayed December 2015, traveled solo

- Rooms
- Cleanliness
- Service

a

- Rooms
- Cleanliness
- Service

b

- Value
- Location
- Rooms
- Cleanliness
- Service

c

- Location
- Sleep Quality
- Service

	1	2	3
	B	C	A

24. These are some pictures of your hotels. You need to give your ratings as well and give some extra information on why you rate the hotel that rate.

Personal answers of pupils



Ratings	○○○○○
Explanation	..............................



Ratings	○○○○○
Explanation	..............................



Ratings	○○○○○
Explanation	..............................



Ratings	○○○○○
Explanation	..............................

Sources for the exercises

Exercise 2, 3: inspiratie oefening

Countries and nationalities. (2005). Geraadpleegd op 5 april 2016, via <https://www.scribd.com/doc/302961624/2005-Countries-Nationalities>

Exercise 4: online quiz

Juda, S. (2014). *QUIZ: Where Should You Go in 2015?*. Geraadpleegd op 6 april 2016, via <http://www.afar.com/magazine/where-should-you-go-in-2015-2>

Exercise 5, 6 and 7: tekst + oefeningen

My holiday. [handouts]. (2007). Geraadpleegd op 5 april 2016, via <http://www.onestopenglish.com/teenagers/spot-on-news-lessons-for-teens/pdf-content/my-holiday-intermediate/157193.article>

Exercise 11: oefening

Vocabulary: Buying Tickets. (z.j.). Geraadpleegd op 5 april 2016, via <http://www.stickyball.net/?id=487>

Exercise 12, 13 and 14: video's (terug te vinden op Edpuzzle)

How To Buy A Plane Ticket Online - How To Travel. (2014). Geraadpleegd op 7 april 2016, via https://www.youtube.com/watch?v=qD1wP252_LE

Stevenson. (2014). *World Landmarks Quiz.* Geraadpleegd op 4 april 2016, via <https://www.youtube.com/watch?v=KGhahWrTcb0>

Stevenson. (2014). *World Landmarks Quiz Answers.* Geraadpleegd op 4 april 2016, via <https://www.youtube.com/watch?v=Gkk-xomZI4o>

Exercise 15: brochure als materiaal

356: ontdekkingsdagen. (2016). Geraadpleegd op 4 april 2016, via <http://www.365.be/pdf/AT2016NL.pdf>

Exercise 17: oefening

Forms of tourist travel. (2015). Geraadpleegd op 6 april 2016, via <http://mybiblioteka.su/tom2/6-4106.html>

Exercise 18: tekst

Time for an adventure. (2015). Geraadpleegd op 6 april 2016, via

<http://billingskolan.se/wp-content/uploads/sites/161/2015/10/eng-l%C3%A4xa-till-13-okt.pdf>

Exercise 20: video (terug te vinden op Edpuzzle)

Raya. (2015). *Backpacking: What to Pack & My Tips*. Geraadpleegd op 6 april 2016,

via https://www.youtube.com/watch?v=tGFf_3Jlp-w

Exercise 22: oefening

Vocabulary: In the Airport. (z.j.). Geraadpleegd op 5 april 2016, via

<http://www.stickyball.net/esl-vocab.html?id=488>

Objectives: D/2015/784/058

Luisteren

Lu 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 2)

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- gebruik maken van aangeboden beeldmateriaal en context,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,
- een eenvoudig woordenboek of woordenlijst raadplegen,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Ondersteunende kennis

De leerlingen kunnen:

2 belangrijke grammaticale constructies, eventueel met behulp van schema's en overzichten inzetten (ET 20),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)



TECHNISCH INSTITUUT HEILIG HART
Kleine Breemstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016
Term: I
Name:
Class: Number:
Date:

Vacations and travelling

1. Where have you been? Which countries have you already visited?
Colour these countries green.



Are there other countries that you would still like to visit?
Colour these countries red.

2. There is a difference between your country and your nationality. Answer
the following questions.

Hello there!
We are from England. So we are English!

What about you? Where are you from? **Personal answers of pupils**

What nationality are you?

COUNTRY	NATIONALITY	COUNTRY	NATIONALITY
Portugal	Portuguese	Austria	Austrian
Spain	Spanish	Greece	Greek
England	English	The USA	American
France	French	Japan	Japanese
Germany	German	Brazil	Brazilian
Italy	Italian	China	Chinese

3. Complete the sentences with the correct nationality

- I am from Vietnam. I am **Vietnamese**
- You are from Ireland. You **are Irish**
- He is from Canada. He **is Canadian**
- She is from China. She **is Chinese**
- It is from Italy. It **is Italian**
- We are from The Netherlands. We **are Dutch**

4. There are some different opinions on travelling. First answer the questions above the text. After that you can read the text.

I think of travelling:

Personal answers of pupils

Why?



Think of a traditional package holidays to Spain, and you have the worst possible example of tourism. Brits can enjoy an English breakfast, and survive in a British enclave in Spain with no exposure

1

to the local culture. On the other hand, people who join such holidays may not be looking for a cultural experience, but may simply enjoy the atmosphere in a decent climate. Who can blame them for that?

2



I live in a seaside town-Weymouth in Dorset. At the moment it takes me thirty minutes to get to work rather than normal five. There is no doubt that a huge number of

local residents get extremely fed up with having so many people invading their home town but, at the same time, the sensible ones realize that it is a necessary evil in order for the town to survive.

3



Can you imagine the world without tourism? Knowledge of other countries would be accessed mainly through the unreal world of books, radios, television and the Internet. Without physical interaction, it would be difficult to achieve world peace and

promote understanding of environmental issues, security threats and poverty. Tourism is a way in which people from different countries can understand cultures, religions, and recognise existing problems.

4



Yes, tourism does change the culture, not always for the better, but not always for the worst either. There are those that say that Barbados has been spoiled by becoming more

commercial. However, the quality of life of the average Barbadian has improved through the direct and indirect benefits of tourism. No, it's not the same beautiful island it was 20 or 30 years ago, but the standard of living is higher for the average guy in the street.

5



Tourism is good for the economy. Tourism is also good because it results in mutually pleasant encounters between the visitors and the natives of the place in question. However, I think that it's

inexcusable to try to take advantage of visitors such as by overcharging them, who should be treated like guests to your community. On the other hand, there is a type of tourist that comes to a place with the intent to misbehave and offend others.

6



While mass tourism does not have any negative effects on developer countries, it can have a harmful effect on underdeveloped areas of the world. Some local people may be employed in the tourism industry, but most will be exploited and paid a standard wage. When I travel I try not to buy package holidays. I know then that the money I spend goes to the people themselves and not to those who run the resort. Try it, your vacation will then be real and honest experience.



Tourism creates a lot of local jobs, inputs foreign cash and history to sell. It is true that uncontrolled development can cause environmental and social problems, but please leave that to the locals to worry about. There is something patronizing in the attitude

that we should not go to visit remote parts of the world and bring them our money in order to protect them.

8



Tourism is the natural expression of our wanderlust. It is this heroic pioneering spirit in us that took us to the moon and back. How dreary we would be if we never ventured away from home. Humanity was created to associate in love and

harmony. Tourism is an excellent way of facilitating that process.

7

5. You have now read the text. Answer the questions below.

What do you think about travelling now?

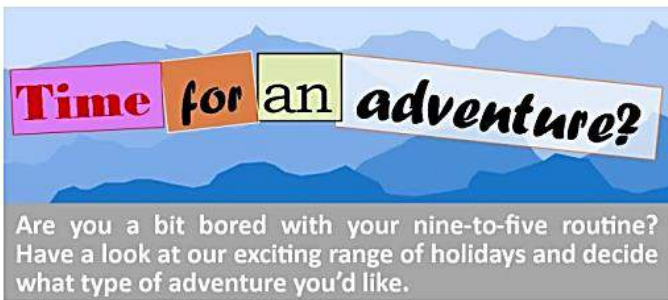
Personal answers of pupils

Why did it (not) change?

6. Choose the best heading and combine it with the text.

A. The importance of direct contact	3
B. The power of natural instinct	8
C. A bitter pill to swallow	2
D. Travel doesn't have to broaden everybody's mind	1
E. Let destination countries decide	7
F. Make sure who your money goes to	6
G. Who is exploited, locals or tourists?	5
H. Tradition or prosperity	
I. Some aspects of tourism may bring problems	4

10. Read the text and write the activities under the correct holiday.



Time for an adventure?

Are you a bit bored with your nine-to-five routine? Have a look at our exciting range of holidays and decide what type of adventure you'd like.

Activity holidays Our activity holidays are for everyone, people who love danger or who just like sports. We have a huge variety of water, snow or desert holidays. We'll take you SCUBA diving in the Red Sea or kayaking and white water rafting in Canada. If you prefer snow, you can try skiing or snowboarding in the Alps or even igloo-building. For those who like warmer weather, we also have sandboarding (the desert version of skateboarding) or camel safaris.



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Visit the South Pole / see lions / try different local food / follow a local guide / visit Scotland / go kayaking / learn about foreign cultures / climb mountains / see whales / try different sports

Activity holidays	Polar expeditions	Cultural journeys
go kayaking climb mountains	Visit the South Pole	try different local food follow a local guide learn about foreign cultures
Trekking tours		Wildlife holidays
visit Scotland try different sports	see lions see whales	

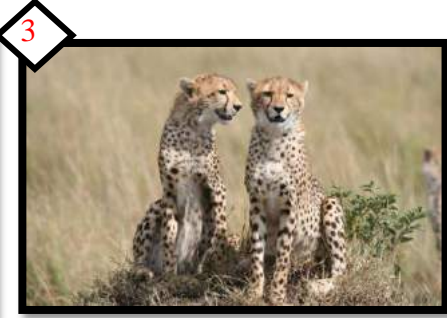
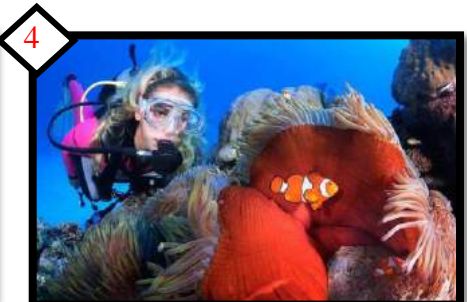
11. Now that you know what kind of vacation you want, you can start looking for things that you want to visit. There are plenty of things that you can do in your own country.

Find some activities that you want to do from the text '365'. Fill in the grid.
 (Source = page)

Activity	Price	Description	Source
1.			
2.			
3.			
4.			
5.			

12. Are there some things that you want to do? Mark your answers. Combine them with the picture.

1. See the Northern light	<input type="radio"/>
2. Go whale watching	<input type="radio"/>
3. Go on safari	<input type="radio"/>
4. Go scuba-diving	<input checked="" type="radio"/>
5. Go on a road trip	<input type="radio"/>
6. Skydiving	<input type="radio"/>
7. Bungee jumping	<input type="radio"/>



13. Write a small letter home where you explain that you did an activity of exercise 12. Give some information on how you felt.

Personal answers of pupils

14. Now you still need to book a flight. Watch the video 'How to buy a plane ticket online' on EDpuzzle. Make sure that you understand the main steps of ordering a plane ticket and answer the questions.

15. Would you ever consider backpacking? Why (not)?
Where would you go?



Personal answers of pupils

16. You need to pack your stuff. You are almost leaving! Watch the video 'Backpacking: travel packing' on EDpuzzle. Answer the questions.

17. Read the following text and answer the questions.

5 FAMOUS CULTURAL MONUMENTS AROUND THE WORLD

1. The Kaaba (Masjid al-Haram)

The Kaaba (Masjid al-Haram) is a cuboid-shaped building in Mecca, Saudi Arabia, and is the most sacred site in Islam, oldest and top the most Famous Cultural monuments in the world. The Quran states that the Kaaba was constructed by Abraham (Ibrahim in Arabic), and his son Ishmael (Ismaeel in Arabic), after the latter had settled in Arabia. The building has a mosque built around it, the Masjid al-Haram. All Muslims around the world face the Kaaba during prayers, no matter where they are. This is called facing the Qiblah.

2. The Taj Mahal

Taj Mahal “crown of palaces”, world heritage site is a white marble mausoleum located in Agra, Uttar Pradesh, India, seen from the banks of Yamuna river, with Mihman Khana or assembly hall (left) and Taj Mahal mosque (right), the two almost identical buildings on either side. It was built by Mughal emperor Shah Jahan in memory of his third wife, Mumtaz Mahal. The Taj Mahal is widely recognized as “the jewel of Muslim art in India and one of the universally admired masterpieces of the world’s heritage. It covers area about 221 hectare (552 Acres) which include 38 hectare taj mahal and 183 hectare taj protected forest are. This world’s most Famous Cultural Monuments is also one of the wonders of the world.

3. Angkor Thom (Big Angkor)

Angkor Thom is a 3km² walled and moated royal city and was the last capital of the Angkorian empire. After Jayavarman VII recaptured the Angkorian capital from the Cham invaders in 1181, he began a massive building campaign across the empire, constructing Angkor Thom as his new capital city. He began with existing structures such as Baphuon and Phimeanakas and built a grand enclosed city around them, adding the outer wall and some of Angkor’s greatest temples including his state-temple, Bayon, set at the centre of the city. There are five entrances (gates) to the city, one for each cardinal point, and the victory gate leading to the Royal Palace area. Each gate is crowned with 4 giant faces. The South Gate is often the first stop on a tour.

4. The Acropolis hill

The Acropolis hill, so called the “Sacred Rock” of Athens, is the most important site of the city and constitutes one of the most recognizable monuments of the world. It is the most significant reference point of ancient Greek culture, as well as the symbol of the city of Athens itself as it represent the apogee of artistic development in the 5th century BC. During Perikles’ Golden Age, ancient Greek civilization was represented in an ideal way on the hill and some of the architectural masterpieces of the period were erected on its ground.

5. Liberty Enlightening the World

The Statue of Liberty Enlightening the World was a gift of friendship from the people of France to the people of the United States and is a universal symbol of freedom and democracy. The Statue of Liberty was dedicated on October 28, 1886, designated as a National Monument in 1924 and restored for her centennial on July 4, 1986.

If you had to go to one of these places, which one would you choose? Why?

Personal answers of pupils

Why is The Kaaba so important / famous?

It is the most sacred site in Islam.

It is also the oldest monument in the world.

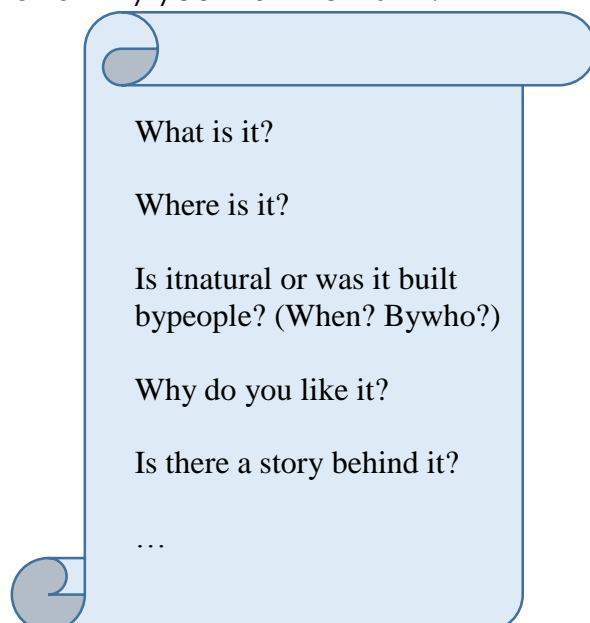
Why was The Taj Mahal built?

It was built in memory of Shah Jahan his third wife.

How did the United States get the Statue of Liberty?

It was a gift of friendship from the people of France.

18. Choose a landmark that you definitely want to see. Look up information on that landmark and present a small presentation of what the landmark is and why you want to visit it.



What is it?

Where is it?

Is it natural or was it built by people? (When? By who?)

Why do you like it?

Is there a story behind it?

...

19. The vacation is over. You can find some reviews on your hotel below. Connect the reviews with the matching ratings.

1



cjtvt
Level 3 Contributor
 13 reviews
 7 hotel reviews
 59 helpful votes

“Worst hotel ever!”

●○○○○○ Reviewed March 12, 2013 via mobile

Dirty, filthy, run-down, smelly, crack-hotel feel to this place! Carpeting is stained and dirty. Towels are old, stained, & dirty. Beds are old, dirty, and stained. Walls are old, dirty, and stained. Bed spread full of hair. It is almost midnight and we cannot even force ourselves to stay here another minute! Camping in a tent in the middle of the woods is cleaner than this place!

2



Jlsouchi
Level 5 Contributor
 57 reviews
 19 hotel reviews
 39 helpful votes

“Good location, Good price/value ratio”

●○○○○○ Reviewed 1 week ago

We stood 3 days in this hotel with my wife. The location is perfect in the city center close to many sites. The value for price is good. The rooms are not really large and new but they are clean. We had a windows on a small silent street. There was not too much light but it was peaceful. The service is OK, Not really smiley but acceptable. The Breakfast is the week point. Food is really basic with Fruit juice a bit "chemical" and average bakery. The overall impression was good.

3



loup65
 London, United Kingdom
Level 6 Contributor
 103 reviews
 31 hotel reviews
 42 helpful votes

“great location”

●○○○○○ Reviewed January 16, 2016

Although location isn't everything, this one was so nicely placed its hard not to see that as a selling point. From the time I stepped off the airport train, everything was accessible by foot, that's such a winner with me. The actual hotel itself deserves a mention. Staff were warm and friendly, and nothing seemed too much trouble for them. The room was a decent size. Bathroom was a bit snug, but no real issues. Decor clean, and fresh..nice little touch with the pillow menu. Breakfast was great...whilst maybe not the huge range you get in bigger hotels, it covered my needs every morning, so I was happy. Wi-Fi worked nicely. Over all a very pleasant stay, I won't hesitate to recommend.

Stayed December 2015, traveled solo

●○○○○○ Rooms
 ●○○○○○ Cleanliness
 ●○○○○○ Service

a

●○○○○○ Rooms
 ●○○○○○ Cleanliness
 ●○○○○○ Service

b

●○○○○○ Value
 ●○○○○○ Location
 ●○○○○○ Rooms
 ●○○○○○ Cleanliness
 ●○○○○○ Service

c

●○○○○○ Location
 ●○○○○○ Sleep Quality
 ●○○○○○ Service

	1	2	3
B			
C			
A			

20. These are some pictures of your hotels. You need to give your ratings as well and give some extra information on why you rate the hotel that way.

Personal answers of pupils



Ratings	○○○○○
Explanation	..............................



Ratings	○○○○○
Explanation	..............................



Ratings	○○○○○
Explanation	..............................



Ratings	○○○○○
Explanation	..............................

66 Trees Lounge,
Bemworth,
Devon CG4 5HZ

14 September 2002

Alltours,
342 Rich Road
Bemworth
Devon VF7 6JK

Dear Sir/Madam,

My husband and I have just returned from one of your "special city tours" in Amsterdam (August 31 – September 10) and I am writing to complain about the holiday we were given.

To begin with, the hotel was not at all what we had been led to expect from your brochure. You advertise air-conditioned rooms with mini bar and private bathroom, but what we got was a tiny room with none of the promised appliances. The room only had a washbasin and we had to share the sanitary installations with five other parties on our floor. The temperature was 90° every day, so you can imagine the comforts of a room with nothing but the cold water tub for cooling. As for the hotel staff, whenever we called down to the reception there was simply no one around. There did not even seem to be any cleaning staff since our beds were made once during the whole of our stay.

Added to all this, the tourist guide included in your offer had fallen ill shortly before we arrived and there was obviously nobody in charge to organise a suitable substitute. After five days a courier turned up who spoke only fragmentary English and we had difficulties understanding only half of what he said.

As you will realise, we are highly dissatisfied with the holiday your company provided and we do not see why we should put up with it. We expect a letter of explanation as well as a substantial refund of our money. Unless this is forthcoming, we shall have to take matters a step further.

Yours faithfully,

Mrs J Smith

Sources for the exercises

Exercise 2, 3: inspiratie oefening

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Exercise 5: tekst

Marron. (2012). *Tourism.* Geraadpleegd op 5 april 2016, via https://en.islcollective.com/resources/printables/worksheets_doc_docx/tourism/travel-holidays-tourism/28910

Exercise 7: video (terug te vinden op Edpuzzle)

Njoyfoto, G. (2015). *WorldVentures types of vacation.* Geraadpleegd op 7 april 2016, via <https://www.youtube.com/watch?v=iPA2dsNOdBM>

Exercise 10: tekst

Time for an adventure. (2015). Geraadpleegd op 6 april 2016, via <http://billingskolan.se/wp-content/uploads/sites/161/2015/10/eng-l%C3%A4xa-till-13-okt.pdf>

Exercise 11: brochure als materiaal

356: ontdekkingsdagen. (2016). Geraadpleegd op 4 april 2016, via <http://www.365.be/pdf/AT2016NL.pdf>

Exercise 14: video's (terug te vinden op Edpuzzle)

How To Buy A Plane Ticket Online - How To Travel. (2014). Geraadpleegd op 7 april 2016, via https://www.youtube.com/watch?v=qD1wP252_LE

Exercise 16: video (terug te vinden op Edpuzzle)

Backpacking Travel Packing Guide. (2016). Geraadpleegd op 7 april 2016, via <https://www.youtube.com/watch?v=2lQ9lnd8SME>

Exercise 17 and 22: teksten

Khan, E. (z.j.). *10 Most Famous Cultural Monuments Around the World*. Geraadpleegd op 7 april 2016, via <http://www.wonderslist.com/10-most-famous-cultural-monuments-around-the-world/>

Majorick. (2013). *Format of a letter of complaint published*. Geraadpleegd op 7 april 2016, via <http://www.slideshare.net/Majorick/format-of-a-letter-of-complaint-published>

Objectives: D/2015/784/058

Luisteren

Lu 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 2)

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- gebruik maken van aangeboden beeldmateriaal en context,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,
- een eenvoudig woordenboek of woordenlijst raadplegen,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Schrijven

Schr 2 eenvoudige boodschappen schrijven bijvoorbeeld briefjes, e-mails of kaarten vanuit modellen

Schr 5 - indien nodig, volgende strategieën gebruiken (ET 18):

- hanteren van een model of een in de klas behandelde tekst,
- tekst in een passende lay-out gieten,

Ondersteunende kennis

De leerlingen kunnen:

2 belangrijke grammaticale constructies, eventueel met behulp van schema's en overzichten inzetten (ET 20),

Ondersteunende attitudes

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)

Group work: Class trip to London

For this group work you will be planning a trip to London in groups. Everyone in the group will have a **different** assignment. In total there are three different assignments within the group.

- 1) Food and activities (pg 2 – 20)
- 2) Transport to and from London and schedule (pg 21 – 28)
- 3) Booking the accommodation and getting around in London (29 –32)

When you've planned your trip to London you will have to make a **presentation**. Everything you planned, why you planned it that way and how you planned it must be discussed in this presentation.

The last page of the bundle is a peer-evaluation sheet. You will give marks on the presentation of the other groups. Take a close look at the evaluation sheet that way you also know what you will be marked on!





TECHNISCH INSTITUUT HEILIG HART

Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher: S. Awouters
Schoolyear: 2015-2016

Term: 3

Name:

Class:

Number:

Date:

Group work:

You will work together with the others to prepare a trip to London. Everyone has their assigned work. Yours is deciding the sights you will all be seeing and what you are going to eat in London. But first you need to get to know the sights and types of food from London.

Reading: Sightseeing in London

1. Read the text on the landmarks and sights in London and answer the questions on the next page.

Buckingham Palace

Buckingham Palace is the most famous of London's many **royal** palaces. Constructed in the 18th **century**, it is located at the end of the Mall, one of London's **broadest** roads. The Queen and her family live in a part of the palace. Other parts can be visited by tourists. The Changing of the Guard is a **ceremony** that takes place every day.

Tower of London

The Tower of London is one of the oldest buildings in the city. The **fortress consists** of several buildings around a central tower. It is **situated on** the northern bank of the River Thames. For many centuries the Tower of London served as a **prison**. Among the most famous prisoners were the **explorer** Sir Walter Raleigh and Anne Boleyn, one of Henry VIII's wives who were **beheaded** there. Today visitors are able to see the Crown Jewels of England which were originally **protected** by Beefeaters and the Tower's **ravens**.

Tower Bridge

The Tower Bridge, near the Tower of London, may be London's most **impressive landmark**. The bridge is over a hundred years old and can be raised to let ships pass through. The two towers and the **walkway** that connects them give visitors a great view of London.

St Paul's Cathedral

St. Paul's Cathedral was rebuilt in the 17th century by the great English architect Sir Christopher Wren after the original building had been destroyed by the Great Fire of London in 1666. It has the largest **dome** in the world after St. Peter's Basilica in Rome.

Westminster Abbey

Westminster Abbey is **located** near the Houses of Parliament. Since its **construction** by William the **Conqueror** in 1066 almost all of the country's kings and queens have been crowned there. **Monarchs** and famous people are **buried** in the **abbey**. Among them are Charles Darwin and Sir Isaac Newton.

Houses of Parliament

The Houses of Parliament are located in the city of Westminster **alongside** the River Thames. Both the House of Commons and the House of Lords hold their meetings in the palace. Big Ben, the clock tower's famous bell, has been **chiming** since the middle of the 19th **century**.

Parks in London

The city of London is well known for its large and beautiful parks. Hyde Park is the largest of London's **royal** parks. It is about 2km long and over 1 km wide. Hyde Park is a popular area for free time activities, including jogging, running and horse riding. Speaker's Corner, near the north-eastern **entrance** of Hyde Park is a place where Londoners **gather** and listen to people who talk about all kinds of things. The Serpentine is a large **artificial** lake where people can go swimming or **rowing**. London has many other parks, including St. James's Park, with a great view of Buckingham Palace, and Green Park.

London Eye

A giant **Ferris wheel** rises 135 m high on the south **bank** of the River Thames. It was built as a part of London's **millennium celebrations**. Each egg-shaped cabin can take up to 25 passengers. A complete **turn** of the wheel takes 30 minutes.

Piccadilly Circus

A busy **plaza** in the heart of London lies at the **junction** of five major streets. The place is famous for its colourful **billboards**, a fountain, a statue of Eros and the theaters around it.

Covent Garden

The former fruit and vegetable market is always a **crowded** place, especially during weekends and in the summertime. Today it is known for its open-air cafes, restaurants, pubs and street **performers**.

Globe Theatre

London's most famous theatre, originally built at the end of the 16th century, was **reconstructed** in 1997. It is only about 200 meters from its original **site**.

2. What ceremony can be seen at Buckingham Palace every day?

The Changing of the Guard is a ceremony that takes place every day.

3. What was the Tower of London used as?

It was a prison.

4. What can you see in the Tower of London today?

You can see the Crown Jewels of England.

5. If I wanted to visit a big church where could I go?

You can visit St Paul's Cathedral.

6. How big is London's biggest park? What's it called?

Hyde Park is the largest of London's royal parks. It is about 2km long and over 1 km wide.

7. Name a few other parks in London?

St. James's Park and Green Park.

8. Which big clock is part of the Houses of Parliament?

It is called the Big Ben.

9. Why was the London Eye built?

It was built as a part of London's millennium celebrations.

10. What's Piccadilly Circus famous for?

For its colourful billboards, a fountain, a statue of Eros and the theaters around it.

11. What is Covent Garden famous for now?

For its open-air cafes, restaurants, pubs and street performers.

12. What is the Globe Theatre?

London's most famous theatre.



13. Match the name of the landmark with the picture.

Big Ben - The Houses of Parliament - The National Gallery - St. Paul's Cathedral - The Tower of London - Trafalgar Square - The Buckingham Palace - The Tower Bridge - Westminster Abbey



The Tower of London



St. Paul's Cathedral



The Buckingham Palace



Westminster Abbey



The Houses of Parliament



The National Gallery



Big Ben



The Tower Bridge



Trafalgar Square

Listening: Food in London

14. Watch the video on EDPuzzle called Eating London w/ Food Busker!
And answer the following questions.

15. In what part of London is Borough Market?

It is in Southwark.

16. How old is Borough Market?

It is over a thousand years old.

17. What idea of British food did they have?

Everyone went there (still go there) for quality food.

18. What is the craziest local traditional food?

It is the jellied eel.

19. Where do they go for the trendy food?

The go to East End.

20. What is the first thing they eat there?

It's called jellied eel.

21. What is the burger place called?

The name is Le Bun.

22. Which two styles of food does it combine?

French classic food with an American style.

23. What is the Jamaican pop-up restaurant called and what do they serve?

Mama's Jerk Chicken serves Jamaican Jerk chicken.

Reading: Restaurants in London

24. Read the text and answer the questions.

The Ritz

Food: traditional British or fusion cuisine

Price per person: £80

This spectacular palace-style dining room is famous as one of London's most luxurious, romantic restaurants. It's hard to resist splashing out on the exquisite 5-course menu. The staff is discreet and extremely polite. It's hardly surprising that the clients are a mixture of celebrities, business executives and wealthy tourists. Come here for a memorable dining experience, which will certainly do damage to your bank account!

Yo sushi!

Food: Japanese

Price per person: £10-15

The best known sushi place in town. This restaurant is great both for its raw fish and its kitsch Japanese décor. Service is efficient and speedy. You can eat delicious sushi for a few pounds, serve yourself unlimited beer, select food from a conveyor belt and even have a relaxing head massage! Sometimes there are karaoke nights here. This restaurant is bright and unromantic but great fun.

Amaretto

Food: Italian

Price per person: £15-20

A family-owned restaurant that has faithful clients coming back again and again. Amaretto offers classic Italian food in warm and friendly surroundings. Whatever time you come here, this restaurant is always busy and lively. The pizzas and pasta dishes are well recommended as being tasty and excellent value for money. Great for families or big groups of friends.

Levant

Food: Lebanese/Middle Eastern

Price per person: £20-30

An exotic Middle Eastern restaurant which is perfect for a romantic evening. The atmosphere is moody and intimate, with lots of candles, soft cushions and coloured glass lanterns. When you find the entrance, hidden away down a small street, you are greeted by luscious plants and the smell of incense and exotic perfumes. The menu offers a feast of authentic Lebanese food for people who like to try something new and unusual. If you stay late, you will even be able to watch a belly-dancing show!

The George Inn

Food: traditional British pub food

Price per person: £5-10

A dark and smoky pub, which was built in 1780. Come here if you want to taste traditional English fish and chips or steak and kidney pie in a lively atmosphere. The food isn't great, the service is slow, but this pub serves a good range of beers and ales.

Food for Thought

Food: vegetarian

Price per person: £5-10

This tiny colourful vegetarian restaurant and takeaway offers food free of chemicals, pesticides and preservatives. The food is good and the menu changes every day, but this place is also great if you just want a coffee. Don't come here at busy times if you want a slow, leisurely meal.

Café Sol

Food: Mexican

Price: £20-30

Café Sol is a great place to go at any time. Enjoy authentic Mexican cuisine at lunchtime (watch out for the chili!) or go for a drink and a dance when it gets dark. The atmosphere is always buzzing and vibrant, and the food is reasonably priced. On a Saturday night, the young crowds in Café Sol are usually very loud and merry after sampling the extensive list of tequilas!

The Hard Rock Café

Food: Tex-Mex and burgers

Price per person: £10-20

A genuine celebration of rock 'n' roll! This is the original Hard Rock Café, here since the 1970s, and it's the first ever theme restaurant. The queue to get in is legendary. You can't make reservations and you will find a queue almost all day long, every day of the year. But this actually adds to the memorable experience. Once in, there's good food and a great atmosphere, created by rock music, dim lighting and walls covered in rock memorabilia.

25. What types of food are mentioned in the text?

They talk about typical British food, Japanese, Italian, Middle Eastern, Mexican and vegetarian food.

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26. Which restaurants are the cheapest?

The George Inn and Food for Thought are both cheap.

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27. Would you eat in the cheapest restaurant? Why (not)?

Personal answers of pupils.

.....
.....

28. Which restaurant is the most expensive? Why is it the most expensive restaurant?

The Ritz is the most expensive one. You have a 5-course menu, the staff is polite and discreet.

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.....

Group work

Now that you know a few landmarks, sights and types of food in London it's time to start working on your part of the group work.

1. The first thing you will do is choose 4 landmarks/sights from the text you read earlier. And then you need to look for one more that is not mentioned in the text on your own.

Write the 5 landmarks/sights you chose here:

Personal answers of pupils.

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.....
.....

2. Look up the landmarks/sights you chose and give some extra information about what you can do there and how much it costs to enter. Do this for all 5 landmarks/sights. Personal answers of pupils.

Landmark/sight 1:

Extra information:

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.....

Landmark/sight 2:

Extra information:

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Landmark/sight 3:

Extra information:

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Landmark/sight 4:

Extra information:

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Landmark/sight 5:

Extra information:

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3. For the next exercise you must discuss the schedule with the group that is in charge of the schedule. Write out the schedule for visiting the landmarks/sights in this box.

Take care that you listen to the other group when it comes to timing and give them the information they need to know how long visiting the landmark/sight would take.

Personal answers of pupils.

4. The next thing you need to decide in your group is where you will go for dinner on your 4 day trip in London.

You must choose four different types of restaurants in London. For example: Italian, Indian, traditional and Chinese. You can choose three from either the video or text but must find one more on your own.

Write the 4 restaurants you chose here:

Personal answers of pupils.

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5. Look up the restaurants you chose and find out where they are and how much a meal costs there. Personal answers of pupils.

Restaurant 1:

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Restaurant 2:

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Restaurant 3:

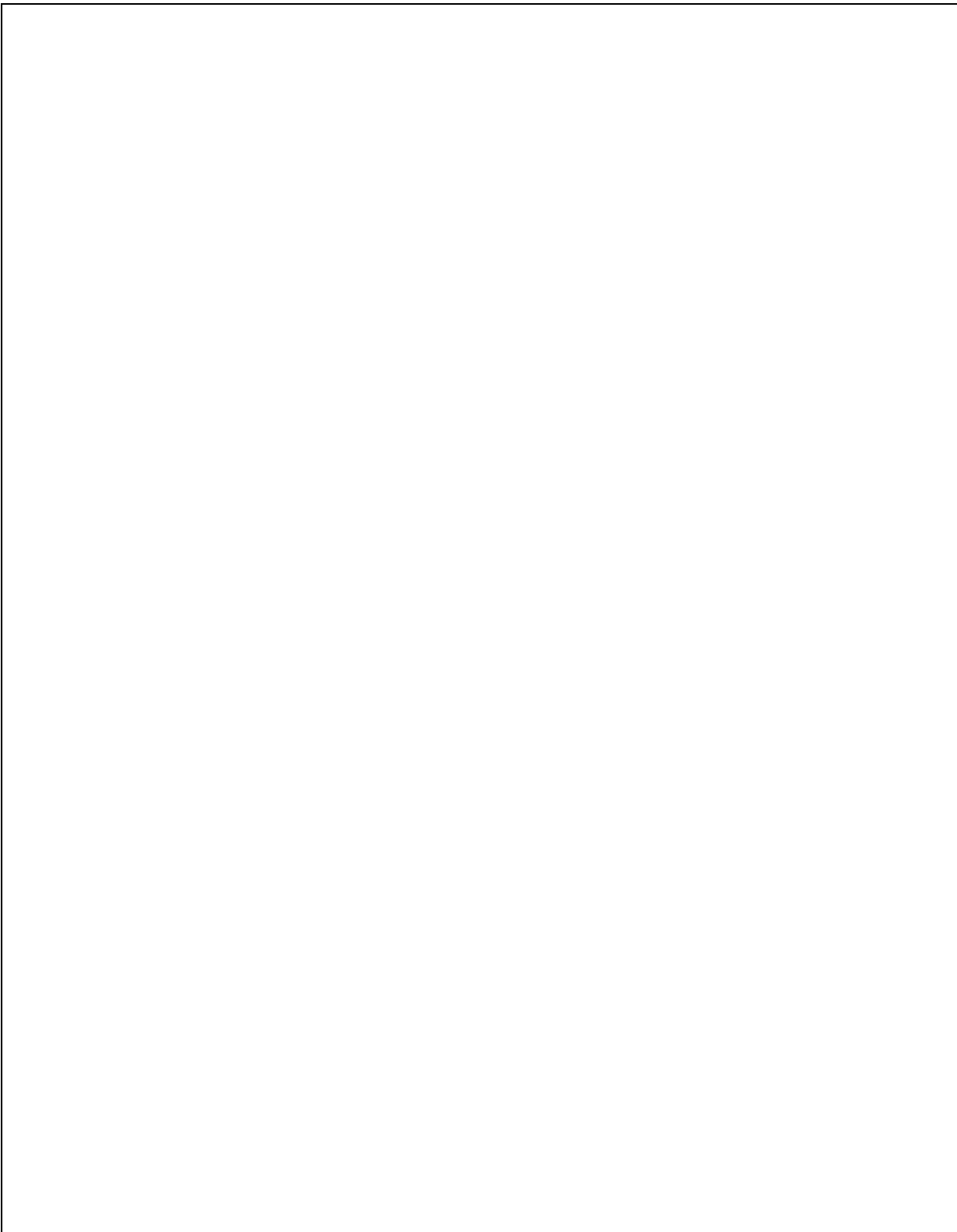
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Restaurant 4:

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6. Now you'll group up with the group that's in charge of the schedule to decide when you'll be going to these 4 restaurants. Since it's always dinner it will be in the evening every time! Write the schedule in this box.

Personal answers of pupils.



7. To finish this group work you will now prepare a presentation.

Make sure you discuss all the landmarks you chose, why you chose them. Also why you chose the four restaurants and why you chose to put all of them in the schedule the way you did.

TECHNISCH INSTITUUT HEILIG HART

Kleine Breemstraat 5
3500 HASSELT

Teacher S. Awouters
Schoolyear: 2015-2016
Term:3

Name:

Class: Number:

Date:.....

Group work

Your task is to choose the means of transportation to and from London. To prepare you for this you will first get to know the types of transportation there are to get to London from Belgium. When you've chosen a means of transportation you will then start making a schedule of the activities in London with the other groups.

Keep in mind: When talking about taking a means of transport e.g. a car you say: I'm going by car. It's always by car/plane/bicycle.

1. Planes, trains and....tuk-tuks

Read the text about transport in the UK and put the paragraph headings in the correct places. Then discuss the questions below:

- International commuting
- Commuting options
- A lifestyle thing
- Staying at home
- The greener option

Planes, trains and... tuk-tuks

With conventional modes of transport becoming less appealing, commuters are finding alternative methods of getting to work.

A lifestyle thing

1) Roads in the UK are becoming increasingly crowded which means more traffic jams and longer journeys for those who travel to work by car. Public transport is seen to be expensive and unreliable, and is often not available, particularly to people living in rural areas. Although more people cycle to work now, many think cycling is dangerous on our busy roads.

International commuting

2) That's why some people are prepared to take drastic action to avoid the nightmare of conventional commuting. Cheap flights have enabled people to commute from places as far-flung as Barcelona, Marrakech and even Tallinn. A recent report (Future Forum) suggests that by 2016, 1.5 million people will be working in the UK but living overseas.

Commuting options

3) Flexible working hours and advances in technology have also helped to make this possible. Ellie Portland, 24, who works for a television production company in London, uses budget airlines to commute to work from her home in Barcelona. It is not feasible to commute daily, so she travels to the UK once a week and stays for a few days with friends or family in London. And for the rest of the week she is able to work from her 'virtual office' at home in Spain. There are added benefits, as Ellie explains, 'I have a better quality of life in Barcelona and rent, food and clothes are much cheaper.'

The greener option

4) Not everyone, however, thinks this is a sustainable alternative. John, 26, from Lincoln thinks it's 'irresponsible... and selfish. The sky will become more like the M25... what a disaster for the environment!' Another more environmentally friendly option is Eurostar. High-speed train routes between the UK, France and Belgium are due to be opened next year which would mean travelling between London and Lille, for example, will take just 80 minutes.

Staying at home

5) For those who prefer to continue to live in the UK, another form of public transport was introduced in Brighton with plans to extend to other cities. Twelve tuk-tuks, three-wheeled vehicles prevalent in Asia, were imported to the UK from India. Adapted for the British climate – with hoods and curtains to keep out the rain – they were environmentally friendly and ideal for getting around towns and cities. Although it sounds like a fun way to get to work, unfortunately, they didn't become popular, and people are back using the bus!

Connie (British Council's Trend UK team)

Glossary

M25 - Motorway circling London

Eurostar - Train service between the UK and Europe via the Channel Tunnel

2. Are the transport problems in the UK similar to those in your country?

Personal answers of pupils.

.....

3. What do you think about living in one country and working in another? Do you think that it is irresponsible?

Personal answers of pupils.

.....

4. Do you think cycling in a city center is dangerous?

Personal answers of pupils.

.....

5. What other transport solutions can you think of for big cities?

Personal answers of pupils.

.....

6. Which two forms of transportation are available to get to London according to the text?

You can use budget airlines and the high-speed trains.

.....

7. Now you have discussed two types of transport that are available to get to London. There is one more means of transport that is available you need to search for online. Which are the three means of transport available?

.....
.....

8. Now you must choose one of these to get to London. To help you find information on all three types of transport here are some websites you can visit. **Personal answers of pupils.**

<http://www.seat61.com/Europe-train-travel.htm#.VwjpWXR-p5N>
<http://www.dfdsseaways.co.uk/>
<https://www.brusselsairlines.com>

First you must find all the information on all types of transport.

Transport 1:

Extra information:

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Transport 2:

Extra information:

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Transport 3:

Extra information:

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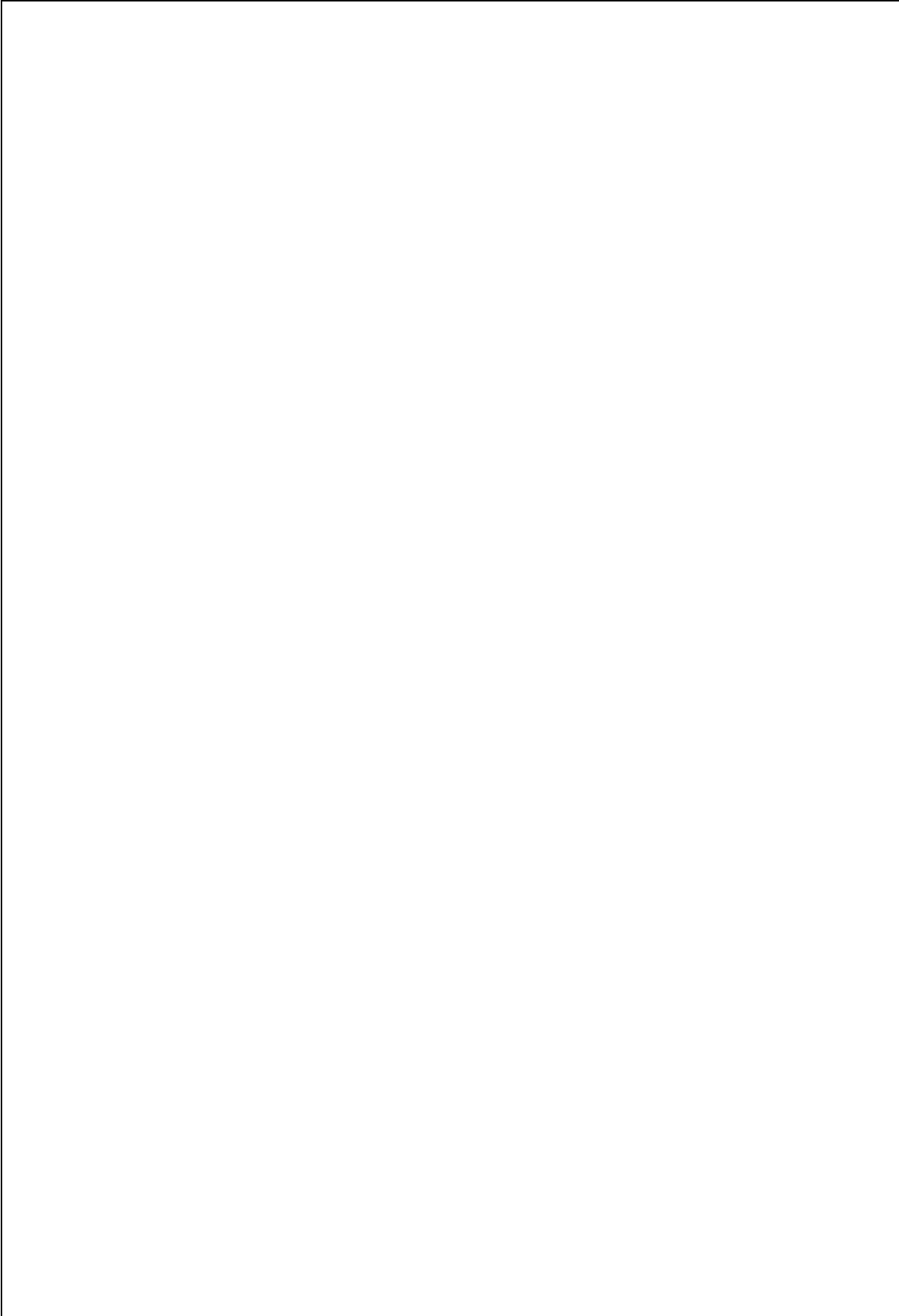
9. Which way of transport will you choose? Why?

Personal answers of pupils.

.....
.....

10. Now you must work together with the other group that's in charge of the activities in London to work out a schedule. Listen closely to what the other group has planned and keep the timing for everything in mind. You have 4 days in London: Monday, Tuesday, Wednesday, Thursday and Friday morning you come back.

Personal answers of pupils.





TECHNISCH INSTITUUT HEILIG HART

Kleine Broomstraat 5
3500 HASSELT

Course: English
Teacher S. Awouters
Schoolyear: 2015-2016

Term: 3

Name:

Class:

Number:

Date:

Group Work

You will work together with the others to prepare a trip to London. Everyone has their assigned work.

You will have to take care of the accommodation for your group. First you can do some exercises on that and for the end result you can actually look for good accommodation.

1. Types of accommodation: Match the pictures with the explanation:

1



a caravan

2



a chalet

3



a luxurious hotel

4



a guesthouse

5



a youth hostel

6



a self-catering flat

6	a flat which you rent; you cook for yourself
4	accommodation like a hotel but cheaper and with fewer services
5	cheap accommodation mainly for young people with, perhaps, ten or more people sleeping in bunk beds
3	expensive accommodation where people stay and eat meals, full of services and activities
2	a house with a steep sloping roof, common in places with high mountains and snow such as Switzerland
1	a vehicle that a car can pull and in which people can live and sleep when they are on holiday

2. Watch the video 'How to reserve a hotel room' on EDpuzzle. Answer the questions.

- When does the guest need to have a room?

The 5th February.

- Do they have a room available for him?

Yes, they do.

- What do you think that the difference is between an en-suite bathroom and a shared bathroom?

En-suite means that you have your own bathroom in your hotel room.

- What is the best way to get to the hotel starting from the airport?

You can take bus 24 from the airport to Main street and walk 5 minutes.

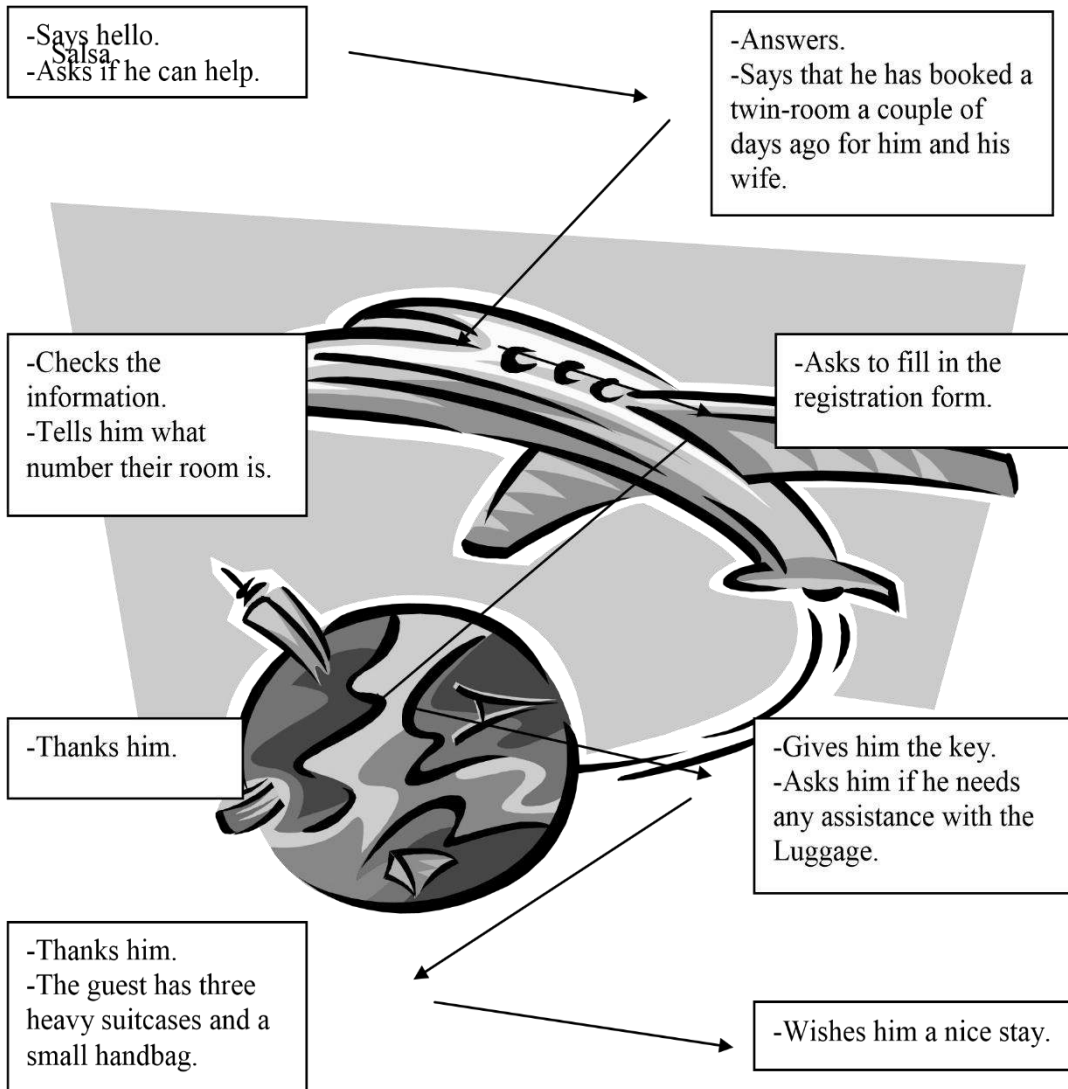
- Is there another option?

There is also a pick-up service.

3. Imagine you are at the reception desk of a British hotel. Build up a dialogue according to the cues.

Receptionist

Guest



Personal answers of pupils.

London Oyster Card 2016

The vast majority of Londoners currently use an Oyster Card routinely to pay for all their public transport needs, although they are fast migrating to contactless payment cards. For short term visitors it is not so clear cut, if you have a credit or debit card that supports contactless payments that is probably going to be the front runner.



Unless you are going to make just one single journey on public transport in London then you should really be looking to either purchase an Oyster, contactless payment card or a London Travelcard travel pass or not pay for single tickets. For example, paying cash for a single Underground journey in the centre of London is more than double that paying with an Oyster Card.

The Oyster card is a permanent reusable electronic ticket of credit card size (see image above) which is topped up from time to time by its owner. Londoners also have their season tickets loaded onto Oyster Cards as well and there are passes for one week and monthly durations. All can be loaded onto the one electronic Oyster card.

Where You Can Use An Oyster Card

The Travelcard pass covers:

- The London Underground network.
- The London red local bus network.
- The railway network in Greater London.
- Docklands Light Railway, TFL Rail Services and Overground Railway.
- 33% discount on many scheduled river services.
- Train services between London and Gatwick Airport.

5. You have to explain the use of this card to your fellow students. They have to understand what the Oyster card is for (in English!) Ask them to take this page as well and let them write down in their own words what the use is.

Personal answers of pupils.

Names _____

Group Evaluation Sheet

Please complete this evaluation sheet for the presentation you viewed in class today. Please put your names at the top of this form. You may use the bottom part of the sheet for additional comments.

Group _____

CRITERIA	RATINGS (1 - 2 - 3 - 4 - 5)
1. Presentation was balanced and fair	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
2. Presentation was clearly organized and delivered	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
3. Presenters seemed well-prepared and knowledgeable about their topic	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
4. If visual or other aids were used, their use was relevant to the topic/presentation	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
5. If there were questions, the group addressed them adequately	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
6. I learned something new from the presentation	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Comments (these may be positive or negative—feel free to offer praise!!!)

Sources for the exercises

p. 1-14 Exercise 2 - 12: tekst

London - Tourist Attractions and Places to See. (z.j.). Geraadpleegd op 3 april 2015, via <http://www.english-online.at/geography/london/london-sights-and-tourist-attractions.htm>

p. 1-14 Exercise 13: oefening

Ptenez. (2011). *London Sightseeing.* Geraadpleegd op 3 april 2015, via <http://busyteacher.org/5913-london-sightseeing.html>

p. 1-14 Exercise 14 - 23: video (Terug te vinden op EDpuzzle)

Eating London w/ Food Busker. (2014). Geraadpleegd op 4 april 2015, via https://www.youtube.com/watch?v=itO_-hChoas

p. 1-14 Exercise 24 – 28: tekst

Cooking in Britain Today. (2012). Geraadpleegd op 4 april 2015, via <https://www.teachingenglish.org.uk/sites/teacheng/files/cooking-britain-worksheets.pdf>

p. 22-24 Exercise 1-7: tekst

Cath. (2015). *Transport Student worksheet.* Geraadpleegd op 4 april 2015, via https://www.teachingenglish.org.uk/sites/teacheng/files/Transport%20Student%20worksheet_0.pdf

p. 29 Exercise 2: video (Terug te vinden op EDpuzzle)

Hales, C. (2013). *English Grammar Lesson How to reserve a hotel room in English.* Geraadpleegd op 4 april 2015, via <https://www.youtube.com/watch?v=LSvoYzVCD04>

p. 32 Exercise 5: tekst

London Oyster Card 2016. (z.j.). Geraadpleegd op 4 april 2015, via <https://www.londontoolkit.com/briefing/oystercard.htm>

Objectives: D/2015/784/058

Luisteren

Lu 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 2)

Lu 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 3)

Lu 4 - indien nodig, volgende strategieën gebruiken (ET 4):

- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt,
- gebruik maken van aangeboden beeldmateriaal en context,
- zeggen dat ze iets niet begrijpen en vragen wat iets betekent,

Lezen

Le 2 - in een eenvoudige (informatieve, prescriptieve en narratieve) tekst de hoofdgedachte achterhalen (ET 6)

Le 3 - uit een eenvoudige (informatieve, prescriptieve en narratieve) tekst relevante informatie selecteren (ET 7)

Le 4 - indien nodig, volgende strategieën gebruiken (ET 8):

- de vermoedelijke betekenis van transparante woorden afleiden,
- de vermoedelijke betekenis van onbekende woorden uit de context afleiden,
- een eenvoudig woordenboek of woordenlijst raadplegen,
- blijvende concentratie opbrengen ook als niet alles onmiddellijk begrepen wordt.

Spreken

Spr 2 - indien nodig, een spreekplan als strategie gebruiken (ET 10)

Gesprekken voeren

Gespr 2 - in een eenvoudig (informatief en prescriptief) gesprek vragen stellen en beantwoorden (ET 12)

Gespr 3 - spontaan hun mening verwoorden (ET 13)

Gespr 4 - indien nodig, volgende strategieën gebruiken (ET14):

- het doel van de interactie bepalen,
- gebruik maken van non-verbaal gedrag (gebaren, iets aanwijzen, iets tonen),
- zeggen dat ze iets niet begrijpen,

Schrijven

Schr 2 eenvoudige boodschappen schrijven bijvoorbeeld briefjes, e-mails of kaarten vanuit modellen

Ondersteunende kennis

De leerlingen kunnen:

1 vorm, betekenis en reëel gebruik van frequente woorden en woordcombinaties uit volgende domeinen inzetten:

- dagelijks leven zoals huis, vrijetijdsbesteding, boodschappen, verplaatsingen, eten en drinken, tijdsduidingen

2 belangrijke grammaticale constructies, eventueel met behulp van schema's en overzichten inzetten (ET 20),

Ondersteunende attitudes

1 tonen bereidheid om een vreemde taal te leren (*)

2 tonen bereidheid en durf om te luisteren, te lezen, te spreken, gesprekken te voeren en te schrijven (ET 24*)

5 tonen belangstelling voor de aanwezigheid van vreemde talen in hun leefwereld, ook buiten de school (ET 26*)

7 zijn bereid om over de eigen aanpak te reflecteren(*)