

(Y) PREFACE

Hello everyone! This is the revision for everything which contains everything have to know for the exam English this Wednesday.

This revision is divided in **grammar, vocabulary, content** and **reading**.

If you see any great mistake (my apologies, my English is of course not perfect), message the maker of this revision. Just ignore little mistakes that don't interfere with the seen lessons.

Modern languages students need to know more than other students, the extra material is not in this revision.

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1) Grammar

*This part contains the specific grammar we have to know for the exam plus the basic grammar you always have to know.

1.1) Specific grammar

1.1.1) Articles

*Articles are in Dutch: lidwoorden, you have certain specific rules in English to know when you have to use which article. This is very easy.

a/an	the	no article
*With no specific things → I want to see a movie (Ik wil een film zien)	*With specific things → I want to see the movie in the cinema.	*With uncountable nouns : → I hate people that only think about money .
*The first time we mention something → I see a revision on Smart- school, Abdellah has sent that revision . --> The first time you mention my revision you use a!	*With things that have al- ready been mentioned. → "Wow, that is a nice revision , who's made it?" → "Abdellah has made the revision ." → "Daymmm he smart." → Thanks for the compliment.	*With abstract nouns : → Love for everyone, hate for no one. (that's the slogan from the Pakistan mosque in Kuringen lol)
*With any member of a group or jobs. → Maria is a part of 5ET . → Ms. Vandeurzen is an English teacher .	*When there's only one of something. → " The Prime Minister from Belgium can't speak Dutch very well.."	*With things in general or before general nouns in plural → William got blue eyes . → Abdellah has hair on his chin. → Caro got brown hair . → He has different science books .
*To express each or per. → I eat an apple a day .	*With superlative adjectives; → Abdellah is the real MVP .	
*When do we use a and when do we use an? → a: every consonant, not with vowels. → Alex is a friend. → Alex is an friend . → an: if we hear the vowel. → Alex is an honest friend.	*General statements → Scientists believe that studying the revision helps.	
	*Group of people w./ same characteristics → The disabled can't see .	
	*With countries that include: kingdom, states or republic . → The USA, the UK ...	
	*With geographical names . → The river in Belgium.	
	*Names of hotels + buildings + organisations → The Hilton Hotel ...	
	*With families → The Laghmouch's	

1.1.2) Determiners

COUNTABLE NOUNS	UNCOUNTABLE NOUNS	BOTH COUNT- AND UNCOUNTABLE
Many, several (sommige), too many (te veel), a few (een paar), few ...	Much of (veel van), little (beetje), much ...	Hardly any, some, a lot of ... → I eat hardly any junkfood. → I have a lot of money.
None (0%) ⇔ almost none ⇔ hardly any ⇔ a little/a few ⇔ several ⇔ some ⇔ (far too) many, much, a lot of ⇔ all/every (100%) → I have <u>none</u> volunteers to come help me take notes. :(→ <u>Hardly any</u> student has made their homework. → <u>Some</u> students pay attention in my class. → There are <u>far too many</u> adverts on TV. → <u>Every</u> student has passed the exam! Congrats!		

1.1.3) Verb patterns (gerund or infinitive?)

Verbs followed by a gerund (gerund = -ing form of verb)	Verbs followed by an infinitive (infinitive = to-form of verb)	Verbs that can change meaning
IMAGINE --> Imagine not having pizza. :(DECIDE → I decided to stop smoking	STOP → I stopped to smoke --> I stopped now STOP → I stopped smoking --> I stopped forever
FINISH → I finished making my homework.	WANT → Hey baby, I think I want to marry you. (#BrunoMars)	REMEMBER/FORGET → I forgot to make my homework --> I forgot to make it. → I remember making my homework last week --> I remember that I made it.
SUGGEST → I suggest making your own revision.	PROMISE → I promise to never leave you babe.	
RECOMMEND → I highly recommend you watching that show, it isn't a waste of time.	PLAN → We're planning to marry in October.	TRY → I tried cooking but it didn't work out. → I tried smth new. → I try to make this revision. → I try smth new.
AVOID → I avoid taking the highway.	MAKE → She must make him finish his homework	
MIND → Do you mind watching on my baby?	LET → Susan, come on, let him go to that party.	LIKE → I like making revisions → I enjoy this. → I like to make revisions every day. → It is a habit.
RISK → I don't want to risk losing you.	ASK, EXPECT, HELP, INSPIRE → He inspired me to better my life.	GO ON → Shall we go on looking for some more women? → Continue to do this. → He went on to read a book. → Do smth completely diff.
ENJOY → I enjoy watching TV.		

1.1.4) Order of adjectives

*Adjectives follow a specific order when you use multiple in one sentence, you have to study them by heart: **OPINION – SIZE – SHAPE – AGE – COLOUR – ORIGIN/NATIONALITY – MATERIAL – TYPE – PURPOSE – OTHER THINGS**

→ How to remember? ----->

OSSACOMTaPO

→ Pronounce with an Italian accent: ossacomtapo. :)

*Examples: This beautiful, big, round, young, black, American, plastic feminist.

This handsome, muscled, young, white, Moroccan, smart Abdellah.

This ugly, thick, old, white, Belgian, wooden fidget spinner.

→ I know the sentences are not logic, but I hope you understand.

1.2) Basic grammar

1.2.1) Frequent mistakes (-1 per mistake on exam!)

1	They're = they are ⇔ their = possessive ⇔ there = place → There's no soap in the bathroom and they're coming . Can we ask them to bring their soap ?
2	Then = time sequence ⇔ than = comparison → I remember my first year at Atheneum Plus, I was a real bad boy then . I was worse than Glen .
3	It's = it has ⇔ its = possessive → Oh what a cute baby! What is its name? #Genderneutrality → It's been good to read your revision, Abdellah. (it has!)
4	Witch = heks ⇔ which = welke → Which witch is your favourite witch ? (Welke heks is je favoriete heks?)
5	To = preposition ⇔ two = twee ⇔ too + adjective = 'te' → I ate too much cornflakes before I went to school , that's why I got a two on my test. (Ik at te veel cornflakes voordat ik naar school ging, daarom had ik een twee op mijn test.)
6	Quiet = stil ⇔ quite = a little bit. → It is quite quiet in here. (Het is hier een beetje stil.)
7	To teach = to pass knowledge ⇔ to learn = to gain knowledge ⇔ to study = to revise !!! In Dutch we translate these three verbs just with 'leren' !!! → Our teacher taught us what the equilibrium constant is, I learned that chemical reactions are in a constant equilibrium and studied the equilibrium constant for the test .
8	To loan/lean = you give smth to someone for a period of time ⇔ To borrow = you borrow something from someone for a period of time. → I loaned my brother the book that I borrowed from the library.
9	Your = possessive ⇔ you're = you are → You're not very good at making revision, your classmate Abdellah is much better at it.
10	Practice = noun ⇔ to practice/practise = verb → This doctor practises medicine in his practice . (De dokter oefent de geneeskunde uit in zijn kantoor.)
11	A different = distinct, héélmaál anders ⇔ another = related but not the same, van dezelfde sort → Abdellah is going to make another revision? (Samenvattingen zijn allemaal van dezelfde

	soort maar niet allemaal hetzelfde!) → No, he's going to make a different thing, a scheme. → Schema's zijn helemaal niet related aan samenvattingen!
12	Opinion = mening ⇔ meaning = betekenis (omdat meaning op mening lijkt maken mensen deze fout) → My opinion is that making revisions is fun! → The meaning of that word is 'to play'.
13	Accept = to accept smth ⇔ except = behalve → Abdellah accepts everyone's demand for help except that from the snitch.
14	Hole = een gat ⇔ whole = het geheel. → You have a hole in your pants! → Have you eaten all the wholegrain cornflakes? :(
15	Some = affirmative sentences ⇔ any = negative/questions. → Mom gave me some sweets. ⇔ Really, she hasn't given ME any sweets!
16	Much = countable ⇔ many = uncountable. → There are too many people here and I have too much money.
17	Little = uncountable ⇔ few = countable. → I have little money, I wasted it on drinking few drinks.
18	Adverb = with VERB, ADJECTIVE or OTHER ADVERB --> verb + LY ⇔ adjective = more information about a noun! → Abdellah is a smart guy , he has quickly made this revision.

1.2.2) Some dangerous pairs

Get her off your mind, our hous is two minutes of the main road.
Who's (who has!) /whose car is this?
Is some one/some one /someone here?
We have our exam English on Wednesday.
I'm afraid of death , if people die I cry.
Until you learn to live your life for your own, you won't be happy.
Most men have a beer belly, they need to loose /lose/ loes weight.
Where were you this morning? I looked for you everywhere .

2) Vocabulary

*This part contains all the vocabulary that has to be known

2.1) Vocabulary unit 2

POSITIVE ADJECTIVES	NEGATIVE ADJECTIVES
Cared for (zorg dragen voor)	Neglected (genegeerd)
Inhabited (bewoond)	Abandoned (onbewoond, achtergelaten)
Thriving (als je véél succes hebt)	Declining (slechter worden)
Attractive (aantrekkelijk) → She's an attractive girl	Unappealing (niet-aantrekkelijk) → But he's very unappealing
Efficient (= efficiënt)	Wasteful
Worthwhile (= de moeite waard)	Pointless (= de moeite niet waard)
Renovated (= gerenoveerd)	Run down (= versleten)

2.2) Vocabulary unit 3

2.2.1) Vocabulary unit 3 – section 3A

WORD	MEANING/TRANSLATION/SYNONYMS/...
VOCABULARY FROM THE TEXT	
Compulsive hoarder	Someone who's tendency to keep stuff has gotten out of control.
Heaps of stuff	= piles of stuff = to have a lot of stuff
Possessions	Bezittingen
To move house	To move to another house with all your stuff
Belongings	All your possessions
Deceptive	Misleading
Spread out everywhere	For example: my coursebooks have spread out everywhere in my room!
Clutter	= litter = Rommel
Bin something	To throw something away
PHRASAL VERBS	
Pick out	Choose
Clear out	Remove
Run out of	Disappear
Spread out	Uncontained
Opt out	Stop being involved
Help out	Support
SYNONYMS	
Loads of	= heaps of, piles of, mountains of (héél veel)
Things	= belongings, possessions, stuff, objects ...
Rubbish	= clutter, junk
Throw out	= bin it, junking, get rid of
Hoard	= accumulate, amass (bijhouden)

2.2.2) Vocabulary unit 3 – section 3C – adjectives

ADJECTIVE	MEANING/TRANSLATION
Silk	Zijde
Witty	Gevat
Antique	Antiek
Decaying	Verouderende
Controversial	Controversieel
Ripped	Aangetast
Winding	Bochtig/met curven
Broad	Breed
Rusty	Geroest
Dated	Gedateerd (oud)
Plastic	Plastiek
Transparent	Transparent
Smooth	Effen, glad
Tangled	Verwikkelde
Copper	Koper
Wooden	Hout
Triangular	Driehoekig
Rectangular	Vierkantig
Stunning	Verwonderende
Delicate	Delicaat (breekbaar, broos)
Bronze	Bronzen
Contemporary	Hedendaags/tijdelijk
Troubling	Problemen veroorzakende
Colourful	kleurrijk

2.2.3) Vocabulary unit 3 – section 3D

WORD	MEANING
VOCABULARY FROM TEXT	
Encyclopaedic museum	= museum that contains the history of a wide variety of nations ⇔ National historic museum
Precious	= something with a lot of value
Acquired	= verkregen = you got something
Fiercely	= hevig → People debate fiercely about this subject.
Exhibit	= part of an exhibition
Exhibition	= tentoonstelling
Reluctant	= not willingly to → The British encyclopaedic museum is reluctant to give the Rosetta Stone back.
Looted (> to loot)	= geroofd (geplunderd, gestolen) → I looted candy from the Kruidvat
Rows	= debates, disputes, arguments → International rows = internationale ruzie's dus eigenlijk.
COMPOUNDS	

Well-earned	Deserved
Wide-ranging	Broad
Handmade	Met de hand vervaardigd
Broad-minded	A wide-ranged mind
Well-documented	Good documented
Well-know	Popular
Self-defeating	Zichzelf hinderend
Never-ending	Never-stopping
Breathtaking	Amazing!
Thought-provoking	Stimulates your thoughts, gedachtenprovocerende
Heartbreaking	</3
Heartfelt	
Fast-paced	snelgaande

2.3) Vocabulary unit 4

WORD	MEANING
VOCABULARY FROM TEXT	
Life expectancy	Levensverwachting
Engineer	Ingenieur
Compatible	= suitable (compatible candidates)
To cause	Veroorzaken
Critical scrutiny (pleonasm)	Scrutiny = critical observation/examination critical scrutiny = very critical
Fitness	The degree in which the child fits the expectations
Policy	Rules and regulations (beleid)
Commodities	Behandelbaar product → Children are a gift from nature, not commodities
Burdens	Lasten
NOUN SUFFIXES	
-ION: Depression aggression addiction imperfection	Depressie agressie verslaving gebrek
-NESS: short-sightedness deafness baldness	verziend doof kaalheid
-ITY: Obesity Disability	Obesitas A physical/mental condition that limits a person's movements, senses or activities like autism, ADD, deafness, paralysis ...
PHRASES WITH MIND	

To go out of your mind → WHERE WERE YOU? I WENT OUT OF MY MIND.	Become crazy or very worried
To slip someone's mind → Sorry, I forgot to make my homework, it slipped my mind.	To be forgotten
To cross your mind (FR: traverser l'esprit) → It has crossed my mind but I didn't know it for sure that you were gay.	To come in your thoughts
To make up your mind → I can't make up my mind about becoming gynecologist or chemist (seriously, this is a problem, what should I become?).	To decide
To change your mind → I've changed my mind about becoming biologist, it is too boring.	To decide something different
To be in two minds → I'm in two minds about becoming endocrinologist or gynecologist.	Be unable to decide between two things.
To have something on your mind. → I have something on my mind.	Have a problem that is worrying you.
Take your mind off something → Take her out of your mind!	Help somebody forget about something unpleasant
To keep in your mind → I'll keep your advice in my mind.	To remember.
To give [someone] a piece of your mind → I gave him a piece of my mind about copying my homework – literally.	Speak to somebody angrily because of something they have done.
PHRASES WITH BODY PARTS	
Hard to swallow → The fact that Moroccans were colonized by the Europeans is hard to swallow (only SWEWA understands this joke)	Difficult to accept
Dig in heels → Abdellah dug his heels in and shared all his revisions despite of everyone saying he shouldn't.	To refuse to change or stubbornly resist something
Warts and all → They need to accept me, warts and all.	Including features or qualities that are not appealing nor attractive. Not hiding faults and weaknesses
There is more to [smth/someone] than meets the eye → There's more to Muhammad than meets the eye.	More complicated than it seems at first, a hidden significance, greater than its first appearance.
Weight off your shoulders → Finishing all my revisions is a weight off my shoulders	Something you no longer have to worry about.
Come to your senses → Abdellah has come to his senses in 3th form.	To act sensibly after acting unwisely.
To break [someone's] heart → She broke his heart.	To deeply hurt someone in some way.

3) Content

*You have to be able to answer content-questions on the exam.

3.1) Content U2 – urban problems

3.1.1) *I wish this was McDonalds*

*Listening track on smartschool: after hurricane Katrina a lot of buildings were destroyed, there were 'no go'-zones (with other words: zones where buildings were massively destroyed). So, someone put stickers on some of the destroyed building with "I wish this was" on it. People could write what they wanted that it was, there were some practical things like "I wish this was a home/a grocery" but also funny things like "I wish this was heaven/Brad Pitts house ;)".

→ **The aim of this "I wish this is" project was to give the community input of the re-generation of their environment (their environment was destroyed by hurricane Katrina).**

3.1.2) *Neighbo(u)rland*

*People went even further than the "I wish this was"-project, they created a website called neighborland.

→ Perfect because people nowadays are less sociable than people in the past.

→ Social media and public space unite neighbours today.

→ Neighbours can propose en discuss issues like better shops, better cleaning ... on Neighborland.

→ More efficient use of resources, less waste ... old buildings that need to be renovated

→ If someone agrees with a proposal/discussion he/she can click the 'MeToo'-button.

→ Practical things: free WiFi, more bicycle lanes ...

→ More innovative ideas: create stairs with a line from a story with each step, the story will gradually develop --> to encourage people to take the stairs, free music ... table-tennis facilities in the park

→ Public space is where life happens, it gives you sense of community

→ A lot of MeToo's = neighborland contacts local agencies for funding

→ Eventually some ideas will be effectuated ⇔ a lot of ideas won't.

→ 21th century = urban century → we live in cities.

→ Neighborland helps us take responsibility for the future (urban century), it considers the type of community we live in today. It helps us choose how we want to change OUR environment.

3.2) Content unit 3

3.2.1) *Content unit 3A – hoarders*

3.2.1.1) *Text: the stuff in our lives*

Why do hoarders accumulate stuff?

→ Because it has sentimental value, throwing it away is waste and they haven't got time to throw away their stuff (just like me).

*Why have people begun to keep stuff?

→ Loss of nomadic ways 15 000 years ago, we began relying on stored food resulting in a change in our material culture. Permanent homes were built as people **amassed** more objects.

*Why is it for people hard to get rid of things?

→ It's human nature to accumulate, the endowment effect (giving things more sentimental value than they deserve) and consumer society of nowadays.

3.2.1.2) Text: Kayte's ideas

Critical reading: informative or persuasive text? Does the text want to influence us?
Is the language neutral or does it praise or criticize? How does the writer want us to react?

Kayte is a minimalist teenager, this means that she **opted out of** (to opt out = to not be a part anymore = **to drop out of**) modern consumer society and **took out** everything she doesn't need anymore. She **sorted out** her wardrobe and she always **wears out** her clothes because that way she doesn't waste it. Via her blog about her minimalist life she wants to **reach out to** many people.

→ **What do you think about Kayte's ideas? Good or bad? (MEANING)**

→ Possible answer: I think that her ideas are good because I myself live kind off a minimalist life.

I don't need the latest fashion nor do I need the last Iphone 203. Also because it is better for the environment to reuse stuff instead of buying new stuff.

→ **What are other ways of reducing the amount of stuff we have in our lives?**

→ Possible answer: Stop buying new phones if your old phone is still working, cleaning up your room to throw away the stuff you don't need. Throw away old course books ...

3.1.1.3) Your opinion about adverts/recycling/consumer society

→ There are far too many adverts on TV and they persuade us to acquire a lot of things we don't need. Get rid of the adverts and we won't produce so much rubbish.

→ AGREE: Consumer society encourages us to accumulate stuff, we then have to throw them away what pollutes the earth. If we weren't encouraged to buy constantly new stuff we wouldn't have so much pollution.

→ We can recycle almost all of the products we buy. That's great, but what few people realize is that it is not about recycling, it's about reducing consumption.

→ AGREE: If we reduce consumption we don't have to recycle that much.

→ Few of my neighbours recycle, so why should I? There's little point in doing it if no one else does.

→ DISAGREE: You can set the example, change always begins with one person!

3.2.2) Content Unit 3C – environmental art (Test)

*What is an environmental artist: someone who uses art to highlight the impact of modern society on the environment.

*In what ways can this art influence us: they aim to create awareness, it is effective.

*"We produce trash, are born from trash and will turn back into trash", what does it mean? A/DA?

→ Because we bury trash, create more trash than we can recycle. When we die we'll be buried amongst the trash. I agree because we definitely consume too much.

*What does the idiom one man's trash is another man's treasure mean?

→ What seems useless or unvaluable to you might have value to another.

3.2.3) Content Unit 3D – saved or stolen?

*National historic museum: a museum that contains the history of a specific nation.

*Encyclopaedic museum: a museum that tells the stories of a wide variety of cultures

→ AIM: To bring cultures closer together, thus provide a sense of shared human history.

→ They want to let people help understand how events that happened in different times and in different places were connected, and how they influenced each other.

*However, encyclopaedic museums don't achieve this goal, they aim to bring cultures closer together but they accomplish the opposite because they are constantly in never-ending inter-

national **rows** about whether the objects should be returned to the governments that had them in the beginning (like the Rosetta Stone was initially from the Egyptians, they want them back but the British are **reluctant** to give them back).

→ Why don't they give the Rosetta stone back?

→ The British argument that that way more people can see it + it's safer there.

→ The Egyptians argument that it is important for the nation's history + identity and many Egyptians can't afford to see it there. Thus they want it back.

*Does the end justify the means? Is it theft or not? Should the objects be returned? (MEANING)

→ Possible answer: it does justify the means because the objects are safer in Europe than in the other countries and that way more people could see it. It isn't theft, it shouldn't be returned.

3.3) Content Unit 4

3.3.1) Content unit 4A – genetic modified babies

*Ethical issues of genetic modification of babies?

→ 1) Parents will be critically of their child, they won't unconditionally love their child if it isn't perfect. ==> They'll expect perfection.

→ 2) The government is going to create a policy in which everyone has to modify their children.

--> Why? Having disabilities will be immoral now = non-ethical.

--> America is likely to stimulate genetic modification because America is all about reaching the American dream which is having a lot of money, a good job, a big house ... and you can reach this dream easier if you are perfect.

→ 3) We no longer value human differences/uniqueness, our differences are really in fact what makes us human.

→ 4) Human life has no longer value, it becomes a product = commodity

→ 5) The attitude of parents may shift to genetic modification because every parent wants a better life for their children than they had.

→ Critical scrutiny: parents will examine their child and make it perfect instead of loving it unconditionally.

→ 6) People will start playing God, children are a gift of nature and we need to leave it that way.

*The film Gattaca warns that in the 'not-too-distant-future' society will be all about perfection and that everyone has to be genetically modified. Perfect people will be able to rule the world while not perfect (not-genetically-modified) people will be the class under the perfect people.

3.3.2) Content unit 4B – plastic surgery

*Beforehand: do plastic surgery (= I'm a plastic surgeon) !=! have plastic surgery (= I'm a patient)
In the photo (= in de foto) !=! on the photo (= literally on the photo)

*You need to be able to discuss plastic surgery.

PRO: I find that plastic surgery doesn't endanger society, everyone has to be able to change their bodies in the way they want so that their bodies finally match their souls.

CONTRA: Plastic surgery has gone way too far, it is obviously acceptable if it is for medical reason but otherwise it isn't acceptable. We are heading to a society in which (de meeste mensen schrijven 'where' maar da's alleen voor aardrijkskundige plaatsen!) everyone wants to be perfect. In the future there we'll only see Barbie's and Kens because everyone has done plastic surgery.

